

2021/22

UFV Activity towards KPIs and the ISP: A Narrative by Strategic Imperative Themes



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In 2021, after two years of consultation with internal and external stakeholders, UFV's Senate and Board of Governors approved UFV's new Integrated Strategic Plan ***IYAQAWTXW—House of Transformation***. The plan provides us with an exciting path towards our Vision, and is strongly rooted in our Mission of Engaging Learners, Transforming Lives, and Building Community, as well as our institutional Values of Community, Inclusivity, Excellence, and Integrity.

“Accomplishing the Strategic Imperatives of our Integrated Strategic Plan requires all of us in each area of the University to work together to ensure true transformation can take place,” says Dr. Joanne MacLean, the President and Vice-Chancellor of UFV. In 2021, UFV invested \$224,000 of targeted Strategic Initiative Funds to support 30 projects developed by the UFV community aimed at implementing the University's Integrated Strategic Plan.

This narrative provides a curated sample of activity UFV is undertaking to make its collective vision a reality. We have organized the activities by the strategic imperative themes listed in the *IYAQAWTXW* Implementation Plan. For each theme, we list the relevant Key Performance Indicators (KPIs) with the baseline and first annual update.

Strategic Imperative Theme One: Indigenization & Reconciliation

UFV welcomes the responsibility of implementing the recommendations of the Truth and Reconciliation Commission (TRC). We honour Indigenous knowledge at all touchpoints of learning and dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University. We are committed to achieving the Calls to Action from the TRC and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

1.1 Honour Indigenous knowledge at all touchpoints of learning

In our commitment to Indigenization, we strive to promote the understanding and recognition of Indigenous knowledge at all touchpoints of learning, including curriculum, co-curricular, and extra curricular activities.

The plan for Lálém ye mestíyexw (“House of the Peoples”): Indigenizing the Academy provides a timely river map for UFV to make changes in this direction. After the approval by Senate in May 2021, the Provost and VP Academic's office worked closely with the Indigenous Affairs Office, the Indigenous Student Centre, and the Special Advisor for Indigenization on how to operationalize and support recommendations in the Lálém ye mestíyexw plan. Dr. James Mandigo, Provost and Vice-President of Academic, challenged everyone to identify concrete ways in which we can enact lasting changes to Indigenize the curriculum at UFV and to consider authentic ways to support the Truth and Reconciliation Calls to Action.

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

Lorna Andrews works on other projects as well. She creates webinars and workshops about Indigenization for UFV faculty, such as the Educators' Journey Towards Reconciliation. Lorna is establishing a working group to develop a short module as an introduction to Indigenous and Stó:lō

peoples and history. The module provides international students and others with a foundation on Indigenous knowledge and history.

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

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

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

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

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

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

UFV has received approval from Human Rights Tribunal enabling the University to hire Indigenous staff and faculty, up to a representative share of employees, that better reflects the proportion of Indigenous people living in the Fraser Valley. A KPI showing the share of faculty and staff that are Indigenous is in Section 1.

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

As part of programming for students in residence, Lá:lem te Baker (Baker House), the Advocates for Change – Living Learning Community provide education on issues of racism and diversity. Lorna Andrews worked with staff to Indigenize the general programming and provided training for Circle Works. Circle Works is a culturally appropriate way to infuse Indigenous Circles as a pedagogical tool that non-Indigenous facilitators can use for learning purposes.

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

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

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

UFV Advancement secured over \$50,000 in donations to establish financial awards in Halq'eméylem language studies, bursaries and scholarships for Indigenous students and funds to support the Collaboratorium and Allyship programs at UFV's Peace and Reconciliation Centre. The UFV Student Union Society gifted \$18,750 to create a new bursary honouring Stelomethet—Dr. Ethel Gardner.

In August 2021 UFV celebrated the ceremonial unveiling of the Indigenous art sculptures and the Indigenous Teaching Garden on the Abbotsford Campus. The garden, planted in a medicine wheel design, showcases carvings, benches, walkways, and Indigenous plants.

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

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

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

Groups including the CFO/VPA Division, library employees, and UFV International attended the Stó:lō Place Names tour to aid in a professional development, Indigenization, and team building.

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

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

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

UFV has taken actions across a wide range of areas including social work, early childhood education, Indigenous language degree and diploma programs, health-care professionals, medical and nursing schools, public service, teacher education, journalism and media schools, and business schools. We present a KPI on the implementation status of the TRC Calls to Action related to education at the end of Section 1. All UFV faculty were encouraged to complete the Educators Journey Towards Reconciliation course.

