



Institutional Accountability Plan and Report 2017/2018

Prepared by the UFV office of Institutional Research and Planning



July 4, 2018

Honourable Melanie Mark
Ministry of Advanced Education, Skills & Training
PO Box 9885 Stn Prov Govt
Victoria, BC V8W 9T6

Dear Minister Mark,

The University of the Fraser Valley is pleased to submit its Institutional Accountability Report and Plan for the period 2018-19 to 2020-21.

The vision, values, and mission set out in UFV's Strategic Plan guide our policies and activities. UFV's activity is also shaped by the goals laid out in our Education Plan 2016-2020. The Education Plan calls the university community to commit to prioritizing learning everywhere, acting with flexibility and responsiveness, collaborating across borders, developing local and regional citizenship, and to integrating experiential learning into all our education. The goals and strategies of UFV's plans are aligned with our Mandate Letter, the Ministry Service Plan, and the system objectives in the Accountability Report Framework. In this report, you will find enclosed many examples of our recent achievements, and evidence of the excellent service provided by our faculty and staff.

We are especially proud of continued commitment to the indigenization of our curriculum and campus. In the fall of 2017, the university was fortunate to be able to exhibit the Witness Blanket for three months. The Witness Blanket is a universal symbol of protection that bears witness to the atrocities of the Residential School system. There were several events held as part of this exhibition with several hundred people attended the opening ceremonies of the installation.

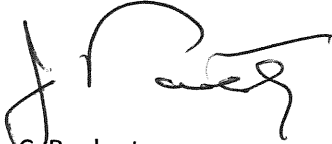
Several UFV initiatives support BC's technology strategy. The university is constantly seeking new ways for students to develop skills demanded by BC's labour market, a process the university hopes to enhance with its proposed Digital Hub. An addition to the curriculum this year is the new Computer Science major in the Bachelor of Science degree.

The university also has initiatives to improve campus life and enhance student safety. The winner of this year's UFV Teamwork Award, the Sexualized Violence Prevention team, has developed three unique training modules that have been delivered to almost a thousand people. The team has provided the content of this training at no cost to other post-secondary institutions across BC and Canada.

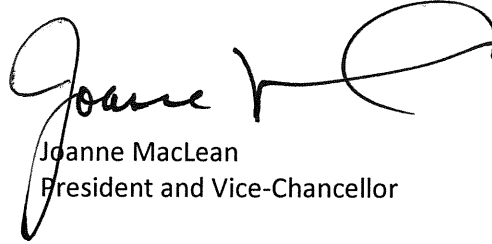
We are proud to have met, and in many cases exceeded, the performance measures established by the Ministry. We are pleased to be working with your Ministry on our common goals of quality education, student success, and regional and provincial development.

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

Sincerely,



John C. Pankratz
Chair, UFV Board of Governors



Joanne MacLean
President and Vice-Chancellor

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UFV TIMELINE

1974

MARCH 21, 1974:

Founded as Fraser Valley College

Over
2,300
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
2009–2017



Jackie Hogan,
Interim
2017–2018



Dr. Joanne
MacLean
2018–present

PRESIDENTS

1984

JULY 5, 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
AUGUST

LEADES
UCFV

CHANCELLORS



Dr. Brian Minter
2008 – 2014



Dr. Gwen Point
2015 – 2018



Dr. Andy Sidhu
2018 – 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

2005:

Master's degree
offered

2004

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 A
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
Aboriginal Gathering Place at Canada
Education Park

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



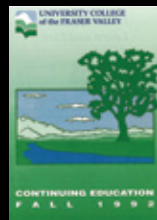
1975



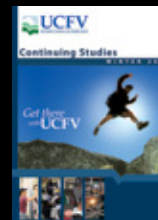
1978



1987



1992



2004



2013

APRIL 21, 2008:

University status as the
University of the Fraser Valley

2014

2018

Over
15,000
students

2014

UFV celebrates 40th anniversary
Agriculture Centre of Excellence
opens in Chilliwack

Students receive co-curricular record,
a second transcript validating learning
outside the classroom

UFV publishes first Strategic
Enrolment Management Plan

2015

UFV installs second Chancellor,
Dr. Gwen Point, former Chatelaine of BC
and member of Skowkale First Nation

UFV is named one of BC's Top Employers

Student Union Building opens in Abbotsford

UFV 2025: A Vision for our Future is
published

Inaugural UFV Town & Gown gala
fundraiser held

2016

UFV Chandigarh, India campus celebrates
10th anniversary

UFV alumni grow to 35,000, and Alumni
Association establishes chapter in
Chandigarh, India

2017

UFV unveils official Coat of Arms, with
Halq'eméylem motto

UFV's Centre for Indo-Canadian Studies
celebrates 10th anniversary and announces
new name: South Asian Studies Institute

2018

UFV installs third Chancellor, Dr. Andy
Sidhu — a community leader with deep
international experience

Dr. Joanne MacLean is installed as
President & Vice-Chancellor. She is the
first woman to hold the title in a
non-interim role.

UFV and the City of Abbotsford launch
CityStudio, an initiative that partners
students with city staff to solve civic
challenges.

BOARD CHAIRS

Doug Hamilton
Betty Meagher
Ross Belsher
Bill Harris
John Wiens
Brian Minter
Noel Hall

1974–1979
1979–1982
1982–1984
1984–1987
1987–1990
1990–1994
1994–1999

Phyllis Stenson
Rob Nicklorn
Rod Thomson
Larry Stinson
Barry Delaney
John Pankratz

1999–2002
2002–2008
2008–2011
2011–2013
2013–2016
2016–present

1. Strategic Direction and Context

1.1 Strategic direction

1.1.1 General overview

The University of the Fraser Valley is a fully accredited teaching university with campuses spanning the beautiful Fraser Valley east of Vancouver, with its largest campus less than an hour drive of Canada's major Pacific city. Our university provides post-secondary education for residents of the Fraser Valley, boasting campuses in Abbotsford, Chilliwack, Mission, and a centre in Hope that also serves Agassiz. UFV is nationally recognized for student success, an excellent learning environment, creative integration of programming, and its work with local communities. Our university 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.

With roughly 15,000 students enrolled each year, UFV teaches students from BC and across Canada and a growing number of students from abroad. The university has some 330 permanent teaching faculty members, almost half of whom hold doctoral degrees. Over the last year, more than 1,300 people were employed by the university, making an important contribution to the economy of the Fraser Valley and, once again, UFV was named as a top 100 employer in BC. The University of the Fraser Valley met its 2017/18 Skills Gap Plan target of 967 full-time equivalent students (FTEs) and its Baseline target of 244 FTEs, each yielding a 100% utilization rate. UFV produced 6,441 domestic FTEs relative to a target of 6,676, yielding a 96.5% utilization rate.

The university's scope is both global and local. The university produced over 8,500 FTEs this year, with more than 1,500 of those coming from international students and over 500 funded by the BC Industry Training Authority. The headcount of international students is up 16% over the last year and 41% over the last two years. Not only has the number of international students increased, but there has been a shift in which countries contribute most to our growing international student body. This year, India became the largest contributor of international students at UFV, overtaking China for the first time; enrolments from India doubled over the last year, while those from China declined by 20%.

Part of UFV's international reach is achieved by the activities of its campus in Chandigarh, India. Over 310 students have attended the Chandigarh campus during this past year, more than double that of three years ago. The increased international activity and the growing number of international students support UFV's strategic goal of bringing the world to the Fraser Valley, and the Fraser Valley to the world.

Our campuses lie within the traditional, unceded lands of the Stó:lō Nation. Serving the educational needs of indigenous students and their communities is an important part of our strategic plan. Several initiatives support this goal. Melanie Mark, Minister of Advanced Education and Skills Training, came to UFV in March 2018 to celebrate the announcement of the new Métis Community Support Worker certificate program; the program will run for three years, with program delivery done in partnership with the Métis Nation BC. The summer of 2018 will see the return from hiatus of the Indigenous Maps, Films, Rights and Land Claims certificate program. This marks the first year for the new Bachelor of Arts program in Indigenous Studies as well as the minor in Indigenous Studies.

For much of 2017/18, however, the indigenization of campus took a more cultural form, with the arrival of the Witness Blanket at UFV from September to December 2017. The Witness Blanket is a powerful art installation bearing witness to the atrocities of the Residential School system; over 230 people attended the opening ceremonies of the installation. Along with the installation, UFV organized a parallel series of talks on reconciliation, featuring speakers such as Shelagh Rogers talking about her experiences as an honorary witness

at the Truth and Reconciliation Commission hearings, Chief Dr. Robert Joseph of the Gwawaenuk First Nation describing his journey from residential school student to ambassador of Reconciliation Canada, and Cecelia Reekie speaking about her experience of re-discovering her Haisla heritage hidden by her adoption. Witness Blanket artist Carey Newman (Ha-yalth-kingeme) gave the closing talk, speaking about the meaning of the Witness Blanket and its role in starting conversations about the residential school experiences and reconciliation. The dialogue begun by the Witness Blanket continued throughout the year with the spring's 2018 Indigenous Film Series, which featured movies by Indigenous directors and screenwriters, including the documentary *Kidnapped Stó:lō Boys*, and the short film *Roundhouse*, by Stó:lō filmmaker Theresa Point-Warbus.

UFV's Indigenization Committee of Senate played key roles in securing both the Witness Blanket and in shepherding the Indigenous Studies BA. The Indigenization Committee has been involved with indigenization of the curriculum and culture of UFV since 2005. Prominent Stó:lō educator and author, Mark Point, chairs the committee, with Dr. Wenona Victor, associate professor in the History Department, acting as vice-chair, and 12 members from regional indigenous organizations—including First Nations, Tribal, Métis, and Inuit communities. This is a unique arrangement, involving members from outside of the university, university staff, students, and faculty advising Senate directly on indigenous learning needs, priorities and goals. The nature of UFV's indigenization commitment and details of its process are discussed in the planning document *Indigenizing Our Academy: Strategic Planning Indigenous Post-Secondary Education at UFV*.

The continued growth in the number of Indigenous students attending UFV attests to the success of this Indigenization process. The number of self-identified Indigenous students declined by three students (0.5%) over the last year; there are, however, 16.7% more self-identified Indigenous students this year than there were in 2010/11. As well, the portion of indigenous students that are full-time is rising: this is the third year in a row that 50% or more of Indigenous students will be full-time, as compared to the 46% that were full-time in 2010/11.

This year saw another addition to our undergraduate programming with the approval of a Computer Science major within the Bachelor of Science degree. The university is constantly seeking new paths for students to develop the most current job skills, a process the university hopes to enhance with its Digital Hub proposal. Skills training for in-demand jobs occurs across all levels of instruction, from apprentice to baccalaureate programs. While education pathways to the latest technological skills are a priority at UFV, the university recognizes that many valued careers can be found outside of digital technologies, and our innovation shines in non-tech programming as well.

This year marked the first year of activity of UFV's new Bachelor's programs in Theatre as well as in Peace and Conflict Studies and the launch of UFV's graduate certificate in Program Evaluation. The Theatre program is unique in the Lower Mainland, combining opportunities for substantial applied, practical theatre experience with the strengths of a liberal arts degree. The program in Peace and Conflict Studies is the only degree (and level of specialization) of its kind west of Manitoba. The graduate certificate in Program Evaluation is entirely part-time and online, allowing professionals to acquire a valuable credential recognized by the Canadian Evaluation Society while continuing to work. The graduate certificate in Mindfulness-based Training and Learning, which began accepting applications in spring 2018 for the first intake in fall 2018, is the only for-credit program in North America with a focus on sound research and practices in mindfulness teaching and learning.

UFV currently offers two master's degrees, two graduate certificates, three post-degree certificates, and 16 bachelor's degrees in over 30 subject areas—allowing students to tailor their academic pathway to suit their interests through many possible combinations of majors, minors, and extended minors. UFV also offers more than a dozen trades and technology programs, as well as Upgrading and University Preparation programs and English Language Studies programs. UFV's diverse programming supports the university's goal of providing the best undergraduate education in Canada while being a leader within the Fraser Valley by ensuring that the varied educational needs of community citizens are met.

The University of the Fraser Valley brings together the people living in our communities and provides them with opportunities for development and self-actualization. We have brought students and civic problem solvers together in the launch of the new CityStudio, making Abbotsford one of only seven cities in the world to have started a CityStudio program. UFV is collaborating with Abbotsford City to help develop a new neighbourhood, the UDistrict. We offered a special lecture series on topics as diverse as the Rohingya crisis, drug addiction, and alternatives to the standard quark model of hadrons. We connected with our communities through special forums on topical issues, author readings, art exhibitions and an art night, a town-and-gown night, a literary cafe, conferences, health fairs, theatre productions, writer-in-residence activities, guest speakers, alumni panels, and our sponsorship of the Abbotsford Air Show.

1.1.2 Changing lives, building community

1.1.2.1 UFV's Strategic Plan

The communities of the Fraser Valley present a rich tapestry of different histories, cultures, and religions. UFV prides itself on serving this diverse society by offering widespread access to post-secondary education. The relationship between UFV and the residents of the Fraser Valley is symbiotic, benefiting both students and the communities in which they live. A highly-educated population benefits all British Columbians, and UFV strives to help students achieve success in their academic, professional, and personal lives.

Many UFV programs ladder one another, allowing students to earn a one-year certificate, a two-year diploma or both on the way to completing a full degree. UFV offers many programs with a co-operative education option, allowing students to combine study with paid work experience. The university's emphasis on applied research results in many opportunities for student researchers. Our thriving international learning offerings bring students to the Fraser Valley from around the world while allowing students from the Fraser Valley to study around the world. Our indigenous-oriented programs not only help indigenous students learn in a way respectful of their traditions and values, but also educate non-indigenous students on those same traditions and values, creating a bridge between cultures. 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 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 speak 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 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.



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



UFV's Strategic Plan builds on the Vision, Mission, and Values statements by describing who we need to be and what we need to do to achieve our strategic goals.

The plan lists three major goals:

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

The goals are interrelated, but the first strategic goal focuses on students; the second is about community; the third provides a strategy for the first two. These strategic directions drive our education planning.

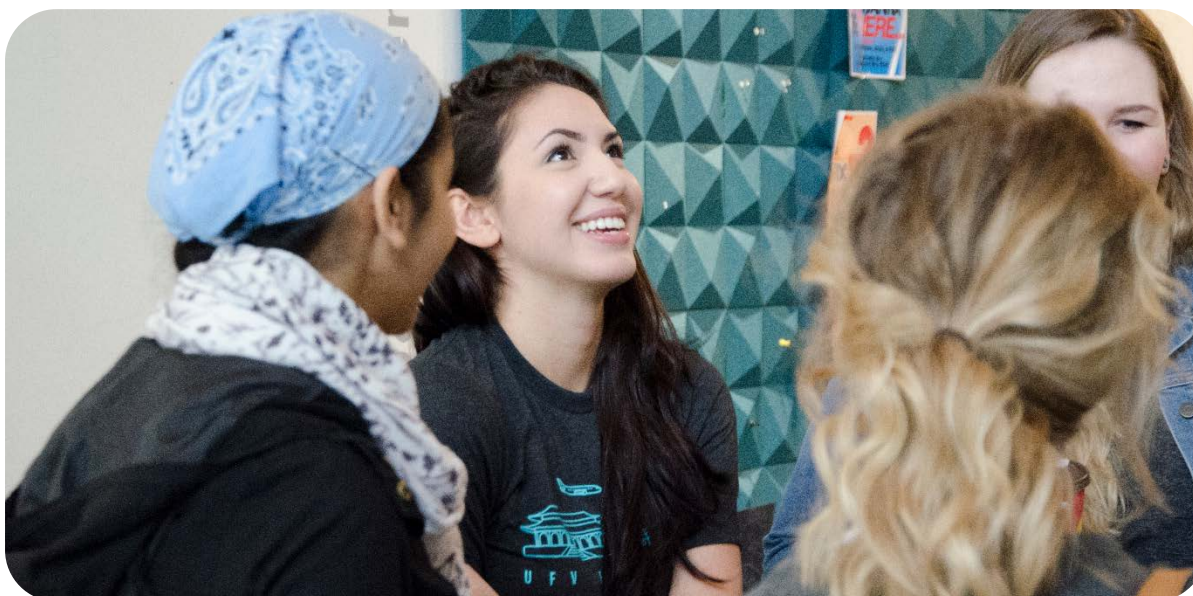
We measure our achievements against the twin touchstones of students and community.

Box 1: Strategic directions

1. Provide the best undergraduate education in Canada

To achieve this goal, the University will:

A. offer degree, diploma, certificate, and apprenticeship programs that:	B. provide services for students that:	C. provide an environment that:
<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • enable their successful transition into the University • enable successful progress toward their educational goals • guide career selection and transition to employment • build lifelong relationships with the University 	<ul style="list-style-type: none"> • 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 • offers vibrant campus experiences supporting social, intellectual, and personal development



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

To achieve this goal, 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 Fraser Valley to promote increased participation in post-secondary education, successful transition to university, and the delivery of adult basic education
- partner with the Indigenous leadership in the Fraser Valley to address the unique educational needs of Indigenous students and their communities
- collaborate with members of the community to develop vibrant, engaging cultural programs
- partner with members of the community to promote innovative business and industry development in the Fraser Valley that builds on and supports the educational, research, and service strengths of the University



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

To achieve this goal, the University will:

- ensure that all decision-making is evidence-based, transparent, and accountable
- regularly review all educational, 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
- recognize, celebrate, and publicize our successes

1.1.3 University-wide projects

The University of the Fraser Valley is engaged in a variety of planning projects and we detail six university-wide planning projects below. As well, UFV has this last year fully implemented its most recent Skills Gap Plan. The Skills Gap Plan aligns our programs 6 occupations marked by a province-wide shortfall, or potential shortfall, of workers. Beyond continuing a long tradition of applied programming, UFV tries to prepare students for a lifetime of career success and productive citizenship by developing critical thinking, problem solving and leadership skills, and communicating labour market information to students through the Career Centre. The Centre not only provides ongoing advice and information, including a database with over 1300 job listings, but also organizes job fairs and other events to attune students to labour market conditions. The Career Centre organized 21 career events in 2017/18, with a total attendance of 1364 students, and ran 83 individual career coaching appointments.

In addition to the Skills Gap Plan, UFV has begun implementing its most recent education plan detailing how the university will implement a learner-centred education that thrives in a digital age. We also began developing a new capital plan that includes a key component for a technology aware university—a digital hub integrating collaborative learning spaces with cutting-edge digital technologies. The Digital HUB, as the proposed building has been dubbed, would take UFV significant strides towards implementing the provincial government's #BCTECH Strategy.

We have continued to implement our Strategic Enrolment Management Plan, and our institutional Learning Outcomes Plan. The university has outlined its vision for its campus in Chandigarh in its *UFV India Global Education Strategic Plan 2016-2021*. This year marks the beginning of UFV's current Strategic Research Plan, which operates through to 2020.

1.1.3.1 UFV's Education Plan 2016-2020

UFV's new Education Plan 2016-2020 seeks to shift educators' gaze squarely onto the aspirations of the learner. Such learner-centred education entails using emerging technologies and flexible approaches that cut across traditional boundaries to allow learners to shape their own education. The Education Plan casts this vision in the form of five goals:

1. *Prioritize learning everywhere.* UFV values the learning of faculty, students, staff, and community no matter when, where, or how it occurs. Courses, schedules, programs, and administration put the journey of the learner first. UFV recognizes that our learners are diverse, requiring diverse learning options and settings. UFV works to create learning opportunities in communities both inside and outside of UFV.
2. *Commit to flexibility and responsiveness.* UFV recognizes the importance of agility in its programs and administrative units to enable us to adapt and respond to the diverse learning needs of our students, faculty, staff, and community. We will streamline organizational procedures and practices that limit creative problem solving.
3. *Collaborate across boundaries.* UFV supports and develops opportunities for collaborative and interdisciplinary work. This involves collaboration around research, programming, learning, and community development. It also involves collaboration with other educational institutions, community organizations, and industry, both locally and globally.
4. *Develop local and global citizenship.* At UFV, we develop and model civic engagement and social responsibility. Our students, faculty, and staff recognize the importance of nurturing a global awareness that supports the health and safety of citizens around the world. Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the Stó:lō people and the Indigenization of UFV is a priority. It informs every course and department through the inclusion of Indigenous content, curriculum, and ways of knowing.
5. *Integrate experiential learning.* UFV will ensure opportunities to incorporate experiential learning both inside and outside of the university classroom. This may involve assignments and assessment activities, field experiences, community placements, laboratory experience, research, and co-operative learning.

1.1.3.2 The Strategic Enrollment Plan 2014-2019

We have completed the fourth year of the university's Strategic Enrolment Management (SEM) Plan, a plan designed to help UFV navigate the complex waters of student recruitment and retention over the next five years, as communities, and community expectations, in our region expand while college-age populations dip and then grow again. To guide the university's recruitment and retention of students, and to ensure that students are supported so they have the resources to succeed and graduate in a timely manner, the SEM Plan identifies nine enrolment goals with targets that are aligned with the university's strategic goals, resources, and education plan. Adopting a definition of SEM planning that was evidence-based to enable the fulfillment of our institutional mission and our students' educational goals, the SEM Plan further seeks ways to meet these goals through the integration of academic processes, student services, and curriculum planning. The SEM Plan is consistent with the university's mandate to provide the best learning experience for students while serving the needs of the Fraser Valley.

The SEM Plan seeks to:

1. Increase student retention, especially after first year

2. Add a Qualifying Studies entrance stream
3. Increase international student enrolment
4. Increase opportunities for students to transfer in from other institutions at the second or third-year level
5. Have the proportion of indigenous students be representative of the community
6. Offer more experiential and workplace learning opportunities to students
7. Offer select graduate-level programming that enhances current undergraduate offerings and generates revenue
8. Achieve specified graduation enrolment targets
9. Support growth in the program areas of health and wellness, agriculture and the environmentally responsible development of the Fraser Valley, and digital media and technologies

The implementation of these goals has been guided by a SEM oversight structure tasked with the responsibility of assessing the impact of the strategies and tactics used in pursuit of them. The committee also reviews campus infrastructure to evaluate its impact in securing the SEM goals, and evaluates overall progress made towards achieving them.

1.1.3.3 Strategic Research Plan 2016-2020

The University of the Fraser Valley is a teaching university, but one which sees teaching and research as interconnected. Having faculty who are active in publishing research and engaging in scholarly work yields faculty who are better able to facilitate learning and teach students. Further, active research and scholarship creates opportunities for students to become involved as volunteers or paid assistants, providing an experiential learning opportunity, learning not only the material that is the focus of the research, but also the skills of research and scholarship. Recognizing the importance of active research and scholarship led UFV to approve a new Strategic Research Plan to foster research and scholarship over the next five years.

