

Institutional Accountability Report and Plan 2015-16 to 2017-18

prepared by the UFV Office of Institutional Research and Planning



July 17, 2015

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

Dear Minister,

Please find enclosed the University of the Fraser Valley's Institutional Accountability Report and Plan for the period 2015-16 to 2017-18.

We take pride in our 40-year legacy of student success and community leadership. You will find in this report examples of the achievements of our students, our faculty and our staff, and the ways we are advancing Ministry objectives and regional development. We also take this opportunity to describe new initiatives to keep us on the leading edge of educational innovation and service excellence.

Once again we have met, and often exceeded, the performance measures established by the Ministry. You will see evidence that our students value the education and service provided by UFV, and are quickly finding employment in areas relevant to their study. For example, the unemployment rates of our apprenticeship and baccalaureate graduates are well below targeted levels.

The 2014 Canadian University Survey Consortium report of its survey of second- and third-year students shows once again the high level of satisfaction of UFV students. For example, students' rating of UFV was higher than the national average in areas such as quality of instruction and value for money, and showed they would recommend UFV to others. In the 2014 Canadian Student Satisfaction Survey, UFV scored first, or tied for first, in areas such as class size, subject matter and course material, career preparation, and career and employment services.

We continue to serve large numbers of Aboriginal students; we have assigned resources, developed new programming (some in partnership with Aboriginal communities and institutions such as NVIT), and established a standing committee of Senate to support the Indigenization of UFV. We also note that our numbers of international students have increased significantly.

The Board has approved UFV's first Strategic Enrolment Management Plan, which sets out institution-wide goals and strategies for student recruitment, retention, support, and graduation. This year, UFV has begun work on its next Education Plan that will be guided in part by the learning outcome goals established previously. We are also looking much further ahead. A UFV 2025 Visioning Committee has been tasked with providing guidance on how best to embrace the opportunities of globalization, new technologies and changing educational needs and expectations.

In signing this document, we confirm our commitment to the Government's Taxpayer Accountability Principles and acknowledge our accountability for this report as the Chair of the Board of Governors and the President of UFV.

Sincerely,

Sincerely,



Barry Delaney
Chair, Board of Governors, UFV



Mark Evered, PhD
President and Vice-Chancellor, UFV

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UFV TIMELINE

LOGOS



1974

APRIL 4, 1974:

Founded as Fraser Valley College

Over
2300
students

1974

Classes begin in Chilliwack, Abbotsford, Mission, and Hope

1975

First campuses open on Marshall Road in Abbotsford and Yale Road in Chilliwack

1983

FVC establishes permanent campus in Abbotsford

FVC's first athletic teams launch

1986

FVC opens Agriculture Centre in Chilliwack

1988

FVC welcomes first international students

1992

UCFV offers its first bachelor's degrees

UCFV Health Sciences Centre opens in Chilliwack

FUN FACT:



1975

Board Vice-Chair Norm Crabtree poses with FVC sign in Chilliwack



1975

Board Chair Doug Hamilton recreates the pose with FVC sign in Abbotsford ... causing decades of confusion over who was in the iconic FVC sign photo



PRINCIPALS



Dr. Larry Blake
1974–1979



Dr. Barry Moore
1979–1987



Dr. Peter Jones
1987–1997



Dr. Harold A. (Skip)
Bassford
1998–2009



Dr. Mark Evered
2009–present

PRESIDENTS

1984

JULY 3, 1991:

University College status as the
University College of the Fraser Valley

1992:

Degrees offered
in partnership

1994

1995

Classroom block
and theatre open
in Chilliwack

Library building
opens in
Abbotsford

1996

UCFV Heritage
Park Centre
campus opens in
Mission

2001

Founding of
UCFV Alumni
Association

2004

UCFV awarded
Federal Canada
Research Chair in
Aboriginal
Studies

2005

Solicitor General
establishes UCFV
Research Chair in
Criminal Justice

2006

Basketball and
soccer teams
enter CIS

Envision Athletic
Centre opens

Centre for
Indo-Canadian
Studies opens

First BBA cohort
begins study in
Chandigarh,
India

2007

First master's degrees
awarded

Appointment of BC
Regional Innovation
Chair on Canada-India
Business and Economic
Development

Baker House student
residence opens

New Trades and
Technology Centre
opens in Chilliwack

University-College
Fraser Valley

OFFICIAL
REGISTRATION
WILL BE
IN
AUGUST

LADES
UCFV

BOARD CHAIRS

Doug Hamilton	1974–1979
Betty Meagher	1979–1982
Ross Belsher	1982–1984
Bill Harris	1984–1987
John Wiens	1987–1990
Brian Minter	1990–1994
Noel Hall	1994–1999
Phyllis Stenson	1999–2002
Rob Nicklom	2002–2008
Rod Thomson	2008–2011
Larry Stinson	2011–2013
Barry Delaney	2013–present

FUN FACT:



2010
Sasq'ets, the new
UFV Cascades
mascot, is unveiled



2013
Sasq'ets gets a makeover and the
athletic department celebrates 30 years



1996:

Independent degrees offered

2004

2005:

Master's degree
offered

Over
11,000
students

2009

Opened a renovated
\$20-million classroom block on
Abbotsford campus featuring
business and visual arts wings

Launched the Centre for Social
Research and the Global
Development Institute

2010

Began construction on new
learning block on the
Chilliwack campus at Canada
Education Park (CEP)

Introduced new graduate
certificate programs

2011

UFV awarded Federal
Canada Research
Chair in Food Security
and the Environment

UFV's economic
impact to Fraser
Valley grows to half
a billion

2012

Developed UFV institutional learning
outcomes, with input from students,
staff, faculty and the community

Opened the \$44-million, 150,000
square-foot renovated building at the
Chilliwack campus at CEP

Opened UFV's Clearbrook centre
location in the heart of Abbotsford's
civic square

Hosted a national conference on
Indigenizing the Academy, held at the
CEP Aboriginal Gathering Place

2013

Women's volleyball
team wins national
college championships
and men's and women's
golf teams also win
nationals

UFV Campus Connector
shuttle bus launches in
partnership with
Student Union Society



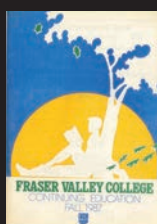
ACADEMIC CALENDAR AND CONTINUING STUDIES BROCHURE COVERS OVER THE YEARS



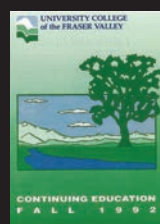
1975



1978



1987



1992



2004



2013

APRIL 21, 2008:

University status as the
University of the Fraser Valley

2014

2015

Over
15,000
students

2014

UFV celebrates 40th anniversary

Agriculture Centre of Excellence
opens in Chilliwack

UFV Five Corners building opens in
downtown Chilliwack

2015

Student Union Building opens in
Abbotsford

UFV Chandigarh, India campus
celebrates 10th anniversary



1. STRATEGIC DIRECTION AND CONTEXT

1.1 STRATEGIC DIRECTION

1.1.1 GENERAL OVERVIEW

Located in the beautiful Fraser Valley just east of Vancouver, British Columbia, Canada, the University of the Fraser Valley (UFV) is a fully accredited, public university that enrolls approximately 15,000 students per year. UFV has campuses and locations in Abbotsford, Chilliwack, Mission, Hope and Agassiz, and a growing presence in Chandigarh, India. The university produced over 8,000 FTEs this year with over a thousand of those coming from international students. The university has some 350 permanent teaching faculty members, almost half of which hold doctoral degrees. Over the last year, over 1,200 people were employed by the university.

In 2013/14 UFV operated with a 100% FTE utilization rate, meeting its Ministry set domestic FTE target. The utilization rate on Abbotsford campus was 112%, up 1% from the previous year. The university saw a marked increase of over 18% international student activity. This increase in international students is consistent with UFV's strategic goal of bringing the world to the Fraser Valley and the Fraser Valley to the world. Our students from other countries not only enrich campus life with their knowledge, skills, and culture, they also benefit the local economy.

UFV is nationally recognized for student success, an excellent learning environment, creative integration of programming, and its work with local communities. UFV is large enough to offer a wide variety of programming, while maintaining small class sizes that allow students to work closely with faculty in a hands-on environment. UFV offers more than 100 programs, including two master's degrees, 15 bachelor's degrees, majors, minors, and extended minors in more than 30 subject areas, and more than a dozen trades and technology programs.

The University of the Fraser Valley and the UFV Student Union Society have realized a long-term dream with the opening of the new Student Union Building on the Abbotsford campus. The \$17.3-million project is financed on a cost-shared basis between UFV students and the university. Phase one of the building was completed in the spring of 2015 and has 46,700 square feet over three storeys. Among the many areas it will house are the Student Union Society, Advising, Student Life, the Aboriginal Resource Centre, and the Career Centre.

In fall 2014, the university opened a new facility in Chilliwack, UFV Five Corners. The location was donated by the Bank of Montreal and Chilliwack Economic Partners Corporation (CEPCO) provided funds to renovate the building. UFV is proud of this community and corporate partnership and looks forward to playing a vital role in the ongoing revitalization of the area.

1.1.2 CHANGING LIVES, BUILDING COMMUNITY

UFV serves a community with a diverse array of backgrounds, cultures, and religions. UFV prides itself on reaching out to this community, facilitating widespread access to post-secondary education to support the development and success of each individual. This engagement and versatility creates benefits both to UFV students, and the societies and economies in which these individuals live and work. A highly-educated population benefits all British Columbians, and UFV strives to provide students with the conditions for success in their academic, professional, personal, and extracurricular lives.

Many UFV programs ladder into one another, allowing students to earn a one-year certificate and/or a two-year diploma on the way to completing a full degree. Others offer a co-operative education option, where students can combine study with professional, paid work experience. The university's emphasis on applied research offers many opportunities for student researchers. Our thriving international programming makes for a culturally diverse student community and great opportunities to study abroad. Our continuing studies and academic upgrading offerings make learning a lifelong experience. Many clubs, events, and activities enhance student life on campus and our award-winning Cascades athletics teams are highly competitive.

Since receiving its university status in 2008, UFV has increasingly attracted top high school graduates from the Fraser Valley while still retaining its commitment to community and access. The challenge lies in providing all of our students the best possible education. UFV's Vision, Mission, and Values statement speaks to this goal.





VISION

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

MISSION

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

VALUES

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

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

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

The University of the Fraser Valley will:

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

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



BOX 1: STRATEGIC DIRECTIONS

1. To provide the best undergraduate education in Canada

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

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

B. The University will provide services for students that:

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

C. The University will provide an environment that:

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

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

The University will:

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

- partner with members of the community to promote innovative business and industry development in the Valley that builds on and supports the educational, research, and service strengths of the university.

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

The University will:

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

1.1.3 UNIVERSITY-WIDE PROJECTS

There are three university-wide planning projects, each at a different stage, underway at UFV. As well, the university is in the second of four years in the implementation of the Skills Gap Plan – a plan that links program offerings with in-demand career opportunities. UFV is well positioned to respond to the Skills Gap Plan. As part of adopting the new Skills Gap Plan, UFV mapped its existing programs against the top 60 in-demand jobs (National Occupation Classification) with four different methods. In considering the two program to in-demand job mappings, we find that some 85% of UFV's current mix of programs matched with a top 60 in-demand occupation as listed in BC's Labour Market Outlook. It is critical that the university structure its curriculum and learning outcomes with a view beyond a student's first job. UFV does this, developing critical thinking, problem solving and leadership skills within all of its students. The university is also communicating labour market information to students. One way this happens is through the Career Centre, which in the last year organized or participated in 30 events and served well over a thousand students.

UFV's Education Plan 2016 – 2020 and UFV 2025


UFV has begun work on its next Education Plan that will run from 2016 through 2020. As part of developing UFV's Education Plan 2016-20, a Visioning Committee has been formed to lead the UFV 2025 project – a plan to determine what the university should look like ten years from now. Through a variety of consultation mechanisms, all areas and individuals of the institution, as well as members of the community, will have the opportunity and are encouraged to participate in this visioning exercise.

One of the key aspects that UFV 2025 will address is how will the university be affected by, and respond to, rapidly changing technology. Advances in technology are having a major effect on university education. One example of this is the Massive Open Online Courses (MOOCs) that are now being offered by a variety of universities and other institutions around the world. It is not certain what the outcome of digital technology will be – MOOCs for one, have yet to live up to their original expectations. But whether it ends up being MOOCs, or some other technology or format, UFV needs to understand and adapt to the digital disruption of higher education.

The Visioning Committee will engage in a visioning exercise for UFV's next five-year Education Plan. The primary question it – and all of UFV – will answer is: **What should UFV look like in 2025?**

This broad question encompasses more specific questions regarding university life in 2025:

- **What do educational units (departments, disciplines, etc.) look like?**
- **What does a course look like?**
- **How are universities organized?**
- **What do UFV's campuses look like?**
- **What will UFV's online environment be like?**
- **What's it like to be a faculty member?**
- **What role will technology play in 2025?**



After the Committee has articulated a vision of UFV in 2025 it will turn its attention to determining the five goals that UFV must achieve from 2016-20 to prepare itself for 2025. The Visioning Committee will consult widely throughout the process, both within the university and with the community and industry. It will solicit input in a variety of ways, such as electronic comment forums, town hall meetings, and charrettes. The task of the Visioning Committee is not to identify specific future programs and courses. Rather, its focus is to provide a broad vision of the future of universities, the future of learning, and the future of teaching and regionally focussed institutions like UFV (including our mandate, strategic directions, Institutional Learning Outcomes, Education, Strategic Enrolment Management, and Strategic Research Plans).

Members of the Committee have been chosen for their ability to imagine the future and for their creative thinking. The Committee embodies the spirit of liberal education and is capable of freeing itself from unquestioning obedience to the authority of custom and the dogmas of the past. The new Education Plan is scheduled for completion in the spring of 2016.

Education Plan Update

The 2014 update to UFV's Education Plan addresses three contextual factors that will shape UFV's education planning. One, the BC Government's Skills for Jobs Blueprint: Re-engineering Education and Training, which will see provincial funding for post-secondary education increasingly tied to labour market information and workplace targets, particularly to "high-demand" occupations. By 2017/18, \$270 million of provincial funding province-wide will have been moved from general block funding to targeted funding. At UFV, 25 percent of provincial funding will be targeted by 2017.

Two, the publication of Chilliwack's Draft Community Plan 2014-2040. There are several references to UFV in this plan and to activities directly relevant to our programming, especially in health, geography, and agriculture. In order to achieve Goal 2 Strengthen Agriculture, the plan states that the City needs to "provide assistance, where needed, to the UFV in its development of the BC School of Agriculture as a national agriculture research and innovation centre." Further, the plan identifies the development of service activities that stem not from the primary/resource based and secondary/manufacturing sectors, but from information technology and advanced education as vital to Chilliwack's future.

Three, employers increasingly identify creativity and innovation as valuable and required skills. UFV is committed to building these skills into its programming and curricula. Doing so will allow the Fraser Valley to retain and attract the creative, ambitious, and entrepreneurial individuals and industries that can build the creative economy.



The Strategic Enrolment Management Plan 2014 – 2019

UFV has developed its first Strategic Enrolment Management (SEM) Plan, a document that sets out institution-wide strategic enrolment goals to guide UFV's actions in the area of student recruitment, retention, support, and graduation for the next five years.

The new Strategic Enrolment Management Plan 2014-2019 identifies nine enrolment goals that are aligned with the university's strategic goals, resources and Education Plan, and seeks ways to meet those goals through the integration of academic processes, student services, curriculum planning, and market analysis. The plan is consistent with the provincial government's BC Jobs Plan and the BC Skills for Jobs Blueprint, and with the university's mandate to provide the best learning experience for students while serving the needs of the Fraser Valley.

UFV is currently in the fifth year of no increase in funding for new student spaces, the third year of a reduction in block grant funding from the provincial government, and there is no indication of any upcoming increase in such funding. Recognizing this, the SEM Plan assumes that total domestic FTE enrolments will remain constant for the period 2014-19.

A SEM planning oversight committee has been assembled, and will be convening to assist with the creation, rollout and assessment of tactics of the SEM Plan over the next five years.

The plan seeks to improve overall student success by:

- **Increasing student retention especially after first year**
- **Adding a Qualifying Studies program stream**
- **Increasing international student enrolment**
- **Increasing opportunities for students to transfer in from other institutions at the second or third-year level**
- **Increasing the proportion of Aboriginal students (in keeping with UFV's commitment to indigenizing the university)**
- **Offering more experiential and workplace learning opportunities to current students**
- **Offering select master's degree programming that enhances current undergraduate offerings and generates revenue**
- **Setting specific goals for retention and graduation, and**
- **Supporting identified growth areas of health and wellness, agriculture and the environmentally responsible development of the Fraser Valley, and digital media.**

Institutional Learning Outcomes

The Institutional Learning Outcomes (ILO) project is based on the premise that a university education should consist of more than the accumulation of a body of knowledge in a certain discipline. This project began in 2011 and UFV now has a set of Institutional Learning Outcomes that came from extensive consultation with a wide range of stakeholders. UFV's ILOs ensure that all graduates are able to:

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

The current phase of the project has departments and programs examining their curriculum and courses to ensure that all the outcomes are addressed and that any redundancies are eliminated. The project also seeks to align school districts' learning outcomes with UFV's and to streamline prerequisites and requirements in order to develop clear pathways from application to graduation.

Towards this end, in fall 2014, The University of the Fraser Valley hosted an interactive and engaging forum titled "Forum on Learning Outcomes and Assessment in the Fraser Valley: Developments and Intersections between K-12 and Post-Secondary Education." The event was organized in conjunction with school districts from across the Fraser Valley to examine how learning outcomes are being developed and used in both K-12 and post-secondary. Abbotsford School District Superintendent Kevin Godden embraced the opportunity to lead by example: "At a time when our society is calling for talented and creative leaders, we must ensure that our K-12 and post-secondary systems align our efforts to providing students with the skills and competencies they will need to thrive in the world," he stated. Participating school districts included Abbotsford, Chilliwack, Fraser-Cascade, Langley, Maple Ridge-Pitt Meadows, and Mission. By allowing UFV to better understand graduation requirements of schools in the Fraser Valley, the university can better match and map Grade 12 graduates competencies with UFV requirements; students can then better see how their learning progresses and maps to UFV's program learning outcomes and Institutional Learning Outcomes.

UFV's Institutional Learning Outcomes project reflects a subtle shift in emphasis on the nature of knowledge transmission in education. Rather than focusing primarily on what teachers have taught to students, the ILOs focus on the students and what they have learned and absorbed. The ILOs' emphasis on what students have learned underlines that the process of teaching and learning is only complete when students have learned the relevant knowledge and possess the relevant skills.

BOX 2: UFV CELEBRATES 40TH ANNIVERSARY WITH ONGOING COMMITMENT TO SUCCESS AND COMMUNITY

The University of the Fraser Valley celebrated its 40th anniversary in 2014. It was a year to be proud of, one that included building openings, program launches, local and international activities, and student, faculty, staff, and alumni success, both locally and beyond.

April 4, 2014 marked 40 years since Fraser Valley College was proclaimed. To celebrate this special day, Premier Christy Clark officially opened UFV's Agriculture Centre of Excellence, and UFV co-sponsored a lecture by astronaut Chris Hadfield, former commander of the International Space Station. UFV also held celebrations in Hope, Mission, Abbotsford, and Chilliwack during the first week of April.

At its June Convocation ceremonies, one of UFV's honorary degree recipients was chosen as a nod to our roots: Doug Hamilton, the first chair of the Fraser Valley College board in 1974. Other honorary doctorate recipients were

educational innovator George Siemens, whose selection was symbolic of the future of education, and entrepreneur and philanthropist Charllotte Kwon, who was recognized for her work empowering artisans.

UFV continued to celebrate its 40th in the fall, with community parties in Abbotsford, Chilliwack, Hope and Chandigarh, India, and co-sponsorship of the Celebration of Light in Mission.

In keeping with its agricultural roots, UFV also partnered with the Chilliwack Corn Maze. The corn maze's design for 2014 was in the shape of UFV's 40th anniversary logo, and proceeds from a special UFV Day on September 13 went to scholarship funds.

UFV also named its inaugural Top 40 alumni list to commemorate the 40th anniversary, and honored them at UFV's Giving Thanks donor appreciation event in October.



UFV 40th anniversary logo in the Chilliwack Corn Maze design, 2014

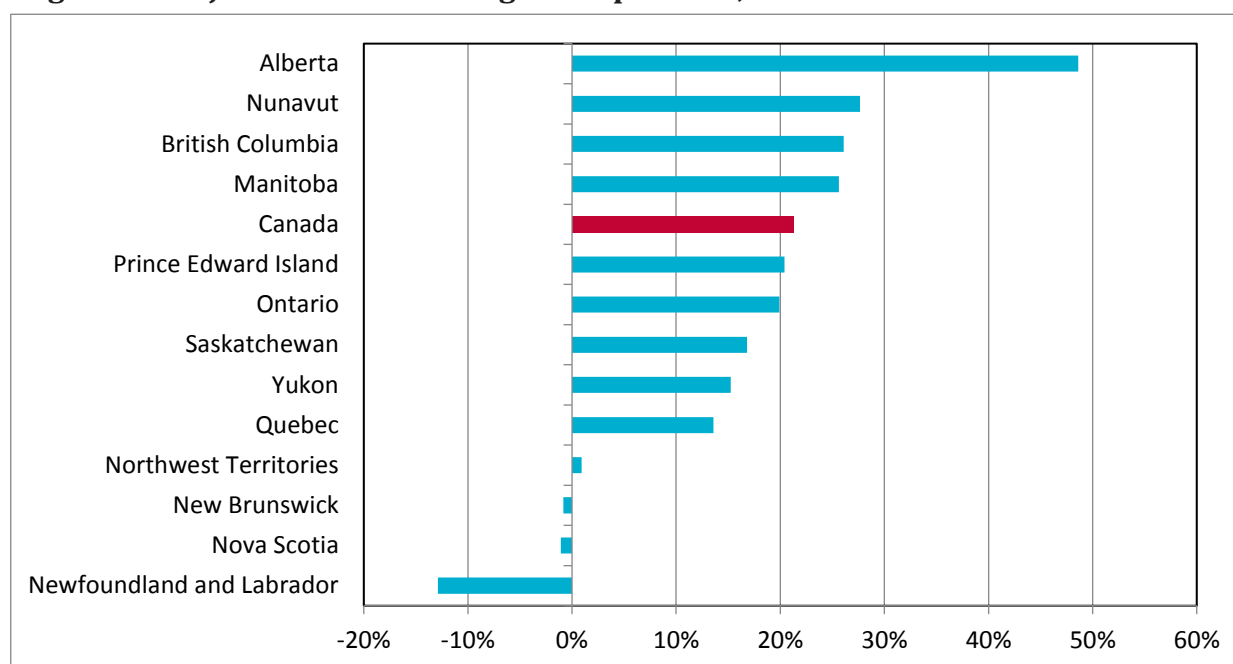
1.2 STRATEGIC CONTEXT

1.2.1 DEMOGRAPHICS

British Columbia

Figure 1 shows that for the period 2015 to 2038, BC's population is expected to grow by 26%, exceeding the 21% growth rate for all of Canada.

