

# Institutional Accountability Plan and Report

2020/21

Prepared by the UFV Office of Institutional  
Research and Planning



FROM THE OFFICE OF

Dr. Joanne MacLean  
*President & Vice-Chancellor*



July 16, 2021

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

Dear Minister Anne Kang,

The University of the Fraser Valley is pleased to submit its Institutional Accountability Plan and Report for the 2020/21 reporting cycle.

This past year UFV has seen unprecedented challenges, as have all institutions. When the COVID pandemic began in March 2020, our immediate priority was on the safety of our students and employees. Our other commitment was to continue to provide our students an outstanding education while affording flexibility to allow students to continue their studies.

Evidence of UFV's success in providing access to our students is seen in our 101.5% domestic utilization rate, the first time we have exceeded our Ministry target in over five years. The university makes a thoughtful and deliberate effort to attract students from the Fraser Valley and so we are pleased that many local learners chose to attend UFV. Students are attracted to our high quality programming that is relevant to students' lives, community needs, and the labour market.

After two years of consultation with internal and external stakeholders, in early 2021 the university's Senate and Board of Governors approved UFV's new Integrated Strategic Plan. Called IYAQAWTXW—which means House of Transformation in the language of the Stó:lō First Nation, the plan provides us with an exciting path towards our Vision, and is strongly rooted in our Mission of Engaging Learners, Transforming Lives, and Building Community, as well as our institutional Values of Community, Inclusivity, Excellence, and Integrity.

The university has a new strategic plan for Indigenization, Lálém ye mestíyexw: Indigenizing the Academy. The Lálém ye mestíyexw presents a much-needed structure that will allow UFV to fully embrace our commitment to Reconciliation, Indigenizing Our Academy, and improving our ability to be both responsive and responsible to Indigenous peoples' goals for self-determination and well-being. Recent tragic events have underscored the importance of Indigenization, and Truth and Reconciliation; Lálém ye mestíyexw provides direction and guidance for UFV to manifest these needed changes.



The university also saw the launch of its first Equity, Diversity, and Inclusion Action Plan, a framework to infuse equity, diversity, and inclusion into UFV's institutional practices, and support individual units in their EDI work.

In the summer of 2021, the number of new international students is much higher than last summer. The intake for fall 2021 looks even brighter, we are expecting over 300 new students—slightly more than in fall terms prior to the pandemic. As the COVID-19 situation improves, we expect to see international students continue to return to our university.

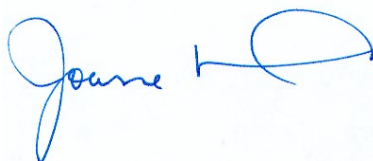
The challenges we have faced and overcome this year have taught us valuable lessons. We have adapted our processes and learned new ways of doing things. During this time the university has developed flexible formats for teaching, learning, collaborating, and working—showcasing the university's resilience and tenacity, and its commitment to educating students. We will retain and employ the best aspects of what we have learned as we return to campus.

Plans for the return to campus are in place and activities are well underway. We have targets of 50% return for staff and academic support faculty by July 12, 100% return for staff and academic support faculty by August 16, and 100% return for teaching faculty by September 7. We are excited and look forward to welcoming faculty, staff, and students back to campus in the fall semester. UFV and its remarkable community have risen to the challenge of COVID-19. We are proud of the university's many accomplishments, and commitment to its students and community.

Sincerely,



John Pankratz  
Chair, Board of Governors



Dr. Joanne MacLean  
President and Vice-Chancellor



# Table of Contents

Accountability Statement	1
Table of Contents	3
1. Strategic Direction and Context	5
1.1 Strategic Direction	5
1.1.1 General Overview	5
1.1.2 Engaging Learners, Transforming Lives, Building Community	8
1.1.2.1 UFV's Vision, Mission, and Values	8
1.1.2.2 UFV's Integrated Strategic Plan, IYAQAWTWX (House of Transformation), 2021-2026	11
1.1.3 UFV's Response to COVID-19	16
1.1.4 University-Wide Planning Projects	18
1.1.4.1 Indigenization at UFV	18
1.1.4.2 Equity, Diversity, and Inclusion Action Plan	21
1.1.4.3 UFV International Student Enrolment Goals	22
1.1.4.4 Strategic Research Plan 2016-2021	23
1.1.4.5 UFV Capital Plan	26
1.1.5 Quality Assurance	26
1.1.5.1 Program Review	26
1.2 Strategic Context	27
1.2.1 Overview	27
1.2.2 Economy and Employment	27
1.2.3 Demographics	36
1.2.3.1 National and Provincial Trends	36
1.2.3.2 Separating Short-Term and Long-Term Changes within College Regions	37
1.2.3.3 Campus Demands, Short-Term and Long-Term	40
1.2.3.4 Population Diversity	42
1.2.3.5 Facing the Challenges of Being a Multi-Campus University	43
1.2.4 Students	47

# Table of Contents

1.2.5 Research	55
2. Mandate Priority Reporting	57
3. Performance Plan and Report	89
3.1 Goals and Objectives	89
3.1.1 Planning at UFV	89
3.1.2 Alignment of UFV Goals and Objectives with Ministry Goals and System Objectives	89
3.1.2.1 Engaging Learners: Overview of the Activities and Initiatives	92
3.1.2.2 Transforming Lives: Overview of the Activities and Initiatives	98
3.1.2.3 Building Community: Overview of the Activities and Initiatives	104
3.2 Performance Measures, Targets and Results	111
3.2.1 System Measures	111
3.2.2 External Surveys	117
3.2.2.1 Canadian University Survey Consortium	117
3.2.2.2 National Survey of Student Engagement	119
3.2.2.3 Faculty Survey of Student Engagement	119
4. Financial Information	125
4.1 Financial Results	125
4.2 Risk and Uncertainties	126
5. Final Comments	127
Appendix A—Performance Measure Results	128
Appendix B— Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples	132

# 1. Strategic Direction and Context

## 1.1 Strategic Direction

### 1.1.1 General Overview

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

The University of the Fraser Valley is a public teaching university and long-standing member of the Universities Canada organization. The university's campuses are located in the beautiful Fraser Valley, on the traditional, unceded lands of the Stó:lō Nation. Our passion and commitment towards engaging learners, transforming lives, and building community is woven into all that we do, envisioning our campuses as a gathering place for learners, leaders, and seekers.

The university fosters a vibrant and diverse culture on each of its campuses. UFV provides post-secondary education for residents of the Fraser Valley, as well as students from around the world, with campuses and locations in Abbotsford, Chilliwack, Mission, and Hope, along with a presence in Chandigarh, India. UFV's largest campus is located in Abbotsford—a culturally diverse and welcoming community surrounded by agricultural activity and within close proximity to local mountains, the Pacific Ocean, and the US border.

Over the past year, UFV enrolled some 14,700 students<sup>1</sup>. UFV offers small class sizes and dedicated faculty, an excellent learning environment, creative integration of programming, and is committed to its work and collaboration with community partners. UFV holds four-star status with QS World University Ratings, a prestigious international post-secondary rating system that helps students choose the university that best fits their needs.

UFV was named as a top employer in B.C. for the seventh year in a row. Over the last year, more than 1,600 people were employed by the university, making an important contribution to the economy of the Fraser Valley. This includes some 366 permanent teaching faculty members, almost half of whom hold doctoral degrees.

UFV offers micro-credentials, certificates, diplomas, master's degrees, graduate certificates, post-baccalaureate certificates, a post-diploma certificate, and 19 bachelor's degrees in over 35 subject areas. These programs, in combination with a variety of majors, minors, and extended minors, allow students to tailor their academic pathway to suit their interests and needs. UFV also offers more than 20 Trades and Technology programs, as well as Upgrading and University Preparation programs, English Language Studies programs, and a vast selection of Continuing Education programs and courses. The university's five largest academic departments are Business Administration, Criminology & Criminal Justice, Computer Information Systems, Kinesiology and Physical Education, and Social, Cultural, & Media Studies. UFV's diverse programming ensures the university provides accessible and flexible opportunities to support personalized, life long learning, with pathways that lead to the attainment and recognition of students' educational goals.

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<sup>1</sup> This is for fiscal year 2020/21. Most data in this report is by fiscal year, we note occurrences where this is not the case. Student data in Section 1.1.1 is from the Central Data Warehouse (CDW).

UFV produced over 9,000 Full-Time Equivalents (FTEs) this year, with more than 1,600 of those coming from international students, and 548 funded by the B.C. Industry Training Authority. UFV produced 6,819 domestic FTEs towards a Ministry of Advanced Education and Skills Training target of 6,716 yielding a 101.5% utilization rate—2.9% higher than the previous year. Across all funding categories, UFV saw a slight decrease of 10 domestic FTEs (0.1%) over the previous year.

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

For 2020/21, UFV had 12,512 domestic, 2,100 international (Canada), and 158 international (UIGE Chandigarh) students enrolled, for a grand total of 14,770 unique students. For the remainder of this report, unless noted otherwise, reported student activity is that produced by domestic and international students at a UFV campus in Canada.

Given the global pandemic, the university, as did many others, saw a dramatic decline in the number of international students this year—a decrease of 598 FTEs from the previous year (-28.9%). The largest number of international students at UFV continues to be from India (76.0%), followed by China (8.4%), Vietnam (1.6%), and South Korea (1.5%). The large number of international students studying at UFV is one important way the university creates opportunities for the world to positively interact with the Fraser Valley and the Fraser Valley to positively interact with the world.

While COVID-19 may be keeping us apart physically, UFV adapted and continued to engage, collaborate, grow, and transform. Over the past year, the university was engaged in several institution wide planning projects that lay the foundation for UFV to address important issues and reach its goals. First and foremost, following extensive consultation with both internal and external stakeholders, UFV's Board of Governors have approved the university's new Integrated Strategic Plan. Called IYAQAWTXW, which means House of Transformation in the language of the Stó:lō First Nation, the plan provides UFV with an exciting path towards its Vision. The plan is strongly rooted in UFV's Mission of Engaging Learners, Transforming Lives, and Building Community, as well as its institutional Values of Community, Inclusivity, Excellence, and Integrity. Second, one of the first goals of the President's Task Force on Equity, Diversity, and Inclusion (EDI), formed in 2019, was to develop an EDI Action Plan informed by research on the current state of EDI at UFV and effective EDI practices. This year, the EDI 2020/21 Action Plan was launched; it aims to provide a framework to embed equity, diversity, and inclusion into UFV's institutional practices while also supporting individual units in their EDI work. This year the university hired its first Director of Equity, Diversity, and Inclusion, Sundeep Hans. Third, UFV's Senate has approved the university's new Indigenization plan, *Lálém ye mestíyexw*: Indigenizing the Academy—an Indigenization plan that underpins and supports the university's new Integrated Strategic Plan. Further detail on these, and other projects, is provided in Section 1.1.4 University-wide Projects.

The university has three new research centres this year: the [Community Health and Social Innovation \(CHASI\) Hub](#), the [Esposito Family Centre for Innovation & Entrepreneurship \(EFCIE\)](#), and the [Peace and Reconciliation Centre \(PARC\)](#). All three of these centres were founded on the strong relationships and financial support from our community partners. The centres are taking applied approaches to solving

current problems within our communities, region, and beyond. CHASI has been created to support the social, mental, emotional, physical, and economic health of those living in our communities; EFCIE will work to foster an inclusive, vibrant, and resilient space for innovation and entrepreneurship initiatives for the university and the Fraser Valley; and PARC works to identify diverse expressions of conflict, raise awareness about the causes and the systems that sustain conflict, and then devise solutions that people can apply to create sustained and meaningful peace and reconciliation. These new centres highlight some of the many examples of the university's commitment to developing meaningful community partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability.

UFV launched its new and innovative Career Mapping Tool (CMT) in May 2021, sponsored by UFV's Centre for Experiential and Career Education. Using a student's current educational trajectory and goals, this online interactive tool provides recommendations on career options. It shows students occupations they are qualified for upon graduation and how they can continue to build on their education to expand their future career options. UFV students have been involved from design to deployment of the CMT, including two UFV co-op students that led the project towards its vision.

Building renewal projects for Buildings A and D on the Abbotsford campus continued this year, aided by there being fewer people on campus. Most noticeably, the aging exterior of Building A has been removed and replaced with an upgraded exterior insulation and finish system (EIFS), allowing for wall inspections, improved insulation, and upgraded windows—significantly improving energy efficiency while substantially reducing operating costs. The entire EIFS Building Renewal Project is on budget and made possible through capital-specific funding from the Ministry of Advanced Education and Skills Training. Some of the benefits of the building renewal projects include improved appearance and lifespan, more consistent heating and cooling, digital infrastructure upgrades, and improved energy efficiency. UFV is committed to sustainability and environmental responsibility on its campuses, and is committed to being a leader in the development of its local communities.



*UFV's newly renovated Spirit Bear café area in Building A-East, 2021*

The university brings students and civic problem solvers from the community together through CityStudio Abbotsford—this year in a new home, located in the Centennial Building in the heart of historical downtown Abbotsford. The space will serve to further the experimentation and innovation that stems from a close collaboration between UFV students, faculty, and City of Abbotsford staff. In addition, CityStudio Chilliwack marked its inaugural semester in winter 2021. These two CityStudio locations are two of less than 20 cities in the world to have started a CityStudio program. CityStudio Abbotsford and Chilliwack are shining examples of active and experiential forms of learning.



The University of the Fraser Valley brings together community members by providing opportunities for engagement, collaboration, and discourse on diverse topics through a variety of mediums. This year's sessions were online and included *Choose to Challenge* in recognition of International Women's Day, *Keep on Stepping* and *Revealing Systemic Racism and Inequities in BC* in corroboration with the International Day for the Elimination of Racial Discrimination, and *Standing Up Against Violence Against Women & Girls* as part of participation in the Moose Hide Campaign. Other online events involving the community included theatre productions, the 2020 Fraser Valley Literary Festival, a series of Science Talks, a Writer-in-Residence workshop, CityStudio Hubbubs, and Art exhibitions at the S'eliyemetaxwtexw Art Gallery.



*Chilliwack Campus Gardens, 2020*

## 1.1.2 Engaging Learners, Transforming Lives, Building Community

### 1.1.2.1 UFV's Vision, Mission, and Values

UFV is built on our shared commitment to the university's purpose, principles, and our future direction. With the adoption of our new statements of vision, mission, and values in 2019, the university has set a course for lasting endurance that will yield benefits for years to come, both locally and beyond. The vision, mission, and values statements were translated into Halq'eméylem—the upriver dialect spoken by the Stó:lō, the people of the river, who occupied the land on which UFV is located before Canada was formed.

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

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

### Our vision

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

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

### Our mission

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

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

### Our values

#### Integrity | letse o sqwelewel

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

#### Inclusivity | lexwsq'eq'ostexw

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

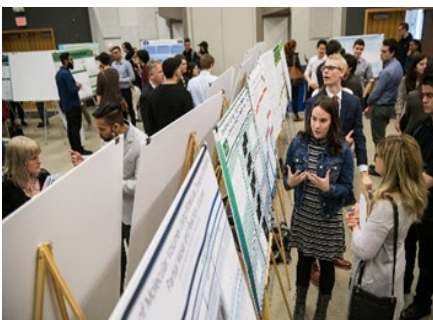
#### Community | st'elt'elawtexw

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

#### Excellence | ey shxweli

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

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



## Box 2: CityStudio Abbotsford Finds New Home in Historical Downtown

CityStudio Abbotsford now has a home.

The CityStudio Hub is located in the newly renovated Centennial Building in the heart of historical Abbotsford.

The new home for the Abbotsford

Downtown Business Association, Tourism Abbotsford, UFV CityStudio Abbotsford, and Banter Ice Cream has officially opened.



The space is in the renovated Centennial Building—the former Matsqui Centennial Library, next to Jubilee Park.

Mayor Henry Braun said the building will be a key community gathering space and innovation hub within the developing Historic Downtown.

A multi-purpose, classroom-like space has been generously provided by the City of Abbotsford as part of the CityStudio Abbotsford initiative originally launched in 2018.

The space will serve to further the experimentation and civic innovation that springs from a close collaboration between UFV students, faculty, and City of Abbotsford staff.

The CityStudio Hub will host academic activities, workshops, post-project showcases, and a variety of other formal and informal events that will benefit both students and the community at large.

To facilitate creativity and advance student skills and career

readiness while working on addressing civic challenges, the CityStudio Hub will be equipped with the latest in touch-screen technology. This will provide a dynamic environment to brainstorm, prototype, and present. The new space will offer a welcoming place for networking and mentorship through close professional ties with City partners.

The CityStudio Hub is expected to host student art work that comes from past and present CityStudio projects and reflects upon student values and knowledge as empowered and engaged citizens.

The activities within the new space will be conducted in accordance with public health advisories due to the ongoing COVID-19 pandemic and in continuous consultations and



compliance with the City of Abbotsford’s and UFV’s safety protocols and timelines.

Dr. Cherie Enns’ class engaged in an urban planning class that conducts best practices research and case studies in the area of repurposing public spaces using the equity, inclusivity, and social justice lens.

Enns’ students were expected to collaborate with multiple stakeholders within the Fraser Valley region through an adjacent community art project that will further enrich their educational journey and raise civic awareness.

“City Studio takes problem-based learning to another level. Students interact with community leaders and civic officials to address challenges facing our region. The city studio team is a great asset to the collaborative learning process,” comments Enns.

Larissa Horne is UFV’s Experiential Education Coordinator and she is excited about the new home for CityStudio Abbotsford. “The CityStudio Hub in the Centennial Building will be a great place for innovation in experiential learning, providing a dynamic environment to experiment, prototype and present. It will enhance students’ educational journey and their career preparedness, as well as serve the betterment of our community.”



Going forward, the CityStudio HUB in the Centennial Building will serve as a place to meet, learn, and grow.



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

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

## OUR INTRODUCTION

*Ey swayel.*

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

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

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

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

*Ey si:yam,*

**Dr. Joanne MacLean**

*President and Vice-Chancellor*  
University of the Fraser Valley

## OUR MISSION

# Engaging Learners

## *Yoystexw ye totilthet*

## OUR GOAL

*Provide inclusive learning environments for everyone*

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

## SUMMARY OF STRATEGIC IMPERATIVES:

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



## OUR MISSION

# Transforming Lives

## *Ayeqet kw'e shxwaylexws*

## OUR GOAL

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

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

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

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

## SUMMARY OF STRATEGIC IMPERATIVES:

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

## OUR MISSION

# Building Community

*Thayt kw'e st'elt'elawtexw*

## OUR GOAL

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

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

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

## SUMMARY OF STRATEGIC IMPERATIVES:

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





UFV is now implementing the Integrated Strategic Plan which includes identifying Key Performance Indicators (KPIs) that will measure progress towards the strategic imperatives. The Institutional KPIs will be relevant to all, or most, units across the university, providing a high-level indication of our progress in achieving our mission and vision. Qualitative data will also be collected from units across the university to provide further information on the implementation of the strategic imperatives.

The Integrated Strategic Plan will be implemented throughout the university. UFV faculties and departments will complete their own unit-level plans, and may, additionally, have their own, specific KPIs. Budget and resource planning will ensure resources are allocated to support the plan.

Once the unit level planning is complete, the final phase of monitoring our progress will begin. This phase will continue through the life of the Integrated Strategic Plan, in which we track our progress and make any required adjustments to meet the challenges of our evolving environment.

The Integrated Strategic Planning website will host a public dashboard that will display the institutional KPIs. An annual report will be submitted to both Senate and the Board of Governors outlining UFV progress made towards achieving the KPI targets.

### 1.1.3 UFV's Response to COVID-19

Universities around the world, including UFV, continue their work to contain the outbreak of the coronavirus while allowing their students to continue their studies. The safety of our students, faculty, staff, and the UFV community continue to be our highest priority. UFV maintains a [COVID-19 website](#) dedicated to providing updates, guidance, information and resources for students, faculty, and staff.

To proactively reduce the overall footprint on its campuses and increase social distancing, the University of the Fraser Valley, like other post-secondary institutions across B.C., changed the method of course delivery at the end of the winter 2020 semester. Starting on March 23, 2020 most classes at UFV moved to a remote learning format.

In summer 2020, UFV announced that the fall 2020 and winter 2021 semesters would continue to be mostly online. The university invested in remote learning and meeting software, technology, and digital interfaces to facilitate virtual learning and community engagement. Faculty worked hard to adapt course material to the new learning environment, found new ways of making meaningful connections with students, and evolved their online teaching skills. Many faculty made use of resources from UFV's IT Services department, which ensured the right technology for optimum learning, and the UFV Teaching and Learning Centre, which hired additional learning specialists to facilitate the transition to online.

Online support resources continue to offer guidance and information for students, and student services including advising, counselling, accessibility, financial aid, and registration are all offered virtually. For those in need, there is a Student Emergency Fund, one that many UFV employees support by redirecting their monthly parking fees while they work from home.

Students can still enjoy a variety of university experiences online including clubs, academic tutoring, and recreational activities.

UFV's annual Fall Invocation ceremony premiered online to welcome students to their new semester, and mark the beginning of Welcome Weeks. Hundreds of people attended live and some two thousand watched it later. Many students enrolled in Smart Start, an online orientation that includes modules on culture and conduct, wellness and success, prepping for class, and how to get involved in university life.



*UFV's Online Fall Invocation Ceremony, 2020*

While the majority of instructional activity in the academic year 2020/21 (fall 2020, winter 2021, and summer 2021) was conducted online<sup>2</sup>, approximately 15% of students had a portion of their learning face-to-face. In-person activity occurred most in Trades and Technology, Health Sciences, and Science programs. All Provincial Health orders and WorkSafeBC requirements are in place. Risk controls, safe work and learning practices, and safety training regimens are established and maintained. UFV has implemented stringent steps to help keep students and faculty safe through physical distancing, the use of masks, plexiglass barriers, smaller groups, frequent cleaning regimens, and personal protective equipment. Facilities crews clean more frequently and with greater intensity. Risk and Safety ambassadors were hired to explain and encourage physical distancing and other safety measures, and masks are mandatory on campus.

Students are completing practicums and co-op positions in face-to-face and online formats. Some faculty research also continues in an online format. Many alumni are on the frontlines, working in vital sectors such as health care and education.

Remote learning will continue through the summer 2021 semester, with the majority of UFV courses delivered online.

UFV is working with BC's Restart Plan for a safe return to campus for faculty, staff, and students for the fall 2021 semester. Approximately 70% of courses will include some face-to-face component; about half of these will be entirely face-to-face, and the remaining half will be in a hybrid format. The remaining 30% of courses in the fall will be offered online. The university is also piloting HyFlex courses in the fall

<sup>2</sup> For 2020/21, 90% of FTE activity was attributed to online (8,167/9,034).

2021 semester. HyFlex courses allow students to choose whether they wish to participate virtually or face-to-face—a student can choose to come to class one week, while choosing to attend online in a later week—providing more choice and flexibility to our students.

The university is excited to welcome everyone back to campus this fall. UFV and its amazing community have risen to the challenge of COVID-19. While this challenge is far from over, the university has successfully adapted and devised new ways to educate, collaborate, showcase work, and celebrate excellence—engaging learners, transforming lives, and building community.



UFV Class of 2020 Bachelor of Science in Nursing Student Amy Mueller

#### 1.1.4 University-Wide Planning Projects

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

##### 1.1.4.1 Indigenization at UFV

Indigenization is a strategic priority of the University of the Fraser Valley. Board Policy 200.05 states:

*Fulfilling Our Commitment to Aboriginal Peoples, UFV embraces its responsibility to peoples of Aboriginal ancestry to provide respectful, relevant and responsive post-secondary education and training that support their personal development, career success, and their participation in the social, cultural and economic development of our communities. The University is also committed to promoting knowledge of and respect for Aboriginal history, language, culture, values and Indigenous ways of knowing in its educational, research and service programs, and to including Aboriginal voice in its planning and decision making.*

On May 14, 2021, UFV's Senate approved the plan for *Lálém ye mestíyexw*: Indigenizing the Academy. This plan, which includes actions and recommendations, builds a framework for working together effectively within the university, as well as acting respectfully with Indigenous communities and partners to continue to Indigenize Our Academy. Guiding the plan is the vision of *Lálém ye mestíyexw*, or "House of the Peoples," which can be envisioned as both a communication mechanism and a structural model for Indigenization at UFV, mirroring the Stó:lō longhouse structure. *Lálém ye mestíyexw* provides a structure for Indigenization in which people and their work come together from their distinct areas throughout the university to strengthen their presence and relationships.

There are four key areas involved in Indigenization at UFV: Students; Relationships, Partnerships and Governance; Academic Curriculum and Programs; and Faculty, Staff and Administrators. These four areas can be seen to "build the *Lálém*." They are both centres of current activity as well as areas that require further action to ensure a healthy and wholistic *Lálém ye mestíyexw*.

*Lálém ye Mestiyexw* makes several recommendations:

1. Create an Advisory Council of Elders, Knowledge Keepers and Leaders.
2. Ensure the Indigenous Leadership position is a participant in the discussions, direction-setting and decision-making at UFV.
3. Create an organizing structure for Indigenizing at UFV.
4. Create a communication structure for Indigenizing Our Academy.
5. Create a new position for Director of Indigenized and Indigenous Curriculum.
6. Develop the position for coordination and administrative support.

The *Lálém ye Mestiyexw* presents a much-needed structure that will allow UFV to fully embrace its commitment to Reconciliation, Indigenizing Our Academy, and improving our ability to be both responsive and responsible to Indigenous peoples' goals for self-determination and well-being.

The *Lálém ye Mestiyexw* plan provides a timely river map for UFV to make changes towards these goals. The Office of the Provost and Vice-President Academic will be working closely with the Indigenous Affairs Office, the Indigenous Student Centre, and others on how to operationalize and support recommendations in the *Lálém ye Mestiyexw* plan.

Further information can be found under [UFV's strategic Indigenization plan](#).

A detailed account of UFV's Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples is provided in Appendix B. – Mandate Priority #1 Progress Report, Progress on Truth and Reconciliation.

### Box 3: Phyllis Webstad, Whose Story Inspired Orange Shirt Day, Speaks at UFV

UFV commemorated Orange Shirt Day a little early this year, and presented a special guest to provide insight and education about the generational impacts of the Indian Residential School system in Canada.

Phyllis Webstad, whose personal story inspired the Orange Shirt Day movement, spoke at UFV in an online meeting on Monday, Sept 21<sup>st</sup>.

The public was welcome and admission was free. All participants received a surprise commemorative gift.

"We are very fortunate to have Phyllis join us at UFV. It takes tremendous courage to talk about the darkest corners of history. And, it is incredibly generous of her to share the journey back towards reconciliation. It is a real gift to spend some time with Phyllis. She was going to be with us in person, but because of COVID-19 restrictions we will be interacting with her via Zoom," notes Shirley Hardman, Senior Advisor on Indigenous Affairs at UFV.

When Phyllis Webstad was six years old, she proudly wore a new orange shirt to her first day at residential school.

“I went to the Mission for one school year in 1973/1974. I had just turned 6 years old. I lived with my grandmother on the Dog Creek reserve. We never had very much money, but somehow my granny managed to buy me a new outfit to go to the Mission school. I remember going to Robinson’s store and picking out a shiny orange shirt. It had string laced up in front, and was so bright and exciting—just like I felt to be going to school!

“When I got to the Mission, they stripped me, and took away my clothes, including the orange shirt! I never wore it again. I didn’t understand why they wouldn’t give it back to me, it was mine! The color orange has always reminded me of that and how my feelings didn’t matter, how no one cared and how I felt like I was worth nothing. All of us little children were crying and no one cared.”

Once Webstad started sharing her story in 2013, the Orange Shirt Day movement was born. Orange Shirt Day is also an opportunity for First Nations, local governments, schools and communities to come together in the spirit of reconciliation and hope.

“I am honored to be able to tell my story so that others may benefit and understand, and maybe other survivors will feel comfortable enough to share their stories,” she notes.

Phyllis Webstad is Northern Secwepemc (Shuswap) from the Stswecem’c Xgat’tem First Nation (Canoe Creek Indian Band). She comes from mixed Secwepemc and Irish/French heritage, was born in Dog Creek, and lives in Williams Lake, B.C. Today, Phyllis is married, has one son, a step-son and five grandchildren. She is the Executive Director of the Orange Shirt Society, and tours the country telling her story



and raising awareness about the impacts of the residential school system. She has now published two books, the “Orange Shirt Story” and “Phyllis’s Orange Shirt” for younger children.

She earned diplomas in Business Administration from the Nicola Valley Institute of Technology, and in Accounting from Thompson Rivers University. Phyllis received the 2017 TRU Distinguished Alumni Award for her unprecedented impact on local, provincial, national, and international communities through the sharing of her orange shirt story.

Another UFV event with an Orange Shirt Day theme took place on Sept 23<sup>rd</sup>. The students of Robert Bateman Secondary’s Art Activism initiative invited the UFV community to witness their work.

This presentation visually narrated the life story of Bea Silver, a prominent Elder, educator, leader and residential school survivor. She worked with Bateman students to create paintings that tell her stories in a multi-media format.

“Bea Silver is an amazing local Indigenous elder,” says Hardman. “Her path has taken her from her birthplace in Se:math, where she wandered the orchards as a tiny girl, to international board rooms as the Chief of her Nation. She is a UFV alumna with a career in education. None of this is thanks to her dismal experiences in residential school. Bea is evidence of our people’s ability to rise above and be our best, despite the odds of our colonial history.”

### 1.1.4.2 Equity, Diversity, and Inclusion Action Plan

As a university located on S'olh Temexw, the traditional territory of the Stó:lō people, UFV recognizes the diversity of its population, the importance of equity, and is exploring ways to support inclusion. Concrete goals and actions are necessary to achieve meaningful change.

When the President's Task Force on Equity, Diversity, and Inclusion (EDI) was formed in 2019, seven working groups were created and tasked with collecting information on the current state of EDI at UFV and effective EDI practices. This information has been used to develop four overarching goals of UFV's EDI Action Plan:

#### GOAL 1:

Integrate EDI into our institutional culture so that all members of the community can thrive in their education, career, and leadership roles at UFV

#### GOAL 2:

Integrate inclusive excellence throughout UFV in teaching, research, service and community engagement

#### GOAL 3:

Embed the principles of EDI within the policies and processes at UFV

#### GOAL 4:

Develop data collection and reporting mechanisms to measure initiatives and progress, maintain transparency and accountability, and acknowledge success

The Action Plan identifies and addresses barriers to equity of access and opportunity for students, faculty, and staff. Many initiatives to advance EDI are already underway at the university; this plan does not supplant those initiatives and they will continue. The Action Plan will be reviewed, assessed, and reported on each year.

Further information about the plan, including its 40 initiatives, can be found on the [UFV website](#).



*Security COVID Student Ambassadors, 2020*



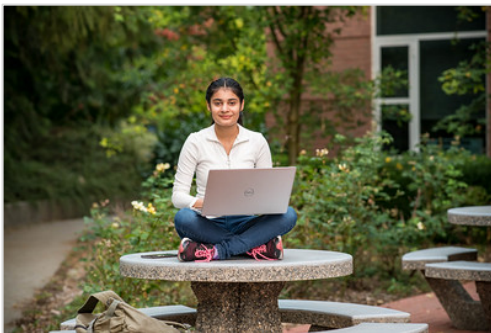
*Try a Trade Skills Canada, 2020*

### 1.1.4.3 UFV International Student Enrolment Goals

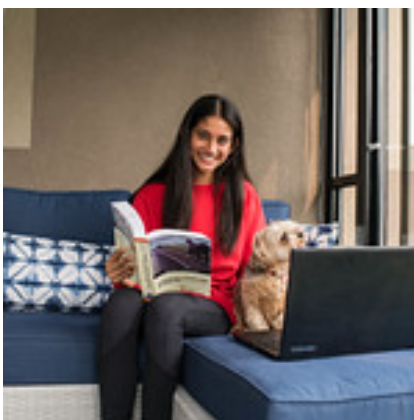
While COVID-19 decreased the number of international student enrolments at UFV, we anticipate a rebound in our numbers once travel restrictions are lifted and visa processing backlogs are addressed.

In anticipation of a continued high demand from international students, the university will continue to provide processes and services that ensure the success of these students and their integration into university life, while also supporting enrolment goals put in place winter 2020:

- To increase diversification of international students across the institution.
- To ensure a balance of international and domestic students across the institution.
- To more accurately reflect institutional resources, program capacities, and student support needs when setting enrolment goals.
- To better manage enrolment and our resources and plan for future targets and needs.
- To decrease UFV's risks related to international student admissions and enrolment.
- To increase campus readiness for growing student diversity.
- To ensure UFV upholds its core values while fulfilling its mission and striving to achieve its vision.



*Students Study Remotely, 2020*



*Long Night Against Procrastination, 2020*

#### 1.1.4.4 Strategic Research Plan 2016-2021

The University of the Fraser Valley is a teaching university, but one which sees teaching and research as interconnected. Having faculty who are active in publishing research and engaging in scholarly work contributes to faculty teaching students and facilitating learning. Active research and scholarship creates opportunities for students to become involved as volunteers or paid assistants, providing an experiential learning opportunity, learning not only the material that is the focus of the research, but also research and scholarship skills.

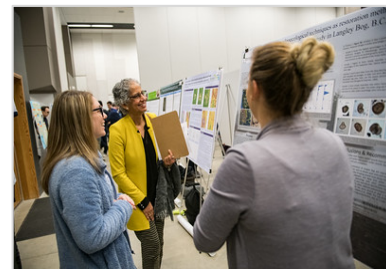
The plan focuses on six routes to encourage research and scholarship:

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

The plan targets five research themes to develop its research capacity, output and impact. Each theme is broad enough to support multi-disciplinary approaches, and each is connected to UFV's strengths as well as the values and interests of the people of the Fraser Valley.

The five research themes are:

- Community, justice, and cultural engagement.
- Environment and sustainable development.
- Human development, health, and well being.
- Teaching, learning, and cognition.
- Technology, modelling, and applications.



*Student Research Day, 2019*





## Box 4: UFV Teacher Candidates Create Videos Highlighting Black History

Students enrolled in the secondary-level cohort of UFV's Bachelor of Education program are filling a gap in BIPOC (black, Indigenous, and people of colour)-focused curriculum material. In honour of Black History Month, they have created a series of videos highlighting Black Canadians and Americans.

Events of the last year, especially the global reaction to the brutal killing by police of George Floyd, have heightened society's awareness of systemic racism and its impact on BIPOC.

This in turn has led to educators seeking curriculum materials for their students that not only focus on issues of systemic racism but also celebrate the significant achievements of Black people.

The students have made the videos available to the schools where they are completing their teaching practicums.

"As part of BEd programming, we ask our teacher candidates to consider ways that they can 'give back' to the schools who provide them with a practicum placement," notes Dr. Vandy Britton, Teacher Education department head at UFV.

"Given the complexities of organizing large-scale activities during COVID, our secondary teacher candidates decided to put together a series of videos highlighting the accomplishments of Black Canadians and Americans, both past and present, in honour of Black History month," says Britton. "The videos were shared with the principals of the schools

where the teacher candidates are placed, in hopes that this information would be passed along to teachers and their students."

The 19 videos, featuring notable Black citizens such as Viola Desmond, Harriet Tubman, Oscar Peterson, and even the newly famous young poet Amanda Gorman, can be viewed [online](#).

The idea was suggested by teacher candidate Kendall James-McKnight, and the rest of the

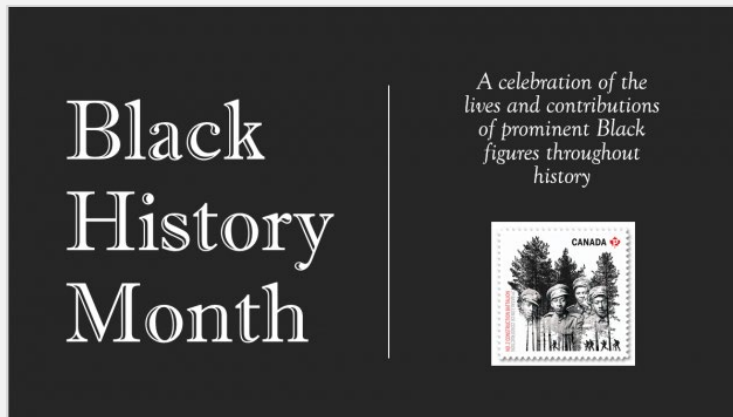
group agreed to collaborate on the video project. "In our Applications of Reflective Practice course, we were encouraged to think of ways in which we could give back to our school communities. In particular, we

were encouraged to think about how we could engage with the idea of social justice in our service work at the schools. I suggested doing videos for Black History Month."

"I thought back to my own school experience and realized that we rarely celebrated Black History Month and, if we did, it was only mentioned on one day of the month. With this initiative, we wanted to combat tokenism and give teachers the means to celebrate Black History Month consistently throughout the month."

The students created 19 videos, one for each school-in-session day in February.

Once they had decided to work on one group project instead of individual events at their schools as might have been done in non-COVID



times, the teacher candidates chose their subjects and created the videos.

“We allowed each group to select the individual of their choice. We wanted the videos to represent individuals who we believe have been inspirational and have paved the way for many to utilize their voices and overcome obstacles. There were lots of amazing people to choose from,” says James-McKnight.

They also consulted with administration at their host schools and with UFV faculty members.

“We created email templates to send to principals of the schools to gain permission to distribute the videos to their staff, and we created a title slide for the videos along with an introduction script to add consistency to the videos,” notes James-McKnight. “We also consulted with our professors, Vandy Britton and Awneet Sivia, to have them look over the videos in order to ensure they upheld the culturally sensitive pedagogy that the BEd program values.”

Making the videos was also a learning experience for the UFV teacher candidates, James-McKnight notes.

“Some of the people chosen for our video series were people that some of us had never heard of before.”

“This led to a learning experience on our part as we learned more about significant Black people who greatly impacted movements in Canadian and American society that have helped to shift us towards equality and anti-racism—a goal that we as a society are still trying to achieve.”

The videos were designed to be appropriate for students from Grade 6 and up, and would be useful for anyone wanting to learn more.



She notes that the schools are grateful to be receiving curriculum reflecting the history and issues faced by Black North Americans.

“It feels really incredible to be able to contribute a collection of videos to an area of the curriculum that is in desperate need of more resources. I have had librarians from schools email me and tell me they are saving these videos for future use. It makes our cohort incredibly proud to know that we are not only able to help teachers celebrate Black History Month in their classroom this year, but in future years to come.”

#### 1.1.4.5 UFV Capital Plan

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

Top priorities include adapting our campus in Mission to support collaborative partnerships, applied research, and learning opportunities for students that fit with the region's interests and goals. There are plans for a multi-media performance lab as part of an Applied Research and Innovation Hub on our Abbotsford Campus. Developing a Student Main Street and Welcome Centre to house the majority of student support and service areas will provide easy navigation and access to essential services in one place, creating an enhanced student experience and increasing collaboration across support and service units. Priorities that require adding additional space include student housing and an expansion to our cafeteria space.

#### 1.1.5 Quality Assurance

##### 1.1.5.1 Program Review

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

In 2020/21, UFV completed the Quality Assurance Process Audit (QAPA) with the Ministry of Advanced Education and Skills Training. The audit focused on UFV's internal processes for the review of existing programs and the development of new programs with the goal of strengthening and improving processes where beneficial, and identifying commendable policies, procedures, or practices. The audit confirmed UFV's commitment to quality assurance and enhancement, and commended UFV for ensuring that the importance of quality curriculum and the role of institutional and program learning outcomes in quality enhancement are well socialized throughout the institution.

## 1.2 Strategic Context

### 1.2.1 Overview

B.C. is projected to have population growth similar to many other Canadian provinces over the next twenty years, while the Fraser Valley is projected to be one of the college regions with the largest growth from their levels in 2020 by 2040 in the province.<sup>3</sup> B.C.'s economy is forecast to grow faster than the Canadian average as economies recover from effects of the COVID-19 pandemic. As well, B.C. has experienced a lower unemployment rate in 2020 (8.9%) than the Canadian average (9.5%), and is projected to have the lowest provincial unemployment rate in 2022 of 5.6%<sup>4</sup>.

In the Fraser Valley, the 15-29 year old age group population is projected to increase each year from 2020 to 2036, but with varying trajectories for the individual groupings of 15-19, 20-24, and 25-29 year olds. Later, from 2037 to 2040, the Fraser Valley is projected to see a gradual decline in its 15-29 year old population (some 2% less in 2040 compared to 2036). UFV's local school districts are projecting growth in grade 12 enrolments from their levels in 2020 to 2030, with Chilliwack and Langley accounting for two-thirds (66.6%)<sup>5</sup> of the share of projected growth. In the short term, projections for grade 12 enrolments in our local school districts are expected to increase (+418) in 2021, from their levels in 2020, followed by a comparable decline (-406) in 2022. From 2022 onwards, overall grade 12 enrolments in our selected local school districts are projected to increase steadily through 2027.

