

# Institutional Accountability Report and Plan 2016-17 to 2018-19

Prepared by the UFV office of Institutional Research and Planning



June 29, 2016

Honourable Andrew Wilkinson  
Minister of Advanced Education  
PO Box 9080 Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Minister Wilkinson;

Please find enclosed the University of the Fraser Valley's Institutional Report and Plan for the period 2016-17 to 2018-19. Within the report you will find evidence of the success and satisfaction of our students and graduates, our impact on our communities, and the ways we are addressing changing needs and expectations.

UFV has continued to align all our activities with the needs of our learners, our region, and our province. Furthermore, we have continued to prepare our university and our students not just to survive but to thrive on the challenges and opportunities presented by unprecedented technological development, globalization, shifting demographics, and the dynamic transformations in the drivers of our economy.

In this report we summarize recent developments in our educational and enrolment plans, our investments in best practices in teaching and learning, and the development of new programs and experiential learning opportunities. All are designed to maximize the return on the trust and the investments of our students and province.

UFV continues to meet our total enrolment targets and the expectations of the Skills Gap Plan. The number of UFV students studying full time and the number of students completing credentials has continued to climb. Moreover, our learners and graduates, be they certificate, diploma, apprenticeship or degree students, rank us highly in Ministry and national surveys in areas such as educational and institutional satisfaction, quality of instruction, skill development, and the usefulness of their knowledge and skills in their careers.

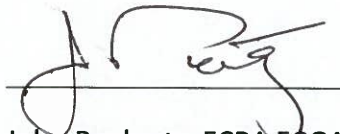
Arguably the best measure of our success is the success of our graduates in getting work. They are doing so in record numbers. For example, employment rates for our apprenticeship and degree graduates are much better than the target set by the Ministry.

We have continued to build a vibrant, welcoming and respectful environment for Aboriginal students. Aboriginal student enrolment now represents about 8% of our FTEs, exceeding the percent of Aboriginal people or Aboriginal youth in our region and provincial averages for public post-secondary institutions.

Our campuses and student opportunities have been enriched by growing international partnerships too, bringing more opportunities to study abroad, and large increases in international enrolments. International FTEs increased from about 800 to nearly 1100 in just 4 years. We are the only Canadian university to successfully establish a campus in India and we just celebrated its 10<sup>th</sup> anniversary.

As we have done in the past, we have met, and often exceeded, performance measures set by the Ministry. In signing this document, we confirm our commitment to the Government's taxpayer Accountability Principles and acknowledge our accountability for this report as the Chair of the Board of Governors and the President of UFV.

Sincerely,



John Pankratz, FCPA FCGA  
Chair, UFV Board of Governors



Mark D. Evered, PhD  
President and Vice-Chancellor

## TABLE OF CONTENTS

Accountability Statement  
Table of Contents  
UFV Timeline

### 1. Strategic Direction and Context

1.1 Strategic Direction	8
1.1.1 General Overview	8
1.1.2 Changing Lives, Building Community	10
1.1.3 University-Wide Projects	15
Education Plan 2016 – 2020 and UFV 2025	15
Strategic Enrolment Management Plan 2014 – 2019	16
Institutional Learning Outcomes	17
The Skills Gap Plan	17
UFV India Global Education Strategic Plan 2016 – 2021	20
1.2 Strategic Context	23
1.2.1 Demographics	23
British Columbia	23
The Fraser Valley	24
Multi-campus Operations	29
1.2.2 Economy and the Labour Market	31
1.2.3 Students	38
1.2.4 Research	44
1.2.5 Quality Assurance	46

### 2. Performance Plan

2.1 Goals, Objectives	48
2.1.1 Planning at UFV	48
2.1.2 Alignment of UFV Goals and Objectives with Ministry Goals and System Objectives	48
2.2 Performance Measures, Targets and Results	74

### 3. Financial Information

3.1 Financial Highlights	85
3.2 Financial Results	85
3.3 Looking Forward	85
3.4 Risk and Uncertainties	85
Final Comments	86

LOGOS



# UFV TIMELINE

# 1974

**APRIL 4, 1974:**

Founded as Fraser Valley College

Over  
2300  
students

1974

Classes begin in Chilliwack, Abbotsford, Mission, and Hope

1975

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

1983

FVC establishes permanent campus in Abbotsford

FVC's first athletic teams launch

1986

FVC opens Agriculture Centre in Chilliwack

1988

FVC welcomes first international students

1992

UCFV offers its first bachelor's degrees

UCFV Health Sciences Centre opens in Chilliwack

## FUN FACT:



**1975**  
Board Vice-Chair Norm Crabtree poses with FVC sign in Chilliwack



**1975**  
Board Chair Doug Hamilton recreates the pose with FVC sign in Abbotsford ... causing decades of confusion over who was in the iconic FVC sign photo



PRINCIPALS



Dr. Larry Blake  
1974–1979



Dr. Barry Moore  
1979–1987



Dr. Peter Jones  
1987–1997



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



Dr. Mark Evered  
2009–present

PRESIDENTS

1984

**JULY 3, 1991:**

University College status as the  
University College of the Fraser Valley

**1992:**

Degrees offered  
in partnership

1994

1995

Classroom block  
and theatre open  
in Chilliwack

Library building  
opens in  
Abbotsford

1996

UCFV Heritage  
Park Centre  
campus opens in  
Mission

2001

Founding of  
UCFV Alumni  
Association

2004

UCFV awarded  
Federal Canada  
Research Chair in  
Aboriginal  
Studies

2005

Solicitor General  
establishes UCFV  
Research Chair in  
Criminal Justice

2006

Basketball and  
soccer teams  
enter CIS

Envision Athletic  
Centre opens

Centre for  
Indo-Canadian  
Studies opens

First BBA cohort  
begins study in  
Chandigarh,  
India

2007

First master's degrees  
awarded

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

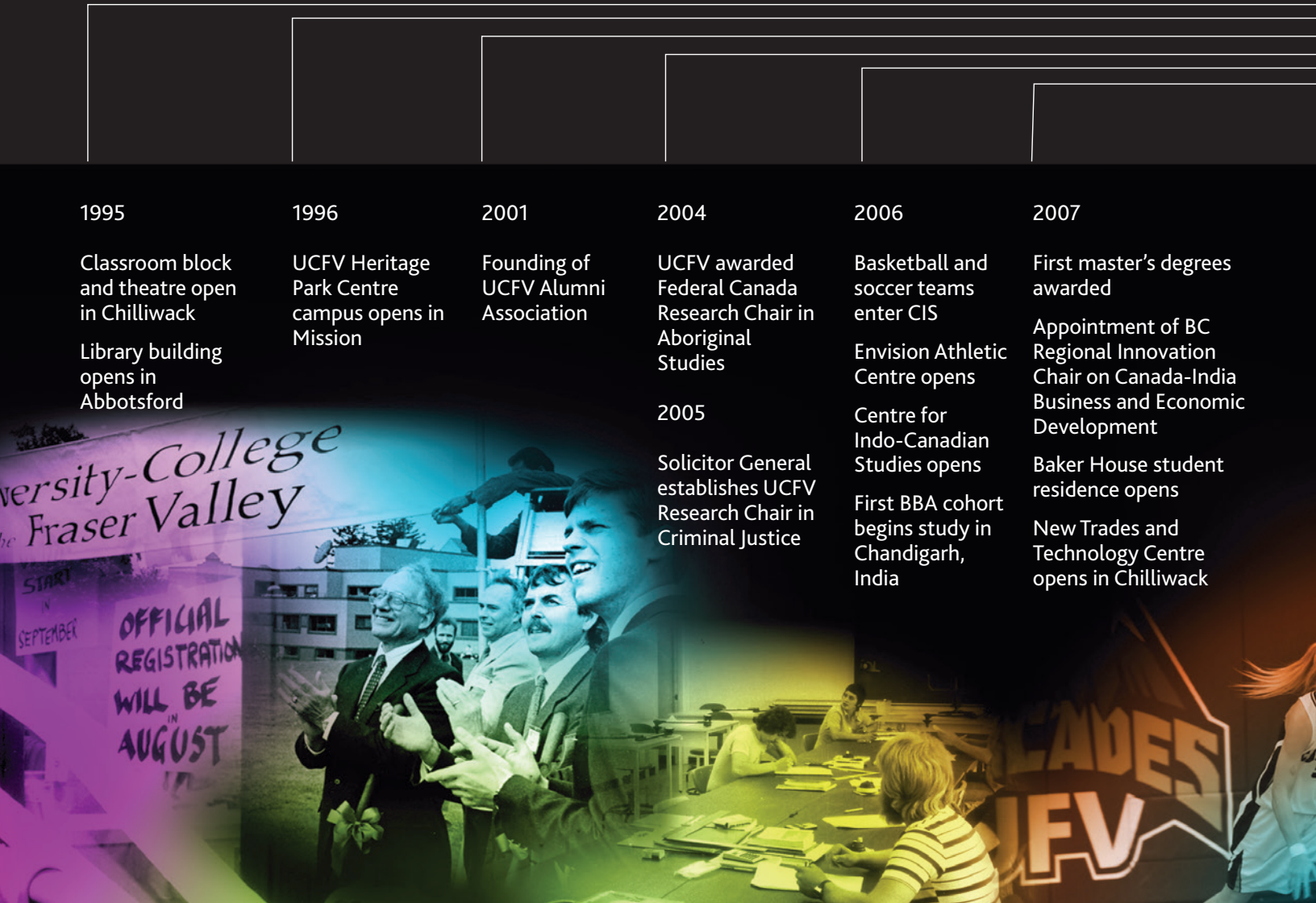
Baker House student  
residence opens

New Trades and  
Technology Centre  
opens in Chilliwack

University-College  
of the Fraser Valley

START  
IN  
SEPTEMBER  
OFFICIAL  
REGISTRATION  
WILL BE  
AUGUST

WOMEN'S  
HOCKEY  
UCFV



CHANCELLORS



Dr. Brian Minter  
2008 – 2014



Dr. Gwen Point  
2015 – present

FUN FACT:



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



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



1996:

Independent degrees offered

2004

2005:

Master's degree  
offered

Over  
11,000  
students

2009

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

Launched the Centre for Social Research and the Global Development Institute

2010

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

Introduced new graduate certificate programs

2011

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

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

2012

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

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

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

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

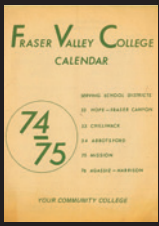
2013

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

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



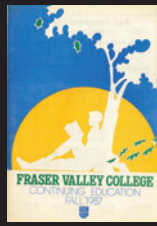
ACADEMIC CALENDAR AND CONTINUING STUDIES BROCHURE COVERS OVER THE YEARS



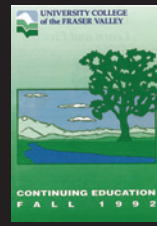
1975



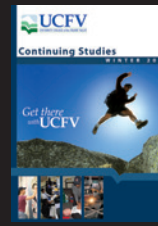
1978



1987



1992



2004



2013

**APRIL 21, 2008:**

University status as the University of the Fraser Valley

2014

2016

Over 15,000 students

2014

UFV celebrates 40th anniversary  
 Agriculture Centre of Excellence opens in Chilliwack  
 UFV Five Corners building opens in downtown Chilliwack  
 Students receive co-curricular record, a second transcript validating learning outside the classroom

2015

UFV installs second Chancellor, Dr. Gwen Point, former Chatelaine of BC and member of Skowkale First Nation  
 UFV is named one of BC's Top Employers  
 Student Union Building opens in Abbotsford  
 UFV2025 vision consultation launches

2016

UFV Chandigarh, India campus celebrates 10th anniversary  
 UFV alumni grow to 35,000, and Alumni Association establishes chapter in Chandigarh, India

**BOARD CHAIRS**

Doug Hamilton	1974–1979
Betty Meagher	1979–1982
Ross Belsher	1982–1984
Bill Harris	1984–1987
John Wiens	1987–1990
Brian Minter	1990–1994
Noel Hall	1994–1999
Phyllis Stenson	1999–2002
Rob Nicklorn	2002–2008
Rod Thomson	2008–2011
Larry Stinson	2011–2013
<b>Barry Delaney</b>	<b>2013–present</b>



## 1.1 STRATEGIC DIRECTION

### 1.1.1 General Overview

The University of the Fraser Valley is a fully accredited, public university located 70 km east of Vancouver in the beautiful Fraser Valley. The university enrolls approximately 15,000 students each year across four Fraser Valley communities, with campuses in Abbotsford, Chilliwack, Mission, and a centre in Hope that also serves Agassiz. The university also has a growing presence in Chandigarh, India. The university produced over 8,000 full-time equivalent students (FTEs) this year with more than a thousand of those coming from international students. The university has some 330 permanent teaching faculty members, almost half of which hold doctoral degrees. Over the last year, more than 1,300 people were employed by the university.

UFV met its Skills Gap Plan targets in 2015/16 with a 100% FTE utilization rate for this year's total target of 465 FTEs. For its overall domestic target, UFV produced 6,656 FTEs relative to a target of 6,678 for a utilization rate of 99.7%.

Over the last several years, UFV has seen a significant increase in international activity. The number of international students are up 7% over the last year and 20% over the last two years. Over 270 students have attended UFV's campus in Chandigarh during this past year, more than double that of two years ago. More than half of this year's increase in international FTEs this year are from activity on the Chandigarh campus. This increase in international students and international activity is consistent with UFV's strategic goal of bringing the world to the Fraser Valley and the Fraser Valley to the world. Our students from other countries not only enrich campus life with their knowledge, skills, and culture, they also benefit the local economy.

Another aspect of our strategic plan, and there are several initiatives supporting this, speaks to the educational needs of Aboriginal students and their communities. One initiative is the recently formed partnership between the university and the Aboriginal community. Mark Point has been appointed Chair of the newly formed Indigenization Committee of Senate. The prominent Stó:lō member, educator, and author has been involved with Indigenization of the curriculum and culture of UFV since 2005. UFV Indigenous studies professor Dr. Wenona Victor has been named Vice-Chair, and 12 regional members from Aboriginal organizations including First Nations, Tribal, Métis, and Inuit communities will also sit on the committee. This is a unique arrangement involving members from outside of the university, university staff, students, and faculty who will consult directly to Senate on academic policies and procedures regarding Aboriginal learning, needs, priorities and goals. The structure is an evolution of indigenization that has been underway at UFV for over a decade. The committee will ensure academic programming at UFV continues to be respectful and relevant to Indigenous peoples' goals of self-determination and well-being.

Also consistent with UFV's strategic plans is the continued growth in the number of Aboriginal students attending UFV. The number of Ministry identified Aboriginal students has risen by 4% over the last year and there are 22.6% more self-identified Aboriginal students this year than there were in 2010/11. As well, the portion of Aboriginal students that are full-time is rising: this is the first year that the majority of Aboriginal students will be full-time as compared to the 46% that were full-time in 2010/11.

UFV is nationally recognized for student success, an excellent learning environment, creative integration of programming, and its work with local communities. UFV is large enough to offer a wide variety of programming, while maintaining small class sizes that allow students to work closely with faculty in a hands-on environment. UFV offers more than 100 programs, including two master's degrees, 3 post-degree certificates, 15 bachelor's degrees, majors, minors, and extended minors in more than 30 subject areas,

more than a dozen trades and technology programs, as well as Upgrading and University Preparation and English as a Second Language programming.

UFV aspires to provide meaningful ways to bring together our communities and members that promote, and support the economic, social, and cultural development of the Fraser Valley, and this year was no exception. We connected with our communities through lecture series, special forums on topical issues, author readings, art exhibitions, a fashion show, all candidates' debates, faculty micro-lectures, conferences, theatre productions, writer-in-residence activities, guest speakers, alumni panels, a job fair, and Cascade athletic events.

UFV had many reasons to celebrate its international presence in Chandigarh, India this year including the 10<sup>th</sup> anniversary of UFV's Chandigarh campus. This auspicious occasion was celebrated at the campus's annual awards ceremony to an audience of 700 students, parents, alumni, faculty, staff and distinguished guests. UFV's Chandigarh campus continues to see marked student growth as well as additions to academic programming — the Bachelor of Computer Information Systems and Management Post-degree certificate have been added to the list of offerings this year. The services available to students at the Chandigarh campus also increased this year, with the launch of a co-operative work experience program for students, the commencement of India's first post-secondary Co-Curricular Record (CCR) program, and the UFV Alumni Association launch of the Chandigarh chapter. UFV opened its location at the 16.5-acre campus of Goswami Ganesh Dutta Sanatan Dharma College Chandigarh (GGDSD College) in 2006, and is the only Canadian university operating a campus in India.

The university's future success depends on its ability to adapt to rapidly changing technology and the changing nature of students, curriculum, classrooms, and learning itself. As part of developing its Education Plan for 2016-20, UFV undertook a visioning exercise, UFV 2025. This committee has been hard at work over the past year; meeting regularly, guiding consultation, and circulating and revising the draft UFV 2025 document. The visioning exercise began with the question, "What should UFV look like in 2025?" The voices and ideas from students, staff, faculty, and administrators have helped shape our answer: UFV 2025: A Vision for our Future.

UFV's Capital Plan identifies the proposed Digital HUB as the university's top priority new project. Up-to-date training facilities with the latest technology and equipment are critical to making sure students have the right skills for high-demand jobs. With education changing globally, universities must adapt in order to engage students and prepare them for careers in a high-tech world. The Digital HUB is a 21st century facility designed with highly sophisticated interactive learning spaces to support problem-solving, creative production and high-tech innovation. At the intersection of these activities, students will learn to solve problems with an entrepreneurial mindset and explore the world of innovation and creativity. Students will work with industry partners to reinforce real-world applications.

The university recently announced that it will invest \$1.5 million to support new initiatives in teaching and learning. UFV is well placed to embrace the latest knowledge and technological advancements in the development of leading-edge and inclusive teaching and learning strategies that will benefit all students and, in turn, enrich our economies and communities. This investment aligns with UFV's strategic plan, learner-centred vision for the future, and the new Education Plan. The money will be used to establish a learning innovation fund to support faculty and staff in the creation, implementation and evaluation of new teaching and learning approaches, and to support the renovation and equipping of facilities that support this vital work.

The university engaged in several new global partnerships during the past year, increasing the opportunities for UFV students to study abroad, and students from around the world to study at UFV. UFV

became the first Canadian university partner with one of China's top-tier universities, Liaoning University, and signed memorandums of understanding with several other universities in China, including Tsinghua University in Beijing, known as the Harvard of China. These partnerships will provide students opportunities in fields including aviation, agriculture, criminology, social work, kinesiology, psychology, and continuing education. In addition to partnerships with India through the programs of the Indo-Canadian Centre, UFV has study abroad exchange agreements with some 70 partner institutions throughout 27 countries in the Middle East, Eastern and Central Asia, Australia, and Europe. UFV's expansive partnerships with institutions across the globe contribute to providing UFV students the best educational experience possible.

Planning with the City of Abbotsford for a vibrant University District for the Abbotsford campus continued this year, with the official launch of the UDistrict Project on April 8, 2015. The City of Abbotsford and UFV are working together to develop the UDistrict Neighbourhood Plan and a fully compatible and integrated UFV Abbotsford Campus Master Plan. The plans will help guide future development and growth of UFV's Abbotsford campus and the surrounding neighbourhood. Area residents, students, faculty, staff, and business owners have been encouraged to provide input and feedback to these plans. The University District will be Abbotsford's most dynamic and pedestrian orientated neighbourhood with dining, shopping, entertainment, and cultural amenities. The UDistrict Project is a collaborative initiative that will ensure socially and environmentally-responsible economic development in the Fraser Valley and benefit the next generation of learners along with the Abbotsford community. UFV is proud of this partnership, and looks forward to playing a vital role in the ongoing planning and development of the UDistrict neighbourhood.

### **1.1.2 Changing Lives, Building Community**

UFV serves a community with a diverse array of backgrounds, cultures, and religions. UFV prides itself on reaching out to this community by facilitating widespread access to post-secondary education to support the development and success of each individual. This engagement and versatility creates benefits both to UFV students and to the societies and economies in which current and past UFV students live and work. A highly-educated population benefits all British Columbians, and UFV strives to provide students with the conditions for success in their academic, professional, personal, and extracurricular lives.

Many UFV programs ladder into one another, allowing students to earn a one-year certificate and/or a two-year diploma on the way to completing a full degree. Other programs offer a co-operative education option, where students can combine study with professional, paid work experience. The university's emphasis on applied research results in many opportunities for student researchers. Our thriving international programming makes for a culturally diverse student community and great opportunities to study abroad. Our continuing studies and academic upgrading offerings make learning a lifelong experience. Many clubs, events, and activities enhance student life on campus and our award-winning Cascades athletics teams are highly competitive.

Since receiving its university status in 2008, UFV has increasingly attracted top high school graduates from the Fraser Valley while still retaining its commitment to community and access. The challenge lies in providing all of our students the best possible education. UFV's Vision, Mission, and Values statement speaks to this goal.



## Vision

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

## Mission

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



## Values

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



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

UFV's Strategic Plan builds on the Vision, Mission, and Values statement by describing who we need to be and what we need to do to achieve our strategic goals. The plan lists three major goals, the first of which speaks to our commitment to provide the best possible education to our students:

**The University of the Fraser Valley will:**

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

The goals are interrelated, but essentially, the first strategic goal is about students; the second is about community; and the third provides an enabling strategy for the first two. These strategic directions drive our education planning. We measure our achievements against the twin touchstones of students and community.

**BOX 1: STRATEGIC DIRECTIONS**

**1. To provide the best undergraduate education in Canada**

A. The University will offer degree, diploma, certificate, and apprenticeship programs that:

- provide accessible and challenging learning experiences that instill a passion for learning and develop the lifelong capacity to learn;
- provide the knowledge and foster the development of the critical-thinking, leadership, and practical skills that students require for employment, entrepreneurship, further education, and responsible citizenship - locally and globally;
- use the best pedagogical practices, informed by a commitment to current research and scholarship; and
- engage students actively in their education through a high level of interaction with faculty members and opportunities for practical experience, research, problem-solving, and creative work.

B. The University will provide services for students that:

- enable their successful transition into the University;
- enable successful progress toward their educational goals;
- guide career selection and transition to employment; and
- build lifelong relationships with the University.

C. The University will provide an environment that:

- is inclusive, welcoming, and engaging for all;
- embraces diversity, supports cross-cultural exchange, and promotes the respectful debate of ideas and views;
- involves students in governance and decision-making; and
- offers vibrant campus experiences supporting social, intellectual, and personal development.

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

The University will:

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

### 3. To be innovative, entrepreneurial, and accountable in achieving our goals

The University will:

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



*UFV Holi 2016, Indian Festival of Colours.*

### 1.1.3 University-Wide Projects

There are several university-wide planning projects underway at UFV. The most recent of these is the Education Plan 2016-20 and the accompanying visioning exercise, UFV 2025. UFV has a Strategic Enrolment Plan that runs from 2014-2019; the implementation of the plan is being directed by an oversight committee. The Institutional Learning Outcomes (ILO) project is based on the premise that a university education should consist of more than the accumulation of a body of knowledge in a certain discipline. In 2013, this project resulted in a set of nine Institutional Learning Outcomes that came from extensive consultation with a wide range of stakeholders. The university is in the third of four years in the implementation of the Skills Gap Plan – a Ministry plan that links program offerings with in-demand occupations. Finally, to direct and support its work in India, UFV India Global Education created its Strategic Plan 2016-2021.

#### UFV's Education Plan 2016-2020 and UFV 2025

In the spring of 2016, UFV completed its new Education Plan which will run from 2016 through 2020. As part of developing UFV's Education Plan 2016-20, a Visioning Committee was formed with the purpose of imagining and articulating UFV's place within a general vision of higher education's future. Members of the Committee were chosen for their ability to imagine the future and for their creative thinking. Through a variety of consultation mechanisms, all areas and individuals of the institution have had the opportunity and have been encouraged to participate in this visioning exercise, UFV 2025. One of the key aspects addressed by UFV 2025 is how the university will be affected by, and respond to, rapidly changing technology. Advances in technology are having a major effect on university education and UFV needs to understand and adapt to the digital disruption of higher education. The planning process began with a longer-term visioning exercise, recognizing the dramatic changes currently transforming the global landscape of post-secondary education. Some of the change is occurring very quickly and the cumulative effect is a recasting of the norms for what a university is and does.

#### The core vision of UFV 2025 proclaims:

*UFV in 2025 will be a community- and regionally-based university that is learner- and student centred, whereby the learning drives the system and structure of the institution. Students and local communities will view UFV as a centre for intellectual and social development throughout their lifetimes, and as a place to learn how they can be better global citizens.*

The question then becomes, “based on this vision, what objectives must UFV achieve by 2020 to set ourselves up for 2025?” The answer lies in the following five goals.

#### At the University of the Fraser Valley, we will:

##### 1. PRIORITIZE LEARNING EVERYWHERE

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

##### 2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS

UFV recognizes the importance of agility in its programs and administrative units to enable us to adapt and respond to the diverse learning needs of our students, faculty, staff, and community. We will streamline organizational procedures and practices that limit creative problem solving.



### **3. COLLABORATE ACROSS BOUNDARIES**

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

### **4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP**

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

### **5. INTEGRATE EXPERIENTIAL LEARNING**

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

## **The Strategic Enrolment Management Plan 2014-19**

UFV's Strategic Enrolment Management (SEM) Plan 2014-19 sets out institution-wide strategic enrolment goals to guide UFV's actions in the area of student recruitment, retention, support, and graduation. The Strategic Enrolment Management Plan identifies nine enrolment goals that are aligned with the university's strategic goals, resources, and education plan. The Plan further seeks ways to meet these goals through the integration of academic processes, student services, curriculum planning, and market analysis. The plan is consistent with the provincial government's BC Jobs Plan and the B.C. Skills for Jobs Blueprint, and with the university's mandate to provide the best learning experience for students while serving the needs of the Fraser Valley.

### **The SEM plan seeks to improve overall student success by:**

- Increasing student retention, especially after first year,
- Adding a Qualifying Studies entrance stream,
- Increasing international student enrolment (which brings additional funds to support the university and furthers its mandate to internationalize the campus),
- Increasing opportunities for students to transfer in from other institutions at the second- or third-year level,
- Increasing the proportion of Aboriginal students (in keeping with UFV's commitment to indigenizing the university),
- Offering more experiential and workplace learning opportunities to current students,
- Offering select master's degree programming that enhances current undergraduate offerings and generates revenue,
- Setting specific goals for retention and graduation, and
- Supporting identified growth areas of health and wellness, agriculture and the environmentally responsible development of the Fraser Valley, and digital media (this growth will mostly occur through reallocation of resources and the development of cross-disciplinary programming using already existing resources).

To achieve the goals of the SEM Plan, it is critical to assess the impact of the strategies and tactics we deploy. The SEM oversight committee was created to assist with the creation, rollout, and assessment of strategies and tactics; the committee will also continuously review campus infrastructure through a SEM lens. This committee solicits and receives new tactics focused on helping us achieve our strategic enrolment goals. The Committee reviews our progress for meeting the enrolment goals of the SEM Plan; secures the approval of strategies and tactics through appropriate institutional channels for implementation; determines best practices for assessing tactics; reviews the assessments of strategies and tactics performed by responsible service units and faculties and provides feedback; and will provide updates to Senate and the Board of Governors.

