



Institutional Accountability Report and Plan 2018/19 Reporting Cycle

Prepared by the UFV Office of Institutional Research and Planning

FROM THE OFFICE OF

Dr. Joanne MacLean
President & Vice-Chancellor



July 5, 2019

Honourable Melanie Mark, MLA
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Melanie Mark,

The University of the Fraser Valley is pleased to submit its Institutional Accountability Report and Plan for the 2018/19 reporting cycle.

This has been an exciting year for UFV. For the first time since 2011/12, UFV saw an increase in the number of domestic students at the university—this is consistent with demographic trends that are projected to continue for the next two decades. The university has also seen a large increase in international students and in the report, we describe how we are managing this increase so that all of our students receive the best possible education.

In the fall of 2018, UFV began the process of renewing its strategic plan. The first part of this process focused on UFV's vision, mission, and values and in May 2019, UFV's Board of Governors approved new versions of these statements. Over the next year, these statements will be the foundation used to develop a new institution-wide strategic plan. The strategic plan will align with our values, mission, and vision and detail the goals and plans that will bring our vision into reality.

Inspired by the Truth and Reconciliation Commission of Canada's Calls to Action, UFV set out to re-examine its structure for Indigenizing the university. What emerged was the concept of *Lálém yemestíyexw*, or "House of the Peoples" as translated from the Halq'eméylem. There is currently a working document, *Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization*, which when complete, will set the plan for Indigenization at the university.



OFFICE OF THE PRESIDENT & VICE-CHANCELLOR | 33844 King Rd., Abbotsford BC V2S 7M8

TEL 604.864.4608 | TF 1.888.504.7441 x 4608 | FAX 604.853.7341 | ufv.ca

ABBOTSFORD • CHILLIWACK • MISSION • HOPE • CHANDIGARH

UFV successfully applied for funding of additional student spaces related to the technology sector. As a result, new programs will begin this fall in coding, digital fabrication, and graphic and digital design. Our capital plan reflects our commitment to technology, particularly as it affects the training and education of our students. Next to the necessary work of renewing building envelopes, our prime capital priority is beginning the work of updating and improving technology infrastructure on campus.

We are proud to have met, and in many cases exceeded, the performance measures established by the Ministry. We are especially proud of continued commitment to the Indigenization of our curriculum and campus. We continue to deliver a balanced budget and meet our financial targets and confirm our commitment to the Taxpayer Accountability Principles.

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

Sincerely,



Joanne MacLean
President and Vice-Chancellor



John C. Pankratz
Chair, UFV Board of Governors



OFFICE OF THE PRESIDENT & VICE-CHANCELLOR | 33844 King Rd., Abbotsford BC V2S 7M8
TEL 604.864.4608 | TF 1.888.504.7441 x 4608 | FAX 604.853.7341 | ufv.ca
ABBOTSFORD • CHILLIWACK • MISSION • HOPE • CHANDIGARH

Table of Contents

Accountability Statement	1
Table of Contents	3
UFV Timeline	5
1. Strategic Direction and Context	9
1.1 Strategic Direction	9
1.1.1 General Overview	9
1.1.2 Changing Lives, Building Community	11
1.1.2.1 UFV's Strategic Plan	11
1.1.3 University-wide Projects	16
1.1.3.1 Visioning – A New Vision for 2019/20	17
1.1.3.2 Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization	19
1.1.3.3 UFV's Education Plan 2016 – 2020	31
1.1.3.4 The Strategic Enrolment Plan 2014 – 2019	32
1.1.3.5 Strategic Research Plan 2016 – 2020	33
1.1.3.6 Skills Gap Plan	34
1.1.3.7 Institutional Learning Outcomes	35
1.1.3.8 UFV Capital Plan	36
1.2 Strategic Context	38
1.2.1 Overview	38
1.2.2 Economy and Employment	40
1.2.3 Demographics	45
1.2.3.1 Overall National and Provincial Trends	45
1.2.3.2 Separating Short-term and Long-term Changes Within College Regions	46
1.2.3.3 Campus Demands, Short-term and Long-term	48
1.2.3.4 Population Diversity	50
1.2.3.5 Facing the Challenges of Being a Multi-Campus University	50
1.2.4 Students	51
1.2.5 Research	59

Table of Contents

1.2.6 Quality Assurance	60
1.2.6.1 Program Review	60
1.2.6.2 Program Development	61
2. Performance Plan	62
2.1 Goals and Objectives	62
2.1.1 Planning at UFV	62
2.1.2 Alignment of UFV and Goals and Objectives with Ministry Goals and System Objectives	62
2.1.2.1 Mandate Letter Priorities	62
2.1.2.2 Alignment of UFV Goals with the Ministry's Service Plan and System Objectives	75
2.1.2.3 Overview of the Activities and Initiatives Undertaken to Achieve Goal 1	76
2.1.2.4 Overview of the Activities and Initiatives Undertaken to Achieve Goal 2	82
2.1.2.5 Overview of the Activities and Initiatives Undertaken to Achieve Goal 3	89
2.2 Performance Measures, Targets, and Results	92
2.2.1 System Measures	92
2.2.2 External Surveys	99
2.2.2.1 Canadian University Survey Consortium	99
2.2.2.2 National Survey of Student Engagement	101
2.2.2.3 Faculty Survey of Student Engagement	101
2.2.2.4 Ipsos Reid	101
3. Financial Information	103
3.1 Financial Results	103
3.2 Looking Forward	103
3.3 Risk and Uncertainties	104
4. Final Comments	106



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



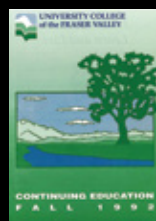
1975



1978



1987



1992



2004



2013

APRIL 21, 2008:

University status as the
University of the Fraser Valley

2014

20

18

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, a member of the Universities Canada organization, is a teaching university with campuses spanning the beautiful Fraser Valley. UFV's largest campus is in Abbotsford, less than an hour's drive east of Canada's major Pacific city, Vancouver. Our campuses lie within the traditional, unceded lands of the Stó:lō Nation and serving the educational needs of Indigenous students and their communities is an important part of our strategic plan.

The university provides post-secondary education for residents of the Fraser Valley, as well as students from around the globe, with campuses located in Abbotsford, Chilliwack, Mission, and a centre in Hope that also serves Agassiz, as well as a campus in Chandigarh, India. UFV is nationally recognized for student success, an excellent learning environment, creative integration of programming, and its work and collaboration with local communities. As well, this year, for the first time, UFV earned four-star status by QS World University Rankings, a prestigious international post-secondary rating system that helps students choose the university that best fits their needs.

With roughly 15,000 students enrolled at our campuses each year, UFV teaches students from B.C. and across Canada, as well as a rapidly increasing number of students from abroad. For the fifth year in a row, UFV was named as a top employer in B.C. Over the last year, more than 1,400 people were employed by the university, making an important contribution to the economy of the Fraser Valley. This includes some 330 permanent teaching faculty members, almost half of whom hold doctoral degrees.

UFV produced over 9,000 FTEs this year, with more than 1,900 of those coming from international students, and over 650 funded by the B.C. Industry Training Authority. Once again, the university met its 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 6,504 domestic FTEs relative to a target of 6,688, yielding a 97.3% utilization rate.

The university's scope is both local and global. The headcount of international students is up some 30% percent over the last year. India (73.6%) continues to be the largest contributor of international students at UFV, followed by China (13.0%) and Vietnam (1.7%). Part of the university's international reach is achieved by the activities of its campus in Chandigarh, India. A total of 383 students attended the Chandigarh campus for at least one semester during this past year, an increase of 70 students compared to the previous year, and more than triple that of five years ago. Some 20% (77/383) of these Chandigarh students went on to study at a UFV Canadian campus in 2018/19; the remaining 306 students attended only the Chandigarh campus. 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.

UFV offers certificates, diplomas, master's degrees, graduate certificates, post-baccalaureate certificates, a post-diploma certificate, and 17 bachelor's degrees in over 35 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 20 trades and technology programs, as well as Upgrading and University Preparation programs and English Language Studies programs. UFV's diverse programming ensures the university meets the varied educational needs of people in its community while acting as a leader in the development in the Fraser Valley.

This year there are two new planning projects underway, one, the visioning process which will set the strategic plan for the university and two, a new plan for Indigenization, *Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization*. These two plans are discussed in greater detail in Section 1.1.3 University-wide Projects.

In 2018, UFV joined many other Canadian universities by becoming smoke-free. All UFV campuses, centres, and grounds are now smoke-free environments. UFV is committed to improving the health and well-being of our community and leading the stewardship of our environment. Providing clean air for everyone who studies, works, and lives on campus is the goal of Smoke-Free UFV.

This spring, UFV launched the Centre for Experiential and Career Education (CECE) which realigns units and staff involved in career planning, experiential learning, co-op placements, internships, practicums, mentoring, and co-curricular experiences into one department. Following with our Education Plan goals, this moves experiential and career education from the periphery of the student learning journey to a place where it is integrated into our core academic activities. This also creates a single portal into the university for industry and community who want to engage students in experiential learning, work-integrated learning (internships and practicums), and co-op education.

The Abbotsford campus will gain some much needed space thanks to a recent purchase by UFV of the former Finnegan's Pub and Phoenix Ballroom facilities and land. The university is carefully evaluating the property for use that will benefit both students and the community. Initially the facility will primarily be used to temporarily relocate classrooms and offices to support a major renovation project on campus. The property is front-facing onto King Road and is positioned to play a key role in the campus master plan and be a vibrant part of the UDistrict redevelopment.

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 through CityStudio, making Abbotsford one of only eight cities in the world to have started a CityStudio program. We offered a special lecture series on topics as diverse as building an innovation ecosystem, peace and literacy, the work being done in the revitalization of the Indigenous languages, and deconstructing gender and race. We connected with our communities through special forums on topical issues, author readings, a town-and-gown night, conferences, health fairs, theatre productions, guest speakers, the Art of the Book, Valley Fest, and our sponsorship of the Abbotsford Air Show.



Student Union Building, Abbotsford Campus

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 numerous 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 varied opportunities for student researchers. Our thriving international study abroad programs bring students to the Fraser Valley from around the world while allowing students from the Fraser Valley to study overseas. UFV's 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. The 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 successful development of the communities they serve. In achieving its goals, UFV has committed to being innovative, entrepreneurial and accountable.

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.

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.



Siyamiyateliyot Elizabeth Phillips received UFV honorary degree for efforts to preserve Halq'eméylem language

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 territory of the Stó:lō peoples.

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

The plan lists three major goals:

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

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

Box 1: Strategic Directions

1. To provide the best undergraduate education in Canada

To achieve this goal, the University will:

A. Offer degree, diploma, certificate, and apprenticeship programs that:

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

B. Provide services for students that:

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

C. Provide an environment that:

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

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

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



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

To achieve this goal, the University will:

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

1.1.3 University-wide Projects

The University of the Fraser Valley is engaged in a variety of planning initiatives and we detail several university-wide planning projects below. The most recent project that began in the fall of 2018 is a visioning process under the direction of our president and vice-chancellor Joanne MacLean, re-visiting and redefining our values, our mission, and ultimately our vision. Also underway is a new plan for Indigenization, *Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization*. Last year, the university completed its Skills Gap Plan, aligning selected UFV programs with province-wide in-demand occupations. The university continues to monitor the B.C. labour market and occupations deemed as high-demand, and in response, has made adjustments to some of the programs included in its Skills Gap Plan. 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 newly launched Centre for Experiential and Career Education.

The development of a Digital HUB aligns with UFV's strategic goals and key government objectives, and is critical to UFV thriving in a rapidly growing digital economy. The HUB will provide teaching space to relieve capacity constraints for current UFV programming and eliminate the risks associated with an end

of life building and modular offices. This new space will facilitate interactive teaching and performance-based learning; it will place experiential and workplace opportunities at the centre of learning. Utilizing a highly-sophisticated digital infrastructure, it will foster innovation with industry and grow the knowledge capacity that students and employers seek. The Digital HUB will ensure students have access to new, advanced technologies and equipment already available on worksites.

The university continues to implement its planning projects: The Strategic Enrolment Management Plan, the Institutional Learning Outcomes, and the Strategic Research Plan.

1.1.3.1 Visioning - A New Vision for 2019/20

In May, 2019, UFV's Board of Governors approved a new vision, mission, and four core values for UFV.

Our vision:

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

Our mission:

Engaging learners, transforming lives, building community.

Our core values:

Integrity: we act honestly and ethically, upholding these values and ensuring our mission is delivered consistently.

Inclusivity: we welcome everyone, showing consideration and respect for all experiences and ideas.

Community: we cultivate strong relationships, acting as a hub where all kinds of communities – educational, scholarly, local, global, and cultural – connect and grow.

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

In the fall of 2019, there will be a complete roll-out of our new statements within the institution. More significantly, these statements will be the underpinnings and foundation used to develop a new institution-wide strategic plan. The strategic plan will align with our values, mission, and vision and detail the goals and plans that will bring our vision into reality.

In this 2018/19 Accountability Report, we use the Strategic Plan that was in place at the time of writing. The following section briefly describes the process that was used to develop our recently adopted mission, vision, and values statements. A summary of some of the feedback that was received from the UFV community is also provided.

Visioning Process

UFV is built on our shared commitment to the university's mission, our values, and our strategic directions defined in the current strategic plan which was established in 2010. Almost a decade has passed and UFV is now in its second decade as a full-fledged university, and so it was time to build on our success and look to the future.

Starting in October of 2018, led by President Joanne MacLean and supported by the visioning steering committee, UFV began the process of renewing our vision, mission, and values statements. This eight-month long process included two major parts. The first focussed on the creation of the values (how we do our work) and mission (what we are here to do) while the second concentrated on the development of the long-term vision (what we intend to become).

As the diagram below illustrates, these three statements will then provide the foundation for the development of an institutional strategic plan in the coming year.



Engaging the Community

Both parts of the process incorporated numerous opportunities for the community to engage in discussion, offer thoughts, and provide feedback on draft versions of the statements. A special visioning hub website was created and the UFV community was updated continuously.

Dr. MacLean initially presented the draft statements at public Town Halls which were well attended. Further opportunities to participate were made available to the UFV community using the thoughtexchange platform for online discussions as well as by soliciting feedback via a dedicated email address for the project. Vision workshops were conducted to facilitate and promote discussions on key issues and ideas. Over 900 people participated in the thoughtexchange conversations and the six

workshops. The results of the thoughtexchange conversations are available on the visioning website: <https://blogs.ufv.ca/visioning/>.

Summary of the Feedback

Many of the participants in the thoughtexchange discussions expressed that UFV's existing values were not clear and that the current mission was too long and convoluted. They felt that it could be more inspirational and needed to better represent the growth that students experience during their time at UFV. They also felt that some of the aspirations were difficult to measure and could be better defined. In response to the question "as we develop our vision for the future, what do you think are the major issues and trends we should consider?", the top issues cited by participants were course availability, our ability to attract faculty, the need for more hands-on learning opportunities, and the challenges of physical space.

An analysis of top thoughts, arranged by stakeholder group, showed that for students, course availability, qualified instructors, and expanded hours for on-campus amenities such as food service and the fitness centre are high priorities. For faculty, recruiting and hiring faculty members dominated, followed closely by space, and international student population growth. Staff members cited the growth in technology fields and the importance of experiential learning as key issues. For alumni, top matters included climate change, attracting faculty, and ensuring the affordability of a UFV education.

Participants noted that UFV's strong roots in the Fraser Valley have been the key to UFV's success so far and will continue to be important in the future. When asked to think about what UFV should do to cultivate lasting excellence, ensuring our institution thrives well into its future, contributors reiterated the importance of strong relationships and building community.

After gathering all of the feedback and thoughts, the steering committee developed an initial draft that was presented to the community at various forums by Dr. MacLean. This draft was modified during this consultation process and the final version has been approved by the Board.

1.1.3.2 Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization

To answer the Truth and Reconciliation Commission of Canada's Calls to Action UFV revisited its plan for Indigenization. The resulting document, *Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization*, is the principal plan for Indigenization at the university. This plan, along with other Indigenizing activities at UFV, are discussed in the following section, Progress on Truth and Reconciliation.

Progress on Truth and Reconciliation

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. UFV is addressing relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples. The following table provides a summary of UFV's progress.

Introduction to UFV activities regarding the TRC Calls to Action

Indigenization is a key strategic priority of the University of the Fraser Valley. Board Policy 200.05 states:

Fulfilling Our Commitment to Aboriginal Peoples, UFV embraces its responsibility to peoples of Aboriginal ancestry to provide respectful, relevant and responsive post-secondary education and training that support their personal development, career success, and their participation in the social, cultural and economic development of our communities. The University is also committed to promoting knowledge of and respect for Aboriginal history, language, culture, values and Indigenous ways of knowing in its educational, research and service programs, and to including Aboriginal voice in its planning and decision making.

UFV's academic direction is set in its Education Plan 2016-2020. Goal Four of this plan is to *Develop Local and Global Citizenship*:

... 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. Indigenization informs everything we do at the university in every program, department and service area, through the inclusion of Indigenous content, perspectives, and ways of knowing.

There is increasing expectation and demand on UFV, along with post-secondary institutions across B.C. and the country, to answer the Truth and Reconciliation Commission of Canada's Calls to Action. To address this, UFV has been looking at its structure for Indigenizing the university, and is using the concept of *Lálém ye mestíyexw*, or "House of the Peoples" as translated from the Halq'eméylem. The working document, *Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization*, sets out the central plan for Indigenization at the university. It provides a home for Indigenization in which people come together to strengthen their presence and relationships.

The *Lálém ye mestíyexw* proposes five major recommendations:

1. Create an Indigenous organizing structure for UFV.
2. Create a new position of Si:yam, Halq'eméylem for "trusted leader". The Si:yam ensures coordination among various aspects of Indigenization.
3. Create a new position for administrative support.
4. Create a new position of Director of Indigenized Curriculum and Programming.
5. Develop a strategy to consolidate and intensify recruitment and retention of Indigenous faculty, staff and administrators.

Consultation on this plan is currently underway. The full document is available at <https://ufv.ca/media/assets/indigenous-affairs-office/Lalem-ye-mestyexw-Consultation-Feb-2019.pdf>

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS
<p>1: SOCIAL WORK</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>1. Implemented</p> <p>2. Implemented</p> <p>3. Implemented</p>	<p>Below are details on the progress for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how UFV's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.</p> <p>1. The Social Services diploma offers a First Nations option where students work within an Aboriginal community. UFV also offers a First Nations option in the Certificate in Extended Studies in Social Services.</p> <p>2. 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.</p> <p>"This partnership, between the University of the Fraser Valley and Métis Nation British Columbia, is helping Métis students get training and education close to home and close to their support systems," said Melanie Mark, Minister of Advanced Education, Skills and Training. "We're making education and training much more accessible by investing in programs and supports that help learners succeed as they take steps toward their future."</p> <p>Métis Nation BC is partnering with UFV for the delivery of the community support worker certificate. "This program will help Métis participants get the skills and knowledge they need to find secure and meaningful employment, while giving back to their community," said MNBC president Clara Morin-Dal Col. "The Métis Community Support Worker program will respect and honour Métis culture by creating an ethical space for teaching, learning and incorporating Indigenous ways of knowing within a university setting. We look forward to delivering a program that celebrates our culture and makes a difference in the lives of Métis people in B.C."</p> <p>3. The School of Social Work and Human Services requires all diploma students to complete the Introduction to Indigenous-Centred Human Services course, and all Bachelor of Social Work students are required to take the Aboriginal Social Work course. These courses provide students with the skills and</p>

	<p>4. Implemented</p>	<p>knowledge to be allies and teach them appropriate solutions to family healing and trauma. The courses allow students to understand the destruction of colonialism, and the harmful outcomes of residential schools to Indigenous Peoples and their culture. Students learn tools to support reconciliation and decolonization. Furthermore, for more than a decade, the School has offered four First Nation courses to Indigenous and Non-Indigenous students.</p> <p>4. The School of SWHS has taken the initiative when revising any course to include information about the legacies of colonialization and the destructive impact of residential schools as well as current and past Canadian policies and the impact on Indigenous Peoples. Guest speakers such as (In-Resident) Indigenous Elders, community Elders, knowledge keepers, and leaders are often invited into our classrooms to share Indigenous ways of being, knowing, and healing. Some courses include experiential learning; students participate in local Indigenous community events and field trips. Over the last two years, several of our faculty have provided training and facilitation of the KAIROS Blanket group exercise. This exercise was “designed as a participatory, experiential learning activity to illustrate the changing and damaging relationship between Indigenous nations and the government of Canada.”</p> <p>5. Implemented</p> <p>5. In partnership with the Nicola Valley Institute of Technology (NVIT), UFV is delivering a Master of Social Work degree for a cohort of Indigenous students at NVIT’s Merritt campus. The MSW consists of eight graduate courses (30 credits) that build on the students’ professional education and experience as social workers. The students are Indigenous and possess a Bachelor of Social Work degree, with anticipated completion in August 2020.</p> <p>The MSW, Indigenous Focus graduates will gain skills and knowledge regarding Indigenous communities. They will study the legacy of colonialism and residential schools, which have impacted children, families, and communities. An MSW degree is the degree of choice for social workers who are poised to advance to administrative positions or within their local organizations. Organizations include government and non-profit agencies, community services agencies, and child welfare agencies—all of which work within the</p>
--	------------------------------	---

		<p>context of children and families, mental health and addictions, and health.</p> <p>Many line staff who work in these organizations also benefit from having colleagues with a Master of Social Work degree. MSW graduates provide leadership and mentorship to BSW qualified workers, thus enhancing their advancement opportunities. The program is a direct response to community and student needs and demands.</p>
<p>12: EARLY CHILDHOOD EDUCATION</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>1. Implemented</p>	<p>1. UFV offers a Bachelor of Arts in Child and Youth Care which has a Child Protection Specialization. In this specialization students may complete a practicum with the Ministry of Children and Family Development or with a delegated Aboriginal agency.</p>
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>1. Implemented</p> <p>2. In progress</p>	<p>1. UFV's Modern Languages Institute offers an Intermediate Proficiency associate certificate in Halq'eméylem, the traditional language of the Stó:lō people. Halq'eméylem is also a requirement for the Aboriginal Culture and Language Support diploma, offered by the School of Social Work and Human Services.</p> <p>2. UFV has in development a graduate certificate in Halq'eméylem (graduates may exit or continue on to the graduate diploma) and a graduate diploma in Halq'eméylem.</p> <p>The graduate certificate will help prepare students who want to:</p> <ul style="list-style-type: none"> a) improve their fluency and proficiency in the Halq'eméylem language; b) contribute to the language revitalization; c) transmit knowledge and culture through the Halq'eméylem language, and; d) increase opportunities to share the Halq'eméylem language. <p>The graduate diploma will achieve the same goals as the graduate certificate and in addition, will:</p> <ul style="list-style-type: none"> a) immerse students within the Halq'eméylem language and the Stó:lō worldview, and;

