

Íyáqáwtw Integrated Strategic Plan

UFV 
FIFTY YEARS
FORWARD >

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LAND ACKNOWLEDGMENT

Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which the University of the Fraser Valley (UFV) is located. They lived on Stó:lō Téméxw, the territory of the Stó:lō, and they spoke Halq'eméylem, also known as the upriver dialect.

UFV recognizes and honours the contribution that Indigenous people have made — and continue to make — to our community. UFV supports Indigenous learners and seeks to incorporate Indigenous ways of knowing.

In Stó:lō culture, the practice of tómiyeq̓w represents the connections between the past, the current, and the future. It represents the connection of seven generations in the past to seven generations of the future. The decisions we make today are meant to honour those who have come before us and to support those who will come after us.

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

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LETTER FROM PRESIDENT

As we close UFV's 50th anniversary year and look to the future, I am filled with deep gratitude, pride, and optimism. While I prepare to conclude my tenure as President and Vice-Chancellor this June, I'd like to reflect on the extraordinary journey we have shared.

Our story is one of vision, resilience, and community spirit. From our earliest days when a bold idea took root in the Fraser Valley, to the vibrant university we are today, UFV's history is a testament to the power of a shared dream and determined action.

Guided by our values of integrity, inclusivity, community, and excellence, we have expanded and transformed our learning environments, invested in student life and well-being, and embraced new opportunities across our campuses.

This year's Annual Report on the Integrated Strategic Plan highlights the impact of our collective efforts, from revitalizing the Mission campus and advancing plans for growth in Chilliwack and Hope, to building new student housing in Abbotsford, to developing relevant and responsive academic offerings, and expanding programs that support mental and physical health. Each of these initiatives reflects our ongoing commitment to creating diverse pathways to scholarship,

strengthening community connections, and supporting prosperity across the Fraser Valley and beyond.

This work would not have been possible without the stewardship by the Stó:lō People of the lands upon which UFV campuses are located. We are deeply grateful for their care, and we remain committed to authentic Truth and Reconciliation in all that we do.

As UFV enters an exciting new chapter under the leadership of Dr. James Mandigo, I am confident the strong foundation we have built will support the next generations of learners, leaders, and seekers.

The future is bright, and it is ours to shape together.

Dr. Joanne MacLean
President and Vice-Chancellor



LETTER FROM BOARD CHAIR

As we move into a new chapter following UFV's 50th anniversary year, I am both inspired and deeply appreciative of the dedication that continues to shape our university. The progress made throughout 2024/25 reflects a collective commitment to advancing our shared mission: engaging learners, transforming lives, and building community.

The Integrated Strategic Plan, *Íyáqáwtw*, meaning House of Transformation in the language of the Stó:lō People, remains our guiding framework. It grounds our priorities in respect, collaboration, and meaningful engagement, and serves as a testament to UFV's enduring promise to be responsive, inclusive, and forward-thinking.

On behalf of the Board of Governors, I extend sincere thanks to the entire UFV community - faculty, staff, students, alumni, and partners - for your passion and perseverance. Your contributions are instrumental in propelling us toward our strategic goals.

This year's Annual Report showcases a range of transformative initiatives that illustrate how UFV continues to grow its impact, from expanding regional access and deepening Indigenous engagement, to enhancing academic offerings that reflect student and community needs,

and fostering student success. These efforts reinforce our commitment to accountability and continuous improvement through the Key Performance Indicators that support the Integrated Strategic Plan.

As we look to the future under new leadership, UFV is well-positioned to deepen its role as a leader in post-secondary education in the Fraser Valley. Further, with the upcoming refresh of UFV's strategic plan, we will also reflect on how we define and measure success, ensuring our work remains aligned with our mission, vision, and values. Together, we will continue to build a learning environment that reflects the aspirations of our communities.

Thank you for being part of this journey.

John Pankratz
Chair, UFV Board of Governors



OUR VISION

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



OUR MISSION

Engaging learners, transforming lives, building community.

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



OUR VALUES

Integrity | letse o sqwelewel

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

Inclusivity | lexwwsq'eq'ostexw

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

Community | st'elt'elawwtexw

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

Excellence | ey shxweli

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



UFV Activity Towards KPIs and the ISP:

A Narrative by Strategic Imperative Themes

This is the fourth annual Key Performance Indicators (KPI) Narrative, showcasing a selection of activities from the past year that continue to advance UFV on its path towards achieving its KPIs, which align with the Integrated Strategic Plan, *lyáqáwtsw*—House of Transformation. The activities presented are organized by the seven strategic imperative themes listed in the *lyáqáwtsw* Implementation Plan. For each theme, we list the relevant KPIs with baseline data and updates from the past four years. External bodies occasionally make minor retroactive changes to historical data.



01

Strategic Imperative Theme One: Indigenization & Reconciliation

UFV is committed to implementing the recommendations of the Truth and Reconciliation Commission of Canada: Calls to Action, the articles of the UN Declaration on the Rights of Indigenous Peoples, and the recommendations in the In Plain Sight report. Our collective efforts strive to dismantle settler colonialism by centering Stó:lō ways of knowing and being within the university, honoring Indigenous knowledge at all touchpoints of learning.

Indigenization and Reconciliation is evident throughout the institution through our curriculum, community engagements, and campuses and learning spaces. In fall of 2024, UFV reopened a newly renovated campus in Mission. The campus houses UFV's School of Education and was co-created with input and assistance from Indigenous partners. Indigenous artists designed the architecture, and it was built with materials that are culturally important to the Stó:lō People, including cedar, a preserved moss wall, and rounded corners. Carvings and symbols appear throughout, with Indigenous artwork on the walls.

The university's 50th Anniversary landmark simultaneous ceremony across UFV's four original communities of Chilliwack, Abbotsford, Hope, and Mission, featured chiefs representing Yakwekwioose, Sumas, Chawathil, and Scowlitz First Nations. Indigenous culture was celebrated through performances by the Pil'alt Warrior Group, attracting over 500 in-person attendees and many online viewers. This multi-location launch exemplified UFV's commitment to Indigenous partnership and recognition.

Teaching and Learning supports Indigenization through workshops and learning experiences such as Educators Journey Toward Reconciliation, Weaving Knowledge Systems, Halq'eméylem Language Learning, Holistic Assessment, and an Indigenous Faculty Community of Practice. With the newly designed permanent position of Indigenous Curriculum Developer and the existing Learning Specialist Indigenization position, instructors learn ways to decolonize teaching practices, include authentic Indigenous content and resources, connect with the Stó:lō community,

and embed the First Peoples' Principles of Learning. A new initiative this year has been the Allyship in Action Project, led by Dr. Stefania Pizzirani, who meets with non-Indigenous faculty to discuss and support them in navigating Indigenization in their respective teaching areas. These conversations surface important insights and name some of the tensions that come with this work.

Xwexwilmexwawt is currently developing an introductory professional development module for UFV faculty and staff, that will function as an 'Introduction to Stó:lō'/'Stó:lō 101' course. The course will be scaffolded to a Level 2 and Level 3 course in subsequent years. These courses will serve as a valuable touchstone to the UFV community, in grounding and guiding us in the principles of Indigenization, Decolonization and



Reconciliation in Stó:lō Téméxw. In addition, Xwexwilmexwawt and the Indigenous Student Centre are currently developing an Elders and Knowledge Givers Video Project. The project will develop a series of videos of Elders and Knowledge Givers sharing their teachings and knowledges for educational purposes that will be available to faculty and staff.

The Respectful Terminology Platform Project (RTPP) of NIKLA-ANCLA held its Foundational Gathering in the

Gathering Place at Chilliwack Campus chaired by co-leads, Camille Callison and Dr. Stacy Allison-Cassin, and included both the Indigenous Advisory Circle and Technical Working Group. This Gathering, hosted by UFV, was a profoundly meaningful event to connect with the land, listen to our Elders, and to strengthen relations as we plan our next steps. RTPP is grateful for the generous support for this event from the Mellon Foundation, UFV, Dalhousie University, and the many volunteers in our working groups who make this project possible.