## Institutional Learning Outcomes

The Institutional Learning Outcomes (ILO) project is based on the premise that a university education should consist of more than the accumulation of a body of knowledge in a certain discipline. This project began in 2011 and has evolved into a set of Institutional Learning Outcomes that came from extensive consultation with a wide range of stakeholders. Each UFV graduate possesses the following abilities and, therefore, can demonstrate the following interconnected institutional learning outcomes. UFV's ILOs ensure that all graduates:

- Demonstrate information competency;
- Analyze critically and imaginatively;
- Use knowledge and skills proficiently;
- Initiate inquiries and develop solutions to problems;
- Communicate effectively;
- Pursue self-motivated and self-reflective learning;
- Engage in collaborative leadership;
- Engage in respectful and professional practices; and
- Contribute regionally and globally.

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

UFV's Institutional Learning Outcomes project reflects a subtle shift in emphasis on the nature of knowledge transmission in education. Rather than focusing primarily on what teachers have taught to students, the ILOs focus on the students and what they have learned and absorbed. The ILOs' emphasis on what students have learned underlines that the process of teaching and learning is only complete when students have learned the relevant knowledge and possess the relevant skills.

## The Skills Gap Plan

### Overview

One of the strategic priorities included in UFV's Mandate Letter from the Ministry is to implement B.C.'s *Skills for Jobs Blueprint*. In 2014 the Province released the *Skills for Jobs Blueprint*, which outlined a plan to re-engineer education and training to ensure that British Columbians will have the skills needed to fill the one million projected job openings in the province by 2022. Under Pillar 2 of the *Blueprint*, operating grants to public post-secondary institutions are being adjusted so that 25% of existing funding will support programs with in-demand jobs, as well as programs for Aboriginal persons and persons with disabilities. In

2013/14 approximately 10% of provincial operating grants provided to public post-secondary institutions were targeted towards specific programs; mainly in health, medical and graduate programs. Aligning a further 15% is happening in annual stages through 2017/18. After completing two years of this four year program, targeted operating grants for public post-secondary institutions in B.C. account for approximately 17% of total funding.

A key component of this initiative is the development of Skills Gap Plans, which demonstrate a balance of program shifts and alignment with government priorities to support high-demand occupations. Last year UFV completed its first round of Skills Gap Plans, for the 2014/15 and 2015/16 fiscal years. UFV has submitted its 2016/17 Skills Gap Plan with the final Skills Gap Plan taking place in 2017/18.

A first step in creating Skills Gap Plans, and assigning FTE targets to specific programs, entails mapping UFV programs to in-demand occupations as identified in B.C. Labour Market Outlook reports. In the fall of 2015 a new *B.C. 2024 Labour Market Outlook* report was released; it includes an increase in the number of top opportunity occupations from 60, in the previous *Outlook* (2022), to 100. Of the 40 newly added occupations, 27 (67.5%) usually require at least a certificate, diploma, or apprenticeship training. Furthermore, 78% of future job openings projected to 2024 will require post-secondary education; 42% will likely be in occupations that require college education or apprenticeship training, and 36% in occupations that require a university degree or significant work experience.

Half of the total projected job openings over the *Outlook* period are expected to be in three major occupational groups: Sales and Service occupations; Business, Finance and Administration Occupations; and Management Occupations. Many of the additions to this year's list fall into these three occupational categories. Some examples included in the top 100 list include financial managers, computer and information systems managers, information systems analysts and consultants, and post-secondary teaching and research assistants.

This year, UFV once again mapped its existing programs, this time to the top 100 in-demand jobs, using data workbooks from both the 2011 National Household Survey (NHS) and Graduates from the BC Student Surveys, provided by the Advanced Ministry of Education. UFV's comprehensive mix of program offerings continue to be well aligned with in-demand jobs in a diverse range of sectors that support B.C.'s economy: some 90% of eligible UFV programs mapped to an in-demand occupation using the 2011 NHS data. With the implementation of UFV's 2016/17 Skills Gap Plan, approximately 18% of UFV's provincial operating grants will be targeted towards specific programs.

We are pleased that UFV has met its Skills Gap Plan FTE targets for both 2014/15 and 2015/16, with a 100% utilization rate. A summary of UFV's completed Skills Gap Plans for 2014/15, 2015/16, and 2016/17, along with adjustments made to the 2015/16 Skills Gap Plan follow.

#### **Prior to 2014**

In response to strong regional labour market demand for high-school teachers in math/science and humanities, UFV launched the Teacher Education Secondary program in 2014. The need for this program was identified by local school districts and builds on the very successful elementary program offered by UFV.

In response to declining demand for dental hygienists, and in recognition of the availability of this program at other post-secondary institutions, UFV suspended the Dental Hygiene program intake in fiscal 2011/12, and discontinued the program in 2012/13.

### **2014/15 Skills Gap Plan**

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

### **2015/16 Skills Gap Plan**

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

### **2015/16 Skills Gap Plan Adjustments**

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

### **2016/17 Skills Gap Plan**

UFV continues to have strong demand for Business Administration programs. Our Bachelor of Business Administration degree provides options including Accounting, Finance, Human Resource Management and Marketing, all of which lead to occupations in the Top 100. UFV has targeted 25 FTEs to our BBA – Human Resource Management option, and a further 75 FTEs to the BBA – Finance and Accounting options. Graduates from these programs will help meet the need for human resource professionals, financial auditors and accountants, and professional occupations in business and financial management.

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

With increased emphasis on student advising and career support, UFV is helping students declare their chosen programs earlier. Student movement from general science studies into declared programs provides

evidence of success. In response, UFV has targeted 30 FTEs in the Bachelor of Science. UFV's Graphic and Digital Design diploma graduates are finding careers in high demand occupations in marketing, commercial advertising, web design, and interior design fields; Graphic and Digital Design diploma program is targeted with 12 FTEs. Figure 1 summarizes the FTE targets for UFV's Skills Gap Plan.

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

UFV's Skills Gap Plan Programs	2014/15 Skills Gap Plan	2015/16 Skills Gap Plan	2016/17 Skills Gap Plan	Total FTE Target
Bachelor of Science in Nursing (4-year)	30			30
Carpentry certificate	15	-15		
Construction Electrician certificate	15	-15		
Hospitality and Event Planning certificate	15			15
Bachelor of Arts (Criminal Justice)	36	9	155	200
Diploma in Agriculture Technology	30			30
Bachelor of Business Administration		220	100	320
Applied Business Technology		50		50
Engineering Transfer		5		5
Bachelor of Computer Information Systems		70	30	100
Bachelor of Science			30	30
Graphic and Digital Design diploma			12	12
<b>Total UFV Skills Gap Plan FTE Target</b>	<b>141</b>	<b>324</b>	<b>327</b>	<b>792</b>

## UFV India Global Education Strategic Plan 2016-2021

The University of the Fraser Valley has a longstanding connection with India, and particularly the Punjab region. UFV's Centre for Indo-Canadian Studies was established in 2006 with considerable community support. This was followed in 2007 with the establishment of the BC Regional Innovation Chair on Canada-India Business and Economic Development which was supported by the B.C. government and private donors. In 2006 UFV began offering the Bachelor of Business Administration (BBA) program to Indian students in Chandigarh. The first cohort of the Bachelor of Computer Information System students began in the fall of 2015, and the Management Post-Degree certificate began in winter 2016. Students elect to either finish their degree in Chandigarh or relocate to UFV in Canada to complete their program.

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

### VISION

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

### MISSION STATEMENT

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

## VALUES

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

## STRATEGIC GOALS

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



*UFV India celebrates 10 years*



## BOX 2: UFV CELEBRATES CHANDIGARH CAMPUS 10th ANNIVERSARY

The University of the Fraser Valley celebrated 10 years in India on March 19.

Students, parents, alumni, faculty, staff and distinguished guests formed an audience of 700 for the annual awards ceremony, which has special significance in this milestone year. UFV opened its location at the 16.5-acre campus of Goswami Ganesh Dutta Sanatan Dharma College Chandigarh (GGDSD College) in 2006.

UFV is the only Canadian university operating a campus in India.

“Ten years ago we brought one of Canada’s finest undergraduate universities into the heart of the Punjab,” says UFV President Dr. Mark Evered. “We are so grateful for the outstanding work of the faculty and staff who turned our vision into reality, for the support of our provincial government and the Canadian Consulate of northern India, and for the support of our friends and colleagues at GGDSD College. Together we take great pride in the success of our students and alumni.”

Evered adds, “UFV has built an education gateway between India and Canada to better prepare students for a world where success depends increasingly on international knowledge, experience, and collaboration.”

UFV’s Chandigarh campus grew to over 200 students this year. With a focus on applied learning, students are enrolled in UFV’s Bachelor of Business Administration, Bachelor of Computer Information Systems, or post-degree certificate in Management. Students may complete their studies in India, or transfer between UFV Canada and India during their studies. The credits are transferable and recognized across North America. With close to 70 formidable student exchange partnerships around the world, students can opt for global exposure by doing a semester or two with UFV’s partner institutions.

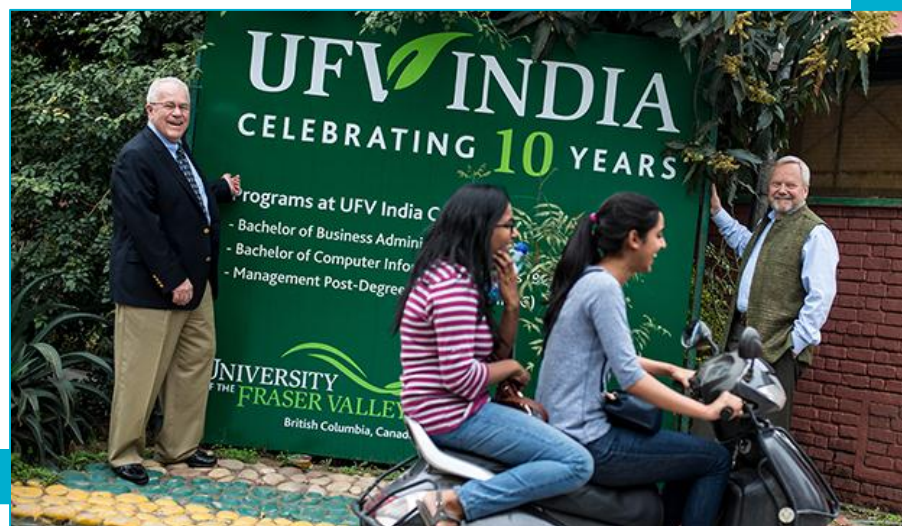
The Fraser Valley region has the highest proportion of people with Indian descent in any Census Metropolitan Area in Canada. UFV’s main campus is located in the city of Abbotsford, which is also home to the oldest Sikh Temple in the western hemisphere, designated a Canadian National Historic Site.

“We launched a UFV campus in Chandigarh 10 years ago to strengthen ties between the Fraser Valley and the Punjab, and I am so proud to see how successful it has become,” says UFV President Emeritus Dr. Skip Bassford. “Canada’s rapidly growing communities of Indian descent are crucial to the economic, cultural, social and political spheres of our country. With our campus in Chandigarh, and our Centre for Indo-Canadian Studies in Abbotsford, UFV has become a vital bridge between India and Canada, and a tremendous leader in Canada-India relations.”

Replete with state-of-the-art classrooms and computer labs, a student lounge and café, UFV Chandigarh has hosted a long list of dignitaries, including a Prime Minister of Canada, the federal Minister of International Trade & Minister for the Asia-Pacific Gateway, two British Columbia Premiers, and several cabinet ministers.

Now with more than 100 alumni who began their studies in India, the UFV Alumni Association launched the Chandigarh chapter earlier this year, UFV’s first international alumni chapter. The campus also launched a co-operative work experience program for students, as well as a second official transcript to validate student learning outside of the classroom.

*Former and current UFV presidents Skip Bassford (left) and Mark Evered (right) celebrate 10 years in India for UFV.*



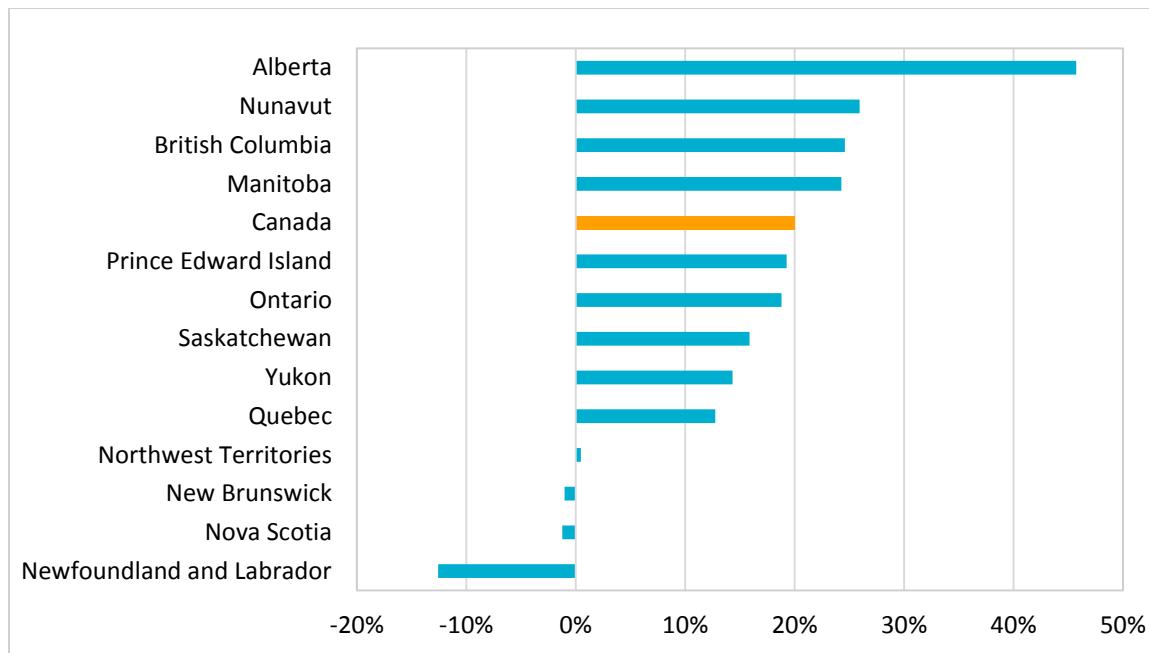
## 1.2 STRATEGIC CONTEXT

### 1.2.1 Demographics

#### British Columbia

The latest projections indicate that British Columbia's population has the third highest projected population growth rate in Canada (as of July 1, 2015 population projections from Statistics Canada). As discussed in the section on the economy, the continued depressed price of crude oil will result in migration from Alberta to B.C., making the projection for Alberta fall and that for B.C. to increase. Figure 2 shows that for the period 2016 to 2038, B.C.'s population is expected to grow by 24.6%, exceeding the 20% growth rate for all of Canada.

**Figure 2: Projected Percent Change in Population, 2016-2038**

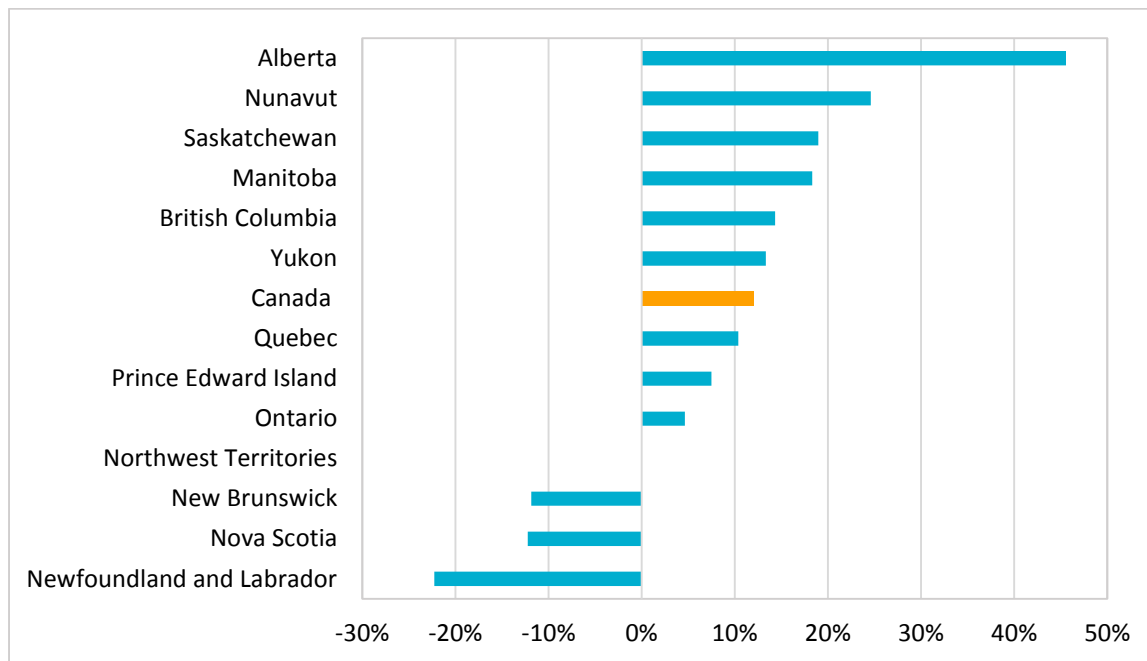


Source: Statistics Canada (CANSIM) Table 0052-0005, accessed 10 May 2016

UFV has students ranging in age from 17 to 70, but over two-thirds (69%) of UFV students are aged 24 and under; the proportion of FTEs for these students is higher still since younger students tend to take more courses than do older students. Figure 3 illustrates that British Columbia's university aged population (defined here as 15-24 year olds) is expected to increase 14.3% from 2016 to 2038, higher than the rate for all of Canada at 12%. For all but two provinces and territories, the growth rate in their overall population exceeds their growth rate for 15-24 year olds; this reflects Canada's aging population. The growth rates across Canada tend to decline going from west to east: Western Provinces are highest, followed by Quebec, Prince Edward Island and Ontario, while the remaining Atlantic Provinces experience population declines as people move west for economic opportunity and employment.



**Figure 3: Projected Percent Change in Population, Ages 15-24, 2016-2038**

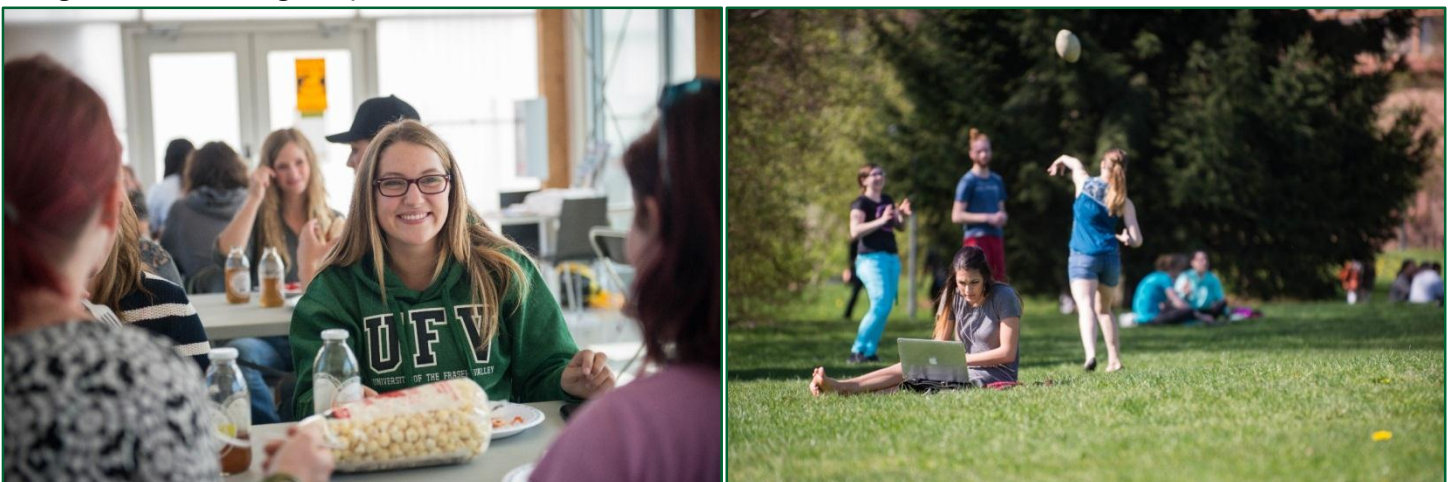


Source: Statistics Canada (CANSIM) Table 0052-0005, accessed 3 May 2016

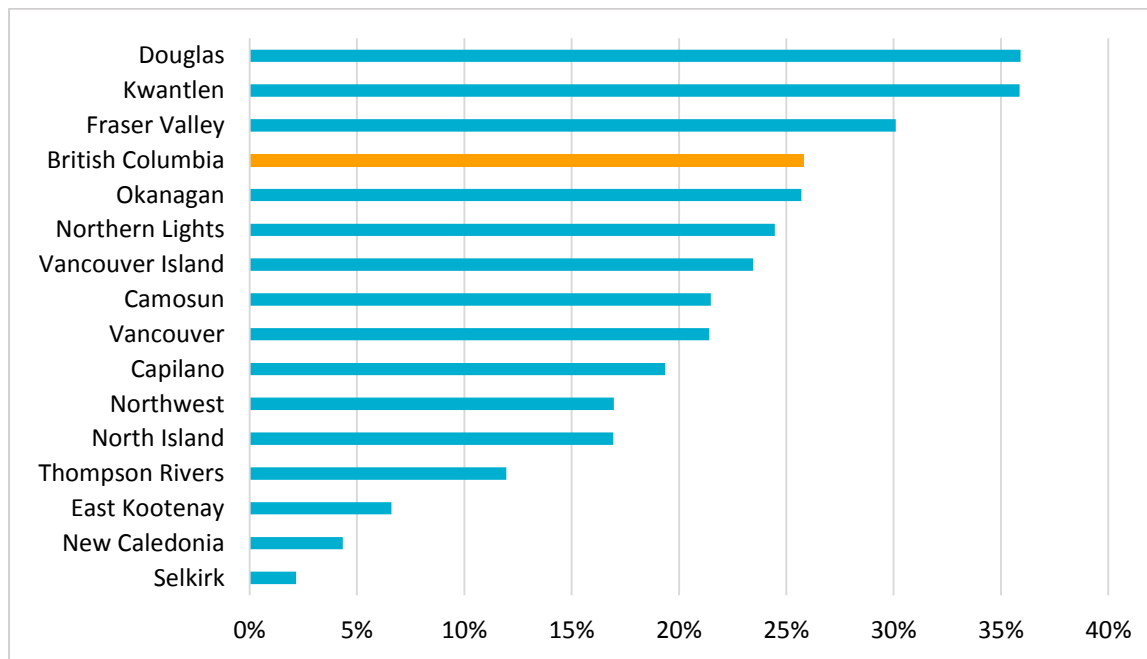
During the period 2016-2038, all provinces will see at least a temporary decline in 15-24 year olds, resulting in increased competition for students by Canadian universities. B.C. is expected to take until 2025 to have the same number of 15-24 year olds as it has in 2016; this is also the case for Saskatchewan and the Yukon. Alberta is expected to have the quickest recovery, having the same number of 15-24 year olds by 2018, and continuing to increase through 2038. Nunavut and Manitoba are expected to reach their 2016 populations in eight years or less, while PEI, Quebec, and Ontario expect to take 10 or more years to reach the same number of 15-24 year olds as they currently have.

### The Fraser Valley

The Fraser Valley and surrounding areas are the fastest growing College Regions in B.C. As observed in Figure 4 of Ministry defined College Regions in B.C., the Fraser Valley has the third highest projected population growth rate, at 30.1% from 2016 to 2038. Douglas and Kwantlen, College Regions that neighbour the Fraser Valley, have the highest expected growth rates over this period, each at 35.9%. The overall B.C. growth rate during this period is 25.8%.



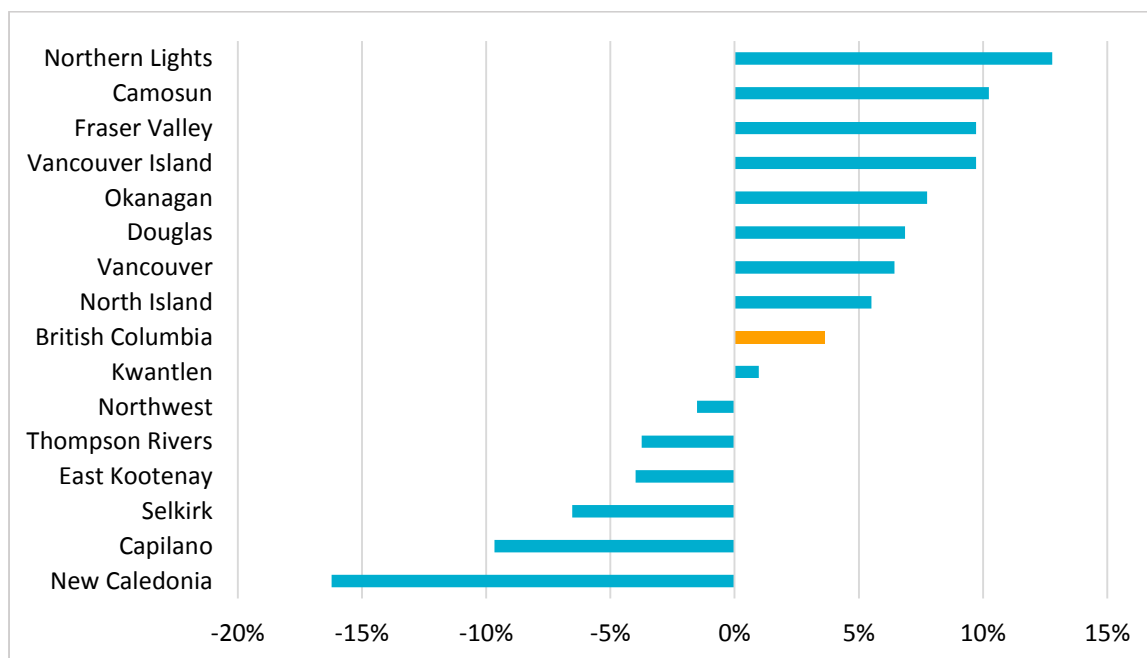
**Figure 4: Projected Percent Change in BC College Region Populations, 2016-2038**



Source: BC Stats PEOPLE database by College Region, accessed 10 May 2016

Figure 5 illustrates that for university aged populations aged 15-24, the Fraser Valley again expects the third highest growth rate in the province at 9.7%, the Northern Lights and Camosun College Regions expect the highest growth rates at 12.8% and 10.2% respectively, while the provincial average is 3.6%.