	3. Implemented	<p>b) provide students with an opportunity to increase Halq'eméylem sustainability through innovative and creative development of language curricula or a Stó:lō community driven language revitalization plan.</p> <p>3. UFV has held special events to promote Aboriginal language use and awareness:</p> <ul style="list-style-type: none"> Elizabeth Phillips is the last surviving fluent speaker of Upriver Halq'eméylem. Selflessly, and with a bright smile, she continues to work to keep Halq'eméylem alive. For her efforts to ensure that current and future generations can speak the language UFV recognized Elizabeth, whose Stó:lō name is Siyamiyateliyot, with an honorary Doctor of Letters degree in 2018. In January 2019, Dr. Strang Burton spoke at UFV to the work being done in the revitalization of the Indigenous languages and in particular the Halq'eméylem language. Strang specializes in documentation and re-vitalization work for endangered languages. He works as faculty at UBC and for the Stó:lō Shxweli Halq'eméylem Language revitalization program.
	4. Implemented	<p>4. For the past three years, the UFV Indigenous Centre has provided support to Halq'eméylem courses by arranging Dr. Elizabeth Phillips to visit these courses two sessions per term. Dr. Phillips shares the Stó:lō world view in relation to the Upriver Halq'eméylem with the students, she encourages them, and supports them with their pronunciation and sentence development.</p>
	5. Implemented	<p>5. For the past three years, the UFV Indigenous Centre has provided support to the advocacy of Halq'eméylem by arranging Dr. Elizabeth to provide 'Tea Time' one or two sessions per term. Throughout the sessions, Elizabeth provides Halq'eméylem language support to current and former learners, and advocates for new learners.</p>
<p>23: HEALTH-CARE PROFESSIONALS</p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care</p>	1. Implemented	<p>1. Certified Dental Assistant (CDA):</p> <p>Students in the Certified Dental Assistant program visit Chehalis K-12 school to provide health promotion presentations. These students complete a literature review and reflection on cultural humility and considerations prior to their work with the Indigenous</p>

<p>providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	<p>2. Implemented</p>	<p>school age kids. Afterwards, they conduct a reflection on their experience.</p> <p>In 2019/20 both CDA students and faculty will participate in the Blanket Exercise as an ongoing curriculum experience.</p> <p>CDA students are also placed at Stó:lō Dental and Seabird Island for practicum experiences. Both offices provided dental services to a large population of Indigenous people.</p> <p>2. In Canada there is an over-representation of Indigenous people in the federal corrections system. UFV alumna Emily Henry has built a career on designing programs to help them. For her leadership role in introducing treatment programs influenced by Indigenous cultural beliefs and practices, UFV recognized Henry as its Distinguished Alumni award winner for 2017.</p> <p>Henry works for the federal justice system, where she has created two different streams of intervention programs, the Aboriginal Integrated Correctional Program Model (AICPM) stream and the AICPM Sex Offender stream. “My career reflects and is an extension of my life purpose,” says Henry, who earned a Substance Abuse Counselling certificate at UFV in 2005.</p>
<p>24: MEDICAL AND NURSING SCHOOLS</p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>1. Implemented</p> <p>2. Implemented</p>	<p>1. Practical Nursing:</p> <p>Aboriginal Nursing Association of Canada cultural competence & safety, TRC and First Nations Health Authority Cultural Safety and Humility competencies are integrated across levels and courses in the practical nursing curriculum. Specific course objectives are identified in all courses.</p> <p>2. Bachelor of Science in Nursing (BSN):</p> <p>This year an Indigenization Committee was formed to review Indigenous content across the BSN curriculum to identify gaps and to build on existing content and experiences.</p> <p>Indigenous content is incorporated across the BSN program with the following concentrations:</p>

		<p>Year One:</p> <ul style="list-style-type: none"> • Introduce cultural competence and cultural sensitivity based on National Collaborating Centre for Aboriginal Health – Understanding Racism; Aboriginal woman case analysis. • Concept of culture competency in relation to Health disparities of Indigenous families; Metis guest speaker presenting Indigenous Health and Ways of knowing. • Canadian Charter of Human Rights and Freedoms introduced with discussion of justice principles and focus on improving opportunities for Aboriginal people and discussion of TRC Call to Action. <p>Year Two:</p> <ul style="list-style-type: none"> • Mental Health component with a focus on the impact of colonization, substance use, and the suicide rate in Indigenous communities. <p>Year Four:</p> <p>Course concentration of Indigenous content and practicum experiences with a Community Health course in which students:</p> <ul style="list-style-type: none"> • Explore National Aboriginal Health Organizations and First Nations Health Authority with a focus on Determinants of Health. • Study Community Assessment with a focus on Indigenous communities. • Participate in student practicum experiences with local Indigenous communities with a focus on health promotion. • Take part in a Blanket Exercise. <p>3. Implemented</p> <p>3. Shirlana Julian is the oldest in a class of 17 medical office assistants in training. Shirlana has already worked in this role for two years, but would now like to become a certified MOA. Raised near the banks of the Fraser River in North Abbotsford, Shirlana is a member of Matsqui First Nation, one of the bands that form the Stó:lō Nation.</p> <p>The program has enriched Shirlana's life. "I was nervous about going back to school after a very long time," she said, "But I'm learning I can push myself a lot more and</p>
--	--	---

	<p>4. Implemented</p> <p>5. Implemented</p>	<p>be less anxious. At times, it can be overwhelming to juggle work and school, but overall, I am doing okay!" UFV saves two seats in this, and other programs, for Indigenous learners.</p> <p>4. Competition for places in the Bachelor of Science in Nursing is intense. Up to 10% of program seats may be allocated to Aboriginal students on a competitive basis.</p> <p>5. Dr. Elizabeth Cooper, a post-doctoral fellow in the Faculty of Health Sciences at UFV, has been awarded funding from the Michael Smith Foundation for Health Research Trainee (MSFHR) program and will lead projects examining Indigenous health and community well-being over a one-year term. Cooper's research examines the connection between historical trauma and the mental health experience of First Nations and Métis parents and youth. She specializes in community-based research that empowers participants, often by using methods that allow community partners to share in decision making to better meet the needs of the community. Her work is an excellent example of collaboration with the community and the partnership will provide benefit and improved outcomes for Indigenous youth and their families.</p>
<p>28: LAW SCHOOLS</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>		N/A
<p>57: PUBLIC SERVANTS</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the</p>	<p>1. In progress</p>	<p>1. The Lálém document describes UFV's commitment to the shared responsibility of educating staff and faculty regarding Indigenous history and issues:</p> <p><i>Indigenizers: this is meant to evoke the shared responsibility for Indigenizing at UFV. The idea here is a decentralized approach to Indigenizing, which requires</i></p>

	<p>3. In progress</p>	<p>departments, schools and interdisciplinary programs across all Faculties. The Teaching and Learning Centre, including through the new position of Teaching and Learning Specialist (Indigenization) and the Senior Advisor on Indigenous Affairs, offer support and guidance, as resources allow. The Indigenous Studies Curriculum Committee (ISCC) is mandated with the development of Indigenous Studies curriculum and programming at UFV.</p> <p>3. The Teacher Education department at UFV has committed to Indigenizing their BEd and MEd programs and faculty are actively engaging in decolonizing work both personally and professionally. Ten percent of seats in all department programming are designated for qualified Indigenous applicants. Foundational coursework in <i>Schooling in a Diverse Society</i> and <i>Indigenous Youth and Schooling</i> are designed to build Bachelor of Education students' content knowledge and begin the important work of decolonizing minds and hearts. All methods courses for BEd students include instruction and practice in integrating Indigenous content and pedagogy into lesson and unit plans for K-12 students in culturally sensitive ways. In addition to course-related experiences, all BEd students participate in Indigenous-focused field experiences (e.g. the Coqualeetza site visit, the St. Mary's Indian Residential school site visit, and the Stó:lō Place Names tour) to support their learning. Faculty members support K-12 teachers in the field by providing professional development workshops on implementing Indigenous pedagogy into K-12 classrooms and the First Peoples' Principles of Learning.</p>
<p>86: JOURNALISM AND MEDIA SCHOOLS</p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>		<p>N/A</p>

<p>aspirations which shall be appropriately reflected in education and public information.</p> <p><i>Article 21</i></p> <p>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	<p>3. In progress</p> <p>4. In progress</p>	<p>an important objective of UFV listening to Indigenous community needs, and set the stage for continuing the dialogue.</p> <p>3. UFV is developing a fresh Indigenization Plan, <i>Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization</i>. Highlights of the plan, as well as a link to the entire document, are provided at the beginning of this section.</p> <p>4. Recommendation 2 from UFV's Indigenization Plan calls for the creation of a new position of Si:yam. The Si:yam ensures coordination and communication among four major areas: students, external relationships, recruitment and retention, and academic programming.</p>
---	---	---

1.1.3.3 UFV's Education Plan 2016-2020

UFV's 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.

1.1.3.4 The Strategic Enrolment Plan 2014-2019

As is the case at many institutions in B.C., UFV has experienced unanticipated growth in international student enrolment over the last three years. To guarantee that UFV is able to integrate international students into the university community, ensure their success, as well as maintain the high quality of its programs, the university is updating its Strategic Enrolment Plan, particularly in the area of international student enrolment.

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.

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



U-Join



New Student Orientation

1.1.3.5 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



Student Research Day

Box 2: UFV Receives Four-Star Rating on International Ranking Site QS Stars

The University of the Fraser Valley has earned four-star status in a prestigious international post-secondary rating system that helps students choose the university that best fits their needs.



In the methodology used for QS Stars, universities are evaluated in dozens of indicators across at least eight categories. After the assessment, universities are awarded with an overall star result which ranges from 0 to 5+ stars, depending on the number of points achieved through the evaluation.

While UFV earned a four-star rating, it received a perfect five stars in two key areas: teaching and employability of graduates.

“The process to obtain QS-STARS status was a lengthy one but was well worth it,” says Dave McGuire, Executive Director of UFV International. “It’s particularly rewarding to have an outside organization look at our institution and highlight some of the areas where we already feel we excel — in the case of this process, the categories of teaching and employability where we earned five stars.”

The QS Top Universities site (www.topuniversities.com) allows prospective students to take a detailed look at an institution, enabling them to identify which universities are the best in specific areas, such as programs, facilities, grad employment rates, social responsibility, and inclusiveness. QS Stars institutions are highlighted on this site.

1.1.3.6 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 the Skills Gap Plan, with 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 and make adjustments as

necessary. This year, the university made an adjustment to its Skills Gap Plan by reducing the number of targeted FTEs in the Diploma in Agriculture Technology program (-15) and adding targeted FTEs to a newly identified high-demand occupation associated with the Bachelor of Education (+15). 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.

Table 1: Summary of UFV Skills Plan Program FTE Targets

UFV's Skills Gap Plan Programs	2014/15	2015/16	2016/17	2017/18	2018/19 Adjustments	Total FTE Target
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				-15	15
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
Bachelor of Education					15	15
Total UFV Skills Gap Plan FTE Target	141	324	327	175		967

1.1.3.7 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.

1.1.3.8 UFV Capital Plan

This 5-year Capital Plan outlines projects that support the University in its learner-centered vision by providing modern, flexible facilities. It addresses deferred maintenance and safety in failing buildings; it touches on technology infrastructure that is outdated and insufficient to meet current needs and technology needs that will intensify in the coming years. The priorities in the plan that involve new space for the university include a student residence, a renovation of the newly acquired property on King Road, and a Digital Hub.

The plan encourages innovation and community and industry partnerships. It builds on UFV's capabilities to deliver education that coincide with labour market demands, and provides access to post-secondary education to the growing Fraser Valley region.

Box 3: UFV Student's Pink Shirt Day Design Says We All 'Otter' Show a Little Kindness

Kindness and acceptance.

Sometimes it seems these themes of Pink Shirt Day are lacking in our society.

So when [UFV Visual Arts](#) student Chantelle Trainor-Matties designed her vision of a pink shirt for the anti-bullying effort, she looked to animals for her own inspiration.

The [resulting artwork](#) depicts a pair of otters in a moment of togetherness.

"A young otter observed another playing alone in the river," reads the UFV student's statement for the piece. "Without a second thought it plunged into the cool waters to offer its favourite rock as an invitation to a playful and harmonious dance."

A message printed around the circular graphic goes a step further to explain the anti-bullying

message: "Build others up. Don't tear them down."

"To me this means to treat everyone with love and respect, and the way that you would want to be treated," says Trainor-Matties, a second-year [UFV Visual Arts diploma](#) student. "The world could use a lot more of that."

She used otters because of a fondness for them that stems from her own past and present ferret companions.

"Both animals are from the same family and very social creatures, which seemed like a great choice to represent friendship and unity," says the Abbotsford resident.

Trainor-Matties has Nisga'a and Metis background in her family history and explores that heritage in her artwork.



1.2 Strategic Context

1.2.1 Overview

The Fraser Valley is one of the fastest-growing college regions in Canada's fastest-growing province. Alongside 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 projected population changes. In the Fraser Valley, the 15-29 year old age group is projected to begin slow growth starting in 2019, but with varying trajectories for the individual groupings of 15-19, 20-24, and 25-29 year olds.

UFV has seen an increase in domestic, international and Chandigarh FTEs compared to the previous year; domestic FTEs increased by 2.2% over 2017/18, international by 30.5%, and students in Chandigarh by 3.2%. The number and proportion of students identifying as Indigenous has also increased this year compared to last year.

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.



Student Research Day, Agriculture Open House, International Orientation



Box 4: UFV Launches New Food and Agriculture Institute

UFV has launched a dynamic and essential research institute that will advance B.C.'s agricultural economy and promote a sustainable and prosperous food culture.

The Food and Agriculture Institute (FAI) will foster food security through the study of intensive sustainable agricultural land use and develop applied research capacity to supply the technology, knowledge, and skills to the agriculture sector in the Fraser Valley and beyond.

The FAI will integrate an applied interdisciplinary approach in the areas of agri-tech innovation, farmland utilization, the future of food, new and emerging crops, global food security, agri-tourism, and value-added activities in the supply chain from farm to table.

Dr. Lenore Newman, UFV's Canada Research Chair in Food Security and the Environment, has been named the director of the FAI. Her academic career as a culinary geographer has included fieldwork around the globe in the study of public markets, regional cuisines, farmland preservation, global food security, and the ecology of the world's food system. Dr. Newman is a member of the Royal Society of Canada, and an inaugural member of the College of New Scholars, Artists and Scientists.

She is also a faculty member in the UFV Geography and the Environment department. She published *Speaking in Cod Tongues*, a book examining Canadian food culture, in 2017.

"I look forward to working with faculty to build on UFV's ongoing success in the areas of agriculture, land use, and food security. Our university is uniquely situated to best support British Columbia in developing sustainable intensive agricultural systems while addressing



The management team and researchers at the FAI will draw on a wide range of expertise in the areas of horticulture, food security, and land use. Central to the FAI's mission are partnerships with agricultural and agri-business stakeholders in the region.

"Our location among some of the biggest and most technologically advanced farms, the most knowledgeable minds, and the largest agricultural capacity in Canada means UFV is poised to become a hub of knowledge in this vital and rapidly evolving sector," said Dr. Joanne MacLean, President & Vice-Chancellor of UFV. "The Food and Agriculture Institute at UFV is a key piece in our goal of advancing the state of practice in agriculture."

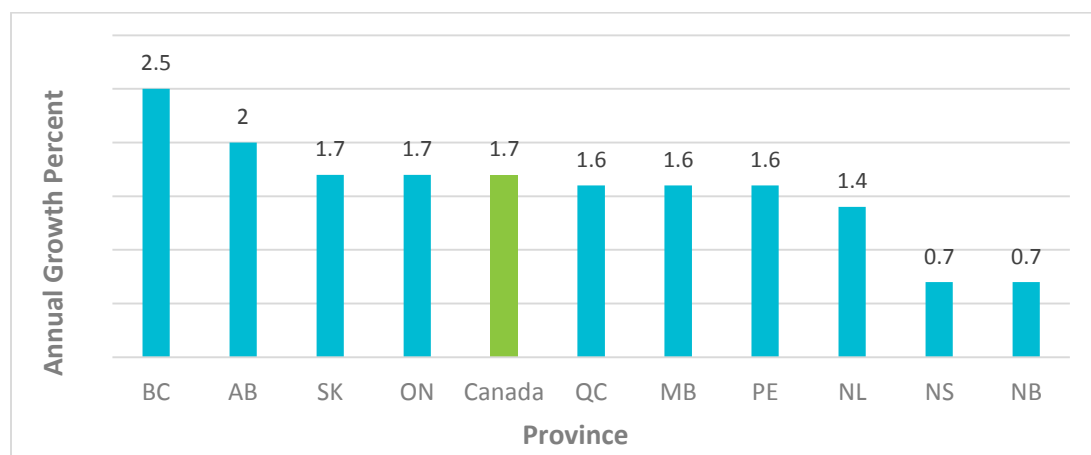
UFV is situated in the region producing the greatest annual farm gate sales of any area in Canada. Agriculture is central to the Fraser Valley economy and regional identity. The sector is also among the largest employers in the area, responsible for one out of every five jobs.

The FAI is dedicated to improving the undergraduate research experience, offering hands-on training in applied agricultural study, practical work in the field, and leading the preservation of food security and entrepreneurial and sustainable agricultural land use.

1.2.2 Economy and Employment

In its Provincial Outlook of March 2019, the Royal Bank of Canada predicts that B.C. will have the fastest growing economy in Canada for the years 2019 through 2020. Figure 1 illustrates that Canada's three most western provinces are the fastest growing and all are slated to grow faster than Canada as a whole.

Figure 1: Projected Overall Annual Change in Real GDP (Percent) by Province, 2019 and 2020



Source: Royal Bank of Canada, "Provincial Outlook", March 2019

The dominant position of the services sector is a common feature of advanced economies and B.C. follows this pattern. A full 80% of employment in the province is in the services sector—four times the employment in the goods sector. UFV programming and curriculum recognize this: well-paid, stable jobs in advanced economies require education and skill development, be it technical, interpersonal, or managerial. Figure 2 displays that of the eleven industries that have over 100,000 employees in the province, nine are in the service sector. Over the last five years, the industries that have a significant share of total employment, and have seen the highest growth rates, are Health care & social assistance; Construction; and Professional, scientific & technical.

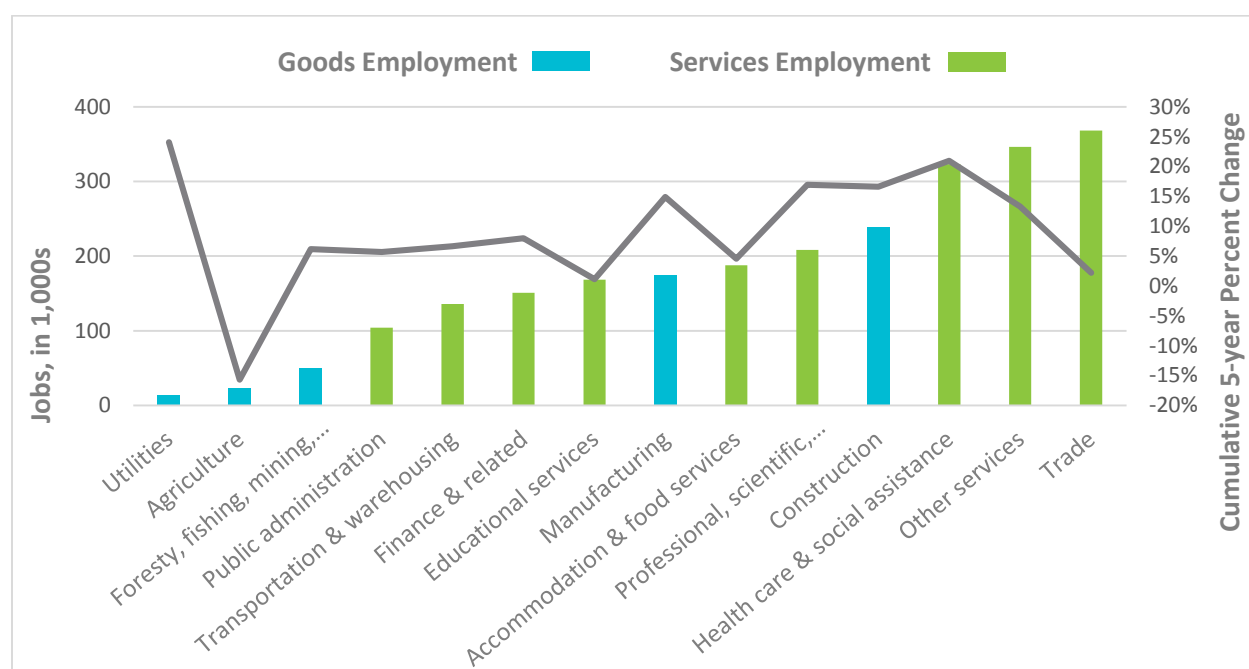


Walnut Log Donation at UFV's Trades and Technology Centre



Health and Wellness Fair

Figure 2: B.C. Employment by Industry, 2018; Cumulative % Change in Employment from 2013-2018



Source: Source: Statistics Canada, Labour Force Survey, prepared by B.C. Stats, Monthly Highlights Data Tables

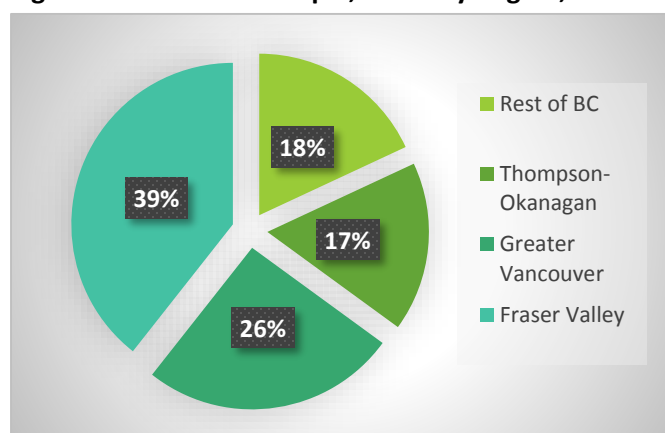
One of the defining characteristics of the economy in the Fraser Valley is its large agricultural sector, the City of Abbotsford is the agriculture capital of Canada. Gross farm receipts in the Fraser Valley are almost double those of Ontario's Niagara region, which is Canada's second most productive agricultural area.

