

INVESTMENT IN UFV = INVESTMENT IN BC

Public Response to Funding Formula Review
June 30, 2022



Land Acknowledgment

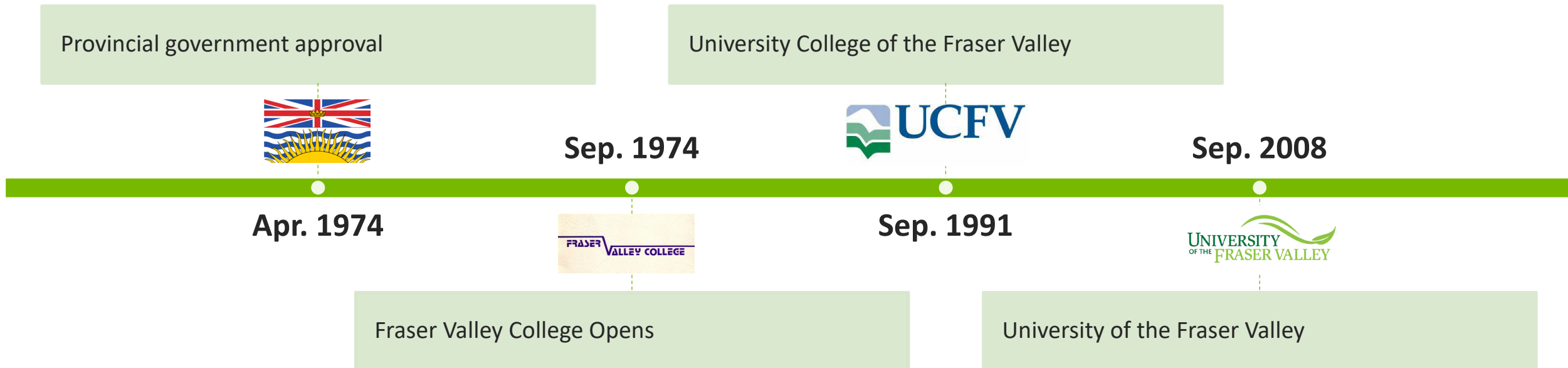
Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which the University of the Fraser Valley (UFV) is located. They lived on Stó:lō Temexw, the territory of the Stó:lō – people of the river whose native language is Halq'eméylem, also known as the upriver dialect.

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



UFV Timelines

A regionally focused, primarily undergraduate, access University



“The College will serve all the people in the Upper Fraser Valley where post-secondary facilities have been lacking, and is open to all the people of British Columbia. The council believes that the college is for everyone; therefore, no matter what your educational background is, this college will have something for you and for your family.”

*Doug Hamilton, Chairman
Welcome Message in
FVC's first Academic Calendar (1974)*



Norm Crabtree nails in sign announcing new home of FVC.



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.

Values

Community, Excellence, Inclusivity, Integrity

Mission

Engage Learners

Transform Lives

Build Communities

Goals

Provide inclusive learning environments for everyone

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

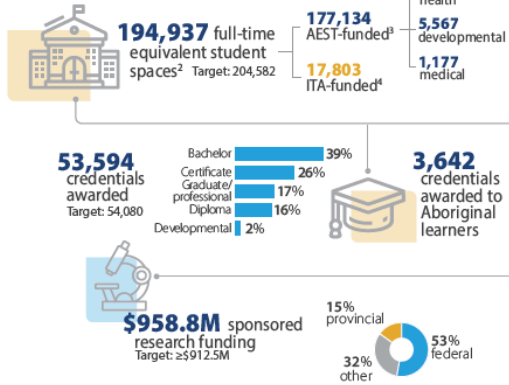
Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond

BC PUBLIC POST-SECONDARY SYSTEM

2020/21 Accountability Framework Highlights¹

CAPACITY

Meeting the evolving needs of the province



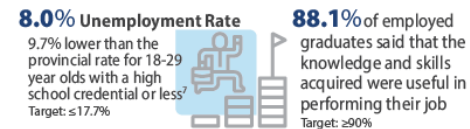
QUALITY

Enriched educational experiences that meet the learning objectives of students



RELEVANCE

Breadth and depth of programming to meet the evolving economic needs of the province