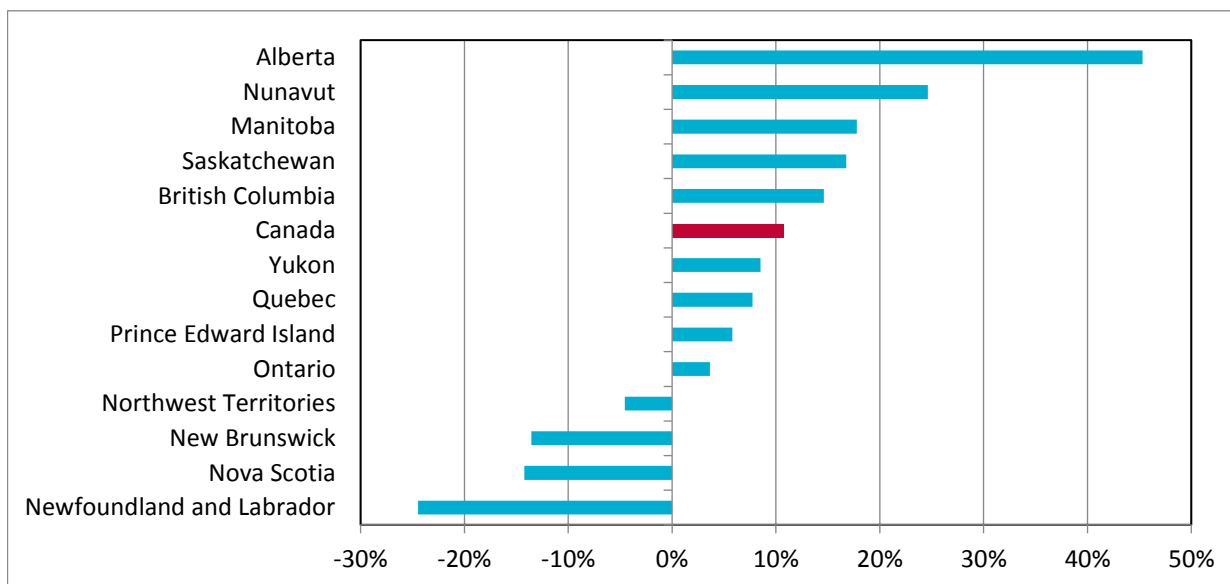
Figure 1: Projected Percent Change in Population, 2015-2038



Source: Statistics Canada (CANSIM) Table 052-0005, accessed 1 May 2015

UFV has students from 17 to 70, but over two-thirds of UFV students are aged 24 and under; the proportion of FTEs for these students is higher still since younger students tend to take more courses than do older students. Figure 2 illustrates that British Columbia's university aged population (15-24 year olds) is expected to increase 15% from 2015 to 2038, higher than the rate for all of Canada at 11%. For all provinces and territories the growth rate in their overall population exceeds their growth rate for 15-24 year olds – reflecting Canada's aging population. The growth rates across Canada tend to decline as from west to east: Western Provinces are highest, followed by Ontario and Quebec, while the Atlantic Provinces experience population declines as people move west for economic opportunity and employment.

Figure 2: Projected Percent Change in Population Ages 15-24, 2015-2038



Source: Statistics Canada (CANSIM) Table 052-0005, accessed 1 May 2015

During the period 2015-2038, all provinces will see at least a temporary decline in 15-24 year olds, resulting in increased competition by Canadian universities for students. BC is expected to take until 2025 to have the same number of 15-24 year olds as it has in 2015. Alberta and Manitoba expect quicker recoveries, reaching their 2015 populations in nine years or less, while Ontario, PEI, Quebec and Saskatchewan expect to take 11 years or more to reach the same number of 15-24 year olds as they currently have.



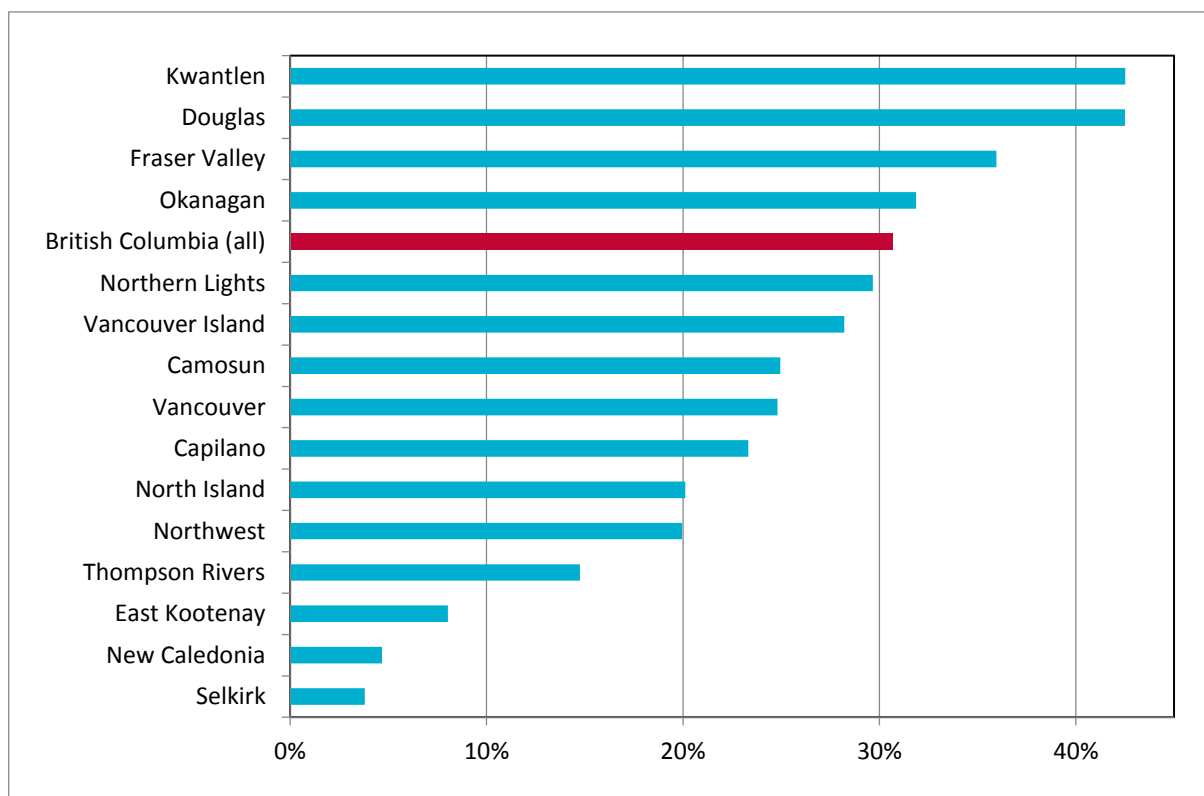
Kinesiology Commencement

Graphic Design students hard at work

The Fraser Valley

The Fraser Valley and surrounding areas are the fastest growing regions in BC. As seen in Figure 3, of Ministry defined College Regions in BC, the Fraser Valley has the third highest projected population growth rate from 2015 to 2041 of 36%. Douglas and Kwantlen, College Regions that neighbour the Fraser Valley, have the highest expected growth rates over this period at 42.5%. The overall BC growth rate during this period is 30.5%.

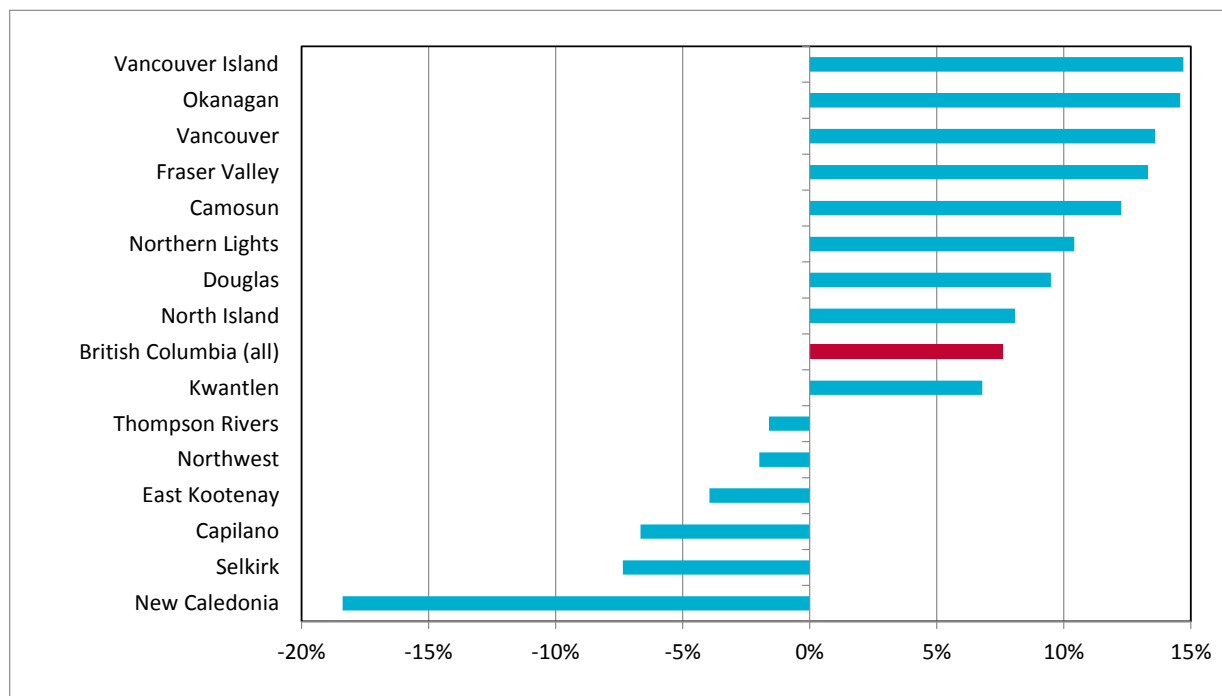
Figure 3: Projected Percent Change in BC College Region Populations, 2015-2041



Source: BC Stats PEOPLE database by College Region, accessed 1 May 2015.

Figure 4 illustrates that for university aged populations aged 15-24, the Fraser Valley again expects the fourth highest growth rate in the province at 13%, the Okanagan and Vancouver Island college regions expect the highest growth rates at 14.5% each, Vancouver at 13.5%, while the provincial average is 7.5%.

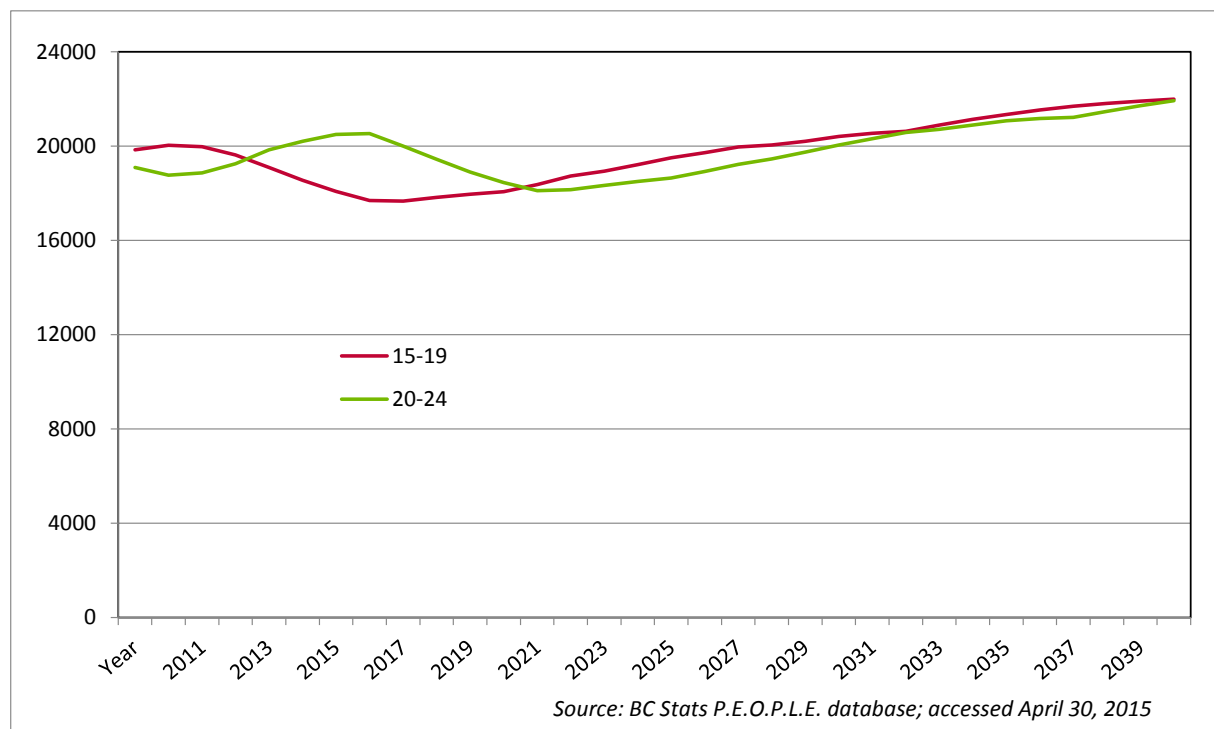
Figure 4: Projected Percent Change in BC College Regions, 15-24 Population, 2015-2041



Source: BC Stats PEOPLE database by College Region, accessed 1 May 2015.

The temporary decrease of 15-24 year olds in BC is also occurring in the Fraser Valley, as seen in Figure 5. The number of 15-19 year olds began to decline in 2009, this is expected to continue until 2018 when the number will reach its nadir and begin to increase. The number of 20-24 year olds is expected to begin to decline in 2017, bottom out around 2022, and increase thereafter. As one might expect, the 20-24 year old pattern is similar to that for the 15-19 year olds, just shifted forward by some five years.

Figure 5: University Aged Population in the Fraser Valley College Region, 2010-2041

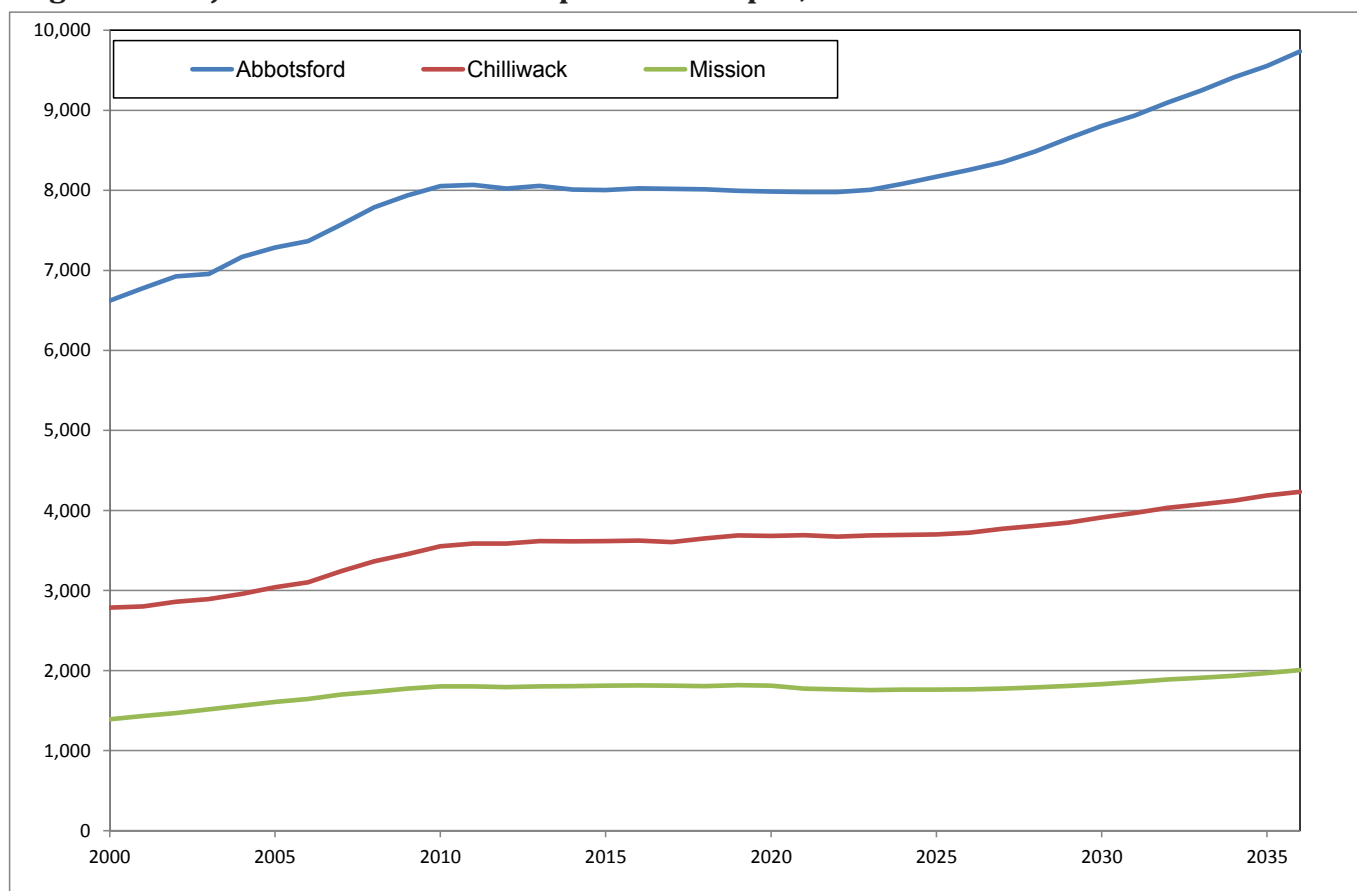


Source: BC Stats PEOPLE database by College Region, accessed 1 May 2015.

Out of eight Local Health Areas (which are smaller than the College Regions) that are known to be sources of UFV students, seven are expected to see growth in populations of 15-24 year olds between 2015 and 2041. The only area whose population is expected to decline during that period is Hope, whose population represents a small share of UFV students. Of the eight areas in question, the individual area projected to see the greatest percent increase between 2015 and 2041 is Chilliwack, whose population of 15-24 year olds is expected to increase by 34%. The areas expecting the next greatest increases in projected growth in the 15-24 age group between 2015 and 2041 are Langley (22%), Surrey (14%), and Abbotsford, whose estimate has fallen significantly from last year to 4.5%. Moreover, shares of students attending UFV from three of the fastest-growing areas (Langley, Abbotsford, and Surrey) have been increasing over the last five years.

A 2014 internal report analyzed population projections and demographics to gauge future student demand at the three main UFV campuses. Interestingly, there appears to be no significant relationship between students' locations of residence and the campus they attend. The campus attended by a given student is likely more connected to the location of the program he or she is taking. Figure 6 shows what the demand would be at each campus were each student to attend the campus closest to where he or she lives. The analysis suggests that student demand for Abbotsford and for Chilliwack will grow in the neighbourhood of 20% between 2014 and 2036, while demand for the Mission campus will grow at roughly half that rate. Of course programs can also be moved between campuses, and decisions on locations of programs are important aspects of UFV's long-term planning considerations.

Figure 6: Projected Student Demand per UFV Campus, 2000-2036



Sources: BC Stats; UFV Fact Books

Also according to National Household Survey statistics, Abbotsford-Mission is the 5th most ethnically diverse Census Metropolitan Area (CMA) in the country, behind only Toronto, Vancouver, Montreal and Calgary. The population of the Fraser Valley is also diverse in terms of immigration status, Aboriginal status, and religion. Twenty-five percent of the population of the Abbotsford-Mission CMA, identifies as a visible minority according to the 2011 National Household Survey. Within that twenty-five percent, the majority of the visible minority population in Abbotsford-Mission is of South Asian origin, accounting for 75% of visible minorities. The next largest group of visible minorities in Abbotsford-Mission is of Chinese descent, with 5% of the visible minority population. The domestic student population of the University of the Fraser Valley is reflective of the diversity of the population in the community and the university hosts over one thousand international students. UFV's campus in Chandigarh, India is an ongoing example of the many linkages between UFV and the world beyond its borders. UFV strives every day to extend a warm welcome to students of any cultural or religious background, and to create an atmosphere in which all students feel at home. UFV is committed to providing a learning environment that is inclusive, welcoming and engaging for all. The university is proud of its success in achieving this goal; evidence for this is seen in UFV's high rating in categories of Quality of Interactions and Discussions with Diverse Others in the 2013 National Survey of Student Engagement survey.



The women of Employment Services and Support Program (ESS) Family Child Care 2015

Multi-campus operations

To make education accessible and affordable, UFV has multiple campuses across the Fraser Valley. Campuses are located in Abbotsford, Chilliwack, and Mission. In addition, there are two regional centres located in Hope and Agassiz. During 2014/15, 64% of FTEs were generated at the Abbotsford campus, 20% at the Canada Education Park (CEP) campus, while the remaining 16% were online or at our other campus sites.

