

Kwantlen
UNIVERSITY COLLEGE

Strategic Implementation Plan

September 2003

Strategic Services
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Part 1 Executive Summary

Kwantlen's Vision

We are creating a new kind of undergraduate institution that combines learning, quality and community service in new ways to meet the needs of our students and our communities.

Our strength is teaching and service excellence. We have the best teachers supported by the best services for students.

As an institution we focus on learning, quality and community.

Learning

We value learning as the core of everything we do. Life-long learning helps us all - students, faculty and staff to realize our potential.

- We focus on learning as our first and most important value.
- We meet the needs of our students for careers, for life and for further education.
- We integrate all programs, providing ladder educational opportunities for students.
- We internationalize our curriculum and learning opportunities to prepare our graduates for the new global reality.

Quality

Our programs, courses and services support student learning and graduate success. To us, graduate success includes community leadership and community service.

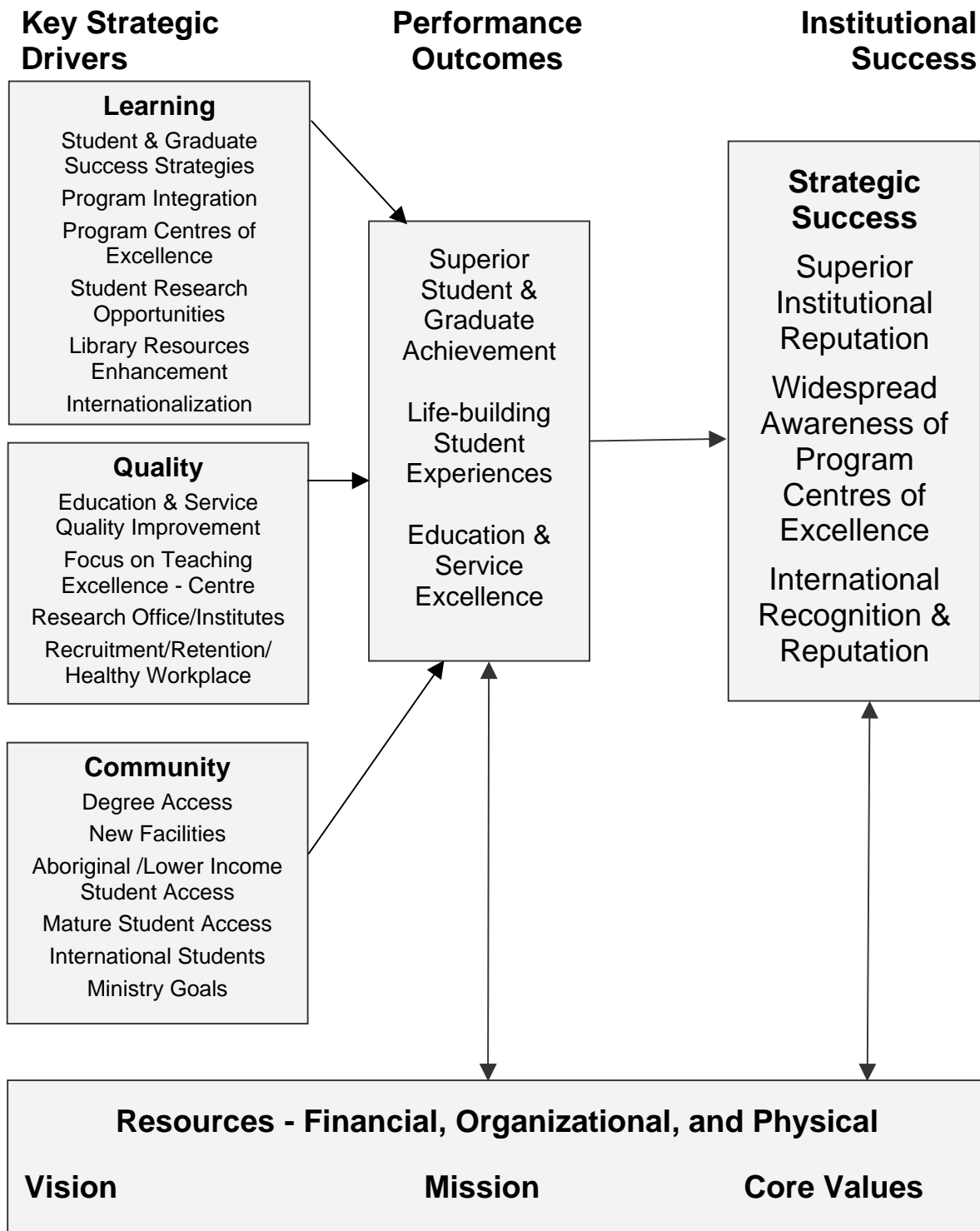
- We support our students and graduates to succeed. We assist all to learn, grow and achieve their potential.
- We value our students and we value our employees' excellence in contributing to student learning and graduate success.
- We nurture centres of program excellence.
- We focus on faculty excellence in teaching, research, industry engagement and community contribution.

Community

We serve our communities by providing access to a broad range of excellent learning opportunities.

- We meet the needs of our communities for access to post-secondary education – to those who have not been successful at school in the past, to those who have been average students and to those who have experienced great success in their past studies.
- We provide educational opportunities that support students, graduates and employees to be successful and to contribute leadership and service in their communities.

Kwantlen's Strategic Framework



Objectives

For Kwantlen to succeed strategically, we focus on three key objectives. These are:

- Student and graduate success
- Education and service excellence
- Service to communities

Strategies

Our strategies for achieving these objectives include:

Learning – Student and graduate success

- Student and graduate success initiatives
- Program integration
- Program centres of excellence
- Research Office and Research Institutes
- Research-based learning opportunities for students
- Library resources enhancement
- Internationalized curricula and learning opportunities

Quality – Education and service excellence

- Education and service quality improvement programs
- Centre for Teaching/Learning Excellence
- Recruitment and retention plans & programs for faculty and staff

Community – Service to communities

- Degree offerings including undergraduate degrees in arts
- New facilities to meet increased student enrolments
- Aboriginal student initiatives to support increased participation
- Financial support programs to maintain access for lower income students
- Revenue-generating continuing professional studies programs
- International student recruitment growth to support expanded international student enrolments
- Achievement of performance goals and objectives as set out by the Ministry of Advanced Education

Part 2 Strategic Implementation Plan

Mission

We create an exceptional learning environment committed to preparing learners for leadership, service and success.

The Mission incorporates important elements from the former Mission and differs from it in a number of ways. Rather than being a new construct, it's a revision.

In choosing the word *exceptional* we are suggesting a greater emphasis on high quality educational experiences as a new strategic direction for Kwantlen.

Creating a learning environment addresses how we serve students. It's up to the students to take advantage of this environment to learn.

Leadership and *service* are revisions of the former mission's "social success" component. The meaning of "social success" was not clear.

Preparing learners for leadership is about encouraging students, graduates and employees to take active roles in their families, communities and workplaces. It's about participation, engagement and responsible citizenship.

In preparing learners for service we want our students, graduates and employees to embrace the notion that as recipients of advanced education, they have a duty to "make a difference in our communities and in our world".

Preparing students for success comes directly from the former Mission Statement.

Values

On September 27, 2002, Education Council met in a strategic planning workshop to review Kwantlen's values. As a starting point, it looked at the 1994 Values (See Policies for 1994 Values). Council members categorized the 1994 values statements as performance values, aspirational values or core values.

Performance values reflect the behavioural and social standards required by employees to be part of the organization. These values support us in working together effectively.

Competitive values are ones the organization needs to succeed in the future to support a new strategy or meet the requirements of a changing market or industry. These values assist us to create and sustain education and service excellence.

Core values are essential values. They should be timeless. Performance and aspirational values may change as situations change.

Core values differentiate Kwantlen from other post-secondary institutions. They are our distinctive DNA. These values become apparent when under threat or when Kwantlen is in a crisis situation.

Values should be the foundation for our strategic implementation plan. In discussing and revising this plan, we should ask what value underlies a particular strategic initiative? If we agree on the value, we can reach consensus on strategic direction. However, if we cannot agree on our values, our discussions and decisions will be solely interest-based.

Discerning values is difficult work. Education Council members struggled with the task. However, by the end of the day, members had made significant progress. They had developed four lists of possible values but were unable to reach consensus on one list.

This task of refining Education Council's work was done by a number of faculty, staff and administrators using a Delphi Process (They worked individually to contributed their ideas.)

Here is the result of their work. These are the values that should be the foundation of this strategic implementation plan. It should be judged based on these values.