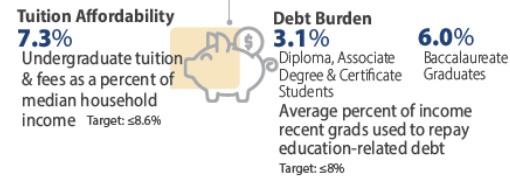
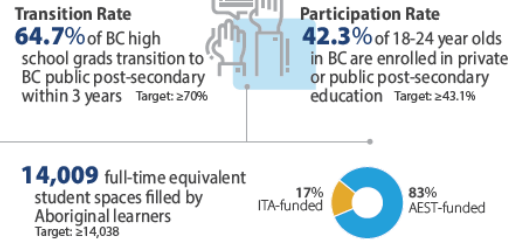


Notes

- For an overview of the Accountability Framework, including performance measure specifications and Institutional Accountability Plans and Reports, see: gov.bc.ca/post-secondary-accountability-framework
- Full-time equivalent (FTE) student spaces are not reported as whole numbers. The effects of rounding may affect the total FTEs reported.
- Ministry of Advanced Education and Skills Training
- Industry Training Authority
- For more detail see: outcomes.bccstats.gov.bc.ca
- Percent of domestic students who self-identified as Aboriginal.
- Unemployment rate data does not yet reflect the impact COVID-19 has had on unemployment in British Columbia.

ACCESS

Providing equitable and affordable access for residents

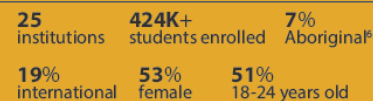


EFFICIENCY

Providing multiple and flexible pathways with clear returns on public and individual investments



BC Public Post-Secondary System By the Numbers

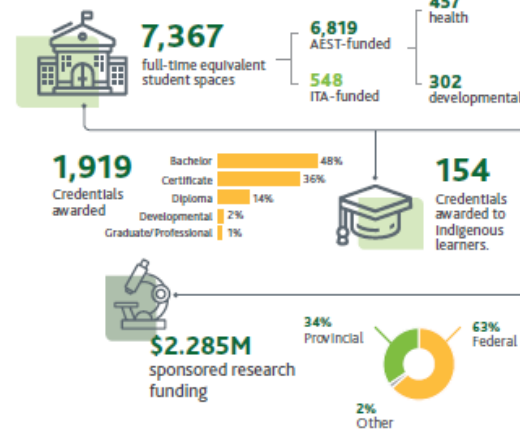


University of the Fraser Valley

2020/21 Accountability Framework Highlights

CAPACITY

Meeting the evolving needs of our region



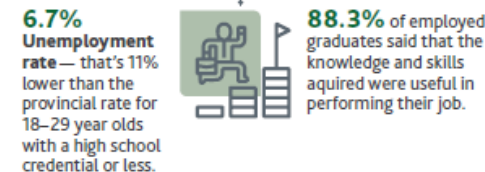
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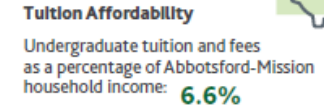
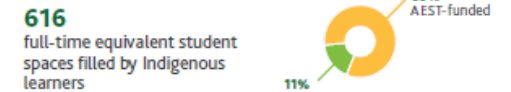
RELEVANCE

Breadth and depth of programming to meet the evolving economic needs of the province



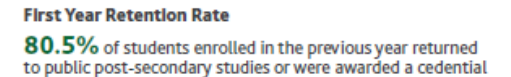
ACCESS

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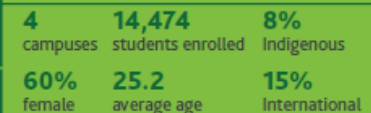


EFFICIENCY

Multiple and flexible pathways with clear returns on public and individual investments