Scheduling of courses on each campus is done in a coordinated manner to allow students to take several classes in the same day, on the same campus. This increases student access, supports student success, and is environmentally friendly. For students and faculty who do need to travel between the Abbotsford and Chilliwack campuses, the Campus Connector shuttle service, operational since the summer of 2013, has made this travel more convenient, safe, and environmentally friendly.

The growth in student population and the high utilization on UFV's Abbotsford campus has created certain challenges in terms of existing infrastructure. The space utilization rate at the Abbotsford campus is currently 112% and will likely increase in the future. The space crunch in Abbotsford presents real challenges for the university. It is difficult to schedule all classes at times that are optimal for students. It is problematic to block off times without classes to allow faculty to meet since all times need to be used to accommodate student demand. Perhaps most importantly, a common feature of university life is informal meetings and discussions of students and faculty – among themselves or with each other. These interactions typically happen in an empty classroom. On the Abbotsford campus, none of these empty classrooms exist. We are hoping that some of the space crunch will be eased with the addition of the projects detailed in UFV's Five-Year Capital Plan.

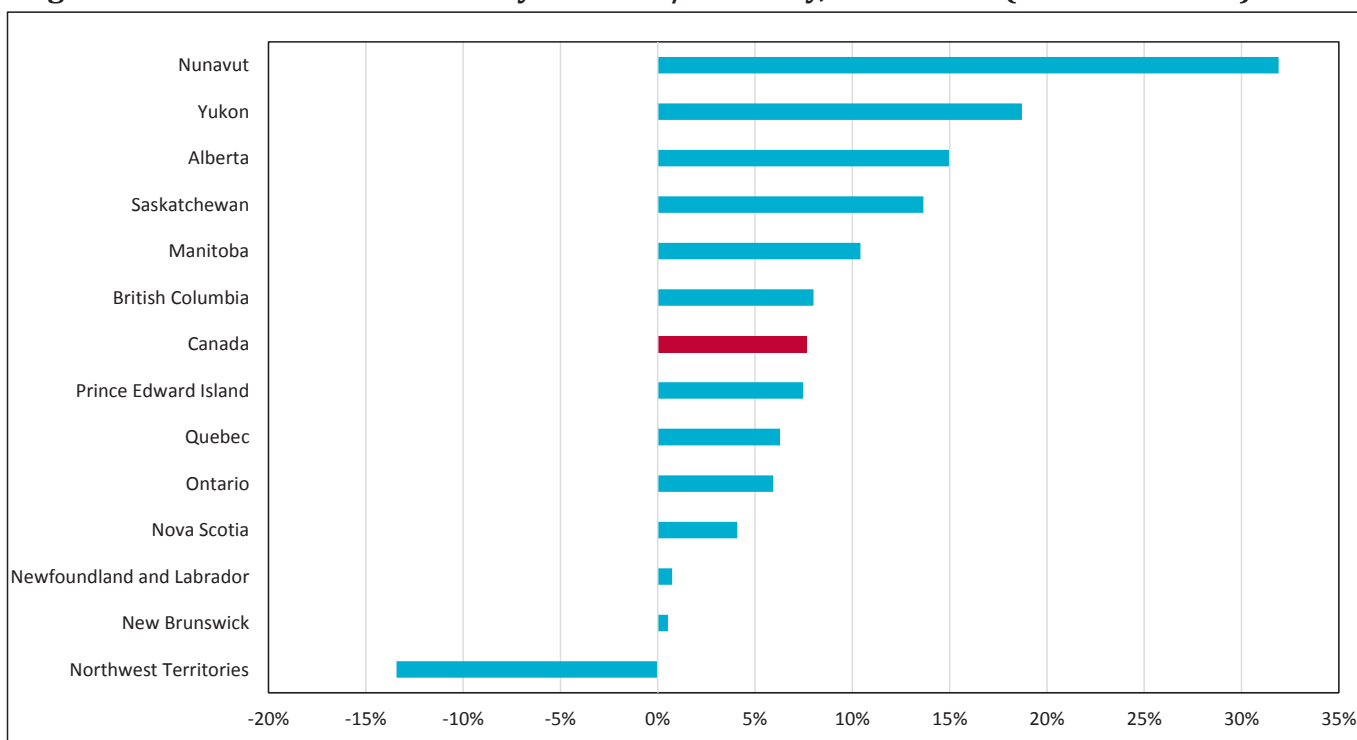


1.2.2 ECONOMY AND THE LABOUR MARKET

The labour market in BC over the last year saw little change. For the year May 2014 to April 2015 BC saw a slight increase in the unemployment rate from 6.2% to 6.3% which is lower than the unemployment rate in Canada of 6.8%. The labour participation rate in BC for this period fell from 63.5% to 62.4% and the labour participation rate in BC is less than that in Canada, which is 65.8%. BC's lower labour participation rate results in the unusual state where BC has both a lower unemployment rate than Canada while, at the same time, also having a lower employment rate, 58.5% versus 61.3%.

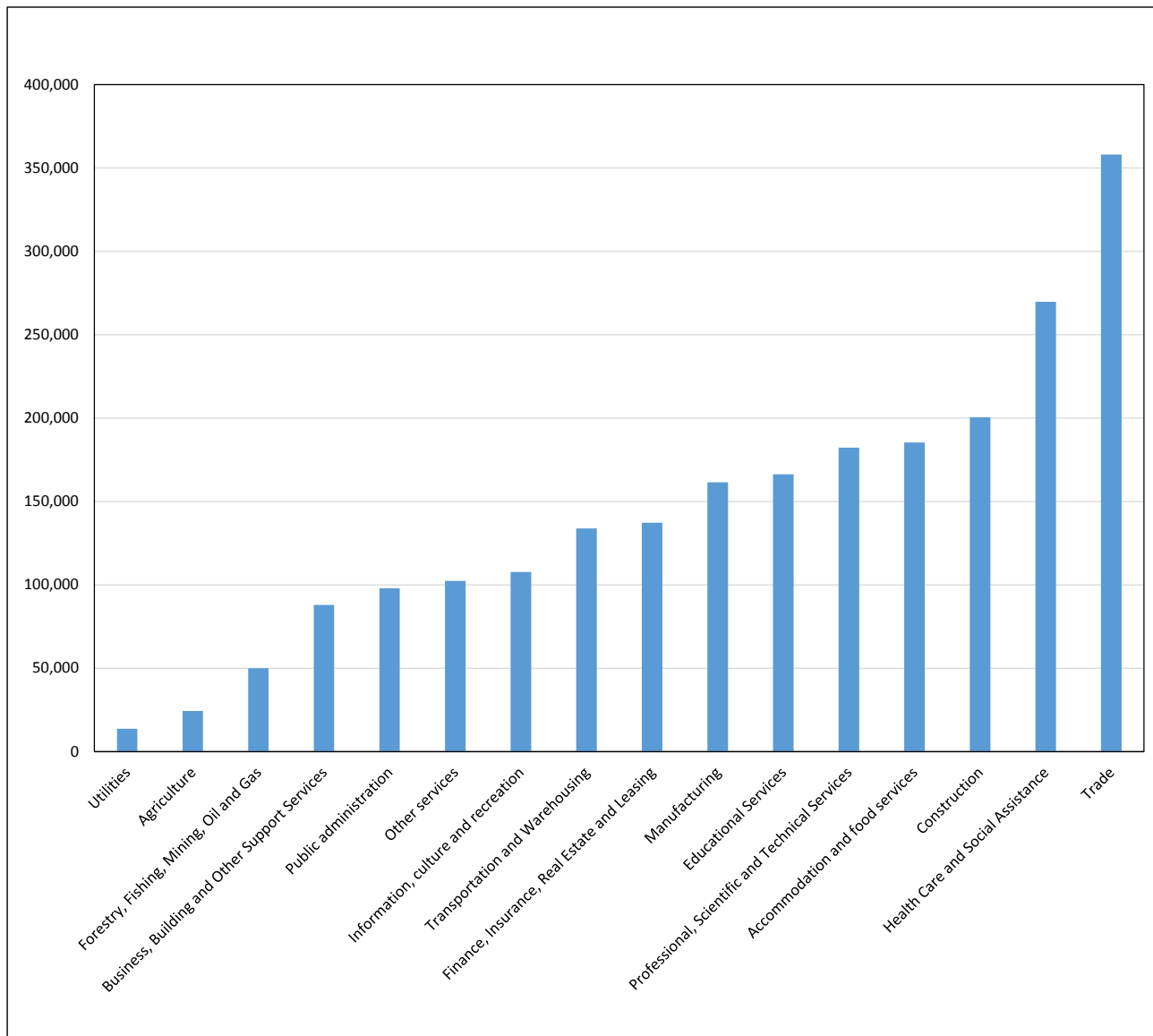
The Gross Domestic Product (GDP) of all provinces and territories has grown since the global financial crisis of 2008, save for that of the Northwest Territories, as shown in Figure 7 below. BC's experience over the last several years has fallen around the middle of all the provinces and territories, growing at a rate just above the national average. Economic growth is distributed geographically, highest growth rates occur in the west, followed by central Canada, and the lowest growth rates are in Eastern Canada.

Figure 7: Percent Growth in GDP by Province/Territory, 2008-2013 (in 2007 dollars)



BC's economy and labour market are overwhelmingly service-based. Historically, the share of the economy made up of the service sector has been rising though it seems to have stabilized at around 80%; it was 75.3% in 1987, 80% in 2000, and 80.25% in 2014. In 2014, nearly 450,000 British Columbians were employed in goods-producing sectors, while over 1.8 million found employment in service-oriented fields. The employment data for 2014 are further broken down in Figure 8.

Figure 8: Employment by Industry in BC, 2014



The share of the provincial economy made up of Forestry, Fishing, Mining, Oil and Gas has declined from 3.6% in 1987 to 2.2% in 2014. The share of BC's economy comprised of the Agricultural sector has also declined over this time. Regardless of the provincial trends, the Fraser Valley has two major competitive advantages in agriculture. It has high quality soils, a moderate climate, and appropriate amounts of water from precipitation, as well as having access and proximity to markets. Figure 9 illustrates that the Fraser Valley Regional District (FVRD) ranks first in BC in gross farm receipts, generating almost \$1 billion in 2005 on only 1.6% of the province's Agricultural Land Reserve (ALR) lands.

BOX 3: UFV NAMED ONE OF BC's TOP EMPLOYERS

The University of the Fraser Valley is well known for excellence in post-secondary education. Now it's also being formally recognized for being a great place to work. UFV was named as one of British Columbia's Top Employers for 2015, joining 60 other organizations on the list.

Serving an annual enrollment of approximately 15,000 students, UFV has more than 1,200 employees, including close to 350 permanent teaching faculty, and more than 360 permanent staff members. UFV is celebrating its 40th anniversary in the 2014/15 academic year. Some employees have been with the university since the 1970s. The average age of UFV employees is 47.

UFV was selected for the list because of the overall employee experience it offers, and for fostering a work climate that encourages and enables its employees to do meaningful work contributing to the positive development of surrounding communities.

"Community engagement has always been a core value for our university, ever since its beginnings as a community college," says Diane Griffiths, associate vice president of human resources. "UFV strives to be continually engaged with and serving the needs of our students, and our surrounding communities, including local civic governments and the Stó:lō Aboriginal people."

The result is a collegial, supportive atmosphere for staff and faculty alike and where ideal job candidates are those interested in making a difference.

"We look for academically and technically prepared, culturally diverse individuals who are passionate about teaching and learning, and who thrive in a workplace culture which believes the ongoing exchange of ideas and knowledge can transform lives as well as inform everyday practices," says Griffiths. "In short, people who embrace

fully the potential of education to change our world."

For Chris Bertram, an associate professor of kinesiology and physical education, UFV is the perfect fit. It is large enough to offer ample opportunities for professional and scholarly development, yet small enough that he can get to know his students individually.

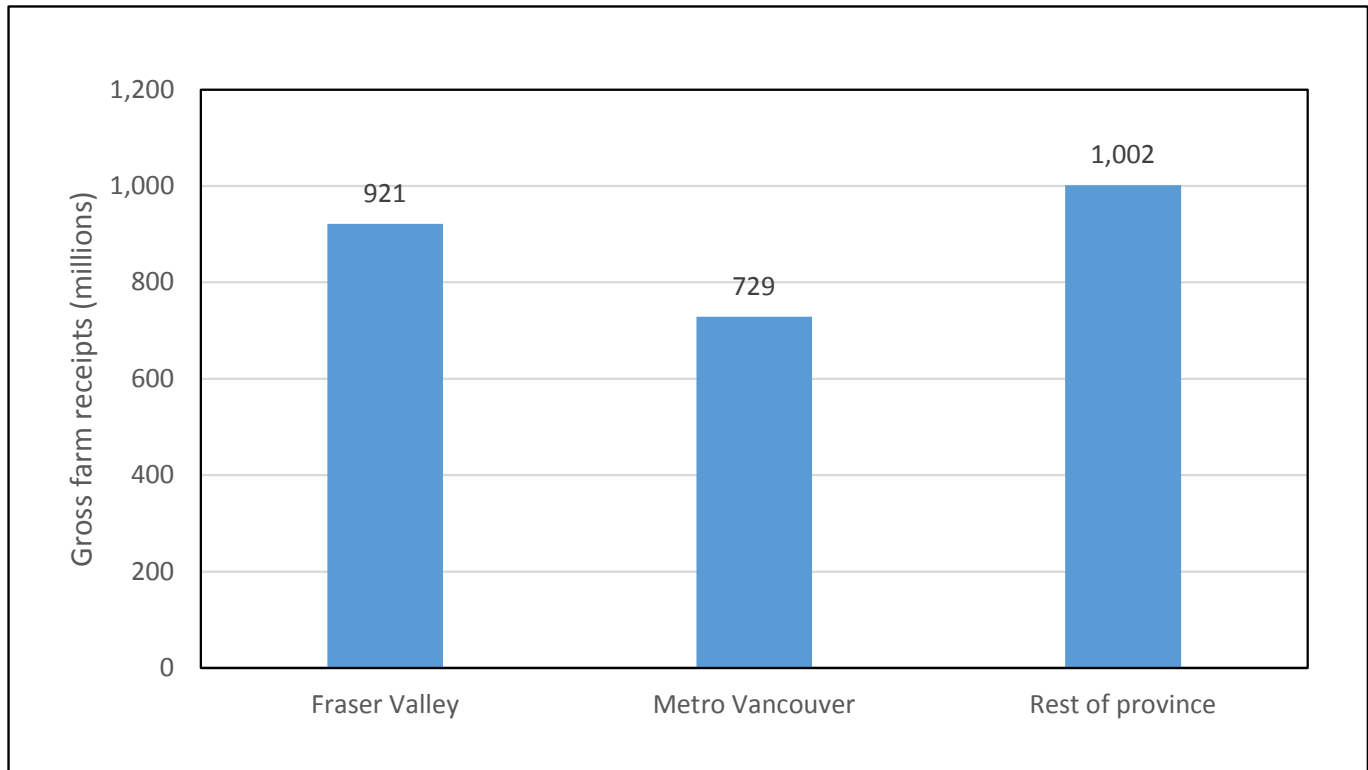
"The university puts a lot of emphasis on teaching, which I really enjoy," says Bertram, who won UFV's Teaching Excellence award in 2011. "It's a part of my job I'm really passionate about."

Many factors have contributed to the tendency for employees to stay for the long-term, says UFV media and communications manager Anne Russell.

"There is a unique atmosphere that has been created by people working together to build the institution through its various phases, from community college, through degree-granting university college, and now full-fledged university," she says. "Everyone who works here has been part of building a university. They can see the results of their work in the success of our students and alumni, and this helps them feel connected to our community."




Figure 9: Share of Agriculture and Forestry, Fishing, Mining, Oil and Gas in BC 1987 – 2014



Agriculture makes up a significant portion of the economy in the Fraser Valley. In 2008 the Ministry of Agriculture developed estimates in support of an Abbotsford Chamber of Commerce study titled Economic Impact of Agriculture in Abbotsford. The analysis determined that, considering both primary and secondary impacts, agriculture created 11,300 full time equivalent jobs and generated \$1.8 billion in expenditures in the City of Abbotsford. Although Abbotsford is a key node for food processing and other agriculture activities, similar activities in other parts of the region, especially Chilliwack, also generate significant expenditures. In 2011, it was estimated that approximately 29% of Chilliwack's economic activity is directly attributed to agriculture (Chilliwack Economic Partners).

Looking at the broader provincial context, WorkBC states that BC's economy is "becoming increasingly focused on small business and services, with the service sector providing almost four-fifths of our jobs." Another major change emphasized by WorkBC is the expected "development of the liquefied natural gas (LNG) sector and...major project investment throughout the province." The recently-released British Columbia 2022 Labour Market Outlook projects that by 2022, there will be over one million job openings, up to 100,000 (10%) of which will result from the planned development of the LNG sector.

More than three quarters of projected new job openings, whether in the service sector or resource development, will require some form of post-secondary training. The University of the Fraser Valley is well-poised to continue responding to the changing needs of these labour markets. The unique mix of programs hosted at UFV, which includes developmental programs, baccalaureate programs, trades, and



continuing education means that students graduating from UFV will be well-prepared to find their place in BC's skilled labour market. In addition, through the Skills Gap plan, UFV and other public post-secondary institutions in BC have been working with the provincial government to review program offerings with a view to the needs of the labour markets of the future, including meeting regional needs, and to fill existing skills gaps that will ensure improved matches between the needs of BC's economy and the skills and abilities its workers possess.

The Skills Gap Plan

On April 29, 2014, the Province released the Skills for Jobs Blueprint, which outlines a plan to re-engineer education and training to ensure that British Columbians will have the skills needed to fill the one million projected job openings in the province by 2022. As part of the Skills for Jobs Blueprint, in the fall of 2014, the Ministry of Advanced Education launched the targeted funding initiative to assist BC's post-secondary institutions in linking their program offerings to the top 60 in-demand career opportunities around the province identified in WorkBC's British Columbia 2022 Labour Market Outlook, published in October 2014. Operating grants to public post-secondary institutions will be re-engineered so that 25 percent of existing funding supports programs aligned with government identified in-demand jobs, while currently, about ten percent of grants are targeted towards specific programs. Aligning the remaining 15 percent will happen over the next four years, through 2017/18. The Skills Gap Plan allows for programming from categories including the top 60 high-demand occupations, health human resource programs, priority programs specific to the need of the region, programs targeted for Aboriginal learners, and programs targeted for persons with disabilities - with a focus on shifting programs to support high-demand occupations.

UFV is well positioned to respond to the Skills Gap Plan. Our comprehensive program mix is well aligned with the top 60 high-demand occupations listed in BC's Labour Market Outlook, and the specific needs of the region, including the agricultural industry, and targeted for Aboriginal learners. UFV has an inclusive program planning process which reflects both student and regional demand. Our Education Plan is updated annually with relevant information that responds to priorities and identifies planned program changes.

Each year, UFV assigns targeted FTEs associated with the Skills Gap Plan and in-demand jobs, and, once approved, these become the university's new Skills Gap FTE targets. As part of adopting the new Skills Gap Plan, UFV mapped its existing programs against the top 60 in-demand jobs (National Occupation Classification) as identified, using several different methodologies. One of the methods employed in this exercise found that 85% of UFV's current mix of programs matched with a top 60 in-demand occupation as listed in BC's Labour Market Outlook.

Prior to 2014

In response to strong regional labour market demand for high-school teachers in math/science and humanities, UFV launched the Teacher Education Secondary program in 2014. The need for this program was identified by local school districts and builds on the very successful elementary program offered by



UFV.

In response to declining demand for dental hygienists, and in recognition of the availability of this program at other post-secondary institutions, UFV suspended the Dental Hygiene program intake in fiscal 2011/12, and discontinued the program in 2012/13.

2014/15 Skills Gap Plan

UFV's 2014/15 Skills Gap Plan demonstrated a balance of program shifts and alignment with government priorities to support high-demand occupations and promote the economic growth of the Fraser Valley and British Columbia. In response to the Skills Gap Plan, UFV targeted 30 FTEs to its Diploma in Agriculture Technology as acknowledgement of its commitment to the region and the agricultural industry. UFV also recognized its responsibility to meet the needs of the health sector by committing an additional 30 FTEs in its Bachelor of Science in Nursing. The Fraser Valley has high student demand and strong employment opportunities for graduates with criminology education. Recognizing ongoing labour market demand for police and correction officers, UFV targeted 36 FTEs in its Bachelor of Arts, Criminal Justice. UFV will train electrical workers, carpenters, and restaurant managers through its Construction Electrician Certificate, Carpentry Certificate and Hospitality/Event Management Certificate for a total of 45 FTEs, recognizing the need for skilled-trade workers. We are pleased to report that in addition to meeting its overall FTE target, UFV met its Skills Gap Plan target for 2014/15.

In October 2014 a new \$150,000 partnership between the University of the Fraser Valley and the Nicola Valley Institute of Technology was announced that has made securing a career in trades more of a reality for students with disabilities. Funded through a grant from B.C.'s Ministry of Advanced Education to specifically focus on helping people with disabilities access training programs for high-demand job skills, the new initiative is designed to shift away from an accommodation model, where students with disabilities adapt to standard curriculum. Instead, the new accessible learning project trains faculty and staff about disabilities, their impact on learning, and how learning can be improved through a curriculum developed using universal design principles.

"As part of our Skills for Jobs Blueprint, our government's priority is to make sure relevant post-secondary education and training programs are accessible to all British Columbians," said then Advanced Education Minister Amrik Virk. "This partnership between UFV and NVIT will increase the success of students with disabilities in developing the skills that will lead to jobs."

With increased emphasis on student advising and career support, UFV is helping students make earlier declarations of their intended program goals. By continuing to work with students on this objective, UFV plans to reduce the number of students in general study programs and increase the number in declared programs.

2015/16 Skills Gap Plan

Business programs, especially accounting, are high demand occupations. For 2015/16 UFV will target 200 FTEs in our Bachelor of Business Administration program. Recognizing the significant need for

administrative assistants to 2022, UFV will commit 50 FTEs in our Applied Business Technology certificate program. The Fraser Valley has high student demand and strong employment opportunities for graduates with a computer information and computer systems education. Recognizing ongoing labour market demand for computer programmers and interactive media developers, UFV will target 70 FTEs in our Bachelor of Computer Information Systems. UFV offers the first year of the Bachelor of Applied Science (Engineering) degree for students wishing to transfer to UBC or UVic with guaranteed admission to the second-year. To contribute to the need for civil engineers in BC through this effective and efficient sector-partnership, UFV will target 15 FTEs in the engineering transfer program.