Truth and Reconciliation initiatives undertaken by social work include:

- The Social Services Worker diploma offers an Indigenous focus where students complete four Indigenous courses and work within an Indigenous community. Starting in Fall 2021, Bachelor of Social Work (BSW) applicants are required to take an Indigenous or First Nations content course.
- Indigenous Social Work, SOWK 392, has been altered to emphasize Indigenous knowledge and worldview.
- In 2021, the School of Social Work and Human Services 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 the Canadian Association for Social Work Education (CASWE-ACFTS) in the Thunderbird Circle. It was a prestigious placement. The student's work focused on deconstructing and dismantling colonial narratives, including supporting fellow Indigenous students nationwide to have their voices heard within the sometimes oppressive structures of Social Work programs across Canada.

Regarding early childhood education, 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 Indigenous agency. The Child Youth and Family Studies department has developed, and updates, a shared understanding of what Indigenization is, Indigenous history, and assessing how colonialism has impacted each faculty member as an educator.

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. Additionally, 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).

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 in Halq'eméylem and provides students

greater language proficiency. UFV continues work on development of a graduate certificate in Halq'eméylem and a graduate diploma in Halq'eméylem.

The Peace and Reconciliation Centre (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 the Honourable Bob Rae, Ambassador and Permanent Representative of Canada to the United Nations, and Honourable Grand Chief Steven Point, former Lieutenant Governor of British Columbia. A series of public talks have been delivered including "Peace Talks: The Crown as an Agent of Reconciliation?" This virtual session was held on April 14, 2021, with keynote speaker, The Honourable Eva Qamaniq Aariak (CM, ONu), Commissioner of Nunavut. The session examined the Crown's role in Canadian governance, particularly as it relates to Indigenous rights.

The Teacher Education department (TED) has committed to Indigenizing the Bachelor of Education (BEd) and Master of Education in Educational Leadership and Mentorship (MEd) programs. 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 courses 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.

The [Indigenous Peer Mentor program](#) helps Indigenous students make a successful transition to university life and academic studies. The main focus of this program is to support first-year self-identified Indigenous students through one-on-one, personalized weekly meetings at which the mentor shares experiences and encourages their mentees to find and utilize applicable campus resources. Mentorship from an Indigenous perspective focuses on self-awareness, leadership, self-care, personal values, and empowerment.

KPIs Relevant to Indigenous & 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%

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

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

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

Strategic Imperative Theme Two: Applied Research

Applied research at UFV is a strategic choice that enables us to achieve our institutional goals of community engagement, providing experiential learning opportunities for students, and developing new knowledge that enhances understanding and provides a net benefit to society.

UFV's nine centres and two institutes make significant contributions in this regard. In 2021, all the research centres and institutes secured external funding, added to their long list of community and international partnerships, disseminated their research through both conventional and innovative media, provided students with applied research opportunities, and created new knowledge and understanding in response to the needs of our local community and beyond.

At its meeting on November 4, 2021, the UFV Senate Research Committee reviewed and approved the proposal of the establishment of a new centre, the Centre for High Pressure Research (CHPR), which has been well supported both internally, by the Chemistry Department, and by external partners from Vancouver Island University, University of Florence in Italy, and Oita University in Japan. CHPR's mission is to coordinate collaborative research and disseminate knowledge in the field of high pressure effects on condensed-phase systems, all with active involvement of undergraduate students.

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

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

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

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

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

UFV received a one-time grant of \$112k from the Ministry of Advanced Education and Skills Training (AEST) to support Health Care Assistant Partnership programming.

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

UFV Advancement secured grants totalling more than \$300,000 to support students taking part in Work Integrated Learning and Experiential Education.

2.2 Foster meaningful collaboration and engagement opportunities with members of our community

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

Each year the English department welcomes an accomplished Canadian writer to inspire students, mentor aspiring writers, and provide practical advice on publishing, while receiving dedicated time to work on their own creative projects. Lindsay Won was the Writer-in-Residence for the winter 2021 semester. She is the author of the bestselling, award-winning memoir, "The Woo-Woo: How I Survived Ice Hockey, Drug-Raids, Demons, and My Crazy Chinese Family". In winter 2022, Sheri-D Wilson, best

known for her spoken word poetry and who has been a leading light in Canadian literature for three decades, is the Writer in Residence. The Writer in Residence works with faculty and students, visiting creative writing classes, consulting one-on-one with students, and enriching the local literary scene by participating in both UFV and community events.