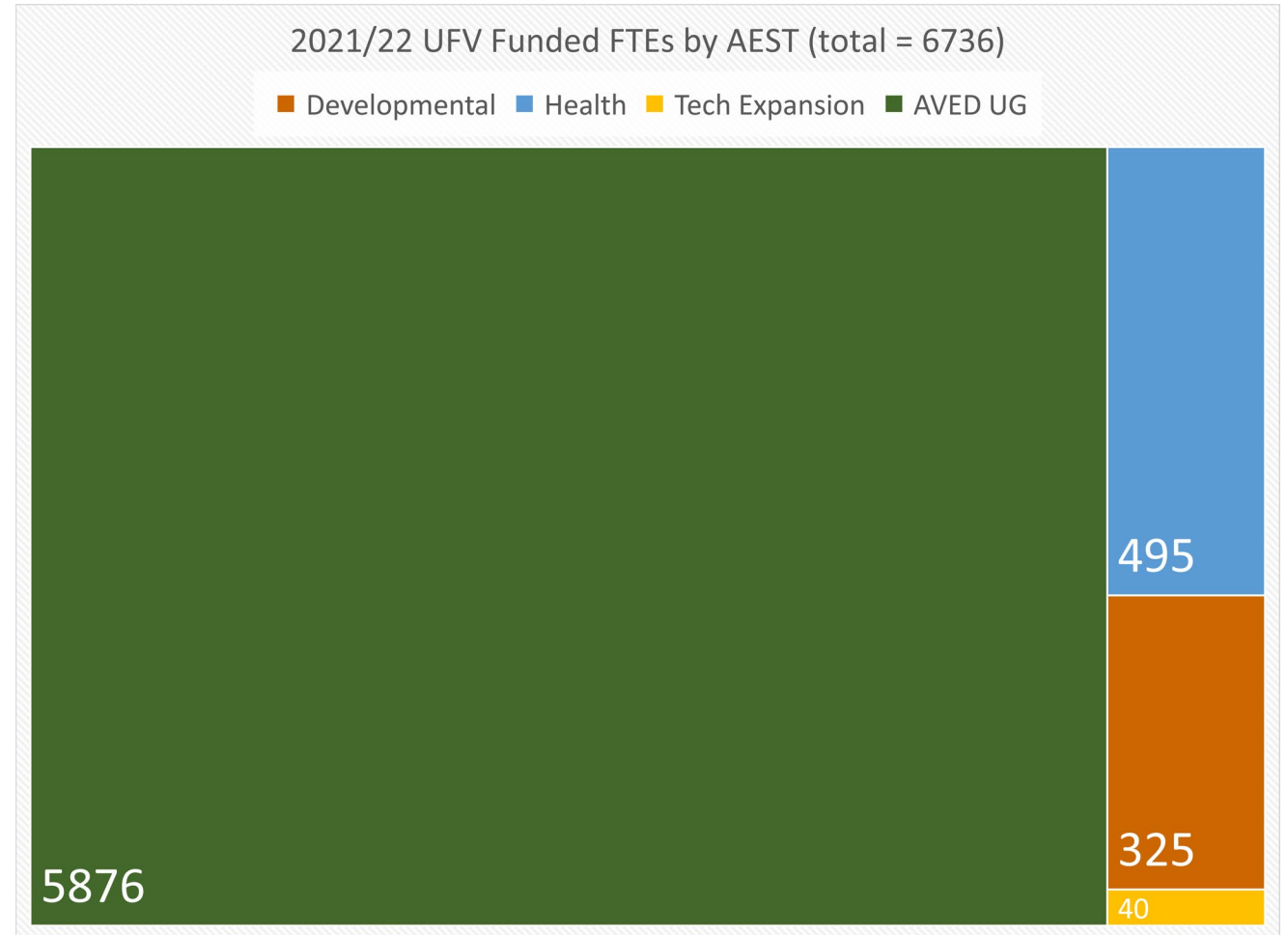
UFV BY THE NUMBERS



UFV Programs & Domestic Enrolments

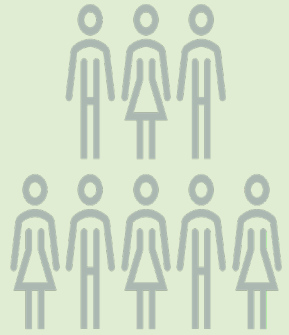
PROGRAMS	
43	Undergraduate certificate, diploma, & associate degree programs
22	Bachelor degree programs, with majors, minors, & extended minors in more than 40 program areas
6	Master's degree, graduate certificate, & post-baccalaureate programs
20	Trades & apprenticeship programs
13	Adult training, continuing education certificates, upgrading, and ESL programs
50+	Study abroad programs
14	Program areas that offer co-operative education