In upcoming years, UFV's Skills Gap Plan will continue to align with our Education Plan and Strategic Enrolment Management (SEM) Plan goals and tell our story of how we serve our community and our students.

BOX 4: UFV GEOGRAPHY GRAD FEATURED IN MACLEAN'S 2015 GUIDE TO JOBS IN CANADA



UFV Geography alumnus Dan Huesken hard at work for West Fraser Timber in Williams Lake.

Photo Copyright Jimmy Jeong

As a University of the Fraser Valley student, Daniel Huesken was a hard-studying tree planter.

Nowadays, the 27-year-old UFV Geography alumnus is better known as “Mr. Maclean’s.”

Pictured punching GPS coordinates while perched above a topographical map of BC’s interior forest district, Huesken is featured prominently in Maclean’s magazine’s 2015 Guide to Jobs in Canada — an annual publication aimed at helping youth make “informed decisions about post-secondary education and career choices, from hot jobs to jobs of the future.”

Working as a geographic information systems (GIS) technician, Huesken was selected by Maclean’s partially because he opened more doors by extending his education to include UFV’s GIS certificate.

Halfway through his degree, Huesken realized he’d coincidentally accumulated several credits towards GIS completion.

“I figured I might as well extend my education by a semester or so and get my GIS certificate, too.”

That extra accreditation helped him land the GIS job at West Fraser Timber in Williams Lake, where he makes maps with computer software while keeping tabs on timber inventory.

Essentially, tree planting led to tree planning.

“I’d go work in the bush all summer, then come home to study geography at UFV,” recalls the Sardis Secondary graduate. “Now, rather than being out in the bush in the middle of nowhere, I’m sitting at a desk. It’s a little more comfortable.”

Huesken wasn’t sure if he was being pranked when Maclean’s first came calling.

“When they flew a photographer from Vancouver to Williams Lake I knew it was real,” he said. He was told the magazine found him via LinkedIn, the popular busi-

ness-oriented social networking service.

Though he hadn’t used the account “in forever”, it was all Maclean’s needed to set the wheels in motion. The photographer’s visit caused quite a stir in his usually quiet office, leading a new nickname: Mr. Maclean’s.

“We’ve had some fun with it for sure. It’s not something that happens every day.”

The national exposure could be seen as a natural evolution from the days Huesken spent as a member of the UFV Geography Undergraduate Society. He earned the Doug Nicol annual geography department scholarship while in his final year in the BSc in Geography program in 2012, and was that year’s UFV Undergraduate Research Excellence Award winner for Geography for his work in the Luminescence Dating Laboratory.

In 2012, Huesken was also awarded a prestigious NSERC Undergraduate Student Research Award to conduct further research. He then joined UFV professor Olav Lian and others conducting research at Kelly Lake with colleagues from NASA.

“Dan was one of our top Geography students,” Lian recalls. “He has a very positive personality, which together with his enthusiasm and keenness for research made him a positive role model in my lab.”

Huesken was simply following his passion.

“I loved it,” he says of his UFV experience,” especially my work with Olav. “The entire geography department was like a family to me, and it still is, actually.”

1.2.3 STUDENTS

Student demographics

A total of 14,433 students attended UFV in 2014/15, with Bachelor's Degree students making up the largest proportion. The share of students in Bachelor's Degrees has increased in each of the last six years; it was more than one and a half times in 2014/15 than what it was in 2008/09, having risen from 24.6% to 38.5%. The proportion of diploma students has fallen from 37.9% to 28.2% over the same time period. Figure 10 illustrates these trends and shows the share of student headcount by credential type of the last seven years.

Figure 10: Student Headcount Share by Credential Type

Credential/Year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Bachelor's Degree	24.6%	25.6%	29.8%	32.9%	35.3%	37.3%	38.5%
Diploma	37.9%	37.0%	33.4%	32.5%	32.1%	30.3%	28.2%
Developmental	6.3%	9.5%	9.5%	8.7%	9.3%	9.3%	9.1%
Certificate	8.7%	8.1%	8.5%	8.0%	6.9%	7.0%	7.5%
Apprenticeship	2.1%	2.1%	1.8%	1.8%	1.7%	1.7%	1.9%
Master's Degree	0.4%	0.4%	0.5%	0.4%	0.4%	0.3%	0.3%
Other	19.8%	17.3%	16.5%	15.7%	14.2%	14.1%	14.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The male to female ratio is 42:58, while students aged 18 to 24 make up the largest percentage of the student body at 58%, 33% of students are over 25. Figure 11 shows that the proportion of students attending UFV full time, defined as taking three or more courses in a semester, has increased each of the last six years rising from 42% in 2008/09 to 49% in 2014/15.

Figure 11: Students by Full-time or Part-time Status

Student Type/Year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Full Time	42.0%	42.9%	44.3%	45.6%	45.9%	47.3%	49.0%
Part Time	58.0%	57.1%	55.7%	54.4%	54.1%	52.7%	51.0%

Fall and winter are the most popular semesters, making up almost 83% of instructional activity. Figure 12 shows a slight change in the distribution of instructional activity across semesters for 2014/15 as compared to the 2013/14 fiscal year, with a 0.4% increase in the share of summer instructional activity. This increase can partially be attributed to the number of new students arriving in the summer rising from 829 in 2013/14 to 987 in 2014/15.

Figure 12: Share of Registrations by Semester

Semester/Year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Summer	10.8%	10.9%	12.2%	12.4%	11.2%	16.3%	16.7%
Fall	45.1%	45.2%	45.1%	44.5%	45.0%	43.7%	43.5%
Winter	44.1%	43.9%	42.7%	43.1%	43.8%	40.0%	39.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of graduates at UFV continues to increase, from 1,906 in 2008/09 to 2,384 in 2013/14, an increase of 25.1%. Figure 13 provides the number of graduates by credential since 2008/09; the number of bachelor degree graduates has increased by 33.7%, the number of certificates by 25.3%, and the number of diplomas by 19.8% over the last five years.

Figure 13: Graduates by Credential Type (by Academic Year)

Credential	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Bachelor's Degree	668	654	740	751	858	893
Certificate	740	689	864	860	839	927
Developmental	78	68	51	35	53	45
Diploma	414	341	343	404	493	496
Master's Degree	6	5	35	18	30	23
Total	1906	1757	2033	2068	2273	2384

For the 2014/15 fiscal year, there were 690 students who self-identified as Aboriginal while at UFV; these students comprised 4.5% of the student body with a 2:1 female to male ratio.

Some 66.5% of UFV's students live in Abbotsford or cities to the west of Abbotsford such as Langley, Mission, Surrey, and Maple Ridge while 22.5% live in cities to the east of Abbotsford such as Chilliwack, Hope, and Agassiz. Slightly more than 7% of UFV students are international. The most popular countries of origin for international students are China (477), India (326), and Saudi Arabia (49).

Over the last three years we have seen a slight decline in the number of domestic student FTEs. Given the fall in the number of students in the 15 to 19 age cohort in the Fraser Valley this is not surprising. The students that do graduate from high school, do tend to go to UFV, as evidenced by the fall in domestic FTEs, a couple of percent, being less than the fall in the university aged population, about 10%. Over the same time period, there has been an increase in the number of international FTEs. Figures 14 and 15 illustrate total domestic and international student FTEs over the last five years.

Figure 14: Total Domestic FTEs (FY 2010/11 to FY 2014/15)

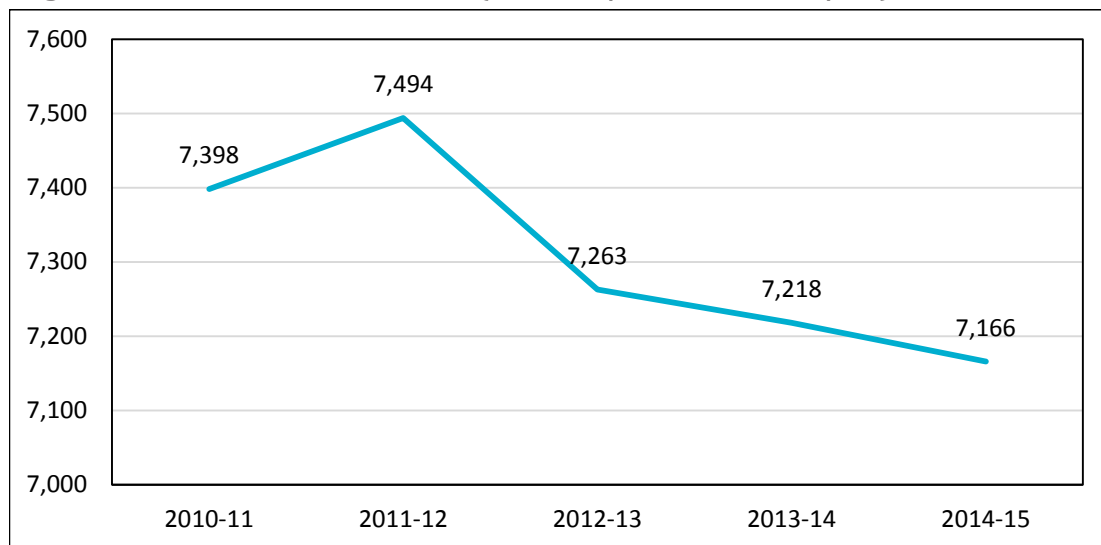
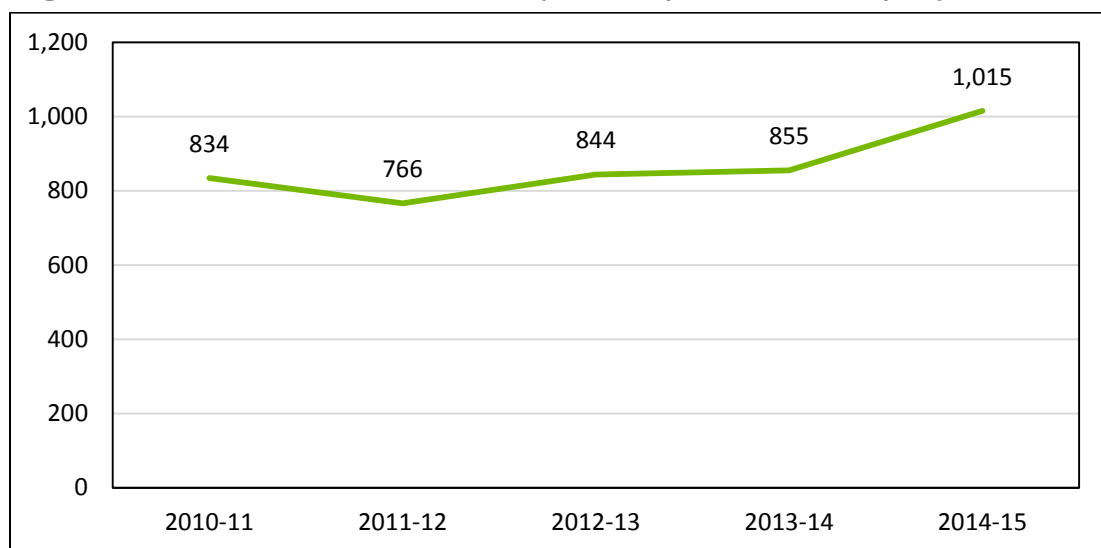


Figure 15: Total International FTEs (FY 2010/11 to FY 2014/15)



In 2014-15 we observed a shift in some FTEs from Studies to the accompanying degree program; this supports the goal in the SEM Plan to increase the number of bachelor degree graduates. Examples include an increase of 30.6 FTEs in the Bachelor of Kinesiology program, with a decrease of 18 FTEs in Kinesiology Studies, and an increase of 57.3 FTEs in the Bachelor of Science program, with a decrease of 30.8 FTEs in Science Studies. For an overall picture of the movement of students from Studies to linked bachelor's degrees we examine institution wide FTEs. In Figure 16, we see that FTEs in Studies programs have fallen significantly, by 148 FTEs or 13%, with roughly half of this loss being made up in the increase in accompanying degrees.

Figure 16: FTEs for Studies and for Accompanying Degree Programs

	FY 2013-14	FY 2014-15	Difference	% Difference
Degree Program FTE Totals	3,544.3	3,619.9	75.6	2.1%
Studies Program FTE Totals	1,139.9	992.3	-147.7	-13.0%

Student survey data


The Canadian University Survey Consortium (CUSC) consists of a group of volunteer universities who participate in a series of surveys that rotate through a three year cycle. The most recent survey in 2014 was of “middle year” students in their 2nd or 3rd year of studies. UFV sent a cohort of 1000 students to be sampled, of which 386 responded. Nationwide 28 universities were surveyed with 22,537 students responding with a response rate of 30%.

We identify some areas of interest, particularly where the responses from UFV students indicate differences from national patterns. UFV students are older, 25% report being 25 or older versus 16% nationally. Students at UFV are twice as likely to be married (18% vs 9%) and have children (14% vs 6%). They are almost twice as likely to live in a house with a parent or relative (61% vs 35%) and over three times as likely to drive a car (74% vs 23%). This is partly a reflection on the low population density and lack of available transport options in Abbotsford and Chilliwack campuses. UFV students tend to have somewhat less educated parents than the national average; more parents have only high school, and they have less college experience generally, and fewer undergraduate and graduate degrees.

UFV students report going to university part time at a higher rate than the national average (68% vs 22%) and hold a job of some sort (71% vs 49%). Of employed students, almost half of UFV students say working negatively impacts their studies (48% vs 45%). The higher employment rate allows for 59% to use their earnings for tuition vs 44% nationally. The upside of this may be that the rate of having any debt is lower (34% vs 42%) and less have student loan debt (24% vs 33%). UFV students plan to apply to grad school at the same as the national average (32%).

1.2.4 RESEARCH

UFV’s approach to research is noteworthy in its relevance for undergraduate education, its involvement and engagement of students, and the priority given to research that supports regional development (as per UFV’s strategic goals). Research is vital to the work of the university, particularly the integration of research and teaching into faculty work. Every year there is growth in the number of research requests and in the collaborative work done by faculty and students who come to the Research Office to seek information and support for their research initiatives. Assistance, comprising both monetary and non-monetary support, is provided in various ways including funding for research assistants, supporting undergraduate students who present at conferences, and the Social Sciences and Humanities Research Council (SSHRC) of Canada Aid to Small Universities fund. Assistance is provided for faculty and students in preparing their grant applications and proposals as well as in the management and administration of successful grants.



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

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

UFV faculty and students are committed to conducting research of the highest quality, meeting or exceeding scientific and professional standards. They are actively involved in various types of research, scholarly activity, and other creative endeavors across numerous disciplines. The university supports individual and collective research in all of its program areas and strongly encourages multi-disciplinary research, particularly through its centres and institutes. UFV has a Human Research Ethics Board, an Animal Care Committee, and Biosafety and Biohazard officers in place to ensure research projects and labs meet strict national compliance requirements.

UFV's Strategic Research Plan expires in 2015, and the university is in the process of developing a new Research Plan for 2016 through 2020. The plan will align with the university's overall strategic goals. The research plan identifies strategic actions to develop several research programs in depth, rather than commit to a wide range of activities where we would not be able to develop sustainable research. Research enriches the learning experience of our students and UFV strives to create as many opportunities as possible for them to be actively involved in research. The plan identifies interdisciplinary possibilities for each of the research strategic priorities, where faculty and students may work together.

UFV remains committed to working in partnership with the private and public sectors for an improved quality of life through research in social, environmental, health, science, and educational disciplines.

UFV's research centers and institutes include the Centre for Indo-Canadian Studies, the Global Development Institute, the Centre for Social Research, the Centre for Education and Research on Aging, along with several others. During this past year the Canada Research Chair in Food Security and the Environment, Dr. Lenore Newman, conducted research projects, including a collaborative project with Abbotsford Community Foundation. Lenore was also distinguished by becoming UFV's first member of the Royal Society for New Scholars. The Canada Research Chair in Aboriginal Studies, Hugh Brody, continued with the dissemination of his films on the results of his research on the land claim in the Southern Kalahari. Film showings were held in South Africa, Ethiopia, Kenya, Ottawa, and Chilliwack.

UFV is actively engaged with faculty in securing Tri-Council Research grants from SSHRC and NSERC. For the first time, we received a Canadian Institutes of Health Research (CIHR) grant, and are in the process of gaining full eligibility status from CIHR. Competition for government and council funding for research is increasingly competitive and more difficult to obtain for small universities. Several groups have lobbied the Tri-Councils, with the hopes that there will be some specific consideration for the small and medium sized universities. The university, along with the research office, is continually exploring possible external funding sources and funders in industry and in the community.



**Student
Research
Day
2015**

2. PERFORMANCE PLAN

2.1 GOALS AND OBJECTIVES

2.1.1 PLANNING AT UFV

The planning process at the university involves several steps. The foundation of all planning is UFV's Strategic Plan. The Education Plan is the next level of planning and UFV is currently working on the new Education Plan that will be in place from 2016 through 2021. As part of the Education Plan, the university is conducting a visioning exercise, Vision 2025, to determine what the university should look like ten years from now. All planning at UFV is built on top of, and refers back to, these foundational plans to ensure that subsequent plans, such as the Strategic Enrolment Management Plan 2014-2019 are consistent with the university's goals, vision and mission.

The university takes direction and guidance from the Ministry's regular planning documents such as the Ministry mandate letter, the Service Plan, and the System Objectives detailed in the Accountability Report Guidelines. The university also reviews and incorporates direction from specific initiatives including the BC Jobs Plan, BC's Skills for Jobs Blueprint, the Conference Board's Skills for Success, the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, B.C.'s International Education Strategy, and the Taxpayer Accountability Principles.



UDistrict Launch April 8, 2015

2.1.2 ALIGNMENT OF UFV GOALS AND OBJECTIVES WITH MINISTRY GOALS AND SYSTEM OBJECTIVES

UFV's Strategic Plan lists the three overarching goals of the university. For each goal there are associated objectives and strategies, as detailed in the strategic plan. In Figure 17 we show how UFV's goals are aligned with the Ministry's goals in the service plan and the system objectives in the accountability report guidelines. We also list the performance measures for each goal that are used for assessment. In actuality, there is, of course, considerable overlap between categories and performance measures, but the mapping provides an overview of the alignment between the university's goals and those of the government, as well a summary of assessment.

Figure 17: Alignment of UFV goals

UFV Strategic Goals	System Objectives	Service Plan Goals	Performance Measures
To provide the best undergraduate education in Canada.	Quality	Goal 1: Students are supported to achieve their education, employment and training goals.	NSSE*, FSSE*, CUSC*, CUR*, SEM* plan, faculty evaluation, program review
	Access	Goal 2: Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage.	
To be a leader of social, cultural, economic, and environmentally responsible development in the Fraser Valley.	Capacity	Goal 3: An education and training system that maximizes return on investment and supports British Columbia's diverse communities.	IPSOS Reid, Student Outcomes
	Relevance		
To be innovative, entrepreneurial, and accountable in achieving our goals.	Efficiency	Goal 4: Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life.	Accountability Report, Performance Measures
	Access		

*NSSE National Survey of Student Engagement

*FSSE Faculty Survey of Student Engagement

*CUSC Canadian University Survey Consortium

*CUR Canadian University Report, Globe and Mail

*SEM Strategic Enrolment Management

2.1.3 ALIGNMENT OF UFV STRATEGIES AND ACTIVITIES

The Ministry's Goals, Objectives, and Performance measures are described in the 2015/16 – 2017/18 Service Plan released in February 2015. UFV's goals and objectives, as detailed in its Strategic Plan, are aligned with those of the Ministry. Selected UFV strategies and outcomes are described below.



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

Ministry Objective 1.1

Align post-secondary education and training with labour market demand to achieve a highly skilled workforce.


UFV Strategies and Activities

- UFV's 2014/15 Skills Gap Plan demonstrates program shifts that lead to alignment with government priorities to support high-demand occupations and promote the economic growth of British Columbia. In response to the Ministry's new Skills Gap Plan, for 2014/15 UFV targeted 30 FTEs to its Diploma in Agriculture Technology, 30 additional FTEs in its Bachelor of Science in Nursing, 36 further FTEs in its Bachelor of Arts, Criminal Justice, and 45 FTEs through its Construction Electrician Certificate, Carpentry Certificate and Hospitality/Event Management Certificate, to align programs with government priorities to support high demand occupations.
- UFV purchased \$325,274 in new trades training equipment that supports students entering in-demand occupations critical to the economy with funding that was announced by the Advanced Education Minister Andrew Wilkinson during his February 2015 visit of the Chilliwack campus at Canada Education Park. The new trades training equipment purchased with the funding includes a steam cleaner, HVAC recovery program, and drill press for heavy duty mechanic trades students; a saw for carpentry students; a power threading machine for plumbing students; and new technology welding machines for welding students.
- As part of B.C.'s Skills for Jobs Blueprint, the University of the Fraser Valley (UFV) will receive funding for an additional 194 training spaces to help reduce waitlists for trades critical to the liquefied natural gas (LNG) and other sectors.
- UFV's newest facility, UFV Five Corners, opened in Chilliwack in





August 2014, and will be home to a variety of new programs offered by UFV's Continuing Education department. New programs include Human Resource Management, as well as Records Management Specialist, and Public Relations Specialist. UFV Five Corners will also be available for community bookings and meetings, programming by other UFV departments, and customized contract training through Continuing Education at UFV.

