AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
January 22, 2020
2:30 – 4:30pm | Room A225

1. **CALL to ORDER**

2. **ITEMS for ADOPTION**

2:30   2.1. Agenda

        2.2. Minutes – December 11, 2019 .... pg. 2

3. **BUSINESS**

2:35   3.1. Provost's Report .... pg. 5
              • Strategic Plan Discussion

3:30   3.2. Terms of Reference Sub-Committee Report .... pg. 368

4. **INFORMATION ITEMS**

        4.1. APPC Membership Vacancies.. pg. 381

5. **ADJOURN**

        Next Meeting: February 19, 2020, 2:30 – 4:30pm, A225

        APPC website: ufv.ca/senate/standing-committees/appc/

ACTION ITEMS			
Meeting date	**Item #**	**Action Item**	**Status**
September 18, 2019	3.2	APPC Assistant: Inquire with the Secretariat office to see if the Vice-Chair could be a non-voting member.	In progress

Draft Minutes
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
December 11, 2019
2:30 – 4:30pm | Room A225

Present: James Mandigo (Chair), Al Wiseman, Alastair Hodges, Bruce Kirkley,
David McGuire, Derek Ward-Hall, Emilio Landolfi, Gerry Palmer, Jon Thomas,
Maureen Wideman, Nicola Mooney, Patti Wilson, Peter Geller,
Shelley Canning, Shelley Stefan, Sylvie Murray, Vlada Dvoracek, Greg Schlitt (guest),
Melinda Saretzky (recorder)

Regrets: Garry Fehr, Jackie Hogan, Lorne Mackenzie, Fiona MacDonald, Sandra Smith, Shirley Hardman,
Shahbaig Boparai, Adrianna Bakos

1. **CALL to ORDER**

   Welcome to guests.

2. **ITEMS for ADOPTION**

   2.1. Agenda

   MOTION: That APPC approve the December 11, 2019 agenda as presented.
   Shelley/2nd Emilio. Carried.

   2.2. Minutes

   MOTION: That APPC approve the November 13, 2019 minutes as presented with the following
   revision.
        Change: Item 3.7 – replace "affectively" with "effectively"
   Nicola/2nd Shelley. Carried.

3. **BUSINESS**

   3.1. Discontinuance – Environmental Sciences concentration

   MOTION: That APPC recommend to Senate the discontinuance of the Environmental Sciences
   concentration in the Bachelor of Arts program in the College of Arts, effective Fall 2020.

   Discussion:
   The program was only temporary until the Environmental studies program was approved. This will
   not affect the students that declare up to Fall 2020.

   Edit: Page 5: Change "Faculty of Arts" to "College of Arts"

   Gerry/2nd Derek. Carried.

3.2. Discontinuance – Global Studies concentration

MOTION: That APPC recommend to Senate the discontinuance of the Global Studies concentration in the Bachelor of Arts Geography Major in the College of Arts, Effective Fall 2020.

Comments: There is now a Bachelor of Global Studies program, so this concentration is redundant. This will not affect the 1 student that is currently enrolled.

Edits:
- Page 10: Rationale: change like sentence to read "…. Bachelor of Arts in Global Development Studies and a minor and extended minor in the BA…"
- Change "Faculty of Arts" to "College of Arts"

Gerry/2nd Sylvie. Carried.

3.3. Provost's Report
Strategic planning is in progress with a presentation planned for Senate in January.

3.4. Procedure for Progress Reports on Program Review Action Plans

A procedure for progress reports on program reviews is necessary to ensure these are being completed.

Note: The Academic Program Review Policy (189) states that a progress report (not a completion report) must be submitted to the Provost within 12-18 months of the review and would include items that are still in progress.

Committee consensus agrees that this is a good procedure.

3.5. School of Kinesiology

MOTION: THAT APPC recommend to Senate the formation of a School of Kinesiology (to replace the current Department of Kinesiology).

It was noted that a program review recommendation suggested a change to a School and is supported by the Department of Kinesiology. Some curriculum changes stemming from the program review were also completed, but in order for the department to move even further ahead and to explore expanding programs and to include more experiential learning, some structure changes are necessary. Application numbers are high, but currently it is necessary to cut enrolments early.

Senate may forward this recommendation to the Board of Governors.

Revisions: Remove administrative budget sections.

Alastair/2nd Shelley .Carried.

4. **INFORMATION ITEMS**

4.1. APPC website: ufv.ca/senate/standing-committees/appc/

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5. **ADJOURN**

Next Meeting: January 22, 2020, 2:30 – 4:30pm, A225
Adjourn: Gerry/2nd Sylvie.

ACTION ITEMS			
Meeting date	**Item #**	**Action Item**	**Status**
September 18, 2019	3.2	Melinda: Inquire with the Secretariat office to see if the Vice-Chair could be a non-voting member.	In progress

Integrated Strategic Planning

Foundations Document

Prepared by Dr. James Mandigo
Provost and Vice President Academic

January 9, 2020

Engaging learners, transforming lives, building community.

UNIVERSITY OF THE FRASER VALLEY

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Introduction

- The purpose of this document is to provide the background to help develop informed decisions for UFV's Integrated Strategic Plan. The intent is not to presuppose the outcome of the strategic plan but rather to help inform it.
- UFV's current Strategic Plan titled: Changing Lives, Building Communities was approved by the UFV Board of Governors on April 8, 2010.
- Three Institutional Objectives were identified in that document:
    i. provide the best undergraduate education in Canada;
    ii. be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley; and
    iii. be innovative, entrepreneurial, and accountable in achieving our goals.
- Since the adoption of this Strategic Plan, a number of institutional planning documents have been developed (See Figure 1).
- The first Education Plan that aligned with the 2010 Strategic Plan was published in 2011. A second education plan was published in 2016 following community wide consultations centred around Vision 2025 which asked the strategic question of what do we want UFV to look like in 2025.
- The second Education Plan titled: Learning Everywhere was built off of the following vision statement that emerged from the Vision 2025 exercise:

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

- The Visioning process led by President MacLean in 2018/19 reinforced this vision and resulted in focused Mission, Vision, and Values statements for UFV:
    o **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.
    o **Mission**: Engaging learners, transforming lives, building community
    o **Values**: Integrity, Inclusivity, Community, Excellence
- With renewed and focused Vision, Mission and Values statements and the expiry of the second Education Plan set for 2020, UFV now needs to update its Strategic Plan for the first time since 2010.
- The purpose of this Foundations document is to: a) build off of the successful strategic planning that has taken place over the past decade; b) provide a snapshot of where we are today with respect to the shifting demographics of our students, staff, faculty, and

community; and, c) be forward looking with respect to trends in higher education and across the Fraser Valley.

Figure 1: History of UFV Institutional Planning

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
UFV Strategic Plan										
	Education Plan 1					Education Plan 2				
					Vision 20205					
Indigenizing our Academy (2008)										
		Institutional Learning Outcomes								
			Strategic Enrolment Management Plan							
Strategic Research Plan 1						Strategic Research Plan 2				
								Internationalization Plan (2022)		
		Human Resources Strategic Plan								
									Capital Plan (2022)	
										UFV Visioning

Our History

Creation of UFV (source: Eric Woodroff: Founding of Fraser Valley College – see Appendix A)	
1960	UBC Alumni Conference • Establishment of an Education Committee to study the possibility of establishing a college in Chilliwack
1966	Initial Recommendation • Recommended site in Sumas Prairie rejected by Government
1972	Vocational School Proposals • New NDP Government cancels vocational school proposals from Abbotsford and Chilliwack Task Force • Led by Valley School Trustees Valley College Steering Committee, community leaders given 2 months to develop report on feasibility of a college in the Fraser Valley

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1974	March 2: Government Approval • 89% of voters support the development of a new community college in the Fraser Valley April 4: Provincial government formally proclaims College into existence September: College officially opens with 183 full-time and 2300 part-time students

Evolution of UFV (source: History of UFV)

1978	FVC Chilliwack campus Trades programming established
1983	FVC establishes permanent campus in Abbotsford
1986	FVC opens Agriculture Centre in Chilliwack
1988	UFV welcomes first International students
1991	Fraser Valley College gains university-college status and becomes University College of the Fraser Valley (UCFV)
1992	UCFV offers its first Baccalaureate degrees UCFV Health Sciences Centre opens in Chilliwack
1996	UCFV Heritage Park Centre campus opens in Mission UCFV and Coastal Aviation (CPA) launch aviation degree
2001	Founding of UCFV Alumni Association
2004	UCFV awarded Federal Tier 1 Canadian Research Chair in Aboriginal Studies
2005	Solicitor General establishes UCFV Research Chair in Criminal Justice
2006	Over 11,000 students attending UCFV UCFV Cascades basketball and soccer teams enter CIS league Centre for Indo-Canadian Studies opens First BBA cohort begins study in Chandigarh, India
2007	First master's degrees awarded Launch of BBA (Trades Management) and Teacher Education program Appointment of BC Regional Innovation Chair on Canada-India Business and Economic Development Baker House, UCFV's new on-campus student residence, welcomes first students Trades and Technology Centre opens at Canada Education Park campus
2008	UCFV becomes the University of the Fraser Valley and installs first Chancellor
2009	Opened a renovated $20-million classroom block on Abbotsford campus featuring business and visual arts wings Launched the Centre for Social Research and the Global Development Institute
2010	Began construction on new learning block on the Chilliwack campus at Canada Education Park Introduced new graduate certificate programs

2011	UFV grows to serve approximately 15,000 students, including 800 international students UFV's economic impact to Fraser Valley grows to at least half a billion Launched Master of Social Work Program UFV awarded second Canada Research Chair in Food Security and the Environment
2012	Developed UFV institutional learning outcomes, with input from students, staff, faculty and the community Opened the $44-million, 150,000 square-foot renovated building at the Canada Education Park, Chilliwack campus Opened UFV's Clearbrook centre location in the heart of Abbotsford's civic square Hosted a national conference on Indigenizing the Academy, held at the CEP Aboriginal Gathering Place
2013	UFV Cascades women's volleyball and men's and women's golf win national championships UFV and UFV Student Union Society launch Campus Connector Shuttle Bus service between Abbotsford and Chilliwack
2014	UFV celebrates 40th anniversary on April 4 UFV opens Agriculture Centre of Excellence at Chilliwack campus at Canada Education Park UFV opens Five Corners location in downtown Chilliwack Students receive co-curricular record, a second transcript validating learning outside the classroom
2015	UFV installs second Chancellor, Dr. Gwen Point, former Chatelaine of BC and member of the Skowkale First Nation UFV is named one of BC's Top Employers Student Union Building opens in Abbotsford Inaugural UFV Town & Gown gala fundraiser held
2016	UFV Chandigarh, India campus celebrates 10th anniversary UFV alumni grow to 35,000, and Alumni Association establishes chapter in Chandigarh, India
2017	UFV unveils official Coat of Arms, with Halq'eméylem motto UFV's Centre for Indo-Canadian Studies celebrates 10th anniversary and announces new name: South Asian Studies Institute
2018	UFV and City of Abbotsford launch City Studio
2019	Fraser Valley India is formed and receives license to deliver UFV curriculum Oikodome Foundation provides a $100,000 donation to support the new Peace and Reconciliation Centre within the UFV College of Arts

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Our Students

Appendix B provides a detailed Environmental Scan provided by Institutional Research that outlines the characteristics of UFV's student population as of Spring, 2019. The following are some key highlights from that report:

- Since the beginning in 1974 (as Fraser Valley College), UFV has awarded 53,903 credentials to 41,994 students. The number of credentials awarded has continuously increased, with almost 2,700 credentials to over 2,400 students this past year.
- Since 2015, UFV has seen a 1.9% increase in domestic enrolments (higher than the BC average) and a 45% increase in international enrolments (lower than the BC average)
- The population in the Fraser Valley will continue to grow and will form the base of our enrolment. The university aged population in the Fraser Valley is projected to increase by 10% from 2018 to 2038. This is a larger than the Provincial average for BC.
- K-12 enrolment projections out to 2028 for the Fraser Valley School Districts are expected to increase by 10.1%.
- 79% of BC students at UFV are from one of the six Fraser Valley school districts.
- 38% of students are pursuing a bachelor's degree/ 32% are pursuing a diploma.
- 40% of new students UFV leave within 1 yr – typically between the fall and winter semesters.
- 38% of students who start in a bachelor program graduate at UFV after 7 yrs/ 57% left & did not graduate.
- Average graduation time has been increasing: = 6.3 yrs for degree & 4.5 yrs for diploma.
- 58% of students who intended to graduate indicated that they had experienced a delay in being able to graduate within their intended time frame. The top reason cited were: i) Required Courses not available (39%); Elective Courses not available (18%); and, Financial issues (16%).
- International Students have increased 145% since 2013 = 15% of students (headcount). India is now our most common country of origin for international students, making up 73.5% of the International student body.
- Average student age has been gradually decreasing: FT students = 24.6 yrs/ PT = 27.6 yrs.
- 5% of students self-identify as Indigenous / +12% over past 5 yrs.
- 90%+ of first yr and graduates agree/strongly agree with quality of teaching and with decision to attend UFV.
- 64% of students are employed off campus.
- 33% of UFV students report that highest level of education for parents is high school.
- 66% of FTEs are on the Abbotsford campus.
- Credit level registrations have increased from 84.3% in 2013/14 to 87.5% in 2018/19. The proportion of both vocational and developmental registrations have declined. Graduate level registrations will increase in 2019/20 with the addition of new graduate certificates.

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- Online course registrations have increased by 30.0% while in class registrations have gone up by only 6.1%. As a result, the proportion of online registrations has increased from 6.5% in 2013/14 to 7.9% in 2018/19.

Our People

Since 2015, UFV has been recognized annually as one of British Columbia's Top Employers.

Appendix B provides a detailed Environmental Scan provided by Institutional Research that outlines the characteristics of UFV's faculty and staff population.

The following are some key highlights from that report:
- Overall number of employees has increased by 6.7% from 1,394 in 2014/15 to 1,488 in 2018/19. Changes are due to:
  - Permanent Faculty = 0%
  - Faculty (Sessional/ Hourly) = +8.2%
  - Continuing Education = -5.8%
  - Permanent Staff/ Admin = +8.6%
  - Staff/ Admin (hourly) = +28%
- The majority faculty and staff are female and, on average, getting slightly older.
- UFV currently has 3 Canada Research Chairs:
  - Dr. Keith Carlson: Tier 1 Canada Research Chair in Indigenous and Community-Engaged History
  - Dr. Cindy Jardine: Tier 1 Canada Research Chair in Health and Community
  - Dr. Lenore Newman: Tier 2 Canada Research Chair in Food Security and the Environment

UFV Thought Leaders
In preparation for the Integrated Strategic Plan, each Faculty Dean was asked to identify key Thought Leaders who they felt represented UFV's Mission, Vision and Values. While this list could have been very extensive given the immense talent across the University, the following people were identified as thought leaders who are representative of UFV's commitment to teaching, scholarship and service.

- **Judy Larsen, Associate Professor, Upgrading and University Preparation**. Judy Larsen is an associate professor in the Upgrading and University Preparation department who recently earned her PhD. Judy mainly teaches ABE mathematics courses, but she also teaches courses for the Teacher Education program and the Mathematics and Statistics department. Driven by a desire to continue growing as an educator herself, she stumbled upon a thriving professional learning community on social media that focuses on developing tools to enhance mathematics teaching without funding or mandate, which she has now studied for

over six years to identify how and why it remains resilient. Through this research, Judy has identified features of self-organized learning collectives that are fruitful for consideration not only in social media contexts, but also within physical learning spaces such as classrooms and professional learning environments.

- **Avner Bachar, Assistant Professor, Applied and Technical Studies.** Avner Bachar is a professional engineer who thinks past the status quo to find new ways to solve problems with technology. His broad range of hands-on skills are a beneficial complement to his engineering background, enabling his ideas to emerge as practical solutions. He has worked directly with industry problems and brought students to the table on an extra-curricular basis. He led the development of a new instrumentation system for gathering and data logging light exterior-light levels in real time and interpreting the data to unique ways that lead to improvements in efficiency, safety, and managing plant locations.

- **Sian Hurley, Assistant Professor, Culinary Arts.** Sian Hurley is an assistant professor of Culinary Arts whose creative and ambitious approach always produces something bigger than the sum of the parts. She takes her craft far beyond the core technical aspects. She is constantly seeking new ways to create the food experience and can place her output within almost any larger context: cultural, Indigenous, art, food science, local ingredients, etc. She worked with colleague Joel Feenstra and others to use laser-cutting technology to produce a gingerbread model of a First Nations long house — a creative and relevant variation on the traditional gingerbread house.

- **Heather McAlpine, Associate Professor, English.** Heather McAlpine is an associate professor of English who is known as a great teacher and mentor and facilitator of student conferences. She notes that as an educator, her primary aim is to facilitate encounters that push people to re-examine and re-define our relationships to self and other. In pursuit of this aim, her teaching also seeks to foster the linked skills of intentional reading, critical thinking, and effective communication. Above all she wants her students to value literary studies as an integral part of their personal, intellectual, and academic growth, regardless of their disciplinary specializations or future goals.

- **Mike Corman, Assistant Professor, Sociology.** New to UFV in 2019, Mike Corman's areas of study include aging, health and caregiving work, medical sociology, information and communication technologies, public health and health inequalities, health care reform and restructuring, and qualitative research methods. Projects include: exploring the experiences of familial caregivers caring for elderly persons in Qatar and their work practices, a multidisciplinary funded project on Interprofessional Education in Healthcare in Qatar, two inter-related projects that sought to explore dementia services in Northern Ireland, and a project that aimed to develop a quality-of-life measurement tool for people with disabilities and their families.

- **Lee-Anne Stephen, Associate Professor, Nursing**. Lee –Anne Stephen is an associate professor who teaches in the Bachelor of Science in Nursing program. She is passionate about simulation learning in nursing, and sees the value in integrating simulation into the curriculum. She has been involved in development of simulation teaching guidelines and policies for the BSN program.

- **Iris Lesser, Assistant Professor, Kinesiology.** Iris is a new faculty member at UFV who has an interest in physical activity and chronic disease, and in mental health. She is currently engaging students in a research project involved in mixing the benefits of exposure to nature and exercise by combining hiking with some measures of mental well-being.

- **Jelena Brcic, Assistant Professor, Business Administration.** Jelena is a faculty member in the UFV School of Business who continues to produce and undertake world-class scholarly research. Over the last two years, she has published five peer-reviewed research articles (with one under review) and has given numerous conference presentations in Canada, the United States, Germany, and Australia. This is in addition to continuing her work with the Canadian Space Agency (awarded a $200,000 grant) to research Teams in Extreme Environment — Exploring Autonomy, Motivation, and Stress, something she did along with two of her students, travelling to a weather station (one of the last standing ones) in the Arctic to conduct the research.

- **Jon Thomas, BC Regional Innovation Chair in Canada-India Partnership Development, UFV. Associate Professor, Business Administration.** Jon Thomas is committed to growing the potential for innovation in business within the School of Business at UFV, presenting collaborative opportunities for students to work with the community. Jon has continued to build upon his already established scholarly activity with two journal articles in progress as well as one recently presented at the 15th Annual West Coast Research Symposium in regards to his Star Scientists research. In April 2019, Jon along with student Jordan Evans, presented a paper, "Exploring Innovation in the Fraser Valley", at the ISPIM Connects Ottawa Conference. Jon also presented his own research, "Endowing university spin-offs pre-formation: Entrepreneurial capabilities for scientist entrepreneurs", at this same national peer-reviewed academic conference. His journal article, "Market entry strategies for electric vehicle start-ups in the automotive industry —Lessons from Tesla Motors", has recently been published in the Journal of Cleaner Production.

- **Kseniya Garaschuk, Assistant Professor, Mathematics and Statistics**. Kseniya Garaschuk is a rising star in the field of mathematical education. She has been active in several committees for the Canadian Mathematical Society and the Mathematical Association of America. She has made several presentations and has been actively publishing. Her teaching has received excellent feedback from students, and her community involvement has been superb with various math outreach events as well as being a force behind the new Math Sq'ep for teaching math to Indigenous people, and for teaching math for deeper understanding. She

is the chief editor for Crux Mathematicorum, an open- access journal for math enrichment for high school students https://cms.math.ca/crux/.

- **Linus Chiang, Assistant Professor, Chemistry.** Linus Chang has only been at UFV since 2016, but he has already trained a large number of students in research through opportunities provided by his NSERC discovery grant. He has been actively publishing and making presentations involving many of his students from UFV. His area of research interest in inorganic chemistry may in future have a major impact the development and use of alternate fuels, biocatalysts, and medicinal chemistry.

Our Thoughts

Compiled by Dr. Lisa Bavington

- As part of the Visioning exercise led by President MacLean in 2018/19, the UFV community was asked to participate in an online Thought Exchange.
- The Vision ThoughtExchange had 210 participants who shared 361 thoughts. The response reflected a broad spectrum of the UFV community, with an even split in participation among faculty (29%), students (29%) and staff (28%), along with contributions from alumni and community members (10%).
- Participants were asked two questions:
    - As we develop our vision for the future, what do you think are the major issues and trends we should consider?; and
    - What should UFV do to cultivate lasting endurance, ensuring our institution thrives well into its future?
- Dr. Lisa Bavington, who has expertise in analyzing qualitative research, was asked to analyze the data from the Thought Exchange and identify key themes that emerged from participants' responses. A copy of the full report is located in Appendix C.
- The following are the major themes that emerged from this analysis:
    i. **IDENTITY AND REPUTATION:** UFV is a regional university that must remain a teaching focused institution. It should never forget our community roots, nor lose sight of how we got here and remember that students are our first priority. Rather than trying to mimic or compete with other BC Institutions, it should differentiate itself by creating its own path and niche: positioning itself as THE University for Fraser Valley students, while also promoting UFV as a destination university in BC.
    ii. **COMMUNITY RELATIONSHIPS, PARTNERSHIPS AND INDIGENIZATION:** Part of who we are is recognizing where we come from, how we got here and how to continue to build on what we do well moving forward. Key sub-themes include: Building Meaningful Relationships with Entire Community; and Developing Strong Ties with Alumni, Local Businesses and Government.

iii. **EQUITY, DIVERSITY AND INCLUSION:** A central part of this narrative must include putting people first, allowing them to live in work in a place where they are valued, treated fairly and respectful of diversity. Key sub-themes: fair and equitable treatment; freedom of speech; and diversity and inclusion.

iv. **INTERNATIONALIZATION, GLOBAL CITIZENSHIP AND THE ENVIRONMENT:** We need to prepare global citizens who contribute positively to society. Key sub-themes: International Education; Preparing Students for a Global World; Environmental Sustainability and Climate Change.

v. **EXPERIENTIAL LEARNING, TECHNOLOGY AND INNOVATION:** UFV needs to ensure that students are ready for a competitive marketplace, are job ready and have experience in the kinds of skills that appeal to employers. Key sub-themes: Experiential Learning, Technological Development and Change; Innovation, Creativity and Future Programming

vi. **LEADERSHIP, ADMINISTRATION AND FACULTY DEVELOPMENT:** This is going to require strong leadership that is responsive to change and supportive of all employees, but particularly faculty. Key sub-themes include: Organizational Structure; Leadership, Hiring and Administrative Support; and Faculty Recruitment, Retention and Performance.

vii. **STUDENT SUCCESS: ACCESS, EXPERIENCE AND SUPPORT:** In order to ensure that students are successful, we need to keep their needs at the core of our strategic planning process. Key sub-themes include: Accessibility, Housing and Transportation; Student Experience and Physical Space; and Guidance and Mental Health.

Our Plans

- Since the development of UFV's 2010 Strategic Plan, a number of institutional plans have been developed. These are outlined in Figure 2.
- Dr. Lisa Bavington examined the most recent versions of these plans and identified key themes throughout. The full report of this analysis is contained in Appendix D.
- The following are the major themes that emerged from this analysis:
  i. Access, Flexibility and Responsiveness
  ii. Integration, Collaboration and Multi-Disciplinary Approach
  iii. Citizenship, Intercultural Competency and Sense of Belonging
  iv. Active Engagement, Community Building and Shared Responsibility
  v. Health, Human Development and Environmental Sustainability
  vi. Technological Innovation, Student Learning and Applied Research

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Figure 2: UFV Institutional Plans

Our Community

Appendix B provides a detailed Environmental Scan provided by Institutional Research that outlines some of the key social and economic factors impacting the Fraser Valley Region. The following are some key highlights from that report:

2019 BC Labour Market Outlook

- "It is predicted that there will be 903,000 job openings between now and 2028. This includes the creation of 288,000 new jobs due to economic growth and the need to replace 615,000 workers who will permanently leave the workforce, mainly due to retirements."
- "For B.C.'s economy to continue to grow and prosper, strategies will be required to bring people into the province's labour force to meet employers' needs for workers. Educators and employers will need to provide training to ensure that workers have relevant skills and competencies that make them resilient as jobs evolve and as yet-unheard–of roles come into existence.
- The 2019 BC Labour Market Outlook reveals a significant demand for social skills. Active listening was identified as a crucial skill for 73% of total projected job openings. For 40% of projected job openings by 2028, decision making, judgement, and social perceptiveness were considered "very important", with critical thinking being another skill in high demand.

- "It is expected that about 77 percent of job openings will require individuals with post-secondary education."
- Post-secondary institutions are being challenged to find more efficient ways for students to complete their credentials faster so that students can start their careers sooner.

Regional Outlook: Mainland/Southwest
- In this region, the industries that are the largest employers are Wholesale and Retail Trade, Health Care and Social Assistance, and Professional, Scientific and Technical Services.
- Overall, a total of 588,470 job openings are expected by 2028, with two thirds of these openings being a result of replacing existing workers, with the remainder due to new positions.
- Employment demand is projected to increase 1.2% on average each year through 2027. This growth rate is slightly larger than the 1.1% average expected growth rate.
- The 10 industries forecast to have the most job openings in the Mainland/Southwest region:
    1. Other retail trade (excluding cars and personal care)
    2. Construction
    3. Legal, accounting, design, research and advertising services
    4. Food services and drinking places
    5. Ambulatory health care services
    6. Management of companies and enterprises & administrative support
    7. Computer systems design and related services
    8. Wholesale trade
    9. Hospitals
    10. Repair, personal and non-profit services
- Nursing and Residential Care Facilities is expected to be the fastest growing industry grouping for the region, but the growth in British Columbia's tech industry is apparent, with Computer Systems Design and Related Services projected to be another rapidly growing industry to 2028 for the province.

Fraser Valley
- The Fraser Valley is home to 28 First Nations and 8% of BC's Indigenous population.
- One of the defining characteristics of the economy in the Fraser Valley is its large agricultural sector. Gross farm receipts in the Fraser Valley are almost double those of Ontario's Niagara region, which is Canada's second most productive agricultural area.
- The Fraser Valley has two major competitive advantages in agriculture. High quality soils and temperate climate make for excellent growing conditions, while its closeness to Metro Vancouver—not only as a market, but also as a transportation hub connected to other markers.

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- Roughly one-third of Abbotsford workers travel to Metro Vancouver, and 12% of Chilliwack workers do the same. One quarter of the employed labour force in the Fraser Valley commute to work in a destination outside the Valley.
- The Fraser Valley has a significantly smaller portion of population (aged 25-64) with university credentials at or above a bachelor level. Correspondingly, the Fraser Valley has a much higher proportion of the population aged 25-64 who have either a high school diploma or no certificate than the averages for BC. The Fraser Valley also has a higher proportion of people with apprenticeship or trades certificates or diplomas compared to the province
- As a whole, the younger population in the Fraser Valley are still behind the province in terms of post-secondary credentials, but are slightly higher than BC for apprenticeship or trades certificates or diplomas and university certificates and diplomas.
- Except for Hope, the top four industries for employment are constant for our local communities: Retail Trade, Construction, Health Care and Social Assistance, and Manufacturing, most often in that order.
- Health Care is in the top four for the small community of Hope. Hope only deviates from this pattern in that Accommodation and Food Services replaces Manufacturing in the "big quartet", which is not surprising given that Hope is a transportation and travel hub, being an end point of both the Coquihalla and Crowsnest highways.
- Across all communities, Education is also a major industry/employer, coming in roughly as the sixth-most common source of employment in our local communities.
- The Fraser Valley provides a transportation hub to the Pacific & Asia via the Port of Vancouver – Canada's largest port and North America's third largest. "The port facilitates trade with more than 170 world economies and handles 136 million tonnes of cargo valued at $202 billion."
- In 2019, the Abbotsford International Airport (YXX) welcomed it's 1 millionth passenger in late December which has helped to support the Fraser Valley's growing tourism industry.
- In 2018, the City of Abbotsford was the site for 56 films over 173 filming days which injected close to $2 million into local economy.
- Abbotsford is one of Canada's top 5 most multicultural cities. In Abbotsford, 66% of all recent immigrants to Abbotsford in the 2016 Census were born in India. In comparison, 15% of recent immigrants across BC were from India. The City of Abbotsford reported that 25% of its residents are from Southern Asia.

Our Future

The following are a number of trends in higher education that have been identified by several sources as important considerations to help support student success. The majority of these trends are being led by a student-centred approach to learning where the instructor is more of a facilitator or knowledge rather than simply a transmitter of knowledge.

While not intended to be an exhaustive list, the following trends in Higher Education have been identified as key to supporting student success in the 21st Century. Many of these were identified during a University wide presentation by Ken Steele from Eduvation who highlighted key trends in higher education across Canada's post-secondary institutions. A summary of his presentation is provided in Appendix E.

1. Active Learning
   o The student of today has access to unlimited amounts of information via the world wide web. Prior to the 21st Century, Universities were typically the knowledge-keepers of scientific information. The only way to access this information was by attending lectures delivered by those who produced this knowledge or who had access to others and the literature upon which current information was housed. However, today's Universities and the pedagogies that they use must now reimagine their role when educating the student of the 21st century. Students (and the majority of society for that matter) can now access current scientific information from multiple mobile devices 24/7 thereby reducing the need to memorize information. While the importance of declarative knowledge is still important to ensure students have the technical skills to be successful in the workforce, the need for students to develop their analytical skills using the information they have available to them has significantly increased. Students are expected to "work with" the scientific information in order to better understand "how" it is connected.
   o "Active learning requires students to grapple with subject information rather than passively absorb information" (McMurtie, 2018, p. 26) and has been identified by Educause as one of the top strategic technologies for 2019 . Examples of Active Learning in the classroom include pedagogies such as flipped classrooms, case-based learning, class-based exercises and discussions, and problem-based learning.
   o Some Active Learning classes have incorporated Virtual and Augmented Reality to bring content to life in an interactive manner. Augmented reality is defined as "a view of a real-world environment enhanced with computer generated information" while virtual reality is "a simulated reality that allows students to experience different environments, like an archeological site or the inside of a cell" (McMurtie, 2018, p. 37). The use of virtual simulators has been used in a number of disciplines (e.g., medicine, trades, teaching, visual arts) to simulate real world experiences to enhance a students' technical skills before they apply their skills in an actual setting. For example, nursing students could use virtual reality simulators to practice administering an injection before they perform an injection on a human patient.
   o Overview of Active Learning from Ken Steele's 10 with Ken.
2. Intelligence
   o The use of Big Data and Predictive analytics is helping to provide "real time" and "just-in-time" supports for students. The use of chatbots, personal assistant smartphone apps, early alert systems, integrated Student Information Systems and Learning

Management Systems for example, are helping to ensure that students receive the supports they need to be successful and intervene at the right time before students start to fall behind and move down a path of leaving the University.

3. Experiential Learning
   o The number one reason that students attend University is to become prepared for a career in an area that they wish to pursue during their working lifetime. Providing students with opportunities to participate in Co-op, internships, and practicums within their chosen discipline is highly sought after by most students. Students want practical opportunities that enable them to apply what they have learned in a classroom and see how it works in the workforce – and if these opportunities provide them with "credit" towards their degrees, all the better! Students see this as an opportunity to gain valuable experience, build their resumes early, develop their networks, and to test-drive whether or not this is a career in which they wish to spend their next 40 years. Many employers see these opportunities as a way to recruit top graduates and see it as an inexpensive way to train and prepare potential employees to start work. Employers also see it as an opportunity to partner with Universities and therefore have access to current research and innovations and to provide feedback to Universities on the skills that should be taught in programs to better prepare future employees.
   o Overview of Experiential Learning from Ken Steele's 10 with Ken.

4. Micro-Credentials
   o A report by the Higher Education Quality Council of Ontario on Adult Learners in Ontario highlighted that "educational institutions providing a variety of flexible delivery formats for learning and services, programming relevant to the life circumstances and needs of adults, and adequate targeted support services, including PLAR and transfer credit facilitation, may have greater success in recruiting and retaining this population of learners." This idea of flexibility has led to increased discussions around opportunities related to micro-credentialing. Traditionally, students complete a series of courses in a linear manner. Micro-credentials allow students to complete their degrees at their own pace and in some cases build their own degrees. Students can ladder credentials previously earned (e.g., certificates, badges, diplomas) into degree programs for credit recognition. Now, a degree program that may take 4 years to complete may take only 2 years because the prior learning developed through other micro-credentials is recognized and counted towards the overall learning outcomes needed to achieve a degree.
   o Overview of Flexible Programming from Ken Steele's 10 with Ken.

5. Indigenization
   o The 94 recommendations from the Truth and Reconciliation Commission highlighted the need to ensure that not only are there more opportunities for Indigenous peoples to have barrier free access to post-secondary institutions, but that ALL those who live on the traditional lands of Canada's Indigenous Peoples develop a deep understanding of

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UNIVERSITY OF THE FRASER VALLEY

the role that the First Nations played in the formation of Canada and the role that they continue to play in its prosperity in the future. As a result, many Canadian Universities have developed plans to "indigenize" their campuses. While the strategies to achieve this and to address the calls to action vary from University to University, there is a growing commitment to ensure that Canada's Universities become a focal point for both truth and reconciliation.

- British Columbia became the first Province to enact into law the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in November, 2019. This significant piece of legislation will touch all aspects of public life including increased accountability for Universities to ensure policies and practices are consistent with this new legislation.
- Overview of supporting Indigenization from Ken Steele's 10 with Ken.

6. Immersive & Mobile Technology
   - There is a growing demand to ensure that all students have access to the educational resources they require regardless of financial abilities to pay for them. It has been reported that "65% of students said they had decided against buying a textbook because it was too expensive" and "nearly half of all students said that the cost of textbooks impacted how many/ which classes they took" (Ethan, 2014). BC Campus' OpenEd portal provides access to Open Education Resources (OER) available for faculty to adopt and for students to use.
   - Overview of Open Educational Resources from Ken Steele's 10 with Ken.
   - Overview of MOOCs and Online learning from Ken Steele's 10 with Ken.

7. Competence Based Learning
   - As learning outcomes become more refined and well articulated, the ability to integrate competence-based learning is becoming more common. One of the emerging trends linked to competence-based learning is adaptive courseware. Adaptive learning has been defined as "an educational approach that uses software to modify content and pace of delivery based upon proficiency" (McMurtie, 2018, p. 37). Using interactive and digital technologies, students complete their courses in a modular manner. If a student is not able to successfully complete the required learning outcomes of a particular module, they are then given additional coursework that is targeted towards helping them to improve in the areas in which they were not successful. Upon reassessment and/or completion of the remedial coursework, they can then progress at their own pace once they have successfully acquired the necessary competence level for the next module. The key to the success of this approach is that the student works at their own pace and gets the targeted support they need in areas that they have yet to master.

8. Universal Design Learning
   - In the past, students with a disability, particularly a learning disability, were shut out of post-secondary education – particularly a University degree. However, the

implementation of Universal Design Learning (UDL) has shifted the focus to an inclusive lens to create learning environments that support success for all students.

- o According to CAST, a leader in UDL within educational settings, there are three basic UDL guidelines: i) provide multiple means of engagement; ii) provide multiple means of representation; and iii) provide multiple means of action and expression.
- o British Columbia is currently in the consultation phase to explore the development of legislation to support people with disabilities. If passed, this legislation will have a significant impact upon the delivery of courses at all levels of education similar to the impact of the AODA legislation passed in Ontario.

9. Student Engaged Research
   - o Many universities were founded with the vision of having society's young people interact with society's top scholars in the hopes of generating new ideas and fostering innovation and creativity that would further benefit society. By having PhD trained educators teach courses to the best and brightest young minds, the goal was that it would inspire students to also take up the call to innovation that would have positive social and economic benefits. While some Universities still hold onto these traditional elitist and "ivory tower" aspirations, many other universities are choosing to engage their undergraduate students in research projects. At UFV, for example, the City Studio is a shining example of a partnership between the City of Abbotsford and UFV faculty and students. Through coursework, students work with city staff as part of course-based research projects to generate solutions to problems faced by the city.
   - o There also growing opportunities for funding for students to partner directly with industry. For example, Mitacs provides matching funds for students to work with industry partners in both the business and not-for-profit sectors. Often, these matching funds are allocated to students conducting research projects who are looking to collaborate with industry partners.
   - o Overview of Student Engaged Research from Ken Steele's 10 with Ken.

10. Career Ready Skills
    - o In the 2019 Federal Budget, the new Canada Training Benefit was announced. Under this plan, every eligible worker can accumulate a credit of $250/ year up to a lifetime limit of $5,000. These funds can then be used by workers to pay for training and tuition costs to upgrade their skills.
    - o This movement to link post-secondary education to career ready skills is also being seen in many current undergraduate and graduate programs. By developing partnerships with industry, Universities are creating incubators and accelerators that link students with industry partners to expedite ideas to the marketplace and to expose students to industry standards.
    - o Overview of Incubators and Accelerators from Ken Steele's 10 with Ken.

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11. Learning Everywhere
   o While not new to British Columbia, Prior Learning Assessment and Recognition (PLAR) is starting to gain national attention. According to the Canadian Association for Prior Learning Assessment, the PLAR process: "allows individuals to identify, document, have assessed and gain recognition for their prior learning. The learning may be formal, informal, non-formal, or experiential. The context of the learning is not key to the process as the focus is on the learning." This acknowledgement that learning can take place in the workforce and then credited towards the attainment of a University credential is a recognition that universities are not the gatekeepers of knowledge. Through partnerships and a rich understanding of the boundless nature of learning, students are better able to obtain their post-secondary credentials in a more timely and cost-effective manner.

12. Globalization
   o Each year, it is estimated that 5 million students study abroad to pursue higher education credentials around the world.
   o The Government of Canada reported that: "Between 2014 and 2018, the number of international students in Canada increased by 68%. In 2018, a total of 721,205 international students at all levels studied in Canada—the largest number ever."
        o On average, international students make up approximately 18.3% of the student population at higher education institutions in Canada.
   o According to Project Atlas, Canada saw the largest increase of any country in the number of inbound international students in 2018 at 18.8%.
   o In addition to students starting their degrees at Canadian Universities, there is a growing trend to develop pathways partnerships with foreign Universities and Colleges. Examples include 2+2 articulation agreements where students complete their first two years at an accredited foreign post-secondary institution and transfer their credits to complete their Bachelor's degree at a Canadian institution. This model has also been moving into Graduate education where upon completion of the Bachelor's degree, students can move seamlessly into a Masters program.
   o Similar to the 2+2 models, Dual/ Double degrees are also becoming more popular. Through articulation agreements, students complete the first 2 years of a Bachelor's degree at their home institution and then complete their last 2 years at a partner institution. Upon completion, they receive a Bachelor's degree from both Universities. This model is also evolving into both Masters and PhD dual/ double degree opportunities.
   o Currently, only about 11% of Canadian students have an international experience during their post-secondary education. This pales in comparison to other countries such as the United States (16%), Australia (19%) and France (33%). As economies become more and more dependent upon understanding the intricacies of international relationships, there is a growing need for post-secondary students in Canada to have an international

experience. The Government of Canada's recent International Strategy identified "encourage Canadian students to gain new skills through study and work abroad opportunities in key global markets, especially Asia (and Latin America)" as one of their three key national objectives.
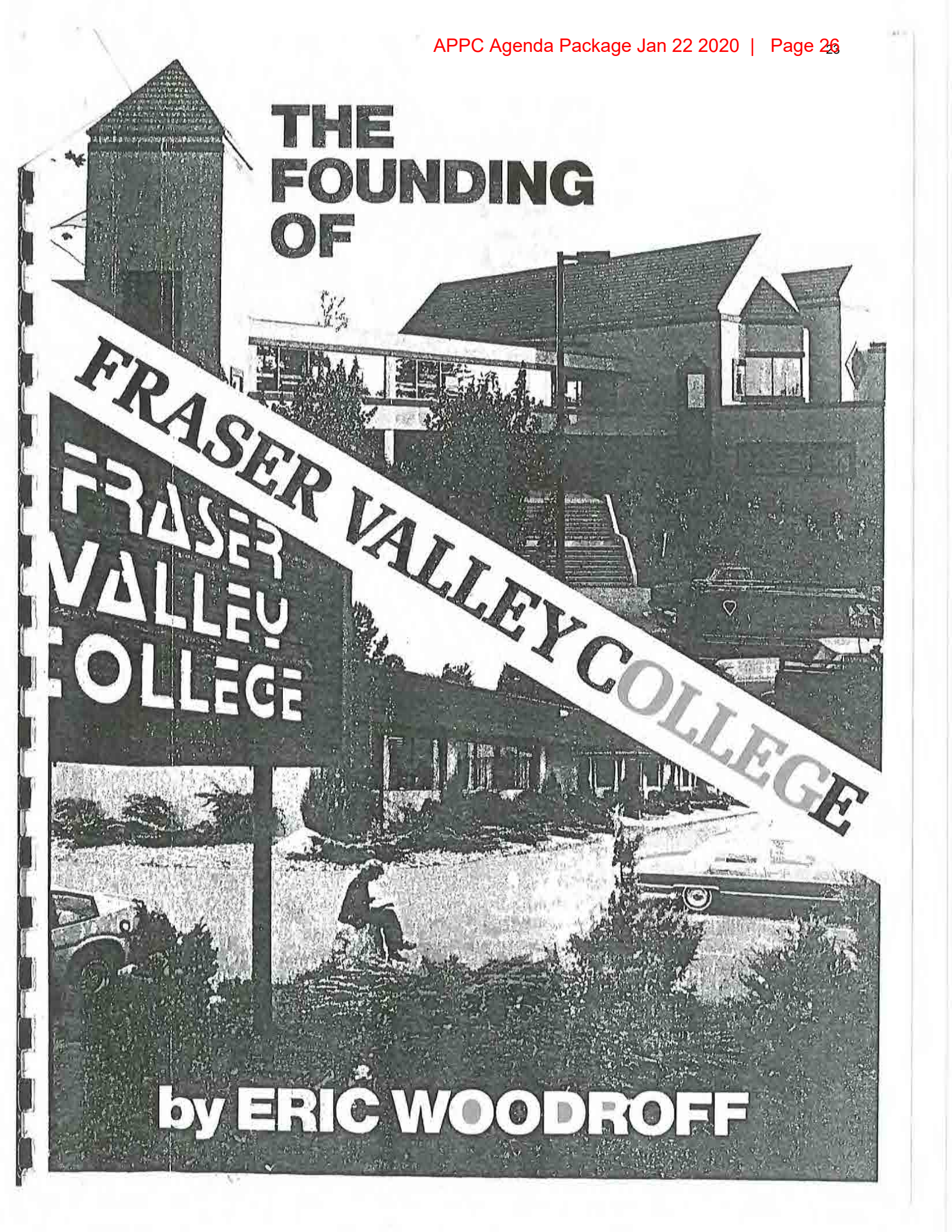
Appendix A
Founding of Fraser Valley College

THE FOUNDING OF

FRASER VALLEY COLLEGE

by ERIC WOODROFF

ACKNOWLEDGEMENTS

THE BEGINNING

On December 3rd, 1960, the Fraser Valley branch of the Alumni of the University of British Columbia sponsored a conference in Abbotsford to study the possibility of the establishment of a junior college in Chilliwack. The Education Committee of the Chilliwack Chamber of Commerce was a participant in that conference.

The Conference established a committee of prominent citizens of the Upper Fraser Valley under the chairmanship of Mr. Fred Leary, a Chilliwack school trustee, and a member of the Chamber of Commerce. The terms of reference of that committee were quite explicit: "To study the possibility of establishing a college in Chilliwack".

A member of the committee, Mr. David Greenwood, in a recent interview, recalled:

> "In 1960, the original group of people involved in the committee did not really know much about junior or community colleges. However, several members of the committee visited a couple of junior colleges south of the border to gain some idea of the concept of community colleges. There was concern about the grade 13 offerings in the district high schools and what impact the establishment of a college would have on that program. Remember, at that time, vocational courses and night schools were not really considered viable. They were more or less thought of as hobby courses. It really was a case of the 'blind leading the blind'."

The first recorded reference to the work of the committee is contained in the annual report of the Education Committee of the Chilliwack Chamber of Commerce:

"The two uppermost subjects in the Education Committee's agenda for 1961 will be to continue studying the possibility of the establishment of a junior college _and_ also the possibility of a regional vocational school in the Chilliwack area."

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The committee continued to meet and make representation to the government of the day, but it was not until early 1962, when the government established the MacDonald commission, that some of the efforts of this group began to have a positive effect on the attitude of both government and the general public. The committee's submission to the MacDonald Commission had the effect of bringing the communities of the Fraser Valley together, and the push for post-secondary education in the valley really got underway.

Mr. Murdo MacLachlan, a prominent member of the original group, recalls:

> "About the same time as the MacDonald report, sometime in the mid 60's, I would say, all the Fraser Valley groups got together for meetings in various parts of the valley. I recall I was invited to sit in on a couple of these and as a result of a meeting that we held at Mission, with Hope, Agassiz, Harrison, Mission, Abbotsford and Chilliwack, it was decided that we seek a site for a junior college in the valley. The recommendation was that it be reasonably central and possibly between Abbotsford and Chilliwack. I worked with Cecil Hacker and Landon Delong and a few others and we came up with a site that was pretty close to the Hole in the Wall on Sumas Prairie. We went into considerable detail, and we did topographical studies and all types of preliminary studies on it.
>
> It did not get off the ground and there was a lot of hard feeling in various parts of the valley that arose from that rejection by the government in 1966. As I recall, the Chamber and a number of other groups got quite soured over the infighting that arose from that one, and I doubt if much more was done until Donald Brothers, Minister of Education, began looking around for possibilities of a vocational school. It was in the late 60's, about 1969 into early 1970, that the suggestion was made that the Fraser Valley would be a good site for a vocational school.

THE PROPOSED VOCATIONAL SCHOOL

This suggestion by Donald Brothers was made to the school boards, and it was determined that all the groups should get together and try to come up with an idea as to a good site for a vocational school and to see what kind of support there was for it.

It would have been the eleventh vocational school in the province at that time. There were no others between Burnaby and Kamloops.

The government did not want a single proposal, so the resulting briefs, from Abbotsford and Chilliwack, were to a

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degree, competitive.

The Chilliwack people, including the Mayor of the City and the Mayor of the District at that time, and Dr. Norman Crabtree, who was chairman of the Chilliwack School District Board, came to me and asked if I would co-ordinate a community effort to provide the Chilliwack recommendation. We started, as I recall, the latter part of October and had to have the thing ready for submission in early December."

Concurrently with the development of the Chilliwack submission, the Abbotsford people were also responding to the Minister's request. District Superintendent of Schools W.J. Mouat was given the responsibility of developing the Abbotsford School District submission.

Hence, the friendly rivalry of the two groups came to the fore. A recent interview with the now retired superintendent gives insight into this and also into the dedication of the two major communities to obtain post-secondary education for Fraser Valley residents.

"My interest in junior colleges goes back a long time. I always felt that the boys and girls of the Valley and interior British Columbia had a bad deal compared to youngsters growing up in West Point Grey.

A brief I wrote for the Board, entitled The Need for a Vocational School in the Central Fraser Valley, (Appendix 1) was submitted December 17, 1970. The Board submitted it to public meetings and to J.S. White, Superintendent of Vocational Training, Ministry of Education, Victoria.

The situation then was that we had two groups working on possible vocational school sites and the need for vocational programs. Quite early in the game, the Minister indicated what the Ministry would like to see in the way of sites, accessibility, location and expandibility.

In Chilliwack, there were six potential sites, in Abbotsford, three. The town planners for both districts did a very thorough study, using as a basis, population at that time and projected over the next twenty years. They also took into consideration student travel time and accessibility to the proposed locations.

The Chilliwack group, on this basis, located the exact centre of the area at the top of Chilliwack Mountain. This of course was not a feasible location, so they concluded that the best possible and nearest site was at Highway One and Lickman Road.

After much discussion, sometimes heated, the Ministry finally responded by approving the Lickman Road site and plans were put in place to build a vocational school. Remember, at that time, federal money was available for capital construction of vocational facilities, and, to a great extent, this available funding influenced the provincial government in going the vocational school route rather than the community college route.

It is also interesting and significant that the approved design of

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the school included an extensive library building and a large classroom
block, no doubt with a view to future integration into a college.

The community at large thought, 'At last we have a post-secondary
institution, not exactly what we wanted or expected, but nevertheless a
step in the right direction.'

Plans for the vocational school were drawn up, site work was begun
and the vocational school was, at last, a reality - or so everybody
thought.

But the 1972 election was called, the Social Credit Government was
defeated and the N.D.P. formed the next provincial government.

The vocational school project was put on hold, to allow the new
government to review its educational plans and policies. Much was made
of the fact that the proposed site for the school was in the so-called
'flood plain' and the new Minister of Education, Eileen Dailly,
proclaimed that it would be 'irresponsible to build an educational
facility in an area of potential flooding'. Subsequently the project
was cancelled.

There has been much speculation over the ensuing years as to the
real reason for the cancellation. Certainly the flood plain excuse
seemed to be pretty thin and, as a result, the frustrated community
groups came to the conclusion that the effort had become a political
football. The anger of those involved was expressed loud and clear
both by letters to the Ministry and by articles in the local media.

I have no doubt that the excellent work done by both community
groups in their respective briefs laid the ground work and gave impetus
to the local ground swell that finally persuaded the N.D.P. Government
to seriously investigate the establishment of a college for the
region."

THE TASK FORCE

The government continued to receive representations from community groups,

particularly after the termination of grade 13 from the school system in

1970, and finally entertained a new brief in April of 1973. Following

this, the newly appointed Commissioner of Education, John Bremer, agreed to

finance a task force to study the feasibility of a college for the Fraser

Valley. The task force was appointed with major responsibility to a local

steering committee.

The task force was comprised of three educators, chosen for their

expertise in the field of Adult Education. The chairman was Mr. William

Day, Dean of Continuing Education, Douglas College, and he recommended the

appointments of Mr. Gordon Thom, Vice-Principal, Extension, British

Columbia Institute of Technology, and Mr. Eric Woodroff, Supervisor of

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Auxiliary and Adult Education Services, School District #33, Chilliwack.

The local steering committee was made up of school board representatives from the five school districts: Hope, Chilliwack, Abbotsford, Mission and Agassiz. Mr. Douglas Hamilton of Abbotsford was elected chairman and took major responsibility for operation of the steering committee.

The Task Force was given a two month assignment and set about its task with great speed. Much of its success and the co-operation of all concerned was due to John Bremer who encouraged, opened doors, smoothed ruffled feathers, took risks and made decisions which enabled the task force to perform its work with a minimum of red tape. Credit must also go to the dedication of the local steering committee which made the work of the Task Force much easier.

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SUMMARY OF TASK FORCE REPORT (1973)

The task force began its two-month assignment by reviewing the earlier studies and preparing some initial hypotheses which it presented to the steering committee for reaction. The principal topics covered were curriculum, organization, adult education, facilities, library and audio-visual services, finance, regional boundaries, and cost benefit.

An early conclusion reached by the task force was to exclude Langley and Maple Ridge from the terms of reference of the proposed study. However, the Task Force did recommend that the Minister at a later time consider the question as to whether Langley and/or Maple Ridge should be in the Douglas College or the Fraser Valley College region.

The next step for the task force members was to set themselves a schedule to meet the guidelines as established by the Commissioner, the Minister of Education and the Steering Committee. In order that the general public could contribute to the task force, press releases were issued and the topic was discussed on open-line radio forums. Visits were made to the five main communities in the college region to familiarize members with historical, economic and social dimensions of these areas. The task force also met with ad hoc groups, principal employers and Canada Manpower officials. Meetings were held with agricultural groups and native Indian groups.

The task force met with the directors of Adult Education, the School District librarians and Fraser Valley Regional Library staff, all of whom would provide services necessary to a college in the region. Skagit Valley College, serving a similar region in the State of Washington, was visited.

General Feasibility

Governments at that time had come to accept a responsibility to make post-secondary education generally available to the population. In British Columbia, over 32% of the grade 12 graduating class continued on to post-secondary education. In recent years, dramatic increases had taken place in enrollments in regional colleges. There was a significant and direct relationship to the proportion of the students continuing their education beyond grade 12 and the availability of educational opportunities in the region of residence. For example, 20.7% of 1972 grade 12 graduates from the Fraser Valley area enrolled in a university, institute of technology or community college, compared with the provincial average of 31.9%. This was in contrast to the position in 1965 when a high percentage of Fraser Valley East students, compared with other regions, were enrolled in senior matriculation programs. The task force viewed other regions served by a regional college and considered that the Fraser Valley East region was a viable college region based on total population and grade 12 school enrollments.

COLLEGE REGION	POPULATION	GR. XII SCHOOL ENROLLMENTS 1972
Okanagan	139,225	2,315
New Caledonia	108,200	1,333

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Cariboo	127,400	1,442
Malaspina	69,238	1,446
Selkirk	57,852	1,147
Fraser Valley East	85,000	1,544

The task force considered the Eastern Fraser Valley as having an adequate population base to warrant a regional college. In light of the foregoing facts, the undoubted success of colleges elsewhere in the province, and the lack of any significant post-secondary education or training opportunities for the sizable population of the Valley the committee took the stance that the task was not to justify the provision of this service, but to suggest the appropriate means by which it could be provided.

Definition of the College

The task force considered it necessary to describe at some length the possible nature of a regional college in the Eastern Fraser Valley. This was necessary because, in the opinion of the task force, many groups did not perceive the full comprehensive nature of a regional college.

The Students

Based on general experience of British Columbia colleges, a mature valley college enrollment related to the existing regional populations would have 490 full-time equivalent university transfer and career program students. On a conservative estimate, there would also be eleven hundred vocational enrollments. However, in the initial year of operation, the college would probably have 300 full-time equivalent students on career and university transfer programs. For the second year of operation, the college would likely see 450 full-time equivalent students in these programs. Vocational enrollments would vary depending upon the number of programs offered. Some increase in community service adult education programs would result with the commencement of the college in this area.

College Curriculum

The task force viewed the college curriculum as being the expression of the college. This report included illustrative university transfer, B.C.I.T. transfer, employment, basic education and general studies programs.

Field Services

Field services and community education (adult education) programs were required. Special efforts re agricultural education had to be made because of complexities in this field and because of the importance of agriculture to the Fraser Valley. The task force suggested that the program be directed by a limited core of full-time faculty who would teach and work as field specialists in agriculture. It assumed that agricultural students in the Valley would tend to be more part-time than full-time students. This field of education would be primarily for those who had already selected agriculture as their vocation, and, therefore, the courses had to be geared to the farmer, the farm family and their employees.

The task force recommended appointment of a field specialist in industrial

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services to respond to programs needed by management and labour in local industries.

Time was spent with representatives of local Indian people discussing possible concepts of co-operation, and the task force concluded that the Indian people must also be responded to as a distinct area of educational activity, with needs being defined by the Indian people themselves. The aspirations of the Indian people of this area to develop an educational center was supported. The task force sugggested that the development of such a companion and possibly affiliated institution would work to the benefit of all, and it supported the concept of complementary use of resources. The field specialist would assist in implementation of all aspects of this philosophy.

The task force recommended the appointment of a field specialist to link the college and community arts organizations in the area, leading to a Conservatory of the Arts.

The Task Force recommended that the authorities responsible for the development and administration of the valley college engage as soon as possible in discussions with the boards of school trustees of the several school districts regarding the feasibility of providing adult education services throughout the region under the authority of the college. Furthermore, during the first year of operation, the program development needs of the college could be served by the temporary appointment of existing directors of adult education as local college administrators.

The task force viewed the provision of library and audio-visual services as being ways of providing curriculum. The task force consulted with the Fraser Valley Regional Library and obtained a detailed statement regarding general feasibility of co-operation and co-ordination. The task force recommended that Regional Library centers be used wherever possible as local resource centers.

The task force recommended that the college library be established with a distinct identity separate from the regional library because of the differing purposes of the two libraries. Collaboration regarding staff and space was possible and desirable.

College Organization and Staff

The task force recommended that those responsible for the development of the valley college give the highest priority to the recruitment of qualified staff. As the task force considered it the responsibility of the college principal to develop an organization to implement the philosophy of the college, it did not make detailed recommendations regarding organization. It did suggest some criteria for staff selection: the total staff should have a diverse background with varied education, training and experience both inside and outside of education; over-specialization of individuals was considered dangerous; appointees should have emotional stability to cope with a continually changing institution, along with an ability to communicate with a wide variety of college staff and students.

Library and audio-visual services sometimes were treated as if they had

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marginal value. The task force urged the future college council and administration to avoid these pitfalls. A strong flexible administration emphasizing program development for variety and educational delivery systems and service to students and the community was recommended.

College Facilities

Without exception, groups and individuals stressed to the task force the need for the college to have a physical identity separate and distinct from other institutions reflecting the nature of the services provided by the college. The task force believed that the college should not build permanent facilities to fit the curriculum into a 'box', but rather the curriculum should develop and later be housed in appropriate facilities that wisely used the capital available to the college over the next ten years. This was consistent with the development of other regional colleges that began without facilities. The task force believed that those colleges in British Columbia that began with a preoccupation about location and facilities suffered as a result.

The task force made the following specific recommendations with respect to facilities:

(a) two temporary student service centers, including core library, counselling, and administrative services, be constructed on an assumption of five years' life expectancy, on donated or temporarily allocated land in or near Chilliwack, and in or near Abbotsford;

(b) leased centers providing counselling, information and administrative services relating to college programs, be established in Mission City, Hope and Agassiz;

(c) agreements be made regarding a regional rental rate for instruction and administrative use of school district facilities in Agassiz, Hope, Mission, Chilliwack and Abbotsford school districts. These agreements should be based on:
   i) fair assessment of cost per hour of space use, on an occasional or periodic basis;
   ii) fair assessment of lease cost per square foot for extended periods of time.

The Plan for Implementation

In the opinion of the task force, existing legislation provided an adequate framework to allow for the establishment of a college in the Fraser Valley. The college had to be administered by a council which perceived itself to be responsible to the local and regional population.

A two year period of relatively high costs was expected. In the initial year, capital costs would primarily relate to space for student and administrative services rather than for instructional space. The task force suggested the local tax burden be between .7 mill and 1 mill and that in the first full year of operation the burden be between 1.3 and 1.5 mills.

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Governance

The task force viewed the existing legislation as appropriate to the process of selection and composition of college councils.

The task force recommended that work prior to the establishment of the college be undertaken by an interim group and that this interim group be a carry-over of the steering committee. This was essential so that valuable time would not be lost.

Time-Lines

The task force recommended the development of an 'instant' college by September 1974 and assumed that a plebiscite would be required. The task force made this recommendation provided that work on organization and development of the college could begin as soon as authority for the plebiscite was given. The task force believed that the region had been unnecessarily denied post-secondary services and every effort had to be made to implement and to make operational the valley college by September 1974. The task force believed that this could be done provided those in authority did not delay decisions.

Support and Assistance from Other Institutions

If the September 1974 deadline was to be met, the college would need considerable support from the major institutions and sister colleges. This support was available, according to statements provided to the task force.
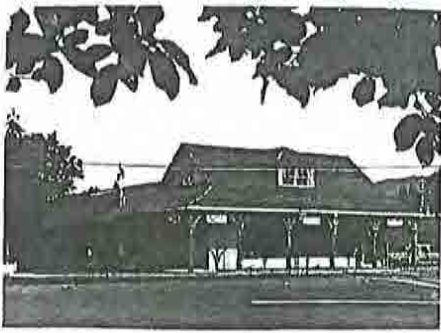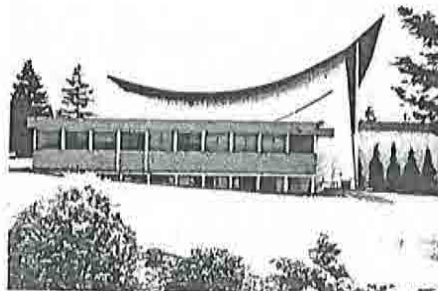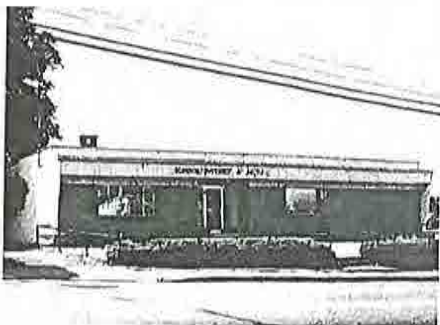
LOCATIONS OF

FRASER VALLEY COLLEGE CLASSES

IN THE EARLY DAYS

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THE BIRTH OF FRASER VALLEY COLLEGE

The task force report was completed; the steering committee met and received the report and was satisfied that all possible had been done to ensure early acceptance by the Provincial Government.

A resolution was forwarded to the Minister requesting authority to place before the taxpayers a plebiscite to gain enough public support to allow the Minister to proclaim the new college into existence.

A period of inactivity and uncertainty followed. Would the dream that began back in 1960 finally became a reality?

The steering committee did not have to wait long. Word came down from the Minister approving the plebiscite and the days of relative quiet on the college front ended. The task force began the work of publicizing the vote and persuading the electorate to come out, hopefully in record numbers, to vote 'yes' to the college.

Public meetings were held in all the school districts. Good attendance was achieved in Mission, Hope and Agassiz. A most disappointing turn-out took place in Abbotsford. The Minister was being informed of the public reaction at these meetings and word came via unnamed channels, that if the Chilliwack meeting was not well attended, the dream of the college, instead of becoming a reality, would be yet another defeat to all those dedicated people who had worked so hard, so long.

The Chilliwack meeting, with John Bremer as guest speaker, took place just prior to the vote date and the task force and the steering committee waited at the junior high auditorium on that evening, anxious to see if the objective of an overflow meeting would be achieved. As the time of the meeting approached, excitement grew, because it soon became evident that success was at hand. Not only did the auditorium fill with a capacity crowd, but an overflow audience was accommodated in the lower gym. The

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task force and John Bremer were extremely pleased, as was the College Steering Committee.

Four days after the Chilliwack meeting, the plebiscite vote took place and the many people involved in promoting the college concept awaited the result. Finally, late on that Saturday evening, the result came through. Eighty-nine percent of those who voted signified 'yes' on their ballots. This was an unprecedented victory for the people of the Fraser Valley. The 'yes' vote was one of the highest affirmative votes ever achieved in the establishment of a community college in British Columbia. It was a great tribute to the task force, John Bremer, the steering committee, and the many people, too numerous to name, who had worked so diligently to establish a college in the valley. It is appropriate to acknowledge the special role of the press and radio, who were untiring in their coverage and support for the concept. It is also appropriate to acknowledge individual members of the steering committee: Mr. Doug Hamilton, Chairman; Mr. Phil Nash; Dr. Norman Crabtree; Dr. Innes Macdougall; and Mr. Ken Alexander. It is through the efforts of these people and others that the college was finally to become a reality.

Perhaps the most significant date to be recorded in the history of the college is April 4, 1974. For it was on that day that the Honourable Eileen Dailly, Minister of Education, arrived in Abbotsford and, in the boardroom of School District #34, formally proclaimed the college into existence. The steering committee was then charged with the task of getting a new college into operation and they made the courageous decision to have the college open its doors in September of that year.

The decision to open the doors in September might not have been made if it had been known at the time the tremendous amount of work that had to be done to achieve this objective. However, once the decision was made, it had to be achieved.

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As a member of the task force, I was seconded from Chilliwack School District and appointed senior administrator of the College; Betty Urquhart of Chilliwack, Frank Dolman of Mission and Roy Craven of Abbotsford were seconded from their Adult Education positions with their respective school districts and appointed to the administrative team. Mr. Bill Sharp, secretary/treasurer of the Abbotsford School District, took on the duties of college bursar. The College was about to become a living, breathing reality.

The college administrative offices were initially located in the basement of the Abbotsford School Board office and secretarial duties were first carried out by Mrs. Betty Mitchell, then secretary to Bill Sharp. Soon, I saw the need for full-time secretarial help and was fortunate to obtain the services of Mrs. Marlys Southwell, my former secretary from the Chilliwack School District. Believe me, the contribution made by this lady cannot be over-estimated. She literally held the place together in those early days.

Another significant date in College history was April 22, 1973, when the Minister of Education announced the appointment of the first College Council. Then the College had its first official governing body. The members were as follows: Mr. D. M. Hamilton, Abbotsford; Dr. N. L. Crabtree, Chilliwack; Mrs. M. J. Burgess, Agassiz-Harrison; Mrs. M. V. Ferguson, Agassiz-Harrison; Ms. Janet Currie, Abbotsford; Mr. W. J. Mussell, Chilliwack; Mrs. Joan Cope, Hope; Mr. P. Nash, Hope; Mr. Arthur H. Halsted, Mission; Mr. P. Kokoska, Mission.

Under the leadership of Mr. Doug Hamilton, the search for a college principal began. It had to be a person of exemplary academic standing and exceptional organizational ability to launch the college into its first year of operation. Dr. Larry Blake, who had opened Flathead Community College in Montana was finally chosen for founding principal, but because

of difficulties in immigration procedures did not arrive until October 15, 1974.

Meanwhile, the job of opening a brand new college had to be carried on, and the task fell largely upon the shoulders of myself, and Mr. Bill Sharp, acting as bursar of the college.

The small office in the basement of the Abbotsford School Board was obviously inadequate to house the administration of the college. Bill Sharp and I set about the task of finding adequate office space. We advertised for space and travelled the college region to locate offices in each school district. In very short order, we obtained space in the following locations:

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Abbotsford  - W.J. Mouat Secondary School
Chilliwack  - The Edenbank Trading Post - Sardis
Mission     - The Community Services Centre (housed in the old hospital
              building on 5th Avenue)
Hope        - Basement of the School Board offices
Agassiz     - Funk's Insurance Agency building on Pioneer Avenue
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Betty Urquhart was given the task of organizing, developing and staffing the University Transfer Program, as well as supervising the Chilliwack program and office.

Frank Dolman was charged with the task of organizing the Career/ Vocational Program, and operating the Mission office.

Roy Craven was asked to develop the Student Services registration system, prepare the calendar, and to supervise the Abbotsford general interest program.

In June, Beryl Frederickson was hired to help open the Hope office, and Val Edmundson for the Agassiz office.

We were under trememdous pressure to open the college to students in September, 1974, and there were times when we wondered if we would ever achieve this end.

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In a recent conversation with me Betty Urquhart recalls those early

days:

"Eric, you had given me the task of developing the University
Transfer program and the decision was made to go with courses from
Douglas College already approved by the three universities. I
think Douglas College, overall, and Bill Day, in particular, were
terrific in assisting us.

I met with representatives of the two mainland universities
and got agreement from them to accept transferability for Douglas
College courses as taught by our instructors, with some
conditions. One was that our instructors must have a minimum of a
master's degree in the subject they were teaching. Simon Fraser
University was particularly cooperative and helpful to us.
Another stipulation was that the College establish a reasonable
research library, and, as you know, at that time, May of 1974, we
had no other staff than the four of us, at least no other
professional staff.

I think it was to Douglas College that I spoke, and
interestingly enough, the librarian I talked to at that time was
Robert Harris, who, as you know, is now married to Betty Harris,
our first and current library director. It was Robert who
directed me to the acquisitions librarian at Simon Fraser, Sharon
Thomas. Simon Fraser agreed to loan Sharon to us on a part-time
basis to develop a research library to back up our courses.
Having achieved this, we were now ready to hire part-time
instructors.

You will recall, Eric, that the College Council had given us
permission to hire part-time instructors, with some reluctance.
We practically had to put our jobs on the line to get their
authority. Council's position was that they did not want to
pre-date the principal's arrival and select staff which he or she
may not have approved.

At any rate, we did get permission. So we advertised and got
a tremendous response. Each of us was very busy, and I was left
to deal with these - it seemed like hundreds - of applicants. I
was ably assisted by Marlys and also by Betty Sutherland, who had
come to the College from Abbotsford School District. I must
recognize the great assistance that Marlys Southwell gave me at
that time. She has a marvellous feel for people and I would often
consult her regarding candidates, and really appreciated her
opinion.

We must have done a pretty good job, because all of them, with
one exception, turned out to be excellent instructors and many of
them are still with the College to this day. To mention a few:
Dave Wyatt, Astrid Stec and Peter Slade. We also had Paul Herman.
A friend of his was hired originally, but was unable to come the
second term, and recommended Paul. Jocelyn Creigh was another,
who came from the joint school district - Douglas College program
that you and I developed. I musn't forget Ella Miller, who was
hired as receptionist, typist, bookstore clerk and accountant at
the Edenbank office.

Heather Commodore and Verna Fleming were hired to teach the Adult Basic Education courses at Coqualeetza.

Psychology was a very popular course and, although we had hired one instructor, over 60 students arrived, so we had to hire another. As it was now September, this proved to be very difficult and, in desperation, I turned to Douglas College. They sent a Ph.D. to fill the position. So, generally, I feel we made good choices.

All were hired for a one-year term and were told they would have to re-apply when the College Council hired the principal and administrative staff."

By the middle of July, we had designed the program which included the General Studies courses developed from previous night school courses.

Concurrently with these developments, Bill Sharp and the College Council made some critical appointments. Bob Dyke became the college's first full-time Bursar and arrived in mid-August amid great expectations. At last we had a person who would really get things moving! He certainly worked fast. He almost immediately hired three key support staff: Chris Beck as accountant, Beryl Andison as payroll clerk and Marja Lynn as secretary to the bursar. At the same time the Council hired Betty Hanafi (now Harris) as Director of the LRC, and Dr. Du Fay Der as first counsellor.

Meanwhile the work of getting the program ready for September was continuing. Frank Dolman was busy getting the Vocational/Career program together.

Frank recalls those hectic days:

"I was just looking at my diary the other day and saw 'August 9, 1974, Klaus Berger, Canada Farm Labour Pool'. He was manager at that time and we had our theory classes for Milker Training in the Farm Labour Pool office on South Fraser Way. Another name in the diary: Phyllis MacDonald. We had to get approvals for instructors and courses from the Community Care Facilities Board. Another significant date Friday, September 13, 1974: 'Picked up Bob Marshall at the airport at Vancouver'. Bob Marshall was the instructor in Farrier Training. The decision was made by the Ministry to transfer the Farrier program from Dawson Creek Vocational School to Fraser Valley. My hiring of Bob Marshall created quite a stir. I omitted to advertise the position, relying on a recommendation from Dawson Creek that he was the best

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man for the job. In any event, we ended up hiring Bob Marshall as instructor and Gary Cooper, the Dawson Creek instructor, for program development. The decision to hire Marshall proved to be a good one because the program became one of our most successful.

I see some notes here about the early Office Careers program. We had finally set up a typing program, a secretarial program I think we called it in those days. Of course we had the typewriters and these were ordered from the I.B.M. Company. We had got notices that they were on the way, then two weeks before the classes were due to start, no typewriters. Finally, on a Friday morning, with the class due to start on Monday, I went to Bob Dyke, who as bursar, was also acting as purchasing agent, and told him we had no typewriters and we couldn't start the class without them. Bob said, 'Don't worry, I'll get typewriters.' So he jumped into his station wagon and drove off to Vancouver. Within a couple of hours he arrived back loaded with 30 typewriters. I don't know how he managed to get them, but there they were! However, on Monday morning we discovered how he got them. He had picked up typewriters that were in for repair. Very few of them worked, but they sufficed until the order arrived. Sheila Elliot and Betty Mitchell were the newly hired instructors for the program."

Roy Craven, meanwhile, was very busy preparing for the first registration, getting the forms ready and, with the help of everyone, finalizing the college's first calendar (Appendix 2).

Roy was not with the college for a very long period of time, but his contribution to those early days cannot be overestimated. He really provided the college with its first Student Services operation and was largely responsible for the college opening in September 1974 with a reasonably smooth operation.

Betty Sutherland was also a tower of strength in those days. She assisted in every facet of college operation including preparation of the calendar. She recently talked to me about the calendar:

"After the typing was done, the delivery of the brochures was made to Mouat School and they were all piled out in the hallway. I was given the job of finding out from the Post Office all the postal routes and I had high school students helping me sort them and get them to the Post Office."

However, in spite of all difficulties, the College did begin its programs at the beginning of September 1974 with a possible full year of university transfer courses running five nights a week (nine students

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completed a full year), and with career, vocational, and/or general interest courses operating in all five regions. It was quite an accomplishment.

As I reflect now on those hectic times and the beginning of Fraser Valley College, I am filled with a deep pride for what was achieved by a few people. Nine years later, the college is a vibrant institution of post-secondary learning now entering its first of what should be many permanent homes.

HIGHLIGHTS

1. *The opening of College programs in September 1974, with classes located in district schools, church basements, Coqualeetza Education Centre and commercially-rented space.*

2. *The proudly announced first enrollment figures: 183 full time students and approximately 2,300 part-time students.*

3. *The arrival of the first principal, Dr. Larry Blake, who in a short time nurtured the college into an established institution.*

4. *The dedication of the founding administration team that worked so well together to promote and establish the College: Mr. Dick Bate, Dean of Instruction, Mr. Erling Close, Dean of Student Services, Mrs. Betty Hanafi (Harris), Director of Library Services, Dr. Du Fey Der, Counsellor of Students, Mr. Wayne Elhard, and later Mr. Ron Gray, Public Relations Officer.*

5. *The outstanding faculty that became very highly regarded members of the college community and the community at large.*

6. *The many support staff who gave their time and effort without any thought of the hours they put into the college operation.*

7. *The steering committee and first College Council, who gave the founding team and administration the leadership that enabled the College to progress and grow to the stature that it holds today.*

8. *And, last, but by no means least, the communities of Abbotsford, Agassiz, Chilliwack, Mission and Hope, who gave encouragement and support then, and continue to do so today under very difficult economic times.*

Many, many people worked hard and well to establish Fraser Valley College and not all of them have been given the credit they deserve, but their reward is there now in the solid reputation of the institution so evident today.

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Appendix 1

A Summary of Vocational Brief Submitted to
Provincial Government, December 17, 1970

Part One - The Area

The area to be served is one of the oldest settled areas in British Columbia
comprising the school districts of Hope, Agassiz/Harrison, Chilliwack, Mission
and Abbotsford. An area of 4,700 square miles stretching eastward and northward
for more than 100 miles from the western broundaries of Matsqui/Mission. Much
of the area is mountainous, yielding forest and mining products, and most of the
85,000 people are settled along 100 miles of the Fraser River.

Economic activites include agriculture, forest products, mining and
manufacturing, but basically industry in the region is confined to the products
of farms and forests.

Part Two - The Site

Six potential sites were considered and this submission recommends serious
consideration of only one site in the Chilliwack area, namely the Lickman Road -
Atchelitz Creek site. This site meets all requirements. It is adjacent to
Highway 401 and immediately adjacent to an overpass. It offers flexibility,
with about 130 acres of land. It is located within a mile of the comported
'driving time' centre of the vocational school service area. It can enhance
rather than disrupt agricultural activity. It offers all-weather accessibility
to Highway 401 and easy access to community roads. It is ideally located with
respect to the area's principal activities. It has tremendous potential for
park development. It is in an area that has and will continue to have minimum
orientation towards metropolitan Vancouver. The site is available.

Part Three - The Program

Basic Courses

A combination of the list of vocational courses for which there are 510
enrolments in the Chilliwack area and the Canada Manpower lists of full-time day
courses from the Chilliwack office, over the past three years, gives a good clue
to the basic courses that the Fraser Valley Vocational School should offer.
They include:

Business Management, Commercial Automotive, Machine Shop, Construction Trades,
Electronics, Services Trades, Agriculture and Vocational Reparatory, (B.T.S.D.)
Building Service Worker, Heavy Duty Mechanics, Welding, Logging, Practical
Nursing, Drafting, and Barber and Beauty Culture.

Several knowledgeable Valley business people, trades people and educators were
enlisted to support the need for and selection of these courses.

Conclusion

In conclusion, we assure you that communities in the eastern portion of the
Fraser Valley look forward to a vocational school that will need, not only the
traditional vocational school needs, but as the eleventh vocational school in
British Columbia, will add distinctive new areas of service for local residents
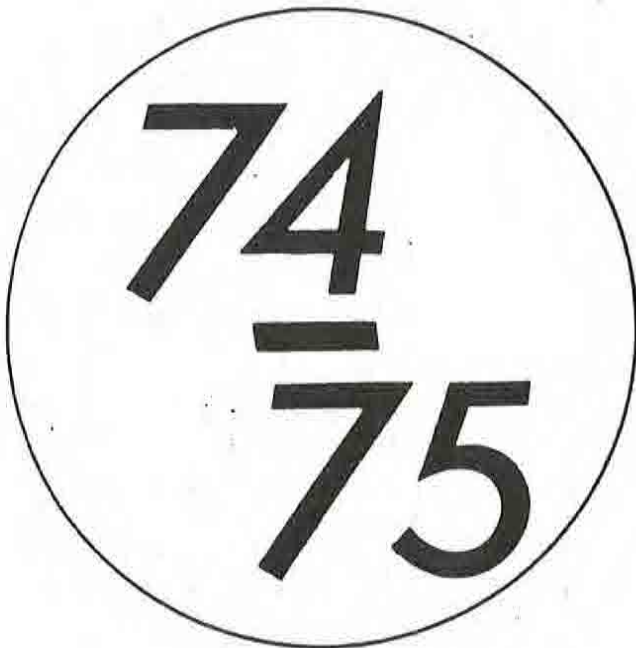and for all of B.C.

Respectfully submitted on behalf of the Committee.
J. Murdo MacLachlan

Appendix II

FRASER VALLEY COLLEGE

CALENDAR

74/75

SERVING SCHOOL DISTRICTS

32 HOPE — FRASER CANYON

33 CHILLIWACK

34 ABBOTSFORD

75 MISSION

76 AGASSIZ — HARRISON

YOUR COMMUNITY COLLEGE

SECTION I
FRASER VALLEY COLLEGE

A. COMPREHENSIVE COMMUNITY COLLEGE

The Fraser Valley College is the newest community college in British Columbia, and is part of the provincial system of post secondary education.

It serves primarily the five school districts that comprise the College region: School District No. 32 (Hope-Fraser Canyon), No. 33 (Chilliwack), No. 34 (Abbotsford), No. 75 (Mission), and No. 76 (Agassiz-Harrison).

As a comprehensive, community educational facility, the College offers a varied program to the communities it serves.

1. Academic-Programs
   a. College Foundations 1 - (Grade 10 equivalency).
   b. College Foundations 2 - (Grade 12 equivalency).
   c. University Transfer - a two year academic program of studies for transfer to third year university.
   d. B.C.I.T. Transfer Programs.

2. Career Programs

3. Vocational Programs
   — B.T.S.D. Levels 2, 3 and 4
   — pre-Apprentice Programs
   — Upgrading Programs
   — Trade-Qualification Programs

4. General Studies Programs

5. Special Programs

B. COLLEGE GOVERNMENT

The College Council is the governing body of the Fraser Valley College. It consists of members appointed by the Lieutenant-Governor in Council, and members appointed by the five participating School Boards.

The College Principal is solely responsible for the operation of the College. The Principal receives information and recommendations from a variety of College committees which include members of the student body, faculty, and administration. Technical and Vocational programs each have an advisory committee of interested and knowledgeable members of the Community and College personnel.

A MESSAGE OF WELCOME

On behalf of the Fraser Valley College council I wish to welcome you to the first year of our college programming.

Although we are opening in temporary facilities with limited programs, our college will develop rapidly over the next few years with some facilities in all regions. It is proposed that the main campuses be at Abbotsford and Chilliwack. The college will soon have full-time day and evening courses in many areas of study. These will include vocational, technical, university transfer, career and general interest programs.

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.

• This calendar lists the courses for starting our first year. More courses will be added as the need arises and facilities are made available. It is my hope that this college will be used by everyone, from young secondary school graduates to senior citizens. May this, our first year, be a successful beginning in the operation of B.C.'s latest regional college - The Fraser Valley college.

Sincerely,
Doug Hamilton,
Chairman,
College Council

D. COLLEGE COUNCIL

Chairman:
Mr. D. M. Hamilton, Abbotsford
Vice-Chairman:
Dr. N. L. Crabtree, Chilliwack
Mrs. M. J. Burgess, Agassiz-Harrison
Mrs. M. V. Ferguson, Agassiz-Harrison
Ms. Janet Currie, Abbotsford
Mr. W. J. Mussell, Chilliwack
Mrs. Joan Cope, Hope
Mr. P. Nash, Hope
Mr. Arthur H. Halsted, Mission
Mr. P. Kokoska, Mission

E. COLLEGE OFFICES

ABBOTFORD:	W. J. Mouat Secondary School, Tel: 853-7441 3161 Trethewey Street Clearbrook, B.C.	
AGASSIZ:	7072 Pioneer Avenue Box 388, Agassiz, B.C.	Tel: 796-2254
CHILLIWACK:	Edenbank Store 7103 Vedder Road, Box 93, Sardis, B.C.	Tel: 858-9464
HOPE:	Hope School Board Office Box 640, Hope, B.C.	Tel: 869-9991
MISSION:	Mission Memorial Centre 33070 - 5th Ave., Mission, B.C. V2V 1V5	Tel: 826-9544

F. ADMISSION INFORMATION

1. Definitions:
   General admission requirements are detailed for all programs in their respective sections in the calendar. In addition specific prerequisites are listed for each program.

   Residents of School District No. 32 (Hope-Fraser Canyon), No. 33 (Chilliwack), No. 34 (Abbotsford), No. 75 (Mission), and 76 (Agassiz-Harrison) are classified as "in-region" students and are given priority for admission over other applicants.

   To qualify as an "in-region" resident, students must satisfy one of the following requirements:
   a) Be 19 years of age or over and have resided within the boundaries of one of the above school districts for at least three months prior to the commencement of the program to which admission is sought.

   or

   b) Be under 19 years of age at the commencement of the program to which admission is sought and a dependent of parents or legal guardians who reside within the boundaries of the above school districts.

   or

   c) Be the owner of real property within the boundaries of the above school districts.

   Students not able to qualify as "in-region" students as defined above are classified as "out-of-region" students and are required to pay higher tuition fees for some programs.

   The responsibility for registering as an "in-region" or "out-of-region" student rests with the applicant. A student who falsifies resident status may be required to withdraw from the College.

3

UNIVERSITY TRANSFER TIMETABLE

FIRST SEMESTER

COURSES START WEEK OF SEPTEMBER 9-13, 1974

All Course Times — 7:00 - 10:00 p.m.

COMMUNITY	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
ABBOTSFORD	Anthropology French Literature Mathematics	24-100 26-140 91-316 44-120	Economics Mathematics Physics	83-311 44-112 45-110	History Literature Psychology	21-113 95-100 28-320	Biology Communications Philosophy	41-110 92-100 27-100	Geography Sociology	25-110 23-125
MISSION	Sociology	23-240	Psychology	28-100	Chemistry	42-100	Literature	91-101		
CHILLIWACK	Mathematics Philosophy Psychology Psychology	44-112 27-100 28-100 28-320	Chemistry French History Mathematics	42-100 26-140 21-120 44-120	Biology Communications Literature Sociology	41-110 92-100 91-316 23-240	Geography Physics Sociology	25-110 45-110 23-125	Anthropology Economics Literature	24-110 83-311 91-105
AGASSIZ- HARRISON			Literature	91-109						
HOPE- FRASER CANYON			Psychology	28-100						

NOTES: This schedule subject to change to meet changing needs.
All course numbers are those of Douglas College.
Students taking laboratory sciences will be required to attend labs. on Saturday mornings.

SECOND SEMESTER

COURSES START WEEK OF JANUARY 13-17, 1975

All Course Times — 7:00 - 10:00 p.m.

COMMUNITY	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
ABBOTSFORD	Anthropology French Literature Mathematics	24-110 26-240 91-317 44-220	Economics Mathematics Physics	23-411 44-212 45-210	Communications History Psychology	92-100 21-114 28-321	Biology Literature Philosophy	41-111 91-109 27-150	Geography Sociology	25-120 23-135
MISSION	Sociology	23-250	Psychology	28-200	Chemistry	42-200	Literature	91-105		
CHILLIWACK	Mathematics Philosophy Psychology Psychology	44-212 27-150 28-200 28-321	Chemistry French History Mathematics	42-200 26-240 21-121 44-220	Biology Literature Literature Sociology	41-111 91-101 91-317 23-250	Geography Physics Sociology	25-120 45-210 23-135	Anthropology Communications Economics	24-110 92-100 83-411
AGASSIZ- HARRISON			Literature	95-100	History	21-110				
HOPE- FRASER CANYON			Psychology	28-200						

NOTES: Second Semester subject to some changes and/or additions depending on the success of the first semester courses.
All course numbers are those of Douglas College.
Students taking laboratory sciences will be required to attend labs. on Saturday mornings.

This timetable may be subject to some minor changes. Courses may be cancelled for lack of enrolment or consolidated in one location if enrolment is low. Students should be prepared to travel if necessary.

Each course runs for 15 weeks, 3 hours per night, in the location indicated. Lab courses may require extra student time, either in the classroom or with audio- or video-tape lessons.

Students wishing to transfer should contact the registrar's office at the University of their choice regarding their admissions policy.

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Appendix B
Environmental Scan

UNIVERSITY
OF THE FRASER VALLEY

Environmental Scan
In support of Strategic Planning

December, 2019

Prepared by the Office of

Institutional Research and

Integrated Planning

Vision, Mission, Values

UFV is built on our shared commitment to the university's purpose, principles, and our future direction. With the adoption of our new statements of vision, mission, and values in 2019, our university has set a course for lasting endurance that will benefit generations to come, both locally and beyond.

Our vision

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

Our mission

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

Our values

Integrity | letse o sqwelewel
We act honestly and ethically, upholding these values and ensuring our mission is delivered consistently.

Inclusivity | lexwsq'eq'ostexw
We welcome everyone, showing consideration and respect for all experiences and ideas.

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

Excellence | ey shxweli
We pursue our highest standard in everything we do, with determination and heart.

The Tangram

UFV uses the visual metaphor of the tangram when we represent our vision, mission, and values.

Like building blocks of a UFV education, tangram shapes can be assembled into thousands of unique configurations and results, reflecting how a single institutional vision can embody many experiences, perspectives, and outcomes.

Table of Contents

Executive Summary

We have collected and compiled data from a variety of sources: demographic data from the Fraser Valley and from University of the Fraser Valley (UFV) students, UFV student survey results, the labour market, external factors affecting the university, other BC post-secondary institutions, and UFV performance measures. We have tried to collect information that will be helpful to the strategic planning process into one single report.

Since the beginning in 1974 (as Fraser Valley College) and up until November 2019, UFV has awarded 53,903 credentials to 41,994 students. The number of credentials awarded has continuously increased, with almost 2,700 credentials to over 2,400 students this past year. Looking forward, the population in the Fraser Valley will continue to grow and will form the base of our enrolment. The university aged population in the Fraser Valley is projected to increase by 10% from 2018 to 2038. This is a larger increase than for the Douglas College and Kwantlen Polytechnic University regions or for BC overall.

The Indigenous[1] 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. Over the last ten years, the Fraser Valley has seen larger growth, and has a younger average age, for its Indigenous population than is the case in either BC or in Canada. In terms of census metropolitan areas, Abbotsford-Mission has the fourth highest proportion of visible minorities in the country, behind only Toronto, Vancouver, and Calgary.

Kindergarten to Grade 12 (K-12) enrolment projections from Fraser Valley (FV) school districts mirror this growth – from 2018 to 2028, grade 12 enrolments in our local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Mission, and Ridge Meadows) are projected to increase by 10.1%. Chilliwack (39.8%), Ridge Meadows (21.4%) and Abbotsford (14.4%) school districts account for the largest shares of growth (among Fraser Valley school districts) during this time.

Over the last ten years (2008/09 to 2017/18), all FV school districts, with the exception of Mission, have seen an increase in six-year high school completion rates, with Ridge Meadows (15%), Chilliwack (13%), and Fraser-Cascade (11%) having the largest increases – both overall (all students) and for Indigenous students. Similar to the province as a whole, there has been a substantial increase in six-year high school completion rates for Indigenous students. In 2017/18, Ridge Meadows (85%), Abbotsford (80%), Chilliwack (79%) and Langley (76%) school districts saw six-year completion rates for Indigenous students that were higher than the provincial average (69%).

The Student Transition Project (STP) links data about students in the BC public post-secondary education system with information for the years in Kindergarten to Grade 12. Immediate transition rates of high school graduates to post-secondary are some 3 to 14 percentage points lower in the FV region than the provincial average during the time period of 2012/13 to 2017/18. Similarly, when we look at data five years after high school graduation (for the years 2013/14 through 2017/18), the provincial average (73.3%) is higher than the FV region by between 5.5 and 14.4 percentage points. Over three-quarters

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[1] In this report, Indigenous is used as a collective noun for First Nations, Inuit, and Metis Peoples. The term Aboriginal has been replaced in all instances even though it is still being used in certain cases from the source of the data (e.g. Ministry Accountability Measures).

(79%) of students that transition to UFV from a BC high school are from one of the six Fraser Valley school districts.

There are a number of interesting trends at UFV during the 2013/14 to 2018/19 time period. One is the dramatic increase in the number of international students at UFV – from 932 to 2,289 – an increase of 145.6%, with the majority of international FTEs on the Abbotsford campus. Another is students' location; we see that a high concentration of UFV students are located closer to the biggest campuses in Abbotsford and Chilliwack, whereas student numbers living closer to the smaller campuses in Mission and Hope are declining. Regarding attrition, 40% of new UFV students leave within one year, with most of these students leaving between the fall and winter semesters. Over the past six years, the average time at UFV to graduation has increased for Bachelor Degree graduates (from 5.8 years in 2013/14 to 6.3 years in 2018/19) while the average time to graduation for Diploma graduates has declined (from 5.0 years in 2013/14 to 4.5 years in 2018/19).

UFV participates in national and international surveys including the Canadian University Survey Consortium (CUSC), and the National Survey of Student Engagement (NSSE). While the CUSC 2018 Graduating Student Survey, the CUSC 2019 First-Year Student Survey and the NSSE 2019 First-Year and Senior Student Survey vary in the topics and questions posed to students, they share some similar findings. For example, all three survey results identify that UFV students work while they study at a higher rate than their peers, are less likely to live in university residence, and are satisfied with their decision to attend UFV.

The impact of automation and the ability of workers to acquire meaningful, well-paid employment is a major concern for the labour market. As is the case everywhere, workers in BC will need to adapt and learn new skills. The Fraser Valley shares many characteristics with the overall economy in British Columbia. One notable difference for the Fraser Valley is the relatively high proportion of employment in the Agriculture sector.

We provide information on a list of external factors that are relevant to UFV. These topics include Indigenization and Reconciliation, emerging technologies in higher education, the agricultural sector in the Fraser Valley, campus planning, BC government priorities, and the impact of international policy on international enrolment.

Overall, the 21 BC post-secondary institutions that submit data to the Central Data Warehouse (non-research intensive institutions), report that their domestic headcounts are down almost 2% between 2015 and 2018 and their international enrolment is up 87%. During the same time period, UFV has seen a slight increase in domestic (1.9%) and an increase of 45% in international enrolment. Indigenous students have increased by almost 6% at the 21 CDW institutions. The UFV increase is higher than the overall total at 7.9% during the same time period.

The Strategic Enrolment Management (SEM) Plan (2014-2019) identified nine enrolment goals with accompanying targets. We include the most recent SEM plan update for 2018/19, as well as the Ministry Accountability Measures, in the Appendix.

Section I: Fraser Valley Demographics

Regional Population

Figure 1 shows population projections from 2018 to 2038, by college region, by age group. The population changes by selected age groupings of 15-19, 20-24, and 25-29 are shown for the Fraser Valley college region as well Capilano and Kwantlen (two college regions served primarily by a teaching university), along with the neighbouring college region serving Douglas College, and BC overall.

In the Fraser Valley college region, the 15-19 year old population is projected to continue to decrease until 2020, and then forecasted to grow from 2021 onwards; the 20-24 year old group is projected to continue to decrease until 2025, and then increase from 2026 onwards; and the 25-29 year old population is projected to grow until 2025, decrease between 2026 and 2030, and then increase from 2031 onwards.

