

Listening, Learning, and Sharing: A Primer to Help Guide UFV's Strategic Future

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**University of
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Executive Summary

As UFV looks ahead to its next 50 years, the renewal of the Integrated Strategic Plan (ISP) provides an opportunity to reflect on what we have accomplished, listen to our community, and make clear choices about where UFV can have the greatest impact for learners, communities, and the Fraser Valley.

Over the past six months, UFV undertook a broad consultation process to inform the renewal of *Íyáqáwtxw* - House of Transformation, our current plan. This included **35 consultations** with members and groups across the university community, an institution-wide survey that received **494 responses**, and an environmental scan examining the factors shaping UFV's future.

What we heard — and where it is leading us

The clearest message was that **UFV does not need a wholesale change in direction, but rather greater focus, clearer choices, and stronger implementation**. The consultation findings, survey results, and environmental scan converged around a desire for a smaller number of priorities that are visible, measurable, appropriately resourced, and supported by clear accountability.

These findings have informed five proposed strategic imperatives for the renewed ISP:

1. **Make Learning Applied, Experiential, and Connected to Community** — making real-world, work-integrated, applied research, and community-connected learning a defining feature of the UFV experience.
2. **Create Accessible, Flexible, and Supportive Pathways for Learners to be Successful** — strengthening readiness, belonging, well-being, retention, completion, and flexible pathways throughout the learner journey.
3. **Partner with Communities to Support Thriving Economic, Social, Cultural, and Environmental Ecosystems** — deepening reciprocal partnerships and strengthening UFV's role as the Fraser Valley's community-engaged university.
4. **Prepare Students, Employees, and the Institution for an AI-Enabled Future** — taking a coordinated approach to responsible AI and digital transformation across teaching, learning, research, student readiness, and institutional operations.
5. **Strengthen Sustainability, Well-Being, and Institutional Resilience** — supporting the long-term financial, academic, workforce, environmental, and institutional sustainability of UFV.

Together, these directions build on themes identified in [President Mandigo's January 2026 reflection paper](#) — **Truth and Reconciliation, Changemaker Campus, Xwe' eyelh Lets'e ʔ One Health, and Student Ready** — while sharpening them into a more focused strategic framework.

The proposed framework also positions **Changemaking as an operating philosophy** through which UFV pursues its mission of engaging learners, transforming lives, and building community.

Institutional principles of **Indigenization and Reconciliation; Equity, Diversity, Inclusion, Access, and Belonging; Sustainability, Well-Being, and Social Responsibility; and Accountability, Implementation, and Measurable Progress** are intended to be embedded across all five imperatives.

Looking ahead

The proposed framework is a **starting point for discussion and refinement, not a final plan**. The next phase of the process will consider how these directions can be translated into meaningful priorities, actions, measures, and accountabilities — and whether the framework captures what is distinctive and important about UFV as we look toward our next 50 years.

Acknowledgements

Many individuals have helped to shape the contents of this document, and I would like to express my gratitude for their willingness to share their ideas, thoughts, and feedback along the way:

- To members of the Board of Governors and Senate who provided initial feedback on the direction of the renewed ISP
- To all those who took time to respond and share their thoughts via surveys, focus groups, and coffee houses
- To members of Institutional Research and Planning who assisted in data collection and the development of an environmental scan
- To members of the President's Advisory Committee for facilitating the process of overseeing the development of the revised ISP
- To Lorne MacKenzie, who was instrumental in leading the consultation process, consolidating the information gathered, and providing valuable insight and expertise into the development of the revised ISP framework

I would also like to acknowledge that the AI tool Copilot was used to help analyze, synthesize, and generate content for this primer.

Introduction

Since time immemorial, the Stó:lō (people of the river) have lived on the land on which UFV is located. As UFV continues its journey towards authentic Truth and Reconciliation, we seek to learn from the Stó:lō people and to incorporate Indigenous ways of knowing throughout the University. In Stó:lō culture, the practice of *tómiyeqw* represents the connections between the past, the current, and the future. It represents the connection between 7 generations in the past to 7 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. Our ability to reflect upon and connect the past, present, and the future inspires and empowers us to be transformative.

In 2024, UFV celebrated its 50th anniversary. By embracing the practice of *tómiyeqw*, UFV took time to reflect on the work of those who have guided and shaped who we are today, helping us look forward to the future.