The plan focuses on six routes to encourage research and scholarship:

1. Facilitating the integration of research and teaching and increasing the number of research opportunities for students
2. Promoting and supporting the research, scholarly and creative activities of faculty members
3. Enabling research and scholarly activity that is imaginative, innovative and/or entrepreneurial
4. Supporting and enabling research and scholarly activity grounded in the University's regional setting
5. Developing multi-disciplinary and collaborative research programs
6. Cultivating new directions in research and scholarly activity that build on existing expertise while responding to changing economic and technological contexts

The plan targets five research themes that fit UFV's mission as identified in its strategic and education plans. Each theme is broad enough to support multi-disciplinary approaches, and each is connected to UFV's strengths and the values and interests of the people of the Fraser Valley. Those themes are:

- Community, justice, and cultural engagement
- Environment and sustainable development
- Human development, health and well being

- Teaching, learning, and cognition
- Technology, modelling and applications

1.1.3.4 Skills Gap Plan

In 2013/14 approximately 10% of provincial operating grants provided to public post-secondary institutions were targeted towards specific programs; mainly in health, medical and graduate programs. The government initiated a goal of targeting an additional 15% of operating grants to support programs that lead to in-demand occupations. These program targets were identified in annual increments through to 2017/18.

To meet the goal of the Skills Gap Plan, UFV re-allocated FTEs from the base grant to target specific programs between 2014/15 and 2017/18. The total number of FTEs included in the Skills Gap Plan is 967 FTEs (14% of funded FTEs). Since implementation, UFV has met its Skills Gap Plan FTE targets with a 100% utilization rate. Adding to existing targeted programs, UFV has now also reached the overall goal of having approximately 25% of the total provincial operating grant now targeted towards specific programs.

Through regular program development, planning, prioritization and review processes, UFV will continue to deliver relevant programs to meet the labour market demand in the Fraser Valley. Moving forward, UFV will continue to monitor the programs included in the Skills Gap Plan. A summary of UFV's completed Skills Gap Plans for each fiscal year along with adjustments made to previous Skills Gap Plans follows in Table 1.

Interim President Jackie Hogan attends Awards Night ceremonies at Chandigarh campus, December 2017.



Table 1: Summary of UFV Skills Gap Plan program FTE targets

UFV's Skills Gap Plan Programs	2014/15	2015/16	2016/17	2017/18	Total FTE
Bachelor of Science in Nursing (4-year)	30				30
Carpentry certificate	15	-15			0
Construction Electrician certificate	15	-15			0
Hospitality & Event Planning certificate	15			-15	0
Bachelor of Arts (Criminal Justice)	36	9	155	15	215
Diploma in Agriculture Technology	30				30
Bachelor of Business Administration		220	100		320
Applied Business Technology certificate		50		-10	40
Engineering Transfer		5			5
Bachelor of Computer Info. Systems		70	30		100
Bachelor of Science			30	30	60
Graphic and Digital Design diploma			12		12
Bachelor of Arts (Child & Youth Care)				30	30
ECE certificate				10	10
Diploma in Social Services				25	25
Bachelor of Social Work				35	35
Bachelor of Kinesiology				55	55
Total UFV Skills Gap Plan FTE Target	141	324	327	175	967

1.1.3.5 Institutional Learning Outcomes

The Institutional Learning Outcomes (ILO) project is based on the premise that a university education should involve not only the mastery of knowledge within a discipline, but also the development of general cognitive skills. The ILO 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. Thus, the ILO project helps UFV move towards a learner-based approach to education.

Through extensive consultation with many different stakeholders, including educators in the K-12 public system, the project has established a set of Institutional Learning Outcomes. These learning outcomes involve mastering skills that are applicable across domains of knowledge. This not only allows students to integrate learning across academic disciplines, but also provides them with a set of tools they can apply after leaving university. Thus, the ILO project helps better equip students for either further study, participation in the workforce or engaging in artistic or entrepreneurial activities of their own creation.

UFV's ILOs ensure that each UFV graduate possesses the following abilities:

- Demonstrate information competency

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

Departments and programs have examined their curriculum and courses to ensure that the outcomes are addressed and that 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.

1.1.3.6 UFV Capital Plan

In its most recent Capital Plan, UFV has outlined how to physically adapt over the next five years to meet the goals described in its Education Plan 2016-2020; these goals are built around five building priorities. The two largest projects would see the expansion of Building C on the Abbotsford campus, and the construction of a new building, named the *Digital Hub*. Both proposals reflect the long-term growth confronting the region; the Capital plan notes that the Fraser Valley Regional District is expected to grow by 36% by 2041.

The proposed expansion of Building C represents a cost-effect near-term solution for improving UFV's space crunch. The expansion would provide 1,200 gross square meters of needed instructional space that not only would help ease the constraints imposed by current over-capacity at the Abbotsford campus, but also would provide critical swing space to help accommodate those displaced by proposed renovations to surrounding buildings.

In addition to a growing population, the Digital Hub also addresses a shifting economy that becomes ever more deeply reliant on digital and computer-based technologies, and demanding collaboration and creative thinking skills from its workers. The Digital Hub would provide 8,000 square metres of flexible space equipped with digital tools, and places experiential and workplace opportunities at the centre of learning. The spaces could accommodate whole classes, or smaller project-based teams, and would foster collaborative learning grounded in project-based instruction with an emphasis on creativity and problem solving.

The Digital Hub project would be integrated into the City of Abbotsford's University District Plan—a collaborative venture between City and University—and would be home to the Theatre, Education, Computer Information System programs and the newly created Media Arts degree, although the spaces would be available to all UFV students. The Digital Hub would give students the tools to explore the opportunities of digital technologies while fostering the interactive and interdisciplinary learning that underpins the learner-based approach to education outlined in the Education Plan. As a space to cultivate creativity and innovation, the digital hub supports UFV's goals of being innovative and entrepreneurial in pursuing its educational goals.

Box 2: New UFV coat of arms features Stó:lō cultural icons

UFV's new coat of arms features symbols of Stó:lō culture, local wildlife, and elements of the Fraser Valley landscape. The coat of arms was unveiled by Chancellor Gwen Point, President Mark Evered, Miramichi Herald and Manon Labelle at a public ceremony held at the UFV Aboriginal Gathering Place on June 2017.

Officially granted by the Canadian Heraldic Authority under the authority of the Governor General of Canada, a coat of arms is a form of personal or corporate identification, like a logo or wordmark, but it is designed to be timeless and symbolic.

Chancellor Point detailed the cultural significance of the incorporated symbols during the ceremony including the motto written in the Stó:lō language Halq'eméylem.



“It’s gratifying and appropriate for the UFV coat of arms to hold many of the symbols representing the values of the Stó:lō people and the Fraser Valley community,” said Chancellor Point. “UFV is a place of transformation – in both knowledge and character – and this new symbol reflects the inclusion of Indigenous values and concepts while emphasizing a new path forward together with the UFV community.”

The concept was designed by Bruce Patterson, Deputy Chief Herald of Canada. The coat of arms represents the mission and mandate of UFV and incorporates symbols drawn by artist David Farrar. In addition to helpful input from several UFV stakeholders, including Chancellor Gwen Point, a local expert in Halq'eméylem, also ensured an appropriate motto formed part of the final design.

Coat of Arms symbols explained (from bottom to top of illustration at left, as documented by the Canadian Heraldic Authority and Chancellor Point):

- The motto in Halq'eméylem – IYAQAWTXW in the language of the Stó:lō First Nation means “house of transformation” and reflects the mandate of UFV as a place of change – a place of intellectual and character transformation.
- The sturgeon: One of the oldest living creatures, and a symbol of abundance, the sturgeon living in the Fraser River are known for their resilience. Historically, catching a single large sturgeon meant feeding a village. Every part of the fish was used: the flesh for food, the skeleton for tools and fish hooks, the oil for medicine and mosquito repellent. Similarly, the knowledge gained at UFV will serve our community well and provide abundance.
- The marsh and green and white waterway: The undulating green and white lines represent the waters of the Fraser River and the plants represent the rich land along its banks. The river symbolizes an area teeming with life, abundance, and vitality. The water and the wetlands are sources of life and in a similar way, UFV is a source of vitality and knowledge.
- The two blue herons: Ubiquitous in the Fraser Valley, the blue heron represents patience, skill, and good luck. The First People saw herons as symbols of inquisitiveness, determination, and excellent judgement. They believed sighting a heron before a hunt indicated it would be victorious. This parallels the search for knowledge at UFV.
- The hummingbird and shield: Known as the “arms” and depicted in the university colours of green and white, the shield design includes vines which allude to the concept of education as a form of nurturing, growth, and transformation. The green triangular “V” shape evokes a valley, and the hummingbird is a local species. According to Chancellor Point, the hummingbird is a symbol of pure love and joy, and also represents resilience, the ability to travel great distances tirelessly, and the ability to respond quickly. This mirrors UFV’s mandate to provide lasting knowledge, to respond to the community we serve, to endure over time, and to provide the knowledge students need for their journey.
- The canoe, paddles, and vines: Referring to the Stó:lō territory on which UFV is located and representing the university’s close ties with the Stó:lō people, the canoe is also a symbol of a journey – a metaphor for the educational journey.

Shelagh Rogers shares a laugh with audience members after her October talk at UFV Abbotsford. Rogers spoke about her experience as an honorary witness for the Truth and Reconciliation Commission.



1.2 Strategic context

1.2.1 Overview

The Fraser Valley is one of the faster-growing college regions in one of Canada's faster-growing provinces. Helping to propel this population growth is a provincial economy projected to grow slightly faster than the national economy, with growth in service industries driving much of the provincial economic development.

At all levels—nationally, provincially, regionally—we see a changing population growth trajectory marked initially by declines in college-age populations, but with projected increases beginning around 2023. Across our campus communities, we see the same population dynamics arising as operate nationally and provincially, with a return to current levels of college-age population in the Fraser Valley college region not occurring until roughly 2027.

Reflecting this decline in the college-age population, we see another year of declining domestic FTEs, a pattern observed since 2012-13 year, accompanied by increases in international FTEs. Over most of that time, the number and proportion of students identifying as Indigenous has also been increasing, although this year the numbers remained flat over last year. The number of graduates in 2016/17 showed a slight decline from the previous year after seven years of uninterrupted growth.

Local economic and cultural interests have shaped how our university approaches research, as UFV has become a leader in applied research. Our researchers, their supporting institutes, and the UFV students they recruit are attempting to understand not only economic challenges, but also social, cultural, environmental, health, and educational ones. UFV faculty conduct research programs aimed at regional issues, but which also address national and international concerns as well. Students are involved in research through 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.

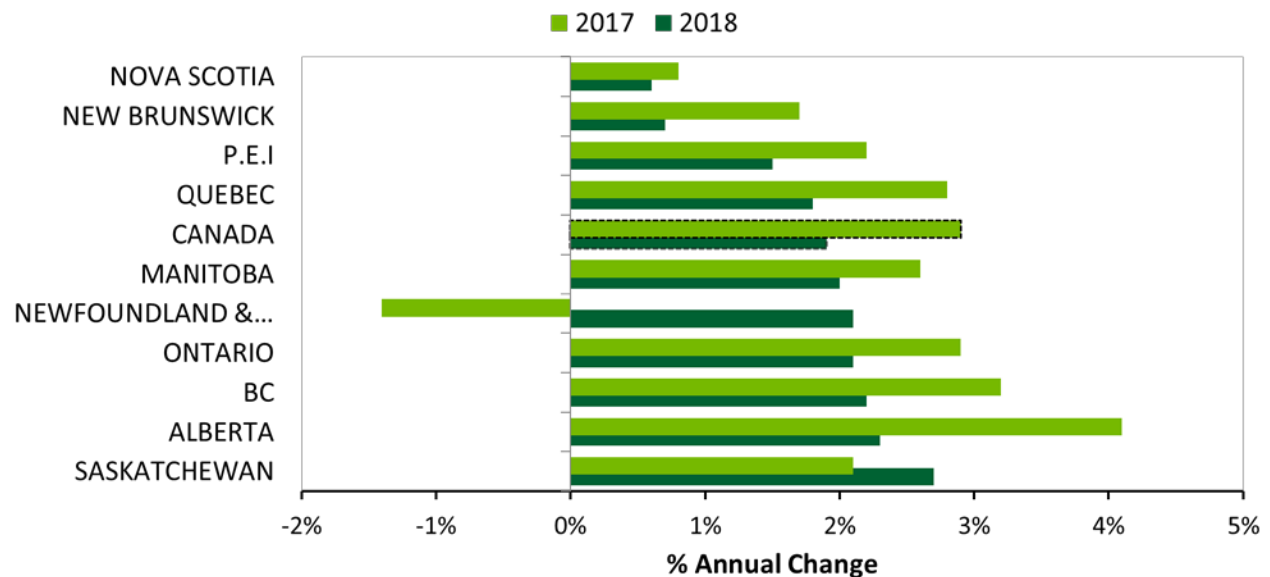
1.2.2 Economy and employment

Summary: Economic growth—and job growth—continues to be strong, although dropping somewhat from the frenzy of recent years. Our province continues to experience high interprovincial immigration, posting the second highest rate in the country throughout much of 2017. Although the economy of the Fraser Valley is distinctive for its reliance upon agriculture, growth in many other industries is even greater, opening up new opportunities for Fraser Valley citizens.

In its December 2017 Provincial Outlook, the Royal Bank of Canada (RBC) forecasts BC's real GDP to grow by 2.2% in 2018, above the national average annual growth rate of 1.9%. Although indicating a strong economy, this is a reduction from RBC's projected real GDP growth for 2017, which, at 3.2%, is the second highest in the country after Alberta. As Figure 1 shows, RBC's projections for 2018 have BC only slightly behind the economies of Alberta and Saskatchewan, both of which are expected to see real GDP growth in both 2017 and 2018 after declines in previous years.



Figure 1: Projected annual change in real GDP (%) by province, 2017-2018



Source: Royal Bank of Canada, "Provincial Outlook", Dec. 2017

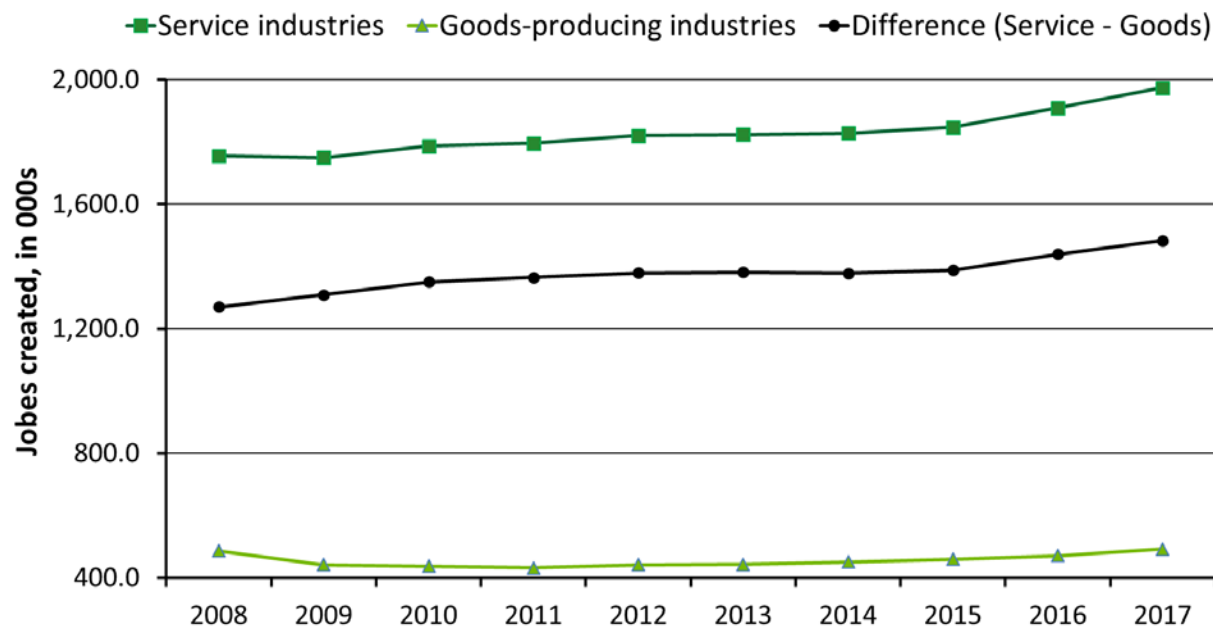
Figure 3 indicates the extent to which the service industries dominate BC's economy and labour markets. The service industries share of employment increased from 78% to 80% from 2008 to 2017.

As Figure 3 also makes clear, the goods-producing industries show a largely flat employment trend while the service industries have steadily increased their hiring over the last ten years. In 2017, just under two million people in BC were employed by service industries, while good-producing industries employed just under 500,000 people.

The dominant position of the services sector is a common feature of major advanced economies. UFV programming and curriculum recognize this: well-paid, stable jobs in advanced economies require skill development, be it technical, interpersonal, or managerial.



Figure 2: Annual BC employment (in 000s) by sector, 2008-2017



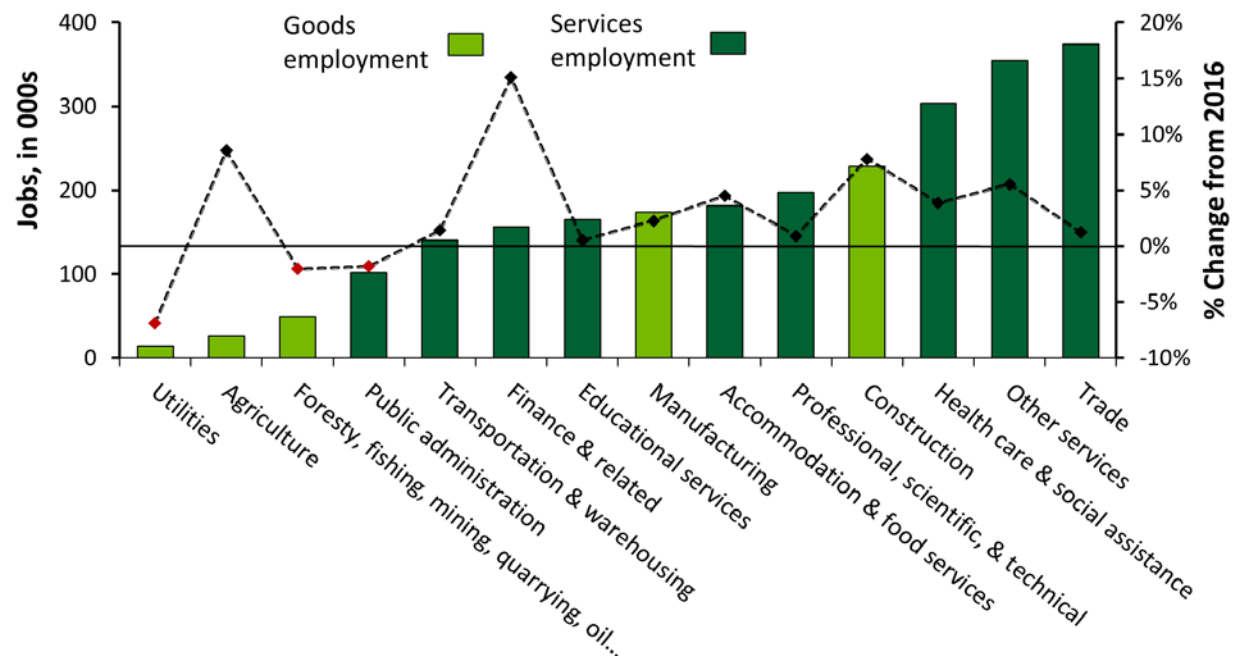
Source: Statistics Canada, Labour Force Statistics, Prepared by BC Stats, Jan. 2018

Figure 3 breaks down the provincial employment data for 2017 by industry (solid bars, left y-axis). Agriculture, forestry, fishing, mining, utilities, construction, manufacturing, and oil and gas constitute the goods-producing sector. All other industries are in the service producing sector. What comes out clearly in Figure 3 is how much more employment is provided by the service industries compared to the goods-producing industries.

The dotted line in Figure 3 shows the change in employment from 2016 levels for each industry as a percentage of 2016's employment (red markers indicating declines, black markers indicating increases). The industries with the greatest increase in 2017 over 2016 were finance, agriculture, construction and other services, all with growth over 5%. Utilities, public administration, and raw resource extraction (forestry et al.) showed declines, with employment by the utilities sector declining more than 5% from 2016 levels.



Figure 3: BC employment by industry, 2017 (bars, in 000's) and % change in employment from 2016 (dotted line)



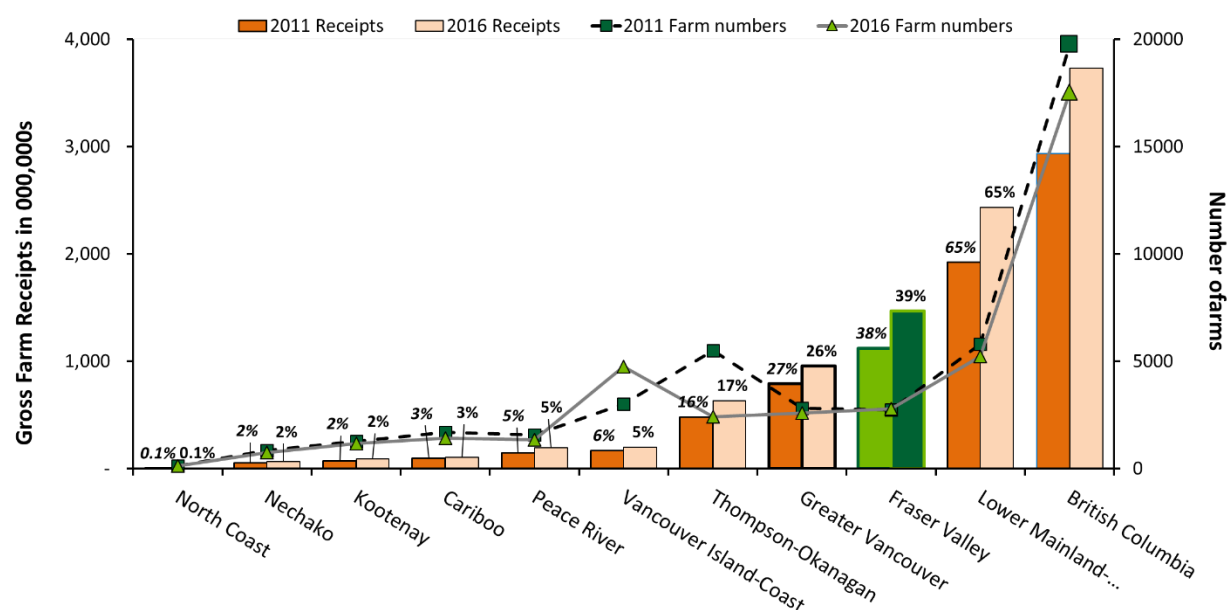
Source: Statistics Canada, Labour Force Survey, prepared by BC Stats, Monthly Highlights Data Tables, accessed Jan. 2018

The Fraser Valley has two major competitive advantages in agriculture. High quality soils and temperate climate make for excellent growing conditions, while its closeness to Metro Vancouver—not only as a market, but also as a transportation hub connected to other markets—provides an economic advantage.

