

Institutional Accountability Plan and Report

2021/22

Prepared by
UFV Office of
Institutional Research
and Planning



FROM THE OFFICE OF

Dr. Joanne MacLean
President & Vice-Chancellor



July 11, 2022

The Honourable Anne Kang
Minister of Advanced Education and Skills Training
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Anne Kang,

The University of the Fraser Valley is pleased to submit its Institutional Accountability Plan and Report for the 2021/22 reporting cycle.

UFV returned to face-to-face instruction and services in fall 2021 and everyone on our campuses has worked hard to serve and support students during a second challenging year of the pandemic. The return to campus included adapting and maintaining learning during the catastrophic flooding in the Fraser Valley in November 2021.

During the pandemic, there was a slight decline in the number of new domestic students, and this has resulted in a decline in our utilization rate to 98%. We expect the number of domestic students to increase—population growth of college aged people in the Fraser Valley region is projected to increase by 20% by 2032 and 23% by 2037 (vs 10 and 12% across B.C. respectively).

We have seen a recovery in the numbers of international students. Starting in fall 2021 through summer 2022, the number of new to UFV international students returned to pre-pandemic numbers. Even with these high new student numbers, it will take time before overall international numbers return to previous levels.

UFV has set nineteen Key Performance Indicators (KPIs) to help enact and measure progress towards the strategic imperatives in UFV's Integrated Strategic Plan called IYAQAWTXW—which means House of Transformation in the language of the Stó:lō First Nation. UFV KPIs were set to be relevant to all or most units across the campus; importantly, they require collaboration and coordination across multiple areas. This report includes commentary on the KPIs including the base year values from 2020/21, the targets set for five years out, and the first annual update.



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Students consistently state that improved career prospects are the primary reason they choose to attend university. UFV takes this responsibility seriously. To assess graduate outcomes, UFV recently participated in a Tax Linkage project with other B.C. public post-secondary institutions and Statistics Canada. We were pleased to see the results reinforce what we observe in the BC Student Outcomes surveys: UFV graduates secure well-paying employment.

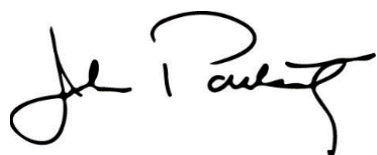
The university evaluates its program mix, with consideration to the labour market demands in the Fraser Valley, the Lower Mainland, and the province. The university received funding for Tech Expansion FTEs starting in 2019/20 and has met or exceeded its target in each of the last three years. This year, UFV has applied for the next round of Tech Expansion FTE funding, and we look forward to being able to provide more students the opportunity to enrol in these programs that lead to in-demand jobs.

With the construction of a new student residence, UFV and the Ministry are working together to address the need for student housing. The new housing will triple the number of beds available, from 200 to 598, and expand dining facilities. The Province is providing \$70.3 million toward the \$82.3 million project, with construction expected to begin in early 2023 and the first students to move in by the fall 2024.

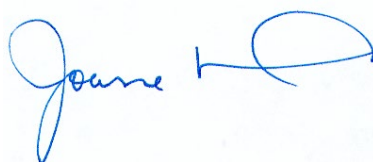
UFV's strategic Indigenization plan *Lálém ye mestíyexw* ("House of the Peoples"), continues to guide UFV's commitment to Reconciliation, Indigenizing our Academy, and improving our ability to be both responsive and responsible to Indigenous peoples' goals for self-determination and well-being. This past year UFV received approval from the Human Rights Commission enabling the University to hire Indigenous staff and faculty. To date, two tenure-track faculty members and several sessional instructors have been hired. A current posting is listed for a faculty member in Teacher Education.

We are excited to continue to provide an outstanding education to the growing population of the Fraser Valley, to the even faster growing number of Indigenous learners, and to the increasing number of international students choosing to attend UFV.

Sincerely,



John Pankratz
Chair, Board of Governors



Dr. Joanne MacLean
President and Vice-Chancellor

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1. Strategic Direction and Context

1.1 Strategic Direction

1.1.1 General Overview

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

The University of the Fraser Valley (UFV), a public teaching university established in 1974 and long-standing member of the Universities Canada organization, is located in the beautiful Fraser Valley, on the traditional, unceded lands of the Stó:lō Nation. Serving residents of the Fraser Valley and from around the world, UFV has campuses and locations in Abbotsford, Chilliwack, Mission, and Hope, along with a presence in Chandigarh, India. The largest campus is located in Abbotsford—a culturally diverse and welcoming community surrounded by agricultural activity and within close proximity to local mountains, the Pacific Ocean, and the US border. Our passion and commitment towards engaging learners, transforming lives, and building community is woven into all that we do, envisioning our campuses as a gathering place for learners, leaders, and seekers.

Over the past year, UFV enrolled 14,531 students¹. UFV offers small class sizes and dedicated faculty, an excellent learning environment, creative programming, and is committed to its work and collaboration with community partners. UFV holds four-star rating with QS World University Ratings, a prestigious international university rating system that helps prospective students select the right university based on characteristics important to them. In 2021, UFV scored five-star marks in the Teaching, Employability, Internationalization, Online Learning, and Inclusiveness categories.

UFV was named as a top employer in offering exceptional places to work in B.C. for the eighth year in a row. Over the last year, 1,589 people were employed by the university, making an important contribution to the economy of the Fraser Valley. This includes 352 permanent teaching faculty members, almost half of whom hold doctoral degrees.

UFV offers micro-credentials, certificates, diplomas, master's degrees, graduate certificates, post-baccalaureate certificates, a post-diploma certificate, and 22 bachelor's degrees in over 40 subject areas. These programs, in combination with a variety of majors, minors, and extended minors, allow students to tailor their academic pathway to suit their interests and needs. UFV also offers more than 20 Trades and Technology programs, as well as Upgrading and University Preparation programs, English Language Studies programs, and a vast selection of Continuing Education programs and courses. The university's five largest academic departments are the School of Business, Computer Information Systems, Criminal Justice, Psychology, and Mathematics and Statistics. UFV's diverse programming ensures the university provides accessible and flexible opportunities to support personalized, lifelong learning, with pathways that lead to the attainment and recognition of students' educational goals.

UFV produced 6,609 domestic FTEs towards a Ministry of Advanced Education and Skills Training target of 6,736 yielding a 98.1% utilization rate—3.4% lower than the previous year. In total, UFV produced

¹ This is for fiscal year 2021/22. Most data in this report is by fiscal year, we note occurrences where this is not the case. Student data in Section 1.1.1 is from the Central Data Warehouse (CDW).

8,603 Full-Time Equivalents (FTEs) this year, with 1,218 of those coming from international students, and 775 funded by the B.C. Industry Training Authority. Across all funding categories, UFV saw a slight increase of 18 domestic FTEs (0.2%) over the previous year.

In the fall of 2019, the transition of UFV India Global Education (UIGE) to Fraser Valley India (FVI) began. FVI is a separate legal entity from UFV and new students to the Chandigarh campus now enter as FVI students. As existing UIGE students complete their studies, UFV continues to see a gradual decline in the number of international student registrations from the Chandigarh campus. FVI students in Chandigarh are not included in the submissions to the Ministry Central Data Warehouse or the FTE Reports. As was the case with UIGE students, FVI students will have the option to transfer to UFV to complete their program of study in Canada.

For 2021/22, UFV had 12,873 domestic, 1,626 international (Canada), and 32 international (UIGE Chandigarh) students enrolled, for a grand total of 14,531 unique students. For the remainder of this report, unless noted otherwise, student activity is for domestic and international students at UFV campuses in Canada.

Given the global pandemic and shifting geopolitical factors, the university, as did many others, continues to see a dramatic decline in the number of international students this year—a decrease of 296 FTEs from the previous year (-20%). The largest number of international students at UFV continues to be from India (68.9%), followed by China (8.0%), Vietnam (2.3%), and South Korea (1.5%). The large number of international students studying at UFV is one important way the university creates opportunities for the world to interact with the Fraser Valley and the Fraser Valley to engage with the world.

Despite the challenges with COVID-19 and flooding, UFV adapted and continued to engage, collaborate, grow, and transform. Over the past year, the university was engaged in two institution-wide planning projects that provide road maps for UFV to address important issues and reach its goals. First and foremost, as a part of the university's new Integrated Strategic Plan called IYAQAWTXW, which means House of Transformation in the language of the Stó:lō Nation, UFV developed a set of Key Performance Indicators (KPIs) to measure the university's progress towards the strategic imperatives. Second, UFV is developing a new Strategic Enrolment Management (SEM) plan that will shape the future of how the university recruits, admits, enrolls, and delivers a UFV education to our students.

Students consistently state that improved career prospects are the primary reason they choose to attend university. In response, Institutional Research & Integrated Planning conducted a study on median income of UFV 2009 to 2014 graduates that were in the labour market one year after graduating. The Tax Linkage data is used in conjunction with other labour market information, such as the B.C. Labour Market Outlook, to inform UFV planning, particularly regarding programming offerings and mix. Further detail on these, and other projects, is provided in Section 1.1.4 University-wide Planning Projects.

In 2021, UFV invested \$224,000 of targeted Strategic Initiative Funds to support 30 projects developed by the UFV community aimed at implementing the University's Integrated Strategic Plan—IYAQAWTXW: *House of Transformation*. Examples include:

- An on-campus mural project dedicated to the victims of residential schools entitled *Remember the Children*, led by Amanda James, President of Students for Indigenization;

- *Listening: Hearts and Needs of Indigenous Students*, a project led by Betty Peters, Director Indigenous Student Centre, focusing on better understanding the systemic barriers and challenges that Indigenous students have faced at UFV and aimed at providing a series of recommendations based on the voices of Indigenous learners to foster better relationships with Indigenous communities;
- *Building Open Education Practices*, led by Martin Warkentin, UFV copyright librarian;
- On-campus signage to support and welcome Trans people, led by Dr. Evan Taylor, assistant professor, Social Work and Human Services;
- A project dedicated to connecting nursing students with in-the-field nurses to support *Nursing Mentorship in Action*, led by Lisa Almos, associate professor, Nursing; and
- *Exploring Biosensor and Automation Technology in Agriculture in the Fraser Valley*, a gap analysis, led by Dr. Renee Prasad, Agriculture department chair.

Building renewal projects for Buildings A-East and D on the Abbotsford campus continues this year. This project brought substantial interior updates while the aging exterior of Building A was removed and replaced with an upgraded exterior insulation and finish system (EIFS). Building D3's narrow halls and office-only windows will be transformed to accommodate larger shared areas intended to make the most of existing windows and skylights. The project leaders are working with Indigenous partners to incorporate traditional Stó:lō elements into the design—both physically in the form of wall graphics and privacy screenings, but also culturally through educational opportunities focusing on the meanings and traditions associated with the project's art and depictions of nature. Construction is expected to wrap up in the fall 2022, with faculty moving into their new environment in time for the winter semester in January 2023.



UFV Shakespeare Reconciliation Garden unveiling, 2021

Another exciting project for UFV is the renovation project at the UFV Athletic Centre (Building E). In line with UFV's Equity, Diversity and Inclusion goals, the project creates space that is gender neutral and universally accessible. The renovation will also include upgrades to increase water and energy efficiency, as well as keypad lockers compliant with accessibility height requirements.

UFV also completed other building projects. The Shakespeare Reconciliation Garden was unveiled in July of 2021. The Indigenous Teaching Garden now offers a peaceful and reflective spot for the UFV community. The entranceway to the Abbotsford campus was improved and officially opened early in 2022. Building A—West, B, and U House (Building F—home of South Asian Studies Institute) were freshly painted with more modern colours to match the A-East and D upgrades. For Building G, an innovative Photovoltaic (PV) panel project is now perched atop the roof. These high-tech solar panels are capable

of providing up to 30% of all the electrical power used in Building G, which houses the Peter Jones Learning Centre, including the library.

The University of the Fraser Valley brings together community members by providing opportunities for engagement, collaboration, and discourse on diverse topics through a variety of mediums. This year's in person and virtual activities included a panel discussion around the biases and barriers women and girls face in the education system in recognition of International Women's Day, Literary Circle in Honour of bell hooks in commemorating of Black History Monday organized by the UFV Race and Antiracism Network, the third annual Interpret, a creative and performing arts festival presented by School of Creative Arts, March for Sustainability education series hosted by School of Land Use and Environmental Change and the Office of Sustainability, the Fraser Valley Flood: An Environmental Policy Forum hosted by the Political Science department as part of its Politalk Roundtable series, and [the South Asian Canadian Legacy Project to showcase South Asian Canadian contributions to British Columbia](#). Other events involving the community included a photovoice exhibition titled "Voices of Women Who Survived Trafficking in Nepal", theatre productions, CityStudio Hubbubs, and Art exhibitions at the S'eliyemetaxwtexw Art Gallery.



UFV Student Housing Announcement, 2022

More students at the University of the Fraser Valley's (UFV) Abbotsford campus will be able to live on campus with the construction of new student housing that will triple the number of beds available and expand dining facilities. "We know that finding housing near UFV's Abbotsford campus can be a challenge," said Anne Kang, Minister of Advanced Education and Skills Training. "The project at UFV is part of the Homes for B.C. plan, and it will help so many students focus on their studies."

The Province is providing \$70.3 million toward the \$82.3-million project. The new housing will increase on-campus accommodations for students from 200 to 598 beds. The six-storey mass timber building will include common areas as well as the new student beds. Construction is expected to begin in early 2023, with the first students to move in by the fall 2024.

1.1.2 Engaging Learners, Transforming Lives, Building Community

1.1.2.1 UFV's Vision, Mission, and Values

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

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

Box 1: UFV's Vision, Mission, and Values

Our vision

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

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

Our mission

Engaging learners, transforming lives, building community.
yoystexw ye totilthet, ayeqet kw'e shxwaylexws, thayt kw'e st'elt'elawtexw

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

Our values

Integrity | letse o sqwelewel

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

Inclusivity | lexwsq'eq'ostexw

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

Community | st'elt'elawtexw

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

Excellence | ey shxweli

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

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



Box 2: UFV Recognized Again as a Top International University



UFV was recently recognized as a top-tier International post-secondary institution by Quacquarelli Symonds Limited (QS), a global higher education research company behind one of the most respected university rankings systems in the world.

[QS Stars is a university rating system](#) that helps prospective students select the right university based on topics important to them. Each institution receives an overall rating of 0 to 5 stars, as well as 0 to 5 stars in at least eight of 13 key categories.

In 2021, UFV received a four-star rating as an overall institution. In addition, the university scored five-star marks in the Teaching, Employability, Internationalization, Online Learning, and Inclusiveness categories.

“Achieving these prestigious ratings is a testament to the university’s commitment to excellence,” says David McGuire, associate vice president of [International at UFV](#). “There is a sense of pride at UFV. People work very hard here, everyone



from the faculty, staff, right through to the students.”

Niranjana Geetha, an International student from Kerala, India, started her journey at UFV in the winter of 2021. She has been impressed with the university’s ability to be flexible and empathetic to students’ needs.

“My experience with UFV has been amazing,” said Geetha, who is registered in the [Business Administration \(Aviation\) diploma](#) program. “I started my studies during the pandemic, and I completed two of my semesters from my home country. The faculty of UFV knew that many students were stuck in their home country during the pandemic and were not able to travel to Canada, and hence the faculty have been considerate with the time difference and were helping a lot since everyone was nervous about the start of their university life becoming completely online.”

This is not the first time UFV achieved high QS Stars scores. [In 2018, UFV also received an overall four-star rating](#), as well as five-star scores in both the Teaching and Employability categories. UFV used the 2018 audit as a

roadmap to identify gaps and areas for improvement. This time, in addition to the previous categories, the university added top marks for Internationalization, Online Learning, and Inclusiveness.

“The QS Stars rating system recognizes UFV’s strengths as a world-class university across a broader set of criteria that can’t be measured by any traditional ranking systems,” said Raluca

Grigorescu, product manager at QS. “These results emphasize where the institution excels and UFV’s commitment to improve over time, enhancing its rating in three areas of the audit since 2018.”

According to Grigorescu, QS Stars conducts a comprehensive audit of a university’s performance, and each category is made up of several indicators which cover a wide variety of performance. In order to complete the assessment, the institutions are asked to provide data, personal statements, and supporting evidence.

“Gathering data was particularly challenging this year with the pandemic, but we had a tremendous amount of help from Vladimir Dvoracek and his incredible team in Institutional Research & Planning,” says McGuire, noting his colleague, Walter Foreman, associate director of International Relations, worked tirelessly to navigate the process.



McGuire and Foreman know that QS Stars will not only bring International recognition and validation to UFV, but will help create opportunities for partnerships, new funding sources, and attracting students globally.

“Everybody at UFV knows how good UFV is, and that’s why they’re here,” says Foreman. “But if we don’t communicate that to the world, we’ll just be the best kept secret in the Fraser Valley.

“And I think that’s one of the things that the QS Stars rating helps us do, is get that message out.”

1.1.2.2 UFV’s Integrated Strategic Plan, IYAQAWTWX (House of Transformation), 2021-2026

On February 4, 2021, UFV’s new Integrated Strategic Plan—IYAQAWTWIX (House of Transformation) was approved by the UFV Board of Governors, signifying the end of a two-year planning process. The strategic imperatives in the Integrated Strategic Plan provide the key objectives that UFV will focus on as it works to achieve its goals.

OUR INTRODUCTION

Ey swayel.

After two years of consultation with internal and external stakeholders, we are excited to be launching our new Integrated Strategic Plan, which we call *IYAQAWTXW – House of Transformation*.

IYAQAWTXW, in the language of the Stó:lō First Nation, means “house of transformation” and reflects the mandate of UFV as a place of change – a place of intellectual and character transformation. *IYAQAWTXW – House of Transformation* provides us with an exciting path forward that builds towards celebrating UFV’s 50th Anniversary.

Our Mission of Engaging Learners, Transforming Lives, and Building Community is clearly articulated through a series of institutional Goals and Strategic Imperatives guided by our institutional values of community, inclusivity, excellence, and integrity. Each of these imperatives supports the achievement of our Vision: UFV will be known as a gathering place for learners, leaders, and seekers. We will pursue diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond.

Accomplishing these Strategic Imperatives will require all of us in each area of the University to work together to ensure true transformation can take place. Although we are launching *IYAQAWTXW – House of Transformation* during the COVID-19 pandemic, it has never been more important to have a shared vision for UFV to continue to move forward. I would like to thank all of those who have contributed to the development of *IYAQAWTXW – House of Transformation* and I am excited for the journey we are all about to embark on to making our collective vision a reality.

Ey si:yam,

Dr. Joanne MacLean

President and Vice-Chancellor
University of the Fraser Valley

OUR MISSION

Engaging Learners

Yoystexw ye totilthet

OUR GOAL

Provide inclusive learning environments for everyone

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

SUMMARY OF STRATEGIC IMPERATIVES:

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



OUR MISSION

Transforming Lives

Ayeqet kw'e shxwaylexws

OUR GOAL

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

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

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

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

SUMMARY OF STRATEGIC IMPERATIVES:

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

OUR MISSION

Building Community

Thayt kw'e st'elt'elawtexw

OUR GOAL

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

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

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

SUMMARY OF STRATEGIC IMPERATIVES:

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



The Integrated Strategic Plan is being implemented throughout the university. We have started to monitor the progress. Section 3.2.2 provides baseline data and this year's updates on Key Performance Indicators. We will continue monitoring the progress of the Integrated Strategic Plan, making any required adjustments to meet the challenges of our evolving environment.

An annual report was presented to both Senate and the Board of Governors outlining UFV progress made towards achieving the KPI targets. Both the KPIs and the annual report are available on UFV's website.

1.1.3 UFV's Response to COVID-19 & Flooding

In its second year, the COVID response continued to dominate the work of Teaching and Learning (T&L) in 2021. The focus in 2020 was on upgrading the technical and teaching skills of faculty and students in response to the online pivot; 2021 enabled T&L to broaden and diversify its response. The basics remained the same—T&L delivered 500 workshops and conducted 1,500 one-on-one consultations with faculty members. T&L increased the number of videos on new tools and devices; it began a series of podcasts featuring pedagogical experts and a series on supporting international students. Classrooms were outfitted for hybrid learning, requiring skill development on both the equipment and pedagogy. T&L conducted a HyFlex pilot involving six faculty members and approximately 250 students. UFV faculty made huge investments in time and energy in transforming their technical and pedagogical skills and these were highlighted in events such as the Celebration of Learning, Professional Development Day, and in the community with events like the HyFlex (Re)Action conference hosted by BCcampus.

The flooding in the Fraser Valley in November of 2021 again forced UFV classes to move online. Teaching and Learning supported faculty and students in revising their courses and requirements to support the completion of the semester online. Several new faculty members had not experienced the pivot in 2020 and required extensive immediate support. The flood forced some faculty and students to leave their homes so quickly that their computer equipment was under water. UFV provided loaner equipment. Faculty and students were unable to access UFV campuses with the flooding around Chilliwack, so T&L



The Fraser Valley Flood, 2021

provided extended hours to maintain contact. T&L delivered extensive support to students from Nicola Valley Institute of Technology in Merritt who take courses through UFV. Students were forced out of their community and were often in areas with low bandwidth. We help solve issues varying from logging into our systems to adjusting requirements, not only to meet course demands, but also take into consideration the stress students were under.

1.1.4 University-Wide Planning Projects

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

1.1.4.1 Key Performance Indicators to support UFV's Integrated Strategic Plan

Last year UFV embraced a new Integrated Strategic Plan 2021-2026. As part of the implementation of this plan, a set of Key Performance Indicators (KPIs) has been developed. The KPIs were developed with a couple of principles in mind. First, the KPIs should be relevant to all or most units across the university. Second, the KPIs should not be over-reliant on one area of the university for their success—they require collaboration and coordination across multiple units and areas to achieve the targets.

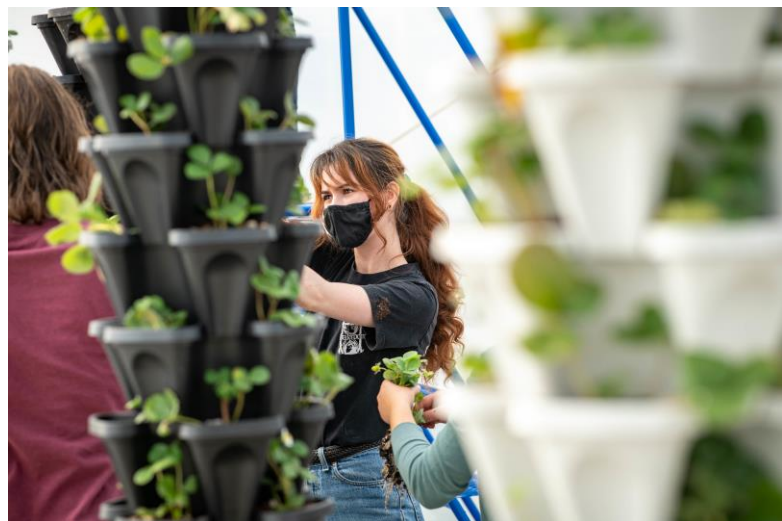
The KPIs are grouped by UFV's Mission of Engaging Learners, Transforming Lives, and Building Community. Each of the three groupings then has five to seven Strategic Imperatives supporting it, all guided by UFV's institutional values of community, inclusivity, excellence, and integrity. Additional KPIs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

The first annual KPI update is available in Section 3.2.2.

1.1.4.2 UFV's Strategic Enrolment Plan

UFV is in the process of developing a new Strategic Enrolment Management (SEM) plan. A plan that will shape the future of how the university recruits, admits, enrolls and delivers a UFV education to our students. UFV's new SEM plan will be guided by, and support the implementation of, [*IYAQAWTXW: House of Transformation*](#).

Several opportunities and formats have been provided to the UFV community throughout the year to learn about, provide feedback, and contribute to the SEM planning process. Examples of activities include a Provost Lunch and Learn, presentations at Faculty Council meetings, an online survey, and Strategic Enrolment Management planning workshops. The information gleaned from the many UFV community engagement and consultation events is being incorporated in the development of UFV's new SEM Plan Framework. The SEM Plan Framework is expected to be presented to Senate and the Board of Governors in the fall 2022.



Agriculture Students' First Days on Campus, September 2021

1.1.4.3 Tax Linkage

When students are asked the primary reason for attending university, they consistently and overwhelmingly state that it is to improve their career prospects. While compensation is but one part of a job or career, it is a critical component. To study the compensation of UFV graduates, UFV recently participated in a Tax Linkage project with other B.C. public post-secondary institutions and Statistics Canada. In this study, Canadian income tax data (T1 Family File) was linked to B.C.'s post-secondary graduates using data from the Postsecondary Student Information System (PSIS) which is administered by Statistics Canada.

Previous studies of graduate salaries have used survey data. What makes this project unique is that it uses actual Canadian income tax data. As part of the internal-to-UFV analysis for this project, the data from the Tax Linkage Project was compared to regularly available data from the Stats Canada census as well as survey data from BCStats Student Outcomes.

The Tax Linkage project provided UFV graduate median incomes for both Canadian and international students by

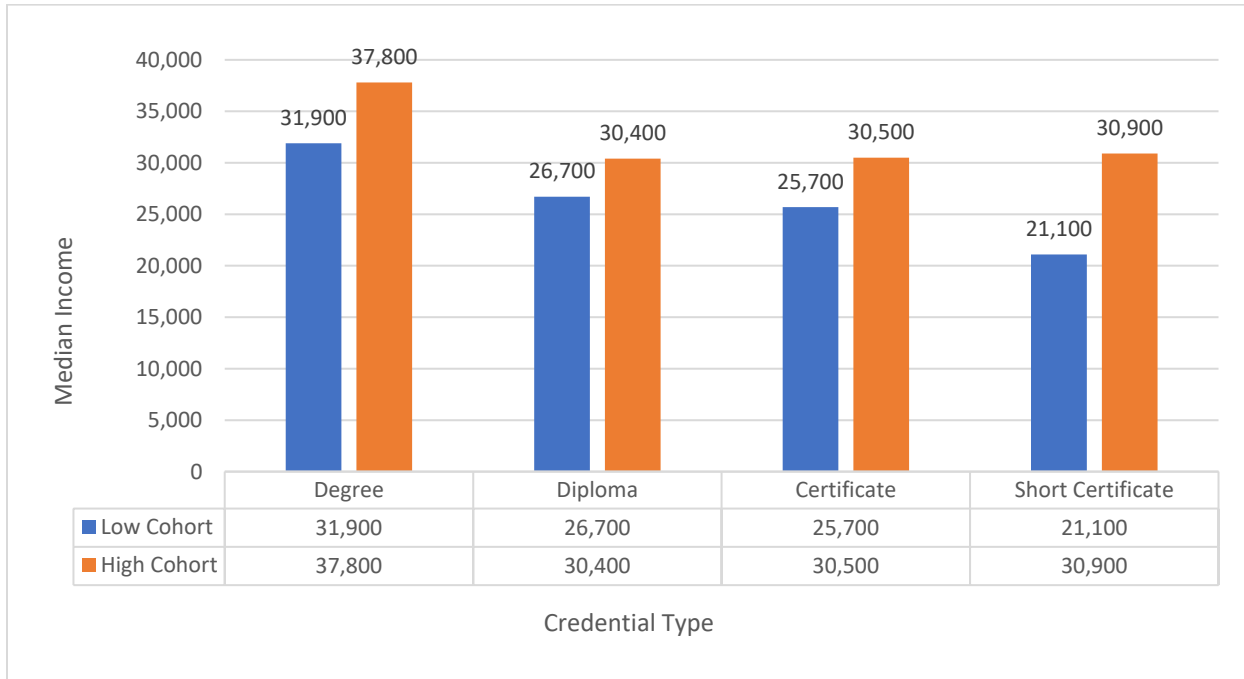
- Cohort graduation year: 2009 to 2014;
- The number of years after graduation: one to six; and
- Combinations of sub-groupings including
 - Educational qualification: short credential, certificate, diploma, associate degree, and undergraduate degree;
 - Field of study and BC Classification of Instructional Program (CIP) Cluster: Arts and Sciences, Business and Management, Health, Human and Social Services, and Trades); and
 - Gender.

Approximately 66% (6,750/10,268) of UFV graduates from 2009 to 2014 that were included in the Tax Linkage data were in the labour market one year after graduation. The labour market participation rate was higher for the 6,550 included Canadian graduates at 68%, than for the 200 international graduates, 33%. Roughly two-thirds of these Canadian graduates were female while the share of female international graduates ranged between 29% and 57% in each year. Small numbers in the study were masked with one result being that international graduates included in the study were limited to the 2012 to 2014 graduating years.

The share of 2009 to 2014 UFV graduates in the labour market one year after graduation differs by credential type. The largest share is from certificate graduates, with 75% to 85% (depending on the cohort year) in the labour market one year after graduating; this share is 61% to 68% for undergraduate degree graduates; 50% to 66% for diploma graduates; and 33% to 69% for short credential graduates.

The median employment income of graduates varies by educational qualification. One year after graduation, the largest median income for UFV graduates in the labour market is from those with an undergraduate degree. Figure 1 displays the low year and high year cohort median incomes for graduating cohorts from 2009 to 2014 by credential type.

Figure 1: Low Year and High Year Cohort Median Incomes for Graduating Cohorts from 2009 to 2014, by Credential Type



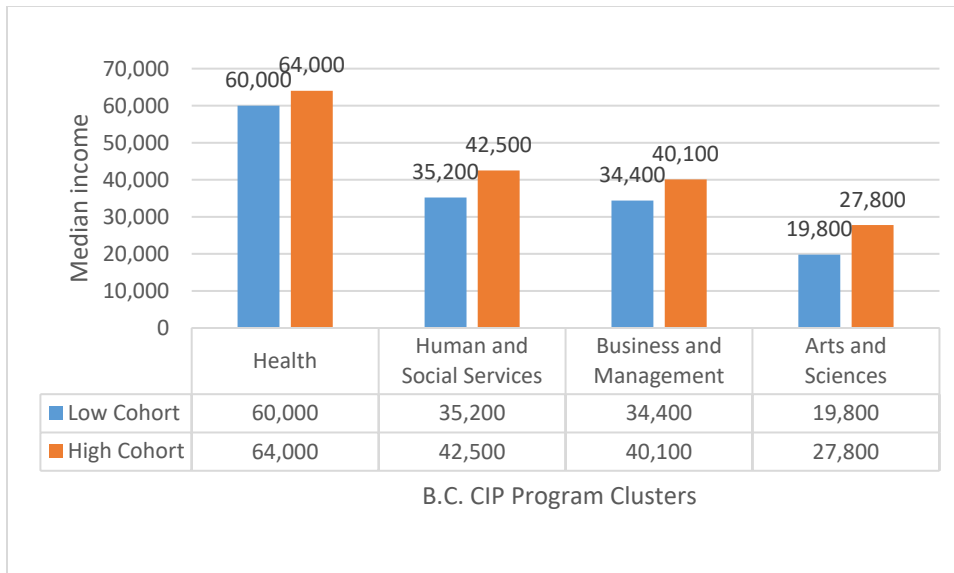
The median employment income of graduates varies by educational qualification and BC Classification of Instructional Program (CIP) Cluster. The largest median income one year after graduating is for an undergraduate degree in Health programming at UFV. These graduates’ median income was at least \$18,000 more (in any given cohort year) than the three other B.C. CIP Program Clusters. Arts and Sciences is the only UFV Program Cluster that has associate degrees (two-year programs) included in the undergraduate degree grouping, and this is likely the major factor in the lower median incomes of these



UFV Alumni 2022 Annual General Meeting

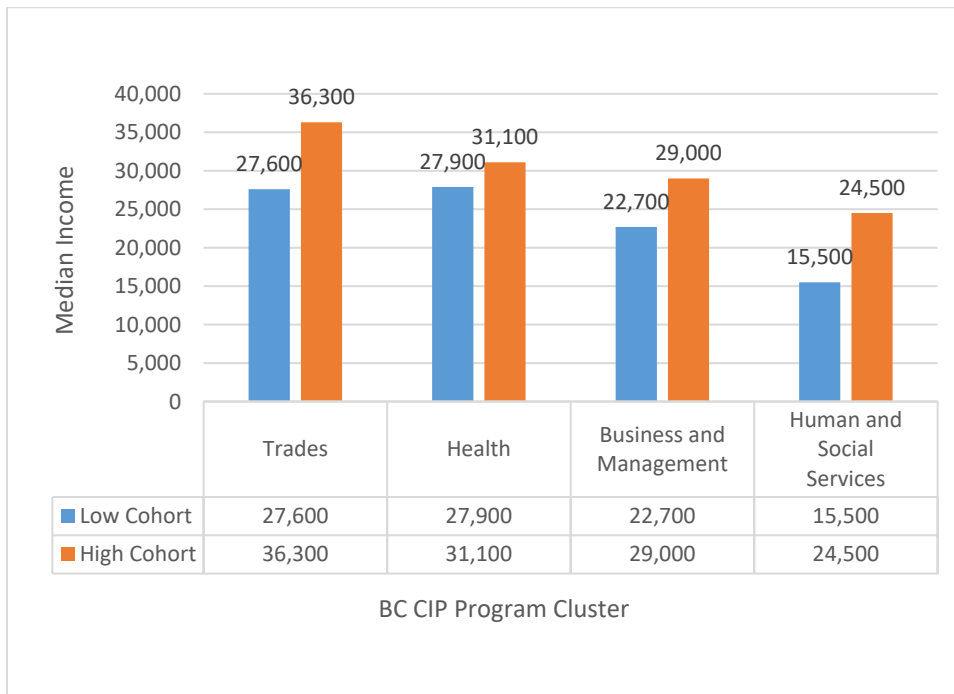
graduates. The bias in Arts and Sciences in the Tax Linkage project is evident in the survey data from BC Student Outcomes for UFV bachelor’s degree graduates. From 2018 to 2020, BC Student Outcomes reports similar incomes for graduates of Business & Management, \$55,000; Humanities, \$47,000; Social Sciences, \$52,120; Human & Social Services, \$53,000; and Physical Sciences & Math, 48,570 while Health remains highest at \$70,000. Figure 2 displays median incomes for UFV 2009 to 2014 undergraduate degree program graduates.

Figure 2: Median Incomes for UFV 2009 to 2014 Undergraduate Degree Program Graduates



UFV Trades graduates make up the largest share of certificate graduates in the labour market one year after graduation (ranging between 37% and 44%) for each graduating cohort year included (2009 to 2014); they also have the largest median income one year after graduation for the four most recent graduating cohort years (2011 to 2014). Over the five graduating cohort years, certificate graduates' median incomes one year after graduation are shown in Figure 3.

Figure 3: Certificate Graduates' Median Incomes One Year after Graduation



The median employment income of UFV graduates varies by gender. Apart from Health program graduates, the majority of the graduating cohort years from 2009 to 2014 show UFV male undergraduate degree graduates having a higher median income than their female peers. Female 2010 graduates earned less on average than their male counterparts both two and five years after graduation. Male 2010 graduates also had larger growth in median income over a three-year period (between two and five years after graduation) than their female peers. Male 2010 graduates had between 39% and 47% growth in median income growth from two to five years after graduating, depending on the field of study, whereas female graduates had between -12% and 37% growth in median income comparatively.

For female undergraduate degree graduates of the 2010 cohort, the largest median income two and five years after graduating is from graduates of a Health degree program, with \$67,700 and \$70,000, respectively, followed by graduates of Human and Social Services (\$45,900 and \$48,900), Business and Management (\$42,000 and \$37,100), and Arts and Sciences (\$27,300 and \$37,500) degree programs. For males in the 2010 graduating cohort, the largest median income two and five years after graduating is from graduates of a Human and Social Services degree program, with \$50,700 and \$70,800, respectively, followed by graduates of Business and Management (\$50,300 and \$70,000), and Arts and Sciences (\$31,500 and \$46,300) degree programs (the Health degree program numbers for males were masked due to small numbers).

The UFV Tax Linkage data is consistent with self-reported data from BC Student Outcomes. For example, the median income for the 2013 undergraduate degree graduating cohort two years after graduating is \$44,000, this is similar to the BC Student Outcomes survey results of 2015 to 2017 Bachelor degree graduates of \$50,000. The Tax Linkage data is used in conjunction with other labour market information, such as the BC Labour Market Outlook, in informing UFV planning, particularly regarding programming offerings and mix.

1.1.4.4 UFV Capital Plan

The university's capital plan is an essential component of UFV becoming known as a gathering place for learners, leaders and seekers. Physical space contributes to engaging learners and building community. Principles shaping our capital plan include providing a stimulating teaching and learning environment relevant to our learners and community, and a commitment to sustainability and environmental responsibility. This environment includes tech-enabled, interactive spaces that encourage inclusivity, connection, collaboration, and problem solving. Our commitment to sustainability colours our plans as we reimagine, adapt, and modernize spaces in response to changing needs.

One capital priority is the revitalization of our campus in Mission. This campus is ideally located to support the Centre of Excellence for Children, Youth, and Families. Housed within this redesigned space will be a mixture of academic programming, research, scholarly activity, and outreach programs related to children, youth, and families. Primary tenants will be the Teacher Education Department, the Early Childhood Education program, and the School and Community Support Worker program. The close proximity of the campus to the former St. Mary's Residential School provides an opportunity for truth and reconciliation to the lasting genocide of the residential school system in an authentic way through education. Other priorities are a multi-media performance lab as part of an Applied Research and Active Learning Building, student housing with 398 additional beds—which has already received Provincial

approval, and an expansion of cafeteria space. Plans for remediation and renovation to several buildings on the Abbotsford campus will ensure our buildings are sustainable, tech-enabled, and support interactive learning and student needs.

1.1.5 Quality Assurance—Program Review

The University of the Fraser Valley is committed to offering academic programs of the highest quality and standard. UFV's Academic Program policy requires that all academic programs and units are to be reviewed every five to seven years. In the policy, there is a multi-year plan for the review of academic programs and units at UFV. The Program Review is the central moment in an ongoing process of program monitoring and improvement. All aspects of this process share the same aim of strengthening a culture of continuous improvement throughout the institution.

In 2020/21, UFV completed the Quality Assurance Process Audit (QAPA) with the Ministry of Advanced Education and Skills Training. The audit focused on UFV's internal processes for the review of existing programs and the development of new programs with two goals: strengthening and improving processes where beneficial, and identifying commendable policies, procedures, or practices. The audit confirmed UFV's commitment to quality assurance and enhancement. It commended UFV for ensuring that the importance of quality curriculum, and the role of institutional and program learning outcomes in quality enhancement, are well socialized throughout the institution. The Program Development and Quality Assurance office is implementing changes and recommendations in areas identified by UFV in the QAPA Institution Report to further advance UFV's quality assurance processes.



UFV CEP Campus, 2021

1.2 Strategic Context

1.2.1 Overview

B.C. will have the third-highest provincial projected population growth rate in Canada—its population is projected to increase by 22% from 2021 to 2041, above the national growth rate for Canada of 20%. The Fraser Valley is projected to be one of the college regions with the largest growth from their levels in 2021 by 2041 in the province.² B.C.'s economy is forecast to grow faster than the Canadian average as economies recover from effects of the COVID-19 pandemic. As well, B.C. has experienced a lower unemployment rate in 2021 (6.5%) than the Canadian average (7.5%) and, is projected to have the lowest provincial unemployment rate in 2023 of 5.0%.³

The Fraser Valley college region 15-29 years old population is projected to increase each year from 2021 to 2037, but with slightly varying trajectories for the individual groupings of 15-19, 20-24, and 25-29 year old. Later, from 2038 to 2041, the Fraser Valley is projected to see a gradual decline in its 15–29 year old population (some 3% less in 2041 compared to 2037). UFV's local school districts are projecting growth in grade 12 enrolments in public schools from their levels in 2021 to 2031, with Langley and Chilliwack accounting for three-fifths (61.7%)⁴ of the share of projected growth. Projections for grade 12 enrolments in public schools in our local school districts are expected to increase by 17.5% from 2022 in 2031.

UFV has seen a slight increase in total domestic FTEs and a significant decline in international FTEs compared to the previous year: Total domestic FTEs increased by 0.2% over 2020/21 while international declined by 20.2%, for an overall decline of 4.8% in FTEs. In addition, AEST FTEs decreased by 3.1% this year over last year. The university also saw a decline in student headcount of 0.2% from the previous year; a disproportionate rate in comparison to the decline in FTEs.

UFV students have attributes that distinguish them from students at peer universities. Each year, selected UFV undergraduate baccalaureate-track students (based on year of study) are invited to participate in surveys from the Canadian University Survey Consortium (CUSC), and every three years from the National Survey of Student Engagement (NSSE) international student survey. In this section, and throughout this report, we have included relevant results from these surveys, which are discussed in greater detail in Section 3.2.3 External Surveys.