Figure 1: Projected Change in Population in Select College Regions and BC, by Selected Age Groupings (15-19, 20-24, and 25-29), 2018-2038, as a Percentage of 2018 Populations
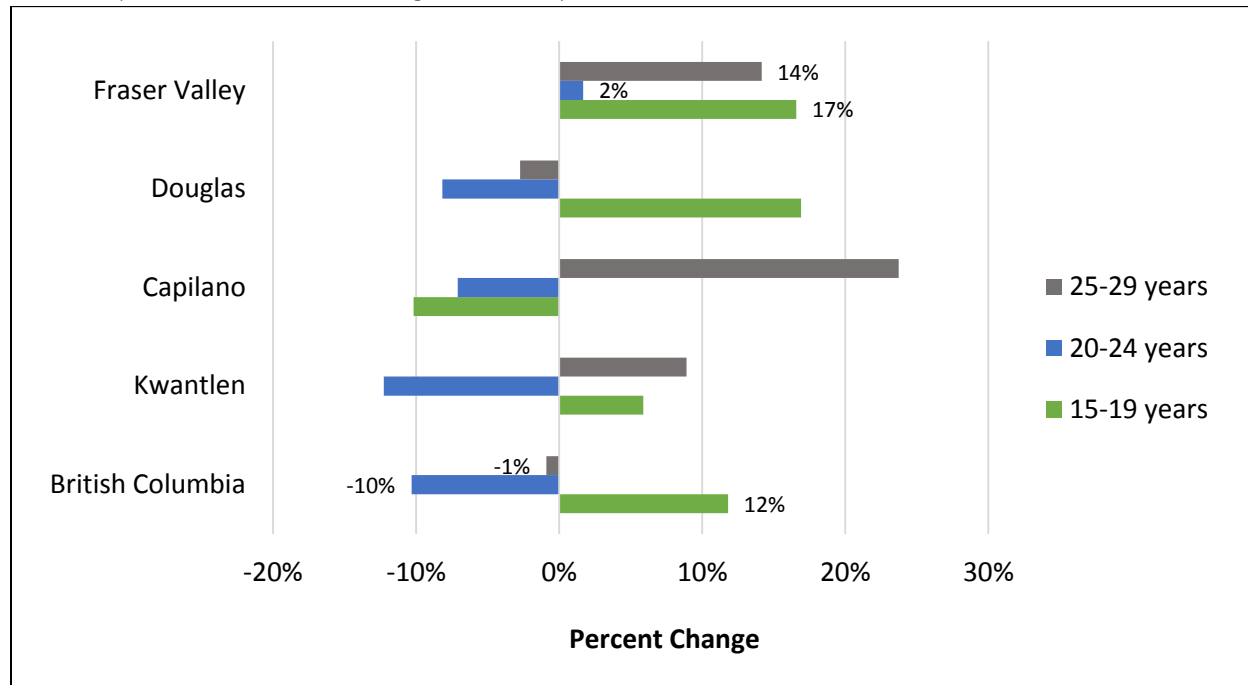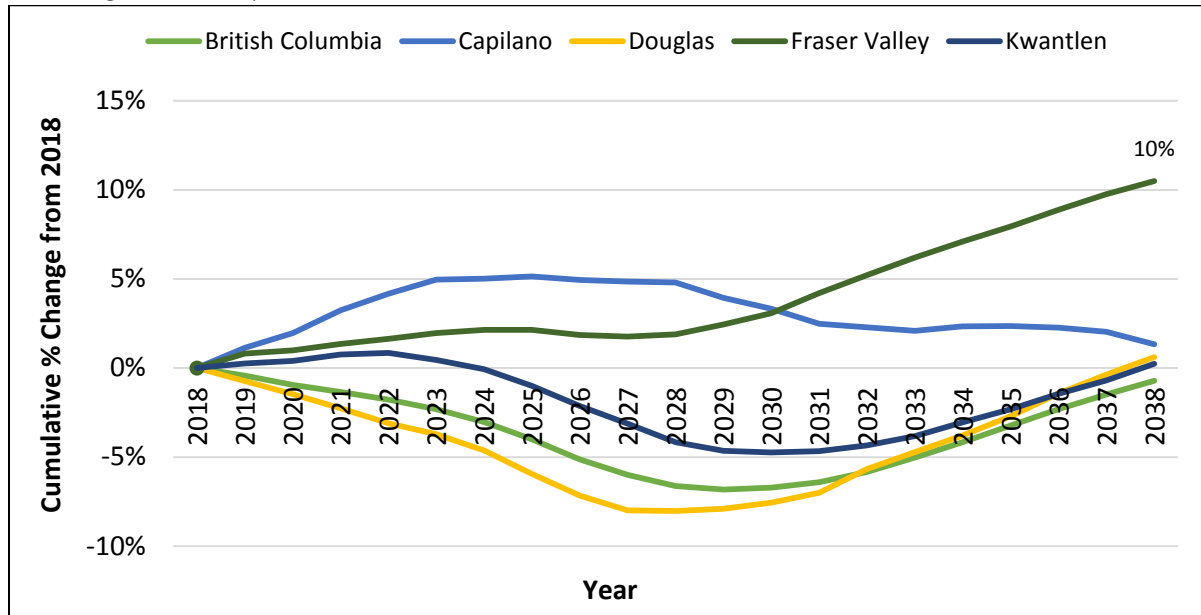

Source: BC Stats PEOPLE database by selected college regions, accessed May 3, 2019

Figure 2 shows the cumulative projected changes in population aged 15-29 by selected college regions and BC from 2018 to 2038. From 2018 to 2038, the Fraser Valley college region is expected to see an increase in its 15-29 year old population, distinguishing it from the other selected college regions. The Fraser Valley college region is projected to have the highest total growth in 15-29 year olds during this time period (10%); well ahead of the other college regions (Capilano; 1%, Kwantlen; 0%, and Douglas; 1%), and BC as a whole (-1%).

Figure 2: Cumulative Projected Change in Population, Ages 15-29 in Select College Regions and BC, 2018-2038 as a Percentage of 2018 Population

Source: BC Stats PEOPLE database by selected college regions, accessed May 3, 2019

The University of the Fraser Valley is situated well compared to many of its peer teaching universities, with population growth arriving sooner to our university than for most others in the province, keeping in mind that there will likely be increased competition for Fraser Valley college region students from other institutions in the future.

Indigenous Population

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. Over the last ten years, the Fraser Valley has seen larger growth and has a younger average age for its Indigenous population than either BC or Canada. Figure 3 provides a comparison of Indigenous population statistics from the 2016 Census data[2].

Figure 3: 2016 Census Data Comparison of Indigenous Population Demographics for Canada, British Columbia, and the Fraser Valley Regional District

2016 Census Data	Canada	British Columbia	Fraser Valley Regional District
Indigenous Population	1,673,785	270,585	22,205
Indigenous Share of Population (2006)	4.9% (3.8%)	5.9% (4.8%)	7.7% (5.7%)
Growth of Indigenous Population (2006 to 2016)	42.5%	38.0%	52.8%
Average Age of Indigenous Population	32.1 years	32.8 years	30.4 years

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[2] 2016 Census topic: Aboriginal peoples. Accessed June 2018 from: http://www12.statcan.gc.ca/census-recensement/2016/rt-td/ap-pa-eng.cfm

According to the report *Aboriginal peoples in Canada: Key results from the 2016 Census,*[3] there were 1,673,785 Indigenous people in Canada in 2016, accounting for 4.9% of the total population. The share of the Indigenous population in Canada has increased: from 2.8% in 1996, to 3.8% in 2006, to 4.9% in 2016. The Indigenous population of Canada has grown by 42.5% since 2006 which is more than four times the growth rate of the non-Indigenous population over the same period. The two main factors attributed to the growing Indigenous population in Canada are (i) actual growth and (ii) changes in self-reported identification.

In the Fraser Valley, the Indigenous population for the 15-24 age-group is 11.1% compared to 8.3% for the province. The Indigenous population is much younger than the population as a whole. For example, 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%. Figure 4 shows 2016 Census Indigenous population data by age group for BC and the Fraser Valley Regional District.

Figure 4: 2016 Census Data for Indigenous Population (Totals and Percent) by Age Group for British Columbia and the Fraser Valley Regional District

	BC			Fraser Valley		
Age	Population	Indigenous Identity	% Indigenous Population	Population	Indigenous Identity	% Indigenous Population
Total - Age	4,560,235	270,585	5.9%	288,765	22,205	7.7%
0 to 24 years	1,231,845	115,060	9.3%	88,885	10,600	11.9%
0 to 14 years	689,860	69,930	10.1%	53,460	6,670	12.5%
0 to 4 years	220,280	21,780	9.9%	17,435	2,020	11.6%
5 to 9 years	236,225	24,205	10.2%	18,135	2,360	13.0%
10 to 14 years	233,365	23,950	10.3%	17,890	2,300	12.9%
15 to 24 years	541,985	45,125	8.3%	35,425	3,925	11.1%
15 to 19 years	257,280	23,215	9.0%	17,945	2,160	12.0%
20 to 24 years	284,710	21,915	7.7%	17,480	1,770	10.1%
25 years and over	3,328,390	155,520	4.7%	199,875	11,605	5.8%
25 to 64 years	2,532,980	134,735	5.3%	150,350	10,190	6.8%
25 to 54 years	1,863,055	105,840	5.7%	110,680	8,220	7.4%
25 to 34 years	611,065	38,150	6.2%	35,680	2,940	8.2%
35 to 44 years	583,040	32,105	5.5%	35,260	2,505	7.1%
45 to 54 years	668,950	35,580	5.3%	39,735	2,780	7.0%
55 to 64 years	669,920	28,900	4.3%	39,665	1,975	5.0%
65 years and over	795,410	20,790	2.6%	49,530	1,410	2.8%
65 to 74 years	481,300	14,645	3.0%	29,570	970	3.3%
75 years and over	314,115	6,140	2.0%	19,960	440	2.2%
15 - 54 years	2,405,040	150,965	6.3%	185,775	14,115	7.6%
Average Age	41.8	32.8		40.3	30.4	

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[3] Statistics Canada. *Aboriginal peoples in Canada: Key results from the 2016 Census*. 2017 https://www150.statcan.gc.ca/n1/daily-quotidien/171025/dq171025a-eng.htm. Accessed 2018.

Diversity in the Fraser Valley

Compared to Canada and BC, the Fraser Valley has a lower percentage of visible minority population with 20.3% total visible minority population (Figure 5). The majority are South Asian (13.8%) which is significantly higher than the proportion in BC or all of Canada.

Figure 5: 2016 Census Data for Visible Minority Population by Region
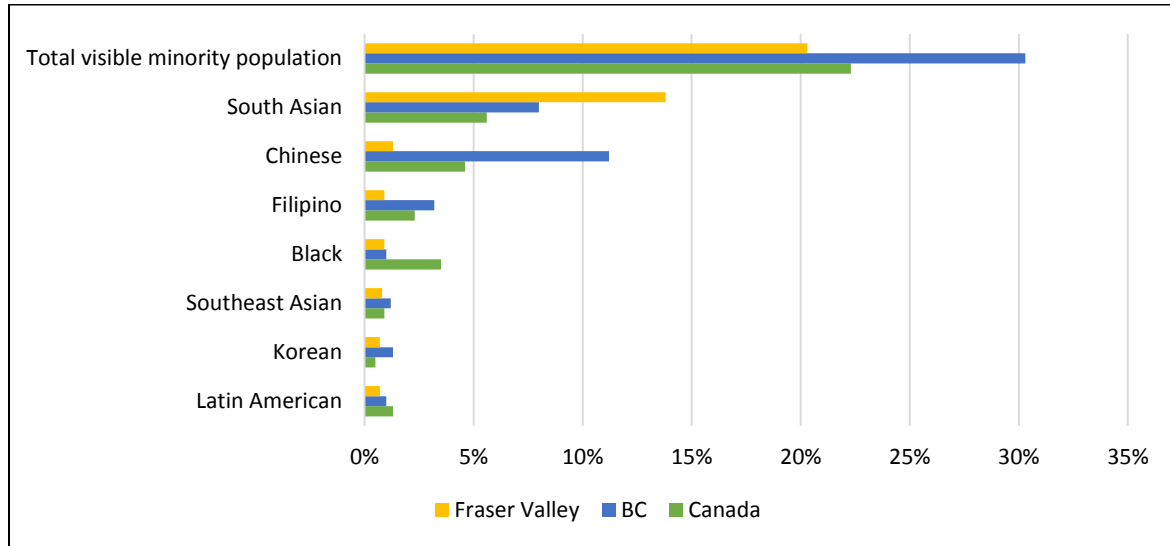
Source: Statistics Canada. 2017. Census Profile. 2016 Census.

When looking at census metropolitan areas (Figure 6), Abbotsford-Mission has the fourth highest proportion of visible minorities in the country (29%), behind only Toronto (51%), Vancouver (49%), and Calgary (34%). This proportion is expected to rise to 43% for Abbotsford-Mission by 2036.

Figure 6: Percent of the Population Visible Minority by Census Metropolitan Area, 2016, Canada

Source: Statistics Canada, 2016 Census

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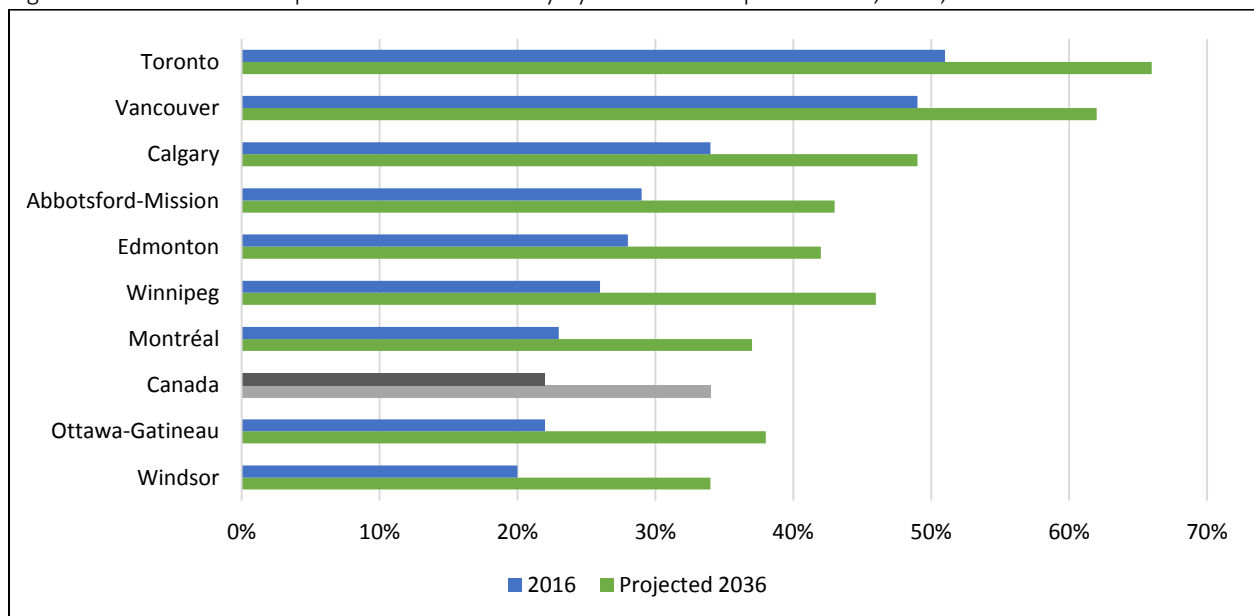
In terms of ethnic origin (Figure 7), the most common for Abbotsford-Mission is English, with 24.6% of the population having at least some English heritage. This is followed by Canadian (20.3%), German (18.9%), East Indian (18.9%), Scottish (17.4%), and Irish (13.1%).

Figure 7: Percent of the Population by Ethnic Origin, 2016, Abbotsford-Mission
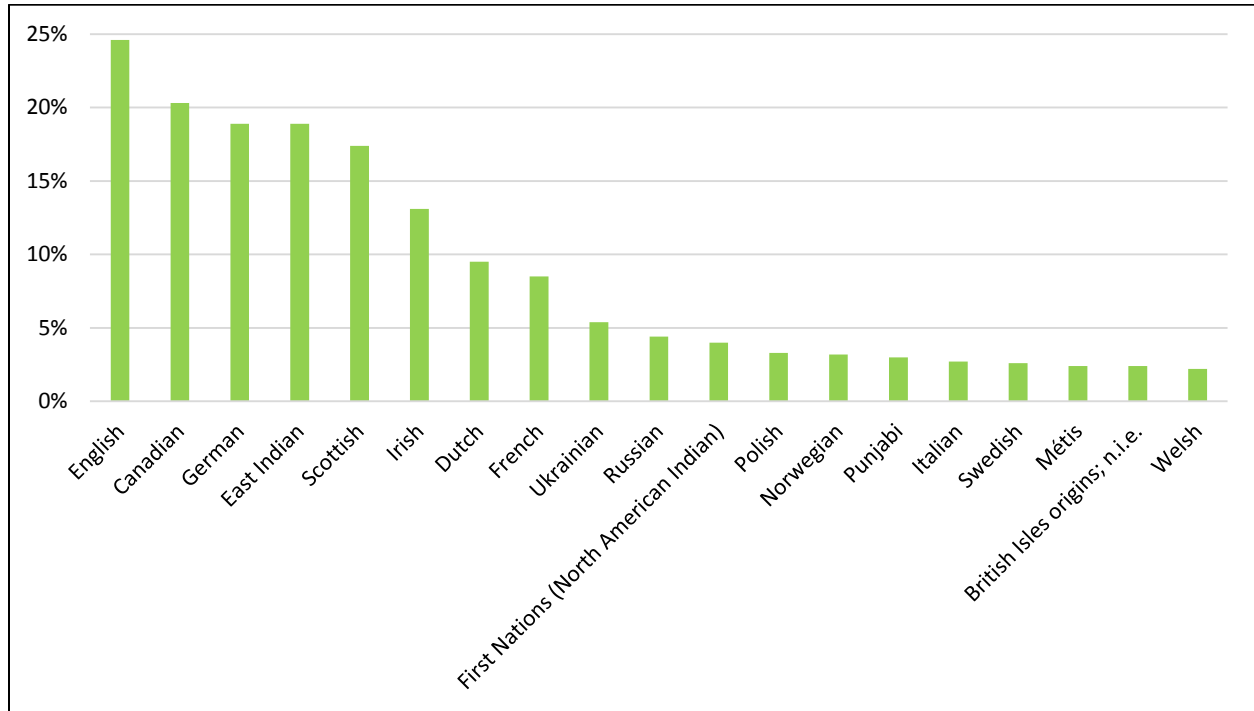
Source: Statistics Canada. 2017. Census Profile. 2016 Census.
Notes: This is a total population estimate. The sum of the ethnic groups in this table is greater than the total population estimate because a person may report more than one ethnic origin in the census. 'Ethnic origin' refers to the ethnic or cultural origins of the person's ancestors. An ancestor is usually more distant than a grandparent.

Regional K-12 Population

From 2018 to 2028, grade 12 enrolments in our local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Mission and Ridge Meadows) are projected to increase by 10.1%; from a total of 5,698 grade 12 enrolments in 2018 to 6,273 in 2028[4]. The Chilliwack school district accounts for the largest share of growth during this time period (39.8%), followed by Ridge Meadows (21.4%), Abbotsford (14.4%), Langley (14.4%), Mission (7.0%) and Fraser-Cascade (3.0%).

As shown in Figure 8, all of UFV's nearby school districts are projected to experience an increase in grade 12 enrolments by 2028, with Chilliwack school district having the largest growth, increasing by 23.0%, followed by the Fraser-Cascade school district (12.9%), Mission and Ridge Meadows school districts (10.7%), and Langley school district (5.2%). Figure 9 shows the percentage change in projected grade 12 enrolments year over year, displaying similar growth trends to the Fraser Valley College Region demographics.

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[4]Projection of Public School Aged Headcount Enrolments 2018/19 are available in the BC Data Catalogue, https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments

Figure 8: Local School District Grade 12 Enrolment Projections, 2018-2028, as a Percentage of 2018 Population
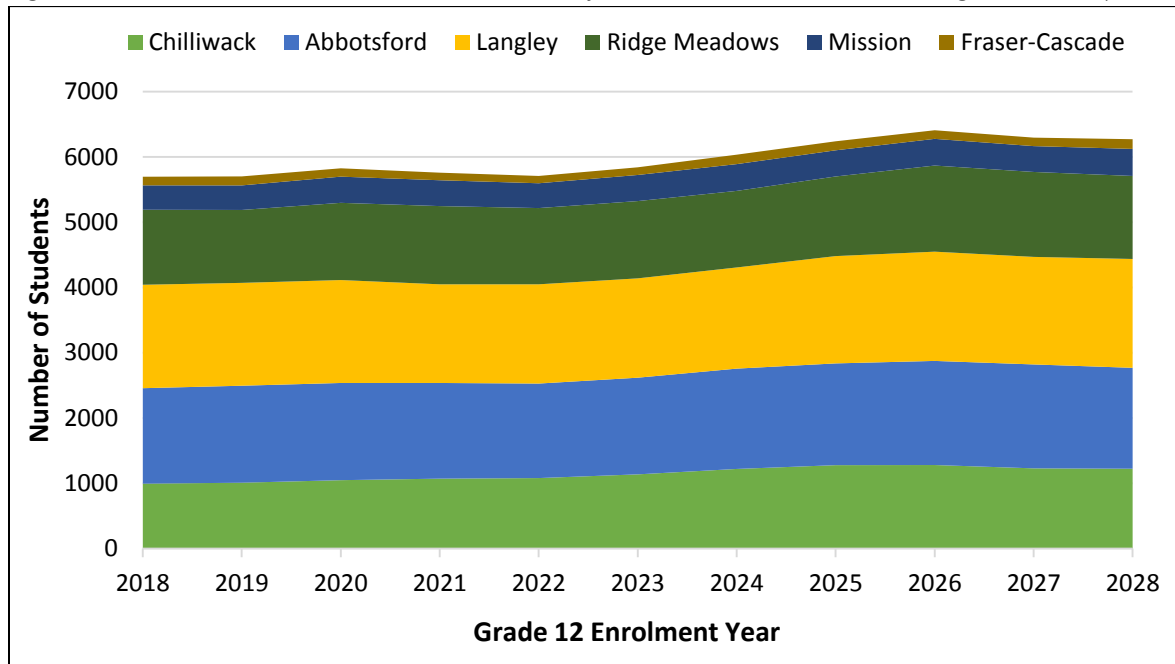
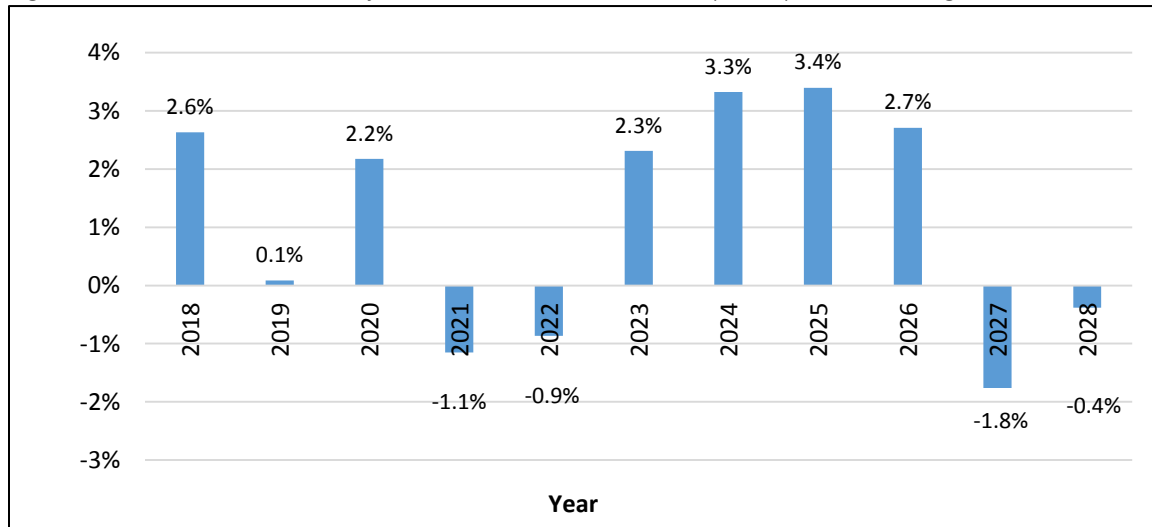

Figure 9: Grade 12 Enrolment Projections for FV School Districts by Yearly Percent Change

Six-Year Completion Rates by Fraser Valley School District

The province has seen a 6% increase in the last decade in six-year high school completion rates, from 79% in 2008/09 to 85% in 2017/18.[5] During the same time period, all Fraser Valley school districts, with the exception of Mission, have seen an increase in six-year completion rates, with Ridge Meadows

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[5] BC Schools Six-Year Completion rates are available in the BC Data Catalogue, https://catalogue.data.gov.bc.ca/dataset/bc-schools-six-year-completion-rate/resource/e8ecf3ac-2cbf-442c-9280-2bbd7e1dcbff

(15%), Chilliwack (13%), and Fraser-Cascade (11%) having the largest increases. While Abbotsford school district has consistently maintained high six-year completion rates, (ranging from a low of 84% in 2008/09 to a high of 90% in 2012/13), this rate has been slowly declining over the past few years. Mission has seen a decrease of 3% in its six-year completion rate, from 78% in 2008/09 to 74% in 2017/18.

In 2017/18, the most recent year of publicly available data, Ridge Meadows had the highest six-year completion rate at 91%, followed by Langley with 86%, and Abbotsford with 85%; all of the remaining Fraser Valley school districts had completion rates lower than that of the province as a whole (85%). Six-year completion rates by school districts in the Fraser Valley are shown in Figures 10a and 10b below.

Figure 10a: Six-Year Completion Rates by School Districts in the Fraser Valley, 2008/09 - 2017/18

Year	Abbotsford	Chilliwack	Fraser-Cascade	Langley	Ridge Meadows	Mission	Province
2008/09	84%	69%	63%	80%	77%	78%	79%
2009/10	86%	69%	70%	83%	78%	80%	80%
2010/11	89%	72%	74%	84%	79%	77%	81%
2011/12	86%	75%	73%	85%	83%	77%	82%
2012/13	90%	78%	76%	85%	91%	77%	84%
2013/14	89%	80%	74%	87%	86%	79%	84%
2014/15	87%	80%	69%	87%	87%	79%	84%
2015/16	88%	79%	69%	85%	87%	75%	84%
2016/17	87%	80%	64%	85%	88%	74%	84%
2017/18	85%	82%	74%	86%	91%	74%	85%
Trend							

Figure 10b: Six-Year Completion Rates by School Districts in the Fraser Valley, 2008/19 - 2017/18

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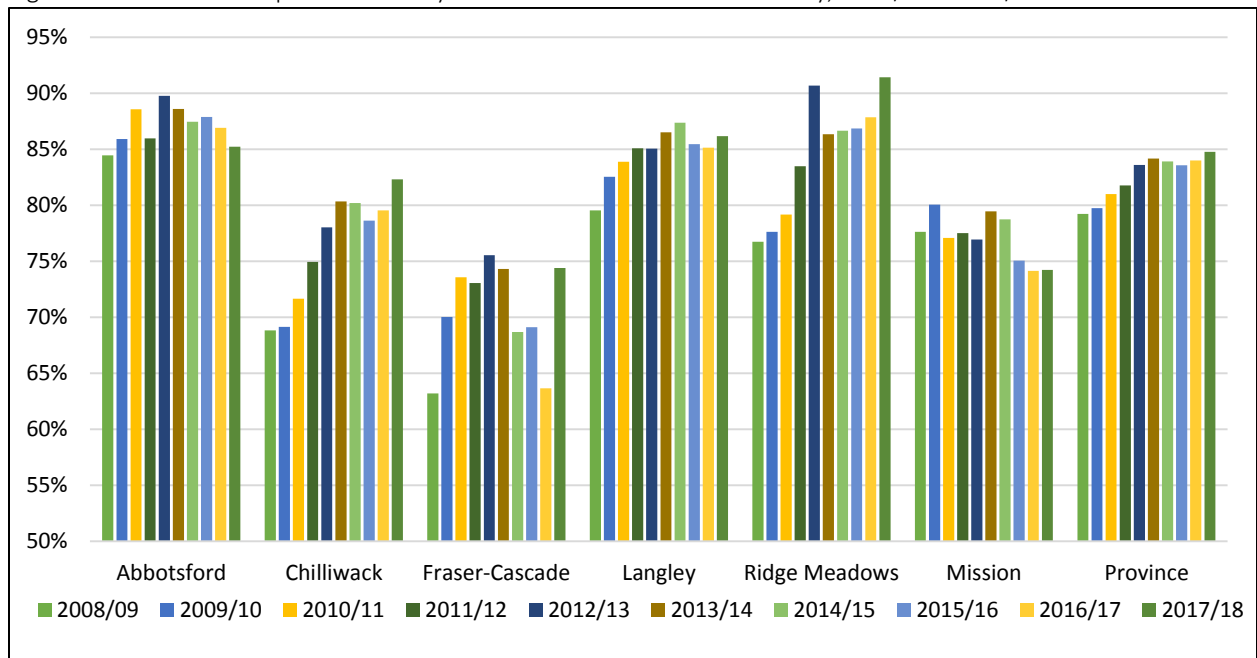
Six-Year Completion Rates by Fraser Valley School District: Indigenous Students
The province has seen a substantial increase in six-year high school completion rates for Indigenous students over the past ten years – an increase of 20 percentage points since 2008/09 (from 49% in 2008/09 to 69% in 2017/18). Fraser Valley school districts have seen similar trends, with the largest percentage point increases observed in Chilliwack (28), followed by Ridge Meadows (26), Fraser-Cascade (23) and Langley (20) during the same time period. In 2017/18, Ridge Meadows, Abbotsford, Chilliwack, and Langley saw rates that were higher than the province as a whole.

Figure 11a: Six-Year Completion Rates by School District in the Fraser Valley, Indigenous Students, 2008/09–2017/18

Year	Abbotsford	Chilliwack	Fraser-Cascade	Langley	Ridge Meadows	Mission	Province
2008/09	62%	51%	41%	56%	59%	53%	49%
2009/10	61%	45%	53%	62%	63%	64%	50%
2010/11	68%	56%	50%	62%	62%	58%	54%
2011/12	65%	53%	65%	65%	67%	57%	56%
2012/13	78%	57%	68%	70%	74%	68%	59%
2013/14	75%	66%	64%	68%	73%	74%	62%
2014/15	75%	62%	48%	78%	72%	67%	63%
2015/16	72%	66%	41%	73%	70%	65%	64%
2016/17	77%	72%	57%	71%	84%	59%	66%
2017/18	80%	79%	64%	76%	85%	56%	69%
*Difference	**18%**	**28%**	**23%**	**20%**	**26%**	**3%**	**20%**

Note: 2017/18 - 2008/09

Figure 11b: Six-Year Completion Rates by School District in the Fraser Valley, Indigenous Students, 2008/09–2017/18

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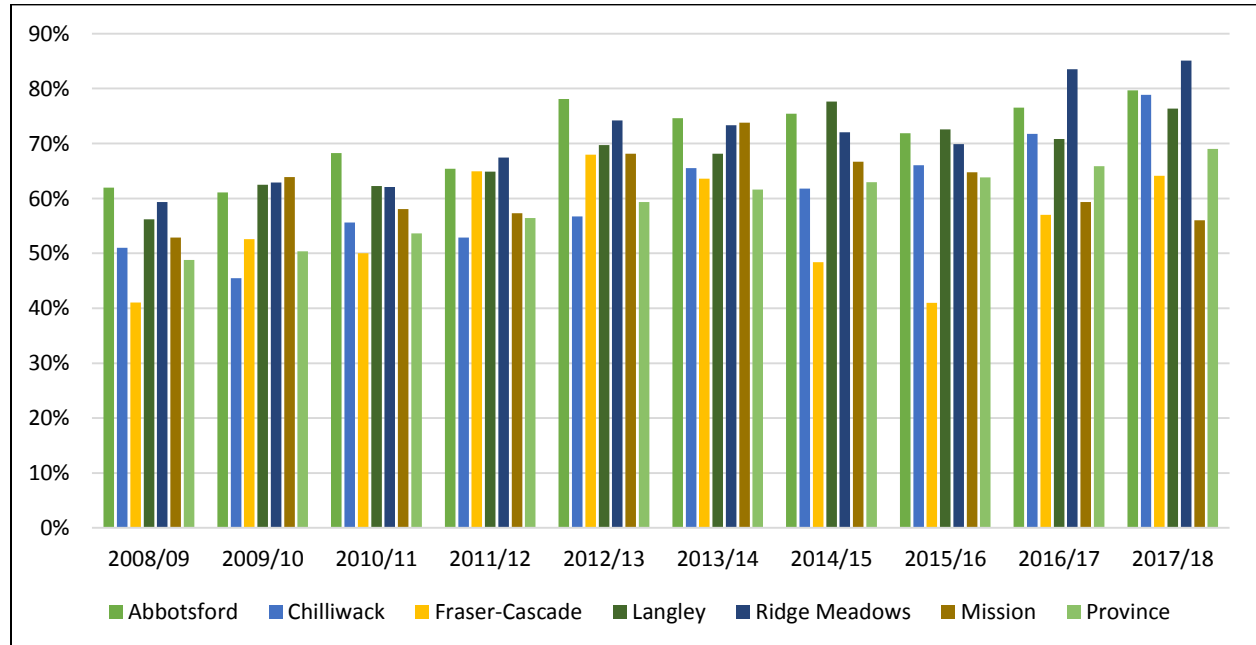
Transitions from Fraser Valley High Schools to Post-Secondary

This section focuses on the six Fraser Valley (FV) school districts – Chilliwack, Abbotsford, Langley, Ridge Meadows, and Fraser-Cascade – and district student transitions to post-secondary, in particular, to UFV.

Approximately 79% of students that transition to UFV from a BC high school are from one of the six Fraser Valley school districts.
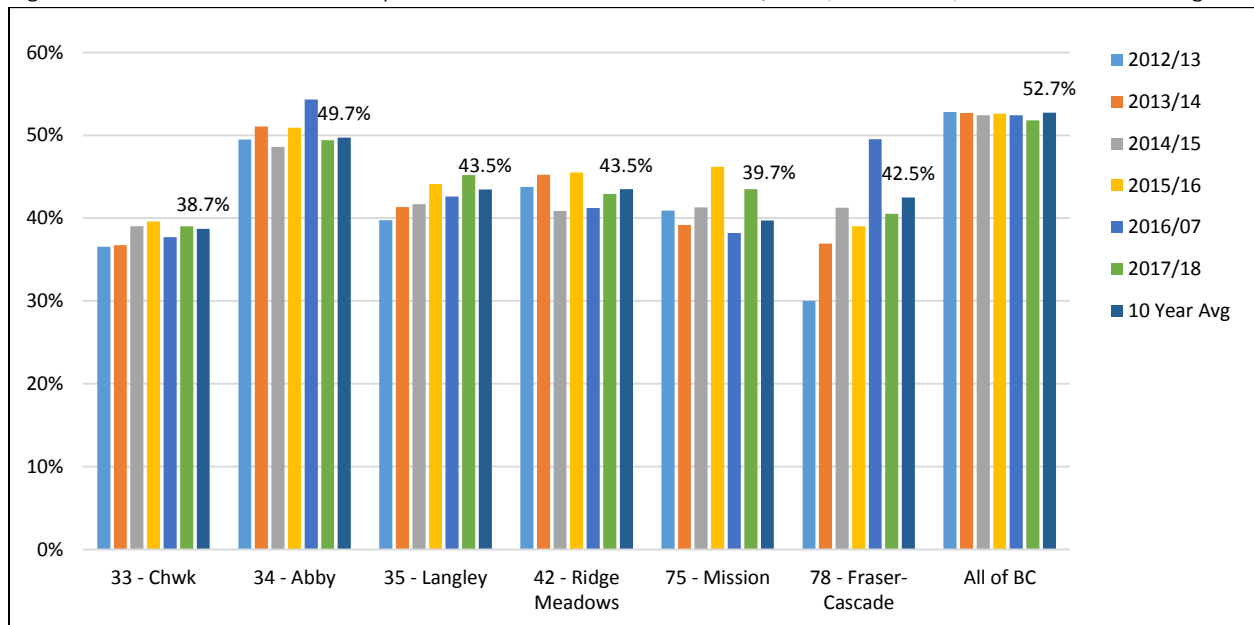
Transition rates of high school graduates to post-secondary are lower in the FV region than the provincial average. Over the past ten years, Abbotsford has seen an upward trend of graduates who immediately transition. All six FV school districts have transition rates below the provincial average with Abbotsford being the closest of the six to the BC average. Langley, Ridge Meadows, and Fraser-Cascade are all approximately 10% less than the BC average. Based on the 10-year average, Chilliwack and

Mission see the lowest number of graduates that transition immediately to post-secondary (less than 40%). Figure 12 provides the percentage of high school graduates that transition immediately to any public post-secondary institution in BC between the academic years of 2012/13 and 2017/18.

Student Transitions Project data

The Student Transitions Project (STP) links data about students in the BC public post-secondary education system with information from their years in kindergarten to Grade 12. The data in this report were extracted by University of the Fraser Valley's (UFV) Office of Institutional Research and Planning using the April 2019 data release from the STP. *This information is provided for internal planning purposes only*. Further information on the STP and student transitions can be found on their website: http://www.aved.gov.bc.ca/student_transitions/

British Columbia's Ministry of Education also utilizes the STP data and provides publicly available reports that can be filtered by school district. The reports include student transition trends by demographic groups and many other variables. The district reports can be found on the Ministry website: https://www.bced.gov.bc.ca/reporting/district.php

Figure 12: Immediate Transitions by School District and Academic Year, 2012/13 to 2017/18 and 10 Year Average

Immediate Transitions by Institution Type (2008/09 to 2017/18)

If an eligible high school graduate in the Fraser Valley region transitions immediately to post-secondary, almost half enroll at UFV (48%) as indicated in green in Figure 13. UFV is the first choice for 5 out of the 6 districts with the exception being Ridge Meadows. In Abbotsford, Chilliwack, and Mission school districts, UFV receives 64% or more of students who immediately transition to post-secondary. The second choice differs depending on the district. Here are the details by school district using aggregated data from the most recent five years of data:

|	
Chilliwack	After UFV (70%), no other institution has more than 5%.
Abbotsford	After UFV (71%), the next popular post-secondary institution has a 6% transition rate.
Langley	UFV is the first choice (25%) with the second most popular institution at 22%. More students in this region than in the other FV regions attend research universities.
Ridge Meadows	UFV is second (14%), behind the most popular post-secondary institution that sees 29% of immediate transitions. From 2005/06 to 2010/11, UFV was the most popular or close to the being the most popular institution.
Mission	After UFV (59%), the second choice receives only 7%.
Fraser-Cascade	After UFV (59%), the next most popular post-secondary intuition sees 11% of immediate transitions.

Figure 13: Immediate Transitions by School District and PS Institution Type, 2013/14 to 2017/18

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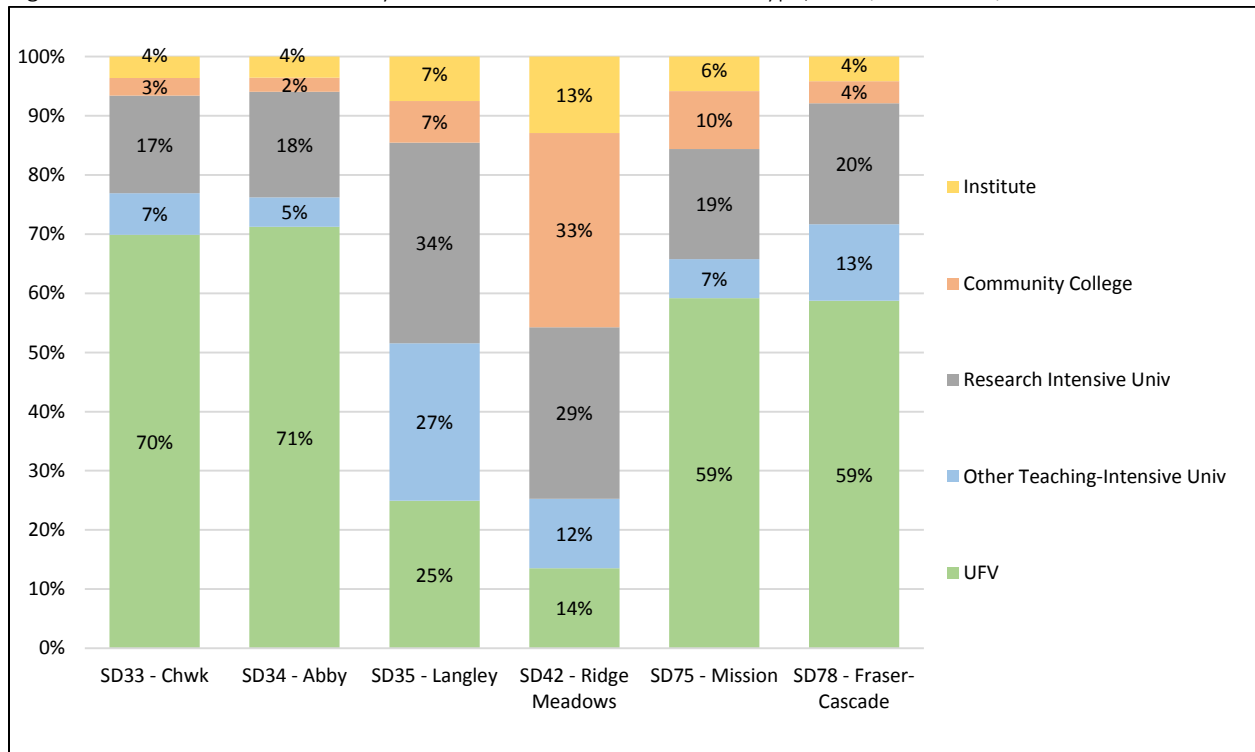
**Immediate Transitions to UFV by School District**

Although fluctuations from year to year are evident, UFV has seen the number of students immediately transitioning from the Abbotsford and Chilliwack school districts remain relatively steady over the past 5 and 10 years. Langley has been flat and Ridge Meadows and Mission have seen the steepest decline. Langley saw increased transitions from 2009/10 to 2011/12 but, over the last few years, transitions have continually decreased. Fraser-Cascade is the only district that UFV has seen an increase over the last five years (6%) but the overall numbers are quite small (average of 28 students per year).

Figure 14: Trend of Immediate Transitions to UFV by School District
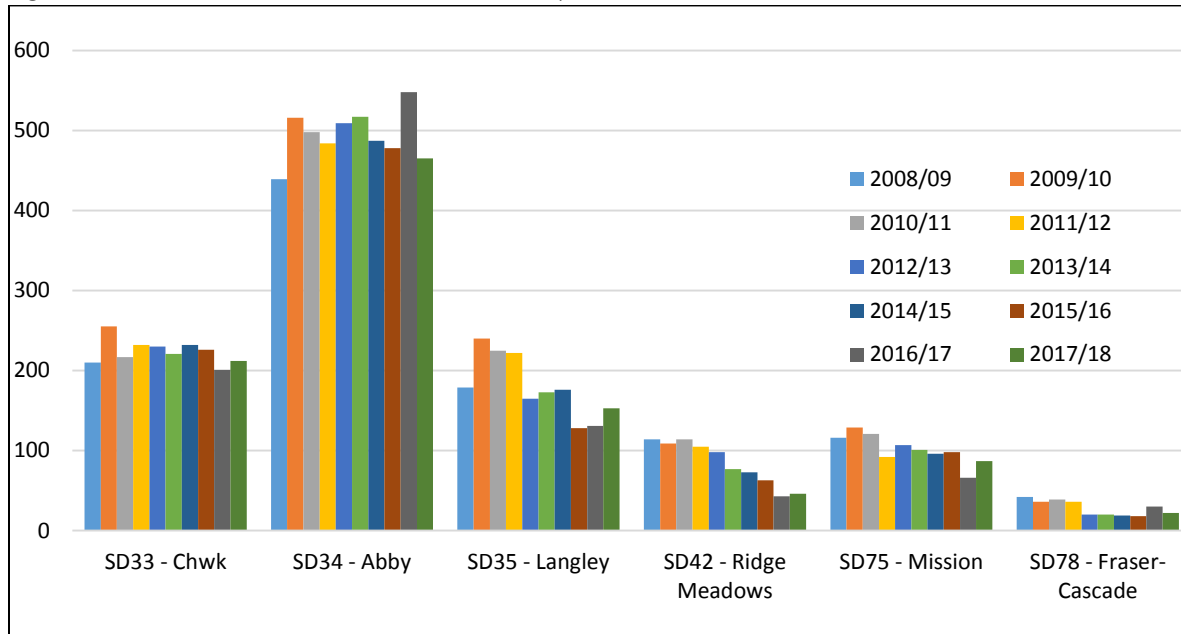
Overall, in the last five years, UFV has seen fewer students from the FV school districts make the immediate transition with 2017/18 dropping below the 1,000 student mark. In 2009/10, 84% of UFV's immediate transitions came from the FV school districts and, in 2017/18, this drops to 75%.

Figure 15: Immediate Transitions from FV School Districts

15
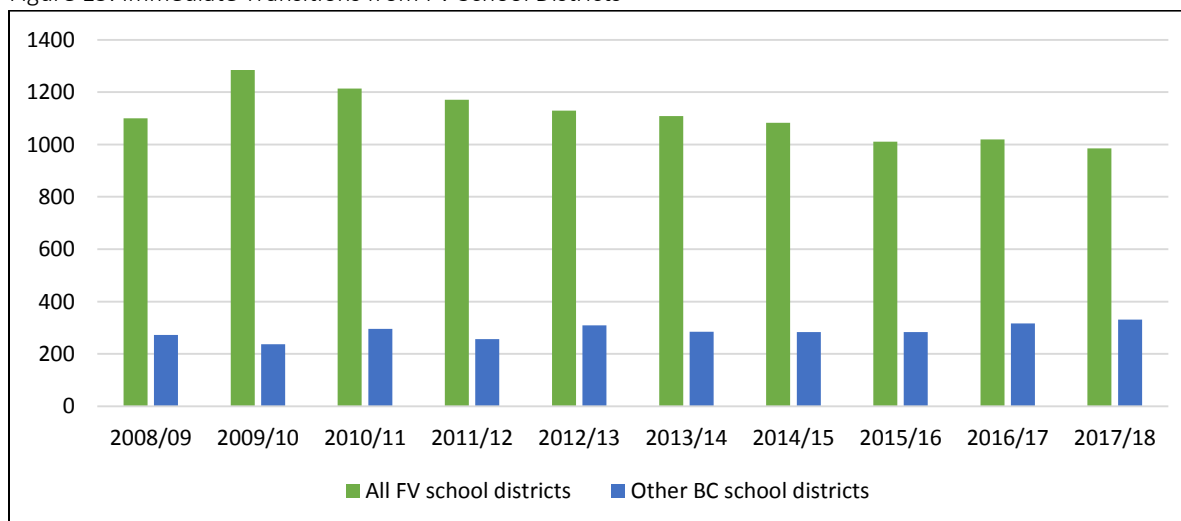
For some school districts, we have also seen a decrease in the percentage of transitioning students choosing UFV. The chart below controls for the number of graduates by providing the distribution. These trends indicate that from Abbotsford and Chilliwack, the number of high school graduates UFV receives has been fairly stable for the past ten years. However, Mission, Langley, and Ridge Meadows have all seen declining trends for the past few years (since about 2011/12). UFV has seen an increasing number of Fraser-Cascade students since 2014/15; the current level is in line with the percentage in 2008/09.

Figure 16: Percentage of Immediate Transitions to UFV by School District
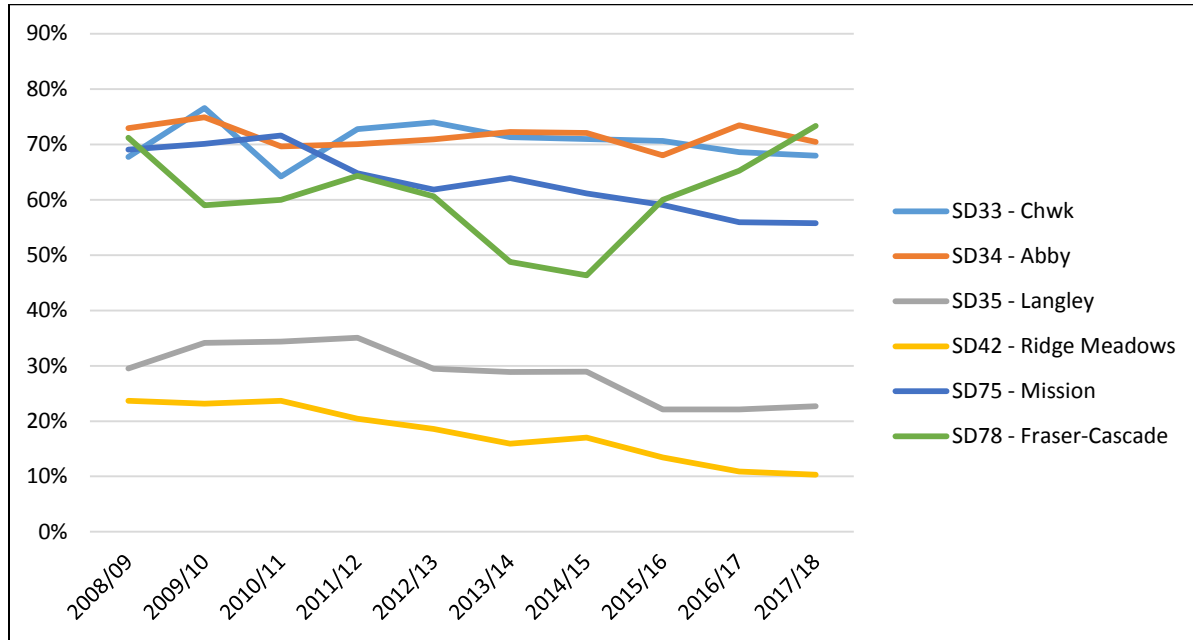
Abbotsford school district graduates comprise the largest number of immediately transitioning students, more than doubling the numbers from Chilliwack. Langley graduates make up the third largest with Mission and Maple Ridge sending 80 to 100 students to UFV per year. Fraser-Cascade sends the majority of their grads to UFV but the numbers are relatively small when compared with the other districts.

Figure 17: Immediate Transitions to UFV by School District (Grads of 2008/09 to 2017/18)

School District	Average Number Grads who transition to UFV	Total Average Number of HS Grads who Transition to PS	% of HS Grads Transitioning to PS Choose UFV	% of Immediate Transfers to UFV by FV SD
Chilliwack	224	317	70%	20%
Abbotsford	494	692	71%	44%
Langley	179	621	29%	16%
Ridge Meadows	84	470	18%	8%
Mission	101	159	64%	9%
Fraser-Cascade	28	46	61%	3%
Total FV	**1111**	**2305**	**48%**	**100%**

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Immediate and Delayed Transition Rates

Five years after high school graduation, the gap between provincial averages and the Fraser Valley school districts is somewhat less. Looking back at the high school graduates of 2007/08 to 2011/12, the following chart illustrates that the provincial average of post-secondary participation is 73.7% after five years (between 2013/14 and 2017/18) out of high school. Once again, Abbotsford school district graduates are the closest to the provincial average with Mission and Chilliwack having the lowest rates.

Figure 18: Five-Year Transition Rates to PS by School District and Academic Year
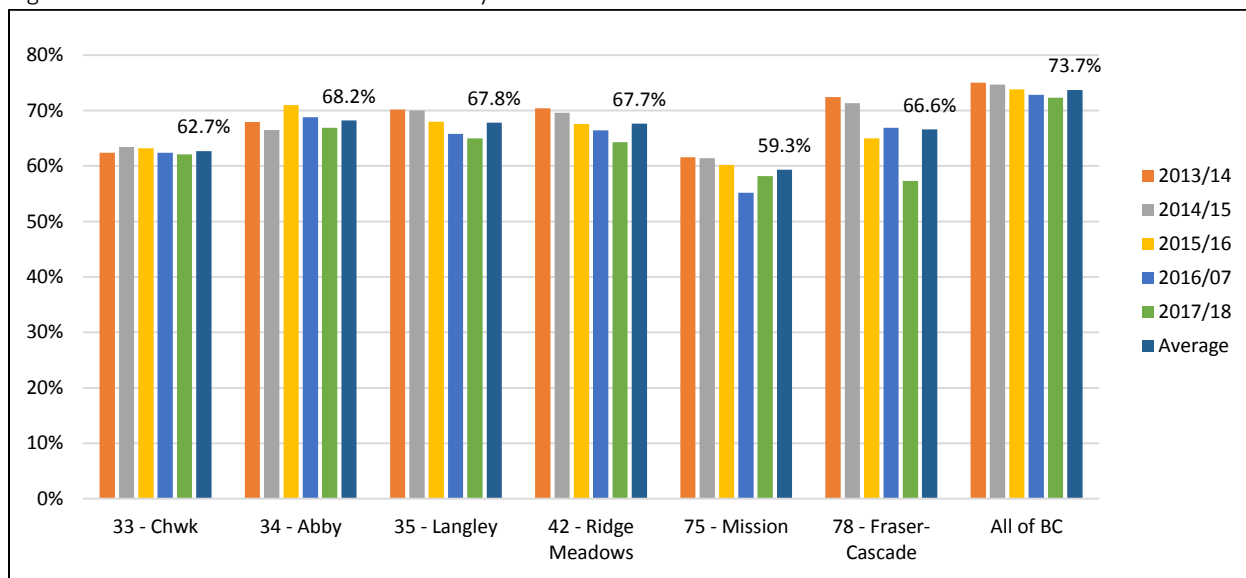
The most recent year of data (2017/18) indicates that there are differences in time delays for post-secondary participation by school district. The comparison with the provincial average in Figure 19 illustrates that the gap does narrow slightly for Chilliwack but becomes even wider for Abbotsford, Mission and Fraser-Cascade graduates.

Figure 19: Comparison to Provincial Average (PS Academic Year 2017/18)

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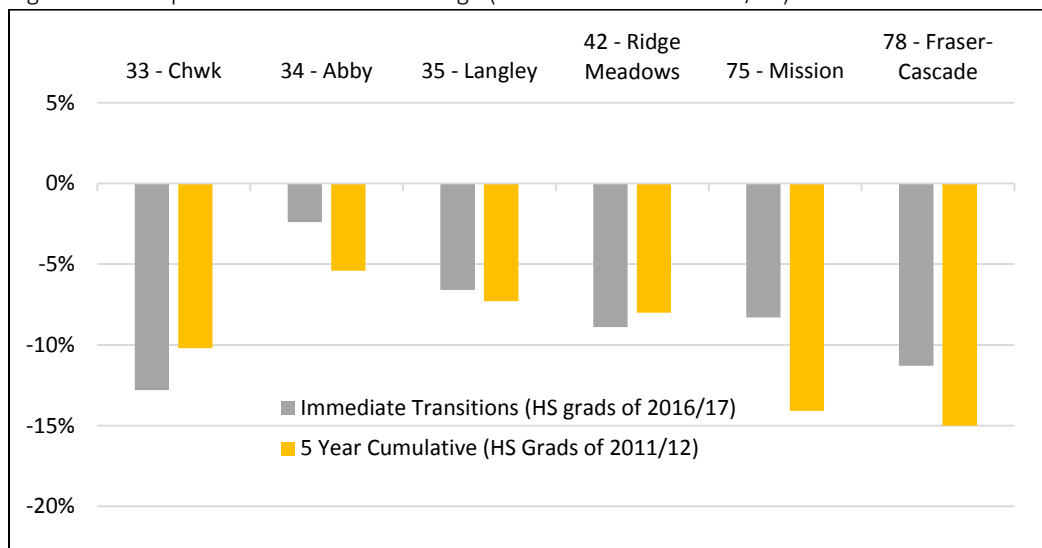
Section II: UFV Demographics

UFV Student Demographics

This section provides a selection of data that covers the period of 2013/14 to 2018/19. Our intent was to highlight interesting data trends that could particularly help inform strategic planning.

Over the last 5 years, our students are continuing to look more like a traditional university student in several ways: they are younger and are more likely to be enrolled in a degree program. We also note the large increases in international students and online activity. There are also decreases in students who live closer to our smaller campuses in Mission and Hope.

1. We have had tremendous increase in the number of international students.

The number of international students has increased from 932 to 2,289, an increase of 145.6% (Figure 20a). International students now make up 14.7% of the student body (Figure 20b).

Figure 20a: Unduplicated Headcount by Student Type

Student Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Domestic	13,385	13,251	12,873	12,998	12,868	13,245	-1.0%
International	932	1,053	1,131	1,332	1,708	2,289	+145.6%
Subtotal	**14,317**	**14,304**	**14,004**	**14,330**	**14,576**	**15,534**	**+8.5%**
Chandigarh	91	131	243	273	277	306	+236.3%
Grand Total	**14,408**	**14,435**	**14,247**	**14,603**	**14,853**	**15,840**	**+9.9%**

Notes: Students who transfer from Chandigarh to Canada are counted as International.
From this point forward in the report, Chandigarh activity is excluded.

Figure 20b: Proportion of Headcount by Student Type

| Student Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Domestic	93.5%	92.6%	91.9%	90.7%	88.3%	85.3%
International	6.5%	7.4%	8.1%	9.3%	11.7%	14.7%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

2. The distribution of activity between terms has been stable.

Summer registrations have the same proportion of annual registrations now as they did six years ago (Figures 21a and 21b). The fall term is consistently a couple of percentage points larger than the winter term. Winter semester has grown slightly, likely in part from the large international student intake in Winter 2019.

Figure 21a: Proportion of Registrations by Semester

Semester	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Summer	10.8%	10.2%	10.9%	10.0%	10.1%	10.8%
Fall	43.2%	42.8%	43.2%	43.1%	43.8%	43.0%
Winter	39.6%	38.9%	39.6%	40.4%	40.7%	41.4%
Trades	6.4%	8.2%	6.4%	6.4%	5.4%	4.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Figure 21b: Proportion of Registrations by Semester
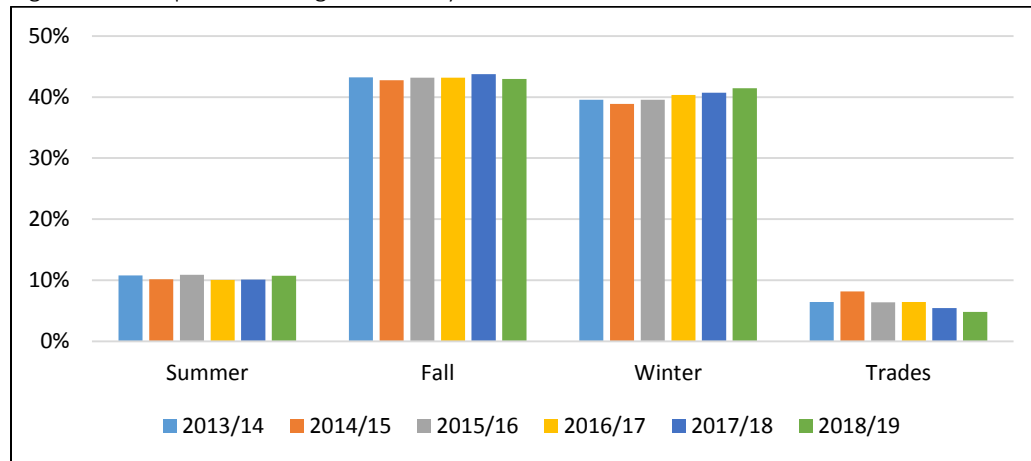
*3. The proportion of credit level registrations has increased.*

Credit level registrations have increased from 84.3% in 2013/14 to 87.5% in 2018/19 (Figures 22a and 22b). Similarly, the proportion of both Vocational and Developmental registrations have declined. Graduate level registrations have remained stable but, with the addition of new graduate certificates, will increase in 2019/20.

Figure 22a: Proportion of Registrations by Course Level

Course Level	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Credit	84.3%	82.5%	85.3%	85.5%	86.4%	87.5%
Vocational	8.6%	10.1%	8.2%	8.7%	7.4%	6.8%
Developmental	6.8%	7.2%	6.2%	5.6%	5.8%	5.4%
Graduate	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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Figure 22b: Proportion of Registrations by Course Level
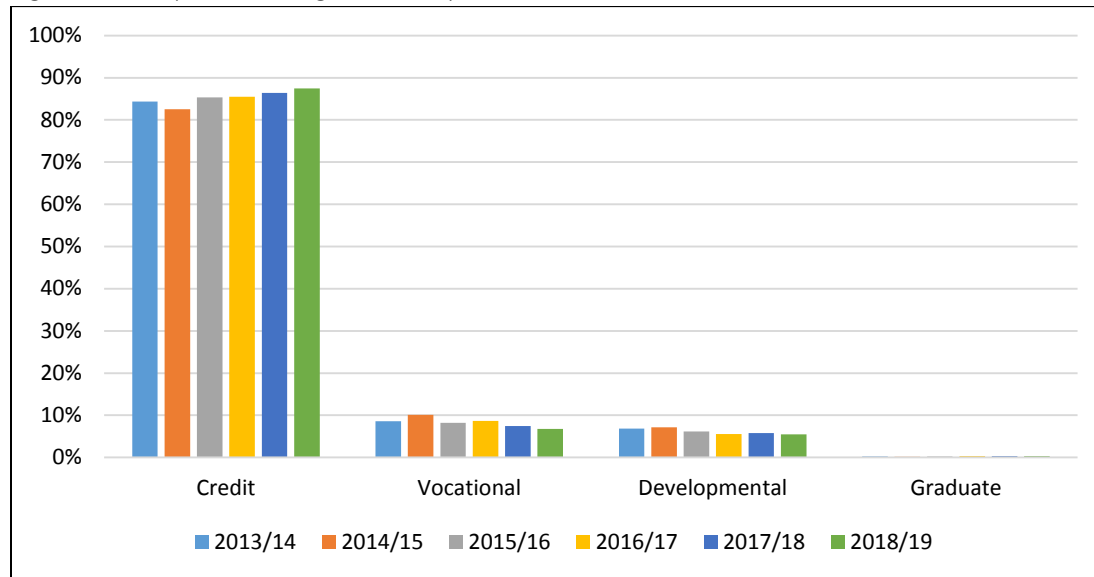
4. Most of the increase in International FTEs are concentrated on the Abbotsford campus. Domestic FTEs have increased for Canada Education Park and decreased for the Abbotsford campus.

FTEs are largely concentrated at the Abbotsford campus, Canada Education Park (CEP), and Online (Figures 23a and 23b). The share of FTEs for Abbotsford and CEP have remained relatively constant, with the share of online FTEs increasing. For self-identified Indigenous students, FTE generation by campus (Figures 24a and 24b) follows similar trends in terms of which campus are growing or shrinking in FTEs. Self-identified Indigenous students produce a higher proportion of FTEs on the CEP, Mission, and Hope campuses than the overall student body. When looking at FTEs by Student Type for these three largest campuses (Figures 25a and 25b), Abbotsford campus has a relatively high international to domestic FTE ratio. As Figure 25c shows, international FTEs have increased significantly at all three of the largest campuses: Abbotsford (112.7%), CEP (282.7%), and Online (159.0%). For domestic FTEs (Figure 25d), Abbotsford campus has decreased (-2.7%) while CEP (7.3%) and Online (21.8%) have both increased.

Figure 23a: FTEs by Campus

Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Abbotsford	5,148.4	5,228.9	5,236.4	5,230.4	5,443.0	5,788.6	+12.4%
Canada Education Park	1,701.1	1,656.1	1,708.4	1,825.4	1,773.6	1,861.3	+9.4%
Online: UFV	492.6	503.7	520.8	516.4	577.8	659.3	+33.9%
Clearbrook Centre	200.1	226.5	197.9	222.8	181.1	186.1	-7.0%
Off site, in country activity	189.6	191.9	195.2	180.1	157.3	166.6	-12.1%
Mission	173.9	147.5	123.0	97.2	76.3	69.1	-60.3%
Aerospace Training Centre	31.8	34.0	34.8	36.1	29.4	39.3	+23.5%
Hope	21.9	32.8	39.3	16.3	12.3	7.3	-66.9%
Chilliwack	37.1	17.3	19.3	7.6			
Five Corners - Chilliwack		5.7	5.0	12.6	7.7		
Total	**7,996.5**	**8,044.4**	**8,080.1**	**8,144.9**	**8,258.6**	**8,777.6**	**+9.8%**

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Figure 23b: Proportion of FTEs by Campus

Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Abbotsford	64.4%	65.0%	64.8%	64.2%	65.9%	65.9%
Canada Education Park	21.3%	20.6%	21.1%	22.4%	21.5%	21.2%
Online: UFV	6.2%	6.3%	6.4%	6.3%	7.0%	7.5%
Clearbrook Centre	2.5%	2.8%	2.4%	2.7%	2.2%	2.1%
Off site, in country activity	2.4%	2.4%	2.4%	2.2%	1.9%	1.9%
Mission	2.2%	1.8%	1.5%	1.2%	0.9%	0.8%
Aerospace Training Centre	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Hope	0.3%	0.4%	0.5%	0.2%	0.1%	0.1%
Chilliwack	0.5%	0.2%	0.2%	0.1%		
Five Corners - Chilliwack		0.1%	0.1%	0.2%	0.1%	
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Figure 24a: FTEs by Campus, Self-Identified Indigenous Students

Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Abbotsford	198.1	223.7	216.9	207.1	210.9	220.5	+11.3%
Canada Education Park	112.3	124.6	135.4	104.5	119.8	149.1	+32.7%
Online: UFV	27.0	30.0	29.5	30.1	33.5	31.8	+18.0%
Off site, in country activity	30.7	21.2	19.0	21.8	13.4	23.0	-25.1%
Clearbrook Centre	12.0	11.3	9.7	13.7	7.8	11.7	-2.4%
Mission	7.1	7.6	7.5	5.8	4.6	6.2	-12.2%
Hope	5.1	2.6	7.8	4.3	2.7	2.8	-44.3%
Chilliwack	6.2	1.5	2.0	1.0			
Aerospace Training Centre	1.2	0.5	0.8	1.2	0.5	1.3	7.2%
Five Corners- Chilliwack		0.1	0.1	0.8	0.1		
Total	**399.6**	**422.9**	**428.7**	**390.3**	**393.3**	**446.4**	**11.7%**

Figure 24b: Proportion of FTEs by Campus, Self-Identified Indigenous Students

Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Abbotsford	49.6%	52.9%	50.6%	53.1%	53.6%	49.4%
Canada Education Park	28.1%	29.5%	31.6%	26.8%	30.5%	33.4%
Online: UFV	6.8%	7.1%	6.9%	7.7%	8.5%	7.1%
Off site, in country activity	7.7%	5.0%	4.4%	5.6%	3.4%	5.1%
Clearbrook Centre	3.0%	2.7%	2.3%	3.5%	2.0%	2.6%
Mission	1.8%	1.8%	1.7%	1.5%	1.2%	1.4%
Hope	1.3%	0.6%	1.8%	1.1%	0.7%	0.6%
Chilliwack	1.5%	0.4%	0.5%	0.3%		
Aerospace Training Centre	0.3%	0.1%	0.2%	0.3%	0.1%	0.3%
Five Corners- Chilliwack		0.0%	0.0%	0.2%	0.0%	
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Figure 25a: FTEs for Largest 3 Campuses, by Student Type

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Domestic							
Abbotsford	4472.2	4430.8	4435.4	4310.2	4328.4	4350.3	-2.7%
Canada Education Park	1688.2	1625.1	1669.0	1789.8	1741.8	1812.1	+7.3%
Online: UFV	449.2	462.4	478.4	468.2	500.2	547.0	+21.8%
International							
Abbotsford	676.2	798.1	801.0	920.2	1114.7	1438.3	+112.7%
Canada Education Park	12.9	31.0	39.4	35.6	31.8	49.2	+282.7%
Online: UFV	43.4	41.3	42.5	48.3	77.6	112.3	+159.0%

Figure 25b: Proportion of FTEs for Largest 3 Campuses, by Student Type

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Domestic						
Abbotsford	67.7%	68.0%	67.4%	65.6%	65.9%	64.8%
Canada Education Park	25.5%	24.9%	25.4%	27.2%	26.5%	27.0%
Online: UFV	6.8%	7.1%	7.3%	7.1%	7.6%	8.2%
Domestic Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
International						
Abbotsford	92.3%	91.7%	90.7%	91.6%	91.1%	89.9%
Canada Education Park	1.8%	3.6%	4.5%	3.5%	2.6%	3.1%
Online: UFV	5.9%	4.7%	4.8%	4.8%	6.3%	7.0%
International Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

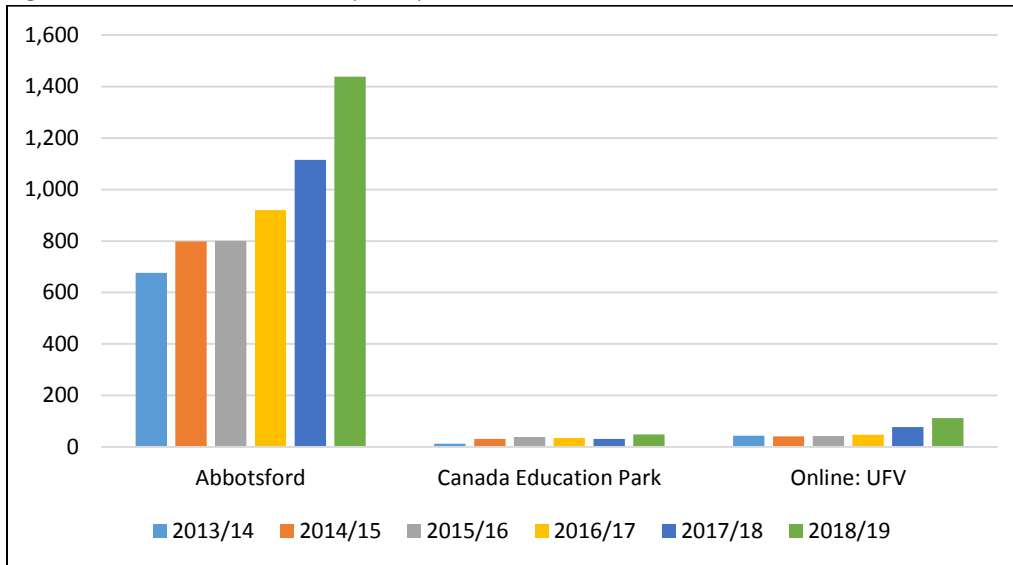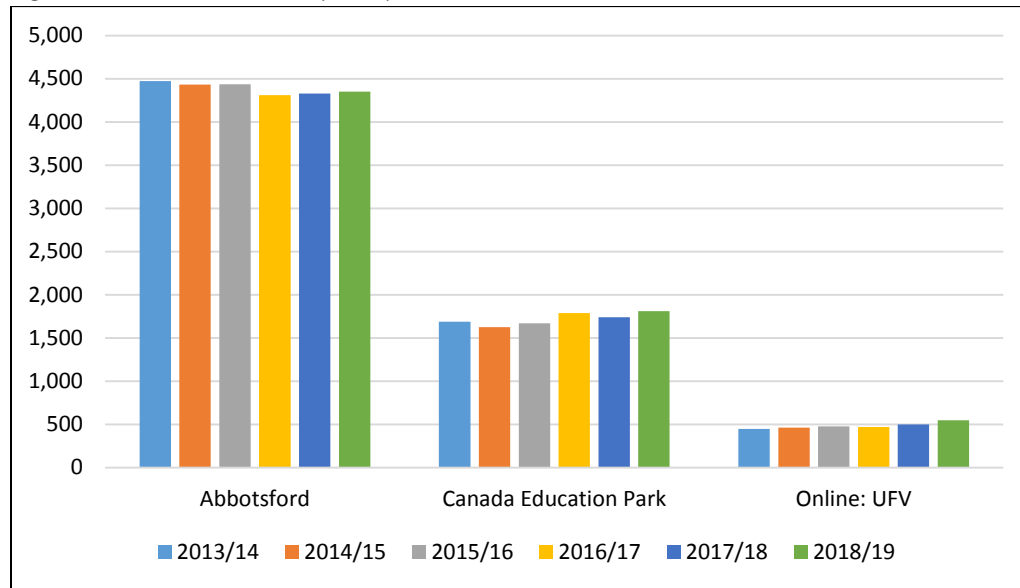Figure 25c: International FTEs, by Campus

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Figure 25d: Domestic FTEs, by Campus

5. The proportion of Bachelor Students have increased, while the proportion of Developmental students have declined.

As shown in Figure 26a, bachelor degree students have increased by 17.2%, while developmental students have decreased by 35.2%. The proportion of diploma, and certificate students have remained stable (Figure 26b). The None category consists largely of continuing education students.

Figure 26a: Headcount by Credential Type

Credential Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Bachelors	5,430	5,596	5,834	5,982	6,141	6,362	+17.2%
Diploma	4,934	4,614	5,278	4,703	4,555	5,258	+6.6%
None	2,090	2,192	1,900	2,161	2,161	2,389	+14.3%
Developmental	1,490	1,509	1,246	1,054	1,136	966	-35.2%
Certificate	1,012	1,061	1,120	1,163	1,105	1,109	+9.6%
Apprenticeship	245	280	315	307	369	378	+54.3%
Graduate	88	109	112	98	71	117	+33.0%
Short Certificate	14	8	54	46	33	70	+400.0%
Total	**15,303**	**15,369**	**15,859**	**15,514**	**15,571**	**16,649**	**+8.8%**

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Figure 26b: Proportion of Headcount by Credential Type

Credential Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Bachelors	35.5%	36.4%	36.8%	38.6%	39.4%	38.2%
Diploma	32.2%	30.0%	33.3%	30.3%	29.3%	31.6%
None	13.7%	14.3%	12.0%	13.9%	13.9%	14.3%
Developmental	9.7%	9.8%	7.9%	6.8%	7.3%	5.8%
Certificate	6.6%	6.9%	7.1%	7.5%	7.1%	6.7%
Apprenticeship	1.6%	1.8%	2.0%	2.0%	2.4%	2.3%
Graduate	0.6%	0.7%	0.7%	0.6%	0.5%	0.7%
Short Certificate	0.1%	0.1%	0.3%	0.3%	0.2%	0.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Note: From this point forward, Continuing Education activity is excluded.

6. The share of online courses has increased.

Online course registrations have increased by 30.0% while in class registrations have gone up by only 6.1% (Figure 27a). As a result, the proportion of online registrations (Figure 27b) has increased from 6.5% in 2013/14 to 7.9% in 2018/19. Interestingly, Figure 28 shows that while females generated 54.2% of FTEs for in class activity, they accounted for 66.8% of online FTEs. This difference is driven entirely by female domestic students as the proportions for international females are roughly the same.

Figure 27a: Registrations by Online and In Class

Delivery	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Online	4,604	4,887	4,820	5,050	5,522	5,984	+30.0%
In Class	65,738	66,280	65,133	65,110	65,683	69,737	+6.1%
Total	**70,342**	**71,167**	**69,953**	**70,160**	**71,205**	**75,721**	**+7.6%**

Figure 27b: Proportion of Registrations by Online and In Class

Delivery	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Online	6.5%	6.9%	6.9%	7.2%	7.8%	7.9%
In Class	93.5%	93.1%	93.1%	92.8%	92.2%	92.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Figure 28: Proportion of FTEs Generated by Female Students, by Online and In Class and Student Type, 2018/19

Delivery	Student Type	Proportion of FTEs Generated
Online	**All Females**	**66.8%**
	Domestic Females	58.7%
	International Females	8.1%
In Class	**All Females**	**54.2%**
	Domestic Females	45.7%
	International Females	8.5%

7. While the ratio of full time to part time students has remained constant, the proportion of part time female students has decreased while the proportion of part time males has increased.

The proportion of full time students (Figure 29b) has remained steady at around 54%. The gender split of these full time students have also remained constant. However, part time males have increased by 17.3% (Figures 29a and 29c) while the number of part time females has actually slightly declined (these numbers are back to 2013/14 levels after a substantial decline in 2014/15).

Figure 29a: Unduplicated Headcount by FT/PT and Gender

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Full Time	**6,621**	**6,775**	**6,772**	**6,758**	**6,874**	**7,134**	**+7.7%**
Female	3,636	3,657	3,634	3,673	3,745	3,959	+8.9%
Male	2,985	3,118	3,138	3,085	3,129	3,175	+6.4%
Part Time	**5,631**	**5,312**	**5,306**	**5,372**	**5,466**	**5,999**	**+6.5%**
Female	3,455	3,241	3,187	3,208	3,195	3,446	-0.3%
Male	2,176	2,071	2,119	2,164	2,271	2,553	+17.3%
Total	**12,252**	**12,087**	**12,078**	**12,130**	**12,340**	**13,133**	**+7.2%**

Note: A Full Time Student is defined as one who generates at least 0.6 of an FTE in a fiscal year.

Figure 29b: Proportion of Unduplicated Headcount by FT/PT and Gender

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Full Time	**54.0%**	**56.1%**	**56.1%**	**55.7%**	**55.7%**	**54.3%**
Female	29.7%	30.3%	30.1%	30.3%	30.3%	30.1%
Male	24.4%	25.8%	26.0%	25.4%	25.4%	24.2%
Part Time	**46.0%**	**43.9%**	**43.9%**	**44.3%**	**44.3%**	**45.7%**
Female	28.2%	26.8%	26.4%	26.4%	25.9%	26.2%
Male	17.8%	17.1%	17.5%	17.8%	18.4%	19.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Figure 29c: Headcount by FT/PT and Gender

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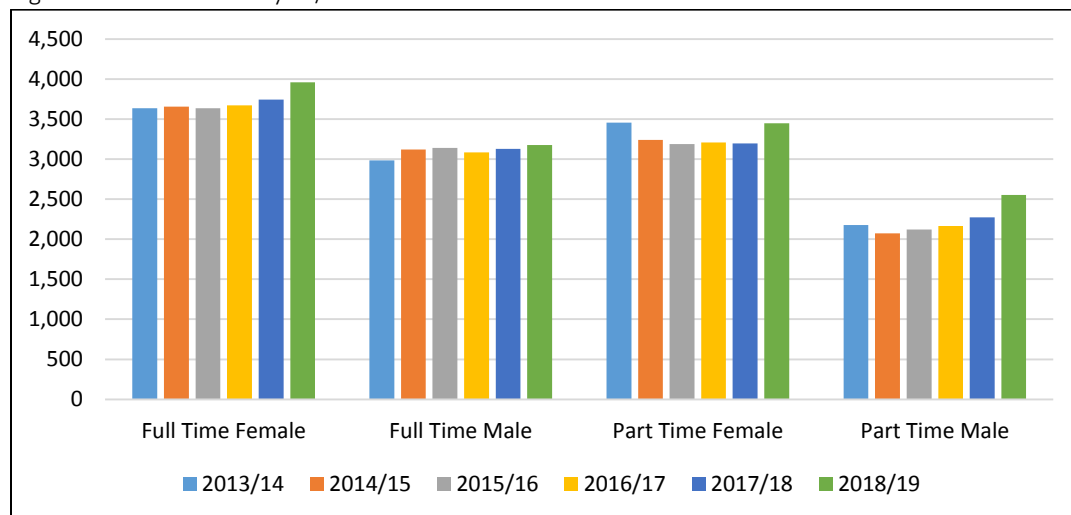
8. Students are getting younger, specifically part time students.

The UFV student body is becoming younger, particularly part time students (Figures 30a and 30b). The average age of part time female students has fallen from 31.4 to 29.1, and for part time males it has gone from 28.3 to 25.5. Interestingly, female students are older than male students, on average 1.7 years for full time students and 3.2 years for part time. Overall, the average age for the student population has decreased from 27.8 years to 26.2 years. When looking just at Bachelor Degree Students (Figures 31a and 31b), this group has also gotten younger, but this decrease has been more gradual than the entire student body as a whole.

Figure 30a: Average Age by FT/PT and Gender

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Full Time	**25.2**	**25.0**	**24.9**	**24.6**	**24.3**	**24.6**	**-1.9%**
Female	26.1	25.9	25.7	25.4	24.9	25.3	-2.2%
Male	24.2	24.0	24.0	23.7	23.7	23.8	-1.7%
Part Time	**30.1**	**30.0**	**28.9**	**28.5**	**28.0**	**27.6**	**-7.8%**
Female	31.4	31.1	30.1	29.9	29.3	29.1	-6.4%
Male	28.3	28.4	27.1	26.4	26.2	25.5	-9.2%
All Students	**27.8**	**27.6**	**26.9**	**26.6**	**26.3**	**26.2**	**-5.1%**

Figure 30b: Average Age by FT/PT and Gender
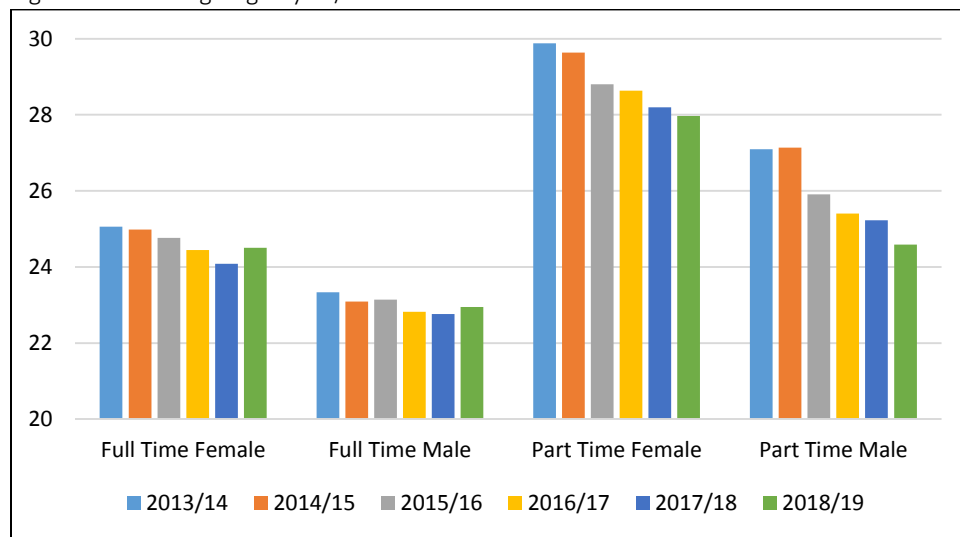

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Figure 31a: Average Age by FT/PT and Gender, Bachelor Degree Students

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Full Time	**24.0**	**23.7**	**23.6**	**23.9**	**23.6**	**23.8**	**-0.9%**
Female	24.9	24.4	24.3	24.5	24.3	24.6	-0.9%
Male	23.0	22.9	22.9	23.1	22.8	22.7	-1.0%
Part Time	**27.1**	**27.1**	**27.2**	**27.4**	**27.2**	**26.8**	**-0.8%**
Female	28.1	28.5	28.3	28.9	28.6	28.0	-0.3%
Male	25.4	25.2	25.6	25.2	25.3	25.2	-0.7%
All Bachelor Degree Students	**25.3**	**25.1**	**25.1**	**25.3**	**25.1**	**25.1**	**-0.8%**

Figure 31b: Average Age by FT/PT and Gender, Bachelor Degree Students
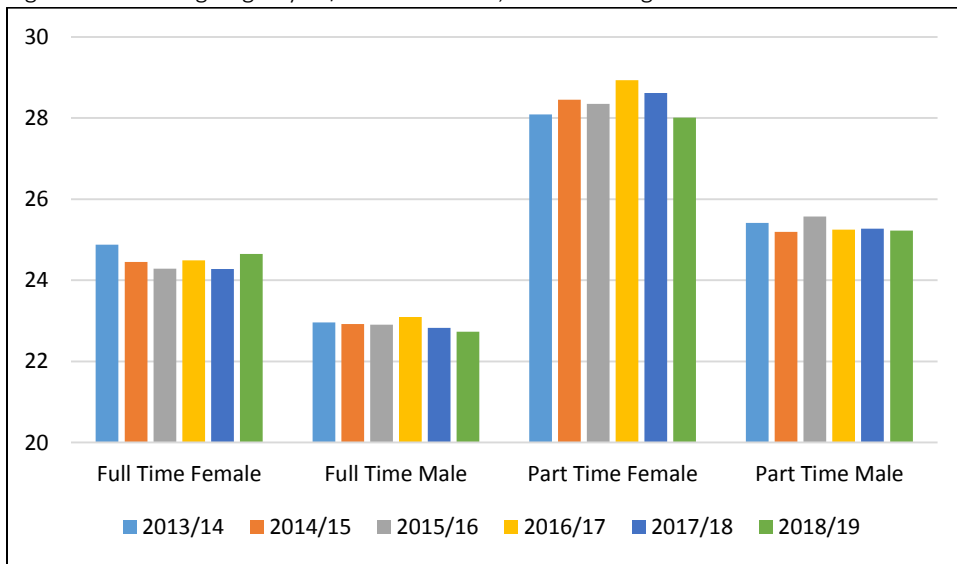
9. About three quarters of international students are from India.

India is now our most common country of origin for international students, making up 73.5% of the International student body (Figures 32a and 32b). This is a change from 2013/14 when China was the most common country of origin and India only made up 25.4% of international students.

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Figure 32a: International Student Headcount by Country of Origin

Country	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
India	237	326	390	638	1,039	1,682	+609.7%
China	412	477	493	419	359	296	-28.2%
Korea (S), Republic of	54	48	41	36	34	31	-42.6%
Saudi Arabia	62	50	45	33	24	13	-79.0%
Japan	25	31	24	29	32	31	+24.0%
Vietnam	5	3	5	5	18	39	+680.0%
United Kingdom	2	5	7	10	18	19	+850.0%
United States of America	2	4	10	11	18	13	+550.0%
Philippines	2	1	1	9	10	11	+450.0%
Other	131	107	114	141	154	152	+16.0%
Total	**932**	**1,052**	**1,130**	**1,331**	**1,706**	**2,287**	**+145.4%**

Figure 32b: Proportion of International Student Headcount by Country of Origin

Country	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
India	25.4%	31.0%	34.5%	47.9%	60.9%	73.5%
China	44.2%	45.3%	43.6%	31.5%	21.0%	12.9%
Korea (S), Republic of	5.8%	4.6%	3.6%	2.7%	2.0%	1.4%
Saudi Arabia	6.7%	4.8%	4.0%	2.5%	1.4%	0.6%
Japan	2.7%	2.9%	2.1%	2.2%	1.9%	1.4%
Vietnam	0.5%	0.3%	0.4%	0.4%	1.1%	1.7%
United Kingdom	0.2%	0.5%	0.6%	0.8%	1.1%	0.8%
United States of America	0.2%	0.4%	0.9%	0.8%	1.1%	0.6%
Philippines	0.2%	0.1%	0.1%	0.7%	0.6%	0.5%
Other	14.1%	10.2%	10.1%	10.6%	9.0%	6.6%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

10. A high concentration of UFV students are located close to the biggest campuses in Abbotsford and Chilliwack. Student numbers close to the smaller campuses in Mission and Hope are declining.

As shown in Figure 33a, the number of students located in Abbotsford and Chilliwack have increased. Other notable cities that have seen increased in the number of students include Surrey (38.6% increase), Agassiz-Harrison (33.3% increase), and Delta (78.0% increase). On the other hand, student numbers have dropped from Maple Ridge (24.7% decrease), Hope (13.4% decrease), and Vancouver (38.5% decrease). There have also been slight decreases in Langley and Aldergrove. When grouped by closest UFV campus (Figure 33b), the number of students living closest to the large campuses in Abbotsford and Chilliwack have increased, while the smaller campuses of Mission and Hope have declined (7.7% and 13.4% decreases respectively). Looking at the location of domestic students specifically (Figure 34a), Surrey has increased by 10.0%, suggesting much of the overall increase is due to international students. There is also a decline in domestic students from Abbotsford, but an increase from Chilliwack. When looking at the closest campus for Domestic students (Figure 34b), only Chilliwack has grown (5.8%

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increase). The smaller campuses of Mission and Hope have seen the largest declines (9.0% and 13.4% decreases respectively) in domestic students located near them.

Figure 33a: Student Location by City

City	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Abbotsford	4,782	4,646	4,681	4,879	4,977	5,328	+11.4%
Chilliwack	2,313	2,267	2,332	2,264	2,275	2,423	+4.8%
Other[a]	1,120	1,206	1,165	1,118	1,263	1,278	+14.1%
Langley	1,010	970	917	915	914	968	-4.2%
Surrey	709	737	747	792	860	983	+38.6%
Mission	804	805	803	786	780	824	+2.5%
Maple Ridge	522	489	461	423	385	393	-24.7%
Aldergrove	247	225	234	219	227	235	-4.9%
Agassiz-Harrison	114	127	130	141	138	152	+33.3%
Hope	119	140	113	129	117	103	-13.4%
Vancouver	122	105	101	76	66	75	-38.5%
Rest of Greater Vancouver[b]	90	70	70	68	74	78	-13.3%
Coquitlam	72	84	72	64	48	57	-20.8%
Burnaby	65	61	65	56	47	49	-24.6%
Delta	41	38	49	58	58	73	+78.0%
Pitt Meadows	44	41	50	55	50	47	+6.8%
Richmond	45	43	50	48	35	27	-40.0%
Port Coquitlam	33	33	38	39	26	40	+21.2%
Total	**12,252**	**12,087**	**12,078**	**12,130**	**12,340**	**13,133**	**+7.2%**

Notes: This data is based on student self-reported mailing address.
[a]Includes any city outside of the Fraser Valley and Metro Vancouver Regional Districts.
[b]Includes New Westminster, White Rock, North Vancouver, Port Moody, West Vancouver, Anmore, Belcarra, and Tsawwassen.

Figure 33b: Student Location by Closest Campus

| Closest Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Abbotsford Campus	7,216	7,012	7,024	7,214	7,332	7,913	+9.7%
Chilliwack Campus	2,427	2,394	2,462	2,405	2,413	2,575	+6.1%
Mission Campus	1,370	1,335	1,314	1,264	1,215	1,264	-7.7%
Hope Campus	119	140	113	129	117	103	-13.4%

Note: Does not include "Other[a]" from Figure 33a.

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Figure 34a: Student Location by City, Domestic Students

City	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Abbotsford	4,258	4,112	4,092	4,131	4,085	4,056	-4.7%
Chilliwack	2,299	2,253	2,312	2,251	2,252	2,401	+4.4%
Langley	1,000	962	908	909	905	955	-4.5%
Mission	797	796	788	771	770	800	+0.4%
Other[c]	890	878	846	745	683	650	-27.0%
Surrey	672	684	687	717	744	739	+10.0%
Maple Ridge	519	486	460	420	381	391	-24.7%
Rest of Greater Vancouver[d]	409	374	381	371	340	374	-8.6%
Aldergrove	243	223	231	214	219	225	-7.4%
Agassiz-Harrison	114	127	130	141	138	152	+33.3%
Hope	119	140	113	129	117	103	-13.4%
Total	**11,320**	**11,035**	**10,948**	**10,799**	**10,634**	**10,846**	**-4.2%**

Notes: This data is based on student self-reported mailing address.
[c]Includes any city outside of the Fraser Valley and Metro Vancouver Regional Districts.
[d]Includes Vancouver, Coquitlam, Pitt Meadows, Delta, Burnaby, Port Coquitlam, White Rock, New Westminster, North Vancouver, Richmond, Port Moody, West Vancouver, Anmore, Belcarra, and Tsawwassen.

Figure 34b: Student Location by Closest Campus, Domestic Students

Closest Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Abbotsford Campus	6,538	6,315	6,249	6,287	6,243	6,302	-3.6%
Chilliwack Campus	2,413	2,380	2,442	2,392	2,390	2,553	+5.8%
Mission Campus	1,360	1,322	1,298	1,246	1,201	1,238	-9.0%
Hope Campus	119	140	113	129	117	103	-13.4%

Note: Does not include "Other[c]" from Figure 34a.

Retention Rates

Overall, 40% of new students leave within one year. Figure 35 shows that most of these actually leave between the fall and winter semesters. A small number (less than 100 per year) of students who were not retained between the fall and winter come back for the following fall semester. Domestic students are retained at higher rates than international students. Students with transfer credits are retained at a higher rate than those without any transfer credits. Students in Bachelor Degree programs are retained at much higher rates (90.9% for Fall to Winter and 76.7% for Fall to Fall). In this case, most Bachelor Degree students leave between the winter and following fall semesters, opposite of the trend observed for the other student types. Diploma students are retained at rates slightly lower than the overall average, with less than 60% of students being retained between their first Fall semester and the following Fall term.