On July 1, 2025, I officially started my first term as President and Vice Chancellor at UFV. Throughout the year, I embarked on what I called a “listening and learning” tour by meeting with many members of UFV’s internal and external community across the Fraser Valley and beyond. My goal was to listen deeply so that I might better understand the dreams and aspirations that members of our UFV community had for our university as we enter our next 50 years.

This “listening and learning” tour also included paying particular attention to the current and emerging opportunities and challenges within the communities that we serve and to contemplate how UFV, a university with a regional mandate, can best support the economic, social, and cultural development both locally and beyond.

In January 2026, I published a [reflection paper](#) on the first six months as President and shared some initial thoughts and opportunities that emerged from this listening and learning tour. The purpose of the reflection paper was to share what I had learned, what people had expressed through formal and informal engagements, and to attempt to articulate the opportunities that build on UFV’s strengths, align our strategic priorities with our mandate as a regional university, and identify UFV’s value proposition. My intention was not to “impose” these concepts on UFV but rather to present them as strategic opportunities that will help guide the renewal of our next integrated strategic plan and to look ahead to our next 50-year journey together.

For UFV to thrive in this time of flux, we must identify our value proposition by clearly articulating the contributions we will make to the people of the Fraser Valley and British Columbia. We must be willing to clearly articulate what *we will be known for* when it comes to honouring our commitment to *íyáqáwtsw* - being a house of transformation.

Four strategic themes emerged from that [reflection paper](#):

- a) Truth and Reconciliation
- b) Changemaker Campus
- c) Xwe’ eyelh Lets’e ʔ One Health
- d) Student Ready

These strategic themes are still as relevant today as they were six months ago. They represent the symbiotic relationship UFV has with community and clearly identify opportunities of collective strength to which UFV can contribute and differentiate itself.

The [reflection paper](#) also identified several emerging issues that are already impacting, or will impact, how governments and communities deliver and prioritize post-secondary education, and UFV's strategic approach to them will need serious consideration throughout the strategic plan renewal process. These were:

- a) Artificial Intelligence
- b) Labour market shifts and industry alignment
- c) Internationalization and geopolitical changes
- d) Sector sustainability
- e) Threats to Equity, Diversity, and Inclusion

The purpose of this primer is to articulate a proposed framework for the renewed strategic plan. It builds on the key themes identified in the reflection paper, incorporates the outcomes of the strategic plan consultations conducted over the past six months, and considers the progress made under the existing strategic plan to help inform future strategic priorities.

Implementation Outcomes from Integrated Strategic Plan - *Íyáqáwtxw*

Over the past 5 years, *Íyáqáwtxw* has served as UFV's north star. It has guided us as we reflect on our past and make decisions about our future. Each year, UFV publishes an annual report on the progress of *Íyáqáwtxw*. Access to the annual reports is available [here](#). These annual reports provide updates on the progress made toward achieving the goals outlined in *Íyáqáwtxw*. Progress is measured both by our attainment of key performance indicators and by the many ways individuals and groups across the UFV community have been actively engaged in implementing *Íyáqáwtxw*.

The implementation of the ISP has been supported in part by the Strategic Initiatives Fund (SIF). Over the past five years, there have been two calls for proposals for members of the UFV community to apply for funding to support projects that align with the implementation of the integrated strategic plan. A total of \$304,799 was invested to support 37 faculty, staff, and community-led projects across UFV, advancing institutional priorities in academic innovation, Indigenization, equity and inclusion, community engagement, and student success. Summaries of these projects for [2023](#) and [2025](#) are available.

In addition to the Annual Reports and SIF investments, the Provost's reports to Senate have provided regular examples of activities and initiatives led by members of the UFV community that support the implementation of *Íyáqáwtxw*. The Board of Governors has also received regular updates from the President at its Open Meetings highlighting specific outcomes related to *Íyáqáwtxw*. UFV's budget process has been aligned to ensure identified strategic priorities from *Íyáqáwtxw* are resourced annually. These strategic priorities are developed in consultation with the Board of Governors and Senate, shared with the broader university community each year, and subsequently published in *Íyáqáwtxw* annual reports. *Íyáqáwtxw* also serves as the foundation for the [Strategic Enrolment Management \(SEM\) Plan](#) to ensure critical alignment on UFV's approach to enrolment management.

Our commitment to achieving the goals outlined in Íyáqáwtwx has been articulated through 7 strategic imperative themes with corresponding key performance indicators: Indigenization & Reconciliation; Applied Research; Lifelong Learning; Student Experience & Success; Equity, Diversity, & Inclusion; Personal and Professional Development; and Engagement with Community. Table 1 provides a scorecard of progress since 2020/21 up to 2025/26, based on the [2025/26 Annual Report](#).