The UFV Peace and Reconciliation Centre (PARC), in partnership with UFV Continuing Education, the Stó:lō Nation, the Stó:lō Tribal Council, the Stó:lō Research and Resource Management Centre, and the Stó:lō Grand Chief’s Council, offered the third cohort of Xwel’item Siyáya: Allyship and Reconciliation Building program in 2025. This program seeks to help build people’s capacity for reconciliation-building by teaching the importance of authentic allyship and providing skills for building relationships between colonial settlers and Indigenous communities here in the Fraser Valley and beyond.

The Office of Sustainability designed and facilitated several activities supporting Indigenization over the past year, including a Place Names Tour hosted at the Great Blue Heron Nature Reserve; a Traditional Plant Walk where participants learn the Halq’eméylem names for plants, their traditional significance to Stó:lō people, and their uses including, food medicine and building materials; and a Cedar Weaving Workshop that embraces the teaching of Lets’emo:t, Lets’eth’a:le

(one heart, one mind), a traditional Stó:lō philosophy for community-building and social cohesion.

Q’um Q’um Xiim Dr. Jo-ann Archibald was installed as UFV’s new University Chancellor in a ceremony on May 9, 2024. Her deep roots with UFV trace back to its inception. Dr. Archibald is well known as a leading Indigenous scholar who played a key role in weaving Indigenous content and ways of knowing into the curriculum at the K-12 and university levels. The installation of new Chancellor Q’um Q’um Xiim followed Stó:lō traditions, attended by local First Nations representatives and guests from other institutions.

In June 2024, UFV awarded an honorary Doctor of Letters degree to Michelle Frances Good, a tireless proponent for meaningful decolonization and reconciliation, and an honorary Doctor of Laws to T’it’elem Spáth Eddie Gardner, a lifelong champion of Indigenous rights and environmental sustainability.

In September 2024, a special President’s Leadership Lecture Series event was held for the National Day for Truth and Reconciliation—Indigenization and Reconciliation at UFV: 1974 to 2074. Dr. Eric Davis presented his research into the ways in which the Indigenization of education shaped our institution, and Dr. Shirley Swelchalot Hardman painted a vision of an Indigenized UFV in 2074 while reflecting on UFV’s successes to date and the work still to come.

On January 16, 2025, in partnership with the Stó:lō Research and Resource Management Centre, the UFV

Peace and Reconciliation Centre hosted Xyólhmet Ye Syéwiqwélh: Taking Care of Our Children Panel Presentation. This free community event featured insights from leaders working on the Xyólhmet Ye Syéwiqwélh project and explored its meaningful impact on supporting children, families, and communities.

UFV’s newly introduced Power and Place program (Stó:lō Téméxw Responsibility, Reflection and (Re)Storying Associate Certificate) empowers students to contribute to genuine reconciliation between Indigenous and settler communities.

UFV’s Upgrading and University Preparation department (UUP) delivered various UUP courses at Seabird Island throughout the academic year. These included Computer Studies (091 and 092), Education and Career Planning (ECP 074), and Indigenous Peoples Knowledge (IPK 092 and 093).

In a commitment to advance the TRC’s Calls to Action and the recruitment of Indigenous faculty, the School of Social Work and Human Services designated two tenure-track postings for Indigenous faculty. One Assistant Professor was hired in January 2025 and the other will begin work in August 2025.

In October 2024 Xwexwilmexwawt hosted an honouring and naming ceremony for Grand Chief Clarence Pennier and UFV History Professor and PARC Director Keith Carlson, in community at Shxwhá:y Village. This teaching ceremony served as a learning opportunity for members of the UFV community and affiliated community across Stó:lō Téméxw, to deepen understanding and respect for Stó:lō cultural traditions, as well as honouring the lifelong contributions of Grand Chief Pennier and Stelómetel Dr. Carlson.

Xwexwilmexwawt is currently employing a Work-Study student on a two-semester placement to research and recommend wellness policies implemented at other Canadian and Indigenous learning institutions, for the benefit of Indigenous faculty and staff at UFV.





KPIs Relevant to Indigenization & Reconciliation

KPI: % of total Indigenous students, faculty, and staff
Target: Increase % of each group on annual basis

Year	Permanent Faculty or Staff			Student FTEs		
	Self-declared Indigenous	Total	% Indigenous	Self-declared Indigenous	Total	% Indigenous
2020/21	17	1,024	1.66%	616	7,367	8.36%
2021/22	19	985	1.93%	595	7,385	8.06%
2022/23	26	997	2.61%	635	7,046	9.01%
2023/24	54	975	5.54%	603	7,366	8.19%
2024/25	46	1,007	4.57%	630	7,573	8.32%

Note: Student FTE numbers for 2024/25 are draft numbers until we receive the performance measure results from the Ministry.



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

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

At the inception of the KPIs for the ISP, there were a total of 91 initiatives set for this measure. The 91 initiatives were divided into 81 existing initiatives with a target implementation date of 2024, and 10 new initiatives with a target date of 2026. As of 2024, all 10 of the new initiatives were implemented, as well as 69 of the other 81 initiatives. This leaves 12 initiatives remaining.

Status of the initiatives as of 2023/24:

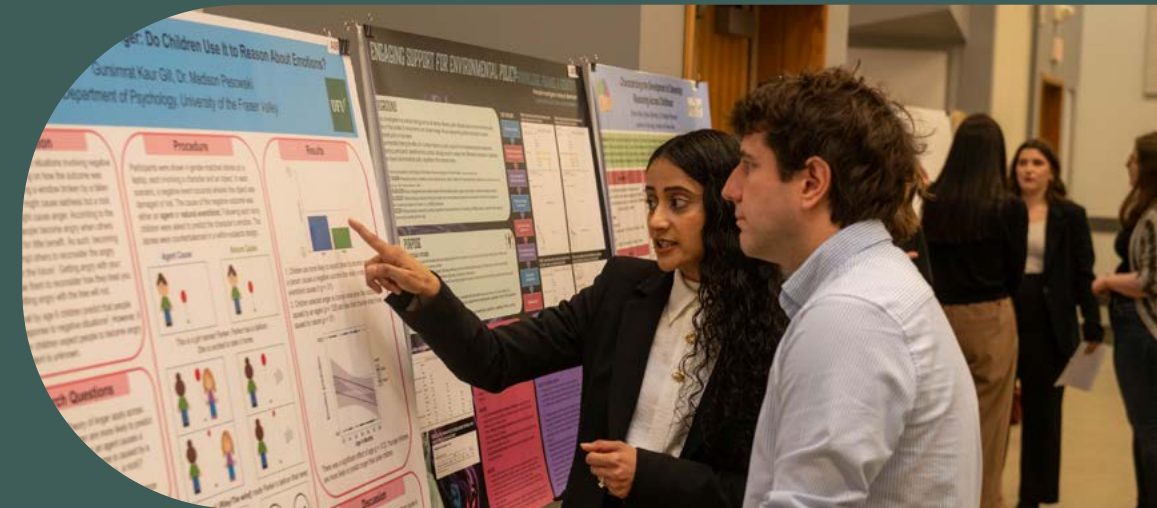
Initiative Status	2020/21 FY			2021/22 FY			2022/23 FY			2023/24 FY		
	I	N/I	Total	I	N/I	Total	I	N/I	Total	I	N/I	Total
Planned		4	4		4	4		4	4		4	4
In Progress	5	14	19		5	5		3	3		3	3
New	9	1	10		1	1		1	1			
New & Ongoing	1	3	4									
Ongoing	4	33	37	33	12	45	33	12	45	38	5	43
Implemented	11		11	16		16	16		16	16		16
Complete	6		6	20		20	22		22	25		25
Grand Total	36	55	91	69	22	91	71	20	91	79	12	91

Note: I = Implemented; N/I = Not implemented. FY = Fiscal Year

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

Two of the 12 initiatives have not been implemented and are no longer attainable. For the remainder of the ISP 2021-2026, we will continue to update the status of the remaining ten initiatives.





02

Strategic Imperative Theme Two: Applied Research

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

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

In 2024/25 there were 560 undergraduate student research assistants comprised of 493 Research Assistants, seven Natural Sciences and Engineering Research Council of Canada (NSERC) Undergraduate Student Research Awards, and 60 Work Study Research Assistants paid primarily from external funding. In addition to the research assistant contracts, 43 UFV research students shared \$23,900 in awards from Student Research Day and Undergraduate Research Excellence Awards. A further 47 students were funded a total of \$57,250 to support conference travel for them to present their research results at academic conferences within the region, across Canada and

internationally. Nine students shared \$13,500 to cover research expenses for student led research projects supervised by faculty for their honours, directed studies, or their own self-initiated projects.