- UFV's new and unique Engineering Physics Diploma in Mechatronics program was launched in the fall of 2014. It has been designed from the ground up with students in mind, specifically those students who wish to enter the workforce as soon as possible. The program is a response not only to the current labour market, but also a mandate from both the Federal and BC governments to address the shortage of workers with a strong STEM (Science, Technology, Engineering and Math) background.
- In July 2014, UFV welcomed its first cohort of the secondary school option for the Teacher Education program; graduates of this program will help fill the consistently high demand for secondary school teachers in the Fraser Valley.
- The Teacher Education Department (TED) continues to work closely with the Teacher Education Advisory Group, made up of Superintendents and Human Resource Leaders in the local school districts. This group continues to meet three times a year with the TED to identify key areas of focus for the districts, feedback for TE programs, and considerations for future hiring.
- Local school districts are increasing their use of technology in classrooms as per the new curriculum foci released by the Ministry of Education. When looking at hardware in classrooms, SmartBoards and class sets of iPads are the priority. The TED recently purchased a SmartBoard for their elementary/middle and secondary classrooms, as well as a ½ class set of iPads. TE faculty are currently participating in a series of professional development workshops to integrate these two technologies into all TE courses. Teacher candidates in the 2015/16 cohort year will be utilizing these technologies in their courses and assignments at UFV as well as on practicums (field experience).
- The Abbotsford School District continues to provide hiring inter-



views for all UFV teacher candidates who completed practicums in Abbotsford.

- The hiring rates for teacher candidates within one year of graduating from UFV over the past three years is as follows:
 - Cohort 5, 2011/2012, 91%
 - Cohort 6, 2012/2013, 100%
 - Cohort 7, 2013/2014, 90%
- Four UFV School of Business students travelled to Kelowna with faculty advisor Kevin deWolde, to participate in the Western Canada Business Simulation Competition. UFV won gold as a team, along with several top individual awards, including top VP HR award, top CEO award, and top VP Marketing award.
- UFV's Continuing Education offers skill-based, career-focused training to help people enter, re-enter, or remain competitive in the workforce. All programming responds to current employment demands in the Fraser Valley region and teaches students skills to successfully obtain employment or advance their abilities in the following work roles: bookkeeping, dental office reception, family child care, human resources assistant, legal administrative assistant, medical office assistant, nursing unit clerk, paralegal, and veterinary administrative assistant.
- UFV Continuing Education offers Customized Training Services which develop sessions that specifically target the needs of individual groups or businesses and are utilized by some of the region's top employers.
- Students are actively engaged in their education through a high level of interaction with faculty members and are given opportunities for practical experience, research, problem-solving, and creative work.
- Career and Life Planning workshops are offered by UFV Counsellors to students and members of the community at both the Abbotsford and Chilliwack campus. Twenty-four workshops were facilitated during the 2014 winter and fall and winter 2015 semesters, with a total of 283 students registered.
- UFV Counsellors engage in a counselling process that utilizes a variety of standardized assessment tools (including interest and person-



ality inventories). Aptitude testing is one of many assessment areas that counsellors utilize in career counselling. In addition, social and emotional factors may be assessed informally during the career counselling process.

- Experiential learning programs at UFV that offer work experience include practicums and internships, with some 38 programs at UFV including practicum work experience.
- The Career Centre is divided into three functional areas, Career Services, the Co-operative Education program, and the Work Study Grant program. The mission of the Career Centre is simple: connecting students with employers.
- Co-operative Education opens a whole hidden labour market to those students registered in the program. In the last year, 124 new co-op students were admitted into the Co-operative Education program. The standing stock of co-op students is 261, of which 39 are international students, and UFV has some 100 co-op student placements each year.
- UFV's Co-op program continues to serve and benefit students, employers, and the community. Biology student Matthew Gill completed a co-op work term with the City of Abbotsford in Environmental Engineering. Gill performed landscape and irrigation system efficiency assessments, orchestrated a study to find out the average number of garbage, recycling and compost containers people put out per household in Abbotsford, and worked on the annual water quality report.
- The Work Study program offers part-time job opportunities on campus in order for students to gain valuable work experience. This internally funded program has 194 positions per year. In accordance with the Strategic Enrolment Management Plan there is funding available for an additional 20 positions per year, bringing the total number of positions per year to 214.
- For 2014/2015 the Career Centre processed and evaluated 308 Work Study grant applications and 214 positions were allocated to the three functional areas in proportion to the demand: research (95 positions), service (87), and teaching (32).

BOX 5: UFV CHANGING THE FUTURE OF CHINA'S WOOD-FRAME INDUSTRY

The softwood lumber industry is a significant contributor to the BC economy. In 2013 alone, BC softwood lumber exports topped \$5.3 billion. Rapidly catching up to the United States, China is the second-largest importer of this natural resource.

Wood-frame construction is becoming more popular in China. Formally referred to as platform-frame construction, this form of construction heavily relies on softwood lumber. Offering 400 times better insulation than steel, wood-frame buildings are extremely energy efficient and as a result play a critical role in cutting carbon emissions.

“It’s a technology we take for granted here in North America,” notes John English, Dean of Applied and Technical Studies at UFV. “These structures are seismically sound and when constructed correctly have a long life.”

China’s growing housing needs, and a growing recognition in that country of the advantages of platform-frame construction, have triggered a demand for qualified educators in this craft. The framing process requires expert training in order to avoid adverse results.

“Done poorly, it can be a disaster, as we saw with the leaky condo problems a few years ago,” explains English. “This training supports the BC government’s goals of creating new softwood lumber markets in China and helps make certain the technology is transferred properly. We’re providing a measure of quality of assurance.”

The UFV Trades and Technology Centre hosted 16 Chinese educators in August 2014 for a three-week intensive training program. Organized in conjunction with the Chinese National Ministry of Urban & Rural Housing Development, the program was sponsored by 11 Chinese vocational schools, nine building companies, and Canada Wood (an industry coalition that represents Canada’s forest sector’s interests in offshore markets).

Kerry Haggkvist, program manager at Canada Wood, is confident of the success of this exchange. “After spending three weeks in Canada, these educators go home with new skills and understanding,” he explains. “They learn about Canadian education practices and wood frame construction theory, plus have the advantage of seeing numerous wood frame structures used on a day-to-day basis.”

Nine Chinese instructors from trade schools across China, along with seven building company representatives completed the first week of their three-week wood frame construction program at UFV. The program consists of 50% classroom instruction, 35% hands-on training, and 15% project visits.

“For the University of the Fraser Valley, this program opens the door to a number of schools across China,” notes Haggkvist. “These schools are eager to create international partnerships for mutual benefit. UFV is laying the foundation to attract new students, provide training to staff in China, create satellite campuses, and exchange knowledge and ideas with a whole new set of partners.”

Nine Chinese instructors from trade schools across China, along with seven building company representatives completed the three-week woodframe construction program at UFV.



- Employers listed 1,298 jobs on CareerLink, the Career Centre's on-line job database.
- The UFV Career Services office trains students to be Peer Career Coaches who assist other students with preparation related to future employment. Career Counselling creates a path for a student to envision an end purpose to completing a degree: successful entry into the workplace or further education in graduate or professional school, followed by a career of their choice.
- UFV continues to innovate and develop programming that meets regional needs and labour market demands. New programs approved by Senate include: Peace and Conflict Studies major and minor, Bachelor of Professional Communication, Automation and Robotics Technician, Bachelor of Agricultural Science degree and Horticulture major, and Bachelor of Education (from Teacher Education Program).



Ministry Objective 1.2

UFV Strategies and Activities

Respond and adapt to the diverse and changing needs of students.



- UFV partnered with the Nicola Valley Institute of Technology (NVIT) to secure \$150,000 to help students with disabilities. Funded through a grant from B.C.'s Ministry of Advanced Education to specifically focus on helping people with disabilities access training programs for high-demand job skills.
- UFV Counselling Department offers support to guide students through life transitions and provides essential emotional and psychosocial support. Group counselling support includes stress management and student success & study skills workshops, in addition to Healthy Relationships and Mature Student support groups.
- UFV Counselling Department facilitates many mental well-being outreach initiatives throughout the year. The department honors the Bell Let's Talk initiative focused on mental health awareness and stigma. In addition, UFV Counselling services, in partnership with the Canadian Mental Health Association, holds an annual Mental Health Event bringing the UFV community together to talk about mental health and well-being.



- UFV's Continuing Education department works with the Ministry of Jobs, Tourism and Skills Training to plan programming for the Employment Services and Support program (ESS), a provincial initiative that is intended to help the unemployed receive training in public post-secondary institutes to strengthen their job-specific skills. Funded by the government of Canada through the Canada-British Columbia Job Fund Agreement, the purpose of the ESS Program is to increase labour market participation of British Columbians by assisting them to prepare for entry to, or return to, sustainable employment. This year, the ESS Family Child Care program at UFV covered textbooks, tuition, and other necessary costs to help provide Canadian child care credentials to immigrant, visible minority, and Aboriginal women. Nine women from around the world gathered to take part in the program, from countries as far away as Ethiopia, Iraq, and India.
- In the 2013/14 cohort year the TED sought and received approval to place teacher candidates at the Seabird Island Band School. This has resulted in an extension of the field experience opportunities for candidates, as well as strengthening UFV's relationship with the Seabird Island First Nation.
- In 2014, in consultation with the Office of Indigenous Affairs and the Aboriginal Access Centre, TED held a formal naming ceremony. With a great deal of support from Wenona Victor, the department was named S'í:wes Xwela ye Xá:ws I:westeleq, which means "Education for New Teachers" in Halq'eméylem.
- TE faculty and Wenona Victor completed a day-long examination of culturally responsive and Indigenously inclusive resources. Working with Heather Compeau in the library, teacher candidates read and evaluated texts used by Kindergarten to Grade 12 students. In collaboration with Wenona and former teacher education candidate, Erica Jurgens, Awneet Sivia and Sheryl MacMath created a "Checklist for the Analysis of Cultural and Indigenous Inclusivity of Instructional Material" to be used by candidates for their evaluation of materials. This checklist was then adapted to be used to guide lesson and unit planning. This tool ensures that all unit plans being created by UFV teacher candidates, and implemented during their field experiences in schools, include an Indigenous perspective.
- The College of Arts has successfully run a small after-school arts



enrichment program at Deroche Elementary School. The program runs for 6 consecutive weeks during both the fall and winter semesters, with 4 work-study student leaders to plan, implement, and supervise activities for two dozen children aged 8 through 11. Under the guidance of the Deroche school principal, the 4 work-study students design and deliver 6 arts sessions in each term. The arts programming to date has included a significant focus on Aboriginal content and culture, which reflects the school's largely Aboriginal student population, representing more than 70% of its students.

- In January 2015, the UFV Campus Connector shuttle bus introduced service to Langley. The Campus Connector shuttle service became operational during the summer of 2013, making it easier for students and faculty to travel between the Abbotsford and Chilliwack campuses.
- In partnership with Quizam Media Corporation, UFV launched the first university credit course integrating ontrackTV videos on January 9, 2015. The goal is for UFV to work with ontrackTV to deliver courses online. The first course to pilot the blended learning delivery is BUS 329: Brand Identity Management, offered by the UFV School of Business. In this pilot, students were required to attend two-hour classes instead of three hours, with the third hour allocated to assignments using ontrackTV videos and textbooks. The blended learning format shifts the learning of standard content (computer applications for applied branding) to the student, with video playlists and assignments completed prior to the next lecture. This frees faculty to focus less on delivery of content and more on fostering discussion, critical thinking, and creativity.
- UFV's network of support systems extends to all students, offering assistance with the many challenges students face during their post-secondary experiences. UFV offers New Student Orientation (NSO) to help students feel prepared as they begin their journey at UFV, through a free one-day introduction to life as a UFV student. The program is designed to ease a student's transition from a high school student, transfer student, the workplace, to the life and culture at UFV.
- UFV Student Services focus on enabling successful transition to university and students' progress toward their educational goals.

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- Students with disabilities are increasing in number each year at our institution; totals increased by 34% from 2012 to 2015. There are currently 975 students registered with the UFV Disability Resource Centre. Based on the most recent census data, there are likely another 1,000+ students with disabilities attending UFV classes who have not sought out support from the Disability Resource Centre at this point.
 - The Disability Resource Centre has witnessed increases in almost all categories of disability. Significant increases have occurred in areas where students will require maximum assistance, such as learning disabilities (10%), autism (25%) and mental health challenges (13%).
 - Exam invigilation for students with disabilities is a key function of the DRC. These invigilations allow for accommodated exams to address the barrier created by a disability. A total of 1,569 exams were invigilated for students with disabilities over the past year.
 - UFV's current academic program mix reflects the diverse interests and needs of students and the community. The training and education students receive at UFV gives them a foundation from which to launch their careers. UFV offers trades, career, and professional programs, programs that provide access and possibilities for students to continue their education and training (e.g., adult basic education, literacy and essential skills), as well as traditional university programs in areas such as arts, sciences, and business.
 - UFV schedules courses and programs to be highly accommodative in terms of (i) delivery locations across its five locations in BC; (ii) format, whether face-to-face or online; and (iii) times, including scheduling classes on evenings and weekends.
 - Financial Services offer a range of funding support including academic scholarships, needs-based and emergency bursaries, and food subsidy gift cards along with workshops on financial literacy and applying for student loans.
 - The Teaching and Learning Centre at UFV constantly works to improve the quality of teaching at UFV. This is achieved through personal consultations with faculty, committee work, workshops, and professional development events.

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- The Teaching and Learning Centre at UFV is also dedicated to supporting students, faculty and staff at UFV through several services including a student computer lab, colour printing, posters, report binding, equipment loans, and support for Blackboard software. The centre's staff are involved with supporting and promoting innovative teaching and learning practices through sharing of expertise in workshops, professional development events, and resource development.
 - Educational Technology Services (ETS) is a centre for UFV students, staff, and faculty which offers a variety of easily accessible educational technologies and equipment for producing and enhancing classroom presentations and course assignments. There are media computer labs for scanning, video editing and graphics work on the Abbotsford and Chilliwack campuses. ETS maintains a self-serve media prep lab for students producing class presentations, assignments and seminar projects from basic overhead transparencies to menu-driven DVDs. The Abbotsford lab is outfitted for computer imaging (including DVD burners, digital scanning, video capture, and electronic slide presentation), video editing, dry mounting, laminating, and report binding. Students may also book interview projects. The Chilliwack lab offers a scaled down version of services.
 - ETS also supports UFV's television channel that is ready for your UFV club, association, or departmental announcements.
 - In the past year, UFV distributed \$475,779 in scholarships, \$379,190 in bursaries, \$18,314 from the BC Athletics Assistance Program, and \$100,785 in emergency grants for a total of \$974,068 in student awards.

BOX 6: LENORE NEWMAN NAMED TO INAUGURAL COHORT OF ROYAL SOCIETY'S COLLEGE OF NEW SCHOLARS



Dr. Lenore Newman of the University of the Fraser Valley is in good company these days.

She has been chosen to be part of the inaugural cohort of the Royal Society of Canada's College of New Scholars. A total of 91 members have been selected as part of this first cohort.

Newman holds the UFV Canada Research Chair in Food Security and the Environment.

The College of New Scholars, Artists and Scientists is Canada's first national system of multidisciplinary recognition for the emerging generation of Canadian intellectual leadership. The mandate of the College is to: "gather scholars, artists and scientists at a highly productive stage of their careers into a single collegium where new advances in understanding will emerge from the interaction of diverse intellectual, cultural, and social perspectives."

"I am quite excited about having been selected," said Newman. "The Royal Society of Canada tends to be comprised of very well established scholars, and there was a desire to create something similar for people earlier on in their academic careers. It is a great opportunity for us to come together and collaborate. There are a few of us selected who are scholars in the area of food, so there is potential for some interesting cross-country collaboration."

The Royal Society of Canada: The Academies of Arts, Humanities, and Sciences of Canada was established in 1882 as the senior Canadian collegium of distinguished scholars, artists, and scientists. The primary objective of the society is to promote learning and research in the arts, the humanities and the natural and social sciences.

"We are very thrilled to have had one of our faculty members selected to the inaugural cohort of the Royal Society's College of New Scholars," said Dr. Adrienne Chan, Associate Vice President of Research, Engagement, and Graduate Studies. "Lenore has a great track record and reputation for her important research in the area of food security, agriburbia, and British Columbia's Agricultural Land Reserve."



"Her selection shows that there is a place for applied research in a teaching-focused regional university like UFV. Lenore's work is very relevant to business, agriculture, and the environment of our region. Her selection is a testament to the value that we, as a university, can bring to our communities. Lenore conducts her work with enormous depth and wisdom."

Ministry Objective 1.3

UFV Strategies and Activities

Increase participation and successful completion of all students.

- UFV's new Strategic Enrolment Management Plan 2014-2019 sets out institutional targets for student retention and graduation.
- UFV once again offered students the opportunity to learn more about Stó:lō territory and culture through the Lens of Empowerment Project. In creating greater awareness of Stó:lō territory, citizenship and identity, the 2014/15 Lens Project contributes to a larger vision of reconciliation or Xwla ye toteló:met qas ye slilekwel (towards understanding and harmony).
- UFV hosted two Halq'eméylem Language Gatherings in partnership with the Office of Indigenous Affairs.
- Students can find academic support at UFV Mathematics and Statistics Centers, found on both the Abbotsford and Chilliwack campuses. Math Centre Assistants, Mathematics and Statistics faculty, and student monitors are available to help students with mathematics and statistics problems; offering individualized attention to provide students that extra insight they might need to improve and solidify their understanding.
- The UFV Upgrading and University Preparation program assists in achieving adult basic education (ABE) through four levels of courses: Fundamental, Intermediate, Advanced and Provincial. It also offers a BC Adult Graduation Diploma.
- Courses within the ABE program are offered during all three semesters across campuses in Abbotsford, Chilliwack, Mission, and Hope. To ensure access, courses are scheduled at various times; in face-to-face, hybrid, and fully-online formats; and at on-campus and off-campus locations.
- Students with disabilities are offered an 8-month Workplace Training in the Attitudes, Skills and Knowledge certificate program.
- A supplemental peer instruction program (Supportive Learning Groups) is also available in courses in which students have historically experienced difficulty.

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- The UFV Library is committed to providing library services for patrons with disabilities. The Abbotsford campus library is wheelchair accessible, with ramped entrances, automatic doors, a gateless entryway and elevator access to the second floor. Arrangements can be made for textbooks and other resources to be provided in alternative format, such as audio-taped books, digital audio, braille or large print.
 - Priority Access to Student Supports (PASS) is a program that enables faculty to identify and assist those students who are at risk of falling behind. Rather than simply hoping that students in difficulty will seek help, instructors are able to refer students for timely and targeted support from Student Services or others within the institution. The system provides early intervention so small problems do not turn into large ones.
 - Counselling services continued to feature Mac the therapy dog at the Abbotsford campus, who is available to see students in 15-minute drop-in sessions on Tuesday afternoons. Mac is the first registered therapy dog to work at a university, but similar programs are gaining popularity at universities across Canada for their ability to assist students in relieving stress.
 - The RBC Arts Peer Mentoring program continued through the 2014-15 academic year, thanks to another generous donation of \$20,000 from the RBC Foundation (for a total donation of \$40,000 since 2012).
 - The retention rates for the TE year-long post degree program continue to be high. The retention rates for the last three years are as follows:
 - Cohort 5, 2011/2012, 97%
 - Cohort 6, 2012/2013, 97%
 - Cohort 7, 2013/2014, 96%
 - Following a successful pilot project, UFV's counselling services will continue supporting the UFV Trades students through mental health screening events. The pilot Depression Anxiety and Education Screening Event was able to reach twenty students who filled out complete screens, including a risky drinking and well-being screen. The overall results indicated that 24% of students showed symptoms of depression, 53% showed symptoms of an anxiety disorder,

and 24% indicated an increased risk pattern of drinking.


Ministry Goal 2: Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage

Ministry Objective 2.1

Increase international participation throughout our education system.



UFV Strategies and Activities

- UFV's new Strategic Enrolment Management Plan sets a goal of increasing the number of international students by 38% by 2019. This year alone, the international student FTEs increased by 18%.
- UFV International contributes to this goal by recruiting, assisting with admission, and providing services for the international student community. It is a full-service operation that strives to enhance the international profile of the university.
- UFV hosted B.C. Premier Christy Clark and her international trade delegation at its campus in Chandigarh, India on Oct. 11 during a nine-day trade mission to India. While visiting UFV Chandigarh, Premier Clark announced \$50,000 in funding for 20 scholarships that will enable students from Canada to study in India, and students from India to study in Canada. UFV president Mark Evered, University Relations executive director Leslie Courchesne, director of the UFV Centre for Indo-Canadian Studies Satwinder Bains, and associate director UFV India Gurneet Anand along with Chandigarh faculty, staff and students, welcomed the delegation.
- As part of the trade delegation visit to UFV's campus in Chandigarh, India, UFV partnered with Sanatan Dharma College to host an education roundtable, moderated by Satwinder Bains. Amrik Virk, BC Advanced Education Minister at the time, addressed the audience, which included Consul General for Canada in Chandigarh Rajani Alexander, and senior leaders from Simon Fraser University, British Columbia Institute of Technology, Langara College, and other post-secondary institutions from BC and India.
- On February 23, 2015, during the annual awards ceremony for UFV Chandigarh, Justin P. Goodrich, Board Chair of the UFV Alumni Association, announced the official establishment of the association's first international chapter. The event, which was attended by numerous dignitaries including Canada's Counsel General and Britain's




Deputy High Commissioner, marked the ninth anniversary of UFV's campus in Chandigarh. To date, the program has nearly one-hundred graduates, with approximately sixty-five percent of them remaining in Canada, with the others returning home to India.

- The UFV Trades and Technology Centre hosted 16 Chinese educators in August 2014 for a three-week intensive training program in wood frame construction. Organized in conjunction with the Chinese National Ministry of Urban & Rural Housing Development, the program was sponsored by 11 Chinese vocational schools, nine building companies, and Canada Wood (an industry coalition that represents Canada's forest sector's interests in offshore markets). After learning the art of the wood-frame structure system, the Chinese students were presented with official training certification.
- In the 2014/15 cohort year the TED hosted five faculty members from the Mexico Escuela Normal del Estado University for an exchange of teaching and learning practices. The event was organized by Awneet Sivia, Dr. Vandy Britton, and UFV International and included sessions by all members of the TED faculty.
- In the last two years, the TED sent 8 teacher candidates for an extended field experience to Antigua, joining Dr. Joanna Shepard and her kinesiology students.
- In the summer of 2016 the TED will be hosting a summer Institute on Innovations in Education. Instructors and students for the summer Institute will include local, provincial, and international opportunities.
- The UFV Internationalization Fund has been established with an aim of funding projects that increase global networking and international collaboration in research and education. The Fund provides resources to give access to knowledge and build international relationships that help students and faculty succeed in the international labour market and global business environment. A total of \$25,000 is available yearly in the form of grants to undertake activities that infuse an international dimension into UFV's teaching, research and community service functions.
- In addition to partnerships with India through the programs of the Indo-Canadian Centre, UFV has exchange agreements with 58 part-



ner institutions in 23 countries in the European Union, Asia, Australia, and the Middle East.