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

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

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

When securing goods and services, the Procurement department uses local, community-based suppliers where appropriate.

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

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

The Betty Urquhart Community Service award is part of UFV’s commitment to changing lives and building community. In February 2021, UFV presented the Betty Urquhart Community Service award to Nerlap Sidhu, a UFV alumna and teacher at Eugene Reimer Middle School in Abbotsford, for her creation of a series of community and school projects. Her latest, the Equity Backpack Project, focuses on anti-racism and has drawn attention from educators across B.C.

UFV’s School of Land Use and Environmental Change and the Office of Sustainability hosted the March for Sustainability education series. Ten departments and student groups, as well as multiple external organizations, were involved with the various events. A UFV Sustainability Survey determined topics important to students and staff. UFV plans to grow the March of Sustainability and make it an annual event. “Many people are dealing with an unprecedented amount of climate anxiety and it’s important to provide them with ways to get involved and become change makers,” says Jennifer Martel, sustainability coordinator on UFV’s Campus Planning and Facilities Management team.

UFV partnered with the Cities of Abbotsford and Chilliwack on an initiative called CityStudio. CityStudio Chilliwack became the 11th CityStudio partnership in Canada in April 2021. Recent topics that CityStudio explored include community needs pre- and post-COVID, cross-generational workplaces, sustainable water future, identifying and breaking down local barriers to support diversity and inclusion, and inclusive and equitable digital marketing of community cultural events. Students work with faculty

members and staff from local organizations and municipalities to come up with innovative and creative ways to address the challenges in their communities.

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

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

In alignment with the value that every purchase has economic, environmental, and social impact, the Procurement department has added social procurement criteria to 100% of RFP's where applicable.

UFV Advancement chaired the "Business of Doing Good" study in partnership with the Abbotsford Chamber of Commerce to study of the economic and social impact of the not-for-profit sector in Abbotsford. The research was led by Dr. Garry Fehr.

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

Strategic Imperative Theme Three: Lifelong Learning

Lifelong learning is a core value for UFV. The University promotes lifelong learning in several ways, including providing accessible and flexible learning opportunities, supporting various pathways that lead to the attainment and recognition of students' educational goals, offering programs and conducting

scholarly activities that enrich the lives of those in the Fraser Valley, and improving community access to UFV's programs.

3.1 Provide accessible and flexible opportunities to support personalized, lifelong learning

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

UFV launched an innovative micro-credential initiative, and introduced the new Digital Marketing Skills micro-credential program as its first offering. This exciting program is being offered in partnership with the College of Arts. A list of micro courses that best meet prospective students' career goals have been curated. Students earn a badge for the completion of a single micro course, take all nine to earn a Digital Marketing micro credential, or complete a series of three to earn university credits.

In January 2021 we welcomed our new cohort of students into the Culinary Arts pre-trades program. This 12-week program is offered multiple times each year at the Trades & Technology Centre in Chilliwack and is in partnership with Stó:lō Aboriginal Skills and Employment Training (SASET). Graduates are well qualified to obtain entry level employment at food service establishments.

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

The Hyflex format of course delivery was incorporated into the Applied Business Technology program in Fall 2021. In the HyFlex course design, students can choose to attend face-to-face, synchronous class sessions, or complete course learning activities online without physically attending class. The first HyFlex class was held on September 24, 2021, with nineteen students attending in person at the Clearbrook Centre and five joining virtually via Blackboard Collaborate. In-person students successfully engaged in group work with their remote classmates using various forms of technology—phones and laptops.

UFV has worked with external sources to provide accessible and flexible opportunities for learning. For example, UFV and Nicola Valley Institute of Technology (NVIT) are excited to confirm that a Bachelor of Integrated Studies degree completion cohort for graduates of the NVIT Chemical Addictions Workers advanced diploma is offered in 2021-22. The funding received from the Ministry allows UFV to offer the courses of this degree completion cohort tuition free. In addition, the Indigenous Certification Board of Canada's re-accreditation process was completed for the Bachelor of Integrated Studies completion program at UFV, the only bachelor's level program in Canada to achieve this status. UFV, in partnership with NVIT, developed this program for NVIT's Indigenous Holistic Wellness & Addictions Advanced Diploma graduates.