1.2.2 Economy and Employment

British Columbia Economic Outlook

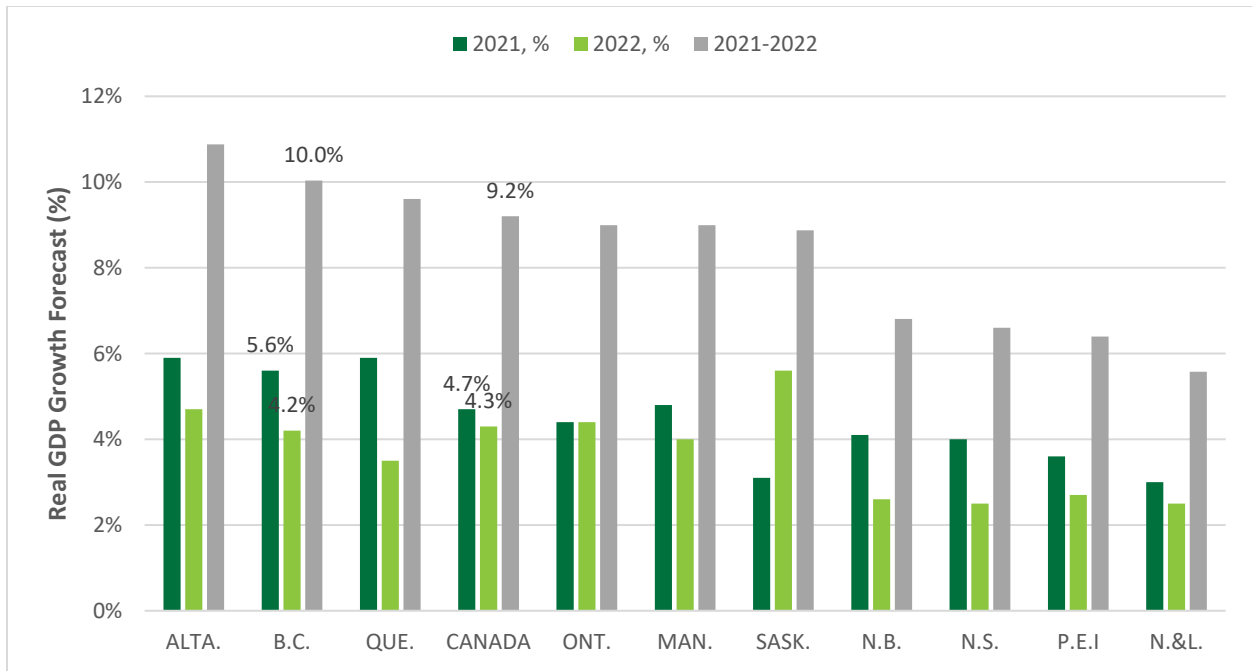
According to the Royal Bank of Canada's December 2021 Provincial Outlook, B.C.'s economy staged one of the stronger recoveries in Canada in 2021, and that momentum will carry into 2022. Figure 4 shows that the growth in real GDP is projected to be 4.2% in 2022, with 5.6% in 2021. This would result in an overall increase of 10% in 2021 and 2022, higher than the national average of 9.2%.

² Source: B.C. Stats PEOPLE Application 2021 database by selected college regions, accessed May 6, 2022.

³ Source: Royal Bank of Canada, "Provincial Outlook", December 2021.

⁴ B.C. K-12 Enrolment Headcount Forecast data provided by the B.C. Ministry of Education on April 26, 2022.

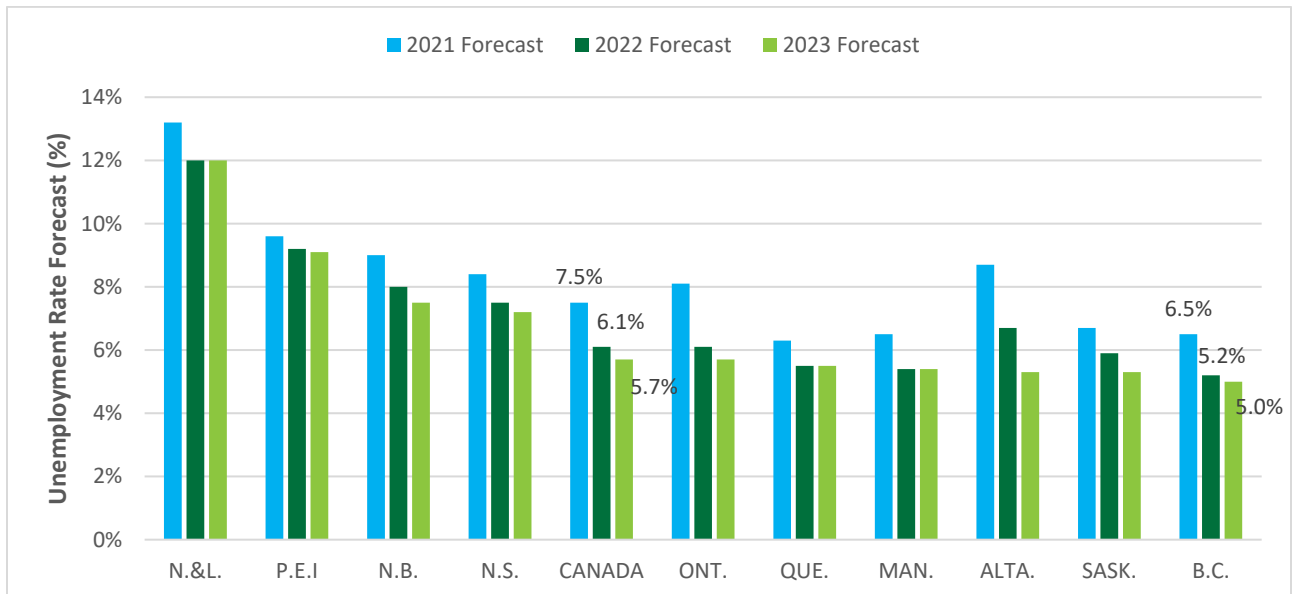
Figure 4: Real GDP Growth Forecast (%), 2021-2022



Source: Royal Bank of Canada, “Provincial Outlook”, December 2021.

The unemployment rate projections look even better for British Columbia. Figure 5 shows that B.C. was projected to have a lower unemployment rate in 2021 than the Canadian average—6.5% compared to the national rate of 7.5%. B.C. is forecast to improve upon this by decreasing to 5.2% for 2022, then it is projected to have Canada’s lowest provincial unemployment rate in 2023 of 5.0%.

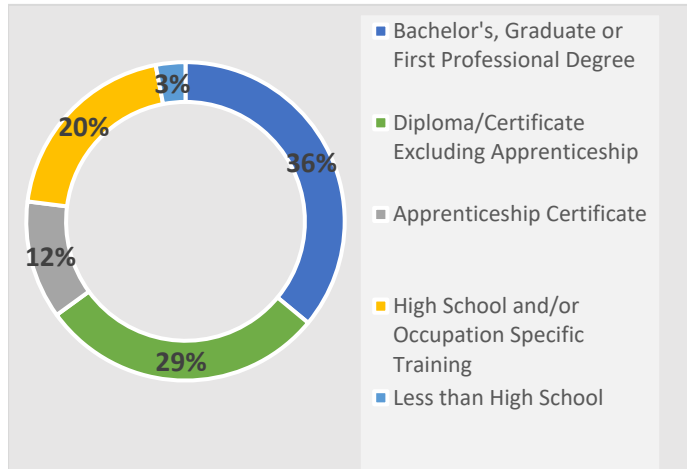
Figure 5: Unemployment Rate Forecast (%), 2021-2023



Source: Royal Bank of Canada, “Provincial Outlook”, December 2021.

The 2021 Edition of the BC Labour Market Outlook identifies the factors affecting labour market supply and demand; projections from 2021 to 2031 indicate 1,004,000 job openings in British Columbia.

Figure 6: Job Openings by Type of Education, B.C., 2021-2031



Source: WorkBC, BC Labour Market Outlook: 2021-2031 Forecast, 2021 Edition.

Approximately 77% (or 773,000 job openings) will require some level of postsecondary education or training. Job opening requirements are comprised of 29% for Diploma/Certificate Excluding Apprenticeship, 12% for Apprenticeship Certificate, 36% for Bachelor's, Graduate, or First Professional Degree, and only 3% for less than high school. These projections highlight the expected demand for workers with post-secondary education in the B.C. labour market in the coming years. Figure 6 shows the breakdown by education category.

Mainland/Southwest

The Mainland/Southwest region is as granular as the BC Labour Market Outlook gets to forecasting the labour market in the Fraser Valley. Some 65% (653,200) of the total 1,004,000 job openings projected over the next 10 years in B.C. are in the Mainland/Southwest region. The BC Labour Market Outlook states that approximately 60% of these job openings will be from the replacement of existing workers and the remaining 40% from economic growth. Employment demand is forecasted to increase at an average annual rate of 1.4% over the next ten years, a rate similar to B.C.'s average annual growth. Over the next ten years, the fastest growing sectors for the Mainland/Southwest region are forecasted to be:

- Computer systems design, and related services;
- Air transportation and support activities;
- Ship and boat building;
- Amusement, gambling and recreation industries; and
- Travel arrangement services.

The growth in Computer systems design and related services continues from the pre-pandemic period; the growth in the other sectors mostly reflects a recovery from the pandemic.



Graphic Digital Design Students, 2022

Figure 7 shows the top 10 industries by job openings forecast for the Mainland/Southwest region from 2021 to 2031. For total job openings between 2021-2031, we see Computer systems design and related services in the top spot on the list, ahead of Construction (which held the top spot in the last BC Labour Market Outlook; 2019 Edition). New to this list from the 2019 edition we see Elementary and secondary schools; and Personal, non-automotive repair and non-profit services. Missing from the list are Business, building, and other support services; and Nursing and residential care facilities.

Figure 7: Top 10 Industries by Job Openings for Mainland/Southwest Region, 2021-2031

Mainland/Southwest, 2021-2031			
Industry	Job Openings 2021-2031		
	Expansion	Replacement	Total
Computer systems design and related services	39,590	18,620	58,210
Construction	15,660	35,170	50,830
Other retail trade (excluding cars, online shopping and personal care)	16,810	27,330	44,130
Food services and drinking places	17,950	15,360	33,310
Personal, non-automotive repair and non-profit services	15,520	13,360	28,890
Legal, accounting, design, research and advertising services	10,670	15,830	26,500
Hospitals	9,000	16,620	25,620
Ambulatory health care services	10,870	14,520	25,390
Wholesale trade	8,130	15,890	24,020
Elementary and secondary schools	7,130	16,490	23,620

Source: WorkBC, BC Labour Market Outlook: 2021-2031 Forecast, 2021 Edition.

There are 53 top occupations identified for the Mainland/Southwest region for the next ten years. Figure 8 shows the top 40 occupations by typical education background and National Occupation Code (NOC) for the Mainland/Southwest region, from 2021 to 2031. The remaining 13 top occupations note a typical education background of High School or less, and so are not included (in Figure 8). UFV offers programming that provides the education, training, and skills necessary for almost all of these identified top occupations that have a typical education background of a degree, apprenticeship certificate, or diploma/certificate excluding apprenticeship.

Figure 8: Top Occupations by Education for the Mainland/Southwest Region, 2021-2031

Typical Education Background: Degree					
NOC	Occupation Title	Employment 2021	Expansion 2021-31	Replacement 2021-31	Total Job Openings 2021-31
3012	Registered nurses and registered psychiatric nurses	34,290	4,950	7,680	12,620
2174	Computer programmers and interactive media developers	16,500	6,950	3,180	10,130
2171	Information systems analysts and consultants	17,070	5,950	4,030	9,970
1111	Financial auditors and accountants	22,970	3,270	5,370	8,640
4032	Elementary school and kindergarten teachers	22,380	2,580	5,690	8,270
2173	Software engineers and designers	12,920	5,120	3,120	8,240
0213	Computer and information systems managers	8,640	2,900	3,550	6,460
4031	Secondary school teachers	14,240	1,650	3,960	5,610
0013	Senior managers — financial, communications and other business services	8,550	2,360	2,760	5,120
6221	Technical sales specialists — wholesale trade	8,700	1,810	2,650	4,460
1114	Other financial officers	13,570	940	3,350	4,290

Typical Education Background: Apprenticeship Certificate					
NOC	Occupation Title	Employment 2021	Expansion 2021-31	Replacement 2021-31	Total Job Openings 2021-31
6322	Cooks	20,840	3,850	3,660	7,510
7321	Automotive service technicians, truck and bus mechanics and mechanical repairers	11,440	1,590	2,620	4,210
6341	Hairstylists and barbers	8,790	2,310	1,450	3,770
7271	Carpenters	11,250	1,200	2,120	3,320
7241	Electricians (except industrial and power system)	9,850	1,130	1,370	2,500
6562	Estheticians, electrologists and related occupations	6,050	1,480	810	2,290
7205	Contractors and supervisors, other construction trades, installers, repairers and servicers	5,350	600	1,680	2,270
7251	Plumbers	7,070	770	1,210	1,980
7237	Welders and related machine operators	4,360	800	970	1,780
6332	Bakers	4,870	580	1,020	1,600
7302	Contractors and supervisors, heavy equipment operator crews	3,220	400	1,120	1,520
Typical Education Background: Diploma/ Certificate Excluding Apprenticeship					
NOC	Occupation Title	Employment 2021	Expansion 2021-31	Replacement 2021-31	Total Job Openings 2021-31
621	Retail and wholesale trade managers	30,190	4,530	7,700	12,230
1221	Administrative officers	23,290	3,280	7,950	11,230
3413	Nurse aides, orderlies and patient service associates	21,930	4,890	5,680	10,580
1411	General office support workers	25,730	3,270	6,110	9,370
6411	Sales and account representatives — wholesale trade (non-technical)	25,960	2,940	6,340	9,270
4212	Social and community service workers	15,390	3,060	3,640	6,700
1241	Administrative assistants	17,400	2,220	4,380	6,590
712	Home building and renovation managers	14,990	1,610	4,910	6,510
1414	Receptionists	16,740	3,070	3,030	6,100
2282	User support technicians	11,340	3,430	2,660	6,090

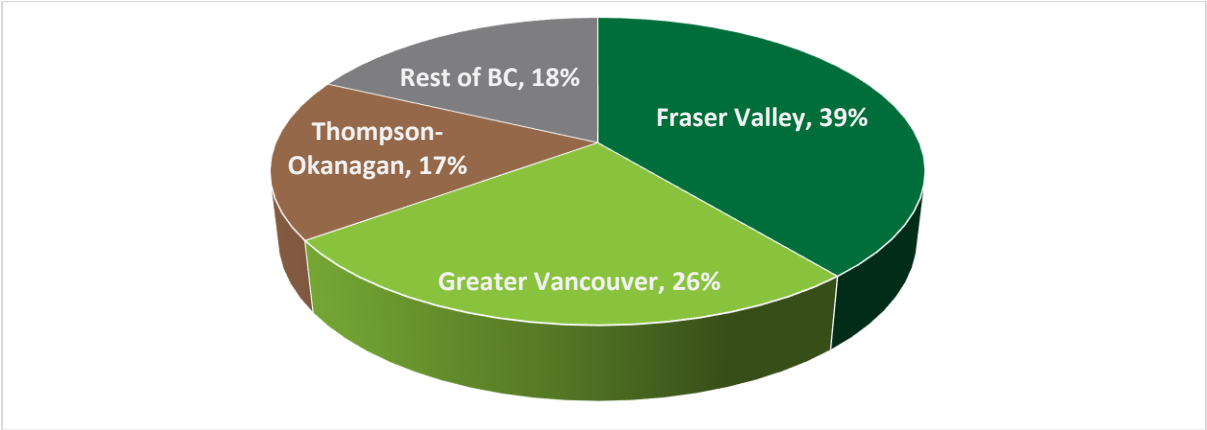
Source: WorkBC, BC Labour Market Outlook: 2021-2031 Forecast, 2021 Edition.

Fraser Valley Agriculture

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

The Fraser Valley has two major competitive advantages in agriculture. High quality soils and temperate climate make for excellent growing conditions, while its closeness to Metro Vancouver—not only as a market, but also as a transportation hub connected to other markets—provides an economic advantage. Figure 9 illustrates the Fraser Valley's importance to provincial agriculture. The Fraser Valley Regional District contributes 39% of provincial farm receipts—this represents 50% more than the next highest region of Greater Vancouver, and almost as much as the next two largest regions combined.

Figure 9: BC Farm Receipts, Share by Region, 2016



Source: Statistics Canada. Table 32-10-0436-01 Farms classified by total gross farm receipts, Census of Agriculture, 2011 and 2016

Commuting Data

Despite having the smallest land area of the geographic regions covered in the BC Labour Market Outlook, the Mainland/Southwest is a large region in terms of population and economic activity. How much access do residents of the Fraser Valley have to the larger job market of Greater Vancouver? Commuting data from the 2016 Census (Figure 10) provides insight into Fraser Valley residents commuting to, and accessing, the job market in Vancouver. Over 20,000 residents of the Abbotsford-Mission census metropolitan area commute into Vancouver for work (31.9%). Another 3,850 people commute into Vancouver from their residence in Chilliwack (11.5%). With many jobs moving online over the past year, access to the Vancouver job market from the Fraser Valley has increased and requires no commute. In addition, significantly more residents of Chilliwack travel west to Abbotsford-Mission for work (4,895) than vice versa (2,550).

Figure 10: Fraser Valley Commuting Statistics

Place of Residence	Place of Work	Number of Commuters	Proportion of Working Population
Abbotsford-Mission	Chilliwack	2,550	4.0%
Abbotsford-Mission	Vancouver	20,500	31.9%
Chilliwack	Abbotsford-Mission	4,895	14.7%
Chilliwack	Vancouver	3,850	11.5%

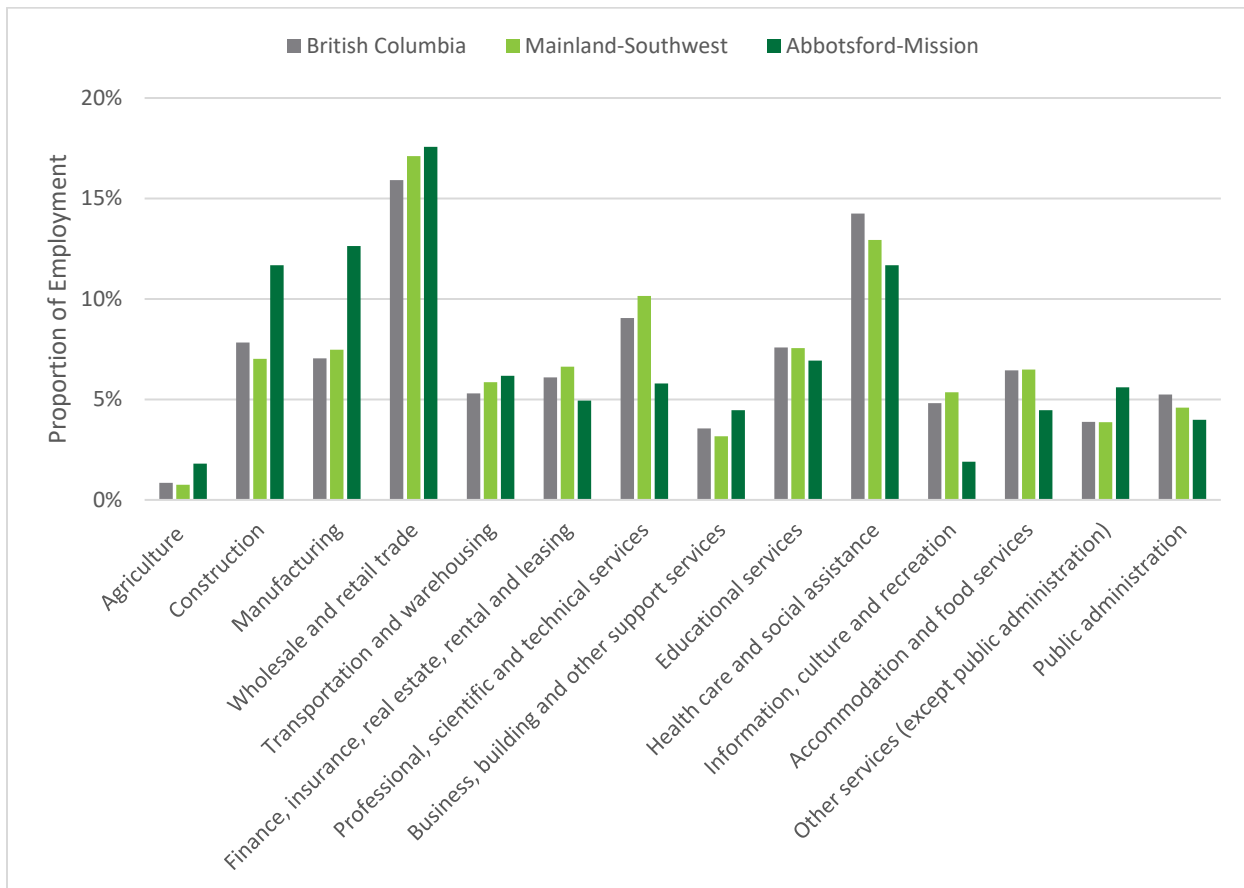
Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016327.

Abbotsford-Mission

While commuting data shows that residents of the Fraser Valley have access to the entire Mainland/Southwest economic region, the local census metropolitan area of Abbotsford-Mission has some characteristics that make it somewhat distinct from both the Mainland/Southwest and B.C. as a whole.

Figure 11 shows that industries such as Manufacturing, Construction, Business, building and other support services; Other services (except public administration); and especially Agriculture (as also shown above) make up larger shares of employment in the Abbotsford-Mission area compared to Mainland/Southwest. Similarly, both the Professional, scientific and technical services and Health care and social assistance industries, while being some of the largest industries in Mainland/Southwest, are comparatively smaller in Abbotsford-Mission.

Figure 11: Proportion of Employment by Industry, Three-Month Moving Average, January 2022



Source: B.C. and Mainland/Southwest data from Statistics Canada. Table 14-10-0388-01 Employment by industry, three-month moving average, unadjusted for seasonality. Abbotsford-Mission data from Statistics Canada. Table 14-10-0379-01 Employment by industry, three-month moving average, unadjusted for seasonality. Note: Both the Utilities and Forestry, fishing, mining, quarrying, oil and gas Industries are excluded because this data has been suppressed for Abbotsford-Mission to meet the confidentiality requirements of the Statistics Act.

This breakdown of employment by industry in Abbotsford-Mission has seen significant changes in certain industries, before, during, and post the COVID-19 pandemic. Figure 12 shows some of these changes.

Six of the 14 industries experienced growth in 2019. Two of these six industries saw a decrease in 2020 during the pandemic but recovered well in 2021. Specifically, the industry of Professional, scientific and technical services had a sizeable growth in 2019 (28%), decreased 4% in 2020, and then increased by 25% in 2021. The industry of Other services (except public administration) also had impressive growth in 2019 (51%), shrunk the most in 2021, 42%, and then grew 64% in 2021. Three of these six industries saw decreases in employment in 2020 and a further decline in 2021, with Information, culture and recreation being the hardest hit from a loss of employment standpoint. It had a 52% increase in employment in 2019, followed by decreases of 21% in 2020, and 33% in 2021. Finally, Construction, saw an increase in 2019 (13%) and 2020 (10%), but experienced an 8% decline in 2021.

Seven industries saw decreases before the pandemic in 2019. Two industries, Agriculture and Accommodation and food services, shrunk 15% and 8% respectively before the pandemic hit, only to experience more decreases in employment in 2020 and 2021. Two industries where employment fell in 2019, Manufacturing (-19%) and Wholesale and Retail Trade (-1%) have experienced growth in 2020 and 2021. Transportation and warehousing and Public administration increased employment (18% and 53% respectively) in 2020 but decreased in 2021 (34% and 19%, respectively). Finally, Finance, insurance, real estate, rental and leasing, had a 12% decrease in 2019, another 2% decrease in 2020, but achieved a 28% increase in 2021.

Of the 14 industries, Education services is the only industry that did not see changes in employment before the pandemic in 2019. Although it was negatively affected by the pandemic (a decrease of 16%), it had a 28% increase in 2021.

These drastic differences across industries showcase the varying effects that COVID-19 pandemic has had upon various industries.



Agriculture Students Planting Day, 2021

Figure 12: Employment Trends by Industry, Abbotsford-Mission, Before, During, and After Pandemic (Comparison of Employment, Three-Month Moving Averages)



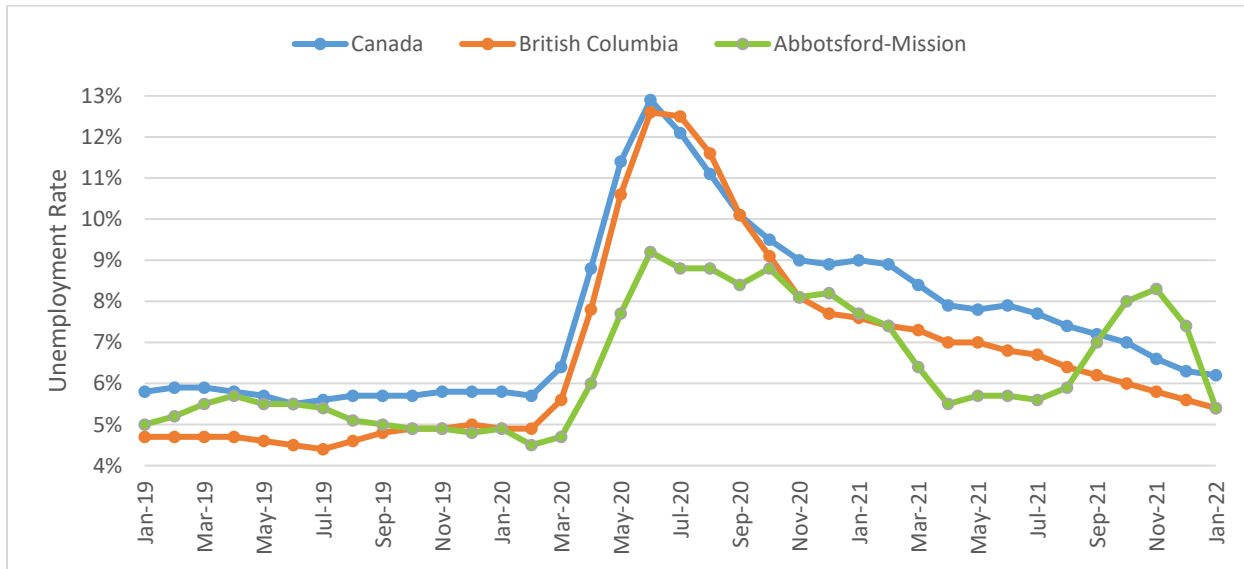
Source: Statistics Canada. Table 14-10-0379-01 Employment by industry, three-month moving average, unadjusted for seasonality. Note: Both the Utilities and Forestry, fishing, mining, quarrying, oil and gas Industries are excluded because this data has been suppressed to meet the confidentiality requirements of the Statistics Act.

British Columbia as a whole is projected to recover well from the recent economic shock compared to the rest of the country in the coming years. To illustrate how Abbotsford-Mission compares to B.C. both before, during, and after the COVID-19 pandemic, Figures 13 and 14 show the unemployment and participation rates between January 2019 and January 2022.

Throughout 2019, the unemployment rate for Abbotsford-Mission was slightly higher than the provincial rate, but below the national rate. During this span, the participation rate of Abbotsford-Mission stayed 1% to 2% higher than the B.C. rate. The unemployment rates peaked in June of 2020; this peak was significantly smaller for the Abbotsford-Mission area compared to either B.C. or Canada. Conversely, at that time the participation rate in Abbotsford-Mission reached a trough that fell slightly below both the provincial and national levels. Between June 2020 and April 2021, Abbotsford-Mission recovered well based on both measures, with the unemployment rate continuing a steady decline, while participation rates have risen quickly to over 69% in March and April of 2021, higher than at any point in the previous two years. However, this positive trend on employment and participation rate data did not continue. Between July and December 2021, the unemployment rate of Abbotsford-Mission increased while the provincial rate and national rate steadily decreased. Since then, the unemployment rate in Abbotsford-

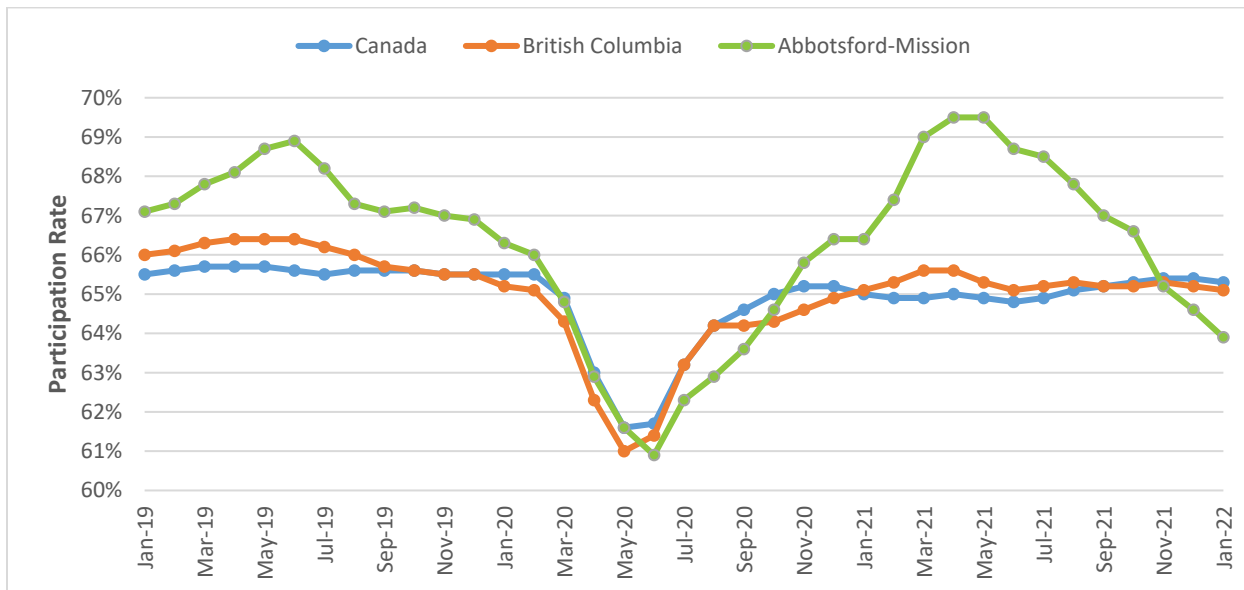
Mission has been decreasing. By January 2022, the rate was below the national rate and on par with B.C.'s rate. The participation rate of Abbotsford-Mission has been decreasing since May 2021 while the provincial and national levels have been stable. The Abbotsford-Mission participation rate has been below the national rate and B.C.'s rate since November 2021.

Figure 13: Unemployment Rate, Three-Month Moving Average, Seasonally Adjusted



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

Figure 14: Participation Rate, Three-Month Moving Average, Seasonally Adjusted



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

Box 3: Agriculture Practicums Give Students a Fresh Lens on Their Career Aspirations

Name an animal, any animal. Chances are, you could have found them at Pandora Ferguson’s 10-acre family farm, growing up in Bridge Lake, just outside 100 Mile House, B.C.



“Horses, a corral, cows, pigs, sheep, duck, geese, chickens, rabbits, like everything,” said Ferguson. “And to be honest, I was not really into it too much when I was a kid. I did not really appreciate it a lot.”

What she did appreciate back then (other than her parents’ hard work) was how much she enjoyed the taste of the homegrown food. Fast forward almost three decades later, and those farming origins, with a passion for nutrition, and an unforeseen set of circumstances led her to UFV last year, enrolling in the agriculture program.



“Then COVID hit last year, and I got laid off from two jobs, so I had some time and I’m sitting here and I’m like, ‘well, why not make the most of it?’” says Ferguson, who has been a part-time

nutrition consultant for the past seven years and has long had a curiosity about organic food production and sourcing.

“So, I said, ‘Okay, well, I am going to pursue this dream and take the UFV Horticulture Crop Production and Protection certificate program.’ And it just sorts of came full circle.”



For Gursimran Khangura, studying horticulture has been her sole focus since moving to Canada from India as an International student in 2019. In her two years, she has gained a wide spectrum of experience, completing two practicums: one in a greenhouse learning technical skills in growing; and the other working in a flower field getting experience in the business side of agriculture.

“Our students might come in thinking, ‘Oh I just love a particular animal or crop,’” says Dr. Renee Prasad, an associate professor and chair of the agriculture department. “But then they realize there’s so much more to agriculture than just what they might have experienced at their farm growing up or what concept they had if they came from outside of agriculture.”

The Fraser Valley generates over \$1 billion in annual agriculture revenue—top in the province. Because of its proximity to optimal farming land, UFV’s agriculture program has been a coveted choice for more than 30 years. Part of the agriculture program experience is being out in the field and completing a practicum. Over the years, students have been placed in practicums in farms, wineries, greenhouses, food processing plants all



over the Fraser Valley and the world. The program also offers livestock practicums that include dairy, beef, and poultry operations, cheese production, feed suppliers, among others.

Jade Sherwood spent the summer in Switzerland right now doing an internship with CABI, an international research organization for plant and crop safety. Noah Mylleville, who is studying livestock, did a practicum at the Smits and Cow dairy farm and cheese producer in Chilliwack.

In April, Ferguson and Khangura paired up for a month-long, agriculture practicum at Lakeland Flowers in Abbotsford. The two practicum students helped in customer support and education regarding cut flower care and in basic site maintenance. While the job was not in Ferguson's primary field, the exposure to another side of agriculture proved to be invaluable.

"At first, I was a bit hesitant because it was a tulip farm, so nothing to do with food production at all," says Ferguson. "But it turned out to be a really educational experience because I got exposed to the concept of cultivation and harvesting and pest management. In the end, it is not that different to growing food, you put something into the ground and watch it grow."

There were also many educational aspects as the students had the opportunity to learn about the production process, the different machinery, tour the facilities and our various flower fields (which

also included daffodils, peonies, and sunflowers), and learn about floricultural production by picking the brains of the field supervisors and main grower, Nick Warmerdam.

Khangura graduated this year with agriculture Technology diploma and has aspirations to get a job as a food inspector for the Canadian Food Inspection Agency. During her first two practicums, she had already received a wide spectrum of experience—from crop production to soil management—and the latest practicum at Lakeland allowed Khangura to see the business side of the industry.



"It was a great experience for me because it wasn't just about the growing of different crops," she says. "A lot of it was about marketing and communications, such as learning to listen to customers and providing them good service. So, it was interesting and rewarding."

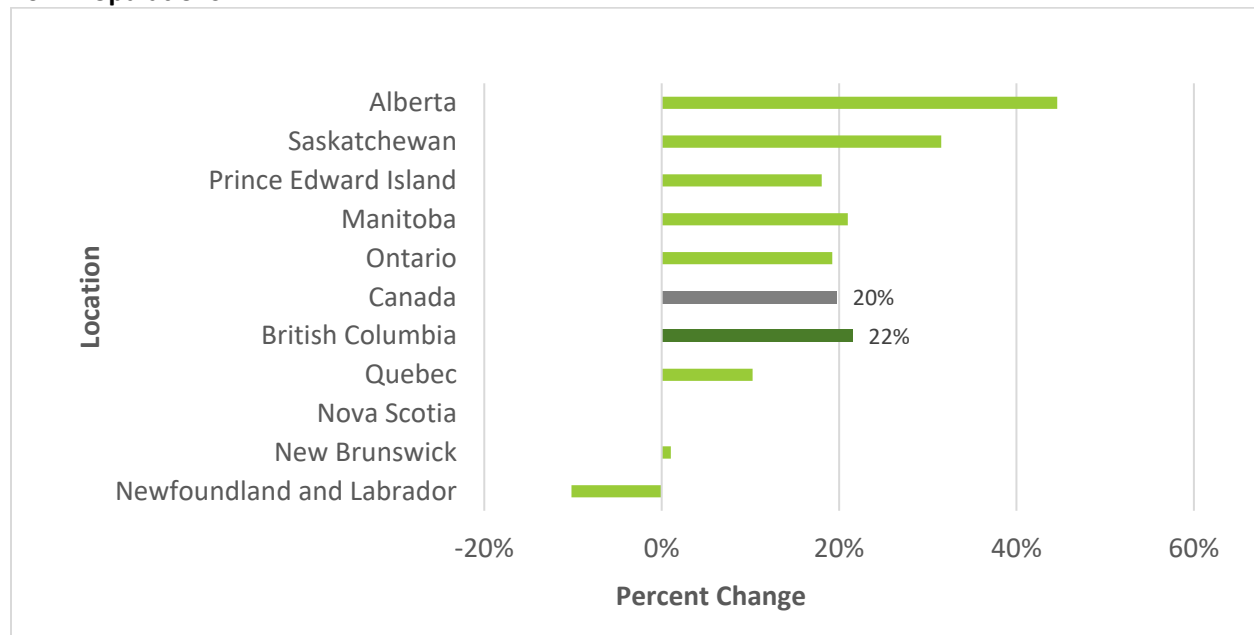


1.2.3 Demographics

1.2.3.1 National and Provincial Trends

The majority of Canada's provinces are projected to have population growth of at least 18% from their respective levels in 2021 by 2041, according to medium (the middle of five) growth projection scenarios from Statistics Canada. All provinces, except Newfoundland and Labrador, are projected to have a higher population in 2041 compared to 2021. As shown in Figure 15, B.C. will have the third-highest provincial projected population growth rate in Canada; behind Alberta (45%) and Saskatchewan (32%). B.C.'s population is projected to increase by 22% from 2021 to 2041, above the national growth rate for Canada of 20%.

Figure 15: Projected Change in Provincial and National Populations, 2021-2041, as a Percentage of 2021 Populations

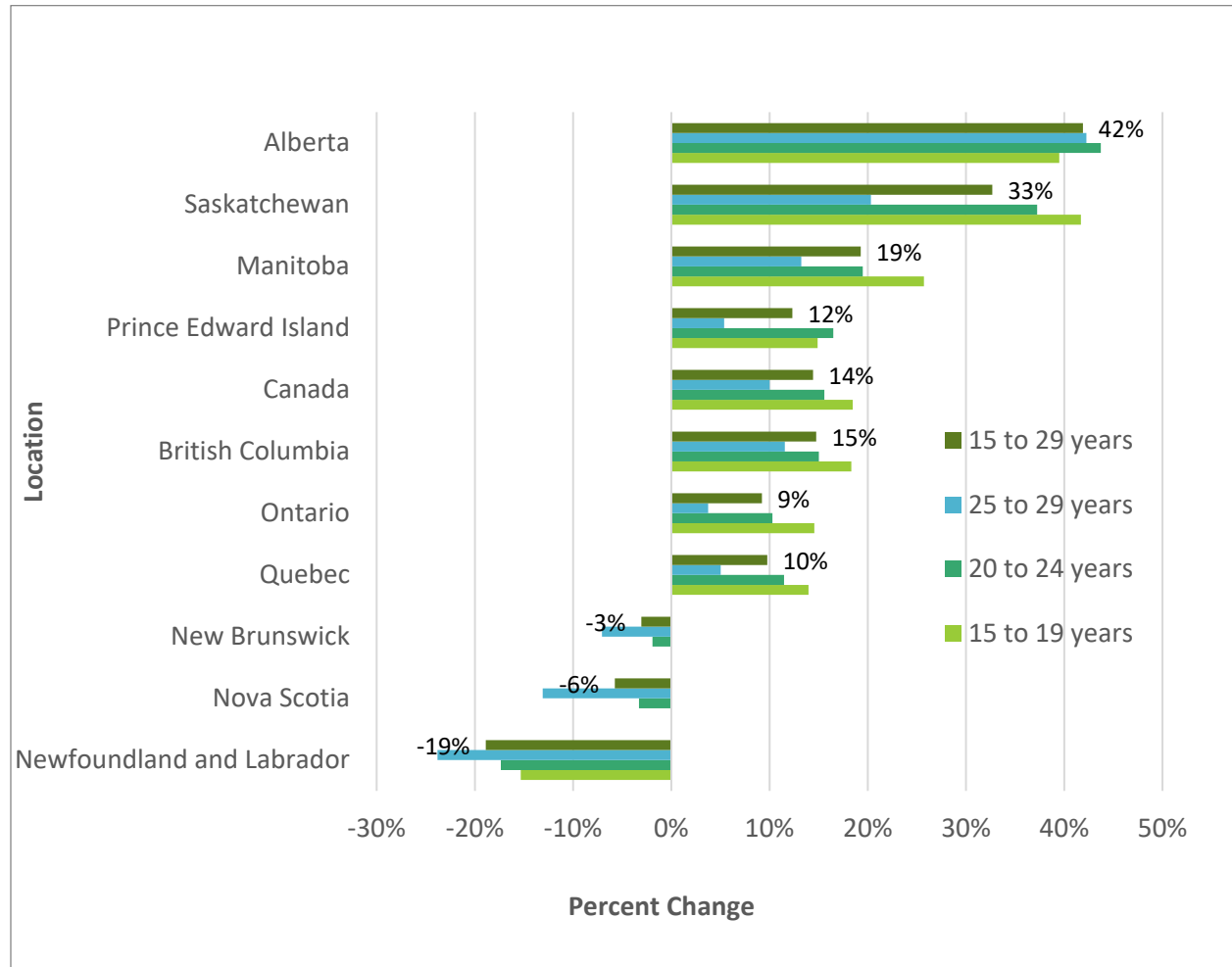


Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario, age and sex, as of July 1, 2016 (x 1,000), Accessed, May 4, 2022.