- From Nov. 12 to 14, UFV joined over 100 countries in celebrating International Education week and Canada's engagement around the world. The theme identified for UFV for 2014 was "Exploring Global Indigeneity" where events and discussions highlighted the connections between local and global indigenous peoples, and our interactions and stories shared together.
- UFV's Volunteer to Work program provides opportunities for International students to gain work experience through volunteer activities. Students are able to volunteer in a variety of different settings, with examples of volunteering for charitable organizations such as the Heart and Stroke Foundation; local community events such as the Chilliwack Community Arts Council's 40th Annual Christmas Craft Market; and for the Fraser Health Crisis Line - in which extensive training and ongoing support is provided to volunteers so that they may provide assistance to people in the region who are experiencing emotional distress.
- UFV's School of Business attracts international students from India by facilitating student transfer from UFV's Chandigarh BBA program to UFV Canada. The ESL department provides language training in Chandigarh to these students.
- UFV International supports international students coming to Canada through Student Exchange programs, and offers study abroad programs to Canadian students. Opportunities for students to work abroad are provided by UFV internship programs.
- Nineteen Pakistani Vice Chancellors, representatives of the British Council and Higher Education Commission Pakistan visited UFV in May as part of a 10-day, multi-university tour organized by the Commonwealth of Learning. Hosted by Peter Geller, UFV's Vice Provost/Associate Vice President, Academic, delegates focused on six themes: developing strategic thinking and planning; strategic planning framework; good governance; financial management; academic innovation and research excellence.
- Business, Computer Information Systems, Communications and Mathematics have the largest number of international students.





UFV ensures its programs match the needs of international students and their demand for new and emerging skills.

Ministry Objective 2.2

Build on current strengths to enhance the quality of the post-secondary education system.

UFV Strategies and Activities

- UFV recognizes student activity, both paid and volunteer, outside of the classroom on our Co-curricular Record (CCR). The CCR recognizes and validates student engagement based on UFV's Institutional Learning Outcomes. Since the launch of CCR in late 2013, 5,000 students have created a record, more than 1,000 have validated activities on their record, and upwards of 500 activities have been made available — many new to campus and created with CCR in mind.
- UFV supports the transferability of both international and domestic education credentials. These transfer agreements facilitate student mobility both among Canadian universities, and to and from universities abroad. UFV's five-year Strategic Management Enrolment Plan sets goals of increasing transfers to UFV from other universities and articulating at least one new block transfer agreement each year through 2019.
- UFV's presence in the community occurs through a variety of means, including an initiative in which local women who are expecting to give birth between September and April are invited to be matched with a UFV nursing student who will be able to learn about pregnancy and the birth process from the perspective of patients and their families.
- A new Bachelor of Arts Indigenous Studies Major and Minor was approved by Senate and is awaiting Ministry approval.
- UFV Department of Kinesiology and Physical Education Associate Professor Dr. Michael Gaetz received the 2014 UFV Research Excellence award in recognition of his community-based health research projects.
- Dr. Andrea Hughes is the recipient of the 2014 Teaching Excellence Award. Andrea's success is a product of her interminable fascination with studying memory, especially in older generations. Her respect for students, attention to student learning, exemplary schol-



arship, and professionalism are well-known within the psychology student body, and now her reputation for excellence in the classroom has been recognized by the university as a whole.

- UFV faculty Dr. Lenore Newman was chosen to be part of the inaugural cohort of the Royal Society of Canada's College of New Scholars. A total of 91 members were selected as part of this first cohort. The College of New Scholars, Artists and Scientists is Canada's first national system of multidisciplinary recognition for the emerging generation of Canadian intellectual leadership.
- The University of the Fraser Valley's Chief Financial Officer and Vice-President Administration Jackie Hogan received the Association of Women in Finance's 2014 PEAK Award for Excellence in the Public Sector. PEAK awards honour women who have achieved excellence in the field of finance. As CFO, Jackie's accomplishments include developing a set of budgeting principles that support the university's goals and values, a shared-revenue budget model for UFV's academic and service units, and a new enterprise risk management process.
- The 2014 UFV Nursing Health Fair was held at Sevenoaks Shopping Centre in Abbotsford by fourth-year UFV's Bachelor of Science in Nursing students, continuing a tradition that spans nearly 14 years. Fairs traditionally operate once in the spring and fall, with students creating booths and offering advice on approved topics. The fair has a longstanding history of allowing students to prepare for accurately delivering important information on a variety of health topics.
- Valley Design celebrated the unique qualities of being the Fraser Valley's only design program. With a solid foundation in digital skills and current fields of design practice, 22 designers from the Graphic + Digital Design program at the University of the Fraser Valley are embarking on new frontiers, but not before they unveiled their work alongside an exciting Pechakucha event at Abbotsford's Highstreet, April 28.
- UFV's Theatre department once again challenged and engaged audiences with its 2014/15 Season of Theatre. This year the following three main stage productions were presented; Birdsong, Rachel Wagstaff's stage adaptation of Sebastian Faulk's novel, directed by Raina von Waldenburg; The Royal Shakespeare Company's adapta-

tion of Charles Dickens' much-loved A Christmas Carol, directed by Paul Gélinau; and Shakespeare's Julius Caesar, directed by Bruce Kirkley.

- In April, the Theatre department held its 20th Annual Directors Festival, a five-day festival of short plays directed and performed by UFV Theatre students as well as students from post-secondary theatre programs across the province.
- UFV's men's basketball team secured the second Canada West podium finish in program history in March, defeating the UBC Thunderbirds 87-71 in the conference bronze medal game in Saskatoon.
- UFV's basketball players Sarah Wierks, Jasper Moedt and Kevon Parchment were named to the Canada West conference all-star teams. Sarah Wierks is also the first Cascades women's basketball player to earn a first team all-star nod since UFV joined Canada West in 2006.

Ministry Objective 2.3

Increase collaboration, innovation and partnerships.


UFV Strategies and Activities

- UFV's newest facility, UFV Five Corners, opened in August 2014 in downtown Chilliwack thanks to a major gift from the BMO Bank of Montreal. The UFV Five Corners location — valued at \$850,000 — was donated to the university by the BMO Financial Group. The Chilliwack Economic Partners Corporation (CEPCO) provided \$850,000 to renovate the building and managed the renovation project, to create the downtown education centre with a focus on programming related to business development and training. UFV provided \$150,000 for furnishing, IT services, and other improvements.
- South Fraser Community Futures has also partnered with UFV, re-locating their offices from Abbotsford to the new UFV Five Corners location.
- The City of Abbotsford and the University of the Fraser Valley are undertaking a collaborative initiative to shape the future of the UDistrict. The partnership initiative includes the development of a UDistrict Neighbourhood Plan and a fully compatible and integrated UFV Abbotsford Campus Master Plan. Beginning with the original UDistrict Vision and Campus Master Plan, this integrated approach



will deliver two highly effective plans for managing growth and redevelopment.

- UFV's Aerospace program was a gold sponsor of The Sky's No Limit – Girls Fly Too! outreach event aimed to change this perception by welcoming women to the airport and giving them a hands-on introduction to aviation and aerospace. This annual event, held at Abbotsford International Airport, is part of an outreach initiative founded by B.C. pilot Kirsten Brazier in 2012. Plane rides were offered free of charge to females who have not flown in a small aircraft before. The event is about education as much as it is about inspiring women of all ages.
- Students at the University of the Fraser Valley have been able to engage in a variety of leadership opportunities thanks to the support offered by the Coast Capital Savings Student Leadership Institute. Coast Capital Savings has provided \$250,000 in funding for the institute and associated student leadership opportunities at UFV over the past five years. This internationally recognized leadership program challenges students to apply leadership techniques through experiential learning activities.
- A University of the Fraser Valley (UFV) study examining the sustainability of food production has received key funding from the recently established Canadian Queen Elizabeth II Diamond Jubilee Scholarships program. The project, entitled Urban Food Systems in Dar es Salaam, Nairobi and the Fraser Valley: Capacity Building for Policy and Planning, will receive \$293,000 in funding to assist with sending six Queen Elizabeth Scholars to Africa and hosting two visiting scholars from East Africa over each of the next four years beginning in late May, 2015.
- UFV and the BC Hazelnut Growers Association (BCHGA) entered into a partnership to support research and programming for hazelnut growers. The partnership will support the hazelnut industry in adopting the leading edge of research and education and to foster collaboration between UFV and BCHGA. Discussions on joint research and programming have already begun, and the UFV Agriculture Centre of Excellence is currently growing blight-resistant hazelnut trees in its new polyhouse.
- The Career Services area organizes events and career fairs to pro-



vide venues and opportunities for students and employers to meet and interact. It also offers the Career Peer program where trained students teach other students how to prepare proper job applications. In the last year, Career Services organized, co-organized, or participated in 30 events and served a total of 1,213 participants. The largest event, the “Hiring Now!” Fair was held on 4 March 2015 in Alumni Hall on the Abbotsford campus. The event featured 23 exhibitors from the Lower Mainland and was attended by over 300 students and alumni.

- UFV’s School of Business held an inaugural Finance Career Networking Breakfast in February, coordinated by UFV’s School of Business director Frank Ulbrich, and students Jennifer Trithardt-Tufts and Arzoo Sandhu. Twenty-nine students participated in the networking breakfast, which included roundtable discussions with the four sponsors: Envision Financial, RBC Financial group, Sun life Financial, and TD Canada Trust. The finance career networking breakfast helped students get in contact with industry professionals. Students who participated were able to ask representatives from each institution career-related questions, and were given the opportunity to hand in their resumes at the end of each roundtable discussion.
- The Employer Engagement program is a School of Business initiative that helps BBA students get in contact with industry professionals before graduation. In addition to planning tours, the program also supports activities such as hosting networking events, connecting with companies in the community, and organizing events that give students the opportunity to explore careers before graduating from UFV.
- The Roger Sasaki Memorial Endowment Leadership Award in Social Work was established. Its first installment will be available to the class of 2015, with an annual gift of \$500 for a UFV student registered in the Social Work program in good academic standing and demonstrating excellence in community service, student leadership, and volunteerism.
- Dr. Malwinder Singh Dhani established an endowed fund to provide an annual award to a third-year UFV nursing student who is known for his or her generosity or volunteer/community leadership. This \$10,000 gift will support an annual award.

- Every year members of the University of the Fraser Valley and its surrounding community come together to support a culturally enriching experience in the visual arts department, the BFA Grad Show.
- UFV's Trades and Technology Center held the annual Skills Canada Regional Skills Competition in March. Approximately 60 Grade 11 and 12 high school students took part in the event and competed for the opportunity to qualify for provincial competition in the following categories: culinary arts, welding, drafting, automotive, carpentry, cabinet making, and electrical. All regional schools from Langley through Hope were invited to register competitors.
- The Books and Basketball program was a semester long success story at Abbotsford's Colleen & Gordie Howe Middle School. Running Monday and Wednesday afternoons, the program boasted between 40-50 kids per session. The students were split into two groups and spent an hour playing basketball in the gym as well as an hour doing homework in the library. UFV Cascades athletes helped kids discover that their dreams of basketball excellence also require academic excellence — and that their community heroes at UFV are achieving both.
- For three weeks in July, UFV's Philosophy department, in cooperation with the Vancouver Institute of Philosophy for Children, ran Think Fun Summer Camps on the Abbotsford campus. The camps were for children ages 6-11 with curriculum designed to develop critical, creative, and cooperative thinking skills. A total of 108 children registered in the camps and nine UFV students volunteered and worked alongside other counselors and curriculum designers from UBC and Concordia University.
- The Faculty of Science has been active in community outreach activities:
 - Hosting Math Mania, an evening of mathematical demonstrations, puzzles and hands-on activities, for elementary and middle school children;
 - Collaborating with Science World to deliver Super Science Club, a science outreach program designed to inspire students at risk in inner city schools;
 - Hosting the Fraser Valley Regional Science Fair for the last six years;

- Putting the region's best and brightest young mathematical minds to work at the University of the Fraser Valley's annual B.C. Secondary Schools Math Contest for the 18th time on May 1, 2015. The event included 70 juniors and 54 seniors;
- The Fraser Valley Math Challengers Regional Competition was held on UFV's campus on Feb. 12, 2015 and was co-organized by UFV Mathematics and Statistics professor Ian Affleck.
- Offering Science Rocks! summer camps, designed especially for young people in Grades 4, 5, and 6, that provide fun learning opportunities in areas such as Physics, Biology, Chemistry, Mathematics and Computer Science.
- UFV supports Stó:lō Means Business, an initiative that supports growth in Aboriginal business within Stó:lō traditional territory and the establishment of Stó:lō as a leading centre of Aboriginal business.
- In May 2014, UFV agreed to work with Concord College of Sino-Canada to provide aviation and business education to future pilots from China

Ministry Goal 3: An education and training system that maximizes return on investment and supports British Columbia's diverse communities

Ministry Objective 3.1

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

UFV Strategies and Activities

- UFV's Strategic Enrolment Management Plan for 2014-2019 sets out 9 strategic enrolment goals for the university to accomplish in the next five years. These goals are geared towards student engagement, persistence and success and are aligned with the institution's overall strategic direction. In the coming years the university will seek to achieve these goals through strategies and tactics delivered by the student support services areas and by academic faculties.
- The Institutional Learning Outcomes project has been ongoing since 2011; UFV now has a set of Institutional Learning Outcomes that resulted from extensive consultation with a wide range of stakeholders. Upon completion of this project, every program will have articulated its outcomes and how they align with the institutional ones.
- A new cross-faculty Indigenous Studies Curriculum Committee,



chaired by Wenona Victor, was formed to address curricular considerations for Indigenous Studies course approval.

- UFV hosted an interactive and engaging forum on learning outcomes and assessment on Nov 19, 2014 at UFV's Envision Athletic Centre. The forum was a collaborative opportunity to share ideas and best practices among local school districts, UFV, and the BC educational ministries. Organized in conjunction with school districts from across the Fraser Valley, the forum brought together educational leaders at the local level, plus guest speakers from as far as Ontario, to examine how learning outcomes are being developed and used in both K-12 and post-secondary in the Fraser Valley and in other provinces.
- Dr. Gwen Point was installed as Chancellor of the University of the Fraser Valley at a ceremony at its Chilliwack campus at Canada Education Park on February 4, 2015. The Chancellor is the ceremonial head of the University of the Fraser Valley and serves as a member of the Board of Governors and Senate. Dr. Point will also preside over UFV's Convocation, conferring degrees, diplomas, and certificates, and serve as an ambassador for UFV at major events.
- On October 17, University of the Fraser Valley President Mark Evered welcomed Canada's Minister of International Trade and MP for Abbotsford, Ed Fast, to UFV's campus in Chandigarh, India. Fast, along with Canada's Minister of National Revenue, Kerry-Lynne Findlay, Canada's Parliamentary Secretary to the Minister of Justice, Bob Dechert, Consul General of Canada in Chandigarh, Dr. Rajani Alexander, and incoming High Commissioner of Canada in India, Nadir Patel, toured UFV's campus and met with students.
- The university has developed, and continually revises, educational, research, accountability, and human resource plans with measurable targets that serve the goals of the university while recognizing and respecting its financial capacity.
- The University of the Fraser Valley is committed to offering academic programs of the highest quality and standards. To this end, UFV has in place a policy on academic program and unit reviews. The policy requires that all academic programs and units normally be reviewed every five years. In accordance with the policy there is a multi-year plan that details the schedule for the review of academic programs

and units at UFV. The Program Review is a key part of continuous program improvement and monitoring.



- The Government of Canada publishes data on repayment rates for Canada Student Loans. In 2014, students who had attended the University of the Fraser Valley had a higher repayment rate (83.0%) than the average (79.3%) repayment rate for post-secondary institutions in BC. Repayment rates at BC's four largest institutions UBC, BCIT, SFU, and UVIC had higher repayment rates – all were over 92%.
- UFV has met or exceeded its Ministry target for full-time equivalent (FTE) students for each of the last 6 years. The institution is also funded by the Industry Training Authority (ITA) for trades programs. Both funding sources align to the labour market, and community and regional needs.
- Since recent FTE funding has been flat, any new programs and growth in existing programs have been funded through a reallocation of existing resources. Implementation of these changes will result in fewer employees in some functional areas, and some vacancies and positions have been reallocated.
- The increase in international students has funded the additional seats needed to accommodate these students; domestic students are not displaced by increases in international students.

Ministry Objective 3.2

Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.

UFV Strategies and Activities

- UFV strives to recognize, celebrate, and publicize successes in learning, teaching, and research.
- UFV faculty in the School of Criminology and Criminal Justice and School of Social Work collaborated with the Centre for Safe Schools and Communities at the University of the Fraser Valley, on a study examining policies and practices that address the needs of children with incarcerated parents, who were found to be an invisible and vulnerable group.
- As part of the Research Lecture Series at UFV, Yvon Dandurand, a member of UFV's School of Criminology and Criminal Justice and a



senior associate of the International Centre for Criminal Law Reform and Criminal Justice Policy, a United Nations-affiliated Institute, shared his insights, and examples of useful interventions, accumulated from years of working with criminal justice systems in conflict-affected societies.

- First Nations leaders joined federal and provincial government officials and fire services representatives at the University of the Fraser Valley Oct. 3, 2015 to unveil plans for a one-of-a-kind safety blitz aimed at reducing fire fatalities in reserve communities.
- National Indigenous Rights Education Day Speakers Series 2015 was hosted on February 27 in UFV International's Global Lounge. Brenda Sayers of Hupacasath First Nation (HFN) spoke about her community's challenge to the signing, between Canada and China, of the latest of a series of Foreign Investment Promotion and Protection Agreements (FIPPA).
- In April, UFV organized a panel in partnership with the Reach Gallery Museum in Abbotsford as part of their "Decolonize Me" exhibit to explore the ways in which colonization has contributed to the levels of violence Indigenous women experience as well as explore the ways in which Indigenous women are empowering themselves by decolonizing and reclaiming their roles and identities.
- UFV hosted "Speaking for the Children" a forum to bring awareness to the Edmonds vs Canada case against Canada at the Inter-American Commission on Human Rights (IACHR) in November. Visiting speakers from the Lil'wat Nation marked the 20th Anniversary of the UN Declaration on the Rights of the Child.
- For a second time, UFV has partnered with the Nicola Valley Institute of Technology (NVIT) to enable graduates of NVIT's Chemical Addictions Worker Diploma program to earn a Bachelor of General Studies (BGS) degree at UFV through the completion of a capstone year. This year's program includes 12 students from NVIT, but also four to six additional Indigenous students from UFV (depending on the course) with target completion of August 2015. The UFV BGS completion component received the Indigenous Certification Board of Canada's (ICBOC) accreditation which enhances employability of graduates. ICBOC certifies and supports addictions and wellness workers who specialize in working with First Nations Communities as well as



accrediting education providers.

- UFV was awarded phase one funding from Canada's Institute on Health Research for a Land Based Resiliency project on Youth Suicide Prevention, in partnership with Seabird Island First Nation, Fraser Health, UFV Research (Adrienne Chan) and Indigenous Studies (Wenona Victor).
- UFV Global Development students Cydney Myers, Kara Hanson and Carolina Silva launched a charity challenge (#sharemynextmeal) to encourage food bank donations after being assigned the task of designing a campaign that focused on poverty within their own communities in a Global Development Studies class at UFV.
- Images and Land Claims – a weekend of films, maps, and discussion was hosted by the Stó:lō Nation and supported by the University of the Fraser Valley in July.
- On October 29, UFV hosted, and invited the public to take part in, a roundtable discussion “Navigating a Turbulent World – Terrorism, the Media, Canadian Identity and Security,” featuring UFV professors with expertise in international security, Canadian politics, and history.
- UFV adopts innovative and environmentally-responsible practices of stewardship of the University's lands and other resources.
- As part of the overall provincial initiative to reduce greenhouse gas emissions, all of UFV's renovation and capital development activities meet the minimum LEED Gold or equivalent certification standards.
- Given its location in the rich agricultural region of the Fraser Valley, UFV places emphasis on environmental sustainability issues and “greening” of the curriculum and programs.
- Student Research Day was held on April 8, 2015 to showcase UFV's undergraduate researchers, and hosted by the UFV Research Office. Over 90 UFV undergraduate students from a wide range of disciplines participated in a microlecture, poster presentation, or both. Topics ranged from invasive knotweed, crime in Abbotsford, and lichens as a measure of air quality, to Vancouver raves and distracted driving. There were 10 poster presentation award winners.

- The School of Social Work & Human Services hosted an industry-wide social work conference “Reaching Out Together: Connections Through Social Work Conference” April 28 - May 1, 2015 at UFV. The vision for the conference was to facilitate networking opportunities while creating a space for information sharing and learning exchange where participants will make meaningful local and international connections. The conference provided a variety of learning opportunities such as applicable practice-based workshops, themed networking sessions, and insightful presentations delivered by service users, engaging research presentations, and sharing of innovative alternative practice strategies in the field.
- UFV’s Cascades women’s basketball team held a Shoot for the Cure fundraiser night in support of the B.C./Yukon chapter of the Canadian Breast Cancer Foundation, in which they raised over \$3,800 for breast cancer research.
- UFV is developing a Peace and Conflict Studies degree. UFV is hiring for a term appointment for a Teaching Chair in Peace and Conflict Studies, a position funded by community partners. Peace and Conflict Studies forums and meetings were held through the year co-hosted and attended by community partners including the Mennonite Central Committee, and the Aboriginal and Indo-Canadian communities.