Kwantlen's Values

Performance Values

Diversity: We value the diversity of individuals and cultures which comprise Kwantlen, our external communities and our world. We value the diversity of our programs and the diversity of students we serve.

Respect and trust: We commit to building relationships based on honesty, integrity and competence.

Participative decision-making: We consult and involve people affected by decisions where possible. We strive for transparent, participative decision-making.

Competitive Values

Community Contribution: Individually and as a community, we contribute to make Kwantlen, our local communities and our global community more habitable and humane.

Education and Service Excellence: We are committed to excellence and continuous improvement in all education and service areas. We believe "quality" is measured in relation to the needs and expectations of those we serve, and to established quality standards.

Core Values

Learning: We value learning as the core of everything we do. Life-long learning helps us all - students, faculty and staff to realize our potential.

Quality: Our programs, courses and services support student learning and graduate success. To us, graduate success includes community leadership and community service.

Community: We serve our communities by providing access to a broad range of excellent learning opportunities.

Foundation of Strategic Implementation Plan

	Vision	Mission
Values	Performance – support us to work together effectively Competitive – assist us to create & sustain program and service excellence Core – Cultural cornerstones; Source of Kwantlen’s institutional distinctiveness	

Potential Students

Who should our students be in the future? If we are to actualize our Mission and our Vision and serve our communities, we need to address the needs of the following groups of potential students.

1. **High school graduates**, primarily from our catchment area. A significant number of these students require upgrading in English, Mathematics and Science in order to attain their educational outcomes. Some attend because the total cost of post-secondary education at Kwantlen is lower than at universities. Others prefer the convenience of college and university programs in their community. In the past 10 years, much of our efforts have been to improve access to this these potential students.
2. **Mature learners**, again primarily from our catchment area. Some of these learners have post-secondary education. Others require upgrading prior to or concurrent with their post-secondary studies. This is a traditional student group for Kwantlen and for other colleges. In the past 10 years demand has increased from mature learners. It is projected to increase even more in the next 10 years and will continue to grow after 2014 when the 18-24 year cohort begins to shrink.
3. **Recent immigrants**. Some of these students need to improve their English language skills prior to or concurrent with their post-secondary studies. Many immigrants need credential recognition and upgrading.
4. **International students** from around the world. Many of these students require English language upgrading.

1.0 Educational Programming

1.1 Educational Mix

Kwantlen University College’s programs include a full range of British Columbia community college offerings and professional degrees (approximately 70% of all our programs are university studies). The 30%, which are college level, include preparatory courses, vocational and trades training, career and technical programs.

In 1995, the provincial government enlarged Kwantlen’s mandate to include undergraduate degrees in applied areas. Degrees in design, nursing, psychology, computing and business were launched during the ensuing years. In 2001, the Ministry of Advanced Education revised Kwantlen’s mandate again to

include undergraduate degrees in humanities, social sciences and sciences. In 2002, the Provincial Government enabled Kwantlen to award professional masters' degrees.

The Government of British Columbia, by statute, defines the kinds of programs Kwantlen may offer. The Board of Governors and Education Council oversee the program mix and ensure that it meets the specific needs of our communities.

Strategically, our community college heritage and our new ability to offer undergraduate and graduate programming makes Kwantlen better able to serve students in our catchment area through our integrated (laddered) programs. In addition, we can serve college graduates from other areas to obtain degrees.

What should Kwantlen do to serve our communities better?

1.1.1 Outcome – Maintain the breadth of our offerings.

Success Indicator – Kwantlen continues to have an appropriate mix of preparatory courses, vocational and trades training, career and technical programs, university studies, and undergraduate degree programs. In the past few years, most of Kwantlen's growth has been in Humanities, Social Sciences, Business, Mathematics, Computing and English Language Training. Future growth needs to include sciences, college preparation, industry training and career/technical programs. If student demand increases as we forecast, we can expect all areas of Kwantlen that prepare students for emerging occupations, to grow in the next 10 years.

1.1.2 Outcome – Increase opportunities for program integration.

Success Indicator – By 2005, Kwantlen provides laddering opportunities in 85% of its programs.

1.1.3 Outcome – Develop a plan to integrate selected former continuing education programs within the Learning Division.

Success Indicator – Plan is implemented by June 2004.

1.1.4 Outcome – Develop a new strategy and structure for community outreach programs offered at revenue-generating tuition fees.

Success Indicator – Strategy developed by June 2004. New structure and new strategy implemented by September 2005.

1.1.5 Outcome – Revise trades programs to provide opportunities to ladder into diplomas and degrees while maintaining provincial and national trades designations. Build our trades programs as part of the system-wide response to the projected shortage of skilled trades people.

Success Indicator – Curricular revision completed by September 2004. Two new laddering opportunities developed by September 2003. Degree program launched by September 2007. Increase trades offerings for the next 10 years.

1.1.6 Outcome – Expand use of web-based learning resources to all programs offered by Kwantlen University College. This includes course presentations and supplemental resources for students. This is an initiative to enhance student learning. Develop new web-based learning components and courses for new continuing professional studies programs. This will be done

by collaborative teams including educators, curriculum development specialists, web-designers and IET.

Success Indicator – By September 2005 all courses have web-based resources available to students. By September 2005 one new Continuing Professional Studies program is launched using some web-based course delivery.

1.2 Education - Service & Leadership

The revised Mission for Kwantlen University College states: *We create an exceptional learning environment committed to preparing learners for leadership, service and success.* If we are to embody this mission in all we do, our programs must incorporate leadership and service in program learning outcomes.

1.2.1 Outcome – Leadership and Service incorporated into all programs.

Success Indicator – 50% of programs include leadership/citizenship education by 2005.

1.3 Education - Degree Development

Kwantlen has an opportunity to become an institution that meets the growing need for undergraduate degree access in the lower Fraser Valley.

Therefore, the first priority for new program development is undergraduate degrees in humanities, social sciences and sciences. At present Kwantlen offers a degree in psychology. As well, preliminary work has been done on a BA in liberal studies. To address un-met student demand, Kwantlen needs to fast-track degree development work in these areas.

Kwantlen's new degrees in arts and science should be distinctive. They should include an applied component. For example, faculty and deans are now developing a BA in Liberal Studies with a Business Minor. This degree will provide students with a liberal education, excellent analytical, creative and writing skills and the practical business skills to obtain that first position in the private, public or not-for-profit sectors.

We should not attempt to replicate what is already available at UBC or SFU. First, we should develop innovative programs that provide graduates with the knowledge, attitudes and skills that will support them to enter the workforce successfully, to be effective citizens and to serve their communities. Second, we should ensure that those graduates, who wish to pursue graduate studies, could do so. This is a different focus than most universities.

Before Kwantlen develops graduate degrees it needs to create a plan for professional graduate degrees that addresses research capabilities, faculty development and recruitment, infrastructure and administrative issues.

1.3.1 Outcome – Kwantlen contributes to meeting the un-met demand for undergraduate degree education in the lower Fraser Valley.

Success Indicator – Kwantlen launches undergraduate degree in arts by September 2005.

This strategic initiative should take priority over the niche degrees in applied areas that are now under development. A decision to offer a Science degree will be made by 2006.

Success Indicator – By December 2003, Kwantlen, SFU, Douglas and UCFV develop a joint document explaining participation projections, each institution's "share" of the anticipated demand, and principles of institutional collaboration in addressing the demand.

1.3.2 Outcome – A plan for graduate studies is developed. This will include an exploration of partnership degrees.

Success Indicator – By 2005, a plan for graduate degrees is developed.

1.4 Education - Research

Kwantlen should establish research and development in defined academic, professional and societal areas that will bring benefit to the region.

Kwantlen faculty are already involved in significant research. According to a recent survey, trades faculty, horticulture faculty, as well as faculty from more traditional research disciplines are engaged in research. Four faculty members brought in more than \$1 million in research funding last year.

This research is often applied in nature. As an institution, we see research as much more than basic research published in refereed journals, although that is included in our definition. However, for Kwantlen, research is a much broader concept. It includes mechanical stress testing medical instruments, developing new integrated pest management strategies for cities and municipalities, community action and community development research, business consulting, and research on teaching and learning.

Increasing research activities is an important strategic direction because it supports enhanced teaching and learning. Students can participate in faculty research activities. Faculty who choose to engage in research can convey their up-to-date knowledge to their students.

Most faculty research will be housed in research institutes. These institutes will need to be largely self-supporting.

Kwantlen will set aside a small budget to support independent faculty research starting at \$25,000 this year and increasing to \$100,000 in 4 years.

Development of arts and science degrees will require significant growth in research. Kwantlen's research office has been created and a pilot institute begun. A Strategic Research Plan has been completed.

