

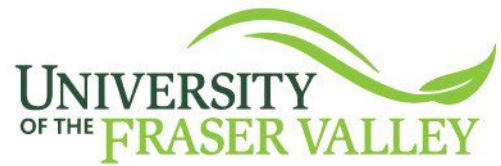
Institutional Accountability Plan and Report 2024/25



University of the Fraser Valley



FROM THE OFFICE OF
Dr. James Mandigo
President and Vice-Chancellor



July 8, 2025

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

Dear Minister Kang,

The University of the Fraser Valley (UFV) is pleased to submit its 2024/25 Institutional Accountability Report and Plan.

It has been a memorable 50th anniversary year for UFV, with much to share and celebrate alongside our students, faculty, staff, alumni, partners, and local and global community members. Throughout this celebratory year, we have reflected on our journey of the past five decades and UFV's transformation from its roots as a community college into the comprehensive university it is today.

It has also been a productive year at UFV. In 2024/25, the university continued to make significant progress towards implementing its Integrated Strategic Plan, *Íyáqáwtw* (House of Transformation), with strategic priority areas of focus including supporting a Student Ready Framework, campus renewal, community connection and impact, Reconciliation and decolonization, equity, diversity, and inclusion, and internationalization.

Our commitment to Indigenization and Reconciliation remains central to our work. UFV's strategic Indigenization plan *Lálém ye mestíyexw* ("House of the Peoples"), guides UFV's commitment to Reconciliation, Indigenizing our Academy, and enhancing our responsiveness and accountability to the self-determination and well-being goals of Indigenous Peoples. We continue to recruit Indigenous students, faculty, and staff; engage in efforts to reflect Indigenous voices; and create culturally sensitive and safe learning environments.

In 2024/25, UFV saw increases in both domestic and international enrolments, reaching its highest-ever total FTEs of 9,931 and highest ever international student FTEs of 2,357. UFV's overall utilization rate for the Ministry-funded student full-time equivalent (FTE) target in 2024/25 was 101.9%, 3.9 percentage points higher than the previous year. We are pleased that so many local and international students choose to attend UFV. These increased student numbers are also aligned with the enrolment targets set in our 2023-2030 Strategic Enrolment Management Plan.

UFV awarded 2,906 credentials this year, contributing to the university's more than 52,000 alumni. Our graduates have the skills and preparation to successfully transition into the labour force and contribute to B.C.'s economy. UFV achieved the 2024/25 Accountability Framework performance measure targets in all BC Student Outcomes survey groups (APPSO, DACTRDSO, and BGS) for *student satisfaction with education*,

student assessment with the quality of instruction, student assessment of skill development, student assessment of usefulness of knowledge and skills in performing job, and unemployment rate. The unemployment rate for the three survey groups—Former Diploma, Associate Degree and Certificate students; Bachelor Degree graduates; and Former apprenticeship students—is each below 6%, less than half the Target rate of 12.7%. We are immensely proud of our graduates.

UFV is committed to accountability and transparency, and to fostering the personal and professional development of its faculty and staff. In 2025, for the 11th consecutive year, UFV has been recognized as one of British Columbia's top employers.

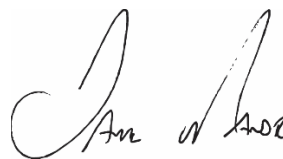
Several impactful projects that will benefit UFV students, faculty, staff, and community members were underway at UFV campuses this year, including the completion of the Mission campus renovation as a Centre of Excellence for Children, Youth, and Families; the construction of a new student housing building along with the renovation and expansion of the dining hall on the Abbotsford campus; and the creation of culturally inclusive campus spaces that reflect UFV's diverse community.

As UFV's 50th anniversary year comes to a close, we look to a bright future, guided by our values of integrity, inclusivity, and excellence, and our commitment to our mission of engaging learners, transforming lives, and building community.

Sincerely,



John Pankratz
Chair, Board of Governors



Dr. James Mandigo
President and Vice-Chancellor



Land Acknowledgment

Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which the University of the Fraser Valley (UFV) is located. They lived on Stó:lō Téméxw, the territory of the Stó:lō, and they spoke Halq'eméylem, also known as the upriver dialect.

UFV recognizes and honours the contribution that Indigenous people have made — and continue to make — to our community. UFV supports Indigenous learners and seeks to incorporate Indigenous ways of knowing.



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1. Strategic Direction and Context

1.1 Strategic Direction

1.1.1 General Overview

Ey Swayel Si:yam Siya:ye. Welcome to the University of the Fraser Valley.

Long before Canada was formed, the Stó:lō (People of the River) occupied the land on which the University of the Fraser Valley (UFV) is located. They lived in the Fraser Valley and lower Fraser Canyon of British Columbia, and they spoke Halq'eméylem, also known as the upriver dialect. In Stó:lō culture, the practice of tómiyeqw represents the connections between the past, the current, and the future. It represents the connection of seven generations in the past to seven generations of the future. The decisions we make today are meant to honour those who have come before us and to support those who will come after us.

The University of the Fraser Valley is a public teaching university, serving residents of the Fraser Valley and from around the world. UFV has campuses and locations in Abbotsford, Chilliwack, Mission, and Hope, along with a presence in Chandigarh, India.

UFV began the year by celebrating 50 years of engaging learners, transforming lives, and building community on April 4, 2024, and culminated this monumental milestone with UFV's first 50 Alumni & Friend Weekend on April 4 and 5, 2025. Throughout the year long celebrations, weekly profiles of alumni representing the UFV spirit have been published, and the UFV 50 Program Fund—a cornerstone of UFV's anniversary plan—approved 32 projects to support vibrant and diverse anniversary projects with over \$85,000 in funding.



UFV 50 Alumni and Friends Weekend Family Fair, 2025

Over the past year, UFV welcomed its largest number of students, with an all time high of 16,372 total students enrolled¹. This year also marks the largest number of international students (3,000) in attendance in the university's history. UFV offers small class sizes and dedicated faculty, an excellent learning environment, creative programming, and is committed to its work and collaboration with

¹ This is for students with positive FTEs in fiscal year 2024/25. Most data in this report is by fiscal year, we note occurrences where this is not the case. Student data in Section 1.1.1 is from the Central Data Warehouse (CDW).

community partners. UFV is recognized as a top-tier international post secondary institution by Quacquarelli Symonds Limited (QS), a prestigious international university ranking system that helps prospective students select the right university based on characteristics important to them. UFV holds a four-star rating overall as an institution, as well as five-star ratings in the categories of Teaching, Global Engagement, Employability, Inclusiveness, and Online Learning.

For the 11th consecutive year, UFV has once again been recognized as one of B.C.'s Top Employers. Over the last year, some 1,450 people were employed by the university, making an important contribution to the Fraser Valley economy. This includes 347 permanent teaching faculty members, 45% of which hold doctoral degrees.

UFV offers microcredentials, certificates, associate degrees, short certificates, diplomas, master's degrees, graduate certificates, graduate diplomas, post-degree certificates, post-degree diplomas, and bachelor's degrees. These programs, in combination with a variety of majors, minors, and extended minors in more than 45 subject areas, allow students to tailor their academic pathway to suit their interests and needs. UFV also offers more than 20 Trades and Technology programs, as well as Upgrading and University Preparation programs and a vast selection of Trades Continuing Studies and Continuing Education programs and courses. The university's five largest academic areas are the School of Business, the School of Computing, the Mathematics & Statistics Department, the Psychology Department, and the Social, Cultural, & Media Studies Department. UFV's diverse programming ensures the university provides flexible and accessible opportunities to support personalized, lifelong learning, with pathways that lead to the attainment and recognition of students' educational goals.

For 2024/25, UFV produced 6,926 domestic FTEs towards a Ministry of Post-Secondary Education and Future Skills (the Ministry) target of 6,794 yielding a 101.9% utilization rate—3.9 percentage points higher than the previous year, while seeing an increase of 202 international FTEs (+9.4%) over the previous year. In total, UFV produced 9,935 Full-Time Equivalents (FTEs) this year, with 2,361 of those coming from international students, and 647 funded by SkilledTradesBC.

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

For 2024/25, UFV had 13,372 domestic, 2,992 international (Canada), and 8 UFV legacy international (UIGE Chandigarh) students enrolled, for a grand total of 16,372 unique students. For the remainder of this report, unless noted otherwise, student activity is for domestic and international students at UFV campuses in Canada.

The university continued to see an increase in international FTEs this year compared to 2023/24, increasing by 204 FTEs, or 9.5%. The largest number of international students at UFV continues to be from India (81.3%), followed by Nepal (3.4%), China (1.7%), and Nigeria (1.4%). International students studying at UFV is one important way the university creates opportunities for the world to interact with the Fraser Valley and the Fraser Valley to engage with the world.

UFV identified six institutional strategic priorities as areas of focus for 2024/25, to support the implementation of the Integrated Strategic Plan—Íyáqáwtxw: House of Transformation. The six

priorities cover a range of topics, including reconciliation and decolonization, supporting a Student Ready Framework, campus renewal, deepening the university's connections and impact with community throughout UFV's 50th anniversary, expanding and enhancing ongoing implementation of the EDI Action Plan, and internationalization efforts across the university.

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

Population projections for the Fraser Valley College Region project the total population to increase 4.2% from 2024 to 2030 (from projections of 365,115 in 2024 to 380,500 in 2030), while the university-aged population of 15 to 29 years is projected to decline 4.5% from 2024 to 2030 (from projections of 71,146 in 2024 to 67,939 in 2030)². This represents a marked change from the previous year's projections. To manage enrolments and enhance student experience and success, UFV has a Strategic Enrolment Management (SEM) Framework. From a base year of 2022/23, UFV established 7-year enrolment targets for 2030/31, by program, by fee type.

In fall of 2024, UFV reopened a newly renovated campus in Mission. The campus houses UFV's School of Education and was co-created with input and assistance from Indigenous partners. Indigenous artists designed the architecture, and it was built with materials that are culturally important to the Stó:lō People, including cedar, a preserved moss wall, and rounded corners. Carvings and symbols appear throughout, with Indigenous artwork on the walls.



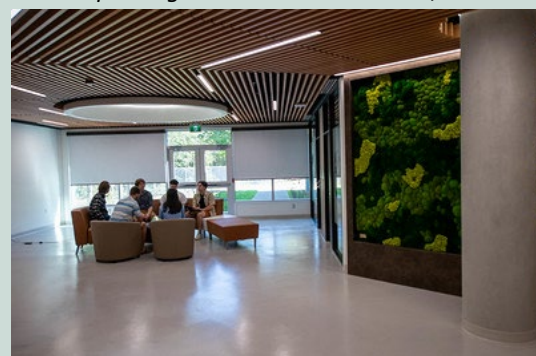
UFV Night at the Abbotsford Canucks, 2025



St'elt'elawtexw, 2024



The Paper Bag Princess—UFV Theatre, 2024



UFV Mission Campus, 2024

² Source: BC Stats. Population Estimates and Projections by selected college regions, released February 4, 2025. Accessed on May 7, 2025.

With a commitment to providing the best-possible learning environment for students, two major construction projects on the Abbotsford campus are well underway. The new student housing building on the Abbotsford campus is set to open in January 2026 and will provide 398 additional beds—making it easier for students to find safe, affordable housing. In the fall 2025 semester, a newly renovated and extended dining hall is set to open, increasing seating capacity from 121 to 350 seats.

UFV is currently in the process of pursuing the prestigious [Ashoka Changemaker Campus](#) designation that will highlight the university's commitment to being a house of transformation, and open new doors for collaboration with other members of the Ashoka global network. Changemaking underlies innovation and change initiatives that have positive impact throughout the communities that UFV serves. Examples of current UFV changemaking projects include [OneHealth](#), the [Sustainable Office Certification program](#), and the [Teaching Inquiries into Pedagogical Practices \(TIPP\)](#) fund.

UFV will develop meaningful community partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability—at the local, regional, national, and international levels. This commitment includes sharing and celebrating the accomplishments of our UFV community and alumni with others. Over the past year, UFV supported over 30 community events across the Fraser Valley, including film festivals, cultural celebrations, business awards, and Pride events. Some examples of the ways UFV has enriched local culture and community engagement over the past year include the fifth annual *Interpret* Creative and Performing Arts Festival, the 17th year of the *Fraser Valley Writers Festival*, performances of Shakespeare's *Macbeth* and Robert Munsch's *Paper Bag Princess* by the UFV Theatre, the *Take Over Festival* (highlighting student artwork at the Chilliwack Cultural Centre), and a *Screen Printing Workshop*, that provided experiential learning and industry connections to Graphic & Digital Design students. In addition, the university hosted St'elt'elawtexw: a Celebration of Community at the Chilliwack campus in September 2024. More than 300 friends and partners gathered for an evening of food and fun. The program showcased some of UFV's most prized community-engaged initiatives, many of which were chronicled in this year's [St'elt'elawtexw Community Report](#).

1.1.2 UFV's Vision, Mission, and Values

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

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



UFV's Vision, Mission, and Values

Our vision

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

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

Our mission

Engaging learners, transforming lives, building community.

yoystexw ye totilthet, ayeqet kw'e shxwaylexws, thayt kw'e st'elt'elawtexw

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

Our values

Integrity | letse o sqwelewel

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

Inclusivity | lexwsq'eq'ostexw

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

Community | st'elt'elawtexw

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

Excellence | ey shxweli

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

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



Box 1: UFV's Renovated School of Education Launches in Mission

The University of the Fraser Valley welcomed students to its newly renovated campus in Mission on Friday, Sept. 6. A ribbon cutting ceremony was held which included UFV President Dr. Joanne MacLean, MLA Pam Alexis, and Mission Mayor Paul Horn. Celebrations continued on Saturday, Sept. 14 with the Mission launch of UFV's Community Report and a campus Open House.

"The energy and excitement among our education faculty and students at UFV's newly reimagined Mission campus is truly inspiring," said Joanne MacLean, President, UFV. "I am so pleased to see UFV establish a stronger presence in one of the core communities that we serve."

The campus is home to UFV's School of Education, which brings Teacher Education and Early Childhood Education together under one roof. The latter was previously under the umbrella of Child, Youth, and Family Studies.

The Mission campus is a place, said School of Education Director Sheryl MacMath, that reflects the fundamental joy of learning that is a hallmark of UFV's Education programs. "We play games. We have singing and dancing and lots of excitement in our classrooms. Now we have an environment that supports us and works with the things we do."

A UFV alum, Mayor Paul Horn was part of the first cohort coming through the Teacher Education program, back when the program was housed in a trailer.

"Very few ingredients can positively shape a community like advanced education, and with this newly renovated campus, UFV is making a lasting investment in our community," Paul said. "We look forward to developing new

teachers and community workers, and we are eager to keep growing, together."

Sheryl is grateful for the warm welcome from Mission and can feel how much the School of Education is wanted there. "This is a place where we can take a deep, relaxing breath and think to ourselves, 'We're finally home.'"

The campus renovation was announced in 2023, with UFV committing to co-creating the space with Indigenous partners. The university consulted with Indigenous communities around Mission, and subsequently hired Indigenous artists to design the architecture.

The finished structure has been built with materials that are culturally important to the Stó:lō peoples, including cedar, a preserved moss wall, and rounded corners. Carvings and symbols appear throughout, with Indigenous artwork on the walls. Among those is a piece created by Una-Ann Moyer that hangs in the library on the main floor. It depicts a raven, beaver, bear, and Sasquatch paddling a canoe. The canoe rests on a sturgeon, representing continuity. Above the canoe is salmon, an important food source for the Stó:lō peoples.

Two pillars, created by Raphael Silver, stand at the outside entrance.

[Shirley Hardman, UFV Associate Vice-President Xwexwílmexwawt](#), hopes that students, faculty, and visitors not only enjoy the artwork, but appreciate it for its healing properties.

"Indigenous art is so much more than something to look at," Shirley said. "Indigenous art is an act of transformation—what was once a tree is now a carved piece of art, or the hair of a mountain goat is now a hand-woven blanket. As we appreciate that act of transformation, we

are also transformed—in that way art is like medicine.”

Dr. Keith Carlson, Director of [UFV’s Peace and Reconciliation Centre](#), has partnered with Stó:lō Elder and Knowledge Keeper Si:yemiya Albert ‘Sonny’ McHalsie to install a display of local Indigenous artifacts, generously shared from the [Stó:lō Research and Resource Management Centre \(SRRMC\)](#). The artifacts are accompanied by infographics that outline the impact of colonialism in the region, as well as Stó:lō traditional practices and cultural values.

“This is part of UFV’s ongoing work to create a culturally safe learning environment that fosters

a sense of belonging for Indigenous learners,” Keith said. “At the same time, this project informs non-Indigenous students and faculty of the impacts of settler colonialism.”

The UFV Mission Library will greet campus visitors as they enter the building. With bookable spaces and a learning commons for students and community members alike, the library will function as an important hub for connection between faculty, students, staff and community. Classrooms supporting active and experiential learning occupy the second floor.



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

The strategic imperatives detailed in the Integrated Strategic Plan—[Íyáqáwtsw \(House of Transformation\)](#) are the key measurable objectives that the university will focus on to ensure that true transformation can take place, to achieve its strategic goals.

OUR MISSION

Engaging Learners

Yoystexw ye totilthet

OUR GOAL

Provide inclusive learning environments for everyone

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

SUMMARY OF STRATEGIC IMPERATIVES:

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



OUR MISSION

Transforming Lives

Ayeqet kw'e shxwaylexws

OUR GOAL

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

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

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

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

SUMMARY OF STRATEGIC IMPERATIVES:

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

OUR MISSION

Building Community
Thayt kw'e st'elt'elawtexw

OUR GOAL

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

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

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

SUMMARY OF STRATEGIC IMPERATIVES:

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



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

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

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

An annual update on the Integrated Strategic Plan was presented to both Senate and the Board of Governors that included an accounting of UFV progress made towards achieving the KPI targets. Section 3.2.2 provides baseline data and four annual updates on Key Performance Indicators.

1.1.3.2 2025/26 Institutional Strategic Operational Priorities

For the 2025/26 academic year, UFV has identified the following institutional strategic priorities to support the implementation of the Integrated Strategic Plan. Budget commitments have been made to ensure the priorities are adequately resourced, as is possible.

Implementation of the Strategic Enrollment Management (SEM) Plan

UFV's Strategic Enrollment Management (SEM) Plan was endorsed by Senate and approved by the Board of Governors in fall 2022. Strategically aligned to support the Integrated Strategic Plan, the SEM Plan aims to grow enrollments by 23% from its inception to the 2030/31 academic year and focuses upon: "Engaging learners, transforming lives, and building communities by positioning UFV to meet the growing educational needs and demands within the Fraser Valley; balanced with, opportunities to welcome international students from around the world." Areas of focus in 2025/26 include implementing Student Ready concepts that remove barriers for students, increasing access to education across the lifespan, and advancing internationalization efforts.

Campus Renewal

As one of Canada's fastest growing regions, the Fraser Valley presents significant opportunities for UFV, a regional university with an access mandate. In 2025/26, UFV will focus on new and ongoing facility projects, including the construction of new student housing and a renovated dining hall, planning for optimal utilization of existing spaces, and developing a business case for a new building in Chilliwack.

Engagement with Communities

UFV's 50th anniversary has reinforced the importance of building reciprocal, mutually beneficial relationships to advance community-engaged teaching and learning, applied research and innovation, and partnerships. Our engagement strategy will focus on aligning UFV's core commitments and values with the needs and priorities of diverse communities we serve in the Fraser Valley—Hope, Mission, Chilliwack, Abbotsford and beyond. In 2025/26, UFV will continue to strengthen engagement with students, faculty, staff, alumni, partners, and supporters, for the promotion of campuses wherein

Indigenization, anti-oppression, dialogue, and support for a listening environment is valued and promoted.

1.1.4 University-Wide Planning Projects

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

1.1.4.1 UFV's Strategic Enrolment Plan & the 2030/31 (7 year) SEM Plan Enrolment Targets

UFV's Strategic Enrolment Management (SEM) Plan 2023-2030 is strategically aligned with the Integrated Strategic Plan. The SEM Plan includes targets, by program, for domestic and international students out to 2030/31. Each year, progress towards targets is reviewed and the targets themselves are revisited.

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

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

1.1.4.3 UFV's 2025/26 Consolidated Budget Plan

The [2025/26 Consolidated Budget Plan](#) was prepared through a consultative process, guided by approved Budget Principles and a commitment to align resources with identified strategic priorities. The Consolidated Budget has remained relatively stable over fiscal 2024/25, growing by nearly 3% to \$202 million. UFV is planning for a decline in international student enrolments as a result of the changes implemented by the Canadian government during 2024. This reduction is offset by growth in government funding, interest income and revenues associated with the new student housing.

1.1.4.4 UFV Capital Plan

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

Two main principles shape UFV's Capital Plans:

- The creation of an environment that engages students, builds community and meets the expectations of students choosing to study at UFV now and into the future.
- A commitment to deep decarbonization, reduced dependency on burning fossil fuels, overall energy use reduction and environmental sustainability as UFV aims to be net-zero by 2030.

Future spaces will be tech-enabled, interactive spaces that encourage inclusivity, connection, collaboration, and problem solving. Our commitment to sustainability shapes our planning as we adapt, modernize, and reimagine our spaces in response to changing needs.

The Mission campus renovation has now been completed and it reopened in summer 2024. The campus was reimagined and redesigned as a Center of Excellence for Children, Youth, and Families, and houses a mixture of academic programs, research and scholarly activity, and community outreach programs. A core component of this campus is an Indigenous Centre devoted to Truth and Reconciliation.

With a commitment to providing the best-possible learning environment for students, two major construction projects on the Abbotsford campus are well underway. The new student housing building on the Abbotsford campus is set to open in January 2026 and will provide 398 additional beds—making it easier for students to find safe, affordable housing. In the fall 2025 semester, a newly renovated and extended dining hall is set to open, increasing seating capacity from 121 to 350 seats. This expansion will provide a welcoming, inclusive place, with varied food options and expanded hours to promote wellness and build community on campus.

Over the past year, the university has completed several renovation projects to improve and enhance the student experience. Some examples include the newly updated drop-in student lab, a bright new welcoming space with many new flexible and accessible features; the Heavy Mechanical Shop in Chilliwack, including the addition of 5T and 2T shop cranes, ventilation, machining room, tool room, classroom upgrades; and accessibility improvements in common areas at the university.

The university has worked on creating culturally inclusive campus spaces that reflect UFV's diverse community, including prayer and reflection rooms, lactation rooms, and culturally sensitive design elements.

Buildings across UFV's campuses are being rated for accessibility through the Rick Hansen Foundation's Accessibility Certification Program. After the rating is completed, each building will receive an accessibility scorecard, as well as a report to indicate areas of improvement. In addition, several accessible campus enhancement initiatives such as gender-inclusive washrooms, improved wayfinding, and enhanced accessibility features have been undertaken across UFV campuses.

UFV completed a new Chilliwack Campus Plan in June 2024, in consultation with City of Chilliwack stakeholders, Indigenous groups, industry, and Canada Education Park.

UFV has prioritized reducing energy consumption, costs and environmental impacts, and being able to respond to climate change events that could impact services and the wellbeing of employees, students, and broader communities. In 2024, the university initiated several studies and policies to reduce energy consumption and greenhouse gas (GHG) emissions, and improve the well-being of students, staff, and faculty. These include:

- **Energy Management and Climate Resilience Plan:** UFV is currently developing the Energy and Climate Resilience Plan, which is expected to be complete early 2025. This plan aims to establish new university-wide GHG emissions, energy conservation and climate resilience targets, and identify specific pathways to achieve these targets, including annualized capital projects. UFV is working to formulate a strategy and identify action plans to improve resilience to climate change.

- **Sustainability Action Plan:** The Sustainability Action plan (still under development) maps out UFV goals and direction to align with the United Nations Sustainable Development Goals. It will be working in tandem with the Energy and Climate plan outlined above.
- **Sustainability Policy:** The UFV Sustainability policy was established in October of 2023 and identifies sustainability as a priority for the university. The policy provides UFV's common understanding of what sustainability means. It is a framework for integrating sustainability into decision-making, university practices, initiatives, and education.
- **UFV Energy and Climate Mitigation Committee (ECMC):** The purpose of this committee is to coordinate the creation and successful implementation of university-wide energy and GHG emissions reduction policies, plans, and best practices. The committee is still in the early stages of development and is expected to be reengaged in 2025 with plans to implement ISO 50001 certification.
- **Metering Gap Analysis:** This analysis involved a review of the condition and locations of current utility meters and submeters on campus and identified opportunities where new meters can be installed. New meters can help to better identify where natural gas, electricity and water is being used on campus so that new projects can target the highest consuming areas. New metering can also help inspire behavior change and quickly flag issues in equipment performance. An implementation plan is currently in development and will be completed alongside ISO 50001 certification to follow best practices. This project also involves the integration of data with energy management analytics tools.
- **Collaboration and Partnerships:** In 2024, UFV participated in the FortisBC Energy Specialist Program, BC Hydro Energy Manager Program, as well as the Energy Wise Network led by BC Hydro and FortisBC. These programs look to help organizations foster a culture of strategic energy and carbon management within the organization. Partnerships are also formed internally between different departments on campus.
- **Fleet Management Plan:** UFV worked throughout 2024 with a consultant to develop a fleet EV Ready Plan that provides a comprehensive framework for transitioning the university's vehicle fleet to electric. This plan includes determining what vehicles would be suitable as electric, both from a technical and economic perspective, and determines new charging infrastructure that is needed.

UFV also implemented several initiatives to upgrade existing equipment, implement energy efficiency measures, and optimize processes to reduce emissions and energy consumption. The major projects that were completed include: energy efficient audits, a roof-top unit replacement (Abbotsford building A), a detailed design for dedicated heat recovery chillers (Abbotsford, buildings A, B, and D), installing gas absorption heat pumps (Chilliwack, Trades and Technology Centre), construction of new student housing (Abbotsford), expansion of the dining hall (Abbotsford), a VFA building condition assessment, a university-wide solar assessment, district energy planning, LED lighting upgrades, and installation and maintenance of EV charging stations.



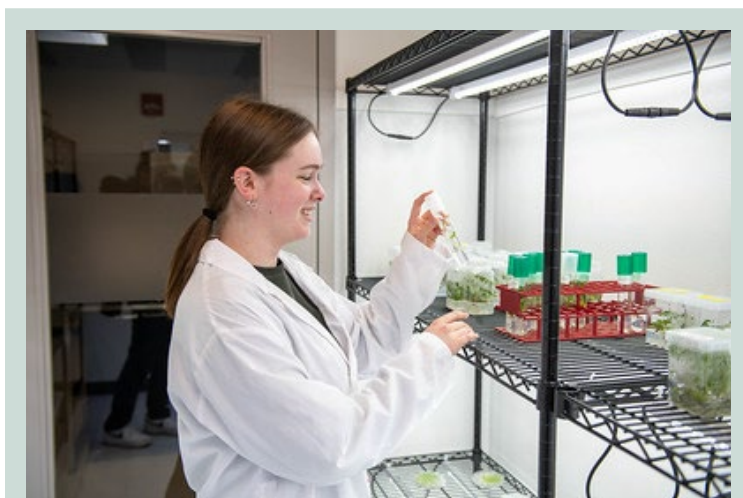
UFV + Fortis BC Energy Efficient Heat Pumps, 2024

1.1.5 Quality Assurance—Program Review

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

Work continues on improving program review processes at UFV. In 2020/21, UFV completed the Quality Assurance Process Audit (QAPA) with the Ministry. The audit focused on UFV's internal processes for the review of existing programs and the development of new programs with two goals: strengthening and improving processes where beneficial, and identifying commendable policies, procedures, or practices. The audit confirmed UFV's commitment to quality assurance and enhancement. It commended UFV for ensuring that the importance of quality curriculum, and the role of institutional and program learning outcomes in quality enhancement, are well socialized throughout the institution. The Program Development and Quality Assurance office (PDQAO) has completed the process of implementing changes and recommendations in areas identified by UFV in the QAPA Institution Report to further advance UFV's quality assurance processes. There have since been two progress reports, one in summer 2022 and the second in spring 2024, on the status of the affirmations in the QAPA Institutional Response.

As part of continuous improvement related to program review, in 2022/23 a new program review procedure was developed. To date, 11 program reviews have been completed under this process with an additional six being reviewed in 2025. Particular care has been taken in the new process to encourage faculty to consider their disciplinary specific responsibilities in addressing reconciliation beyond TRC Calls 62–65 that constitute the Education for Reconciliation section. The UFV Library has also undergone external quality assurance review this year.



Chilliwack Open House, 2025

In 2024/25, broad consultation on the new program review procedure and documents has led to further refinements and will result in the migration of the program review process to UFV's new Learning Management System, D2L Brightspace. The refinements will streamline the processes and better focus and support the critical program information that stakeholders need to see in order to make decisions on program improvements that align with UFV and the Ministry's strategic priorities. The revised program review system is expected to be in place by the end of 2025.

1.2 Strategic Context

1.2.1 Overview

There are many internal and external factors that affect UFV's operating environment. In this section we highlight some key data points and results the university monitors to promote a positive and successful environment for our institution, and its members and community.

B.C. has the third-highest provincial projected population growth rate in Canada—its population is projected to increase by 16% from 2024 to 2044, above the national growth rate for Canada of 14%³. The Fraser Valley College Region is projected to experience a 5% decrease in its college aged population (15–29) from 2024 to 2044, which is a smaller decline than the provincial forecast for college aged population (-8%)⁴. B.C. is projecting a slightly lower unemployment rate in 2025 (6.1%) than the Canadian average (6.8%) and is projected to have an unemployment rate of 5.8% in 2026, which is lower than the national rate of 6.4%⁵.

In 2024/25, UFV has seen an increase of 2.8% in total domestic FTEs and 9.5% in international FTEs compared to the previous year. The utilization rate for Ministry funded FTEs increased by 3.9 percentage points this year over last year.

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



UFV Open House, 2024

³ Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M1: medium-growth, age and sex, as of July 1 (x 1,000), released on January 21, 2025. Accessed March 31, 2025.

⁴ Source: BC Stats. Population Estimates and Projections by selected college regions, released February 4, 2025. Accessed on March 31, 2025.

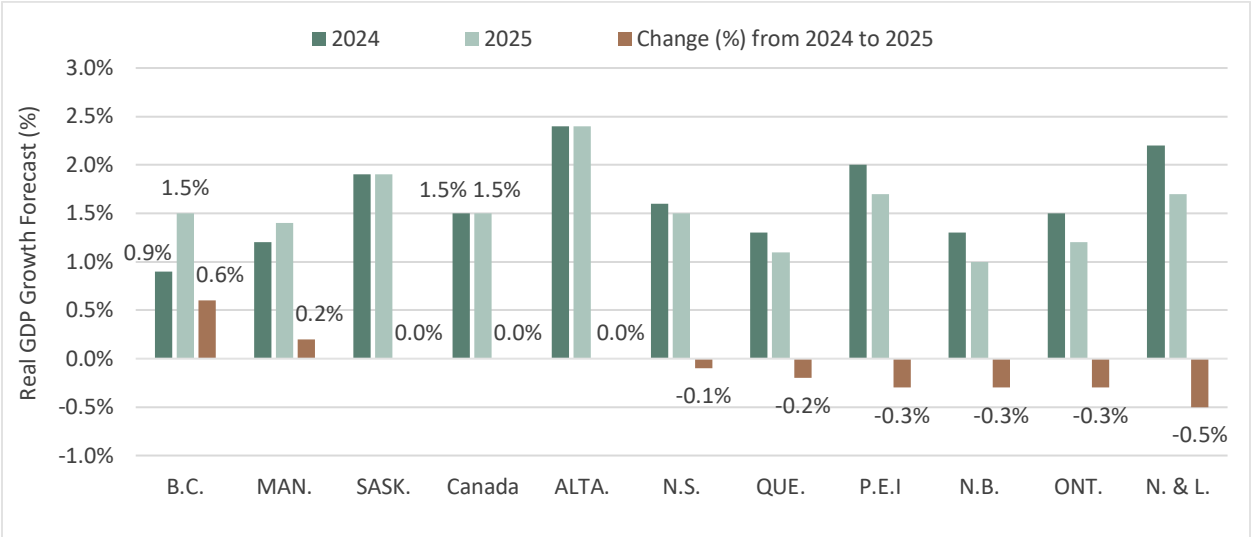
⁵ Source: Royal Bank of Canada, Provincial Outlook and Fiscal Analysis, Canadian Federal and Provincial Fiscal Tables, March 2025. <https://thoughtleadership.rbc.com/economics/canadian-fiscal-analysis/> Accessed on April 7, 2025.

1.2.2 Economy and Employment

British Columbia Economic Outlook

Figure 1 shows that in 2024, B.C.’s real GDP growth was the lowest of all provinces, while this year it is equal to the National average (1.5% in 2025).