Figure 16 shows the projected change in the university-aged population from 2021 to 2041 by selected age groupings of 15-19, 20-24, and 25-29 years of age, by province, and nationally. B.C. is expected to have the fourth-highest provincial projected population growth (15%) for the 15-29 year age group in Canada from 2021 to 2041; behind Alberta (42%), Saskatchewan (33%), Manitoba (19%), and slightly higher than Canada as a whole (14%). The largest population growth in Canada for these age groups in this time period is in the 15-19 year age range (18%), with the least amount of growth projected in the 25-29 age category (10%).

Most provinces are projected to have growth in all of these university age groupings during this time period. Saskatchewan is projected to have the largest growth (42%) in the 15-19 age category from its level in 2021 by 2041; Alberta is expected to have the largest growth in both the 20-24 age category (44%) and the 25-29 age category (42%). B.C. is expecting growth of 18% in its 15-19 year old population, 15% in its 20-24 year old population, and 12% in its 25-29 year old population from 2021 to 2041.

Figure 16: Projected Change in Population by Selected Age Groupings (15-19, 20-24, and 25-29), 2021-2041, as a percentage of 2021 Populations



Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario, age and sex, as of July 1, 2016 (x 1,000), Accessed, May 6, 2022.

Just under 70% of UFV students by headcount are aged 24 or younger and the proportion of FTEs these students generate is 76.7%. Smaller teaching universities such as UFV tend to have a slightly older population than the Canadian university population overall. Even with the long-term growth predicted in these population forecasts, we will continue to see competition for students from other Canadian universities.

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

Population projections from B.C. Stats P.E.O.P.L.E. Application updated October 2021, forecast that B.C. will see 14.5% growth in its college age population from 2021 to 2041, projecting 1,093,528 British Columbians ages 15 to 29 in 2041, compared to 954,899 in 2020.

This projection is close to the 14.7% growth of the 15-29 age group projected by Statistics Canada modeling. However, the forecasted changes in the three age groups from 2021 to 2041 are quite different in these two projections. For the 15-19 age group and 25-29 age group, the percentage

increase projected by B.C. Stats P.E.O.P.L.E. is 3% higher than those projected by Statistics Canada modeling. For the 20-24 age group, the projected percentage increase is almost 7% lower in B.C. Stats P.E.O.P.L.E., compared to Statistics Canada modeling.

Figure 17: Difference of Projected Change in B.C. Population 2021-2041, as a Percentage of 2021 Populations, Statistics Canada vs B.C. Stats PEOPLE

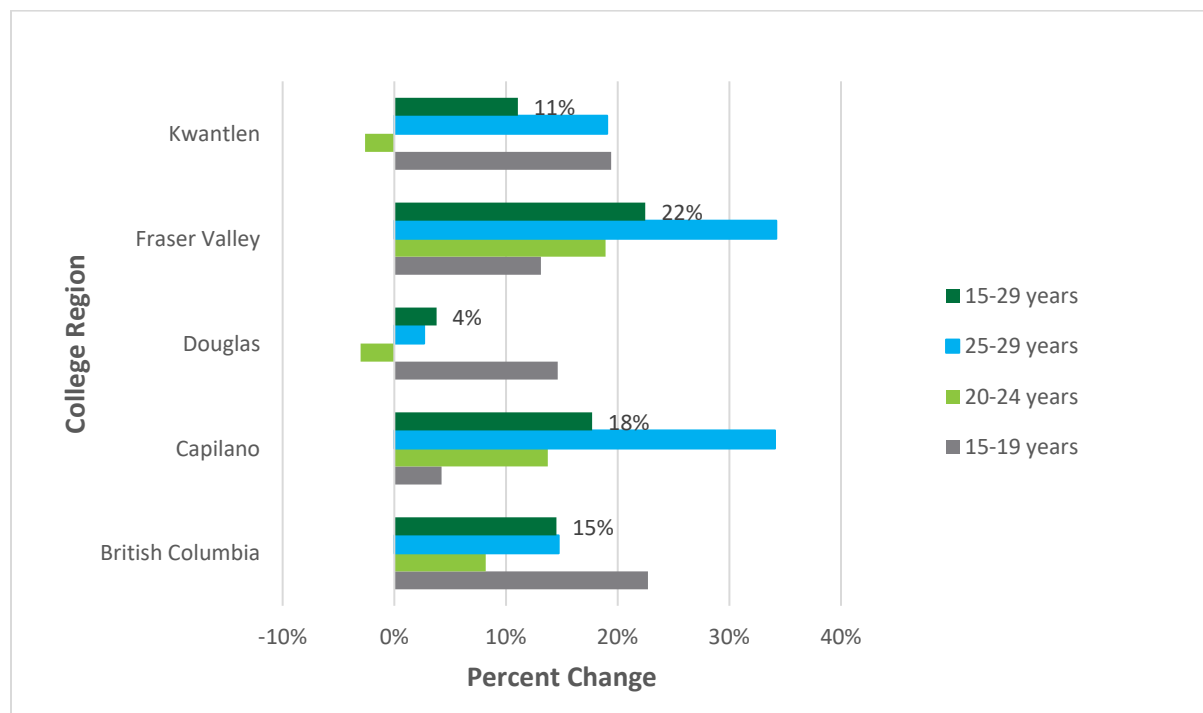
Projection Source	Age Group			
	15-19	20-24	25-29	15-29
B.C. Stats P.E.O.P.L.E. Application	22.7%	8.2%	14.7%	14.5%
Statistics Canada	18.3%	15.0%	11.6%	14.7%

Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario, age and sex, as of July 1 (x 1,000), Accessed, May 6, 2022; Source: B.C. Stats PEOPLE Application 2021 update by selected college regions, accessed May 6, 2022.

B.C. Stats P.E.O.P.L.E. Application provides us with another grouping: by future population change in the college population, by college region.

Figure 18 shows the projections of college age populations obtained from B.C. Stats. Here, the population changes by selected age groupings of 15-19, 20-24 and 25-29 are shown for the Fraser Valley college region, as well as Capilano and Kwantlen (two college regions served primarily by a teaching university), along with neighbouring college region serving Douglas College, and B.C. overall. The Fraser Valley is projected to have the highest total growth in 15-29 year olds from 2021 to 2041 (22%); ahead of the other college regions (Capilano; 18%, Kwantlen; 11%, and Douglas; 4%), and B.C. as a whole (15%).

Figure 18: Projected Change in Population in Select College Regions and B.C., by Selected Age Groupings (15-19, 20-24, and 25-29), 2021-2041, as a Percentage of 2021 Populations



Source: B.C. Stats PEOPLE Application 2021 update by selected college regions, accessed May 6, 2022.



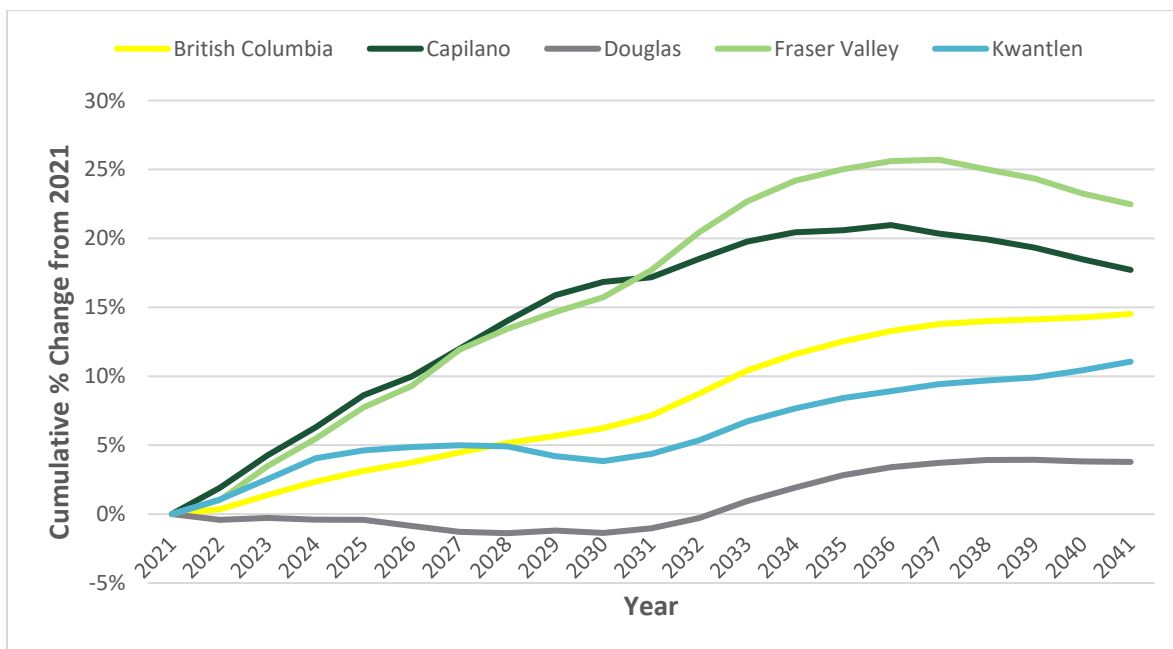
Indigenous graduation ceremony, Chilliwack Campus at Canada Education Park, 2022

Figure 19 shows the cumulative projected changes in the population aged 15-29 for selected college regions and B.C. from 2021 to 2041. All selected college regions are projected to have higher college aged populations in 2041 compared to 2021.

The 15-29 year old population in the Fraser Valley college region is projected to increase each year from 2021 to 2037, similar to the same age range population in Capilano increasing from 2021 to 2036. But Douglas and Kwantlen are projected to have periods of growth and decline in the same age population during this same time period. From 2038 to 2041, the Fraser Valley is projected to see a gradual decline in its 15-29 year old population (some 3% less in 2041 compared to 2037).

The 15-29 year old population in the Fraser Valley college region is projected to increase each year from 2021 to 2037, similar to the same age range population in Capilano increasing from 2021 to 2036. But Douglas and Kwantlen are projected to have periods of growth and decline in the same age population during this same time period.

Figure 19: Cumulative Projected Change in Population, Ages 15-29 in Selected College Regions and B.C., 2021-2041, as a Percentage of 2021 Population



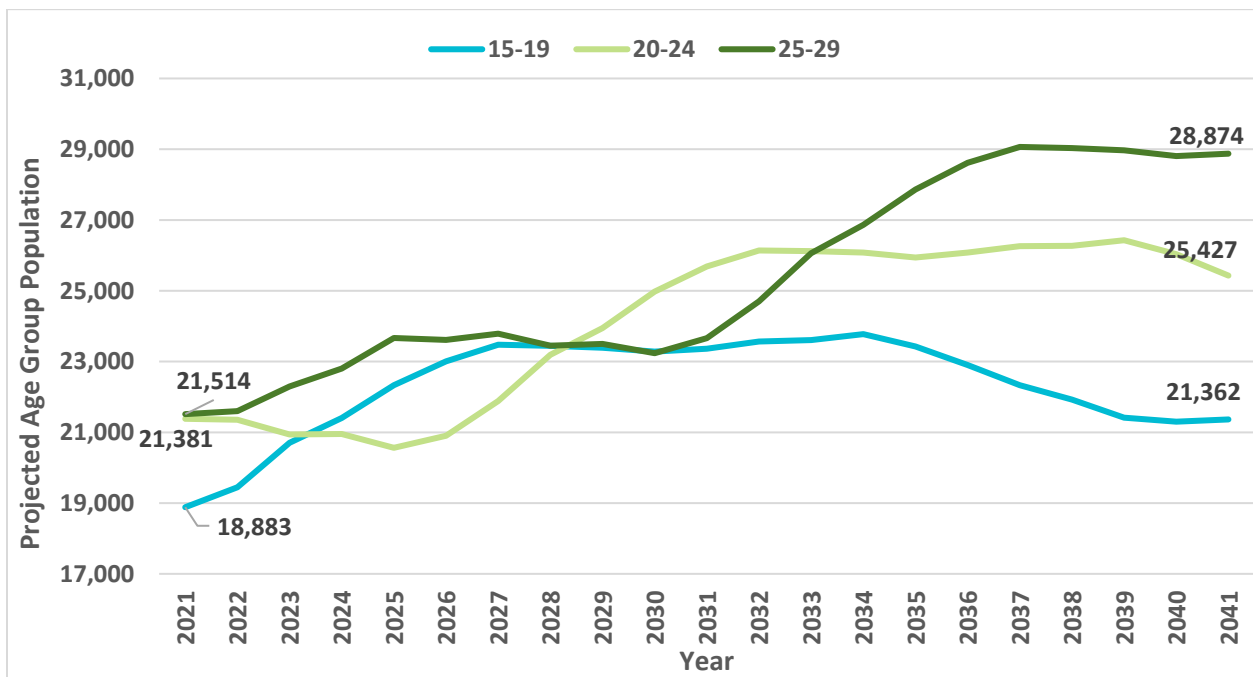
Source: B.C. Stats PEOPLE 2020 database by selected college regions, accessed May 6, 2022.

In the Fraser Valley college region, all three age groups are projected to increase in population from their levels in 2021 to 2041, with the largest change projected in the 25-29 year old grouping (34%); followed by those aged 20-24 (19%) and 15-19 (13%). Throughout this time period, these age groups are projected to have periods of growth and decline in population. Figure 20 shows the projected population for the Fraser Valley college regions by selected age groupings of 15-19, 20-24, and 25-29 from 2021-2041. Perhaps surprisingly, starting from 2031, the 25-29 age group and the 15-19 age group have different trends. The 25-29 age group is projected to see a large growth (22.8%) until 2037 and stay at the same level in the next few years. However, the 15-19 age group is projected to keep at the same level until 2034 and then start to decline by over 10% by 2040.



UFV Donors Unveiling Pavers, 2022

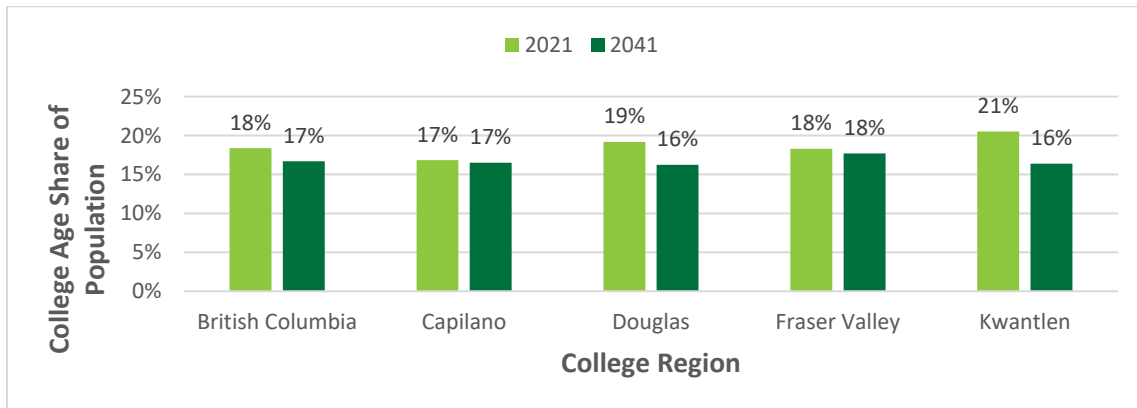
Figure 20: Projected Population for the Fraser Valley College Region, by Selected Age Groupings (15-19, 20-24, and 25-29), 2021-2041



Source: B.C. Stats PEOPLE Application 2021 update by selected college regions, accessed May 6, 2022.

While the B.C. college age population is projected to grow from 2021 to 2041, its share of the B.C. total population is projected to decline slightly (1%); from 18% in 2021 to 17% in 2041. The Fraser Valley and Capilano remain the similar share from 2021 to 2041, 18% and 17% respectively. However, for other college regions such as Kwantlen (-5 percentage points) and Douglas (-3 percentage points), the decline in share of college age population is large. Figure 21 shows the projected college aged share of population in 2041 as compared to 2021, by selected college region and B.C.

Figure 21: Projected College Aged (15-29) Share 2021 compared to 2041, by B.C. and Selected College Region



Source: B.C. Stats PEOPLE Application 2021 update by selected college regions, accessed May 22, 2022.

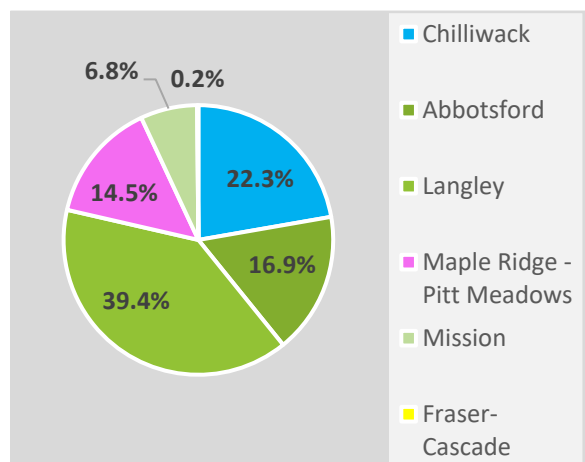
UFV is well situated compared to many of its peer universities, with college aged population growth forecast in its region for most of the next 20 years, including larger growth than most other regions in the province. Regardless, there will likely be increased competition for Fraser Valley college region students from institutions in B.C. and across Canada over the next several years.

1.2.3.3 Campus Demands, Short-Term and Long-Term

Local high school grade 12 enrolment projections⁵ inform the university about future educational demands within each campus area, and serve as important guides for planning that ensures the optimal delivery of services.

From 2021 to 2031, grade 12 enrolments in public schools in UFV’s local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Maple Ridge–Pitt Meadows, and Mission) are projected to increase on aggregate by 17.5%: from 7,412 grade 12 enrolments in 2021 to 8,706 in 2031, an increase of 1,294 students. The Langley school district accounts for the largest share of

Figure 22: Selected Local School Districts’ Share of Projected Grade 12 Enrolment Growth, Public Schools, 2021-2031

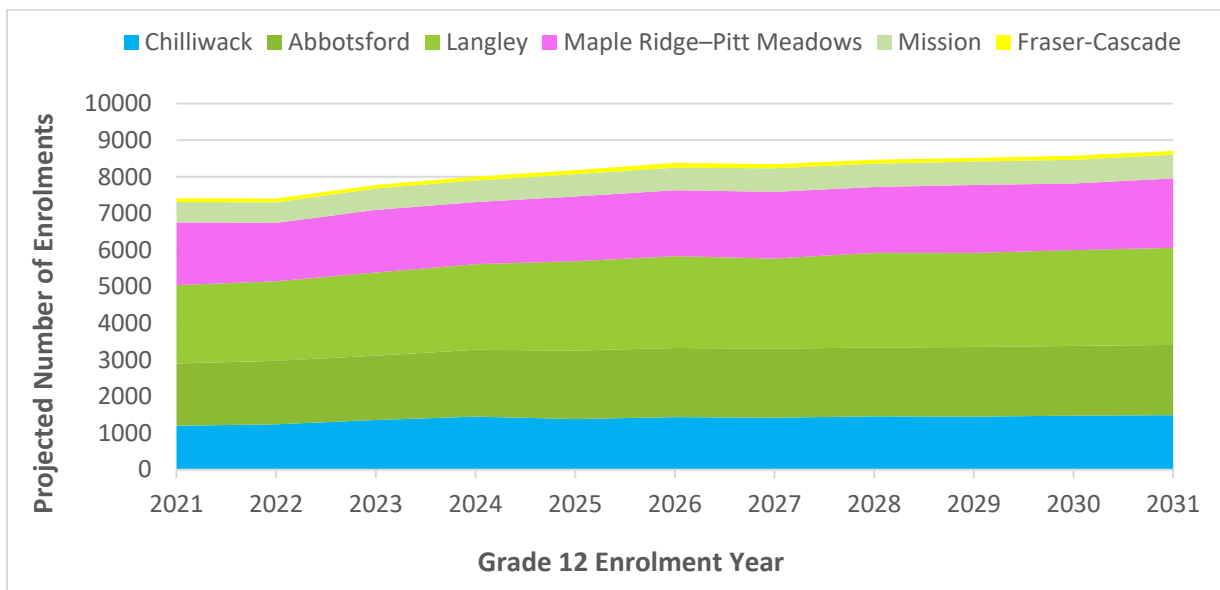


⁵ B.C. K-12 Enrolment Headcount Forecast data provided by the B.C. Ministry of Education on April 26, 2022.

growth during this time period (39.4%), followed by Chilliwack (22.3%), Abbotsford (16.9%), Maple Ridge–Pitt Meadows (14.5%), Mission (6.8%), and Fraser-Cascade (0.2%). Figure 22 shows selected local school districts’ share of grade 12 enrolment growth from 2021 to 2031 in public schools.

As shown in Figure 23, all of UFV’s nearby school districts are projected to experience an increase in grade 12 enrolments in public schools by 2031, with Langley school district having the largest projected increase (510 students, 23.8% growth), followed by Chilliwack school district (288 students, 24.0% growth), Abbotsford school district (219 students, 12.9% growth), Maple Ridge–Pitt Meadows school district (187 students, 10.9% growth), Mission school district (88 students, 15.8%), and Fraser-Cascade school district (2 students, 2.0% growth).

Figure 23: Selected Local School Districts' Grade 12 Enrolment Projections, Public Schools, 2021-2031



Our selected local school districts have differing growth trajectories over the next decade. Starting in 2022, the total projected grade 12 enrolments for public schools in our selected school districts experience a steady increase of 1,301 by 2031 (from 7,405 in 2022 to 8,706 in 2031). The individual school districts, however, have projected periods of growth and decline over those same ten years.

These projections provide some indication of future demand for post-secondary education across campuses. The main driver behind a student’s choice of campus is program and course availability, rather than location. Programs can be moved between campuses, and the optimal program location is an important aspect of UFV’s long-term planning considerations.

The 2019 Canadian University Survey Consortium (CUSC) survey of first-year students asked participants to rate the importance of factors in their decision to attend their particular university. UFV’s 2019 first-year respondents were most likely to say that UFV had the program they wanted to take (82%), with 60% of respondents indicating the city/town UFV is located in was at least important in their decision. A full 71% of UFV 2019 first-year respondents said that wanting to live close to home was at least important in their decision to attend UFV. This percentage is high compared to other universities, but it is expected—UFV is one of the only two universities in the Fraser Valley.

While the majority of student activity occurs on the main Abbotsford campus, UFV is committed to providing a broad array of programming and service to students in Chilliwack and the Eastern Fraser Valley. The university recognizes the value of giving students the option of studying in their home community. Programs based primarily at the Chilliwack campus include Health Sciences (Nursing, Dental, Health Care Assistant, and Kinesiology), Trades and Technical offerings, and Agriculture. Revitalizing our campus in Mission is a top priority in UFV'S Capital Plan. This campus is ideally located to be redesigned as a space to support a Centre of Excellence for Children, Youth, and Families.

One obstacle for students is affordable accommodation in Abbotsford and the surrounding Fraser Valley communities. The 2021 Canada Mortgage and Housing Corporation (CMHC) Rental Market Survey Data Tables⁶ for the Abbotsford-Mission Census Metropolitan Area (CMA) state a vacancy rate of 1.6% in October 2021; up one percent from 0.6% in 2020. The cost of renting in the Abbotsford-Mission CMA continues to increase; the rent increased 5.5% between October 2020 and October 2021. The increased vacancy rate and increase of average rent in the Abbotsford-Mission CMA indicate the need for affordable rental supply in these areas. As a comparison, the Vancouver CMA saw lower vacancy rates and a smaller increase in the percent change of rent in 2021. The Vancouver vacancy rate decreased to 1.2% in October 2021 (down 1.4% from 2.6% in October 2020), with a 2.4% increase in rent between October 2020 and October 2021.

Results from the 2020 Canadian University Survey Consortium Survey (CUSC) of middle-year students revealed that 1% of UFV respondents lived in on-campus housing while 24% rented off campus housing. Results from the 2021 CUSC survey of graduating students similarly revealed that very few UFV respondents reported to live in on-campus housing while 31% rented off campus housing. A full 18% of those not currently living in on-campus housing would have preferred to do so if they could have. UFV and the Ministry are working together to address this need with the construction of new student housing that will triple the number of beds available and expand dining facilities.

1.2.3.4 Population Diversity

Data from the 2016 Census⁷ shows that 29% of people in the Abbotsford-Mission CMA are a visible minority, compared to 22% of all Canadians, and 30% of British Columbians. Abbotsford-Mission CMA has the second highest proportion of visible minority population in B.C., with the highest proportion found in the Vancouver CMA (49%). Of all Canadian CMAs, Abbotsford-Mission has the fourth highest proportion of visible minority population in Canada, after Toronto (51%), Vancouver (49%), and Calgary (34%). The majority of the 29% visible minority population in the Abbotsford-Mission CMA is of South Asian origin (75%), and accounts for 22% of the Abbotsford-Mission population, which is almost double the Vancouver CMA proportion of 12%.⁸ The diversity measure increases when we consider other attributes including immigration status, Indigenous identity, and religion.

⁶ Source: Canada Mortgage and Housing Corporation (CMHC), Rental Market Survey Data Tables, January 28, 2021. This information is reproduced and distributed on an "as is" basis with the permission of CMHC.

<https://www.cmhc-schl.gc.ca/en/data-and-research/data-tables/rental-market-report-data-tables>

⁷ Source: Statistics Canada. Census Program Data Viewer, 2016 Census, Accessed, March 11, 2021.

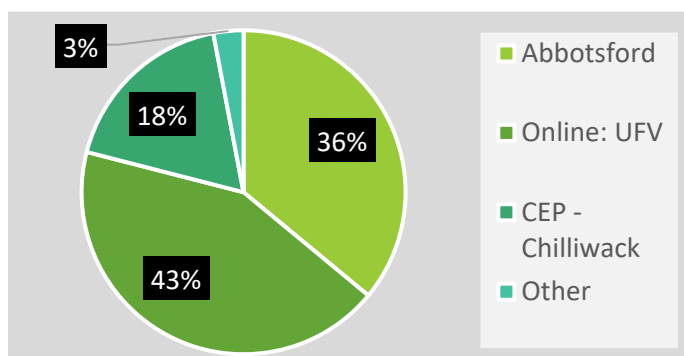
⁸ Source: Statistics Canada. *Immigration and Ethnocultural Diversity Highlight Tables*, <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/imm/index-eng.cfm> Accessed May 6, 2022.

UFV's diverse domestic student population reflects its community. The university's diversity is enriched with the attendance of international students from around the world. While influenced by the COVID-19 pandemic, the university hosted over 1,626 international students in 2021/22. UFV's relationship with the Fraser Valley India campus in Chandigarh, India is another example of its global outreach. UFV strives to extend a warm welcome to everyone, and create an atmosphere in which everyone feels at home. The university is committed to integrating equity, diversity, and inclusion (EDI) into all aspects of its institutional culture; providing a learning environment that shows consideration and respect for diverse experiences and ideas, and that is welcoming and engaging for all.

1.2.3.5 Facing the Challenges of Being a Multi-Campus University

UFV has campuses in Abbotsford, Chilliwack, and Mission, as well as a centre in Hope. During 2021/22, 43.2% of all FTEs were attributed to online activity. Domestic activity accounted for 86% of activity, while international was 14%. Figure 24 shows the 2021/22 FTE distribution by campus; the category of Other includes activity from Clearbrook Centre (0.5%), Mission (0.3%), Aerospace Training Centre (0.6%), Challenge and Prior Learning Assessment activity (0.1%), and Off-campus location activity (1.4%).

Figure 24: 2021/22 FTE Distribution by Campus (Central Data Warehouse, CDW)



As classes returned to face-to-face delivery this year, the size of the student population and utilization



UFV Student Support Centre, 2022

on UFV's Abbotsford campus was returning from last year, but have not reached the level before the pandemic. We are optimistic that, in the future, the university will be able to ease the space crunch in Abbotsford with projects identified in its Capital Plan, and also from the knowledge gained through the COVID-19 experience of moving some activity online. The move to online learning over the past two years has seen UFV develop teaching methods that provide students with more options and increased flexibility.

1.2.4 Students

This year, 14,531⁹ students were enrolled in instructional activity that contributed to the university's FTE total. This includes 12,873 domestic students; 1,626 international students; and 32 UFV legacy international students that were enrolled at UFV India Global Education in Chandigarh. The university's 8,603 FTEs are comprised of 7,385 domestic, 1,174 international (Canada), and 45 international (Chandigarh) FTEs.

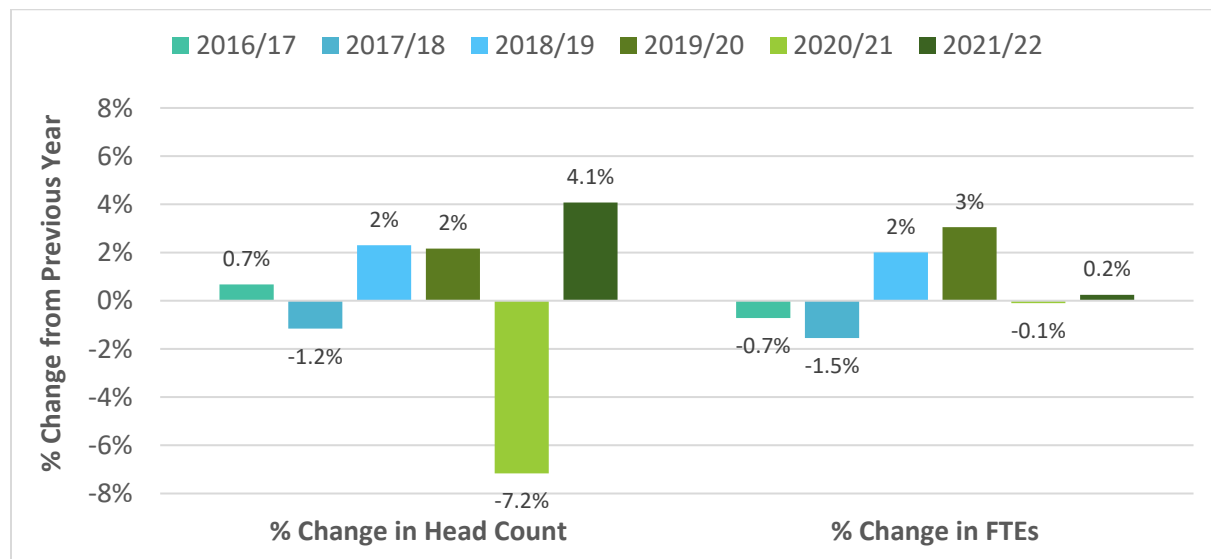
The majority of data in this report is by fiscal year which runs from April 1 to March 31. One exception is for graduates, listed in Figure 33, which are by academic year, that runs from September 1 to August 31. This allows us to capture graduates from June 2021. Unless otherwise specified, this report only counts domestic and international students enrolled and generating FTEs at one of UFV's Canadian campuses.

1.2.4.1 Student Headcount and FTEs

The university produced 8,558 FTE, made up of 7,385 domestic and 1,174 international FTEs¹⁰. This year, domestic student headcount was up 4% from the previous year while international student headcount was down 23% from the previous year, with overall headcount increased by 0.2%.

Domestic FTEs have remained largely unchanged; increasing only by 18 FTEs, or 0.2% over 2020/21. Figure 25 shows the year-to-year percent change in historical domestic student headcounts and FTEs for the past six years.

Figure 25: Annual Percent Change in Domestic Student Headcounts, 2016/17 to 2021/22 (Central Data Warehouse, CDW)

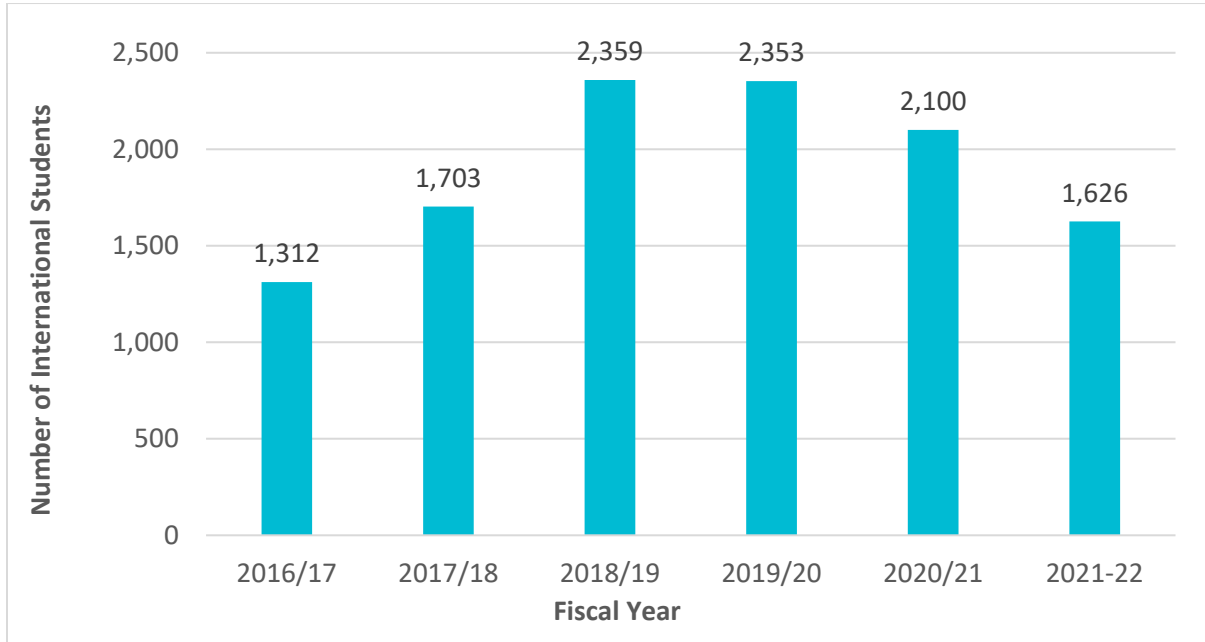


⁹ This is the headcount (from CDW) that includes only UFV students that generated FTEs. Examples of activity that does not generate FTEs include Tours and Exchanges; these students are included in the CDW submission to the Ministry.

¹⁰ Numbers do not add due to rounding.

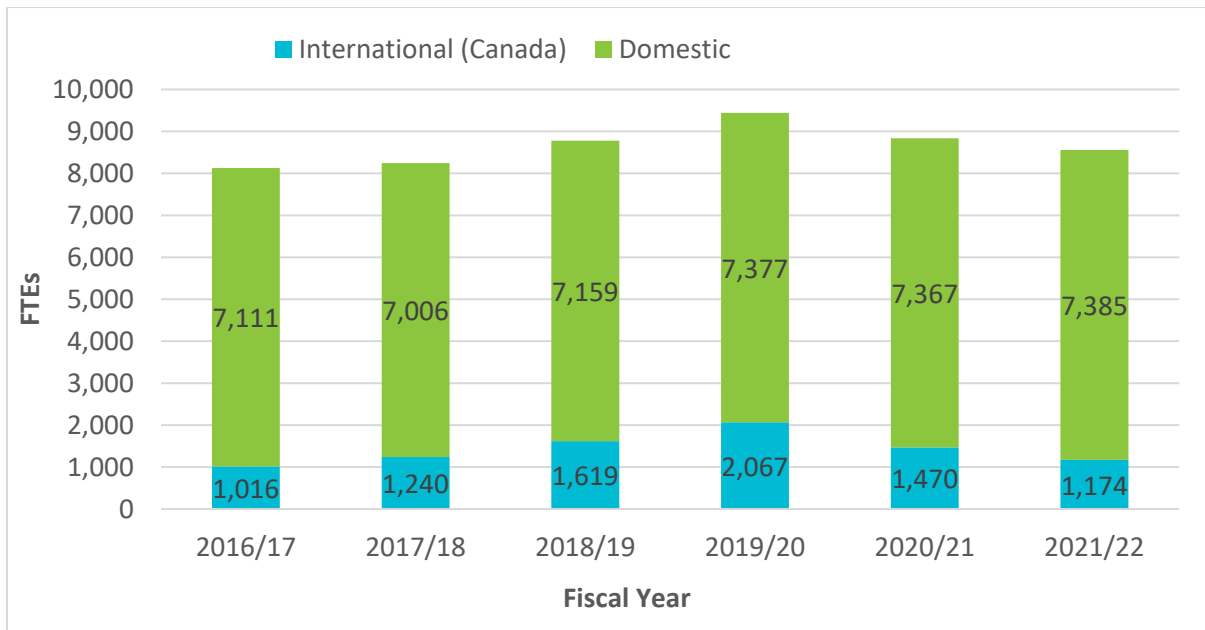
International enrolments increased markedly from 2016/17 to 2018/19. Since the pandemic started, international enrolments have declined. We have seen healthy applications by international students and are hopeful we can return to previous enrolment levels.

Figure 26: International (Canada) Student Headcount Comparison, 2016/17 to 2021/22 (CDW)



International FTEs continue to see a large decline this year, decreasing by 296 FTEs, or 20%. Figure 27 illustrates total domestic and international FTEs over the last five years.

Figure 27: Total Domestic and International (Canada) FTEs, 2016/17 to 2021/22 (CDW)



From 2020/21 to 2021/22, the student gender ratio has changed slightly: the share of women went from 59.3% to 56.7%, the share of men from 38.9% to 40.3%, the share of unknown from 1.9% to 3.0%. The share of female students is 2.5% smaller, while the share of male students is 1.4% larger and the share of unknown 1.1% larger, resulting in a student gender ratio of 57:40:3; representing, female, male, and unknown student gender, respectively.

Students aged 18 to 24 make up the largest percentage of the student body at 63%, 33% of students are 25 and older, and 4% of students are less than 18 years of age¹¹.



Sushil Dosanjh, Student Speaker, Bachelor of Science in Nursing, UFV Convocation 2022

Grouping by credential type, Bachelor's degree students make up the largest share of headcount at UFV, followed by diploma students. This year, there was a marked decrease in the proportion of diploma students; their share dropped by 4.3 percentage points, from 29.4% in 2020/21 to 25.1% in 2021/22. The headcount of students in diploma programs has decreased by 2.1 percentage points from 2016/17 to 2021/22, with a decrease in proportion from 27.2% to 25.1%. From 2016/17 to 2021/22, the baccalaureate degree student headcount has increased by 21.7%; with their share rising from 40.6% to 48.4%. Apprenticeship student headcounts have increased 39.0% from last year, from a 1.9% in 2020/21 to 2.7% in 2021/22. The portion of student

headcount in a Developmental certificate has fallen by 50.9% from 2016/17 to 2021/22, with their share declining from 5.7% to 2.8%. The university continues to see fewer students in preparatory programs and a larger share in others. Figures 28 and 29 illustrate these trends, showing student headcount share, and student headcount number, each by credential type over the last six years.

Figure 28: Student Headcount Share by Credential Type, 2016/17 to 2021/22 (CDW)

Credential Type	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Master's Degree	0.4%	0.3%	0.5%	0.7%	0.6%	0.5%
Graduate Certificate			0.1%	0.4%	0.5%	0.4%
Post-degree Certificate	0.3%	0.1%	0.1%	0.2%	0.2%	0.1%
Baccalaureate Degree	40.6%	41.2%	39.7%	40.7%	47.2%	48.4%
Associate Degree	1.7%	1.0%	0.7%	1.2%	1.3%	0.9%
Diploma	27.2%	26.8%	29.6%	29.7%	29.4%	25.1%
Apprenticeship	2.1%	2.5%	2.4%	2.5%	1.9%	2.7%
Advanced Certificate	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%
Certificate	7.7%	7.1%	6.8%	6.1%	6.2%	6.6%
Short Certificate	0.3%	0.2%	0.4%	0.4%	0.2%	0.2%
Developmental Credential	5.7%	6.9%	5.3%	4.6%	3.8%	2.8%
None	14.0%	13.8%	14.2%	13.4%	8.7%	12.2%

¹¹ Age as of September 30th.

