

**AGENDA**  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**

January 22, 2014  
2:30 to 4:30 pm, Room A225/A229

**1. CALL to ORDER**

**2. ITEMS for ADOPTION**

- 2.1. Agenda – 2014 01 22
- 2.2. Minutes – 2013 12 11 ..... pg. 2

**3. BUSINESS**

- 2:35 pm 3.1. Provost’s Report – Eric
- 2:45 pm 3.2. Common Program Review Recommendations – Eric ..... pg. 6
- 3:00 pm 3.3. Faculty of Trades & Technology Education Plan/Strategic Plan – John E ..... pg. 9
- 3:15 pm 3.4. Student Engagement Report – Eric ..... pg. 36
- 3:45 pm 3.5. Strategic Enrolment Management (SEM) Plan – Eric
- Related Documents:
- Finding the Academic Context: The SEM Role for Faculty ..... pg. 65
- SEM In Canada: A Unique Approach ..... pg. 69

**4. ADJOURNMENT and NEXT MEETING**

Next Meeting: February 19, 2014, 2:30 – 4:30 pm, A225/A229

**5. INFORMATION ITEMS**

- 5.1. Revised Rules for the Conduct of Business for Standing Committees of Senate ..... pg. 77
- 5.2. Revised Terms of Reference for APPC ..... pg. 78
- 5.3. Report from APPC’s Adhoc Subcommittee on Prioritization ..... pg. 80
- 5.4. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



## MINUTES ACADEMIC PLANNING AND PRIORITIES COMMITTEE

December 11, 2013  
2:30 pm - Room A225/229

Present: E. Davis, G. Palmer, J. Hogan, J. Ilsever, J. Todrick, Z. Dennison, N. Weinberg, M. Rhodes, G. Schlitt, C. Bell, M. Brosinski, S. Brar, D. Griffiths, A. Chan, W. Burton, V. Dvoracek, P. Wilson, S. Murray, A. Wiseman

Regrets: S. Pattridge, C. Slavik, J. MacLean, C. Gillmeister, D. McGuire,

Guests: P. Geller

Recorder: J. Nagtegaal

### 1. **CALL to ORDER**

The meeting was called to order at 2:40 pm.

### 2. **ITEMS for ADOPTION**

#### 2.1. **Agenda – 2013 12 11**

**MOTION:**

THAT APPC approve the 2013 12 11 agenda as presented.

G. Palmer/M. Brosinski

**CARRIED**

#### 2.2. **Minutes – 2013 11 13**

**MOTION:**

THAT APPC approve the 2013 11 13 minutes as presented.

G. Palmer/M. Brosinski

**CARRIED**

### 3. **BUSINESS**

#### 3.1. **Provost's Report**

- At a previous BCAIU meeting, the idea of 3 year degrees was discussed. Currently BC is the only Province to not allow 90 credit degrees. The committee supported the idea of 3 year degrees with the understanding that not all programs would suit a 3 year degree. The BCAIU President, Ruth Wittenberg, will be speaking to the Assistant Deputy Minister on this topic and an update will be circulated when available.
- Eric had a conference call with the Assistant Deputy Minister where he informed everyone that there will not be any new legislation on Quality Assurance in the near future. However, more work will be done on this topic in the coming year.



- In June the Ministry mandated all Boards initiate a Core Review of their programming to ensure students seats are being filled and are contributing to students' career success. The review should be completed by the end of March.
- In December, the Education Plan Update was approved by the Board of Governors.

### 3.2. Program Changes

#### 3.2.1. Geography Major Concentration Changes

The Geography major concentrations are popular with students as they help to prepare for particular fields of work and study. However, the number of concentration has proven cumbersome from the standpoint of program revision, timetabling, and student scheduling.

Following the external reviewers' recommendations, the Geography department is proposing to streamline the existing concentrations from four options to three options, as follows:

- Environmental Science concentration: a revision of the Environmental Studies concentration, with more coursework in Physical Geography required.
- Global Studies concentration: a revision of the International Studies concentration, which will include a specific emphasis on development, culture, and environment.
- Urban Studies concentration: carried forward from the previous structure.
- Physical Geography concentration: discontinued.

The three concentrations cover sufficient course selection in the department in order to ensure that these concentrations can be completed more easily than most of the existing options can be. Thus, while the number of options for students is being reduced, the means of meeting these concentrations' requirements has been loosened.

#### **MOTION:**

THAT APPC recommends Senate approve the changes to the Geography major Environmental Science concentration (formerly Environmental Studies concentration), Global Studies concentration (formerly International Studies concentration), and Urban Studies concentration in Arts, effective September 2014.

M. Rhodes/Z. Dennison

#### **CARRIED**

#### **MOTION:**

THAT APPC recommends Senate approve the discontinuation of the Geography major Physical Geography concentration in Arts as presented, effective September 2014.

M. Rhodes/Z. Dennison

#### **CARRIED**



### **3.2.2. Physical Geography Honours in Science**

The Physical Geography Honours in Science program, implemented in 2008, has had approximately a dozen students graduate from it. Since its implementation, many other students have completed independent studies research projects equivalent to, in some cases, the calibre of Honours research projects. The most significant barriers to completing the Honours degree remain time and cost of completion. Removing the extra 12 credits required for an Honours degree would help the department to organize more student research under the umbrella of the Honours program, and reward high-achieving students who cannot otherwise complete the additional coursework. Students will still be required to complete GEOG 354, GEOG 491 (or approved alternative), GEOG 492 or GEOG 493, and STAT 315 (BSc only), none of which are required for non-Honours students.

#### **MOTION:**

THAT APPC recommends Senate approve the changes to the Geography Honours in Science program requirements as recommended by APPC, effective September 2014.  
M. Rhodes/Z. Dennison

#### **CARRIED**

### **3.3. Request to Review the Program Approval Process**

SBC had questions about program changes that impact other faculties and how to ensure consultation was done with all affected faculties (for example: a Science degree adds a requirement of a CMNS course for their program). There is no step that requires cross-faculty consultation now, but when the program and course approval policy is revised, it would be beneficial to include a step addressing this issue. Mark Brosinski and Sylvie Murray are currently working on how to address this issue and any changes should be brought to UEC and APPC for information.

### **3.4. Common Program Review Recommendations**

Given the Core Review the Ministry has mandated all Boards initiate, a review of the common Program Review recommendations was suggested with a focus on a few themes: the elimination of the proliferation of courses and programs; undertaking course mapping to reduce the numbers of options and overlaps in the curriculum; mandating departments to produce 3-year timetables; and to put courses on a 2- (maybe 3-) year rotation.

There was much discussion on the common recommendations with the main discussion around benefits of creating pathways for students to complete their schooling and the different ways pathways could be created.

#### **ACTION:**

THAT a proposal for a Task Force with a clear mandate, a timeline, a set of goals, and a list of key readings on the topic be brought to the next APPC meeting for the committee to consider. Choosing the membership for this Task Force should be deliberate and thoughtful. – Eric

### **3.5. Student Engagement Report**

Item tabled to an upcoming meeting



**4. ADJOURNMENT and NEXT MEETING**

The meeting was adjourned at 4:30 pm.

Eric recognized that this was Wendy Burton's last APPC meeting as the Director of Teaching and Learning. Eric thanked Wendy for all of her contributions to the committee and acknowledged her work in establishing the office of Teaching and Learning.

The next meeting is January 22, 2014, 2:30 – 4:30 pm, A225/229

**5. INFORMATION ITEMS**

**5.1.** Geography Department Name Change

**5.2.** APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>

### Task Force Proposal

This proposal results from a motion at the December 11, 2013 APPC Meeting. The following tasks should be completed by the Task Force by the end of March 2014.

1. Review literature on completion rates, pathways, etc.
2. Identify best practices and best practice institutions for completion rates and student success. This will include evaluating various strategies, e.g., making student success courses mandatory, automatically registering students for required courses, giving students repeating a course the lowest registration priority, requiring Dean's approval for students repeating a course for the second time, mapping learning outcomes across disciplines and Faculties, making students with more than 120 credits see an advisor and limiting their registration to required courses, or creating accelerated and "stop and start" completion paths.
3. Test how easy it is for UFV students to complete degree programs in 4 years by reviewing timetables for at least the last four years.
4. Test how easy it is for transfer students to complete degree programs in two years. How consistent are our lower-level requirements with those of other institutions, especially the colleges?
5. Identify Departments that have 2- or 3-year timetables.
6. Identify programs that limit a non-program student's ability to take their courses and limit their own students' ability to take many non-program courses.

Background readings:

*The Chronicle of Higher Education: College Completion* <http://collegecompletion.chronicle.com/about/>

The following Education Advisory Board pdf documents:

*Building Pathways for New Student Segments*

*Hardwiring Student Success*

*Next Generation Advising*

*Meeting the Completion Challenge: Targeting High Return Student Success Strategies*



# MEMO

**To:** Academic Planning and Priorities Members  
**From:** Eric Davis, Provost and Vice President, Academic  
**Date:** December 4, 2013  
**Re:** Common Program Review Recommendations

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Given the Core Review that the Ministry has mandated all Boards to initiate—to ensure that student seats are being filled, graduates have marketable skills (i.e., that our programs contribute to their “career success”), that institutions “consider opportunities for realignment or reallocation of programs” and ensure actions/plans align with expected learning outcomes, that we look for “opportunities to collaborate with other public post-secondary institutions to minimize overlap and duplications,” and given that completion rates and time-to-graduation have become a Ministry priority—like everywhere else in the post-secondary world—and that in many places this is now tied to funding—in other words, we are very likely to shift from FTE- to performance-based funding (based on completion rates and timely graduation and grad numbers), it seems timely to revisit our discussion of common Program Review recommendations and focus on a few themes: the elimination of the proliferation of courses and programs, undertaking course mapping to reduce the number of options and overlaps in the curriculum, mandating departments to produce 3-year timetables and to put courses on a two- (maybe three-) year rotation. This relates to APPC’s decision to require the Provost to “streamline our . . . prerequisite and requirement rules.”

**Themes Identified in External Review Committee Recommendations  
(UFV Program Reviews, 2009 – 2012)  
That Correspond to Directions Given in the Ministry's Core Review Instructions  
and our Education Plan Update**

**For APPC Discussion**

**Services and supports for students, including:**

- Mandatory advising at certain points in the student cycle
- Mentoring opportunities (such as senior students mentoring lower level students)

**Enrolment management/program planning/scheduling** (to improve retention; to improve movement through program in a timely fashion; to use resources effectively)

- Longer term planning with respect to scheduling and course offerings
- Reviewing the potential for increased class sizes
- Reviewing time-to-completion (including in relation to above points)

**Organization of Programs and Courses**

- Programs focus on their strengths, as opposed to doing-it-all. In other words, programs should develop distinct signatures.
- Streamline credentials – reduce or eliminate concentrations to make it easier for students to complete, cut costs, and reduce the number of unfilled seats.
- Undertake course mapping to reduce the number of options and overlap in curriculum.
- Create a core set of courses that run regularly; rotate specialized courses and don't make them required.
- Reduce the number of courses that require highly specialized knowledge in favor of more general courses that more faculty can teach.
- Review pre-requisite structures to improve access to upper levels.

**Assessment**

- Devise outcome assessment strategies.



# MEMO

**To:** Eric Davis, Provost and Vice President Academic - Chair, APPC

**From:** John English, Dean, Faculty of Trades and Technology

**Date:** January 15, 2014

**Re:** Faculty of Trades and Technology Education Plan/Strategic Plan

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Attached is a Faculty Council approved Faculty of Trades and Technology Education Plan/Strategic Plan.

The Plan covers the period 2013-2015—the remaining time of the current planning cycle.

**Background:**

The Faculty of Trades and Technology did not present a comprehensive Education Plan at the beginning of the current planning cycle. This was done to allow the incoming Dean an opportunity to craft a new plan according to a new mandate. The first two years of the current planning cycle were covered by updates of the Plan from the previous planning cycle. This Plan will bring the Faculty of Trades and Technology into sync with the other Faculties.



# Faculty of Trades and Technology Education Plan/Strategic Plan 2013-2015

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## Preamble

The Faculty of Trades & Technology underwent a leadership change with a new Dean as of January 2012. In addition to the usual duties, the new Dean has an explicit assignment/mandate to *“articulate and realize a vision of how to integrate trades into an evolving academic university environment.”*

The Faculty is operating on the basis of an Education Plan that was filed for the 2012-13 year with the caveat of a one year time horizon versus the five year term followed by the other Faculties. This was done in anticipation of a new dean wanting to re-examine strategic directions based on a revised education vision. Notwithstanding that, the Faculty Council did identify new program priorities of an electronics specialty, agriculture, and hospitality event planning. Faculty Council also emphasized the requirement for a new governance system with emphasis on establishing program head positions as a means to function more efficiently, create developmental opportunities for faculty and succession planning.

An update to that plan was filed for the 2013-14 year along with a one year time horizon with the goal of preparing a full education plan and strategic vision effective the 2014-15 year. This document constitutes that plan.

The 2012-13 period was largely used for orientation and consultation mostly within the University and to a lesser degree with the external constituencies relevant to the interest of the Faculty of Trades and Technology. The principal objectives were to learn about the larger contexts in which the Faculty operates with emphasis on expectations, issues, priorities and opportunities.

## Background

Over the last fifteen years, there has been a significant shift in how careers in trades and technology are perceived. This has been driven by efforts to address a forecasted major shortage of employees for jobs labeled “the skilled trades” and other “non-university” qualified careers. Consequently such careers are no longer viewed as those that people of lesser ability find themselves in but rather as quality, well remunerated and rewarding careers chosen by those with clear ambitions to apply their capabilities in a very practical way.

The public school K-12 system has recognized that careers in the skilled trades and technology studies are no longer the default places to guide someone who is not suited for university but rather places of first choice by learners with interests and aptitudes of particular kinds. The K-12 system has broadened the palette of choices to include trades and technology courses and counsels students according to their interests.