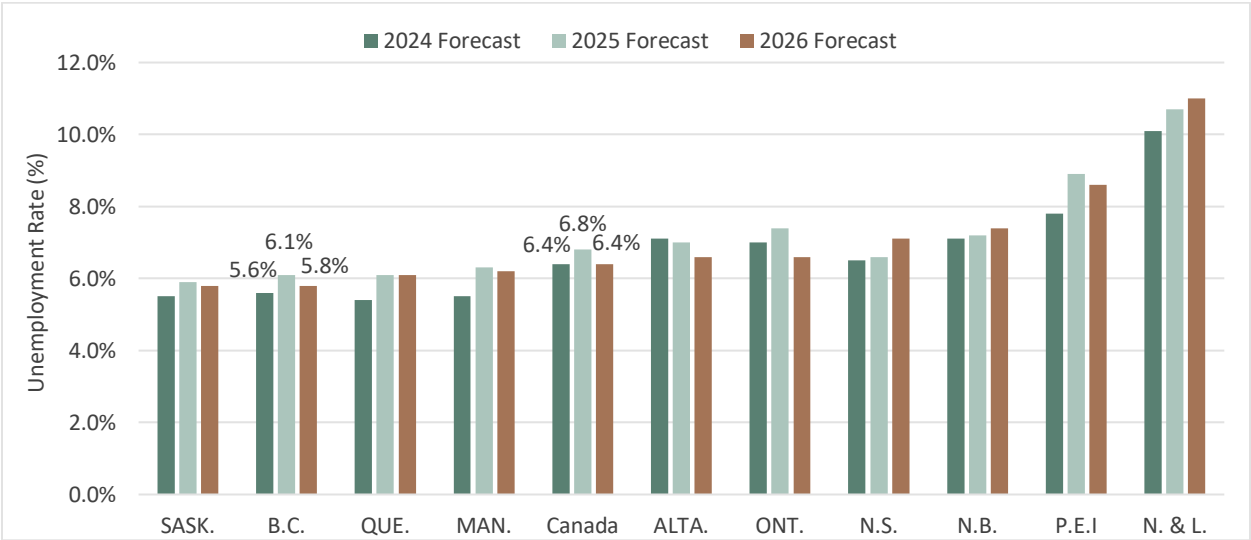
Figure 1: Real GDP Growth Forecast (%), 2024 to 2025



Source: Royal Bank of Canada, Provincial Outlook and Fiscal Analysis, March 2025.

The unemployment rate in British Columbia is among the lowest in Canada. Figure 2 shows that B.C. is forecast to have a slightly lower unemployment rate in 2025 than the Canadian average—6.1% compared to the national rate of 6.8%. B.C. is expected to have a decline in the unemployment rate to 5.8% for 2026, again lower than the national rate of 6.4% projected for 2026.

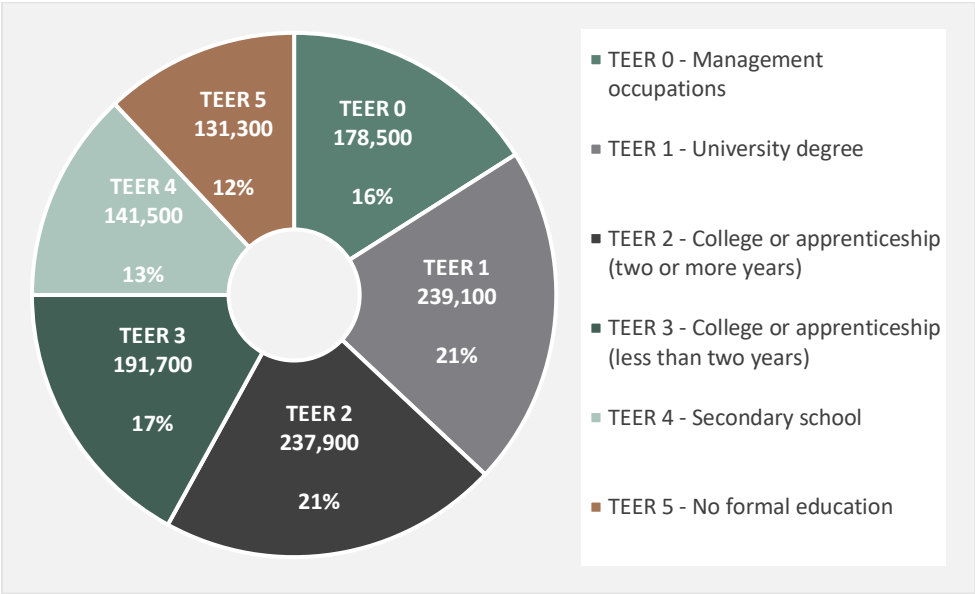
Figure 2: Unemployment Rate Forecast (%), 2024 to 2026



Source: Royal Bank of Canada, Provincial Outlook and Fiscal Analysis, March 2025.

The British Columbia Labour Market Outlook: 2024 Edition⁶ projects that there will be 1,120,000 job openings in B.C. from 2024 to 2034, with approximately 60% of future job openings from the replacement of retiring workers, and 40% through economic growth. Figure 3 shows projected job openings in B.C. over this 10-year span by the degree of Training, Education, Experience, and Responsibilities (TEER) required for an occupation. More than three-quarters (76%), or 847,200 job openings over the next 10 years, will require some level of post-secondary education or training, or management or supervisory experience (TEERs 0, 1, 2 and 3).

Figure 3: Job Openings by TEER, B.C., 2024 to 2034



Source: WorkBC, B.C. Labour Market Outlook: 2024 Edition.

Mainland/Southwest Region

UFV is located in the Mainland/Southwest economic region, which includes the Greater Vancouver area, the Fraser Valley and the Sunshine Coast, and stretches north to include Whistler, Pemberton and Lillooet. Despite having the smallest land mass, this region has the largest population in the province, and the largest share of projected job openings over the next decade (754,700/1,120,000 or 67.4%).

In the Mainland/Southwest region, 54% of the 754,700 projected job openings are opportunities arising from replacing workers, mostly from retirement, while the remaining 46% are resulting from economic growth. Employment demand is forecast to increase at an average annual rate of 1.7% over the next ten years, which is slightly higher than B.C.’s average annual growth rate at 1.4%.

Figure 4 shows the top 10 industries by job openings forecast for the Mainland/Southwest region from 2024 to 2034. Other retail trade (excluding cars, online shopping and personal care), Computer systems designs and related services, and Hospitals are the top three Industries by number of job openings on this list, which is consistent with the last Labour Market Outlook: 2023 Edition. However, in this year’s

⁶ Source: British Columbia Labour Market Outlook: 2024 Edition, <https://www.workbc.ca/sites/default/files/2025-02/BC%20LMO%20Report%202024.pdf> Accessed April 8, 2025.

2024 Outlook we see the addition of Residential building construction to the top 10 list, and the removal of Ambulatory health care services.

Figure 4: Top 10 Industries by Job Openings, Mainland/Southwest Region, 2024 to 2034

Mainland/Southwest Region			
Industry	Job Openings 2024 to 2034		
	Expansion	Replacement	Total
Other retail trade (excluding cars, online shopping and personal care)	31,120	32,840	63,960
Computer systems design and related services	38,320	16,210	54,530
Hospitals	26,940	20,820	47,760
Legal, accounting, design, research and advertising services	19,630	19,400	39,030
Food services and drinking places	18,020	16,970	34,990
Specialty trade contractors	16,570	15,600	32,170
Elementary and secondary schools	12,660	17,040	29,700
Personal, non-automotive repair and non-profit services	13,770	13,310	27,080
Wholesale trade	10,010	16,340	26,350
Residential building construction	14,310	11,550	25,860

Source: BC Data Catalogue. [Labour Market Outlook](#). Accessed April 8, 2025. Numbers have been rounded to the nearest ten.

Figure 5 displays the top 10 high opportunity occupations projected in the Mainland/Southwest region from 2024 to 2034, including the number of forecasted job openings, TEER, and median income (from 2021 Census median employment income). All but one of these 10 occupations have a TEER 2 or higher, meaning they typically require at least two or more years of college or apprenticeship. In fact, six of the ten occupations have TEER 1, which typically requires a university degree.

Figure 5: Top 10 High Opportunity Occupations by Job Openings, TEER, and Median Income, Mainland/Southwest Region, 2024 to 2034

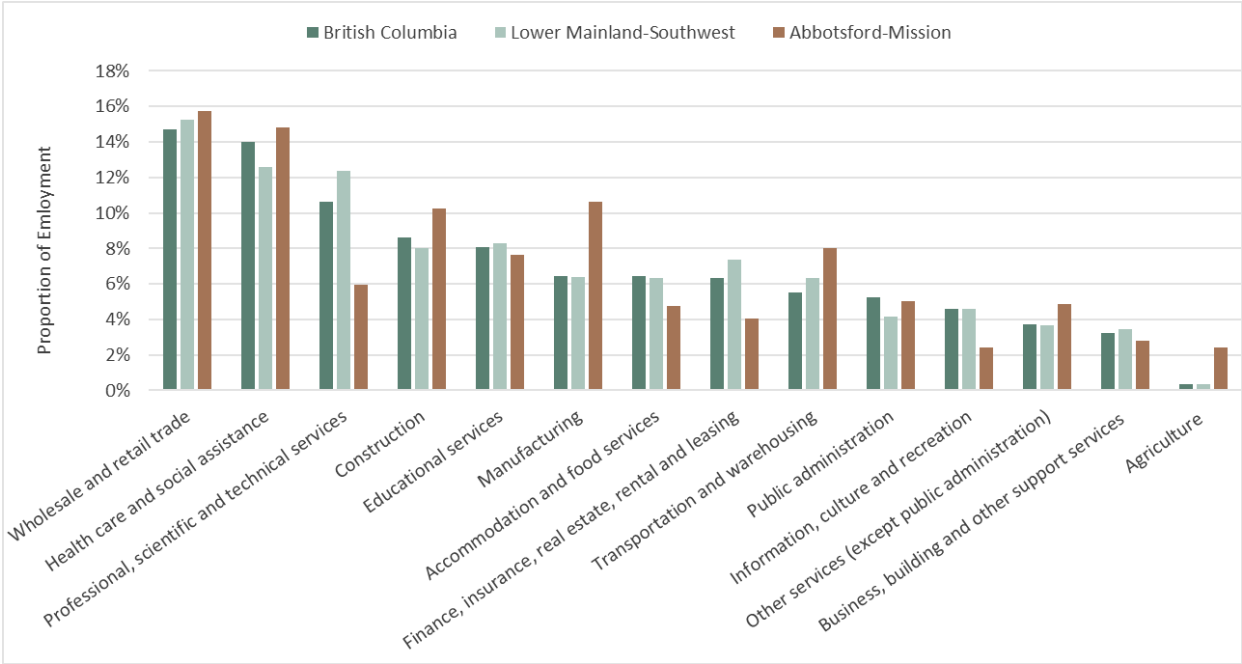
Mainland/Southwest Region			
Occupation Title	Job Openings 2024 to 2034	TEER	Median Income
Retail and wholesale trade managers	22,091	0	\$54,400
Registered nurses and registered psychiatric nurses	19,103	1	\$83,000
Senior managers - public and private sector	15,434	0	\$113,000
Nurse aides, orderlies and patient service associates	12,764	3	\$43,600
Financial auditors and accountants	10,678	1	\$69,500
Software engineers and designers	10,233	1	\$102,000
Early childhood educators and assistants	9,718	2	\$24,600
Elementary school and kindergarten teachers	9,227	1	\$66,500
Information systems specialists	7,286	1	\$80,000
Software developers and programmers	7,278	1	\$86,000

Source: BC Data Catalogue. [Labour Market Outlook](#). Accessed April 8, 2025.

Abbotsford-Mission

Industries such as Wholesale and retail trade, Health care and social assistance, Construction, Manufacturing, Transportation and warehousing, Other services (except public administration), and notably Agriculture make up larger shares of employment in the Abbotsford-Mission area compared to the Lower Mainland-Southwest and British Columbia overall (Figure 6).

Figure 6: Proportion of Employment by Industry, Three-Month Moving Average, March 2025

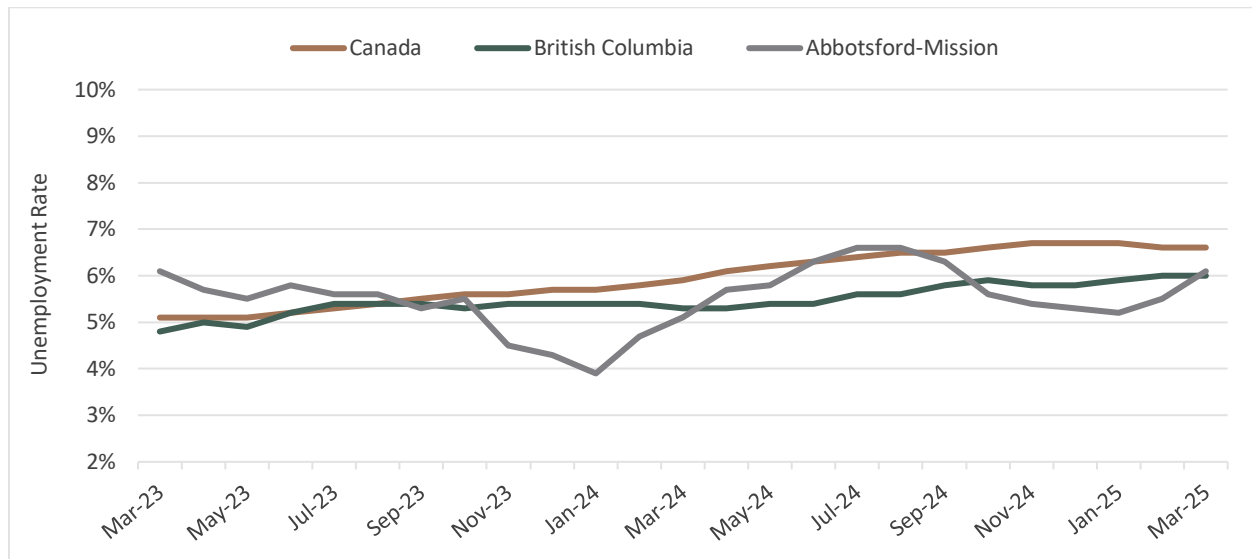


Source: B.C. and Mainland/Southwest data from Statistics Canada. Table 14-10-0465-02 Employment by industry and economic region, three-month moving average, unadjusted for seasonality. Abbotsford-Mission data from Statistics Canada. Table 14-10-0467-02 Employment by industry and census metropolitan area, three-month moving average, unadjusted for seasonality. Both the Utilities and Forestry, fishing, mining, quarrying, oil and gas Industries are excluded because this data has been suppressed for Abbotsford-Mission to meet the confidentiality requirements of the Statistics Act. Accessed April 8, 2025.

Figure 7 compares the unemployment rates of Abbotsford-Mission, B.C., and Canada for the last two years. From March 2023 to March 2025, British Columbia displayed a similar pattern to the national rate, but with better performance for the majority of this time span. Both B.C. and Canada have seen a gradual climb in unemployment rate—from 4.8% in March 2023 to 6.0% in March 2025 for B.C. and for Canada it is from 5.1% to 6.6%, respectively.

Abbotsford-Mission showed a more volatile pattern in unemployment rates. In March 2023 the unemployment rate for Abbotsford-Mission was 6.1%, moving to a low of 3.9% in January 2024, followed by a peak of 6.6% in July and August of 2024, and returning to 6.1% in March 2025.

Figure 7: Unemployment Rate, Three-Month Moving Average, Seasonally Adjusted, March 2023 to 2025



Source: Statistics Canada. Table 14-10-0380-01. Labour force characteristics, three-month moving average, seasonally adjusted. Accessed April 9, 2025.

Labour Market Outcomes of UFV Graduates

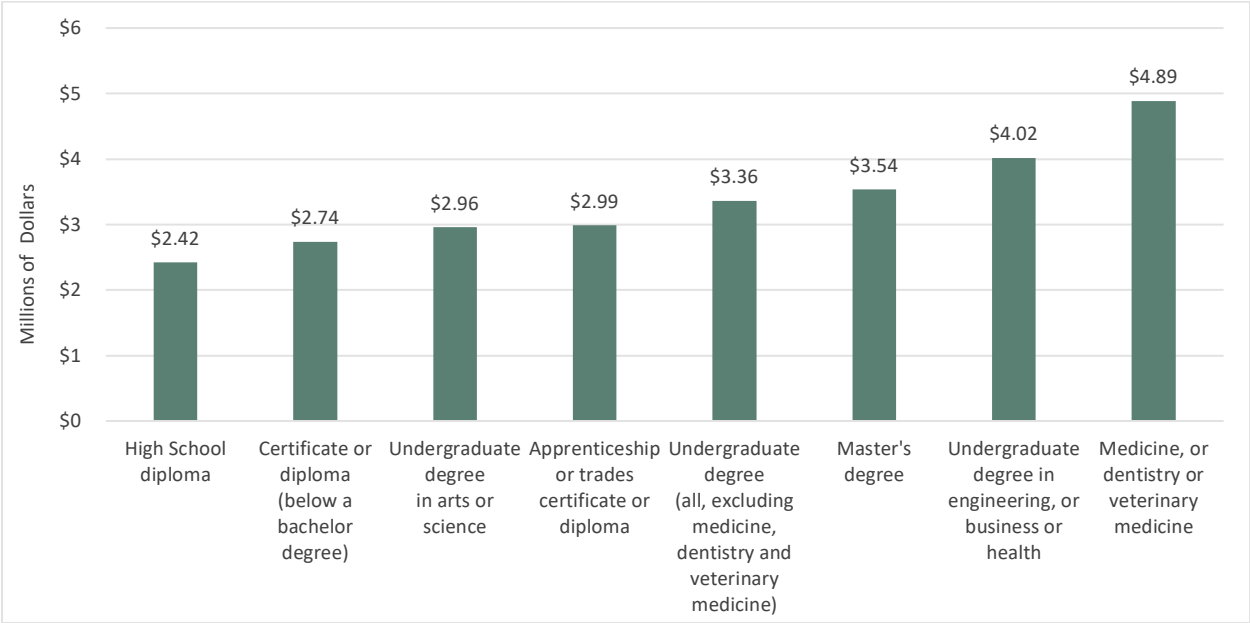
UFV recently conducted an income analysis of UFV graduates spanning the 2010 to 2020 graduating cohorts with proprietary data obtained from Statistics Canada. Examples of key questions this project examined included the variability in income performance across UFV fields of study, and the labour market outcomes of UFV graduates across credential levels. Some interesting findings from the analysis include the top-earning fields among UFV graduates, and gender income disparities over time among UFV graduates.

The analysis found that UFV graduates with degrees in *Mathematics, computer, and information sciences* consistently earned the highest median annual incomes among their UFV counterparts in all fields of study two, five, and ten years after graduation. Diploma graduates in *Personal, protective, and transportation services* led in median income five- and ten-years post-graduation. Certificate graduates in *Architecture, engineering, and related technologies* consistently achieved the highest median income across all fields, with a remarkable 60% increase in earnings ten years after graduation compared to two years. Short credential graduates in *Social and behavioral sciences and law* consistently showed competitive earnings and strong potential for income growth over time.

When comparing different cohorts for fixed times after graduation, gender income disparities decline moving to the more recent cohorts. This holds particularly for degree graduates. Considering within cohort performance over time across all credential levels—degrees, diplomas, and certificates—men consistently experience greater income growth, leading to widening gaps at the five- and ten-year milestones. The disparities are most pronounced among certificate graduates, who show the largest initial gaps and the slowest progress toward gender income equality across cohorts. Diploma graduates exhibit fluctuating but persistent gaps, with the within cohort disparity growing over time after graduation.

The 2024 edition of the B.C. Labour Market Outlook notes the typical Canadian high school graduate is estimated to earn \$2.42 million in today’s dollars over their lifetime, and that additional education and training will increase lifetime earnings. Figure 8 below shows the estimated average lifetime earnings by educational attainment (in millions of dollars) provided in the B.C. Labour Market Outlook: 2024 Edition—illustrating the lifetime earnings potential for return on educational investment.

Figure 8: Estimated Average Lifetime Earnings by Educational Attainment (in millions of dollars)



Source: WorkBC, B.C. Labour Market Outlook: 2024 Edition.

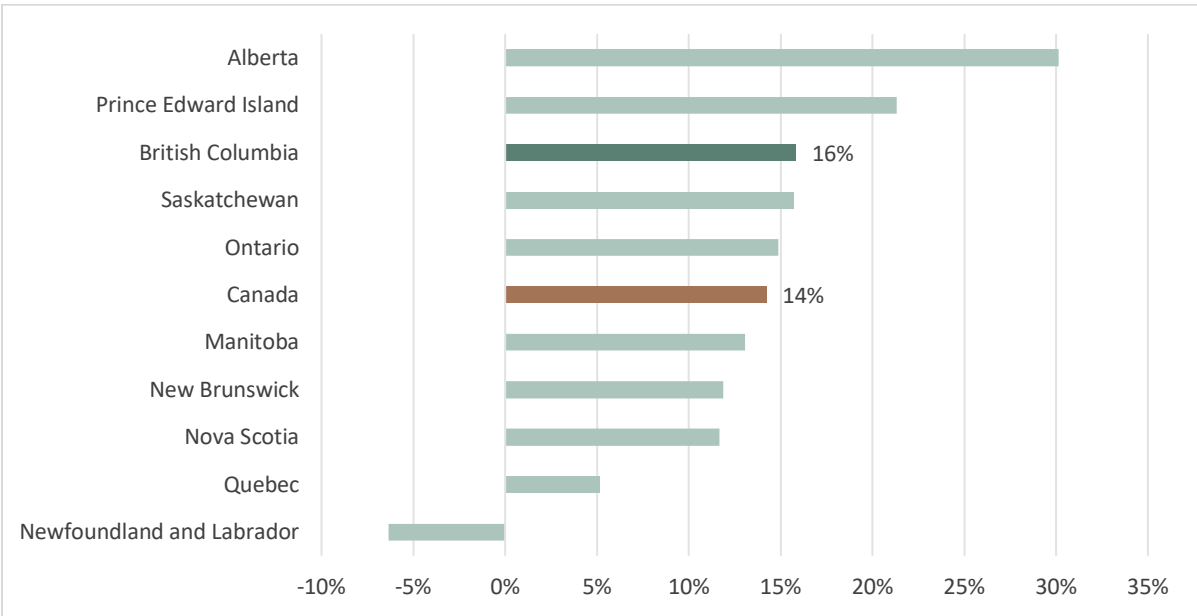


1.2.3 Demographics

1.2.3.1 National and Provincial Trends

According to projection scenario M1: medium-growth from Statistics Canada, Canada’s population is expected to continue growing from 2024 to 2044 in almost all provinces. The projected growth rates vary across provinces, with the highest rates forecasted for Alberta and Prince Edward Island at 30% and 21%, respectively. As illustrated in Figure 9, the projected population growth rate for British Columbia from 2024 to 2044 is estimated to be 16%, similar to Saskatchewan, and slightly higher than Canada overall, 15%.

Figure 9: Projected Change in Provincial and National Populations, 2024 to 2044, as a Percentage of 2024 Populations

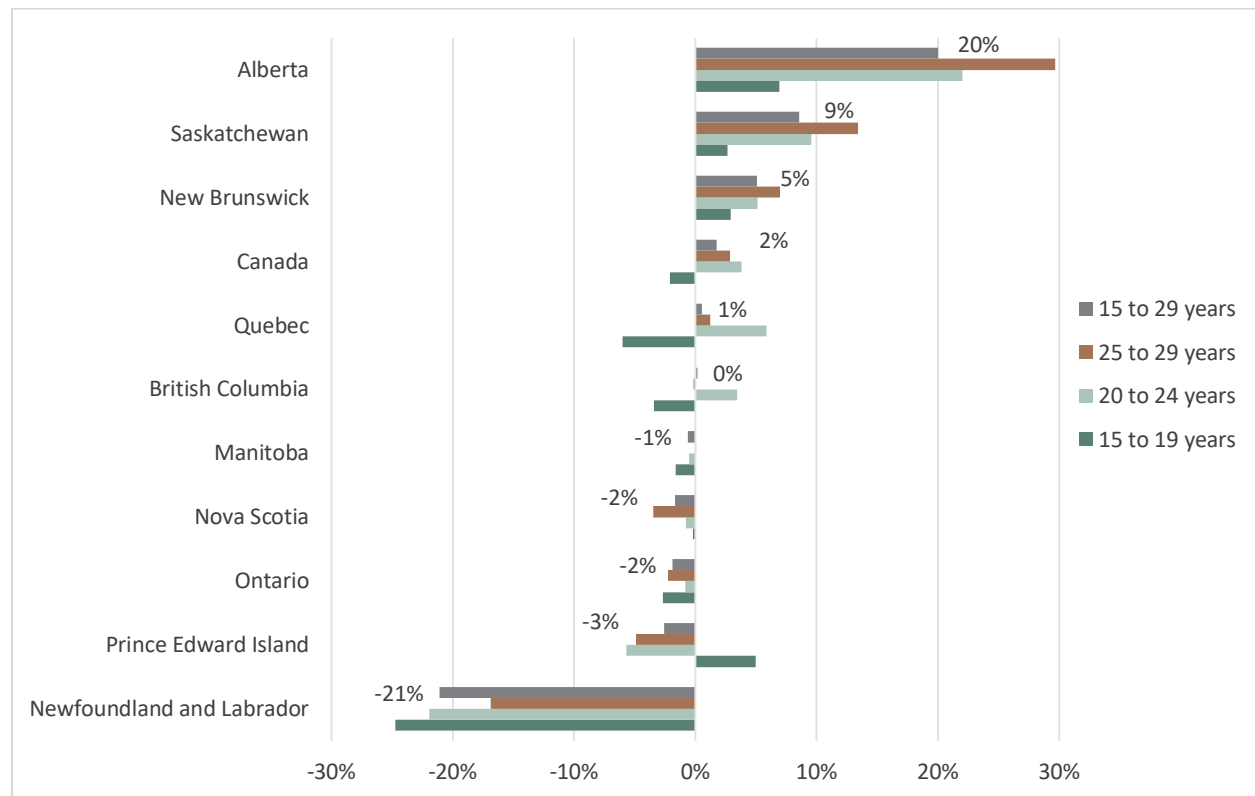


Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M1: medium-growth, age and sex, as of July 1 (x 1,000), released on January 21, 2025.

Figure 10 presents the projected changes in Canada’s university-aged population from 2024 to 2044, broken down by age group (15–19, 20–24, and 25–29), province, and nationally. The overall trend is a 2% growth in the university-aged population across the country. The 20–24 age group is projected to experience the largest population growth at 4% while the lowest group, the 25–29 age category, is projected to decline by 2%.

B.C.’s university-age population—15 to 29 years is projected to remain stable with little change, which places it in a middle position compared to other provinces. B.C. is projected to experience a 3% decrease in its 15–19 year-old population, a 3% increase in its 20–24 year-old population, and stay stable in its 25–29 year-old population.

Figure 10: Projected Change in Population by Selected Age Groupings (15–19, 20–24, and 25–29), 2024 to 2044, as a Percentage of 2024 Populations



Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M1: medium-growth, age and sex, as of July 1 (x 1,000), released on January 21, 2025.

By headcount, 70% of UFV students are aged 24 or younger and these students generate 80% of UFV's FTEs. Smaller teaching universities such as UFV tend to have a slightly older population than the Canadian university population overall.

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

BC Stats released its annual population projections (2025 Projections) in February 2025, forecasting that B.C. will see an 8.4% decrease in its college-aged population from 2024 to 2044, projecting 1,029,224 British Columbians aged 15 to 29 in 2044, compared to 1,123,406 in 2024.

This projection is much lower than the 0.2% growth in the 15–29 age group projected by Statistics Canada modeling by projection scenario M1: medium-growth. The forecasted changes for the 15–19, 20–24, and 25–29 age groups from 2024 to 2044 differ significantly between the two models, as shown in Figure 11. Importantly, Statistics Canada numbers are based on projection scenario M1: medium-growth, which assumes medium level in fertility, mortality, immigration, emigration and returning emigration, and non-permanent residents. This is just one of the ten scenarios produced by Statistics Canada. In contrast, BC Stats modeling incorporates more localized assumptions and data sources.

Figure 11: Difference of Projected Change in B.C. Population 2024 to 2044, as a Percentage of 2024 Populations, Statistics Canada Projection Scenario M1 vs BC Stats Population Estimates & Projections Application

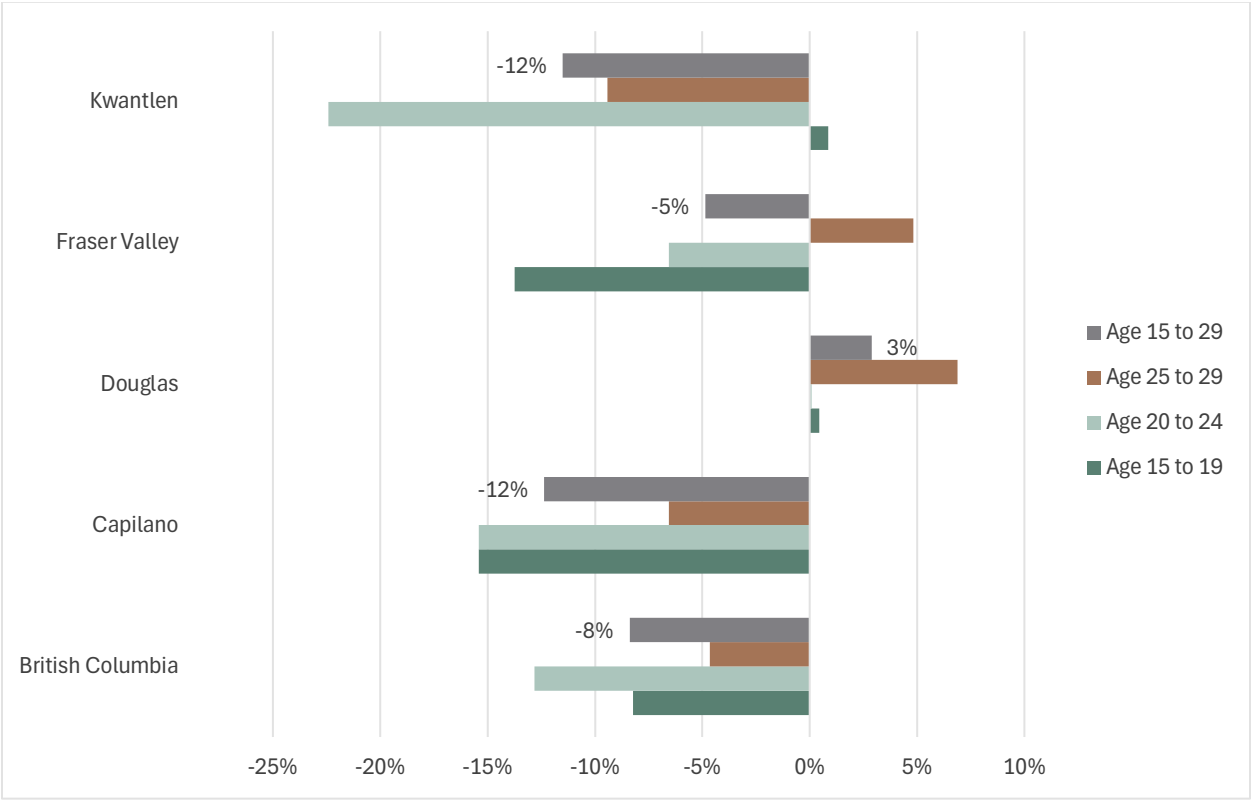
Projection Source	Age Group			
	15–19	20–24	25–29	15–29
BC Stats	-8.2%	-12.8%	-4.6%	-8.4%
Statistics Canada	-3.4%	3.4%	-0.2%	0.2%

Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M1: medium-growth, age and sex, as of July 1 (x 1,000), released on January 21, 2025.

Source: BC Stats. Population Estimates and Projections, released on February 4, 2025.

In Figure 12, BC Stats provides projections for college-aged populations across select college regions, including Fraser Valley, Capilano, Kwantlen, Douglas, and the province of British Columbia as a whole. The figure shows the projected population changes for selected age groups of 15–19, 20–24, and 25–29. Three out of the four selected college regions including the Fraser Valley are anticipated to experience a decrease in 15–29 year-olds from 2024 to 2044—the exception is Douglas, with 3% growth projected. The Fraser Valley is anticipated to experience a 5% decrease, compared to an 8% decrease for the province of British Columbia as a whole.