UFV has seen a slight decrease in domestic FTEs and a significant decline in international FTEs on its Canadian campuses compared to the previous year: domestic FTEs decreased by 0.1% over 2019/20, international declined by 28.9%, for an overall decline of 6.4% in FTEs. The university also saw a decline in student headcount of 7.7% from the previous year; a disproportionate rate in comparison to the decline in FTEs, resulting from an increase in the average number of registrations per student, particularly in the summer 2020 semester. This year also marks the largest share of students, 52.9%, studying full-time in the last six years.

UFV students have attributes that distinguish them from students at peer universities. Each year, selected UFV undergraduate baccalaureate-track students (based on year of study) are invited to participate in surveys from the Canadian University Survey Consortium (CUSC), and every three years from the National Survey of Student Engagement (NSSE) international student survey. In this section, and throughout this report, we have included relevant results from these surveys, which are discussed in greater detail in Section 3.2.2 External Surveys.

### 1.2.2 Economy and Employment

#### British Columbia Economic Outlook

The Royal Bank of Canada's March 2021 Provincial Outlook forecasts the economy in British Columbia to recover better than the Canadian average from the economic effects of the COVID-19 pandemic. Figure 1 shows that after significant contraction in Real GDP in 2020, B.C. is expected to rebound from the 5.0%

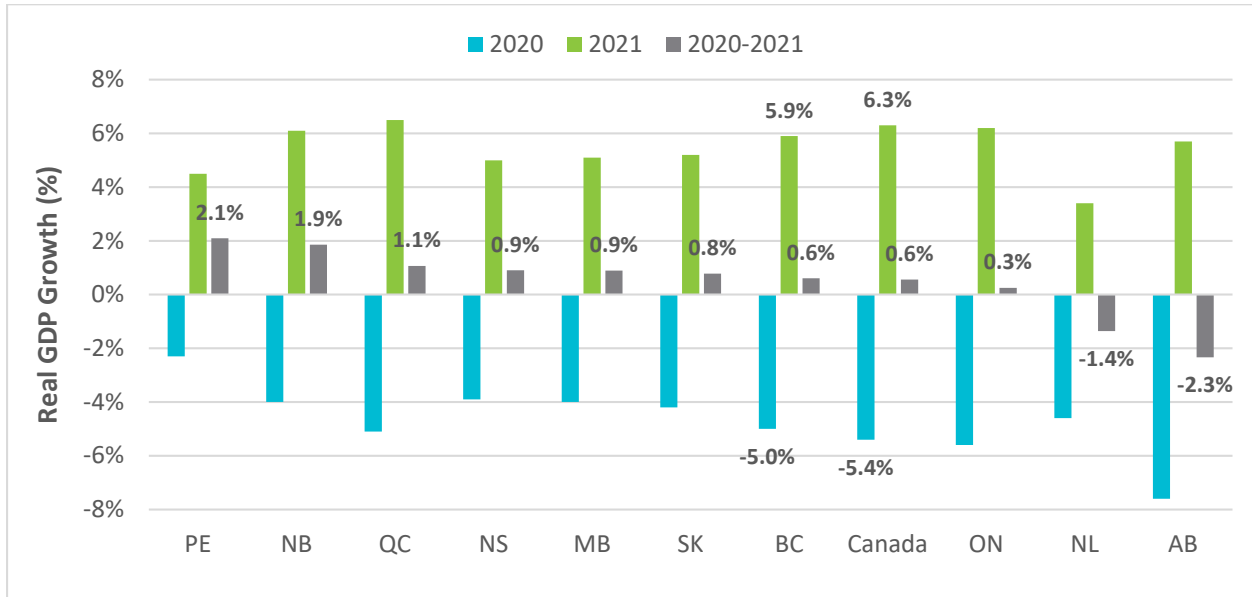
<sup>3</sup> Source: B.C. Stats PEOPLE 2020 database by selected college regions, accessed March 10, 2021.

<sup>4</sup> Source: Royal Bank of Canada, "Provincial Outlook", March 2021.

<sup>5</sup> B.C. K-12 Enrolment Headcount Forecast data provided by the B.C. Ministry of Education on May 27, 2021.

decrease with a 5.9% increase in 2021. This would result in an overall modest increase in Real GDP (+0.6%) for the province over the span of 2020 and 2021.

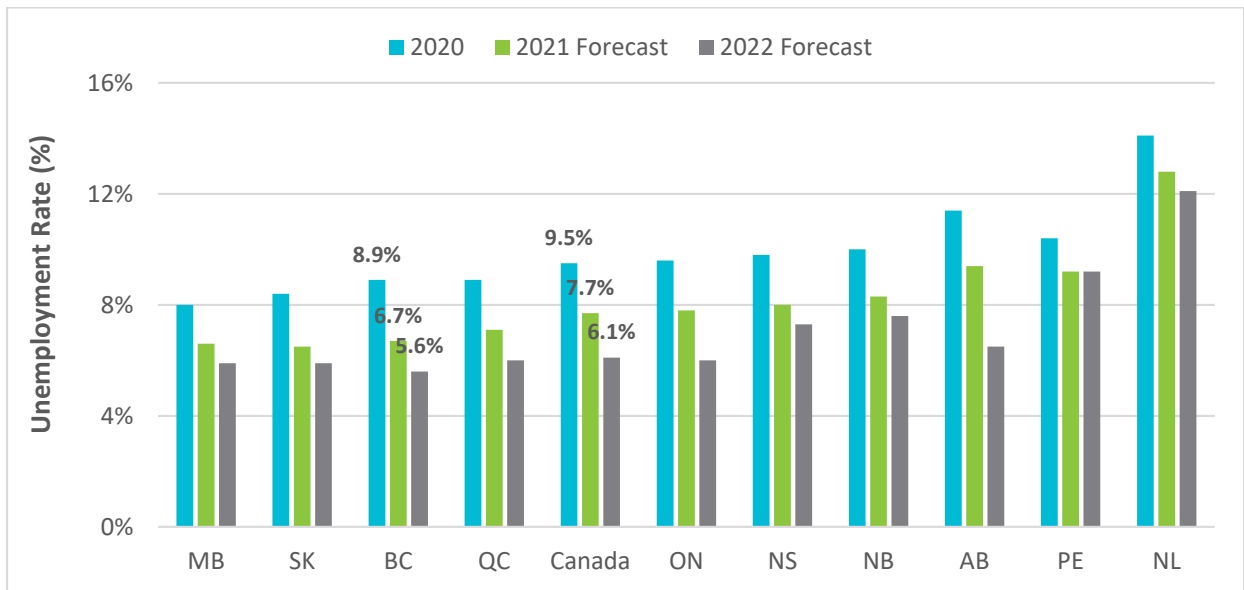
**Figure 1: Real GDP Growth Forecast (%), 2020 and 2021**



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

The unemployment rate projections look even better for British Columbia. Figure 2 shows that B.C. experienced a lower unemployment rate in 2020 than the Canadian average—8.9% compared to the national rate of 9.5%. B.C. is forecast to improve upon this by decreasing to 6.7% for 2021, then it is projected to have the lowest provincial unemployment rate in 2022 of 5.6%.

**Figure 2: Unemployment Rate Forecast (%), 2020-2022**



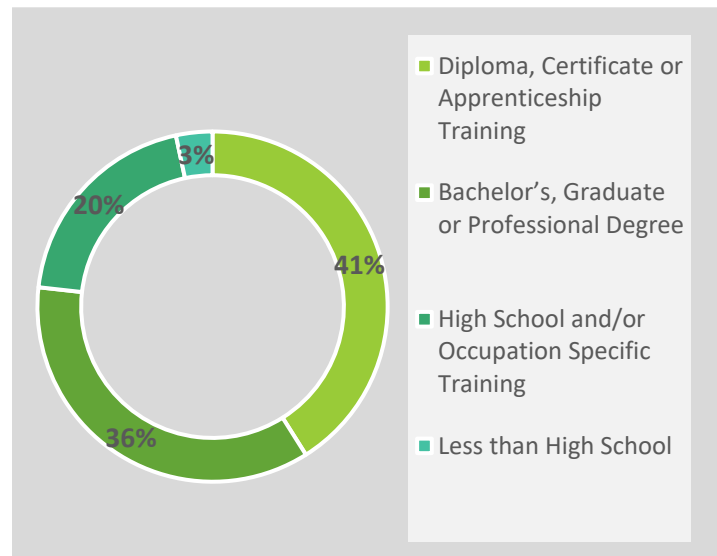
Source: Royal Bank of Canada, “Provincial Outlook”, March 2021.

The Business Council of British Columbia’s B.C. Economic Review and Outlook<sup>6</sup> emphasises the caution that should be used with these projections, since there are many factors that may still influence how B.C. and the rest of Canada react and recover from the economic fallout of the COVID-19 pandemic in the coming years:

*Despite a solid growth outlook, it will still take time for the provincial economy to fully heal. Much depends on the path of the virus, the impact of new strains, the pace of vaccinations, and how businesses and consumers respond to what remains a complex and uncertain economic environment (p. 12).*

Keeping this uncertainty in mind, the 2019 Edition of the BC Labour Market Outlook projections did not account for the level of economic shock experienced in 2020. As a result, the quantity of projected job openings in B.C. from 2019-2029 are likely unrealistic given the impact that COVID-19 has had on the economy (particularly the 31% of new job openings created through economic growth). However, it is still valuable to look at the level of education required for these projected jobs. As Figure 3 shows, 77% of the forecasted job openings require at least some post-secondary education or training. This is comprised of 41% of openings requiring Diploma, Certificate or Apprenticeship Training and 36% requiring a Bachelor’s, Graduate, or Professional Degree. These projections highlight the expected demand for workers with post-secondary education in the B.C. labour market in the coming years.

**Figure 3: Proportion of Projected Job Openings in B.C. by Education, 2019-2029**



Source: WorkBC, BC Labour Market Outlook: 2019 Edition.

### Mainland/Southwest

The Mainland/Southwest region contains both Greater Vancouver and the Fraser Valley. This area is home to two-thirds of the provincial population and a majority of the economic activity as a result. While recent economic shocks may have changed the future outlook of different industries, the occupations with the highest projected job openings in the region still provide a good projection of the future labour demand in the region.

<sup>6</sup> Source: [https://bcbc.com/dist/assets/publications/the-race-between-the-virus-and-the-vaccines/BCERO\\_2021\\_Feb.pdf](https://bcbc.com/dist/assets/publications/the-race-between-the-virus-and-the-vaccines/BCERO_2021_Feb.pdf)

For occupations where a degree is the typical education background, the one with the most projected job openings in Mainland/Southwest from 2019-2029 is Registered nurses and registered psychiatric nurses, followed by Financial auditors and accountants, Elementary school and kindergarten teachers, Information systems analysts and consultants, and Computer programmers and interactive media developers. For jobs where a diploma or certificate is the typical education background, Nurse aides, orderlies and patient service associates are forecast to have the most job openings in Mainland/Southwest, trailed by Home support workers, housekeepers and related occupations; Automotive service technicians, truck and bus mechanics and mechanical repairers; Licensed practical nurses; and Police officers (except commissioned).

Industries forecast to have the largest number of job openings in the Mainland/Southwest region, 2019-2029:

1. Construction
2. Other retail trade (excluding cars and personal care)
3. Food services and drinking places
4. Legal, accounting, design, research, and advertising services
5. Ambulatory health care services
6. Business, building and other support services
7. Hospitals
8. Computer systems design and related services
9. Wholesale trade
10. Nursing and residential care facilities

*Source: WorkBC, BC Labour Market Outlook: 2019.*

### Commuting Data

Despite having the smallest land area of the geographic regions covered in the BC Labour Market Outlook, Mainland/Southwest is still a fairly large region on its own. As a result, it is worth analyzing how much access residents of the Fraser Valley have to the larger and distinct job market of Greater Vancouver. Commuting data from the 2016 Census (Figure 4) gives some insight into Fraser Valley residents commuting to, and accessing, the job market in Vancouver. Over 20,000 residents of the Abbotsford-Mission census metropolitan area commute into Vancouver for work (31.9%). Another 3,850 people commute into Vancouver from their residence in Chilliwack (11.5%). With many jobs moving to an online format over the past year, it is likely that this access to the Vancouver job market from the Fraser Valley has increased. In addition, significantly more residents of Chilliwack travel west to Abbotsford-Mission for work (4,895) than vice versa (2,550).

**Figure 4: Fraser Valley Commuting Statistics**

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

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

### Fraser Valley Agriculture

The agriculture industry is a significant aspect of the Fraser Valley economy and contributes to what makes the region unique in relation to the rest of the province. As shown by Figure 5, 39% of the farm receipts in B.C. came from the Fraser Valley, significantly more than any other region.

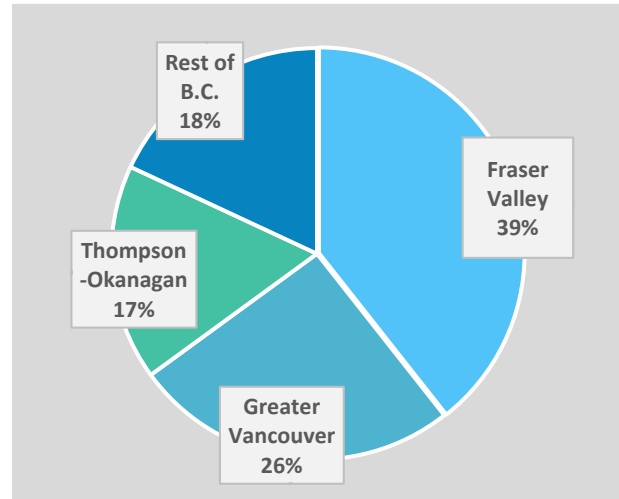
UFV’s programming reflects the importance of agriculture in the area, offering a variety of different agriculture related credentials such as the Bachelor of Agricultural Science, the Agriculture Technology Diploma, and the Livestock Production Certificate.

### Abbotsford-Mission

While commuting data shows that residents of the Fraser Valley have access to the entire Mainland/Southwest economic region, the local census metropolitan area of Abbotsford-Mission has some characteristics that make it distinct from both Mainland/Southwest and B.C. as a whole. Figure 6 shows that industries such as Construction, Manufacturing, Transportation and warehousing, and especially Agriculture (as also shown above) make up larger shares of employment in the Abbotsford-Mission area compared to Mainland/Southwest.

Similarly, both the Professional, scientific and technical services and Finance, insurance, real estate, rental and leasing industries, while being some of the largest industries in Mainland/Southwest, are comparatively smaller in Abbotsford-Mission.

**Figure 5: Proportion of Farm Receipts in B.C. by Region**



Source: Statistics Canada. Table 32-10-0436-01 Farms classified by total gross farm receipts in the year prior to the census.

**Figure 6: Proportion of Employment by Industry, Three-Month Moving Average, February 2020**



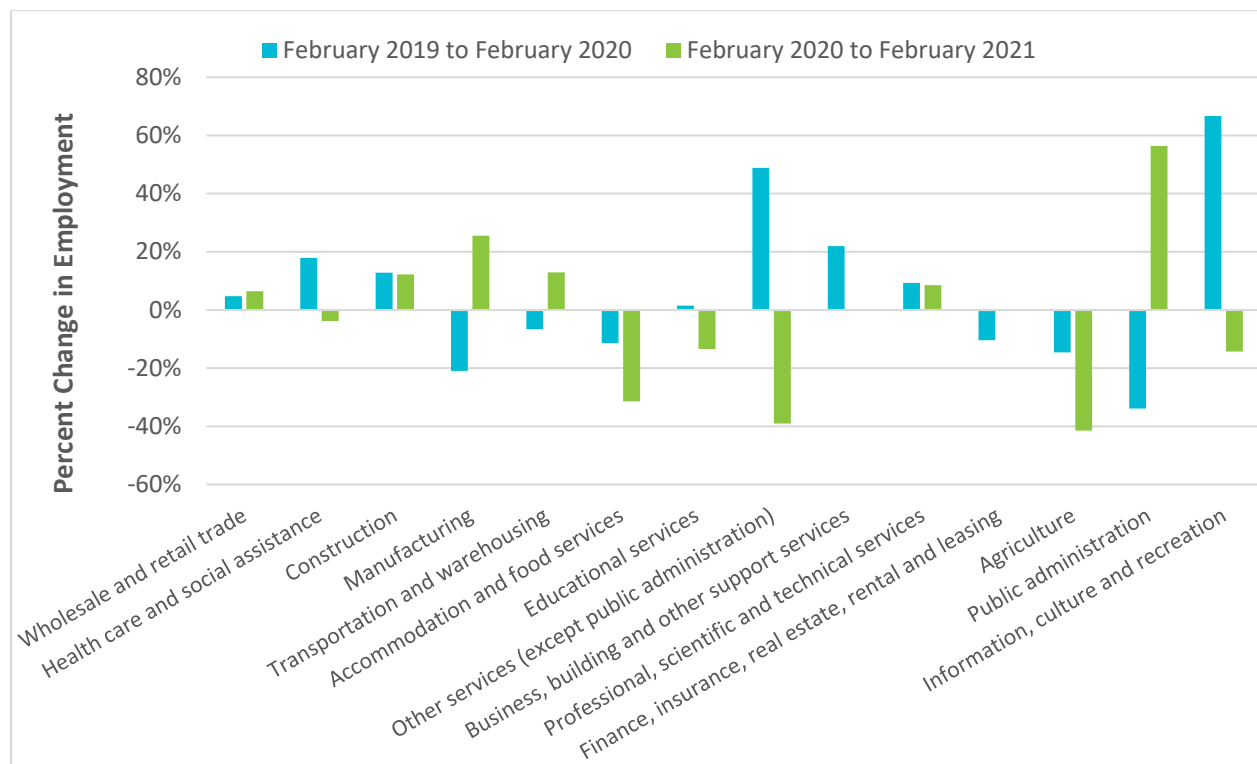
Source: BC and Mainland/Southwest data from Statistics Canada. Table 14-10-0388-01 Employment by industry, three-month moving average, unadjusted for seasonality (x 1,000). Abbotsford-Mission data from Statistics Canada. Table 14-10-0379-01 Employment by industry, three-month moving average, unadjusted for seasonality (x



1,000). Note: Both the Utilities and Forestry, fishing, mining, quarrying, oil and gas Industries are excluded because this data has been suppressed for Abbotsford-Mission to meet the confidentiality requirements of the Statistics Act.

This breakdown of employment by industry in Abbotsford-Mission has seen significant changes in certain industries, both before and during the COVID-19 pandemic. Figure 7 shows some of these changes. Industries experiencing substantial growth in the area from February 2019 to February 2020 included Information, culture and recreation (67%) and Other services (except public administration) (49%). However, both of these industries were some of the worst affected by the pandemic, having experienced significant declines in employment from February 2020 to February 2021. Both the Health care and social assistance and Business, building and other support services industries saw similar trends, but less severe, experiencing sizeable growth in 2019 before seeing reductions or no change in employment over 2020. Meanwhile, the industries of Manufacturing and Public Administration shrunk the most before the pandemic hit, only to experience the largest increases in employment since February 2020. Other industries, such as Wholesale and retail trade; Construction; and Professional, scientific and technical services appear to have been largely unaffected by the economic shock and have experienced growth in both of the last two years. Finally, there were the Accommodation and food services and Agriculture industries which both saw decreases in employment in 2019 which further declined in 2020, with the Agriculture industry in Abbotsford-Mission being the hardest hit of all, from a loss of employment standpoint. These drastic differences across industries showcases the varying effects that the COVID-19 pandemic has had upon different industries.

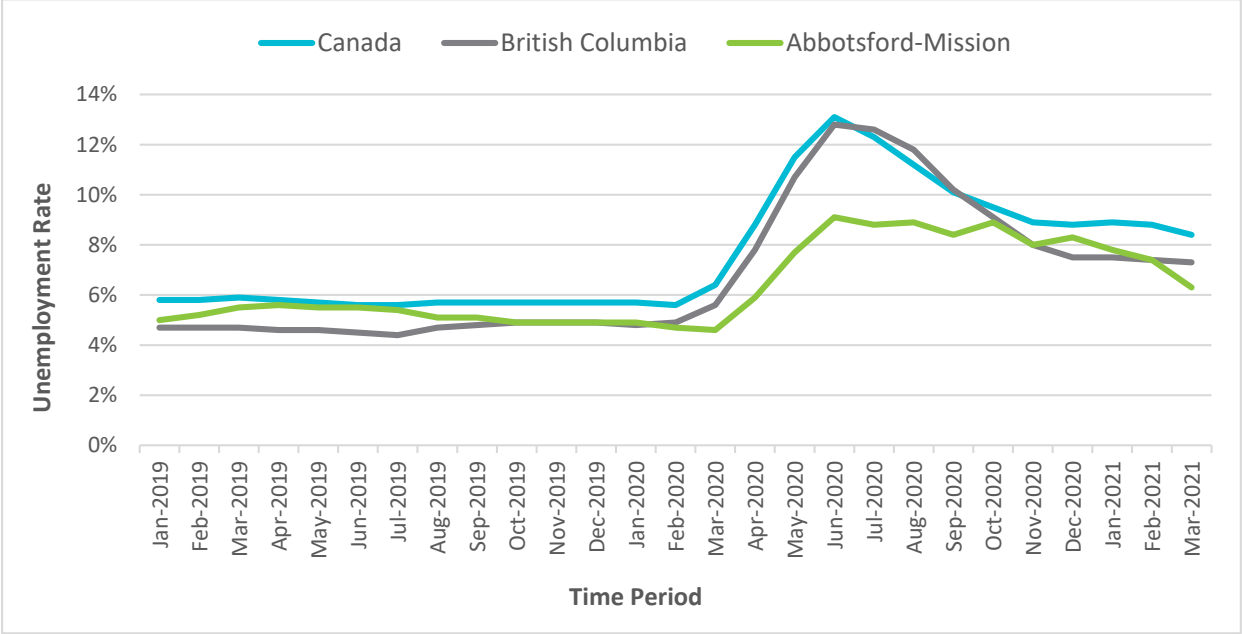
**Figure 7: Pre-Pandemic and Pandemic Employment Trends by Industry, Abbotsford-Mission (Comparison of Employment, Three-Month Moving Averages)**



Source: Statistics Canada. Table 14-10-0379-01 Employment by industry, three-month moving average, unadjusted for seasonality (x 1,000). Note: Both the Utilities and Forestry, fishing, mining, quarrying, oil and gas Industries are excluded because this data has been suppressed to meet the confidentiality requirements of the Statistics Act.

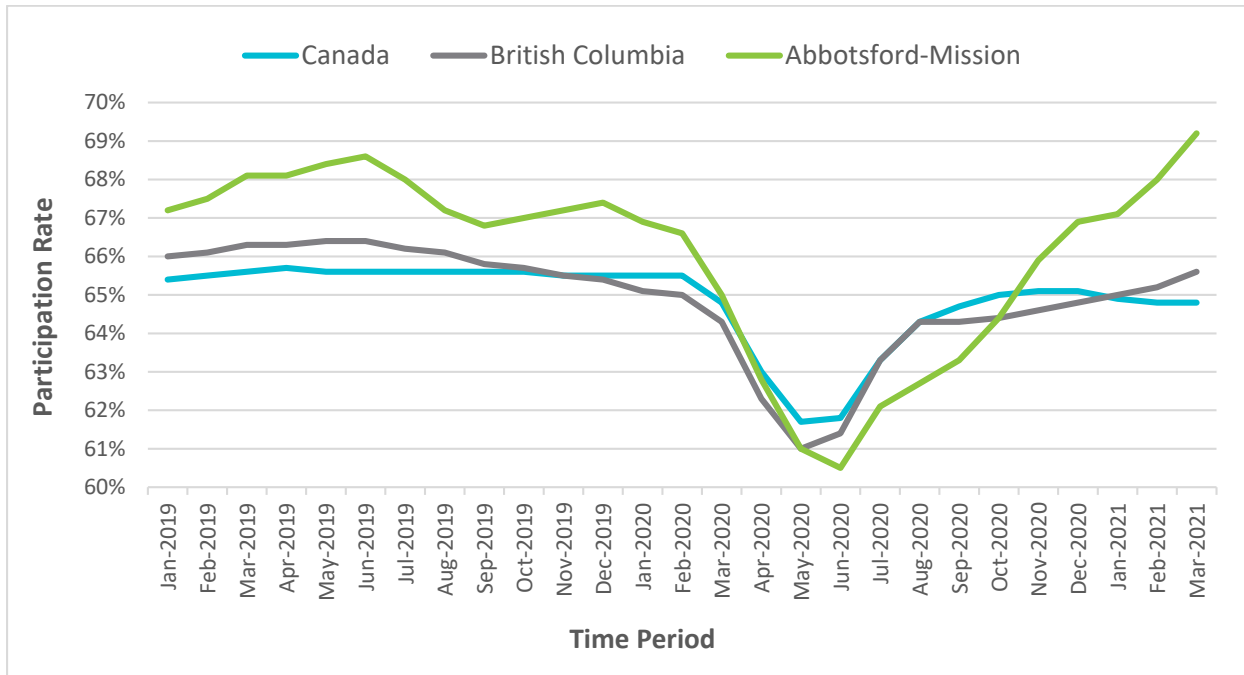
British Columbia as a whole is projected to recover quite well from the recent economic shock compared to the rest of the country in the coming years. Our next concern is how Abbotsford-Mission compares to B.C. both before and during the COVID-19 pandemic. Figures 8 and 9 show the unemployment and participation rates respectively since January 2019. Throughout 2019, the unemployment rate for Abbotsford-Mission was slightly higher than the provincial rate, but below the national rate. During this span, the participation rate of Abbotsford-Mission stayed 1% to 2% higher than the B.C. rate. While the unemployment rate reached a peak in June of 2020, this peak was significantly smaller for the Abbotsford-Mission area compared to either B.C. or Canada. However, at that time the participation rate in Abbotsford-Mission reached a trough and fell below both the provincial and national levels. Since then, Abbotsford-Mission has recovered well based on both of these measures, with the unemployment rate continuing a steady decline, while participation rates have risen quickly to over 69% in March of 2021, higher than at any point in the previous two years. However, this positive news on employment and participation rate data may need to be tempered. As Figure 10 shows, hours worked per week have fallen in the province by over 2 hours a week from the February 2020 levels, and remain below the February 2019 mark. Overall, given Abbotsford-Mission’s performance relative to the province over the past two years, it is likely that the same cautious optimism for the economic recovery of B.C. can be extended to the local Abbotsford-Mission area.

**Figure 8: Unemployment Rate, Three-Month Moving Average, Seasonally Adjusted**



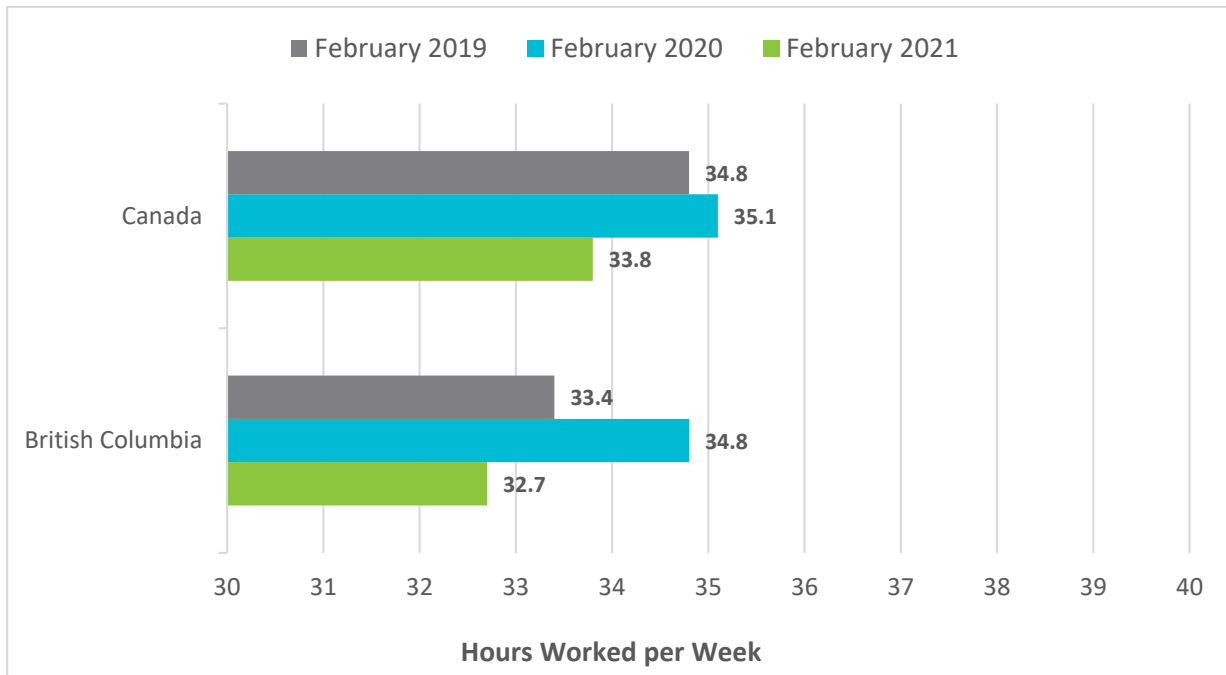
Source: Statistics Canada. Table 14-10-0380-01 Labour force characteristics, three-month moving average, seasonally adjusted.

**Figure 9: Participation Rate, Three-Month Moving Average, Seasonally Adjusted**



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

**Figure 10: Average Actual Hours Worked per Week, All Occupations**



Source: Statistics Canada. Table 14-10-0300-01 Actual hours worked by occupation, monthly, unadjusted for seasonality.

## Box 5: UFV Food and Agriculture Institute Receives Close to \$235,000 in Funding from Future Skills Centre

Researchers at the University of the Fraser Valley will be exploring the future of food thanks to a grant from a federally funded organization dedicated to strengthening skills development in Canada.

The UFV Food and Agriculture Institute (FAI) has received a grant of \$234,859 from the Future Skills Centre (FSC) in support of FAI's research in the field of emerging agricultural technologies and the future of food in Canada. The research explores the potential of cellular agriculture—food made using cell cultures instead of animals or plants—to create a sustainable year-round supply of nutritious food and develop jobs in this emerging sector.

The UFV Food and Agriculture Institute will work with research partner New Harvest, an independent non-profit research institute that supports open, public research on food grown from cell cultures and that is fully dedicated to advancing the field of cellular agriculture.

Researchers from the FAI say that cellular agriculture could be an important component of Canada's food supply in the near future, and could enhance national food security.

"COVID-19 has revealed multiple vulnerabilities in our food systems and supply chains," says Dr. Lenore Newman, Director of FAI and Canada Research Chair, Food Security and Environment. "Expanding our national capacity for cellular agriculture could enable local, reliable production of dairy and meat alternatives with a low environmental footprint. We are excited about the prospect of further exploring this possibility."

But Newman notes that there are cultural, social, economic, and environmental factors to consider when exploring cellular agriculture as a food supply option.



"Technology alone cannot comprise a food systems solution," she notes. "The creation of an effective, resilient food system strategy requires the technology to be viewed through a comprehensive social, cultural, economic, and environmental sustainability lens."

Using B.C.'s Fraser Valley region for a case study, this research will explore the potential of cellular agriculture to enhance food security, economic development, and sustainability in Canada. The researchers will use a community-based approach to engage local government, stakeholders, and community members and collaboratively explore opportunities and challenges around the development of a local cellular agriculture industry.

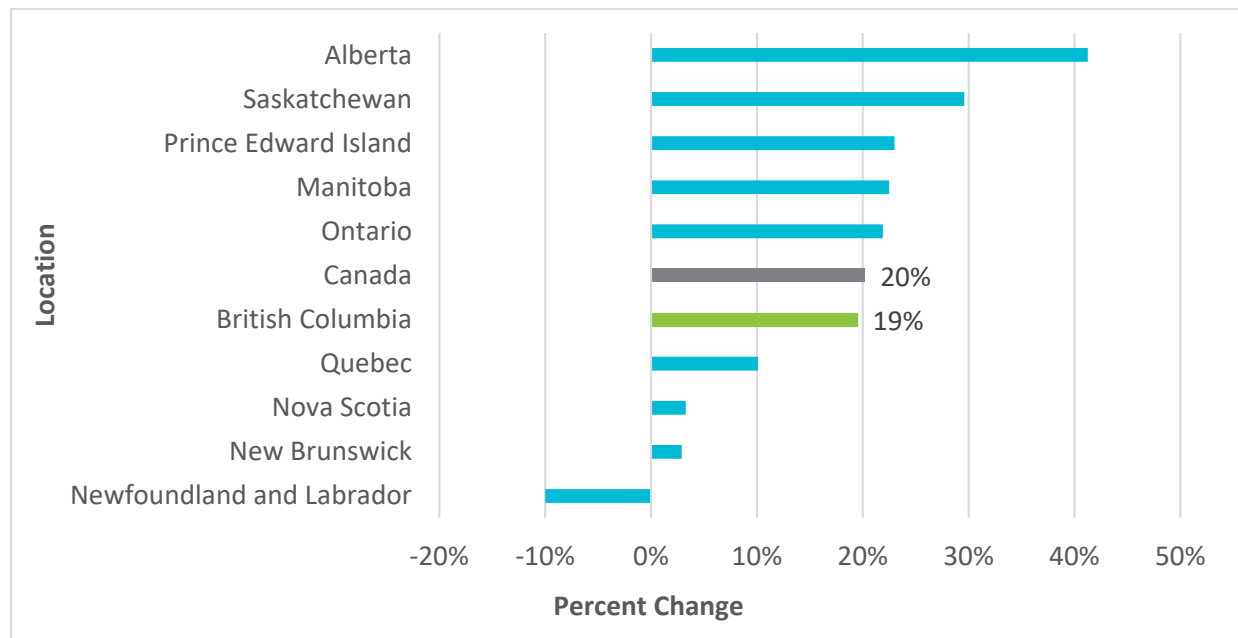
The results of the project will provide a plan and roadmap for developing such an industry in the Fraser Valley, and the findings will provide details on initiating a local pilot project. FSC's funding comes as part of its *Shock-proofing the Future of Work: Skills and Innovation Challenge*. This series of grants will fund \$15 million in research aimed at building resiliency for the labour market in the face of social and economic shock.

## 1.2.3 Demographics

### 1.2.3.1 National and Provincial Trends

The majority of Canada's provinces are projected to have population growth of at least 19% from their respective levels in 2020 by 2040, according to medium (the middle of three) growth projection scenarios from Statistics Canada. All provinces, save Newfoundland and Labrador, are projected to have a higher population in 2040 compared to 2020. As shown in Figure 11, B.C. will have the sixth-highest provincial projected population growth rate in Canada<sup>7</sup>; behind Alberta (41%), Saskatchewan (30%), Prince Edward Island (23%), Manitoba (22%), and Ontario (22%). B.C.'s population is projected to increase by 19% from 2020 to 2040, just under the national growth rate for Canada of 20%.

**Figure 11: Projected Change in Provincial and National Populations, 2020-2040, as a Percentage of 2020 Populations**



Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario, age and sex, as of July 1 (x 1,000), Accessed, March 9, 2021.

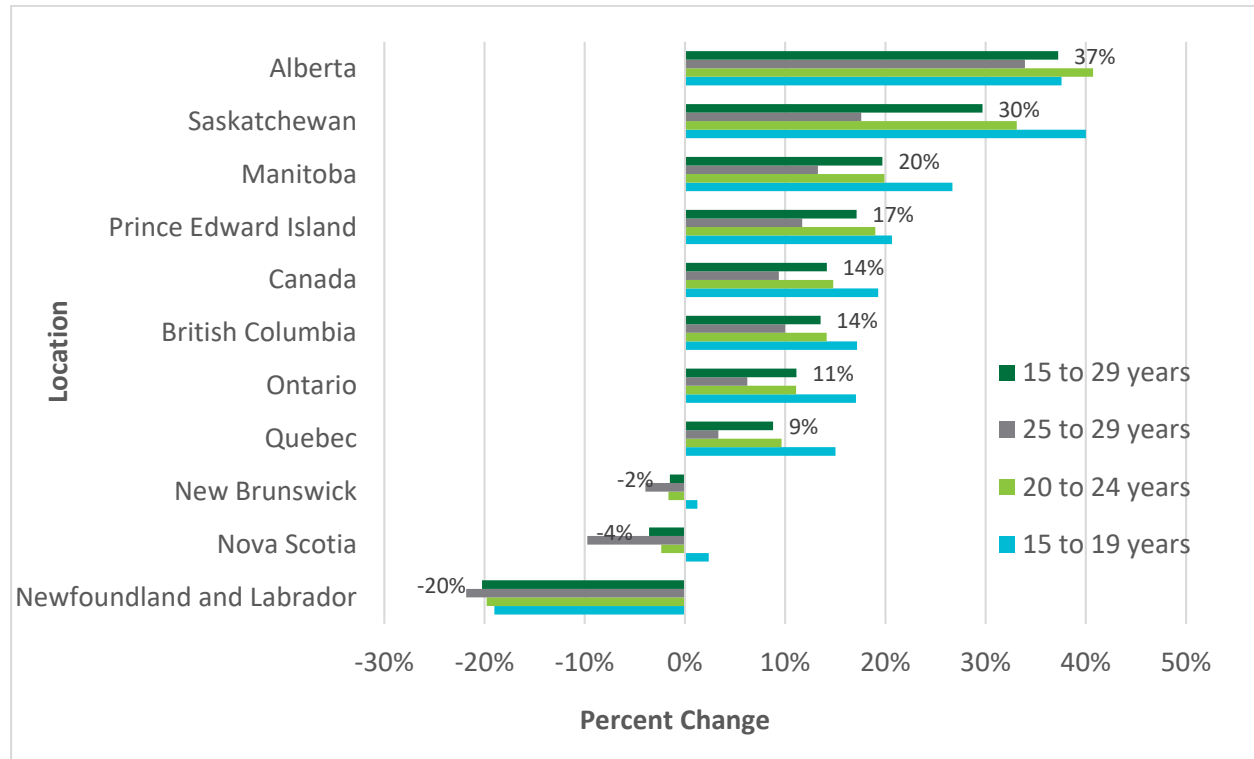
Figure 12 shows the projected change in the university-aged population from 2020 to 2040 by selected age groupings of 15-19, 20-24, and 25-29 years of age, by province, as well as nationally. B.C. is expected to have the fifth-highest provincial projected population growth (14%) for the 15-29 year age group in Canada from 2020 to 2040; behind Alberta (37%), Saskatchewan (30%), Manitoba (20%), Prince Edward Island (17%), and the same as Canada as a whole (14%). The largest population growth in Canada for these age groups in this time period is in the 15-19 year age range, (19%) with the least amount of growth projected in the 25-29 age category (9%).

Most provinces are projected to have growth in all of these university age groupings during this time period. Saskatchewan is projected to have the largest growth (40%) in the 15-19 age category from its level in 2020 by 2040; Alberta is expected to have the largest growth in both the 20-24 age category

<sup>7</sup> Based on projections by Statistics Canada made July 1, 2020.

(41%) and the 25-29 age category (34%). B.C. is expecting growth of 17% in its 15-19 year old population, 14% in its 20-24 year old population, and 10% in its 25-29 year old population from 2020 to 2040.

**Figure 12: Projected Change in Population by Selected Age Groupings (15-19, 20-24, and 25-29), 2020-2040, as a percentage of 2020 Populations**



Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario, age and sex, as of July 1 (x 1,000), Accessed, March 9, 2021.

Just under 70% of UFV students by headcount are aged 24 or younger and the proportion of FTEs these students generate is 77.9%. Smaller teaching universities such as UFV tend to have a slightly older population than the Canadian university population overall. Even with the long-term growth predicted in these population forecasts, we will continue to see competition for students from other Canadian universities.

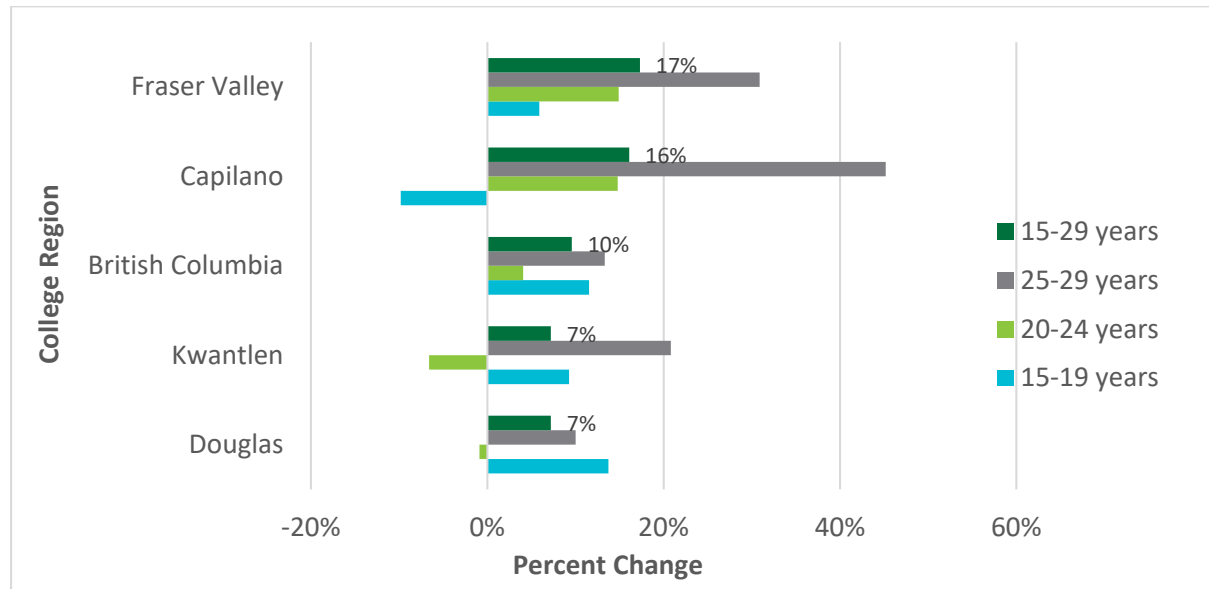
### 1.2.3.2 Separating Short-Term and Long-Term Changes within College Regions

Population projections from B.C. Stats P.E.O.P.L.E. 2020, forecast that B.C. will see 10% growth in its college age population from 2020 to 2040, projecting 1,069,254 British Columbians ages 15 to 29 in 2040, compared to 975,851 in 2020. This projection is slightly more conservative than the 14% growth projected by Statistics Canada modelling, and provides us with another possible scenario, this time considering future population change in the college population, by college region.

