

Workshop Results

Five 90-minute visioning workshops were held from February 4-8. There were 39 participants, primarily faculty and staff; each session had one student or alumni participant.

Workshop attendees engaged in world café-style discussions on these two topics:

1. What will UFV look like when we have figured out how to harmonize our “tensions” to get the best of all worlds?
2. If our success was guaranteed, what bold steps might we decide to take?

Based on the common themes that emerged from these conversations, the UFV of the future will be doing the following:

One: Access is a pathway to excellence

In the future, UFV has committed to viewing access and excellence as a continuum, not a contradiction, and it has learned how to better serve students at both ends of the continuum, as well as how to help them in their next step. UFV has also helped to evolve how society defines and measures excellence.

Two: Teaching, research and experiential learning are the backbone of a UFV education

In the future, UFV has broadened the perception of academic research so that research is recognized as an extension of teaching and necessary for a complete learning experience.

Three: Innovation and risk-taking are part of UFV culture

In the future, UFV has developed a culture of innovation and experimentation, which it uses to create novel solutions to the problems facing post-secondary and UFV. These include innovation in teaching and learning; organizational structures that demolish silos and result in collaboration; new models for tuition and funding; new forms of university programming and credentialing, and new ways to partner with industry and community.

Four: We are a regionally-situated institution with a global outlook

In the future, UFV will draw on its location in one of the most diverse communities in Canada to demonstrate how a global mindset can be drawn on a local canvas. Our international connections in post-secondary and industry will raise UFV's profile, faculty will welcome the perspectives and experiences of international students and colleagues, and our domestic students will have international opportunities built into the curriculum.

Five: Our growing campuses are the centres of UFV's unique learning communities

In the future, UFV's campuses will be thriving hubs of learning, alive 24/7 with visible demonstrations of UFV's unique culture. Our campuses will be a popular point of connection with the communities we serve, and we are actively searching out new places – physical and virtual – where we can replicate our success.

Vision Workshop Flip Chart Transcripts

Question 1: What will UFV look like when we have figured out how to harmonize out “tensions” to get the best of all worlds?

Day 1

Twins vs. Tensions

- Access vs. excellence
- What are the drivers?
- Balanced approach
- Not mutually exclusive
- Why choose between them?
- Strong identity
 - know who we are
 - conscious choice
- Some can find a way to do both, but others may need to choose
- Actively work to build our institution around that
- Involve all stakeholders
- Let go and question long-standing structures
- Allowing people to take risks, try new things, and learn from ourselves
- Blurred lines between positions and departments
- Remove silos (to work together)
- Alignment with values
- Focus on today
 - Students as students
- Commuter campus
 - How to engage?
 - Create space

Teaching vs. Research

- Where is our focus? Capacity?
- “Go to” for community research (Ag)
- Funding for access?
- Art of compromise
 - Authentic
- Attainable goals
- Believability of mission
- Just need to be better than we are now

Values | Vision

- Alignment with mission/values
- Position Identity
 - No Hierarchy
 - Blurred lines
 - No Silos
- Learning Organization
- Risk-Taking
 - OK to fail
 - Innovation
 - Classroom

▪ Org. Structure

- We encourage students to try and that it's okay to fail. Why don't we as a university?
- Anchor to words
 - Positive or negative
- See access in a different way, reduce the silos "access" & "excellence"
- Allow more flexibility, remove structure that stops us
- Identify anchors (i.e., things that weigh us down)
- Tension co-exist; don't need to be complex organization
- Ie. Customer Excellence: give decisive-making authority
 - Replicate the approach, give decision making opportunities, remove the anchors
- Challenges:
 - Policies
 - Funding
 - Reluctance to change
 - policies, process, governance
- Intersectional (many parts work together)
- Flexible
- Trust
- Less structure
- Heart
- Engaging minds
- Try to learn from it
- Nurturing
- Relationship
- UFV would be less of a commuter campus and maybe less locations?
- Global and local are not "tension"
 - Treat students the same, because more comfortable
- Place where access and excellence work together to allow students to plow together
- 5-10 years old, but is lasting endurance to a place of strength
- Tensions: so many campuses, hard to be a commuter campus where having the campus feel
- Integrate technology
 - Courses have multiple ways of teaching (experimental, online, technology, paid trips)
- Active learning pedagogy
- "Mastery" program for trades
- Strong student focus
 - Visible and active advice, student services
- Accessibility is a stepping stone to success (ie. Vs excellence)
- Create appreciation for how students learn, partnerships with others, so that higher universities look to adhere our students.

