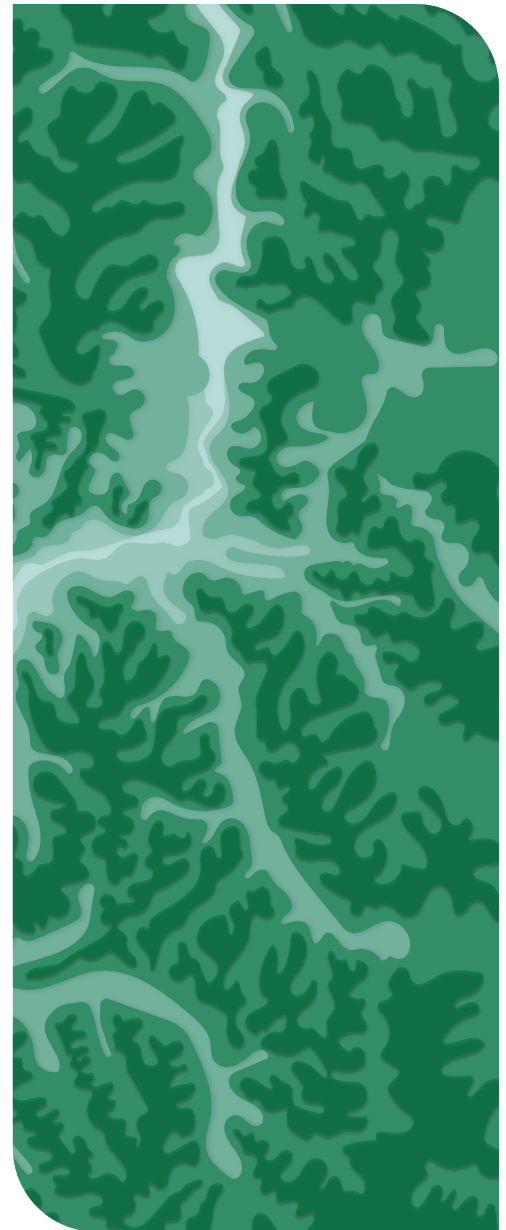
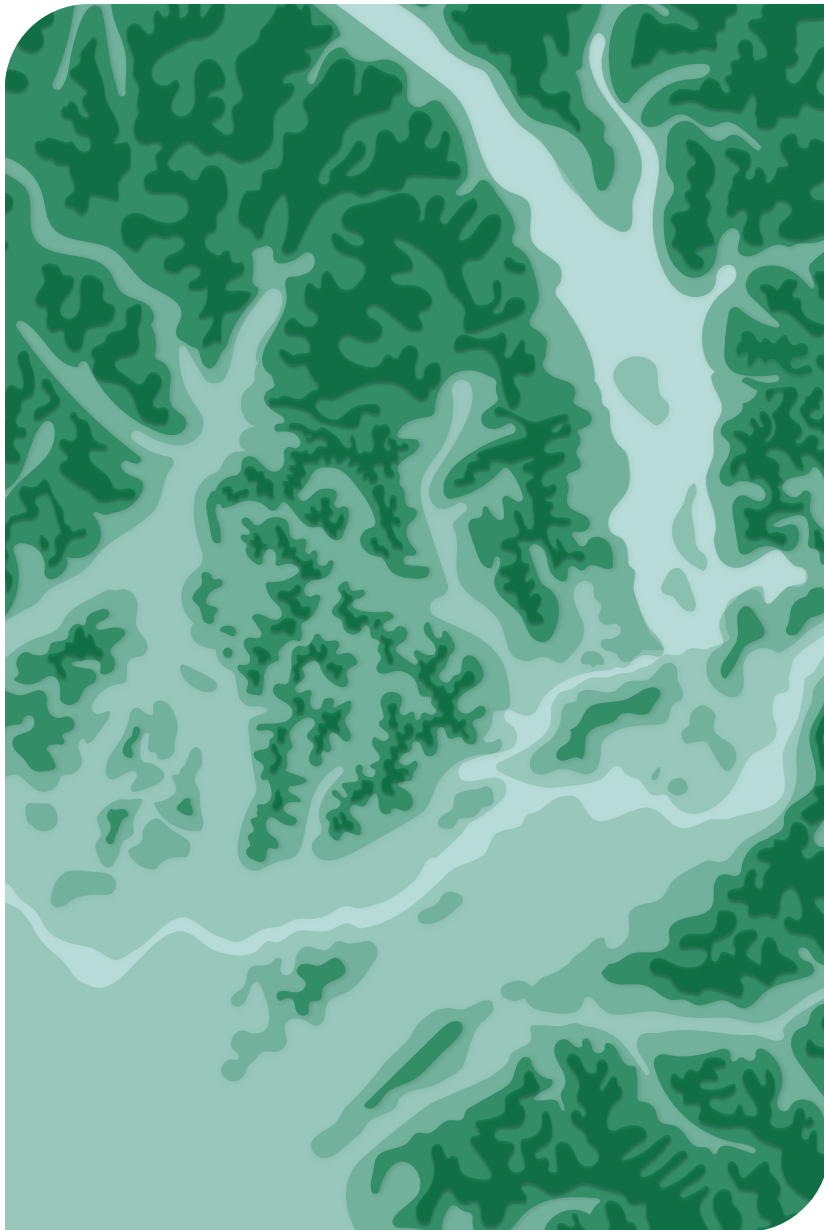




Íyáqáwtw Integrated Strategic Plan





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.

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.

Our Mission of Engaging Learners yoystexw ye totilthet, Transforming Lives ayeget kw'e shxwaylexws, and Building Community thayt kw'e st'elt'elawtexw is clearly articulated through a series of institutional Goals and Strategic Imperatives guided by our institutional values of integrity, inclusivity, community, and excellence. Each of these imperatives supports the achievement of 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.

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Chair, Board of Governors Message



As UFV continues its journey beyond its 50th anniversary year, I am encouraged by the progress we are making and the shared sense of purpose that unites our community. This past year reflects a deep and ongoing commitment to our mission: engaging learners, transforming lives, and building community.

The Integrated Strategic Plan, *Íyáqáwtxw—House of Transformation*—remains our guiding framework. It continues to anchor our work in respect, collaboration, and meaningful engagement, while supporting UFV’s evolution as a responsive and forward-looking institution.

On behalf of the Board of Governors, I extend sincere thanks to UFV’s faculty, staff, students, alumni, partners, and supporters. Your dedication and contributions are essential to advancing our strategic priorities and strengthening our university’s impact across the Fraser Valley and beyond.

This year’s Annual Report highlights a range of initiatives that demonstrate UFV’s continued growth and impact. From expanding regional access and deepening Indigenous engagement, to enhancing academic programming and supporting student success, to the launch of UFV’s *Xwe’eyelh Lets’e ʔʔ One Health*

Hub, these efforts reflect a strong culture of accountability supported by the Key Performance Indicators within the Integrated Strategic Plan. They also speak to a growing emphasis on Changemaking—ensuring that our work prepares learners not only for careers, but for meaningful contributions to society.

As we look ahead, the upcoming refresh of the Integrated Strategic Plan presents an important opportunity. It will allow us to reflect on our progress, reaffirm our values, and consider how we define and measure success in a changing world. With strong leadership and a clear sense of direction, UFV is well-positioned to continue building a learning environment that reflects the aspirations of the communities we serve.

Thank you for your continued commitment to UFV and to the future we are shaping together.

Cristen Gleeson
Chair, UFV Board of Governors

President and Vice-Chancellor Message



As I reflect on my first year as President and Vice-Chancellor, I am filled with a deep appreciation for the people and purpose that define the University of the Fraser Valley. It is a privilege to lead a community so clearly committed to student success, meaningful engagement, and impact locally, regionally, and beyond.

UFV’s story is one of vision, resilience, and community. From its beginnings as a bold idea rooted in the Fraser Valley to the dynamic university it is today, that spirit continues to shape how we learn, work, and grow together.

Guided by our values of integrity, inclusivity, community, and excellence, we continue to evolve our learning environments, strengthen supports for students, and expand opportunities across our campuses. Over the past year, I have also seen how a shared commitment to Changemaking is taking root—encouraging our students, faculty, staff, alumni, partners, and supporters to think critically, act collaboratively, and contribute meaningfully to their communities.

This year’s Annual Report on the Integrated Strategic Plan highlights the impact of these collective efforts. From advancing campus development to enhancing student housing, to delivering responsive academic programming and supports for well-being, to rolling out the *Xwe’eyelh Lets’e ʔʔ One Health* Hub, this work reflects a university that is both grounded in its

communities and focused on the future.

We are deeply grateful to the Stó:lō People for their stewardship of the lands on which UFV campuses are located. Their care and knowledge continue to guide our commitment to Truth and Reconciliation in meaningful and sustained ways.

UFV’s current five-year Integrated Strategic Plan, *Íyáqáwtxw—House of Transformation*, will conclude in 2026. As we look ahead, we are engaging our community in refreshing this plan—building on what we have learned while considering the opportunities and challenges before us. This work will help shape the next chapter of UFV’s journey.

I am excited about what we will continue to accomplish together. UFV is well-positioned to grow as a changemaking university—one that supports learners, strengthens communities, and helps shape a more just and sustainable future.

Dr. James Mandigo
President and Vice-Chancellor



OUR VISION

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



OUR MISSION

Engaging learners, transforming lives, building community.