The 5 largest academic departments are Business Administration, Criminology & Criminal Justice, Computer Information Systems, Kinesiology, and Social Cultural and Media Studies

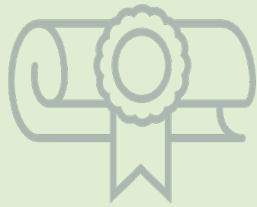


NOTE: ITA FTE's = 775 (not included)

Funding Review Priorities for UFV



**Meeting
Increased
Regional
Demand for
Domestic
Seats**



**Student
Ready
University**



**Meeting
Community
Needs and
Expectations**



**Supporting
Lifelong
Learning**



**Faculty
Recruitment
and
Retention**



1. What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?

Economic

- The total impact of UFV is \$720 million, equivalent to 6.4% of the gross regional product of the Fraser Valley
- UFV's total impact supported 9,488 jobs in the Fraser Valley in fiscal year 2019-20. One out of every 14 jobs in the Fraser Valley is supported by the activities of UFV and its students
- In return for the monies invested in UFV, students receive a present value of \$360.1 million in increased earnings over their working lives. This translates to a return of \$1.70 in higher future earnings for every dollar that students pay for their education at UFV
- As an access institution, we get students that historically have been excluded from PSE. This has resulted in helping them shift from entry level jobs by providing access to university resulting in a higher lifetime earning power and greater tax revenues
- \$13.6 million or 307 jobs, is attributable to international students who relocated to the Fraser Valley to attend UFV
- The accumulated contribution of former students of UFV who were employed in the regional workforce in 2019-20 amounted to \$592.2 million in added income in the Fraser Valley economy. This is equivalent to supporting 7,690 jobs
- BC taxpayers fully recover the cost of the original investment and receive a return of \$3.00 in addition to every dollar they paid based on student lifetime earnings and business outcomes
- For every dollar that society invested in UFV in fiscal year 2019-20, society as a whole will receive a cumulative value of \$6.60 in benefits



1. What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?

Social

- As an access university, we have a mandate to ensure residents of the Fraser Valley have pathways into university programming by offering a range of credentials from continuing education and upgrading to degrees at both the undergraduate and graduate levels
- Our campuses are integral parts of the local communities and growth plans
 - Abbotsford campus is part of City's UDistrict Neighbourhood Plan
 - Chilliwack campus is part of Canada Education Park
 - Mission campus is part of Heritage Park
 - Hope campus supports a variety of community initiatives
- 48% of students graduating from UFV have been involved in a work integrated learning experience (e.g., CityStudio in Abbotsford and Chilliwack)
- Research Centres and Institutes are focused on working with local partners to address local issues (e.g., Centre for Education and Research on Aging; Food and Agriculture Institute; South Asian Studies Institute; Community Health and Social Innovation Hub; Esposito Family Centre for Innovation and Entrepreneurship; Peace and Reconciliation Centre; Centre for Public Safety and Criminal Justice Research)
- In 2020/21, total of 62 community engaged research projects with local communities and generated \$3.5M in external research funding. Total of 26% of graduating students from UFV report being engaged with a faculty member's research




1. What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?

Environmental

- UFV has reduced CO2 emissions by 31.7% since 2009
- Many UFV programs have integrated green technology into the learning outcomes and competencies – particularly in Trades, Geography, Science, and Business areas
- Examples of Capital Projects
 - Water fill stations
 - Photovoltaics (PV) System
 - Solar walls
 - Grounds Battery Powered Equipment
 - Building upgrades include new energy efficient windows and a highly efficient envelope system with increased insulation
 - Electric Vehicle (EV) Charging
 - Campus shuttle between Abbotsford and Chilliwack campuses
 - Post-Consumer Waste Paper and Sugar Sheet Initiative
- As one of Feed BC's public post-secondary institution (PSI) partners, UFV, together with food services partner Dana Hospitality, is focused on a made in-house, locally sourced menu ranging from bread made in Delta, cranberries from Richmond, dairy sourced in Fraser Valley farms, and local beef
- Produce annual [Sustainability Report](#) aligning initiatives to UN SDG's
- Member of the United National Academic Impact organization