UFV develops rich online resources to accommodate students' learning. The pandemic demanded major changes in how instruction was offered with the move of most instruction online. In Fall 2019, only 8% of instructional activity was online. Teaching and non-teaching faculty members, along with the ITS

department played a vital role in shifting courses to 97% online in Fall 2020 while B.C. was under strict COVID restrictions. UFV was back face-to-face in Fall 2021 and saw instructional activity of 39% online, 23% hybrid, and 38% in person. As we returned to campus, we sought to retain the best of the new methods developed during the pandemic. UFV is evaluating what constitutes the optimal mix of instructional modes.

UFV was successful in receiving a BCcampus Open Education Foundation grant in 2021. This grant goes to funding UFV's first Open Education Faculty Fellows (OEFF) program, which is coordinated and supported by the Library and Teaching & Learning. This program supports 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. Each of the three OEFF projects has a funded Student Assistantship. This program will support a vibrant and robust open education culture at UFV.

The Enactus UFV project involves several initiatives. One is the Big Brain Literacy Program (BBLP), a workshop-based program that provides financial education for students. BBLP focuses on teaching new to UFV students how to budget, save money, and make educated financial decisions. The BBLP has been selected to receive a \$2,500 grant as part of the Shaw Youth Entrepreneurship Project Accelerator. This BBLP project also got two additional grants: \$2,500 from Jean Sauve Global Project Accelerator and \$2,500 from PC Financial Resilience Project Accelerator.

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

- Second Runner Up Samsung Solve for Tomorrow—\$2500 award;
- Best Project Recipient, PC Financial Resilience Project;
- Runner-up, League A Semi-Final;
- Competition; Most Improved Team Award Recipient; and
- Semi-Finalist, Enactus Canada Competition.

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

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

UFV offers micro-credentials, certificates, diplomas, master's degrees, graduate certificates, postbaccalaureate certificates, a post-diploma certificate, and 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. UFV's diverse programming ensures the University provides accessible and flexible opportunities to support personalized, lifelong learning, with pathways that lead to the attainment and recognition of students' educational goals. Section 3 exhibits KPIs on the mix of credential type, student participation in pathway opportunities, and on program ladderling.

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

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

In April 2021, South Asian Studies Institute (SASI) unveiled two short films as part of its South Asian Historic Sites work. SASI also curated, redesigned, and permanently installed the Vancouver Maritime Museum's 2014 exhibit titled Komagata Maru: Challenging Injustice. The exhibit was displayed at the Sikh Heritage Museum located in the National Historic Site and Gur Sikh Temple in Abbotsford, B.C. in April 2021. In addition, SASI was pleased to travel its original Haq and History exhibit, curated in partnership with the Royal BC Museum, to three schools in Abbotsford. The three schools displayed the exhibit panels and engaged in additional learning about the significance of Punjabi Canadian histories across British Columbia. SASI was pleased to host the Honourable Minister of Tourism, Arts, Culture and Sport, Melanie Mark at the Sikh Heritage Museum, National Historic Site and Gur Sikh Temple on November 12, 2021. SASI was also joined by UFV President and Vice Chancellor Dr. Joanne MacLean, honourable Minister of Labour Harry Bains, Parliamentary Secretary to the Minister Bob D'Eith, MLA's Jagrup Brar, Jinny Sims, Pam Alexis, and Mike Murray, Council member of the BC Arts Council for a roundtable discussion regarding how we will preserve and showcase our history through a South Asian Canadian Museum in B.C.

From April 8-10, UFV Theatre's fourth year Theatre class presented *The Devised Theatre Showcase 2021: No Strings Attached*. Online performances were well-received and well-attended.

As part of Bachelor of Education programming, we ask our teacher candidates to consider ways that they can give back to the schools who provide them with a practicum placement. Given the complexities of organizing large-scale activities during COVID, the 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 placement schools to pass on to teachers and students.

The Faculty of Science outreach program, Science Rocks! hosted events in Fall 2021, including the "Ocean-ology" and "Nature Exploration!" camps. These camps allowed kids to work in a real science lab and experiment with fun activities that explored the sciences. More events will be held in 2022.

3.4 Improve community access to the UFV's programs

To build community and support lifelong learning, UFV seeks to provide easy access to UFV programs for community members. For example, UFV Continuing Education hosted a "Sparks and Innovation" workshop with the Municipal Innovators Community on November 16, 2021. This half day workshop introduced the Civic Governance and Innovation certificate to the local government community.