The workplace does not view people with different qualifications and roles in a hierarchical sense based on the type of education required to qualify for a particular job but rather as a continuum that is

the range of skills and knowledge required of a team needed to carry out its functions. This is evident by remuneration, licensing and career mobility practices.

Trades and Technology programming are not usual elements of a university. Trades programming is governed and operated in completely different ways to those of a university as consequences of having evolved independently, having been driven by different principles and enabled under separate legislation. Technology programming, while have a similar look and feel to traditional degree programming, is arguably driven by different motives with employment being front and centre with intellectual development taking on a lesser place.

## Introduction

The University of the Fraser Valley has made a conscious decision to include and embed trades and technology programs in the range of programming offered. UFV's evolution from a community college to a regional university created many places where such programming could have been dropped. However, it recognized a duty to its region and the value of that programming as part of a comprehensive set of choices for students. More importantly, UFV has recognized that the distinctions between trades and technology and traditional university programming are largely artificial and that there is a significant value proposition to be realized by co-existing and being integrated.

What precisely is the value proposition of integration? What does that integration mean in practice? How will it be genuinely achieved? Certainly it means more than co-habitation, program laddering, coordinated programming and business practices. It means, among other things, participating in the affairs of the university, behaving in ways that shape the academy, and being a partner of other Faculties. It means participating in the larger endeavors of teaching, scholarship and service. It means operating and functioning using principles of academic governance. It means not only trades and technology integrating with the university but also the university integrating with trades and technology.

The Faculty of Trades and Technology Education Plan is in essence five things:

- a strategic plan to achieve appropriate integration (realize the value proposition);
- the activity the Faculty will execute to achieve its part of broader university initiatives;
- a program for meeting the expectations of the learners and regional industry; and
- a program for evolution towards academic governance; and
- a communications plan.

It is laid out as a series of goals with strategies to achieve those goals. The strategies contain specific actions and initiatives intended to be measured. Over time, the goals, the strategies and the actions will achieve progress, may evolve or even become irrelevant. Those will be reported in annual updates.

## Approach

Some of the goals articulated by this plan are a significant change from the present. Further, the goals and strategies may change as a consequence of the external environment, institutional expectations and from time to time an opportunity may present itself that is outside of the directions anticipated by this plan. A change management approach, described by a number of principles, needs to be clear and acceptable to those affected.

- Practice the art of the long view: Make decisions in the context of three to five years or more. Recognize that change takes time and thinking and ideas evolve.
- The past matters: There are usually good reasons for original decisions so it is necessary to know them to avoid creating a different problem by trying to solve the one at hand.
- Be strategic versus tactical: Measure which opportunities to seize and which to reject according to their alignment with key strategies.
- Support early adopters and exploit successes: This builds confidence, mitigates risks and allows individuals to pursue initiatives to which they are passionate and prepared to invest energy.
- Encourage and reward risk: Of course, this means properly managed risk. Without active encouragement, little will be gained for fear of failure.
- Work through partnerships: Partnerships bring strength and commitment to an initiative. While doing so often means compromise, the whole is inevitably greater than the sum of the parts.
- Understand opportunity costs.
- People must be able to clearly see themselves and their role in the overall mission if change is to be successful.

These principles will be integral to the manner in which goals are achieved and strategies are executed.

## Internal and Environmental Scan as Relevant to Trades and Technology

### The Faculty of Trades and Technology:

- traditional in terms of program mix, credentials, and method of operation
- UFV does not issue credentials for Industry Training Authority funded programs
- administration model does not use program heads but rather a dean and director
- high number of one person programs
- individual faculty manage their non-salary spending versus departmental management, except for agriculture
- with the exception of the Agriculture Diploma and Hospitality Event Management, programming is along the lines of the defined skilled trades
- funding for programs originate from two sources: the standard AVED grant from which most of the university programs are funded and the Industry Training Authority (the ratio is about 50/50--AVED funding applied to run trades programs is unusual in the system)
- contains its own Continuing Studies operation unlike the balance of the institution
- programs are typically capital intensive in terms of facilities and equipment
- there are a number of dual credit high school/entry level programs operating as partnership programs with regional school districts

### The University:

- The university has expressed its commitments, directions and ideals in its strategic plan, education plan and research plan
- the Dean of the Faculty of Trades and Technology has been issued an explicit mandate to integrate the Faculty into the university
- institutional learning outcomes have been introduced to codify the common attributes of all graduates
- indigenizing the academy is an effort to increase aboriginal participation, become a culturally safe place, and develop responsive programs that recognize traditional ways of knowing
- internationalization is priority with the goals of bringing UFV to the world and the world to UFV
- fiscal challenges have become more acute largely due to financial pressures originating external to the institution
- institutional program mix is being considered in the context of program prioritization

### The Region:

- agriculture forms the largest segment of the regional economy
- construction and manufacturing are significant aspects of the regional economy
- Local school districts are creating options and opportunities for learners to pursue trades and technology careers
- community support for trades and related initiatives is very strong

### Provincial:

- the BC Jobs Plan is a high priority
- trends in funding appears to include more one time money with specific program requirements
- focus is on education that leads to jobs and careers

**Goals:**

Over the last year, the Faculty has set for itself a series of major goals. They are derived from the following:

- Dean's mandate
- institutional mandate and strategic objectives
- institutional priorities as expressed in various plans
- Faculty of Trades and Technology ambitions
- environmental scans
- advice of and consultations with faculty and staff
- an inventory of outstanding issues and concerns related to the operational requirements of the Faculty
- advice to the agriculture department from an in-depth consultation plan

The key goals in no particular order are:

1. **Integrate trades into the evolving University of the Fraser Valley environment.**

Rationale: This is derived not only from the Dean's mandate but a strong desire by faculty and staff to be contributing members of the larger organization, create expanded opportunities for all learners, and maximize benefits for both the Faculty of Trades and Technology and the other Faculties and business units of the organization.

2. **Serve the interests of the Industry Training Authority (ITA) as the Province's mandated authority for skills training.**

Rationale: The ITA is mandated by legislation to oversee trades training in BC. It designates trades, determines qualifications, issues credentials and funds programs. The ITA looks to and contracts post-secondary institutions to conduct training and education to meet those ends. As the only regional public post-secondary institution in the Fraser Valley, it is incumbent upon UFV to offer a palette of trades programming to meet the regional trades needs as determined by the ITA.

3. **Respond to UFV's strategic plan, education plan and other university wide initiatives.**

Rationale: The Faculty of Trades and Technology is a servant of the objectives and ambitions of the larger institution and is responsible for contributing its expertise and particular kind of programming to that end.

4. **Define and seek acceptance of a core business definition for the Faculty of Trades and Technology.**

Rationale: Intended as a means to achieve a broad understanding of the role of the Faculty and to serve as a basis for choosing programming directions. Without clarity around a particular role and purpose, it is not possible to contribute to the greater

good in an organized fashion. It is not possible to make optimal choices such as which activities to initiate or seize or reject, allocating resources, and making key investments. This is especially so when planning using the long view. A clear core purpose increases overall efficiency and permits others to exploit respective strengths.

5. **Ensure programming is reflective of current needs, is locally relevant, contributing to the University's larger programming interests and aligned with the Faculty's core business.**

Rationale: An explicit programming palette that maps cleanly and directly to the needs of the communities being served ensures relevance for and the confidence of University's constituents.

6. **Create a robust set of continuing studies and contract and industry services programming.**

Rationale: Many of the needs of individual practitioners, businesses and industry are not in the form of entry level-type programming that characterizes the bulk of the Faculty's programming. Ongoing learning, upgrading and technical specialty knowledge is necessary to meet the expectations of the community.

7. **Improve the stability of programming operations.**

Rationale: Small and one-person programs are very vulnerable to disruption from the usual frailties of people and random events. Accordingly they pose a risk to the institution. Ways to mitigate those risks are necessary.

8. **Become a more effective and cohesive team, business unit and community of interest with specific attention to leadership, succession planning, transparency and consultation.**

Rationale: The effectiveness of the teaching community directly impacts the quality of the learner experience and the quality of work life. An effective and engaged community of professional educators who know they have opportunity, control and access to information will contribute more to the overall wellbeing of the institution. Faculty and staff have expressed a powerful desire to play a meaningful role in shaping the academy.

9. **Be better prepared for less predictable (e.g., one time) and ad hoc funding events.**

Rationale: One time funding, ad hoc funding events and short lived opportunities are likely to become a more normal way of operating. This is demonstrated by events such as one time operating funding to address the BC Jobs Plan, a significant and unanticipated capital injection and Ministers' mandates to establish an Agriculture centre of excellence are examples.

**Goal #1 Integrate trades into the evolving University of the Fraser Valley environment .**

**Strategy #1: educate the broader university community about trades and technology and their role in the provincial education system.**

Activities:

- The dean to meet with external-to-Trades and Technology groups and individuals who are influential and interested in the nature of trades and technology, explain the mandate and initiate conversations about the future role of trades and technology at UFV. *Completed a thorough consultation of all major players at the university. Ongoing.*
- The dean to participate in institutional committees with the goals of learning about the larger university community and conveying a trades and technology perspective in deliberations. *Underway and ongoing.*
- Bring other university community members to the Faculty of Trades and Technology to explain their programs and roles and create linkages. *Underway and ongoing.*
- Formally present about trades training throughout the institution. *Planned.*
- Encourage participation of trades and technology faculty and staff to be members of key committees and councils. *Underway and ongoing.*

**Strategy #2: express trades and technology programming structure and organization more like programs found in other parts of the university without negatively impacting the primary duty to the Industry Training Authority.**

Activities:

- Create formal program and course outlines. *This has been in place in Drafting and Agriculture and was initiated this year in Plumbing and Hospitality programs. All programs follow at least an externally defined syllabus that can be the basis for a formal outline. The objective is to have all programs with formal UFV course outlines and syllabi within one year.*
- Construct all programs along the lines of courses. *This has been in place in Drafting and Agriculture and was initiated this year in Plumbing and Hospitality programs. The objective is to have all programs in course format within two years.*
- Seek university credit recognition for each course. Credits are not to be “vocational” or different in any way to other credit recognition found in regular programming. *Discussed and anticipating the work by UEC subcommittee on course credits (trades representation is strong on that committee).*

**Strategy #3: ensure compliance of trades and technology programs and operations with general university policies.**

Activities:

- Undertake a comprehensive review of all university policies and identify places where Trades and Technology is not in compliance. Initiate action as required to achieve compliance. *Such a review has been initiated under the auspices of Faculty Council last year and will continue next year. Several aspects of the Ed Plan have been identified as a result of the review.*

**Strategy #4: encourage greater participation in university affairs by faculty and staff.**

Activities:

- Encourage involvement in committee work with emphasis on those dealing with policy and decision making. *The dean to actively approach and encourage individuals to seek particular positions. Noticeable presence of trades and technology faculty on committees. Ongoing.*
- Adopt practices that allow faculty to find alternatives to being in the classroom 100%. These can include things such as team teaching, independent student work, etc. *Actions of this nature are being proposed and piloted in disciplines such as Electrical and Heavy Duty Mechanics. Ongoing with the intent to formalize options.*
- Seek resources from existing budget allocations to permit increase in teaching releases. This is being pursued in combination with the exploration of a new administrative and academic leadership model. *At the conclusion of the 2012-13 fiscal year, it appears that as much as \$60K can be identified for this purpose. Discussions and activity have ramped up in September 2013.*

**Strategy #5: seek early adopters that will recognize trades and technology learning as part of programming requirement.**

Activities:

- Work with institutional influencers to identify specific opportunities for credit and/or advanced standing to be granted for prior trades and technology achievement. *Working with Cheryl Dahl, several early adopters have been identified. In the case of the Global Development Studies Degree, formal recognition has been granted for two lower level and two upper level electives for anyone who has completed trades and technology credentials in listed programs. Discussions with two other program areas are underway to consider possibilities. [Until programs are quantified as courses and credits and program and course learning outcomes are complete, this activity will be on a case-by-case basis only]. Sylvie Murray is now the coordinator for new programming we are working with at UFV.*

- Seek and consider a range of models whereby trades and technology learning (programs and courses) can be used as within the program requirements of non-trades programs. *Dialogues are under way to consider possibilities including such possibilities as program minors.*

**Strategy #6: seek early adopters who will recognize previous learning from other programs for advanced standing in trades and technology programs.**

Activities:

- As trades programs are presented as a series of courses, it will become evident where and how this might apply. *Planned.*

**Strategy #7: look for overall alignment with the institution's policies and practices with the goal of minimizing the number of places Trades and Technology are operationally different.**

Activities:

- Through Faculty Council, complete a systematic review of all University policies to identify and rectify places where Trades and Technology are not compliant. *A faculty member is leading the process and has completed and reported to Faculty Council on compliance with three major institutional policies. Steps to rectify non-compliance are underway. This will continue through the coming year.*

**Goal #2 Serve the interests of the Industry Training Authority (ITA)—as the Province’s mandated authority for skills training.**

**Strategy #1: meet ITA utilization targets.**

Activities:

- Address low enrolled programming specifically. *Marketing and advertising was underway with the purpose of shoring up enrolments for September 2013.*
- Actively promote programming in the region through participation in regional events and initiate UFV activities that encourage potential students to consider trades. *Consistent participation in the initiatives of our school district partners and industry partners. Among a variety of activities in this regard, a standout was the coordinated BC Skills competition in conjunction with the Trades and Technology open house. Faculty and staff consistently work to ensure these events are successful.*

**Strategy #2: respond to the relevant parts of the ITA’s strategic initiatives and plans.**

Activities:

- Work through the British Columbia Association of Trades and Technology Administrators (BCATTA) and its subgroups to develop system wide responses to the strategic directions of the ITA. The Director of Trades and Technology is an active member of BCATTA and regularly coordinates UFV Trades and Technology operations at the provincial level.
- Respond to specific initiatives by seeking institutional support and adjusting business practices. Apprenticeship support and standardized level exams are two examples. UFV has been a part of provincial dialogues.
- Encourage and support faculty to be a part of and contribute to the work of their provincial peers. Many faculty are participants and in many cases chair key provincial committees addressing curriculum, standardized programming, industry liaison, program standardization to name a few.