Table 1. ISP Scorecard of Key Performance Indicators as of 2025/26

Key Performance Indicator	Outcome		Status	Note
% of total Indigenous employees (permanent)	2020/21 1.66%	2025/26 3.83%		Total number of Indigenous employees increased by 23
% of total Indigenous students	2020/21 8.36%	2025/26 7.78%		Total number of Indigenous students increased by 8 FTEs
Status of implementations addressing the TRC Calls to Action and Articles 14, 15 & 21 of UNDRIP related to education	A total of 79 initiatives have been implemented since 2020/21			
Total external research dollars	2020/21 \$3.5M	2025/26 \$5.9M		
# of students by credential type	UFV continues to deliver a breadth of credentials consistent with its mandate			Microcredentials are relatively new and have fluctuated over the duration of Íyáqáwtwx
Participation rates in pathway opportunities	Growth in PLAR and Dual Credit Similar number of transfers from other PSIs Declines in Developmental and Concurrent Credits			Total number of students participating in pathways opportunities has decreased by 141 students since 2020/21
% of UFV programs that can ladder into another program	2020/21 89%	2025/26 95%		
Annual retention rate: Year 1 to Year 2	2020/21 83.2%	2025/26 81.8%		
Annual retention rate: Year 2 to Year 3	2020/21 83.2%	2024/25 83.8%		
% of students engaged in High Impact Practices: Service Learning in Community Based Project	2019 63%	2023 66%		
Graduation Rates within 6 yrs	2020/21 41.7%	2025/26 38.3%		Total number of grads have increased due to increasing cohort sizes

Students reporting barriers to graduation	2021 56%	2024 57%	●	Comparable peer institutions in Canada is 43%
Satisfaction level with education	2019 92.9%	2024 90.5%	●	BC average in 2024 = 90.7%
Employability skills	2019 88.5%	2024 88.5%	●	BC average in 2024 = 85.6%
# of Action Item Goals from the EDI Action Plan that have been implemented (in-progress/ completed)	2020/21 22	2025/26 32	●	Represents 81% of total action items from plan
# of countries with more than 10 students represented by international students	2020/21 6	2025/26 13	●	
# of faculty and staff engaged in professional development activities	2020/21 285	2025/26 592	●	
% of students entering UFV from local communities	2020/21 990	2025/26 966	●	Proportion of students from FV high schools has dropped from 66.6% to 62.1%
# of community engaged projects	2020/21 62	2025/26 137	●	
Annual Greenhouse Gas Emissions (tCO ₂ e)	2020/21 2163	2025/26 3055	●	An electrical fire to the transformer required the use of a diesel-powered generator in 2025. Annual trends prior were decreasing
Total fundraising dollars	2020/21 \$1.1M	2025/26 \$2.0M	●	
●	Consistently Behind target			
●	Recently Behind target			
●	Currently On target			

While significant progress on achieving the targets identified by Íyáqáwtxw has been made as a result of the collective efforts of the entire UFV community, a number of areas continue to require our care and attention if we are to make the kind of progress we had hoped to make at the beginning of our strategic plan. These include increasing the proportion of Indigenous students who attend UFV and choose to self-identify as Indigenous students; removing barriers to retention and graduation for students; and increasing the proportion of local students who choose to attend UFV.

Building from Íyáqáwtwx

As we look forward to UFV's next 50 years, there is much to be excited about. UFV has matured into a university that has seen significant growth over the past decade and further infusion into many aspects of the economic, social, and cultural development of the Fraser Valley. However, after years of [population growth](#) amongst people 25 years and younger, projected immigration levels are expected to slow this growth over the next 10 years. Rapid changes in artificial intelligence, labour market shortages, alternative private education providers, conflicting ideologies, and dwindling financial support from government have called into question the relevance of a higher education credential.

For UFV to thrive in this time of flux, we must identify our value proposition by clearly articulating the contributions we will make to the people of the Fraser Valley and British Columbia. We must be willing to clearly articulate what *we will be known for* when it comes to honouring our commitment to Íyáqáwtwx - being a house of transformation.