Figure 35: Institutional Retention Rates by Student Type for Fall 2013 to Fall 2018 Cohorts
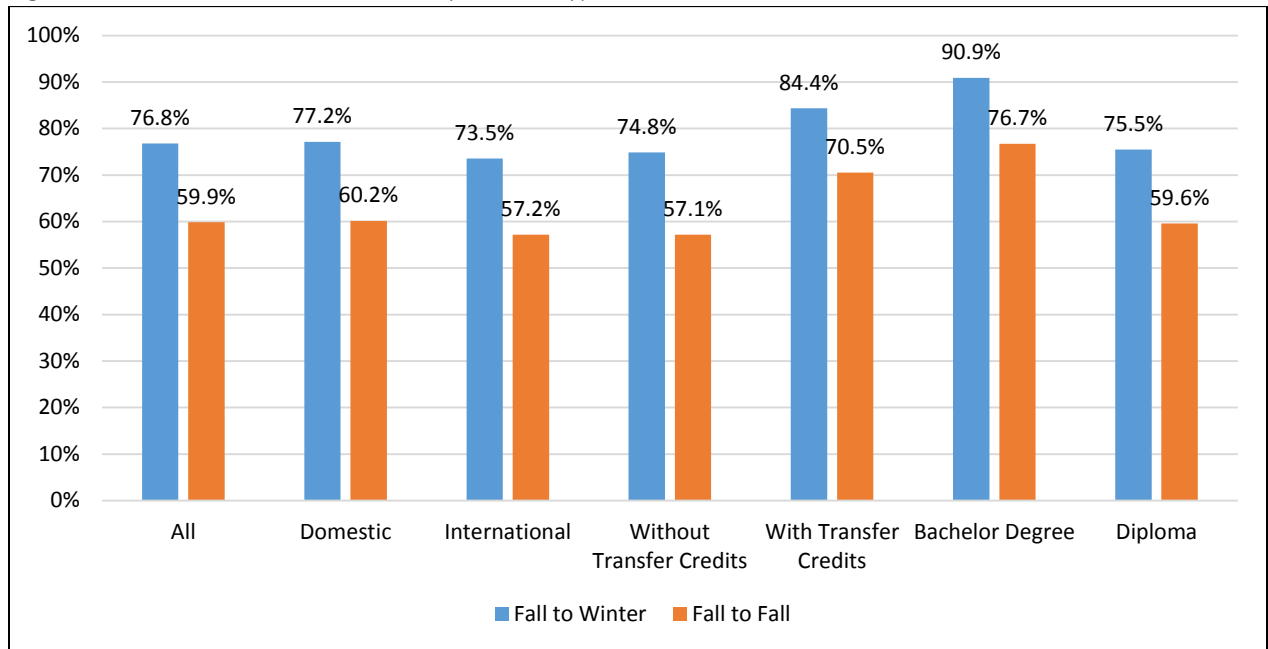
How short term retention rates are being defined

The short term retention rates described in this section are determined in the following way. Fall to Winter retention measures the percentage of new students (a student is defined as new if it is their first academic term attended at UFV) entering in the fall semester who are retained in the following winter (defined as producing any FTEs in either the academic or non-academic winter term). Similar definitions are used to produce the Fall to Fall retention rates for the same cohorts, describing if a student is retained in the fall of the following year.

Figure 36 shows that the retention for new domestic students has been relatively stable, experiencing a slight increase over the 6-year time period. For international students (Figure 37), the retention rates are more volatile, having fluctuated up and down over time for both the Fall to Winter and Fall to Fall retention.

Figure 36: Short Term Retention Rates for New Domestic Students

Domestic	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	75.3%	75.9%	76.4%	79.5%	78.7%	77.3%	
Fall to Fall Retention	58.2%	59.9%	58.7%	63.1%	61.6%	59.7%	
Cohort Headcount	2,106	2,008	1,960	1,989	1,975	2,176	

Figure 37: Short Term Retention Rates for New International Students

International	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	73.9%	80.6%	79.5%	72.1%	62.6%	74.9%	
Fall to Fall Retention	61.4%	60.9%	64.2%	52.5%	49.0%	58.8%	
Cohort Headcount	153	258	215	240	294	291	

Both Fall to Winter and Fall to Fall retention rates have slightly increased for students starting at UFV without prior transfer credits (Figure 38). For students with transfer credits (Figure 39), the Fall to Winter retention has been stable, but the Fall to Fall retention has declined to less than 70% compared to 74.1% for the Fall 2013 cohort.

Figure 38: Short Term Retention Rates for New Students Without Transfer Credits

Without Transfer Credits	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	72.9%	74.7%	74.1%	76.3%	75.3%	75.6%	
Fall to Fall Retention	53.8%	57.6%	55.1%	59.8%	58.5%	57.8%	
Cohort Headcount	1,746	1,770	1,689	1,728	1,876	2,096	

Figure 39: Short Term Retention Rates for New Students With Transfer Credits

With Transfer Credits	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	83.0%	82.5%	86.0%	86.8%	83.0%	84.9%	
Fall to Fall Retention	74.1%	68.3%	73.9%	69.5%	66.7%	69.8%	
Cohort Headcount	513	496	486	501	393	371	

For Bachelor Degree students (Figure 40), both retention rates have remained constant over the 6-year span. In comparison, the retention rates for Diploma program students (Figure 41) are increasing slightly for Fall to Winter, but decreasing slightly for Fall to Fall.

Figure 40: Short Term Retention Rates for Students in Bachelor Degree Programs

Bachelor Degree	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	91.4%	91.0%	91.2%	91.6%	90.4%	90.2%	
Fall to Fall Retention	76.1%	76.4%	76.9%	78.5%	75.9%	76.6%	
Cohort Headcount	736	746	772	817	851	969	

Figure 41: Short Term Retention Rates for Students in Diploma Programs

Diploma	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	74.7%	75.8%	75.3%	74.8%	76.2%	76.4%	
Fall to Fall Retention	60.3%	62.7%	55.9%	59.8%	60.5%	58.2%	
Cohort Headcount	920	866	858	921	835	866	

Graduation Rates

In this section, graduation rates are observed from a perspective of 7 years out. Specifically looking at new, direct entry students into Bachelor Degree programs for a given fiscal year. Figure 42 shows the graduation rates after 7 years for 3 cohorts of students who directly enter into a Bachelor Degree program. This data shows a clear trend. Less students are graduating from the program in which they directly enter (25.1% for the 2011/12 cohort compared to 34.7% for the 2009/10 cohort). This trend is followed through when looking at graduating in any Bachelor Degree program or graduating at UFV in any program. In fact, a higher proportion of students graduated in their program of direct entry for the 2009/10 cohort than the proportion of students who graduated in any Bachelor Degree program for the 2011/12 cohort. The trends for retaining students are also declining as well as those who leave UFV entirely without graduating. The proportion of institutional leavers has risen from less than half for 2009/10 to 57.5% for the 2011/12 cohort.

Figure 42: Graduation Rates after 7 Years, Direct Entry into Bachelor Degree Program

Fiscal Year of Direct Entry	Cohort Headcount	Graduated in Program	Graduated with Bachelor Degree	Graduated at UFV	Institutionally Retained	Institutional Leaver
2009/10	784	34.7%	40.4%	43.9%	7.1%	49.0%
2010/11	888	33.3%	38.7%	41.3%	6.6%	52.0%
2011/12	879	25.1%	33.3%	37.5%	5.0%	57.5%
Total	**2551**	**30.9%**	**37.4%**	**40.8%**	**6.2%**	**53.0%**

Overall, looking at these three cohorts as a whole, 30.9% of students who directly entered a Bachelor Degree program ended up graduating in that program within 7 years. Another 6.5% graduated in a different Bachelor Degree program, and 3.4% graduated in a non-Bachelor Degree program at UFV. 6.2% of these students were retained after 7 years. Of those who are institutionally retained, 75% of them are still in Bachelor Degree programs, with 18% in Diploma programs after 7 years. The most common Bachelor Degree programs for these retained students are the BA (27% of all students retained) followed by the BSC (12%). Overall, 53.0% of students from these cohorts are no longer at the university after 7 years and did not end up graduating from any UFV program.

How graduation rates are being defined
If after 7 years, a student has graduated in the program they directly entered, they are considered as "Graduated in Program". If after 7 years, a student has graduated in any Bachelor Degree program, they are considered as "Graduated with a Bachelor Degree". If after 7 years, a student has graduated in any program at UFV, they are considered as "Graduated at UFV". If a student has not yet graduated from UFV in any program but still generates FTEs in the fiscal year 7 years following their direct entry into a Bachelor Degree program at UFV, they are considered as "Institutionally Retained". If a student has not yet graduated from UFV in any program and does not generate FTEs in the fiscal year 7 years following their entry into a Bachelor Degree program at UFV, they are considered as "Institutional Leaver". Therefore, every student is captured in one of the categories: institutional leaver, institutionally retained, or graduated at UFV. Graduated with a Bachelor Degree is a subset of graduated at UFV and graduated in program is a subset of both graduated with a Bachelor Degree and graduated at UFV.

Time to Graduation

Over the past 6 years, the average **time at UFV** to graduation (Figure 43) has increased for Bachelor Degree graduates while the average time to graduation for Diploma graduates has declined. For Bachelor Degree grads, this trend is greater when specifically looking at students without transfer credits. The average time to graduation has increased from 5.9 years in 2013/14 to 6.6 years in 2018/19 for Bachelor Degree grads who have no prior transfer credits. Transfer students in these programs have been stable over this time period, and (as expected) graduate quicker, taking these students an average of 5.5 years in UFV to graduate. For Diploma graduates, similar trends have occurred for both students with and without transfer credits. Again, transfer students taking less time at UFV to graduate. Non-transfer students graduating with a Diploma took an average of 4.7 years to graduate compared to 3.8 years for transfer students of the 2018/19 diploma graduating class. Overall, over this 6-year time frame, the average time at UFV to graduation for Bachelor Degree grads has increased by half a year while it has declined by half a year for Diploma graduates. Given UFV's full-time/part-time flexibility, perhaps it is not surprising that it takes more than 4 years on average for students to complete a Bachelor Degree or Diploma program.

Figure 43: Average Time at UFV to Graduation by Credential and Transfer Credits

Credential	Transfer Credits?	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Trend
Bachelor Degree	No	5.9	6.0	6.2	6.4	6.3	6.6	
Bachelor Degree	Yes	5.4	5.3	5.0	5.2	5.7	5.5	
All Bachelor Degree		**5.8**	**5.8**	**5.9**	**6.0**	**6.1**	**6.3**	
Diploma	No	5.1	5.4	5.4	5.2	4.7	4.7	
Diploma	Yes	4.3	4.3	3.5	4.2	4.1	3.8	
All Diploma		**5.0**	**5.3**	**5.1**	**5.0**	**4.6**	**4.5**	

Graduating students form the cohort that measures time to graduation. For Bachelor Degree programs (Figure 44), based on the time to graduate for the most recent year of graduates (2018/19), the Bachelor of Computer Information systems has the shortest average time to graduate (4.7 years), followed by Bachelor of Kinesiology (5.1 years), Bachelor of Science (5.4 years), Bachelor of Business Administration (5.7 years), then Bachelor of Arts (Criminal Justice) (5.9 years). The programs that take the longest are the Bachelor of General Studies (8.7 years), Bachelor of Arts in Adult Education (8.5 years), and Bachelor of Education (7.9 years). In terms of trends, Bachelor of Arts, Bachelor of Science in Nursing, and Bachelor of General Studies have seen an increase in time to graduate. On the other hand, the Bachelor of Kinesiology and Bachelor of Computer Information Systems have decreased in time at UFV to graduation over the 6-year span.

Overall, diploma programs (Figure 45) have a shorter time to graduation than Bachelor Degree programs. The shortest time to graduation Diploma program for the 2018/19 grad class is the Associate of Science Degree (3.2 years), followed by the Graphic and Digital Design Diploma (3.3 years), Practical Nursing Diploma (3.3 years), Automation and Robotics Technician Diploma (3.5 years), and the Diploma in Computer Information Systems (3.7 years). The Diploma programs that have the longest average time at UFV to graduation are the Diploma is Liberal Arts (5.9 years), Diploma in Social Services (5.5 years),

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and Diploma in Theatre (5.0 years). When looking at trend over the past 6 years, the average time to graduation for the Diploma in Social Services and Diploma in Agriculture Technology has increased. Over this time period, the Diploma in General Studies, Associate of Arts Degree, Diploma in Criminal Justice, Diploma in Library & Information Technology, Practical Nursing Diploma, and Diploma in Visual Arts have all decreased in terms of average time at UFV to graduation.

Figure 44: Average Time at UFV to Graduation by Bachelor Program

Bachelor Program	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Trend	Total Graduates
Bachelor of Arts	5.8	5.6	6.0	6.0	6.1	6.3		1,414
Bachelor of Business Administration	5.6	5.3	5.7	5.8	5.6	5.7		978
Bachelor of Science	5.4	5.5	5.1	5.6	5.4	5.4		544
Bachelor of Arts (Criminal Justice)	5.8	5.6	5.7	5.9	6.0	5.9		453
Bachelor of Kinesiology	5.5	5.9	5.3	5.3	5.1	5.1		441
Bachelor of Science in Nursing	6.0	5.8	6.1	6.3	6.1	6.7		418
Bachelor of General Studies	5.6	7.5	6.2	6.8	8.1	8.7		390
Bachelor of Education			7.5	6.6	7.6	7.9		274
Bachelor of Social Work	6.4	6.7	8.5	6.2	6.5	6.7		273
Bachelor of Computer Information Systems	5.5	5.7	4.5	4.7	5.4	4.7		266
Bachelor of Arts (Child & Youth Care)	7.2	5.0	5.9	5.8	7.3	7.0		168
Bachelor of Fine Arts	5.6	6.5	6.7	5.5	6.6	6.0		120
Bachelor of Arts in Adult Education	7.4	7.8	6.4	12.6	11.0	8.5		78
Bachelor of Business Administration in Aviation	-	-	-	-	-	-		30
BA in Global Development Studies	-	-	-	-	-	-		19
Bachelor of Agriculture Science				-	-	-		7
Bachelor of Media Arts						-		1

Note: Data suppressed for programs that did have more than 30 graduates over the last 6 years.

Figure 45: Average Time at UFV to Graduation by Diploma Program

Diploma Program	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Trend	Total Graduates
Diploma in General Studies	5.7	4.7	4.7	5.0	4.5	4.6		491
Diploma in Business Administration	4.4	4.9	4.9	4.6	4.4	4.4		473
Diploma in Liberal Arts	5.6	5.6	5.8	6.2	6.1	5.9		460
Diploma in Social Services	4.8	5.9	5.8	5.1	6.0	5.6		265
Associate of Arts Degree	5.1	5.9	6.0	6.4	4.8	4.3		234
Diploma in Computer Information Systems	3.7	6.2	4.7	3.3	3.8	3.7		205
Diploma in Criminal Justice	6.3	5.7	5.2	6.1	4.6	4.8		194
Diploma in Library & Information Technology	5.3	5.6	4.8	4.2	5.1	4.5		171
Graphic and Digital Design Diploma	3.4	3.8	2.9	4.0	3.2	3.3		119
Practical Nursing Diploma	4.4		4.4	4.5	5.3	3.3		86
Diploma in Agriculture Technology	3.4	2.8	3.9	4.7	2.3	4.8		77
Diploma in Visual Arts	6.2	5.0	4.9	4.8	6.1	4.7		53
Associate of Science Degree	2.0	5.5	2.3	4.1	2.3	3.2		34
Engineering Physics Diploma in Mechatronics			4.7	3.6	5.8	4.8		33
Diploma in Theatre	4.1	5.7	6.0	7.9	3.7	5.0		32
Automation and Robotics Technician Diploma			3.0		2.8	3.5		31
Diploma in Fashion Design	-	-	-	-	-			30
Diploma in Aviation	-	-	-	-	-	-		25
Diploma in Early Childhood Education	-		-	-				20
Aboriginal Culture & Language Support Diploma				-				1

Note: Data suppressed for programs that did have more than 30 graduates over the last 6 years.

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UFV Employee Demographics

1. The total number of faculty and staff is increasing, particularly over the last couple of years.

The overall number of employees has increased from 1,394 in 2014/15 to 1,488 in 2018/19 (Figure 46). The majority of the increases have been in the Staff/Administration categories. The composition has remained relatively stable with faculty comprising of more than half of the total (Figure 47).

Figure 46: Total Faculty and Staff Headcount by Employee Category

Employee Category	2014/15	2015/16	2016/17	2017/18	2018/19	4 Year % Change
Faculty (Permanent)	378	378	372	374	378	0.0%
Faculty (Sessional, Hourly)	376	366	366	375	407	+8.2%
Continuing Education	69	66	67	58	65	-5.8%
Staff/Admin (Permanent)	478	468	486	503	519	+8.6%
Staff/Admin (Hourly)	93	106	100	105	119	+28.0%
Total	**1,394**	**1,384**	**1,391**	**1,415**	**1,488**	**6.7%**

Figure 47: Distribution of Faculty and Staff, 2018/19

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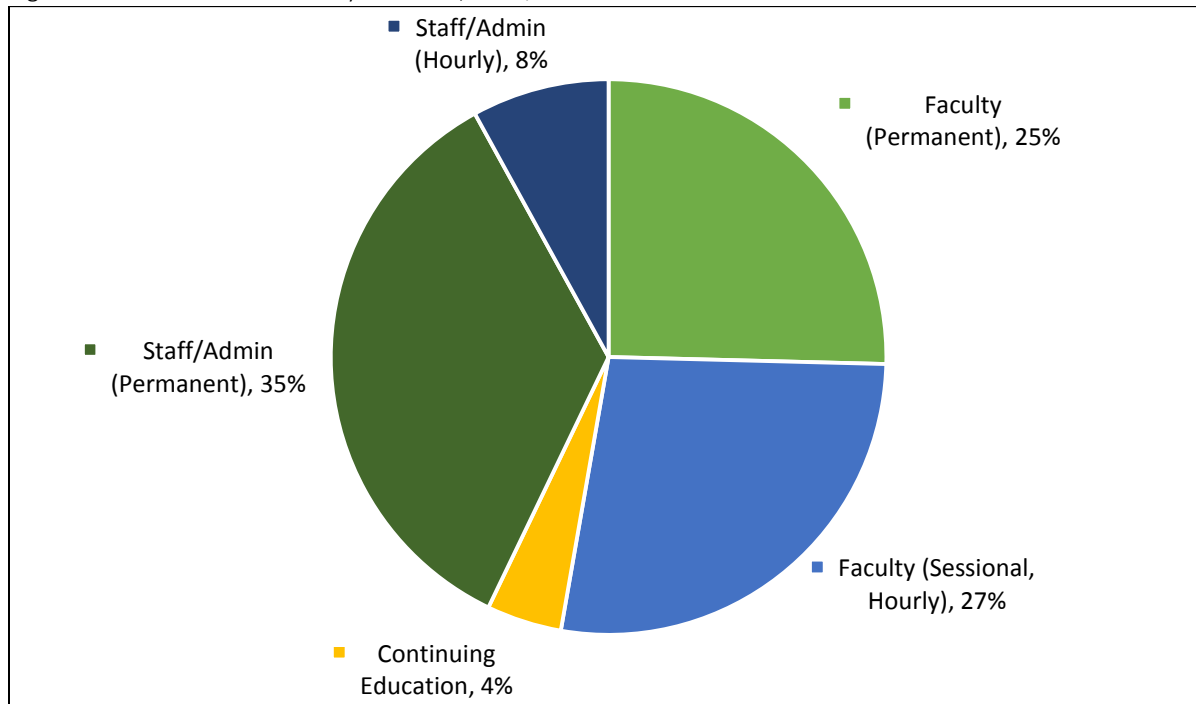
2. Similar to our student gender distribution, the majority faculty and staff are female and, on average, getting slightly older.

Figure 48 shows that with the exception of sessional/hourly faculty, all employee categories have a female majority. The largest percentage is the staff/administration (hourly) category where 8 out of 10 are female.

Figure 48: Average Percentage of Female Faculty and Staff by Employee Category, 2014/15 to 2018/19

Overall, the average age of permanent faculty tends to be older than permanent staff (Figure 49). The average age of all groups is on the rise with the exception of permanent female faculty. Permanent male staff have seen the largest increase (6%) over the five-year time period.

Figure 49: Average Age and Gender of Permanent Faculty and Staff, 2014/15 to 2018/19
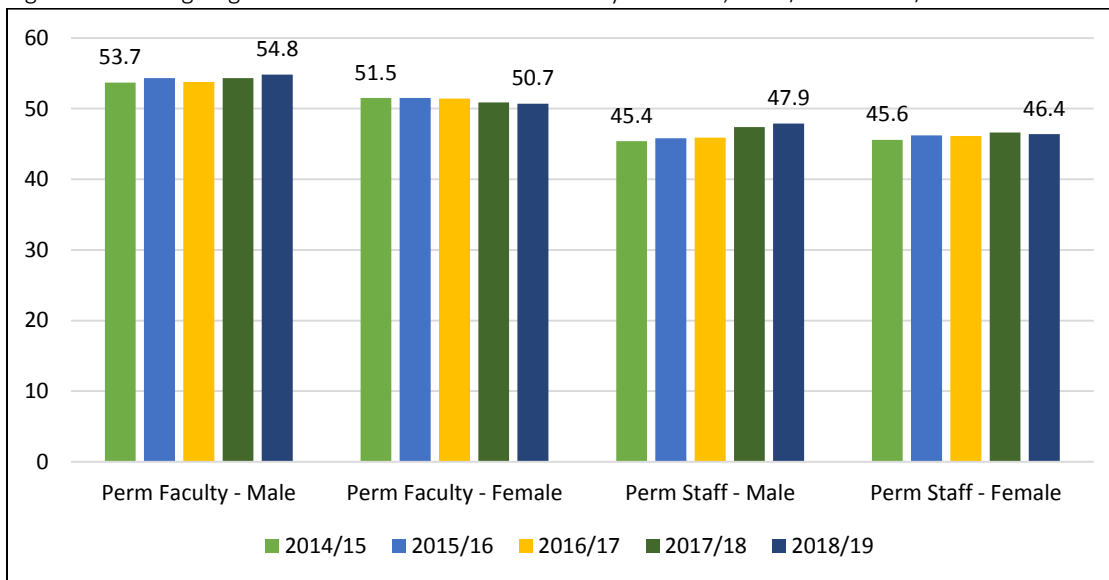
Section III: UFV Student Survey Results

UFV participates in several national and international surveys: annually in the Canadian University Survey Consortium (CUSC) and every three years in the National Survey of Student Engagement (NSSE). These surveys provide valuable information that can be used to refine curriculum, pedagogy, and administrative and service process. We provide a brief discussion and survey results from each of the three most recent surveys; the CUSC 2019 First-Year Student Survey, the CUSC 2019 Graduating Student Survey, and the NSSE 2019 First-Year and Senior Student Survey.

CUSC 2019 First-Year Student Survey

The Canadian University Survey Consortium (CUSC) survey rotates through three cohorts – first-year, middle, and graduating students – and the 2019 cohort was first-year students. The survey involved 46 Canadian institutions, with 28 being in Group 1 (primarily undergraduate and have smaller student populations) that UFV belongs to.

The 2019 Survey of First-Year Students was distributed to 53,028 students, resulting in feedback from 18,092 students across Canada from 46 institutions.

	Sample	Completed surveys	Response rate
University of the Fraser Valley	743	168	22.6%
Canada	53,028	18,092	34.1%

Below, we provide some of the CUSC 2019 Survey of First-Year Students results, comparing UFV results to those of all respondents. UFV results that showcase our unique qualities or that are surprising are highlighted in light green:

1. Meeting expectations
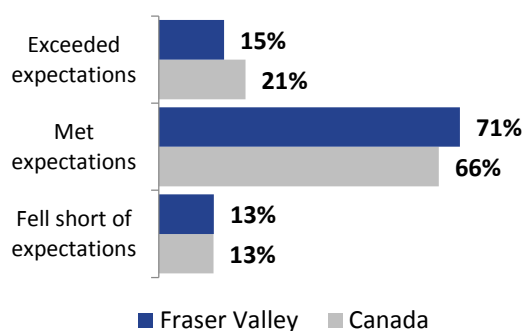
2. Satisfaction with overall quality of teaching

38
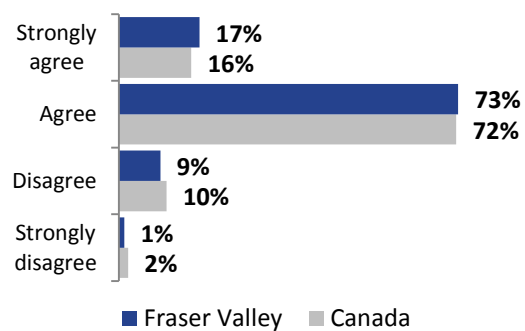
3. Success feeling like I belong at this university
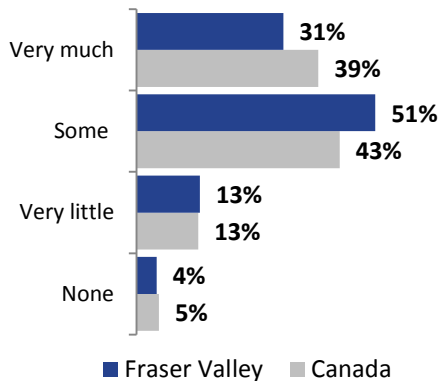
Very much
31%
39%

Some
51%
43%

Very little
13%
13%

None
4%
5%

■ Fraser Valley ■ Canada

4. Satisfaction with decision to attend this university

Very satisfied
23%
26%

Satisfied
67%
66%

Dissatisfied
7%
7%

Very dissatisfied
2%
2%

■ Fraser Valley ■ Canada

5. Profile of respondents

Attending full-time
96%
95%

Received financial award from this university
17%
64%

Currently employed
68%
36%

A- or higher university grade
43%
30%

■ Fraser Valley ■ Canada

Female
68%
65%

18 or younger
89%
77%

Visible minority
37%
44%

International
6%
9%

Aboriginal
5%
4%

■ Fraser Valley ■ Canada
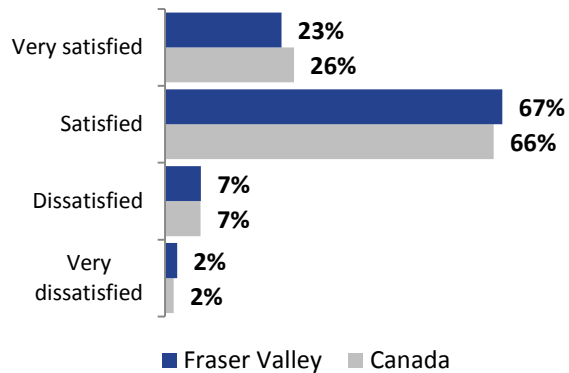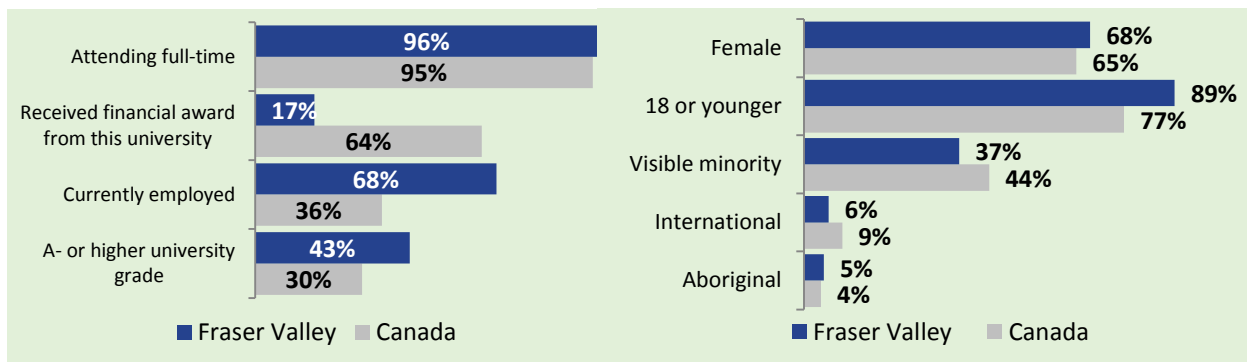
6. Top motivators for attending university
Most important reason (single response).

Prepare for career
35%
30%

Get more fulfilling job
15%
15%

Make positive difference
12%
11%

More likely to get a job
10%
12%

Earn more money
8%
7%

■ Fraser Valley ■ Canada
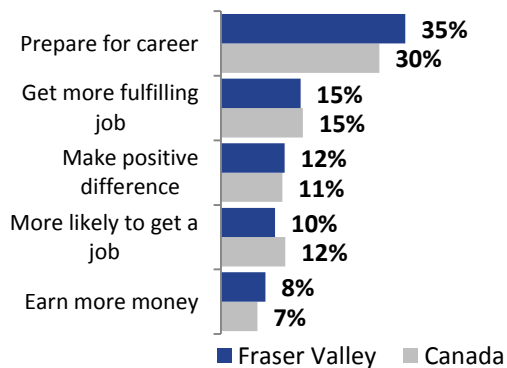
7. Top reasons for choosing this university
Most important reason (single response).

Wanted to live close to home
24%
12%

Cost of tuition and fees
22%
6%

Has the program I want to take
17%
29%

City/town it's in
9%
6%

Size of the university
7%
4%

■ Fraser Valley ■ Canada

39
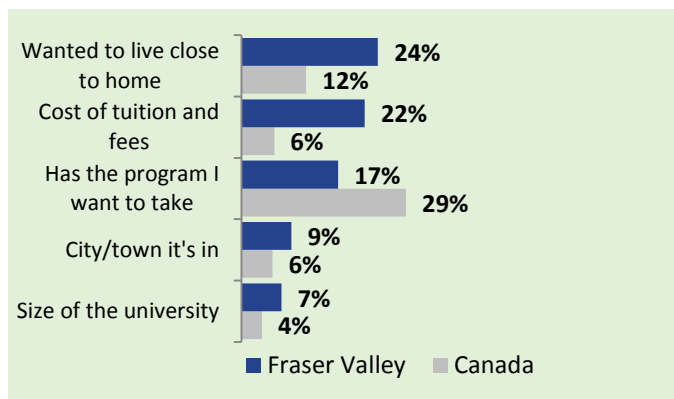
8. Most important sources of information about this university

Those who rated the source as important or very important (on a four-point scale).

Source	Fraser Valley	Canada
Parents	37%	45%
University's website	36%	51%
Current students	36%	42%
Friends	34%	32%
Open house on campus	29%	46%

■ Fraser Valley ■ Canada
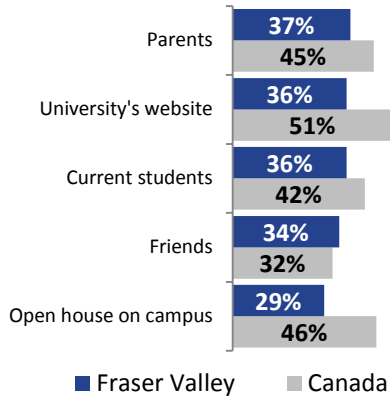
9. This university was their first choice

Fraser Valley	73%
Canada	81%

■ Fraser Valley ■ Canada
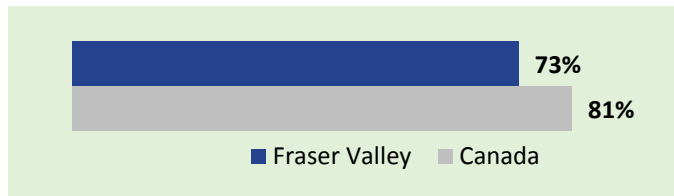
10. Average number of universities applied to

Fraser Valley	1.3
Canada	2.2

■ Fraser Valley ■ Canada
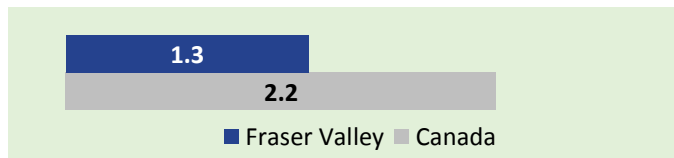
11. Orientation

Those who were satisfied or very satisfied (on a four-point scale) with experiences related to orientation. Only those who participated in orientation responded to these questions.

Participated in orientation	
Fraser Valley	65%
	69%

■ Fraser Valley

	Fraser Valley	Canada
Feeling welcome	91%	91%
Provide info about campus life	85%	86%
Provide info about services	85%	86%
Help understand academic expectations	75%	80%
Help transition to university	73%	79%
Build confidence	75%	78%

■ Fraser Valley ■ Canada
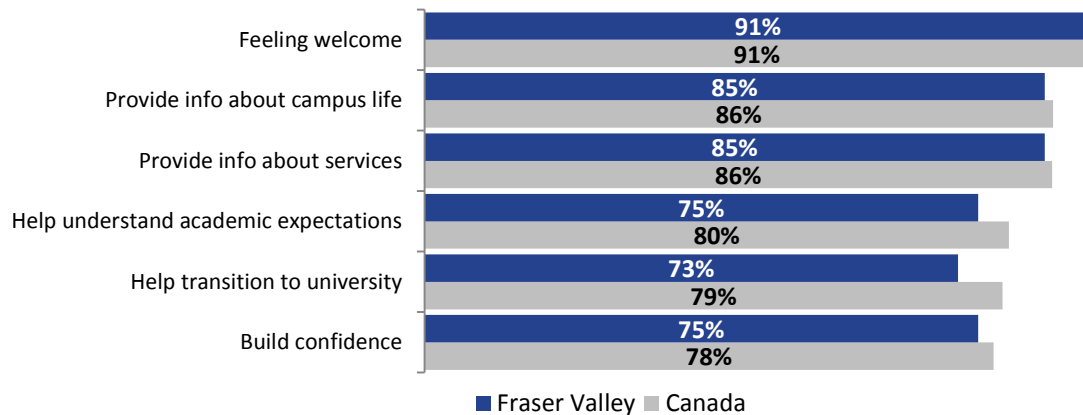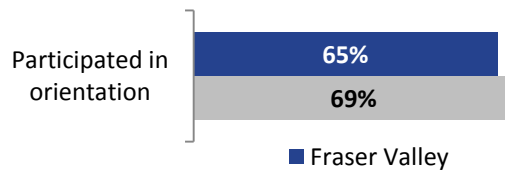
12. Perceptions of effort

Those who rated agree or strongly agree (on a four-point scale).

	Fraser Valley	Canada
Willing to put a lot of effort	98%	95%
Normally go to all classes	96%	90%
Can deal with stress	71%	71%
Have good study habits	70%	65%

■ Fraser Valley ■ Canada
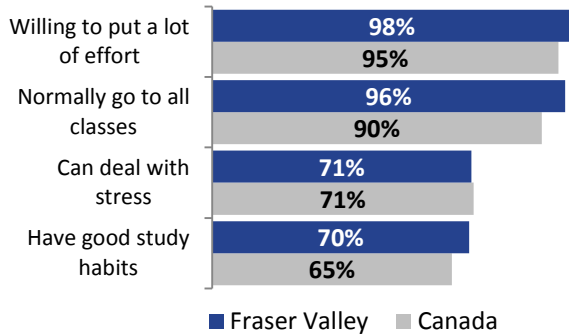
13. Perceptions of university education

Those who rated agree or strongly agree (on a four-point scale).

	Fraser Valley	Canada
Most courses are interesting	83%	83%
Course load is manageable	83%	82%
In right program	76%	76%
Had adequate info about program	71%	76%

■ Fraser Valley ■ Canada
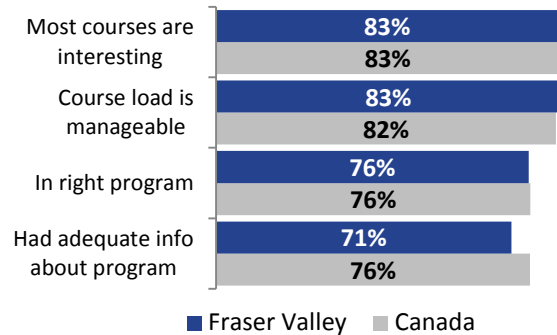
14. Commitment to this university

	Fraser Valley	Canada
Plan to come back next year	86%	88%
Plan to complete my degree here	70%	83%
Plan to transfer next year	12%	10%
Plan to go to college/CEGEP next year	11%	9%

■ Fraser Valley ■ Canada

15. Concern shown to me as an individual

	Fraser Valley	Canada
Very satisfied	5%	8%
Satisfied	70%	65%
Dissatisfied	18%	22%
Very dissatisfied	6%	5%

■ Fraser Valley ■ Canada
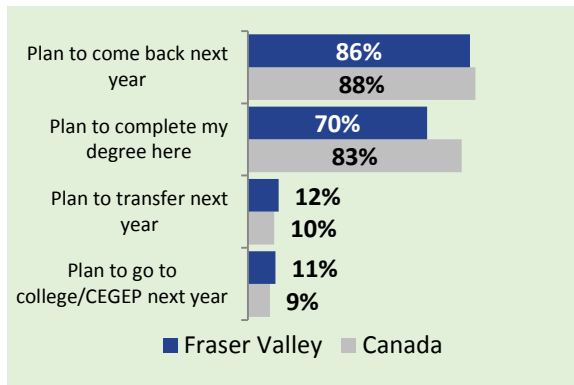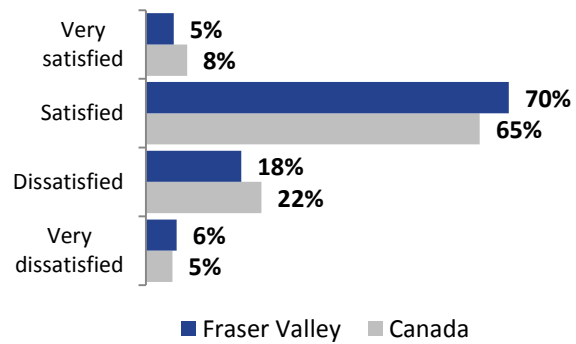
16. Expectations of costs

Those who indicated more or much more than expected.

	Fraser Valley	Canada
Cost of going to university	27%	46%
Debt to complete program	24%	38%

■ Fraser Valley ■ Canada
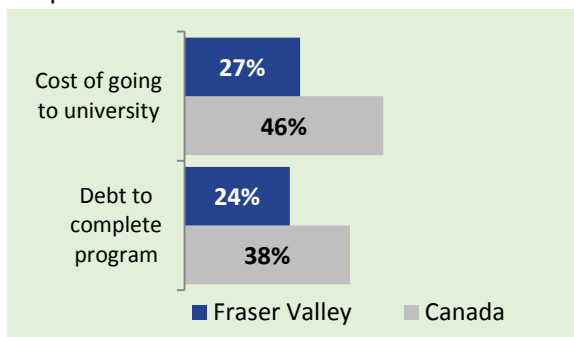
17. Expectations of academics

Those who indicated more or much more than expected.

	Fraser Valley	Canada
Time to put into coursework	45%	51%
Course grades	26%	21%
Intellectual stimulation	27%	35%
Academically demanding	43%	48%

■ Fraser Valley ■ Canada

41
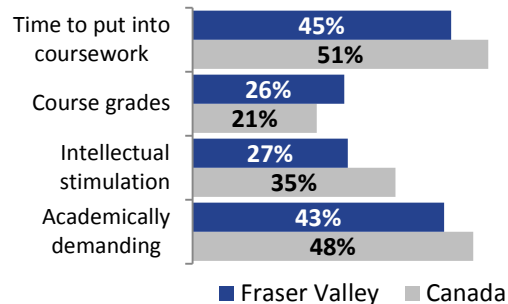
In what follows, we provide some CUSC 2019 results that seem surprising or where UFV differs significantly compared to their Group 1 peers and to all survey respondents.

UFV First Year students are **more likely** to:

Live with parents, guardians, or relatives	86% of UFV respondents live *with parents, guardians, or relatives* compared to 45% in Group 1 and overall.
Be employed	67% of UFV respondents are *employed*, compared to 41% for Group 1 and 36% nationally, with UFV students working an average of 16.1 hours per week, compared to 14 hours per week for Group 1 and 13.8 hours per week overall.
Be a first-generation student	32% of UFV respondents listed their parents' highest level of education as *some college or university* or *high school or less* compared to 21% for Group 1 and 20% overall.
Be under 18 years old	89% of UFV respondents reported being age *18 and under* (as of September 1, 2018), compared to 79% for Group 1 and 77% overall.
Consider cost of tuition when selecting a university	79% of UFV students responded that the *cost of tuition and fees* was important when selecting their university, compared to 58% for Group 1 and 52% overall.
Consider location when selecting a university	71% of UFV students ranked *living close to home* as important when selecting their university, compared to 46% for Group 1 and 45% nationally.
Use parking facilities	63% of UFV survey respondents use *parking* facilities, compared to 38% for Group 1 and 27% overall.

UFV First Year students are **less likely** to:

Become involved in campus activities	Only 29% of UFV participants responded that they had at least some success *becoming involved in campus activities*, compared to 52% in Group 1 and 50% overall.
Be given the chance to evaluate the quality of teaching	Only 15% of UFV respondents said they *were given the chance to evaluate the quality of teaching in their courses*, compared to 54% for Group 1 and 57% overall.
Have received a financial award	Only 17% of UFV respondents said that they had *received a financial award from their university* [UFV], compared to 57% for Group 1 and 64% overall.
Plan to complete degree at UFV	70% of UFV participants stated that they *plan to complete their degree at their institution* [UFV], compared to 75% for Group 1 and 83% overall.

When asked to rate the likelihood that they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely), using the Net Promoter Score calculation, UFV first-year respondents were not as likely to recommend UFV (-4) as their peers in Group 1 (+22), or overall (+14); 30% of UFV respondents gave a detractor score (rating of 0 to 6), compared to 17% in Group 1 and 19% overall (Table 1).

Table 1: Recommend university to others	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	UFV (n=168)
Promoter (rating of 9 or 10)	33%	39%	31%	31%	26%
Passive (rating of 7 or 8)	48%	45%	49%	49%	44%
Detractor (rating of 0 to 6)	19%	17%	20%	20%	30%
Net promoter score (promoter minus detractor)	+14	+22	+11	+12	-4

Note: The net promoter score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.

CUSC 2018 Graduating Student Survey

The 2018 cohort was graduating students enrolled in bachelor's programs across 32 participating Canadian institutions, with 16 being in Group 1 (primarily undergraduate and have smaller student populations), that UFV also belongs to.

The 2018 survey of graduating students was distributed to 50,710 students, resulting in feedback from 14,760 students across Canada from 32 institutions.

	Sample	Completed surveys	Response rate
University of the Fraser Valley	1,024	179	17.5%
Canada	50,710	14,760	29.1%

Below, we provide some of the CUSC 2018 Survey of Graduating Students results, comparing UFV results to those of all respondents along with select results for questions that may not be asked of first-year student participants. UFV results that showcase our unique qualities or that are surprising are highlighted in light green:

1. Meeting expectations

	Fraser Valley	Canada
Exceeded expectations	28%	22%
Met expectations	61%	59%
Fell short of expectations	10%	19%
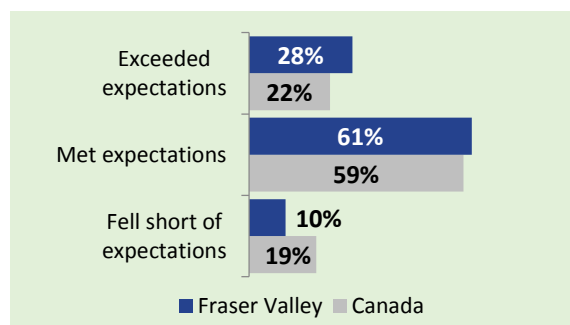
2. Satisfaction with overall quality of education

	Fraser Valley	Canada
Very satisfied	32%	20%
Satisfied	61%	65%
Dissatisfied	6%	12%
Very dissatisfied	2%	3%

43
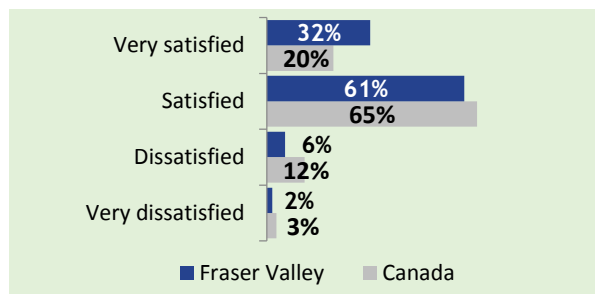
3. Feel as if I belong at this university
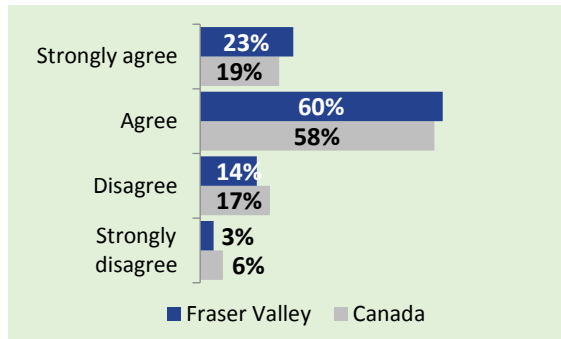
4. Satisfaction with decision to attend this university
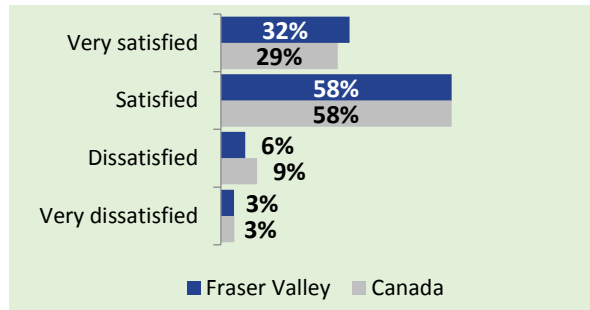
5. Profile of respondents
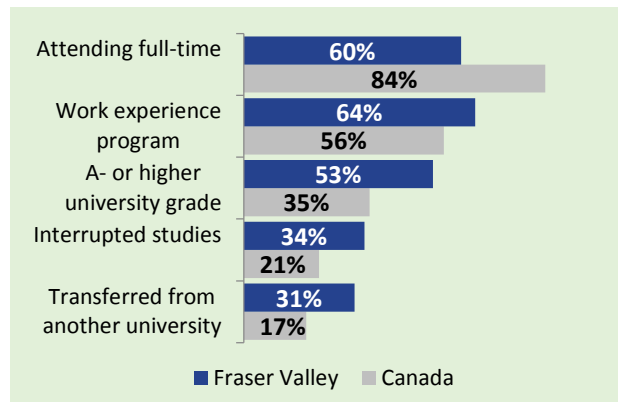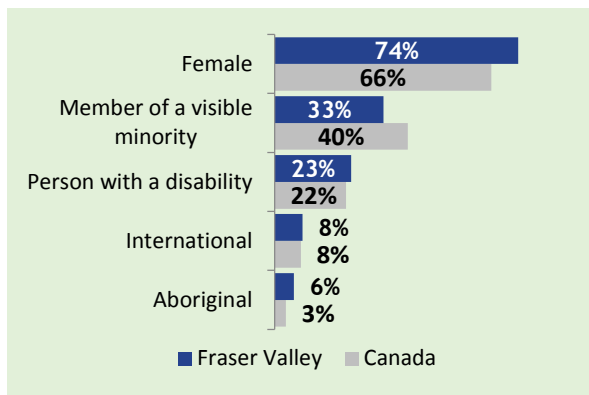
6. Employment (outside of co-op programs)
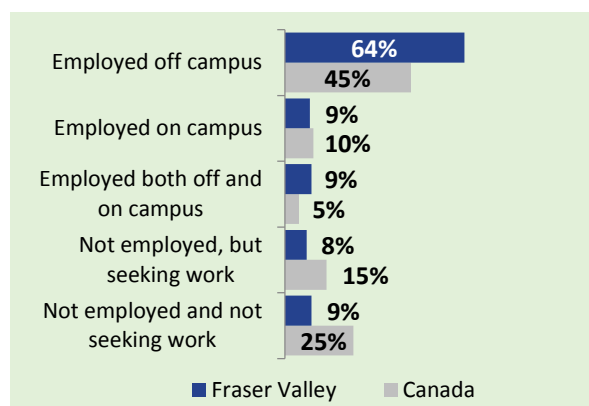
7. Study patterns
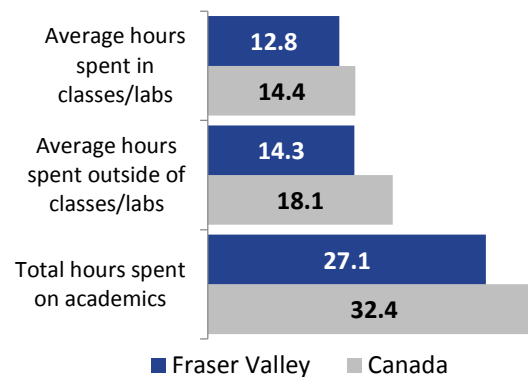
44

8. Top 5 perceptions of professors

Those who rated agree or strongly disagree (on a four-point scale

Perception	Fraser Valley	Canada
Treat students the same regardless of gender	98%	94%
Were reasonably accessible	97%	92%
Treat students the same regardless of race	96%	94%
Seemed knowledgeable in their field	96%	96%
Encouraged participation in class discussions	95%	90%

■ Fraser Valley ■ Canada
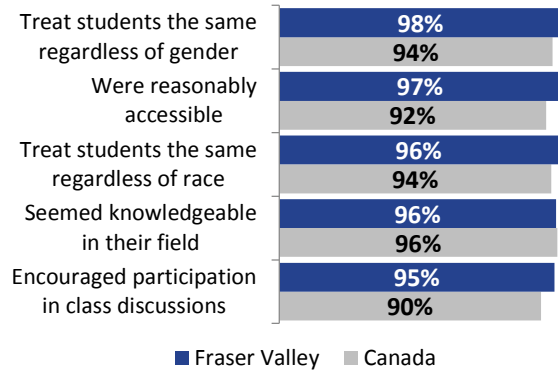
9. Bottom 5 perceptions of professors

Those who rated agree or strongly disagree (on a four-point scale)

Perception	Fraser Valley	Canada
Were consistent in their grading	87%	83%
Were intellectually stimulating	86%	77%
Took personal interest in academic progress	85%	65%
Provide useful feedback	83%	73%
Provide prompt feedback	78%	67%

■ Fraser Valley ■ Canada

10. Services and facilities

Top 5 most used facilities or services.

Service	Fraser Valley	Canada
Library electronic resources	80%	72%
Parking	79%	38%
On-campus bookstores	73%	62%
Food services	69%	61%
Academic advising	64%	41%

■ Fraser Valley ■ Canada

Those who rated satisfied or very satisfied (on a four-point scale).

Service	Fraser Valley	Canada
Library electronic resources	97%	96%
Parking	44%	46%
On-campus bookstores	89%	88%
Food services	66%	74%
Academic advising	92%	81%

■ Fraser Valley ■ Canada

11. Growth and development

Top 5 most important areas.

Area	Fraser Valley	Canada
Thinking logically and analytically	44%	36%
Skills and knowledge for employment	23%	25%
Ability to find and use information	22%	18%
Writing clearly and correctly	17%	16%
Dealing successfully with obstacles	16%	21%

■ Fraser Valley ■ Canada

Those who rated much or very much (on a four-point scale).

Area	Fraser Valley	Canada
Ability to find and use information	79%	73%
Writing clearly and correctly	78%	63%
Speaking to a class or audience	73%	53%
Thinking logically and analytically	72%	71%
Working independently	72%	73%

■ Fraser Valley ■ Canada

45

12. Student debt

Any debt
- Fraser Valley: [VALUE]
- Canada: 50%

■ Fraser Valley ■ Canada

Average total debt (all students)
- Fraser Valley: $15,028
- Canada: $13,925

Average total debt (those with debt)
- Fraser Valley: $34,051
- Canada: $27,929

■ Fraser Valley ■ Canada

13. Top sources of financing for current year

	Fraser Valley	Canada
Earnings from current employment	68%	47%
Parents, family, or spouse	48%	56%
Earnings from summer work	36%	41%
Government loan or bursary	27%	48%
University scholarship, financial award, or bursary	17%	37%

■ Fraser Valley ■ Canada
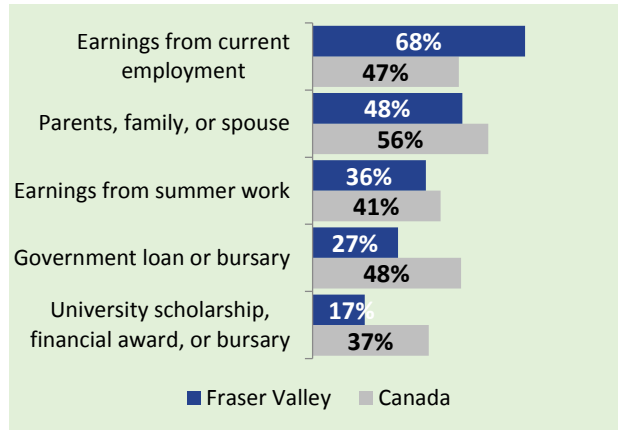
14. Debt impact on future education

	Fraser Valley	Canada
Need more education to repay debt	9%	8%
Prevents from taking education	10%	9%
Discourages from taking education	16%	24%
Does not affect decision	18%	22%
Do not have debt	46%	37%

■ Fraser Valley ■ Canada

15. Education plans next five years

	Fraser Valley	Canada
Further undergraduate	20%	13%
Graduate school	49%	52%
Professional program	40%	25%
Community college	4%	9%
Technical/vocational school	3%	6%
Other education	13%	11%
No education	21%	31%

■ Fraser Valley ■ Canada
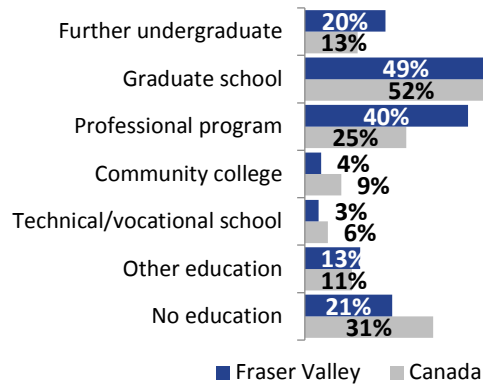
16. Receive good value for money

	Fraser Valley	Canada
Strongly agree	25%	12%
Agree	60%	55%
Disagree	12%	25%
Strongly disagree	3%	9%

■ Fraser Valley ■ Canada
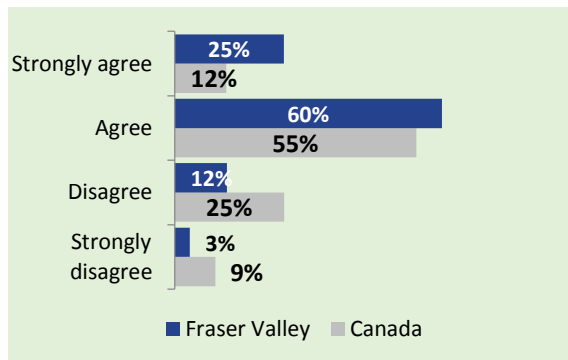
17. Post-graduation employment

	Fraser Valley	Canada
Not looking for work	11%	10%
Looking for work	50%	56%
Employment arranged	39%	34%

■ Fraser Valley ■ Canada

18. Concern shown to me as an individual

Very satisfied — Fraser Valley 14%, Canada 8%
Satisfied — Fraser Valley 61%, Canada 50%
Dissatisfied — Fraser Valley 21%, Canada 29%
Very dissatisfied — Fraser Valley 3%, Canada 13%

■ Fraser Valley　■ Canada

19. Recommend university to others

Promoter (9 or 10 out of 10) — Fraser Valley 36%, Canada 29%
Passive (7 or 8 out of 10) — Fraser Valley 45%, Canada 43%
Detractor (0 to 6 out of 10) — Fraser Valley 19%, Canada 28%

■ Fraser Valley　■ Canada

In what follows, we provide some CUSC 2018 results to questions that are not included in the CUSC 2019 first-year survey, and also those that seem surprising or where UFV differs significantly, compared to their Group 1 peers and to all respondents.

UFV graduating respondents are **more likely** to:

Live with parents, guardians, or relatives	Almost half (49%) of UFV graduating respondents are living with parents, guardians, or relatives, (compared to 42% in Group 1 and 37% overall); and interestingly, 12% of UFV respondents are living in a personally-owned home (compared to 9% in Group 1 and 6% overall).
Be a first-generation student	A larger proportion of UFV graduating respondents are first generation (20%) compared with Group 1 (16%) and all respondents (14%).
Be employed	A much larger proportion of UFV graduating respondents work and go to school at the same time (82%) compared with those in Group 1 (67%) or overall (60%) with UFV respondents working an average of 19.4 hours per week (compared to 18.6 in Group 1 and 17.8 overall).
Pay for their education from current employment	More UFV graduating respondents indicated that they use *earnings from their current employment* (68%) to pay for their education as compared to Group 1 (53%) or overall (47%).
Take longer to graduate	A greater proportion of UFV graduating students had been attending UFV since 2013 or earlier (66%) as compared to Group 1 (46%) or overall (45%).

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UFV graduating respondents are **<u>less likely</u>** to:

Use public transportation	Only 8% of UFV graduating respondents indicated that they use public transportation to commute to campus (compared to 29% in Group 1 and 45% overall); and three-quarters (75%) of UFV respondents commute to campus in a car by themselves, compared to 51% in Group 1 and 27% overall.
Be given the chance to evaluate the quality of teaching	UFV graduating survey participants indicated that there is much less opportunity to evaluate their instructors in all courses (16%) in comparison to their peers in Group 1 (65%) and overall (71%).

More UFV graduating survey respondents reported that they had completed some form of work and learning program experience than their peers; 64% compared to 56% overall, or 52% for Group 1 students. Compared to all survey participants, UFV students were more likely to have completed a practicum (43% compared to 15% overall) or work experience (22% compared to 18% overall) as opposed to a co-op (9% compared to 17% overall) or paid or unpaid internship (5% vs 17% overall). However, more UFV respondents have participated in work experience (22%), co-op (9%), practicums (43%) and service learning (13%) compared to their peers in Group 1 (14%, 7%, 28% and 10%, respectively) as shown in Figure 50 below.

Figure 50: Work Integrated and Experiential Learning, CUSC 2018 Graduating Students
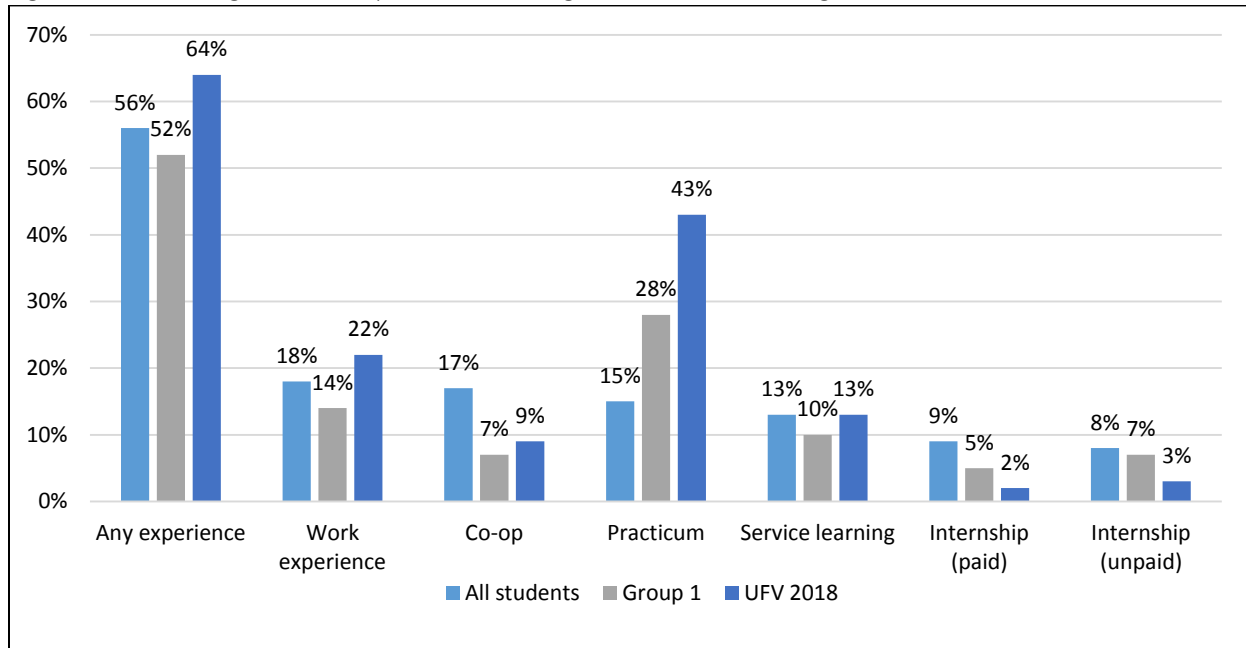
Over half (58%) of UFV graduating survey participants reported experiencing some type of delay in completing their program at their university (58%); a much larger share than their peers in Group 1 (40%) or overall (37%). UFV survey participants most commonly noted the reason for delay in completion of program as *required courses not available* (39%) in comparison to Group 1 (23%) or overall (18%). UFV students indicated financial issues as the reason for delay in completion at double the rate, 16% vs 8%, to students in either Group 1 or overall shown in Figure 51 below.

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Figure 51: Delay/Reasons for Delay in Completion of Program, CUSC 2018 Graduating Students
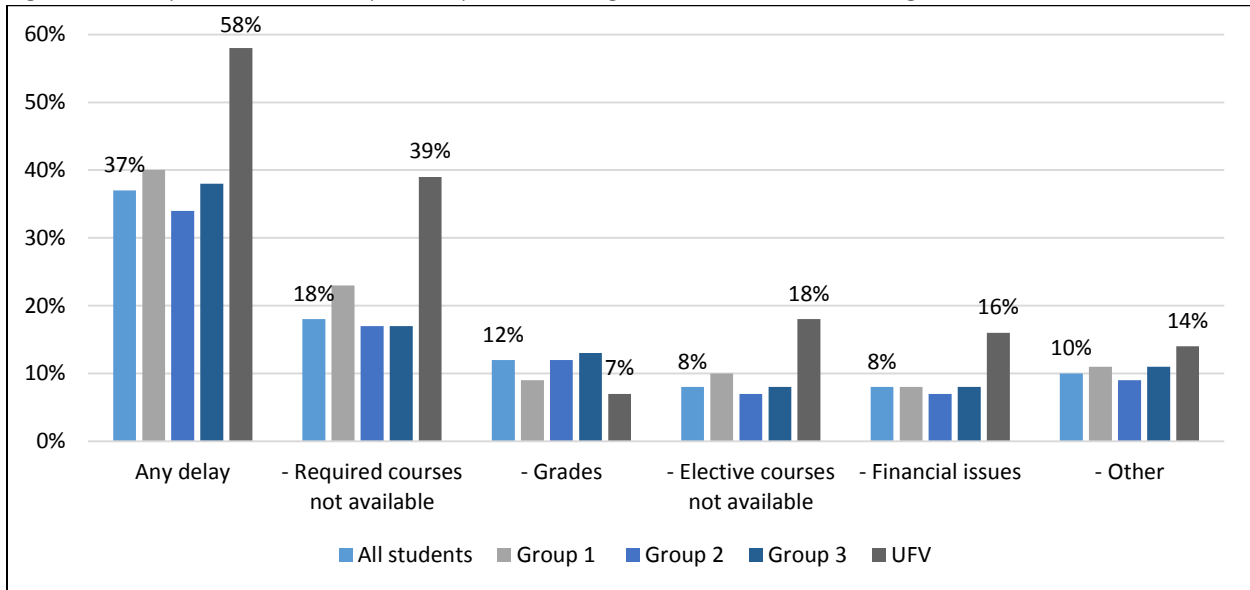
In the 2018 graduating survey, students were asked to rate the likelihood that they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely), and then used the Net Promoter Score calculation, where detractors (rating of 0 to 6) are subtracted from promoters (rating of 9 or 10), to determine an overall score. UFV resulted in a score of +17; larger than that of its peer Group 1 (+15) and overall (+1) (Table 2).

Table 2: Recommend university to others					
	All students (n=14,760)	**Group**			**UFV (n=179)**
		1 (n=3,531)	**2 (n=6,238)**	**3 (n=4,991)**	
Promoter (rating of 9 or 10)	29%	38%	28%	27%	36%
Passive (rating of 7 or 8)	43%	39%	43%	44%	45%
Detractor (rating of 0 to 6)	28%	23%	30%	29%	19%
Net promoter score (promoter minus detractor)	+1	+15	-2	-2	+17

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National Survey of Student Engagement 2019

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every three years. NSSE collects information at hundreds of universities in Canada and the US about student participation in programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. UFV most recently participated in the NSSE survey (and associated FSSE survey) in 2019. The NSSE 2019 survey groups include first-year and senior students. A NSSE 2019 Response Summary is provided in Figure 52 below.

Figure 52: NSSE 2019 UFV Response Summary

	Survey Sample	Total Respondents	Response Rate	Female	Full-time
First-year	2310	621	27%	65%	81%
Senior	785	237	30%	65%	82%

UFV rated highly in three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others. Both of the NSSE 2019 survey groups, first-year and senior students, rated the educational experience at UFV highly, with 79% of first-year and 86% of senior-year students rating their experience as good or excellent (Figure 53). Both groups of students also rated UFV highly in regard to the quality of their interactions with various groups on campus, including other students, faculty and support staff. When UFV students were asked if they could start over again, if they would go to UFV, 82% of first-year students and 84% of senior students said definitely or probably (Figure 54). Further, 81% of first-year students said that they planned to return to UFV in the following year. Both senior and first-year students, however, were less likely than students at a comparable set of Canadian universities to agree that UFV encouraged students to attend campus activities or provide opportunities for social involvement.

Figure 53: Percentage Rating Their Overall Experience as "Excellent" or "Good"
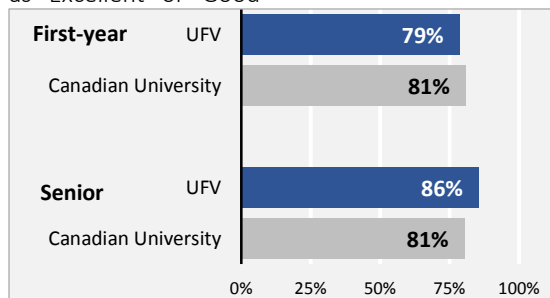
Figure 54: Percentage Who would "Definitely" or "Probably" Attend This Institution Again

50
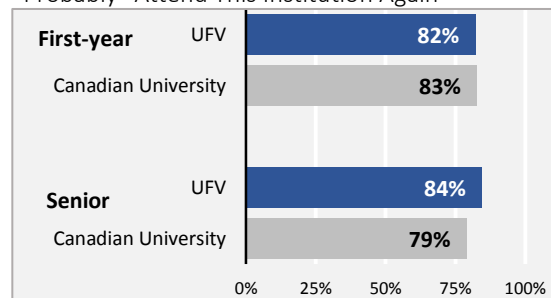
Below we include some interesting results that highlight unique characteristics of our first-year and senior students, in comparison to students at comparable Canadian universities (Group 1).

- 43% of senior respondents reported that they had *participated* (or were in progress) *in an internship, co-op, field experience, student teaching, or clinical placement*, compared to 46% in Group 1.
- 26% of senior respondents said that they had done *work* (or were in progress) *with a faculty member on a research project, compared to* 25% in Group 1.
- UFV respondents work a higher average number of hours per week than their Canadian university peers. The average number of hours worked per week by UFV first-year respondents was almost double that of first-year respondents in the Canadian university comparison group; 13.7 compared to 7.3, respectively. UFV senior students worked an average of 18 hours per week, compared to 10.7 hours per week for Group 1.
- UFV first-year student respondents spend an average on 6.2 hours per week *commuting to campus*, compared to 5.1 at comparable Canadian universities, whereas UFV senior students spend less time on average *commuting to campus* than their peers at Canadian universities; 5.3 hours per week compared to 5.9, respectively.
- UFV senior students spend an average of 5.9 hours per week *providing care for dependents (children, parents, etc.)*, compared to 3.8 hours per week for Group 1. Similarly, UFV first-year students spend more time per week *providing care for dependents* than their Canadian university peers, with an average of 4.6 hours per week compared to 3.0 for Group 1. It is not surprising then, that UFV first-year and senior students spend less time relaxing and socializing than their peers at Canadian universities; 12.5 hours per week compared to 13.9 for first-year students, and 11.0 hours per week compared to 12.6 for senior students.
- 33% of first-year and 32% of senior UFV student respondents reported the *highest level of education completed by their parents (or those that raised them)* as graduated from high school or less (compared to 21% for Group 1 first-year and senior respondents).
- Only 3% of UFV first-year students reported living in university residence compared to 43% of Group 1 students.

Section IV: Labour Market Trends

How is BC's economy changing?

Over the next decade, it is projected that the demand for workers in the province will rise. Certain industries that are anticipated to particularly increase their job opportunities include digital media, life sciences, and green technology[6]. Additionally, select industries in the service sector (such as health care, high-tech and retail sales) and in the goods sector (like natural resources, which is projected to grow through innovation) are also expected to see growth in job opportunities.

The province is strengthening trade relations with countries such as Japan, India, China and Korea with the effect of becoming a trade and transit hub for not only goods, but also services and people traveling between North America and Asia. International ties provide additional markets for businesses in the province. BC is also expanding its focus on small business and services. Currently, the service industry provides roughly 80% of all jobs in BC.

BC Labour Market Outlook

Job skills

The 2018 BC Labour Market Outlook[7] (the 2019 version is expected to be released in December 2019) reveals a significant demand for social skills. Active listening was identified as a crucial skill for 73% of total projected job openings. For 40% of projected job openings by 2028, decision making, judgement, and social perceptiveness were considered "very important", with critical thinking being another skill in high demand.

Automation

The *BC Labour Market Outlook: 2018 Edition* lists the automation of work as an emerging theme for the workplace. New, developing, and improving technologies have revolutionized the way we work and live. They have the potential to improve our standard of living and increase productivity in the province's economy. Automation is the use of technology to replace, change or assist physical or mental tasks currently done by human beings. It makes life easier, but at the same time, it comes with an underlying concern that machines may replace people and that young people will find it difficult to acquire meaningful, well-paid employment.

The Labour Market Outlook projects that most workers in BC will be impacted, in some way or another, by automation, with the greatest impact being on lower skilled occupations. The rate at which workers will be replaced through automation depends critically on the skills[8] and education a positon requires.

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[6] WorkBC, https://www.workbc.ca/Labour-Market-Industry/B-C-s-Economy/B-C-s-Economy.aspx

[7] WorkBC, BC Labour Market Outlook: 2018 Edition

[8] Skill-level categories are defined in the *BC Labour Market Outlook: 2018 Edition*: O = usually requires a combination of education and experience, A = usually requires a Bachelor's, Graduate or First Professional Degree, B = usually requires diploma, certificate or apprenticeship training, C = usually requires secondary school and/or occupation-specific training, D = usually requires on-the-job training.

Figure 55 illustrates the impact of automation on jobs, indicating the likelihood of a position being partly or completely replaced through automation. For positons that require a Bachelor's, Graduate or First Professional degree (skill level A), only 6% of workers have a high chance of having their position being replaced through automation. This share dramatically increases to 43% for occupations requiring a diploma, certificate or apprenticeship training (skill level B), and goes all the way up to 71% for work requiring secondary school and/or occupation-specific training (skill level C). This expected impact of automation will result in the need for workers in British Columbia to adapt and learn new skills in an evolving labour market. However, the Outlook also emphasises automation's ability to improve job performance and create different, more rewarding aspects of jobs, as well as the possibility of higher wages.

Figure 55: Estimated Automation Impact on Employment by Skill Level
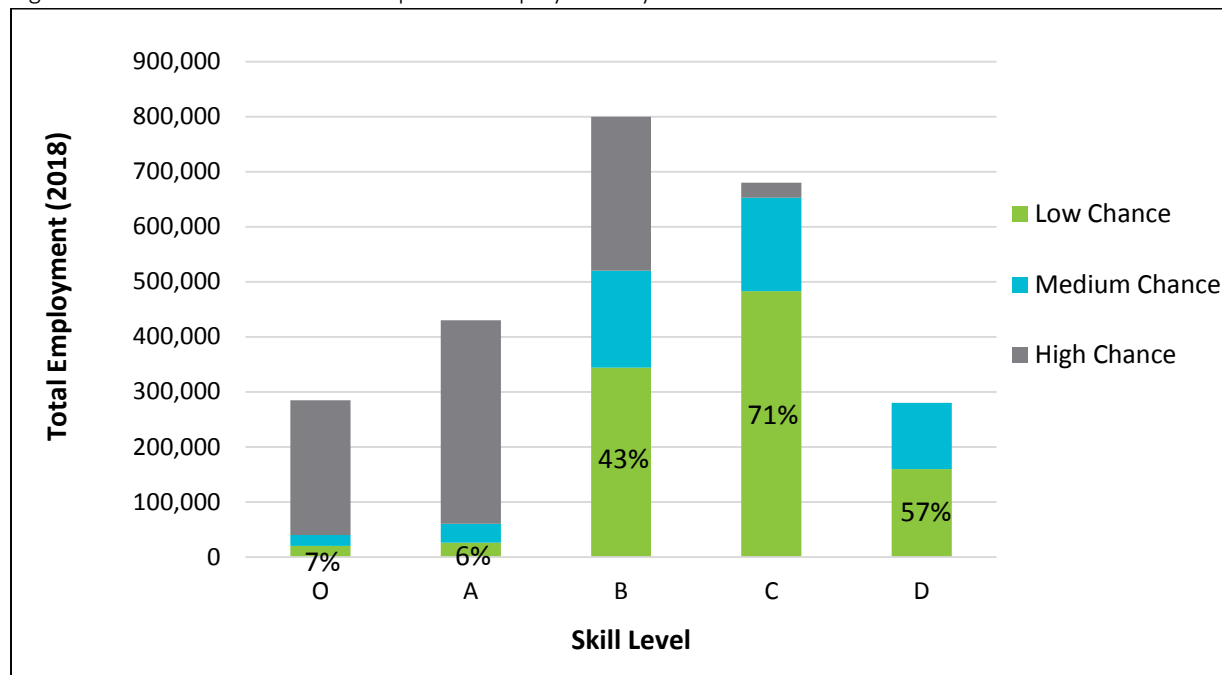
Source: BC Labour Market Outlook: 2018 Edition

Regional Outlook: Mainland/Southwest

The Mainland/Southwest region is as specific as the BC Labour Market Outlook gets to looking at the Fraser Valley. This region is made up mainly of Greater Vancouver and the Fraser Valley. In this region, the industries that are the largest employers are Wholesale and Retail Trade, Health Care and Social Assistance, and Professional, Scientific and Technical Services. Overall, a total of 588,470 job openings are expected by 2028, with two thirds of these openings being a result of replacing existing workers, with the remainder due to new positions. Employment demand is projected to increase 1.2% on average each year through 2027. This growth rate is slightly larger than the 1.1% average expected growth rate for the province.

The 10 industries forecast to have the most job openings in the Mainland/Southwest region:

1. *Other retail trade (excluding cars and personal care)*
2. *Construction*
3. *Legal, accounting, design, research and advertising services*
4. *Food services and drinking places*
5. *Ambulatory health care services*
6. *Management of companies and enterprises & administrative support*
7. *Computer systems design and related services*
8. *Wholesale trade*
9. *Hospitals*
10. *Repair, personal and non-profit services*

Nursing and Residential Care Facilities is expected to be the fastest growing industry grouping for the region, but the growth in British Columbia's tech industry is apparent, with Computer Systems Design and Related Services projected to be another rapidly growing industry to 2028.

Fraser Valley Compared to Mainland/Southwest and BC

While Mainland/Southwest is fairly representative of BC (Figure 56), the Fraser Valley itself shows some differences, mainly since it made up only 6% of the total BC employment in 2016. The Fraser Valley has significantly less employment in the Information, Culture and Recreation sector, the Professional, Scientific and Technical Services sector, and the Finance, Insurance, Real Estate and Leasing sector. On the other hand, the Manufacturing sector is larger in the Fraser Valley compared to the larger Mainland/Southwest region and the province as a whole. However, the largest difference is the proportion of employment in the Agriculture sector which makes up 6.6% of overall employment in the Fraser Valley compared to 1.0% in Mainland/Southwest and 0.9% in BC.

Figure 56: Proportion of Employment by Sector
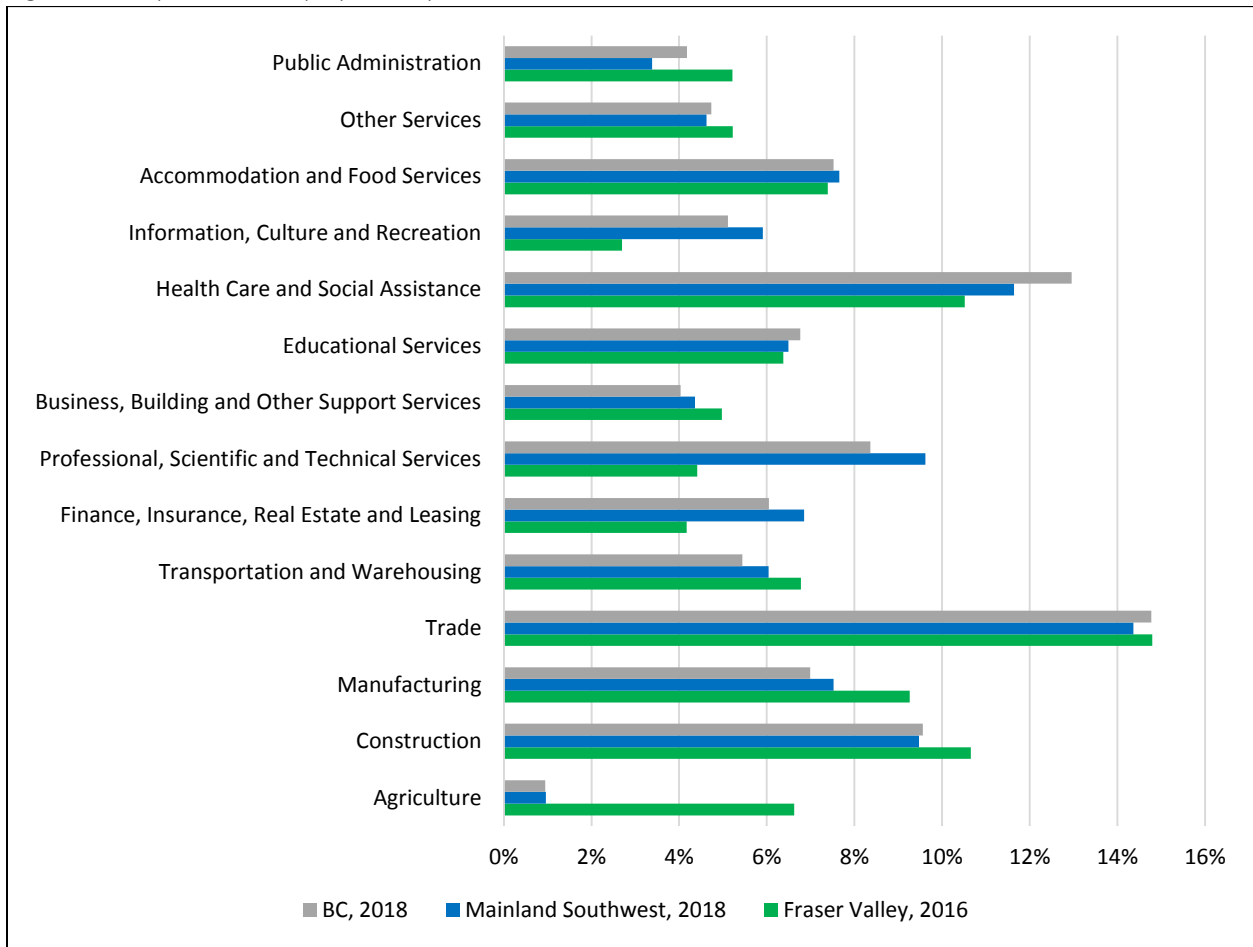
Source: BC Stats, January 2019; Statistics Canada. 2017. Census Profile. 2016 Census.
Note: Sectors with less than 1000 employed in the Fraser Valley were excluded

Fraser Valley Agriculture

As highlighted in UFV's Accountability Report, one of the defining characteristics of the economy in the Fraser Valley is its large agricultural sector. Gross farm receipts in the Fraser Valley are almost double those of Ontario's Niagara region, which is Canada's second most productive agricultural area.

The Fraser Valley has two major competitive advantages in agriculture. High quality soils and temperate climate make for excellent growing conditions, while its closeness to Metro Vancouver—not only as a market, but also as a transportation hub connected to other markers—provides an economic advantage.

Figure 57 illustrates the Fraser Valley's importance to provincial agriculture. The Fraser Valley Regional District contributes 39% of provincial farm receipts—this represents 50% more than the next highest region of Greater Vancouver, and almost as much as the next two largest regions combined.

Farms in the Fraser Valley tend to be larger than the average in BC. The Fraser Valley's share of farms in BC is 14.7%, less than half of its share of farm revenue. Farms in the Thompson-Okanagan and in the rest of BC tend to be smaller than average. Figure 58 shows the number of farms in BC by region.

Figure 57: BC Farm Receipts, Share by Region, 2016
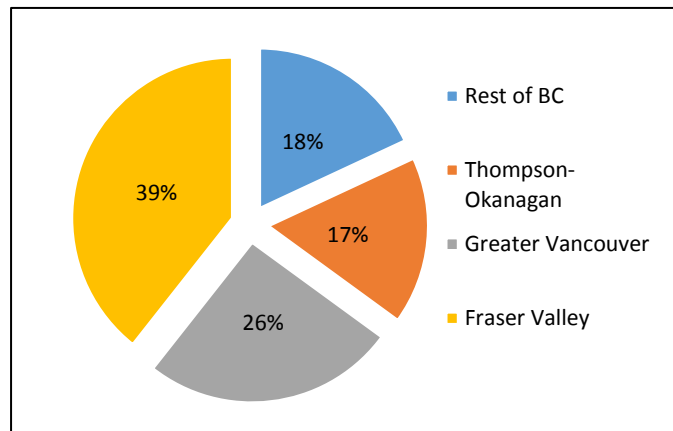
Source: Agriculture Census 2016, Stats Canada, CANSIM Table 004-0233

Figure 58: Number of Farms in BC by Region, 2016
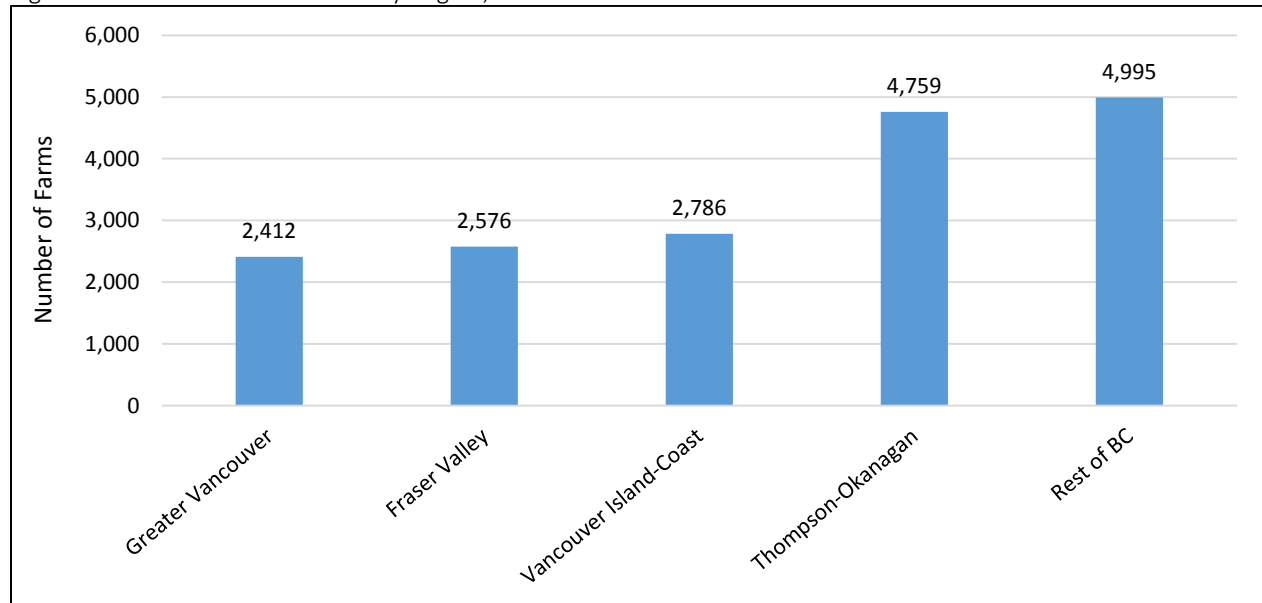
Source: Agriculture Census 2016, Stats Canada, CANSIM Table 004-0233

Fraser Valley Residents Working Elsewhere

Some residents of the Fraser Valley work locally, but others work in the Metro Vancouver region as can be seen in Figure 59 below. The table indicates that roughly one-third of Abbotsford workers travel to Metro Vancouver, and 12% of Chilliwack workers do the same, the latter percentage reflecting almost as large a commuting population as represented by Chilliwack workers who travel the much shorter distance to Abbotsford.

Figure 59: Commuting Patterns in the Fraser Valley

Commute	Number of commuters	As % of working population	As % of within-community workers
Abby → Chilliwack	2,550	4%	6%
Abby → Vancouver	20,500	32%	50%
Chilliwack → Abby	4,895	15%	20%
Chilliwack → Vancouver	3,850	12%	16%

Source: Statistics Canada, 2016 Census, catalogue number 98-400-X2016327

Overall, Figure 60 shows that one quarter of the employed labour force in the Fraser Valley commute to work in a destination outside the Valley. It appears that a significant portion of local residents, whether by preference or necessity, work outside of the region.

Figure 60: Commuting Destination for Employed Labour Force, Fraser Valley
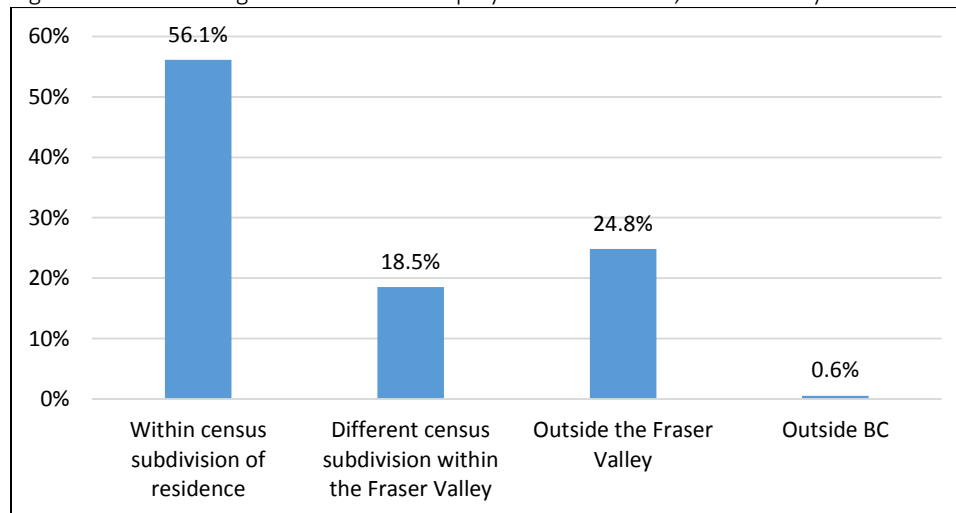
Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016329.

The Benefit of Post-Secondary Education

In 2014, the Conference Board of Canada found that University degree holders earn $138 for every $100 earned by a person who has a high school diploma. Further, in 2014, a study conducted by BC Stats looked at the additional lifetime earnings of completing a post-secondary education credential in BC (over a high school diploma). It found (Figure 61) the additional lifetime earnings for having completed a certificate or diploma to be between $178,000 and $370,000; a registered apprenticeship $524,000; an undergraduate degree $827,000; and a master's degree to be more than $1,000,000.[9]

Figure 61: Additional Lifetime Earnings for Completing a Post-Secondary Education Credential

Certificate or Diploma	$178,000 to $370,000
Registered Apprenticeship	$524,000
Undergraduate Degree	$827,000
Master's Degree	more than $1,000,000

Source: BC Stats, 2014

Figure 62 shows the differences in annual employment income in the Fraser Valley by age group. While this reinforces the findings above, it also shows a difference in earnings over time. Apprenticeship and Trades credentials have the highest median wages in the Fraser Valley for ages 25-34 with $46,328. This then jumps to $54,803 for the 35-44 age group. University credentials at or above a bachelor level have a larger increase in median income between age groups with Bachelor degrees earning $12,000 more and above Bachelor earning $25,000 more.

Figure 62: Median Employment Income by Highest Educational Attainment and Age Group, Fraser Valley
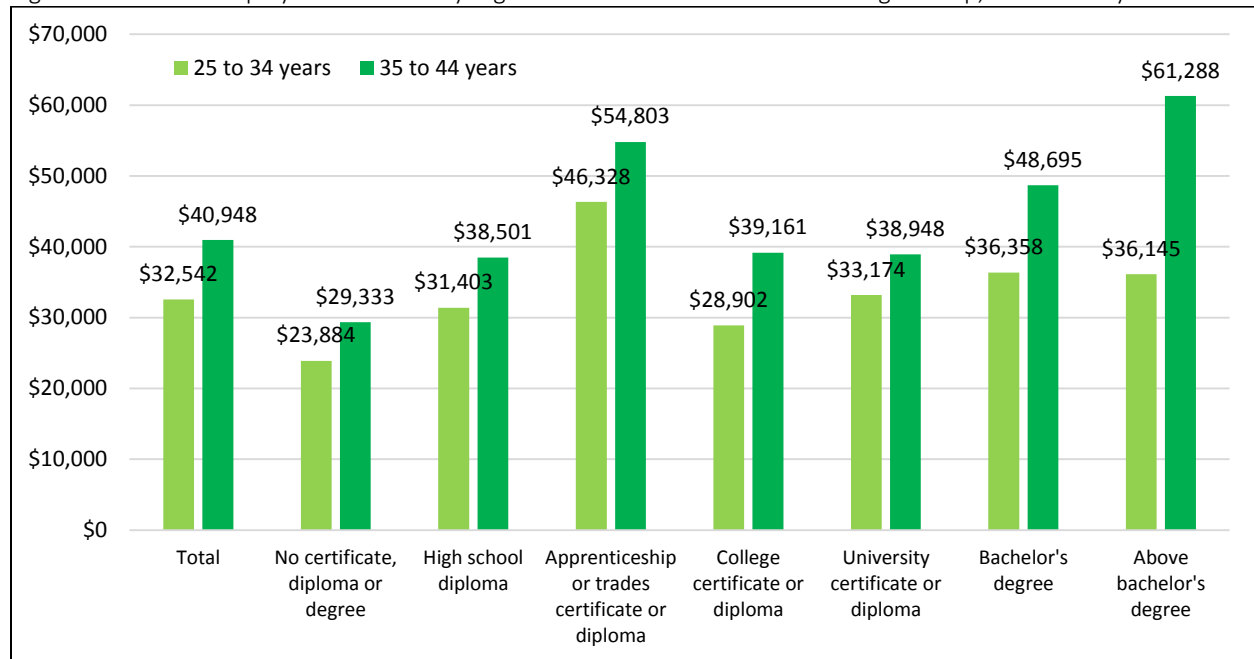
Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016261.

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[9] BC Stats. *Summary of Lifetime Earnings*. 2014. https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/lifetime-earnings.pdf. Accessed 9 August, 2018

In addition to higher wages, post-secondary education also benefits other aspects such as employment rate (Figure 63). There is a clear increase in employment rate with increasing levels of post-secondary education. Some post-secondary experience results in a slight increase, but obtaining any post-secondary credential leads to at least a 10% boost to employment rate.