**Strategy #3: work through the Trades Training British Columbia (TTBC) consortium and the Association of Trades and Technology Administrators (BCATTA) to influence the ITA and present a common view and coordinated set of activities with the other major trades and technology education institutions.**

Activities:

- Attend TTBC meetings. *UFV always has representation at TTBC meetings and discussions.*
- Attend BCATTA meetings and participate in subcommittees concerned with specific issues. *The Director regularly attends and participates in a number of*

*subcommittees that prepare position papers and other reports that advise and lobby the ITA.*

- Faculty participate in BCATTA sanctioned initiatives around specific issues. UFV's faculty regularly provide expertise and support to such initiatives. *A range of issues addressed during the previous year include among others Heavy Duty foundations changes, Welding changes, level exams, apprentice support and level examinations.*

**Strategy #4: maintain dialogues and healthy institutional and program relationships with the ITA.**

Activities:

- Regularly meet with key contacts at the ITA to ensure there is a communications pipeline and UFV's circumstances are adequately represented and reported. *The Dean and the Director meet with ITA representatives throughout the year and when specific matters surface. Matters addressed during the last year include restoration of Welding funding cuts, level exam requirements and potential areas of growth.*
- Ensure planning and reporting is completed and matters of concern are discussed constructively. The Dean and the Director ensure that reporting is conducted and communicated throughout the year and that meetings with the ITA take place. *During the last year a series of specific ambitions and program proposals were tabled, financial and training plan reconciliations were completed (including some corrections that resulted in withdrawal of financial clawbacks).*
- Ensure there are working relationships between faculty and corresponding representatives of the ITA. *Faculty initiate and maintain a series of communications and working channels as part of their regular duties. Working on specific committees and other initiatives.*

**Goal #3 Respond to UFV's strategic plan, education plan and other university wide initiatives.****Strategy #1: develop explicit responses to each of the elements of UFV's institutional level goals and initiatives.**

## Activities:

- ILO's: Complete program learning outcomes and alignment with institutional learning outcomes. *Completed by the end of June 2013.*
- ILO's: Complete course learning outcomes and alignment with program learning outcomes. *Planned for 2013/14 but linked to the development of courses as program components.*
- Internationalization: In cooperation with UFV International, develop program proposals as opportunities present themselves on a market basis. *Developed and implemented a one year post-degree diploma program in Hospitality and Event Management. Marketing efforts are underway with a proposed intake date of January 2014.*
- Internationalization: Continue to accept international students into Foundations programs as capacity permits. *To date, small numbers of international students have been admitted to trades and technology programs mostly on an opportunistic basis. This is partially due to the nature of apprenticeship programs, enrolments at capacity, and that such programming is not typically in demand.*
- Internationalization: Develop a strategic approach to attracting international students. *Consultations have been undertaken to learn about the demand that trades and technology can have to international students. An explicit and planned approach will be developed over 2013/14.*
- Internationalization: Seize opportunities for international work for faculty. *Activities included engagement with Canada Wood to develop carpentry (wood frame construction) programming. Specifically, carpentry faculty attended Canada Wood summit in China to consult with twenty institutions about their training; developed a summer program to be offered in Chilliwack to Chinese students who have completed wood frame studies in China [frustrated by visa office labour dispute and is now to be offered summer 2014—this is an ongoing program]; and began work to develop advanced curriculum for Canada Wood to offer at up to twenty Chinese institutions. Agriculture international efforts include Holland, China and India.*
- Indigenization: Seize opportunities to serve aboriginal learners with programming designed to accommodate and meet the expectations of First Nations. Ensure such programming is conducted in ways that touch on and inform the broader community of learners at Trades and Technology. *The Faculty have been working*

*with the Vice-Provost Office and Aboriginal Access Services to offer a trade's credential (by the ITA) in the Residential Building Maintenance Worker program. The program is in partnership with Sto:lo and forms a component of a larger program: Turning the Page.*

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**Goal #4 Define and seek acceptance of a core business definition for the Faculty of Trades and Technology.**

**Strategy #1: initiate a conversation inside the Faculty of Trades and Technology about the core business of the Faculty and how it meets the base mandate of the Faculty and how it can lead to expanded opportunities for learners and add value to other programming.**

Activities:

- Based on broad consultations both internally and externally to the Faculty, develop a draft statement for the core business and obtain faculty council approval. *A draft statement was tabled at faculty council in April 2013. It is to be concluded in the Fall of 2013. A collaborative effort with Science is underway for an agriculture degree.*

**Strategy #2: consult broadly inside the University about the purpose and role of the Faculty of Trades and Technology and how that might be expressed in a core statement.**

Activities:

- The Dean to discuss the role of Trades and Technology with the other Deans and key individuals internal to UFV. *Completed during 2012/13 with the results reflected in a draft core business statement [see [Appendix #1](#)].*

**Strategy #3: propose a name change to the Faculty of Trades and Technology that is reflective of its mandate, its core business and the expanded nature of programming that may result from a revised core business.**

Activities:

- Determine the impact of a name change. *Consultations with other deans and key individuals have begun and responses are to be communicated to faculty council in the Fall of 2013.*
- Faculty council to debate the issue of a name change and reach a consensus on the matter. *Based on core business statement and consultations, faculty council discussed in Fall of 2013 [see [Appendix #1](#)].*

**Goal #5 Ensure programming is reflective of current needs, is locally relevant, contributing to the University's larger programming interests and aligned with the Faculty's core business.**

**Strategy #1: Notwithstanding that a core business statement is in development, seize programming opportunities that are apparently aligned with the current expectations of the Faculty of Trades and Technology and the key economic sectors of the region served by the University (e.g., agriculture, manufacturing, construction, professional services and aerospace).**

Activities:

- Current activities include the development and implementation of the post-degree program in Hospitality and Event Management, proposals for a specialty electronics program focusing agriculture automation installation and maintenance and a variation on heavy duty mechanics towards agriculture equipment. *The Hospitality program is ready to receive an international cohort in January of 2014. The electronics and heavy duty programs are flagged in the current capital campaign for agriculture related equipment.*
- Programs for crane operators, power line technician and boilermaker are under consideration with industry partners. *These initiatives are in the discussion phases with industry partners and advocates.*

**Strategy #2: Within the context of a core business statement, building on the strengths of existing programming, and in coordination and cooperation with other programming at the University, propose a comprehensive set of programs intended to meet the developing needs of the Fraser Valley region with emphasis on key economic sectors.**

Activities:

- Upon completion of a core business statement and a corresponding identity develop a set of aspirational future program list. *Development is underway and completed January 2014 [See [Appendix #2](#)].*

**Goal #6 Create a robust set of continuing studies and contract and industry services programming.**

**Strategy #1: build on the successes and strengths of the existing collection of continuing studies and contract services programming.**

Activities:

- Continue with the current selection of programming but seize obvious opportunities to expand where there is clear demand and profit. Expansion with industry partners underway in agriculture. *Ongoing.*

**Strategy #2: identify challenges and obstacles to expanded programming with a view to finding solutions and removing barriers.**

Activities:

- Assemble a committee of faculty and staff to direct the process. *In progress.*
- Systematically investigate and prepare recommendations that address challenges and barriers. *A consultant has been engaged and has tabled a draft report.*

**Strategy #3: identify and seize programming opportunities to pursue in the near term that are logical extensions of regular programming and relatively straight forward to implement and simultaneously identify programming with low likelihood of success and low margins to be avoided.**

Activities:

- Engage a consultant to investigate and make recommendations. *Intended for Winter 2014.*

**Strategy #4: identify market opportunities for contract services.**

Activities:

- Engage a consultant to investigate and make recommendations. *Intended for Winter 2014.*

**Goal #7 Improve the stability of programming operations.**

**Strategy #1: create a “farm team” of potential regular faculty by maintaining a complement of relief faculty, part time faculty and continuing studies faculty.**

Activities:

- Notwithstanding codified limitations, seize opportunities to engage interested potential faculty for relief instruction when regular faculty are on leaves or new programs are piloted. *New faculty have been sought out and hired to replace faculty on leave in Welding and Architectural Drafting. In the case of Architectural Drafting, several replacement faculty have been brought on to teach specialty elements of the program. The new international post-degree certificate in Hospitality and Event Management has multiple new faculty focusing on areas of specialty.*
- Seek out contract work to create opportunities to hire new faculty. *The new Residential Building Maintenance Worker program, contract work with Canada Wood and the international focused Hospitality and Event Management Post Degree Certificate have created opportunities to bring on new faculty.*

**Strategy #2: increase the overall scale of operations of programs with extension activities such as part time studies, contract services, and international activities.**

Activities:

- Create new self-funded programming based on and allied to funded programming. *The new international post-degree certificate in Hospitality and Event Management certificate program has significantly broadened the base of what was a single person program.*
- Access incremental funding on an opportunistic basis to expand programming. *Recent Ministry one-time operating grants intended to address the BC Jobs plan has been accessed for increased programming in Welding, Culinary, Heavy Duty and Agriculture programs resulting in one or two person programs becoming larger.*

**Goal #8 Become a more effective and cohesive team, business unit and community of interest with specific attention to leadership, succession planning, transparency and consultation.**

**Strategy #1: open up all information regarding Faculty operations including budgets, spending, and other administrative processes.**

Activities:

- The Dean to present and discuss the complete operating and special funds budgets in open forums. Seek input to appropriations and spending strategies and address specific concerns. *The Dean has conducted open forum budget presentations and detailed specific matters. This is a regular practice.*
- Make budget materials openly available to all Faculty and Staff. *While these materials are not distributed, they are available to anyone who would like them.*

**Strategy #2: create opportunities for faculty and staff to exercise leadership ambitions.**

Activities:

- Address the general governance and management model of the Faculty and consider the introduction of program heads or equivalent. *The Dean completed individual consultations with all faculty and staff. Completed presentations about academic leadership by the VP Academic. Settled on a process of a smaller representative group and completed a working session that concluded that the program head model found elsewhere in the organization is likely not appropriate for Trades and Technology. Ongoing.*
- Seek out teaching release resources on an ad hoc and opportunistic basis to allow faculty to take on specific tasks representing the Faculty. *A small number of these have occurred on an as-required basis.*

**Strategy #3: seek ways to release faculty from scheduled classroom activity to permit greater involvement in institutional governance and other initiatives that shape the overall organization.**

Activities:

- Seek financial resources within existing budgets (through a variety of efforts including refined allocations, eliminating non-core functions, etc.) to allocate to teaching releases to permit faculty and staff to participate in committee and other work that otherwise would conflict with the teaching schedule. *There have been a couple of examples of this done on an ad hoc basis. The real intent of this is to address the program head or equivalent concern that is still being considered.*
- Consider alternate teaching schedules. *A pilot for a four day teaching week was proposed and rejected by students. Further, on a case-by-case and day-to-day*

*basis, students have been assigned work for self-study while an instructor is addressing another matter. Other possibilities are in development.*

**Strategy #4: encourage the institution to conduct more business around the relatively strict teaching schedules found in trades programs.**

Activities:

- Remind other parts of the institution that Trades schedules are more restrictive and the Chilliwack location presents some challenges. *In fact, the larger institution has made adjustments to schedules and methods to accommodate limitations in Trades. Ongoing.*

**Strategy #5: develop skills in conflict management and resolution, functioning as part of a team and methods for achieving consensus.**

Activities:

- Actively and openly address the issue of conflict. Change the perceptions of conflict as being entirely negative and formally introduce methods for constructive conflict. *Started with a Myers-Briggs inventory for all faculty and staff and management as the first step in appreciating the varying nature of people and learning about others' strengths and ways of operating. The immediate follow up from this is to use the results of the Myers-Briggs inventory to address specific situations. Subsequent work will include methods and practices designed to reach agreements or at least achieve modus vivendi.*

**Goal #9 Be better prepared for less predictable (e.g., one time) and ad hoc funding events.**

**Strategy #1: have at hand a set of programming priorities and plans that are aspirational in nature but well understood in terms of financial and operational implications.**

Activities:

- Based on recent experiences develop a short list of potential programs that can be activated quickly. *Ongoing. [See [Appendix #2](#)].*
- Develop a thorough understanding of bottlenecks and limitations on short response times and attempt to mitigate them in advance. *Dean and Director working with Facilities to redevelop physical spaces at TTC to gain flexibility.*

**Strategy #2: encourage the development of program approval processes that are accommodating to the requirements of short lead times.**

Activities:

- Work with various governance bodies on matters of program approvals and bring Trades and Technology perspectives to their outcomes. *Dean is working on a subcommittee looking into accelerated program approvals. Faculty on various governance committees providing input. Ongoing.*

**Strategy #3: have well developed and current information at hand regarding cost accounting, revenue models and boilerplate agreements.**

Activities:

- Work with Finance and others to ensure accurate cost accounting over the course of the fiscal year. Record spending where it happens. *Ongoing business practice.*

**Strategy #4: maintain up to date capital requirements including knowledge of depreciation and maintenance schedules.**

Activities:

- Build on the work done over the last year in preparing capital lists that were created for Ministry purposes. *Ongoing.*

**Strategy #5: create a strong relationship with the Advancement Office to be able to capture opportunities and maximize what those opportunities generate.**

Activities:

- Support the Advancement Office's initiative in creating a dedicated representative/contact for Trades and Technology. *One individual has been assigned to Trades and Technology and he has been working directly with Faculty and Staff over the last year to support gifts and donations that are brought to the Faculty. Ongoing.*

- Establish a regular line of dialogue with the Advancement Office about specific initiatives and create the relationships to be able to seize and maximize opportunities. *Ongoing.*

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**Appendix #1: Core Business Statement and New Faculty Name**

Organizations that do not know and remain focused on their core business are often side tracked into ventures not well understood, run inefficiently, pay opportunity costs and end up with risks that cannot be easily managed. The intended core business is negatively affected and the overall reputation of the organization can be impacted. In times of tight resources, non-core investments can reduce options and force decisions that are not in the best long term interests.