This guiding question formed the basis for the consultation process to renew Íyáqáwtwx. Led by Lorne Mackenzie, professor emeritus from UFV's School of Business, who has extensive experience leading strategic planning processes with both not-for-profit and corporate entities, UFV engaged in a six-month consultative process gathering input and feedback about Íyáqáwtwx's renewal. This consultation phase included:

- January 2026: Presidential [reflection paper](#) published
- January 16, 2026: Joint Board of Governors and Senate education session to kickstart Íyáqáwtwx renewal.
- March – June 2026: A total of 35 focus groups led by Lorne Mackenzie with diverse groups across the UFV community.
- April 13 – May 3, 2026: UFV internal survey for employees and staff to provide input on current and future ISP
- June 5 and 16, 2026: Updates to both the Senate and Board of Governors
- June 30, 2026: Environmental scan produced by Institutional Research and Planning

What follows is a summary of the results of the consultation phase, intended to help guide the renewal of Íyáqáwtwx.

Outcomes from the Consultation Phase¹

The renewal of UFV's Integrated Strategic Plan has been guided by a simple but important question: what should UFV be known for as we enter our next 50 years as a university? The consultation phase was designed to help answer that question by bringing together three complementary sources of evidence: focus groups and interviews, an institution-wide survey, and an environmental scan prepared by Institutional Research and Planning. Together, these sources provide a strong foundation for understanding where there is broad agreement, where there are differences in emphasis, and where the next Integrated Strategic Plan must make clear choices.

The consultation process was intentionally designed to move beyond general commentary and identify the strongest recurring strategic signals, priorities, tensions, opportunities, and implementation conditions that should inform the Integrated Strategic Plan. In total, 35 consultations were completed, including individual consultations with the 14 members of the Board of Governors and 21 focus group sessions involving faculty, staff, students, alumni, the Faculty and Staff Association, Student Union Society Executive members, Deans Council, Provost Cabinet, the CFO and VP Administration team, the VP Community Engagement team, the VP Students team, the Office of General Counsel team, the Secretariat's Office team, and the UFV International team.

The ISP survey added breadth to this input, receiving 494 responses, including 296 complete responses, with participation from students, staff, faculty, and senior administrators. The environmental scan then placed these findings in a broader context by examining demographic, institutional, economic, competitive, and external factors that will influence UFV over the next five years. Figure 1 (page 16) is a UFV Infographic of the key findings from the Environmental Scan.

Taken together, these three evidence streams point in the same direction. UFV does not need a wholesale change in institutional purpose. Our mission to engage learners, transform lives, and build community remains strong. However, the evidence is equally clear that the next plan must be more focused, more actionable, and more accountable. The strongest shared evidence supports a plan that is student-ready, applied, community-engaged, financially and academically sustainable, AI-ready, Indigenous-informed, and measurable.

The strongest message: fewer priorities, clearer choices, stronger implementation

The clearest signal from the consultation phase is that the next Integrated Strategic Plan should focus on a smaller number of priorities that are visible, measurable, resourced, and implementable across faculties, departments, campuses, and service units. Respondents did not ask UFV to become something entirely different. They asked us to become clearer about what matters most, more disciplined in how we align resources, and more consistent in how we communicate progress.

¹ NOTE: The AI tool Copilot was utilized to help write this section utilizing detailed documents of outcomes from the focus groups, survey, and environmental scan written by Lorne Mackenzie and Institutional Research and Planning.

This message was reinforced by the ISP survey. The survey's biggest takeaway was that results point to refinement rather than wholesale redirection. Respondents consistently prioritized student learning and career readiness, flexible access, financial and academic sustainability, readiness for disruption, and visible accountability. The survey report concluded that the plan should translate these signals into a smaller number of clearly resourced and measurable priorities.

This is an important finding. Strategic plans can fail when they try to do too much, when priorities are too broad to guide choices, or when responsibilities are not clear enough to support implementation. Respondents repeatedly cautioned that strong aspirations will not succeed without ownership, resources, accountability, capacity, communication, and faster institutional processes. Therefore, the next plan must not only identify what UFV will prioritize; it must also clarify how those priorities will be implemented, how progress will be measured, and how each area of the university will contribute.

Applied, experiential, and work-integrated learning should become a signature UFV strength

Across the focus groups, survey responses, and environmental scan, the strongest academic and student-facing theme was the importance of applied, experiential, work-integrated, and community-connected learning. Consistent with these findings, the consultation report ranked this as a high strategic priority and recommended that UFV embed these forms of learning across programs through co-op, practicums, applied research, community projects, and other real-world learning opportunities.

The survey strongly supports this direction. In the review of current ISP imperatives under Engaging Learners, “provide opportunities for students to participate in experiential learning and/or research and scholarly activities with faculty members” was the leading item, selected by 191 respondents as a top three priority, representing 57% of respondents to that question. It also received the highest number of first-choice selections.