Figure 13 shows the projections of college age populations obtained from B.C. Stats. Here, the population changes by selected age groupings of 15-19, 20-24 and 25-29 are shown for the Fraser Valley college region, as well as Capilano and Kwantlen (two college regions served primarily by a teaching

university), along with neighbouring college region serving Douglas College, and B.C. overall. All college age population groupings are projected to increase in B.C. from 2020 to 2040, with the largest change in projected population observed in the 25-29 year old category, increasing by 13%, followed by the 15-19 age category with 12% growth, and 4% growth for the 20-24 year old grouping. The Fraser Valley is projected to have the highest total growth in 15-29 year olds from 2020 to 2040 (17%); ahead of the other college regions (Capilano; 16%, Kwantlen; 7%, and Douglas; 7%), and B.C. as a whole (10%).

**Figure 13: Projected Change in Population in Select College Regions and B.C., by Selected Age Groupings (15-19, 2024, and 25-29), 2020-2040, as a Percentage of 2020 Populations**

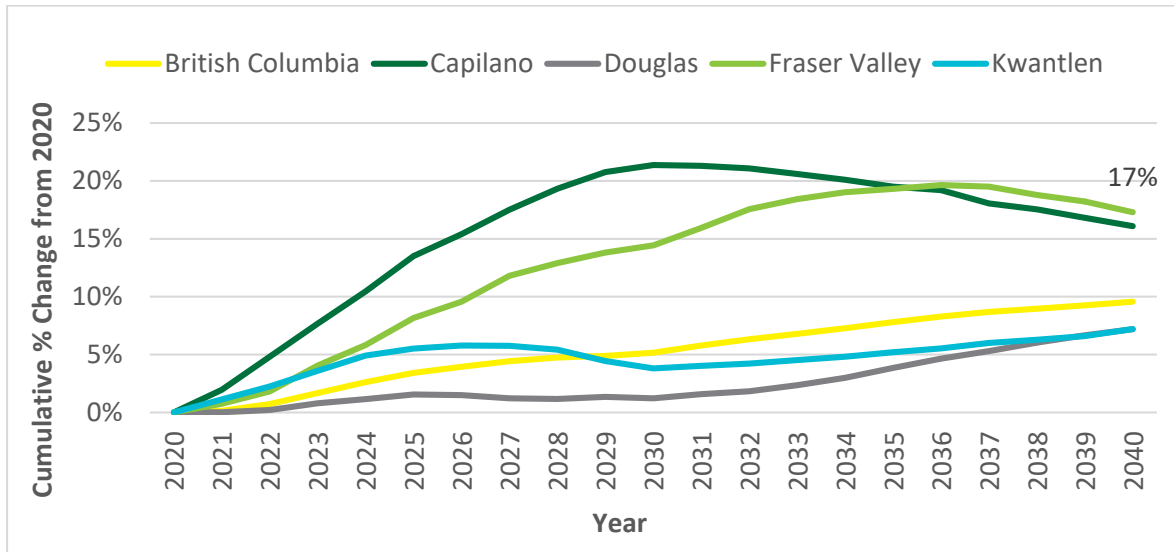


Source: B.C. Stats PEOPLE 2020 database by selected college regions, accessed March 4, 2021.

Figure 14 shows the cumulative projected changes in the population aged 15-29 for select college regions and B.C. from 2020 to 2040. All selected college regions are projected to have higher college aged populations in 2040 compared to 2020.

The Fraser Valley college region 15-29 year old population is projected to increase each year from 2020 to 2036, distinguishing it from the other selected college regions, which are projected to have periods of growth and decline in population during this same time period. From 2037 to 2040, the Fraser Valley is projected to see a gradual decline in its 15-29 year old population (some 2% less in 2040 compared to 2036). The Capilano college region’s 15-29 year old population is projected to decline beginning in 2031; in 2040 it will have decreased approximately 4% compared to 2030.

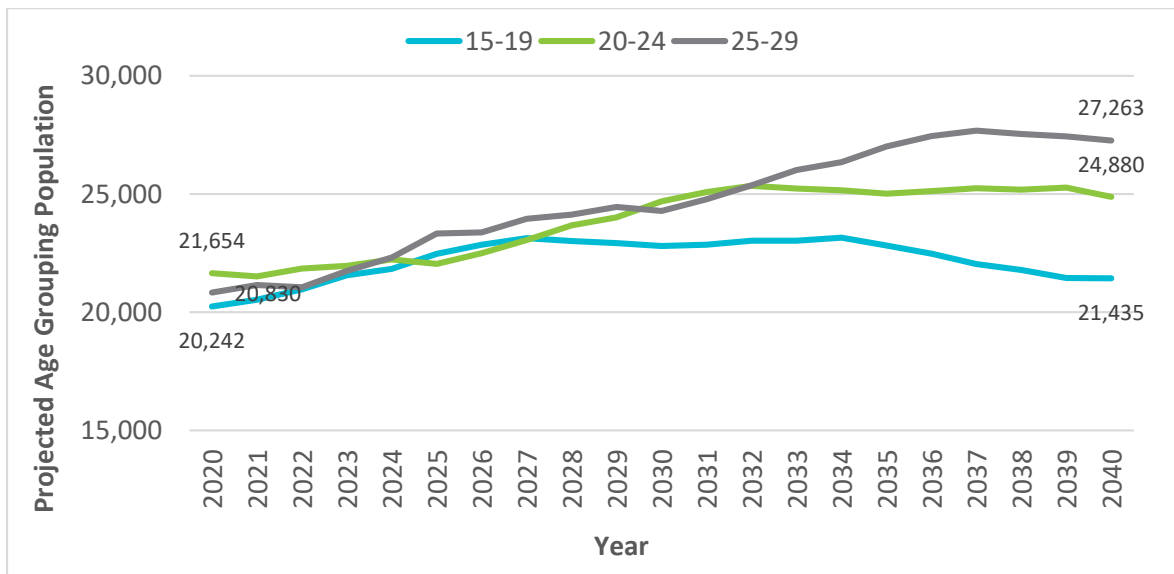
**Figure 14: Cumulative Projected Change in Population, Ages 15-29 in Selected College Regions and B.C., 2020-2040, as a Percentage of 2020 Population**



Source: B.C. Stats PEOPLE 2020 database by selected college regions, accessed March 4, 2021.

In the Fraser Valley college region, all three age groups are projected to increase in population from their levels in 2020 to 2040, with the largest change projected in the 25-29 year old grouping (31%); followed by those aged 20-24 (15%) and 15-19 (6%). Throughout this time period, these age groups are projected to have periods of growth and decline in population. Figure 15 shows the projected population for the Fraser Valley college regions by selected age groupings of 15-19, 20-24, and 25-29 from, 2020-2040.

**Figure 15: Projected Population for the Fraser Valley College Region, by Selected Age Groupings (15-19, 20-24, and 25-29), 2020-2040**

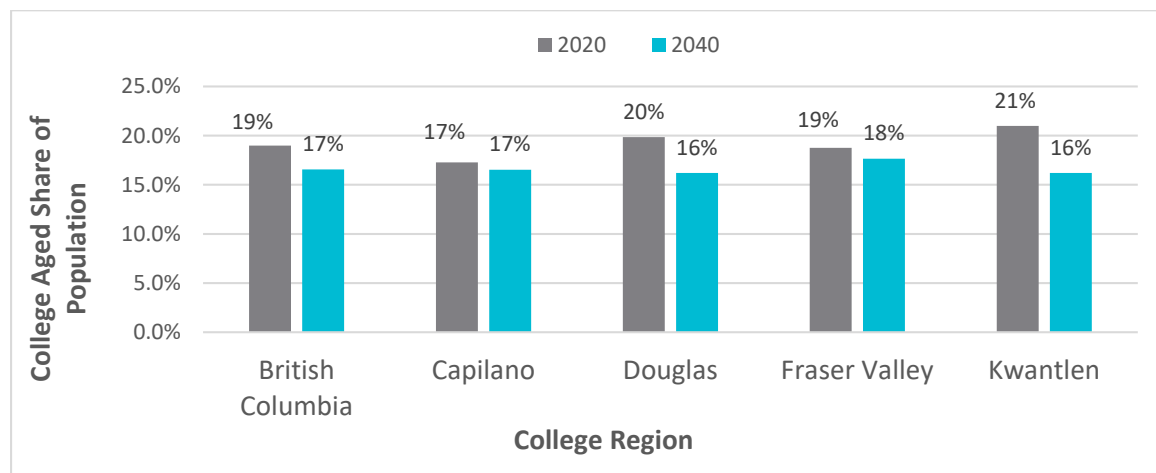


Source: B.C. Stats PEOPLE 2020 database by selected college regions, accessed March 4, 2021.



While the B.C. college age population is projected to grow from 2020 to 2040, its share of the B.C. total population is projected to decline slightly (2%); from 19% in 2020 to 17% in 2040. The Fraser Valley sees a one percentage point decrease in share, from 19% in 2020 to 18% in 2040. However, for other college age regions such as Douglas (-4%) and Kwantlen (-5%), the percentage point decline in share of college age population is larger. Figure 16 shows the projected college aged share of population in 2040 as compared to 2020, by selected college region and B.C.

**Figure 16: Projected College Aged (15-29) Share 2020 compared to 2040, by B.C. and Selected College Region**



Source: B.C. Stats PEOPLE 2020 database by selected college regions, accessed March 4, 2021.

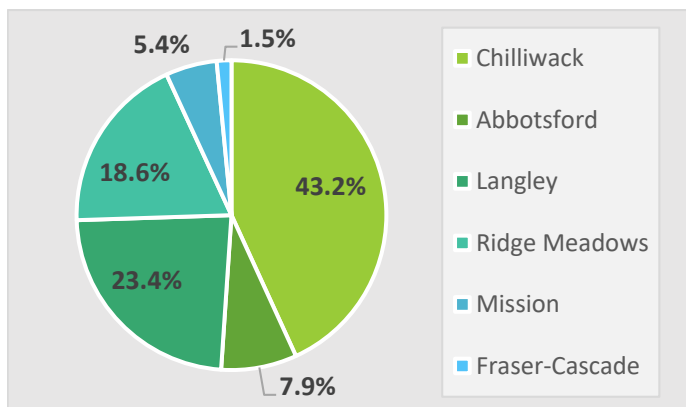
UFV is well situated compared to many of its peer universities, with college aged population growth forecast in its region for the majority of the next 20 years, including larger growth than most others in the province. Nonetheless, there will likely be increased competition for Fraser Valley college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

### 1.2.3.3 Campus Demands, Short-Term and Long-Term

Local high school grade 12 enrolment projections<sup>8</sup> help to inform the university of future educational demands within each campus area, and serve as important guides for planning that ensures the optimal delivery of services.

From 2020 to 2030, grade 12 enrolments in UFV’s local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Mission, and Ridge Meadows) are projected to increase on aggregate by

**Figure 17: Selected Local School Districts’ Share of Projected Grade 12 Enrolment Growth, 2020-2030**

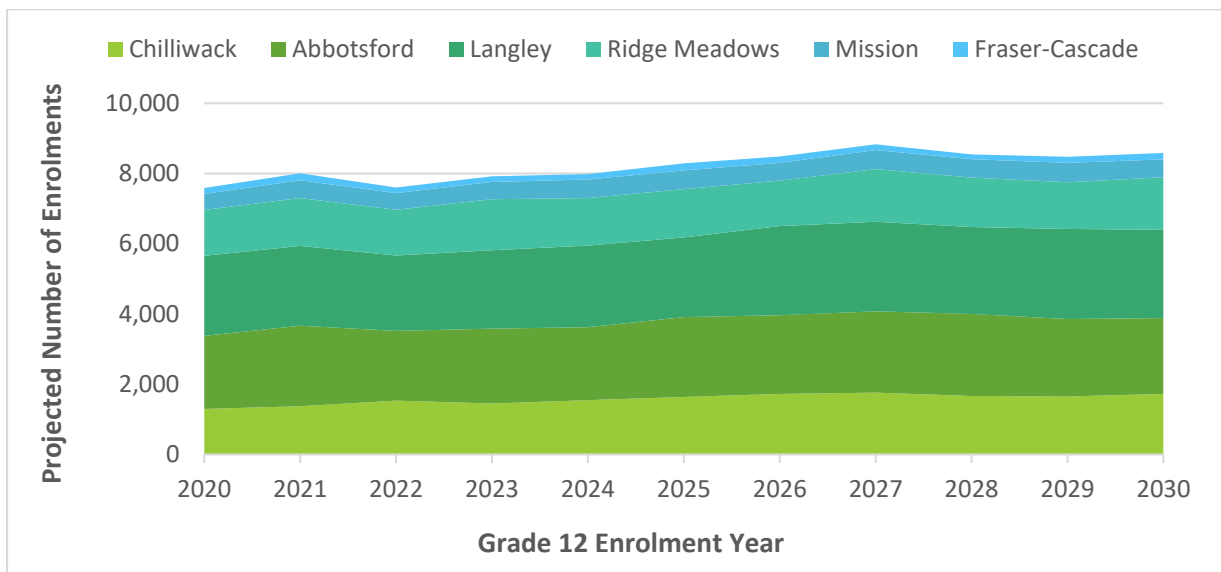


<sup>8</sup> B.C. K-12 Enrolment Headcount Forecast data provided by the B.C. Ministry of Education on May 27, 2021.

13.1%: from 7,588 grade 12 enrolments in 2020 to 8,586 in 2030, an increase of 998 students. The Chilliwack school district accounts for the largest share of growth during this time period (43.2%), followed by Langley (23.4%), Ridge Meadows (18.6%), Abbotsford (7.9%), Mission (5.4%) and Fraser-Cascade (1.5%). Figure 17 shows selected local school districts' share (including public and private schools) of grade 12 enrolment growth from 2020 to 2030.

As shown in Figure 18, all of UFV's nearby school districts are projected to experience an increase in grade 12 enrolments by 2030, with Chilliwack school district having the largest projected increase (431 students, 33.2% growth), followed by Langley school district (234 students, 10.3% growth), Ridge Meadows school district (186 students, 14.2% growth), Abbotsford school district (79 students, 3.8% growth), Mission school district (53 students, 11.7%), and Fraser-Cascade school district (15 students, 9.1% growth).

**Figure 18: Selected Local School Districts' Grade 12 Enrolment Projections, 2020-2030**



For short term-planning, we consider the differing growth trajectories in our selected local school districts during this 10-year time period. After an initial increase in the total projected grade 12 enrolments for our selected school districts in 2021 (+418 from 7,588 in 2020 to 8,006 in 2021), a decline of 406 in total projected grade 12 enrolments is expected in 2022 (from 8,006 in 2021 to 7,600 in 2022). Abbotsford, Langley, Ridge-Meadows, Mission, and Fraser-Cascade school districts are projecting a decline in grade 12 enrolments from 2021 to 2022; for Chilliwack, a decline is projected one year later (in 2023, from its level in 2022). From 2022 onwards, overall grade 12 enrolments in our selected local school districts are projected to increase steadily, to a high of 8,831 in 2027 and then declining to 8,586 by 2030.

While this provides some indication of future demand for post-secondary education within campus communities, the main driver behind a student's choice of campus is likely to be program and course availability, rather than location. Programs can be moved between campuses, and optimal program location is an important aspect of UFV's long-term planning considerations.

The 2019 Canadian University Survey Consortium (CUSC) survey of first-year students asked participants to rate the importance of factors in their decision to attend their university. UFV's 2019 first-year respondents were most likely to say that UFV had the program they wanted to take (82%), with 60% of respondents indicating the city/town UFV is located in was at least important in their decision. One factor for selecting a university that distinguishes UFV from other institutions, is students wanting to live close to home; 71% of UFV 2019 first-year respondents said that wanting to live close to home was at least important in their decision to attend UFV.

While the majority of student activity occurs on the main Abbotsford campus, UFV is committed to refining its programming and service to students from the Chilliwack community and the Eastern Fraser Valley. The university recognizes the value in giving students the option of studying in their home community, and also enhancing the programming diversity at the Chilliwack campus. Programs based primarily at the Chilliwack campus include Health Sciences (Nursing, Dental, Health Care Assistant, and Kinesiology), Trades, and Technical offerings and Agriculture.

One obstacle for UFV students can be securing affordable accommodation in Abbotsford and the surrounding Fraser Valley communities. The 2020 Canada Mortgage and Housing Corporation (CMHC) Rental Market Survey Data Tables<sup>9</sup> for the Abbotsford-Mission Census Metropolitan Area (CMA) state a vacancy rate of 0.6%; down half a percent from 1.1% in 2019. The cost of renting in the Abbotsford-Mission CMA continues to increase annually; the percent change of average rent between October 2019 and October 2020 was 1.8%. The decreased vacancy rate and increase of average rent in the Abbotsford-Mission CMA indicate the increased need for affordable rental supply in these areas. As a comparison, the Vancouver CMA saw higher vacancy rates and a smaller increase in the percent change of rent in 2020. The Vancouver vacancy rate increased to 2.6% in 2020 (up 1.5% from 1.1% in 2019), with a 1.5% increase in rent between October 2019 and October 2020.

Results from the 2020 Canadian University Survey Consortium Survey (CUSC) of middle-year students revealed that 1% of UFV respondents lived in on-campus housing while 24% rented off campus housing. A full 16% of those not currently living in on-campus housing would have preferred to do so if they could have. UFV students contribute to the demand for rental accommodation in areas surrounding UFV's campuses. The extreme lack of available rental housing and increased cost present challenges to UFV students. Creating new student housing remains a priority for the university.

#### 1.2.3.4 Population Diversity

Data from the 2016 Census<sup>10</sup> shows that 29% of people in the Abbotsford-Mission CMA are a visible minority, compared to 22% of all Canadians, and 30% of British Columbians. Abbotsford-Mission CMA has the second highest proportion of visible minority population in B.C., with the highest proportion found in the Vancouver CMA (49%). Of all Canadian CMAs, Abbotsford-Mission has the fourth highest proportion of visible minority population in Canada, after Toronto (51%), Vancouver (49%), and Calgary (34%). The majority of the 29% visible minority population in the Abbotsford-Mission CMA is of South Asian origin (75%), and accounts for 22% of the Abbotsford-Mission population, which is almost double

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<sup>9</sup> Source: Canada Mortgage and Housing Corporation (CMHC), Rental Market Survey Data Tables, January 28, 2021. This information is reproduced and distributed on an "as is" basis with the permission of CMHC.

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

<sup>10</sup> Source: Statistics Canada. Census Program Data Viewer, 2016 Census, Accessed, March 11, 2021.

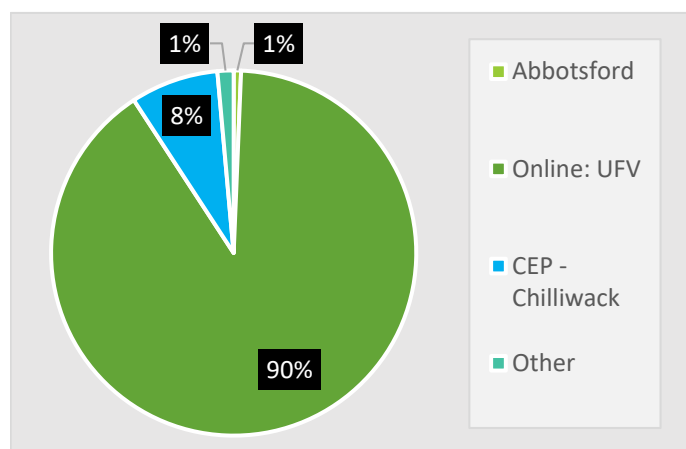
the Vancouver CMA proportion of 12%.<sup>11</sup> The diversity measure increases when we consider many other attributes including immigration status, Aboriginal identity, and religion.

UFV's diverse domestic student population is a reflection of its community. The university's diversity is further enriched with the attendance of international students from around the world. While the vast majority of classes were offered online this year, the university virtually hosted over 2,000 international students in its classes. UFV's relationship with the Fraser Valley India campus in Chandigarh, India is another example of its global outreach. UFV strives to extend a warm welcome to everyone, and create an atmosphere in which everyone feels at home. The university is committed to integrating equity, diversity, and inclusion (EDI) into all aspects of its institutional culture; providing a learning environment that shows consideration and respect for diverse experiences and ideas, and that is welcoming and engaging for all.

### 1.2.3.5 Facing the Challenges of Being a Multi-Campus University

UFV has locations in four Fraser Valley communities, with campuses in Abbotsford, Chilliwack, and Mission, as well as a centre in Hope. During 2020/21, 90% of all FTEs were attributed to online activity; with 82% generated from domestic activity, and 18% from international. A small number of in-person instruction has taken place this year, in areas such as Trades and Health programming, and course lab sections. Limited face-to-face activity occurred on the Abbotsford (1%), and Canada Education Park (CEP) Chilliwack (8%) campuses. Figure 19 shows the 2020/21 FTE distribution by campus; the category of Other includes activity from Clearbrook Centre (0.1%), Aerospace Training Centre (0.1%), Challenge and Prior Learning Assessment activity (0.1%), and Off-campus location activity (1.2%).

**Figure 19: 2020/21 FTE Distribution by Campus (Central Data Warehouse, CDW)**



One of the benefits of the increase in online offerings this year was the alleviation of some of the challenges of existing infrastructure that the university has faced in prior years. In the coming years, as classes return to face-to-face delivery, we expect the size of the student population and high utilization on UFV's Abbotsford campus will likely return. We are optimistic that, in the future, the university will be able to ease the space crunch in Abbotsford with projects identified in its Capital Plan, and also from the knowledge gained through the COVID-19 experience of moving some activity online. The move to online learning over the past year has seen UFV develop teaching methods that provide students with more options and increased flexibility.

<sup>11</sup> Source: Statistics Canada. *Immigration and Ethnocultural Diversity Highlight Tables*, <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/imm/index-eng.cfm> Accessed March 11, 2021.

## Box 6: Learning Through Experience—CECE Helps Students Be Career Ready

UFV’s Centre for Experiential and Career Education aims to help students be career ready.

Standing at his desk in a large shared office space surrounded by bold blue walls, Paras Kalra is in his element.

His is a world of IT user support, firewall configuration, and storage and backup solutions.

“You see all sorts of diverse scenarios,” he says, purposefully mousing over his latest digital riddle. “Every day—I would say every hour—there is a new issue to solve.”

For the 21-year-old UFV student from India, there is no better “classroom” than his third consecutive co-op position at Kerkhoff Technologies Inc. (KTI).

In his role as a support technician, Paras started by handling the support tickets flowing live across the large wall-mounted monitors around the office. Curiosity and opportunity led him to branch out to firewalls and backup.

“I never thought this to be a career path until I joined KTI,” he says. “And now I feel like I can learn and grow more in this particular field.”

It helps that Paras’s boss, UFV alumnus Wim Kerkhoff (BCIS ’06), is no stranger to the university’s co-op program.



“I was a co-op student myself 20 years ago,” says Wim, who also cut his experiential teeth during three co-op work terms. “That company

didn’t have a room for a fifth person, so I worked from home and just used dial-up internet, logged in and wrote code.”



Now his own 13-year-old company serves businesses in six countries around the world and employs 24 people—many of them former co-op students and other UFV alumni.

Technology has changed dramatically since Wim’s home office arrangement, and so has the pace of that change.

“This industry is growing exponentially, and we need to figure out how to work with young people,” Wim says, noting there are big returns in a small co-op investment. “We can mold them to our culture, our values, and our quality.”

Student employees don’t have to unlearn bad habits, don’t overthink things, and will jump fearlessly into challenges, he says.

“They have a lot of energy. And they’re happy to show up, do it, and learn.”

So Wim integrates junior employees and co-op students into his business model in an industry where senior talent can be scarce.

He realized that even if it takes them double the amount of time to finish a task, it frees up Wim

and his senior staff to do activities more suited to senior management.

“So we hand off those things young people can do and let them be heroes, figure out new things, and grow with it because that’s how we learned when we were 20 years younger,” Wim says.

Wim’s company also funds the Kerkhoff Technologies Annual Leadership Award in Computer Information Systems, a \$750 annual award for students. “It’s wonderful to see alumni like Wim supporting UFV,” says Anita Nielsen, Executive Director of Advancement and Alumni Relations at UFV.

His company’s hiring, onboarding, and training has become efficient enough that new Kerkhoff employees are on the phones with clients solving real IT issues in just two to three weeks.

This allows entry-level folks like Paras to get up to speed and start exploring beyond the basics quickly, increasing their education and—at the same time—their value to the company.

Next for Paras: Finishing his studies at UFV, but with a fresh perspective on the future.

“I’ve seen a new career path with the co-op placement,” he says. “If I am given the opportunity, I would like to learn and grow in this field.”

One of the biggest changes in students who have completed work terms is an increase in confidence.

Kayla Webster, UFV’s Technology Programs co-op coordinator, would know. She’s been in her current role for two years, but has worked in the Centre for Experiential and Career Education (CECE) since 2014. (She started as a work-study student, another program in the CECE portfolio.)

“It’s an amazing feeling being able to help students build up their confidence and feel

more prepared for their career in the workforce,” Kayla says. “Students who have completed work terms also tell me that it helped solidify their decision to be in that particular program and to pursue a career in that field when they graduate.”

On the other hand, sometimes students decide they might like to try something else instead—a realization that is best made before they complete their studies.



Co-op work terms provide students with the opportunity to get a preview of what life would look like in that field, industry, or role, according to Kayla.

And then there’s the added benefit of future employment prospects.

“Most of the students that have completed work terms find a job right after graduation, or have already received an offer before they are done their program,” she says.

The opportunity to network and meet people in their field has as much impact as the learning experience itself.

But the importance of a hands-on experience component can’t be overstated. Just ask Shayne Oberhoffner, a multi-concentration UFV Bachelor of Science honours biology student who has completed his co-op designation. “Experience is the most important thing,” he says, adding that students shouldn’t pass up

experience just because it doesn't fit into the educational mold they've made for themselves. Shayne wasn't studying to be a plant biologist, yet all of his co-op terms were with agricultural entities.

"They weren't the medical or pharmaceutical labs that I thought I was needing to be in," he says. "However, I was still able to gain experience in the same laboratory, and procedural techniques that I would in a medical research lab."



Shayne found better, and also translatable, experiences as a research assistant at Agriculture and Agri-Foods Canada and as a specialized lab technician with the BC Blueberry Council. "Transferable skills—both hard and soft—are valued by many employers," he says.

Those positions all turned into part-time jobs and much more for Shayne. His supervisor from Agri-Foods Canada became one of his co-supervisors in an interdisciplinary research project for which Shayne won awards.

That research gained further attention by a private company in Washington state, and has led to UFV students in biology and chemistry picking up in places Shayne left off.

When Shane interviewed with different graduate schools, they were very interested in his applicable lab experience.

Thanks to his work term practice Shayne can go into interviews with full confidence in his education, and he has the resume to back it up. In the past, students would often wait until they were well into their fourth year before they started to think about their future careers. But

it takes time to develop any new skill set—including career skills, says Liana Thompson, director of UFV's Centre for Experiential and Career Education.

"What's exciting is that the formation of CECE intentionally integrates career preparation throughout a student's learning journey at UFV," she says. "So CECE is coordinating with academic programming, faculty, and staff to weave career education, skills, and experiential education from a student's first year at UFV through their fourth year and beyond graduation." Liana emphasizes that the recent launch of CECE wasn't a rebranding of the Career Centre, but rather the formation of something entirely new.

By intentionally bringing together and coordinating the parts of UFV that prepare students for their future careers, CECE can realize the full extent of those services and match individuals with their best options. And CECE has shifted these parts from being an optional part of a student's experience to being a core element of a student's education at UFV.

"We want our new centre to help students make the connection, and to recognize that their academic experience has career relevance," Liana says.

Shayne, Paras, and the scores of other experiential learners at UFV are living proof of that fact.

Employers like Kerkhoff Technologies realize tangible benefits from coordinating these experiences with the university. But the real reward is witnessing the transformation of students' lives.

"They're opening up, evolving and growing, maturing, fitting in, and working with each other," says Wim, now founder, CEO, and owner of Kerkhoff. His own days as a UFV co-op student are long gone, but clearly not forgotten.

### 1.2.4 Students

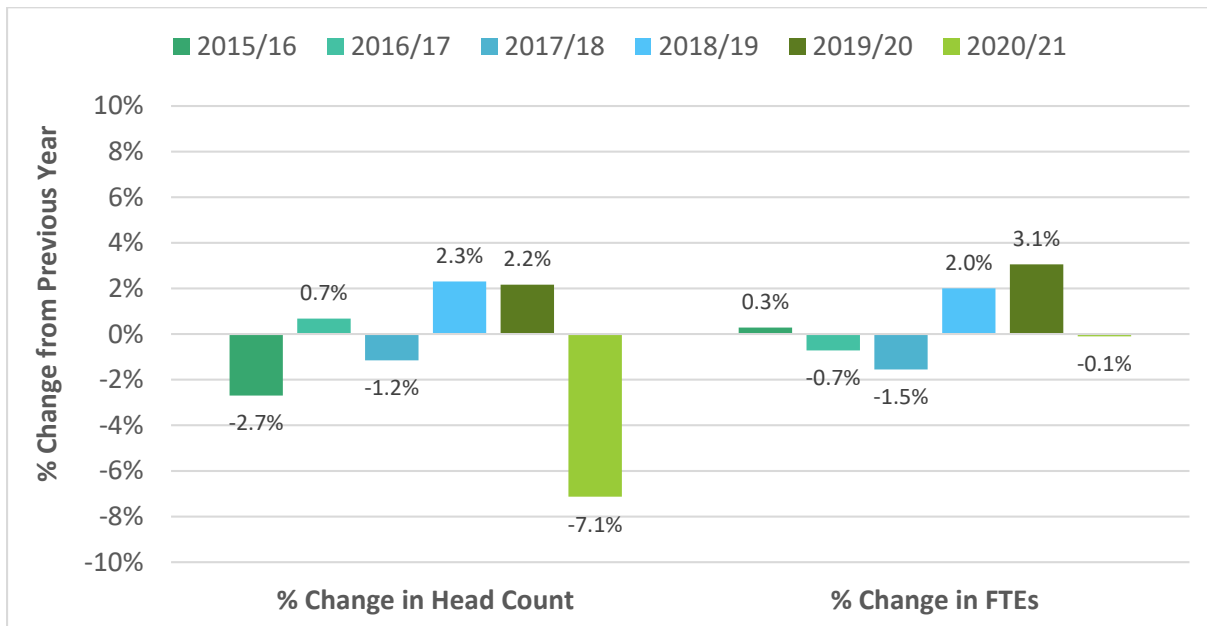
This year, 14,632<sup>12</sup> students were enrolled in instructional activity that contributed to the university’s FTE total. This includes 12,374 domestic students; 2,100 international students; and 158 UFV legacy international students that were enrolled at UFV India Global Education in Chandigarh. The university’s 9,034 FTEs are comprised of 7,367 domestic, 1,470 international (Canada), and 197 international (Chandigarh) FTEs.

The majority of data in this report is by fiscal year which runs from April 1 to March 31. One exception is for graduates, listed in Figure 28, where we use academic year, which runs from September 1 to August 31. We do this to capture graduates from June 2020. In the tables, figures, and discussions that follow in section 1.2.4, except where specified, results include the 14,474 domestic and international students enrolled and generating FTEs at one of UFV’s Canadian campuses (only).

At our Canadian locations, the university produced 8,837 FTE, made up of 7,367 domestic and 1,470 international FTEs. This year, both domestic (-7.1%) and international student headcount (-10.8%) were down from the previous year, with overall headcount down by 7.7%.

Even with this decrease in domestic student headcount over the past year, the domestic student FTEs have remained largely unchanged; decreasing only by 10 FTEs, or 0.1% over 2019/20. Figure 20 shows the year-to-year percent change in historical domestic student headcounts and FTEs for the past six years.

**Figure 20: Annual Percent Change in Domestic Student Headcounts, 2015/16 to 2020/21 (Central Data Warehouse, CDW)**

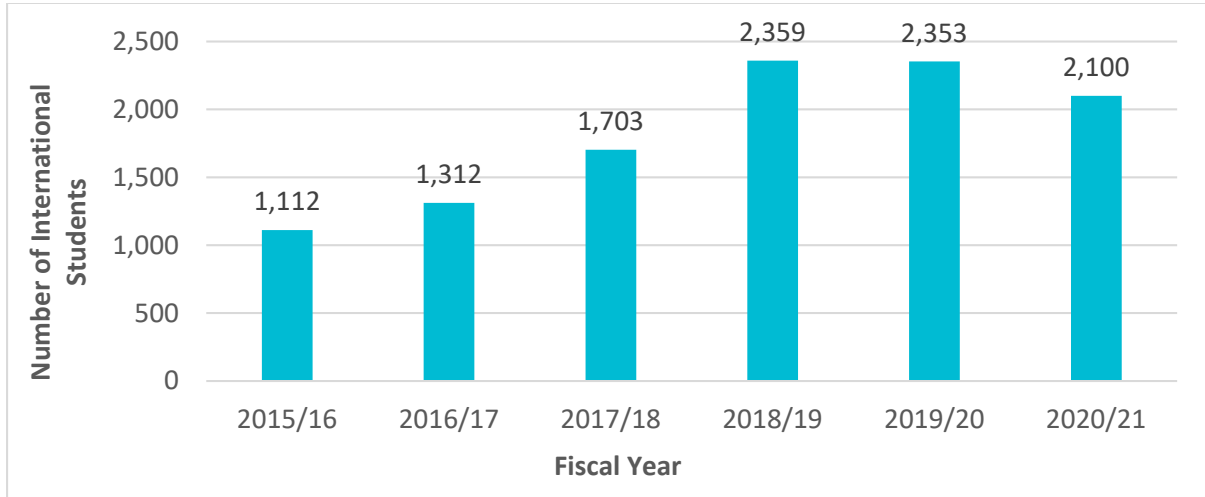


<sup>12</sup> This is the headcount (from CDW) that includes only UFV students that generated FTEs. Examples of activity that does not generate FTEs include Tours and Exchanges; these students are included in the CDW submission to the Ministry.



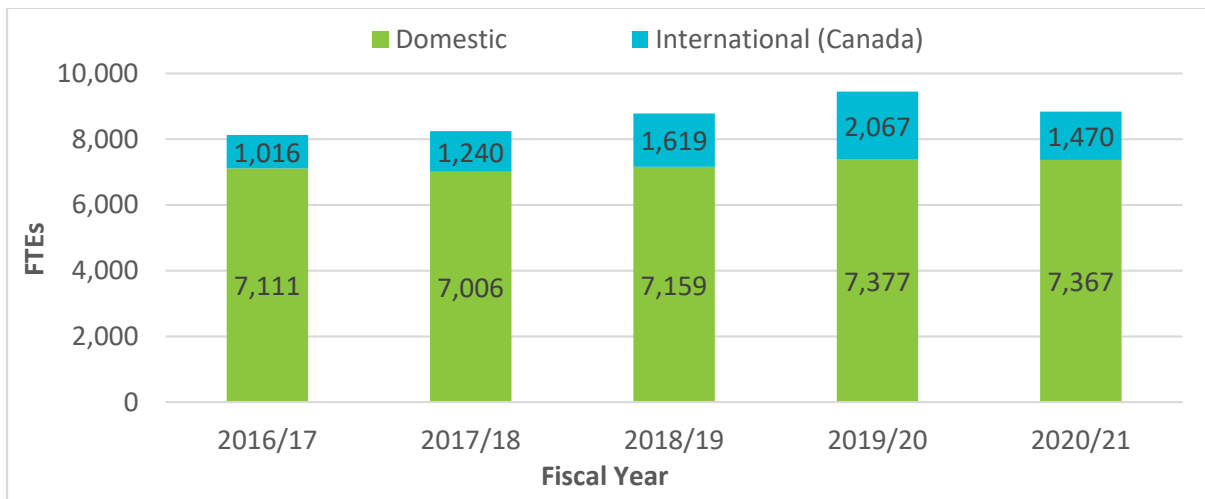
The current year has seen a decline in international student headcount. But, over the last five years this number grew from 1,112 in 2015/16 to 2,100 in 2020/21, an increase of 88.8%. Figure 21 provides a comparison of international (Canada) student headcounts from 2015/16 to 2020/21.

**Figure 21: International (Canada) Student Headcount Comparison, 2015/16 to 2020/21 (CDW)**



International FTEs have seen a large decline this year, decreasing by 598 FTEs, or 28.9%. Figure 22 illustrates total domestic and international FTEs over the last five years.

**Figure 22: Total Domestic and International (Canada) FTEs, 2015/16 to 2020/21 (CDW)**



For 2020/21, the student gender ratio has changed slightly at UFV from 2019/20; the share of female students is 2% larger, while the share of male students is 2% smaller, resulting in a student gender ratio of 59:39:2; representing, female, male, and unknown student gender, respectively.

Students aged 18 to 24 make up the largest percentage of the student body at 66%, 30% of students are 25 and older, and 3% of students are less than 18 years of age<sup>13</sup>.

<sup>13</sup> Age as of September 30<sup>th</sup>.

Grouping by credential type, Bachelor’s degree students make up the largest share of headcount at UFV, followed by diploma students. This year, there was a marked increase in the proportion of bachelor degree students; their share grew by 6.5 percentage points, from 40.7% in 2019/20 to 47.2% in 2020/21. From 2015/16 to 2020/21, the baccalaureate degree student headcount has increased by 21.3%; with their share rising from 40.5% to 47.2%. The headcount of students in diploma programs has increased by 15.4% from 2015/16 to 2020/21, with an increase in proportion from 26.5% to 29.4%. Apprenticeship student headcounts have decreased 29.3% from last year, from a 2.2% proportion in 2019/20 to 1.9% in 2020/21. The portion of student headcount in a Developmental certificate has fallen by 47.8% from 2015/16 to 2020/21, with their share declining from 7.6% to 3.8%. The university continues to see increasing numbers of students in academic programs and fewer students in preparatory programs. Figures 23 and 24 illustrate these trends; showing student headcount share, and student headcount number, each by credential type over the last six years.

**Figure 23: Student Headcount Share by Credential Type, 2015/16 to 2020/21 (CDW)**

Credential Type	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Masters Degree	0.3%	0.4%	0.3%	0.5%	0.7%	0.6%
Graduate Certificate			0.0%	0.1%	0.4%	0.5%
Post-degree Certificate	0.4%	0.3%	0.1%	0.1%	0.2%	0.2%
Baccalaureate Degree	40.5%	40.6%	41.2%	39.7%	40.7%	47.2%
Associate Degree	1.9%	1.7%	1.0%	0.7%	1.2%	1.3%
Diploma	26.5%	27.2%	26.8%	29.6%	29.7%	29.4%
Apprenticeship	2.2%	2.1%	2.5%	2.4%	2.5%	1.9%
Advanced Certificate	0.1%	0.1%	0.1%		0.1%	0.1%
Certificate	7.5%	7.7%	7.1%	6.8%	6.1%	6.2%
Short Certificate	0.4%	0.3%	0.2%	0.4%	0.4%	0.2%
Developmental Credential	7.6%	5.7%	6.9%	5.3%	4.6%	3.8%
None	12.8%	14.0%	13.8%	14.2%	13.4%	8.6%



*2020 Governor General’s Silver Medal inner Shanna Yaroshuk and UFV President Joanne MacLean*



*Aisa Dobie, 2020 Recipient of the Faculty of Science Deans Medal, Presented by Dean Lucy Lee*

**Figure 24: Student Headcount by Credential Type, 2015/16 to 2020/21 (CDW)**



This year marks the largest share (52.9%) of FTE activity by full-time students at the university since 2015/16, as shown in Figure 25. The proportion of students attending UFV full-time<sup>14</sup> this year increased from 51.5% to 52.9%.