The total value of external funding received for applied research at UFV in the 2024/2025 fiscal year exceeded \$5.3 million, which includes an approximate increase of \$1.5 million in funds received this fiscal year over last for research operational costs, as last year's total external funding was similar, but included some \$1.6 million towards the creation of two new labs.

This year, under the leadership of Dr. Geetanjali Gill, the Centre for Justice, Equity, and Sustainable Action was awarded more than \$2 million over 5 years from Global Affairs Canada and the International Development Research Centre to work on projects that will include student research assistants with local partners in Bangladesh, Ghana and Sierra Leone.

UFV's Esposito Family Centre for Innovation & Entrepreneurship is receiving federal funding to help expand the National Invention to Innovation (i2I) Network, a program that aids Canadian STEM and healthcare researchers in their quest to solve global challenges. UFV will share in \$23 million provided through NSERC of Canada Lab to Market grant. UFV is

a collaborating institution on the project, involving 13 Canadian research universities and health research institutes, along with 57 partner organizations.

UFV is playing a key role in the recently launched Sustainable Food Systems for Canada (SF4C) Platform and will share in \$16.2 million in federal funding over the next five years to help create a national agrifood innovation and entrepreneurship program. Across Canada, UFV is one of 13 post-secondary institutions involved in SF4C. UFV's Chilliwack campus will become the western hub for SF4C, with Dr. Lenore Newman from the Faculty of Science as its chair.

Over \$100,000 was secured for developing digital curriculum and applied programs in Ecuador, focusing on community development and sustainable poverty alleviation. This initiative provides applied learning opportunities to UFV students through work-integrated learning and study tour experiences.

Throughout the year, UFV's Communication team co-created stories, press releases, and visual displays highlighting significant UFV research, including food and agriculture innovations, critical minerals discovery, wildfire impacts on mental health, and classroom trauma studies.

KPIs Relevant to Applied Research

KPI: Total external research dollars

Target: Increase annually the amount of external research dollars (grants and contracts) generated on an annual basis

Fiscal Year	Annual External Research Funding (in CAD)
2020/21	3,552,573
2021/22	3,475,739
2022/23	3,359,193
2023/24	5,218,774
2024/25	5,376,974





03 Strategic Imperative Theme Three: Lifelong Learning

The university celebrates that learning is a lifelong journey and is committed to offering learning opportunities that are relevant, inclusive, accessible, flexible, and tailored to meet the diverse needs of learners. To facilitate this, UFV provides various pathways for students to achieve their academic goals, accessible and flexible learning options, and opportunities to participate in projects and research initiatives that contribute and elevate the quality of life in the Fraser Valley.

Nearly 1,000 people visited the Abbotsford campus in October for the third annual UFV Open House. Community members were greeted by 250 dedicated UFV students, employees, and alumni, as they arrived at the Student Union Building. Open House events are vital to UFV's recruitment strategy and allow prospective students and their families to connect with our campus and community, and imagine what their futures might look like at UFV.

The inaugural Trades and Technology Opportunity Fair was held at UFV's Trades and Technology Centre in Chilliwack on October 17th, 2024. Approximately 450 students and members of the public met with exhibitors from 28 companies and organizations.

On February 27, 2025, UFV held the "Build your Future" event in Chilliwack. The event started with 90 high school students competing in the Regional Skills Canada BC competitions, and some 650 Grade 9 students exploring Try-a-Trade and Try-a-Tech activities and was followed by simultaneous open houses hosted by the Faculty of Applied and Technical Studies, the Faculty of Health Studies, and the Agriculture department. This informative fun-filled event was open to everyone wanting to explore exciting, career-focused opportunities in Trades and Technology, Health Sciences, and Agriculture.

In April 2024, the Future Students Office hosted more than 60 counsellors and related student support personnel from regional high schools. The event included sessions on program changes and updates, the admission cycle, and how school staff can support students with decision-making regarding post-secondary education.

For the fourth year running, students from UFV's Culinary Arts and Carpentry programs partnered for the mouth-watering Bar-q-terie tasting showcase. This event provides a hands-on collaboration opportunity for students from both programs to work together to create an array of cured meats to be presented on one-of-a-kind, hand-crafted serving boards.



UFV's Centre for Experiential and Career Education (CECE) and the Alumni Engagement team partnered in November 2024 for Career Month—a Canada-wide initiative that celebrates and supports professional development. CECE and Alumni Engagement seek to empower and prepare students, employees, and alumni to get ahead, and step into the future they imagine.

In October 2024, in celebration of National Mentoring Day, CYPE x EFCIE - Meet the Mentors was co-hosted by Abbotsford Chamber's Company of Young Professionals and Entrepreneurs (CYPE) and UFV's Esposito Family Centre for Innovation and Entrepreneurship (EFCIE). This event brought together alumni, students, and young professionals to connect with community leaders, fostering mentorship and supporting professional growth.

The Teaching and Learning Centre (TLC) provides numerous workshops for instructors to continue to develop professional competence and strategies in the areas of Universal Designs for Learning (UDL), inclusive and community building approaches, culturally responsive pedagogy, assessment, using

Artificial Intelligence to enhance teaching and learning, and Indigenization and decolonization of curriculum. Lifelong learning is also promoted through the Supported Learning Groups (SLG) program, where student leaders are hired and trained to be skilled facilitators of peer-to-peer instruction. This program supports courses that faculty members identify as particularly challenging. SLG leaders teach peers using a variety of strategies to increase student retention and engagement. Consistently, data collected by the SLG Coordinator indicates an increase of at least one grade level for students who attend SLG Leaders' instruction sessions.

With the onset of AI, the TLC has actively embraced this time in post-secondary as an opportunity to innovate in the face of change. With the development of AI Guidelines and resources and Assessment using AI sessions offered by the TLC team of Learning Designers and Specialists, instructors have access to evidence-based approaches to navigate teaching and learning in the world of AI. While the challenges are real and persistent with every new iteration of tools, the TLC has been taking a hopeful and inquiry-based stance with instructors, promoting and supporting innovation.

The School of Creative Arts featured an exhibition called "Portals into Nature on the S'eliyemetaxwtexw Art Gallery". This was a group exhibition exploring the evolving relationship between humans and nature. Through sculpture, photography, and mixed media, the artists reflected on transition, transformation, and the passage of time.

In fall 2024, for the first time, UFV's Continuing Education department offered "Introduction to the BC K-12 School System & Professional Standards for Educators"—a required 11-week non-credit online course for individuals who hold teaching credentials issued outside the province of British Columbia that are pursuing a pathway to full certification as a teacher in B.C. Two sections were offered, with a total of 65 participants. UFV is one of three institutions that currently offer this pathway course, alongside the University of British Columbia, and Simon Fraser University.

The Faculty of Business and Computing is rolling out four new microcredentials at UFV with topics including Employment Readiness, Excel Skills, FinTech, and Research Skills. The first microcredential course "Excel Essentials for Business" was offered in the winter 2025 term and enrolled 47 students.



KPIs Relevant to Lifelong Learning

KPI: # of students by credential type

Target: Ensure that the strategic balance in the % of credentials is consistent with UFV's access mandate

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

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

Note: A Microcredential is not technically a program. All students in Microcredentials are also in a UFV program and are in a Credential type above.

KPI: Participation rates in pathway opportunities

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

Area	2020/21 FY		2021/22 FY		2022/23 FY		2023/24 FY		2024/25 FY	
	Students/ Total Headcount	Part'n Rate	Students/ Total Headcount	Part'n Rate	Students/ Total Headcount	Part'n Rate	Students/ Total Headcount	Part'n Rate	Students/ Total Headcount	Part'n Rate
PLAR	12/ 14,474	0.08%	9/ 14,499	0.06%	14/ 14,321	0.10%	19/ 15,960	0.12%	11/ 16,364	0.07%
Developmental Credits	1,362/ 14,474	9.41%	1,123/ 14,499	7.75%	1,108/ 14,321	7.74%	1,237/ 15,960	7.75%	1,218/ 16,364	7.44%
Dual Credit Programs	97/ 14,474	0.67%	118/ 14,499	0.81%	119/ 14,321	0.83%	147/ 15,960	0.92%	178/ 16,364	1.09%
Concurrent Credits	88/ 14,474	0.61%	87/ 14,499	0.60%	79/ 14,321	0.55%	6/ 15,960	0.04%	11/ 16,364	0.07%
Transfers from other PSI's	1,023/ 14,474	7.07%	1,068/ 14,499	7.37%	1,069/ 14,321	7.46%	1,351/ 15,960	8.46%	1,290/ 16,364	7.88%

Note: In FY 2023/24, the method for recording Dual Credit and Concurrent activity in Banner changed. Some activity that was previously counted as Concurrent credits is now counted as Dual Credit Programs.