Ministry Objective 3.3

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

UFV Strategies and Activities

- To facilitate evidence-based decision making, UFV collects and disseminates data in a variety of forms including the annual UFV Fact Book, departmental data books, and the Business Intelligence dashboard. These reports provide data, statistics, and information on UFV activities to the university, the community, government and other stakeholders.
- UFV regularly reviews all education, research, administrative, and service functions to ensure they are consistent with the goals of the university, best practices, and responsible stewardship of resources.
- UFV uses governmental and private sector data from various sources on items such as the current state and trends of the labour market and student transitions to post-secondary institutions, for

BOX 7: UFV'S NEW CHANCELLOR DR. GWEN POINT

Dr. Gwen Point was installed as Chancellor of the University of the Fraser Valley at a ceremony at its Chilliwack campus at Canada Education Park on February 4, 2015.

The installation ceremony was attended by more than 400 dignitaries and special guests, including the Honourable Judith Guichon, Lieutenant Governor of British Columbia.

The new Chancellor's connection to UFV stretches back decades, starting in the early 1980s when she and her husband Steven (former Lieutenant Governor of British Columbia and a BC provincial court judge) took university-level courses there.

From Fraser Valley College student to member of the University College of the Fraser Valley Board of Governors, to UFV assistant professor, Dr. Point's career and educational journey has paralleled the development of UFV from college to university.

"The UFV Board of Governors is delighted to welcome Dr. Gwen Point as UFV's Chancellor," said UFV Board Chair Barry Delaney. "Dr. Point has been part of UFV since our early days. She knows us well and epitomizes our commitment to quality education, student success, and regional development. We are extremely fortunate to have Gwen serve as UFV's next Chancellor."

"I am very pleased to be working with Dr. Point," said UFV President and Vice-Chancellor Mark Evered. "She brings a unique balance of community and university experience, leadership, and understanding. She has served our university as a teacher, a scholar, an administrator, and a board member, has held a number of offices in government, including the senior office of Chatelaine, and is a passionate leader, mentor, and role model in our community. She is an outstanding addition to UFV."

Dr. Point recently resigned from her role as assistant professor in the School of Social Work at UFV in order to take on the volunteer Chancellor position.

"It is a real honour to be asked and a privilege to take on this role," said Dr. Point, a member of the Skowkale First Nation who lives in Chilliwack. "I started my post-secondary education here and I was very grateful for the access it provided at the time. It was wonderful to not have to leave home to get an education. It was a very special experience when I returned here to teach full time in 2005. Now becoming Chancellor and playing a leadership role at UFV sends a message that dreams do come true and good things do happen."

She said that she will miss teaching, but added that becoming Chancellor will allow her to continue to provide leadership and mentorship to young people.

"My grandmother told me that what you know has no value. It's like sand in your hand unless you pass it on to others."

The Chancellor is the ceremonial head of the university and serves as a member of the Board of Governors and the Senate. Dr. Point will also preside over UFV's Convocation, and serve as an ambassador for UFV at major events.

The Chancellor is appointed by the UFV Board of Governors upon the recommendation of the Alumni Association and consultation with the UFV Senate.



decision-making and planning.

- UFV's Health Sciences speaker series brought Inez Jasper, an award-winning pop artist, registered nurse, and member of the Sto:lo Nation, to present and explore current health issues in the aboriginal community, including her reflections on health education as an indigenous student.
- In February, Abbotsford-South MLA Dr. Darryl Plecas, in partnership with UFV, hosted a free, half-day workshop for Abbotsford non-profit organizations, designed as part of an ongoing community engagement program.

Ministry Goal 4: Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life.

Ministry Objective 4.1

Communication of government's policies and programs to the public is timely, relevant and readily accessible.

UFV Strategies and Activities

- UFV has a comprehensive plan for disseminating information to students and the community. Aspects of this plan include the UFV website which provides detailed information on programs, registration and all aspects of the university, the UFV Today blog that highlights recent activities, the online calendar of events, and Skookum magazine which goes out to 20,000 alumni.
- A wide range of information about government policy and university activity is available through various documents on UFV's website including the Accountability Report, the Education Plan, and the Strategic Enrolment Management Plan. Detailed information about how the university is aligning its programs with government initiatives, such as the Skills Gap Plan, is available in these documents.
- The Teacher Education continues its yearly inclusion of presentations by the Ministry of Education's Teacher Regulation Branch and Teacher Qualification Service as part of regular course content.
- Every TED methods course in 2014/15 included activities that taught teacher candidates how to work with and plan using the new curriculum being piloted by the Ministry of Education.

- Financial Aid and Awards has been working in conjunction with faculties to implement new government funding programs and standards such as the Adult Upgrading Grants, Canada Apprentice Loans, and Student Aid BC Loan Repayment initiatives. Staying informed and knowledgeable about new programs and requirements is critical for our staff to accurately advise and support students as they seek their personal, educational, and professional goals.
- Educational Advisors are working to stay current with the BC Jobs Plan and Blueprint so as to best advise students on new opportunities. As new fields and economic realities emerge within the BC economy, we know that our students will graduate into a labour market that differs from the one today. Our Educational Advisors work closely with students to ensure that their educational plan is designed to develop their skills in a way that will help them to successfully transition into the workforce while meeting a growing demand for skilled workers across the province.

Ministry Objective 4.2

Citizens are engaged to provide input and have access to services and information.

UFV Strategies and Activities

- For UFV's Education Plan 2016-20, the Provost has struck the 2025 Visioning Committee with the purpose of imagining and articulating UFV's place within a general vision of higher education's future. Through a variety of consultation mechanisms all areas and individuals of the institution will have the opportunity to participate in developing this vision and plan over the coming year. In addition to involving students, faculty, staff, alumni and donors, this discussion is open to community members, stakeholders and industry who will be encouraged to participate.
- As part of the visioning of UFV for 2025, the TED hosted a focus group session with department alumni regarding UFV and TE in 2025.
- A new public safety search portal was developed by the University of the Fraser Valley that will help public-service decision-makers locate the information they need to make sound and justifiable decisions. Launched on August 1, 2014, the public-safety research portal provides public access to an extensive database of information about fire, police, drugs, and public safety. The portal is available on UFV's Centre for Public Safety and Criminal Justice Research website at

<http://cjr.ufv.ca>.



- The UFV Student Leadership Development program is designed to promote a life of engaged citizenry across the many facets of a student's life. We provide students with the information and opportunities that will foster a deep sense of engagement that will lead to continued participation in our economy, society, and communities once they graduate. Based in best practices, our leadership development program focuses on critical developmental issues such as ethics, service leadership, problem solving, change management, and communications.
- The implementation of the Peer Support Centre, in partnership and with generous funding from Coast Capital Savings Credit Union, will provide a space for students to seek information, support, and opportunities on and off campus. In a truly student to student model, students will have the opportunity to explore the barriers that they are experiencing in a friendly and supportive environment where everyone is welcome. The highly trained volunteers will offer information and support ranging from bus schedules, to referrals to professional services, and upcoming ways for students to engage on campus and in their local community.
- Students have opportunities for input in governance and decision making through student positions in Senate and the Board of Governors, the Student Union Society, as well as a Student Life Ambassadors program.
- UFVs Alumni Association fosters a lifelong relationship between alumni and the University of the Fraser Valley through advocacy, support, service and communication.

Ministry Objective 4.3

UFV Strategies and Activities

Expand and improve access to online services.

- UFV continuously reviews its online course offerings and pedagogy recently holding a Provost's Forum on the topic that attracted 100 faculty and staff.
- Heather Compeau, education librarian, has created a specific Lib-Guide to organize online resources for candidates looking at Indigenous histories, cultures, and perspectives.

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- The implementation of the “MyCampusLife” upgraded Co-curricular Record system will move the engagement of our students from the “poster board” to the electronic age. While still linking the experiential learning activity of our students outside the classroom to institutional learning outcomes as identified in the University Educational Plan, the MyCampusLife system will provide instant, mobile accessible opportunities for our students to engage with each other, the University, and the community as they engage in co-curricular opportunities ranging from workshops, to clinics, seminars, events, volunteerism, community service learning, experiential learning, and more. The system will collect students’ experiences, reflections and outcomes and will allow them to create a record they can use for employment, continued studies, or other opportunities as they work towards their educational, personal and professional goals and dreams.
 - UFV Student Life offers Online Orientation – an interactive video designed to give students an inside look at UFV for those that are unable to attend an Orientation day on campus.
 - myUFV is one convenient online location where students can access student email, online courses, student files, their Co-Curricular Record, register for a course, make a payment, check their grades, plus a multitude of other services.
-





Examples of alignment of UFV strategies and activities

One of the fundamental ways UFV measures its success, is by the successes of its students and graduates, and the development of the communities they serve. We share a few of the many examples of UFV students and graduates at their best – making a difference in our local and global communities. UFV students have many opportunities for experiential learning, amplifying their learning experience with hands-on projects that solidify the links between the classroom and the professional and community applications of their education. UFV's experiential learning opportunities benefit not only students; many of these projects tackle pressing social and economic needs in the Fraser Valley and beyond.

One such example is a project that involved UFV students working with the Fraser Valley Regional District (FVRD) to imagine a new future for the Minter Gardens located in Chilliwack, BC. After subsidizing the gardens for 33 years, in 2013 the Minter family made the very difficult decision to close the show gardens and concentrate on their retail garden store in Chilliwack. Working in partnership with FVRD planners, students from Geography 360: Introduction to Community and Regional Planning were asked to imagine a future for Minter Gardens, one that included residential development while respecting environmental concerns and acknowledging the beautiful natural setting of the site.

UFV School of Business students recently completed a semester-long market research project aimed at increasing attendance at the Abbotsford Agrifair. The project was part of the Business Research Methods course under the supervision of instructor David Dobson and provided a valuable hands-on learning experience and real client-based work, and helped connect students with a strong local community organization. Five teams conducted research focused on increasing attendance at Agrifair in the under 25 demographic. Primary research included five focus group sessions and a large and detailed community survey. Secondary research involved literature reviews and data collection from academic journals. The winning student team included Katherine Robertson, Hussain Alkattan, Jared Syrenne, and Shayne Tyndall.

As the major project in the course Child and Youth Care (CYC) 402, a group of fourth-year students from the CYC degree program organized “Building Bridges Beyond 19,” a community forum held at the University of the Fraser Valley. The forum was presented in partnership with Abbotsford Community Services, and brought together front-line workers, former youth-in-care, foster parents, and other community advocates and contributors to discuss issues related to the transitioning of youth out of the foster care system.

On the global front, UFV criminology practicum students Marie Verbenkov and Jeff Schneider volunteered their time in support of the Roméo Dallaire Child Soldiers Initiative and its efforts to develop new strategies and tactics for eradicating the recruitment and use of child soldiers worldwide. Their work with CKR Global, an international risk mitigation firm, includes preparing comprehensive research reports on issues relating to the incidence of child soldiers and potential avenues for



prevention in Chad and South Sudan.

As part of UFV's 40th anniversary celebrations, representatives from the UFV Alumni Association and the university selected the Top 40 UFV Alumni, based on a set of criteria that included community contributions, commitment to others, career/professional excellence, leadership, creativity/innovation, and acting with selflessness or courage. It was a very difficult task to choose only 40 - with more than 260 nominations received after a community-wide appeal.

One example of an outstanding Top 40 UFV Alumni is Shirzad Ahmed, a human rights lawyer who helps refugees from around the globe. Winner of UFV's Distinguished Alumni award in 2011, his tireless fight for oppressed and vulnerable people is partially inspired by his own trials and tribulations. At the age of 18 he was a political exile from Kurdistan. He knocked on the doors of 13 countries before gaining temporary refuge in Italy and then a permanent home in Canada. Now a successful Calgary lawyer, Shirzad launched his post-secondary studies at UFV (then UCFV) at the age of 30 in 1992, finishing his BA at Simon Fraser University and earning his law degree at the University of Calgary. While at UFV Shirzad co-founded a chapter of Amnesty International, and was a frequent visitor to management and board meetings, bringing forth ideas about how to improve the rapidly growing institution. He received the 2008 Distinguished Service award in Pro Bono Legal Service from the Law Society of Alberta and the Canadian Bar Association. In 2009, he was inducted as a member of the Alberta Order of Excellence. So far, he's helped people from 144 countries, including women fleeing genital mutilation in Kenya, gay men facing persecution in Nigeria, and discriminated against members of Falun Gong in China.

Luke Armstrong is another top 40 Alumni; a security advisor by profession, he recently returned from Liberia, where he managed the security needs of the medical professionals responding to the Ebola outbreak. He willingly travels to danger zones from which others flee. Luke completed a Bachelor of General Studies degree at UFV, with a minor in criminal justice and an international studies thematic option. He went on to earn a master's degree in human security and peace building from Royal Roads University. Some of his most memorable professional experiences are flying into remote regions of South Sudan to conduct security assessments and negotiate access for relief workers; and working with medical teams in Haiti's notoriously violent Cite Soleil.

These examples highlight the impact UFV students and alumni are having locally and around the world.

BOX 8: STUDENTS USE SOCIAL MEDIA TO FEED THE HUNGRY WITH #ShareMyNextMeal

Amongst all of the selfies and cat videos, food photos have infiltrated social media streams. There are more than 36 million photos with the hashtag “instafood” on Instagram, and approximately 57% of users on Pinterest interact with food related content – but can this growing phenomenon of mobile “foodography” be turned into a charitable model?

Three University of Fraser Valley (UFV) students believe it can, which led them to start an online venture called Share My Next Meal.

“Share My Next Meal is a social media campaign designed to bring awareness to hunger in our communities and encourage donations to local food banks,” explains co-founder, Cydney Myers.

The project launched in mid-November, and although online privacy settings make it difficult to track its exact impact, Myers estimates over \$1,000 has been raised for Fraser Valley food banks so far. She attributes part of that success to the vanity of social media.

“People feel good when they can share with their friends the good things that they’ve done and it becomes this contagious thing that people want to participate in,” says Myers.

The story of Share My Next Meal was never meant to be put into practice. Myers and two of her UFV classmates, Kara Hanson and Carolina Silva, initially developed the idea as a school project for their global development class.

“This was supposed to just be a proposal,” Myers laughs. However, their instructor, Cherie Enns, says the potential of the project was evident from the beginning.

“They do the project to a level I could not have anticipated or even imagined,” Enns attests. “[This] reinforces my beliefs in transformative learning and challenges me to provide more applied learning opportunities.”

In the future, the Share My Next Meal team plans to push the campaign twice a year – in the summer when children are no longer receiving snacks from their school meal programs, and around the winter holidays.



UFV Students Kara Hanson, Carolina Silva and Cydney Myers

Photo courtesy Share My Next Meal
Story courtesy of VanCity Buzz

2.2 PERFORMANCE MEASURES, TARGETS AND RESULTS

University of the Fraser Valley

2014/15 Accountability Framework Performance Measure Results¹

Performance measure	Reporting Year					
	2013/14 Actual		2014/15 Target	2014/15 Actual	2014/15 Assessment	
Student spaces ²						
Total student spaces	6,755		6,678	6,675	Achieved	
Nursing and other allied health programs	522		475	486	Achieved	
Developmental programs	470		519	441	Not Achieved	
Credentials awarded ³						
Number	1,856		1,841	1,944	Achieved	
Aboriginal student spaces ⁴						
Total Aboriginal Student Space	674		N/A	556	Not assessed	
Ministry (AVED)	636			521		
Industry Training Authority (ITA)	38			35		
Student satisfaction with education ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.0%	2.0%	≥ 90%	92.2%	1.7%	Achieved
Apprenticeship graduates	99.1%	1.0%		93.6%	2.7%	Achieved
Baccalaureate graduates	98.1%	1.0%		97.8%	1.0%	Achieved
Student assessment of the quality of instruction ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.1%	1.5%	≥ 90%	97.4%	1.0%	Achieved
Apprenticeship graduates	100%	0%		90.9%	3.2%	Achieved
Baccalaureate graduates	98.6%	0.8%		99.2%	0.6%	Exceeded
Student assessment of skill development (average %) ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	78.5%	3.0%	≥ 85%	76.5%	2.8%	Substantially Achieved
Apprenticeship graduates	84.9%	4.8%		76.2%	6.2%	Substantially Achieved
Baccalaureate graduates	87.8%	2.4%		91.6%	2.0%	Exceeded

Performance measure	Reporting Year					
	2013/14 Actual		2014/15 Target		2014/15 Actual	2014/15 Assessment
Student assessment of usefulness of knowledge and skills in performing job ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.3%	3.8%	≥ 90%	84.6%	4.5%	Substantially Achieved
Apprenticeship graduates	92.0%	3.2%		92.2%	3.3%	Achieved
Baccalaureate graduates	85.2%	3.1%		87.6%	2.9%	Achieved
Unemployment rate ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	6.8%	2.7%	≤ 12.5%	8.3%	3.2%	Exceeded
Apprenticeship graduates	0%	0%		3.7%	2.2%	Exceeded
Baccalaureate graduates	5.8%	1.9%		3.8%	1.5%	Exceeded

Notes:

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

N/A - Not applicable

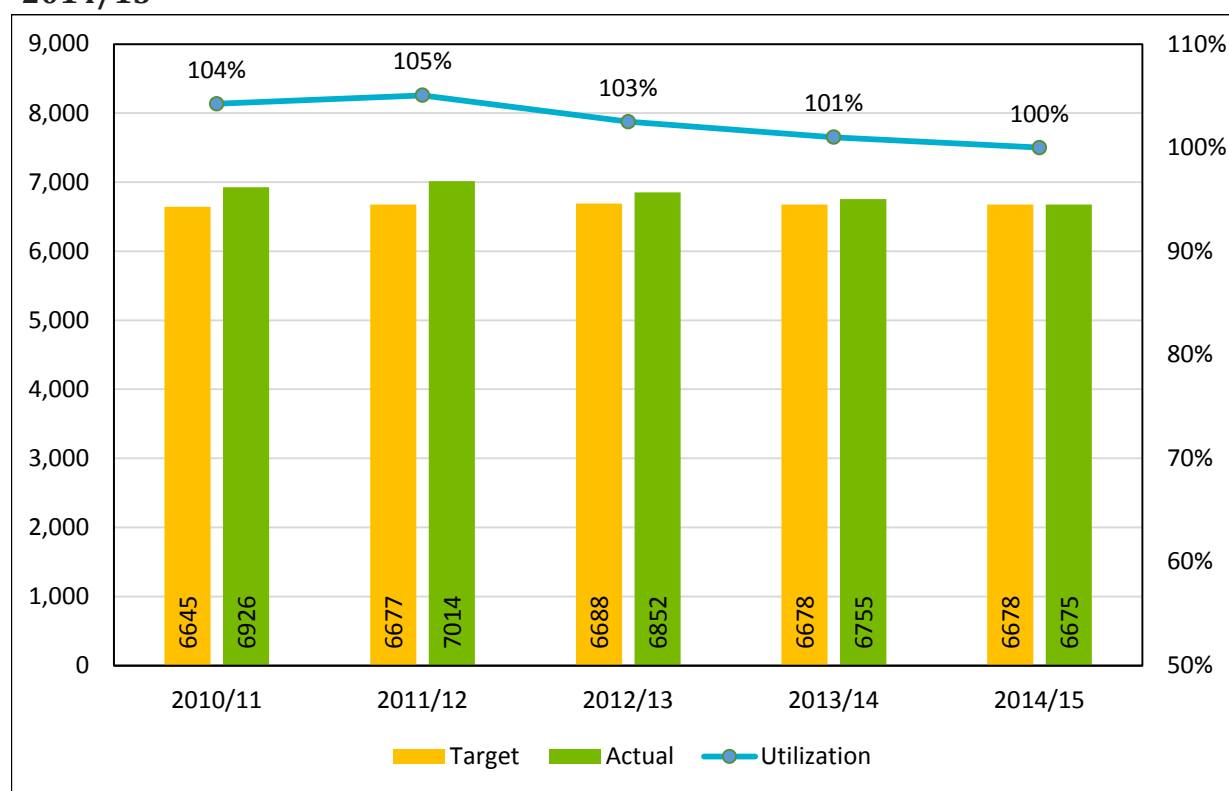
1. Please consult the 2014/15 Standards Manual for a current description of each measure. See [http:// www.aved.gov.bc.ca/framework/docs/standards_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)
2. Results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year; results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year. Excludes Industry Training Authority student spaces.
3. Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2014/15 reporting year are a three-year average of the 2011/12, 2012/13 and 2013/14 fiscal years.
4. Results from the 2013/14 reporting year are based on data from the 2012/13 fiscal year; results from the 2014/15 reporting period are based on data from the 2013/14 fiscal year.
5. Results from the 2013/14 reporting year are based on 2013 survey data; results from the 2014/15 reporting year are based on 2014 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.
6. Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

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

Measure 1: Student spaces

In each of the last six years, UFV has successfully met or exceeded the number of governmentally funded targeted FTEs. Figure 18 illustrates the last five years including UFV's most recent utilization rate for 2014/15 of 100%. This demonstrates UFV's commitment to providing access to post-secondary education in the Fraser Valley and indicates continued demand for its programs and services from the community it serves.

Figure 18: Actual vs Target Full Time Equivalent (FTEs) and Total Utilization Rates, 2010/11 to 2014/15



In keeping with government priorities in the health sector, UFV has placed special emphasis on its nursing and allied health programs. For example, in its 2014/15 Skills Gap Plan UFV allocated targeted FTEs to Nursing. These programs, overall, have exceeded their Ministry FTE targets for the last six years, denoting continued high demand for health-related programs in the Fraser Valley.

UFV is committed to access and development programs by offering diverse program options in Adult Basic Education (ABE), English as a Second Language (ESL) and Adult Special Education (ASE). UFV has not achieved its 2014/15 target for Developmental FTEs, largely due to program funding cuts. Over the years the university has continued to upgrade and modify access and development options to make sure that they are aligned with other programs at UFV so that students can continue their education after successfully completing their foundation programs. The high demand for credit level programs



relative to development programs is likely due to UFV's evolution into a full-fledged university along with the socio-economic development of the Fraser Valley.

Measure 2: Credentials awarded

UFV has achieved its target for credentials awarded for 2014/15, with an increase of 4.7% over 2013/14. UFV is committed to student success and its new Strategic Enrolment Management Plan includes targets for student retention and graduation.