Figure 4 illustrates the Fraser Valley's importance to provincial agriculture. Even though the Fraser Valley Regional District is a subregion of the Lower Mainland/Southwest, it contributed a larger proportion of provincial farm receipts than any of the major provincial regions outside of Lower Mainland/Southwest in both 2011 and 2016 (38% and 39% respectively). However, although farm receipts in the Fraser Valley have increased from 2011 to 2016, both in terms of total earnings and as a percentage of provincial receipts, the actual number of farms has decreased. Indeed, across most areas in the province, fewer farms have earned more money.



Figure 4: Farm receipts (bars, in 000,000s) and farm numbers (lines) for BC, major provincial regions, and Greater Vancouver and Fraser Valley Regional Districts, 2011 & 2016. Percentages above bars indicate farm receipts as a percentage of provincial farm receipts



Source: Agriculture Census 2016, Stats Canada, CANSIM Table 004-0233, accessed Nov. 30, 2018.

There is much more to the Fraser Valley and the lives of its students, however, than just agriculture, as captured in a pair of figures. Not only is the Fraser Valley part of the Lower Mainland, but many in the Fraser Valley also work in the Metro Vancouver region as can be seen in Table 2 below. As evident in the table, roughly one-third of Abbotsford workers travel in to Metro Vancouver, and 12% of Chilliwack workers do the same, the latter percentage reflecting almost as large a commuting population as represented by Chilliwack workers who travel the much shorter distance to Abbotsford.

Table 2. Commuting patterns between Abbotsford, Chilliwack and Metro Vancouver, 2016.

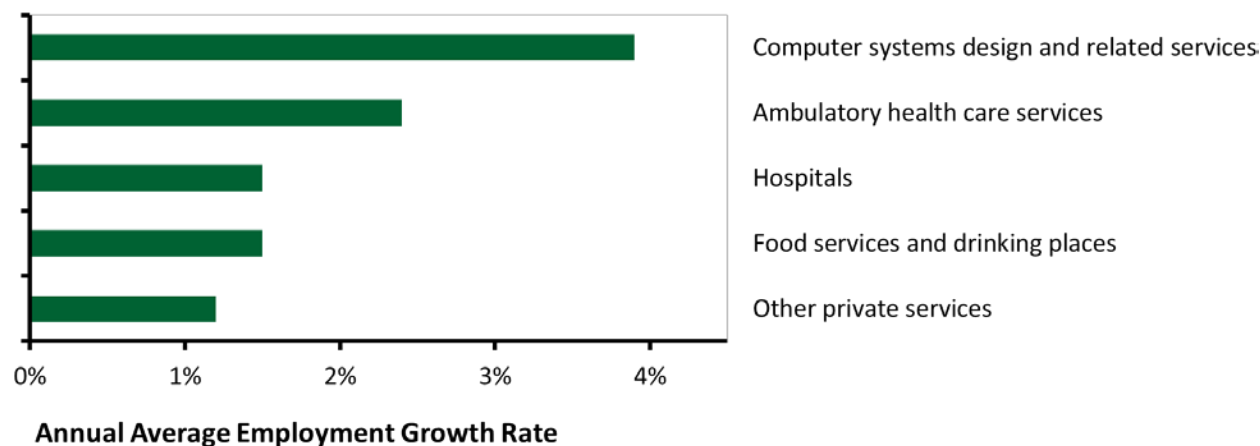
Commute	Number of commuters	As % of home community workforce
Abbotsford to Chilliwack	2550	4%
Abbotsford to Vancouver	20500	32%
Chilliwack to Abbotsford	4895	15%
Chilliwack to Vancouver	3850	12%

Source: Statistics Canada, 2016 Census, catalogue number 98-400-X2016327. Accessed Jan. 9, 2018.

This high level of commuting to Metro Vancouver may help explain the conundrum behind continued growth in Abbotsford, as evidenced in shrinking rental vacancy rates and increased house construction, and results from the 2016 census, yet declining numbers of domestic students attending UFV. That is, some of the growth reflects the movement into the Fraser Valley of young workers—without college-age children, or even without family—pushed out of Metro Vancouver by rising house prices.

Given the close interconnection between the Fraser Valley and the rest of the Lower Mainland, UFV must consider employment trends throughout this broader region when planning how to serve its students. Of the top 10 industries in the Lower Mainland/Southwest region in terms of projected job openings between 2017 and 2027 (per *BC Labour Market Outlook: 2017 Edition*), the top five industries in terms of growth in employment demand are shown in Figure 5, with the fastest growing of the high-demand industries being computer-systems design and related services. Figure 5 underscores how the opportunities for UFV students extend largely beyond agriculture, as important as farming is to the local economy.

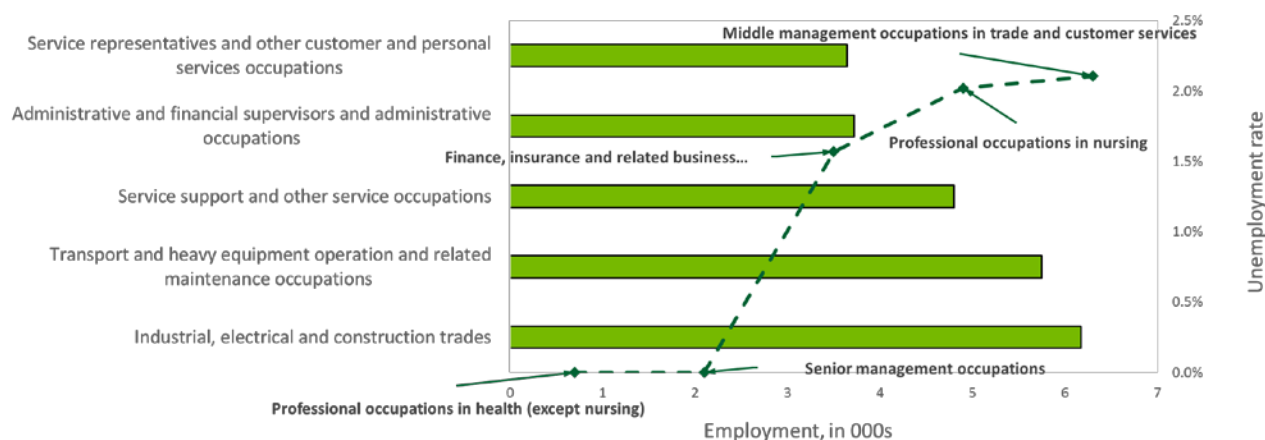
Figure 5: Industries with highest demand growth among top high-demand industries in the Lower Mainland/Southwest region.



Source: *BC Labour Market Outlook: 2017 Edition, WorkBC.*

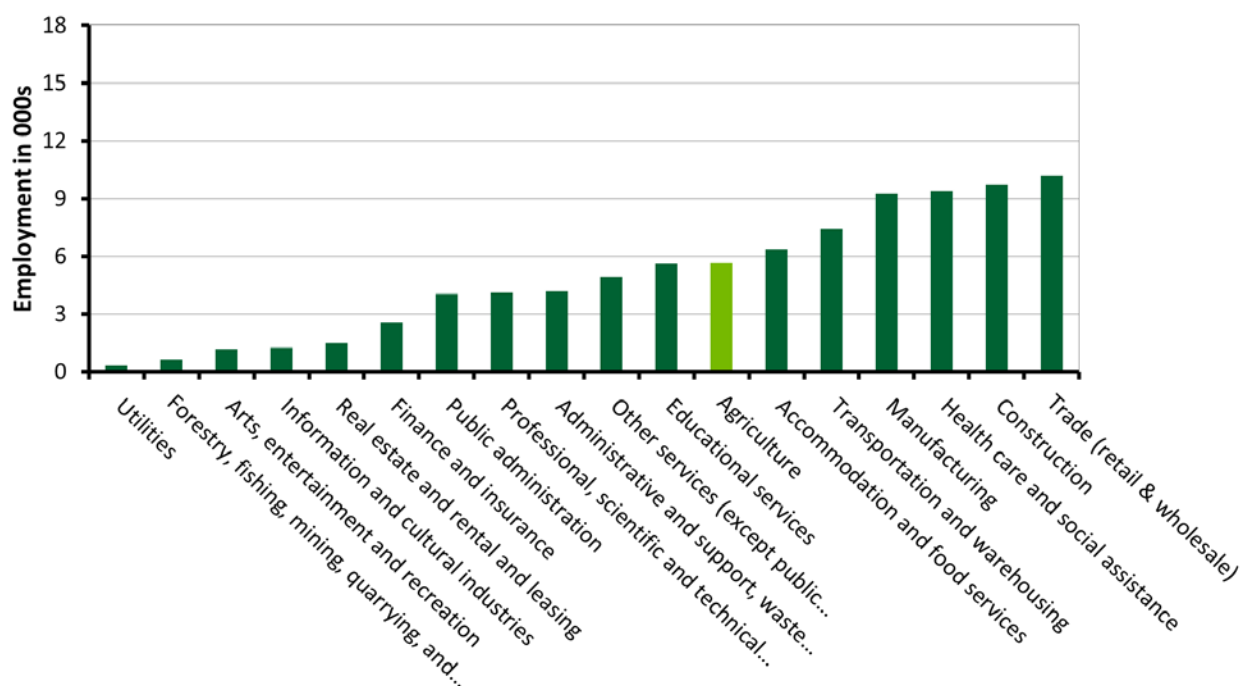
Over the years, many other industries have become more important sources of jobs than agriculture, as shown in Figures 6 and 7, based on 2016 census data. Figure 6 illustrates the top five occupations in terms of 2016 employment (green bars) and the five occupations with the lowest unemployment rate (dashed line) for the Abbotsford-Mission Census District. Figure 7 gives employment (in 000s) across major industries in the Abbotsford-Mission Census District. Note how agriculture (highlighted in light green), although a major source of employment, is only the seventh-largest industry by employment.

Figure 6: Top Five Occupations in the Abbotsford-Mission Census District by Employment (in 000s, bars), and Unemployment Rate (dashed line), 2016.



Source: *Statistics Canada, 2016 Census data tables, catalogue number 98-400-X2016295. Accessed Jan. 9, 2018.*

Figure 7: Industries by 2016 employment (in 000s) the Abbotsford-Mission Census District.



Source: Statistics Canada, 2016 Census data tables, 8-400-X2016290. Accessed Jan. 9, 2018.

1.2.2.1 Broader trends: skills and labour movement

Looking at the future of provincial employment, the report by WorkBC, *BC Labour Market Outlook: 2017 Edition*, states that, “[t]here will be a need for increasingly skilled workers. It is estimated that 78 percent of jobs will require at least some form of post-secondary education or training.” The University of the Fraser Valley is poised to continue responding to the changing needs of these labour markets.

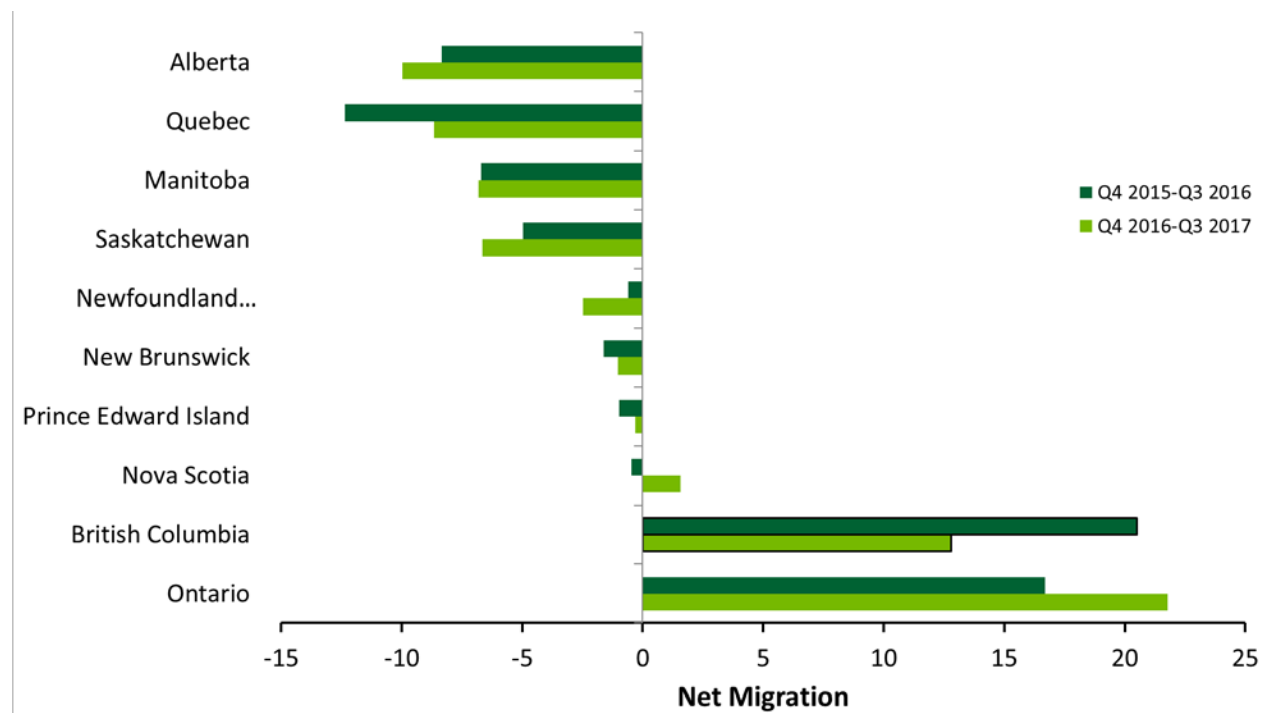
The unique mix of programs hosted at UFV, which includes developmental programs, baccalaureate programs, trades, and continuing education means that students graduating from UFV will be well prepared to find their place in BC’s skilled labour market. In addition, through the Skills Gap Plan, UFV and 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 of its workers.

In its December 2017 Provincial Outlook report, the Royal Bank of Canada declared, “[t]here’s much to be impressed with when it comes to British Columbia’s economy. Growth has been strong—averaging 3.5% annually in the past four years—broadly based across economic sectors and resilient in the face of turbulence in the provincial housing market last year. British Columbians enjoy some of the brightest job prospects in the country and feel confident because of it.” The report went on to forecast provincial real GDP growth rate in 2018 of 2.2% due in part to rising interest rates cooling consumer spending and housing activity, and a reduction in the inflow of interprovincial migrants due to a resurgent Albertan economy. Nonetheless, the report went on to forecast an unemployment rate for 2018 of 5.0%, giving BC the lowest provincial unemployment rate in Canada.

The reduction in interprovincial migration touched on in the Royal Bank’s forecasts is already evident in data collected by Statistics Canada, and illustrated in Figure 8. Figure 8 shows the most recent data for

interprovincial migration flows in 2016-17 (light green bars) juxtaposed with the migration flows from the previous year (2015-16, dark green bars). From the final quarter of 2015 through the third quarter of 2016, BC saw a huge influx of people from other parts of Canada. No other province experienced as heavy an inflow as BC; during this time, only Ontario showed any net interprovincial immigration at all. Over the next year, BC continued to have a net interprovincial migration, but reduced compared to the previous four quarters, and now smaller than Ontario's net immigration. The forecast reduction in Albertan emigration is not yet evident in this data.

Figure 8: Net Interprovincial Migration across Provinces (in 000s), Q4 2015-Q3 2016 (dark green bars) and Q4 2016-Q3 2017 (light green bars).



Source: Statistics Canada, Table 051-0017, accessed January 08, 2018.

1.2.3 Demographics

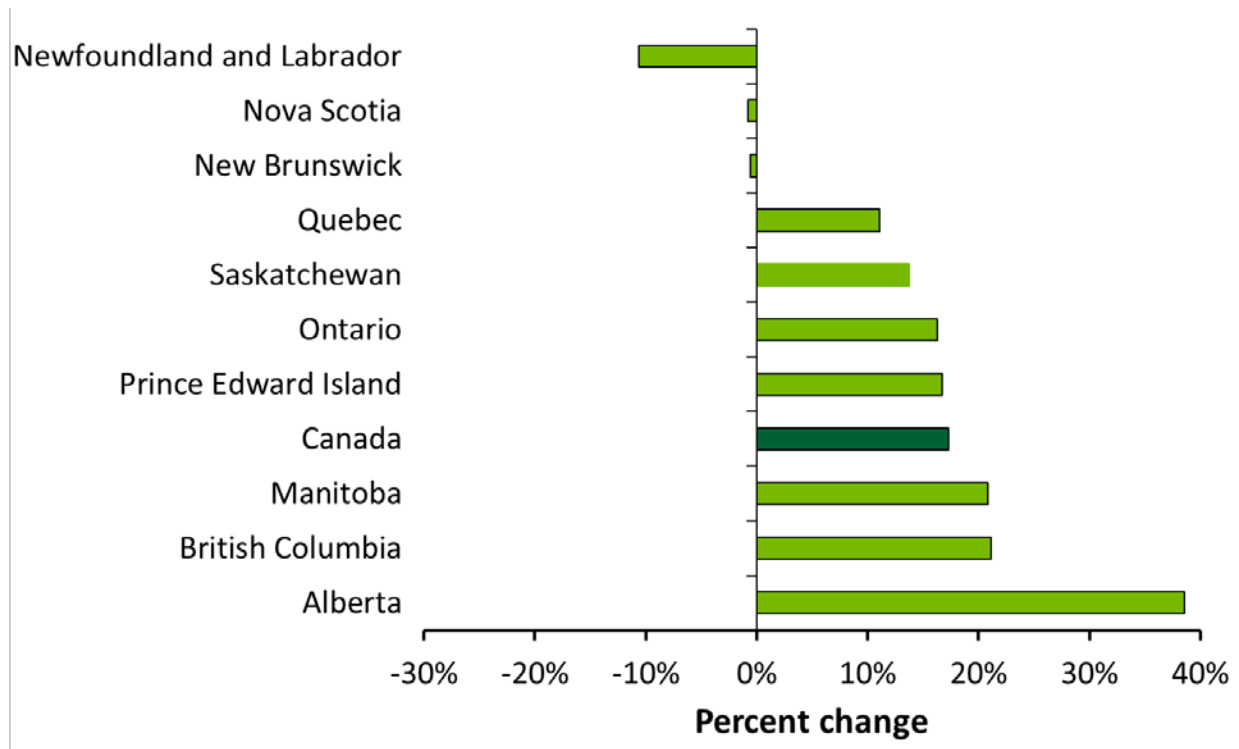
Summary: Nationally and provincially, the number of college-age citizens is currently declining, but projections indicate this decline to reverse in the longer term. From roughly 2022 onwards, UFV will face growing student demand.

1.2.3.1 Overall national and provincial trends

According to Stats Canada, BC has the second-highest projected population growth rate in Canada¹. As shown in Figure 9, BC's population increases 21% from its 2017 level by 2037, exceeding the 17% national growth rate for Canada.

¹ Based on projections by Statistics Canada made July 1, 2017

Figure 9: Projected Change in Provincial and National Populations, 2017-2037, as Percentage of 2017 Populations



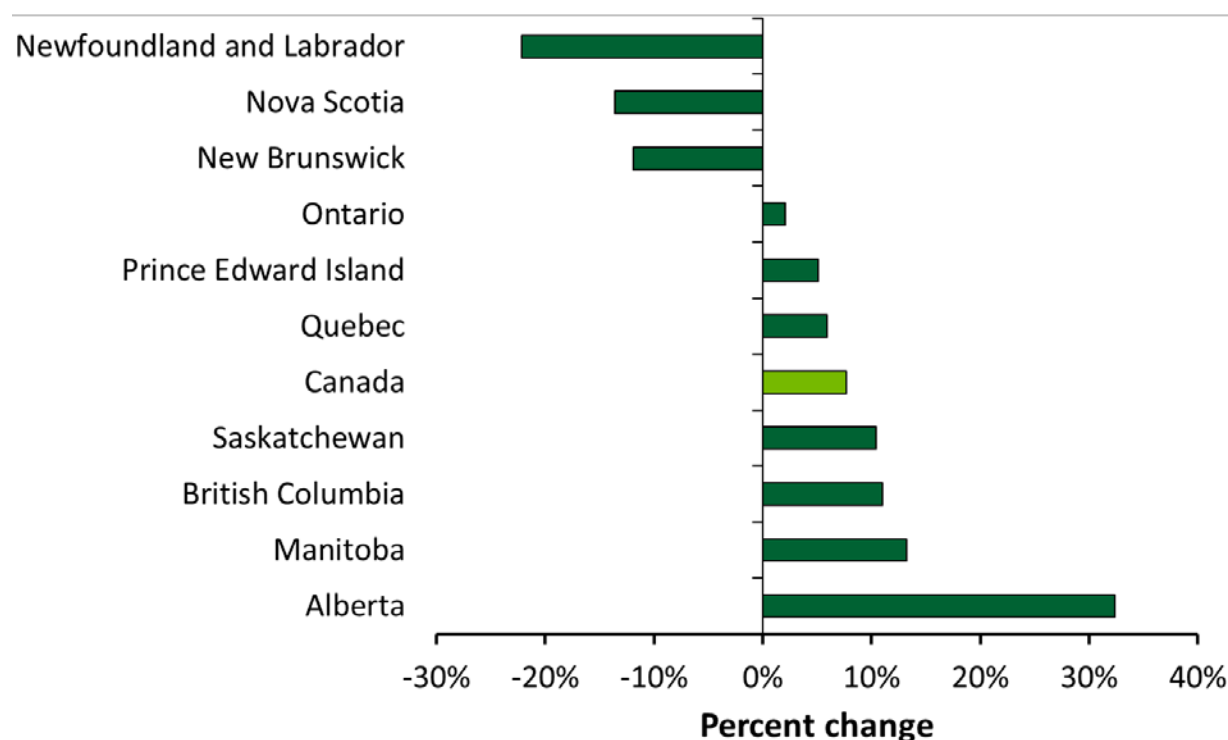
Source: Statistics Canada (CANSIM) Table 0052-0005, accessed 17 Jan. 2018

About two thirds of UFV students are aged 24 or younger; and the proportion of FTEs for these students is higher still as younger students tend to take more courses than do older students. However, smaller teaching universities such as UFV tend to have a slightly older student population than the Canadian university population overall;² in 2016, for example, just over 11% of UFV students were aged 25-29, with 67% aged 15-24. Figure 10 shows how BC's university-aged population will increase 11% from 2017 to 2037, above Canada's national projected increase of 8%.