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 3 illustrates the Fraser Valley's importance to provincial agriculture. The Fraser Valley Regional District contributes 39% of provincial farm receipts—this represents 50% more than the next highest region of Greater Vancouver, and almost as much as the next two largest regions combined.

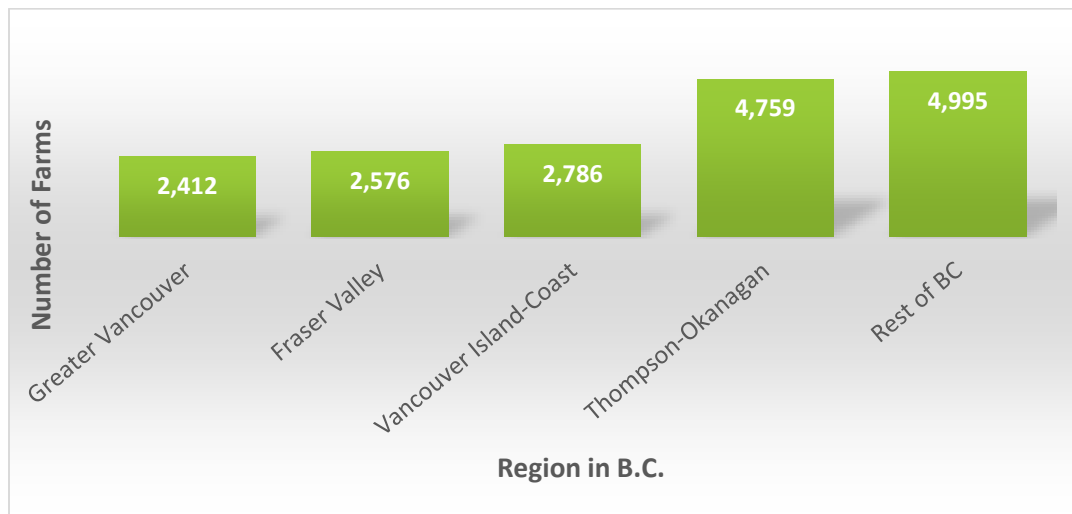
Farms in the Fraser Valley tend to be larger than the average in B.C. The Fraser Valley's share of farms in B.C. is 14.7%, less than half of its share of farm revenue. Farms in the Thompson-Okanagan and in the rest of B.C. tend to be smaller than average. Figure 4 shows the number of farms in B.C. by region.

Figure 3: B.C. Farm Receipts, Share by Region, 2016



Source: Agriculture Census 2016, Stats Canada, CANSIM Table 004-0233

Figure 4: Number of Farms in B.C. by Region, 2016



Source: Agriculture Census 2016, Stats Canada, CANSIM Table 004-0233

As important as agriculture is to the Fraser Valley, the economy in the area is still typical of that of cities in modern, developed countries. The vast majority of graduates from UFV will not go on to work in the agricultural sector, but will work in fields such as education, health care, construction, technology, and finance.

Residents of the Fraser Valley work locally, but also work in the Metro Vancouver region as can be seen in Table 2 below. The table indicates that 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 in the Fraser Valley

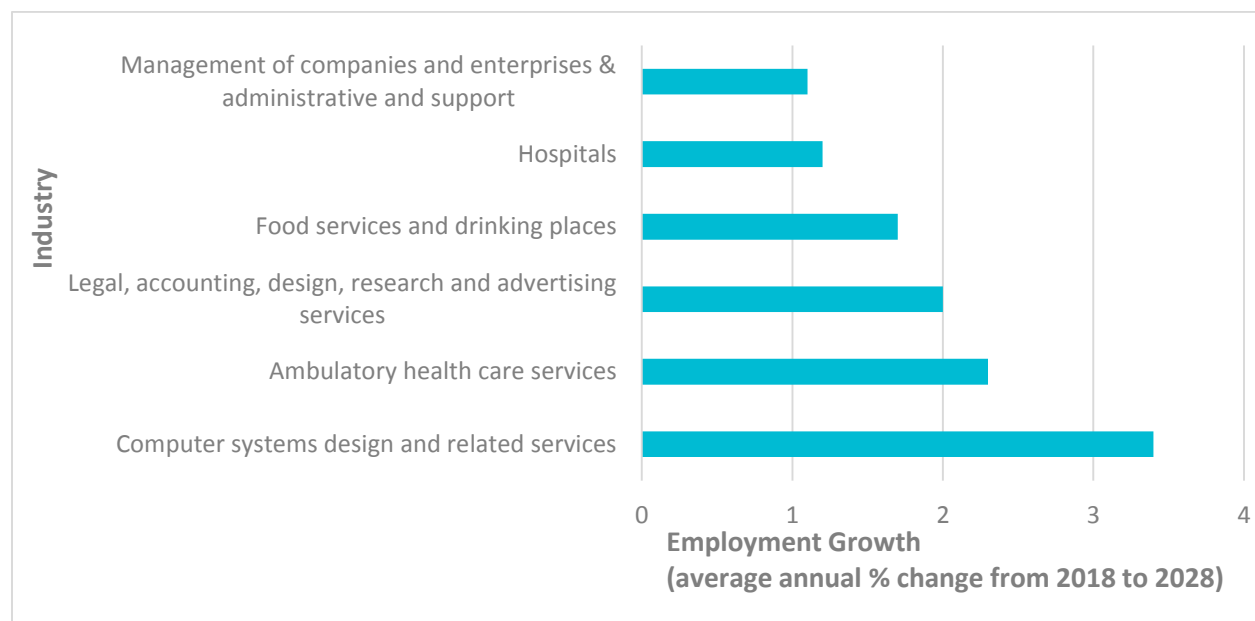
Commute	Number of commuters	As % of working population	As % of within-community workers
Abby->Chilliwack	2,550	4%	6%
Abby->Vancouver	20,500	32%	50%
Chilliwack->Abby	4,895	15%	20%
Chilliwack->Vancouver	3,850	12%	16%

Source: Statistics Canada, 2016 Census, catalogue number 98-400-X2016327

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 and community. Considering the top 10 industries in the Lower Mainland/Southwest region in terms of projected job openings between 2018 and 2028 (per *BC Labour Market Outlook: 2018 Edition*), the top six 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: Six Fast Growing Industries in the Mainland/Southwest



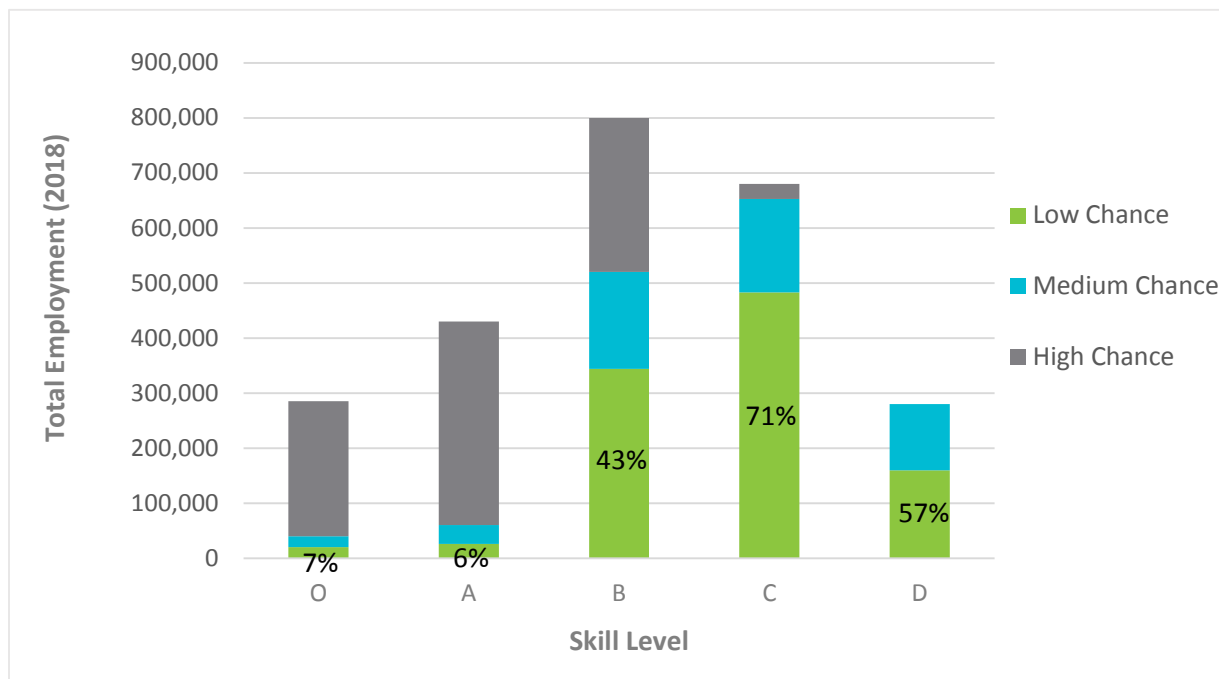
Source: BC Labour Market Outlook: 2018 Edition

In evaluating its programming, the university looks to future projections as well as current conditions. The *BC Labour Market Outlook: 2018 Edition* lists the automation of work as an emerging theme for the workplace. New, developing, and improving technologies have revolutionized the way we work and live. They have the potential to improve our standard of living and increase productivity in the province's economy. Automation is the use of technology to replace, change or assist physical or mental tasks currently done by human beings. It makes life easier, but at the same time, it comes with an underlying concern that machines may replace people and that young people will find it difficult to acquire meaningful, well-paid employment.

The rate at which workers will be replaced through automation depends critically on the skills¹ and education a position requires. Figure 6 illustrates the impact of automation on jobs, indicating the likelihood of a position being partly or completely replaced through automation. For positions that require a Bachelor's, Graduate or First Professional degree (skill level A), only 6% of workers have a high chance of having their position being replaced through automation. This share dramatically increases to 43% for occupations requiring a diploma, certificate or apprenticeship training (skill level B), and goes all the way up to 71% for work requiring secondary school and/or occupation-specific training (skill level C). The education and training available to students at UFV prepares them to thrive in an economy that is so heavily influenced by technological change.

¹ Skill-level categories are defined in the *BC Labour Market Outlook: 2018 Edition*: O = usually requires a combination of education and experience, A = usually requires a Bachelor's, Graduate or First Professional Degree, B = usually requires diploma, certificate or apprenticeship training, C = usually requires secondary school and/or occupation-specific training, D = usually requires on-the-job training.

Figure 6: Estimated Automation Impact on Employment by Skill Level



Source: BC Labour Market Outlook: 2018 Edition



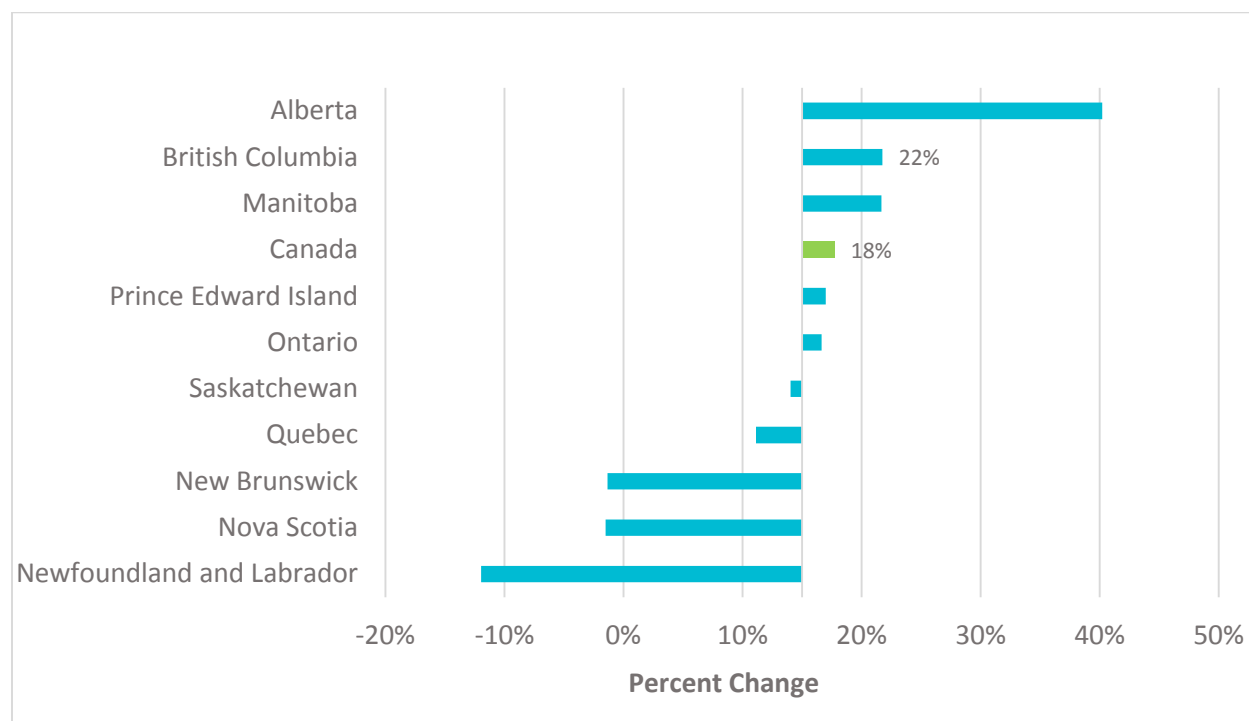
Melanie Mark, Ministry of Advanced Education, Skills and Training, was joined by students and UFV President Joanne MacLean at the student union building to mark the historic announcement of the elimination of interest from B.C. student loans as a part of Budget 2019.

1.2.3 Demographics

1.2.3.1 Overall National and Provincial Trends

According to Statistics Canada, B.C. has the second-highest provincial projected population growth rate in Canada²; second to Alberta. As shown in Figure 7, B.C.'s population is projected to increase 22% from its 2018 level by 2038, exceeding the national growth rate for Canada, at 18%.

Figure 7: Projected Change in Provincial and National Populations, 2018-2038, as a Percentage of 2018 Populations



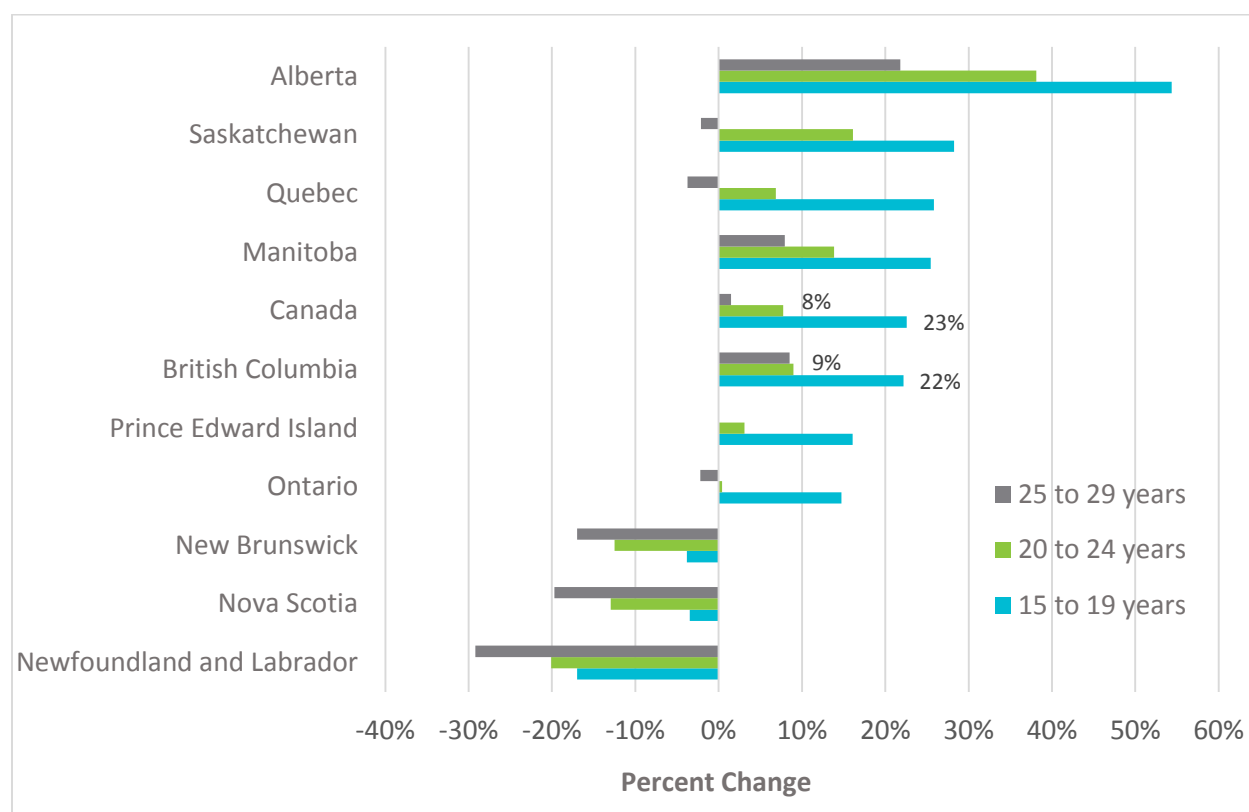
Source: Statistics Canada. [Table 17-10-0057-01 Projected population, by projection scenario, age and sex, as of July 1 \(x 1,000\)](#), accessed April 5, 2019

Figure 8 shows the projected change in the university-aged population from 2018 to 2038 by selected age groupings of 15-19, 20-24, and 25-29 years of age, by province, as well as nationally. The majority of the population growth in Canada for these selected age groups in this time period is in the 15-19 year age range, with the least growth projected in the 25-29 age category. Most provinces are projected to have growth in at least one of these university age groupings during this time period, with the exceptions of New Brunswick, Nova Scotia, and Newfoundland and Labrador. Alberta is expected to have the largest growth in all three university age groupings from their respective levels in 2018 by 2038.

² Based on projections by Statistics Canada made July 1, 2018

B.C. is projected to maintain its current population of 15-19 year olds until 2021, and is then projected to have slow and steady growth through to 2038. B.C. is projected to take until 2029 to have the same number of 20-24 year olds as there were in 2018. Ontario is expected to take until 2038 to do the same.

Figure 8: Projected Change in Population by Selected Age Groupings (15-19, 20-24, and 25-29), 2018-2038, as a Percentage of 2018 Populations



Source: Statistics Canada. [Table 17-10-0057-01 Projected population, by projection scenario, age and sex, as of July 1 \(x 1,000\)](#), accessed, May 3, 2019

Just over two thirds (70%) of UFV students are aged 24 or younger and the proportion of FTEs for these students is slightly higher as younger students tend to take more courses than do older students. Smaller teaching universities such as UFV tend to have a slightly older student population than the Canadian university population overall.³ Given these population forecasts, we are likely to continue to see increased competition for students by Canadian universities over the next few years.

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

From 2018 to 2038, there are complicated demographic changes in college populations with somewhat different patterns for different age groups. B.C. sub-provincial population projections produced by B.C. Stats P.E.O.P.L.E 2018, provide another possible scenario of future population change in the college population, by college region. The population projections for the 15-19 year age group produced by B.C.

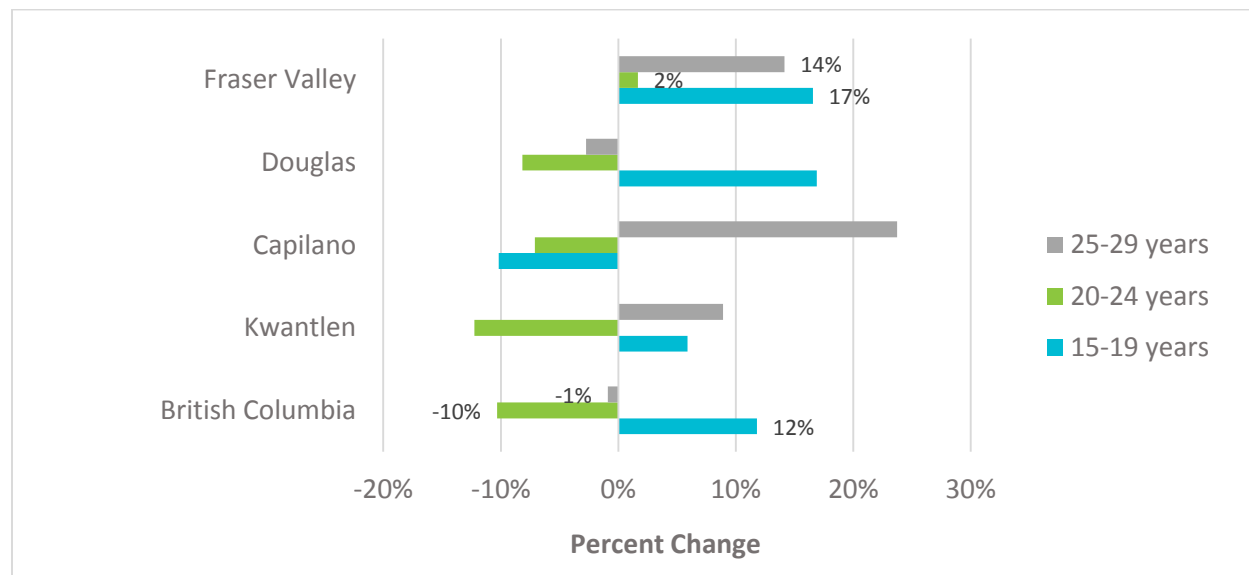
³ As shown in demographic information from undergraduate surveys conducted over the years by the Canadian University Survey Consortium

Stats are similar in direction, but more conservative than those produced by Statistics Canada. While Statistics Canada is projecting for moderate growth in the 20-24 and 25-29 year old age groups during the same time period in B.C., B.C. Stats is forecasting a decline.

Figure 9 shows the projections of college age populations obtained from B.C. Stats. Here, the population changes by selected age groupings of 15-19, 20-24 and 25-29 are shown for the Fraser Valley college region as well Capilano and Kwantlen (two college regions served primarily by a teaching university), along with the neighbouring college region serving Douglas College, and B.C. overall.