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

encouraging students to choose UFV. For example, the College of Arts hosted three events: one focused on making the most of an Arts credential; one on research opportunities; and third on experiential learning. In total, 230 prospective UFV students attended these events.

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 UFV. 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 high school graduation and a university-level one-year certificate. These programs prepare students both for direct employment in their chosen field upon graduation, and for further study. In some programs, students can 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.

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

KPIs Relevant to Lifelong Learning

KPI: # of students by credential type

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

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

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

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

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

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

Strategic Imperative Theme Four: Student Experience & Success

Student experience is key to student success. UFV aims at improving and enhancing the learning experience for everyone through fostering interdisciplinary and integrated forms of engagement, emphasizing active and experiential forms of learning, enhancing digital literacy and access to technology, and developing institution-wide experiential learning opportunities.

4.1 Foster interdisciplinary and integrated forms of engagement

Engaging everyone in an inclusive learning environment means thinking outside the box and moving towards interdisciplinary and integrated forms of engagement. UFV provides students with access to engage across a variety of areas to foster interdisciplinary and integrated learning. We present a KPI on the percentage of students engaged in High Impact Practices in Section 4.

South Asian Studies Institute (SASI) fosters inter-disciplinary scholarly research, and community and public engagement on issues related to South Asia and the Canadian South Asian Diaspora. SASI was awarded the Historic Resilience Award for its work with the National Historic Site Gur Sikh Temple by the National Trust of Canada.

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

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

4.2 Emphasize active and experiential forms of learning

Active and experiential learning are two methods UFV uses to engage learners. UFV has been focusing on increasing work-integrated learning opportunities for several years, and the momentum is growing. Work-integrated learning experiences can take the form of traditional paid co-op semesters, but they also include short-term placements, classes taking on a project supplied by a company or organization, hackathons, field practicums, volunteerism, and short-term tasks such as promotional design or social media support for a specific event. Some will involve pay, and others may contribute to the student's course assignments. A measure of employability skills is a KPI in Section 4.

International mobility experiences represent another form of experiential learning. After over 2 years of minimal activity because of the pandemic, applications for outbound mobility by UFV students has returned to pre-pandemic levels for the fall 2022 semester. Additionally, UFV International is on track to see its largest-ever single-semester cohort of exchange students—more than 80 students from 13 countries.

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

The Graduate Certificate in Child Life and Community Health was awarded funding to expand internship sites through the Work Integrated Learning proposal. Internships will be expanded in the Fraser Health and Interior Health Regions. In addition, the establishment of a Child Life Internship at the 73-bed Ronald McDonald House on the campus of BC Children's hospital is being developed. This is a ground-breaking experiential learning opportunity for students in the Graduate Certificate in Child Life and Community Health. The students will be working with patients, their siblings, and their parents to help them cope with the stress and anxiety associated with illness and hospitalization.

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

The College of Arts announced plans to provide 1,000 work-integrated learning opportunities for students by June of 2022; support provided by the national Business + Higher Education Roundtable (BHER) will help achieve this goal. The BHER funding will help increase UFV's internship and practicum coordination capacity so that the University can make stronger connections with employers and non-profit organizations to increase opportunities for students. In addition, it will help fund faculty coaches working with students to guide their workplace experience.

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

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

UFV supports Skills Canada by hosting a regional skills competition and providing technical chairs (UFV Faculty) and contest winners to provincial and national competitions. The latest change to provincial guidelines meant that UFV was able to host a competition with COVID-safe protocols in place on March 3, 2022. Engagement was down slightly from previous years, but the tech chairs persevered and delivered competitions in Electrical, Automotive, Carpentry and Welding. "UFV Electrical is proud of all our participants and especially pleased that half of our competitors (including the Gold Medal winner) were women," noted Electrical professor Cary Britton. "UFV Automotive also had a female gold medalist. The event was very close to International Women's Day and while we don't yet see equal numbers in terms of class make-up, it was wonderful to see a competition balance to accompany the parity of skills."

4.3 Enhance digital literacy and access to technology

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

Partnering with CASE (Canadian Association for Supported Employment) and three Community Futures (North Fraser, BC; Yorkton, SK; and Central, BC), Continuing Education is developing a Digital Literacy Program for their client groups. All materials will be closed captioned, and efforts are underway to make materials American Sign Language compliant.