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

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

Academic Calendar Year	% of UFV Programs that can Ladder into Another Program
2020/21	89%
2021/22	90%
2022/23	91%
2023/24	94%
2024/25	96%





04 Strategic Imperative Theme Four: Student Experience & Success

UFV strives to be a Student-Ready university. Student engagement, experience, and success are central to the university's mission. The university aims to provide a warm and welcoming environment for every student—providing a sense of belonging, honoring their strengths, helping to achieve their goals, and addressing their individual needs. Social, intellectual, physical, and personal development skills are key to student success, and necessary for employment, entrepreneurship, further education, and responsible steward and citizenship. At UFV, these skills are developed both within and outside of the classroom and are linked to the Institutional Learning Outcomes.

In fiscal 2024/25 UFV welcomed its largest number ever of total students, 16,364, and international students, 2,992. The number of domestic students, 13,372 is the highest since 2012/13.

Graduation saw nearly 1,400 graduates cross the stage over three days of celebrations, cheered on by nearly 5,000 guests. The transition to UFV Abbotsford Campus created a “Celebration Plaza”, encouraging new alumni to celebrate with classmates and showcase the campus to family and friends.

CHASI is leading the process for UFV to be recognized as an Ashoka Changemaker Campus that will highlight the university's commitment to being a house of transformation, and open new doors for collaboration with other members of the Ashoka global network. Changemaking underlies innovation and change initiatives that have positive impact throughout the communities that UFV serves. Examples of current UFV changemaking projects include the One Health initiative, the Sustainable Office Certification program, and the Teaching Inquiries into Pedagogical Practices fund. Further examples are available at the CHASI developed Changemaking website at: ufv.ca/changemaking/

Library-led events and displays allow students to engage in project-based learning, including researching and presenting thematic content for exhibits like Celebrating Gifts of Japan or the therapy dog program.

To enhance student success, UFV's Teaching and Learning Centre (TLC) provides sessions such as Course Redesign Institute (a two week intensive focused on designing courses using Backward Planning), Community in the Classroom (a full day workshop on how to foster an inclusive and welcom-

ing environment), Online Learning Guidebook (a digital and print resource for instructors to improve online instructional delivery and engagement), and shares High Impact Strategies in their monthly TLC Newsletter.

The Bachelor of Education program received \$36,000 from the Ministry of Education and Childcare to support three teacher candidates in completing their certifying practicum in a Northern B.C. Community. The funding provided covered expenses for each teacher candidate and allowed UFV's School of Education to support the teacher candidates in the Haida Gwaii school district for twelve weeks in the spring of 2025. This is the first time that UFV has been involved in a project whereby candidates complete their 10-week practicum outside of the Fraser Valley.

UFV campus life is enriched by events like the Career Fair in March, providing opportunity for students to explore career paths, connect with industry professionals, and take steps toward their futures. The event allows the university community to engage with employers and build valuable industry connections.

With a commitment to providing the best-possible learning environment for students, two major construction projects on the Abbotsford campus are well underway. The new student housing building on the Abbotsford campus is set to open in January 2026 and will provide 398 additional beds—making it easier for students to find safe, affordable housing. In the fall 2025 semester, a newly renovated and extended dining hall is set to open, increasing seating capacity from 121 to 350 seats.





UFV’s Information Technology Services department has revolutionized the way people access their services—making it easier than ever to find what you need and get support. This includes updates to their client portal to make it easier for people to use the portal on a phone or accessibility device.

UFV’s Marketing and Brand Experience department implemented a multi-channel strategy targeting domestic enrollment, advertising via billboards, transit ads, and digital highway signs in targeted regions. Program-specific campaigns were also expanded, generating new student inquiries.

The inaugural Cascades Giving Day in November 2024 raised \$87,827, including a \$20,000 match, significantly surpassing our \$50,000 goal. In December, the UFV community raised \$22,540 for the Student Support and Resilience Fund, the UFV-SUS Food Bank, and other essential programs, directly impacting students in need. The UFV Day of Giving on April 11, 2025 raised an additional \$13,000, including a \$5,000 match from the UFV Alumni Association. By funding scholarships, bursaries, experiential learning, and essential student needs, these donations equip students to thrive. With each gift, we weave a brighter future as we recognize the connections we have to one another, which in turn support the entire UFV community.

UFV student experience and success was amplified by UFV 50 Funded initiatives and partnerships. The Student Union Society launched a Hot Breakfast Program, serving over 100 students on its first day to enhance nutrition and create opportunities for student connection. The Centre for Experiential and Career Education (CECE) organized a Community Ideation Day where 13 student teams developed solutions for UFV needs.

The School of Health Studies received \$453K from the Ministry of Post Secondary and Future Skills to invest in a nursing education orientation program. This program will enable creating learning simulation, interactive modules, and team-teaching strategies to augment classroom teaching practices for the nursing faculty. This development will also generate open source

resources for collaboration across the sector and with health authority partners.

Over the past year, the university has completed several renovation projects to improve and enhance the student experience. Some examples include the newly updated drop-in student lab, a bright new welcoming space with many new flexible and accessible features, the Heavy Mechanical Shop in Chilliwack, including the addition of 5T and 2T shop cranes, ventilation, machining room, tool room, classroom upgrades, and accessibility improvements in common areas at the university.

The Faculty of Education, Community, and Human Development (FECHD) has completed its strategic planning and has reorganized its programs into four Schools: School of Social Work and Human Services; School of Education; School of Continuing Education; and the School of Access, Information, and Lifelong Learning. All FECHD Schools incorporate practicum or work experience, and the new FECHD motto is, “a place for everyone”.

Two UFV students were sponsored by the College of Arts to attend the 4th Global Peace Summit at the United Nations Conference Centre in Bangkok, Thailand. Following their participation, Gabriella Wertheimer Cinque and David Simmons were entrusted with the distinguished title of Humanitarian Affairs Peace Ambassador for a one-year term, providing them with a platform to promote peace.

Students from a variety of disciplines had the opportunity to bring UFV’s history to life this year through History in the Making, a special project celebrating UFV’s 50th anniversary. The project was one of two work-integrated learning initiatives that received more than \$300,000 in funding from Co-operative Education and Work-Integrated Learning (CEWIL) Canada.

Hannah Lord, a Graphic & Digital Design major, was one of two winners of the \$1,000 Jim Rimmer Scholarship on November 21, 2024, for their project “Torn”. This prestigious scholarship celebrates design work that supports community programs, non-profits, or social and environmental causes.

In summer 2024, 18 UFV students embarked on Global Skills Opportunity (GSO)-funded experiential learning experiences in destinations including Colombia, Kenya, Ecuador, and Spain.