In the Fraser Valley college region, the 15-19 year old population is projected to continue to decrease until 2020, and then forecasted to grow from 2021 onwards; the 20-24 year old group is projected to continue to decrease until 2025, and then increase from 2026 onwards; and the 25-29 year old population is projected to grow until 2025, decrease between 2026 and 2030, and then increase from 2031 onwards.

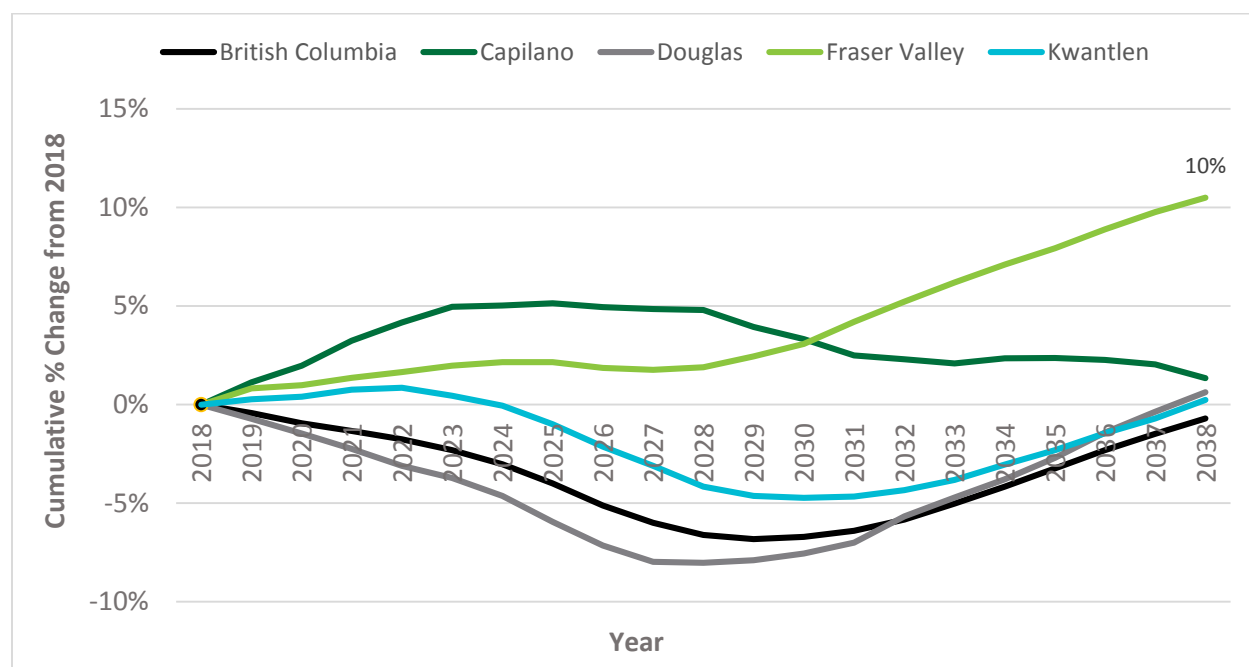
Figure 9: Projected Change in Population in Select College Regions and B.C., by Selected Age Groupings (15-19, 20-24, and 25-29), 2018-2038, as a Percentage of 2018 Populations



Source: B.C. Stats PEOPLE database by selected college regions, accessed May 3, 2019

Figure 10 shows the cumulative projected changes in population aged 15-29 by selected college regions and B.C. from 2018 to 2038. For the majority of the time from 2018 to 2038, the Fraser Valley college region is expected to see an increase in its 15-29 year old population, distinguishing it from the other selected college regions. The Fraser Valley college region is projected to have the highest total growth in 15-29 year olds during this time period (10%); well ahead of the other college regions (Capilano; 1%, Kwantlen; 0%, and Douglas; 1%), and B.C. as a whole (-1%). All (selected) college regions are projected to see at least a slight decrease in their 15-29 year old population in years 2026 and 2027; the slight decrease in the Fraser Valley is due to declines in the 25-29 year old population, which currently accounts for 10% of UFV's total student population.

Figure 10: Cumulative Projected Change in Population, Ages 15-29 in Select College Regions and B.C., 2018-2038 as a Percentage of 2018 Population



Source: B.C. Stats PEOPLE database by selected college regions, accessed May 3, 2019

The University of the Fraser Valley is situated well compared to many of its peer teaching universities, with population growth arriving sooner to our university than for most others in the province, keeping in mind that there will likely be increased competition for Fraser Valley college region students from peer teaching institutions over the next several years.

1.2.3.3 Campus Demands, Short-term and Long-term

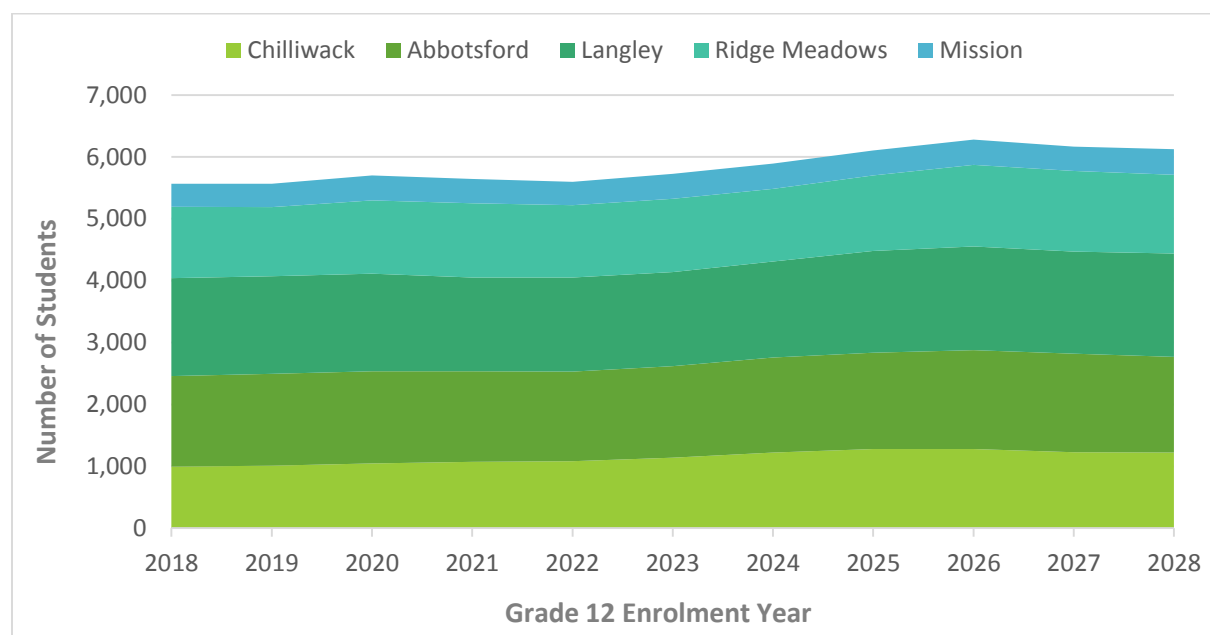
Local public high school grade 12 enrolment projections⁴ help to inform the university of future educational demands within each campus area, and are important guides for long-term planning and optimal delivery of services.

From 2018 to 2028, grade 12 enrolments in our local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Mission and Ridge Meadows) are projected to increase by 10.1%; from a total of 5,698 grade 12 enrolments in 2018 to 6,273 in 2028. The Chilliwack school district accounts for the largest share of growth during this time period (39.8%), followed by Ridge Meadows (21.4%), Abbotsford (14.4%) and Langley (14.4%).

As shown in Figure 11, all of UFV's nearby school districts are projected to experience an increase in grade 12 enrolments by 2028, with Chilliwack school district having the largest growth, increasing by 23.0%, followed by Mission and Ridge Meadows school districts, both increasing by 10.7%.

⁴Projection of Public School Aged Headcount Enrolments 2018/19 are available in the B.C. Data Catalogue, <https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments>

Figure 11: Selected Local School District Grade 12 Enrolment Projections, 2018-2028, as a Percentage of 2018 Population



Although this gives us some indication about demand for post-secondary education within campus communities, an internal report suggests that the main driver behind a student's choice of campus is program rather than location. Programs can be moved between campuses, and optimal program location is an important aspect of UFV's long-term planning considerations.

UFV committed to offering the first year of several popular bachelor's degree programs at the Chilliwack campus at Canada Education Park (CEP), starting in September 2018. These include the Bachelor of Arts, the Bachelor of Arts (Criminal Justice), the Bachelor of Business Administration, and the Bachelor of Science. All required courses for the first year of these programs were offered, including electives, and the timetables were designed to ensure there were no conflicts or overlaps so that students could plan to be on campus three or four days a week in a clustered time format. UFV is committed to refining its programming and service to students from the Chilliwack community and the Eastern Fraser Valley, recognising the value in giving students the option of studying in their home community, and also enhancing the programming diversity at the Chilliwack campus. Programs based primarily at the Chilliwack campus include Health Sciences (Nursing, Dental, Health Care Assistant, and Kinesiology), Trades and Technical offerings, and Agriculture.

The 2018 Canada Mortgage and Housing Corporation (CMHC) Rental Market Report⁵ for the Abbotsford-Mission Census Metropolitan Area (CMA) states a vacancy rate of 1.0% of rental units as of October 2018. This is an increase from the Rental Market Report for 2017, which reported a record low vacancy rate of 0.2%. The addition of new rental supply in the CMA has helped to increase the 2018 vacancy

⁵ Information related to vacancy and rental rates is sourced from the CMHC Rental Market Report Abbotsford CMA 2018, <https://www.citynews1130.com/wp-content/blogs.dir/sites/9/2018/11/28/rental-market-reports-abbotsford-68967-2018-a01-en.pdf>

rate. Vacancy rates for bachelor apartments and rental units with three or more bedrooms remain at zero percent, as they were a year ago. The cost of renting in the Abbotsford-Mission CMA has increased dramatically, 7.9%, between October 2017 and October 2018.

UFV students contribute to the demand for rental accommodation in areas surrounding UFV's campuses. The extreme lack of available rental housing and increased cost present challenges to UFV students in obtaining accommodation. UFV is working on two projects to help address the shortage of student accommodation. The University of the Fraser Valley and the City of Abbotsford are working together to develop the UDistrict Neighbourhood Plan and the UFV Campus Plan. These plans will help guide future development and growth of the UFV campus and surrounding neighbourhood, helping to address the housing issue. UFV has also added the development of a Housing Strategy into its most recent Five Year Capital Plan (2018/19) which will guide potential residence development for both the Abbotsford and Chilliwack campuses through the next decade.

1.2.3.4 Population Diversity

The 2016 Census⁶ revealed that 29% of people in the Abbotsford-Mission CMA are a visible minority, compared to an average of 22% across Canadian CMAs. Abbotsford-Mission had the second-highest proportion of visible minority population in B.C., 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 B.C., almost doubling Vancouver's proportion of 12%. The diversity measure increases when we consider immigration status, Aboriginal status, and religion.

The diversity in UFV's domestic student population reflects that of its community. This year, the university hosted over two thousand international students on its Canadian campuses. UFV's campus in Chandigarh, India is an example of the many linkages between UFV and the world beyond its borders. UFV strives every day to extend a warm welcome to students of any cultural or religious background, and to create an atmosphere in which all students feel at home. UFV is committed to providing a learning environment that is inclusive, welcoming and engaging for all. The university is proud of its success in achieving this goal; evidenced 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 confirmation comes from the 2018 survey of graduating students conducted by the Canadian University Survey Consortium, which found that over 96% of UFV graduating students agreed that their professors treat students the same regardless of gender or race.

1.2.3.5 Facing the Challenges of being 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 2018/19, 64.1% of FTEs were generated at UFV's main campus in Abbotsford, 20.5% at the Canada Education Park (CEP) campus, while the remaining 15.4% were online or at our other campus locations. In a concerted effort to increase student access and support student success, scheduling of courses on

⁶ *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>

each campus is done in a coordinated manner to allow students to take several classes in the same day, on the same campus. 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 2013, and from Langley to Abbotsford since 2015.

The size of the student population and the high utilization on UFV's Abbotsford campus continues to create challenges in terms of existing infrastructure. 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.

In 2018, UFV's Institutional Research and Planning Office conducted a qualitative study on student perceptions of the campus environment and student life. Using reflexive photography, the study encouraged participants to identify, through photographing and journaling, issues within their surroundings significant to them. Six interrelated themes emerged from the student submissions: campus connections, environment, sustainability, displays of visual art, study spaces, and academic support and learning opportunities. The participants provided examples of what they liked, what they would like to see changed or enhanced, and what they felt best represented UFV. They offered suggestions for improving areas they felt would benefit from change. The submissions were collated and sent to senior administrators who provided their thoughts and feedback.

Results indicate that participants want UFV to place greater emphasis on creating connections on campus. The students appreciate and like the physical environment of the campus, the many displays of visual art, and the study spaces that are available to them. Nevertheless, they would like to see UFV continue to take a leadership role in sustainability initiatives and would like greater access to existing academic support services. This study highlights the need to further enhance communication about our environment and our campus plans so that everyone who spends time on university grounds can better understand and appreciate the space. The study identifies specific areas that UFV can continue to develop and enhance, to create an idyllic environment for all those who inhabit it.

1.2.4 Students

A total of 15,840 students attended UFV in 2018/19: 13,245 domestic students; 2,289 international students (including those transferring from Chandigarh); and 306 students were enrolled at our campus in Chandigarh (only). In the tables, figures, and discussions that follow in section 1.2.4, except where specified, the results are inclusive of all 15,840 UFV students. The majority of data in this report is by fiscal year which runs from April 1 to March 31. One exception is for graduates, listed in Figure 13, where we use academic year which runs from September 1 to August 31. We do this to capture graduates from June 2018.

Total headcount increased from last year by 7%, with increases in the number of domestic, international and Chandigarh students. This year marks the third consecutive increase in total headcount. The male to female ratio is 43:57, as it has been for the previous three years. Students aged 18 to 24 make up the largest percentage of the student body at 60%, 30% of students are 25 and older, and 10% of students are less than 18 years of age.

Bachelor's degree students make up the largest portion of headcount. From 2013/14 to 2018/19, the bachelor student headcount increased by 20% and their share rose from 35.8% to 39.1%. The portion of diploma students has fallen slightly from 32.1% to 31.0% during the same time. The university continues to see increasing numbers of students in academic programs and fewer students in preparatory programs. Table 3 and Figure 12 illustrate these trends; showing student headcount share by credential type, and student headcount by credential type over the last six years.

Table 3: Student Headcount Share by Credential Type, 2013/14 to 2018/19

Credential	Year					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Bachelor's Degree	35.8%	36.9%	37.5%	39.3%	40.2%	39.1%
Diploma	32.1%	29.9%	32.9%	29.9%	28.8%	31.0%
Developmental	9.7%	9.7%	7.8%	6.7%	7.2%	5.8%
Certificate	6.9%	7.3%	7.7%	8.0%	7.5%	7.2%
Apprenticeship	1.6%	1.8%	2.0%	1.9%	2.3%	2.2%
Master's Degree	0.3%	0.2%	0.2%	0.3%	0.3%	0.5%
Other	13.7%	14.2%	11.8%	13.8%	13.7%	14.2%

Figure 12: Student Headcount by Credential Type, 2013/14 to 2018/19

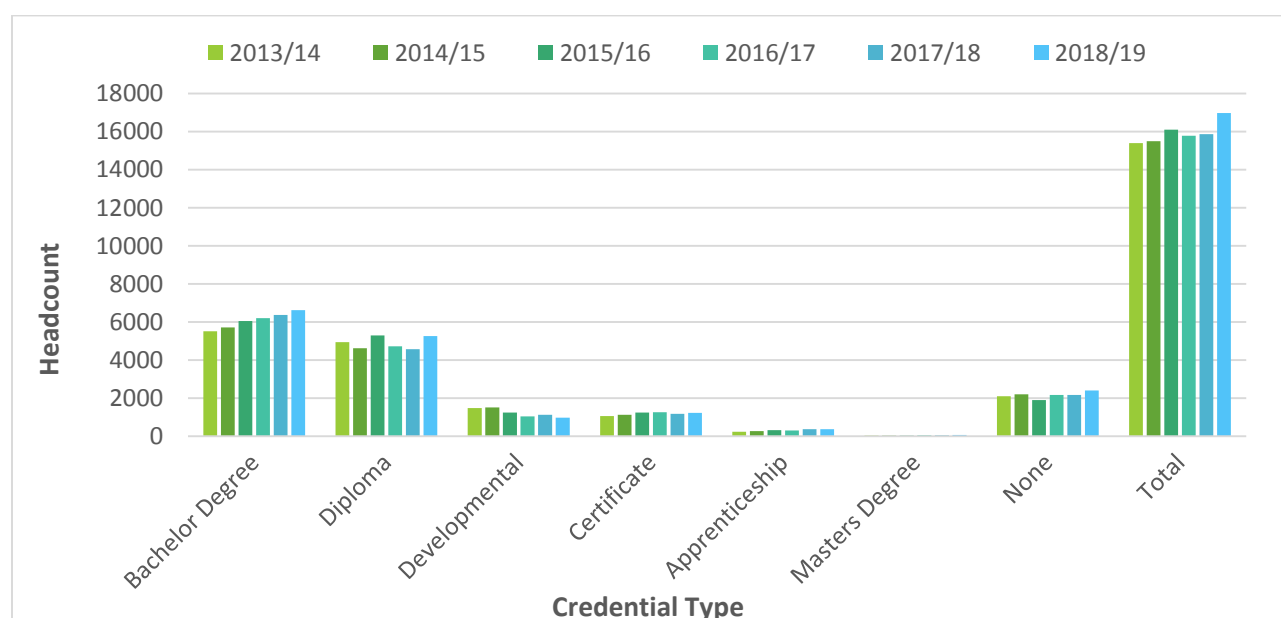


Table 4 shows that the proportion of students attending UFV full-time (defined as taking three or more courses in a semester) has decreased slightly as compared to last year; 47.5% compared to 48.8% in 2017/18. The absolute number of full-time students increased by 285 students (3.9%) from 2017/18 to 2018/19, while the number of part-time students increased more than double that of full-time students, increasing by 702 students, or 9.2%. The result leaves the proportion of full-time to part-time students slightly changed compared to last year, at 47.5% and 52.5% respectively.

Table 4: Students by Full-time or Part-time Status, 2013/14 to 2018/19

Student Type	Year					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Full-time	47.3%	48.7%	50.2%	49.0%	48.8%	47.5%
Part-time	52.7%	51.3%	49.8%	51.0%	51.2%	52.5%

Fall and winter are the most popular semesters, making up just over 85% of registrations. Table 5 shows modest changes in the distribution of instructional activity across semesters for 2018/19 as compared to 2017/18: summer instructional activity share remained constant at 14.9%; the fall share decreased from 44.0 % to 43.3%; and the winter portion increased from 41.1% of registrations to 41.8%. This marks the fourth year in a row that the share of winter students has increased.

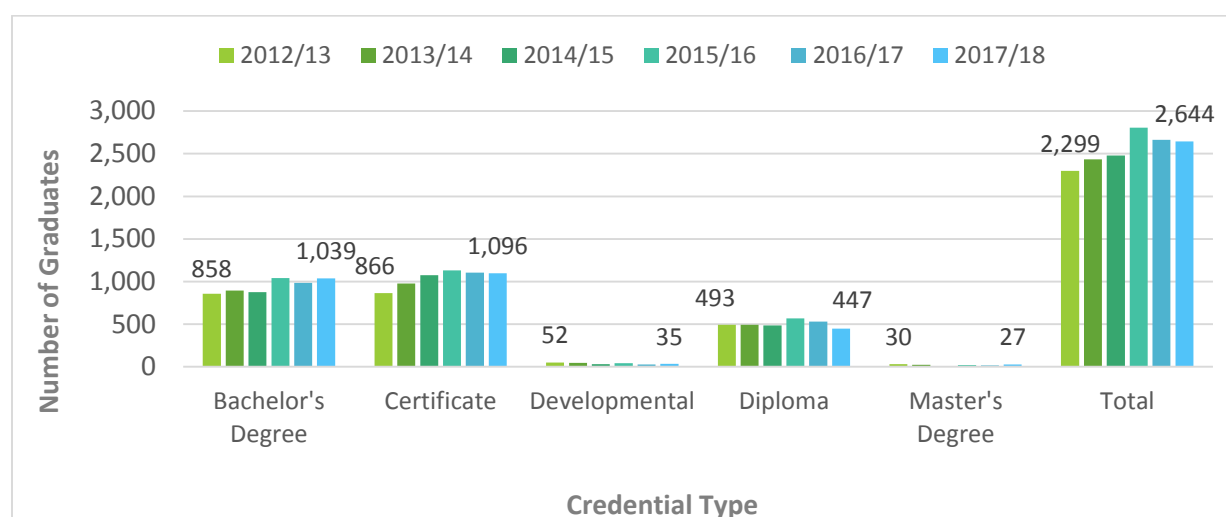
Table 5: Registration Shares by Semester, 2013/14 to 2018/19

Semester	Year					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Summer	16.7%	17.8%	16.8%	16.3%	14.9%	14.9%
Fall	43.5%	42.9%	43.4%	43.1%	44.0%	43.3%
Winter	39.8%	39.3%	39.8%	40.6%	41.1%	41.8%

The number of graduates at UFV decreased slightly (1%) in 2017/18, from 2,644 in 2016/17 to 2,664 in 2017/18, marking the second consecutive year of decline. Figure 13 shows that the number of bachelor-degree graduates increased in 2016/17 compared to 2017/18 by 5%, while the number of diploma and certificate graduates decreased by 16% and 1%, respectively, over the same time period. The number of master-degree graduates has nearly doubled in the last year, from 15 in 2016/17 to 27 in 2017/18, while developmental graduates have also increased slightly over the last year, from 27 in 2016/17 to 35 in 2017/18.

When we look at the last five academic years (2012/13 to 2017/18), the total number of UFV graduates has grown by some 15%. The largest increase is seen in the number of certificate graduates, which have increased by 27%, followed by bachelor-degree graduates at 21%. In the same time period, the number of diploma graduates has decreased by 9%. The numbers in this table will not match the numbers in the Performance Measure (2) on p. 95 since the Performance Measure is (i) a 3-year average, (ii) uses fiscal rather than academic year, and (iii) does not include international credentials, as well as some credentials such as apprenticeship and short certificate.