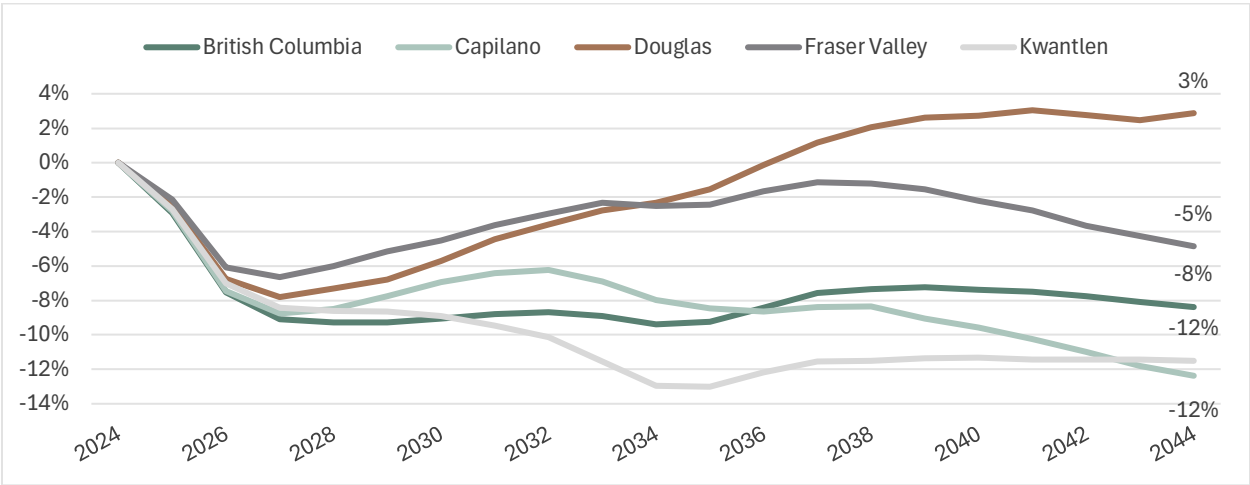
Figure 12: Projected Change in Population in Select College Regions and B.C., by Selected Age Groupings (15–19, 20–24,25–29, and 15–29), 2024 to 2044, as a Percentage of 2024 Populations



Source: BC Stats. Population Estimates and Projections by selected college regions, released February 4, 2025.

Figure 13 shows the cumulative projected changes in the population aged 15–29 for selected College Regions and B.C. from 2024 to 2044. The Fraser Valley stays higher than the province of British Columbia as a whole and the other three selected college regions except Douglas, with a cumulative decline of 5%. The Fraser Valley College Region 15–29 years old population is projected to decrease each year from 2024 to 2027, then increase from 2027 to 2037, and finally decline from 2037 to 2044.

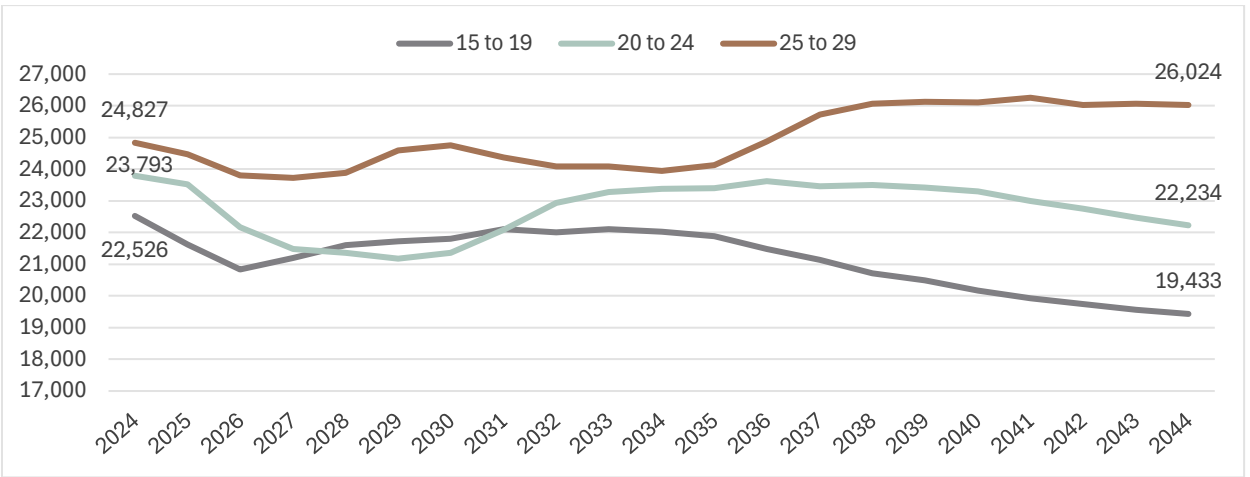
Figure 13: Cumulative Projected Change in Population, Ages 15–29 in Selected College Regions and B.C., 2024 to 2044, as a Percentage of 2024 Population



Source: BC Stats. Population Estimates and Projections by selected college regions, released February 4, 2025.

Projected population figures for the Fraser Valley College Regions by age groupings of 15–19, 20–24, and 25–29 from 2024 to 2044 are illustrated in Figure 14. Over this period, the age grouping of 15–19 is projected to experience a decrease of 14% in population, while those aged 20–24 are projected to decrease by 7%. The only increase is expected in the 25–29-year-old grouping, with an increase of 5%.

Figure 14: Projected Population for the Fraser Valley College Region, by Selected Age Groupings (15–19, 20–24, and 25–29), 2024 to 2044

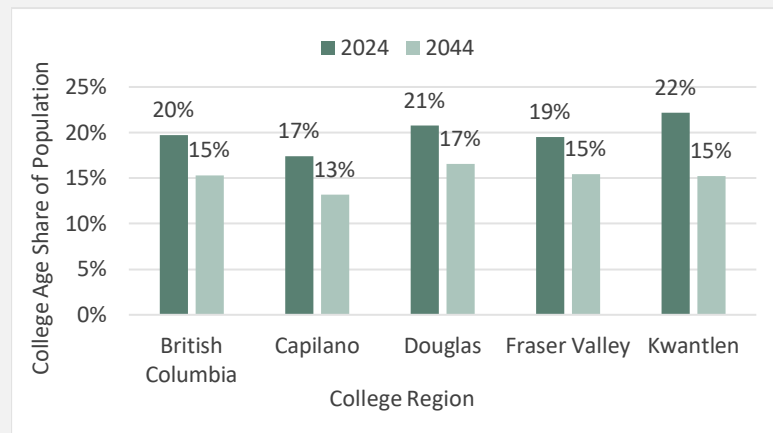


Source: BC Stats. Population Estimates and Projections by selected college regions, released February 4, 2025.

Figure 15 illustrates the projected college-aged (15–29) population in the total population for B.C. and selected college regions in 2024 compared to 2044. As the B.C. college-aged population is projected to drop from 2024 to 2044, its share in the B.C. total population is projected to decline slightly from 20% in 2024 to 15% in 2044. This decline in share holds for the four individual College Regions including the Fraser Valley.

Despite an overall projected decline in the college-aged population (15–29) across most college regions in B.C., UFV is relatively well positioned. The Fraser Valley College Region is expected to experience a smaller cumulative decline (-5%) compared to the provincial average (-8%) between 2024 and 2044. While the population aged 15–19 in the region is projected to decrease by 14% and those aged 20–24 by 7%, the 25–29 age group is expected to grow by 5%. Although the college-aged population as a share of the total population is projected to decline in both B.C. and the Fraser Valley, UFV remains in a more favorable position than most of its peer institutions. However, competition for students within the Fraser Valley region will likely intensify in the coming years, both from within the province and across Canada.

Figure 15: Projected Share of College-Aged (15–29) Population in Total Population, 2024 compared to 2044, by B.C. and Selected College Region



Source: BC Stats. Population Estimates and Projections by selected college regions, released February 4, 2025.

1.2.3.3 Campus Demands, Short-Term and Long-Term

Local high school grade 12 enrolment projections⁷ provide important information that UFV utilizes to ensure the optimal delivery of services to students in the Fraser Valley.

Figure 16 shows selected local school districts' share of projected grade 12 enrolment growth from 2024/25 to 2033/34 in public schools. From 2024/25 to 2033/34, grade 12 enrolments in public schools in UFV's local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Maple Ridge-Pitt Meadows, and Mission) are projected to increase on aggregate by 13.0%: from a low of 8,084 grade 12 enrolments in 2024/25 to a high of 9,135 in 2033/34, an increase of 1,051 students.



⁷ Source: BC Data Catalogue, BC Schools Enrolment Projections 2024-2025 to 2033-2034 masked, December 2023, <https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments> Accessed April 10, 2025.

The Langley school district accounts for the largest share of growth during this time period (56.4%), followed by Maple Ridge–Pitt Meadows (16.1%), Chilliwack (13.4%), Abbotsford (6.3%), Mission (6.2%), and Fraser-Cascade (1.6%).

As shown in Figure 17, all of UFV’s nearby school districts are projected to experience an increase in grade 12 enrolments in public schools from 2024/25 to 2033/34, with Langley school district having the largest projected increase (593 students, 25.4% growth), followed by Maple Ridge-Pitt Meadows school district (169 students, 9.2%), Chilliwack school district (141 students, 10.4%), Abbotsford school district (66 students, 3.6%), Mission school district (65 students, 10.7%), and Fraser-Cascade school district (17 students, 16.3%).

Figure 16: Selected Local School District’s Share of Projected Grade 12 Enrolment Growth, Public Schools, 2024/25 to 2033/34

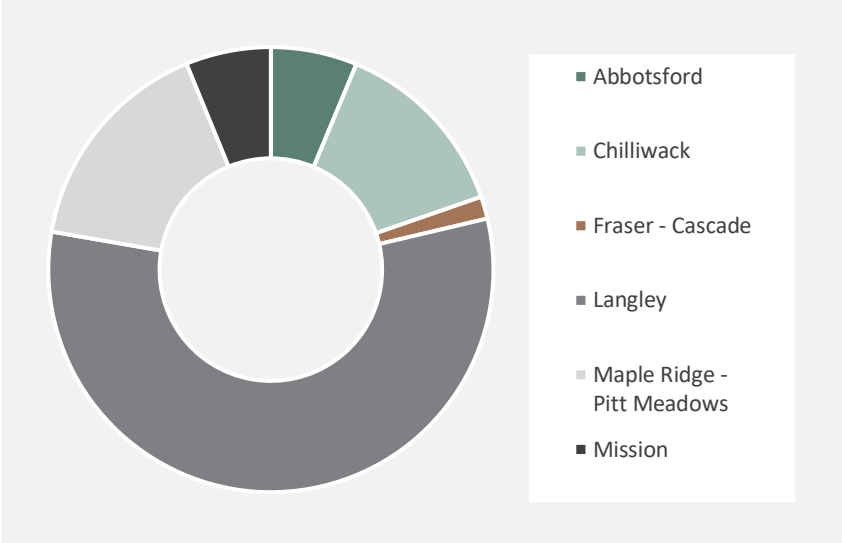
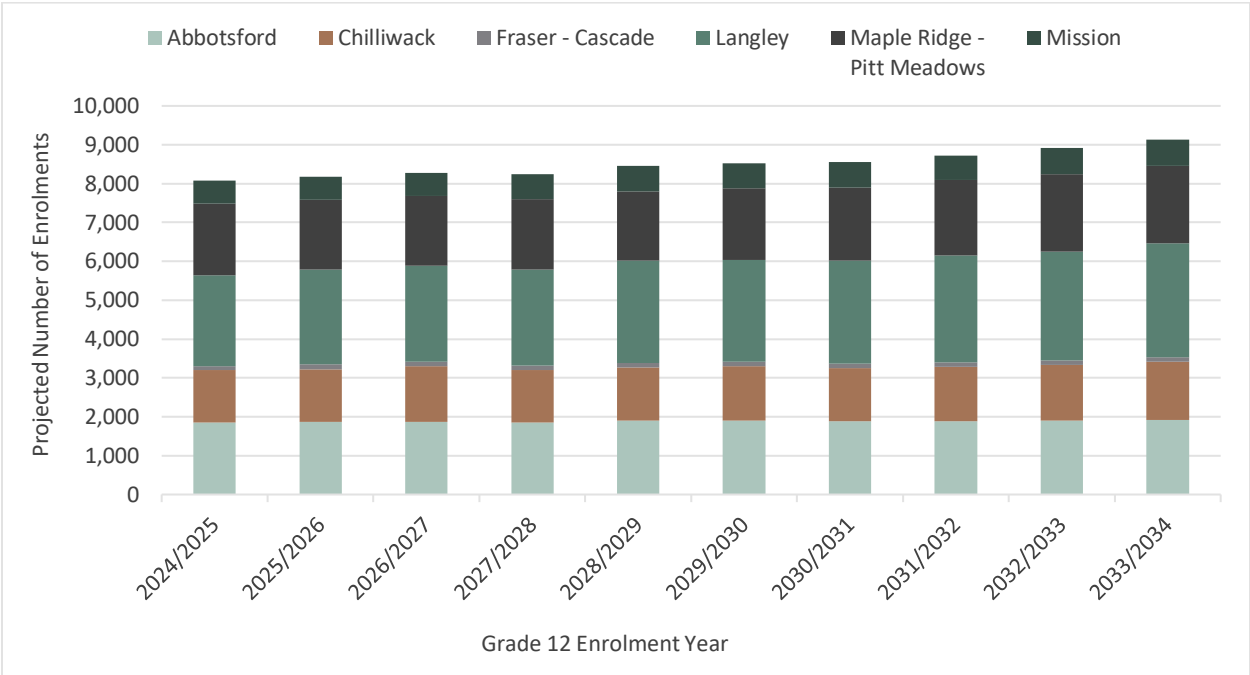


Figure 17: Selected Local Public School Districts' Grade 12 Enrolment Projections, 2024/25 to 2033/24



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

While the majority of student activity occurs on the main Abbotsford campus, UFV is committed to providing a broad array of programming and service to students throughout the Fraser Valley. Programs based primarily at the Chilliwack campus include Health Sciences (Nursing, Dental, Health Care Assistant, Kinesiology, and Veterinary Administrative Assistant), Trades and Technical offerings, and Agriculture. As of 2024, the Mission campus is the new home for the School of Education and the UFV Mission Library. With bookable spaces and a learning common for students and community members alike, the Mission library will function as an important hub for connection between faculty, students, staff, and community.

Affordable accommodation is challenging for students in Abbotsford and the surrounding Fraser Valley communities. The 2024 Canada Mortgage and Housing Corporation (CMHC) Rental Market Survey Data Tables⁸ for the Abbotsford-Mission Census Metropolitan Area (CMA) state the apartment vacancy rate as 1.1% in October 2024, while the cost of renting an apartment in the Abbotsford-Mission CMA remained the same between October 2023 and October 2024. The continued low vacancy rate in the Abbotsford-Mission CMA indicates the need for an increase in rental housing in these areas.

Results from the 2024 Canadian University Survey Consortium Survey (CUSC) of graduating students revealed that very few UFV respondents reported living in on-campus housing (2%), while 34% rented off campus housing. For CUSC 2023 middle-years student respondents, the results are quite similar—only 3% reported that they live in on-campus housing, while 24% reported renting off campus housing. For CUSC 2022 first-year student respondents, the results are quite different, with 6% of UFV first-year respondents reporting that they lived in on-campus housing and 4% renting off campus housing.

Where we see very similar results between the three UFV survey cohorts (CUSC 2024 graduating students, CUSC 2023 middle-years students, and CUSC 2022 first-year students) is regarding the share of respondents not currently living in on-campus housing that would have preferred to do so if they could. This share is 18% for graduating students, 17% for middle-years students, and 19% for first-year students. UFV and the Ministry are working together to address this need with the construction of the new residence building and expansion of cafeteria space on the Abbotsford campus well underway. The new residence building is set to open in winter 2026 and the new dining hall in fall 2025.

1.2.3.4 Population Diversity

Data from the 2021 Census⁹ shows that 35.4% of people in the Abbotsford-Mission Census Metropolitan Area (CMA) are a visible minority, compared to 26.5% of Canadians, and 34.4% of British Columbians. Abbotsford-Mission CMA has the second highest proportion of visible minority population in B.C., with the highest proportion found in the Vancouver CMA (54.5%). Of all Canadian CMAs and Census Agglomerations (CAs), Abbotsford-Mission has the fifth highest proportion of visible minority population in Canada. The majority of the 35.4% visible minority population in the Abbotsford-Mission CMA is of South Asian origin. In the Chilliwack CMA, 10.7% of its population were a visible minority in 2021, with 2.9% of its population identifying as South Asian.

⁸ Source: Canada Mortgage and Housing Corporation (CMHC), Rental Market Survey Data Tables, December 17, 2024, Accessed March 7, 2025.

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

For B.C., the Fraser Valley, Abbotsford-Mission, and Chilliwack, the ethnic or cultural origin with the highest share of population for each region is English, with Abbotsford-Mission having the smallest proportion at 18.8% (compared to Chilliwack, 24.9%, the Fraser Valley, 21.2%, and B.C., 20.7%). The second highest proportion of population by ethnic or cultural origin is Scottish for Chilliwack (19.4%), the Fraser Valley (16.0%), and B.C. (15.8%), but for Abbotsford-Mission, it is Indian (India) representing 14.3% of its population.

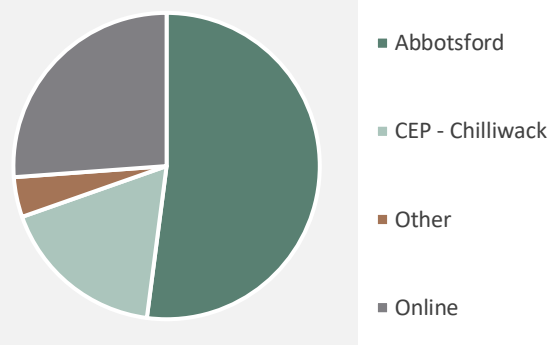
The university's diversity is enhanced with the attendance of international students from around the world. In 2024/25, the university hosted over 2,900 international students. UFV's relationship with the Fraser Valley India campus in Chandigarh, India is but one example of its global outreach. UFV strives to extend a warm welcome and create an atmosphere in which everyone feels at home. The university is committed to integrating equity, diversity, and inclusion (EDI) into all aspects of its institutional culture; providing a learning environment that shows consideration and respect for diverse experiences and ideas, and that is welcoming and engaging for all.

1.2.3.5 Facing the Challenges of Being a Multi-Campus University

UFV has campuses in Abbotsford, Chilliwack, and Mission, as well as a centre in Hope. In 2024/25 the largest share of FTEs (52%) was attributed to the Abbotsford campus, followed by activity online (26%), the Canada Education Park (CEP) Chilliwack campus (18%), and the remaining 2% of activity was attributed to other locations such as Aerospace Training Centre, Clearbrook Centre, Hope, and Mission. Figure 18 shows the 2024/25 FTE distribution by campus. Domestic students accounted for 76% of the 2024/25 FTE activity, and international students made up the remaining 24%.

Online activity continues to be popular with UFV students. Students state that online activity provides flexibility and efficiency in scheduling and is budget friendly at a time of significant inflation.

Figure 18: 2024/25 FTE Distribution by Campus (Central Data Warehouse, CDW)



1.2.4 Students

UFV had the largest number of students enrolled this year, with an all time high of 16,372¹⁰ students. This includes over thirteen thousand domestic students, more than twenty-nine hundred international students, and 8 UFV legacy students at UFV India Global Education in Chandigarh. Most of the data in this report is by fiscal year which runs from April 1 to March 31. One exception is for graduates, listed in

¹⁰ This is the headcount (from CDW) that includes only UFV students that generated FTEs. Examples of activity that does not generate FTEs include Tours and Exchanges; these students are included in the CDW submission to the Ministry.

Figure 29 (found in Section 1.2.4.3 on page 43), that are by academic year, which runs from September 1 to August 31. This allows us to capture graduates from June 2024.

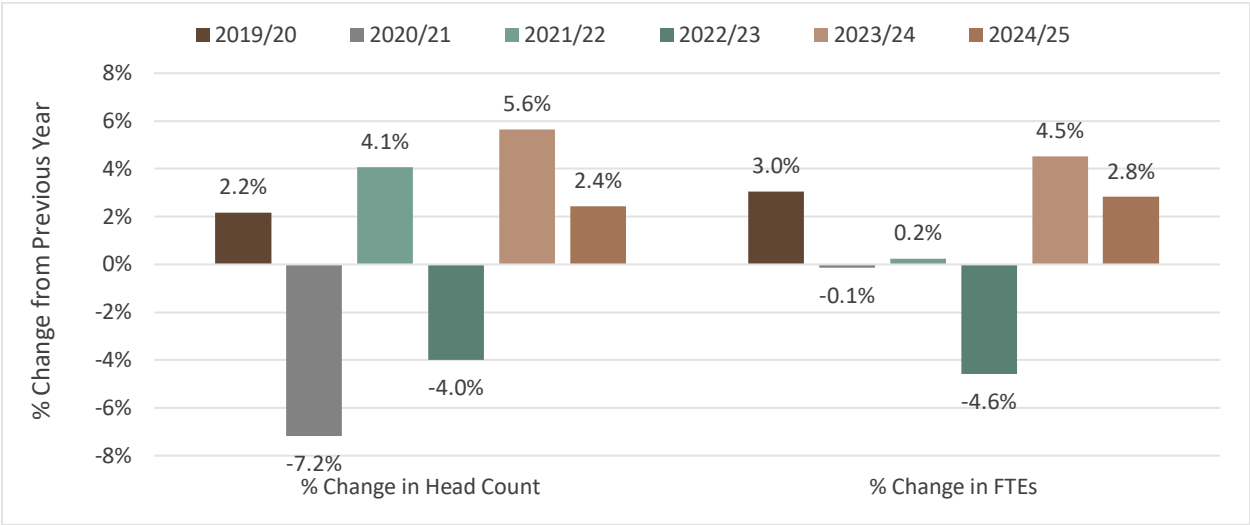
1.2.4.1 Student Headcount and FTEs

This year, the university produced a total of 9,931 FTEs, made up of 7,573 domestic and 2,357 international FTEs (when sums do not match it is due to rounding). In 2024/25 we saw an increase in both domestic and international resulting in the university’s highest ever total FTEs 9,931—surpassing last year’s previous peak of 9,519. In 2024/25 for domestic, we have seen an increase in both new and returning student headcounts, and for international we have seen an increase in returning students, but a decline in new students.

Some areas of domestic FTE growth in 2024/25 are in parallel with changes to our total Ministry funded target (total increase of 33 FTEs, from 6,761 in 2023/24 to 6,794 in 2024/25) in Health program funding (+17 FTEs) and Technology-Related Program Expansion (+16 FTEs)—detailed in Section 3.2.1 System Measures. Examples of other areas of growth include an additional (second) cohort of the Medical Office Assistant program, enrolments in the new Bachelor of Regional and Community Planning program, increased enrolments in several other bachelor degree programs and in Trades Continuing Studies courses such as Power Line Technician, and enrolments in courses where [StrongerBC future skills grant](#) funding was available such as Building Service Worker and Pesticide Application Certification.

Figure 19 shows the year-to-year percent change in historical domestic student headcounts and FTEs for the past six years.

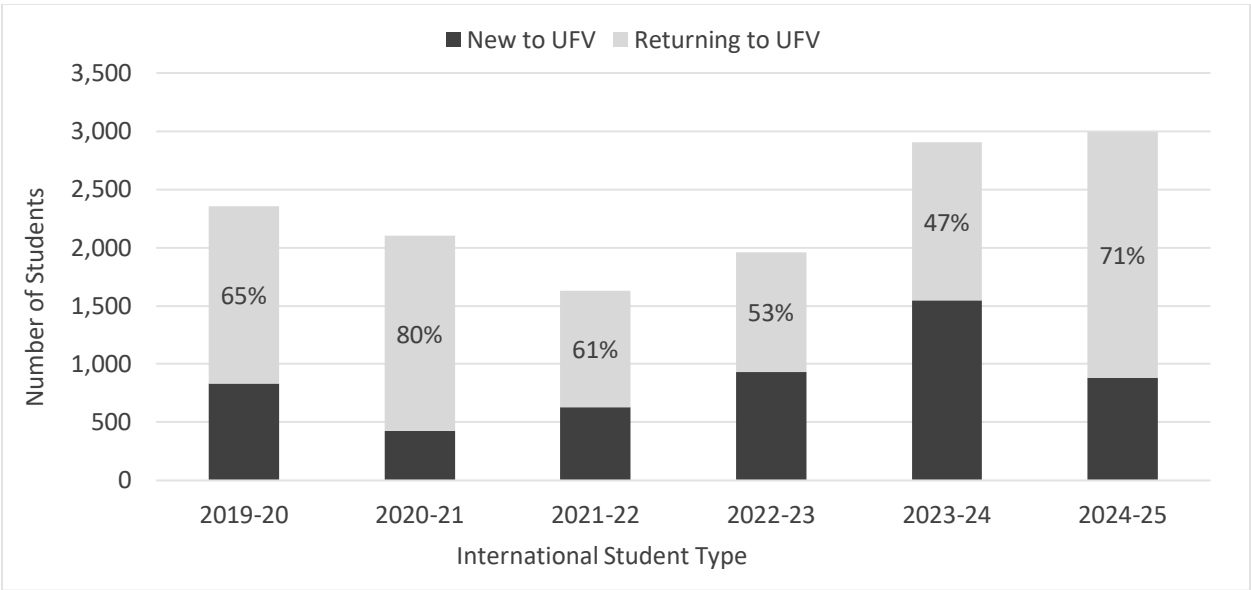
Figure 19: Annual Percent Change in Historical Domestic Student Headcounts and FTEs, 2019/20 to 2024/25 (Central Data Warehouse, CDW)



In 2023/24, the university saw international headcounts increase 48.0% over the previous year, with increased numbers of both new and returning students (2,904 total = 1,548 new and 1,356 returning compared to 1,962 total = 930 new and 1,032 returning in 2022/23). In 2024/25 international headcounts have reached the highest number ever at UFV, but with a shift in composition, fewer numbers of new students and an increase in the number of returning students for a total of 2,992 international students. International applications for the fall 2025 semester are down considerably

compared to fall 2024, and as a result, we expect to see fewer new to UFV international students in 2025/26. Figure 20 shows international student headcounts and by share of new or returning student status over the past six fiscal years.

Figure 20: International (Canada) Student Headcount Comparison, by Total and Share of New or Returning Student Status, 2019/20 to 2024/25 (UFV Internal Data)



International FTEs saw a moderate increase this year compared to 2023/24, increasing by 204 FTEs, or 9.5%. Figure 21 illustrates total historical domestic and international FTEs over the last six years.

Figure 21: Total Domestic and International (Canada) FTEs, 2019/20 to 2024/25 (CDW)



Box 2: A Healthier Campus Community Starts Here: UFV's Action on Mental Health

January is a tough time for mental health. The days are shorter and darker. The weather is mostly gloomy and cold, and finances can be tight after the holiday season. Add in food security, housing, and academics to the worry list for UFV students, and it can quickly feel overwhelming.

"Balancing work, school, and personal life can be super challenging, especially when you have to study for midterms and then work an early shift the next day," said Justine Dapat, UFV student and Wellness Centre assistant.

This is also a time of year when social media use is high. People are stuck indoors and spend far more time online.

But Justine knows there is help.

UFV's Student Health & Wellness team provides year-round services and resources to UFV students who may be struggling.

"At the Wellness Centre, these things can feel a little less heavy thanks to the mental health resources provided, trained wellness peers available for support, events that de-stigmatize mental and sexual wellbeing, and a comfy place to chill," she said with a smile. "The connections you can make with others and the support you can receive and provide others drew me in to get involved."

Two days in January highlight this approach.

Student Wellness Days were Jan. 27 at the Chilliwack campus, and Jan. 29 at the Abbotsford campus.

Student Wellness Day is a time for students to focus on their well-being and discover support services. The theme for this year is "Building Bridges Through the Power of Community Connection," highlighting the importance of mental health and community.

Both campuses offered opportunities to engage in movement, connect through creative activities like painting and button making, and explore resources at the Student Wellness Centre. Students also enjoyed free snacks and visited the take home Naloxone "Ask Me" station. In Abbotsford, students visited the

Community Fair in the Student Union building to learn more about local resources and services available in the Fraser Valley.

On Jan. 29, a Mental Health Screening Day event took place at the Chilliwack campus.



Mental Health Screening Day is hosted by the UFV counselling team, supported by the Canadian Mental Health Association. The counselling team has been hosting free mental health screening twice a year for the UFV community for the past 19 years. During this event, UFV students are encouraged to come by the event booth to fill out brief, confidential screens on topics such as depression, anxiety, substance use and general well-being, after which they have an opportunity to debrief with a counsellor and learn ways to support and

enhance their mental wellness. Counsellors understand that students are busy people, so if they don't have time for a screen, they can always pop by the booth to grab a snack, discover a few resources, get some fun swag, and meet the UFV counselling team. Students are also welcome to call the Student Services front desk at 604-854-4528 to book a future screening appointment that fits within their schedule.

In the past, UFV has promoted Bell Let's Talk, an annual event created by Bell Media to raise awareness and combat stigma around mental illness in Canada. Student Wellness Day and Mental Health Screening Day represent a new path, one that better aligns with UFV's culture and values.



"We strongly believe in promoting mental health and well-being, and de-stigmatizing challenges people experience with their mental health" said Robbyn Bennett, Director of Student Health & Wellness. "But we don't want to just talk about it. We want to be authentic in living those values, and we're choosing to bring awareness to mental health in a way that's aligned with what UFV wants to be as a university."

Robbyn believes progress has been made in bringing mental health issues to light and creating space for people to feel comfortable talking about their struggles. She sees more willingness to engage in counselling and other support, but there's still a way to go.

"There's still a tendency to minimize the severity of a problem and say, 'It's not so bad. I can just keep going,'" Robbyn said. "There's more work to do on normalizing the ebbs and flows of mental health, recognizing that there's a whole spectrum, and it's okay to reach out for help no matter where you are on that spectrum."

"It doesn't mean you're failing or letting someone down if you're feeling like you are on the lower end of that spectrum for a while. It's all part of the human experience."

Four gender identity categories are included in our CDW data submission to the Ministry: Female, Male, Non-Binary, and Unknown. From 2023/24 to 2024/25 the share of females decreased from 55.7% to 55.0%, the share of males decreased from 41.5% to 41.3%, the share of non-binary increased from 0.9% to 1.0%, and the share of unknown increased from 1.9% to 2.8%.

Students aged 18 to 24 make up the largest percentage of the student body at 65.7%; 29.9% of students are 25 and older, and 4.4% of students are less than 18 years of age¹¹.

¹¹ Age as of September 30th.

Grouping by credential type, bachelor's degree students make up the largest share of headcount at UFV in 2024/25 (45.1%), followed by diploma students (27.6%). These two credential types account for 72.7% of UFV's total headcount in 2024/25, compared to 70.4% in 2019/20—an increase of 2.3 percentage points over the last five years; over the same time, developmental credentials have seen a decline of 2.0 percentage points.

Figure 22 provides the student headcount share by credential type for the last six years.

Figure 22: Student Headcount Share by Credential Type, 2019/20 to 2024/25 (CDW)

Credential Type	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Master's Degree	0.7%	0.6%	0.5%	0.3%	0.3%	0.2%
Graduate Diploma	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Graduate Certificate	0.4%	0.5%	0.4%	0.3%	0.2%	0.1%
Post-degree Diploma	0.0%	0.0%	0.0%	0.0%	0.8%	0.9%
Post-degree Certificate	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%
Baccalaureate Degree	40.6%	47.1%	48.4%	48.5%	45.7%	45.1%
Associate Degree	1.2%	1.3%	0.9%	1.2%	2.2%	2.2%
Diploma	29.7%	29.4%	25.1%	25.6%	27.1%	27.6%
Apprenticeship	2.5%	1.9%	2.7%	2.9%	2.6%	2.2%
Advanced Certificate	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Certificate	6.1%	6.2%	6.6%	6.3%	6.2%	6.0%
Short Certificate	0.4%	0.3%	0.2%	0.2%	0.4%	0.7%
Developmental Credential	4.6%	3.8%	2.8%	2.6%	2.2%	2.6%
None	13.4%	8.6%	12.1%	11.8%	12.1%	12.0%

This year the share (54.3%) of headcount by full-time¹² students increased by 2.0 percentage points and is the highest share in the past six years, as shown in Figure 23.

Figure 23: Student Headcount by Full-time or Part-time Status, 2019/20 to 2024/25 (CDW)

Student Type	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Full-time	51.5%	52.9%	51.5%	52.3%	52.3%	54.3%
Part-time	48.5%	47.1%	48.5%	47.7%	47.7%	45.7%

Fall and winter are the most popular semesters¹³, accounting for 80.5% of FTE activity in 2024/25. Figures 24 and 25 show the total FTEs and distribution of instructional activity across semesters for the last six years. Trades semester FTEs decreased from 8.0% in 2023/24 to 6.8% in 2024/25 as a result of fewer SkilledTradesBC additional funded apprenticeship and foundation sections (Trades students register at different times than Non-trades students).

¹² A student is defined as full-time if the student counts for at least 0.6 of an FTE in a fiscal year, otherwise they are part-time.

¹³ Semester here is determined by the section registration term.

