

Institutional Accountability Report and Plan 2017-18 to 2019-20

Prepared by the UFV office of Institutional Research and Planning



July 11, 2017

Honourable Linda Reid
Minister of Advanced Education
PO Box 9885, Stn Prov Govt
Victoria, BC V8W 9T6

Dear Minister Reid,

The University of the Fraser Valley is pleased to submit its Institutional Accountability Report and Plan for the period 2017-18 to 2019-20. In a time of change, challenge, and disruption, we are very proud of UFV's continued commitment to student success, local communities, and global partnerships.

We are guided by the vision, values, and mission set out in UFV's Strategic Plan. You will find enclosed many examples of our recent achievements, and evidence of the excellent service provided by our faculty and staff.

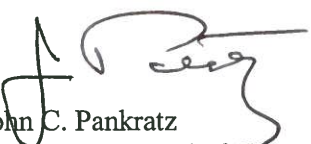
UFV's activity is also shaped by the goals laid out in our Education Plan 2016-2020, which is beginning to make itself felt ever more forcefully. The Education Plan seeks to give UFV faculty, staff and administration the tools needed to keep achieving the three major goals of the Strategic Plan as technological and global economic changes have grown more intense. Aiming to harness these changes, the university community has committed to prioritizing learning everywhere, acting with flexibility and responsiveness, collaborating across borders, developing local and regional citizenship, and to integrating experiential learning into all our education. A concrete manifestation of these goals is provided by our Capital Plan's proposed centre for innovation, collaboration and creativity in education. Bringing together new partners, new digital tools and new ideas in teaching, the centre would not only foster innovation on campus, but also catalyze innovation in the Fraser Valley.

We are proud to have met, and in many cases exceeded, the performance measures established by the Ministry. We are especially proud of continued commitment to the indigenization of our curriculum and campus. We have exceeded our new Aboriginal student spaces target, which was based on the goal to have the proportion of Aboriginal students at UFV reflect the proportion of the Aboriginal population in the Fraser Valley. We believe we are making strides in weaving Aboriginal culture and experience into the fabric of UFV's culture and experience. Some of the proof of that is in the new Indigenous Studies BA that joins our other Aboriginal-focused curriculum.

We are pleased to be working with your Ministry on our common goals of quality education, student success, and regional and provincial development. We continue to deliver a balanced budget and meet our financial targets and confirm our commitment to the Taxpayer Accountability Principles.

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

Sincerely,



John C. Pankratz
Chair, UFV Board of Governors



Jackie Hogan, CPA, CGA, BAccS
President and Vice-Chancellor

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UFV TIMELINE

1974

MARCH 21, 1974:

Founded as Fraser Valley College

Over
2,300
students

1974

Classes begin in Chilliwack, Abbotsford, Mission, and Hope

1975

First campuses open on Marshall Road in Abbotsford and Yale Road in Chilliwack

1983

FVC establishes permanent campus in Abbotsford

FVC's first athletic teams launch

1986

FVC opens Agriculture Centre in Chilliwack

1988

FVC welcomes first international students

1992

UCFV offers its first bachelor's degrees

UCFV Health Sciences Centre opens in Chilliwack

FUN FACT:



1975

Board Vice-Chair Norm Crabtree poses with FVC sign in Chilliwack



1975

Board Chair Doug Hamilton recreates the pose with FVC sign in Abbotsford ... causing decades of confusion over who was in the iconic FVC sign photo



PRINCIPALS



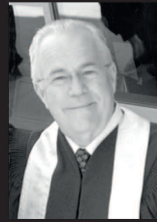
Dr. Larry Blake
1974–1979



Dr. Barry Moore
1979–1987



Dr. Peter Jones
1987–1997



Dr. Harold A. (Skip)
Bassford
1998–2009



Dr. Mark Evered
2009–2017



Jackie Hogan, Interim
2017–present

PRESIDENTS

1984

JULY 5, 1991:

University College status as the
University College of the Fraser Valley

1992:

Degrees offered
in partnership

1994

1995

Classroom block
and theatre open
in Chilliwack

Library building
opens in
Abbotsford

1996

UCFV Heritage
Park Centre
campus opens in
Mission

2001

Founding of
UCFV Alumni
Association

2004

UCFV awarded
Federal Canada
Research Chair in
Aboriginal
Studies

2005

Solicitor General
establishes UCFV
Research Chair in
Criminal Justice

2006

Basketball and
soccer teams
enter CIS

Envision Athletic
Centre opens

Centre for
Indo-Canadian
Studies opens

First BBA cohort
begins study in
Chandigarh,
India

2007

First master's degrees
awarded

Appointment of BC
Regional Innovation
Chair on Canada-India
Business and Economic
Development

Baker House student
residence opens

New Trades and
Technology Centre
opens in Chilliwack

University-College
Fraser Valley

START
IN
SEPTEMBER
OFFICIAL
REGISTRATION
WILL BE
IN
AUGUST



CHANCELLORS



Dr. Brian Minter
2008 – 2014



Dr. Gwen Point
2015 – present

FUN FACT:



2010
Sasq'ets, the new
UFV Cascades
mascot, is unveiled



2013
Sasq'ets gets a makeover and the
athletic department celebrates 30 years



1996:

Independent degrees offered

2004

2005:

Master's degree
offered

Over
11,000
students

2009

Opened a renovated
\$20-million classroom block on
Abbotsford campus featuring
business and visual arts wings

Launched the Centre for Social
Research and the Global
Development Institute

2010

Began construction on new
learning block on the
Chilliwack campus at Canada
Education Park (CEP)

Introduced new graduate
certificate programs

2011

UFV awarded Federal
Canada Research
Chair in Food Security
and the Environment

UFV's economic
impact to Fraser
Valley grows to half
a billion

2012

Developed UFV institutional learning
outcomes, with input from students,
staff, faculty and the community

Opened the \$44-million, 150,000
square-foot renovated building at the
Chilliwack campus at CEP

Opened UFV's Clearbrook centre
location in the heart of Abbotsford's
civic square

Hosted a national conference on
Indigenizing the Academy, held at the
CEP Aboriginal Gathering Place

2013

Women's volleyball
team wins national
college championships
and men's and women's
golf teams also win
nationals

UFV Campus Connector
shuttle bus launches in
partnership with
Student Union Society



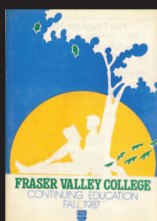
ACADEMIC CALENDAR AND CONTINUING STUDIES BROCHURE COVERS OVER THE YEARS



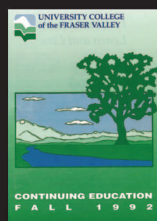
1975



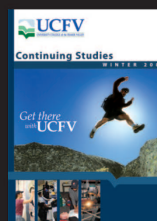
1978



1987



1992



2004



2013

APRIL 21, 2008:

University status as the
University of the Fraser Valley

2014

2017

Over
15,000
students

2014

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

UFV Five Corners building opens in
downtown Chilliwack

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

UFV publishes first Strategic
Enrolment Management Plan

2015

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

UFV is named one of BC's Top Employers

Student Union Building opens in Abbotsford

UFV 2025: A Vision for our Future is
published

Inaugural UFV Town & Gown gala
fundraiser held

2016

UFV Chandigarh, India campus
celebrates 10th anniversary

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

2017

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

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

BOARD CHAIRS

Doug Hamilton
Betty Meagher
Ross Belsher
Bill Harris
John Wiens
Brian Minter
Noel Hall
Phyllis Stenson
Rob Nicklom
Rod Thomson
Larry Stinson
Barry Delaney
John Pankratz

1974–1979
1979–1982
1982–1984
1984–1987
1987–1990
1990–1994
1994–1999
1999–2002
2002–2008
2008–2011
2011–2013
2013–2016
2016–present

1. Strategic Direction and Context

1.1 Strategic Direction

1.1.1 General Overview

Nestled in the beautiful Fraser Valley, yet only 70 km east of Vancouver, the University of the Fraser Valley is a fully accredited, special purpose teaching university. Our university provides post-secondary education for residents of the Fraser Valley, as well as students from other parts of Canada and abroad, and enrolls roughly 15,000 students each year. The university boasts campuses in Abbotsford, Chilliwack, Mission, and a centre in Hope that also serves Agassiz. The university has 326 permanent teaching faculty members, 139 of whom hold doctoral degrees. Over the last year, more than 1,300 people were employed by the university, making an important contribution to the economies of the Fraser Valley.

The University of the Fraser Valley met its Skills Gap Plan targets in 2016/17 with a 100% full-time equivalent student (FTE) utilization rate for a total target of 792 FTEs. For its overall domestic target, UFV produced 6,514 FTEs relative to a target of 6,676, for a utilization rate of 98%.

The university's scope is global as well as local, with a growing presence in Chandigarh, India, and students drawn from around the province, nation and the world. The university produced over 8,000 FTEs this year, with just over 1,300 of those coming from international students. The number of international students is up 20% from 2015/16 and more than 25% over the average of the previous two years. The international students of UFV enrich our university and municipal communities, both culturally and economically.

Over 270 students attended UFV's campus in Chandigarh during this past year, more than double that of two years ago. Nearly half of this year's increase in international FTEs is from activity on the Chandigarh campus. The increased international activity and growing numbers of international students are consistent with UFV's strategic goal of bringing the world to the Fraser Valley, and the Fraser Valley to the world.

Our campuses are found across the breadth of S'ólh Temexw, the traditional lands of the Stó:lō Nation. Serving the educational needs of Indigenous students and their communities is an important part of our strategic plan. Several initiatives support this goal. This year, UFV received approval for a new, interdisciplinary major and minor in Indigenous Studies for the Bachelor of Arts (BA) program. The program steeps its students in the knowledge and lives of the Indigenous peoples, covering topics ranging from Indigenous history and traditional knowledge to the social relations and politics of Aboriginal people. This four-year program supplements more tightly focused programs and specializations, such as the Stó:lō Studies certificate and the Social Services diploma with a First Nations option.

The creation of the major and minor in Indigenous Studies for the BA has been aided by UFV's Indigenization Committee of Senate. The committee chair— prominent Stó:lō educator and author, Mark Point— has been involved with indigenization of the curriculum and culture of UFV since 2005. Dr. Wenona Victor, associate professor in the History Department, is Vice-Chair, and 12 members from regional Indigenous organizations—including First Nations, Tribal, Métis, and Inuit communities—also sit on the committee. This is a unique arrangement, involving members from outside of the university, university staff, students, and faculty advising Senate directly on Indigenous learning needs, priorities and goals. Recent activities include a successful bid to host the Witness Blanket from September to December, 2017. The Witness Blanket is a travelling art installation bearing witness to the

atrocities of the Residential School system. These developments are part of the indigenization process that UFV is committed to. Both process and commitment are described in the document *Indigenizing Our Academy: Strategic Planning Indigenous Post-Secondary Education at UFV*.

One outcome that may attest to the success of this process is the overall growth in the number of Indigenous students attending UFV. The number of Ministry-identified Aboriginal students increased from 578 in 2015/16 to 589 in 2016/17, an increase of 2%, and the second consecutive increase in Ministry-identified Aboriginal FTEs. The portion of self-identified Aboriginal students that are full-time is also rising: this is the second consecutive year that the majority of self-identified Aboriginal students will be full-time. The 52% of UFV's self-identified Aboriginal population that attended full-time in 2016/17 marks the highest proportion of full-time Aboriginal students in the last five years.

The University of the Fraser Valley is nationally recognized for student success, an excellent learning environment, creative integration of programming, and its work with local communities. Our university is large enough to offer a wide variety of programming while maintaining small class sizes that allow students to work closely with faculty in a hands-on environment. This year saw many successes in the creation of new programs or the development of existing ones.

The major and minor in Indigenous Studies BA is one of six new degree options approved for UFV, along with a Bachelor of Agricultural Science, Bachelor of Education, Bachelor of Media Arts, Bachelor of Arts (Peace and Conflict Studies), and Bachelor of Arts (Theatre Major). These new additions complement our existing program offerings of over 100 programs. Graduate programming is also expanding, with a new graduate certificate in program evaluation expected to start next year. The UFV Senate has also approved the proposal for a Master of Science in Integrated Science and Technology (MIST) program.

Our current programs include two master's degrees, a graduate certificate, 3 post-degree certificates, 16 bachelor's degrees (majors, minors, and extended minors) in over 30 subject areas, and more than a dozen trades and technology programs, as well as Upgrading and University Preparation programs and English as a Second Language programs. By offering such diverse programming, UFV places itself not only to provide the best undergraduate education in Canada, but also to be a leader within the Fraser Valley community by ensuring that the varied educational needs of community citizens are met.

Program diversity has continued to increase with the launch of UFV's two recently approved majors and minors, in Theatre and in Peace and Conflict Studies, while a new Bachelor of Media Arts program will launch in the winter term of 2018. The Theatre program is unique in the Lower Mainland, combining opportunities for substantial applied, practical theatre experience with the strengths of a liberal arts degree, allowing students to develop the transferable skills—such as professional communication, creative problem-solving, collaboration, and analytic thinking—that today's employers demand. The program in Peace and Conflict Studies also highlights UFV's innovative and entrepreneurial approach to education. The program is the only degree (and level of specialization) of its kind west of Manitoba, and has the support of a range of private donors. The private donors helped UFV to offer three new courses in Peace and Conflict Studies this last fall in advance of the arrival of the degree program.

Cooperation with actors outside the university also has allowed UFV to add a helicopter-pilot training stream to our Aviation Diploma program. The expansion was made possible through a partnership with Chinook Helicopters, which is one of the largest private helicopter-training providers in Canada. The collaboration with private donors and organizations characterizing our recent program expansions reflect UFV's commitment to pursuing our goals in an innovative and entrepreneurial way.

In addition to adding new programming, three existing co-operative education programs received new recognition from the Canadian Association for Co-operative Education. This means that co-op students in Arts, Professional Studies and Science now have their studies nationally accredited, making graduates of these programs even more attractive to employers. Co-op programs at UFV were given a substantial boost with an additional \$75,000 received from the Ministry this last April to enhance employer outreach and increase public awareness of the benefits of co-op programs. Providing an education that helps students pursue their ambitions as they transition to employment is an important part of our university's commitment to providing the best undergraduate education in Canada.

The University of the Fraser Valley aspires to bring together the people living in our communities and provide them with opportunities for development and self-actualization. We hosted the BC Summer Games and the provincial high-school math contest. We offered special lecture series on topics from Brexit to the lessons from the avian influenza epidemic. We connected with our communities through special forums on topical issues, author readings, art exhibitions and an art night, a town-and-gown night, a literary cafe, conferences, theatre productions, writer-in-residence activities, guest speakers, alumni panels, and our sponsorship of the Abbotsford Air Show, to name just a few.

1.1.2 Changing Lives, Building Community

1.1.2.1 UFV's Strategic Plan

The University of the Fraser Valley serves a community diverse in the histories, cultures, and religions of its citizens. UFV prides itself on reaching out to our community by offering widespread access to post-secondary education. The relationship between UFV and community is symbiotic. A highly-educated population benefits all British Columbians, and UFV strives to provide students with the conditions for success in their academic, professional, personal, and extracurricular lives.

Many UFV programs ladder into one another, allowing students to earn a one-year certificate, a two-year diploma, or both on the way to completing a full degree. Other programs offer a co-operative education option, allowing students to combine study with paid work experience. The university's emphasis on applied research results in many opportunities for student researchers. Our international programming makes for a culturally diverse student community and great opportunities to study abroad. Our Indigenous-oriented programs not only help Aboriginal students learn in a way respectful of their traditions and values, but also help non-Aboriginal students learn about these traditions and values, creating a bridge between cultures. Our continuing studies and academic upgrading offerings make learning a lifelong experience. Many clubs, events, and activities enhance student life on campus, and our award-winning Cascades athletics teams are highly competitive. The challenge lies in providing all of our students the best possible education. UFV's Vision, Mission, and Values statement speaks to this goal

Vision

It is UFV's vision to provide the best undergraduate education in Canada and to be a leader of the social, cultural, economic and environmentally-responsible development of the Fraser Valley. UFV will measure its success by the successes of its graduates and the development of the communities they serve. In achieving its goals, UFV has committed to being innovative, entrepreneurial and accountable.



Mission

The University of the Fraser Valley, as established by the University Act of British Columbia, is mandated to serve the post-secondary educational needs of its region. Specifically, UFV provides post-secondary academic, trade, technical, career and adult basic education programs that lead to certificates, diplomas, and degrees, at both the undergraduate and master's level. Faculty and staff are also engaged in foundational and applied research and other scholarly activities that support its program areas and the development of the Fraser Valley.



Values

Paramount priority is placed on students and their learning needs and goals. UFV is committed to excellence in post-secondary education through programs that serve the diverse needs of the Fraser Valley region. We view education as an ongoing process essential for both career progress and actualizing human potential. We make the university accessible to students with diverse backgrounds and goals, while rewarding academic success and maintaining high standards. We value and treat students as mature individuals, and encourage intellectual, cultural, creative, ethical and social development in order to prepare our graduates for their roles as productive citizens of an increasingly complex and pluralistic society. We place a high value on environmental, social and economic sustainability in all of our endeavours.

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

Elaine Malloway, Chief of Yakweakwioose Nation and UFV staff member



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

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

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

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

Box 1: Strategic Directions

1. Provide the best undergraduate education in Canada

To achieve this goal, the University will:

- A.
offer degree, diploma, certificate, and apprenticeship programs that:
- provide accessible and challenging learning experiences that instill a passion for learning and develop the lifelong capacity to learn;
 - provide the knowledge and foster the development of the critical thinking, leadership, and practical skills that students require for employment, entrepreneurship, further education, and responsible citizenship – locally and globally;
 - use the best pedagogical practices, informed by a commitment to current research and scholarship;
 - engage students actively in their education through a high level of interaction with faculty members and opportunities for practical experience, research, problem-solving, and creative work.
- B.
provide services for students that:
- enable their successful transition into the University;
 - enable successful progress toward their educational goals;
 - guide career selection and transition to employment; and
 - build lifelong relationships with the University.
- C.
provide an environment that:
- is inclusive, welcoming, and engaging for all;
 - embraces diversity, supports cross-cultural exchange, and promotes the respectful debate of ideas and views;
 - involves students in governance and decision-making; and
 - offers vibrant campus experiences supporting social, intellectual, and personal development

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

To achieve this goal, the University will:

- promote opportunities for dialogue and intellectual development;
- establish formal relationships with the Fraser Valley communities that ensure mutual understanding of the goals and priorities of each and promote and support collaboration on common goals;
- partner with the community in cultivating international awareness and understanding, bringing the world to the Fraser Valley and the Fraser Valley to the world;
- give priority to research and scholarship that benefit the economic, social, and cultural development of the Fraser Valley;
- give priority to educational programs, co-op placements, practice, and service learning opportunities for students that benefit the citizens of the Fraser Valley;
- partner with members of the community to ensure socially and environmentally-responsible economic development;
- establish university extension services and continuing education that promote and support the economic, social, and cultural development of the Fraser Valley;
- collaborate with K-12 education providers in the Valley to promote increased participation in post-secondary education, successful transition to the University, and the delivery of adult basic education;
- partner with the Aboriginal leadership in the Fraser Valley to address the unique educational needs of Aboriginal students and their communities;
- collaborate with members of the community to develop vibrant, engaging cultural programs; and
- partner with members of the community to promote innovative business and industry development in the Valley that builds on and supports the educational, research, and service strengths of the University.

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

To achieve this goal, the University will:

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



1.1.3 University-Wide Projects

The University of the Fraser Valley is engaged in a variety of planning projects and we detail seven university-wide planning projects below. As well, UFV is completing the fourth year of the Ministry's Skills Gap Plan. The Skills Gap Plan aligns our programs with occupations marked by a province-wide shortfall, or potential shortfall, of workers, and is a planning exercise to which the university has dedicated significant resources. Beyond continuing a long tradition of applied programming, UFV tries to prepare students for a lifetime of career success and productive citizenship by developing critical thinking, problem solving and leadership skills, and communicating labour market information to students through the Career Centre. The Centre not only provides ongoing advice and information, including a database with over 1200 job listings in 2016/17, but also organizes job fairs and other events to attune students to labour market conditions. The Career Centre organized 42 career events in the 2016/17 with a total attendance of 1385 students, and ran 163 individual career coaching appointments.

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

We have continued to monitor and update our strategic enrolment management plan, and our institutional learning outcomes. The university has outlined its vision for its campus in Chandigarh in its UFV India Global Education Strategic Plan 2016-2021. This year marks the beginning of UFV's current Strategic Research Plan, which operates through 2020.

1.1.3.1 UFV's Education Plan 2016-2020

Faced with the disruptive opportunities offered by new technology, UFV faculty and staff conducted a visioning exercise, *Vision 2025*. This took place in 2016 as part of developing UFV's Education Plan for 2016-2020. These plans allow the university to harness the new tools available to educators and seek to shift educators' gaze squarely onto the aspirations of the learner. Such learner-centred education entails using emerging technologies and flexible approaches that cut across traditional boundaries to allow learners to shape their own education. The Education Plan casts this vision in the form of five goals:

1. ***Prioritize learning everywhere***

UFV values the learning of faculty, students, staff, and community no matter when, where, and how it occurs. Courses, schedules, programs, and administration put the journey of the learner first. UFV recognizes that our learners are diverse, requiring diverse learning options and settings. UFV works to create learning opportunities in communities both inside and outside of UFV.

2. ***Commit to flexibility and responsiveness***

UFV recognizes the importance of agility in its programs and administrative units to enable us to adapt and respond to the diverse learning needs of our students, faculty,

staff, and community. We will streamline organizational procedures and practices that limit creative problem solving.

3. *Collaborate across boundaries*

UFV supports and develops opportunities for collaborative and interdisciplinary work. This involves collaboration around research, programming, learning, and community development. It also involves collaboration with other educational institutions, community organizations, and industry, both locally and globally.

4. *Develop local and global citizenship*

At UFV, we develop and model civic engagement and social responsibility. Our students, faculty, and staff recognize the importance of nurturing a global awareness that supports the health and safety of citizens around the world. Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the Stó:lō people and the Indigenization of UFV is a priority. It informs every course and department through the inclusion of Indigenous content, curriculum, and ways of knowing.

5. *Integrate experiential learning*

UFV will ensure opportunities to incorporate experiential learning both inside and outside of the university classroom. This may involve assignments and assessment activities, field experiences, community placements, laboratory experience, research, and co-operative learning.

1.1.3.2 Institutional Learning Outcomes

The Institutional Learning Outcomes (ILO) project is based on the premise that a university education should involve not only the mastery of knowledge within a discipline, but also the development of general cognitive skills. The ILO project reflects a subtle shift in emphasis on the nature of knowledge transmission in education. Rather than focusing primarily on what teachers have taught to students, the ILOs focus on the students and what they have learned and absorbed. Thus, the ILO project helps UFV to move towards a learner-based approach to education.

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

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

- Demonstrate information competency,
- Analyze critically and imaginatively,

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

Departments and programs have examined their curriculum and courses to ensure that the outcomes are addressed and that redundancies are eliminated. The project also seeks to align school districts' learning outcomes with UFV's and to streamline prerequisites and requirements in order to develop clear pathways from application to graduation.

1.1.3.3 The Strategic Enrolment Plan 2014-2019

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

The SEM plan seeks to:

1. Increase student retention, especially after first year,
2. Add a Qualifying Studies entrance stream,
3. Increase international student enrolment,
4. Increase opportunities for students to transfer in from other institutions at the second- or third-year level,
5. Have the proportion of Indigenous students be representative of the community,
6. Offer more experiential and workplace learning opportunities to students,
7. Offer select graduate-level programming that enhances current undergraduate offerings and generates revenue,
8. Achieve specified graduation targets, and

9. Support growth in the program areas of health and wellness, agriculture and the environmentally responsible development of the Fraser Valley, and digital media and technologies.

The implementation of these goals has been guided by a SEM oversight structure, currently a grouping of a SEM Planning and Priorities Council with sub-committees for five sub-areas, tasked with the responsibility of assessing the impact of the strategies and tactics used in pursuit of them. The committee also reviews campus infrastructure to evaluate its impact in securing the SEM goals, and evaluates overall progress made towards achieving them.

1.1.3.4 Strategic Research Plan 2016-2020

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

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

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

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

The five research themes are:

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

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

1.1.3.5 Skills Gap Plan

Overview

One of the strategic priorities included in UFV's Mandate Letter from the Ministry is to implement BC's Skills for Jobs Blueprint. In 2014, the provincial government released the Skills for Jobs Blueprint, which outlined a plan to re-engineer post-secondary operating grants to ensure that British Columbians will have the skills needed to fill the one million projected job openings in the province by 2022. Under Pillar 2 of the Blueprint, operating grants to public post-secondary institutions are being adjusted so that 25% of existing funding will support programs with in-demand jobs, as well as programs for Aboriginal persons and persons with disabilities. In 2013/14 approximately 10% of provincial operating grants provided to public post-secondary institutions were targeted towards specific programs; mainly in health, medical and graduate programs. Targeting an additional further 15% has been shifting in annual increments through to 2017/18.