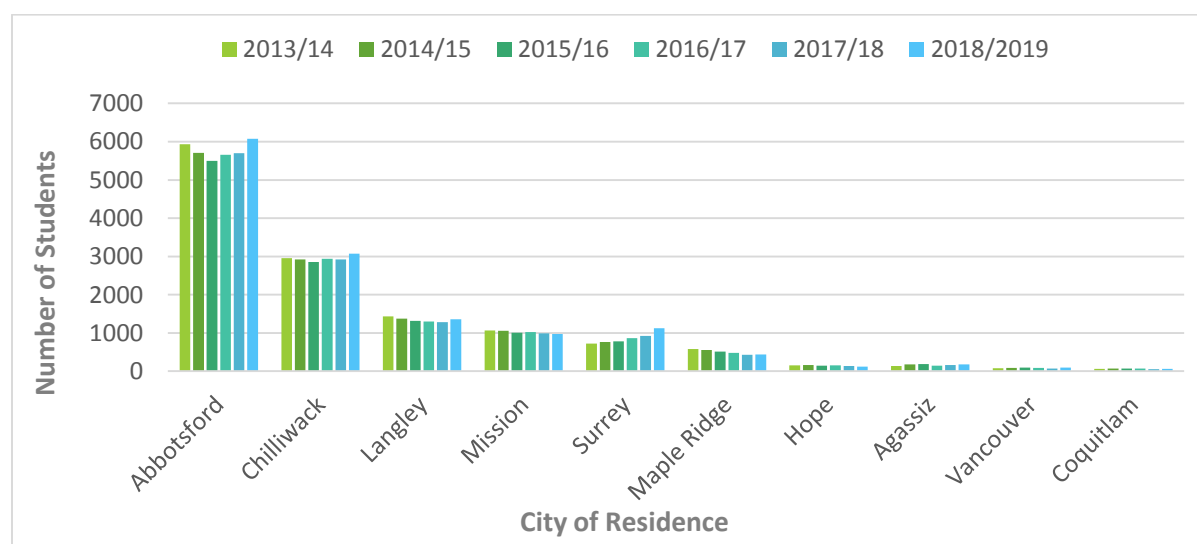
Figure 13: Graduates by Credential Type across Academic Year, 2012/13 to 2017/18



For the 2018/19 fiscal year, there were 769 students that self-identified as Indigenous, an increase of 92 students from 2016/17; the self-identified Indigenous student population is characterized by a female to male ratio of nearly 3:1 (73:27).

Some 64% of UFV students live in Abbotsford or cities immediately to the west of Abbotsford such as Langley, Mission, Surrey and Maple Ridge, while 21.3% live in cities immediately to the east of Abbotsford such as Chilliwack, Hope, and Agassiz. Over the past five years, along with the 10% growth in total headcount, there has also been change in where UFV students reside. Considering the 10% growth alone, the largest share of this has occurred in Surrey, accounting for 27.6%, followed by Abbotsford (9.9%) and Chilliwack (7.6%); declines in share occurred in Maple Ridge (-9.8%), Mission (-5.8%) and Langley (-5.0%). UFV students' city of residence from 2013/14 to 2018/19 is shown in Figure 14.

Figure 14: Students' City of Residence, 2013/14 to 2018/19



Note: Students self report residence data

Some 16.4% of UFV students are international, including students attending our Chandigarh campus. The most popular countries of origin for (non-Chandigarh) international students are India (1,684), China (297), Vietnam (39), South Korea (31) and Japan (31).

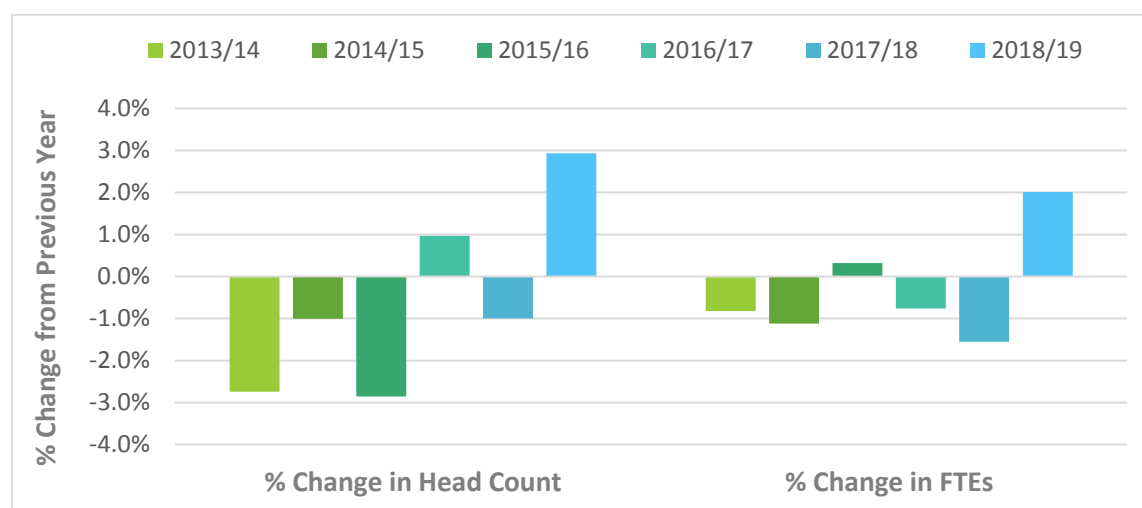
The overall growth in international students has been dramatic; 2018/19 alone marked an increase of 30% over 2017/18 in international student FTEs studying at UFV's Canadian campuses. Since 2012/13, the headcount of non-Chandigarh international students has grown each year, increasing from 914 in 2012/13 to 2,289 in 2018/19, an increase of 150.4%.

In 2018/19, FTEs increased in all three student type classifications; domestic, international, and Chandigarh, compared to the previous year. UFV produced a total of 9,094 FTEs comprised of 7,159 domestic, 1,619 international and 316 Chandigarh FTEs. UFV saw a slight increase in the number of domestic student FTEs this year; domestic FTE increased by 153, or 2% over 2017/18.

Considering AEST funded domestic FTEs only, UFV reached a peak in 2011/12 when it produced slightly more than 7,000. Since then, UFV has seen a decline in these FTEs; this year it produced 6,504 FTEs, the first annual increase since 2011/12 (by 63 FTEs), but still more than 500 FTEs below the peak.

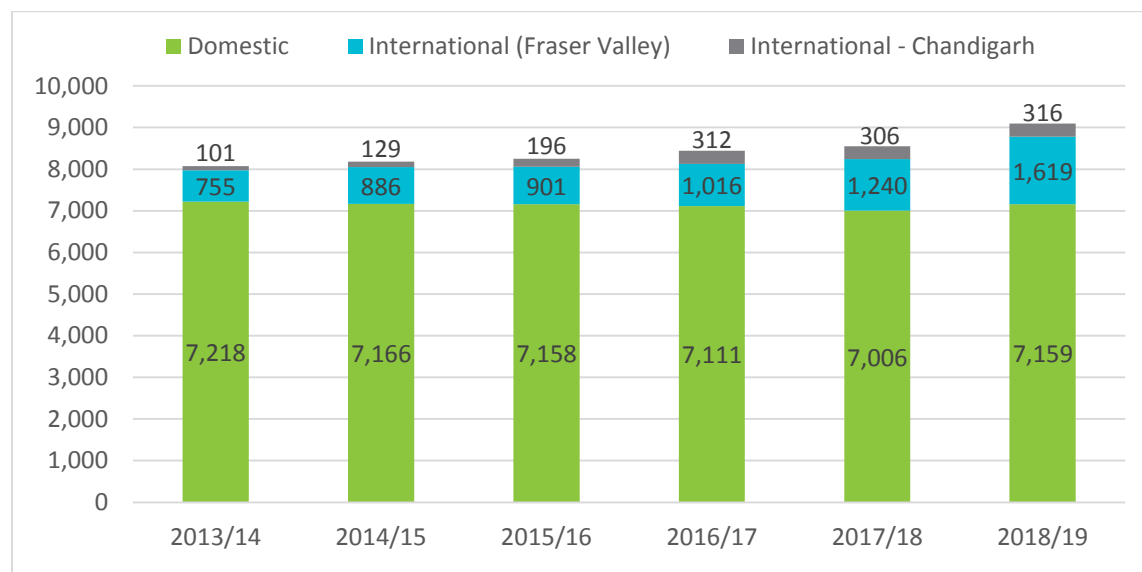
There are several reasons why domestic FTEs are lower now than they were seven years ago. The decline from the peak in 2011/12 has been coincident with a, proportionally higher, decline in the number of 15-19 year olds in the Fraser Valley. The number of 15-19 year olds will continue to decline through 2019, reaching a trough in 2020 that is 9.5% 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, 26% of FTEs were upper-level while in 2018/19 the share has risen to 30%. 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 was re-established, and the enrolments have increased by 29 FTEs in 2018/19 (10%) compared to the previous year. Figure 15 shows the year-to-year percent change in historical domestic student headcounts and FTEs for the past six years.

Figure 15: Percent Change in Domestic Student Headcounts and FTEs from Previous Year, 2013/14 to 2018/19



Over this same time period, we continue to see increases in the number of international FTEs. This year we saw record numbers of international FTEs produced on our Canadian and Chandigarh campuses. International FTEs rose by 30% over last year while the Chandigarh campus had an increase of 3%. Figure 16 illustrates total domestic and international FTEs over the last five years, with international FTE grouped as International Fraser Valley, and International Chandigarh.

Figure 16: Total Domestic and International (Fraser Valley and Chandigarh Campuses) FTEs, 2013/14 to 2018/19



UFV has seen a large increase in the number of international students and so the university is putting into place processes and services to ensure the success of these students and their integration into university life. We reached out to international students for feedback— they told us what they liked about UFV and also mentioned some areas for improvement. What follows is a summary of their comments.

The University of the Fraser Valley is home to a large number of students from outside of Canada. The university believes in the values of diversity and inclusion and strives to promote a sense of community amidst its students. Both domestic and international students face challenges in transitioning from high school to university. Students from across the globe often struggle with adapting to the cultural changes. In order to make the transition as smooth as possible, UFV aims to provide students with a welcoming environment.

We welcome our students with a day long event to orient them with the university. With a number of activities planned for the day, the orientation focuses on helping students drop their inhibitions, find like-minded people, make friends, and get acquainted with the university and its resources. A day that begins with a welcoming lunch ends with excitement and zeal to start a new journey.

Despite UFV's best efforts to help their students adapt to the university life, we recognize some challenges that they face. Once the semester starts, students often feel burdened with work and some have a hard time managing it. This challenge is more common amidst international students who

generally take a full course load. Managing academics with co-curricular activities and part-time jobs sometimes becomes difficult. To help students combat this problem, they are encouraged to see academic advisors and use resources such as the Academic Success Centre to help them. Winter 2019 saw growth in the popularity of other initiatives such as the Peer Mentor and International Peer Support programs that help students with certain selected courses.

Besides academics, students may also be going through personal difficulties. Adapting to the new culture, struggling with making friends, feeling isolated, and dealing with anxiety and stress are some of the common problems. We believe that it is our duty to provide UFV students with a healthy and cooperative environment. To help our students maintain good mental health, we provide them with services such as counselling.

In order to make our students feel closer to their home and culture, we organize numerous cultural events. For example, our Holi event in March 2019 was the highlight of the semester for students from India. The event saw a large number of students gathering around UFV greens to celebrate the festival with music, colours, and delicious food. Events like these help students develop a sense of belonging.



Many students aim to gain work experience whilst studying. UFV's Career Link provides students with a platform to look for jobs not only on campus, but also in the city. We ensure that students are informed about career events happening on campus such as opportunities for co-op, competitions, and career fairs. Our activities focus on the interests of our students.

UFV's campus residence is home and safe haven for a number of students, both domestic and international. Being located right on campus makes it convenient and adds to its appeal. The residence is built on a foundation of diversity. It promotes a sense of community as well as multiculturalism. When a student's university journey is in its infancy, the student is open to all the help that is available. From organizing community dinners, to day trips, to an independent orientation, our residence provides its students with opportunities to build new relationships and feel at home.

UFV continuously strives to do better and provide our students with excellent services. Addressing student problems and concerns are key objectives. There are some specific areas where the university is looking to improve. It is looking to increase food options and food availability on campus. While UFV has many services available to the students, not all of the services are used to their full potential. The university is working to communicate and advertise these services to help our students overcome the challenges that they face. Our goal is to make our students' post-secondary education enjoyable and a prized learning experience. By incorporating our students' requirements into our operations, we can deliver excellent educational services and create a strong learning environment.

Box 5: UFV is a Family Affair for the Youngs of Mission

When Hannah Young drove to her first day of classes at the UFV in 2015, she was excited, but also feeling a little down.

Some of her friends had moved away to live on campus at larger far away universities and here she was carpooling from Mission to the Abbotsford campus... with her mom.

“I guess I felt in some ways that UFV wasn’t a ‘real’ university and that by not leaving home I would be missing out on some experiences. What I found was the exact opposite. UFV gave me many great opportunities, support services, and experiences that I don’t see my friends at those other universities having.

“I anticipated that I would find UFV extremely difficult academically, but because of the supported learning group option where we can go for extra tutoring sessions and the personal attention we receive by being in smaller classes, I was able to really focus and thrive.”

And then there were the other opportunities available that Hannah has embraced with extreme enthusiasm.

She got involved with leadership activities and has travelled twice to the Canadian Student Leadership Conference. She dipped her toe into the world of academic research through the undergraduate thesis course available to kinesiology students.

Hannah’s busy life at UFV is a family affair. Not only did her mother Gina also enroll at UFV that fall of 2015, but her brother Sam joined them. Three years later brother Eli enrolled. So there are currently four Youngs attending UFV.



For Gina, the mother of this group of scholars, it was seeing an empty nest on the horizon that inspired her to return to university to complete her degree. She’s now in the Teacher Education cohort, finishing the final year of her Bachelor of Education.

“As a family it’s been great having us all at UFV at the same time. We can talk about our experiences and help the younger ones get going. The older ones are modeling responsible student behaviour for the younger ones. UFV is a great option for affordability and accessibility. It makes this doable for a family with five children in the Fraser Valley.”

1.2.5 Research

Applied research that is relevant to the Fraser Valley is core to our university mandate. Since gaining university status, UFV's research reputation continues to grow in breadth, excellence, and scope. This is in large part due to the commitment of faculty, the support of administrative departments, and the focus on the integration of research and teaching. At UFV, research is a very intensive form of individualized teaching and mentorship that enables students to apply their classroom learning to solving pressing problems under the supervision of leading experts in their discipline.

Research activities facilitate the building of partnerships with industry, other post-secondary education institutions, community organizations, and governments from the local to the national and international scales. These partnerships are often the foundation of a broadening of networks that students use to continue their academic training or connect to career opportunities. Applied research provides work-integrated learning opportunities for students to build and enhance skills that will launch them into the careers they have been dreaming of or exposing them to opportunities that they never even imagined prior to starting their research. Some excellent examples include Dr. Lin Long's work in Mechatronics that has students designing 3D printed models of hearts for the B.C. Cancer Agency to use in designing highly efficient individualized cancer treatments, or building innovative technologies that have the potential to transform the honey extraction business in partnership with the Worker Bee company and funded by the B.C. Investment Agriculture Foundation.

Research is also the fundamental approach that faculty use to make certain their teaching is on the cutting edge of their discipline. The partnerships that they develop are key to ensuring that they remain centred on meaningful application of theory, and that they provide tangible value back to the communities of the Fraser Valley. Most important however, are the opportunities that research provides faculty to mentor students. UFV undergraduate students are receiving opportunities that are not generally available to undergraduate students at research intensive universities.

The focus of the Research Office is to directly support research activities of students and indirectly by increasing the capacity of faculty to provide research opportunities for students. Some of the ways that we support student and faculty research is through our staff which includes the Director of Research Services and Industry Engagement, Compliance Officer (Human Research Ethics Board, Canadian Council for Animal Care, and Biosafety compliance), Grants and Contracts Officer, as well as a Manager and Research Office Assistant. These valued staff provide grant writing services, training in research ethics, administrative support, plus workshops for sabbatical activities, research options, scholarly activity grants, administer funding for student research projects, research awards and scholarships, and host industry networking events and celebrations.

This past year at Student Research Day we hosted the Student Microlectures and a record 96 student research posters. In addition, we organized the Faculty Microlectures, celebrated a record number of monographs produced by faculty at the Publication Celebration, and documented an increasing number of peer reviewed journal articles and reports to government agencies. These events are important to demonstrate to faculty and students that their scholarly activities are valued at UFV and are an excellent way to encourage interdisciplinarity as everyone learns about the breadth of research at UFV.

The standard of research at UFV is steadily increasing as demonstrated by the levels of excellence in partnerships, funding, and the activities of our research chairs, institutes, and centres. UFV's research

centers and institutes include the Food and Agriculture Institute, 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 Canada Research Chair in Food Security and the Environment, Lenore Newman, continues to conduct collaborative research projects with the community and provide valued advice for the B.C. Agricultural Land Commission. 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. UFV B.C. Regional Innovation Chair in Canada-India Partnership Development Jon Thomas has been busy developing partnerships with Indian Institutes of Technology (India's most prestigious PSE institutions), and continues to build upon his work in patents and intellectual property.

UFV is actively engaged with faculty in securing and administering Tri-Council Research grants from SSHRC, CIHR, and NSERC. Competition for government and council funding for research is increasingly competitive and is more difficult to obtain for the small universities. Nevertheless, Canada Research Chair Lenore Newman, has received federal funding from Genome B.C., which is representative of the growing breadth and number of external funding partners. 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.

The Research Office is supporting the implementation of education-related Truth and Reconciliation Commission's Calls to Action in ways that are relevant to the scope of research. We have initiated a strategy for the decolonisation of research that aims to ensure that research that addresses Indigenous issues of concern includes Indigenous communities as partners right from the beginning when research questions are formulated, rather than merely adding them as collaborators mid-way through the process. Some activities supporting this strategy include presentations to the Research Advisory Council and the Human Research Ethics Board by Adrienne Chan, Elizabeth Cooper, Cindy Jardine (Canada Research Chair in Health and Community), and Dr. Gwen Point. The next steps in this strategy is to require unconscious bias training for all researchers and graduate student supervisors, and formalize Equity, Diversity and Inclusiveness training in the coming year.

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. UFV's Academic Program Reviews policy requires that all academic programs and units normally be reviewed every seven to eight years. In accordance with the policy, there exists a multi-year plan 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, an important part of program development. 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, Skills and Training, social and economic benefits to the community, institutional priorities, comparable and related programs, labour market needs and employment opportunities, Institutional Learning Outcomes 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 6: South Asian Studies Institute Presents We Are Hockey at Gur Sikh Temple

We Are Hockey is an exhibit curated to challenge the visitor to interrogate who the "we" is in Canadian Hockey and the particular meanings of a very personal attachment to its iconic status for Canadians across the country.

The [South Asian Studies Institute](#) (SASI) at the [University of the Fraser Valley](#) presented this exhibit as a counter narrative to Canadian ice hockey as a 'whites only' sport. Curated on the experiences of peoples of colour, it challenges the linear meaning of hockey as Canada's national sport.

The exhibit features artifacts, memorabilia, photographs and stories that have great historical breadth reflecting the often conflicted laden Canadian responses to players of colour.

"These players have often been relegated to the margins in favour of a popular understanding of

hockey as a white man's game," SASI director Satwinder Bains explains.

Items include Manny Malhotra's game-worn Canucks jersey, a timeline and history of players of colour in ice hockey, a centre stage set up for Hockey Night Punjabi, and much more.



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 current Education Plan which was set in 2016 and 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 2018/19 and 2019/20 fiscal year Ministry Mandate Letters, the Service Plan, and the System Objectives detailed in the Accountability Framework Standards and Guidelines Manual—provide direction for UFV's activities and planning. The university also reviews and incorporates direction from specific initiatives including the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, B.C.'s International Education Strategy, the Conference Board's Skills for Success, the Taxpayer Accountability Principles, and the Administrative Service Delivery Transformation initiative, as well as the B.C. Labour Market Outlook.

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 agreement with the Government priorities for the university as set out in the annual Mandate Letter. UFV's goals and activities also support the objectives identified in the Ministry Service Plan. Lastly, UFV's goals align with the system objectives laid out in the Accountability Framework. We first outline how UFV has worked to support the priorities identified in its 2018/19 Mandate Letter; we then describe activities, planned or underway, related to the priorities listed in the institution's 2019/20 Mandate Letter. Finally, we detail how UFV's goals support the Ministry Service Plan and system objectives, along with examples of the activities, initiatives and policies UFV has engaged in over the last year to fulfill these goals and objectives.

2.1.2.1 Mandate Letter Priorities

In cases of overlap between the 2018/19 and 2019/20 Mandate Letters, we reference rather than replicate material.

Reporting on the 2018/19 Mandate Letter Priorities

Priority 1

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 UN Declaration on the Rights of Indigenous Peoples.

The Truth and Reconciliation Commission places primary responsibility for many of the 94 Calls to 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 ensured a close study of the Final Report, paying particular attention to its Summary. 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.

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 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. 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.

Throughout this report, and particularly in Section 1.1.3.2 Progress on Truth and Reconciliation, exist further examples of UFV's participation in the Call to Action from the Truth and Reconciliation Commission.

Priority 2

Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:

a. 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 B.C. Premier John Horgan, UFV eliminated tuition fees on Adult Basic Education and English Learning programs. We have seen moderate increases in domestic student enrolments in Adult Basic Education classes since tuition for these programs was removed – enrolments have increased by 29 FTEs in 2018/19 (10%) compared with last

year. We will continue to make potential students aware of the change with a marketing campaign that began in summer 2018.

b. Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.

Since the introduction of the Provincial Tuition Waiver Program in September 2017, 62 UFV students have benefitted from the program; the third highest number of students participating in public post-secondary institutions in the province. UFV Financial Aid and Awards has a webpage with detailed information about the Former B.C. Youth in Care funding and are available to assist students with any questions, and in the application process.

c. 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 #B.C.TECH Strategy.

UFV was successful in applying for funding of additional FTEs related to the technology sector that will be included in 2019/20 and 2020/21 FTE reporting. Over the next two years, UFV plans to produce an additional 40 FTEs related to the technology sector in program areas including applied bioinformatics, coding, digital fabrication, graphic and digital design, and media arts.