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



OUR VALUES

Integrity | letse o sqwelewel

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

Inclusivity | lexwwsq'eq'ostexw

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

Community | st'elt'elawwtexw

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.

UFV Activity Towards KPIs and the ISP:

A Narrative by Strategic Imperative Themes

This is the University of the Fraser Valley's fifth annual Key Performance Indicators (KPI) Narrative, showcasing a selection of activities over the past year that have contributed to the university's advancement towards achieving its KPIs, that are aligned with the Integrated Strategic Plan, Íyáqáwtxw—House of Transformation. The activities presented are organized by the seven strategic imperative themes listed in the Íyáqáwtxw Implementation Plan. For each theme, we detail the relevant KPIs with baseline data and updates from the past five years. Occasionally, minor retroactive changes occur in historical data.



01

Strategic Imperative Theme One: Indigenization & Reconciliation

UFV is committed to implementing the recommendations of the Truth and Reconciliation Commission of Canada: Calls to Action, the articles of the United Nations 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.

Indigenization and Reconciliation is evident throughout the institution through our curriculum, community engagements, campuses, and learning spaces. Xwexwilmexwawt and the Indigenous Student Centre are finalizing an Elders and Knowledge Givers video project. This project creates a video library of stories from Stó:lō Elders and Knowledge Givers, which will be made available to the UFV community for use in learning and professional development settings.

Community programming played an important role in Reconciliation engagement. Programs marking the National Day for Truth and Reconciliation, organized in partnership with the Chilliwack

Chamber of Commerce, brought together Elders, community leaders, and local artists to honour Indigenous voices and histories. Programming incorporated traditional practices such as drumming and cultural artwork while also addressing contemporary issues, including the crisis of *Missing and Murdered Indigenous Women and Girls*, which includes Two-Spirit individuals. Indigenous representation and leadership were also included in broader institutional programming. For example, the International Women's Day program included Indigenous leadership perspectives, including participation from a former Cheam First Nation councillor and UFV alumna, reinforcing Indigenous voices in campus dialogue.

In May 2025, the History department hosted Dr. Jon Anuik (University of Alberta) for a compelling visiting scholar talk, *Classroom Incivility Going Viral on Social Media*. Dr. Anuik's session explored how social media extends classroom conflicts—and how



educators can respond, especially when teaching sensitive topics like residential schools.

In June 2025, UFV awarded an honorary Doctor of Laws degree to Hi:olem̓tel Clarence Pennier, known to most people as Kat, in recognition of his life’s work. Kat has devoted his life to fighting for equity for Indigenous people in general, and the Stó:lō people in particular. Gwen Point was also awarded an honorary Doctor of Laws degree in June, in recognition of her many achievements and the shining example she provides for Indigenous people.

UFV’s first cohort of Halq’eméylem graduates crossed the stage on June 11, 2025, and celebrated at a special ceremony in the Gathering Place on UFV’s Chilliwack campus on June 18, 2025. Graduates of this graduate diploma program will help to keep the Stó:lō language alive.

UFV’s Teaching and Learning Centre produced the Leq’áleq’el: Multilingual Stories of Indigenization video series, in which, UFV faculty and staff share how they came to know and connect with the goals of Indigenization. They also share steps you can take to further your own journey.



The library celebrated the installation of commissioned artworks by Stó:lō artist J. Luke Pike at the Mission Campus. The newly installed pieces enhance the Library’s Indigenous art collection and reflect the principles of reconciliation and reciprocity in embedding Indigenization at UFV.

The Faculty of Applied and Technical Studies (ATS) offered two successful cohorts of the Stó:lō Aboriginal Skills & Employment (SASET) Culinary Pre-apprenticeship and Employment program, the inaugural cohort of the SASET Carpenter Foundation program, and once again offered a successful youth Explore Trades program for Seabird Island.

In January and February 2026, Xwexwilmexwawt recognized UFV Indigenizers at the university’s seven Faculty Councils. Recognized individuals were blanketed in Stó:lō cultural practice and thanked for their contributions to Indigenizing the university.

March for Sustainability began with an immersive learning experience called Beyond Blankets: A Stó:lō Lands Exercise initiated by Grand Chief Clarence “Kat” Pennier and Dr. Keith Carlson of the UFV Peace and Reconciliation Centre. The inter-

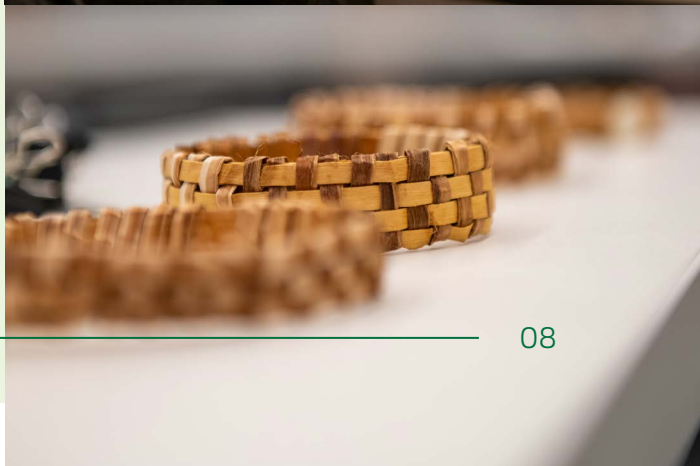


active experience took participants through key moments in Stó:lō history, including life before first contact, the impact of smallpox, colonialism, and Stó:lō resurgence.

Also in March, the Peace and Reconciliation Centre, in partnership with the Stó:lō Research and Resource Management Centre, hosted Xyólhmet Ye Syéwíqwélh (Taking Care of Our Children)—a public panel focused on residential school research, truth-telling, and ongoing work toward healing. The panel shared the results of research that has earlier been reported to the Stó:lō communities and may now be communicated more broadly.

Teacher candidates participated in the Semá:th Learning Day. Si:yémiya (Sonny) McHalsie and Keith Carlson shared powerful insights into the history and lasting impacts of the draining of Semá:th Xó:tsa (Sumas Lake)—an event that profoundly altered both the land and the lives of the people connected to it. Students learned about this history, including the harms that occurred and the resilience of the Semá:th people. It was a meaningful reminder that land and water are not simply physical resources, but are deeply connected to culture, health, identity, and belonging.

A key outcome at UFV in 2025/26 was the establishment and expansion of targeted philanthropic supports for Indigenous learners. Through community partnerships and philanthropic contributions, including support connected to Indigenous artist Francis Horne and Native Northwest, funding was secured to support Indigenous students pursuing arts and culture studies. Additional scholarship support for Indigenous students in trades and technical programs further expanded access to education aligned with workforce pathways.





KPIs Relevant to Indigenization & Reconciliation

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%
2025/26	40	1,045	3.83%	624	8,205	7.78%

Note: Student FTE numbers for 2025/26 are draft numbers until we receive the performance measure results from the Ministry.



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. FY = Fiscal Year

Initiative Status	2024/25 FY			2025/26 FY		
	I	N/I	Total	I	N/I	Total
Planned		1	1		1	1
In Progress		3	3		2	2
New						
New & Ongoing						
Ongoing	1	3	4	2	2	4
Implemented						
Complete	2		2	3		3
Grand Total	3	7	10	5	5	10

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.





02

Strategic Imperative Theme Two: Applied Research

Applied research fosters innovation, collaboration, and engagement opportunities for faculty, students, and staff at UFV. It provides valuable opportunities for students to engage in research and scholarly activities with faculty members, participate in experiential learning, and build relationships with other post-secondary institutions, community stakeholders, and private industry.

UFV excels at conducting applied research that provides experiential learning opportunities for students and demonstrates relevance to the communities we serve, by partnering with governments, Indigenous communities, businesses, not for profits, and various agencies locally and beyond.

Strategic storytelling and media engagement further expanded coverage of research related to agriculture, food security, criminology, public policy, and biochemistry. Executive commentary, research features, and cross-platform storytelling connected research outcomes with alumni, donor, and community audiences.

Research with primarily undergraduate students has been recognized as a high impact teaching practice as the students work one on one with faculty supervisors on either the faculty member's funded research project or one of their own projects under the supervision of a faculty member. In 2025/26, there were 691 undergraduate student research assistants comprised of 564 research assistants, 5 Natural Sciences and Engineering Research Council of Canada

(NSERC) undergraduate research assistants, and 62 Work Study research assistants, all paid primarily from external funding. In addition to the research assistant contracts, 42 UFV research students shared \$25,200 in awards from Student Research Day and Undergraduate Research Excellence Awards. A further 28 students were funded a total of \$35,000 to support conference travel for them to present their research results at academic conferences within the region, across Canada and internationally. Another 12 students not included in the numbers above shared \$18,086 to cover research expenses for student led research projects supervised by faculty for their honours, directed studies or their own self-initiated projects. In total, the Research Office awarded students more than \$78,000 for research projects and awards.

Applied research at UFV is primarily supported by external funding sources that range from grants from Tri-Agency sources (such as NSERC, Canada Foundation for Innovation (CFI) and Canada Research Chairs (CRC)), foundations, associations, governments, and various agencies to fee for service contracts from industry and governments at all levels. The total value of external funding received for applied research at UFV in the 2025/26 fiscal year reached \$5,933,672. In the 2025/26 fiscal year, UFV did not receive significant investments from CFI and only \$63,238 from the B.C. Knowledge Development Fund (BCKDF) as opposed to the hundreds of thousands that we had received in the previous two years to support the construction of the BERRI Lab and new equipment for the Luminescence Dating Lab. These numbers represent actual





funds received in the fiscal year as opposed to values of multi-year grants and contracts awarded in a year that provides a portion of the total award in each year over the life of the project.