A key component of this initiative is the development of Skills Gap Plans, which demonstrate a balance of program shifts and alignment with government priorities to support high-demand occupations. UFV has now completed three rounds of Skills Gap Plans, for the 2014/15, 2015/16, and 2016/17 fiscal years. The 2017/18 Skills Gap Plan has been submitted and is the last year that requires the re-allocation of FTEs from the base grant to targeted funding. In future years, it is expected that institutions will continue to report out on the targets and their program alignment with labour market demands.

A first step in creating Skills Gap Plans, and assigning FTE targets to specific programs, entails mapping UFV programs to in-demand occupations as identified in *BC Labour Market Outlook* reports. In the fall of 2016 a new *BC 2025 Labour Market Outlook* report was released; it includes the top 100 high opportunity occupations with the majority remaining the same as the previous year. Furthermore, 78% of future job openings projected to 2025 will require some post-secondary education and training; 42% will likely be in occupations that require college education or apprenticeship training, and 36% in occupations that require a university degree or significant work experience.

Half of the total projected job openings over the *Outlook* period are expected to be in three major occupational groups: sales and service occupations; business, finance and administration occupations; and management occupations. Some examples included in the top 100 list include financial managers, computer and information systems managers, information systems analysts and consultants, and post-secondary teaching and research assistants.

This year, UFV once again mapped its existing programs, to the top 100 in-demand jobs, using graduate outcomes data from both the 2011 National Household Survey (NHS) and from the BC Student Surveys, provided by the Ministry of Advanced Education. UFV's comprehensive mix of program offerings continue to be well aligned with in-demand jobs in a diverse range of sectors that support BC's economy: some 90% of eligible UFV programs mapped to an in-demand occupation using the 2011 NHS data. With the implementation of

UFV's 2017/18 Skills Gap Plan, approximately 25% of UFV's provincial operating grants will be targeted towards specific programs.

UFV has continued to meet its Skills Gap Plan FTE targets with a 100% utilization rate. A summary of UFV's completed Skills Gap Plans for each fiscal year along with adjustments made to previous Skills Gap Plans follow.

2014/15 Skills Gap Plan

UFV's 2014/15 Skills Gap Plan demonstrated a balance of program shifts and alignment with government priorities to support high-demand occupations and promote the economic growth of the Fraser Valley and British Columbia. In response to the Skills Gap Plan, UFV targeted 30 FTEs to its Diploma in Agriculture Technology as acknowledgement of its commitment to the region and the agricultural industry. UFV also recognized its responsibility to meet the needs of the health sector by committing an additional 30 FTEs in its Bachelor of Science in Nursing. The Fraser Valley has high student demand and strong employment opportunities for graduates with criminology education. Recognizing ongoing labour market demand for police and correction officers, UFV targeted 36 FTEs in its Bachelor of Arts, Criminal Justice. UFV will train electrical workers, carpenters, and restaurant managers through its Construction Electrician Certificate, Carpentry Certificate and Hospitality/Event Management Certificate for a total of 45 FTEs, recognizing the need for skilled-trade workers.

2015/16 Skills Gap Plan

Business programs, especially accounting, are high demand occupations. For 2015/16 UFV targeted 200 FTEs in the Bachelor of Business Administration program. Recognizing the significant need for administrative assistants through to 2022, UFV targeted 50 FTEs in the Applied Business Technology certificate program. The Fraser Valley has high student demand and strong employment opportunities for graduates with a computer information and computer systems education. Recognizing ongoing labour market demand for computer programmers and interactive media developers, UFV targeted 70 FTEs in the Bachelor of Computer Information Systems. UFV offers the first year of the Bachelor of Applied Science (Engineering) degree for students wishing to transfer to UBC or UVic with guaranteed admission to the second-year. To contribute to the need for engineers in BC through this effective and efficient sector-partnership, UFV targeted 15 FTEs in the engineering transfer program.

In order to ensure FTE utilization of programs identified on Skills Gap Plan submissions, institutions are provided the opportunity to update their Skills Gap Plan to reflect actual mid-year enrolment trends. Some adjustments were made in 2015/16 to UFV's Skills Gap Plan, these included removing both the Carpentry certificate and Construction Electrician Certificate programs as targets, for a total of 30 FTEs; reducing the number of targeted FTEs in the Engineering Transfer program by 10; increasing the number of targeted FTEs in the Bachelor of Arts, Criminal Justice, by 9; and increasing the number of FTEs targeted in the Bachelor of Business Administration program by 20.

2016/17 Skills Gap Plan

UFV continues to have strong demand for Business Administration programs. Our Bachelor of Business Administration degree provides options including Accounting, Finance, Human Resource Management and Marketing, all of which lead to occupations in the Top 100. UFV

has targeted 25 FTEs to our BBA – Human Resource Management option, and a further 75 FTEs to the BBA – Finance and Accounting options. Graduates from these programs will help meet the need for human resource professionals, financial auditors and accountants, and professional occupations in business and financial management.

Recognizing the ongoing labour market demand for computer programmers and interactive media developers, UFV has targeted an additional 30 FTEs in our Bachelor of Computer Information Systems program. Responding to the ongoing labour market demand for police officers, correction officers, security guards and security service occupations, UFV targeted an additional 155 FTEs in our Bachelor of Arts, Criminal Justice program.

With increased emphasis on student advising and career support, UFV is helping students declare their chosen programs earlier. Student movement from general science studies into declared programs provides evidence of success. In response, UFV has targeted 30 FTEs in the Bachelor of Science. UFV's Graphic and Digital Design diploma graduates are finding careers in high demand occupations in marketing, commercial advertising, web design, and interior design fields; Graphic and Digital Design diploma program is targeted with 12 FTEs.

2017/18 Skills Gap Plan

Building on high student demand and strong employment opportunities for graduates with criminology education and recognizing ongoing labour market demand for police officers, correction officers, security guards and security service occupations, UFV has targeted an additional 15 FTEs in our Bachelor of Arts, Criminal Justice. UFV has also targeted an additional 30 FTEs in our Bachelor of Science with a focus on students intending to become post-secondary teaching and research assistants.

Based on evidence of labour market need for sports instructors and fitness leaders, and the strength of student demand for exercise, physiology and sport programs, UFV has targeted 55 FTEs in our Bachelor of Kinesiology program. This aligns with our internal priority of building health and wellness programs as well as societal needs for supporting a healthy population and reducing dependence on the health care system.

To meet the need for qualified early childhood educators and assistants, UFV has targeted 10 FTEs in our Early Childhood Education certificate. Graduates of this program will meet demand for home child care in the Fraser Valley. UFV has also targeted 30 FTEs to the Bachelor of Child and Youth Care, 25 FTEs to the Social Work diploma, and 35 FTEs to the Bachelor in Social Work to meet labour market demand for social workers, social and community service workers and family counsellors.

In balancing our Skills Gap plan for 2017/18, UFV reduced the targeted number of FTEs in the Applied Business Technology program to align with cohort capacity and attrition, and removed 15 targeted FTEs for the Hospitality Event Planning certificate.

Through regular program development, planning, prioritization and review processes, UFV will continue to deliver relevant programs to meet the labour market demand in the Fraser Valley. Figure 1 summarizes the FTEs targets for UFV's Skills Gap Plan.

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

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



1.1.3.6 UFV Capital Plan

In its Capital Plan, UFV has outlined how to physically adapt over the next five years to meet the goals described in its Education Plan 2016-2020. The Capital Plan outlines five building priorities. Besides plans to expand or renew existing buildings, a new building, the Digital HUB, was proposed that would provide 8,000 square metres of flexible space equipped with digital tools. The spaces could accommodate whole classes, or smaller project-based teams, and would foster collaborative learning grounded in project-based instruction with an emphasis on creativity and problem solving. The project would be integrated into the City of Abbotsford's University District Plan—a collaborative venture between City and University—and would be home to the Theatre, Education, Library and Information Technology, and Computer Information System programs, although the spaces would be available to all UFV students.

The Digital HUB would give students the tools to explore the opportunities of digital technologies while fostering the interactive, collaborative learning that underpins a learner-based approach to education. As a space to cultivate creativity and innovation, the Digital HUB supports UFV's goals of being innovative and entrepreneurial in pursuing its educational goals. That the Digital HUB is a key part of a joint City and University development plan underscores UFV's goal of being a community leader in the Fraser Valley, fostering economic, social and cultural development. Given that understanding of digital technologies is an increasingly important skill for many in-demand jobs, a university centre built to foster the understanding and skilled use of digital technologies helps UFV align more closely with the BC Jobs Plan and supports the Skills Gap Plan.

1.1.3.7 UFV India Global Education Strategic Plan 2016-2021

The University of the Fraser Valley connection with India began in 2006 with the creation of UFV's Centre for Indo-Canadian Studies. The next year, the university created the BC Regional Innovation Chair on Canada-India Business and Economic Development.

Our presence in India, and Chandigarh specifically, originated at the same time. Beginning in 2006, Indian students in Chandigarh could undertake a Bachelor of Business Administration (BBA) program through UFV. Later other programs were added: the first cohort of the Bachelor of Computer Information System students began in the fall of 2015, and the Management Post-Degree certificate began in winter 2016. Students elect to either finish their degree in Chandigarh or relocate to UFV in Canada to complete their program.

To guide its work in India, UFV India Global Education (UIGE) developed the UFV India Global Education Strategic Plan 2016-2021. This plan lays out the vision, mission, values and strategic directions for UIGE's work in India.

Vision

UFV India aspires to provide the best applied undergraduate education in Northern India. We will be recognized for our ability to prepare students for employment, future education and to facilitate the transfer of students wishing to study and gain work experience in Canada and other countries. We will be innovative, entrepreneurial and accountable in achieving our goals.

Mission Statement

UFV India provides the knowledge, practical skills and abilities that students require for employment, entrepreneurship, further education, leadership and responsible citizenship – locally and globally.

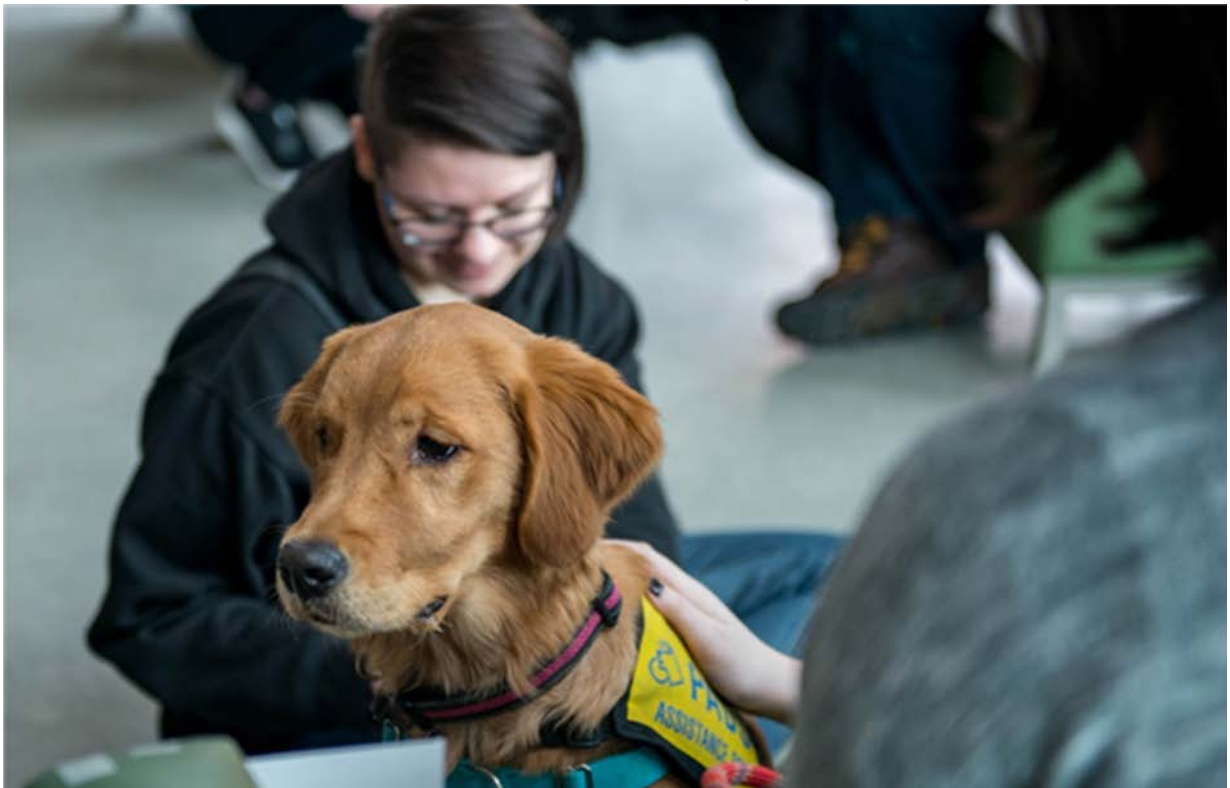
Values

- Student success – we are committed to the success of our students
- Academic excellence – we are committed to academic rigour and excellence in teaching and learning
- Collegiality – we maintain a collegial and respectful environment
- Ethical and equitable institutional culture – we encourage, practice, support and promote a culture of integrity, diligence, accountability and transparency.

Strategic Goals

- Provide the best applied undergraduate education in Northern India
- Grow UFV India enrolment and financial resources
- Strengthen the capabilities and competencies of UFV India Global Education

One of UFV's therapy dogs helps students de-stress during a February PAWS For A Break session.



Box 2: India's First Co-Curricular Record Program

The University of the Fraser Valley recently launched India's first post-secondary Co-Curricular Record program in Chandigarh.

A Co-Curricular Record (CCR) is an authorized record of students' relevant and validated experiences outside the classroom. The CCR connects with students' co-curricular experience and provides a record of activities for employers and educational references.

UFV's CCR successfully validates experiences measured against Institutional Learning Outcomes — a set of knowledge, skills, and abilities the UFV community has collectively decided every graduate should possess.

Jody Gordon, UFV Vice President, Students and Enrolment Management notes she and her counterparts in India have been working to bring this success story to Chandigarh.

"Ever since the launch of CCR at our campus in Canada we have wanted to bring this opportunity to our students in India," says Gordon.

So far, 9,000 UFV students are active in the system in Canada, more than 1,180 have validated activities on their record, and upwards of 500 activities have been made available for CCR credit.

"Our team in Student Life at our campus in India have been working very hard to create learning opportunities outside of the classroom for our students to engage in. For example, students help with the preparation and the execution of Qbiz, a business quiz competition where high-school students compete with each other to test their knowledge in current business affairs. This real world experience is valuable to a student's overall learning. So it is imperative we recognize and validate it for future employers and graduate schools to see. With our Institutional Learning Outcomes already in place, what students experience in and out of the classrooms has become very fluid" says Gordon.



"This is a first in India and we're thrilled," says Associate Director, UFV India, Gurneet Singh Anand.

"Having our students graduate from UFV with two transcripts, one recognizing their academic achievement and the other recognizing their learning achieved outside of the

classroom, will give our graduates an advantage in the employment market and for professional and graduate schools. We are very pleased to include CCR as part of the learning experience for our students in India.”

Second-year UFV Chandigarh School of Business student Ankita Sikka says adding CCR credentials can make a big difference when applying for jobs.

“While pursuing a degree all students learn the same concepts, but the difference lies in how we apply those concepts in our daily lives. Applying what you’ve learned in class requires enormous effort and is worth appreciation. A Co-Curricular Record is what validates this hard work. Employers look for a well-rounded candidate with varied experiences and our CCR becomes an archive for all we have to offer.”

UFV opened its Chandigarh campus in 2006 at the 16.5-acre campus of Goswami Ganesh Dutta Sanatan Dharma College Chandigarh (SDCC). Replete with state-of-the-art classrooms and computer labs, UFV Chandigarh had over 270 students this year and hosted a long list of dignitaries from Canada and India.

1.2 Strategic Context

1.2.1 Overview

The Fraser Valley is one of the faster-growing college regions in one of Canada’s faster-growing provinces, increasing both in population numbers and ethnic diversity. Some of this population growth is driven by a provincial economy projected to grow faster than the national economy, with growth in service industries driving much of the provincial economic development. The Fraser Valley is distinctive within BC for the importance agriculture plays in its economy.

The same population dynamics are acting across our campus communities as define national and provincial trends. At all levels, we see a complicated population growth trajectory marked initially by declines in college-age populations, but with projected increases beginning around 2023.

Since 2012/13, we have seen declines in domestic FTEs along with increases in international FTEs. Over most of that time, the number and proportion of students identifying as Aboriginal has also been increasing. UFV has been producing an increasing number of graduates in the last five years, along with a shift in Enrolments from diploma to bachelor-degree programs.

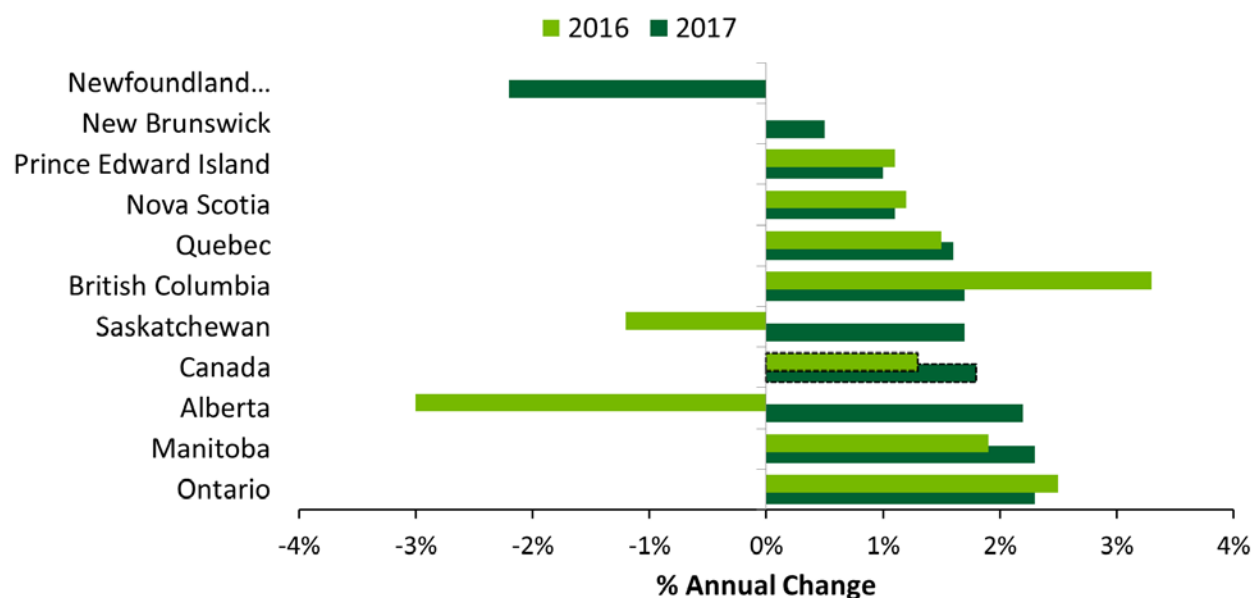
The local economic and cultural interests have shaped how our university approaches research, as UFV provides a strong leadership role in applied research initiatives. Our researchers, their supporting institutes, and the UFV students they recruit are attempting to understand not only economic challenges, but also social, cultural, environmental, health and educational ones. Lenore Newman’s research as Canada Research Chair in Food Security and the Environment is one example of how UFV engages with the concerns and strengths of its communities to forge its educational and research direction. UFV is home to many research centres and institutes tackling issues from local agricultural challenges to the problems of global development.

1.2.2 Economy and Employment

Summary: Economic growth continues to be strong, drawing more people to BC and to BC universities; our province continues to experience the highest interprovincial migration rate in the country. The economies of the Fraser Valley are distinctive for their reliance upon agriculture, an important factor in shaping UFV offerings.

The Royal Bank of Canada (RBC) forecasts BC's real GDP to grow by 1.7% from 2016 to 2017, close to the national average annual growth rate of 1.8%. While indicating a strong economy, this is a reduction from 2016's projected increase of 3.3%, the highest in the country for 2016. In contrast, as Figure 2 shows, RBC's projections for the oil-producing provinces of Alberta and Saskatchewan swing from declines in 2016's real GDP of negative 3.0% and 1.2 %, respectively, to increases of 2.2% and 1.7%, respectively, in 2017.

Figure 2: Projected Annual Change in Real GDP (%) by Region, 2016-2017

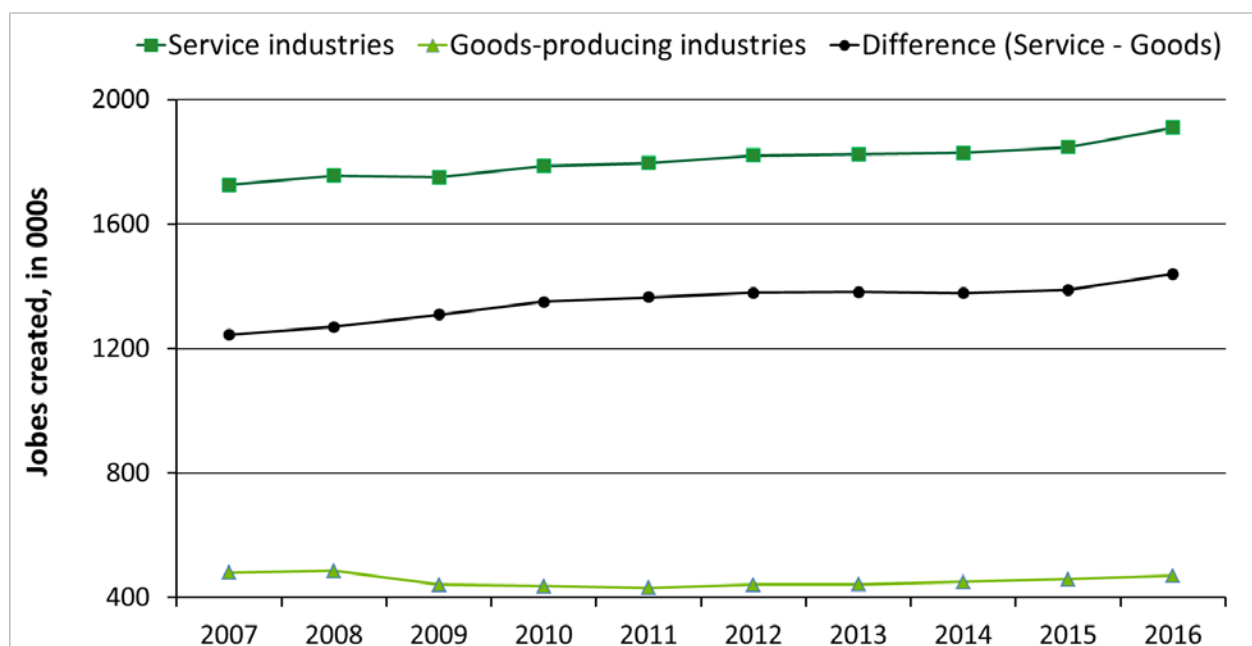


Source: Royal Bank of Canada, "Provincial Outlook", Dec. 2016

The service industries dominate BC's economy and labour markets, and, if anything continue to grow: from 2007 to 2016, the service industries share of employment increased from 78% to 80%. As Figure 3 shows, while the service industries steadily increase the numbers of people they employ over the last ten years, the goods-producing industries show a flat to declining employment trend over much of the same time. In 2016, over 1.9 million people in BC were employed by service industries, while good-producing industries employed just over 470,000 people.