The Faculty of Trades and Technology needs to be explicit about its core business. Clearly its mandate is derived by the University and is related to other components of the University. In short, it is not free to make declarations but rather seek the approval to express its core business within the larger contexts. Experience has taught us what we are good at, what our community is asking of us, where we reside in the spectrum of programming at the University and where future needs lay. We are in a good position to propose and advise others about what that core business should be.

A statement about core business can serve as an important touch stone as we propose and make choices about new programs, revisions to programming, investment in infrastructure and build intellectual capital. It can serve to communicate to others what we can contribute to the University in the pursuit of its mission and goals. In many ways, it is a contract with the University that commits us in unambiguous terms to deliver on our charge.

The proper name of the Faculty should reflect that core business. The name should express the underlying character of the kind of experience and knowledge a student might expect.

Proposed name:

**Faculty of Applied and Technical Studies**

Proposed core business statement:

**The Faculty of Applied and Technical Studies offers one year or less, two year, and apprenticeship programs in applied technical disciplines that prepare students to enter the workplace with a well-defined set of knowledge and skills.**

**Appendix #2: Program Ambitions**

Program Area	Ambition
Agriculture: Includes the diploma and certificate programs. Degree programs are in the Faculty of Science.	Respond to growing demand by adding capacity. This is necessary to meet industry expectations and to provide qualified diploma graduates to enter the Science Degree.
Aircraft Structures	Develop advanced courses in composite repair and maintenance for delivery as Industry Services.
Architectural Drafting	Develop more continuing studies and industry services programming to support new and specialized software.
Automotive	Develop more continuing studies and industry services programming. Target this to specific manufacturers (in the form of strategic partnerships) and specialty topics.
Autobody Collision	Develop more continuing studies and industry services programming.
Carpentry	Develop more continuing studies and industry services programming. Specifically, continue to develop partnership with Canada Wood in China.
Culinary Arts	Develop more continuing studies and industry services programming. Add apprenticeship technical training as market demonstrates demand. Work in cooperation with Agriculture and Hospitality to develop programming that connects the three disciplines (e.g., the Field to Fork event).
Electrical	Develop the UFV Diploma credential for apprenticeship graduates. Develop more continuing studies and industry services programming. Work in partnership with Electronics and Physics to develop the Agriculture Automation Technician Certificate.

Program Area	Ambition
Electronics	Work in partnership with Electrical and Physics to develop the Agriculture Automation Technician Certificate.
Heavy Duty Mechanics/Commercial Transport	Add Apprenticeship technical training. Develop the Farmwright Certificate.
Hospitality Event Planning	Continue to grow the international certificate program. Collaborate with Culinary arts and agriculture in feature events.
Joinery	Develop more continuing studies and industry services programming.
Plumbing and Piping	Add Apprenticeship technical training. Develop more continuing studies and industry services programming.
Welding	Develop more continuing studies and industry services programming.

University of the Fraser Valley

# UFV Student Engagement Experiences

Katherine Watson, PhD. and Victoria Bryce  
8/15/2013

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## **Executive Summary**

In 2009, the University of the Fraser Valley scored top marks among British Columbia universities in the Globe and Mail's Canadian University Report. In subsequent years, UFV placed first in B.C. in the categories of quality of teaching and learning, instructors' teaching style and academic counseling. In addition, UFV tied for first place in the categories of most satisfied students, student/faculty interaction, class size, career preparation, research opportunities, information technology and work-play balance. As a consequence many people at UFV started to ask what practices and policies were first producing and further supporting these results?

To further understand these issues it was decided that a Student Engagement Plan should be developed to delve deeper into what was behind our high student ratings and how we could maintain and improve these ratings through future planning. Additional research was therefore necessary in order to add student voices to the discussion and to hear in their own words what experiences helped and hindered them at UFV.

Representative focus groups were chosen to examine issues that shed light on four of the NSSE factors affecting student engagement. This includes student-faculty interaction, enriching educational experiences (centering on co-curricular involvement), active and collaborative learning and the supportive campus environment. The fifth factor of academic challenge was beyond the scope of student participant experience and therefore was not included. This report

details the responses we received in these four areas and makes several recommendations for future action.

38 students were recruited and agreed to attend a focus group to discuss their experiences. A standardized focus group protocol, including the questioning line (see Appendix A), was developed by the leadership group (see Appendix B). The questions were specifically designed to allow for open discussion to afford the opportunity for the respondents to provide untainted expressions that were important to them and potentially free of researcher bias.

All the focus group interviews were recorded and later transcribed. Analysis of the transcribed data was conducted using NVivo software that facilitated a constant comparative method through coding. This allowed us to categorize student responses and discern patterns.

### **Student-Faculty Interaction**

When asked what was the best part of their experience at UFV, students overwhelmingly responded that the relationships and interaction they had with faculty was most important. It was striking to hear how meaningful and central this connection was to student participants. Many students characterized their experience with instructors in two main ways. The first was how helpful instructors were to students and the second was the level of caring that instructors demonstrated. Student participants also identified two main factors that facilitated interaction as small class sizes and the accessibility of the instructor.

### **Enriching Educational Experiences**

Participating in the life of a university campus by attending events and engaging in co-curricular opportunities was identified by NSSE as an important factor that fostered engagement and belonging among university students. Students in the focus groups who did participate in co-

curricular events did so for three main reasons. The first was to meet new friends and find community on campus. The second motivation was to learn something new or to gain experience for future careers goals. The third motivation mentioned was that students received incentives such as food and prizes.

Students participants in the focus groups who did not attend events or get involved in co-curricular activities discussed how a lack of time due to coursework, commuting and family and/or work obligations kept them busy. The culture of the commuter campus (where people just come for class and then leave) along with a lack of a sense of community and apathy among students were also cited as factors that could not be easily solved.

### **Active and Collaborative Learning**

When asked to discuss what assignments and activities were most effective or powerful for their learning, student participants discussed three main types including applied (research) assignments, research with instructors, and community involvement. A minor theme of co-operative experience<sup>1</sup> was also notable. Meaningful involvement and making a difference both personally and for others seemed to tap into the passion of why education matters to students across different disciplines.

### **Supportive Campus Environment**

An important part of student experience is the campus environment. While a wide range of facilities, services and supports are available at UFV campuses, students focussed their attention on immediate support and resources they felt they needed. In particular, many students

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<sup>1</sup> This is a minor theme due to only 13% of sample having taken part in co-op at UFV.

mentioned the support and services they received from advising, media services, the library and Math and Writing Centres. In regards to advising, student participants were divided in their experience. Some were disappointed and complained that they were given incorrect information which hindered their academic progress. Other students spoke about how advising really helped them make good decisions and changed their lives.

### **Additional Challenges**

The general consensus in the focus groups was that by far the worst, most frustrating aspects of UFV campus experience was the registration process, the long waitlists and the timing of when schedules are released (this refers to class schedules and exam schedules). In addition parking, the U-Pass, SUS fees and over-regulation were also seen by many participants as problematic.

### **Key Directions**

The focus groups served to both reveal some of the underlying issues related to areas of the student experience and may lead to further discussion. In particular, UFV may want to address:

- Ways to reach commuter students and form a connection. Some suggested providing coffee at pay parking stations as well as information about programs, services and events.
- Build on the success of mentorship programs where they exist
- Quality of service across the divisions and across food services operations
- Review (perhaps to reform) the regulations about food and alcohol service by student and dept groups
- Investigate ways to keep small class sizes but reduce waitlists (through additional sections) especially for required courses in programs
- Messaging to encourage co-curricular participation and institutional pride
- Enhanced and consistent, two-way, communication between the University and its students. (IM, text messages, etc).
- Encourage student research and community grounded assignments across the curriculum

## **Introduction**

### **Context**

In 2009, the University of the Fraser Valley scored top marks among British Columbia universities in the Globe and Mail's Canadian University Report. In subsequent years, UFV placed first in B.C. in the categories of quality of teaching and learning, instructors' teaching style and academic counseling. In addition, UFV tied for first place in the categories of most satisfied students, student/faculty interaction, class size, career preparation, research opportunities, information technology and work-play balance. As a consequence many people at UFV started to ask what practices and policies were first producing and further supporting these results? The assumption being that UFV should continue to encourage these practices and policies, and to make sure they flourished especially at a time of tight budgets and as many of the experienced faculty moved into retirement.

As staff, faculty and administrators we know that engaging students in our institutions in multiple positive ways helps them to remain with us, learn more effectively, enjoy their student experience, and prepare for life outside of higher education. The National Survey for Student Engagement (NSSE) has identified five areas that affect level of student engagement. These include level of academic challenge; active and collaborative learning; student-faculty interaction; enriching educational experiences; and supportive campus environment.

To further understand these issues it was decided that a Student Engagement Plan should be developed to delve deeper into what was behind our high student ratings and how we could maintain and improve these ratings through future planning. Additional research was therefore necessary in order to add student voices to the discussion and to hear in their own words what experiences helped and hindered them at UFV. Representative focus groups were chosen to examine issues that shed light on four of the NSSE factors affecting student engagement. This includes student-faculty interaction, enriching educational experiences (centering on co-curricular involvement), active and collaborative learning and the supportive campus environment. The fifth factor of academic challenge was beyond the scope of student participant experience and therefore was not included. This report details the responses we received in these four areas and makes several recommendations for future action.

### **Student Experience Focus Groups**

The collection of student experiences was executed over several weeks in October and November 2012. The project was led by Drs. Elizabeth Dennis and Katherine Watson with the assistance of Victoria Bryce. A sampling frame of 153 students was constructed by Institutional Research and stratified by Program (Arts, Science (including KPE) and Mixed (Health, Social Work, Business and CYC). Only degree students with a cumulative GPA of at least 2.67 (C+) and who had finished at least 60 credits as of the Summer of 2012 were included. This ensured a fair representation of all programs and of those students who are third or fourth year with a C+ average.

Students on this list were each contacted by email asking if they would be willing to participate in the focus groups. Several days later all students who had not responded were sent follow-up

emails and phone calls. 38 students were recruited and agreed to attend a focus group to discuss their experiences. The response rate was 24.8% which is low overall, but relatively high given that student response rates are often between 5-15% as reported by Institutional Research staff. An incentive of a \$10 Starbucks card and a chance at winning \$500 no doubt helped to increase student interest in the project. Over a three week period in October and November of 2012, 6 focus groups took place involving 38 students. Each group had between 3-10 students and lasted 60-90 minutes.

A standardized focus group protocol, including the questioning line (see Appendix A), was developed by the leadership group (see Appendix B). The questions were specifically designed to allow for open discussion to afford the opportunity for the respondents to provide untainted expressions that were important to them and potentially free of researcher bias. Questions were also designed to allow students from different programs and disciplines the opportunity to speak about their specific experiences in regard to campus life, curriculum and teaching and learning issues. The protocol was field-tested and refined based on feedback from the test group participants.

Victoria Bryce was trained as the group facilitator for the project. As an alumni of UFV, she was familiar with the various issues but she was unlikely to know the student participants thus protecting their confidentiality. She also provided a consistency to the interviews which embedded the standardized protocol. Confidentiality of participants was further maintained by use of first names only during the group interview. In the transcript participants were only identified by letters.

All the focus group interviews were recorded and later transcribed. Analysis of the transcribed data was conducted using NVivo software that facilitated a constant comparative method through coding. This allowed us to categorize student responses and discern patterns. Quotations from students throughout the report have been selected not necessarily as typical or representative but as the most illustrative of the issues raised. Inevitably, participants made comments that reveal a lack of awareness for programs, services and interventions already in place.

### **Student-Faculty Interaction**

*"I actually think the interaction with teachers is the best thing we've got here".*

When asked what was the best part of their experience at UFV, students overwhelming responded that the relationships and interaction they had with faculty was most important. It was striking to hear how meaningful and central this connection was to student participants. Many students characterized their experience with instructors in two main ways. The first was how helpful instructors were to students and the second was the level of caring that instructors demonstrated. Student participants also identified two main factors that facilitated interaction as small class sizes and the accessibility of the instructor.

The first important theme was the level of helpfulness that students perceived an instructor to offer. This manifested itself either internally on campus and/or externally in the community. Internally, help was often characterized as a willingness on part of the instructor to assist a student to learn or deal with curriculum material if they were struggling.

*" They want you to succeed".*

Externally, instructors' level of helpfulness outside of the classroom, were seen in introducing students to new social networks in the community, providing references and possible future career prospects. Although the external aspect was mentioned with less frequency than the internal help, it was seen by many as a key component.

*"I like the networking and the community a lot of the professors here work in this community or are really close by so there's a lot of networking into the community... I have job prospects..."*

The second theme was the perception of how much an instructor cared. This manifested itself in two ways. The first is caring about the students in regard to student interests, goals and learning. The second manifestation is how much instructors were perceived to care about the material being taught and if they had a passion for the subject.

*"I think the teachers here, they enjoy their jobs and they have a passion for it and so many of them will take time out of the class to help".*

By far the greatest factor identified by participants as influencing student-faculty interaction was **class size**. Many students discussed how much easier it was to interact because faculty knew who they were. Small classes create connections which allowed students to seek help. Ultimately smaller classes facilitate faculty caring as they could come to know student interests and goals thus allowing faculty to introduce students to community social networks.

*"It's just been really, really awesome, and because the class sizes are small I think that it allows for... a really good relationship. I really respect a lot of my Profs, and feel respected by them often too."*

*"I think that the small classes really help... your Professor really knows who you are, so you can just go up to them anytime and they can just kind of help you along".*

**Accessibility** was another factor mentioned as facilitating student-faculty interactions. Many students expressed the importance of being able to reach faculty through email and during office hours. Though not all took advantage of available times to meet, many thought it was crucial that there was some way to connect.

