

# Integrated Strategic Planning – Summary of the Survey Feedback on the Proposed Goal Statements

*March 9, 2020*

## **1 PURPOSE OF THE SURVEY**

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The current phase of the integrated strategic planning process is defining our institutional goals. These goals are meant to be aspirational and forward looking, but remain deeply rooted in UFV's vision and mission. They also build off of the literature and analysis, outcomes, and ideas that emerged from the Foundations Document.

The purpose of the survey was to elicit feedback from the UFV community on the institutional goal statements, still in draft form, that were developed through a consultative process with a number of stakeholder groups throughout the University.

Participants were asked to indicate their level of agreement on three proposed goal statements and rate their level of agreement; not on where we currently are with respect to each goal, but rather based on the goals we all want to strive towards in the future. There was also an opportunity to provide additional comments after each goal statement.

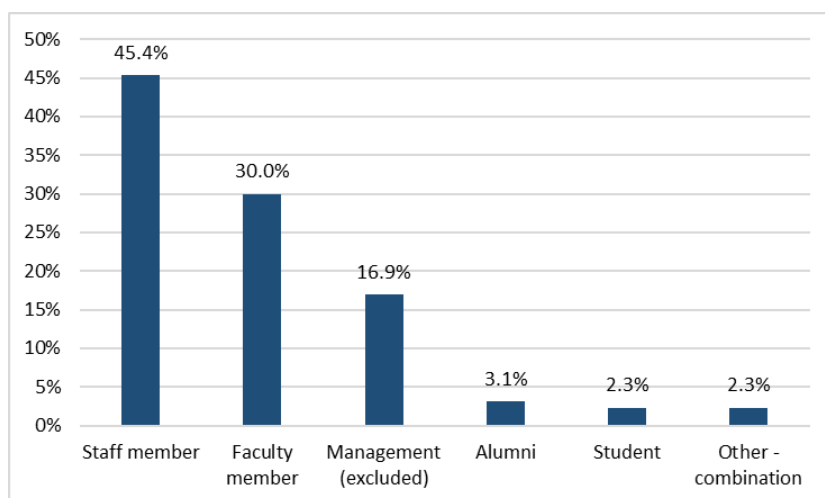
This report summarizes the feedback we received from the survey. The level of agreement for each question is provided along with a summary of the open-ended questions. Any specific wording suggestions are also noted. The results of this survey are then connected with the community feedback received during the visioning process phase, which used the ThoughtExchange discussion forum, to add further relevant context.

## 2 SURVEY RESPONSE

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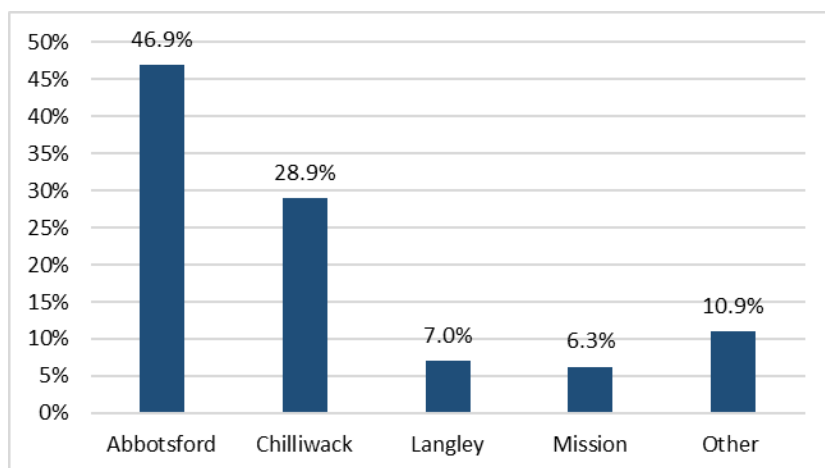
The web survey was promoted through a direct email campaign to the internal UFV community. The survey was open for approximately two weeks closing on March 1<sup>st</sup>. A total of 155 individuals accessed the survey and 876 answers were provided. The majority of participants (75%) indicated that they are either a staff or faculty member (Figure 1) and have been associated with UFV for more than five years (66%).