1.4.1 Outcome – Strategic Plan for Research implemented.

Success Indicator – Implementation begins in Fall 2003.

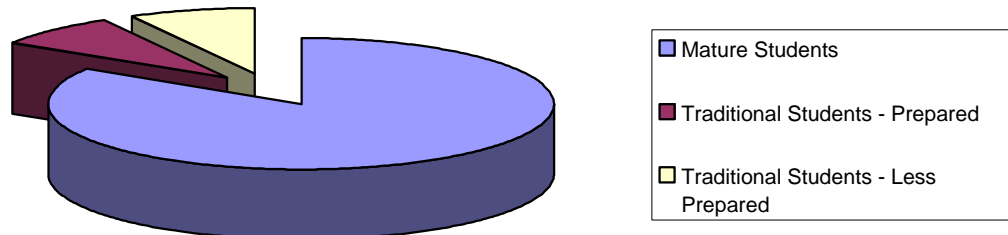
1.4.2 Outcome – Enhance research based learning opportunities in baccalaureate programs.

Success Indicator – By 2005, 25% more students in baccalaureate programs are involved in research initiatives.

1.5 Continuing Professional Studies

Mature student demand will experience the greatest growth in post-secondary education. Over the next 20 years, Arthur Levine, President of Columbia Teachers' College forecasts that 84% of post-secondary students in the US will be mature students.

US Market Projections for Post-Secondary Students



In order to serve its communities fully, Kwantlen should expand its full range of offerings to meet the needs of these potential students. Currently, mature students are the majority in college preparation, vocational, trades and horticulture areas. As well, over the past 10 years, mature student demand grew at a higher rate than did demand from the 18-24 age-cohort (See Appendix D). In the future, we shall see more mature students in both our current programs and in new programs.

A group of mature students we are beginning to serve is students who work in business and government and require education and training for which their employers will pay. For example, the School of Business is developing a BBA in Financial Services Management targeted at employees of credit unions, banks, the insurance and the investment industries. Other ideas for such programs include computer industry advanced certifications, and courses that lead to professional certification (Professional accounting, purchasing management, real estate management, etc.).

These mature students are less price sensitive (many of their employers pay for their education and want to ensure that they are receiving high quality learning) and more concerned about the time invested and convenient delivery. This implies that these students can bring Kwantlen significant net revenues if we develop courses, programs and delivery mechanisms tailored to meet their needs. These needs include PLAR (prior learning assessment and recognition), degree and diploma completion programs, high-end technical training programs, evening and weekend course offerings, offsite delivery, compressed course delivery and web-based learning.

The Learning Division in partnership with a new Business Development Department will take leadership in the development and delivery of these new programs. The Faculties and Schools have the expertise and the credibility. Kwantlen must provide adequate resources for development. These entrepreneurial programs the faculties and schools develop must be self-supporting and should generate a profit for the university college.

1.5.1 Outcome – Learning Division in partnership with Business Development Department creates a business plan for revenue-generating opportunities and programs, then develops and launches new initiatives.

Success Indicator – Overall business plan for this new initiative approved by April 2004. 2 programs launched by September 2004 and 5 programs by September 2005.

1.6 Education – Aboriginal Participation

Consistent with its values, Kwantlen supports the national initiative to increase Aboriginal post-secondary participation rates. The Ministry has indicated that it wants the percentage of graduating Aboriginal students who continue on to post-secondary education to equal the percentage of non-aboriginal graduates who pursue post-secondary education. We should work in partnership with Aboriginal groups, School Districts, governments and business. We need to ensure that Kwantlen is a place that welcomes Aboriginal students. Also, we need to put in place support systems and programs that nurture Aboriginal student success.

1.6.1 Outcome - The Aboriginal Advisor and the dean of the APASS division should establish what percentage of graduating Aboriginal students (within our School Districts) should continue on to post-secondary education to meet provincial/national targets. Recruitment and retention strategies should be developed to eliminate the current shortfall.

Success Indicator – A policy addressing Aboriginal student admission should be developed by December 2004.

Success Indicator – Each year there should be an increase in post-secondary participation rates for new and continuing Aboriginal students at Kwantlen. Completion rates should increase as well.

1.7 Education – Diversity/Access

One of Kwantlen's values is *diversity*; another is *access*. We are proud of our diversity programs and the recognition and awards they have earned in the past. We work hard to increase student access to courses and programs year by year. How can we enhance our diversity in the next 5 years?

First, we must increase Aboriginal participation at Kwantlen.

Second, as tuition increases, we must ensure that students who wish to enroll and don't have the financial resources to fund their education can attend Kwantlen University College. Many of these students can be first generation college/university graduates.

Last year, the Ministry eliminated Capacity Expansion funding. The New Era commitments to health, computing and electrical engineering replaced the former government's commitments to assisting disadvantaged young people. Last year, Kwantlen chose to eliminate Institutional Based Training (IBT) programs funded by Capacity Expansion. So programs that met the needs of disadvantaged youth were cut. Now we are faced with the question of what should we do to address this unmet need? Should we create an institutional initiative to focus on literacy, for example? UBC works in the Downtown Eastside. Should Kwantlen have a major initiative in Whalley?

1.7.1 Outcome – Enhance information systems that measure participation of lower income students. Then develop and implement strategies to provide more financial support to these students. Enlist support of Kwantlen Foundation to increase bursaries.

Success Indicator – Participation by lower income students does not decrease in the next two years. Participation rate increases in subsequent years.

1.7.2 Outcome – Develop community outreach activities and programs that serve disadvantaged youth and other disadvantaged people. Partner with community groups in this. Consider establishing a Kwantlen-wide community outreach initiative – perhaps in the area of literacy.

Success Indicator – Plan developed by December 2004.

1.8 International Education

The future growth in international education will require continued expansion of our offerings in English language upgrading. Increased English upgrading provides Kwantlen with a significant advantage in recruiting international students, many of whom do not meet the English language requirements of other universities.

In addition, Kwantlen should pursue program export opportunities where these make sense. There are a number of international markets that would welcome Kwantlen degree programs. These include Hong Kong, China, India and the Gulf States. Utilization of our curriculum and programs in these markets could provide foreign students a cost-effective way of earning a Canadian degree in their country of origin. It will also generate a profit for Kwantlen.

Finally, Kwantlen's international initiatives should support the internationalization of its programs. This includes international options for current programs, internationalizing curricula in others and developing international exchange opportunities for students and faculty.

1.8.1 Outcome – Expand international student enrolments. To support our outcome of increasing international student enrolment to 10% of the total university college enrolment requires the following:

- Increased recruiting activities both locally and overseas.
- Increased staff and management support for international education.
- Establish student residences.

Success Indicator – International students reach 10% of university college enrolment by September 2007.

1.8.2 Outcome – Develop and launch both short-term and long-term international programs.

Success Indicator – One program in operation within the next three years.

1.8.3 Outcome – Develop international program options and internationalize curricula.

Success Indicators - One international program option developed by 2005. Internationalized curricula developed by 2005.

1.8.4 Outcome – Expand Kwantlen student and faculty opportunities for international experiences and exchanges. Revenues from international recruiting will support this.

Success Indicator – By 2005, Kwantlen has international relationships with universities in Europe, United States, South and Central America, Asia, and Australia/New Zealand that include opportunities for international experiences and exchanges for students, faculty and administrators.

2.0 Education and Service Quality

2.1 Education Quality Initiatives

Student success is the key component of Kwantlen's Mission. Therefore, measuring and improving program quality is crucial to this strategic implementation plan. Quality improvement also supports repositioning Kwantlen. Here are the outcomes we must accomplish in order to achieve this.

- 2.1.1 Outcome** – Develop and implement the program evaluation recommendations from the Meta Evaluation.
Success Indicator – The program evaluation policies, procedures and mechanism need to be in place by the fall of 2004. Implementation will occur in 2004-2005.
- 2.1.2 Outcome** – Measure graduate outcomes as part of a larger quality improvement initiative that includes yearly program quality measurement.
Success Indicator – See above for timelines.
- 2.1.3 Outcome** – Support the development of alumni systems, programs and services in response to requests from alumni groups.
Success Indicator – A business plan for Alumni Programs and Services will be completed and approved by December 2003.
- 2.1.4 Outcome** – Achieve accreditation, as appropriate, across programs as well as at an institutional level.
Success Indicator – Strategy developed by end of 2003. Current program accreditations maintained. Strategy implemented by 2007.
- 2.1.5 Outcome** – Support a high level of student/faculty interaction.
Success Indicator – Measures developed to assess student/faculty interaction by December 2004.
- 2.1.6 Outcome** – Develop policies and procedures to guide alliances. Develop new alliances with institutions and groups that support students' educational experiences.
Success Indicator – 10 new alliances developed by 2005.
- 2.1.7 Outcome** – Increase support and expand initiatives that enhance student success. These include: Learning Centres, First Year Experience, Co-op, Cohorts, internship programs, counseling and educational advising services and placement services.
Success Indicators – Learning Centres at all campuses, First Year Experience activities grow to reach more new students. Co-op, internship and service learning opportunities serve more students. At least one new counseling and educational advising initiative developed and implemented. Placement Bureau established to assist graduates to enter the labour market. All this should be accomplished by 2005.
- 2.1.8 Outcome** – Address assessment and placement issues across the university college.
Success Indicator – A plan for dealing with assessment and placement approved by 2004.