Figure 63: BC Employment Rate by Highest Educational Attainment, Ages 15 Years and Older, 2018
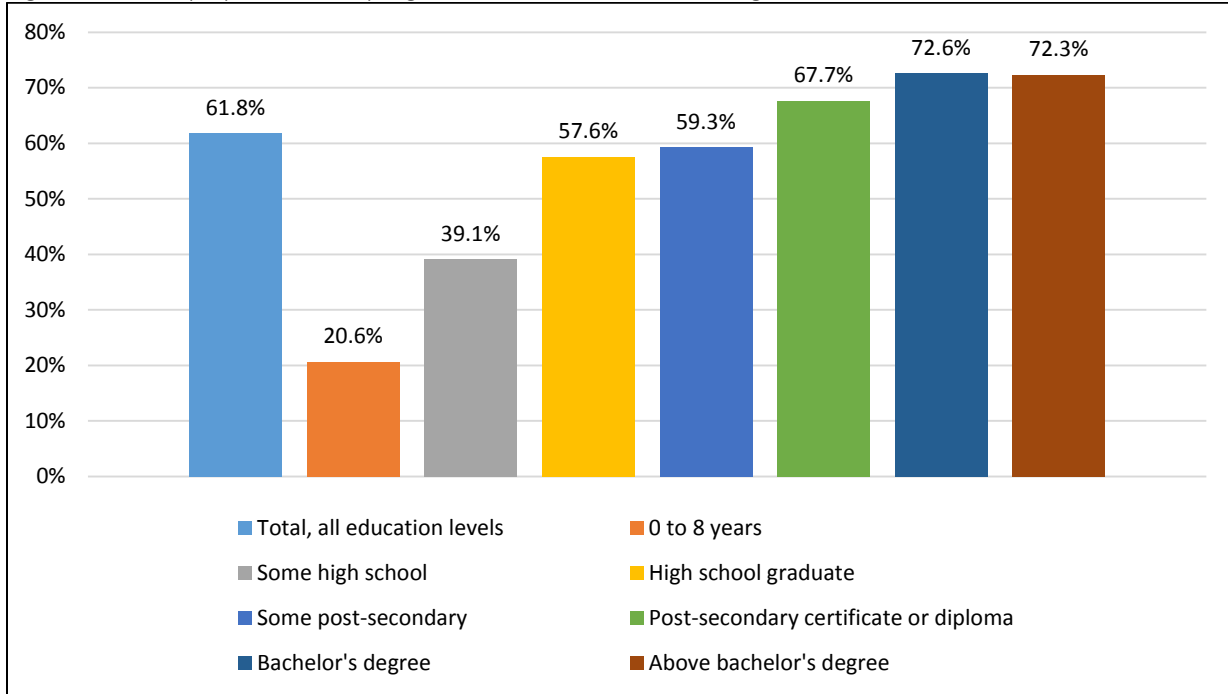
Source: Statistics Canada. Table 14-10-0020-01 Unemployment rate, participation rate and employment rate by educational attainment, annual

When looking at the Fraser Valley, a similar effect is apparent (Figure 64). Post-secondary credentials have a higher participation rate in the Fraser Valley labour market. Interestingly, while apprenticeship and trades credentials offer a significant benefit to earnings, the unemployment rate is not much different to those with a high school diploma. On the other hand, Bachelor degrees and degrees above the bachelor level have an unemployment rate of 4.4% and 3.6% respectively compared to the 5.7% for high school diplomas or 5.6% average for the province.

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Figure 64: Labour Force Measures by Highest Educational Attainment, Fraser Valley, Ages 25-54 Years
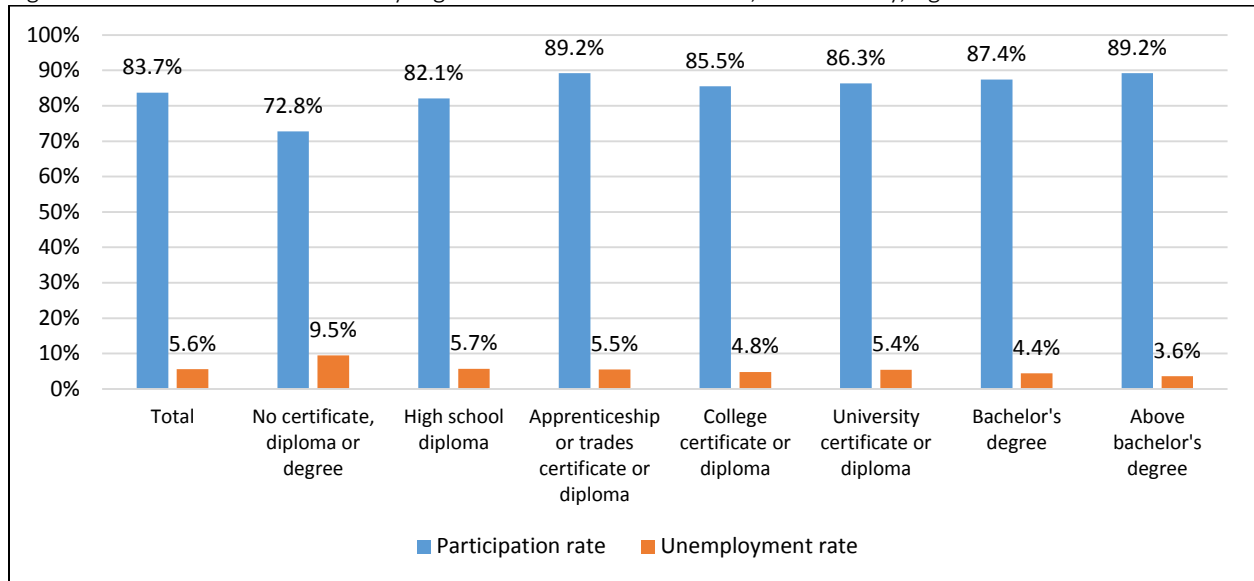
Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016365.

Supply of Post-Secondary Credentials in the Labour Market

Figure 65 shows, an increasing proportion of BC's working age population has some kind of university degree (Bachelor's or above). Overall, there has been a significant drop off in the population with no post-secondary experience (from 38.0% in October 2014 to 31.7% in October 2019). Also less common over this time frame is students attending post-secondary without completing some sort of credential (decreasing from 8.4% to 7.3%).

Figure 65: BC Population 15 Years and Older by Highest Educational Attainment
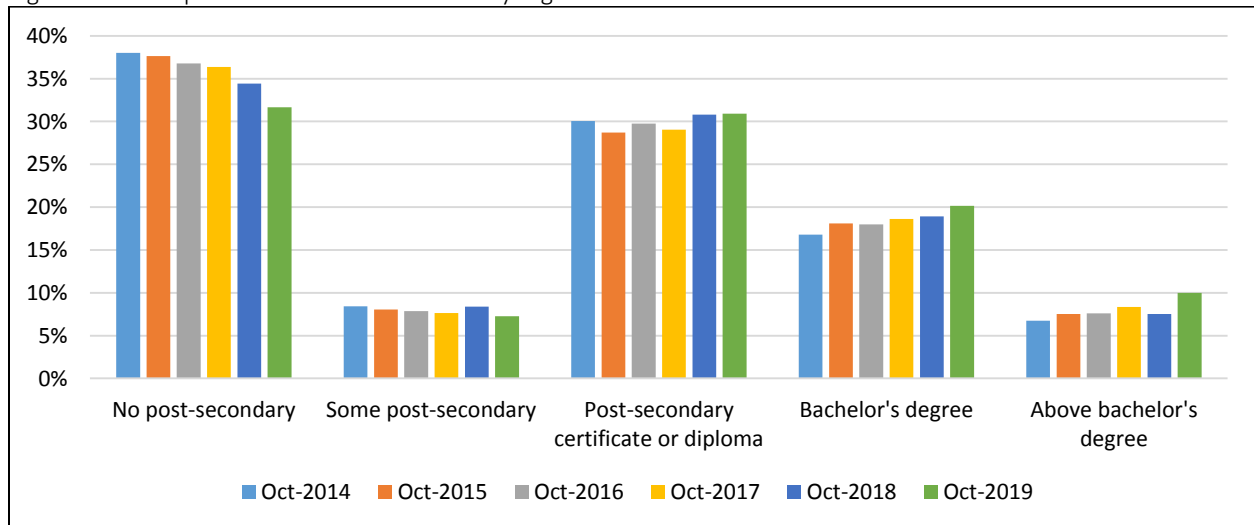
Source: Statistics Canada. Table 14-10-0019-01 Labour force characteristics by educational attainment, monthly, unadjusted for seasonality (x 1,000), November 2019
Note: Some post-secondary means worked toward, but did not complete a degree, certificate, or diploma.

Looking forward, the BC Post-Secondary Supply Model (PSSM) provides projections of the new supply of skilled labour that will exit BC's public post-secondary education system between 2017/18 and 2026/27 with a credential that takes three months or longer to complete[10]. This model predicts that within 2 years of exiting the post-secondary system, approximately 84% of students will enter the labour market, and not pursue further studies. Some 73% will enter the labour market in BC. Of those, over 70% are expected to find work in high-skilled occupations (those defined by the National Occupational Classification as normally requiring post-secondary education). As Figure 66 shows, the number of baccalaureate degree graduates is projected to decline through 2027, along with the other post-secondary credential types as well.

Figure 66: BC Public Post-Secondary Domestic Graduate Projections by Credential Type, Ages 17-29
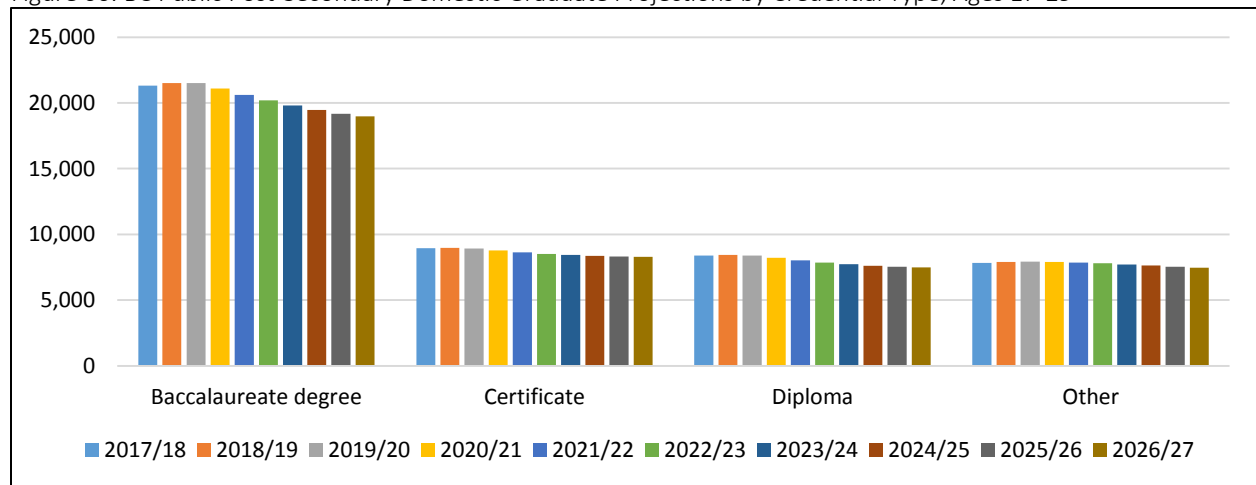
Source: BC Stats, December 2017.

While post-secondary credentials are becoming increasingly common in the province, Figure 67a shows that as a region, the Fraser Valley has a significantly smaller portion of population (aged 25-64) with university credentials at or above a bachelor level. Correspondingly, the Fraser Valley has a much higher proportion of the population aged 25-64 who have either a high school diploma or no certificate than the averages for BC. The Fraser Valley also has a higher proportion of people with apprenticeship or trades certificates or diplomas compared to the province as a whole. When looking at highest educational attainment by gender (Figure 67b), there are distinct differences between the genders, but these differences appear to be consistent for both the Fraser Valley and BC. A higher proportion of females have college certificates or diplomas, university certificates or diplomas, bachelor's degrees, and credentials above a bachelor's degree. On the other hand, males have a higher proportion of apprenticeship or trades certificates or diplomas, high school diplomas, and no certificates.

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[10] BC Stats, December 2017. Note: International students and not for credit or skills upgrading programs are not included. Likewise, the graduate projections do not include students who complete certificate, diploma, advanced certificate, advanced diploma, post-degree certificate, post-degree diploma, graduate certificate, or graduate diploma programs at public research universities or Royal Roads University.

Figure 67a: Proportion of Population aged 25-64, by Highest Educational Attainment
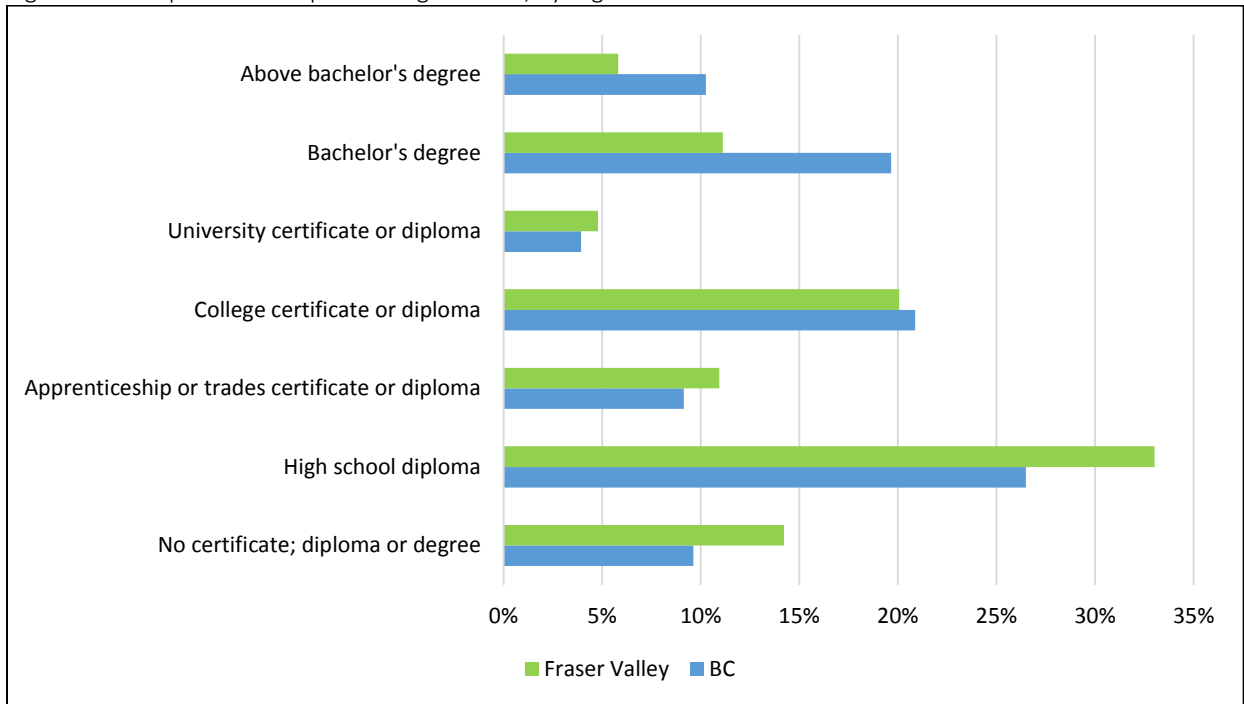
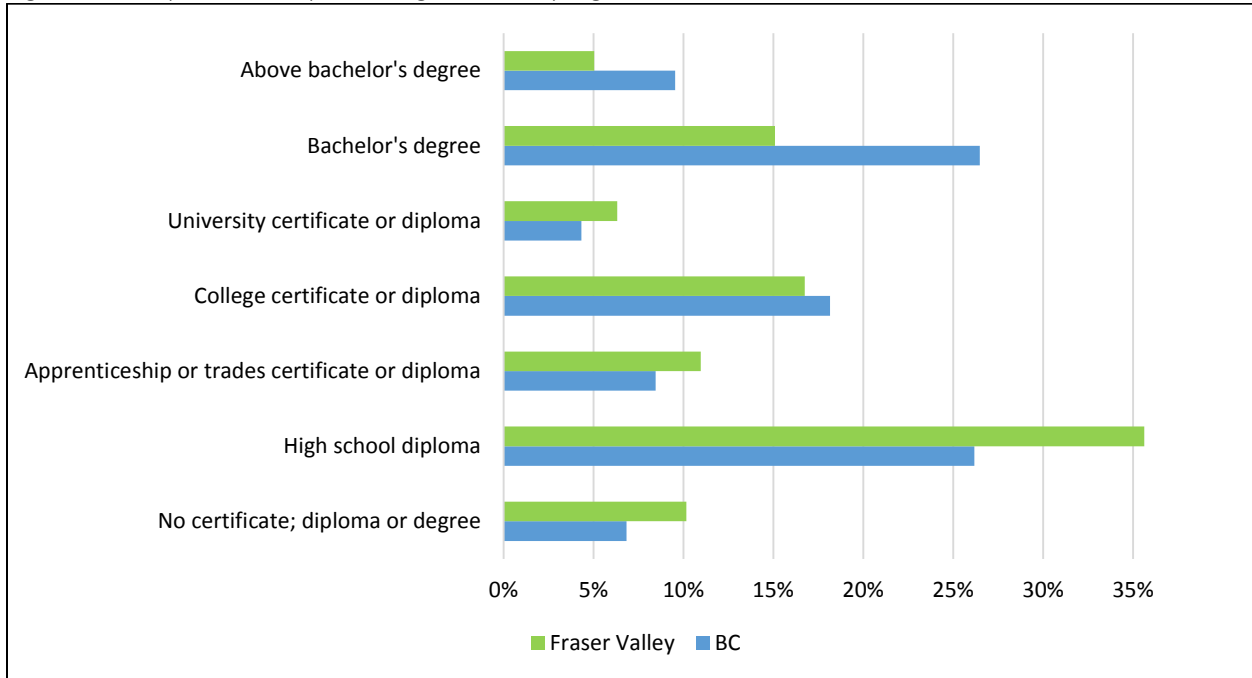*Source: Statistics Canada. 2017. Census Profile. 2016 Census.*

Figure 67b: Proportion of Population aged 25-64, by Highest Educational Attainment and Gender
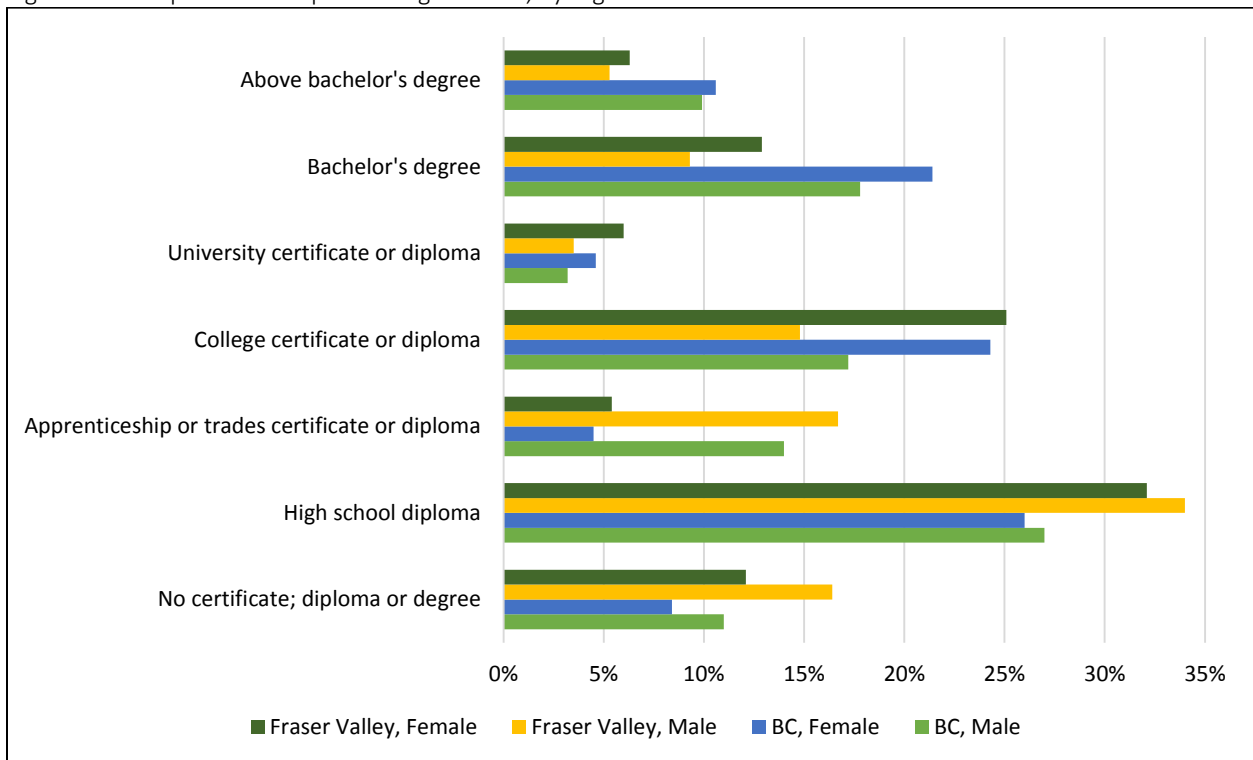
Source: Statistics Canada. 2017. Census Profile. 2016 Census.

Figure 67c focuses on specifically the age group 25-34 by highest educational attainment. This shows that even the younger population in the Fraser Valley are still behind the province in terms of post-secondary credentials, but are slightly higher than BC for apprenticeship or trades certificates or diplomas and university certificates and diplomas. Comparing this age group to the larger 25-64 age group, there is a higher proportion of bachelor degrees, while a lower proportion of college certificates or diplomas as well as a lower proportion with no certificates, and this is the case for both BC and the Fraser Valley.

Figure 67c: Proportion of Population aged 25-34, by Highest Educational Attainment

Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016242.

Post-secondary credentials provide a clear benefit, in terms of higher wages and lower unemployment rates. As a province, the population is becoming increasingly educated. However, projections suggest that the number of domestic graduates from BC public post-secondary institutions will decline over the next decade. The Fraser Valley seems to be behind the province as a whole in terms of the proportion of the population with post-secondary credentials (both in the 25-64 and 25-34 age groups), particularly university degrees at or above bachelor level. Overall, this seems to suggest that the Fraser Valley will likely not experience a labour market flooded with post-secondary credentials that may diminish the clear value of obtaining such a credential.

UFV's Impact

The results from the BC Student Outcomes surveys show that UFV degree students, graduating in the time period of 2014-2016 have a median salary of $48,000 two years following their graduation[11]. Figure 68a shows that earnings are higher for those graduating with a degree in Education (in this case, these are only baccalaureate graduates from the Adult Education program), followed by Health, then Engineering and Applied Sciences. Figure 68b shows that for these degree graduates, overall their labour force participation rate is 90%. This measure is 99% for graduates with a degree in Health, and 98% for both Business Management and Engineering and Applied Science grads 2 years following graduation. Figure 68c gives a more detailed breakdown, including showing which program is included in each program grouping.

Figure 68a: UFV 2014-16 Bachelor Degree Graduates: Median Annual Salary
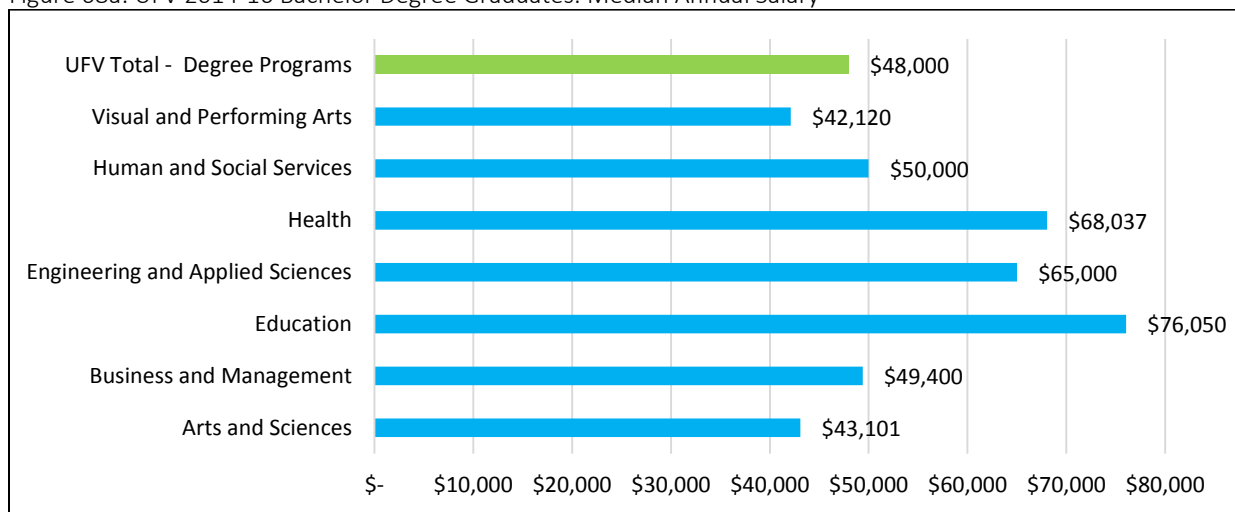
Source: BC Student Outcomes Dashboard

Figure 68b: UFV 2014-16 Bachelor Degree Graduates: Percent in the Labour Force
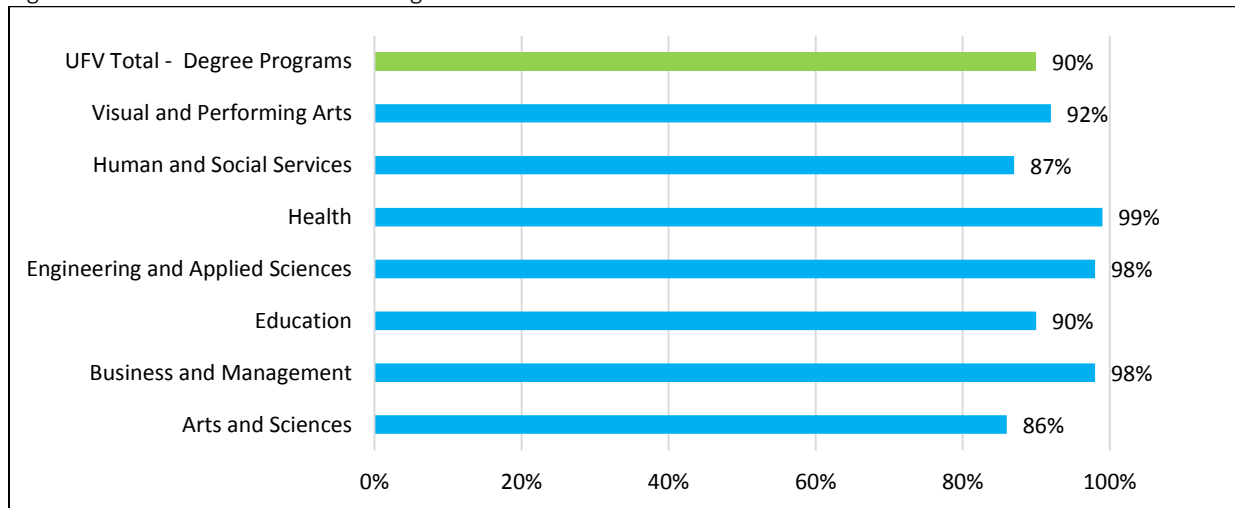
Source: BC Student Outcomes Dashboard

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[11] BC Student Outcomes Dashboard, Baccalaureate Graduates Survey. Note: BC Student Outcomes Surveys are conducted 2 years following graduation.

Figure 68c: UFV 2014-16 Bachelor Degree Graduates: Employment Data by Program Grouping

Program Grouping	Program	In Labour Force	Employed	Salary (median)	Weekly hours worked (median)
Arts and Sciences	Biology, Chemistry, Criminal Justice, English, History, Geography, Physical Geography, General Studies, Mathematics, Physics, Philosophy, Political Science, Psychology, Sociology	86%	80%	$43,101	40
Business and Management	Business Administration	98%	93%	$49,400	40
Education	Adult Education	90%	90%	$76,050	37
Engineering and Applied Sciences	Computer Information Systems	98%	98%	$65,000	40
Health	Nursing	99%	99%	$68,037	38
Human and Social Services	Child and Youth Care, Kinesiology, Social Work	87%	87%	$50,000	35
Visual and Performing Arts	Visual Arts	92%	92%	$42,120	33
UFV Total – Degree Programs		**90%**	**84%**	**$48,000**	**40**

Source: BC Student Outcomes Dashboard, Baccalaureate Graduates Survey

From the BC Student Outcomes Diploma, Associate Degree, and Certificate Survey[12], and Apprenticeship Survey[13], the median hourly wage for UFV students graduating from a diploma, associate degree or certificate between 2015-2017 was $17, and $27 for Apprenticeship program graduates (Figure 69).

Figure 69: UFV 2015-2017 Graduate's Median Hourly Wage by Program Credential Type
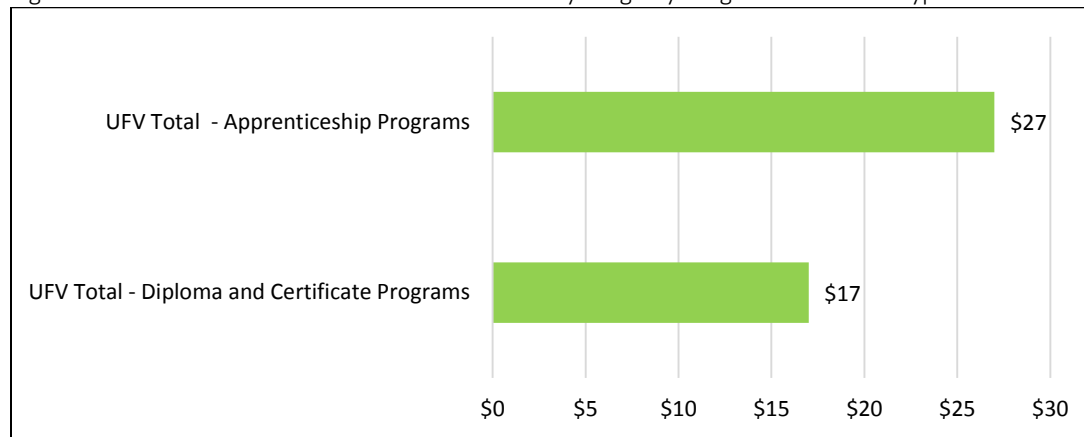
Source: BC Student Outcomes Dashboard, Diploma, Associate Degree, and Certificate Survey, and Apprenticeship Survey, 2015-2017 graduates

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[12] These students are surveyed approximately 18 months after completing programs at public colleges, institutes, and teaching-intensive universities.

[13] These students are surveyed within two years of completing or leaving their programs.

Abbotsford-Mission Labour Market

Unemployment in Abbotsford-Mission has steadily declined since 2009 (Figure 70a), following fairly close to the provincial rate since then[14]. Over this time period, Abbotsford-Mission has mostly had a higher unemployment rate than the province as a whole. More recently (Figure 70b), there have been periods where it has been less than the provincial rate.

Figure 70a: Unemployment Rate, BC and Abbotsford-Mission
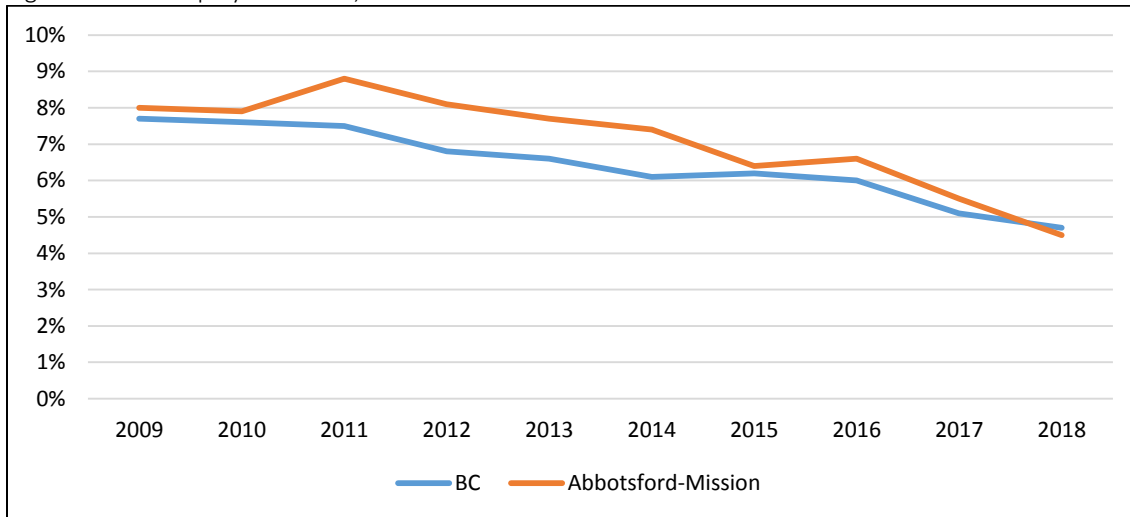
Source: BC Stats, November 2019

Figure 70b: 3-Month Moving Average, Actual Unemployment Rate, BC and Abbotsford-Mission
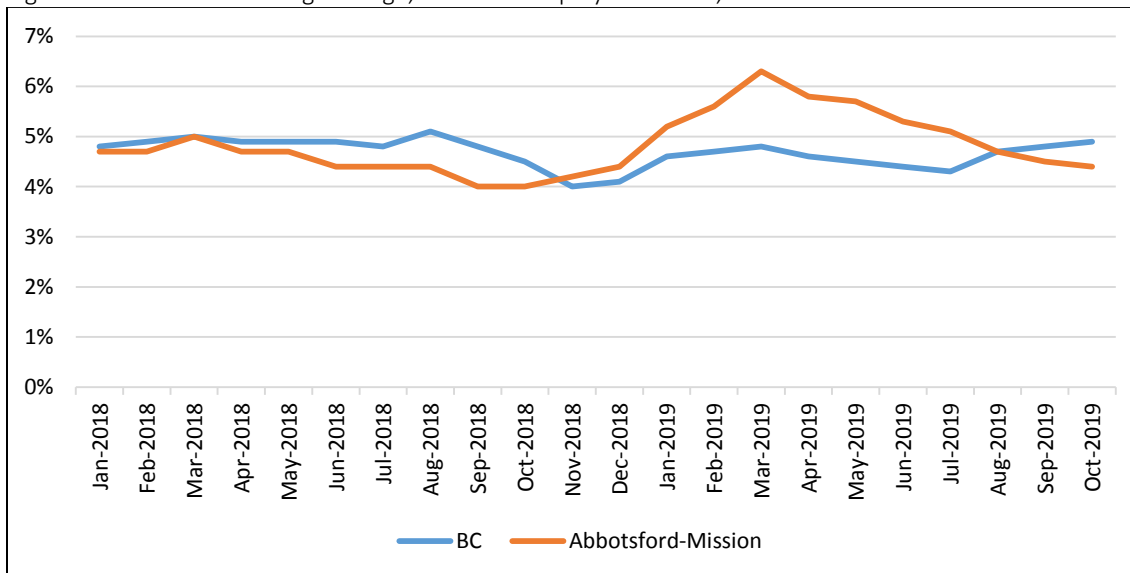
Source: BC Stats, November 2019

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[14] BC Stats, November 2019

Over the last 5 years, overall employment in Abbotsford-Mission has increased 6.8% (Figure 71). The Information, Culture and Recreation, Health Care and Social Assistance, Trade, Manufacturing, and Construction sectors have increased by more than the overall growth rate. However, Public Administration, Other Services, Accommodation and Food Services, Educational Services, Business, Building and Other Support Services, Professional, Scientific and Technical Services, and Agriculture sectors have all shrunk in employment size in Abbotsford-Mission.

Figure 71: Percent Change in Employment from 2013-2018 by Sector, Abbotsford-Mission
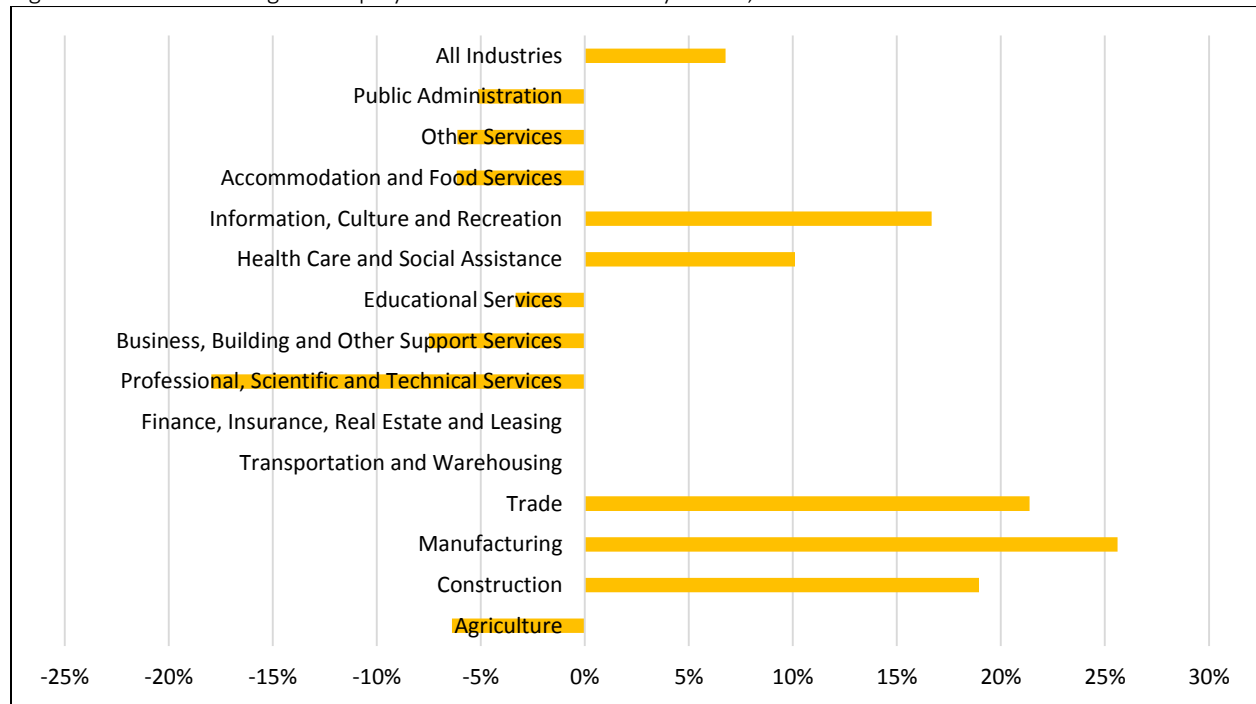
Source: Statistics Canada. Table 14-10-0098-01 Employment by industry, annual, census metropolitan areas (x 1,000)

Industry in Local Communities

Except for Hope, the top four industries for employment are constant for our local communities: Retail Trade, Construction, Health Care and Social Assistance, and Manufacturing, most often in that order[15]. Health Care is in the top four for the small community of Hope. Hope only deviates from this pattern in that Accommodation and Food Services replaces Manufacturing in the "big quartet", which is not surprising given that Hope is a transportation and travel hub, being an end point of both the Coquihalla and Crowsnest highways. Not surprisingly, Transportation and Warehousing is more important for Hope than for any other community, coming in fifth in terms of employment, pushing Manufacturing down to sixth. Across all communities, Education is also a major industry/employer, coming in roughly as the sixth-most common source of employment in our local communities.

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[15] Trade and Invest British Columbia, https://www.britishcolumbia.ca/invest/communities/, accessed March 2017. Data from 2011 National Household Survey.

67

Differences Between Communities

Abbotsford

Agriculture is more important for Abbotsford than for any other community[16]. Its importance as an industry that employs the fifth-most number of people may be under-represented as some support activity may show up in other areas, such as Manufacturing. For example, one of the larger employers in Abbotsford is BW Global Structures, which is a manufacturing firm, but one that manufactures and exports prefabricated greenhouses, an activity clearly related to the agricultural activity in the area. Agriculture may act as a seed industry for other industries, which may then continue independently of local, or any, agriculture. Agriculture-related business licenses still compose a large chunk of current Abbotsford business licenses. Transportation and Warehousing are more important for Abbotsford than for most other local communities except Hope and Mission. The aviation industry may be partially driving this. Three of largest private-sector employers in Abbotsford (Cascade Aerospace, Marshall Aerospace and Alpine Aerotech) are aviation-related firms. However, basic trucking is clearly important here, as evidenced by transport truck driving being the second-most common occupation in Abbotsford, after retail sales and ahead of cashier.

Chilliwack

Chilliwack employment is more heavily driven by government service than most other local communities, with Public Administration employing over 7% of the workforce and over 2,500 people[17]. Although Agriculture has declined over the years in importance for Chilliwack, it still provides a large section of employment, with over 1,200 people in 2011 finding work on farms, with Agriculture, Forestry, Fishing and Hunting accounting for almost 5% of employment.

Mission

Despite its reputation as a farming area, Agriculture employs less than 3% of workers in Mission[18]. In contrast, Transportation and Warehousing are even more important a source of employment than it is for Abbotsford, being the fifth-largest industry in Mission, and employing almost 7% of workers.

City of Langley

Wholesale Trade is more important a source of employment for the City of Langley than for any other community in the UFV area, being the fifth largest industry for the community, and

[16] Trade and Invest British Columbia, http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/fraser-valley/abbotsford/, accessed March 2017. Data from 2011 National Household Survey.
[17] Trade and Invest British Columbia, http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/fraser-valley/chilliwack/, accessed March 2017. Data from 2011 National Household Survey.
[18] Trade and Invest British Columbia, http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/fraser-valley/mission/, accessed March 2017. Data from 2011 National Household Survey.

employs almost 7% of workers[19]. Agriculture is almost negligible, employing just over 1% of workers.

Langley Township

Langley Township resembles the overall picture of employment in our local communities, with the "big quartet" of Retail, Construction, Health Care and Manufacturing providing almost 40% of employment, followed by Education and Accommodation and Food Services[20]. Wholesale Trade is more common than in most of the other communities, excepting City of Langley.

Hope

As noted above, Transportation and Warehousing is an unusually significant industry in Hope, where it is the fifth-largest industry, as it is Mission[21]. An even bigger source of employment in Hope is the Accommodation and Food Services industry, again consistent with its role as a travel hub. Although Manufacturing still employs over 6% of Hope workers, this makes it only the sixth-largest industry, although the other members of the "big quartet" maintain their top-four position.

Patterns across key industries

Agriculture

Despite a public reputation as an agriculture-dependent region, Agriculture is not a top-four employer for most communities served by UFV, although it may be an important generator of revenue and tax receipts. However, Abbotsford is still heavily dependent upon Agriculture, which employed nearly 8% of working residents in 2011; further, many secondary industries in Abbotsford, including Manufacturing, seem linked to agricultural activity, providing services or goods to farms.

Manufacturing

While the role of Agriculture in employment may be smaller than many expect, it is possible the role of Manufacturing is larger than many would expect. In most communities served by UFV, Manufacturing is among the top four industries for employment, with the exception of Hope. However, even in Hope Manufacturing still employed 6.4% of workers. Thus, Manufacturing was a significant source of employment in every community, and in most communities providing more employment than Agriculture.

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[19] Trade and Invest British Columbia, http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/greater-vancouver/city-of-langley/, accessed March 2017. Data from 2011 National Household Survey.

[20] Trade and Invest British Columbia, http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/greater-vancouver/township-of-langley/, accessed March 2017. Data from 2011 National Household Survey.

[21] Trade and Invest British Columbia, http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/fraser-valley/hope/, accessed March 2017. Data from 2011 National Household Survey.

Government

Government, often at the local level, but also provincial and federal, are a key source of employment, in health care, schools and prisons. Health Care was routinely one of the top four industries, although such employment would include some private sector workers, such as workers in private elder care facilities. Education was frequently in the top six of industries across communities. Public Administration – which presumably includes everything from city workers building park facilities to regional managers of provincial or federal agencies – is usually a top-six employer for most communities, and within the top four for a couple of the smaller communities.

Education

Although not usually in the top four of industries for employment, Education is still a large employer. The fifth most common occupation in the Fraser Valley is elementary school/kindergarten teacher, elementary/secondary teaching assistant is the 13th most common occupation, and secondary school teacher is the 23rd most common occupation.

Corrections

Although many of the industry-based data sources do not include a line for prisons, the Fraser Valley is home to seven penal institutions, from the minimum-security Ferndale Institution in Mission to the maximum-security Kent Institution outside of Agassiz. Based on the 2011 National Household Survey (NHS), correctional officer was the 22nd most common occupation throughout the Fraser Valley, exceeding secondary school teacher, nursery/greenhouse worker and mechanic.

Section V: External Factors

There are numerous external factors outside of higher education that have the potential to impact the Fraser Valley and our students. As a way of organizing the information, the Society for College and University Planning (SCUP) suggests grouping the trends into a framework called STEEP. This includes the following five main trends:

1.) Social
2.) Technology
3.) Economic
4.) Environmental
5.) Political

The STEEP trends and topics are used to inform and support strategic planning efforts. Within each category several topics are identified that pertain directly to UFV and our communities. The topics are examples of the major trends that UFV will need to consider, as we are creating our strategic goals and assessing potential opportunities and threats. A brief description and supporting articles are also provided for those that may want to delve deeper into any individual topics.

The intent is not to provide an exhaustive list of topics, but rather to provide a list of external factors that are relevant to our university and to spark further discussion.

Social Trends

How people work internally (psychology) and with each other (sociology) – SCUP definition

Topic	Description of article
Indigenization and Reconciliation	Post-secondary institutions across the country continue to respond to the Truth and Reconciliation Commission of Canada report released in 2015. The following article specifically highlights the efforts of several institutions. How post-secondary schools are working to Indigenize programs, campus life (The Hamilton Spectator; August 27, 2018)
International Student Experience	International students are invaluable members of post-secondary communities, which is why Canadian governments and institutions must do everything they can to ensure that these students experience a truly high-quality education in a welcoming and inclusive environment. Value Beyond the Dollars and Cents: International Students' Contributions to Canada and their Need for Supports (Canadian Alliance of Student Associations; September 4, 2018)

Topic	Description of article
Post-secondary Transitions: New BC K-12 curriculum	BC's K-12 education system has now implemented a new mandated curriculum that includes the core competencies of communication, thinking, and personal/social integrated into all subjects and grades. As early as Fall 2020, post-secondary institutions could start seeing the graduates that have had some of their education with the new curriculum. 5 Key Changes in BC's New K-12 Curriculum: What are the Implications for Post-Secondary? (VIU Centre for Innovation and Excellence in Learning) BC students learning for 'real life' but teachers say reality needs funding (CBC; September 4, 2018) Cancelling provincial exams in BC sparks debate (The Thunderbird, March 28, 2018)
Recruitment and retention of faculty and staff	The investment in our people (salaries and benefits) is by far our largest expense and arguably the most important. The recruitment and retention of highly qualified faculty and staff plays a key role in achieving any strategic goals. Diversity, equity, and inclusivity are also key values that we need to consider. Comparing the average salaries of Canadian Professors (Maclean's; April 6, 2018) Increase faculty diversity (The Cavalier Daily; October 9, 2018) Two-thirds of contract faculty at UWindsor not the 'backbone of teaching', says VP (CBC; November 2, 2019) Number and salaries of full-time teaching staff at Canadian universities (final), 2018/19 (Stats Can; November 25, 2019)
Equity and access	What particular barriers do our more underrepresented groups face? Merner and Beatty-Guenther (2018) identify nine underrepresented groups: poverty, parental education, preparation, family, Indigenous identity, location, gender, ability limitation, and cultural distinctiveness. The Fraser Valley region is anticipated to see growth in some of the identified underrepresented groups, Indigenous peoples being one. Admissions Policies and Practices for Underrepresented Groups of Students (Merner & Beatty-Guenther, 2018) Abbotsford Indigenous, special needs students see record grad rates (The Abbotsford News; January 8, 2019) Equity, diversity and inclusion at Canadian universities: Report on the 2019 survey (Universities Canada; November 4, 2019)

Topic	Description of article
Students and work	According to the Canadian University Survey Consortium results from the 2019 First-Year Student Survey, 65% of the UFV respondents are working off campus compared to 32% at peer institutions. Of those that work, 45% indicated that their work had a negative impact on their academic performance and only 15% reported a positive impact. Working College Students (Inside Higher Ed; November 18, 2019) Affordability issues force BC post-secondary students to work more while studying (VanCity; September 20, 2017)

Technology Trends

How people use technology (including hardware and software), how society relies on technology, and how technology affects society – SCUP definition

Topic	Description of Article
Cybersecurity	Phishing attempts, ransomware, and denial-of-service are three types of attacks that can potentially target universities. UFV's ITS lists numerous recent attempts that have occurred just in the past few months. Securing Canada's cyberspace (Public Policy Forum; February 6, 2017) Phishing Scheme Targets Professors' Desire to Please Their Deans – All for $500 in Gift Cards (The Chronicle of Higher Education; January 23, 2019) Keeping Up With the Growing Threat to Data Security (Chronicle of Higher Education; April 9, 2017).
Online programming	Online FTEs have increased at UFV by 34% over the last five years. For the same time period, 57% of total domestic FTEs are female while 71% of the total online FTEs are taken by females. A basic search on UFV's program list on the website does not make it apparent what we offer in an online format. Why women dominate the online learning space (The Globe and Mail; November 6, 2018)

Topic	Description of Article
Emerging technologies in higher education	On November 15th, 2019, Ken Steele presented at UFV on higher education trends. Many of the topics he introduced focused on the impact of technology on teaching and learning. He also highlighted the expectations and experiences of future generations and the important role that technology and innovation play.

5 Technology Tools in the Higher Education Classroom (EdTech; March 30, 2018)

From AI to climate change: An integrated approach to university education (The Globe and Mail; November 9, 2019) |

Economic Trends

Macro- or microeconomics, including global trends, anything related to jobs and skills needed for jobs, and industry shifts – SCUP definition

Topic	Description of article
Housing availability and affordability	The 2018 Canada Mortgage and Housing Corporation (CMHC) Rental Market Reports for the Abbotsford-Mission Census Metropolitan Area (CMA) states a vacancy rate of 1.0% of rental units as of October 2018. This is an increase from the Rental Market Report for 2017, which reported a record low vacancy rate of 0.2%. The addition of new rental supply in the CMA has helped to increase the 2018 vacancy rate. Vacancy rates for bachelor apartments and rental units with three or more bedrooms remain at zero percent, as they were a year ago. The cost of renting in the Abbotsford-Mission CMA has increased dramatically, 7.9%, between October 2017 and October 2018.

Commercial Real Estate: Investment booming in Fraser Valley (Vancouver Sun; September 19, 2019)

Chilliwack the last bastion of housing affordability in the Lower Mainland (The Abbotsford News; June 7, 2017) |
| Impacts of international economic policy | The renegotiation of existing agreements will have an impact on local industries and employment. Changes to tariffs or existing supply management systems could cause large disruptions to any industry that is targeted, and indirect impacts can be widespread.

Donald Trump stomps on Canada's economy (The Economist; June 16, 2018) |

Topic	Description of article
Agricultural sector in the Fraser Valley	The Fraser Valley has two major competitive advantages in agriculture. High quality soils and temperate climate make for excellent growing conditions, while its closeness to Metro Vancouver—not only as a market, but also as a transportation hub connected to other markets—provides an economic advantage. The Fraser Valley Regional District contributes 39% of provincial farm receipts—this represents 50% more than the next highest region of Greater Vancouver, and almost as much as the next two largest regions combined. Agricultural Economy in the Fraser Valley Regional District (FVRD; no date)
BC Labour Market Outlook	Given the close interconnection between the Fraser Valley and the rest of the Lower Mainland, UFV must consider employment trends throughout this broader region when planning how to serve its students and community. The opportunities for UFV students are largely outside of agriculture, as important as farming is to the local economy. (See Section IV for further BC Labour Market Trends) British Columbia Labour Market Outlook: 2018 Edition (WorkBC, 2018)
Alberta Labour Market Outlook	Jobs, higher pay, and low housing costs have traditionally drawn BC residents towards Alberta. The Western Investor reported that, in the second quarter of 2011, over 12,000 BC residents moved to Alberta than the reverse. However, in the last several years, Alberta continues to face challenges and does not have the same draw to workers that it once had. Alberta to face uphill battle; BC economy to thrive in 2019: RBC Economics (Cision; December 12, 2018) Wexit: Alberta's frustration fuels push for independence from Canada (The Guardian; November 25, 2019)
Impact of automation on jobs	It is expected that the majority of workers in the province will likely be affected by automation in some way. In particular, the greatest impact will be on lower skilled occupations, many of which are in tight supply already. As a result, it will be key for those in the labour force to adapt to changing job requirements and to learn new skills and competencies. The BC Labour Market Outlook forecasts that 166,000 job openings over the next 10 years will be in occupations that have a high chance of being affected by automation. Automation and AI: Why Technological Change Won't Create Mass Unemployment (Fraser Institute; Fall 2019)

Topic	Description of article
Increased focus on integration of job skills and learning outcomes	A report produced by Burning Glass Technologies has evaluated a slate of university majors according to the risk of underemployment facing the graduates of these programs. The report defines underemployment as employment that does not require the level of post-secondary education attained by the person holding that job. The report also recommends that a greater focus on skills development can play a significant role in mitigating the threat of underemployment. While no such general report exists for the Canadian context, Burning Glass has partnered with Academica Group to perform program and majors-based research at the regional level with a growing group of Canadian institutions. (As reported in Academica Top Ten, November 6, 2018)

Majors that Matter: Ensuring College Graduates Avoid Underemployment (Burning Glass Technologies; October, 2018)

e-Campus Ontario leads micro-certification framework development in Ontario post-secondary system (Markets Insider; November 19, 2019) |

Environmental Trends

Our external surroundings, including sustainability and our evolving workplaces, cities, and living spaces – SCUP definition

Topic	Description of article
Transportation	The population growth in the Fraser Valley strains the existing infrastructure and public transportation challenges need to be addressed. Being a multi-campus institution, the mobility between campuses and parking are important issues. The campus shuttle is one example of how we are addressing this multi-faceted and complex issue.

Fraser Valley mayors call on province to widen Highway 1 through to Chilliwack (CBC; January 23, 2018)

Strategic Review of Transit in the Fraser Valley (Urban Systems, no date) |

Topic	Description of article
Sustainability on campus	Post-secondary institutions have an opportunity to lead sustainability initiatives as many students want to be active participants in the greater protection of our environment. UFV's Centre for Sustainability is an action group that initiates sustainability projects, programs and events. A recent qualitative study conducted by Institutional Research and Planning found that sustainability emerged as a main theme when students were asked to take photos of their campus environment. Students were very supportive of UFV's sustainability initiatives. Campus Snapshot Study (UFV Institutional Research and Planning; April, 2019) How to Improve Sustainability in Higher Education (QS; no date)
Climate change impact and action	Climate change has and will continue to impact our region. The sense of urgency is widespread and climate activists, like Greta Thunberg, are constantly being highlighted in the media as we all grapple with what to do and how we can contribute. The agricultural community in our region will also be facing particular challenges that are detailed in a report below. Top universities for climate action (The World University Rankings; April 3, 2019) Higher Education Leads the Way for Climate Change Action (HigherEd Jobs; October 11, 2019) Fraser Valley: BC Agriculture and Climate Change Regional Adaptation Strategies Series (BC Agriculture & Food Climate Action Initiative; May 2015) Fraser Valley farming faces flood risk due to climate change (The Western Producer; February 22, 2017)
Campus planning	Utilization of our existing buildings and land is an ongoing discussion as we experience enrolment growth, particularly in Abbotsford. Connections and coordination with the municipal plans are beneficial to the entire community. UDistrict Neighbourhood Plan (Abbotsford City Hall; May 2012)

Political Trends

Public policy, governmental systems, the people within them, and the effects of government decisions on our citizens and communities – SCUP definition

Topic	Description of article
BC government priorities	New government funding focuses investment into certain groups or particular programs that align with their priorities outlined in their Service Plan (February, 2018). This includes trades training for youth and women, on-campus housing, a tuition waiver program for former youth in care, increasing seats in health care assistant programs, new Early Child Education spaces, funding for more co-op and work-integrated learning opportunities, access to open textbooks, increasing the seats in tech programming, and eliminating interest on BC student loans (announced at UFV).

UFV has been provided expansion funding for tech FTEs (40 total FTEs in 2020/21; comprised of Applied Bioinformatics certificate (3 FTEs), Coding certificate (5), Digital Manufacturing diploma (10), Graphic and Digital Design minor/extended minor (15), Bachelor of Media Arts (7)). We have also been awarded expansion FTEs in Early Childcare Education (21 FTEs in 2020/21), and trades training for women (Trades Discovery program).

Opening doors to trades training for youth, women (BC Government; November 14, 2019)

Affordable on-campus housing coming to SFU, taking pressure off rental market (BC Government; November 1, 2019)

Tuition waiver opens doors for 1,119 former youth in care (BC Government; October, 26, 2019)

New ECE spaces provide career paths for students, relief for families (BC Government; September 5, 2019)

Students to get more co-op opportunities, life skills through work experience (BC Government; June 10, 2019)

New tech seats in niche programs give students more choices (BC Government; May 4, 2018) |

Topic	Description of article
Provincial funding models	Following the numerous examples already in place in many of the US states, Ontario is moving towards a performance-related funding model. Facing tougher budgetary times, Alberta is also considering this option. Link K-12, university funding to performance, not just enrolment, suggests Alberta government panel (Edmonton Journal; September 3, 2019) Ontario to introduce performance-related funding in HE (University World News; May 22, 2019)
Federal policy: International education strategy and student visas	The 2014 federal government's international education strategy met the original goal of adding 450,000 international students by 2022 in 2018. Across Canada, the majority (54%) of international students come from two countries – India and China. (At UFV, in 2018/19, 86% of our international students came from either India or China.) The new federal plan moves away from emphasizing growth to diversification and quality. Changes to existing visa requirements or work study permits can also have an impact on student enrolment. Building on Success: International Education Strategy (2019-2024), Government of Canada Why universities are trying to recruit overseas students from as many places as possible (Maclean's; November 4, 2019) Everything you need to know about Post Graduation Work Permit (Immigration News, no date)
International policy: Impact on international enrolment	As we have seen in the past, other world events or policies can impact the international student market. Countries that normally receive a large amount of international students can create uncertainty and push students to alternative choices. Examples include the impact of Brexit in the United Kingdom and Trump's immigration policies in the US. More local issues such as the Avian Flu epidemic or a sudden natural disaster can, in short period of time, have a large impact on our international student enrolment. Is the 'Trump Effect' Scaring Away Prospective International Students? (The Chronicle of Higher Education; November 13, 2018) Thousands of Saudi Arabian students have to leave Canada because their governments are fighting, so they're frantically selling their furniture and cars (Business Insider; August 25, 2018)

Topic	Description of article
Tuition limit policy	In 2019/20, for the first time at UFV, total student fees at $64.2M make up a larger portion of the budget than government operating grants at $61.3M. The BC government introduced the tuition limit policy in 2005 to ensure that "programs are affordable and accessible for students." Any changes to this policy can have an immediate impact on enrolment. For example, in recent years, we have seen the impact on the introduction of fees for developmental level courses and then the subsequent removal of them. Tuition Limit Policy (BC Government; no date) Alberta Budget 2019: Tuition fee freeze lifted as post-secondary grants cut (Edmonton Journal; October 25, 2019)

Section VI: Comparisons with Other BC Post-Secondary Institutions

Student Headcount by Institution

Overall, the 21 BC post-secondary institutions that submit to the Central Data Warehouse (CDW), report that their domestic headcounts are down almost 2% between 2015 and 2018 and their international enrolment is up 87%. During the same time period, UFV has seen a slight increase in domestic (1.9%) and an increase of 45% in international enrolment (Figure 72a).

Indigenous students have increased by almost 6% at the 21 CDW institutions (Figure 72b). UFV's increase is higher than the overall total at 7.9% during the same time period. As of November 1, 2018, UFV had 750 Indigenous students attending comprising 8.3% of the domestic student total.

Figure 72a: Domestic and International Student Headcounts by Institution on November 1, 2015 to 2018

	Domestic Students				Trendline	% Change	International				Trendline	% Change	Total Student Headcount				Trendline	% Change
	2015	2016	2017	2018			2015	2016	2017	2018			2015	2016	2017	2018		
COLLEGES																		
Camosun College	8,780	9,305	8,755	8,885		1.2%	1,245	1,490	1,580	1,630		30.9%	10,025	10,795	10,330	10,515		4.9%
Coast Mountain College	1,160	1,200	1,080	1,025		-11.6%	10	15	45	240		2300.0%	1,170	1,215	1,125	1,265		8.1%
College of New Caledonia	2,815	2,665	2,470	2,290		-18.7%	360	510	680	1,250		247.2%	3,175	3,175	3,150	3,540		11.5%
College of the Rockies	2,540	2,795	3,105	3,000		18.1%	280	295	420	455		62.5%	2,820	3,090	3,525	3,455		22.5%
Douglas College	11,925	11,940	11,775	11,500		-3.6%	2,345	2,480	3,035	3,695		57.6%	14,270	14,420	14,810	15,195		6.5%
Langara College	11,250	10,990	10,370	10,400		-7.6%	2,025	3,580	4,745	4,870		140.5%	13,275	14,570	15,115	15,270		15.0%
North Island College	3,265	3,245	3,215	3,020		-7.5%	260	265	280	440		69.2%	3,525	3,510	3,500	3,460		-1.8%
Northern Lights College	1,015	1,200	1,155	1,125		10.8%	365	430	425	515		41.1%	1,380	1,630	1,580	1,640		18.8%
Okanagan College	6,645	6,810	6,920	7,260		9.3%	550	695	895	1,410		156.4%	7,195	7,505	7,815	8,665		20.4%
Selkirk College	3,675	3,430	3,175	2,905		-21.0%	495	615	750	955		92.9%	4,170	4,045	3,925	3,860		-7.4%
Vancouver Comm College	6,545	6,395	6,180	6,390		-2.4%	365	485	650	925		153.4%	6,910	6,880	6,830	7,315		5.9%
TOTAL	59,615	59,975	58,200	57,800		-3.0%	8,300	10,860	13,505	16,385		97.4%	67,915	70,835	71,705	74,180		9.2%
INSTITUTES																		
BC Institute of Tech	21,135	21,200	20,680	19,615		-7.2%	1,530	2,475	2,665	3,495		128.4%	22,660	23,675	23,340	23,115		2.0%
Justice Institue of BC	5,000	4,255	4,680	5,545		10.9%	220	475	445	405		84.1%	5,220	4,730	5,125	5,945		13.9%
Nicola Valley Insititue of Tech	440	495	515	610		38.6%				10			440	495	515	615		39.8%
TOTAL	26,575	25,950	25,875	25,770		-3.0%	1,750	2,950	3,110	3,910		123.4%	28,320	28,900	28,980	29,675		4.8%
UNIVERSITIES (not including UBC, Uvic, SFU, and UNBC)																		
Capilano Univeristy	6,635	5,770	5,630	5,485		-17.3%	890	1,045	1,290	1,865		109.6%	7,525	6,815	6,920	7,345		-2.4%
Emily Carr University	2,180	2,035	1,960	1,930		-11.5%	420	465	530	500		19.0%	2,595	2,500	2,490	2,425		-6.6%
Kwantlen Polytechnic Uni	12,240	11,970	11,865	12,005		-1.9%	1,460	1,925	2,965	4,080		179.5%	13,700	13,895	14,830	16,085		17.4%
Royal Roads University	2,150	2,155	2,190	2,025		-5.8%	885	895	820	810		-8.5%	3,040	3,050	3,010	2,835		-6.7%
Thompson Rivers University	13,790	14,275	14,735	15,285		10.8%	2,920	3,210	3,560	4,980		70.5%	16,710	17,485	18,295	20,260		21.2%
University of the Fraser Valley	**8,895**	**9,000**	**8,965**	**9,065**		**1.9%**	**1,120**	**1,205**	**1,390**	**1,625**		**45.1%**	**10,015**	**10,205**	**10,360**	**10,690**		**6.7%**
Vancouver Island University	7,365	7,570	7,695	7,735		5.0%	1,525	1,550	1,625	1,955		28.2%	8,890	9,120	9,320	9,690		9.0%
TOTAL	53,255	52,775	53,040	53,530		0.5%	9,220	10,295	12,180	15,815		71.5%	62,475	63,070	65,225	69,330		11.0%
Unique Headcount	137,540	136,845	135,295	135,080		-1.8%	18,985	23,745	28,340	35,540		87.2%	156,525	160,595	163,635	170,620		9.0%

Source: Post-Secondary Central Data Warehouse Standard Reports; Ministry of Advanced Education, Skills & Training; May 2019 Data Submission

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Figure 72b: Indigenous Student Headcounts by Institution on November 1, 2015 to 2018

	Indigenous				Trendline	% Change	Non-Indigenous				Trendline	% Change
	2015	2016	2017	2018			2015	2016	2017	2018		
COLLEGES												
Camosun College	700	765	800	760		8.6%	8,085	8,540	7,955	8,125		0.5%
Coast Mountain College	535	530	560	585		9.3%	630	670	520	440		-30.2%
College of New Caledonia	805	665	615	585		-27.3%	2,010	2,000	1,855	1,700		-15.4%
College of the Rockies	275	270	320	315		14.5%	2,265	2,525	2,785	2,690		18.8%
Douglas College	480	500	515	470		-2.1%	11,445	11,440	11,255	11,030		-3.6%
Langara College	295	295	260	260		-11.9%	10,955	10,695	10,110	10,140		-7.4%
North Island College	450	470	500	455		1.1%	2,820	2,775	2,715	2,565		-9.0%
Northern Lights College	200	245	255	240		20.0%	815	955	900	885		8.6%
Okanagan College	725	780	815	865		19.3%	5,925	6,030	6,105	6,395		7.9%
Selkirk College	290	235	245	240		-17.2%	3,385	3,195	2,930	2,665		-21.3%
Vancouver Comm College	340	340	310	300		-11.8%	6,205	6,055	5,870	6,090		-1.9%
TOTAL	5,095	5,095	5,195	5,075		-0.4%	54,540	54,880	53,000	52,725		-3.3%
INSTITUTES												
BC Institute of Tech	660	660	645	630		-4.5%	20,475	20,540	20,035	18,985		-7.3%
Justice Institue of BC	245	290	375	415		69.4%	4,510	3,960	4,290	5,130		13.7%
Nicola Valley Insitiue of Tech	345	380	380	470		36.2%	95	115	130	140		47.4%
TOTAL	1,250	1,330	1,400	1,515		21.2%	25,080	24,615	24,455	24,255		-3.3%
UNIVERSITIES (not including UBC, Uvic, SFU, and UNBC)												
Capilano Univeristy	350	340	310	360		2.9%	6,285	5,430	5,320	5,120		-18.5%
Emily Carr University	90	90	90	90		0.0%	2,090	1,945	1,870	1,840		-12.0%
Kwantlen Polytechnic Uni	415	390	395	385		-7.2%	11,830	11,580	11,475	11,620		-1.8%
Royal Roads University	115	145	145	145		26.1%	2,040	2,010	2,045	1,880		-7.8%
Thompson Rivers University	1,390	1,490	1,570	1,625		16.9%	12,400	12,785	13,165	13,660		10.2%
University of the Fraser Valley	**695**	**700**	**690**	**750**		**7.9%**	**8,200**	**8,300**	**8,280**	**8,315**		**1.4%**
Vancouver Island University	1,135	1,125	1,175	1,210		6.6%	6,230	6,445	6,520	6,525		4.7%
TOTAL	4,190	4,280	4,375	4,565		8.9%	49,075	48,495	48,675	48,960		-0.2%
Unique Headcount	10,400	10,555	10,835	11,005		5.8%	137,540	136,845	135,295	135,080		-1.8%

Source: Post-Secondary Central Data Warehouse Standard Reports; Ministry of Advanced Education, Skills & Training; May 2019 Data Submission

Credentials Awarded

Bachelor's degrees awarded

For the past three fiscal years, we have awarded around 1000 baccalaureate degrees each year and, in 18/19, awarded the fourth most out of all the BC institutions – Total average of 1001 (more than UNBC and TRU). KPU was next at 986, BCIT at 879 and TRU at 834.

Figure 73: Bachelor Degrees Awarded by Fiscal Year and Select Institution
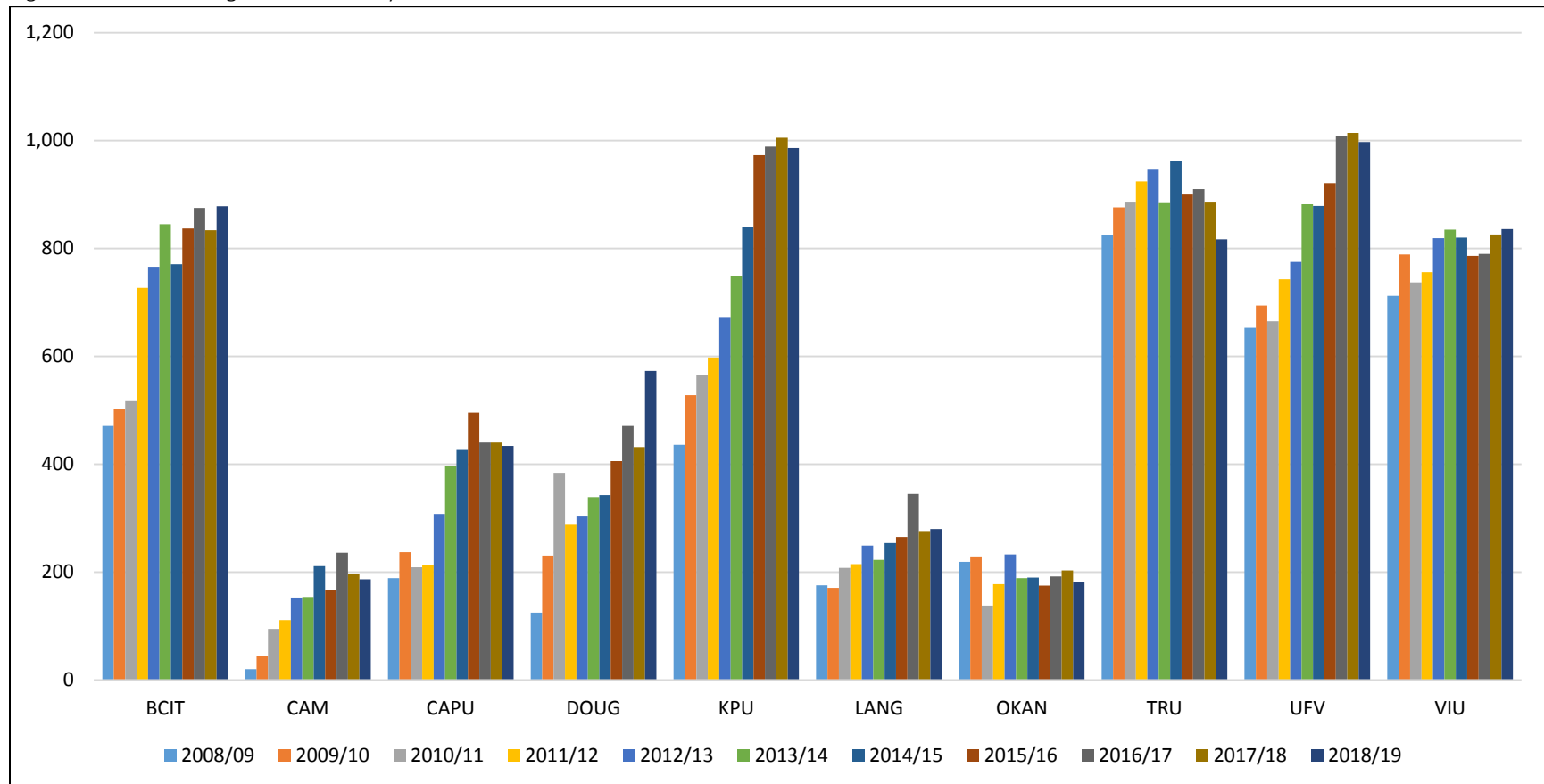
*Sources: CDW pivot tables and BC HEADset data.*

FTE Utilization Rates

As a system, the post-secondary FTEs have declined almost 8,000 domestic FTEs between 2013/14 and 2018/19. Subsequently, overall FTE utilization rates have also dropped by 4.2%. UFV produced 250 FTEs less in 2018/19 than in 2013/14 and utilization rates have gone down by 3.9%. Figure 74b on the next page highlights selected peer institutions and their FTE utilization trends.

Figure 74a: Actual FTEs and Utilization Rates by Institution, 2013/14 to 2018/19

Public Institution	Actual FTEs						Utilization (Actual/Target)						Trendline	5 Yr Change (2018/19 over 2013/14)
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19		
British Columbia Institute of Technology	13,335	13,279	13,181	13,254	12,962	12,514	112.9%	112.7%	111.8%	109.5%	106.3%	100.3%		-12.6%
Camosun College	7,024	6,469	6,447	6,341	6,194	6,107	97.4%	91.8%	91.5%	89.7%	87.9%	85.1%		-12.3%
Capilano University	5,209	4,789	4,372	4,161	4,055	3,886	95.6%	87.9%	80.2%	76.4%	74.4%	70.9%		-24.7%
Coast Mountain College	1,126	970	900	959	779	699	66.4%	58.3%	53.7%	57.2%	46.1%	40.7%		-25.7%
College of New Caledonia	2,022	1,871	1,752	1,630	1,590	1,460	64.3%	59.2%	55.4%	52.2%	50.6%	46.0%		-18.3%
College of the Rockies	1,750	1,526	1,645	1,578	1,579	1,573	100.1%	88.6%	95.5%	90.8%	90.9%	88.2%		-11.9%
Douglas College	9,097	8,501	8,185	8,092	8,113	8,054	108.9%	101.8%	98.0%	96.9%	97.1%	96.4%		-12.5%
Emily Carr University of Art and Design	1,500	1,475	1,466	1,456	1,425	1,388	107.8%	106.0%	105.4%	107.8%	105.5%	102.7%		-5.1%
Justice Institute of British Columbia	2,597	2,963	2,765	2,697	2,440	3,012	109.3%	123.8%	115.4%	112.7%	101.7%	125.8%		16.6%
Kwantlen Polytechnic University	9,309	8,935	8,931	8,932	8,670	8,809	102.3%	98.1%	98.4%	98.4%	95.5%	96.8%		-5.5%
Langara College	7,232	7,054	6,853	6,669	6,497	6,543	102.5%	100.0%	97.1%	94.5%	92.1%	92.7%		-9.8%
Nicola Valley Institute of Technology	554	514	556	478	513	538	105.9%	95.5%	103.3%	88.8%	95.4%	92.9%		-13.0%
North Island College	1,947	1,732	1,617	1,606	1,535	1,509	88.6%	78.4%	73.2%	71.1%	68.3%	65.5%		-23.0%
Northern Lights College	831	697	704	625	682	599	55.7%	47.1%	47.5%	41.9%	46.0%	40.1%		-15.7%
Okanagan College	5,070	5,004	4,978	5,138	5,365	5,452	104.5%	105.3%	104.8%	108.5%	113.2%	112.8%		8.3%
Royal Roads University	2,440	2,089	2,101	2,168	2,154	2,062	123.2%	105.5%	106.1%	109.5%	108.8%	104.1%		-19.1%
Selkirk College	1,755	1,813	1,987	1,962	1,739	1,516	75.9%	78.4%	85.6%	84.4%	74.6%	64.9%		-11.0%
Simon Fraser University	22,701	22,329	22,181	22,096	22,161	22,102	112.4%	111.1%	111.0%	111.0%	112.1%	111.4%		-0.9%
Thompson Rivers University	8,474	8,283	8,463	8,367	8,561	8,755	104.3%	103.2%	105.6%	104.6%	107.3%	109.0%		4.7%
University of British Columbia	45,353	45,351	45,869	46,036	46,465	46,923	107.4%	107.0%	108.2%	108.5%	109.5%	110.3%		2.9%
University of Northern British Columbia	2,833	2,653	2,538	2,632	2,661	2,738	82.0%	76.8%	73.5%	76.4%	77.7%	79.8%		-2.2%
University of the Fraser Valley	**6,755**	**6,675**	**6,656**	**6,514**	**6,441**	**6,505**	**101.2%**	**100.0%**	**99.7%**	**97.6%**	**96.5%**	**97.3%**		**-3.9%**
University of Victoria	16,649	16,594	16,691	16,922	16,767	16,796	100.7%	100.8%	102.8%	105.6%	105.7%	105.5%		4.8%
Vancouver Community College	6,112	5,196	4,387	4,154	4,006	4,145	93.5%	79.7%	67.3%	63.7%	61.4%	63.3%		-30.2%
Vancouver Island University	5,873	5,874	5,885	5,817	5,956	5,901	87.9%	89.6%	89.9%	89.5%	93.2%	92.5%		4.5%
Total	**187,548**	**182,636**	**181,110**	**180,283**	**179,310**	**179,581**	**102.4%**	**100.0%**	**99.4%**	**99.0%**	**98.6%**	**98.2%**		**-4.3%**

Source: BC Ministry of Advanced Education, Skills and Training, November 2019

Figure 74b: FTE Utilization Rates of Selected Institutions
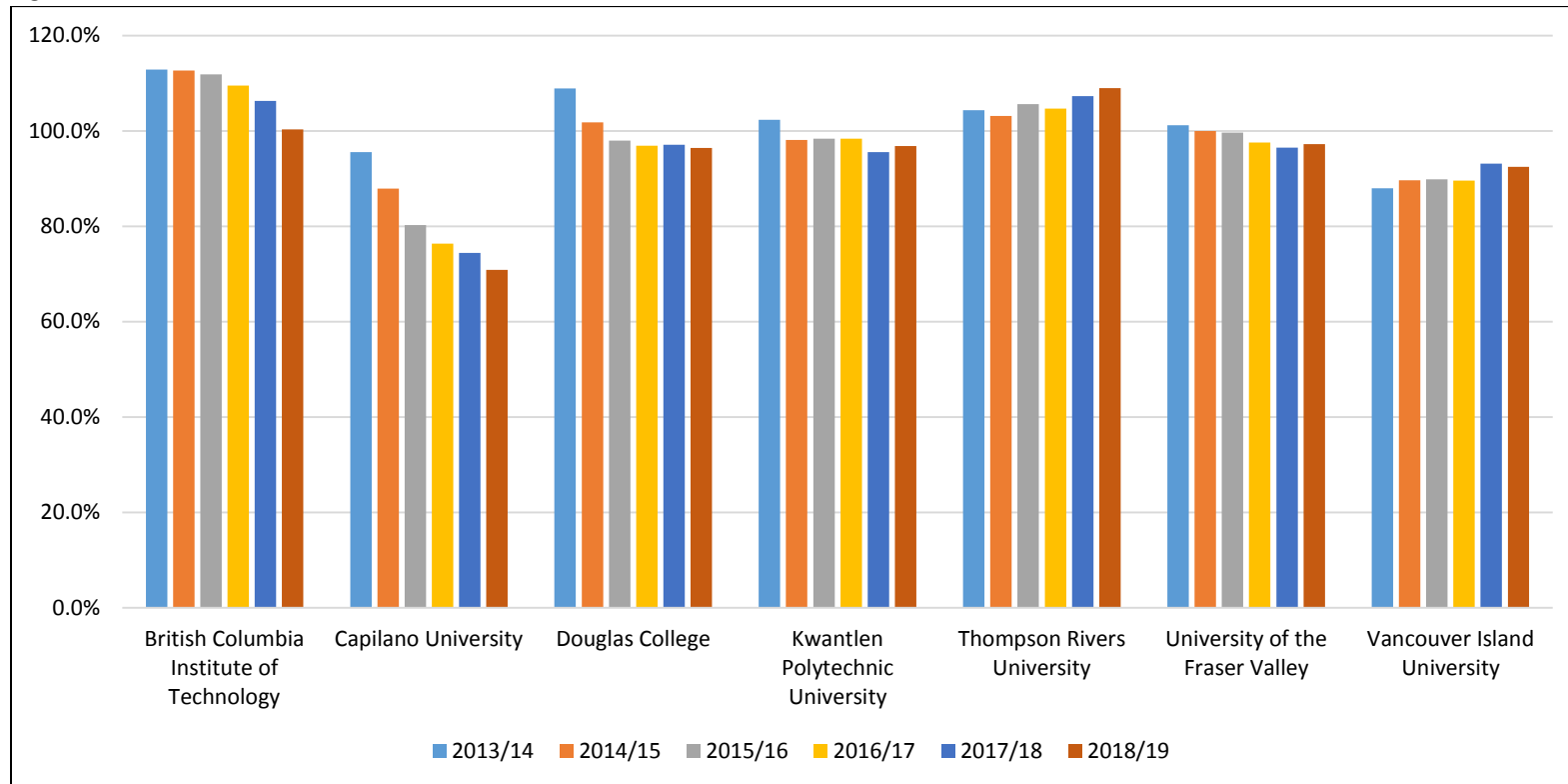
Appendix: Existing Performance Measures

I. UFV SEM Plan Update 2018/19

Each year, Institutional Research and Planning compiles the following information as an update to the SEM Plan goals.

SEM Plan Goals (2014-19)

5.1 Given current circumstances it is projected that domestic FTEs will remain constant over the period covered by this SEM Plan (2014-19).

5.2 To prepare students to qualify for and be successful in its post-secondary programs, UFV will create the Qualifying Studies Program with: (i) admission requirements; (ii) continuance requirements; and (iii) a fixed length of study.

5.3 Graduate student enrolments will be maintained at such levels as to generate net revenue; and Graduate programs will enrich undergraduate programming.

5.4 By 2019 UFV will increase the enrolment share of Aboriginal students (both self-identified and those identified by the ministry) to the proportion of the Aboriginal population within our region; and by 2019 UFV will increase the graduation share of Aboriginal students to the proportion of Aboriginal students at UFV.

5.5 By 2019 International Student Headcount should increase by 38%.

5.6 By 2019, UFV will increase the total number of incoming transfer students to 4%; and add one new block transfer agreement each year through 2019.

5.7 The targets for student Retention from Fall 2018 to Fall 2019 are: (i) 66.7% for New Students; and (ii) 70% for Total Students. Graduation targets for 2018/19 are: (i) 900 Bachelor's degrees; and (ii) 5200 for number of graduates weighted by the length of their program.

5.8 By 2019, in order to ensure our graduates are work-place ready, there will be: (i) A 10% increase in co-operative education work placements; (ii) An additional 10 work-study positions for each of the next 5 years; (iii) At least one validated co-curricular learning activity on the record for 80% of the graduating class; and (iv) A 20% increase in the number of academic programs that offer experiential learning opportunities.

5.9 The program areas identified for growth are Health and Wellness; Agriculture and the Environmentally-Responsible Development of the Fraser Valley; and Digital Media Technologies.

SEM Plan Goal 5.1 FTEs:

Given current circumstances it is projected that domestic FTEs will remain constant over the period covered by this SEM Plan (2014-19).

Domestic FTEs

Year	AVED Funded	Total Domestic	Change from previous year		Change from Base Year	
			Number	Percent (%)	Number	Percent (%)
FY 2013-14 (Base Year)	6,755	7,218				
FY 2014-15	6,675	7,166	-52	-0.7%	-52	-0.7%
FY 2015-16	6,656	7,158	-8	-0.1%	-60	-0.8%
FY 2016-17	6,514	7,110	-48	-0.7%	-108	-1.5%
FY 2017-18	6,441	7,006	-104	-1.5%	-212	-2.9%
FY 2018-19	6,505	7,159	153	2.2%	-59	-0.8%

Domestic FTEs declined each year from 2013/14 to 2017/18. This past year domestic FTEs increased by 153, but are still down by 59 FTEs (0.8%) from the base year.

The SEM target is for domestic FTEs, but we provide international and overseas (Chandigarh) FTEs for additional information. (International FTEs in this table only include international students in Canada; the Overseas FTEs are in addition to this.) International targets are in Section 5.5 and are measured by fall headcount.

International FTEs

Year	International FTEs	Change from Base		Overseas FTEs	Change from Base Year	
		Number	Percent (%)		Number	Percent (%)
FY 2013-14 (Base Year)	755			101		
FY 2014-15	886	131	17%	129	28	28%
FY 2015-16	900	145	19%	196	95	94%
FY 2016-17	1,016	261	35%	312	211	209%
FY 2017-18	1,240	485	64%	306	205	203%
FY 2018-19	1,619	864	114%	316	215	213%

5.2 Qualifying studies program

To prepare students to qualify for and be successful in its post-secondary programs, UFV will create the Qualifying Studies Program with: (i) admission requirements; (ii) continuance requirements; and (iii) a fixed length of study.

In 2013/14 and 2014/15 UFV had students enrolled in studies (path) programs. Beginning in 2015-16, studies (paths) were discontinued (with the exception of Nursing Studies now called Nursing Track) and Qualifying Studies commenced. Thus, the headcount numbers below are for

studies (path) for the years 2013-14 to 2014-15 and for Qualifying Studies for 2015-16 to 2018-2019.

Headcount for students in the studies (path) programs and in Qualifying Studies

Year	Study Students	Change from previous year		Change from Base Year	
		Number	Percent (%)	Number	Percent (%)
FY 2013-14 (BY)	3,531				
FY 2014-15	3,186	-345	-9.8%	-345	-9.8%
FY 2015-16	2,195	-991	-31.1%	-1,336	-37.8%
FY 2016-17	2,377	182	8.3%	-1,154	-32.7%
FY 2017-18	2,372	-5	-0.2%	-1,159	-32.8%
FY 2018-19	2,862	490	20.7%	-669	-18.9%

The number of students in path programs declined for the first two years following the base year by 345 and then 991 students. The decline of 991 was consistent with moving from the old studies (path) in 2014-15 to the new qualifying study student policy in 2015-16. The number of qualifying students increased by 490 in the past year, but is still down by 324 students (-10.2%) from the last year with path students, 2014-15.

5.3 Graduate enrolments:

Graduate student enrolments will be maintained at such levels as to generate net revenue; and Graduate programs will enrich undergraduate programming.

Graduate student headcount

Year	Master of Arts (Crim Justice)	Master of Social Work	Grad cert in Child Life & Community Health	Grad cert in Program Evaluation	Total
FY 2013-14 (BY)	23	19			42
FY 2014-15	12	24			36
FY 2015-16	16	23			39
FY 2016-17	30	22			52
FY 2017-18	29	17			46
FY 2018-19	26	52	8	9	95

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5.4 Aboriginal enrolment:

By 2019 UFV will increase the enrolment share of Aboriginal students (both self-identified and those identified by the ministry) to the proportion of the Aboriginal population within our region; and by 2019 UFV will increase the graduation share of Aboriginal students to the proportion of Aboriginal students at UFV.

UFV students are asked if they identify as "Aboriginal," "First Nations," "Metis," or "Inuit." For this historical reason the term "Aboriginal" is used in place of the preferred "Indigenous."

Aboriginal student FTEs

Year	Ministry Identified Aboriginal FTEs	Self-Identified Aboriginal FTEs	Total Domestic FTEs	Aboriginal students % of FTEs	
				Ministry / Domestic FTEs	Self Identified / Domestic FTEs
FY 2013-14 (BY)	561	383	7,218	7.8%	5.3%
FY 2014-15	556	398	7,166	7.8%	5.6%
FY 2015-16	578	402	7,158	8.1%	5.6%
FY 2016-17	589	375	7,110	8.3%	5.3%
FY 2017-18	527	385	7,006	7.5%	5.5%
FY 2018-19	521	448	7,159	7.3%	6.3%

In the above table, the FTE numbers in the second column are for Ministry Identified Aboriginal students while in Column 3 are the Self-Identified Aboriginal students. The number of students that self-identify as Aboriginal at UFV is lower than the number of students identified as Aboriginal by the Ministry. This year, the number of Self-Identified Aboriginal students increased by 63 while the Ministry Identified actually fell by 6.

This year, the Ministry Aboriginal FTE count at UFV is 521 (this includes seats funded by the Industry Training Authority) which represents 7.3% of UFV's total domestic FTEs of 7,159. The Aboriginal population in the Fraser Valley has significantly increased from the 2006 census that was used when the SEM plan was created in 2013. Based on the 2016 census, the share of Aboriginal students at UFV is slightly less than the share of Aboriginal Population in the Fraser Valley of 7.7%. The share of Aboriginal Population in the Fraser Valley for younger age groups is higher than for the general population: 8.3% for 15-54 the age-group, and 9.7% for the 15-34 age-group. According to BC Stats data based on headcount (not FTEs), 8.15% of post-secondary students in BC are Aboriginal, while at UFV it is 8.27%.

UFV's Aboriginal Access Services, along with other areas of the university, is working to increase the self-identification of Aboriginal learners to better reflect the number of Aboriginal students at UFV.

Aboriginal graduates

Year	Aboriginal Graduates	Total Graduates	Aborginal Graduates / Total Graduates	Aborginal Students / Total Students
FY 2013-14 (BY)	116	2,387	4.9%	5.3%
FY 2014-15	135	2,431	5.6%	5.6%
FY 2015-16	136	2,786	4.9%	5.6%
FY 2016-17	147	2,632	5.6%	5.3%
FY 2017-18	144	2,604	5.5%	5.5%
FY 2018-19	149	2,645	5.6%	6.3%

In measuring graduates, we use self-identified Aboriginal students since we do not know the identity of Ministry identified Aboriginal students. Aboriginal students graduate at a similar rate to non-Aboriginal students, though this past year; Aboriginal Graduates were slightly less than the share of Aboriginal students (5.6% versus 6.3%).

5.5 International students

By 2019 International Student Headcount should increase by 38%.

International Student Headcounts:

In discussion with UFV International in 2016/17, this count was changed from fiscal year to fall semester. This is a more accurate and intuitive way to measure the rate of change in international students. Below are headcounts for UFV International Students studying in Canada, Overseas Students (Chandigarh), and Visiting Exchange Students (that are not counted as international fee-paying students). UFV has achieved this SEM plan goal; international student enrolment has increased 221% from the base year.

International student headcount

Semester	UFV International	% change from base year	Overseas Student	% change from base year	Visiting Exchange Students
Fall 2013	735		89		5
Fall 2014	841	14%	124	39%	6
Fall 2015	906	23%	232	161%	14
Fall 2016	974	33%	240	170%	31
Fall 2017	1142	55%	270	203%	63
Fall 2018	1354	84%	260	192%	55
Fall 2019	2362	221%	304	242%	65

5.6 Transfer students

By 2019, UFV will increase the total number of incoming transfer students to 4%; and add one new block transfer agreement each year through 2019.

UFV incoming transfer students in this context refer to domestic students. The data includes academic credit registrants only and numbers are by student headcount. The current target of 4% is consistently met each year.

Domestic Transfer Students

Year	Domestic Transfer	New Domestic	Total Domestic	% Domestic Transfer	% Transfer of New Domestic
FY 2013-14 (BY)	485	3,281	10,786	4.5%	14.8%
FY 2014-15	485	3,135	10,483	4.6%	15.5%
FY 2015-16	542	3,022	10,321	5.3%	17.9%
FY 2016-17	581	3,011	10,218	5.7%	19.3%
FY 2017-18	480	2,944	10,138	4.7%	16.3%
FY 2018-19	508	3,185	10,307	4.9%	15.9%

5.7 Retention and graduation

The targets for student Retention from fall 2018 to fall 2019 are: (i) 66.7% for New Students; and (ii) 70% for Total Students.

Student Retention Rates

	Continuing	New	Total
FY 2012-13 (From 201209 to 201309)	70.3%	64.6%	68.9%
FY 2013-14 (From 201309 to 201409) (BY)	69.8%	66.3%	69.0%
FY 2014-15 (From 201409 to 201509)	72.3%	67.8%	71.3%
FY 2015-16 (From 201509 to 201609)	72.1%	65.4%	70.5%
FY 2016-17 (From 201609 to 201709)	72.2%	68.5%	71.3%
FY 2017-18 (From 201709 to 201809)	70.5%	67.8%	69.9%
FY 2018-19 (From 201809 to 201909)	73.2%	66.9%	71.6%

Comparing to the Base Year, 2013-14, student retention rates are higher for Continuing, New, and Total students. In 2018-19, UFV achieved its retention goal for both New and Total Students.

Graduation targets for 2018/19 are: (i) 900 Bachelor's degrees; and (ii) 5200 for number of graduates weighted by the length of their program.

Graduation numbers:

Bachelor's degrees awarded over the last eight years

	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Bachelor Degree	751	858	893	876	1,044	988	1,038	1,039

Starting in 2015-16, UFV has met its Bachelor's degree target each year.

The credential weights for programs are: Bachelor's Degree 4, Certificate 1, Developmental 1, Diploma 2, and Master's Degree 2.

Number of graduates weighted by the length of the program

Year	Bachelor Degree	Certificate	Developmental	Diploma	Masters Degree	Weighted Graduates
FY 2013-14 (BY)	893	929	46	496	23	5,585
FY 2014-15	876	1,028	30	487	10	5,556
FY 2015-16	1,044	1,111	42	570	19	6,507
FY 2016-17	988	1,070	27	532	15	6,143
FY 2017-18	1,038	1,058	35	446	27	6,191
FY 2018-19	1,039	1,104	42	508	11	6,340

UFV has met its target of 5,200 for the number of graduates weighted by the length of their program in each year.

II. Ministry Accountability Measures

Each year BC public institutions must report on progress toward the goals and system objectives of the Ministry of Advanced Education, Skills and Training, as identified in the Accountability Framework performance measures document. For UFV this includes eight performance measures, and corresponding targets. The performance measure results indicate the outcomes for the reporting period along with an assessment of whether the targets were exceeded, achieved, substantially achieved, not achieved or not assessed.

A summary of the (eight) Ministry performance measures, targets, and results for fiscal years 2016/17 to 2018/19 are provided in the tables that follow (Figure A1 and Figure A2), as well as projected results for measures one to four for 2019/20. We also provide brief comments on differences observed in the results. Figure A3 provides the target assessment scale and descriptions.