The environmental scan reinforces why this matters. British Columbia is projected to have approximately 1.05 million job openings between 2025 and 2035, and more than three-quarters of projected openings will require post-secondary education, specialized training, or leadership experience. The scan identifies opportunities for UFV to align programming with high-demand occupations, expand work-integrated and experiential learning, strengthen employer partnerships, and develop flexible reskilling and upskilling opportunities.

This does not mean reducing university education to employment preparation alone. The consultation findings also emphasize academic quality, critical thinking, citizenship, intercultural competence, Indigenization, equity, and transformative education as essential parts of a UFV education. The opportunity is to make applied learning a visible expression of UFV's mission: learning that is rigorous, relational, community-connected, and grounded in real-world contribution.

Student success must include readiness, belonging, flexibility, and completion

A second major theme is that student success must be understood more broadly than course completion or academic performance alone. The consultation findings emphasized student readiness, retention, belonging, completion, mental health, affordability, student services, course availability, campus life, and predictable pathways to graduation. The VP Students and student-facing consultations added particular emphasis on the full student journey, including readiness, retention, mental health, affordability, belonging, first-year experience, student-facing systems, CRM, service modernization, and seamless supports.

The environmental scan provides important context for this finding. UFV provides a strong academic and classroom experience. In the 2025 First-Year Student Survey, 90% of respondents were satisfied with the quality of teaching, and 88% reported that UFV had met or exceeded their expectations. At the same time, the scan identifies gaps in engagement and connection. Only 32% of UFV respondents reported feeling comfortable participating in campus social activities, compared with more than 40% at peer institutions, and UFV students were less likely than peers to participate in orientation, live in campus housing, have selected a major, or receive a university financial award.

The scan also notes that UFV serves many students who are commuters, working learners, first-generation students, mature learners, or studying part time. Programs and services therefore need to emphasize affordability, flexibility, accessible supports, clear pathways, and career connections. It further identifies retention, completion, and equitable student success as areas requiring continued attention, noting that positive teaching and first-year experiences do not always translate into timely graduation.

The implication is that Student Ready remains a highly relevant institutional commitment. UFV's next plan should support students before they arrive, as they transition into university, while they navigate their programs, and as they move from UFV into work, further study, community leadership, and lifelong learning.

Community engagement is a defining strength and should become an operating model

Community engagement emerged as one of UFV's clearest areas of distinctiveness. The consultation findings describe UFV's Fraser Valley relationships with schools, employers, Indigenous communities, municipalities, alumni, and regional partners as a defining strength and strategic asset. The consultation report recommends that UFV deepen partnerships with schools, employers, Indigenous communities, municipalities, industry, alumni, health systems, and non-profits as coordinated mechanisms for learning, research, recruitment, and regional impact.

Additional engagement completed through the Community Engagement Framework process reinforced these findings. Community engagement should be embedded throughout the Strategic Plan rather than treated as a separate or standalone activity. It should be understood as a core way UFV delivers learning, applied research, reconciliation, regional impact, and public value.

Participants also emphasized that students are a bridge between UFV and community, that trust-

based partnerships matter more than transactional relationships, and that UFV is expected to be visible, responsive, and engaged in regional challenges.

The environmental scan supports this direction by identifying community relationships as a defining strength. Partnerships with Indigenous communities, school districts, employers, governments, and community organizations remain central to UFV's future direction. The scan also concludes that UFV can strengthen its regional leadership role by building on its identity as an accessible, teaching-focused, and community-engaged university.

For the renewed plan, the implication is clear: community engagement should not be described only as a value or aspiration. It should become part of UFV's operating model. That means coordinated, reciprocal, and measurable partnerships that support student learning, applied research, reconciliation, workforce development, regional well-being, and public confidence in the value of the university.

Financial, academic, workforce, and institutional sustainability must be explicit

The consultation phase also made clear that sustainability must be framed broadly. Respondents consistently identified financial sustainability, institutional resilience, resource alignment, enrolment volatility, program relevance, employee capacity, and long-term viability as central conditions for the next plan. The environmental scan similarly identifies constrained funding, rising costs, and declining international enrolment as factors requiring disciplined resource allocation, diversified revenue, and long-term program planning.