Continuing Education also delivered "train the trainer" programming for twelve Digital Literacy trainers with community organizations from across Canada in an online format during May and June 2021.

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

Abbotsford and Chilliwack campuses and parking lots received an expansion of wireless service. The campuses also received AV upgrades for eRooms and HyFlex/Hybrid rooms.

4.4 Develop institution-wide experiential learning opportunities

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

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

CECE is upskilling the career readiness of UFV's Science and Data Analytics students. CECE secured \$89k to fund 3 projects that will increase work-integrated learning opportunities for Science and Data Analysis post-baccalaureate certificate (DAC) students. In September, CECE staff visited Science and DAC classrooms to deliver career education workshops to some 200 students. Also, part of this funding was used to purchase specialized equipment for students to conduct local water quality testing for the City of Chilliwack, Stó:lō Nation, and the Great Blue Heron Reserve. This offers students the opportunity to work with global partners by conducting water quality testing for the Global Rivers Observatory.

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

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

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	324	83.2%	83.7%
2019	499	424	341	85.0%	80.4%
2020	517	420		81.2%	

KPI: % of students engaged in High Impact Practices

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

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

KPI: Graduation Rates

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

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

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

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

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

KPI: Teaching Excellence

Target: a) Exceed BC average for quality of instruction

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

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

Target: b) Exceed BC average for satisfaction with education

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

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

KPI: Employability skills

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

BCSO Survey Group:	2019		2020	
	BCSO Pivot Table Results	UFV Results	BCSO Pivot Table Results	UFV Results
DAC*	83.2%	87.2%	87.5%	86.5%
Trades-related vocational and Trades foundation**	89.5%	87.8%	89.1%	86.4%
Apprenticeship**	93.3%	97.7%	93.6%	100.0%
BGS***	90.5%	89.6%	91.7%	90.6%
Weighted averages All Institutions (not Research)	86.1%	88.5%	88.9%	88.3%

Note: BCSO Pivot Table Results do not include Research Universities;

**Source: BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, data prepared by BC Stats;*

***Source: BC Student Outcomes Survey of Trades Students, prepared by BC Stats;*

***Source: BC Student Outcomes Survey of Trades Students, prepared by BC Stats;*

****Source: BC Student Outcomes, 2017 to 2021 Baccalaureate Graduates Surveys of 2018 Graduates, prepared by BC Stats.*

Strategic Imperative Theme Five: Equity, Diversity, and Inclusion

UFV is committed to equity, diversity, and inclusion (EDI). We achieve our EDI goals through identifying and removing access barriers for individuals from marginalized and underrepresented groups; integrating equity, diversity, and inclusion into all aspects of our institutional culture; and building programs that educate our students to act as ethical and engaged global citizens who redress historical injustices.

In 2021, Sundeep Hans became UFV's first Director of Equity, Diversity, and Inclusion. Hans brings with her a wealth of experience in a variety of sectors including education, healthcare, government, and the not-for-profit space, where she has a proven record of advancing EDI through an anti-racism and anti-oppression approach.

"I am thrilled to have Sundeep Hans join us in April as we begin the next phase in our journey," said Provost James Mandigo. "There is no doubt in my mind that she will help us immeasurably as we look to achieve our goals with regard to integrating equity, diversity, and inclusion into all aspects of our institutional culture."

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

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

The UFV Centre for Accessibility Services launched a transition program in spring 2021 to better facilitate the transition of students with identified disabilities into post-secondary. There are three parts to this program: outreach, a transition night event, and one-on-one appointments. As part of outreach, the accessibility team connected with high school counsellors and other key supporters to share information with them about the enhanced approach to transition. Potential and confirmed UFV students and their supporters attended transition night, meeting our accessibility team, and learning about accommodation and accessibility at UFV. Following transition night, every attendee was offered a one-on-one appointment with an Accessibility Advisor to ask personal 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. Early feedback from potential students is very positive, indicating increased confidence around the process.

UFV collaborated with Douglas College and Langara College in successful consortium proposal on promoting Indigenous mobility to Colleges and Institutes Canada (CICan), receiving approximately \$700k in funding. Shirley Hardman, Senior Advisor on Indigenous Affairs; Betty Peters, Director of Indigenous Student Centre; and Daryl Smith, Director of UFV International, participated in a Community Connections trip to Northern Arizona University's Native American Cultural Centre in preparation of this initiative. Year one will culminate in a study tour to that destination and will see students from UFV, Douglas College, and Langara taking part. This helps position UFV as a solid destination for prospective Indigenous students from the region.