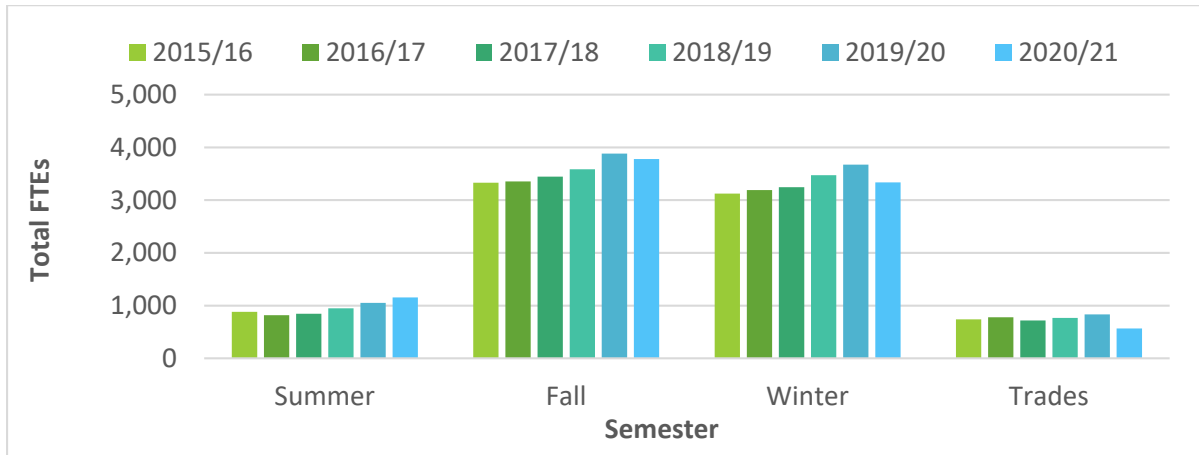
**Figure 25: Students by Full-time or Part-time Status, 2015/16 to 2020/21 (CDW)**

Student Type	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Full-time	50.2%	49.0%	48.7%	47.5%	51.5%	52.9%
Part-time	49.8%	51.0%	51.3%	52.5%	48.5%	47.1%

Fall and winter are the most popular semesters, accounting for 80.5% of FTE activity in 2020/21. Figures 26 and 27 show the total FTEs and distribution of instructional activity across semesters for the last six years. This year, summer FTEs increased from a 11.2% share to 13.1%, fall increased from 41.1% to 42.8%, winter decreased from 38.9% to 37.8%, and trades declined from 8.8% to 6.4% (trades students register at different times than non-trades students).

<sup>14</sup> A student is defined as full-time if the student counts for at least 0.6 of an FTE in a fiscal year, otherwise they are part-time.

**Figure 26: FTEs by Semester, 2015/16 to 2020/21 (CDW)**



**Figure 27: FTE Shares by Semester, 2015/16 to 2020/21 (CDW)**

Semester	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Summer	10.9%	10.0%	10.3%	10.8%	11.2%	13.1%
Fall	41.2%	41.2%	41.7%	40.9%	41.1%	42.8%
Winter	38.7%	39.2%	39.3%	39.6%	38.9%	37.8%
Trades	9.1%	9.6%	8.7%	8.7%	8.8%	6.4%

The number of graduates at UFV decreased by 1.6% in 2019/20, from 2,694 in 2018/19 to 2,652 in 2019/20. Figure 28 shows increases from 2018/19 to 2019/20 in graduates for bachelor degrees (3.8%), diplomas (7.5%), developmental credentials (4.8%), post-degree certificates (187.5%), and master’s degrees (181.8%). There were fewer graduates for certificates (-7.4%) and short certificates (-27.1%). For the first time, UFV awarded graduate certificates (6) in 2019/20.

In the last five academic years the total number of UFV graduates has grown by 7.1%. The largest increase is in bachelor degree graduates, which have increased by 202 (23.1%), followed by diploma graduates at 78 (17.8%), master-degree graduates at 21 (210.0%), and developmental credential graduates at 14 (46.7%). Over the same time period, the number of short certificate graduates has decreased by 52 (-21.7%), and associate degree graduates by 34 (-68.0%). The numbers in this figure will not match the numbers in the Performance Measure 2 results (Section 3.2.1, Domestic Credentials Awarded), since the Performance Measure is (i) a version of a 3-year average, (ii) uses fiscal rather than academic year, and (iii) does not include credentials awarded to international students, as well as some credentials such as apprenticeship, short certificate and other.



*Paul Jakhu, Student Speaker, College of Arts, Social Sciences, UFV Convocation 2021*

**Figure 28: Graduates by Credential Type, by Academic Year, 2014/15 to 2019/20 (UFV internal data)**

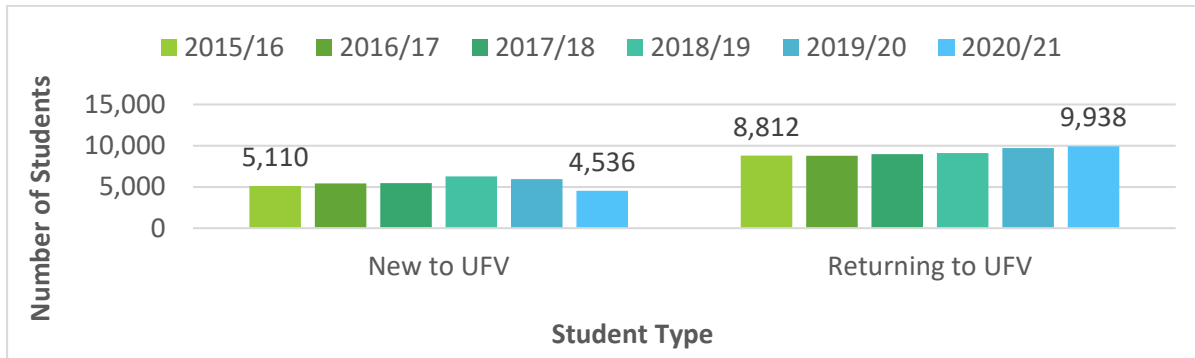


This year the university saw fewer New to UFV<sup>15</sup> students over last year (-23.9%), decreasing from 5,963 students in 2019/20 to 4,536 in 2020/21, while the number of Returning to UFV<sup>16</sup> students increased slightly this year over last (2.3%), from 9,714 to 9,938 (Figure 29). Domestic students account for 71.4% of the decline in New to UFV students, from 1,427 to 1,019; international students account for the remaining 28.6% with a decline from 1,427 to 498. International students account for just over two-thirds (69.2%) of the increase in the number of Returning to UFV students (155 of 224); domestic students account for the remaining 30.8% (69 of 224). The total decline in student headcount this year is 1,203 students (+224 Returning, -1,427 New).

<sup>15</sup> A student is New to UFV when the student first generates a positive FTE at UFV in a non-Continuing Education (CE) term. New to UFV is set only once for each student.

<sup>16</sup> A student is Returning to UFV if the student has previously generated FTEs at UFV, in a non-CE term.

**Figure 29: New and Returning Student Headcount, 2015/16 to 2020/21 (UFV internal data)**



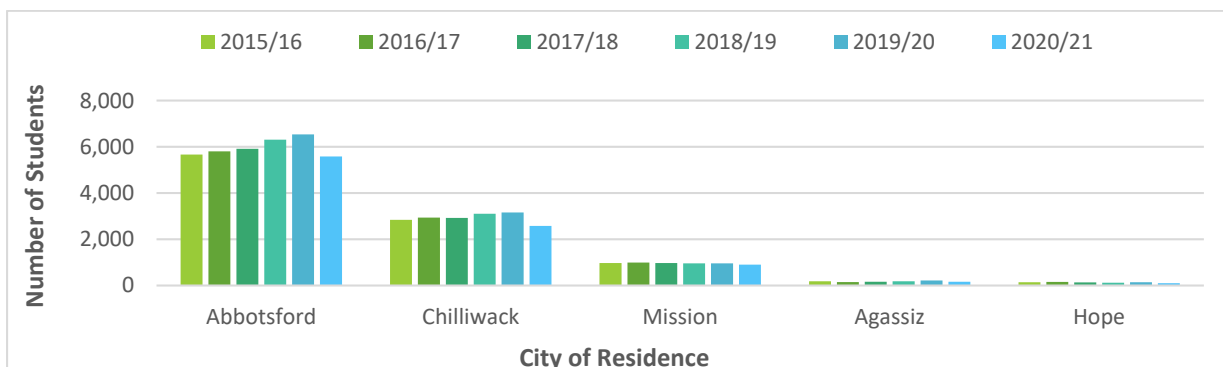
Just over half (56.4%) of the decline in headcount for New to UFV domestic students this year is from students in Continuing Education programming, followed by credit level program students (17.5%), developmental program students (12.5%), vocational program students (11.4%), and graduate level program students (2.3%).

In 2020/21 there has been a change in where UFV students reside compared to the previous year. This year, 64.6% of UFV students live in one of: Abbotsford (38.6%), Chilliwack (17.8%), Mission (6.3%), Agassiz (1.2%) or Hope (0.7%); this is 5.7 percentage points less than last year (70.3%). In 2020/21, a larger proportion of students lived in cities immediately to the west of Abbotsford (26.5%) such as Surrey (9.3%), Langley (8.3%), Maple Ridge (3.4%) and Aldergrove (2.0%). In 2019/20, this share was 22.6%. Figure 30 shows the majority of the decline in student headcount this year over last is coming from fewer students with Abbotsford (-956) and Chilliwack (-581) as their city of residence. Figure 31 shows increases in the number of students residing in Surrey (+105), Langley (+57), Maple Ridge (+44) and Vancouver (+34)—all areas to the west of Abbotsford.

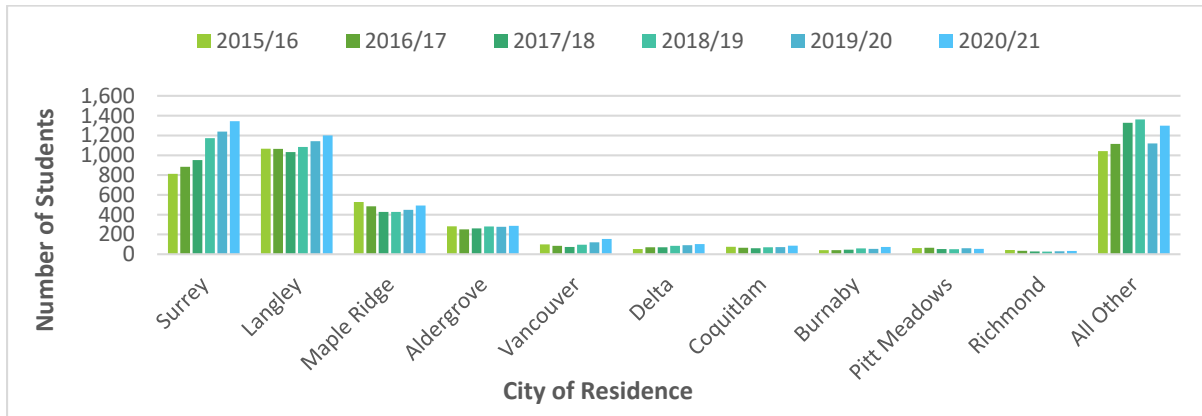
Domestic students make up 64.0% of the decline from Abbotsford (-588) and 100% of the decline from Chilliwack (-257), as well as the majority of the increases from Surrey (+151), Langley (+52), Maple Ridge (+42), and Vancouver (+31).

International students make up the majority of the increase (65.2%) seen in the All Other locations grouping (+118 of +181); international students here includes those studying from locations outside of Canada.

**Figure 30: Students' City of Residence, Near a UFV Campus or Location, 2015/16 to 2020/21 (UFV internal data)**



**Figure 31: Students' City of Residence, West of Abbotsford and All Other Locations, 2015/16 to 2020/21 (UFV internal data)**



Selected UFV undergraduate baccalaureate students (based on year of study) are invited to participate in annual surveys from the Canadian University Survey Consortium (CUSC). Below we summarize some results from the CUSC 2020 Middle-Years Student Survey that speak to the unique qualities and characteristics of our students. We compare UFV results to Group 1, which consists of institutions, including UFV, that offer primarily undergraduate studies and have smaller student populations; and overall, which includes all participating Canadian universities.

From the CUSC 2020 Middle-Years Student Survey, we see that UFV survey respondents were **more likely** to:

<b>Be greater than 21 years old</b>	48% of UFV respondents are age 22 and over (as of September 1, 2019), compared to 40% for Group 1 and 29% overall.
<b>Live with parents, guardians, or relatives</b>	66% of UFV respondents live with parents, guardians, or relatives, compared to 41% in Group 1 and 38% overall.
<b>Be employed</b>	76% of UFV respondents are employed compared, to 64% for Group 1 and 56% overall.
<b>Have interrupted their studies for one or more terms</b>	31% of UFV respondents have interrupted studies for one or more terms, compared to 24% for Group 1 and 21% overall.
<b>Be a first-generation student</b>	22% of UFV respondents listed their parents' highest level of education as high school or less, compared to 16% for Group 1 and 14% overall.
<b>Participate in community service</b>	26% of UFV respondents participated in on/off-campus community service/volunteer activities, compared to 21% for Group 1 and 23% overall.
<b>Drive to campus</b>	71% of UFV respondents main method of commuting to campus is in a vehicle (alone), compared to 40% in Group 1 and 30% overall.

UFV Middle-Years students are **less likely** to:

<b>Live in on-campus housing</b>	Only 1% of UFV participants responded that their current living arrangement was in on-campus housing, compared to 9% for Group 1 and 6% overall.
<b>Have debt from financing post-secondary education</b>	Only 28% of UFV participants reported having debt from financing their post-secondary education, compared to 47% in Group 1 and 43% overall.
<b>Take public transportation to campus</b>	Only 14% of UFV participants responded that they take public transportation to campus, compared to 38% for Group 1 and 42% overall.
<b>Have transferred from another institution</b>	Only 17% of UFV participants responded that they had transferred from another institution, compared to 22% for Group 1 and 20% overall.
<b>Participate in student clubs</b>	Only 8% of UFV participants responded that they had participated in student clubs compared, to 15% for Group 1 and 20% overall.

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

### 1.2.5 Research

Research and scholarly activity continue to grow in scope and scale, even during a pandemic. Research is considered a high impact teaching strategy, and consequently student participation and engagement remain the focus of support for these activities. External funding for faculty research activities continued to increase over the past year, and this resulted in 308 student research assistant contracts, an increase of 41% from three years ago. Despite the constraints stemming from COVID-19 on research activities, Student Research Day still had 80 student researchers that submitted a total of 54 research posters. These posters represent research that generally happens outside of a regular class assignment, and students, supervised by faculty, are the drivers of the process and activities. Students desire and appreciate the opportunity to engage in research activities that allow them to receive one-on-one training from their professors on topics of their interest. These involvements are highly valued, as students use them to gain experience for their careers or as part of their application to graduate programs.

The Research Office is supporting the implementation of education-related Truth and Reconciliation Commission's Calls to Action in ways that are relevant to the scope of research. We have initiated a strategy for the decolonisation of research that aims to ensure that research addresses Indigenous issues of concern and includes Indigenous communities as partners right from the beginning, when research questions are formulated, rather than merely adding them as collaborators mid-way through the process. Several of the projects overlap with initiatives that prioritize, or provide training in, equity, diversity, and inclusion.



Initiatives include workshops for researchers on the decolonization of research and the incorporation of an EDI perspective; the creation of the Student-Led Research Grant for projects that focus on issues of equity, diversity, inclusion, decolonization, and Indigenization; the creation of an EDI and Indigenization sub-committee of the Research Advisory Council; and advisories for EDI and Indigenization to inform the consultation process on the creation of the University's new Strategic Research Plan.

The Research Office is sponsoring two projects that are fully engaged with local Indigenous communities. The first project is the creation of a digital exhibition of Indigenous artifacts and artwork that is displayed on campus. This project includes interviews with the artists and the installation of information plaques. The second project is the creation of an educational website that documents Indigenous knowledge and culture associated with Indigenous foodways. The project will result in a website that is owned by the university, but managed by the Stó:lō Resource Centre. It will consist of food harvesting videos along with photos and stories all supplemented with interviews from Elders.

As a demonstration of UFV's capacity to quickly adapt to a changing context and to initiate research that is relevant to our community, province, and nation, researchers have undertaken ten new projects that investigate various aspects and implications of the COVID-19 pandemic. Most of the projects were funded externally, and include student research assistants to not only provide excellent support, but to gain invaluable training to inform future career paths. Several pandemic related projects were focused on student learning during a pandemic, while others ranged from understanding how fitness levels limited the intensity of symptoms, to addressing vaccine misinformation in diverse populations, and the effects of the virus on crime rates.

There has been an increase in the number of research centres and the addition of research associates in existing centres over the past year. Faculty are looking to research centres for partnerships based upon interdisciplinary collaboration to address arising issues and opportunities for innovation. Centres enable the sharing of resources, collaboration, the cross-fertilization of ideas, and provide an enhanced scale of research projects that provide student researchers more diverse and complex research activities to engage with. The centres support researchers in enhancing community engagement from proposal formation to dissemination of results.

Research and scholarly activity alongside teaching and service remain essential and interrelated elements of UFV's mandate. Research supports teaching, learning, and skill development; it is important for knowledge translation and community engagement for both students and faculty. This past year more companies, government agencies, and businesses have engaged with UFV to fund innovative solutions to pressing current issues. Research and scholarly activity are highly valued by faculty, students, our communities, and industry—all contributing to the university's growing reputation in this area.

## 2. Mandate Priority Reporting

### Reporting on the 2020/21 Mandate Letter Priorities

#### Priority 1

***Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.***

The Truth and Reconciliation Commission places primary responsibility for many of the 94 Calls to Action with educators and their institutions. As the university accepts its multiple responsibilities and continues to lead the way in our community and among post-secondary institutes in Canada, it is critical that we look at addressing gaps, recognize new areas, and optimize our response at this intersection. Our goal is to ensure graduates leave UFV and enter, or return to, the workforce with the requisite skills needed to improve the relationships between Indigenous and non-Indigenous peoples in this country.

To answer the Truth and Reconciliation Commission of Canada's Calls to Action, the university relies on its Indigenization plan, *Lálém ye mestíyexw*: Indigenizing the Academy.

Shirley Hardman was re-elected to the executive of I-LEAD (Indigenous Leadership in Post-Secondary Institutes), which includes the senior leadership positions in B.C. post-secondary institutions who are primarily responsible for, and focused on, Indigenous education, services, and community engagement. I-LEAD regularly engages with the Ministry regarding strategy, including implementation of the TRC Calls to Action by B.C. post-secondary institutions.

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

Chat-R is a special event that supports faculty and staff on their journey towards reconciliation after they have completed the Educators Journey Towards Reconciliation workshop. Lorna Andrews, Teaching and Learning specialist in Indigenization, hosts this event once a month to focus on the interests or needs of those in attendance. The goal is to continue conversations towards reconciliation and form a stronger allyship for Indigenization.

UFV and Stó:lō Community Futures signed a Memorandum of Understanding to promote opportunities for education, training and capacity building for Indigenous businesses and Stó:lō communities within S'ólh Téméxw. This MOU formalizes a relationship that has existed for many years.

UFV's Indigenous Affairs Department provided leadership and facilitated the organization of Orange Shirt Day Events, which included the following guest speakers:

- Phyllis Webstad, whose story inspired Orange Shirt Day.
- Bea Silver, a residential school survivor; her life story is presented through the [Robert Bateman's Art Activism initiative](#).

Throughout this report, and particularly in Appendix B—Mandate #1 Progress Report, Progress on Truth and Reconciliation, further examples of UFV's participation in the Call to Action from the Truth and Reconciliation Commission are presented.

## Priority 2

***Contribute to an accessible and relevant post-secondary system by:***

- ***Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;***

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

Following the 2017 announcement of B.C. Premier, John Horgan, UFV eliminated tuition fees on Adult Basic Education (ABE) and English Language Learning programs. At UFV, ABE student numbers have not yet rebounded to the levels we had prior to when tuition was introduced. In ABE, we produced 273 domestic FTEs in 2020/21, up from the 252 FTEs in the previous year. For English as a Second Language (ESL or ELL), our domestic FTEs decreased from 45 in 2019/20 to 29 in 2020/21. With an ongoing marketing campaign, we continue to make potential students aware that these programs are tuition free.

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

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

UFV is committed to wrap-around supports based on a model of holistic student development. Wrap-around support is embedded in particular programs, such as the Indigenous Student Transition Program. Additionally, there has been significant growth in our UNIV 101 programming (Introduction to University and the Liberal Arts), in which all international students participate. Domestic students are also welcome to register. The course includes a range of learning about, and

engagement with, UFV supports and services to enable successful transition to post-secondary studies.

The university's new English Language Studies (ELS) Online Help Centre went live in September; the centre provides instruction in academic English, and related skills support, to all UFV students through Blackboard Collaborate. This service provides 45-minute, one-to-one video-conferencing support sessions between students and ELS Department faculty. Two types of support are provided: (1) General ELS support to all UFV students, and (2) Specialized Content and Language Integrated Learning support for students taking specific undergraduate level courses at UFV.

This year 77 UFV students have benefitted from the Provincial Tuition Waiver Program (PTWP) for Former Youth in Care, totalling \$300,096 in full tuition award disbursements. UFV Financial Aid and Awards has a webpage with detailed information about the Former B.C. Youth in Care funding and are available to assist students with questions and in the application process.

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

- AYA—Agreements with Young Adults transitioning from care.
- YEAF—Youth Education Assistance Fund.
- YFEF—Youth Futures Education Funding for approved PTWP recipients to assist with educational related funding.
- AUG—Adult Upgrading Grants (upgrading courses are not covered by PTWP).
- Other need based funding sources, such as student loans, low income grant opportunities, labour market grants, UFV bursaries, student emergency grants & Indigenous emergency funding, and Inspire bursaries.
- UFV scholarship and leadership awards, Study Abroad scholarships, and external award opportunities.

In the past year, along with the PTWP disbursements, UFV distributed \$344,000 in scholarships, \$427,687 in bursaries, \$12,546 from the B.C. Athletics Assistance Program, \$179,853 for athletic scholarships, \$26,502 in emergency grants, \$46,935 in B.C. emergency grants, \$74,860 for Youth Future Education Assistance Fund, and \$239,465 for entrance scholarships, for a total of \$1,641,945 in student awards. UFV also distributed private and external awards valued at \$166,280.

This year, UFV added a second Coordinator, Indigenous Student Transition and Engagement, to ensure ongoing one-on-one support for all incoming Indigenous students. The university has nine Elders and one activities and cultural assistant, all working with the Indigenous Student Centre (ISC). Additionally, the ISC hires a range of community members to participate in particular projects and activities, drawing on the resources, expertise, and wisdom of the communities it serves. Elders provide cultural, social, and emotional support to our students. They also promote an understanding and respect for Indigenous perspectives, culture, and values that support Indigenization at

UFV. Each Elder has a special gift and lived experiences and we are very grateful to have this diversity and wealth of knowledge for our students, staff, and faculty.

UFV Student Wellness & Development has several initiatives to assist vulnerable and underrepresented students:

- **UFV-SUS Food Bank**

The UFV-SUS Food Bank addresses food insecurity amongst our UFV community by providing nutritious food and promoting healthy eating, in an accessible, inclusive, respectful, and sustainable manner. This program is a partnership with UFV's Student Life department and the Student Union Society (SUS). This year, as the physical space was closed, the UFV-SUS Food Bank was able to send digital gift cards to current UFV students to access groceries and essential toiletries.

- **Student Support Centre**

Intended to serve students who are at risk of not persisting for a variety of reasons, the Student Support Centre provides case management and appointments to help students connect to supports on and off campus and to problem-solve the challenges they may be facing in their daily life. Specific initiatives include Academic Continuance and Campus Navigators. This year, the Student Support Centre has gone virtual; student support coordinators are available for virtual meetings, phone chats, or working with students to connect the way they would prefer.

- **Campus Navigator Program**

At present, our Student Support Team and our Financial Aid and Awards Team provide campus navigation services. Our intention is to broaden this to include a peer program. As a result of the disruption of COVID, the Campus Navigator program remains in the early stages of development. The overarching program addresses barriers facing student groups who are statistically less likely to persist. Primarily focusing on the increasing numbers of former youth in care (FYIC) accessing post-secondary (due to the Provincial Tuition Waiver Program), the goal is to develop a peer program, in conjunction with staff supports, with leaders who identify with their communities. Focus will be on the specific and varied barriers these groups face, with peers providing the needed guidance to this new, university setting. After the projected success of the FYIC pilot, the intent is to replicate this program for other student groups that have a lower outcome expectancy for higher education.

- **Student Continuance**

As a joint initiative led by the Advising Centre and the Student Support Centre, and including the Office of the Registrar and the Academic Success Centre, attention is being paid to the many students who are on academic warning, probation, or required to withdraw. Current activities include:

- Outreach to all students on academic warning or probation by the Advising Centre;
- The offer of one-on-one support through the Student Support Centre, including facilitation into needed/desired services, such as counselling, financial aid, tutoring, etc.; and
- Dedicated workshops focused on academic planning and academic success.

Our support teams are focused on piloting various types of workshops, exploring different models for support, and evaluating the needs of those students who face issues with their continuance. All of this will inform the forthcoming review of Undergraduate Continuance policy, with goals to improve our assessment of student academic standing, while also creating embedded programming and supports for those who face challenges with continuance.

- **Peer Resource and Leadership Centre (PRLC)**

As part of the holistic peer support it offers students, this centre provides free Naloxone kits along with information and training on how to use them. This initiative helps prevent overdoses in the university and greater community.

UFV offers several online New Student Orientation (NSO) events to help students prepare as they begin their journey at UFV. NSO is designed to facilitate students' transition from high school student, transfer student, or a returning student to the university's culture. Online NSO events this year included:

- **Virtual program planning and information sessions;** where students learn specific information about their program, how to choose courses for their first semester, and how to apply for funding for their education.
- **Smart Start online orientation;** students learn how to understand their course requirements, and expectations, and how UFV's supportive student services can help them throughout their studies at UFV.
- **Welcome Weeks;** a first official UFV welcome, as students prepare for and begin classes. Welcome weeks are full of fun and interactive online activities that give students a chance to meet other new and current UFV students, connect with UFV departments and services, and develop new skills and strengths as they set themselves up for success in their first year at UFV.
- UFV provides an online new student checklist that includes everything students need to know to plan their schedule, register for courses, fund their education, and find accommodations in their first semester at UFV.
- A UFV student handbook is available online for all current UFV students that contains suggestions for ways that students can get involved in the UFV community, and a list of academic and wellness support services for students.

The College of Arts established a new Arts Studies unit that houses a range of courses designed to support students from the point of access through to exiting their Arts programs with portfolio experience and reflection and knowledge of career paths, namely, University Studies 101, Arts 101: BA Portfolio I, Arts 201: BA Portfolio II, Arts 280: Internship/Practicum I, Arts 299: Arts Portfolio: Exploring University and Career, Arts 301: BA Portfolio III, Arts 301: BA Portfolio III, Arts 401: BA Portfolio IV, Arts 480: Practicum/Internship III. Three new faculty members were hired to teach these courses, with explicit skills in supporting student success, marginalized students, and guiding students through possible career paths.

UFV has delivered many University 101 sections; the course was created and designed to introduce students to develop the knowledge and skills needed to thrive in diverse and dynamic learning environments, contribute to academic conversations, make connections between disciplines, and

identify how their education will impact their lives and their communities. Students become familiar with the supports and programs offered at UFV through a semester-long project, group work, guest speaker events, and service learning projects. After completing this course, students will be able to:

- Engage in meaningful conversation about university life within a variety of different cultural contexts.
- Reflect on how knowledge is gathered, created, and situated in the university environment.
- Discuss the ethics and responsibility of knowledge creation and ownership.
- Collaborate with peers to solve a multidisciplinary problem.
- Access university resources and services required to support learning.
- Discuss university policies around student behavior and expectations inside and outside the classroom.
- Identify university resources and effective habits to support student health and wellness.
- Describe the purpose of specific university documents (i.e., transcripts, timetables, schedules, My Grad Plan).
- Use the university's learning management system.
- Evaluate ways a university education will impact their career and life choices.
- Use micro learning and small service learning opportunities to reflect on their place and role in the community.

Various groups of students, whether they are mature students or students with diverse educational and cultural backgrounds, often face challenges in navigating post-secondary courses. UFV has seen an increase in the number of students needing to repeat courses in order to pass, being placed on academic probation, or graduating with a CGPA barely above 2.0. The College of Arts has decided to pilot a tutorial concept designed to both prevent students from facing extreme challenges and to support those students needing to improve their academic standing. To this aim, University Studies Tutorial (UNIV 102) was developed by the Arts Studies unit. The aim of this course is to provide these students extra support in deciphering instructor assignment expectations for course work, developing a commitment to time management and workload planning, and provide opportunities for them to practice their reading comprehension, editing, and discussion skills to improve their academic performance and confidence as learners. Students will be able to register for the tutorial, much like a learning lab that runs along side their other courses. The tutorial supplements student learning through the focused development of academic skills and the practice of knowledge acquisition.

UFV's Teaching and Learning Centre has resources to provide faculty with strategies and tips for being more inclusive in their instructional practices and to make the classroom experience more accessible to students. In addition to [Building Strengths](#), they offer the [Teaching and Learning Tool Kit](#) with resources on how to assist learning for students with disabilities.

Students with disabilities are offered an 8-month Workplace Training in the Attitudes, Skills, and Knowledge certificate program.

This year, UFV piloted and introduced Blackboard Ally, an accessibility feature in our learning management system. Ally enables digital content to be more accessible by providing choice for

students with disabilities, as well as linguistic, cultural, and competency barriers. When Ally is enabled in a course, students are able to choose the format of digital resources, and it informs instructors about the accessibility level of their documents. UFV's Teaching and Learning Centre is conducting workshops, and one-on-one sessions with one of their Learning Designers are also available.

UFV supports gender parity and equity in a number of ways:

- Supporting gender diversity by allowing for multiple identifiers on official documents and self-serve options to ensure students can use their preferred names.
- Ensuring non-discriminatory access to washrooms based on gender identification.
- Providing free access to feminine hygiene products for all female-identifying students and employees in both female, unisex, and private washrooms.
- Ensuring access to leave time for victims of domestic violence.
- Providing emergency housing for students in unsafe living situations, the majority of whom identify as female.
- Providing access to financial supports and services, such as bursaries which promote gender equity, as well as our Food Bank and other services.

This year, UFV shifted its annual Pride Culture conference into a series of educational and relevant LGBTQ2+ events stretching throughout the academic year, with sessions offered between October and April. The Pride Culture Series is presented by UFV Student Life with support from the Coast Capital Savings Peer Resource and Leadership Centre. This series of events was free to all high school and post-secondary students as well as UFV alumni.

[Queering Cancer](http://www.queeringcancer.ca) ([www.queeringcancer.ca](http://www.queeringcancer.ca)) is a new website that addresses systemic disparities in access to cancer support and information for people who identify as LGBTQ2+. The site is the brainchild of a research team that includes Dr. Evan Taylor, an assistant professor in the UFV School of Social Work and Human Services, and colleagues from Queen's University and the University of Alberta. This unique initiative has been developed with patients and academic partners to provide peer support and a library of relevant information for the community. The site includes a peer support forum, patient stories, and a searchable database of cancer resources specific to LGBTQ2+ people. The resources on Queering Cancer are also made available to caregivers and clinicians who treat and support the LGBTQ2+ community.

UFV's Research Advisory Council has created an EDI Task Force to raise awareness and provide training on incorporating EDI into research activities and methodologies.

Twelve UFV Indigenous faculty and staff members completed the Indigenous Tools for Living (ITFL) experiential training where participants learned culturally relevant land-based skills and interventions to effectively work with, and sit beside, people experiencing complex trauma. These workshops were followed by training in how to facilitate workshops and apply this learning more broadly.

The Teacher Education Department (TED) has updated their [website](#) and admissions processes to affirm the TED commitment to social justice, anti-racism, decolonization and Indigenization.



UFV's Teacher Education department hosted a virtual panel for Bachelor of Education students entitled, *Anti-racism in/and Education* in September, with guests from our partner school districts, including Dr. Kevin Godden (Abbotsford Superintendent), Balan Moorthy (Fraser-Cascade Superintendent), Jennifer Ofeimu (Abbotsford teacher/MEd candidate/TEP alumni), Tsandlia Van Ry (recent grad and Faculty of Professional Studies convocation speaker), Nerlap Sidhu (Abbotsford teacher), and Paula Gosal (Chilliwack principal).

UFV's Research Office welcomed Gwen Hill, Research Development Coordinator at Royal Roads University, to provide two EDI Fundamentals and Research workshops in May, titled *Context and Foundations*, and *Strategies for Implementation*.

This year, the university's EDI 2020/21 Action Plan was launched, and aims to provide a framework to embed equity, diversity, and inclusion into UFV's institutional practices and support individual units in their work on EDI. Several initiatives

have ensued including the making and distribution of UFV's [EDI 2021 Wall Calendar](#), the creation of EDI tools, training and awareness activities, application for external funding through NSERC to support capacity building in EDI, and the hiring of UFV's very first Director of Equity, Diversity, and Inclusion, Sundeep Hans.



*UFV 2021 EDI Wall Calendar*

The university's Faculty of Science:

- Acknowledges and embeds Indigenous world views and Indigenous ways of knowing and being into learning practices.
- Uses approaches to teaching and evaluation of learning that are inclusive and respects diverse student learning needs.
- Incorporates universal design principles.
- Engages students in the global impact of concepts learned.
- The [Dean's Science Speaker Series](#) continues to bring role models with diverse backgrounds to UFV seminars to engage students in diversity.

Experiential learning principles in the Faculty of Science teach respect for various cultures; this is modeled in field trips and outreach events where we go to schools and teach aspects of science. We respect the environment, the land and its living entities, and this is very much in agreement with what Indigenous people and their ancestors have done for millennia.

International Women’s Day was marked with an online panel at UFV, with the theme *Choose to Challenge*. The event was moderated by Dr. Carin Bondar, an internationally known science communicator who is also an adjunct professor of biology at UFV and a newly elected Chilliwack school trustee. Panelists included rising star writer and UFV alumna Jasmin Kaur, new teacher and recent Bachelor of Education graduate Tsansdilia Van Ry, and Dr. Jacqueline Ashby, a researcher and educator in the environmental and health fields. The panelists discussed how they handle life’s challenges, the connection and overlap between art and science in their career, what advice to provide younger women, and how they have responded to the specific challenges posed by the pandemic.

Evidence of UFV’s accessibility and relevance is found in its high rating in the categories of Quality of Interactions and Discussions with Diverse Others in the 2019 National Survey of Student Engagement survey. Further confirmation comes from the 2020 survey of UFV middle-year students conducted by the Canadian University Survey Consortium, where students reported that 95% of professors treat students the same regardless of gender, and 94% treat students the same regardless of race.

- ***Ensuring student safety and inclusion;***

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

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

*In This Together* is UFV’s sexualized violence prevention education program. This suite of three workshops has been developed to help deal with the issue of SVM. The workshops seek to help prevent SVM, to educate people about this problem, and to ensure that those who experience sexualized violence are supported and that their rights are protected. Designed for all UFV students, these workshops aim to promote conversations about consent, active bystander intervention, and support resources in an informal, supportive, and student-centred learning environment. Each workshop is over an hour long and is facilitated by two Student Educators. The workshops—Consent 101, Active Bystander 101, and Support 101—are offered on an ongoing basis throughout the academic year. UFV has a [webpage](#) that provides information on these workshops and other aspects of SVM prevention.

Stemming from our sexualized violence climate survey, completed in fall 2019, an analysis of the results, and research on key issues related to sexualized violence and misconduct, UFV has taken the following steps this past year:

- Initiated a full review of our [Prevention, Education, and Response to Sexualized Violence](#) Policy. The review committee includes representation from Student Affairs, faculty, legal, and the student body. The proposed policy revision is currently in the consultation phase, with a [website](#) created to encourage broad engagement in the process.

- In response to increased concern in the province about sex trafficking, Student Affairs collaborated with the School of Criminology and Criminal Justice on a research project related to sex trafficking and post-secondary institutions. There are two outcomes of this work: one, an information pamphlet with key information to identify victims of sex trafficking and how to get support and two, an additional module to our Sexualized Violence and Prevention program on sex trafficking.

The university is developing a set of UFV-specific training workshops on mental health which will focus on building awareness, decreasing stigma, and empowering employees and students to support those with mental health issues. Additionally, we will be rolling out the new BCcampus Capacity to Connect resource across UFV. Finally, we have a contract in place with LivingWorks to provide suicide prevention training to various members of the UFV community.

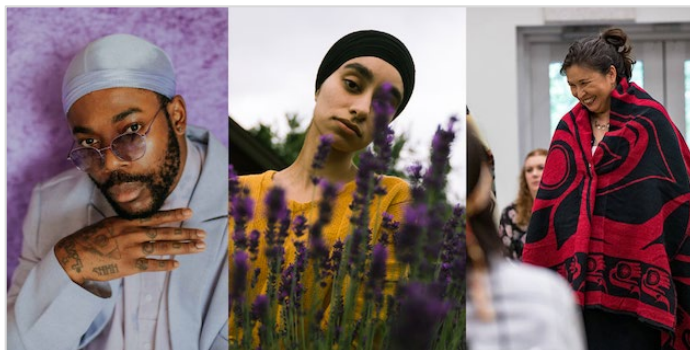
UFV hired a new Director, Counselling and Student Wellness, to provide institutional direction and strategy on student wellness and bring together a number of areas currently focused on delivering programming and supports.

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

UFV Campus Recreation provided UFV Thrive Week in March. A series of free events that focused on promoting positive mental health through encouraging dialogue about balance, community engagement, social support, and healthy lifestyle choices. This week of events was open to all UFV students, staff and faculty. UFV students were also able to book an appointment to attend a confidential mental health screening session and debrief with a UFV counsellor. Mental Health Screenings for wellness, depression, anxiety, and risky-drinking were available.

UFV's Campus Living and Student Life hosted a panel discussion for UFV staff, faculty, and students in March about missing women and the media. Panelists addressed topics of community safety, violence against women, reporting to the police, media bias, and the unseen women of colour who go missing.

In corroboration with the International Day for the Elimination of Racial Discrimination, UFV held a pair of separate virtual anti-racism events in March. The Race and Antiracism Network (RAN) at UFV hosted a panel discussion titled *Keep on Steppin'* that focussed on the urgency of anti-racism work in the UFV community and the importance of staying engaged. The panel consisted of three people of colour from the Fraser Valley: Mauvey, an award-



*Mauvey, Jasmin Kaur, and Peggy Janicki; panelists from Keep on Steppin', a panel discussion on anti-racism*

winning R&B artist based in Chilliwack; Jasmin Kaur, a UFV alumna and internationally recognized poet and writer; and Peggy Janicki, an Indigenous teacher and community leader. The second event, *Revealing Systemic Racism and Inequities in BC* took a more data-driven approach to racial equality, and was hosted by UFV's Community Health and Social Innovation Hub, South Asian Studies Institute, and RAN.

- ***Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;***

UFV is a full participant, and early adopter, of the EducationPlannerBC Common Application system. The university's registrar, David Johnston, is a member of the EducationPlannerBC Steering Committee and Functional Advisory Committee, and has supported system troubleshooting. The university was a leader in the implementation of the electronic high school (XML) transcript project.

- ***Providing programming that meets local, regional or provincial labour market and economic needs; and***

UFV continues to deliver programming that meets the labour market and economic needs of the Fraser Valley and of the province. New programs accepting students in 2020/21 include the Bachelor of Environmental Studies (Natural Sciences), the Applied Bioinformatics certificate, the Digital Manufacturing diploma and the Electronics Technician certificate. The university also added a minor in Adult Education and a minor in Spanish to the Bachelor of Arts program, a major in Graphic and Digital Design to the Bachelor of Fine Arts program, and a Chemistry honours to the Bachelor of Science program to its program offerings.

Enrolments in UFV's Bachelor of Environmental Studies program have almost doubled since its introduction in 2019/20; it produced 23 domestic FTEs this year, compared to 11 FTEs previously. The Bachelor of Agricultural Science, a program recently developed in response to regional labour market and economic needs, has increased from 12 domestic FTEs in 2019/20 to 21 FTEs this year.

The Faculty of Applied and Technical Studies celebrated the graduation of UFV's third cohort of students completing the Culinary Arts pre-trades program in the fall semester. This 12-week program is offered multiple times per year at the Trades & Technology Centre in Chilliwack in partnership with Stó:lō Aboriginal Skills and Employment Training (SASET). Once completed it allows the students to obtain entry level employment in food services. In its first year of partnership, an impressive 30 students enrolled, with 27 completing the program, 24 working full-time and 2 having gone on to UFV for Level Professional Cook Trades Training. In January, a new cohort of students was welcomed into the Culinary Arts pre-trades program.