2. What is your institution doing to promote Reconciliation with Indigenous People and First Nations?

- Development of UFV Indigenization Plan: *Lálém ye mestíyexw* (“House of the Peoples”)
 - Serves as a guide to support Indigenization across the institution
- UFV's Integrated Strategic Plan: *iyaqáwtxw* (House of Transformation) identifies several strategic imperatives to support Indigenization and decolonization
- Dedicated offices for Indigenous Affairs and Indigenous Student Centre
- Institutional support for the creation and infusion of Indigenous content in courses
- Halq'emeylem Language proficiency certificate programs in two local communities: Seabird Island and Kwantlen First Nations
- Dedicated financial supports for Indigenous students
- Funding to support international mobility for Indigenous students
- Received exemption from Human Rights Commission to hire Indigenous faculty and staff
- Redevelopment of Mission Campus to include a Learning Commons dedicated to Truth and Reconciliation
- Educational partnerships with Stó:lō Aboriginal Skills & Employment Training (SASET) in culinary and trades programming
- The Indigenous Affairs office organized the multipart event, Cultural Resurgence S'i:wes: Traditional Teachings. Traditional ways. Indigenous resurgence is a reclamation of Indigenous ways of doing, being and learning. Indigenous students in S'olh Téméxw were invited to embark on a journey to reclaim Indigenous knowledges
- Teaching & Learning Specialist (Indigenization) hosts numerous workshops and webinars to support Indigenization and decolonization of curriculum
- Achieving TRC Calls to Action depends on universities' ability to recruit and retain Indigenous employees. To enhance UFV's ability to do so, a program of training for committed allies was developed and implemented. The program will ease some of the Indigenization work from Indigenous employees and educate allies about the systemic inequities and racism faced by their Indigenous colleagues

A background image showing three diverse students (two young men and one young woman) smiling and looking towards the camera. They are wearing backpacks, suggesting they are students.

3. What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?

- UFV is by virtue of its mandate and its strategic plan, an Access University that provides access to PSE for those living in the Fraser Valley. Subsequent policies and practices embedded across the University are a reflection of this mandate and mission
- During COVID-19, members of the UFV community rallied to support students by raising \$276,000 to support the Student Emergency Fund and the UFV-Student Union Society (SUS) Food Bank
- Student emergency funds are available to assist students who are experiencing unforeseen financial difficulties that are beyond their control and prevent them from reaching their educational goals
- In the past year, UFV distributed \$344,000 in scholarships, \$427,687 in bursaries, \$12,546 from the B.C. Athletics Assistance Program, \$179,853 for athletic scholarships, \$26,502 in emergency grants, \$46,935 in B.C. emergency grants, \$74,860 for Youth Future Education Assistance Fund, and \$239,465 for entrance scholarships, for a total of \$1,641,945
- UFV has also created the International Emergency Fund (IEF) to support international students affected by crisis or catastrophe for up to two years
- 77 UFV students have accessed the Provincial Tuition Waiver Program (PTWP) for Former Youth in Care, totaling \$300,096 in full tuition award disbursements
- UFV partnered with Dana Hospitality LP to create “Food for All”, a program to battle food security and ensure that no one on campus is left hungry. Meals are created with an intentional price point, making the affordable meal accessible to as many people as possible
- UFV partnered with the Abbotsford Community Foundation (ACF) and the Abbotsford Chamber of Commerce (ACOC) to raise over \$3.7M to support those impact by the 2021 flood
- UFV works with the local school boards across the Fraser Valley to provide Dual Credit opportunities in vocational and academic programs. In 2020/21, a total of 97 students from the Chilliwack (SD33), Abbotsford (SD34), and Fraser Cascade (SD78) school districts participated in Dual Credit opportunities through both Regional Career and cohort programs at UFV; 83 in vocational Dual Credit programs, and 14 in academic Dual Credit programming