Day 2

- Diverse
 - Gender, ethnicity, experience, education (different backgrounds bring forms of knowledge; ways of teaching)

- Faculty & staff & students, governance structures
 - Hiring globally
 - Teaching methods
- Learning experience for students
 - Community of learning, includes more integration
- More connection – strong community of learners
 - Increased cohort programs
- UFV as a community
 - Community of collaboration / commonality
 - Faculty working together
 - Blurring lines – not traditional
 - Applying a business lens to academic body to help measure the success of programs / projects for better economic outcomes.
- More pathways = they are a pathway to excellence
- Few courses
 - More time
 - Embrace and encourage world views
 - More general / common to ensure there are diversities in classes
- UFV is a continuum (K-12 & beyond)
- Flexible & responsive programs to the changing job markets
 - Delivery / outcomes and learning styles
 - Outputs by students being able to deliver in different ways
 - Including evaluation of programs
 - How do we measure
 - Who decides
- Length of programs
 - Schedules
 - Shorter
 - Specific skills based - Certificate
 - Self-learning
 - Flexible hours
 - Professional upgrading
- More industry partnership and less reliance on government
 - Alignment
- More engaging
- Have a culture of wellness – appreciative of work life balance
 - As 1 dimensions: spiritual / meaningful / physical / TIF fours
- There are no tensions
- Access – broader mandate. E.g. for those without “means” finance
- Do more for access: scholarships / grants / not just “grades.” E.g. Int. funds tied this access to excellence programming
- Understand / define what “excellence” means – not just grades
- UFV will promote excellence as holistic; commitment to practice in the broadest sense; learning useful skills. E.g. enhanced place; xp. Lang
- Broadened defined research
 - Research as work-integrated learning
 - Research in teaching and learning
 - Research as teaching

- Research for teaching
- We will all be learners
- We will be forefront of T + L in Canada
- We will be destination for undergraduate research
- We promote understanding through learning & inquiry and advance the well being of our world.
 - We care for each other
- i@H (Int. at Home)
 - Global on local canvas (campus)
 - Our international connections will raise the profile of learning at UFV
 - Faculty will welcome international perspectives and experience
 - Our domestic students will all have international experiences and opportunities (in curriculum. Etc)
- Flexible / Time
 - Scheduling
 - Time for transformation
 - = learn new skills for engaging in research and engage in community (teach less courses)
 - Priorities slowing down with choices accountability at end
 - We will have time and energy for teaching
 - Less meetings
- Generate more respect from each other
 - We are all part of a whole
 - Less hierarchies
 - Understand our place in the whole
- Respect for all learning styles + concept based modules
- More knowledge / skills with technology
- Incentives for change and transformation
- We will have all resources students and faculty need
- Connectivity that allows contact with all local and global
 - Community-cross-faculty
 - Interconnected with wider environment
- Blurring of silos – with core of requisite skills for employment
- Engaged in transformation – students, faculty
- “Through learning we understand our connection to the greater world”
 - How do we bridge gaps through innovative means?
 - Opportunity to understand and embrace technology constantly changing (learning organization “the 5th discipline”)
 - We will be a public good
 - We will be relevant to global and local country
 - We will promote the well being of all
 - We will be relevant and inclusive
 - We will sustain wellbeing

Day 3

- Teaching vs. Research (bums in chairs)
 - Structural challenges
 - Workload
- Well-oiled machine – in all areas

- Inclusivity → local/global → engagement
 - Focus on culture
 - Between faculty
 - Between students
- Integration into community
 - Both growing together
 - Within ourselves
- Build profile beyond FV + BC + ?
- Opportunity (and love) (and excitement) of disruption → built into administration
- Build trust → Faculty/staff/management
- Role + value of having a degree
 - What will that look like?
 - How can we participate
- Untapped HR potential
- Empower faculty/staff and get out of the way
- Make the world a better type place
 - Access vs. excellence
 - Not necessarily competing
 - In key areas
- Best of all worlds at UFV
- Career-ready
 - Important to community
 - Support for this
 - Students are identifying with these courses (eg. CMNS)
 - Already doing some of this
 - Need to be more purposeful, intentional
 - What is the industry looking for in the FV?
- Connection with alumni
- “Damn good education”
- Harmonize
- Teaching = research = excellence
- Access = excellence = research
- Local = global
- More
- Intentional
- Laddering to reach higher expectations
- Equity, not equality
- What is excellence defined as? Why does it exclude access? Access will produce excellence
- Shift from paradigm of scarcity to bounty (ie. Not international vs domestic students; both)
- Indigenization ≠ stereotype
- Forward thinkers in each field
 - We have these stories; use them to show how it can be done all together
- Study abroad, tours, faculty exchanges → funding available → student coop jobs connected to this → info for students
- Help those who have advantages & need advantages