As a result of strong enrolment in the Bachelor of Media Arts, the university is now offering increased graphic and digital design programming on the Abbotsford campus.

UFV's new Coding Skills associate certificate will commence in the fall 2019 semester, and is designed to prepare graduates as developers, app creators, and API engineers.

UFV continues to be a member of the B.C. Tech Association, 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.

Several members of the university attended the 2019 #B.C. Tech Summit, bringing a general display as well as displays and presentations from the Mechatronics program. UFV's presence at the #B.C. Tech Summit provided employers, prospective students, and industry representatives a look at the future of UFV.

Priority 3

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

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 "Discover Your UFV" 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. New students can also take an orientation session online.

Crisis support and personal counselling is available through UFV's Counselling Services. Throughout the year, UFV brings therapy dogs onto 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 accessible 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 potentially shameful aspect of it. The Club's goal is to provide needed education and to 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, along with a website, containing information that is aimed at helping faculty and staff better identify and assist students in distress.

In May 2019 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 addition, Campus Rec offered a free drop-in Yoga for Self-Care session.

In January 2019, 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.

Students are also supported by various initiatives within UFV faculties and departments. For example, the Faculty of Health Sciences currently has two active groups to support student mental health, wellness, inclusion, and academic success. BSN Buds and KINPALS are student driven groups with faculty supervisors with a mandate of partnering upper level health science students with first year students in order to create support networks within the nursing and kinesiology departments. The Faculty of Health Sciences also hosts a mental health and wellness week on Chilliwack campus once a year. Mental health nurses from the nursing department, alongside practitioners and specialists from the community, host mental health and wellness workshops and activities.

The College of Arts has launched an annual all day student leadership symposium focused on resilience, emotional intelligence and non-violent communication. The first event was in January 2019 and was well-attended.

Priority 4

Align your 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 of B.C.'s new curriculum for K-12 to the university.

UFV is also involved in providing feedback on the new K-12 curriculum. As an example, Vladimir Dvoracek, AVP Institutional Research and Integrated Planning is the system liaison person for economics in B.C. At the 2019 articulation meeting Vladimir gave a presentation on the changes that have been made in the Economics 12 curriculum as of June 2018. The changes address many of the concerns the articulation committee expressed following the 2018 meeting. The dialogue will continue as the articulation committee has further recommendations for the Economics 12 curriculum committee.

Priority 5

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.

Figure 16 on p. 56 illustrates how international FTEs on UFV's Canadian campuses have increased from 1,016 in 2015/16; to 1,240 in 2017/18; to 1,619 in 2018/19—an increase of over 59% in the last two years. Management of international students, particularly the large recent increase in enrolments, occurs in various forums, but many of the discussions have been part of work on the new Strategic Enrolment Plan—the current five-year SEM Plan ends this year.

In addition to allocating additional resources to Counselling, Academic Advising, and Teaching and Learning, with a specific focus on supporting international students, the following outlines actions taken to strategically manage the growth in international students:

1. In terms of managing international student growth, the university community, including senior leadership, the Senate and some Faculty Councils, are engaging in discussions about what is the optimal number of international students. These discussions include enrolment at the university overall, as well as within specific programs that are particularly popular with international students, such as Computer Information Systems and Business Administration. The university is evaluating how to distribute

international students among sections within courses to provide the best possible experience for all students.

2. UFV has undertaken an examination of admissions processes specific to international enrolment. With this, additional prerequisites are being added and some requirements are being raised. These steps will result in a better mix of domestic and international students, and an intake of international students who are more likely to succeed in their studies.

3. When the number of international students increases, UFV adds a commensurate number of additional sections in the courses in which these international students register. UFV monitors waitlists, ensuring that students are able to register in the courses they require to be able to move through their program in a timely manner. Evidence that our approach is, indeed, providing access for domestic students is that waitlists for domestic students have declined during the time of extraordinary growth in international. As well, closing dates for applications in popular programs have remained the same, or moved to later in the year, as we have welcomed additional international students.

4. The Task Force on International Student Success was formed in September 2018 to study the support that international students require for success. The Task Force created three subcommittees that were structured around key themes related to support for international students: before arrival, in-class supports, and out-of-class supports.

The recommendations of the final report apply to all students at UFV, as the committees found that all students will benefit from the suggested programs, services, and improvements. The high priority recommendations coming from this report include:

Peer mentor support:

UFV offers a number of peer mentor programs, including within Student Life and UFV International. This past academic year, several academic areas in the College of Arts and the School of Business added peer mentors for courses popular with first year international students. These programs provide peer support for students outside of class time and connect students to university supports.

Training for faculty and staff for intercultural sensitivity and competency as well as for mental health and first aid:

The subcommittee recommended mandatory intercultural communication training for all faculty and staff at UFV. This initiative will require financial resources and a commitment from the university and the Faculty and Staff Association. Mental health is a larger issue regarding all UFV students discussed in Priority #3 for 2019/20.

Oversight to make certain that recommendations are acted upon and implemented:

A planned internationalization committee will review progress and ensure that recommendations in the report are being acted upon. The recommendations from the Task Force are also a standing item on the monthly meetings of the Senior Academic Leadership Team.

5. UFV conducted a study of bottleneck courses and other hurdles students, both international and domestic, face on their way to graduation. One outcome of this study was a change in registration procedure. Unclaimed student seats will be released faster, seat reserves will be removed sooner, and information available to students will be updated more frequently—all designed to enable students to be able to register in the courses they need.

Priority 6

Comply with government's two percent cap on tuition and mandatory fee increases.

UFV complies with B.C.'s Tuition Limit Policy.

Planning for the 2019/20 Mandate Letter Priorities

Priority 1

Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.

To respond to the Truth and Reconciliation Commission of Canada's Calls to Action, the university fashioned a *Lálém ye mestíyexw*, or "House of the Peoples" as translated from the Halq'eméylem. The resulting document, *Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization*, is the principal plan for Indigenization at the university. Further details on this document as well as other Indigenizing undertakings at UFV are discussed in Section 1.1.3.2 Progress on Truth and Reconciliation.

UFV will use \$125,000 in one-time grant funding received from the Ministry towards enhancing the post-secondary experiences and outcomes of Indigenous learners and response to the Calls to Action of the Truth and Reconciliation Commission of Canada, along with \$50,000 for curriculum development and initiatives to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms in alignment with Call to Action 62 of the Truth and Reconciliation Commission (TRC) of Canada.

The Faculty of Health Sciences is in the process of updating the faculty strategic plan. The faculty is committed to developing strategy that responds to reconciliation and Indigenization and will ensure Indigenous stakeholders are consulted.

In November 2018, the Centre for Experiential and Career Education facilitated career development workshops and 1-on-1 discussion sessions with students in the Indigenous Peoples Knowledge (IPK) course of the Métis Community Support Worker Program at UFV. They worked with students by helping them review their professional and personal strengths and how they can apply these skills in finding employment and working with partners in their community.

Throughout this report, and outlined in Section 1.1.3.2 Progress on Truth and Reconciliation, further examples of UFV's participation in the Call to Action from the Truth and Reconciliation Commission are discussed.

Priority 2

Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:

a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.

UFV will use \$14,500 in one-time funding received from the Ministry to supplement Indigenous Emergency Assistance Funding to help Indigenous students who are facing unexpected financial hardship.

Also, activities and initiatives included under the 2018/19 Mandate Letter Priorities 2a & 2b.

b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).

One way UFV continues to monitor programming aligned with high demand occupations and priority sectors is through its Skills Gap Plan. Currently, 967 FTEs are targeted, with adjustments made as necessary.

Through program development, planning, prioritization, and review processes, UFV continues to deliver programming aligned with high demand occupations and priority sectors to meet the labour market demand in the Fraser Valley and B.C. In the 2019/20 fiscal year, UFV will be offering new programming in high demand technology occupations with the introduction of the Coding Skills associate certificate and the Digital Fabrication diploma, and also in the health sector with the newly developed Activity Assistant certificate. Other new programs being offered in 2019/20 include the Bachelor of Environmental Studies; Graduate Certificate and Diploma, Migration and Citizenship; Master of Education; Graduate Certificate in Child Life and Community Health; and Associate Certificate in Integrated Learning Design.

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 structural technician. 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 Explore Trades Sampler program. This 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, First Aid, and Workplace Hazardous Material Information Systems (WHMIS). UFV also offers a Women in Trades, women-only offering of the program.

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's Health and Wellness Strategist ensures marketing and promotion of training for high demand occupations in health care (health care assistants, certified dental assistants, nurses, and allied health care professionals).

In November 2018, UFV's Career Centre (now the Centre for Experiential and Career Education) hosted an employer roundtable discussion event which invited 10 employer partners from the region in various sectors: law enforcement and government services, technologies, banking and financial services, and health care. This allowed the Centre to identify hiring trends in the Fraser Valley and surrounding regions and set recruitment benchmarks for the upcoming year.

UFV will use \$100,000 in one-time funding received from the Ministry to support activities at the Agriculture Centre of Excellence.

Also, activities and initiatives included under the 2018/19 Mandate Letter Priority 2c.

c. Expanding co-op and work-integrated learning opportunities for all students.

Goal five of UFV's Education Plan 2016-2020 is to integrate experiential learning. Academic units across UFV continue to work to streamline existing processes and implement new ones for practicums and internships, along with increasing experiential learning opportunities for students both within and beyond the classroom. As an example, the College of Arts has hired a second practicum and internship coordinator to support work-integrated learning opportunities in Communications, Geography and the Environment, Peace and Conflict Studies, Indigenous Studies, Global Development Studies and Visual Arts.

In the spring of 2019, UFV announced the Centre for Experiential and Career Education—an innovative, dynamic, and collaborative hub which brings community, industry, UFV faculty and staff, and students together to advance and support experiential learning, innovation, and career education. This new centre will consist of people from areas including co-op, work-integrated learning, experiential education, and co-curricular record.

The Co-operative Education program continues to grow at UFV. Since 2016/17, there has been a 51% increase in the number of co-op work term placements. During the past year, students in Computer Information Systems programs accounted for 54% of co-op work term placements, followed by students in Business programs at 22%, and Bachelor of Science students with 13%. This year, the co-op program added students from the Data Analysis post-baccalaureate program, and starting in the fall of 2019, students enrolled in the new Bachelor of Environmental Studies program will also be able to participate in the co-op program.

The university received a one-time grant of \$75,000 from the Ministry to support efforts to increase cooperative education opportunities for students. With this grant funding, several co-op positions within the university were funded, including student research positions in

chemistry, data analysis, and criminology, as well as roles in career development and events, a food bank/farmers market co-op, and marketing at UFV India in Chandigarh.

The UFV co-op program continues to increase the number of relationships with B.C. tech organizations; many local small business tech employers were informed about, and able to hire, UFV co-op students through partial funding from the B.C. Innovation Council B.C. Tech Co-op Grants Program.

UFV's annual career fair was held on March 7, 2019 at UFV's Abbotsford campus with over 800 attendees including 68 exhibitors, with more than 140 different career paths represented by employers and graduate schools. Dr.

Alisa Webb, UFV's new VP Students and Enrolment Management, hosted the Opening Reception ahead of the main event, welcoming all the exhibitors and community partners.

In celebration of the 10th anniversary of UFV's Career & Job Fair, Dr. Webb recognized the following employers for their dedication to the career development of UFV students:

Abbotsford Community Services, Abbotsford Police Department, B.C. Corrections, Chartered Professional Accountants of B.C., CIBC, City of Chilliwack, Communitas Supportive Care, Fraser Health, LLT LLP, MNP LLP, Prospera Credit Union, RBC, Sun Life Financial, TD Bank Group, and Xyólheméylh (Fraser Valley Aboriginal Children & Family Services Society).



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 are allocated each year in three functional areas: research, service, and teaching.

UFV and the City of Abbotsford continue their collaboration with CityStudio, an initiative tackling civic challenges by combining the creative energy of students with faculty and City of Abbotsford staff. CityStudio Abbotsford provides an opportunity for students to make a real impact in their local community, facilitates experiential learning and teaching, and fosters collaboration, experimentation and innovation. UFV students share their CityStudio projects, findings, and recommendations at a HUBBUB, an interactive project showcase.

Priority 3

Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

The University of the Fraser Valley is committed to providing a civil and safe environment that is respectful of the rights, responsibilities, well-being, and dignity of all of its members. In 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.

UFV's sexualized Violence Prevention Team earned the 2018 UFV Teamwork Service Excellence Award, working under the direction of the Student Life & Development Director Kyle Baillie, the team includes: Student Wellness and Development manager Greg Mather, Coast Capital Savings Peer Resource and Leadership Centre coordinator Ashley Ward-Hall, Student Transitions coordinator Belinda Karsen, and Sexualized Violence Prevention Training coordinators Jessica Jahn and Lauren Dallow. UFV's group has embraced the opportunity to bring the issue of sexualized violence into the light of day. The initiative is divided into three digestible 90-minute training modules dealing with consent and healthy relationships; being an active bystander; and learning to respond to a disclosure. UFV departments and instructors can book any of the three modules for their groups or classes. Designed as a dialogue, facilitators discuss the fluid ways in which consent, assault, and violence are issued and perceived. Topics range from the possibility of consent without words to the effect of trauma on memory recall.

The team's next step is further developing modules with international students in mind. With most international students arriving from India or China, the team is working to better understand the cultural differences of incoming students to provide content that helps them be successful with understanding sexualized violence.



UFV is committed to supporting and improving student mental health. Students currently receive peer support through our Coast Capital Savings Peer Resource and Leadership Centre. The PRLC mentors, 20 in each of our fall and winter semesters, provide holistic help for students through one-on-one support sessions and health & wellness programming. They also help students to find information in a safe,

welcoming, and inclusive space by identifying resources available to them and providing referrals when required. The PRLC coordinator and mentors work closely with our UFV Counselling Department, providing seamless transfer for students who need a different level of support than can be offered by peer mentors. In order to reduce wait times for counselling services and to increase supports for students, UFV has increased the number of counsellors. Fall 2019 will see a permanent complement of 7 full-time and 3 part-time counsellors ready to support students.

For the upcoming year, 2019/20, we will focus on continuing to raise awareness about mental health and supports. Counseling is currently developing curriculum for a new, comprehensive mental health training program that can be delivered to UFV faculty, staff, and students. This program will focus on providing the UFV community with basic knowledge of common mental health issues seen on campus, as well as providing learning and tools for identifying students in distress, responding empathetically, maintaining boundaries, and referring to services and support.

Also, activities and initiatives included under the 2018/19 Mandate Letter Priority 3.

Priority 4

Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

UFV has been reviewing and researching the changes coming to K-12 for several years. The Teaching and Learning area has been involved in several initiatives to make the transition to the new curriculum seamless for students:

- Two of the keynote speakers at UFV's PD Day focused on the changes coming to K-12 including Ministry representative Jan Unwin and Abbotsford School District Superintendent Kevin Goddin.
- They have participated in a K-12 Action Group through the B.C. Teaching and Learning Consortium to develop and share resources with other postsecondary institutions.
- In October, 2018, UFV sponsored a one-day event that brought together 150 university educators, grade 10-12 teachers, advisors and counsellors to share information and teaching strategies about the new curriculum.
- The New Faculty Professional Development Program includes a week spent on learning outcomes and curriculum of K-12. The session looks at UFV's outcomes-based method for curriculum design and compares it to the new K-12 curriculum design methods.

The university has reviewed the new B.C. high school curriculum and has changed entrance requirements, university course prerequisites and the list of approved courses students may use to gain admission to direct entry programs. The university has incorporated the curriculum changes ensuring students graduating on the 2018 B.C. Graduation Program will be able to enter all UFV programs.

UFV has a student recruitment unit dedicated to working with students, parents, and high school counselors on the transition to university. We provide information through an annual publication called the Viewbook, regular and frequent visits to local schools, information published on the UFV website,

and continual communication with schools. As part of preparing for the next intake cycle, all UFV recruitment and admission staff have been fully informed on the changing environment. Further, we provide an annual invitation to local school counselors to visit campus and receive updates on UFV. At the last two of these gatherings, we have explained in detail how UFV is incorporating the revised curriculum. Another outreach initiative is the annual High School Liaison Day hosted by the Student Recruitment Team in April. The event provides local counsellors from the Fraser Valley and Lower Mainland an opportunity to network directly with staff, faculty, and academic advisors about UFV programs; hear about new options and requirements; and ask questions about how these changes affect high school students.

UFV is examining the transition of B.C. high school students completing the new curriculum and investigating ways to support them in the classroom.

Priority 5

Continue to actively participate in the implementation of the EducationPlannerB.C. common application system for all undergraduate applicants.

UFV is a full participant in the EducationPlanner B.C. Common Application system and David Johnston, UFV university registrar, is a member of the EducationPlanner B.C. Steering Committee. The university was a leader in the implementation of the electronic high school (XML) transcript project.

Priority 6

Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

Like many institutions in B.C., UFV has experienced unprecedented growth in international student enrolments over the last three years. To make sure that UFV is able to integrate international students into the university community, ensure their success, as well as maintain the high quality of its programs, the university is updating its Strategic Enrolment Plan, particularly in the area of international student enrolment.

Also, activities and initiatives included under the 2018/19 Mandate Letter Priority 5.

Priority 7

Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

UFV's commitment to meeting targets in the Ministry's three-year Service Plan is detailed in section 3.1 Finance.

Priority 8

Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

UFV complies with the Tuition Limit Policy and has taken on other initiatives, such as open textbooks, to promote affordability for students.



Snow Day, UFV Chilliwack Campus at Canada Education Park

2.1.2.2 Alignment of UFV Goals with the Ministry's Service Plan and System Objectives

All three of UFV's goals (listed below) align with the Ministry's Service Plan Goals.

Service Plan Goals:
<p>Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training</p> <p>Goal 2: British Columbians have increased access to post-secondary education and training across the province that helps them reach their full potential</p> <p>Goal 3: British Columbians are prepared for and connected to current and emerging opportunities in B.C.'s economy</p>

Below we show how UFV's goals are aligned with the Ministry's Service Plan goals and specific system objectives. We also identify the relevant measures for each goal used by UFV as well as Institutional Measures set by the Ministry. For each UFV goal, we include a sampling of related activities or initiatives undertaken. While there exists some overlap between the categories and performance measures, the

mapping provides an overview of the alignment between the university's goals and those of the government, and a summary of assessment measures.

UFV Goal 1 – The University of the Fraser Valley will provide the best undergraduate education in Canada	
System Objectives:	Access, Quality and Relevance
Performance Measures	
UFV Measures	
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	
Ministry Institutional Measures	
Aboriginal Student Spaces Transition Rate of High School Students to Public Post-Secondary education Participation Rate Loan Repayment as a Percent of Income Student Satisfaction with Education Student Assessment of the Quality of Instruction Student Assessment of Skill Development Student Assessment of the Usefulness of Knowledge and Skills in Performing Job Unemployment Rate	

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 to launch their careers. UFV offers trades, career, and professional programs,

programs that provide access and possibilities for students to continue their education and training (e.g., adult basic education, literacy and essential skills), as well as traditional university programs in areas such as arts, sciences, and business.

- UFV supports the transferability of both international and domestic education credentials. Transfer agreements facilitate student mobility both among Canadian universities, and to and from universities abroad. UFV's Strategic Management Enrolment Plan sets goals of increasing transfers to UFV from other universities and articulating at least one new block transfer agreement each year through 2019.
- Melanie Mark, Minister of Advanced Education, Skills and Training, was joined by students, representatives of the student union society, and UFV President Joanne MacLean at the student union building to celebrate the elimination of interest from B.C. student loans as part of Budget 2019 in March. B.C. student loans stopped accumulating interest, effective Feb. 19, 2019.



- There were several outstanding staff, faculty and alumni honoured in 2018. Geography professor Cherie Enns was named the Teaching Excellence winner, kinesiology professor Kathy Keiver received the Research Excellence award, Amber Johnston was the recipient of the Faculty Service Excellence award, and Karen Power was named winner of the Staff Excellence award. The Sexualized Violence Prevention team won the UFV Teamwork award, and Liz Harris and Andrew Alexander were named Distinguished Alumni and Distinguished Young Alumni respectively.
- Top students honored at Convocation 2018 include:
 - Jacqueline Strating (Master of Social Work) received the Governor General's gold medal for excellence at the master's level.
 - Flora Oswald (Bachelor of Arts) won the Governor General's silver medal, recognizing excellence at the bachelor's degree level.

- Perrin Waldock (Engineering Physics diploma — Mechatronics) was Governor General's bronze medalist for achievement at the diploma level.
 - Katherine Palmer (Agriculture) was named Lieutenant Governor's medal winner for excellence in a certificate program.
- Dr. Jon Thomas of the School of Business (B.C. Regional Innovation Chair in Canada-India Partnership Development) and his student research assistant, Jordan Evans (UFV CIS), presented research papers on "University Entrepreneurship" and "Innovation in the Fraser Valley", at the ISPIIM Connects Conference in Ottawa in April 2019. ISPIIM Connects Ottawa is an international peer-reviewed conference attracting leading innovation researchers and practitioners from across the world.
- Amanda McCormick, director of the UFV School Criminology and Criminal Justice, travelled to New York with BA Criminal Justice student Lauren Kempers and MA Criminal Justice student Caleigh West to present at the United Nations 63rd Session of the Commission on the Status of Women in March 2019.
- 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 more than 19,000 alumni.
- A wide range of information about government policy and university activity is available through various documents on UFV's website including the Accountability Report, the Education Plan, and the Strategic Enrolment Management Plan.
- 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.
- The Faculty of Health Sciences is committed to Indigenization through health partnerships with local Indigenous communities. For example, students from the Bachelor of Science in Nursing program had the opportunity to create anti-stigma campaigns to address stereotypes that may exist among sub-populations in the community. The goal was to reduce the stigma attached to substance use and to encourage community members to see the humanity before the substance use or misuse. Nursing students were invited to the Stó:lō Nation Service Agency to present their ideas to a panel of Overdose Community Action Team members.
- UFV's Strategic Enrolment Management Plan for 2014-2019 sets out nine strategic enrolment goals for the university to accomplish in these five years. The goals are geared towards student engagement, persistence and success, and are aligned with the institution's strategic direction.
- The Applied Business Technology 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 \$342,193 in scholarships, \$437,264 in bursaries, \$15,839 from the B.C. Athletics Assistance Program, \$154,626 for athletic scholarships, \$52,534 in emergency grants, and \$230,469 for entrance scholarships, for a total of \$1,232,925 in student awards. UFV also distributed private and external awards valued at \$219,198.
- 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 ready for UFV clubs, associations, and departmental announcements.
- Students can find academic support at UFV 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 provides adult basic education (ABE) through four levels of courses: Fundamental, Intermediate, Advanced and Provincial. It also offers a B.C. 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 certificate program.
- Supportive Learning Groups, 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 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.
- Academic advisors stay current with the B.C. Labour Market Outlook to best advise students on new opportunities. As innovative fields and economic realities emerge within the B.C. economy, our students will graduate into a labour market that differs from the one today. UFV's academic advisors work closely with students to ensure that their educational plan is designed to develop

their skills in a way that will allow them to successfully transition into the workforce; these students will help meet the growing demand for skilled workers across the province.