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

Figure 3: Annual BC Employment (in 000s) by Sector, 2007-2016



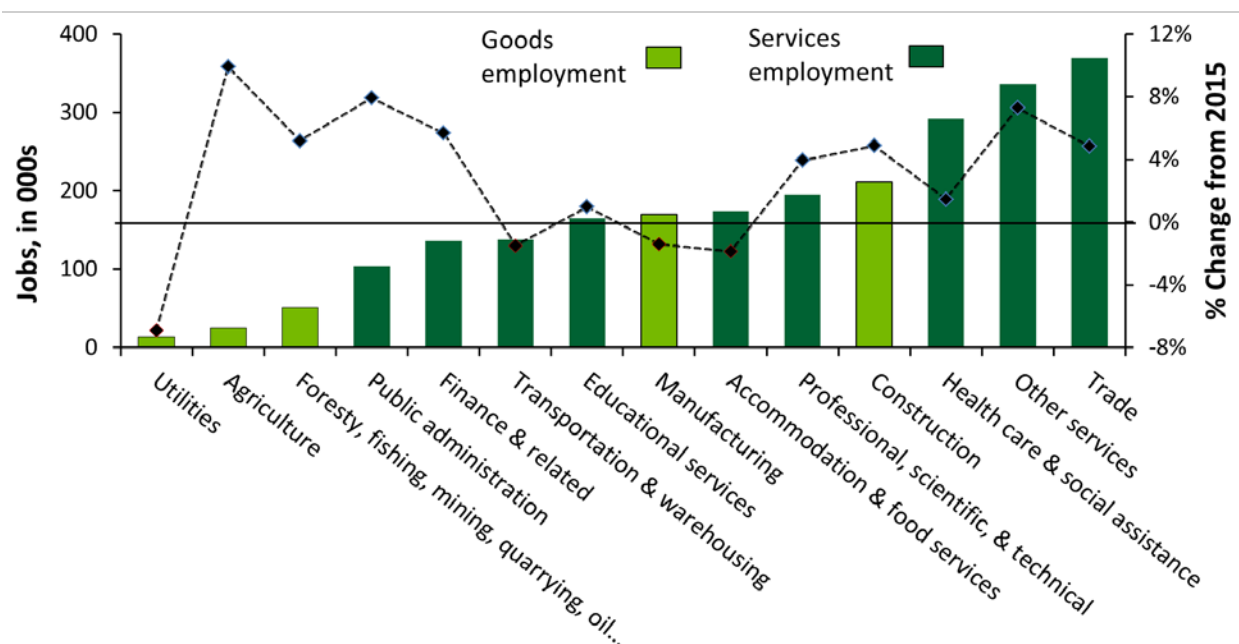
Source: Statistics Canada, Labour Force Statistics, Prepared by BC Stats, Jan. 2017

Figure 4 breaks down the provincial employment data for 2016 by industry (solid bars, left y-axis). Agriculture, forestry, fishing, mining, utilities, construction, manufacturing, and oil and gas constitute the goods-producing sector. All other industries are in the service producing sector. As is evident, the provision of services in BC provides substantially more employment than the production of goods.

The dotted line in Figure 4 shows the change in employment from 2015 levels for each industry as a percentage of 2015's employment. The industries with the greatest growth from 2015 were agriculture, public administration, other community and personal services, and finance, all with growth over 5%. Only utilities showed a marked decline, with a drop in employment of 6.9% from 2015 levels. Three other industries—transportation and warehousing, accommodation and food services, and manufacturing—showed modest declines, between 1% and 2% of 2015's employment levels.



Figure 4: B. C. Employment by Industry, 2016 (bars, in 000's) and % Change in Employment from 2015 (dotted line)



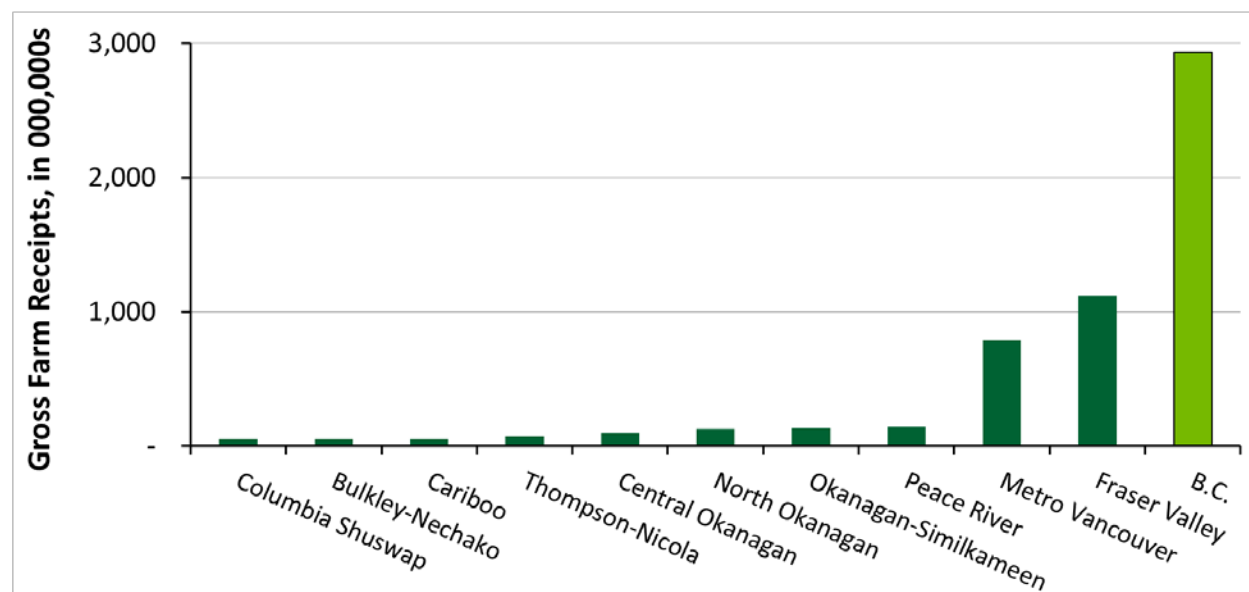
Source: Statistics Canada, Labour Force Survey, Prepared by BC Stats, Jan. 2017

Regardless of provincial trends, the Fraser Valley has two major competitive advantages in agriculture. It has high quality soils, a moderate climate, and appropriate amounts of water from precipitation, as well as having access and proximity to markets.

Figure 5 illustrates that the Fraser Valley Regional District ranks first in BC in gross farm receipts, generating over \$1 billion in 2011, representing just over 38% of BC's total gross farm receipts. The second-most productive regional district, the Metro Vancouver regional district, generated just over \$789 million in gross farm receipts, about 70% of the productivity of the Fraser Valley farms.

Agriculture makes up a significant portion of the economy in the Fraser Valley. In 2008 the Ministry of Agriculture developed estimates in support of an Abbotsford Chamber of Commerce study titled *Economic Impact of Agriculture in Abbotsford*. The analysis determined that, considering both primary and secondary impacts, agriculture created 11,300 full time equivalent jobs and generated \$1.8 billion in expenditures in the City of Abbotsford. Although Abbotsford is a key node for food processing and other agriculture activities, similar activities in other parts of the region, especially Chilliwack, also generate significant expenditures. In 2011, it was estimated that approximately 29% of Chilliwack's economic activity is directly attributed to agriculture (Chilliwack Economic Partners). Statistics Canada's Census of Agriculture for 2011 revealed that agriculture generated over \$150 million in wages and salaries for the Fraser Valley Regional District.

Figure 5: Provincial Gross Farm Receipts (in 000,000s) for Ten Most-Productive BC Regional Districts, 2011

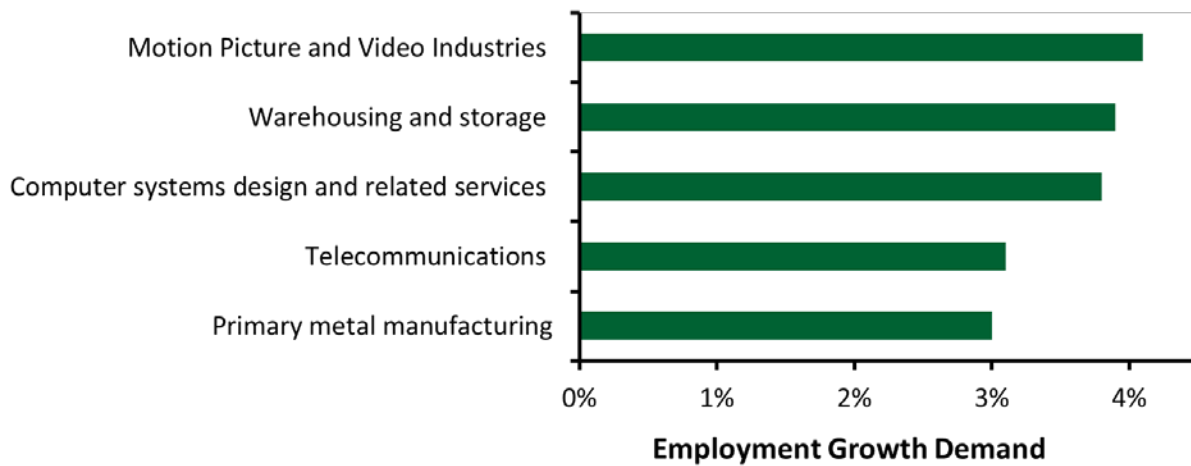


Source: Agriculture in Brief and Agriculture Census 2011 – BC Highlights, BC Ministry of Agriculture; data from Statistics Canada, Census of Agriculture 2011.

There is much more to the Fraser Valley and the lives of its students, however, than just agriculture, as captured in a pair of figures. The Fraser Valley is part of the Lower Mainland, and so our students often look to the industries growing within this broader region when making their career plans. The top five industries in terms of growth in the Lower Mainland, outside of the health industry, are shown in Figure 6. With top growth industries including film and computer systems design, Figure 6 underscores that the opportunities for UFV students extend well beyond agriculture. Over the years, many other industries have become more important sources of jobs than agriculture, as shown in Figure 7, based on 2011 census data. Agriculture, shown in dark green, ranked as only the ninth largest industry in terms of employment in 2011.

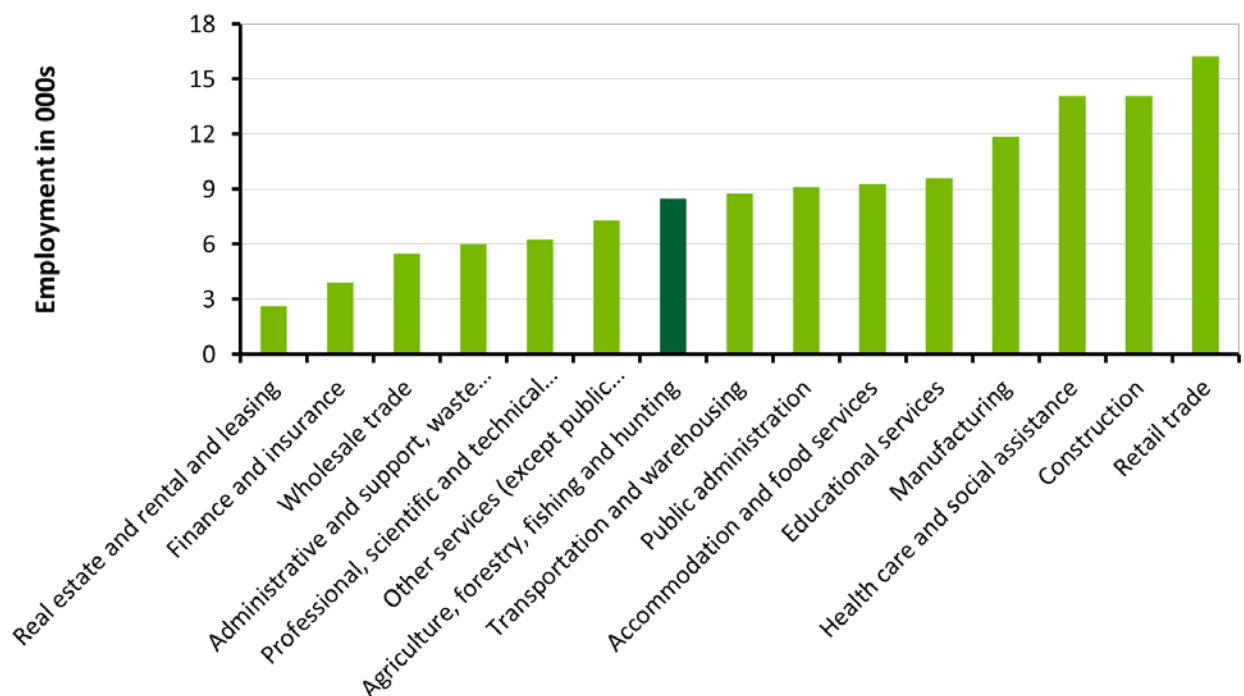


Figure 6 Industries Forecasted to Grow Fastest in Lower Mainland/Southwest Region.



Source: BC 2025 Labour Market Outlook, WorkBC.

Figure 7: Employment in the Fraser Valley Regional District by Industry (in 000s).



Source: Trade and Invest British Columbia, <http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/fraser-valley>, accessed April 6, 2017; data from Statistics Canada, National Household Survey 2011.

1.2.2.1 Broader Trends: Skills and Labour Movement

Looking at the broader provincial context, WorkBC states that BC's economy is "becoming increasingly focused on small business and services, with the service sector providing almost four-fifths of our jobs." More than three quarters of projected new job openings, whether in the service sector or resource development, will require some form of post-secondary training. The University of the Fraser Valley is well poised to continue responding to the changing needs of these labour markets.

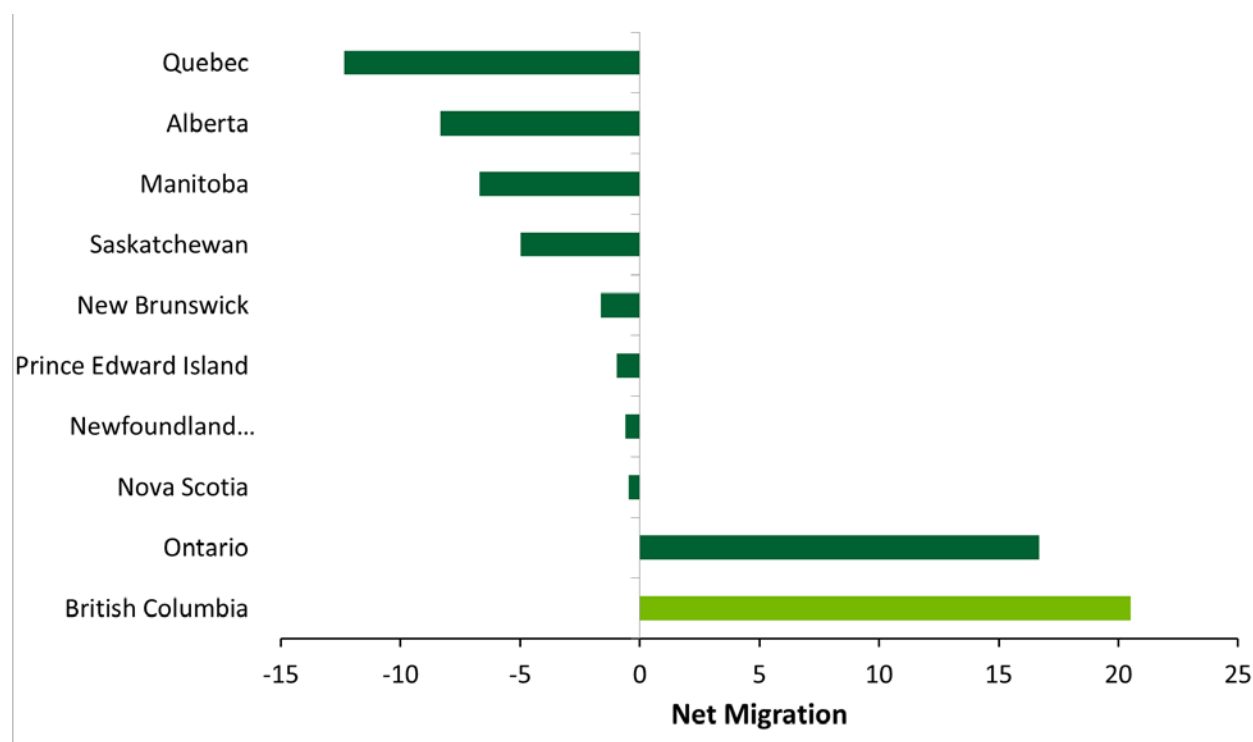
The unique mix of programs hosted at UFV, which includes developmental programs, baccalaureate programs, trades, and continuing education means that students graduating from UFV will be well prepared to find their place in BC's skilled labour market. In addition, through the Skills Gap Plan, UFV and other public post-secondary institutions in BC have been working with the provincial government to review program offerings with a view to the needs of the labour markets of the future, including meeting regional needs, and to fill existing skills gaps that will ensure improved matches between the needs of BC's economy and the skills and abilities of its workers.

Despite low prices for commodities such as natural gas, coal, and copper, B.C. announced its fifth consecutive balanced budget. In its autumn 2016 Provincial Outlook report, the Conference Board of Canada estimated 2016 GDP to rise by 3.4% followed by a more modest 2.4% increase in 2017, which would still be among the top growth rates in Canada. Strengths in finance and real estate, construction, retailing, technology, trade, and film have helped propel the province's diverse economy. Film production has been a particular bright spot as BC continues to be popular with Hollywood production companies because of the low Canadian dollar and a large pool of skilled support and technical workers. Population growth and growth in tourism will also contribute to economic growth in BC

Continued strength in BC's economy is likely to produce a continuation of the net migration of Canadians into BC that the province experienced for most of 2016. Figure 8 presents national interprovincial migration for the last year of available data from Statistics Canada. From the final quarter of 2015 through the third quarter of 2016, BC saw a huge influx of people from other parts of Canada. No other province experienced as heavy an inflow as BC; only Ontario showed any net interprovincial immigration at all. While the forecast increase in Alberta and Saskatchewan's economy may slow the size of the net immigration from other provinces, it seems likely that BC will continue to grow throughout 2017.



Figure 8: Net Interprovincial Migration across Provinces (in 000s), Q4 2015-Q3 2016



Source: Statistics Canada, Table 051-0017, accessed January 06, 2017

1.2.3 Demographics

Summary: Nationally and provincially, the numbers of college-age citizens is currently declining, but projections expect this decline to reverse in the longer term. From roughly 2023 onwards, UFV will face growing demands.

1.2.3.1 Overall National and Provincial Trends

Recent population projections from Statistics Canada indicate that British Columbia's population has the third-highest projected population growth rate in Canada (as of July 1, 2016 population projections from Statistics Canada). Figure 8 shows that by 2036, BC's population will increase by 22.1% from its 2016 level, exceeding the 18% national growth rate for Canada.

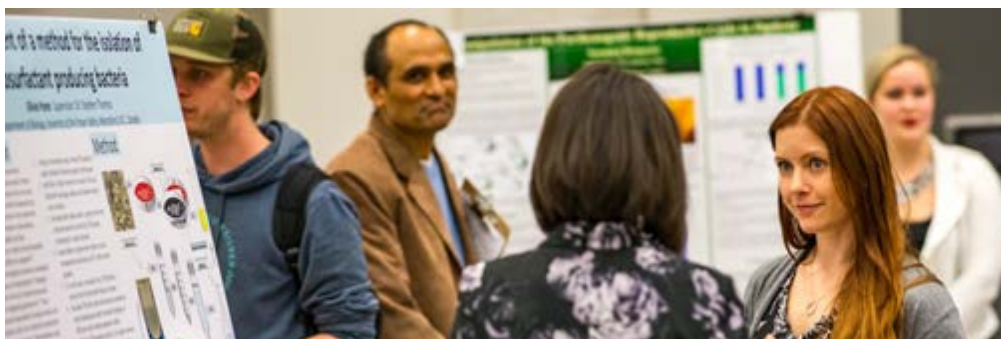
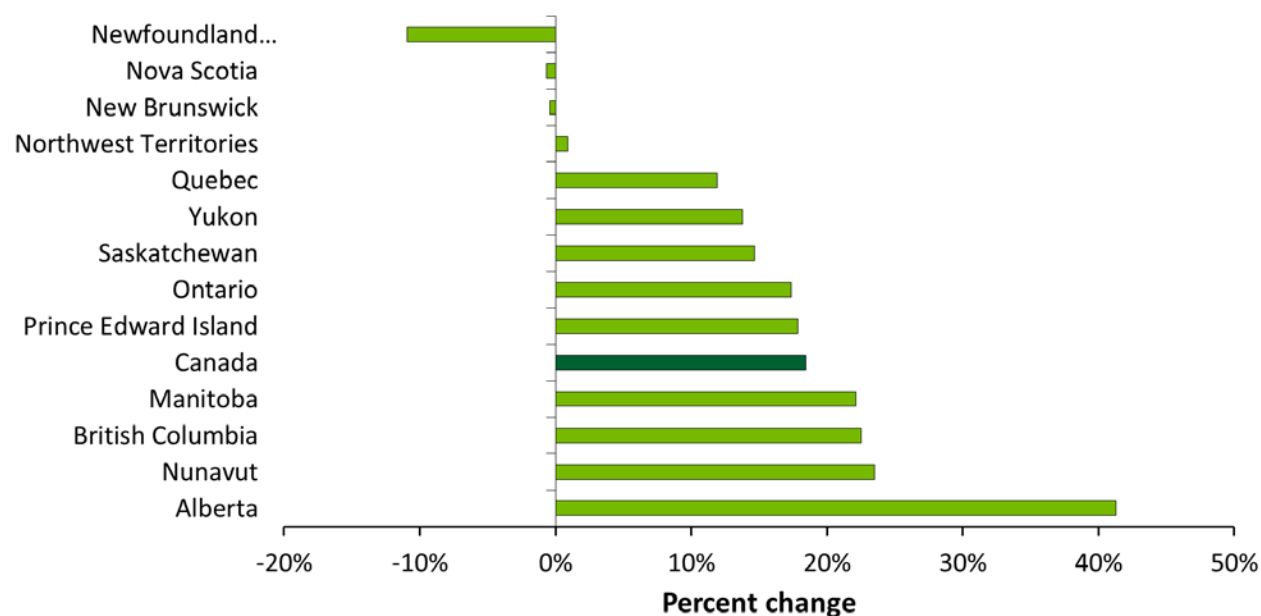


Figure 9: Projected Change in Populations, 2016-2036, as Percentage of 2016 Populations

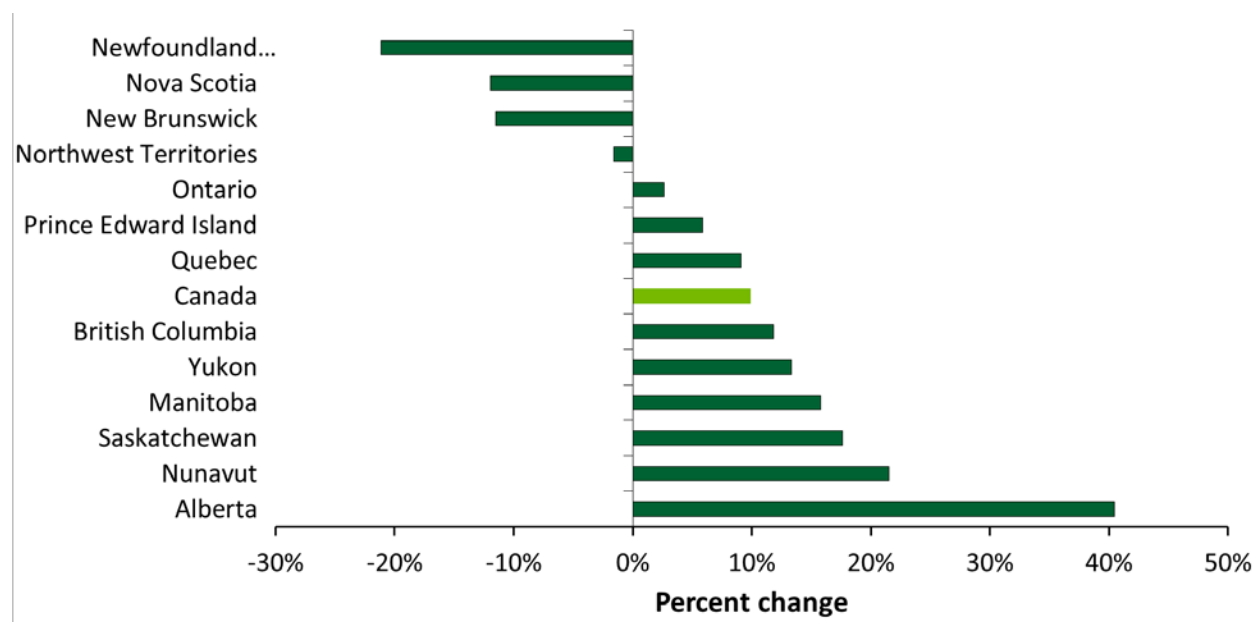


Source: Statistics Canada (CANSIM) Table 0052-0005, accessed 6 Jan. 2017

About two thirds of UFV students are aged 24 or younger; the proportion of FTEs for these students is higher still as younger students tend to take more courses than older students. Figure 10 shows how British Columbia's university-aged population (defined here as 15-24 year olds) will increase 11.8% from 2016 to 2036, above Canada's national projected increase of 10%.