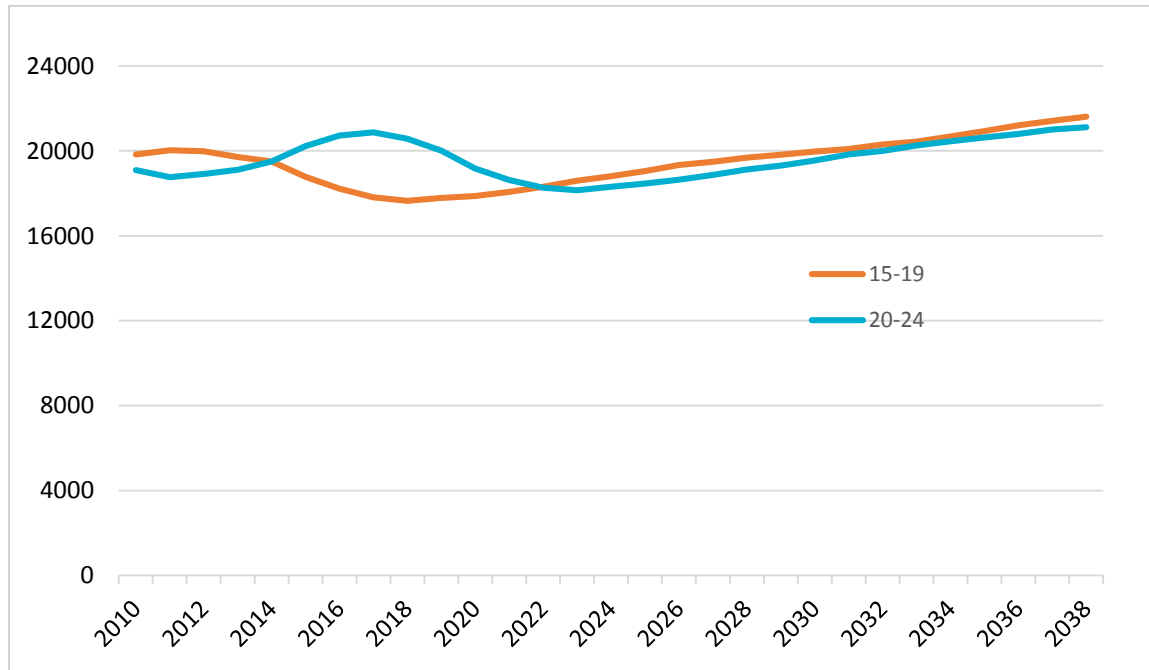
**Figure 5: Projected Percent Change in BC College Regions, Ages 15-24, 2016-2038**



Source: BC Stats PEOPLE database by College Region, accessed 10 May 2016

The temporary decrease of 15-24 year olds in B.C. is also occurring in the Fraser Valley, as seen in Figure 6. The number of 15-19 year olds has been slowly declining since 2011; this is expected to continue until 2018 when the number will reach its nadir and begin to increase. The number of 20-24 year olds is expected to begin to decline in 2018, bottom out around 2023, and increase thereafter. As expected, the 20-24 year old pattern is similar to that for the 15-19 year olds, just shifted forward by some five years.

**Figure 6: Projected Population in the Fraser Valley College Region, Ages 15-24, 2010-2038**



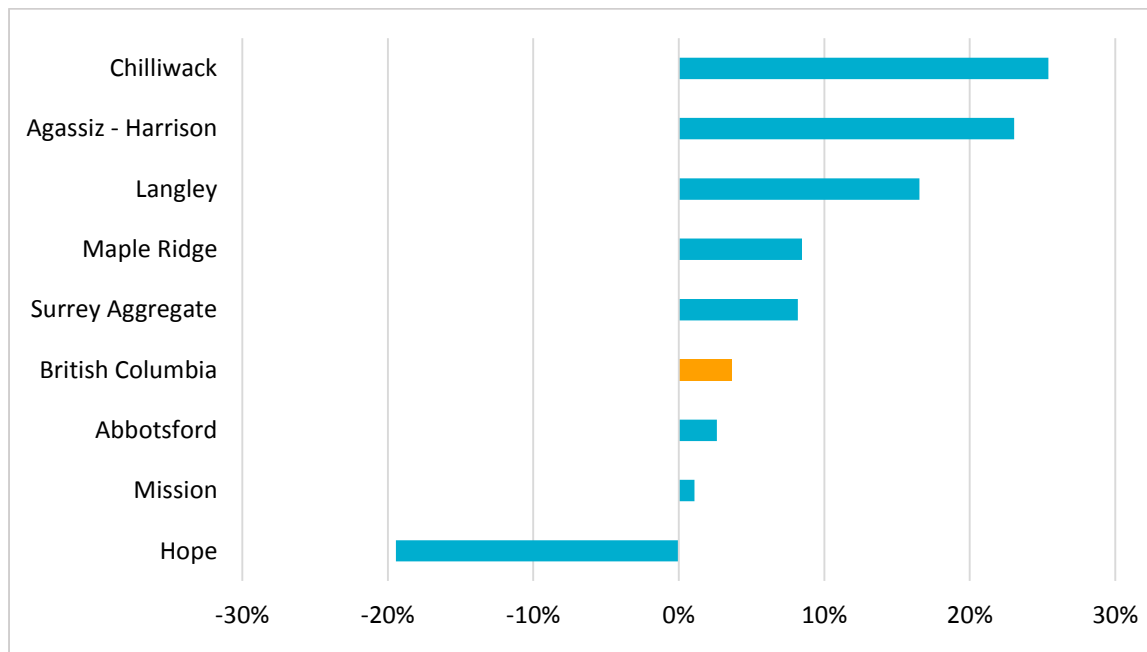
Source: BC Stats PEOPLE database by College Region, accessed 10 May 2016

Of the eight Local Health Areas (which are smaller than College Regions) that are major sources of UFV students, seven are expected to see growth in the population of 15-24 year olds between 2016 and 2038. The only area whose population is expected to decline during this period is Hope, whose population represents a small share of UFV students. As seen in Figure 7, the largest percent increase between 2016 and 2038 is expected in Chilliwack, whose population of 15-24 year olds is expected to increase by 25.4%, followed by Agassiz-Harrison (23.1%) and Langley (16.5%).



National Aboriginal Day 2015

**Figure 7: Projected Percent Change in Population by Selected Local Health Areas, Ages 15-24, 2016-38**

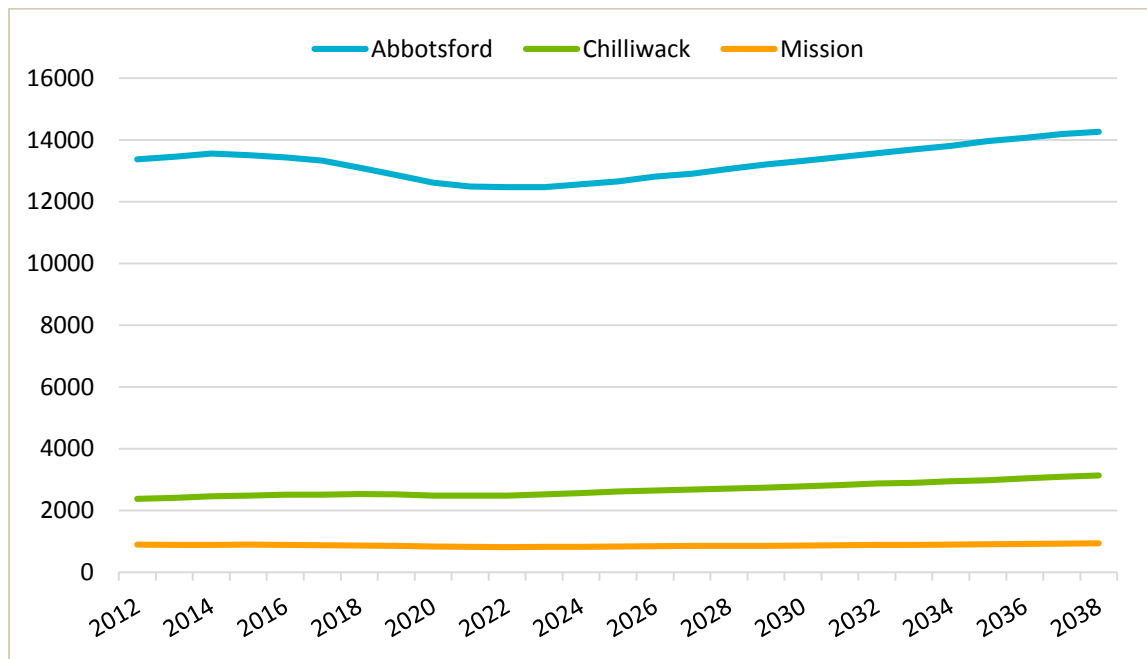


**Source: BC Stats PEOPLE database by Selected Local Health Areas, accessed 11 May 2016**

An internal report analyzed population projections and demographics to gauge future student demand at the three main UFW campuses. Interestingly, there appears to be no significant relationship between students' locations of residence and the campus they attend. The campus attended by a given student is likely more connected to the location of the program he or she is taking. Figure 8 shows what the demand would be at each campus were each student to attend the campus closest to where he or she lives. The analysis suggests that growth in student demand between 2016 and 2038 will be greatest for Chilliwack, followed by Abbotsford, and Mission. Of course programs can be moved between campuses, and decisions on locations of programs are important aspects of UFW's long-term planning considerations.



**Figure 8: Projected Student Demand per UFV Campus, Ages 15-24, 2012-2038**



Source: BC Stats; UFV Fact Books

The recent Rental Market Report for Vancouver and Abbotsford-Mission Census Metropolitan Areas (CMAs) produced by the Canada Mortgage and Housing Corporation (CMHC) in the fall of 2015 reveals that the apartment vacancy rental rate in the Abbotsford-Mission CMA has declined significantly in the past year. The Abbotsford-Mission CMA has the third lowest vacancy rate across the country: standing at 0.8% in October 2015, compared to 3.1% in October of 2014. This is the lowest vacancy rate recorded since 1990 for this area. UFV students contribute to the demand for rental accommodation in areas surrounding its campuses. This decrease in rental availability may present challenges to UFV students in obtaining accommodation. The University of the Fraser Valley and the City of Abbotsford are working together to develop the UDistrict Neighbourhood Plan and UFV Campus Plan, which will help guide future development and growth of the UFV campus and surrounding neighbourhood, including housing, which will help address this issue.

According to National Household Survey statistics, Abbotsford-Mission is the fifth most ethnically diverse Census Metropolitan Area (CMA) in the country, behind only Toronto, Vancouver, Montreal and Calgary. The population of the Fraser Valley is also diverse in terms of immigration status, Aboriginal status, and religion. Twenty-five percent of the population of the Abbotsford-Mission CMA identifies as a visible minority according to the 2011 National Household Survey. Within that twenty-five percent, the majority of the visible minority population in Abbotsford-Mission is of South Asian origin, accounting for 75% of visible minorities. The next largest group of visible minorities in Abbotsford-Mission is of Chinese descent, with 5% of the visible minority population. The domestic student population of the University of the Fraser Valley is reflective of the diversity of the population in the community. This year, the university hosted over 1,100 international students on its Canadian campuses. UFV's campus in Chandigarh, India is an ongoing example of the many linkages between UFV and the world beyond its borders. UFV strives every day to extend a warm welcome to students of any cultural or religious background, and to create an atmosphere in which all students feel at home. UFV is committed to providing a learning environment that is inclusive, welcoming and engaging for all. The university is proud of its success in achieving this goal; evidence for

this is seen in UFV's high rating in categories of Quality of Interactions and Discussions with Diverse Others in the 2013 National Survey of Student Engagement survey.

### **Multi-campus operations**

UFV has locations in four Fraser Valley communities, with campuses in Abbotsford, Chilliwack, and Mission, as well as a centre in Hope that also serves Agassiz, and a presence in Chandigarh, India. During 2015/16, 64% of FTEs were generated at UFV's main campus in Abbotsford, 21% at the Canada Education Park (CEP) campus, while the remaining 15% were online or at our other campus locations.

In a concerted effort to increase student access and support student success, scheduling of courses on each campus is done in a coordinated manner to allow students to take several classes in the same day, on the same campus, in an optimal manner. For those students and faculty that travel between the Abbotsford and Chilliwack campuses, or requiring transportation from Langley to the Abbotsford campus, the Campus Connector shuttle service provides a safe, convenient, and environmentally friendly commuting option. The Campus Connector shuttle service has been operating between the Abbotsford and Chilliwack campuses since the summer of 2013, and from Langley to Abbotsford since the winter of 2015.

The size of the student population and the high utilization on UFV's Abbotsford campus continues to create certain challenges in terms of existing infrastructure. This year, the university realized its first student-focused space on the Abbotsford campus. On September 8, 2015 the University of the Fraser Valley and the UFV Student Union Society (SUS) officially opened the university's first Student Union Building (SUB). The leading edge \$17.3 million, 46,700 square foot SUB represents the culmination of a collaborative design and construction effort that began in 2008, providing students with a space that encourages student engagement and connections. While this new student space provides students with a much needed place to gather, collaborate, and socialize, the space crunch in Abbotsford is still very apparent, and continues to present real challenges for the university. The space utilization rate at the Abbotsford campus is currently 111% and will likely increase in the future. It is difficult to schedule all classes at times that are optimal for students. It is problematic to block off times without classes to allow faculty to meet since all times need to be used to accommodate student demand. Perhaps most importantly, a common feature of university life is informal meetings and discussions of students and faculty – among themselves or with each other. These interactions typically happen in an empty classroom. On the Abbotsford campus, none of these empty classrooms exist. We are optimistic that there will be further progress towards easing some of the space crunch with the addition of the projects detailed in UFV's Five-Year Capital Plan.



*New Student Union Building on the Abbotsford Campus*

## BOX 3: NEW STUDENT UNION BUILDING OPENS UP ON UFV ABBOTSFORD CAMPUS

On Sept 8, 2015, the University of the Fraser Valley and the UFV Student Union Society (SUS) officially opened the university's first Student Union Building (SUB) on the Abbotsford campus.

The leading edge \$17.3 million, 46,700 square foot SUB incorporates LEED Gold principles in an environmentally efficient design and houses a variety of student-focused services, clubs, restaurants, and spaces. The Student Union Society oversees two-thirds of the building space with administrative responsibility for the operation of the facility including room rental, booking, space allocation for clubs, and restaurant operations. The SUS offices are located on the first floor of the new complex.

UFV occupies one third of the building's footprint; the other portion of the building contains student-focused services including Advising, the Career Centre, Student Life, and Aboriginal Access Services.

"We're very excited about the SUB because there has been no purely student-focused space on campus until now and this is going to be extremely student-focused. It will be a one-stop shop — students can meet, eat, hang out, and access services here," SUS President Thomas Davies said. "We wanted to create a place that encourages student engagement and connections, and I think we have achieved it."

UFV President Mark Evered said that the new SUB will inspire creativity and collaboration.

"Our students have guided the creation of a vibrant, engaging, environment that blends seamlessly the spaces for service, support, and learning. I have no doubt that this will become the academic social centre of our Abbotsford campus, the kind of setting that almost demands creative conversation and collaboration."

Craig Toews, UFV Executive Director of Campus Planning and Resource Development, has been working with SUS on this project since 2008, and is very pleased to see this long-anticipated project come to fruition.

"This is a great example of cooperation, building on our great relationship with SUS leadership," he said. The building was financed on a cost-shared basis with UFV students contributing \$10 million in funding through a \$35 per semester fee and the university providing the balance of funding.

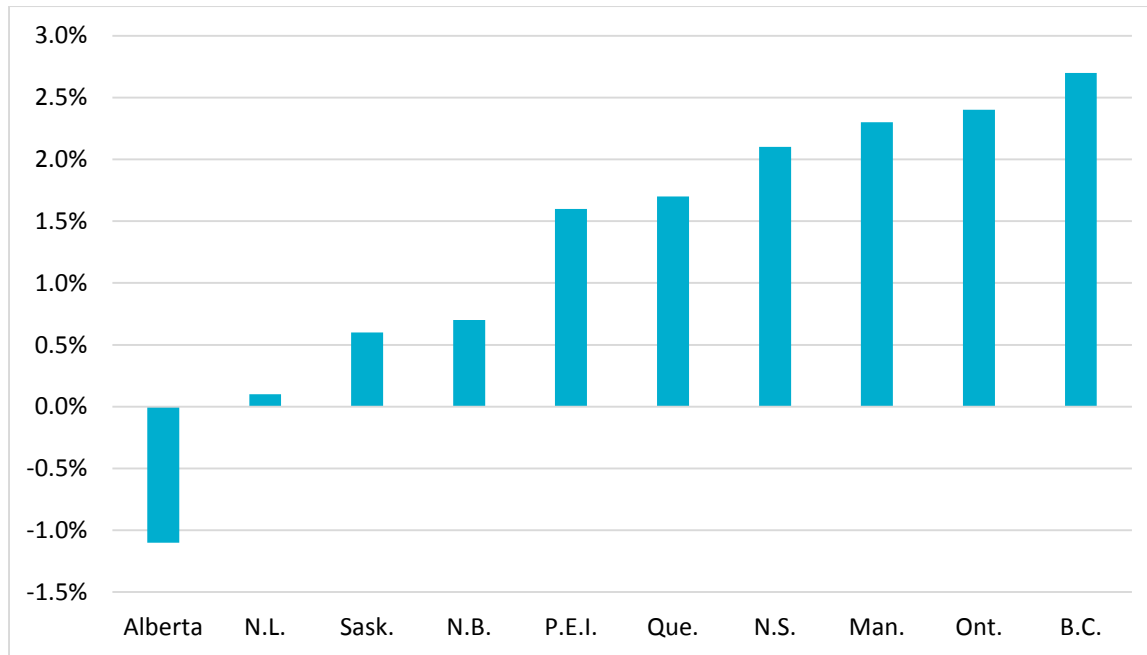


*UFV President Mark Evered and Student Union President Thomas Davies cut the ribbon to open new Student Union Building on the Abbotsford campus*

## 1.2.2 Economy and the Labour Market

Real GDP growth in B.C. is forecast to be 2.7% in 2018 making the province the fastest growing economy in Canada. Figure 9 shows that Alberta's economy is expected to contract by 1.1%, with all other provinces having a positive growth rate. The contraction in Alberta is largely a result of the collapse in oil prices which began in late 2014. Alberta produces almost half of the oil in Canada and oil is, by far, Canada's largest valued commodity, both in terms of production and exports.

**Figure 9: Projected Growth Rates in Real GDP (%) by Province, 2016**



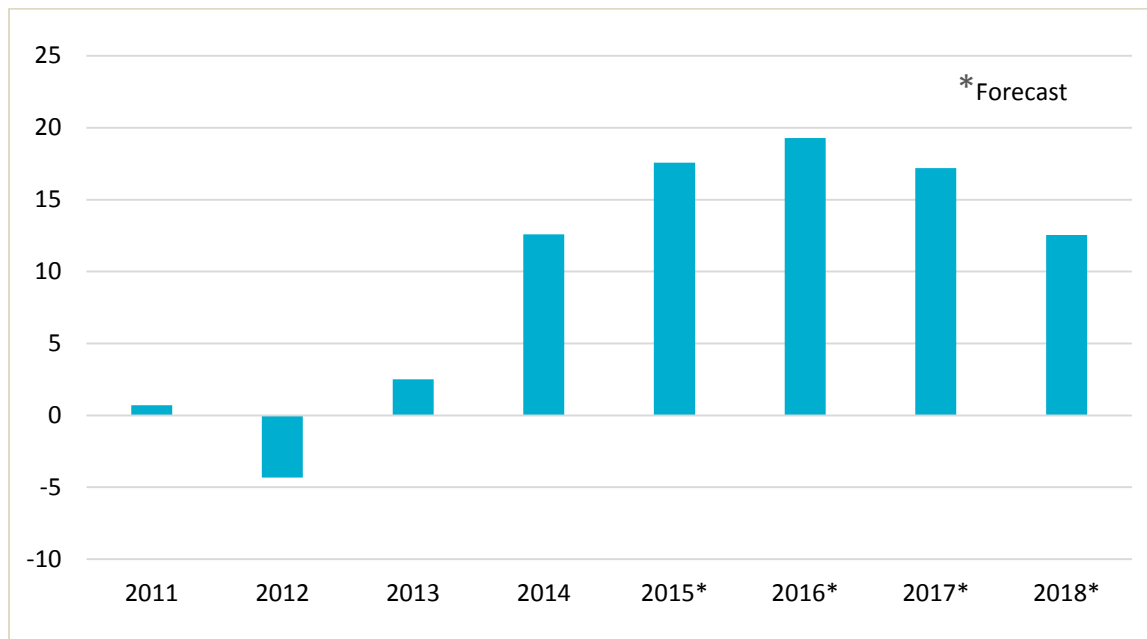
**Source: The Conference Board of Canada, Statistics Canada**

Despite low prices for commodities such as natural gas, coal, and copper, B.C. is expected to post its fourth consecutive budget surplus. Strength in manufacturing, retailing, technology, trade, and film have helped propel the province's diverse economy. Film production has been a particular bright spot as projects have increased with the help of a lower Canadian dollar. Population growth and growth in tourism will also contribute to economic growth in B.C.

As Alberta gets hit by depressed oil prices, thousands of workers are moving westward. "We are attracting people from other provinces who are seeking a safe harbour from economic storms," said B.C.'s Finance Minister, Mike de Jong. "In the third quarter of 2015, B.C. saw the highest quarterly level of net interprovincial migration since 1995. We had a net inflow of more than 6,315 people from other regions of Canada, and yes, more than one-third of those arrived from Alberta." Figure 10 illustrates net interprovincial migration for B.C. The migration of people to British Columbia comes from both other provinces and from international migration. This year alone, almost 50,000 newcomers are forecast to move to B.C., with over 30,000 of those coming from other countries.



**Figure 10: Interprovincial Migration to (or from) BC, 2011-2018 (in 000's)**



**Source: The Conference Board of Canada, Statistics Canada**

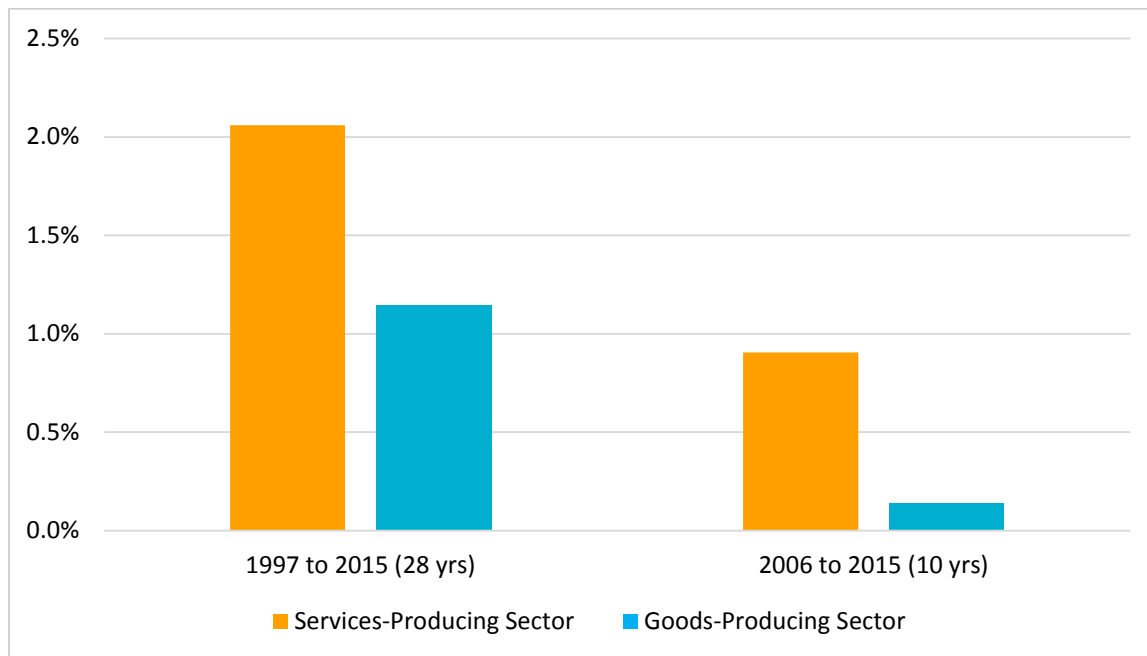
B.C.'s economy and labour market are overwhelmingly service-based. The share of the economy made up of the service sector has been rising over time and appears to have stabilized at around 80%: it was 75.3% in 1987, 80% in 2000, and 80% again in 2015. In 2015, nearly 460,000 British Columbians were employed in goods-producing sectors, while some 1.85 million found employment in service-oriented fields.

Figure 11 shows the average annual growth rate in employment in the services producing sector versus the goods producing sector over 28 year and 10 year periods. The growth rate of the services sector is higher than the goods sector for both periods, in fact, over the last 10 years, the goods sector has hardly grown at all. The dominant position of the services sector is a common feature of major advanced economies. UFV programming and curriculum recognize this: well-paid, stable jobs in advanced economies require skill development, be it technical, interpersonal, or managerial.



**School of Business breakfast 2016**

**Figure 11: Average Annual Growth Rates in Employment in BC by Sector**



Source: Statistics Canada, Labour Force Survey, Prepared by BC Stats, April 2016

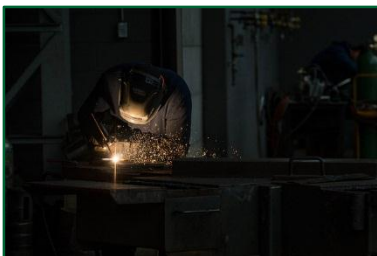
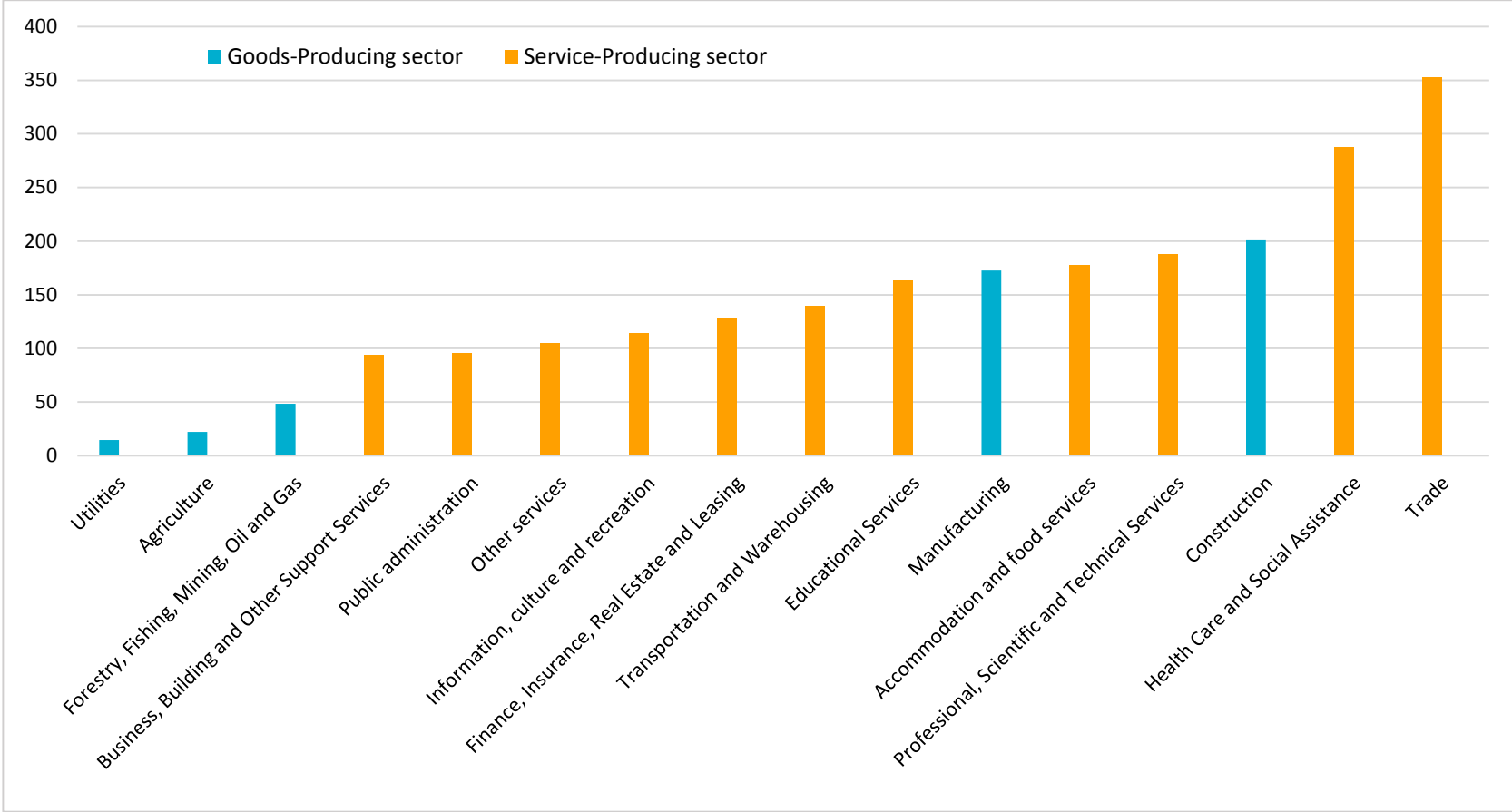


Figure 12 disaggregates data by presenting data by industry. Agriculture, Forestry, Fishing, Mining, Oil and Gas; Utilities; Construction; and Manufacturing are the industries that constitute the goods producing sector, the other industries are all in the service producing sector.