KPIs Relevant to Student Experience & Success

KPI: Annual retention rate

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

Cohort Year	Cohort Size	Retained in Year 2	Retained in Year 3	Year 1 to 2 Retained (%)	Year 2 to 3 Retained (%)
2018	465	387	322	83.2%	83.2%
2019	499	424	341	85.0%	80.4%
2020	517	421	338	81.4%	80.3%
2021	528	434	365	82.2%	84.1%
2022	514	441	387	85.8%	87.8%
2023	605	514	N/A	85.0%	N/A

KPI: % of students engaged in High Impact Practices

Target: Increase senior student participation in each category of High Impact Practices on the NSSE survey by 2026

NSSE Senior Student Survey Results (%)			
High Impact Practice	Quantifier	Survey Year 2019	Survey Year 2023
Service Learning	% At least some courses included a community-based project	63%	66%
Learning Community	% Done or in progress	21%	18%
Research with a Faculty Member	% Done or in progress	26%	25%
Internship or Field Experience	% Done or in progress	43%	44%
Study Abroad	% Done or in progress	7%	5%
Culminating Senior Experience	% Done or in progress	25%	25%

KPI: Graduation Rates

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

Cohort Year	Cohort Size	Grad within 6 Years	Grad within 6 Years (%)
2014	415	173	41.7%
2015	388	161	41.5%
2016	384	177	46.1%
2017	410	184	44.9%
2018	465	196	42.2%

Target: b) Decrease the CUSC score of students reporting barriers to graduation to a comparable or lower rate relative to the average for peer Canadian institutions by 2026

CUSC Survey Year	Measure	UFV	Group 1
2021	Share of graduating respondents that indicated delay	56%	43%
2024	Share of graduating respondents that indicated delay	57%	43%

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

KPI: Teaching Excellence

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

Measure: Quality of instruction rated very good, good, or adequate										
BC Student Outcomes (BCSO) Survey Group	2019		2020		2021		2022		2023	
	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Diploma, Associate Degree, and Certificate Students	95.1%	95.5%	95.0%	94.4%	94.5%	93.6%	95.1%	96.3%	94.1%	92.3%
Trades-related vocational and Trades foundation	94.6%	100.0%	94.9%	98.0%	94.6%	90.0%	94.2%	97.9%	94.4%	98.4%
Apprenticeship	94.5%	97.8%	94.7%	96.1%	92.3%	89.6%	94.0%	98.0%	93.3%	97.4%
Baccalaureate Graduates	94.1%	97.3%	93.6%	93.5%	91.2%	94.3%	92.2%	95.0%	90.9%	91.4%
Overall average	94.8%	96.4%	94.7%	94.4%	93.3%	93.6%	94.0%	95.9%	92.9%	92.5%

Note for this and next two tables: Starting with 2023 KPI reporting (2021 BGS survey year and on), the Baccalaureate Graduates Survey performance measure results include Research Universities. BGS results for the 2019 and 2020 survey years do not include Research Universities.

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

Measure: Very satisfied or satisfied with education										
BC Student Outcomes (BCSO) Survey Group	2019		2020		2021		2022		2023	
	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Diploma, Associate Degree, and Certificate Students	91.3%	89.9%	91.7%	88.8%	91.6%	89.3%	90.4%	88.8%	90.0%	86.8%
Trades-related vocational and Trades foundation	92.8%	95.7%	93.5%	93.6%	90.8%	97.8%	89.0%	82.5%	92.1%	95.2%
Apprenticeship	92.1%	97.8%	92.8%	100.0%	91.3%	100.0%	88.0%	91.7%	90.2%	97.4%
Baccalaureate Graduates	93.7%	96.9%	92.5%	90.8%	91.6%	94.2%	89.0%	91.6%	89.1%	90.2%
Overall average	91.9%	92.9%	92.2%	90.1%	91.5%	92.0%	89.7%	89.6%	89.9%	89.2%

KPI: Employability skills

Target: Exceed B.C. average for % of students who report knowledge and skills gained in program were useful in performing their job

Measure: Knowledge and skills gained very or somewhat useful in performing job										
BC Student Outcomes (BCSO) Survey Group	2019		2020		2021		2022		2023	
	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Diploma, Associate Degree, and Certificate Students	86.5%	87.2%	87.5%	86.5%	84.9%	80.9%	84.6%	80.2%	85.6%	81.9%
Trades-related vocational and Trades foundation	89.5%	87.8%	89.1%	86.4%	87.4%	90.2%	86.7%	90.6%	88.2%	89.4%
Apprenticeship	93.3%	97.7%	93.6%	100.0%	92.7%	96.0%	90.9%	92.9%	91.7%	94.7%
Baccalaureate Graduates	90.5%	89.6%	91.7%	90.6%	86.7%	85.4%	85.1%	87.5%	84.8%	86.8%
Overall average	88.2%	88.5%	88.9%	88.3%	86.2%	83.6%	85.3%	83.3%	85.9%	84.9%



05

Strategic Imperative Theme Five: Equity, Diversity, and Inclusion

UFV's commitment to Equity, Diversity, and Inclusion (EDI) can be observed through various initiatives aimed at identifying and removing access barriers for individuals from marginalized and underrepresented groups. As a catalyst for reflection and discussion, the university's annual EDI wall calendar emphasizes cultural awareness and belonging, highlighting significant dates and events throughout the year and fostering a sense of inclusion.

On May 5, 2024, UFV's Xwexwilmexwawt office commemorated Red Dress Day with a red dress memorial on the Abbotsford campus. Red Dress Day serves of reflection and activism in honour of missing and murdered Indigenous women, girls and 2SLGBTQQIA+ peoples.

In collaboration with UFV's Peace and Reconciliation Centre and South Asian Studies Institute, the School of Education supported two work study students this past summer to create a website containing resources and interviews with teachers on how sexual orientation and gender identification (SOGI) are taught and addressed in schools. The website was designed to address the dis- and mis-information campaigns being waged against teachers and schools in B.C. The project aims to help support teachers, and accurately inform parents, guardians, and families on what their children are experiencing in schools with regards to SOGI.

UFV's Teaching and Learning Centre (TLC) has dedicated Learning Specialists in Indigenization and Internationalization who work with instructors to embed EDI into their pedagogy, curriculum, and assessment. The Culturally Responsive Pedagogy Community of Practice has amassed a collection of excellent resources to create more culturally inclusive teaching practices and resources that reflect the lived experiences of the diverse student body at UFV. The foundation for Universal Design of Learning is to promote equitable and accessible learning. The TLC offers accessibility workshops by Learning Designers and has updated Accessibility Guidelines as part of the expanding HOPE³ Toolkit of guidelines.

Coast Capital donated \$125,000 to the Faculty of Applied and Technical Studies to support an Inclusion and Equity Strategy that addresses the needs of non-traditional students in trades and technology programs, with a focus on retaining underrepresented people, and supporting students through mentorship, networking, financial support, and dedicated personnel.

The Donald Hawes Memorial EDI Endowment Bursary was created with preference for students who identify with marginalized communities and face barriers to access, such as financial constraints, systemic discrimination, or limited resources. This initiative directly supports UFV's commitment to removing barriers for underrepresented groups.

The Alumni Association established the UFVAA 50 Years Forward Annual Bursary—financial support specifically for students from structurally excluded groups, including Indigenous, Black and Racialized communities, 2SLGBTQIA+ communities, Disability communities, and Non-Binary, Trans and Women-identified communities.

UFV celebrated International Women's Day 2025, recognizing the remarkable social, economic, cultural, and political achievements of women while advocating for gender equality worldwide, as one of the 2025 President's Leadership Lecture Series. Dr. Joanne MacLean was joined by panelists Dr. Abimbola Eke, Dr. Cathy Press, and Christine Seymour, representing diverse paths to leadership and impact.

UFV Global Development Studies students shared their insights on equity, decolonization, and advocacy at an event titled "Changemaking for Global Development and Social Justice" on March 3, 2025.

Stephanie Ohlmann's student-led research project was to create learning aids and a children's book that identifies all of the non-English languages spoken in Abbotsford, Chilliwack, and Mission so as to develop an awareness of the cultural and lingual diversity in the Fraser Valley. Her project titled, "It Starts with Hello" has produced a language greeting and pronunciation guide for each city, a children's picture book about greetings, and 32 speech buttons with accompanying





QR codes that play audio recordings of more than 50 language greetings. City councils and teachers across the valley have demonstrated support for her project.

The university has worked on creating culturally inclusive campus spaces that reflect UFV’s diverse community, including prayer and reflection rooms, lactation rooms, and culturally sensitive design elements.

Buildings across UFV’s campuses are being rated for accessibility through the Rick Hansen Foundation’s Accessibility Certification Program. After the rating is completed, each building will receive an accessibility scorecard, as well as a report to indicate areas of improvement. In addition, several accessible campus enhancement initiatives such as gender-inclusive washrooms, improved way-finding, and enhanced accessibility features have been undertaken across UFV campuses.

Equity and inclusion are central to collection development practices, with the Library actively curating diverse voices and perspectives across disciplines, particularly Indigenous, Black, and racialized authors, scholars, and knowledge systems.

UFV International has launched a social media community custom-built for UFV. This will support conversion, settlement, and transition, leading to an increased sense of belonging for incoming international students.