Figure 10: Projected Change in Ages 15-24 Populations, 2016-2036, as % of 2016 Populations



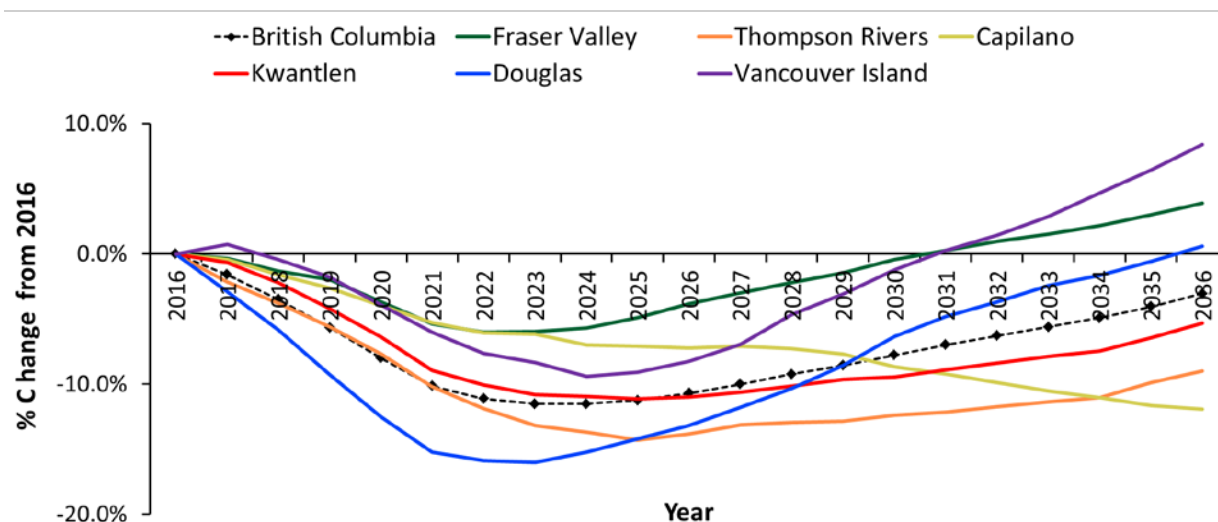
Source: Statistics Canada (CANSIM) Table 0052-0005, accessed 6 Jan. 2017

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

Although the projections for Canada and BC call for an increase in general and college populations during the 2016-2036 time period, this masks more complex growth trajectories. During the initial part of this period, all provinces will see at least a decline in 15-24 year olds, resulting in increased competition for students by Canadian universities. BC is expected to take until 2025 to have the same number of 15-24 year olds as it has in 2016; PEI, Quebec, and Ontario are expected to take 10 or more years to reach the same number of 15-24 year olds as they currently have.

The Fraser Valley college region is expected to show a similar pattern, according to projections by BC Stats. In Figure 11, we see the projected change in population of 15-24 year olds as a percentage of 2016 population for the Fraser Valley and four other college regions served primarily by a teaching university (Capilano, Kwantlen, Vancouver Island and Thompson Rivers), along with the neighbouring college region served by Douglas College. Also shown, in black, is the provincial average. We see that the Fraser Valley college region shows a very similar pattern to that of the province overall, with a sharp decline in the 15-24 year old population from 2016 levels until 2022, when the population begins to increase sharply. Unlike the provincial trends, the Fraser Valley's is characterized more by growth, with a smaller initial decline and an earlier return to growth. This difference reflects the greater overall growth in the Fraser Valley compared to the province.

Figure 11: Projected Ages 15-24 Populations in Select College Regions, 2016-2036, as % of 2016 Population



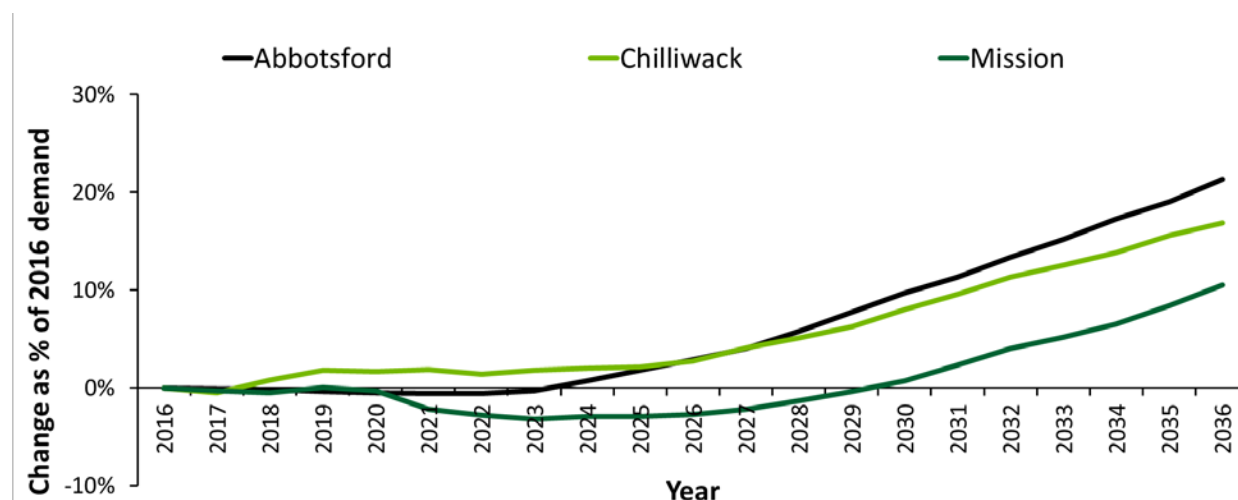
Source: BC Stats P.E.O.P.L.E. database by selected college regions, accessed 12 Dec. 2016

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

1.2.3.3 Campus Demands, Short and Long-Term

Local population projections inform us of educational demands within each campus area, and are important guides for long-term planning and optimal delivery of services. Figure 11 shows the projected change in demand within each major campus catchment area, based on population changes among people 15 to 29 within the catchment area of each campus. The analysis suggests that growth in demand between 2016 and 2036 will be greatest for Abbotsford, followed by Chilliwack, and Mission, with Abbotsford and Chilliwack having very similar levels of growth in demand. Although this gives us an indication about demand for post-secondary education within campus communities, some caution is needed in taking these projections as indicators of demand faced by campuses; an internal report suggests that the main driver behind choice of campus is program rather than location. Programs, of course, can be moved between campuses, and optimal program location is an important aspect of UFV's long-term planning considerations.

Figure 12: Projected Student Demand per UFV Campus from 2016-2036, as a Percentage of 2016 Demand



Source: BC Stats; UFV Fact Books

The recent Rental Market Report for the Abbotsford-Mission Census Metropolitan Area (CMA) produced by the Canada Mortgage and Housing Corporation (CMHC) in the fall of 2016 reveals that the apartment vacancy rental rate in the Abbotsford-Mission CMA has declined even further from last year's already low level. The vacancy rate in October 2016 stood at 0.5% for the Abbotsford-Mission CMA, compared to 0.8% in October of 2015. The supply of bachelor apartments has largely vanished, with the 2016 vacancy rate for these small apartments well-suited to single students dropping to 0.0%. While vacancy rates have declined, the cost of renting in the Abbotsford-Mission CMA increased by 4.9% from last fall.

This is the lowest vacancy rate recorded since 1990 for this area. UFV students contribute to the demand for rental accommodation in areas surrounding its campuses. This decrease in rental availability may present challenges to UFV students in obtaining accommodation. The University of the Fraser Valley and the City of Abbotsford are working together to develop the UDistrict Neighbourhood Plan and UFV Campus Plan, which will help guide future development and growth of the UFV campus and surrounding neighbourhood, including housing, which will help address this issue.

1.2.3.4 Population Diversity

According to National Household Survey statistics, Abbotsford-Mission is the fifth most ethnically diverse Census Metropolitan Area (CMA) in the country, behind only Toronto, Vancouver, Montreal and Calgary. The diversity is enhanced when we consider immigration status, Aboriginal status, and religion. Twenty-five percent of the population of the Abbotsford-Mission CMA identifies as a visible minority according to the 2011 National Household Survey. Within that twenty-five percent, the majority of the visible minority population in Abbotsford-Mission is of South Asian origin, accounting for 75% of visible minorities. The next largest group of visible minorities in Abbotsford-Mission is of Chinese descent, with 5% of the visible minority population.

The diversity in UFV's domestic student population of the University of the Fraser Valley reflects that of its community. This year, the university hosted over 1,250 international students on its Canadian campuses. UFV's campus in Chandigarh, India is an ongoing example of the many linkages between UFV and the world beyond its borders. UFV strives every day to extend a warm welcome to students of any cultural or religious background, and to create an atmosphere in which all students feel at home. UFV is committed to providing a learning environment that is inclusive, welcoming and engaging for all. The university is proud of its success in achieving this goal; evidence for this is seen in UFV's high rating in the categories of Quality of Interactions and Discussions with Diverse Others in the 2016 National Survey of Student Engagement survey.

1.2.3.5 Facing the Challenges of a Multi-Campus University

UFV has locations in four Fraser Valley communities, with campuses in Abbotsford, Chilliwack, and Mission, as well as a centre in Hope that also serves Agassiz, and a presence in Chandigarh, India. During 2016/17, 64% of FTEs (domestic and international) were generated at UFV's main campus in Abbotsford, 21% at the Canada Education Park (CEP) campus, while the remaining 15% were online or at our other campus locations. In a concerted effort to increase student access and support student success, scheduling of courses on each campus is done in a coordinated manner to allow students to take several classes in the same day, on the same campus, in an optimal manner. For those students and faculty that travel between the Abbotsford and Chilliwack campuses, or requiring transportation from Langley to the Abbotsford campus, the Campus Connector shuttle service provides a safe, convenient, and environmentally friendly commuting option. The Campus Connector shuttle service has been operating between the Abbotsford and Chilliwack campuses since the summer of 2013, and from Langley to Abbotsford since the winter of 2015.

The size of the student population and the high utilization on UFV's Abbotsford campus continues to create certain challenges in terms of existing infrastructure. The space utilization rate at the Abbotsford campus is currently 111% and will likely increase in the future if additional instructional space is not developed. Currently, it is difficult to schedule all classes at times that are optimal for students. It is also problematic to block off times without classes to allow faculty to meet since all times need to be used to accommodate student demand. Perhaps most importantly, a common feature of university life is informal meetings and discussions of students and faculty – among themselves or with each other. These interactions typically happen in an empty classroom and, on the Abbotsford campus, empty classrooms do not exist. We are optimistic that there will be further progress towards easing some of the space crunch with the addition of the projects detailed in UFV's Five-Year Capital Plan.



Box 3: Hopping Happy—Glasgow Having a Field Day with Resurrected Hops Industry

Ankle-deep in gummy mud, Sam Glasgow can't help but smile. Hops are back in the Fraser Valley — and Glasgow's leading the way.

"I like producing food that people enjoy," he says, firmly planted between rows of early spring hops. "And these days, especially, it's pretty easy to see people love their beer."

Hop fields are sprouting across the valley and reclaiming land once thick with pickers and poles, thanks to people like Glasgow, a 2014 UFV Agriculture grad turned field manager for Abbotsford's Valley Hops Ltd.

"Hops have been around for a long time here, but a new chapter is definitely firing up."

The recent hops resurrection is fuelled by a craft beer boom that drove the number of BC breweries to about 120 in 2016 from only 50 a few years earlier (an increase of 140%). Rising demand and challenging climate issues created concerns for a global hops shortage in 2016.

People like Glasgow are taking action to meet the increased demand.

"It takes a lot of work and resources," he says. "Hops are pigs for water. They want it running past their roots and drink it all day, but don't want to sit in a puddle. They're kind of picky, I guess."



Glasgow started studying at UFV with plans to be an English major, but lost interest in his original goal of teaching. Having worked in blueberry fields as a teenager, he changed paths.

"Education is important, but feeding people is also really important," he says. "You've got to be able to live before you can learn, so I switched over to Agriculture. UFV's program was touted as one of the more hands-on programs. It was close to home, which was nice. I could

keep a job and go to school so I didn't fall into any debt issues. I also learned how connected the instructors were with industry professionals. And now that I'm in the industry, it's even more obvious."

While at UFV, Glasgow worked as a tree planter and research assistant with the provincial Ministry of Agriculture. After graduating and a short stint selling nursery pots to greenhouses he headed back to hops, becoming a founding board member of the BC Hop Growers Association, a non-profit association supporting hop farmers and bringing industry issues to government attention.

Glasgow's UFV instructors left a lasting impression: don't memorize information that changes.

"The most important thing I learned from the instructors at UFV was to be an autodidact [self-taught, lifelong learner]. How to learn, how to search, how to be skeptical, how to keep working to get the answers you need."

Glasgow wants to be a big part of BC's hop future, and already has plans to incorporate some tree planting and fruit harvesting practices into his fields.

"We need to make sure our product meets the high standards breweries have come to expect. A lot of people count on hop producers and at the end of the day that's what I'm looking for," he says.

Another smile sneaks through his thick copper beard.

"Well ... that and maybe a beer."

1.2.4 Students

A total of 14,584 students attended UFV in 2016/17: 13,034 domestic students, 1,277 international students, and 273 students in Chandigarh. Total headcount increased from last year by 2%, with increases in both domestic and international students. This marks the first increase in headcount in two years, and the first increase in domestic headcount in the last six years. The increase in domestic headcount is driven by an increase in part-time students, discussed below, while the increased total headcount is also augmented by an increase in the number of international students. The male to female ratio is 43:57, while students aged 18 to 24 make up the largest percentage of the student body at 61%; 30% of students are 25 and older, with 9% of student under 18.

Bachelor's Degree students make up the largest portion and their share continues to increase each year. From 2011/12 to 2016/17, the bachelor student headcount increased by 20% and their share rose from 32.9% to 41.1%. The portion of diploma students has fallen from 32.5% to 28.2% over the same time period. The university continues to see increasing numbers of students in academic programs and fewer students in preparatory programs. Figure 13 illustrates these trends; showing student headcount by credential type as both raw count and percent share over the last six years.

Figure 13: Student Headcount by Credential Type, as Raw Count (Vertical Bars) and Percentage (Lines), 2011/12 to 2016/17

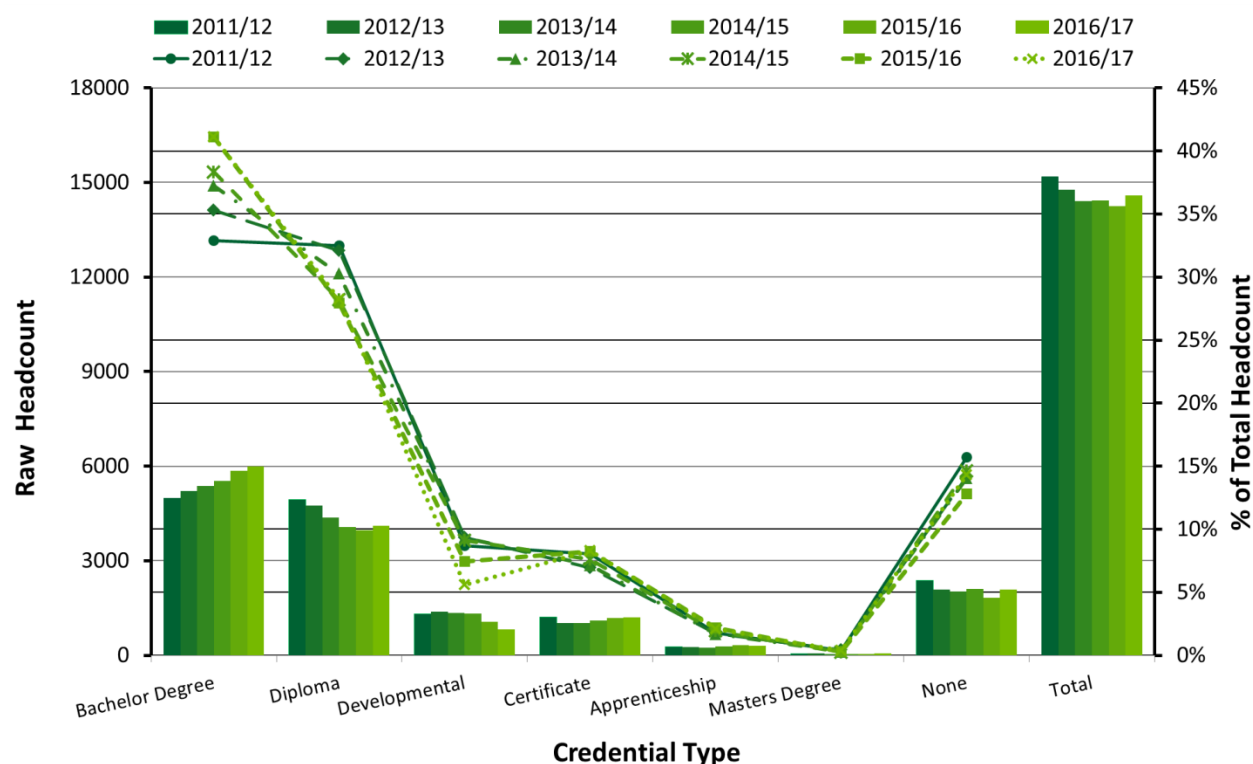


Figure 14 shows that the proportion of students attending UFV full time (defined as taking three or more courses in a semester) has decreased slightly for the first time in the last six years, from 50% in 2015/16 to 49% in 2016/17. While the absolute numbers of full-time students decreased only slightly—dropping by 28 students, from 7,135 to 7,107, a decrease of 0.4%—the decrease in the proportion of full-time students is largely due to a substantial *increase* in the number of part-time students. The headcount for part-time students increased by 365, from 7,112 in 2015/16 to 7,477 in 2016/17, an increase of 5.1%.

Figure 14: Students by Full-time or Part-time Status

Student Type	Year					
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Full Time	46%	46%	47%	49%	50%	49%
Part Time	54%	54%	53%	51%	50%	51%

Fall and winter are the most popular semesters, making up just over 84% of instructional activity. Figure 15 shows slight shifts in the distribution of instructional activity across semesters for 2016/17 as compared to 2015/16: summer instructional activity share fell from 16.8% to 15.7%, a decline of 6.1% while winter saw an increase of 2.7%. This marks the

second year in a row the share of summer students has decreased and winter share increased, with last year's changes being more modest than this year's changes.

Figure 15: Registration Shares by Semester

Semester	Year					
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Summer	12.4%	11.2%	16.7%	17.8%	16.8%	15.7%
Fall	44.5%	45.0%	43.5%	42.9%	43.4%	43.4%
Winter	43.1%	43.9%	39.8%	39.3%	39.8%	40.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100%

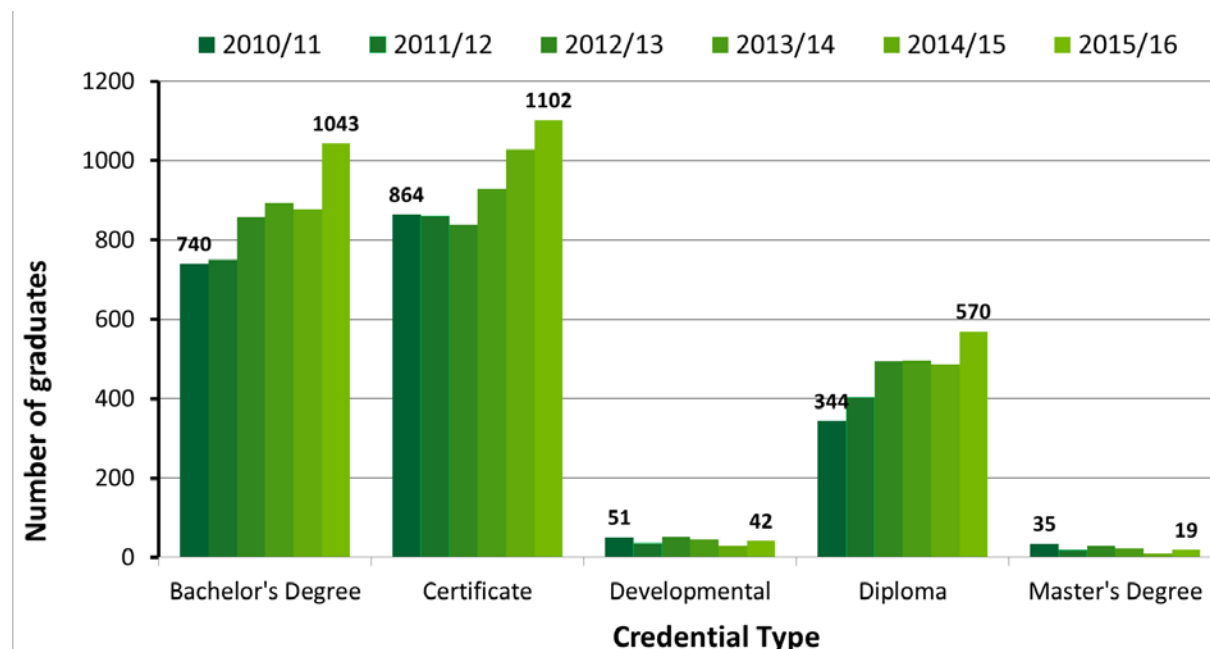


Graduates of the Graphic and Digital Design program showcase their work at the year-end show in May 2017.

The number of credentials awarded at UFV continues to increase, rising from 2,034 in 2010/11 to 2,776 in 2015/16, an increase of 36.5%. As Figure 16 shows, the number of bachelor-degree graduates increased in 2015/16 compared to 2014/15, growing by 19%, as did all credential types. Over the last six years, awards of bachelor degrees, certificates and diplomas have largely increased year over year. The number of bachelor degrees conferred has increased by 41% from 2010/11 to 2015/16, while the numbers of certificates awarded have increased by 28% and diplomas by 66% in the same time frame. Graduates of developmental programs, however, have largely decreased over the last six years, going from 51 in 2010/11 to 42 in 2015/16, a decline of 18%. The small number of master-degree

students means that the numbers of conferred degrees fluctuate substantially from year to year, ranging from 19 to 35.

Figure 16: Credentials Conferred by Credential Type across Academic Year, 2010/11 to 2015/16



For the 2016/17 fiscal year, there were 637 students who self-identified at UFV as Aboriginal, while the self-identified Aboriginal student headcount is characterized by a female to male ratio of just over 2:1 (69:31).

Some 64.8% of UFV students live in Abbotsford or cities to the west of Abbotsford such as Langley, Mission, Surrey and Maple Ridge, while 22.2% live in cities to the east of Abbotsford such as Chilliwack, Hope, and Agassiz. Some 10.6% of UFV students are international, including students attending our Chandigarh campus. The most popular countries of origin for (non-Chandigarh) international students are India (638), China (419), South Korea (33) and Saudi Arabia (33). India became the largest contributor to UFV's international student population for the first time in 2016/17; previously, the greatest number of international students had come from China.

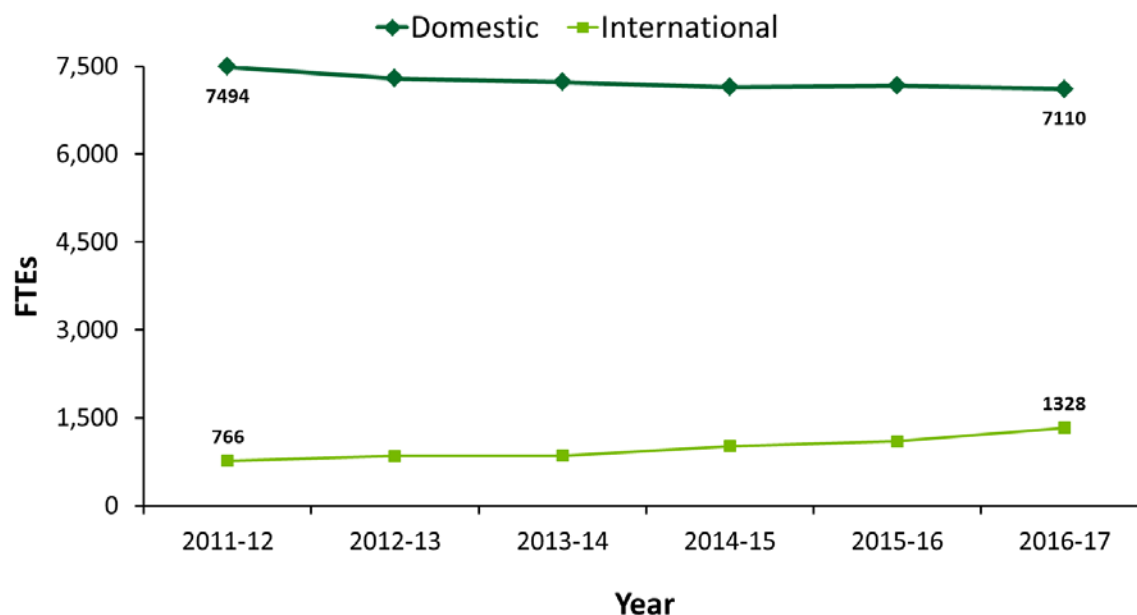
In 2016/17, UFV produced a total of 8,439 FTEs comprised of 7,110 domestic, 1,016 international and 312 Chandigarh FTEs. UFV again saw slight declines in the number of domestic student FTEs, which declined by 60. However, the domestic student headcount increased by 135 compared to 2015/16, with, as discussed above, the increase in domestic headcount coming from part-time students.