Figure 24: FTEs by Semester, 2019/20 to 2024/25 (CDW)

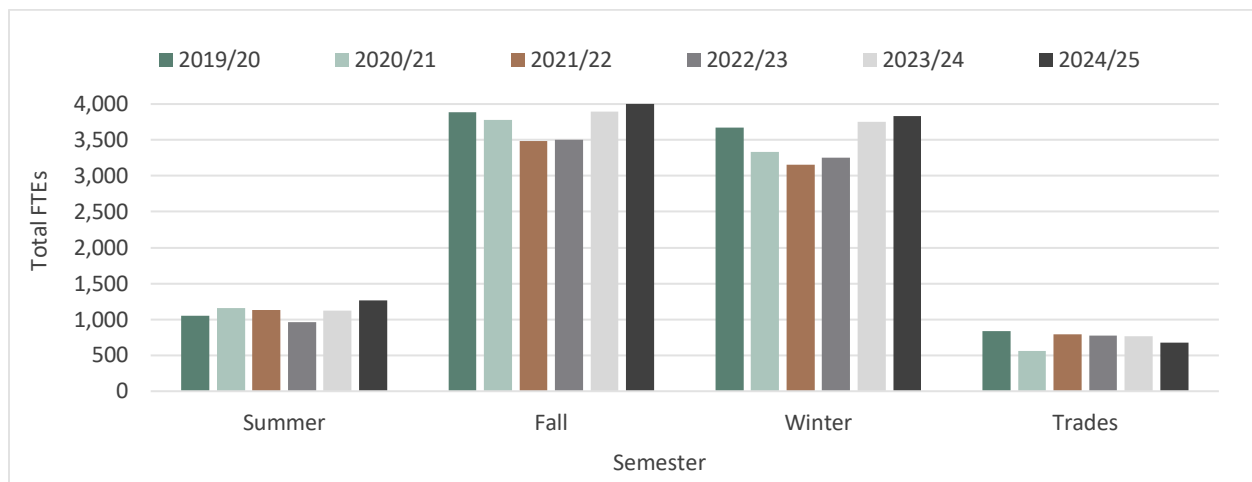


Figure 25: FTE Shares by Semester, 2019/20 to 2024/25 (CDW)

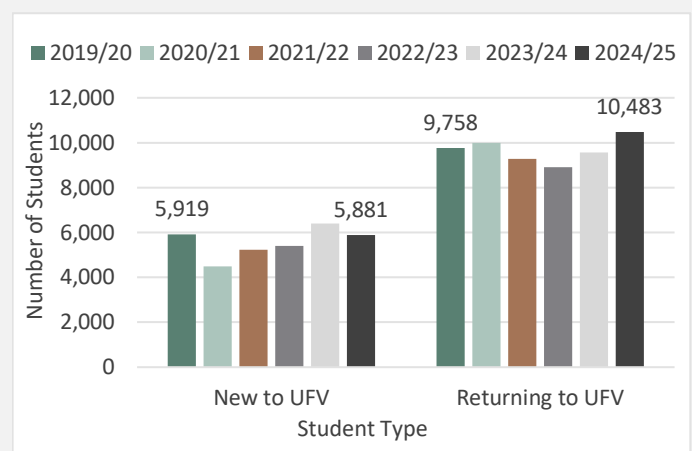
Semester	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Summer	11.2%	13.1%	13.2%	11.3%	11.7%	12.7%
Fall	41.1%	42.8%	40.8%	41.3%	40.9%	41.9%
Winter	38.9%	37.8%	36.8%	38.3%	39.4%	38.6%
Trades	8.8%	6.4%	9.2%	9.2%	8.0%	6.8%

1.2.4.2 New and Returning Students & City of Residence

This year the university saw a decline in New to UFV¹⁴ students and an increase in Returning to UFV¹⁵ students compared to the previous year. There were 519 less New to UFV students over last year (-8.1%), decreasing from 6,400 in 2023/24 to 5,881 in 2024/25, and 910 more Returning to UFV students, increasing from 9,573 in 2023/24 to 10,483 in 2024/25 (9.5%) (Figure 26).

For domestic students, there was an increase in both New to UFV (3.0%) and Returning to UFV (1.9%) students compared to the previous year, and for international students, we saw a large decline in New to UFV students (-43.0%),

Figure 26: New and Returning Student Headcount, 2019/20 to 2024/25 (UFV internal data)



¹⁴ A student is New to UFV when the student first generates a positive FTE at UFV in a non-Continuing Education (CE) term. New to UFV is set only once for each student.

¹⁵ A student is Returning to UFV if the student has previously generated FTEs at UFV, in a non-CE term.

but a large increase in Returning to UFV students (55.6%). In total, domestic students were up 303 students (or 2.3%), and international students increased by 88 (or 3.0%). This results in an increase in total headcount of 391 students from 2023/24 (15,973) to 2024/25 (16,364).

In 2024/25 there have been minor changes in where UFV students reside compared to the previous year. This year, 63.6% of UFV students live in one of: Abbotsford (38.1%), Chilliwack (17.7%), Mission (5.9%), Agassiz (1.3%), or Hope (0.5%) (Figure 27). In 2024/25, the proportion of students that lived in cities immediately to the west of Abbotsford (25.2%) includes locations such as Surrey (9.9%), Langley (7.2%), Maple Ridge (2.9%), and Aldergrove (1.7%). Figure 27 shows that there has been an increase in the number of students with Abbotsford (273) and Chilliwack (55) as their city of residence this year.

Figure 27: Students’ City of Residence, Near a UFV Campus or Location, 2019/20 to 2024/25 (UFV internal data)

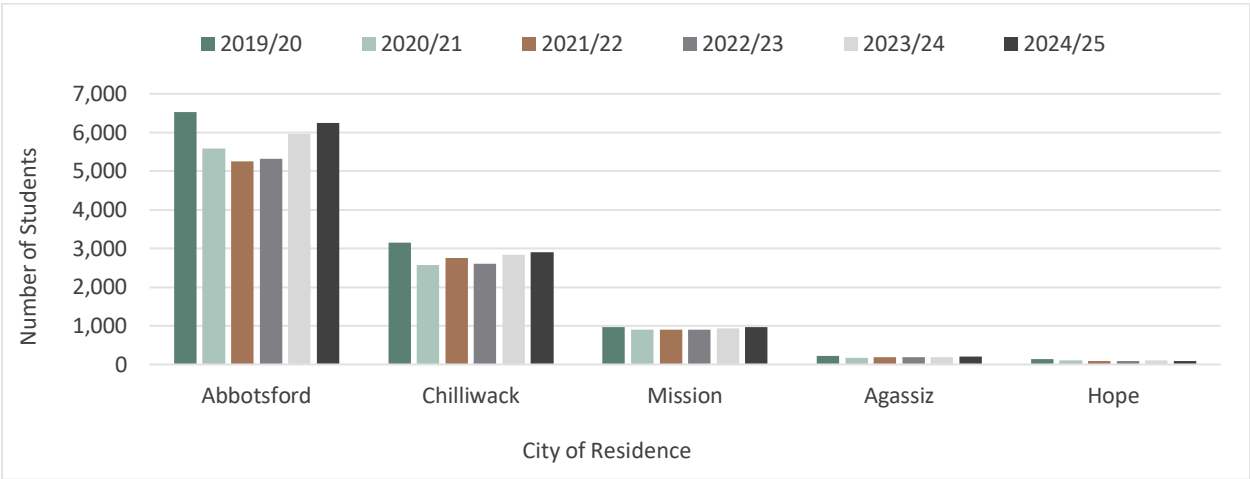
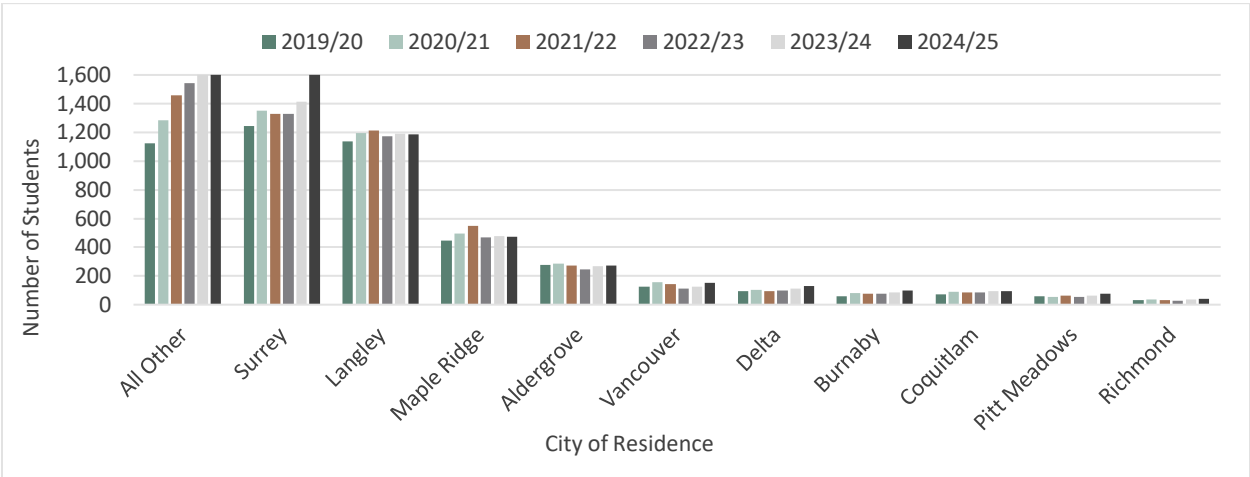


Figure 28 shows that there has been very little change to the number of students residing in the cities west of Abbotsford listed in the figure, save for Surrey, with an increase of 198 students this year and the grouping of all other locations, which has declined by 244 students compared to 2023/24.

Figure 28: Students’ City of Residence, West of Abbotsford and All Other Locations, 2019/20 to 2024/25 (UFV internal data)



1.2.4.3 Graduates

The number of credentials awarded to UFV's graduating class of 2023/24 (the latest year for graduates), increased by 21.1% (506) from 2,400 in 2023/24 to 2,906 in 2023/24. This is the first increase in credentials awarded after two years of decline.

Figure 29 shows credentials awarded by credential type for the last six years; during this time the total number of UFV credentials awarded has increased by 7.8%. The largest increase is in baccalaureate degree graduates (18.3%), which have increased by 190, followed by diploma graduates by 68 (14.2%), master's degree graduates by 9 (81.8%), post-degree certificate graduates by 8 (100%), and associate degree and developmental credential graduates each by 3 (10.3% and 7.1% respectively).

Over the same time, the largest decline is in short certificate graduates (-17.8%), which have decreased by 49, followed by certificate graduates by 39 (-4.9%), and advanced certificate graduates by one (-5.9%).

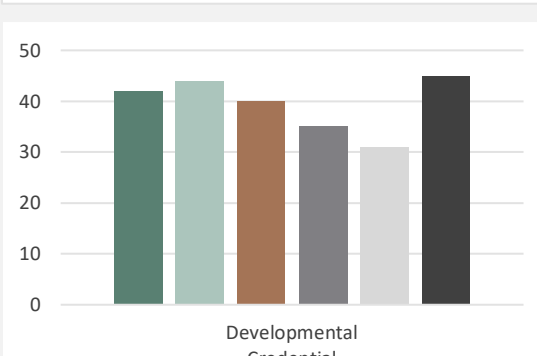
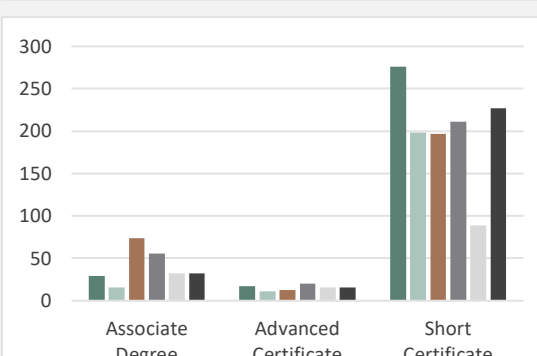
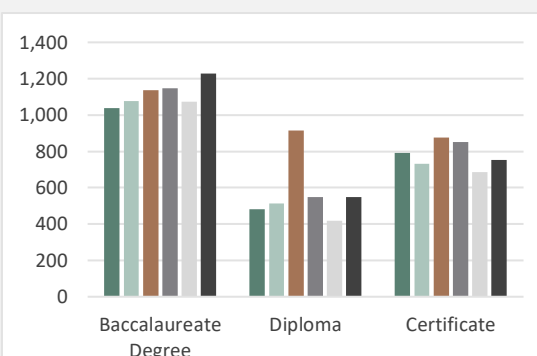
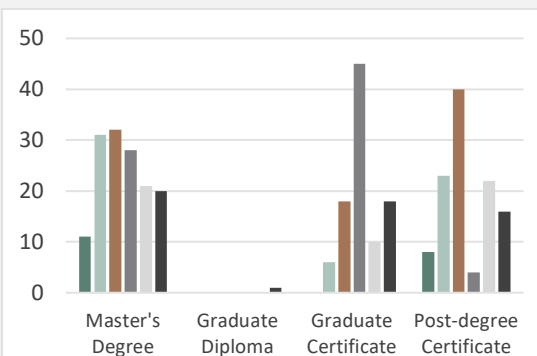
Also, for the graduating class of 2023/24, we had 18 graduate certificate graduates and one graduate diploma graduate; in 2018/19 we had none.



Convocation, 2024

Figure 29: Graduates by Credential Type, by Academic Year, 2018/19 to 2023/24 (UFV internal data)

■ 2018/19 ■ 2019/20 ■ 2020/21 ■ 2021/22 ■ 2022/23 ■ 2023/24



1.2.4.4 Unique Characteristics of UFV Students

UFV undergraduate baccalaureate students (based on year of study) are invited to participate in annual surveys from the Canadian University Survey Consortium (CUSC). Below we summarize some results from the CUSC 2024 Graduating Student Survey that speak to the unique qualities and characteristics of our students. We compare UFV results to Group 1, which consists of institutions, including UFV, that offer primarily undergraduate studies and have smaller student populations, and Overall, which includes all participating Canadian universities.

From the CUSC 2024 Graduating Student Survey, we see that UFV survey respondents were **more likely** to:

Live with parents, guardians, or relatives	Just over half (55%) of UFV graduating survey respondents were living with parents, guardians, or relatives (compared to 35% in Group 1 and 41% Overall).
Be a first-generation student	A larger proportion of UFV graduating survey respondents were first generation (20%) compared with Group 1 (14%) and Overall (13%).
Be employed	A larger proportion of UFV graduating survey respondents (74%) were employed compared with those in Group 1 (69%) or Overall (63%).
Have interrupted their studies for one or more terms	34% of UFV graduating survey respondents have interrupted studies for one or more terms, compared to 26% for Group 1 and 21% Overall.
Have been involved in practical program experience	61% of UFV graduating survey respondents had been involved in a practical program experience (practicum, co-op, work experience, internship, service learning), compared to 47% in Group 1 and 55% Overall.
Drive to campus	80% of UFV graduating survey respondents' main method of commuting to campus is in a vehicle (alone), compared to 48% in Group 1 and 36% Overall.

UFV graduating students are **less likely** to:

Live in rented housing off campus (shared or alone)	Only 34% of UFV graduating survey respondents responded that their current living arrangement was in rented housing off campus, compared to 44% for Group 1 and 45% Overall.
Take public transportation to campus	Only 9% of UFV graduating survey respondents responded that they take public transportation to campus, compared to 23% for Group 1 and 36% Overall.
Attend campus social events	8% of UFV graduating survey respondents reported that they had attended campus social events, compared to 16% for Group 1 and 21% Overall.

Use a university scholarship, financial award, or bursary to fund their current year	26% of UFV graduating survey respondents reported they used a university scholarship, financial award, or bursary to fund their current year, compared to 41% for Group 1 and 38% Overall.
Be given the chance to evaluate the quality of teaching	Only 34% of UFV graduating survey respondents said they were given the chance to evaluate the quality of teaching in all courses in comparison to their peers in Group 1 (67%) and Overall (67%).
To have incurred debt to help finance their education	Only 35% of UFV graduating survey respondents said they had incurred any debt to help finance their education compared to 47% for Group 1 and 45% Overall.

UFV is committed to providing an exceptional education and enriching experiences to our students. The university places great value on participating in provincial and national student surveys. We carefully analyze and disseminate survey results. The student feedback garnered from surveys serves as a crucial guide for the university to continuously improve the overall quality of our programs and services, while also acknowledging our achievements.

1.2.5 Research

Applied research at UFV is key to enabling faculty and students to actively engage in meeting the goals of the university's Integrated Strategic Plan and operationalizing the Truth and Reconciliation Commission's Calls to Action. This approach to research is an integration of research activities and high impact teaching of undergraduate students that happens between research faculty and students in one-on-one or small group situations. Research and teaching are on a continuum of learning and knowledge creation, rather than as separate and distinct endeavours. In the past year, applied research activity funding supported many initiatives including Work Integrated Learning opportunities, research partnerships with Indigenous communities, the delivery of the Xwelítem Siyáya: Allyship and Reconciliation Building Program, and multiple agritechnology projects at both local and national scales.

Graduate Studies

Graduate studies at UFV is developing two research intensive programs to prepare students with advanced skills in areas that have growing demand for qualified workers. We are also celebrating the graduation of the first cohort of students in the Graduate Diploma of Halq'eméylem.

The purpose of the Graduate Diploma in Halq'eméylem is to develop advanced knowledge and skills in the revival, acquisition, and use of this endangered language. Graduates learn advanced research techniques for language restoration and acquisition and develop skills and strategies for reviving the use of the language in society, including increased knowledge of the Stó:lō worldview. The program connects current Halq'eméylem teachers with prospective teachers, language revivalists, Stó:lō communities, local agencies, and schools.

UFV is developing an MSc in Computer Science as there is significant demand for graduates and a shortage of seats in existing graduate programs. It is designed to address the growing demand for

computing expertise in key regional industries, including aerospace, manufacturing, healthcare, and Artificial Intelligence, with a special focus on agriculture and food processing. As computing technologies become increasingly integrated across industries, the demand for computer science professionals continues to rise. This proposed program is designed to equip students with highly sought-after job skills and advanced knowledge while allowing them to study locally.

UFV is also developing a MSc in Biotechnology and Sustainability to support climate change adaptation research, the creation of resilience in berry varieties, and the berry industry in the Fraser Valley. Biotechnology programs encourage development of skills in science with advanced development of practical and applied skills which are transferable to a broad spectrum of career opportunities and outcomes.

Research

This past year has seen considerable research activity in the agritech sector to develop related work ready skills in students, support for innovators and entrepreneurs, and many research partnerships with local Indigenous communities and organizations to support reconciliation. UFV supported 560 Work Integrated Learning paid student research assistantships which were primarily funded through external research grants.

The Food and Agriculture Institute (FAI) at UFV has been funded by Genome BC and Genome Canada as the first social science funded project, titled, “The Social Implications of Agri-Genomics: Ensuring a Just Transition to Climate Resilient Agricultural and Food Systems in Canada”. This project has significant potential to ensure that intellectual property developed in Canada remains in Canada to benefit Canadians, and particularly to ensure that Indigenous communities retain control of their food supply.

In addition, UFV through FAI is a successful co-applicant with the University of Guelph on the NSERC Lab to Market \$16.2 million grant, Sustainable Food Systems for Canada (SF4C). At the heart of SF4C is a philosophy to advance business-minded research and develop a Canadian base of educated innovators who will bring as many solutions as possible to the market. Led by the FAI team, the western hub located at the UFV Chilliwack campus will develop courses, modules, and workshops that help entrepreneurs get their ideas off the ground. A proposed pre-seed incubator program will nurture and develop agrifood startups to stimulate substantial socio-economic growth for Canada, develop advanced skills, and strengthen Canada’s food security.

The Peace and Reconciliation Centre (PARC) worked collaboratively on seven projects with four Indigenous communities as well as Parks Canada to address issues of Indigenous education, fishing rights and history, and anti-racism initiatives. These partnerships enable students to enhance applied skills through work integrated learning for the workplace and develop a strong regional network of potential employers and regional relationships that will support reconciliation between Indigenous and settler communities.

PARC student research assistants partnered with Seabird Island Band and others and created a revised Blanket Exercise which they present as a workshop to various organizations, such as schools, police departments, social workers, and others. The Blanket Exercise encourages workshop participants to actively participate in an activity that tangibly demonstrates the historical elimination of Indigenous control over their own lands. This exercise has been presented many times and is ongoing.

PARC also ran a one-year introductory cohort of the Xwelítem Siyáya: Allyship and Reconciliation Building Program, plus added an advanced level for an additional group of community members interested in taking their reconciliation education and activities to a deeper level of engagement.

The Community Health and Social Innovation Hub (CHASI) research centre was very active in their community research collaborations that provide work integrated learning opportunities for many students each year. This year some of their 12 projects included the Sumas Nation Disaster Risk and Recovery project; Higher Education Barriers and Responses to Student Experiences; Implementation of Abbotsford's Housing First Model; and the City of Langley's Citizen's Assembly, Data Analysis and Integration Activities related to community Safety, Health and Well-being Policy Transformation.

Applied research at UFV prioritizes student learning of advanced skills to ensure graduates are work ready, and enhance collaboration with governments, agencies, businesses and not-for-profit organizations in the communities we serve. These projects are funded externally so that teaching funding is not taken away from the classroom but that the projects reinforce classroom learning.

Box 3: UFV Receives Share of Millions in Funding, Co-leads National Ag-tech Project and Research

The University of the Fraser Valley (UFV) is playing a key role in the just-launched Sustainable Food Systems for Canada (SF4C) Platform and will share in \$16.2 million in federal funding over the next five years to help create a national agrifood innovation and entrepreneurship program.

UFV's Chilliwack campus will become the western hub for SF4C, with Dr. Lenore Newman from the Faculty of Science as its chair. Lenore, director of the university's [Food and Agriculture Institute](#) (FAI), is one of two national directors for the SF4C, along with the University of Guelph's Dr. Evan Fraser.

"The world is facing significant challenges with food security, much of that due to climate change, and we need to be looking at new ways of doing things," Lenore said. "We need to support agrifood entrepreneurs and encourage the development of technologies with the goal of increasing Canada's food production and resiliency. That is the SF4C mission."

Evan wholeheartedly agrees. "At the heart of SF4C is a philosophy to nurture business-minded research and develop a Canadian base



Dr. Lenore Newman, director of UFV's Food and Agriculture Institute (FAI), and a national director for the Sustainable Food Systems for Canada (SF4C) Platform.

of educated innovators who will bring as many solutions as possible to the market," he said.

Led by Lenore and the FAI team, the western hub will develop courses, modules, and workshops that help entrepreneurs get their ideas off the ground. A proposed pre-seed incubator program will nurture and develop agrifood startups.

"We believe that agrifood innovation can stimulate substantial socio-economic growth for

Canada,” Lenore said. “Canada has massive potential to be an agrifood leader, and creating highly motivated business-ready leaders is vital to realizing that potential.”

Dr. Rickey Yada, former president and member of the Deans Council of Agriculture, Food and Veterinary Medicine in Canada, and part of Lenore’s leadership team within the western hub, agrees the challenge has always been the ability to translate exciting innovations developed at academic institutions into successful commercial products and technologies.

“Never has this challenge been more pressing as we face the most critical time in history resulting from the simultaneous manifestations of the pandemic, extreme weather events and geopolitical strife. SF4C will bring together the best minds/researchers to position Canada as a global leader in innovative solutions to address those challenges.”

UFV students assisting with this work will gain knowledge and skills that will be invaluable should they choose to become entrepreneurs themselves.

UFV President and Vice-Chancellor, Dr. Joanne MacLean said the funding recognizes the university’s status as a leader in ag-tech research.

“There is incredible work already happening within our Food and Agriculture Institute in food security, an issue that matters not just here at home, but nationally and globally,” she said. “As the university celebrates its 50th anniversary this year, this is another great example of how our faculty and students are helping to build community 50 years forward.”

Joanne believes the Chilliwack campus is the perfect home for the hub, as it is in the heart of B.C. agriculture in the eastern Fraser Valley.

“Our Chilliwack campus houses our thriving agriculture programs,” she said. “And Dr. Lauren Erland and her team are doing phenomenal research in the cutting-edge BERRI Lab that was opened there in 2024.”

Funding through [Lab to Market grants](#) is administered by the Natural Sciences and Engineering Research Council of Canada (NSERC), in collaboration with the Canadian Institutes of Health Research (CIHR) and the Social Sciences and Humanities Research Council (SSHRC).

UFV’s formal partners in the western hub include the University of Alberta and Vancouver Island University, with Simon Fraser University’s B.C. Centre for Agritech Innovation as a collaborating organization. Industry partners include Bioenterprise, Zone Agritech, Ontario Genomics and the Canadian Food Innovation Network.

Across Canada, 13 post-secondary institutions are involved in SF4C including Concordia University, Dalhousie University, George Brown College, Lambton College of Applied Arts and Technology, Niagara College, Université Laval, University of Alberta, University of Manitoba, University of Saskatchewan, and York University.



UFV’s Chilliwack campus is located in the heart of B.C.’s agriculture industry in the eastern Fraser Valley.

2. Reporting on Mandate Letter Priorities and Ministry Strategic Initiatives

For the 2024/25 Accountability Report, institutions have been advised by the Ministry to report on initiatives that relate to the priorities in the [Minister's Mandate Letter](#) issued on January 16, 2025.

In this section we report on initiatives in the Minister's Mandate Letter that are relevant to UFV (Section 2.1), and on the Ministry's long-term strategic initiatives listed in the [2024/25 Accountability Framework Standards and Guidelines Manual](#) (Section 2.2). There is some overlap on the mandate letter priorities and long-term strategic initiatives, and where this is the case, we report under one section and initiative to avoid duplication.

2.1 Reporting on the Minister's Mandate Letter

In Section 2.1, we highlight UFV's initiatives in 2024/25 that relate to the priorities contained in the Minister's Mandate Letter dated January 16, 2025.

2.1.1 Offer Relevant and Efficient Programming that Contributes to B.C.'s Economy

Ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low.

In 2024/25, UFV achieved the Ministry funded student full-time equivalent (FTE) target, with an overall utilization rate of 101.9%. Further details can be found in Section 3.2.1—System Measures.

UFV continues to comply with the Tuition Limit Policy, and to submit annual tuition and mandatory fees data to the Ministry.

UFV has achieved the 2024/25 Accountability Framework performance measure targets for *student satisfaction with education*, *student assessment with the quality of instruction*, *student assessment of skill development*, and *student assessment of usefulness of knowledge and skills in performing job* in all BC Student Outcomes survey groups (APPSO, DACTRDSO, and BGS). Further, in 2024/25, UFV graduates achieved Ministry unemployment rate targets in all survey groups. Further details can be found in Section 3.2.1—System Measures.

In 2024/25, UFV introduced the Bachelor of Regional and Community Planning degree program, and a newly revised Power and Place: Stó:lō Téméxw Responsibility, Reflection, and (Re)Storying associate certificate.

UFV is committed to offering academic programs of the highest quality and standard. UFV's Academic Program policy requires that all academic programs and units are to be reviewed every five to seven years. See Section 1.1.5 Quality Assurance—Program Review for further details.

UFV's Technology-Related Program Expansion target increased from a target of 52 FTEs in 2023/24 to 68 in 2024/25. New this year is Agricultural Technology (5 FTEs), and additional FTEs added to the BSc—Computing Science major/minor (6 FTEs), and Computer Information Systems degree (5 FTEs).

In 2025/26, UFV's Technology-Related Program Expansion target will increase in the BSc in Computing Science major and minor, Computer Information Systems degree, and Agriculture Technology.

This year, UFV's total Health funding category FTE target had an increase from 508 in 2023/24 to 525 in 2024/25 (see Section 3.2.1 System Measures for further details).

In fall 2023, UFV Faculty of Health Sciences launched the new Post LPN Bachelor of Science in Nursing program with all 24 target seats filled. In fall 2024, the second year of this program began, and an additional 24 seats were offered and filled. The FTE target increased to 49 FTEs in 2024/25.

UFV invited community members of Hope and its surrounding areas to provide input on the programs and services they would like to see offered at UFV's Hope Centre campus, through in-person Community Conversations held on February 4, 2025, and through an on-line survey. UFV believes in the importance of building strong relationships and connecting in-person to ensure everyone feels heard and valued.

UFV is receiving federal funding to help expand the National Invention to Innovation (i2I) Network, a program that aids Canadian STEM and healthcare researchers in their quest to solve global challenges. UFV will share in \$23 million provided through a Natural Sciences and Engineering Research Council (NSERC) of Canada Lab to Market grant. UFV is a collaborating institution on the project, involving 13 Canadian research universities and health research institutes, along with 57 partner organizations. At UFV the funding will primarily be used to develop and provide targeted innovation training to undergrad students and Indigenous entrepreneurs working on innovative ideas that impact society.

UFV is playing a key role in the recently launched Sustainable Food Systems for Canada (SF4C) Platform and will share in \$16.2 million in federal funding over the next five years to help create a national agrifood innovation and entrepreneurship program. Across Canada, UFV is one of 13 post-secondary institutions involved in SF4C. UFV's Chilliwack campus will become the western hub for SF4C, with Dr. Lenore Newman from the Faculty of Science as its chair.

UFV's Centre for Experiential and Career Education (CECE) and the Alumni Engagement team partnered in November 2024 for Career Month, a Canada-wide initiative that celebrates and supports professional development. CECE and Alumni Engagement hoped to empower and prepare students, employees, and alumni to get ahead, and step into the future they imagine.

UFV hosted the inaugural Fraser Valley Economic Summit in Evered Hall on the Abbotsford campus on May 21, 2024. More than 200 business, community, university, and government leaders attended the event, which focused on key pieces of the regional economy, including transportation, housing, food security, and climate resilience. B.C. Premier David Eby was a featured speaker at the event.

Faculty of Health Sciences faculty and students invited the community to visit UFV's Chilliwack campus for the UFV Health Sciences Fall Health Fair on November 4, 2024, and Spring Health Fair on April 10, 2025. The fall fair included a flu vaccine clinic where Bachelor of Science in Nursing (BSN) students administered flu vaccines with support from Practical Nursing Diploma students, while Kinesiology

students ran booths highlighting health topics such as chronic pain management, exercise, and healthy living. Dental assistant students provided information on dental hygiene practices.

The School of Health Studies received \$453,000 from the Ministry of Post-Secondary Education and Future Skills to invest in a nursing education orientation program. This program will enable creating learning simulation, interactive modules, and team-teaching strategies to augment classroom teaching practices for the nursing faculty. This development will also generate open-source resources for collaboration across the sector and with health authority partners.

UFV is transitioning from Blackboard to D2L Brightspace, a Learning Management System (LMS) that offers a more streamlined, intuitive experience for students and faculty. The LMS serves as the backbone of academic operations, enabling seamless coordination and delivery of courses across disciplines and programs. It is the software that students use for online courses, submitting assignments, and communicating with classmates and instructors, among other things. Faculty use the LMS to organize and provide course content and materials. UFV and the Teaching and Learning Centre are offering comprehensive training sessions and resources during the transition to D2L Brightspace.

Andrea Sator, Sessional Instructor in the Arts & Integrated Studies Department, received a \$58,000 award from the Ministry of Post-Secondary Education and Future Skills to explore digital tools, skills, and supports. This initiative will help the province better understand opportunities for shared IT and educational technology resources for learners and educators.

All Trades programming aims to address the shortage of skilled workers. This includes the feeder programs such as Explore Trades, Industry Services programs and the SASET Pre-Culinary programs. UFV would be better positioned to support this strategic initiative with an increase in the band rate or capped amount of SkilledTradesBC funding. This year's pressure on the provincial apprenticeship system also resulted in little Strategic Market Priority Funding being available to UFV.

The 2025 Strategic Initiatives Fund (SIF) Showcase was held in March and April encompassing multiple events exhibiting initiatives supporting UFV's *Íyáqáwtxw: House of Transformation*. Initiatives proposed by UFV academic areas supporting curricular revisions that enhance admission, retention, or graduation rates for students are considered for SIF grants.

The event showcased thirteen of the SIF funded initiatives. Project examples included the "Building Community Across Culture Initiative", a professional development, institutional culture-transforming program inclusive of UFV faculty and staff, with the aim of building capacity in fostering internationalized and inclusive learning environments, and "Celebrate STEM", a project focused on several strategic themes that impacted UFV students, external community members, external organizations, and potential UFV students. This project included monthly workshops in the Indigenous Space on the CEP campus, with a focus on combining Knowledge Systems: Indigenous Knowledge, Storytelling, and Western Science. Another example is the "Supporting Open Education at UFV through an Open Education Micro Grants Program (OEMGP)", which provided resources for small-scale open education practices to drive active, sustained, and prominent faculty and student involvement.