UFV International has submitted a signed contribution agreement, as well as narrative and financial workplans for the Global Skills Opportunity funded through Employment and Social Development Canada (ESDC) and managed by both Universities Canada and CICan. This will provide \$500k to promote and assist students, particularly those from underrepresented groups—Indigenous students, students with disabilities, and low-income students, in going abroad for credit-based work-integrated learning experiences. The total number of students impacted should be 128 over the course of the project (2022-2025). UFV International has pledged an additional \$190k in mobility scholarships as an in-kind contribution.

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

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

UFV strives to integrate equity, diversity, and inclusion (EDI) into all aspects of our institutional culture, thereby allowing everyone to feel valued and supported. The *President's Task Force on Equity, Diversity, and Inclusion* created the EDI 2020/21 Action Plan. The Action Plan provides a framework to embed

equity, diversity, and inclusion into UFV's institutional practices and supports individual units in their EDI work. The Action Plan is a living document that evolves over time because EDI work is an iterative and continuous process that requires us to collaborate with, and respond to the needs of, our community. The 2020-21 version of the annual EDI Progress Report describes actions taken by areas at UFV towards dismantling systems that perpetuate inequities. The number of Action Item Goals from the EDI Action Plan that have been implemented forms a KPI in Section 5.

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

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

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

Spurred on by the work of the President's EDI Task Force, members of the UFV community are exploring the possibility of establishing a Critical Disability Studies and Leadership program. Alyson Seale, an Associate Professor in the Upgrading and University Preparation department, presented a TEDx talk—Purposeful Steps Away from Ableism. Alyson is responsible for UFV's Workplace Training in Attitudes, Skills, and Knowledge (TASK) program, a pre-employment program for adults with disabilities.

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

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

The Black Lives Matter Social Justice Art Project launched in June 2021, with UFV School of Creative Arts Associate professor Shelley Stefan as an Art Mentor for the project. The Project aimed to bring our Fraser Valley community together in support for, and solidarity with, the Black community through

visual art. By exhibiting the canvas paintings of four participating BIPOC (Black, Indigenous, and People of Colour) Fraser Valley artists, UFV hopes to increase awareness of the systemic racism faced by Black people and inspire concrete action to tackle its existence globally and locally. Over the course of three semesters, UFV faculty and students worked with CityStudio to develop this collaborative and powerful exhibit and organize its live and virtual launch.

On March 30, 2021, the UFV Global Development Studies program, in partnership with the British Columbia Council for International Cooperation, hosted a youth-led webinar on the theme “Choose to Challenge.” Youth panelists who attended the recent United Nations Commission on the Status of Women shared how they “choose to challenge” for greater gender equality and social justice, and what they have learned about global youth advocacy and change-making by attending the Commission on the Status of Women.

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

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

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

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

Strategic Imperative Theme Six: Personal & Professional Development

Growth and progress are a natural human need. There is a wealth of support in place at UFV for faculty and staff to develop personally and professionally. Through enhancing deep listening, dialogue, and democratic civil engagement, prioritizing the health and well-being of our community members and our ecosystems, and supporting targeted personal and professional development for faculty and staff, UFV helps employees reach their full potential.

6.1 Enhance deep listening, dialogue, and democratic civil engagement

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

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

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

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

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

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

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

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

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

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

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

The flooding in the Fraser Valley last November made headlines around the world. Recognizing the scope of the disaster and the need to help Valley residents, farmers and businesses rebuild, UFV jointly established the Abbotsford Disaster Relief Fund. The fundraising coalition, comprised of UFV, the Abbotsford Community Foundation and the Abbotsford Chamber of Commerce jointly raised \$4.5 million over a 3-month period. “We were blown away by the outpouring of donations and community support,” said Craig Toews, Vice President External at UFV. “Collectively, it was great to see how our fundraising partnership mobilized and quickly got to work, identifying gaps and allocating funds to where they were needed most.”