Figure A1: Accountability Framework Performance Measures 1-3

Performance measure[1]	Reporting Year												Trend
	2016/17 Target	2016/17 Actual	2016/17 Utilization Rate	2016/17 Assessment	2017/18 Target	2017/18 Actual	2017/18 Utilization Rate	2017/18 Assessment	2018/19 Target	2018/19 Actual	2018/19 Utilization Rate	2018/19 Assessment	2016/17 - 2018/19
1) Student Spaces[2]													
Total student spaces	6,676	6,514	97.6%	Substantially achieved	6,676	6,441	96.5%	Substantially achieved	6,688	6,504	97.3%	Substantially achieved	
Nursing and other allied health programs	475	499	105.1%	Achieved	475	475	100.0%	Achieved	475	494	104.1%	Achieved	
Developmental programs	519	298	57.4%	Not achieved	519	286	55.2%	Not achieved	519	315	60.7%	Not achieved	
2) Credentials Awarded[3, 7]													
Number	2,103	2,120		Achieved	1,885	2,010		Achieved	1,987	1,987		Achieved	
3) Aboriginal Student Spaces[4]													
Total Aboriginal student spaces	495	589		Exceeded	479	527		Exceeded	500	521		Achieved	
Ministry (AEST)		527				485				474			
Industry Training Authority (ITA)		62				41				48			

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Performance Measure[1]	Reporting Year			
	2019/20 Target	2019/20 Projection	Utilization Rate	2019/20 Projected Assessment
1) Student Spaces[2]				
Total student spaces	6,720	6,566	97.7%	Substantially achieved
Nursing and other allied health programs	475	442	93.0%	Substantially achieved
Developmental programs	325	295	90.8%	Substantially achieved
2) Credentials Awarded[3]				
Number	1,972			TBD
3) Aboriginal Student Spaces[4]				
Total Aboriginal student spaces	TBD	TBD		TBD
Ministry (AEST)				
Industry Training Authority (ITA)				

- The only measure in which UFV has not achieved its target during the past three fiscal years is for *Student Spaces in Developmental programs*; however, for 2019/20, the developmental target has decreased (from 519 to 325) and we are projecting this target to be substantially achieved.

- Institutions currently determine their own target for Aboriginal student spaces; UFV's target is based on the SEM Plan goal of having the proportion of Aboriginal students at UFV equal the proportion of the Aboriginal population in the Fraser Valley. In 2018/19 UFV achieved this target (of 500) by producing 521 Aboriginal student FTEs.

- While UFV's target for total student spaces has increased since 2016/17, (from 6,676 in 2016/17 to 6,720 in 2019/20) the corresponding utilization rate has remained flat.

Figure A2: Accountability Framework Performance Measures 4-8

Performance Measure[1]	Reporting Year										Trend
	2016/17 Target	2016/17 Actual		2016/17 Assessment	2017/18 Target	2017/18 Actual		2017/18 Assessment	2018/19 Target	2018/19 Actual		2018/19 Assessment	2019/20 Target	2016/17 - 2018/19
4) Student Satisfaction with Education[5]														
		%	+/-			%	+/-			%	+/-			
Former diploma, associate degree and certificate students	≥ 90%	91.6%	1.9%	Achieved	≥ 90%	89.1%	2.0%	Achieved	≥ 90%	90.7%	1.5%	Achieved	≥ 90%	
Former apprenticeship students		96.8%	3.5%	Exceeded		100.0%	0.0%	Exceeded		96.1%	3.9%	Exceeded		
Bachelor degree graduates		96.6%	1.2%	Achieved		96.4%	1.4%	Achieved		93.3%	1.7%	Achieved		
5) Student Assessment of the Quality of Instruction[5]														
		%	+/-			%	+/-			%	+/-			
Former diploma, associate degree and certificate students	≥ 90%	93.9%	1.6%	Achieved	≥ 90%	94.3%	1.4%	Achieved	≥ 90%	94.6%	1.2%	Achieved	≥ 90%	
Former apprenticeship students		100.0%	0.0%	Exceeded		100.0%	0.0%	Exceeded		100.0%	0.0%	Exceeded		
Bachelor degree graduates		96.6%	1.2%	Achieved		97.7%	1.1%	Achieved		96.4%	1.3%	Achieved		
6) Student Assessment of Skill Development[5,6]														
		%	+/-			%	+/-			%	+/-			
Former diploma, associate degree and certificate students	≥ 85%	85.6%	2.5%	Achieved	≥ 85%	86.4%	1.8%	Achieved	≥ 85%	85.4%	1.6%	Achieved	≥ 85%	
Former apprenticeship students		92.2%	5.9%	Exceeded		84.5%	6.2%	Achieved		86.6%	5.6%	Achieved		
Bachelor degree graduates		91.7%	1.9%	Exceeded		88.7%	1.9%	Achieved		87.0%	2.0%	Achieved		
7) Student Assessment of Usefulness of Knowledge and Skills in Performing Job[5]														
		%	+/-			%	+/-			%	+/-			
Former diploma, associate degree and certificate students	≥ 90%	88.2%	4.3%	Achieved	≥ 90%	84.0%	4.0%	Substantially achieved	≥ 90%	86.5%	3.8%	Achieved	≥ 90%	
Former apprenticeship students		90.9%	6.2%	Achieved		97.1%	4.0%	Exceeded		97.9%	3.1%	Exceeded		
Bachelor degree graduates		88.3%	2.5%	Achieved		87.9%	2.8%	Achieved		87.9%	2.6%	Achieved		
8) Unemployment Rate[5]														
		%	+/-			%	+/-			%	+/-			
Diploma, associate degree and certificate graduates	≤ 9.4%	6.5%	3.2%	Exceeded	≤ 9.4%	7.5%	2.8%	Exceeded	≤ 6.6%	5.1%	2.4%	Exceeded	≤ 7.5%	
Former apprenticeship students		3.5%	3.9%	Exceeded		N/A	N/A	Not assessed		0.0%	0.0%	Exceeded		
Bachelor degree graduates		6.1%	1.8%	Exceeded		3.2%	1.5%	Exceeded		6.1%	1.8%	Exceeded		

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- Results for Bachelor degree graduates have decreased slightly over the past three years in the following measures (from 2016/17 to 2018/19):

  o *Student satisfaction with education*; from 96.6% to 93.3%
  o *Student assessment of skill development*; from 91.7% to 87.0%
  o *Student assessment of usefulness of knowledge and skills in performing job*; from 88.3% to 87.9%

- Results for former apprenticeship students have increased in *student assessment of usefulness of knowledge and skills in performing job*; from 90.9% in 2016/17 to 97.9% in 2018/19, and decreased in *student assessment of skill development*; from 92.2% in 2016/17 to 86.6% in 2018/19.

Figure A3: Ministry Performance Measure Target Assessment Scale and Notes

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

Notes
"TBD" = to be determined

1 Please consult the 2018/19 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
2 Results from the 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year.
3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years.
4 Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.
5 Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
6 Interim FTE Student Enrolment Targets as of April 2, 2019
7 Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See 2018/19 Standards Manual for details.

In addition to reporting the Accountability Framework Performance Measures (and results), institutions are asked to identify and describe the specific actions that have been taken, and accomplishments achieved, related to the priorities within UFV's annual Mandate Letter (for the current year) and also to describe actions that are planned or implemented related to the priorities within the institution's next fiscal year Mandate Letter.

For 2019/20, UFV's Mandate Letter priorities include:

1) Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.

2) Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:

   a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.
   b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).
   c. Expanding co-op and work-integrated learning opportunities for all students.

3) Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

4) Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new BC Graduation Program.

5) Continue to actively participate in the implementation of the EducationPlanner BC common application system for all undergraduate applicants.

6) Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

7) Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

8) Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

Appendix C
Thought Exchange Themes

Vision ThoughtExchange – Major Themes

The **Vision ThoughtExchange** had 210 participants who shared 361 thoughts. The response reflected a broad spectrum of the UFV community, with an even split in participation among faculty (29%), students (29%) and staff (28%), along with contributions from alumni and community members (10%). Participants were asked two questions: (1) As we develop our vision for the future, what do you think are the major issues and trends we should consider; and (2) What should UFV do to cultivate lasting endurance, ensuring our institution thrives well into its future?

The downloads of **all thoughts** and **thoughts by theme were categorized** and ordered as below:

1.	Administration (10)	2.	Affordability (15)
1.	Careers – Experiential Learning (30)	4.	Change (20)
5.	Community (31)	6.	Education (12)
7.	Facilities (26)	8.	Faculty – Staff (47)
9.	Funding (6)	10.	Inclusion – Diversity (24)
11.	International (12)	12.	Programs – Classes (35)
13.	Student Experience (17)	14.	Technology (30)
15.	Vision-Mission (25)		

After this initial sorting of data, Institutional Research prepared a table which provides a **summary of the major themes** and a sample of **high-rated, corresponding quotes.** A summary of this feedback also appears in the 2018 – 2019 Accountability Plan. I've re-sorted and analyzed the same data without respect to this table and summary of feedback but have included them for continuity and reference purposes (see pp. 32 – 34). A related, but somewhat different picture of **major themes and sub-themes** emerged from my analysis. I've written a brief narrative under the first major theme – followed by shorter descriptions under themes two through seven that made sense as I was reading through the statements – and sorted the highlighted portions of statements that stood out as most relevant.

MAJOR THEMES

1.   Identity and Reputation

2.   Community Relationships, Partnerships and Indigenization

3.   Equity, Diversity and Inclusion

4.   Internationalization, Globalization and the Environment

5.   Experiential Learning, Technology and Innovation

6.   Leadership, Administration and Faculty Development

7.   Student Success: Access, Experience and Support

1.   IDENTITY AND REPUTATION

Statements regarding identity and reputation were, not surprisingly, focused on **who we are** and **who we are not**. UFV is a regional university that must remain a teaching focused institution. It should never forget our community roots, nor lose sight of how we got here and remember that students are our first priority. Rather than trying to mimic or compete with other BC Institutions, it should differentiate itself by creating its own path and niche: positioning itself as THE University for Fraser Valley students, while also promoting UFV as a destination university in BC. Relatedly, some participants also expressed concerns about how the University is perceived. Some thought UFV suffers from the **stigma of being a commuter college** and should shake that image by keeping students on campus longer. We should **build upon, celebrate and promote UFV successes (e.g. athletics)** so Fraser Valley students should see UFV as "their university."

Comparisons relative to other BC Universities

- **Our legislated mandate to be a "special focused, teaching university."** In some ways, the restrictions this has placed on us has insured our continued focus on students, but it's also been limiting.

- **Recognize the need for differentiation in the education sector.** One school cannot be all things to all people. I came to UFV for the small classes and professors dedicated to teaching.

- **Differentiate** Use a competitive advantage to attract students, faculty and staff

- **Create our own path and niche,** don't try to mimic another BC institution

- **Remain a teaching focused institution.** UFV will never compete with UBC etc. for research so why not continue what we are better at and that is teaching. Keep small class sizes.

- I think that it's very important for us to examine the origins and evolution of UFV, so that we don't lose sight of **our mandate as a 'teaching' university.** There are forces at UFV which would try to turn us into a 'mini-UBC', which is impossible given a seven-course load. Students are our priority.

- **UFV needs to decide what we will be known for in an increasingly competitive, crowded, and global educational marketplace** Resources must be channeled to help dominance in our chosen niche. Limited resources mean competition with UBC or other huge players is not realistic.

- **Avoid temptation to mimic our Provinces Traditional Universities like UBC / SFU.** Good undergrad courses not informed by (original) research. Important for our students and guided by legislation. Best to carve out our own teaching / learning focus and priorities.

- **Grow as a Community and practical skill focused Teaching University.** We currently have the ability to compete with other polytechnic. We need to focus on developing comprehensive programs that meets the workforce demand

UFV as a Regional University

- **Focus on values and mission.** We can't let less important things drain our energy and resources from doing what is most important.

- **Position itself as THE University for Fraser Valley students.** Get the name out there, work for public transit, work on reputation. UFV has a lot of potential.

- **Continue to promote UFV as a destination university in BC.** Build reputation and awareness.

- **Focus on getting more students from the lower mainland** It shows commitment to the local people and students. This is an appealing aspect of picking a school to this generation.

- **Our place in the university community, we offer programs that other local universities do not, and we need to embrace that and promote that**

- **The demographic, economic, and social development of the Fraser Valley.** We are a regional university. Most of our students come from the area. We are a hugely important part of our communities.

- **I believe that it is important that UFV keep its programs relevant to the job market and competing universities.** As a student living in the area, I want to attend UFV and stay in my community, but if programs to further my career are not offered, I cannot.

- **Never forget our community roots.** We are here because of the efforts of our community and we should be responsible to it. I chose UFV over UBC because of this.

- **We must continue to offer premier instruction for local students, where their needs are prioritized.** Our roots are as a community college serving Abbotsford, Mission, and Chilliwack communities, where we have been embraced. We must not forget this.

- **Demographic Trends** People are moving to the upper Fraser valley from Greater Vancouver. They are bringing their children here and they will need higher education.

- **Recognize Your Audience** UFV has the asset of small classrooms and an appeal to those who live in the Fraser Valley (and Surrey and Langley) for education. Know your identity.

- **Focus less on how you can beat other institutions, and more on how you can contribute to collective well-being and education/teaching.** We are one Humanity, and all share the same Earth. Each of us can add something new/more to it. That is a great mission for an institution.

Perceptions of UFV

- To create a stronger sense of community**. UFV gets labeled as a commuter college** and suffers from the stigma that follows the label

- The university needs to put the interests of students first and increase student involvement on campus outside of classes. The university needs **to shake the image of "commuter college"** and provide its students with more facilities so that students stay on campus longer

- **More advertisement about advantages of being a UFV student, and presenting the abilities of the professors, staff and research and labs equipment.** Introducing UFV better for people and specially for high school students to encourage them to choose UFV for continuing their education.

- **Making UFV a community to live, study and play.** Enhances the reputation and community building of UFV.

- **Celebrate our successes** Ensure the successes of students, faculty, and staff are recognized globally

- **Build upon UFV successes - e.g. athletics** Fraser Valley students should see UFV as "their university."

- **Have a few departments that we focus on more so than others - This way we are well known for that certain program.** We need programs that people know are only offered at UFV (i.e. SLAIS program only offered at UBC). Having desired niche programs would be great

- **That we maintain and improve the quality of education.** We can only remain relevant if we maintain high standards for education and constantly strive to push and improve upon it.

- **Accessibility vs Achievement** Does UFV want to be accessible to all types of students, whether high performing or not? Or does UFV want to focus on excellence/high performers?

- **Holism of Education in Society** The self-image not of the 'ivory tower' but coming from a place of humility to empower students to recognize education comes in all shapes and forms.

- **The Applicability of Education** It's a detriment to advertise education as a way to "get a higher pay", I would like to see UFV emphasize on the societal significance of learning.

2.   COMMUNITY RELATIONSHIPS, PARTNERSHIPS AND INDIGENIZATION

Part of who we are is recognizing where we come from, how we got here and how to continue to build on what we do well moving forward. Key sub-themes include: Building Meaningful Relationships with Entire Community; and Developing Strong Ties with Alumni, Local Businesses and Government.

Building Meaningful Relationships with Entire Community

- **Continue to build meaningful and personal relationships with students, faculty, staff, and all external stakeholders.** Ensure we are aligned with our local community in terms of the role of our university We depend on our local community for support

- We are a resource for **the entire community - we need to be in the community. Physically, emotionally, and literally.** Knowledge needs to flow in both directions - we cannot just be a vessel which holds knowledge, we need to be a conduit. Connecting Ideas and people

- **Partnerships with Community** Intertwining classroom learning with community experience more deeply will affect students to greater positive societal and individual changes.

- **If we serve our community well, they will serve us.** If we are seen as being an important part of the community - the community will advocate for us

- **Healthy communities** UFV should be a leader in personal health responsibility and address public health issues (ageing population; access to healthcare).

- **Faculty members should be consciously engaged in the UFV communities, not part of an academic elite.** Professional employees who reside in the Fraser Valley communities really become the "faces" of the University in their communities.

- **Continue to develop strong community relationships.**

- **Strengthen our community ties to indigenous and cultural communities in our region** the community needs to know that UFV is an economic engine, an educational institute of excellence, a partner in building safe responsive communities

- **Indigenous knowledge and approaches** Sustainability, holistic understanding, justice, belonging, place-based wisdom, settler humility

- **Indigenizing the university and curriculum** Because we are morally to respond to the TRC calls to action. As an educational institute, we should value social justice and equity

- **Student funding support and more indigenous resources/awareness** Because these are two things that go hand in hand but also are very important to me, and many other students

- **Indigenization** Continue work towards including indigenous content and worldview in everything we do.

Strong Ties with Alumni, Local Businesses and Government

- **Value alumni** Our alumni represent UFV wherever they go; they are an incredible resource.

- **Generate wealthy Alumni so they can give back the institution. This means networking students into more lucrative work.** Because UFV is cash starved.

- **The relationship between a university and its students and alumni,** which is an important factor of a higher education institution education.

- **Create Community Relationships** Create partnerships with local businesses, government, and all fields in order to give UFV students local job opportunities.

- **Create strong partnerships with local business** for practicums, co-ops, and work studies

- **Partnerships & Collaborations** Working with community partners is key to creating a space that isn't just a University but a centre for the community

- **Strong partnerships with community**

- **An academic focus is important, but it will be our application of theory within our communities where our communities will see our value to them.** We must build strong links between our theory and those we serve. There needs to be a balance between theory and application.

- **We need to think of every member of the communities we serve as learners and how we can serve them.** Lifelong learning in the formal classroom and outside need to be linked.

- **Invest in connections** Connection to communities, both face-to-face and through state-of-the-art technology, is vital to our relevance and endurance.

- **Our endurance is tied to the endurance of those we serve.** If we help build a resilient community of lifelong learners our community will develop the resilience necessary to adapt to a changing world.

- **Expectations regarding post-secondary education are changing, and we need to find new ways to engage and collaborate with our communities.** We need to remain relevant to our students, our communities (industry, business, taxpayers, government) and long-term sustainability

3.   EQUITY, DIVERSITY AND INCLUSION

A central part of this narrative must include putting people first, allowing them to live in work in a place where they are valued, treated fairly and respectful of diversity. Key sub-themes: fair and equitable treatment; freedom of speech; and diversity and inclusion.

Fair and Equitable Treatment

- **Fair treatment of all employees in the workplace** more opportunity for education development for full time employees

- **Treat all fairly** We all need to feel comfortable, not matter what religion, sex, job standing

- **Foster a culture of open mindedness and respect.**

- **Better treatment and opportunities for casual/contract employees,** Sessional faculty, auxiliary staff, and contract staff are not given the respect or fair treatment they deserve.

- **I have witnessed unfair treatment, bullying, harassment from upper management** being taken seriously and having issues dealt with, not pushed under the table or ignored

- **Implement some form of accountability such as that of an ombudsperson (external).** Would provide a sense of increased safety in the workplace for all employees.

- **Listen to students, faculty and employees**

- **Need to reduce toxic workplace, harassment, bullying, and mob culture. This has largely been unchecked, and with minimum lead-by example.** All participants need to have voice and input. When not safe, voices are suppressed.

- **Make UFV a place that is more respectful to its employees in all departments. Solve issues once and for all.** There are still negative effects of the failed contract when departments in science (workload lab value) and business (overload) where singled out

- **Listen and respond accordingly to the needs of faculty, staff, students, and communities, within reason and with the means that are in our control.**

- **Talking to upper management and union reps but not having issue taken care of** helps employee to feel cared about, not like the person with the issue is the problem because they are not upper management (or the stronger employee)

Diversity and Inclusion

- **Respect for human diversity is central to the mission of the university** It is who we are.

- **Inclusion and Diversity** This is the spirit of the times and it would be great to see UFV position itself as a forward-thinking institution on this matter.

- **Inclusiveness** Ensure UFV is known as an inclusive, safe, respectful institution that provides space for various viewpoints in an environment of academic freedom.

- **Diversity** It enables us to relate to people from different cultural backgrounds. Making the school a better community

- **Diversity is Faculty, Staffs and Student** This is important because it strengthen our community-UFV and grow our global ambassadors that will eventually put us on the global education map.

- **The major issue we are trying to avoid will be "narrow-minded" and "short-sighted" in the management team, faculty and staff.** As a regional university, UFV shall play an important role. Diversity (in academic, profession, administration) will make us survive in the long run.

- **Intercultural communication and cultural humility** in a diverse world, folk need to respect diversity and difference

- **Focus on building a diverse and accepting community.** People want the right to have their view, but they find it much harder to be accepting of others who don't share their own view.

- **Social Justice & Social Responsibility our roots** undergraduate education excellence

- **We need to be educated about racism. We need to understand whiteness as a racial identity.** In order to pursue understanding/knowledge and ethical practice, both of which are central to a university's mission.

- **Collegiality, community. We need to make the university and curricula inclusive and welcoming to all people, for example, people who identify as LGBTQ2** Again, this is about morality, social justice and equity. As a post-secondary education institute, we are obliged to take action.

Freedom of Speech

- **Those with religious beliefs are being belittled in some classes. That should stop.** Religious freedom is just as important as other freedoms. We are all people and kindness should be available to everyone in every discipline.

- **Just because I have an opinion doesn't make me a bad person.** Extreme ex: If someone were a Trump supporter don't hate on them or make them feel attacked. Have a conversation. Politics, religion, etc.

- **If I have a religion, it should be welcomed. Religion should be encouraged, not banished.** Why would you take away someone's beliefs? How are we supposed to learn if we can't talk about the things that are THE MOST IMPORTANT to some individuals?

- **Always being politically correct is one of the dumbest things I've experienced.** How are we supposed to learn about a variety of opinions and sides if all we are taught is the most liberal point of view!?!??!

- **Teachers should not force their ideas, values, or morals on their students. I have my own too...** Everyone has a right to their own views. The teacher is NOT always right. (Especially in sociology courses)

- **Freedom of speech PLUS critical thinking.** Let's not attack others with differing opinions. However, let's also encourage our students to think critically about what they hear.

- **With limited campus capacity, what should our student body look like?** It is important to consider diversity and access for all nationalities

- **Top priority at a university needs to be delivering a rigorous and worthwhile education.** This should be the vision for UFV. Not diversity and inclusivity.

- **Students choose what to learn, and how to learn with maximum flexibility** Learners have unique needs, interests and circumstances. Creating a lifelong learning environment that is responsive to this diversity is paramount.

4.   INTERNATIONALIZATION, GLOBAL CITIZENSHIP AND THE ENVIRONMENT

This acknowledgement of diversity and inclusion at our core is important for reasons that have to do with, but are not limited to, rapid changes in an ever diverse and complicated world. We need to prepare global citizens who contribute positively to society. Key sub-themes: International Education; Preparing Students for a Global World; Environmental Sustainability and Climate Change.

International Education

- **A close look at the mission (and financial model) of our International Ed (including any other profit-driven entities). May require budget reduction.** Issues will likely continue to arise while we have "profit driven" goals interfering with our core mission of providing public service to our region.

- **Reliance on international students for increasing proportion of funding** Provincial government should restore (increase) higher levels of PSE funding so post-sec institutions do not have to seek as much external funding

- **Less dependence on revenue from international students.** This source of students can easily and quickly decrease if e.g. visa requirements change More provincial funding. I do not understand why PSE institutions/leaders are not more forceful in expressing the damage that underfunding is causing.

- **Issues and trends relating to international students** It is crucial as the vast influx of international students continues to rise at UFV and as a fellow student, it has become increasingly frustrating.

- **Amount of International students in comparison to domestic** Diversity and Inclusivity is important-but I believe there is beginning to be an unequal balance b/w international and domestic student.

- **The need to ensure that the proportion of International Students** in each classroom is enhancing the quality of undergraduate education offered at UFV.

- **International student recruitment and enrolment** Unfortunately too many international students are not prepared for university level work.

- **Make UFV relevant internationally** Attract more international students from various communities to remain relevant, grown revenues and student diversity

- **High standards of education to sustain/improve UFV's reputation as a high-quality educational institution.** Many International students do not have the skills to succeed, compromising quality of education for them and domestic students

- **This University should stop treating international students like a cash machine...** because all students deserve a high quality of education, not a high availability of credential sales.

- **Students are students, not a commodity.** Treat us as people and not solely economic actors or means to a paycheck. University is for culture, not for production.

- **Internationalizing** International students are an asset in the classroom. We need to embrace a more global approach to our programs

- **Criteria of having ONLY 8 seats for international students** as the number of international students is increasing drastically, the seats are too less for international students

- **Allow international students an option to pay for minimum 3 courses instead of 5.** Affordability is a major aspect we need to consider for students. Why can we not just have a fixed payment for 3 courses minimum instead of 5 courses

- **UFV needs to reform its rules and regulations to make education for international students more affordable and give the students more flexibility.** International students at UFV are obligated to pay a flat fee for 3-5 courses forcing students to overload themselves with academics alone.

- **Need to get more helpful staff members at internationals** Students are new and expecting humble welcome from their school

- **Support for International Students** International students are thrust into courses they aren't prepared for and then fail or cheat to survive.

- **Grade equivalency chart (Grade 12) for India should be changed.** The minimum requirement as per the current chart is very low.

- **Rising international enrolment with insufficient supports to help these students succeed.** Because they make up a significant portion of tuition costs and deserve a better, more supportive environment

- **I think we need to consider our student demographic and ensure we are meeting the needs of both our domestic and international students, by providing** them with programs that assist them with achieving their long term personal and educational goals.

- **Immigration and skills development** Many of the service, manufacturing jobs in the valley will be filled by new immigrants; UFV should help support workplace/ academic transitions

Preparing Students for a Global World

- **I think that UFV has to prepare students for a world where the stage is global and the problems are fierce: global warming, forced migrancy (war and** climate change), a shrinking middle-class. The older routes to that middle-class, traditionally provided by universities, may be inadequate.

- **Continue to deliver quality education on a global scale.** This will prepare alumni for their roles as global citizens in the challenges of tomorrow.

- **More than ever we need to be preparing citizens who are accepting of diversity and prepared to lead our communities.** We live in an ever diverse and complicated world. We need to prepare citizens who contribute positively to society.

- **Our world is changing more rapidly than ever before.** Building a community of lifelong learners is the best way to create an innovative and adaptable community that can respond to the changes.

- **Migration/immigration/demographics** Societies are going through rapid change: how do we ensure UFV students, faculty, staff, admin, and alumni participate as effective global citizens?

- **Education for responsible citizenship built on core intellectual and emotional competencies.** Our graduates need specialized knowledge, but they also need to find work, contribute to the public good and live with personal resilience

- **UFV always says it wants to promote interdisciplinary & multidisciplinary projects but in my experience, these are rarely brought to fruition** such courses/programs/projects promote inclusivity & more comprehensive world view

- **Integrity** Corruption has destroyed the economies of many countries – plunging citizens into poverty and war. Let's promote integrity in all areas of study.

- **Global inequalities, environmental, and scarcity issues are the biggest issues and trends the university should focus on.** The fate of all local communities everywhere will depend on dealing effectively with these issues.

- **The growing inequalities and scarcities in the world** Because these issues impact the most people

- **Adapting to an increasingly tech-driven world, 2. reducing environmental impact and educating students to be stewards of our local/global community** 1. Stakeholders need to be prepared to work with complex, quickly changing tech, 2. if we don't change our ways, no world where UFV could exist

Environmental Sustainability and Climate Change

- **Environmental Sustainability** This is more than an operations pledge. It's about focusing on ways to make our communities more adaptive and resilient.

- **Climate change** Perhaps the most significant issue facing all of us. It is our responsibility to provide leadership, deliberately, and not in piece-meal fashion.

- **A sustainable environment in which students learn about the reciprocity of all things** We are on the cusp of extreme environmental challenges that will amplify existing socioeconomic and cultural challenges. Our students need to be bold

- **Ecological sustainability, minimizing ecological footprint** for everyone's well-being and survival. **Global climate change** Affects all aspects of society, here and elsewhere

- **Sustainability** Understanding climate change and learning to prevent & adapt to the consequences of it, both in our jobs and personal lives, is vital moving forward. **Climate change** This is obviously a bigger picture idea, but if climate change is not addressed generally, then UFV will not exist in 50 years because humanity won't.

- **Perhaps create a permaculture-based community garden? Some way of growing and providing food on campus beyond fast food joints.** Food sustainability is a big issue. Current monoculture-based corporations providing us food is not a long-term solution. We must grow locally.

- **Technological advancement, Global warming**

- **A greater focus on future job and career building involving Environmental Stewardship.** Environmentalism is vital for addressing Climate Change. This includes such topics as Animal Ethics, Veganism, Low Impact, Conscious Consumerism etc.

- **Practice sustainability in campus design and food systems.**

- **Save the Planet** Obviously this is a tough one, but UFV won't thrive well into its future if climate change destroys humanity

- **Shift to more Locally based Foods, or even grow some on campus.** Where and when there is available food, people are more likely to stay & feel satisfied with their basic needs met.

- **Build beautiful buildings that are made of sustainable materials and are worth preserving and/or rebuilding as needed.** Because this avoids waste and creates a physical environment that people care about.

- **A focus on Climate Change tactics will be essential not just to UFV's survival, but to all of us.** By providing evolving info & encouraging debate and problem-solving in this topic we can create more conscious awareness.

5.   EXPERIENTIAL LEARNING, TECHNOLOGY AND INNOVATION

Internationalization, Global Citizenship and the Environment aren't the only challenges facing students. UFV needs to ensure that students are ready for a competitive marketplace, are job ready and have experience in the kinds of skills that appeal to employers. Key sub-themes: Experiential Learning, Technological Development and Change; Innovation, Creativity and Future Programming

Experiential Learning

- **The need for more hands on/experiential learning** the workplace is getting more competitive and to enter the workforce proving that you have real life experience performing certain tasks is important

- **Experiential learning** Ensuring that each program has an experiential learning component so that students can get hands on, real world perspective and experience

- **Major issue is ensuring all our graduates are workplace ready.** While faculty may be thinking their disciplines are not designed to teach skills - UFV students are seeking better lives through being able to gain work!

- **Hands on experiential learning** the jobs of tomorrow require flexibility and training that increase critical thinking. Hands on learning is the highest on Blooms taxonomy.

- **Learning within and out of class are not mutually exclusive** Break down barriers to learning don't build complex structures that only those of us in the university system understand

- **Students want to gain experience prior to graduation. Having an outlet for all students to know where they can find a desired position**

- **Experiential Learning - co-op's** Employers expect experience as well as education.

- **Learning must impart skills that are readily identifiable by employers as useful. These may be experiential or theoretical and easily applicable** There will be a worker shortage and employers need people who are ready on day one of their career. Government is pushing this, other schools are too

- **Hands-on learning** Experiential learning should become a priority. Less "lecturing at" students, and more hands-on learning.

- **Programs that will result in employable graduates, both in terms of growing industries and desirable soft skills.** Most people are looking to get an education to improve their job opportunities

- **Setting students up to succeed when searching for good paying jobs in their respecting fields.** British Columbia is arguably the most expensive province to live in. Students need practical skills and on the job experience to secure a position.

- **Hands on experiential learning** the jobs of tomorrow require flexibility and training that increase critical thinking. Hands on learning is the highest on Blooms taxonomy.

- **Being ready for the workforce** So that stable careers are built for alumni

- **Technical preparation for work** career readiness in specific areas is, in my view, more important for UFV's clientele than general education **Job market and the economic growth of BC** University should be developing the required workforce

- **How do we ensure students receive an applied education that equips them with the skills and experience to successfully enter the workforce?** Skills may matter more than degrees in the future due to technological progression and disruption.

- **A greater focus on future job and career building involving Relationship Skills.** Many of today's issues are caused by poor understanding- leading to conflict and war. Let's focus on more classes to build empathy & compassion

- **Adaptability.** We live in an age of accelerations (Thomas Friedman), we need to be responsive to changing global demands and foster adaptability in our students.

- **Focus on employability and setting students up with the skills they need to be successful in their careers.**

- **Address the career preparation needs of the Valley student population** entering the workforce successfully is a higher need and goal for most than becoming a generally educated person

- **Teaching essential skills**

Technological Development and Change

- **Need to better utilize technology** UFV is still very manual paper-based institution and we need to grasp the future and be innovative with technology.

- **Preparing students for workforce needs that we don't yet know or understand.** Like it or not, we are partly valued in our communities for the perceived contribution we make to workforce preparation.

- **Technology: we need to be leaders in the development and use of technology in education, not behind the times trying to catch up.** As useful and important as we think technology is in 2019, we can't even imagine yet how much bigger it will be in 10-20 years.

- **Technological change** Managing technological change: pedagogical, budgetary, human, social, and economic perspectives.

- **Major technology trends like AI Augmented Reality and Automation.** University should be prepared to drive the technology changes and it will more knowledgeable graduates.

- **Growth in learning areas needs to be included in our visioning - AI, Digital tech, Cultural Competencies, Robotics, Environmental,** we need to stay ahead of the curve and build thoughtful practices around learning needs of future students and as contributors to the world economy

- **Adapting towards the increased use of technology in the classroom** Promote the hybrid use of online & in-class learning & embrace the technological increase. Otherwise, UFV will be left behind

- **Developing critical thinking and analytical skills** Very disappointing to see this forum used for so many operational complaints e.g. food choices, class scheduling. Read the question!

- **The importance of digital learning** We are far behind other institutions in terms of online learning. We need to expect the digital as an essential, effective and efficient learning space

- **Improved technology** Consistent Wi-Fi, update computer labs, more outlets & charging stations, improved online shopping for the bookstore, Banner upgrades

- **Need to enhance technology in the classroom (labs, shops, etc.) and modernize our administrative systems.** Students expect it and will go elsewhere if we are seen as lagging or not able to provide cutting edge education.

- **In this on-line, Google world, UFV should expand its reach using technology. Bricks and mortar should not be a barrier to access.** MOOC's can and should be encouraged – even with talented and motivated senior secondary students.

- **Technology and the changing classroom.** If enrollments are declining, we need to think of ways that we can reach more students...online or video conferencing...Virtual reality

- **Budgeting Money** Installing $1000 touchscreens in the classrooms is a phenomenal waste of money. None of the teachers I have had enjoy using it.

- **UFV must consider technology and how people learn.** Students are using (non-UFV produced) YouTube videos or online assets to augment "official" University education. Need sanctioned methods to assist

- **On-line education, Use of technology in education and the MOOCs**

- **Ensure we develop the technological capability and programs that allows us to compete with other universities** We will be left behind as other universities develop non-traditional methods of delivering their programs

- **ONLINE COURSES** So many lectures can just be offered online. Students have to work; I would take so many more classes if they were online.

- **Enrollment in hybrid courses will continue to increase, (gathering inside the classroom only happens several times a semester, the rest is on-line)** More course offerings without increasing space inventory (to reduce wait lists) Create classroom buildings with various well-equipped group study spaces.

- **Gaming and Computer Programing** Both of these are multi-billion-dollar industries that will only continue to go over time so it would be wise to invest in programs and partnerships.

- **A greater focus on future job and career building involving Virtual/Augmented Reality.** Virtual Reality is our next Online Revolution. It is the successor of the Internet and is set to become our next way of life.

- **Online learning** as far as I know, UFV has not developed any full programs that can be taken completely online - why not? Especially relevant for Master's programs

- **Need to consider advancing technology.** Health care considerations are AI, virtual doctors & nurses

- **The Gig Economy** Some sources say by 2022. 40% of US jobs will gig. Will that be an issue in post-secondary courses/programs and employment?

- **What about the techno-sciences? They will be in high demand because of phenomena like climate change. How can literature contribute to science?** Science programs could be much improved with a more vigorous humanities component, the aim of which would be to teach students to contextualize.

Innovation and Creativity

- **Find a way to help those stuck in a community college mindset to think more like a 21st century university.** It was shocking to see comments being made during this visioning exercise about small details/minor items – sad there is lack of Big Picture thinking

- **Always looking to be on the leading edge of programming, faculty development, and learning methodology.** The diversity of training options is only going to grow, not diminish. Competition puts UFV at risk.

- **Stay on top of emerging trends and act accordingly to the needs of potential and current students** If we stay with the status quo we risk of being irrelevant

- **Be innovative about generating revenue because of government lack of funding** Because UFV doesn't have enough money to do all the things it wants.

- **Invest more in becoming a research-based institute.** Industry innovation and ideas have many a times come from institutes that have strong investment in research faculty.

- **Be the best you can be! Strong and dynamic undergrad programs should under-gird any post-graduate programs.** Build the graduate studies superstructure on a solid undergraduate foundation.

- **Part of our dilemma is 'research'. We must engage in scholarly activity, but what are the fair expectations of publishing when faculty have a heavy te**aching load unlike the traditional universities? I worry that in addition to teaching 7 courses, many faculty may feel pressured to publish.

- **Ensure funding. Look for innovative sources of funding.** It will be difficult to sustain our programs without continued growth in funding.

- **Support and encourage innovation. Ensure that our students get top notch service from beginning to end.** Word of mouth is a big marketing strategy and students will tell others...whether it is a good or bad experience.

- **That UFV stays true to its roots at the same time finding innovative ways to grow and keep up with the demands of a changing student body.**

- **Build a strong culture that nurtures our values along with innovation and creativity** A strong culture facilitates progress

- **Foster creativity in the university and the community. Invest in arts education** Because these skills and occupations sustain human communities and allow them to do something other than consume.

- **Be bold and ambitious.**

- **Aging of the population, and workforce specifically** We need to find innovative ways to support prior training that does not rely solely on the PLAR process. PLAR is too tied to disciplines.

- **As well as horizontal integrations, (text to text) we might think about vertical integrations.** The question for me is what can literature add a program in environmental studies or international or peace and conflict?

- **Let's think about text-based studies globally: literature, languages, communications. Could we find ways to integrate these disciplines to create a** program that is based on literacy in all of these areas?

- **Retain a variety of perspectives and content in English courses.** It is important for students to be humbled and confront many worldviews. Indoctrinated learning is not truly learning.

- **Because I'm from the English department and have worked with texts all my academic life, I am interested in new configurations of text-based studies.** In a multi-cultural society, the English canon needs to be tied to contemporary societies.

- **This is a continuation of the above: I don't mean that we shouldn't teach Beowulf, but that we need to contextualize it internationally.**

Future Programming

- **We need to think beyond the disciplinary silos to prepare students for this century. Peace and Conflict studies is a great example or a new program.** The world is in dire need of people who can deal with conflict and think internationally.

- **Consider the educational foundations needed for our future students.** Build foundations that are both dense and broad enough to be widely applicable over time.

- **"Borderless" education - mobility across programs, institutions, etc.** UFV must consider micro credentials, stacking of credentials, recognition of prior learning, transferability, etc. To allow for student mobility

- **UFV needs to become more proactive to current issues, and less conservative in their stance towards controversial subjects such as drug use.** It is important that UFV leads our community in the latest research that demonstrates effective systems and supports,

- **Need to focus on collaboration** Future is about collaboration and no one works in isolation

- **Make everything count - there should be a system for people to get credits for some continuing ed courses that could eventually lead them into a program** People's time is precious

- **Have concentrated courses during the regular semester - fitting in two back to back** If we can do it in the summer, we can do it the rest of the year

- **Rather than emphasize hard work & grades focus on encouraging students towards personal choice & self-confidence in their strengths/talents.** Our species' future won't be in trying to reach a job or standard just to get by- it will be in how we can each use what we have to contribute to all.

- **Students applying their disciplinary skills to collaborating around big questions** Learning to collaborate and problem solve in teams forms the basis of our survival as a species

- **More Post graduate programs. Online options for education and psych in particular**

- **Flexibility, room for growth** These are not 'issues' or 'trends' as no one can be sure what they will be, so I think it's not useful to predict.

- **Need to develop nurses who present with sound critical thinking and clinical judgement abilities.** In order to provide evidence informed practice in a variety of settings.

- **Need to develop nurses with high level leadership abilities.** In order to effectively work and lead interdisciplinary and interdisciplinary teams.

- **The meaning of life** People need meaning to live life well. Pursuing one's own gain, liberties and interests is a hollow goal. Is there a deeper meaning to life?

- **Less Funding for Arts, more for Science** Art history and the humanities contribute a lot less to society than mathematics, biology, and other technical subjects. UFV needs to shed its restrictive mandate so it can grow and adapt as a 'full' university.

- **Need to develop nurses with a high level of professionalism.** In order to provide excellent care to patients/families/groups/communities.

- **Cannabis university and college courses,** It's the largest growing instinct the world

- **Continuing education courses in AI aspects of the emerging cannabis industry** 150,000 vacant position right now in Canada

- **A cannabis focused education program for all employment opportunities in Canada and the worldwide legal cannabis industry** It will be greater than 7 trillion dollars' industry

- **Fostering creativity as well as historical and ethical understanding.** These competencies will allow communities to remain strong and resilient in the face of change.

- **UFV has a narrow view of the role of university education as worker production.** There are many reasons to go to university. jobs are one. Many students attend because of passion for education. Don't lump everyone together.

- **Non-physical human needs include needs for meaning, purpose, connection, belonging, expression.** The arts, humanities, and social sciences support the satisfaction of these needs over the long term.

- **Trades Program** Open some of our trades program to new immigrants/international students. No doubt they form the bulk of our community population and that percentage will increase

- **Run early entry programs for students still in secondary school - to take credited courses in the summer starting after grade 10** Some students are motivated and ready and more likely to choose UFV

6. LEADERSHIP, ADMINISTRATION AND FACULTY DEVELOPMENT

This is going to require strong leadership that is responsive to change and supportive of all employees, but particularly faculty. Key sub-themes include: Organizational Structure; Leadership, Hiring and Administrative Support; and Faculty Recruitment, Retention and Performance.

Organizational Structure

- **Separate those administrative roles that support our academic mission from those administrative roles responsible for workplace health.** So that issues of a healthy workplace can be better prioritized.

- **Change reporting structure of Human resources department. Leadership in HR best not report to leadership of our academic mission.** If our academic decision makers are the same decision makers as those in human resources, there may be increased risk of toxicity / fear.

- **We should make learning outcomes a director/dean level decision** Not doing this is blocking the indigenization process

- **Decisions about learning outcome changes, should be made by deans and directors** Deans and directors can ensure that learning outcomes comply with UFV institutional standards, and the standards of our accreditation body.

- **Make learning outcomes a director/dean level decision** the path or a course outline, and how long it takes to approve, is impeding innovation in response to changing community needs.

- **Allow deans and directors to approve changes to learning outcomes.** This efficiency will allow UFV to be nimbler in our response to changing global context.

- **My idea is for the central university to delegate the approval of changes to learning outcome to deans and directors** This will allow us to respond to changing community needs

- **Program reviews and program implementation** Regular review to ensure programming remains current and relevant; and to identify potential gaps/opportunities.

- **The time for approvals from central university systems is absurd. i.e., learning outcomes should be a decision made at the dean/director's level** Being nimble and innovative, and not turning into a stagnant swamp of bureaucracy

- **Revisit the Depart Head model. Provide real leadership** It is impossible to help departs. move forward when managed among colleagues. Huge lack of vision & leadership

Leadership, Hiring and Administrative Support

- **Continue the high-profile activities of the University Leadership Team** the President and her senior staff must be engaged in the university communities.

- **Build an effective, balanced, and fair administration team** Leadership is crucial to UFV's future. Including different professions' rep in the top administration team will ensure all voices heard and considered

- **Hire good people and get out of their way - see "Built to Last."** Education is a people intensive "industry."

- **Invest in employees** Foster career growth at all levels and provide health and wellness support. Continue to be an example of positive employer practices.

- **Respond to change. We need strong support for leadership teams who will enable UFV to develop efficient, appropriate responses to change.** We do not want to compromise our core values or quality of service, but we need to be flexible

- **More career opportunities at UFV**

- **Career Opportunities** Let's do more to help students find meaningful work. Each department needs its own careers-focused staff member.

- **Lack of Funding from the Government** UFV will have difficulty paying staff in an area with rising cost of living. $60,000 a year barely pays for living locally.

- **Create long-term employment security for more people...** because otherwise there will be nobody to cultivate lasting endurance or ensure the institution thrives.

- **We have significant labour relations shortcomings that requires improvement.** Strength is people, respect, and common purpose. Currently, we don't have this. Suggested to reduce number of administrators as a start / gesture

- **UFV needs to be more transparent when it comes to contract negotiation and administrative salaries.** It sets a bad example when various constituencies get treated differently.

- **I understand the need for additional administrative support when switching from college to university but now it seems to have grown too much.** There is little explanation given for the addition of new VP and director positions when resources me be better allocated in the classroom. Dialogue.

- **Too much bureaucracy** UCFV, and FVC before that, worked so well because people really knew each and worked together. That feeling of family is disappearing fast

- **Devote more resources to teaching, not administration.**

- **Salary. I recall reading an article in the newspaper about UFV administrators giving themselves a 20% raise recently. What about faculty?** Cost of living is extremely high here

- **How do we generate non-traditional sources of revenue to sustain our university in the future?** We may not be able to rely on traditional sources of revenue

- **Solve the Budget Equation** Faced with limited ways to increase revenue (tuition cap), already reduced expenditures, and flat headcounts - how does the institution remain viable?

- **Being more responsive to change** Being quicker to adapt to change, less bureaucracy, red tape

- **We need to be more meaningful in our SEM. We had established growth and program targets, but these were not informed by the UFV community. It's** important to ensure that what we identify achievable targets, making sure we have the capacity for growth and students are able to complete on time.

- **Time efficiencies for administrative work. Switch to a 5- or 6-week meeting cycle to allow more time to complete tasks and interact with colleagues.** Time to thoughtfully carry out the work needed or develop new ideas is vital. Many decisions are made without adequate consideration or consultation.

Faculty Recruitment, Retention and Performance

- **Recruit highly qualified faculty and staff aggressively. in chosen niche of excellence. Ensure rapid hiring processes in place.** Labour shortages are imminent (boomers retiring) & human capital is key. Resource the promotion and reputation boosting areas of UFV to attract hires

- **Ensure a fair compensation package for faculty and staff** We must have a competitive compensation program to attract good faculty

- **Increase faculty salaries so as to attract more qualified/interested applicants. Very hard to persuade candidates to come to UFV w/high cost of living Resource technological areas: Wi-Fi distance learning, video conferencing, video production online course resources.** Learning takes place everywhere. On phones, tablets laptops. Video conferencing and video assets key to online learning.

- **We MUST be able to attract and retain the BEST faculty. We need leaders in their research areas with first rate instructional skills.** The best undergraduate education can only be delivered by the best undergraduate professors. We need increasing salaries or decreasing teaching loads.

- **I believe the foundation of a healthy teaching and learning environment is rooted in, and encouraged, by quality faculty.** UFV should continue to invest in recruiting, supporting and developing the best and most well-rounded instructors.

- **Invest in tenured faculty - fund education appropriately** Our ratio of tenure-track to sessional instructors is shameful and does speak to our institutions value of education. Take action to fill vacancies.

- **Ensure Associate and Full professors have PhDs and have slightly higher pay scales.** UFV is not on an equal level with other institutions and there is no real indication that doctoral work is valued - this is demotivating

- **Salaries, resources, opportunities** Very hard to attract the best faculty when the pay scale is among the lowest in the country & the classroom teaching workload is among the highest.

- **Recruiting and maintaining engaged faculty** UFV is challenged to compete for quality faculty because of pay and teaching load. SACs often have to settle for second best - hard to be the "best"

- **To maintain and improve education quality, allocate more to hiring professors who are experts in their field.** Many competent profs will not be retained b/c they are sessional. Some classes are also taught by sessional profs who are not experienced in the area.

- **Invest in our people. Support faculty and staff to develop skills and keep current through opportunities like PD, research, publication, etc.** Strong, confident faculty and staff will be better equipped to inspire students as role models and mentors.

- **Institutional Funding** to attract and keep faculty, there needs to be a strong commitment to support them. Not just in wage and benefits but institutional supports as well.

- **Performance pay for faculty** Compensation should be partly based on performance, e.g., teaching quality, service record and scholarly contribution.

- **This University should create pathways to long-term employment for sessional faculty...** because students deserve faculty who are motivated to perform at UFV, not those who are teaching at three different universities just to get by.

- **Faculty need to be supported and made to feel valued more at UFV.** Would definitely boost morale amongst faculty.

- **More Rigorous Teaching Evaluations** Professors that pass probation are only evaluated once every two years in a course of their choice. This is pathetic, we need higher standards.

- **Change the way students evaluate instructors** Research has shown over and over that there are biases in the method and that it becomes even more exaggerated when the evaluation is an online one

- **Time and resources to be functioning academics** Faculty are handcuffed by the community college environment. They need time to practice (research) & stay relevant, as is available at 'universities'

- **Treatment of sessional instructors** limited chances for advancement and professional development

- **Workload. Most University faculty teach far fewer courses than us yet receive higher pay.** Would provide an opportunity to more fully engage in research, etc.?

- **Considering at least partial benefits for sessional instructors.** As there are considerable number of sessional instructors working at UFV, this can encourage them to increase their working performance even better.

- **Respect and support our casual/contract employees.** Sessional faculty, auxiliary staff, and contract staff are devoted to UFV and its students. We should do everything possible to hold on to them.

- **Ensure we attract and select good students and faculty while ensuring programs are in place that support the accessibility.** The quality of faculty and students are important determinants of sustainability.

7. STUDENT SUCCESS: ACCESS, EXPERIENCE AND SUPPORT

In order to ensure that students are successful, we need to keep their needs at the core of our strategic planning process. Key sub-themes include: Accessibility, Housing and Transportation; Student Experience and Physical Space; and Guidance and Mental Health.

Accessibility, Housing and Transportation

- **Continue easing the pressure of students, and offering the opportunities present at/through UFV.** Rather than UFV being seen as a steppingstone or intersection to success- encourage it as a sanctuary for learning, creating and participating.
- **Expanding course availability** If a required course is only available once a year or every two years, students are not able to proceed in their program or have to seek alternatives.
- **Making courses more accessible to a variety of prospective student's** times are changing and we need a bigger variety of ways to learn and achieve our goals
- **So many courses could be offered online.** People do not always have the luxury to not work in the semester. More courses should be offered online; many other schools already have this in place
- **Affordability** student debt is a huge burden, so keep it as low as possible
- **Affordability** Not only affordability of education, but also housing/living, are issues that will impact UFV's ability to attract students and faculty in the future
- **No vision statement should result in higher tuition fees, cut services (i.e., the Writing Center), or loss of employee security (regularization)...** because otherwise your vision is an insulting waste of time.
- **Lower tuition prices!** Young adults don't need debt to pay off for the rest of their lives. Education should cost a lot less.
- **Keep tuition low. Plain and simple.** We can't become like UBC or TWU.
- **Keep tuition costs low and cut fees for part-time students.** It's crazy that part-time students pay the same fees each semester as full-time students.

- **Decreased tuition fee in the name of organizational efficiency, trust deans and directors to be in charge of the approval of any learning outcomes** the amount of space this would create on the agendas of key meetings, would lead to further innovation across the university.

- **One major issue to consider is access. Is there a way to keep tuition costs down or offer continued/more support for all students?** As a student it was really difficult to afford finishing my education. I didn't qualify for much of a student loan but could barely afford tuition.

- **Sustainable funding supports for students; i.e. scholarships and bursaries** Costs continue to rise.

- **Housing availability.** UFV was a commuter school but with minimal options in the community more student housing may be needed

- **Housing development** If more space is available around the area, the growing community is more inclined to attend University close to home. Offering more BAs, MAs is a +

- **Have apartments and such for students to live in. The "dorms" are not that great.** Have somewhere half decent to live while away from home.

- **Have affordable housing for students.** I want to live on campus. I just can't afford to.

- **Negotiate improved public transit for students throughout the Fraser Valley. My Surrey students have a 2-hour commute**

- **Expand** UFV needs to increase its land area on the Abbotsford campus to accommodate more opportunities. Building 8 classrooms in mission is not helpful.

- **Create more student housing options.** Build more student housing or partner with a developer who is willing to offer a discount to renting UFV students near transit or the campuses.

- **Accommodation** Students are busier than ever, and UFV should consider bringing more diverse learning formats to the table, including more online classes

- **Housing availability, Student Transportation and Accessibility.** Students from Surrey to Hope should have the ability to commute by bus to their campus

- **Living expenses** If housing/rental is too expensive, students might not take as many courses per semester as they would like.

- **The very first thing to do is to start a paid shuttle bus from Abbotsford to surrey directly** So that students living in surrey will not have to travel 2.30hrs on bus while going and same while returning.

- **More distance education for post-degree is very necessary for future growth. It's getting harder than ever to balance school and work for students**

- **Greater flexibility for students in program choices and learning environments.** Choice in other

elements of society is increasing. Our students will come expecting options.

- **Flexibility with learning for our varied student body** Offer mix of online and in-class options. Flexibility in teaching styles as well since some learn best with lecture while others with hands-on

Student Experience and Physical Space

- **Teachers should have to be more accountable when submitting grades and handing things back. They should also have to be required to email back.** I have had profs that did not email me back even once in the semester and profs that didn't submit a single grade to blackboard. Unacceptable.

- **The fact that some teachers and TA's should try to become more approachable and available to help the students.** I had interactions with teachers where I felt I was bothering them just because I asked a question. One teacher in building G was especially rude.

- **Train the faculty that teach poorly.** Considering how much students pay for tuition; we expect a quality education. We demand competent teachers, not painted benches and a new library.

- **Making sure your staff is up to the job and is fully qualified.** My past professors have come to class with an incomplete syllabus and a total disaster of a class, showing pop culture videos and not educating me

- **Ensure faculty use effective, evidence-based practices in the classroom, lab, etc.**

- **I got informed that I was not able to take a course 4 days before the semester started. As someone with student loans this is obviously a problem.** UFV must be timelier in submitting grades and booting people from courses. If we have to submit assignments by a certain date, then UFV should too

- **It is one thing if you do not meet requirements for a course, it is an entirely different thing if you find out 4 days before.** 4 days is NOT enough time to waitlist a course or completely rearrange a schedule or email teachers for waivers.

- **Remove or replace the SUS** They are irrelevant and I'm tired of them mindlessly spending our money for fickle and meaningless things we never need, and holding back our clubs

- **Longer cafeteria hours and gym hours.** Some classes go late in time so for everyone a cafeteria that has longer hours would be beneficial.

- **Enrolment is growing &we need to offer more services& become fully functioning - i.e., food is limited & close far too early, Sat/Sun full access & food**

- **UFV needs to address the needs of so much of the student population that is a little older, often**

married, with families & such students have little time to commit to education & even less for student activities, often dropping out

- **Student Engagement and Retention** Student engagement improves the quality of the academic experience in students, helps to increase student retention and contribute to strengthen

- **The food options at UFV are atrocious. Everything good in the cafeteria (which isn't much to begin with) closes too early.** How about some healthy options and food we can get into the afternoon & evening? Many of us have evening classes and triple-so just isn't good enough! **Microwaves**

- **Make food and campus services available full time as we grow** Make UFV a destination to learn and stay on campus

- **Chilliwack Campus Cafeteria** Wait times can be lengthy during breaks as there is only one place to eat and most classes have break at the same time.

- **Different variety, and cheaper, food on campus.** It gets boring, expensive, eating the same small variety of food all the time if you live on campus.

- **Student Printing-Certain number of pages should be included per semester** Students should be given at least 200-500 pages for printing per semester included

- **This may be something to consider: The time between classes is currently 10 minutes. This makes finding a parking spot difficult as most students like** to arrive 10 minutes early, but the students from the previous class have not vacated the parking lot. Increasing time between classes would help.

- **The lack of places to eat on both campuses.** The Chilliwack campus only has one place for students to eat. Sometimes this food is undercooked, and there is not much variety. Plus, it is expensive

- **Healthy/other eating options** Need healthier food options on campus. As more people turn away from consuming animal products, UFV must adapt to accommodate different thinking.

- **Printing cost** Costs are too high to get things printed, which forces students to go out and get it printed.

- **Space** UFV lacks proper classroom space, and space where faculty & students can do their research. This is especially a problem in the sciences.

- **Space to grow** as more students choose to study at UFV, it will be important to have more classrooms, offices, and parking.

- **Limited physical space** Major problems with having enough space for classrooms, offices, meeting rooms, and parking.

- **Classroom spaces need enlarging or reconfiguration** Basic activities (e.g. use of whiteboards) are restricted by small classroom space.

- **Number of students in comparison to resources and available classes & class sizes needs to be a change in the amount of students accepted or resources** There is an increasing influx of students accepted each year but class sizes and resources do not meet these needs

- **How do we address our capacity issue going forward?** If we want to meet the postsecondary needs of the Fraser Valley and at the same time attract International students, we are currently constrained.

- **UFV should be mindful of "sharing" their unique resources whenever possible - e.g. community access to the gym or hosting professional events.** Many years ago (before university status was granted) UCFV hosted a district-wide Pro D Day for Abbotsford teachers. This was well-received.

- **Multi-campus organizations must allocate resources to satisfy community aspirations while protecting the integrity of the institution.** This means doing the right thing is just as important as doing things right – See David Johnston's Book "Trust."

- **Move away from big campus model** We will still need an anchor campus, but we should be thinking about smaller, co-managed facilities (w/communities) to deliver experiential/prof ed.

- **Does the multi-campus really work?** it seems detrimental to student life & cohesiveness of\ departments & programs

Guidance and Mental Health

- **Help students access information/funding options.** Offer support and 1 on 1 counselling to help students explore financial options when they do not qualify for student loans or financial aid.

- **Make our services and what we offer accessible to all, all types of courses and all types of modes of teaching.**

- **As students get more diverse with a lot more variety in interests, I think effort should be placed in helping making like-minded students gather.** As a new student, I do feel quite isolated. I'm sure there are students who share my interests, but finding them is hard.

- **The need to offer greater guidance and support for students in developing their writing abilities so as to be successful in the workplace** Because the BC Education Curriculum doesn't seem to be providing our students with the necessary foundational writing skills.

- **Helping students with the mental wall they face.** Mental health affects a lot of people and it affects their life and school performance in a big way.

- **Increased student anxiety and inability to cope when under stress.** As students move through semesters, an increasing number have difficulty with added responsibilities and a lack of coping strategies.

- **Physical and mental health of students.** Without these, everything else we do is diminished

- **Student stress levels are another major issue because they are uncertain about the cost of an education and their future return on investment** Students, especially in liberal arts and sciences are uncertain as to what careers they can achieve from courses they love to study. This is stressful

- **Keeping students as the first priority** This enables the success of students and allows them to learn the tools they need for dirtier careers

- **Future Guarantees** Two things are important for students: University Experience and Future Work. Thinking from their view will bring all answers you need.

- **Keeping class sizes small, and programs competitive** Students are more likely to succeed when they feel they can interact with their professor and peers. Competitive programs further boost the reputation

- **Make sure that office hours are always known and encourage more students to receive the help that they need.** This is important because it ensures educational success.

- **Make sure we focus on "customer service."**

- **The student (their entire educational experience in and out of class) should always be the priority.**

- **Changes in provincial K-12 curriculum, along with existing problem of high school graduates increasingly unprepared for postsecondary study**

- **Hand-held devices as distraction or put to use.** Can cell phone use be integrated into education and will resources be made available to realize and integrate the use of cell phones into the settings

Theme	Major issues/trends	How to cultivate lasting endurance
Community	**Expectations regarding post- secondary education are changing, and we need to find new ways to engage and collaborate with our communities.** We need to remain relevant to our students, our communities (industry, business, taxpayers, government) and long-term sustainability.	**We are a resource for the entire community –** we need to be in the community. Physically, emotionally, and literally. Knowledge needs to flow in both directions – we cannot just be a vessel which holds knowledge, we need to be a conduit. Connecting ideas and people. **Partnerships with community.** Intertwining classroom learning with community experience more deeply will affect students to greater positive societal and individual changes. **Making UFV a community to live, study and play.** Enhances the reputation and community building of UFV.
Identity and Reputation	**Recognize the need for differentiation in the education sector**. One school cannot be all things to all people. I came to UFV for the small class sizes and professors dedicated to teaching. **UFV needs to decide what we will be known for in an increasingly competitive, crowded, and global educational marketplace**. Resources must be channeled to help dominance in our chosen niche. Limited resources mean competition with UBC or other huge players is not realistic.	**Position itself as THE University for Fraser Valley students.** Get the name out there, work for public transit, work on reputation. UFV has a lot of potential. **Focus less on how you can beat other institutions, and more on how you can contribute to collective well-being and education/teaching**. We are one Humanity and all share the same Earth. Each of us can add something new/more to it. That is a great mission for an institution. **Continue easing the pressure of students, and offering the opportunities present at/through UFV**. Rather than UFV being seen as a stepping stone or intersection to success – encourage it as a sanctuary for learning, creating and participating.
Human Resources	**We MUST be able to attract and retain the BEST faculty. We need leaders in their research areas with first rate instructional skills**. The best undergraduate education can only be delivered by the best undergraduate professors. We need increasing salaries or decreasing teaching loads.	**Continue to build meaningful and personal relationships with students, faculty, staff, and all external stakeholders**. **Invest in our people.** Support faculty and staff to develop skills and keep current through opportunities like PD, research, publication, etc. Strong, confident faculty and staff will be better equipped to inspire students as role models and mentors.

Theme	Major issues/trends	How to cultivate lasting endurance
Careers and Experiential Learning	**Learning must impart skills that are readily identifiable by employers as useful.** These may be experiential or theoretical and easily applicable. There will be a worker shortage and employers need people who are ready on day one of their career. Government is pushing this, other schools are too.	**Future guarantees.** Two things are important for students: University experience and Future Work. Thinking from their view will bring all answers you need. **Focus on employability and setting students up with the skills they need to be successful in their careers.** **Address the career preparation needs of the Valley student population.** Entering the workforce successfully is a higher need and goal for most than becoming a generally educated person.
Courses and Programs	**Greater flexibility for students in program choices and learning environments.** Choice in other elements of society is increasing. Our students will come expecting options.	**Keeping class sizes small, and programs competitive.** Students are more likely to succeed **"Borderless" education – mobility across programs, institutions, etc.** UFV must consider micro-credentials, stacking of credentials, recognition of prior learning, transferability, etc. to allow for student mobility.
Technology	**Technology: we need to be leaders in the development and use of technology in education, not behind the times trying to catch up.** As useful and important as we think technology is in 2019, we can't even imagine yet how much bigger it will be in 10-20 years.	**Resource technological areas: wifi, distance learning, video conferencing, video production, online course resources.** Learning takes place everywhere. On phones, tablets, laptops. Video conferencing and video assets key to online learning. **Ensure we develop the technological capability and programs that allows us to compete with other universities**. We will be left behind as other universities develop non-traditional methods of delivering their programs.

Summary of the Feedback from the Accountability Plan (2018 – 2019)

Many of the participants in the thoughtexchange discussions expressed that UFV's existing values were not clear and that the current mission was too long and convoluted. They felt that it could be more inspirational and needed to better represent the **growth that students experience** during their time at UFV. They also felt that some of the aspirations were difficult to measure and could be better defined. In response to the question "as we develop our vision for the future, what do you think are the major issues and trends we should consider?", the top issues cited by participants were **course availability, our ability to attract faculty, the need for more hands-on learning opportunities, and the challenges of physical space**.

An analysis of top thoughts, arranged by stakeholder group, showed that **for students,** course availability, qualified instructors, and expanded hours for on-campus amenities such as food service and the fitness centre are high priorities. **For faculty,** recruiting and hiring faculty members dominated, followed closely by space, and international student population growth. **Staff members** cited the growth in technology fields and the importance of experiential learning as key issues. **For alumni,** top matters included climate change, attracting faculty, and ensuring the affordability of a UFV education.

Participants noted that UFV's **strong roots in the Fraser Valley** have been the key to UFV's success so far and will continue to be important in the future. When asked to think about what UFV should do to cultivate lasting excellence, ensuring our institution thrives well into its future, contributors reiterated the importance of **strong relationships and building community**.

Appendix D
Planning Document Themes

Institutional Planning Documents

EMERGING THEMES

1. Access, Flexibility and Responsiveness

2. Integration, Collaboration and Multi-Disciplinary Approach

3. Citizenship, Intercultural Competency and Sense of Belonging

4. Active Engagement, Community Building and Shared Responsibility

5. Health, Human Development and Environmental Sustainability

6. Technological Innovation, Student Learning and Applied Research

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1. Access, Flexibility and Responsiveness

Learning Everywhere: The UFV Education Plan began with a visioning exercise in recognition of the dramatic changes transforming the landscape of post-secondary education in Canada and around the world in 2015. *UFV 2025: A Vision for our Future* discussed some of these factors that had or were in the process of changing: learners; learning; faculty; the discipline-based organization of universities; funding and the university business model, the impact of information technology and digitization; locally, globally, and online; growing expectations by students, parents, governments, taxpayers, and more for ever-higher degrees of accountability and quality assurance. In particular, universities are being asked to provide assurances as to the quality of the education and services they provide and to account for what students are learning. Shifting the locus of control[1] for *learning* to the learner, it identified 2 related goals**:**

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

- **Commit to Flexibility and Responsiveness -** UFV recognizes the importance of **agility in its programs** and administrative units to enable us to **adapt and respond to the diverse learning**

needs of our students, faculty, staff, and community. We will streamline organizational procedures and practices that limit creative problem solving.

Promoting student's academic success by improving access to students from differing backgrounds, having flexible programming and learning options, and being responsiveness to best fit the diverse learning needs of students was foundational to:

- *Beyond Local: UFV Internationalization Goals* - **Increase access to and participation in international mobility experiences.** We will do this by raising the awareness of the opportunities available, streamlining the process of credit recognition, and striving to remove financial barriers to studying abroad. UFV will encourage and support our faculty in developing collaborative relationships with faculty from partner institutions as a means of strengthening partnerships and **increasing student mobility** (Goal 1)

The Strategic Enrolment Management Plan responds to the unanticipated growth in international student enrolment at UFV. To guarantee that UFV is able to integrate international students into the university community, ensure their success, as well as maintain the high quality of its programs, the university identified placed a focus on internationalization and increasing Aboriginal participation as most notable in terms of enrolment management and planning. However, enrolment targets also reflected an **increasingly diverse student body** – increasing retention (especially after first year) for current students, adding a qualifying studies entrance stream and increasing **opportunities for students to transfer**, international and Indigenous students – and offered greater opportunities for graduate-level programming, experiential and workplace learning and **supported growth** in the program areas of Health and Wellness; Agriculture and the Environmentally-Responsible Development of the Fraser Valley; and Digital Media Technologies.

The goals identified in the Budget Plan reflect UFV's "commitment to its students and to an increasingly diverse student body." Referring to UFV's internationalization goals **to increase access and participation** in international experiences, a new position was added to **encourage and support outbound mobility and international experiences** for our students." As part of a multi-year Technology Plan, it acknowledged the importance of technology to the future of learning and to **responsive and flexible delivery of services.** In addition to access and flexibility, the Budget Plan also laid out a foundation to **support students at risk** and provide services, programming and activities that encourage domestic and

international students to achieve their goals. There are also investments in additional resources to **facilitate teaching and learning** will be added in the Academic Success Centre, the Library and Supported Learning Groups. **Expanding peer mentoring, particularly for international students, will support students in their transition to studying at UFV**.

2. Integration, Collaboration and Multi-Disciplinary Approach

Although efforts to integrate experiential learning both inside and outside of the classroom, develop opportunities for collaborative and interdisciplinary work and support a multi-disciplinary approach to program development are clearly articulated in goals 3 (**Collaborate Across Boundaries**) and 5 (**Integrate Experiential Learning**) of *The UFV Education Plan*, they also appear in:

- *Beyond Local: UFV Internationalization Goals* - **Support the development of strategic partnerships.** UFV has the good fortune to have partnerships with a variety of institutions the world over. These agreements may involve student mobility, credit transfer, research interests, or other joint initiatives. Going forward, we will work toward an inventory of these partnerships and a database of opportunities so that departments can promote the relationships that best align with their goals. On both the local and international level, we will **collaborate across boundaries** (Goal 5)

- *The Strategic Enrolment Management Plan* is to "offer more **experiential and workplace learning opportunities** to students" and "In the context of relatively static enrolments**…**highlights three broad areas for new and existing program development [that] are not tied to any particular department or Faculty and therefore the intent is for these **programs to be multi-faculty or interdisciplinary"** (Goal 6)

The *Institutional Accountability Report* highlights the Centre for Experiential and Career Education (CECE) launched this past Spring, which:

realigns units and staff involved in career planning, **experiential learning, co-op placements, internships, practicums, mentoring, and co-curricular experiences into one department**. Following with our Education Plan goals, this **moves experiential and career education from the periphery** of the student learning journey to a place where it is **integrated i**nto our core academic activities. This also creates a single portal into the university for industry and community who want

to **engage students in experiential learning, work integrated learning (internships and practicums), and co-op education**.

The *Budget Plan* also invests in "**learning both in and outside the classroom**, and disciplinary schools." Under **Student Experience and Success** (a specific investment priority), the budget added resources to "enhance experiential learning," increasing the "coordination of practicum and internship placements and programming. This provides opportunities for students to get employment experience and also creates opportunities for the university to engage with the community." It promotes interdisciplinary collaboration as one of **its strategic investment priorities** using as examples that "will **offer students greater interdisciplinary opportunities and immersive experiences:** (1) a new School of Agriculture, Geography and the Environment (SAGE), housed in the Faculty of Science, established to bring together programming and the Food and Agriculture Institute; and (2) two new schools being established in the College of Arts **–** a School of Creative Arts and a School of Global Engagement & Social Justice. "New Directors in each school will provide leadership and build programming supported by the **collaborative and interdisciplinary structure of the schools."**

The *Strategic Research Plan* targets five research themes, which are broad enough to **support multi-disciplinary approaches,** and each is connected to UFV's strengths and the values and interests of the people of the Fraser Valley. The plan focuses on six routes to encourage research and scholarship, of which goals 4 and 5 are particularly relevant:

- Supporting and enabling research and scholarly **activity grounded in and relevant to the University's regional setting -** Prioritizing research options and scholarly activities that serve the cultural, social and environmentally sustainable development of the Fraser Valley; Cultivating applied and collaborative research opportunities with regional industry, government and non-profit agencies; Developing and supporting research in the scholarship of teaching and learning.

- Developing **multi-disciplinary and collaborative research programs -** Increasing institutional support for research themes consistent with established research programs, institutional goals and/or strategic enrolment management; Identifying and actively pursuing collaborative research opportunities; Strengthening the role and capacity of the University's research centres, institutes, and laboratories as practical vehicles for interdisciplinary collaboration.

3.   Citizenship, Intercultural Competency and Sense of Belonging

In *Changing Lives, Building Community: UFV's Strategic Plan* (see *Institutional Accountability Plan*), the communities of the Fraser Valley are described as a **rich tapestry of different histories, cultures, and religions.** It notes that "UFV prides itself on **serving this diverse society by offering widespread access** to postsecondary education" and "tries to prepare students for a lifetime of career success and **productive citizenship."** Recognizing the University's scope as both **local and global,**" it welcomed "the increased international activity and the growing number of international students support **UFV's strategic goal of bringing the world to the Fraser Valley, and the Fraser Valley to the world."**

Developing and modelling civic engagement, nurturing global awareness and embracing intercultural diversity appears in the *Institutional Learning Outcomes* (Goal 9 – Contribute Regionally and Globally), *the UFV Education Plan* (Goal 4 – Develop Local and Global Citizenship), and *the Budget* (Strategic Investment – Local and Global Citizenship Development), which also placed an emphasis on **Intercultural competency** as an important consideration in the new student support positions that will help address the **high student load** on counselling services and the **diversity of clients** they support. The Strategic Research Plan identified **community, justice and cultural engagement** as one theme to **support multi-disciplinary approaches,** whereby **"**UFV recognizes and values the diversity of the peoples of the Fraser Valley and will continue to partner with various communities and organizations to pursue research in the areas of culture, citizenship, peace and justice, and human rights. This will involve, among others, the faculty and students involved in the Centres for Social Research, Global Development, Indo-Canadian Studies, and Peace and Conflict Studies.

At the base of *Beyond Local: UFV's Internationalization **Goals*** are two challenges: (1) how the University should respond to the increasing complexities around globalization; and (2) how UFV and communities need to prepare to work within an international context. To guide its understanding of UFV's current position on the internationalization spectrum, the committee worked from a definition of internationalization as "…the **intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education**…" After an initial overview of internationalization efforts undertaken by UFV International, the group conducted a preliminary analysis of key UFV documents and plans – Strategic Directions, Education Plan, Strategic Enrolment Management Plan – to identified 3 priorities aimed at **developing global citizenship,** expanding the **cultural diversity** of the UFV community, and providing services and an environment that **foster a**

sense of belonging. Inherent within each were goals related to the acquisition of **intercultural competencies** and providing a **welcoming space to people** from a variety of backgrounds.

- **Expand the cultural diversity of the UFV community.** UFV will continue to be a welcoming place for students, faculty, and staff of diverse backgrounds. We will aim to broaden the scope of current recruitment activities and promote the acquisition of intercultural competencies. With the student population, we will continue to promote events and activities that attract attendees from diverse backgrounds. (Goal 2)

- **Design and deliver programs for a rapidly evolving global context.** UFV will ensure that its programs are relevant in developing global citizenship. This could mean the inclusion of an intercultural element in programs. It could involve a modification of program structure to accommodate international learning experiences. It could also be achieved through the inclusion of international and intercultural content within specific course material. The idea of **using technology to collaborate across boundaries** was discussed. (Goal 3)

- **Provide services and an environment that foster a sense of belonging.** UFV recognizes and honours the contribution that Aboriginal people have made – and continue to make – to our community. Just as the Stó:lō people welcome us, we must ensure that UFV's services and spaces are welcoming to people from a variety of backgrounds. With that in mind, UFV will strive to foster a sense of belonging in everything that we do — from the development of our teams, to the design of physical spaces, to the creation of our policies. (Goal 4)

4.   Active Engagement, Community Building and Shared Responsibility

UFV not only demonstrates its commitment to local and global citizenship, but it **models engagement and responsibility to our communities** (Budget Plan). The notion of providing a welcoming space can be traced back to *Indigenizing the Academy,* which meant "to make the academy both **responsive and responsible** to the Indigenous peoples' goals of self-determination and well-being." While the vision of physical space and framework for inclusion of Indigenous Studies at UFV – to accommodate Indigenous learners, staff, faculty and community, and provide context and visibility to the larger community – was deemed critical as UFV indigenizes, it also **proposed creating of a culturally safe educational environment** and **foster a sense of belonging** for Indigenous learners. Under the core values of **respect and balance**, this was a s**hared responsibility** placed among all members of the UFV community

to recognize, appreciate and develop an understanding for the historical processes and indigenous reality of the traditional territory in which they are learning (rather than one that falls solely on Indigenous peoples).

Following the Truth and Reconciliation Committee's Report outlining 94 Calls to Action, the idea of a *Lálém ye mestíyexw*, or **"House of the Peoples"** emerged as a **main theme to address a new purpose**. *Lálém ye mestíyexw* provides a home for Indigenization in which people come together to strengthen their presence and relationships. The response from the community in the Fraser Valley, both Indigenous and non-Indigenous, demonstrated the **leadership role** that UFV can play. One of the main conclusions reached was that it is important to **move away from a hierarchical/traditional organizational structure to adopt instead an Indigenous organizing structure**. *Lálém ye mestíyexw* makes reference to **Indigenizers,** which is meant to **evoke this shared responsibility** of all members at the University and take a decentralized approach to Indigenizing at UFV.

A commitment to Indigenization (and Indigenous Students) feature in *the UFV Education Plan* (Goal 1 – Prioritize Learning Everywhere and 4 – Develop Local and Global Citizenship), the *Strategic Enrolment Management Plan* (Goal 6), *UFV's Strategic Plan*, and the *Institutional Accountability Report.* The *Budget Plan* also lists **Indigenization** as a specific investment priority that would "see Indigenous students and communities reflected in UFV and embrace and fulfill our commitment to Aboriginal Peoples." To answer the *Truth and Reconciliation Commission of Canada's Calls to Action* and to take a **leadership role in education for reconciliation…**

> In this context, and with Indigenization as a priority, the university plans to implement Lálém ye mestíyexw (*House of the Peoples,* as translated from the Halq'eméylem). This would build on our already existing Indigenous Student Centre and the Office of Indigenous Affairs. Programming initiatives include the BA Indigenous Studies Major and Minor as well as **intentional efforts to integrate Indigenous ways of knowing** into many academic programs. There is a need, however, for greater coordination and integration of initiatives. Lálém ye mestíyexw envisions a home for Indigenization at UFV, **strengthening Indigenous presence and relationships** within UFV and creating a connection to Stó:lō people and communities – the stewards of the land where UFV resides. To foster these efforts, a new position will be added to provide dedicated support to Indigenization. To further our Indigenization efforts, the initial focus for a new Special Advisor to the President will be hiring and retaining Indigenous faculty and staff. Funding for new faculty positions has been designated for Indigenous hires. (Budget Plan)

Active Engagement, Community Building and Shared Responsibility features into another strategic investment priority – **Community Engagement and University Relations** – of which six new positions have been added. This reflects an "Investment in **community engagement** [and] will support raising the profile of UFV in its endeavours to **connect with students, community partners, industry partners, governments, research agencies, and donors**. *The Institutional Accountability Report,* which refers to UFV as bringing "**together the people living in our communities and provides them with opportunities for development and self-actualization.**" The report provides several examples of this: bringing students and civic problem solvers together through CityStudio; offering a special lecture series on diverse topics such as peace and literacy and the work being done in the revitalization of the Indigenous languages, among others; and **connecting with our communities** through special forums on topical issues, including author readings, health fairs, theatre productions, guest speakers, the Art of the Book, Valley Fest, etc.

5.   Health, Human Development and Environmental Sustainability

Indigenizing the Academy listed a set of core values – such as respect, balance of mind, body and spirit, continuity of life, personal and cultural identity, patience, taking care of others, living carefully and more – which can be characterized as **holistic** and **interconnected**. In **Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization at UFV,** *"part of being a* **UFV citizen** *also involves* **responsibility to our communities and environment***."* In addition to the UFV Education Plan, links between **Health, Human Development, and Environmental Sustainability** also appear in the:

- *Institutional Accountability Report*, which states UFV's commitment to "**improving the health and well-being of our community and leading the stewardship of our environment"** and bringing "**together the people living in our communities and provides them with opportunities for development and self-actualization**"

- *Strategic Enrolment Management Plan, which supports growth in* **Health and Wellness**; Agriculture and the **Environmentally Responsible Development** of the Fraser Valley; and

- *Budget Plan* which lists **Health & Wellness –** To develop strategies and supports that encourage good health and wellness for students and employees at UFV – as a specific investment priority.

The *Strategic Research Plan* also "prioritizes research options and scholarly activities that serve the cultural, social and environmentally sustainable development of the Fraser Valley" and identifies the **Environment and Sustainable Development,** and **Human development, health and well-being** as two of five research themes that both fit UFV's mission as identified in its strategic and education, and is connected to UFV's strengths and the values and interests of the people of the Fraser Valley:

> **Environment and sustainable development -** The Fraser Valley has a diverse and still a comparatively healthy natural environment. It is also one of the most important agricultural regions of the country due to its relatively mild climate and fertile soil. At the same time, as agricultural production has intensified, the valley's population continues to be one of the fastest growing areas in Canada. This raises important challenges in terms of sustainable development and the protection of the natural environment, which makes research in the relationship between agriculture, social and economic development, sustainability, and food and water safety and security mandatory.

> **Human development, health and well-being -** Human health and wellness will remain a priority research area for the University. This will build on current research programs in Kinesiology, Nursing, Psychology, Social, Cultural and Media Studies, Early Childhood Education/Child and Youth Care, Social Work and Human Services, the Centre for Education and Research on Aging, and, the Centre for Social Research, and will be supported by both the existing Tier II Chair in Food Security and the appointment of a Tier I Canada Research Chair in Health and Community.

6.   Technological Innovation, Student Learning and Applied Research

The Institutional Accountability Report draws attention to UFV's "emphasis on applied research results in varied opportunities for student researchers," including international study abroad programs – which bring students to the Fraser Valley from around the world while allowing students from the Fraser Valley to study overseas – **Indigenous-oriented programs** [which] not only help Indigenous students learn in a way respectful of their traditions and values, **but also educate non-Indigenous students** on those same traditions and values, creating a bridge between cultures, as well as the continuing studies and academic upgrading offerings make learning a lifelong experience. In addition to **applied research,** it highlights the fact that "UFV successfully applied for funding of additional student spaces related to the technology sector. As a result, new programs will begin this fall in coding, digital fabrication, and graphic

and digital design. *The Institutional Accountability Report* notes that our Capital Plan reflects UFV's **commitment to technology**, particularly as it affects the training and education of our students. To support the University in its **learner-centered vision,** "our **prime capital priority is beginning the work of updating and improving technology infrastructure on campus"** (see also Capital Plan).

The *Strategic Research Plan* refers to UFV as a teaching university, but one which sees **teaching and research as interconnected.** Recognizing the **importance of active research and scholarship,** the plan identifies 6 goals to encourage research and scholarship, 4 of which are relevant to innovation, technology and the connection between teaching and research:

- **Facilitating the integration of research and teaching** and increasing the number of research opportunities for students (Goal 1)
- Promoting and supporting the research, scholarly and creative activities of faculty members; through cooperation with industry, community partners; research made possible by **technological change or revolution** (Goal 2)
- Enabling research and scholarly activity that is **imaginative, innovative and/or entrepreneurial** (Goal 3)
- **Cultivating new directions** in research and scholarly activity that build on existing expertise while **responding to changing economic and technological contexts** (Goal 6)

The *Strategic Research Plan* also lists 2 of the 5 major strategic themes to develop its research capacity, output and impact, which demonstrate this recognition of the **importance of technology to the future of learning and interconnectedness between teaching and research**:

- **Teaching, learning, and cognition -** UFV attaches great importance to the scholarship of teaching and learning. Student involvement in inquiry learning and research provides unique opportunities for students to develop and acquire essential skills including analytical thinking, critical thinking, an ability to relate practice to theory, and communication skills. Gathering evidence of the effectiveness of new pedagogical methods and technologies is essential for achieving the University's strategic goals.

- **Technology, modelling and applications -** Technological innovation and adaptation have always been important social, economic and cultural drivers, but especially so with the development of the internet and digital revolution in computing, visualization, and three-dimensional modelling. Electronic communication is a global phenomenon, complicating traditional concepts of boundaries and the ways in which classes, genders and cultures interact with one another. Computer modelling is revolutionizing the creative arts and the physical sciences, and the information highway is the digital encyclopedia accessible by anyone.

The Budget Plan describes the future of learning at UFV as **"learner-centred, individualized learning, integrative learning, flexible, learning everywhere, experiential, connected."** It calls for "UFV to **embrace the role technology** plays in the future of learning in order to be the innovative, learner-centred university it aspires to be." Guided by *UFV's Strategic Direction: Changing Lives, Building Community1* and by *Learning Everywhere: The UFV Education Plan, the Budget lists* **Technology & Business Transformation** as one of its strategic investments, which reflects the university's commitment to **embrace digital technologies that transform teaching, learning** and business practices in higher education. Also included is funding for the first year of a **multi-year Technology Plan** acknowledging the **importance of technology to the future of learning and to responsive and flexible delivery of services.**

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[1] Locating control within the learner formed the basis of UFV's Institutional Learning Outcomes, which sought to shift educators' gaze squarely onto the aspirations of the learner. Such learner-centred education entails using emerging technologies and flexible approaches that cut across traditional boundaries to allow learners to shape their own education. Developed in 2012 – after Indigenizing the Academy (2007) and before the UFV Education Plan (2015) - UFV's Institutional Learning Outcomes (ILO) project reflected a subtle shift in emphasis on the **nature of knowledge transmission in education.** Rather than focusing primarily on what teachers have taught to students, the ILOs focus on the students and what they have learned and absorbed. Thus, the ILO project helps UFV move towards a learner-based approach to education.

Appendix E
Higher Education Trends
Presentation by Ken Steele
November 14, 2019

Divergent Futures

Forces for Change and Higher Ed Innovation

Ken Steele

Chief Futurist, Eduvation Inc.
Host, Ten with Ken webcast

University of the Fraser Valley   Nov 2019

Just a few things you need to know about me….
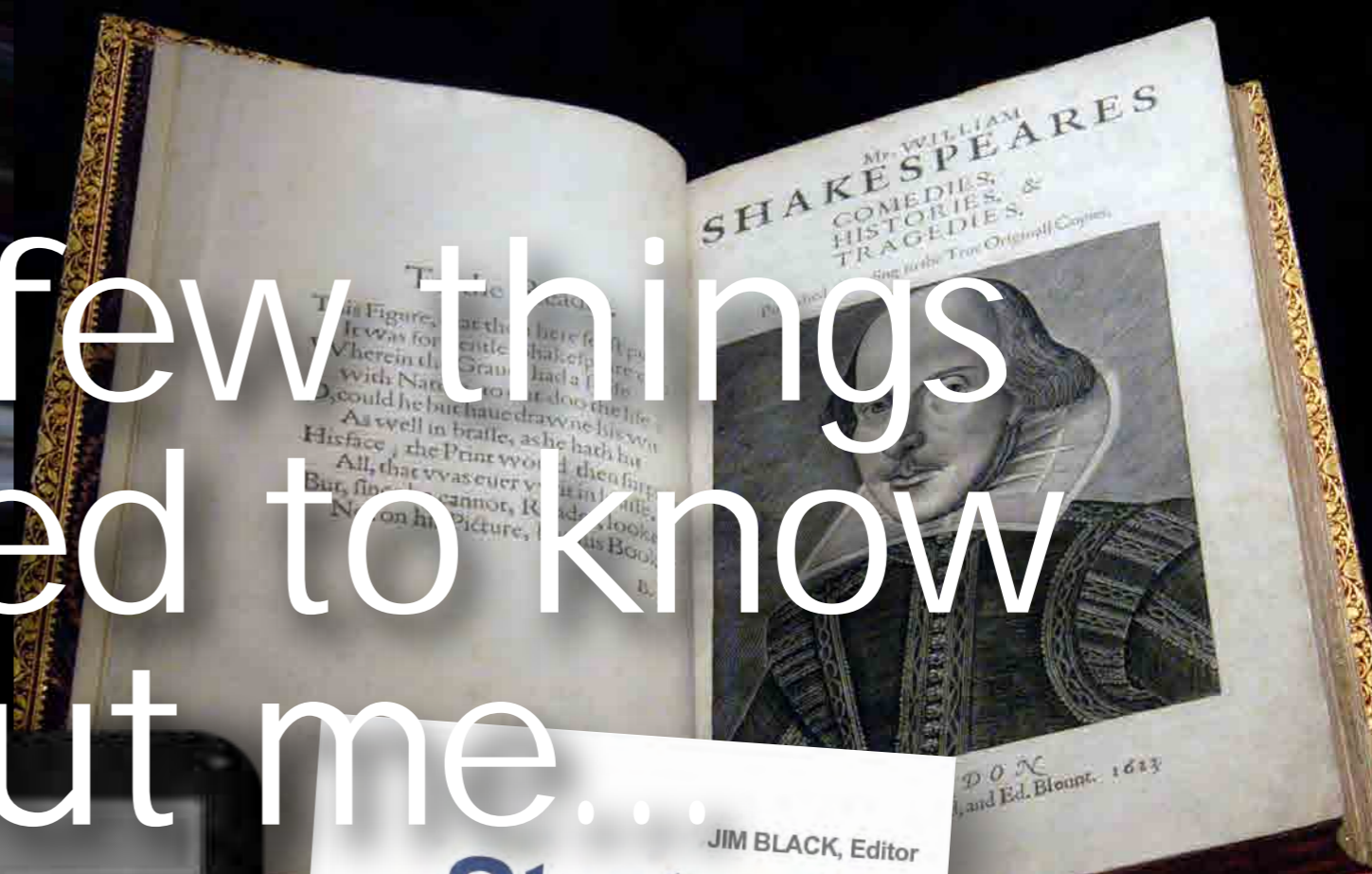
Who is
Ken Steele?
A (Very) Brief Biography

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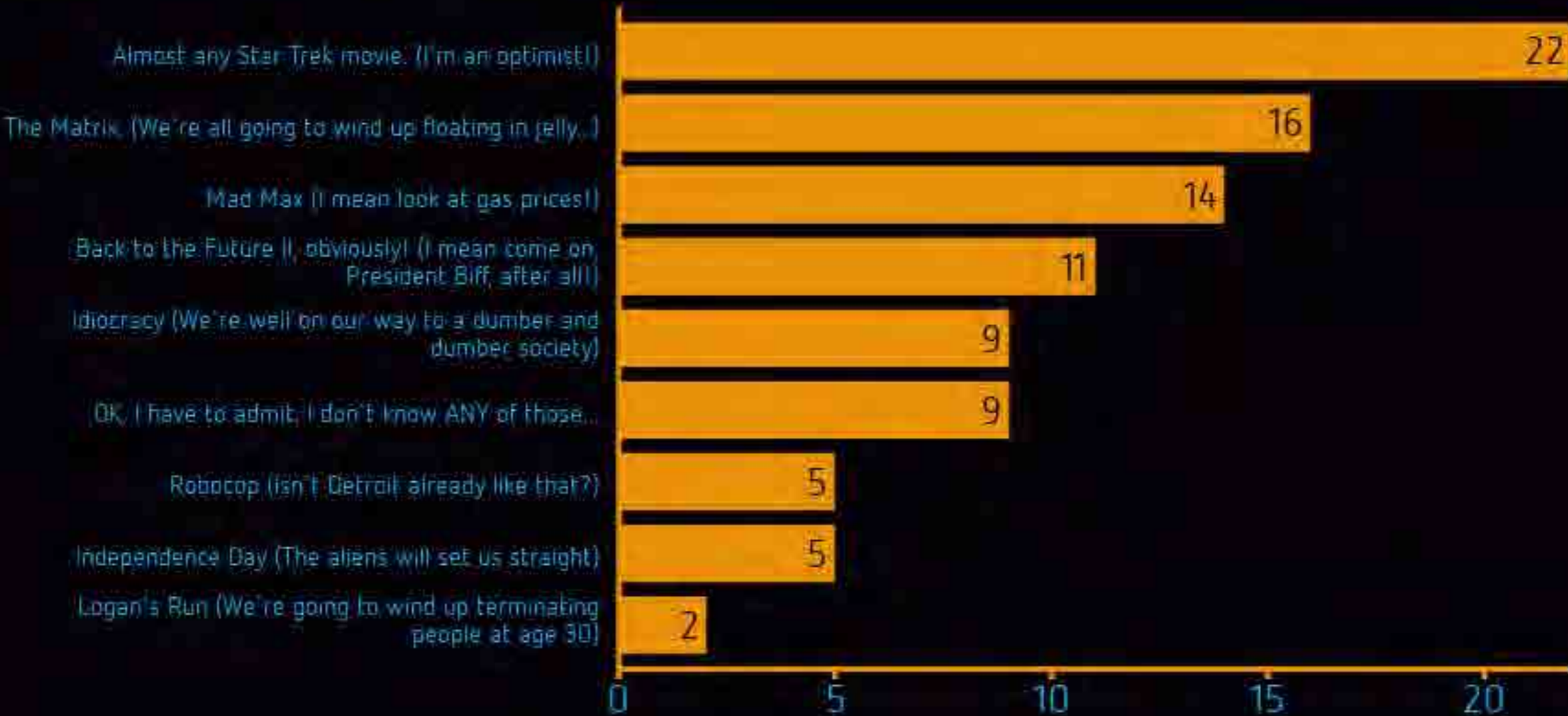
Pair & Share:
What **disruptions** lie ahead for universities like UFV?