Box 4: UFV Partnered Innovation Training Program Secures Nearly \$23 Million in Funding

The University of the Fraser Valley (UFV) is receiving federal funding to help expand the National Invention to Innovation (i2I) Network, a program that aids Canadian STEM and healthcare researchers in their quest to solve global challenges.

UFV will share in \$23 million provided through a [Natural Sciences and Engineering Research Council \(NSERC\) of Canada Lab to Market grant](#). The funding is being used to expand the [Invention to Innovation program](#) that was founded at Simon Fraser University (SFU) in 2015, providing innovation, commercialization and entrepreneurship training for students, researchers, and personnel in the STEM and healthcare fields. UFV is a collaborating institution on the project. There are 13 Canadian research universities and health research institutes involved, along with 57 partner organizations.

At UFV, the funding will primarily be used to develop and provide targeted innovation training to undergrad students and Indigenous entrepreneurs working on innovative ideas that impact society. [Esposito Family Centre for Innovation & Entrepreneurship \(EFCIE\)](#) Director and BC Regional Innovation Chair Dr. Jon Thomas will support students, researchers, and potential entrepreneurs as they take impactful ideas to market through incubator activities.

“Students, researchers, and entrepreneurs need specialized innovation training to transform early-stage ideas into breakthrough innovations with societal impact,” Jon said.

EFCIE is leading i2I’s national EDII (equity, diversity, inclusion, and Indigenization) and Indigenous initiatives with the support of [Stó:lō](#) Community Futures and other national partners and will co-develop innovation-intensive programming for undergrad students



Esposito Family Centre for Innovation & Entrepreneurship (EFCIE) Director Dr. Jon Thomas.

across Canada. Funding will support additional targeted innovation training opportunities for UFV’s students and local Indigenous communities across the Fraser Valley.

Jon has been involved with the National i2I Network and the research underpinning its curriculum for over a decade. He is one of four members of the National i2I Network’s national leadership team and its EDI Chair.

“Through this partnership with the National i2I network, the UFV and Fraser Valley communities will be able to access a pan-Canadian network of innovation support organizations with experienced industry mentors from a wide range of sectors, while benefitting from specialized innovation training which has been developed and delivered for over a decade,” he said.

Dr. Garry Fehr, UFV Associate Vice-President, Research and Graduate Studies agrees, saying it’s always great to see the university playing a role in a project with national impact. “This initiative is key to our national economic development, spurring innovation and training students on how to take their ideas into the market—creating valuable livelihoods for the students and ensuring that homegrown intellectual property stays here in Canada.”

2.1.2 Continued Expansion of Accessible, Affordable, and Relevant Training

Find practical, fast, and efficient ways to address shortages of key skilled workers and professionals that are constraining economic growth or service delivery through training, credential recognition, career laddering, and other innovative approaches.

For people seeking post-secondary education, UFV supports different pathways towards the attainment and recognition of students' educational goals. UFV offers microcredentials, certificates, associate degrees, short certificates, diplomas, master's degrees, graduate certificates, graduate diplomas, post-degree certificates, post-degree diplomas, and bachelor's degrees. These programs, in combination with a variety of majors, minors, and extended minors in more than 45 subject areas, allow students to tailor their academic pathway to suit their interests and needs. UFV also offers more than 20 Trades and Technology programs, as well as Upgrading and University Preparation programs and a vast selection of Trades Continuing Studies and Continuing Education programs and courses. UFV's diverse programming ensures the university provides accessible and flexible opportunities to support personalized, lifelong learning. Section 3 in this report includes results for UFV KPIs on the mix of credential type, student participation in pathway opportunities, and on UFV program laddering.

A total of 153 students at UFV benefitted from the [StongerBC future skills grant](#) this year, a grant that covers up to \$3,500 for eligible short-term skills training at public post-secondary institutions that is aligned with skills and labour market demands identified in the B.C. Labour Market Outlook. Some 10% of the participants were traditional-age university students aged 18 to 24, almost three quarters (73%) were more than 30 years old, and 16% were between 25 to 30 years old. Nearly half (48%) of the participants were from the Fraser Valley College Region, including areas such as Abbotsford, Chilliwack, Mission, and Hope.

The most popular target future skills grant program was Bookkeeping for Small Business, attracting 29% of the participants. According to the British Columbia Labour Market Outlook 2024 Edition, there will be 11,770 job openings for "accounting technicians and bookkeepers" from 2024 to 2034. In addition, 25% of the participants enrolled in the Building Service Worker program and 18% in the Field Safety Representatives Electrical Code course. The British Columbia Labour Market Outlook 2024 Edition has identified "general building maintenance workers and building superintendents" and "electricians" as trades occupations with the highest projected job openings from 2024 to 2034.

In fall 2024, for the first time, UFV's Continuing Education department offered "Introduction to the BC K-12 School System & Professional Standards for Educators"—a required 11-week non-credit online course for individuals who hold teaching credentials issued outside the province of British Columbia that are pursuing a pathway to full certification as a teacher in B.C. Two sections were offered, with a total of 65 participants. UFV is one of three institutions that currently offer this pathway course, alongside the University of British Columbia, and Simon Fraser University.

The Bachelor of Education program received \$36,000 from the Ministry of Education and Childcare to support three teacher candidates in completing their certifying practicum in a Northern B.C. Community. The funding covered expenses for each teacher candidate and allowed UFV's School of Education to support the teacher candidates in the Haida Gwaii school district for twelve weeks in the spring of 2025. This is the first time that UFV has been involved in a project where candidates completed their 10-week practicum outside of the Fraser Valley.

UFV was awarded \$500,000 in one-time funding from the Ministry of Post-Secondary Education and Future Skills to develop pathways programs for Adult Basic Education (ABE)/English as Additional Language (EAL) learners. This funding, through partnerships between Continuing Education and local community immigrant serving agencies, will be used to create programs across UFV's campuses. These pathways will help newly landed immigrants and underemployed British Columbians access careers and education in four high demand employment sectors: Health Care Careers, Early Childhood Education, Educational Assistance, and Agriculture and Trades.

The College of Arts collaborated with the Correctional Service of Canada to offer lectures by UFV faculty to incarcerated individuals, providing access to higher education.

UFV continues to offer employees the LinkedIn Learning platform, after a successful one-year pilot program in 2024. This platform offers employees a wealth of digital tutorials, courses, and curated learning paths taught by industry experts, enabling them to enhance their skills and career growth at no cost to them.

Microcredentials address industry needs by providing targeted, flexible, and rapidly deployable training solutions that upskill and reskill professionals in alignment with evolving market demands. The Faculty of Business and Computing is in the process of rolling out new [microcredentials](#) at UFV with topics including Employment Readiness, Excel Skills, FinTech, Research Skills, HealthTech, and Digital Marketing. The first microcredential course *Excel Essentials for Business* was offered in the winter 2025 term, and was very well received, with 47 students enrolled. Each microcredential course successfully completed will allow students to earn a digital badge that validates their knowledge and skills. Badges can be added to LinkedIn accounts, imbedded in resumes, and onto social media platforms. As a student earns more badges, they will have the opportunity to "stack their badges" to receive larger microcredential badges.

UFV's EDI and Human Rights Office fosters an equitable and inclusive culture at UFV. Some examples of this important work include supporting initiatives through UFV's Inclusive Community Fund, the EDI and Anti-Discrimination Advisory Committee, and the creation of an EDI MicroCourse. This new MicroCourse was supported by funding from the Strategic Initiatives Fund and is the result of a collaboration with Continuing Education, Teaching and Learning, and a community advisory group—it will be a first of its kind offered at UFV.

As of September 2025, technology students will have direct-entry access to the Automation and Robotics Technician diploma program. In previous years, students entered in year two of the program.

As a joint initiative between the UFV Library and the Teaching and Learning Centre, Open Education Week 2025 featured a series of events celebrating and promoting Open Education Resources (OER) with a grant from BC Open Campus. These events included student tabling sessions in partnership with UFV-SUS to raise awareness about textbook costs, a faculty workshop on finding and using OER, and an Open Education Showcase and Celebration highlighting projects created through UFV's Open Education Micro Grants Program. These events were made possible with support from the Strategic Initiatives Fund (SIF) and OER grant funding, helping to strengthen our campus-wide commitment to accessible, affordable, and inclusive learning.

2.1.3 Identify Solutions to Funding Challenges

Evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Identify structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools.

UFV's Strategic Enrolment Management (SEM) Plan 2023-2030 is aligned with the Integrated Strategic Plan. The SEM Plan includes enrolment targets, by program, for domestic and international students out to 2030/31. Each year, progress towards targets is reviewed and the targets themselves are revisited to ensure that they still reflect the university's goals.

UFV's [2025/26 Consolidated Budget Plan](#) was prepared through a consultative process, guided by approved Budget Principles and a commitment to align resources with identified strategic priorities. Further details can be found in Section 1.1.4.3 UFV's 2025/26 Consolidated Budget Plan.

As we navigate financial challenges, the Vice-President, Community Engagement team is increasing focus on strategic marketing and recruitment efforts to increase domestic enrolments. In response to financial pressures, we are enhancing our focus on strategic relationship and fund development efforts, alumni engagement, and partnership development. To maintain financial sustainability, we are reducing operational costs, and community programs and services will be reduced, along with associated impacts.

The university's Institutional Research and Integrated Planning department has developed a "Program Impact Model" that forecasts the financial impact of changes in student headcount, by program, by fee type.

A partnership between the University of the Fraser Valley and FortisBC will showcase cutting-edge gas absorption heat pump (GAHP) technology at UFV Chilliwack's Trades and Technology Centre (TTC). Made possible by a \$568,000 investment from FortisBC, seven GAHPs have been installed at the TTC. They are estimated to save 860 gigajoules of natural gas, and 37 tonnes of greenhouse gases annually, enhancing campus sustainability and providing students with hands-on experience with cutting-edge energy solutions.

The Faculty of Applied and Technical studies is looking at ways to align the Automation and Robotics Technician diploma program with the new Post-Graduate Work Permit conditions for international students.

2.1.4 Ensure Diversity of Indigenous Cultures and Values in Higher Education Goals of Indigenous Learners

Ensure that Indigenous learners can achieve their higher education goals in ways that reflect a diversity of Indigenous cultures and values.

UFV is committed to implementing the recommendations of the Truth and Reconciliation Commission of Canada: Calls to Action, the articles of the UN Declaration on the Rights of Indigenous Peoples, and the recommendations in the In Plain Sight report. Our collective efforts strive to dismantle settler colonialism by centering Stó:lō ways of knowing and being within the university, honoring Indigenous knowledge at all touchpoints of learning.

Throughout this report, and particularly in Appendix B—Reporting on Lasting and Meaningful Reconciliation, further examples of UFV’s participation are presented.

2.1.5 Enhance Employment and Skills Training for People Facing Barriers

Enhance employment services and skills training for people facing multiple and complex barriers.

UFV strives to be a Student-Ready university. Student engagement, experience, and success are central to the university’s mission. The university aims to provide a warm and welcoming environment for every student—providing a sense of belonging, honoring their strengths, helping to achieve their goals, and addressing their individual needs.

New for fall 2025 will be an Indigenous cohort of the Carpenter Foundation certificate program (with additional work-related certifications).

In fall 2024, UFV’s Continuing Education (CE) department partnered with Stó:lō Aboriginal Skills & Employment Training (SASET) to deliver a customized Medical Office Assistant certificate program for SASET students. CE adapted and augmented the curriculum for these learners and worked in partnership with Fraser Health Authority to secure targeted placements.

The Workplace Training in Attitudes, Skills, and Knowledge (TASK) program in UFV’s Upgrading and University preparation department provides work practicums for up to 16 students with disabilities.

Coast Capital donated \$125,000 to the Faculty of Applied and Technical Studies to support an Inclusion and Equity Strategy that addresses the needs of non-traditional students in trades and technology programs, with a focus on retaining underrepresented people, and supporting students through mentorship, networking, financial support, and dedicated personnel.

The Donald Hawes Memorial EDI Endowment Bursary was created with a preference for students who identify with marginalized communities and face barriers to access, such as financial constraints, systemic discrimination, or limited resources. This initiative directly supports UFV’s commitment to removing barriers for underrepresented groups.

The Alumni Association established the UFVAA 50 Years Forward Annual Bursary—financial support specifically for students from structurally excluded groups, including Indigenous, Black and Racialized communities, 2SLGBTQIA+ communities, Disability communities, and Non-Binary, Trans and Women-identified communities.

Buildings across UFV’s campuses are being rated for accessibility through the Rick Hansen Foundation’s Accessibility Certification Program. After the rating is completed, each building will receive an accessibility scorecard, as well as a report to indicate areas of improvement. In addition, several accessible campus enhancement initiatives such as gender-inclusive washrooms, improved wayfinding, and enhanced accessibility features have been undertaken across UFV campuses.

The university has worked on creating culturally inclusive campus spaces that reflect UFV's diverse community, including prayer and reflection rooms, lactation rooms, and culturally sensitive design elements.

Equity and inclusion are central to collection development practices, with the Library actively curating diverse voices and perspectives across disciplines, particularly Indigenous, Black, and racialized authors, scholars, and knowledge systems.

The Teaching and Learning Centre (TLC) provides numerous workshops for instructors to continue to develop professional competence and strategies in the areas of Universal Designs for Learning (UDL), inclusive and community building approaches, culturally responsive pedagogy, assessment, using Artificial Intelligence to enhance teaching and learning, and Indigenization and decolonization of curriculum. Lifelong learning is also promoted through the Supported Learning Groups (SLG) program, where student leaders are hired and trained to be skilled facilitators of peer-to-peer instruction. This program supports courses that faculty members identify as particularly challenging. SLG leaders teach peers using a variety of strategies to increase student retention and engagement. Consistently, data collected by the SLG Coordinator indicates an increase of at least one grade level for students who attend SLG Leaders' instruction sessions.

The inaugural Cascades Giving Day in November 2024 raised \$87,827, including a \$20,000 match, significantly surpassing our \$50,000 goal. In December, the UFV community raised \$22,540 for the Student Support and Resilience Fund, the UFV-SUS Food Bank, and other essential programs, directly impacting students in need. The UFV Day of Giving on April 11, 2025, raised an additional \$13,000, including a \$5,000 match from the UFV Alumni Association. By funding scholarships, bursaries, experiential learning, and essential student needs, these donations equip students to thrive. With each gift, we weave a brighter future as we recognize the connections we have to one another, which in turn support the entire UFV community.

In collaboration with UFV's Peace and Reconciliation Centre and South Asian Studies Institute, the School of Education supported two work study students this past summer to create a [website](#) containing resources and interviews with teachers on how sexual orientation and gender identification (SOGI) are taught and addressed in schools. The website was designed to address the dis- and mis-information campaigns being waged against teachers and schools in B.C. The project aims to help support teachers, and accurately inform parents, guardians, and families on what their children are experiencing in schools with regards to SOGI.

2.1.6 Student Housing

Ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently.

With a commitment to providing the best-possible learning environment for students, two major construction projects on the Abbotsford campus are well underway. The new student housing building on the Abbotsford campus is set to open in January 2026 and will provide 398 additional beds, making it easier for students to find safe, affordable housing. In the fall 2025 semester, a newly renovated and extended dining hall is set to open, increasing seating capacity from 121 to 350 seats.

UFV completed a new [Chilliwack Campus Plan](#) in June 2024, in consultation with City of Chilliwack stakeholders, Indigenous groups, industry, and Canada Education Park, that includes a main objective of developing on-campus housing.

2.2 Reporting on the Ministry Strategic Initiatives

In Section 2.2, we report on the six Ministry long-term strategic initiatives listed in the 2024/25 Accountability Framework Standards and Guidelines Manual.

2.2.1 Progress on the Truth and Reconciliation Calls to Action and UNDRIP

UFV's progress on the Truth and Reconciliation Calls to Action and UNDRIP is contained in Appendix B.

2.2.2 Sexualized Violence Prevention and Response Initiatives

UFV continues to deliver our "In This Together" program to students focused on consent, receiving and responding to disclosures, and bystander intervention. The launch of the UFV Campus Sexualized Violence Campus Climate Study in 2019 informed much of our work over the past three years. UFV plans to repeat the climate study again in 2026. The program is primarily delivered by peer educators through two venues: online modules as part of Student Orientation and in-person workshops.

In fall 2024, the online orientation modules offered as part of Student Orientation were accessed 436 times by students. The "In This Together" team, including nine student peer educators, offered 21 in-person workshops and three online workshops to a total of 444 students in 2024. We continue to offer workshops for all Housing staff and residents, varsity athletes, and through our Wellness Centres. In 2025 we will identify new possibilities for reaching broad numbers of students with Sexualized Violence Prevention (SVP) programming.

In 2024, UFV launched the Student Rights and Responsibilities office. The unit is responsible for investigations, navigation support, and education related to several UFV student policies, including sexualized violence. The unit not only investigates potential student policy violations but also provides support to students who are navigating policy matters, offers educational materials and opportunities related to student rights and responsibilities, and serves as a hub where students can then be referred to other areas as appropriate, such as the EDI and Human Rights Office, to a particular department head or dean, or to the Student Support Centre.

In 2025, UFV increased resources to HR, including the FTE attributed to the Conflict Resolution office and for Organization Development. Expected deliverables associated with this increase include the development of employee specific sexualized violence training and its incorporation with existing employee orientation and ongoing training initiatives.

UFV's revised policy 236: Prevention, Education and Response to Sexualized Violence Policy was approved by the UFV Board of Governors on June 20, 2024. Draft procedures are close to completion as we wait on content from stakeholders. It's important to note that the Student Rights and Responsibilities office has a set of existing procedures for students that are in the process of being updated. In addition, the policy makes sexualized violence education mandatory for all students and employees. An implementation plan is in development to realize this change.

The results from the 2022 Student Perceptions of Sexualized Violence Survey were used to revise the "In This Together" curriculum and change the marketing strategy related to the curriculum for students. The results also informed the creation of UFV's new policy, which aims to streamline the process, implement plain language, focus on a victim-survivor perspective, and require all students and employees to complete mandatory sexualized violence education training. UFV will similarly use the information from the 2025 survey to inform changes once we receive our results.

2.2.3 Former Youth in Care—Supports for Students who are Former Youth in Care, Including Participation in the Provincial Tuition Waiver Program

In 2024/25, UFV saw 158 former youth in care benefit from the B.C. Government's Tuition Waiver Program, with a total of \$558,679 distributed in waivers, representing an increase in program recipients of 20% over the previous fiscal year¹⁶.

UFV utilizes an integrated "system navigator" case management and student support model that focuses on the holistic needs of individual students such as Former Youth in Care (FYIC). The Student Support Navigators (SSN) act as a developmental guide to students, providing them information, identifying resources that would be beneficial in their unique circumstances, and helping them to activate those resources as and when needed. Our student support network functions as a "needs-based" web of services with the student and SSN at the centre, that can be activated in a flexible and highly responsive way.

The range of supports and services students have access to include, but are not limited to, the following:

- UFV-SUS Food Bank, which provides food hampers to students and their dependents who are facing food insecurity.
- Student Emergency Fund, which provides emergency grants to students facing unexpected financial needs and includes a dedicated fund for Indigenous students.
- Student Wellness Centre which provides peer-based wellness supports in a safe, welcoming, and inclusive space, while also providing information on, and referrals to, campus and community supports and resources.
- Financial Aid and Awards, which provides advice and support in identifying the ways students can fund their educations.
- Counselling, which provides free personal and urgent counselling for all students and maintains connection with community supports and services, such as drug treatment, counselling services, and health services, to refer students.
- Accessibility Services, which ensures academic accommodation for students with disabilities.
- The Academic Success Centre, which provides free tutoring and academic workshops for all students.
- The Indigenous Student Centre, which provides community, cultural support and engagement, and overarching support for self-identified Indigenous students.
- International students are supported through all of UFV's various support services. They also receive support unique to them as international students through UFV International. This includes settlement and transition support, events and workshops to support student belonging

¹⁶ Some previous Accountability Reports counted disbursements rather than headcounts.

and connection, advice and support related to study permits, visas, working in Canada, and more.

Due to the Provincial Tuition Waiver Program, FYIC students self-identify early in the recruitment process with our Future Students team and can again self-identify during the application process when they are connected to a Financial Aid Advisor prior to enrolment. While these connections primarily occur during the pre-enrolment period, FYIC students can self-identify at any point during their studies and our student support team will refer them into the FYIC support stream. This later identification is often found because of student interaction with our service teams. For this reason, we have made it our practice to ask about a students' potential status as a FYIC during our support intake processes.

Once a student is identified as a FYIC, a variety of supports such as the tuition waiver, other fee supports, priority registration, and housing priority are extended to the student. In addition, the student can work with our SSN team in an ongoing basis to coordinate their supports in an individualized, flexible, and responsive manner.

We empower students, build their awareness about supports and services available, and facilitate relationship building with other supports across UFV.

2.2.4 K-12 Transitions and Dual Credit Programming

The university celebrates that learning is a lifelong journey and is committed to offering learning opportunities that are relevant, inclusive, accessible, flexible, and tailored to meet the diverse needs of learners.

UFV's SEM Plan goals include strengthening partnerships with local school districts to support successful transition and pathways to UFV. Expanding dual credit opportunities for students is an institutional action under this goal.

In 2024/25 UFV has seen a 21% increase in the number of students enrolled in dual credit activity, from 147 students in 2023/24 to 178 students in 2024/25. The 178 students participating in dual credit activity this year were from local high schools in Abbotsford (SD 34), Chilliwack (SD 33), Fraser-Cascade (SD 78), Langley (SD 35), Mission (SD 75 – Riverside College), B.C. Association of Christian Schools, and through Regional Career Planning. The largest share of dual credit students in 2024/25 (59%) were enrolled in a Trades or Technology program at UFV, followed by students enrolled in Early Childhood Education certificate program courses, and Halq'eméylem Language.

Eleven dual credit programs had enrolments in 2024/25. Trades and Technology dual credit program enrolments were across a total of 10 programs: Architectural Drafting, Automotive Collision Repair and Refinishing, Auto Service Technician, Carpentry, Construction Electrician, Cook Training, Electronics Technician, Heavy Mechanical Foundation, Plumbing and Piping, and Welding Foundation certificate programs. All of these programs, save for Automotive Collision Repair and Refinishing are listed in the British Columbia Labour Market Outlook 2024 Edition as trades occupations with the highest projected job openings from 2024 to 2034. "Early childhood educators and assistants" are listed as a top 10 "Care occupation" in the 2024 Edition Outlook, and in 2024/25, 30% of dual credit students were taking Early Childhood Education certificate program courses.

The university saw 11 students participate in concurrent program activity at UFV while in high school in 2024/25. These students were enrolled in course areas such as Computing Science, History, Philosophy, Theatre, and Skills for Success.

One of UFV's SEM Plan KPIs is the "percent of students entering UFV from local communities," aiming to increase the share of students that attend UFV out of the total graduating secondary students in the Fraser Valley regional school districts that immediately transition to a PSI in B.C. Results for this KPI can be found in Section 3.2.2.1.

In April 2024, the Future Students Office hosted more than 60 counsellors and related student support personnel from regional high schools. The event included sessions on program changes and updates, the admission cycle, and how school staff can support students with decision-making regarding post-secondary education.

Nearly 1,000 people visited the Abbotsford campus in October for the third annual UFV Open House. Community members were greeted by 250 dedicated UFV students, employees, and alumni, as they arrived at the Student Union Building. Open House events are vital to UFV's recruitment strategy and allow prospective students and their families to connect with our campus and community, and imagine what their futures might look like at UFV.

The inaugural Trades and Technology Opportunity Fair was held at UFV's Trades and Technology Centre in Chilliwack on October 17th, 2024. Approximately 450 students and members of the public met with exhibitors from 28 companies and organizations.

On February 27, 2025, UFV held the "Build your Future" event in Chilliwack. The event started with 90 high school students competing in the Regional Skills Canada BC competitions, and some 650 Grade 9 students exploring Try-a-Trade and Try-a-Tech activities and was followed by simultaneous open houses hosted by the Faculty of Applied and Technical Studies, the Faculty of Health Studies, and the Agriculture Department. This informative fun-filled event was open to everyone wanting to explore exciting, career-focused opportunities in Trades and Technology, Health Sciences, and Agriculture.

The Faculty of Applied & Technical Studies proudly sponsored "The Farmer Miller Baker" exhibit this year, organized by the Baking Association of Canada. Participants from the baking industry gathered at the Trades and Technology Centre for a day of networking and knowledge-sharing. The event provided an opportunity to connect with fellow bakers and exchange insights on farming practices, grain processing, artisanal baking, and consumer engagement.

2.2.5 Work-Integrated Learning

Experiential learning is weaved through UFV's mission of engaging learners, transforming lives, and building community. Work-integrated learning (WIL), a form of experiential learning, involves collaboration with an employer, industry, or community partner.

The Centre for Experiential and Career Education (CECE) is a collaborative hub which brings community, industry, UFV faculty and staff, and students together to advance and support experiential learning and career education. CECE's memberships and active involvement in national WIL [Co-operative Education and Work-Integrated Learning (CEWIL) Canada] and provincial WIL organizations [B.C. WIL Council and Association for Co-operative Education and Work-Integrated Learning (ACE-WIL) B.C./Yukon] keeps

them informed of insights, emerging trends, funding opportunities, and future directions for WIL in the country and the province. CECE disseminates this learning to the broader UFV community so that our WIL offerings are relevant to students.

Academic areas and CECE continue to develop robust partnerships with industry and community partners to offer WIL opportunities to students. CECE continues to seek funding from various sources to increase accessibility to WIL for students. This year, we received funding through Co-operative Education and Work-Integrated Learning (CEWIL) Canada, Wayble, and Canada Summer Jobs.

In 2024/25, there were 3,090 UFV students participating in eight types of WIL. This includes:

- Community and Industry Research: 859
- Co-operative Education: 73
- Field Placements: 401
- Mandatory Professional Practicum/Clinical Placement: 352
- Service Learning: 582
- Work Experience: 673
- Entrepreneurship: 138
- Internships: 12

Some WIL highlights include:

HR Analytics and Analysis (BUS 309H): For two cohorts of the new HRM Data Analytics and Analysis course, funding supported the acquisition of industry-standard software for classroom use. Students applied this software to analyze data from an external organization and presented their findings back to the organization. Through this hands-on experience, students developed essential analytical competencies sought after in the industry.

Software Engineering (COMP 370): Two students developed a subscription-based technology platform that allows users to order local, culturally inspired dishes. External funding is moving this innovative class project into a promising start-up.

Graphic and Digital Design II (GD 317) and Brand Identity I: Design (GD 374): Two Graphic Design courses collaborated with Naa Sheka, a local Canadian-Ghanaian entrepreneur, to advance the brand identity of her skincare line and charitable initiative, Books to Ghana. Students created infographics, visual identities, and brand strategies, engaging in real-world design challenges. Through ongoing client interaction, critique sessions, and final presentations, students gained practical experience, deepened their understanding of professional communication, and showcased creativity in a dynamic, work-integrated learning environment that exceeded client expectations and enriched student learning. Naa Sheka demonstrated exceptional commitment and dedication to UFV students by her active presence in classrooms multiple times throughout the semester, running educational presentations, and sharing the details of running a small local business with an important corporate social responsibility outlook.

Work-Study

There is increasing interest by faculty and staff to hire Work-Study (WS) students. WS students can work up to 120 hours in on-campus positions. The WS program facilitates students' learning in the workplace.

Students identify learning objectives they wish to accomplish during their work-term, and along with their supervisor as mentor, they realize these objectives while contributing and developing new knowledge and skills in the workplace. In 2024/25, 140 students worked in research and service roles within UFV.

Student Experiences Fund

There is continued interest from students to fund experiential learning initiatives outside the classroom through the Student Experiences Fund. A total of \$40,000 was allocated to students to fund 109 experiences that contributed to students' personal and professional development. Some funded opportunities include certifications such as Cisco Certified Network Associate, competitions such as Kinesiology Games, Enactus, and Hack the North, attendance at conferences such as the Agricultural Excellence Conference, and for students to present research findings at local, national, and international conferences including the Canadian Chemistry Conference and Exhibition, the World Congress on In Vitro Biology, and the Annual International Society of Political Psychology Conference in Santiago, Chile.

Career Education

CECE participated in 201 events with internal and external stakeholders of the UFV community. These engagements resulted in bringing awareness of CECE's services and programming to over 5,000 students—advancing their preparation for their future careers. Out of the 201 events, 21 events were either organized by UFV partners or in collaboration with CECE.

Guided by a Student-Ready approach, the CECE team began offering weekly place-based career drop-ins to meet students in the spaces they occupy. This started in fall 2024, and the team engaged 68 students over the past two semesters in various career conversations.

CECE Career Coaching peer-to-peer drop-ins expanded to four locations including Canada Education Park (CEP), Chilliwack campus (previously drop-ins were held in two locations on the Abbotsford campus). The focus of these drop-in sessions was to provide supports to students in Health Sciences, Applied and Technical Studies, Workplace Training in Attitudes, Skills, and Knowledge (TASK), and General Studies programs. The Career Peers led 72 Career Coaching appointments, met with 137 students during weekly drop-in sessions, and reviewed 100 resumes via the resume request portal.

In fall 2024, CECE rebranded the Employer Information Session series to “Your Future @ ...” for organizations to inspire their future workforce and for UFV students and alumni to envision their future career opportunities. This series had four tech-related organizations from small, medium, and large-sized enterprises, including two Employer Information Tabling sessions in Abbotsford.

During National Career Month in November 2024, CECE, in collaboration with Alumni Engagement, hosted two career events featuring alumni recipients of the Young Distinguished Alumni Award: AI in the Workplace featuring Tristan Taylor ('23) and Keenan Beavis ('18) from Longhouse Media who shared their exploration of AI integration in the workplace, three key recommendations for adapting to AI, and a discussion on copyright in the age of AI, and How to Recruit Yourself featuring Adam Currie ('12) on exploring effective strategies to navigate the current labour market, management hiring practices, and the impacts of emerging technology.

Also, during National Career Month, CECE hosted its first ever Community Ideation Jam titled Envision 2074. The theme was inspired by UFV's 50th anniversary celebrations. This work-integrated learning

event was funded by Wayble and sponsored by Campus Communities. The event brought together 41 students from various disciplines, taking on 24 hours of ideation to reimagine UFV fifty years forward. Invited speakers shared some vital frameworks that should be considered when designing community. The invited guest speakers were Gary Morrison (CEO, Campus Communities), Jennifer Martel (Manager, Sustainability), Sundeep Hans (Director, EDI), and Paul Brammer (Director, Xwexwilmexwawt). Invited mentors included staff from the Office of Sustainability, Co-op Coordinators from CECE, and Dr. Garry Fehr (AVP, Research and Graduate Studies). Mentors supported students in envisioning their ideas during the 24-hour period and the top three ideations were recognized.

CECE organized the 2025 UFV Career Fair which featured 32 exhibitors from various industries and had over 900 attendees. The day included three more events: free LinkedIn Headshots, the 2025 Tech Industry Panel—Navigating Tech Careers: From Academia to Industry and Entrepreneurship, and a Chill Zone with the Student Experience Office and Student Wellness to provide a safe and quiet space for attendees to relax and re-energize.

CareerLink

CareerLink continues to be a source of on and off campus employment opportunities from pre- to post-graduation. This year, there were 1,998 unique job postings on CareerLink.

CityStudio

In collaboration with UFV faculty, the Cities of Abbotsford and Chilliwack, and various off-campus community partners, 348 students actively participated in community-engaged learning via CityStudio and other WIL projects coordinated by the CECE. CECE received \$155,000 in federal funding from the Co-operative Education and Work-Integrated Learning (CEWIL) Canada iHUB initiative, to fund the summer and fall 2024 projects.

Three CityStudio project highlights include:

Summer 2024 project highlight: “Banners and Banter” project in Inclusive Placemaking: Courses involved: GDD/GEOG 464

For “[Banners and Banter](#),” students from GDD/GEOG 464 class were tasked with creating a sustainable, inclusive event that brings the community together in an under-utilized space. With federal funding through CEWIL Canada, they brought their learning to the [streets of Abbotsford](#).

The project was conducted in partnership between the UFV’s Graphic and Digital Design program, Bachelor of Regional and Community Planning program (BRCP) and CECE. The external partners such as the Abbotsford Downtown Business Association, and Tourism Abbotsford played a key role in its success. “It was so inspiring to work alongside UFV students and watch them apply imagination, intuition, vigilance, and perception in creating opportunities for our community to engage, driving community spirit and engagement at every turn. It is so motivating to see a group who genuinely cares about creating positive spaces and experiences for people to connect and enjoy. Tourism Abbotsford is thrilled to work with UFV students and staff and the Abbotsford Downtown Business Association on this partnership. We value the work the students are doing, we value collaboration, we value businesses and economic activity, and we value community,” said Barb Roberts from Tourism Abbotsford. Events like this are a valuable part of the BRCP. UFV is one of only three institutions in B.C. that offer a degree in community planning. The new program is uniquely positioned to shape our cities for the better; it prepares graduates to create well designed communities centred around the people who live in them.