UFV was awarded \$102,000 to develop and deliver a *Digital Marketing Skills* micro-credential; this was led by the Associate Dean of Students in the College of Arts. This *Digital Marketing Skills* micro-credential provided learning opportunities in a flexible online delivery format. The micro-credential was made up of university credit bearing micro-courses which, when combined in groups of three, provide students with a 3-credit university course so a student that completed the full micro-credential would also be granted 9 university credits. The micro-credential offered learning and skills in related digital media, communications, and collaboration tools to support professional and personal development, and to improve employment and promotion prospects for learners. Each micro-course featured immersive, inspired learning taught by experienced and engaging instructors

in a flexible, modular format. Learners could select the micro-courses that fit their upskilling or reskilling needs. The modular format provided learners opportunities to customize their training needs, and participate in just-in-time learning with an emphasis on current technologies, industry practices, and skills. This *Digital Marketing Skills* micro-credential consists of nine micro-courses, each delivered in 15 to 20-hour units. Students create their own learning plan and choose the micro-courses that meet their skill needs. Going into the initiative, UFV would not have predicted that response to the micro-courses would be so positive—a full 165 students enrolled. Outreach through network relationships and social media produced immediate results and courses filled. UFV's connections with the Abbotsford, Chilliwack, and Mission business associations helped to promote the micro-courses. Students reported working for The City of Abbotsford, HighStreet Mall, and UFV; at local businesses and non-profit organizations; and as interns with Partner & Hawes. This project confirmed there is interest and need for this program. A survey found the top four reasons why students registered: low cost of tuition; ability to gain specific skills without having to take an entire course; evening delivery; and university credit worthy. UFV is very pleased with the results of this initiative and appreciates the grant that enabled a pilot of this micro-credential.

The UFV Food and Agriculture Institute (FAI) has received a grant of \$234,859 from the Future Skills Centre (FSC) in support of FAI's research in the field of emerging agricultural technologies and the future of food in Canada. The research explores the potential of cellular agriculture—food made using cell cultures instead of animals or plants—to create a sustainable year-round supply of nutritious food and develop jobs in this emerging sector. FSC's funding comes as part of its *Shock-proofing the Future of Work: Skills and Innovation Challenge*. This series of grants will fund \$15 million in research aimed at building resiliency for the labour market in the face of social and economic shock.

UFV collaborated with Nicola Valley Institute of Technology (NVIT) on a successful funding proposal to the Ministry of Advanced Education, Skills and Training Community Mental Health Worker Program Expansion. The funding will support completion of the UFV Bachelor of Integrated Studies for a cohort of graduates of the NVIT Chemical Addictions Worker Advanced Diploma, beginning in April.



*Cascades Nursing Alumna, 2020*

- ***Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.***

UFV incorporates international student enrolment projections into its overall enrolment planning process. This allows UFV to insure, among other things, that domestic students have access to programs that are popular with international students.

Over the past year, the coronavirus situation has resulted in dramatic changes in international student enrolments, with smaller intakes of new students, and fewer returning students as existing students graduate.

Year-over-year, new to UFV international students declined in fall 2020 by 26%, and in winter 2021 by 15%. Summer 2021 term is much improved over summer 2020, when there were hardly any new international students, with almost half (48%) of the number seen in summer 2019.

There was also a decline in returning international students: fall 2020 (-12%), winter (-31%), and summer 2021 (-38%).

We expect more new international students in fall 2021, 325 versus 229 last year. International student FTEs are likely to decline overall in 2021/22. If the health situation continues to improve, we expect to see an increase in future international student numbers.

The COVID-19 pandemic has affected the operations of virtually every unit at the university. However, because of the global travel restrictions in place, UFV International's operations and regular activities have been particularly impacted. A significant portion of the office's budget is typically allocated to international student recruitment events and associated travel. Given that these costs were considerably less during the pandemic, UFV International invested heavily in two major initiatives: digital marketing strategies and international student scholarships.

Since the fall of 2019, UFV International has been bolstering its online presence through Facebook, Instagram, and via a series of geotargeted Google ads in the hopes of driving traffic to the UFV International website and generating interest in attending the institution. For Facebook, UFV International has amassed 315,000 likes on the platform. On Instagram, UFV International has roughly the same number of likes, some three thousand, as the institutional UFV page.

In terms of web traffic, UFV has used geotargeted Google ads to increase awareness and drive visitors to the UFV International website. Given our goal of greater diversity among the international student applicant pool, we have promoted the institution in areas where UFV does not already have a strong foothold and awareness of the institution is low. These efforts have directed just under 4.5 million visits to our website and nearly 2.9 million new visitors over the course of the 2020/21 fiscal year. The top five countries in terms of pageviews are Bangladesh, Pakistan, Turkey, Morocco, and Egypt. Early indicators suggest that these diversification efforts are having an impact. Compared to the previous year, fall 2021 includes applications from 50% more countries.

In addition to seeking greater diversity, UFV International also aimed to increase efforts to attract high academically achieving students from around the world. Much of the aforementioned travel budget was used to create three distinct categories of scholarships. To recognize the preparedness of students who complete their B.C. secondary school certificate of graduation—both within the

province and at B.C. offshore schools—UFV International created five \$5,000 entrance scholarships. Fifteen additional \$5,000 scholarships were created to cover other world regions. Finally, ten “flagship” scholarships of \$20,000 (\$5,000/year, renewable) were created to compete with larger universities in attracting top student talent.

In 2021, UFV established seven International Student Enrolment Goals. This was done to provide direction and facilitate planning, and in response to large increases in the number of international students observed in prior years. These goals align with the 2020/21 Ministry Mandate Priorities, in particular Mandate Priority #2. In parallel with other university plans, UFV is working to determine measures of assessment, and evidence of success towards these international student enrolment goals. Below we provide the work towards these goals thus far:

**Diversification:** One of the Key Performance indicators for the 2021-2026 Integrated Strategic Plan is to annually increase the number of countries that send at least 10 international students to UFV.

**Balance:** UFV has a cap of 25% for international student enrolment as a share of total student enrolment; the cap is not currently binding since our present share of international students is 17%.

**More accurately reflect & better manage:** The upcoming Strategic Enrolment Plan will address issues including the allocation of resources, program capacities, students support needs, and enrolment targets.

**Decrease UFV’s risks:** Decreasing risks is tied to diversification. One aspect involves increasing diversification across countries—decreasing the reliance on students from India. A second aspect involves creating partnerships to diversify international student enrolment across programs.

**Increase campus readiness:** UFV’s campus readiness is tied to EDI and our capacity building for student services and support. This increased capacity will ensure a campus proficient in EDI and create an equitable and inclusive environment.

## UFV International Student Enrolment Goals

- To increase **diversification** of international students across the institution.
- To ensure a **balance** of international and domestic students across the institution.
- To **more accurately reflect** institutional resources, program capacities, and student support needs when setting enrolment goals.
- To **better manage** enrolment and our resources and plan for future targets and needs.
- To **decrease UFV’s risks** related to international student admissions and enrolment.
- To **increase campus readiness** for growing student diversity.
- To ensure UFV upholds its core values while fulfilling its mission and striving to achieve its vision.

### Priority 3

***Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:***

- ***Actively engaging with your local school districts to expand dual credit opportunities for students;***

The UFV Centre for Accessibility Services launched a transition program this spring to better facilitate the transition of students with identified disabilities into post-secondary. There are 3 pieces to this program:

#### **1. Outreach**

- a. As part of outreach, the team connected with high school counsellors and other key supporters to share information with them about the enhanced approach to transition. Through them, we extended invites to all students in grades 10-12, and their supporters, to come to a transition night to learn more about accessibility at UFV.
- b. We also connected with new admits for fall 2021 and invited their participation.

#### **2. Transition night**

- a. Potential and confirmed UFV students and their supporters attended transition night, meeting our accessibility team and learning about accommodation and accessibility at UFV. Additionally, the team focused on helping parents, supporters, and students understand the difference between accommodation in K-12 and in post-secondary, while also helping them to bridge from the idea of Individual Education Plans to Accommodation Plans.
- b. The team also discussed the intake process at UFV for students in need of accommodations.

#### **3. One-on-one appointments**

- a. Following transition night, every attendee was offered a one-on-one appointment with an Accessibility Advisor to ask personal and/or specific questions they had, as well as to go over in more detail the intake process for students seeking accessibility support as part of their studies.

Initial numbers were good for this pilot event. The Accessibility team connected with over 250 individuals at schools and school districts across the Fraser Valley and Lower Mainland to share information about the event. We hosted 63 registrations for the transition night event; participation numbers were higher than the 63 registrations since potential students and their parents/supporters attended together on a single registration. The third part of this program launches in summer 2021. Early feedback from potential students is very positive, indicating increased confidence around the process.

The Admissions team, in conjunction with the UFV Marketing Team, launched a new transition event for UFV applicants. These conversion events, focused at the Faculty level, invited prospective students to attend thematic events with goals of sharing broader information about the UFV academic environment and experience and inspiring students about possibilities and opportunities, while also encouraging students to choose UFV. For example, the College of Arts, made up of the



Faculty of Humanities and the Faculty of Social Sciences, hosted 3 events: one focused on making the most of an Arts credential; one on research opportunities within Arts; and another on experiential learning in Arts. During the sessions, prospective students were also given a lot of opportunity to ask questions. In total, 230 potential UFV students attended these events and we look forward to increasing this number for 2022/23.

UFV works with the local school boards across the Fraser Valley to provide Dual Credit opportunities in vocational and academic programs. As an example, Abbotsford Career Programs are a joint project of the Abbotsford School District and the University of the Fraser Valley. Students enter at the Grade 11 level, spend two years enrolled in a specialized career or technical program, and graduate having fulfilled the requirements for both secondary school graduation and a university-level one-year certificate. The purpose of these programs is to prepare students directly for employment in their chosen field upon graduation. In some programs, they may choose to ladder their UFV credits into the second year of a two-year diploma or four-year degree program at UFV, or to another post-secondary institution.

In 2020/21, a total of 97 students from the Chilliwack (SD33), Abbotsford (SD34), and Fraser Cascade (SD78) school districts participated in Dual Credit opportunities through both Regional Career and cohort programs at UFV; 83 in vocational Dual Credit programs, and 14 in academic Dual Credit programming.

A total of 35 Abbotsford School District students participated in the following Dual Credit Programs at UFV in 2020/21: Architectural Drafting Technician (2 students), Automotive Service Technician (6 students), Construction Electrician (7 students), Health and Human Services (14 students), and Welding (6 students).

The Youth Train in Trades Program is an innovative partnership between UFV and the Chilliwack and Fraser Cascade School Districts. It allows high school students to take technical, pre-apprenticeship training that provides them with up to 32 dual-credits for high school courses and apprenticeship or industry training programs. Grade 12 students can pursue an apprenticeship career path and obtain the first level of technical training in a particular trade. UFV Dual Credit programming for the Chilliwack and Fraser Cascade School Districts in 2020/21 includes Automotive Service Technician (1 student), Auto Collision Repair and Refinishing (1 student), Carpentry (5 students) Joinery (2 students), Construction Electrician (3 students), Heavy Mechanical Foundation (3 students), Professional Cook (6 students), Plumbing & Piping (3 students), Welding (5 students), Architectural Drafting (5 students), and Electronics Technician Common Core (2 students).

Through continued partnership with Chilliwack Senior Secondary School and Sardis Senior Secondary School, Automotive and Welding Dual Credit cohorts began instruction at UFV in February. A total of 26 students took part, with 9 students in Welding, and 17 students in Automotive Service Technician. These partnerships are a unique way of allowing students to participate in a dual credit program where they have the first twelve weeks of class taught at the Secondary School and then they join UFV's Faculty of Applied and Technical Studies to complete their first year of Trades.

UFV continues to host a transition event for Fraser Valley high school counsellors which ensures connection between counsellors and UFV academic advisors, recruiters, and admissions staff. This event provides current information on pathways into UFV, highlighting how B.C. graduation requirements align with UFV entrance requirements across a range of programs. In addition, the

event includes an overview of all UFV services and supports available to students. This approach sees high school counsellors support students in making connections to UFV supports and services.

UFV has a student recruitment unit dedicated to working with students, parents, and high school counselors on the transition to university. Information is provided through an annual publication called the Viewbook, virtual student support sessions to local schools, information published on the UFV website, and regular communication with schools. High school counsellors and advisors can sign up to receive UFV High School Enews, which delivers UFV news, program updates, admissions alerts, and special invitations.

Beyond curricular pieces, UFV is also developing closer relationships with local school districts so as to better support particular groups of students in their transition to UFV. Of note, work is beginning on a transition program for students who have Individualized Education Programs in the school system and who will need support and accommodation through UFV's Centre for Accessibility Services. Additionally, we have made progress in fostering a closer connection with school districts regarding Indigenous student support and transition; this involves UFV's recruitment and admissions staff, along with staff in our Indigenous Student Centre, meeting with district staff and potential students to ease transition to UFV.

The Office of the Registrar, in conjunction with the Undergraduate Education Committee and UFV Faculties, completed its work to assess all of the new courses that form the graduation curriculum. This resulted in updates to admission and prerequisite requirements for some programs and courses. The Academic Calendar reflects all of these changes.

- ***Supporting lifelong learning pathways across the public postsecondary system; and***

As an access institution, UFV offers a number of programs for a diverse range of learners; examples include Upgrading and University Preparation programming, English Language Studies, and Continuing Education.

Over the past 3 years (2017/18 to 2019/20), UFV received 67%<sup>17</sup> of K-12 students immediately transitioning to a public post-secondary in B.C. from the Fraser Valley College region. Some 78% of students that transition to UFV from a B.C. high school are from one of the following six Fraser Valley school districts: Abbotsford, Chilliwack, Fraser-Cascade, Mission, Ridge Meadows, and Langley. In Abbotsford and Chilliwack school districts, UFV receives 70% of students who immediately transition to post-secondary.

This year, through virtual platforms, phone, or by email, UFV's academic advisors are available to help students select a program, plan their educational careers, and assist students throughout their university journey. Advising appointments can be made to discuss academic difficulty, academic policies and regulations, admission requirements, continuance warning/probation, course planning and selection, course withdrawal, changing programs, declaring or changing major(s)/extended minor(s)/minor(s), educational planning for career goals, exploring UFV program options, graduation

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<sup>17</sup> Calculation based on aggregated data of Fraser Valley school district graduates from 2010/11 to 2019/20, from the Student Transitions Project STP2020 First ANNUAL Transitions data release. Further information on the STP and student transitions can be found on their website: [http://www.aved.gov.bc.ca/student\\_transitions/](http://www.aved.gov.bc.ca/student_transitions/).

check, program requirements, post-grad preparations, transfer credit, UFV's extensive network of academic support services, and upgrading.

UFV has many programs that ladder across the public post-secondary system. For example, UFV offers the first year of the Bachelor of Applied Science (Engineering) degree program for students wishing to transfer to the University of British Columbia or the University of Victoria. Students that are wishing to prepare for studies in medicine may complete a Pre-Medicine/Pre-Veterinary concentration as part of their Biology major at UFV. The Accounting major provides the prerequisites necessary for the Chartered Professional Accountant (CPA) program.

This year, UFV hired a new Prior Learning Assessment Recognition Manager to evaluate and redesign UFV's Prior Learning Assessment process and enable more students to gain credit and move through their programs at a faster pace.

In the fall 2020 semester, UFV began offering CUBE courses—a Condensed University Block Experience—which provides students the opportunity to complete a regular semester's worth of course credits over a short period of time. Students attend class everyday for two weeks prior to the regular start of the fall term.

- ***Advancing and supporting open learning resources.***

UFV's Teaching and Learning Centre encourages the use of Open Educational Resources (OER). A more strategic plan is being developed to communicate and advance the use of open education resources at UFV.

UFV was successful in receiving a BCcampus Open Education Foundation grant this year. This grant, and matching funds from the Provost, are funding UFV's first Open Education Faculty Fellows (OEFF) program, which is coordinated and supported by the Library and Teaching & Learning. This program will support three short-term faculty projects that will create, develop, or modify open education resources to be used in UFV courses, as well as similar courses taught at other institutions. An OER Student Assistants program will fund one student position to assist with each of the three OEFF projects. The goal of this program is to support the growth of a vibrant and robust open education culture at UFV. The work continues through 2021 into early 2022.

UFV Mathematics and Statistics faculty members Kseniya Garaschuk and Shaun Sun were both successful in their applications to the UFV [Open Education Faculty Fellows program](#).

The Library is participating in CRKN's first transformative "read and publish" agreement with Sage. Sage publishes highly respected journals in a wide range of disciplines, including the humanities and social sciences, science, technology and medicine. Through the agreement, authors affiliated with UFV may now publish their articles as open access with no Article Processing Charge (APC) in over 900 Sage Choice Journals. In addition, the agreement includes a 40% discount on APCs in SAGE's Gold Open Access Journals.

The Canadian Research Knowledge Network (CRKN) and the Canadian Association of Research Libraries (CARL) are collaborating to facilitate Canadian support of international open infrastructure through the Global Sustainability Coalition for Open Science Services (SCOSS). Under this initiative, Canadian institutions can opt to contribute toward the sustainability of selected key international

services in the open scholarship ecosystem. The Library is supporting this initiative. In its current phase II, SCOSS is raising funds for:

- Public Knowledge Project (PKP)
- Directory of Open Access Books (DOAB) and Open Access Publishing in European Networks (OAPEN)
- OpenCitations

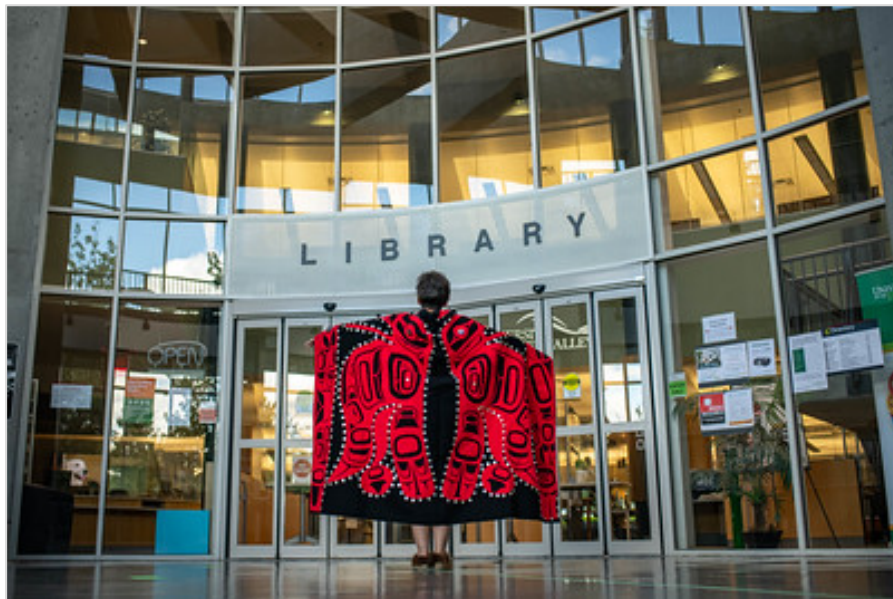
The UFV Library has been promoting the use of tools that connect users to collections of open access articles. These tools include [Unpaywall](#) and [Open Access Button](#), as well as an Open Access App in the Library's Find It discovery service. The Library has also made thousands of open access journals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

An ongoing digitization project is making UFV's [Newman Western Canadian Cookbook Collection](#) freely available to students and researchers. This is a unique collection of community cookbooks published in B.C., Alberta, Saskatchewan, and Manitoba.

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

The UFV Library continues to purchase or license digital materials that support teaching, learning and research. Some recent additions include: ProQuest Open Theses (PQDT); Sage Research Methods and Sage Video Nursing Collection.

In early February, the 2<sup>nd</sup> edition of the Open Education Resource textbook [Vital Sign Measurement Across the Lifespan](#) was released. UFV Nursing professor Lee-Anne Stephen contributed to this textbook. Another professor, Debbie Jobb, and two UFV Practical Nursing students were also part of the advisory committee for this work.



*Camille Callison, 2021*

## Box 7: Floral Design Program Collaborates with Trades Partners for Innovative Solution

Here's a riddle for you: what is the correlation between bridal bouquets, metal welding, and car repairs?

In a normal work setting or day at UFV, very little, but recently, UFV's Floral Design, Welding, and Auto Collision Repair and Refinish programs collaborated on an unlikely, but original, custom project: a functional floral stand.

As floral design trends have shifted to specialized holders for elaborate bridal bouquets in recent years, florist supply companies have discontinued selling the traditional stands that prop up holders. Other florists have come up with alternative methods to secure the bouquet holders while designing, but most can't offer the same support as using a proper bouquet design stand.

With students unable to create complex floral styles without proper stands, Angela Henderson, an instructor with the Floral Design Certificate program contacted Industry Services and Part-time Trades coordinator Anna Mayo for a solution. Mayo stepped up immediately to help.

"Anna asked me to give her all the information about what I needed, including pictures and exact measurements, and said she would talk to the Welding program," said Henderson.

Matt Olafson, a welding instructor at UFV, was on board from the jump. He saw this project as a win-win, in which his program could lend a helping hand to the Floral Design program as

well as provide a unique learning opportunity for his students.

"Each of the unique disciplinary areas here at UFV have a lot of knowledge, experience and expertise to offer each other's endeavors," said Olafson. "Here in Welding, it's easy for us to lend our skills to just about anything metal. I'm always seeking ways to provide more real-world scenarios for my welding foundation students."

The students improved upon the existing stand

design with a prototype to increase usability and strength, delivering a more aesthetically pleasing fixture. Welding Foundation student Sierra Sullivan took care of drawing and designing of the parts in Autocad, CNC plasma cutting, forming and the

welding of the prototype. While Ashleigh Rogers, a welding student, oversaw the designing and building a simple fitting jig, and forming all the required parts for production.

"It's endlessly valuable to give a student a task that requires job planning, materials and process selections, and the utilization of a broad suite of their developing skills," said Olafson. "Their pride in a job well done, with lessons along the way, was evident."

"I am very pleased, I think the design that the welding students came up with is superior to the original stand," added Henderson. "It is sturdier and better balanced and will support the weight of large bridal bouquets better than the original stand."



“I have told them that they need to market this design to other florists, or to the floral industry as a whole.”

To protect the unprotected metal of the prototype from rusting (since florists constantly water wedding bouquets while designing), Mayo and Henderson enlisted the help of the Auto Collision Repair and Refinish program to coat the metals with water-resistant paints that are used on cars. As a result, the stands have longevity that spans over two decades, according to Henderson.

Thanks to help from the Welding and Auto Collision programs, students in the Floral Design program will long benefit from an innovative new floral stand that will enhance their creative visions.

“I am very happy that the culture at UFV is such that different departments are willing to collaborate with each other and help each other out when there is a need,” said Henderson.

#### Priority 4

##### ***Strengthen workforce connections for student and worker transitions by:***

- ***Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);***

Health occupations are in demand, especially so in light of current world events. At present, there is an unusually high demand in the labour market for registered nurses, practical nurses, and health care assistants. UFV Faculty of Health Science programs that are meeting this need include the Bachelor of Science in Nursing, Practical Nursing Diploma, and Health Care Assistant.

Several Allied Health targeted programs offered through UFV’s Continuing Studies department had increases in enrolments this year. The Nursing Unit Clerk program, offered two cohorts in 2020/21, increasing the number of participants by 35 students this year over last (+37 FTEs). UFV also saw an increase in enrolments in the Activity Assistant certificate (+4 FTEs), introduced in 2019/20, the Dental Receptionist Certificate (+2 FTEs), and Medical Office Assistant certificate (6 FTEs), compared to 2019/20.

In 2020/21 UFV produced an additional 21 FTEs through expansion funding related to the technology sector—for a total of 41 TECH Expansion FTEs, on a target of 40, delivered in 2020/21. These 40 TECH Expansion FTEs were offered through new programming in high demand technology occupations, with the introduction of the Applied Bioinformatics certificate, the Digital Fabrication diploma, and additional FTE production in the Coding Skills associate certificate, the Graphic and Digital Design Extended Minor and Minor, and Bachelor of Media Arts.

The number of students enrolled in UFV’s Early Childhood Education certificate program increased from 40 students in 2019/20 to 50 students this year.

UFV launched an innovative micro-credential initiative this year, and introduced the new [Digital Marketing micro-credential program](#) as its first offering. UFV's micro-credentials are set to expand in the upcoming spring and fall semesters, with a Digital Storytelling credential under development.

Specific content related to mapping transferable skills from a Bachelor of Arts degree to high opportunity and emerging occupations has been added to the required career development related courses (ARTS 299, PORT 398, PORT 399).

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

New applied technology programs accepting students in 2020/21 include the Digital Manufacturing diploma and the Electronics Technician certificate. Upon successful completion of UFV's Electronics Technician certificate, students can continue their studies at UFV to earn an Automation and Robotics diploma, or a Digital Manufacturing diploma, or transfer to another post-secondary institution offering specialty programs.

High school students are also eligible to participate in UFV's Explore Trades Sampler program. This program allows participants to sample multiple trades to see which, if any, are suited to their goals and interests. Students explore trades including drafting, electrical, heavy mechanical, auto mechanics, carpentry, welding, and plumbing and piping; acquiring basic skills using top-of-the-line equipment and tools at UFV's Trades and Technology Centre in Chilliwack. Additionally, students receive certifications in Forklift Truck, First Aid, and Workplace Hazardous Material Information Systems. There are also several other trades courses offered through UFV's Continuing Education department, including tech-oriented courses on programmable logic controllers and computer-assisted drafting.

In 2020/21, the university produced a total of 548 domestic FTEs in programs funded by the Industry Training Authority (ITA), with Apprenticeship Technical Training accounting for 65% of ITA funded FTEs. Of the six Apprenticeship programs offered at UFV, three accounted for more than three quarters of Apprenticeship enrolments this year, including Electricity Apprenticeship (36%), Automotive Apprenticeship (23%), and Carpentry Apprenticeship (19%). These three programs lead to occupations identified in the BC Labour Market Outlook: 2019 Edition's list of top 15 trades.

While overall enrolments in Trades Training programs at UFV were down in 2020/21, a few programs saw slight increases in enrolments, compared to 2019/20. The Plumbing and Piping certificate program had increased enrolments (+2 FTEs) in 2020/21, and the Automotive Apprenticeship program had an increase of 4 FTEs over 2019/20.

The second annual career panel featuring women working in a variety of STEM professions was hosted by the science student group WEST (Women in Engineering, Science & Technology) in November 2020, with over 30 virtual participants. Isabel St-Martin and several other students from WEST introduced the panelists. Dr. Joanne MacLean, President of the University, gave the welcome remarks and Dean of Science, Dr. Lucy Lee, closed the session noting the importance of equity, diversity and inclusion (EDI) and how the 5 participating women panelists were amazing role models in their respective fields (academics, environment, computer science, engineering, and medicine).

- ***Increasing co-op and work-integrated learning opportunities;***

Two goals in UFV's Integrated Strategic Plan include strategic imperatives related to experiential learning; *emphasize active and experiential forms of learning* (Goal—Provide inclusive learning environments for everyone), and *develop institution-wide experiential learning opportunities* (Goal—Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others).

Even amidst COVID-19, there were a total of 57 UFV students that participated in a co-op placement in 2020/21, not surprisingly, down from 92 students in 2019/20. These 57 students accounted for 76 co-op work term placements, with students in Computer Information Systems programs accounting for 51% of co-op work term placements, followed by students in Science programs with 26%, Business program students at 14%, Arts program students with 5%, and Library Information Technology program students with 3% of placements.

UFV's Centre for Experiential Education (CECE) organizes many career events and opportunities for students and employers to meet and interact. This year, all events and engagement strategies were adapted to online (both synchronous and asynchronous). For example, Zoom was used for an Employer Panel event, and workshops were adjusted to suit an online delivery, including the creation of digital media and resources, such as voice-over presentations, online learning activities and games, and recorded information sessions. CECE engaged and informed UFV students through Career Quest, a Career Panel, an Employer Panel, a Career Q&A, a Career Contest, online class presentations, and two International Students Cafes. Total attendance for these virtual events was over 600 students. CECE also ran 510 individual career coaching appointments.

CECE's Co-operative Education office promoted the co-op program through information sessions, online class presentations, and pre-employment workshops. This year's outreach also included a focus group with co-op students on their experiences and lessons learned. Virtual attendance for these co-op events totalled 436 students.

Over the past year, employers listed 1,526 jobs on CareerLink, CECE's online job database.

CECE has developed a new space for career consultations for students, in a highly visible area on the Chilliwack campus.

A \$25,000 grant was awarded to CECE and UFV International. The Colleges and Institutes Canada and Universities Canada Outbound Student Mobility Pilot Program's grant was awarded to the *Global Challenge project-based learning: exploring access and capacity* proposal. The project aims to build on UFV's one-time pilot project *Global Challenge: Vietnam* launched in the winter 2020 semester by UFV International and CECE in collaboration with the Canadian Chamber of Commerce in Ho Chi Minh City. This project aims to satisfy multiple institutional goals: internationalization at home, increased access to outbound mobility, expanding experiential learning, graduating global citizens, increasing intercultural competencies, and cultivating civic awareness. This year, two classes participated in the Global Challenge, for a total of 46 students engaged in six different projects.

UFV continues to bring students and civic problem solvers together through Abbotsford CityStudio, which now has a new home in the heart of historical Abbotsford. A multi-purpose, classroom-like



space has been generously provided by the City of Abbotsford. The space will serve to further the experimentation and civic innovation that springs from a close collaboration between UFV students, faculty, and City of Abbotsford staff. Through this collaboration, UFV students are provided the opportunity to advance their skill set and career readiness while working on addressing civic challenges. These types of projects present a valuable experience to UFV students who develop important skills while being engaged in hands-on experiential projects. The new CityStudio Hub will host academic activities, workshops, post-project showcases, and a variety of other events that will benefit both students and the community at large.

CityStudio also expanded to include Chilliwack this year. Preceded by a successful pilot in the fall of 2019 with Dr. Michelle Rhodes and Dr. Jennifer Deon's classes exploring the pressing environmental issues in the community, CityStudio Chilliwack officially launched its program in winter 2021.

For 2020/21, CityStudio Abbotsford engaged 165 students from eight UFV classes resulting in a total of 46 projects; CityStudio Chilliwack engaged 18 students in one UFV class resulting in a total of five projects.

Examples of CityStudio projects accomplished this year include:

- In the fall 2020 semester, three challenges containing the work of 19 student working teams were showcased in our virtual semi-annual CityStudio Hubbub #6; Celebrating Experiential Learning!
  - Community Data: As communities locally and globally have been faced with the urgency to deliver critical services to those in need, one of the fall 2020 CityStudio challenges assessed the impact that HelpSeeker community services platform has made before the pandemic as well as throughout the first wave of the health crisis. Dr. Afia Raja's Geography students used HelpSeeker's data to focus on the most vulnerable segments of the population and the access to services they seek out.
  - Public Art Toolkit: The pandemic accentuated the importance of socially responsible public art and purposeful placemaking as a factor in urban planning. Dr. Cherie Enns's students, also in Geography, showed their commitment and resilience at tackling a challenging task of reimagining public spaces through a wide range of creative means. They designed a series of toolkits to help inform future public art policy in Abbotsford and build a more inclusive community.
  - Digital Presence: To help celebrate our students' success and further inform our community about the CityStudio program, a business class led by Kim Milnes worked on a challenge to create a vibrant and innovative CityStudio Abbotsford digital presence.
- In the winter 2021 semester, four challenges were showcased in the CityStudio Virtual Hubbub #7:
  - Community Data – Take 2: Dr. Afia Raja's Geography 252 course engaged with the City of Abbotsford and the HelpSeeker platform to compare the pre-and post-COVID community needs in both Abbotsford and Vancouver.
  - Planning for People: Dr. Raja's Geography 344 students focused on the needs of different populations when it comes to planning. These include seniors, youth, and other groups.

- Cross-Generational Workplace Communications: Dr. David Thomson's CMNS 380 class aligned with a very important CityStudio challenge in the field of Communicating in the Cross-Generational Workplace. A one-student project delivered a thorough report and an adjacent infographic.
- Sustainable Water Future: The first Chilliwack CityStudio class, GEOG/CMNS 257 Environment: Science and Communications, was team-taught by Dr. Paul Fontaine and Dr. Carin Bondar and looked at the sustainability of water use. The students responded to the challenge: What can the City, residents, businesses, and industries do to shift the balance towards a sustainable water future?
- A CityStudio Abbotsford-inspired project throughout summer 2020 and spring 2021 grew out of Cherie Enns' Geography 464 students' idea to create a series of murals throughout the community to help build resilience, equity, and inclusivity. Although not directly designated a CityStudio challenge-based class, the *Black Lives Matter Social Justice Art project* has been coordinated by the UFV's Centre for Experiential and Career Education in collaboration with a group of UFV faculty and the CityStudio Abbotsford team. The initiative transcended the semester-based CityStudio framework and over the span of 10 months evolved into creating a multi-canvas traveling art exhibit. The project is supported by a number of dedicated community partners and donors in the business community and among local NGOs, as well as within UFV. The project's theme reflected the students' and community's grassroots support for the Black Lives Matter social justice movement. The project engaged 32 UFV students, and one young community artist. The exhibit is expected to rotate between UFV campuses and locations in the historic downtown Abbotsford between June 2021 and June 2022 to reach wider audiences and inspire greater inclusivity and dialogue.

One way UFV has increased the number of work-integrated learning opportunities on campus, is through the Work-Study program which provides students the opportunity to work part-time on campus. This year, a total of 184 students were employed in Work-Study positions; these professional employment opportunities help students gain experience and build employment skills related to their field of study.

Fourth year Physics student Emily Rettich competed against hundreds of candidates to obtain an eight-month co-op placement as a Research Student in Theoretical Nuclear Physics at TRIUMF starting in the winter semester. TRIUMF is Canada's particle accelerator centre and is one of the most desired employers for STEM students. Emily was honoured with an Undergraduate Research Scholarship in Nuclear Physics in the summer, and completed her first co-op work term in the fall semester as a Physics Lab Assistant at UFV with Carmen Herman as part of the Federal Grant Funding SWPP program.

UFV senior undergraduate students Donovan Toews and Michelle Lefebvre are helping to shape curriculum for the recently reopened Stave Falls Elementary school in Mission by advising the school in its development of an environment-focused curriculum; Donovan by invasive species removal and restoration of native plants, and Michelle through her extensive knowledge of birds. Using funding from UFV's Fund for Innovation in Teaching, Dr. Michelle Rhodes, chair of Integrated and General Studies and Environmental Studies at UFV and Larissa Horne, UFV's Experiential Education Coordinator, have been developing an inventory of projects in Mission's forest lands that can potentially involve UFV students—including invasive species management and bird education at

Stave Falls Elementary. Through projects such as this, students are able to get credits for experiential learning to gain industry experience in their field.

Criminology and Criminal Justice's Career Development Coordinator, Kim Nickel, worked with the Practicum Coordinator from Carleton University to connect students from both institutions to share their reflections, learnings, challenges, and opportunities by participating in a practicum.

The number of practicum course registrations at UFV has increased by 18.0% over the last five years, from 884 in 2015/16 to 1,043 this year.

The College of Arts launched a Work Integrated Learning (WIL) initiative in 2019/2020 called *Arts Worx*. This initiative provides intentional programming to infuse Humanities, Social Sciences, and Creative Arts programs/courses with gainful WIL experiences, but also prepares students to self-manage their lives, work, civic, and global participation towards equity, inclusion, and diversity (EDI). The initiative specifically seeks to educate students and employers about the important role liberal arts graduates play in society and the workplace.

*Arts Worx* included intentional work to educate and provide professional development opportunities for faculty to embed WIL within the College of Arts curriculum. Some regional employers and community agencies are uncertain about what skills liberal arts grads can contribute and lack knowledge about how to Indigenize and diversify their workplaces. Programming in *Arts Worx* helps reframe these barriers and challenges by recognizing that one-size does not fit all disciplines. It helps faculty contextualize and define their career influencer roles more broadly than helping students find work. It also helps establish partnerships between faculty and campus career services, improves EDI education, builds strong relationships with community partners and employers, and signals to students they are being equipped for employment upon graduation and future career growth.

*Arts Worx* (as part of BC ACE-WIL grant) included three main projects, with a variety of micro-projects in each main project. The first was the creation of a "Collaboratorium" model designed to bridge the employer vs student-expectation gap by providing a sophisticated program of collaborative skills training, and administrative and academic oversight. This allows community partners to sponsor students at various stages in their degree program to work, as paid interns, on WIL projects that the communities themselves identify and then financially support. The second provided students with access to paid internships across a variety of Humanities and Social Science areas to foster interdisciplinary partnerships. The third was a pilot project to test the merits of creating career-ready skills training through digital badging. Each of the deliverables and milestones have been met. The project has been very successful in achieving its goals, and in doing so has also provided rich learning opportunities to inform how the College of Arts continues to improve WIL for liberal arts students.

Several activities related to increasing WIL opportunities for students are:

- The Collaboratorium employed three interns and established ongoing sustainable community partnerships that will provide ongoing WIL experiences. The students worked to develop community outreach plans and partnerships to establish deep and ongoing relationships with community organizations and businesses to foster ongoing WIL opportunities for students. The Collaboratorium has secured summer internships and has built a strong foundation for future WIL opportunities.

- Six, eight-month paid internships were provided to students from various Humanities, Social Science and Creative Arts disciplines.
- Students participated in three different WIL-related industry projects such as hack-a-thons and contract service projects.
- Arts established a Career Influencer community of practice with a core of 28 faculty that expressed interest in learning how to better support students in reaching their post-university goals. Faculty were provided with three professional development sessions:
  - The Role of Faculty as Career Influencers: presentation and discussion with Dr. Candy Ho.
  - How to incorporate the United Nations 17 Sustainable Development Goals (SDGs) into any course and with a career development lens: presentation and discussion with Beth Edin and Dr. Candy Ho.
  - Career Helping: Harnessing Perspective and Emotion in Everyday Practice: presentation and discussion with Dr. Kris Magnusson.
- The College of Arts initiated a project with UFV's CECE to celebrate Canada's National Career Month. The collaboration resulted in a range of events that included information sessions about WIL, special topics Career Chats, an employer panel, a session with Beth Edin for students, and student social media contests. Arts contributed a blog write-up and news items to Canada's [Career Month: On the Move: Stories of Career Resiliency](#).
- The College of Arts supported four student interns to attend the Cannexus conference held in January. There were several sessions related to Indigenous ways of knowing and career development, including a closing keynote by the Honourable Ethel Blondin-Andrew entitled *The Future is Bright: Indigenous-led Conservation, Stewardship, and Shared Prosperity*. Two of the interns were given opportunities to gain work experiences by working as part of the conference team.
- In January 2021, the College of Arts hosted a day long student leadership symposium. The student interns and 55 invited students attended. The symposium's theme was Hope and Action, and included specific EDI training and a keynote from Cicely Blain, co-founder of Black Lives Matter Vancouver and founder of [Bakau Consulting](#). [Doubleknot Works](#) provided career development training on how to incorporate hope-action theory into career planning and practice. A student was hired as a graphic facilitator for the day and her work is being used to inform next year's event.

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

Dr. Lenore Newman and her team with UFV's Food and Agriculture Institute has been awarded a Watersheds BC contract for \$65,000 to produce an environmental plan. The program is funded by the BC Agriculture Council and Watersheds BC and will employ three UFV students.

- ***Responding to the reskilling needs of British Columbians to support employment and career transitions; and***

UFV's Continuing Education department offers flexible, affordable, 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. It offers students the opportunity to advance their abilities in a number of work roles including activity assistant, bookkeeping, dental office reception, floral design, human resources, legal administrative assistant, management, medical office assistant, nursing unit clerk, paralegal, public relations, records management, and veterinary administrative assistant. Most Continuing Education certificate programs include 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.

The Bachelor of Integrated Studies (BIS) has launched a number of MOUs to upgrade the training of students coming in from the workforce. The past year saw over 80 students laddering into the BIS from Surrey Fire.

- ***Supporting students' awareness of career planning resources (such as the Labour Market Outlook).***

The Center for Experiential Education (CECE) launched a new [Career Mapping Tool](#) for UFV students, faculty, and staff in May 2021. This one of a kind tool will help students explore careers that are related to their area of study or, explore a specific career and gain advice on what education and experience is needed. The Career Mapping Tool is designed specifically for UFV and is tailored to the university's diverse student population and academic programming. The Career Mapping Tool will help identify education-to-career gaps and remove the confusion students often face when thinking about their future. This tool can be used in career planning, in the classroom, and in day-to-day activities where staff and faculty are helping students connect their studies to careers and opportunities after they graduate. Creating the new Career Mapping Tool required the participation of students, advisors, staff, instructors, and employers to help us design, build, test, and launch the tool. A success story that we are most proud of is the impact that this project had on two of our students—Arfhad Shaikh, a fourth-year Computer Information System student and Avneet Kaur, a second-year Business student. CECE created two co-operative education positions to manage the project and execute the launch of the new tool. The experience that this project offered these two students was life-changing. As project managers, they oversaw business analysis, the tool's security, testing, resource planning, marketing and branding, and most importantly, communicating with stakeholders and managing expectations. And like many new hires in 2020, the pair had to adapt to working remotely full-time. These students provide evidence that work-integrated learning opportunities are integral in preparing students for their future careers. UFV is proud to share this success story that was possible due to the generous donation of RBC Future Launch.