The EDI Committee in the Faculty of Education, Community, and Human Development (FECHD) hosted two events this year. In fall 2024, Dr. Robert Mizzi—Canada Research Chair in Queer, Community, and Diversity Education from the University of Manitoba—spoke at a talk, “Spaces of Belonging: 2SLGBTQ+ Perspectives on University Environments”. And, in winter 2025, Harrison Mooney—UFV alum, award winning author, and veteran journalist—joined us during Black History Month for a talk about his memoir, “Invisible Boy”.

This year’s *Exploring Equity Speaker Series* featured topics like Indigenous research and

gender equality and the *Humanitarian Face in War* event by the Global Development Studies department featured speakers from Lebanon, Cuba, and Global Affairs Canada to discuss humanitarian responses in war-torn regions.

A small delegation from Smart Girls Foundation Uganda visited and were taken on a guided tour by Dean Teresa Kisilevich of the Trades & Technology Centre. As noted on the Segal Family Foundation website, “Smart Girls Uganda is a girl-centered social enterprise offering skills development programs equipping young girls and women to venture into male-dominated fields such as electrical engineering, automotive mechanics, plumbing, and (soon) construction”.

Examples of UFV 50 Funded initiatives and partnerships over the past year demonstrating UFV’s commitment to inclusivity include the “50 Years of Dancin’ with Pride” celebration and support for local Pride events. The Centre for Education and Research on Aging (CERA) hosted a World Bike Day celebration in Chilliwack, bringing together cyclists from across generations and abilities.

UFV supports and promotes inclusivity-focused events such as Pink Shirt Day, Tea Dance and Queereoke, alongside extending support for the Queer Reviewed community group. UFV supports the Pride Collective, a student-led organization that strives to make the university a safer and more inclusive place.

UFV’s EDI and Human Rights Office fosters an equitable and inclusive culture at UFV. Some examples of this important work include supporting initiatives through UFV’s Inclusive Community Fund, the EDI and Anti-Discrimination Advisory Committee, and the creation of an EDI Micro-course. This new Micro-course was supported by funding from the Strategic Initiatives Fund and is the result of a collaboration with Continuing Education, Teaching and Learning, and a community advisory group—it will be a first of its kind offered at UFV.

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

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

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

Stage	2020/21 FY		2021/22 FY		2022/23 FY		2023/24 FY		2024/25 FY	
	# of items	%	# of items	%	# of items	%	# of items	%	# of items	%
Planning	10	25%	1	3%	1	3%	1	3%	1	3%
Ideation	8	20%	13	33%	12	30%	8	20%	8	20%
In Progress	14	35%	18	45%	18	45%	21	53%	18	45%
Complete	8	20%	8	20%	9	23%	10	25%	13	33%
Total	40	100%	40	100%	40	100%	40	100%	40	100%

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

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

Fiscal Year	# of countries with more than 10 students represented by international students
2020/21	6
2021/22	9
2022/23	12
2023/24	15
2024/25	13



06

Strategic Imperative Theme Six: Personal & Professional Development

UFV is committed to fostering the personal and professional development of its faculty and staff. In 2025, for the 11th consecutive year, UFV has been recognized as one of British Columbia's top employers. UFV offers a holistic approach to employee wellness, demonstrating its commitment through an extensive collection of resources and programs aimed at supporting mental and physical health and well-being.

UFV maintains a professional development fund for activities that help develop job-related skills, expertise in subjects related to the university's curriculum, and knowledge or skills in the teaching and learning process—the fund covers events such as conferences, tuition, and professional memberships.

UFV encourages employees to adopt healthy lifestyles through a number of initiatives, including monthly health awareness campaigns, fitness classes, weight loss programs, and subsidized memberships to its fitness facilities offering drop-in sports, personal training, and a range of fitness classes.

This winter and spring (February to May 2025) Xwex-wilmexwawt is piloting a 13-week professional development course in Indigenization, Decolonization and Reconciliation for UFV faculty and staff. There are 16 UFV faculty and staff in the cohort. The course blends Stó:lō pedagogy and the academic rigour of the UFV classroom to deepen non-Indigenous understanding of and respect for Stó:lō culture, history, and epistemologies.

UFV strives to create an engaging and enjoyable environment for staff and faculty across the university—the Employee Start of Term BBQ, Excellence Awards, and Human Resources Learning Series, are a few examples. Some of the topics available in the workshops and events offered this past year include mental health and wellness; physical activity; skills advancement; equity, diversity, and inclusion; and Indigenization.

UFV continues to offer employees the LinkedIn Learning platform in 2025, after a successful one-year pilot program in 2024. This platform offers employees a wealth of digital tutorials, courses, and curated learning paths





taught by industry experts, enabling them to enhance their skills and career growth.

An educator’s professional development, continuous learning, and personal growth are vital to the success of UFV. At UFV’s Teaching and Learning Centre’s (TLC) “Celebrate Learning” events held in May and December each year, faculty present their teaching innovations in short videos recorded for the university community to learn from and access as examples of how to engage students in experiential and hands-on/minds-on learning. The focus in December 2024 was on Alternative and Authentic Assessment and videos featured ungrading, peer assessment models, and creating differentiated assessments and assignments to engage multiple learning styles. Professional growth is also the focus of the TLC’s Launch program for new tenure-track faculty. This year’s Launch had a record 36 participants from all faculty areas. Participants learned about the overarching vision for excellence in teaching and learning, experience and practice effective, evidence-based pedagogical strategies in all modalities, engaged in their own teaching inquiries, created portfolio presentations of their growth, wrote reflective journals, and became high-quality educators as a result of this two-semester program.

UFV’s TLC hosts an annual teaching and learning conference, ConnectED, in which sessions are offered in the areas of micro-teaching, teaching experiences, scholarship of teaching and learning, and communities of practice.

Multiple departments have made significant investments this year in staff development, including change management certification, journey mapping training, EDI workshops, land acknowledgment training, and specialized PR skills.

Andrea Sator, Sessional Instructor in the Arts & Integrated Studies Department, received a \$58,000 award from the Ministry of Post-Secondary and Future Skills to explore digital tools, skills, and supports. This initiative will help the province better understand opportunities for shared IT and educational technology resources for learners and educators.

KPIs Relevant to Personal and Professional Development

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

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

Fiscal Year	Number of Faculty and Staff Engaged in Professional Development Activities	Total	% Participation in PD
2020/21	285	1,024	27.8%
2021/22	293	985	29.7%
2022/23	469	997	47.0%
2023/24	542	996	54.4%
2024/25	566	1,007	56.2%





07 Strategic Imperative Theme Seven: Engagement with Community

UFV remains steadfast in its commitment to develop meaningful community partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability—at the local, regional, national, and international levels. This commitment includes sharing and celebrating the accomplishments of our UFV community and alumni with others.

Over the past year, UFV supported over 30 community events across the Fraser Valley, including film festivals, cultural celebrations, business awards, and Pride events. Some examples of the ways UFV has enriched local culture and community engagement over the past year include the fifth annual *Interpret* Creative and Performing Arts Festival, the 17th year of the *Fraser Valley Writers Festival*, performances of Shakespeare's *Macbeth* and Robert Munsch's *Paper Bag Princess* by the UFV Theatre, the *Take Over Festival* (highlighting student artwork at the Chilliwack Cultural Centre), and a *Screen Printing Workshop*, that provided experiential learning and industry connections to Graphic & Digital Design students.

UFV's 50th Anniversary celebrations culminated with UFV's first 50 Alumni & Friend Weekend on April 4 and 5, 2025.

Weekly profiles of alumni representing the UFV spirit have been published since the anniversary launch. All 50 Remarkable Alumni were recognized at the inaugural Alumni Weekend reception on April 4, 2025.

The UFV 50 Program Fund received 72 applications requesting over \$330,000 and approved 32 projects with over \$85,000 in funding. Applications were evaluated using the PAIR methodology (partnership, agency, inclusion, recognition) and the five goals of UFV 50: express gratitude, raise profile meaningfully, foster new connections, build pride in place, and inspire support and advocacy.

Faculty of Health Sciences faculty and students invited the community to visit UFV's Chilliwack campus for the UFV Health Sciences Fall Health Fair on November 4, 2024, and the Spring Health Fair on April 10, 2025. The fall fair included a flu vaccine clinic where Bachelor of Science in Nursing (BSN) students administered flu vaccines with support from Practical Nursing Diploma students, while Kinesiology students ran booths highlighting health topics such as chronic pain management, exercise, and healthy living. Dental

assistant students provided information on dental hygiene practices.