In the past year, research projects have ranged from Dr. Lian's testing of mineral samples from Antarctica for the Natural Research Council, to Dr. Brcic's project with the Canadian Space Agency determining how astronauts cope with stress created from working with the same small group of people in an enclosed space, to Dr. Erland's projects on developing climate resilience in cranberry varieties in the Fraser Valley, and the Community Health and Social Innovation Hub's (CHASI) projects with the RCMP in Langley and the Abbotsford Police Department's work on officer worn cameras.

Significant philanthropic contributions supporting research, innovation, and student learning, including investments from organizations such as Co-operative Education and Work-Integrated Learning Canada (CE-WIL Canada), Prospera Credit Union and Foundation, BMO, RBC, The von Mandl Family Foundation, and other community foundations were secured. These contributions supported initiatives ranging from work-integrated learning to innovation challenges and applied research programming.

In July 2025, Xwexilmexwawt partnered with the Stó:lō Shxweli Halq'eméylem Language Program and the University of British Columbia to host the International Conference on Salish and Neighbouring Languages (ICSNL) 60th anniversary conference at the Gathering Place, Canada Education Park campus.

Four researchers from UFV have been recognized on the 2025 Stanford/Elsevier Top 2% Scientists list, a global ranking of the world's most influential researchers. Honourees include Drs. Lauren Erland, Javad Hadian, Faisal Naeem, and Christophe Schinckus—recognized for their outstanding citation impact and contributions in their respective fields. Selected from more than 100,000 scientists worldwide, UFV has had four researchers included in a single year, underscoring the university's growing reputation in research, scholarship, and innovation.

The Food and Agriculture Institute (FAI), in partnership with Archway Community Services Food Security Department (ACS), was awarded an \$18,500 Social Sciences and Humanities Research Council (SSHRC) Partnership Engage Grant to support community members' food sovereignty and food security in and around Abbotsford. The community-based programming will be designed to support individuals by developing, trialing, and promoting lesson plans for ten workshops at ACS on topics relating to food, social enterprise, and agriculture.

UFV has been awarded \$520,000 through the Indo-Pacific Scholarships and Fellowships for Canadians program to advance research collaboration between Canada and India. The project will support Canadian postdoctoral fellows and faculty researchers working with leading Indian institutions in agricultural technology and clean technology. Over the next two years, the initiative will strengthen research mobility, build innovation partnerships, and deepen collaboration between Canadian and Indian ecosystems.

UFV's Ste'elt'elawtexw: Celebration of Community featured interactive research showcases highlighting the work of the Community Health and Social Innovation Hub (CHASI), the Social and Applied Sustainability Institute (SASI), and UFV's automotive research initiatives. These showcases created opportunities for community members to learn directly from faculty and student researchers while strengthening connections between research activities and community priorities.

Research continues to flourish and grow at UFV—in breadth and depth of scope, the number of students that are paid to learn through research activities, the number of research active faculty, and through increased regional partnerships that build upon UFV's reputation for being relevant to the social, cultural, and economic development of the Fraser Valley.

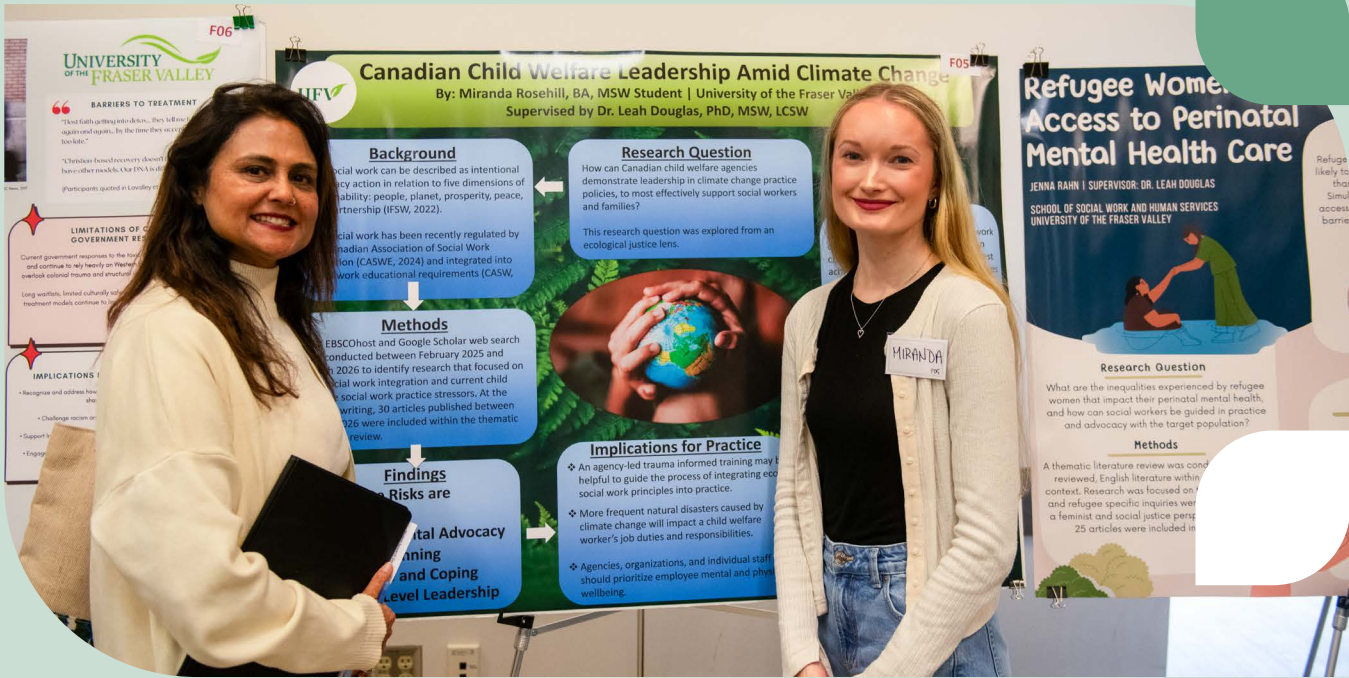


KPIs Relevant to Applied Research

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
2025/26	5,933,672





03

Strategic Imperative Theme Three: Lifelong Learning

The university provides many pathways for students to achieve their educational goals, celebrating that learning is a lifelong journey. UFV is committed to offering learning opportunities that are accessible, relevant, flexible, inclusive, and personalized to meet the diverse needs of learners. This includes improving community access to programs, emphasizing active and experiential forms of learning, and providing opportunities for students to participate in projects and research initiatives that contribute and enrich the lives of those in the Fraser Valley and beyond.

UFV was selected as one of only three post-secondary institutions (out of nineteen applicants) to receive a BCcampus Open Education Institutional Grant. This competitive grant, valued at \$33,000, will significantly contribute to the advancement of UFV's Open Education Strategy, with a particular focus on the development of a Zero Textbook Cost Program aimed at reducing financial barriers for students. The funding will support the new Open Education Strategist position, as well as an Open Education Student Assistant role, to guide and implement open education initiatives across the institution.

A two-year-long partnership between Abbotsford's Pacific Institution and the University of the Fraser Valley is bringing higher education to inmates, preparing them for life after incarceration. This initiative represents the first of its kind. Previously, residents of the federal penitentiary had access to distance courses, but no in-person classes—there are now two UFV courses available for credit there. As UFV contin-

ues to innovate and provide more equitable access to transformative education, our community is part of a larger global push for social justice.

The Real Baking for Youth Summer Camp was offered in partnership with Skills Canada BC. UFV opened their state-of-the-art kitchen to aspiring bakers from our community as future students in the Culinary Arts program.

UFV's Trades New Student Welcome held on August 26, 2025, helped incoming students get familiar with their classrooms, access campus services, and ask questions before classes began. The event aimed to build confidence and provide support by connecting students with staff, instructors, and resources in a relaxed, informal setting.

In August 2025, the Prospera Peer Pathways: Wellness Peer Support Program delivered its most comprehensive peer training to date—a five-day program providing each peer with approximately 4.5 hours of training a day—equipping students with skills in wellness principles, trauma-informed support, crisis de-escalation, SafeTALK suicide prevention, consent education, and Indigenous Story work. Through these experiences, student peers had the opportunity to develop key personal and professional skills, including increased communication strengths when speaking with people, greater comfort initiating conversations, the ability to ask better questions, increased ability to hold sensitive conversations, increased confidence





in supporting others, listening without assuming responses, learning to balance school and work, and improved organizational skills.

Guided by extensive community feedback, UFV's Hope Centre is rebuilding its role as an education hub for the Eastern Fraser Valley. Through interviews and surveys with partners including the District of Hope, School District 78 Fraser-Cascade, Indigenous organizations and regional service groups, a comprehensive Community Needs Assessment report has helped chart the path forward for the centre. After significant renovations to modernize the building on 7th Avenue, the Hope Centre returned to in-person learning in September 2025, launching its first bookkeeping course with support from a StrongerBC future skills grant. Five students successfully completed this program, and all expressed appreciation for the opportunity to attend classes in person within their local community. The Hope Centre now offers English for Academic Purposes through

funding from an English Language Learning pathway grant. Additional programming is being explored, including dual-credit trades opportunities, first aid, FOODSAFE training, and more.