- UFV students can now track their academic progress anywhere, anytime, online. MyGRADplan provides students and their advisors with tools to plan and track their progress toward degree, diploma and certificate completion. The software integrates the course and program information in the Academic Calendar with the students' academic history, and displays completed and still needed requirements including student and program information, courses and requirements completed and fulfilled, credits earned and still required, student grades, course exceptions, course equivalents, insufficient and repeated courses, and courses taken but not needed to graduate.
- 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.
- A gift of \$50,000 by Coast Capital Savings is fuelling the UFV Coast Capital Peer Resource and Leadership Centre (PRLC). Successful students learn study habits, as well as 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 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 1,193 students registered with the UFV Centre for Accessibility Services.
- As in previous years, hiring rates for Bachelor of Education alumni remain at 100% within the first year of graduating. Faculty continue to meet with local school districts (Abbotsford, Langley, Fraser-Cascade, Chilliwack, Maple Ridge and Mission) as part of their external Teacher Education Advisory Group to maintain strong connections with local schools.
- Employers listed 2044 jobs on CareerLink, the Centre for Experiential and Career Education's (CECE) online job database.
- 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. Over the past year, the Career Services area organized 35 career events with a total attendance of 1,932 students. Career Services also ran 180 individual career coaching appointments.
- Organizing a career fair is a collective effort, and in the process, provides many different kinds of experiential learning opportunities for students from various programs. Viratika Wadhwani

(Business) and Vishnu Pisharody (CIS) played an instrumental role in recruiting, training, and leading a 13-member volunteer team, praised by many exhibitors. For some student volunteers like Mohamed Sajad Irshad, working with the career fair was their first time volunteering not only on-campus but in Canada. CECE also hosted two practicum students from UFV's Applied Business Technology program during the Fair preparation.

- Co-operative education opens a hidden labour market for students. This year, enrolment in the Co-operative Education program was 240, including 49 international students.
- This year UFV students brought home two medals from the National Skills Competition. Greg Zervini won silver in the Heavy Mechanical category and Bradley Streifel, won bronze in Post-Secondary Welding.
- In April 2019, the career services coordinator met with UFV's Automotive Apprenticeship Level 1 students, many of whom are current grade 12 students completing their high school requirements through the concurrent studies option at UFV Applied and Technical Studies. Topics of the workshop included developing career readiness for employment, resume and cover letter writing skills, market research strategies, and professionalism.
- Record amounts of money and memories were made at the 2018 UFV Alumni Open fundraiser golf tournament held at the Chilliwack Golf Club in September. More than \$48,000 was raised — the most from a single tournament to date. The money raised from the event benefits UFV students through leadership & bursary endowments.
- The UFV School of Business was awarded EFMD Program Accreditation System (EPAS) accreditation for its Bachelor of Business Administration program. EPAS is an international program accreditation system operated by the European Foundation for Management Development Programme (EFMD). EPAS standards ensure that programs are designed and delivered so that they have both academic rigor and practical relevance.
- UFV held its annual Town and Gown fundraiser in November 2018. Proceeds from Town and Gown go to UFV's Changing Lives, Building Community Endowment Fund. The fund supports scholarships for students demonstrating outstanding scholastic achievement, leadership, and commitment to the community.
- Five former UFV students who have transferred to continue their education have received Ike Barber Transfer Scholarships worth \$5,000 each to assist them in moving between B.C. post-secondary institutions. The students transferred to SFU and UBC to enrol in engineering programs after completing an initial one or two years of engineering studies at UFV.
- Nine UFV students were among the winners of Irving K. Barber Foundation Indigenous student awards. The Society's Indigenous Awards program is funded from the returns on an endowment fund established by the Province of British Columbia. It was created to assist in removing barriers to higher education for Indigenous peoples. Awards of \$1,000 to \$5,000 each are issued

every year through a competitive process to students studying at all post-secondary levels, from trades training to doctoral programs.

UFV Goal 2 – To be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley	
System Objectives:	Capacity and Relevance
Performance Measures	
UFV Measures	
Student Outcomes	
IPSOS Reid	
Campus Snapshot Project/Survey	
System Measures	
Student Spaces	
Credentials Awarded	
Sponsored Research Funding	
Credentials Awarded to Aboriginal 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 held a book celebration in March 2019 for the publication of *Potlatch as Pedagogy*, co-written by UFV's Dr. Sara Davidson and her father, Haida artist Robert Davidson. This event was jointly sponsored by the Research, Engagement & Graduate Studies office, the UFV Library, and the Teacher Education department.
- UFV is developing a housing strategy to inform and guide decisions about residences on UFV campuses and will include both Abbotsford and Chilliwack campuses. Scion Group, an organization with deep experience and expertise in student housing advisory services, is assisting UFV in researching options and developing a strategy. Scion has conducted on-campus data gathering activities such as student surveys and whiteboard sessions, impact analysis workshops, focus groups which engage diverse student populations, and interviews with employees and units vested in student life and meeting UFV student housing needs.

- UFV Coast Capital Peer Resource and Leadership Centre teamed up with the Student Union Society to re-establish a food bank at UFV. The UFV/SUS Student Food Bank addresses food insecurity amongst members of the UFV community by providing nutritious food and promoting healthy eating, in an accessible, inclusive, respectful, and sustainable manner.
- 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.
- 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.
- Drs. Stan Manu and Kseniya Garaschuk, along with Vanessa Radzimski and other math faculty, staff and students organized the inaugural Fraser Valley's Mathematics Education Sq'ép, which was held in February 2019 at the Gathering Place of our Chilliwack campus. Sq'ép is a Stó:lō word for meeting or gathering, so the key objective of this mathematics education gathering was to foster a regional community of mathematics educators through sharing of ideas, examples, resources, teaching practices and research activities that incorporate Indigenous knowledge, ways of knowing, worldview of into mathematical learning.
- UFV hosted the B.C. Secondary Schools math contest for the 21st time in May 2019.
- UFV once again reached out to the community with a neighbourhood Health & Wellness Fair, held at Vineyard Community Centre in the heart of downtown Chilliwack in November 2018. Students from nursing, library and information technology, kinesiology and dental, along with participating community partners offered visitors health and wellness information, tools, and a chance to take home some great prizes. This year students and faculty from UFV's nursing program delivered a free flu shot clinic for adults, as well as Naloxone kits.
- 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.
- UFV's South Asian Studies Institute collaborated with the Royal B.C. Museum to collect oral histories from Indo-Canadian pioneers and their descendants in the Punjabi Canadian Legacy Project.
- A new nursing study tour to Sierra Leone was launched in Spring 2019. Students from the Bachelor of Science in nursing program are travelling to Africa with supporting nursing faculty members to deliver health services and education to local health stakeholders.

- Research involving UFV earth scientist Olav Lian and his students in a region centred on B.C.'s Calvert Island suggests that the central coast of B.C. was ice-free by about 17,700 years ago, earlier than previously thought. Lian and his students worked with British (University of Manchester), Canadian (University of Northern B.C.), and American (Tulane and Purdue universities) colleagues to conduct surface exposure dating, a technique that can be used to determine how long quartz-bearing rock has been exposed to high-energy particles from space. The findings should help archaeologists target regions for investigations tracing the migration pathways of early people into the Americas.
- This year a wide range of speakers spoke to the UFV and Fraser Valley community in a variety of panel discussions, forums and public lectures, with examples including:
 - UFV political science professor and frequent media commentator Hamish Telford presented a talk in October 2018 to help people to be able to make an informed choice in the provincial referendum on electoral reform titled Electoral Reform Referendum Demystified.
 - The Research Encounters series featured Dr. Jon Thomas, who holds the B.C. Regional Chair in Canada-India Partnership Development at UFV and is a faculty member in the School of Business and Dr. Arjun Kalyanpur, a visiting lecturer from India. Dr. Thomas spoke on the topic of building an innovation ecosystem; Dr. Kalyanpur spoke about teleradiology: options for Canada and the story of a start-up.
 - Dr. Jimmy Juma spoke on Social Justice in a Time of War: Engaging the Democratic Republic of Congo in October 2018.
 - As part of the President's Leadership Lecture Series, Paul K. Chappell delivered his message of peace and literacy in his lecture, titled *A New Peace Paradigm: Our Human Needs and the Tangles of Trauma*, in October 2018.
 - Wide receiver Manny Arceneaux from the B.C. Lions football team spoke to UFV kinesiology students, and others with an interest about life as a professional athlete, about the importance of resilience in November 2018.
 - Award-winning journalist and 2018 UFV honorary doctorate recipient Dr. Kim Bolan, award-winning author Robyn Maynard, and Indigenous political science professor Dr. Gina Starblanket shared their perspectives and personal and professional experiences as part of the President's Leadership Lecture Series on International Women's Day.
 - Dr. Peter Looker shared his insights on being a leading innovator in approaches to teaching as part of the President's Leadership Lecture Series in February 2019.
 - Dr. Don McKenzie shared his world renowned research on breast cancer as part of the Faculty of Health Sciences Dean's Speaker Series in March 2019.
 - The Graphic & Digital Design department hosted an open forum on February 8, 2019 with four local creatives talking about living, learning, and designing in the Valley. Guest speakers included Tom Froese (Freelance Illustrator), Sharalee Prang (Freelance Photographer), Dan Bartley (Senior Designer at Domain 7), and Tim McAlpine (President and Creative Director at Currency Marketing and UFV alumni).

- To mark the 60th anniversary of Boris Pasternak's Dr. Zhivago win of the Nobel Prize for Literature, the College of Arts hosted a multidisciplinary forum on the legacy of this work in November 2019.
- The UFV library hosted the Art of the Book 2018, an international juried exhibition of the work of members of the Canadian Bookbinders and Book Artists Guild. The exhibit was on display in the UFV library and was the exhibit's only stop in the B.C. Lower Mainland.
- This year's greenSPEAK Series of events included a walk around UFV's D Building "swamp" by Dr. Alan Reid, and several presentations including climate change & global warming by Dr. Tim Cooper, the effects of climate change on farming in the Lower Mainland by Dieter Geesing, the current state of B.C.'s agriculture land reserve by Dr. Lenore Newman, and reducing the waste from house construction by John Vissers, the Fraser Valley Conservancy Co-Director.
- Robert Wiersema joined UFV as new writer-in-residence for the winter semester. One of Canada's foremost book reviewers, his reviews appear regularly in the *Toronto Star*, *the Globe and Mail*, *Quill & Quire* and other magazines, and his *Beyond the Bestseller* column is featured biweekly on CBC Radio.
- In March 2019, UFV's Abbotsford campus showcased creativity and community connection through Valley Fest—a weeklong celebration of local culture and community. The festival featured more than 50 events in six days. Valley Fest was an exciting opportunity for UFV students, faculty, and staff to engage with members of the community in an exploration of the rich cultures, traditions, and educational opportunities of our region.
- UFV honoured four of B.C.'s residents making outstanding contributions to life in the province, and the Fraser Valley with honorary degrees at Convocation in June 2018:
 - Kim Bolan has served as a reporter at the *Vancouver Sun* her entire career, starting in 1984. She has presented uncompromising work on significant trials including the Air India Flight 182 bombing of 1985, and the 2017 murder trial of a UN Gang member. She has won numerous awards for her journalism including the Courage in Journalism Award, the Press Freedom Award, the Reg Robson award for her commitment to freedom of expression, the Paul Kidd Courage Prize, the Tara Singh Hayer Memorial Award, and the 2017 Bruce Hutchison Lifetime Achievement Award. She is recognized nationally for her critical work and her deep commitment to promoting free speech and civil liberties issues.
 - Dr. Malwinder Singh Dhami holds dental certifications in both India and Canada. Dr. Dhami is known for his volunteerism, philanthropy, and commitment to community development. He has provided volunteer service locally in many ways including to the B.C./Yukon Division of the Canadian Cancer Society, the Abbotsford Air Show, and the 2002 B.C. Disability Games. Dr. Dhami has been a benefactor of the UFV community in significant ways, by supporting its Chandigarh campus, volunteering in its dental programs, providing practicums for UFV students, and contributing over 40 different financial gifts to support students including establishing numerous endowment awards.
 - *Siyamiyateliyot* Elizabeth Phillips is the last surviving fluent speaker of Upriver Halq'eméylem, the language of the Stó:lō people. She has dedicated her life to

documenting, preserving, and revitalizing Halq'eméylem. Her work in this regard is well-known locally, and shared nationally and internationally. *Siyamiyateliyot* was born in 1939, and growing up in Seabird Island, Halq'eméylem is her first language. As a child, everyone in her community spoke Halq'eméylem, but after residential school experiences, children came home not knowing their language and eventually only the elders could speak it. In spite of many obstacles, her dedication has enabled her to share her knowledge of Halq'eméylem widely. She regularly visits UFV's classes where Halq'eméylem is taught.

- Sophie Schmidt is a member of the Canadian women's national soccer team and a professional soccer player, and one of the first Canadian female soccer players to earn a living as a professional athlete. In total, Schmidt has represented Canada in over 150 contests, including winning a gold medal at the 2011 Pan Am Games. She is a role model for young girls and women, and also has an active presence on social media where she has thousands of followers to whom she regularly offers inspirational messages. In addition, she uses her social media platform to make a positive contribution to social causes in the Abbotsford community. Schmidt inspires through her dedication, leadership, community involvement, and modelling of positive values.



- In February 2018, Sophie Schmidt participated in a question-and-answer session with UFV president Joanne MacLean about her experiences as a professional soccer player, national team member, and two-time Olympic bronze medalist.
- 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.
- Open annually in May, UFV's low cost spring dental clinic on the Chilliwack campus provides high-quality, professional, preventive care at low cost. Care is provided by Certified Dental Assistant students under the supervision of qualified faculty who are trained and certified in the field. Services offered include X-rays, fluoride application, sealants, selective polishing of teeth, and oral hygiene instruction.
- Nursing students attended the Hope Health & Wellness Fair in October 2018 along with nursing faculty member Cindy Shultz where they teamed up with Live 5-2-1-0, an evidence-based organization that promotes guidelines for raising healthy children. Students networked with other exhibitors such as Aboriginal Child and Youth Mental Health, Fraser Valley Health Care Foundation, Hope Community Services, and Hope Medical Centre.

- Kinesiology faculty members Amber Johnston, Iris Lesser, and Dr. Jason Brandenburg, along with 15 kinesiology students, worked with the Chilliwack Fire Department in November 2018 to provide physical fitness testing and health screening assessment for prospective fire fighters. The experiential learning opportunity allowed students to strengthen their professionalism, communication, and real-world application of physiology.
- From April 3 to May 10, 2019, UFV Culinary Arts students hosted the public with an upscale bistro at Rivers Dining Room at the UFV Trades and Technology Centre in Chilliwack. The bistro provided the UFV students with an opportunity to gain hands-on, real-work experience and the public to enjoy a menu that featured both classic and creative selections.
- UFV President Joanne MacLean and Chancellor Andy Sidhu visited UFV Chandigarh in early November for their first visit to UFV India. Among other activities in their week-long visit they met with all units and with the SD College leadership team, hosted a dinner for UFV stakeholders and partners, and held strategic sessions with UFV India senior managers.
- The University of the Fraser Valley's Theatre department had a fruitful 2018/19 season:
 - The season debuted with a production of Herman Voaden's 1932 play *Rocks: A Play of Northern Ontario*, directed by Claire Carolan and designed by Parjad Sharifi, both UFV Theatre faculty.
 - Following, the play *Attempts on Her Life* by Martin Crimp is a postmodern exploration of identity and the meaning of self. The play was directed by Alex Ferguson.
 - The season ended with the *Devised Theatre Showcase* in which theatre students presented original, collaboratively created theatre projects, applying everything they had learned in the devised theatre course.
- TEDxAbbotsford returned to the Abbotsford campus in October 2018. UFV is a platinum partner for the event, and featured local voices and TED Talks videos under the theme of REVOLUTION. TEDx is a local TED-like event, highlighting outstanding local residents whose vision, awareness, and ability to drive change inspires their community to take action. This year's speakers included UFV professors Dave Harper and Sven Van de Wetering, Shawn Neumann (one of UFV's Top 40 Alumni), Melissa Quinn, Danielle Miller, Mariah Vermeers, Dan Levitt, Ben Jordan, and Dr. Joanna Ashworth.
- UFV hosted a revitalized Fraser Valley Literary Festival in September 2018. The festival featured a wide variety of writers—award-winning authors, debut authors, and those in between.
- The Interpret Creative and Performing Arts Festival was back for its second year, beginning April 2019. The festival is a collaborative effort by the Visual Arts, Theatre, and Creative Writing students in the English department, celebrating the creative and performing arts at the University of the Fraser Valley.

Box 7: CityStudio's Exchange of Ideas and Energy Solves Civic Challenges

"Pretty fun, eh? I love it!"

Max Dishman's enthusiasm is contagious. People stopping by Abbotsford City Hall during the semi-annual Hubbub event are in jeopardy of walking away with a major dose of zeal. Max is one of dozens of UFV students on hand to show off their work at the CityStudio Hubbub. He is demonstrating a human-powered phone-charging station, designed to encourage adults to be more active by inviting them to ride an exercise bike to charge up their phone while watching their children at the playground.

Twice a year, UFV students involved in the CityStudio partnership bring their projects to City Hall for Hubbub, a combination show-and-tell and competition. Groups from participating classes show off a semester's worth of work on a project designed to address a real, practical challenge presented to them by the City of Abbotsford. There's a people's choice award and a grand prize winner chosen by a panel of judges, including the Mayor and City Manager, and others selected by CityStudio organizers.

"The initial idea focused on innovation and idea generation and energy. We wondered how we could leverage and infuse that energy and innovation into what we do at City Hall. We want to harness the potential of community members by getting students involved in helping to build their community," says Alison Martens, Continuous Improvement Coordinator at the City of Abbotsford.

Now in its second year locally, the CityStudio concept was launched in 2011 in Vancouver. There are nine

communities world-wide involved in CityStudio partnerships. Abbotsford was the third city in B.C. to join the CityStudio movement, and the quickest to implement it, getting up and rolling with UFV as partner in just eight months.

It's all about encouraging experiential education for the students, developing a sense of citizenship, forging partnerships, and fostering a culture of innovation at the city and the university, goals that tie in with UFV's education plan and the City's strategic plan.

By winter of 2019, students from 19 regular courses, one directed studies course and one interdisciplinary studies course had taken part in a CityStudio project. Larissa Horne is UFV's Experiential Education Coordinator. She acts as a liaison between UFV and the City of Abbotsford for CityStudio courses.

"My role is to take the set of challenges that the City of Abbotsford provides and match it with the academic courses we offer at UFV, and to make sure the challenge matches well what the instructor is trying to cover in the curriculum of that class."



UFV Goal 3 – To be innovative, entrepreneurial, and accountable in achieving our goals
System Objectives: Access and Efficiency
Performance Measures
UFV Measures
Accountability Report Program Review
System Measures
Aboriginal Student Spaces Transition Rate of High School Students to Public Post-Secondary education Participation Rate Loan Repayment as a Percent of Income

2.1.2.5 Overview of the Activities and Initiatives Undertaken to Achieve Goal 3

- Researchers from the Faculty of Health Sciences examined the connection between historical trauma and the mental health experience of First Nations and Métis parents and youth as part of a week-long camp offered through the Fraser Valley Métis Association. Part of the reason for organizing the camps was to encourage Métis children to become more rooted in their Métis culture, and to encourage community connection.
- Undergraduate students from a wide range of disciplines participated in this year's Student Research Day, hosted by the UFV Research Office on March 26, 2019. Students from a variety of disciplines gathered to share their research, with 193 students taking part in 96 poster presentations, and 14 students performing two-minute microlectures. The range of topics presented included water quality testing using polymerase chain reaction; crime rates in Canada; weed seed survival following feeding by goats and sheep; and the loneliness, resilience, and cognition of older adults.
- Research, Engagement, & Graduate Studies (REGS) supported 29 students presenting at conferences using REGS travel grants in 2018/19.
- The total number of research students funded by the REGS office has increased from 471 to 453 (9%) in the past year.
- Dr. Elizabeth Cooper, a post-doctoral fellow in the Faculty of Health Sciences at UFV, has been awarded funding from the Michael Smith Foundation for Health Research Trainee (MSFHR)

program and will lead projects examining Indigenous health and community well-being over a one-year term. Her research examines the connection between historical trauma and the mental health experience of First Nations and Métis parents and youth.

- Mac the therapy dog completed his final year of counselling services at the Abbotsford campus. For 13 years he has been available to see students on Tuesday 15-minute drop-in sessions. 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.
- Several departments in the College of Arts have increased the number of online offerings in 2018/19 including communications, criminology, economics, geography and the environment, and history.
- 2019 marks the 35th consecutive year of staff and faculty support for the United Way. The United Way invests in the communities where we live, work, play, and learn.
- Experiential learning programs at UFV that offer work experience include practicums and internships, with some 38 programs at UFV including practicum work experience. Most Continuing Education certificate programs include 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. It offers students the opportunity to 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 International carries out recruiting, assists with admission, and provides services for the international student community. It is a full-service operation that strives to enhance the international profile of the university.
- For decision-making and planning, 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.
- Increasing opportunities for students in co-curricular learning is a goal in UFV's Strategic Enrolment Management Plan. UFV students 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.