The environmental scan notes that UFV enters the next strategic planning cycle from a position of relative strength, with regional population growth, strong domestic enrolment demand, positive student perceptions of teaching, high utilization of provincially funded capacity, expanding research and community engagement, and deep connections to the Fraser Valley. At the same time, it identifies increasing competition, declining international enrolment, changing learner expectations, uneven student success outcomes, financial uncertainty, and rapid technological and workforce transformation as significant challenges.

The scan also reports that UFV operated at 105.8% utilization in 2025/26, a sign of strong demand but also a source of pressure on employees, student services, facilities, and operating resources. It further notes that international enrolment declined sharply following changes to federal immigration policy, with international FTEs falling by more than 700 in 2025/26.

The message is not that UFV is in crisis. Rather, it is that the next plan must be disciplined. New initiatives, program growth, infrastructure decisions, partnerships, and staffing commitments should be assessed against long-term viability, resource availability, student demand, community need, and institutional capacity.

AI and digital transformation require coordinated institutional action

Artificial intelligence emerged as a major strategic issue across all three evidence streams and was the third-ranked strategic priority for consideration. Respondents called for a coordinated AI strategy that addresses academic integrity, ethical use, critical thinking, assessment, teaching

practice, workforce readiness, administrative innovation, and digital infrastructure. AI appears as a high-priority consultation issue and as a major external risk and disruption-readiness issue in the survey, especially for students.

AI should therefore be treated both as a learning issue and an institutional strategy issue. Students will need to graduate with the ability to use AI ethically, critically, and effectively. Faculty and staff will need support, guidance, and professional development. Governance, privacy, assessment, academic integrity, administrative processes, and digital infrastructure will need coordinated attention as the education sector navigates rapid changes in AI technology.

UFV's identity should be expressed through practice before brand

The consultation findings also point to the importance of a clearer institutional identity and public value proposition. Respondents called for stronger communication of UFV's teaching quality, affordability, applied learning, small classes, Indigenous-informed relationships, community impact, and student outcomes. The survey report similarly identifies teaching-focused education, applied learning, and regional engagement as UFV's most credible areas for distinctive excellence. It also highlights that UFV's commitment to being a Changemaker Campus should ensure that practical elements are clearly connected to learning, partnerships, and impact.

This is an important distinction. UFV's identity will be most credible when it is visible in the lived experience of students, employees, alumni, Indigenous partners, employers, donors, governments, and community organizations. Changemaking will be meaningful when students experience real-world problem-solving, applied and community-based learning, interdisciplinary work, reciprocal partnerships, and opportunities to contribute to the communities they serve.

Foundational commitments must be embedded across every priority

The consultation findings make clear that Indigenous knowledge, EDI, access, and belonging remain foundational to UFV's identity and responsibilities. The alignment report notes that Indigenization, reconciliation, equity, inclusion, belonging, sustainability, and well-being should not depend solely on ranking as stand-alone priorities; they should be made visible, resourced, and accountable within every imperative.

The consultation report similarly recommends that the following foundational principles be treated as cross-cutting commitments embedded in all strategic imperatives: Indigenization and reconciliation; equity, inclusion, access, and belonging; sustainability, well-being, and social responsibility; and accountability, implementation, and measurable progress.

This approach is important because it avoids creating too many imperatives while also ensuring that foundational principles are not treated as optional add-ons. For example, applied learning should include Indigenous ways of knowing, land-based and place-based learning, and community-engaged learning with Indigenous partners. Student success should include Indigenous student success, access, belonging, culturally responsive supports, and the removal of barriers. Community engagement should include deepened relationships with Stó:lō and other Indigenous communities as central to UFV's regional role.

What this means for the next Integrated Strategic Plan

The evidence from focus groups, the survey, and the environmental scan points toward five areas of strategic convergence that should guide the next phase of plan development. These are:

- i) making applied, experiential, work-integrated, and community-connected learning UFV's signature student experience;
- ii) strengthening student success, belonging, flexibility, and clear pathways to completion;
- iii) positioning UFV as the Fraser Valley's community-engaged university;
- iv) building a sustainable, agile, and future-ready university; and,
- v) preparing students, employees and the institution for an AI-enabled future.

These five areas do not replace UFV's mission. They give it sharper expression for the next five years. They also align closely with the themes identified in the January reflection paper: Truth and Reconciliation, Changemaker Campus, Xwe' eyelh Lets'e ʔ One Health, and Student Ready. The consultation results suggest that these themes remain highly relevant, but that they should be translated into a focused set of strategic imperatives with clear ownership, resourcing, measures, and progress reporting.