Since 2008/09 the credential that has seen the greatest increase at UFV is the bachelor's degree at 33.7%, followed by certificates at 25.3% and diplomas by 19.8%. Degree programs require a longer period of study than diploma or certificate programs, but this is not reflected in the current measure that counts all credentials equally. If instead, the credential measure was weighted by program length, then UFV would have experienced a higher growth in credentials awarded over the last five years than under the current measure.

Measure 3: Aboriginal student spaces

One goal in UFV's Strategic Enrolment Plan 2014-2019 is to have the proportion of Aboriginal students at UFV equal the proportion of the Aboriginal population in the Fraser Valley. This year, the Ministry identified Aboriginal FTE count at UFV is 556; this represents 7.7% of UFV's total domestic FTEs of 7,166. This share of Aboriginal students exceeds the 2006 census estimates for the Fraser Valley College Region for percent of population of: Aboriginal People, 5.7%; Aboriginal Youth, 7.4%; and Aboriginal Student Headcount of Domestic Public Post-secondary Population, 7.1%. The number of students that self-identify as Aboriginal at UFV is lower than the number of students identified as Aboriginal by the Ministry. UFV has a goal to raise community support for its internal Aboriginal student count. UFV remains committed to indigenizing the academy, building connections with the Aboriginal community, and making the university an inviting and inclusive environment for all students.

Measures 4-7: Student assessment of education, instruction and skills

UFV closely monitors the Ministry-generated student outcomes surveys: the Diploma, Associate Degree and Certificate Student Outcomes (DACSO), the Apprenticeship Graduates Survey (APPSO) and the Baccalaureate Graduates Survey (BGS). The survey results are widely disseminated to academic departments and faculties, and to senior managers. 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. All university-wide projects, be it Institutional Learning Outcomes, the Strategic Enrolment Management Plan, or the upcoming update to the Education Plan and Vision 2025, make use of student outcomes data. As well, individual departments and faculties regularly examine these results as part of their regular review process designed to refine and improve their programs.

UFV has achieved or exceeded 2014/15 targets on Measure 4 (Student Satisfaction with Education),

and Measure 5 (Student Assessment of the Quality of Instruction) for all three groups of graduates. Measure 6 (Student Assessment of Skill Development) was exceeded for Bachelor Degree Graduates (BGS); it was only substantially achieved for Former Diploma, Associate Degree and Certificate Students (DACSO) and Apprenticeship Graduates (APPSO). The DACSO survey considers both graduates and early leavers of certificate and diploma programs, and historically, DACSO respondents have tended to assess their education, instruction and skills lower than the respondents of APPSO and BGS, which include only graduates. We have noted the fall in the number for Apprenticeship graduates and are looking for possible causes and areas of improvement. UFV continues to find ways to improve the educational experience, skills and competencies of all its students, regardless of how long they spend at UFV or what program of study they pursue.

Measure 7 (Student Assessment of Usefulness of Knowledge and Skills in Performing Job) has been achieved for all but Former Diploma, Associate Degree and Certificate Students, where it was substantially achieved. UFV's Institutional Learning Outcomes is an institution-wide initiative that speaks to the skills and aptitudes that all UFV graduates will possess. This project began in 2011 and UFV now has a set of Institutional Learning Outcomes that came from extensive consultation with a wide range of stakeholders, including local business and employers. Departments and programs are currently examining their courses and curriculum to ensure that all the outcomes are addressed. Upon completion of this project, every program will have articulated its program learning outcomes and how they align with the institutional outcomes.



Dr. Michael Gaetz
UFV 2014 Research Excellence Winner



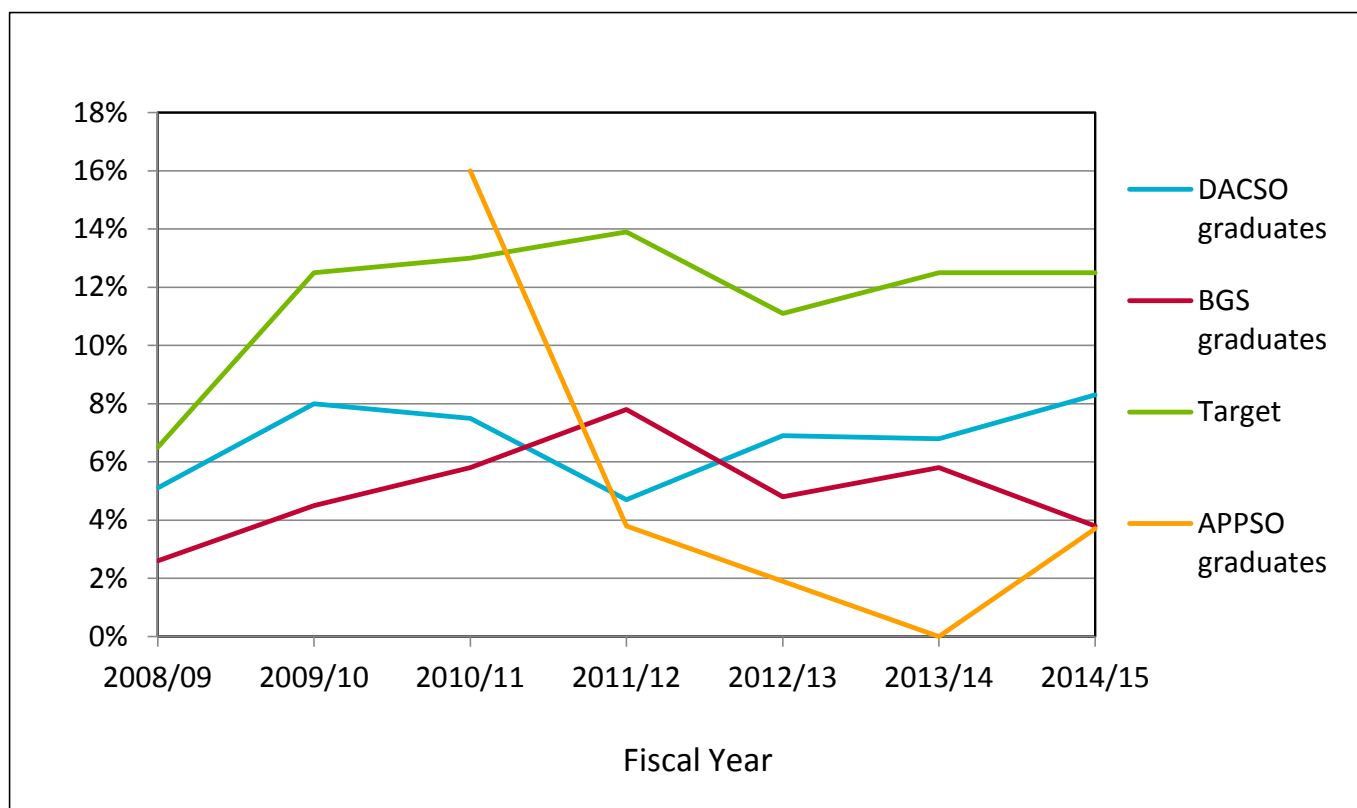
Dr. Andrea Hughes
UFV 2014 Teaching Excellence Winner

Measure 8: Unemployment rate

For the last 6 years, UFV performance – as assessed through APPSO, DACSO and BGS survey responses – has achieved or exceeded the target: the unemployment rate has been lower than the target for each year (in 2010/11, the APPSO students met the target since the +/- for that year was 9.6%). This year, graduates in each category have exceeded the target by a large margin, with the highest unemployment rate being for DACSO students at 8.3%, still well below the 12.5% target. The unemployment rates for

Apprenticeship graduates (3.7%) and Bachelor degree graduates (3.8%) are less than one-third of the 12.5% target. These results indicate that UFV graduates, whether they are baccalaureate graduates, apprenticeship graduates, or certificate and diploma holders, are well trained to meet the requirements of the job market and are contributing to BC's economy with their skills. Figure 19 shows the unemployment rate for the three groups; there are years where the APPSO measure is missing since 2010/11 year was the first to include APPSO survey results and in 2012/13 the number of respondents was insufficient for assessment.

Figure 19: Unemployment Rates and Targets 2008/09 - 2014/15




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

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

External surveys

UFV's successful approach to student-centred learning is reflected in the evaluations of the university



by its current and former students, as well as the reputation of the university in the community. In addition to the Student Outcomes surveys discussed previously, UFV participates in several other national and international surveys. These surveys provide information on how UFV is performing relative to its peers, but more importantly, the university uses these results to refine curriculum, pedagogy, and administrative and service processes. We discuss five such surveys below.


Canadian University Survey Consortium

As discussed in the Students 1.2.3 section, UFV participated in the 2014 Canadian University Survey Consortium (CUSC) of “middle year” students in their 2nd or 3rd year of studies. In terms of facilities and services offered, UFV students are more likely than students at other institutions to use almost all general facilities and services, most notably parking (79% vs 35%), the campus library electronic resources (82% vs 73%) and the book store (81% vs 74%). The facilities UFV students tend to use less are athletic facilities (11% vs 42%), campus medical services (2% vs 23%), other recreation facilities (13% vs 18%) and university residences (2% vs 14%). Students are satisfied with the majority of the services offered and UFV scores are generally higher than national scores.

Regarding academic services, UFV students are less likely to use Co-op services (7% vs 14%), tutoring, (6% vs 12%), equally likely to use Academic Advising (47%), study skills workshops (10% vs 9%), and more likely to use writing skills (14% vs 10%). These services have an 88% satisfaction rate on average, with all services receiving a rating over 80%. For special services at UFV, students are generally less likely to report using these services than other institutions; 20% report using Financial Aid Office vs 26% nationally and employment services are 8% vs 15%. The exception to this is career counselling, where 17% of UFV students reported usage vs 13% nationally.

UFV students have very high perceptions of their professors and in all 15 measures they are at least as satisfied as students in the national CUSC sample, if not more. For example, 95% of UFV students agreed or strongly agreed with, “Treat students as individuals, not just numbers” vs 83% nationally. However, UFV students are less likely to say they had the opportunity to evaluate their professor’s teaching with 25% saying they were able to evaluate teachers in all of their courses vs 65% nationally. There are several other categories where UFV students indicated a positive view about their education: 90% of UFV students vs 86% of students nationally are satisfied with the quality of their instruction, 70% (vs 65%) of UFV students feel their education is worth the cost, 89% of UFV students felt that the institution met or exceeded expectations compared to 84% nationally, 92% of UFV students were satisfied with their education compared to 88% nationally, and 92% (vs 91%) of UFV students would recommend the institution to others. One place for improvement is student retention, a goal in the SEM Plan: 83% of UFV students say they plan to come back next year vs 90% nationally.

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. UFV most recently participated in the NSSE survey (and associated FSSE survey discussed below) in 2013. Both of the NSSE 2013 survey groups, first-year and senior students, rated UFV highly in three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others. Effective teaching speaks to our primary focus on the excellence of undergraduate education. In Quality of Interactions, our students rated us highly on interactions involving a wide variety of counterparts including students, advisors, faculty, and staff. UFV prides itself on having a supportive and inclusive culture and our high rating for Discussions with Diverse Others provides evidence of this.

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. 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 results indicated positive interactions between students and faculty and among students:

- 91% of faculty at UFV perceive faculty-student relations as positive;
- 79% perceive intra-student relations as positive;
- 98% of faculty spend time outside of class meeting with students; and
- 94% also spend time advising students, which includes career advice.

Almost half of faculty reported overseeing undergraduate research projects, and one third report supervising internships or field activities. Institutionally, three quarters of faculty would like UFV to increase emphasis on the amount of time students devote to their studies. Interestingly, a strong majority of faculty say students should spend four hours or more per week on a specific course while only around a third of faculty actually think students spend that much time per week on a specific course – we imagine these perceptions are not unique to our university. Almost universally, faculty consider their courses as a vehicle to teach students to think; 98% reported their courses are structured for students to “think critically and analytically.” The majority of faculty also felt that their courses are structured to teach students “job or work related knowledge and skills.”

Globe and Mail's Canadian University Report

The Globe and Mail annual university survey was discontinued in 2013. Higher Education Strategy Associates, the company that conducted the survey for the Globe and Mail, offered a similar survey, the Ca-

nadian Student Satisfaction survey (CSSS) to interested Canadian universities in 2014. UFV, along with nine other universities took part. UFV scored first, or tied for first, in satisfaction in areas including class size, interesting subject matter and course material, the university's commitment to environmental sustainability, overall career preparation, and career and employment services. In 2015, the Globe and Mail has reinstated the Canadian University Report student survey and UFV is taking part. Results of this survey will be available in the fall of 2015.

Ipsos Reid

UFV participated in the 2014 Higher Education Reputation Syndicated Study conducted by Ipsos Reid. The survey asked Canadians about their opinions on Canadian post-secondary institutions. The results of this large, syndicated study showed that residents of the Fraser Valley rated UFV highly on measures including favourability and trust.



UFV Dental Assistant Graduates of 2015.



3. FINANCIAL INFORMATION

The University of the Fraser Valley is a publicly-funded institution under the Ministry of Advanced Education. UFV receives nearly half of its operating budget revenues from provincial grants. As such, the provincial government sets expectations and provides guidance on priorities for post-secondary institutions. In the last few years, consistent themes have included fiscal discipline and taxpayer accountability, along with the alignment of post-secondary education with regional and labour market demands.

UFV's comprehensive mix and integration of programming, along with the commitment expressed by our Institutional Learning Outcomes, have positioned us well to address gaps in essential skills and labour market demands. Managing administrative costs is being coordinated at a provincial post-secondary sector level through the Administrative Service Delivery Transformation project (ASDT). The university is reviewing current purchase mechanisms and business processes with a goal of achieving administrative efficiencies to "do more with less."

The financial challenges facing the post-secondary sector are significant. We are in the fifth year of no increase in funding for new student spaces, and the third year of a reduction in block grant funding from the provincial government. Last year, a substantial change in the way English as a Second Language (ESL) programming is funded negatively impacted our ability to deliver ESL training for domestic students. This year, changes to Adult Basic Education (ABE) funding, including the elimination of the tuition compensation grant with corresponding implementation of tuition for ABE and ESL courses, may have a negative impact on enrolments. This impact is expected to be mitigated through the increase of Adult Upgrading Grant (AUG) funding for lower income students.

While the financial environment is challenging for the near future, the university remains committed to directing as many resources as possible toward strategic priorities and enhancing UFV's position as a comprehensive teaching university. The allocation of resources is a consultative process, is guided by established budget principles, and results in an approved annual budget plan. The budget plan serves as a control and evaluation instrument within which account managers have the authority to spend and the responsibility to achieve targets.



3.1 FINANCIAL HIGHLIGHTS

The University of the Fraser Valley celebrated its 40th anniversary in 2014-15. UFV has seen remarkable changes over the last 40 years, transitioning from a college to a university college and in 2008 to a university. In the first year of operations, the college had revenues of \$1M and ended the year with a \$200K (20%) surplus. Student fees made up 11% of revenues, and salaries and benefits were 68% of total expenditures.

As seen in Table 1, in 2014-15 the university had operating revenues of \$117M and ended the year with a \$2M (1.7%) surplus. Student fees contributed to 37% of revenues and salaries were 72% of total expenditures. The university ended the year with total assets of \$223M, up by \$15.5M or 7.5% from the prior year. Annual operating revenues increased by 1.8% while expenses increased by 1.5%. Provincial base operating funding decreased by 2.6%. However, when one-time funding for specific purposes is included, excluding capital, overall provincial funding decreased by only 1.9%. The trend towards one-time directed funding explains this variable. Capital annual grants from the Province for routine maintenance and specific minor capital projects increased by \$1M to \$3.9M in 2014-15.

Student tuition increased by \$2.5M or 6.3% to \$43M. Domestic student FTEs decreased by 52 FTE for a total of 6,680 FTE, 100% of Ministry student targets. International student FTEs increased by 160 FTE with an increase of 30 FTEs (29%) at the Chandigarh campus and an increase of 130 FTEs (17.2%) at Canadian campuses.

The vision of a UFV Student Union Building on the Abbotsford campus, a capital project in partnership with the UFV Student Union Society, has been realized. The Student Union and numerous services for students relocated into this much-anticipated facility in April 2015.

A grant from the Western Economic Diversification Program resulted in significant investment in state-of-the-art equipment at the Agriculture Centre of Excellence at the Canada Education Park (CEP). The university looks forward to expanding agricultural education and to engaging with industry and educational partners in opportunities for agricultural research.

In partnership with the Chilliwack Economic Partners Corporation, renovations at the Five Corners Campus in downtown Chilliwack are complete and programming began in Fall 2014. This facility provides space for new programming opportunities.

Through the combined efforts and continued commitment of the faculty, staff and students, the University of the Fraser Valley is able to meet its goals.

Table 1

Summary of 2014-15 Financial Results			
Revenue	2015 Budget	2015	2014
Province of British Columbia	55,244,218	56,445,177	57,529,912
Tuition and student fees	43,508,579	42,990,980	40,453,861
Sales of goods and services	6,903,447	6,625,127	6,717,014
Amortization of deferred capital contributions	5,300,000	6,488,470	5,826,746
Other revenue	3,798,653	4,789,741	4,760,413
	114,754,897	117,339,495	115,287,946
Expenses			
Salaries and benefits	83,799,866	82,290,209	82,349,960
Office and program costs	4,969,357	5,912,395	6,810,456
Other costs	14,051,308	14,606,443	12,855,221
Amortization of tangible assets	8,112,000	8,537,829	7,953,928
Utilities	1,863,719	1,803,395	1,880,618
Scholarships and bursaries	1,360,700	1,597,863	1,161,753
Interest	597,947	596,957	616,724
	114,754,897	115,345,091	113,628,660
Annual surplus from operations	-	1,994,404	1,659,286
Endowment donations		465,818	307,606
Gain of sale of tangible capital assets		8,238	536,764
Contribution to the Province of British Columbia			(597,813)
Annual surplus		2,468,460	1,905,843
Accumulated surplus, beginning of year		73,171,038	71,265,195
Accumulated surplus, end of year		75,639,498	73,171,038

3.2 RISK AND UNCERTAINTIES

The university operates in an increasingly complex environment with many factors that are outside of its control. Risks that affect the university from a financial perspective are as follows:

Provincial Funding

The post-secondary sector has absorbed grant reductions for the last three years, funding negotiated wage increases and inflationary pressures within the reductions. Specific grant reductions related to ESL and Adult Basic Education (ABE) have also occurred without a related adjustment to student FTEs. The university has yet to realize the impact of these reductions on student enrolments and there is a risk grants may be reduced again for changes in ABE student FTEs.



Student Recruitment

Student tuition is the second largest source of funding for UFV and the percentage of annual funding from this source continues to increase. Student enrolments are affected by demographics, the economy, federal and provincial policies, and competition for students from other institutions. The university has been successful in attracting an increasing number of international students. Global catastrophes, economic events, and large numbers of students from specific demographic regions all contribute to international student recruitment risk.

Managing Continuous Change

Managing change is challenging and the university is finding itself in the midst of change from all directions. The university is grappling with the changing nature of students, curriculum, classrooms and learning itself, and with how the university will respond to and remain relevant in the changing nature of higher education.

Managing administrative costs is being coordinated at a provincial post-secondary sector level through the Administrative Service Delivery Transformation project (ASDT). The university is reviewing current purchase mechanisms and business processes with a goal of achieving administrative efficiencies to “do more with less.” Changes to administrative and business processes can be disruptive and the challenge will be to manage these changes while maintaining institutional and employee morale.

The university’s collective agreement expired on March 31, 2014; management and the union have been working towards a new agreement. Keeping the workplace engaged and motivated in the midst of on-going uncertainty and in an era of cost constraints adds to the challenging operating environment.

A changing and cost constrained environment creates a tension between meeting the needs of the region and managing within financial resources. Making choices between financial sustainability and program accessibility will be an ongoing challenge with associated risks and uncertainty.

Ending the year with a small surplus may be desirable: it indicates that resources were used as intended. However, it also increases the risk that even a relatively small unplanned event will cause the university to slide into a deficit position.

Sale of Chilliwack North Campus

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

3.3 THREE YEAR BUDGET

Consistent messaging from governments to universities across the country is that they must be sustainable and relevant. Universities are adjusting to less government funding, increased accountabilities, and persistent changes in information technology that impact the content and delivery of education and operations. Balancing budgets and finding equilibrium in this environment is not easy; UFV acknowledges the cooperation of the faculty and staff, the people who make UFV a great place to work, in wrestling with these challenging realities to come to a balanced budget for fiscal 2014-15. The financial challenges anticipated in future years will require the University to reduce/realign costs and/or find new sources of revenue to present a balanced budget plan (Table 2).

Table 2

Consolidated Budget 2015-16 - 2017-18			
	2015-16 Consolidated Budget	2016-17 Budget (estimated)	2017-18 Budget (estimated)
Revenues (in thousands)			
General operating grants	54,263	54,263	54,263
Student tuition and fees	45,886	46,446	47,031
Sales of goods and services	6,247	6,247	6,247
Amortization of deferred capital contributions	6,200	6,200	6,200
Other revenue	4,863	4,863	4,863
	<u>117,459</u>	<u>118,019</u>	<u>118,604</u>
Expenditures			
Salaries and benefits	83,736	84,536	85,361
Cost of goods sold	2,948	2,948	2,948
Other operating costs	19,465	19,965	20,465
Scholarships & bursaries	1,349	1,349	1,349
Debt service costs	614	614	614
Amortization expense	9,347	9,347	9,347
	<u>117,459</u>	<u>118,759</u>	<u>120,084</u>
Balance	<u>-</u>	<u>(740)</u>	<u>(1,480)</u>

Final comments

UFV strives to provide the best undergraduate education possible by providing access to education in the Fraser Valley, consistently meeting or exceeding the Ministry's FTE targets, providing support and programming for Aboriginal students, and focusing on producing FTEs in specific strategic skills, aligned with the demands of the labour market and the regional community. UFV is becoming an increasingly attractive option for international students and their increasing numbers enrich both the university and the community. Through its engagement with the community, UFV endeavors to be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley. In order to facilitate achieving its goals, UFV is consistently innovative, entrepreneurial, and accountable.



UFV Convocation 2014.