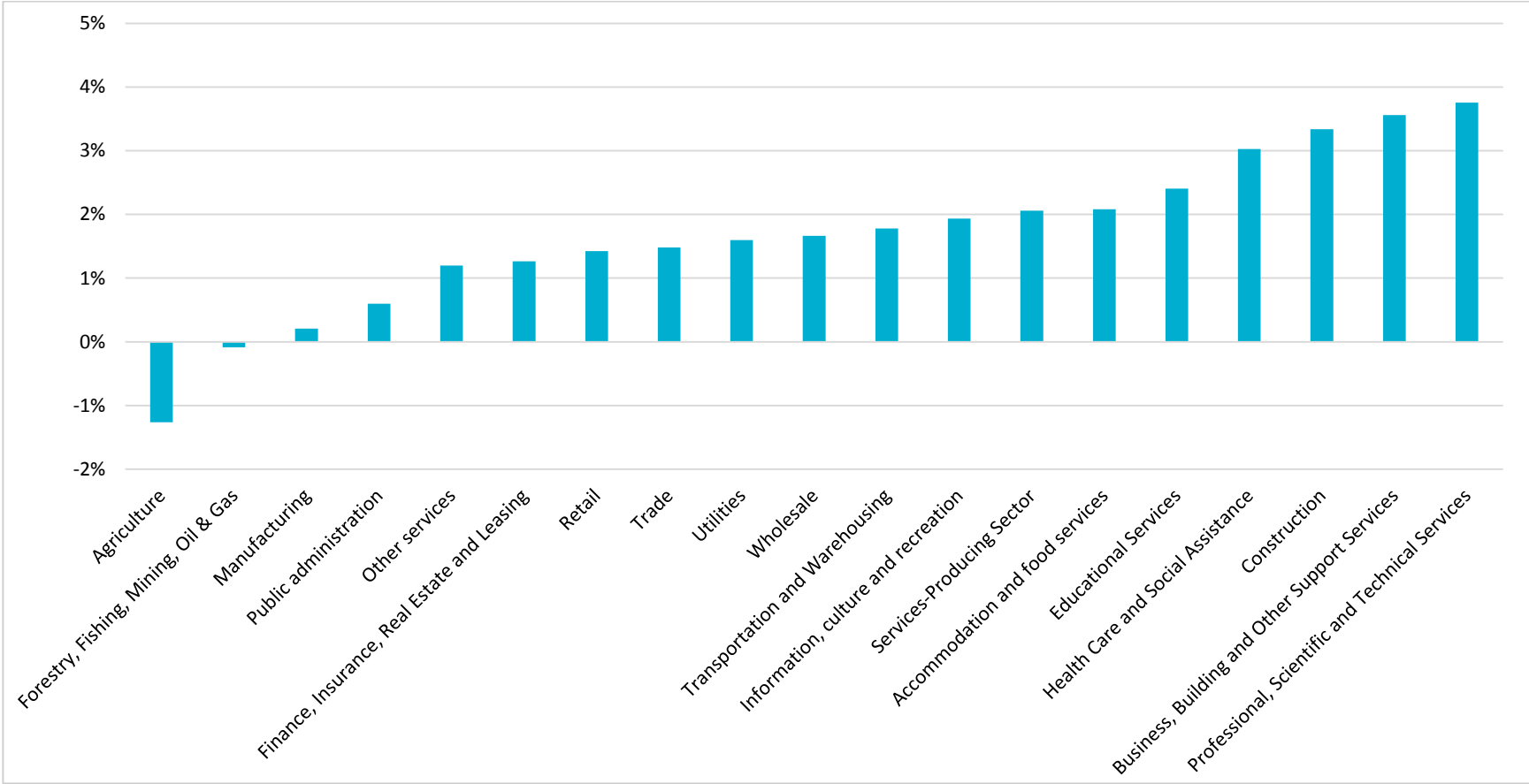
**Figure 12: Employment by Industry in BC, 2015 (in 000's)**



Source: Statistics Canada, Labour Force Survey, Prepared by BC Stats, April 2016

The industries with the largest growth rate from over the last year were Information, culture and recreation; Business, Building and Other Support Services; Health Care and Social Assistance; and Manufacturing, all up over 6%. The industries which declined included Agriculture, which fell by 8.6%, and Finance, Insurance, Real Estate and Leasing which declined by 6.3%. Figure 13 shows that since 1987, the fastest growing industries were Health Care and Social Assistance; Construction; Business, Building and Other Support Services; and Professional, Scientific and Technical Services, all growing at over 3% per year.

**Figure 13: Average Annual Growth Rate (%) in BC, by Industry, 1987 to 2015**

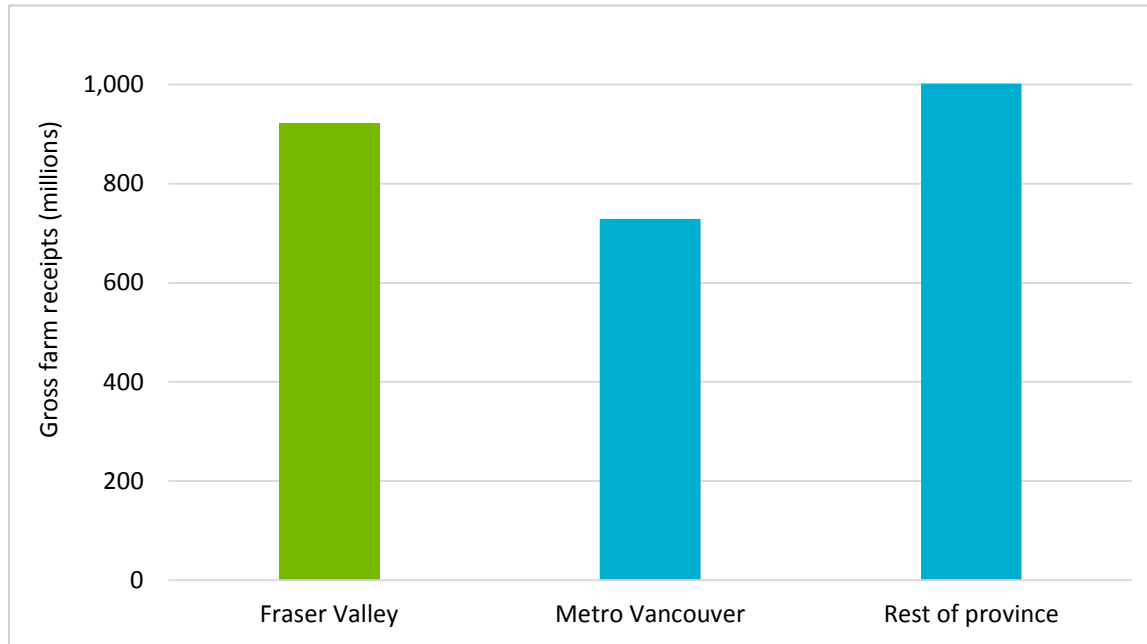


Source: Statistics Canada, Labour Force Survey, Prepared by BC Stats, April 2016

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

Figure 14 illustrates that the Fraser Valley Regional District ranks first in B.C. in gross farm receipts, generating almost \$1 billion in 2005 on only 1.6% of the province's Agricultural Land Reserve lands.

**Figure 14: Provincial Gross Farm Receipts (2005)**



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

Looking at the broader provincial context, WorkBC states that B.C.'s economy is "becoming increasingly focused on small business and services, with the service sector providing almost four-fifths of our jobs." More than three quarters of projected new job openings, whether in the service sector or resource development, will require some form of post-secondary training. The University of the Fraser Valley is well-poised to continue responding to the changing needs of these labour markets. The unique mix of programs hosted at UFV, which includes developmental programs, baccalaureate programs, trades, and continuing education means that students graduating from UFV will be well-prepared to find their place in B.C.'s skilled labour market. In addition, through the Skills Gap Plan, UFV and other public post-secondary institutions in B.C. have been working with the provincial government to review program offerings with a view to the needs of the labour markets of the future, including meeting regional needs, and to fill existing skills gaps that will ensure improved matches between the needs of B.C.'s economy and the skills and abilities of its workers.

## BOX 4: CONVO-PROPOSAL 2015: A CREDENTIAL AND MORE FOR ONE UFV GRADUATE

For student Sasha Morneau, crossing the stage and shaking UFV President Mark Evered's hand during her convocation ceremony was much more than the end of her undergraduate degree – it was the end of a long and arduous journey.

During her time at UFV, Sasha persevered through a series of hurdles that might have stopped others in their tracks. A devastating car accident left her with partial paralysis of her hands, but she worked around it, even learning to write with her opposite hand. The following year, a brain tumor, surgery, and a bout of depression nearly ended her academic dreams. Through it all, Sasha persevered and with the help of her family and her boyfriend, Brett Taylor, she completed her Bachelor of Arts degree in psychology.

And so she came to the UFV stage to celebrate the end of an eight-year epic. Her name was called. She shook hands with the president. She exchanged smiles and hugs with her instructor and then walked across the stage and toward a new chapter in her life.

Waiting for Sasha at the end of the line on stage was her boyfriend Brett, not wearing a convocation gown, but a Hawaiian shirt, shorts, and a big smile.

He dropped to one knee and asked for her hand in marriage.

While the huge audience in the Abbotsford Centre cheered, Sasha turned the page on a new chapter in her life by saying “yes.”

The convocation proposal was caught on video and soon went viral on UFV's Facebook page with over 14,000 views in two days. Global TV and CTV both ran news stories featuring the couple and the event.

The unique proposal was a first in UFV's 40-year history and was heartily approved by President Mark Evered, who was the first to congratulate the couple on stage. Brett found the experience a bit surreal.

“I had all these things I wanted to say, but then I saw her and heard the crowd, and I realized I was in sensory overload, so I just got down on one knee. It was incredible! Everyone was so supportive and the love was felt all around. Thanks to UFV for letting it happen.”

After catching her breath, reuniting with her family, and showing off her new ring and degree, Sasha is making plans for the next step in her education – a master's degree – and a wedding in September of 2016.

*Brett Taylor proposes to Sasha Morneau during UFV Convocation*



### 1.2.3 Students

#### **Student demographics**

A total of 14,221 students attended UFV in 2015/16 – 12,873 domestic students, 1,105 international students, and 243 students in Chandigarh. Bachelor's Degree students make up the largest portion and their share continues to increase each year. From 2010/11 to 2014/15, the bachelor student headcount increased by 26% and their share rose from 29.8% to 41.1%. The portion of diploma students has fallen from 33.4% to 28.0% over the same time period.

One SEM Plan goal is to better support students who were previously enrolled in program paths; the goal for the majority of these students was to enter a regular program. Qualifying Studies will better help students achieve this goal through mandatory academic advising and other university support services. In winter 2016, Qualifying Studies commenced while the program paths were discontinued. The university continues to see increasing numbers of students in academic programs and fewer students in preparatory programs. Figures 15 and 16 illustrate these trends; showing the share of student headcount by credential type and student headcount by credential type, over the last six years.

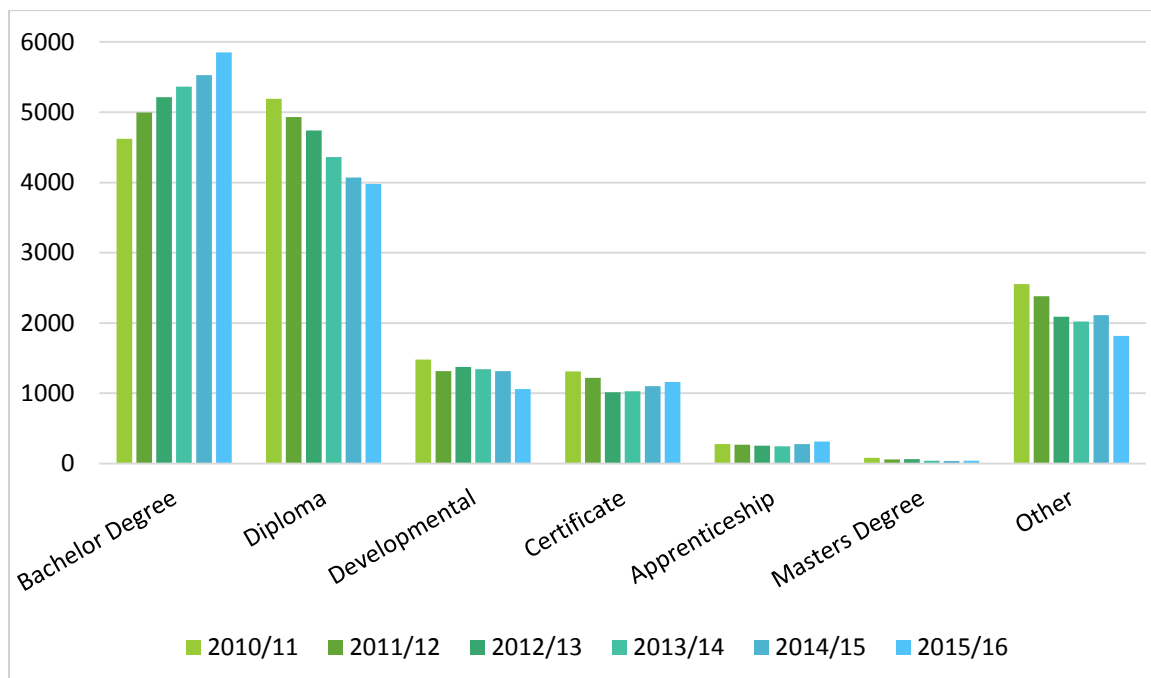


*UFV Nursing graduates, May 2016*

**Figure 15: Student Headcount Share by Credential Type**

Credential/Year	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Bachelor's Degree	29.8%	32.9%	35.3%	37.2%	38.3%	41.1%
Diploma	33.4%	32.5%	32.1%	30.3%	28.2%	28.0%
Developmental	9.5%	8.7%	9.3%	9.3%	9.1%	7.5%
Certificate	8.5%	8.0%	6.9%	7.1%	7.6%	8.2%
Apprenticeship	1.8%	1.8%	1.7%	1.7%	1.9%	2.2%
Master's Degree	0.5%	0.4%	0.4%	0.3%	0.2%	0.3%
Other	16.5%	15.7%	14.2%	14.0%	14.6%	12.8%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Figure 16: Student Headcount by Credential Type, 2010/11 to 2015/16**



The male to female ratio is 43:57, while students aged 18 to 24 make up the largest percentage of the student body at 61%; 31% of students are 25 and older. Figure 17 shows that the proportion of students attending UFV full time (defined as taking three or more courses in a semester) has continued to increase each year; rising from 44.3% in 2010/11 to 50.1% in 2015/16.

**Figure 17: Students by Full-time or Part-time Status**

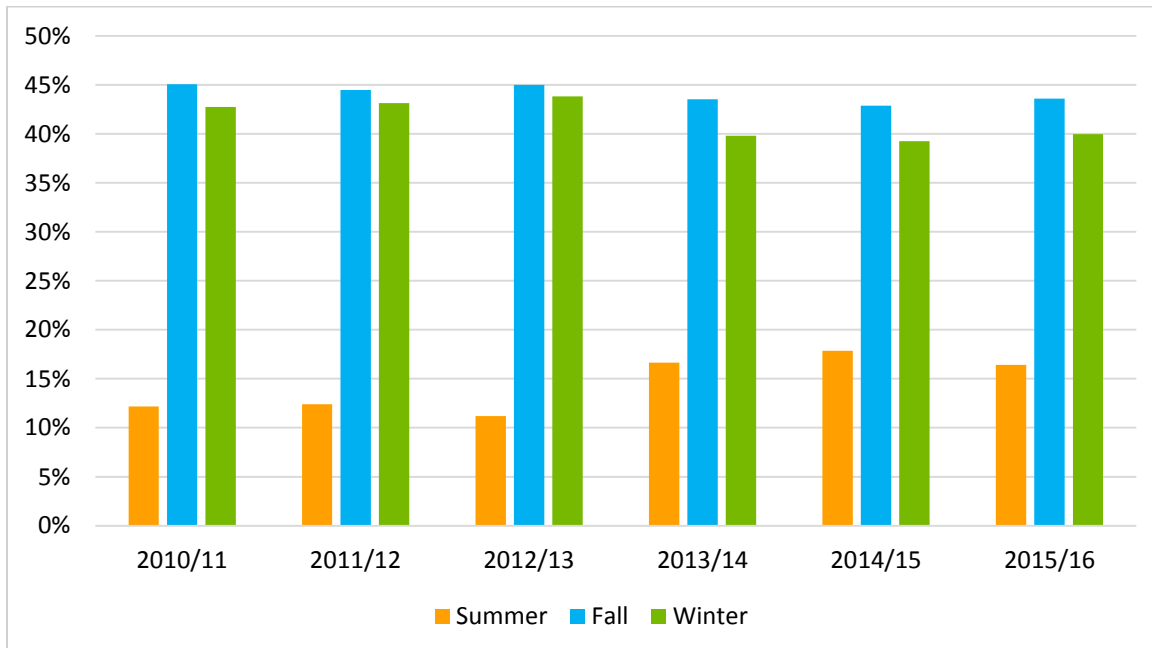
Student Type/Year	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Full-time	44.3%	45.6%	45.9%	47.2%	48.5%	50.1%
Part-time	55.7%	54.4%	54.1%	52.8%	51.5%	49.9%



Fall and winter are the most popular semesters, making up almost 84% of instructional activity. Figure 18 shows a slight change in the distribution of instructional activity across semesters for 2015/16 as compared to 2014/15, with a 1.5% decrease in the share of summer instructional activity, a 0.7% increase in fall, and 0.8% increase in winter.

**Figure 18: Registration Shares by Semester**

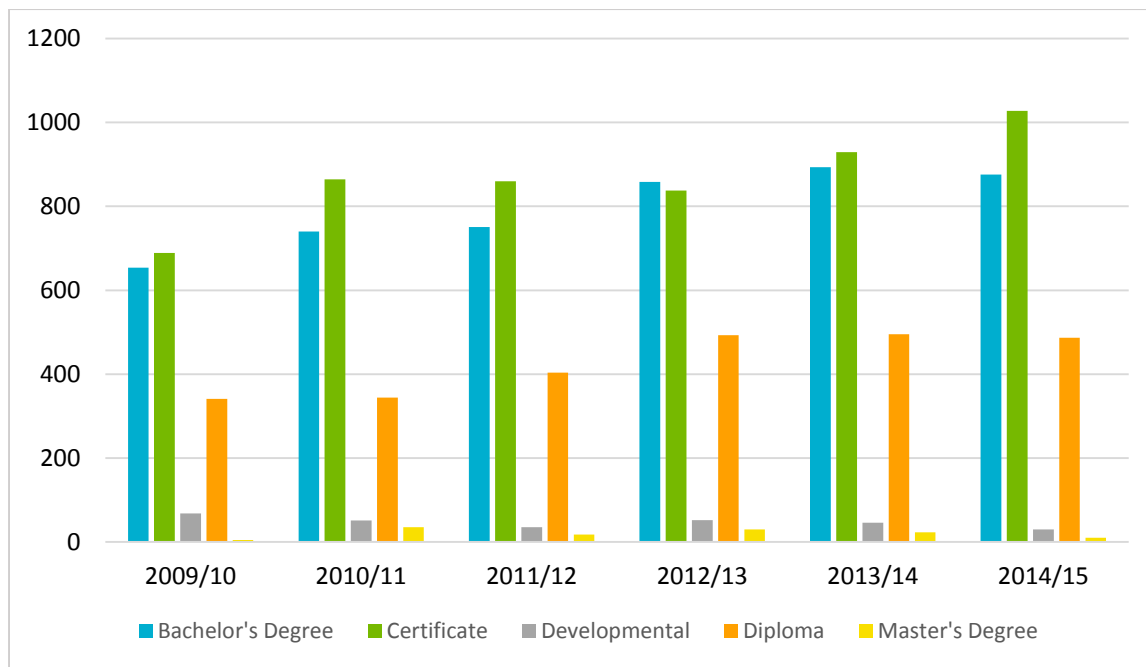
Semester/Year	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Summer	12.2%	12.4%	11.2%	16.7%	17.9%	16.4%
Fall	45.1%	44.5%	45.0%	43.5%	42.9%	43.6%
Winter	42.7%	43.1%	43.8%	39.8%	39.2%	40.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



The number of graduates at UFV continues to increase, rising from 1,757 in 2009/10 to 2,431 in 2014/15, an increase of 33.9%. The number of bachelor degree graduates decreased slightly in 2014/15 compared to 2013/14, as well as the number of diploma and master’s degree graduates. However, the number of bachelor degree and diploma graduates has increased substantially over the last five years; 33.9% and 42.8%, respectively. The number of certificate graduates continues to increase; some 49.2% since 2009/10. Figure 19 provides the number of graduates by credential type since 2009/10.

**Figure 19: Graduates by Credential Type (by Academic Year)**

Credential	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Bachelor's Degree	654	740	751	858	893	876
Certificate	689	864	860	838	929	1028
Developmental	68	51	35	52	46	30
Diploma	341	344	404	493	495	487
Master's Degree	5	35	18	30	23	10
<b>Total</b>	<b>1757</b>	<b>2034</b>	<b>2068</b>	<b>2271</b>	<b>2386</b>	<b>2431</b>



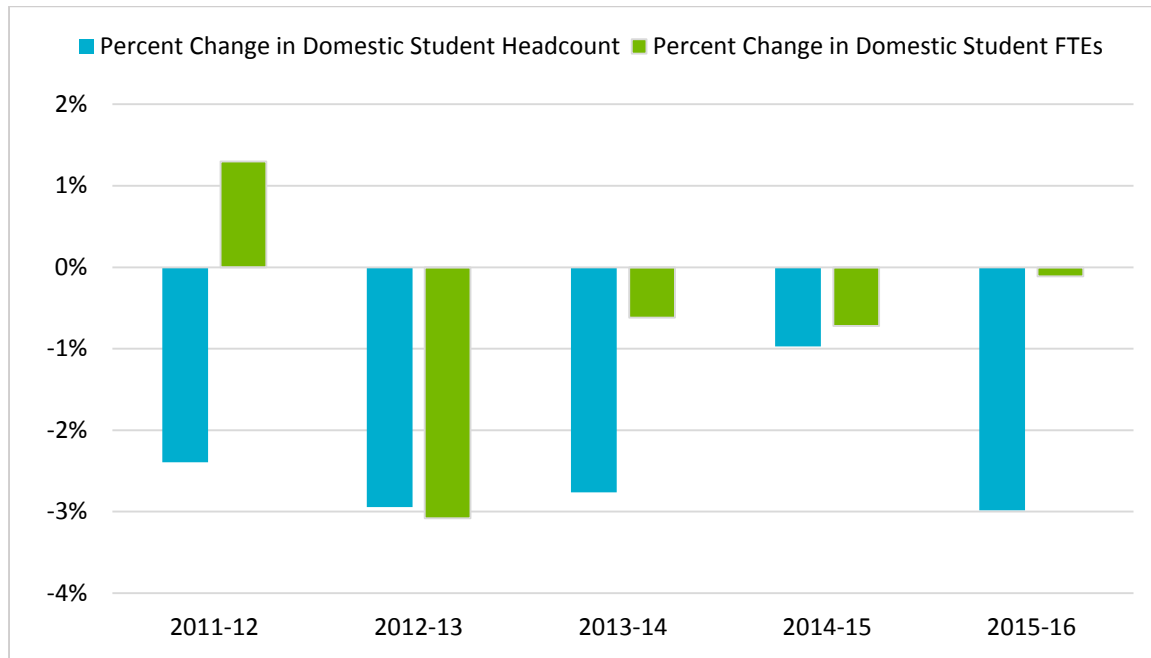
For the 2015/16 fiscal year, there were 689 students who self-identified as Aboriginal while at UFV; these students made up 4.8% of the student body with a male to female ratio of 34:66.

Some 65.3% of UFV students live in Abbotsford or cities to the west of Abbotsford such as Langley, Mission, Surrey and Maple Ridge, while 22.5% live in cities to the east of Abbotsford such as Chilliwack, Hope, and Agassiz. Some 9.5% of UFV students are international. The most popular countries of origin for international students are China (492), India (390) and Saudi Arabia (45).

This year UFV produced a total of 8,254 FTEs comprised of 7,158 domestic, 900 international and 196 Chandigarh FTEs. UFV again saw slight declines in the number of domestic student FTEs and domestic student headcounts; domestic FTEs declined by 8 and domestic student headcount fell by 396 compared to the previous year. There are two factors that tend to decrease domestic FTEs. First, our evolution as a university has led to more students being in bachelor's programs relative to diploma or certificate programs. Bachelor's students take upper level courses and these courses have a lower average class size. Second, the number of students in the 15 to 19 age cohort in the Fraser Valley has been declining since 2011. While the domestic student headcount has decreased over the past several years, the number of domestic FTEs has declined at a lesser rate; further evidence that UFV students are taking a larger course load than in

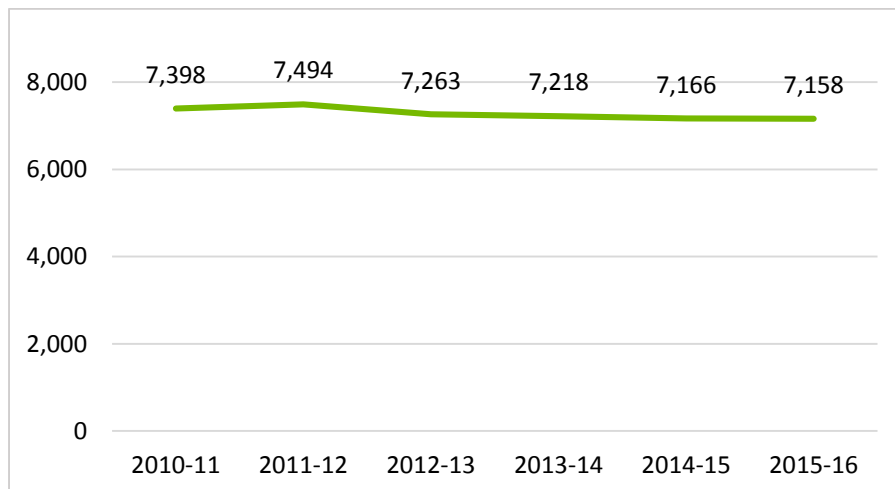
years past. This is illustrated in Figure 20, which shows the year-to-year percent change in historical domestic student headcounts and FTEs for the past five years.