UFV hosted Alex Neve, 2025 CBC Massey Lecturer and former Secretary General of Amnesty International Canada, for two distinct, free, public-facing events, including a morning academic discussion—A book talk on *Hand-in-Hand? Canada at the Human Rights and Peacebuilding Nexus*—connecting scholarship, policy, and global justice, and an afternoon of public dialogue—*From Near to Far*—a community conversation on how individuals and institutions can advance human rights locally and globally.

UFV's Annual Open House was held on October 18, 2025, at the Abbotsford Campus, with more than 2,000 prospective students and their supporters indicating their interest in attending

the event. The Open House offered an Info Fair to learn more about UFV's academic programs and student services, information sessions and mini lectures, campus tours, housing tours, an application station, and more. The event included information booths for 38 academic units and 18 service units and was open to all potential future students and their supporters.

The Bar-Q-Terie event on October 24, 2025, in Rivers Dining Room featured a cross-disciplinary collaboration: the SASET Carpentry class built the charcuterie boards, while the Professional Cook class prepared the BBQ food. Students from SASET Carpentry, SASET Culinary, and Professional Cook programs, along with Trades and Technology Centre faculty, staff, and community members, attended the event.

In January 2026, UFV welcomed students into its newest on-campus student housing complex, Lá:léms Ye EverGreen. This opening represents an important milestone in expanding affordable, supportive housing options for students in the Fraser Valley and strengthening the conditions for student success, retention, and wellbeing. The official opening of the new six-story student housing building, that adds nearly 400 new student beds, as well as the expanded Cascade Café dining hall, which significantly increases space for students to gather, connect, and share meals, was held on March 17, 2026, with students, community members, and government partners in attendance.

The School of Education hosted Campus Connect at UFV's Clearbrook campus for Continuing Education students taking courses and programs in the Winter 2026 term.

UFV's Future Students Office welcomed school groups on campus for a tour and presentation. One group was from Lalme' Iwesawtexw (Seabird Island Community School), a community school that falls under First Nations Education Jurisdiction located in Agassiz. Another was from Connex Alternative School in Maple Ridge, which is a part-time transitional program for students 15-19 years old who have been out of school or are at risk of being out of school.

UFV is modernizing its non-credit registration system, making it more flexible, accessible, and responsive to



the needs of today's learners. For the first time, students looking to take programs and courses through UFV's School of Continuing Education and UFV's Applied and Technical Studies' Industry Services will be able to register online utilizing Extended Learning. This non-credit course online registration platform project launched successfully in January 2026 and is the result of a partnership between UFV's Faculty of Applied and Technical Studies, School of Continuing Education, Information Technology Services, and Office of the Registrar. Extended Learning will be rolling out in phases and will soon be available to all non-credit students.

The College of Arts launched the new Social Innovation Certificate, designed for students and community learners seeking changemaking skills through interdisciplinary learning and applied innovation.

UFV invited prospective students and their families to experience hands-on learning and explore career pathways at its Build Your Future Open House, held on February 26, 2026. The event was held at UFV's Chil-

liwack campus and highlighted programs in Trades and Technology, Health Sciences, and Agriculture. The Open House gave prospective students a chance to explore their options and imagine their future in a dynamic learning environment.

UFV marked Open Education Week (March 2-6, 2026) with a series of events highlighting how Open Educational Resources (OER) support access, affordability, and innovation in teaching and learning and launching UFV's first Open Education Strategy. Hosted by the Teaching and Learning Centre and UFV Library, the week was designed for faculty, staff, and students who want to learn more about open education—whether they are just getting started or already integrating open materials into their courses.

Through initiatives such as alumni mentorship, public lectures, cultural exhibitions, and interdisciplinary community events, UFV continues to support learning opportunities that extend beyond traditional classroom environments and strengthen the university's role as a lifelong learning hub within the Fraser Valley.



“In January 2026, UFV welcomed students into its newest on-campus student housing complex, Lá:léms Ye EverGreen.”





KPIs Relevant to Lifelong Learning

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											
	20/21		21/22		22/23		23/24		24/25		25/26	
	#	%	#	%	#	%	#	%	#	%	#	%
Advanced Certificate	19	0.1%	19	0.1%	17	0.1%	13	0.1%	9	0.1%	7	0.0%
Apprenticeship	277	1.9%	385	2.7%	416	2.9%	408	2.6%	362	2.2%	407	2.6%
Associate Degree	190	1.3%	133	0.9%	174	1.2%	349	2.2%	357	2.2%	278	1.7%
Baccalaureate Degree	6,831	47.2%	7,016	48.4%	6,953	48.6%	7,294	45.7%	7,376	45.1%	7,458	46.7%
Certificate	893	6.2%	959	6.6%	898	6.3%	986	6.2%	983	6.0%	1,086	6.8%
Developmental Credential	554	3.8%	400	2.8%	377	2.6%	357	2.2%	425	2.6%	449	2.8%
Diploma	4,251	29.4%	3,639	25.1%	3,657	25.5%	4,324	27.1%	4,524	27.6%	4,099	25.7%
Graduate Certificate	68	0.5%	64	0.4%	46	0.3%	24	0.2%	24	0.1%	14	0.1%
Graduate Diploma		0.0%		0.0%	1	0.0%	1	0.0%	1	0.0%		0.0%
Master’s Degree	80	0.6%	73	0.5%	31	0.2%	54	0.3%	32	0.2%	48	0.3%
None	1,252	8.6%	1,764	12.2%	1,705	11.9%	1,925	12.1%	1,971	12.0%	1,880	11.8%
Post-degree Certificate	23	0.2%	18	0.1%	21	0.1%	31	0.2%	35	0.2%	15	0.1%
Post-degree Diploma		0.0%		0.0%		0.0%	128	0.8%	146	0.9%	111	0.7%
Short Certificate	36	0.2%	29	0.2%	25	0.2%	66	0.4%	119	0.7%	101	0.6%
Grand Total	14,474	100.0%	14,499	100.0%	14,321	100.0%	15,960	100.0%	16,364	100.0%	15,953	100.0%

Microcredential Data		
Term	Registrations	Unique Headcount
Winter 2021	176	74
Fall 2023	43	43
Winter 2025	47	47
Summer 2025	5	5

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: 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		2025/26 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	Students/ Total Headcount	Part'n Rate
PLAR	12/ 14,474	0.08%	9/ 14,499	0.06%	14/ 14,321	0.10%	19/ 15,960	0.12%	11/ 16,364	0.07%	24/ 15,953	0.15%
Developmental Credits	1,362/ 14,474	9.41%	1,123/ 14,499	7.75%	1,108/ 14,321	7.74%	1,237/ 15,960	7.75%	1,218/ 16,364	7.44%	1,115/ 15,953	6.99%
Dual Credit Programs	97/ 14,474	0.67%	118/ 14,499	0.81%	119/ 14,321	0.83%	147/ 15,960	0.92%	178/ 16,364	1.09%	190/ 15,953	1.19%
Concurrent Credits	88/ 14,474	0.61%	87/ 14,499	0.60%	79/ 14,321	0.55%	6/ 15,960	0.04%	11/ 16,364	0.07%	4/ 15,953	0.03%
Transfers from other PSI's	1,023/ 14,474	7.07%	1,068/ 14,499	7.37%	1,069/ 14,321	7.46%	1,351/ 15,960	8.46%	1,290/ 16,364	7.88%	1,108/ 15,953	6.95%

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.

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%
2025/26	95%



04

Strategic Imperative Theme Four: Student Experience & Success

Student engagement, experience, and success are central to the university's mission. UFV aims to provide a warm and welcoming environment for every student—striving to be a Student Ready university, signifying a commitment to students that we are ready for them, believe in them, are invested in them, and are focused on their success.

With the aim of increasing student experience and success, UFV continues to enhance the learning experience by providing institution-wide experiential learning opportunities, fostering interdisciplinary and integrated forms of engagement, enhancing digital literacy and access to technology, and emphasizing active and experiential forms of learning. The skills developed from these learning experiences, within and outside the classroom, are key to student success, and essential for employment, entrepreneurship, and further education.

UFV offers a variety of orientation events to engage students and make them feel welcome from day one. In 2025/26, 2,883 students enrolled in the SMART START online orientation Brightspace course, a self-guided online orientation that included newly added modules on artificial intelligence and creating safer campuses, and over 1,350 students attended DAY ONE orientation events, designed to help students build community and connect with resources to set up their time with UFV. In addition, two new Chilliwack Orientation events were launched, with over 750 attendees. First Week Feast and Stir it Up created spaces for students to gather over meals and learn about resources available to them.

In partnership with the Program Development Office, the Students Division has embedded a Student-Ready consultation into the Program Review process. Through this consult, academic program review committees are invited to reflect on their programs using the Student Ready University (SRU) Resources Guide, identifying existing actions and practices aligned with the four pillars: Student Engagement and Voice; Inclusivity; Supportive, and Developmental; and Usable and User-Friendly. Following this reflection, the program review committee meets with leaders from the Students Division. During this consultation, Students Division leaders draw on their knowledge of the program and their experience working with students to help surface and connect existing practices to the framework, particularly in areas that may be less visible or harder

to articulate. Committees consistently share that they find the consultation valuable as a dedicated space to centre conversations on students by asking questions, exploring new perspectives, and generating ideas to address student-related challenges in their work. The consultation provides ideas that program review committees use to set Student-Ready goals and actions.