² As shown in demographic information from undergraduate surveys conducted over the years by the Canadian University Survey Consortium

Figure 10: Projected Change in Ages 15-29 Populations, 2017-2037 as % of 2016 Populations



Source: Statistics Canada (CANSIM) Table 0052-0005, accessed 17 Jan. 2018

1.2.3.2 Separating short- and long-term changes within college regions

Although the projections for Canada and BC are for an increase in general and college populations during the 2017-2037 time period, this masks more complex growth trajectories. During the early part of this period, most provinces will see at least a slight decline in 15-29 year olds, except for BC and Alberta. However, even BC shows decline over the early period when we examine just the 15-24 age group. BC is projected to take until 2025 to have the same number of 15-24 year olds as it has in 2017, similar to Canada's national projections; Ontario is expected to take until 2031 to reach the same number of 15-24 year olds as they currently have. The result is likely in increased competition for students by Canadian universities over the next few years.

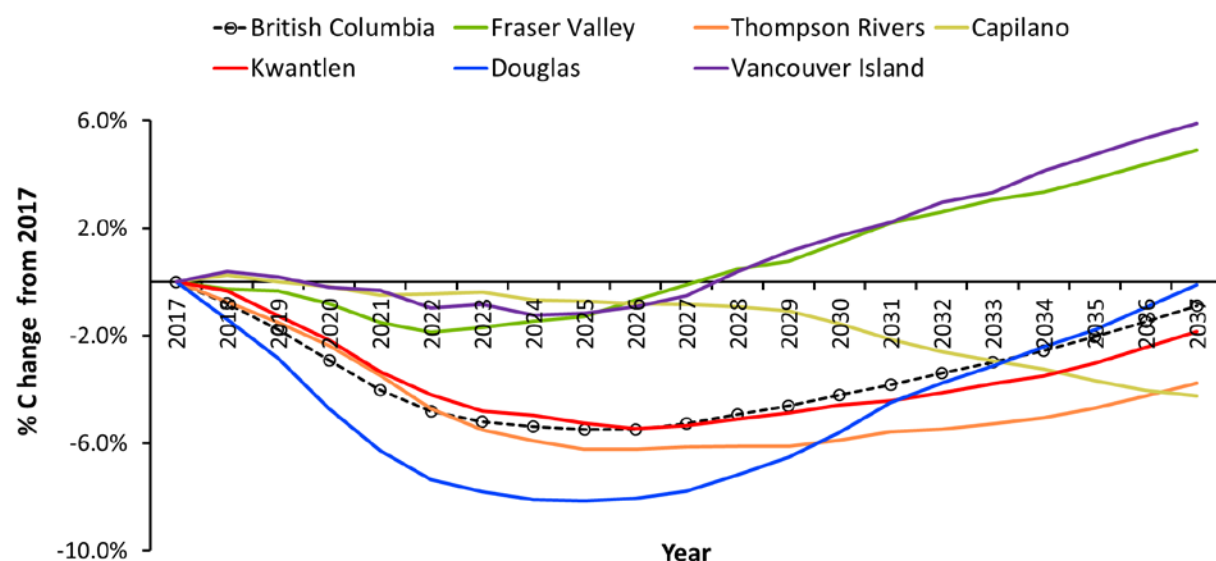
These are complicated demographic changes, with different patterns for different age groups, and non-linear changes over years for most. The impact of this on BC college regions comparable to the Fraser Valley, is shown in Figure 12. Here, the population changes are shown as a weighted combination of the 15-24 and the 25-29 age groups for the Fraser Valley college region, and four college regions served primarily by a teaching university (Capilano, Kwantlen, North Island and Thompson Rivers), along with the neighbouring college region serving Douglas College and the provincial population.

Using weighted population changes³, we see in Figure 11 that the Fraser Valley college region (bright green line) is expected to face a sharp decline in the college-age population from 2017 until 2022, after which population begins to increase sharply. This pattern is shared, more or less, by all the other college regions, and

³ Over a five-year period, 15-24 year olds make up 67.5% of UFV's student population, with 25-29 year olds making up 11.2%. Using these relative contributions leads to weights of 0.858, and 0.142 for the 15-24 and 25-29 age groups, respectively

by the province as a whole (shown in black). The Fraser Valley's change in weighted college-age population is characterized more by growth, with a smaller initial decline and an earlier return to growth. This difference reflects the greater overall growth in the Fraser Valley compared to the province.

Figure 11: Weighted Projected Populations Ages 15-29 in Select College Regions and BC, 2017-2037, as % of 2017 Population



Source: BC Stats PEOPLE database by selected college regions, accessed 17 Jan. 2018

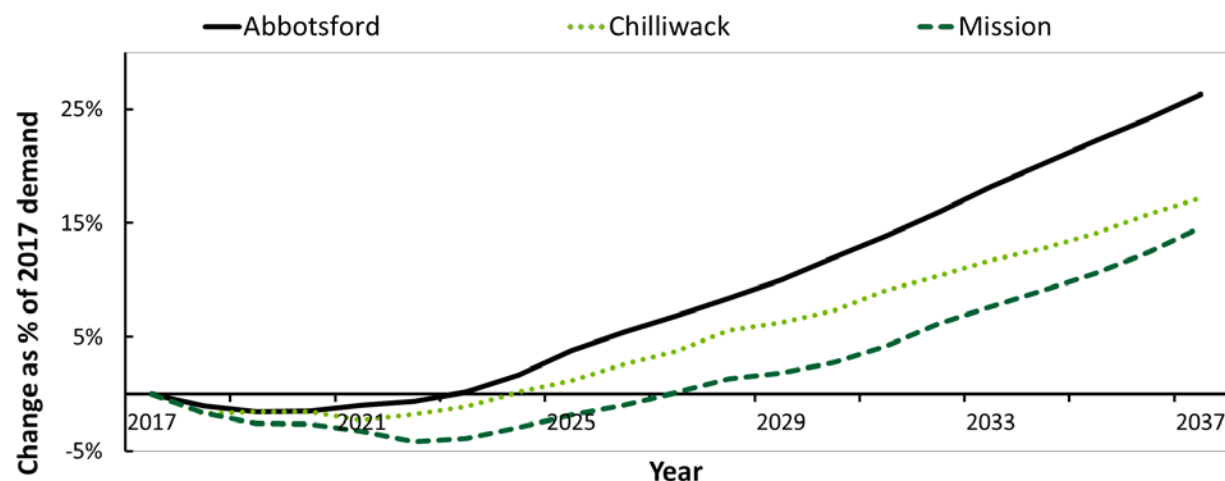
The University of the Fraser Valley, therefore, is caught in the same planning conundrum facing most provincial teaching universities: coping with short-term declines and long-term increases, with growth arriving sooner to our university than for most others in the province.

1.2.3.3 Campus demands, short- and long-term

Local population projections inform us of educational demands within each campus area, and are important guides for long-term planning and optimal delivery of services. Figure 12 below shows the projected change in domestic-student demand within each major campus catchment area, based on population changes among people 15 to 29 within the catchment area of each campus, and using the same weightings applied to the data shown above in Figure 11.

The analysis suggests that again, an initial decline at all three campuses in domestic-student demand with recovery to baseline (2017 demand) occurring between 2023 (Abbotsford) and 2027 (Mission). After recovery, Abbotsford is expected to have the highest rate of growth, with Chilliwack and Mission showing similar growth rates. Although this gives us an indication about demand for post-secondary education within campus communities, some caution is needed in taking these projections as indicators of demand faced by campuses; an internal report suggests that the main driver behind choice of campus is program rather than location. Programs, of course, can be moved between campuses, and optimal program location is an important aspect of UFV's long-term planning considerations.

Figure 12: Projected Domestic-Student Demand per UFV Campus from 2017-2037, as a Percentage of 2016 Demand



Source: BC Stats; UFV Fact Books

Last year, the Rental Market Report for the Abbotsford-Mission Census Metropolitan Area (CMA) reported the lowest vacancy rate recorded since 1990 for the Abbotsford-Mission CMA, with vacancies at 0.5% of rental units. The Rental Market Report for 2017, however, reports that this extreme low rate has declined further, dropping to 0.2% in October of 2017. Vacancy rates for bachelor apartments and rental units with three or more bedrooms remain at 0.0%, as they were a year ago. The cost of renting in the Abbotsford-Mission CMA has increased by 2.3% from last fall.

UFV students contribute to the demand for rental accommodation in areas surrounding its campuses. The extreme lack of available rental housing may present challenges to UFV students in obtaining accommodation. The University of the Fraser Valley and the City of Abbotsford are working together to develop the UDistrict Neighbourhood Plan and UFV Campus Plan, which will help guide future development and growth of the UFV campus and surrounding neighbourhood, including housing, which will help address this issue. UFV is also currently reviewing its on-campus housing.

1.2.3.4 Population diversity

The 2016 Census⁴ revealed that 29% of people in the Abbotsford-Mission CMA are a visible minority, compared to a average of 22% across Canadian CMAs. Abbotsford-Mission had the second-highest proportion of visible minority population in BC, a proportion higher than Ottawa-Gatineau, Montreal, and Edmonton. Only Toronto, Vancouver and Calgary had higher proportions of visible minority populations. Within that 29%, the majority of the visible minority population in Abbotsford-Mission is of South Asian origin, making up 22% of the Abbotsford-Mission population; Abbotsford-Mission has the largest proportion of South Asian population in BC, almost doubling Vancouver's proportion of 12%. The diversity increases when we consider immigration status, Aboriginal status, and religion.

The diversity in UFV's domestic student population of the University of the Fraser Valley reflects that of its community. This year, the university also hosted over 1,250 international students on its Canadian campuses. 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

⁴ *Immigration and Ethnocultural Diversity Highlight Tables*, <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hltfst/imm/PRTerr-eng.cfm?Lang=E&T=42>

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 the categories of Quality of Interactions and Discussions with Diverse Others in the 2016 National Survey of Student Engagement survey. Further evidence comes from the 2017 survey of middle-years students by the Canadian University Survey Consortium, which found 96% of UFV middle-years students agreeing that their professors treat students the same regardless of race or class.

1.2.3.5 Facing the challenges of a multi-campus university

UFV has locations in four Fraser Valley communities, with campuses in Abbotsford, Chilliwack, and Mission, as well as a centre in Hope that also serves Agassiz, and a presence in Chandigarh, India. During 2017-18, 64% of FTEs were generated at UFV's main campus in Abbotsford, 21% at the Canada Education Park (CEP) campus, while the remaining 15% were online or at our other campus locations. In a concerted effort to increase student access and support student success, 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, in an optimal manner. For those students and faculty that travel between the Abbotsford and Chilliwack campuses, or requiring transportation from Langley to the Abbotsford campus, the Campus Connector shuttle service provides a safe, convenient, and environmentally friendly commuting option. The Campus Connector shuttle service has been operating between the Abbotsford and Chilliwack campuses since the summer of 2013, and from Langley to Abbotsford since the winter of 2015.

The size of the student population and the high utilization on UFV's Abbotsford campus continues to create 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 if additional instructional space is not developed. 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 optimistic that there will be further progress towards easing some of the space crunch with the addition of the projects detailed in UFV's Five-Year Capital Plan.



Box 3: CityStudio a matchmaker between City and UFV

UFV and the City of Abbotsford are launching CityStudio, an initiative tackling civic challenges by combining the creative energy of students with the know-how of city staff.

UFV students will work directly with the city to solve an array of real-world problems including reducing litter in parks, beautifying utilities, and creating engaging public spaces. By launching experimental solutions, students gain valuable hands-on experience and marketable skills while the city gains a fresh perspective and unique solutions to challenges.

Abbotsford is one of seven cities around the world that have implemented Citystudio. The program started in Vancouver in 2011 as a collaboration between the City of Vancouver and Simon Fraser University and now includes five of the city's public post-secondary institutions.



“UFV is very pleased to partner with the City of Abbotsford in a project offering hands-on learning opportunities to students, additional problem solving capacity, and innovative solutions for the community,” said Eric Davis, UFV Provost and Vice President, Academic. “This is a collaboration offering lasting benefits to all involved.”

Co-founder of CityStudio, Janet Moore, likens the connecting spirit of the movement to an age-old method of networking.

“CityStudio is really like a matchmaker between the municipal and the educational. It’s a way to build trust in the community by providing space for people to meet and collaborate.”

1.2.4 Students

A total of 14,849 students attended UFV in 2017/18 – 12,864 domestic students, 1,708 international students, and 277 students in Chandigarh. Total headcount increased from last year by 2%, with large increases in international students offsetting a small (1%) decline in domestic students. This is the second consecutive increase in headcount, despite the small drop in domestic headcount. This year marks the sixth consecutive increase in total headcount since the 2011/12 academic year, despite declines in domestic headcount over most of the last six years.

The male to female ratio is 43:57, as it has been for the previous two years. Students aged 18 to 24 make up the largest percentage of the student body at 61%, and 30% of students are 25 and older; both proportions are the same as those of the previous two years. Bachelor's degree students make up the largest portion of headcount, and their share continues to increase each year. From 2012/13 to 2017/18, the bachelor student headcount increased by 19% and their share rose from 33.9% to 40.2%. The portion of diploma students has fallen from 33.5% to 28.9% during the same time. The university continues to see increasing numbers of students in academic programs and fewer students in preparatory programs. Figure 13 illustrates these trends; showing student headcount by credential type as both raw count and percent share over the last six years.

Figure 13: Student Headcount by Credential Type, as Raw Count (Vertical Bars) and Percentage (Lines), 2012/13 to 2017/18

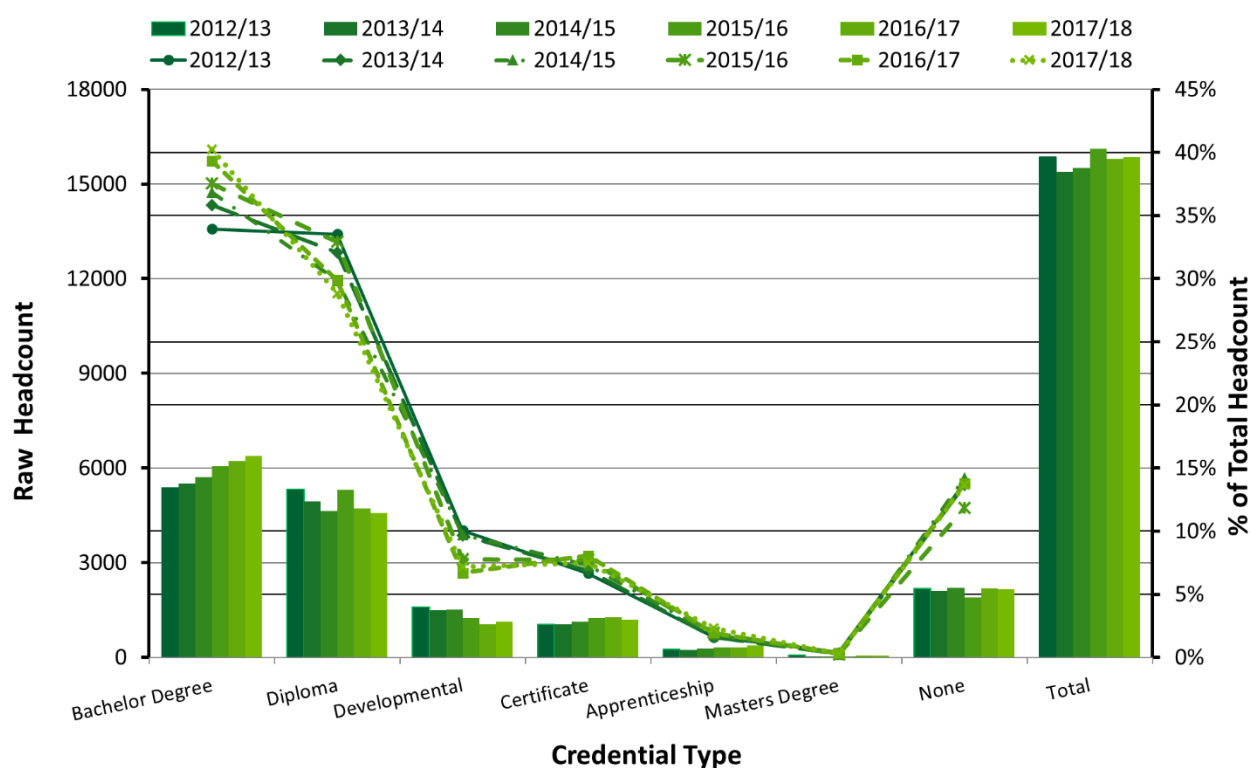


Table 3 shows that the proportion of students attending UFV full time (defined as taking three or more courses in a semester) has largely stayed constant from last year at 49%. The absolute number of full-time students increases by 102 students (1.4%) from 2016/17 to 2017/18, while the numbers of part-time students increase slightly more, increasing by 143 students, or 1.9%. The result of the similar-sized increases leaves the proportion of full-time to part-time students largely unchanged, at 49% to 51% respectively.

Table 3: Students by Full-time or Part-time Status

Student Type	Year					
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Full Time	45.9%	47.2%	48.6%	50.1%	48.8%	48.7%
Part Time	54.1%	52.8%	51.4%	49.9%	51.2%	51.3%

Fall and winter are the most popular semesters, making up just over 85% of registrations. Table 4 below shows modest changes in the distribution of instructional activity across semesters for 2017/18 as compared to 2016/17: summer instructional activity share fell from 16.3% to 14.9%, a decline of 8.5%, while fall and winter both manifested even more modest changes. The fall share of registrations increased by 2.1%, from 43.1 % to 44.0%; the winter term's share of activity increased 1.2%, from 40.6% of registrations to 41.1%. This marks the third year in a row that the share of summer students has decreased and winter share increased.

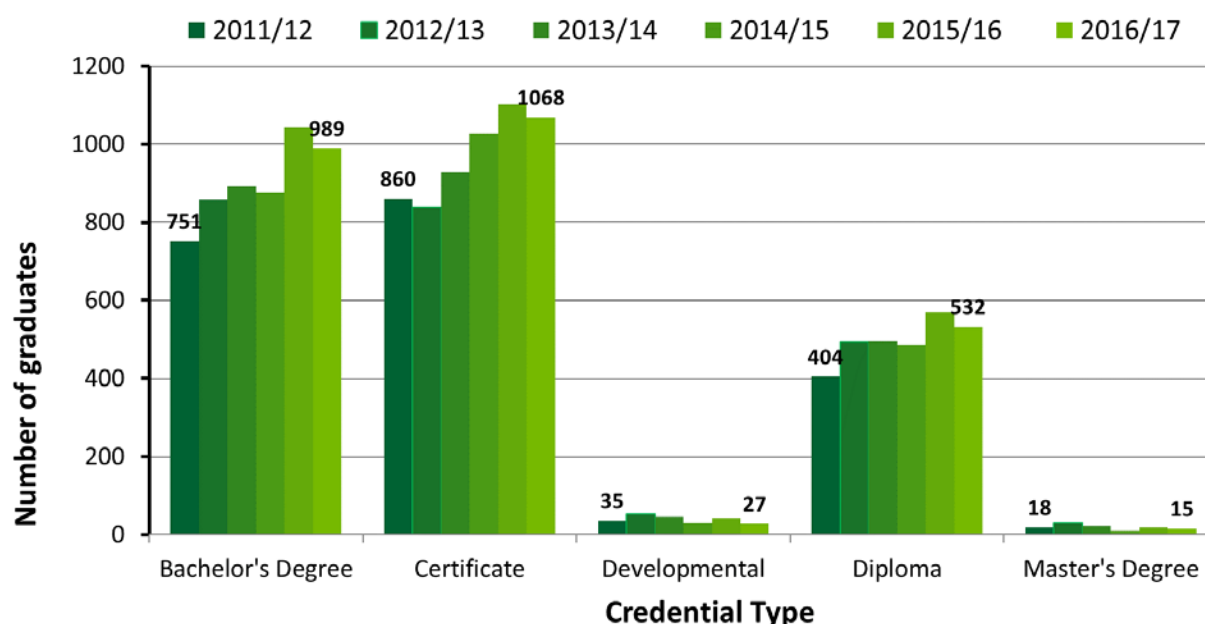
Table 4: Registration Shares by Semester

Semester	Year					
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Summer	11.2%	16.7%	17.8%	16.8%	16.3%	14.9%
Fall	45.0%	43.5%	42.9%	43.4%	43.1%	44.0%
Winter	43.9%	39.8%	39.3%	39.8%	40.6%	41.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of graduates at UFV decreased in 2016/17 after seven years of increases since 2009/10, declining from 2,776 graduates in 2015/16 to 2,631 in 2016/17, a decrease of 5%; compared to 2009/10, however, 2016/17 saw 150% more graduates, representing an increase of almost 900 graduates. As Figure 14 shows, the number of bachelor-degree graduates decreased in 2016/17 compared to 2014/15, declining by 5%, matching the overall decline.

Viewed over the last five years however, the numbers of UFV graduates in bachelor, certificate and diploma programs have grown. The number of bachelor graduates has increased by 32% from 2012/13 to 2016/17, while certificate graduate numbers have increased by 24% and diploma graduates by 32% in the same time frame. The small numbers of developmental and master-degree graduates result in a lot of volatility, with the numbers of graduates in both categories showing no consistent pattern of increases and decreases over the last five years. The 27 developmental graduates in 2016/17, however, is a lower number than in all four of the previous years. The 15 master's-degree graduates in 2016/17 is a lower number than in three of the previous four years, although they represent an increase of 150% over 2014/15.

Figure 14: Graduates by Credential Type across Academic Year, 2011/12 to 2016/17



For the 2017/18 fiscal year, there were 656 students who self-identified as Indigenous, a drop of three students from 2016/17; the self-identified Indigenous student population is characterized by a female to male ratio of just over 2:1 (68:32).

Some 63.7% of UFV students live in Abbotsford or cities immediately to the west of Abbotsford such as Langley, Mission, Surrey and Maple Ridge, while 21.7% live in cities immediately to the east of Abbotsford such as Chilliwack, Hope, and Agassiz. Some 13.4% of UFV students are international, including students attending our Chandigarh campus. The most popular countries of origin for (non-Chandigarh) international students are India (1,040), China (359), South Korea (34) and Japan (32). This is only the second year that a plurality of international students has come from India; prior to 2016/17, the greatest number of international students had come from China.