*Figure 1: Group that participant felt represents their involvement at UFV*



Just under half (46.9%) of all participants are from Abbotsford and more than a quarter (28.9%) are from Chilliwack. Langley and Mission residents provided the next largest response (Figure 2).

*Figure 2: Community of residence*



### 3 ENGAGING LEARNERS: ASPIRATIONAL GOAL #1

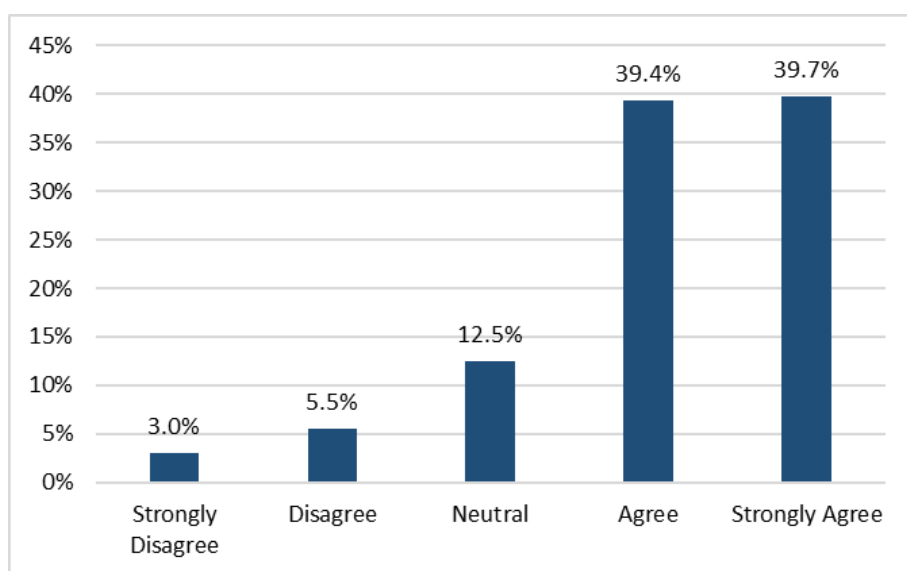
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#### UFV WILL PROVIDE INCLUSIVE LEARNING ENVIRONMENTS FOR EVERYONE.

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The Engaging Learners goal statement had 79% of respondents indicate that they agree or strongly agree to the current statement and 8.5% either disagree or strongly disagree. This is the only goal statement out of the three where the response “strongly agree” was slightly favoured over “agree”. This goal also had the most that chose “neutral” as their response (12.5%).

*Figure 3: Level of agreement with “Engaging Learners” goal statement*



In terms of Aspirational Goal 1 – **Engaging Learners: UFV will provide inclusive learning environments for everyone** – respondents liked the concept of inclusion for everyone, but some felt the statement was broadly worded and vague and feared that such a lofty goal would not translate into action. Suggestions were made to replace “provide” with “create.”

A number of comments focused on the definition of inclusion, which for some seemed unclear. Others questioned the relationship or connection between inclusion and student engagement, which they understood as representing different things and thus may need to be considered in a separate goal. It was also noted that “Inclusive to everyone” was an admirable concept, but in reality thought to be neither possible nor desirable, given the perception that academic standards may be compromised to engage learners and would likely have a negative impact on the overall quality.

Despite several limitations and obstacles to inclusion identified by respondents – such as appropriate representation and voice, and paying attention to systematic inequality – the feedback included

suggestions for additional opportunities and resources to be made available to students: such as introducing assistive listening, micro-credentialing, and tuition-free courses. Additional collaborative spaces were also noted as something that is needed.

Drawing comments from the **Equity, Diversity and Inclusion** section of the **ThoughtExchange**, additional ideas that may provide clarity and bridge the gaps identified above (suggested edits are highlighted in yellow):

- UFV will foster inclusive learning environments where learners are engaged in a culture of academic freedom and respect.
- UFV will provide inclusive learning environments that engage learners in a culture of academic freedom and respect.