Since the peak of 2011/12, UFV has seen a decline in the number of domestic FTEs each year. As seen in Figure 17, domestic Advanced Education base-funded FTEs have gone from 7,014 in 2011/12 to 6,514 in 2016/17, a decline of 500 FTEs, and an accompanying decline in utilization. This total does not include trades training FTEs funded through the Industry Training Authority. There are several reasons why UFV has experienced a decline in

domestic FTEs. One, there have been changes in funding for developmental programming and we have seen a decline in developmental FTEs as a result. Second, we have seen a shifting of funding for some trades FTEs from the Ministry of Advanced Education to the Industry Training Authority. Third, since UFV attained university status in 2008, UFV has seen a relative increase in the number of students enrolled in upper level (3rd and 4th year) courses. In 2011/12, 25.3% of FTEs were upper-level while in 2015/16 this rose to 29%. Class sizes in upper-level courses are, on average, smaller than those in lower-level classes. Finally, there is a decline in the number of grade 12 high-school students in the Fraser Valley; it declines by 17.9% from 2010 to its low in 2018, before it begins to increase in 2019.

Over this same time period, we continue to see increases in the number of international FTEs. This year we have also seen significant growth at our Chandigarh campus, with an increase in FTEs of 59% over last year. Figure 17 illustrates total domestic and international FTEs over the last five years.

Figure 17: Total Domestic and International FTEs, 2011/12 FY to 2016/17 FY



Vimy Ridge memorial, Abbotsford campus



Box 4: Applying a Little Physics—Engineering Mechatronics Option Adds Experiential Learning to Science Program

The senior physics lab at UFV is bursting with energy on a Monday afternoon. It's team time. There's no formal lecture taking place: this is the time when the students in the Engineering Physics in Mechatronics program work on their group projects.

One team of four students is working on a quad-copter, built from scratch in the hopes that this baby will fly someday soon. For now it's bolted to a support, because one small tilt could ruin months of work.

Team member Perrin Waldock is stoked by the hands-on nature of the project.

"It's really cool watching stuff actually happen and being involved in it from the beginning," he says. "It's one thing to be looking at equations on a board, and it's way cooler to plug in a motor of something that you're involved in building and see it do what you want it to do. I had done programming before, but never with motors. That's the best part — applying the physics we've learned. The worst part is the frustration when you put hard work into something and things don't work out anyway."

As he and Dennis Schimann work on the copter itself, teammate Nikola Trotsuk works on the controller and Alex Vogt works on ultrasonic sensors for obstacle avoidance.

"If the quad-copter gets too close to objects, this will tell it to stop," he notes.

These physics students working on real-life challenges, complete with nuts, bolts, circuitry, joysticks and electronic transmitters, represent a concerted effort by the UFV Physics department to add an applied component to its menu.



"We found that we were doing a very good job of graduating physics majors, but most were in the theoretical physics realm — they tend to do very well and go on to either graduate studies or teaching careers," notes Dr. Tim Cooper, a physics professor who guided the development of the program. "But we weren't offering enough for students who wanted to

go apply their physics knowledge to industrial workplaces. We wanted to give them more hands-on skills.”

The solution? An Engineering Physics diploma in Mechatronics, a two-year credential that can be taken on its own after one year of physics and math prerequisites, or blended in with a UFV Bachelor of Science in Physics degree.

For four semesters, students in the program combine physics with computing, engineering, and electronics courses. For some of their courses, they use the electronics and prototyping labs in the UFV Trades and Technology Centre, forging new connections between trades and science.

It all culminates in a capstone project where students apply what they’ve learned to an industrial-type project.

The capstone projects for the inaugural class have included:

- an automatic honey extraction system for a commercial honey operation
- a laser alignment system for medical linear accelerators at the BC Cancer Agency
- a robotic arm
- an automated sorting system that could tell one colour of Smarties candy from another
- a greenhouse monitoring system that would turn fans on when sensors detected too much humidity.

For some, the capstone project led directly to employment. Cameron Appeldoorn and Brandon Van Vangenderen, for instance, are now working for the BC Cancer Agency, refining the testing device for medical linear accelerators.

1.2.5 Research

UFV has a strong reputation in the applied approach to research and continues to have a significant track record in its relevance for undergraduate education, its involvement and engagement of students, and the priority given to research that supports regional development as per UFV’s strategic goals. Research is integral to the work of the university, particularly the integration of research and teaching into faculty work. Every year there is growth in the number of research requests and in the collaborative work done by faculty and students who come to the Research Office to seek information and support for their research initiatives. Assistance comprising both monetary and non-monetary support is provided in various ways. Students’ education experience is enriched through funding for research assistant positions and support for undergraduate students who are invited to present at conferences. Assistance is provided for faculty and students in preparing their grant applications and proposals as well as the management and administration of successful grants. Faculty receive guidance in developing their research programs, with applications for internal funding, and with applications for sabbatical.

Teaching, research, scholarship, and service to the community are essential and interrelated elements of UFV’s mandate. Research supports teaching, learning, and skill development, and is important in knowledge translation and community engagement for both students and faculty. Some benefits of research are non-material and immeasurable.

Students gain confidence in research, gain social and intellectual skills by working with a research group, and often gain skills that may lead to their further education in masters or professional programs. The focus on students as researchers and as research assistants is part of our commitment to the strategic goal to provide the best undergraduate education in Canada.

Faculty are engaged in a wide variety of research programs aimed at addressing regional issues, many of which also have applications at national and international levels. UFV promotes the integration of teaching and research by multiplying the opportunities for students to be involved in inquiry-based learning. Students' involvement in research projects occurs as part of their course curricula, as funded research assistants to faculty through grants and UFV's research assistance program, as members of community research teams, and as supported conference presenters. Opportunities are provided for undergraduate students to gain valuable presentation experience in showcasing their projects through events such as Student Research Day. Student Research Day provides opportunities for students to present a microlecture or a research poster.

UFV faculty and students are committed to conducting research of the highest quality, meeting or exceeding scientific and professional standards. They are actively involved in various types of research, scholarly activity, and other creative endeavors across numerous disciplines. The university supports individual and collective research in all of its program areas and strongly encourages multi-disciplinary research, particularly through its centres and institutes. UFV has a Human Research Ethics Board, an Animal Care Committee, Biosafety and Biohazard officers in place to ensure research projects and labs meet strict national compliance requirements.

UFV's Strategic Research Plan for 2016-2020 was approved in 2016. The plan aligns with the university's overall strategic goals. The research plan identifies strategic actions to develop several research programs in depth, rather than commit to a wide range of activities that do not produce sustainable research. Research enriches the learning experience of our students and UFV strives to create as many opportunities as possible for them to be actively involved in research. Undergraduate students benefit from a research experience in advancing their skills and providing invaluable experience that often leads to their admission to graduate programs. The Research Plan identifies interdisciplinary possibilities for each of the research strategic priorities, whereby diverse groups of faculty and students may work together.

UFV remains committed to working in partnership with the private and public sectors for an improved quality of life through research in social, environmental, health, science, and educational disciplines.

UFV's research centers and institutes include the Agriculture Centre of Excellence, The Centre for Food and Farmland Innovation, the Centre for Global Development, the Centre for Social Research, the Centre for Education and Research on Aging, the Centre for Public Safety and Criminal Justice Research, and the South Asian Studies Institute. The Luminescence Dating Lab is the only such lab in western Canada. The Agriculture Centre of Excellence continues to be fully engaged with industry, faculty, and community, with a focus on working collaboratively on education, training, and research.

The Canada Research Chair in Food Security and the Environment, Lenore Newman, continues to conduct research, including a number of collaborative projects with the

community. The Canada Research Chair in Aboriginal Studies, Hugh Brody, continues the dissemination of his films regarding the results of his research on the land claim in the Southern Kalahari. A Canada Research Chair, Cindy Jardine, begins her work at UFV in May 2017. She has been engaged in health promotion: diabetes, obesity, and suicide prevention in two rural First Nations Communities, and two Métis communities in Canada.

UFV is actively engaged with faculty in securing Tri-Council Research grants from SSHRC and NSERC. This year, we were granted eligibility status for CIHR. We were successful in 2016 and 2017 to receive significant grants from CIHR and NSERC. Competition for government and council funding for research is increasingly competitive and more difficult to obtain for small universities. Several groups have lobbied the Tri-Councils, with the hopes that there will be some specific consideration for the small and medium sized universities. The university, along with the research office, is continually exploring possible external funding sources in industry and in the community, with some success, while building a strong reputation for relevant, applied research.

1.2.6 Quality Assurance

1.2.6.1 Program Review

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

1.2.6.2 Program Development

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

Box 5: Building Resiliency by Connecting Aboriginal Youth to Place

We step into the forest near Bridal Falls outside of Chilliwack and the trappings of modern-day life slip away. There's just us, the mist, the cedar, the ferns, and the birds and animals quietly observing.

Our mission? Finding food and medicine in the forest to gather and harvest, along with a path towards healthier communities.

Our guides, from the Seabird Island Band, are right at home on the land. Jonny Williams, a youth and cultural worker leading our adventure, immediately harvests licorice root, an all-natural breath freshener.

And Istvan Thomas, 17, has brought along a sample of Devil's Club from home. Once he finds some, it's suddenly obvious that it's all around us. He and the others start to strip away the outer layer, harvesting the stem for a myriad of medicinal purposes.

Seabird Elder Andy Louie offers his observations. He didn't always know about Aboriginal traditions; residential school and being orphaned early cut him off from his language and his culture. But by attending the sweatlodge and taking part in other cultural activities, he has become more aware of the Stó:lō ways.



"All people used to have knowledge of the land, but most have lost it," he notes. "When you wake up in the night with a jolt sometimes, you are feeling some of it returning to you. We need this knowledge more than ever. Modern food is spreading bad health and cancer. We need to know how to eat from our land again."

This isn't just any walk in the woods. The excursion, and ones like it offered weekly to Seabird youth, is a conscious effort to connect the youth to the land, to give them a sense of place in the world, and the resiliency that comes from being grounded in culture, community, and place.

And, it is part of a major research project in which the University of the Fraser Valley is a partner. Fraser Health, UFV, Seabird Island Band, and Stó:lō Nation have received a \$99,000 grant from the Canadian Institute for Health Research (CIHR) Pathways to Health Equity for Aboriginal Peoples initiative.

The project is developing and piloting a youth resiliency strategy with a goal of protecting youth from suicide before they even start down the path to considering it. It's a serious concern. In 2012 there were seven suicides among Stó:lō youth in a six-month period. And there have been more since.

"This project is special because the traditional approach to suicide prevention has been to put funding into addressing the problem once it has entered a stage of urgency. We are investigating this question: what if we put funding and energy up front, in promoting health and wellness, so there's less need for crisis intervention, and indeed less crisis, in the future?" says Dr. Adrienne Chan, UFV's Associate Vice President of Research.

The goal of the research is to examine lessons learned and results gleaned through the project so that the resiliency strategy can be adapted for other Aboriginal communities. The project draws on Indigenous ways of knowing as they are lived in Seabird Island community.

Time, research, and analysis will tell if the goal of reducing youth suicide is reached. But on this walk, it's easy to see that encouraging youth to connect with their land is an act of healing and empowerment.

Maureen and Mark Evered survey the sign that will grace the newly named Evered Hall, in the Student Union Building on the Abbotsford campus. The honour was bestowed by the UFV Student Union Society. Dr. Evered retired after eight years of serving UFV as President and Vice-Chancellor.



2. Performance Plan

2.1 Goals and Objectives

2.1.1 Planning at UFV

The planning process at the university involves several steps. The foundation of all planning is UFV's Strategic Plan. The Education Plan is the next level of planning; UFV's current plan will be in place through 2020. All planning at UFV is built on top of, and refers back to, these foundational plans to ensure that later plans, such as the Strategic Enrolment Management Plan 2014-2019, are consistent with the university's goals, vision and mission.

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

2.1.2 Alignment of UFV Goals and Objectives with Ministry Goals and System Objectives

UFV's Strategic Plan lists the three overarching goals of the university. For each goal there are associated objectives and strategies, which are in alignment with the Ministry's Service Plan and UFV's Mandate Letter. In the tables that follow, we show how UFV's goals are aligned with the Ministry's goals in the Service Plan and the System Objectives in the Accountability Framework Standards Manual and Guidelines, as well as UFV and System Performance measures for each goal that are used for assessment. For each goal, we include a sampling of related activities or initiatives undertaken. There is of course, considerable overlap between the categories and performance measures, but the mapping provides an overview of the alignment between the university's goals and those of the government, and a summary of assessment measures.



Figure 18: Alignment of UFV's First Goal with System Objectives and Service Plan Goals, and Relevant Performance Measures

UFV Goal 1	<i>The University of the Fraser Valley will provide the best undergraduate education in Canada</i>	
System Objectives & Service Plan Goals	<i>System Objectives</i> Quality, Access, and Relevance	
	<i>Ministry Service Plan Goal 1</i> Students are supported to achieve their education, employment and training goals	
	<i>Ministry Service Plan Goal 2</i> Maintain a quality post-secondary education system that provides BC with a global competitive advantage	
Performance Measures	<i>UFV measures</i>	<i>System measures</i>
	• Annual Skills Gap Plans • National Survey of Student Engagement • Faculty Survey of Student Engagement • Canadian University Survey Consortium • Globe and Mail Canadian University Report • Strategic Enrolment Management (SEM) Plan • Institutional Learning Outcomes (ILOs) • Faculty evaluation	• Aboriginal student spaces • Credentials awarded to Aboriginal students • Transition rate of high-school students to public post-secondary education • Participation rate • Loan repayment as a percent of income • Student outcome measures • Unemployment Rate



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

- UFV's current academic program mix reflects the diverse interests and needs of students and the community. The training and education students receive at UFV gives them a foundation from which to launch their careers. UFV offers trades, career, and professional programs, programs that provide access and possibilities for students to continue their education and training (e.g., adult basic education, literacy and essential skills), as well as traditional university programs in areas such as arts, sciences, and business.
- UFV's newly graduated students took a moment in the spotlight to celebrate their achievement at last June's convocation ceremony. Over 2,300 students earned more than 2,800 credentials.
- UFV is offering six new program options beginning in 2017:
 - Bachelor of Agricultural Science, Horticulture (Major)
 - Bachelor of Arts, Indigenous Studies (Major and Minor)
 - Bachelor of Education
 - Bachelor of Media Arts
 - Bachelor of Arts, Theatre (Major)
 - Bachelor of Arts, Peace and Conflict Studies (Major and Minor)

Instruction started in the Winter 2017 term for all but the Indigenous Studies and Media Arts programs. Instruction is expected to begin Fall 2017 for the Indigenous Studies major, and Winter 2018 for the Media Arts program.

- The university also received approval to begin offering a new Minor in Applied Statistics starting Fall 2017.
- Co-operative education (Co-op) programs in three areas of study at UFV are now nationally accredited by the Canadian Association for Co-operative Education (CAFCE). The co-operative education programs in Arts, Professional Studies, and Science at UFV all attained this accreditation in 2016.
- Co-operative education opens a hidden labour market to those students registered in the program. In 2016/17, total enrolment in UFV co-operative education programs was 223 including 33 international students.
- UFV supports the transferability of both international and domestic education credentials. These transfer agreements facilitate student mobility both among Canadian universities, and to and from universities abroad. UFV's five-year Strategic Enrolment Management Plan sets goals of increasing transfers to UFV from other universities and articulating at least one new block transfer agreement each year through 2019.
- UFV and seven other universities had their employer outreach efforts boosted with a \$75,000 grant from the Ministry; the money also serves to raise public awareness of the benefits of co-op programs, particularly among students and employers. Co-op programs are offered in many tech industries, and thus the additional funds will further UFV's efforts to align its practices with the #BCTECH Strategy.
- UFV has added a new facility to its campus in Chandigarh, India. The modern building will host students in the Bachelor of Business Administration and Bachelor of Computer

Information Systems programs. The building will provide much needed space to accommodate the growing demand for UFV's programs in India.

- The university expanded its graduate offerings with a new graduate certificate in program evaluation.
- Dr. Lenore Newman has eaten her way across Canada. She and her appetite have traveled more than 40,000 km on a five-year quest to explore Canadian cuisine. The result is a new book, *Speaking in Cod Tongues*, which launched this winter. In it, Newman asserts that what makes Canadian food culture unique is our love of wild food like salmon and berries, our sustained respect for seasonality, and our enthusiasm for adapting and integrating foods from other countries. Newman holds the Canada Research Chair in Food Security and the Environment at UFV and is a faculty member in Geography and the Environment. Her research has focused on several aspects of food security, including the tensions between agriculture and suburban growth in "agriburban" areas such as the Fraser Valley.
- The impending retirement of President and Vice-Chancellor Mark Evered at the end of June has triggered a search for his replacement. The search has been ongoing for much of the last year, with the Board of Governors appointing Jackie Hogan as an interim President and Vice-Chancellor to allow the search to continue while guaranteeing the smooth administration of the school. Prior to her appointment, Ms. Hogan served as UFV's Chief Financial Officer and Vice-President Administration.
- UFV's decade of success in Chandigarh, India was celebrated with a 10th anniversary gala inside the Student Union Building at the university's Abbotsford campus last summer. Staff, students, and supporters joined President Mark Evered in honouring Chandigarh's continued success as the only Canadian university campus in India.
- The Centre for Indo-Canadian Studies in Abbotsford also celebrating its 10th anniversary, taking on a new name—the South Asian Studies Institute (SASI)—and a wider mandate of study. "As we enter our second decade, we felt it was important for our identity to reflect the broader field of South Asian studies," explained SASI director Satwinder Bains. "This will result in increased opportunities for UFV faculty and students to connect and collaborate with partner institutions and projects throughout South Asia."
- Students with disabilities are offered an 8-month Workplace Training in the Attitudes, Skills and Knowledge certificate program.
- Supported Learning Groups (SLGs), a supplemental peer instruction program, are available in courses in which students have historically experienced difficulty.
- The UFV Library is committed to providing library services for patrons with disabilities. The Abbotsford campus library is wheelchair accessible, with ramped entrances, automatic doors, a gateless entryway, and elevator access to the second floor. Arrangements can be made for textbooks and other resources to be provided in alternative format, such as audio-taped books, digital audio, braille, or large print.
- The university is working on developing a new graduate degree, a Master of Science in Integrated Science and Technology. UFV Senate has also recommended two new bachelor's degree programs related to environmental studies, a Bachelor of Environmental Studies and a Bachelor of Environmental Studies (Natural Sciences).

- The UFV Upgrading and University Preparation program assists in achieving adult basic education (ABE) through four levels of courses: Fundamental, Intermediate, Advanced and Provincial. It also offers a BC Adult Graduation Diploma. Courses within the ABE program are offered during all three semesters across campuses in Abbotsford, Chilliwack, Mission, and Hope. To ensure access, courses are scheduled at various times; in face-to-face, hybrid, and fully-online formats; and at on-campus and off-campus locations.
- The first cohort of the Engineering Physics diploma program crossed the stage at the June 2016 convocation, many of whom also completed the BSc in Physics degree. There were nine students completing the diploma which provided excellent applied research opportunities with regional partners, including the Cancer Centre and agricultural industries.
- David Johnston joined UFV as Registrar, bringing a wealth of experience to the position. Johnston has held similar positions at the University of Calgary, Simon Fraser University and University of California, Davis. Johnston was drawn to UFV because of the institution's focused teaching and learning approach, and commitment to supporting student success.
- UFV's Student Life Volunteer to Work program provides opportunities for students to gain work experience through volunteer activities. Students are able to volunteer in a variety of different settings, with examples of volunteering for charitable organizations such as the Heart and Stroke Foundation, The Canucks Autism Networks, Meals on Wheels, Chilliwack Crime Prevention Services, and The Salvation Army Centre of Hope.
- UFV received \$2M in funding from the Provincial government for the renovation of Science labs. This is a much needed upgrade to find space efficiency to accommodate the increasing science lab demands and to implement the new Bachelor of Agricultural Science degree which began in winter 2017.
- Priority Access to Student Supports (PASS) is an online service that enables faculty to identify and assist those students who are at risk of falling behind. Rather than simply hoping that students in difficulty will seek help, instructors are able to refer students for timely and targeted support from Student Services or others within the institution. The system provides early intervention so small problems do not turn into large ones.
- UFV's Roger Friesen was cheering from the sidelines when Canada's women's pursuit cycling team won a bronze medal in the 2016 Summer Olympics. Friesen combines his teaching duties as an associate professor of kinesiology at the University of the Fraser Valley with a thriving career as a performance psychology consultant, helping athletes hone their mental game. Friesen has been working with road, track, and BMX athletes from the Canadian national cycling team for past four years as they prepped for the Rio Games.
- On Nov 16, the Kinesiology Student Association organized the third annual Kinesiology Day, bringing together students, faculty, staff and alumni to explore various aspects of the field of kinesiology. Kinesiology Day kicked off with a panel of alumni speakers, each representing a range of health-related careers for students to learn about.
- Academic advisors are working to stay current with the BC Jobs Plan and Skills for Jobs Blueprint so as to best advise students on new opportunities. As new fields emerge and

economic realities change within the BC economy, we know that our students will graduate into a labour market that differs from the one today. UFV's academic advisors work closely with students to ensure that their educational plan is designed to develop their skills in a way that will help them to successfully transition into the workforce; these students will help meet the growing demand for skilled workers across the province.

- The Employer Engagement program is a School of Business initiative that helps business students get in contact with industry professionals before graduation. In addition to planning tours, the program also supports activities such as hosting networking events, connecting with companies in the community, and organizing events that give students the opportunity to explore careers before graduating.
- Derek Harnett's research explores things we can't see and that might not exist. And it's vital. A world-recognized expert in quantum chromodynamics (QCD) sum-rule methods, Harnett's work isn't easily understood by the layperson, but it's heralded within the physics community. His research—fuelled by insatiable curiosity and funded by the Natural Sciences and Engineering Research Council of Canada—paved his way to receiving UFV's 2016 Research Excellence Award.
- Educational Technology Services (ETS) is a centre for UFV faculty, staff, and students which offers a variety of easily accessible educational technologies and equipment for producing and enhancing classroom presentations and course assignments. ETS also supports UFV's television channel that is ready for UFV clubs, associations, and departmental announcements.
- The research by UFV alum Jeremy Wagner and current student Lisa Harrington on food shortages in urban centres in Kenya and other East African cities led them to break bread with powerful people. They attended a dinner in June 2016 at Rideau Hall in Ottawa as Queen Elizabeth II Diamond Jubilee Scholars (QES). Dinner was hosted by Canada's Governor General, David Johnston, and was attended by former Prime Minister Jean Chretien. Jeremy holds a Bachelor of Arts degree in Political Science from UFV while Lisa is a current Bachelor of Social Work student. The duo's research is funded by the QES program and Global Affairs Canada in partnership with the Aga Khan University and the Aga Khan Foundation.
- The Government of Canada publishes data on repayment rates for Canada Student Loans. University of the Fraser Valley students had a repayment rate of 91.9% in 2016. This compares with repayment rates of 91.1% at Thompson Rivers University, 90.3% at Vancouver Island University and 94.8% at SFU.
- Students can find academic support at UFV Mathematics and Statistics Centres, found on both the Abbotsford and Chilliwack campuses. Math Centre Assistants, Mathematics and Statistics faculty, and student monitors are available to help students with problems; offering individualized attention to provide students that extra insight they might need to improve and solidify their skills and understanding.
- The Bachelor of Arts degree has undergone substantive revision to help students recognize the applied value of their education, and articulate their skills in ways that employers will understand. The changes include a focus on civic and intercultural engagement as well as the development of an ePortfolio to highlight the BA's

fundamental worth to employers, graduate studies programs, work-study applications, and other post-BA programs and activities. UFV is the first university in BC to adapt the Bachelor of Arts degree in these significant and relevant ways.