Figure 29: Student Headcount by Credential Type, 2016/17 to 2021/22 (CDW)



This year the share (51.5%) of headcount by full-time students fell back to the level in 2019/20, as shown in Figure 30. The proportion of students attending UFV full-time¹² decreased this year from 52.9% last year to 51.5%.

Figure 30: Headcount by Full-time or Part-time Status, 2016/17 to 2021/22 (CDW)

Student Type	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Full-time	49.0%	48.7%	47.5%	51.5%	52.9%	51.5%
Part-time	51.0%	51.3%	52.5%	48.5%	47.1%	48.5%

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

Fall and winter are the most popular semesters, accounting for 77.6% of FTE activity in 2021/22. Figures 31 and 32 show the total FTEs and distribution of instructional activity across semesters for the last six years. Trades FTEs fell to 6.4% during the pandemic and increased back to previous levels (9.2%) this year. (Trades students register at different times than non-trades students), fall decreased from 42.8% to 40.8%, winter decreased from 37.8% to 36.8%, and share of summer stays almost unchanged from 13.1% last year to 13.2% this year.

Figure 31: FTEs by Semester, 2016/17 to 2021/22 (CDW)

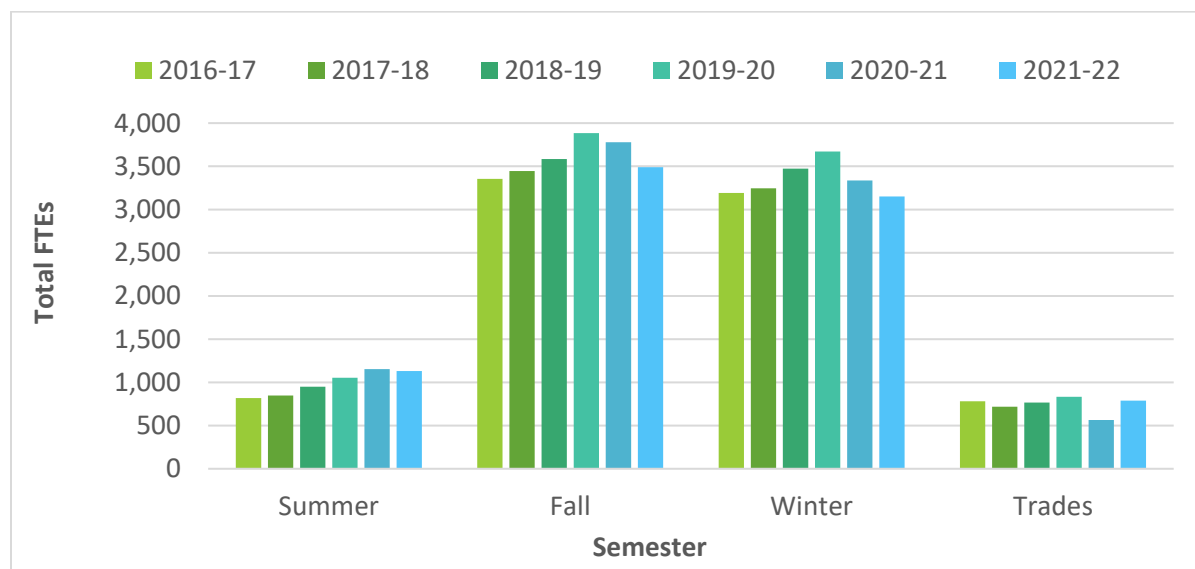


Figure 32: FTE Shares by Semester, 2016/17 to 2021/22 (CDW)

Semester	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Summer	10.0%	10.3%	10.8%	11.2%	13.1%	13.2%
Fall	41.2%	41.7%	40.9%	41.1%	42.8%	40.8%
Winter	39.2%	39.3%	39.6%	38.9%	37.8%	36.8%
Trades	9.6%	8.7%	8.7%	8.8%	6.4%	9.2%

1.2.4.2 Graduates

The number of graduates at UFV increased by 26% in 2020/2021 (the latest year for graduates), from 2,651 in 2019/20 to 3,341 in 2020/21. Figure 33 shows large increases from 2019/20 to 2020/21 in graduates for associate degrees (362.5%), graduate certificates (200.0%), diplomas (77.7%), and post-degree certificates (73.9%). There are some increases in graduates for certificates (19.1%), bachelor's degrees (5.7%), and master's degrees (3.2%), short certificates (1.6%), and others (8.3%). The only decrease is for developmental credentials (-9.1%).

In the last five academic years the total number of UFV graduates has grown by 19.1%, from 2,805 in 2015/16 to 3,341 in 2020/21. The largest increase is in diploma graduates, which have increased by 408 (80.5%), followed by certificate graduates by 101 (13.0%), baccalaureate degree graduates by 95 (9.1%),

master's degree graduates at 13 (68.4%), associate degree graduates by 11 (17.5%), and post-degree certificate graduates by 2 (5.3%). Over the same time, the number of short certificate graduates has decreased by 83 (-30.3%), other graduates by 16 (-55.2%), advanced certificate graduates by 11 (-84.6%), and developmental credential graduates by 2 (-4.8%). The numbers in this figure will not match the numbers in the Performance Measure 2 results (Section 3.2.1, Domestic Credentials Awarded), since the Performance Measure is (i) a version of a 3-year average, (ii) uses fiscal rather than academic year, and (iii) does not include credentials awarded to international students, as well as some credentials such as apprenticeship, short certificate and other.

Figure 33: Graduates by Credential Type, by Academic Year, 2015/16 to 2020/21 (UFV internal data)



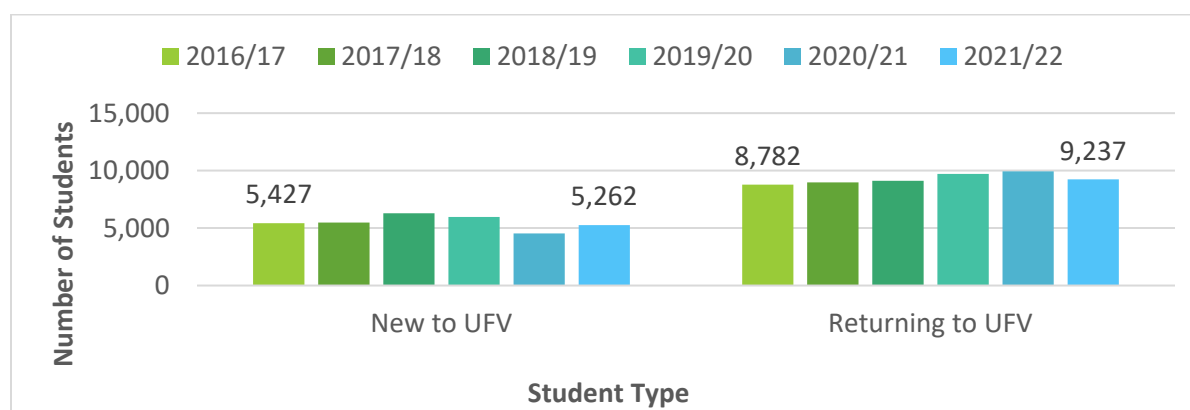
1.2.4.3 New and Returning Students & City of Residence

This year the university saw more New to UFV¹³ students over last year (16.1%), increasing from 4,531 in 2020/21 to 5,262 in 2021/22—still slightly less than pre-pandemic numbers, while the number of

¹³ A student is New to UFV when the student first generates a positive FTE at UFV in a non-Continuing Education (CE) term. New to UFV is set only once for each student.

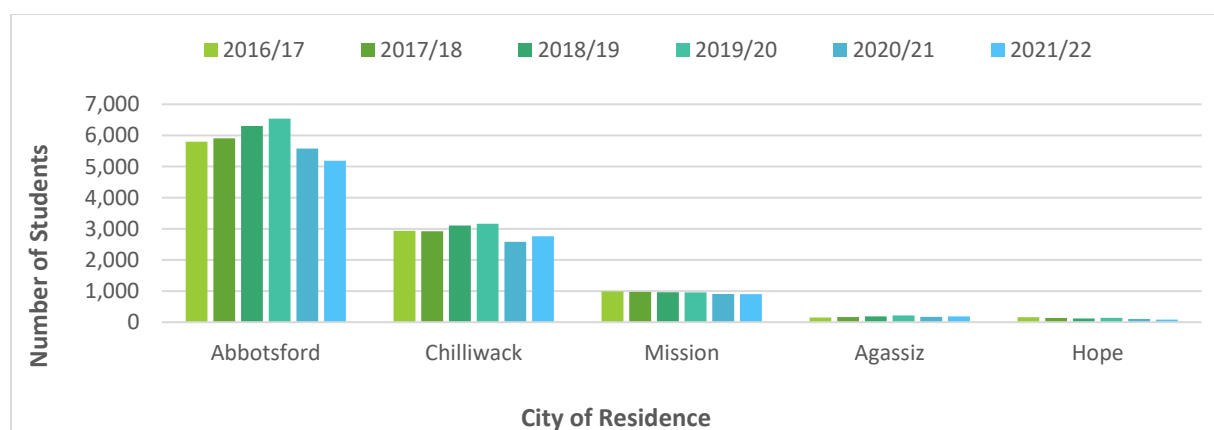
Returning to UFV¹⁴ students decreased this year over last (-7.1%), from 9,938 to 9,237 (Figure 34). Domestic students account for over two thirds (72.0%) of the increased 731 New to UFV students; international students account for the remaining 28.0%. International students account for almost all (96.9%) of the decrease in the number of Returning to UFV students (679 of 701); domestic students account for the remaining 3.1% (22 of 701). The total increase in student headcount this year is 30 students (+731 New, -701 Returning).

Figure 34: New and Returning Student Headcount, 2016/17 to 2021/22 (UFV internal data)



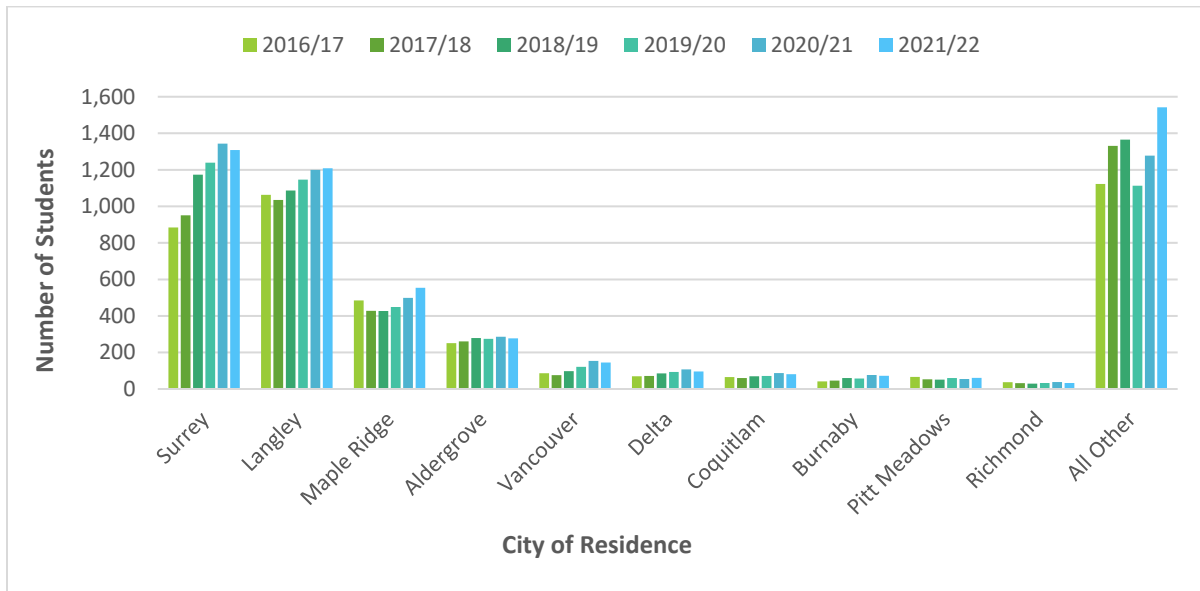
In 2021/22 there has been a change in where UFV students reside compared to the previous year. This year, 62.9% of UFV students live in one of: Abbotsford (35.8%), Chilliwack (19.0%), Mission (6.2%), Agassiz (1.3%) or Hope (0.6%); this is 1.7 percentage points less than last year (64.6%). In 2021/22, the proportion of students that lived in cities immediately to the west of Abbotsford (26.5%) such as Surrey (9.0%), Langley (8.3%), Maple Ridge (3.8%) and Aldergrove (1.9%), is like the 26.6% last year. Figure 35 shows students with Abbotsford as their city of residence continues to drop (-391) but students with Chilliwack as city of residence increased by 178 and Agassiz by 18 from last year. Figure 36 shows a decrease in the number of students residing in Surrey (-35) and increases in Maple Ridge (+55) and all other places (+264).

Figure 35: Students' City of Residence, Near a UFV Campus or Location, 2016/17 to 2021/22 (UFV internal data)



¹⁴ A student is Returning to UFV if the student has previously generated FTEs at UFV, in a non-CE term.

Figure 36: Students' City of Residence, West of Abbotsford and All Other Locations, 2016/17 to 2021/22 (UFV internal data)



1.2.4.4 Unique Characteristics of UFV Students

Selected UFV undergraduate baccalaureate students (based on year of study) are invited to participate in annual surveys from the Canadian University Survey Consortium (CUSC). Below we summarize some results from the CUSC 2021 Graduating Student Survey that speak to the unique qualities and characteristics of our students. We compare UFV results to Group 1, which consists of institutions, including UFV, that offer primarily undergraduate studies and have smaller student populations; and overall, which includes all participating Canadian universities.

From the CUSC 2021 Graduating Student Survey, we see that UFV survey respondents were **more likely** to:

Live with parents, guardians, or relatives	More than half (55%) of UFV graduating respondents are living with parents, guardians, or relatives (compared to 42% in Group 1 and 51% overall).
Attend campus	Only 12% of UFV graduating respondents reported to not attending campus at all (compared to 30% in Group 1 and 26% overall).
Be a first-generation student	A larger proportion of UFV graduating respondents are first generation (26%) compared with Group 1 (17%) and all respondents (14%).
Be satisfied with employment services	More UFV graduating respondents are satisfied or very satisfied with employment services (94%) compared with those in Group 1 (85%) or overall (83%).

Use academic advising	A greater proportion of UFV graduating students use academic advising (67%) as compared to Group 1 (45%) or overall (42%) and are satisfied or very satisfied (94%) with it (compared to 86% in Group 1 and 85% overall).
Be employed	A much larger proportion of UFV graduating respondents work and go to school at the same time (77%) compared with those in Group 1 (66%) or overall (56%) with UFV respondents working an average of 21.8 hours per week (compared to 23.5 in Group 1 and 20.4 overall).
Pay for their education from current employment	More UFV graduating respondents indicated that they use <i>earnings from their current employment</i> (64%) to pay for their education as compared to Group 1 (51%) or overall (43%).
Take longer to graduate	A greater proportion of UFV graduating students had been attending UFV since 2015 or earlier (31%) as compared to Group 1 (25%) or overall (17%).

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

Use public transportation	Only 11% of UFV graduating respondents indicated that they use public transportation to commute to campus (compared to 15% in Group 1 and 28% overall); and almost three-quarters (69%) of UFV respondents commute to campus in a car by themselves, compared to 44% in Group 1 and 30% overall.
Be satisfied with services for international students	74% of UFV graduating respondents who have used the services for international students are satisfied or very satisfied with the services (compared to 88% overall and 82% in Group 1).
Be given the chance to evaluate the quality of teaching	UFV graduating survey participants indicated that there is much less opportunity to evaluate their instructors in all courses (21%) in comparison to their peers in Group 1 (64%) and overall (55%).



UFV Students Celebrating Holi, 2022

All student feedback and survey results provide UFV with valuable information to guide how we can improve student experiences, as well as celebrate our successes. Addressing student challenges and concerns are key objectives. We want all our students to have an enjoyable and transformational post-secondary experience that they will always remember and treasure.

1.2.5 Research

UFV has a strong track record and reputation in its applied approach to research. Applied research has relevance for undergraduate education, it involves and engages students, and it prioritizes 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



UFV Student Research Day, 2022

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 students who 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 and external funding, and with applications for sabbaticals.

The Research Office is supporting the implementation of education-related Truth and Reconciliation Commission's Calls to Action in ways that are relevant to the scope of research. The Office is progressing with its strategy for the decolonisation of research. The primary focus is to ensure that research that addresses Indigenous issues of concern includes Indigenous communities as partners right from the beginning when research questions are formulated, rather than merely adding them as collaborators mid-way through the process. Some activities supporting this strategy include training for the Research Advisory Council and the Human Research Ethics Board.

Further work that supports Truth and Reconciliation Commission's Calls to Action include the establishment of a working group that is developing a Research Data Management Strategy that is in alignment with the Tri-Agency Research Data Management Policy. This policy addresses issues of ownership and storage of research data and knowledge that originates from Indigenous communities. The Research Office has consulted with an Indigenous Advisory group for the creation of a new five-year Strategic Research Plan, which will be released in the fall 2022.

Several of UFV's research centres have been active in establishing partnerships with Indigenous communities over the past year. These partnerships go beyond single research projects; they are the foundation for ongoing work that promotes reconciliation. One of the most significant partnerships is with Tk'emlups to Secwepemc Natural Resources Department in Kamloops, B.C. that has resulted in three projects using ground penetrating radar at the former residential school site to survey for unmarked graves.

Overall, researchers at UFV have established or renewed partnerships with six separate Indigenous communities or agencies in the past year to support more than eleven projects that aim to better understand settler roles in colonization and support reconciliation. In addition, the Research Office worked through various research centres to support nine public lectures on topics of colonization, Indigenization, decolonization, and reconciliation.

2. Reporting on Mandate Priorities & Directions

2.1 Reporting on the 2021/22 Mandate Letter Priorities

Priority 1

Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.

UFV's return to campus plan reflected the university's main priorities of health and wellbeing. During the pandemic, UFV has maintained a [Return to Campus](#) (previously COVID-19 information) webpage that provides detailed information on all matters related to COVID-19 including services and guidelines for students and visitors as well as for faculty and staff.

Throughout the pandemic, UFV has carefully followed BC COVID-19 Return-to-Campus Guidelines as well as recommendations from Public Health Office (PHO), WorkSafe BC, and the Ministry of Advanced Education and Skills Training (AEST). Dr. Bonnie Henry has explained the science behind returning to campus in a letter to B.C. post-secondary presidents, which is posted on UFV's website.

The monumental planning effort for a return to campus began in March of 2021 across UFV's administrative units. UFV analyzed changes to student demographics (international student numbers declined and domestic students took more courses per student), trusted scientific forecasts regarding COVID-19, and evaluated the most effective pedagogical methods to deliver each course.

In August 2021, UFV hosted pop-up COVID-19 vaccine clinics for UFV community. In September 2021, following discussions with representatives from the Faculty and Staff Association and the UFV Student Union Society, UFV distributed a mandatory and confidential survey asking for self-disclosure of vaccination status to faculty, staff, students, and visitors to campus. The purpose was to better understand specific facts regarding the vaccination level of our community and to assist in determining if additional health measures are required on UFV campuses. The survey reflects the university's continued use of evidence-based decision making. UFV's effort in supporting and promoting vaccinations is evidenced by UFV community's 90% vaccination level in 2021.

In preparation for the September 2021 return to campus, UFV marked safety zones in classrooms to show where instructors can temporarily remove their masks while teaching should they choose to do so, as outlined in the Provincial Health Officer's mask order.

Following the advice of the Provincial Health Officer and the Ministry of Advanced Education and Skills Training, UFV successfully and effectively resumed on-campus learning and services for fall 2021. This included adapting and maintaining learning during the November 2021 flood and adjustments and adaption due to COVID concerns in December 2021 through January 2022. As we returned to in-person instruction, UFV sought to retain the methods that worked well under the pandemic. Fall 2021 saw

instructional activity 39% online, 23% hybrid, and 38% in-person. Employees took part in a gradual return to work and Human Resources led a pilot on hybrid remote work. Since fall 2021 we have seen an increase in in-person learning, for fall 2022 we expect it to account for 60% of instructional activity.

In December 2021, UFV communicated Dr. Henry's COVID-19 Return-to-Campus Guidelines and her rationale for the continuation of on-campus instruction in January 2022.

At the end of January 2022, the UFV Student Union Society (SUS) published an open letter regarding the January 24 return to in-person learning on UFV campuses. UFV administration posted the SUS letter along with answers to the questions addressing the students' concerns. UFV was clear that it continues to follow the guidelines set by the Provincial Health Office, the Ministry of Advanced Education and Skills Training, and WorkSafeBC.

UFV has relied on the expert advice of the Public Health Officer and the Ministry of Advanced Education and Skills Training as we navigated the pandemic. UFV meets regularly with Fraser Health officials to discuss and monitor our safety measures that are in place for on-campus activities. Our Fraser Health partners reassured us that our Return to Campus Safety Plans meet the high standards in place to mitigate the spread of the SARS-Cov2 virus on our campuses. These include the Ministry of Advanced Education and Skills Training's Return to Campus Guidelines and the BC Centre for Disease Control's instructions.

The Peer Resource and Leadership Centre at UFV started seeing students in person on January 24, 2022. The resource page of [the Centre](#) provides a wealth of information about resources available to students.

Students were involved in a wide variety of activities including KICKBACK, Hubbub celebration of CityStudio experiential learning projects, the Enactus club for business students, Student Research Day, and end-of-year art exhibits.

KICKBACK was an event organized by the Student Union Society. The purpose was to bring back community and engagement on campus by welcoming back UFV Students in the fall 2021 semester. KICKBACK took place on campus outdoors on September 23rd, with over 1,500 students registered at this event.

UFV's Cascade athletic teams were sidelined from competition for the first half of the year due to COVID-19 restrictions but were able to relaunch in the fall of 2021. The men's and women's soccer teams made the playoffs, and the men's squad advanced to the Canada West Final Four. The men's golf team were silver medalists at the Canada West championships, while the women placed fourth. The men's and women's basketball teams got off to strong starts in conference play, while the volleyball teams made their debut in Canada West.

UFV continued to offer a range of supports for Indigenous students this year through the Indigenous Student Centres (ISC). Members of the ISC work to provide cultural and academic support, to help bridge the gap between the university and Indigenous peoples, and to help facilitate the Indigenization of our Academy. Virtual and face-to-face supports offered this year include the drop in lounge; where students can connect with ISC staff, learn about UFV services (including Resident Elders services), and ask any questions they may have; as well as drop-in academic support.

Applied and Technical Studies Industry Services worked in partnership with Stó:lō Aboriginal Skills & Employment Training (SASET) to deliver training and education to Indigenous students in S'olh Téméxw during the pandemic, including:

- Building Service Worker Program
 - Access to online learning is limited in remote communities;
 - Covid Safety plan was in place for face-to-face instruction; and
 - Course extended over 3 weeks instead of 2
- Shorter days to offset other obligation/supports in students' communities
 - Pre-Trades Culinary Program;
 - Student numbers were lowered to allow for face-to-face instruction, with an additional cohort added; and
 - Meals and transportation coordinated via SASET.

Priority 2

Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training initiatives for British Columbians, particularly those impacted by COVID - 19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

- ***Micro-credentials***

UFV piloted an innovative Digital Marketing micro-credential in the winter 2021 term, enabled with grant funding. This micro-credential is made up of university credit bearing micro-courses which, when combined in groups of three, provide students with a 3-credit university course so a student that completed the full micro-credential would also be granted 9 university credits. The micro-credential offered learning and skills in related digital media, communications, and collaboration tools to support professional and personal development, and to improve employment and promotion prospects for learners. Each micro-course featured immersive, inspired learning taught by experienced and engaging CE instructors in a flexible, modular format. The response to the micro-courses was very positive. In 2021/22, 24 students were enrolled in the last course offerings of this pilot project.

- ***Co-op, Work Integrated Learning and Career Planning***

A total of 95 students participated in a co-op placement this past year, an increase of 38 students over last year. These 95 students accounted for 126 co-op work term placements, with students in Computer Information Systems programs accounting for 31% of co-op placements, followed by Science with 33%, Business programs at 22%, and Arts with 14%.

The number of practicum course registrations at UFV has increased by more than 13% compared to last year: from 1,041 in 2020/21 to 1,178 this year.

UFV has increased the number of work-integrated learning (WIL) opportunities on campus, through the Work-Study program which provides students the opportunity to work part-time on campus. There were 200 work-study placements in 2021/22 compared to 184 placements last year.

UFV increased activity in an alternative form of Work Integrated Learning (WIL) called non-placement projects, where students, faculty, and a host organization partner provide students with an intensive short-term, hands-on practical experience that does not require a physical environment. An example of this is UFV's Global Challenge where 4 classes (104 students) partnered with Canadian Chamber of Commerce in Vietnam to conduct research in the areas of Business; Sustainable development; Social, Ethical, and Ecological Issues Facing Business in Global Supply Chains; and Collaboration Between Business and Community Stakeholders within the Vietnamese Civil Society. Larissa Horne, the Experiential Education Coordinator, wrote a chapter on non-placement projects as emerging Work Integrated Learning (WIL) opportunities for students included in a publication titled "The Practice of Co-op and Work-Integrated Learning in the Canadian Context" published in 2021.

UFV created a [Student Experiences Fund](#) to fund students in experiential learning initiatives outside of the classroom that support personal and professional growth. One student received funding to support their exploration of geography, environmental studies, and mapping practices through drone flight.

For 2021/22, City Studio Abbotsford engaged 253 students and 8 faculty, in collaboration with multiple partners including Steiner Properties, United Way/Fraser Valley, and the Abbotsford School District. Topics included sustainable commercial sites—innovative community development; community health and safety; diverse populations—reflection through a personal artwork; biodiversity in local parks; inclusive programming in the field of food security; data analysis of secondary suits; solid waste collection management; traffic safety in elementary school zones. As one of the outcomes, 15 students applied for jobs with the City of Abbotsford.

UFV also expanded City Studio to add the City of Chilliwack as an on-going partner with UFV. As part of this new City Studio partnership 72 students explored the future of Water Conservation; Sustainable Fashion: Education and Engagement. The Chilliwack School District was an invited partner in these student research projects.

Examples of CityStudio projects accomplished this year include:

- In the fall 2021 semester, three challenges containing the work of seven student working teams were showcased in our virtual semi-annual CityStudio Hubbub #8:
 - Sustainable Sites – Community Connection: Dr. Mariano Mapili's students in GEOG 357 - Conservation Geography explored how a site could be re-imagined from the perspectives of sustainability, green strategies and site activation/optimization, and inclusive placemaking. Concepts in conservation planning and management were investigated through the application of spatial analysis techniques and Geography Information Systems (GIS).
 - Circular & Sharing Economies: Students in the course of Entrepreneurship & Marketing led by Trish Schubert explored how we might use and consume goods & services to maximize their use. Students developed a program that allows people to donate old laptops and chargers to those without access to devices and a project to help tackle textile waste.

- Water Management in Chilliwack: Is Our Future All Wet?: Chilliwack is surrounded by freshwater, in a myriad of rivers and aquifers, all replenished by the infamous West Coast rainfall. Students in BIO 420 designed and undertook semi-structured interviews with the water management team at the City of Chilliwack to investigate aspects of sustainability and access to this critically important resource.
- In the Spring 2022 semester, seven challenges containing the work of 26 student working teams were showcased in the CityStudio Virtual Hubbub #9:
 - Designing inclusive programming: Students in the GDD 357 - Digital Project Management for Creative Practitioners led by Donna Graffi-Smith designed inclusive programming for the “Fraser Valley Food Connection” hub to address food security, including Awareness for Fraser Valley Food Connection & Food Insecurity Prevalence, Promoting Food Security, Tackling Food Security Through Design, Join the Table, and Food Justice.
 - Communing & Educating – Food Security: Instructor Karin Jager’s GDD 260 - Graphic & Digital Design I students focused on ways to communicate to and educate the greater community on the purpose of the Fraser Valley Food Connections hub.
 - Data for Planning: Dr. David Thomson’s STATS 370 - Probability and Stochastic Processes class explored ways of use Secondary Suites data and Solid Waste data to inform and impact future planning.
 - Innovative Development: Partnered with students in GEOG 344 - Geography of Urban Development, GEOG 300N – Special Topics in Geography, and GEOG - 219 Biogeography, students in Dr. Mariano Mapili’s GEOG - 425 Advanced Field Methods and Techniques class responded to the challenge: How might we partner, across land uses, to build a Living Lab of UN Sustainable Development Goals?
 - Schools & Traffic: Dr. Afia Raja’s GEOG 344 - Geography of Urban Development class explored ways to improve parking, traffic flow and access challenges that schools often face. The schools include Sandy Hill Elementary, John Maclure Community School, Mountain Elementary School, and A.S.I.A. North Poplar.
 - Sustainable Fashion: Students in GEOG 300 - Special Topics in Geography led by Dr. Carin Bondar and Stefania Pizzirani worked on how to make fashion circular.
 - Water Sustainability: Students in GEOG/CMNS 257 Environment: Science and Communications led by Dr. Carin Bondar and Paul Fontaine focused on what the City, residents, businesses and industries can do to shift the balance towards a sustainable water future.
- CityStudio Inspired Projects: The CityStudio Inspired category was introduced for initiatives that have been inspired by, or grown out of, the formal CityStudio Program. Inspired initiatives are unique, follow their own timelines and paths and are supported by a variety of community partners. In the fall 2021, two CityStudio Inspired Projects showcased in the CityStudio Virtual Hubbub #8:
 - Diverse Populations: Personal Art Gallery: This CityStudio Inspired project seeks to create murals throughout the community to help build resilience, equity, and inclusivity. "I was invited to attend and was inspired by the passion of the artists, acknowledging that any oppression hurts all in society. I talked with the UFV coordinator and said I would like to invest in this work by designing a CYC 485 Diverse Populations course assignment to support it." The students were asked to view the 4 paintings, read about the artists, and then, using any medium, create their own art about allyship with

vulnerable populations like cultural minorities. They then created an “Artist’s statement” to further give voice to their perspective. One student grappled with guilt and shame at “passing for white” and not owning her heritage. Another used this as a springboard to support the “No farmers, No food” movement. This was a visual and visceral way for the class to express feelings about social injustice in their worlds.

- Food Security in Abbotsford: In the fall 2021, Nathan Burns, a 4th Year Economics Student, conducted a four-month practicum on food security with the City of Abbotsford. Nathan investigated the question: What does food security have to do with economic development? He spoke to members of the community, including agriculture experts and food justice advocates, as well as City staff, and combed online resources to create a shortlist of relevant examples from around B.C. In his research paper, Nathan described food security in Abbotsford and discussed how we could implement food security initiatives in Abbotsford.

UFV has been focusing on increasing WIL opportunities for several years. WIL experiences can take the form of traditional paid co-op semesters, but they also include short-term placements, classes taking on a project supplied by a company or organization, hackathons, field practicums, volunteerism, and short-term tasks such as promotional design or social media support for a specific event. WIL can be part of a course: for example, a CMNS - 251 (Professional Report Writing) class was paired with one of 6 small business employers representing Hospitality, Trades, Sales, Banking, and Retail explored strategies for how they can recruit and retain workers post-pandemic. Students applied their research skills to explore strategies and applied their reporting writing skills to report and present back to the employers.

The Chief Financial Officer and VP Administration Division is actively engaged in providing experiential learning opportunities for UFV co-op students in various departments such as Financial Service, ITS, and the Office of Sustainability.

The Graduate Certificate in Child Life and Community Health was awarded funding to expand internship sites through the Work Integrated Learning proposal. Internships will be expanded in the Fraser Health and Interior Health Regions. In addition, the establishment of a Child Life Internship at the Ronald McDonald House on the campus of BC Children’s hospital is being developed. This is a ground-breaking experiential learning opportunity for students as they work with patients and their relatives to help them cope with the stress and anxiety associated with illness and hospitalization.

This year, through the WIL initiative Arts Worx, the College of Arts accomplished the following:

- Creation of the Career Chats Video Series. The lead editor was an international student who secured a related full-time job upon graduation because of his work on this project.
- Completion of six hack-a-thons (one in person prior to Covid and five virtually). These provided 53 students virtual WIL opportunities to engage in solving workplace challenges in a variety of contexts including corporate branding and customer engagement strategizing.
- Facilitation of a Digital Storytelling badge in History that had 28 participants.
- Scalable experiential learning for the College of Arts was established. The College of Arts successfully applied for funding grants that will produce 1,000 WIL experiences for Arts students in 2022-2023 and will secure ongoing WIL experiences for future years.
- Creation of a sustainable way forward to create on-campus high impact WIL experiences for students. This is being done by establishing a student Design Hub that will be facilitated by MEDA students, as well as shifting how SOCA manages the S'eliyemetaxwtexw Art Gallery. Both

the gallery and the hub will be managed and run by students as “businesses”. This will provide first-to-fourth year students with WIL experiences on-campus as well as providing the community with access to services and programming.

- Participation with the Canada Comeback Challenge (C3). Using examples from the virtual hack-a-thons that the students and faculty experimented with as part of Arts Worx, UFV was invited to participate in the C3 challenge. Sixty-eight students and 11 faculty are participating.
- Creation of the Career and Learning for Life (CALL) Research Consortium. Five faculty members have established a research consortium with a focus on Labour Market, strategic career development, and curriculum development related to Canada’s Skills for Success.

The university’s College of Arts maintains an [experiential learning webpage](#) for students to explore, with information about the opportunities available and answers to common questions.

The Centre for Experiential and Career Education (CECE) assisted academic areas from Science, Professional Studies, and Arts to identify opportunities to increase work-integrated learning opportunities. CECE worked with each unit to develop applications to request funding. Four projects were funded by the Ministry of Advanced Education and Skills Training with UFV receiving a total amount of \$273k for Work Integrated Learning opportunities for students.

CECE is upskilling the career readiness of UFV’s Science and Data Analytics students. CECE secured \$89k to fund 3 projects that will increase work-integrated learning opportunities for Science and Data Analysis post-baccalaureate certificate (DAC) students. Part of this funding was used to purchase specialized equipment for students to conduct local water quality testing for the City of Chilliwack, Stó:lō

Nation, and the Great Blue Heron Reserve. This offers students the opportunity to work with global partners by conducting water quality testing for the Global Rivers Observatory.

UFV received \$22k in one-time funding from the Ministry of Advanced Education and Skills Training (AEST) for the WIL initiative Super Science Outreach Programs.



UFV School of Creative Arts Interpret Festival, 2022

Box 4: Graphic Design Grad Aims to Save a Historic Community with New Documentary



To direct a documentary by age 23 was never the goal for Camille Candia. While Candia has always been a gifted photographer, freelancing since high school, it was a series of chance encounters that shifted her career and educational trajectory and ultimately led her to be the creator and director of [Forgoing: The Future of Edelweiss Village](#).

The short documentary, about the uncertain future of a historic Swiss village in Golden, B.C., premiered at the 2021 Abbotsford Film Festival and has received global praise and press.

“I was expecting this to get maybe 120 views on YouTube, and honestly, that would have been enough for me,” says Candia, whose film has already accumulated over 78,000 impressions and has been seen in over 85 countries. “I thought this was an important story to document and share.”

Candia entered UFV originally to study math and psychology. She eventually met Karin Jager, associate professor in the [Graphic and Design program](#), who was impressed with Candia’s creative instincts and motivated her to take some design courses. Candia quickly switched majors, attracted to the balance between visual arts, communications, and education that the graphic arts field offered.

When it was time for Candia to do an independent study project, she contacted Johann Roduit, founding partner of the innovation studio [Conexkt](#). He wanted to digitally preserve the historical Edelweiss Village built in the early 1900s. The site, which has been named one of [Canada’s Top Ten Endangered Places](#) by the National Trust,

has no heritage protection and is currently for sale. Maintenance has been challenging — especially during the pandemic — and the majestic houses are now in danger of being taken down in the near future.

“So the idea of digitally preserving the village and creating a lasting snapshot with technology was something we could do. Camille was instrumental in conceptualizing the idea of the documentary,” says Roduit.

The 12-minute film explores the significance of the village and the Swiss settlers during that period, as well the architectural originality of the houses.

Capturing the intimate in-person interviews on site helps the audience connect with the story more. “Her documentary has had a huge impact,” says Roduit. “It has been showcased in so many media worldwide and has been a catalyst to a fascinating chain of events.”



Unexpected opportunities came at unexpected times for Candia. Her message for UFV students unsure about their potential is to stay ready and never second guess your power.

“Being female and being part of the Gen-Z generation, I think we are underestimated,” she says. “In this era of technology, our greatest asset is understanding how to reach and connect with people anywhere. As long as you are passionate about what you’re doing and you treat your subjects with care, it’s really amazing what you’re able to accomplish.”

Ten Welding Foundation students engaged in a 4-week capstone project that involved students interpreting blueprints, cutting and forming materials, and fitting and welding the materials into the final product, a roll off bin. The students used a variety of industrial metalworking machinery and various welding processes. The bin will be used by a local vendor (a UFV Welding alumnus) to help grow his business, and to support our program. The nature of this project involves students working to the highest tolerances, within a limited timeframe at industry speed, while engaging in team building and problem solving along the way.

The recent flooding and landslide disasters in the Fraser Valley created a significant need for short- and long-term recovery projects. UFV students volunteered at various local agencies to provide help.

Much activity in the agriculture program involves practical experience such as demonstrations in the greenhouse and barn, work in the field, and completion of a practicum. Students have been placed in practicums in farms, wineries, greenhouses, and food processing plants all over the Fraser Valley and beyond. The program also offers practicums in livestock, that include dairy, beef, and poultry operations, cheese production, and feed suppliers.

UFV's Centre for Experiential Education (CECE) organized 51 events to provide opportunities for students and employers to meet and interact; a total of 1,180 students attended these events. For example, in November the 2021 Career Month took place with 25 events. The 2021 Career Month was held during the ongoing COVID-19 pandemic; one event was in-person, and the rest of the events were delivered on virtual platforms. Highlights of the 2021 Career Month included CECE partnering with the College of Arts and Alumni Relations to present Gray Poehnell, a Metis Career Development Practitioner, deliver the keynote address titled *Crafting a Better Story Through Hope-Filled Engagement*. Another well-received event was *Transferrable Skills from the Employer Perspective* in which local public, private and non-profit sector employers joined a panel to answer questions about leveraging transferrable skills.

UFV hosted our first virtual career fair in partnership with Douglas College and Capilano University. An employer orientation included a virtual tour and tips for the platform and a moderated Indigenous panel with an Elder and Knowledge Keeper on best practices to recruit future workers from Indigenous communities. The student orientation to the career fair included a moderated employer panel advising students how to prepare for, engage at, and follow up a career fair with employers. Seventy-one employers and 644 students registered for the Virtual Pacific Career Fair, with 792 one-to-one interviews with employers.

Over the past year, employers listed 2,972 jobs on [CareerLink](#), CECE's online job database.

To adapt to COVID measures, most events were offered in a virtual format. In November, a Livestock Education Information Session and Alumni Panel was held in the UFV Agriculture Centre Demonstration Barn after completing, and complying with, an Event Health and Safety Plan.

- ***High-demand occupations***

UFV continues to deliver programming that meets the labour market and economic needs of the Fraser Valley and of the province. The Civic Governance and Innovation certificate is a new program that began accepting students in 2021/22. The university also added an Environmental Studies minor that can be

completed in several degree programs, as well as an International Business major in the Bachelor of Business Administration degree.

Enrolments in UFV's Bachelor of Environmental Studies and Bachelor of Environmental Studies (Natural Sciences) degrees continue to grow, from 31 to 46 domestic FTEs over the last year.

The Faculty of Applied and Technical Studies successfully requested funding from Industry Training Authority (ITA) to put on extra intakes of high demand skilled trades programs in the following areas:

- Automotive Foundation;
- Automotive Foundation (22 weeks)—partnership with local school district;
- Electrical Foundation;
- Joinery Foundation;
- Apprenticeship – Carpentry Level 1;
- Apprenticeship – Carpentry Level 2;
- Apprenticeship – Electrical Level 1 x 2 intakes;
- Apprenticeship – Electrical Level 3; and
- Apprenticeship – Electrical Level 4.

Applied and Technical Studies Industry Services worked in partnership with Stó:lō Aboriginal Skills & Employment Training (SASET) to deliver targeted foundational training in Carpentry and Automotive,

- To help better prepare communities for a pandemic;
- To provide Skills & Training to people in communities to support their communities and to provide skills for employment; and
- To prepare students for transition to employment, apprenticeship or further post-secondary education.