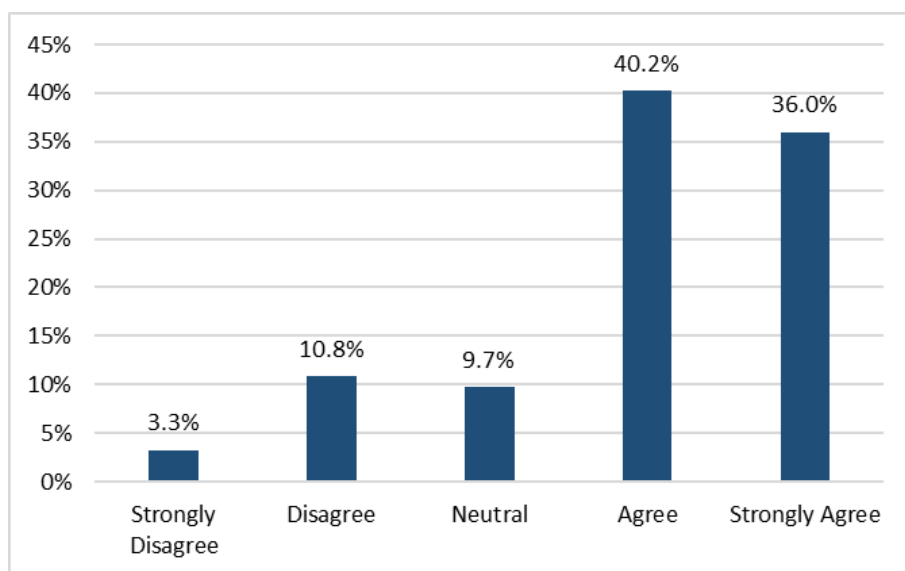
## Transforming Lives: Aspirational Goal #2

**UFV WILL PROVIDE OPPORTUNITIES WHERE PEOPLE CAN DISCOVER, DEVELOP, AND SHARE THEIR GIFTS AND CELEBRATE THE GIFTS OF OTHERS.**

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A total of 76% of respondents agreed or strongly agreed with the Transforming Lives goal statement with majority selecting that they “agree”. This statement had the highest level of disagreement out of the three goals with 14.1% of respondents indicating that they disagree (10.8%) or strongly disagree (3.3%).

*Figure 4: Level of agreement with Transforming Lives goal statement*



In terms of Aspirational Goal 2 – **Transforming Lives: UFV will provide opportunities where people can discover, develop, and share their gifts and celebrate the gifts of others** – respondents liked the broad approach and use of language that felt inclusive, but some felt the statement was fluffy, vague, clunky, insubstantial and not oriented towards action. A few also perceived the goal as being outside the scope of a university as a place of learning, and raised concerns about the statement they believed doesn't equate to transformation.

While there was support for “gifts” and link to our Sto:lo community and their values, several criticized it's (over) use, finding the metaphor awkward, patronizing, and that it subscribes to a particular philosophy of education that is somewhat exclusive in nature. Two suggested revisions were included in the comments: (1) UFV will provide opportunities **for** people to discover, develop, and share their gifts **while also celebrating** the gifts of others; and (2) UFV will provide opportunities where people can discover, develop, and share their gifts **and where the gifts of others are recognized and celebrated**.

Despite limitations and obstacles to transformation identified by some – such as enrolment issues, lack of space, and programming defined in terms of academic credit – the feedback included suggestions for additional opportunities and resources that should be made available to students: for instance, providing unique, experiential, community building learning opportunities on and off of campus and encouraging more like-minded educators to offer meaningful learning experiences that propel students into the future.

Comments that emerged from the **ThoughtExchange** related to **Internationalization, Global Citizenship and the Environment and Experiential Learning, Technology and Innovation**, offered ideas for greater clarity and resolve issues identified above:

- UFV will provide **meaningful learning experiences for students to** discover, develop and share their **abilities and talents** and celebrate the gifts of others.
- UFV will provide **meaningful experiences for learners to acquire and build the knowledge, skills, and abilities necessary to demonstrate responsible global citizenship**.