What disruptions lie ahead for universities like UFV? (Single_words / no spaces)

Drivers of Change

9 Forces
for Change
in Higher Education

https://youtu.be/zH-DwMoUwEs

Service Expectations
"Helicopter Parents"
Mental Health

"Digital Natives", BYOD
Impatient, ADHD
VR, AR, AI

Social Learners
Social Media

ROI, Entrepreneurship
Experiential, W-I-L
Humanities decline

"Peak Campus", Non-Traditional
Diversity, New Canadians
Indigenous, International

Labour Market
"4th Industrial Rev"
"Skills Mismatch"

Declining per FTE
Pension Liabilities
Costs of Research

Demography

Digital

Social

Anxious

Careerists

Industry

Funding

Science

Politics

Access, Accountability
Performance Metrics
Compensation Limits
Tuition Caps

Cognitive Neuroscience
Predictive Analytics
SOTL, Big Data

Political / Financial Pressures

Funding
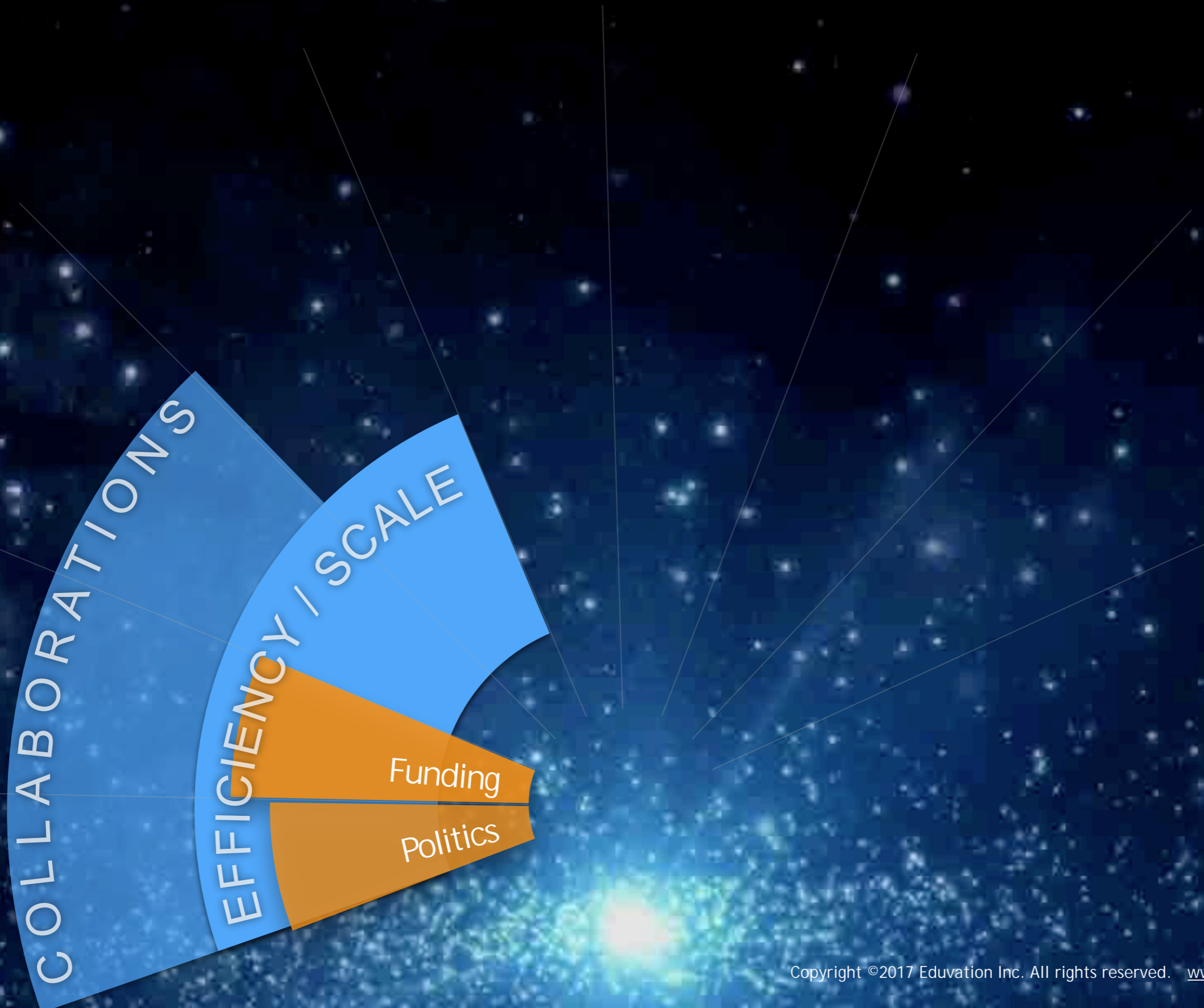
Teaching More with Less
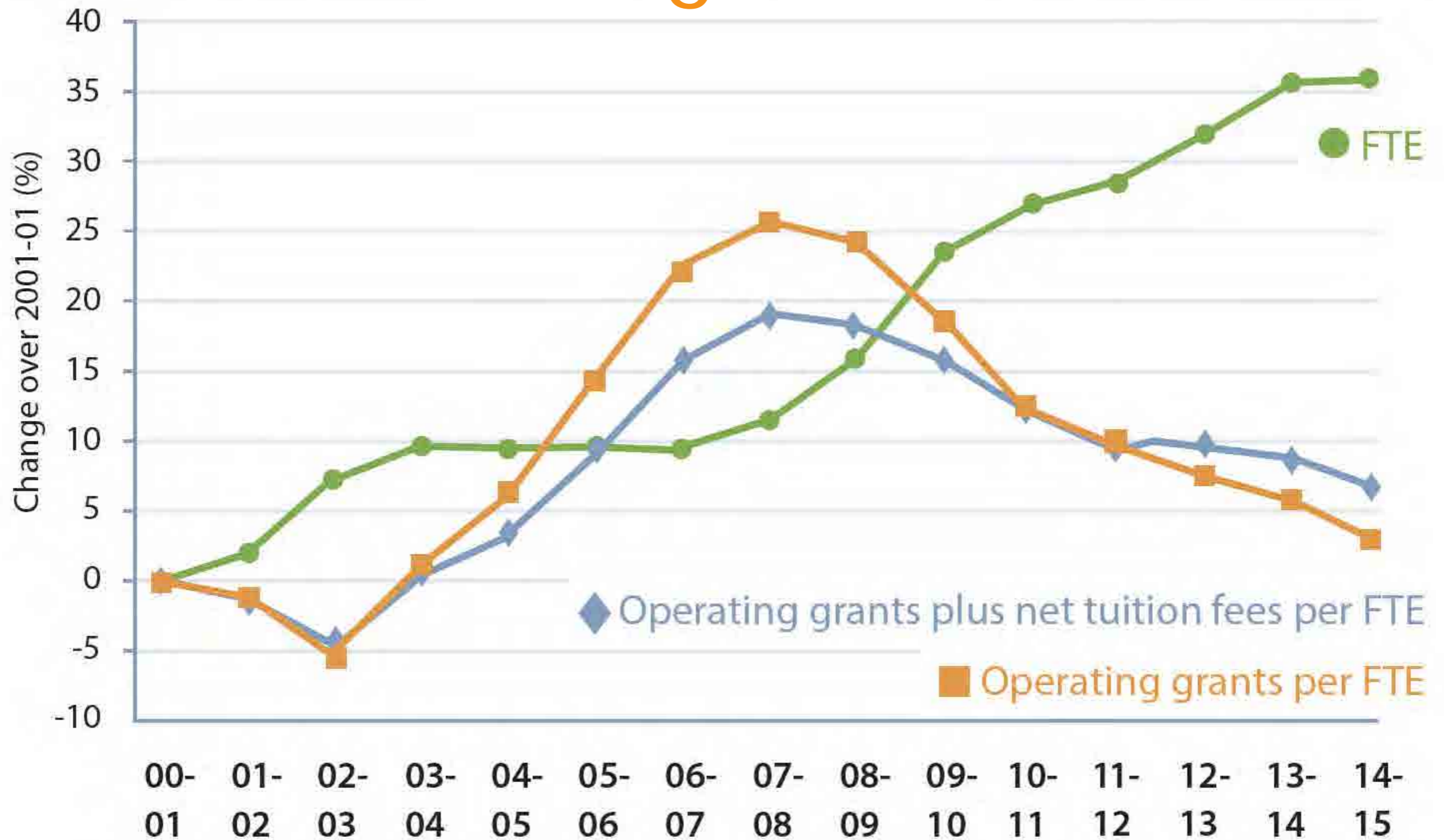
Colleges Ontario Environmental Scan 2015

Enrolment and revenue changes, 2000-01 to 2014-15 (indexed to 2000-01). Revenue figures are in constant 2002 dollars.
Figures exclude tuition set-aside, collaborative and second-entry nursing and clinical ed funding for collaborative nursing.
Tuition figures represent regulated tuition fees. Sources: MTCU, Ministry of Finance, Stats Canada, Colleges Ontario

Funding

41%
budget cut

University of Alaska Jul 2019

Governor Michael Dunleavy cuts $136 M from budget | Regents considering state of exigency, closing campuses, firing tenured profs
Per-student spending of $16,300 is twice the national avg of $7,600, even with the cuts it will still be $11,000
Cuts expected to cost the UofA system about $200 M | Immediately suspended travel, new hiring, and 10 days unpaid leave

https://www.timeshighereducation.com/news/drastic-alaska-cuts-upheld-raising-worries-us-public-he

Performance-Based Funding

Legend:
- In place at two-year institutions
- In place at four-year institutions
- In place at two-year and four-year institutions
- In transition

National Conference of State Legislatures Mar 2014

States with performance-based higher ed funding in place, or in transition, at 2yr and/or 4yr institutions

University of Alberta Aug 2014

Tennant and Intellibot Autoscrubbers, "zamboni for hallways." Chemical free, use ionized water, use 70% less water, and paid for themselves within 8 months.

COLLEGE**BOREAL**.CA

CAMBRIAN COLLEGE

N Northern COLLEGE

canadore college

NORTHERN COLLEGES
collaboration
DES COLLÈGES DU NORD

SAULT COLLEGE

Confederation COLLEGE

Northern Colleges Collaborative Programming Project Apr 2015

$3.6 M for 3 yrs: partnership between Boréal, Cambrian, Canadore, Confederation, Nothern and Sault Colleges
Design and deliver shared programming, students can take courses at any college towards credentials
8 areas: business, hospitality, media arts, health, community services, technology, trades and aviation

Tech Access Centres

Okanagan College **Jun 2019**

BC Beverage Technology Access Centre at Penticton campus | $1.75 M NSERC funding over 5 yrs to enhance productivity of SMEs
Applied research and innovation: testing and business services, consumer research to wine, beer, cider and spirits industries
16 distilleries, 19 cideries, 24 craft breweries and 219 wineries in the region

https://www.okanagan.bc.ca/Campus_and_Community/employees/publicaffairs/BCBTAC.html

Increasing Diversity

PROGRAM INNOVATION

TEACHING & LEARNING

INT'L / NEW MARKETS

Demography
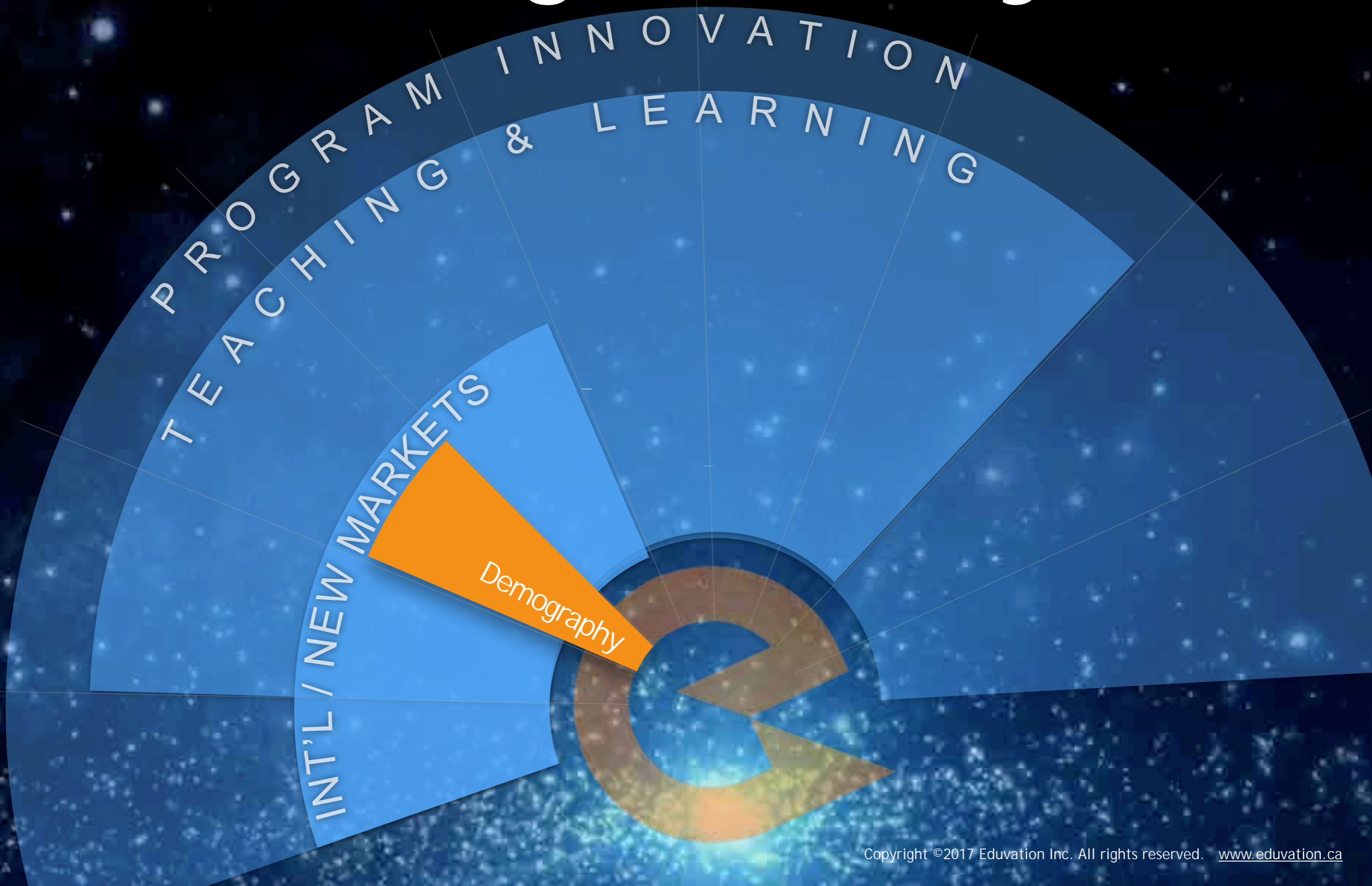
Canadian Population 1976-2051
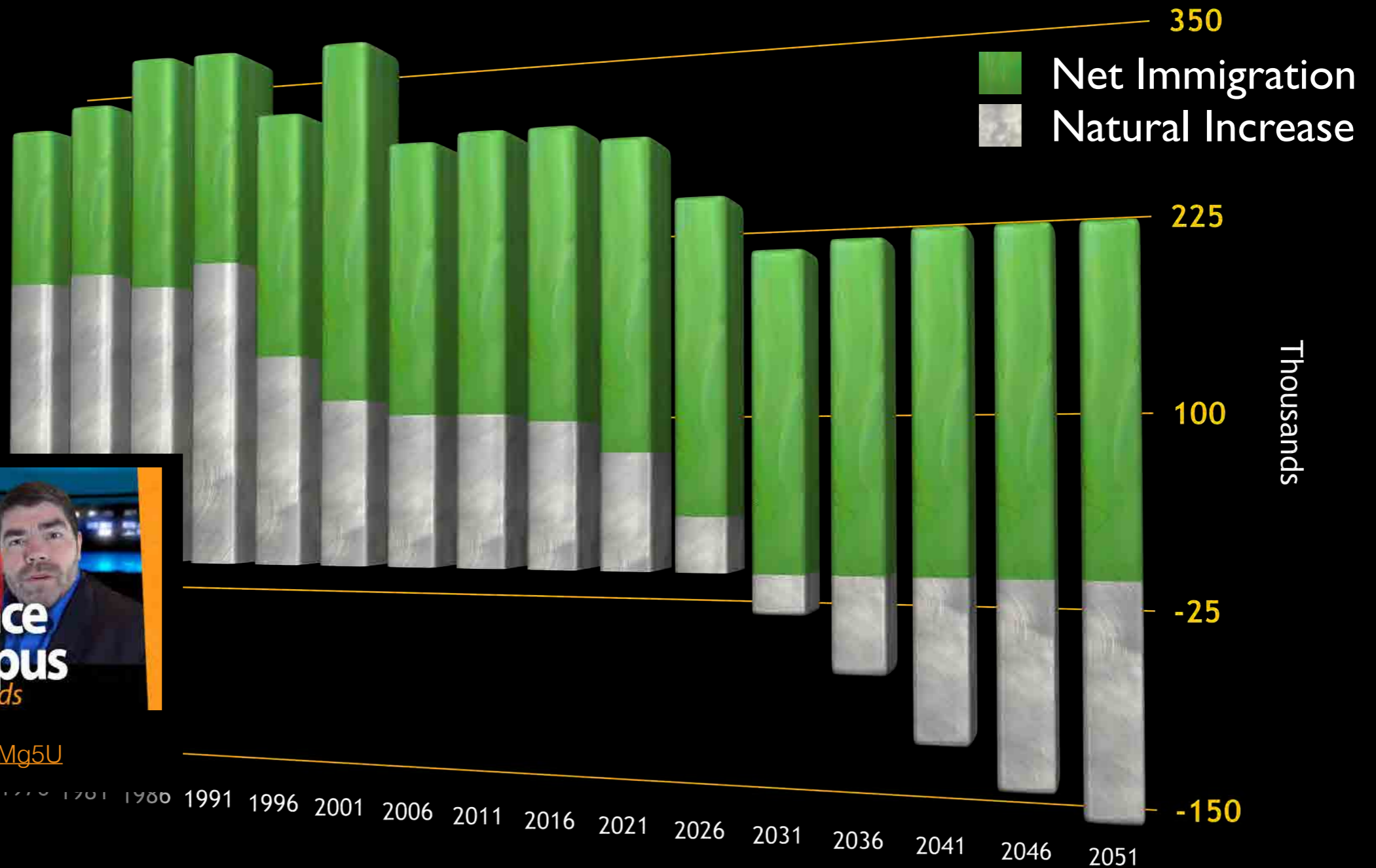
Net Immigration
Natural Increase

350

225

100

-25

-150

Thousands

1991 1996 2001 2006 2011 2016 2021 2026 2031 2036 2041 2046 2051

https://youtu.be/rXIikVKMg5U

Zero Tolerance & Peak Campus
Top Ten Higher Ed Trends

Source: HRSDC Strategic Policy Research Directorate, "Looking Ahead: A 10-Year Outlook for the Canadian Labour Market," October 2006. Sources: (1976-2005) Statistics Canada, Annual Demographic Statistics. (2006-2051) HRSDC-SPRD, Labour Market and Skills Forecasting and Analysis Unit, 2006 Reference Scenario.

Demographics

When you want to move away from home … but not to Edmonton.

UNIVERSITY OF SASKATCHEWAN

explore.**usask**.ca/alberta

ten with ken

Bold New Brands in Higher Education 2015

https://youtu.be/pxmRfUfzZ5o

Geographic Targeting

University of Saskatchewan Mar 2014

Calgary Transit campaign

63%
sexually harassed

Ontario MTCU Mar 2019

Student Voices on Sexual Violence survey with 116,000 university and 42,000 college respondents
63% of univ and 50% of coll students reported some form of sexual harassment during their time at school | Only 60% sat with inst. response
Ministry committing $6 M for campus sexual violence programming, security cameras, lighting, safety apps | Will require annual reporting

https://www.cbc.ca/news/canada/toronto/ont-campus-sexual-assault-1.5062892?cmp=rss

i'LL use your pronoun
no BIG DeaL
nbdcampaign.ca

Equity & Diversity
Maureen Adamson @ Fleming

https://youtu.be/DM_Qf9XjltU
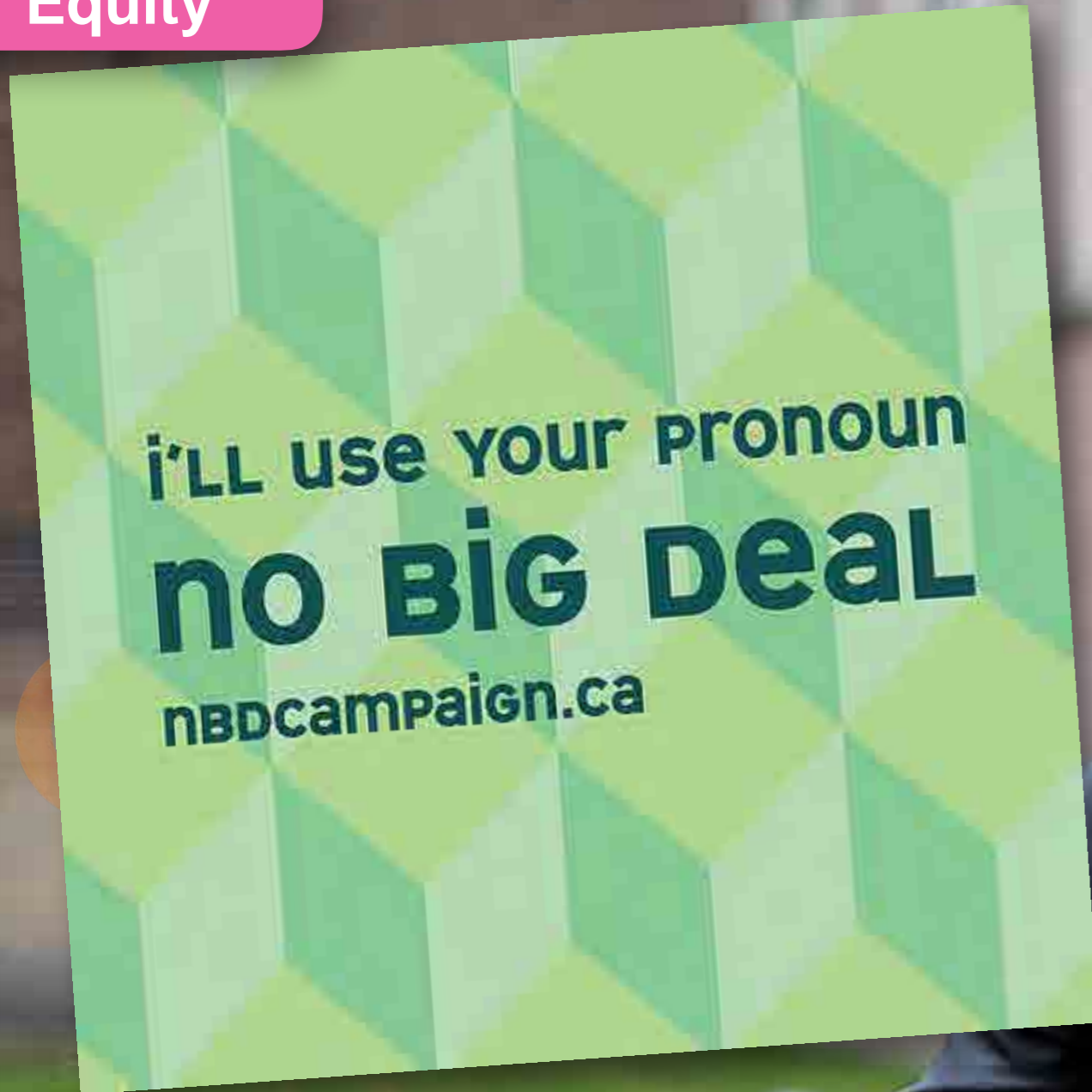
NDB Campaign Dec 2016

OISE Prof Lee Airton launches NBD campaign | Use "they" | Badges for people to show silent support
Funding from UofT's Bonham Centre for Sexual Diversity Studies, the sexual and gender diversity office, others
"People I love, trust and respect make mistakes with my pronoun. I still love, trust and respect them when they do."

https://www.utoronto.ca/news/u-t-s-lee-airton-launches-campaign-urging-people-say-nbd-gender-neutral-pronouns

Equity

Diversity & Equity Initiatives

$3 M

Principal's Implementation Committee on Racism, Diversity, and Inclusion
IMPLEMENTATION REPORT

April 5, 2018

Yakwanastahentéha
Aankenjigemi
Ex
Tru
Tas

QUEEN'S UNIVERSITY
Truth and Reconciliation Commission
TASK FORCE
IMPLEMENTATION REPORT

Undergraduate Orientation
Review Working Group

Final Report

March 1, 2018
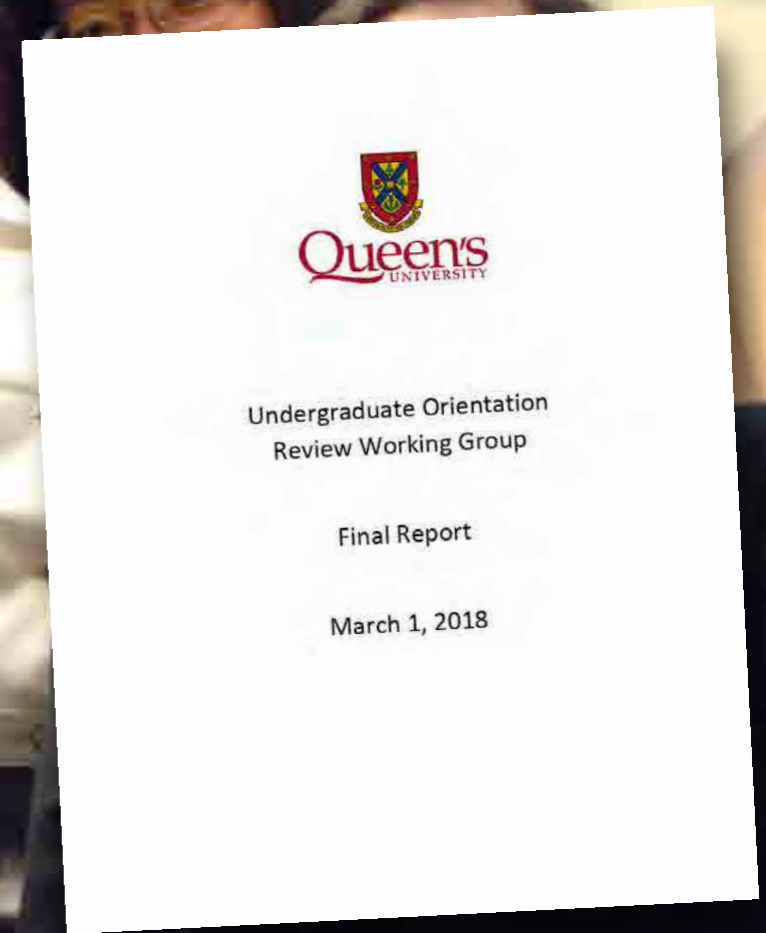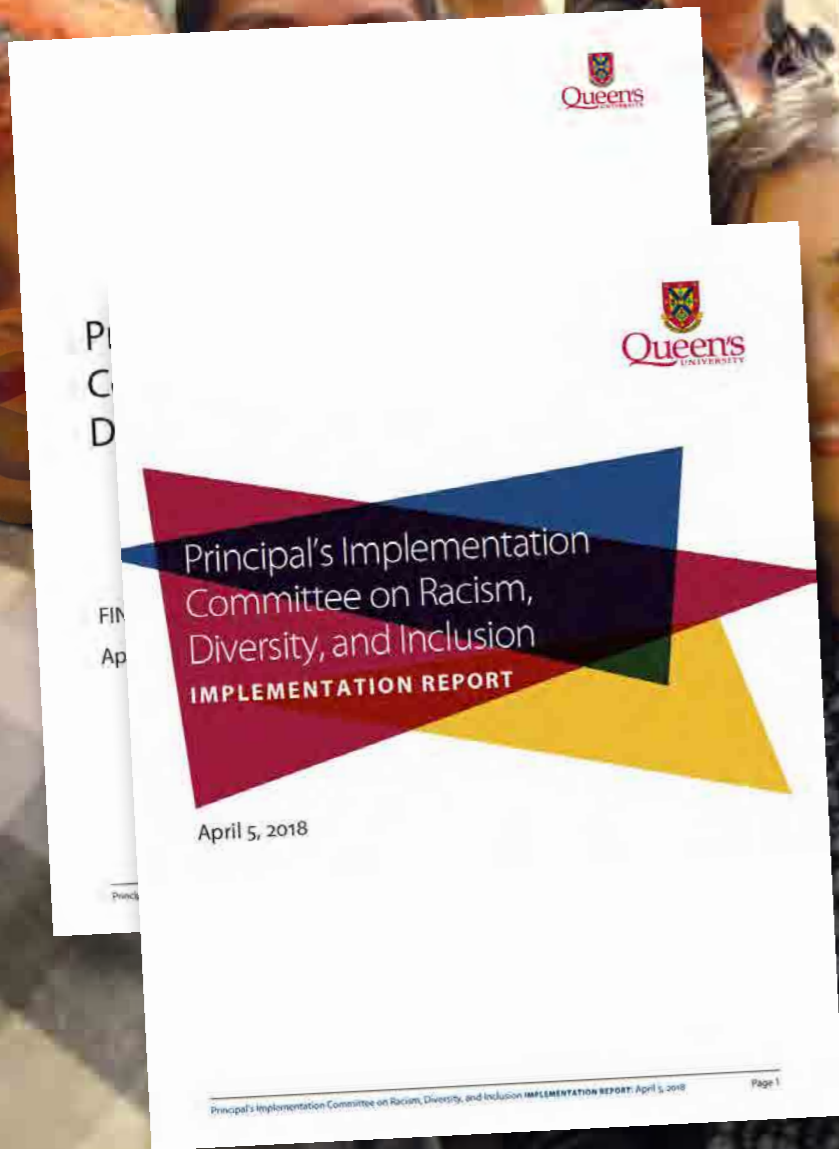
Queen's University Dec 2016

6-member Principal's Implementation Committee on Racism, Diversity and Inclusion elected by Jan, meetings until March
Final report in April 2017 | $3 million allocated over 3 years for equity/diversity initiatives, including TRC and PICRDI
UCARE (University Council on Anti-Racism and Equity), Deputy Provost Inclusion, UG Orientation Review Working Group

Self-Reported Disabilities
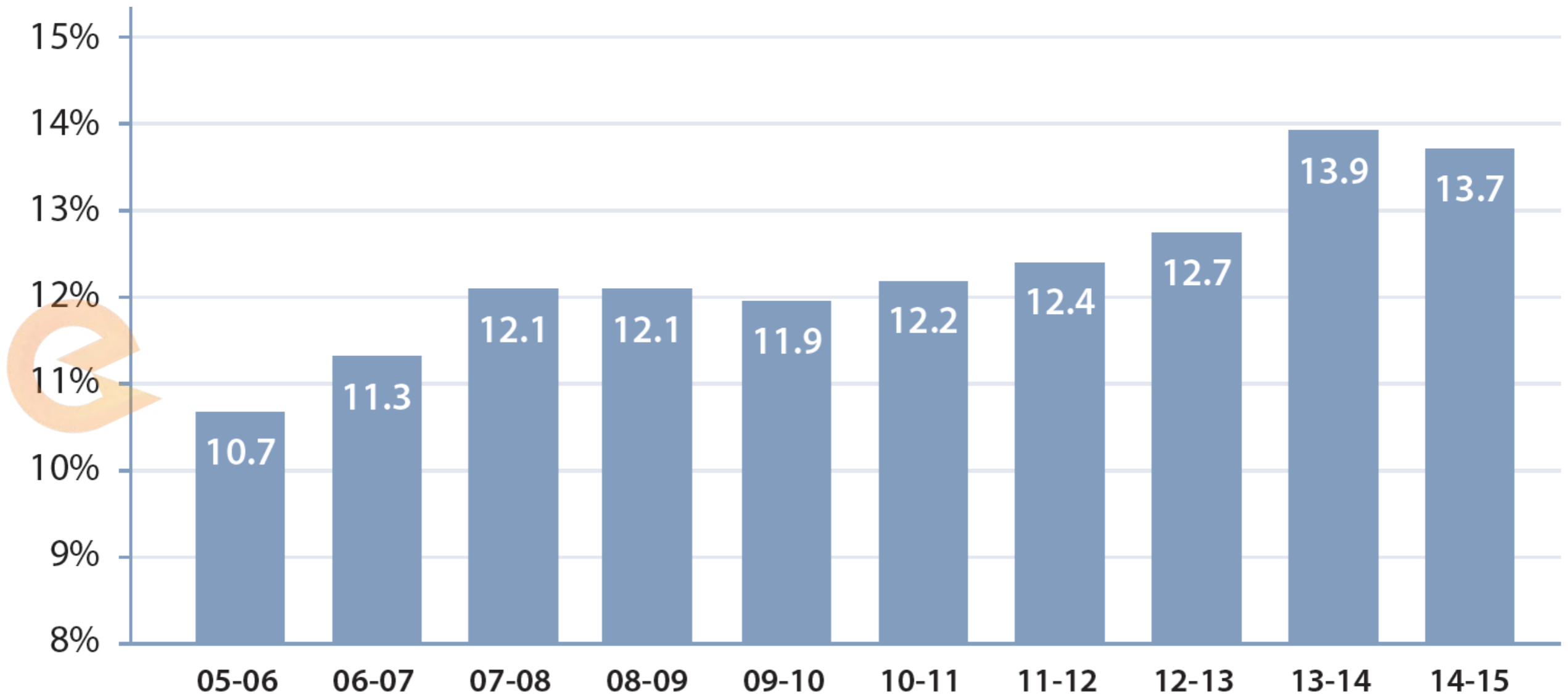
Universal Design for Learning

Flexible Course Materials

Multiple Means of Engagement

Multiple Means of Assessment

Plan for Multiple Methods

Post Slides in Advance

Extra time for Tests

Asynchronous Instruction

Center for Applied Special Technology, MA   1995

Universal design principles based on neuroscience of learning | Reduces need for accommodations and exceptions
Major emphasis at UoGuelph, Trent, UTSC | Helps with sensory and cognitive disabilities, ESL,

More info: http://www.washington.edu/doit/programs/center-universal-design-education/overview

"Cultural Genocide"

Honouring the Truth,
Reconciling for the Future

Summary of the
Final Report of the
Truth and Reconciliation
Commission of Canada

Truth and
Reconciliation
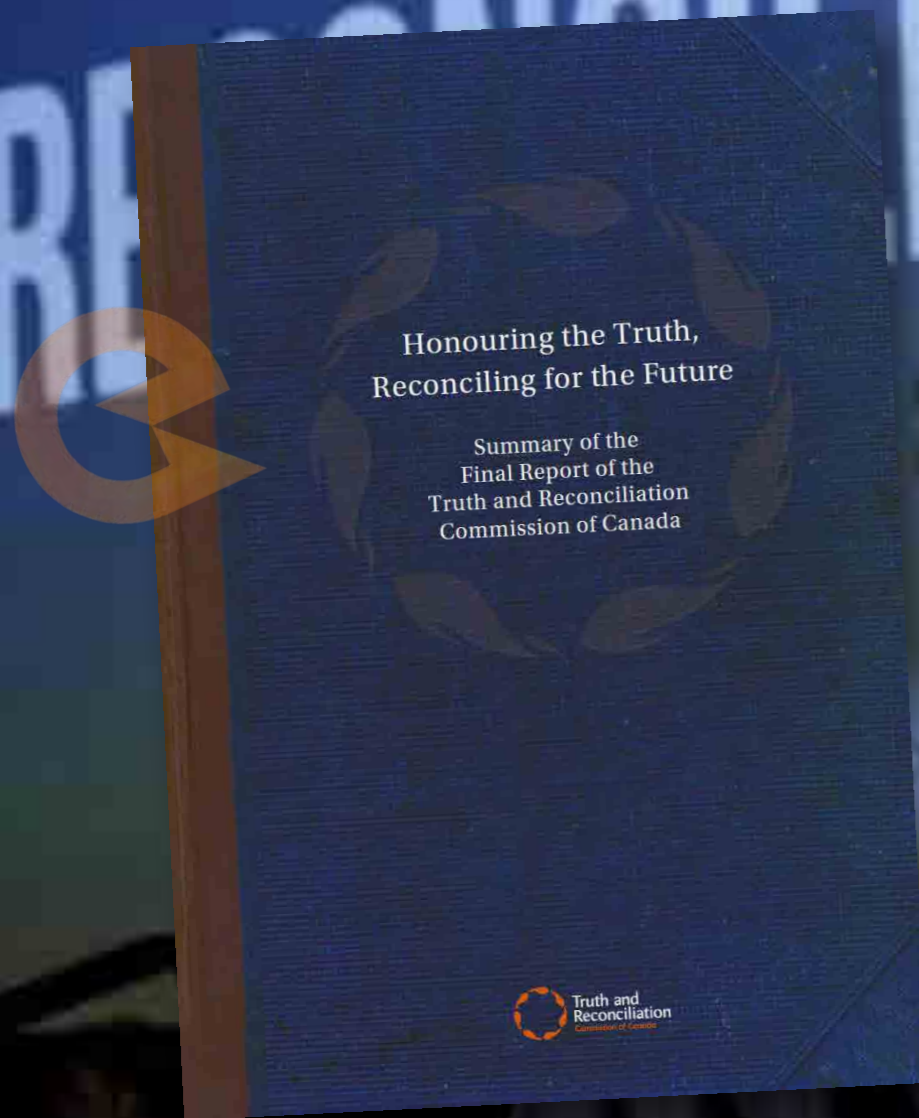
Truth & Reconciliation Commission June 2015

National consultations into residential schools concludes government attempted "cultural genocide"
Commission chair Chief Justice Murray Sinclair

"Education got us into this mess, and it will be education that gets us out."

Murray Sinclair
*Canadian Senator, Judge, and
Chair of the Truth & Reconciliation Commission*

Source: CBC Radio, 2015

Indigenization

GEORGIAN COLLEGE ACKNOWLEDGES THAT
ALL CAMPUSES ARE SITUATED ON THE
TRADITIONAL LAND OF THE ANISHNAABEG PEOPLE.
THE ANISHNAABEG INCLUDE THE ODAWA, OJIBWE,
AND POTTAWATOMI NATIONS, COLLECTIVELY KNOWN AS
THE THREE FIRES CONFEDERACY.
GEORGIAN COLLEGE IS DEDICATED TO HONOURING
INDIGENOUS HISTORY AND CULTURE AND COMMITTED
TO MOVING FORWARD IN THE SPIRIT OF
RECONCILIATION AND RESPECT WITH ALL
FIRST NATIONS, METIS, AND INUIT PEOPLE.
2016

ten with ken

Why Indigenization Matters

Vianne Timmons @ uRegina

https://youtu.be/iLe1mxiT4rM

Acknowledgement

Georgian College Nov 2016

Lorraine McRae, Rama First Nation Elder, and MaryLynn West-Moynes, President, unveil new plaque at the Barrie campus
Georgian campuses are located on traditional land of the Anishnaabeg people | 570 students identify as indigenous

Mount Royal University Oct 2019   **1:14 min**

"DeciphAR App" created by MRU Library with Red Crow Community College
AR to provide audio and video info, pronunciation for Blackfoot signage in Riddell Library & Learning Centre

Indigenization

Student Centres

University of Saskatchewan Feb 2016

Gordon Oakes Red Bear Student Centre | Indigenous architect Douglas Cardinal

Barriers to Education

Awareness / Information
Preparedness / Prerequisites
Funding
Cultural Disconnects / Colonial practices
Lack of ESL Supports
Complex Admission Processes
Family Responsibilities
Lack of Indigenous faculty/staff/role models
Racism / Discrimination
Lack of Confidence

Saskatchewan Polytechnic **2018-2023**

Indigenous Student Success Strategy | "miyo wahkohtowin" = "good relationships" | Builds on Aboriginal Student Achievement Plan (2009)
19% of students | Input from >750 people

https://saskpolytech.ca/student-services/support/indigenous/
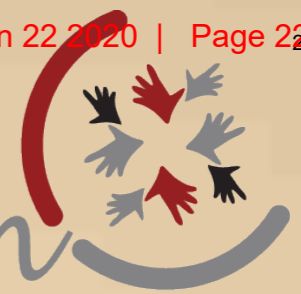
Martin

ABORIGINAL EDUCATION INITIATIVE

Aboriginal Dual Credit

Laurentian University / Martin Aboriginal Education Initiative **Apr 2010**

Dual credit program in conjunction with both Rainbow District and Sudbury Catholic District boards, for 60 FNMI youth over 3 years
Native Human Services | Commerce/entrepreneurship, microbusiness funding | Environmental Studies
Can earn HS and university credit simultaneously | Reportedly only *university* with Ontario approval for dual credit at the time

Indigenization

Programs in
22
First Nations communities

Assiniboine Community College Oct 2018

ACC operates programs at training sites on or near 22 First Nations reserves in MB. | 18% of students self-identify as FNMI
First Nations Safety Officer, Health Care Aide, Applied Plumbing Installation, etc.

Participation on the Prairies
Mark Frison @ Assiniboine

https://youtu.be/-vksdjuMt2k

https://assiniboine.net/blogs/603/more-than-two-dozen-students-begin-first-nations-safety-officer-program-at-assiniboine

Indigenous Recruiters

Red River College Apr 2019

Indigenous Education School, distinct sub-brand | 2 indigenous liaison officers who travel SK doing community engagement
Working cooperatively with band councils, consulting with faculty, liaising with Indigenous organizations, and connecting with employers

Indigenization

Facilitated Admission

Mohawk College May 2019

Individual consideration to FNMI students applying to over-subscribed programs | Designated seats in targeted programs to support diversity
Must meet minimum entrance requirements, but not the competitive GPA for admissions that year | Apply by Feb 1, limited appeals

Indigenous Cohorts

COLLEGE OF NURSING

RADY FACULTY OF
HEALTH SCIENCES
COLLEGE OF NURSING

HELEN GLASS
CENTRE FOR NURSING
MANITOBA CENTRE FOR NURSING AND HEALTH RESEARCH

ABORIGINAL NURSING COHORT INITIATIVE
(ANCI) PRE-NURSING INITIATIVE

The Aboriginal Nursing Cohort Initiative (ANCI) Pre-Nursing Program offers a
combination of academic and personal supports to prepare you for entrance into our
Bachelor of Nursing (BN) program.

Designed with First Nations, Metis, and Inuit students in mind, our program includes
access to an Elder-in-Residence, as well as regular meetings with a student advisor/
counsellor and with an academic coach throughout the year. Smaller class sizes give you
the opportunity to connect with your classmates and build personal and professional
relationships that will help you feel at home. Our internationally recognized faculty and
state-of-the-art facilities will give you the tools you need to build a strong academic
foundation to continue on with your studies.

If you are of Canadian Indigenous ancestry and you are interested in a career as a nurse,
we encourage you to take advantage of this unique opportunity.

FEATURES
Hands-on clinical practice
State-of-the-art facilities
Internationally-recognized program
Home of the Manitoba Centre for
Nursing and Health Research (MCNHR)

UNIVERSITY OF MANITOBA | Rady Faculty of Health Sciences

umanitoba.ca/nursing

University of Manitoba Sept 2018

Aboriginal Nursing Cohort initiative | Pre-Nursing program for students with FNMI ancestry | Academic and personal supports
Free tutoring, reduced course load, regular meetings with personal counsellor, academic advisor, and academic coach
Limited number of students in each class | Elder-in-Residence | Assistance in obtaining funding

http://umanitoba.ca/faculties/nursing/undergrad/anci.html

Indigenization

University One

UNIVERSITY ONE FOR ABORIGINAL LEARNERS CERTIFICATE

Engage. Thrive. Succeed.

Are you thinking of going to university? Do you want an academic boost in a learning environment that will set you up for academic success?

The University One for Aboriginal Learners program equips you with the critical reading, thinking, writing, quantitative and problem-solving skills necessary for post-secondary success.

In just eight months, you'll gain the skills, courses and confidence you need to move into Business, Liberal Studies, Film, Social Sciences, Tourism and many other program areas at Capilano University.

CAPILANOU.CA/UNIVERSITY-ONE

CAPILANO UNIVERSITY

2055 PURCELL WAY
NORTH VANCOUVER, BC
CANADA V7J 3H5

Capilano University   Aug 2017

University One for Aboriginal Learners certificate program | Indigenous content, field trips, storytellers, guest speakers, and connections with Capilano Elders-in-Residence | 8-mo, emphasizes critical reading, thinking, writing, quantitative and problem-solving skills for PSE | 12 100-level credits towards degree, diploma or certificate programs

http://www.capilanou.ca/university-one/

Indigenization

Serving Indigenous Students Better
Mike DeGagné @Nipissing
https://youtu.be/5mpQ4Cs59o8

Indigenous Supports

Red River College Apr 2019

22 Indigenous Support Staff listed on website | Aspiring Student Manager, Liaison/Advisors, Resource Coaches, Navigation Coaches
Employment Coach, Wellness Advisors and Counsellor, 3 Elders
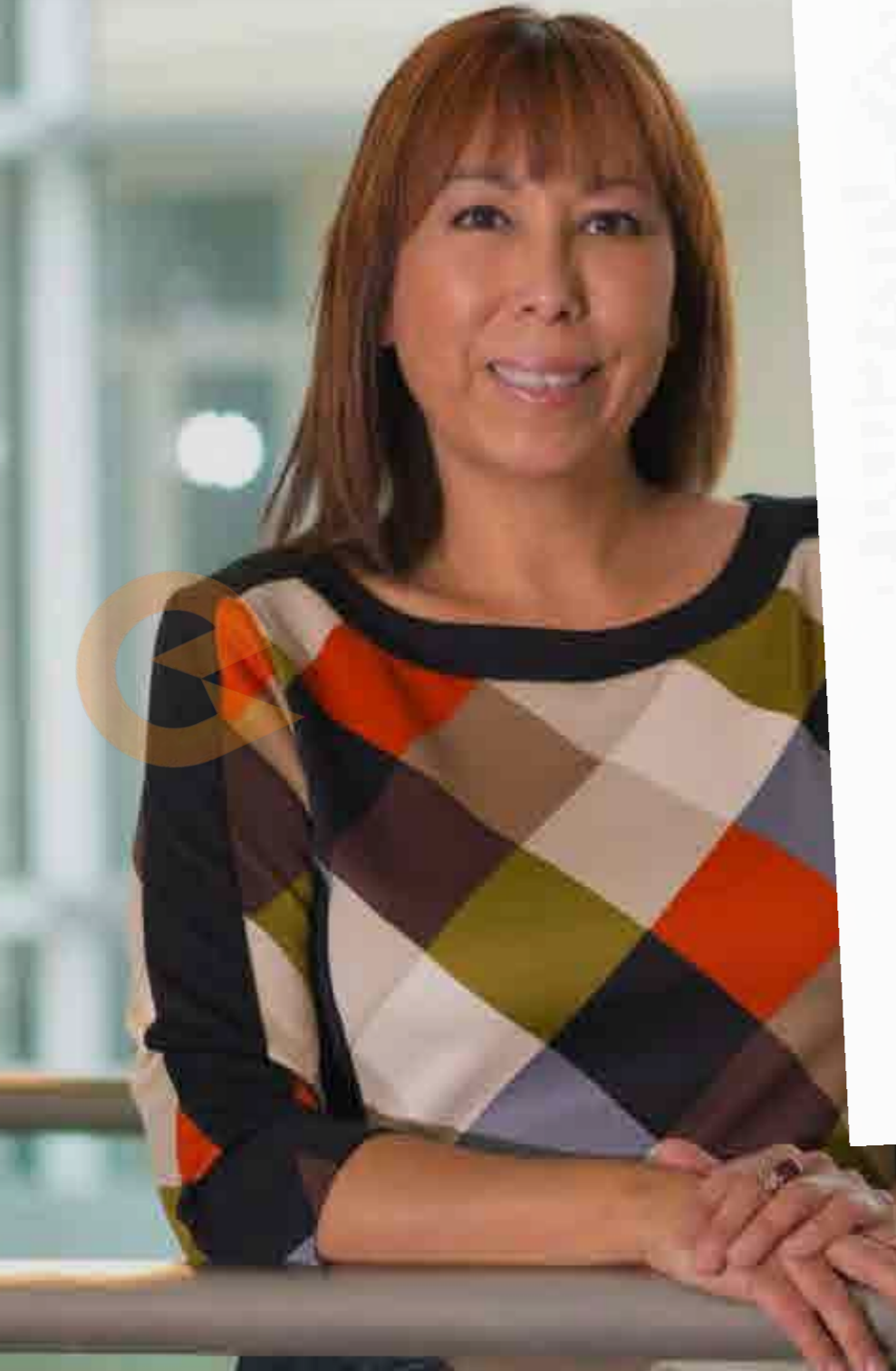
Indigenization

100 ways to Indigenize and decolonize academic programs and courses

Dr. Shauneen Pete

Executive Lead: Indigenization

91. Consider the role that ceremony may play in your course design, and department/Faculty norms
92. Consider offering courses/programs in off-campus locations (ie: introductory courses being taught at the food bank, friendship centre, public library etc).
93. Use the new names for the residence buildings when describing places on campus. Kisik, Wakpa and Paskwaw Towers. [xxii]
94. Initiate political actions in support of greater levels of academic decolonization (submissions or recommendations to university administration, local and federal political bodies). [xxiii]
95. Reward and recognize efforts aimed at decolonizing curriculum – tell your stories; promote departmental initiatives through the website or through media.
96. Recognize and respect that Indigenous scholarship is based on "relational capital" that needs to be recognized within tenure and promotion practices[xxiv]
97. Create an updated list of courses which have been Indigenized for your Faculty
98. Advocate for scholarly focus on Indigenization efforts in conference planning and academic societies
99. Apply for financial support to revise courses through the Indigenous Advisory Circle Indigenization fund. http://www.uregina.ca/president/indigenization.html
100. Give thanks that we are taking seriously this opportunity to work toward reconciliation.

[i] http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
[ii] http://www.univcan.ca/media-room/news-and-commentary/universities-canada-principles-indigenous-education/
[iii] http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
[iv] Sefa Dei (2002) Rethinking the Role of Indigenous Knowledges in the Academy
[v] Kovach, Carriere, Montgomery, Barrett, & Gilles (2014). Indigenous Presence: Experiencing and Envisioning Indigenous Knowledges within Selected Post-Secondary Sites of Education and Social Work. http://www.usask.ca/education/profiles/kovach/Indigenous-Presence-2014-Kovach-M-et-al.pdf
[vi] As above
[vii] As above
[viii] As above
[ix] Adapted from Kovach, Carriere, Montgomery, Barrett & Gillies
[x] As above
[xi] As above
[xii] As above
[xiii] http://www.uregina.ca/hr/careers/working/workforce-initiatives/awareness-training.html
[xiv] Paquette & Fallon (2014) In Quest of Indigeneity, quality and credibility in Aboriginal Post-Secondary Education in Canada: Problem...
[xv] As above
[xvi] As above
[xvii] Marx (2006)
[xviii] As above

University of Regina Apr 2015

Dr Shauneen Pete developed a checklist of "100 ways to Indigenize and decolonize academic programs and courses"

ten with ken
100 Ways to Indigenize
Vianne Timmons @ uRegina
https://youtu.be/CLVYgAmZuxA

Indigenization

University of Manitoba Sept 2019

1:50 min

"University of Manitoba Indigenous Community" | This is our place, where people have gathered for thousands of years
Our dreams move forward, grounded in knowledge and traditions | Growing community of voices | You are welcome here

Indigenization

Indigenous Leadership

Establish a VP Indigenous

Support team of portfolio leads

AVPs or Indigenous leads in all VP portfolios

Indigenous Assoc Deans / Directors in faculties

Elder in Residence in each Faculty

Knowledge Keepers and Elders

Indigenous Rights Officer

Indigenous External Relations Officer

Permanent Indigenous Advisory Circle

Senate / Board Standing Cttee

University of Manitoba Aug 2019

Advisory Cttee submitted report/recommendations to Provost | Urged "critical mass" of senior Indigenous leadership
Develop a multilevel reconciliation action plan, for the University and in each faculty and unit, with annual reporting

http://umanitoba.ca/admin/media/ISL_Report_Final.pdf

Indigenization

Online curriculum tools

Summer program at Shoal Lake FN

Elders in Residence

Knowledge Keepers

Indigenous Competencies

Indigenous Recruitment

Traditional Medicine Garden

Cultural Competency Videos

Path2Math Academy

Indigenizing the BSW

$524,000
for 13 Indigenous Projects

University of Manitoba **2016**

Indigenous Initiatives Fund est 2016 to support unit-based projects to further Indigenous achievement | $524,154 in 2018-19

Indigenization

RECONCILIATION ACTION PLAN

RADY FACULTY OF HEALTH SCIENCES, UNIVERSITY OF MANITOBA

Honouring Traditional Knowledge Systems and Practices

Safe Learning Environments and Professionalism

Student Support, Mentorship, and Retention

Closing the Gap in Admissions

University of Manitoba 2017

Rady Faculty of Health Sciences has its own Reconciliation Action Plan | Ongomiizwin = "Clearing a path for generations to come"
Honouring traditional knowledge, safe learning environments, student supports, closing the admissions gap

https://umanitoba.ca/faculties/health_sciences/indigenous/media/TRC_Action_Plan_Full.pdf

Indigenization

PD Workshops

University of Regina **Apr 2015**

Centre for Teaching & Learning offers workshops in "Indigenizing Your Teaching"

Learning Bundles

Carleton University Oct 2018

Collaborative Indigenous Learning Bundles | Online modules to allow instructors to integrate indigenous knowledge | Kahente Horn-Miller
Factual/theoretical basis for understanding Indigenous history/politics, lecture from an Indigenous expert, interviews with knowledge-keepers
Topics include First Peoples, Decolonization, Culture Race & Identity, Environment/Water, Indigenous-Canada Relations, Sexuality, Law, etc.

https://carleton.ca/edc/carleton-university-collaborative-indigenous-learning-bundles-cucilb/

New Markets

PROGRAM INNOVATION

TEACHING & LEARNING

INT'L / NEW MARKETS

Demography

Funding
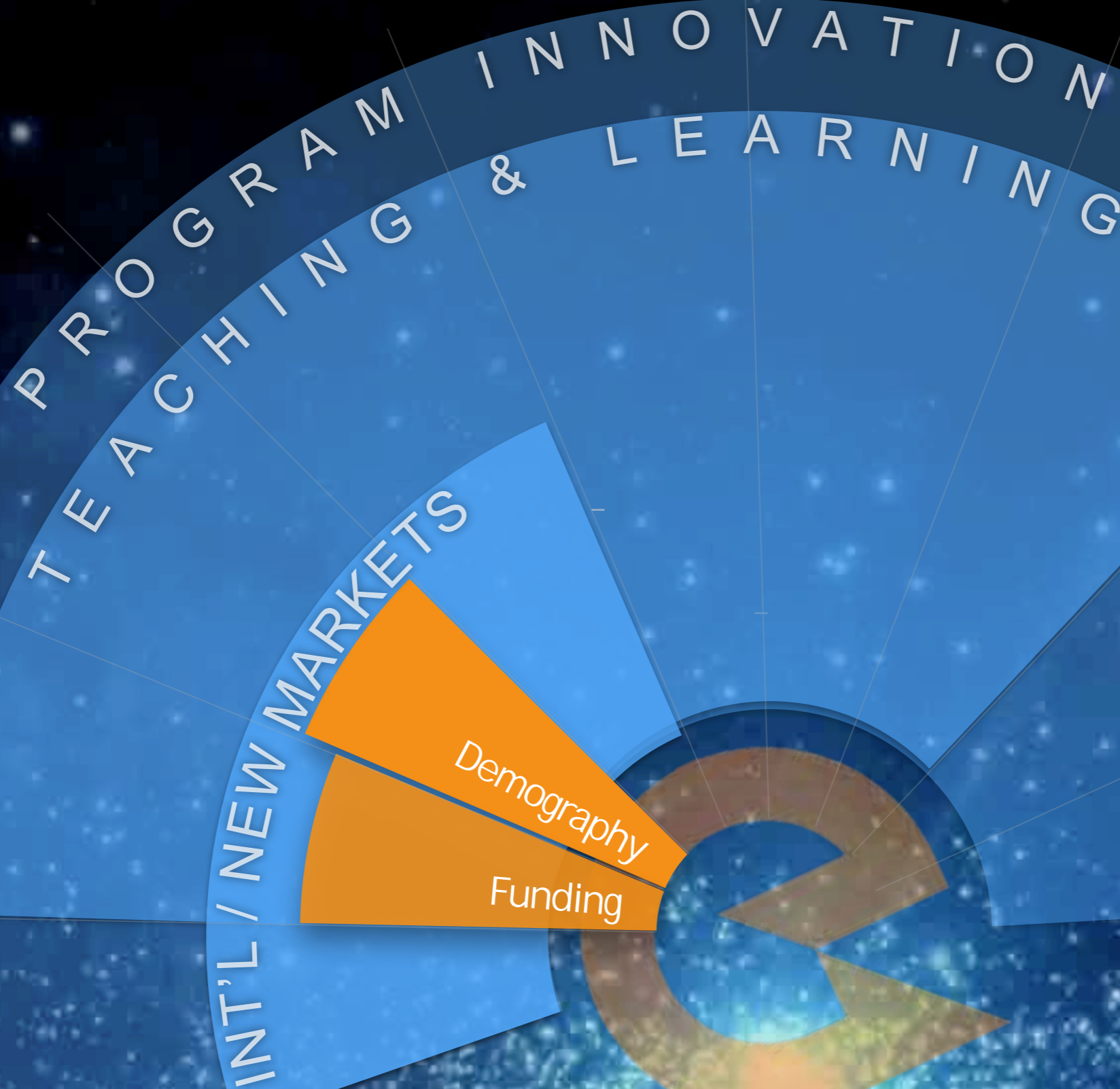
Youth Populations 2010-2100
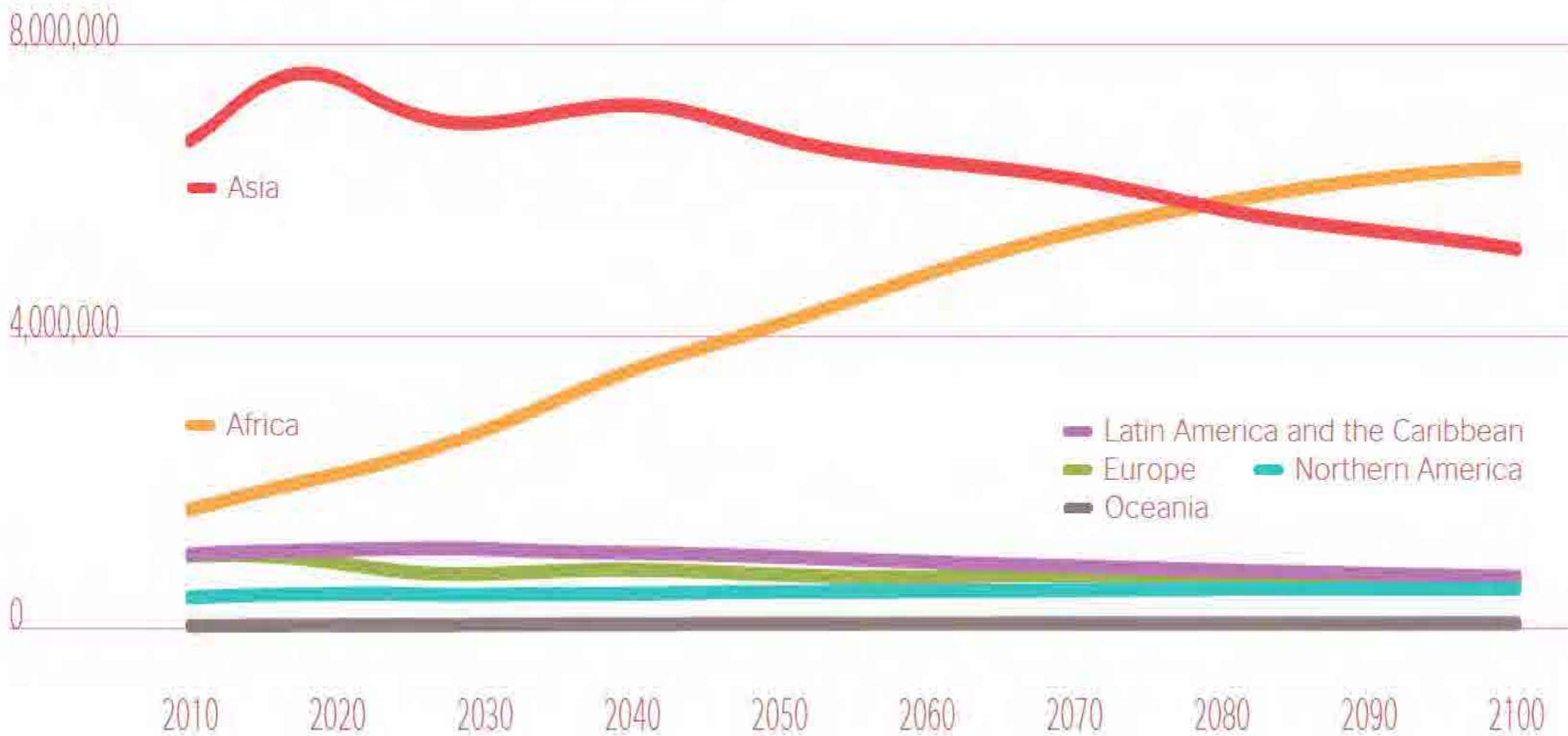
Asia

Africa

Latin America and the Caribbean
Europe   Northern America
Oceania

8,000,000

4,000,000

0

2010 2020 2030 2040 2050 2060 2070 2080 2090 2100

CNA Qatar

https://youtu.be/Kut0s3zt_UQ

College of the North Atlantic - Qatar

650+ staff, 4600+ students | 20 buildings | Health Sci, IT, Engineering Tech, Business | Corporate Services, Cont Ed
Segregated cafeterias, lounges, recreation and swimming areas

Photo: http://www.woodsbagot.com/wp-content/uploads/2013/08/CNAQ_N5.jpg

3,436
1,982
892

62% international students

Cape Breton University Oct 2019

892 int'l students **up 120%** in 2018 to 1,982, then **up another 73%** to 3,436 in 2019! | **62% of the total** enrolment (5,511 FT and PT)
$17,000 tuition = $62 M - compared to entire operating budget of $54 M last year | CBU spent $350K on new buses for Sydney
Community is just 1.8% immigrants | Agents, 2-3yr programs targeting middle class in India, China, Rwanda, Nigeria, Senegal, Latin America

-60%
US-Bound

Populism &
Post-Truth
2016 in 6 Words - II

https://youtu.be/AWuE7EhoejI

Intead - FFPEDUmedia June 2016

Survey of 40,000 prospective int'l students in 118 countries, prior to the US election (NOT including China or Saudi Arabia)
60% would be less likely to study in US under Trump presidency | Potential cost of $4.75 B

2+2 agreements

Royal Roads University Jan 2019

MOU announced with St Soldier Group of 19 colleges in India | Students can apply their diploma credits towards undergrad degrees at RRU Business Admin, Int'l Hotel Mgmt, Global Tourism Mgmt | "Canada Pathways Program" | Hundreds of other partners in Canada and abroad Institutions listed: 6 in US, 5 in India, 4 in China, 1 in New Zealand, 1 in Scotland

Source: http://www.royalroads.ca/prospective-students/transfer-agreements

Maple Leaf School
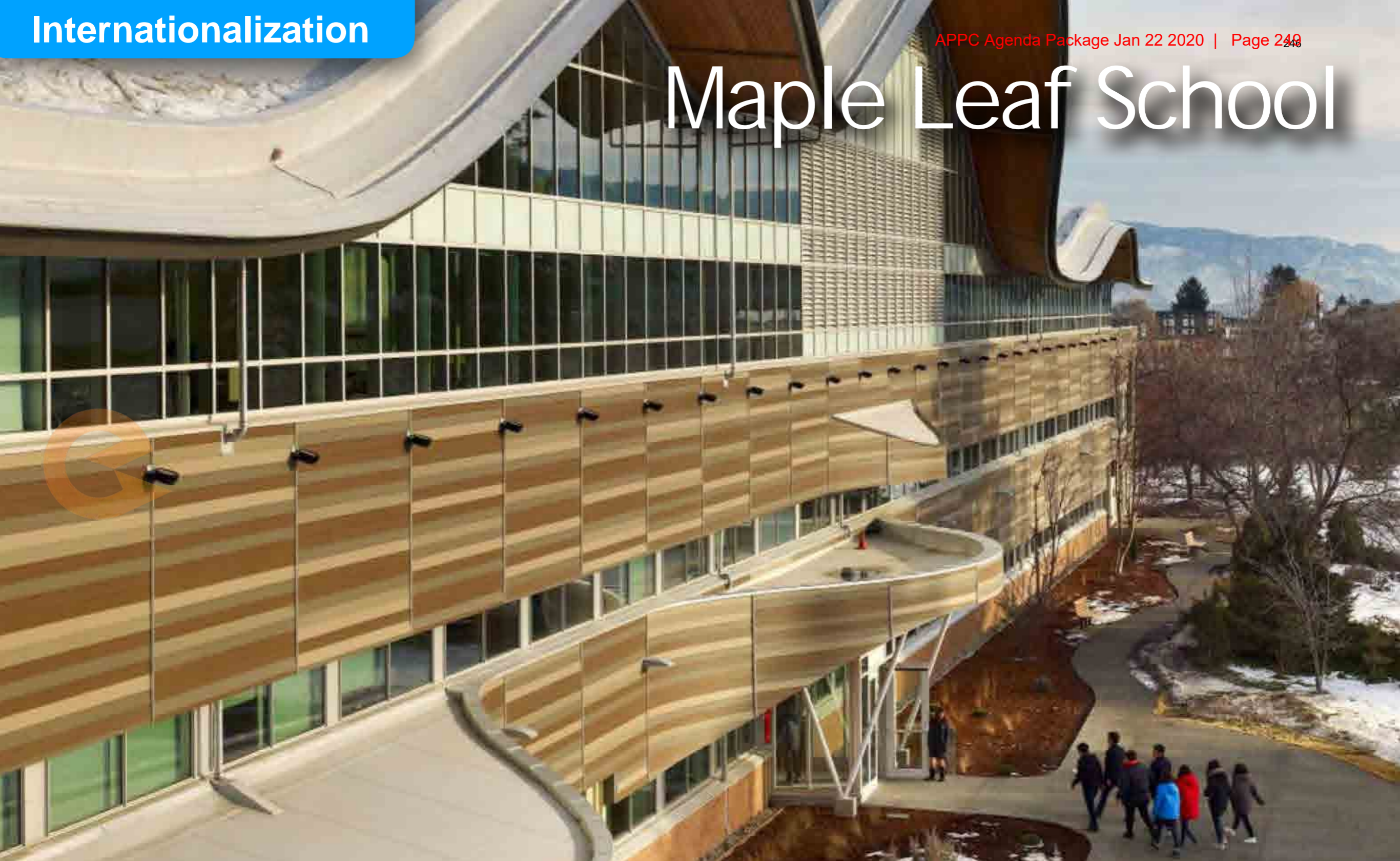
Thompson Rivers University Feb 2017

First Canadian high school | Leasing space/services from TRU, plan to build boarding school for 500 in university village
Students will be selected from 56 ML schools in China, delivering BC curriculum for 20 yrs, continue gr 10-12 studies here
Bilingual English/Mandarin, Bi-curriculum BC/China | Dual-credit courses | Plans for Kwantlen, UNBC in talks

https://inside.tru.ca/2016/05/27/maple-leaf-school-to-open-first-canadian-campus/

Internationalization

SFU

SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

fic
Fraser International College

ten with ken

4 Ways to Go Global
Larry Rosia @ Saskatchewan Polytechnic

https://youtu.be/i0jXIrLSMn8

fic
Your pathway to **Simon Fraser University**

Part of the Navitas Group

Simon Fraser University Feb 2006

As of October 2010, a total of 1,260 students from 40 countries have been through FIC | 900 FIC grads have transferred to SFU
BoG signed a 10-year renewal in Oct 2010

What if a whole country knew your name before you arrived?

emmarebecapinto
Oslo, Norway
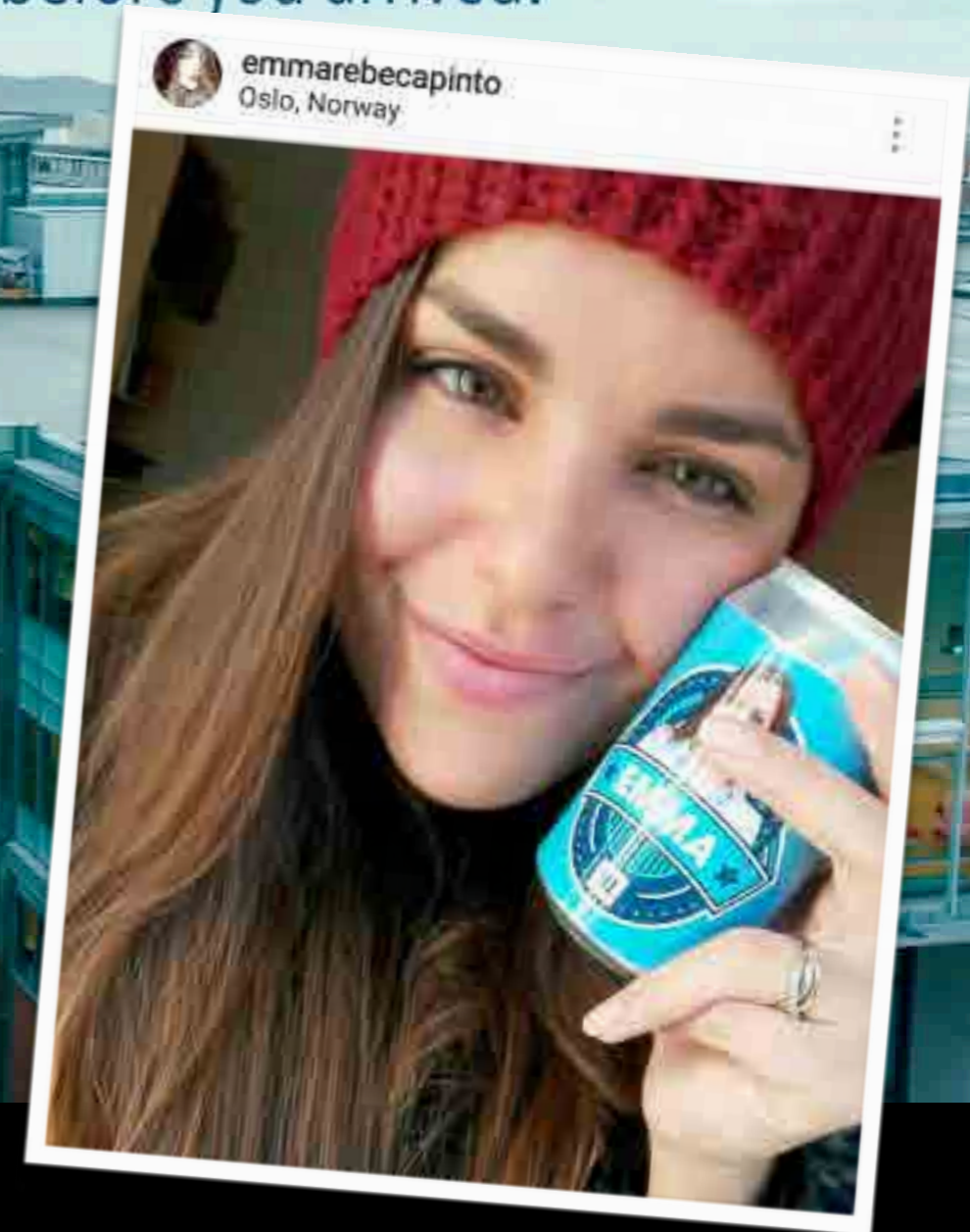
BI Norwegian Business School Nov 2015

"A Flying Start" campaign offered to make one international student famous | Video viewed >2 M times
3,000 applications from 200 countries | Emma Pinto from Mexico was selected | Edited to 1:50 min

Video significantly edited by Ken Steele. Original Source: https://youtu.be/4UIDtBxtpvY

Student Success

Success meeting academic demands

A lot of success
60%

Some success
36%

Little or no success

Success becoming involved in campus activities

Some success
45%

A lot of success
29%

Little or no success
26%
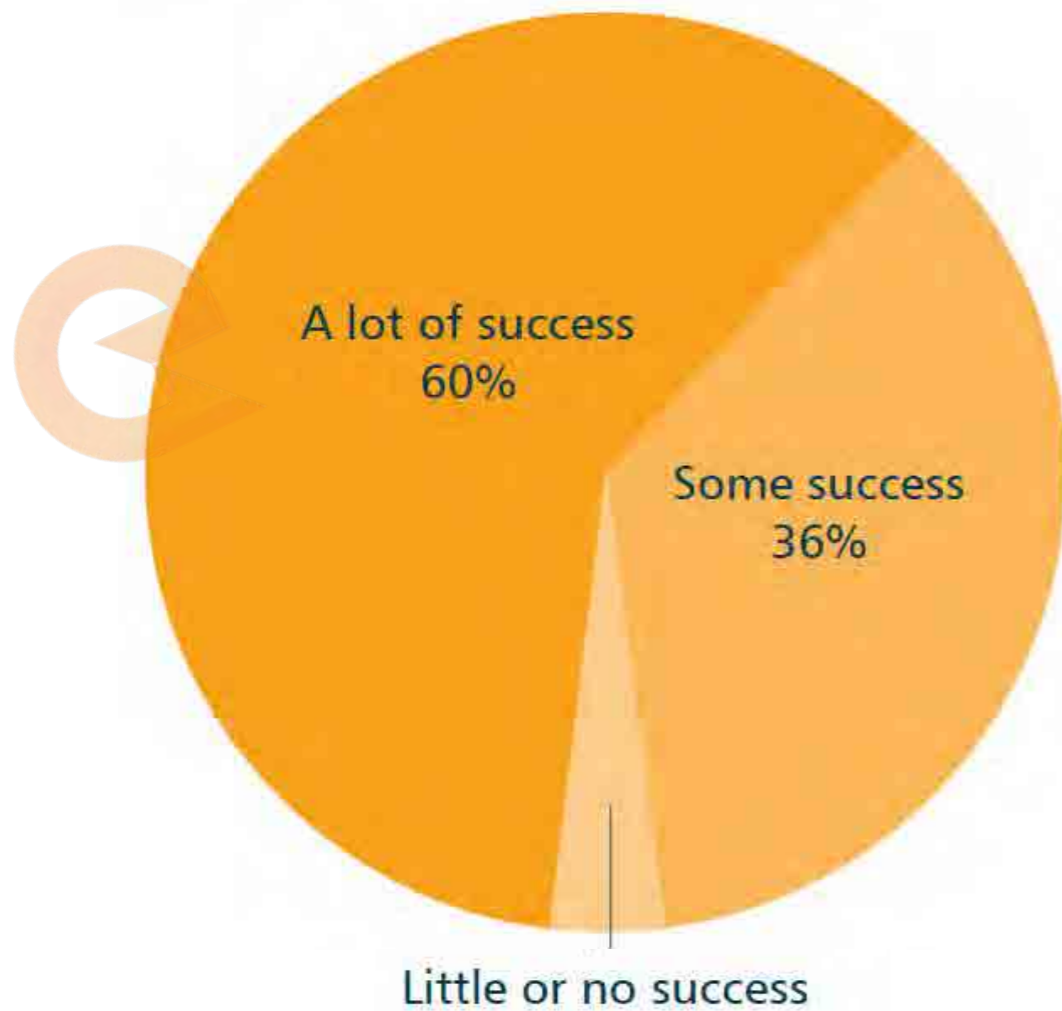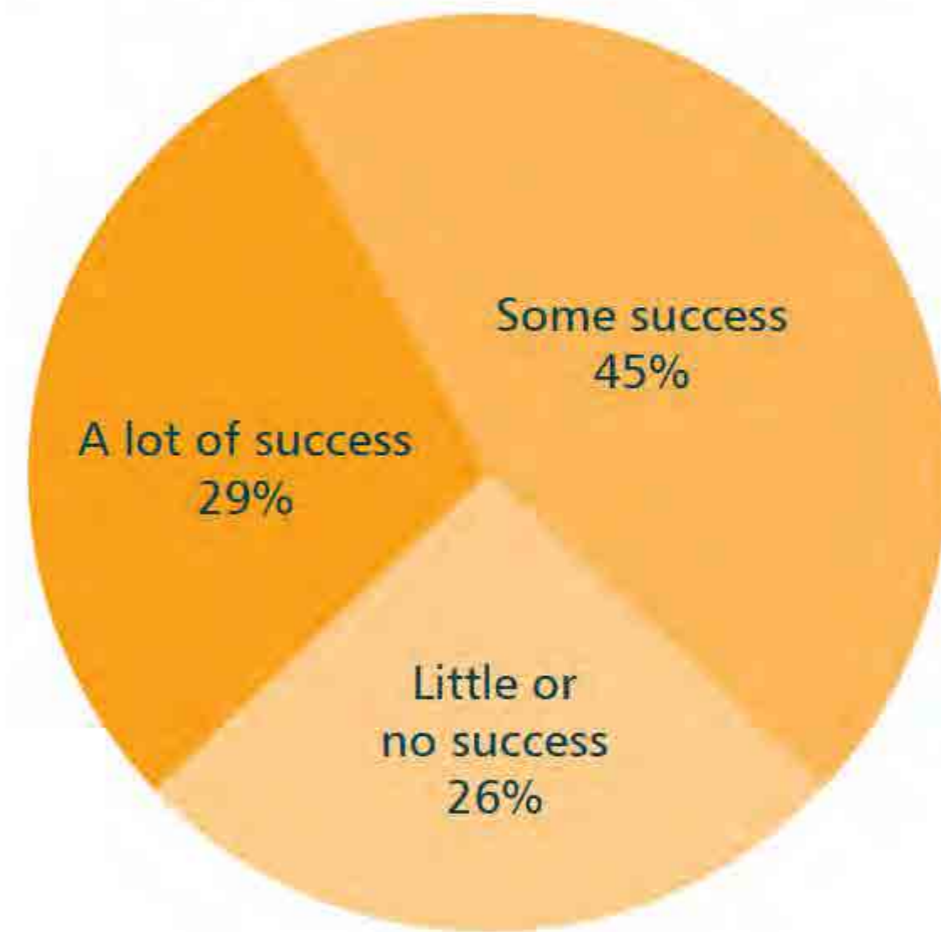
Canadian Bureau for International Education 2015

A World of Learning 2015 report, CBIE International Student Survey 2015
4,027 international students at 20 Canadian universities, 11 colleges, 4 institutes

College Residences

https://youtu.be/njcZWJd9cmQ

Campus Trends:
Evolving Student Residences

Fanshawe College Sep 2009

In 2009 Fanshawe College opened its third residence, Merlin House | $23 M, accommodates 428 students

iHouse

Northern Arizona University (AZ) Fall 2012

Intercultural living environment, encourages leadership and cross-cultural engagement | Rez director and 9 RAs, 4-bed suites
Int'l students paired with domestic US Engineering students, who practice language skills before intership year abroad
Students are encouraged to be iFriends, meet monthly, connect biweekly

http://nau.edu/cie/international-house/

42%
CE profit margin

FLEXIBLE
LEARNING

Distance &
Online Guide
Spring/Summer
& Fall 2017

PROGRAMS AT A DISTANCE

COURSES AT A DISTANCE

ESSENTIAL COURSE INFO & MORE

SCHOLARSHIPS & AWARDS

GENERAL INFORMATION

Visit us online.
urflexible.ca

University
of Regina   Flexible Learning Division
             Centre for
             Continuing Education
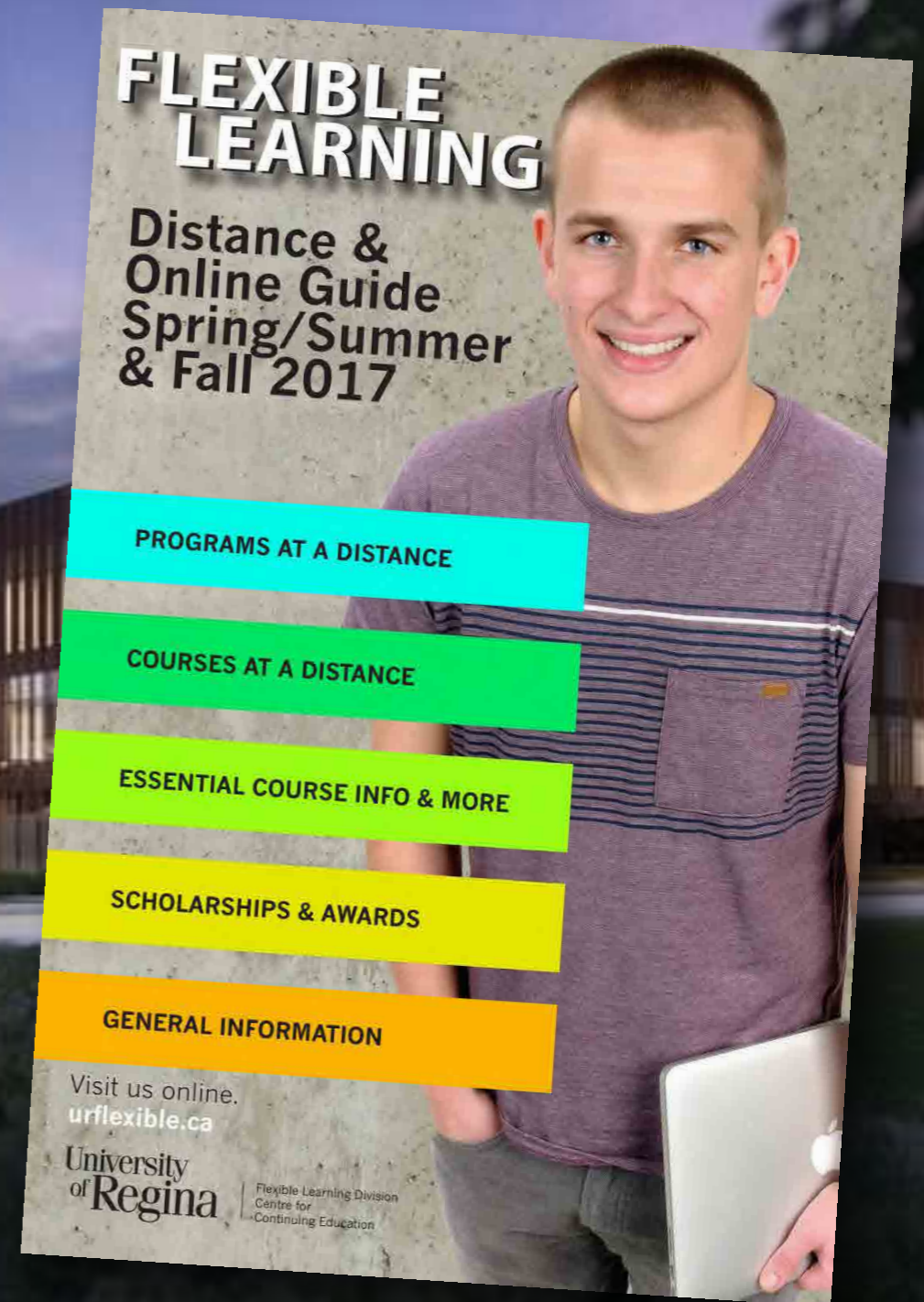
University of Regina Centre for Continuing Ed Apr 2018

Total revenues of $32.2 M in 2017-18, profits of $12.9 M | Customized corporate training increased from $21 M in 2013 to $32 M in 2017
Flexible delivery of credit courses/programs - 16,466 students | New College Ave Campus location reopening in 2018
Online grown from 628 students in 2007 to 6,541 in 2017 | Online Masters of Health Administration

Source: University of Regina Annual Report, 2017-18. https://www.uregina.ca/fs/assets/docs/pdf/annual-reports/Annual_Report_2017-18.pdf

Telus MBA
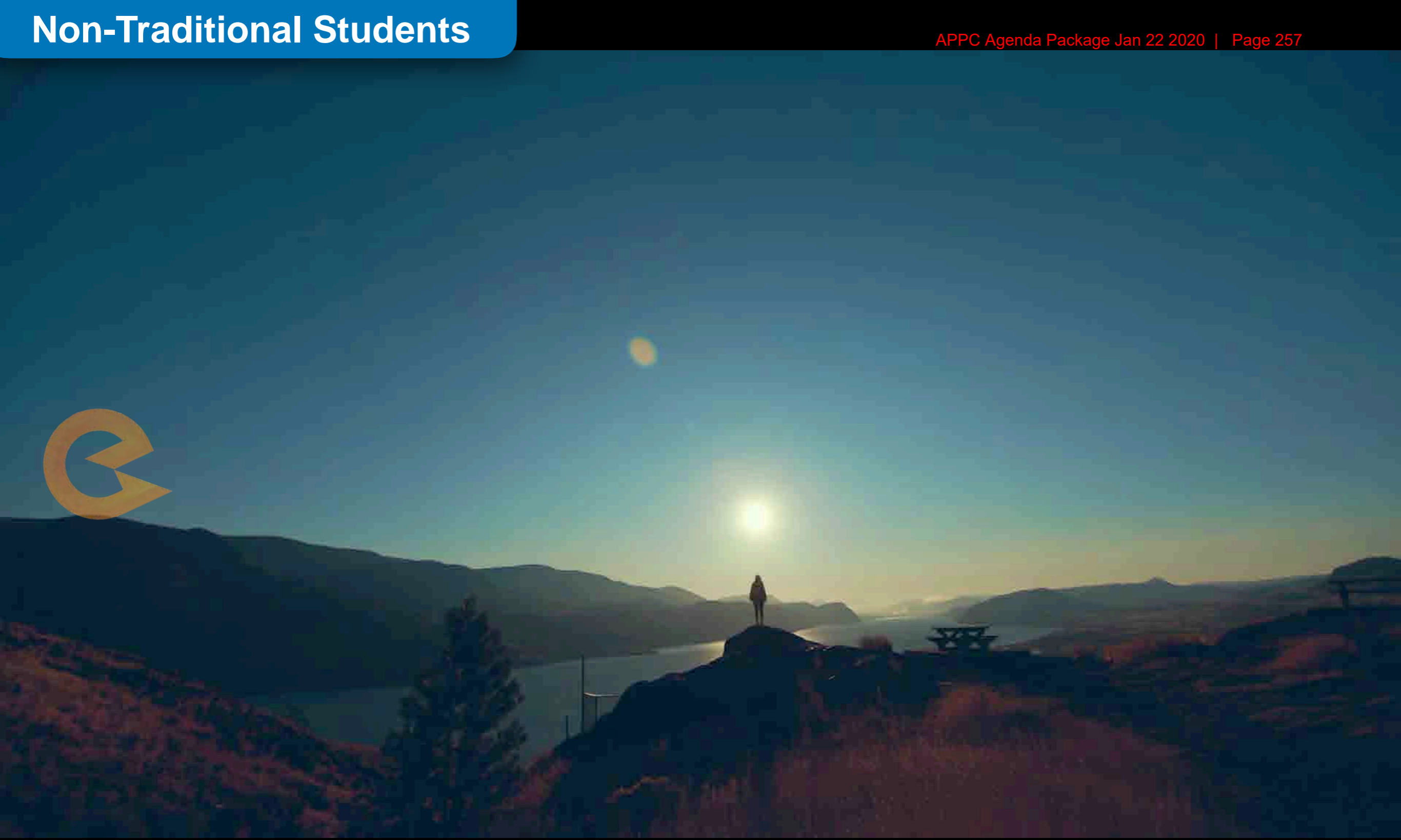
Thompson Rivers University Jan 2018   **:30 sec**

"Own it." | "We all walk a different path. For a HS grad that path is wide open. For an explorer, it's winding. For a working parent, it's complex. And for a go-getter, it's direct." | From business to trades, on campus or fully online.

Working Students
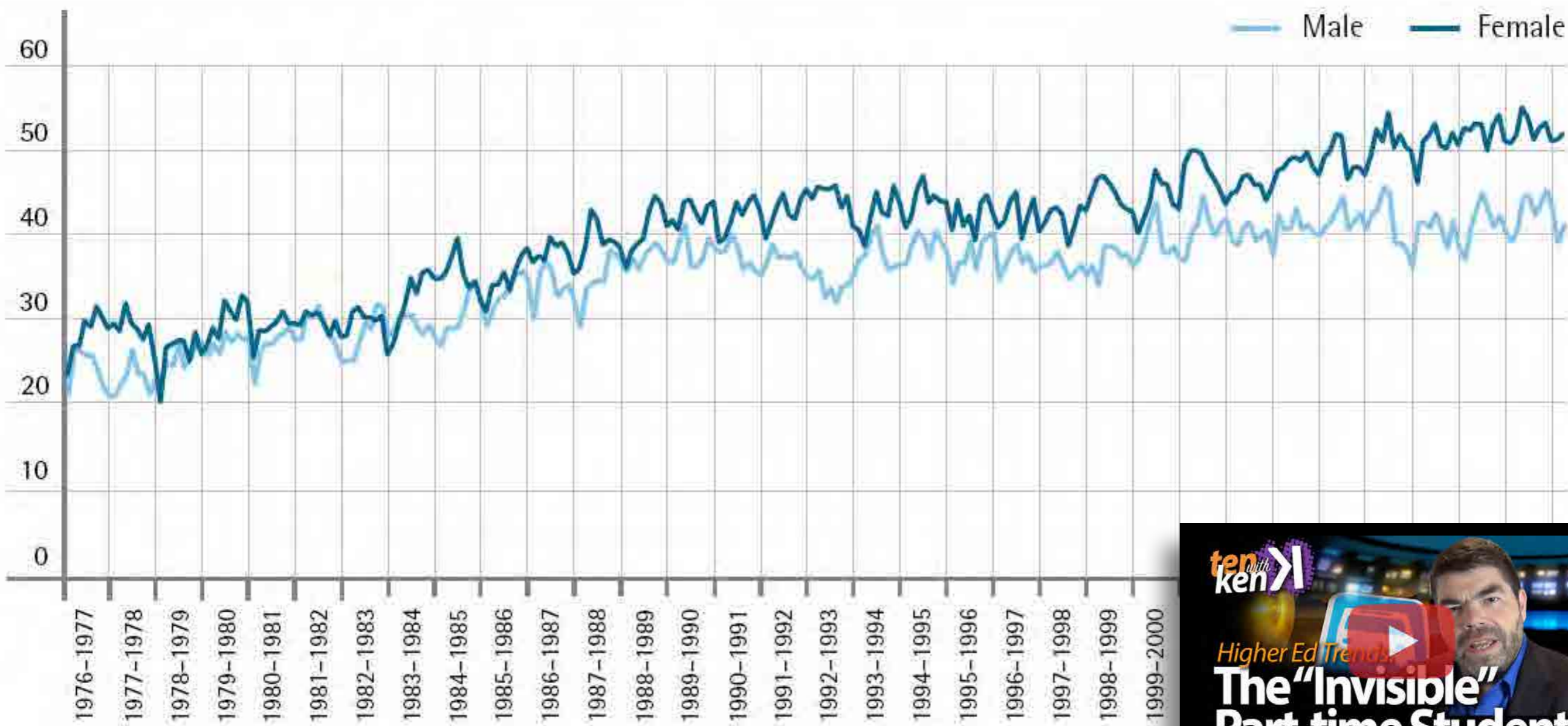
Millennium Scholarship Foundation Apr 2009

Employment rates of male and female full-time students, aged 20-24, based on Statistics Canada Labour Force Survey, Cansim Table 2820005, Series v3480310 and v3480560

Anne Motte and Saul Schwartz, *Are Student Employment and Academic Success Linked?* CMSF Research Note #9, April 2009
Available at http://www.library.carleton.ca/sites/default/files/find/data/surveys/pdf_files/
millennium_2009-04-15_rn-9_en.pdf

MBA Before Breakfast

Rotman MBA, University of Toronto Aug 2007

Full-time MBA, 7:00am-9:00am on Tuesdays and Thursdays

https://youtu.be/5HFHyPI2vd0

Fanshawe College Apr 2013

Full-time weekend programs | Online with one weekend per month | Personal Support Worker, Marketing Management, Construction Carpentry Techniques, etc.