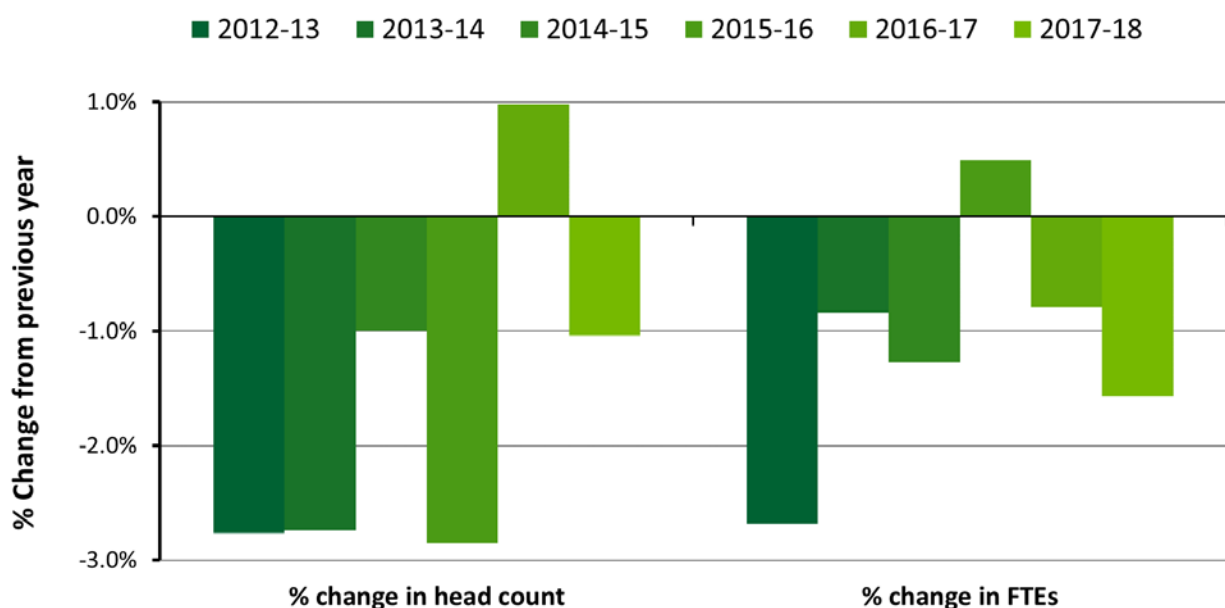
The overall growth in international students has been dramatic; 2017/18 alone marked an increase of 22% over 2016/17 in international student FTEs studying at UFV's Canadian campuses. Since 2012/13, the headcount of non-Chandigarh international students has grown each year, increasing from 914 in 2012/13 to 1708 in 2017/18, an increase of 87%.

In 2017/18, UFV produced a total of 8,552 FTEs comprised of 7,006 domestic, 1,240 international and 306 Chandigarh FTEs. For the second consecutive year, UFV saw slight declines in the number of domestic student FTEs; domestic declined by 112, or 1.6%. Since the peak of 2011/12, UFV has seen a decline in the number of domestic FTEs almost each year. As seen in Figure 15, domestic FTEs have gone from 7,293 in 2012/13 to 7,006 in 2017/18, a decline of 287 FTEs, with an accompanying decline in utilization.

A major driver in the decline in domestic FTEs is a decline in domestic headcount, both full time and part time, which in turn is most likely linked to a decline in the number of 15-19 year olds in the Fraser Valley. The number of 15-19 year-olds is projected to decline in 2018 by 9% from its 2010 level, reaching a nadir in 2020 that is 10% below the 2010 peak before increasing in 2021. UFV has also seen a relative increase in the number of students enrolled in upper level (3rd and 4th year) courses. In 2011/12, 25% of FTEs were upper-level while in 2015/16 and 2016/17 this rose to over 28%. Class sizes in upper-level courses are, on average, smaller than those in lower-level classes. Finally, there have been changes in funding for developmental

programming, and we have seen a decline in developmental FTEs as a result. In 2017/18, this funding has been re-established, and the enrolments have not declined but remained stable compared to the previous year.

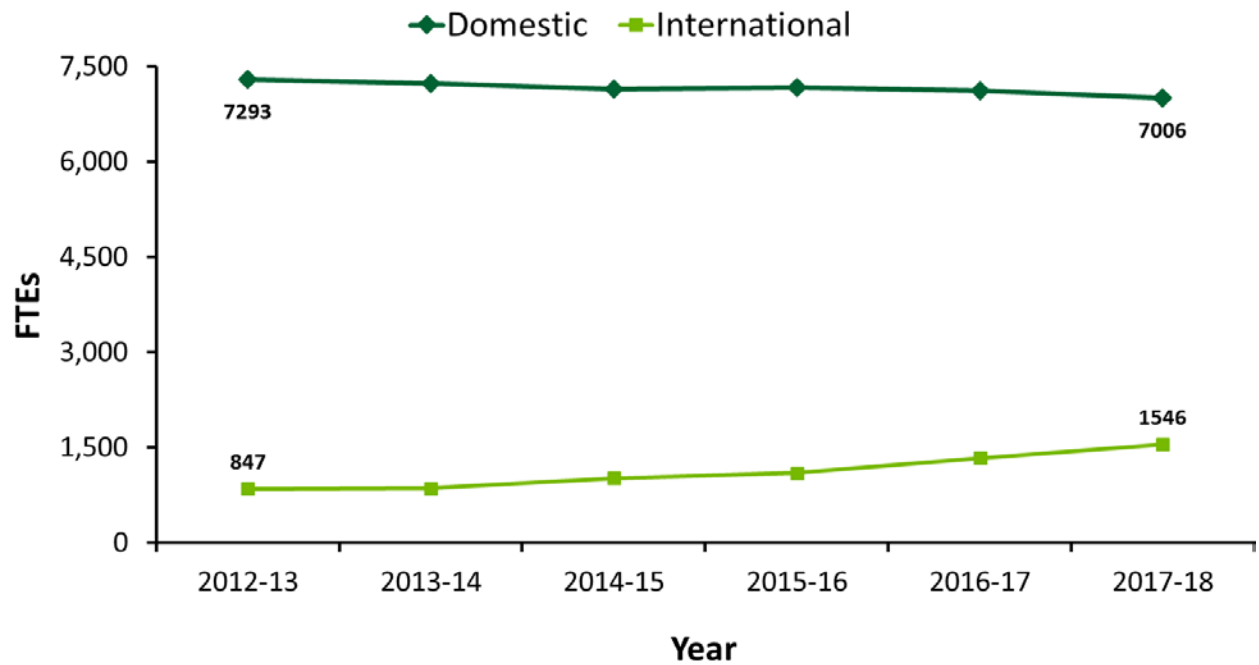
Figure 15: Percent Change in Domestic Student Headcounts and FTEs from Previous Year, 2012/13 to 2017/18



Over this same time period, we continue to see increases in the number of international FTEs. This year we saw the first decline at our Chandigarh campus, with a slight drop in FTEs of 2% over last year; last year, however, saw a 59% increase in Chandigarh FTEs. Figure 16 illustrates total domestic and international FTEs over the last five years.



Figure 16: Total Domestic and International FTEs, 2012/13 FY to 2017/18 FY



Note: International FTEs include Chandigarh FTEs.



Box 4: Cascades golf teams sweep CCAA national championships

If it wasn't the greatest day in the history of the University of the Fraser Valley golf program, it was awfully close.

The Cascades completed an incredibly dominant run at the PING Canadian Collegiate Athletics Association (CCAA) Golf National Championships last October, sweeping the men's and women's team competitions at Royal Ashburn Golf Club in Whitby, Ont.

Both UFV teams won their respective titles by double-digit margins, and each produced an individual medalist. Daniel Campbell was the men's individual champ, winning by eight strokes, and Maddie Kapchinsky took the women's silver medal.



This marks the second championships for the Cascades men's and women's teams, and their second sweep – the Cascades claimed both titles in 2013, also winning the men's and women's individual silver and bronze medals that year. Beyond that, there have only been two other occasions in CCAA history where the same program won both team banners, and both times it was the Humber Hawks, in 2003 and 2007.

Campbell's victory was also of historical significance – he's the first Cascades golfer, male or female, to win a CCAA individual crown.

"I'm a little bit numb, to be honest," UFV head coach Chris Bertram enthused afterward. "I can't begin to explain how ecstatic I am for all our players and coaches. Everyone worked really hard this fall, and even harder this week. It was a battle, a really tough go, especially for our men's team. But they played like champions today."

Campbell, a first-year Cascade who transferred to UFV from Skagit Valley College, was dominant throughout the week. The Bellingham, Wash. product carded rounds of 71, 72, 74 and 71 to finish at even par for the

tournament, eight strokes ahead of UBCO's James Casorso (+8). Charles-Eric Belanger (+9) of the Champlain St. Lawrence Lions won bronze, and UFV's Zach Olson (+10) finished one stroke off the individual podium in a tie for fourth.

1.2.5 Research

UFV has a strong reputation in the applied approach to research and continues to have a significant track record 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 integral 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. Students' education experience is enriched through funding for research assistant positions and support for undergraduate students who present at conferences. Assistance is provided for faculty and students in preparing their grant applications and proposals as well as the management and administration of successful grants. Faculty receive guidance in developing their research programs, with applications for internal funding, and with applications for sabbatical.

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. Our mandate for applied research is particularly relevant to the Fraser Valley. Projects that work with regional and provincial organizations have tangible benefits for industry innovation, health practice, and policy trends. The faculty give much of their time to work with student research assistants. 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. Opportunities are provided for undergraduate students to gain valuable presentation experience in showcasing their projects through events such as Student Research Day. Student Research Day facilitates opportunities to present a microlecture or in a poster format. This year, the Research Office supported 25 students in delivering a microlecture and 75 students presenting a poster at Student Research Day on April 5, 2018.

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, Biosafety and Biohazard officers in place to ensure research projects and labs meet strict national compliance requirements.

UFV's Strategic Research Plan aligns with the university's strategic goals. The research plan identifies strategic actions to develop several research programs in depth, rather than commit to a wide range of activities that do not produce 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. Undergraduate students benefit from a research experience in advancing their skills and providing invaluable experience that often leads to their admission to graduate programs. The Research Plan identifies interdisciplinary possibilities for each of the research strategic priorities, whereby diverse groups of 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 Agriculture Centre of Excellence, The Centre for Food and Farmland Innovation, the Centre for Global Development, the Centre for Social Research, the Centre for Education and Research on Aging, the Centre for Public Safety and Criminal Justice Research, and the South Asian Studies Institute. The Luminescence Lab is the only such lab in western Canada. The Agriculture Centre of Excellence continues to be fully engaged with industry, faculty, and community, with a focus on working collaboratively on education, training, and research.

The Canada Research Chair in Food Security and the Environment, Lenore Newman, continues to conduct research, including a number of collaborative projects with the community. She recently gave a lecture tour in Australia. The Canada Research Chair in Aboriginal Studies, Hugh Brody, continued with the dissemination of his films and is working on a presentation for Summer 2018 on residential schools in countries other than Canada. Canada Research Chair in Health and Community, Cindy Jardine, continues to work with youth and health promotion. She is currently working on a project related to youth suicide prevention and the use of theatre as an awareness and cultural model of engagement. She is working with two rural First Nations Communities, and two Métis communities in Canada. Adrienne Chan and Wenona Hall have a three year grant to work with four Indigenous communities in BC, also related to youth suicide prevention. The focus is on land based activities, culture, and identity.

UFV is actively engaged with faculty in securing Tri-Council Research grants from SSHRC and NSERC. This year, we were granted eligibility status for CIHR. We were successful in 2017 and 2018 in receiving significant grants from NSERC and CIHR. Competition for government and council funding for research is increasingly competitive and more difficult to obtain for the 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 in industry and in the community while building a strong reputation for relevant, applied research.

1.2.6 Quality assurance

1.2.6.1 Program review

The University of the Fraser Valley is committed to offering academic programs of the highest quality and standards. In June 2016, the Senate and the Board of Governors approved the revised policy on Academic Program Reviews. Our policy requires that all academic programs and units normally be reviewed every seven to eight years. In accordance with the policy a multi-year plan was developed and adopted for the review of academic programs and units at UFV. The Program Review is the central moment in an ongoing process of program monitoring and improvement. All aspects of this process share the same aim: strengthening a culture of continuous improvement throughout the institution.

1.2.6.2 Program development

UFV supports the development of programs that meet its institutional goals and priorities as articulated in UFV's Strategic Goals, SEM Plan 2014-2019, and the Education Plan 2016-2020. UFV is located on traditional Stó:lō territory and is committed to indigenization of the curriculum. There are many elements that are considered when a new program is being developed at UFV. These include degree quality standards established by the Ministry of Advanced Education, social and economic benefits to the community, institutional priorities, comparable and related programs, labour market needs and employment opportunities, Institutional Learning Outcomes (ILOs) and program learning outcomes, student demand, faculty and program capacity, and library resources. The program development process includes several forms of resource and budget analysis, along with internal and external consultations. The university's Program

Approval Process details the steps in the development and approval of a full program proposal. UFV's Program Development Office provides assistance and advice to faculty, staff and administrators who are considering, or engaged in, the development of new academic programs at UFV.

Box 5: UFV's next President: Joanne MacLean

She is the author of two books and over 70 peer-reviewed publications and presentations, and her research interests include human resources and performance management, sport governance, and the Canadian sport system. She was named a Research Fellow of the North American Society for Sport Management in 2009.

And in May 2018, Dr. Joanne MacLean became the first woman to hold the title of President at UFV in a non-interim role. She replaces Jackie Hogan, who has held the office on an interim basis since June, 2017.



With more than 30 years of experience as a professor and university administrator, MacLean held appointments at the University of Windsor and Brock University in Ontario before coming to UFV in 2012. She earned her undergraduate and master's degrees in physical education at the University of New Brunswick in her hometown of Fredericton. She holds a PhD from Ohio State University, where she studied human resource management in sport and recreation, and administration in higher education.

MacLean has held positions as Professor, Department Chair, Athletic Director, and Dean. As an accomplished university basketball coach, she was selected Ontario Coach of the Year three times while at the University of Windsor. She participated as a coach and administrator at three World University Games, and was Canada's Chef de Mission at the same event in 2003 in South Korea.

“I’m excited and honoured to have been chosen as UFV’s next President and Vice-Chancellor,” said MacLean. “UFV is an exceptional scholarly community dedicated to student learning and life-changing experiences. I’m looking forward to building on the legacy of former president Mark Evered and working collaboratively with faculty, staff, and students to achieve our priorities and contribute to the future prosperity of the communities we serve in the Fraser Valley and beyond. I am convinced that UFV, as a dynamic, learner-focused university, is poised and uniquely positioned to educate and prepare tomorrow’s citizens for an ever-changing world.”

“Joanne is a wonderful choice for UFV at this point in the university’s history,” said John Pankratz, Chair of the UFV Board of Governors. “Her experience and credentials as a professor, coach, researcher, and administrator are impeccable and demonstrate her remarkable ability to build and maintain functional and highly effective teams. She understands UFV’s mission and the continued evolution of education in the Fraser Valley and globally. Her strong and life-long commitment to education and to students will serve UFV and our communities incredibly well.”

“Joanne demonstrates a passionate and contagious enthusiasm for UFV and our continued mission to change lives and build community,” said Len Goerke, Presidential Search Committee Chair, and Vice-Chair of the UFV Board of Governors.

“I couldn’t be more pleased,” said Jackie Hogan, UFV’s Interim President and Vice-Chancellor. “Joanne has the experience, energy, and ability to launch UFV into the next phase of our 44-year journey.”

Throughout the interview process, MacLean reiterated the importance of engaging constituent groups and building strong working relationships internally with students, faculty, and staff and externally with Indigenous communities, alumni, international partners, donors, governments, and other UFV stakeholder groups.



2. Performance Plan

2.1 Goals and objectives

2.1.1 Planning at UFV

The foundation of all planning is UFV's Strategic Plan. The Strategic Plan supports the Education Plan, which currently runs through to 2020. All planning at UFV is built on top of, and refers back to, these foundational plans to ensure that plans are consistent with the university's goals, vision and mission.

The Ministry's regular planning documents—including the Ministry Mandate Letter, the Service Plan, and the System Objectives detailed in the Accountability Framework Standards Manual and Guidelines—provide direction for UFV's planning. The university also reviews and incorporates direction from specific initiatives including the BC's Skills for Jobs Blueprint, the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, BC's International Education Strategy, the Conference Board's Skills for Success, and the Administrative Service Delivery Transformation initiative.

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. These goals and their strategies for implementation work in accordance with the Ministry objectives outlined in its Mandate Letter to the university. UFV's goals and activities also support the objectives identified in the Ministry Service Plan. Last, UFV's goals are in harmony with the System objectives laid out in the Accountability Report Framework.

We first outline how UFV works to support the goals and objectives laid out in the Mandate Letter and Service Plan. This is followed by an explanation of how each of UFV's goals harmonizes with System objectives, and along with examples of the activities, initiatives and policies UFV has engaged in the last year to fulfill these goals and objectives.

2.1.2.1 Mandate Letter and Service Plan goals

Goal: Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UNDRIP.

The Truth and Reconciliation Commission places primary responsibility for many of the 94 calls for Action firmly at the feet of educators and their institutions. UFV faculty and staff immediately recognized and accepted this responsibility as demonstrated through a set of coordinated Guided Reading Circles that would ensure a close reading of the Summary of the Final Report. The Circles, attended by Faculty and Staff across disciplines and service areas, led to many of the departments and faculties calling for professional development opportunities to prepare the university, as a community, to be responsive to the Calls to Action.

The professional development has included presentations, guest speakers, videos, curriculum development workshops and participation at our campus-wide PD Day. This work coincides with on-going partnership building with local Indigenous groups and organizations. In 2017 and again in 2018 UFV has partnered with the Stó:lō Tribal Council to host Reconcili-ACTION circles inviting community leaders in Abbotsford, Hope and Chilliwack; First Nation Leaders; educators; and the UFV community to explore the ways all of us can work meaningfully towards reconciliation. Throughout this report further examples of UFV's participation in the Call to Action from the Truth and Reconciliation Commission are discussed.

Educating students so that they graduate with the requisite skills and knowledge needed to be responsive to the TRC's Calls to Action has meant that new and seasoned faculty and staff have had to undertake a personal education journey themselves. This undertaking ensures that, as a community, we are prepared to work with our Indigenous communities to develop and coordinate strategies that incorporate the tenets of reconciliation and are authentically responsive to the Calls to Action across disciplines. Our goal is to ensure graduates enter (and re-enter) the workforce with the requisite skills needed to improve the relationships between indigenous and non-indigenous peoples in this country.

Goal: Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.

Following the August 2017 announcement of BC Premier John Horgan, UFV eliminated tuition fees on adult basic education and English learning programs.

We have seen a slight increase in domestic student enrolments in Adult Basic Education classes since tuition for these programs was removed. We will continue to make potential students aware of the change with a marketing campaign that began in summer 2018.

Goal: Expand technology-related programming and other programs that align with the growing knowledge-based economy.

UFV has formally proposed a new building integrating collaborative learning spaces with cutting-edge digital technologies. The Digital HUB would take UFV significant strides towards implementing the provincial government's #BCTECH Strategy.

UFV has launched a new Computing Science major in its Bachelor of Science degree, offering concentration areas in systems and security, artificial intelligence and data mining, and programming languages and software.

UFV has applied for funding of additional FTEs related to the technology sector. The potential program areas that UFV has identified include applied bioinformatics, coding, digital fabrication, graphic and digital design, and bachelor of media arts.

The Co-operative Education program at UFV has grown in several ways over the past year. The number of programs with a co-op option increased, with both the Bachelor of Agricultural Science degree and the Data Analysis post-baccalaureate certificate programs adding the co-op option during the past year. The number of co-op work term placements increased by 60% in 2017-18, with 40% of the increase in placements from students enrolled in the Computer Information Systems degree program. The UFV co-op program increased the number of relationships with BC tech-based organizations; many local small business tech employers were informed about and able to hire UFV co-op students through partial funding from the BC Innovation Council BC Tech Co-op Grants Program.

UFV also became a member of the BC Tech Association this year, a membership that extends to current students and provides the university with opportunities to connect with companies, attend member events, and network with industry leaders. In February, UFV co-op program students took part in the BC Tech Association's inaugural Co-op Collision Day; an event that allowed co-op students to meet employers from technology companies while learning about the tech industry and networking with peers from other institutions.

UFV once again offered its Coding Bridging program this spring, funded by the Ministry of Advanced Education, Skills & Training. This program fills the gap by providing short-term training to address the growing demand for coding skills, and is aligned with the BC skills for jobs, and the #BC TECHStrategy.

Several members of the university attended the 2018 #BC Tech Summit, bringing a general display as well as displays and presentations from the Agricultural Centre of Excellence and from the Mechatronics program.

UFV's presence at the #BC Tech Summit provided employers, future students and industry representatives a look at the future of UFV.

Goal: Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students.

UFV offers six apprenticeship programs, along with 11 foundation trades programs preparing those with no trades experience for entry into an apprentice program, in trades as diverse as electronics technician and aircraft maintenance engineer. All 11 of these foundations programs are open to Fraser Valley high-school students, as are three non-foundation trades certificate programs, including UFV's Automation and Robotics diploma.

High school students are also eligible to participate in UFV's nine-week Discovery program. The Discovery program allows students to sample a series of trades to see which, if any, are suited to their goals and interests. Additionally, the program gives students a set of basic trades skills, and certificates in Forklift Truck, H2S Awareness, and Workplace Hazardous Material Information System (WHMIS).

There are several trades courses offered through UFV's Continuing Education department, including tech-oriented courses on programmable logic controllers and computer-assisted drafting.

UFV is the only university to offer a BBA for Trades Management degree.

UFV's Work-Study Grant program provides students with the opportunity to gain 120 hours of relevant employment experience over the course of one semester in conjunction with their studies. Over 200 Work-Study positions were allocated in the past year in three functional areas: research, service, and teaching.

The university received a one-time grant of \$75,000 from the Ministry to support efforts to increase co-operative education opportunities for students. With this grant funding, a Co-operative Education Engagement Coordinator position was created, as well as several full time co-op positions within the university, including technology related co-op roles such as IT support analyst, web assistant, and engineering project research assistant.

Goal: Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.

Crisis support and personal counselling is available through UFV's Counselling Services. Throughout the year, UFV brings therapy dogs into campuses to help students deal with stress. UFV was the first Canadian university to use therapy dogs in this manner.

The Mental Health Awareness Club of the University of the Fraser Valley strives to diminish the stigma surrounding mental illnesses by providing a friendly environment where discussions regarding these issues are openly available along with information and sessions used to educate the public on issues not normally spoken about. One in five Canadians experience mental health problems and out of those, only one in three actually looks for help. This is believed to be due to the lack of education about mental health and also the shame aspect of it. The Club's goal is to provide needed education and de-stigmatize a health issue that is far more prevalent than people may think.

The UFV Safe Student Community initiative has developed a short guide aimed at helping faculty and staff better identify and assist students in distress.

In May 2018 UFV held a 5-Day Mental Health Challenge to celebrate Canadian Mental Health Association's Mental Health Week. The topics for the five days included wellness, gratitude, self-compassion, slowing down and being present, and you are what you eat.

In January 2018, the UFV Counselling Department invited the university community to attend an event to help end stigma around mental health as part of Bell's Let's Talk.

Goal: Align institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education.

