

2013

University of King's College

Strategic Planning Primer



January 2013

EXECUTIVE SUMMARY

The Board of Governors of the University of King's College has endorsed a proposal from President George Cooper to develop a new strategic plan for the University. A strategic plan can do great things for us. It can set out our goals and guide our collective efforts to advance the University of King's College over the next five (5) years in areas such as academic programming, scholarships and bursaries, and infrastructure. Only you can help set our priorities and direction. That is why development of the strategic plan will be a consultative process providing all members of the University community with an opportunity for input at the outset and feedback on a draft strategic plan later this Spring. Our goal at the end of the process is to have a clear and very focused Strategic Plan that reflects the whole community.

Strategic planning does not take place in a vacuum but rather requires an in-depth understanding of our context. This Strategic Planning Primer is intended to provide its readers with an overview of at least some of the factors that we should have on our radar screen as we begin to consider UKC's priorities for the future. They include:

- Demographic challenges including a forecasted regional decline in population in the 18-24 age range
- Dropping university participation rates and a competitive post-secondary education landscape
- Perceived value of a university education
- Financial cost of a post-secondary education and related public policy initiatives
- The evolving needs and expectations of university students
- The quality of undergraduate education
- Social and technological trends
- Human resources and physical capacity to support growth
- Revenue pressures

These topics are discussed in this Primer and where the information is available, we examine the topics from a national, regional, provincial and institution-specific perspective.

King's has many strengths of which we can be proud:

- Innovative interdisciplinary and journalism programmes
- Dedication to primary texts from, or in relation to, the Western tradition
- Number 1 in Canada for first-year student experience

- Above average ratings from students for “an overall enriching educational experience” that includes our teaching, student-faculty interaction, and supportive campus environment
- Generous bursary and scholarship program
- Institutional traditions e.g. Anglican, Oxford modeled academic practices and ceremonies
- Distinctive campus
- Fundamental residential character
- Extra curricular societies and athletics
- Our association with Dalhousie University

However, like many other universities in our region and across the country, King’s faces significant challenges, including:

- Demographic challenges that impact the size of the pool from which we typically attract our students and our faculty and staff
- Declining university participation rates within our region
- The need to solidify the perceived value of a liberal arts education in the face of strong pressures for applied programmes linked to labour market demands
- A competitive post-secondary education landscape where other institutions are making significant investments in undergraduate education, technology, residences, student services, etc.
- Increasing needs for student services – e.g. mental health, international students, learning disabilities, food services, etc.
- Increasing demand for bursaries and scholarships due to rising costs of tuition for students
- Declining provincial funding while tuition caps are imposed
- Rising operational costs to run the institution

In order to optimize our precious resources, King’s needs to be focused and strategic as it identifies its priorities for the next five years. These priorities, in turn, need to be linked to the University’s mission and its long-term vision of success.

Feedback Questions

So what does all this mean for King’s? We invite you to consider the information and to provide us with your feedback on the following questions:

- 1. What are your hopes and aspirations for the long-term future of the University of King’s College?***
- 2. How are we distinct? What aspects of our uniqueness should be strengthened?***
- 3. What aspect of the King’s experience builds community for you?***

- 4. *How can we enhance the undergraduate teaching and learning experience at King's?***
- 5. *What is the character of scholarship and research at King's? How would you like to see it develop over the next five years?***
- 6. *What should King's priorities be for the next five years in academics, facilities, and extra curricular learning? Why?***
- 7. *What does success look like for King's in relation to each of those priorities ten years from now?***
- 8. *What might be the barriers to achieving success in those priority areas and how can we overcome those barriers?***
- 9. *Is there anything else you would like to add in relation to the development of a Strategic Plan for King's?***

You can send us your feedback by email to stratplan2013@ukings.ca. We look forward to receiving your feedback by February 1, 2013. Thank you very much.

University of King's College - Strategic Plan Primer

Table of Contents:	Page:
1. Introduction	6
2. King's: Who are we?	7
3. University of King's College University Facts	7
• Uniqueness	
• Student Satisfaction	
• Enrolment	
• Finance	
• Collaboration	
• Faculty	
4. Our Planning Context	9
5. Provincial Public Policy and Finances	10
6. Enrolment Trends	11
• Pan-Canadian	
• Nova Scotia	
• The University of King's College	
7. Demographic Trends	12
• Pan-Canadian	
• Nova Scotia	
• The University of King's College	
8. University Participation Rates	15
A. Participation Rates	
B. Labour Market Demand	
C. Perceived Value of a University Degree	
D. Globalization of Higher Education	
E. Public Policy – Under-represented Groups in Higher Education	
F. Accessibility and Affordability	
G. Institutional Capacity	
9. The Quality of Undergraduate Programs in Canada	21
10. Social and Technological Trends	24
11. University Funding	26
12. So what does all this mean for King's?	27
• The Questions	
Appendix 1: Timeline for Strategic Plan	29
Appendix 2: Terms of Reference for Strategic Planning Steering Committee	31

1. INTRODUCTION

We are launching a strategic planning process and we would like your input.