In September 2024, the university hosted St'elt'elawtexw: a Celebration of Community at the Chilliwack campus. More than 300 friends and partners gathered for an evening of food and fun. The program showcased some of UFV's most treasured community-engaged initiatives, many of which were chronicled in this year's St'elt'elawtexw Community Report. At the event, students and staff from CHASI — the Changemaking hub at UFV — connected with community members to hear their thoughts on changemaking which informed the development of a collaborative graphic recording.

In February 2025, Xwexwilmexwawt in partnership with PARC, co-hosted a gathering in community, to remember the Honourable Justice Murray Sinclair (Mazina Giizhik)—a leader whose work shaped the way we understand truth, reconciliation, and the centering of Indigenous voices, and honour Survivors of Residential Schools. As part of UFV's ongoing commitment to reconciliation, UFV announced the donation of a granite bench in Justice Sinclair's honour to St. Peter Dyvenor—a place close to his heart—overlooking the Red River. The donation reflects UFV's dedication to ensuring that his legacy continues to inspire meaningful action.

UFV invited community members to provide input on the programs and services they would like to see offered at UFV's Hope Centre campus, through in-person Community Conversations held on February 4, 2025, and through an on-line survey.

UFV was awarded \$500,000 in one-time funding from the Ministry of Post-Secondary Education and Future





Skills to develop pathways programs for Adult Basic Education (ABE)/English as Additional Language (EAL) learners. This funding, through partnerships between Continuing Education and local community immigrant serving agencies, will be used to create programs across UFV's campuses. These pathways will help newly landed immigrants and underemployed British Columbians access careers and/or education in four high demand employment sectors: Health Care Careers; Early Childhood Education; Educational Assistance; and Agriculture and Trades.

Xwexwilmexwawt continues to work with a wide variety of community partners across Stó:lō Téméxw, including: Kwantlen First Nation, Lower Fraser Fisheries Alliance, Métis House, Chilliwack, Métis Nation BC, Nicola Valley Institute of Technology, Seabird Island College, Seabird Island Community School, Shxwhá:y Village, Si'wes Si:yam Sqep, Stó:lō Aboriginal Skills & Employment Training (SASET), Stó:lō Community Futures, Stó:lō Nation, Stó:lō Research and Resource Management Centre, Stó:lō Shxweli.

UFV completed a new Chilliwack Campus Plan in June 2024, in consultation with City of Chilliwack stakeholders, Indigenous groups, industry, and Canada Education Park.

March for Sustainability is an annual initiative that brings the university together in pursuit of creating a thriving, harmonious, and just future for all. Throughout March 2025, the UFV community participated in a series of collaborative events, with the opportunity to learn about sustainability topics such as climate change, biodiversity, EDI, and gender equity.

UFV has strengthened its role in community emergency preparedness by working with local emergency



services and ensuring campus facilities are ready to support the region in times of crisis.

UFV sponsors and supports a range of community initiatives that enrich the lives of its community members throughout the Fraser Valley. UFV partnered with Canadian Blood Services to compete in the UFV Plasma Playoffs competition from November 4 to December 14, 2024, where UFV alumni teams competed by donating plasma. UFV's Safety and Security team ran its fifth annual clothing drive, where the items collected were given to a local security company that distributes them directly to people in need on the streets of a Fraser Valley community. And the UFV Cascades made the season brighter for children who were in hospital over the holidays, bringing toys collected at games to the Abbotsford Regional Hospital for distribution to children in the pediatric ward.

In 2024/2025, UFV added 35 new regional partners that contributed funding to regionally relevant research projects that created paid positions for undergraduate student research assistants. In some cases, a partner funded multiple projects. The partners ranged from local associations, businesses, local farms and governments. There were many other project partners who funded research that was not specific to the Lower Mainland region but is still tangentially important to issues that concern us. For example, Public Safety Canada is funding Dr. Brcic's research to understand how to attract and retain female volunteers in Search and Rescue teams across Canada, which includes Search and Rescue teams in the Fraser Valley. Natural Resources Canada is funding Dr. Lian to conduct work on critical mineral exploration and climate induced landscape change, which is of importance to all Canadians.

UFV hosted the inaugural Fraser Valley Economic Summit in Evered Hall on the Abbotsford campus on May

21, 2024. More than 200 business, community, university, and government leaders attended the event, which focused on key pieces of the regional economy, including transportation, housing, food security, and climate resilience. B.C. Premier David Eby was a featured speaker at the event.

A partnership between the University of the Fraser Valley and FortisBC will showcase cutting-edge gas absorption heat pump (GAHP) technology at UFV Chilliwack's Trades and Technology Centre (TTC). Made possible by a \$568,000 investment from FortisBC, seven GAHPs have been installed at the TTC. They are estimated to save 860 gigajoules of natural gas, and 37 tonnes of greenhouse gases annually, enhancing campus sustainability and providing students with hands-on experience with cutting-edge energy solutions.

The Faculty of Applied & Technical Studies proudly sponsored "The Farmer Miller Baker" exhibit this year, organized by the Baking Association of Canada. Participants from the baking industry gathered at the Trades and Technology Centre for a day of networking and knowledge-sharing. The event provided an opportunity to connect with fellow bakers and exchange insights on farming practices, grain processing, artisanal baking, and consumer engagement.

The Library premiered a series of digital profiles created in collaboration with renowned First Nations documentary filmmaker Gordon Loverin. These compelling digital profiles spotlight key moments and initiatives from the past year, including the Library's vibrant "Welcome Back Students" events and their legacy art—a significant milestone marked by the installation of Indigenous, South Asian, and Japanese artworks across all three UFV library locations. These digital profiles are an engaging, multi-dimensional narrative that showcases the Library's evolving role as an inclusive, innovative, and culturally responsive academic partner.

For her leadership, vision, and unwavering commitment to the UFV community, UFV

president Dr. Joanne MacLean was recognized with a 2025 King Charles III Coronation medal. Joanne's impact on students, faculty, and staff at UFV has been significant—she has helped shape the university's future, ensuring its continued success.

EV charging stations contribute to the overall carbon footprint reduction, aligning with broader institutional goals of energy conservation and climate resilience, and also enhance the university's reputation as a leader in sustainability while instilling a sense of pride and participation among students.

The 2025 Strategic Initiatives Fund (SIF) Showcase was held in March and April encompassing multiple events exhibiting initiatives supporting UFV's *Íyaqáwtxw*: House of Transformation. Initiatives proposed by UFV academic areas supporting curricular revisions that enhance admission, retention, or graduation rates for students are considered for SIF grants.

The event showcased thirteen of the initiatives. Project examples include the "Building Community Across Culture Initiative", a professional development, institutional culture-transforming program inclusive of UFV faculty and staff, with the aim of building capacity in fostering internationalized and inclusive learning environments, and "Celebrate STEM", a project focused on several strategic themes that impacted UFV students, external community members, external organizations, and potential UFV students. This project included monthly workshops in the Indigenous Space on the CEP campus, with a focus on combining Knowledge Systems: Indigenous Knowledge, Storytelling, and Western Science. Another example is the "Supporting Open Education at UFV through an Open Education Micro Grants Program (OEMGP)", which provided resources for small-scale open education practices to drive active, sustained, and prominent faculty and student involvement.





KPIs Relevant to Engagement with Community

KPI: % of students entering UFV from local communities

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

High School Graduating Year	PSI School Year	Total Fraser Valley College Region Immediate Transitions to BC PSI	Fraser Valley College Region Immediate Transitions to UFV	Proportion
2018/19	2019/20	1,485	989	66.6%
2019/20	2020/21	1,382	901	65.2%
2020/21	2021/22	1,473	916	62.2%
2021/22	2022/23	1,435	895	62.4%
2022/23	2023/24	1,447	935	64.6%

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

KPI: Annual Greenhouse Gas Emissions (tCO2e)

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

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

Note: Starting in 2024, fugitive emissions are included in this measure.