**Figure 20: Percent Change in Historical Domestic Student Headcounts and FTEs, 2011/12 to 2015/16**

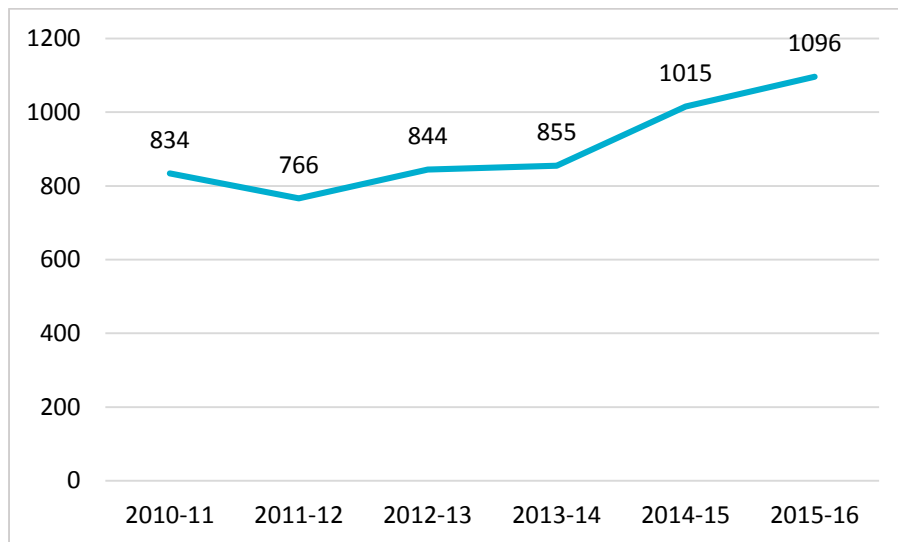


Over this same time period, we continue to see increases in the number of international FTEs. This year we have also seen significant growth at our Chandigarh campus, with an increase in FTEs of 51.5% over last year. Figures 21 and 22 illustrate total domestic and international FTEs over the last five years.

**Figure 21: Total Domestic FTEs (2010/11 FY to 2015/16 FY)**



**Figure 22: Total International FTEs (2010/11 FY to 2015/16 FY)**



### **Student survey results**

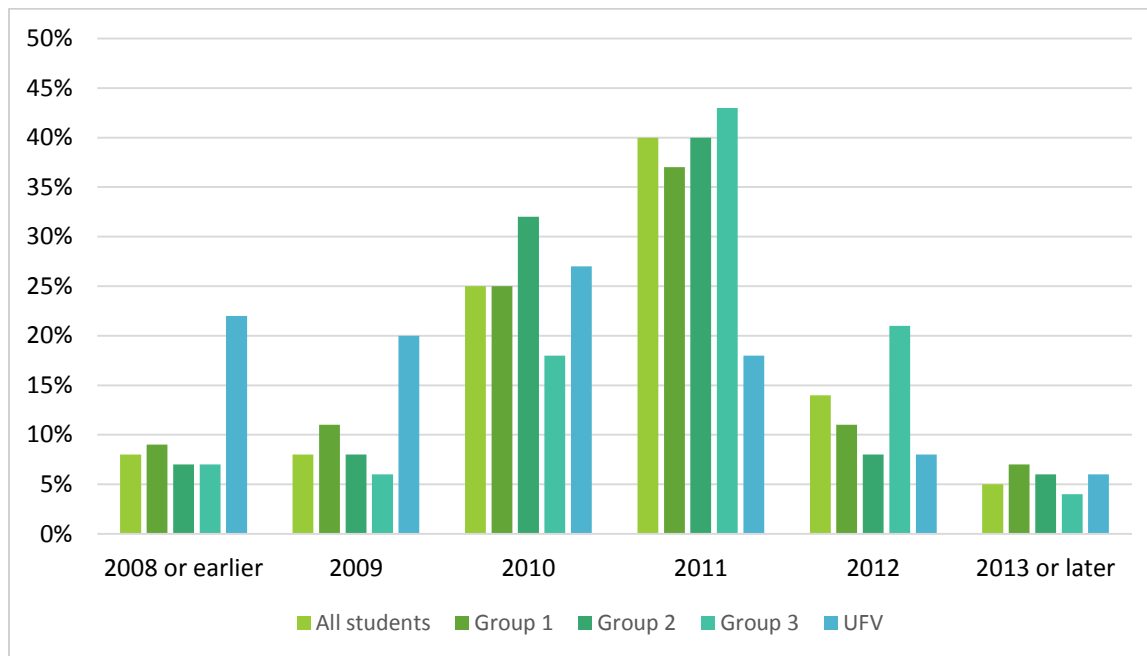
UFV participated in the 2015 Canadian University Survey Consortium (CUSC) which surveyed over 18,000 graduating university students enrolled in Bachelor's programs from across Canada, from 36 participating universities. A total of 1,085 graduating students from UFV were surveyed, with a response rate of 40% (434 students); this is higher than the overall survey response rate of 31.5%. For comparison purposes, the participating universities were categorized into three groups:

- Group 1, consists of smaller universities offering primarily undergraduate studies. UFV is in this group.
- Group 2 consists of medium size universities that offer both undergraduate and graduate studies.
- Group 3 consists of large universities that offer both undergraduate and graduate degrees.

We identify some areas of interest, particularly where the responses from UFV students indicate differences from national patterns. There are almost twice as many females (66%) as males (34%) that completed the survey, compared to 60% and 40% nationally. Compared to the national average, UFV students are older, 27.3 versus 23.6; more likely to be married or common-law, 26% to 10%; and more likely to have children, 16% to 5%. As well, UFV students are more likely to be international, 9% versus 7%, and Aboriginal, 5% to 4%. UFV students are equally likely to have self-identified as having a disability at 17%, but 70% of UFV graduating students report that accommodation is adequate, compared to 61% overall.

At UFV, 71% of students are studying full-time, compared to 82% nationally. UFV students are more likely to have transferred from another institution, 29% at UFV to 19% overall, and to have interrupted their studies for one or more terms, 41% compared to 19%. A majority, 60% of UFV students say they have been involved in some type of work and learning program experience (including practicum, work experience, service learning, co-op, and paid or unpaid internship) compared to 55% overall. At UFV, 63% of students say that they experienced some type of delay in completing their program, as compared to 36% of students overall, and of these 63%, 43% report the delay due to required courses not being available as compared to 18% nationally. UFV has a larger than proportionate number of graduating students that have been at the university 5 years or longer. As shown in Figure 23 below, 18% of students say they began their studies at UFV in 2011 (40% overall), 27% in 2010 (25% overall), 20% in 2009 (8% overall), and 22% in 2008 or earlier (8% overall).

**Figure 23: CUSC 2015 Results; Year Students Began Study at University**



### 1.2.4 Research

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

Teaching, research, scholarship, and service to the community are essential and interrelated elements of UFV's mandate. Research supports teaching, learning, and skill development, and is important in knowledge translation and community engagement for both students and faculty. Some benefits of research are non-material and immeasurable. The focus on students as researchers and as research assistants is part of our commitment to the strategic goal to provide the best undergraduate education in Canada.

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



students to gain valuable presentation experience in showcasing their projects through events such as Student Research Day; at this event students have the opportunity to present a microlecture or in a poster format.

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

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

UFV remains committed to working in partnership with the private and public sectors for an improved quality of life through research in social, environmental, health, science, and educational disciplines. UFV's research centers and institutes include the Centre for Indo-Canadian Studies, the Centre for Global Development, the Centre for Social Research, the Centre for Education and Research on Aging, along with several others. The Agriculture Centre of Excellence is fully engaged with industry, faculty, and community, with a focus on working collaboratively on education, training, and research.

The Canada Research Chair in Food Security and the Environment, Lenore Newman, continues to conduct research, including a number of collaborative projects with the community. Her work continues to focus on food security and the environment. The Canada Research Chair in Aboriginal Studies, Hugh Brody, continued with the dissemination of his films regarding the results of his research on the land claim in the Southern Kalahari. A Canada Research Chair is pending in the area of Health and Community.

UFV is actively engaged with faculty in securing Tri-Council Research grants from the Social Sciences and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council

of Canada (NSERC). This year, we were granted eligibility status for the Canadian Institutes of Health Research (CIHR). Competition for government and council funding for research is increasingly competitive and more difficult to obtain for the small universities. Several groups have lobbied the Tri-Councils, with the hopes that there will be some specific consideration for the small and medium sized universities. The university, along with the research office, is continually exploring possible external funding sources in industry and in the community while building a strong reputation for relevant, applied research.

### 1.2.5 Quality Assurance

#### **Program Review**

The University of the Fraser Valley is committed to offering academic programs of the highest quality and standards. To this end, UFV has a policy that requires that all academic programs and units normally be reviewed every seven to eight years. In accordance with the policy there is a multi-year plan that details the schedule for the review of academic programs and units at UFV. The Program Review is a key part of continuous program improvement and monitoring.

#### **Program Development**

UFV supports the development of programs that meet its institutional goals and priorities as articulated in UFV's Strategic Goals, SEM Plan 2014-2019, and the Education Plan 2016-2020. UFV is located on traditional Stó:lō territory and is committed to indigenization of the curriculum. There are many elements that are considered when a new program is being developed at UFV including institutional priorities, comparable and related programs, labour market needs and employment opportunities, Institutional Learning Outcomes (ILOs) and outcome-based curriculum design, student demand, faculty capacity, library collection, resource and budget analysis, and consultation. The university's Program Approval Process details the steps in the development and approval of a full program proposal. UFV's Program Development Office provides assistance and advice to faculty, staff and administrators who are considering, or engaged in, the development of new academic programs at UFV.



Teacher candidates enjoying “Spirit Days” on campus

## BOX 5: WIERKS NAMED CIS TOP EIGHT ACADEMIC ALL-CANADIAN

Sarah Wierks of the University of the Fraser Valley women's basketball program has been selected to receive Canadian Interuniversity Sport's most prestigious academic award.

Wierks, a Chilliwack, B.C. product, is a member of the CIS Top Eight Academic All-Canadian team for the 2014/15 season. She is the first-ever UFV Cascades athlete to achieve the distinction.

The elite group was honoured in Ottawa on Nov. 16, 2015, by Excellency the Right Honourable David Johnston, Governor General of Canada, who presented the third annual Governor General's Academic All-Canadian Commendation to the eight recipients during a ceremony at Rideau Hall, his official residence.

"We are so proud of Sarah's extraordinary accomplishments in her studies, on the basketball court and in our community," said Dr. Mark Evered, UFV president. "Her skill, passion and compassion inspire us all. We consider it a great privilege to count her among our alumni and we thank her for her leadership, dedication and service."

Every year, a growing number of CIS student-athletes are recognized as Academic All-Canadians, having maintained an average of 80 per cent or better over the academic year while competing for one – or more – of their university's varsity teams.

In 2014/15, a record 3,096 students achieved the prestigious status, eclipsing the previous mark of 2,861 set a year ago. Among these outstanding individuals, one female and one male student-athlete from each of the four CIS regional associations are selected annually to make up the Top Eight.

That Wierks is still winning awards nearly eight months after playing her last game with the Cascades, and four months after walking the stage at convocation, is indicative of how spectacular her UFV career was.

In her five seasons, Wierks was not only one of the most dominant players in Canada West, she also helped put the Cascades women's basketball program — which joined the league in 2006/07 — on the map. After helping the Cascades to four straight Canada West Final Four appearances (2011 to 2014), culminating in a conference silver medal and a historic CIS national bronze medal 2014, the 6'2" centre enjoyed her finest individual season in 2014/15. Wierks wrapped up her university career as a Canada West first-team all-star and CIS second-team All-Canadian, led the country in rebounding (15.4 per game) and was fourth in scoring (19.2), broke or tied six conference records, and graduated with 30 team records.

A four-time CIS Academic All-Canadian, Wierks maintained a cumulative grade point average of 3.69, including impressive 4.0 and 4.08 marks in her last two semesters.



In the community, the 22-year-old was involved with Big Brothers Big Sisters of the Fraser Valley, was part of the women's basketball team's Shoot for the Cure fundraiser, participated in Operation Red Nose each year, helped collect food for the Abbotsford Food Bank, and also coached with the Junior Cascades basketball club for five summers.

After graduating from UFV in 2015 with a Bachelor of Kinesiology degree, she enrolled at Palmer College of Chiropractic in California.



### 2.1 GOALS, OBJECTIVES

#### 2.1.1 Planning at UFV

The planning process at the university involves several steps. The foundation of all planning is UFV's Strategic Plan. The Education Plan is the next level of planning, and UFV has just finalized a new Education Plan that will be in place from 2016 through 2020. All planning at UFV is built on top of, and refers back to these foundational plans to ensure that subsequent plans, such as the Strategic Enrolment Management Plan 2014-2019, are consistent with the university's goals, vision and mission.

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

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

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



New student orientation 2016



UFV Theatre students 2015

## Goal 1 – The University of the Fraser Valley will provide the best undergraduate education in Canada

UFV Objective	System Objective & Service Plan Goals Aligned	UFV and System Performance Measures
<p><b>A. The University will:</b></p> <ul style="list-style-type: none"> <li>• Provide accessible and challenging learning experiences that instill a passion for learning and develop the lifelong capacity to learn</li> <li>• Provide the knowledge and foster the development of the critical-thinking, leadership, and practical skills that students require for employment, entrepreneurship, further education, and responsible citizenship - locally and globally</li> <li>• Use the best pedagogical practices, informed by a commitment to current research and scholarship</li> <li>• Engage students actively in their education through a high level of interaction with faculty members and opportunities for practical experience, research, problem-solving, and creative work</li> </ul>	<p><b>System Objectives:</b> Access, Quality and Relevance</p> <p><b>Service Plan Goal 1:</b> Students are supported to achieve their education, employment and training goals.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> <li>1.1 Align post-secondary education and training with labour market demand to achieve a highly skilled workforce.</li> <li>1.2 Respond and adapt to the diverse and changing needs of students.</li> <li>1.3 Increase participation and successful completion of all students.</li> </ol>	<p><b>UFV Performance Measures</b></p> <ul style="list-style-type: none"> <li>• Annual Skills Gap Plans</li> <li>• National Survey of Student Engagement</li> <li>• Faculty Survey of Student Engagement</li> <li>• Canadian University Survey Consortium</li> <li>• Globe and Mail Canadian University Report</li> <li>• Strategic Enrolment Management (SEM)</li> <li>• Institutional Learning Outcomes (ILOs)</li> <li>• Faculty evaluation</li> </ul>
<p><b>B. The University will provide services for students that:</b></p> <ul style="list-style-type: none"> <li>• Enable their successful transition into the university</li> <li>• Enable successful progress toward their educational goals</li> <li>• Guide career selection and transition to employment</li> <li>• Build life-long relationships with the university</li> </ul>	<p><b>Service Plan Goal 2:</b> Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> <li>2.1 Increase international participation throughout our education system.</li> <li>2.2 Build on current strengths to enhance the quality of the post-secondary education system.</li> <li>2.3 Increase collaboration, innovation and partnerships.</li> </ol>	<p><b>System Performance Measures</b></p> <ul style="list-style-type: none"> <li>• Transition rate of high school students to public post-secondary education</li> <li>• Participation rate</li> <li>• Loan repayment as a percent of income</li> <li>• Aboriginal student spaces</li> <li>• Credentials awarded to Aboriginal students</li> <li>• Student satisfaction with education</li> <li>• Student assessment of the quality of instruction</li> <li>• Student assessment of skill development</li> <li>• Student assessment of the usefulness of knowledge and skills in performing job</li> <li>• Unemployment Rate</li> </ul>
<p><b>C. The University will provide an environment that:</b></p> <ul style="list-style-type: none"> <li>• Is inclusive, welcoming, and engaging for all</li> <li>• Embraces diversity, supports cross-cultural exchange, and promotes the respectful debate of ideas and views</li> <li>• Involves students in governance and decision-making</li> <li>• Offers vibrant campus experiences supporting social, intellectual, and personal development</li> </ul>		

## Goal 1 – The University of the Fraser Valley will provide the best undergraduate education in Canada

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

- UFV continues to develop new programming in alignment with student, regional, and labour market demands. In 2015/16 UFV offered several new programs, including the Automation and Robotics Technician diploma, Records Management Specialist certificate, Public Relations certificate, Paralegal certificate, Advanced Medical Office Assistance certificate, Landscape Horticulturist (CMN Core) Apprenticeship, and Trades Discovery.
- The Advanced Education Minister has recently approved the following four UFV degrees:
  - Bachelor of Agricultural Science, Horticulture Major
  - Bachelor of Arts, Indigenous Studies (Major and Minor)
  - Bachelor of Education
  - Bachelor of Media Arts
- A key goal in the SEM Plan was realized in winter 2016 with the addition of the Qualifying Studies entrance stream and the discontinuance of program pathways. Qualifying Studies has been designed to help students prepare for their chosen post-secondary program. With the help of mandatory academic advising and other university support services, Qualifying Studies students develop clearly-articulated academic goals.
- UFV received federal grant funding for undergraduate student research awards for six students in the amount of \$27,000, an Institutional grant of \$5,000, and support for research totaling \$117,879.
- As part of BC's Skills for Jobs Blueprint, Chilliwack MLA John Martin and Chilliwack-Hope MLA Laurie Throness announced \$192,651 from the province for new trades equipment to support UFV students training for occupations critical to the economy. UFV will use the funding to purchase a HVAC trainer, an engine rebuild stand, a 110 tonne shop press, and diesel engines for training heavy duty mechanics.
- Before graduating, UFV Bachelor of Nursing Students must pass a licensing exam known as the NCLEX (National Council Licensure Examination). As of January 2015, Canadian nursing students have been required to write the NCLEX exam as part of the national standardized process of becoming a Registered Nurse. While B.C. students have performed consistently well in this test — UFV Nursing students are leading the way. To date, three UFV grad classes have written the exam and the results are impressive — with 100% of the first group of UFV students passing the test. The total pass percentage for the three UFV Nursing students writing the tests on the first or second try is an impressive 98.4% — well above the provincial average pass rate of 87.3%.
- The UFV Chilliwack library and the Indigenous Affairs office co-presented an Aboriginal storytelling event entitled *Sxwōx̱wiyám, Stories of Long Ago* on February 3, 2016. The atrium of the UFV Chilliwack campus was transformed by the words and songs of Aboriginal storytellers, including David Gutierrez, Mary Sandoval, Glen Malloway, and Joseph Dandurand.
- Thousands of dollars in grant money were available in winter 2016 for students entering UFV's Upgrading and University Preparation programs through the provincial Adult Upgrading Grant and the UFV Upgrading Grant. The grants, which are tiered, provide different levels of financial assistance for people of various incomes and needs.
- For the first time, a regular season production was produced and presented entirely by students. UFV's Theatre department and UFV's Ensemble Project class presented *The Romeo Initiative* in January 2016. The UFV Ensemble Project was created to give students the chance to learn what putting on a theatrical production entails. The class selected a play, assigned production roles, and

proceeded to produce, design, rehearse, build, and manage every aspect of the show. *The Romeo Initiative* became a labour of love, the result of giving 16 theatre students the power to create and present a show of their very own and participate in a unique collaborative process.

- Agora Employment Essentials Inc., a Fraser Valley agency that runs employment initiatives, contracted UFV Continuing Education to deliver Occupational First Aid for the Youth Keep Working (YKW) program, which runs six times a year in Abbotsford. Funded through the Government of Canada, YKW is a 12-week paid training program, that prepares unemployed youth, aged 16 to 30, for the workplace. The program blends workshops that build employability and leadership skills with work placements.
- An additional 32 seats are being added to the electrical program at the University of the Fraser Valley (UFV) as part of the provincial strategy to align training with in-demand occupations that support the provincial economy. UFV will receive a funding boost of \$60,000 for the 32 trades seats in the electrical program: 16 seats for Level 2 training and 16 seats for Level 3 training.
- As in previous years, hiring rates for teacher education alumni remain at 100% within the first year of graduating. We also continue to meet with local school districts (Abbotsford, Langley, Fraser Cascades, Chilliwack, and Mission) as part of our external Teacher Education Advisory Group to maintain strong connections with local schools.
- This year Teacher Education will be hosting a “District Information Day” with representatives coming from all local school districts to meet with teacher candidates as they begin to prepare for applications and interviews for hiring in June.
- The Applied Business Technology program continues to meet industry needs for highly skilled administrative assistants. Through a combination of advanced technology, business writing, bookkeeping and office management skills, ABT grads are in high demand with local employers.
- All elementary and secondary teacher candidates worked with the new curriculum that is being implemented by the BC Ministry of Education over the next two years. As a result, all graduates are ready to implement the new curriculum content, competencies, and pedagogy. This is highly valued by local school districts looking for support as they implement changes over the next two years.
- The UUP department offered COMP 061 (Introduction to Computers) at the Seabird Island Community School. Nearly 20 adult learners enrolled in and completed the 45-hour course in April 2016. The department is working with the Seabird Island First Nation to identify opportunities to offer ABE courses in the future.
- Sheryl MacMath, Vandy Britton, and Susan Antak provided a day-long interdisciplinary workshop on place-based pedagogy for elementary and secondary teacher candidates. Using the Gathering Space at the CEP, and working with the local Stó:lō Nation, candidates learned different approaches to using and valuing the local environment when teaching.
- UFV’s Continuing Education offers skill-based, career-focused training to help people enter, re-enter, or remain competitive in the workforce. All programming responds to current employment demands in the Fraser Valley region and teaches students skills to successfully obtain employment or advance their abilities in the following work roles: bookkeeping, dental office reception, human resources, legal administrative assistant, medical office assistant, nursing unit clerk, paralegal, public relations, records management, teaching English as a second language, and veterinary administrative assistant.
- The Teacher Education faculty have utilized the First Peoples’ Principles of Learning (developed by the First Nations Steering Committee and adopted by the Ministry of Education) throughout the year to demonstrate and educate our teacher candidates on how to responsibly and respectfully

Indigenize the curriculum. These Principles enable candidates to plan, teach, and assess not only Indigenous content, but also to use an Indigenous worldview.

- UFV Continuing Education offers Customized Training Services which develop sessions that specifically target the needs of individual groups or businesses and are utilized by some of the region's top employers.
- In the past year, UFV distributed \$382,232 in scholarships, \$408,879 in bursaries, \$18,837 from the BC Athletics Assistance Program, \$76,797 in emergency grants, and \$231,653 for entrance scholarships, for a total of \$1,118,398 in student awards. UFV also distributed private/external awards valued at \$134,427.
- UFV's current academic program mix reflects the diverse interests and needs of students and the community. The training and education students receive at UFV gives them a foundation from which to launch their careers. UFV offers trades, career, and professional programs, programs that provide access and possibilities for students to continue their education and training (e.g., adult basic education, literacy and essential skills), as well as traditional university programs in areas such as arts, sciences, and business.
- The graduation rate for the Teacher Education program remains high at 97%. As in previous years, all teacher education candidates complete a final e-portfolio demonstrating their successful completion of both the BC Teacher's Council Standards of Conduct and the Department's Program Goals. These e-portfolios are then shared in a day of celebration with representatives from each of the local school districts coming to share and give feedback on candidate accomplishments. As part of this year's Town and Gown celebration, Teacher Education alumni Chelsea Pastorchik shared her e-portfolio with community volunteers and leaders.
- Educational Technology Services (ETS) is a centre for UFV faculty, staff, and students which offers a variety of easily accessible educational technologies and equipment for producing and enhancing classroom presentations and course assignments. ETS also supports UFV's television channel that is ready for your UFV club, association, or departmental announcements.
- Financial Services offer a range of funding support including academic scholarships, needs-based and emergency bursaries, and food subsidy gift cards along with workshops on financial literacy and applying for student loans.
- As part of a course on Information Technology in the classroom, each year Awneet Sivia and Heather Compeau of the Teacher Education Department introduce teacher candidates to the "IT Matrix" which examines effective and responsible use of IT for instruction. Along with this Matrix students visit the "Virtual School" in Abbotsford, the "Fraser Valley Distance Education School" in Chilliwack, and the self-directed learning focus of Thomas Haney Secondary School in Maple Ridge.
- One of our goals in the Strategic Enrolment Management Plan 2014-2019 includes increasing opportunities for students in experiential learning. We have added 20 additional work study positions on campus for student hires and continue to see growth in the number of students participating in co-operative education opportunities.
- Experiential learning programs at UFV that offer work experience include practicums and internships, with some 38 programs at UFV including practicum work experience. Eight-five percent of Continuing Education (CE) certificate programs include a practicum work experience. This offers our students the opportunity to apply the knowledge and skills they have learned in a work setting to ensure they are work-ready upon graduation.
- Teacher candidates Chelsea Pastorchik and Jen Rogers received the BC Teachers' Federation Maxwell A. Cameron awards for their contributions towards positive change globally or in their

local community and their active involvement in issues related to poverty, LGBTQ rights, women's rights, antiracism, peace, global, or environmental issues.

- One of our goals in the Strategic Enrolment Management Plan 2014-2019 includes increasing opportunities for students in co-curricular learning. We recently launched the first ever co-curricular record in India at our Chandigarh campus. Students there, like their counterparts here at our campus in Canada, will graduate with two official records – their academic transcript and now their co-curricular record (CCR). The CCR recognizes and validates student learning that occurs outside of the classroom. For our students here in Canada we have seen a growth in the CCR activities available to them on campus from 140 to now over 500 activities.
- UFV's first cohort of Engineering Physics diploma in Mechatronics students are set to graduate at this year's Convocation.
- Support from donors has enabled UFV to create eight new student awards since last summer. Thanks to our caring donors and friends, UFV has established these awards, scholarships and bursaries — totaling over \$137,250. This will provide an additional \$8,500 annually for student awards.
- Continuing Education continues to maintain high completion rates for students. Eighty-seven percent of CE certificate program students are hired within three months of completing their program.
- Teacher Education Faculty, Vandy Britton, began as a Board member for the Gender and Sexual Diversity Inclusion Advisory Committee for the New Westminster School District. This committee advocates on behalf of students and teachers within the school district ensuring inclusivity for all.
- Fergus Dalton, Bachelor of Science student at UFV, won the \$1,000 first prize award in the Mechanical CAD competition at Liquefied Natural Gas (LNG) Game Changer Conference in Vancouver on Oct. 15, 2015. An equal amount was also awarded to UFV's Faculty of Science and will be used for student science sponsored events such as the annual London International Youth Science Forum.
- Continuing Education is now offering some of our courses online. This will allow students choice in how they wish to access our programming. CE expects to expand the number of courses offered online by 30% in the next five years!
- The 2016 Champions for Health Promoting Schools Program in Antigua, West Indies represents the eighth year students and faculty from the Kinesiology and Teacher Education Programs at UFV will be volunteering on the island (11<sup>th</sup> year of the program). A total of 21 students from UFV will be participating in the four-week life skills teaching internship in a total of 8 schools. Working side by side with local educators, the students will be promoting physical and health education in innovative and effective ways to enrich the quality of teaching and learning in classrooms as well as in the field.
- On March 31, the UFV Five Corners Community Outreach Interdisciplinary group planned a special open house event to engage vulnerable populations residing in downtown Chilliwack. The event was planned and implemented by Nursing, Social Work, and Kinesiology students, presenting a series of health promotion activities and an opportunity to engage the community and solicit their feedback on health promotion activities that will benefit their overall health and wellbeing.
- On October 19, the Kinesiology Student Association organized the second annual Kinesiology Day, bringing together students, faculty, and staff to explore various aspects of the field of kinesiology.