- Peer supports → faculty who are focused on one area helping others; students too.
 - Faculty mentors = service
- Groups that feel strongly partner
 - Not one or the other
- Faculty requirements: teaching, service, research
 - Institutional resistance eliminated
 - Clarity around expectations/time
 - Can be daunting to incorporate all
 - Get students involved
- CVs → showing demystified pieces
- Job security for faculty!!!
 - = research & service
- Teach global skills through local learning
 - Experimental learning
 - International issues & skills achieved
- global ≠ change that isn't positive
- local/global → won't be international vs. domestic
- Take on students for research and take them places
- Harmonize
 - Teaching – research
 - Access – excellence
 - Local – global
 - Other tensions as well → indigenization
 - Greek – traditional learning
 - Dark histories are addressed
 - Ways of knowing are accepted
 - University, not diversity. Everyone comes together
 - FSA: management (university management) – rank & file
 - Faculty/student/management growth is balanced
 - Staffing is appropriate for the issues/teaching/research/etc at hand
 - Service load on faculty
 - TAs? Yes? No? teaching assistants lead to research & excellence
 - More emphasis on spirituality
 - Do things have to be “provable”
 - Different world views, all okay
 - International students/domestic students, all feel sense of community & belonging
 - Failure is normalized
 - Status Quo... what does the status quo look like in a harmonized school? How do we have change without negatively affecting the status quo?
 - Charter of rights and freedom doesn't apply, yet... we want to imply
 - Internal vs; externally governed

Question 2: If our success was guaranteed, what bold steps might we decide to take?

Day 1

- U District
 - Build like crazy
 - Build residence
 - Sports facility
 - Living + Learning Communities
 - Campus as a place of gathering
 - Creativity + collab learning
 - Online
 - 90% of programs / courses (hybrid)
 - Flexible options, for course completion
 - Flexible options, in curriculum (e.g. BA req's)
- OWN relationships with high schools
 - And industry
 - Dual credit partnerships
- Innovation → intentional (e.g. an exciting course on innovation)
 - Hire the best + compensate
 - University-wide commitment
 - People
 - Resources
 - Tech
 - Incubators – for tech innovation
 - School of advanced tech – A1
- Go global (success in India, where else)

Day 2

- More residences on both campuses & downtown
- Introducing a different form of documentation. E.g: introduction of Experiential Learning Transcript
- Revisit student fees
- All credit from exchange experiences goes towards a credential
- Mass customization of programming (ability to add inter-disciplinary & well-rounded experiences)
- International office at CEP
- Different types of credentials, which could mean fewer degrees
- Fewer courses – reduce the number of similar courses by reconciliation and creating courses that help a variety of disciplines
- Increased skills-based certificates or badges that respond to community, social, and employer needs
- Where does Indigenization fit with International access?
- The intertwining of teaching and research
- Guaranteed access to experiential education for all → and valued as “rigorous”
 - Everyone has an international experience – even “Internationalization @ Home”
 - Fluid structure of professional development and work-integrated learning
- Tuition-free education

- Continuing Education will partner more with UFV programs to develop skills-based credentials that respond to community and student needs.
- Multi-purpose wellness centre
- Appropriate funding for research programs
- Medical centre
- All international have access to all departments
- SUS Building on CEP
- Look at ways to be similar to the K-12 learning
- Access – excellence
- Local – global
- Teaching – research
- Domestic – international

- Need to break-free
 - From other regional universities
 - Two constraints:
 - Association with colleges
 - Different funding levels
 - Need to make the government understand that we are unique. Ex. Not included in Macleans
 - Higher wages
 - Flexible, adaptable. Eg. Modular offerings, shorter credentials
 - Responsible programming
 - Commuter
 - Faculty residence
- Guaranteed success looks like:
 - Grow: expand our presence (beyond F.V.)
 - “footprint” – physical
 - “reputation” – hearts + minds
 - “sustainable”
 - (PD) connecting groups
 - Connection to Abbotsford
 - Carving out and celebrating our identity (and shouting it from the rooftops).
 - Eg. BCIT KR things
 - Innovation + Entrepreneurship
 - How we teach
 - What we teach
 - BCIT
 - Industry + University partnerships
 - Universities working together
 - Inside + outside our walls
 - Silo smash
 - Collaboration vs. competition
 - Interdisciplinary exploration
 - Owning our niche
 - SWOT?
 - Where are we?
 - “not trying to be sfu, ubc”