2.2 Service Quality Initiatives

As Kwantlen's enrolments have increased over the past 10 years services have not expanded to the same extent. On the whole, services budgets have stayed the same as Kwantlen has invested most of its increased grants from government in more student access. A number of years ago, management recognized this problem and committed to fix it. However, the provincial government's FTE targets, aimed at increasing access ensured that this did not happen. Moreover, the current government's requirement that Kwantlen produce close to 1000 additional FTE's over the next 3 years with no additional funding exacerbates this service deficit.

How does Kwantlen address this? First, it must analyze and evaluate service processes in order to determine if more efficient and effective methods of delivering more service at the same cost are possible. This needs to be the result of a larger service review as outlined in the Meta Evaluation Report. Second, Kwantlen must invest some of the profits from international education and programs for mature students in increased service budgets.

2.2.1 Outcome – Develop and implement service evaluation mechanism. Use the results of this to modify processes to provide better service levels with the same budgets.

Success Indicator – Service Evaluation mechanism established by September 2004. First modifications made by September 2005.

2.2.2 Outcome – Increase service budgets where required. We won't expand education programs if we can't grow the service-side of Kwantlen.

Success Indicator – Beginning in 2003-2004, Service Area budgets increase.

2.3 University College Experience

Repositioning Kwantlen also requires us to move from being a commuter college to an institution that provides a full range of social, cultural and athletic facilities and programs and student residences. This will create a sense of community for students and employees. Enhancing our current facilities is also important. Projects should include improving curb appeal, upgrading present facilities, creating gathering areas for students and employees and installing social seating in hallways.

We must address the faculty office crowding. The current situation is making our faculty commuters. We need to solve the faculty office issue so that faculty will have the opportunity to stay on campus as integral members of the community.

Such initiatives will require significant financial support and this will be difficult in a period of fixed provincial funding. However, this is an important strategic initiative. Therefore, we must raise the funds to do this.

2.3.1 Outcome – Develop a vision and a plan to enhance the University College Experience by September 2004.

Success Indicator – Vision and plan approved by June 2005.

2.3.2 Outcome – Develop a plan to solve the faculty office-crowding problem and begin implementation by September 2004.

Success Indicator – Faculty office crowding is not an impediment for faculty participation in the university college experience.

2.3.3 Outcome - Enlist the Kwantlen University College Foundation to raise a \$10 million University College Development Endowment to begin to fund these enhancements to the university college experience.

Success Indicator – \$1 million of this endowment raised by end of 2005.

2.4 Library

The environmental scan identified the library collection as a weakness. Funding for our transition to a university college has not kept pace with the needs and the grants Kwantlen has received have not been proportional. As the university college develops more undergraduate programs in arts and sciences, the need for building our library resources increases.

2.4.1 Outcome – Enhanced library resources to meet the needs of undergraduate education at Kwantlen.

Success Indicator – Budget for library acquisitions and subscriptions increases at a sustained rate for the next three years. Operating budget supports these increases.

3.0 Resources

To implement the educational program and quality initiatives listed above requires resources – facilities, management information systems, marketing, finance, organizational and human resources.

3.1 Facilities

Replacing the Newton Campus and meeting provincial enrolment growth targets will require both construction of new facilities in Surrey and Langley, and the more efficient use of current facilities at all campuses. Strategies for increasing utilization are currently underway. These include implementation of a computerized scheduling system, the hiring of a Scheduling Manager and increasing summer semester utilization.

Kwantlen should be cautious about expansion of the Richmond Campus given the demographic trends for Richmond and Delta high school graduates. Any expansion at Richmond must be supported with a business plan that identifies long-term student demand trends from recent high school graduates, potential students from Vancouver and Burnaby, and mature students.

3.1.1 Outcome – Replace Newton Campus facilities. Replacement campus will become a comprehensive campus in subsequent phased development.

Success Indicator – Completed by September 2006 with Ministry support.

3.1.2 Outcome – Implement computer assisted scheduling system by September 2004.

Success Indicator – Achieve 10% increase in room utilization by September 2005.

3.1.3 Outcome – Develop a master plan for sites that identifies maximum site capacities.

Success Indicator – Master Site Plan developed and approved by end of 2003.

3.2 Management Information Systems

Kwantlen's management information systems have not kept pace with our growth as an institution. In many ways, as senior management has pointed out, we still operate as if we were a 2500 FTE college. The Meta Evaluation identified clearly where the gaps exist. Primarily, Kwantlen needs to develop and implement systems to evaluate programs and services.

These systems must provide management and Kwantlen's governing bodies with timely, accurate and relevant data that they can use to make sound decisions and informed choices, and to promote the university college and its successes.

3.2.1 Outcome – Kwantlen develops and implements management information systems that incorporate program and service evaluation. Institutional Analysis and Planning plays a lead role in this initiative supported by IET.

Success Indicator – Management Information Systems established by September 2004. First modifications to programs and services based on information gathered by the Management Information Systems made by September 2006.

3.3 Marketing

Repositioning Kwantlen University College is a multi-stage process. In order to change people's perceptions of Kwantlen, we must first gather data that demonstrates the quality of what we do. Also, we need to develop the aforementioned management information systems so that we can enhance program and service quality. As well, Kwantlen needs to develop and launch undergraduate degrees in arts and science. In addition, we need to improve the university college experience we provide to our students and to members of our internal communities. Finally, Kwantlen needs to increase its promotional and marketing efforts to complete the repositioning process. One Vice President has remarked that BCIT spends 10 times what Kwantlen spends on marketing and promotion. We need to close that gap.

3.3.1 Outcome – We undertake a study on perceptions of Kwantlen University College in order to provide us with baseline data for repositioning.

Success Indicator – Study is completed and data reviewed by January 2004.

3.3.2 Outcome – A plan for repositioning is developed and implemented.

Success Indicators – Plan is developed by June 2004. Kwantlen provides budget resources to Marketing Department to implement plan fully by December 2005. Follow-up study demonstrates significant shift in perceptions consistent with repositioning strategy.

3.4 Finance

As described in the environmental scan, Kwantlen does not foresee increased provincial funding in the next 3 years. Resources required to implement the strategic plan will come from process improvements, reallocation of current budgets, from profits generated from revenue-generating activities programs and international education, and from monies raised by the Foundation.

3.4.1 Outcome – Senior management makes required budget decisions that support implementation of the strategic plan.

Success Indicator – Budget allocations reflect strategic implementation plan priorities.

3.5 Organization/Human Resources

The Meta Evaluation identified the following as important issues in human resource management: Strengthening of recruitment and retention; developing faculty and staff; enhancing a healthy workplace; and, nurturing a culture of trust.

As a *learning community* employee development is important. Also, it is key to enhancing delivery of high quality programs and services. Both program evaluation and service quality initiatives will require training support. We need to learn how to measure program and service quality. In addition, we need to learn how to enhance delivery quality. Kwantlen needs to increase its strategic investments in its people.

Employee recruitment needs to support the Aboriginal participation objectives. To support our Aboriginal participation objectives, Aboriginal students need to see more Aboriginal faculty and staff at Kwantlen. They need them as role models, as mentors and as a demonstration that Aboriginal people are welcome and valued. Recruitment criteria must value this.

Similarly to live our Value of *Diversity*, we need to ensure that the diversity of our student body and our communities is reflected in our staff, our faculty and our administration. Again, recruitment criteria need to value diversity.

As a *learning community* whose reputation will be based on the success of its students and graduates, we need to invest in faculty development in three areas. For all faculty, support for enhancing teaching excellence is most important. For faculty in applied programs, up-to-date industry experience is vital to providing relevant applied education experiences to students. For some faculty, having the opportunity to earn advanced degrees is important.

As Kwantlen develops more undergraduate degrees and research begins to play a larger role, the institution will require more faculty with advanced degrees including doctorally qualified faculty. In some areas, faculty with bachelor degrees will earn masters degrees. In other areas, masters qualified faculty will earn doctorates. Kwantlen will need to recruit some new faculty and to support current faculty to upgrade their academic qualifications. The Foundation needs to support this faculty upgrading initiative.