One of the responsibilities of UFV's Senate Committee on Teaching and Learning is to review the implications to the university of BC's new curriculum for K-12.

UFV is also involved in providing feedback on the new K-12 curriculum. As an example, Vladimir Dvoracek, AVP Institutional Research and Integrated Planning and system liaison person for economics, has written a letter on behalf of the Articulation Committee to the K-12 curriculum committee suggesting changes to the Economics 12 curriculum. The Articulation Committee feels that these changes would allow the course to introduce economics to teenage learners in a way that students would find interesting and relevant to their own lives.

Goal: Work closely with the Ministry to develop a balanced approach to international education.

UFV understands the importance of international education in today's context so we strive to equip all students with the competencies needed to excel in an increasingly globalized world. With that in mind, welcoming a diverse range of international students into our classrooms is important but so is providing opportunities for our local students, faculty, and staff to engage with others on a global stage.

UFV has incorporated international student enrolment projections into its overall enrolment planning process. This allows UFV to insure, among other things, that domestic students have access to programs that are popular with international students at a time when we have seen large increases in international student numbers.

2.1.2.2 UFV goals, activities and System objectives

In the tables that follow, we show how UFV's goals are aligned with the System Objectives as well as identify the UFV and System Performance measures relevant for each goal. For each goal, we include a sampling of related activities or initiatives undertaken. There is of course, considerable overlap between the categories and performance measures, but the mapping provides an overview of the alignment between the university's goals and those of the government, and a summary of assessment measures.

Mac the Therapy Dog celebrates his 14th birthday with friends in the Abbotsford Student Union Building. Mac was the first therapy dog used on campus in Canada.



Table 5: Alignment of UFV's first goal with System objectives and relevant performance measures.

UFV Goal 1 <i>The University of the Fraser Valley will provide the best undergraduate education in Canada</i>		
System Objectives	Performance Measures	
	<i>UFV Measure</i>	<i>System Measure</i>
Access, Quality, and Relevance	<ul style="list-style-type: none"> • Annual Skills Gap Plans • National Survey of Student Engagement • Faculty Survey of Student Engagement • Canadian University Survey Consortium • Globe and Mail Canadian University Report • Strategic Enrolment Management (SEM) • Institutional Learning Outcomes (ILOs) • Faculty evaluation 	<ul style="list-style-type: none"> • Indigenous student spaces • Transition rate of high school students to public post-secondary education • Participation rate • Loan repayment as a percent of income • Student outcome measures • Unemployment rate • Student assessment of the usefulness of knowledge and skills in performing job

2.1.2.3 Overview of the activities and initiatives undertaken to achieve Goal 1

- 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 they are able to launch their careers. UFV offers trades, career and professional programs that provide access 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.
- This fall marked the launch of UFV's online graduate certificate program in Program Evaluation.
- This September marked the reinstatement of a tuition-free policy for Adult Basic Education (ABE) and English as a Second Language (ESL) programs, now called English Language Studies (ELS) at UFV.
- UFV's newly graduated students took a moment in the spotlight to celebrate their achievements at last June's convocation ceremony. Over 2,300 students earned more than 2,600 credentials.
- The 2017 convocation winner of the Governor General Gold Medal for highest-achieving student in a graduate program went to a man familiar with awards. Chief Douglas LePard of the Metro Vancouver Transit Police past awards include a Lieutenant Governor's award for saving a drowning victim's life, the Queen's Diamond Jubilee Medal, and investiture as an Officer of the Order of Merit for the Police Forces by the Governor General of Canada. Chief LePard's major project for his Master of Criminal Justice degree focused on the potential uses of electronic monitoring systems for prisoners in the Warrant Expiry Date category.

- Darryl Wilson won the Governor General's Silver Medal for the top graduate from a bachelor's program. A decade before, the chemistry major found himself living on his own at the age of 16, and working with a social worker to keep himself in school and out of a foster home. In 2017, Wilson presented his research on the effect of pressure on small organic liquids at the Canadian Society for Chemistry's 100th conference, and is planning on pursuing his PhD.
- Danna Harrison's perfect GPA won her the Governor General's Bronze Medal for top graduate in a diploma program. Harrison adds her diploma from UFV's Library and Information Technology to her bachelor degrees in arts and science. Having been in the workforce for 25 years, Harrison found the flexibility of the LIBIT program and the ability to take most of it online and part-time particularly appealing, allowing her to balance studies with work and family time.
- Jacquelyn Marvin, UFV's 2017 winner of the Lieutenant Governor's Medal for the top graduate from a certificate program, has moved her life from the skies into the soil. The graduate of UFV's Livestock Production certificate program left a career as a flight attendant to pursue her life-long interest in animals and agriculture, and has recently bought and moved to an Oregon farm where she and her fiancée will raise cattle.
- 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 Enrolment Management Plan sets goals of increasing transfers to UFV from other universities and articulating at least one new block transfer agreement each year through to 2019.
- A group of second-year students, along with two faculty members, in UFV's graphic and digital design program joined some of the leading figures in design at the World Design Summit in Montreal this fall. The conference theme focused on the role of design in shaping a sustainable future.
- UFV became one of 20 universities to receive funding through the Canadian Queen Elizabeth II Diamond Jubilee Scholarships program. The program funds Canadian and international students to undertake internships and research in Canada and abroad. Roughly 30 UFV students are expected to be funded for a three-month research internship in either Kenya and Tanzania or India. Other funding will support study at UFV for eight scholars from those countries.
- Students enrolled in the Bachelor of Business Administration Human Resources major now have an even more valuable credential following this year's accreditation of the program by the Chartered Professionals in Human Resources of British Columbia and Yukon (CPHR BC & Y). As a result, UFV students who complete the major with at least a 70% average and maintain membership in CPHR BC & Y for two years will be able to earn their CPHR designation—a nationally recognized achievement in the field of HR—without having to write the National Knowledge Exam.
- UFV Trades students hammered their rivals at Skills Canada BC's 2018 provincial competition this past April, winning three gold, a silver and two bronze medals. The showcase of trades' skills involved over 600 people in 58 competition categories.
- UFV's Student Life Volunteer to Work program provides opportunities for 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, The Canucks Autism Networks, Meals on Wheels, Chilliwack Crime Prevention Services, and the Salvation Army Centre of Hope.
- The Employer Engagement program is a School of Business initiative that helps business 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.

- The Government of Canada publishes data on repayment rates for Canada Student Loans. University of the Fraser Valley students had a repayment rate of 90.2% in 2017. This is well above the national repayment rate of 85.2%.
- A new partnership between UFV and Vancouver Film School (VFS) means that students can now earn two world-class credentials—a VFS diploma and University of the Fraser Valley degree—in as few as three years when studying full-time. Through a newly announced partnership, VFS grads will be able to step into four different UFV degree programs: the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of General Studies, or the Bachelor of Media Arts. As well, UFV Theatre students can apply for the VFS-UFV Acting Scholarship.
- Students, faculty and staff got a whirlwind tour of new ideas and cutting-edge research during February's Faculty Microlecture event. UFV faculty presented two-minute talks ranging from *Nietzsche, Metaphysics and the Body* to *Pushing the Boundaries at the Surrey BioPods*.
- Ian Affleck discovered his love of teaching through coaching water polo. The Saskatchewan native would meld his love of teaching and math into a career as a UFV math professor that was recognized by this year's Teaching Excellence award.
- She's a former opera singer. And a mountain biker. And a mother. And a lifeguard. But it is Liana Thompson's work as UFV's Director of the Continuing Education department that earned her the Inspirational Leadership Award for 2017.
- This year's UFV Staff Excellence Award winner seems capable of doing everything the Criminology Department could ask for, from fixing broken copiers to walking RCMP veterans through the Master's Degree process. Perhaps that's because Cherish Foster has worked in almost every job UFV could offer, from the admissions office to purchasing, from the registrar's office to facilities.
- Open a special door at the UFV Abbotsford campus and you might walk into the middle of a salsa dance lesson or a trip through Russia. The Global Lounge within UFV International is a big, friendly mixing bowl—a place where students from Canada and a swath of other countries meet in a busy multicultural environment. The walls of this space will soon be graced with a coveted award: the Global Lounge team is the recipient of the 2017 UFV Teamwork Award.
- Author Billeh Nickerson's appointment as writer-in-residence marks a return of the BC poet to his roots in the rich soil of the Fraser Valley. As writer in residence, Nickerson, who grew up in Langley, will receive funding and time to work on his projects while meeting with students to provide advice on publishing and writing, both in visits to creative writing classes and in one-one-on meetings with students. UFV writers in residence also participate in campus and community literary events.
- To aid evidence-based decision making, UFV collects and disseminates data in a variety of forms including the annual UFV Factbook, 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.
- This last year has been marked by new beginnings and new directions at UFV, as senior positions at the university have been turned over to new hands.
 - With the retirement in June 2017 of Dr. Mark Evered as UFV President and Vice-Chancellor, a new chapter begins with the selection of Dr. Joanne MacLean taking over these positions. Dr. MacLean was previously Dean of Health Sciences at UFV, and brings over 30 years of

experience as professor and administrator, having worked at the University of Windsor and Brock University prior to arriving at UFV. Jackie Hogan has served as interim President during the transition period.

- The university appointed a new principal to oversee UFV India's academic operations and leadership. Satwinder Bains, formerly director of the South Asian Studies Institute and associate professor in Social, Cultural and Media studies at UFV, will work collaboratively with deans, directors and department heads responsible for academic programming delivered at UFV India to ensure that UFV India is providing the best applied undergraduate education in Northern India.
- Andy Sidhu is the University of the Fraser Valley's third Chancellor. A long-time proponent of community engagement and integration, Sidhu takes over from Dr. Gwen Point, who served as UFV's second Chancellor from 2015 to the present, following two terms by Brian Minter. An accountant by trade before emigrating from Malaysia in 1974, Sidhu worked first on a dairy farm, then as a bookkeeper with the Canada Farm Labour Pool. Sidhu is best known for founding BC's first multi-language newspaper, the *Punjabi Patrika*.
- UFV's newest Tier 1 Canada Research Chair believes strongly in the power of communication, especially when it comes to spreading the word about risk. It was while working on her doctorate that Cynthia Jardine switched from a natural sciences focus exploration of environmental issues to a more social sciences focus on environmental and health risk communication. "I was initially drawn to risk communication through my experience working with people who were scared, uncertain, and even outraged about the risks they were facing."
- 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 reaches over 30,000 UFV 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.
- UFV regularly reviews all education, research, administrative, and service functions to ensure they are consistent with the goals of the university, best practices, and the responsible stewardship of resources.
- UFV's Strategic Enrolment Management Plan for 2014-2019 sets out nine strategic enrolment goals for the university to accomplish. These goals are geared towards student engagement, and persistence and success; as well, the goals are aligned with the institution's overall strategic direction. The university is working to achieve these goals through strategies and tactics delivered by the student support service areas and by academic faculties.
- As in previous years, hiring rates for Bachelor of Education alumni remain at 100% within the first year of graduating. We also continue to meet with local school districts (Abbotsford, Langley, Fraser-Cascade, Chilliwack, and Mission) as part of our external Teacher Education Advisory Group to maintain strong connections with local schools.
- The Applied Business Technology (ABT) program continues to meet industry needs for highly skilled administrative assistants. Through a combination of advanced technology, business writing, bookkeeping and office management skills, ABT grads are in high demand with local employers.

- In the past year, UFV distributed \$461,511 in scholarships, \$385,205 in bursaries, \$14,393 from the BC Athletics Assistance Program, \$40,705 in emergency grants, and \$225,620 for entrance scholarships, for a total of \$1,127,435 in student awards. UFV also distributed private/external awards valued at \$144,597.
- Educational Technology Services (ETS) is a centre for UFV faculty, staff, and students which offers a variety of easily accessible educational technologies and equipment for producing and enhancing classroom presentations and course assignments. ETS also supports UFV's television channel that is available for UFV clubs, associations, and departmental announcements.
- Financial Aid and Awards offers 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.
- As part of a course on Information Technology in the classroom, each year Awneet Sivia and Heather Compeau of the Teacher Education Department introduce teacher candidates to the "IT Matrix" which examines effective and responsible use of IT for instruction. Students also visit the Virtual School in Abbotsford, Langley U-Connect, and are introduced to the self-directed learning focus of Thomas Haney Secondary School in Maple Ridge.
- Continuing Education (CE) continues to maintain high completion rates for students. Eighty-seven percent of CE certificate program students are hired within three months of completing their program.
- 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.
- Both women's and men's Cascade's golf teams came away winners from the PING Canadian College Athletic Association (CCAA) Golf National Championships this fall. Both UFV teams won their respective titles by double-digit margins, and each produced an individual medalist. The victories mark the second sweep of the CCAA national champions for the Cascades, with both teams winning in 2013.
- Students can find academic support at UFV's Mathematics and Statistics Centres, found on both the Abbotsford and Chilliwack campuses. Math Centre Assistants, Mathematics and Statistics faculty, and student monitors are available to help students with problems; offering individualized attention to provide students that extra insight they might need to improve and solidify their skills and 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, 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 (TASK) certificate program.
- Supportive Learning Groups (SLG), a supplemental peer instruction program, are available in courses in which students have historically experienced difficulty.
- 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 an online service 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.
- Career and Life Planning workshops are offered by UFV counsellors to students and members of the community at both the Abbotsford and Chilliwack campus.
- UFV counsellors engage in a counselling process that utilizes a variety of standardized assessment tools (including interest and personality 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.
- 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 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, or the workplace, to the life and culture at UFV.
- Beginning May 2017, new students can also go through their orientation online.
- The Career Services area organizes events and career fairs to provide 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 2017/2018 Fall and Winter semesters, the Career Centre organized 21 career events with a total attendance of 1,364 students. Career Services also ran 83 individual career coaching appointments.
- Employers listed 1302 jobs on CareerLink, the Career Centre's online job database, an 11% increase over the previous fall and winter semesters.
- Co-operative education opens a hidden labour market to those students registered in the program. This year, total enrolment in UFV co-operative education programs was 255, including 50 international students.
- The Work Study program offers part-time job opportunities on campus in order for students to gain valuable work experience. For 2017/2018, the Career Centre processed and evaluated 324 Work Study grant applications and 201 positions were allocated to the three functional areas in proportion to the demand: research (75 positions), service (116), and teaching (10).
- Successful students learn successful study habits and strategies for maintaining their physical, financial and emotional health. Helping students to meet such challenges is the task of the student peer leaders at the UFV Coast Capital Peer Resource and Leadership Centre (PRLC). The peer leaders at the PRLC operate a store-front drop-in centre providing students with information on a range of resources, from counselling services to financial aid, and from study skills workshops to fitness centre courses.
- There are currently 1,066 students registered with the UFV Centre for Student Accessibility.
- UFV's Newman Western Canadian Cookbook Collection enlarged this year thanks to a generous donation by a long-time collector. The UFV Library created the Newman Western Canadian Cookbook

Collection in 2014 in honour of Dr. Lenore Newman's UFV position as Canada Research Chair in Food Security and the Environment. This year's gift by James Mah of Burnaby adds 481 titles to the collection.

Table 6: Alignment of UFV's second goal with System objectives and relevant performance measures.

UFV Goal 2 <i>Be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley</i>		
System Objectives	Performance Measures	
	<i>UFV Measure</i>	<i>System Measure</i>
Capacity and Relevance	<ul style="list-style-type: none"> • IPSOS Reid Higher Education Reputation Syndicated Study • Student Outcomes 	<ul style="list-style-type: none"> • Student spaces • Credentials awarded • Sponsored research funding • Credentials awarded to Indigenous students • Student assessment of the usefulness of knowledge and skills in performing job • Unemployment rate

2.1.2.4 Overview of the activities and initiatives undertaken to achieve Goal 2

- UFV provides leadership in the Fraser Valley's social, cultural and artistic development both directly through its teaching and training of community residents, its research institutes and faculty research, and its community engagement programs, ranging from public talks to fundraising drives. UFV also, however, encourages leadership by acknowledging the leadership shown by individuals in the community through the Betty Urquhart Community Service Award. This year, the award highlighted the work done by Mike Csoka and the Chilliwack Bowls of Hope Society that he directs. Chilliwack Bowls of Hope provides free hot soup to schools throughout Chilliwack, ensuring that children in the region have at least one hot meal during the school week.
- When Alexis Warmerdam enrolled in UFV's engineering transfer program it was to prepare for engineering studies at SFU. However, life brought her back her agricultural roots, leading her to become a driving force in Abbotsford newly blooming agricultural tourism industry as organizer of both *Bloom--The Abbotsford Tulip Festival* and *Abby Roadside, a Harvest Social*. Her efforts have won her not only UFV's Young Distinguished Alumni award, but recognition from the BC Young Farmers Association and the Abbotsford Chamber of Commerce.
- Many people have noted the over-representation of Indigenous people in the federal corrections system. Emily Henry, a 2005 graduate of UFV's Substance Abuse Counselling program, has built a career on designing programs to change this. For her leadership in introducing treatment programs influenced by Indigenous cultural beliefs and practices, UFV awarded Henry its Distinguished Alumni award for 2017.
- UFV launched a new policy: Prevention, Education and Response to Sexualized Violence. Initiatives connected to the policy include the Safe Student Community and Sexualized Violence Prevention websites; mandatory workshops for students in residence as well as student athletes, staff, and coaches;

and a Sexualized Violence Prevention training program for UFV employees. Many initiatives are led and facilitated by students and are well ahead of what most BC post-secondary institutions are doing.

- For the fourth year in a row, the BC Top Employers competition has designated UFV as one of BC's top employers. Among the reasons cited for UFV's recognition was its commitment to employee learning by tuition subsidies, its maternity and parental leave policies, and its retirement planning help for employees.
- UFV was particularly honoured this year to be one of the hosts for the Witness Blanket. The Witness Blanket is an art installation created by Kwagwiltz carver and artist Carey Newman (Ha-yalth-kingeme). This large-scale art installation, inspired by a woven blanket, is designed to act as a witness to the residential school experience, telling the stories of those affected through art, and traveling so that the stories can be shared across Canada. The piece is made from hundreds of items collected from Indian Residential Schools, churches, band offices and other structures across Canada. Collectively the pieces weave a story of loss, strength, reconciliation, and pride.
- UFV organized a series of public talks to accompany the Witness Blanket, which ran throughout last October. Speakers included Shelagh Rogers, CBC broadcast journalist and an honorary witness for the Truth and Reconciliation Commission of Canada; Cecelia Reekie, cultural presenter, member of the Haisla Nation; and Chief Robert Joseph, Hereditary Chief of the Gwawaenuk First Nation and an Ambassador for Reconciliation Canada.
- The Witness Blanket reflects a cultural aspect of UFV's campus Indigenization process. Following that theme, UFV commissioned several art works by local Indigenous artists, including Francis Horne Sr. (Tsawout First Nation), Annabelle Stewart (Skwah First Nation), Yvonne Joe (Tzeachten First Nation), Fred Jackson (Chawathil First Nation), the late Ramona Audrey Gus (Tseshah First Nation) and mason Bryce Fequet (Métis). The university also hosted a series of films by Indigenous filmmakers that ran all spring.
- Sixteen Métis participants in the Lower Mainland have the opportunity to create a brighter future for themselves, their families and their community, with the launch of the Métis Community Support Worker program. Métis Nation BC is partnering with UFV for the delivery of the community support worker certificate. The \$691,000 in funding, over three years, will be provided under the Aboriginal Community-Based Training Partnerships program.
- UFV hosted the final round of the BC Secondary Schools math contest for the 20th time in May.
- Helping to build social and cultural connections among UFV students is the goal of Friends Without Borders, an intercultural peer mentorship program. Friends Without Borders promotes intercultural learning through cross-cultural exchange. Canadian and International students have the opportunity to experience the rich cultural diversity at UFV. Qualifying students can also receive credits on their UFV co-curricular Record.
- UFV began accepting applications this spring for the first intake of students in its graduate certificate program in mindfulness-based teaching and learning. UFV's program is the only for-credit program in North America with a focus on sound research and practices in mindfulness teaching and learning.
- The Cascades Golf program hosted the inaugural Nick Taylor Charity Pro-Am Golf Tournament this fall.
- UFV was a major sponsor at the Abbotsford International Airshow last summer, co-hosting events with the Alumni Association.

- Faculty members in the Math and Statistics department share their mad love for math with the community through their regular Math Mania events. Held in local school gymnasiums, Math Mania is an evening of mathematical demonstrations, puzzles and hands-on activities for elementary or middle school children. The events are designed by members of the Mathematics & Statistics department to show kids, and their parents, the fun of playing with mathematical concepts.
- Fourth-year nursing students at UFV share their hard-earned health knowledge with the public at UFV's longstanding Health Fair.
- UFV honoured four of BC's residents making outstanding contributions to life in the province, and the Fraser Valley with honorary degrees at Convocation in June 2017.
 - Kristen Brazier received an honorary Doctor of Technology degree for work in aviation and in encouraging young women and girls to become involved in aviation and other STEM-based fields. The pilot is president of the Langley-based Achieve Anything Foundation, and the annual *The Sky's No Limit—Girls Fly Too!* event, which has provided more than 20,000 young women with an introduction to aviation through free introductory flights.
 - Dr. Nadine Caron earned her Doctor of Laws degree for her internationally renowned advocacy work addressing the special health needs of rural, remote, northern, and Indigenous communities, and her promotion of education among Indigenous youth. Dr. Caron was the first female First Nations graduate of UBC's School of Medicine and the first female First Nations general surgeon in Canada.
 - Tamara Taggart's work on the boards of the Down Syndrome Research Foundation, the Pacific Parkland Foundation, and as chair of the BC Cancer Foundation's Inspiration Gala has helped raise over \$10 million for the BC Cancer Agency and most of the \$17 million goal for the BC Women's Hospital *Hope Starts Here* Newborn ICU Campaign. Now her achievements have led her to receive an honorary Doctor of Laws degree.
 - Andy Sidhu's efforts to help bridge the South Asian and European communities in BC have led him to become an unofficial ambassador, bridging gaps in culture and language between local businesses and people emigrating from the Punjab. His *Punjabi Patrika* newspaper became the first multi-language newspaper in BC. His volunteerism has seen him help more than a dozen groups, including the UFV South Asian Studies Institute, the Abbotsford Foundation, Indo-Canadian Business Association, Abbotsford Community Services, and Abbotsford Hospice. Now his cultural ambassadorship has been recognized by an honorary Doctor of Letters degree.
- The university's third annual Town and Gown fundraiser raised over \$85,000 for UFV's Changing Lives, Building Community Endowment Fund, bringing the total of funds raised in 2017 that were directly connected to the Town & Gown event to just over \$200,000. The fund supports scholarships for students demonstrating outstanding scholastic achievement, leadership, and commitment to the community.
- April 2018 marked the debut of Interpret: Creative and Performing Arts Festival. The festival was organized by UFV students in Theatre, Creative Writing and Visual Arts.
- As part of the ongoing attempt to integrate UFV with the Stó:lō and other Indigenous communities the school serves, UFV unveiled a new coat of arms this year that incorporates symbols of Stó:lō culture, as well as local wildlife and elements of the local landscape, including a motto ("*Iyaqawtxw*") in Halq'eméylem. The motto means "house of transformation". The motto was written by UFV Chancellor Gwen Point, an expert in Halq'eméylem, who explained that "UFV is a place of transformation—in both knowledge and character—and this new symbol reflects the inclusion of

Indigenous values and concepts while emphasizing a new path forward together with the UFV community.”