In response to the devastating November floods, UFV Food and Agriculture Institute (FAI) have developed a project to help with post-flood trauma through sharing stories. Dr. Michelle Superle, assistant professor of English, published writer, research associate of the UFV Food and Agriculture Institute, and a concerned member of the Yarrow community, is leading the effort, along with Dr. Robert Newell, associate director of the FAI. The simple journaling techniques taught in the workshops are accessible to everyone, including those without prior writing experience, and extensive research demonstrates that they are highly effective for helping survivors working through trauma to improve their mental and physical health. Dr. Superle and the UFV Food and Agriculture Centre also help support recovery for farmers by providing help with writing services such as grant applications and impact statements, opportunities to be interviewed about their experiences, and UFV-funded student placements.

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

6.3 Support targeted personal and professional development for faculty and staff

UFV has once again been named one of BC’s top Employers in 2022. This is the eighth consecutive year that UFV has received this distinction. UFV strives to provide targeted, meaningful personal and professional development for faculty and staff so they can continue to not only be competent in their profession, but also excel in it. A KPI assessing faculty and staff engagement in professional development activities is in Section 6.

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

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

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

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

UFV celebrated more than 100 employees who had contributed more than 10 years of service, including one 35-year employee and one 30-year employee. More than 50 employees retired this year, and seven were named professors emeriti, including one librarian emeritus.

UFV IT is hosting the Canadian Higher Education IT (CANHEIT) conference, both in person and virtually, June 21–23, 2022.

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

Strategic Imperative Theme Seven: Engagement with Community

The success of UFV is tied to the communities we serve. Therefore, UFV continuously and deliberately engages with our multiple communities institutionally, regionally, nationally, and internationally through sharing and celebrating the accomplishments of our UFV community and alumni with others, developing a vibrant and diverse culture on each of our campuses, and creating opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world.

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

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. UFV's greatest strength is its people. UFV community and alumni are doing amazing things in the community and the world. We believe that is worth celebrating!

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

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

UFV Advancement worked closely with community supporters who gave more than \$2 million to fund student awards and university initiatives.

UFV presented honorary doctorates to four Canadians who have made a significant contribution to their field and Canadian society. Retired general and humanitarian Roméo Dallaire, filmmaker Andrée Cazabon, teacher and LGBTQ activist James Chamberlain, and helicopter pilot and aviation entrepreneur Cathy Press were honored by UFV in a private ceremony on June 4, 2021.

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

Dr. Awneet Sivia, associate professor in the Teacher Education department, has received three teaching awards in the last 12 months. The 3M National Teaching Fellowship is one of 10 awarded to Canadian post-secondary educators and the first ever granted to a UFV faculty member, Dr. Sivia also received UFV's Teaching Excellence award and was one of five inaugural recipients of the West Coast Teaching Award. "Dr. Sivia is an incredible role model for her students," said Dr. James Mandigo, Provost and Vice-President Academic. "She transforms the lives of her students but then shares her enthusiasm and expertise across campus and into the community. She truly represents what is best about UFV."

7.2 Develop a vibrant and diverse culture on each of our campuses

Community-building extends beyond our educational programs. We work to develop a vibrant and diverse culture on each of our campuses by organizing multiple cultural events. The range of cultural

events reflects the value of diversity and inclusion in campus life and shows how they become resources that drive education, innovation, and understanding.

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

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

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

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

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

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

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

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

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

Friends Without Borders (FWB), a 10-week intercultural peer support program, is designed to provide a supportive community for UFV students to connect globally, pursue intercultural learning, and build meaningful connections. For another example, the Global Lounge is a welcoming and comfortable space for conversation. It is a centre of diversity, cross-cultural exchange, and respectful debate of ideas and views. It is a great place to study, hang out with friends, attend an event, or simply drop in for a break.

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

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

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

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

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 BC

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

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

KPI: Annual Greenhouse Gas Emissions (tCO₂e)

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

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

KPI: # of community engaged projects

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

Year	Total # of Community Engaged Projects	Research Options	Sabbaticals	Partnerships
2020-21	62	14	9	39
2021-22	80	7	4	57

KPI: Total 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%

Words at the End

With the recent disastrous flooding in the Fraser Valley coming on the heels of the endless challenges of COVID, I find myself wondering if we are ever going to get a break from unprecedented events. In the face of all this uncertainty, I have watched you persist and admire how strong, adaptable, and compassionate you have proven to be. Please know you have my sincere gratitude for not wavering on our mission of engaging learners, transforming lives, and building community despite significant challenges.

President Joanne MacLean in her end-of-year message to employees, praising the UFV community for persisting in the face of continuing challenges.