Key to Kwantlen's success as a post-secondary institution is teaching and learning excellence. Initiatives in this area are required.

3.5.1 Outcome – Develop a plan to strengthen recruitment and retention for faculty and staff.
Success Indicator – Plan developed by December 2004.

3.5.2 Outcome – A teaching/learning centre of excellence established. Programs developed to support employee learning as a way to enhance program and service quality. A key objective of this centre will be to support teaching excellence.
Success Indicator – Centre established by 2004.

3.5.3 Outcome – Review recruiting procedures and policies to ensure diversity continues to be valued in the ranking criteria. Measure diversity of different employee groups and benchmark.
Success Indicator – Diversity increases where required to reflect diversity of our students and communities.

3.5.4 Outcome – Create strategies and mechanisms to support faculty to return to industry for periods of time where appropriate.
Success Indicator – Strategies and mechanisms developed and implemented by Sept. 2004.

- 3.5.5 Outcome** – Recruit and develop more faculty with advanced degrees including doctorally qualified faculty where it meets strategic objectives and is feasible. Deans will have to take the lead in this development initiative.
- Success Indicator** – In areas where this is important, percentage of masters qualified faculty increases by 25% by the end of 2005.
- Success Indicator** - Percentage of doctorally qualified faculty increases to 40% in degree related programs from 25% by end of 2005.

4.0 Ministry of Advanced Education

Kwantlen can chart its own course through this strategic plan as long as it meets the requirements of the Ministry of Advanced Education. As an institution, Kwantlen University College achieve the following outcomes over the next 3 years:

- 4.1 Outcome** – Meet Ministry FTE targets.
Success Indicator – Total audited FTE continues to meet Ministry targets.
- 4.2 Outcome** – Kwantlen meets its *New Era Initiatives* targets.
Success Indicators – Number of nursing and computing degree graduates meets Ministry targets by 2005.
- 4.2.1 Outcome** – Kwantlen achieves performance goals and objectives as set out in the Ministry’s accountability framework.
Success Indicator – Kwantlen meets Ministry performance goals and objectives.

5.0 Implementation Plan

This strategic implementation plan is comprehensive and will involve interdependent work on the part of many departments and many people. Therefore, we will require more detailed implementation plans for divisions, faculties and schools, departments and service areas which set out commitments, due dates, responsibilities and progress. The implementation plan will be reviewed and revised annually.

- 5.1 Outcome** - Detailed operating plans guide implementation and allow us to keep track of progress.
Success Indicator – Divisions, faculties and schools, departments and service areas develop implementation plans for 2004-2005 budget development process.

Part 3 Appendices

Appendix A

What is Strategic Planning?

When I began the collaborative process of developing a strategic plan for Kwantlen University College, I assumed that we all had the same understanding of the term *strategic planning*. Based on my consultations to date, I was wrong. Rowley, Lujan and Dolence, in *Strategic Change in Colleges and Universities* describe two different understandings. They describe traditional planning (what many people mistake for strategic planning) and strategic planning as follows:

Traditional Planning – The default planning system (in colleges and universities) was in fact the annual budgeting process. This habit of relying on the annual budget cycle was enshrined in phrases such as “How do we plan if we don’t know how much money we have?”

Planning therefore became a euphemism for “How are we going to spend (allocate) our resources (money), time, attention, focus,” and so on. In this way, higher education has feigned accountability by substituting an accounting audit trail for meeting the needs of society – a catch-22 that became very comfortable. “Tell me what we have to spend for five years, then I’ll allocate resources against a plan for five years.”

Strategic Planning – The central tenet of strategic planning is to align the organization and its environment. This involves accepting the capacity of various internal and external constituents to lay claims on the college or university and its future. It rejects the perspective that internal constituents have a monopoly on the future of the university. In strategic planning, the critical need is for the institution to respond in a forward-thinking, proactive manner to shape the internal effects of external forces on the institution ².

To summarize, traditional planning looks inward and asks how should we divide available resources. It’s a political process that protects the status quo. In contrast, strategic planning looks both inward and outward and asks: *Who will our students be? What should we teach? How should we teach it? How will students learn? What are society’s needs? How does society expect us to meet its needs? What role will learning play? How will we pay for it?* ³. It’s a community process that asks how we can best serve our internal and our external constituents.

Strategic Planning in Post-Secondary Institutions

Strategic planning is different in business than in post-secondary education. The organizations’ structures and cultures differ. Historically, businesses have been much more hierarchical. Also, they have more latitude to decide which products or services to offer and which customers to serve. Their locus of control is largely internal.

In post-secondary institutions, the locus of control is more external than in a business. Kwantlen was established by Provincial legislation. The Province of British Columbia decides Kwantlen’s mandate and governance. The Province is the main source of funding. Moreover, we are part of a post-secondary system and must coordinate our programs with other colleges, institutes and universities.

Therefore, we have less autonomy than a business in choosing our strategic direction. Some things have been decided for us already, and to debate these decisions as part of the strategic planning process would be unproductive.

A good example occurred in October 2002. The Provincial Government decided to provide Kwantlen \$3.5 million to complete site preparation at our Cloverdale property. The 1st draft of this strategic plan assumed Kwantlen was consolidating its programs and operations at 3 campuses. It recommended the 3-campus model as cheaper to construct and more cost effective to operate. Now, a government decision has changed our development plans.

However, even with limited autonomy, we have the ability to make important strategic decisions and choices. As this draft plan demonstrates, within limits, we can plan our future.

Appendix B

Environmental Scan

Educational Opportunities

1. Kwantlen has the opportunity to become an institution that meets the growing need for undergraduate degree access in the lower Fraser Valley. We need to do this to serve an unmet need. Each year over 400 students from Kwantlen who have the GPA's to enter SFU and UBC are unable to transfer because of limited space at these universities. As the population grows, this unmet need will grow.

Kwantlen can contribute to meeting this need by adding BA and BSc degrees in humanities, social sciences and sciences in addition to its expanding range of professional degrees. Demographics support growth in these areas. This complements our college programs and those of other colleges. It enhances system access to degree completion. To accomplish this successfully, we shall need to provide additional financial support to the library.

2. The Government of British Columbia, the Government of Canada, business and labour have projected a significant shortage in the skilled trades in the near future. Kwantlen needs to be a major participant in a provincial strategy to alleviate this shortage. Trades programs need to grow in new facilities at Kwantlen. Also, trades education should be redesigned so that career pathways relevant to industry training merge with academic credentials at citation, diploma and degree levels.
3. Current vocational programs are evolving into career and technical programs with opportunities for graduates to ladder into Kwantlen's professional degree programs. In a paper presented to the Ministry on November 5, 2002 Kwantlen made the following statement:

The HSW, ABTY and Drafting programs have changed the nature of their curriculum to reflect labour market needs. This includes multiple exits, growth of diploma or equivalent options and laddering opportunities to degree studies. These programs no longer are truly vocational in nature and their designation should be altered.

As HSW, ABTY and Drafting evolve into career programs, should they be replaced to maintain the size of the vocational program mix? Is there a need for more vocational programs? What are the relationship between career pathways for industry training and the old vocational paradigm?

4. Kwantlen's strength is in being a learner-centred post-secondary institution. The primary purpose of Kwantlen should continue to be teaching and learning. Growth in research is important and is a key to enhancing teaching and learning.
5. Higher levels of student/faculty interaction than at research universities and personal attention from faculty are strategic advantages for Kwantlen.
6. The post-secondary participation rate for Aboriginal people is very low. At this time over 50% of Aboriginal people in BC are under the age of 25. This age cohort is a prime group that Kwantlen serves. There is a national initiative led by Native organizations, governments and business to increase the post-secondary participation rate to the national average. Kwantlen should contribute to achieving this goal.