The Indigenous Student Centre continues to provide on-campus cultural and social events for Indigenous students, including sewing ribbon skirts and graduate cap beading.

In June 2025, Xwexwilmexwawt hosted an Indigenous student delegation from the University of Washington Tacoma. Students experienced a mix of on-campus and in-community learning experiences.

Convocation 2025 saw more than 1,450 graduates cross the stage, with celebrations attended by over 5,000 guests. The continued development of the Celebration Plaza enhanced the experience for graduating students and families while showcasing the campus environment—enhancing engagement with UFV's growing alumni community (56,000+ strong).

UFV has been designated as an Ashoka U Change-maker Campus, joining a global network of institutions reimagining the role of post-secondary education in driving social innovation, equity, and systems-level change. The multi-phase selection





process involved extensive evaluation of UFV's community-engaged teaching, leadership, research, and interdisciplinary innovation—including initiatives like the Community Health and Social Innovation Hub (CHASI) and UFV's ongoing commitment to Indigenization and student readiness.

UFV now has a formal partnership with Epic Games, creators of Unreal Engine, to position UFV as a provincial leader in training and innovation for Unreal Engine 5 (UE5). Led by Marcel Casarini, Assistant Professor of Media Arts in the School of Creative Arts, this collaboration provides students with complimentary ArtStation accounts and tokens for Epic's Fab platform, expanding their access to industry-standard tools and networks and creates research and curriculum integration opportunities for faculty, strengthening UFV's role in immersive media education.

A major institutional initiative during the reporting period was the continued transformation of UFV's digital ecosystem, including a comprehensive web transformation project designed to improve user experience, accessibility, and recruitment effectiveness. The implementation of the TerminalFour (T4) content management platform enabled improvements to program page navigation, search functionality, and accessibility standards while supporting more consistent institutional branding and storytelling across the university's web presence. Over the course of the reporting period, the communications and marketing teams addressed more than 1,000 web support requests, reflecting both the scale of the transformation initiative and the demand for improved digital services.

Xwexwilmexwawt and the College of Arts are currently partnered with the Nicola Valley Institute of



Technology to deliver the fourth year of a Bachelor of Integrated Studies degree program for a cohort of 16 Indigenous students, with a focus on Indigenous healing and wellness.

Welding sessional instructor Ethan Lombard, a former dual credit welding student, led a dual credit welding foundations cohort of Grade 11 and 12 students from Chilliwack and Sardis secondaries in the design and creation of *Finding Resolution*—a reimagined version of the famous sculpture *The Thinker*. This Rodin-inspired sculpture won an honourable mention in the Canadian Welding Bureau's Forged by Youth contest and is proudly displayed at the front entrance of the Trades and Technology Centre on the UFV Chilliwack campus.

This year saw the pilot and launch of the new Brightspace Learning Management System integration at UFV. In conjunction, ongoing workshops have been offered to prepare faculty for the new system at both the Canada Education Park (Chilliwack) and Abbotsford campuses. These include a four-part series of workshops on Content Creation, Assignments & Quizzes, Collaboration & Communication, Gradebook and Feedback tools, Ask Anything sessions and specialty workshops.

School of Business student leaders attended the Abbotsford Chamber's Leaders Luncheon on September 16, 2025. This event provided the students with an opportunity to connect with community leaders, gain insights into regional economic priorities, and represent UFV in the broader business community.

From October 6-9, 2025, the UFV Student Change Makers club hosted Changemaking Week at UFV. CHASI was pleased to kick off the week as a cohost

of the Changemaking 101 Café, alongside the Teaching and Learning Centre. Students, faculty, and staff had the opportunity to brainstorm, collaborate, and share their ideas for what Changemaking looks like, and how an institution like UFV can support it. Their recommendations will inform discussions around Changemaking throughout UFV.

The myUFV dashboard has a fresh new look, with the goal of making student life easier, and far less stressful. The new dashboard provides students with their own UFV central hub, where they can check grades, register for classes, and stay informed in a clean and simple layout.

UFV is piloting a new AI powered chatbot called Fraser to help students and employees quickly find answers to common Information Technology (IT) questions. Designed to be fast, accessible, and easy to use, Fraser is available anytime and complements UFV's existing IT support channels.

Study Abroad opportunities have seen a total of 13 students visiting France, Japan, Denmark, Singapore, Korea, and Vietnam in fall 2025, and a total of 22 students to the UK, Japan, Singapore, France, Morocco, Austria, Ireland, Spain, Korea, and Germany in winter 2026.

The UFV Library continued to support the Therapy Dog Program, which provides weekly visits that promote student wellness, reduce stress, and create a warm and welcoming atmosphere in the library.

Dr. Lynn Kleinveldt (UFV) and Dr. Rexwhite Tega Enakrire (University of Johannesburg) have been approved to begin a Collaborative Online International Learning (COIL) project. This two-year project will offer students the opportunity to work together virtually to explore professional, interdisciplinary, curricular, and intercultural perspectives related to library, information, and knowledge management.

The Afternoon Exchange, hosted by UFV Alumni Engagement, brought accomplished alumni back to campus for an informal event designed to put students and recent graduates face-to-face with people who had once been in their shoes. The format resembled speed mentoring with short, rotating conversations, led by student curiosity, and shaped by alumni insight.



Dr. María Eugenia De Luna led a Community Service-Learning project in Advanced Oral Spanish, supported by Co-operative Education and Work Integrated Learning Canada's iHub program and UFV's Centre for Experiential and Career Education. With \$9,061 in external funding, 13 students partnered with local organizations supporting Mexican seasonal agricultural workers, applying their Spanish skills through translation, outreach, and community communication.

Two UFV students were sponsored by the College of Arts to attend the 5th Global Peace Summit at the United Nations Conference Centre in Bangkok, Thailand, on January 21 to 23, 2026. Ava Wagner and Tavia Jasper participated in discussions, engaged in dynamic plenary sessions, and connected with leaders from around the world. Following their participation, they were entrusted with the distinguished title of Humanitarian Affairs Peace Ambassador for a one-year term, providing them with a platform to actively promote peace.

In February 2026, the University of the Fraser Valley (UFV), Canada, and Panjab University (PU), Chandigarh signed a Memorandum of Understanding

(MoU) to launch a dual degree program in Bachelor of Business Administration (BBA). The MoU provides for the establishment of a BBA Dual Degree Program at the University Institute of Applied Management Sciences, PU. Eligible students of PU will secure direct admission to the third year of the BBA program at UFV. Students enrolled in the integrated BBA-MBA program at PU will also have the option to complete the third and fourth year of the BBA degree at UFV. On fulfilling the prescribed academic requirements, students will receive degrees from both institutions.

A total of 32 students from the varsity training program and from the Kinesiology program volunteered their time as athletic therapists at the 50th Junior All Native Tournament (JANT) in Langley. The student volunteers provided athletic therapy services free of charge for 308 basketball games over five days at seven venues.

The College of Arts Showcase took place on March 31 and April 2, 2026, in Building K—advancing community engagement through free public programming and signature events. This event featured student panels, presentations, and exhibitions in Humanities and Social Sciences, supporting both recruitment and student pathway exploration.

The Student Wellness department relocated to two new spaces on the Abbotsford and Chilliwack campuses—known as UFV's Student Wellness & Experience Lounges. Their establishment has created a more visible and accessible space for students, with Wellness Peers available whenever the lounge is open. As a result, hundreds of additional students have now accessed drop-in peer support, relationship building support, wellness and engagement focused events, and wellness products such as naloxone kits and sexual health supplies.

UFV offers several programs and initiatives to support student wellbeing and food security. Examples include the Grab-and-Go Breakfast program, which is offered five days a week at the Abbotsford campus and four days a week at the Chilliwack campus, and Pancake Breakfasts, which are hosted bi-weekly to monthly on the Abbotsford and Chilliwack campuses. These gatherings address food insecurity while creating opportunities for connection and community on campus.



KPIs Relevant to Student Experience & Success

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	603	513	430	85.1%	83.8%
2024	532	435	N/A	81.8%	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

NSSE Senior Student Survey Results (%)			
High Impact Practice	Quantifier	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: 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%
2019	498	193	38.8%

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: 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		2024	
	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Diploma, Associate Degree, and Certificate Students	95.1%	95.5%	95.0%	94.4%	95.1%	96.3%	94.5%	93.6%	94.1%	92.3%	94.5%	94.3%
Trades-related vocational and Trades foundation	94.6%	100.0%	94.9%	98.0%	94.2%	97.9%	94.6%	90.0%	94.4%	98.4%	94.7%	100.0%
Apprenticeship	94.5%	97.8%	94.7%	96.1%	94.0%	98.0%	92.3%	89.6%	93.3%	97.4%	94.0%	91.9%
Baccalaureate Graduates	94.1%	97.3%	93.6%	93.5%	92.2%	95.0%	91.2%	94.3%	90.9%	91.4%	92.2%	94.1%
Overall average	94.8%	96.4%	94.7%	94.4%	94.0%	95.9%	93.3%	93.6%	92.9%	92.5%	93.8%	94.4%

Note for this and next two tables: 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.