## 4 BUILDING COMMUNITIES: ASPIRATIONAL GOAL #3

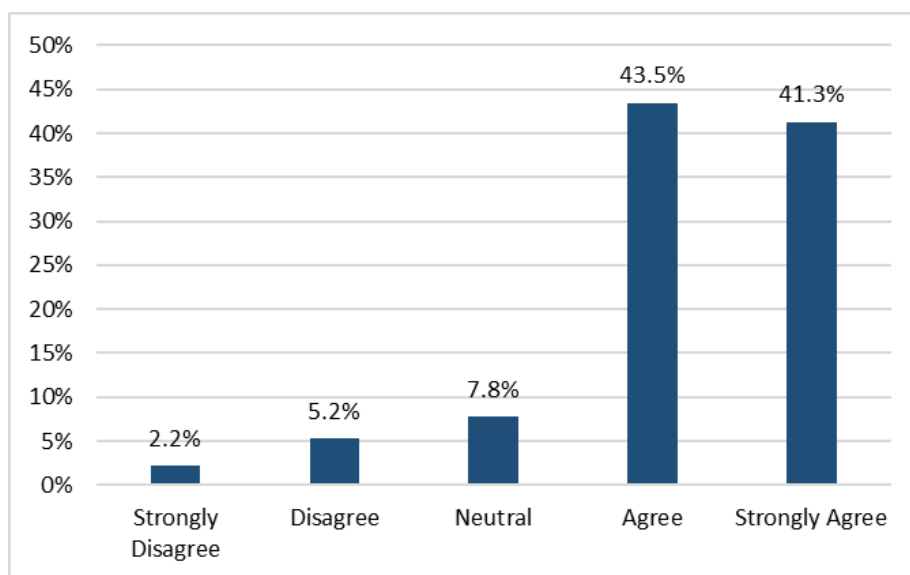
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**SITUATED ON THE S'OLH TEMEXW, THE TRADITIONAL LANDS OF THE STÓ:LO, UFV WILL COLLABORATIVELY PARTNER IN PURSUITS TO ENRICH THE LIVES OF PEOPLE ON OUR CAMPUSES, IN OUR LOCAL COMMUNITIES, AND BEYOND.**

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The Building Communities goal statement received the most agreement out of the three statements with 85% indicating that they agree or strongly agree. The fewest number of respondents indicated that they strongly disagreed with this statement.

*Figure 5: Level of agreement with Building Communities goal statement*



In terms of Aspirational Goal 3 – **Building Communities: Situated on the S'olh Temexw, the traditional lands of the Stó:lo, UFV will collaboratively partner in pursuits to enrich the lives of people on our campuses, in our local communities, and beyond** – although respondents generally believed the statement was framed well and grounded in our Sto:lo heritage, some felt the goal statement was long, cumbersome, wordy, restrictive and difficult to understand. Suggestions were also made to replace “traditional” with “unceded” lands, and use “collaborate and partner” rather than “collaboratively partner.”

A number of comments focused on whether the meaning of the statement is to partner with Sto:lo communities or communities in general, raised concerns about the absence of Indigenous voice on the working committee, and wanted a more explicit link of First Nations territory representing the University's obligations to work towards Reconciliation. Additional feedback supported the link to our commitment to our local on campus, with a strong belief that UFV has a big role in building our local

communities and that partnerships are key. However, there were also reminders from those who felt that UFV must embrace all peoples and commit too unity and harmony, be careful not to exclude others and focus on creating connections between our staff, students and the local communities.

Suggested revisions included in the feedback:

- Situated on the S'olh Temexw, the traditional lands of the Stó:lō, UFV will collaboratively partner in pursuits that enrich the lives of people on our campuses, in our local communities, and beyond.
- Situated on S'olh Temexw, the traditional lands of the Stó:lo people, UFV will collaborate and partner in pursuits that enrich the lives of people on our campuses, in our communities, and beyond.

Additional ideas drawn from the **Community Relationships, Partnerships and Indigenization** section of the **ThoughtExchange** that speaks to some of the feedback we received:

- Situated on the S'olh Temexw, the unceded traditional lands of the Stó:lo people, UFV will collaborate and partner in pursuits that enrich the lives of all members of our communities, locally and beyond.

## 5 SUMMARY

As Figure 6 illustrates, the majority of respondents agreed with the goal statements in their current form. The general feedback included specific wording suggestions as well as possible interpretations or potential exclusions. Some participants expressed that they were ready for the next phase of developing strategies and operationalizing the goals into a plan.

*Figure 6: Overall level of agreement with goal statements*