*"It's cool that they're doors are always wide open".*

*"The best part is the teachers and the accessibility of and to your staff and the relationships you build and within your department the relationships you build with the students is great too".*

*"Being able to build the relationship with the teacher I think that's really important to me and it's ok, they want you in their class, they're not just like this blank face in a big lecture hall... I have teachers that remember me from like three years ago which is really nice because then you're just kind of like, Oh I'm part of this school".*

Student-faculty interaction creates connections and engagement. It is facilitated by small class sizes and faculty accessibility, caring and helpfulness.

## **Enriching Educational Experiences**

### **Co-Curricular Involvement**

Participating in the life of a university campus by attending events and engaging in co-curricular opportunities was identified by NSSE as an important factor that fostered engagement and belonging among university students. At UFV many students choose not to participate in various events and opportunities and therefore may be missing out on the various benefits that come with full participation. The focus groups participants were asked if they participated, what motivated them if they did, and what kept them from being involved if they did not attend.

### **Types of Involvement**

The types of events and co-curricular that student participants attended were varied. Many of them participated in athletics including soccer, rowing, basketball and volleyball. Several others participated in department student associations and clubs such as Accounting, Geography, Criminology, Social Work, Physics, Kinesiology, and Pre-Medical. In addition several participants were involved in campus-wide groups including SOLAR (outdoors club) and the SLG (Supported Learning Group) program or had attended campus events such as Pancake breakfasts or BBQs. Several participants also indicated that they had held one or more work study jobs on campus. Most however, stated that they did not attend or participate for a variety of reasons.

### **Motivation**

Students in the focus groups who did participate in co-curricular events did so for three main reasons. The first was to meet new friends and find community on campus.

*"I went to the pancake breakfasts in the morning, we'd all get up and go over there, and even living in residence there's big study rooms and you can all get together with all of your friends and go and set up camp for the day and all go and make dinner and then all come back to the study room, and that was kind of nice".*

*"I've joined the SOLAR club. It's outdoor activities. And it seems like every weekend, it's off campus- but every weekend I feel like I have a huge new group of friends. You know, I go home and I have 20 friend requests and they're tagging pictures, and people –now I have friends from all over the world".*

The second motivation was to learn something new or to gain experience for future careers goals.

*"With SLG it's like, the whole goal of the program is to teach people how to learn to it's been amazing for my grades, my learning in general it's taught me how to think from different angles and it's kind of a unique program because that's kind of the whole focus is teaching*

*people how to learn so yeah of course it's been good for that and then the other ones I've been in have just been networking for my career opportunities I think and not so much learning".*

*"Sports actually helps with my job, it actually helps with my planning, I remember sitting in an interview with the partner and they were like wow, you train 20 hours a week and you still get these grades... they look at work/life... so being involved in sports was great because it also teaches you teamwork and leadership..".*

*"Best things I ever did for myself at the university was get involved in the Accounting club because that's pretty much or one of the reasons I have a job after I'm done so yeah, good experience".*

The third motivation mentioned was that students received incentives such as food and prizes.

One student also mentioned that being involved was a good way to "de-stress" so that it *"takes your mind off all the exams and all the papers you need to write. It's nice, not having to worry about school every single minute of the day"*.

### **Barriers**

Students participants in the focus groups who did not attend events or get involved in co-curricular activities discussed how a lack of time due to coursework, commuting and family and/or work obligations kept them busy.

*"I haven't really participated in much of the events that go on, mostly because here I'm trying to do, balance school and work and just a regular home life and it's just a little too difficult, if you're carpooling out and have to worry about schedule".*

*"I'm from Maple Ridge, so the commute isn't- it's just not worth it, for me, it's like 45 minutes or something and I think it's one of the issues compared to- our school compared to others".*

*"I'm just so busy with like other things in life that like, I don't really think of school things as a priority, honestly I'm not really that interested, I've never really even heard of many things I'm not sure how they get it out to people if its through emails or myUFV or whatever, maybe I just don't pay attention to it, and I guess my friends that I hang out with aren't involved in it either".*

Some of the student participants who did get involved offered a few alternative explanations as to why most UFV remain uninvolved.

*"I don't really have any concrete answers but I think that's where it kind of all stems from... that people are too passive, people don't care".*

*"I don't understand the attitude that a lot of students have. They're paying to be here, they should want to be here they want to get the education, but it seems like they make no effort. And I'm not sure how to change that, I'm joining KPESA and I'm trying to get more people involved, so I guess that's my solution".*

*"The reason you have all the same people coming out to all your events, is cuz there's no sense of community..."*

The culture of the commuter campus (where people just come for class and then leave) along with a lack of a sense of community and apathy among students were cited as confounding factors that could not be easily solved.

### **Active and Collaborative Learning**

When asked to discuss what assignments and activities were most effective or powerful for their learning, student participants discussed three main themes of applied (research) assignments, research with instructors, and community involvement. A minor theme of co-operative experience<sup>2</sup> was also notable.

### **Applied (Research) Assignments**

Whether in Psychology or Physics, Criminology or Kinesiology, Business or Biology, the students who spoke about effective assignments pointed to applied research projects in the classroom. Originality, creativity and passion were mentioned as motivating students to take on big projects and to feel like they were part of the academic discussion in their area.

*"I got to do my own research and basically we were given like a blank card of whatever you want to run as long as it's ethical and[you] can do it in a university setting... and so wanting to*

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<sup>2</sup> This is a minor theme due to only 13% of sample having taken part in co-op at UFV.

*be a teacher I did it on restorative environments. Reading all the research on children and stuff it was really interesting, even though my results didn't really build off of it or find anything substantial it was just really interesting to run my own experiment..."*

*"It was just so interesting to be able to create our own project and really build off that and create something, and by the end I had this massive project that I'd created and it was really cool, you know, it felt so applicable to what you would actually do in a job, so you know, in that sense I felt like that was a really great project and a great class".*

Student participants also pointed to the importance of choice and/or options in research assignments, while others mentioned the importance of working as research assistants for instructors outside of courses.

*"When you do have the option to do something you're passionate about underneath whatever it is you're studying, there's always the ones you take something away from because you're like I want to study this anyways, that's why I'm here, it makes that assignment more effective and you usually do better on them".*

*"The research I did with the professor, I was able to use in an independent studies course I did this summer... so that really prepared me for another course, and helped me develop the research skills that I need in other classes too, so they've all been very helpful".*

*"Well I was a research assistant to one of my Professors all summer. I got paid to come here every day and to learn Physics, and to work closely with one of my Professors in doing a real project and a real up and coming thing, and myself and a couple other research assistants have now, we're able to go to a bunch of different conferences that are coming up".*

*"My experience here has been amazing, because I've actually had the opportunity to work on research projects with the teachers and so that's opened a lot of doors for me, and I think most of my expectations have been exceeded".*

Clearly the choice of participating in original research work though challenging is greatly valued by students and should be further encouraged.

### **Community Grounded Assignments**

Another strong theme that emerged from the focus groups was about the importance of assignments that involved some form of local ( eg. Abbotsford, Fraser Valley, British Columbia) community connection. This connection may take the form of local problems, issues and/or

groups activities and knowledge. Those who commented emphasized the skills they learned and the importance of making a difference through their own practice.

*"I had one course that was a "Community Arts Practice" and it was a Visual Arts course and the whole course we were just designing a mural for this elementary school's gym, so we were working over there once a week all day It was cool getting out into the community and actually doing something".*

*"In Social Work we have to go out into the community and bring that back into the assignment, so one of the ones I had to do is go to an aboriginal community center, and it's was a policy one so that was really good because it actually really is something that is valuable to know? A lot of assignments like papers you forget about them right after you've written them, so going out into the community and finding out valuable resources I think has been really helpful".*

*"In the Nursing program.. it was for a public health rotation, and you got to do a community assessment so you had to find the resources and actually go out to the community and ask questions and talk with families. It was very interactive, and of course that's one of the skills you need to do as a nurse is get to know people you don't know. It really made you develop your own relationships with different people in the community. It was very active".*

*"In a communications class we were debating and bringing up local issues, it was kind of the end of the Olympics at the time [and] homeless issue was a big thing and there was a lot of people in class complaining about the issue and stuff. I go, "you can't complain unless you have a solution" so it was kind of a challenge for me so I came up with a business- a viable business model to make to address the issues of homelessness and to address the issue like you can study and all that stuff but to actually make a profit from it, I actually came up with a model and I'm actually probably going to execute it".*

*"It was Sto:lo history so it was our entire year project was, so because we're supposed to be developing the mind of- having more of an aboriginal culture kind of thing. So it was like a one semester long project and we had to get to know a Sto:lo person and interview them through the semester and then comprise a presentation paper at the end of the semester about anything they wanted to talk about. The Prof was like I don't want you go to there and ask them specific questions, I want you to go and I want you to let them talk and let them create your research for you. So that was really eye-opening. I liked that a lot, because it was really personal".*

Attention to active learning and local issues was significant for many of the student participants.

Meaningful involvement and making a difference both personally and for others seemed to tap into the passion of why education matters to students across different disciplines.

## Co-Op Positions

In addition to the major themes of applied research and community grounded assignments, a few of the student participants also discussed the importance to their learning and to their future job prospects by having a co-operative job position. This is classified as a minor theme because only five comments were made by different students in regards to co-op.

*"I did Co-op, and until you're sitting in front of an actual file- there's so many times I was sitting in class with my co-workers from Hope and was like I did this subject in school and they're like yeah I know, so did I, did it here. It's like you get the kind of theory behind it, you have to know how to do journal entries and look up stuff but really, completely different at work. I guess that was why Co-op, was brilliant".*

*"So I've had an 8 month Co-op placement with the Ministry of Agriculture as a GIS technician, so in a sense that I'm able to use- without my education, I would not have been able to get that job. And I'm loving it".*

Although not many student participants were involved in the co-op program, those who were seemed pleased with the experience as they were able to connect their education with their future careers.

## Supportive Campus Environment

### Support

An important part of student experience is the campus environment. While a wide range of facilities, services and supports are available at UFV campuses, students focussed their attention on immediate support and resources they felt they needed. In particular, many students mentioned the support and services they received from advising, media services, the library and Math and Writing Centres.

*"Lots of great facilities on campus like there's media services, and there's math help, writing help places".*

*"I went to the Writing Center once, I found it hard to get the attention of someone because they had so many people to go back and forth from, but it was a good experience, it's easy to get to".*

*"The hours are pretty good if I need to go to the library or if I need to print something I can go to the print room. I feel really comfortable with the different departments, I think that's- it's encouraged me to stay taking courses here".*

*"The writing center that is great-they were so helpful. They-she took a paper from me and showed me how to re-organize it and I went up a whole grade level just in one paper. I was so impressed".*

Others mentioned disability services as helpful but at times difficult to navigate while another student said there was not enough resources devoted to disabled students.

*"I've got the disability part, and the school is saying, "Oh, we've got so much for disability" but there really isn't a lot of support, I feel like I'm a blinded student running along behind everybody who is able-bodied and I don't see the things so I trip on them and then I'm busy trying to get back up and get going, and the school just keeps on going. There's no stopping".*

## **Advising**

*"That was my attitude when I first came here I was like, 'Oh I don't need an advisor, I know everything'".*

In regards to advising, student participants were divided in their experience. Some were disappointed and complained that they were given incorrect information which hindered their academic progress.

*"I think that's where business is lacking a lot, you go ask for help, for people other than profs and there's like no support, they don't really know what's going on, they're just there to push you through the courses, instead of actually figure out what my end goal is- which is a career, not just to get a degree, so".*

*"I did have a bad experience with advisors actually just in general, in general advising. I went in and didn't really- this was before I started my diploma, I didn't really know what I wanted to do- went in, she basically told me to go on those websites where you do those career things? Yeah like I was, I mean, I left with a bunch of websites to go onto. And I'm like, that was so ineffective, I don't know, that's kind of what encouraged me to keep going, because I kind of want to be an advisor now so that I can actually make a difference, and answer students' questions and help them".*

*"I've heard it happen to- recently to two friends, somehow the program department or the counselor mis-calculated their, degree requirements. I've heard that twice in the past semester, they were like, 'Oh, you need three more'".*

*"I talked with multiple other students who are not aware of some classes and people who are planning their graduation and not being able to graduate because they found out that semester, "oh sorry, you're actually missing something" and having to wait, and graduating later than expected I would not be happy"!*

Other students spoke about how advising really helped them make good decisions and changed their lives.

*"Initially I was a Psychology major, Crim extended minor, um I met with an academic counselor and she totally helped me feel confident in re-directing what I wanted to do, and now thanks to her, I want to get my PDP from SFU or UBC and then eventually I want to get my masters in Educational Counseling and it's just great that she had the ability to affect my decision".*

*"I think that if I didn't have a good academic counselor, or like the good counselors we have here, I may not have had the same experience? I don't know I'm not too sure. I don't really have anything to compare it to, yeah it definitely affected me very positively, now every Friday I'm volunteering in a grade 8 class all day working with kids and it's great, it's exactly what I want to do, so it was kind of thanks to the UFV advisors".*

*"I don't think people realize just how helpful the advisors are, though. Like the class that I'm helping for SLG this year it's this new Arts 100 class and its completely new so the teacher's actually had all the arts advisors come in and they made everyone in their class sign up to go to this orientation with them, which is awesome but just kind of like half of them were like, 'what's an arts advisor' and they had no idea and it's like, trust me you're going to love those people when it's like two years down the road".*

The mixed response of student participants may indicate that better communication with students is necessary as some miscommunication and misunderstanding is apparent. Those who do have a good rapport with advisors recognize their importance at UFV.

## Challenging Aspects of Campus Life

*"The freaking signing up for classes is the most horrible experience of your life".*

The general consensus in the focus groups was that by far the worst, most frustrating aspects of UFV campus experience was the registration process, the long waitlists and the timing of when schedules are released (this refers to class schedules and exam schedules).