4. What are your major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of British Columbia?

- Inequities in ability to generate revenue: UFV tuition is 21% lower than comparable programs in BC (with increases capped at 2% / yr) and funded 23% lower / FTE from grant funding
- Additional seats to support growing population in the Fraser Valley. Have been at 100% utilization for past 15 years with no funding increases. Projected enrolment increase of 20% over next 10 yrs
- Lack of any funding increases by the ITA over the past several decades for trades education means that the system is stretched and there is an overall lack of “seats” to meet demand
- Mandate of "Special Purpose Teaching University" within the University Act severely limits ability, recognition, resources, and funding to conduct applied regional research and offer graduate programs in support of lifelong learning
- Increased responsibilities (e.g., student mental health, TRU and UNDRIP, work integrated learning, applied student research, micro-credentials, accessibility, technology) with little to no additional sustainable funding
- Universities are often seen as being a mini-city that are expected to offer services already provided in community (e.g., health, food, entertainment, housing, counselling, financial, etc.)
- Cost of living and inflation causing significant recruitment and retention issues
- There is a need to upgrade facilities, redress deferred maintenance, and provide new space to meet enrolment plans and changing educational delivery modes. Limited funding opportunities will constrain necessary investments to capital infrastructure



5. What are the most significant contributions your institution makes in collaboration with other parts of BC's PSE system?

- UFV participates in the BCCAT system and accepts 360 students / yr
- UFV is a full participant, and early adopter, of the Education Planner BC Common Application system
- 775 FTEs from ITA to support Trades programming
- Partnership with Nicola Valley Institute of Technology (NVIT) to deliver a Master of Social Work (MSW) degree for a cohort of Indigenous students at NVIT's Merritt campus and online from 2018-2020 and degree pathway into Integrated Studies for graduates of NVIT's Chemical Addictions Worker Advanced Diploma / Indigenous Holistic Wellness and Addictions program since 2012
- UFV is an active member of BCNET and a part of the BCNET Procurement Service Committee (PSC) which set out the procurement strategies and directions for all 25 Post Secondary Institutions (PSI)
- UFV hosted two PSI virtual townhalls with Dr. Bonnie Henry during the COVID-19 pandemic to support safe return to campus protocols
- UFV, Kwantlen, and SFU are academic partners in the AGtech Innovation Sandbox (AGIS), which will support small and medium-sized enterprises (SMEs) to scale-up and commercialize AgriTech in B.C. AGIS is expected to create more than 300 new jobs, bring at least 20 technologies to market and generate \$13 million in business sales growth by 2026
- UFV is an active participating member of the British Columbia Association for Institutes and Universities (BCAIU)
- As part of the 5-year Global Skills Opportunity initiative, UFV, Douglas College, and Langara College were awarded \$700k to support international mobility of Indigenous students, beginning with a credit-bearing field school course followed by a study tour to Northern Arizona University (spring 2022)



6. What stands in the way of you collaborating more with the rest of BC's PSE system?

- Overall, the PSE system in BC is effective at supporting student mobility within BC institutions
- Research universities are less likely to want to partner equitably with us given faculty teaching loads
- Lack of research-based graduate programming makes it difficult for faculty to collaborate on research grants and projects
- Lack of a recognition system to support transferability of micro-credentials
- Requirement for academic dual-credit leading to a recognized credential
- Equal access to high-speed internet and technology across BC
- FTEs stay with a single institution, creating challenges with partnering in program delivery and/or student experiences (ie. only one institution can count the FTEs)