In 2021/22 UFV produced a total of 46 TECH Expansion FTEs through expansion funding related to the technology sector, on a target of 40. These TECH Expansion FTEs were offered through programming in high demand technology occupations, including the Applied Bioinformatics certificate, the Digital Fabrication diploma, the Coding Skills associate certificate, the Graphic and Digital Design Extended Minor and Minor, and the Bachelor of Media Arts.

The number of domestic students enrolled in UFV's Early Childhood Education certificate program increased this year, from 53 students in 2020/21 to 59 students this year.

UFV offers six apprenticeship programs, along with 10 foundation trades programs, preparing those with no trades experience for entry into an apprentice program. All 10 of these foundations programs are open to Fraser Valley high school students.

High school students are also eligible to participate in UFV's Explore Trades Sampler program. This program allows participants to sample multiple trades to see which, if any, are suited to their goals and interests. Students explore trades including drafting, electrical, heavy mechanical, auto mechanics, carpentry, welding, and plumbing and piping; acquiring basic skills using top-of-the-line equipment and tools at UFV's Trades and Technology Centre in Chilliwack. There are several other [trades courses](#)

offered through UFV's Continuing Education department, including Automotive & Mechanical Industry, Computer-assisted drafting, Electrical, Power Line Technician, and Woodworking.

In 2021/22, the university produced a total of 775 domestic FTEs in programs funded by the Industry Training Authority (ITA). This is an increase of 227 FTEs compared to the previous year. Apprenticeship Technical Training accounted for 65% of this year's ITA funded FTEs, with the largest number of enrolments in the Electricity Apprenticeship program (186 FTEs), followed by Carpentry Apprenticeship (111 FTEs), and Automotive Apprenticeship (78 FTEs). UFV offers several trades programs that lead to occupations identified in the BC Labour Market Outlook: 2021 Edition's list of top 15 trades, including these three apprenticeship programs.



UFV Convocation Ceremony, 2022

- ***Health-seat expansion***

There is an unusually high demand in the labour market for health occupations including registered nurses, practical nurses, and health care assistants. UFV Faculty of Health Science programs meeting this need include the Bachelor of Science in Nursing, the Practical Nursing Diploma, and the Health Care Assistant Certificate.

This year, UFV had an allocation of 20 FTEs to its Health One-Time funding in the Bachelor of Integrated Studies (Chemical Addictions Degree Nicola Valley Institute of Technology Partnership) as part of the Ministry's Economic Recovery Plan. Since 2012, UFV and Nicola Valley Institute of Technology (NVIT) have worked together to provide a degree pathway for graduates of NVIT's Chemical Addictions Worker Advanced Diploma (CHAD) program. NVIT is a British Columbia public post-secondary institution governed by the Indigenous community and serving primarily Indigenous students. Eight courses were offered over the summer and fall semesters, with a total of 19 students enrolled, producing 15 FTEs. The funding received from the Ministry allows UFV to offer the courses of this degree completion cohort tuition free.

In addition, the Indigenous Certification Board of Canada's re-accreditation process was completed for the Bachelor of Integrated Studies completion program at UFV, the only bachelor's level program in Canada to achieve this status. UFV, in partnership with NVIT, developed this program for NVIT's Indigenous Holistic Wellness & Addictions Advanced Diploma graduates.

As part of B.C.'s response to COVID-19, UFV has partnered with the Province of British Columbia to provide a coordinated employment and education pathway for Health Care Assistants (HCA). Two cohorts of 24 students were funded through Health One-Time funding as part of this Health Care Assistant Partnership Pathway initiative, resulting in a total of 41 FTEs in 2021/22.

Several Allied Health targeted programs offered through UFV's Continuing Education department had increases in enrolments this year: Activity Assistant certificate (+6 FTEs), Dental Receptionist Certificate (+3 FTEs), and Certified Dental Assistant certificate (+6 FTEs).

- ***Initiatives to support vulnerable and underrepresented groups***

The University of the Fraser Valley is committed to work to improve and implement initiatives to increase participation and success of students, including vulnerable and underrepresented groups.

UFV is part of various Ministry-led, provincial, and national communities of practice focused on ensuring the support of vulnerable and under-represented students. These include Student Aid BC, Canadian Mental Health Association (CMHA), and Canadian Association of College and University Student Services (CACUSS).

UFV is committed to participating in a Ministry-led Campus Navigator Community of Practice. To date, our Student Support Coordinators and our Financial Aid and Awards team have been providing Campus Navigator supports, and we look forward to learning of new ways of doing this work.

UFV chose to embed navigator functions in two key areas: within the Student Support Team, staffed by our Student Support Coordinators, and in Financial Aid and Awards. The Student Support Team takes a case management approach to supporting students, ensuring connection and warm handoffs to a range of other services on campus. The Financial Aid and Awards team provides essential, first-line navigation support to students who come in under particular programs, including the Former Youth in Care program.

From May 2021 to January 2022, there are 191 disbursements for Provincial Tuition Waiver (PTW) for Former Youth in Care, totalling \$300k in full tuition awards. UFV Financial Aid and Awards has a [webpage](#) with detailed information about the Former B.C. Youth in Care funding and are available to assist students with questions and in the application process.

Financial Aid and Awards routinely meets with PTW Program recipients to check in on their workload and program fit, and makes appropriate referrals for Academic Advising, Career or Personal Counselling, the Indigenous Student Centre, the Centre for Accessibilities as well as liaising with students and their support workers to assist with their applications, transfers, and appeals. In addition to the PTW Program, Financial Aid and Awards support current or former youth in care with a range of student services and funding opportunities that include:

- Youth Education Assistance Fund (YEAFF);
- Youth Futures Education Funding (YFEF) for approved PTW recipients to assist with educational related funding;
- Adult Upgrading Grants (AUG) (upgrading courses are not covered by PTW);
- The Federation of BC Youth in Care Network (FBCYICN) Dream Fund;
- The Federation of Community Social Services of BC;
- The Howard Legacy Youth Fund (HLYF);
- Other need based funding sources, such as student loans, low income grant opportunities, labour market grants, UFV bursaries, student emergency grants & Indigenous emergency funding, and Inspire bursaries;
- UFV scholarship and leadership awards, Study Abroad scholarships, and external award opportunities.

In the past year, along with the PTW disbursements, UFV distributed \$417k in scholarships, \$495k in bursaries, \$13k from the B.C. Athletics Assistance Program, \$188k for athletic scholarships, \$40k in entrance scholarships, \$15k in B.C. emergency grants, \$75k for Youth Future Education Assistance Fund, and \$210k for entrance scholarships— a total of \$1,787k in student awards. UFV also distributed private and external awards valued at \$213k.



Therapy dogs at UFV campus, 2022

UFV has an ongoing marketing campaign to make potential students aware that Adult Basic Education (ABE) and English Language Learning programs are tuition free.

UFV's [Student Support Team](#) is a central hub for support of all students. Our Student Support Coordinators act as case managers and system navigators, ensuring holistic, integrated, and wrap around support for students. Coordinators connect students to a range of campus and community supports to best meet student needs, emphasizing

student choice, empowerment, and agency.

Students have access to a range of supports and services, which they can access directly or through a Student Support Coordinator, on campus including:

- [UFV-SUS Food Bank](#), which provides food hampers to students and dependents in need
- [Freezer meals](#), offered at a low cost in our cafeteria to support food security
- [Student Emergency Fund](#), which provides emergency grants to students facing unexpected financial needs and includes a dedicated fund for Indigenous students
- [Coast Capital and Peer Resource Centre](#), which provides peer-based wellness supports in a safe, welcoming, and inclusive space, while also providing information on, and referrals to, campus and community supports and resources
- [Financial Aid and Awards](#), which provides support for students on funding their education
- [Counselling](#), which provides free personal and urgent counselling for all students. It maintains connections with community supports and services, such as drug treatment and health services, to refer students
- [Accessibility Services](#), which ensures academic accommodation for students with disabilities
- [The Indigenous Student Centre](#), which provides community, cultural support and engagement, and overarching support for self-identified Indigenous students
- The [Academic Success Centre](#), which provides free tutoring and academic workshops for all students
- And more!

The Student Union Society (SUS) is a non-profit organization run by students and for students. It represents student concerns and their needs to the university and to the municipal, provincial and

federal government. In 2021, the SUS contributed \$10k to the UFV-SUS Food Bank, and two new initiatives to support our Indigenous students: a new Indigenous Students Emergency Fund and an annual bursary to honour the late Dr. Ethel Gardner. The new Indigenous Students Emergency Fund has the potential to assist all Indigenous students to ensure they reach their education goals. The bursary is available to Indigenous students enrolled in a Halq'eméylem language course or a course with a focus on Indigenous studies.

The English Language Studies (ELS) Online Help Centre is a free, online support service for students who are currently registered at the University of the Fraser Valley. This service provides one-to-one video-conferencing support sessions between students and ELS Department faculty via Blackboard Collaborate.

UFV has one Indigenous Student Transition and Engagement coordinator, five resident Elders, and one activities and cultural assistant, all working with the Indigenous Student Centre (ISC), to ensure ongoing one-on-one support for all incoming Indigenous students. Additionally, the ISC hires a range of community members to participate in particular projects and activities, drawing on the resources, expertise, and wisdom of the communities it serves. Elders provide cultural, social, and emotional support to our students. They also promote an understanding and respect for Indigenous perspectives, culture, and values that support Indigenization at UFV. Each Elder has a special gift and lived experiences and we are very grateful to have this diversity and wealth of knowledge for our students, staff, and faculty. Elder support are available virtually in the ISC Virtual Drop-in Lounge and face-to-face by appointment and on a drop-in basis.

The [Indigenous Peer Mentor program](#) helps Indigenous students make a successful transition to university life and academic studies. The main focus of this program is to support first-year self-identified Indigenous students through one-on-one, personalized weekly meetings at which the mentor shares experiences and encourages their mentees to find and utilize applicable campus resources. Mentorship from an Indigenous perspective focuses on self-awareness, leadership, self-care, personal values, and empowerment. For Fall 2021/Winter 2022, there are four mentors to support first-year self-identified Indigenous students. Students can make an appointment with a peer mentor through email or filling in a "Mentee" application online.

UFV's Teaching and Learning Centre has resources to provide faculty with strategies and tips for being more inclusive in their instructional practices and to make the classroom experience more accessible to students. In addition to the online course of Building Strengths, they offer the Teaching and Learning Tool Kit with resources on how to assist learning for students with disabilities, online workshops on Basics of Universal Design and Blackboard Ally, and one-on-one consultations with a learning designer or teaching & learning specialist. Blackboard Ally, an accessibility feature in our learning management system, enables digital content to be more accessible by providing choice for students with disabilities, as well as linguistic, cultural, and competency barriers.

Students with disabilities are offered an 8-month Workplace Training in the Attitudes, Skills, and Knowledge certificate program at the Chilliwack campus, taking place over two semesters. The program aims to help students gain self-management and employment skills and develop realistic career objectives in their chosen field.

UFV supports gender parity and equity in numerous ways:

- Supporting gender diversity by allowing for multiple identifiers on official documents and self-serve options to ensure students can use their preferred names;
- Ensuring non-discriminatory access to washrooms based on gender identification;
- Providing free access to feminine hygiene products for all female-identifying students and employees in female, unisex, and private washrooms;
- Ensuring access to leave time for victims of domestic violence;
- Providing emergency housing for students in unsafe living situations, the majority of whom identify as female;
- Providing access to financial supports and services, such as bursaries which promote gender equity, as well as our Food Bank and other services;
- Offering virtual events related to gender parity and equity;
 - Panel discussion on “Where Do We Go Now? Biases and Barriers Faced by Women and Girls in Education” on March 8th, 2022
 - Panel discussion on “The Afghan Refugee Crisis- Conflict, Compassion, and Action” on September 21st, 2021. One of the panelists is Fatema Ahmadi, who works on peace programs and resettlement with Afghan women
- Celebrating important days related to gender parity and equity;

- International Women’s Day (IWD) every year on March 8th to recognize the importance of gender equality and to acknowledge and address historical and enduring inequalities. For International Women’s Day 2022, panelists discussed the biases and barriers women and girls face and ways in which we can build inclusive education spaces where all women and girls can thrive



UFV International Women’s Day Event, 2022

- International Transgender Day of Visibility on March 31 to celebrate Trans individuals and communities and their contributions to culture and society
- Annual Transgender Awareness Week: the week of November 13–19
- New relevant courses;
 - Fall 2021: GDS 260: Gender and Global Development
 - Fall 2022: FILM 311: Gender, Sexuality, and Film
- Sharing relevant resources through newsletters; HR Employee and Family Assistance Program Life Lines newsletter, for example, Issue #11—[intimate partner violence](#);
- UFV Race and Anti-Racism Network members helped establish the new UFV Gender Equity Network, which is intersectional and inclusive, and works collaboratively with other equity groups on campus and beyond;

- Exhibit; for example, an exhibit at the Abbotsford Library in March 2022, featuring the voices and experiences of trafficking survivors in Nepal, curated in collaboration with Dr. Rita Dhungel from School of Social Work & Human Services at UFV;
- Conduct a review of employee recruitment and retention tools and methods with an EDI lens; to make sure to use inclusive, unbiased language focused on qualifications and skills necessary for the job;
- Child Youth and Family Studies is committed to reserve three program seats for students from groups including, but not limited to, sexually and gender varied people.

Various groups of students, whether they are mature students or students with diverse educational and cultural backgrounds, often face challenges in navigating post-secondary courses. The College of Arts has piloted a tutorial concept designed to both prevent students from facing extreme challenges and to support those students needing to improve their academic standing. To this aim, University Studies Tutorial (UNIV 102) was developed by the Arts Studies unit and became effective in September 2021. This course provides students extra support in deciphering instructor assignment expectations for course work, developing a commitment to time management and workload planning, and provide opportunities for students to practice their reading comprehension, editing, and discussion skills to improve their academic performance and confidence as learners. Students are able to register for the tutorial, much like a learning lab that runs alongside their other courses.

Faculty of Applied and Technical Studies received funding from a donor to support two key initiatives:

- Targeted funding to support students in the Skilled Trades who require financial assistance to complete their studies;
- Support for under-represented students in the Skilled Trades, including women, Indigenous youth and adults, and newcomers to Canada. A pilot is being developed which will see a dedicated position to support students from recruitment and navigation of UFV, to government and community supports and resources.

Evidence of UFV's accessibility and relevance is found in the 2021 survey of UFV graduating students conducted by CUSC; 98% students reported that professors treat students the same regardless of gender, and 92% of students reported that professors treat students the same regardless of race.

UFV is developing relationships with local school districts to better support particular groups of students in their transition to UFV. Work is beginning on a transition program for students who had Individualized Education Programs in the school system and who will need support and accommodation through UFV's Centre for Accessibility Services. Additionally, UFV has made closer connections with school districts regarding Indigenous student support and transition.



UFV Convocation Ceremony, 2022

Box 5: Inclusive, Accessible Renovations inside UFV Athletic Centre

New and more inclusive changerooms, washrooms, and shower areas are coming to the [UFV Athletic Centre](#) (Building E).

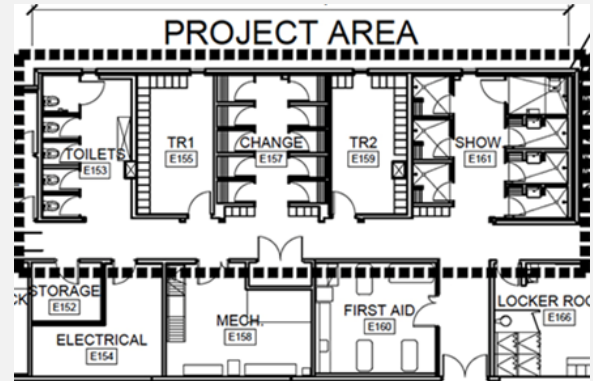


Renovation work is underway down the hall to the right.

In line with UFV's [Equity, Diversity and Inclusion goals](#), the project creates space that is gender neutral and universally accessible. A central change area with private stalls will be flanked by self-contained team rooms bookended by washrooms with private stalls on the north side, and showers with private stalls on the south side. Demolition began in early April 2022 and is expected to be complete for the fall 2022 semester.

“This new space will increase the functionality, safety and inclusivity for its users,” says Denise Brown, UFV Associate Director, Capital Projects. “It’s an extension of UFV’s commitment to create and implement equity and explore the ways in which inclusion can and should take place.”

The renovation will also include upgrades to increase water and energy efficiency, as well as keypad lockers compliant with accessibility height requirements.



Once complete, the renovated area in Building E will feature central change area as shown in this drawing.

- ***Student Safety and Well-being***

The University of the Fraser Valley is committed to providing a safe and welcoming environment that is respectful of everyone’s rights, responsibilities, well-being, and dignity. UFV continues to work to improve student safety and overall well-being.

An important part of this work is the prevention of sexual violence and misconduct (SVM). Increased awareness, particularly for students, of what constitutes inappropriate behavior as well as the resources and supports available, aids in preventing SVM and helps to mitigate its harm to victims.

UFV participated in the Ministry’s Sexual Violence and Misconduct Climate survey during Winter 2022.

UFV has undertaken a [thorough and collaborative review](#) of its [Prevention, Education, and Response to Sexualized Violence policy](#), engaging all members of the internal community, including the Student Union Society and students. The policy goes out for final review in spring 2022, with adoption in summer 2022. The policy revision ensures attention to the latest research and best practices around sexualized violence prevention, education, and response.

UFV continues to update its [online sexualized violence reporting tool](#), which allows for disclosures (anonymous or identified), reports, and third-party reports. This reporting mechanism aligns with ADVOCATE, its case management tool, to enable support for survivors, support for those responding to an allegation of sexualized violence, and facilitation of investigations.

Individuals disclosing or reporting sexualized violence are assigned a [Student Support Coordinator](#) who assists them in identifying and connecting with supports and understanding the process, should they wish to proceed with a report. As a case manager, they ensure a holistic, coordinated approach to supporting the student, which can include counselling, connection to community resources and police, academic supports and accommodations, access to emergency housing or emergency funds, and more.

UFV also ensures supports for those responding to allegations of sexualized violence. A [Student Support Coordinator](#) (not attached to the complainant) will help them to understand the allegations against them, the investigation process, and the related policies. If they are under interim measures barring them from campus, they will also help to coordinate academic accommodations while an investigation is conducted.

UFV offers [educational workshops](#) on preventing and responding to sexualized violence, including Consent 101, Active Bystander 101, and Support 101. A new, forthcoming module focused on identifying victims and survivors of human trafficking, is being developed in collaboration with the School of Criminology and Criminal Justice. Workshops are offered as part of student orientation, student residence move-in and orientation days, peer support program training, varsity athletics orientation, and more, as well as on-demand for any group seeking training. UFV modules have been used to inform provincial approaches to educating on sexualized violence prevention and response, with team leads invited to deliver these workshops at other institutions.

UFV Library staff partnered with UFV faculty and made a topic guide on [human trafficking](#). In addition, Abbotsford UFV Campus Library provided a photovoice exhibition titled “Voices of Women Who Survived Trafficking in Nepal” in March 2022. This exhibit of photos and stories reflecting on the lives and experiences of trafficking survivors in Nepal is based on research by Dr. Rita Dhungel.

The Associate Dean of Faculty of Applied and Technical Studies undertook train the trainer course on *Be More Than a Bystander*. This training program can now be offered at UFV or in partnership with local school districts, industry and community organizations.

UFV is committed to supporting and improving student mental health. The university continues to run regular campaigns to inform students of available supports and services. The university offers free mental health screenings, free workshops and events on mental health, as well as support groups and drop-in peer support for all students.

Priority 3

Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government’s CleanBC strategy and supports a clean economic future.

- ***Cross-government and stakeholder collaboration***

UFV has been developing meaningful community partnerships and action-oriented projects that support broader government commitments including climate action, anti-racism and Indigenization.

UFV has made sustainability a top priority by aligning with the 17 United Nations Sustainable Development Goals and forming partnerships and initiatives with students and academic departments.

Because every purchase has economic, environmental, and social impact, the Procurement department has added social procurement criteria to 100% of Requests for Proposals where applicable.

UFV’s School of Land Use and Environmental Change and the Office of Sustainability hosted the March for Sustainability education series, featuring special events each week of the month, with in person and virtual options. Ten departments and student groups, as well as multiple external organizations, were involved. Topics and causes that were important to students and UFV employees were selected according to a Sustainability Survey conducted in the fall 2021. UFV plans on making the March of Sustainability an annual event and grow it even further. “Many people are dealing with an unprecedented amount of climate anxiety and it’s important to provide them with ways to get involved and become change makers,” says Jennifer Martel, sustainability coordinator on UFV’s Campus Planning and Facilities Management team.

The *President’s Task Force on Equity, Diversity, and Inclusion* created the EDI 2020/21 Action Plan. The Action Plan provides a framework to embed equity, diversity, and inclusion into UFV’s institutional practices and supports individual units in their EDI work. The Action Plan is a living document that evolves over time because EDI work is an iterative and continuous process that requires us to collaborate with, and respond to, the needs of our community.

In commemoration of Black History Monday, the UFV Race and Antiracism Network (RAN) invited the UFV community to attend a “Literary Circle in Honour of bell hooks” on February 28, 2022. Folks were invited to bring with, read aloud, and reflect on their favourite and most impactful bell hooks quotes or passages. In addition, the UFV community was invited to attend, take part in, and engage with past and present co-chairs of the UFV RAN on their reflections of the past work at UFV regarding race and anti-racism and the work yet to be done. This is a transparent and open conversation around accountability based on two previous RAN reports: the 2011 *Building Antiracist and Inclusive Communities at UFV* and 2021 *The Race and Anti-racism Network (RAN) Review: Action, 2021. Envisioning, promoting, and building a racially equitable, diverse, and inclusive university.*

The Black Lives Matter Social Justice Art Project launched in June 2021, with UFV School of Creative Arts Associate professor Shelley Stefan as an Art Mentor for the project. The Project aimed to bring our Fraser Valley community together in support for, and solidarity with, the Black community through visual art. By exhibiting the canvas paintings of four participating BIPOC (Black, Indigenous, and People of Colour) Fraser Valley artists, UFV hopes to increase awareness of the systemic racism faced by Black people and inspire concrete action to tackle its existence globally and locally. Over the course of three semesters, UFV faculty and students worked with CityStudio to develop this collaborative and powerful exhibit and organize its live and virtual launch.

UFV honours Indigenous knowledge at all touchpoints of learning and dismantle settlers colonialism by centering Stó:lō ways of knowing and being in the university. Starting with our commitment to Indigenization, we strive to promote the understanding and recognition of Indigenous knowledge at all touchpoints of learning, including curriculum, co-curricular, and extra curricular activities.

UFV Faculty members are working on a variety of projects to Indigenize the curriculum. For example, Dr. Kseniya Garaschuk wrote a piece for the Canadian Math Society Notes highlighting some events on her journey of Indigenization in teaching mathematics. In the past four years, Kseniya has had the opportunity to live and work in a community with close ties to its local First Nations people. Kseniya writes that Indigenizing the curriculum can be approached in two ways: through content and through delivery. Introducing Indigenous content involves familiarizing yourself with and promoting local context and history. Indigenizing your delivery means exploring First Peoples principles of learning, knowing and being.

Weaving Knowledge Systems Resource Materials supports faculty working to Indigenize the curriculum at UFV. In collaboration with the Library, Lorna Andrews, teaching and learning specialist in Indigenization, has created a bibliographic collection of materials to support Weaving Knowledge Systems. The bibliography is seen as a start to blending Western and Indigenous educational views.



UFV Indigenous Graduation Lunch, 2022

Lorna Andrews works on other projects as well. She creates webinars and workshops about indigenization for UFV faculty, such as the Educators' Journey Towards Reconciliation. Lorna is establishing a working group to develop a short module as an introduction to Indigenous and Stó:lō peoples and history. The module provides international students and others with a foundation on Indigenous knowledge and history.

Traditional Teachings. Traditional ways. The first session took place on September 21, 2021 at the Gathering Place where students were introduced to preserving and smoking fish. The session provided Indigenous students in S'olh Téméxw an opportunity to embark on a journey to reclaim Indigenous knowledge and participate in Indigenous activities. The S'wes event has six further sessions including Slehà:l, or the Bone Game; Learning from the Land; and Fishing.

The Indigenous Affairs office organized the multipart event, *Cultural Resurgence S'wes*:

Box 6: UFV Student Residence is Now Lá:lem te Baker



UFV announced a reimagined name for its student residence on March 23 at a celebration held in the new Indigenous garden on the Abbotsford campus. Baker House, which opened in 2007, will now be known as Lá:lem te Baker, appending the Halq'eméylem language word for house to the Baker name.

Kyle Baillie, UFV's Executive Director of Student Affairs, noted that the decision to add a Halq'eméylem component to the name is the latest in a series of efforts to Indigenize the campus living experience.

"We welcome students from all over the world to UFV and many of them live in the student

residence," he said. "It's important for them to understand the culture and history of the Stó:lō people, on whose territory UFV is located."

Reimagining "Baker House" as "Lá:lem te Baker" marks the beginning of incorporating the Hal'qeméylem language into UFV Housing and Campus Living services. UFV will also add room labels into Hal'qeméylem, provide staff with basic language instruction, and showcase Stó:lō history in the building through educational art installations.

UFV visual arts alumna Chantelle Trainor-Matties was invited to design an indigenous image that represented the housing community. "We chose the sea otter because it symbolizes friendship, peace, kindness and family. The sea otter is a social and mischievous animal, that also symbolize grace, empathy, happiness and never-ending curiosity – we saw our community in this description," noted Christine Zapisocki, Manager of Campus Living. "Chantelle spent several months connecting with Stó:lō elders to learn more about the meaning and significance of the otter in Stó:lō culture prior to creating the image.

Josephine Charlie, cultural & events assistant, visited both Abbotsford and Chilliwack libraries. While there, Josephine welcomed students to take part in Indigenous arts including beading medicine bags and making dreamcatchers.

UFV strives to dismantle settler colonialism by centering Stó:lō (people of the river) ways of knowing and being at the university. Long before Canada was formed, the Stó:lō occupied the land on which UFV is located. They lived in the Fraser Valley and lower Fraser Canyon of British Columbia. UFV recognizes and honours the contribution that Indigenous people have made—and continue to make—to our community.

Lorna Andrews worked with staff to Indigenize the general programming and provided training for Circle Works. Circle Works is a culturally appropriate way to infuse Indigenous Circles as a pedagogical tool that non-Indigenous facilitators can use for learning purposes.

Shirley Hardman, UFV senior advisor on Indigenous affairs, led and shared Stó:lō teachings in the Inclusivity Circle for the Librarians.

Hope Centre hosted UFV's Indigenous Student Centre Elders for their weekly virtual student appointments in the computer lab for the Winter 2021 semester.

Storytelling workshops, told in both English and Halq'eméylem, took place at UFV. Storytellers were able to extend their reach both within the Stó:lō community and across UFV Indigenous students, by using a hybrid platform. For example, Siyamiyateliyot Elizabeth Philips, a Stó:lō Nation elder and the last fluent speaker of Halq'eméylem, shared a story in Halq'eméylem on December 1, 2021. A Halq'eméylem class from Chilliwack Secondary School was able to participate virtually from their classroom.

In August 2021 UFV celebrated the ceremonial unveiling of the Indigenous art sculptures and the Indigenous Teaching Garden on the Abbotsford Campus. The garden showcases carvings, benches, newly designed walkways, as well as Indigenous plants.

The Director of Campus Planning & Facilities Management (CPFM) engages with Indigenous consultation for capital projects to ensure Indigenousization is incorporated in all projects when appropriate.

Groups including the Chief Financial Officer and VP Administration Division, libraries employees, and UFV International attended the Stó:lō Place Names tour to aid in a professional development, Indigenousization, and team building.

UFV's Indigenous Initiatives grant plan was approved as proposed by the Ministry of Advanced Education and Skills Training. The plan includes Cultural Resurgence events for Indigenous students, Reconciliation Education, and a Community Engagement Project.

A digital display welcoming students to library services in both Chilliwack and Abbotsford featured Indigenous imagery, and links for more information on the Métis, Missing and Murdered Indigenous Women and Girls, and the National Day of Truth and Reconciliation.

Amea Wilbur, Lorna Andrews, and Brianna Strumm provided two online workshops in June of 2021 on Trauma-Informed Pedagogy and Practice in response to the discovery of residential school unmarked graves to assist faculty in supporting our Indigenous students.

Six librarians attended "Shifting the Future" Canadian Research Knowledge Network (CRKN) virtual conference, participating in sessions on Inclusive Practise, Indigenous Subject Headings, and Reconciliation.

UFV has received approval from the Human Rights Tribunal enabling the university to hire Indigenous staff and faculty, up to a representative share of employees, that better reflects the proportion of Indigenous people living in the Fraser Valley. A KPI showing the share of faculty and staff that are Indigenous is in Section 3.2.2.

UFV's commitment to principles that align with United Nations goals and mandates has earned the university membership in the United Nations Academic Impact Initiative (UNAI) in 2022. UFV joins approximately 1,500 institutions in 147 countries who are working with the United Nations to promote global priorities, including peace, human rights, and sustainable development.

In its application to UNAI, UFV outlined the following activities that are relevant to UNAI and its principles:

- Recently approved integrated strategic plan entitled: [LYAQAWTXW—House of Transformation](#) which provides a road map for UFV to fulfil its mission of Engaging Learners, Transforming Lives, and Building Community. This plan is firmly rooted in UFV’s commitment to Indigenization—including the United Nations Declaration on the Rights of Indigenous Peoples, to Equity, Diversity, and Inclusion (EDI), and to social justice and impact;
- Recently announced [new scholarship to support international students who have been displaced due to conflict](#);
- Establishment of a university wide [Equity, Diversity, and Inclusion Action Plan](#);
- Several research centres carry out initiatives related to social justice, human rights, and health: Centre for Education and Research on Aging; Centre for Global Development; Centre for Public Safety and Criminal Justice Research; Community Health and Social Innovation Hub; Peace and Reconciliation Centre; and South Asian Studies Institute;
- Several academic programs are directly related to UNAI and its principles include Environmental Studies; Global Development Studies; Indigenous Studies; Latin American Studies; Migration and Citizenship; Peace and Conflict Studies;
- Establishment of a Sustainability Office that coordinates applied and academic activities to improve sustainability at UFV and in the broader community;
- Active contributor towards the World University Services of Canada (WUSC);
- In 2021, UFV partnered with community stakeholders to establish the [Abbotsford Disaster Relief Fund](#) in response to catastrophic flood in the region, in order to support front-line agencies providing essential services to affected families and businesses.

The above activities relate to the following UNAI principles: capacity-building in higher education system; commitment to the United Nations Charter; education opportunity for all; fighting poverty through education; global citizenship; higher education opportunity for every interested individual; human rights; inter-cultural dialogue and understanding—unlearning intolerance; peace and conflict resolution; and sustainability.

UFV is committed to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples. Throughout this report, and particularly in Appendix—Mandate #3 Progress Report, Progress on Truth and Reconciliation, further examples of UFV’s participation in the Call to Action from the Truth and Reconciliation Commission are presented.

Box 7: Local Locks Sheared in Support of Indigenous Language Scholarship



Stephen Hemphill of Phantom Screens says goodbye to his COVID hair as his boss, Phantom Screens CEO Esther De Wolde, takes the first few snips. Hemphill and two colleagues agreed to shear their COVID hair growth as part of a fundraiser for Indigenous courses at UFV.

We've all heard of COVID hair. A certain segment of the population saw the pandemic as an opportunity to grow their hair out—reluctant to venture out to the hairdresser or barber shop.

As part of this phenomenon, an Abbotsford manufacturing company came up with a creative way of supporting Indigenization efforts at UFV recently. Phantom Screens ran a fundraiser allowing employee donors to choose whether three volunteer employees should “cut” or “keep” their lengthy manes.

This creative contest raised \$20,000 that will go toward a scholarship that will help preserve the indigenous language of the local Stó:lō people.

The income generated by the new endowed scholarship will fully cover the tuition of a student to learn the traditional Halq'eméylem language.

It all started with a much-needed haircut. Stephen Hemphill, chief supply chain officer at Phantom Screens, started to grow his hair out at the start of the pandemic. Some of his colleagues and staff weren't fans of his ponytail, and CEO Esther De Wolde suggested that they put his mane to a good charitable use.



“I told him that if he would let us cut his hair, we'd raise funds as an organization towards any charity of his choosing,” shares De Wolde. “Stephen took me up on it, and before I knew it,

he recruited two other COVID-haired gentlemen on our staff to do the same in support of his charity.” Hemphill was inspired by learning he has been doing on his own about the historic and ongoing mistreatment of Indigenous people in Canada.

“I was taking the Indigenous Canada course online with the University of Alberta when we were talking about the idea of a fundraiser. With the backdrop of the stories of the residential schools, I started looking at options. I was pleased to hear about the Indigenous Studies program at UFV and specifically the Stó:lō Halq'eméylem language course. Reading about the Stó:lō Nation's efforts to preserve its



language and culture after surviving through genocide and colonization, I thought it would be great if we could do something to help.”

“The Stó:lō Nation has incredible culture, history, and community right here in the Fraser Valley. With under five remaining fluent speakers of the Halq'eméylem language, there is a great risk that part of this culture and history can be lost forever. If there is something we can do to help this local language's survival and longevity, I absolutely want to be a part of it,” said Brandon Formosa.

Shirley Hardman, UFV's senior advisor on Indigenous Affairs, praised Phantom Screens for their support.



The “after” shot. UFV senior advisor on Indigenous Affairs Shirley Hardman with Stephen Hemphill, Jeret Unger, and Brandon Formosa of Phantom Screens.

“The act of giving to the university to support Halq'eméylem language learning is an act of reconciliation,” she said. “This support goes a long way in changing the relationships between Indigenous and non-Indigenous people in our community. My heart soars that the production workers contributed willingly and generously. It is a testament to the corporate culture of giving fostered at Phantom, but also to the understanding that language is culture. Tsetseley Si:yam. Very good work, good people.”

- **Funding Review**

UFV is engaged in the Provincial Funding Formula Review. The Provost’s Office, Vice President External, Vice-Provost Academic, UFV Institutional Research & Integrated Planning, and University Relations work collaboratively on ideas and submissions to the Ministry. Areas under discussion include funding to support increased demand for domestic seats; funding to support faculty recruitment and retention; and funding to support access for historically marginalized students.

- **Tuition Policy**

UFV continues to submit annual tuition and mandatory fees data to the Ministry.

- **Digital Services**

UFV is a full participant, and early adopter, of the EducationPlannerBC Common Application system. The university’s registrar, David Johnston, is a member of the EducationPlannerBC Steering Committee, the Executive Committee, and Functional Advisory Committee, and has supported system enhancements and troubleshooting. The university accepts e-transcripts (XML exchange) from B.C. partner institutions (UBC, SFU, KPU, Capilano University, Douglas College, Thompson Rivers University, and Langara College).

UFV supports digital literacy and access to technology, to provide equity of opportunity in learning. The university enhances system innovation through participation in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives.

UFV was successful in receiving a BCcampus Open Education Foundation grant for use in 2021-2022. This grant, and matching funds from the Provost, funded the Open Education Faculty Fellows (OEFF) program, which is coordinated and supported by the Library and Teaching & Learning. This program is supporting three short-term faculty projects involving the development and modification of open education resources to be used in UFV courses, as well as similar courses taught at other institutions. An Open Education Resource Student Assistants program complements each of these projects. The Library and Teaching & Learning are also collaborating on another open education project, the Open Education Micro Grants Program, which utilises a Strategic Initiative Fund grant in support of two additional faculty

open education projects, again involving student support positions. The goal of this program is to support the growth of a vibrant and robust open education culture at UFV.

The Library participates in transformative publishing agreements negotiated by the Canadian Research Knowledge Network (CRKN). These include: the American Chemical Society, Cambridge University Press, Canadian Science Publishing, Elsevier ScienceDirect, the Royal Society of Publishing, Sage, and Taylor and Francis. Under these “read and publish” agreements, UFV authors are eligible for a range of article processing fee (APC) discounts or waivers to make their publications open access.

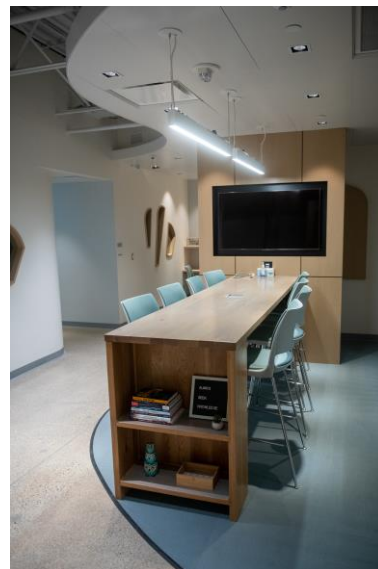
Canadian Research Knowledge Network (CRKN) and the Canadian Association of Research Libraries (CARL) continue to facilitate Canadian support of international open infrastructure through the Global Sustainability Coalition for Open Science Services (SCOSS). Under this initiative, Canadian institutions can opt to contribute toward the sustainability of selected key international services in the open scholarship ecosystem. In its current phase III, SCOSS is raising funds for: arXiv, DSpace, and Redalyc/AmeliCA. The Library is contributing to arXiv in this phase and its phase II commitments through 2023 include: the Public Knowledge Project (PKP), the Directory of Open Access Books (DOAB), and Open Access Publishing in European Networks (OAPEN).

The UFV Library has been promoting the use of tools that connect users to collections of open access articles. These tools include [Unpaywall](#) and [Open Access Button](#), as well as an Open Access App in the Library’s Find It discovery service. The Library has also made thousands of open access journals and ebooks discoverable by activating this content in its journal holdings information.

An ongoing digitization project is making UFV’s [Newman Western Canadian Cookbook Collection](#) (NWCCC) freely available to students and researchers. This is a unique collection of community cookbooks published in B.C., Alberta, Saskatchewan, and Manitoba. The Library received an Irving K. Barber Learning Centre digitization grant in 2022 that will fund a project focusing on digitizing NWCCC holdings with British Columbia significance. Another IKBLC grant in 2021 was used to digitize another year of the Abbotsford Sumas Matsqui News (ASMN) newspaper; this multi-phase project has made the 1922-1946 years of the ASMN publicly available online.

UFV supports the publication of reputable open access journals through financial support to publishers. One Canadian example is Coalition [Publica](#).

The UFV Library continues to purchase or license digital materials that support teaching, learning and research. Some recent additions include: ACM Digital Library, Can-Core Streaming Media, ProQuest Open Theses (PQDT), Sage Research Methods and Sage Video Nursing Collection. Partnering with CASE (Canadian Association for Supported Employment) and three Community Futures (North Fraser, BC; Yorkton, SK; and Central, BC), Continuing Education is developing a Digital Literacy



UFV School of Criminology and Criminal Justice, 2022

Program for their client groups. All materials are close captioned, and efforts are underway to make materials American Sign Language compliant.

Continuing Education delivered “train the trainer” programming for twelve Digital Literacy trainers with community organizations from across Canada in an online format.

ITS rolled out M365 + MS Teams for Students—a massive upgrade for communication between faculty and students and for student collaboration.

Abbotsford and Chilliwack campuses and parking lots received an expansion of wireless service. The campuses also received AV upgrades for eRooms and HyFlex/Hybrid rooms. For example, the HyFlex format of course delivery was incorporated into the Applied Business Technology program in Fall 2021. In the HyFlex course design, students can choose to attend face-to-face, synchronous class sessions, or complete course learning activities online without physically attending class. The first HyFlex class was held on September 24, 2021, with nineteen students attending in person at the Clearbrook Centre and five joining virtually via Blackboard Collaborate. In-person students successfully engaged in group work with their remote classmates using various forms of technology—phones and laptops.



The 2022 annual Canadian Higher Education Information Technology Conference at UFV

- Single Endpoint security (EDR and XDR) technology deployed across UFV systems.
- Exchange Online protection enabled for email security. Including real time attachment sandboxing and link checking to detect malicious content.
- Nessus vulnerability scanning internally and externally to detect known issues. Uses CIS framework to detect vulnerabilities in UFV systems.
- Bitsight monitoring through CAUBO provides continuous assessment of UFV external systems and services.

To mitigate the increasing cybersecurity risk, UFV’s IT Services department has focused on enhancing our information security processes and technology. We continue to partner with BCNET, CUCCIO and CANARIE on provincial and federal cybersecurity initiatives, as well as undertaking a number of institutional cybersecurity projects. A few key projects include:

- Multifactor authentication for students and a project is underway to implement this for all employees.