Fall 2024 project highlight: Experience the Fraser project explored the role of the Fraser River in communities' lives. Courses involved: PLAN 366, ENG 390D, BIO 357, GEOG 360, GEOG 260.

Collaboratively with Tourism Abbotsford, the “Experience the Fraser” project honored Abbotsford’s most precious resource—the Fraser River, supporting students to use GIS, urban design, Indigenous storytelling, and trauma-informed narrative; gather community perspectives on the river; disseminate these perspectives, and facilitate the recognition of its value and commitment to sustainability. The novelty of this WIL experience is in multiple courses from four academic disciplines working on the topic proposed by the lead community partner—Tourism Abbotsford. The “Experience the Fraser” constitutes a part of the greater B.C. initiative to increase access to the river and its adjacent amenities (trails and parks) and communities as a tourist destination.

Winter 2025 project highlight: Sustainable Transportation. Courses involved: GEOG 320

In collaboration with the City of Abbotsford, students considered innovative transportation solutions in the areas of higher-density developments, explored feasibility of bike lanes in select neighborhoods, and examined the issue of commercial truck parking. They examined integrating cycling infrastructure and bike parking hubs. The students utilized the complete streets approach, integrated mobility hubs, and looked at ways to enhance transit connectivity.

2.2.6 Developing and Implementing Protections for International Students that Support their Fair Treatment

UFV has submitted its International Education Strategic Plan to the Ministry of Post-Secondary Education and Future Skills. The document outlines the key initiatives, services, and programs that support international students. Some of the overarching themes include:

Four Internationalization Goals 2025-2032

1. Integrity: Be known for the delivery of international education using the highest ethical standards

International education involves both domestic and international students, here and abroad. This goal aims to provide students, faculty, and staff with the necessary competencies to be successful, following the vision, mission, values of UFV and UFV’s ethical principles for internationalization.

2. Inclusion: Create a greater sense of belonging for all, regardless of origin, within the UFV community

Inclusion requires openness, curiosity, understanding, and skill-development that enable individual and institutional development of intercultural skills, that promote mutually supportive interactions. It fosters dialogue that allows everyone to have a voice while also being respectful of all, regardless of cultural background.

3. Interconnection: Collaboration, networking, communication, and information sharing

To be successful, internationalization requires collaboration, networking, communication, and information sharing, at the individual, community, institutional, national, and global level. This occurs within and outside of UFV, including the Fraser Valley and Stó:lō Nation.

4. Impact: Enhance our ability to make a meaningful contribution to society

Ensure that our students, faculty, staff, units, and institutions, are contributing to positive changes that foster a better, more sustainable, world for all, at the local, regional, national, and global levels.

Strategies for achieving the goals

To effectively achieve goals, we need to have a strategic approach. To this end, we created several strategies that align with each goal.

I. Integrity

- a. Develop and maintain programs and processes that address the unique challenges faced by international students, ensuring they have easy access to holistic, integrated, and streamlined supports from recruitment to graduation.
- b. Ensure that domestic students have opportunities that support their ability to meaningfully engage in a globalized world.
- c. Follow ethical principles for Internationalization.



Holi Art Event, 2025

II. Inclusion

- a. Cultivate curiosity through the development of a positive, globally-minded attitude that recognizes the importance of inclusiveness, internationalization, and differing perspectives.
- b. Develop knowledge and skills that can support inclusive, globally minded education.
- c. Support the development of strong interpersonal intercultural competencies, as well as international and global perspectives, among all students, faculty, and staff.
- d. Create and operationalize structures that facilitate globally-minded, inclusive classrooms and educational spaces.
- e. Provide opportunities that support experiential understanding and inclusivity.

III. Interconnectedness

- a. Develop strong communication, connections, and information-sharing within UFV that supports international education and internationalization activities within the institution.
- b. Enhance synergies between Indigenization and internationalization, through decolonizing and reconciliation, within the Fraser Valley and the Stó:lō community.
- c. Enhance UFV's collaborative networks in the local and global education community.

IV. Impact

- a. Cultivate informed citizens who contribute to society by showing social awareness and responsibility, leading to positive change.
- b. Create opportunities that support the growth of individuals and organizations in other countries.
- c. Contribute to the advancement of a sustainable global future.

3. Performance Plan and Report

3.1 Goals and Objectives

3.1.1 Planning at UFV

UFV's 2021-2026 Integrated Strategic Plan provides UFV with an exciting and transformative path towards the university's Vision and is deeply rooted in our Mission of engaging learners, transforming lives, and building community, as well as our institutional Values of Community, Inclusivity, Excellence, and Integrity.

The Ministry's planning documents—including the [Minister's Mandate Letter](#), [UFV's Annual Mandate Letter](#), the [Ministry Service Plan](#), the [Ministry Service Plan Report](#), the System Strategic Objectives and Ministry Long-term Strategic Initiatives 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, the Administrative Services Collaborative, and the B.C. Labour Market Outlook.

3.1.2 Alignment of UFV Goals and Objectives with the Ministry Goals and System Objectives, Ministry Long-term Strategic Initiatives, and Minister's Mandate Letter

The goals and strategic imperatives in UFV's Integrated Strategic Plan align with the Government priorities as set out in the Minister's Mandate Letter (Section 2—Reporting on Mandate Letter Priorities and Ministry Strategic Initiatives), the Ministry's Long-term Strategic Initiatives and with the five system objectives laid out in the Accountability Framework. The university's goals and initiatives also support the objectives identified in the Ministry Service Plan.

We provide the Ministry's 2025/26 to 2027/28 Service Plan Goals and the B.C. Public Post-Secondary System Strategic Objectives for reference.

Service Plan Goals:

Goal 1: British Columbians have access to post-secondary education and training to respond to the urgent need for more and new skills.

Goal 2: British Columbia has a high-quality post-secondary and training system that is relevant, responsive and innovative.

Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in B.C. through post-secondary education and skills training.

Goal 4: Contribute to B.C.'s sustainable economy by providing immigration services and supports for newcomers.

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

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

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

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

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

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

In the table below, we present the alignment of UFV's goals with the Ministry's Service Plan goals and five system strategic objectives. While there exists some overlap between the categories and performance measures, the mapping provides an overview of the alignment between the university's goals and those of the provincial government.

Alignment of UFV Goals and the Ministry's Service Plan Goals, and System Objectives	Service Plan Goal 1	Service Plan Goal 2	Service Plan Goal 3	Service Plan Goal 4	System Strategic Objectives
UFV Goal Provide inclusive learning environments for everyone	✓	✓	✓	✓	Access Capacity Efficiency Relevance Quality
UFV Goal Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others	✓	✓	✓	✓	Access Capacity Efficiency Relevance Quality
UFV Goal Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond	✓	✓	✓	✓	Access Capacity Efficiency Relevance Quality

The university’s goals and objectives also align with both the Minister’s Mandate Letter Priorities and the Ministry’s Long-term Strategic Initiatives. Demonstrative activities and initiatives undertaken this year at UFV are detailed in Section 2—Reporting on Mandate Letter Priorities and Ministry Strategic Initiatives, in Appendix B, and throughout this report.

3.1.3 Alignment of UFV Goals, UFV Key Performance Indicators, and Ministry Performance Measures

In what follows, for each UFV goal, we show the alignment between the relevant UFV Key Performance Indicators (KPIs) and the Institutional and System Performance Measures set by the Ministry.

Engaging Learners

Goal: Provide inclusive learning environments for everyone

Ministry Performance Measures	UFV Key Performance Indicators
<u>Institutional Measures</u> <ul style="list-style-type: none"> Indigenous student spaces Student spaces Credentials awarded Student assessment of skill development Student assessment of the quality of instruction Student satisfaction with education Student assessment of the usefulness of knowledge and skills in performing job Unemployment rate 	<ul style="list-style-type: none"> % of total Indigenous students, faculty and staff Annual retention rate % of students by credential type % of students from local communities attending post-secondary that choose UFV % of students engaged in High Impact Practices
<u>System Measures</u> <ul style="list-style-type: none"> Credentials awarded to Indigenous students First year retention rate Loan repayment as a percent of income Participation rate Time to completion Transition rate of high school students to public post-secondary education Undergraduate tuition and fees as a % of median household income 	



Transforming Lives

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

Ministry Performance Measures	UFV Key Performance Indicators
<u>Institutional Measures</u> <ul style="list-style-type: none"> Indigenous student spaces Unemployment rate 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 <u>System Measures</u> <ul style="list-style-type: none"> Credentials awarded to Indigenous students First year retention rate Loan repayment as a percent of income Participation rate Time to completion Transition rate of high school students to public post-secondary education Undergraduate tuition and fees as a % of median household income 	<ul style="list-style-type: none"> The number of action item goals from the EDI Action Plan that have been implemented % of UFV programs that ladder into another program Graduation rates Number of faculty and staff engaged in professional development activities Teaching excellence

Building Community

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

Ministry Performance Measures	UFV Key Performance Indicators
<u>Institutional Measures</u> <ul style="list-style-type: none"> Indigenous student spaces Student spaces Credentials awarded Student assessment of skill development Student assessment of the quality of instruction Student assessment of the usefulness of knowledge and skills in performing job Student satisfaction with education Unemployment rate <u>System Measures</u> <ul style="list-style-type: none"> Credentials awarded to Indigenous students Loan repayment as a percent of income Participation rate Transition rate of high school students to public post-secondary education Undergraduate tuition and fees as a % of median household income 	<ul style="list-style-type: none"> Number of countries with more than 10 students represented by international students Annual Greenhouse Gas Emissions (tCO₂e) Employability skills Number of community engaged projects Total external research dollars Total fundraising dollars

3.2 Performance Measures, Targets, and Results

3.2.1 System Measures

This section includes results and commentary on the 2024/25 Accountability Framework performance measures and results provided by the Ministry. Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved. For further details about the performance measure data and results, the 2024/25 Accountability Framework Performance Measure Results Notes are provided at the end of Section 3.2.1.

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

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

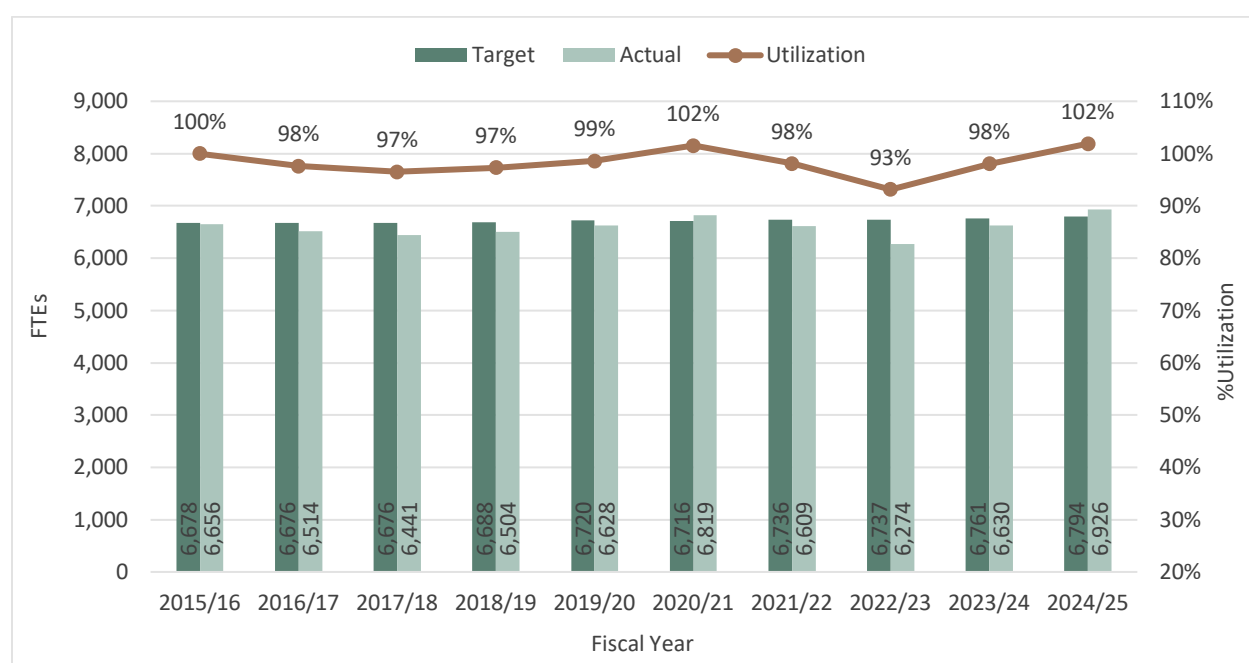
System Objective: Capacity

Measure	2022/23	Actual 2023/24	2024/25	Target 2024/25	Assessment 2024/25
Total student spaces (PSFS)	6,274	6,630	6,926	≥ 6,794	Achieved
Nursing and other allied health programs	488	519	551	≥ 525	Achieved
Developmental programs	217	204	223	≥ 282	Not Achieved

In 2024/25 UFV's overall utilization rate for the Ministry funded student full-time equivalent (FTE) target was 101.9%, 132 FTEs above the target. The rate is calculated by dividing actual FTEs (6,926) by target FTEs (6,794). UFV Ministry FTEs increased by 296 over the previous year.

Figure 30 illustrates the last ten years of FTE targets, actuals, and associated utilization rates. Some areas of domestic Ministry FTE growth are in parallel with changes to our total Ministry funded target in Health program funding and Technology-Related Program Expansion. Examples of other areas of growth contributing to the 296 FTE increase include increased enrolments in Allied Health programming, the new Bachelor of Regional and Community Planning degree program and several other bachelor degree programs, as well as in Trades Continuing Studies courses such as Power Line Technician, and enrolments in courses where [StrongerBC future skills grant](#) funding was available. We are hopeful that this upward trend will continue in 2025/26 as summer 2025 enrolments are higher for domestic students compared to summer 2024.

Figure 30: Actual vs Target FTEs and Total Utilization Rates, 2015/16 to 2024/25 (CDW)



UFV's total Ministry target increased by a net of 33 FTEs, from 6,761 in 2023/24 to 6,794 in 2024/25. The increase in FTE target is split between the Health (Nursing and other allied health) funding group (net increase of 17 FTEs) and 16 new FTEs in Technology-Related Expansion programs. The Health funding category increased from 508 FTEs in 2023/24 to 525 in 2024/25. Under the Health category, several Nursing programs had changes to their targets. The Bachelor of Science in Nursing (4-year) target increased by 23 FTEs while the Bachelor of Science in Nursing (3-year) target decreased by 32 FTEs, as the 3-year Bachelor of Science in Nursing Fast-track program will no longer be offered. This program was discontinued and there will be no new intakes; 2022/23 was the last year with an intake in the Bachelor of Science in Nursing LPN Access program as it currently exists. The Post-LPN Bachelor of Science in Nursing started in 2023/24 with a target of 23 FTEs and increased this year by 26 FTEs for a new total target of 49 FTEs. The Technology-Related Expansion program funding group also increased by 16 FTEs with a new total target of 68 FTEs. FTEs were added to three programs: the Bachelor of Science—Computing Science major/minor (6 FTEs), Computer Information Systems degree (5 FTEs), and Agriculture Technology (5 FTEs).

For 2024/25 UFV has achieved its Nursing and other allied health programs target, producing 551 Health FTEs, exceeding the target by 26 FTEs (104.9% utilization rate). The university saw increased enrolments in the Medical Office Assistant (+14 FTEs), Dental Office Receptionist (+10 FTEs) and Nursing Unit Clerk (+2 FTEs) certificate programs over 2023/24.

UFV is below the 100% utilization target for Developmental-Tuition policy eligible activity (FTEs are counted at the course level). After several years of decline, UFV has seen an increase in domestic enrolments (+19 FTEs) in developmental courses compared to the previous year (223 FTEs in 2024/25 compared to 204 FTEs in 2023/24). Developmental programming has an overall utilization rate of 79.0% which is higher than last year by 6.7 percentage points. UFV saw a small increase in Adult Basic Education funded enrolments, increasing 11 FTEs (from 202 FTEs in 2023/24 to 213 FTEs in 2024/25), and in English Language Studies (ELS) funded enrolments, increasing 8 FTEs. UFV English Language

Studies (ELS) programs were suspended in 2023/24, and as a result only two courses were offered in ELS in 2024/25.

University Upgrading and Preparation is an access department within the university. The department has a significant number of students who are upgrading for program prerequisites in the Adult Basic Education, or Qualifying Studies programs in order to meet prerequisites for their chosen programs of study. The plurality of Adult Basic Education students in Abbotsford who identify themselves are split between upgrading to meet prerequisites for other programs and pursuing their Adult Dogwood for personal or industry needs. Prerequisite upgrading students are usually new high school graduates and Adult Dogwood students are typically adults in their mid to late twenties.

UFV well recognizes that its Developmental FTEs are below target, and more generally, are down significantly from a decade ago, however, UFV is encouraged by the small increase in enrolments seen in 2024/25. The university is fully committed to offering this programming. Reasons for the long-term decline in Developmental activity at UFV likely include:

- An increase in the cost of living in the Fraser Valley. This disproportionately affects students taking developmental courses.
- An increase in the high school completion rates in the Fraser Valley. In 2023/24, the percent of non-completers from high school was 8% in Abbotsford and 10% in Chilliwack¹⁷, the two primary communities served by UFV. Stepping back sixteen years to 2007/08, the percentages were 18% and 32% respectively—some 3 times greater. The improved educational attainment of high school students in the Fraser Valley has resulted in less demand for developmental programming at UFV.
- Developmental type programming is now more widely offered elsewhere, including online, than it was in the past.

Figure 31 displays the four programs that have (historically) generated the most Developmental FTEs at UFV over the past five years—a full 84% of the total in 2024/25. The share of Developmental FTEs coming from Qualifying Studies has increased by eight percentage points over the last four years. UFV continues to review the Qualifying Studies program, so it better supports students as they seek to achieve their academic goals.

Figure 31: Domestic Developmental FTEs by Program, 2020/21 to 2024/25 (CDW)

Program	Fiscal Year					4 Year
	2020/21	2021/22	2022/23	2023/24	2024/25	% Change
Adult Basic Education	136	83	71	86	93	-31%
Qualifying Studies	62	54	57	57	64	2%
Adult Basic Ed University Prep	42	34	33	25	30	-29%
Certificate in English as a Second Language	26	14	23	2	0	-99%
All Other Programs	35	38	33	34	36	2%
Total	301	222	217	204	223	-26%
Share of Qualifying Studies	21%	24%	26%	28%	29%	39%

¹⁷ Source: BC Data Catalogue, BC Schools – Six Year Completion Rate – Residents Only 1999/2000 to 2033/2034, <https://catalogue.data.gov.bc.ca/dataset/bc-schools-six-year-completion-rate> Accessed May 9, 2025.

Measure 2: Domestic Credentials Awarded

System Objective: Capacity

Measure	2022/23	Actual 2023/24	2024/25	Target 2024/25	Assessment 2024/25
Total Credentials	1,988	2,001	1,972		Not Assessed
Bachelor		915	899	≥ 971	Substantially Achieved
Certificate		658	610	≥ 672	Substantially Achieved
Developmental		28	30	≥ 35	Not Achieved
Diploma		239	227	≥ 244	Substantially Achieved
Graduate, First Professional and Post-Degree		50	37	≥ 56	Not Achieved
Short Certificate		111	169	≥ 148	Achieved

UFV has achieved its target for Short Certificate credentials awarded, and has substantially achieved its target for Bachelor, Certificate, and Diploma credentials awarded for 2024/25. UFV did not achieve its target for Developmental credentials awarded in 2024/25, for reasons as discussed above.

UFV also did not achieve its target for Graduate, First Professional and Post-Degree credentials awarded in 2024/25. Several of the university's graduate programs have been suspended or discontinued in recent years, resulting in no new intakes in these programs, leading to fewer graduates in the current reporting cycle. However, graduates from prior years from these programs are included in the calculation for this year's target of 56 credentials awarded.

Discontinued graduate programs include the graduate certificate in Program Evaluation and the Master of Arts in Criminal Justice (the last new intakes for both of these programs were in 2019/20); the Mindfulness-Based Teaching and Learning graduate certificate is currently suspended (the last new intake for this program was in 2021/22).

Intakes for UFV's Master of Education in Leadership and Mentorship and Master of Social Work are offered every other year. UFV's new Graduate certificate and Graduate diploma in Halq'eméylem may contribute a small number of graduates towards next year's target for Graduate, First Professional and Post-Degree credentials awarded.

Box 5: Honouring Justice Murray Sinclair: A Legacy of Reconciliation and Action

The UFV community gathered February 5 to honour the life and legacy of Justice Murray Sinclair (Mazina Giizhik)—a leader whose work shaped the way we understand truth, reconciliation, and the centering of Indigenous voices.

The evening began at UFV's Mission campus, highlighting the university's ongoing reconciliation efforts before moving into the adjoining Clarke Theatre for a larger discussion on Justice Sinclair's impact.

A former senator and Chair of the Truth and Reconciliation Commission (TRC), his work illuminated the painful truths of Canada's residential school system and laid the foundation for meaningful reconciliation efforts.

"His legacy reminds us that reconciliation is not an end goal, but an ongoing journey—one that institutions, communities, and individuals must walk together," said UFV's Shirley Hardman, Associate Vice-President, Xwexwilmexwawt.

Justice Sinclair's work with the TRC was pivotal in documenting the experiences of residential school survivors and bringing their voices to the forefront. His leadership resulted in 94 Calls to Action, urging governments, organizations, and educational institutions to acknowledge and address historical and ongoing injustices.

"At UFV, his teachings have influenced our approach to Indigenousization, reconciliation, and the centering of Indigenous experiences in education," Shirley said. "We recognize that true reconciliation goes beyond acknowledgment—it requires action, reflection, and continued learning."

As part of UFV's ongoing commitment to reconciliation, UFV announced the donation of



Left to right: Dr. David M. Schaepe, Leah Ballantyne, Vandy Britton, Lolly Andrew, Dr. Keith Carlson, Dr. Shirley Hardman

a granite bench in Justice Sinclair's honour to St. Peter Dyvenor—a place close to his heart—overlooking the Red River. The donation reflects UFV's dedication to ensuring that his legacy continues to inspire meaningful action.

"Justice Sinclair inspired people all across Canada to commit to truly transformative change," said Dr. Keith Carlson, director of UFV's Peace and Reconciliation Centre (PARC). "We know that genuine Indigenous-settler reconciliation is predicated on first contributing to Indigenous cultural and political resurgence, and at UFV this is integrated into all our research, teaching, and engagement activities."

PARC and Xwexwilmexwawt are leading these efforts, ensuring that Indigenous perspectives and voices shape how we move forward. UFV's vision statement reflects this commitment:

"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."

"While UFV has made progress, we recognize that reconciliation is a shared responsibility. It

requires ongoing dialogue, Indigenous leadership, and collective action,” Keith notes.

Justice Sinclair’s impact will continue to shape conversations and actions at UFV and beyond.

The gathering at Clarke Theatre was not only a moment to honour his work, but a recommitment to the journey ahead.

“As we reflect on his legacy, we must also ask ourselves how we can support reconciliation in our daily lives,” Shirley said. “How can we ensure Indigenous voices remain at the centre of these conversations? What steps can we take—both individually and as an institution—to move beyond words and into action?”

Measure 3: Indigenous Student Spaces

System Objective: Access

Measure	2022/23	Actual 2023/24	2024/25	Target 2024/25	Assessment 2024/25
Total Indigenous student spaces	635	603	632	≥ 572	Achieved
Ministry (PSFS)	547	513	546		
SkilledTradesBC	88	90	86		

The Indigenous¹⁸ student space target has the proportion of Indigenous students at UFV at least equal the proportion of the Indigenous population in the Fraser Valley.

Using data from the 2021 Canadian Census¹⁹, we obtain the proportion of Indigenous people in the Fraser Valley Regional District (FVRD). The 2021 population total in the Fraser Valley was 317,675, while the Indigenous population was 24,010, making the Indigenous proportion 7.6%. In 2024/25, UFV produced a total of 7,573 domestic FTEs comprised of 6,926 in Ministry funded programs and 647 in SkilledTradesBC funded programs; the product of the proportion and the FTEs yields the Indigenous FTE target of 572 for 2024/25. In 2024/25 UFV achieved this target by generating 632 Indigenous student FTEs.

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

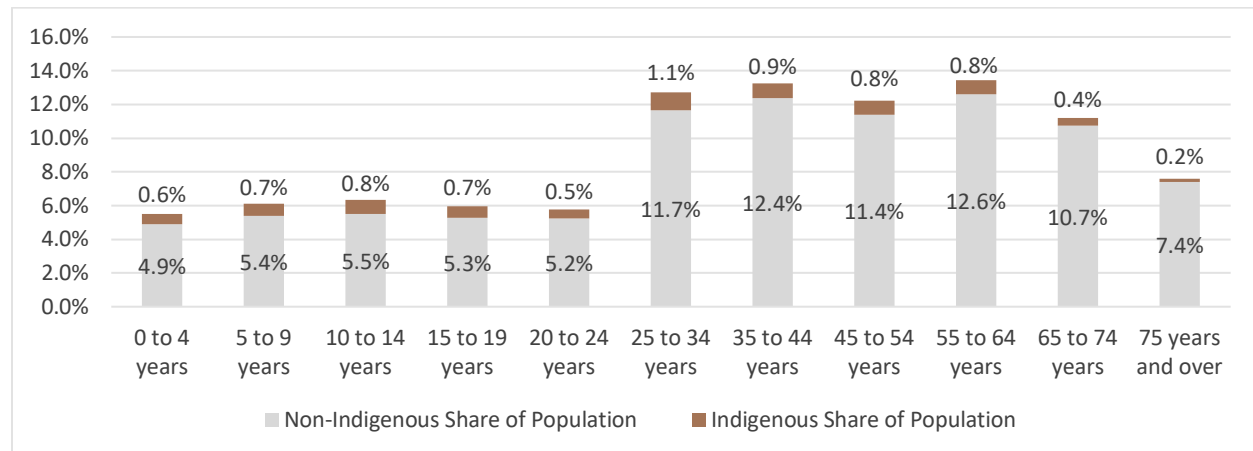
The 2021 Census shows that the Indigenous population in the FVRD is much younger than the non-Indigenous population, with an average age of 32.3 years compared to 41.7, respectively. The number of Indigenous 0 to 24 year olds in the FVRD accounts for 44.3% of the total Indigenous population (10,635/24,010),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

¹⁸ The term Indigenous is used as an inclusive reference to First Nations, Inuit, and Métis people.

¹⁹ Statistics Canada. Table 98-10-0266-01 Indigenous identity by Registered or Treaty Indian status: Canada, provinces and territories, census divisions and census subdivisions.

UFV recognizes the growth in the Indigenous youth population in the Fraser Valley and is committed to increasing the number of Indigenous learners. Figure 32 shows the share of Indigenous and non-Indigenous Population in the Fraser Valley Regional District by selected age groupings with data from the 2021 Census.

Figure 32: Share of Indigenous and non-Indigenous Population in the Fraser Valley Regional District by Selected Age Groupings, 2021 Census Data



The university carefully monitors the results of the province-wide student outcomes surveys: the Diploma, Associate Degree, Certificate, Trades Foundation, and Trades-Related Vocational Student Outcomes Survey (DACTRDSO); the Apprenticeship Graduate Survey (APPSO); and the Baccalaureate Graduates Survey (BGS). These survey results are distributed throughout the university, to academic departments and faculties, and to senior management. They help provide staff, faculty, and senior administration with the necessary information and insight to make better informed decisions that lead to improved performance outcomes for our students. Individual faculties and departments use these results as part of their regular review process designed to refine and improve their programs.

Measure 4: Student Satisfaction with Education

System Objective: Quality

Survey	2022/23	Actual 2023/24	2024/25	Target 2024/25	Assessment 2024/25
Former Diploma, Associate Degree and Certificate students	88.8% +/- 1.8%	86.8% +/- 2.6%	87.1% +/- 2.9%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	82.5% +/- 9.7%	95.2% +/- 4.3%	97.8% +/- 3.8%		Achieved
Former apprenticeship students	91.7% +/- 6.0%	97.4% +/- 3.9%	94.6% +/- 6.3%		Achieved
Bachelor Degree graduates	91.6% +/- 2.2%	90.2% +/- 2.3%	93.1% +/- 2.5%		Achieved

Measure 5: Student Assessment of the Quality of Instruction

System Objective: Quality

Survey	2022/23	Actual 2023/24	2024/25	Target 2024/25	Assessment 2024/25
Former Diploma, Associate Degree and Certificate students	93.6% +/- 1.4%	92.3% +/- 2.0%	94.3% +/- 2.0%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	90.0% +/- 7.7%	98.4% +/- 2.5%	100.0% +/- 0.0%		Achieved
Former apprenticeship students	89.6% +/- 6.6%	97.4% +/- 3.9%	91.9% +/- 7.6%		Achieved
Bachelor Degree graduates	94.3% +/- 1.9%	91.4% +/- 2.2%	94.1% +/- 2.3%		Achieved

Measures 6: Student Assessment of Skill Development

System Objective: Quality

Survey	2022/23	Actual 2023/24	2024/25	Target 2024/25	Assessment 2024/25
Former Diploma, Associate Degree and Certificate students	84.2% +/- 1.7%	81.8% +/- 2.4%	83.8% +/- 2.7%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	82.9% +/- 8.7%	88.8% +/- 4.4%	93.7% +/- 4.3%		Achieved
Former apprenticeship students	78.2% +/- 7.9%	92.9% +/- 5.7%	85.6% +/- 7.9%		Achieved
Bachelor Degree graduates	88.1% +/- 2.1%	84.6% +/- 2.2%	84.7% +/- 2.6%		Achieved



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

System Objective: Relevance

Survey	2022/23	Actual 2023/24	2024/25	Target 2024/25	Assessment 2024/25
Former Diploma, Associate Degree and Certificate students	80.2% +/- 3.8%	81.9% +/- 5.2%	89.4% +/- 5.0%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	90.6% +/- 8.7%	89.4% +/- 7.6%	88.2% +/- 9.9%		Achieved
Former apprenticeship students	92.9% +/- 6.2%	94.7% +/- 5.6%	91.7% +/- 7.9%		Achieved
Bachelor Degree graduates	87.5% +/- 2.9%	86.8% +/- 3.0%	87.0% +/- 3.8%		Achieved

UFV achieved the 2024/25 target on Measure 4 (student satisfaction with education), Measure 5 (student assessment of the quality of instruction) Measure 6 (student assessment of skill development) and Measure 7 (student assessment of usefulness of knowledge and skills in performing job) in all survey groups. We see an increase in positive results for bachelor degree graduates and former diploma, associate degree and certificate students in 2024/25 compared to 2023/24 in all four of these measures (4, 5, 6, and 7), and trades foundation and trades-related vocation graduates have increased positive assessments in Measures 4, 5, and 6. For apprenticeship graduates, we see a decrease in positive results for all of these measures (4, 5, 6, and 7).

Measure 8: Unemployment Rate

System Objective: Relevance

Survey	2022/23	Actual 2023/24	2024/25	Target 2024/25	Assessment 2024/25
Former Diploma, Associate Degree and Certificate students	5.3% +/- 2.0%	6.2% +/- 3.1%	5.7% +/- 3.6%	≤ 12.7%	Achieved
Trades foundation and trades-related vocational graduates	3.0% +/- 5.0%	12.5% +/- 7.2%	15.0% +/- 10.0%		Achieved
Former apprenticeship students	2.3% +/- 3.5%	0.0% +/- 0.0%	0.0% +/- 0.0%		Achieved
Bachelor Degree graduates	4.2% +/- 1.7%	4.1% +/- 1.7%	5.5% +/- 2.5%		Achieved

UFV graduates have achieved Ministry unemployment rate targets (Measure 8) for 2024/25 in all categories. For the last fifteen years, UFV performance as assessed through APPSO, DACTRDSO, and BGS surveys, has achieved the target: the actual unemployment rate has been lower than the target for each year. These results indicate that UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills.

2024/25 Accountability Framework Performance Measure Results Notes

Please consult the 2024/25 Standards Manual for a current description of each measure.

Student Spaces

Results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year; results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year. Only Ministry funded Full-Time Equivalents are included.

Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

Credentials Awarded

The total number of credentials awarded are reported but only the Credentials awarded for each credential type are assessed. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle. In accordance with the data masking policy, any value less than 10 has been excluded to protect confidentiality.

Prior to the 2023/24 reporting cycle, the credential target was based on the average number of credentials awarded in the last three fiscal years and the year over year change in FTEs.

Student Outcomes Measures

Results from the 2024/25 reporting year are based on 2024 survey data; results from the 2023/24 reporting year are based on 2023 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%.

3.2.2 Progress of UFV's Key Performance Indicators (KPIs)

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

The data used in UFV's KPI's are from a variety of sources including internal UFV data, external UFV survey results (such as CUSC, NSSE, and BC Student Outcomes), and the Student Transitions Project. KPI baseline years are highlighted in grey in each KPI table that follows.