7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

Economic

- The BC Labour Market Outlook 2021 Edition projects a total of 1,004,000 job openings in B.C. from 2021 to 2031. Young people starting work are expected to account for 48% (477,000) of the projected job openings in B.C. from 2021 to 2031 and immigrants 34% (346,000). Roughly 77% (773,000) of job openings will require some level of post-secondary education or training. The largest share (36%) of job openings over the next ten years will require a Bachelor's, Graduate or First Professional Degree, followed by Diploma/Certificate Excluding Apprenticeship (29%), and Apprenticeship Certificates (12%)
- There are 53 top occupations identified for the Mainland/Southwest region for the next ten years. Forty of these occupations will require a post-secondary credential. UFV offers programming that provides the education, training, and skills necessary for almost all of these identified top occupations that have a typical education background of a degree, apprenticeship certificate, or diploma/certificate excluding apprenticeship
- Continuing Education and training programs are necessary to provide people with a way to upgrade their skills and abilities to be successful in the workforce. However, industry has become more engaged in offering these credentials online and self-paced (e.g., LinkedIn Learning, Google Certificates, Coursera) causing many to question the value proposition of PSE
- Report by the Fraser Institute, the share of Canada's population that is of working age is shrinking, while the share of seniors (age 65 and up) is growing. In 1966 there were 7.7 working-age people for every senior. This ratio has declined to 3.4 in 2022 and is projected by Statistics Canada to continue to decline to 2.3 by 2068. This will put pressure on public finances in the future, as there are fewer workers paying taxes to help fund payments to seniors and support increasing health care costs
- The 2020 Canada Mortgage and Housing Corporation (CMHC) Rental Market Survey Data Tables for the Abbotsford-Mission Census Metropolitan Area (CMA) state a vacancy rate of 0.6% and cost of renting increased 1.8% between 2019 to 2020



7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

Demographic

- Expected college-aged population growth in the Fraser Valley is projected to be considerably higher than the province as a whole
- Population growth of 18 to 55 yr old in Fraser Valley = 19% (10 yrs) & 29% (15 yrs)
- Population growth of 17-23 yr old in the Fraser Valley region projected to increase by 20% by 2032 and 23% by 2037 (vs 10 & 12% across BC respectively)
- Grade 12 enrolments in nearby school districts are also expected to see large increases over the next 10 years: Chilliwack (+33.2%), Langley (+10.3%), Ridge Meadows (+14.2%), Abbotsford (+3.8%), Mission (+11.7%), and Fraser-Cascade (+9.1%)
- School districts are seeing increases in successful graduation rates among their students: Abbotsford (93%), Langley (93%), Chilliwack (88%), Mission (78%) and Fraser-Cascade (72%)
- The Indigenous population in Canada, British Columbia, and the Fraser Valley Regional District is younger, and growing at a much faster rate than the non-Indigenous population. The share of Indigenous population in the Fraser Valley is largest for the 5-to-9 age-group at 13% of the population, while for 75 and over it is only 2.2%
- The majority of the 29% visible minority population in the Abbotsford-Mission CMA is of South Asian origin (75%), and accounts for 22% of the Abbotsford-Mission population, which is almost double the Vancouver CMA proportion of 12%
- Immigrants accounted for 27.5% of B.C.'s population in 2011, and is projected to increase to between 29.5% and 35.1% by 2036; which is larger than the national share of population. In 2018, 70% of 20-year-old immigrants who were admitted to Canada before the age of 15 participated in postsecondary education, compared to 56% of the overall population of 20-year-olds in the same year. Increased immigration will lead to higher demand for access to PSE



7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

Social

- Increased accountability and action to support authentic Truth and Reconciliation with Indigenous people
- New Accessibility legislation in BC
- Increased accountability to address Equity, Diversity and Inclusion
- Representation in hiring practices and access to PSE
- Growing tensions between Nationalism and Immigration
 - Canada's PSE internationalization strategy highly reliant upon work visa and immigration pathways
- Erosion of democratic principles and trust in elected officials
- Geopolitical forces restricting mobility for some and displacement of others
- Nature of internationalization strategies evolving from recruitment driven to strategic partnerships



7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?


Technological

- A survey conducted by KPMG LLP of 1,203 Canadian post-secondary students aged 18-34 in September 2021 found that 80% of Canadian students want a post-secondary education that matches their digital lifestyle
 - 88% want the post-secondary institution experience (e.g. registration, payment, course materials, etc.) to be digitally accessible online or via mobile phone
 - 69% say advanced technology – from robots and holograms to augmented and virtual reality – will become commonplace in classrooms
- Access to digital technologies will be necessary to access PSE. Will need to redress inequities due to factors such as access to high-speed internet, digital literacy, and SES
- The BC Labour Market Outlook has forecast nearly 175,000 job openings over the next 10 years that have a high chance of being affected by automation
- B.C. is positioned to become a leader in the development of AgriTech (the fusion of innovation and technology applied to the agriculture, food processing and seafood sectors), which has significant potential to address production issues arising from a growing population with increasing expectations for sustainability and traceability. The Fraser Valley is BC's (and Canada) agriculture heartland with gross farm receipts in the Fraser Valley double those of Ontario's Niagara region and represent 39% of all farm receipts in BC
- Increased dependence on digital technologies increases the importance of investing in cybersecurity
- Impact of climate change and the need to respond with new green technologies and infrastructure
- Hybrid, hyflex, augmented and mobile learning have changed the nature of "work" and its physical location



