



Integrated Strategic Planning Foundations Document

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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:
 - **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.
 - **Mission:** Engaging learners, transforming lives, building community
 - **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 intention is to develop a new Integrated Strategic Plan that recognizes the importance of integrated learning systems that reflect the thoughts, ideas, and visions of everyone who is actively engaged with the UFV community to help us achieve our Vision and Mission.

- 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

<i>Creation of UFV (source: Eric Woodroff: Founding of Fraser Valley College – see Appendix A)</i>	
1960	UBC Alumni Conference <ul style="list-style-type: none"> • Establishment of an Education Committee to study the possibility of establishing a college in Chilliwack
1966	Initial Recommendation <ul style="list-style-type: none"> • Recommended site in Sumas Prairie rejected by Government

1972	<p>Vocational School Proposals</p> <ul style="list-style-type: none"> New NDP Government cancels vocational school proposals from Abbotsford and Chilliwack <p>Task Force</p> <ul style="list-style-type: none"> 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
1974	<p>March 2: Government Approval</p> <ul style="list-style-type: none"> 89% of voters support the development of a new community college in the Fraser Valley <p>April 4: Provincial government formally proclaims College into existence</p> <p>September: College officially opens with 183 full-time and 2300 part-time students</p>
<p><i>Evolution of UFV (source: History of UFV)</i></p>	
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

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. Graduate level registrations will increase in 2019/20 with the addition of new graduate certificates.
- 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

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.

- 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

- The student of today has access to unlimited amounts of information via the world wide web. The ease with which students can access information makes it even more vital that universities build upon their tradition of educating students to be active, engaged and reflective learners. Today's Universities and the pedagogies that they use are reimagining their role when educating the student of the 21st century. Students are expected to be actively engaged with course material and to "work with" the scientific information in order to better understand "how" it is connected.
- "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 pedagogies 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.
- 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.
- Overview of [Active Learning](#) from Ken Steele's 10 with Ken.

2. Intelligence

- 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 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. Such tools should not be seen as replacing the "face-to-face" supports that students need, but rather to assist those who are providing these supports to focus on addressing pressing and complex needs in an individualized and supportive manner.

3. Experiential Learning

- 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.
- Overview of [Experiential Learning](#) from Ken Steele’s 10 with Ken.

4. Flexible Learning and Pathways

- 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.
- Overview of [Flexible Programming](#) from Ken Steele’s 10 with Ken.

5. Indigenization

- 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 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. Open Education Resources

- 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.
- There is also a growing trend towards the use of competence based learning for assessment and admission purposes. For example, the use of portfolios to assess student learning has received increased attention at both the k-12 and post-secondary system. These portfolios could be used as a summative way to demonstrate learning and could also be used as the basis for a more comprehensive admissions tool within post-secondary.

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.
- 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.
- [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

- 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.
- There also growing opportunities for funding for students to partner directly with industry and not-for-profit organizations. For example, [Mitacs](#) provides matching funds for students to work with 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 and community partners.
- Overview of [Student Engaged Research](#) from Ken Steele's 10 with Ken.

10. Career Ready Skills

- 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.
- 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.
- Overview of [Incubators and Accelerators](#) from Ken Steele's 10 with Ken.

11. Learning Everywhere

- 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

- Each year, it is estimated that 5 million students study abroad to pursue higher education credentials around the world.
- 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.”
 - On average, international students make up approximately 18.3% of the student population at higher education institutions in Canada.
- According to [Project Atlas](#), Canada saw the largest increase of any country in the number of inbound international students in 2018 at 18.8%.
- 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.
- 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.
- 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.