The Director, Information Security participates in the information sharing conference calls provided by provincial Office of the Chief Information Officer through the External Security Services.

2.2 Planning on the 2022/23 Minister’s Letter of Direction

Directive 1

Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:

- ***Working to align education and skills training to goals of the B.C. Economic Plan; and***
- ***Supporting the implementation of Skilled Trades Certification***

B.C.’s Economic Plan lays out two goals: inclusive growth and clean growth. UFV is committed to aligning its education and skills training to these two goals. One mission of inclusive growth is advancing true, lasting & meaningful reconciliation with Indigenous Peoples. We honour Indigenous knowledge at all touchpoints of learning and dismantle settler colonialism by centering Stó:lō ways of knowing and being in the university. UFV is committed to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples.

UFV collaborated with Douglas College and Langara College in successful consortium proposal on promoting Indigenous mobility to Colleges and Institutes Canada (CICan), receiving \$700k in funding. This helps position UFV as a solid destination for prospective Indigenous students from the region.

UFV recognizes that due to systemic barriers, not everyone has had equitable opportunities to access post-secondary education. In response, we continually strive to identify and reduce access barriers for individuals from marginalized and underrepresented groups.

UFV International has submitted a signed contribution agreement, as well as narrative and financial workplans for the Global Skills Opportunity funded through Employment and Social Development Canada (ESDC) and managed by both Universities Canada and CICan. This will provide \$500k to promote and assist students, particularly those from underrepresented groups — Indigenous students with disabilities, and low-income students—in going abroad for credit-based work-integrated learning experiences. Over 100 students will participate over the course of the project (2022–2025). UFV International has pledged an additional \$190k in mobility scholarships as an in-kind contribution.

UFV International launched a program to support students affected by international conflict. The International Emergency Fund (IEF) supports at least two international students affected by crisis or catastrophe for up to two years. UFV International’s previous humanitarian efforts include supporting UFV students to establish a local committee of the World University Service of Canada (WUSC) Student Refugee Program at UFV. UFV International has been in contact with several Ukrainian students with an interest in attending UFV.

UFV is working on a plan to allow Ukrainians to study at UFV for the 2022–2023 academic year without being assessed international tuition, and exempt Ukrainians from the application fee and the international document evaluation fee. UFV would review this exemption prior to the start of the next academic year once the Federal government has settled on the types of visas and permits students may present.

To support clean growth, the Office of Sustainability has developed a Sustainability Pathway Plan. This pathway provides a framework for UFV to be recognized as a progressive institution with the highest sustainability standards. UFV's Sustainability Pathway will open the opportunity to participate in the Sustainability Tracking, Assessment & Rating System (STARS), which is a transparent, self-reporting framework which will allow UFV to measure sustainability performance.

UFV demonstrated our commitment to supporting the implementation of Skilled Trades Certification in core offerings, Skilled Trades Certification funded programs, access to Skilled Trades, supporting uncertified workers, other training, and provincial participation.

- **Core Offerings**

UFV offered Foundation and Apprenticeship Levels in the following programs which are part of the 10 trades that were selected to become certified:

Program	Level	# Intakes
Autobody and Collision Technician – Foundation		1
Automotive Service Technician – Foundation		1
Automotive – Apprenticeship	2	2
Automotive – Apprenticeship	3	1
Automotive – Apprenticeship	4	2
Electrician (Construction) – Foundation		3
Electrical – Apprenticeship	2	3
Electrical – Apprenticeship	3	4
Electrical – Apprenticeship	4	1
Heavy Mechanical – Foundation		2
Heavy Mechanical – Apprenticeship	2	2
Heavy Mechanical – Apprenticeship	3	2

- **Skilled Trades Certification Funded Programs**

To meet demand, UFV requested and received funding for extra intakes in 2021-22 in the following:

Program	Level	# Intakes
Automotive Service Technician – Foundation		1
Automotive Service Technician – Foundation (SD Partnership)		1
Electrician (Construction) – Foundation		1
Electrical – Apprenticeship	1	2
Electrical – Apprenticeship	3	1
Electrical – Apprenticeship	4	1

- **Access to Skilled Trades**

UFV offers Trades Explore to high school students as part of our dual credit partnerships with the Chilliwack, Abbotsford, Mission and Fraser Cascade School Districts, as well as with Seabird Island Community School, a First Nations school. These offerings include exposure to the Electrical and Automotive Trades.

UFV has a longstanding partnership with Stó:lō Aboriginal Skills & Employment Training to provide exposure to skilled trades to Indigenous Youth.

- **Supporting Uncertified Workers**

UFV faculty are discussing with the Industry Training Authority (ITA) on how to best support workers in the Electrical trade with the implementation of certification. This could include specific technical training as well as preparing the required training resources which include updates to the electrical code and specific training related DC motors and controls.

- **Other Training**

Two cohorts of the Powerline Technician foundation program were offered in collaboration with Electrical Industry Training Institute (EITI).

- **Provincial Participation**

UFV is an active participant in Trades Training BC and BCATTA meetings and committees, supporting a system-wide approach to the implementation of Skilled Trades Certification in B.C.

Directive 2

Contribute to Ministry engagement on upcoming initiatives, including:

- *The Future Ready: Skills for the Jobs of Tomorrow plan;*
- *The Ministry's sexualized violence policy review;*
- *Further tech-relevant seat expansions; and*
- *The funding formula review of provincial operating grants*

UFV is committed to closing B.C.'s skills and talent gap by responding to the *Future Ready: Skills for the Jobs of Tomorrow* plan. UFV is planning on expanding the number of seats in high opportunity sectors such as health care and high-tech. UFV received a one-time grant of \$112k from the Ministry of Advanced Education and Skills Training (AEST) to support Health Care Assistant Partnership programming.

UFV remains committed to supporting the Ministry in its work to increase awareness of, and ensure response to, sexualized violence on post-secondary campuses. To date, UFV representatives have participated on the Ministry's Policy Advisory Team, the Research Committee, and the Practitioner Committee in support of



UFV Student Housing Announcement, 2022

Ministry work in this area. We will continue to do so as the Ministry reviews and updates the needs of the sector.

UFV is preparing proposals under an initiative from the Ministry of Advanced Education and Skills Training to create an additional 2,000 tech-relevant seats at public post-secondary institutions.

UFV is engaged in the Provincial Funding Formula Review. Areas under discussion include funding to support increased demand for domestic seats; funding to support faculty recruitment and retention; and funding to support access for historically marginalized students.

Box 8: Chilliwack Family Honours Young Son's Memory with New UFV Bursary



*Glen Schwarzfeld and Mallory Manley with their daughter June, holding a photo of their late son Weston, who they lost in a tragic accident.
Photo: Wendy Bickis Photography.*

Mallory Manley and Glen Schwarzfeld of Chilliwack have lived through every parent's worst nightmare. Just over a year ago, they lost their son, Weston, in an accident while he was on a day-camp outing. Weston had recently completed kindergarten and was excited about his upcoming sixth birthday.

There was a groundswell of community support after the accident and lots of conversation on social media about setting up a GoFundMe campaign to support the family.

Mallory works at the University of the Fraser Valley and Glen is a teacher at Mt. Slesse Middle School in Chilliwack and both had generous support from their employers. "We didn't need a lot of financial support from the community, but we also wanted to have some control over funds that were being raised in Weston's name, so we allowed my sister to set up a GoFundMe page for us," recalls Mallory.

They used some of the funds raised for counselling, to hold a celebration of life for Weston, and to dedicate a commemorative picnic table in his favourite park in their Garrison Crossing neighbourhood. But they decided to use the bulk of the funds received to create a memorial bursary in Weston's name at the University of the Fraser Valley.

Starting in September 2022, UFV will award the \$1,000 Weston Jay Manley Schwarzfeld Memorial Endowment Bursary to one student each year.

3. Performance Plan and Report

3.1 Goals and Objectives

3.1.1 Planning at UFV

After two years of consultation with internal and external stakeholders, UFV's Senate and Board of Governors have approved our new Integrated Strategic Plan IYAQAWTXW—House of Transformation. The plan provides us with an exciting path towards our Vision, and is strongly rooted in our Mission of Engaging Learners, Transforming Lives, and Building Community, as well as our institutional Values of Community, Inclusivity, Excellence, and Integrity.

The Ministry's regular planning documents—including the 2021/22 fiscal year Ministry Mandate Letter, the Service Plan, the Service Plan Report, and the System Strategic Objectives detailed in the Accountability Framework Standards and Guidelines Manual—provide direction for UFV's activities and planning. The university also reviews and incorporates direction from specific initiatives including the Indigenous Post-Secondary Education and Training Policy Framework and Action Plan, B.C.'s International Education Strategy, the Taxpayer Accountability Principles, and the Administrative Services Collaborative, as well as the BC Labour Market Outlook.

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

The goals and strategic imperatives in UFV's Integrated Strategic Plan align with the Government priorities as set out in the annual Mandate Letter (detailed in Section 2 Mandate Priority Reporting). The university's goals and activities also support the objectives identified in the Ministry Service Plan. Lastly, UFV's goals are in alignment with the five system objectives laid out in the Accountability Framework.

We provide the Ministry's Service Plan Goals and the B.C. Public Post-Secondary System Strategic Objectives for reference.

Service Plan Goals:

Goal 1: British Columbians have access to inclusive, responsive and relevant post-secondary education and training to reach their full potential

Goal 2: British Columbians have workforce connections, training, supports, and information to be job-ready and prepared for opportunities in BC's economy

Goal 3: Lasting and meaningful reconciliation with Indigenous Peoples in BC through post-secondary education and skills training

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

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

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

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

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

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

Below we display the positioning of UFV’s goals with the Ministry Mandate Letter, the Ministry’s Service Plan goals and specific system objectives. While there exists some overlap between the categories and performance measures, the mapping provides an overview of the alignment between the university’s goals and those of the provincial government.

Alignment of UFV Goals and the Ministry Mandate Letters, Service Plan Goals, and System Objectives	2021/22 Mandate Priority Item(s)	Service Plan Goal 1	Service Plan Goal 2	Service Plan Goal 3	System Objectives
UFV Goal Provide inclusive learning environments for everyone	#1 #2 #3	✓	✓	✓	Access Capacity Efficiency Relevance Quality
UFV Goal Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others	#1 #2 #3	✓	✓	✓	Access Efficiency Relevance Quality
UFV Goal Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond	#1 #2 #3	✓	✓	✓	Access Capacity Relevance Quality

In what follows, we identify the relevant Key Performance Indicators (KPIs) used by UFV, as well as Institutional Measures set by the Ministry for each UFV goal. We include a sampling of activities or

initiatives undertaken which are in addition to ones included under the Mandate Letter priorities in Section 2 Mandate Priority Reporting.

Engaging Learners Goal: Provide inclusive learning environments for everyone
Performance Measures
UFV Key Performance Indicators
<ul style="list-style-type: none"> % of Total Indigenous Students, Faculty and Staff Annual Retention Rate % of Students Engaged in High Impact Practices % of Students by Credential Type % of Students from local communities Participation Rates in Pathway Opportunities
Ministry Performance Measures
<p><u>Institutional Measures:</u></p> <ul style="list-style-type: none"> Indigenous Student Spaces Credentials Awarded Student Assessment of Skill Development Student Assessment of the Quality of Instruction Student Assessment of the Usefulness of Knowledge and Skills in Performing Job Student Spaces Student Satisfaction with Education Unemployment Rate <p><u>System Measures:</u></p> <ul style="list-style-type: none"> Credentials Awarded to Indigenous Students First Year Retention Rate Loan Repayment as a Percent of Income Participation Rate Time to Completion Transition Rate of High School Students to Public Post-Secondary Education Undergraduate Tuition and Fees as a Percent of Median Household Income

3.1.2.1 Engaging Learners: Overview of the Activities and Initiatives

The University of the Fraser Valley is committed to providing inclusive learning environments for everyone. We provide a curated sample of the activities and initiatives organized by UFV strategic imperatives (Sections 3.1.2.1, 3.1.2.2, and 3.1.2.3 do not repeat items previously mentioned in Section 2).

Honour Indigenous knowledge at all touchpoints of learning

In our commitment to Indigenization, we promote the understanding and recognition of Indigenous knowledge at all touchpoints of learning, including curriculum, co-curricular, and extra curricular activities. Please refer to Section 2 and Appendix for a list of activities and initiatives.

Identify and remove access barriers for individuals from marginalized and underrepresented groups

We recognize that due to systemic barriers, not everyone has had equitable opportunities to access post-secondary education. In response, we continually strive to identify and reduce access barriers for individuals from marginalized and underrepresented groups.

Shirley Hardman, Senior Advisor on Indigenous Affairs; Betty Peters, Director of Indigenous Student Centre; and Daryl Smith, Director of UFV International, participated in a Community Connections trip to Northern Arizona University's Native American Cultural Centre in preparation of this initiative. Year one will culminate in a study tour to that destination and will see students from UFV, Douglas College, and Langara taking part. This helps position UFV as a solid destination for prospective Indigenous students from the region.

Campus Planning & Facilities Management is creating a list of areas that require attention and improvement using the Rick Hansen Accessibility survey. One area with improvements completed is the new main front entrance—it features wave buttons on doors.

Enhance deep listening, dialogue, and democratic civil engagement

UFV is committed to identifying and working towards removing barriers to support a culture of inclusion, with practices to enhance deep listening, dialogue, and democratic, civil engagement.

During the 2020-21 academic year, the UFV community collectively read and discussed Ijeoma Oluo's insightful guide to navigate conversations about race, ***So You Want to Talk About Race***. In addition to discussion groups in each area of senior administration, three lunch-hour facilitated discussions were held—over 50 people attended each session.

The President's Office and the EDI Task Force launched the Conversation Café—one-hour sessions for all UFV employees to discuss, unpack, and examine issues of equity, diversity, and inclusion.

The Provost's Office organizes a monthly "Lunch and Learn" on a variety of topics. This is a safe space for important conversations, a place to learn and, at times, an entertaining place for informal, fun discussions. Topics for the past sessions include "Equity over Diversity—Making Inclusion Inclusive," "UFV's Strategic Enrolment Plan," and "Making Sense of Indigenization, Decolonization, and Reconciliation."

UFV faculty from a variety of disciplines and research backgrounds shared their insights on the Russia-Ukraine conflict. Faculty discussed a wide variety of issues including historical Russia-Ukraine relations, humanitarianism and refugees, media and communication, militarization, racism, economic sanctions, cybersecurity, nuclear weapons, geopolitics, and international diplomacy.

Foster interdisciplinary and integrated forms of engagement

Engaging everyone in an inclusive learning environment means thinking outside the box and embracing interdisciplinary and integrated forms of engagement. UFV facilitates student engagement across a variety of areas to foster interdisciplinary and integrated learning. We present a KPI on the percentage of students engaged in High Impact Practices in Section 3.2.2.

South Asian Studies Institute (SASI) fosters inter-disciplinary scholarly research, and community and public engagement on issues related to South Asia and the Canadian South Asian Diaspora.

The Community Health and Social Innovation (CHASI) is undertaking two major projects in partnership with Abbotsford's Archway Community Services. One explores the relationship between experiences of food insecurity and housing accessibility, and the other evaluates an inter-agency housing and drop-in centre initiative funded through a \$1.5 million Union of B.C. Municipalities Strengthening Communities' Services Grant.

Derek Harnett and Robin Kleiv, members of the theoretical particle physics group in the Faculty of Applied and Technical Studies, conduct research on quarks and gluons with students from UFV and the University of Saskatchewan as well as other researchers from Canada, China, and Europe.

Emphasize active and experiential forms of learning

Active and experiential learning are two methods UFV uses to engage learners. UFV has focused on increasing work-integrated learning opportunities for several years. Work-integrated learning experiences can take the form of traditional paid co-op semesters, but they also include short-term placements, classes taking on a project supplied by a company or organization, hackathons, field practicums, volunteerism, and short-term tasks such as promotional design or social media support for a specific event. Some will involve pay, and others may contribute to the student's course assignments. We provided a list of UFV activities and programs on co-op, work integrated learning and career planning under Mandate Priority #2 in Section 2. A measure of employability skills is a KPI in Section 3.2.2.

International mobility experiences represent another form of experiential learning. After over 2 years of minimal activity because of the pandemic, applications for outbound mobility by UFV students has returned to pre-pandemic levels. Additionally, UFV International is on track to see its largest-ever single-semester cohort of exchange students—more than 80 students from 13 countries.

UFV supports Skills Canada by hosting a regional skills competition and providing technical chairs (UFV Faculty) and contest winners to provincial and national competitions. The latest change to provincial guidelines meant that UFV was able to host a competition with COVID-safe protocols in place on March 3, 2022. Engagement was down slightly from previous years, but the tech chairs persevered and delivered competitions in Electrical, Automotive, Carpentry and Welding. "UFV Electrical is proud of all

our participants and especially pleased that half of our competitors (including the Gold Medal winner) were women,” noted Electrical professor Cary Britton. “UFV Automotive also had a female gold medalist. The event was very close to International Women’s Day and while we don’t yet see equal numbers in terms of class make-up, it was wonderful to see a competition balance to accompany the parity of skills.”

Provide opportunities for students to participate in experiential learning, scholarly activities and/or research initiatives with faculty members

Engaging learners and applied learning occur in many forms. One form involves students participating in research and scholarly activity with faculty members. Students are UFV’s primary focus, and they are involved in a significant portion of research activity.

UFV research centres and institutes provided paid research assistant positions for 77 undergraduate students. There were also 5 master’s and 12 PhD students that worked with researchers at various centres, providing excellent mentoring opportunities for UFV undergrads. Student research assistants made significant contributions to environmental plans, digital archives, web and graphic design, film making, lab-based activities, and workplace assignments with a variety of partners throughout the region.

The student positions and the costs of the research activities are made possible primarily by funding from external sources. In the past year alone, UFV research centres and institutes secured more than \$2.1 million in funding, in addition to the more than \$2 million received in previous years for multi-year projects, and as co-investigators with UFV research chairs. Funding sources ranged from research contracts with not-for-profits, government agencies, and industry partners as well as research grants from government, foundations, and the prestigious Tri-Council funding agencies of SSHRC, NSERC, and CIHR. Research Support Funds from The Tri-Councils have increased from \$249k in 2020-2021 to \$307k in 2021-2022. The KPI on total external research dollars is at the end of Section 3.2.2.

The Food and Agriculture Institute (FAI) was awarded \$120k from Mitacs Accelerate for Postdoc internship projects. The project, “The potential role of vertical agriculture in sustainable and resilient community food systems,” is in collaboration with industry partners QuantoTech and i-Open Technologies.

Alicia Dyck, a student from Global Development Studies, contributed as a Research Assistant to the “Leaving No One Behind: Empowering Persons with Albinism, Particularly Women and Adolescent Girls, in Rural Regions of Sierra Leone” project, funded by the Government of Canada, and implemented by Dr. Geetanjali Gill from Global Development Studies and Catherine Liao from Nursing. Alicia helped design and carry out remote gender sensitization training with participants in Sierra Leone and developed a training manual. In addition, Claire Gibson, a 4th Year Nursing Student and Research Assistant, analyzed and themed the data of the project.

UFV Advancement secured \$300k in grants to support students taking part in Work Integrated Learning and Experiential Education.

[Student Research Day](#) returned to an in-person format that featured student micro-lectures followed by the student research poster competition. It showcased faculty-supervised student research with a

diverse audience of UFV academics, students, family and friends, industry and community leaders, and other members of the community.

Enhance digital literacy and access to technology

We support digital literacy and access to technology to provide equity of opportunity in learning.

Provide accessible and flexible opportunities to support personalized, lifelong learning

UFV prioritizes accessible and flexible opportunities to support personalized, life-long learning for all learners. Today's students and tomorrow's leaders require flexible education options that facilitate a blend of professional and academic training, interdisciplinary studies, and applied and practical experiences. UFV is committed to providing such opportunities.

The partnership with SASET included offering flexible training and education to Indigenous peoples during the pandemic. While many programs went online during the pandemic, access to the technology and internet is challenging in remote communities. Industry Services in the Faculty of Applied and Technical Studies was able to provide face-to-face instruction following COVID protocols in the Building Service Worker program as well as foundational training in the Carpentry and Automotive Trades.

In 2021, Enactus UFV raised \$25k in grants from UFV and other industry partners. That total is among the highest of the 71 other educational institutions with Enactus chapters in Canada. Enactus UFV has nearly tripled in size in the past year to 32 members from within the UFV School of Business and other programs. The Enactus UFV project involves several initiatives. One is the Big Brain Literacy Program (BBLP), a workshop-based program that provides financial education for students. BBLP focuses on teaching new to UFV students how to budget, save money, and make educated financial decisions. The BBLP has been selected to receive a \$2,500 grant as part of the Shaw Youth Entrepreneurship Project Accelerator. This BBLP project also got two additional grants: \$2,500 from Jean Sauve Global Project Accelerator and \$2,500 from PC Financial Resilience Project Accelerator.

A second initiative involves the Enactus UFV team. Under the mentorship of Saeed Rahman, this team achieved remarkable success in this year's Enactus Regionals Competition including

- Second Runner Up Samsung Solve for Tomorrow—\$2,500 award;
- Best Project Recipient, PC Financial Resilience Project;
- Runner-up, League A Semi-Final;
- Competition; Most Improved Team Award Recipient; and
- Semi-Finalist, Enactus Canada Competition.



UFV Enactus in Action, 2022

Transforming Lives

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

Performance Measures

UFV Key Performance Indicators

The Number of Action Item Goals from the EDI Action Plan that have been implemented
% of UFV Programs That Can Ladder into Another Program
Graduation Rates
Number of Faculty and Staff Engaged in Professional Development Activities
Teaching Excellence

Ministry Performance Measures

Institutional Measures:

Indigenous Student Spaces
Student Assessment of Skill Development
Student Assessment of the Quality of Instruction
Student Assessment of the Usefulness of Knowledge and Skills in Performing Job
Student Satisfaction with Education
Unemployment Rate

System Measures:

First Year Retention Rate
Loan Repayment as a Percent of Income
Participation Rate
Time to Completion
Transition Rate of High School Students to Public Post-Secondary Education
Undergraduate Tuition and Fees as a Percent of Median Household Income

3.1.2.2 Transforming Lives: Overview of the Activities and Initiatives

UFV is committed to provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others. We provide a curated sample of the activities and initiatives organized by UFV strategic imperatives.

Dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University

Provost Council took part in a powerful tour of St. Mary's Residential School conducted by Sonny McHalsie Naxaxalhts'l. Vladimir Dvoracek, Associate Vice President of Institutional Research & Integrated Planning, spoke about his experience: "This tour had a deep effect on me—walking through the cold halls of that school while listening to Sonny's stories about the students who attended there made me think of the fear and horror some of the students must have felt when they were there. I am committed to doing what I can in my role to help redress these terrible wrongs and to ensure that this cannot happen again."

UFV's Indigenous Initiatives grant plan was approved by the Ministry of Advanced Education and Skills Training. The plan includes Cultural Resurgence events for Indigenous students, Reconciliation Education, and a Community Engagement Project.

UFV Advancement secured over \$50k in donations to establish financial awards in Halq'eméylem language studies, bursaries and scholarships for Indigenous students and funds to support the Collaboratorium and Allyship programs at UFV's Peace and Reconciliation Centre. The UFV Student Union Society gifted \$18,750 to create a new bursary honouring Stelomethet—Dr. Ethel Gardner. In August 2021 UFV celebrated the ceremonial unveiling of the Indigenous art sculptures and the Indigenous Teaching Garden on the Abbotsford Campus. The garden, planted in a medicine wheel design, showcases carvings, benches, walkways, and Indigenous plants.

Prioritize the health and well-being of our community members and our ecosystems

UFV prioritizes the health and well-being of our community members and our ecosystems, so that everyone has the opportunity to thrive. In 2021 and 2022, we focus on health and well-being within the context of the continuing global COVID-19 pandemic, and the post-pandemic era.

For COVID-19, UFV continues to meet regularly with Fraser Health officials to discuss and monitor our safety measures that are in place for on-campus activities. Our Fraser Health partners reassured us that our Return to Campus Safety Plans meet the high standards in place to mitigate the spread of the SARS-Cov2 virus on our campuses. These include the Ministry of Advanced Education and Skills Training's Return to Campus Guidelines and the BC Centre for Disease Control's instructions. UFV supports and promotes vaccinations; this is evidenced by UFV community's 90% vaccination level in 2021.

Several nursing faculty with ICU specialty dedicated their time to help care for COVID patients in the Abbotsford Regional Hospital. Dr. Karun Karki, with three co-principal investigators Dr. Rahul Jain (UNBC), Dr. Eric Li (UBCO), and Dr. Indrani Margolin (UNBC) received a \$50k grant from the British Columbia Ministry of Health towards a project that investigates Mental Health Impacts of the COVID-19 Pandemic on British Columbia's (BC) Indigenous Health Care Workers.

The COVID-19 pandemic affects the mental health and well-being of employees well beyond the immediacy of the initial crisis. In response, in September and October 2021, UFV teamed up with the Canadian Mental Health Association to provide managers and supervisors with a "Responding with Respect: Workplace Mental Health Skills for Managers" skill-building workshop. This interactive workshop was designed specifically for managers and supervisors to build on knowledge and skills to

support an employee when they are struggling with what may be a mental health challenge, or with a situation that is affecting their mental health. Human Resources also launched the employee fitness challenge with approximately 200 active participants from across the University.

The flooding in the Fraser Valley last November made headlines around the world. Recognizing the scope of the disaster and the need to help Valley residents, farmers and businesses rebuild, UFV jointly established the Abbotsford Disaster Relief Fund. The fundraising coalition, comprised of UFV, the Abbotsford Community Foundation and the Abbotsford Chamber of Commerce jointly raised \$4.5 million over a 3-month period. “We were blown away by the outpouring of donations and community

Box 9: Sharing Stories to Help with Post-flood Trauma



Sumas Prairie in Abbotsford with Mt. Baker in the background. Photo is from before the flood of 2021.

Sharing stories can be a way of healing, and a creative project offered by the UFV Food and Agriculture Institute is giving people affected by the devastating floods of November 2021 a way to share their experiences.

Dr. Michelle Superle, assistant professor of English, is leading the effort, along with Dr. Robert Newell, associate director of the Food and Agriculture.

“We recognize that the floods were a life-changing and very traumatic experience for many farmers and other affected people,” Superle notes. “As they work towards recovering and rebuilding, some may find it therapeutic to revisit their experience by writing about it and reflecting on it.”

UFV offered free Writing as a Way of Healing

workshops to help those wanting to write about their experiences. The simple journaling techniques that Superle will teach in the workshops are accessible for everyone (no prior writing experience necessary!), and extensive research demonstrates that they are highly effective for helping survivors working through trauma to improve their mental and physical health.

Superle and the UFV Food and Agriculture Centre can also help support farmers’ recovery by providing help with writing services such as grant applications and impact statements, opportunities to be interviewed about your experiences, and UFV-funded student placements.



Homes and farmland in the community of Sumas Prairie are submerged amid flooding in Abbotsford, Nov. 17, 2021.

support,” said Craig Toews, Vice President External at UFV. “Collectively, it was great to see how our fundraising partnership mobilized and quickly got to work, identifying gaps and allocating funds to where they were needed most.”

UFV has updated its Emergency Response Protocols and Procedures and has a new Enrolment Management policy. Key UFV members receive training in Incident Command System and in Hazard, Risk and Vulnerability Analysis.

Integrate equity, diversity, and inclusion (EDI) into all aspects of our institutional culture

UFV strives to integrate equity, diversity, and inclusion (EDI) into all aspects of our institutional culture, thereby allowing everyone to feel valued and supported. The *President’s Task Force on Equity, Diversity, and Inclusion* created the EDI 2020/21 Action Plan. The Action Plan provides a framework to embed equity, diversity, and inclusion into UFV’s institutional practices and supports individual units in their EDI work. The Action Plan is a living document that evolves over time because EDI work is an iterative and continuous process that requires us to collaborate with, and respond to the needs of, our community. The 2020-21 version of the annual EDI Progress Report describes actions taken by areas at UFV towards dismantling systems that perpetuate inequities. The number of Action Item Goals from the EDI Action Plan that have been implemented forms a KPI in Section 3.3.2.

In 2021, the President’s Office, along with a working group of *the President’s Task Force on Equity, Diversity, and Inclusion* created an EDI wall calendar. The goal was for it to be a catalyst for discussion, reflection, action, and collaboration. The feedback from students, employees, and community members was incredibly positive, and so the Equity, Diversity, and Inclusion Office created the 2022 edition highlighting significant dates and events throughout the year.

Competencies around EDI are important in all UFV activities—including research. Following [UFV’s EDI Guiding Principles](#), the Research Advisory Council (RAC) has created an EDI Sub-Committee to raise awareness and provide training on incorporating EDI into research activities and methodologies, as well as the decolonization of research. Gwen Hill, a national consultant on EDI in the Canadian research context, presented two workshops to the UFV community in May 2021.

In commemoration of Black History Month, the UFV Race and Antiracism Network (RAN) invited the UFV community to attend a “Literary Circle in Honour of bell hooks” on February 28, 2022. Folks were invited to bring, read aloud, and reflect on their favourite and most impactful bell hooks quotes or passages. In addition, the UFV community was invited to attend, take part in, and engage with past and present co-chairs of the UFV RAN on their reflections of the past work at UFV regarding race and anti-racism and the work yet to be done. This is a transparent and open conversation around accountability based on two previous RAN reports: the 2011 “Building Antiracist and Inclusive Communities at UFV” and 2021 “The Race and Anti-racism Network (RAN) Review: Action, 2021. Envisioning, promoting, and building a racially equitable, diverse, and inclusive university.”

Spurred on by the work of the President’s EDI Task Force, members of the UFV community are exploring the possibility of establishing a Critical Disability Studies and Leadership program. Alyson Seale, an Associate Professor in the Upgrading and University Preparation department, presented a TEDx talk—

Purposeful Steps Away from Ableism. Alyson is responsible for UFV's Workplace Training in Attitudes, Skills, and Knowledge (TASK) program, a pre-employment program for adults with disabilities.

Support various pathways that lead to the attainment and recognition of students' educational goals

Transformation opportunities for students are enabled by supporting different pathways towards the attainment and recognition of students' educational goals.

UFV offers micro-credentials, certificates, diplomas, master's degrees, graduate certificates, postbaccalaureate certificates, a post-diploma certificate, and 22 bachelor's degrees in over 40 subject areas. These programs, in combination with a variety of majors, minors, and extended minors, allow students to tailor their academic pathway to suit their interests and needs. UFV also offers more than 20 Trades and Technology programs, as well as Upgrading and University Preparation programs, English Language Studies programs, and a vast selection of Continuing Education programs and courses. UFV's diverse programming ensures the University provides accessible and flexible opportunities to support personalized, lifelong learning, with pathways that lead to the attainment and recognition of students' educational goals. Section 3.2.2 exhibits KPIs on the mix of credential type, student participation in pathway opportunities, and on program laddering.

In 2021 UFV has signed a new partnership with Amity University, one of India's highest-ranked universities. This partnership allows for increased international opportunities and diverse pathways of scholarship for UFV and Amity community. Administrators at both institutions are now working together to explore opportunities for academic collaboration and intercultural understanding.

Develop institution-wide experiential learning opportunities

For students, transformation is enabled many ways, including experiential learning opportunities that prepare them for their post-secondary lives. Experiential learning is facilitated by all areas of the institution, not just by faculty in the classroom.

In addition to the activities and programs listed under Mandate Priority #2 in Section 2, UFV gratefully accepted a donation for a Ford F150 from Ford Canada and Chilliwack Ford. This donation also included access to the Ford LMS diagnostic system. Brad Coupland, one of our Assistant Professors with the Automotive Program, was key in initiating this donation. It is a wonderful demonstration of how we continue to work closely with community in supporting the furthering of the education for our apprentices. It is fundamental that they gain opportunities such as this to work on the latest vehicles as they journey through their apprenticeship to be becoming certified Red Seal technicians.

Support targeted personal and professional development for faculty and staff

UFV strives to provide targeted, meaningful personal and professional development for faculty and staff so they can continue to not only be competent in their profession, but also excel in it. A KPI assessing faculty and staff engagement in professional development activities is in Section 3.2.2.

UFV PD day is a professional development opportunity for all faculty, staff, and administrators. The PD Day is supported by Office of the Provost and Vice President, Academic, Human Resources, and Teaching and Learning. Unlike previous years, where it was a single-day in-person event, the 2021 UFV PD Day, titled **Connect, Learn, Grow**, occurred virtually from April 27-29. The 2022 UFV PD Day was a two-day online event with the theme **Pathways to Action**. In this event we ask: how do we move beyond learning about discrimination and injustice to acting for change? What can each of us, in our unique situations, do to leverage our power, experience, and learning? What tools, strategies, and stories can our community use to start on and stay on our pathway to change?

Human Resources offers multiple learning and development workshops which are designed to enhance personal, academic, and professional growth throughout the year. For example, UFV Launch, a two-semester professional development program, began on September 27, 2021, with 11 new UFV faculty members participating.

In June 2021, nine faculty shared their resources, including featured activities, strategies, and organizational methods, in a series of exciting five-minute ignite-style presentations. The goal of this event was to provide an opportunity for faculty to briefly share aspects of their online courses with their colleagues and then to open a portion of their course for further sharing, learning, and celebrating of what worked well.

To satisfy the needs of faculty and staff for personal and professional growth, UFV not only delivers on-campus workshops and events, but also provides funds and leaves including professional development fund, service improvement training fund, training and development allowance, tuition waiver, tuition assistance, faculty sabbatical leaves, staff educational leave, and teaching faculty research and scholarly activity options.

UFV celebrated more than 100 long-time employees—including eleven 30-year employees and fifteen 25-year employees in May of 2022.

UFV IT is hosting the Canadian Higher Education IT (CANHEIT) conference, June 21–23, 2022.

Foster meaningful collaboration and engagement opportunities with members of our community

UFV is committed to fostering meaningful collaborations and engagement opportunities with community organizations, government agencies, and industry partners. These partnerships are key to meeting the needs of UFV community, and to providing excellent networking and work experience opportunities for students seeking career development.

Each year the English department welcomes an accomplished Canadian writer to inspire students, mentor aspiring writers, and provide practical advice on publishing, while receiving dedicated time to work on their own creative projects. Lindsay Won was the Writer-in-Residence for the winter 2021 semester. She is the author of the bestselling, award-winning memoir, “The Woo-Woo: How I Survived Ice Hockey, Drug-Raids, Demons, and My Crazy Chinese Family”. In winter 2022, Sheri-D Wilson, best known for her spoken word poetry and who has been a leading light in Canadian literature for three decades, is the Writer in Residence. The Writer in Residence works with faculty and students, visiting

creative writing classes, consulting one-on-one with students, and enriching the local literary scene by participating in both UFV and community events.

UFV held the annual high school counselors meeting virtually in October 2021. Over 80 counselors and career educators from 9 Lower Mainland schools districts attended the event.

The project “UFV in the Community: Counselling, Advocacy, Learning & Leading (CALL)” resumed services and members worked closely with the vice-principal and education counsellors at Abbotsford Senior High School, providing remote and in-person counselling services to senior students experiencing anxiety. Both individual and group services were available.

Gathering virtually to explore ideas of PLACE, SPACE and COMMUNITY, the 2021 Community Arts Practices group has developed an open inquiry about the communities in which we create, live and work. As artist-citizens, students challenged historical narratives and negotiated meaningful, ethical, cultural contexts for new art works. The resulting creative explorations titled Convergence, were exhibited at the Community Art Space at the Reach Gallery Museum March through May 2021.

Share and celebrate the accomplishments of our UFV community and alumni with others

At all stages, we want to instill a sense of pride and identity by sharing and celebrating the accomplishments of our UFV community and alumni. The ultimate goal is to create a supportive, dynamic, and stimulating culture that transforms lives so that we can all cultivate and share our gifts and, in doing so, feel proud of who we are and what we are capable of. UFV's greatest strength is its people. UFV community and alumni are doing amazing things in the community and the world. We believe that is worth celebrating!

To that end, UFV University Relations published more than 200 articles and videos last year that feature the achievements of UFV's students, faculty, alumni, staff, donors, and champions. These stories received more than 4,700 media mentions in local, regional, and national media outlets including CBC TV and CBC radio, The Globe and Mail, The Vancouver Sun, and the Abbotsford News.

While an in-person Convocation was not possible in June 2021, each graduate received a celebration package.

Top students honored for 2021 Convocation include:

- The Lieutenant Governor's Medal went to Faria Firoz of Chilliwack, who earned a Bachelor of Fine Arts;
- The Governor General's Gold Medal for top student in a master's degree program went to Ryan Buhrig of Surrey, who earned a Master of Arts in Criminal Justice;
- The Governor General's Silver Medal for top bachelor's degree student went to Tanner Boos of Chilliwack, who completed a Bachelor of Science;
- The Governor General's Silver Medal for top bachelor's degree student went to Shanna Yaroshuk of Surrey, who earned a Bachelor of Arts in Child and Youth Care; and
- The Governor General's Bronze Medal for top student from a two-year program went to Alona Gurieva of Langley, who earned an Early Childhood Education diploma.

Dean's Medalists were:

- Anmol Sharma (Science), Samantha Stables (Health Sciences), Yuki Yamazaki (Professional Studies), Sharon Timmermans (Integrated Studies), Isabelle St-Martin (Applied and Technical Studies), Gurgina Dinsa (Social Sciences), and Arsalan Sadiq (Humanities).

Student speakers who would normally speak at Convocation, recorded video messages for their peers. Graduates Monik Jaura (Health Sciences), Veronica Kobes (Science), Pip Robertshaw (Professional Studies), Terisha Mitchell (Applied and Technical Studies), Belle Hernberg-Johnson (Humanities), and Paul Jaku (Social Sciences) all delivered their speeches online.

UFV presented honorary doctorates to four Canadians who have made a significant contribution to their field and Canadian society. Retired general and humanitarian Roméo Dallaire, filmmaker Andrée Cazabon, teacher and LGBTQ activist James Chamberlain, and helicopter pilot and aviation entrepreneur Cathy Press were honored by UFV in a private ceremony on June 4. Their remarks were featured in the video celebrating Convocation.

In May 2022, UFV also presented faculty and staff with awards to:

- Carol Dickson (Staff Excellence);
- Judy Larsen (Teaching Excellence);
- Mark Goudsblom (Inspirational Leadership);
- James Bedard (Research Excellence);
- Karin Jager (Faculty Service Excellence); and
- Teaching and Learning Centre (Teamwork Excellence).



UFV Teamwork Excellence 2022: Teaching and Learning Centre

Dr. Justin Lee, Assistant Professor of Biology, was recently awarded a Natural Sciences and Engineering Research Council of Canada (NSERC) Discovery grant for 5 years as well as an early investigator supplement that should allow him to continue work with UFV undergraduate students providing unparalleled research experience.

The following UFV Science students were recipients of the NSERC Undergraduate Student Research Awards:

- Connor Frey (Chemistry, with Dr. Golfam Ghafourifar as Faculty Supervisor);
- Rachel Sailer (Chemistry, with Dr. Linus Chiang as Faculty Supervisor);
- Heather Kelly (Biology, with Dr. Justin Lee as Faculty Supervisor);
- Ryan Goldbach (Biology, with Dr. Lucy Lee as Faculty Supervisor); and
- Vanessa Brewer (School of Land Use and Environmental Change, with Dr. Olav Lian as Faculty Supervisor).



[left]shannon pahladsingh;[right]Michaela Sapielak

Several students won prestigious awards, including shannon pahladsingh [lowercase initials by request], the first UFV student to win the B.C. region award for the BMO Bank of Montreal 1st Art competition, and Michaela Sapielak won an international student essay competition held by the Society for the History of Discoveries with a research paper that she wrote for a history course at UFV.

UFV Advancement worked closely with community supporters who gave more than \$2 million to fund

student awards and university initiatives.

The SASI has been recognized for its contribution to heritage preservation in British Columbia. SASI received the Heritage Defender award on October 15, 2021 at the 11th annual Darpan Extraordinary Achievement Awards. Dr. Satwinder Bains, director of SASI, accepted the award on behalf of SASI and the university. The 'Heritage Defender Award' honours the extraordinary achievement of a South Asian person or organization that is preserving and promoting South Asian heritage and culture.

Yayoi, a Social Service Worker diploma student, was honoured in a ceremony at the end of her practicum with the Fraser Valley Indigenous Child and Family Services Society (FVACFSS) in the Stó:lō Family Strengthening program. The ceremony was conducted by Joanne Hugh, a graduate of the diploma program and FVACFSS's Family & Cultural Connections Worker, in collaboration with her team of family preservation workers.