Students overall were unhappy that they often could not get into courses they needed because they were not offered frequently enough and when offered there were never enough seats. This lead to long waitlists, uncertainty and anxiety.

*"I'm fourth year and I was wait-listed for all four classes I'm taking right now. I'm in my last year of university, you know how many people are in these four classes? I was shocked at being waitlisted"*

*"I mentioned before how people are getting into the program but are not able to get into the classes because they're not big enough so to solve that either don't let as many people in, or open up more classes".*

*"One challenging part is trying to figure out your program so you get the classes when you need them, some of them are literally only offered once a year so you might be waiting a whole semester or a whole year and take what you need, I know I've had those and I know some students have had to graduate later because they're waiting for classes".*

*"In my upper level courses there's like 40 kids standing around the room because they don't have seats and its crazy because all these people need these courses, right? But they just fill up so quickly and they only offer one section? So maybe offering more sections of courses could be something that they could work on".*

*"Psych 250 is like that- it's needed for 3 different degrees and they offer it once and its all reserved seating- like half of its reserved and none of it is more social work so they've basically told me to go and pester my department to fund more of their things so they can reserve more seating for us and I don't feel that's my job as a student to get involved with that".*

One student however did acknowledge the problem of wanting small class sizes but not wanting waitlists:

*"I really like the small classes, so there's got to be a way..and the way the university's designed, it was a college originally right, so they built the small classes, and I really want that to stay, so you have to balance off the wait list problem with the size of the classes because I think the classroom size is very beneficial to learning".*

Another issue that was raised by several student participants was when exam and class schedules are released. The consensus was that it was quite late making it difficult to plan both their academic and personal lives.

*"We don't find out until November when the next classes are going to be. And then by the time they go through the whole registration process (why does it take so long?) there are no seats left in required courses. They do the same thing every semester".*

*"The exam schedule [is a problem]. Every Professor says, "oh don't book your vacation until we know your exam schedule", well we don't- know our schedules- it comes out a month maybe before exams. How are you supposed to book a vacation?"*

*"And it's just a teaser that it said online, "Winter Timetable Coming Soon", since September. I have been checking daily since September! So it would be very nice to have that up sooner".*

### **Other Challenges at UFV**

Besides the challenges of getting into classes and planning, many student participants also raised other problems that they found frustrating. The first was parking. A predictable complaint at a commuter campus is that not enough parking spots exist for students.

*"4 years later if I don't have an 8:30 class, I can't find parking spot. And it is stressful, you have to come like so early to find a spot. Even though I'm paying \$130 dollars for a parking pass, I'm not guaranteed a spot".*

*"Parking issue and having to pay for it... because the transit system is too poor and essentially useless, especially when you come from outlying areas you gotta come here and you gotta pay for the parking, and I know that it generates money from the university but we've already paid for the courses".*

However, what was not predictable was that a few students were unhappy that parking spaces were being taken by people attending events at the Abbotsford Entertainment and Sports Centre.

*"It makes me absolutely sick that our school pimps out our parking to the events center".*

*"In the middle of the night and it's winter and you get to class, and you get a parking spot like and you have to walk through some dark bushes like all the way around campus in the dark because someone bought your spot that you would normally pay 2 dollars for"?*

Not only are students competing with each other for the coveted parking spots but now they compete with people who do not even attend UFV. This parking discussion often led to further dialogue about transit as being very poor in the Fraser Valley. This in turn brought up the U-Pass and Student Union Society fees.

*"Paying the student association fees and the, like for me I don't get any value from paying it, I should be- you should be allowed to opt out. Just to get out of the health insurance I have my home health insurance, I don't need them, and it's none of their business that I prove to them that I have my own health insurance, but it's like little things like that it's like parking fees, student association, they always have their hand in your pocket, right"?*

*"I don't see them doing anything political I don't see the money- it doesn't justify the money to get hot dogs and band, like I don't want to pay my student fee here, I'm a mature student, I'm in and out of the campus, I have nothing to do with the student fees, I don't want to pay that".*

*"There's the lovely U-pass, um being a commuter student and being a co-op student I'm physically not on campus I'm working full time and I still have to pay for it even though I cannot use it from where I have to drive from. That's another thing about UFV that kind of bugs me, there's almost no way to opt out of it even if you have a logical way to opt out".*

In addition to these frustrating aspects several students who were involved in student associations, clubs and athletics complained that the regulations around having parties and

serving alcohol for fund raising and creating a sense of community reflected overzealous prohibition.

*"I feel like there's a lot of groups out there, a lot of people putting in the effort to come to these events, but there's a lot of regulation going on, on what you can and can't do, so we can't hold a party on campus. Like a good party, that you can come out to, get a beer and watch a live band and have a good time and it would be something with your friends like Friday night, that's what we're doing, we're going to that party, everyone's going to be there, like never has a UFV event been like, "Oh yeah, I'm going to it". It's a joke. Yeah I agree, it feels like the community is being held back because of that, because of all the regulation going on".*

The frustration some students felt about the lack of community on campus is apparent. A variety of sources for this problems are cited by students including, lack of time, commuter campus culture, student apathy and over-regulation. Examining these aspects in more depth may be advisable in order for UFV to start to address these concerns.

### **Key Directions**

The focus groups served to both reveal some of the underlying issues related to areas of the student experience and may lead to further discussion. In particular, UFV may want to address:

- Ways to reach commuter students and form a connection. Some suggested providing coffee at pay parking stations as well as information about programs, services and events.
- Build on the success of mentorship programs where they exist
- Quality of service across the divisions and across food services operations
- Review (perhaps to reform) the regulations about food and alcohol service by student and dept groups
- Investigate ways to keep small class sizes but reduce waitlists (through additional sections) especially for required courses in programs
- Messaging to encourage co-curricular participation and institutional pride
- Enhanced and consistent, two-way, communication between the University and its students. (IM, text messages, etc).
- Encourage student research and community grounded assignments across the curriculum

## Appendices

A. Focus Group Protocol

B. Leadership Group Members

## Appendix A

### Contact/Engagement Script

Hello \_\_\_\_\_,

This is Victoria Bryce from the University of the Fraser Valley Office of the Provost calling to invite you personally to a focus group interview about the quality of your experiences as a student at UFV. Your responses to our questions will help the university to improve the quality of the educational experiences of students here at UFV. Your name was randomly chosen from hundreds of others and we hope that you will be able to join us. For participating you will receive a Starbucks card and your name will be entered into a draw for a \$500 from UFV.

At the group we will ask questions about your experiences, assignments and involvement with campus activities. The group will take about an hour to complete and your answers will be held in strict confidence. Please feel free to respond to the questions in a candid fashion. We thank-you very much for your participation in the interview.

Can I sign you up for a focus group time?

We will also send you a reminder email. If you have any questions or concerns you can contact Sociology Instructor and research lead Katherine.Watson@ufv.ca or call 604-504-7441 ext. 4265

## Quality of UFV Student Experience and Engagement

The purpose of this study is to explore the quality of your experiences as a student at UFV. This focus group is being conducted by Victoria Bryce from the University of the Fraser Valley, Office of the Provost. The principal investigator for this study is Katherine Watson, Sociology instructor at UFV.

The risks to this study are minimal and pose no undue harm. The primary benefit and purpose of this research project is to assist the university in improving the quality of the educational experiences of students here at UFV and to foster student engagement.

At the group we will ask questions about your experiences, assignments and involvement with campus activities. The group will take about an hour to complete and your answers are held in strict confidence. None of your responses are traceable back to you. Please feel free to respond to the questions in a candid fashion. Only Victoria Bryce and Katherine Watson will have access to the taped interview sessions. All information will only be used for evaluation purposes at UFV and not released in any other way. At the end of the research project data will be destroyed.

Finally, your participation in the study is completely voluntary; therefore, you're free to withdraw from the research at any time or you may refuse to answer any question without penalty. Also, please feel free to ask Victoria or Katherine any questions or raise any concerns that you may have about the interview at any time.

If you have any further concerns about the research you may contact Katherine Watson at 604-504-7441 ext. 4265 or email [Katherine.Watson@ufv.ca](mailto:Katherine.Watson@ufv.ca).

Thank-you for your participation.

Participant Signature \_\_\_\_\_

Date \_\_\_\_\_

## Focus Group Protocol--Quality of UFV Student Experience and Engagement

### **Preliminary Things:**

1) Welcome and thank-you for coming to the group today. I'm Victoria Bryce from the Office of the Provost at UFV and this group interview is about understanding the quality of student experiences and engagement at UFV. Your participation allows the university to evaluate what it is doing and how it can be improved.

2) Consent Forms--go over briefly and have everyone sign. Take any questions.

3) Introductions--ask people to briefly introduce themselves and what they are taking at UFV

### **Questions:**

1) In the past few years, students have consistently rated the quality of education at UFV as being very high. Would you agree with this? Why or why not?

2) Based on the experience you have had so far here at UFV, in what ways has your program met, exceeded or fallen short of your expectations?

3) Tell me about an assignment that was particularly effective or powerful for your learning? (**probe:** what made it so effective for you?) (**clarification if needed:** assignment can be individual or group, inside or outside the classroom).

4) Have you ever participated in activities on campus at UFV (outside of your classes)? Why? Why not? (**clarification if needed:** campus activities include committees, clubs, student government, sports, societies, volunteering etc)

5) If you have participated, has this involvement in campus activities outside the classroom contributed directly or indirectly to your learning? How?

6) Generally speaking, tell me about the best part of your experience at UFV. What matters to you about this place? (probe: can you tell me more about that?)

7) Tell me about the most negative part of your experience at UFV. How do you think UFV could change this? (probe: can you tell me more about that?)

8. Would you recommend UFV to someone else? Why? Why not?

9. Is there anything else you would like to add that we haven't covered so far?

Thank-you for your participation. (Starbucks cards)

## **Appendix B**

### UFV Leadership Group Members:

Elizabeth Dennis

Michael Bauman

Susan Fisher

Chris Betram

Keith Lownie

Katherine Watson

Tracey Mason

# AC Solutions

ARTICLE #0309

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<http://consulting.aacrao.org>

## Finding the Academic Context: The SEM Role for Faculty

For institutions to have effective strategic enrollment management (SEM) operations, they must place SEM within the institutional academic context. From the beginning, SEM was seen as a comprehensive process designed to achieve the right mix of students for an institution, and to maximize the student's chance for recruitment and acceptance to, retention in, and graduation from the right academic program.

Placing SEM within the academic context is a more difficult challenge than some might think. This is perhaps why enrollment managers focused on structure in the early years. Among the structures most commonly adopted is a separate enrollment management division that includes at least admissions, registration, and financial aid. The result, however, was often the creation of an enrollment management silo with limited interaction with faculty. In our zeal to create a new enrollment management profession, we distanced ourselves from the very heart of SEM—the academic context.

In recent years, some enrollment managers have changed the lens through which they view SEM; increasingly, they are focusing on academics. AACRAO Consulting Services (ACS) Senior consultant Stanley Henderson describes this as the emergence of an “enrollment management ethos.” By placing the focus back on the academic context of the institution and making structure the servant rather than the master of enrollment policy and strategy, SEM will touch every aspect of institutional function and culture and set the tone for a comprehensive approach (2005).<sup>1</sup>

*continued on next page*

### ABOUT THE AUTHOR

Clayton Smith has over 20 years of broad experience in enrollment management, policy analysis and public administration. He currently serves as Vice-Provost, Students and Registrar at the University of Windsor, where he is chief student affairs and enrollment management officer, and Secretary of the Faculty Senate.

*Clayton Smith*  
AACRAO  
Senior Consultant



<sup>1</sup> Henderson, S.E. 2005. Refocusing enrollment management: Losing structure and finding the academic context. *College and University*, 80(3), 3-8.

Henderson identified six guiding principles:

- Enrollment management is a shared responsibility. Each member of the institutional community must nurture the ethos as well as the enrollment planning.
- Enrollment management is a major and essential part of institutional strategic planning.
- The essence of SEM is service-to students, parents, faculty, staff, administration, and others. The very purpose of processes and procedures is to enhance student success.
- Enrollment management requires the measurement and use of key performance indicators, indices of institutional and academic health.
- SEM requires an effective research and evaluation plan.
- SEM is by definition long-term, continuous, and never finished.

👉 INVOLVING FACULTY 👉

Successful enrollment management is impossible without strong and lasting relationships with faculty members; they are important to all aspects of enrollment management and essential at key points.

At some institutions, faculty members have long played a role in enrollment management. Enrollment managers with successful enrollment efforts involve faculty members in several key activities, including enrollment management planning, optimizing admission yield, and new student orientation. Faculty have been active in new program development, student recruitment and retention, academic advising, and support for co-curricular learning. Sometimes their involvement is attributable to deeply-felt beliefs about their role in faculty governance. In other cases it reflects the way teaching and learning is practiced at the college or university. Often, it is rooted in the self-interest of individual faculty members. Whatever their motivations may be, faculty members who participate in enrollment management influence the size, academic quality, diversity and values of the student body.

It is also important to note, however, that not all faculty members are interested or gifted in these activities. Finding those who are is critical to your success.

**ENROLLMENT MANAGEMENT PLANNING:** For those faculty members with a bent toward research and how it impacts enrollment management, consider inviting them to join your enrollment management planning committee. Faculty members are frequently critical of the enrollment operation. They can often be heard to say that it is not informed by data, “but only by intuition.” Many are surprised when they learn how data driven SEM actually is, or is intended to be. Once engaged, these faculty members often become SEM ambassadors within the institution’s academic environment.

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SUCCESSFUL ENROLLMENT MANAGEMENT ACTIVITIES

1. Enrollment Management Planning
2. New Program Development
3. Student Recruitment
4. Admission Yield
5. New Student Orientation
6. Academic Advising
7. Co-curricular Activities

**NEW PROGRAM DEVELOPMENT:** For institutions to remain vibrant and relevant to today's "millennial student," they must develop new academic programs and modify or discontinue existing academic programs. One of the outcomes of enrollment management planning is the identification of new academic fields that could be considered for new program development. New faculty members are often interested in new program development, as are those senior faculty members with a personal commitment to the future of the institution. Enrollment managers who work with faculty on program development will create important relationships that can lead to collaborative SEM efforts in the future.