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		2024	
	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Diploma, Associate Degree, and Certificate Students	91.3%	89.9%	91.7%	88.8%	91.6%	89.3%	90.4%	88.8%	90.0%	86.8%	90.5%	87.1%
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%	92.5%	97.8%
Apprenticeship	92.1%	97.8%	92.8%	100.0%	91.3%	100.0%	88.0%	91.7%	90.2%	97.4%	91.4%	94.6%
Baccalaureate Graduates	93.7%	96.9%	92.5%	90.8%	91.6%	94.2%	89.0%	91.6%	89.1%	90.2%	90.5%	93.1%
Overall average	91.9%	92.9%	92.2%	90.1%	91.5%	92.0%	89.7%	89.6%	89.9%	89.2%	90.7%	90.5%

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		2024	
	BCSO	UFV	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%	84.2%	89.4%
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%	89.3%	88.2%
Apprenticeship	93.3%	97.7%	93.6%	100.0%	92.7%	96.0%	90.9%	92.9%	91.7%	94.7%	91.8%	91.7%
Baccalaureate Graduates	90.5%	89.6%	91.7%	90.6%	86.7%	85.4%	85.1%	87.5%	84.8%	86.8%	86.1%	87.0%
Overall average	88.2%	88.5%	88.9%	88.3%	86.2%	83.6%	85.3%	83.3%	85.9%	84.9%	85.6%	88.5%



05

Strategic Imperative Theme Five: Equity, Diversity, and Inclusion

UFV continues to integrate Equity, Diversity, and Inclusion (EDI) into all aspects of its institutional culture. The university's ongoing commitment to EDI can be observed through various initiatives aimed at identifying and removing access barriers for individuals from marginalized and underrepresented groups.

The Equity Diversity and Inclusion and Human Rights Office works to foster an equitable and inclusive culture at UFV—one that is rooted in human rights, where each person is supported and respected. This past year we saw the formal launch of the EDI and Human Rights website and the monthly EDI and Human Rights newsletter. We have had much engagement from staff, faculty, and students. We have also grown our PD workshop offerings to include anti-racism, human rights and policy 18, and accessibility and accommodation.

The Student Experience Office launched Root & Rise, an open-ended, student-focused learning program centered around Indigenization, Equity, Diversity, and Inclusion (IEDI). Designed with flexibility and care, the program invites students to engage in ongoing, meaningful conversations. Events included a Truth and Reconciliation Audio Lounge, Stories and Tea drop-in for Islamic History Month, Inclusivity Week, Pop-up Stories for Black History Month, and a Human Rights Market.

For the third year, students, faculty, and staff at UFV gathered to stand in solidarity with women in Afghanistan. The event—featuring a speech from activist Sahar Maqsoodi and co-organized by CHASI, UFV's FSA, and Sustainable UFV—aimed to maintain awareness of the systemic human rights abuses and show visible support for the women of Afghanistan.

The School of Computing was a sponsor of the November 7, 2025, Canadian Celebration of Women in Computing West 2025, co-hosted by Simon Fraser University and the University of British Columbia. This is Canada's premier computing conference for young women and non-binary people in technology. The conference encourages curiosity and awareness of digital innovations that change the community and world.

The Chilliwack library hosted a Science Café on Women Working in Extreme Environments: Women do it all

and sometimes they do it in extreme environments, like fighting fires, saving lives in remote locations, working in the Arctic or in space. The event was very well attended by students and community members.

UFV International assisted in the development of a partnership with IMPACT: Indigenous Movement for Peace Advancement and Conflict Transformation, an organization based in Kenya.

Xwexwilmexwawt has endeavoured to reduce barriers and create space for non-Indigenous faculty, staff, and administrators to meet with an Elder in Residence to chat, ask burning questions and to get to know them. The Elder can be found in Sthe'thiawt twice a month and are advertised to all staff at the university.

Responding to student feedback, the Student Support Centre's Peer Assist Program created a support model designed to reduce barriers and provide social accountability for students who struggle to get started with difficult tasks. The goal of the Body-Doubling service is not to provide direct support but to independently work alongside the student to create the context for productivity. This service has been helpful for neuro-diverse students, particularly those with ADHD.

Once again, the Faculty of Applied and Technical Studies's Inclusion and Equity Strategy for Trades and Technology was supported by Coast Capital. This strategy addresses the needs of non-traditional students in trades and technology programs, with a focus on retraining underrepresented people, and supporting students through mentorship, network-





ing, financial support, and dedicated personnel. The bulk of this year’s financial support will go directly to students in the form of bursaries and scholarships.

In February 2026, students and alumni from UFV’s Global Development Studies program joined the Honourable Ran-deep Sarai, Secretary of State for International Development, for a conversation on Changemaking in Complex Times— Why Global Engagement Matters, A President’s Leadership Lecture Series. The student and alumni panel reflected on gender equality, inclusive education, and the shared responsibility institutions, governments, and citizens carry in an interconnected world. The event reflects UFV’s broader commitment to connecting local learning with global realities and reinforces UFV’s leadership as the only university in B.C. offering a Global Development Studies program.

On March 3, 2026, the Changemaking for Global Development and Social Justice event showcased diverse student work on equity, advocacy, and decolonization. The event featured student presentations and a panel discussion.

The South Asian Studies Institute hosted the Trinjan Mela: A Celebration of South Asian Women at the Matsqui Centennial Auditorium in Abbotsford for over 200 members of the public on March 7, 2026, as part of International Women’s Day. The event featured eight performers showcasing traditional and contemporary South Asian folk arts through poetry and storytelling, music, and dance.

Digital accessibility improvements formed a key component of the university’s Web Transformation Project. Updates to UFV’s website architecture and content standards improved accessibility and ensured that online information and services are more inclusive and easier to navigate for diverse audiences, including prospective students, community partners, and individuals using assistive technologies.

Scholarships and bursaries administered through alumni and donor-supported initiatives continued to support students from underrepresented backgrounds, helping expand educational access and opportunity.

UFV supports the Pride Collective, a student-led organization that strives to make the university a safer and more inclusive place and also supports and promotes inclusivity-focused events such as Pink Shirt Day, Musical Drag Bingo & Tea Dance, and the Sustainability Open Mic Night & Queeraoke.



KPIs Relevant to Equity, Diversity, and Inclusion (EDI)

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		2025/26 FY	
	# of items	%	# of items	%	# of items	%	# of items	%	# of items	%	# of items	%
Planning	10	25%	1	3%	1	3%	1	3%	1	3%	1	3%
Ideation	8	20%	13	33%	12	30%	8	20%	8	20%	7	18%
In Progress	14	35%	18	45%	18	45%	21	53%	18	45%	17	43%
Complete	8	20%	8	20%	9	23%	10	25%	13	33%	15	38%
Total	40	100%	40	100%	40	100%	40	100%	40	100%	40	100%

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
2025/26	13



06

Strategic Imperative Theme Six: Personal & Professional Development

UFV continues to support and promote the personal and professional development of its faculty and staff, as well as a holistic approach to employee wellness. In 2026, for the 12th consecutive year, UFV has been recognized as one of British Columbia's top employers.

Each month, through the HR Learning Series, a selection of upcoming workshops is delivered to UFV faculty and staff in-boxes, with topics such as skills advancement; equity, diversity, and inclusion; mental health; retirement; physical activity; managing your money; safety; and Indigenization. In addition, UFV continues to offer employees the LinkedIn Learning platform. 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.

UFV maintains a professional development fund for activities that help develop job-related skills, expertise in subjects related to the university's curriculum, and knowledge or skills in the teaching and learning process—the fund covers events such as conferences, tuition, and professional memberships. As an example, this year, staff across the Community Engagement portfolio completed advanced training and certifications in digital marketing, user experience research, project management, and communications strategy. These professional development activities strengthened the university's internal expertise in areas essential to recruitment marketing, digital transformation, and institutional communications.

The university continues to provide an extensive collection of programs and resources to support mental and physical health and well-being. UFV encourages employees to adopt healthy lifestyles through a number of initiatives, including monthly health awareness campaigns, fitness classes, subsidized memberships to its fitness facilities offering drop-in and intramural sports, and more.

The Office of the President launched the Paddles and Wings newsletter. Using UFV's official badge of a hummingbird and canoe, the purpose of the newsletter is to bring our community together—to share, celebrate, and stay connected.

All staff in Xwexwilmexwawt have undertaken workplans that connect their individual work to the Mission, Vision and Values of the Lálém ye Mestiyexw strategic plan for Indigenous education at the university.





Twelve departments participated in the third cycle of the Sustainable Office Certification program this year. The program is designed to empower sustainability champions from each department and their co-workers to foster sustainable workplaces through individual and collective practices.

The Office of the Vice President, Students (VPS) developed and deployed a six-part curriculum for employees who were new to the VPS Division. The New Employee Development and Orientation (NEDO) program focuses on what this division does, who we do it for, and how we do it. This includes topics such as the four pillars of Student Ready University, the Canadian Association of College & University Student Services professional competencies, student development theory, and an overview of UFV strategic document environment. The program was designed with the intended outcomes of engaging our new colleagues in discussion, network building, resource identification, and values alignment. Three full cycles of NEDO have been completed, with 20 employees having completed the program.

The Teaching and Learning Centre hosted ConnectED 2025, on May 7, a full day dedicated to building connections, engaging in transformative teaching and learning experiences, and creating opportunities for transforming education. The event consisted of 24 sessions with 141 attendees.

UFV's Teaching and Learning Centre delivered this year's new employee orientation in August—Kickstart: Knowing Each Other, Knowing our Students. This session used active learning strategies to build community and introduce new faculty to characteristics of our student

population—and how these characteristics play into course and assessment design.