Low Residency

Royal Roads University est 1995

Professional MBAs | Blended delivery | Intense residency weeks | Remarkable social cohesion in the cohort, passionate alumni

HyFlex

Students can ***continuously*** choose:

- in-person classroom

- synchronous online

- asynchronous online (self-paced)

Cambrian College **Fall 2018**

FT courses in 4 programs available in "HyFlex" format - students can shift between in-person classroom, online synchronous or asynchronous
Synchronous online - live chat, videoconference, collaborate with students in the physical classroom | Still fixed start and stop dates
3 Grad Certs: Business Analytics, Crime Analytics, Community & Health Services Navigation | Ohio State U and 3 others so far in the US
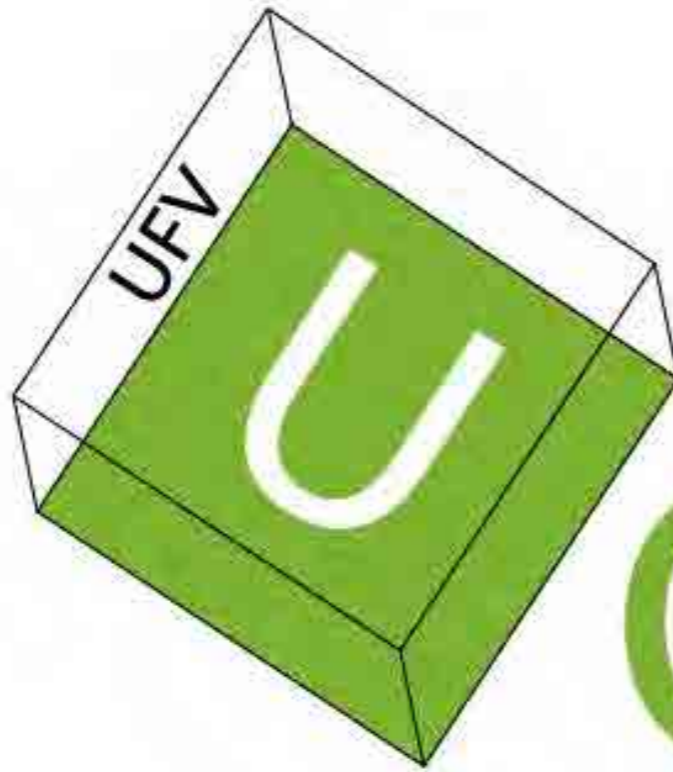
UFV
U CUBE
CONDENSED UNIVERSITY BLOCK EXPERIENCE

University of the Fraser Valley May 2018

Summer Condensed University Block Experience | Pilot project in Fac of Arts, 2 courses (History 102, Geography 130)
Up to 4 courses, 3.5 weeks each, 3 hrs per day, max 25 students | Big picture questions, focus without juggling | 3 credits in 18 days
Originally offered 4 courses, 2 were cancelled, no mentions in 2019 but still on the website

https://www.ufv.ca/arts/fast-track-your-education/u-cube/

Open Loop University
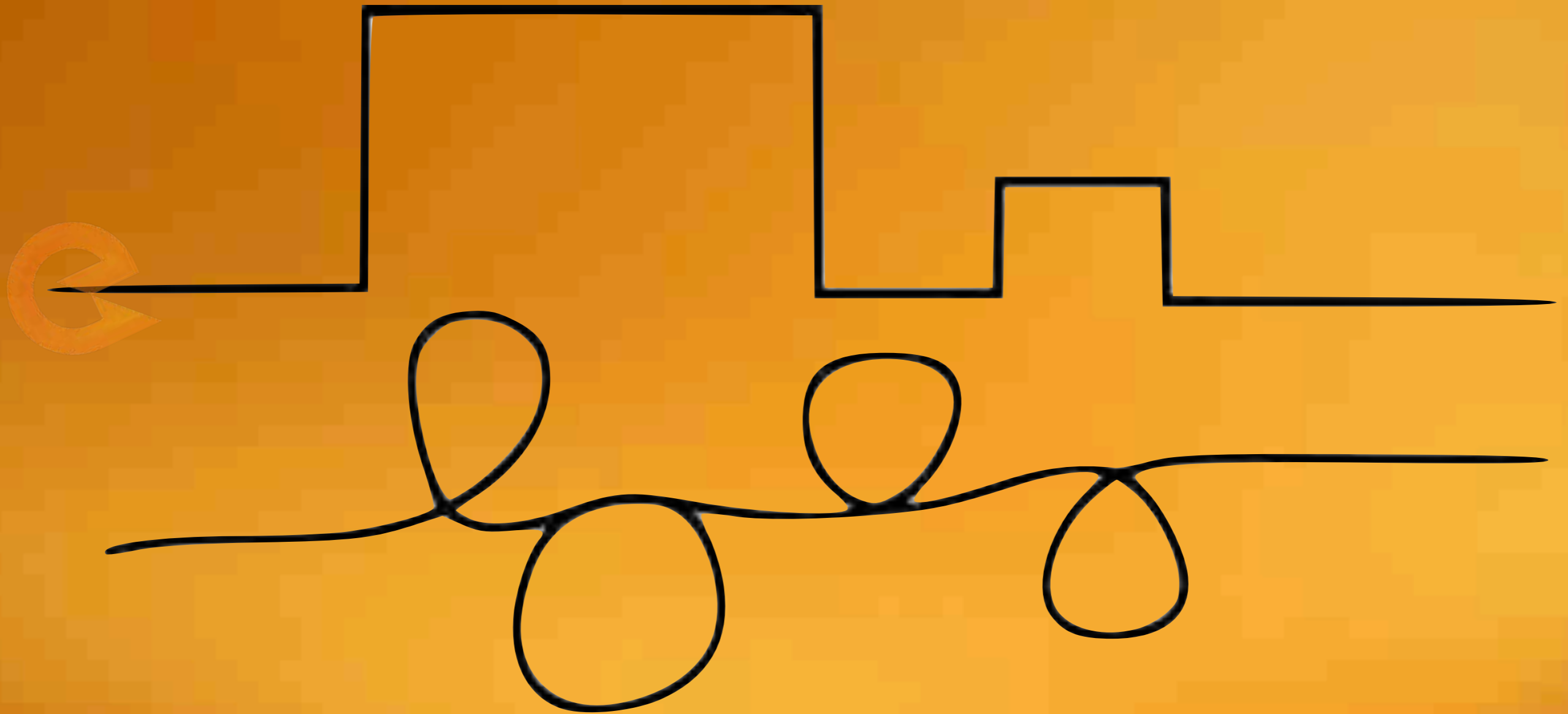
Stanford d.school July 2014

Monthly Modules

Lethbridge College **Aug 2018**

Ag Business Risk Management certificate program | Month-long modules, students can start at any time in any order
Designed to meet the needs of working students | Credit ladders into Ag Enterprise Management Diploma, uLeth degree

https://youtu.be/9-kxnnMA8nM

Weekly Starts

Rio Salado Community College, AZ Dec 2010

>60,000 students (30,000 online) | Just 23 full-time faculty members, in an industrial park near the Phoenix airport
1,500 adjuncts | 600 courses, starting almost every Monday | State support is now barely 1% of the $774 M budget
Algorithm predicts student success by the 8th day of class, proactive advising

Workforce Training

The Netflix model

$40
per month
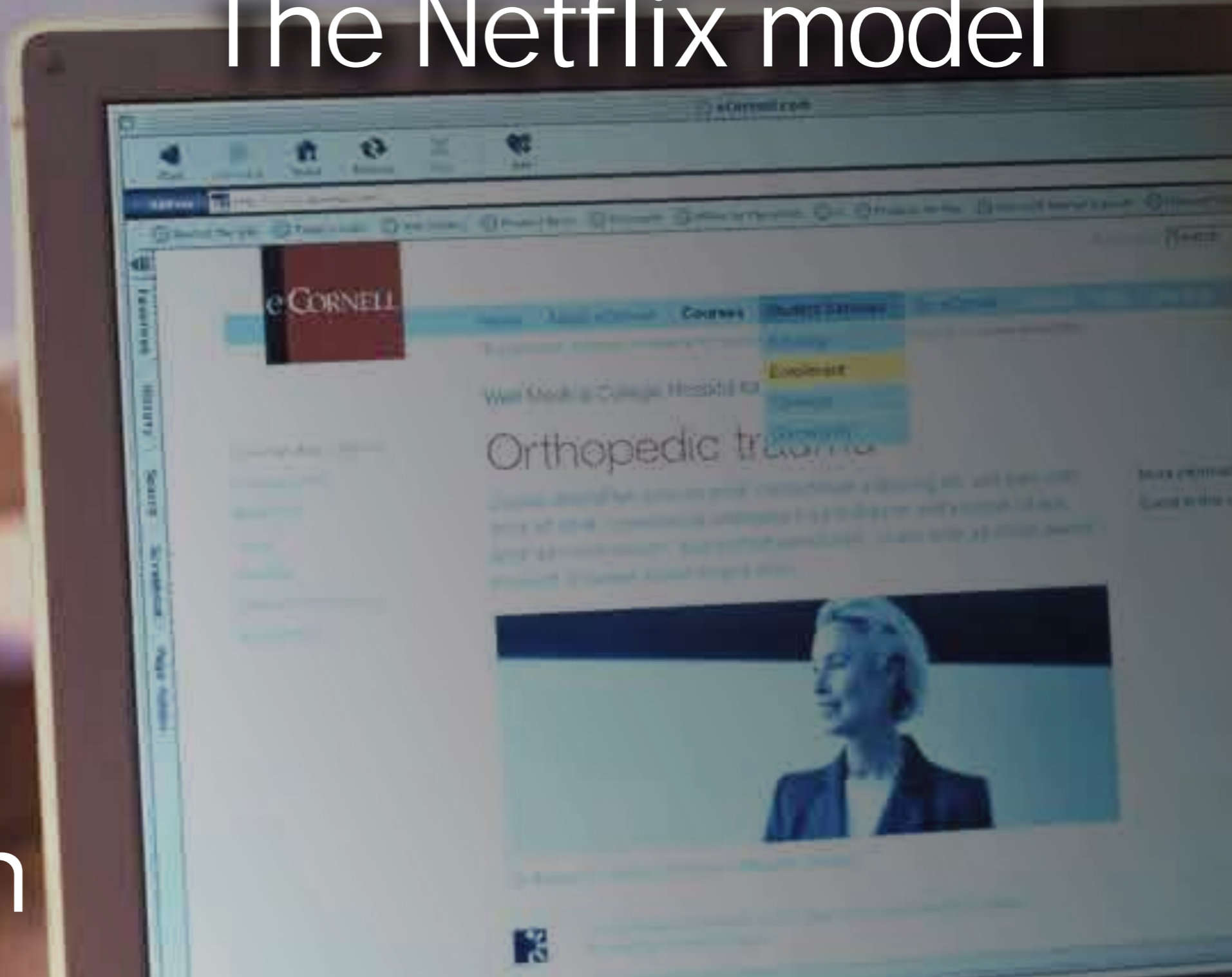
eCornell Apr 2014

>30 professional business certificates | Self-paced, asynchronous | 6-8 hr courses, defined 2-week period | $40 per person per month | Active problem-solving, practice opportunities | 90% completion rate

Source: Carl Straumsheim, "The (Off-Campus) Future of MIT",
Inside Higher Ed November 25, 2013.

How would you prioritize these markets for UFV's future? (Rank order)
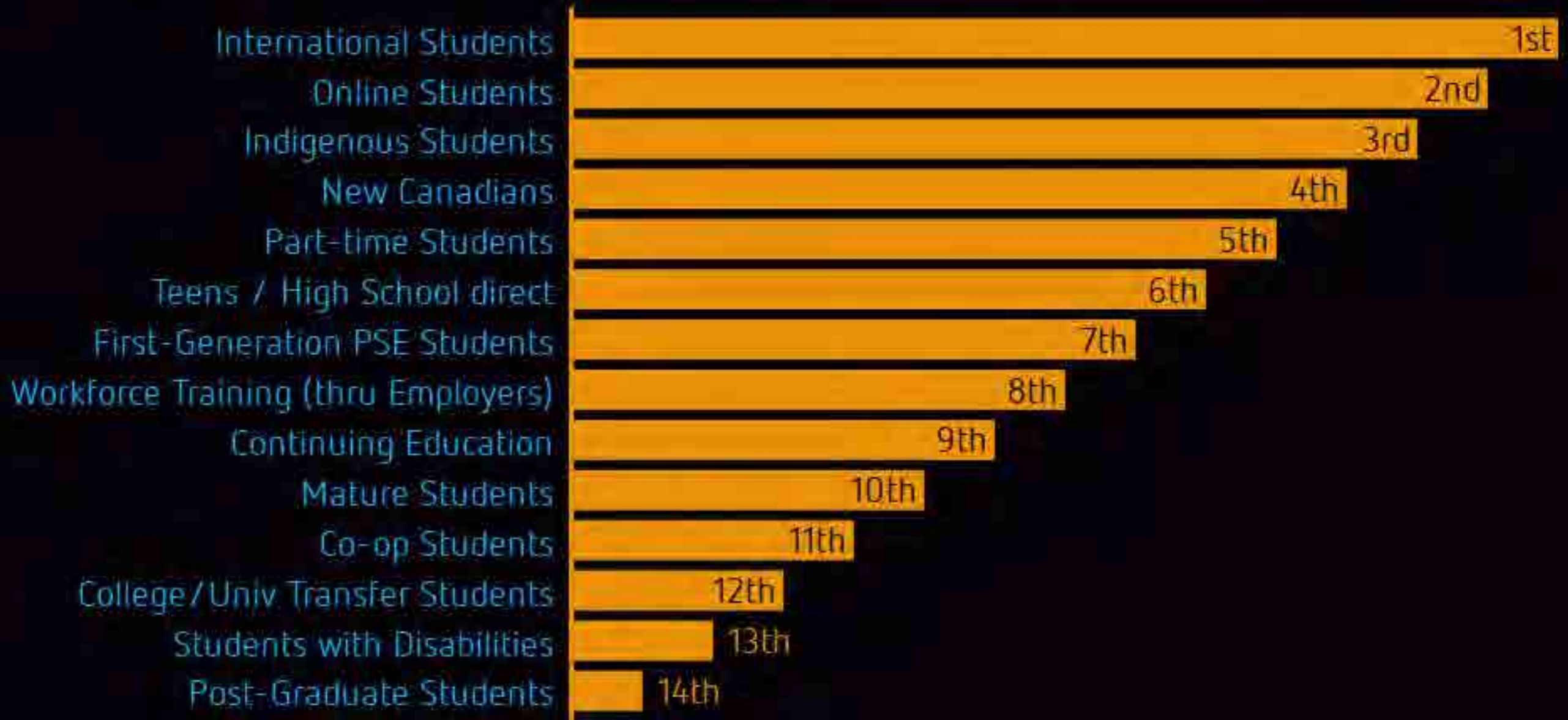
Pair & Share:
How have **student expectations** changed during your lifetime?

How have student expectations changed in your lifetime? (Single_words / no spaces)

Evolving Student Expectations

INNOVATION

PROGRAM

FACILITIES

TEACHING & LEARNING

RETENTION & SERVICES

MENTAL HEALTH

INT'L / NEW MARKETS

EFFICIENCY / SCALE

Demography

Digital

Social

Anxious

Careerists

CAMPUS

COLLABORATIONS

ALT REVENUE

Funding

Politics

Industry

Science

INDUSTRY PARTNERSHIPS

CREDENTIALS

ten with ken

Post-Grad Education

Serving 21st-Century Learners

Higher Ed Trends

https://youtu.be/HDCBWnxOLuw

Change?

Strayer University **May 2019**

"Strayer University is Changing Education" | Fast-paced change in the world, but not in higher ed? | :30 sec

https://youtu.be/osF6y7VqzQ4

" The time has come to transition from the traditional one-size-fits all era of education to a new age, focused on personalized experiential learning."

Algonquin College
50+5 Strategic Plan 2017-2022
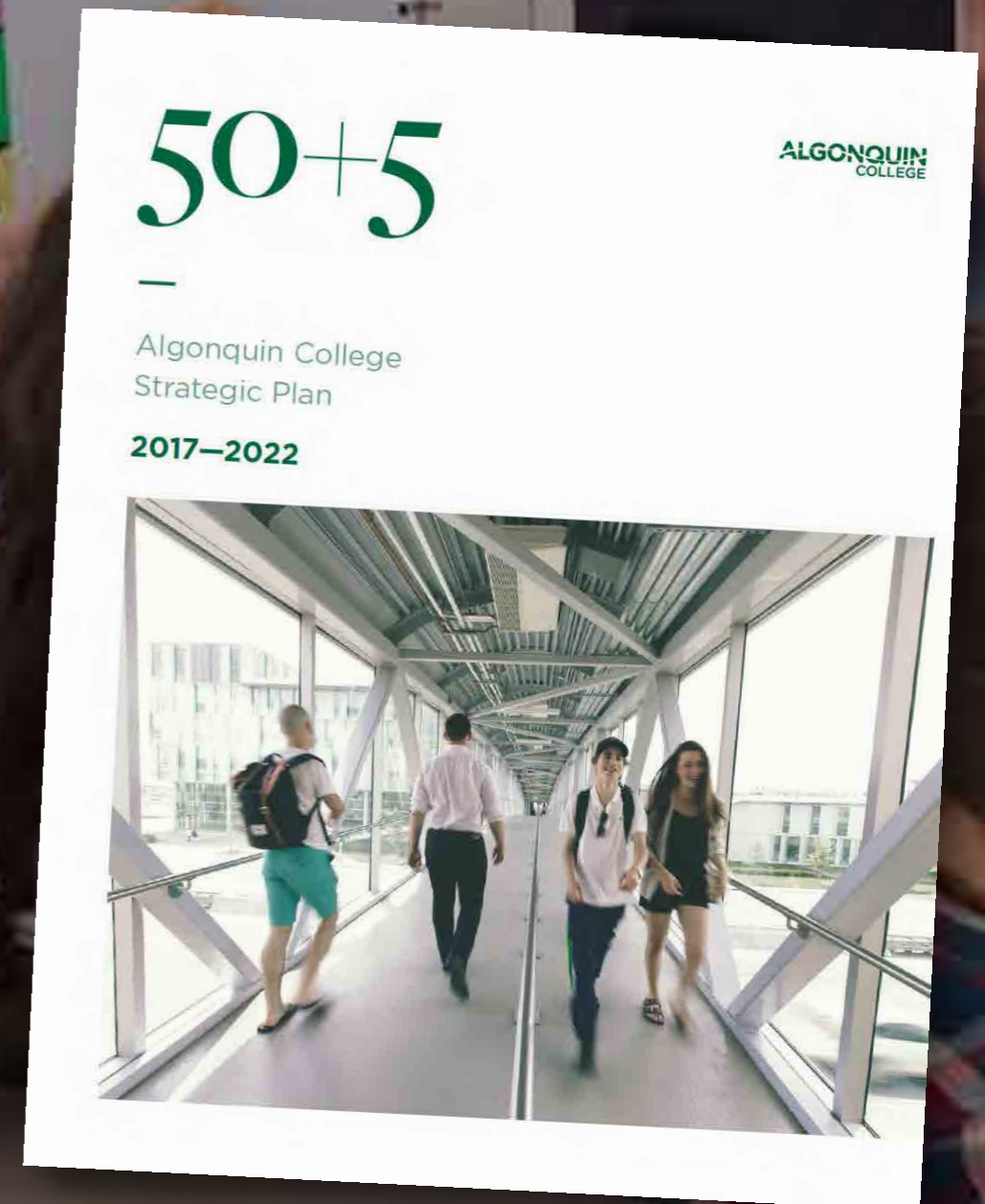
50+5

ALGONQUIN COLLEGE

Algonquin College
Strategic Plan

2017—2022
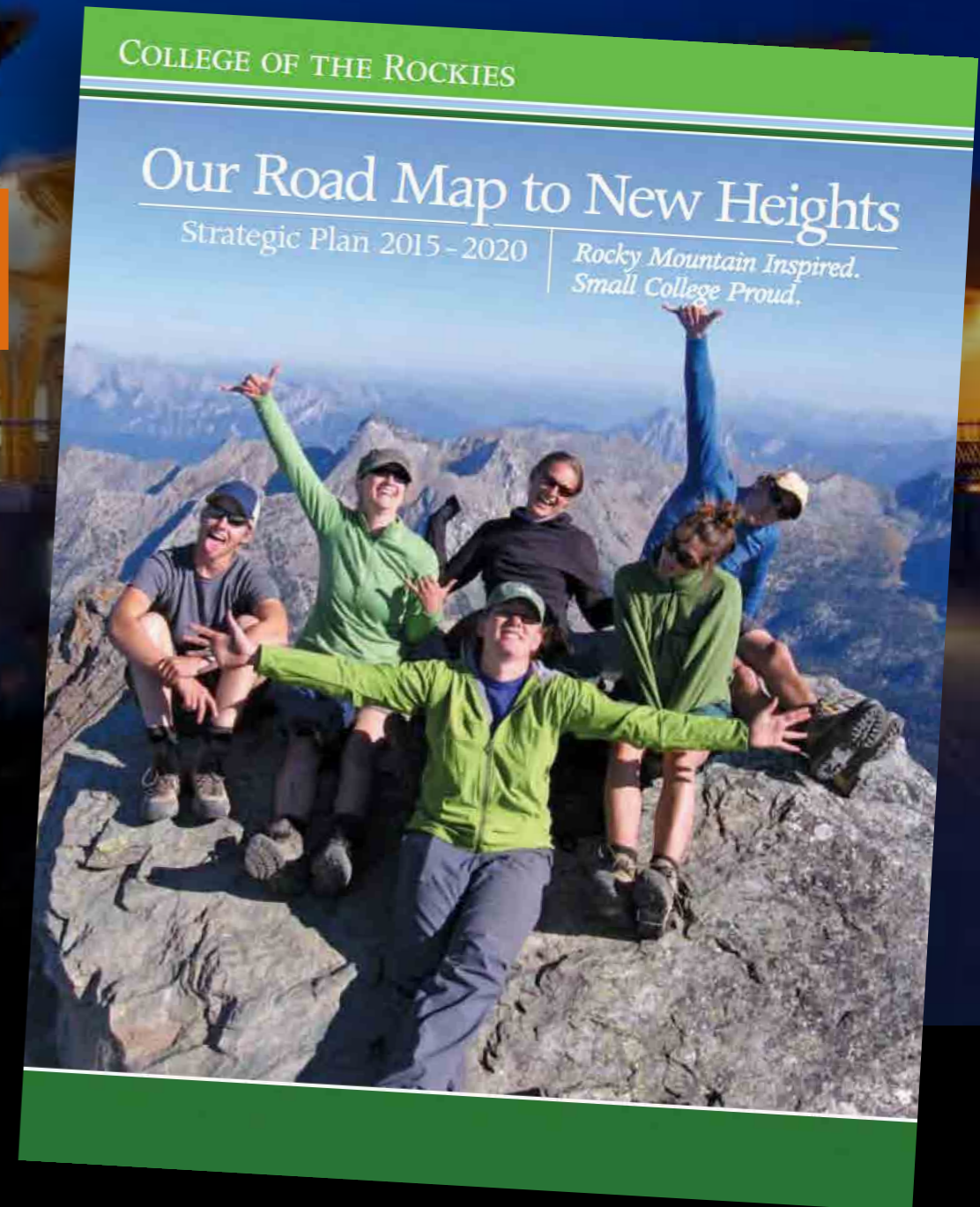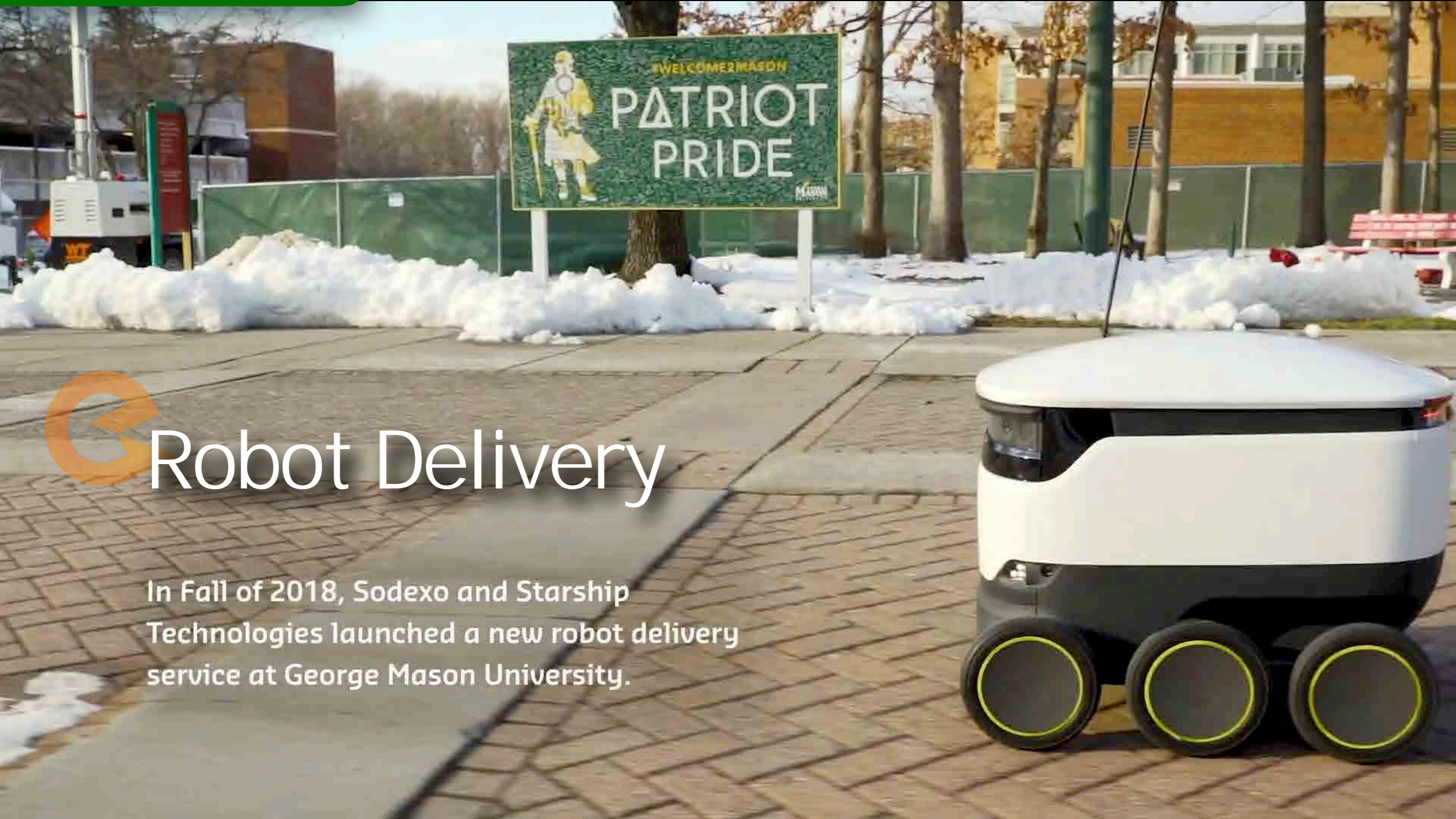
Robot Delivery

In Fall of 2018, Sodexo and Starship Technologies launched a new robot delivery service at George Mason University.

George Mason University (VA) **Jul 2019**   **:37 sec**

Sodexo and Starship Robots | 40 autonomous, talking delivery robots on campus | Students order food using app, pay $1.99 for delivery
40,000 people on campus | 15 minutes or less | Largest implementation of autonomous food delivery services on a university campus
Drop a pin for delivery, watch progress on an interactive map | Rain or snow, night and day, climb curbs and evade obstacles

Text a Librarian

www.AskOn.ca   Mar 2014

18 public libraries and 10 college libraries in Ontario | Collaborate to host "AskON" real-time library chat services
62 hours per week, in English and French | Librarians take shifts answering confidential questions from college and university
students, online or by SMS text message.

eChat:

Hi Pete. 09:42
How can I help?

I'm stuck on a trigonometry problem. 09:43

Okay! 09:43
Show me what you've got so far.

eTutor Alberta   Feb 2014 - June 2017

Online writing/math tutoring consortium for students at 13 PSEs | Piloted in 2014, Wound down with eCampusAlberta in 2017
Asynchronous writing supports - up to 3 drafts of assignments | Ask specific eQuestions, 48-hour response time
Software from Connecticut Distance Learning Consortium, licensed by BCcampus

www.eTutorAlberta.ca

Drive-Up Advising

Florida Atlantic University May 2015

2 parking garage locations for academic advising | >80% commuter students, 12% only on campus after offices are closed
Signage is critical | Snacks, drinks, small prizes | >500 students in first few months, who had never seen an advisor before
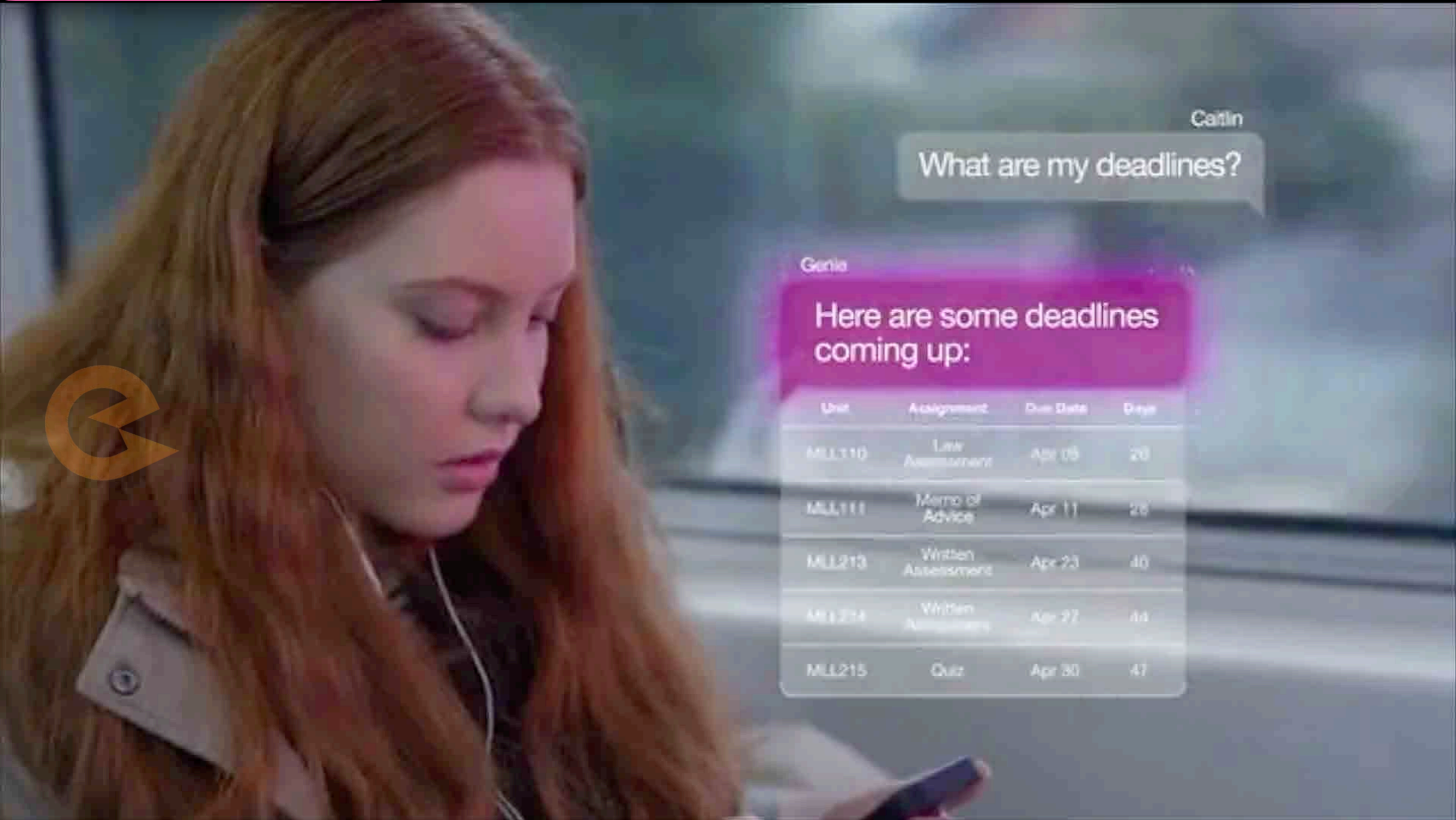
Virtual Advising

Howard Community College 2016

Real-time face-to-face academic advising from anywhere in the world | Zoom or Canvas videoconference
Lunch break, late night | 200 students by Aug 2017 | Modelled after Longwood University
League for Innovation in the Community College Innovation of the Year award winner
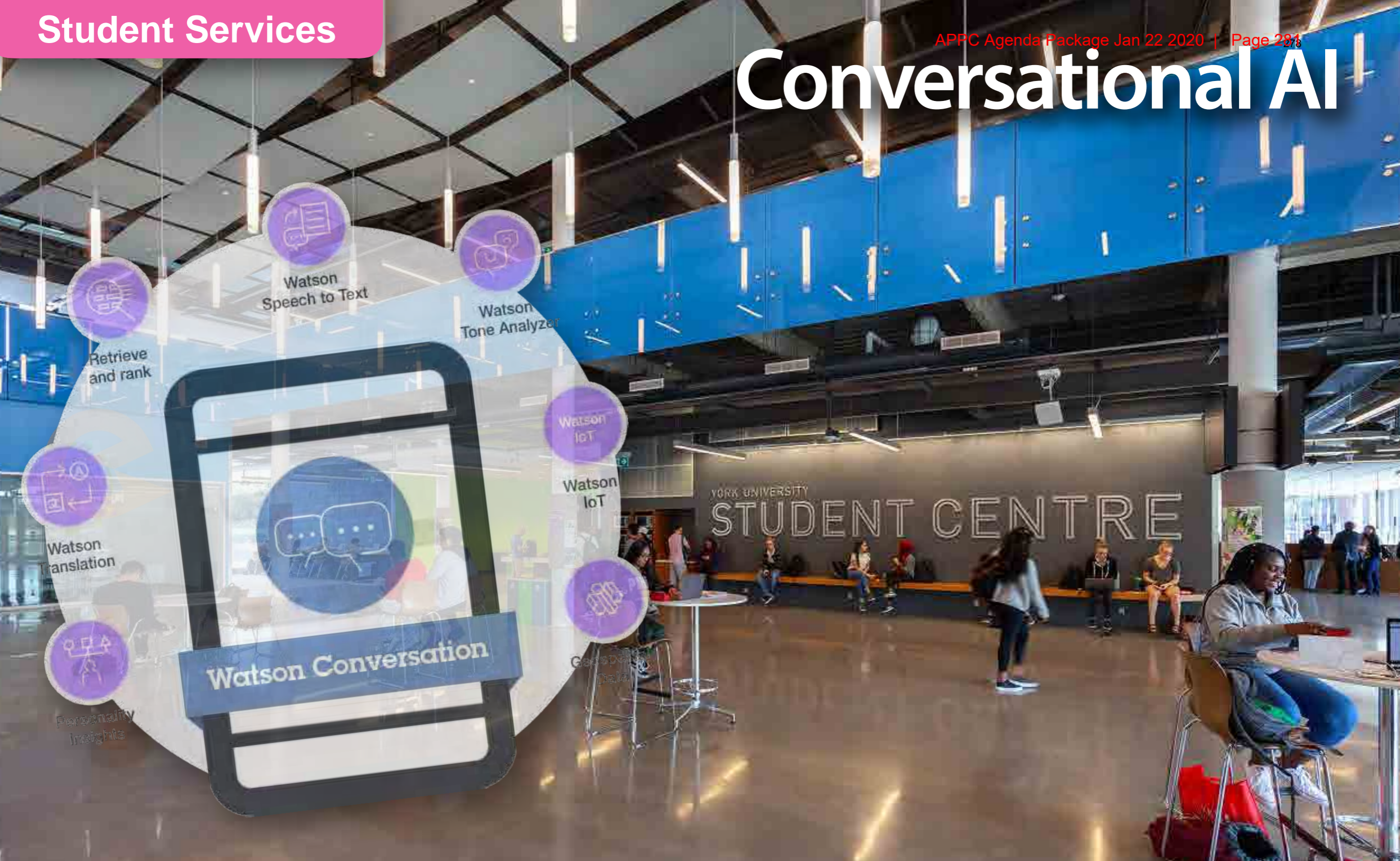
Deakin University (Aus) Jun 2018

Chatbot "Genie" powered by IBM Watson | Selected 2,000 most FAQs, responds to location, schedule, textbook progress
Helps with class enrolment, payment for parking, etc | Nudges existing students to prepare for exams
Built internally, integrates with LMS, Library | Hundreds of staff identified FAqs, hundreds of students trained Watson   2:00 min

Video edited by Ken Sreele. Original source: https://vimeo.com/276581640

Student Services

Conversational AI

York University Jan 2019

AI-powered student support virtual assistant pilot with IBM Watson | 24/7 academic and personal guidance, FAQs and referrals
>100 students, <75,000 interactions in first 3 months, machine learning | English and French, by computer or phone
Considers student-specific data | Also Bolton College UK, Deakin University Australia

Mental Health

24/7
mental health resources

Carleton University Oct 2018

Empower Me offers free counselling in person, by phone, video-counselling or e-counselling | Connects to counsellors, consultants, life coaches
Confidential, multilingual, gender and faith inclusive | Offered by CUSA/University, powered by Aspiria, iAspiria mobile app
May not be as effective as face-to-face sessions, but bypasses the waiting list

Focus on Wellbeing
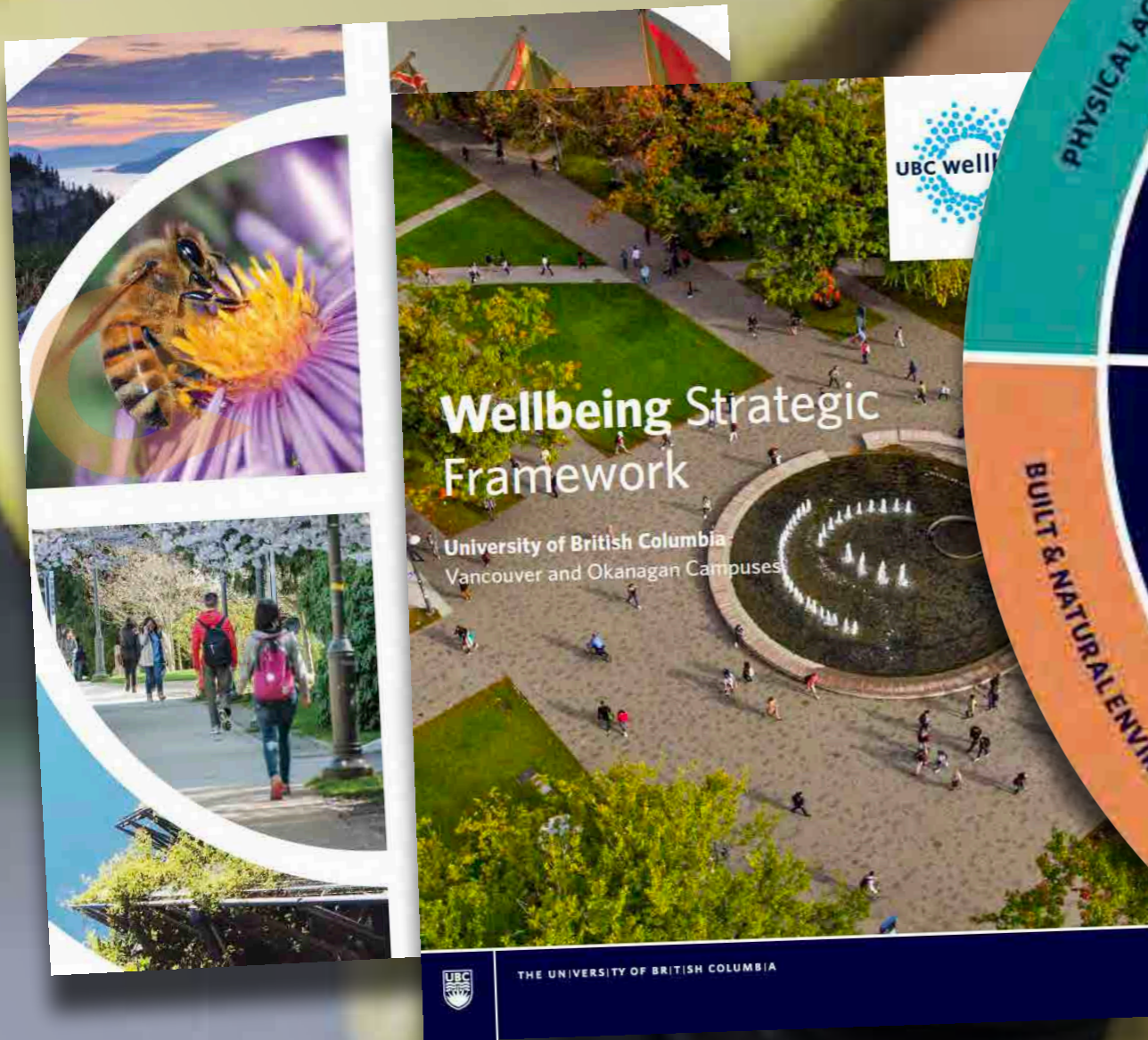
University of British Columbia **2019**

June 2015 Okanagan Charter for Health Promoting Universities and Colleges | UBC Wellbeing Strategic Framework developed in 2018
6 wellbeing priorities (outer circle) based on strategic plan priorities, involving all community members
Thrive month, Move UBC, Healthy Beverage Initiative, QPR Suicide Prevention Training, smoke-Free Areas

https://wellbeing.ubc.ca

There are many different ways to foster and maintain mental health, however research consistently points to five ways that can help promote and support a healthy mind. We call these the Thrive 5, and they are simple ways to help you Thrive year-round!

You can thrive by...

1 Moving More

Adding activity to each day can help you manage stress and can boost your mood. Try some simple stretches, a quick walk, or even an impromptu dance party!

2

Sleeping Soundly

University of British Columbia 2019

The "Thrive 5" | Research-proven ways to promote and support mental health
Moving more, Sleeping soundly, Eating well, Giving back, Saying Hi

Mental Health First Aid

https://youtu.be/u3fHpn2Pt4A

Fanshawe College / Sodexo 2015

Mandatory 120 hrs training in Aug | All Residence Assistants, Managers, CSRs at front desk | Policies, referrals, emergency mgmt
Not Counsellors, but need to think about what underlies the problem behaviours, identify problems early

See www.MentalHealthFirstAid.ca

Calm Rooms

University of Alberta Apr 2019

Space in Corbett Hall run by occupational therapy students, $5,000 grant | Lego, kinetic sand, adult colouring books, VR games, Buddha Board
Plans for more rooms in Student Union Bldg, Central Academic Bldg | 150 people in first 2 weeks, enter with "6" / exit with "3" on anxiety scale
Encouraging students to take ownership of their mental health | Monthly wellness events like yoga and a paint night

https://edmontonjournal.com/news/local-news/a-playroom-for-adults-university-of-alberta-launches-its-first-calm-room

EnergyPods

St Leo University, Florida Sep 2012

Installed 4 EnergyPods in residence common room | ~$10,000 each | Used on average 5 hrs/day, especially after morning sports
Relaxing music, soothing LED display, 20 minute rest period, roused by an automated massage.

Mental Health

Therapy Dogs

Carleton University   Sept 2018

Benoit-Antoine Bacon, Shannon Noonan and "Blue" | Expanded program campus-wide | 7 dogs owned by university staff
Helps with student retention, stress, anxiety, depression, homesickness and isolation | "an instant sense of calm"
Keep office hours year-round | Blue has a Twitter account, @CUtherapydog

Source: https://newsroom.carleton.ca/story/carleton-expands-therapy-dog-program/

Suicide Intervention
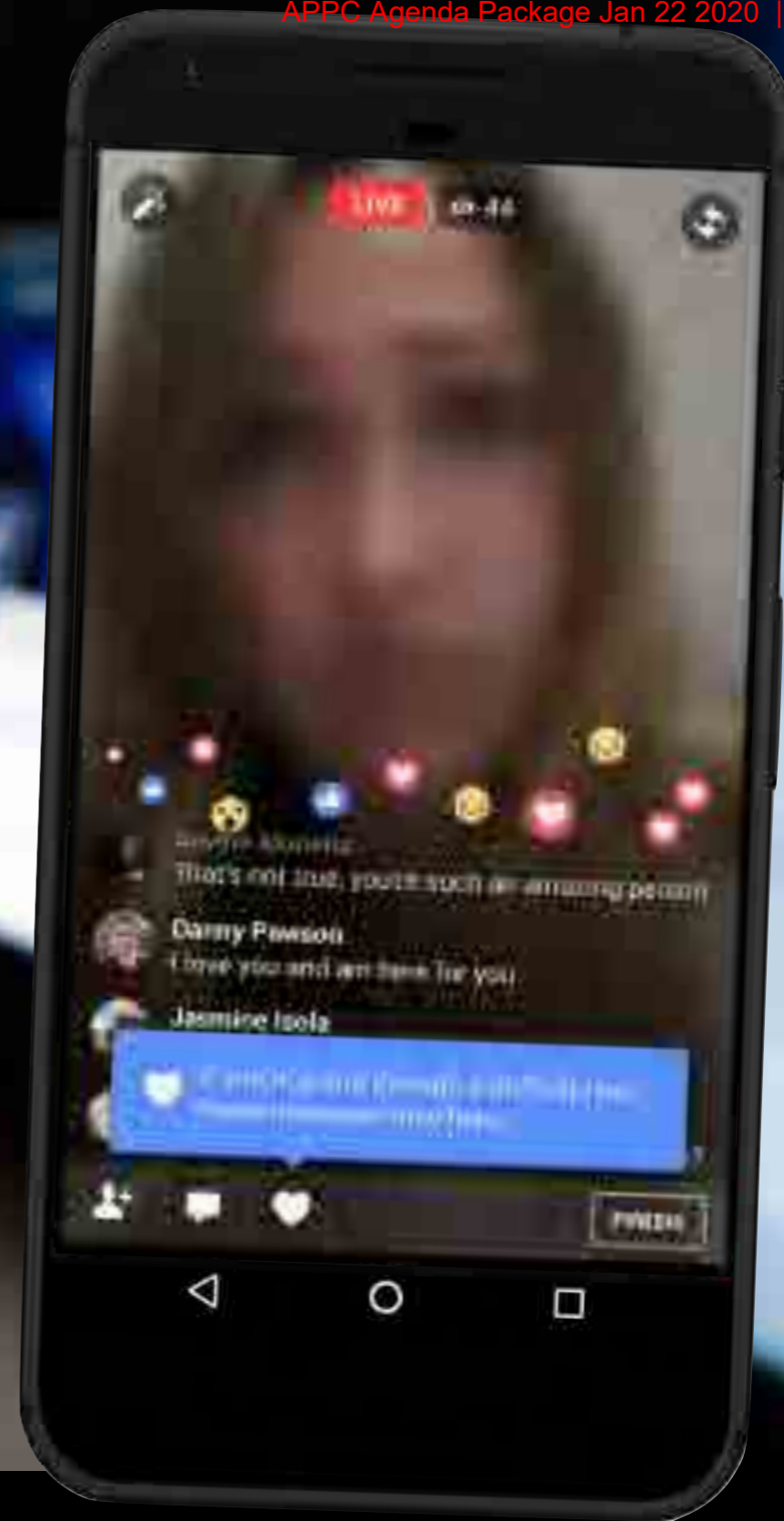
Facebook Nov 2017

Facebook's "proactive detection" AI tech scans all posts for patterns of suicidal thoughts, prioritizes them for human moderators
Can send mental health resources to at-risk user, their friends, or local first-responders | 100+ wellness checks in first month
Even Facebook Live posts - first responders arrive onsite sometimes while user is still broadcasting | No option to opt-out

Digital Traces

University of Arizona Mar 2018

CatCard ID card swipes used at 700 locations on campus (vending machines, libraries, labs, residences, student union, rec, movies)
"Highly accurate indicators" predict drop-outs with 85% accuracy | Size of social circles, regular routines, changes over time
Will be integrated into predictive analytics, proactive advising alerts

"Way too often… the programs are *designed to fix the student* rather than designed to *fix the institution* so that it is more effective at serving the student."

- Kay McClenney,
*former director, CCSSE
in the Texas Tribune, May 2014*

Student Retention Focus
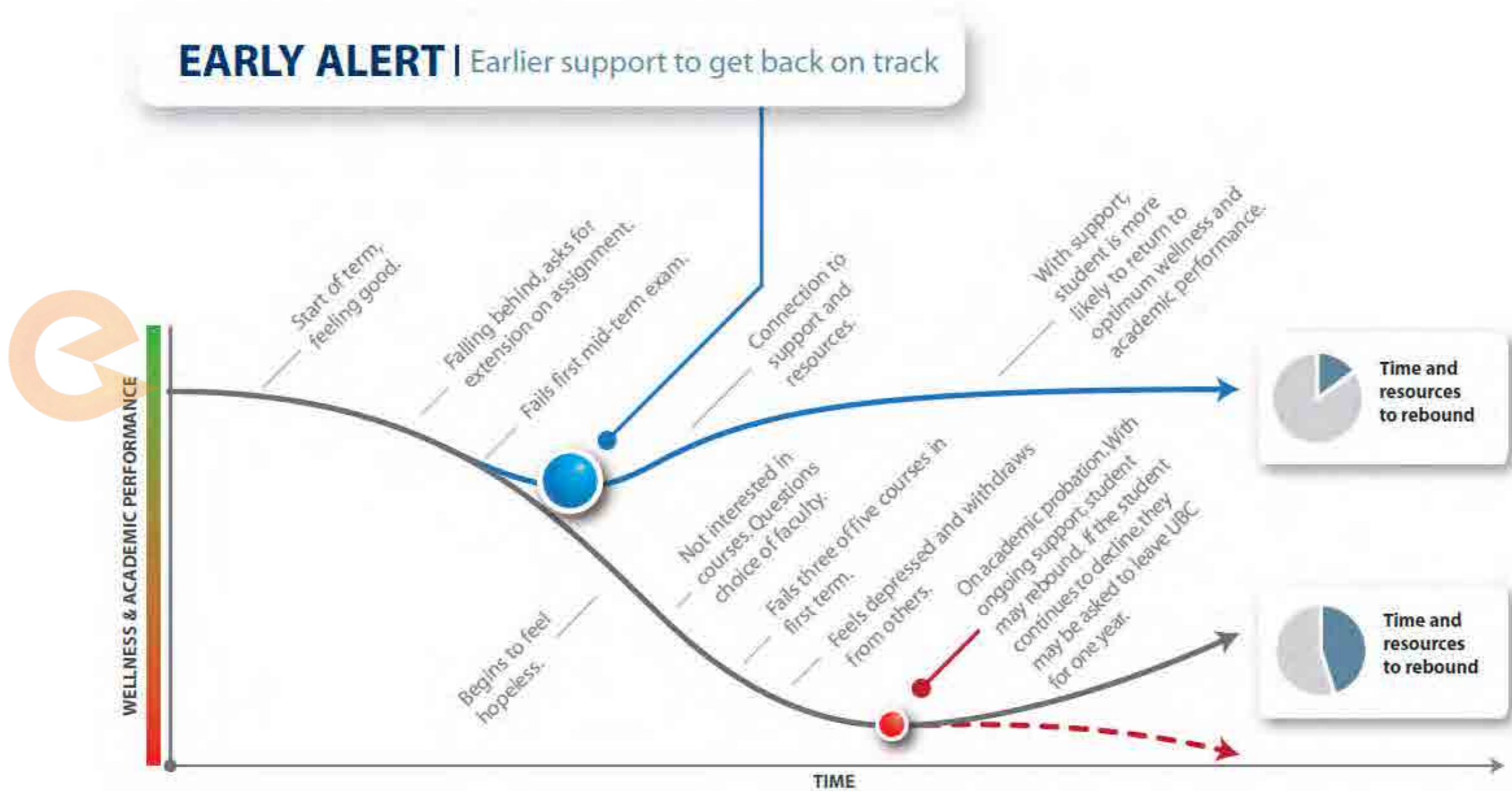
Retention

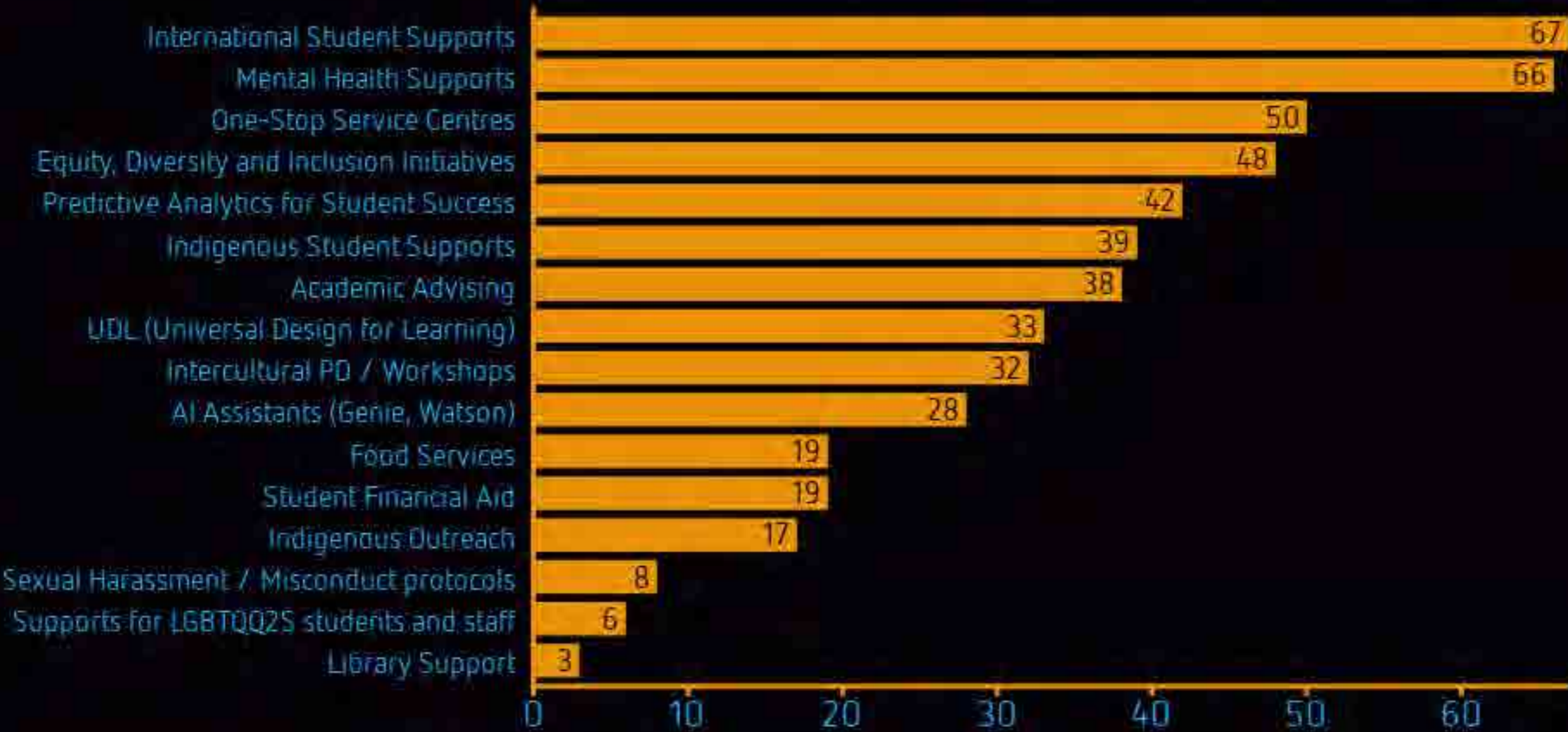**EARLY ALERT** | Earlier support to get back on track

Georgia State University June 2017

"The New York Times Higher Ed Leaders Forum: Campus Matters, The Promise of Big Data" | 2:00 min
Timothy Renick, VP Enrollment Management and Student Services, Georgia State University

Video significantly edited by Ken Steele. Original source video: https://youtu.be/04_TMsigejY

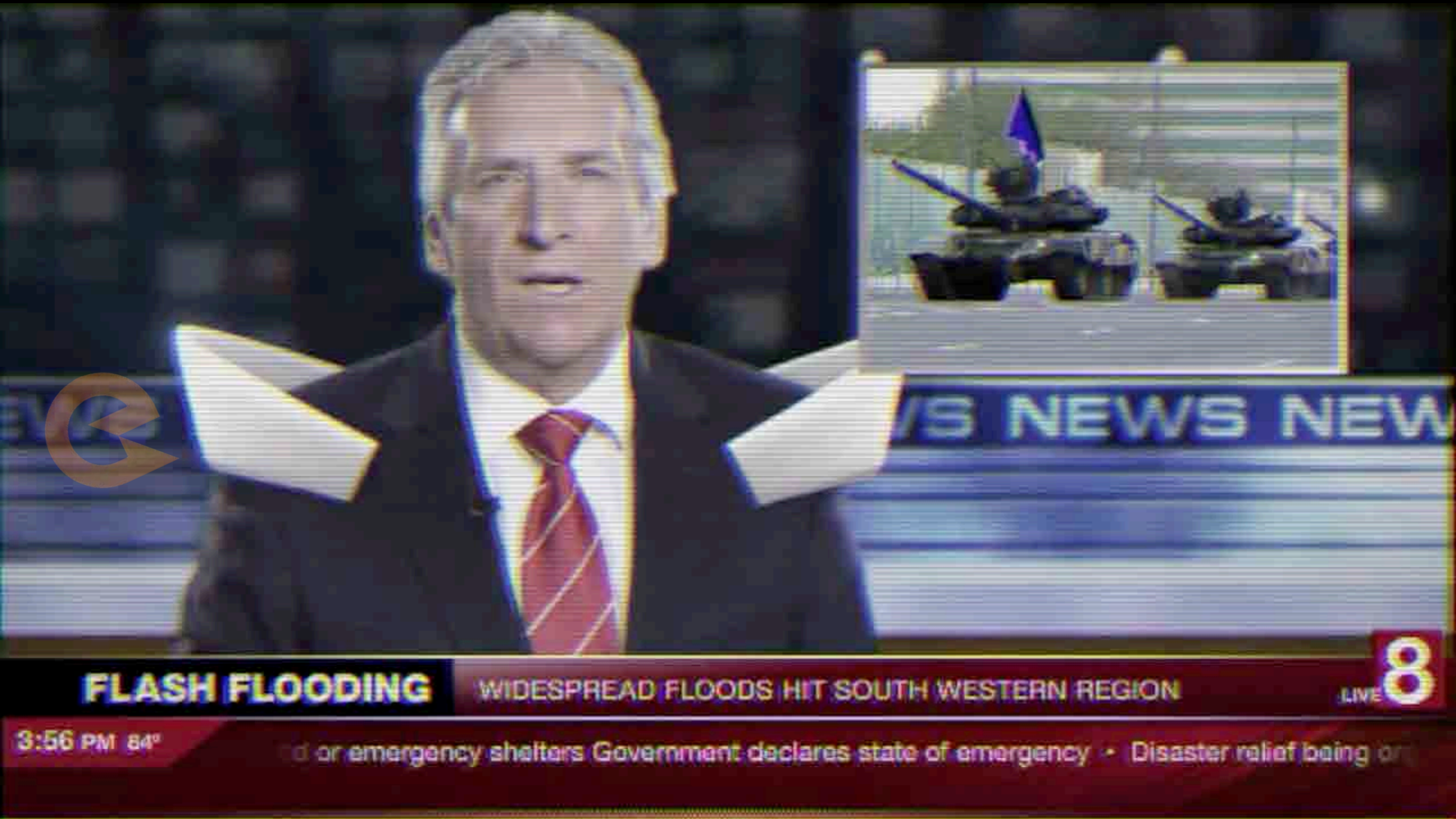How do we MOST need to enhance services at UFV over the years ahead? (Top 6)

Teaching & Learning

TedX Columbia May 2014

2014 TEDxColumbiaSIPA conference in New York
0:09 sec (edited)

Video edited by Ken Steele. Original Source: http://youtu.be/wRwPoR707UI

Traditional lecture is "toxic" to student learning.

Mary Ann Rankin
SVP/Provost at uMaryland College Park

The "Death" of Lecture
Teaching & Learning

https://youtu.be/yW_3asg92zM

Source: *US News* Apr 2014 http://www.usnews.com/news/stem-solutions/articles/2014/04/24/universities-face-faculty-culture-challenges-in-stem-education

Active Learning

Social Studiers

80%
Study with friends
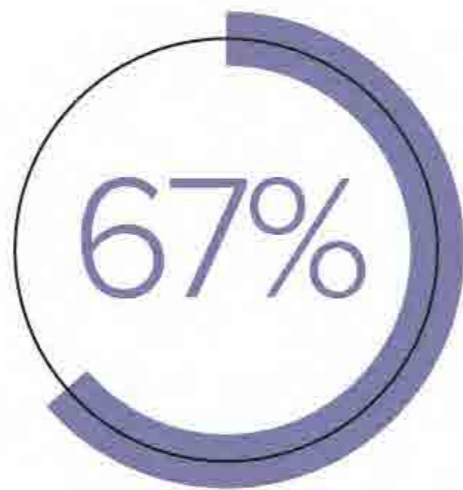
67%
Say studying together makes learning more fun

60%
Like to exchange new ideas with friends

52%
Like to help their friends learn

40%
Study with friends in person and online

Barnes & Noble College *Getting to Know Gen Z* 2016

Survey of 1,300 middle and high school students in 49 states, aged 13-18.
Reported Skype was the top online tool to study with friends.

Active Learning

Vicarious Tutoring

Chi, Roy & Hausmann   2008

Watching a student being tutored on video is more effective than watching a lecture | Collaborative observation is even better!
More effective than studying alone, observing alone, or collaborating without a tutor | Co-constructing knowledge

http://www.ncbi.nlm.nih.gov/pubmed/21635338 Michelene Chi, Marguerite Roy, Robert Hausmann. "Observing tutorial
dialogues collaboratively: Insights about human tutoring effectiveness from vicarious learning." *Cognitive Science* 32.2 (2008)

Active Learning

TRANSFORMING
SCIENCE EDUCATION AT UBC

THE CARL WIEMAN SCIENCE EDUCATION INITIATIVE

University of British Columbia Sept 2017

"Transforming Science Education at UBC" | 2:18 min

Video significantly edited by Ken Steele. Original source video: https://youtu.be/wSTIXWPu30o

https://youtu.be/eSM-wyyxXVs

Collaboration Spaces

Mount Royal University, AB **Sept 2017**

$110M Riddell Library & Learning Centre includes 34 collaboration rooms across 4 floors | Can be booked online or on the fly
Students would like twice as many, they're constantly booked | Students are social learners

Active Learning

https://youtu.be/LhlkZuC8Kzc

Flipped Classrooms

University of Minnesota 2014

>20 active learning spaces

Algonquin College Aug 2013

Pilot year: 9,000 students in 83 programs, saved $2.5 M. Students own texts, device-agnostic, right to print was critical even though only 4% do so. 4 publishers donated $200k for pilot. Grades increased significantly, saved 628 from failure.

Smart Textbooks
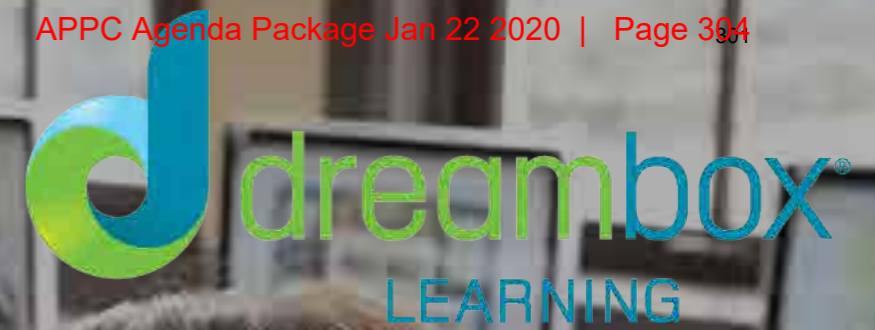
48,000
points per student, per hour

DreamBox Learning Jan 2017

DreamBox Learning Math (from Nelson) analyzes 48,000+ data points per student per hour for continuous formative assessment
Assessment integrated with instruction | Alignment with regional standards | "Deep comprehension of mathematical ideas" for K-12 students

Arizona State University / Knewton

2:58 min

Heavily Edited by Ken Steele from numerous YouTube source videos

Smart Textbooks

# Adaptive Learning

33%
fewer failures

Georgia State University **Oct 2018**

Gateway courses failed as many as 43% of students | Pre-calculus, college algebra, intro statistics
Replaced ALL lecture courses with adaptive learning software, 24/7 learning emporiums | Reduced 43% DFW to 28%
Now converting gateway required courses in Economics, Politics, Psychology too

Source: https://success.gsu.edu/initiatives/adaptive-learning-tools/
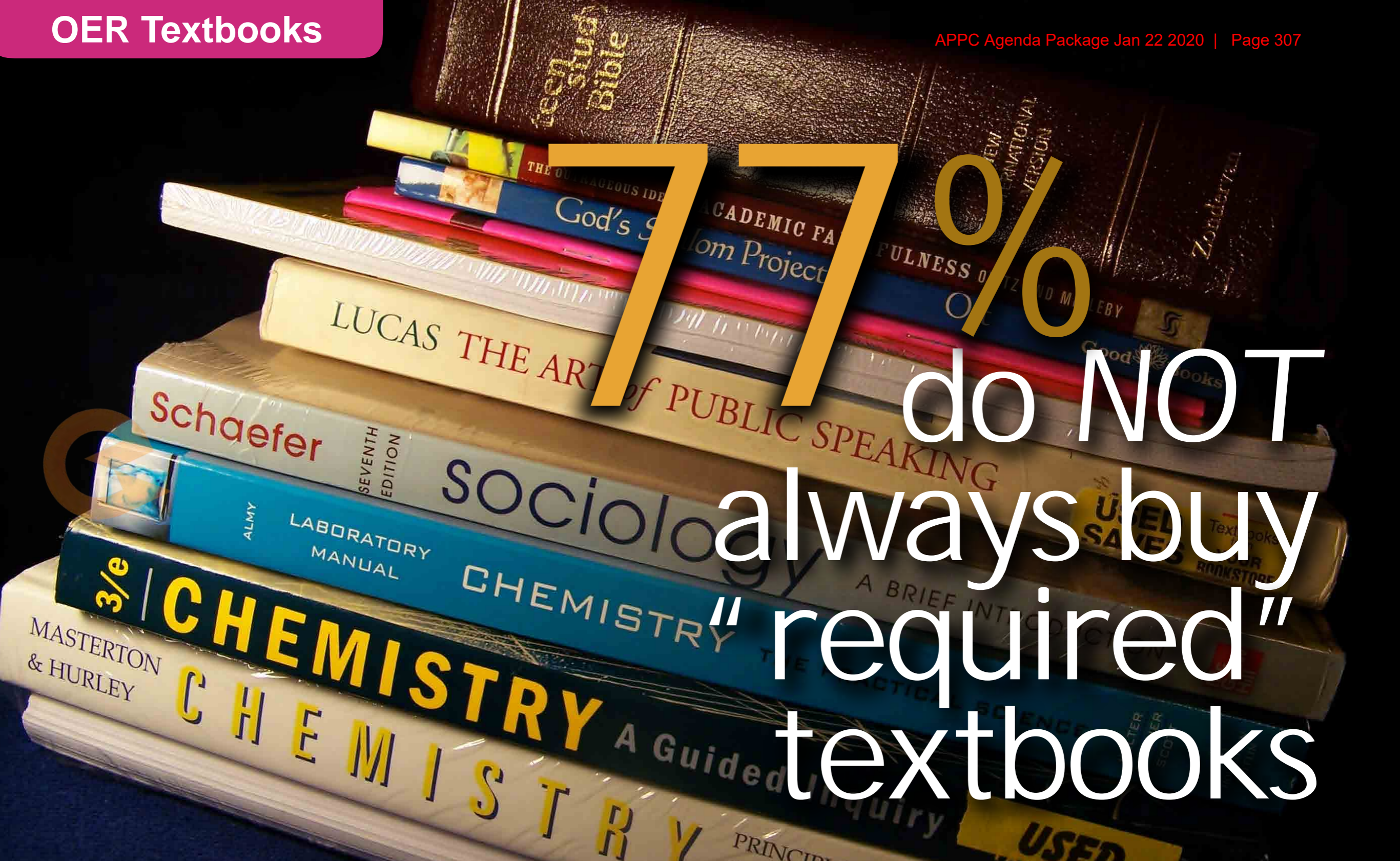
77%
do NOT always buy "required" textbooks

BookBoon.com Sept 2012
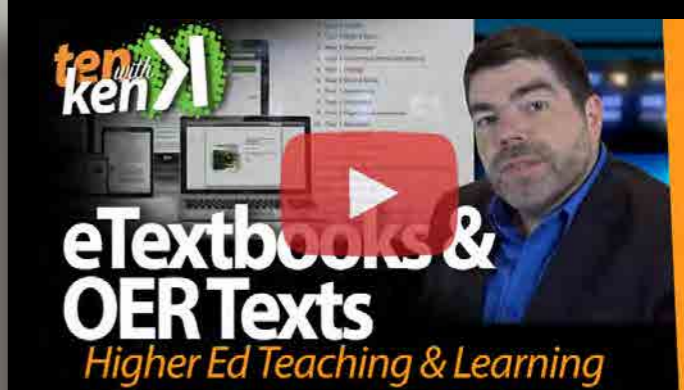
Source: Survey of 10,000 students in US, India, UK, Germany, Sweden, Netherlands, Norway and Denmark, conducted by bookboon.com (an e-book publisher) in their student newsletter and on Facebook.

OERs

KPU CLASSES WITH $0 FOR TEXTBOOKS!

Kwantlen Polytechnic University Feb 2018

Certificate in Arts program | 75 Y1 courses with zero cost for textbooks | "Zed Creds" or "Z-Degrees"
Anthropology, Economics, English, Geography, History, Philosophy, Psychology, Sociology, much else

http://www.kpu.ca/arts/zedcred

Moving Labs &
Co-op Online
Cathy Newell Kelly @Waterloo

https://youtu.be/qXmh3exRQCQ

Labster Nov 2013

Virtual reality bio/chem labs used by high schools, 150+ institutions incl Harvard Medical School, MIT, uGlasgow
"Million-dollar lab in your browser" for $15/mo | Tracks student progress, designed to support challenged students
Based in Copenhagen, Denmark | www.Labster.com   :23 sec

Video edited by Ken Steele. Original Sources: https://youtu.be/oairUMkieak https://youtu.be/IYpovgka-9Q

VIRTUAL REALITY

https://youtu.be/E0wIDQvaGPI

Ara Institute of Canterbury (NZ) Jun 2017

Medical Imaging students use VR simulations to practice radiography skills without the need of a patient
Tutors can track student learning   **1:26 min**

Video edited by Ken Steele. Original Source: https://youtu.be/5L89_2WLt68

Street Scene

Rome Reborn Aug 2015

"Ancient Rome" edited to :34 sec | Digital 3D recreation of Ancient Rome as of 320 AD, at its peak
Goal will be recreations from 1000 BC to 550 AD | Models can be corrected and updated over time
Dr Bernard Frischer, Institute for Advanced Technology in the Humanities, University of Virginia - worldwide collab
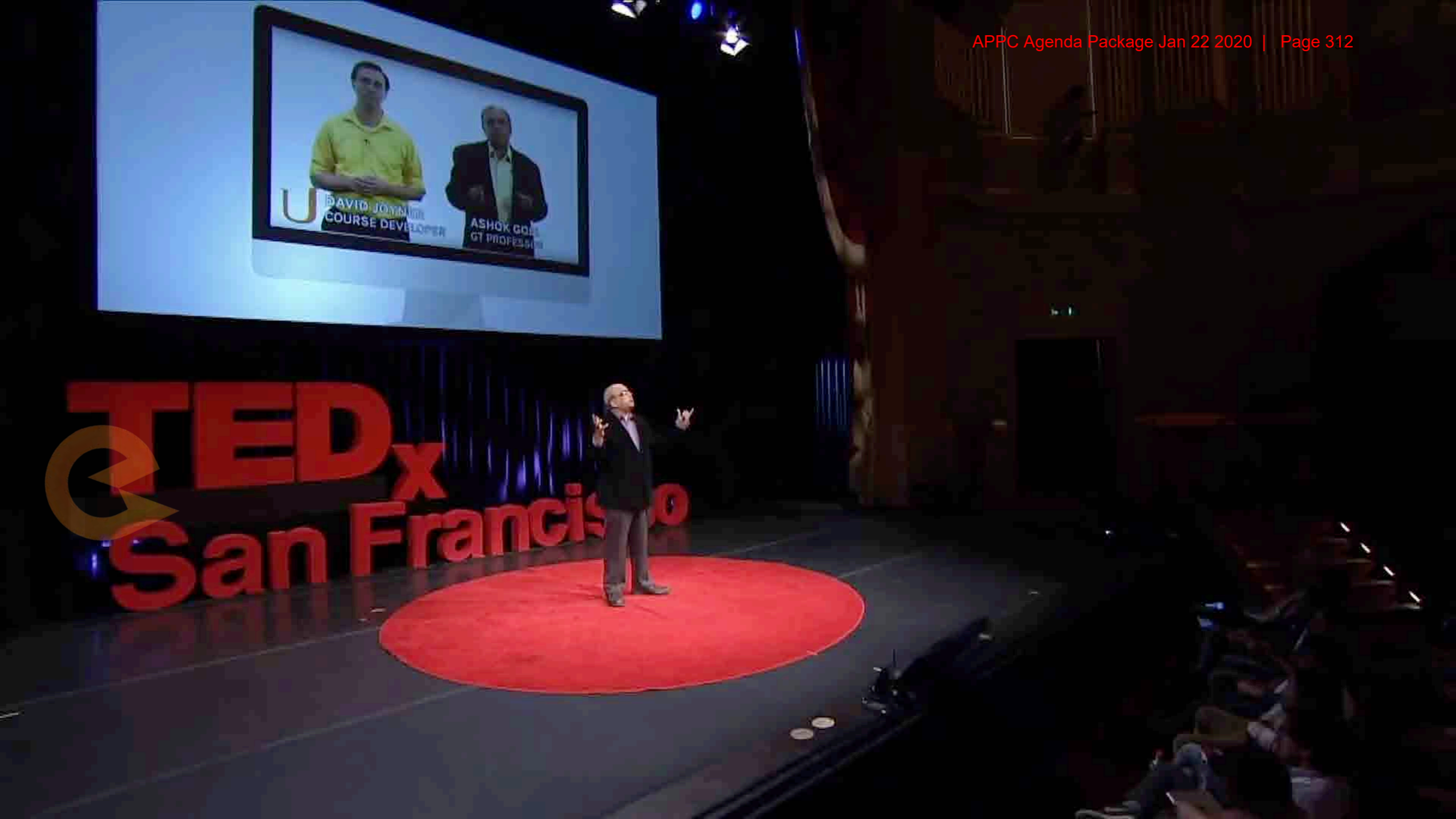
Georgia Institute of Technology Oct 2016

"A Teaching Assistant Named Jill Watson" | Ashok Goel describes the creation of Jill Watson   2:57 min

Video significantly edited by Ken Steele. Original source video: https://youtu.be/WbCguICyfTA

6,850

MOOC Courses

	Courses	Users
Coursera	1700	23 M
edX	1300	10 M
XuetangX	300	6 M
Miríada X	350	
FutureLearn	480	5 M
Udacity	170	4 M

Class Central Dec 2016

58 M registrants, 23 M people for the first time, in 2016 | A quarter from China's XuetangX and Latin America's Miriada X
Majority are in Business, IT, Science and Soc Sci

https://youtu.be/ccQsWCCTabA
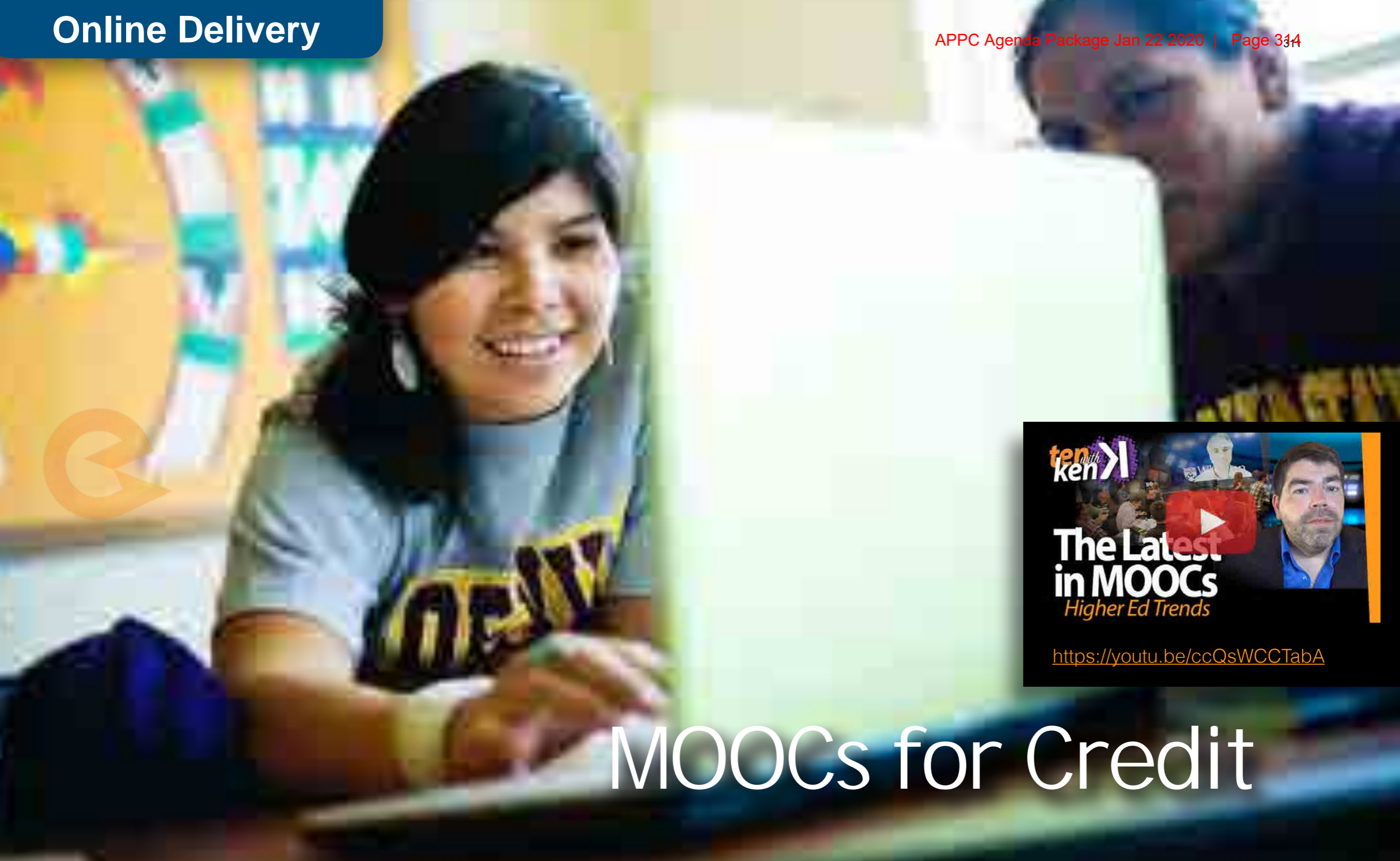
MOOCs for Credit

Arizona State University / EdX Global Freshman Academy Apr 2015

Free first-year MOOCs to fulfil Gen Ed requirements, No prerequisites | $45 fee to verify identity, Pay no more than $200 per credit hour only after successful completion of course | Transcripts identical | EdX in discussions with other institutions

Source: *Inside Higher Ed* https://www.insidehighered.com/news/2015/04/23/arizona-state-edx-team-offer-freshman-year-online-through-moocs

Online Credentials

6%

55%

39%
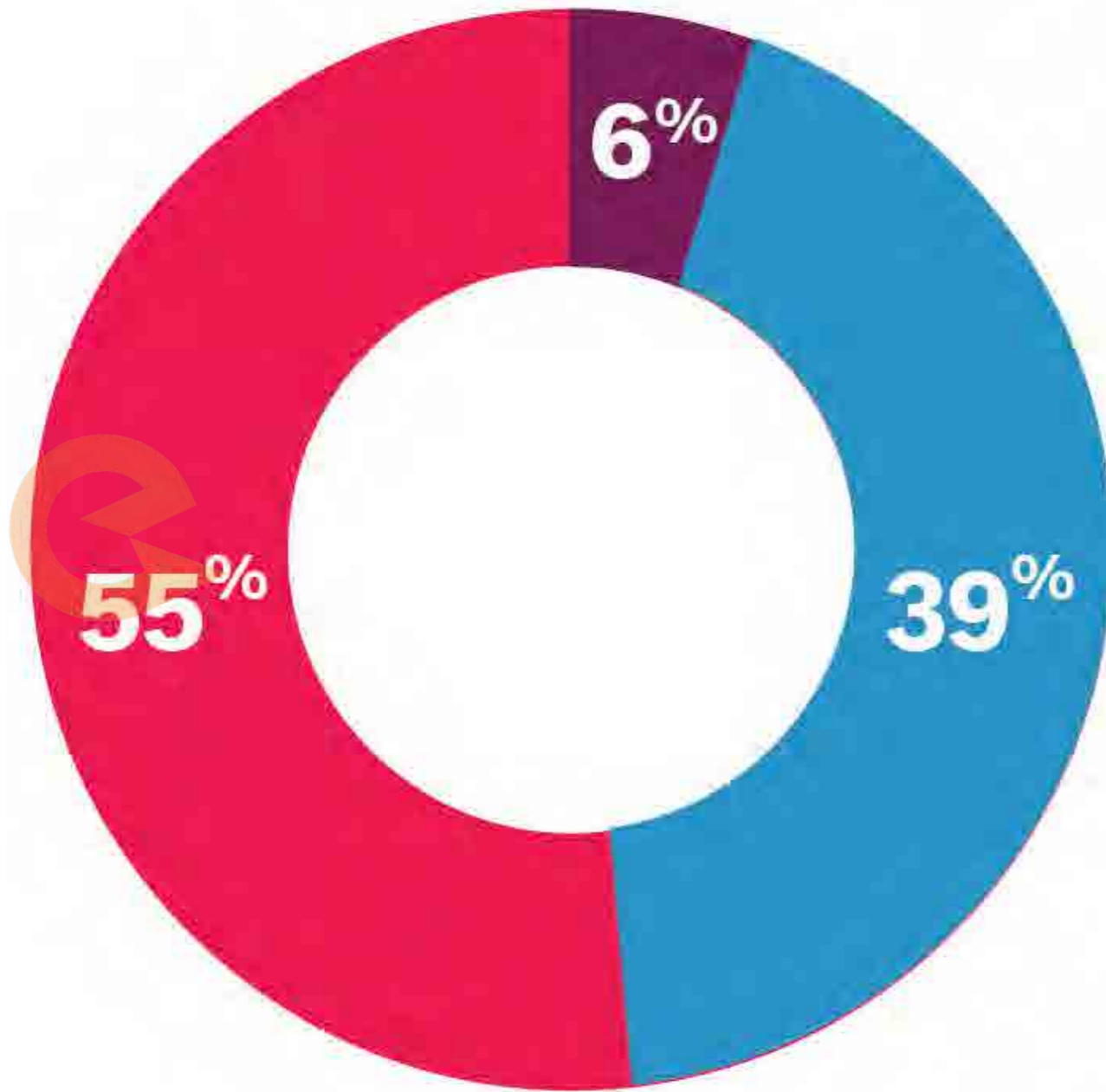
- Credentials earned online are generally lower quality than those completed in-person
- No difference - credentials earned online are generally equivalent to those completed in-person
- Credentials earned online are generally higher quality than those completed in-person

57% say their organizations would favor "hybrid" or blended programs that include an in-person component, over online-only programs

33% believe that enabled by technology, online education will ultimately be *better* than traditional face-to-face instruction

Northeastern University Dec 2018

Perception of quality for credentials earned online
Educational Credentials Come of Age: A Survey on the Use and Value of Educational Credentials in Hiring
Report from the Center for the Future of Higher Education and Talent Strategy | Survey of 750 US hiring leaders

Online Performance Gap

	Online performance gap (percentage points)
−14.0	Average online performance
−14.5	College-age student
−10.2	Older student
−10.6	Asian
−13.6	White
−15.9	Latino
−17.9	African American
−13.6	Female
−14.7	Male
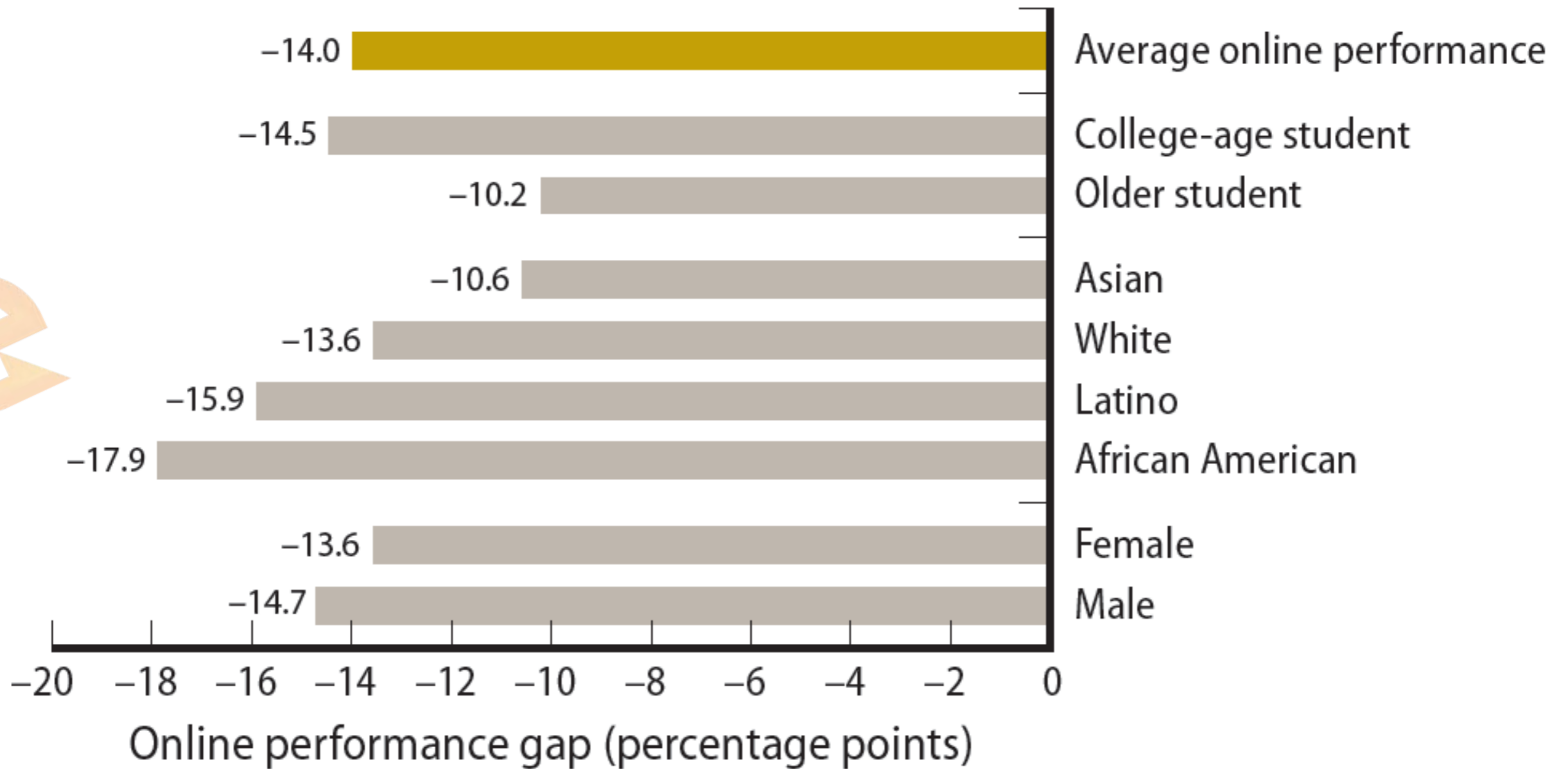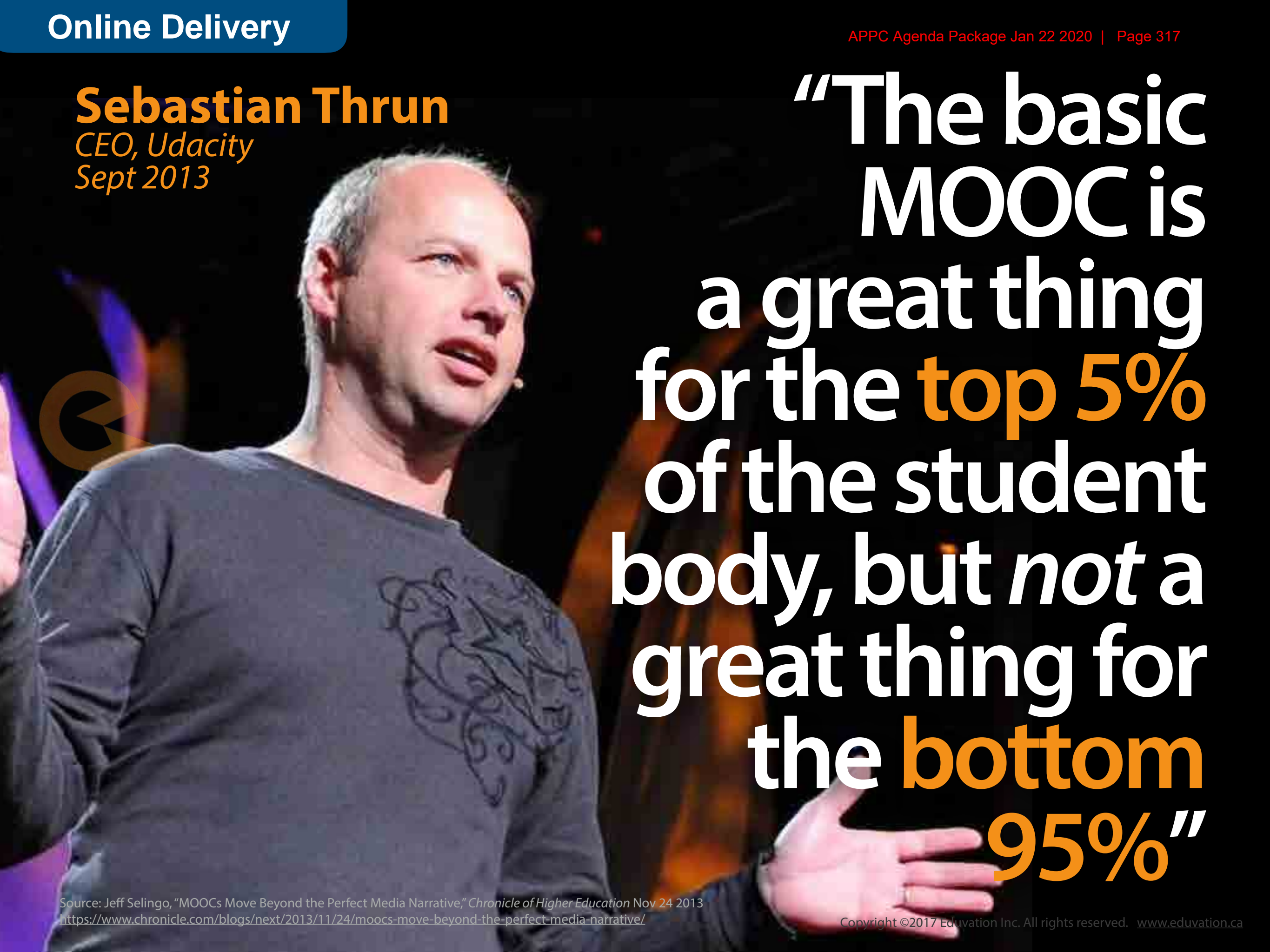
Public Policy Institute of California May 2014

1 M community college students enrolled in online courses in 2012 | 60% pass online, vs 70% in traditional courses
Racial/ethnic gaps are magnified | Accounting for all variables, the gap is 14%

Sebastian Thrun
CEO, Udacity
Sept 2013

"The basic MOOC is a great thing for the **top 5%** of the student body, but *not* a great thing for the **bottom 95%**"
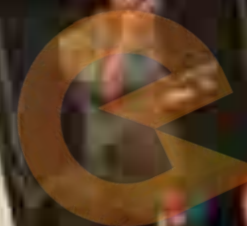
70%

How to Fix MOOCs

Coursera Learning Hubs Apr 2014

>30 cities, from Baghdad to Buenos Aires, Moscow to Mumbai and Shanghai to Santiago | Brainstation in Toronto, NY Public Library
Facilities operated by partners, internet and social learning, mentors | 30-70% completion at learning Centres

Source: BBC News http://www.bbc.com/news/business-26925463
https://www.coursera.org/about/programs/learningHubs

Blended Learning

+0.35

US Dept of Education Sept 2010

Evaluation of Evidence-Based Practices in Online Learning | Meta-analysis of 1,132 studies from 1996-2008, largely PSE
Online learning outcomes statistically identical to face-to-face instruction (+0.05 effect size, p=.46)
Collaborative learning, Blended learning results were best (+0.35 of the SD effect size) | Many variables were not controlled
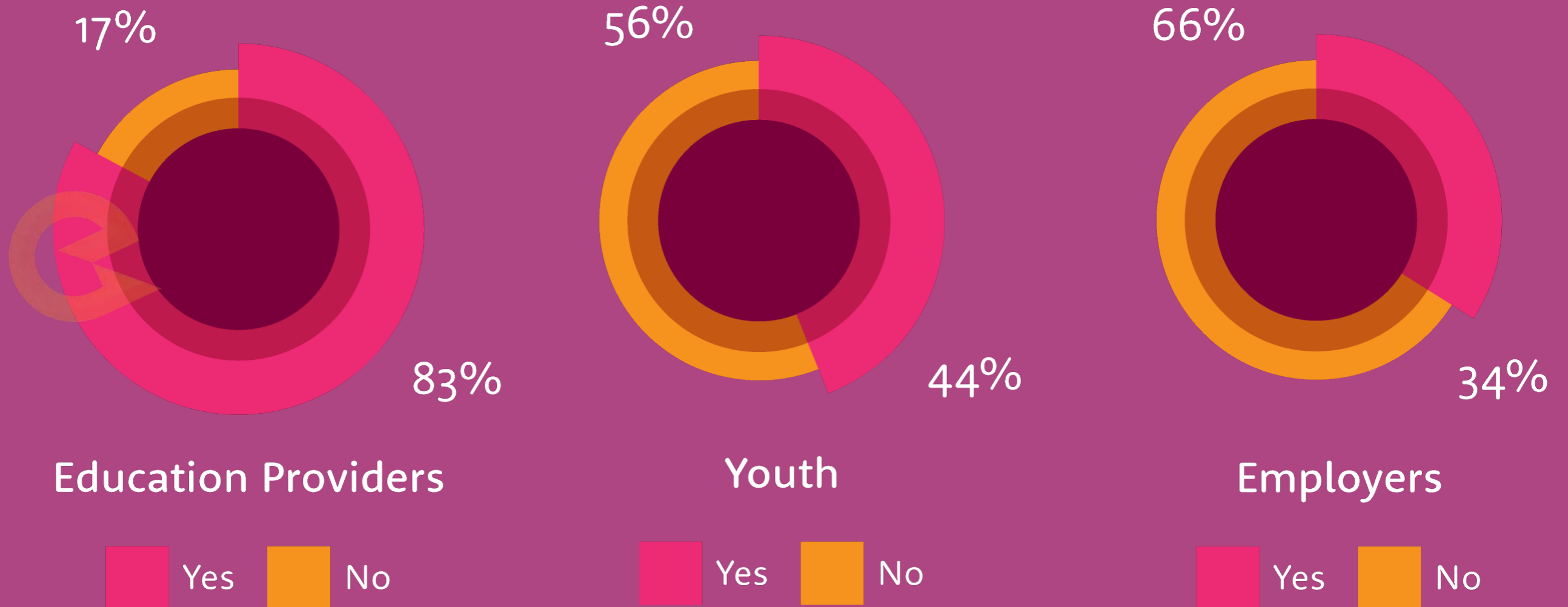
https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