3.2.2.1 Progress of KPIs Relevant to Engaging Learners

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

Target: Increase % of each group on annual basis

Fiscal Year	Permanent Faculty or Staff			Student FTEs		
	Self-declared Indigenous	Total	% Indigenous	Self-declared Indigenous	Total	% Indigenous
2020/21	17	1,024	1.66%	616	7,367	8.36%
2021/22	19	985	1.93%	595	7,385	8.06%
2022/23	26	997	2.61%	635	7,046	9.01%
2023/24	54	975	5.54%	603	7,366	8.19%
2024/25	46	1,007	4.57%	632	7,573	8.34%

KPI: Annual retention rate

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

Cohort Year	Cohort Size	Retained in Year 2	Retained in Year 3	Year 1 to 2 Retained (%)	Year 2 to 3 Retained (%)
2018	465	387	322	83.2%	83.2%
2019	499	424	341	85.0%	80.4%
2020	517	421	338	81.4%	80.3%
2021	528	434	365	82.2%	84.1%
2022	514	441	387	85.8%	87.8%
2023	605	514	N/A	85.0%	N/A

KPI: % of students engaged in High Impact Practices

Target: Increase senior student participation in each category of High Impact Practices on the NSSE survey by 2026

High Impact Practice	Quantifier	NSSE Senior Student Survey Results (%)	
		Survey Year 2019	Survey Year 2023
Service Learning	% At least some courses included a community-based project	63%	66%
Learning Community	% Done or in progress	21%	18%
Research with a Faculty Member	% Done or in progress	26%	25%
Internship or Field Experience	% Done or in progress	43%	44%
Study Abroad	% Done or in progress	7%	5%
Culminating Senior Experience	% Done or in progress	25%	25%

KPI: # of students by credential type

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

Unduplicated Headcount				Fiscal Year							
Credential Type	20/21	20/21%	21/22	21/22%	22/23	22/23%	23/24	23/24%	24/25	24/25%	
Advanced Certificate	19	0.1%	19	0.1%	17	0.1%	13	0.1%	9	0.1%	
Apprenticeship	277	1.9%	385	2.7%	416	2.9%	408	2.6%	362	2.2%	
Associate Degree	190	1.3%	133	0.9%	174	1.2%	349	2.2%	357	2.2%	
Baccalaureate Degree	6,831	47.2%	7,016	48.4%	6,953	48.6%	7,294	45.7%	7,376	45.1%	
Certificate	893	6.2%	959	6.6%	898	6.3%	986	6.2%	983	6.0%	
Developmental Credential	554	3.8%	400	2.8%	377	2.6%	357	2.2%	425	2.6%	
Diploma	4,251	29.4%	3,639	25.1%	3,657	25.5%	4,324	27.1%	4,524	27.6%	
Graduate Certificate	68	0.5%	64	0.4%	46	0.3%	24	0.2%	24	0.1%	
Graduate Diploma		0.0%		0.0%	1	0.0%	1	0.0%	1	0.0%	
Master’s Degree	80	0.6%	73	0.5%	31	0.2%	54	0.3%	32	0.2%	
None	1,252	8.6%	1,764	12.2%	1,705	11.9%	1,925	12.1%	1,971	12.0%	
Post-degree Certificate	23	0.2%	18	0.1%	21	0.1%	31	0.2%	35	0.2%	
Post-degree Diploma		0.0%		0.0%		0.0%	128	0.8%	146	0.9%	
Short Certificate	36	0.2%	29	0.2%	25	0.2%	66	0.4%	119	0.7%	
Grand Total	14,474	100.0%	14,499	100.0%	14,321	100.0%	15,960	100.0%	16,364	100.0%	

Microcredential Data		
Term	Registrations	Unique Headcount
Winter 2021	176	74
Fall 2023	43	43
Winter 2025	47	47

Note: A Microcredential is not technically a program. All students in Microcredentials are also in a UFV program and are in a Credential type above.

KPI: % of students entering UFV from local communities

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

High School Graduating Year	PSI School Year	Total Fraser Valley College Region Immediate Transitions to BC PSI	Fraser Valley College Region Immediate Transitions to UFV	Proportion
2018/19	2019/20	1,485	989	66.6%
2019/20	2020/21	1,382	901	65.2%
2020/21	2021/22	1,473	916	62.2%
2021/22	2022/23	1,435	895	62.4%
2022/23	2023/24	1,447	935	64.6%

Note: The Student Transition Project report has made minor revisions to its historical data.

KPI: Participation rates in pathway opportunities

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

Area	2020/21 FY		2021/22 FY		2022/23 FY		2023/24 FY		2024/25 FY	
	Students/ Total Headcount	Part'n Rate	Students/ Total Headcount	Part'n Rate	Students/ Total Headcount	Part'n Rate	Students/ Total Headcount	Part'n Rate	Students/ Total Headcount	Part'n Rate
PLAR	12/ 14,474	0.08%	9/ 14,449	0.06%	14/ 14,321	0.10%	19/ 15,960	0.12%	11/ 16,364	0.07%
Developmental Credits	1,362/ 14,474	9.41%	1,123/ 14,449	7.75%	1,108/ 14,321	7.74%	1,237/ 15,960	7.75%	1,218/ 16,364	7.44%
Dual Credit Programs	97/ 14,474	0.67%	118/ 14,449	0.81%	119/ 14,321	0.83%	147/ 15,960	0.92%	178/ 16,364	1.09%
Concurrent credits	88/ 14,474	0.61%	87/ 14,449	0.60%	79/ 14,321	0.55%	6/ 15,960	0.04%	11/ 16,364	0.07%
Transfers from other PSI's	1,023/ 14,474	7.07%	1,068/ 14,449	7.37%	1,069/ 14,321	7.46%	1,351/ 15,960	8.46%	1,290/ 16,364	7.88%

Note: In FY 2023/24, the method for recording Dual Credit and Concurrent activity in Banner changed. Some activity that was previously counted as Concurrent credits is now counted as Dual Credit Programs. FY = Fiscal Year.



UFV Abbotsford Campus Drone Shot, 2025

3.2.2.2 Progress of KPIs Relevant to Transforming Lives

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

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

Stage	2020/21 FY		2021/22 FY		2022/23 FY		2023/24 FY		2024/25 FY	
	# of Items	%	# of Items	%	# of Items	%	# of Items	%	# of Items	%
Planning	10	25%	1	3%	1	3%	1	3%	1	3%
Ideation	8	20%	13	33%	12	30%	8	20%	8	20%
In Progress	14	35%	18	45%	18	45%	21	53%	18	45%
Complete	8	20%	8	20%	9	23%	10	25%	13	33%
Total	40	100%	40	100%	40	100%	40	100%	40	100%

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

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

Academic Calendar Year	% of UFV Programs that can Ladder into Another Program
2020/21	89%
2021/22	90%
2022/23	91%
2023/24	94%
2024/25	96%

KPI: Graduation Rates

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

Cohort Year	Cohort Size	Grad within 6 Years	Grad within 6 Years (%)
2014	415	173	41.7%
2015	388	161	41.5%
2016	384	177	46.1%
2017	410	184	44.9%
2018	465	196	42.2%

Target: b) Decrease the CUSC score of students reporting barriers to graduation to a comparable or lower rate relative to the average for peer Canadian institutions by 2026

CUSC Survey Year	Measure	UFV	Group 1
2021	Share of graduating respondents that indicated delay	56%	43%
2024	Share of graduating respondents that indicated delay	57%	43%

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

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

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

Fiscal Year	Number of Faculty and Staff Engaged in Professional Development Activities	Total	% Participation in PD
2020/21	285	1,024	27.8%
2021/22	293	985	29.7%
2022/23	469	997	47.0%
2023/24	542	996	54.4%
2024/25	566	1,007	56.2%

KPI: Teaching Excellence

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

Measure: Quality of instruction rated very good, good, or adequate										
BC Student Outcomes (BCSO) Survey Group	2019		2020		2021		2022		2023	
	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Diploma, Associate Degree, and Certificate Students	95.1%	95.5%	95.0%	94.4%	94.5%	93.6%	95.1%	96.3%	94.1%	92.3%
Trades-related vocational and Trades foundation	94.6%	100.0%	94.9%	98.0%	94.6%	90.0%	94.2%	97.9%	94.4%	98.4%
Apprenticeship	94.5%	97.8%	94.7%	96.1%	92.3%	89.6%	94.0%	98.0%	93.3%	97.4%
Baccalaureate Graduates	94.1%	97.3%	93.6%	93.5%	91.2%	94.3%	92.2%	95.0%	90.9%	91.4%
Overall average	94.8%	96.4%	94.7%	94.4%	93.3%	93.6%	94.0%	95.9%	92.9%	92.5%

Note for this and the next table: Starting with 2023 KPI reporting (2021 BGS survey year and on), the Baccalaureate Graduates Survey performance measure results include Research Universities. BGS results for the 2019 and 2020 survey years do not include Research Universities.



UFV 50 Alumni Celebration, 2025



Convocation, 2024

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

Measure: Very satisfied or satisfied with education										
BC Student Outcomes (BCSO) Survey Group	2019		2020		2021		2022		2023	
	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Diploma, Associate Degree, and Certificate Students	93.1%	89.9%	91.7%	88.8%	91.6%	89.3%	90.4%	88.8%	90.0%	86.8%
Trades-related vocational and Trades foundation	92.8%	95.7%	93.5%	93.6%	90.8%	97.8%	89.0%	82.5%	92.1%	95.2%
Apprenticeship	92.1%	97.8%	92.8%	100.0%	91.3%	100.0%	88.0%	91.7%	90.2%	97.4%
Baccalaureate Graduates	93.7%	96.9%	92.5%	90.8%	91.6%	94.2%	89.0%	91.6%	89.1%	90.2%
Overall average	91.9%	92.9%	92.2%	90.1%	91.5%	92.0%	89.7%	89.6%	89.9%	89.2%

3.2.2.3 Progress of KPIs Relevant to Building Community

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

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

At the inception of the KPIs for the ISP, there were a total of 91 initiatives set for this measure. The 91 initiatives were divided into 81 existing initiatives with a target implementation date of 2024, and 10 new initiatives with a target date of 2026. As of 2024, all 10 of the new initiatives were implemented, as well as 69 of the other 81 initiatives. This leaves 12 initiatives remaining.

Status of the initiatives as of 2023/24

Initiative Status	2020/21 FY			2021/22 FY			2022/23 FY			2023/24 FY		
	I	N/I	Total	I	N/I	Total	I	N/I	Total	I	N/I	Total
Planned		4	4		4	4		4	4		4	4
In Progress	5	14	19		5	5		3	3		3	3
New	9	1	10		1	1		1	1			
New & Ongoing	1	3	4									
Ongoing	4	33	37	33	12	45	33	12	45	38	5	43
Implemented	11		11	16		16	16		16	16		16
Complete	6		6	20		20	22		22	25		25
Grand Total	36	55	91	69	22	91	71	20	91	79	12	91

Note: I = Implemented; N/I = Not implemented.

Two of the 12 initiatives have not been implemented and are no longer attainable. For the remainder of the ISP 2021-2026, we will continue to update the status of the remaining ten initiatives.

Initiative Status	2024/25 FY		
	I	N/I	Total
Planned		1	1
In Progress		3	3
New			
New & Ongoing			
Ongoing	1	3	4
Implemented			
Complete	2		2
Grand Total	3	7	10

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

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

Fiscal Year	# of Countries with more than 10 Students Represented by International Students
2020/21	6
2021/22	9
2022/23	12
2023/24	15
2024/25	13

KPI: Annual Greenhouse Gas Emissions (tCO₂e)

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

Year	UFV Total CO ₂ Emissions	% Change from Base Year	Year	UFV Total CO ₂ Emissions	% Change from Base Year
2009	3,167	-	2017	2,701	-15%
2010	3,062	-3%	2018	2,380	-25%
2011	3,235	2%	2019	2,230	-30%
2012	3,277	3%	2020	2,163	-32%
2013	2,566	-19%	2021	2,210	-30%
2014	2,432	-23%	2022	2,474	-22%
2015	2,235	-29%	2023	2,098	-34%
2016	2,338	-26%	2024	2,166	-32%

Note: Starting in 2024, fugitive emissions are included in this measure.

KPI: Employability skills

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

Measure: Knowledge and skills gained very or somewhat useful in performing job										
BC Student Outcomes (BCSO) Survey Group	2019		2020		2021		2022		2023	
	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Diploma, Associate Degree, and Certificate Students	86.5%	87.2%	87.5%	86.5%	84.9%	80.9%	84.6%	80.2%	85.6%	81.9%
Trades-related vocational and Trades foundation	89.5%	87.8%	89.1%	86.4%	87.4%	90.2%	86.7%	90.6%	88.2%	89.4%
Apprenticeship	93.3%	97.7%	93.6%	100.0%	92.7%	96.0%	90.9%	92.9%	91.7%	94.7%
Baccalaureate Graduates	90.5%	89.6%	91.7%	90.6%	86.7%	85.4%	85.1%	87.5%	84.8%	86.8%
Overall average	88.2%	88.5%	88.9%	88.3%	86.2%	83.6%	85.3%	83.3%	85.9%	84.9%

Note: Starting with 2023 KPI reporting (2021 BGS survey year and on), the Baccalaureate Graduates Survey performance measure results include Research Universities. BGS results for the 2019 and 2020 survey years do not include Research Universities.

KPI: # of community engaged projects

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

Fiscal Year	Total # of Community Engaged Projects	Partnerships
2020/21	62	39
2021/22	70	57
2022/23	97	66
2023/24	106	94
2024/25	106	57

KPI: Total external research dollars

Target: Increase annually the amount of external research dollars (grants and contracts) generated on an annual basis

Fiscal Year	Annual External Research Funding (in CAD)
2020/21	3,552,573
2021/22	3,475,739
2022/23	3,359,193
2023/24	5,218,774
2024/25	5,376,974

KPI: Total fundraising dollars

Target: Increase total fundraising dollars generated by 10% on an annual basis up to 2026

Fiscal Year	Fundraising Total Amount CAD	% increase from previous year
2020/21	1,132,267	Baseline
2021/22	2,085,673	84%
2022/23	1,518,062	-27%
2023/24	2,687,262	77%
2024/25	1,966,315	-27%

Box 6: UFV Career Fair Opens Doors for Student’s Next Career Move

The UFV Career Fair returned on March 13 to Evered Hall, bringing another opportunity for students to explore career paths, connect with industry professionals, and take meaningful steps toward their futures. Open to students, faculty, staff, and alumni, the event offered a chance for the entire university community to engage with employers and build valuable industry connections.

“For many attendees, the Career Fair is more than just ‘finding that next job’,” said Candace Stewart-Smith, director of the UFV Centre for Experiential and Career Education, “For students and alumni, it’s your chance to learn what issues industries are solving in our world today and determine how your interests and values align with such opportunities. You can gain career clarity and take the necessary steps towards a meaningful career.”

This year’s Career Fair brought together employers across multiple industries, from technology and healthcare to business, social services, and beyond. Whether seeking a co-op placement, full-time job, or simply exploring future possibilities, attendees had the opportunity to engage in real conversations with industry representatives.

A major highlight of this year’s event was the Tech Panel, hosted by the UFV School of



Computing. Industry experts shared insights on emerging trends, in-demand skills, and how to stand out in a competitive job market. Whether deeply invested in the tech field or simply curious about its future, attendees experienced an inside look at industry shifts and opportunities.

Jason Li, career education coordinator and organizer of the career fair, emphasizes the importance of hands-on learning experiences: “Hands-on experience is critical in today’s job market, and the Career Fair plays a key role in connecting students with employers who value experiential learning. It’s always inspiring to see students making connections that could shape their careers.” The Career Fair is more than just an event—it’s a stepping stone to future opportunities.

3.2.3 External Surveys

UFV participates in several external surveys, including the B.C. Student Outcomes Surveys, the Canadian University Survey Consortium (CUSC), the National Survey of Student Engagement (NSSE), and the Faculty Survey of Student Engagement (FSSE). Results from these surveys assists in planning by informing the university about its students' educational experiences and perceptions. Selected results from these surveys have been included throughout this report. Below we provide some additional results from the CUSC 2024, and the NSSE and FSSE 2023 surveys.

3.2.3.1 Canadian University Survey Consortium

The CUSC survey measures student characteristics—such as employment, marital status, debt, parental level of education—as well as students' academic goals and student life. The survey provides a measure of student involvement with university activities and their level of satisfaction with various aspects of their university experience. Every year the survey rotates through one of three cohorts; the 2024 survey discussed here includes graduating students.

Participating universities are organized by CUSC into three groups based on the size of student population and academic activity. Group 1, which includes UFV, consists of universities that offer primarily undergraduate studies and that have smaller student populations; Group 2 are medium-sized universities offering both undergraduate and graduate programming; Group 3 consists of larger, research-based universities, with most having professional schools as well. This allows a comparison of UFV's results both nationally and to similar-sized universities. In 2024, CUSC survey results include over 12,500 graduating students at 38 universities across Canada.

When asked if UFV has exceeded, met, or fallen short of their expectations, 80% of UFV 2024 graduating survey respondents answered that UFV had either “met” or “exceeded” their expectations, compared to their counterparts in Group 1 (78%) and Overall (80%).

71% of UFV respondents in the 2024 Graduating Student Survey reported that they were “satisfied” or “very satisfied” with the concern shown by the university for them as an individual. This percentage was significantly higher than that of their peers in Group 1 and Overall (both with 57%).

When asked whether they received good value for money at their university, 79% of UFV graduating survey respondents answered that they “agree” or “strongly agree” that they received good value for their money at UFV, a much higher share than their counterparts in Group 1 (62%) and Overall (60%).

84% of UFV respondents in the 2024 Graduating Student Survey reported that they “agree” or “strongly agree” that they were satisfied with the quality of teaching they received at UFV. This share is similar to survey respondents in Group 1 (84%), and Overall (85%).

A notable 88% of UFV respondents expressed that they were “satisfied” or “very satisfied” with the overall quality of education at UFV. This share is slightly higher than their peers in Group 1 and Overall (both with 83%).

Nearly two-thirds (65%) of UFV respondents “agreed” or “strongly agreed” that Indigenous course content has enriched their university experience, compared to 59% of survey respondents in Group 1, and 51% Overall.

Students were asked to rate the likelihood that they would recommend UFV on a scale from 0 (not at all likely) to 10 (extremely likely). In the 2024 Graduating Student Survey, the results were similar for Group 1 and Overall (67%), with UFV one percentage point below (66%), in terms of the share of the ratings spanning from 7 to 10.

3.2.3.2 National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every three years. NSSE collects information at hundreds of universities about student participation in programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. The NSSE survey groups include first-year and senior (fourth-year) degree-seeking students. UFV most recently participated in the NSSE survey (and associated FSSE survey, discussed below) in 2023.

Both of the NSSE 2023 survey groups, first-year and senior students, rated their entire educational experience at UFV highly, with 76% of first-year and senior students rating their experience as “excellent” or “good”. When UFV students were asked if they could start over again, if they would go to UFV, 86% of first-year students and 83% of senior students said “definitely” or “probably”. Both senior and first-year students, however, were less likely than students at a comparable set of Canadian universities to agree that UFV encouraged students to attend campus activities and events. The survey results also highlight that UFV senior and first-year students are more likely than students at a comparable set of Canadian universities to report the highest level of education completed by their parents (or those that raised them) as graduated from high school or less.

Further results from the NSSE 2023 first-year and senior student survey identified that:

- 44% of UFV first-year and senior UFV respondents said they spent at least 16 hours in a typical 7-day week working for pay off campus.
- 62% of UFV first-year and 61% of senior UFV respondents said they planned to, were in progress, or had participated in an internship, co-op, field experience, student teaching, or clinical placement.
- 69% of UFV first-year and 72% of senior UFV respondents said that during the current school year they had learned something that changed the way they understood an issue or concept “often” or very often”.
- 85% of UFV first-year and 83% of senior UFV respondents agreed that they feel comfortable being themselves at UFV.
- 71% of UFV first-year and 68% of senior UFV respondents agreed that they feel valued by UFV.
- 90% of UFV first-year respondents intended to return to UFV the following year.

From the results of the NSSE 2023 Survey, UFV rated highly in the following three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others.

3.2.3.3 Faculty Survey of Student Engagement

The Faculty Survey of Student Engagement (FSSE) is a North American survey of post-secondary institutions designed to complement the NSSE survey. The FSSE and NSSE surveys are conducted at the same time. The FSSE survey measures faculty perceptions of how often students engage in different

activities, the importance faculty place on various areas of learning and development, the nature and frequency of faculty-student interactions, and how faculty members organize their time. The FSSE 2023 survey queried faculty, who are categorized based on teaching a particular course, either at the lower or upper- division.

A comparison between similar questions on the most recent NSSE and FSSE surveys revealed some interesting results. For example, UFV students rate the quality of their interactions with faculty much higher than faculty perceive. UFV students also reported that they had “at least often” had discussions with diverse others at a higher proportion compared to the share of faculty that reported that they have provided opportunities in their selected course sections for this to occur, “at least quite a bit.” This likely indicates that students are (also) engaging in discussions with diverse others outside of UFV classrooms.

Results from the Faculty Survey of Student Engagement (FSSE) and National Survey of Student Engagement (NSSE) 2023 revealed that a high percentage of both UFV faculty and student respondents agree that UFV contributes to students’ development of thinking critically and analytically; 90% of lower-division and 95% of upper-division faculty believe that they structure their course sections to develop these skills, while 78% of first-year and 80% of senior students believe that their experience at UFV has done the same.

Regarding high-impact practices, a high proportion (75%) of UFV faculty believe that it is important for UFV undergraduate students to complete an internship or field experience before they graduate, with 25% of faculty responding that they supervise undergraduate internships or other field experiences in a typical week. Only 6% of UFV first-year students have participated in an internship or field experience, compared to 44% of UFV senior respondents.

We also see that the majority (60%) of UFV faculty respondents believe that it is important for UFV students to participate in a community-based project (service-learning) as part of a course; 54% indicated that at least “some” of their courses include a service-learning component. About two-thirds (66%) of UFV senior respondents reported that at least “some” courses included a community-based project; with 41% of first-year UFV respondents reporting the same. These high-impact practices are examples of strategic imperatives outlined in UFV’s Integrated Strategic Plan, and the university seeks to increase student participation in high impact practices.



UFV Open House, 2024

Box 7: UFV's Dr. Joanne MacLean Receives King Charles III Coronation Medal

In her seven years as president of the University of the Fraser Valley, Dr. Joanne MacLean has helped UFV reach new heights as an academic institution. Under her steady guidance, the university has fully embraced the opportunity to transform lives, guided by its core values of integrity, inclusivity, community, and excellence.

Joanne's impact on students, faculty, and staff at UFV has been significant, and her efforts have recently been recognized with a 2025 King Charles III Coronation Medal.



UFV President and Vice-Chancellor Dr. Joanne MacLean (left) with British Columbia Lieutenant Governor Wendy Lisogar-Cocchia.

Created by the federal government in 2023, the award recognizes Canadians like Joanne who've had a positive influence on their communities and country, particularly in the areas of diversity, sustainability, and the environment.

Joanne received hers from B.C. Lieutenant Governor Wendy Coccia at a special ceremony on March 5 in Victoria.

"I'm humbled and honoured to receive this recognition, though it truly reflects the collective effort we all put forth in making UFV a place where excellence and integrity are at the heart of everything we do," Joanne said. "This award is a testament to the dedication of our entire community. I look forward to seeing how this spirit of collaboration will continue to shape UFV's bright future".

Since being installed as UFV's President and Vice-Chancellor in 2018, Joanne has prioritized building strong working relationships with students, faculty, staff, Indigenous communities, alumni, international partners, donors, and governments. Within her first year,

she led a university-wide visioning exercise that resulted in new mission, vision, and value statements—foundational principles that have since guided UFV's strategic direction and reinforced its commitment to Indigenization, equity, diversity, and inclusion.

Joanne has helped the university reach new milestones. In 2024, UFV celebrated its largest-ever graduating class, with over 2,800 students receiving credentials. In her convocation speech, Joanne highlighted the perseverance of these students, overcoming challenges such as the pandemic, floods, and fires.

She was proud to see a revitalized Mission campus open in 2024 that is now home to UFV's School of Education, including teacher education and early childhood education programs. In collaboration with Indigenous communities in the Mission area, the university thoughtfully co-created the space as part of its ongoing commitment to fostering inclusive learning environments that cultivate a sense of belonging for Indigenous learners. During Joanne's tenure, UFV has become an important voice in food security discussions, with faculty

like Dr. Lenore Newman, Dr. Lauren Erland, and Dr. Stefania Pizzirani doing exceptional work in the areas of agriculture technology and crop resiliency—vital areas of research in a time of escalating climate change. Additionally, UFV has embraced the 17 Sustainable Development Goals adopted by the United Nations in 2015, making significant strides, not only in environmental sustainability but in areas like social justice, gender equality, and health and wellbeing.

Joanne has also been a passionate advocate for UFV's 50th anniversary in 2024/25, celebrating the university's past, present, and future. A key part of this milestone is the growth of UFV's

alumni community, culminating in the inaugural Alumni Weekend this April.

As she prepares to retire in June, Joanne leaves behind a lasting legacy. A major initiative she championed—a six-story residence building adding 398 beds to the Abbotsford campus—is nearing completion, addressing student concerns over housing insecurity. A dining hall expansion is also set to open in August.

Through her leadership, vision, and unwavering commitment to the UFV community, Joanne has helped shape the university's future, ensuring its continued success for generations to come.



Convocation, 2024

4. Financial Information

4.1 Financial Results

The university is committed to advancing its goals and priorities while ensuring the core academic mission remains strong and financially sustainable. UFV's positive financial position for 2024/25 is a result of continued commitment to aligning resources with identified strategic priorities mindful of the impact on individuals and programs and the institution's financial sustainability.

As a publicly funded university, UFV reports financial statements using Public Sector Accounting Standards (PSAS) presented in accordance with Section 23.1 of the BC Budget Transparency and Accountability Act (BTAA), supplemented by Regulations 257/210 and 198/2011 issued by the Province of British Columbia Treasury Board. The university maintains its financial accountability through a balanced budget and by providing regular financial reporting as required under the BC BTAA and the BC University Act.

Comprehensive financial results for the university can be viewed on the UFV website at:

<http://www.ufv.ca/finance/reporting/annual-financial-reports/>

The consolidated budget plan can be viewed on the UFV website at:

<https://www.ufv.ca/budgets/consolidated-budget-plan>

4.2 Risk and Uncertainties

UFV operates in an increasingly complex environment and must assume certain risks to meet its objectives and realize its strategic goals—there is no opportunity without risk. UFV continues to mature an enterprise-wide approach to risk management. Work in the coming year will focus on reinforcing the link between strategic goals and operational objectives, and the risks to their achievement.

From a financial perspective, the most significant risk to achieving our 2025/26 Operating Budget remains tuition dependency—we mainly rely on income from student tuition to sustain operations. In the face of inflationary pressures, provincial domestic student tuition limits, and international perception of federal restrictions on international student study and post-graduation work permits impacting international student recruitment, UFV will need to remain diligent to avoid an operating deficit in 2025/26. An operating deficit could result in the university being unable to meet its strategic goals.

To manage this risk, we have developed and implemented the [UFV Strategic Enrolment Management \(SEM\) Plan](#) with goals and actions focused on student recruitment and retention, and have established the [UFV Property Trust](#) as a mechanism to leverage capital assets. Looking forward, we will continue to develop our community engagement framework to guide our institutional recruitment marketing strategy, provide support to faculties for marketing individual programs, and enhance online assets to more effectively streamline potential students' path from interest to enrolment.

Other strategic risks that have formal risk management plans in place include Cybersecurity, Talent Risk (that we cannot recruit and retain top talent), Business Continuity, and Technology Infrastructure. UFV continuously seeks to better define and develop plans to mitigate risks to student mental health, climate change, student experience, and Equity, Diversity and Inclusion (EDI). Artificial Intelligence remains both an opportunity and a risk, as we seek to better understand its potential and prevent unintended consequences.

For more information on UFV's risks and how we manage them, see <https://www.ufv.ca/enterprise-risk>, or email erm@ufv.ca.

5. Final Comments

Throughout 2024/25, UFV celebrated its 50 year anniversary by reflecting on the past five decades and the transformation that led it from its founding as a community college to the university it is today.

It has been a productive and inspiring year at UFV: the university revitalized and reopened its Mission campus that now houses UFV's School of Education; for the 11th consecutive year, UFV was recognized as one of B.C.'s Top Employers; further progress was made towards institutional strategic priorities set out in the university's Integrated Strategic Plan—*lyáqáwtwx*: House of Transformation; and, to provide safe and affordable housing, a new student residence and renovated dining hall will open in 2025/26.

We have seen an increase in both domestic and international enrolments resulting in the university's highest ever total FTEs—9,931, and highest ever international student FTEs—2,357. In 2024/25 UFV's overall utilization rate for the Ministry funded student full-time equivalent (FTE) target was 101.9%, we are pleased that so many local students choose to attend UFV.

UFV awarded 2,906 credentials this year, contributing to the university's more than 50,000 alumni. UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills. UFV achieved the 2024/25 Accountability Framework performance measure targets in all BC Student Outcomes survey groups (APPSO, DACTRDSO, and BGS) for *student satisfaction with education, student assessment with the quality of instruction, student assessment of skill development, student assessment of usefulness of knowledge and skills in performing job, and unemployment rate*.

As UFV's 50th anniversary year comes to a close, our journey as an institution begins anew. We will continue to celebrate our achievements, contributions, and successes with our local and global communities, and build upon the changemaking happening at UFV today. UFV remains committed to its mission to engage learners, transform lives, and build community.



Appendix B—Reporting on Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

TRC CALL TO ACTION²⁰ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE

PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> New²¹ Planned / In Progress / Implemented or Ongoing 	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
Response: Engaging in the wider dialogue around Social Work education, supporting the roles/impacts of Reconciliation, mentoring students to embrace these educations, alongside the training and professional development of faculty and staff is paramount to this call.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Implemented	Supervised by Tim Dueck, Master of Social Work student Colleen Fines completed an MSW major paper titled <i>Wahkootowin: A Framework for Métis-Specific Child Safety and Family Wellness</i> . This paper proposed a Métis lens for Indigenous child welfare reform and was awarded a prize at the 2024 UFV Research Day: Poster Presentation .
New/ Implemented	In November 2024, Social Work and Human Services Assistant Professor Tim Dueck successfully defended his PhD dissertation titled <i>Who am I to teach Indigenous Knowledge?: Instructor Identity and Curricula</i> . This

²⁰ "..." represents omitted text not related to post-secondary education from the original Call to Action.

²¹ New initiatives start in the current reporting year and have not been previously reported on.

	autoethnographic research utilized the Indigenous framework of Inuit Qaujimajatuqangit.
New/ Implemented	In June 2024, <i>Social Work and Human Services Professors</i> Leah Douglas and Tim Dueck presented <i>Fumbling Towards Allyship: Responding to the Call to Indigenize</i> at the Canadian Society for the Study of Higher Education (CSSHE) conference in Montreal.
New/ Implemented	In Summer 2024, Dr. Tim Dueck presented <i>Auviqsaqtuq: Knowledge Co-construction through an Indigenous Inuit Paradigm</i> at the Canadian Society for the Study of Higher Education (CSSHE) conference in Montreal.
New	In Summer 2024, Dr. Tim Dueck presented <i>Beyond the Script: Reconceiving In-Class Land Acknowledgments</i> at the Canadian Association for Social Work Education (CASWE) conference in Montreal.
New/Ongoing	Dr. Leah Douglas is furthering her allyship learning and leadership as a participant in the year-long Xwelítém Siyáya: Allyship and Reconciliation Building program at UFV. This includes participation in activities and learning experiences such as cedar weaving, archaeology, and heritage resources; Recognizing and transcending Settler colonialism and white privilege; Introduction to Halq'eméylem language; Residential School Survivors panel; and many others.
New/ Implemented	In the Fall 2024 and Winter 2025 sections of Human Services 120 , Field Education Coordinator Kelly Guiaya invited Indigenous Elders and Knowledge Givers to share teachings with students about Indigenous approaches to communication, specifically, Oral Tradition, Circles, and Storytelling. The guest speakers were from Xyólheméylh Child and Family Services Society , Qwí:qwelstóm Justice Program , and Stó:lō Service Agency .
New/ Implemented	UFV Knowledge Giver, Qothyetel (John Williams), from Skwah First Nation, opened the School of Social Work and Human Services' UFV 50 Gratitude Gathering in a good way.
New/ Implemented	At the UFV 50 Gratitude Gathering , Field Instructors/Practicum Supervisors were gifted an Indigenous blanket purchased from the Stó:lō Gift Shop.
New/ Implemented	Kelly Guiaya was a guest speaker for Dr. Beth Watters' SOWK 312 class, where she shared her experience and knowledge of the CFCS Act with students and rooted practice examples from her experience working in an Indigenous child and family services agency.
New/Ongoing	LTA instructor, Shameela Zaman, is participating in the UFV Xwexwílmexwawt's professional development course, <i>Decolonization, Reconciliation, & Indigenizing: Our Practice, Our Community</i> .