8. How do you think the PSE system needs to evolve in response to those trends?

- Increased priority to support Indigenization across all aspects of PSIs to ensure Indigenous students, faculty, and staff feel welcomed and supported and settlers understand the lasting impacts of colonization
- Streamlined program approval that respects University governance processes and enables PSEs to be responsive and adaptable to emerging trends and opportunities within the evolving labour markets
- Actively engage undergraduate students in applied and regional research opportunities with faculty members
- Ensure newcomers and immigrant families have the supports they need to access PSE
- Invest in enhancing the quality, infrastructure, and accessibility of digital technologies and delivery of online courses
- Ensure access to PSE remains a top priority regardless of financial abilities, success at secondary school, life circumstances, immigration status, etc.
- Better alignment with K-12 system to ensure successful transition into PSE and planning to accommodate intake
- Increase articulations with international PSEs through educational partnerships
- Targeted funding for in-demand and growth programs linked to labour market
- Take a lifelong learning focus where students can access "just-in-time" learning and credentials throughout their lifetime via pathways, laddering from previous credentials, and recognition of competencies gained in the workforce via Prior Learning Assessment Recognition (PLAR)



9. How does your institution need to evolve in response to those trends?

- Currently developing a 10 year Strategic Enrolment Management (SEM) Plan that will provide long-term enrolment forecasts to support increased population growth and demand for access to PSE across the Fraser Valley balanced with welcoming students from around the world
- Development of a Long Term Financial Plan and Capital Plan that will be informed by the Integrated Strategic Plan and SEM Plan
- Need to invest resources to support implementation of UFV Indigenization Plan: *Lálém ye mestíyexw* (“House of the Peoples”)
- Expand external research funding to support regional issues and establish a compensation model for faculty to enable them to do this research
- Rebalance campus utilization rates to relieve pressure on Abbotsford campus and support growth in high demand programs (e.g., moving Teacher Education to Mission campus; increased programming in Health Sciences, Life Sciences, and Trades and Technology at Chilliwack campus)
- Investment in AgriTech and Food Security programming and research in collaboration with local industry in the Fraser Valley
- Investment in technology to support infrastructure, quality of online delivery, and access to student services
- Expanding affordable, on-campus housing for students
- Development of robust emergency preparedness plans to protect business continuity and critical infrastructure



10. Considering the above, what modifications to the funding formula would you recommend?

- **Fund Targeted Domestic Growth**
 - UFV anticipates 20% increase in domestic over the next 10 years (= 1175 FTEs – block FTEs)
 - Equivalent to \$10,797,075 / yr in the absence of additional block funding
- **A student should be funded equally as a student anywhere in BC**
 - UFV funded \$9,189 / FTE compared to \$12,927/ FTE BC Average
 - Average cost / domestic FTE = \$16,116 at UFV
 - Total revenue (grant + tuition) from domestic student (excluding fees) = \$14,259 at UFV
 - Tuition is 21% lower at UFV compared to similar programs at BC's research universities
- **Recognize differentiated program costs**
 - UFV: Marginal Costs / Domestic Student over Grant = \$10,102 (BSc), \$6779 (BBA), \$6332 (BA)
- **Reward performance outcomes**
 - Provide a financial incentive structure to reward those who meet or exceed localized key performance indicators established in consultation between individual institutions and AEST
- **Remove financial barriers for historically marginalized students**
 - Ensure that FTE funding reflects the needs of diverse students and the expectations of Ministry mandates to meet those needs – ongoing funding, not one-time funding
 - Provide higher ratio of Grant: Loan funding for students from lower SES
- **Improve the funding model by incorporating inflation, enabling expanded use of surplus and enable multi year plans**



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