- The Faculty of Science Dean’s Speaker Series featured youth mental health panelists from our community to discuss current challenges and possible directions related to youth mental health in our communities.
- Neuropsychological deficits, resulting from damage to the developing brain, are the most devastating effects of prenatal alcohol exposure for individuals with Fetal Alcohol Spectrum Disorder (FASD). Fast Club is undertaking an 11 session pilot study from March 7<sup>th</sup> to April 14<sup>th</sup> at Central Elementary Community School. The study will run with the help of over 50 UFV students including volunteers, paid helpers, undergraduate research project students, and KPE’s Adapted Physical Activity class. The study will include pre-program and post-program assessments of fitness and neuropsychological function for children with FASD.
- After a comprehensive review process, the College of Registered Nurses of British Columbia has granted the Bachelor of Science in Nursing program the highest level of distinction with a full seven-year accreditation with no conditions or recommendations — a clear indication of the exceptional quality of this program.
- UFV’s Theatre department presented *Argonautika* in November, at the UFV performance theatre in Chilliwack.
- This past September, the United Nations ratified 17 global sustainable development goals that will provide a framework for world development through 2030. Six UFV students had the opportunity to contribute to meeting these goals during their internship in Tanzania this past summer. In October they shared some of their experiences at the 2030 Sustainable Development Goals presentation at the UFV Abbotsford Campus.
- UFV’s Teacher Education Department nominated faculty mentor Susan Antak as Teacher Advocate of the Year. The selection committee for the Association of B.C. Deans of Education chose Susan for her tireless work on behalf of English Language Learners and their parents.
- UFV hosted the Feeding 9 Billion Challenge in October, taking place across Canada at four universities. Third and fourth-year students were invited to enter this exciting competition to generate real solutions to real food and agriculture issues. The fast-paced, creative, and motivating 24-hour challenge provided a stimulating atmosphere to develop innovative ideas, ultimately competing for \$1,000 cash.
- UFV Theatre presented a new twist on Shakespeare’s *Twelfth Night* in March.
- UFV hosted a three-day workshop in May, *Indigenizing the Curriculum*, to provide strategies and techniques to address the absence of Indigenous ways of knowing and history in the curriculum. In this hand-on, three-day workshop, participants were provided the opportunity to experience aspects of Indigenous culture, traditions, scholarship, and learning strategies that can be incorporated into a wide variety of courses and programs.
- A new focus for student advising coincided with the opening of the new Student Union Building (SUB) on the Abbotsford campus. UFV has used part of its portion of the new SUB to create the Advising Centre, with Qualifying & Exploratory and Completion academic advisors coming together into one area on the Abbotsford campus. This move to the heart of the SUB reflects the accessibility of the new Advising Centre and is aimed at serving the needs of UFV students.
- The Abbotsford Agrifair hosted a UFV Student Appreciation Evening, thanks to the incredible market research done by students in David Dobson’s Business Research Methods class.
- A large, loud donation touched down at the Abbotsford International Airport July 15, when the University of the Fraser Valley received a Boeing 727-200 jet aircraft donated by KF Aerospace (formerly Kelowna Flightcraft). The 727 will be utilized by the next generation of technicians

training in UFV's aerospace programs. After nearly 40 years in service, the aircraft will provide a real-world learning environment for trades skills training critical to the aviation industry. The jet will be utilized by students as they learn aircraft structure repair, maintenance, assembly, and modification.

- The Career Centre is divided into three functional areas, Career Services, the Co-operative Education program, and the Work Study Grant program. The mission of the Career Centre is simple: connecting students with employers.
- Mila Mukhortva, a member of this year's Graphic + Digital Design graduating class, is the inaugural winner of a prestigious national scholarship; the Georges Haroutiun Scholarship. Mukhortova won the \$3,000 scholarship for her compelling concept on climate change.
- UFV's Fashion Design program presented the *Absolute Style* grad fashion show in April, showcasing the work of UFV's talented design students, launching their careers in this exciting field.
- First-year Graphic + Digital Design students showcased their graphic and digital design projects, experiential learning initiatives, and community partnerships at the *Home Sweet Home* event, held in their studios at the UFV Mission campus in April.
- UFV's Graphic + Digital Design graduates presented *Creative Woods* in April; this provided a venue to experience design in its natural element while discovering new talent in the graphic design field.
- Every year members of the University of the Fraser Valley and its surrounding community come together to support the Bachelor of Fine Arts grad exhibition, a culturally enriching experience in the Visual Arts. This year's show *Don't be Afraid* featured nine artists.
- UFV Theatre presented its very first Emerging Directors' Showcase this year, the end-of-the-year theatre festival at UFV. The Emerging Directors' Showcase is the final project presented by UFV Theatre's fourth-year directing class and is a chance for students to apply everything they have learned in the full-year course. This year's directing class encouraged students to develop collaboration and communication skills, to learn about the most innovative and exciting theatre being produced in Canada today, to experiment with creative processes, to explore their own artistic vision, and to create vital, relevant, and meaningful performance.
- Two UFV Bachelor of Science students spent seven weeks at the famous Woods Hole Oceanographic Institution near Boston this year. Audrey Faber and Ellen Clemence, both Geography and the Environment undergraduate students, received guest studentships. They had the opportunity to perform research under the sponsorship and guidance of a staff scientist at WHOI.
- The Faculty of Science has been active in community outreach activities:
  - Hosting Math Mania events; an evening of fun with math games, logic puzzles, mathematical demonstrations, and hands-on activities for elementary school students and their parents, held at local community schools. This year, with a new team organizing the events, Judy Larsen, Theresa Mulder, and Karin Loots, continued the legacy started by retired long-time faculty member Susan Milner;
  - Collaborating with Science World to deliver Super Science Club; every fall and winter semester UFV science students are trained by Science World to deliver fun and informative after-school science activities to children in the Fraser Valley;
  - Hosting the Fraser Valley Regional Science Fair for the last seven years;
  - Putting the region's best and brightest young mathematical minds to work at the University of the Fraser Valley's annual BC Secondary Schools Math Contest;
  - Hosting the Fraser Valley Math Challengers Regional Competition in February; co-organized by UFV Mathematics and Statistics professor Ian Affleck;



- Offering Science Rocks! summer camps, designed especially for young people in Grades 4, 5, 6, and 7 that provide fun learning opportunities in areas such as Physics, Biology, Chemistry, Mathematics, Computer Science, Geography and Kinesiology.
- The UFV Centre for Global Development hosted a Symposium on Climate Change in November.
- Students can find academic support at UFV Mathematics and Statistics Centres, found on both the Abbotsford and Chilliwack campuses. Math Centre Assistants, Mathematics and Statistics faculty, and student monitors are available to help students with problems; offering individualized attention to provide students that extra insight they might need to improve and solidify their skills and understanding.
- The UFV Upgrading and University Preparation program assists in achieving adult basic education (ABE) through four levels of courses: Fundamental, Intermediate, Advanced and Provincial. It also offers a BC Adult Graduation Diploma.
- Courses within the ABE program are offered during all three semesters across campuses in Abbotsford, Chilliwack, Mission, and Hope. To ensure access, courses are scheduled at various times; in face-to-face, hybrid, and fully-online formats; and at on-campus and off-campus locations.
- Students with disabilities are offered an 8-month Workplace Training in the Attitudes, Skills and Knowledge certificate program.
- Supportive Learning Groups (SLGs), a supplemental peer instruction program, are available in courses in which students have historically experienced difficulty.
- The UFV Library is committed to providing library services for patrons with disabilities. The Abbotsford campus library is wheelchair accessible, with ramped entrances, automatic doors, a gateless entryway, and elevator access to the second floor. Arrangements can be made for textbooks and other resources to be provided in alternative format, such as audio-taped books, digital audio, braille, or large print.
- Priority Access to Student Supports (PASS) is a program that enables faculty to identify and assist those students who are at risk of falling behind. Rather than simply hoping that students in difficulty will seek help, instructors are able to refer students for timely and targeted support from Student Services or others within the institution. The system provides early intervention so small problems do not turn into large ones.
- Counselling services continue to feature Mac the therapy dog at the Abbotsford campus, who is available to see students in 15-minute drop-in sessions on Tuesday afternoons. Mac is the first registered therapy dog to work at a university, but similar programs are gaining popularity at universities across Canada for their ability to assist students in relieving stress.
- Academic Advisors are working to stay current with the BC Jobs Plan and Blueprint so as to best advise students on new opportunities. As new fields and economic realities emerge within the B.C. economy, we know that our students will graduate into a labour market that differs from the one today. Our Academic Advisors work closely with students to ensure that their educational plan is designed to develop their skills in a way that will help them to successfully transition into the workforce; these students will help meet the growing demand for skilled workers across the province.
- There are currently 879 students registered with the UFV Disability Resource Centre. Based on the most recent census data, there are likely another 1,000+ students with disabilities attending UFV classes who have not sought out support from the Disability Resource Centre.
- Career and Life Planning workshops are offered by UFV Counsellors to students and members of the community at both the Abbotsford and Chilliwack campus.

- UFV Counsellors engage in a counselling process that utilizes a variety of standardized assessment tools (including interest and personality inventories). Aptitude testing is one of many assessment areas that counsellors utilize in career counselling. In addition, social and emotional factors may be assessed informally during the career counselling process.
- UFV's network of support systems extends to all students, offering assistance with the many challenges students face during their post-secondary experiences. UFV offers New Student Orientation to help students feel prepared as they begin their journey at UFV, through a free one-day introduction to life as a UFV student. The program is designed to ease a student's transition from a high school student, transfer student, or the workplace, to the life and culture at UFV.
- The Career Services area organizes events and career fairs to provide venues and opportunities for students and employers to meet and interact. It also offers the Career Peer program where trained students teach other students how to prepare proper job applications. In the fall semester, the Career Centre organized 13 career events with a total attendance of 1,175 students. Career Services also ran 47 individual career coaching appointments.
- Employers listed 778 jobs on CareerLink, the Career Centre's online job database, a 29% increase over the winter 2015 semester.
- In March, UFV hosted the UFV Career Fair 2016 at the new Student Union Building with 52 exhibitors in attendance. There were 28 returning employers (from 2014) and 24 new employers. The event was sponsored by the Chartered Professional Accountants of B.C. and Sun Life Financial.
- Career Services, in partnership with the College of Arts and Department of English, co-hosted a panel discussion for students to learn about career possibilities after graduating from the humanities program. Five speakers, all UFV alumni, and 27 students were in attendance at the event held in March.
- Co-operative Education opens a hidden labour market to those students registered in the program. This year, total enrolment in the Co-operative Education program was 207 including 43 international students.
- The Work Study program offers part-time job opportunities on campus in order for students to gain valuable work experience. For 2015/2016, the Career Centre processed and evaluated 284 Work Study grant applications and 214 positions were allocated to the three functional areas in proportion to the demand: research (72 positions), service (113), and teaching (29).



Signing of MOU with Binzhou University



Coast Capital Savings Peer Resource and Leadership Centre

## Goal 2 – To be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley

UFV Objective	System Objective & Service Plan Goals Aligned	UFV and System Performance Measures
<p><b>A. The University will:</b></p> <ul style="list-style-type: none"> <li>• Promote opportunities for dialogue and intellectual development</li> <li>• Establish formal relationships with the Fraser Valley communities that ensure mutual understanding of the goals and priorities of each and promote and support collaboration on common goals</li> <li>• Partner with the community in cultivating international awareness and understanding, bringing the world to the Fraser Valley and the Fraser Valley to the world</li> <li>• Give priority to research and scholarship that benefit the economic, social, and cultural development of the Fraser Valley</li> <li>• Give priority to educational programs, co-op placements, practice, and service learning opportunities for students that benefit the citizens of the Fraser Valley</li> <li>• Partner with members of the community to ensure socially and environmentally-responsible economic development</li> <li>• Establish university extension services and continuing education that promote and support the economic, social, and cultural development of the Fraser Valley</li> <li>• Collaborate with K-12 education providers in the Valley to promote increased participation in post-secondary education, successful transition to the university, and the delivery of adult basic education</li> <li>• Partner with the Aboriginal leadership in the Fraser Valley to address the unique educational needs of Aboriginal students and their communities</li> <li>• Collaborate with members of the community to develop vibrant, engaging cultural programs</li> <li>• Partner with members of the community to promote innovative business and industry development in the Valley that builds on and supports the educational, research, and service strengths of the university</li> </ul>	<p><b>System Objective</b> Capacity and Relevance</p> <p><b>Service Plan Goal 2:</b> Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage.</p> <p>2.1 Increase international participation throughout our education system.</p> <p>2.2 Build on current strengths to enhance the quality of the post-secondary education system.</p> <p>2.3 Increase collaboration, innovation and partnerships.</p> <p><b>Service Plan Goal 3:</b> An education and training system that maximizes return on investment and supports British Columbia’s diverse communities.</p> <p><i>Objectives</i></p> <p>3.1 Lead a post-secondary education system that is strong, accountable, transparent, flexible, and delivers value.</p> <p>3.2 Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.</p> <p>3.3 Use and provide quality information for decision making and better societal outcomes.</p>	<p><b>UFV Performance Measures</b></p> <ul style="list-style-type: none"> <li>• IPSOS Reid Higher Education Reputation Syndicated Study</li> <li>• Student Outcomes</li> </ul> <p><b>System Performance Measures</b></p> <ul style="list-style-type: none"> <li>• Student spaces</li> <li>• Credentials awarded</li> <li>• Sponsored research funding</li> <li>• Student assessment of the usefulness of knowledge and skills in performing job</li> <li>• Unemployment Rate</li> </ul>

## Goal 2 – To be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley

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

- UFV supports the transferability of both international and domestic education credentials. These transfer agreements facilitate student mobility both among Canadian universities, and to and from universities abroad. UFV's five-year Strategic Management Enrolment Plan sets goals of increasing transfers to UFV from other universities and articulating at least one new block transfer agreement each year through 2019.
- A new agreement was signed between the Fraser Cascade School District (#78) and UFV, which will provide preferred access for students into designated UFV Trades and Technology programs on a reserved seat basis, deliver dual credit programming by UFV to students, and explore opportunities to deliver UFV programs within SD #78 high schools.
- The Entrepreneurship and Process Innovation and Incubation Centre launched by the UFV School of Business partnered with the Discovery Foundation to provide funding and expertise for Fraser Valley residents in search of consultation and resources to take their business from vision to reality.
- UFV signed a memorandum of understanding (MOU) with Shanghai's EasyFly Aviation (EFA) to provide employment for pilots graduating from the UFV Bachelor of Business Administration Aviation program.
- Liaoning University (LU), one of China's top-tier universities, has chosen UFV as its first Canadian university partner. The partnership involves student exchange and faculty collaboration, while exploring possibilities in many disciplines including UFV's Master's program in criminal justice and in applied research.
- UFV will be the first Canadian partner with Dalian University of Finance and Economics in China; visiting student agreements are under development.
- UFV signed a MOU with Tsinghua University in Beijing. Every year Tsinghua is ranked as one of the top two universities in China. Tsinghua, partners with leading universities around the world including Oxford, Stanford, and McGill. This partnership will explore student exchange, common research areas, and continuing education programs.
- UFV and Southwest University (SU) have signed an MOU aimed at starting visiting student programs, student exchanges and exploring collaboration in agricultural studies, psychology, and kinesiology. As part of this agreement, SU will be providing full scholarships for three UFV students to attend SU for periods ranging from one term to multiple years. The scholarships include accommodation, food, and living expenses.
- UFV signed an MOU with Binzhou University on January 18, 2016, beginning the process of opening doors to exchanges between students, staff and faculty. Initial areas of collaboration include a visiting student agreement, and a letter of agreement enabling Binzhou's students to enter UFV's post-degree certificate programs during their final year of studies. Specific programs include UFV's Hospitality and Event Planning, Data Analysis, and the Management Post-Degree certificate.
- UFV is exploring the development of an innovative high-school aviation preparation program with Maple Leaf Schools, a long-time UFV partner.
- Coast Capital Savings and UFV are continuing their collaborative partnership by creating the Coast Capital Savings Peer Resource and Leadership Centre. Student leadership and peer-to-peer student assistance will continue to thrive at UFV thanks to a \$50,000 contribution from Coast Capital Savings, Canada's second largest credit union. Located in the Student Union Building on the Abbotsford campus, the centre will provide a safe and supportive environment where students can give other students the guidance, resources, and information they require to be successful. This funding is part of an ongoing partnership between UFV and Coast Capital Savings that has helped

foster the development of leaders at the university since 2008 and has had a significant positive impact on students' lives. Since 2008 Coast Capital Savings has contributed \$300,000 to student leadership initiatives.

- UFV's Continuing Education provides contract training services to Stó:lō Aboriginal Skills & Employment Training, an organization dedicated to helping First Nations and Inuit people in the Fraser Valley achieve sustainable employment. Examples include a 16-week Pre-Trades Culinary program, and Trades Discovery summer program for Aboriginal high school students.
- UFV signed an MOU with the Mennonite Faith and Learning Society. This new agreement brings a renewed commitment to partnership, especially in the development of UFV's proposed multidisciplinary and multi-faith program in Peace and Conflict Studies.
- A new partnership between UFV and Saskatchewan Polytechnic and Red River College will allow students from these institutions to receive advanced placement in UFV's Adult Education degree program.
- Otter Co-op supported UFV's Agricultural programs through a \$75,000 donation of funds and gifts-in-kind, which helped to build and outfit barn facilities in the UFV Agriculture Centre of Excellence on the UFV Chilliwack campus. UFV named the Otter Co-op Cold Barn in recognition of the donation.
- UFV teamed up with several community partners for an air quality forum in October, to learn about air quality trends in the Fraser Valley and identify ways the public and stakeholders can improve air quality and reduce health risks.
- On June 16 and 17, 2015, Stó:lō and non-Aboriginal people gathered at the Squiala Longhouse to engage in dialogue aimed at highlighting our shared history and helping dismantle the walls of isolation that have defined our relationships in the past. UFV was invited to participate in this event organized and hosted by Stó:lō Tribal Council with the assistance of Bright New Day Reconciliation Circles. The event featured sessions focused on moving forward in harmony and building strong relationships and healthy communities for our shared future.
- UFV partnered with the Student Union Society (SUS) to create a new revamped co-branded Campus Card, unlocking a wide array of good, services, and opportunities for UFV students.
- UFV hosted AbbyFest, Abbotsford's multicultural festival, which encourages inter-cultural understanding and fosters interaction between different community groups through celebration.
- UFV recognizes student activity, both paid and volunteer, outside of the classroom on our Co-curricular Record (CCR). The CCR recognizes and validates student engagement based on UFV's Institutional Learning Outcomes.
- As part of the Alumni Expert Speaker Series
  - On March 2, 2016, a panel discussion on the impact of drug addiction was held in the Aboriginal Gathering Place on the UFV Chilliwack campus at CEP. The panel was moderated by Brian Justin, an instructor in the UFV Kinesiology department, and consisted of UFV alumni Sherry Mumford, Laura Elout, and Dawn Taylor.
  - Faculty host Pat Harrison and guest panelists presented Climate Change and Eco-Advocacy in the Fraser Valley in February. It was an event that brought together alumni, faculty, and students to share their stories and learn from one another about how they experience the effects of climate change and how to be an eco-advocate in your community.
  - Sports psychologist Roger Friesen led a panel discussion on living a passionate life, on October 15, 2015.
- As part of the President's Leadership Lecture Series
  - Dr. George Lopez spoke on the topic of Understanding the New Peace-building in an Age of Gross Violence and Terror on March 9, 2016.
  - Dr. Catherine Hickson, 2015 honorary doctorate recipient at UFV, presented on exploring our destructive planet on March 30, 2016.

- Terry O'Reilly spoke on the Power of Storytelling at UFV on March 1, 2016.
- Ginny Dennehy returned to UFV for a talk on loss, hope, and moving forward on October 2, 2015.
- Dr. Margo Kane returned to UFV May 1, 2016 for a special free performance to cap off the Emerging Director's festival at the UFV performance theatre. Dr. Kane is an Aboriginal storyteller, dancer, singer, animator, video and installation artist, producer, director, writer, and teacher who has been active on the Canadian cultural scene for more than four decades.
- More than two dozen professors from a variety of disciplines presented snapshots of their research findings in two minute faculty microlectures presented by the UFV Office of Research, Engagement, and Graduate Studies, on February 24, 2016.
- The Agricultural Centre of Excellence (ACE) at UFV is working with researchers, students, government, and industry to expand the sustainable production of safe and nutritious food through the development of cutting-edge applied research and technology in several Agri-tech projects:
  - ACE is partnering with industry to use pressurized greenhouses in Chilliwack (and under construction in Surrey) to test vertical growing systems which could boost the growing capacity of a given patch of greenhouse real estate by up to 1600%.
  - The UFV Mechatronics program is teaming up with the beekeeping industry to research and develop robotic systems that will make honey production more efficient.
  - Applied research at UFV will use airborne drones to collect and analyze data for evaluating arable land, monitoring crop growth, and optimizing food production.
  - Future research at UFV will look at using computerized sensors to micro-manage interior climate, maximize lighting conditions, and test the optimum qualities of various greenhouse covers for food production.
  - ACE is also completing discussions with industry to use greenhouses to test advancements in pest management methods which will reduce the risk of infestation, reduce producer costs, and increase worker safety.
- UFV presented its second open forum on terrorism and its effects in *Towards Peace and Security: Putting Terrorism in (its) Place*, on January 26, 2016. UFV faculty, students, alumni, and community members were invited to an evening of dialogue on how to deal with one of the biggest threats to contemporary and future peace and security.
- Dr. Noham Weinberg of the Chemistry department in the Faculty of Science received a Discovery grant totaling \$100,000 over five years from the Natural Sciences and Engineering Research Council of Canada to enable him to continue research on *Theoretical Studies of Chemical Systems and Reactions at High Pressures*.
- Dr. Zina Lee of the School of Criminology and Criminal Justice received an Insight grant from the Social Sciences and Humanities Research Council for a total of \$220,444. The funds, to be allocated over a five-year span, will go toward a research project titled *Antisocial and Prosocial Digital Activities in Youth: Risk and Resiliency*.
- Dr. Adrienne Chan received an Operating grant from the Canadian Institutes of Health Research for a research project titled *Building Resilience in Fraser Valley First Nations Youth*. The grant total is \$99,715, to be allocated over 1.5 years.
- UFV hosted a forum on Terror-phobia and Counter-terrorism: the Dilemma of the West vs. the Rest in December 2015. Faculty and students from Communications, Political Science, Geography, Global Development Studies, Indo-Canadian Studies, Peace and Conflict Studies, Media Studies, and Social Work and Human Services took part in a debate on this issue.
- As part of the UFV Faculty of Health Sciences speaker series Sam Waddington presented *Back to the Backcountry: Exploring the Wild and Learning from the Important Places* in the atrium at UFV's Chilliwack campus at Canada Education Park in November.

- The Fraser Valley’s own “biologist with a twist”, Dr. Karin Bondar spoke at UFV in November, on the Nature of Sex, sharing her insights on what we can learn from the sexual habits of the animal kingdom, as part of the Dean of Science’s Seminar Series.
- UFV’s School of Criminology and Criminal Justice teamed up with the UFV Alumni Association to hold a panel discussion on Women in Policing. In November, faculty hosts Dr. Irwin Cohen and Dr. Amy Prevost, along with guest panelists brought together alumni, faculty, and students to share their experiences and learn from one another about careers in policing for women. Guest panelists (several of whom are alumni) included: Stephanie Ashton, Jane Hall, Dr. Bonnie Reilly Schmidt, Jennifer Schiffner, and Margaret Shorter.
- In November, UFV Peace and Conflict Studies presented Yonatan Shapira, an Israeli Air Force Pilot turned conscientious objector and peace activist. Yonatan’s lecture highlighted his journey from the air force to peace activism, and the central aspects of his peace-building work in Palestine/Israel.
- Teacher Education Faculty members Awneet Sivia, Vandy Britton, and Sheryl MacMath are working with teachers and students at Rick Hansen Secondary School on an innovation research project funded by the Ministry of Education examining the use of project-based learning in schools. This project will provide valuable resources and data to the Ministry as it implements curriculum changes over the next few years in B.C.
- In collaboration with the History Department and local secondary school teachers, the Teacher Education Department held a full day of professional development for faculty and local teachers. The event *Historical Thinking in K – 16* provided keynotes and sessions that look at how to develop competencies in the area of historical thinking while also examining the similarities and differences between history instruction in secondary and post-secondary schools.
- While the Teacher Education Department continues to work with new curriculum from the BC Ministry of Education, this year faculty member Dr. Sheryl MacMath began providing workshops for local teachers and administrators on how to engage with the new curriculum. Providing workshops throughout the Fraser Valley and into the Okanagan, this has resulted in an increased use and focus on the new curriculum in a number of schools.
- UFV Physics students helped with an Abbotsford School of Integrated Arts, Rube Goldberg machine school wide project; facilitating the participation of local high school students by providing support, ideas and encouragement.
- CE and International Education partnered to license the Teaching English as a Foreign Language to Gwangju Health University.
- CE and the Philosophy department partnered to facilitate a week-long training seminar in philosophical counselling for graduate students from Kyungpook National University.
- CE partnered with the Abbotsford Division of Family Practice (ADFP) to develop credentialed advanced training for Medical Office Assistants. As the ADFP is engaged in A GP for Me initiative across BC, this training supports their strategy “to maximize the time doctors have to spend with patients, increase clinics’ capacity to take on new patients, and make Abbotsford a more attractive location for new or relocating GPs.” This program has resulted in a new community partnership between the ADFP and UFV to share resources, leverage expertise, and work together to address patient attachment in the Fraser Valley region.
- CE’s development of the Advanced Medical Office Assistant program provided advanced job training to help meet an identified need in the Fraser Valley region (increase patient/physician attachment). It also provided the support that physicians are asking for and professional development to workers who are looking to advance their career and meet the current and future employment needs of the Fraser Valley region.

- Exploring concepts in Health Promotion and Health Education, UFV Kinesiology students have swapped their anatomy models for microphones in one-minute health infomercials. The health in a minute ads have been created in collaboration with CIVL Radio – 101.7FM, and will be playing live on the air.
- From tips for grandparents on how to support breastfeeding to the facts about ‘study drugs’ for university students, this year’s Health Fair had advice for the entire family. This year’s topics include 13 displays: stress and lifestyle management, healthy sleep habits, physical activity, screen time for young children, childhood mental health, healthy childhood weights, study drugs, mental wellness for university students, emergency preparedness, breastfeeding promotion, effects of UV rays/tanning booths, effects of smoking, and hypertension (high blood pressure).
- A panel of youth mental health advocates from a diverse range of fields discussed the current challenges and possible directions related to youth mental health in our communities. The panel discussion was held at the Chilliwack campus at Canada Education Park in March.
- The university hosted a forum on the global refugee situation in October titled Caring about Crisis: What we can learn from the Global Refugee Crisis?
- The University of the Fraser Valley was an enthusiastic participant in the first creatiValley festival held in October. UFV presented a 12-Hour Multidisciplinary Art Marathon which featured UFV students from the disciplines of art history, creative writing, fashion design, graphic and digital design, media and communication studies, theatre, and visual arts.
- UFV students had the chance to hear from local candidates in the federal election at all-candidates’ debates, held in October.
- When parents are sent to prison, their children are often sentenced to suffering. That was the conclusion of a study by criminology and social work researchers at the University of the Fraser Valley last year. A coalition of researchers has released a set of guidelines that recognizes this and sets national standards for the correctional management of incarcerated women who are pregnant or in custody with children. UFV participated as a member of the working group that developed the 15 guiding principles and eight recommended best practices for correctional facilities. The guidelines were drafted by the Collaborating Centre for Prison Health and Education (CCPHE) at UBC.
- A special multimedia exhibition was held in September on the Abbotsford campus; *(Mis)Interpretation — Sikh Feminisms in Representations, Texts, and Lived Realities*. It looked at how Sikh women’s Sikh identity is integral to their feminist world view. Several Fraser Valley women shared how they reconcile what, at times, feels like leading a double life.
- The UFV Faculty of Applied and Technical Studies has been working towards establishing a Makerspace at the Trades & Technology Centre (TTC) to serve the Chilliwack area. After working with Dereck Dirom of GearBots Educational Resources over the past few months, UFV will offer a series of events that introduce young people to robotics and the writing of code to make them work. UFV Applied and Technical Studies hosted its first Makermeet in September.
- Keith Archer, the Chief Electoral Officer of B.C., gave a lecture on youth and electoral politics in September on the Abbotsford campus. Elections BC is working with six post-secondary universities in B.C. — including UFV — to develop strategies for the 2017 general election that will encourage young voters to register and to vote.