New/ Implemented	On February 13, 2025, Kristina Kopp co-presented on a child, youth, and family services panel at the Métis National Council's 2025 Global Summit .
New/ Implemented	Natasha Marriette incorporates land acknowledgements at the beginning of every class. In the first class of each semester, she engages the students in land acknowledgements that incorporate Stó:lō ways of connecting to our history. Students introduce themselves two generations back to respect, learn about, and share their history.
New/ Implemented	An Indigenous-based textbook has been incorporated into SOWK 225 to support learning about Indigenous ways of understanding life stages.
Implemented	During the 2024/25 academic year, gifts for <i>Voices of Passion and Purpose: Inspiring Stories from the Field</i> panel presenters on Neurodiversity were purchased from the Stó:lō Gift Shop .
Implemented	In 2024/25, all gifts for Social Work and Human Services Field Instructors/ Practicum Supervisors were purchased from the Stó:lō Gift Shop .
Ongoing	During the 2024/25 academic year there were several Bachelor of Social Work field placements with Indigenous agencies and First Nations communities. Some placement sites are ones that have been providing field placements ongoing, and the School established a few new partnerships this year. The repeat Indigenous placement sites include Mission Friendship Centre Society , Lower Fraser Valley Aboriginal Society , and Xyólheméylh Child and Family Services Society . New Indigenous placement sites include Indigenous Primary Care in Fraser Health West (FRAFCA) ; Indigenous Liaison Team (Royal Columbian) , Yale First Nation Community Social Work Department , Indigenous Health Team , Canadian Quality & Patient Safety Framework , Fraser Health , Ministry of Health , Métis Nation BC , Student Support Centre at UFV .
Ongoing/ Implemented	During the 2024/25 academic year, several Social Service Worker diploma students completed practicum placements with Indigenous agencies and/or Indigenous communities. Examples include Lower Fraser Valley Aboriginal Services Society , Xolhemet (Wilma's) Transition Society , Skowkale First Nation - Child and Family Programs .
Ongoing	Kelly Guiaya and Dr. Brianna Strumm sit on the Faculty of Education, Community, and Human Development Indigenization Committee. Dr. Leah Douglas has also asked to join the committee.
Ongoing	Currently, there are 11 students enrolled in the Social Service Worker diploma program with an Indigenous Focus.

12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Implemented	<u>Teaching and Learning Centre</u> Indigenous Curriculum Developer Leanne Joe presented Beginner Halq'éméylem: Greetings and Place Names session to the ECE Sessional Instructors and Faculty so that they can incorporate more of the language into courses.
New/ Implemented	<u>Teaching and Learning Centre</u> invited <u>Métis Nation of BC (MNBC)</u> to provide an all-day workshop on Métis culture, protocols, and activities for incorporation into ECE courses for team members.
New/ Implemented	School of Education Director Dr. Sheryl MacMath visited <u>"Growing Roots" Early Childcare Centre</u> designed for and supporting Métis young children.
New/Ongoing	<u>School of Education</u> is revising all official course outlines to incorporate Indigenous worldviews and content.
New/ Implemented	<u>School of Education</u> finalized a Mission Statement for UFV's Early Childhood Education program that explicitly references Indigenous content and worldviews.
New/ Ongoing	All <u>Early Childhood Education</u> dual credit students visited <u>À:lmèlhàwtwxw Early Education Centre</u> at Coqualeetza to learn how to integrate Stó:lō culture and Halq'éméylem language into ECE daily practice. This is the first year where dual credit students in Abbotsford, Langley, and part of the BC Society of Christian Schools attended. This has now flourished into a Memorandum of Agreement with À:lmèlhàwtwxw centre and staff to ensure this type of integration happens every year.
New/ Implemented	Reserved 10% of seats in all <u>Early Childhood Education</u> courses for Indigenous applicants.

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Ongoing	Completion of first cohort of <u>Graduate Certificate and Diploma</u> in Upriver Halq'éméylem (8 students). Development of a 4 credit Upriver Halq'éméylem course that, added to the current 20-credit Advanced Proficiency Certificate, will qualify as a teachable subject for prospective teacher candidates.

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Implemented/
Ongoing

Indigenous health issues are discussed and presented throughout classes in the [Bachelor of Science in Nursing](#) and the [Licensed Practical Nursing to Bachelor of Science in Nursing](#) bridging program. In year one of the program students engage in case studies exploring how to partner with Indigenous people groups holistically with emphasis on spirituality and culture. Health Canada resources specific to the First Nations, Inuit and Metis people are used as well as [First Nations Health Authority \(FNHA\)](#) resources, for example Overview of Colonialism. The emphasis for these classes includes healthy Indigenous families. Students also explore Indigenous Elders' health and wellness.

Implemented/
Ongoing

In year three of the [Bachelor of Science in Nursing](#) the population of focus is childbearing families and pediatrics. There is a health policy class objective and content that focus on the access to health services for Indigenous people. The family case scenario explores the prenatal and perinatal period of a childbearing Indigenous family using midwifery and doula practices. [First Nations Health Authority \(FNHA\)](#) resources are utilized using the following link: <https://www.fnha.ca/what-we-do/maternal-child-and-family-health/maternal-and-child-health>.

Implemented/
Ongoing

Year four of the [Bachelor of Science in Nursing](#) contains an emphasis on Community Health and Wellness. Students participate in two classes: The History of Indigenous Peoples of Canada and Working with Indigenous Communities in the role of the community health nurse. In year four, students are working in community groups and learn to start their health education presentations with a territorial acknowledgement. A community assessment tool is used to prepare the students to work in communities recognizing the history, structure and cultural components to support their community partnership.

Implemented/ Ongoing	Indigenous Ways of Knowing are taught throughout the Nursing curriculum and active learning activities are used to support contextual applications. The Indigenous Social Determinants of Health and how nurses can support individuals to work towards their health and wellness goals using a cultural lens of two-eyed seeing and trauma informed care is taught in year 4 of the Bachelor of Science in Nursing stream and year 2 in the Licensed Practical Nursing to Bachelor of Science in Nursing stream. In year 4 (Bachelor of Science in Nursing) and year 2 (Licensed Practical Nursing to Bachelor of Science in Nursing) students complete the Brief Action Planning course to learn skills to apply client centered, respectful care when working to support individual self-managed wellness plans. The First Nations Health Authority Roadmap to Wellness tool and the BC First Nations Wellness Wheel is used to apply these skills when working with the Indigenous clients.
Planned/ In Progress	The Nursing department is responding to the 2020 In Plain Sight Report: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care . The Nursing program is intending to enhance the depth of students' understanding of the history of bilateral and tripartite First Nations health plans and agreements, and educate students on the resources available for Indigenous people of B.C. related to health and wellness. Nursing faculty, using the In Plain Sight template, are reviewing Indigenous content within the program.
Planned	Explore the option of clinical experiences in Indigenous settings/reserves/community clinics, etc., and placing preceptor students at Stó:lō health services .
Implemented/ Ongoing	Partnership with the Fraser Health Authority and Indigenous Community mental health and wellness programs .
Implemented/ Ongoing	Nursing students are completing clinical practicums within First Nations Community Health Centres.
New/Ongoing	Nursing is partnering with the UFV Indigenous Student Centre to reach out to community partners to participate in UFV Health and Wellness fairs for 2024/2025.

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented/ Ongoing	The Teaching and Learning Centre provide Indigenous workshops offered by the Indigenization Learning Specialist and Indigenous Curriculum Developer, and other Teaching and Learning team members. Workshops include Educators' Journey Towards Reconciliation, Halq'eméylem Language Learning and Sharing, Chat-R (Reconciliation), Chat-S (Storytelling and Stó:lō), Weaving Knowledge Systems, Circle Works, Territory Acknowledgement, and Holistic Approaches to Teaching and Learning.
New/ Implemented	The Teaching and Learning Centre continues to offer the video resource 'Indigenization as a part of Decolonization and Reconciliation: IDR Interconnected'.
New/ Implemented	Embracing Elders video and Resource Guide – our Indigenous Curriculum Developer created a video resource that supports UFV Faculty, staff, and students who are interested in engaging Elders and Knowledge Keepers in their classrooms. This guide will continue to be updated based on wisdom from Stó:lō Elders.
New/ Ongoing	Multilingual Land Acknowledgement Project – Indigenous Curriculum Developer and Learning Specialist (Internationalization) created a series of short videos of territorial acknowledgement in languages other than English. These videos will be available as of May 2025.
New/ Implemented	Community of Practice hosted by Teaching and Learning Centre's Indigenous Teaching Specialist for the community: Consultations (BC Indigenous Curriculum Developers), Assessments, Indigenous Curriculum Specialists Network (Canada-wide).
Implemented/ Ongoing	The Teaching and Learning Department hired a new Indigenous Curriculum Developer in Feb 2024.
Implemented/ Ongoing	The Teaching and Learning Centre's Indigenization Learning Specialist and Indigenous Curriculum Developer work one-on-one with multiple faculties from a wide variety of departments each month. These sessions include Indigenizing, faculty relationship building, Stó:lō Theory and Learning, course feedback, student rights and responsibilities, use of territory acknowledgement in courses, Indigenizing through mentorship, Indigenous pedagogy in the online environment, connecting with Indigenous community protocols, and positionality and purpose.

Implemented/ Ongoing	The Teaching and Learning Centre's Indigenous Learning Specialist and a faculty member are developing an Adult Education 400 Level course that teaches epistemologies and pedagogies and will include knowledge keepers, elders, and the Indigenous community.
Implemented/ Ongoing	The Teaching and Learning Centre is currently conducting research for the Indigenous Curriculum Specialist Network , on curriculum development for the eCampus Ontario project.
New/ Ongoing	Research of Indigenous student experiences at UFV regarding Indigenization using the 5 R's as a framework. This includes Indigenous student experience from past and present in various programs across UFV. Interviews are being conducted with Indigenous Students.
New/ Ongoing	The Teaching and Learning Centre launched a new initiative called Allyship in Action with Dr. Stefania Pizzirani as an identified Ally. Dr. Pizzirani will be meeting with non-Indigenous faculty to engage in conversations about how to advance Indigenization and decolonization in teaching, learning, curriculum, and assessment as an Ally and speak about the barriers, challenges, and successes the faculty have encountered.

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Implemented	School of Education invited students to a February 2025 panel that included faculty member Dr. Vandy Britton as a speaker, to remember the legacy of the Honourable Justice Murray Sinclair.
New/ Implemented	School of Education faculty Dr. Judy Larsen and Dr. Sheryl MacMath collaborated with two classes (one middle school, one high school) to deliver a weaving workshop and how it integrates with math education with Betty Peters. All administrators and Indigenous support staff for Chilliwack School District were invited to learn.
New/ Implemented	Three School of Education students, both teacher candidates, completed their certifying practicum at First Nation Schools up in Haida Gwaii.
New/ Ongoing	Bachelor of Education Program Chair Dr. Vandy Britton is completing the "Indigenization, Decolonization, and Reconciliation" course through UFV with Xwexwilmexwawt.

New/ Ongoing	All School of Education faculty are learning Halq'eméylem to incorporate into their courses as part of monthly School of Education meetings with Teaching and Learning .
New/ Implemented	School of Education redesigned the Inclusive Education Assistant certificate program and incorporated Indigenous content and worldviews into every official course outline.
Ongoing/ Implemented	School of Education student teacher candidates experience the following in their programs: Visit to Coqualeetza and St. Mary's Residential School ; Workshops on place names, Halq'eméylem, and Stó:lō seasonal rounds; Workshop on Stó:lō Governance with Peggy Janicki; Indigenous Film Festival ; Full day workshop on how to evaluate and use culturally responsive resources; Workshop on weaving and teaching math (now for both secondary and elementary); Dr. Jas Uppal and Dr. Judy Larsen collaborated with Betty Peters to implement a workshop demonstrating the integration of science and math in relation to the draining of Sumas Lake ; Heather Compeau shares her connected lessons with elementary teacher candidates on First Contact using Two-Eyed Seeing.
Ongoing	School of Education Director Dr. Sheryl MacMath continues to chair the Indigenization Committee for the Faculty of Education, Community, and Human Development.
Ongoing/ Implemented	Continue to have 10% of seats in the Bachelor of Education program reserved for Indigenous students.
Ongoing	School of Education Assistant Professor Dr. Nikki Yee continued her SSHRC funded research into "Decolonizing possibilities in educational psychology."
Ongoing	Ongoing work (lesson development of stories specific to the Mathxwí Nation) with the Mathxwí Nation , including professional development sessions provided to local school districts.
Ongoing	Additional School of Education faculty are completing the "Allyship and Reconciliation" Tier 1 Xwelítem Siyáya course through the Peace and Reconciliation Centre.
Ongoing	Dr. Nikki Yee continues as a co-investigator on SSHRC funded Insight Grant "Opening decolonizing possibilities through Educational Change Networks" (with Leyton Schnellert and Sara Davidson).
New/ Ongoing	A number of faculty are involved in collaborative inquiry "Decolonizing Assessment."
Implemented/ Ongoing	The UFV Library team actively engages in professional development to assist educators in deepening understanding of TRC Calls to Action and UNDRIP,

	focusing on equitable information access, knowledge stewardship, and place-based learning grounded in Indigenous ways of knowing.
86: JOURNALISM AND MEDIA SCHOOLS	
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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
92: BUSINESS SCHOOLS	
We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New/ Implemented	Creation of an Indigenous Advisory Board for the School of Business. The Board is composed of 18 Indigenous leaders who meet twice a year (February and October). The role and objectives of this new Indigenous Advisory Board have been described in the new Terms of References.
New/ Implemented	Hiring of an Indigenous faculty member in the School of Business (Jason Campbell).
Implemented	Indigenous business leaders have been invited as Guest speakers and contributed to students' learning in various School of Business courses including BUS 314 , BUS 325 , BUS 444 .
New/ Implemented	For the Business 309H Data Analytics course , in fall 2024 and winter 2025 semesters, Assistant Professor Jason Campbell delivered 30-minute discussions on the problematic history of data collection of Indigenous people and how this may translate to business data collection moving forward.
New/ Implemented	Indigenous knowledge keeper was a guest teacher in BUS 400 , Business, Society and Nature class to teach students Indigenous culture, history and worldviews, in fall 2024 and winter 2025 semesters.
New/ Implemented	Invited Indigenous faculty member Rose-Anne Timbrell, to speak to students in BUS 421 International Marketing course about Indigenous perspectives in business, society, and marketing.

New/ Implemented	Students from BUS 425 Strategic Marketing course created a podcast featuring the Head of Marketing at Stó:lō Community Futures, focused on Indigenous businesses.
New/ Implemented	Four School of Business faculty members and two staff completed the <i>Educators' Journey Towards Reconciliation</i> workshops offered by Teaching and Learning Centre .
New/ Implemented	One faculty from School of Business sits on National RCMP committee meetings to bring forward Indigenous perspectives.
New/ Ongoing	A School of Business staff member is currently attending professional development course “Indigenization, Decolonization, and Reconciliation”, February to May 2025.
New/ Implemented	A Dean’s Conversation in December 2024 was dedicated to “Indigenous Perceptions”—the conversation/workshop was led by Jason Campbell and John Williams.
Implemented/ Ongoing	School of Business faculty and staff receive a book on Indigenization and decolonization in Canada as welcome gift in August, at the start of the academic year. The plan is to offer five different books within five years to cover various aspects of this matter.
New/ Planned	Organization of a social event in June inviting all members from our advisory boards (School of Computing, School of Business, and Indigenous Advisory Board) for a networking event. The last networking event was held in Chilliwack at the Stó:lō Community Futures Longhouse.
Implemented/ Ongoing	Adjustment of course BUS 444 Advanced Management Accounting to be taught in relation to Indigenous community needs. An Indigenous leader shared his challenges with students who have to come with a solution and shared their views with the Indigenous community.
Implemented/ Ongoing	Dr. Saeed Rahman is leading Enactus UFV , a student-led organization housed within the UFV School of Business which has been partnering with Maple Ridge, B.C. based Fraser River Indigenous Society (FRIS) since 2020 to create social change through its Oak & Earth social enterprise. FRIS is an Indigenous non-profit organization providing services and programs for the urban Indigenous population in the Fraser Valley and Metro Vancouver Areas. Enactus UFV students work closely with the UFV School of Business faculty, business leaders, and the community to develop business projects that address social initiative issues in our community, using entrepreneurial mindsets to make a positive economic, ecological, and social impact. The Oak & Earth social business produces soy candles that are inspired by plants significant to Indigenous communities in the Fraser Valley. To uphold sustainability principles, Oak & Earth's candles are made with 100% soy wax, a biodegradable and natural material that emits fewer carbon emissions than

	<p>traditional paraffin wax. The candle scents are based on traditional medicinal values, and each candle comes with a culture card and original artwork commissioned by a local Indigenous artist. Oak & Earth's business model is based on meaningful partnerships and growth. The team collaborates with FRIS to design packaging and labels and shares 50% of its profits to support FRIS. To expand its product line, Oak & Earth is introducing body scrubs and essential oil rollers, selected based on market research and consultation with FRIS and other stakeholders. The team is working on a project to enhance its sustainability impact by introducing a candle recycling program and providing training and workshops for Indigenous youth interested in pursuing entrepreneurship.</p>
Implemented/ Ongoing	<p>Enactus UFV has been collaborating with FRIS on its Big Brain Literacy Program (BBLP)—a financial literacy workshop program. This partnership provides insights into how best the School of Business can support our local communities, especially Indigenous peoples. Further, the partnership has enabled the School to address some of the pressing social challenges facing the Indigenous community and others. By being involved with Enactus UFV, students learn how to run real-world business ventures sustainably while making a positive, significant social impact.</p>
Implemented/ Ongoing	<p>Dr. Jon Thomas and Dr. Chris Schinckus are working with Jason Campbell and Stó:lō Community Futures on the development of a Certificate specifically dedicated to Stó:lō leaders—this will also be a micro-credential for students enrolled in this program.</p>
Implemented/ Ongoing	<p>Creation of a Faculty of Business and Computing Allyship and Reconciliation sub-committee for the Faculty of Business and Computing (new Terms of Reference and new membership).</p>
Implemented/ Ongoing	<p>Chris Schinckus is involved as Director at Large of the Business Schools Association of Canada (BSAC) where one of his portfolios is about Indigenization of Business Schools. This role will certainly provide opportunities and ideas for meaningful Indigenizing initiatives in the School of Business. He is chairing a working group to create a national source of funding to support Indigenous PhD students in business-related disciplines.</p>
Implemented/ Ongoing	<p>Dr. Chris Schinckus is currently enrolled in the Certificate in Decolonizing Education offered by Wilfried Laurier. The objective of this professional development will be to bring ideas for potential professional development related to decolonization in the Faculty of Business and Computing. Dr. Schinckus also finished a Master of Education with a specific specialization on the inadequacies between HR practices and Indigeneity in three universities in B.C.—the plan is to learn from this comparative analysis.</p>
Implemented/ Ongoing	<p>Discussion with the First Nations Financial Authority about the possibility of funding for a Stó:lō Indigenous Incubator.</p>

Implemented/ Ongoing	Development of a Micro-Credential and digital badge to recognize the TMPD training (Training, Mentorship & Professional Development) currently offered by the LABRC (Lands Advisory Board First Nations Land Management resource centre) .
Implemented/ Ongoing	Development of training with Micro-Credential and digital badge for the use of drones for land and wildfire management (Kevin Wainwright is leading this pilot in collaboration with Lil'Wat First Nations).
Implemented/ Ongoing	Development of new courses introducing Indigenous Business.
Planned	A new Negotiation course is being developed as part of the HR major program, in which Indigenous methods/ways of negotiation will be an essential focus.
Planned	Reactivate the discussion with the CAFM (Certified Aboriginal Financial Manager) designation—this is the only designation specifically established for Indigenous finance and management positions in Canada.
Planned	Organize, in collaboration with Xwexwilmexwawt, a Halq'eméylem Language Learning for Faculty of Business and Computing faculty and staff.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	UFV 50 Opening Ceremony : A landmark simultaneous ceremony across UFV's four original communities (Chilliwack, Abbotsford, Hope, Mission) featured chiefs representing Sumas, Yakwekwioose, Chawathil, and Scowlit First Nations. Indigenous culture was celebrated through performances by the Pil'alt Warrior Group, attracting over 500 in-person attendees and 80+ online viewers. This multi-location launch experience exemplified UFV's commitment to Indigenous partnership and recognition.
Implemented	Indigenous Storytelling and Amplification: The Communications team built strategic relationships with Indigenous departments to co-create stories highlighting important Indigenous initiatives. These narratives were shared with local, regional, and national media outlets, amplifying Indigenous voices and increasing visibility of reconciliation efforts. Staff participated in land acknowledgement workshops and allyship programs to deepen cultural understanding.
Implemented	Indigenizing UFV Ceremonies: Convocation 2024 incorporated Stó:lō ceremony with a procession of graduands and engagement of Stó:lō drummers and singers. The installation of new Chancellor Dr. Jo-ann Archibald (Q'um Q'um Xiitem) followed Stó:lō traditions, attended by local First Nations representatives and guests from other institutions.
Implemented/ Ongoing	Through its work with the Respectful Terminology Platform Project (RTPP) , co- led by UFV's University Librarian Camille Callison, the Library supports Indigenous-led knowledge frameworks and culturally respectful language in educational institutions and systems. The Foundational Gathering of RTPP, hosted at UFV's Chilliwack Campus, brought together Elders, Knowledge Keepers, and the Indigenous Advisory Circle to strengthen future planning rooted in relationship and land-based protocol.
Implemented/ Ongoing	UFV Library collaborated on events and displays foregrounding Indigenous voices and histories, including programming for the National Day for Truth and Reconciliation and Orange Shirt Day. These initiatives publicly affirm the importance of Indigenous perspectives within academic and public knowledge spaces.
Implemented/ Ongoing	UFV Library contributes to national-level reconciliation efforts through leadership in the RTPP , in collaboration with NIKLA, and by supporting inclusive knowledge practices that create safer, culturally affirming academic spaces for Indigenous learners and scholars.
Implemented/ Ongoing	In 2024, Library team members visited Xá:ytem , a sacred Stó:lō site and National Historic Site near Mission, B.C. This place-based learning deepened the team's understanding of Indigenous spirituality and land-based knowledge systems and reinforced their commitment to dismantling settler colonial practices.

Implemented/ Ongoing	In 2024, the Peace and Reconciliation Centre (PARC) partnered with five community organizations to work on the projects below that directly supported or empowered Indigenous communities. All projects paid for one or more UFV undergraduate students to work with the partner. The partners are Cheam Enterprises Inc., Free Rein Associates / Hope Inclusion Project ; Parks Canada ; Seabird Island Band ; Sumas First Nation .
Implemented/ Ongoing	In 2024, four student research projects were nominated for the Undergraduate Research Excellence Award in the category of Indigenous Issues. This award category was created and funded by the Research Office. The four projects dealt with issues of: Indigenous curriculum implementation in public schools; Creative non-fiction about the role of a Metis matriarch's role remembering family history; Invasive species (Zebra Mussels) in culturally important Swilhcha (Cultus Lake); and the Importance of public art and monuments in decolonization and reconciliation.

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.	
Program Name	Accreditation Standard Details (If none exist, N/A)
Certified Dental Assistant	There are no current required standards from CDAC that relate to cultural safety and humility training.
Health Care Assistant	In 2023 the HCA Program Provincial Curriculum was updated to ensure practice standards were reflective of changes to the HCA role and health care practices. In 2024, the HCA program supplement to the Provincial Curriculum was also distributed to PSIs. The HCA curriculum at UFV was revised to ensure compliance with the changes. Of note, changes to course outlines and content are now reflective of language that speaks to inclusivity and terms such as "resident" and/or "residential care" have been revised to reflect the "client" and "long-term care facilities or complex care facilities." All course descriptions, learning outcomes and language were updated to reflect current health care language. All changes were approved at Senate in winter 2025.
Practical Nursing Diploma	Indigenous Cultural Safety, Cultural Humility, and Anti-racism Standard. https://www.bccnm.ca/BCCNM/Announcements/Pages/Announcement.aspx?AnnouncementID=503
Bachelor of Science in Nursing	Indigenous Cultural Safety, Cultural Humility, and Anti-racism Standard. https://www.bccnm.ca/BCCNM/Announcements/Pages/Announcement.aspx?AnnouncementID=503

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions
Certified Dental Assistant		N/A
Health Care Assistant		N/A
Practical Nursing Diploma		N/A
Bachelor of Science in Nursing		The LPNA to BSN and Practical Nursing Program Head identifies as Métis.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
Integration/implementation of the Casper test to minimize bias in the student selection process for the BSN Program.		<p>Effective fall 2025 the Casper test will be used in the student selection process for the BSN and LPN access to BSN Programs. The Casper test has now replaced face to face and online student interviews and the student essay. The goal is to reduce bias and enhance fairness in the student selection process.</p> <p>The Casper test is an open response situational judgement test. The test measures components of social intelligence and professionalism including ethics, empathy, problem-</p>

		solving and collaboration. The tests are marked by external markers and results are sent to UFV.
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In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
Certified Dental Assistant	Ongoing	<p>In the fall semester of the program CDA students participate in the KAIROS Blanket Exercise- workshop based on the use of Indigenous methodologies, to facilitate an opportunity to build an understanding about the shared history as Indigenous and non-Indigenous peoples in Canada. The workshop walks participants through pre-contact, treaty-making, colonization, and resistance. This is organized by a CDA faculty qualified in the training who works in collaboration with local Indigenous elders and the UFV Teaching and Learning Specialist.</p> <p>Learning objectives added with new content development in the DENT 130 course on generational learning styles, cross-cultural considerations for teaching and learning. Some examples of added learning activities included sharing languages lab activity, assigned reading on the “Timeline of the history Indigenous peoples in B.C.” and, completing the “Settler’s Positionality” survey and participation in guided discussion forums.</p> <p>In the DENT 154 course guided questions are embedded into the student bi-weekly journal exercises to provide an opportunity for student reflection about their own cultural humility/awareness as it related to their practice as a CDA.</p> <p>Guest speakers working in Indigenous Communities were scheduled in the DENT 141 Community Health and Nutrition course to discuss cultural consideration and best practices for working with Indigenous communities. This is done just prior to students visiting the Chehalis K-12 Indigenous community school to provide oral health presentations.</p>

Health Care Assistant	Ongoing	<p>With the recent HCA 2023 curriculum changes through the BC Care Aide Registry and the Ministry steering committee, program language has been changed. Some examples of this include replacing the terms “resident” and “residential care” to “client” and “multi-level complex care”. Terms such as multi-cultural have been replaced with “diversity” and the program is utilizing the updated program supplement from the BC Care Aide Registry to ensure all specific changes to Indigenization are incorporated.</p>
Practical Nursing Diploma	Ongoing	<p>The Licensed Practical Nursing (LPN) program is a provincially accredited program. Currently, there is a provincial steering committee working on reviewing all competencies and content across programs in B.C. It is expected this work will continue over the next year with the individual programs adjusting current program content at that time.</p> <p>Currently, the LPN program continues to infuse content across their program. Some examples of learning objectives include the following:</p> <p>PNUR 152: The learning objective is as follows: Explore communication approaches that are compassionate, culturally competent, and based on relationship-centered care for all cultures with consideration for First Nation, Inuit, and Métis clients, their families or communities.</p> <p>Class Objectives:</p> <ul style="list-style-type: none"> • Define the role of communication in a “culture of safety.” • Describe communication techniques that demonstrate culturally safe care for all cultures (with consideration for First Nations, Inuit and Metis clients, families, or community). • Explore communication approaches that are compassionate, culturally competent and based on relationship centered care for all cultures with consideration for First Nation, Inuit, and Metis clients. <p>The students are then examined on this through a final exam and in their clinical evaluation.</p> <p>PNUR 153: Learning Objectives Assignment is directed towards:</p>

		<ul style="list-style-type: none"> • Demonstrate self-reflection and reflective journal writing to enhance learning and nursing practice. • Identify own learning needs related to Indigenous competencies. • Discuss historical colonization and its impact on the health of First Nations, Inuit and Métis peoples. <p>The purpose of this assignment is to reflect upon a video on an Indigenous cultural topic. In completing this assignment, you will have an opportunity to demonstrate self-reflection and reflective writing that enhances overall learning and your nursing practice.</p> <p><u>PNUR 253</u> Indigenous Article Summary Assignment Learning Objectives Assignment is directed towards:</p> <ul style="list-style-type: none"> • Demonstrate the ability to access and assess current, relevant, scholarly resources to prepare for caring for clients with acute illness. • Formulate and articulate a professional practice perspective about cultural humility and cultural advocacy. • Discuss the importance of respecting cultural diversity and inclusivity. • Demonstrate self-reflection and reflective journal writing to enhance learning and nursing practice. <p>The purpose of this assignment is to assist with ongoing self-assessment and reflection to strengthen Indigenous learning and culturally safe nursing practice. Additionally, this assignment will allow learners to examine the role of transcultural nursing in supporting diversity.</p> <p><u>PNUR 243</u> In-class learning activity Learning Objectives Assignment is directed towards:</p> <ul style="list-style-type: none"> • Identify self-assessment and self-reflection strategies to enhance Indigenous learning and culturally safe nursing practice. • Examine the significance of traditional Indigenous ways of knowing (epistemology) as it relates to health and healing. • Explore health care approaches that place Indigenous families and groups at risk for cultural harm. • Demonstrate the ability to access and assess current, relevant professional practice resources to prepare for nursing practice in community settings.
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		<p>The students were put into groups. They were expected to complete and reflect upon the topic they were provided. Some resources were provided for the students, but the students were also encouraged to look for further resources themselves under the group topic they were assigned including scholarly peer reviewed resources.</p>
Bachelor of Science in Nursing	Ongoing	<p>While there is not a specific course there are components of the program where content is woven through. For example, in Semester 7 students and faculty complete the Blanket exercise.</p>
	In Progress	<p><u>BCCNM Practice Standard: “Indigenous Cultural Safety, Cultural Humility and Anti-racism”</u></p> <p>Principles: Building Knowledge through education Creating safe health-care experiences Strength-based and Trauma-informed practice Self-reflective practice (It starts with me) Anti-racist practice (Taking action) Person-led care (Relational care)</p> <p>During the completion of the <u>BCCNM report in 2023</u> it was discovered that the <u>BSN program</u> is meeting the standard. The suggestion was to consider adding a reflective piece for students to discuss how they meet the standard.</p> <p>ACTION: Include this Action step in the BSN Revitalization planning process. Consider how faculty engage in these reflective pieces with students to model own reflection. In progress.</p> <p>ACTION: Include the standard and competency in the clinical evaluation students complete during the semester. Students would describe how they demonstrated competency in regard to meeting this standard. In progress.</p> <p>The BSN Curriculum Revitalization Working Group Recommendation is as follows:</p> <p>Use The 5 R's as Guiding Principles for the BSN Curriculum: The 5 R's are used to support the use of Indigenous ways of knowing as well as include an EDI lens. Currently, there have been two sessions with Lorna Andrews (UFV Teaching and Learning Specialist, Indigenization), where faculty brainstormed ways that the 5 R's could be used to guide curriculum development. Susan</p>

	Ongoing	<p>Stoneson (Faculty Member and Committee Co-Chair) is currently just finishing up a Padlet to share with the BSN faculty showing the work that the BSN curriculum revitalization working group has been working on in collaboration with Lorna's presentation on the 5 R's. There will be a section for further and ongoing feedback from faculty, so this work is always evolving.</p> <p>LPNA student group assigned to Squiala school/community as their community group - The four students will partner with the school and community to complete a community assessment tool, a community nursing diagnosis, and partner and learn about a First Nations community. (This good work started during the Spring 2023 semester when Susan Stoneson (faculty) was contacted by the Squiala teachers to have students teach in their school. They were able to set up an affiliation agreement with the school and students from the BSN community semester and have been going to the school ever since). The plan this semester is to take it a step further and support and enhance the partnership and student learning.</p>
	Ongoing	<p>Preceptor Students have consistently worked with Stólō Health Services in the role of a Community Health Nurse Preceptor Student with many of the students continuing to do casual work and/or continued into the role as a rural Community Health Nurse with FNHA.</p>
Bachelor of Kinesiology	Ongoing	<p>Currently KIN 350 (Stress and Chronic Disease Course) is an elective that explores the physiological responses to stress through the lens of Residential Schools. While it is currently an elective course the department is looking to make this a core course at the school's retreat in spring 2025 as part of program review.</p>



Skawahlook Park Elders Lá:lem te Baker Visit, 2024