The CECE website contains B.C. and Canadian labour market information and resources in one convenient location for students to access. Some of the resources include B.C. Wage and Salary information, Job Market Trends and News, Specialty Job Sites, WorkBC, the BC Jobs for Today and Tomorrow Guide, and Bio Career Pathways.

College of Arts career and capstone learning courses have been enhanced and plans have been made to continue further enhancements:

- Revisions to three core degree requirement courses have been made. An Indigenous faculty member has expressed interest in helping to further infuse Indigenous ways of knowing into these courses. The enhancements include increased career transition planning, transferable

skills mapping, interview and networking strategies, and the production of career-ready outward facing portfolio.

- From June 2020 to March 2021, 1,008 students have received specific career development education that promotes the effectiveness of WIL, Indigenous ways of knowing, EDI awareness, and personalizes life-long career development skills.

The History department developed a badge in the practice of digital story collection, entitled *Introduction to Digital Stories*. This badge is non-credit and introduces students to the essential questions related to, and skills required for, digital story creation and curation. The badge was promoted to history students through social media and direct outreach. Twenty-five students completed the badge as part of the pilot, and the department is working on how to promote this opportunity. One factor for consideration is the credit/no-credit design of the badge since research suggests students and employers are less interested in badges than micro-courses for credit.

A student researcher was hired to conduct a program evaluation on *Arts Worx*, and activities related to this grant. The research questions addressed as part of the evaluation are:

- How does the College of Arts improve WIL for liberal arts students?
- How effective is current College of Arts, WIL programming?
- What strategies can the College of Arts learn about by engaging Indigenous students and employers in WIL?
- What WIL options are most attractive to liberal arts students? Why?
- What research does the College of Arts need to conduct to inform and grow its WIL programming?

The College of Arts launched the [Career Chat Video](#) series, where career influencers were interviewed with 10 questions in 10 minutes. The goal is to inspire students about the possibilities and opportunities that can lead from a Bachelor of Arts degree.

Three fully customizable career education modules have been created for UFV faculty. Topics include skills inventory, transferrable skills, resume and cover letters, job application procedures, labour market analysis, and job search. The modules include lesson plans, student activities, assessments, answer keys, marking rubrics, discussion topics, and supporting media. They are designed to plug in to existing online courses and can be customized to suit course outcomes. Instructors that have implemented the modules into their classrooms are noticing a difference; students are starting to see the connection between what they are learning in class, and how they will use these skills in their future jobs.

Results for the CUSC 2020 Middle-Years Student Survey identified that 41% of UFV respondents have a specific career in mind, and an additional 31% have several possible careers in mind. More than two-thirds (69%) of UFV middle-years survey respondents said that they knew their career options at least fairly well.

The CUSC 2020 Middle-Years Student Survey results show that 10% of UFV respondents have used UFV's co-op office and supports, with 88% of these students satisfied with the services they received. Career counselling services have been used by 15% of UFV middle-years respondents.

Academic advisors stay current with the BC Labour Market Outlook to best advise students on new opportunities. As innovative fields emerge and the economy evolves, our students will graduate into a labour market that differs from the one today. UFV's academic advisors work closely with students to ensure that their educational plan is designed to develop their skills in a way that will allow them to successfully transition into the workforce. These students will help meet the growing demand for skilled workers across the province.



*UFV 2021 Convocation Collage*

## Box 8: New Career Mapping Tool to be Game-Changing for Students: Including the Ones Who Led its Development

Justin Trudeau was once a teacher. The Rock was a professional football player. Jennifer Aniston was a telemarketer.

The career trajectory for most people will take several detours. People change departments, change companies, and even change industries. A recent study indicates that the average Canadian worker will switch jobs 15 times in their lifetime. Liana Thompson, the director at UFV's Centre for Experiential and Career Education (CECE), has had an atypical career path herself.

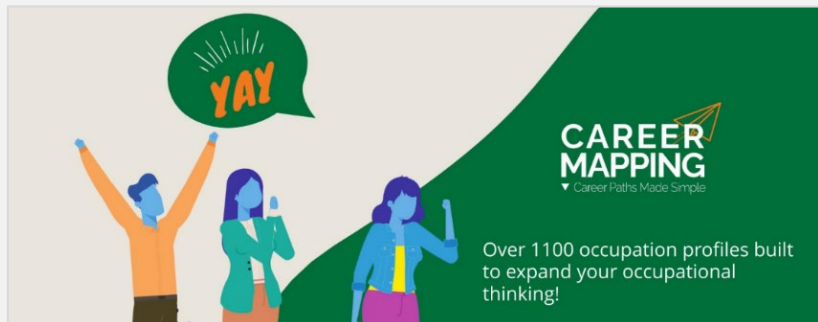
"My degree was a bachelor of music; I was actually a professional opera singer," says Thompson. "Some wonder how I ended up in education, but I look at our professional journeys like a star constellation—everything connects."

Making those transferable skill connections and expanding a student's career options is the concept behind UFV's inventive new Career Mapping Tool (CMT), launched in May 2021. It is a web-based interactive tool designed to provide recommendations on career options available from various programs.



"This new CMT is interwoven throughout the student's experience from the minute they arrive on campus to graduation," says Thompson, noting that alumni will also be encouraged to use the tool post-graduation to build their current and future careers as well.

The CMT is derived from a career mapping data project that was started a decade ago by the Parady Group, a research and information resource company that specializes in education and career planning.



"We create Career Mapping to bridge the gap between academic advising and career advising, and to shift students away from an old model of career development focused on a linear mindset that no longer works for many people," says Linda Parady, the founder of the Parady Group, who is also the Associate Dean of Students in the UFV College of Arts and a former communications professor.

The technology was in the advanced stages of development last year. What the project partners (UFV's Business Transformation Office (BTO), CECE, and the Parady Group) needed was a team of ambitious co-op students to lead the project and execute the vision.

They found what they needed in two UFV co-op students, Arfhad Shaikh and Avneet Kaur, who were equal parts smart and driven, and also curious and in the process of embarking on their own career journey.

"As a technical person, when I saw the job posting for a project manager I didn't see how it fit with my education," says Arfhad Shaikh, a fourth-year Computer Information System student. "It had zero technical involvement, but



I just felt that this position may somehow align with different leadership roles that I would like to do in the future.”

“I just thought, why not give it a try?”

Shaikh, an international transfer student from the University of Mumbai, and Avneet Kaur, a second-year Business student, were brought on in September 2020 to serve as project managers, embarking on a several-month project that would challenge their limits. This was the first-time for both working as project managers.

“I will say this was one of the most important learning opportunities I have chosen during my journey at UFV,” says Kaur. “And it wasn’t as simple as it looked because there were a lot of complications.”

Despite the growing pains of undertaking a massive initiative, both students wore multiple hats. As project managers, they oversaw business analysis, the tool’s security, testing, resource planning, marketing and branding, and most importantly, communicating with stakeholders and managing expectations. And like many new hires in 2020, the pair had to adapt to working remotely full-time.

“We have two students that are just stellar—they’re just incredible,” says Thompson. “And we need to tell their story because they’re a great example of students who take the many work-integrated learning opportunities that are available at UFV and how they gained that unique, early work experience.”

There were four phases to the project. The initial phase focused on research and orientation on the technology and project.

The second was the planning phase, which involved collaborating with CECE and BTO on rollout strategy. The third was the execution phase, where the group conducted a series of user training sessions for the pilot program.

“We actually came face-to-face with a lot of realities of a corporate environment,” Kaur notes.

And the final stage was the marketing and branding phase. “We were tasked with creating awareness among students that this tool was at their disposal,” said Kaur.

The two students’ co-op positions officially ended at the end of April, but CECE and the BTO have offered to extend their contract until August, which Kaur has already accepted. Shaikh, on the other hand, will be starting a new co-op term with a different organization. But he is grateful and appreciative of a hands-on experience and acquired skills that he can take with him in whichever career he selects, which he and many have learned, can be a lot of things.

“The project management of the Career Mapping Tool was definitely one of the major parts of my education journey, but it was more about building our professional selves,” Shaikh said. “So, even a simple thing like communication and team building can take you a long way. I think those areas were definitely nourished in this experience here at UFV.”

The development of the Career Mapping Tool was generously funded by RBC Future Launch.

**RBC Future Launch**

## 3. Performance Plan and Report

### 3.1 Goals and Objectives

#### 3.1.1 Planning at UFV

UFV's new Integrated Strategic Plan, called IYAQAWTXW—which means House of Transformation in the language of the Stó:lō First Nation, is the foundation of all planning at UFV. The plan provides us with a compelling path towards our Vision, and is strongly rooted in our Mission of Engaging Learners, Transforming Lives, and Building Community, as well as our institutional Values of Community, Inclusivity, Excellence, and Integrity.

The Ministry's regular planning documents—including the 2020/21 fiscal year Ministry Mandate Letter, the Service Plan, the Service Plan Report, and the System Strategic Objectives detailed in the Accountability Framework Standards and Guidelines Manual—provide direction for UFV's activities and planning. The university also reviews and incorporates direction from specific initiatives including the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, B.C.'s International Education Strategy, the Taxpayer Accountability Principles, and the Administrative Services Collaborative, as well as the BC Labour Market Outlook.

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

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

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

#### Service Plan Goals:

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

**Goal 2:** British Columbians have workforce information, connections and supports to prepare for opportunities in B.C.'s economy

**Goal 3:** Lasting and meaningful reconciliation with Indigenous Peoples in B.C. through post-secondary education and skills training

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

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

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

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

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

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

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

Alignment of UFV Goals and the Ministry Mandate Letters, Service Plan Goals, and System Objectives	2020/21 Mandate Priority Item (s)	Service Plan Goal 1	Service Plan Goal 2	Service Plan Goal 3	System Objectives
<b>UFV Goal</b> Provide inclusive learning environments for everyone	#1 #2 #3 #4	✓	✓	✓	Access Capacity Efficiency Relevance Quality
<b>UFV Goal</b> Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others	#2 #3 #4	✓	✓	✓	Access Efficiency Relevance Quality
<b>UFV Goal</b> Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond	#1 #2 #3	✓	✓	✓	Access Capacity Relevance Quality

In what follows, we identify the relevant measures used by UFV, as well as Institutional Measures set by the Ministry for each UFV goal, and include a sampling of activities or initiatives undertaken. These items

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

<b>Engaging Learners</b> <b>Goal: Provide inclusive learning environments for everyone</b>
<b>Performance Measures</b>
<b>UFV Measures</b>
<ul style="list-style-type: none"> <li>Canadian University Survey Consortium</li> <li>Faculty Evaluation</li> <li>Faculty Survey of Student Engagement</li> <li>National Survey of Student Engagement</li> <li>Institutional Learning Outcomes</li> <li>Student Outcomes</li> </ul>
<b>Ministry Performance Measures</b>
<p><u>Institutional Measures:</u></p> <ul style="list-style-type: none"> <li>Aboriginal Student Spaces</li> <li>Credentials Awarded</li> <li>Student Assessment of Skill Development</li> <li>Student Assessment of the Quality of Instruction</li> <li>Student Assessment of the Usefulness of Knowledge and Skills in Performing Job</li> <li>Student Spaces</li> <li>Student Satisfaction with Education</li> <li>Unemployment Rate</li> </ul> <p><u>System Measures:</u></p> <ul style="list-style-type: none"> <li>Credentials Awarded to Aboriginal Students</li> <li>First Year Retention Rate</li> <li>Loan Repayment as a Percent of Income</li> <li>Participation Rate</li> <li>Time to Completion</li> <li>Transition Rate of High School Students to Public Post-Secondary Education</li> <li>Undergraduate Tuition and Fees as a Percent of Median Household Income</li> </ul>

### 3.1.2.1 Engaging Learners: Overview of the Activities and Initiatives

The University of the Fraser Valley is committed to providing experiential learning opportunities for our students. Collaborative partnerships with a variety of community organizations, both local and global, allow UFV students to engage in Community Engaged Learning (CEL), course-based micro placements with a community partner, service-learning as well as community-based applied research. University-Community collaboration empowers students' professional growth and job readiness by providing networking and mentorship opportunities, a chance to shadow business leaders, and to welcome prominent community members into a classroom as guest speakers and industry experts.

UFV became a member of the Consortium for Student Retention and Data Exchange; an association of higher education institutions with the common goal of achieving the highest possible levels of student success through collaboratively sharing data, knowledge, and innovation.

Following UFV's EDI Guiding Principles, the Research Advisory Council has created an EDI Sub-Committee to raise awareness and provide training on incorporating EDI into research activities and methodologies, as well as the decolonization of research.

Chat-I is now being offered by our Teaching and Learning (TLC) Specialist Carol Suhr. This new online drop-in event is hosted weekly to talk all things internationalization. It provides a safe space for casual conversation around internationalization, interculturalization, diversity and inclusion, and a good way to connect with others.

UFV's Criminal Justice Student Association held a series of virtual sessions with Criminology alumni to provide an opportunity for current students to connect with alumni and get their insights about working in various criminal justice fields, such as law, policing, corrections, probation, and policy.

The university's Academic Success Centre (ASC) hosted information sessions on Academic Integrity and on its services for students. The ASC facilitated 32 workshops which included Earn your Degree Honestly, Study with a Plan; Decode Your Assignment, APA Citation Basics, MLA Citation Basics, Chicago Citation Style, APA Citations—Beyond the Basics, Beyond the Basics, Reshape Your Sources, Reflective Writing for Academic Work, and Developing Thesis Statements. UFV students are able to submit draft papers to WriteAway for feedback. WriteAway is software that supports undergraduate students' feedback on their writing assignments. Qualified tutors from each of the participating B.C. institutions provide advice and suggest resources to help students improve their writing.

The Faculty of Science partnered with the [Esposito Family Centre for Innovation & Entrepreneurship](#), a new research hub at UFV, to offer innovation grants. These grants are open to joint UFV student-faculty teams to carry out research in either general or STEM related fields. Up to \$5,000 is available for each of these grants.

Each year, UFV's Faculty of Science invites all new and returning science students for an evening of fun to visit with classmates, science faculty, and staff, while getting information on the science related student groups at UFV. This year the event was hosted online as Science Welcome Week in October. Each day featured a series of UFV science student organizations and drawing for daily prizes that were donated by each of UFV's science departments.

UFV International’s Global Engagement team began piloting a new program where students are taught how to cook a variety of signature dishes from various parts of the world. A new dish is introduced each week, broadcast on Facebook Live.

Criminology and Criminal Justice Professor Emeritus Yvon Dandurand and undergraduate student Raelyn O’Hara co-authored a report on alternatives to detention for children in conflict with the law (Chin, V., Dandurand, Y., & O’Hara, R. (2020, July 29), entitled, *Consolidating and Further Facilitating the Use of Diversion and Alternatives to Detention for Children in Conflict with the Law in Indonesia*). This report was prepared for the Directorate General of Corrections, Ministry of Law and Human Rights, Government of Indonesia, Turin, Italy: United Nations Interregional Crime and Justice Research Institute.

Exciting new learning technologies are now available for UFV courses. In addition to micro-courses, the TLC has created new workshops on Peer Scholar, Zoom, Padlet, WeVu, Blackboard Ally, and Camtasia.

UFV’s Floral Design, Welding, and Auto Collision Repair programs partnered on an original custom project: to create a functional floral stand. As floral design trends have shifted to specialized holders for elaborate bridal bouquets in recent years, florist supply companies have discontinued selling the traditional stands that prop up holders. Combining skills from the three areas provided a unique learning opportunity to the students, and produced a superior design to the original floral stand.

Applied research at the university continues to impress for its relevance to undergraduate education and its involvement and engagement of students. The university’s Research Office provided students the opportunity to showcase their research at [UFV’s Student Research Day 2021](#). This year’s event was held online, and featured 54 projects by 80 students from a variety of disciplines. Eight exemplary posters, as determined by a panel of UFV professors, were also recognized with awards in honour of their scholarship.



UFV Student Research Day, 2021

Each year, UFV holds a daytime vigil on the Abbotsford campus and co-presents an evening vigil in Chilliwack (in partnership with the Ann Davis Transition Society) in commemoration of the 14 women killed at l’École Polytechnique de Montréal in 1989. This year, UFV created a commemorative [video](#), in honour of the women who lost their lives.

In mid-November, six Bachelor of Science in Nursing (BSN) students welcomed UBC medical residents to engage in a simulation that focused on inter-professional collaboration for safe patient care. The learners were able to work together through simulated experiences of working at a patient’s bedside, as well as talking with the patient’s family. Such simulations allow nursing students and the medical residents to build an understanding outside of the high-stress environment of a real-life setting.

Results from the Faculty Survey of Student Engagement (FSSE) and National Survey of Student Engagement (NSSE) 2019 revealed that a high percentage of both UFV faculty and student respondents

agree that UFV contributes to students' development of thinking critically and analytically; over 90% of faculty believe that they structure their course sections to develop these skills, while 77% of first-year and 87% of senior students believe that their experience at UFV has done the same.

Educational Technology Services (ETS) 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 available for UFV clubs, associations, and departmental announcements.

The UFV Upgrading and University Preparation program provides adult basic education (ABE) through four levels of courses: Fundamental, Intermediate, Advanced, and Provincial. It also offers a B.C. Adult Graduation diploma.

Supportive Learning Groups, offering supplemental peer instruction, are available in courses in which students have historically experienced difficulty.

Students can find academic support at UFV Mathematics and Statistics Centres, this year offered online via Blackboard Collaborate sessions. 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.

UFV counsellors utilize a variety of standardized assessment tools including interest and personality inventories, and aptitude testing. Social and emotional factors may be assessed informally during the career counselling process.

UFV students can track their academic progress online. MyGRADplan provides students and their advisors with tools to plan and track their progress towards graduation. The software integrates the course and program information in the Academic Calendar with the students' academic history, and displays completed and still needed requirements including student and program information, courses and requirements completed and fulfilled, credits earned and still required, student grades, course exceptions, course equivalents, insufficient and repeated courses, and courses taken but not needed to graduate.

This year, UFV's Long Night Against Procrastination had a new location, new name, and went national. UFV participated in Procrastination Avoidance Week (PAW) in March, virtually on Zoom. Students were able to participate in workshops from academic institutions across Canada as well as a shared virtual study hall and a social/de-stress room. In addition to connecting UFV students with students across Canada, the Academic Success Centre hosted a variety of UFV only activities and events.

Priority Access to Student Supports is an online service that enables faculty to identify and assist those students who are at risk of falling behind. Rather than simply hoping that students in difficulty 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.

Following the successful launch of MS Teams and Exchange Online for faculty and staff, Microsoft accounts were provided to students this spring, and student email was changed to Exchange

Online/Outlook. The M365 for Students project aims to provide a more robust set of tools to our students, enhancing their remote learning experiences and creating more collaborative opportunities.

UFV's Faculty of Health Sciences welcomed Dr. Francis Horne Sr. in several virtual meetings with faculty members to share his experiences of working with Fraser Health on issues of Indigenous cultural safety in healthcare.

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

Spurred on by the work of the President's Task Force for Equity, Diversity, and Inclusion, members of the UFV community are exploring the possibility of establishing a Critical Disability Studies and Leadership program.

Results from the CUSC 2020 Middle-Years Student Survey identified that:

- 89% of UFV respondents were satisfied with their decision to attend UFV.
- 86% of UFV respondents said their university experience met their expectations.
- 89% of UFV respondents were satisfied with the quality of teaching at UFV.
- 98% of UFV respondents agreed that their professors seem knowledgeable in their fields.
- 91% of UFV respondents agreed that their professors encourage students to participate in class discussions.
- 93% of UFV respondents agreed that most university support staff are helpful.

Results from the NSSE 2019 First-Year and Senior Student Survey identified that:

- 61% of UFV first-year and 65% of senior UFV respondents said they planned to, were in progress, or had participated in an internship, co-op, field experience, student teaching, or clinical placement.
- 26% of UFV first-year and 38% of senior UFV respondents said they planned to, were in progress, or had done work with a faculty member on a research project.
- 79% of first-year and 86% of senior UFV respondents rated their overall experience as "excellent" or "good."
- 82% of first-year and 84% of senior UFV respondents said that if they could start over again, they would "definitely" or "probably" go to UFV.



## Box 9: UFV SASI Receives \$1.14 Million in Funding from The Province

The South Asian Studies Institute at the University of the Fraser Valley (SASI), with support from the Abbotsford Community Foundation, has received \$1.14 million in funding from the Province of BC to deliver *Haq and History: A Punjabi Canadian Legacy Project*.

The funding allows SASI to continue work showcasing past and present contributions of the Punjabi community to British Columbia.

“Education is key to fostering a greater respect and appreciation for one another across our communities and society,” says SASI Director Dr. Satwinder Kaur Bains.

“A primary goal of the project is to improve the historical record of the significant contributions of South Asian Canadians with the goal of reducing racism while underscoring the value of B.C.’s diverse society.”

The funding is an extension of two phases and six years of combined effort between SASI and the Royal BC Museum (RBCM). This partnership has been working on researching, collecting, and sharing histories through the Punjabi Canadian Legacy Project (PCLP)—with South Asian Canadian community partners in Golden, Prince George, Vancouver Island, Kelowna, Vancouver, Surrey, and Abbotsford, led by the Punjabi Legacies Advisory Committee.

“The Punjabi Canadian community has a long and unique history that has contributed significantly to the strength and success of our province,” said Premier John Horgan. “The Punjabi Canadian Legacy Project will create a legacy for future generations, while honouring the stories and resilience of our multicultural communities.”

This project is consistent with the call for the development of educational resources on the histories and contributions of racialized and

Indigenous communities in B.C., heard during the government’s community consultations on racism and hate in the summer of 2019.

UFV’s President and Vice-Chancellor, Dr. Joanne MacLean, is very proud of the work SASI has accomplished, and equally excited for the advancements this announcement ensures.

“UFV is thrilled to have the important work of SASI recognized in this way, and we’re extremely grateful this funding will help acknowledge the invaluable contributions made by B.C.’s Punjabi community,” MacLean says.

“Satwinder is an incredible leader and champion of inclusivity. We’re very proud of her, the entire SASI team, and their extremely important work.”

The Punjabi Canadian Legacy Project will continue to be developed over the next few years and will include:

- Province-wide digitization of South Asian Canadian collections, including artifacts, photos, texts, materials, oral histories, and other resources for the online South Asian Canadian Digital Archive.
- Creation of a traveling exhibition on South Asian Canadian history.
- Documentation and marking of sites province-wide that are of historic importance to South Asian Canadians and B.C. communities.
- Development of learning resources for South Asian Canadian relevant social studies curriculum for schools in B.C.
- Research and development of an online comprehensive B.C. Labour Movements Social Histories Research Project.
- Production of a public history book—The South Asian Canadian Social History Project.

## Punjabi Canadian Legacy Project milestones (2014-2020):

### Phase 1:

- The Punjabi Pioneer Food History Project, which resulted in a new collection and the development of educational material on the Royal BC Museum Learning Portal in 2014–2015.
- The establishment of the Punjabi Canadian Legacy Project Advisory Committee in 2015.
- The province-wide Community Consultation including a gallery intervention event and seven consultations held in 2015–2016 reaching over 700 community members, stakeholders, and partners.
- The South Asian Historic Places Project in partnership with the province of British Columbia in 2016–2017.
- Collecting, digitizing the stories and photos of 52 Punjabi settlers in the lower mainland and Vancouver Island who have worked in the sawmills.

### Phase 2:

- Collected interviews of 144 Punjabi settlers across seven regions (Vancouver Island, Prince George, Golden, Kelowna, Abbotsford, Vancouver, Surrey).
- 2019: Digitized the narration and archives collected from 144 stories of Punjabi-Canadian settlers across the Province of British Columbia.
- 2019: ‘Haq and History’ exhibit launched at RBCM’s Pocket Gallery, and traveled to the University of the Fraser Valley and the Sikh Heritage Museum.
- 2019: Consultation Report published summarizing feedback from Punjabi community hubs.



Examples of experiences shared during interviews conducted for the Punjabi Canadian Legacy Project:

“They thought he cannot get a teaching job. Because at that time, a turbaned person would not get a teaching job in BC.”

— Gurdial Singh Neel, Vancouver resident, Teacher at Robert McNair School, Richmond B.C.

“For the first 5-10 years I felt that nobody knew me and I didn’t have my own identity. Nobody else knew me by my name and I was so sad ....”

— Pritmohinder Kaur Dhaliwal, Abbotsford resident



## Transforming Lives

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

### Performance Measures

#### UFV Measures

Accountability Report  
Faculty Survey of Student Engagement  
National Survey of Student Engagement  
Student Outcomes

#### Ministry Performance Measures

Institutional Measures:

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

System Measures:

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

### 3.1.2.2 Transforming Lives: Overview of the Activities and Initiatives

Faculty and community providers went above and beyond to volunteer and provide free training to the Social Justice and Counselling, Advocacy, Learning, and Leading practicum students. Some of the trainers were Patrick Storey, Mental Health First Aid; Kim Norman (while on sabbatical), workshop on Grant Writing; Brianna Strumm, development and facilitating Online Youth Groups; Carolyn Burke and Tamika Schilbe co-presented on Holistic Health Approaches to Anxiety, and Self-Compassion in Times of Stress.

Gathering virtually to explore ideas of PLACE, SPACE and COMMUNITY, the 2021 Community Arts Practices group from The University of the Fraser Valley has developed an open inquiry about the communities in which we create, live, and work. As artist-citizens, students challenged historical narratives and negotiated meaningful, ethical, cultural contexts for new art works. Guided by conversation, in-class proposals and ongoing reflections, the theme of 'convergence' was recognized as particularly relevant to the group. These creative explorations were open to the public to explore at The Reach Gallery Museum Community Art Space from March 25, 2021 to May 8, 2021.

UFV's South Asian Studies Institute was awarded the Historic Resilience Award for its work with the National Historic Site Gur Sikh Temple by the National Trust of Canada.

The School of Creative Arts presented the Visual Arts Diploma Show Class of 2020 at the S'eliyemetaxwtexw Art Gallery in January. This group exhibit featured UFV Visual Arts 2020 Diploma graduates Chantelle Trainor-Matties, Cobi Timmermans, and Allie Risley.

UFV's College of Arts held its third annual Student Leadership Symposium: Mobilizing Hope virtual event in January. Attendees were student leaders nominated by faculty members from an Arts department. Six student leader ambassadors helped to moderate each virtual session, six student panelists spoke at a lunch panel and a Graphic and Digital Design student artistically archived the day.

A big congratulations goes out to the School of Land Use and Environmental Change who won both the CityStudio Award and the Peoples Choice Award at the City of Abbotsford's [virtual event](#).

The university's Human Resources department facilitated over 800 student evaluations in the winter semester, using a combination of Blackboard and Remark software. The Blackboard pilot has been very successful and we envision expanding the pilot.

UFV students Connor Frey and Kenneth Ku, under the supervision of Dr. Golfam Ghafourifar from Chemistry and in collaboration with Dr. David Chu from Math and Stats, presented at the virtual [27<sup>th</sup> International Symposium on Electrophoretic and Liquid Phase Separation Techniques](#), on November 2-4, 2020 in the oral "poster pitch" session. Ken presented his poster titled "Optimizing Immobilization of Chymotrypsin with Formaldehyde and Subjecting Peptide Maps of Digests to Principal Component Analysis" and won 1<sup>st</sup> place for Best Poster by Popular Vote.

The Faculty of Health Sciences published its first [e-magazine](#). This publication is intended to inform all university stakeholders—both internal and external—about what is going on in the Faculty.

Dr. Lucy Lee received the 2020 Fellow Award at the 2020 World Congress on In Vitro Biology which was held virtually in San Diego, California in June. This award recognizes Society for In Vitro Biology members who have outstanding contributions in their area of specialization. Dr. Lee also had three of her students present posters virtually at this conference.

UFV's Teaching and Learning Centre's annual *New Faculty Kick Start* was a great success with a record 33 permanent, Limited Term Appointment, and sessional faculty taking part in the fully online program held August 17-21, 2020. With Claire Hay as the lead, the whole TLC team helped to make this event successful by building Blackboard course shells, developing new videos and workshop content, creating marketing, and mailing out welcome packages.

From the results of the NSSE 2019 Survey, UFV rated highly in the following three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others.

This year's Science Talks virtual series included:

- *Ageism: the challenges of staying engaged and included*, by Dr. Shelley Canning, an associate professor in nursing at UFV and the coordinator of UFV's Centre for Education and Research on Aging (CERA).
- *Turning Knowledge into Action: UFV's CHASI Hub Reinventing Community Research*, by Dr. Martha Dow, Director of the Community Health and Social Innovation Hub.
- *From the Last Ice Age to 2021 and Beyond: How has our physical environment adapted to climate change?* by Dr. Olav Lian, Professor and Director of the Luminescence Dating Laboratory, part of the School of Land Use and Environmental Change at UFV. It is currently the only one of its kind in Western Canada.
- *Socio-cultural Impact of South Asian Communities in Canada*, by Dr. Satwinder Kaur Bains, the Director of the South Asian Studies Institute at UFV.

UFV PD Day 2021, Connect, Learn, Grow was held virtually over three days in April, with an aim to help UFV members heal, with a focus on wellness. The three days were designed to spread the event out and allow participants to come and go as they please, as well as attend the workshops, keynote speeches, and entertainment that would provide them the most growth and value. The event offered plenty of takeaways that will translate into improved work performance and fulfillment.

Nerlap Sidhu is a UFV alumna and teacher at Eugene Reimer Middle School in Abbotsford. She's a dedicated volunteer, community engager, and change-maker, whose commitment to improving society has earned her the Betty Urquhart Community Service Award for 2020.

While an in-person Convocation was not possible in June 2020, each graduate received a celebration package in the mail, and President Joanne MacLean visited major award recipients at their homes to present awards in a physically distanced way. Dean's medalists were visited by the Dean of their faculty, and employee award winners also received special delivery of their awards.

Top students honored for 2020 Convocation include:

- The Lieutenant Governor's Medal went to Tsandlia Van Ry of Chilliwack who earned a Bachelor of Education.
- The Governor General's Gold Medal for top student in a master's degree program went to Kelly Ridder of Abbotsford, who earned a 4.33 GPA while pursuing her Master of Social Work.
- The Governor General's Silver Medal for top bachelor's degree student went to Shanna Yaroshuk of Surrey, who earned a Bachelor of Arts in Child and Youth Care.



2020 Lieutenant Governor's Medal winner Tsandlia Van Ry and UFV President Joanne MacLean

- The Governor General’s Bronze Medal for top student from a two-year program went to Shelby Klassen of Abbotsford, who earned an Agriculture Technology diploma.

Dean’s Medalists were:

- Aisa Dobie (Science), Navdeep Rai (Health Sciences), Kim Abram (Professional Studies), Emily Drew (Integrated Studies), Hayley Ross (Social Sciences), and Laura Vanspronsen (Humanities).

UFV also presented faculty and staff with awards via physically distanced presentations to:

- Gerry Palmer (Faculty Service Excellence);
- Kyle Baillie, Director of Student Life and Development and Leah Whitehouse, Culinary Cafeteria Cashier (Leadership);
- Robert Harding (Research Excellence);
- Al Tuchscherer (Employee Excellence);
- Joanna Sheppard (Teaching Excellence); and
- The Professional Development Day planning committee (Teamwork).

Student speakers who would normally speak at Convocation, recorded video messages for their peers. Graduates Owen Crocker (Arts), Amy Mueller (Health Sciences), Tsandlia Van Ry (Professional Studies), Noline Bos (Applied and Technical Studies) and Marcus Grymonpre (Applied and Technical Studies) all delivered their speeches online.

The Esposito Family Centre for Innovation and Entrepreneurship Innovation Grant winners this year include (supporting faculty in brackets):

- Kristina Brunner (Sharon Gillies)—Microplastic Research in the Fraser River Basin;
- Kenneth Ku & Connor Frey (Golfam Ghafourifar)—Developing and optimizing the automated in-situ fabrication of microfluidic immobilized enzyme reactors;
- Isabelle St.Martin (Carin Bondar & Kseniya Garaschuk)—Exploring the gender gaps in STEM academia;
- Arshdeep Sekhon (Maryam Siahbani)—Named Entity Recognition;
- Steven Lawrence & Taif Anjum (Amir Shabhani)—Combating Social Isolation in Care Home Facilities; and
- Through Social Companion Robot Applications—Jerri-Lynne Cameron won a Research Administration award from the Canadian Association of Research Administrators.

History students Olivia Daniel and Tanveer Saroya presented their research alongside Race and Antiracism Network co-chairs Ian Rocksborough-Smith and Sharanjit Kaur Sandhra in a presentation titled “KKK and Whitewashed Histories in Abbotsford,” for the B.C. Studies Conference in May.

Lorna Andrews’ workshops on Educators Journey Towards Reconciliation (EJTR) and Weaving Knowledge Systems (WKS) continue to be very popular at UFV and in May she facilitated cohort workshops with Continuing Education, School of Business, School of Health Science, and Kinesiology. Lorna also offered various presentations to different departments including Indigenization at UFV for the Science Faculty Council meeting and the Communications Department Retreat.

Dr. Kseniya Garaschuk was awarded the 2021 Graham Wright Award for Distinguished Service from the Canadian Mathematic Society (CMS).

The UFV Industry Engagement Research Excellence Award was awarded to Maciej Kaczor, for the Faculty of Applied and Technical Studies in the amount of \$1,000.00. This was awarded by the Electrical department for his work on “Automated Honey Extraction System Project”.

Each year the university’s Dean of Science, in consultation with the science department heads, decides recipients of our Faculty of Science AAA Excellence Awards. This year we are pleased to announce that Dr. Stefania Pizzirani and Dr. Afia Raja from UFV’s School of Land Use and Environmental Change are co-recipients of this year’s Awesome Achievement Award for overall excellence in academic endeavours. Dr. Linus Chiang received the Terrific Teaching Award; Dr. James Bedard from Biology received the Remarkable Research; Dr. Tim Cooper from Physics for Outstanding Outreach; Dr. Ian Affleck from Math and Stats for Superb Service Academic; and Margret Bollerup from Math and Stats for Superb Service Staff.

*Chilliwack Ford truck donation to UFV’s Trades and Technology Centre, 2021*



*Trades at UFV’s Trades and Technology Centre during COVID-19, 2021*

## Box 10: UFV Named One of BC's Top Employers for 2021

The University of the Fraser Valley has once again been named one of BC's top Employers. This is the seventh consecutive year that UFV has received this distinction.

**Here are some of the reasons why UFV was selected:**

- As part of their flexible health benefits plan, UFV employees receive a \$1,000 health spending account that can be directed to cover additional medical costs—and unused flex credits can be transferred to their personal registered savings accounts.
- UFV helps employees plan for the longer term with retirement planning assistance, generous contributions to a defined benefit pension plan, and phased-in retirement work options for employees transitioning into life after work.
- UFV recognizes exceptional performance and achievement through internal awards for a variety of categories, including community service, research and teaching excellence, employee excellence, and long-service.

Candy Ho joined UFV as the first assistant professor of integrated and career and capstone learning in 2020. She already had good feelings about UFV before applying, through previous interactions with the university.



“My relationship with UFV dates back to the summer of 2016 when I had the opportunity to participate in UFV's one-week facilitator development workshop. At the end of the week, then-president Mark Evered took the participants for an intimate tour of campus.

Since then, along with subsequent interactions I have shared with UFV colleagues, I have come to recognize the university as a community-oriented institution that cares deeply about quality teaching and student success.”



When she heard about the new and innovative professorship that she now holds, she was quick to apply.

“When I was alerted of the opportunity to serve as UFV's inaugural Assistant Professor, Integrated Career and Capstone Learning—an innovative, pioneering faculty role conceived to help students enhance their academic and career success—I was compelled to put my name forward. And, the rest, as they say, is history.”

The BC's Top Employers competition is run by Medicorp Canada, which manages the well-known Canada's Top 100 Employers project and the Eluta.ca job search engine, now used by over 5.4 million Canadians annually.

In addition, Medicorp hosts the nation's largest annual conference for senior-level HR professionals. Founded in 1992, Medicorp is Canada's largest publisher of employment-related periodicals.



## Building Community

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

### Performance Measures

#### UFV Measures

Accountability Report  
Program Review

#### Ministry Performance Measures

##### Institutional Measures:

Aboriginal Student Spaces  
Credentials Awarded  
Student Assessment of Quality of instruction  
Student Assessment of Skill Development  
Student Assessment of the Usefulness of Knowledge and Skills in Performing Job  
Student Satisfaction with Education  
Student Spaces

##### System Measures:

Credentials Awarded to Aboriginal Students  
Loan Repayment as a Percent of Income  
Participation Rate  
Transition Rate of High School Students to Public Post-Secondary Education  
Undergraduate Tuition and Fees as a Percent of Median Household Income  
Unemployment Rate

### 3.1.2.3 Building Community: Overview of the Activities and Initiatives

UFV's academic program mix reflects the diverse interests and needs of students and the community. The training and education students receive at UFV gives them a foundation from which to launch their careers. UFV offers trades, career, and professional programs, programs that provide access and possibilities for students to continue their education and training (e.g., adult basic education, literacy and essential skills), as well as traditional university programs in areas such as arts, sciences, and business.

UFV supports the transferability of both international and domestic education credentials. Transfer agreements facilitate student mobility both among Canadian universities, and to and from universities abroad.

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 articles which reach more than 19,000 alumni.

To aid evidence-based decision making, UFV collects and disseminates data in a variety of forms including the annual UFV Factbook, departmental data books, and the Business Intelligence dashboard. These reports provide data, analysis, and forecasts to the university community and other stakeholders.

A wide range of information about government policy and university activity is available through various documents on UFV's website including the Accountability Report.

For decision-making and planning, in addition to internal data, 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.

UFV regularly reviews all education, research, administrative, and service functions to ensure they are consistent with the goals of the university, best practices, and the responsible stewardship of resources.

In March, the Hope Centre hosted two sessions of UFV Elder Virtual Lounge to allow UFV students to connect with Indigenous Student Centre Hope-based Elders.

UFV's Provost's Office has been engaged in a number of community meetings including partnering with the McConnell Foundation and Universities Canada on a series of consultations with community leaders in Abbotsford, Chilliwack, Mission, Hope, and First Nations Communities on a Build Back Better strategy.

The university signed an MOU with Quantotech, a supplier of LED and Ag-Tech Systems based in Vancouver that specializes in custom LED light, hydroponic, and control systems, to establish a small indoor growing room for research, student training, and demonstration.

The Counselling, Advocacy, Learning, and Leading (CALL) service had a successful year partnering with the Abbotsford Senior Secondary School providing remote and in-person counselling services to the senior students. CALL relocated to new space within the Sweeney Centre for September 2021. The new space is professional with a designated reception counter, an adjacent waiting area, sole occupancy, three large offices, and an additional communal room for large groups and family meetings available upon request, with the potential for new partnerships.

In December, the University of the Fraser Valley's Food and Agriculture Institute (FAI) reached out to farmers in Abbotsford and Chilliwack, asking them to share their ideas and experiences about farming, by completing a survey using the new "Cultivate Connect" website application, found at CultivateConnect.ca. The FAI was seeking data with the aim of improving local food systems, partly in response to food security concerns arising from the COVID-19 pandemic. The results of the survey will be used to make recommendations to the university, community groups, municipalities, and government organizations for strengthening local food systems connections.

UFV's Bachelor of Education Secondary Teacher Candidates put together a series of videos highlighting the accomplishments of Black Canadians and Americans, both past and present, in honour of Black History month. The [videos](#) were shared with the principals of the schools where the Secondary Teacher Candidates were placed, in hopes that this information would be passed along to teachers and their students.

UFV's Human Resources department offered the employee fitness challenge with approximately 200 participants from across the university.

The university's Community Health and Social Innovation hub has formalized ties for existing and future projects with the National Indigenous Fire Safety Council. Possible implementation of programs or activities may include: joint research, cultural, and educational activities; exchange of researchers; and collaboration on/exchange of research materials, tools, publications, and other information.

The Faculty of Science and the Pre-Med Student Association at UFV hosted a Q&A session via Zoom with Dr. Charles Ikejiani, Orthopedic Surgeon from the Royal Victoria Hospital in Barrie, Ontario in January. He pre-recorded a [presentation](#) where he shared his journey into medicine and offered some advice to students who are planning a career in medicine.

UFV's Theatre department and School of Creative Arts presented their first production for the 2020/2021 season in November, *Antigone*, adapted and directed by UFV faculty member Shelley Liebembuk. Performances of a one-act play *Pariah (The Outcast)* by August Strindberg, directed by Parjad Sharifi, were held in March. Both performances were offered via Zoom.

In partnership between UFV's Community Health and Social Innovation Hub, Divisions of Family Practice, and the City of Abbotsford Parks, Recreation, and Culture, Dr. Iris Lesser and Navdeep Rai have published a [report](#) about the utility of physician referred outdoor physical activity for South Asian women.