- Several senior members of UFV’s administration—Jackie Hogan, Peter Geller, and Shirley Hardman—attended the Sema:th First Nation Declaration of Aboriginal Title last fall.
- UFV Theatre began a new season in a new studio this year, having moved from Chilliwack to Abbotsford. The program inaugurated its new act with a season dubbed *In-Transit*, consisting of productions involving characters in the midst of transitions.
 - The season debuted with a production of Anton Checkov’s *The Bear*, directed by upper-level Student Noel Funk.
 - Following *The Bear* was *Intimacy*, written and directed by another upper-level student, Des Hale.
 - The program’s full-scale productions closed with George F. Walker’s *Problem Child*, directed by UFV faculty member Raina von Waldenburg, with costumes, set, hair and makeup designed around a comic book aesthetic.
 - The season ended with the *2018 Emerging Director’s Showcase*, a series of vignette’s showcasing the program’s fourth-year directing class.
- UFV once again reached out to the community from its downtown Chilliwack location with a neighbourhood Health & Wellness Fair. The fair ran in November 2017 at UFV Five Corners. Several community partners teamed up with UFV Health Sciences and other UFV departments. In March 2018, the Faculty of Health Sciences ran a Health and Wellness Expo, with fourth-year Nursing students along with Dental Assistant students presenting research topics ranging from travel health to early cancer screening at the Chilliwack Education Park.
- UFV celebrated International Education Week this last fall with a series of talks and seminars organized around the theme *Learn and Love Diversity*.
- This May brought Abbotsford’s second annual Jane’s Walk, organized with help from UFV faculty and students. One walk guided community members through the vision of the U District, adjacent to the UFV Abbotsford campus. Jane’s Walks occur across Canada to celebrate community-base approaches to city building. The walks are named in honour of Jane Jacobs, the Canadian/American writer, activist and urbanist.
- UFV International supports UFV’s local and global social leadership 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 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.
- The 2017-2018 academic year saw another active round of public lectures and panel discussion. In addition to the talks organized in conjunction with the Witness Blanket installation discussed above, a wide range of speakers spoke to the UFV and Fraser Valley community in a variety of panel discussion and public lectures, including:
 - a panel discussion focusing on the opioid crisis featuring community and university experts in health, justice, and policing
 - Dr. Gabor Mate sharing his thoughts on the relation between addiction and childhood trauma

- Adam Jones, a genocide scholar at UBC Okanagan, discussing the situation confronting Myanmar's Rohingya people
 - UFV's own Derek Harnett speaking about his research in subatomic particle physics pursuing evidence for new families of hadrons, and the broader issues surrounding the quark model of hadrons
- This last summer, Mac the therapy dog travelled well out of his normal range around the UFV campuses to help people in the BC Interior deal with the trauma of last summer's wildfires. Both Mac and his handler, UFV counsellor Dawn Holt, are members of the BC Disaster Psych Services team. Mac is the world's first registered therapy dog working at a university.
- UFV gave Prime Minister Trudeau an education in the history of the BC Sikh community's struggle for political and social recognition. Trudeau toured the Gur Sikh Temple national historic site in Abbotsford last summer. During the tour, Satwinder Bains, then head of UFV's South Asian Studies Institute (SASI), now Principal of UFV Chandigarh, guided the prime minister through the *(Dis)Enfranchisement* exhibit within the temple; the exhibit had been organized by SASI.
- UFV offered free Naloxone training and kits at its Opioid and Naloxone Awareness Day event this last March. The event builds upon Naloxone training and distribution practices already engaged through UFV's Peer Resource and Leadership Centre.
- The University of the Fraser Valley's Student Union Building has officially been certified LEED Gold. The LEED (Leadership in Energy and Environmental Design) designation recognizes that the Student Union Building (SUB) was designed and built using strategies achieving high performance in key areas of human and environmental health. These areas include sustainable site development, water savings, energy efficiency, materials selection, location, transportation, and indoor environmental quality.
- Christopher Friesen, UFV visual arts professor, held an art show, *Search By Image*, at the Reach Gallery Museum in Abbotsford; this show explored the boundaries of influence and authenticity in an online, digital culture. Appropriating the titles of work by French pre-Impressionist Jean Baptiste Camille Corot—one of the world's most-forged painters—Friesen produced works that only bear a close-enough resemblance insofar that a Google image search for the original would recruit the copy.
- Last summer's Harrison Festival of the Arts offered attendees a chance to get to better know the works of several West Coast writers thanks to UFV's Literary Café, hosted by UFV alumna Katie Stobbart, editor of Raspberry Magazine. The evening of music, poetry and story telling featured a vibrant mix of rock stars, writers, poets, educators, and eco-activists whose works are featured in the recently released collection, *The Summer Book*, published by Mother Tongue Press. The Literary Cafe is sponsored by UFV's Department of Continuing Education and the Kuldip Gill Writing Fellowship.
- UFV's Continuing Education provides contract training services to Stó:lō Aboriginal Skills & Employment Training, an organization dedicated to helping First Nations and Inuit people in the Fraser Valley achieve sustainable employment. Examples include a 16-week Pre-Trades Culinary program, and Trades Discovery summer program for Aboriginal high school students.
- UFV English associate professor Andrea MacPherson's most recent novel *What We Once Believed* is in the running for the Ethel Wilson Fiction Prize through the BC Book Prizes.
- An international roster of experts served up serious food for thought at UFV last fall. Billed as a global food systems and food security conversation, the *Future of Food* event featured UFV Canada Research Chair Lenore Newman and Agriculture Centre of Excellence director Garry Fehr along with Dr. Alex Awiti (Aga Khan University East African Institute) and Sharmaarke Abdullahi (UN Habitat). The event

was co-sponsored by the Queen Elizabeth Scholars program and Aga Khan University (which has six locations in multiple countries).

- UFV released a study in spring 2018 recommending the creation of a national firefighter wellness surveillance system to help address soaring cancer rates and other key firefighter health risks. The study found that firefighters are two to three times more likely to die of cancer compared to the general population.
- Dr. Lenore Newman has made a study of the Agricultural Land Commission (ALC) and Agricultural Land Reserve (ALR) and their impact in BC. Now UFV's Canada Research chair in food security and environment has a chance to influence how the government agencies operate. This last winter, the BC government appointed Dr. Newman to an independent commission that will review and make recommendations about the ALC and ALR.
- Eleanor Busse Klassen, retired this year as UFV's Assistant to the Dean of Health Sciences. She may have gone gently, but she did not go quietly. As her last major act as a UFV staff member, Klassen organized a fund-raising drive for the Student Emergency Fund, raising over \$1,800.
- UFV partnered with the Ann Davis Transition Society to organize a vigil in downtown Chilliwack honouring the National Day of Remembrance and Action on Violence against Women in Canada.

Table 7: Alignment of UFV's third goal with System objectives and Service Plan goals, and relevant performance measures.

UFV Goal 3 <i>The University of the Fraser Valley will be innovative, entrepreneurial, and accountable in achieving our goals</i>		
System Objectives	Performance Measures	
Access and Efficiency	UFV Measure <ul style="list-style-type: none"> • Accountability report • Program review 	System Measure <ul style="list-style-type: none"> • Indigenous student spaces • Transition rate of high school students to public post-secondary education • Participation rate • Loan repayment as a percent of income • First-year retention rate • Time to completion

2.1.2.5 Overview of the activities and initiatives undertaken to achieve Goal 3

- This past year saw UFV and the City of Abbotsford launch CityStudio, an initiative tackling civic challenges by combining the creative energy of students with the know-how of city staff. UFV students will work directly with the city to solve an array of real-world problems, including reducing litter in

parks, beautifying utility structures, and creating engaging public spaces. By launching experimental solutions, students gain valuable hands-on experience and marketable skills while the city gains a fresh perspective and unique solutions to challenges.

- The student participants in CityStudio come mainly from an interdisciplinary course constructed around the project, and bringing together faculty from the Political Science and Communications departments. With the course constructed around the CityStudio project, Interdisciplinary Studies 400f *Civic Engagement & Participation* takes an almost entirely experiential focus to learning.
- UFV celebrated the innovativeness of its students by honouring the top student research projects presented at this spring's Student Research Day. The Undergraduate Research Excellence Awards in May 2018 gave recognition, along with a total of \$25,000 of award money, to 41 students received recognition for their posters or talks.
- The Pedagogy Investment Project began its work of transforming teaching and learning at UFV by introducing a collection of small changes, such as introducing wheeled tables that can be rearranged during a class to allow flexible use of space both within and across classes. The project, furnished with a \$2.5 million grant, has been consulting with faculty and students, combining their ideas with the latest research on formal and informal learning spaces. In addition to moveable furniture, other changes include interactive screens, more whiteboards, and standing height tables for longer classes to allow students to move from sitting to standing during classes, which can increase attention.
- Increasing opportunities for students in co-curricular learning is one goal of UFV's Strategic Enrolment Management Plan 2014-2019. Last year, UFV launched the first ever co-curricular record in India at our Chandigarh campus. Now all UFV students will graduate with two official records—their academic transcript and their co-curricular record (CCR). The CCR recognizes and validates student learning that occurs outside of the classroom. UFV has seen a growth in CCR activities available to students at Canadian campuses from 140 to now over 500 activities.
- While UFV has been offering courses online for many years, now a new student experience has been uploaded to the internet. Beginning last summer, new students could take the New Student Orientation through an online version delivered through Blackboard, an existing tool for online interaction between students and teachers.
- Undergraduate students from a wide range of disciplines participated in this year's Student Research Day, hosted by the UFV Research, Engagement & Graduate Studies Office in April 2018. Students from a variety of disciplines gathered to share their research, with 112 students taking part in poster presentations and 25 students performing two-minute microlectures. Some examples of the range of topics presented include Stó:lō elders responses to a proposed First Nations' court, the effects of aging on theory of mind, and the relationship between sleep quality and working memory in children with Fetal Alcohol Spectrum Disorder.
- UFV researchers have found that a new rule preventing gamblers from keeping the jackpot if they win at the casino while part of a Voluntary Exclusion program may be helping problem gamblers resist temptation. This is the second study by UFV faculty members Dr. Irwin Cohen and Dr. Amanda McCormick evaluating BCLC's Voluntary Self-Exclusion program.
- This June marked the return of UFV's innovative certificate program in Indigenous Maps, Films, Rights and Land Claims. The four-week program takes a novel approach to the study of Aboriginal rights and title claims in Canada and around the world by focusing on a range of representational practices, including film, oral histories, documentaries, surveys and maps, and legal discourse analysis. Although a standalone credential, completing the program can also be counted towards the requirements of the Bachelor of Arts degree.

- Three UFV scientists won a total of \$345,000 in federal NSERC grants to sponsor their innovative research. Dr. Derek Hartnett, associate professor of physics, received funding for his work on quantum chromodynamics. Dr. Olav Lian, Earth scientist and director of UFV's Luminescence Dating Laboratory, won an award that will fund his research into understanding the changes to the coast of British Columbia since the end of the last glacial period, about 15,000 years ago, including the migration of people down the coast from what is now Alaska. Dr. Lucy Lee, Dean of Science, received funding for her project researching the cultivation of fish cell lines, cell cultures made from an organism's cells that continue to grow seemingly indefinitely.
- Dr. Jelena Brcic, an assistant professor at UFV's School of Business, takes her research on group dynamics in the workplace where few researchers studying group dynamics have gone before. Dr. Brcic received \$200,000 from the Canadian Space Agency to study group functionality in space by studying analogous environments on Earth. Her research will also take her to one of Earth's most isolated outposts next winter: the Canadian weather station at the Eureka research base on Ellesmere Island in Nunavut.
- UFV students in the Graphic & Digital Design program won two of three award categories in the 2017 George Haroutiun National Scholarship Awards, and two more were runners up. Cooper Symonds won in the design category while Mei Noftle won in the image category. Kelsea Rice took runner-up in the advertising category, and Juliana Bermudez earned runner-up in the image category. The George Haroutiun National Scholarship is an annual national award competition aimed at applied arts students, and sponsored by Applied Arts magazine in honour of founder George Haroutiun.
- For the 23 years that she has been an English literature professor at UFV, Miriam Nichols has pursued research in addition to her teaching duties. Now she's being recognized for her dedication with the 2017 UFV Research Excellence award. Much of her research has been dedicated to raising awareness of Robin Blaser, an American-born poet who lived in Vancouver from the 1960s until his death in 2009. Blaser was part of the San Francisco Renaissance of the 1950s and early 1960s, which brought avant-garde poetry styles into the public realm.
- The Continuing Education department is now offering courses online. This will allow students a choice in how they wish to access its programming. Continuing Education expects to expand the number of courses offered online by 30% in the next four years.
- Counselling services continue 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.
- Experiential learning programs at UFV that offer work experience include practicums and internships, with some 38 programs at UFV. Eighty-five percent of Continuing Education certificate programs include a practicum work experience. This offers our students the opportunity to apply the knowledge and skills they have learned in a work setting to ensure they are work-ready upon graduation.
- UFV's Continuing Education department 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, human resources, legal administrative assistant, medical office assistant, nursing unit clerk, paralegal, public relations, records management, teaching English as a second language, 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.
- 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 decision-making and planning.
- Dr. Jon Thomas has been named the new BC Regional Innovation Chair in Canada-India Partnership Development at UFV. Working out of UFV's South Asian Studies Institute, Thomas brings a wealth of international research experience to the position, which he plans on leveraging while fostering innovation and economic development throughout the Fraser Valley.
- Two UFV students are working together to launch the Resource Navigation program in partnership with Abbotsford Regional Hospital and the Abbotsford Division of Family Practice. Jena Kruckenberg and Mia Harries' new service allows UFV student volunteers to help connect patients being discharged with community resources based on factors such as food security, housing, education, physical security, and social supports.
- UFV extended its online courses by offering its Evidence-Based Decision Making course this spring. This course is aimed at professional decision-makers and planners and aims to help professionals in private and public organizations make more rational decisions. The course explores the role of critical thinking, different forms of data-gathering, and the use of statistics, and also teaches participants how to organize, review and evaluate the decision-making process.
- Experiential learning became a focus of UFV's Community Arts Practice course last summer, as students were tasked with a community art project involving the painting of a number of public spaces on the Abbotsford and Chilliwack campuses. The students' public artworks transformed unhospitable sites such as a set of storage containers into colourful murals.
- The members of three student associations—English, Visual Arts, and Theatre—joined forces last fall to create an evening of artistic collaboration showcasing the creativity of their members. Using William Butler Yeats' poem *Sailing to Byzantium* as a theme, the evening featured readings by student poets surrounded by the paintings, sculptures and drawings of student artists, with department heads providing commentary and discussion on some of the readings.

Box 6: The Witness Blanket—a monument to the legacy of residential schools

When is a blanket not a blanket? When it is a large-scale art installation, inspired by a woven Aboriginal blanket and designed to tell the story of the painful legacy of Canada's residential school system.

The Witness Blanket, created by master carver and Kwagiulth artist Carey Newman (Ha-yalth-kingeme), visited the University of the Fraser Valley last fall for a two-month exhibition.

The Witness Blanket formed the basis of an interdisciplinary course, *The Witness Blanket and Canada's Truth and Reconciliation Commission*. As part of the course, students served as attendants for the exhibit and learned from local Stó:lō knowledge keepers about the practice and protocols of hosting and ceremony. The course was team-taught by local knowledge keepers in tandem with faculty members from Visual Arts, Social Work, and Teacher Education.

“This project is an example of the UFV community coming together and demonstrating in an active way our commitment to indigenization and the reconciliation process,” said Shirley Hardman, UFV senior advisor on Indigenous Affairs.

The Witness Blanket installation incorporates images from the residential school era, as well as items reclaimed from, and actual pieces of, residential schools, churches, government buildings and traditional structures from across Canada. The installation is designed to act as a witness to the residential school experience, telling the stories of those affected through art, and traveling so that the stories can be shared across Canada.



“It is a very powerful and moving piece of art that captures the profound feelings of grief, anger, and injustice associated with the residential school system and its legacy,” says Hardman. “As part of our participation in the reconciliation process, we are bringing the Witness Blanket exhibit to UFV so that members of our community can experience the many stories of those who were so adversely affected by the forcible removal and attempted indoctrination of children from First Nations communities.”

The Witness Blanket is monumental in scale. Consisting of 13 wood panels, it is more than eight feet tall and 40 feet long. Over 800 objects were collected for the installation, including braids of hair, a Métis sash, a weather-beaten shoe, the door to the infirmary of St. Michael’s Residential School in Alert Bay, and a stone from a community greenhouse in Inuvik.

As part of its two-month visit to UFV, the university presented a three-part lecture series. Shelagh Rogers CBC broadcast journalist and an honorary witness for the Truth and Reconciliation Commission of Canada, opened the lecture series. Cecelia Reekie, a cultural presenter, member of the Haisla Nation, and reunited adoptee, followed a week later. The series concluded with the words of Chief Robert Joseph, Hereditary Chief of the Gwawaenuk First Nation and an Ambassador for Reconciliation Canada.

All three speakers focused on reconciliation and the steps ahead as Canada moves forward while changing the way we understand our history.

2.2 Performance measures, targets, and results

2.2.1 System measures

This section reports the 2017/18 Accountability framework performance measures¹ and results provided by the Ministry of Advanced Education and Skills Training; some results are provisional estimates produced by UFV. Ministry assessments are based on the following scale:

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	

Mark Evered stepped down as UFV's president in the summer of 2017.



Measure 1: Student spaces²: System Objective: Capacity

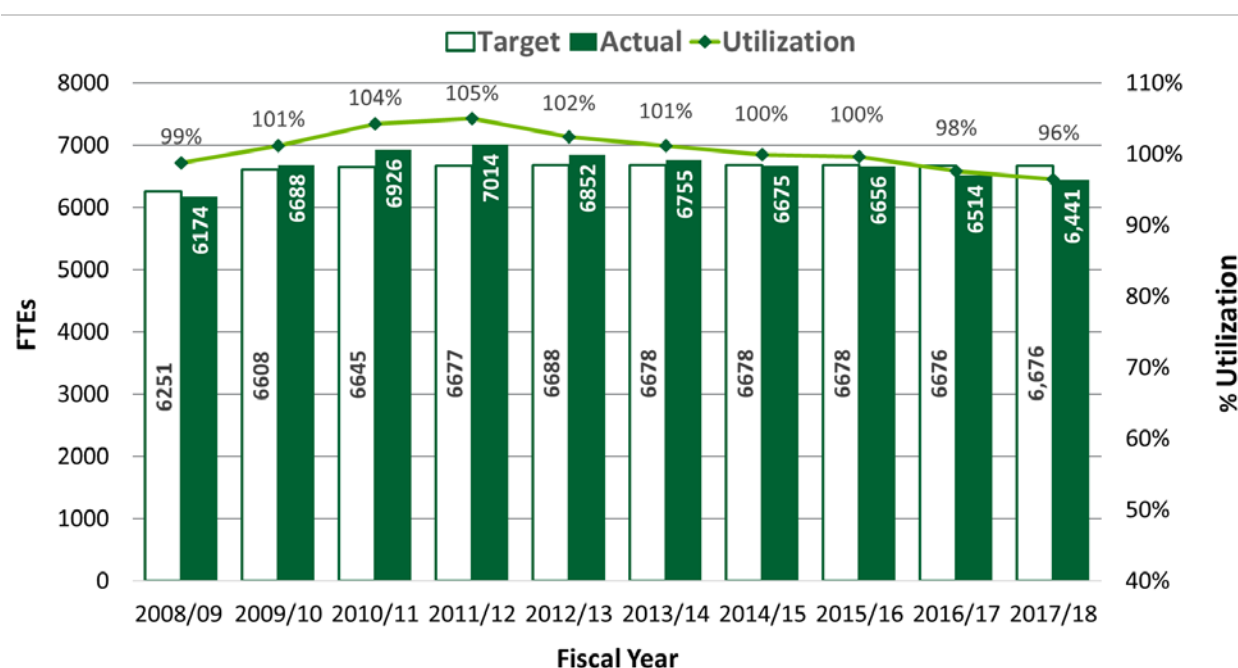
Measure	Performance			Performance assessment	Targets		
	2016-17 Actual	2017-18 Target	2017-18 Actual		2018-19	2019-20	2020-21
Total student spaces	6,514	6,676	6,441	Substantially achieved ↔	6,688	6,696	6,716
Nursing and allied health programs	499	475	475	Achieved ↔	475		
Developmental programs	298	519	286	Not achieved ↓	519		

UFV produced 6,441 domestic FTEs in AEST-funded programs, relative to a target of 6,676. Since reaching a peak in 2011/12, UFV has seen a decline in the number of domestic FTEs and in the associated utilization rate. There are several structural reasons for this decline. One, there have been changes in funding for developmental programming, and we have seen a decline in developmental FTEs as a result. In 2017/18, Adult Basic Education (ABE) and English Language Studies (ELS) are again tuition-free, and the enrolments are stable compared to the previous year. Second, since attaining university status in 2008, UFV has seen a relative increase in the number of students enrolled in upper level (3rd and 4th year) courses. In 2011/12, 25% of undergraduate credit-level FTEs were upper-level while in 2017/18 this share has risen to 28%. Class sizes in upper-level courses are, on average, smaller than those in lower-level classes. Finally, since 2011 the university-aged population of the Fraser Valley has been declining; it will begin to rise again around 2022 (see Figure 11 in section 1.2.3; this section also provides further discussion on student demographics).

In seven of the last ten years, UFV has successfully met or exceeded the number of government funded targeted FTEs. Figure 17 illustrates the last ten years, including UFV's most recent utilization rate for 2017/18. This demonstrates UFV's commitment to providing access to post-secondary education in the Fraser Valley and indicates continued demand for UFV's programs and services from the community it serves.



Figure 17: Actual vs Target FTEs and Total Utilization Rates, 2008/09 - 2017/18



UFV has placed special emphasis on its nursing and allied health programs, in keeping with government priorities in the health sector. In 2015/16, for example, UFV added the Advanced Medical Office Assistance certificate to its program offerings. These programs, overall, have met or exceeded their Ministry FTE targets for the last eight years, denoting continued high demand for health-related programs in the Fraser Valley.