UFV's nursing program is taking another step forward with the introduction of a Nursing Faculty Development program. With \$453,340 in funding from B.C.'s Ministry of Post-Secondary Education and Future Skills, the program will roll out in stages over the next four years, supporting new hires as they move from expert clinicians to educators in the classroom.

The English Department welcomed Richard Kelly Kemick as UFV's Writer in Residence for 2026—supporting mentorship and creative professional growth. An award-winning Canadian poet, journalist, and playwright, Kemick engaged students through classroom visits, one-on-one mentoring, and public literary events throughout the Winter semester.

In Spring 2026—March to June—Xwexwilmexwawt offered a second instalment of the department's Indigenization, Decolonization and Reconciliation course for UFV faculty and staff. This 13-week course blends Stó:lō pedagogy and the academic rigour of the UFV classroom to deepen non-Indigenous understanding of and respect for Stó:lō culture, history, and epistemologies.

The university strives to create an engaging and enjoyable environment for staff and faculty across the university. With initiatives such as the Excellence Awards, the Welcome Back BBQ, and a close connection to the Fraser Valley community, UFV has developed a uniquely supportive culture.

KPIs Relevant to Personal and Professional Development

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%
2025/26	592	1,045	56.7%





07

Strategic Imperative Theme Seven: Engagement with Community

The university continues to 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. UFV strives to instill a sense of pride and identity by sharing and celebrating the accomplishments of our UFV community and alumni with others.

Over the past year, UFV has offered several community events and programming across the Fraser Valley that have enriched local culture and provided community engagement. Some examples include the sixth annual *Interpret* Creative and Performing Arts Festival, showcasing student work in Theatre, Visual Arts, Media Arts, Film, and Graphic and Digital Design, the *Fraser Valley Writers Festival*, performances of *Moth Boy* and *The Secret in the Wings* by UFV Theatre, *Thinking Playground Summer Camps*, offering an engaging, inquiry-based learning environment for children, and designed to strengthen critical thinking, imagination, and constructive dialogue, and a three-part webinar series *Philosophy for Children and Today's Child*, that explored the history of childhood, thinking and emotion in cultural contexts, and media literacy for children.

The UFV Retirees' Association was launched in April 2025 after more than a year of planning by its founders. Plans include hosting one or two special events per year, informal social gatherings, and participating in the annual Great Campus Gathering (formerly the Welcome Back Barbecue) in late August and the retirement celebration in November. The association will also facilitate mentoring opportunities by matching retirees with current employees or students. Retirees are invited to support the annual UFV Retiree bursary.

Since June 2025, the University of the Fraser Valley has engaged students, faculty, staff, alumni, and community partners in a co-creative process to develop a Community Engagement Framework through community-champion sessions across the Fraser Valley, campus conversations, and research and synthesis led in partnership with the Community Health and Social Innovation (CHASI) hub. These engagements have highlighted strong alignment around the need for a relational, place-based, and equity-driven approach to engagement—one grounded in reciprocity, trust, student involvement, inclusive participation, and authentic storytelling—while also emphasizing that meaningful community partnerships require institutional reflection, adaptability, and a willingness for UFV to evolve along-

side the communities it serves.

Philanthropic initiatives also demonstrated strong community support for the university. Cascades Giving Day raised \$134,736, representing a 53% increase over the previous year and supporting student-athlete development and programming. Additional campaigns such as Giving Tuesday raised funds for student bursaries, reinforcing community investment in student success.

Xwexwilmexwawt continues to work with community partners across Stó:lō Téméxw, including Nicola Valley Institute of Technology, Seabird Island College, Seabird Island Community School, Shxwhá:y Village, Si'wes Si:yam Sq'ep, Stó:lō Aboriginal Skills & Employment Training (SASET), Stó:lō Community Futures, Stó:lō Nation, Stó:lō Research and Resource Management Centre, and Stó:lō Shxwelí Halq'eméylem Language Program.

Applied and Technical Studies, together with Agriculture, participated in the Chilliwack Fair with the support from UFV Community Engagement. Volunteers engaged with over 1,000 visitors throughout the event, helping showcase and promote their programs.

The School of Education at the Mission campus hosted the 2025 Teacher Education Roundtable event. Representatives from all nine teacher education programs in the province spent two days in discussions around teacher education. Events included an awards cere-





mony, reception at Cannon Estate Winery, a tour of St. Mary's residential school, and an Abbotsford hike.

Dr. Awneet Sivia co-facilitated the Education Summit 2.0 alongside former Abbotsford School District Superintendent Dr. Kevin Godden. This year's Summit utilized a Kiva approach to engage panelists from K-12 and UFV on the following topics: Assessment and AI, Supporting Indigenous Students, and Dual Credit.

The university recognized the generous support from community partners at the third annual St'elt'elawtexw: a Celebration of Community, which was held at the Mission campus in September with more than 250 friends and partners in attendance. The program showcased several community-engaged UFV initiatives, many chronicled in this year's St'elt'elawtexw Community Report. Students, faculty, staff, and community partners hosted a range of immersive showcases, offering attendees a window into the impactful work that's being done at the university in deep collaboration with community.

Approximately 500 Trades & Technology students and 55 high school students engaged with over 25 industry leaders and service organizations at this year's Annual Opportunity Fair, sponsored by Coast Capital. The Fair provided students with career options, networking opportunities, and connections with industry leaders.

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 October 29, 2025. Students from UFV's Nursing programs administered flu vaccines and along with Kinesiology program students, educated the public on various health-related topics, such as seasonal affective disorder, sleep hygiene, and chronic pain management. Represent-



tatives from UFV's Indigenous Student Centre and Campus Recreation also hosted information displays, along with the UFV Trishaw program—through specially designed passenger bicycles, this initiative from the Centre for Education and Research on Aging gives older adults with mobility challenges the chance to experience nature and build intergenerational relationships with UFV students.

Digital engagement metrics also demonstrate the growing reach of UFV's communications and community storytelling. During the reporting period, UFV's institutional digital channels welcomed 6,228 new social media followers, expanding the university's total institutional social audience to 81,346 individuals. Social media platforms generated more than 19 million impressions, while the UFV website recorded nearly three million sessions, with engagement rates exceeding 93 percent, reflecting strong audience interest in UFV initiatives and programming.

UFV hosted Global Game Jam 2026 at the Abbotsford campus—an international event celebrating creativity, collaboration, and game-making. The event brought together students and community members to design and build games in 48 hours, with technical support from faculty in Media Arts, Game Design and Development, and Computer Information Systems.

The S'eliyemetaxwtexw Art Gallery presented *Can I Get a Mortgage Please?* (February 4–27, 2026), an exhibition by UFV School of Creative Arts BFA alumna Allie Risley (2021). Through encaustic and sculptural works, the exhibition explored housing affordability, development pressures, and emotional memory in the Fraser Valley.

UFV welcomed agriculture leaders, alumni, and sector

partners to campus on February 10, 2026, to mark Canada's Agriculture Day and highlight the partnerships that support applied agricultural education. Over 50 representatives from farms, agri-food businesses, and industry organizations gathered for campus tours and discussions focused on strengthening collaboration between UFV and the agriculture sector. The event provided an opportunity for UFV faculty and leadership to reconnect with long-standing partners and valued UFV alumni while welcoming new organizations interested in collaborating with the program.

Under the leadership of Dr. Lenore Newman, Director for the Food and Agriculture Institute, UFV launched its Xwe'eyelh Lets'e ʔ One Health Hub. This initiative is guided by Indigenous knowledge and holistic approaches to health, sustainability, and land stewardship. It is designed to address some of the most pressing regional and global challenges, including antimicrobial resistance, vector-borne disease, water security and water quality, air quality and wildfire smoke, land-use, invasive species, environmental contaminants, animal welfare, disaster preparedness, food security, zoonotic risk, climate resilience, bioinformatics, and mental health. The One Health Hub will serve as a convener for research, education, and applied learning that enhances well-being, strengthens local economies, and supports long-term sustainability.

March for Sustainability is an annual initiative that provides an opportunity for the public and the entire UFV community to come together around a shared goal and make connections. Throughout March, the UFV community participated in events all over campus related to climate change, biodiversity, EDI, gender equality, and more. Multiple departments across the university come together for March for Sustainability to provide fun, educational activities aligning with the United Nations' sustainable development goals and the five "Ps" of sustainable development: people, planet, prosperity, peace, and partnership. Through a gardening workshop, a hackathon, or an eco-anxiety student connection group, these events remind us that a better future is possible, and we are surrounded by community that will help us work toward it.





KPIs Relevant to Engagement with Community

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	1,486	990	66.6%
2019/20	2020/21	1,379	898	65.1%
2020/21	2021/22	1,474	915	62.1%
2021/22	2022/23	1,436	895	62.3%
2022/23	2023/24	1,454	942	64.8%
2023/24	2024/25	1,555	966	62.1%

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

KPI: Annual Greenhouse Gas Emissions (tCO2e)

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

Year	UFV Total CO2 Emissions	% Change from Base Year	Year	UFV Total CO2 Emissions	% Change from Base Year
2009	3,167	-	2018	2,380	-25%
2010	3,062	-3%	2019	2,230	-30%
2011	3,235	2%	2020	2,163	-32%
2012	3,277	3%	2021	2,210	-30%
2013	2,566	-19%	2022	2,474	-22%
2014	2,432	-23%	2023	2,098	-34%
2015	2,235	-29%	2024	2,166	-32%
2016	2,338	-26%	2025	3,053	-4%
2017	2,701	-15%			

Note: Starting in 2024, fugitive emissions are included in this measure. The rise in 2025 emissions is largely due to the temporary use of a diesel generator on the Abbotsford campus, as the result of a fire that occurred in the B building electrical room.