- UFV's Office of Campus Planning hosted a UDistrict Townhall forum in September. The Townhall was an interactive session, provoking discussion on the UDistrict plan and how it intersects with trends in higher education.
- UFV again supported the Harrison Festival of the Arts with two evenings of events in July.
- UFV researchers were featured on the front page of the Vancouver Sun in July. Instructors Tom Baumann and Myles Andrew are reprogramming helicopter-like UAVs — properly known as unmanned aerial vehicles — to fly preset patterns over ripening blueberries in the hope they will scare away the birds that feast on farmers' fruit and kill their profits.
- Undergraduate students from a wide range of disciplines participated in this year's Student Research Day, hosted by the UFV Research Office on April 7, 2016. Students from a variety of disciplines gathered to share their research, with 91 students taking part in poster presentations and 23 students performing two-minute microlectures. Some examples of the range of topics presented include the analysis of the prevalence of first-person versus third-person in indigenous and non-indigenous academic writing, threats to the watercourse for salmon at Abbotsford's Stoney Creek, and the motivating forces behind young people joining gangs in British Columbia.
- The City of Surrey, the John Volken Academy, the University of the Fraser Valley, and educational partners unveiled twin high-tech greenhouses known as BioPods. The BioPods are a City of Surrey vision and a signature made-in-BC agricultural initiative designed as a catalyst for agricultural research and innovation in British Columbia.
- In education there have been a large number of renovations both at the curriculum level and the teacher training level. The Ministry of Education has sought feedback on the new curriculum currently being implemented throughout the province. In addition, the BC Teachers' Council and Teacher Regulation Branch are seeking feedback regarding revisions to their Professional Standards of Conduct. All teacher candidates and faculty are aware of these changes in curriculum and policy and have been provided with an outlet for submitting feedback and having their voices heard at the provincial level.
- UFV's new Strategic Enrolment Management Plan sets a goal of increasing the number of international students by 38% by 2019. Over the past two years, the international student FTEs have increased by 28%.
- UFV International contributes to this goal by recruiting, assisting with admission, and providing services for the international student community. It is a full-service operation that strives to enhance the international profile of the university.
- UFV International supports international students coming to Canada through Student Exchange programs, and offers study abroad programs to Canadian students. Opportunities for students to work abroad are provided by UFV internship programs.
- UFV's Volunteer to Work program provides opportunities for students to gain work experience through volunteer activities. Students are able to volunteer in a variety of different settings, with examples of volunteering for charitable organizations such as the Heart and Stroke Foundation, The Canucks Autism Networks, Meals on Wheels, Chilliwack Crime Prevention Services, and The Salvation Army Centre of Hope.
- The Employer Engagement program is a School of Business initiative that helps business students get in contact with industry professionals before graduation. In addition to planning tours, the program also supports activities such as hosting networking events, connecting with companies in the community, and organizing events that give students the opportunity to explore careers before graduating.

- Think Fun Summer Camps continue to be offered in July on the Abbotsford campus. The camps are organized by Dr. Susan Gardner, Director of the Vancouver Institute of Philosophy for Children, and Anastasia Anderson, faculty member in philosophy, with UFV Center for Safe Schools and Communities acting in an advisory capacity. The camps are for children ages 6 to 11 with curriculum designed to develop critical, creative, and cooperative thinking skills. In each camp, children play games, explore, and engage in fun projects that encourage them to inquire, think, and problem solve together.
- Making smiles bigger and brighter, the UFV dental program has continued to make community outreach an integral part of the student experience. Since the beginning of the program many school-aged children and seniors have benefited from dental health promotion and services provided by UFV students. Most recently, the UFV dental program visited the Chehalis Community School on the Chehalis reserve in Agassiz to promote oral hygiene care. UFV dental students visited 11 classrooms at the school ranging from kindergarten to grade 12. UFV Students prepared oral health presentations on a variety of topics and handed out free oral health supplies donated by British Columbia Dental Association. Over the next few months, the UFV dental program will be working in partnership with several local schools to provide children with free dental care. Children will receive a free dentist screening, radiographs, tooth polish, fluoride, oral hygiene instructions and nutrition education.
- The Government of Canada publishes data on repayment rates for Canada Student Loans. In 2015, students who had attended the University of the Fraser Valley had a repayment rate of 92.1%.
- UFV collaborates with Ch'nook through Ch'nook Cousins events; information sessions to attract aboriginal learners to UFV and the School of Business.



*Be a Lifesaver Campaign (Welcome back BBQ)*

## Goal 3 – To be innovative, entrepreneurial, and accountable in achieving our goals

UFV Objective	System Objective & Service Plan Goals Aligned	UFV and System Performance Measures
<p><b>A. The University will:</b></p> <ul style="list-style-type: none"> <li>• Ensure that all decision-making is evidence-based, transparent, and accountable</li> <li>• Regularly review all education, research, administrative, and service functions to ensure they are consistent with the goals of the university, best practices, and responsible stewardship of resources</li> <li>• Establish educational, research, service, and human resource plans with measurable targets that recognize and respect the financial limitations and serve the goals of the university</li> <li>• Establish best practices for the recruitment and support of the career development of all employees</li> <li>• Promote widespread participation in decision-making and governance consistent with legislation and best collegial practices</li> <li>• Adopt innovative and environmentally-responsible practices of stewardship of the university's lands and other resources</li> <li>• Pursue revenue-generating opportunities that provide the financial support needed to fulfill the goals of the university while respecting its values and integrity</li> <li>• Foster a culture of philanthropy</li> <li>• Recognize, celebrate, and publicize our successes</li> </ul>	<p><b>System Objectives</b> Access and Efficiency</p> <p><b>Service Plan Goal 3:</b> An education and training system that maximizes return on investment and supports British Columbia's diverse communities.</p> <p><i>Objectives</i></p> <p>3.1 Lead a post-secondary education system that is strong, accountable, transparent, flexible, and delivers value.</p> <p>3.3 Use and provide quality information for decision making and better societal outcomes.</p> <p><b>Service Plan Goal 4:</b> GCPE – Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life.</p> <p><i>Objectives</i></p> <p>4.1 Communication of government's policies and programs to the public is timely, relevant and readily accessible.</p> <p>4.2 Citizens are engaged to provide input and have access to services and information.</p> <p>4.3 Expand and improve access to online services.</p>	<p><b>UFV Performance Measures</b></p> <ul style="list-style-type: none"> <li>• Accountability Report</li> <li>• Program review</li> </ul> <p><b>System Performance Measures</b></p> <ul style="list-style-type: none"> <li>• Transition rate of high school students to public post-secondary education</li> <li>• Participation rate</li> <li>• Loan repayment as a percent of income</li> <li>• Aboriginal student spaces</li> <li>• Credentials awarded to Aboriginal students</li> <li>• Year to year retention rate</li> <li>• Time to completion</li> </ul>

## Goal 3 – To be innovative, entrepreneurial, and accountable in achieving our goals

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

- UFV was named as one of British Columbia's Top Employers for 2016; recognized for being a great place to work for the second year in a row. UFV was selected for the list because of the overall employee experience it offers, including competitive salaries, an excellent benefits package, professional development support, commitment to employment equity and workplace diversity, campus amenities, family-support initiatives such as maternity and paternity top-up, and employee assistance programs. It was also chosen for fostering a work climate that encourages and enables its employees to do meaningful work contributing to the positive development of surrounding communities.
- To facilitate evidence-based decision making, UFV collects and disseminates data in a variety of forms including the annual UFV Factbook, departmental data books, and the Business Intelligence dashboard. These reports provide data, statistics, and information on UFV activities to the university, the community, government and other stakeholders.
- UFV has a comprehensive plan for disseminating information to students and the community. Aspects of this plan include the UFV website which provides detailed information on programs, registration and all aspects of the university, the UFV Today blog that highlights recent activities, the online calendar of events, and Skookum magazine which reaches more than 19,000 alumni.
- A wide range of information about government policy and university activity is available through various documents on UFV's website including the Accountability Report, the Education Plan, and the Strategic Enrolment Management Plan. Detailed information about how the university is aligning its programs with government initiatives, such as the Skills Gap Plan, is available in these documents.
- UFV regularly reviews all education, research, administrative, and service functions to ensure they are consistent with the goals of the university, best practices, and responsible stewardship of resources.
- UFV uses governmental and private sector data from various sources on items such as the current state and trends of the labour market and student transitions to post-secondary institutions, for decision-making and planning.
- UFV's Strategic Enrolment Management Plan for 2014-2019 sets out 9 strategic enrolment goals for the university to accomplish in the next five years. These goals are geared towards student engagement, persistence and success, and are aligned with the institution's overall strategic direction. In the coming years the university will seek to achieve these goals through strategies and tactics delivered by the student support services areas and by academic faculties.
- The university has developed, and continually revises, educational, research, accountability, and human resource plans with measurable targets that serve the goals of the university while recognizing and respecting its financial capacity.
- Since recent FTE funding has been flat, any new programs and growth in existing programs have been funded through a reallocation of existing resources. Implementation of these changes will result in fewer employees in some functional areas, and some vacancies and positions have been reallocated.

- The increase in international students has funded the additional seats needed to accommodate these students; domestic students are not displaced by increases in international students.
- All faculty, staff, and administrators were invited to connect with colleagues, learn tools and tips, discuss trends in higher education, and grow UFV towards the future at UFV's Professional development day -- Connect, Learn, Grow -- on May 4, 2016.
- Darin Lee joined UFV as Chief Information Officer (CIO) effective March 7, 2016. As part of the University's leadership team, he will take on the important role of developing UFV's strategic technology plan.
- Dr. Alan Cameron of Modern Languages, was recognized as UFV's first 40-year employee.
- Dr. Olav Lian was recognized in the scientific journal Nature for his work on the geological and biological history of Haida Gwaii.
- President Mark Evered was given the rare distinction of being named honorary president of Xi'an Fanyi University (XFU) in northwestern China, reflecting the strong partnership forged over several years of cooperation with XFU.
- The UFV Board of Governors launched three new awards to recognize and celebrate UFV staff and faculty excellence in service, leadership, and teamwork that support the values, mission, and goals of UFV: the UFV Staff Excellence Award, the UFV Inspirational Leadership Award and the UFV Teamwork Award.
- UFV students, faculty and staff pitched in to support the settlement of Syrian refugees in Canada. The UFV Arab Club, in partnership with other UFV clubs, staged a donation drive benefitting Syrian refugees arriving in Surrey, B.C. over the winter months. The clubs efforts stemmed from a desire to take concrete action to help refugees.
- UFV invited donors, government representatives, and other funding partners to the Abbotsford campus on November 26, 2015 to express appreciation for those investing in education. Local dignitaries in attendance included Chilliwack MLA John Martin, Chilliwack MLA Laurie Throness, and Chilliwack MP Mark Strahl.
- Dr. Mike Hildebrand was recognized as the UFV Distinguished Alumni award winner for 2015. Hildebrand, a 2001 graduate of UFV's Bachelor of Science program, has followed a journey in science that took him to the University of British Columbia for doctoral studies leading to a PhD, a post-doctoral industrial research fellowship with Zalicus Pharmaceuticals, and a research fellowship at Sick Kids Hospital in Toronto. Since 2013 he has been a tenure-track assistant professor in the Neuroscience department at Ottawa's Carleton University, running the Hildebrand Lab, which focuses on pain management.
- Community and academia joined forces at "Town and Gown," the University of the Fraser Valley's inaugural fundraising dinner and silent auction held on November 12, 2015 in the Great Hall of UFV's new Student Union Building. More than 230 people attended the gala. The evening raised \$40,000 in support of scholarships for UFV students.
- Alex Reimer was recognized as UFV's Distinguished Young Alumni award winner for 2015. A joint project of School District 34 (Abbotsford) and UFV, the Career Technical Centre provides practical trades training to high school students, giving students like Alex a head start in trades and technical fields.
- The UDistrict Project was officially launched on April 8, 2015, with a media announcement and two public events, one on the UFV campus and one in front of the Abbotsford Centre.

- The UFV men’s golf team earned the bronze medal at the PING CCAA Golf National Championships in October.
- The university held two 2016/17 Budget Development forums; inviting all members of the UFV community to discuss the principles, goals, opportunities, and constraints that guided the development of UFV’s budget and resource allocations for the 2016/17 year.
- Seventy-eight smiling golfers of all backgrounds and abilities chipped in to raise money at the inaugural UFV Alumni Open at the Chilliwack Golf Club in September. Funds raised support engagement, mentorship initiatives, and the Alumni Association’s student awards. The Alumni Association also donates surplus funds to UFV, with the goal of one day being the largest donor back to the university.
- UFV employees have shown themselves to be generous. This year’s Lifesaver campaign, launched at the Employee Welcome-Back Barbecue in August, offers UFV employees the chance to offer support to students once again. An initiative of UFV’s Advancement office, the Lifesaver campaign gives employees a conduit to support emergency bursaries for UFV students. There are a variety of ways to donate: one-time gift, payroll deduction, or supporting special offers by Sodexo in the Cascade Café in Abbotsford and by the UFV Bookstore. The goal for the Lifesaver campaign this year is \$40,000, up from nearly \$30,000 in 2014. Last year, the bursaries supported by the campaign helped more than 160 students.
- Aerial acrobatics, wing-walkers, precision flying, and high-velocity fun were the name of the game at this year’s Abbotsford International Airshow. As a gold sponsor for the 2015 edition of the show, UFV provided a chalet for industry and community guests, a photo booth in the cockpit of our 727 jet, and plenty of information on how to join UFV’s aerospace training programs including our Bachelor of Business Administration aviation degree. A huge hit on both days, the Boeing 727 jet donated to UFV in July by KF Aerospace, hosted several hundred visitors who had their picture snapped at the controls of the plane.
- The UFV School of Business committed to adhere to the Principles for Responsible Management Education (PRME). Established by the United Nations in 2007, the PRME provide a framework for academic institutions to advance the broader cause of corporate social responsibility and incorporate universal values into curricula and research.
- UFV adopts innovative and environmentally-responsible practices of stewardship of the University’s lands and other resources.
- Dr. Lenore Newman received the 2015 UFV Research Excellence award for her success in building a core of research activity focused on food security and agricultural issues.
- Jan Lashbrook Green was the recipient of the 2015 University of the Fraser Valley’s Teaching Excellence Award. Over her years at UFV, she dedicated tremendous amounts of time and effort to mentoring faculty and establishing new procedures and policies to support students. Some examples of her work include developing practicum guidelines, and invigilation procedures for students-at-a-distance, as well as revisions to program requirements and admission policies.
- As part of the overall provincial initiative to reduce greenhouse gas emissions, all of UFV’s renovation and capital development activities meet the LEED Gold or equivalent certification standards.
- Given its location in the rich agricultural region of the Fraser Valley, UFV places emphasis on environmental sustainability issues and “greening” of the curriculum and programs.

- UFV signed a master agreement with Ryan Company Limited on behalf of the public post-secondary sector to provide and maintain vending equipment that dispense drinks and snacks at campuses throughout the province. The agreement will save the initial participating institutions up to \$4 million over the 13-year life of the contract, with potential for increased savings as other B.C. institutions decide whether to participate in the program.
- Kevin Stinson overcame a star-studded field featuring PGA Tour pros Adam Hadwin and Nick Taylor to take first place at the UFV Cascades Pro-Am in June. The event, which included a dinner and silent auction, raised roughly \$25,000 to support the UFV golf program. The presence of local golf luminaries like Hadwin, Taylor, James Lepp (the 2005 NCAA Div. 1 individual champion), and Ray Stewart (former PGA Tour player and 1994 Dunhill Cup winner) was instrumental to the tournament's success.
- Families and friends from the Fraser Valley and beyond gathered to cheer as more than 2,100 students graduated from the University of the Fraser Valley in 2015. It's always a festive atmosphere at the Abbotsford Centre for UFV Convocation. There were four ceremonies spread over two days, and more than 2,500 credentials awarded.
- Blair McFarlane joined UFV as Energy Manager, strengthening UFV's commitment to a sustainable future. Engagement in energy management at UFV stems from an ongoing focus on the environment and helps reduce utility costs and the carbon footprint across all campuses and locations.
- The Centre for Sustainability's Green Team is a cross-functional team that represents staff, faculty, and students that gather to discuss sustainability during in person meetings three times a year (September, January and May). The team's goal is to implement projects and campaigns that will encourage sustainable initiatives across campus. Supported by BC Hydro's Workplace Conservation Awareness Program, the team's primary focus is on reducing energy consumption at the university.
- Students have opportunities for input in governance and decision making through student positions in Senate and the Board of Governors, the Student Union Society, as well as a Student Life Ambassadors program.
- UFV's Alumni Association fosters a lifelong relationship between alumni and the university through advocacy, support, service, and communication.
- MyUFV is one convenient online location where students can access student email, online courses, student files, their Co-Curricular Record, register for a course, make a payment, check their grades, and a multitude of other services.
- The MyCampusLife upgraded Co-curricular Record system has moved the engagement of our students from the "poster board" to the electronic age. While still linking the experiential learning activity of our students outside the classroom to institutional learning outcomes as identified in the University Educational Plan, the MyCampusLife system provides instant, mobile accessible opportunities for our students to engage with each other, the University, and the community as they engage in co-curricular opportunities ranging from workshops, to clinics, seminars, events, volunteerism, community service learning, and experiential learning. The system collects student experiences, reflections and outcomes and allows them to create a record they can use for employment, continued studies, or other opportunities as they work towards their educational, personal and professional goals and dreams.
- UFV recognizes, celebrates, and publicizes successes in learning, teaching, and research.

## Student Success Highlights

One of the fundamental ways UFV measures its success is by the accomplishments of its students and graduates, and by their contributions to society and the communities they serve. We share a few of the many examples of UFV students and graduates at their best – making a difference, each in their own way, in our local communities and beyond.

As a six foot four, 220 pound Western Hockey League defenseman, Scott Ramsay felt right at home patrolling the blue line and delivering big hits. Then his world changed. Instead of throwing body checks during a shift, Scott now dishes out a kind word, a smile, and vital medical care to ailing children at BC Children's Hospital. Scott gave up hockey for health care after a series of concussions and a family tragedy transformed his perspective. He went back to school and now is a graduate of the UFV Bachelor of Science in Nursing program. For Scott, the defining moments came as he watched his younger brother Kody battle lymphoma. Many hours spent at his brother's bedside provided a first-hand look at the difference nurses make in the care of sick patients. Unfortunately, Kody succumbed to his cancer, and the experience fundamentally changed Scott. He hung up his skates and came to UFV. Since graduating, Scott has not only earned a full-time position on the pediatric medicine and cardiac ward at Children's Hospital in Vancouver, he is also President-Elect of the Aboriginal Nurses Association of Canada (ANAC). Scott is of Métis heritage and will become the youngest president in the ANAC's 41 year history. The ANAC works with communities, health professionals, and government institutions on Aboriginal Health Nursing issues and practices within the Canadian Health system with a view to benefiting Aboriginal peoples of Canada by improving their health and well-being, physically, mentally, socially and spiritually.

His personality isn't the only thing that's electric about Etienne Dreyer, who at age 19 recently finished his undergraduate education before many even start. With a near-perfect 4.10 GPA, Dreyer is the youngest-known person to graduate from the University of the Fraser Valley's Bachelor of Science program. He first caught the eye of future instructors when his homemade Tesla coil wowed judges at the 2011 Fraser Valley Regional Science Fair, hosted by UFV. Made partially from old microwave parts, Dreyer's coil produced hundreds of thousands of volts and streams of electrical discharges when plugged into a standard 120 V wall outlet. He quickly became the de facto keeper of UFV's Tesla machine after starting university when only 16. Being homeschooled alongside five siblings allowed Dreyer to focus on his interests, namely science and math. Having graduated from UFV, he's already started lab work ahead of entering Simon Fraser University's Master of Science program with an NSERC Canada graduate scholarship worth \$17,500. At SFU he is studying data collected at CERN, the 27 km particle accelerator that helped scientists discover the Higgs boson particle. After entering UFV through a special admissions process, Etienne promptly walked up to the instructor in his very first class to share his plan of earning a PhD in physics. Now well on his way with a keen interest in high-energy physics, the young man with a Physics major and Math minor says he owes his start, in part, to UFV's inclusive approach. In addition to excelling in class, Dreyer represented UFV at the London International Youth Science Forum last year, which attracted more than 400 young scientists from around the globe. He also spent two years as VP of the UFV Physics Students Association and served as student representative on the UFV Faculty of Science Council. His excellent work earned him UFV's 2015 Dean's Medal for Science. While some might imagine the universe as a series of random conveniences, Dreyer sees intentional equations waiting to be unlocked.

When Cassandra Enns first heard of UFV's Indigenous Maps, Films, Rights and Land Claims certificate in 2012, she was pursuing a Bachelor of Arts at UBC. The subject matter was of interest to the Geography undergrad and the four-week intensive summer format fit well in her schedule. She applied and prepared to attend, not realizing that her decision was setting a new course for her life and career. Shortly after completing the program, she started looking for a co-op placement. She was hired as a co-op student at the Specific Claims Branch at Aboriginal Affairs and Northern Development Canada, confident that the



certificate is what made her competitive and considered. As a research assistant, Cassandra supported negotiation analysts by conducting research, gathering information, and preparing analyses and summaries for the purpose of settling claims submitted by First Nations. For the 14 months she was employed at the Specific Claims Branch, she used and built on the skills that she had acquired in the Indigenous Maps, Films, Rights and Land Claims certificate. In-class learning is supported by practicum work, visits to field sites, and guest lectures or visits by Aboriginal and non-Aboriginal experts working in the area of comprehensive land claims and treaty negotiations. It's an intensive four week program that many students find life-enhancing. Cassandra, for one, went down a whole new career path as a result. By the time she had completed her co-op term and wrapped up her undergraduate degree, she knew she had found her lifetime passion. This September, she started law school at Thompson Rivers University with the hope to practice in the area of Indigenous law and rights.

From boardrooms to backcountry, Sukhi Brar makes the most of her UFV experience. She ran a marathon on the Great Wall of China after ice-climbing Rocky Mountain glaciers and shaving her head for cancer research, so it might be hard to believe Sukhi Brar started at UFV as a quiet, introspective student. Living at UFV's Baker House while working as a resident's assistant in 2014, Sukhi and other RAs were overwhelmed by the number of people they knew who were touched by cancer, so they shaved their heads and raised more than \$4,000 – well above the goal of \$2,500. A month earlier, Sukhi received the Duke of Edinburgh's Gold Award – an internationally recognized program designed to encourage young people to develop positive skills and lifestyle habits. She also spent a week climbing through the Columbia Icefields with renowned Canadian adventurer Daniel Griffith, speaks fluent Punjabi, is Vice President External of the UFV Student Union Society, acted on the senate standing committee for student appeals, sits on UFV's 2025 Visioning Committee, and researched Indo-Canadian contributions to B.C.'s sawmill industry. If that wasn't enough, she served as a proud member of UFV's Board of Governors. Before being elected as SUS VP, Sukhi didn't have concrete plans after graduating in 2016. Now, because of her SUS commitments she'll graduate in 2017 with an eye on law school, concentrating on human rights. It's a direct result of the advocacy work she learned to love through SUS.

When Adelle Renaud watches the Canadian national women's soccer team in its traveling gear, her heart swells with pride. Like thousands of Canadians, she's a huge fan and hoping for a long World Cup run, but she's also thrilled to see her work on display whenever the national team struts into a tournament venue or hops a flight to their next match. Renaud, a UFV Graphic and Digital Design and Fashion Design alumna, is CEO of Peau de Loup, a women's fashion design company. Peau de Loup's core business consists of male-style shirts tailored to fit women's bodies. Last year, Renaud's focus changed. She expanded her line after being approached by her business partner, Canadian goalkeeper Erin McLeod, who was looking for a very professional and tailored look for the team to wear while traveling and making appearances. Renaud designed custom black suits and white oxford shirts for the team so they could travel in style. Topping off the look is the Unity Scarf, a red, white, black, and gold scarf with a Salish design on one side and a vibrant Canada logo on the other. Renaud worked with Debra Sparrow of the Musqueam Nation to create the Salish design on the Unity Scarf. In 2015 Peau de Loup recorded \$500,000 in sales. Peau de Loup is a company with heart and a social conscience; part of the profits from every shirt sold go back to helping girls in Bangladesh. In the fall, Renaud and her business partner appeared on CBC Television's Dragon's Den and swung a deal with Dragon Manjit Minhas to invest in their company. Most recently, Renaud was named one of BC Business magazine's Top 30 Under 30.

## BOX 6: UFV EARTH SCIENTIST RESEARCHES ICE AGE OASIS ON HAIDA GWAI

For Dr. Olav Lian and his team of student researchers it's all about the details.

Teeny, tiny, miniscule details — grains of sand in this case — that lead to big discoveries.

Lian is an earth scientist in UFV's Geography and the Environment department, and he and his student researchers have helped make a giant contribution to research on the geological and biological history of Haida Gwaii.

Working in partnership with researchers at Simon Fraser University, and UFV students Justine Riches, Rachel Chapman, Dan Huesken, and Brie Mackovic, Lian used a process called optical dating to measure the age of an ancient river bed buried directly beneath a layer of peat exposed in the sea cliffs at Cape Ball on the islands known as Canada's Galapagos. Lian determined the ancient river bed is about 57,000 years old and may have been an oasis during the second to last great ice age.

His research partner from SFU, Dr. Rolf Mathewes, hypothesized that parts of Haida Gwaii were free of ice while the rest of Canada was buried under thick sheets. The region around the ancient river bed in question may have provided refuge for plants and animals including bison, caribou, and perhaps even the massive woolly mammoth.

But Mathewes needed Lian's optical dating technique to determine the exact age of organic deposits in the area to test his theory. UFV has the only laboratory in Western Canada capable of this work.

"It was too old to date using radiocarbon, which can only go back around 50,000 years," said Lian. "The techniques used in our UFV Luminescence Dating Laboratory can go back much further, up to half a million years in some cases. The peaty material we identified represents an ancient wetland which doesn't form if the land is covered by ice."