UFV is committed to offering developmental-level programming that provides access to post-secondary programs for adult learners of diverse educational and cultural backgrounds. To meet this commitment, it offers ABE, ELS, and Adult Special Education (ASE) program options. Over the years, the university has continued to revise and modify access and developmental-level courses and programs to ensure that they are aligned with other programs at UFV. This alignment helps students who successfully complete their upgrading meet post-secondary admission requirements and continue their education.


UFV did not achieve its 2017/18 target for Developmental FTEs, despite removing tuition fees for domestic students for ABE and ELS courses. The lingering effects of previous provincial funding cuts to ABE and ELS programs—which significantly reduced UFV’s ability to offer ELS programming for domestic students—may be still making themselves felt. Further, the high demand for credit-level programs relative to developmental programs may also reflect UFV’s evolution into a full-fledged university along with the social-economic development of the Fraser Valley. Student FTE targets for developmental programs remain unchanged; however, the Ministry has recognized that institutions’ program delivery is again in a period of transition given the new tuition-free environment for ABE and ELS programming.

Measure 2: Credentials awarded³: System Objective: Capacity

Measure	Performance			Performance assessment	Targets		
	2016-17 Actual	2017-18 Target	2017-18 Actual		2018-19	2019-20	2020-21
Number	1,908	1,885	2,010	Achieved ↔	1,987	TBD	TBD

UFV has achieved its target for credentials awarded for 2017/18, with an increase of 5.9% over the previous year. Since 2008/09, the year UFV received university status, bachelor's degrees have increased by 48%, followed by certificates at 44%, and diplomas at 29%.

Measure 3: Aboriginal student spaces⁴: System Objective: Access

Measure	2016-17 Actual	2017-18 Target	2017-18 Actual	2017-18 Assessment
Total Aboriginal student spaces	589	479	527	Exceeded 
Ministry (AEST)	527		485	
Industry Training Authority (ITA)	62		42	




The Ministry currently requires that institutions set their own target for this measure; UFV uses the principles of the Strategic Enrolment Management Plan 2014-2019 to do so. Our target is based on the SEM Plan goal of having the proportion of Aboriginal students at UFV equal the proportion of the Aboriginal population in the Fraser Valley.




Using the data from the *National Household Survey* of 2011, we can obtain the proportion of Aboriginal people in the Fraser Valley Regional District. The 2011 population of the 15-to-54 age cohort⁵ in the Fraser Valley was 145,390, while the Aboriginal population was 10,820, thus making the Aboriginal proportion 7.44%. In 2017/18, UFV produced 6,441 domestic FTEs; the product of the proportion and the FTEs yields the Aboriginal FTE target of 479 for 2017/18. In 2017/18, UFV exceeded this target by producing 527 Aboriginal student FTEs.






⁵ We choose the 15-to-54 age cohort to take into account not only that over half of UFV's students are in the under-24 age group, but also that we have many Aboriginal students outside of this age group.

**Measures 4 - 6: Student satisfaction with education, instruction, and skill development:
System Objective: Quality**

Student satisfaction with education ⁵								
Measure	Performance					Performance assessment	Targets	
	2016-17 Actual		2017-18 Target	2017-18 Actual			2018-19 : 2020-21	
	%	+/-		%	+/-			
Former diploma, associate degree, and certificate students	91.6	1.9		89.1	2.0	Achieved		
Former apprenticeship students	96.8	3.5	≥ 90%	100	0.0	Exceeded		≥ 90%
Bachelor degree graduates	96.6	1.2		96.4	1.4	Achieved		

Student assessment of the quality of instruction ⁵								
Measure	Performance				Performance assessment		Targets	
	2016-17 Actual		2017-18 Target	2017-18 Actual			2018-19 : 2020-21	
	%	+/-		%				+/-
Former diploma, associate degree, and certificate students	93.9	1.6		94.3	1.4	Achieved		
Former apprenticeship students	100.0	0.0	≥ 90%	100.0	0.0	Exceeded		≥ 90%
Bachelor degree graduates	96.6	1.2		97.7	1.1	Achieved		




Student assessment of skill development ^{5,6}								
Measure	Performance						Targets	
	2016-17 Actual		2017-18 Target	2017-18 Actual		Performance assessment	2018-19 : 2020-21	
	%	+/-		%	+/-			
Former diploma, associate degree, and certificate students	85.5	1.9		86.4	1.8	Achieved		
Former apprenticeship students	92.5	3.4	≥ 85%	84.5	6.2	Achieved		≥ 85%
Bachelor degree graduates	91.7	1.5		88.7	1.9	Achieved		

UFV closely monitors the Ministry-generated student outcomes surveys: the Diploma, Associate Degree, and Certificate Student Outcomes Survey (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, such as the Education Plan and the Skills Gap Plan, as well as smaller projects such as new programs under development, make use of student outcomes data. Individual departments and faculties examine these results as part of their regular review process designed to refine and improve their programs.

UFV has achieved or exceeded 2017/18 targets on Measure 4 (student satisfaction with education) and Measure 5 (student assessment of the quality of instruction) for apprentice graduates, and achieved 2017/18 targets for the remaining student groups on Measures 4 and 5. UFV achieved targets for all three student groups on Measure 6 (student assessment of skill development⁵). Historically, as well as this year, DACSO respondents have tended to assess their education, instruction and skills lower than the respondents of APPSO and BGS. The lower rating is likely associated with the differing criterion for choosing the student sample in DACSO: the survey includes early leavers as well as graduates of certificate and diploma programs.



Measure 7: Student assessment of the usefulness of knowledge, and skills in performing job: System Objective: Relevance

Measure	Performance ⁵					Performance assessment	Targets	
	2016-17 Actual		2017-18 Target	2017-18 Actual			2018-19 : 2020-21	
	%	+/-	%	+/-				
Former diploma, associate degree, and certificate students	88.2	4.3		84.0	4.0	Substantially achieved		
Former apprenticeship students	90.9	6.2	≥ 90%	97.1	4.0	Exceeded		≥ 90%
Bachelor degree graduates	88.3	2.5		87.9	2.8	Achieved		

The 2017/18 targets for Measure 7 (Student assessment of usefulness of knowledge and skills in performing job) has been substantially achieved for DACSO respondents, achieved for BGS respondents and exceeded for APPSO respondents. UFV's Institutional Learning Outcomes is an institution-wide initiative that speaks to the skills and aptitudes that all UFV graduates will possess. Departments and programs have reviewed their courses and curriculum to ensure that all the outcomes are addressed.

Measure 8: Unemployment rate: System Objective: Relevance

Measure	Performance ⁵					Performance assessment	Targets
	2016-17 Actual		2017-18 Target	2017-18 Actual			
	%	+/-		%	+/-		
Diploma, associate degree, and certificate graduates	6.5	3.2		7.5	2.8	Exceeded	≤ unemployment rate for individuals with high-school credentials or less
Former apprenticeship students	3.5	3.9	≤ 9.4%	0.0	0.0	Exceeded	
Bachelor degree graduates	6.1	1.8		3.2	1.5	Exceeded	

UFV graduates exceeded Ministry targets for 2017/18 in all categories. For the last eight years, UFV performance as assessed through APPSO, DACSO, and BGS surveys 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%, and in 2015/16 the +/- for DACSO students was 4.8%). These results indicate that UFV graduates are well trained to meet the requirements of the job market and are contributing to BC's economy with their skills.

Notes

"TBD" = To Be Determined

"N/A" = "Not applicable"

- 1 Please consult the 2017/18 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
- 2 Results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year; results from the 2017/18 reporting period are based on data from the 2017/18 fiscal year.
- 3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2017/18 reporting year are a three-year average of the 2014/15, 2015/16, and 2016/17 fiscal years. Changes have been made to the Credentials Awarded methodology. The details of the new methodology can be found on page 17 of the 2017/18 Standards Manual. Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.
- 4 Results from the 2016/17 reporting year are based on data from the 2015/16 fiscal year; results from the 2017/18 reporting period are based on data from the 2016/17 fiscal year.
- 5 Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
- 6 Changes have been made to the Student assessment of skill development methodology to better reflect the answers provided by individual students. The details of the new methodology can be found on page 21 of the 2017/18 Standards Manual. Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.



Box 7: Bright berries see a juicy future with Raspberry magazine

Bands blast, rappers lay down beats, and poets are slamming—all in one night and all in one room. One young woman is in her element, putting herself on the line and reading for a live audience. It's all part of a fundraising evening organized by the *Raspberry* collective at the Reach Gallery and Museum in Abbotsford.

Katie Stobbart is one of several entrepreneurial UFV alumni bringing together a fragmented arts culture and boosting the burgeoning arts scene in the Fraser Valley.

Like many of millennial peers, she's taking a DIY approach to her career and volunteer activities, rather than waiting for the fulltime job with benefits to materialize.



The UFV content is in abundant supply here. Guests sip local Maan Farms wine and try Ravens Brewing beer (both businesses have UFV alumni connections and are enjoying success). Gallery visitors also sample Mt. Lehman cheese, and peruse the silent auctions for local art and cultural gems.

In another part of The Reach, artist Shannon Thiesen (UFV's Distinguished Young Alumni for 2016) gives a live painting exhibit demo while video game developers show off their new product.

The reason for the gathering? To raise funds for Raspberry magazine, a local arts and culture publication started by Stobbart and co-founder Anthony Biondi and their friends, mostly UFV alumni who worked on *The Cascade* newspaper and the *Louden Singletree* literary magazine during their university days.

They have published ten online editions now and have a dream of bringing their magazine into print. *Raspberry* is run by volunteers and presided over by the non-profit Red Press Society. They aren't in it to make money or to create jobs for themselves. Their vision is more altruistic.

“As I was growing up and then attending UFV, I was very concerned about the brain drain in the Fraser Valley. There just wasn’t enough cultural stimulation to convince young people to stay,” she says. “We want to change that.”

The energy and impetus behind *Raspberry* mirrors UFV’s mission of changing lives and building community. These UFV alumni are doing just that.

For instance, *Raiseberry*, the cleverly named fundraising evening, wasn’t just about raising money for the magazine. It was also about celebrating art and culture and creating a venue for people to enjoy it in a live setting.

“People are doing cool things all over our community but other people are not necessarily aware of it,” says Stobbart. “The arts scene is a bit fragmented and we want to help bring it together.”

Raspberry magazine, produced on a monthly basis, publishes previews, reviews, and interviews on the cultural side of the Fraser Valley community. It also features original art and writing from local emerging and established artists.

And the producers of *Raspberry* gained the skills involved in producing a magazine through their extracurricular activities at UFV, in particular producing *The Cascade* newspaper.

In Stobbart’s case, that’s where she found “her people” while studying at UFV.

Her first experience in post-secondary was leaving her roots in Abbotsford behind and attending an eastern university with large classes and not much opportunity for connecting with other students.

“It wasn’t my style of university,” Stobbart recalls. “I had been very involved in the community while in high school and I wasn’t finding that there.”

So she enrolled at UFV—but struggled at first to find her fit.

“Then I went to a launch event for *Louden Singletree*, UFV’s literary magazine, and signed up to be an editor,” she recalls. “I felt empowered. I had been looking for ways to get involved and found what I had been lacking: a community of keeners who also loved writing.”

A friendship forged with fellow *Louden Singletree* board member Jess Wind led to her writing for *The Cascade*, which led to her becoming staff writer, then copy editor, then editor-in-chief. She also served as president of the English Students Association before graduating in 2015 with an honours BA in English and a focus on creative writing.

2.2.2 External surveys

The success of UFV’s student-centred approach 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 in the context of our performance measures, UFV participates in several 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 four such surveys below.

2.2.2.1 Canadian University Survey Consortium

Since 2007, UFV has participated in the annual survey of undergraduate baccalaureate-track students organized by the Canadian University Survey Consortium (CUSC). The CUSC survey measures student life and demographics—such as employment, marital status, debt, parental level of education—as well as students’ academic goals, involvement with school activities and their level of satisfaction with different

aspects of their school experience. Participating schools are organized by CUSC into three groups based on size and resources, with Group 1 consisting of the smallest universities such as UFV, and Group 3 comprising the larger, research-based universities, or those with a professional school. This allows comparison of UFV's results both to a national average, and also to an average of similar-sized universities. In 2017, CUSC surveyed over 15,000 middle-year students at 27 universities across Canada.

UFV's middle-year students are of the same average age (23.4) as middle-years students in Group 1 schools (23.4) and slightly older than first-year students nationally (22.1). UFV's middle-years students are somewhat more likely to be married, common law or in a relationship (40%), similar to those in Group 1 (39%), but higher than the national rate (33%). UFV middle-years students were much more likely to live with their parents (64%) than were students at Group 1 schools overall (43%) or students nationally (36%).

UFV's middle-years students were more likely to work off campus (69% versus 36% nationally, 43% Group 1), and were more likely to report that working somewhat or very much hurt their academic performance (53% versus 46% both nationally and among Group 1 students). Middle-years UFV students were also less likely to carry debt (33% vs. 41% nationally, 49% Group 1), and less likely to often or very often engage in on-campus student recreation or sport programs (4% vs. 17%, nationally, 13% Group 1) or attend on-campus social events (7% vs. 13% nationally, 11% Group 1).

UFV students were as likely to recommend their school to others (92%) as were students across Canada (91%) or at Group 1 schools overall (95%). Middle-years students at UFV were more satisfied with how their school treated them as individuals (80%) than were students across Canada (72%), but at a level close to that of most Group 1 students (81%).

Across several different measures, UFV students largely held more positive perceptions of their professors than did students across Canada overall, although often falling slightly below the Group 1 level of positivity. UFV students were likely to agree that their professors communicate well in their teaching (89%) than students did nationally (86%), but slightly less likely than Group 1 students were (90%). UFV students reported that their professors look out for student interests (88%) more often than students did nationally (84%), but slightly less than Group 1 students did (89%). One area of concern involves UFV students' perception that their professors take a personal interest in their academic performance; only 74% of UFV students agreed that their professors did; in contrast, 79% of students at Group 1 schools overall felt their professors took a personal interest in their academic performance. However, UFV middle-years students were more positive about this aspect than were students nationally, as only 67% of students across Canada expressed a belief in their professors' personal interest in their academic progress.

2.2.2.2 National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every three years. NSSE collects information at hundreds of universities about student participation in programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. UFV most recently participated in the NSSE survey (and associated FSSE survey, discussed below) in 2016.

Both of the NSSE 2016 survey groups, first-year and senior students, rated the educational experience at UFV highly, with 82% of first-year and 87% of senior-year students rating their experience as good or excellent. Both groups of students also rated UFV highly in regard to the quality of their interactions with various groups on campus, including other students, faculty and support staff. Both senior and first-year students, however, were less likely than students at a comparable set of Canadian universities to agree that UFV encouraged students to attend campus activity or provide opportunities for social involvement.

2.2.2.3 Faculty Survey of Student Engagement

The Faculty Survey of Student Engagement (FSSE) is a North American survey of post-secondary institutions designed to complement the related NSSE survey, and is conducted at the same time. The FSSE survey measures faculty perceptions of how often students engage in different activities, the importance faculty place on various areas of learning and development, the nature and frequency of faculty-student interactions, and how faculty members organize their time.

A comparison between similar questions on the most recent NSSE and FSSE surveys revealed that UFV students perceive the school community to be more diverse ethnically, religiously and in terms of the political and economic backgrounds of students than do faculty.

2.2.2.4 Ipsos Reid

Residents of the Fraser Valley rated UFV highly on measures including favourability and trust in Ipsos Reid's 2014 *Higher Education Reputation Syndicated Study*. The survey asked Canadians about their opinions on Canadian post-secondary institutions.

Box 8: UFV named one of BC's Top Employers for the fourth year

It's getting to be a habit. For the fourth year running, the University of the Fraser Valley has been named one of BC's Top Employers.

UFV was selected because, among other reasons and criteria met, the university:

- encourages lifelong learning with tuition subsidies for courses related to an employees' current role, subsidies for professional accreditation and a variety of in-house and online training programs
- supports its new mothers with maternity and parental leave top-up payments as well as providing new fathers, and adoptive parents, with generous parental leave top-ups
- helps employees plan for the longer term with retirement planning assistance, generous contributions to a defined benefit pension plan, and phased-in retirement work options

Employers are evaluated using eight criteria: physical workplace; work atmosphere and social; health, financial, and family benefits; vacation and time off; employee communications; performance management; training and skills development; and community involvement. Employers are compared to other organizations in their field. A total of 81 employers were selected for the 2018 BC's Top Employers competition.

Two new UFV employees agree with the BC's Top Employers designation.

Melissa Naman started at UFV as a student in the Applied Business Technology program, graduating in 2017 and joining the university as an auxiliary employee, and then as the full-time assistant for the Faculty of Access and Continuing Education.

"There are many reasons I love working for UFV including the incredible people, generous benefits, and opportunities for growth," she notes. "When I started at UFV as a student, what stood out to me were the incredible instructors and staff members. Everyone I came across were always very friendly and ready to answer any questions that I had, and my instructors were so encouraging. Since being hired at UFV, I have noticed the same positivity and support from my colleagues and from the university as a whole. UFV has

offered many networking opportunities and events that have helped me to connect with other employees from different departments and to build a strong sense of community.”

Diljot Kaur is a relatively new UFV sessional instructor, teaching psychology and business courses on a part-time basis. She was also contracted to do some research for the South Asian Studies Institute at UFV. Kaur is new to Canada, having emigrated from India in 2017. She also taught business courses at UFV’s campus in Chandigarh, India.



As a sessional instructor, she teaches at several other public and private post-secondary schools, and says that UFV stands out.

“UFV is the best workplace I have experienced in both India and Canada,” she says. “It’s a very friendly and comfortable atmosphere here, and the culture is very congenial and welcoming. I have served on committees and got to know colleagues from several departments and people really seem to like it here.”

She also appreciates the support for teaching at UFV.

“We are given the independence to design our own outlines and exams. But we also receive support from our peers and administrators. We receive valuable feedback from our students near the semester’s end. Receiving feedback on the learning environment helps me to adjust my approach to teaching to match their learning styles.”

3. Financial Information

Universities across the country are receiving consistent messaging from governments that they must be sustainable, accountable and relevant. Good financial management ensures that universities are able to achieve their strategic objectives; gain confidence of funding agencies and other stakeholders; ensure post-secondary education is affordable for students; and maintain a position of long term financial sustainability.

Universities are facing changes in student expectations and educational technologies that impact the content and delivery of education and operations. Balancing budgets and finding equilibrium in this environment, while at the same time respecting university autonomy and academic freedom, remains a challenge.

3.1 Financial results

Comprehensive financial results for the university can be viewed on the UFV website at:
<http://www.ufv.ca/finance/reporting/annual-financial-reports/>

3.2 Looking forward

The University of the Fraser Valley recognizes and embraces its responsibility to the students and the communities we serve. The university's consolidated budget plan is the mechanism by which resources are allocated to achieve the university's Education Plan and related supporting plans. Resource allocations in the 2018-19 budget are focused on the five goals of the Education Plan 2016-2020: prioritize learning everywhere, commit to flexibility and responsiveness, collaborate across boundaries, develop local and global citizenship, and integrate experiential learning.

Guided by Ministry expectations, UFV's budget planning supports the implementation of tuition-free adult basic education and English as a second language programming for domestic students, the improvement of education success for former youth in care, expanding technology related programming, and improving student mental health, safety, and well-being.

The comprehensive budget can be viewed on the UFV website at:
<https://www.ufv.ca/budgets/consolidated-budget-plan/>

3.3 Risk and uncertainties

The university operates in an increasingly complex environment with many factors outside of the control of the University. The University uses an Enterprise Risk Management approach to assess and mitigate risk.

Risks and uncertainties for the university are:

1. Domestic student recruitment. Domestic student enrolments have softened. Enrolments may be negatively impacted by demographics, the economy, federal and provincial policies, and competition from other institutions.
2. Higher reliance on international student tuition revenue. There exists risk of a global catastrophe, economic events, and foreign policy changes—all of which could negatively impact international enrolments. A higher concentration of international students from a limited number of regions increases the potential impact of international enrolment decline.
3. Employee recruitment and retention. Attracting and retaining employees within a salary grid that is not competitive with post-secondary salaries in other provinces or the market continues to be challenging.
4. Managing continuous change, including:
 - the changing nature of students, curriculum, technology, and learning methodology
 - changing administrative and business processes while maintaining employee morale
5. Deferred maintenance. This includes maintaining aging buildings within capital allocations.

4. Final Comments

All aspects of university life in 2017/2018 were shaped by UFV's Education Plan 2016-2020. Academic and support departments are re-examining how their activities foster its goals of learning everywhere, committing to flexibility and responsiveness, collaborating across borders, fostering local and global citizenship, and integrating experiential learning into the fabric of student life. The Indigenization of UFV's curriculum and campuses is a central part of the Education Plan and it expresses our commitment to Indigenization to both local and global leadership. This process has been unfolding for years, but has accelerated this past year, with the adoption of a new crest incorporating Stó:lō elements, the introduction of Indigenous-oriented programming such as the Métis Community Support Worker program, and the housing of the Witness Blanket installation. The Métis Community Support Worker program supplements a range of Indigenous programming, such as the Indigenous Studies BA major and minor, the Indigenous Maps, Films, Rights, and Land Claims associate certificate, and the Intermediate Proficiency associate certificate in Halq'eméylem, the language of the Stó:lō nation.

As important as the Witness Blanket was as a powerful piece of art, it became even more than that during its time on exhibit. The work provided UFV with an opportunity to build a series of public talks from people involved in different aspects of the Reconciliation process and the growing Indigenization of Canadian society; this allowed us to bring the Fraser Valley community more deeply into these discussions. Further, UFV built a unique course around the installation, a course that let students be taught by Stó:lō elders and UFV professors from the Visual Arts, Social Work, and Teacher Education departments. The course not only used the installation as a focal point to discuss the residential school experience and surrounding issues, but also incorporated instruction in Stó:lō ceremonial protocols and their meanings. Students participated in the Witness Blanket's opening and closing ceremonies.

This year the university delivered a formal proposal for one of its ambitious building plans, the Digital Hub. The proposed building would integrate digital technologies, performance spaces and flexible learning areas into teaching. More than that, it would act as a centre of innovation, collaboration and creativity. The proposed building would be open to entrepreneurs and organizations in the community, helping the Fraser Valley incorporate innovation into both new and established industries.

Alongside this new vision of learning, however, is UFV's traditional commitment to putting the needs of the region and the journey of the learner first. UFV's planning is guided by its strategic goal of striving to provide the best undergraduate education possible. Immediate goals include providing access to education in the Fraser Valley, providing support and programming for Indigenous students, and focusing on producing FTEs in specific skills that are aligned with the demands of the provincial labour market and local industry. More than ever, this last year has seen UFV engage the global community, seeing remarkable growth in the number of international students. Through its engagement with the citizens of the Fraser Valley, UFV has become a leader of environmentally-responsible economic, social, and cultural development in the Fraser Valley.