UFV's Faculty of Science welcomed Canadian Senator, Dr. Rosa Galvez as part of the Dean of Science Seminar Series. Her pre-recorded presentation was followed by a live question and answer period.

As part of the greenSPEAK Series, UFV's Faculty of Science welcomed Professor and Chair of the Department of Molecular Biology and Biochemistry at Simon Fraser University, Dr. Lynne Quarmby in March, presenting *Watermelon Snow: Science and Stories*. Dr. Quarmby shared her story of bringing attention to the climate crisis and her passion for science.

UFV Associate Professors Dr. Irwin Cohen and Dr. Hayli Millar from Criminology participated in a public consultation meeting with BC's Office of the Human Rights Commissioner on policing and systemic discrimination.

Dr. Karun Karki from UFV's School of Social Work and Human Services hosted and moderated a webinar on the International Day for the Elimination of Violence Against Women. Three speakers, from the USA, Canada, and Spain, spoke on three different topics on violence against women.

In October, the UFV chapter of the Canadian Nursing Students' Association hosted a virtual panel discussion on racism in healthcare. This was held in collaboration with the University of Victoria's Global Health Association.

In the fall, UFV's School of Creative Arts held a grad exhibition at the S'eliyemetaxwtexw Art Gallery, called *Unbounded*. As part one of a three-part series of Grad exhibitions, Dana Mandeville was the first graduate from this past winter's Senior Studio class to exhibit her installation. The S'eliyemetaxwtexw Art Gallery also showcased part two of three from this series of Bachelor of Fine Arts Grad Exhibitions, featuring Albert Woods, Kimberly Vandenberg, and Candice McPherson.

UFV's Climate Change video, directed by Biology Adjunct Professor Dr. Carin Bondar, was selected for the [Chilliwack Independent Film Festival](#). The video featured many UFV Science and Arts students and faculty, deans Lucy Lee and Jacqueline Nolte, as well as UFV President Joanne MacLean.

The university signed a MOU with Bioenterprise's Food and Agri-tech Engine to establish an Agritech accelerator at UFV; UFV also signed a MOU with Cubic Farms and Nutriva to conduct climate change research in fodder production using the Hydrogreen system.

A group of students within UFV's Health Sciences Faculty have created a BIPOC student-led group. This group is intended as a safe space for Black, Indigenous, and People of Colour students within the Faculty of Health Sciences.

In June, employees from Abbotsford's Parks, Recreation, & Culture team reached out to UFV's School of Health Studies about creating a [video](#) for the city to show proper hand washing techniques. The city wanted to hear and promote accurate information from UFV's health experts after seeing many inaccurate tutorials online.

The South Asian Studies Institute at the University of the Fraser Valley (SASI), with support from the Abbotsford Community Foundation, has received \$1.14 million in funding from the Province of BC to deliver *Haq and History: A Punjabi Canadian Legacy Project*. The funding allows SASI to continue work showcasing past and present contributions of the Punjabi community to British Columbia.

UFV's Peace and Reconciliation Centre hosted two virtual events in April. Former ambassador to China Guy Saint-Jacques presented on Dealing with Modern China, and the newly appointed Commissioner of Nunavut, the Honorable Eva Qamaniq Ariak (Order of Canada, Order of Nunavut) was a keynote speaker in a virtual session that examined the Crown's role in Canadian governance, particularly as it relates to Indigenous rights.

In March, UFV hosted a virtual presentation by Dr. Kirankumar S. Momaya of IIT Bombay, India on entrepreneurial opportunities with partners in India. The event was hosted by the Esposito Family Centre for Innovation & Entrepreneurship at UFV. The presentation covered potential opportunities for researchers and entrepreneurs in the biopharmaceutical, clean technology, and digital platforms in India and Canada.

To promote and raise awareness for the National Accessibility Week, May 31–June 4, 2021, the Teaching and Learning Centre and the Centre for Accessibility Services hosted a three-day online event featuring keynote presenters, workshops, a student panel, and other sessions to showcase, and learn about, accessibility. This included two keynote speakers from the Rick Hansen Foundation and UFV's own Alyson Seale—Associate Professor in Upgrading and University Preparation.

UFV has been approved as a member of University Mobility in Asia and the Pacific (UMAP), a voluntary association of government and non-government representatives of the higher education sector. With

more than 600 members in 36 countries, this new membership will support student diversity at UFV through exchange and/or recruitment. UMAP also offers programs for staff and faculty mobility.

As in previous years, hiring rates for Bachelor of Education alumni remain at 100% within the first year of graduating. Faculty continue to meet with local school districts (Abbotsford, Langley, Fraser-Cascade, Chilliwack, Maple Ridge and Mission) as part of their external Teacher Education Advisory Group to maintain strong connections with local schools.

2021 marks the 37<sup>th</sup> consecutive year of staff and faculty support for the United Way. The United Way invests in the communities where we live, work, play, and learn.

The South Asian Studies Institute (SASI) unveiled two short films as part of its South Asian Historic Sites work; *Solidarity Lives*, and *History of Abbotsford's Gur Sikh Temple*.

For the National Day of Awareness for Missing and Murdered Indigenous Women and Girls, UFV's Community Health and Social Innovation Hub (CHASI) graphic design intern Celina Koops shared the following illustration and reflection—May 5, 2021.



*It was important for me as an Indigenous woman to mark this day of awareness for missing and murdered Indigenous women and girls. I want my illustration to honour these women, and to reflect that these murders and disappearances include women of all ages.*

*Their body language reflects the freedom and innocence of childhood, and how it's worn away as we grow and understand the realities of our lives as Indigenous women. They are faceless and glowing to convey a spirit-like quality, and as a reminder that this day isn't about only three women, but many.*

*The red dresses draw from the symbolism of the [REDress](#) Project, and rather than showing the loss implied by an empty dress, I chose to represent the women as full of life to honour the real lives that they had.*

## Box 11: UFV launches Esposito Family Centre for Innovation & Entrepreneurship

Great minds working together help build great communities. A new research centre innovation and entrepreneurship at the University of the Fraser Valley aims to do just that.

The Esposito Family Centre for Innovation & Entrepreneurship (EFCIE), established through a generous endowment provided by the Esposito family, began operating early this year.

Dr. Jon Thomas has been appointed as the Director of EFCIE. He also holds the BC Regional Innovation Chair in Canada-India Partnership Development at UFV and is an associate professor in the UFV School of Business.

“Our centre will work to foster an inclusive, vibrant, and resilient space for innovation and entrepreneurship initiatives for UFV and the Fraser Valley communities,” Thomas said.

He notes that the connection between innovation and society is a unique aspect of the centre.



“Our work is guided by the understanding that innovative technologies impact society and society in turn shapes technological progress. And we invite entrepreneurs, faculty members, students, and community organizations interested in innovation and entrepreneurship to work with us.”

EFCIE’s activities include research, course development, and mentoring both students and local entrepreneurs. Community outreach



by the centre includes special events, guest lectures, and projects that explore the interactions between technology, innovation, and society.

Part of the mission of the centre is to help stimulate economic development in the Fraser Valley through building relationships with local entrepreneurs, innovators, and community organizations.

“Our research shows that we have the intellectual capital in the Fraser Valley to come up with great ideas. We want to make sure companies and innovative individuals stay here, grow here, and are supported here,” Thomas said. “Nurturing that intellectual capital will allow communities in the Fraser Valley to pivot to create and embrace new opportunities.”

UFV President Joanne Maclean is excited about this new interdisciplinary research centre.

“The Esposito Family Centre for Innovation and Entrepreneurship will bring together students, faculty, government, industry, and our communities to create an exciting, interdisciplinary space where change and innovation can be embraced and explored. I truly believe the centre will build a social and economic future that is better than the past and

I am excited for the ideas that will flourish and commercialize as a result of this space.”

EFCIE has been established through a significant gift by the Esposito family of Abbotsford. Craig Toews, VP External at UFV, has nurtured the relationship with the Esposito family for many years.

“UFV appreciates the strong relationship we’ve developed with the Espositos over the years and we are extremely grateful for the generous gift to the university. The legacy of their gift and entrepreneurial spirit will enable our students to leverage their creativity and innovative ideas to change the world and build a stronger community.”

Faculty associates at this new interdisciplinary research centre currently include researchers and faculty members from UFV’s Biology, Business, Kinesiology, and Sociology departments. Students working on research projects currently come from the Computer Information Systems and Business programs.

The Research Office, led by Dr. Garry Fehr, has provided significant support through the start-up phase of the centre. The UFV Alumni Association is also an active partner in the centre.

EFCIE has partnered with the UFV Student Union Society (SUS) and Enactus UFV, a business student organization, to support innovative research by students and faculty members through funding opportunities.

The UFV Vice President of Students and the Dean of Science have offered matching support to add to the available funds.

The Innovation Team Grants will assist joint student-faculty teams seeking to solve significant problems facing society.

Innovation team grants will bring faculty mentors and students together and allow them to explore ideas. An innovation team will expand on initial student work, either by developing a

working prototype or by assessing the viability of a proposed solution in a more rigorous manner. As part of this process, experts from EFCIE will mentor the student-faculty team in the areas of evaluating market opportunities and guiding validated solutions to society.

A total of \$10,000 is available for the General Stream (with \$5,000 contributed by the Office of the Vice-President, Students). A total of \$5,000 is available for the STEM Stream (contributed by the Faculty of Science).

Grants will be dispersed in amounts varying from approximately \$1,000 to \$3,000, and can be used for travel (in non-COVID times), materials, and research support for students.

For more information on the Esposito Family Centre for Innovation & Entrepreneurship and this funding, visit <https://www.ufv.ca/innovation-entrepreneurship/> or contact [innovate@ufv.ca](mailto:innovate@ufv.ca)



## 3.2 Performance Measures, Targets and Results

### 3.2.1 System Measures

This section includes results and commentary on the 2020/21 Accountability Framework performance measures and results provided by the Ministry of Advanced Education, Skills and Training (AEST), included in Appendix A. Performance measure<sup>1</sup> results are assessed on a three category scale: Achieved, Substantially achieved, or Not achieved<sup>18</sup>.

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

#### Measure 1: Student Spaces<sup>2</sup> (total, health, and developmental):

System Objective: Capacity

Measure	Performance			2020/21 Performance Assessment	Targets		
	2019/20 Actual	2020/21 Target	2020/21 Actual		2021/22	2022/23	2023/24
Total student spaces	6,628	6,716	6,819	Achieved	6,716	6,716	6,716
Nursing and other allied health programs	437	475	457	Substantially achieved	475	TBD	TBD
Developmental programs	297	325	302	Substantially achieved	325	TBD	TBD

Of the 7,367 domestic FTEs at UFV, 6,819 FTEs were in programs funded by the Ministry of Advanced Education and Skills Training, relative to a target of 6,716. UFV's total FTE target decreased by 4 FTE for 2020/21 as a result of the removal of 24 expansion FTEs for the diploma in Early Childhood Education and an increase of 20 FTEs for Technology Expansion programs. This year we have a total target of 40 Technology Expansion FTEs.

For 2020/21, UFV has achieved its AEST funded program FTE target, with a utilization rate of 101.5%, 2.9% higher than last year. This is the first time in the last five years that UFV has achieved a utilization

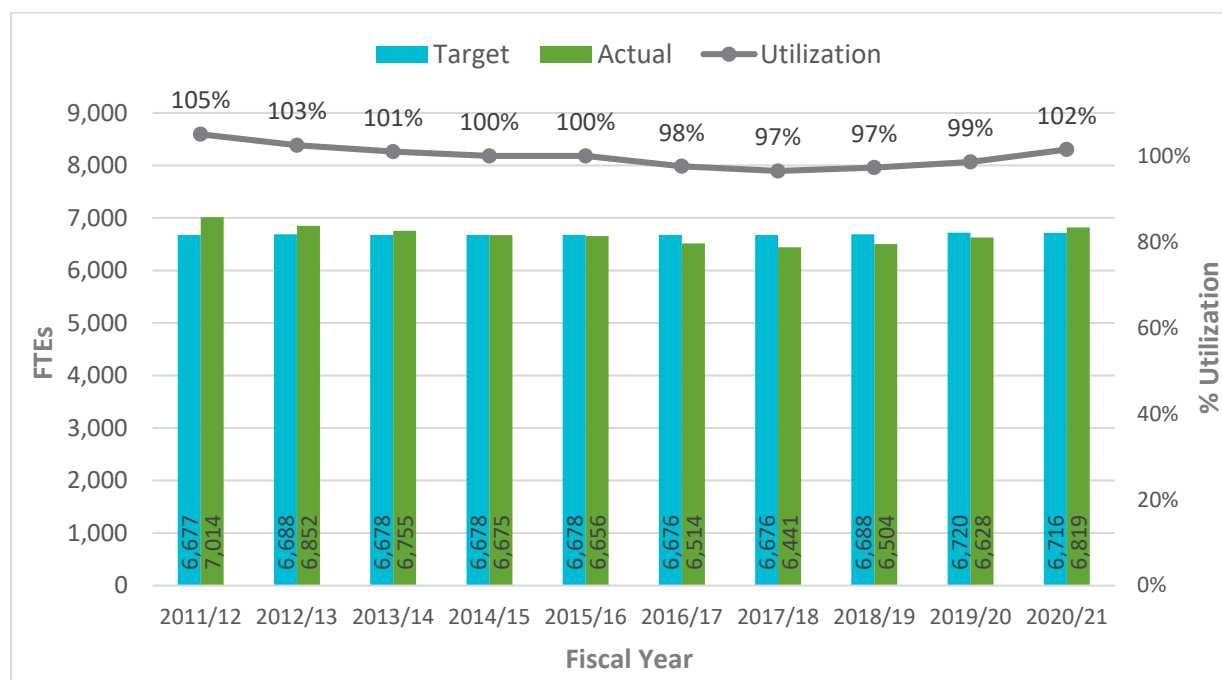
<sup>18</sup> Please note the superscripts found later in this section are in reference to the "Notes" table provided at the end of section 3.2.



rate of 100% or more.

Figure 32 illustrates the last ten years of FTE targets, actuals, and associated utilization rates. Following several years of decline, the last three years UFV has seen increased domestic AEST FTEs. This is consistent with demographic trends where the number of 15-19 years old in the Fraser Valley College Region is beginning to increase, after a decade of declines (see Figure 15 in Section 1.2.3).

**Figure 32: Actual vs Target FTEs and Total Utilization Rates, 2011/12 to 2020/21 (CDW)**



UFV has placed special emphasis on its Nursing and Allied Health programs, in keeping with government priorities in the health sector. Last year, UFV added the Activity Assistant certificate program, which saw increased enrolments in 2020/21, and this year two intakes of the Nursing Unit Clerk program were offered, compared to one in 2019/20.

This year, UFV has fallen just shy of the All Health FTE target, substantially achieving its target for this category. There are a couple of factors that have contributed to this year's shortfall. First, third year Nursing Fast Track program sections that would normally start in the summer were postponed until the fall. Second, over time there has been an intentional decline in the number of students admitted to, and enrolled in, the Nursing Track program, which has resulted in fewer FTEs.

UFV produced 302 Developmental FTEs this year, substantially achieving its target of 325 FTEs. UFV is committed to offering developmental-level programming that provides access to post-secondary programs for adult learners of diverse educational and cultural backgrounds. To meet this commitment, it offers ABE, ELS, and Adult Special Education (ASE) program options. Over the years, the university has continued to revise and modify access to developmental-level courses and programs to ensure that they are aligned with other programs at UFV. This alignment helps upgrading students meet post-secondary admission requirements and continue their education.

**Measure 2: Domestic Credentials Awarded<sup>3</sup>:**

System Objective: Capacity

Measure	Performance			2020/21 Performance Assessment	Targets		
	2019/20 Actual	2020/21 Target	2020/21 Actual		2021/22	2022/23	2023/24
Number	1,970	1,982	1,919	Substantially achieved	1,956	TBD	TBD

UFV has substantially achieved its target for credentials awarded for 2020/21.

**Measure 3: Aboriginal Student Spaces<sup>4</sup>:**

System Objective: Access

Measure	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Performance Assessment
Total Aboriginal student spaces	592	568	616	Achieved
Ministry (AEST)	537		550	
Industry Training Authority (ITA)	55		66	

The Aboriginal<sup>19</sup> student space target is set with the goal of having the proportion of Aboriginal students at UFV equal the proportion of the Aboriginal population in the Fraser Valley.

Using data from the *2016 Canadian Census*, we obtain the proportion of Aboriginal people in the Fraser Valley Regional District. The 2016 population total in the Fraser Valley was 288,765, while the Aboriginal population was 22,205, making the Aboriginal proportion 7.7%. In 2020/21, UFV produced a total of 7,367 domestic FTEs comprised of 6,819 in AEST funded programs and 548 in ITA funded programs; the product of the proportion and the FTEs yields the Aboriginal FTE target of 568 for 2020/21. In 2020/21 UFV achieved this target by producing 616 Aboriginal student FTEs.

UFV pays close attention to results of the province-wide student outcomes surveys: the Diploma, Associate Degree, Certificate, Trades Foundation, and Trades-Related Vocational Student Outcomes Survey (DACTRDSO); the Apprenticeship Graduate Survey (APPSO); and the Baccalaureate Graduates Survey (BGS). These survey results are disseminated throughout the university, to academic departments and faculties, and to senior managers. These efforts help provide staff, faculty, and senior administration with the necessary information and insight to make better informed decisions that lead to improved performance outcomes for our students. All university-wide projects, such as the new Integrated Strategic Plan, as well as smaller projects such as new programs under development, make use of student outcomes data. Individual departments and faculties examine these results as part of their regular review process designed to refine and improve their programs.

<sup>19</sup> The term Aboriginal is used as an inclusive reference to First Nations, Inuit, and Metis people; in reference to data collected based on the [Aboriginal Administrative Data Standard](#).

This year's timeframe for the BGS survey was during the COVID-19 pandemic, while the timeframes for the other surveys included periods prior to the March 2020 provincial lockdowns. Student outcomes may have been affected by the health situation and the unemployment rate results certainly have been.

**Measure 4: Student Satisfaction with Education<sup>5, 6</sup>:**

System Objective: Quality

Measure	Performance				2020/21 Performance Assessment	Targets 2021/22:2023/24
	2019/20 Actual		2020/21 Target	2020/21 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.9%	1.8%		88.8%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	95.7%	4.8%	≥ 90%	93.6%	5.7%	Achieved
Former apprenticeship students	97.8%	3.2%		100.0%	0.0%	Achieved
Bachelor degree graduates	96.9%	1.2%		90.8%	2.7%	Achieved

**Measure 5: Student Assessment with the Quality of Instruction<sup>5, 6</sup>:**

System Objective: Quality

Measure	Performance				2020/21 Performance Assessment	Targets 2021/22:2023/24
	2019/20 Actual		2020/21 Target	2021/2022 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.5%	1.2%		94.4%	1.3%	Achieved
Trades foundation and trades-related vocational graduates	100.0%	0.0%	≥ 90%	98.0%	3.2%	Achieved
Former apprenticeship students	97.8%	3.2%		96.1%	4.2%	Achieved
Bachelor degree graduates	97.3%	1.1%		93.5%	2.3%	Achieved

## Measures 6: Student Assessment of Skill Development<sup>5, 6:</sup>

System Objective: Quality

Measure	Performance				2020/21 Performance Assessment	Targets
	2019/20 Actual		2020/21 Target	2020/21 Actual		2021/22:2023/24
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	84.1%	1.8%		84.6%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	90.4%	5.3%	≥ 85%	87.9%	5.1%	Achieved
Former apprenticeship students	94.0%	4.5%		92.1%	4.5%	Achieved
Bachelor degree graduates	91.2%	1.6%		86.2%	2.6%	Achieved

UFV has achieved the 2020/21 targets on Measure 4 (student satisfaction with education), Measure 5 (student assessment of the quality of instruction) and Measure 6 (student assessment of skill development). The survey results show a smaller proportion of all survey respondents have given positive assessments in all three of these measures (4, 5, and 6) in 2020/21 compared to 2019/20, with the exceptions of former apprenticeship students' assessment of satisfaction of education (Measure 4) and former diploma, associate degree and certificate students' assessment of skill development (Measure 6).

This year, former trades foundation and trades-related vocational graduates and former apprenticeship students have given a higher proportion of positive assessments for Measures 4 and 5 (student satisfaction with education and student assessment of the quality of instruction) than former diploma, associate degree and certificate students and former Bachelor degree graduates. Historically, DACTRDSO respondents have tended to assess their education, instruction, and skills lower than the respondents of the APPSO and BGS. For Measure 6 (student assessment of skill development), former apprenticeship students have the highest share of positive responses (92.1%), followed by former Trades foundation and trades-related vocational graduates (87.9%), Bachelor degree graduates (86.2%), and then former diploma, associate degree and certificate student respondents (84.6%).

The 2020/21 targets for Measure 7 (student assessment of usefulness of knowledge and skills in performing job) have been achieved for all survey groups.

**Measure 7: Student Assessment of the Usefulness of Knowledge and Skills in Performing Job<sup>5,6</sup>:**

System Objective: Relevance

Measure	Performance				2020/21 Performance Assessment	Targets	
	2019/20 Actual		2020/21 Target	2020/21 Actual		2021/22:2023/24	
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	87.2%	4.0%		86.5%	4.6%	Achieved	≥ 90%
Trades foundation and trades-related vocational graduates	87.8%	8.6%	≥ 90%	86.4%	8.3%	Achieved	
Former apprenticeship students	97.7%	3.4%		100.0%	0.0%	Achieved	
Bachelor degree graduates	89.6%	2.4%		90.6%	3.0%	Achieved	

**Measure 8 Unemployment Rate<sup>5,6</sup>:**

System Objective: Relevance

Measure	Performance				2020/21 Performance Assessment	Targets	
	2019/20 Actual		2020/21 Target	2020/21 Actual		2022/23: 2021/22 2023/24	
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	5.0%	2.5%		7.4%	3.3%	Achieved	≤ unemployment rate of the population aged 18-29 with high school credentials or less
Trades foundation and trades-related vocational graduates	4.5%	5.2%	≤ 18.9%	4.3%	4.8%	Achieved	
Former apprenticeship students	0.0%	0.0%		2.0%	3.2%	Achieved	
Bachelor degree graduates	5.2%	1.7%		6.3%	2.4%	Achieved	

The unemployment rate in B.C. was volatile throughout 2020, with higher unemployment observed in the late spring and early summer months. Due to the timing of the BC Student Outcomes responses during the pandemic, there is greater weight on unemployment rate results in the early period of 2020, prior to the provincial lockdowns.

UFV graduates have achieved Ministry unemployment rate targets (Measure 8) for 2020/21 in all categories. For the last eleven years, UFV performance as assessed through APPSO, DACTRSO, and BGS surveys has achieved the target: the actual unemployment rate has been lower than the target for each year. These results indicate that UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills.

### Notes

TBD = to be determined

- 1 Please consult the 2020/21 Standards Manual for a current description of each measure.
- 2 Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.
- 3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See 2020/21 Standards Manual for details.
- 4 Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.
- 5 Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
- 6 As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

## 3.2.2 External Surveys

UFV participates in a number of external surveys, including the B.C. Student Outcomes Surveys, the Canadian University Survey Consortium (CUSC), the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). Results from these surveys help to inform the university of its students' educational experiences and perceptions, and aid in future planning. Selected results from these surveys have been included throughout this report. Below we provide some additional results from the CUSC 2020, and the NSSE and FSSE 2019 surveys.

### 3.2.2.1 Canadian University Survey Consortium

The Canadian University Survey Consortium (CUSC) survey measures student demographics—such as employment, marital status, debt, parental level of education—as well as students' academic goals and student life. The survey provides a measure of student involvement with university activities and their level of satisfaction with various aspects of their university experience. The survey rotates each year through one of three cohorts; the 2020 survey discussed here is based on middle-years students.

Participating universities are organized by CUSC into three groups based on size of student population and academic activity. Group 1, which includes UFV, consists of universities that offer primarily undergraduate studies and that have smaller student populations; Group 2 are medium sized universities offering both undergraduate and graduate programming; while Group 3 consists of larger, research-based universities, with most having professional schools as well. This allows comparison of UFV's results both nationally, and also to similar-sized universities. In 2020, CUSC surveyed over 20,000 middle-years students at 29 universities across Canada.

UFV respondents are slightly older on average (23.8) than middle-years students in Group 1 or nationally (23.2 and 22.1, respectively), and more likely to be female; 75% of UFV middle-years respondents were female compared to Group 1 (71%) or nationally (67%). UFV middle-years respondents are slightly more likely to be in a relationship than their peers (26%) compared to Group 1 (24%) or nationally (23%), or married or common-law (14%) compared to Group 1 (12%) or overall (9%), and also to have children (9%), compared to Group 1 (8%) or overall (6%).

A larger proportion of UFV middle-years respondents are first generation university students (22%) compared with Group 1 (16%) and nationally (14%); if we consider UFV first-year students whose parents' highest level of education is some college or university and below, the share is considerably larger (36%) compared to Group 1 (28%) or nationally (25%).

UFV middle-years respondents had very positive experiences with their professors; 98% agreed that their professors seem knowledgeable in their fields, compared to 97% for Group 1 and overall, and 91% of UFV respondents agree that their professors treat students as individuals, not just numbers (compared to 88% for Group 1 and 82% overall). UFV respondents also had high perceptions of UFV staff; 93% agreed most university support staff are helpful, compared to 89% for Group 1 and 87% overall. Further, 86% of UFV middle-years respondents agreed that most of their courses are interesting (compared to 86% for Group 1 and 83% overall), similarly 86% agreed that they are in the right program for them (compared to 86% for Group 1 and 83% overall).

Most UFV middle-years respondents (62%) agreed that a university degree is worth the cost, compared to Group 1 (60%) and overall (58%), and roughly two-thirds (67%) of UFV respondents agreed that they had the financial resources to complete their program, compared to Group 1 (65%) and nationally (68%). Fewer UFV respondents (84%) said they had selected their major or discipline compared to Group 1 (93%) and all middle-years student respondents (92%).

Students indicated their use and satisfaction with several different facilities and services, with food and parking typically being areas of least satisfaction. There is always room for improvement and there were some areas where UFV received a low rating, or low compared to other universities. Areas where UFV scored low include parking (32% compared to 40% nationally), food services at 69% relative to 73% nationally, and facilities for university-based social activities, 83% against 95%.

Overall, UFV's results were very positive: A total of 89% of UFV respondents agreed that they were generally satisfied with the quality of teaching they received, similar to Group 1 (89%) and nationally (86%). When asked about their satisfaction with their decision to attend UFV, 89% of respondents were at least satisfied with their decision, compared to 90% for Group 1 and 88% overall. A higher share of UFV students (76%) were at least satisfied with the concern shown by the university for them as an individual, compared to Group 1 (75%) or nationally (66%), and 86% of UFV respondents felt that UFV had at least met their overall expectations (compared to 86% for Group 1, and 83% nationally).

### 3.2.2.2 National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every three years. NSSE collects information at hundreds of universities about student participation in programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. The NSSE survey groups include first-year and senior (fourth-year) degree-seeking students (including undergraduate diploma, associate degrees, and degrees). UFV most recently participated in the NSSE survey (and associated FSSE survey, discussed below) in 2019.

Both of the NSSE 2019 survey groups, first-year and senior students, rated the educational experience at UFV highly, with 79% of first-year and 86% of senior-year students rating their experience as good or excellent. Both groups of students also rated UFV highly in regard to the quality of their interactions with various groups on campus, including other students, faculty, and support staff. When UFV students were asked if they could start over again, if they would go to UFV, 82% of first-year students and 84% of senior students said definitely or probably. Both senior and first-year students, however, were less likely than students at a comparable set of Canadian universities to agree that UFV encouraged students to attend campus activities or provide opportunities for social involvement. UFV senior and first-year students are more likely than students at a comparable set of Canadian universities to report the highest level of education completed by their parents (or those that raised them) as graduated from high school or less.

### 3.2.2.3 Faculty Survey of Student Engagement

The Faculty Survey of Student Engagement (FSSE) is a North American survey of post-secondary institutions designed to complement the related NSSE survey, and is conducted at the same time. The FSSE survey measures faculty perceptions of how often students engage in different activities, the importance faculty place on various areas of learning and development, the nature and frequency of faculty-student interactions, and how faculty members organize their time. The FSSE 2019 survey queried faculty, which are categorized based on teaching a particular course, either lower or upper-division.

A comparison between similar questions on the most recent NSSE and FSSE surveys revealed some interesting results. For example, UFV students rate the quality of their interactions with faculty much higher than faculty perceive. UFV students also reported that they had “at least often” had discussions with diverse others at a higher proportion compared to the share of faculty that reported that they have provided opportunities in their selected course sections for this to occur, “at least quite a bit.” This likely indicates that students are (also) engaging in discussions with diverse others outside of UFV classrooms.

Regarding high-impact practices, a high proportion (79%) of UFV faculty believe that it is important for UFV undergraduate students to complete an internship or field experience before they graduate, with 38% of faculty responding that they supervise undergraduate internships or other field experiences in a typical 7-day week. Only 6% of UFV first-year students have participated in an internship or field experience, compared to 43% of UFV senior respondents. We also see that the majority (52%) of UFV faculty respondents believe that it is important for UFV students to work with a faculty member on a research project; 43% indicated that in a typical week, they work with undergraduates on research. About one quarter (26%) of UFV senior respondents reported that they have done work with a faculty member on a research project, or are in progress; only 2% of first-year UFV respondents reported the



same. These high-impact practices are examples of strategic imperatives outlined in UFV's Integrated Strategic Plan, and the university seeks to increase the number of students involved in these type of practices.

When comparing questions about faculty course goals and student-perceived gains, faculty and students generally agreed in their responses; 91% of lower-division and 93% of upper-division faculty believe that they structure their course sections so that students learn and develop thinking critically and analytically skills, compared to 77% of first-year and 87% of senior students that believe their experience at UFV has done the same.

The survey responses also revealed that UFV faculty are aware of the unique characteristics of UFV students, in regards to how they spend their time in an average week. For example, 42% of UFV lower-division faculty respondents perceived that the typical UFV student worked for pay off campus for 16 or more hours in a week, compared to 43% (high for a Canadian university) of first-year respondents who reported doing so (52% for upper-division faculty vs 47% of senior respondents).

UFV faculty are also aware of the time UFV students spend providing care for dependents (children, parents, etc.); 9% of first-year students and 16% of senior students reported spending 16 hours or more per week caring for dependents, with lower-division faculty perception at 10% and upper-division faculty perception at 17%.

## Box 12: Planting Seeds—UFV Students Help Shape Curriculum for a School with Environmental Focus

Donovan Toews and Michelle Lefebvre are a part of something big.

Ecosystem big.

The UFV student duo stand in a forest beside a school playground on a rainy day in north Mission.

On the other side of a fence separating Donovan and Michelle from the yard, students run back into the dry shelter of the recently reopened Stave Falls Elementary.

Donovan moves to inspect the bramble of his environmental nemesis: the invasive Himalayan Blackberry. Michelle crosses a creek and stops to observe bird signs on a tree.



They are at home in this alternative classroom beside the school.

“Our future is the education of the younger generations,” says Donovan, a BA student majoring in geography and minoring in communication. “And if we help them understand the importance and role of the environment, as they grow and become more involved in the community, as they start getting older and start voting and becoming leaders, they will be able to use that knowledge to make real change.”

They’re helping create that change by advising the school in its development of an environment-focused curriculum: Donovan by invasive species removal and restoration of native plants, and Michelle through her extensive knowledge of birds.

There are countless lessons to be taught in and around those brambles and bird signs.

Set in 10 acres of land just south of the Mission Municipal Forest, a reconstructed Stave Falls Elementary is completing its first full school year after a decade-long dormancy. Re-emerging as a result of community lobbying, the improved site offers a focus on outdoor education, forestry, and Indigenous culture.

“Our staff chose to have Michelle and Donovan join us on the first growth planning day we had in September,” says Elena Di Giovanni, principal of Stave Falls. “Everything was foreign and new and really overwhelming: 10 acres of forest, a small staff coming from very different places. And we converged in this beautiful library and mapped out a plan together.”

Di Giovanni and her staff had a long list of immediate needs. The teachers at Stave Falls were placed only a few weeks before classes started and the school was already growing very quickly.



“They lucked out that we have these talented UFV senior undergraduate students,” says Dr. Michelle Rhodes, chair of Integrated and General Studies and Environmental Studies at UFV.

Rhodes is the university’s representative in the Stave West Leadership Team, a multi-stakeholder group working in Mission, in accordance with the Stave West Master Plan to “advance sustainably-managed community forestry hand-in-hand with safe outdoor recreation” on crown lands west of Stave Lake.

The team includes the District of Mission, three First Nations (Kwantlen, Matsqui, and Leq’a:mel), RCMP, BC Conservation Officer Service, Ministry of Forest Lands Natural Resource Development (FLNRD), Mission Public Schools, UFV, and BCIT.

Using funding from UFV’s Fund for Innovation in Teaching, Rhodes and Larissa Horne, UFV’s Experiential Education Coordinator, have been developing an inventory of projects in Mission’s forest lands that can potentially involve UFV students—including invasive species management and bird education at Stave Falls Elementary.

“We have one student each semester working on a project inventory,”



Rhodes says. “The idea is to have the research students sit down with some of the key stakeholders and ask them: ‘What are your top priorities? What are your projects? What are you seeing as really important?’”

Faculty and students take the inventory, gather details on prioritized projects for each stakeholder, and then identify if there are good student learning opportunities associated with those projects.

That sweet-spot, where there is synergy between student interests and immediate stakeholder needs, is where the magic happens.

Students get credits for experiential learning in a setting that reveals to them how industry works in their field of study. At the same time, some Stave West organizations with scarce resources have their prime concerns addressed.

“Sometimes we can, sometimes we can’t,” says Rhodes.

“Stave Falls Elementary has been a really good case of responding to immediate needs.”



Donovan and Michelle “absolutely address an important need” according to the school’s principal.

“Their expertise and depth of knowledge is helping us build our understanding of possibilities and content areas we can teach, as well as giving us the tangibles we need,” says Di Giovanni.

Stave Falls staff needed help, and they needed it fast.

Without UFV’s involvement, that work would have fallen on teachers who don’t necessarily specialize in those subjects, during a time when they were rebooting an entire educational institution.

The Mission Municipal Forest is the oldest continuously operating community-run forest in all of Canada.

Within that 10,000 hectares of land is Stave West, a large, 50-kilometre square area that has a great amount of demand placed on it from recreational

users. The area includes high-value lakes and the foreshore flats, a



scenic waterfront along the west side of the Stave reservoir where dropping water levels expose extensive sandbars and the lake bottom.

How do you operate a working forest with visitation increasing to the level of many B.C. provincial parks? And how do you balance all of the stakeholder needs on that land?

The Stave West Leadership Team was born from a vision of the stakeholders to try to find a way to attract families and desired users back into the area, to turn it into an educational space, and begin taking steps towards reconciliation with First Nations.

That process has been successful. More policing and security, public education, new campgrounds, and more use by families have deterred some of the worst of the activities, and culminated in the creation of the Stave West Master Plan in 2015.

“It will be an ongoing challenge,” says Rhodes. “But thankfully everybody around the table is committed to a process that’s inclusive, that really balances various types of opportunities.”

Educational partners like UFV can play a strong role in discussions around the leadership table. Long-term research is sought for everything from biological and ecological remediation needs to looking at better ways of embracing Indigenous values in signage and outreach.

“It’s exciting because there’s an opportunity for this in our backyard,” says Rhodes. “The District of Mission and its forestry department have said this whole time: ‘We want UFV as our partner.’”

UFV students from Graphic and Digital Design and Communications recently finished interpretive signage design standards, and 10 UFV faculty members from different disciplines, including geography, biology, communications, graphic design, and history, will be involved in project work with the Stave West area this year.

And there’s the Stave Falls Elementary partnership, where Donovan and Michelle have already made an impact.

“We’ve had a lot of movement around this in a very short period of time and a bottom-up approach to engagement with the forest,” says Rhodes.

With the living inventory UFV is helping create, the list of potential partnerships goes on: the Fraser Valley Mountain Biking Association could ally with students who need environmental assessment experience for new trails; the Back-Country Horsemen of B.C. could team up with GIS students for some of their mapping projects; there’s a strong need for plant identification and cultural use mapping where UFV Indigenous studies students and biology students would both be valuable.

Rhodes sees no limit to the potential for educational experience in the community.

“The idea behind the project inventory is that we can continue to update it, we can let it breathe as priorities change,” she says. “It gives us a chance to go to our faculty and say ‘These are the District of Mission’s needs,’ and it opens it up to a huge number of projects for our students.”

Donovan fell in love with plants years ago when taking a biogeography course at UFV. It was his

first real introduction to how vegetation works with the geography of an area and environment, and it quickly turned into a passion. Part of that enthusiasm was the challenge of tackling invasive species.

Michelle found her way to these Stave Falls Elementary woods because of her love for beaked and feathered vertebrates. This UFV senior geography student is an avid birder.

Now the two are not just working to help shape the Stave Falls curriculum, but also the outdoor “classroom” itself. Both Michelle’s and Donovan’s specialties directly addressed urgent needs from Stave Falls Elementary.

Donovan’s removal-and-restoration plants management plan will act as something of a guided evolution of that learning ecosystem, and it will also provide an ongoing lesson for the students.

“I’m making sure they’ve got some clearing spaces so that they can have

a group of students standing around with a talking point,” he says.

Some areas will also eventually be created for learning about forest habitat, Donovan adds.

“It is not only for children to learn, we’re trying to restore it back to its natural state so that they can have the biodiversity of birds and mammals,” he says. “They see a few little birds



like the chickadees, but for the most part a lot of the birds have been pushed away.”

Michelle’s bird habitat management plan fits naturally alongside Donovan’s project in the interconnected scheme.

“A bird can tell you a lot about the environment,” she says. “If it’s full of invasive species, you’re going to get fewer bird species there than you would in a natural environment.”

Michelle is creating a booklet of the most common birds at Stave Falls Elementary. That inventory will help her successors develop a learning curriculum around birds: How to do math with birds, identifying seasons with birds, talking about climate change using bird trends.

“Most kids like birds,” she adds. “They know what a robin is, so you start off with those.”

And the Stave West mascot is an owl, so there’s already a strong symbolic connection for Michelle to build on.

Rhodes’ hope is to have a UFV summer student take both of those plans and turn them into usable lesson plans for the school.

That generational handoff is a key part of the program, with needs from the same stakeholder addressed by different faculties over time, building on previous work.

“It definitely starts at the roots,” says Donovan. “They have an idea of the end-product, but they

need the people to design and implement and start actually building it up from the ground.”

That’s why it’s useful to get UFV students involved, he adds, so students can take what they’ve learned at school and actually put it to use.

“You’re back out there, you’re with people, you’re being an educator, you’re being a leader in that sense,” Donovan says. “I would not have been able to do anything like that without UFV. You don’t get these sorts of opportunities at larger undergraduate universities.”

All of Michelle and Donovan’s efforts are meant to encourage Stave Falls students to become citizen scientists. The hope is they will influence their families and others to grow into active participants of the Stave West environmental and organizational ecosystems.

Those planted seedlings are branching out, joining UFV and many others who are part of the great, interwoven stakeholder group of Stave West.



“Everything is connected,” Donovan says.

## 4. Financial Information

### 4.1 Financial Results

Good financial management ensures that the university is able to achieve its strategic objectives, gain the confidence of its stakeholders, keep education affordable for students, and maintain a position of long term financial sustainability. UFV achieved positive financial results in fiscal 2020/2021 despite the significant impact of the COVID-19 pandemic and the resulting financial uncertainty. The positive financial outcome is a result of mitigation strategies employed during the year, grounded by approved budget principles, which included contingency measures, strategic hiring, and controlled discretionary spending.

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

Despite a challenging financial environment and deficit preliminary budget position, the 2021/22 Budget was developed with strategic intention to align resources to university priorities while being mindful of the impact on individuals, programs, and the financial sustainability of the institution. It is through the combined efforts and continued commitment of our faculty, staff, and students that UFV has built resilience and financial stability. The 2021/22 budget demonstrates the continued commitment to advancing goals and priorities while ensuring the core academic mission remains strong and financially sustainable. Investment priorities for 2021/22 continue to build on priorities established last year with specific investment priorities identified as:

- Indigenization and Reconciliation Goals
- Academic Programming and Support
- Student Experience and Success
- Equity, Diversity and Inclusion (EDI)
- Technology and Transformation
- Community Engagement and University Relations
- Administration and Sustainability

Along with the strategic investments in the operating budget, the 2021/22 budget includes capital funding for approved major capital projects and annual renovations, maintenance and repair projects. The capital budget focuses on creating spaces that align with strategic directions and also addresses safety and deferred maintenance priorities.

The comprehensive budget can be viewed on the UFV website at:  
<https://www.ufv.ca/budgets/consolidated-budget-plan/>

## 4.2 Risk and Uncertainties

As the COVID-19 situation continues to evolve there is a higher than usual risk in achieving the 2021/22 revenue budget targets. The university will be vigilant in monitoring results affecting the budget and will implement mitigation strategies if it becomes apparent that revenues will not achieve targets.