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
2025/26	137	62

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%
2025/26	1,674,555	-15%

2026/27

Institutional Strategic Priorities

UFV has identified the following institutional strategic priorities for the 2026/27 academic year to support the implementation of the Integrated Strategic Plan. Budget commitments have subsequently been aligned within the 2026/27 fiscal year to ensure the priorities are adequately resourced, as is possible.

Updated Integrated Strategic Plan

In 2026, UFV's current 5-year Integrated Strategic Plan *Íyáqáwtxw*—House of Transformation will conclude. Throughout the 2026/27 year, consultations with internal and external communities will guide the development of an updated plan. The

results of these consultations, along with the revised Integrated Strategic Plan, are expected to be presented to Senate and the Board for consideration in the first half of 2027.

01

Mid-Point Review of the Strategic Enrolment Management (SEM) Plan

UFV's Strategic Enrolment Management (SEM) Plan was endorsed by Senate and approved by the Board of Governors in fall 2022. Aligned to support the Integrated Strategic Plan, the SEM Plan's initial target was to grow enrolments by 23% by the 2030/31 academic year with a focus on: "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."

While domestic enrolments continue to increase on an annual basis, dramatic changes to Canada's International Education policy have significantly reduced UFV's ability to recruit international students. This has had a significant impact on UFV's revenues and our ability to support domestic enrolment growth. As a result, a key priority in 2026/27

will be to review and, if necessary, update the SEM Plan's enrolment targets to reflect shifting demographic and economic realities.

Building on our commitment of redressing barriers students face during their educational journey, areas of focus from the SEM Plan in 2026/27 will include: embracing approaches and making changes that enhance the conditions for student learning and success by embracing the supportive and developmental pillar of Student Ready; ensuring students can access required courses to graduate in a timely manner; working with Deans to conduct program health checks of existing academic programs in their Faculties to assess sustainability and alignment with labour market demands; and, continuing to work with local school districts in the Fraser Valley to support successful transition of local secondary students to UFV.

03

Financial Sustainability

The post-secondary environment is changing rapidly, and UFV, like many B.C. institutions, is navigating significant financial pressures. Recent changes to federal policy have caused a notable decline in international student enrolments across the country, with corresponding financial

impacts on the post-secondary system. As we work through these challenges, our commitment remains steadfast: to support learners, strengthen our communities, and steward our resources with care and accountability.

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. To meet the needs of this expanding population, ensuring that UFV's capital infrastructure keeps pace with growth is critical. In alignment with the university's strategic plan and with a commitment to fiscal sustainability, campus renewal is a major priority. With construction of the new dining hall

and student residence at the Abbotsford Campus completed in 2025/26, UFV will focus on: planning for optimal utilization of existing spaces; the implementation of the Chilliwack Campus Plan including the development of a business case for a new One Health building in Canada Education Park; and, the implementation of UFV's Property Trust as outlined in the Campus Communities plan.

04

05

Community Engagement

Our engagement strategy, through the development of a Community Engagement Framework, will focus on aligning UFV's core commitments and values of equity, diversity, and inclusion with the economic, social, and cultural needs and priorities of the diverse communities we serve. UFV will continue to actively communicate our

value proposition as a Changemaker Campus and strengthen our engagement with students, faculty, staff, alumni, partners, funders, and donors to advance work that supports Truth and Reconciliation, One Health, Innovation and Entrepreneurship, and Sustainability.

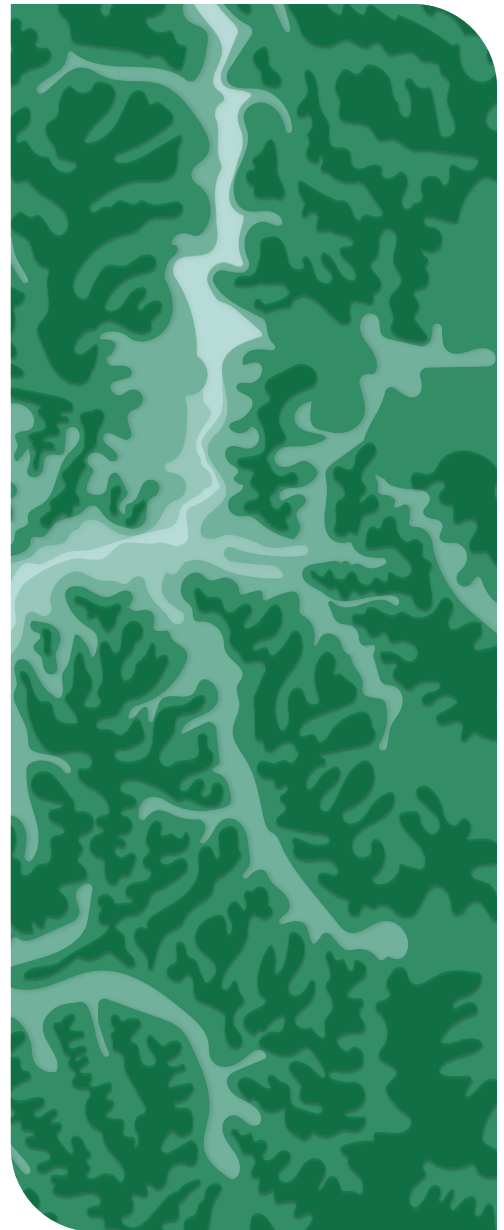
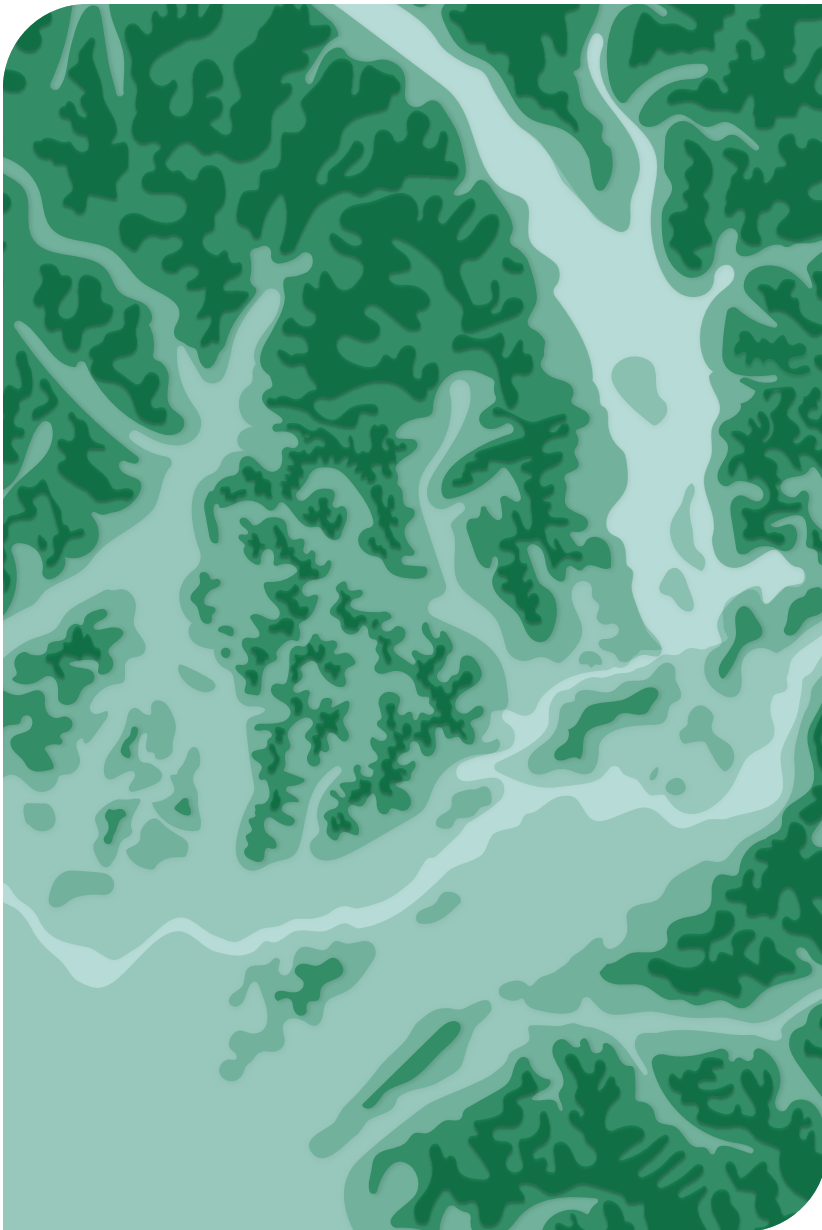
WORDS AT THE END

As we reflect on the past year, there are many achievements, contributions, and successes to celebrate—including the progress made over the past five years on the Integrated Strategic Plan Key Performance Indicators and Strategic Imperatives, UFV's designation as an Ashoka U Changemaker Campus, the opening of the new student housing building, Lá:léms Ye EverGreen and Cascade Café dining hall expansion, and local and provincial leadership of One Health. UFV continues to be a community-engaged, student-ready house of learning—committed to its mission to engage learners, transform lives, and build community.



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