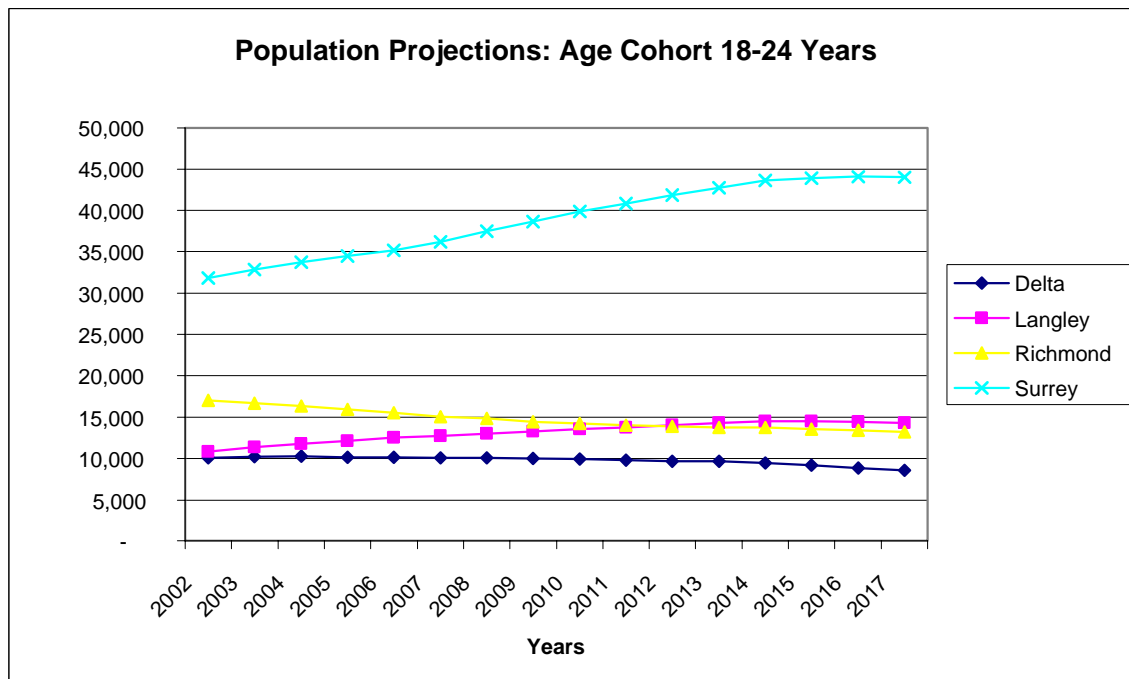
7. Kwantlen's draft revised mission suggests that all programs should incorporate leadership and service in their learning outcomes.

Financial Challenges

8. Government funding is not increasing and economic growth in BC will be modest in the next 5 years. At the same time government is requiring Kwantlen to generate close to 1000 additional FTEs over 3 years and to be accountable for outcomes based on the Ministry's Service Plan. Both initiatives will require substantial investments in faculty, staff and resources. This will put additional strains on our services and administration.
9. Significant incremental funding is required by Kwantlen to support services and administration and to invest in the future of the institution. Therefore, major financial initiatives are required in fund raising, alliances, international education and entrepreneurial programs. Although, we expect no incremental government funding, we should continue, in cooperation with other post-secondary institutions, to lobby for additional monies from the ministry to support higher post-secondary participation rates.

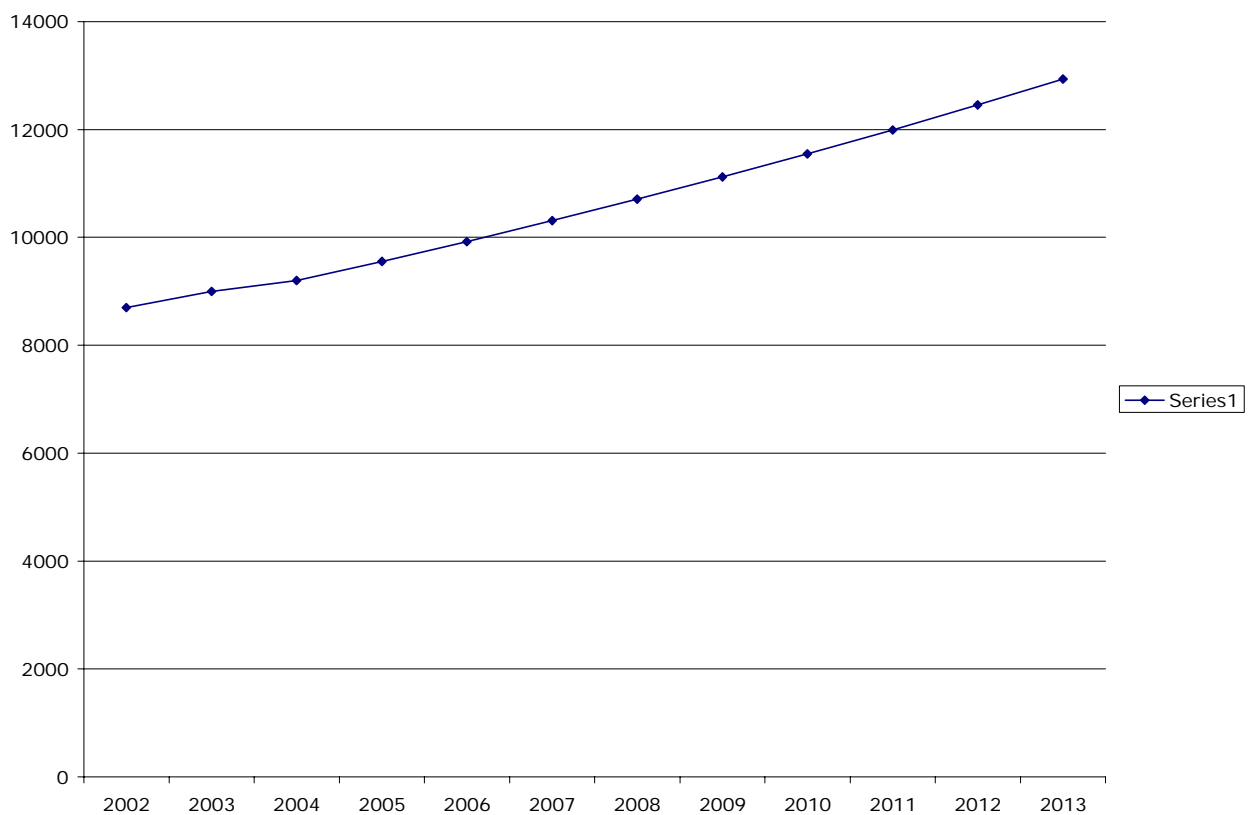
Student Demand

10. Population growth and growth in the 18-24 age cohort will be centred in Surrey and Langley. This has implications for program expansion in these areas to serve the growing market. It also suggests that facilities growth needs occur at Surrey, Langley Campus and a replacement Newton Campus. Significant projected declines in the 18-24 age cohort in Richmond and Delta suggest we need to plan for possible declines in demand at the Richmond Campus. Richmond Campus capacity constraints should ease. However, all campuses will remain comprehensive, each with a different mix of programs. Degrees will continue to be offered at all campuses.



11. Opportunities grow for serving mature students. This demand is globally competitive. However, our location and our status as a public degree granting institution give us advantages. Our faculties and schools have the expertise to develop quality programs to serve the demand for both degree completion and high-end technical and management training. Serving this growing market will require Kwantlen to invest in alternate delivery including distance learning and offsite classes. A restructuring of Continuing Education will assist us in meeting this need.
12. Student demand projections indicate that Kwantlen University College will grow to between 12,000 and 13,000 FTE's in the next 10 years (1000 FTE growth from 2002-2004; 3.86% annual growth for years 2004 – 2013).

Projected Enrolment Growth (Based on 10 Year Trends)



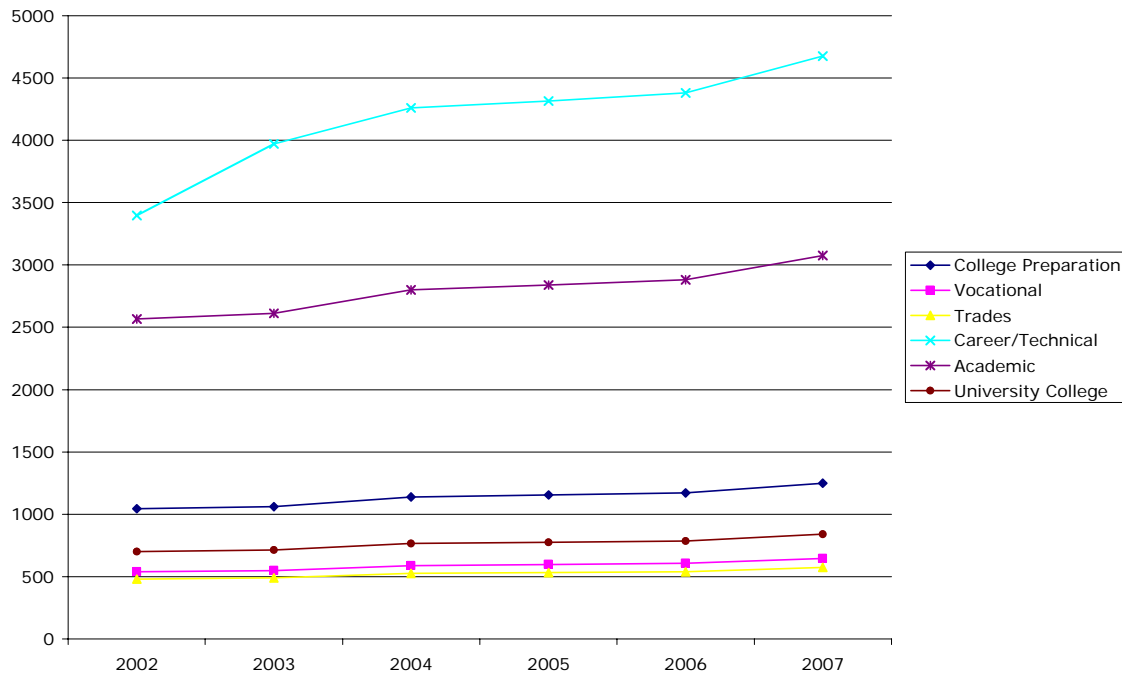
This growth would just meet population growth and conservative increases in post-secondary participation rates. Growth can be expected in all areas - college preparation, vocational/ trades, career/technical, university studies and university degree programs.