- UFV alumnus and Chief Constable of the West Vancouver Police Department, Len Goerke, became a Member of the Order of Merit of the Police Forces in the fall of 2016. Goerke is currently a member of the UFV Board of Governors, and has served as a sessional faculty member in the UFV School of Criminology and Criminal Justice.
- UFV's Lifesaver campaign kicked off with an impassioned campaign by UFV student Randi Seguin. Now a student with a GPA of 3.81, she shared her story of coming from foster care and an abusive upbringing to working towards a career in social work and youth probation, in part because of the kind of financial support the Lifesaver program provides. The program provides emergency funding for students in crisis.
- Gary Bass, winner of UFV's 2016 Distinguished Alumni award was a high-level, mid-career RCMP leader in his fifties when he attended the University of the Fraser Valley as part of the first cohort of UFV's Master of Arts in Criminal Justice, graduating in 2007. Before retiring from the force, Bass had worked his way up to being Deputy Commissioner for Canada West, responsible for thousands of employees and an annual budget of more than \$2.4 billion. He continues to work as a senior research fellow for ICURS, a criminal justice think-tank based at Simon Fraser University that has connections to UFV.
- Career and Life Planning workshops are offered by UFV counsellors to students and members of the community at both the Abbotsford and Chilliwack campus.
- UFV counsellors engage in a counselling process that utilizes a variety of standardized assessment tools (including interest and personality inventories). Aptitude testing is one of many assessment areas that counsellors utilize in career counselling. In addition, social and emotional factors may be assessed informally during the career counselling process.
- UFV has a comprehensive plan for disseminating information to students and the community. Aspects of this plan include the UFV website which provides detailed information on programs, registration and all aspects of the university, the UFV Today blog that highlights recent activities, the online calendar of events, and Skookum magazine which reaches more than 19,000 alumni.
- UFV's 2016 Young Distinguished Alumni Award winner Shannon Thiesen credits UFV instructors for inspiring her to become a great teacher for her own students at the Abbotsford School of Integrated Arts (ASIA) North Poplar campus, teaching a Grade 4-5 split class. An award-winning artist, Ms. Thiesen uses oils and acrylics to paint "anything organic that lives and grows and breathes". She even re-purposes her students' discarded art, painting fantastical backgrounds for the kids' characters to live on. Called Imagination to Reality, the exhibition was a great success at Kariton Gallery in Abbotsford, where students visited to see their drawings re-imagined with new perspective.
- Students in Dr. Martha Dow's sociology classroom best be prepared to be engaged and active participants. Dow, winner of the 2016 Teaching Excellence award at UFV, wants

students' minds to be challenged, and for students to contribute to the collective learning of everyone present. Her approach to teaching echoes UFV's Changing Lives and Building Community slogan.

- For her pioneering efforts in leading UFV's Athletics from 1987 to 2002, Jane Antil was the inaugural inductee to the UFV Cascades Hall of Fame. She was honoured at a ceremony at a UFV basketball game this January.
- A wide range of information about government policy and university activity is available through various documents on UFV's website including the Accountability Report, the Education Plan, and the Strategic Enrolment Management Plan. Detailed information about how the university is aligning its programs with government initiatives, such as the Skills Gap Plan, is available in these documents.
- UFV has been developing Major Maps for majors in Philosophy and in Psychology. Major Maps are visual representations of academic, extra-curricular, and career-related activities intended to help the student in their career journey.
- Diane Griffiths retired as the Associate Vice President of Human Resources after working for almost 30 years at UFV. Her connections to the university began before her work life, when, having left home at 17, she began a return to school in the mid-1980s by taking courses at Fraser Valley College while raising three children.
- UFV regularly reviews all education, research, administrative, and service functions to ensure they are consistent with the goals of the university, best practices, and responsible stewardship of resources.
- Five trades students from UFV won gold or silver medals in four events in the Provincial Skills Canada British Columbia held last April. Medal winners included three high-school students taking entry-level training at UFV. The medallists will go on to the national competition held at Winnipeg; the winners of the Canadian Skills Competition will represent Canada at the World Championships held in Abu Dhabi in the fall of 2017.
- UFV began offering students free fitness classes at the Chilliwack and Abbotsford campuses this year. The classes are offered three days a week, and range from belly dancing to core strength classes.
- Six science students took home \$200 each in prize money for outstanding presentations of their research at April's Student Research Day. Award winners consisted of Michael Gaultier, Tessa Webb, Sarah Speight, Kurtis Leffers, Darryl Wilson, and Alana Strangway; the students presented research in biology, chemistry and geography.
- UFV's Strategic Enrolment Management Plan for 2014-2019 sets out nine strategic enrolment goals for the university to accomplish in the next five years. These goals are geared towards student engagement, persistence and success, and are aligned with the institution's overall strategic direction. The university is working to achieve these goals through strategies and tactics delivered by the student support services areas and by academic faculties.
- The Financial Services Office offers a range of funding support including academic scholarships, needs-based and emergency bursaries, and food-subsidy gift cards, along with workshops on financial literacy and applying for student loans.

- In the past year, UFV distributed \$501,592 in scholarships, \$419,558 in bursaries, \$14,135 from the BC Athletics Assistance Program, \$68,330 in emergency grants, and \$230,953 for entrance scholarships, for a total of \$1,234,567 in student awards, an increase of just over \$116,000 from 2015/16. UFV also distributed private/external awards valued at \$153,634.
- Abbotsford CPA John Pankratz became the new chair of the Board of Governors last summer. Pankratz, the 13th chair of the UFV Board, is the first alumnus of UFV to serve as chair, having attended what was then Fraser Valley College for one year of study starting in 1979.
- The Kinesiology Department kicked off the first KIN cup competition this last September. The competition is aimed at helping students build friendships and ease the transition to university for both new and returning students. Teams are randomly created from participating students, and are then set a series of physical and mental competitions.
- Thousands of dollars in grant money are earmarked for students entering UFV's Upgrading and University Preparation programs through the provincial Adult Upgrading Grant and the UFV Upgrading Grant. The grants, which are tiered, provide different levels of financial assistance for people of various incomes and needs.
- UFV received \$50,000 from the provincial government to expand short-term computer coding courses as part of the #BCTECH strategy to advance BC's technology industry by improving training of high tech skills. The funding allowed UFV to debut this May a one-month program aimed at helping recent UFV graduates from the Computer Information Systems, and Computing Science programs, as well as some Math and Physics graduates with computing-related courses, gain industry experience, employment training, and enhance coding skills, allowing graduates to bridge into coding-related employment.
- In the wake of the disruptions and uncertainty caused by the executive order banning US travel by citizens of seven countries in February, UFV rapidly notified students, staff and faculty, including visiting scholars, of contact persons to help them address any travel or immigration concerns that might have arisen because of the executive order. The university also issued a statement condemning the terrorist attack on an Ottawa mosque.
- UFV's network of support systems extends to all students, offering assistance with the many challenges students face during their post-secondary experiences. UFV offers New Student Orientation to help students feel prepared as they begin their journey at UFV, through a free one-day introduction to life as a UFV student. The program is designed to ease a student's transition from a high-school student, transfer student, or the workplace, to the life and culture at UFV.
- The Career Services area organizes events and career fairs to provide venues and opportunities for students and employers to meet and interact. It also offers the Career Peer program where trained students teach other students how to prepare proper job applications. In 2016/17, the Career Centre organized 42 career events with a total attendance of 1,385 students, compared to 37 events in the previous year. Career

Services also ran 163 individual career coaching appointments, an increase of 10% over the 147 appointment in 2015/16.

- Employers listed 1,261 jobs on CareerLink, the Career Centre's online job database.
- The Career Centre is divided into three functional areas, Career Services, the Co-operative Education program, and the Work Study Grant program. The mission of the Career Centre is simple: connecting students with employers.
- The UFV administration approved a decision to move all Theatre programs to the Abbotsford campus beginning September 2017. The move will consolidate UFV's College of Arts programs, and is required to increase enrolment and foster connections between Theatre and a wide variety of undergraduate programs at UFV. The relocation will also help link performance-based learning with many other disciplines at the Abbotsford campus.
- As in previous years, hiring rates for teacher education alumni remain at 100% within the first year of graduating. We also continue to meet with local school districts (Abbotsford, Langley, Fraser Cascades, Chilliwack, and Mission) as part of our external Teacher Education Advisory Group to maintain strong connections with local schools.
- As part of a course on Information Technology in the classroom, each year Awneet Sivia and Heather Compeau of the Teacher Education Department introduce teacher candidates to the "IT Matrix" which examines effective and responsible use of IT for instruction. Students also visit the "Virtual School" in Abbotsford, the "Fraser Valley Distance Education School" in Chilliwack, and the Thomas Haney Secondary School in Maple Ridge, a school with a self-directed learning focus.
- Last fall marked the beginning of a new partnership between UFV and the Canadian Federation of University Women (CFUW), an organization known for its local and national contributions to the status women, public education, as well as initiatives on human rights, social justice and peace. The five-year agreement opens the door for the two organizations to partner on events and opportunities for UFV faculty, staff and students, and CFUW members.
- The Applied Business Technology program continues to meet industry needs for highly skilled administrative assistants. Through a combination of advanced technology, business writing, bookkeeping and office management skills, ABT grads are in high demand with local employers.
- A number of UFV departments joined together to combat the November gloom and inspire students to academic action with the first Long Night Against Procrastination. Students were invited to connect with other students and support services to help kick-start their term papers and other assignments. Activities and resources included stress management sessions, spaces for quiet study and group work, workshops and consultations with research librarians, roaming and drop-in peer tutors, a midnight breakfast and draws for free tuition for one 3-credit course and bookstore gift cards.
- UFV Trades programs were able to upgrade the equipment available to their students to train on thanks to the purchase last fall of new industry-standard trades equipment as part of a \$187,000 investment by the Province. The investment will benefit students in the heavy-duty mechanic foundation, plumbing and carpentry programs at UFV. The

2025 Labour Market Outlook forecasts high-demand for the skilled trades over the next 10 years, including 10,300 job openings for carpenters, 2,800 job openings for heavy-duty equipment mechanics and 2,500 job openings for plumbers in BC.

- Faculty at UFV delivered over a dozen research talks in under an hour at February's series of microlectures at the Abbotsford campus. The tasting menu of topics included Lenore Newman's talk on geography and food culture, *Shaken not stirred: Travels in cocktail culture*; Irwin Cohen's research on local property crime, *Property crime in Abbotsford*; Robin Kleiv's particle physics research, *Diquark clusters in hadrons*; and David Harper's talk on diet and disease, *Anti-cancer benefits of the ketogenic diet*.
- Continuing Education continues to maintain high completion rates for students. As well, eighty-seven percent of CE certificate program students are hired within three months of completing their program.
- UFV's ability to address BC's skills gap took a big step forward when the Ministry and UFV announced this April a \$6.5 million joint project to build a 24,000 square foot teaching and shop space for heavy-mechanical and farm-technology programs to meet the growing demands for trades at the Canada Education Park in Chilliwack. The expanded area will feature a large shop space, classrooms, and offices. Part of the funding will also support the purchase of trades equipment such as an overhead crane and other machinery found in heavy industry.
- UFV's Cascade's women's golf team won gold at the final provincial PacWest tournament, the men's team took silver, and coach Chris Bertram won PacWest Coach of the Year honours. Both teams won a berth at the Canadian Collegiate Athletic Association (CCAA) national golf tournament in Charlottetown, with the men finishing ninth overall, and the women fourth. Coach Bertram took home the CCAA national Coach of the Year award for the third time and Sharon Park and Hannah Dirksen of the women's team were named CCAA All-Canadians.
- Students living in Baker House residence now can cook with vegetables and herbs grown in their own community garden.
- Successful students learn successful study habits and strategies for maintaining their physical, financial and emotional health. Helping students to meet such challenges is the task of the student peer leaders at the UFV Coast Capital Peer Resource and Leadership Centre (PRLC). The peer leaders at the PRLC operate a store-front drop-in centre providing students with information on a range of resources, from counselling services to financial aid, and from study skills workshops to fitness centre courses.
- Graduates of Langley's Catholic Pacific College's Liberal Arts diploma program are now able to transfer to UFV's Bachelor of Arts or Bachelor of General Studies programs with full credit for their coursework thanks to a new transfer agreement between the schools.
- There are currently 1,066 students registered with the UFV Disability Resource Centre. Based on the most recent census data, there are likely another 1,000+ students with disabilities attending UFV classes who have not sought out support from the Disability Resource Centre.

Figure 19: Alignment of UFV's Second Goal with System Objectives and Service Plan Goals, and Relevant Performance Measures

UFV Goal 2	Be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley	
System Objectives & Service Plan Goals	<i>System Objectives</i> Capacity, and Relevance	
	<i>Ministry Service Plan Goal 2</i> Maintain a quality post-secondary education system that provides BC with a global competitive advantage	
	<i>Ministry Service Plan Goal 3</i> An education and training system that maximizes return on investment and supports British Columbia's diverse communities	
Performance Measures	<i>UFV measures</i>	<i>System measures</i>
	• IPSOS Reid Higher Education Reputation Syndicated Study • Student Outcomes	• Student spaces • Credentials awarded • Sponsored research funding • Student assessment of the usefulness of knowledge and skills in performing job • Unemployment rate

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

- A huge parade of 3,200 athletes marched across UFV's Abbotsford Campus as the BC Summer Games were kicked off last summer in Abbotsford and surrounding areas. In addition to hosting the opening ceremonies, UFV Abbotsford supplied the volleyball venues.
- UFV's Continuing Education provides contract training services to Stó:lō Aboriginal Skills & Employment Training, an organization dedicated to helping First Nations and Inuit people in the Fraser Valley achieve sustainable employment. Examples include a 16-week Pre-Trades Culinary program, and a Trades Discovery summer program for Aboriginal high-school students.
- Leslie Courchesne, UFV's Executive Director of University Relations, not only threw herself into last summer's sponsorship of the Abbotsford Air Show, she also threw herself out—of a Twin Otter aircraft. Strapped to a member of the Canadian Army's SkyHawks demonstration team, she plunged into a 50-second freefall and seven-minute parachute descent to promote the airshow.
- Once again, crowds flocked for tours of the enormous Boeing 727 UFV donated to the airshow. The aircraft is used by the university to train Aircraft Structure Technicians.

- Elaine Malloway is an important member of the Indigenous Student Centre on the Chilliwack campus. In the fall of 2016 she also became hereditary chief of the Yakwekwioose First Nation in Chilliwack, part of the Stó:lō Nation. Elaine's grandfather Richard Malloway was a cultural and spiritual leader and successful dairy farmer who bridged the gap between the Aboriginal and settler community in Chilliwack. Elaine's father, Frank, has served as hereditary chief of the Yakwekwioose for several decades. Like his parents before him, Frank is an important and respected leader in the Stó:lō community who has done much to keep Stó:lō culture alive and foster communication and understanding between Aboriginal peoples and those who settled in the Fraser Valley, or S'olh Temexw. He received an honorary Doctor of Laws degree from UFV in 2010.
- The university was again active in supporting the annual fundraising campaign for the United Way of the Fraser Valley, surpassing its goal of raising \$25,000 by raising \$28,131 last fall. The campaign featured pancake breakfasts in Abbotsford and Chilliwack. This was the 33rd year UFV has supported the United Way.
- The University of the Fraser Valley engages in its broader community to promote values and ideas spurring social, cultural and economic growth by many means, including recognizing those citizens in its communities who have helped development in these areas. At the 2016 convocation, UFV awarded honorary degrees to draw attention to the unique contributions to the public good of four remarkable people.
 - In recognition of her artistic, humanitarian, and philanthropic contributions and accomplishments, Vancouver artist Linda Frimer received an honorary Doctor of Letters degree.
 - For his tenacity, courage, and leadership in advocacy for people with disabilities, lawyer Halldor Bjarnason received an honorary Doctor of Laws degree.
 - For his contributions and an educator, politician and community leader, George Peary received an honorary doctorate. Dr. Peary is still active in BC education as principal of Dasmesh Punjabi School.
 - In recognition of Luigi Aquilini's work as an economic builder, who went from being a poor immigrant to heading a family-run global business, and his work as a social builder whose contributions have helped build First Nations communities and further land conservation, UFV awarded him an honorary doctorate.
- Building bridges between UFV's Indigenous and non-Indigenous members is an exciting challenge; the university presented its employees with a novel way of learning more about the Stó:lō world surrounding them with the Stó:lō Place Names Tour last fall. Naxaxalhts'I "Sonny" McHalsie—cultural advisor at the Stó:lō Research and Resource Management Centre, and an adjunct professor of history at UFV—has lead several employee groups on a guided tour of the Fraser Valley, telling stories and names of the villages, fishing spots, or hunting grounds that surround them, as well as the names and stories of the families that have lived on the land.
- The Fraser Valley United Way recognized UFV with its Leadership Campaign Spirit Award in March, while the university's Faculty and Staff Association received the Labour Participation Award.
- UFV's proposed Digital HUB, a digital innovation space, has received tremendous local support for its potential to be an entrepreneurial catalyst within the community,

supporting the city of Abbotsford's University District (UDistrict) plan that envisages a vibrant neighbourhood next to the campus and accessible by pedestrian and transit network. The city has obtained a \$1 million grant to build a pedestrian bridge linking the UDistrict area with the city's urban core north of Highway 1.

- UFV Chancellor Gwen Point and her husband Steven, both of whom have many connections to UFV, were honoured with the Order of Chilliwack this past fall. "This award is being presented to the Honourable Steven Point and Dr. Gwen Point in recognition of their contributions to the community," said Mayor Sharon Gaetz. "Their extraordinary list of accomplishments makes them extremely deserving of the Order of Chilliwack award, which is the City's highest honour."
- UFV sponsored a public forum on the impact of urbanization at local, national and global levels last fall at its Abbotsford campus. The talks were hosted by Dr. Yvon Dandurand of the Criminology department and features two-minute presentations from faculty and students.
- Elizabeth Melnick has been taking in injured birds and animals at the non-profit Elizabeth's Wildlife Centre in Abbotsford for 30 years. For her devotion to those unable to help themselves, Melnick received this year's Betty Urquhart Community Service award from UFV.
- Faculty members in the Math and Statistics department share their mad love for math with the community through their regular Math Mania events. Held in local school gymnasiums, Math Mania is an evening of mathematical demonstrations, puzzles and hands-on activities for elementary or middle school children. The events are designed by members of the Mathematics & Statistics department to show kids, and their parents, the fun of playing with mathematical concepts.
- UFV hosted the BC Secondary Schools math contest for the 19th time this last May.
- UFV signed a memorandum of understanding with First Nations Summit Society and First Nations Public Service. First Nations Summit Society consists of leaders from 111 of 194 FN bands in BC, representing over 60% of BC First-Nations people.
- The Graphic and Digital Design program at UFV's Mission campus is helping UFV students and community members acquire the visual communication skills the digital future demands through its new Centre for Creative Development. Working with the Continuing Education department, the goal of the centre is to help any person—or business, or community organization—improve their visual literacy with instruction ranging from the use of Adobe software to the principles of design and access to digital labs and studios.
- Artist Linda Frimer shared her thoughts on how creativity is fed by the experiences of our daily lives. Frimer received an honorary doctorate for her work in using art as a means of achieving reconciliation among people, and between culture and nature, and for her humanitarian and philanthropic activities.
- UFV hosted a forum discussing the implications of Britain's proposed exit from the European Union in October 2016. Discussants came from the faculty from the Political

Science and Social, Cultural, and Media Studies departments, representatives from UFV International and international students from the UK.

- Helping to build social and cultural connections among UFV students is the goal of Friends without Borders, an intercultural peer mentorship program. Friends Without Borders promotes intercultural learning through cross-cultural exchange. Canadian and International students have the opportunity to experience the rich cultural diversity at UFV. Qualifying students can also receive credits on their UFV Co-Curricular Record.
- The university participated in Orange Shirt Day on Sept. 30. Orange Shirt Day is a province wide commemoration of the Indian Residential School experience and its survivors.
- UFV once again collaborated with the Harrison Festival of the Arts to present two nights of entertainment in the Harrison Memorial Hall last summer. The first night kicked off the annual Literary Café, featuring poet Fauzia Rafique and author Gary Thandi along with talented UFV student writers. This year, the Literary Café had a special musical guest, Rajasthan Josh, an ensemble carrying on the tradition of the Manganiyars of northwestern India. The second night featured an evening of theatre pieces performed by UFV Theatre students.
- A group of UFV Theatre students debuted a special project this April that explored how S'ólh Téméxw—the traditional and unceded territories of the Stó:lō people—was colonized in the 1850s and 1860s and asked how that history is lived today, by people of both Indigenous and settler ancestry. Devised jointly by theatre students and community members, the piece was an interactive presentation in which the creators of the project shared personal stories about what it feels like to live in a community that has very strong and differing opinions about reconciliation.
- UFV International supports international students coming to Canada through Student Exchange programs, and offers study-abroad programs to Canadian students. Opportunities for students to work abroad are provided by UFV internship programs.
- The 2017 BFA Grad Show highlighting the achievements of graduating students in the Fine Arts program took a uniquely female perspective. The spring showcase, entitled *Intension(elle)*, featured the works of what proved to be an entirely female graduating class.
- UFV celebrated its cultural diversity and the importance of international students for three days last November as part of International Education Week. Events included music and dance performances and a human rights letter writing campaign organized by Amnesty International.
- UFV's Agriculture Centre for Excellence (ACE) co-hosted the Cities and Food Forum, which included speakers from Kenya, Tanzania and across Canada. It attracted students, researchers, government representatives and NGOs.
- The University of the Fraser Valley's long association with writer Shauna Singh Baldwin were strengthened last fall when the university's Centre for Indo-Canadian Studies published Baldwin's first work of non-fiction. In *Reluctant Rebellions*, Baldwin presents new non-fiction on the act of writing as a feminist author, and about the resistance of

cultural communities to false presumptions and definitions imposed by the dominant community.

- UFV International contributes to this goal by recruiting, assisting with admission, and providing services for the international student community. It is a full-service operation that strives to enhance the international profile of the university.
- The Clarke Theatre in Mission was home to a UFV-sponsored Diwali celebration. Diwali is the Hindu festival of light. The festival celebrates not only the triumph of light over darkness, but also the triumph of knowledge over ignorance, and hope over despair.
- UFV's Peace and Conflict program is brand new, but already making a contribution to public understanding of the experiences of refugees. The program brought together people from a variety of community-based groups working with refugees, who shared their knowledge of the challenges faced by refugees in a public forum at Abbotsford campus last fall.
- Artists fought it out in The UFV Trades and Technology Centre in Chilliwack at Mōda Events' sixth annual Art Battle. The Fraser Valley Art Battle is part of a series of competitions at local, regional and national levels intended to both engage the public with art, and provide exposure for artists. Mōda Events is owned by a graduate of UFV's Hospitality and Event Planning program, Zoë Howarth.
- Students in Geography 360 (Applied Planning) brought their knowledge to bear on the challenges facing the community of Yale. They brought a series of economic development and community planning visions to the Fraser Valley Regional District. Margaret Thornton, director of planning and development for the FVRD, works annually with professor Dr. Cherie Enns to identify potential projects for the planning students to tackle and present to FVRD representatives.
- The Five Corners campus in Chilliwack brought a multi-disciplinary group of students and faculty into a discussion of health and wellness with members of the community through its Open House last May. Students from Nursing, Dental, Kinesiology and Social Work set up informative displays on topics ranging from caring for baby's teeth to mental health awareness. "In addition to various interactive displays and activities, we incorporated a needs assessment component to help identify the health needs and priorities at the Five Corners site," said Hannah MacDonald, Director of the School of Health Studies at UFV.
- UFV English professor Rajnish Dhawan's latest play, *A Full House*, debuted last fall at the Chilliwack Cultural Centre. The all-women play is the story of four women who are both victims of terrorism and potential terrorists, all sharing an apartment in multicultural Vancouver. *A Full House* tells the story of their coming to terms with their loss, grief, and desire for revenge.
- Members of UFV's Faculty of Health Sciences shared their knowledge and research on topics ranging from the role of mindfulness in nursing to chronic pain in the Faculty's Dean's Speaker Series last fall. The public talks were hosted at the Aboriginal Gathering Place at the Chilliwack campus at Canada Education Park.