**STUDENT RECRUITMENT:** Some faculty members are so passionate about their teaching and the subject matter they present that they seek out opportunities to become involved in selected student recruitment activities. These faculty members are the "keeners" and are often ideal to serve as presenters at open house programs or to meet with students individually as they visit campus. Always be on the lookout for these faculty members. Be aware, however, that some faculty members may be seeking to fulfill their service responsibilities without having to serve on institutional committees. Frequently, these faculty members are not effective recruiters for the college or university. It is important to work with their department heads or deans to ensure that the faculty members carry out their service responsibilities in an area of strength, rather than one of weakness.

*Successful enrollment management is impossible without strong and lasting relationships with faculty members.*

**ADMISSION YIELD:** Once students have been offered admission and sent the "thick package," they have moved to a new decision point in the college choice process. Up to this point, general information about the institution and its academic programs is usually sufficient to keep them interested in your institution. Admissions counselors and financial aid staff are less effective in the post-admission cycle. Faculty, on the other hand, have the potential to be extremely effective in helping the student to choose your institution. Faculty members can make the "experience" more real by sharing their passion for their academic disciplines and the institution to which they have committed to working. They might be involved in critical admission yield events or participate in a faculty calling campaign.

**NEW STUDENT ORIENTATION:** New student orientation usually includes an academic component. Faculty are often called upon to provide an academic overview of their program and to provide the students' first academic advisement. For this reason, faculty often see a clear role for themselves at orientation. Be aware, though, that some faculty view social events such as those held at orientation as outside their realm of

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responsibilities, and the purview of staff or student volunteers. For them, you may want to provide the linkage between social and academic integration, and student-faculty engagement.

**ACADEMIC ADVISING:** Most institutions expect faculty to participate in some form of academic advising. This can be part of their teaching load or considered a service duty. Some institutions assign faculty advisors to each incoming student.

Others use a designated faculty advisor system that assigns academic advising responsibilities to one or more faculty members in each department. An increasing number of institutions have given some or all academic advising duties to professional staff advisors. Where academic advising is considered part of teaching, faculty members participate actively. However, where it is considered a service responsibility, faculty may resist the additional work since they receive little or no credit in the tenure and promotion process.

The challenge, then, is to either encourage those faculty with an interest in student advising to become designated faculty advisors or to investigate ways in which advising might be considered part of the teaching load. Both will require the enrollment manager to be actively involved in the academic context.

**CO-CURRICULAR ACTIVITIES:** Those faculty with a holistic perspective of higher education will take the view that they should be involved in co-curricular activities. Many others see their role as limited to the classroom or the laboratory. Those who do involve themselves in such activities find it is one of the best ways to engage students and often results in some of their most high-impact moments with students.

Enrollment managers new to the profession might at first think that strategic enrollment management can be successful without support and/or participation by faculty. Programs based on acceptance of this premise will have limited impact on student choice, retention, and graduation. Those that reach out to faculty, engage them actively in their SEM efforts, and see faculty as partners will reach more of their enrollment goals and be more successful at change management and institutional effectiveness. AACRAO Consulting Services has found that successful enrollment management plans involve faculty from the very beginning as an integral part of the operation. 



# AC Solutions

ARTICLE #1015

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## ABOUT THE AUTHORS

Clayton Smith has 23 years of broad experience in enrollment management at three U.S. institutions and one Canadian university. He currently serves as Vice Provost for Students and Registrar at the University of Windsor (Ontario, Canada). Dr. Smith holds a B.A. in political science from the University of Southern Maine, a M.A. in political science from Drew University, a M.P.A. in public administration from the University of Maine, and an Ed.D. in higher education from Florida State University.



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Susan Gottheil has over 28 years of experience in Canadian higher education. She currently serves as Associate Vice-President, Enrollment Management at Mount Royal University (Alberta, Canada), where she has supported institutional efforts to move the College to University status. Previously, she was Associate Vice-President for Enrollment Management at Carleton University in Ottawa, Ontario.



Susan Gottheil  
AACRAO Senior Consultant

## SEM in Canada: A Unique Approach

Shaping enrollment through a focused approach to student recruitment and retention is now acknowledged by many Canadian educators as an essential part of the higher education landscape. Yet some see enrollment management as primarily an outcome of the American experience and thus not easily transposed into the Canadian context. It is our view that although SEM's emergence in Canada has been more recent, many of the issues facing Canadian colleges and universities are similar to those in American institutions. Yet Canadian history and value systems have also shaped a distinctive approach to SEM that has resulted in *different* areas of focus as well as different strategies and tactics to influence student recruitment and retention. As our profession reaches maturity there are clearly lessons we can learn from each other, pitfalls to be avoided and innovations to be adopted and adapted on both sides of the border.

The difference in approaches to SEM in the two countries is a result of the differing social, political and economic contexts in which it developed. Although Canada and the United States share some of the same heritage, the American break with England in the late 1700's changed forever its cultural focus from being linked to Europe to charting its own course. Canada, on the other hand, remains well connected to both the United Kingdom and other parts of the world through membership in the Commonwealth and la Francophonie. Canada's national commitment to bilingualism, multiculturalism and universal health care has helped to shape a different social and value system than its neighbor to the south. This affects the way both postsecondary educational systems operate in the 21<sup>st</sup> century.

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## Canadian students frequently attend their local institutions as *commuters*.

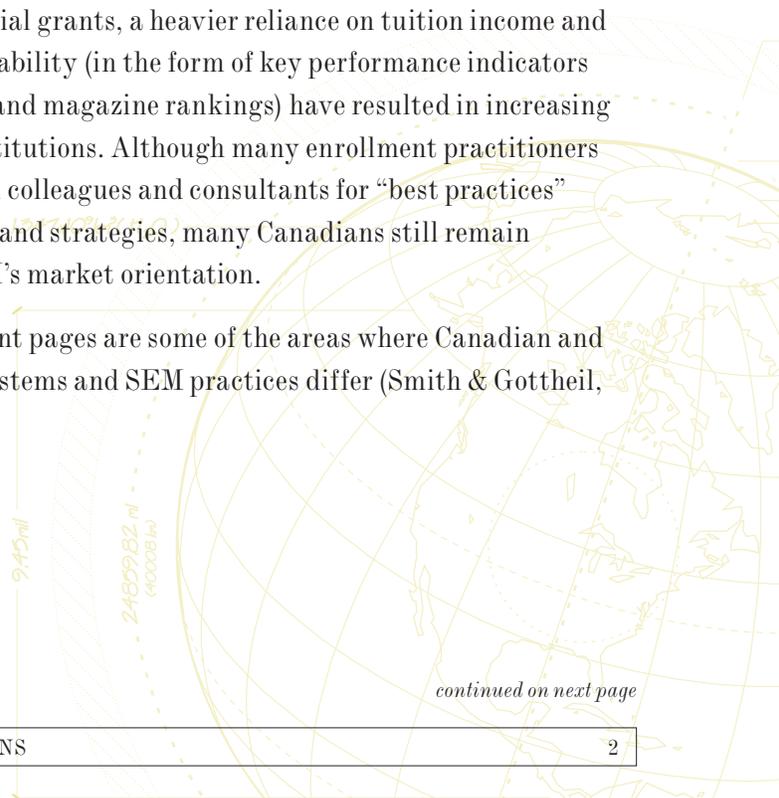
With more than 4,300 colleges and universities, the U.S. postsecondary education system is heterogeneous in terms of academic focus, degrees offered, size of enrollments and students served. It is oriented toward providing a holistic student experience where student life is an important part of the college experience. It also operates within the context of decreasing state support of public institutions, increased accountability, increasing tuition levels, significant differences in regional student demand and continuing growth in the not-for-profit institutional sector. This has led to SEM becoming a mainstay at most institutions.

Canada, on the other hand, has far fewer (225) post-secondary institutions. Despite a recent emphasis on rankings and consequent tiering, there is a relatively small quality gap between top-ranked institutions and those ranked lower, which results in most institutions being considered of “good quality.” Canadian students frequently attend their local institutions as commuters. Until recently there has been less concern for student development and the broader campus experience in Canada than in the United States. Although participation in postsecondary education has continued to increase in Canada, there is a looming decline in secondary school enrollment. Dramatic cuts in provincial grants, a heavier reliance on tuition income and increased public accountability (in the form of key performance indicators and national newspaper and magazine rankings) have resulted in increasing competition between institutions. Although many enrollment practitioners have turned to American colleagues and consultants for “best practices” and ideas for new tactics and strategies, many Canadians still remain uncomfortable with SEM’s market orientation.

Outlined in the subsequent pages are some of the areas where Canadian and American educational systems and SEM practices differ (Smith & Gottheil, 2006 and 2008).

SEVERAL AREAS WHERE THE US AND CANADA DIFFER

1. Canadian students frequently attend their local institutions as commuters.
2. Dramatic cuts have resulted in increasing competition between institutions
3. Many Canadians still remain uncomfortable with SEM’s market orientation.



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### ACCESSIBILITY

In both countries, increasing access to postsecondary education is seen as key. Groups deemed to be underrepresented, and thus targeted for accessibility programs, differ due to historic immigration and colonization patterns. Both countries are interested in more access for first-generation and low-income postsecondary students. In the United States, there is also interest in more access for African-Americans, Hispanics, Asians and Native Americans. In Canada, access is seen as key for Aboriginal, Francophone and Northern Canadian students. SEM practices in each country reflect these differing priorities.

*Canadian institutions have provided mostly merit-based scholarships.*

### ACCOUNTABILITY

There is much interest in public accountability of higher education in both countries, with increasing government interest in loan defaults, recruitment accessibility, retention, graduation, transfer rates and other key performance indicators. Both countries have seen the introduction on a limited basis of performance-based funding. In Ontario, the National Survey on Student Engagement is now being used as an accountability measure in the university sector.

### ADMISSION POLICIES

The basis of admission in Canada is primarily high school marks, whereas U.S. institutions use Scholastic Assessment Test (SAT)/American College Test (ACT)/Advanced Placement test scores, essays, interviews and a variety of non-cognitive factors. Most admission offers in Canada are made between March and June, with some earlier offers made to top candidates. In the United States, offers are made throughout the final year of high school using early action, early admission and rolling admission approaches. Whereas the United States has a May 1 reply date, there is no agreed-upon confirmation deadline in Canada, although many provinces use a late May or June date.

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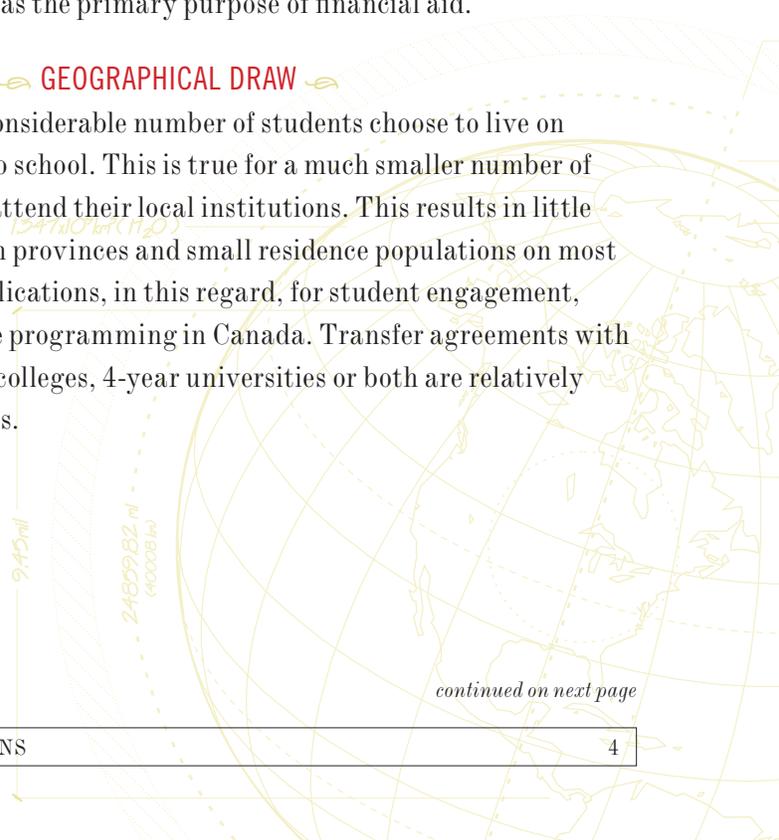
# Both Canada and the United States have seen cuts in *public funding*

## FINANCIAL AID

Both Canada and the United States have seen cuts in public funding of post-secondary education coupled with large tuition increases and some tuition freezes. There is a growing perception by low-income students that they cannot afford to continue their education after high school. This has led to the adoption of differing approaches to financial aid. Leveraging and discounting are used extensively in the United States but have no acknowledged presence in the Canadian environment. Canadian institutions have provided mostly merit-based scholarships, although there has been some recognition over the past few years of the importance of need-based aid (Junor & Usher, 2007). Whereas most American financial aid offers are provided to students near the time of their admission offer, in Canada the complete financial aid offer is not known to students until after they make their enrollment decision. Athletic scholarships, while present in both countries, are considerably more developed in the United States. In summary, the financial aid program is seen primarily as a student support service in Canada while American institutions see enrollment management as the primary purpose of financial aid.

## GEOGRAPHICAL DRAW

In the United States, a considerable number of students choose to live on campus and to go away to school. This is true for a much smaller number of Canadians, who tend to attend their local institutions. This results in little student mobility between provinces and small residence populations on most campuses. There are implications, in this regard, for student engagement, retention and student life programming in Canada. Transfer agreements with community or technical colleges, 4-year universities or both are relatively common in both countries.