The team's dating of the site at about 57,000 years, combined with Mathewes' discovery of ancient pollen and spores in the peat layers, led them to conclude the site had been treeless during the time of this ice age. Of particular interest is that many of the spores collected could only have grown on the dung of large grazing mammals. This led Mathewes to conclude the peat bed could have formed in a watering hole where bison, caribou, and possibly woolly mammoths gathered.

"It seems that this was a tundra-like area that supported grasses and sedges, like what you would expect to find near a glaciated area, but not one covered by ice itself," Lian says.

This recent collaboration between Mathewes and Lian led to a publication in the Canadian Journal of Earth Sciences. The research also appeared on the front page of the Oct 6, 2015 issue of The Vancouver Sun, and was featured on the Global TV's News Hour on Oct 9, 2015.

Lian and colleague Dr. Richard Roberts, who directs a similar laboratory in Australia, also marked the 30th anniversary of the invention of optical dating in an article (Illuminating the Past) they published in April 2015 in the prestigious science journal Nature.

*Dr. Olav Lian conducting field research on Haida Gwaii.*



## 2.2 PERFORMANCE MEASURES, TARGETS AND RESULTS

This section reports the 2015/16 Accountability Framework Performance Measures and Results provided by the Ministry of Advanced Education. Ministry assessments are based on the following scale:

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

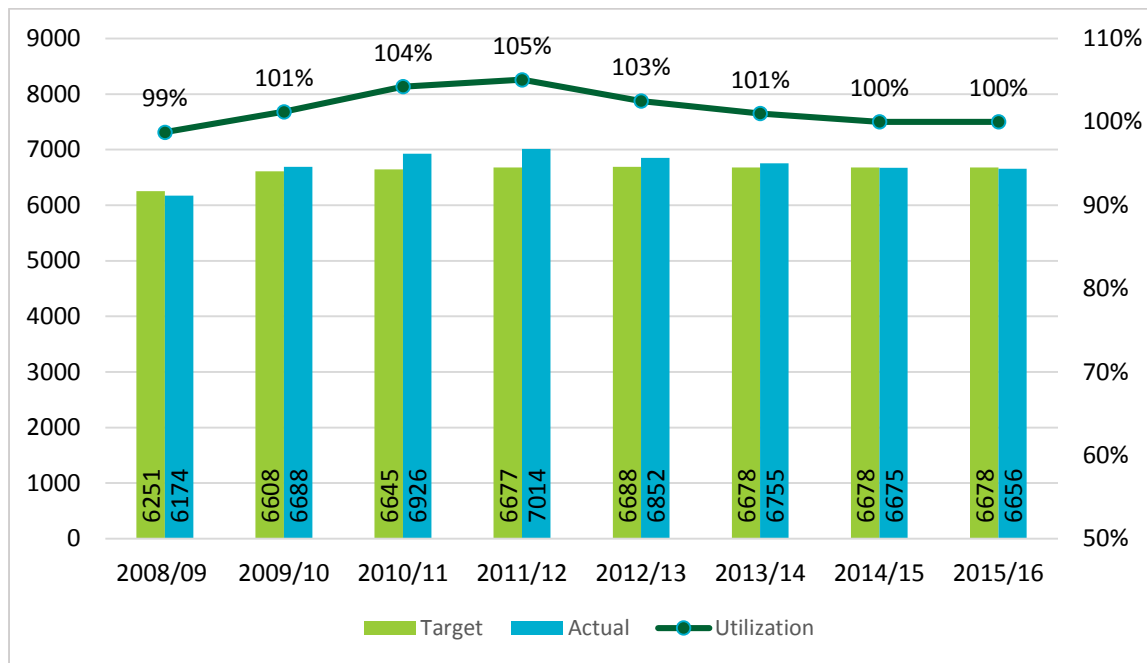
### Measure 1: Student spaces

System Objective: Capacity

Student spaces <sup>2</sup>							
Performance measure	Performance			Performance assessment	Targets		
	2014/15 Actual	2015/16 Target	2015/16 Actual		2016/17 Target	2017/18 Target	2018/19 Target
Total student spaces	6,675	6,678	6,656	Substantially Achieved	6,678	6,678	TBD
Nursing and other allied health programs	486	475	502	Achieved	475	475	TBD
Developmental	441	519	365	Not achieved	519	519	TBD

UFV produced 6,656 FTEs relative to a target of 6,678, thus substantially achieving its target with a utilization rate of 99.7%. UFV's slight decline in domestic FTEs is likely due to two effects. First, since 2011 the university aged population of the Fraser Valley has been declining, it will begin to rise again in 2018. Second, since receiving university status in 2008, UFV has experienced an increase in the number of degree students; these students take more upper-level courses which tend to have smaller class sizes. We discuss these two issues in greater detail in section 1.2 *Strategic Context*. In each of the previous six years, UFV has successfully met or exceeded the number of governmentally funded targeted FTEs. Figure 24 illustrates the last eight years including UFV's most recent utilization rate (rounded to 100%) for 2015/16. This demonstrates UFV's commitment to providing access to post-secondary education in the Fraser Valley and indicates continued demand for UFV's programs and services from the community it serves.

**Figure 24: Actual vs Target FTEs and Total Utilization Rates, 2008/09 to 2015/16**



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

UFV is committed to access and development programs by offering diverse program options in Adult Basic Education (ABE), English as a Second Language (ESL) and Adult Special Education (ASE). UFV has not achieved its 2015/16 target for Developmental FTEs, largely due to program funding cuts. Over the years the university has continued to upgrade and modify access and development options to make sure that they are aligned with other programs at UFV so that students can continue their education after successfully completing their foundation programs. The high demand for credit level programs relative to developmental programs is likely due to UFV’s evolution into a full-fledged university along with the social-economic development of the Fraser Valley. Student FTE targets for developmental programs remain unchanged; however, the Ministry recognizes that 2015/16 continues to be a year of transition for these programs and some institutions may be unable to meet their developmental program targets.

### Measure 2: Credentials awarded

System Objective: Capacity

Credentials awarded <sup>3</sup>							
Performance				Performance assessment	Targets		
Performance measure	2014/15 Actual	2015/16 Target	2015/16 Actual		2016/17 Target	2017/18 Target	2018/19 Target
Number	1,944	1,912	2,042	Achieved	2,023	TBD	TBD

UFV has achieved its target for credentials awarded for 2015/16, with an increase of 5% over the previous year. Since 2008/09, the year UFV received university status, certificates have increased 39%, followed by the bachelor's degrees at 31%, and diplomas at 17%.

### Measure 3: Aboriginal student spaces

System Objective: Access

Aboriginal student spaces <sup>4</sup>				
Performance Measure	2014/15 Actual	2015/16 Target	2015/16 Actual	2015/16 Assessment
Total Aboriginal student spaces	556	N/A	578	Not assessed
Ministry (AVED)	521		537	
Industry Training Authority (ITA)	35		40	

UFV's Strategic Enrolment Plan 2014-2019 includes a goal to have the proportion of Aboriginal students at UFV equal the proportion of the Aboriginal population in the Fraser Valley. This year, the Ministry identified Aboriginal FTE count at UFV is 578; this represents 8% of UFV's total domestic FTEs. This share of Aboriginal students exceeds the 2006 census estimates for the Fraser Valley College Region for percent of population of Aboriginal People, 5.7%; Aboriginal Youth, 7.4%; and Aboriginal Student Headcount of Domestic Public Post-secondary Population, 7.1%. The share also exceeds the 2011 National Household Survey which shows 6.7% of the Fraser Valley Regional District population as being Aboriginal. The number of students that self-identify as Aboriginal at UFV is lower than the number of students identified as Aboriginal by the Ministry. UFV has a goal to raise community support for its internal Aboriginal student count. UFV remains committed to indigenizing the academy, building connections with the Aboriginal community, and making the university an inviting and inclusive environment for all students.

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

System Objective: Quality

Student satisfaction with education <sup>5</sup>									
Performance measure	Performance					Performance assessment	Targets		
	2014/15 Actual		2015/16 Target	2015/16 Actual			2016/17 Target	2017/18 Target	2018/19 Target
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	92.2%	1.7%	≥ 90%	91.1%	2.3%	Achieved	≥ 90%		
Apprenticeship graduates	93.6%	2.7%		92.5%	6.1%	Achieved			
Bachelor degree graduates	97.8%	1.0%		98.1%	0.9%	Exceeded			

Student assessment of the quality of instruction <sup>5</sup>									
Performance measure	Performance					Performance assessment	Targets		
	2014/15 Actual		2015/16 Target	2015/16 Actual			2016/17 Target	2017/18 Target	2018/19 Target
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	97.4%	1.0%	≥ 90%	91.3%	2.4%	Achieved	≥ 90%		
Apprenticeship graduates	90.9%	3.2%		90.0%	7.0%	Achieved			
Bachelor degree graduates	99.2%	0.6%		97.9%	1.0%	Achieved			

Student assessment of skill development <sup>5</sup>									
Performance measure	Performance					Performance assessment	Targets		
	2014/15 Actual		2015/16 Target	2015/16 Actual			2016/17 Target	2017/18 Target	2018/19 Target
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	Results not comparable <sup>7</sup>		≥ 85%	86.1%	2.9%	Achieved	≥ 85%		
Apprenticeship graduates	Results not comparable <sup>7</sup>			89.8%	7.8%	Exceeded			
Bachelor degree graduates	91.6%	2.0%		90.9%	1.9%	Achieved			

UFV closely monitors the Ministry-generated student outcomes surveys: the Diploma, Associate Degree and Certificate Student Outcomes Survey (DACSO), the Apprenticeship Graduates Survey (APPSO) and the Baccalaureate Graduates Survey (BGS). The survey results are widely disseminated to academic

departments and faculties, and to senior managers. These efforts help provide staff, faculty and senior administration with the necessary information and insight to make better informed decisions that lead to improved performance. All university-wide projects, such as the new Education Plan and the Skills Gap Plan, as well as smaller projects such as new programs under development, make use of student outcomes data. Individual departments and faculties examine these results as part of their regular review process designed to refine and improve their programs.

UFV has achieved or exceeded 2015/16 targets on Measure 4 (Student Satisfaction with Education), Measure 5 (Student Assessment of the Quality of Instruction), and Measure 6 (Student Assessment of Skill Development) for all three groups of graduates. In general, the scores are lower for Former Diploma, Associate Degree and Certificate Students (DACSO) and Apprenticeship Graduates (APPSO) compared to Bachelor Degree Graduates (BGS). The DACSO survey considers both graduates and early leavers of certificate and diploma programs, and historically, DACSO respondents have tended to assess their education, instruction and skills lower than the respondents of APPSO and BGS, which include only graduates. While it is pleasing to see that we are being rated highly by the students that spend the longest time at UFV, the bachelor’s graduates, the university continues to find ways to improve the educational experience, skills and competencies of all its students, regardless of how long they spend at UFV or what program of study they pursue.

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

System Objective: Relevance

Student assessment of usefulness of knowledge and skills in performing job <sup>5</sup>									
Performance measure	Performance				Performance assessment	Targets			
	2014/15 Actual		2015/16 Target	2015/16 Actual		2016/17 Target	2017/18 Target	2018/19 Target	
	%	+/-		%		+/-			
Former diploma, associate degree and certificate students	84.6%	4.5%	≥ 90%	84.2%	6.0%	Achieved	≥ 90%		
Apprenticeship graduates	92.2%	3.3%		92.5%	6.1%	Achieved			
Bachelor degree graduates	87.6%	2.9%		91.4%	2.1%	Achieved			

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

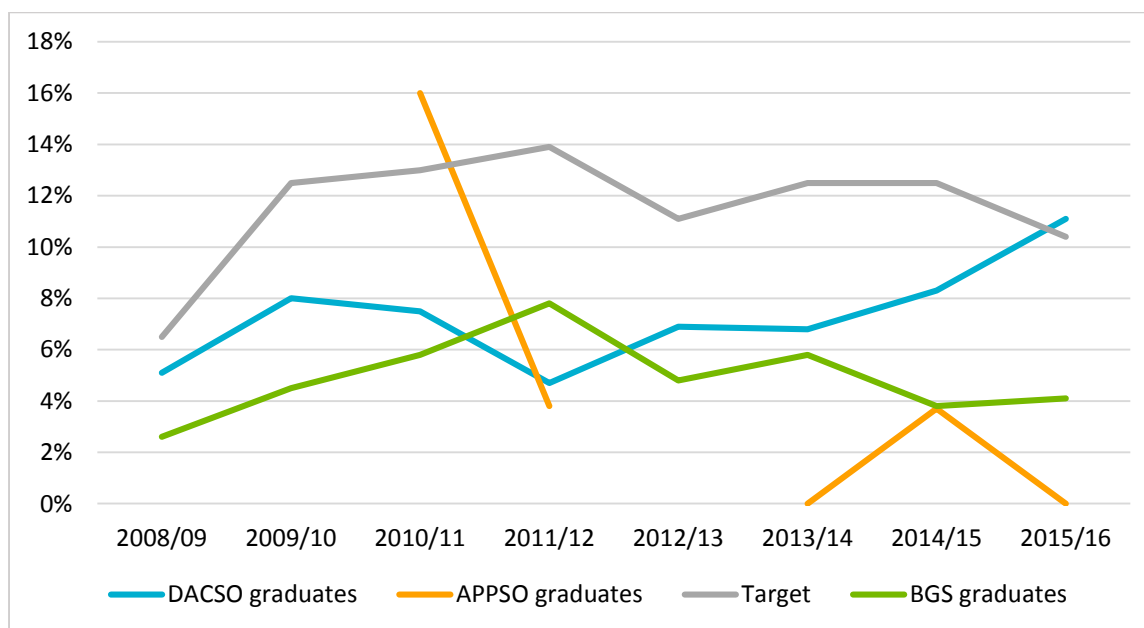
## Measure 8: Unemployment rate

System Objective: Relevance

Unemployment rate <sup>5, 6</sup>									
Performance measure	Performance					Performance assessment	Targets		
	2014/15 Actual		2015/16 Target	2015/16 Actual			2016/17 Target	2017/18 Target	2018/19 Target
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	8.3%	3.2%	≤ 10.4%	11.1%	4.8%	Achieved	≤ 10.8%	≤ unemployment rate for individuals with high school credentials or less	
Apprenticeship graduates	3.7%	2.2%		0.0%	0.0%	Exceeded			
Bachelor degree graduates	3.8%	1.5%		4.1%	1.4%	Exceeded			

For the last 7 years, UFV performance – as assessed through APPSO, DACSO and BGS survey responses – has achieved or exceeded the target: the unemployment rate has been lower than the target for each year. (In 2010/11, the APPSO students met the target since the +/- for that year was 9.6% and in 2015/16, the +/- for DACSO students was 4.8%). This year, DACSO students achieved the unemployment target while apprenticeship and bachelor's graduates exceeded the target, each by a significant margin. These results indicate that UFV graduates, whether they are baccalaureate graduates, apprenticeship graduates, or certificate and diploma holders, are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills. Figure 25 shows the unemployment rate for the three groups; there are years where the APPSO measure is missing since 2010/11 year was the first to include APPSO survey results and in 2012/13 the number of respondents was insufficient for assessment.

**Figure 25: Unemployment Rates and Targets 2008/09 – 2015/16**





The following notes explain the values and assessments.

**Notes:**

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

N/A - Not applicable

- <sup>1</sup> Please consult the 2015/16 Standards Manual for a current description of each measure. See [http://www.aved.gov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)
- <sup>2</sup> Results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year; results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year. Excludes Industry Training Authority student spaces.
- <sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.
- <sup>4</sup> Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.
- <sup>5</sup> Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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%.
- <sup>6</sup> Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.
- <sup>7</sup> In 2015 the wording of the skills development questions changed. Until 2014, respondents were asked to indicate the "extent to which their in-school training provided them with opportunities to develop various professional skills" and used a five-point scale. In 2015, respondents were asked "how helpful their program was at developing a number of professional skills" and used a four-point scale.



Convocation 2016

## BOX 7: STEVEN SCHROEDER NAMED UFV PEACE AND CONFLICT STUDIES TEACHING CHAIR

From local crime wars to the civil conflict in Syria and the related refugee crisis, violence is prevalent in our world. This abundance of conflict means the establishment of the University of the Fraser Valley's new Peace and Conflict Studies Teaching Chair is relevant and timely.

Dr. Steven Schroeder, a faculty member in the UFV History department, has been appointed to this new position to further develop and build the Peace and Conflict Studies (PACS) program, establish a five-year plan, and teach undergraduate courses in this field. He will mentor and provide research and experiential learning opportunities for students while developing collaborative relationships and networks with community partners.

The study of peace and conflict is a research-based, interdisciplinary field focusing on practical application in peace-building work. This area of study is well-recognized with over 400 programs in colleges and universities throughout the world.

UFV offers PACS courses, and a Bachelor of Arts in Peace and Conflict Studies has been developed. This proposed degree will be interdisciplinary and applied, focusing on conflict transformation in the Fraser Valley and beyond.

In addition to analyzing conflict and peace strategies in the classroom, PACS students will acquire practical skills and hands-on experience in conflict transformation and reconciliation work that promotes equality, justice, and equitable access to, and ownership of, resources.

"We need to address proactively the widespread violence in language, cultural clashes, structural injustices and war in our world today," says Schroeder. "The Peace and Conflict Studies program will expand students' knowledge of current conflicts, challenge them to think critically, and develop their peace-building skills. The result of this work will be evident in student-led, applied projects that will benefit our communities.

"Violence is exhibited in many ways in our world today, most obviously in war," Schroeder notes. "However, violence is also inherent in our communication, in social conditions, in resource management, and many other forms of human relationships. Education that includes the development of intellectual resources and practical skills is required to address the complex problems of our day, and to equip students with effective peace-building abilities. The Peace and Conflict Studies program aspires to accomplish these goals, and to prepare students for local and international conflict transformation work."

UFV's PACS teaching chair has received financial support from a network of community donors. Support has been received from foundations, diverse ethnic community leaders, faith groups, and from the proceeds of a peace-focused event with astronaut Colonel Chris Hadfield.



### **External surveys**

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

### **Canadian University Survey Consortium**

As discussed in the Students 1.2.3 section, UFV participated in the 2015 Canadian University Survey Consortium (CUSC) survey of graduating students. Regarding student activities, UFV students are less likely to participate in student clubs, 16% vs 22%, or on-campus student recreational and sports programs, 5% vs 18%, than students nationally. UFV students are more likely to be employed during their studies, 74% vs 59% and work more hours per week, 21 vs 18 than overall. Students report a negative impact of their employment on their studies at a higher rate than nationally, 51% vs 42%.

UFV students have very positive perceptions of their professors and in all 15 measures they are at least as satisfied, if not more, as students in each of the three groups of universities (and the national sample as well). (Group 1 consists of smaller universities, UFV is in this group, Group 2 are medium sized universities, and Group 3 are large universities.) For example, 97% of UFV students agreed or strongly agreed with, "Treat students as individuals, not just numbers" vs 92% for Group 1 universities, 84% for Group 2, 78% for Group 3, and 84% nationally.

At UFV, 95% of students are satisfied with their decision to attend their university which is 6% higher than the national results, and less than 1% are very dissatisfied, which is 2% lower than the national results. Impressively, 96% of UFV graduating students are satisfied with the overall quality of education at their university; this is 5% – 13% greater than the results for each of the three comparison groups, 91% (Group 1), 85% (Group 2), 83% (Group 3), and 86% for all students. For many students the value for the cost of their education is important and 68% agree that they received good value for their money at their university. This includes 15% who strongly agree. At UFV, 81% of respondents agree (13% greater than overall), including 22% that strongly agree, that they received good value for their money at their university. Finally, 88% of overall graduating students would recommend their university to others. Again, UFV's results are 2% to 6% higher than each of the three comparative groups, with 94% of UFV graduating students responding that they would recommend their university to others.

### **National Survey of Student Engagement**

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every three years. NSSE collects information at hundreds of universities about student participation in programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. UFV most recently participated in the NSSE survey (and associated FSSE survey discussed below) in 2013. Both of the NSSE 2013 survey groups, first-year and senior students, rated UFV highly in three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others. Effective teaching speaks to our primary focus on the excellence of undergraduate education. In Quality of Interactions, our students rated us highly on interactions involving a wide variety of counterparts including students, advisors, faculty, and staff. UFV prides itself on having a supportive and inclusive culture and our high rating for Discussions with Diverse Others provides evidence of this.

### **Faculty Survey of Student Engagement**

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

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

- 91% of faculty at UFV perceive faculty-student relations as positive;
- 79% perceive intra-student relations as positive;
- 98% of faculty spend time outside of class meeting with students; and
- 94% also spend time advising students, which includes career advice.

Almost half of faculty reported overseeing undergraduate research projects, and one third report supervising internships or field activities. Institutionally, three quarters of faculty would like UFV to increase emphasis on the amount of time students devote to their studies. Interestingly, a strong majority of faculty say students should spend four hours or more per week on a specific course while only around a third of faculty actually think students spend that much time per week on a specific course – we imagine these perceptions are not unique to our university. Almost universally, faculty consider their courses as a vehicle to teach students to think; 98% reported their courses are structured for students to “think critically and analytically.” Faculty also felt that their courses are structured to teach students “job or work related knowledge and skills,” with 62% responding in the affirmative.

### **Ipsos Reid**

UFV participated in the 2014 Higher Education Reputation Syndicated Study conducted by Ipsos Reid. The survey asked Canadians about their opinions on Canadian post-secondary institutions. The results of this large, syndicated study showed that residents of the Fraser Valley rated UFV highly on measures including favourability and trust.



## BOX 8: DYNAMIC FATHER-DAUGHTER DUO TACKLES UNIVERSITY TOGETHER

When Reid Peters is struggling to understand a difficult concept in his UFV course, he doesn't have to go far for help. He can pop over to the house next door at his Seabird Island home and ask his daughter Angi — she's in the same class. In fact, Reid and Angi are taking two classes together this semester: Stó:lō Communications and World View with Professor Wenona Victor, and Counselling Skills with instructor Nicole Giesbrecht.

At age 67, Reid plans to graduate from in 2016, with a Social Services diploma with a First Nations option.

Angi has also taken several courses in the Social Services diploma program (First Nations option) since starting at UFV more than 10 years ago. She has taken time off to raise her daughters and to work as the youth engagement coordinator at Seabird Island. Now, as a newly qualified licensed practical nurse, she has returned to UFV. She's taking additional courses to complete her diploma and is interested in entering the Bachelor of Science in Nursing program.

Their paths aligned to take courses together, in part because Angi thought it would be a neat experience to be in the classroom with her father before he graduates.

Members of the Seabird Island First Nation, the father and daughter duo had very different educational backgrounds. Reid spent six years separated from his family at St. Mary's residential school in Mission, and by age 17 had dropped out and was a logger in the Fraser Valley, leading his own crew.

He was able to raise his family and make a decent living as a logger, but as he got older and sidelined by injury, his thoughts turned to a different sort of work. He was inspired by a desire to help the elders in his community, and returned to school to earn a credential and study in the human services field.

Reid started at UFV in 2007, taking upgrading courses in order to earn his Grade 12 equivalency (GED) as he approached the age of 60. In 2009, his determination and achievement were recognized by Canada Post, as they chose him as one of their Aboriginal Incentive award winners. After getting his GED, he entered the Social Services diploma program and has been chipping away at it ever since.

His friends tease him a bit about stretching his brain cells at a time of life when many people are starting to take it easy. "Not too many of my friends have as much education as I have, especially at this age," he says. "Some of them tease me that at my age I should be forgetting things, not learning new things. But I don't ever want to stop learning."



Angi is very proud of her dad and his perseverance as a "very" mature student. He was also influential in inspiring her to return after the age of 30 to finish her UFV diploma.

Shirley Hardman, UFV's senior advisor on indigenous affairs, is very happy to see this father-daughter duo working hard at school and preparing to give back to their community.

"One of the strengths of indigenizing the academy at UFV is being allowed to witness inter-generational healing of our xwelmexw people," she says. "For me, seeing Reid and his daughter Angi on campus reminds me of the hard work that our Elders have had to do — not only to heal themselves, but to ensure their children embrace a healthy life too."

## 3. FINANCIAL INFORMATION

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

### 3.1 FINANCIAL HIGHLIGHTS

The Student Union Society and the university were delighted to open the Student Union Building in 2015. The new facility provides much needed space for students and is a hub of activity. The university finalized a pre-paid lease with the Student Union Society in 2015-16, bringing closure to several years of planning for this building.

The university has negotiated purchase and sale agreements for the sale of 19 acres of the total 26 acre campus at the north Chilliwack campus. These agreements are expected to be finalized within the next fiscal year.

### 3.2 FINANCIAL RESULTS

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

### 3.3 LOOKING FORWARD

The university's consolidated budget plan is guided by, and aligned with, the strategic plans of the university; the Strategic Directions, the Education plan, the Strategic Enrolment Management plan and other supporting planning documents. Strategic investments in the 2016-17 budget are student-focused and align with the university's goals to deliver on the priorities of the education plan and to emphasize and support student retention, wellness and success. Intentional reallocations to digital and technology focused programming align with the directions stated in the Strategic Enrolment Management plan. The comprehensive budget can be viewed on the UFV website at:  
<http://www.ufv.ca/budgets/ufv-budgets/>

### 3.4 RISK AND UNCERTANTIES

The university operates in an increasingly complex environment with many factors outside of the control of the university. Significant risks for the university are:

1. **Provincial funding:** Multiple years of reduced funding has eroded the ability to invest in both programs and equipment. A further erosion could impact program quality.
2. **Student recruitment and tuition as an increasing portion of total revenue:** Enrolments may be negatively impacted by demographics, the economy, federal and provincial policies, and competition from other institutions.
3. **Higher reliance on international students:** A global catastrophe, economic events, and a higher concentration of international students from two or three regions could negatively impact international enrolments.

4. Deferred maintenance funding: Maintaining buildings with a reduced capital funding allocation.
5. Capital investments: There is a need to upgrade facilities and provide new space to meet enrolment plans and changing educational delivery modes. Limited funding opportunities will constrain necessary investments to capital infrastructure.

## FINAL COMMENTS

In the spring of 2016, UFV completed its new Education Plan which will run from 2016-2020. As part of this process the university also underwent a visioning exercise with the purpose of imagining and articulating UFV's place within the future of higher education. The Vision 2025 project culminated in a vision for the university stating that UFV will be a community- and regionally-based university that is learner- and student centred, whereby the learning drives the system and structure of the institution. Students and local communities will view UFV as a centre for intellectual and social development throughout their lifetimes, and as a place to learn how they can be better global citizens. The Education Plan details five goals to achieve this vision. The first goal is to Prioritize Learning Everywhere, which recognizes the learning of faculty, students, staff, and community no matter when, where, and how it occurs. The university puts the journey of the learner first and recognizes that our learners are diverse, which necessitates diverse learning options and settings. The university recently celebrated its 40<sup>th</sup> anniversary and it is timely that the 50<sup>th</sup> anniversary will happen just one year prior to 2025 — the university is already planning into its second half century.

To achieve its goals, the university is committed to being innovative, entrepreneurial, and accountable. UFV's planning is consistent with its strategic goal of striving to provide the best undergraduate education possible, by providing access to education in the Fraser Valley, providing support and programming for Aboriginal students, and focusing on producing FTEs in specific strategic skills, aligned with the demands of the labour market and the regional community. UFV students have many opportunities for experiential learning, amplifying their learning experience with hands-on projects that solidify the links between the classroom and the professional and community applications of their education. UFV is becoming an increasingly attractive option for international students and the rising number of international students enriches both the university and the community. Through its engagement with the community, UFV endeavors to be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley.