To increase participation rates (from our current 14-16% of 18-24 age cohort and 2% of the 25-40 age cohort) growth will have to be more than our historic 3.86%, and our total FTE in 10 years, will be higher. See Appendix C for details of Kwantlen's historic enrolment growth patterns.

Appendix D provides details of enrolment growth by *age cohort*. It demonstrates that mature student enrolment is growing faster than the enrolment of the 18-24 age group.

Appendix E gives some estimates of FTE enrolments by program area for 2012.

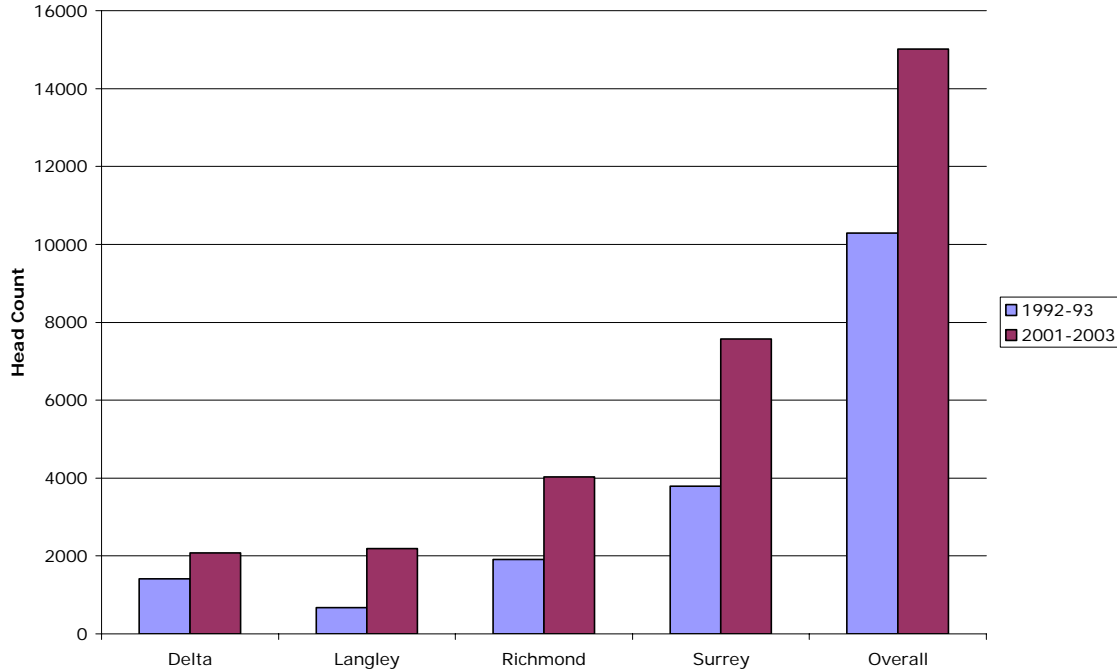
FTE Growth (Based on Statistics Canada Population Projections)



13. International demand for post-secondary education offers opportunities for growth. Because of its location and its diverse student population, Kwantlen can attract many more international students. International students will enroll at Surrey, Richmond and Langley Campuses. Residences for international and domestic students will support development of campus life.
14. As well, Kwantlen can export its programs to other parts of the world. Through these initiatives we can provide opportunities for our students and faculty for international exchanges, enhance their education and experience with other cultures, provide quality education to students from other parts of the world, and generate significant revenues to invest in better educational services, library resources and management systems.

Appendix C

Historic Enrolment Growth 1992/93 - 2001/02



Historic Enrolment Growth Rate 1992/93 – 2001/02

1992/93 – 2001/02	Annual Compound Growth Rate
Delta	3.92%
Langley	12.52%
Richmond	7.73%
Surrey	7.16%
Overall	3.86%

Appendix D

Historic Enrolment Growth by Age Cohort

	1992/93	2001/02	Growth	Compound Growth Rate
18-24 Age Cohort				
Delta	1086	1114	28	0.25%
Langley	444	957	513	7.98%
Richmond	1412	2451	1039	5.67%
Surrey	2548	4067	1519	4.79%
Vancouver	557	1126	569	7.29%
Overall	7093	9899	2806	3.39%
25-40 Age Cohort				
Delta	222	535	313	9.19%
Langley	174	690	516	14.77%
Richmond	386	1113	727	11.17%
Surrey	904	2074	1170	8.66%
Vancouver	212	565	353	10.30%
Overall	2396	3629	1233	4.24%
41-65 Age Cohort				
Delta	99	375	276	14.25%
Langley	51	490	439	25.39%
Richmond	99	432	333	15.87%
Vancouver	45	191	146	15.55%
Overall	710	1393	683	6.97%

Appendix E

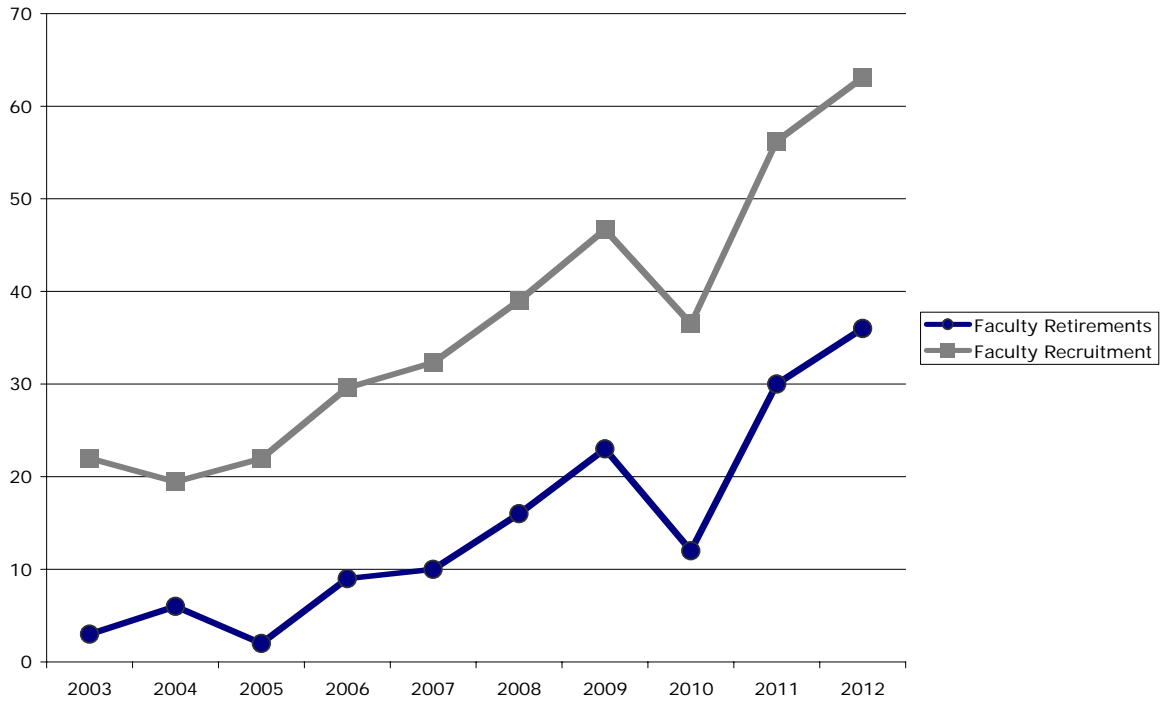
Possible 10 Year Enrolment Growth (Full-time Equivalent FTE: 2002 to 2012)