- The Esposito family of Abbotsford donated \$1.125 million to UFV to support activities related to innovation and entrepreneurship. Most of the funding (\$1 million) will go to support a centre for innovation and entrepreneurship to be named after the Esposito family; \$125,000 will be used to support annual student awards.
- 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.
- UFV held its third annual Sweater Week in February 2019 to help raise awareness about climate change. In most spaces throughout the Abbotsford and Chilliwack campuses temperatures were reduced two degrees to lower carbon emissions.
- UFV Business students conducted a semester-long research project for the Abbotsford International Airshow to better understand its economic impact on the local economy. The study concluded the Airshow provides value to the city and has a significant economic impact. The show generates an estimated \$4.25M of economic activity in the local economy each year.
- For the past six years, students in UFV's BUS 221 Advanced Selling course have participated in a hands-on membership sales campaign for the Abbotsford Chamber of Commerce. Working in small teams, the students compete to sell the most annual memberships to Abbotsford businesses. This year's class sold an amazing \$7,347 in memberships, up 9% over 2018. The winning team consisted of Harry Kaler, Dhruv Gogna, Bailey Malchy and Michaela Reist. Team member Dhruv Gogna was the top individual performer in the class, with personal sales revenues of \$1,616.
- This year the university's facilities management team replaced an old shipping van with a UFV-branded 2015 Nissan Leaf S electric vehicle that provides a clean alternative during the frequent trips to and from the regional campuses. UFV facilities also worked with Ancillary Services to install two Level 2 charging stations: one each at the Chilliwack and Abbotsford campuses.



- For the first time in short history, the UFV men's baseball program won the Canadian College Baseball Conference (CCBC) in May 2019. Seven Cascades were named CCBC all-stars.



2.2 Performance Measures, Targets, and Results

2.2.1 System Measures

This section reports the 2018/19 Accountability Framework performance measures¹ and results provided by the Ministry of Advanced Education, Skills and Training; notes referred to in superscripts in this section are listed at the end of Section 2.2.1. 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

Measure 1: Student spaces² (total, health, developmental, and medical):

System Objective: Capacity

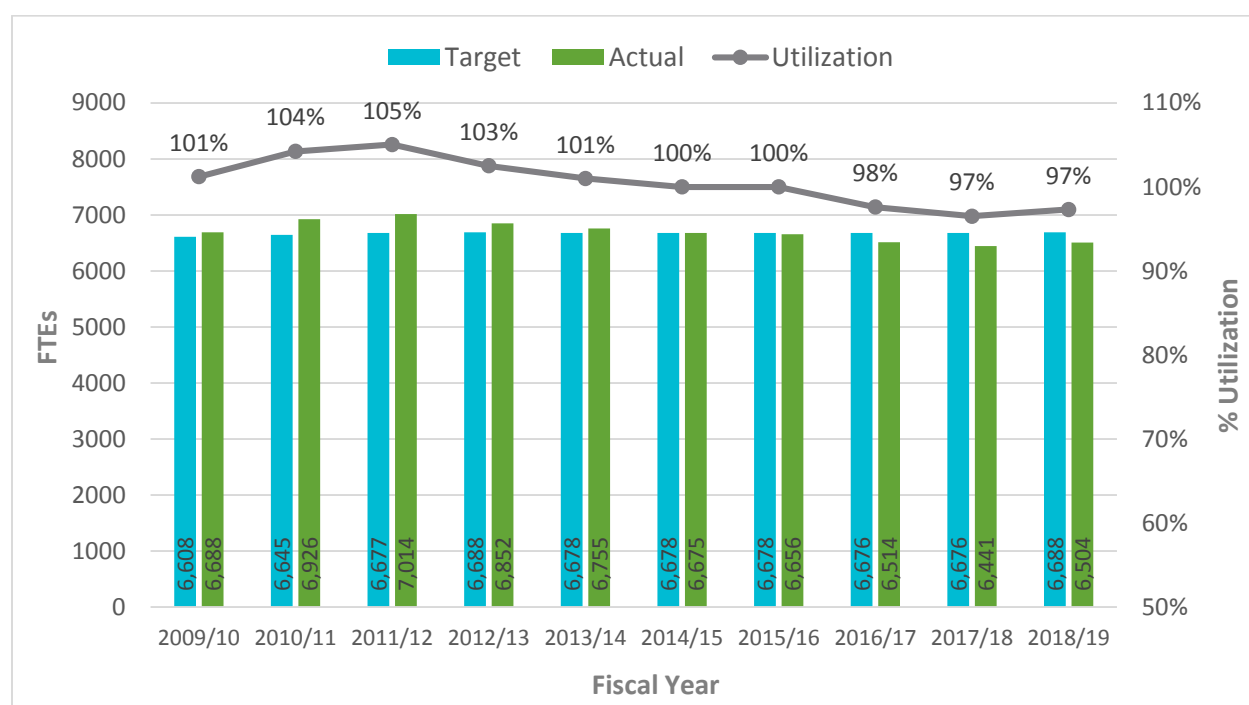
Measure	Performance			Performance Assessment	Targets ⁶		
	2017/18 Actual	2018/19 Target	2018/19 Actual		2019/20	2020/21	2021/22
Total student spaces	6,441	6,688	6,504	Substantially achieved	6,720	6,720	6,737
Nursing and other allied health programs	475	475	494	Achieved	475	TBD	TBD
Developmental programs	286	519	315	Not achieved	325	TBD	TBD

UFV produced 6,504 domestic FTEs in AEST funded programs, relative to a target of 6,688. UFV's total FTE target increased by 12 FTE for 2018/19 due to one-time Ministry funding to support the delivery of our Early Childhood Education (ECE) diploma program, bringing the total from 6,676 in 2017/18 to 6,688 in 2018/19. For the first time since 2011/12, UFV has seen an increase in domestic FTEs in AEST funded programs. Since reaching a peak in 2011/12, UFV experienced a decline in FTEs each year up till 2017/18. This year, FTEs have increased by 63, but are still some 500 FTEs below their peak in 2011/12.

There are several reasons why UFV has experienced a decline in domestic FTEs. One, there have been changes in funding for developmental programming, and we have seen an associated decline in developmental FTEs. In 2017/18, the tuition-free policy was re-established for Adult Basic Education (ABE) and English Language Studies (ELS), and the developmental enrolments have increased by 29 FTEs in 2018/19 compared with the previous year. Second, since attaining university status in 2008, UFV has seen an increase in the number of students enrolled in upper level (3rd and 4th year) courses. In 2011/12, 26% of undergraduate credit-level FTEs were upper-level while in 2018/19 this share has risen to 30%. Class sizes in upper-level courses are, on average, smaller than those in lower-level classes. Finally, the number of 15-19 year olds has been declining since 2010; the number will reach a trough in 2020 that is 9.5% below the 2010 peak, before beginning to increase in 2021 (see Figure 12 in Section 1.2.3).

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 2018/19. 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 communities it serves.

Figure 17: Actual vs Target FTEs and Total Utilization Rates, 2009/10-2018/19



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, and is offering an Activity Assistant certificate program in 2019/20. Evidence of UFV's commitment to this area is that it has met the All Health FTE target in each of the last ten years.

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 2018/19 target for Developmental FTEs. Developmental programs, particularly ABE and ELS, have seen a decline in their utilization rate, reflecting the tuition policy changes implemented in 2015/16. 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. In 2017/18, the tuition-free policy was re-established and the impact has resulted in an increase in enrolment and corresponding 6% increase in FTE utilization in 2018/19 over 2017/18. Student FTE targets for developmental programs remain unchanged for 2018/19; however, it is noted in UFV's 2018/19 Budget Letter, that the "Ministry of Advanced Education, Skills and Training staff are gathering data to develop a longer-term funding model for these programs. Developmental program targets may be adjusted for future years based on this data and on discussions with institutions about student demand and capacity to deliver ABE, ELL and ASE."

Measure 2: Domestic credentials awarded^{3,7}:

System Objective: Capacity

Measure	Performance			Performance Assessment	Targets		
	2017/18 Actual	2018/19 Target	2018/19 Actual		2019/20	2020/21	2021/22
Number	2,010	1,987	1,987	Achieved	1,972	TBD	TBD

UFV has achieved its target for credentials awarded for 2018/19.

Measure 3: Aboriginal student spaces⁴:

System Objective: Access

Measure	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment
Total Aboriginal student spaces	527	500	521	Achieved
Ministry (AEST)	485		474	
Industry Training Authority (ITA)	41		48	

Institutions currently determine their own target for Aboriginal student spaces; UFV uses the principles set out in the Strategic Enrolment Management Plan 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 data from the 2016 *Canadian Census*, we obtain the proportion of Aboriginal people in the Fraser Valley Regional District. The 2016 population total in the Fraser Valley was 288,765, while the Aboriginal population was 22,205, making the Aboriginal proportion 7.7%. In 2018/19, UFV produced 6,504 domestic FTEs in AEST funded programs; the product of the proportion and the FTEs yields the Aboriginal FTE target of 500 for 2018/19. In 2018/19 UFV achieved this target by producing 521 Aboriginal student FTEs.

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

Student satisfaction with education ⁵							
Measure	Performance					Performance assessment	Targets
	2017/18 Actual		2018/19 Target	2018/19 Actual			2019/20 : 2021/22
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	89.1	2.0		90.7	1.5	Achieved	≥ 90%
Former apprenticeship students	100.0	0.0	≥ 90%	96.1	3.9	Exceeded	
Bachelor degree graduates	96.4	1.4		93.3	1.7	Achieved	

Student assessment of the quality of instruction ⁵							
Measure	Performance					Performance assessment	Targets
	2017/18 Actual		2018/19 Target	2018/19 Actual			2019/20 : 2021/22
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	94.3	1.4		94.6	1.2	Achieved	≥ 90%
Former apprenticeship students	100.0	0.0	≥ 90%	100.0	0.0	Exceeded	
Bachelor degree graduates	97.7	1.1		96.4	1.3	Achieved	

Student assessment of skill development ⁵						
Measure	Performance					Targets
	2017/18		2018/19	2018/19		2019/20 : 2021/22
	Actual		Target	Actual	Performance assessment	
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	86.4	1.8		85.4	1.6	Achieved
Former apprenticeship students	84.5	6.2	≥ 85%	86.6	5.6	Achieved
Bachelor degree graduates	88.7	1.9		87.0	2.0	Achieved

UFV closely monitors the province-wide student outcomes surveys: the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO); the Apprenticeship Graduate 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 Strategic Enrolment 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 exceeded 2018/19 targets on Measure 4 (student satisfaction with education) and Measure 5 (student assessment of the quality of instruction) for former apprenticeship students, and achieved 2018/19 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					Targets	
	2017/18		2018/19	2018/19		Performance assessment	2019/20 : 2021/22
	Actual		Target	Actual			
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	84.0	4.0		86.5	3.8	Achieved	
Former apprenticeship students	97.1	4.0	≥ 90%	97.9	3.1	Exceeded	≥ 90%
Bachelor degree graduates	87.9	2.8		87.9	2.6	Achieved	

The 2018/19 targets for Measure 7 (Student assessment of usefulness of knowledge and skills in performing job) have been achieved for DACSO and BGS respondents and exceeded for APPSO respondents. UFV's Institutional Learning Outcomes is a university-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					Targets	
	2017/18		2018/19	2018/19		Performance assessment	2019/20 2020/21 : 2021/22
	Actual		Target	Actual			
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	7.5	2.8		5.1	2.4	Exceeded	
Former apprenticeship students	0.0	0.0	≤ 6.6	0.0	0.0	Exceeded	7.5% ≤ unemployment rate of individuals with high-school credentials or less
Bachelor degree graduates	3.2	1.5		6.1	1.8	Exceeded	

UFV graduates exceeded Ministry targets for 2018/19 in all categories. For the last nine years, UFV performance as assessed through APPSO, DACSO, and BGS surveys has achieved or exceeded the target: the actual unemployment rate has been lower than the target for each year. These results indicate that

UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills.

Notes	
	"TBD" = to be determined
1	Please consult the 2018/19 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 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting year are based on data from the 2018/19 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 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years.
4	Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.
5	Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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	Interim FTE Student Enrolment Targets as of April 2, 2019
7	Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See 2018/19 Standards Manual for details.

2.2.2 External Surveys

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 demographics—such as employment, marital status, debt, parental level of education—as well as students' academic goals and student life. The survey provides a measure of student involvement with university activities and their level of satisfaction with various aspects of their university experience. The survey rotates each year through one of three cohorts; the 2018 survey discussed here is based on graduating students. Participating universities are organized by CUSC into three groups based on size of student population and academic activity. Group 1, which includes UFV, consist of universities that offer primarily undergraduate studies and that have smaller student populations; Group 2 are medium sized universities offering both undergraduate and graduate programming; while Group 3 consists of larger,

research-based universities, with most having professional schools as well. This allows comparison of UFV's results both nationally, and also to similar-sized universities. In 2018, CUSC surveyed over 14,700 graduating students at 32 universities across Canada.

UFV respondents are older on average (25.9) than graduating student in Group 1 (24.2) or nationally (23.4), more likely to be female (74%) compared to Group 1 (72%) or nationally (66%), more likely to be married or common-law (21%) compared to Group 1 (14%) or nationally (9%), and more likely to have children (16%) compared to Group 1 (8%) or nationally (4%).

A larger proportion of UFV graduating respondents are first generation (20%) compared with Group 1 (16%) and nationally (14%); almost half of UFV graduating students (49%) are living with parents, guardians, or relatives, (compared to 42% of graduating students in Group 1 and 37% of graduating students nationally).

A much larger proportion of UFV respondents also work and go to school at the same time (82%) compared with those in Group 1 (67%) or across Canada (60%) with UFV respondents working an average of 19.4 hours per week. A higher proportion of UFV graduating respondents indicated that they have acquired no debt associated with financing their university education (56%), as compared to Group 1 (48%) or nationally (50%) and, of all of the sources of financing, more UFV graduating respondents indicated that they use earnings from their current employment (68%) to pay for their university education as compared to Group 1 (53%) or nationally (47%).

More UFV survey respondents reported that they had completed some form of work and learning program experience than their peers; 64% compared to 56% nationally and 52% for Group 1. UFV students were more likely to have completed a practicum (43% compared to 15% nationally) or work experience (22% compared to 18% nationally) as opposed to a co-op (9% compared to 17% nationally) or paid or unpaid internship (5% vs 17% nationally). However, more UFV respondents have participated in work experience (22%), co-op (9%), practicums (43%) and service learning (13%) compared to their peers in Group 1 (14%, 7%, 28% and 10%, respectively).

UFV students have very high perceptions of their professors. When asked to rate their level of agreement with a series of 15 statements about their professors, UFV respondents held more positive perceptions of their professors than did graduating student respondents across Canada in 14 out of 15 measures, and equalled positivity on the last of the 15 measures. The top three perceptions of professors of UFV graduating participants include: they treat students the same regardless of gender (98%) (compared to 95% for Group 1 and 94% nationally), are reasonably accessible outside of class (97%) (compared to 94% for Group 1 and 92% nationally), seem knowledgeable in their fields (96%) (similar for Group 1 and nationally), and treat students the same regardless of race (96%) (compared to 95% for Group 1 and 94% nationally).

Students indicated their use and satisfaction with several different facilities and services, with food and parking typically being areas of least satisfaction. There is always room for improvement and there were some areas where UFV received a low rating, or was low compared to other universities. Areas where UFV scored low include parking (44% compared to 41% nationally), food at 66% relative to 74% nationally, athletic facilities, 82% vs. 87%, and campus medical services, 75% against 88%.

Overall though, the results for UFV are largely positive: A total of 93% of UFV respondents were at least satisfied with the overall quality of education at UFV (compared to 90% for Group 1, and 85% nationally). When asked about their satisfaction with their decision to attend UFV, 90% of respondents were at least satisfied with their decision, similarly for Group 1 (90%) and 87% overall. A larger proportion of UFV students (75%) were at least satisfied with the concern shown by the university for them as an individual, compared to Group 1 (71%) or nationally (58%). When graduating students were asked if they felt that they belonged at their university, a higher proportion of UFV students agreed (83%), compared to those in Group 1 (81%) and across Canada (77%).

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.

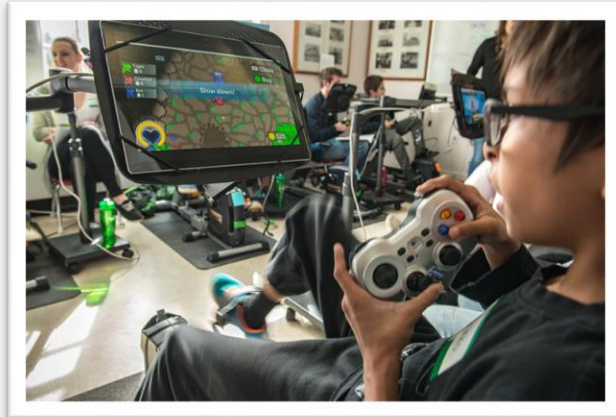
2.2.2.4 Ipsos Reid

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: Exergames Research Examines Relationship Between Activity and Cognitive Improvements

“HURRY UP CHEETAH! GO! GO! GO!!”

There’s high-energy action in a resource room at Chilliwack’s Central Elementary school. At first glance, it just looks like five children boisterously playing video games.



But it’s more than that.

It’s physical activity, because the children have to pedal exercise bikes vigorously in order to make their avatars work in the video game. It’s research, because professors and students from two universities are observing and collecting data.

And it’s experiential education, because students from the University of the Fraser Valley are serving as “buddies” for the children, and two upper-level students are organizing and coordinating the program.

It’s Exergames. And it is “awesome on so many levels” according to professor Alison Pritchard Orr, who heads the research project along with fellow professor Kathy Keiver, both faculty members in Kinesiology at UFV.

The enthusiastic shouts come from an 11-year-old who, like all the kids in the program, has a cognitive disability. Some of the children have a Fetal Alcohol Spectrum Disorder (FASD). The

symptoms can manifest in many ways, including delayed physical growth and poor impulse control.

For professors Pritchard Orr and Keiver, it’s an opportunity to network with other partners as part of a large national study, enhancing UFV’s reputation in the area of applied community focused research.

“We are the principal investigators for the FASD portion of this study, and one of the things we bring to the table is community access based on years of building trusting relationships with our partner school.”

Doing applied research also enhances their teaching.

The students acting as buddies during the Exergames sessions gain valuable experience working one-on-one with children with cognitive disabilities. It also helps them apply what they’ve been learning in class to a real-life setting.

The senior coordinator students also gain valuable organizational, data collecting, and research skills.

“A project like this brings together so much of what are students are learning in class: it includes physical activity, psychology, research methods, fitness testing, and more,” says Keiver.

“It really introduces them to the field of working with people with disabilities, and I’ve had many students come back to say that their volunteering in our earlier similar programs were one of reasons they got accepted into graduate studies, teacher training, or professional school,” adds Pritchard Orr.

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 embraces its responsibility to the students and the communities we serve. UFV is committed to excellence, to the success of its students, and to making a difference in its communities. The 2019/20 Budget reflects the university's commitment to its students and to an increasingly diverse student body. Intercultural competency will be an important consideration in the numerous new student support positions. This budget invests in learning both inside and outside the classroom, and provides opportunities for collaborative learning. The 2019/20 Budget is the mechanism by which resources are allocated to achieve the strategic plans and priorities of the university. This is an exciting time for UFV with significant investment in priorities that will move the University forward in achieving its goals. Investment priorities for this Budget were guided by *UFV's Strategic Direction: Changing Lives, Building Community* and by *Learning Everywhere: The UFV Education Plan, 2016-20*. Specific investment priorities were identified as:

- Indigenization
- Student Experience and Success
- Technology & Business Transformation
- Health & Wellness
- Local and Global Citizenship Development
- Program Focus in Agriculture

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: until this year, 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: a global catastrophe, an adverse economic event, or a foreign policy change 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.
4. Managing continuous change:
 - Changing nature of students, curriculum, technology, and learning methodology. University education must remain relevant;
 - Changing administrative and business processes while maintaining employee morale.
5. Deferred maintenance: maintain aging buildings within capital allocations.



Agriculture Centre of Excellence Demonstration Barn

Box 9: At 105 (dog) Years, Mac the Canine Counsellor at UFV is Retired

Mac the canine counsellor at UFV is calling it a career and retiring after 13 years of helping students cope with post-secondary stress.



The 15-year-old golden retriever is the Pacific Assistance Dog Society's (PADS) longest serving member and has worked alongside registered clinical counsellor Dawn Holt in the UFV counselling department for nearly all of Holt's career.

"Mac is a huge part of what I do at UFV. Together we help students with mental health concerns and university stress. His empathy and ability to detect sadness or anxiety and then help calm clients is almost magical," explains Holt. "His presence can break down barriers and this helps begin our process."

Mac was the first registered therapy dog in the world to work with a [counsellor in a non-residential setting](#). He was the first to work full-time in a hospice environment and the first to work as an on-staff therapy dog with university students. Mac has been a ground-breaking service dog for his entire career.

He has helped students during exam time, calmed those in crisis, consoled police officers during funerals, and helped [wildfire victims](#). With Holt, he has worked with students and others in counselling sessions, critical incidents, in classrooms, hallways, offices, and at hospices.

Over the course of his career, the canine counsellor has made 1,792 drop-in visits, participated in 6,187 counselling sessions, and appeared in over 12,000 meet and greets in gyms, arenas, and events. He has been a key part of 635 intensive therapy sessions, and 12 critical incident and disaster relief deployments.

"I'm just so grateful he has been able to work for so long – and still loves it! He beats me to the car for the commute most mornings," says Holt.

He has been awarded the B.C. Provincial Above and Beyond certificate for selflessness in service for his deployment to assist B.C. wildfire victims in 2017. He has provided support for community and police agencies after critical incidents and facilitated mental health workshops.



4. Final Comments

This past year, UFV began the process of renewing its strategic plan by developing new values, mission, and vision statements. The project was led by President Joanne MacLean and supported by the visioning steering committee. In May 2019, the Board of Governors approved the statements which will provide the basis for the development of an institutional strategic plan in the coming year.

Inspired by the Truth and Reconciliation Commission of Canada's Calls to Action, UFV set out to re-examine its structure for Indigenizing the university. What emerged was the concept of *Lálém ye mestiyexw*, or "House of the Peoples" as translated from the Halq'eméylem. The working document, *Lálém ye mestiyexw: Re-envisioning a Structure for Indigenization*, sets out the central plan for Indigenization at the university. It provides a home for Indigenization in which people come together to strengthen their presence and relationships.

For the first time since 2011/12, UFV saw an increase in the number of domestic students at the university—this is consistent with demographic trends that are projected to continue for the next two decades. The university has also seen a large increase in international students. By setting appropriate policy and processes, the university ensures the success of these students while maintaining the high quality of its programs and continued access for domestic students. We are pleased that so many local learners made UFV their university of choice and that we are the preferred destination for an increasing number of international students. We take our responsibility to our students and community seriously, striving to be known as a gathering place for learners, leaders, and seekers.