- Define our niche
 - Not being scared to make the choice
 - Carving out and celebrating our identity
- Take calculated fiscal risks to grow people + programs
 - Make room for institutional growth
 - Buildings
 - Sustainability focus
- Education as priority
 - No matter where you go
 - UFV as a partner in success
 - Universities working together
- Student work opportunities
 - Guarantee to all graduates
- 1st choice
- Shifting population
- grow

Day 3

- Hire more agriculture profs/give course releases – free them up for research
 - Open centre for innovation and entrepreneurship
 - More indigenous faculty
 - Create faculty (educate) to meet the demand
 - Frame of mind
 - Create deep connection between faculty and institution at the beginning of academic careers
 - Government relations as a practice
 - Focus less on place and time-based institution → offering/living up to learning everywhere
 - Matching the globalized attitude of student population
 - Would like to see UFV recognized beyond our backyard
 - What can we do that's uncommon?
 - Be truly innovative and entrepreneurial
 - Building, adopting innovation and entrepreneurship as a mindset
 - Defining our culture – “the experience” – student/employee experience
 - Embrace risk/failure – embrace change and technologies
 - Competition: students starting to advance credentials
 - Teach leadership, study it, challenge students to be leaders; ensure that we get to hear about the full experience of leadership (failures as well as success)
 - Empowering people to make decisions
 - Accept need to establish a different kind of culture
 - Responsive and adaptive
 - Leadership and teamwork
 - Set a path that's challenging and has risk
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- A \$50 million fundraising campaign
 - Young faculty need the courage/permission and available systems to take risks and do things differently
 - Our hiring practices and we becoming willing to develop talent/“farm league”

- Our evaluating system awards points for tiny new things
 - Cultural practice of reflecting and learning from our experiences
 - Experiential learning for staff/faculty as well as students – create environment in which we could be
 - Release faculty to go do job shadowing so that they understand work culture as well as academic culture
 - Campus is open, inviting, thriving, accessible and available after 5PM/on weekends
 - Students are chomping for more campus culture
 - Black box facility that can be used across disciplines, used for multiple purposes
 - Social spaces
 - Northeastern U garage space – place for interaction
 - Family dinner night, open to community and exchange ideas on problems
 - Flexibility to do things
 - Red tape is less intrusive
 - Progressive cloud-based server technology for digital collaboration
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- We produce economic benefits and employable graduates through our programs
 - As we look to the future we are also informed by where we come from
 - Students are job-ready AND career-ready
 - Collaborative, respectful workplace for everybody, “ways of knowing” lens for arts, trades, science
 - Being respectful of what counts as knowledge
 - Knowledge is placed in context – making connections between branches of study to make it alive and meaningful for students.
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- Free tuition
 - Shuttles (lots!) between all campuses (including Hope, Clearbrook, & Mission)
 - Big beautiful Hope campus
 - Swimming pool, great recreation for all employees/students
 - Community events on campus → more draw all the time
 - Bring the cities in!
 - Heritage home (or awesome building) that is “UFV” but for use for all
 - Maybe in downtown/popular location
 - Mentorship for all: faculty, staff, students
 - Workshops for moving from resume to CV
 - Faculty ↔ management
 - No silos → get rid of tension in these areas
 - Academic ↔ service area
 - Academic ↔ applied programs
 - Secondments between areas (both academic & functional)
 - Whole degree from Hope! More/all programming there
 - Flexible/online labs and courses
 - New, wonderful learning management system (intuitive system)
 - Continuous intake into all courses/programs
 - Consistent and regular course offerings (especially for required courses)
 - Allow larger class sizes for highly popular courses (with appropriate support)
 - All barriers overcome for transfer courses

- Rather tension between access & excellence, consider “access to excellence”
 - Fabulous U-district and Digital Hub
 - Physically connected to rest of Abbotsford
 - Free housing for all students who need it
1. Pass/Fail grading
 - a. Reduce time in assessment
 - b. Formative & summative
 2. No exams
 3. Buy land, even farmland, in Abbotsford
 4. No tuition
 5. Faculty of business, economics, ABT & law
 6. Move up the civil liberties rating
 7. New Mission/Maple Ridge campus
 8. A faculty/staff room
 9. New fitness centre
 10. Buy a historic home
 11. Skytrain to Abbotsford, Chilliwack, Mission, and Hope
 12. Collaborate with SFU, downtown Vancouver campus
 13. Give students more flexibility in selecting courses
 14. 100% job guarantee for graduates
 15. Live music on campus
 16. Monetize intellectual property
 17. Merit pay. Provide incentive and motivation
 18. Teaching assistants