In short, the consultation phase confirms that UFV has a strong foundation on which to build. It also challenges us to be more focused, more aligned, and more disciplined. The next ISP should carry forward the spirit of Íyáqáwtxw while making clearer choices about where UFV can have the greatest impact for students, communities, and the Fraser Valley. If we respond well to what we have heard, UFV can become an even more accessible, Indigenous-informed, financially resilient, future-ready, community-embedded university that delivers visible value for learners, partners, and the region.

Figure 1: UFV Infographic

UFV at a Glance Infographic

UFV at a Glance

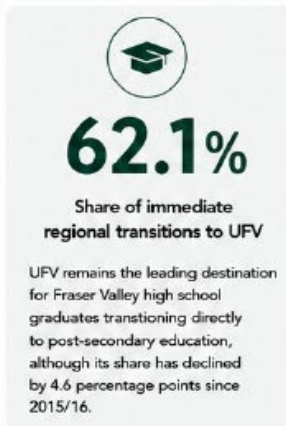
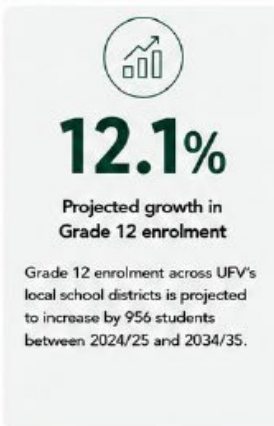
KEY INDICATORS SHAPING OUR FUTURE

The most recent data available from each source.



REGIONAL DEMAND

A growing region and strong local demand



STUDENTS AND LEARNING

Who we serve and how we learn together



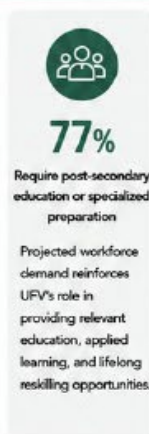
STUDENT SUCCESS AND INSTITUTIONAL PERFORMANCE

Outcomes, impact and strong performance



FUTURE OUTLOOK

Strong workforce demand and key strategic drivers



“

UFV enters its next strategic planning cycle from a position of relative strength, supported by regional population growth, strong domestic enrolment demand, positive student perceptions of teaching, high FTE utilization, and deep community connections.



Note: Figures reflect the most recent data available from each source. Reporting periods vary, and 2025/26 figures may be preliminary where indicated in the report.

A Strategic Plan Framework for Consideration

UFV's next Strategic Plan will need to outline how the university will advance its mission of engaging learners, transforming lives, and building community in a period of significant change for students, communities, employers, and post-secondary education.

One of the strongest messages to emerge through both my listening and learning tour and the subsequent consultation process is that members of the UFV community want to see a clearer articulation of what makes UFV distinctive. Throughout these conversations, I continue to believe that Changemaking remains an important part of that answer. However, the consultation process also highlighted the importance of ensuring that Changemaking is understood through action rather than aspiration alone. Respondents consistently emphasized that Changemaking is most meaningful when it is reflected in how students learn, how faculty and staff work, how partnerships are built, and how the university contributes to addressing real-world opportunities and challenges that have meaningful and lasting impact for the communities that we serve.

To capture this, the revised Vision statement proposes that UFV be known as a house of transformation for those who aspire to be changemakers in ways that are meaningful to them and their communities. Changemaking, in turn, should be understood as an operating philosophy that informs how we pursue our mission of engaging learners, transforming lives, and building community. Changemaking provides a lens through which we approach teaching and learning, community engagement, research and scholarship, reconciliation, sustainability, innovation, and leadership. It reflects our belief that every member of the UFV community brings gifts, talents, and perspectives that can contribute to positive change both within and outside the university.

Under this approach, the strategic imperatives are not separate from changemaking; they are the practical expression of it. Applied and experiential learning prepares students to contribute to society. Student-ready pathways help learners realize their potential. Community partnerships connect knowledge to action. AI readiness prepares people to navigate change responsibly. Our commitments to belonging, reconciliation, sustainability, and well-being ensure that positive change benefits communities both now and for future generations. Through these actions, UFV demonstrates what it means to be a gathering place for changemakers.

The proposed framework that flows from this Vision builds on UFV's current Integrated Strategic Plan while sharpening the university's priorities for the next five years based on feedback from the consultation phase. Collectively, the consultation findings, ISP survey results, environmental scan, and themes from the January reflection paper converge around five broad areas of institutional focus that form the basis of the proposed strategic framework and its imperatives. The shared strategic priorities are broad by design, allowing faculties, departments, campuses, service units, students, and community partners to identify how their work contributes to shared institutional priorities.