Box 10: Awneet Sivia Receives Prestigious 3M National Teaching Fellowship



Dr. Awneet Sivia, who has taught and provided leadership in UFV's Teacher Education department since 2011, is one of 10 Canadian post-secondary educators to receive the 3M fellowship this year, and the first-ever recipient from UFV.

This is the third teaching award that Sivia has received in the past 12 months. She was UFV's Teaching Excellence award winner in 2021, and recently was one of five inaugural recipients of the West Coast Teaching Award, given by the British Columbia Teaching and Learning Council. Dr. James Mandigo, Provost and Vice President Academic at UFV, noted that he, along with the rest of the UFV community, is immensely proud of her achievement.

"Dr. Sivia is an incredible role model for her students," Mandigo said. "She transforms the lives of her students but then shares her enthusiasm and expertise across campus and into the community. It is very gratifying to see her honoured at the national level. At the same time, this award enhances UFV's reputation as a

university that celebrates and prioritizes teaching excellence.”

Sivia is an education specialist whose teaching and educational leadership and innovation are guided by *himmat*, a Punjabi word encompassing attributes such as courage, heart, daring, fearlessness, commitment, strength, and resolve.

She uses “embedded pedagogy,” modeling good teaching practice as part of the hidden curriculum to provide academic, social, and cultural experiences outside of the formal dimensions of learning.

Through “first touch” experiential learning and problem-based, project-based, and inquiry learning, her students come to their own assumptions and understandings of the curriculum. Having them explore their ideas and understanding of a topic, Dr. Sivia encourages students to broaden their thinking.

Sivia says that she is “tremendously honoured” to have been named a 3M National Teaching Fellow.

“I feel I share this award with the amazing students, colleagues, and community members at UFV and beyond who have inspired me to reach for excellence in teaching and leadership. Every one of them has pushed my practice forward, prompted me to reflect and grow, and supported me to take risks in my professional journey. My love for creating varied curriculum designs, trying innovative learning approaches, and providing a variety of assessment options is because students are worth it—their learning is paramount to the success of any educational endeavour and certainly to their own learning journeys moving forward. “

“And, with colleagues, the power of professional collaboration truly elevates the quality of teaching and learning at UFV and I

have worked with amazing colleagues. Thus, it is with deep gratitude to all those at UFV and beyond who have shaped my life as an educator—thank you! I am thrilled beyond words! I congratulate the rest of this year’s 3M Fellows and look forward to connecting with them very soon.”

Ian Levings and Nerlap Sidhu, principal and teacher at Eugene Reimer Middle School, also celebrated Sivia’s award. “She is impacting every teacher candidate she connects with and instilling the belief that diversity and equity are what makes our community stronger,” they noted.

An educator with more than 30 years’ experience who was a teacher herself before becoming a professor of education, Sivia is changing science learning, not only at UFV, but across the lower mainland of British Columbia.

The 3M National Teaching Fellowship is sponsored by both 3M Canada and the Society for Teaching and Learning in Higher Education (STLHE). Founded in 1986, the Fellowship honours exceptional contributions to teaching and learning at the post-secondary level.

The 2022 3M National Teaching Fellowship Award recipients are not only excellent educators, but also leaders, both nationally and internationally, at their institutions and within their professional communities.



Building Community

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

Performance Measures

UFV Key Performance Indicators

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

of countries with more than 10 students represented by international students

Annual Greenhouse Gas Emissions (tCO₂e)

Employability skills

of community engaged projects

Total external research dollars

Total fundraising dollars

Ministry Performance Measures

Institutional Measures:

Indigenous Student Spaces

Credentials Awarded

Student Assessment of Quality of instruction

Student Assessment of Skill Development

Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

Student Satisfaction with Education

Student Spaces

Unemployment Rate

System Measures:

Credentials Awarded to Indigenous Students

Loan Repayment as a Percent of Income

Participation Rate

Transition Rate of High School Students to Public Post-Secondary Education

Undergraduate Tuition and Fees as a Percent of Median Household Income

3.1.2.3 Building Community: Overview of the Activities and Initiatives

One of UFV's mission is to Build Community by collaborating and partnering on projects that enrich the lives of all people on our campuses, in our local communities, and beyond. Below we provide a curated sample of relevant activities and initiatives organized by UFV strategic imperatives.

Commit to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples

Rooted in our commitment to achieving the Calls to Action from the Truth and Reconciliation Commission and implementation of the United Nations Declaration on the Rights of Indigenous Peoples, UFV actively pursues the building of community in various ways.

UFV has taken actions across a wide range of areas including social work, early childhood education, Indigenous language degree and diploma programs, health-care professionals, medical and nursing schools, public service, teacher education, journalism and media schools, and business schools. We present a KPI on the implementation status of the TRC Calls to Action related to education in Section 3.2.2. Throughout this report, and particularly in the Appendix—Mandate #3 Progress Report, Progress on Truth and Reconciliation, further examples of UFV's participation in the Call to Action from the Truth and Reconciliation Commission are presented.

Offer programs and conduct scholarly activities that enrich the lives of those in the Fraser Valley

UFV builds community in various ways. As a regional and primarily undergraduate university, it offers programs and conducts scholarly activities that enrich the lives of those in the Fraser Valley. UFV contributes to local culture through art exhibitions, film and theatre production, performance, video creation and sharing, and community outreach. The following list showcases a few activities, offering a sample of how UFV values the Fraser Valley, and looks to enrich the lives of those who live here.

South Asian Studies Institute (SASI) was pleased to host the Honourable Minister of Tourism, Arts, Culture and Sport, Melanie Mark at the Sikh Heritage Museum, National Historic Site and Gur Sikh Temple on November 12, 2021. SASI was also joined by UFV President and Vice Chancellor Dr. Joanne MacLean, honourable Minister of Labour Harry Bains, Parliamentary Secretary to the Minister Bob D'Eith, MLA's Jagrup Brar, Jinny Sims, Pam Alexis, and Mike Murray, Council member of the BC Arts Council for a roundtable discussion regarding how we will preserve and showcase our history through a South Asian Canadian Museum in B.C.

The Faculty of Science outreach program, Science Rocks! hosted events in Fall 2021 and Winter 2022, including the "Ocean-ology" and "Nature Exploration!" camps. These camps allowed kids to work in a real science lab and experiment with fun activities that explored the sciences. On May 11, 2022, Science Rocks! received a \$3k grant from the Abbotsford Community Foundation. Summer camps will be back again starting in July 2022.

Improve community access to the UFV's programs

To build community and support lifelong learning, UFV seeks to provide easy access to UFV programs for community members. For example, UFV Continuing Education hosted a "Sparks and Innovation"

workshop with the Municipal Innovators Community on November 16, 2021. This half day workshop introduced the Civic Governance and Innovation certificate to the local government community.

The Admissions office continued to launch a transition event for UFV applicants. Prospective students were invited to thematic events with goals of sharing broader information about the UFV academic environment and experience, and inspiring students about possibilities and opportunities, while also encouraging students to choose UFV.

UFV continued its partnership with the Chilliwack School District to provide Automotive and Welding Foundation programs. This partnership allows students to participate in a dual credit program where they have the first twelve weeks of class taught at the secondary school and then join UFV at the Faculty of Applied and Technical Studies for the remaining 22 weeks. UFV also partnered with the Mission School District's Riverside College and the Industry Training Authority to deliver a Carpentry Foundation and Electrical Foundation program. These trades programs were based at Riverside College, with opportunities for students to come and experience UFV's Trade and Technology Centre.

Build programs that educate our students to act as ethical and engaged global citizens who redress historical injustices

"At UFV, we are all stewards of our collective vision for UFV to be a gathering place for learners and leaders. I believe it behooves each of us to action our commitment to building a community of ethical and engaged global citizens. This requires learning, unlearning, reflection, and action. We cannot redress historical injustices and aspire for peace without doing so," says Dr. Joanne MacLean, the President and Vice-Chancellor of UFV.

Dr. Sarah Beaulieu from UFV worked on ground penetrating radar investigation at the former Kamloops Indian Residential School. Her work was featured on the latest documentary from the Fifth Estate called "The Reckoning: Secrets Unearthed by Tk'emlups te Secwepemc" and BBC Our World documentary on the topic, "Canada's Missing Children."

Develop a vibrant and diverse culture on each of our campuses

Community-building extends beyond our educational programs. We work to develop a vibrant and diverse culture on each of our campuses by organizing multiple cultural events. The range of cultural events reflects the value of diversity and inclusion in campus life and shows how they become resources that drive education, innovation, and understanding.

Although it was difficult to hold in-person events for much of the year of 2021, UFV offered numerous successful online events and programs, including the Fraser Valley Literary Festival, two theatre productions, an extensive career month with dozens of workshops, professional development days for employees, celebration of National Indigenous Peoples day, and the opening of the Black Lives Matters Social Justice Art Project. UFV marked Canada's first Truth and Reconciliation Day by encouraging students and employees to attend community events. UFV cooperated with its communities during times of crisis, hosting a COVID-19 testing site for several months and serving as a staging ground for search and rescue crews during the flooding crisis.

Convocation is one of the defining events at UFV—a chance to celebrate the accomplishments of our students in a ceremony that is inspired by UFV’s unique culture and the traditions of the Stó:lō people. Although COVID-19 prevented UFV from holding convocation in person last year, the university hosted a virtual convocation event with a convocation celebration package mailout to grads, an online ceremony, insights from student speakers and honorary degree recipients, and the stories of UFV’s student medallists. In addition, UFV provided social media badges and online celebration walls that allowed family and friends to post messages of congratulation.

Three activities below offer a small sample of UFV’s inclusive campus culture that respects differences.

In February 2022, many students, staff, and faculty at UFV and in our region celebrated the **Lunar New Year (Year of Tiger)** amid the ongoing constraints. East and Southeast Asian communities, including Chinese, Vietnamese, Koreans, and others from these regions, as well as many Buddhists, and people who follow Confucian and Tao belief systems celebrate this festival. Mandarin instructors from Modern Language Institute, Dr. Yujia Jiang and Frieda He co-hosted this event. The event included Chinese New Year traditions, guess riddles, papercutting and origami, Chinese songs, and interactive time. UFV International had festive decorations and snacks available for students in the Global Lounge.



UFV Celebrating Lunar New Year, 2022



UFV honorary degree recipient Esi Edugyan

February is also the Black History Month. This year’s Black History Month theme was **February and Forever: Celebrating Black History today and every day**. UFV celebrated Black History Month by learning from UFV honorary degree recipient Esi Edugyan. “Writer Esi Edugyan, a two-time winner of the Giller Prize who received an honorary doctorate from UFV in 2019, is a powerful voice, and her lecture series on the importance of identity and belonging via storytelling is especially apropos given this year’s Black History Month theme,” says Sundeep Hans, UFV’s Director of Equity, Diversity, and Inclusion. March also marked a successful (loud and colourful) in-person Indian “Holi Hai” festival event as well as a Persian New Year or “Nowruz” event.

From June 14 to 17, 2021, the Indigenous Student Centre hosted a virtual, four-day event to celebrate **National Indigenous Peoples day**. Daily events included:

- June 14 – Sts’ailes Language Dance Group led by Bibiana Norris and Evangeline Point,
- June 15 – Story Telling with David Gutierrez,
- June 16 – UNDRIP Presented by Doreen Manuel, and
- June 17 – Language Presentation with Jonny Williams.



National Indigenous Peoples Week, 2021

Develop meaningful community partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability

To foster community, we develop meaningful partnerships and undertake projects that support social innovation, economic development, and environmental sustainability.

UFV partnered with the Cities of Abbotsford and Chilliwack on an initiative called CityStudio. Recent topics that CityStudio explored include community needs pre- and post-COVID, cross-generational workplaces, sustainable water future, identifying and breaking down local barriers to support diversity and inclusion, and inclusive and equitable digital marketing of community cultural events. Students work with faculty members and staff from local organizations and municipalities to come up with innovative and creative ways to address the challenges in their communities.

Faculty at UFV have been involved in projects addressing a variety of topics, including the Chilliwack Economic Partners Corporation Board in Chilliwack regarding opportunities in agricultural programming; the Planning Institute of BC on The Impact of COVID-19 in Planning; a panel for the International Women’s Day for the Fraser Valley Labour Council; a nature walk through the Chilliwack Community forest with the Chilliwack Métis Association; High Ground 2021 (a civic governance forum put on by the Columbia Institute) on Creative Approaches to Science Education; science talks at various occasions; the National League of Nursing (NLN) on the creation of an unfolding simulation case study focused on the LGBTQ+ population; a documentary for the CBC (Canadian Broadcasting Corporation) and the ABC (Australian Broadcasting Corporation): “Carbon – An Unauthorized Biography”; and an online interactive event, Sparks and Bright Spots, exploring sources of innovation in municipal government, which was co-hosted by Continuing Education, the City of Abbotsford, and the Municipal Innovators Community (MIC), and included participants from BC, Alberta, and southern Ontario.

This year’s Science Talks virtual series included:

- *The Science of Storywork and the Power of Sxwoxwiyam*, by Dr. Shelley Canning, Chair of Indigenous Studies Curriculum Committee;
- *Small Children, Big Ideas: Teaching Children Philosophy*, by Professor Anastasia Anderson, Director of the Centre for Philosophy for Children;
- *Beyond the honeybee: an introduction to native pollinators and their threats*, by Dr. Sandra Gillespie, Assistant Professor in Biology; and

- *To Serve and Protect – Each Other: The Value of Academic, Agency, and Community Collaboration in Policing Research*, by Dr. Irwin Cohen, Director of the Centre for Public Safety and Criminal Justice Research.

The Office of Sustainability has applied the Integrated Strategic Plan goals through the development of a Sustainability Pathway Plan. This pathway enables UFV to become a progressive institution with the highest sustainability standards. UFV’s Sustainability Pathway enables the Sustainability Tracking, Assessment & Rating System (STARS)—a transparent, self-reporting framework that measures sustainability performance.

In alignment with the value that every purchase has economic, environmental, and social impact, the Procurement department has added social procurement criteria to 100% of RFP’s where applicable. UFV Advancement chaired the “Business of Doing Good” study in partnership with the Abbotsford Chamber of Commerce to study the economic and social impact of the not-for-profit sector in Abbotsford. The research was led by Dr. Garry Fehr.

In late March of 2022, Channeling Youth Voices, a year-long participatory research collaboration



Abbotsford-Mission Nature Club members and UFV students erect two of three bat houses on March 25 at Willband Creek Park in Abbotsford, 2022

between Community Health and Social Innovation Hub (CHASI) researchers and Chilliwack youth, hosted a celebratory thank-you dinner for all the youth involved in the project. The event was put on at the Chilliwack Cyrus Centre by youth, for youth, and featured a documentary co-created by eight Chilliwack youth and CHASI’s Greg Laychak.

Environmental Studies student, Aysha McConkey, is volunteering with the Abbotsford-Mission Nature Club to set up maternity bat “condos” and roosting boxes at Willband Creek Park. She will continue to work on bat conservation this summer.

Create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world

Our purpose in community building is not only to create a positive environment for those at UFV, but to create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world.

Friends Without Borders (FWB), a 10-week intercultural peer support program, is designed to provide a supportive community for UFV students to connect globally, pursue intercultural learning, and build meaningful connections. For another example, the Global Lounge is a welcoming and comfortable space

for conversation. It is a centre of diversity, cross-cultural exchange, and respectful debate of ideas and views. It is a great place to study, hang out with friends, attend an event, or simply drop in for a break.



CHASI researcher Chelsea Novakowski skating with women in Afghanistan, 2021

In light of the news that the Taliban has overthrown the government of Afghanistan, on August 2021, UFV Community Health and Social Innovation (CHASI) joined the call for the international community to act with immediacy and urgency to ensure the significant gains the Afghan people have made in recent years are not lost. CHASI researcher Chelsea Novakowski shared some of her personal experience volunteering with Free to Run in Afghanistan, and her concerns for the people living there now.

Dr. Geetanjali Gill at UFV has secured funding for two projects in 2021 in collaboration with the non-governmental organization Right to Play International: "Socio-cultural norms and gender responsive play-based education: a qualitative study of students, teachers, and families in Rwanda, Ghana, and Mozambique," with \$25k, and "Developing and piloting play-based tools and approaches for collecting evidence on gender-based violence amongst adolescents in humanitarian settings in Uganda and Lebanon," with \$283k.

Alicia Kessler, a student from the Bachelor of Arts in Global Development Studies program, has been selected amongst applicants from across Canada to be an E-Fellow in Youth Challenge International's HerStart program. She worked with grassroots Non-Governmental Organizations in Tanzania, Ghana, and Uganda on gender equality and economic empowerment initiatives from October 2021 until February 2022.

UFV launched a program to support students affected by international conflict. Led by UFV International, the International Emergency Fund (IEF) will support at least two international students affected by crisis or catastrophe for up to two years. The IEF is supported across the institution, including assistance from UFV's Registrar's office in opening channels to verify necessary educational credits and documentation. UFV International's previous humanitarian efforts include supporting UFV students to establish a local committee of the World University Service of Canada (WUSC) Student Refugee Program at UFV.



UFV Women's Soccer, 2022

Box 11: UFV Launches New Initiatives to Showcase South Asian Canadian Contributions to British Columbia

Launched April 12 by the South Asian Studies Institute at the University of the Fraser Valley, the South Asian Canadian Legacy Project aims to raise awareness and knowledge of the valuable contributions of South Asian Canadians to British Columbia's diverse cultures, history, heritage, economy, and society.

"The South Asian Canadian Legacy Project empowers British Columbians to discover, learn, research, and share the rich and robust histories



Dr. Satwinder Bains, Director of the South Asian Studies Institute, welcomes the audience at the launch of the South Asian Canadian Legacy Project.

of South Asian Canadians who helped build this beautiful province," said Dr. Satwinder Kaur Bains, Director at the UFV South Asian Studies Institute.

Propelled by a \$1.14 million grant from the Province of British Columbia and with support from the Abbotsford Community Foundation, the project is part of the government's response to community consultations on racism and hate conducted in 2019.

"The South Asian Canadian Legacy Project will raise awareness of the many contributions South Asian Canadians have made to our culture, heritage, and economy," said Premier John Horgan. "It encourages us to learn from the past and take bold steps towards a brighter

future. I encourage all British Columbians to explore this project."

The initiative includes Saffron Threads — a new learning resource for BC K-12 teachers exploring South Asian Canadian history, culture, and heritage. Saffron Threads includes detailed activity plans and resources, developed in partnership with Open School BC, that will help teachers bring important topics for all students into the classroom including migration and settlement, discrimination, identity, and culture.

"The South Asian Canadian communities in B.C. have been calling on the government to share the rich history of South Asian Canadians, both the challenges and contributions. It is a key piece of my mandate to start work establishing Canada's first-of-its-kind museum to document the history, art and contributions of South Asian people in B.C.," said Melanie Mark, Minister of Tourism, Arts, Culture and Sport. "The Province is proud to support the South Asian Canadian Legacy Project to connect us to the past and the present. Recognizing the contributions and resilience of South Asian Canadians is an important step for us to learn and do better for all British Columbians and generations to come."

Rich archives that tell the stories of South Asian migration and contributions to Canada have found a new life as part of the Legacy Project. The UFV South Asian Studies Institute has methodically digitized thousands of photos, documents, and videos from privately held collections to create the [South Asian Canadian Digital Archive](#) (SACDA).

"In order for students to become engaged global citizens, education must include the stories and voices of our multicultural society,"

noted UFV President and Vice-Chancellor Dr. Joanne MacLean. “I am pleased the South Asian Canadian Legacy Project will provide valuable resources for learning and reflecting on the many contributions made by B.C.’s South Asian community.”



Satwinder Bains, Director of the South Asian Studies Institute, with federal NDP leader Jagmeet Singh

The South Asian Canadian Legacy Project also includes a physical travelling exhibit that will be visiting all regions of B.C. over the next four years. The bilingual exhibit titled *Haq and History* — “haq” meaning “rights” in Punjabi, Hindi, and Urdu— was developed in collaboration between UFV and the Royal BC Museum. The exhibit explores themes of trans-

acific journeys, families, and homes, community celebrations and commemorations, sawmill experiences, and community activism for rights and justice.

The exhibit is also paired with an outreach kit that educators, schools, and community centres can use to teach content from *Haq and History*.

The Project undertook documentation and further engagement of [historic sites of significance](#) across BC. Nineteen authors came together to write chapters in [A Social History of South Asians in British Columbia](#) — a book that threads South Asian Canadian stories from 1897 to the present moment. You can engage with these resources at www.threadingourstories.ca.



3.2 Performance Measures, Targets and Results

3.2.1 System Measures

This section includes results and commentary on the 2021/22 Accountability Framework performance measures and results provided by the Ministry of Advanced Education and Skills Training (AEST).

¹⁵Performance measure¹ results are assessed on a three category scale: Achieved, Substantially achieved, or Not achieved.

¹⁵ Please note the superscripts in bold found later in this section are in reference to the “Notes” table provided at the end of section 3.2.

Target Assessment Scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to < 100% of the target
Not achieved	< 90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

Measure 1: Student Spaces² (total, health, and developmental):

System Objective: Capacity

Measure	Actual		Target	Assessment 2021/22
	2020/21	2021/22	2021/22	
Total student spaces	6,819	6,609	6,736	Substantially achieved
Nursing and other allied health programs	457	518	495	Achieved
Developmental programs	302	222	325	Not achieved

In 2021/22, UFV's overall utilization rate for the Ministry (AEST) funded student full-time equivalent (FTE) target was 98.1%, 127 FTEs below target. The rate is calculated by dividing actual FTEs (6,609) by target FTEs (6,736). This is the first year of decline in domestic AEST FTEs following three consecutive years of increases. We have seen a decrease of 209 AEST FTEs over last year, with FTEs similar to 2019/20.

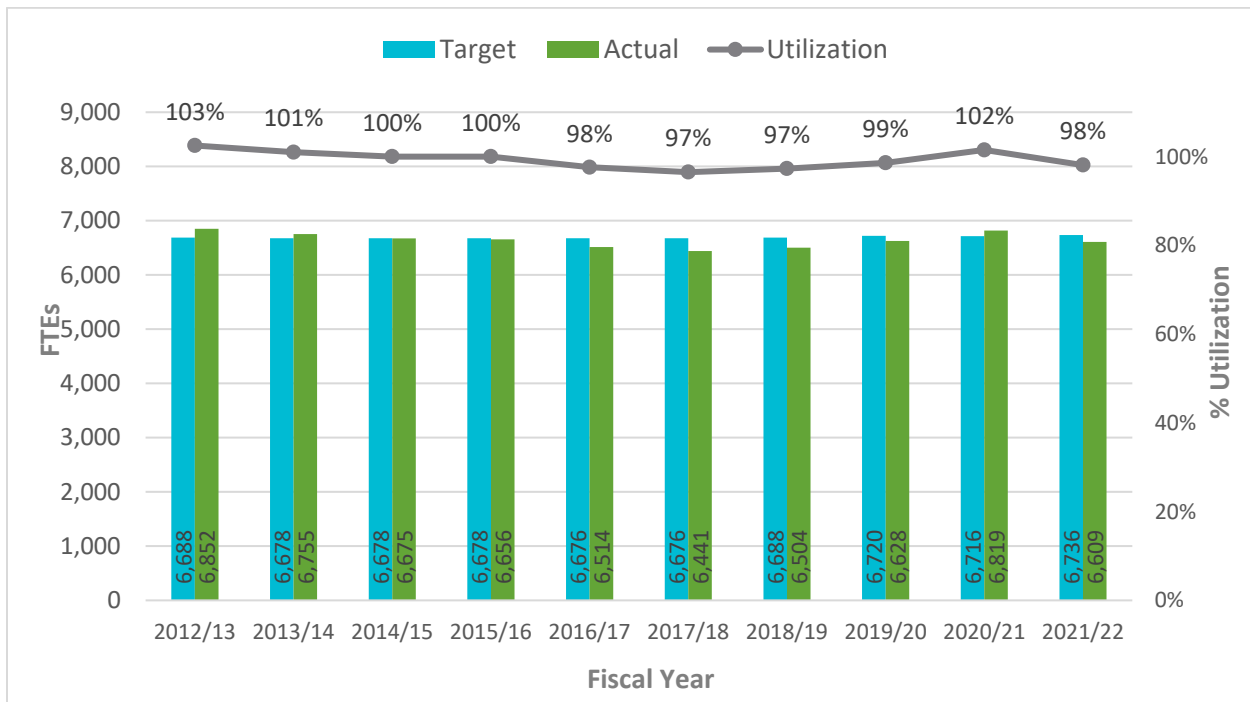


UFV Theatre: Pericles by William Shakespeare, 2022

Figure 37 illustrates the last ten years of FTE targets, actuals, and associated utilization rates. Since 2012/13, the funding target has been relatively stable, remaining between 6,676 and 6,736 FTEs. Following three years of consecutive increases, 2021/22 marks a change in trend, with a decline in the number of domestic FTEs. In 2020/21, at the height of the pandemic, we saw an increase in the number of credits per term taken by domestic students. We believe this was due to students not being able to take part in other face-to-face activities, such as work or travel, so they went to university instead. These higher per student enrolments in 2020/21 resulted in an increase

in FTEs in 2020/21, but also to an increased number of graduates, and thus fewer returning students and lower FTEs in 2021/22. UFV also had fewer than normal new students during the pandemic terms of winter 2021 and fall 2021; perhaps students did not wish to begin their studies during the pandemic or online.

Figure 37: Actual vs Target FTEs and Total Utilization Rates, 2012/13 to 2021/22 (CDW)



UFV’s total FTE target increased by 20 FTEs in Health funding over 2020/21 (from 475 in 2020/21 to 495 in 2021/22). The additional 20 FTEs are in the Bachelor of Integrated Studies (Chemical Addictions Degree NVIT Partnership) through Health One-Time (HLOT) funding as part of the Ministry’s Economic Recovery Plan. Also under Health, the 55 FTE target for Health Care Assistant has been distributed such that there is a target of 7 FTEs under the Nursing-HCA (NHCA) Ministry Code and 48 FTEs under the Health One-Time (HLOT) Ministry Code, for the Health Care Assistant Partnership Pathway program.

UFV is below the 100% utilization target for Developmental—Tuition policy eligible activity (FTEs are counted at the course level). UFV has seen a large decline in the domestic enrolments in developmental courses compared to the previous year (222 FTEs compared to 302 FTEs, respectively), with the largest decline in Adult Basic Education courses (-68 FTEs); the remaining decline in ESL courses (-12 FTEs). Developmental programming has an overall utilization rate of 68.2%. The reason for the decline in Developmental activity is likely that this activity lends itself to face-to-face instruction and students taking Developmental courses probably have a lesser ability to study online.

Measure 2: Domestic Credentials Awarded³:

System Objective: Capacity

Measure	Actual		Target	Assessment
	2020/21	2021/22	2021/22	2021/22
Number	1,919	1,957	1,956	Achieved

UFV has achieved its target for credentials awarded for 2021/22.

Measure 3: Indigenous Student Spaces⁴:

System Objective: Access

Measure	Actual		Target	Assessment
	2020/21	2021/22	2021/22	2021/22
Total Indigenous student spaces	616	595	569	Achieved
Ministry (AEST)	550	542		
Industry Training Authority (ITA)	66	53		

The Indigenous¹⁶ student space target is (internally) set with the goal of having the proportion of Indigenous students at UFV equal the proportion of the Indigenous population in the Fraser Valley.

Using data from the 2016 Canadian Census, we obtain the proportion of Indigenous people in the Fraser Valley Regional District. The 2016 population total in the Fraser Valley was 288,765, while the Indigenous population was 22,205, making the Indigenous proportion 7.7%. In 2021/22, UFV produced a total of 7,384.6 domestic FTEs comprised of 6,609.4 in AEST funded programs and 775.2 in ITA funded programs; the product of the proportion and the FTEs yields the Indigenous FTE target of 569 for 2021/22. In 2021/22 UFV achieved this target by producing 595 Indigenous student FTEs. UFV is aware of the expected increase in Indigenous population and is committed to increasing the number of Indigenous learners commensurately.



UFV Night Abbotsford Canucks, 2022

UFV pays close attention to results of the province-wide student outcomes surveys: the Diploma, Associate Degree, Certificate, Trades Foundation, and Trades-Related Vocational Student Outcomes Survey (DACTRDSO); the Apprenticeship Graduate Survey (APPSO); and the Baccalaureate Graduates Survey (BGS). These survey results are disseminated throughout the university, 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 outcomes for our students. All university-wide projects, such as the new Integrated Strategic Plan, as well as smaller projects such as new programs under development, make use of student outcomes data. Individual departments and

¹⁶ The term Indigenous is used as an inclusive reference to First Nations, Inuit, and Metis people.

faculties examine these results as part of their regular review process designed to refine and improve their programs.

Measure 4: Student Satisfaction with Education^{5, 6}:

System Objective: Quality

	Actual		Target 2021/22	Assessment 2021/22
	2020/21	2021/22		
Former diploma, associate degree and certificate students	88.8% +/- 1.8%	89.3% +/- 2.0%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	93.6% +/- 5.7%	97.8% +/- 3.4%		Achieved
Former apprenticeship students	100.0% +/- 0.0%	100.0% +/- 0.0%		Achieved
Bachelor degree graduates	90.8% +/- 2.7%	94.2% +/- 1.7%		Achieved

Measure 5: Student Assessment with the Quality of Instruction^{5, 6}:

System Objective: Quality

	Actual		Target 2021/22	Assessment 2021/22
	2020/21	2021/22		
Former diploma, associate degree and certificate students	94.4% +/- 1.3%	96.3% +/- 1.2%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	98.0% +/- 3.2%	97.9% +/- 3.2%		Achieved
Former apprenticeship students	96.1% +/- 4.2%	98.0% +/- 2.9%		Achieved
Bachelor degree graduates	93.5% +/- 2.3%	95.0% +/- 1.6%		Achieved

Measure 6: Student Assessment of Skill Development^{5,6}:

System Objective: Quality

	Actual		Target	Assessment
	2020/21	2021/22	2021/22	2021/22
Former diploma, associate degree and certificate students	84.6% +/- 1.3%	84.9% +/- 2.0%		Achieved
Trades foundation and trades-related vocational graduates	87.9% +/- 5.1%	90.3% +/- 5.9%	≥85%	Achieved
Former apprenticeship students	92.1% +/- 4.5%	94.5% +/- 3.2%		Achieved
Bachelor degree graduates	86.2% +/- 2.6%	87.9% +/- 1.9%		Achieved

UFV achieved the 2021/22 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). The survey results show a larger proportion of all survey respondents have given positive assessments in all three of these measures (4, 5, and 6) in 2021/22 compared to 2020/21, with the exceptions of former apprenticeship students' assessment of satisfaction of education (Measure 4) and trades foundation and trades-related vocational graduates' assessment of the quality of instruction (Measure 5).

The 2021/22 targets for Measure 7 (student assessment of usefulness of knowledge and skills in performing job) have been achieved for trades foundation and trades-related vocational graduates and former apprenticeship students, and have been substantially achieved for former diploma, associate degree and certificate students and Bachelor degree graduates. The former diploma, associate degree and certificate students include non-grad leavers and so have historically had lower results. Regardless, UFV is committed to skill and career development for all of its students.

Measure 7: Student Assessment of the Usefulness of Knowledge and Skills in Performing Job^{5,6}:

System Objective: Relevance

	Actual		Target	Assessment
	2020/21	2021/22	2021/22	2021/22
Former diploma, associate degree and certificate students	86.5% +/- 4.6%	80.9% +/- 5.7%		Substantially Achieved
Trades foundation and trades-related vocational graduates	86.4% +/- 8.3%	90.2% +/- 7.4%	≥90%	Achieved
Former apprenticeship students	100% +/- 0.0%	96.0% +/- 4.2%		Achieved
Bachelor degree graduates	90.6% +/- 3.0%	85.4% +/- 2.9%		Substantially Achieved

Measure 8 Unemployment Rate^{5, 6}:

System Objective: Relevance

	Actual		Target	Assessment
	2020/21	2021/22	2021/22	2021/22
Former diploma, associate degree and certificate students	7.4% +/- 3.3%	10.1% +/- 4.0%		Achieved
Trades foundation and trades-related vocational graduates	4.3% +/- 4.8%	4.5% +/- 4.9%	≤ 12.0%	Achieved
Former apprenticeship students	2.0% +/- 3.2%	2.0% +/- 2.9%		Achieved
Bachelor degree graduates	6.3% +/- 2.4%	4.9% +/- 1.7%		Achieved

UFV graduates have achieved Ministry unemployment rate targets (Measure 8) for 2021/22 in all categories. For the last twelve years, UFV performance as assessed through APPSO, DACTRSO, and BGS surveys has achieved the target: the actual unemployment rate has been lower than the target for each year. These results indicate that UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills.

Notes

TBD = to be determined

- 1 Please consult the 2021/22 Standards Manual for a current description of each measure.
- 2 Results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year; results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year. Only Ministry funded Full-Time Equivalents are included.
- 3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2021/22 reporting year are a three-year average of the 2018/19, 2019/20, and 2020/21 fiscal years. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See 2021/22 Standards Manual for details.
- 4 For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year; results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year. Both Ministry and Industry Training Authority (ITA) funded Full-Time Equivalents are included.
- 5 Results from the 2021/22 reporting year are based on 2021 survey data; results from the 2020/21 reporting year are based on 2020 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 As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

3.2.2 Progress of UFV KPIs

UFV KPIs were set to be relevant to all or most units across the campus; they require collaboration and coordination across multiple units/areas to achieve the targets. The baseline year for KPIs is 2020/21 and targets are set 5 years out. Most KPIs have annual updates but some are updated every three years due to the cycle for external surveys.

3.2.2.1 Progress of KPIs Relevant to Engaging Learners

KPI: % of total Indigenous students, faculty and staff

Target: Increase % of each group on annual basis

Year	Permanent Faculty or Staff			Student FTEs		
	Self-declared Indigenous	Total	% Indigenous	Self-declared Indigenous	Total	% Indigenous
2020/21	17	1,024	1.66%	616	7,367	8.36%
2021/22	19	985	1.93%	595	7,385	8.06%

KPI: Annual retention rate

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

Cohort Year	Cohort Size	Retained in Year 2	Retained in Year 3	Year 1 to 2 Retained %	Year 2 to 3 Retained %
2018	465	387	324	83.2%	83.7%
2019	499	424	341	85.0%	80.4%
2020	517	420		81.2%	

KPI: % of students engaged in High Impact Practices

Target: Increase senior student participation in each category of High Impact Practices on the NSSE survey by 2026 (UFV participates in NSSE every 3 years.)

NSSE Survey Year	High Impact Practice	NSSE Senior Student Results (%)
2019	Service Learning	63
2019	Learning Community	21
2019	Research with a Faculty Member	26
2019	Internship or Field Experience	43
2019	Study Abroad	7
2019	Culminating Senior Experience	25

KPI: # of students by credential type

Target: Ensure that the strategic balance in the % of credentials offered annually (i.e., micro-credentials, apprenticeship, certificate, diploma, bachelor degree, and graduate degree) is consistent with UFV’s access mandate

Unduplicated Headcount by Credential Type	Fiscal Year			
	2020-21	2020-21 %	2021-22	2021-22 %
Advanced Certificate	19	0.1%	19	0.1%
Apprenticeship	277	1.9%	385	2.7%
Associate Degree	190	1.3%	133	0.9%
Baccalaureate Degree	6,831	47.2%	7,016	48.4%
Certificate	893	6.2%	959	6.6%
Developmental Credential	554	3.8%	400	2.8%
Diploma	4,251	29.4%	3,639	25.1%
Graduate Certificate	68	0.5%	64	0.4%
Masters Degree	80	0.6%	73	0.5%
Program Only	1,252	8.6%	1,764	12.2%
Post-degree Certificate	23	0.2%	18	0.1%
Short Certificate	36	0.2%	29	0.2%
Grand Total	14,474	100.0%	14,499	100.0%

KPI: % of students entering UFV from local communities

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

High School Graduating Year	PSI School Year	Total Fraser Valley College Region Immediate Transitions to BC PSI	Fraser Valley College Region Immediate Transitions to UFV	Proportion
2018/2019	2019/2020	1,500	1,005	67.0%
2019/2020	2020/2021	N/A	N/A	N/A

KPI: Participation rates in pathway opportunities

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



UFV Campus, 2021

Area	2020/21			2021/22		
	# of students	Headcount for FY	Participation Rate	# of students	Headcount for FY	Participation Rate
PLAR	12	14,474	0.08%	9	14,499	0.06%
Developmental Credits	1,362	14,474	9.41%	1,123	14,499	7.75%
Dual Credit Programs	97	14,474	0.67%	118	14,499	0.81%
Concurrent credits	88	14,474	0.61%	87	14,499	0.60%
Transfers from other PSI's	1,023	14,474	7.07%	1,068	14,499	7.37%

3.2.2.2 Progress of KPIs Relevant to Transforming Lives

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

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

Stage	Fiscal 2020/21 Stage		Fiscal 2021/22 Stage	
	# of Items	%	# of Items	%
Planning	10	25%	1	3%
Ideation	8	20%	13	33%
In Progress	14	35%	18	45%
Complete	8	20%	8	20%
Total	40	100%	40	100%

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

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

Year	% of UFV programs that can ladder into another program
2020/21	89
2021/22	90

KPI: Graduation Rates

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

Cohort Year	Cohort Size	Grad within 6 Years	Grad within 6 Years%
2014	415	174	41.9%
2015	388	161	41.5%

Target: b) Decrease the CUSC score of students reporting barriers to graduation to a comparable or lower rate relative to the average for peer Canadian institutions by 2026 (the CUSC survey of graduating students runs every three years)

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

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

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

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

Fiscal Year	Used PD funds for Non-Remote Work Resources	Total	% Participation in PD
2020/21	285	1,024	27.8%
2021/22	293	985	29.7%

KPI: Teaching Excellence

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

Measure	BCSO Survey Group	2019		2020	
		BC Average	UFV Result	BC Average	UFV Result
Quality of instruction rated very good, good, or adequate	Diploma, Associate Degree, and Certificate Students	95.1%	95.5%	95.0%	94.4%
	Trades-related vocational and Trades foundation	94.6%	100.0%	94.9%	98.0%
	Apprenticeship	94.5%	97.8%	94.7%	96.1%
	Baccalaureate Graduates	94.1%	97.3%	93.6%	93.5%
	Weighted averages All Institutions (not Research)	94.8%	94.6%	94.7%	94.4%

Note: B.C. Average refers to B.C. Average for CDW institutions excluding Research Universities.

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

Measure	BCSO Survey Group	2019		2020	
		BC Average	UFV Result	BC Average	UFV Result
Very satisfied or satisfied with education	Diploma, Associate Degree, and Certificate Students	91.3%	89.9%	91.7%	88.8%
	Trades-related vocational and Trades foundation	92.8%	95.7%	93.5%	93.6%
	Apprenticeship	92.1%	97.8%	92.8%	100.0%
	Baccalaureate Graduates	93.7%	96.9%	92.5%	90.8%
	Weighted averages All Institutions (not Research)	91.9%	92.9%	92.2%	90.1%

Note: B.C. Average refers to B.C. Average for CDW institutions excluding Research Universities.

3.2.2.3 Progress of KPIs Relevant to Building Community

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

Target: All current initiatives to be implemented by 2024. Any new initiatives to be implemented by 2026. Initiatives are classified across two measures: (i) Implemented or Not Implemented for the KPI, and (ii) by the Ministry defined Initiative Status, 1 of possible 7.