UFV operates in an increasingly complex environment and must assume certain risks to meet its objectives and realize its strategic goals. The university uses an enterprise risk management approach to assessing and mitigating risks.



*UFV's Agriculture Centre of Excellence, Chilliwack*

## 5. Final Comments

This last year has seen unprecedented challenges and change for everyone, UFV included. The share of courses we taught online went from 10% to 90%, in a matter of a couple of weeks. In the summer of 2020, we registered less than one-tenth of the new international students we would typically welcome in a summer semester. Throughout the year, people at the university have adapted, they have worked together to support students, and they have persevered and even thrived.

Evidence of success is seen in our 101.5% domestic utilization rate; the first time we have exceeded our target in over five years. We are delighted that so many local learners made UFV their university of choice. The university makes a concerted effort to attract students from the Fraser Valley by offering high quality programming that is relevant to student and community needs, and by communicating this to residents in its region. In the summer of 2021, the number of new international students is much higher than last summer, and registrations indicate that the fall 2021 intake of new international students will be similar to fall semesters prior to COVID-19. As the COVID-19 situation improves, we expect to see international students continue to return to our university.

Change at UFV has also come from within. UFV's 2021-2026 Integrated Strategic Plan, IYAQAWTXW, was approved by the university's Senate and Board of Governors. All future planning will support and align with this overarching plan that outlines UFV's mission to engage learners, transform lives, and build community. The university also saw the launch of its first Equity, Diversity, and Inclusion Action Plan, a framework to infuse equity, diversity, and inclusion into UFV's institutional practices, and support individual units in their EDI work.

The university has a new strategic plan for Indigenization, *Lálém ye mestíyexw*: Indigenizing the Academy. The *Lálém ye mestíyexw* presents a much-needed structure that will allow UFV to fully embrace our commitment to Reconciliation, Indigenizing Our Academy, and improving our ability to be both responsive and responsible to Indigenous peoples' goals for self-determination and well-being.

This past year has brought trials no one would have chosen, but the challenges have impelled change and brought growth. During this time the university has developed new flexible formats for teaching, learning, collaborating, and working—showcasing the university's resilience and tenacity, and its commitment to educating students. We will retain and utilize the best parts of what we have learned as we return to campus.

Planning is underway, and we are excited and look forward to welcoming faculty, staff, and students back to campus in the fall semester. UFV and its amazing community have risen to the unparalleled challenge of COVID-19. We are proud of the university's many accomplishments, and commitment to its students and community.



*Monik Jaura, Student Speaker, Faculty of Health Sciences, UFV Convocation 2021*



**Appendix A - University of the Fraser Valley**  
**2020/21 Accountability Framework Performance Measure Results**

Performance measure <sup>1</sup>	Reporting year					
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment		
<b>Student Spaces<sup>2</sup></b>						
Total student spaces	6,628	6,716	6,819	Achieved		
Nursing and other allied health programs	437	475	457	Substantially achieved		
Developmental programs	297	325	302	Substantially achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	1,970	1,982	1,919	Substantially achieved		
<b>Aboriginal student spaces<sup>4</sup></b>						
Total Aboriginal student spaces	592	TBI	616	TBI		
Ministry (AEST)	537		550			
Industry Training Authority (ITA)	55		66			
<b>Student satisfaction with education<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.9%	1.8%	≥ 90%	88.8%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	95.7%	4.8%		93.6%	5.7%	Achieved
Former apprenticeship students	97.8%	3.2%		100.0%	0.0%	Achieved
Bachelor degree graduates	96.9%	1.2%		90.8%	2.7%	Achieved
<b>Student assessment of the quality of instruction<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.5%	1.2%	≥ 90%	94.4%	1.3%	Achieved
Trades foundation and trades-related vocational graduates	100.0%	0.0%		98.0%	3.2%	Achieved
Former apprenticeship students	97.8%	3.2%		96.1%	4.2%	Achieved
Bachelor degree graduates	97.3%	1.1%		93.5%	2.3%	Achieved
<b>Student assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	84.1%	1.8%	≥ 85%	84.6%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	90.4%	5.3%		87.9%	5.1%	Achieved
Former apprenticeship students	94.0%	4.5%		92.1%	4.5%	Achieved
Bachelor degree graduates	91.2%	1.6%		86.2%	2.6%	Achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.2%	4.0%	≥ 90%	86.5%	4.6%	Achieved
Trades foundation and trades-related vocational graduates	87.8%	8.6%		86.4%	8.3%	Achieved
Former apprenticeship students	97.7%	3.4%		100.0%	0.0%	Achieved
Bachelor degree graduates	89.6%	2.4%		90.6%	3.0%	Achieved
<b>Unemployment Rate<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	5.0%	2.5%	≤ 18.9%	7.4%	3.3%	Achieved
Trades foundation and trades-related vocational graduates	4.5%	5.2%		4.3%	4.8%	Achieved
Former apprenticeship students	0.0%	0.0%		2.0%	3.2%	Achieved
Bachelor degree graduates	5.2%	1.7%		6.3%	2.4%	Achieved

**Notes:**

N/A - Not assessed

TBI - Institutions are required to include their target and assessment.

<sup>1</sup> Please consult the 2020/21 Standards Manual for a current description of each measure.

<sup>2</sup> Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.

<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 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.

<sup>4</sup> Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

<sup>5</sup> Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>6</sup> As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

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

**APPENDIX A**  
**University of the Fraser Valley**  
**2020/21 Accountability Framework Performance Measure Results**

Performance measure	Reporting year					
	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	84.1%	1.8%	≥ 85%	84.6%	1.8%	Achieved
Written communication	85.2%	2.3%		83.1%	2.4%	
Oral communication	79.7%	2.6%		80.8%	2.5%	
Group collaboration	84.5%	2.2%		86.7%	2.1%	
Critical analysis	86.3%	2.1%		88.6%	1.9%	
Problem resolution	77.8%	2.6%		80.5%	2.5%	
Learn on your own	86.6%	2.1%		86.3%	2.1%	
Reading and comprehension	87.6%	2.0%		86.9%	2.1%	
<b>Trades foundation and trades-related vocational graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	90.4%	5.3%	≥ 85%	87.9%	5.1%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	90.7%	7.4%		93.8%	5.5%	
Critical analysis	91.1%	7.0%		93.5%	5.8%	
Problem resolution	95.7%	5.0%		89.4%	7.1%	
Learn on your own	95.7%	5.0%		83.3%	8.5%	
Reading and comprehension	95.5%	5.2%		93.2%	6.1%	
<b>Former apprenticeship students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	94.0%	4.5%	≥ 85%	92.1%	4.5%	Achieved
Written communication	96.4%	5.9%		N/A	N/A	
Oral communication	93.8%	7.0%		N/A	N/A	
Group collaboration	93.0%	5.9%		88.9%	7.6%	
Critical analysis	95.6%	4.6%		95.8%	4.6%	
Problem resolution	92.9%	6.1%		96.0%	4.3%	
Learn on your own	95.5%	4.7%		98.0%	3.2%	
Reading and comprehension	95.7%	4.5%		96.0%	4.3%	
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	91.2%	1.6%	≥ 85%	86.2%	2.6%	Achieved
Written communication	91.6%	2.0%		89.0%	3.0%	
Oral communication	91.7%	2.0%		86.5%	3.3%	
Group collaboration	88.4%	2.3%		83.7%	3.5%	
Critical analysis	94.7%	1.6%		90.4%	2.8%	
Problem resolution	88.6%	2.3%		84.6%	3.5%	
Learn on your own	92.0%	1.9%		85.8%	3.4%	
Reading and comprehension	91.2%	2.0%		87.0%	3.2%	

## Appendix A - University of the Fraser Valley

### Accountability Framework Performance Targets: 2021/22 to 2023/24

Performance measure <sup>1</sup>	2021/22	2022/23	2023/24
<b>Student spaces<sup>2</sup></b>			
Total student spaces	6,716	6,716	6,716
Nursing and other allied health programs	475		
Developmental programs - Tuition Compensation Eligible	325		
<b>Domestic<sup>3</sup> credentials awarded</b>			
Number	1,956	TBD	TBD
<b>Student Outcomes</b>			
Student satisfaction with education	≥ 90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	≤ unemployment rate of the population aged 18-29 with high school credentials or less		

1. Please consult the 2020/21 Standards Manual for a current description of each measure.

2. FTE Student Enrolment Targets at June 1, 2021

3. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See 2020/21 Standards Manual for details.

# Appendix B—Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

## Mandate Priority #1 Progress Report

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. UFV is addressing relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples. The following table provides a summary of UFV’s progress.

TRC CALL TO ACTION <sup>20</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p><b>PROGRESS</b></p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> <li>• New<sup>21</sup></li> <li>• Planned vs In Progress vs Implemented or Ongoing</li> <li>• If there is no relevant program show as N/A.</li> </ul>	<p><b>INITIATIVES AND PARTNERSHIPS</b></p> <p>Below are details for new initiatives begun in 2020/21 relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how UFV’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.</p>
<p><b>1: SOCIAL WORK</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
<p><b>PROGRESS</b></p>	<p><b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b></p>

<sup>20</sup> "..." represents omitted text not related to post-secondary education from the original Call to Action.

<sup>21</sup> New initiatives start in the current reporting year and have not been previously reported on.

Ongoing	<p>The School of Social Work and Human Services (SWHS) has offered First Nation courses to Indigenous and non-Indigenous students:</p> <ul style="list-style-type: none"> <li>• Stó:lō Nation Development FNST 101.</li> <li>• Stó:lō Traditional Ways of Healing and Helping FNST 102.</li> <li>• Stó:lō Communications and World View FNST 201.</li> <li>• Stó:lō Social Structure FNST 202.</li> <li>• Aboriginal Culture and Language Practicum FNST 230.</li> <li>• Contemporary Issues and Policies in Aboriginal Education FNST 275.</li> </ul>
Ongoing	<p>The Social Services Worker diploma offers an Indigenous focus where students complete four Indigenous courses and work within an Aboriginal community.</p>
Ongoing	<p>The School offers Indigenous-focused courses in the Human Services diploma program and the BSW degree. Each of these courses reviews the TRC and Missing and Murdered Indigenous Women and Girls (MMIWG) reports that introduce the destruction of colonialism and the harmful outcomes of residential schools to Indigenous Peoples and their culture. Students learn tools to support reconciliation and decolonization as well as trauma-informed care.</p>
New and implemented	<p>Bachelor of Social Work (BSW) applicants entering in fall 2021 will be required to take an Indigenous or First Nations content course. Also, the course Indigenous Social Work, SOWK 392, (previously known as Aboriginal Social Work) has been changed. The title and learning outcomes have been altered to ensure emphasis on Indigenous knowledge and worldview within this course. The revised course better reflects reconciliation, Indigenization, and the TRC's calls to action for social work practice and education at the post-secondary level. As well, the School of SWHS is in the process of developing a required BSW 400 level Indigenous course.</p>
Ongoing	<p>UFV's BSW degree was one of the first social work programs in the province to offer a Child Welfare Specialization. Since the inception of this specialization, each year, the field coordinators have sought, and increased the number of, field placements in Aboriginal Children and Family Services Societies throughout the Lower Mainland for students in the degree, certificate, and diploma programs.</p>
Ongoing	<p>The Métis Nation BC and Matsqui Institution recently agreed to provide our fourth-year Bachelor of Social Work (BSW) students practica at their sites.</p>
Ongoing	<p>The partnerships between Indigenous peoples and the School of SWHS continue to thrive.</p> <p>In partnership with the Nicola Valley Institute of Technology (NVIT), the School of SWHS delivered a Master of Social Work (MSW) degree for a cohort of Indigenous students at NVIT's Merritt campus and online from 2018-2020. The MSW Indigenous Focus program consisted of eight Indigenized graduate</p>

	<p>courses (30 credits) built on the students' professional education and experience as social workers. The Indigenous students possessed a Bachelor of Social Work degree, with completion of the MSW in August 2020.</p> <p>Notwithstanding COVID, eighteen of the cohort (of the 22 admitted) completed their practica within the allotted timeframe. Fortunately, in March 2020, practica sites granted practicum students the opportunity to work remotely, and students were able to continue their work. In response to the pandemic, the national accrediting body, Canadian Accreditation of Social Work Education, reduced the required hours of practice by 25%.</p>
Ongoing	<p>In March 2021, Dr. Raven Sinclair, who is an expert on the Sixties Scoop era, presented to our Social Justice and Counselling, Advocacy, and Learning practica students on atrocious facts of colonialism and how to transform the misconceptions regarding diversity and identity. The School of SWHS and Graduate Studies are funding 17 students, from either the BSW or the MSW, to attend the Congress; CASWE-ACFTS Annual Conference, June 1 to 3, 2021: <i>Decolonial Dreaming in Social Work Education, Theory, Research and Practice: Reimagining for Today and the Seven Generations to Come.</i></p>
Ongoing	<p>When revising any course outline, the School has taken the initiative to include information about the legacies of colonialization and the destructive impact of residential schools as well as current and past Canadian policies and their impact on Indigenous Peoples. Guest speakers such as In-Resident Indigenous Elders, community Elders, knowledge keepers, and leaders are often invited into classrooms to share Indigenous ways of being, knowing, and healing. Faculty continue to provide training and facilitation of the KAIROS Blanket group exercise in the classrooms and the community. This exercise is "a unique, participatory history lesson—developed in collaboration with Indigenous Elders, knowledge keepers and educators—that fosters truth, understanding, respect and reconciliation among Indigenous and non-Indigenous peoples."</p>
Ongoing	<p>Many SWHS courses include experiential learning; students participate in local Indigenous community events and field trips such as the Badrock: Cultural Place Names Tours or local Indigenous ceremonies. Indigenous experiential courses provide space and time to faculty to demonstrate traditional skills, including beading, creating medicine pouches, smudging, sharing, and preparing traditional foods, storytelling, and the use of modern technologies such as digital storytelling to document Indigenous history and knowledge.</p>
Ongoing	<p>The School actively seeks Indigenous partnership agencies/organizations for student practica.</p>
Ongoing	<p>The School, with the support and recommendation of the SWHS Advisory Council, is shifting what is taught in the classroom and how students are supervised in the field. The School works collaboratively with its surrounding communities to change how students advocate, practice, and partner with agencies, families, and individuals. The School is moving away from dominant approaches to encouraging students to focus on local Indigenous models and</p>

	ways of knowing as well as family and community centred practice, and to complete their practicums and seek employment in their family of origin communities.
Ongoing	In 2021, the School placed more students in Indigenous organizations than in prior years. One significant example occurred when a BSW fourth-year student completed their field placement with CASWE-ACFTS in the Thunderbird Circle. It was a prestigious placement. The student's work focused on deconstructing and dismantling colonial narratives, including supporting fellow Indigenous students nationwide to have their voices heard within the oppressive structures of Social Work programs across Canada.

## 12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	UFV offers a Bachelor of Arts in Child and Youth Care that has a Child Protection Specialization. In this specialization students may complete a practicum with the Ministry of Children and Family Development or with a delegated Aboriginal agency.
Implemented	The Child Youth and Family Studies (CYFS) department has developed, and will update, a shared understanding of what Indigenization is, understanding Indigenous history, and assessing how colonialism has impacted each faculty member as an educator.
New	The CYFS faculty joined together to complete the Educators Journey Towards Reconciliation course, offered by Lorna Andrews, Teaching & Learning Specialist, Indigenization.
Implemented	The ECE Infant/Toddler Diploma has been revised to Indigenize the program and increase culturally relevant curriculum and resources. The program features a deeper connection to nature and outdoor pedagogy and practice.
In progress	A revitalization of all ECE Certificate courses is in progress to Indigenize the program and increase culturally relevant curriculum and resources for early childhood educators, to better prepare them to meet the needs of Aboriginal families and communities.
On going	Several faculty from CYFS are involved in the Human Services Career Enrichment Program offered in partnership with UFV; The Ministry of Children and Family Development (MCFD), The Chilliwack School District; and Big Brothers, Big Sisters of the Fraser Valley. We specifically offer all day workshops to high school students that address and explore the TRC, and UNDRIP.
Planned	For the next year, the department has allocated time during each monthly meeting for a traditional talking circle where faculty will respond to a question



	with generative intent. The questions that will be utilized are offered as a guide for reflecting on a decolonizing/Indigenizing process for educators and were developed by Wendy Simon, Mohawk/Haida, NEC Native Education College, and Artemis Fire, Métis Nation, Camosun College.
Ongoing	<p>The department is undertaking the following activities in response to the Calls to Action:</p> <ol style="list-style-type: none"> <li>1. Continue to explore how to decolonize structures and curriculum to better meet the needs of all learners in the CYFS programs; focus groups with students have been held to deepen this conversation.</li> <li>2. Highlight the United Nations Declaration of the Rights of Indigenous Peoples in the department’s core courses across programs in CYFS.</li> <li>3. Continue to utilize Aboriginal agencies for practicum placements across CYFS certificate, diploma, and degree programs.</li> <li>4. Ensure Child and Youth Care (CYC) Child Welfare Specialization students (and all CYC degree students) are properly trained and educated about the history and impacts of residential schools.</li> <li>5. Ensure that CYC students are educated and trained about the resources available for Aboriginal communities and families to provide more appropriate solutions to family healing.</li> <li>6. Ensure students in the Child Life and Community Health Graduate Certificate are educated in Cultural Safety and Cultural Humility; that they are familiar with, and will utilize, the resources available through the Aboriginal Health Authority—the Health through Wellness documents.</li> <li>7. Continue to require a core course within the CYC degree program on Indigenous Perspectives that includes several field trips that highlight the history and impacts of colonization. Continue the use of Elders within teachings.</li> </ol>
Complete	The CYFS Department worked to draft a new Mission, Vision, Values, and program level goals that better integrate Indigenous perspectives and spirit-based understandings. This work also aligns with UFV’s new Integrated Strategic Plan.

**16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS**

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	UFV supports the community based Halq’eméylem Translation Contest. In 2021, this was held entirely online—access was provided to the Learning Branch Language Lab, and to participants from local School Districts, including Indigenous-run schools.

In-Progress	To support and encourage the use of the Halq'eméylem language on campus we have offered Halq'eméylem lunch hours. One lunch hour per week over the course of a semester faculty and staff can learn the pronunciations of the Halq'eméylem language signs used on campus. For example: S'eliyemetaxwtexw (the art gallery), IYAQAWTXW (House of Transformation: UFV Coat of Arms), Skwúls te Mestíyexw-Syó:s qas te Smomíyelhtel (School of Social Work and Human Services), S'olh Temexw (Our sacred land).
New	UFV delivered Halq'eméylem courses 101, 102, 201, and 202 at Seabird Island to Indigenous students in collaboration with a Seabird Island Halq'eméylem teaching assistant.
Completed	Advanced Proficiency certificate in Halq'eméylem: The Modern Languages (MOLA) department has created an advanced proficiency certificate in Halq'eméylem with two new courses at the 300 level (HALQ 301 and HALQ 302). This certificate will be a prerequisite for the proposed upcoming graduate program and serves the purpose of a higher language proficiency.
Ongoing	Delivery of Halq'eméylem courses from lower to upper levels: HALQ 101, 102, 201, 202, 301, and 302.
In progress	UFV continues work on development of a graduate certificate in Halq'eméylem (graduates may exit or continue on to the graduate diploma) and a graduate diploma in Halq'eméylem. The graduate certificate will require 12 credits and include four courses: <ul style="list-style-type: none"> <li>• HALQ 710 Translation (3 credits)</li> <li>• HALQ 715 Transcription (3)</li> <li>• HALQ 720 Teaching Methodology (3)</li> <li>• HALQ 721 Curriculum Development (3)</li> </ul> The graduate diploma will require an additional 10 credits from: <ul style="list-style-type: none"> <li>• HALQ 725 Halq'eméylem Revitalization through the Stó:lō Traditional Ways of Knowing (4)</li> <li>• HALQ 701 Seminar (2)</li> <li>• HALQ 7XX Capstone Project (4)</li> </ul> The Program Working Group is currently working on consultations with the Indigenous community, local school districts, and other post-secondary institutions offering similar programs.

## 23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

**PROGRESS**

**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**

Ongoing	The School of Health Studies continues to work on Indigenizing the curriculum in its programs, and on cultural training for future healthcare professionals.
Ongoing	Elder in Residence Dr. Francis Khut Whee Mul Uhk Horne is available to Health Sciences Faculty and Staff to further a process of learning from Indigenous peoples.
Complete	Working with the Office of the Special Advisor to the President on recruitment strategies for Indigenous faculty members and staff.
Planned	Mary Ellen Turpel-Lafond, a judge and legislative advocate for children's rights, has been invited to visit and talk with Health Sciences faculty and staff.

## 24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	The School of Health Studies is reviewing program electives and seeking to change one of the requirements to an elective that places focus on Aboriginal Health issues. This is being done in collaboration with the Faculty of Health Science Indigenization committee.
In progress	For all programs in the School of Health Studies we are currently setting dates for faculty to participate in the "Educators Journey Towards Reconciliation" and "Weaving Knowledge Systems". We are also planning a faculty education day focusing on the clinical aspects of nursing practice.
In progress	Twenty faculty members have completed San' Yas Cultural Sensitivity Training and 7 more have registered.
Ongoing	BSN Program Faculty Meetings: Started a faculty wellness check in and wrap up.
Ongoing	An Indigenization Standing Committee of Faculty Council was established, that focuses on communication and information. The Committee invited Indigenous speakers to attend.
Ongoing	Indigenization Standing Committee developed a response to the In Plain Sight Report which is being followed up by the area.
Complete	Distributed hardcopies of the UNDRIP and TRC Calls to Action to all faculty members.

Complete	In the School of Health Studies, we have made changes to the language in our faculty postings (permanent position postings). Sessional posting language is currently being reviewed.
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## 28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	N/A

## 57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	Through a new initiative, Continuing Education (CE) facilitated the delivery of the Educator’s Journey to Reconciliation to the stakeholder group developing the Certificate in Governance and Innovation (CGI) which includes City of Abbotsford staff.
Ongoing	In an on-going initiative, CE has encouraged all CE instructors to participate in the Educator’s Journey to Reconciliation. We have also provided direction on the inclusion of territorial acknowledgements in all our course materials, including proposed wording that instructors can use.
Ongoing	Continuing Education has an instructor Indigenizing the Legal Administrative Assistant curriculum and integrating Indigenous law studies and perspectives into courses.
New	The College of Arts led the establishment of The Peace and Reconciliation Centre (PARC) at UFV. PARC is linked to many academic programs including, Peace and Conflict Studies, Indigenous Studies, Global Development Studies, Criminology, and Social Work, in ways that support the Centre’s outreach and educational goals. The Centre collaborates with stakeholders and conducts research to facilitate constructive dialogue that supports conflict transformation and reconciliation. PARC was officially opened by Honourable Bob Rae, Ambassador and Permanent Representative of Canada to the United Nations (UN), and Honourable Grand Chief Steven Point, former Lieutenant Governor of British Columbia. A series of public talks have been delivered including, “ <i>Peace Talks: The Crown as an Agent of Reconciliation?</i> ” This virtual

	session was held on April 14, with keynote speaker, The Hon. Eva Qamaniq Aariak (CM, ONu), Commissioner of Nunavut. The session was to examine the Crown’s role in Canadian governance, particularly as it relates to Indigenous rights.
New	PARC has created multiple funding programs, available to faculty members, researchers, and students to promote peace and reconciliation initiatives.
New	Communities of Practice have been established in the following areas: <ul style="list-style-type: none"> <li>• Conflict Transformation and Peacebuilding is a way to bring together academics, students, professionals, and community members who are interested in addressing conflicts with the goal of transforming relationships and building peaceful societies.</li> <li>• A community of practice has been established under the auspices of PARC that focuses on domestic violence and a series of talks and workshops have been organized in relation to this topic.</li> <li>• A Community of Practice is being established under the umbrella of the new Peace and Reconciliation Centre that embraces Wild Salmon and “what commitments are needed towards a sustainability that spans seven generations.” UFV is situated along one of the most unique and rich salmon habitats from Mission to Hope, which is known as the “Heart of the Fraser.”</li> </ul>
New	A School of Social Justice and Global Stewardship has been formed in the College of Arts. The School houses programs in Indigenous Studies, Global Studies, Peace and Conflict Transformation, and Migration and Citizenship. The school is a place where students, scholars, activists, and communities will collaborate in reimagining our world, creating knowledge, and enacting transformative social change in the Fraser Valley and beyond.
New & ongoing	The College of Arts has established a Collegium under the auspices of PARC.
In progress	UFV is in the process of implementing a new Civic Governance and Innovation certificate which focuses on examining political culture, innovation, and best practices in local governance. Key competency outcomes of the program are Political Literacy and Citizenship, which will enable students to mobilize knowledge, skills, values, and ethics, via political and social processes and structures, to improve the quality of life for all in diverse communities including consideration of Indigenous land rights and governance in local contexts.

**62: TEACHER EDUCATION**

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

**PROGRESS**

**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**

Ongoing	Fraser Valley Mathematics Education Sq'ep is an annual event, organized by UFV faculty and local district representatives. It brings together a community of mathematics educators to share ideas, examples, resources, teaching practices and research activities that weave and connect Indigenous knowledge and world views of knowing with mathematical learning.
Ongoing	EDUC 447 (Indigenous Youth & Schooling) is a required course in UFV's Bachelor of Education. This course is devoted to educating pre-service teachers on integrating Indigenous content, knowledge, Ways of Knowing, and instructional methods into the classroom in meaningful ways.
Ongoing	The Teacher Education department (TED) at UFV has committed to Indigenizing the Bachelor of Education (BEd) and Master of Education in Educational Leadership and Mentorship (MEd) programs and faculty are actively engaging in decolonizing work, both personally and professionally. Ten percent of seats in all department programming are designated for qualified Indigenous applicants. Foundational coursework in Schooling in a Diverse Society and in Indigenous Youth and Schooling are designed to build Bachelor of Education students' content knowledge and begin the important work of decolonization. All methods courses for BEd students include instruction and practice in integrating Indigenous content and pedagogy into lesson and unit plans for K-12 students in culturally sensitive ways. In addition to course-related experiences, all BEd students participate in Indigenous-focused field experiences (e.g., the Coqualeetza site visit, the St. Mary's Indian Residential school site visit, and the Stó:lō Place Names tour) to support their learning.
Ongoing	Faculty members support K-12 teachers in the field by providing professional development workshops on implementing Indigenous pedagogy into K-12 classrooms and the First Peoples' Principles of Learning.
Ongoing	New partnerships continue to be developed. The Indigenous Student Centre has arranged for the TED to have a Resident Elder who will work with the BEd students while they are on campus. As well, a working relationship has been established with Canada Research Chair, Dr. Keith Carlson, so that the TED faculty can support his work to develop resources for the local School Districts.
Implemented	In response to TRC Call to Action 62, Resource Kits on Residential Schools and Decolonization & Reconciliation have been developed by the TED. These will be shared with students and faculty, through the UFV library, and with practicing teachers in and around the Fraser Valley.
In progress	In summer 2019, the TED began to explore a learning experience for its BEd students that would see them working with students in SD 92 (Nisga'a).
In progress	The TED is collaborating with Máthxwi (Matsqui) Nation to develop K-12 curriculum, with the support of Dr. Keith Carlson. Curriculum documents to support both elementary and secondary teachers are in varying stages of

	completion. Consultation with Máthxwi Nation is occurring continuously throughout the process.
In progress	The TED are partnering with the Indigenous Student Centre to organize an Orange Shirt Day event in September 2021. Together, they will be hosting Phyllis Webstad, the Survivor who started this national movement. We anticipate that this will become an annual event.

**86: JOURNALISM AND MEDIA SCHOOLS**

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	UFV has submitted a Stage 1 proposal for a new Communications major which exemplifies the Communications department’s commitment to meeting the needs of Indigenous students as set out in <a href="#">Lólém ye mestiyexw</a> (“House of the Peoples”) strategic Indigenization plan. Survey results from May 2020 show 223 of the students currently taking Communications courses intend to work for self-governing Indigenous communities. The proposed major is designed so that students may choose courses or tailor their project-based learning to their backgrounds, interests, and community needs. Outcomes that support Indigenous communication protocols and ways of knowing are incorporated into the program and embedded in many courses, such as Public Speaking, Intercultural Communication, and Team and Small Group Communication for the Workplace. The department’s extensive experience with teaching in Indigenous student cohort partnerships such as the Chemical Addictions Worker block transfer students from NVIT, the Métis Community Support Worker Program, and the Indigenous Academic Success Cohort, informs the design and delivery of the major.

**92: BUSINESS SCHOOLS**

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In progress	The School of Business (SoB), through the Dean of Professional Studies, is a member of the Education and Training Committee of Stó:lō Community Futures, an Indigenous community organization which supports, leads, and facilitates Indigenous business and entrepreneurialism in S'olh Temexw. The SoB organized an online retreat aiming at brainstorming on the gradual Indigenization of business curriculum.

Planned	All faculty members will attend the Educator’s Journey Workshops to get more information about the Indigenization of the curriculum.
Implemented	The School of Business Lucerne seminar for executive training includes sessions on First Nations leadership.
In progress	In conjunction with the Indigenous Committee of Professional Studies, the School of Business is creating databases of resource materials including business case studies and journal articles, which specifically focus on Indigenous peoples. Resources will continuously be added.
In progress	<p>The School of Business is integrating Indigenous issues within course content, such as challenges faced around Indigenous recruitment for policing positions. Where possible, topics are presented in a story-telling format. Faculty also host Indigenous guest speakers in the recruitment and selection course (BUS 314). Additionally, the School is currently involved in developing a micro-course on Indigenous identity and cultural safety for Indigenous faculty and students at UFV. The project encompasses the development of a series of micro-courses on the issues of Indigenization, Decolonization, Reconciliation, cultural humility, cultural safety, and others. The purpose of this initiative is to help create more awareness, understanding and knowledge about these key issues and concepts among faculty and staff. A new Negotiation course is being developed as part of the HR major program, in which the Indigenous methods/ways of negotiation will be an essential focus.</p> <p>The SoB, through Enactus UFV, a student led social entrepreneurship organization, continues to collaborate, and partner with local Indigenous non-profit organizations. As part of the Oak &amp; Earth candle business, Enactus UFV has formed a partnership with the Fraser River Indigenous Society—an Indigenous organization providing services and programs to Indigenous communities in the Fraser Valley region. The mission of Oak &amp; Earth is to support local Indigenous communities and help improve the lives of Indigenous peoples in the Fraser Valley. Oak &amp; Earth’s products promote Indigenous culture by sharing language and cultural significance. The business currently markets, produces, and sells handcrafted soy candles available in three scents: lavender, tobacco, and sweetgrass. These scents all have important cultural significance to different Indigenous nations.</p>
Ongoing	Faculty members Dr. Masud Khawaja and Dr. Keith Carlson, and Shirley Hardman are collaborating on a research project around managing revitalization of Indigenous languages in British Columbia.



## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

### Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

### Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

### Article 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>UFV has an Indigenization Committee of Senate; its Vision Statement is: In the spirit of reconciliation, the University of the Fraser Valley, and the Indigenous peoples in S'olh Temexw ye Stó:lō will establish an authentic, collaborative, and respectful relationship to deliver the expressed educational needs of Indigenous peoples. The vision and mission are available <a href="#">here</a>.</p> <p>The Indigenization Committee of Senate (ICS) continued to meet remotely during the pandemic, allowing for a sharing on the impact of COVID-19 and discussion of what UFV initiatives could best suit Indigenous communities.</p>
In progress	<p>UFV is in the process of approving a new Indigenization plan, <i>Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization</i>. The Indigenization Plan provides both a communication mechanism and a structural model for Indigenization at UFV that will enhance our ability to implement the education-related Calls to Action of the TRC and the education-related Articles of UNDRIP. <i>Lálém ye mestíyexw</i> provides an opportunity to think of Indigenizing from the worldview of the local Stó:lō community. It helps ensure that we are responsive and responsible to Indigenous people's goals of self-determination and well-being in every aspect of everything we do at UFV through the Indigenization of current faculty, staff, and administrators; the improved recruitment and retention of Indigenous faculty, staff, and administrators; the presence of Indigenous voice and vision at the most senior decision-making tables; the coordination, development, and delivery of</p>

	relevant curriculum and programs; and building and improving relationships with the Indigenous communities.
In progress	<p>UFV is committed to a strategy of consolidating and intensifying recruitment and retention of Indigenous faculty, staff, and administrators. To “support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners,” UFV has created a senior administrative position, “Special Advisor to the President.” The principal task of this position is addressing the recruitment and retention of Indigenous faculty and staff through a variety of initiatives. The presence of Indigenous role models in university faculty and staff positions is a major factor in improving the recruitment, retention, and success of Indigenous students.</p> <p>Over the past year, efforts to improve recruitment and retention of Indigenous employees included an inventory of the challenges facing Indigenous employees; a wellness program (“Indigenous Tools for Living”) for Indigenous employees; creation of the Indigenous Initiatives Gathering to enhance the sense of community among Indigenous employees; steps toward the Indigenization of the hiring process, including posting language, composition of the hiring committee, setting selection criteria, and interviewing and evaluating candidates.</p> <p>On June 9, 2021, there were two permanent and one sessional position posted that included an Indigenous focus.</p> <p>In addition, the bargaining process led to a more Indigenized Collective Agreement, with, for example, changes to teaching faculty duties and the introduction of paid Cultural Leave.</p>
Ongoing	Through a partnership with Stó:lō Aboriginal Skills & Employment Training and with funding from AEST, UFV’s Faculty of Applied and Technical Studies constructed a teaching kitchen and is offering a Culinary Arts Pre-Trades program to Indigenous students. The program continued during the pandemic, as UFV implemented health and safety measures for programs which required face-to-face instruction to meet the learning outcomes.
In progress	A website and on-site recognition of Indigenous Art on campus is being developed in connection with the Stó:lō Research and Resource Management Centre. The artists and their stories will be recognized and honoured through the materials created.
In progress	A local Indigenous artist and carver created two posts, which will be supplemented by Indigenous plantings to create an Indigenous Reconciliation Garden. Providing a tangible area for reflection on issues that are important to anyone visiting Stó:lō territory is important, as we move forward in a good way. The planting of Indigenous plants will provide opportunities for further teachings including the importance of plant medicines to Indigenous cultures.
In progress	Faculty from the Faculty of Science are working on documenting Indigenous planning within the Fraser Valley. This research will further inform, and build collaboration with First Nations related to a proposed Community and

	Regional Planning Degree at UFV. This proposed planning degree includes language and goals related to reconciliation and integration of Indigenous planning principles, where there is on-going consultation with the President of the Stó:lō Nation Chiefs Council, Chief David Jimmie.
Completed	Through a partnership with Stó:lō Aboriginal Skills & Employment Training and the Faculty of Applied and Technical Studies, Building Service Workers and pre-Trades Carpentry programs were offered to Indigenous learners. While delivery was initially postponed due to the pandemic, the programs were rescheduled and delivered in person following UFV's COVID-19 health and safety protocols.
Planned	The Faculty of Applied and Technical Studies' School of Trades is prioritizing Indigenous student recruitment and retention, including plans to provide dual credit opportunities for students attending First Nations schools in the Fraser Valley.
New & Ongoing	<p>Established methods and strategies that can be used to embrace Indigenous ways of knowing in career development across Work Integrated Learning (WIL) initiatives and courses in the College of Arts.</p> <ol style="list-style-type: none"> <li>1. A module on Indigenous ways of knowing and why it is important to a student's overall career development has been added to ARTS 299: Exploring University and Career, and PORT 398: Bridging University and Career. ARTS 299 is designed for BA students and PORT 398 is designed for mature learners returning to university to complete a Bachelor of Integrated Studies degree. Between June 2020 and March 2021, 684 students have received this training. An Indigenous student and recent graduate have been hired by Fraser Health to provide training to all employees using materials, skills, and knowledge practices she learned because of this new module.</li> <li>2. The College of Arts created a <a href="#">Career Chat Video</a> series. Thirty-two different interviews have been recorded and shared with students, faculty, and the community. Four interviews specifically featured Indigenous alumni, faculty, and career mentors. Each stressed the importance of embracing Indigenous ways of knowing as critical for career success—especially in Canada.</li> <li>3. Paid student interns were hired by the College of Arts Collaboratorium project. Students, both Indigenous and non-Indigenous, received mentorship and training related to engaging and collaborating with Indigenous communities—especially related to Stó:lō Nation.</li> <li>4. The College of Arts, because of receiving a BC ACE-WIL grant, is in the early stages of forming a partnership with Thompson Rivers University (TRU). The partnership is aimed at conducting research and developing strategies to increase WIL opportunities for Indigenous students. This opportunity came about because of the Career Chat series.</li> </ol>

New & Ongoing	The College of Arts Curriculum Committee is working closely with an Indigenous scholar and curriculum designer to ensure that, as new or revised courses come up for review, decolonized and Indigenous teaching and learning practices are incorporated.
New	The following courses were developed in the College of Arts: <ul style="list-style-type: none"> <li>• Indigenous Peoples Knowledge (IPK) 207: Introduction to Canadian Residential Schools</li> <li>• IPK 302: Colonial Trauma and Indigenous Resilience</li> </ul>
New & Ongoing	The College of Arts has launched a curriculum review of the BA <a href="#">major and minor in Indigenous Studies</a> . The program is focused on Indigenous ways of knowing, Indigenous issues, contemporary challenges, and processes of decolonization with the aim of improving Indigenous/settler society relations and forging new paths and relations. All students have the opportunity to enrich their learning by participating in field trips, circle learning, interaction with Elders, Stó:lō cultural teachings, and special guest lectures. Program learning outcomes are: <ol style="list-style-type: none"> <li>1. Respectfully identify and implement processes of decolonization that empower Indigenous ways of knowing and improve Indigenous and non-Indigenous relations.</li> <li>2. Identify what is relevant to Indigenous resurgence and empowerment.</li> <li>3. Bridge worldview differences and understand cultural differences between Indigenous and settler societies.</li> <li>4. Use Indigenous research methodologies to develop research questions that address contemporary Indigenous issues and/or Indigenous and Settler relations.</li> <li>5. Be innovative, capable, and effective in enacting change in specific real-world and workplace environments.</li> </ol>
New	UFV has developed an Indigenous Studies Certificate to ladder into the Indigenous Studies Major and Minor launching fall 2021.
New	The College of Arts hired one new Indigenous Studies faculty member and is in the process of hiring a further three Indigenous Studies faculty members.
Ongoing	Digital Exhibition of Indigenous Artifacts at UFV: <ul style="list-style-type: none"> <li>• Website includes artist interviews and bios.</li> <li>• Plaques at site of artwork.</li> </ul>
Ongoing	Stó:lō Foodways Projects: <ul style="list-style-type: none"> <li>• Videos and photos of harvest activities.</li> <li>• Interviews with Elders.</li> </ul>

	<ul style="list-style-type: none"> <li>Jointly managed website with partner Stó:lō Research and Resource Management Centre.</li> </ul>
Implemented	<p>Created the Student-Led Research Grant for projects that focus on issues of equity, diversity, inclusion, decolonization, and Indigenization; \$1500 per student.</p> <p><a href="https://www.ufv.ca/research/students/awards-and-funding/">https://www.ufv.ca/research/students/awards-and-funding/</a></p>
Implemented	<p>Two of five British Columbia Graduate Scholarships of \$15,000 each were awarded to self-identified Indigenous students. One in the Master of Social Work Program and one in the Master of Education program. The province provides 50% and UFV matches the other 50%.</p>
Implemented	<p>The Research Advisory Committee has created an EDI and Indigenization sub-committee which supports the Indigenization of research activities, the elimination of systemic barriers for researchers, and the development of best practices in developing partnerships with Indigenous communities.</p>
Implemented	<p>The Research Office is hosting two workshops for researchers to learn how to apply an EDI lens and Indigenize research best practices that include partnership development, ways of knowing, grant writing, hiring of research assistants, and dissemination of results. The workshops were facilitated by Gwen Hill of Royal Roads University on May 18<sup>th</sup> and 20<sup>th</sup>.</p>
Implemented	<p>The Research Office created the Undergraduate Research Excellence Award for an Indigenous Research Project completed by a student on an Indigenous topic, or a project completed by an Indigenous student.</p>
Implemented	<p>The Research Office has formed an Indigenous Advisory Committee to inform consultation on the creation of the new Strategic Research Plan.</p>
Ongoing	<p>Indigenization institutes (Educators' Journey to Reconciliation and Weaving Knowledge Systems) moved online to build decolonization and reconciliation capabilities.</p>
Ongoing	<p>The Indigenization Teaching Specialist participated on the EDI Task Force.</p>
Ongoing	<p>The Indigenization Teaching Specialist has developed customized Indigenized programming for specific departmental needs. To date, participating departments include Student Life—12 participants (included five student leaders); School of Creative Arts—19 participants; Child, Youth and Family Studies—10 participants; and various areas in the Faculty of Access and Continuing Education.</p>