Career Preparation

17%

83%

Education Providers

56%

44%

Youth

Yes   No

66%

34%

Employers

Yes   No

George Brown College Jan 2015

"#InterviewFail" :30 sec spot

Original Source: http://youtu.be/i4-i0oYI8KU

Work Readiness

Experiential Learning

University of Windsor **Oct 2018**

"Experiential Learning. Made in Windsor" | :30 sec

https://youtu.be/yZ4zNa6zQR4

Experiential Learning

	0%	10%	20%	30%	40%	50%	60%	70%	80%

Internship

Co-Op

Work Experience

Essays/Assignments

Thesis/Sr Project

Service Learning

Library Resources

Required Readings

Exams

Recommended Readings
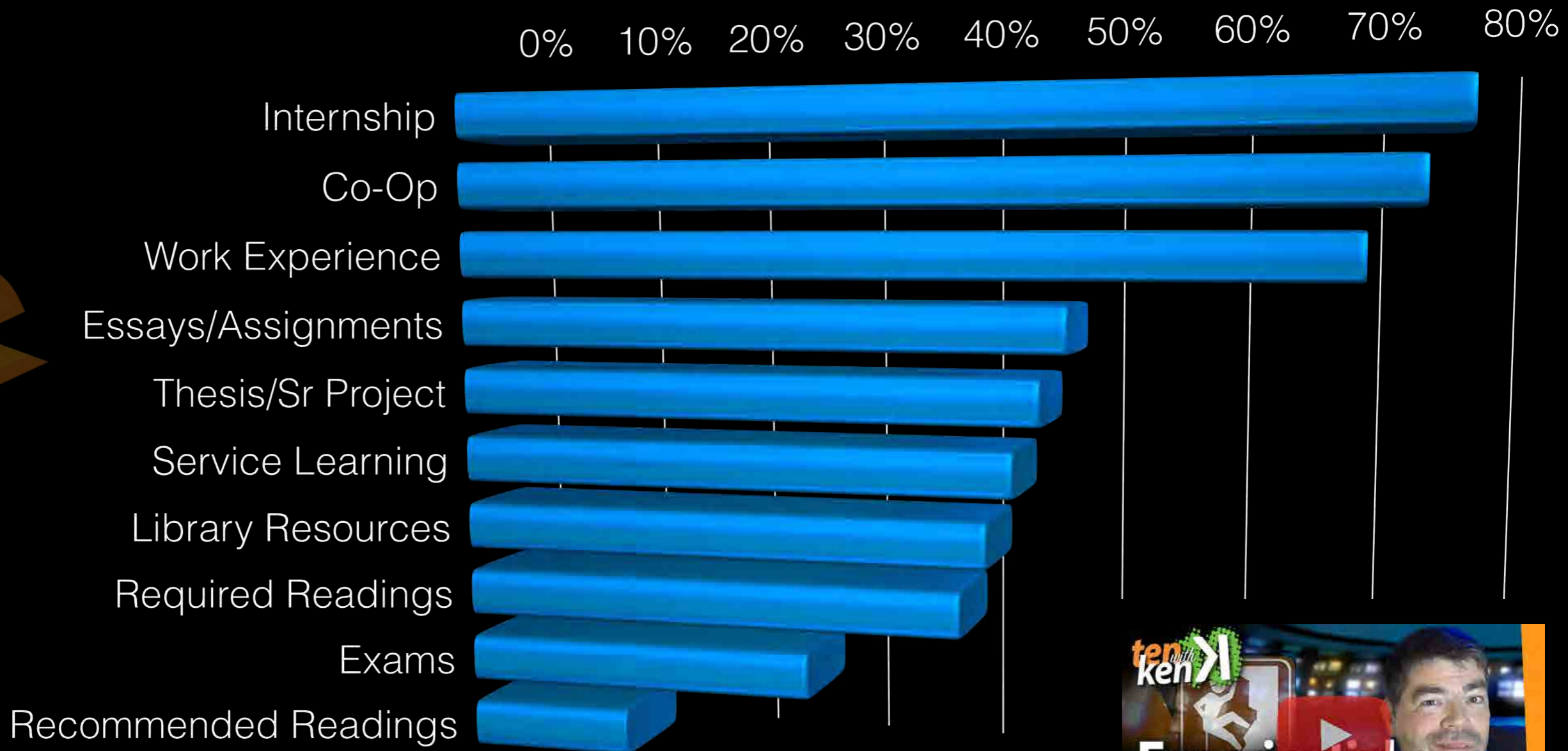
Survey of Graduating Students 2012

Academic activities that contributed to growth and development.

https://youtu.be/DU1gRLZeEIo

Learning Enterprises

Niagara College

Niagara Culinary Institute | Niagara College Teaching Winery | Niagara College Greenhouses | Niagara College Teaching Brewery
Niagara Waters Spa | Benchmark Restaurant

Scalable W-I-L

https://youtu.be/qXmh3exRQCQ

Gain Work Experience From Classwork

Enhance Career Clarity & Boost Employability

Connect & Engage With Employers

STUDENTS

Scalable Work-Integrated Learning Solution

Skill Validated Talent Funnel

Increase Graduate Employability

EDUCATORS

EMPLOYERS

Crowdsource Millennial Insights

Enhance Curriculum Relevancy

Authentic Brand Engagement

Riipen Sept 2017

Riipen platform connects companies with small projects ("challenges") and students | 15,000 to date
Class credit, employer recommendations, cash, other prize incentives, build virtual portfolio with validated skills, riipeness score
Companies can add favourite students to their talent pool | 150 institutions, uWaterloo piloting in fall 2017

Shopify Dev Degree

Corporate & College Collaborations
Janice O'Farrell @Carleton
https://youtu.be/EF0CFdU4-f8

$160,000

Carleton University / Shopify Sept 2016

11 students earn 4-yr CompSci degree, work 4,500 paid hours, and get meals, tuition, and a laptop paid for by Shopify
Carleton faculty control the curriculum, but Shopify adds some of its own training too | 4,000 hours academic experience
50% women, 22% visible minorities | 100% retention to year 2 | Expanding to GTA with York's Lassonde Engineering in 2018

https://www.mydevlife.ca

Toy Invention Program

Ryerson University / OCADU / Spin Master **Apr 2019**

Chang School of Continuing Education, Faculty of Communication and Design / Spin Master Corp | one-year program
Principles of toy invention, gamification, marketing, product prototyping at Canada's only robotic and interaction design lab ("Fab Lab")
WIL at Spin Master's HQ | Modelled on Spin Master partnership with Shenkar College of Engineering in Israel

72%
want to start a business someday

Millennial Branding Feb 2014

US survey of 4,597 college students, 172 HS students, and 326 employers, in Jan 2014
Results above for HS students (Gen Z)

Entrepreneurship

9,122 Incubators (etc)

Numbers of US Entrepreneurship Centers by Type

3,202 CoWorking Spaces[3]

2,327 Economic Dev Orgs[7]

1,400 Incubators[1]

1,100 SBDCs[4]

500 Accelerators[2]

442 Makerspaces[6]

118 Women's Business Centers[5]

33 Super Hubs[8]

ten with ken
Campus Incubators & Accelerators
Higher Ed Innovation

https://youtu.be/kwMooswS_C8
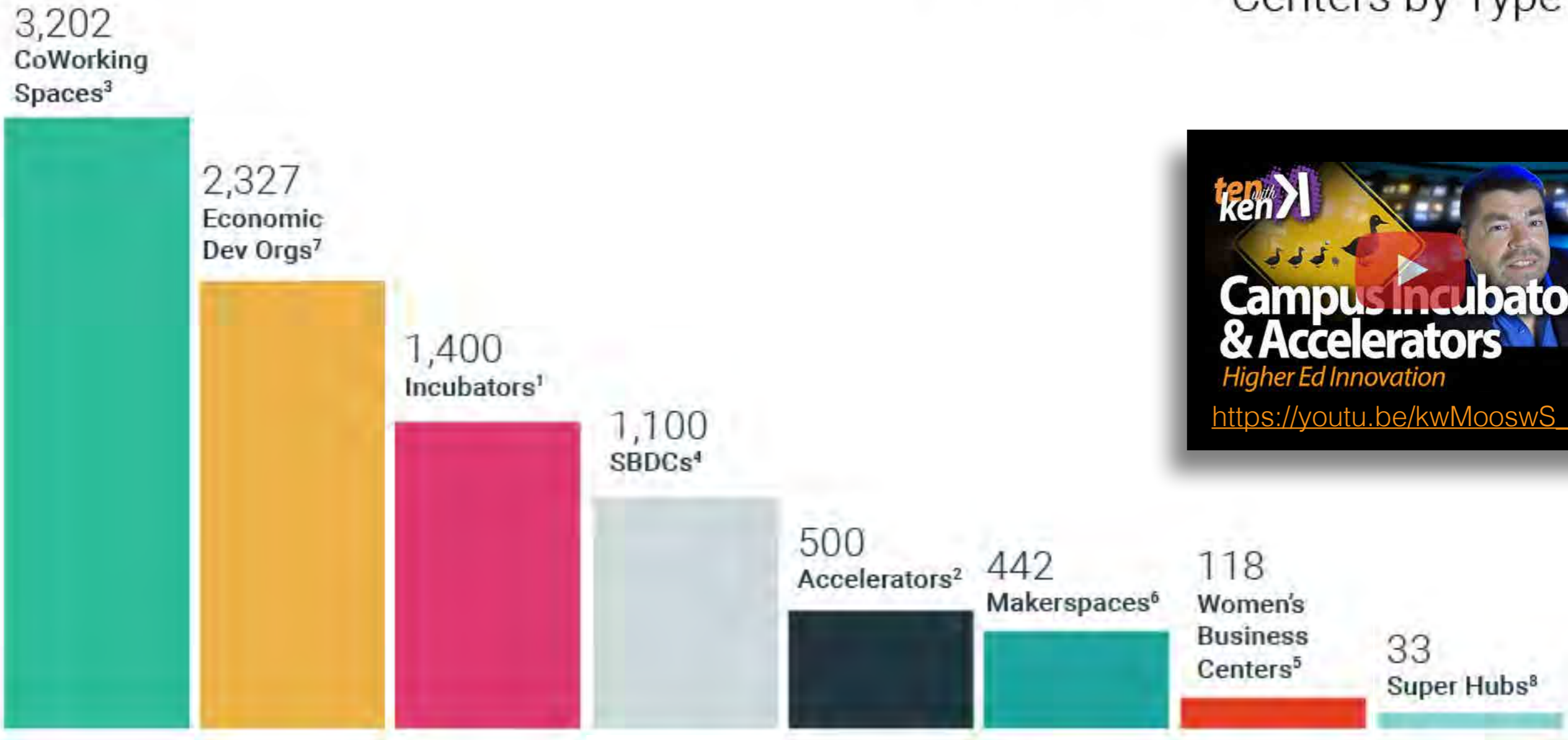
International Business Innovation Association Jan 2019

Sources: 1) InBIA internal research 2016, 2) Brookings Institute 2015, 3) Emergent Research 2017, 4) ASBDC 2016
5) US SBA 2018, 6) Popular Science 2016, 7) Economic Development Directory 2018, 8) InBIA internal research 2018

Entrepreneurship

156 social ventures

RADIUS @ Simon Fraser University

https://youtu.be/r4qTOBnAFSc

RADIUS
SOCIAL INNOVATION LAB AND VENTURE INCUBATOR

Simon Fraser University RadiUS Aug 2018

Social innovation hub for thoughtful changemakers | 156 ventures, 60 events, 80 alumni fellows, 180 change lab alumni
Radical Ideas Useful to Society | Sarah Lubik and Shawn Smith will be featured in upcoming episodes of *Ten with Ken*

Microcredentials

Course Credit Course Grades Certificate Diploma Degree Nanodegree Badges

Courses   Textbooks   Curiosity   Adaptive   Cred
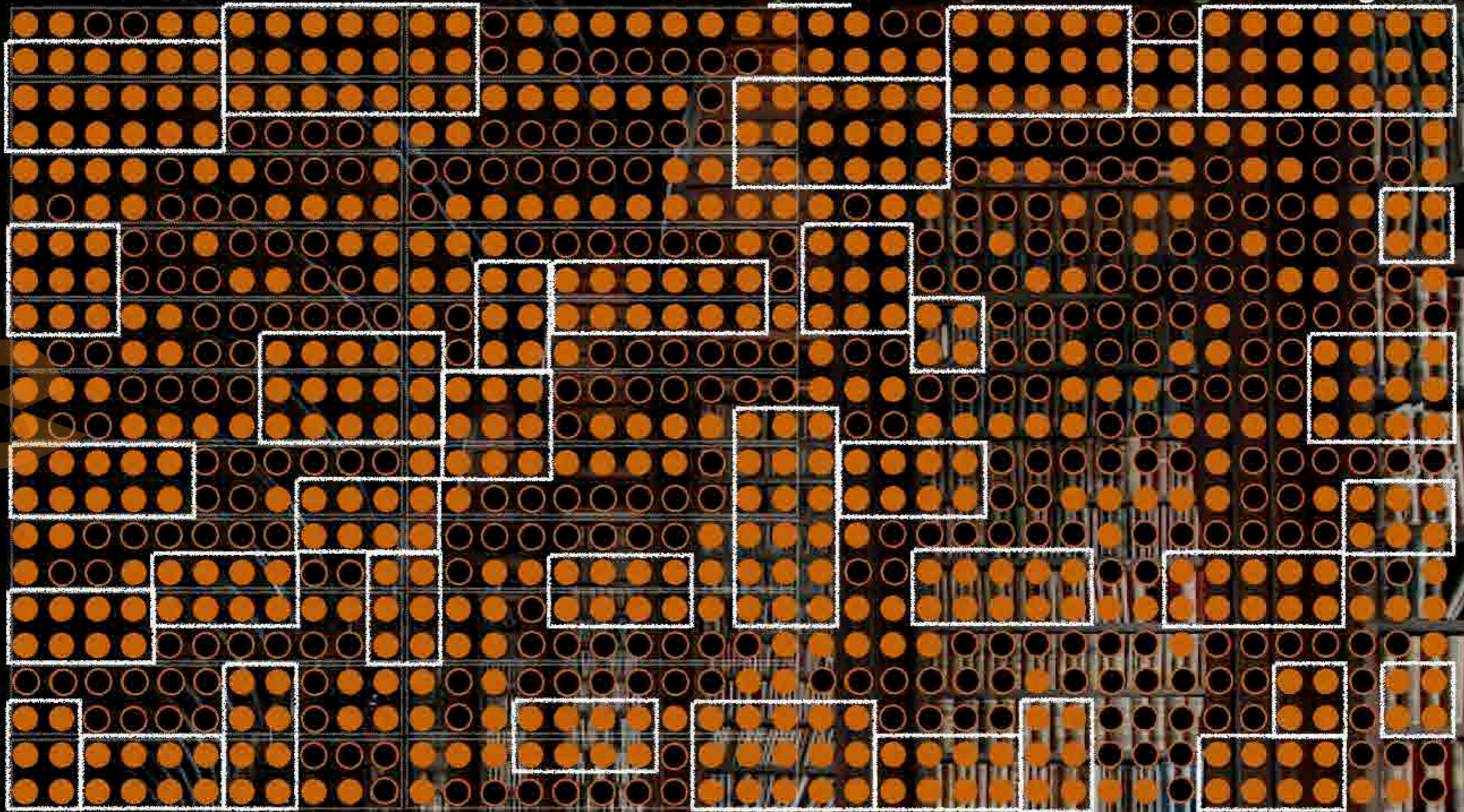
Eduvation Inc Aug 2018

Course credit vs badging
(1:10 min)

Schema developed by Ken Steele.

Microcredentials

```
Step 1
Computing SHA-256 digest of local certificate [DONE]

Step 2
Fetching hash in OP_RETURN field [DONE]

Step 3
Comparing local and blockchain hashes [PASS]

Step 4
Checking SAIT signature [PASS]

Step 5
Checking record signed by issuer [PASS]

VERIFIED

Public Key
1DkyBEKt5S2GDtv7eQw6rOepAfasRvhov™

Blockchain Address
```

Blockchain

SAIT Polytechnic Dec 2018

First school in Canada to issue credentials via blockchain, starting Dec 2018 │ Also MIT, Stanford, a dozen others
Security to pre-empt fraudulent credentials │ Encrypted, Public, distributed, tamper-proof │ No need to request transcripts
On-Demand Education Marketplace, built using Ethereum

Competency-Based Education Network Dec 2013

Network funded by Lumina Foundation, coordinated by Public Agenda
Define CBE, best practices, awareness
SNHU, WGU | 2 cohorts of 30 institutions and 4 public systems

Skills-Based Hiring

13%
We're not doing this - and not likely to consider in the near future

22%
We're not doing this - but might consider it in the near future

39%
We're exploring and considering this direction

23%
We have made a formal effort to move in this direction

2%
Not sure/ don't know

Northeastern University Dec 2018

Extent to which organizations have formal skills-based hiring initiatives underway, or are considering a strategy that de-emphasizes degrees and prioritizes skills | *Educational Credentials Come of Age: A Survey on the Use and Value of Educational Credentials in Hiring* Report from the Center for the Future of Higher Education and Talent Strategy | Survey of 750 US hiring leaders

EASTERN
WASHINGTON UNIVERSITY

start something **big**

Microsoft

BSc in Data Analytics

Eastern Washington University Fall 2018

BSc in Data Analytics | Integrating 10 courses from Microsoft Professional Program in Data Science in final year of program
Hybrid courses taught by EWU faculty using MS courses on Open EdX | Graduate with a BSc degree and an MPP certificate
Conversation in 2016 turned into a program less than a year later! MS staff worked with EWU faculty | First in the nation

$700M

aws academy

Certificate of Achievement

This is to certify that

Sanjeshni Hussain

passed AWS certification exams
in Vietnam on January 10, 2017

A guide to AWS
Training and Certification
for IT professionals

2016
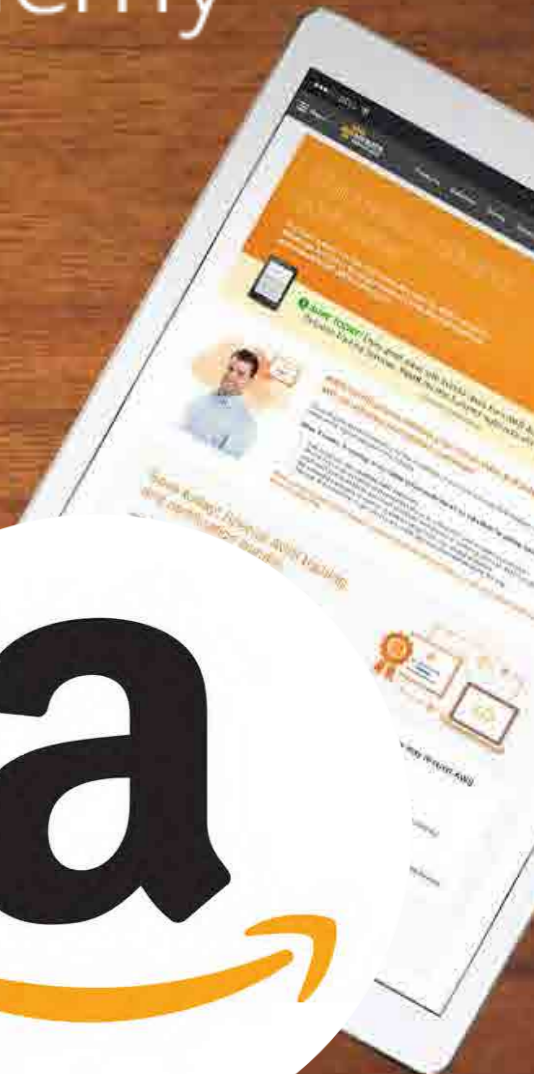
Amazon July 2019

Amazon announces $700M over 6 years to retrain 100,000 employees, ⅓ of its US workforce | Programs largely outside traditional institutions
Amazon Technical Academy, Associate2Tech, Machine Learning University | Company establishes the content, courses, competencies
Could potentially start offering programs to the general public

Program Innovation

Post-Grad Education

Legend: 1990 | 2005

Chart categories: Canada, Atlantic, Quebec, Ontario, Man. and Sask., Alta. and NWT, B.C. and Yukon
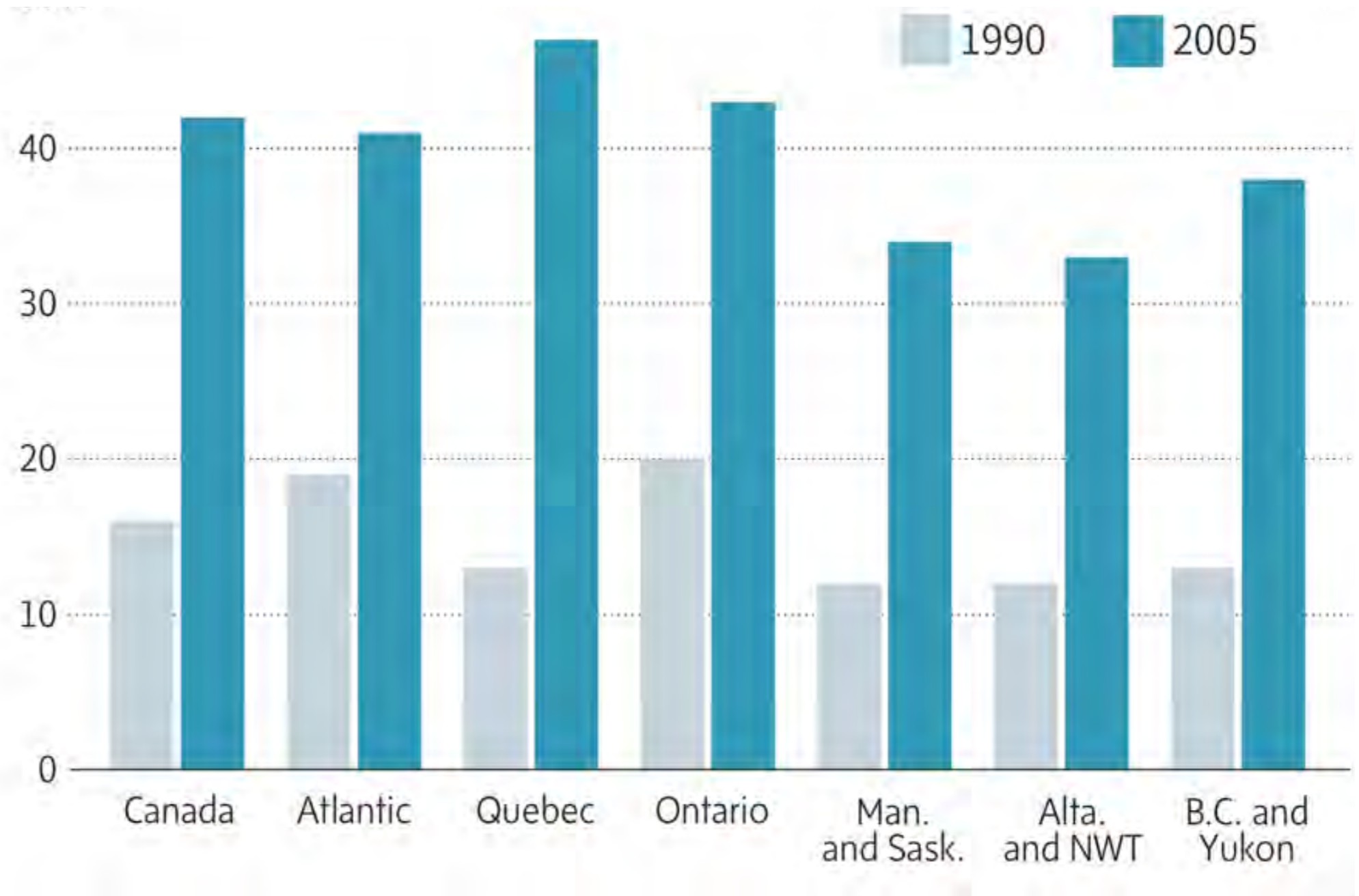
Globe & Mail Oct 2013

Percentage of BA students who pursued further education after graduation

Hybrid Pathways

Best Path to Employment
Ontario General Public Survey

40%

38.7%

30%

27.6%

20%

8.9% 10.6% 12.5%

10%

1.7%

0%

Education
Not Important

College

Unsure

University

Apprenticeship

Combination of
University and College
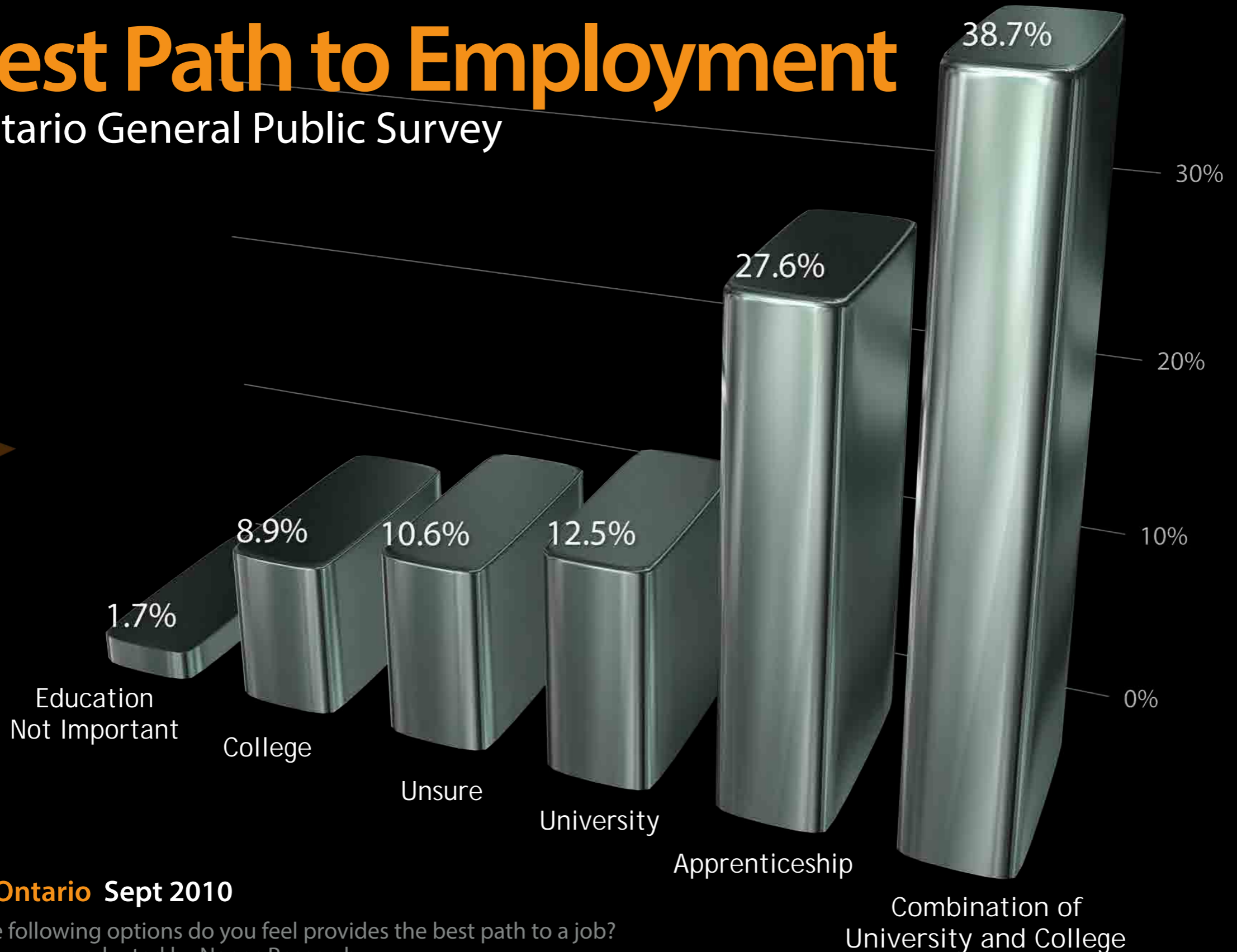
Colleges Ontario **Sept 2010**

Which of the following options do you feel provides the best path to a job?
Telephone survey conducted by Nanos Research

POLYTECHNICS CANADA
Celebrating Fifteen Years
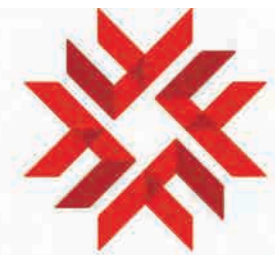
Polytechnics Canada   Sep 2017

13 member institutions

Hybrid Pathways

Dual Enrolment

Douglas College / Simon Fraser University 2015

"SFU-Douglas Dual Degree program" | Work towards a BSc or BA from SFU
Take courses from both SFU and Douglas at the same time, all counted as SFU courses

Mining Eng BTech

Higher Ed Trends
New University Program Trends

https://youtu.be/s0dObn7XMG4

N Northern COLLEGE

Queen's UNIVERSITY

Queen's University / Northern College *Approved* May 2015

Bachelor of Mining Engineering Technology | Queen's Robert Buchan Dept of Mining, Northern's Haileybury School of Mines
Aimed at Civil/Mech Eng Tech or Mining Eng Tech grads | Customized bridging courses, 2 yrs online study, 2 field placements

BIT Photonics
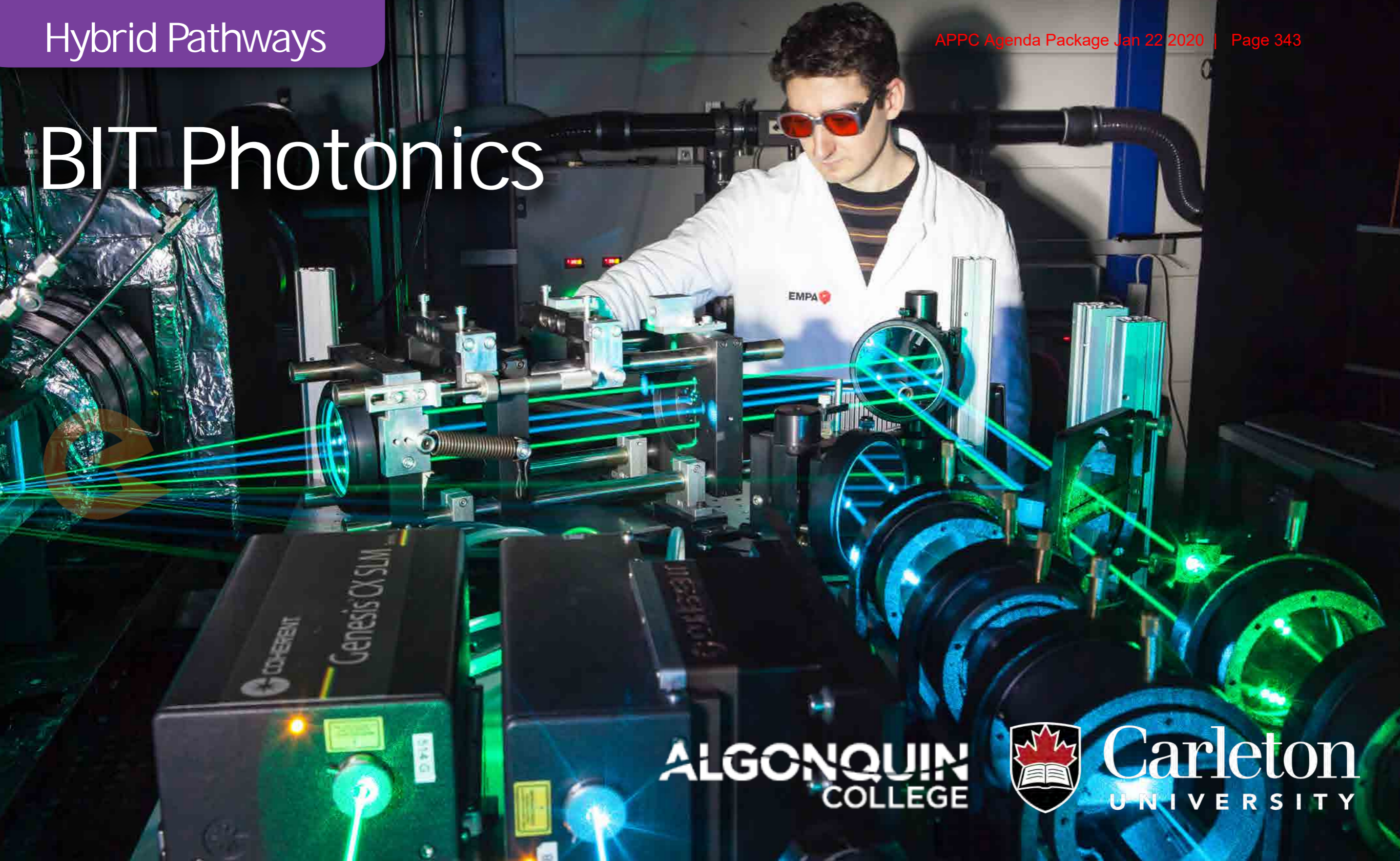
Carleton University / Algonquin College *Approved* Apr 2015

Bachelor of IT in Photonics and Laser Technology and Adv Dipl in just 4 yrs | Co-op, applied research, final year project
Multidisciplinary: Laser physics, bio-photonics, fibre optic telecom, holography, optical system design

Hybrid Pathways

1+X
degree-certificate hybrids

Chinese Ministry of Education March 2019

Pilot in 10 Chinese provinces | $15 B to overhaul vocational ed | Aim to recruit 1 M students this year | 8.34 M univ grads, fewer jobs for them
Hybrid model combining academic degrees and cluster of vocational certificates | Satisfied cultural bias and labour market needs
Higher vocational colleges may be labelled "universities of applied sciences" | Plan to shift all colleges by 2022

https://www.insidehighered.com/news/2019/07/11/new-chinese-model-higher-education

eduvation — In what 6 ways should we MOST enhance teaching and learning at UFV? (top 6)
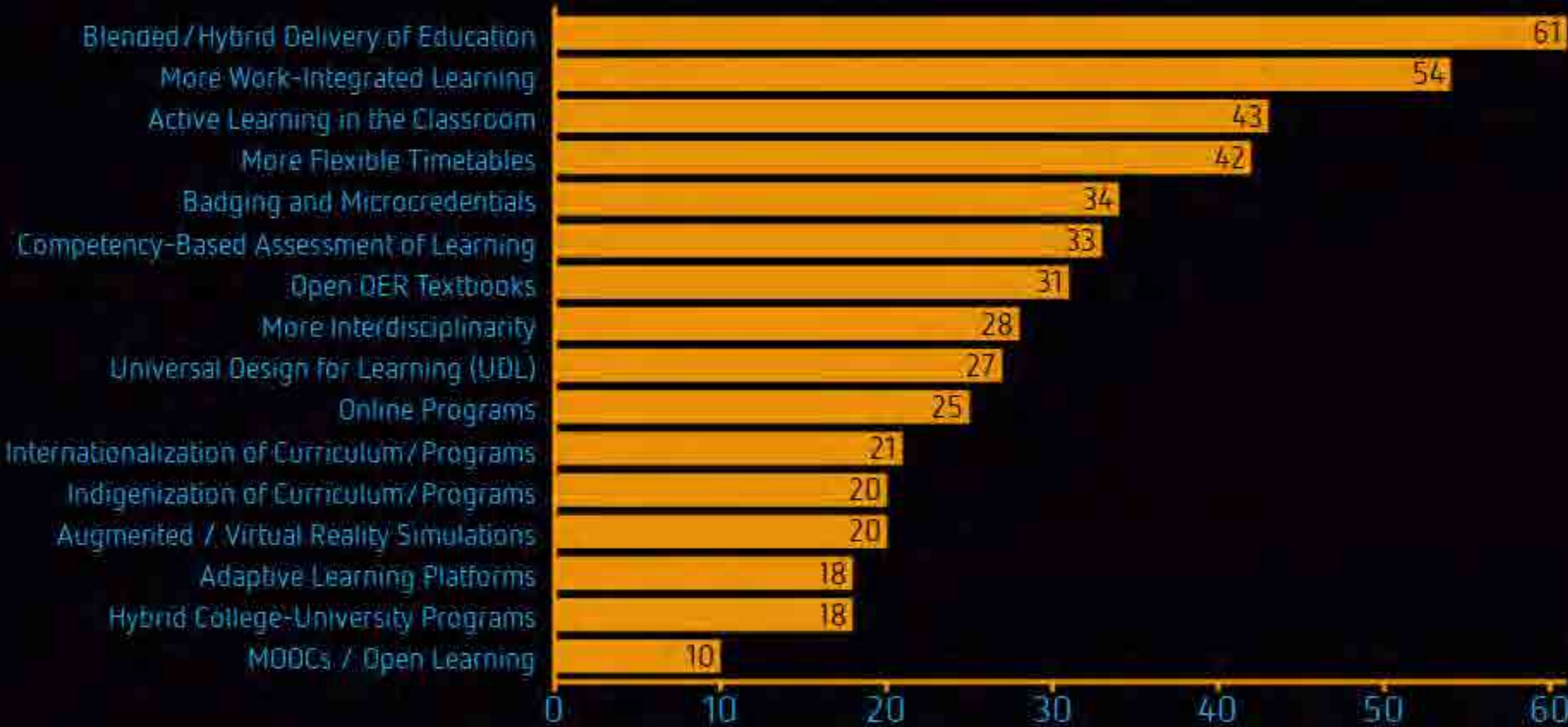
Total Results: 485

Changing World of Work

PROGRAM INNOVATION

TEACHING & LEARNING

INDUSTRY PARTNERSHIPS

CREDENTIALS

Careerists

Industry

Disruption

BC Job Openings to 2028

Industry	Replacement	Expansion
Health care and social assistance	80,500	67,900
Professional, scientific and technical services	55,200	51,000
Retail trade	61,400	20,900
Accommodation and food services	30,000	31,100
Finance, insurance and real estate	41,800	17,900
Information, culture and recreation	31,600	27,400
Transportation and warehousing	38,600	20,300
Educational services	41,800	10,400
Manufacturing	47,700	2,400
Construction	54,500	-5,800
Business, building and other support services	28,900	12,900
Public Administration	29,500	10,600
Repair, personal and non-profit services	26,200	13,800
Wholesale trade	23,000	8,500
Mining and oil and gas extraction	4,400	1,800
Agriculture and fishing	6,600	400
Utilities	3,800	600
Forestry and logging with support activities	5,700	-3,700

■ Replacement   ■ Expansion

BC Labour Market Forecast Aug 2018

BC job openings by major industry group, 2018-2028 | Aging population, expansion of healthcare system | Half due to retirements

Disruption

Drone Traffic Controller

Bio-Meat Engineers

Biohacking Security
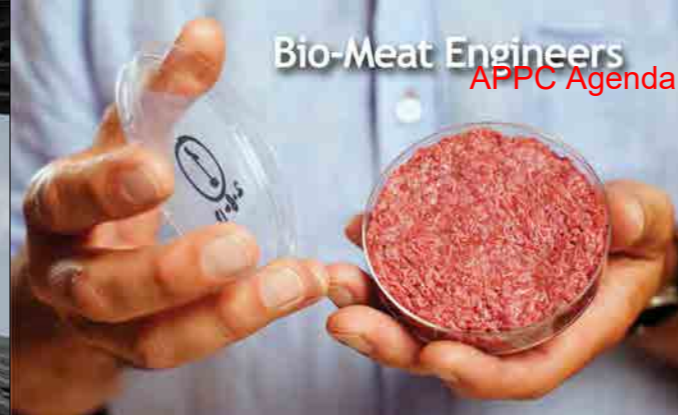
Data Hostage Specialists
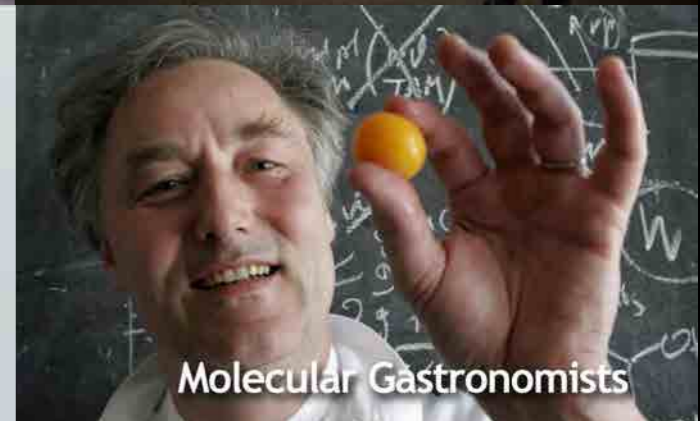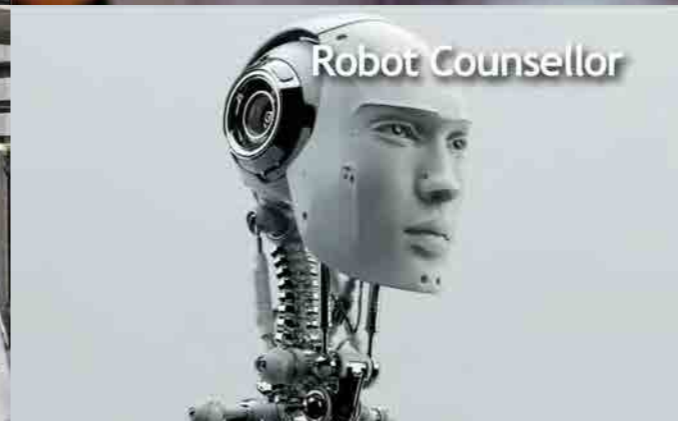
Personal Rapid Transit

Robot Counsellor

Molecular Gastronomists

Garbage Designer
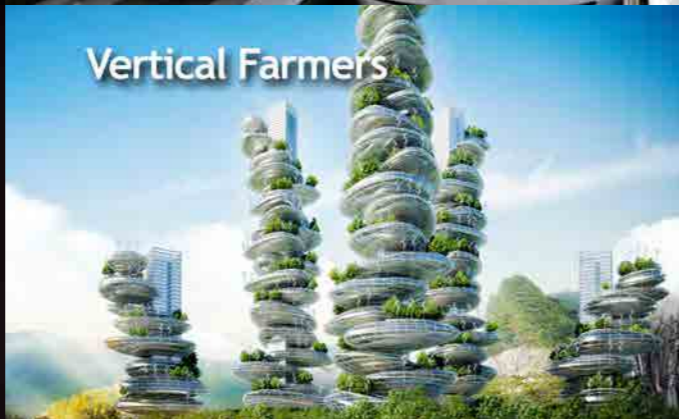
Vertical Farmers

Augmented Reality Architect

Quarantine Enforcers

Memory Augmentation Surgeon

Body Parts Manufacturing

Tele-Surgeon

Nano Medics
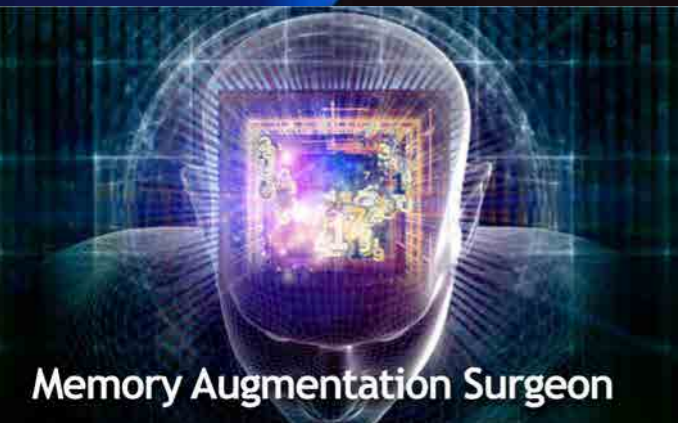
Forecasting Future Jobs Apr 2014

The Shape of Jobs to Come report, by UK Department of Business, Innovation and Skills and *Fast Future*.
Thomas Frey, *55 Jobs of the Future* (Nov 2011), *162 Future Jobs: Preparing for Jobs that Don't Yet Exist* (Apr 2014),
Canadian Scholarship Trust, *Careers 2030* (Mar 2014)

Sources: http://www.wfs.org/blogs/thomas-frey/162-future-jobs-preparing-for-jobs-don't-yet-exist http://www.futuristspeaker.com/2011/11/55-jobs-of-the-future/ www.careers2030cst.org
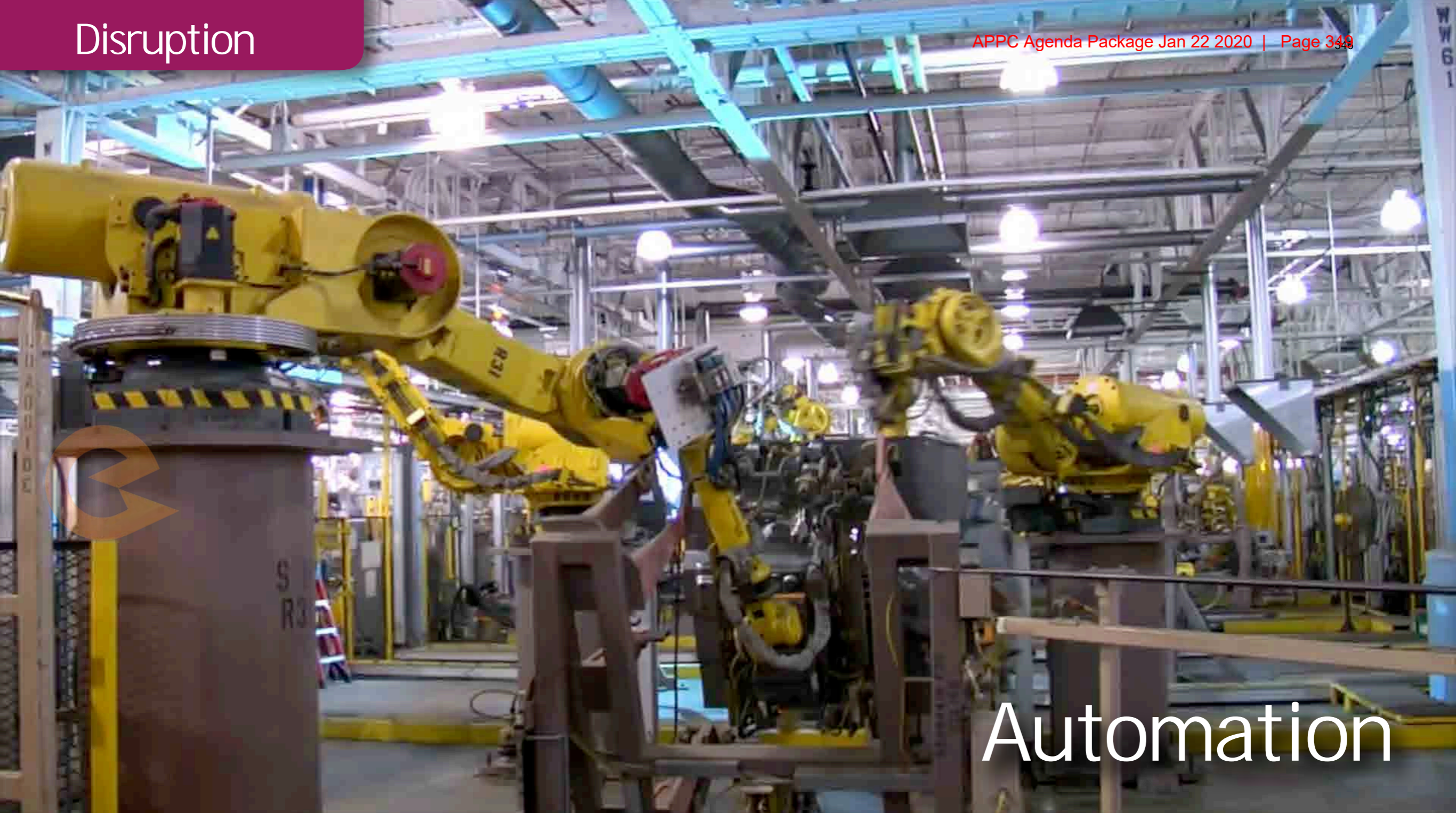
Automation

Eduvation **Jun 2019**

Assembly line | Semi-Autonomous Mason SAM 100 lays 3,000 bricks per day, 3x a human | Cashier Bots |
Fully Autonomous Vehicles | San Francisco Creator Restaurant grind-to-order burgers (Jul 2018) |
Moley Robotics autonomous kitchen (2014) | Baxter | Softbank Robotics Pepper can deduce emotion (Jun 2014) |
Boston Dynamics Atlas | AIST Japan's HRP-5P Drywalling Robot (Oct 2018) | IBM Watson does cancer diagnosis at
Sloan-Kettering Memorial Hospital | Google Assistant | Xinhua News Agency (Nov 2018) 2:30 min

"Up to **45%** of American jobs will be replaced by **AI** by 2045."

Nick Bostrom

Director, Future of Humanity Institute, Oxford University

Higher Ed Trends
Future Work & Career Anxiety

https://youtu.be/iY4UhfQefdU

http://www.futuretech.ox.ac.uk/future-employment-how-susceptible-are-jobs-computerisation-oms-working-paper-dr-carl-benedikt-frey-m

What is your expectation about artificial intelligence? (choose one)

AI & Automation
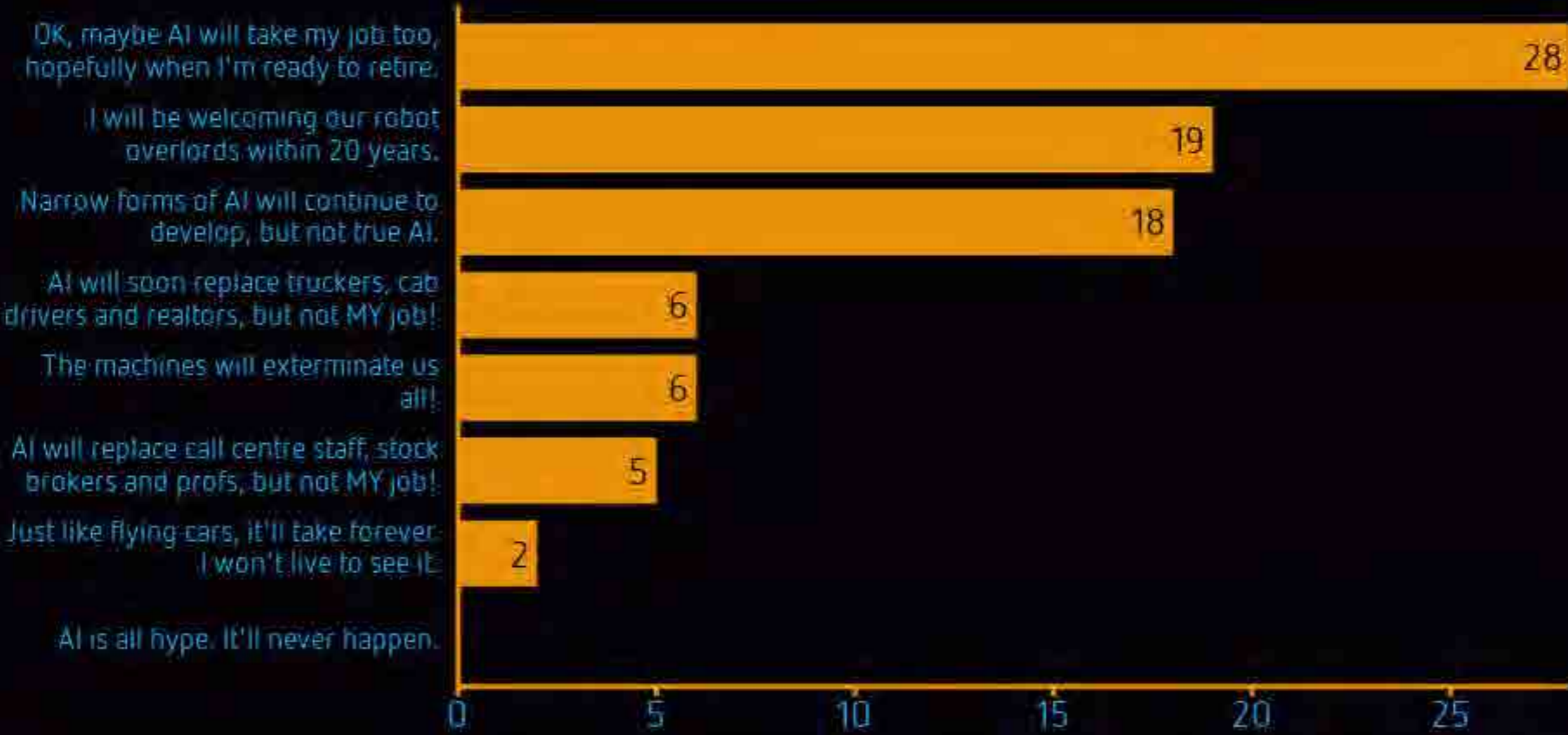
AI *Replacing* Routine Tasks
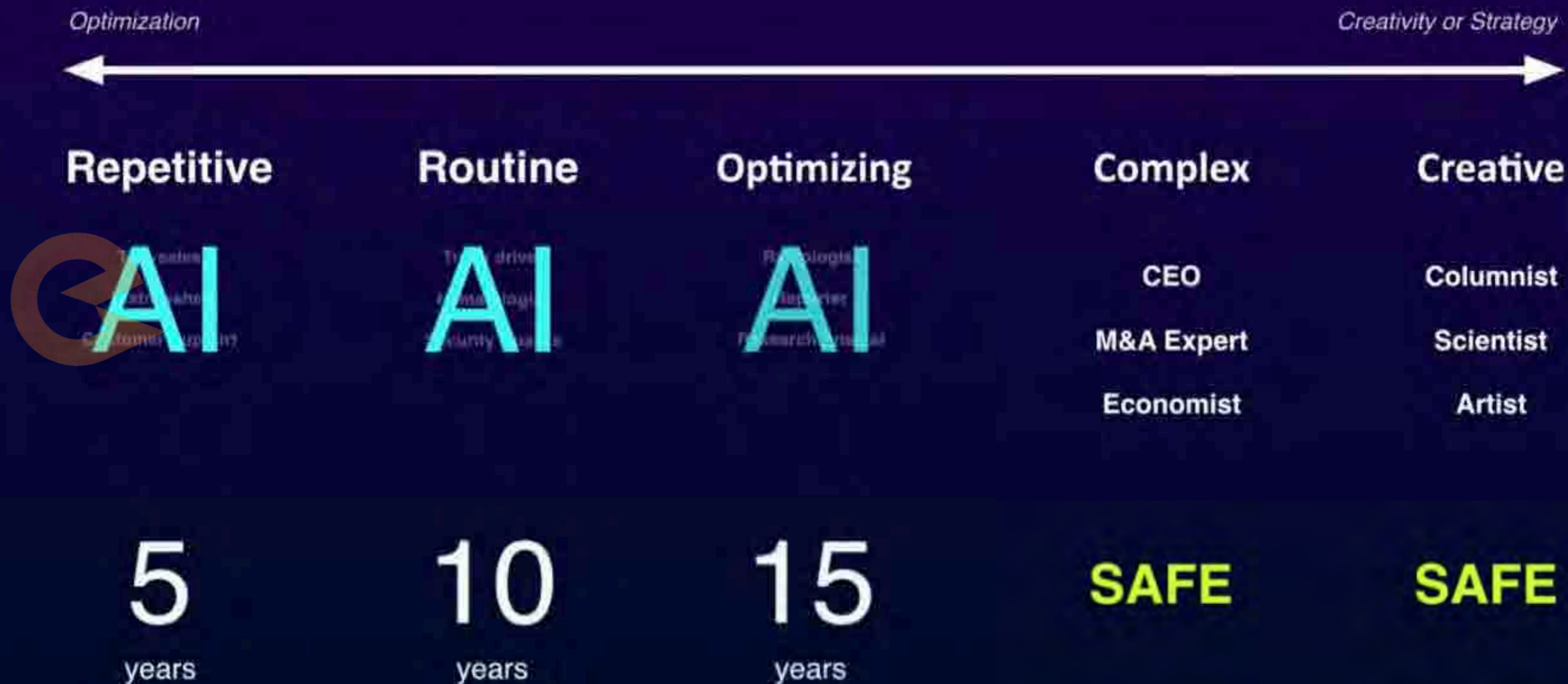
Kai-Fu Lee Aug 2018

Venture capitalist, AI expert (PhD Carnegie Mellon), former exec with Apple, SGI, Microsoft, and Google | 50 M followers on Weibo
US leading AI discovery, China leading AI implementation | $16 Trillion in added worldwide GDP by 2030, according to PWC
Only the creative jobs are protected | "AI can optimize but not create"

Source: TED Talk, "How AI can save our humanity," https://youtu.be/ajGgd9Ld-Wc

Creativity & Compassion

Compassion Needed

Optimization

Creativity or Strategy

HUMAN

AI

HUMAN
+AI

AI

AI

HUMAN
+ AI

Compassion not Needed
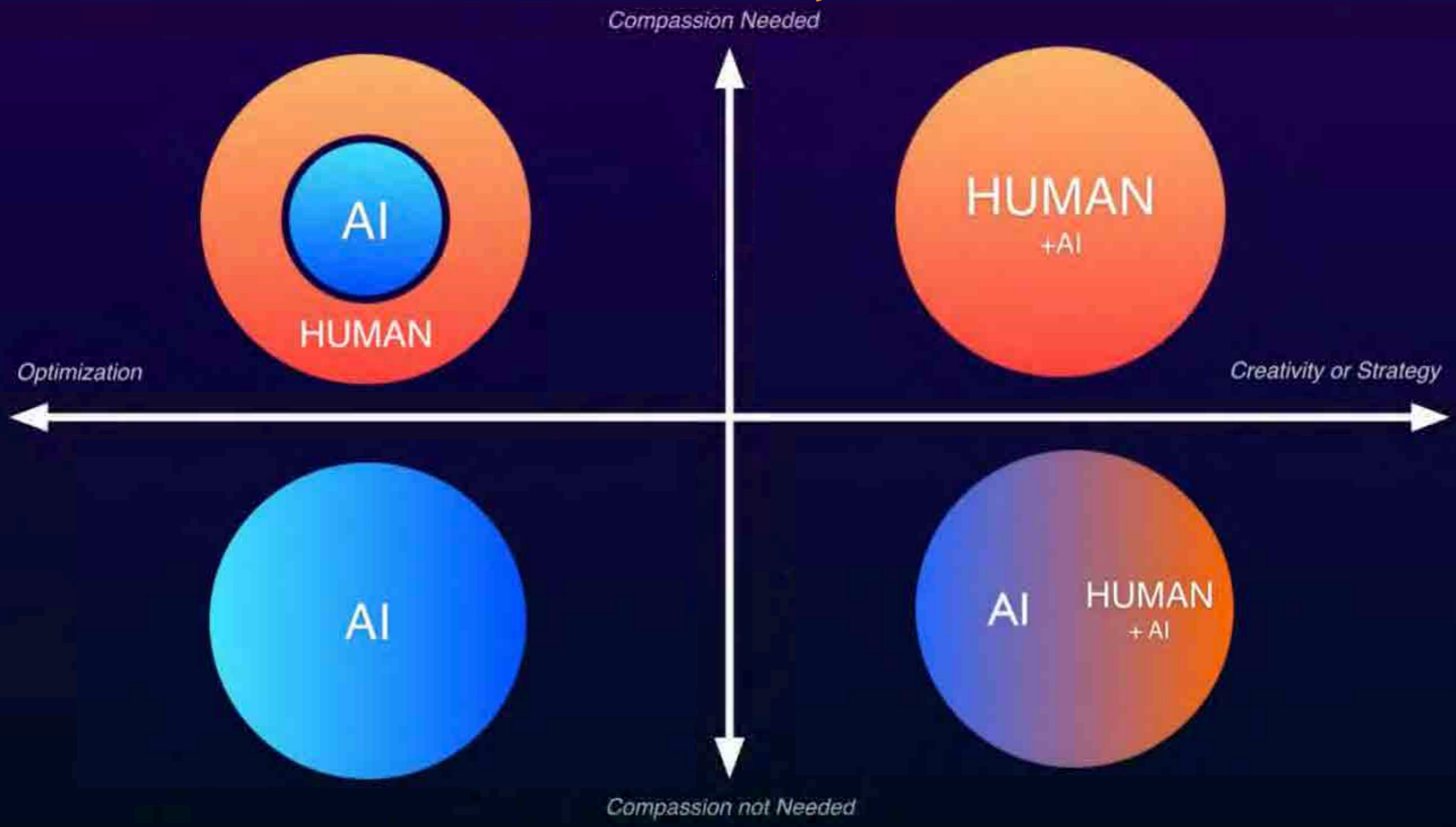
Kai-Fu Lee Aug 2018

AI has no love, compassion | Humans can differentiate in the age of AI | AI will replace routine jobs, become great tools for creatives
Humans can wrap their warmth around AI analysis for high-compassion jobs | We will be irreplaceable for creative, compassionate roles
We need to create more "jobs of compassion" (red), make labours of love (green) into careers

Increasingly Social Jobs

REQUIRES SOCIAL SKILLS

Lawyers and judges

Social workers

Financial managers

Vocational counsellors

Management analysts

Economists

Registered nurses

Physicians

Engineers

Police

Designers

Computer scientists

Licensed practical nurses

Dentists

Accountants

Childcare workers

Dental assistants

Health technicians

Nurses aides

REQUIRES MATH SKILLS

Engineering and science technicians

Truck drivers

General office clerks

Bank tellers

Mathematicians

Auto mechanics

Food scientists

Janitors

Electricians

Machinists

Industrial machinery repairers

Biological technicians

Carpenters

Welders

Labourers

Machine operators

Tool and die makers

🔴 Share of jobs fell 🔵 Share of jobs grew ⚪ Share of jobs re...

Interdisciplinarity & Soft Skills
ten with ken
Maureen Adamson @ Fleming

https://youtu.be/ax00i1q8dT0

World Economic Forum Mar 2016

Changes in employment 1980-2012, >24% change | Intensity of math / social skills required | US Dept of Labor Occupational Information Network (O*NET) | Miller, Claire Cain, "Why What You Learned in Preschool Is Crucial at Work", *The New York Times*, October 16, 2015, http://www.nytimes. com/2015/10/18/upshot/how-the-modern-workplace-has-become-more-like-preschool.html , based on data from Deming, David J., The Growing Importance of Social Skills in the Labor Market, Harvard University and NBER, August 2015, http://scholar.harvard.edu/files/ddeming/files/deming_socialskills_august2015.pdf .

Source: New Vision for Education: Fostering Social and Emotional Learning through Technology.
http://www3.weforum.org/docs/WEF_New_Vision_for_Education.pdf

"The antidote to technological irrelevance is to *become more human,* not less."

Scott Hartley
Venture Capitalist, author of
The Fuzzy and the Techie, 2017

the **fuzzy** and the **techie**

Why the Liberal Arts
Will Rule the Digital World

SCOTT HARTLEY

SOCIAL SKILLS
Cultural sensitivity, **Coordination, Negotiation and Service orientation**

SYSTEM SKILLS
Judgement and Decision making, System evaluation

COMPLEX PROBLEM SOLVING SKILLS

RESOURCE MANAGEMENT SKILLS
Time, Financial, Material resources and **People Management**

TECHNICAL SKILLS
Programming, Quality control and Troubleshooting

COMPETENCIES
Ability to apply knowledge, skills and abilities to successfully perform tasks

FUTURE WORKFORCE

CHARACTERISTICS
Personal characteristics that may influence both performance and capacity to acquire knowledge and skills required for effective work performance

ABILITIES
Logical reasoning, Mathematical reasoning, Visualization and **Cognitive flexibility**

OCCUPATIONAL INTERESTS
Realistic, Investigative, Artistic and Enterprising occupations

WORK VALUES
Creativity, Advancement, Autonomy and Recognition

WORK STYLES
Analytical thinking, Cooperation, Innovation, Leadership and Persistence

SKILLS
Ability to perform tasks

EDUCATION
Skill level 0 to D, Credentials and High School Transcript

KNOWLEDGE
Classification of Instructional Programs (CIP)

CONTENT SKILLS
Reading, Listening, Writing, Speaking and Mathematics

PROCESS SKILLS
Critical thinking, Active learning and Monitoring

BC Labour Market Forecast Aug 2018

Preparing the workforce of today for the jobs of tomorrow

"The educational system focuses primarily on training students to master **convergent thinking**… precisely the sort of thinking that increasingly is a robot's specialty."

Joseph Aoun
Robot-Proof: Higher Education in the Age of Artificial Intelligence
MIT Press, 2017

Interdisciplinarity
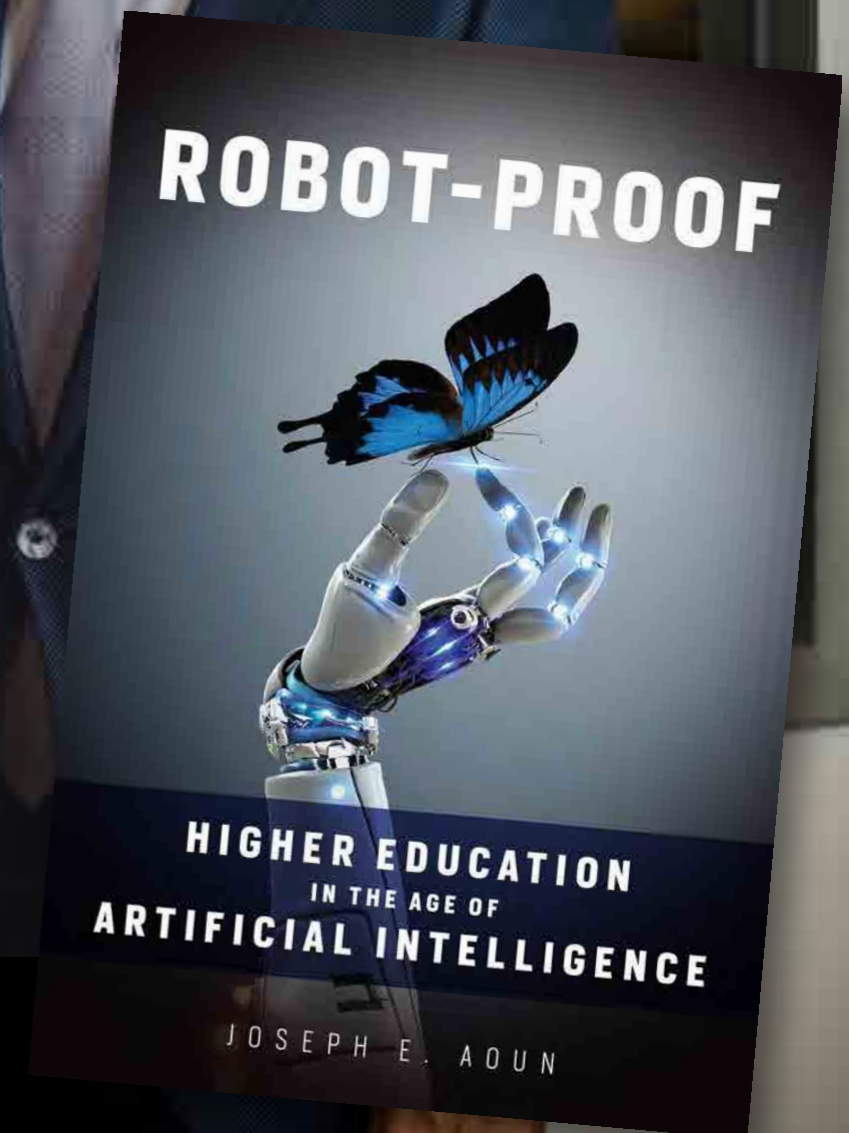
Health, Engineering & Entrepreneurship

McMaster University *Approved* May 2016

5yr Hons BHSc in Health, Engineering Sciences and Entrepreneurship | Integrated Biomedical Engineering & Health Sciences
Co-op option, project-based design courses | Interdisciplinary, translational design, innovation and entrepreneurship
McMaster's problem-based learning approach

University of Lethbridge Sept 2019

1:10 min

"Science Commons" | $280 M building brings together 8 departments and invites the rest of campus and the community
Chemistry & Biochemistry, Biological Sciences, Neuroscience, Physics & Astronomy and Psychology | "Science on Display"
Dedicated spaces for science camps and clubs, lifelong learning, outreach | LEED Gold standards

Video significantly edited from 5 min. Original Source: https://youtu.be/z2WG56nc5io

"Engage in an emerging conversation around transition to a **post-disciplinary** conceptualization of knowledge."

Simon Fraser University 2019

Academic Plan 2019-2024

A Spectrum of Change...

INNOVATION

PROGRAM

FACILITIES

LEARNING

TEACHING & SERVICES

RETENTION

CAMPUS

COLLABORATIONS

ALT REVENUE

INT'L / NEW MARKETS

EFFICIENCY / SCALE

MENTAL HEALTH

PARTNER

CREDENT

Demography

Digital

Social

Anxious

Careerists

Industry

Science

Funding

Politics

ten with ken
9 Forces for Change in Higher Education
https://youtu.be/zH-DwMoUwEs
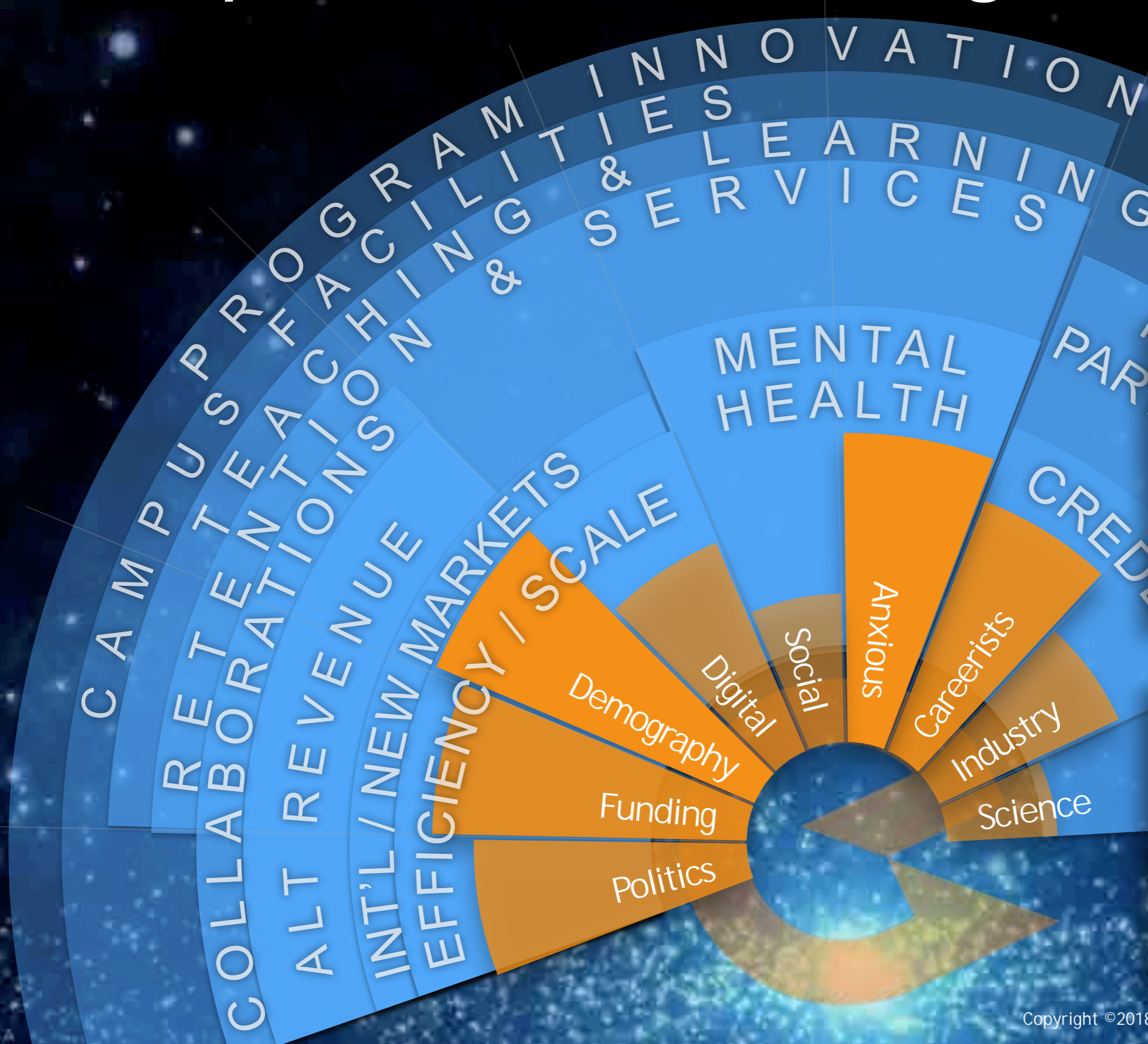
ten with ken
The Higher Education **Innovation Spectrum**
https://youtu.be/ysl0t4gU5CY

Pair & Share:
What **questions** would you like to ask?

Given what you know about UFV, what is the ONE recommendation you'd make? 16

What are the top three areas we should look at? 11

What do students say is the most import support they need in higher ed? 6

Where do we start? 5

How do you navigate/introduce new competitive technologies with FIPPA regulations making most implementations near impossible? 4

Do you have any recommendations on how to foster innovative thinking amongst UFV staff and faculty? 4

How much did students' responses factor into your conclusions? 4

how do we overcome people's anxiety to change? 4

How important is staff and faculty engagement for any future changes? 3

How do we approach dealing with the causes as opposed to symptoms of change? 3

Place based indigenous learning depends on ancestral teachings. Will this obstruct innovation of indigenization? 3

Why don't institutes put things into action especially when they have faculty that want action 2

Interdisciplinarity seems to be an overarching theme. How can we move beyond disciplinary silos, move forward and create innovative opportunities?	0
Do you not see a reduction coming in incoming international students as countries like China build far more advanced universities on home soil?	0
Why dont you highlight as a disruptive universities challenges to help realize our humanity?	-1
UFV should invest on using AI for Teaching Assistant. And also the Augment Reality .	-2
How many in this room have experienced VR? Raise a hand, please.	-4
What program did you use to create this presentation?	-7

Thank you!

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Ten with Ken webcast

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www.TenWithKen.com

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APPC TERMS OF REFERENCE SUB-

COMMITTEE:

REPORT AND RECOMMENDATIONS

October 2019

Submitted by Al Wiseman and Alastair Hodges

Contents

I.   ## Introduction

II. ## Overview of Process

III. ## Findings and Recommendations

IV. ## Next Steps

V.   ## Appendices

I.   INTRODUCTION

In June 2018, UFV Senate's Academic Planning and Priorities Committee (APPC) struck a sub-committee to review on its behalf the Terms of Reference (ToRs) for the committee. This came out of the annual review of ToRs as mandated by Senate. During the discussion at that June 2018 meeting, committee members expressed a desire to see a smaller group of the committee do a fuller review and bring back a report with any recommendations it might wish to make.

The sub-committee, consisting of Melissa Walter, Randy Kelley, Alastair Hodges, and Al Wiseman met several times from September 2018 – June 2019, and also reported updates on occasion at APPC meetings. A huge thanks goes to Melissa who chaired the sub-committee and did significant work at meetings, and in between meetings.

At the highest level, members of APPC felt a sense of uncertainty about the role of the committee on behalf of Senate. The sub-committee took this to heart and the following report aims to explain the nature of their conversations, provide recommendations, and offer questions APPC could sent to Senate. It is the ultimate goal of the sub-committee to see APPC's role to be significantly clarified. Driving this desire for clarity is a healthy and commendable wish of the committee to be confident that APPC is doing meaningful work on behalf of Senate and the university. Finally, the sub-committee is not under any illusion that it has answered everything or perfectly framed what it has discussed, but share some hope that progress will be made as a result of their work.

II.   OVERVIEW OF PROCESS

The sub-committee began by having a conversation about the current terms of reference for APPC. In having this conversation, the group agreed on doing several things:

1. Reviewing the University Act and discussing sections that seemed relevant to the work of APPC.
2. Reviewing the current version of the Terms of Reference and surfacing what the main questions or issues seem to be with them as they currently exist.
3. Trying to develop a list of clear questions and recommendations to bring to Senate.
4. To meet as many times as necessary to discuss issues and build towards a final report.

Finally, the sub-committee has worked to produce this report as a key outcome of their work. Once the report has been discussed and there is agreement on how to proceed, we expect that a final step will be to revise the APPC Terms of Reference, and possibly approve a document of some kind that will serve as a summary of the key elements of the report that have been adopted as guidelines for future work of the Senate committee. Also, some remaining questions will need to be sent to Senate for discussion, and possibly discussed further at APPC.

III.   FINDINGS AND RECOMMENDATIONS

This section will outline the main points the committee believes deserve comment, as well as resulting recommendations for changes.

A. General

1. "Advise"

    Early on, the committee noted the extensive use of the word "advise" in reference to the duties of APPC. After much discussion, the group agreed that it would be very helpful to both define what this term means, and how advising might take place.

    a. What does it mean to advise?

        i. First, we suggest the term means to provide specific recommendations on matters.

        ii. Second, we suggest the term means to inform Senate more generally about important facts, trends, or situations it believes may assist Senate with the work of governing, without providing specific recommendations.[1]

    b. Advise or approve?

        i. The committee noted that it has been typical for APPC that most of its advisory function has happened through the approval of documents and proposals. When the information then goes to Senate, the advice essentially ends up being a motion to Senate that APPC approved. This has typically been taken as akin agreement with whatever is in the document(s), and is offered without any or much comment.

        ii. The committee suggests that approval on its own is necessary, important, and at times sufficient in providing advice. However, we also recommend that APPC's advice take on a more sophisticated, deliberate, and articulated form. The form of this advice could be oral, but should often be written, and after meaningful discussion by APPC. Further, this written advice should be constituted as a document that the committee reviews and approves before sending to Senate.

    c. When should advice be given?

        i. The committee noted that there are times when the need for advice is more obvious. Examples of this would be when program proposals or reviews come through, or when strategic plans are presented. It may be helpful to compile a list or work plan of sorts that specifies all examples of situations where regular advice is expected from APPC.

        ii. Further, the committee recommends that APPC should occasionally initiate providing advice to Senate when it believes important matters should be addressed. Normally, these matters should be ones that fall into the basic parameters of the planning and priorities scope of APPC as set out in the Terms of Reference.

        iii. Finally, we recommend that as needed, Senate should intentionally task APPC with providing advice on particular subjects/situations.

2. "Policy"

    a. What is meant by "policy"?

        i. The sub-committee agreed that policy refers to the formal documents Senate creates and approves which provide mandated directions, actions, restrictions, guidelines, procedures,

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[1] For example, APPC might provide a list of 7 recommendations regarding the next version of the Education Plan (definition #1); it might also want to inform Senate about the latest developments in program planning and prioritization in Canadian universities without having any specific suggestions other than a request to factor these into future discussions/planning (definition #2).

              etc., on all academic matters over which Senate has jurisdiction. All policy of this type is published online in the UFV policy manual.

      ii. We also suggest that the notion of policy can mean more broadly the high level educational directions of UFV. We suggest it is reasonable for Senate to ask APPC for this sort of policy advice, both when it clearly is mentioned in the Terms of Reference (e.g. #1 "mission, goals, objectives, strategies, and priorities of the university"), and also at times when a matter less obviously fits. For example, under the ongoing conversations at Senate regarding International Students, perhaps there is some high level elements requiring Senate input about which it may wish APPC to deliberate and advise.

      iii. Therefore, we recommend APPC come up with a suggested list of topics/issues that are high level educational "policy" in the sense of planned directions/emphasis about which Senate might wish to have advice. This list should be submitted to Senate for discussion.

    b. Timing of advice on policy?

      i. Advice on policies from Senate committees for policies that are under review is an existing process. The sub-committee agrees this should continue following the standard five year review timeline already in effect.

      ii. We also recommend that Senate initiate formal policy reviews at times where policies might not be due for review under the normal five year cycle, but which for other reasons, might be worthy of a look.

      iii. We encourage Senate to be more proactive in soliciting advice from APPC on policy as defined above, particularly as it relates to the more general definition.

B. Specific

1. Term #1: Advice on mission, goals, objectives, and priorities of the university:

    a. We recommend that APPC ask Senate if it would like to delegate responsibility to approve any of these elements to APPC.

    b. We recommend that whatever of these elements are not delegated to APPC, that Senate consider creating permanent or ad hoc processes for involving APPC earlier in discussions.

    c. We recommend that APPC consider opportunities for education and engagement for the committee that would inform future discussions and decisions related to the responsibilities of this term.

2. Term #2: Advise Senate on the establishment or discontinuance of educational programs:

    a. The sub-committee asks APPC to consider creating a grid similar to the program development grid at the concept paper stage (factoring in any upcoming changes to the program approval process under review in the PDQA office).

3. Term #3: Advise Senate on the development of and priorities for the implementation of new program leading to certificates, diplomas, and degrees.

    a. We recommend that APPC provide advice annually on program prioritization in advance of the budget

    b. We invite the Provost and Deans to consider how they might more effectively utilize the advice of APPC on program priorities and related issues (e.g. interdisciplinarity, space use and needs, etc.).

4. Term #4: Advise Senate on the establishment or discontinuation of academic faculties of the university.

    a. We understand a policy is under development (with Senate and President's shared authority) where this will be addressed.

    b. We recommend Senate clarify whether they would like APPC to provide advice on the establishment of departments and schools.

5. Term #5: Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in the educational programs and courses
    a. The sub-committee recommends that APPC ask Senate to clarify what it needs from APPC to effectively provide such advice.
    b. At the very least, we recommend that the Provost and Deans consider how they might periodically (annually?) bring the issue of enrolment targets and high-level strategies to APPC for feedback/advice.
6. Term #6: Advise Senate on the policies relating to the library and resource centres.
    a. The sub-committee suggests that this has not been happening.
    b. The formal policies in view are likely #72 (Library Collection), and #47 (Role of the UFV Library), although these both currently sit as administrative, not Senate policies. We recommend a conversation about what, if any, elements of these policies might fall under Senate jurisdiction.
    c. There is no institutional clarity around what is a "resource centre". We recommend that APPC discuss this issue, create some principles that might help define what constitutes such a centre, and then create a tentative list for discussion by Senate and Administration.
    d. We recommend providing policy advice on this term in the broader sense of the definition listed earlier in this report.
7. Term #7: Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.
    a. The sub-committee recommends APPC attempt to create a list of the current agreements that exist at UFV.
    b. We recommend APPC create a plan and process for reviewing said agreements where appropriate or of value.
8. Term #8: Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.
    a. The sub-committee suggests that this has not been happening, or at the very least, not in a very productive manner.
    b. We recommend the following steps to strengthen the committee's work in this area:
        i. Developing a list of what these policies and processes are.
        ii. Develop a list of ways these could policies and processes could have meaningful and appropriate feedback/advice.
        iii. Consultation with the Provost and Deans on how APPC could best serve in this capacity.
9. Term #9: Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
    a. The sub-committee observed that there is no real clarity on whether this is happening, or if so, how effective or meaningful this advice is.
    b. We recommend asking both APPC and Senate Budget Committees, in consultation with the Provost and CFO, to have a discussion about what might be done to provide meaningful prioritization advice to Senate Budget.
10. Term #10: Advise Senate on policies and procedures for the systematic review of courses, programs, and educational services.
    a. The sub-committee recommends the development of a list of relevant policies and procedures similar to 8.b.i above.
    b. We recommend that in consultation with the Provost and VP Students, to develop an understanding of what is meant by "educational services". This might result in a set of guidelines

that determines what might fall into the category of an educational service, and a list of current educational services at UFV.

    c.   After these two steps, we recommend APPC develop a plan for how to advise on these matters.

11. Term #11: Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.

    a.   The sub-committee suggests that APPC is effectively carrying out this responsibility at present.

    b.   We suggest APPC ask Senate whether they want to delegate this function to APPC or continue to retain final approval authority on reviewing these.

12. Term #14: Provide annual written reports to Senate.

    a.   The sub-committee notes that these are already completed.

    b.   We recommend APPC consider providing more than just a list of specific agenda/approval items that transpired over the course of the year. Perhaps the annual report to Senate could also include some of the substance of what has been proposed above, once it is developed and operationalized by APPC.

IV. NEXT STEPS

The Committee will notice that at this stage, no revised ToRs have been submitted for the committee. Because of the volume of issues investigated, and the need to decide on numerous recommendations, we believe it best to wait on actually revising wording for the entire document until APPC has discussed the full report and had the chance for fulsome discussion and feedback. After this, we can take that feedback and incorporate into a draft revised ToRs for the committee to review.

Revisions to the existing ToRs may also need to wait until APPC reports to Senate and has feedback on the items in this report that have been recommended, and has some of the conversations suggested in this report.

V.   APPENDICIES

Appendix A: Current APPC Terms of Reference and the B.C. University Act

APPC Terms of Reference Item	Relevant University Act Section
1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.	Section 35 (6) (a)
2. Advise Senate on the establishment or discontinuance of educational programs.	Section 35 (6) (b)
3. Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.	Section 35 (6) (d)
4. Advise Senate on the establishment or discontinuance of academic faculties of the university.	Section 27 (2) (i) Section 35 (6) (e) Section 37 (1) (i)
5. Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in educational programs and courses.	Section 27 (2) (r)
6. Advise Senate on the policies relating to the library and resource centres.	Section 35 (6) (g)
7. Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations	Section 35 (6) (k) Section 37 (1) (u)
8. Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.	Section 37 (1) (p)
9. Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.	Connected to Section 37 (1) (e)
10. Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.	Section 35 (6) (f)
11. Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.	Section 37 (1) (p)
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.	Related to Section 37 (1) (b)
13. Other duties as assigned by Senate.	Section 37 (1) (b)
14. Provide annual written reports to Senate.	
15. Review the committee's terms of reference and composition annually, and submit proposed revisions to the Senate Governance Committee no later than the third week of April, to ensure approval by Senate before the end of the academic year.	

Appendix B: Comparative Chart of Terms of Reference for Similar Committees at Some Other Universities

UFV Academic Planning & Priorities	VIU Planning & Priorities Committee	UNBC Senate Committee on Academic Affairs	TRU APPC	Kwantlen Polytechnic University Committee on Academic Planning and Priorities
Advise Senate on the mission, goals, objectives, strategies, and priorities of the university	establishing or revising the mission statement, educational goals, objectives, strategies and priorities of the University	To be responsible for advising Senate on academic planning at UNBC	Advise Senate on the mission statement and the educational goals, objectives, strategies and priorities of the University	Advise Senate on the mission statement, goals, objectives, strategies and priorities of the University.
Advise Senate on the establishment or discontinuance of educational programs	establishing, developing, revising, or discontinuing courses, programs and instructional disciplines	To consider and make recommendations to Senate on new undergraduate and graduate programs and major modifications to existing undergraduate and graduate programs.	Following consultation with the Research Committee and the Budget Committee, advise Senate on the establishment, revision or discontinuance of research centres, institutes, and research chairs and professorships, and other research-related matters requiring Senate approval	In consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the establishment, suspension and/or discontinuance of educational programs.
Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees	prioritizing new programs and courses leading to certificates, diplomas or degrees	To consider and make recommendations to Senate on new and revised Undergraduate and Graduate Academic Regulations.	Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on the priorities for implementation of new programs leading to certificates, diplomas and degrees	In consultation with the Senate Standing Committee on Curriculum, the Senate Standing Committee on the University Budget and any other duly constituted Senate body, advise Senate on the priorities for implementation of new programs leading to citations, certificates, diplomas, degrees and post-baccalaureate credentials.

Advise Senate on the establishment or discontinuance of academic faculties of the university	establishing or discontinuing Faculties	To review and make recommendations to Senate on existing undergraduate and graduate programs for purposes of assessment and possible expansion, curtailment, or discontinuance.	Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on the establishment or discontinuance of Faculties, Schools, Divisions and Departments of the University	Advise Senate on the establishment or discontinuance of Faculties, Schools, Divisions and Departments of the University
Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in educational programs and courses.		To advise on enrolment management issues.	Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate), the Budget Committee, and any other relevant standing committees, advise Senate on the number of students that may be accommodated by the university and policies for enrolment management.	In consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the Strategic Enrolment Management plan, policies for enrolment management and the admission of students, and the integration of these with the Academic Plan
Advise Senate on the policies relating to the library and resource centres.	developing the library and resource centres	To review from time to time the operation of the Library, for report to Senate.		
Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.	establishing the terms for affiliation with other post-secondary bodies	To review, for approval or recommendation as appropriate, affiliation agreements with other institutions. • To facilitate the development of academic agreements between UNBC and various international partners.	Following consultation with other relevant standing committees, review and advise Senate on the terms of affiliation, articulation and other contractual agreements with other post-secondary institutions	In consultation with other relevant standing committees, review and advise Senate on the policies related to affiliation and articulation agreements with other post-secondary institutions.

Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.			Advise Senate on policies and processes for the development, review, implementation and communication of educational plans that support the priorities of the University	
Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.	implications of the annual budget as presented by the president; the financial and resource implications, if any, of proposals for new courses and programs		Advise the Budget Committee of Senate on the academic priorities for the allocation of funds	Advise the Senate Standing Committee on the University Budget on the academic priorities for the allocation of funds.
Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.	establishing or revising processes for evaluating departments, programs and educational services	To be responsible for the development and implementation of a program review process, and to make recommendations to Senate relating to the outcome of reviews.		
Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.	monitor evidence-based periodic program reviews for all existing instructional programs		Review the reports and recommendations of the Educational Programs Evaluation Committee or the Graduate Studies Committee (as appropriate) and advise Senate on actions	
Establish such subcommittees as needed to fulfill the committee's responsibilities.			Establish such sub-committees as needed to fulfil the Committee's responsibilities	Establish such subcommittees as needed to fulfill the Committee's responsibilities, as well as reporting mechanisms for these subcommittees.
Other duties as assigned by Senate.	other matters as assigned by Senate		Other duties as assigned by Senate.	Other duties as assigned by Senate

	review all new program proposals prior to their approval and implementation;	To recommend to Senate the establishment of Research Chairs	Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on Category III changes	Advise Senate on the establishment, revision or discontinuance of research centres, institutes, and other research-related matters requiring Senate approval.
	review Provost recommendations as a result of the summative assessment of all existing instructional programs.	To advise Senate on all matters concerning undergraduate and graduate research and research policy at the University		
		To establish policies regarding the conservation of heritage objects and collections that are owned by or in the possession of the university or any of its faculties, divisions, departments or other agencies.		
		To review and advise Senate on current international agreements and exchanges and make recommendations regarding their renewal.		
		To approve, in exceptional and extraordinary circumstances, external international proposals; and to report to Senate as soon as practicable such approvals and the justification for them.		
		To consider and advise Senate on matters relating to the internationalization of the University community.		
		To recommend to Senate graduate courses which are cross-listed with undergraduate courses.		

		To review periodically the activities of the Centre for Teaching and Learning and make recommendations on the Centre to Senate and to address any other Senate related teaching matter.		
		To consider and make recommendations to Senate on course additions or deletions.		
		To receive and evaluate recommendations from the SCAAF Continuing Studies Credit Committee and to forward recommendations concerning the recommended courses to Senate for approval		

MEMO

To: James Mandigo, Academic Planning and Priorities Committee Membership (APPC) Chair

From: Secretariat office

Date: January 6, 2020

Re: Vacant Positions on APPC as of July 31, 2020

Terms of office will be ending on July 31, 2020 for the following members on APPC:

- Emilio Landolfi, Faculty of Health Sciences - faculty
- Lorne Mackenzie, Faculty of Professional Studies - faculty
- Sandra Smith, Academic Success Centre - staff
- Shahbaig Boparai, Faculty of Professional Studies - student

The APPC also has the following vacancies:

- One faculty member

The Secretariat office will make a call to senators in early February to fill positions on APPC and other standing committees. In mid-February, we will seek expressions of interest for non-senator positions, at which time the procedures and an Expression of Interest form will be made available.