	<u>2002</u>	<u>2012</u>
College Preparation	1044	1500
Vocational	540	800
Trades	480	1000
Career/Technical	3397	4200
Academic	2567	4000
University College	700	1500
Total	8728	13000

Appendix F

Human Resource Planning 2003 – 2012

Faculty Human Resource Planning



Faculty Recruitment - Historical

	1993	1994	1995	1996	1997	1998
Faculty Recruitment	53	26	16	22	43	39
	1999	2000	2001	2002	Totals	Average
Faculty Recruitment	28	16	27	46	316	31.6

Appendix F

Human Resource Planning 2003 – 2012

Faculty Retirements	2003	2004	2005	2006	2007	2008
Mandatory Retirements	3	5	1	7	8	13
Voluntary Early Retirements		1	1	2	2	3
	3	6	2	9	10	16
Enrolment Growth						
College Prep	30	30	30	30	25	25
Trades - ELTT		16	16	16	16	16
Trades - Apprenticeship			3	3	6	6
Career, Tech, Voc, Prof	30	30	30	30	30	30
Undergraduate Degrees	250	123	230	243	259	273
Professional Degrees	30	30	30	30	30	30
Total	340	229	339	352	366	380
Intl Enrolment Growth						
		130	130	130	123	38
New Faculty Required	17	11	18	19	19	20
Faculty Attrition	2	2	2	2	3	3
Total Faculty Recruitment	22	19	22	30	32	39

Faculty Retirements	2009	2010	2011	2012	Totals	Average
Mandatory Retirements	20	9	27	33	126	12.6
Voluntary Early Retirements	3	3	3	3	21	2.1
	23	12	30	36	147	14.7
Enrolment Growth						
College Prep	25	20	20	15	250	
Trades - ELTT	16	16	16	16	144	
Trades - Apprenticeship	6	6	6	6	42	
Career, Tech, Voc, Prof	30	30	30	30	300	
Undergraduate Degrees	317	308	323	375	2701	
Professional Degrees		30	30		240	
Total	394	410	425	442	3677	
New Faculty Required	21	22	22	23	192	19.2
Intl Enrolment Growth	39	41	43	44	718	
Faculty Attrition	3	3	4	4	28	2.8
Total Faculty Recruitment	47	37	56	63	367	36.7

Appendix G

Costing

Capital Cost Financial Projections

Surrey Campus Infill - 2005	Low	High
Drafting, Technology Programs, Classrooms and Offices	\$3,000,000	\$5,000,000

Newton Campus Replacement Costs - 2006	Low	High
Three Campus Model	\$17,000,000	\$25,000,000
Four Campus Model	\$25,100,000	\$32,700,000

Enrolment Growth Capital Cost - 2009	Low	High
Trades	\$2,800,000	\$3,500,000
Other	\$17,469,000	\$21,836,250
Total	\$20,269,000	\$25,336,250

University College Experience Costs	Cost Estimate
Gym Richmond	\$2,230,000
Gym Langley	\$2,230,000
Auditorium Surrey	\$1,500,000
Auditorium Richmond	\$1,500,000

Appendix G

Financial Projections

Revenue

Tuition Revenue	2003	2004	2005	2006	2007
Incremental Tuition		693870	1027170	1066560	1108980
Intl Tuition Revenue					
Incremental Continuing Studies		1300000	1300000	1300000	1226000
Net Contribution		250000	500000	750000	1000000
Less Funding Reduction		1000000			
Total Incremental Revenue		1243870	2827170	3116560	3334980

Costs

Enrolment Growth					
Incremental Faculty					
Salaries & Benefits		1030500	1620000	1678500	1728000
International Growth					
Incremental Faculty					
Salaries & Benefits		585000	585000	585000	551700
Incremental Support/		807750	1102500	1131750	1139850
Service Costs					
Library		250000	181000	111000	130000
Research		50000	50000	50000	
Incremental Facility					
Costs			90000	1063000	
Distributed Learning		200000			
Research, Planning &					
Evaluation		250000	250000		
Student Success		200000	200000		
Teaching/Learning					
Centre of Excellence		100000	150000		
Total Incremental Costs		3473250	4228500	4619250	3549550

Additional Operating Revenue Required		2229380	1401330	1502690	214570
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Appendix G

Financial Projections

Revenue

Tuition Revenue	2008	2009	2010	2011	2012
Incremental Tuition	1151400	1193820	1242300	1287750	1339260
Intl Tuition Revenue					
Incremental	380000	394000	410000	425000	442000
Continuing Studies					
Net Contribution	1000000	1000000	1000000	1000000	1000000
<hr/>					
Less Funding Reduction					
Total Incremental Revenue	2531400	2587820	2652300	2712750	2781260

Costs

Enrolment Growth					
Incremental Faculty					
Salaries & Benefits	1791000	1854000	1926000	1993500	2070000
International Growth					
Incremental Faculty					
Salaries & Benefits	171000	177300	184500	191250	198900
Incremental Support/	981000	1015650	1055250	1092375	1134450
Service Costs					
Library	100000	100000	100000	100000	100000
Research					
Incremental Facility					
Costs		500000			
Distributed Learning					
Research, Planning &					
Evaluation					
Student Success					
Teaching/Learning					
Centre of Excellence					

Total Incremental Costs	3043000	3646950	3265750	3377125	3503350
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Additional Operating Revenue Required	511600	1059130	613450	664375	722090
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Appendix H

Strategic Implementation Plan Priorities

Priority One Initiatives

1. Develop and implement program evaluation recommendations.
2. Senior management makes budget decisions that support implementation of strategic plan.
3. Expand international student enrolments.
4. Increase FTE enrolments to meet Ministry targets.
5. Meet *New Era Initiative* targets.
6. Replace Newton Campus facilities.
7. Complete and implement Strategic Research Plan
8. Create business plan for revenue generating programs, then develop and launch new programs.
9. Develop a plan to strengthen recruitment and retention of faculty and staff.
10. Achieve performance goals and objectives as set out in the Ministry's accountability framework.
11. Increase support and expand initiatives that enhance student success.
12. Contribute to meeting the un-met demand for undergraduate degree education in the lower Fraser Valley.
13. Increase opportunities for program integration.
14. Develop a new strategy and structure for community outreach based on continuing professional studies.
15. Address assessment and placement issues across the university college.
16. Recruit and develop more faculty with advanced degree including doctorally qualified faculty where it meets strategic objectives and is feasible.

Priority 2 Initiatives

17. Develop a plan to integrate Continuing Education programs within the Education Division.
18. Measure graduate outcomes as part of a larger quality improvement initiative that includes yearly program quality measurement.
19. Develop and launch international programs.
20. Enlist Kwantlen University College Foundation to raise \$1 million by 2005.
21. Develop a master plan for sites that identifies maximum capacities.
22. Develop and implement management information systems that incorporate program and service evaluation.
23. Develop and institution-wide project plan that guides implementation of strategic plan.
24. Develop and implement service evaluation mechanism.
25. Maintain the breadth of our offerings.
26. Web-based learning components and courses developed for new continuing professional studies programs.
27. Recruitment and retention strategies developed to increase aboriginal participation at Kwantlen to meet provincial/national targets.
28. Study undertaken on perceptions of Kwantlen University College.
29. Implement computer assisted scheduling system by May 2004.
30. Support and maintain high levels of student/faculty interaction.

31. Enhance research based learning opportunities in degree programs.
32. Develop a plan to solve the faculty office-crowding problem.

Priority Three Initiatives

33. Achieve accreditation, as appropriate, across programs as well as at an institutional level.
34. Develop and implement a plan for repositioning Kwantlen.
35. Establish a teaching/learning centre of excellence.
36. Revise trades programs to provide opportunities to ladder into diplomas and degrees.
37. A Plan for graduate studies is developed and reviewed.
38. Create information systems that measure participation of lower income students. Then implement strategies to provide more financial support to these students.
39. Leadership and service incorporated into all programs.
40. Enhance library resources to meet the needs of undergraduate education at Kwantlen.
41. Develop community outreach activities and programs that serve disadvantaged youth and other disadvantages people.
42. Develop a vision and a plan to enhance the University College Experience.
43. Support the development of alumni systems, programs and services in response to requests from alumni groups.
44. Create strategies and mechanisms to support faculty to return to industry for periods of time where appropriate.
45. Expand use of web-based learning resources to all programs offered by Kwantlen.
46. Review recruiting procedures and policies to ensure diversity continues to be valued in the ranking criteria. Measure diversity of different employee groups and benchmark.
47. Develop policies to guide alliances. Develop new alliances with institutions and groups that support students' educational experiences.
48. Expand Kwantlen student and faculty opportunities for international experiences and exchanges.