Table 1: Draft Strategic Plan Framework

Vision			
UFV will be known as a house of transformation for changemakers who pursue diverse pathways of learning and scholarship, leading to community connection, Reconciliation, and prosperity, locally and beyond.			
Values			
<i>Integrity</i> We act honestly and ethically, upholding these values and ensuring our mission is delivered consistently.	<i>Inclusivity</i> We welcome everyone, showing consideration and respect for all experiences and ideas.	<i>Community</i> We cultivate strong relationships, acting as a hub where all kinds of communities — educational, scholarly, local, global, and cultural — connect & grow.	<i>Excellence</i> We pursue our highest standard in everything we do, with determination and heart.
Mission			
UFV engages learners, transforms lives, and builds community.			
Goals			
<i>Engage Learners</i> Provide Inclusive learning environments for everyone	<i>Transform Lives</i> Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others	<i>Build Communities</i> Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond	
Institutional Principles			
The following principles are foundational to UFV’s identity, responsibilities, relationships, and future direction. They are not separate strategic directions or add-ons. They should be embedded across every strategic direction, implementation plan, annual actions, and measure of progress.			
<i>Indigenization and Reconciliation</i>	<i>Sustainability, Well-Being, and Social Responsibility</i>	<i>Equity, Diversity, Inclusion, Access, and Belonging</i>	<i>Accountability, Implementation, and Measurable Progress</i>
UFV will continue to advance Indigenization and Reconciliation through respectful relationships, Indigenous ways of knowing, land-based and place-based learning, Indigenous student success, culturally grounded supports, and sustained partnerships with Stó:lō and other Indigenous communities.	UFV will contribute to the long-term well-being and resilience of students, employees, communities, and the region through environmental sustainability, social responsibility, personal and collective well-being, and responsible stewardship of resources.	UFV will strengthen equity, inclusion, accessibility, and belonging across learning environments, student supports, employment practices, community partnerships, and institutional systems.	UFV will ensure that the strategic plan leads to visible action through clear ownership, aligned resources, measurable outcomes, regular reporting, and transparent communication about progress, challenges, and results.

Strategic Imperatives				
① Make Learning Applied, Experiential, and Connected to Community	② Create Accessible, Flexible, and Supportive Pathways for Learners to be Successful	③ Partner with Communities to Support Thriving Economic, Social, Cultural, and Environmental Ecosystems	④ Prepare Students, Employees, and the Institution for an AI-Enabled Future	⑤ Strengthen Sustainability, Well-Being, and Institutional Resilience
UFV will make applied, experiential, work-integrated, and community-connected learning a defining feature of the student experience. Students will have opportunities to connect classroom learning with real-world challenges, career pathways, applied research, community partnerships, and regional needs.	UFV will strengthen student readiness, belonging, well-being, flexibility, retention, and completion through accessible, stackable, and lifelong educational pathways, coordinated student supports, and clear routes to employment, further study, and continued learning.	UFV will deepen its role as the Fraser Valley's community-engaged university by building reciprocal, trust-based partnerships that bring together diverse disciplines, Indigenous and community knowledge, global perspectives, and applied research that leads to creative, entrepreneurial, and evidence-informed solutions Through these efforts, UFV will advance Xwe'eyelh Lets'e ʷ One Health as a distinctive area of institutional strength that connects food security, environmental sustainability, community well-being, Indigenous knowledge, and applied research.	UFV will develop and adopt responsible AI and digital strategies that strengthen teaching, learning, assessment, research, student readiness, administrative effectiveness, ethical practice, and workforce preparation.	UFV will strengthen the long-term sustainability, well-being, and resilience of its students, employees, communities, and institution by advancing responsible stewardship, financial sustainability, academic and workforce vitality, environmental responsibility, entrepreneurship, and future readiness.

Next Steps

The purpose of this primer has been to attempt to articulate an initial framework that honours the Stó:lō practice of *tómiyeqw* which reflects the work and contributions of those who came before us, honour and listen to the voices of today, and look towards a future that will benefit those who will come after us. The proposed draft framework is not the end of this work, but rather the beginning. It is intended to provide us with a starting point upon which we can engage in meaningful and informed discussions across UFV over the next several months. I anticipate an iterative process by which each level of consultation with members across the UFV community will further enrich the framework as we work our way collectively towards a final version that will inspire everyone to see their role in contributing towards our journey of being *Íyáqáwtsw* - a house of transformation.