KPI: # of community engaged projects

Target: Increase annually the number of research and scholarly activity projects within the communities UFV serves

Fiscal Year	Total # of Community Engaged Projects	Partnerships
2020/21	62	39
2021/22	70	57
2022/23	97	66
2023/24	106	94
2024/25	106	57

KPI: Total fundraising dollars

Target: Increase total fundraising dollars generated by 10% on an annual basis up to 2026

Fiscal Year	Fundraising Total Amount CAD	% increase from previous year
2020/21	1,132,267	Baseline
2021/22	2,085,673	84%
2022/23	1,518,062	-27%
2023/24	2,687,262	77%
2024/25	1,966,315	-27%

2025/26 Institutional Strategic Priorities



UFV has identified the following institutional strategic priorities for the 2025/26 academic year to support the implementation of the Integrated Strategic Plan. Budget commitments have subsequently been aligned within the 2025/26 fiscal year to ensure the priorities are adequately resourced, as is possible.

01

Implementation of the Strategic Enrollment Management (SEM) Plan

UFV's Strategic Enrollment Management (SEM) Plan was endorsed by Senate and approved by the Board of Governors in fall 2022. Strategically aligned to support the Integrated Strategic Plan, the SEM Plan aims to grow enrollments by 23% by the 2030/31 academic year and focuses upon: "Engaging learners, transforming lives, and building communities by positioning UFV to meet the grow-

ing educational needs and demands within the Fraser Valley; balanced with, opportunities to welcome international students from around the world." Areas of focus in 2025/26 will include implementing Student Ready concepts that remove barriers for students, increasing access to education across the lifespan, and advancing internationalization efforts.

Campus Renewal

As one of Canada's fastest growing regions, the Fraser Valley presents significant opportunities for UFV, a regional university with an access mandate. To meet the needs of this expanding population, ensuring that UFV's capital infrastructure keeps pace with growth is critical. In alignment with the university's strategic plan and with a commitment to fiscal sustainability, campus renewal is a major priority.

In 2025/26, UFV will focus on new and ongoing facility projects, including the construction of new student housing and a renovated dining hall, planning for optimal utilization of existing spaces, and developing a business case for a new One health building in Chilliwack.

02

03

Engagement with Communities

UFV's 50th anniversary has reinforced the importance of building reciprocal, mutually beneficial relationships to advance community-engaged teaching and learning, applied research and innovation, and partnerships. Our engagement strategy will focus on aligning UFV's core commitments and values with the needs and priorities of diverse communities we serve in the Fraser Valley – Hope,

Mission, Chilliwack, Abbotsford and beyond.

In 2025/26, UFV will continue to strengthen engagement with students, faculty, staff, alumni, partners, and supporters, for the promotion of campuses wherein Indigenization, anti-oppression, dialogue, and support for a listening environment is valued and promoted.

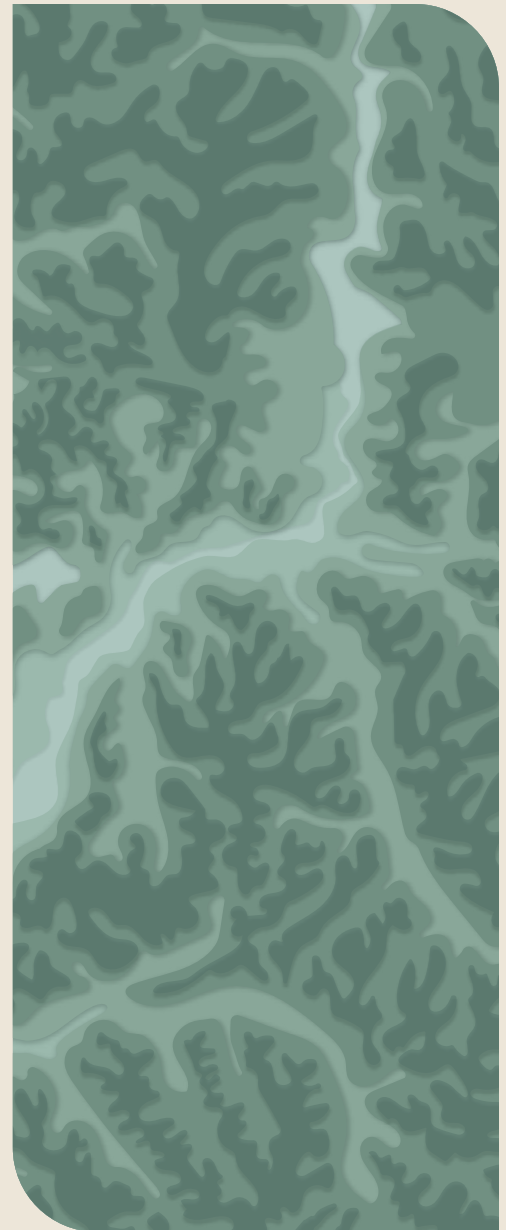
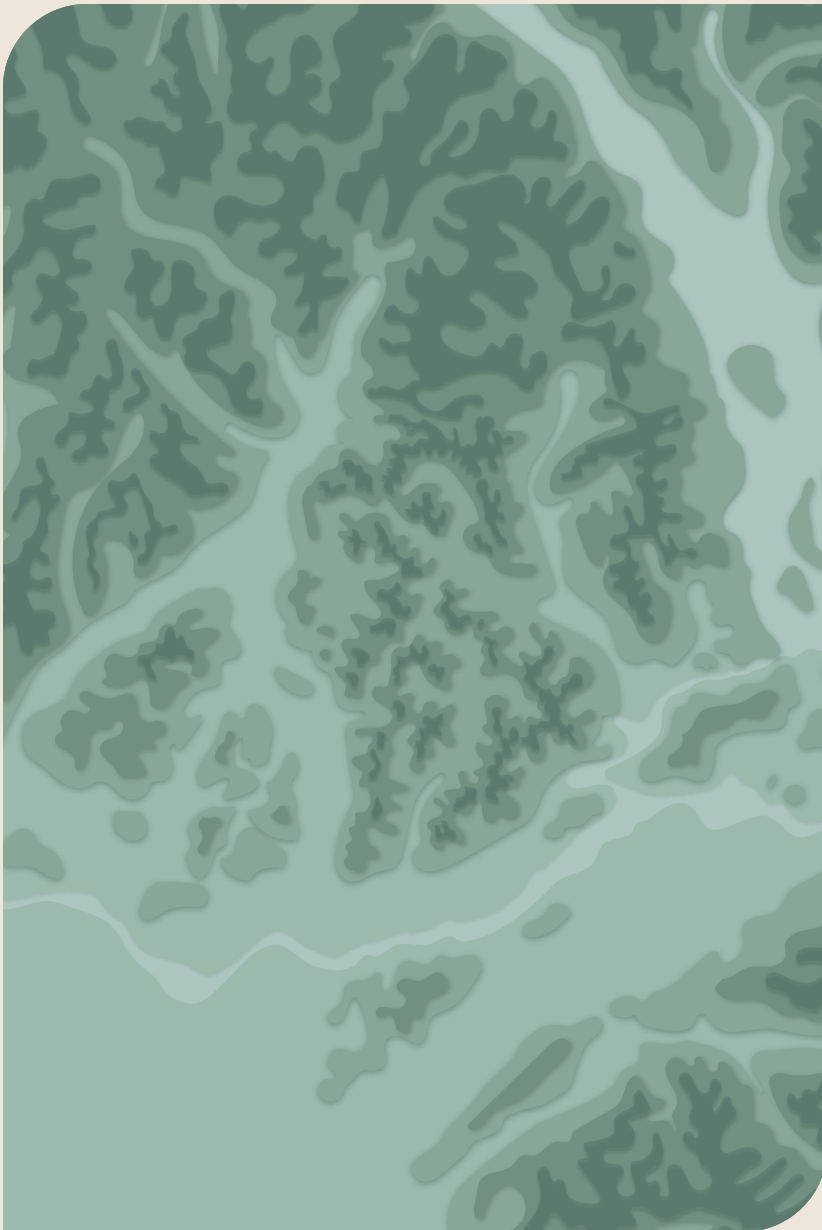
As UFV's 50th anniversary year comes to a close, our journey as an institution begins anew. We will continue to celebrate our achievements, contributions, and successes with our local and global communities, and build upon the changemaking happening at UFV today. With a record number of students enrolled this year, UFV remains committed to its mission to engage learners, transform lives, and build community.



WORDS AT THE END



UFV / FIFTY YEARS
FORWARD >



To learn more visit
ufv.ca/strategic-planning/