Initiative Status	2020/21			2021/22		
	Implemented	Not Implemented	Total	Implemented	Not Implemented	Total
Planned		4	4		4	4
In Progress	5	14	19	5		5
New	9	1	10	1		1
New & Ongoing	1	3	4			
Ongoing	4	33	37	33	12	45
Implemented	11		11	16		16
Complete	6		6	20		20
Grand Total	36	55	91	69	22	91

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

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

Year	# of countries with more than 10 students represented by international students
2020-21	6
2021-22	11

KPI: Annual Greenhouse Gas Emissions (tCO₂e)

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

Year	UFV Total CO ₂ Emissions	% Change from Base Year
2009	3,167	-
2010	3,030	-4.3%
2011	3,235	2.2%
2012	3,277	3.5%
2013	2,566	-19.0%
2014	2,432	-23.2%
2015	2,235	-29.4%
2016	2,338	-26.2%
2017	2,701	-14.7%
2018	2,380	-24.9%
2019	2,230	-29.6%
2020	2,163	-31.7%
2021	2,380	-24.85%

KPI: Employability skills

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

BCSO Survey Group:	2019		2020	
	BCSO Pivot Table Results	UFV Results	BCSO Pivot Table Results	UFV Results
DAC*	86.5%	87.2%	87.5%	86.5%
Trades-related vocational and Trades foundation**	89.5%	87.8%	89.1%	86.4%
Apprenticeship**	93.3%	97.7%	93.6%	100.0%
BGS***	90.5%	89.6%	91.7%	90.6%
Weighted averages All Institutions (not Research)	86.1%	88.5%	88.9%	88.3%

Note: BCSO Pivot Table Results do not include Research Universities;

*Source: BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, data prepared by BC Stats;

**Source: BC Student Outcomes Survey of Trades Students, prepared by BC Stats;

**Source: BC Student Outcomes Survey of Trades Students, prepared by BC Stats;

***Source: BC Student Outcomes, 2017 to 2021 Baccalaureate Graduates Surveys of 2018 Graduates, prepared by BC Stats.

KPI: # of community engaged projects

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

Year	Total # of Community Engaged Projects	Research Options	Sabbaticals	Partnerships
2020-21	62	14	9	39
2021-22	80	7	4	57

KPI: Total external research dollars

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

Fiscal Year	Annual external research funding (in CAD)
2020-21	3,552,573
2021-22	3,475,739

KPI: Total fundraising dollars

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

Fiscal Year	Fundraising Total Amount CAD	% increase from previous year
2020/21	1,132,267	Baseline
2021/22	2,085,673	84%

3.2.3 External Surveys

UFV participates in a number of external surveys, including the B.C. Student Outcomes Surveys, the Canadian University Survey Consortium (CUSC), the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). Results from these surveys help to inform the university of its students' educational experiences and perceptions, and aid in future planning. Selected results from these surveys have been included throughout this report. Below we provide some additional results from the CUSC 2021, and the NSSE and FSSE 2019 surveys.

3.2.3.1 Canadian University Survey Consortium

The CUSC survey measures student characteristics—such as employment, marital status, debt, parental level of education—as well as students' academic goals and student life. The survey provides a measure of student involvement with university activities and their level of satisfaction with various aspects of their university experience. The survey rotates each year through one of three cohorts; the 2021 survey discussed here is based on graduating students.

Participating universities are organized by CUSC into three groups based on size of student population and academic activity. Group 1, which includes UFV, consists of universities that offer primarily undergraduate studies and that have smaller student populations; Group 2 are medium sized universities offering both undergraduate and graduate programming; while Group 3 consists of larger, research-based universities, with most having professional schools as well. This allows comparison of UFV's results both nationally and to similar-sized universities. In 2021, CUSC surveyed over 15,000 graduating students at 32 universities across Canada.

UFV respondents are younger on average (24.8) than graduating students in Group 1 (26.6) but slightly older than students nationally (24.2), and more likely to be female; 71% of UFV graduating respondents were female compared to Group 1 (70%) or nationally (65%). UFV graduating respondents are slightly more likely to be in a relationship than their peers (26%) compared to Group 1 (23%) or nationally (24%), or married or common-law (16%) compared to overall (11%), but less likely to be married or common-law compared to respondents in Group 1 (23%). The proportion of UFV graduating respondents having children is the same as those nationally (7%), a lower percentage compared to Group 1 (16%). A larger proportion of UFV graduating respondents are first generation university students (26%) compared with Group 1 (17%) and nationally (14%); the share of UFV graduating students whose parents' highest level of education is some college or university and below is considerably larger (36%) compared to Group 1 (28%) or nationally (25%).

UFV graduating respondents had very positive experiences with their professors; 97% agreed that their professors seem knowledgeable in their fields, compared to 97% for Group 1 and 96% overall, and 98% of UFV respondents agree that their professors treat students the same regardless of gender (compared to 95% for Group 1 and 94% overall). UFV respondents also had high perceptions of UFV staff; 91% agreed most university support staff are helpful, compared to 88% for Group 1 and 86% overall. A reported 71% of UFV graduating respondents agreed that university contributed to their ability of speaking to small groups (compared to 58% for Group 1 and 59% overall), similarly 62% agreed that university contributed to their ability of speaking to a class or audience (compared to 52% for Group 1 and 49% overall). Most UFV graduating respondents (61%) agreed that Indigenous course content has enriched their university experience, compared to Group 1 (51%) and overall (44%).

Over four-fifths (81%) of UFV graduating respondents reported that they had a specific career in mind or several possible careers, compared to Group 1 (75%) and nationally (70%). Over half, 56%, of UFV graduating respondents reported they talked with professors about employment/career, compared to 47% in Group 1 and 44% nationally.

Students indicated their use and satisfaction with several different facilities and services, with parking and food services typically being areas of least satisfaction. There is always room for improvement and there were some areas where UFV received a low rating, or low compared to other universities. Areas where UFV scored low include parking (50% compared to 51% nationally), food services at 78% relative to 82% nationally, athletic facilities at 88% against 91% nationally, and facilities for university-based social activities, 88% against 93%.

Overall, UFV's results were very positive: A total of 86% of UFV respondents agreed that they were generally satisfied with the quality of teaching they received, similar to Group 1 (89%) and nationally (84%). A full 82% of UFV respondents felt that UFV had at least met their overall expectations (compared to 85% for Group 1, and 81% nationally) and 90% of UFV respondents were satisfied with overall quality of education at UFV.

3.2.3.2 National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every three years. NSSE collects information at hundreds of universities about student participation in programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. The NSSE survey groups include first-year and senior (fourth-year) degree-seeking students (including undergraduate diploma, associate degrees, and degrees). UFV most recently participated in the NSSE survey (and associated FSSE survey, discussed below) in 2019.

Both of the NSSE 2019 survey groups, first-year and senior students, rated the educational experience at UFV highly, with 79% of first-year and 86% 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. When UFV students were asked if they could start over again, if they would go to UFV, 82% of first-year students and 84% of senior students said definitely or probably. Both senior and first-year students, however, were less likely than students at a comparable set of Canadian universities to agree that UFV encouraged students to attend campus activities or provide opportunities for social involvement. UFV senior and first-year students are more likely than students at a comparable set of Canadian universities to report the highest

level of education completed by their parents (or those that raised them) as graduated from high school or less.

Results from the NSSE 2019 First-Year and Senior Student Survey identified that:

- 61% of UFV first-year and 65% of senior UFV respondents said they planned to, were in progress, or had participated in an internship, co-op, field experience, student teaching, or clinical placement.
- 26% of UFV first-year and 38% of senior UFV respondents said they planned to, were in progress, or had done work with a faculty member on a research project.
- 79% of first-year and 86% of senior UFV respondents rated their overall experience as “excellent” or “good.”
- 82% of first-year and 84% of senior UFV respondents said that if they could start over again, they would “definitely” or “probably” go to UFV.

From the results of the NSSE 2019 Survey, UFV rated highly in the following three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others.

3.2.3.3 Faculty Survey of Student Engagement

The Faculty Survey of Student Engagement (FSSE) is a North American survey of post-secondary institutions designed to complement the related NSSE survey, and is conducted at the same time. The FSSE survey measures faculty perceptions of how often students engage in different activities, the importance faculty place on various areas of learning and development, the nature and frequency of faculty-student interactions, and how faculty members organize their time. The FSSE 2019 survey queried faculty, which are categorized based on teaching a particular course, either lower or upper-division.

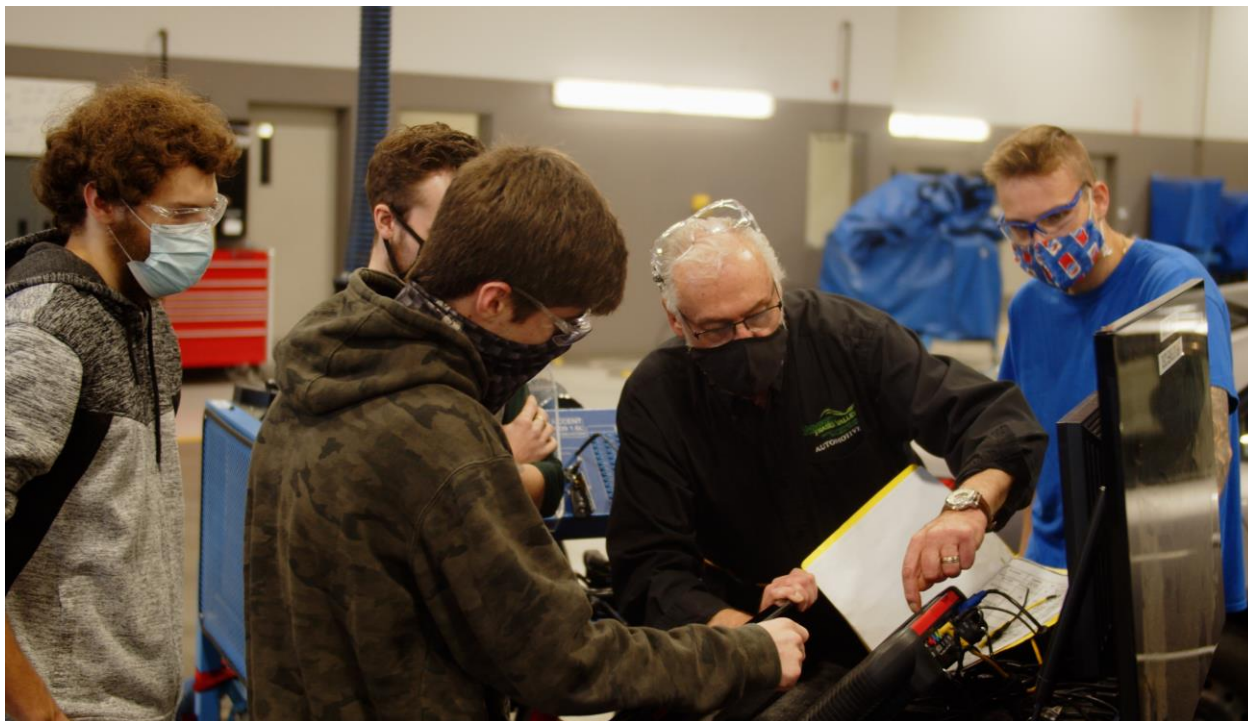
A comparison between similar questions on the most recent NSSE and FSSE surveys revealed some interesting results. For example, UFV students rate the quality of their interactions with faculty much higher than faculty perceive. UFV students also reported that they had “at least often” had discussions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

Regarding high-impact practices, a high proportion (79%) of UFV faculty believe that it is important for UFV undergraduate students to complete an internship or field experience before they graduate, with 38% of faculty responding that they supervise undergraduate internships or other field experiences in a typical 7-day week. Only 6% of UFV first-year students have participated in an internship or field experience, compared to 43% of UFV senior respondents. We also see that the majority (52%) of UFV faculty respondents believe that it is important for UFV students to work with a faculty member on a research project; 43% indicated that in a typical week, they work with undergraduates on research. About one quarter (26%) of UFV senior respondents reported that they have done work with a faculty member on a research project, or are in progress; only 2% of first-year UFV respondents reported the same. These high-impact practices are examples of strategic imperatives outlined in UFV’s Integrated Strategic Plan, and the university seeks to increase the number of students involved in these type of practices.

The survey responses also revealed that UFV faculty are aware of the unique characteristics of UFV students, in regards to how they spend their time in an average week. For example, 42% of UFV lower-division faculty respondents perceived that the typical UFV student worked for pay off campus for 16 or more hours in a week, compared to 43% (high for a Canadian university) of first-year respondents who reported doing so (52% for upper-division faculty vs 47% of senior respondents).

UFV faculty are also aware of the time UFV students spend providing care for dependents (children, parents, etc.); 9% of first-year students and 16% of senior students reported spending 16 hours or more per week caring for dependents, with lower-division faculty perception at 10% and upper-division faculty perception at 17%.

Results from the Faculty Survey of Student Engagement (FSSE) and National Survey of Student Engagement (NSSE) 2019 revealed that a high percentage of both UFV faculty and student respondents agree that UFV contributes to students' development of thinking critically and analytically; over 90% of faculty believe that they structure their course sections to develop these skills, while 77% of first-year and 87% of senior students believe that their experience at UFV has done the same.



Return to Campus at UFV, September 2021

4. Financial Information

4.1 Financial Results

Good financial management ensures that universities are able to achieve their strategic objectives, gain the confidence of stakeholders, keep education affordable for students, and maintain a position of long term financial sustainability. UFV achieved positive financial results in fiscal 2021/22 despite the continued challenges of the COVID-19 pandemic and the resulting financial uncertainty. The positive financial outcome is a result of anticipating and responding to the emerging and enduring changes that impact teaching, learning, and the delivery of services, which include flexibility in offering face-to-face, online, and hybrid options. UFV continued to use mitigation strategies employed last year, grounded in approved budget principles, which included contingency measures, strategic hiring, and controlled discretionary spending.

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

While the budget development framework is similar to prior years, the impact of COVID-19 continued to influence the planning environment and shape budget assumptions and conversations. The 2022/23 Budget begins to address emerging changes to support increased flexibility and choice for students in instructional delivery and support services, and the corresponding change in work mode, including a significant investment in digital licensing and technical support services.

The 2022/23 Budget demonstrates the continued commitment to advancing goals and priorities while ensuring the core academic mission remains strong and financially sustainable. Investment priorities align with the university Integrated Strategic Plan (ISP)—the IYAQAWTWX (House of Transformation)—and continue to build on priorities of prior years. The strategic themes that emerged from the ISP are the basis for prioritizing investments in the following areas:

- Indigenization and Reconciliation Goals;
- Equity, Diversity, and Inclusion (EDI);
- Applied Research;
- Student Experience and Success;
- Lifelong Learning;
- Personal and Professional Development; and
- Engagement with Community.

In achieving these priorities, we emphasize UFV values, as well as sustainability, responsible resource allocation, accountability, and quality assurance. Along with the strategic investments in the operating budget, the 2022/23 budget includes capital funding for approved major capital projects and annual renovations, maintenance, and repair projects. The capital budget focuses on creating spaces that align with strategic directions and also addresses safety and deferred maintenance priorities. It is through the combined efforts and continued commitment of our faculty, staff, and students that UFV has continued to be resilient and has maintained financial stability.

The comprehensive budget can be viewed on the UFV website at: <https://www.ufv.ca/budgets/consolidated-budget-plan/>

4.2 Risk and Uncertainties

The most significant risk in the 2022/23 budget is achieving our revenues budgets, particularly the student revenue and ancillary budgets. As the COVID-19 situation continues to evolve there remains a higher than usual risk in achieving the 2022/23 revenue budget targets. The limited border access has highlighted the precarious and geopolitical risks inherent with international recruitment. As a result, UFV International has invested a considerable amount of time to explore ways in which we can strategically rebuild and sustain international enrolments in a post-pandemic world. The university will also mitigate risks through the development of strategic enrolment management and an international recruitment strategy.

The university will be vigilant in monitoring results to budget and will implement mitigation strategies if it becomes apparent that revenues will not achieve targets. As clarity emerges, UFV's response to the enduring effects of COVID-19 will be reflected in strategic allocation decisions in future year budgets. UFV operates in an increasingly complex environment and must assume certain risks to meet its objectives and realize its strategic goals. The University uses an enterprise risk management approach to assessing and mitigating risks.



Solar Panels at UFV, 2021

5. Final Comments

UFV is a regional, teaching-intensive university, committed to its students and community.

Despite the operating challenges of a pandemic year and flooding, people at UFV persisted and stayed strong, adaptable, and compassionate—demonstrating our values in community, excellence, inclusivity, and integrity. Following the advice of the Provincial Health Officer and the Ministry of Advanced Education and Skills Training, UFV successfully resumed on-campus learning and services. Our Fraser Health partners reassured us that our Return to Campus Safety Plans met the high standards in place to mitigate the spread of the SARS-Cov2 virus. As always, UFV cooperated with its communities over the last year. Three examples are UFV hosting a COVID-19 testing site, UFV supporting and promoting vaccinations, and by jointly raising \$4.5 million to help with community rebuilding following the flood.

This year UFV awarded 1,957 domestic credentials, 38 more than last year; we produced 595 total Indigenous student spaces, 26 more than the target of 569. UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills; the unemployment rate of UFV graduates is 4.9%, much lower than the Ministry unemployment rate target of 12%.



Indigenous graduation ceremony at UFV, 2022

The UFV people have made UFV into a thriving place of learning, a work environment where people matter, a

place of access to education for everyone across the Fraser Valley and beyond. UFV has been named one of B.C.'s top employers for eighth year in a row. In addition, UFV was recently recognized as a top-tier International post-secondary institution, with five star ratings in Teaching, Employability, Internationalization, Online Learning, and Inclusiveness, by Quacquarelli Symonds Limited (QS), a global higher education research company behind one of the most respected university rankings systems in the world. UFV also earned membership in the United Nations Academic Impact Initiative (UNAI).

In an era of rapid societal, technological, and environmental change, UFV uses goodwill and collaboration to not only prepare for external shifting, but also lead transformation. Our Integrated Strategic Plan for 2021-2026 reflects our commitment to public good and the future of higher education.

Appendix: Reporting on Implementation of TRC Calls to Action and The UN Declaration on the Rights of Indigenous Peoples

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

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> • New • Planned vs In Progress vs Implemented or Ongoing • If there is no relevant program show as N/A 	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how UFV's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.
1: SOCIAL WORK	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
<p>Response: Honouring Indigenous worldviews provides social workers with the opportunity to develop insights into how Indigenous communities and families contribute to the process of child welfare and healing. These insights will guide future social workers to practice differently and will contribute to the reduction in the number of Indigenous children in care.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing Action: Brodie Douglas (Métis), Indigenous Cultural Safety Educator, Fraser Health Aboriginal Health, provides lectures on Métis culture and Indigenous Cultural Safety in (HSER 140) Introduction to Indigenous-Centered Human Services. Action: Field Placement Coordinators and the Director work collaboratively with local First Nations, and more than twenty-seven (27) Indigenous social service organizations, to offer students experiential learning opportunities within Indigenous communities. Action: The Master of Social Work Committee has started a review of all MSW courses with a</p>	<p>New Action: (HSER 140) Introduction to Indigenous-Centered Human Services, is now a required course in the Social Service diploma. Action: SOWK 392: Indigenous Social Work is a required course in the Bachelor of Social Work program (BSW). The course directly speaks to social work practice with and within Indigenous communities, and honours Indigenous lenses, worldviews, values, knowledge, and wisdom. Action: SOWK 491: Indigenous Perspectives on Child and Family Welfare is a required course for the BSW Child Welfare Specialization.</p>

<p>goal of being responsive to Indigenous peoples' goals of well-being and self-determination.</p> <p>Action: The Bachelor of Arts in Child and Youth Care has a Child Protection Specialization allows students to complete a practicum with the Ministry of Children and Family Development or with a delegated Indigenous agency.</p> <p>Action: The Child Youth and Family Studies (CYFS) department has developed, and continues to update, a shared understanding of what Indigenization is, Indigenous history, and assessing how colonialism has impacted each faculty member as an educator.</p>	<p>Action: increasing elective choices for students from four specific courses to a broad range of Indigenous courses offered across the university.</p> <p>Action: The Bachelor of Social Work degree requires applicants to complete a 3-credit university-level Indigenous course prior to admission.</p> <p>Implemented</p> <p>Action: In 2021, students requested and were placed in more Indigenous organizations than in prior years.</p> <p>Action: The first session of the School's Voices of Passion and Purpose: Inspiring Stories from the Field event was focused on Indigenous Practice. Held in November 2021, a panel of speakers from a variety of Indigenous agencies shared the work they are doing around Indigenous practice.</p>
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Success Stories: One significant example occurred when a BSW fourth-year student completed their field placement with the Canadian Association for Social Work Education (CASWE-ACFTS) in the Thunderbird Circle. It was a prestigious placement. The student's work focused on deconstructing and dismantling colonial narratives, including supporting fellow Indigenous students nationwide to have their voices heard within the sometimes-oppressive structures of Social Work programs across Canada.

Success Stories: A Métis diploma student who completed his practicum at Cheam First Nation was gifted some ceremonial land-based teachings to use in his future practice as a human service worker. He was also offered a job at the Band office within this community.

12: EARLY CHILDHOOD EDUCATION

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

Response: Culturally appropriate Early Childhood Education (ECE) programs will spring from ECE workers educated to recognize and support Indigenous cultural teachings including child rearing practices and who have embraced the tenets of cultural safety in their educational practice.

PROGRESS

Ongoing

Action: Course content is being revised throughout the program area to center Indigenous content; examples include Canada's Food Guide for First Nations, Inuit, and Metis; Indigenous stories and oral storytelling; and working from within a Trauma-Informed practice.

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Partnerships

Action: In Fall 2022, [A:Imelhawtxw](#) Early Education Centre (Chilliwack) located in the Stó:lō Service Agency Center invited all students in the ECE diploma program to attend training focused on land-based learning and building healthy relationships with Indigenous families.

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

<p>Response: Halq'eméylem , the language of the Stó:lō people, is supported and promoted at UFV where you find the institutional Vision, Mission, Values, and strategic plans using this endangered language. With only one fluent native speaker of this language in the world today the university acknowledges that the ability to deliver courses and programs in the Stó:lō people's language is somewhere in the future. However, the institutional support for the preservation of Halq'eméylem is strong. UFV relies heavily on its partnerships with the Halq'eméylem Language Authority, Elders, linguists, and language carriers endowed with their decades of work honouring the local Indigenous language, to ensure it is both preserved and rejuvenated.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing Action: Halq'eméylem Language proficiency certificate programs are currently offered in two local communities: Seabird Island and Kwantlen First Nation. This is in addition to the on-campus offerings of Halq'eméylem courses.</p>	<p>New Action: Completion of the development of a graduate certificate in Halq'eméylem and a graduate diploma in Halq'eméylem; this is to be offered to a first cohort of 18 Indigenous learners starting Fall 2022, pending final approval. Action: Newly created advanced proficiency certificate in Halq'eméylem being delivered at UFV Chilliwack Canada Education Park campus. This certificate will be a prerequisite for the upcoming graduate program in Halq'eméylem.</p>
<p>Success Stories: UFV supports the community based Halq'eméylem Translation Contest which brings together Halq'eméylem learners in the three school districts to compete with their Halq'eméylem language knowledge.</p> <p>Success Stories: To support and encourage the use of the Halq'eméylem language on campus Halq'eméylem lunch hour workshops are offered to faculty and staff.</p>	
23: HEALTH-CARE PROFESSIONALS	
<p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	
<p>Response: Contributing to the cultural competency training needed for all health care professionals begins with the efficacy of faculty and staff preparing today's graduates. Participating in the professional development activities allows educators to confidently decolonize and Indigenize their courses.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing Action: The Faculty of Science, as a feeder faculty, engages in ongoing professional development to support the training of health professionals. A subcommittee has been formed to explore Indigenization.</p>	<p>New Action: All faculty members in the Kinesiology, Bachelor of Science in Nursing (BSN), Practical Nursing (PN), Health Care Assistant (HCA) and Certified Dental Assistant (CDA) programs were encouraged to attend the San' Yas Anti-Racism Indigenous Cultural Safety Training Program, and UFV's "Educator's Journey Towards Reconciliation" and "Weaving Knowledge Systems" offered by UFV's Teaching</p>

	<p>and Learning Specialist - Indigenization. From this education faculty members have been integrating decolonization and Indigenization in their courses.</p> <p>Action: Support is provided to the Pre-Med/Vet student Association and the Women in Engineering Science and Technology to attend Indigenization events.</p>
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24: MEDICAL AND NURSING SCHOOLS

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

Response: Initial work towards a fulsome response to the Call to Action 24 has begun with professional and personal reflections and development activities amongst all Nursing Faculty and Staff. This work is in the areas of decolonization, reconciliation, and Indigenization.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing Action: A Faculty Indigenization Committee is undertaking an environmental scan of School of Health Studies (SHS) programs and is reviewing curriculum to identify gaps. Next steps are to make recommendations to their Faculty Council.</p>	<p>New Action: Currently reviewing requirements for program completion. The goal is to change the general elective requirement to an Indigenous Studies/History Course.</p> <p>Implemented Action: The SHS, through the work of its Indigenization Committee acknowledge the truths told in the <i>“In Plain Sight Report”</i>. Acknowledging that to be part of the solution they must move from learning and understanding to praxis and informed action, their response to the recommendations in the report is their commitment to their own “unique plans for action.”</p>

Success Stories: The SHS Indigenization Committee in its journey to better understand the [In Plain Sight Report](#) and implement its recommendations shared, “we recognize that the responsibility lies within us as individuals, within our disciplines, and within our institutions to work towards *decolonization and reconciliation*.”

28: LAW SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A	
57: PUBLIC SERVANTS	
<p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<p>Response: UFV, situated as a regional university, prepares many graduates to take on the role of public servants. We are committed to ensure that all graduates from UFV programs are prepared both through the program curriculum and in the extracurricular activities on all campuses.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p><i>Ongoing</i> Action: Library collections focus on inclusion of Indigenous acquisitions and the creation of dedicated funds for Indigenous Studies materials. The Library developed an Indigenous materials list to ensure that Indigenous knowledge is available throughout all subject delivery areas.</p>	<p><i>Implemented</i> Action: The Indigenous Student Centre, Indigenous Affairs Office (IAO) and Student Union Society, showcased the Lexéywa Art Exhibit: “A Recalling of a Residential School Experience”. The two-day event, leading up to Orange Shirt Day, invited students from across campuses to view the exhibit and listen to Elders share about their Indian residential school experiences. As well, IAO along with the Bookstore sold t-shirts and Orange Shirt pins—crafted by a Stó:lō beadworker. The proceeds (\$675) were gifted to local Indian Residential School projects.</p>
62: TEACHER EDUCATION	
<p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	
<p>Response: The Teacher Education department (TED) is committed to Indigenizing the Bachelor of Education (BEd) and Master of Education in Educational Leadership and Mentorship (MEd) programs. Faculty members are actively engaging in decolonizing work, both personally and professionally to ensure they are able to educate teacher candidates to integrate Indigenous Knowledge and Indigenous pedagogy into their future classrooms. Additionally, TED supports this learning amongst teachers in schools in surrounding areas.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing

Action: Coursework in [Schooling in a Diverse Society](#) and in [Indigenous Youth and Schooling](#) are designed to build BEd students’ knowledge and begin their decolonization. All methods courses include instruction and practice in integrating Indigenous content and pedagogy into lesson and unit plans for K-12 in culturally appropriate ways. In addition to course-related experiences, all BEd students participate in Indigenous-focused field experiences (the Coqualeetza and the St. Mary’s Indian Residential school, and the [Stó:lō Place Names tour](#)) to support their learning.

Action: Together with UBC, the Faculty of Science offered an [Indigenous math symposia](#) to K-12 teachers. This annual event brings together mathematics educators to share ideas, examples, resources, teaching practices, and research activities that weave Indigenous knowledge and world views of knowing and connecting with mathematical learning.

Action: The Coast Salish Weaving Project commissioned a Stó:lō woven blanket, which will provide an opportunity for teachers in the area an opportunity to learn about Coast Salish Weaving and Indian Residential Schools. The project was supported by the Dan Milo Memorial Longhouse Society—they have entrusted UFV Indigenous staff to take care of and use the teaching blanket.

New

Action: A grant from Association of B.C. Deans of Education (ABCDE) supports the work of K-12 educators to integrate Indigenous content, pedagogy, and Ways of Knowing into their K-12 classrooms. TED partnered with the Canada Research Chair in Indigenous and Community-Engaged History, to create a plan for the development of curriculum which would be focused on supporting the Matsqui First Nation community. This plan included working collaboratively with community members to create curriculum related to some of their [sxwōxwiyám](#), with the aim to roll out this curriculum at a professional development workshop hosted by UFV. A goal is to pilot the curriculum with K-12 teachers in Abbotsford and Langley School Districts.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Response: Journalism and media communications is of significant interest to UFV Communications students. Meeting the needs of Indigenous communities and preparing students to be respectful to, and know and understand Indigenous protocols is part of the preparation needed for these career choices.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

<p>Ongoing Action: Outcomes that support Indigenous communication protocols and ways of knowing are incorporated into the program and embedded in many courses, such as Public Speaking, Intercultural Communication, and Team and Small Group Communication for the Workplace.</p>	<p>New Action: UFV’s major in Communications was approved and will be delivered starting in Fall 2022. The program exemplifies the Communications department’s commitment to meeting the needs of Indigenous communities. Survey results from May 2020 show 223 of the students currently taking Communications courses intend to work for self-governing Indigenous communities. The major is designed so that students may choose courses or tailor their project-based learning to their backgrounds, interests, and community needs.</p>
92: BUSINESS SCHOOLS	
<p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<p>Response: To equip School of Business (SoB) faculty and staff to responsibly educate business graduates, both professional development and curricular changes are needed. Unlearning and relearning the landscape as well as building partnerships with Indigenous business owners and experts is imperative in achieving these changes.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>On-going Action: SoB is integrating Indigenous history and knowledge within course content. Action: Creating a comprehensive database of resource materials that focus on Indigenous business and management practices impacting Indigenous peoples in Canada.</p>	<p>New Action: SoB organized an online retreat for brainstorming on the Indigenization of the business curriculum. Action: Indigenous business leaders have been invited guest speakers to BUS 314 (Recruitment and Selection). Indigenous business leaders share their stories and knowledge contributing to students' learning across cultures, to anti-Indigenous racism, and to increases in intercultural competency. Action: Starting this August 2022, all new SoB faculty members will receive two books about the importance of Indigenization and Reconciliation. The book choices will be decided in collaboration with the Indigenous Affairs office. Action: A Negotiations course is being developed as part of the Human Resource major program (SoB), in which the Indigenous methods and ways of negotiation will be an essential focus. Partnerships Action: SoB has established an Indigenous Advisory Board (2 meetings per year). A first listening meeting had 10 Indigenous Leaders attend. The next step will be the writing of the terms of reference for this new Advisory Board.</p>

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

ARTICLE 14

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

2. Indigenous individuals, particularly children, have the right to all levels and forms of education

ARTICLE 15

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

ARTICLE 21

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

Response: UFV welcomes the responsibility of moving the recommendations of the Truth and Reconciliation Commission (TRC) forward. We honour Indigenous knowledge at all touchpoints of learning and dismantle settler colonialism by centering Stó:lō ways of knowing and being in the university. We are committed to achieving the Calls to Action from the TRC and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Response: We are elevating awareness of everyone who works at UFV to have knowledge and understanding of the work of Indigenous peoples in putting forward UNDRIP. This affirms the principles and instills the values to undertake implementation. We work to educate and support the commitment of the federal and provincial governments to the rights of Indigenous peoples to “autonomy or self-government” and “ways and means” for funding these (Article 4), and the right to their own “distinct” institutions as well as their “right to participate fully” in those “of the State” (article 5). Having widespread institutional understanding of Article 4 and 5 allows attention to Articles 14, 15 and 21.

Note: Senate—UFV’s governing body—approved *Lálém ye mestiyexw* (“House of the Peoples”), an Indigenous strategic vision and framework that will allow UFV to fully embrace our commitment to Reconciliation, Indigenous our Academy, and improving our ability to be both responsive and responsible to Indigenous peoples’ goals for self-determination and well-being.

As step towards the implementation of *Lálém ye Mestiyexw* this section identifies the alignment of each initiative with one of the pillars of the *Lálém* that connect to the Indigenous model at UFV:

- Students
- Relationships, Partnerships & Governance
- Academic Curriculum & Programs

Students

Response (Article 14.2): Supporting Indigenous Students Access and Success. In addition to direct student supports, the university ensures Indigenous students feel reflected and included in all aspects of the university, including the aesthetics of place and the instructors they learn from.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

<p>Ongoing</p> <p>Action: Access and support to UFV programs is accomplished through the Indigenous Student Centre with three dedicated Transition Coordinators, free drop-in tutoring, social and cultural activities, and Elder-in-Residence programming.</p> <p>Action: The Indigenous Peer Mentor program supports first-year, self-identified Indigenous students to make a successful transition to university life and academic expectations. Mentorship from an Indigenous perspective focuses on self-awareness, leadership, self-care, personal values, and empowerment.</p> <p>Action: Dedicated financial supports for Indigenous students are growing and include: several bursaries available for Indigenous students who demonstrate financial need; an Indigenous Student Emergency Fund; and two endowed leadership awards for students studying Halq’eméylem.</p> <p>Action: The Faculty of Science offers Science Rocks camps, specifically geared for Indigenous children, as one-day experiences throughout the year, and week-long summer camps. An additional program the Super Science Club.</p> <p>Action: The Centre for Experiential and Career Education (CECE) has expanded resources, services, and supports for Indigenous students. Student Experiences Fund (SEF) has expanded eligible experiences to include cultural experiences. Also expanded is the Experiential Learning Student profile for students to document their cultural experiences, language, and Indigenous teachings.</p>	<p>New</p> <p>Action: In 2022, Adult Basic Education is launching the First-Generation Indigenous Student Cohort program to support rural Indigenous students within S’olh Téméxw and the UFV catchment area. The program provides opportunities for students to complete upgrading and university prerequisite coursework while recognizing the student’s current contributions to their community, honouring their experiences and stories, while earning transferrable credit to launch or augment their university career.</p> <p>Implemented</p> <p>Action: CECE Career Month keynote speaker was Gray Poehnell, a Métis career consultant and author.</p> <p>Partnerships</p> <p>Action: CECE has established an ongoing partnership with TD Indigenous Talent Partner Joshua Cayer who coaches Indigenous students on many career-related topics.</p> <p>Action: CECE is an active contributor to the Chartered Professional Accountants BC Resource Hub for the Indigenous Gathering on Pathways in Business.</p>
<p>Relationships, Partnerships & Governance</p>	
<p>Response (Article 21): Indigenous leaders, educators and Elders are integral to the governance of post-secondary education guiding the decisions that lead to the education of Indigenous learners and for education for reconciliation amongst all post-secondary learners.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>Ongoing</p>	<p>New</p> <p>Action: Dr. Marcella LaFever, an inter-cultural dialogue expert and UFV Communications professor, is working on a community partnership project for the Indigenization</p>

	<p>Committee of Senate and the Indigenous Affairs Office. The project’s intent is to understand from local Indigenous educators, leaders and community, the communication pathways that enhance continuous dialogue and action to support Indigenous decision making as partners with UFV. She is working with Teathqualthla Cortney Russell, a UFV Indigenous student, who is also contributing cultural knowledge in her role as the Community Consultation Coordinator.</p> <p>Implemented</p> <p>Action: After two years of consultation with internal and external stakeholders, UFV’s Senate and Board of Governors have approved our new Integrated Strategic Plan IYAQAWTXW—House of Transformation. The plan provides us with an exciting path towards our Vision and is strongly rooted in our Mission of Engaging Learners, Transforming Lives, and Building Community, as well as our institutional Values of Community, Inclusivity, Excellence, and Integrity.</p>
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Response (Article 14.1 & Article 21): Partnerships with Indigenous communities support community need for programs and services that directly benefit Indigenous peoples goals of self-determination and well-being.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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<p>Ongoing</p> <p>Action: The Faculty of Applied and Technical Studies (FATS) offers a Pre-Trades Culinary program in partnership with Stó:lō Aboriginal Skills & Employment Training (SASET) to Indigenous students. As a result of the pandemic 3 smaller cohorts were offered in order to follow health and safety measures for programs which required face-to-face instruction to meet the learning outcomes.</p> <p>Action: FATS, together with SASET, offers Youth in Trades program as a 4-week trades sampler. Planning is underway to deliver in Summer 2022 after two years off due to the pandemic. This year training with a local aerospace company is being included as part of the program.</p>	<p>New</p> <p>Action: FATS developed a 12 week Culinary program for high school students at Kwiyeqel Secondary School (an alternate education secondary school in SD33 Chilliwack) to be delivered in April 2023 (estimate of 60% Indigenous students).</p> <p>Action: FATS has a partnership with Seabird Island Community School to deliver a 12 week Explore Trades program, delivered at both Seabird Island Secondary and at UFV. This program includes Workplace Skills training as well as technical training in Culinary Arts, Automotive, Welding, Carpentry and Electrical.</p> <p>Action: FATS has had an on-going partnership with SASET to deliver a range of targeted employment related programs. These programs provide entry-level skills and tool safety to facilitate employment for Indigenous learners. The following programs were delivered this past academic year: Building Service Worker, Introduction to Carpentry, and Introduction to Automotive.</p>
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Response (Article 15): Promoting and supporting the wider community in embracing the tenets of UNDRIP.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<i>Ongoing</i>	<i>New</i> Action: Prior to the Career Fair, CECE hosted a session for employers where Indigenous Elders offered advice on how to engage with Indigenous students at Career Fairs, networking events, and recruitment activities to promote cultural safety and engagement for Indigenous students.
Academic Curriculum & Programs	
Response (Article 14.1): Indigenous peoples reclaiming Indigenous knowledge and ways of knowing is critical to rebuilding nationhood.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<i>Ongoing</i> Action: The Indigenous Affairs office organized the multipart event, Cultural Resurgence S'i:wes: Traditional Teachings. Traditional ways. Indigenous resurgence is a reclamation of Indigenous ways of doing, being, and learning. Indigenous students in S'olh Téméxw were invited to embark on a journey to reclaim Indigenous knowledges.	<i>New</i>
Response (Article 15): Reflecting and including Indigenous knowledge and ways of knowing to be recognized and celebrated throughout the campus.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<i>Ongoing</i> Action: The Senior Advisor on Indigenous Affairs (SAoIA), works with all campus planning and capital projects (all renovations and new projects). This proactively creates Indigenized spaces throughout UFV. Currently, SAoIA and other local Indigenous leaders are working to rebuild the Mission campus - Centre of Excellence for Children, Youth, and Families . This work will guide the infusion of meaningful educational opportunities focused on Truth and Reconciliation and Stó:lō ways of life.	<i>Implemented</i> Action: In August 2021 UFV celebrated the ceremonial unveiling of the Indigenous art sculptures and the Indigenous Teaching Garden on the Abbotsford Campus. The garden, planted in a medicine wheel design showcases Indigenous plants and three art sculpture—posts—and benches carved by Stó:lō artist Rocky LaRock. The teaching garden invites UFV classes, extracurricular events, and local school districts to learn about local plants and medicines.
Success Stories: Non-Indigenous researcher Teresa Carlson is completing a project that documents the Indigenous art that has been both purchased and gifted to the university throughout its more than forty-year history. This project includes videos, recorded interviews, and the placement of updated engraved plaques to easily identify the artist and origins of each piece. This project not only recognizes and celebrates Indigenous	

knowledge and ways of being on campus, but highlights the deep authentic partnership the university has with the Stó:lō people and the longevity of this relationship.

Faculty, Staff & Administrators

Response (Article 15): Decolonizing and Indigenizing are integral aspects to all practice at UFV. All staff, administrators and faculty are supported and encouraged to embrace these aspects in all we do at UFV.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing

Action: In 2021/2022 the Teaching & Learning Specialist (Indigenization) hosted the following professional development workshops for faculty and staff: Territorial Acknowledgement Workshops (100+ participants); Introduction to Indigenization at UFV (38 participants); Educators Journey of Decolonization (60 participants); Circle Works (70 participants); Relationships, Respect, Relevance, Responsibility & Reciprocity (40 participants); Marking Sense of Indigenization, Colonization & Decolonization (150 participants); and Working Towards Cultural Safety and Humility for Indigenous Students (40 participants).

Action: Achieving TRC Calls to Action depends on universities' ability to recruit and retain Indigenous employees. To enhance UFV's ability to do so, a program of training for committed allies was developed and implemented. The program will ease some of the Indigenization work from Indigenous employees and educate allies about the systemic inequities and racism faced by their Indigenous colleagues. It consists of four sessions. Twelve ally candidates participated in the program, which is designed to grow and be offered annually.

New

Action: UFV received approval from Human Rights Commission enabling the University to hire Indigenous staff and faculty. To date, two tenure-track faculty members and several sessional instructors have been hired. A current posting is listed for a faculty member in Teacher Education.

Implemented

Action: Facilities staff attended a gathering to hear Indigenous Facilities Manager James White share openly about his life experiences beginning in Indian Residential School and in non-Indigenous foster care and his journey to leadership where he finds himself today.

Success Stories: Indigenous Initiatives Coordinator, Carol Dickson, non-Indigenous herself, was recognized in 2022 with a Staff Excellence Award. She received this award for her discipline and hard work in decolonizing herself and Indigenizing her practice. It has been recognized that "over the past decade, no employee has transformed themselves as dramatically as Carol Dickson." In the process, she has substantially advanced the institution's transformation, thus better enabling us to fulfill our commitment to Indigenization and realize our vision of Reconciliation and our mission of transforming lives.