- UFV's Alumni Association brought together a panel of experts to talk last fall on how BC agriculture has adapted following the outbreak of avian influenza. Hosted by UFV agriculture professor Dr. Renee Prasad, the public talks took place at the Aboriginal Gathering Place on the UFV Chilliwack campus at Canada Education Park, with speakers from government and industry.
- Students who travelled with UFV Visual Arts professor Shelley Stefan to the city of Chengdu presented a photography exhibit documenting their experiences in November. Chengdu lies in the heart of Sichuan, China.
- UFV kicked off April with a free public presentation from radio personality and author Jonathan Goldstein. Goldstein shared his thoughts on making radio programs and podcasts, and discussed his critically acclaimed new podcast, *Heavyweight*.
- Fourth-year Nursing students at UFV share their hard-earned health knowledge with the public at UFV's longstanding Health Fair. This year's fair focused on the health challenges facing young to middle-aged adults, such as binge drinking and healthy sleep patterns. The Health Fair, operated out of Chilliwack's Canada Education Park, and featured a special Dean's Speaker Series presentation entitled *Addressing the Overdose Crisis*.
- UFV took part in Giving Tuesday, an international day honouring and encouraging community-based altruism. Held this year on Nov. 29, the movement—created jointly by a New York YMCA office and the United Nations—harnesses the power of social media to encourage people to donate what they can of their labour or resources to help address humanitarian concerns. UFV set up a website providing people with information and links to help students, staff and faculty help support the causes they care about in their communities. UFV matched monetary donations to student scholarships and bursaries for donations up to \$5,000.
- Throughout the year, UFV has hosted Truth and Reconciliation reading circles, facilitated by Dr. Geoffrey Carr.
- As part of the Community Adult Literacy Program, (CALP) UFV is the university partner with Abbotsford, Mission, Chilliwack, Agassiz-Harrison, Hope, and Maple Ridge. CALP helps deliver community-based adult literacy programs in three areas: adult literacy, Indigenous literacy and family literacy.
- The 14th annual Fraser Valley Diversity Awards recognized UFV this March for the university's efforts in creating an inclusive environment, awarding UFV the inclusive environment award in the medium to large organization category.
- December 6 is the National Day of Remembrance and Action on Violence against Women in Canada, and is a particularly poignant one for members of academic communities, commemorating the murders of 14 young women at l'École Polytechnique de Montréal. This December, UFV honoured those lives and the lives of all women with a vigil organized by the Ann Davis Transition Society at its Five Corners campus in Chilliwack.
- Our second annual Town and Gown fundraiser raised over \$130,000 for UFV's Changing Lives, Building Community Endowment Fund. The fund supports scholarships for

students demonstrating outstanding scholastic achievement, leadership, and commitment to the community. Town & Gown 2016 occurred exactly 10 years to the day that the Fraser Valley community turned out in droves to support university status for their local post-secondary institution.

- Margaret Trudeau has lived much of her life in the public eye, coping not only with the pressures of being married to one of Canada's most prominent public figures but also with bi-polar disorder. Her January public talk at UFV's Abbotsford campus drew a large crowd eager to share her hard-won lessons on coping with mental illness. The event was presented by UFV Student Union Society as part of its Health and Wellness initiative.
- The UFV athletic department began a new club baseball program in partnership with the University Baseball Academy of Chilliwack. The UFV Cascades Baseball Club will become the sixth team in the Canadian College Baseball Conference and will play out of Chilliwack's Fairfield Island Park.
- Canadian museologist George Jacob has dedicated his life to the creation and planning of museums and science centres around the world. He shared his insights on the need for cultural resource management training, leadership, and creation of destinations of higher societal purpose in a January talk co-sponsored by the UFV College of Arts and The Reach Gallery.
- The Cascades deepened their connection to the community through summer basketball camp for boys and volleyball camp for girls. UFV varsity head coaches supplied expert instruction, with assistance from current Cascades athletes, alumni, and community coaches.
- The School of Criminology and Criminal Justice hosted a Naloxone training workshop organized by Michel Giordano. A Naloxone trainer from Fraser Health Authority, Erica Thomson, provided training, along with Fraser Health's Harm Reduction Coordinator, Erin Gibson. The workshop offered two sessions; both were sold out.
- Nisga'a author Jordan Abel was UFV's writer in residence this year. Abel is author of *Injun*, *Un/inhabited*, and *The Place of Scraps*, and is a winner of the Dorothy Livesay Poetry Prize. Abel gave several readings across campuses, beginning with a set of readings during Literary Arts Week. Abel was a guest at the Mission Writers and Readers Festival.
- UFV's Centre for Indo-Canadian Studies curated an exhibit examining the 40-year struggle to attain the vote for Indo-Canadians. Displayed in the Sikh Heritage Museum of Abbotsford's Gur Sikh Temple—itsself a national historic site—(*Dis*) *Enfranchisement 1907-1947: The Forty-Year Struggle for The Vote* offers a different perspective in uncovering Canada's historical past.
- All campuses participated in the national anti-bullying and discrimination event, Pink Shirt Day. Students, staff and faculty were encouraged to buy pink t-shirts, with the funds supporting the UFV Student Emergency Fund, while Abbotsford campus hosted an Advocacy Fair highlighting the work done by a variety of student clubs involved in anti-bullying work.

- Halldor Bjarnason—lawyer, Paralympian cyclist, advocate for people with disabilities, and UFV honorary degree recipient—spoke about how his struggles against the social prejudices and arbitrary limits bounding the lives of the disabled has taught him to spot and seize opportunities. Dr. Bjarnason’s spring lecture at the Abbotsford campus was part of the President’s Leadership Lecture Series.
- UFV Cascades and UFV Kinesiology students helped community parents keep their little one’s busy over March school break while teaching their kids basics of physical literacy. The play-based learning took place at full- and half-day camps open to kids aged five to 12.

Figure 20: Alignment of UFV’s Third Goal with System Objectives and Service Plan Goals, and Relevant Performance Measures

UFV Goal 3	The University of the Fraser Valley will be innovative, entrepreneurial, and accountable in achieving our goals	
System Objectives & Service Plan Goals	<i>System Objectives</i> Access and Efficiency	
	<i>Ministry Service Plan Goal 3</i> An education and training system that maximizes return on investment and supports British Columbia’s diverse communities	
	<i>Ministry Service Plan Goal 4</i> Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life.	
Performance Measures	<i>UFV measures</i>	<i>System measures</i>
	• Accountability report • Program review	• Aboriginal student spaces • Credentials awarded to Aboriginal students • Transition rate of high-school students to public post-secondary education • Participation rate • Loan repayment as a percent of income • Year to year retention rate • Time to completion

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

- The university has unveiled its Digital HUB, a proposed building integrating digital technologies with flexible learning and collaboration spaces to cultivate the creative exploration of new technologies across academic disciplines. The proposed innovation space would equip UFV to implement the vision embodied in the current #BCTECH Strategy, a key part of the BC Jobs Plan.

- To aid evidence-based decision making, UFV collects and disseminates data in a variety of forms including the annual UFV Factbook, departmental data books, and the Business Intelligence dashboard. These reports provide data, statistics, and information on UFV activities to the university, the community, government and other stakeholders.
- Chinook Helicopters and UFV began a collaborative development of a helicopter pilot training stream within the Aviation Diploma program. Based in Abbotsford, Chinook is Canada's top helicopter training organization, with a 25% market share of all helicopter training in Canada. UFV is also partnered with Coastal Pacific Aviation through its Bachelor of Business Administration (Aviation).
- PacificSport and UFV have joined forces to provide a variety of innovative services and programs for students, athletes, volunteers, and coaches across the Fraser Valley. PacificSport Fraser Valley is a non-profit organization delivering programs and services throughout the full range of sport participation: from the grassroots level through to elite athletes seeking podium appearances. The partnership with UFV—a leader in kinesiology education and research—will support healthy living and sport in the Fraser Valley by offering students experiential learning opportunities as athletic trainers; in athlete-led leadership programs; and through participation in research involving UFV faculty, students, and staff.
- UFV uses governmental and private sector data from various sources on items such as the current state and trends of the labour market and student transitions to post-secondary institutions, for decision-making and planning.
- UFV's most recently approved programs—Theatre, and Peace and Conflict Studies—are each unique in their approaches. The Theatre program is the only one of its kind in the Lower Mainland, blending applied training with a liberal arts degree. The Peace and Conflict Studies bachelor program is the only one of its level and specialization offered west of Winnipeg, and has been helped along with the support of a wide range of private donors. The program was singled out by Academica Group—a Canadian research and consulting organization supporting higher education—as one of their "Top Ten" stories, a regular listing of the most interesting or important stories in higher education.
- Counselling services continue to feature Mac the therapy dog at the Abbotsford campus, who is available to see students in 15-minute drop-in sessions on Tuesday afternoons. Mac is the first registered therapy dog to work at a university, but similar programs are gaining popularity at universities across Canada for their ability to assist students in relieving stress.
- UFV and its partners—Stó:lō Nation, Fraser Health, and the Seabird Island Band—have received a \$99,000 grant from the Canadian Institute for Health Research (CIHR) Pathways to Health Equity for Aboriginal Peoples initiative. The money will help build on a pilot program aimed at building psychological resiliency among Stó:lō youth by connecting them to their traditional lands, teaching traditional knowledge and practices outside. The First Nations and UFV researchers hope to be able to develop the program into a set of principles and tools that can be used by all Indigenous communities to help prevent youth suicide.

- The university has initiated an exciting new program to foster innovative teaching, creating a Fund for Innovative Teaching (FIT) out of a one-time \$1.5 million funding project, Innovation in Learning and Teaching. The FIT will award up to \$10,000 to faculty short term, one-year projects in innovative pedagogy or curriculum design. Pilot proposals that result in successfully evaluated teaching and learning projects, or illustrate the potential of a long-term impact, may be renewed in subsequent years.
- UFV has created a new position to foster experiential learning, a commitment made in our 2016-2020 Education Plan. Dr. Larissa Horne is our first Experiential Education Coordinator. Dr. Horne will be creating an inventory of experiential education and identifying best practices. She will also be engaging faculty to create more experiential learning opportunities for students.
- Surrey Biopods, a greenhouse research centre supported by UFV, The City of Surrey and private industry, won the Leadership and Innovation in Agriculture award given out by the Union of BC Municipalities. The Biopod has brought together faculty from UFV's agriculture department with researchers from industry and students from both UFV and the John Volken Academy.
- UFV is one of 60 organizations to earn the 2017 Seal of Distinction from WorldatWork, a non-profit human resources association and compensation authority. The Seal of Distinction is earned by organizations providing an exemplary workplace experience leading to business success. North American educational organizations receiving the seal include M.I.T., Yale, UCLA Davis, NC State University, Arizona State University, and Johns Hopkins University. UFV joins the University of Calgary, the Co-operators, and the Saskatchewan Research Council as the Canadian recipients.
- Increasing opportunities for students in co-curricular learning is one goal in UFV's Strategic Enrolment Management Plan 2014-2019. UFV recently launched the first ever co-curricular record in India at our Chandigarh campus. Students there, like their counterparts here at our campus in Canada, will graduate with two official records—their academic transcript and now their co-curricular record (CCR). The CCR recognizes and validates student learning that occurs outside of the classroom. For our students here in Canada we have seen a growth in the CCR activities available to them on campus from 140 to now over 500 activities.
- UFV made Mediacorp Canada's BC Top Employers list for the third year in a row. Mediacorp Canada is Canada's largest publisher of quality employment-related periodicals, and sponsors the nation's largest annual conference for senior-level HR professionals.
- The Agriculture Centre for Excellence (ACE) is collaborating with the Ministry of Agriculture, eight other post-secondary institutions and a number of non-governmental organizations to develop a digital portal as a hub and distribution point for coordinating agriculture education.
- UFV Chilliwack's campus library has begun an innovative outreach program, collecting "human books". "Our mission is to present unique experiences that challenge peoples' understanding of stereotypes and educate people on diversity," says Lisa Morry, a UFV library technician and part of the committee planning the project. The library's human books spoke about their experiences at a February event hosted by the library, and

were featured in a prominent display in the UFV Chilliwack library, on a poster, and on the library web page.

- The Continuing Education department is now offering courses online. This will allow students choice in how they wish to access its programming. Continuing Education expects to expand the number of courses offered online by 30% in the next five years.
- Associate Professor Lin Long of the Physics department has received a Natural Sciences and Engineering Research Council (NSERC) two-year grant of \$215,000 for her project *Automated Honey Extraction System*. Current systems involve high labour costs, low efficiency and huge honey waste. An advanced robotic honey extraction system is highly desired.
- Dr. Long is also involved in a collaborative project, *Automating Mechanical Quality Assurance Tests for Medical Linear Accelerators*, which received \$200,000 in NSERC funding. Dr. Long's partners in that project include Abbotsford's Cancer Centre.
- UFV students earned four of the 27 scholarships awarded through the Premier's International Scholarships this last summer. The students have been awarded between \$6,000 and \$10,000 each in by the Irving K. Barber British Columbia Scholarship Society for study abroad during the coming academic year. The UFV students are enrolled in overseas programs in Mexico and Poland.
- Kamal Moghrabi (BSc 2015 graduate) took third place at the poster competition at the World Congress on In Vitro Biology held last summer in San Diego, beating out many MSc and PhD students who participated in the competition. Mr. Moghrabi was part of contingent of UFV conference presenters headed by Dr. Lucy Lee, Dean of the Faculty of Science.
- UFV's visual arts faculty racked up a number of achievements this last year: Assistant Professor Melanie Jones had her feature film, *FSM*, screened at the Portland Film Festival and Toronto's Female Eye Film Festival, while Associate Professor Davida Kidd was one of only 12 artists selected from the Vancouver region to participate in the Bombay Sapphire Artisan Series competition.
- UFV's Continuing Education department offers skill-based, career-focused training to help people enter, re-enter, or remain competitive in the workforce. All programming responds to current employment demands in the Fraser Valley region and teaches students skills to successfully obtain employment or advance their abilities in the following work roles: bookkeeping, dental office reception, human resources, legal administrative assistant, medical office assistant, nursing unit clerk, paralegal, public relations, records management, teaching English as a second language, and veterinary administrative assistant.
- UFV Continuing Education offers Customized Training Services which develop sessions that specifically target the needs of individual groups or businesses and are utilized by some of the region's top employers.
- Kristy Kardos won the Governor General's gold medal, given to the top student in a master's degree program at UFV. Ms. Kardos earned her Master of Social Work degree researching the stigma attached to borderline personality disorder, and investigated

what social workers found to be meaningful and effective peer support for social workers working with clients with the disorder.

- Alyssa Zucchet won Governor General's silver medal, given to the top student in a bachelor's program at UFV. Ms. Zucchet—who maintained a perfect 4.33 GPA over her last 30 credits—plans to study medicine at UBC beginning the fall of 2017.
- Courtney Verbeek won the UFV Governor General's bronze medal awarded to the student with the highest GPA over the last 15 credits in any two-year diploma program. A student in UFV's Graphic and Digital Design program, Ms. Verbeek has transitioned to a working as a designer for the Vancouver creative agency Partners & Hawes.
- Rebecca Noort won the Lieutenant Governor's medal for the top student in a certificate program at UFV. Ms. Noort began used the skills taught in the Hospitality Event Planning certificate program even before finishing it, planning her wedding while enrolled in the program.
- UFV awarded over \$19,000 to 25 students as part of the Undergraduate Research Excellence Awards. Projects included Kyle Rollheiser and Alicia Mercer's study *Biomimetic Modeling of Enzymes and Receptors*, Ashleigh Yakemchuk's *Impact of Development on Geochemistry of Freshwater Streams: Fraser River Basin, British Columbia*, Sukvinder Sing Mangat's *The Rise and Fall of Crime in Abbotsford: A Case Study*, and Carlee Lewis' *Attachment to our Mothers: An Examination of the Effects of Early Life Experiences on the Social Cognitive Brain*.
- UFV handed out its first Board Service Excellence Awards to acknowledge and encourage outstanding and innovative service to the UFV community.
- Samantha Pattridge is the first recipient of UFV's Inspirational Leadership award. Pattridge is an associate professor and UFV alumna who now heads UFV's Communications department, where she has led the program review and degree proposal, and organized UFV's most popular guest lecture ever, last year's talk by CBC Radio host Terry O'Reilly.
- Jill Smith is the first to earn UFV's Staff Excellence Award, having served as executive assistant to three UFV presidents (and one acting president), one of only two people to ever fill that role at UFV. She's watched UFV evolve from a regional college, through becoming a degree-granting university college, to its current form as a nationally and internationally engaged university.
- UFV's Green UFV team—Patrick Harrison, Gayle Ramsden, Sheldon Marche, Mark Goudsblom, and Alyssa Bougie—became the first group to receive UFV's Teamwork award. Green UFV works on sustainability initiatives at UFV, directly linked to the university's strategic goal of being a leader in the sustainable development of the Fraser Valley. The team has spread knowledge and awareness of environmental issues at UFV by organizing awareness raising activities such as Recycle My Cell Challenge and Sweater Week, as well as seminars and workshops, and is credited with helping UFV reduce its power consumption.
- UFV Business student Keenan Beavis earned acceptance into the Ch'nook Scholar Program. The Ch'nook Scholar Program is aimed at promoting entrepreneurship

among Indigenous youth by helping Indigenous business students such as Mr. Beavis. The program provides Mr. Beavis—a Metis student who started his first business at age four—with a \$2,000 scholarship, expense-paid attendance to two provincial gatherings, and a set of practical tools such as business cards, a detailed reference letter, and a professional bio edit. In addition, the program provides its Scholars with opportunities to network, both with other students and with industry leaders, and help in securing paid internships.

- UFV Theatre launched its 37th season in dramatic fashion, taking a bold and innovative approach to its programming. The program not only featured adventurous plays, but also approached them in a new way by having two of its mainstage productions directed by students for the first time. In October, fourth-year student Noel Funk directed John Mighton's *Possible Worlds*, followed by fourth-year students Natasha Beaumont and Courtney Kelley collaborative direction of the comedy *7 Stories*, written by Canadian playwright Morris Panych.
- Part of our goal of educating in innovative and entrepreneurial ways involves developing international partnerships that can provide new opportunities for students and new perspectives for faculty and staff. UFV's connection with Chinese institutions took a number of steps forward this year.
 - UFV and Liaoning University in Shenyang, China, began a collaborative venture in which 300 students will complete the first two years of a degree in language training at UFV and then transfer to Liaoning University.
 - UFV hosted a contingent of senior administrators from Xi'an Fanyi University, located in the city of Xi'an in China's Shaanxi province. The meeting allowed administrators of both universities to share knowledge about university administrative governance.
 - UFV International and its Kinesiology department teamed up to host 20 delegates from the Winter Sport Centre of the General Administration of Sport in China (part of Beijing Sport University) for an intensive 13-week academy on how Canadians develop athletes, how our sporting organizations operate, and what made Vancouver's Winter Olympic games in 2010 successful.
- The Hospitality Event Planning programming at UFV offers an unusual experiential learning component that takes students out of the classroom for a three-day excursion living the life of luxury tourists. Their adventure allows them to meet with industry insiders, but just as importantly it gives them a chance to experience life as customers of acclaimed hospitality services in the Lower Mainland. Course director Nancy Barker explains, "My expectation of my graduates is that they provide excellent customer service. We set the bar high, so they need to know what level of service the industry provides, so that they are prepared to do the same when they start their careers."
- One of UFV's goals in the Strategic Enrolment Management Plan 2014-2019 is to increase opportunities for students in experiential learning. We have added 20 additional work study positions on campus for student hires and continue to see growth in the number of students participating in co-operative education opportunities.
- Experiential learning programs at UFV that offer work experience include practicums and internships, with some 38 programs at UFV including practicum work experience. Eight-five percent of Continuing Education (CE) certificate programs include a practicum work experience. This offers our students the opportunity to apply the

knowledge and skills they have learned in a work setting to ensure they are work-ready upon graduation.

- Michelle LaFlamme of UFV's English department took her English 368 course (Special Topics in Canadian Literature: Aboriginal Drama) from Abbotsford to Bella Coola as part of a collaborative effort with the Nicola Valley Institute of Technology's outreach program, a multi-departmental initiative to deliver degree-level programming to the Nuxalk Nation. In Bella Coola, Dr. LaFlamme met with elders, students, NVIT faculty members—and a grizzly bear.
- The Royal Bank of Canada has awarded Dr. Joanna Sheppard of UFV Kinesiology and her partners at UBC and the Coquitlam School District with a \$25,000 grant under the RBC Learn to Play Project, which funds local organizations and community groups building the physical literacy of Canada's youth.
- The Human Services Career program is an innovative project aimed at providing support to Chilliwack's most vulnerable children, while developing the next generation of "natural helpers." A partnership between Chilliwack Secondary School, the University of the Fraser Valley, the provincial Ministry of Children and Family Development, and Big Brothers/Big Sisters of the Fraser Valley, it has been running since September 2015. University students from UFV are paired with Chilliwack secondary students to mentor; the secondary students themselves become mentors for elementary students after a year of mentoring and training.
- March saw the #BCTECH Summit take over the Vancouver Convention Centre, and UFV was part of the occupation. UFV engaged the province's innovators by showcasing some of its ground-breaking projects, such as Dr. Lin Long's project aimed at improving the quality assurance tests of medical linear accelerators, and its innovative programs, such as its Agriculture Centre of Excellence.
- UFV's counselling department joined with Art with Impact to offer *Movies 4 Mental Health*, a night of short films promoting awareness of mental health and breaking down the stigma of mental illness. Art with Impact is a non-profit that uses short films aimed at fostering understanding of mental health issues across college and high-school campuses. The movie night was part of a larger effort, Mental Health Awareness Week, involving the Peer Resource and Leadership Centre, UFV student volunteers and the non-profit organization, Partners for Mental Health.
- UFV's counsellors also sponsored a five-day Mental Health Challenge in May, which encouraged students to engage in a different health-promoting activity on each of the five days, with activities ranging from taking an online mental wellness screening test to completing a diet inventory.
- Undergraduate students from a wide range of disciplines participated in this year's Student Research Day, hosted by the UFV Research Office in March 2017. Students from a variety of disciplines gathered to share their research, with 70 students taking part in poster presentations and 27 students performing two-minute microlectures. Some examples of the range of topics presented include the use of amoeba to infer bog hydrology and soil chemistry, the politics and poetics surrounding India's Dalit class, HIV stigma and discrimination in nursing, and merging meta-verbal therapies and social work practice in BC.

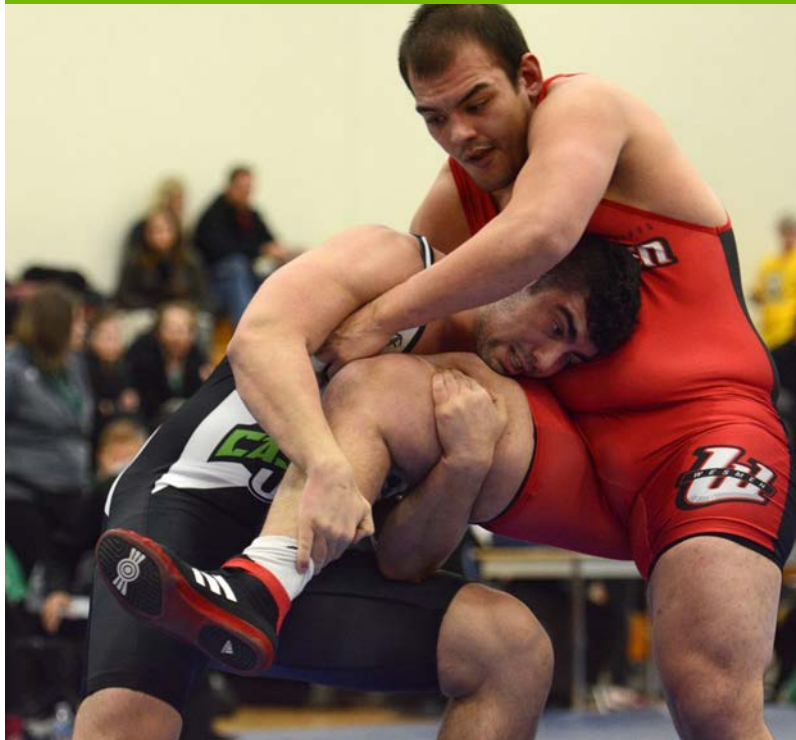
Box 6: Student-athlete Brad Hildenbrandt Takes Gold

Brad Hildenbrandt carved out a slice of University of the Fraser Valley athletic history on in February, becoming the first Cascades wrestler to win a U SPORTS national gold medal.

The sophomore from Surrey, BC edged Kyle Bonk-Dann of the Western Mustangs 5-4 in a thrilling men's 120 kg final at the national wrestling championships, hosted by the University of Winnipeg.

Bonk-Dann held a 2-0 lead at the end of the first of two rounds after pushing Hildenbrandt out of bounds, but the UFV grappler went on the offensive in the second. He scored an early takedown to tie the match, and later initiated an offensive flurry which saw both wrestlers pick up two points. Hildenbrandt finished the sequence by spinning around to get on top of Bonk-Dann and earn an additional point, and that turned out to be the difference in the match.

"You know, it feels pretty good right now but it hasn't really sunk in yet," Hildenbrandt said afterward. "It's pretty cool to win our first gold medal, and I hope we have a lot more in the future."



UFV's previous best individual result at wrestling nationals was a silver medal by a fellow heavyweight, Manheet Kahlon, in 2015.

Hildenbrandt's season featured five other podium finishes: Gold at the Canada West championships, the Golden Bear Invitational and the Cascades Classic; silver at the Dino Invitational; and bronze at the SFU Clansman International. He was awarded UFV Cascades' 2016-17 male athlete of the year in April.