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SEVERAL AREAS WHERE THE US AND CANADA DIFFER

1. Financial Aid
2. Geographical Draw
3. Enrollment Marketing
4. Organization
5. Planning

### ENROLLMENT MARKETING

U.S.-based institutions make considerable use of direct mail and target marketing. In Canada, advertising is mostly geared to enhancing the image of institutions rather than targeting student recruitment. Further, Canadian enrollment marketing is mainly focused toward high school students, whereas U.S. marketing is more broad-based and oriented toward other market segments. Canadian students do not take SAT- or ACT-type tests and thus Canadian institutions do not engage in name purchasing. In general, Canadians also have a more highly developed notion of privacy, which affects marketing approaches. One way of differentiating between approaches to enrollment management is to examine the number of communications sent prior to application and post-admission. American institutions communicate slightly more in the pre-application phase and about the same as Canadians in the post-admission phase.

### ORGANIZATION

A large number of U.S. institutions have adopted a formal SEM organization structure. In Canada, SEM is still seen as largely a registrarial responsibility. Some institutions, however, have developed a matrix approach using SEM steering committees and related working groups, and have nominally assigned a senior administrator to coordinate SEM efforts.

### PLANNING

Many institutions on both sides of the border equate the use of enrollment management strategies with having a SEM plan. An increasing number of U.S. institutions and a few Canadian institutions have developed comprehensive SEM plans, with a sizable number claiming they are in progress. A continuing challenge in Canada is that most enrollment data analysis occurs in planning offices by staff that do not always fully understand SEM and/or have the time to devote to reach and resources to SEM questions.

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# Historic collegial approaches to *recruitment* in Canada continue...

## RECRUITMENT

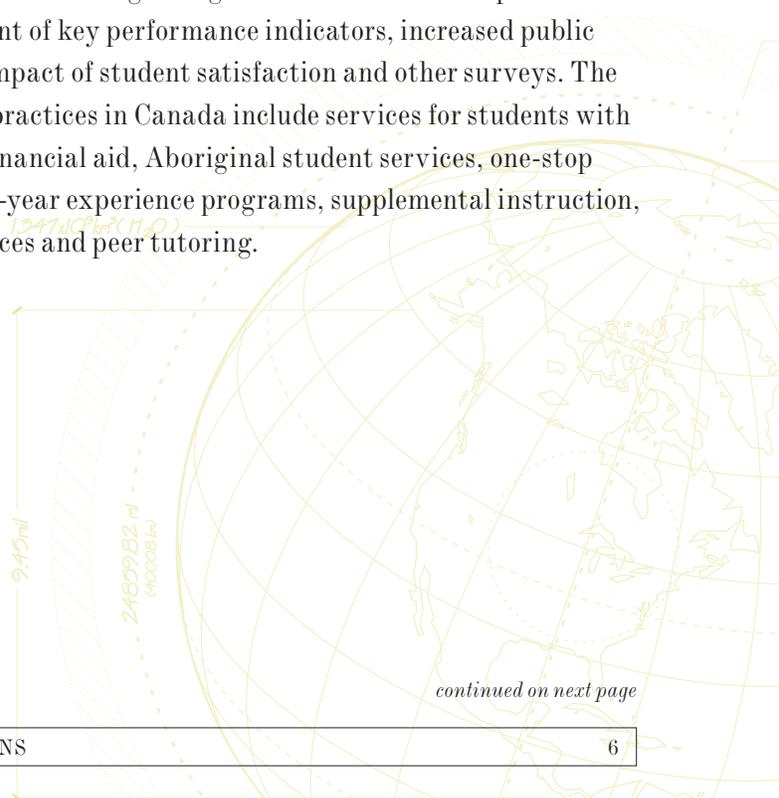
There are considerable differences between U.S. and Canadian approaches to student recruitment, although the differences have narrowed in recent years. Whereas American higher education no longer fears the “recruitment” word, Canada is still transitioning from a liaison outreach effort to one that includes more strategic recruitment. Historic collegial approaches to recruitment in Canada continue side by side with increasing use of targeted print materials, 1:1 marketing and e-recruiting. The United States makes much more extensive use of current student and alumni ambassadors, telecounseling and predictive modeling to attract students.

## RETENTION

There is a great deal of similarity between Canadian and American approaches to retention. First-year-experience programs, integration of academic support services, student services consolidations and intrusive academic advising are present in both countries. Many U.S. institutions have formulated retention goals and action plans because retention is an accountability measure in many states. Canadian institutions are beginning to formalize retention plans as a result of the development of key performance indicators, increased public accountability and the impact of student satisfaction and other surveys. The most common retention practices in Canada include services for students with disabilities, emergency financial aid, Aboriginal student services, one-stop enrollment services, first-year experience programs, supplemental instruction, gender programs or services and peer tutoring.

EMERGING TRENDS IN CANADA

1. Changes in educational systems
2. Fiscal pressures
3. Enrollment planning
4. On-line learning
5. Use of Data
6. Recruitment
7. Impact of E-Recruitment
8. Admissions
9. Financial Aid
10. Student Services



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## EMERGING TRENDS IN CANADA

We see a number of emerging SEM issues developing in Canada. These include:

- *Changes in educational systems*—blending/overlap of college and university missions; pressure for more seamless pathways and collaborative programs; increased institutional differentiation; expanding capacity in selected provinces; and development of private institutions.
- *Fiscal pressures*—decreased government funding; targeted funding with more strings attached; heavier reliance on student fees; and increasing operational costs.
- *Enrollment planning*—the demographic bubble is about to burst as the economic recession impacts post-secondary enrollment.
- *On-line learning*—explosive growth in recent years; distinctions between on-line and in-person instruction blurring; moving from the fringe to a central part of institutional operations.
- *Use of Data*—increasing use of KPI's and concern over a lack of a common data set.
- *Recruitment*—escalating competition has led to the need to find new markets; concern with access for First Generation and Aboriginal students; and increased focus on parental expectations.
- *Impact of E-Recruitment*—development of the “stealth” market place; CRM systems, Web portals and enhanced Web sites; expectation of 24/7 service; social networking; and on-line recruitment fairs.
- *Admissions*—change of philosophy from gatekeeper to facilitator of enrollment; centralized application centers; holistic admissions assessment; and reserving space for under-represented populations.
- *Financial Aid*—use of financial aid as a SEM strategy; growing use of merit aid and athletic awards; rising fees and higher student debt levels; and inability to close the gap for at-risk low-income youth.
- *Student Services*—recognition of the link between recruitment and retention and increased focus on the first-year experience and student engagement.

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## CONCLUSION

Canada is well on its way to development of its own brand of enrollment management. Although much remains to be learned from the American experience, Canada has developed a wide array of its own SEM practices. These are now chronicled in the new Canadian SEM resource library, which can be accessed by going to [www.uwindsor.ca/sem](http://www.uwindsor.ca/sem). Those interested in Canadian SEM are encouraged to visit the resource library, submit published work, technical papers and conference presentations, participate in the online forum and consider attending our annual Canadian SEM Summit. 🌐

*Canada is well on its way to  
development of its own brand of  
enrollment management.*

### References:

Junor, S. and A. Usher, 2007. *The End of Need-Based Student Financial Aid in Canada?* Toronto, ON: Educational Policy Institute.

Smith, C. and S. Gottheil, 2006. Enrollment or Enrolment: The Emergence of SEM in Canada. *SEM Source*. Available at [www.aacrao.org/sem/index.cfm?fa=view&id=3270](http://www.aacrao.org/sem/index.cfm?fa=view&id=3270).

Smith, C. and S. Gottheil, 2008. Enrollment or Enrolment: Strategic Enrollment Management in the United States and Canada. *College and University*, 84(2), 28-38.





## **Standing Committees of Senate Rules for the Conduct of Business**

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### **1. Procedures for meetings**

- 1.1. The business of the Senate standing committees shall be conducted by informal discussion. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided only by in-person votes at a meeting. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.
- 1.2. Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.
- 1.3. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31.
- 1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.
- 1.5. Chairs of standing committees with membership on other standing committees of Senate who wish to appoint a designate shall notify the Chair of the host committee in advance.
- 1.6. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

### **2. Meeting Schedule**

- 2.1. Meetings shall be held monthly in the fall and winter semesters unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting, with at least seven days' notice.

### **3. Terms of office**

- 3.1. The terms of the Senate members on the Senate standing committees shall be the balance of the member's term on Senate, to a maximum of three years, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.
- 3.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership on the standing committees may be renewed, to a maximum of six consecutive years.

### **4. Attendance**

- 4.1. Regular attendance is expected of all members of the Senate standing committees.
- 4.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

### **5. Amendments to the terms of reference**

- 5.1. Changes to the standing committees' terms of reference and rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval. The Senate Governance Committee will conduct a formal review of standing committees' terms of reference and membership composition every three years, and any recommendations for changes be brought to Senate for approval.

## ACADEMIC PLANNING AND PRIORITIES COMMITTEE

### TERMS OF REFERENCE

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1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.
2. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on the establishment, revision, or discontinuance of educational programs and other curricular changes requiring Senate approval.
3. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.
4. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on the establishment or discontinuance of academic faculties, schools, divisions, and departments of the university.
5. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, 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.
6. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on the establishment, revision, or discontinuance of centres, institutes, chairs, professorships, and fellowships.
7. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, review and advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.
8. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.
9. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
10. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.
11. Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.

Revised terms of reference and membership approved at 2013 12 06 Senate

13. Other duties as assigned by Senate.

14. Provide annual written reports to Senate.

## COMPOSITION

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### Chair:

- Provost & Vice-President, Academic (*ex officio*, voting)

### Vice-Chair

- A voting member of the committee, nominated and approved by the committee.

### Voting Members:

- Vice-Chair of Senate
- Chairs or designate vice-chairs of the following standing committees of Senate: Budget, Undergraduate Education, Graduate Studies, and Research
- Seven faculty members, approved by Senate, at least four of whom shall be members of Senate.\*
- Two staff members approved by Senate
- Two undergraduate students approved by Senate
- One graduate student approved by Senate
- Two deans or associate deans approved by Senate\*\*

### Ex Officio Non-Voting Members:

- Associate Vice-President, Employee Services (or designate)
- Associate Vice-President, Research, Engagement & Graduate Studies (or designate)
- Director, Teaching and Learning
- Executive Director, International Education
- Senior Advisor on Indigenous Affairs
- Director, Enrolment Management
- Associate Vice-President, Institutional Research and Planning
- University Librarian (or designated Librarian)
- University Secretary/Registrar (or designate)
- Program Development Coordinator

### Administrative Support:

- Office of the Provost and VP Academic

\* Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university

\*\*Normally the designate shall be appointed for a one-year term to ensure continuity.

# MEMO

**To:** APPC  
**From:** Sylvie Murray, Program Development Coordinator  
**CC:** John English, Peter Geller, Samantha Pattridge, John Todrick, Ian McAskill  
**Date:** January 15, 2014  
**Re:** Report, APPC's adhoc subcommittee on prioritization

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As mandated by APPC in October 2013, the adhoc subcommittee assessed the usefulness of the Program Ranking Grid adopted in 2011 by applying it to 4 program proposals (Hospitality & Event Management post-degree certificate, Bachelor of Media Arts, French Major, and Engineering Physics diploma). We made the following observations:

- Usefulness of the grid is in providing a sharper, qualitative assessment of how the proposals meet institutional priorities:
  - To apply the grid to proposals is a helpful way to organize our thoughts when we review proposals. It ensures a more pointed and systematic analysis of the proposals; sharpens our assessment of how well they meet institutional priorities. The grid's purpose might be to bring the committee to raise key points of debates about the proposals.
  - Does the ranking serve the purpose of asking proponents to clarify/improve their proposals? Such clarification could be provided at the meeting itself, or the proposal could be returned to the proponents for points to be clarified.
- Not all programs can be expected to meet all criteria:
  - Appropriateness of the grid for both degree and non-degree programs was discussed. It was suggested that the diploma and certificates might be disadvantaged by a grid that looks for comprehensiveness. This said, the assessment needs to include all types of programs (degrees and non-degrees), because they all draw from the same resources
  - It gives us a better understanding of what different proposed programs do well – not all programs might be expected to do everything well. Different programs serve different purposes or niches as part of UFV general programming.
- The grid itself will need some minor adjustments (clarify some criteria, some repetitions)
- The numerical scoring might best be left out
  - The Grid is likely to be helpful in determining where people feel the strengths and weaknesses of programs lie. It will be less useful as a raw score. For a numerical scoring to be useful, fewer categories with a broader scale, say 1 - 5, may allow for more differentiation among the programs.
- All APPC members, including ex-officio, should review the new programs using the grid in order to get a broader perspective and to create more discussions.

## MEMO

We also decided in October to continue assessing new programs and revising the Grid itself, if needed, as new program proposals are presented to APPC. The following programs are expected to reach APPC:

- May 2014: Theatre Major; Indigenous Studies Major; Bachelor of Agriculture
- June 2014: Bachelor of Professional Communications; Applied Statistics Minor; Master of Professional Accountancy & Corporate Financial Management
- October 2014: Peace and Conflict Studies Major; Bachelor of Education
- December 2014: Bachelor of Environmental Studies

In relation to existing programs, we met with Deans on January 13 and discussed how we might proceed. The Deans have worked to develop a Program Prioritization Worksheet that includes many of the same criteria as identified by APPC, and some additional information, including financial cost, performance, and implications of assessment decision. Three Deans (Jacqueline Nolte, Sue Brigden and Rosetta Khalideen) have volunteered to join the APPC adhoc subcommittee to review the two documents, along with Ian McAskill's report on prioritization, and to recommend a course of action to both APPC and Deans' Caucus. (Issues to be discussed: whether to review only some or all programs; who will do the assessment; clarify relationship between prioritization and Strategic Enrolment Management; how program reviews can be used to assist prioritization; look in light of program discontinuance policy; etc.).