2.2 Performance Measures, Targets, and Results

2.2.1 System measures

This section reports the 2016/17 Accountability framework performance measures¹ and results provided by the ministry of advanced education; some results are provisional estimates produced by UFV. Ministry assessments are based on the following scale:

<i>Target assessment scale</i>	<i>Description</i>
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

Measure 1: Student spaces²

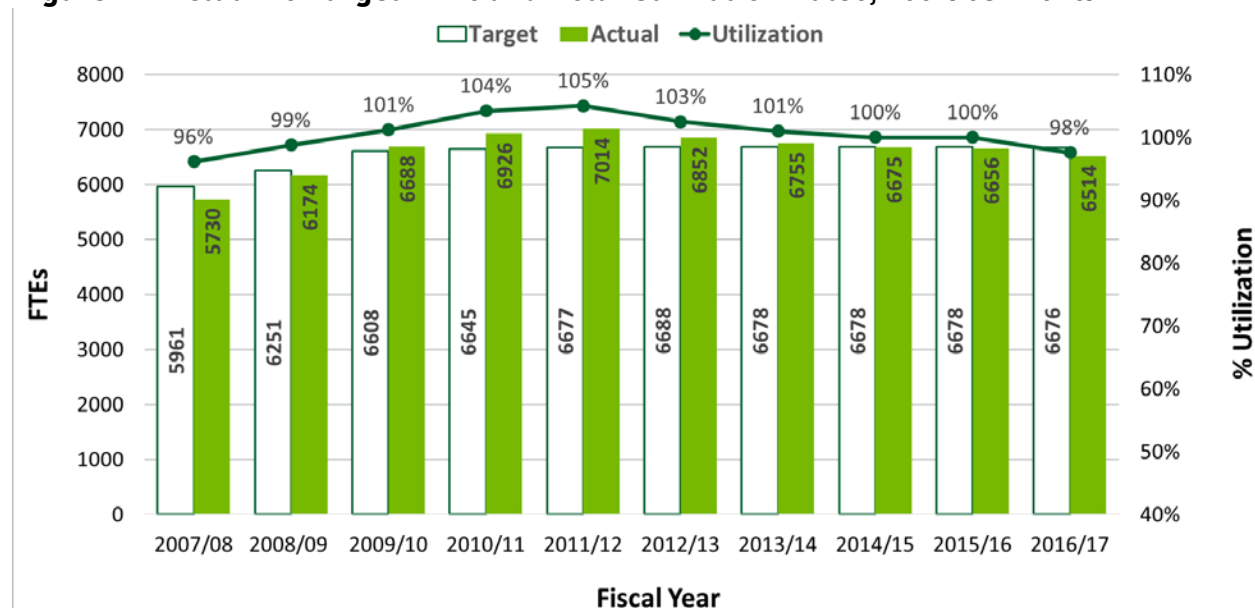
System Objective: Capacity

<i>Measure</i>	<i>Performance</i>			<i>Performance assessment</i>	<i>Targets</i>		
	<i>2015-16 Actual</i>	<i>2016-17 Target</i>	<i>2016-17 Actual</i>		<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
Total student spaces	6,656	6,676	6,514	Achieved	6,678	TBD	TBD
Nursing and allied health programs	502	475	499	Achieved	475	TBD	TBD
Developmental	365	519	298	Not achieved	519	TBD	TBD

UFV produced 6,514 domestic FTEs in AVED-funded programs, relative to a target of 6,676. UFV's slight decline in domestic FTEs is likely due to several effects. First, since 2011 the university-aged population of the Fraser Valley has been declining; it will begin to rise again in 2022. Second, since receiving university status in 2008, UFV has experienced an increase in the number of degree students; these students take more upper-level courses which tend to have smaller class sizes. Finally, there have been changes in funding for developmental programming and we have seen a decline in developmental FTEs as a result.

Further discussion of these issues is in section 1.2 Strategic Context. In each of the previous six years, UFV has successfully met or exceeded the number of government funded targeted FTEs. Figure 21 illustrates the last ten years, including UFV's most recent utilization rate for 2016/17. This demonstrates UFV's commitment to providing access to post-secondary education in the Fraser Valley and indicates continued demand for UFV's programs and services from the community it serves.

Figure 21: Actual vs Target FTEs and Total Utilization Rates, 2007/08 - 2016/17



In keeping with government priorities in the health sector, UFV has placed special emphasis on its nursing and allied health programs. For example, UFV allocated targeted FTEs to Nursing in its 2014/15 Skills Gap Plan, and in 2015/16 introduced the Advanced Medical Office Assistance certificate to its list of program offerings. These programs, overall, have exceeded their Ministry FTE targets for the last seven years, denoting continued high demand for health-related programs in the Fraser Valley.

UFV is committed to offering developmental-level programming that provides access to post-secondary programs for adult learners of diverse educational and cultural backgrounds. To meet this commitment, it offers Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Special Education (ASE) program options. Over the years, the university has continued to revise and modify access and developmental-level courses and programs to ensure that they are aligned with other programs at UFV. This alignment helps students who successfully complete their upgrading meet post-secondary admission requirements and continue their education. UFV did not achieve its 2016/17 target for Developmental FTEs largely due to the ongoing effects of provincial funding cuts to ESL—which significantly reduced UFV's ability to offer ESL programming for domestic students—and to the implementation of tuition fees for ABE and ESL courses. The high demand for credit-level programs relative to developmental programs is likely due to UFV's evolution into a full-fledged university along with the social-economic development of the Fraser Valley. Student FTE targets for developmental programs remain unchanged; however, the Ministry recognizes that 2016/17 continues to be a year of transition for these

programs and some institutions may be unable to meet their developmental program targets.

Measure 2: Credentials awarded³

System Objective: Capacity

Measure	Performance			Performance assessment	Targets		
	2015-16 Actual	2016-17 Target	2016-17 Actual		2017-18	2018-19	2019-20
Number	2,042	2,023	2,120	Achieved	TBD	TBD	TBD

UFV has achieved its target for credentials awarded for 2016/17, with an increase of 3.8% over the previous year. Since 2008/09, the year UFV received university status, bachelor's degrees have increased by 56%, followed by certificates at 49%, and diplomas at 38%.

Measure 3: Aboriginal student spaces⁴

System Objective: Access

Measure	2015-16 Actual	2016-17 Target	2016-17 Actual	2016-17 Assessment
Total Aboriginal student spaces	578	495	589	Exceeded
Ministry (AVED)	537		527	
Industry Training Authority (ITA)	40		62	

The Strategic Enrolment Management Plan 2014-2019 includes a goal to have the proportion of Aboriginal students at UFV equal the proportion of the Aboriginal population in the Fraser Valley. We use the latest census data from the *National Household Survey* of 2011 to obtain the proportion of Aboriginal people in the Fraser Valley Regional District. We choose the 15-to-54 age cohort to take into account not only that over half of UFV's students are in the under-24 age group, but also that we have many Aboriginal students outside of this age group.

The population of the 15-to-54 age cohort in the Fraser Valley is 145,390, the Aboriginal population is 10,820, thus making the Aboriginal proportion 7.44%. In 2015/16 UFV produced 6,656 domestic FTEs; the product of the proportion and the FTEs yields the Aboriginal FTE target of 495. In 2016/17, UFV exceeded this target by producing 589 Aboriginal student FTEs. The Aboriginal student spaces target will adjust over time as our domestic FTEs change and as we receive updated data on population demographics.

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

System Objective: Quality

Student satisfaction with education⁵						
Performance						Targets
Measure	2015-16 Actual	2016-17 Target	2016-17 Actual	Performance assessment	2017-18 : 2019-20	
	%	+/-	%	+/-		
Former diploma, associate degree and certificate students	91.1	2.3	91.6	1.9	Achieved	
Apprenticeship graduates	92.5	6.1	96.8	3.5	Exceeded	
		≥ 90%				≥ 90%
Bachelor degree graduates	98.1	0.9	96.6	1.2	Achieved	

Student assessment of the quality of instruction⁵						
Performance						Targets
Measure	2015-16 Actual	2016-17 Target	2016-17 Actual	Performance assessment	2017-18 : 2019-20	
	%	+/-	%	+/-		
Former diploma, associate degree and certificate students	91.3	2.4	93.9	1.6	Achieved	
Apprenticeship graduates	90.0	7.0	100.0	0.0	Exceeded	
		≥ 90%				≥ 90%
Bachelor degree graduates	97.9	1.0	96.6	1.2	Achieved	

Student assessment of skill development⁵						
Measure	Performance					Targets
	2015-16 Actual		2016-17 Target	2016-17 Actual		2017-18 : 2019-20
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	86.1	2.9		85.6	2.5	Achieved
Apprenticeship graduates	89.8	7.8	≥ 85%	92.2	5.9	Exceeded ≥ 85%
Bachelor degree graduates	90.9	1.9		91.7	1.9	Exceeded

UFV closely monitors the Ministry-generated student outcomes surveys: the Diploma, Associate Degree and Certificate Student Outcomes Survey (DACSO), the Apprenticeship Graduates Survey (APPSO) and the Baccalaureate Graduates Survey (BGS). The survey results are widely disseminated to academic departments and faculties, and to senior managers. These efforts help provide staff, faculty and senior administration with the necessary information and insight to make better informed decisions that lead to improved performance. All university-wide projects, such as the Education Plan and the Skills Gap Plan, as well as smaller projects such as new programs under development, make use of student outcomes data. Individual departments and faculties examine these results as part of their regular review process designed to refine and improve their programs.

UFV has achieved or exceeded 2016/17 targets on Measure 4 (student satisfaction with education), Measure 5 (student assessment of the quality of instruction), and Measure 6 (student assessment of skill development) for all three groups of graduates. In general, the scores are higher for apprenticeship graduates (APPSO) than for former diploma, associate degree and certificate students (DACSO) or for Bachelor degree graduates (BGS). The DACSO survey includes both graduates and early leavers of certificate and diploma programs; historically, as well as this year, DACSO respondents have tended to assess their education, instruction and skills lower than the respondents of APPSO and BGS, which include only graduates.



Measure 7: Student assessment of the usefulness of knowledge and skills in performing job

System Objective: Relevance

Performance⁵					Targets	
Measure	2015-16 Actual	2016-17 Target	2016-17 Actual	Performance assessment	2017-18 : 2019-20	
	%	+/-	%	+/-		
Former diploma, associate degree and certificate students	84.2	6.0	88.2	4.3	Achieved	
Apprenticeship graduates	92.5	6.1	90.9	6.2	Achieved	≥ 90%
Bachelor degree graduates	91.4	2.1	88.3	2.5	Achieved	

Measure 7 (Student assessment of usefulness of knowledge and skills in performing job) has been achieved for all three groups of students with apprenticeship students again scoring highest. UFV's Institutional Learning Outcomes is an institution-wide initiative that speaks to the skills and aptitudes that all UFV graduates will possess. Departments and programs have reviewed their courses and curriculum to ensure that all the outcomes are addressed.

Measure 8: Unemployment rate

System Objective: Relevance

Performance^{5,6}					Targets	
Measure	2015-16 Actual	2016-17 Target	2016-17 Actual	Performance assessment	2017-18 : 2019-20	
	%	+/-	%	+/-		
Former diploma, associate degree and certificate students	11.1%	4.8%	6.5%	3.2%	Exceeded	
Apprenticeship graduates	0.0%	0.0%	3.5%	3.9%	Exceeded	≤ unemployment rate for individuals with high-school credentials or less
Bachelor degree graduates	4.1%	1.4%	6.1%	1.8%	Exceeded	

UFV graduates in all three credential classes exceeded Ministry targets for 2016/17. For the last 7 years, UFV performance – as assessed through APPSO, DACSO and BGS survey responses – has achieved or exceeded the target: the unemployment rate has been lower than the target for each year. (In 2010/11, the APPSO students met the target since the +/-

for that year was 9.6% and in 2015/16, the +/- for DACSO students was 4.8%). These results indicate that UFV graduates are well trained to meet the requirements of the job market and are contributing to BC's economy with their skills.

Notes

“TBD” = measures for which results have yet to be received

“N/A” = “Not applicable”

- 1 Please consult the 2016/17 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf
- 2 Results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year; results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year. Excludes Industry Training Authority student spaces.
- 3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2016/17 reporting year are a three-year average of the 2013/14, 2014/15, and 2015/16 fiscal years.
- 4 Results from the 2015/16 reporting year are based on data from the 2014/15 fiscal year; results from the 2016/17 reporting period are based on data from the 2015/16 fiscal year.
- 5 Results from the 2015/16 reporting year are based on 2015 survey data; results from the 2016/17 reporting year are based on 2016 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
- 6 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.



Box 7: Peer Resource and Leadership Centre Helps Students Survive and Thrive

There's a lot to learn when it comes to being a successful university student. Sure, there are course and assignments to juggle, but you've also got to find strategies to maintain physical, mental, and emotional health, handle your finances, and have some sort of social life.

Fortunately for UFV students, there is a lot of help available at UFV. But for first-year students, asking for help or finding the resources available can be challenging.

That's where the UFV Coast Capital Peer Resource and Leadership Centre comes in. Its mandate is to provide holistic help for students. Student peer leaders help students find information in a safe, welcoming, and inclusive space by identifying resources available to them and providing peer-to-peer support and mentorship.

"We provide a first-point-of-contact, storefront-style conduit into the many services offered by UFV, in an atmosphere that is perhaps less intimidating for students than the traditional office environment," notes Ashley Hayes, the Peer Resource and Leadership Centre Coordinator, who hires and supervises the student workers and volunteer peer leaders who are the heart of the centre.

"Students get to approach fellow students to ask for help and information. Our peer leaders can then direct them to the appropriate resource at UFV."



Peer leaders also trained to be aware of community organizations that can help students, including physical and mental health resources and LGBTQ support groups.

Hayes, a recent UFV BA graduate, has been on board since late 2015, laying the groundwork for the brand new centre. She has selected, screened and trained 18 peer volunteers, as well as two senior student coordinators, Albel Deol and Sarah Gabor-Martinez.

"Our peer leaders' jobs are to offer one-on-one peer support, to listen, and to refer. There are some topic areas where they might be comfortable offering direct advice, such as study skills, but when it comes to relationship advice, or concerns about safety, they are trained to refer and in some cases immediately deliver the student to the appropriate resource," she adds.

Not all the referrals relate to counselling or academic advising. Some students are unaware of resources such as the Financial Aid office, the Fitness Centre, the Advising Centre, or Supported Learning Groups. Peer leaders are trained to brief them on these and other resources.

There is also a leadership component to the Peer Resource and Leadership Centre, as the name suggests. Partial funding for the centre is provided by Coast Capital Savings, which has helped foster the development of leaders at UFV since 2008. Over the years, Coast Capital Savings has contributed \$300,000 to student leadership initiatives at UFV.

“UFV is very pleased to continue offering new ways of helping students succeed,” said Jody Gordon, VP of Students and Enrolment Management. “It is well documented that peer-to-peer engagement helps students learn and further develop their skills. Providing these resources at critical junctures means students are more likely to persist and ultimately succeed.”

2.2.2 External surveys

UFV’s successful approach to student-centred learning is reflected in the evaluations of the university by its current and former students, as well as the reputation of the university in the community. In addition to the Student Outcomes surveys discussed previously, UFV participates in several other national and international surveys. These surveys provide information on how UFV is performing relative to its peers, but more importantly, the university uses these results to refine curriculum, pedagogy, and administrative and service processes. We discuss four such surveys below.

2.2.2.1 National Survey of Student Engagement

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

Both of the NSSE 2016 survey groups, first-year and senior students, rated the educational experience at UFV highly, with 82% of first-year and 87% of senior-year students rating their experience as good or excellent. Both groups of students also rated UFV highly in regard to the quality of their interactions with various groups on campus, including other students, faculty and support staff.

Both groups of students also scored UFV highly on several aspects related to fostering reflective and integrative learning: connecting learning to societal problems, including diverse perspectives in discussions or assignments, and examining the strengths & weaknesses of your own views. All three of these skills speak to the fourth goal in UFV’s Education Plan, that of developing local and global leadership. Senior students gave UFV high marks in effective teaching practices. Both senior and first-year students, however, were less likely to agree that UFV encouraged students to attend campus activity or provide opportunities for social involvement than were students at a comparable set of Canadian universities.

2.2.2.2 Faculty Survey of Student Engagement

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

The results indicated positive interactions between students and faculty and among students:

- 87% of faculty at UFV perceive faculty-student relations as positive;
- 81% perceive intra-student relations as positive;
- 98% of faculty spend time outside of class meeting with students; and
- 96% also spend time advising students, which includes career advice.

Almost half of faculty reported overseeing undergraduate research projects, half reported incorporating a service-learning component to their class, and a quarter reported supervising internships or field activities. Institutionally, 90% of faculty would like UFV to further increase its support for student academic success, demonstrating the student-focused approach of UFV faculty. Almost universally, faculty consider their courses as a vehicle to teach students to think; 99% reported their courses are structured to develop, critical thinking, with 95% of faculty placing emphasis on thinking skills. Almost 90% of faculty agreed that work-related knowledge and skills was a goal of their teaching, with 68% of faculty describing it as an important goal.

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

2.2.2.3 Ipsos Reid

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

2.2.2.4 Canadian University Survey Consortium

The Canadian University Survey Consortium (CUSC) conducts an annual survey of students at participating Canadian universities; the survey measures student life factors—such as employment, marital status, debt—as well as their on-school activities and degree of satisfaction with different aspects of their school experience. Schools are organized by CUSC into three groups based on size, with Group 1 consisting of the smallest universities, and Group 3 comprising the largest universities; UFV is part of Group 1. This allows comparison of UFV results both to a national average, and to an average of similar-sized universities. In 2016, CUSC surveyed almost 15,000 first-year students at 34 universities across Canada.

UFV's first-year students are of similar average age (19.4) as those in the comparison group (19.3) and slightly older than first-year students nationally (18.6). UFV students are

somewhat more likely to be in a relationship (33%) than either those in the comparison group (26%) or nationally (21%). Over 80% of UFV students live with their parents, much higher than the 43% nationally and the 50% in the comparison group.

UFV's first-year students were more likely to be employed during their studies (86% versus 34% nationally, 45% Group 1) and work more hours per week (19 versus 14 nationally, 16 Group 1). Students reported a negative impact of their employment on their studies at a higher rate than nationally (56% versus 43% nationally, 44% Group 1 students). First-year UFV students were also less likely to become involved in campus activities, either somewhat or very much (40% versus 46% nationally, 45% Group 1). Overall UFV students felt that their experiences met or exceeded expectations at a similar rate (90%) to that of students nationally (87%) and in the comparison group (90%).

Across several different measures, UFV students hold positive perceptions of their professors. UFV students were more likely to report that their professors encouraged students to participate in class discussions (96%) than students did nationally (87%) or in Group 1 (93%). Some 95% of UFV students felt that their professors were fair in their grading compared to 85% nationally and 89% in the comparison group. As well, UFV students felt they received prompt feedback at a rate of 78%, higher than the national rate of 65% and the comparison group rate of 76%.

UFV professors are seen as taking personal interest in academic progress of their students at a higher rate (89%) than those nationally (64%) or in Group 1 (76%). One area where UFV students did not exceed other universities is on whether their professors are intellectually stimulating in their teaching; UFV students reported 81% compared to 81% nationally and 88% in the comparison group.



Box 8: UFV Town & Gown Gala Raised \$132,000+ for Students

Town met Gown at the University of the Fraser Valley's second annual fundraising dinner on November 9. More than 250 people gathered in the Student Union Building on UFV's Abbotsford campus to celebrate student success and hear about how the support of donors helps UFV students.

Proceeds from the Town & Gown event go to UFV's Changing Lives, Building Community Endowment — supporting scholarships for students who demonstrate superior scholastic achievement, leadership, and commitment to the community. And this year, the net total after expenses was slightly more than \$132,000.

UFV President Mark Evered thanked guests, many of whom have supported UFV over the years, for investing in the university.

"We have built this great university on the vision of our community. We saw not only the educational opportunities for ourselves and our families, but the ways in which a local university would enrich us all — changing lives, and building community. It is that vision that continues to guide us today," Evered said.



"Tonight, you will hear the success stories of UFV students who have benefited from the educational opportunities offered right here in the Fraser Valley. Many of them have also benefited, through scholarships, bursaries, practicum placements, and co-op jobs, from the generosity of you, our donors."

The evening featured UFV's two alumni award recipients. The Distinguished Alumni winner for 2016 is Gary Bass, a former high-ranking RCMP officer who earned his MA in Criminal Justice while balancing the demands of his career. The Young Distinguished Alumni Award recipient for 2016 is Shannon Thiesen, an Abbotsford elementary school teacher and award-winning artist.

Dr. Malwinder Dhami, an Abbotsford dentist and longtime UFV supporter and donor, also spoke at Town and Gown, announcing that he is funding three new bursaries: one to support the Dental Assistant program and two to support language studies (in Punjabi and in Halq'eméylem, the language of the Stó:lō people).

Student speaker and award recipient Sahil Chawla talked about how the support provided by scholarships and bursaries allows him to fully engage in campus activities.

"I am so grateful for the financial support of donors to UFV. Because of the financial burden being lifted through the funding I have received, I have been able to be involved on campus and give back to my university. And these experiences have given me so many chances to grow. I plan to give back throughout my life and career," he said.

The presenting sponsor for Town & Gown was Prospera Credit Union.

3. Financial Information

Universities across the country are receiving consistent messaging from governments that they must be sustainable and relevant. This is evident in revised mandate letters, increased accountabilities and greater influence on programming and labour market alignment. Universities are also facing changes in student expectations and technology advancements that impact the content and delivery of education and operations. Balancing budgets and finding equilibrium in this environment, while at the same time respecting university autonomy and academic freedom, remains a challenge.

3.1 Financial Results

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

3.2 Looking Forward

The University of the Fraser Valley recognizes and embraces its responsibility to the students and the communities we serve. UFV's vision, values and strategic goals guide the allocation of its resources. Strategic resource allocations in the 2017-18 budget continue to build on the priorities of the Education Plan with investments in work integrated, experiential, and co-curricular learning, student advising, and resources to support faculty in learning technologies and emerging modes of teaching. Resources were also allocated to reduce risk associated with critical information technology functions and to support technology investments aligning with Education Plan goals. The comprehensive budget can be viewed on the UFV website at: <http://www.ufv.ca/budgets/ufv-budgets/>

3.3 Risk and Uncertainties

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

Risks and uncertainties for the University are:

1. Student recruitment and tuition as an increasing portion of total revenue: enrolments may be negatively impacted by demographics, the economy, federal and provincial policies, and competition from other institutions.
2. Higher reliance on international students: a global catastrophe, economic events, and a higher concentration of international students from two or three regions could negatively impact international enrolments.
3. Employee recruitment and retention: attracting and retaining employees within a salary grid that is not competitive with post-secondary salaries in other provinces or the market.
4. Deferred maintenance: maintaining aging buildings within capital allocations.

4. Final Comments

The force of UFV's Education Plan 2016-2020 has been making itself felt throughout the university in 2016-2017. Academic and support departments are re-examining how their activities foster its goals of learning everywhere, committing to flexibility and responsiveness, collaborating across borders, fostering local and global citizenship, and integrating experiential learning into the fabric of student life. One of the most ambitious extensions of these values is the building proposed in the UFV Capital Plan, a building which—in its integration of digital technologies, performance spaces and flexible learning areas—would function as a centre for not only learning, but also innovation, collaboration and creativity. The proposed building would be open to entrepreneurs and organizations in the community, helping the Fraser Valley spread innovation in new and established industries. The collaboration with industry and community partners would offer students a chance to learn skills, and master digital tools, in a hands-on manner, while the technologies built into the centre would allow learning to go on beyond the building itself. The new technologies, new partnerships and availability of flexible and performance spaces would encourage faculty to explore new ways of teaching that cut across traditional borders.

Alongside this new vision of learning, however, is UFV's traditional commitment to putting the needs of the region and the journey of the learner first. UFV's planning is guided by its strategic goal of striving to provide the best undergraduate education possible by providing access to education in the Fraser Valley, providing support and programming for Aboriginal students, and focusing on producing FTEs in specific skills that are aligned with the demands of the provincial labour market and local industry. UFV students have many opportunities for experiential learning, grounding education through

hands-on projects that strengthen the links between the classroom and the world surrounding it. UFV is becoming an increasingly attractive option for international students, and their rising numbers enrich both university and community. Through its engagement with the citizens of the Fraser Valley, UFV has become a leader of environmentally-responsible economic, social, and cultural development in the Fraser Valley.



UFV students and faculty discuss ideas presented at the Student Research Day, March 2017.