The Board of Governors has charged President George Cooper and a representative strategic planning team with the mandate to develop a new strategic plan to guide the University of King's College's efforts over the next five years. It will be our blueprint to help us decide not only what we want to do and become, but also what we are not going to do as an institution.

President Cooper is committed to a consultative process that enables all members of the University community to contribute their perspectives on the University's future. Over the next several months, we will be gathering input from individual members of the University community, academic and administrative departments, students, staff, alumni representatives and key external stakeholders. We will also be considering major reports, statistics and current thought leadership on trends in higher education and liberal arts education. With the benefit of this information, President Cooper and the strategic planning team will prepare a draft strategic plan that will be shared with the university community in April for more feedback. The feedback will be considered and the planning team will then finalize the plan in the late spring. Ultimately, the Board of Governors is responsible for approving the plan and it will be submitted to them for approval at its June 2013 meeting. The strategic plan will provide a clear focus for our combined efforts on behalf of the University of King's College.

In order to identify what is important over the short-to-medium term, we must consider the long-term objectives of the University. The purpose of this "Strategic Planning Primer" is to assist our collective thinking about the future of King's. We will highlight key facts about our current context and identify trends in the post-secondary education sector that we should have on our radar as we think about the future of the institution.

This primer will focus primarily upon King's core mission of education and the contexts and challenges for the core mission. However, there are other areas intrinsically related to King's educational core and deeply important to our institution including residence life, extracurricular activities, athletics, its Anglican affiliation and the deep sense of collegial community. When you are responding to this primer we welcome comments and insights that touch on all these aspects, as well as that core educational function.

We invite you to consider the information and then provide us with your perspective.

2. KING'S: WHO ARE WE?

The University of King's College was founded in 1789 and has a long, proud tradition of interdisciplinary liberal arts education complemented by its journalism program. Our Plan for Advancement 2007-2011, developed as a fundraising tool for the university, stated: "The University of King's College is a vibrant intellectual community devoted to teaching and research. We have a long-standing and mutually beneficial association with Dalhousie University, but we retain a separate academic direction with special interdisciplinary programmes in the humanities and professional formation and studies in journalism." Our President recently described the King's community as "the intellectual meeting point" that shares a "devotion to living and understanding our culture and civilization" in all we do as an intellectual, social, spiritual and active community. The planning process will give us the opportunity to consider and articulate our mission more fully.

3. UNIVERSITY OF KING'S COLLEGE UNIVERSITY FACTS

As we embark on the consideration of who we are and who we are not, consider the following basic King's facts as a starting point.

Uniqueness

King's is unique in Nova Scotia, and in Canada, for its:

- Foundation Year Programme
- Upper level interdisciplinary honours programmes: Contemporary Studies, Early Modern Studies and History of Science and Technology
- Special attention to primary texts from, or in relation to, the Western tradition
- Institutional traditions e.g. Anglican, Oxford modeled academic practices and ceremonies
- Master of Journalism in Investigative Reporting and New Ventures
- Master of Fine Arts in Creative Non-Fiction
- Association with Dalhousie University through services, courses and our joint Carnegie/Equalization professors

Student Satisfaction

- Number 1 in Canada for first-year student experience¹
- First-year and senior level students give King's above average ratings for its:²
 - Excellent quality of our teaching
 - Student faculty interaction
 - Supportive campus environment, and

¹ NSSE 2009 data

² Ibid

- An overall enriching education experience
- High participation rate of student extra curricular involvement

Enrolment

- The University's enrolment grew dramatically from 2000 to 2011, from 871 students in 2000 to 1255 in 2011-12.
- Current enrolment as of October, 2012 of full and part-time students is 1,190, a decline of 5% from 2011-12.³
- In 2011-12, 38% of students were from Nova Scotia, 8% from other Atlantic provinces and 50% were from the rest of the country.
- In 2011-12, King's had 45 international students, 3.7% of total enrolment.⁴

Finance

- In 2012-13, King's undergraduate arts tuition is \$6,396, the same as Dalhousie; science and Bachelor of Journalism Honours tuition is \$7,257; Bachelor of Journalism is \$8,128.76 and international undergraduate arts tuition is \$15,129.
- Student fees for undergraduate arts, science and journalism (minus health and dental coverage) is \$916.02. FYP students pay an additional \$278.10 for copying fees.
- Residence fees range from \$5,882 to \$6,862.
- Meal plan fees range from \$3,125 to \$3,385.
- The Board approved an operating budget for the 2012-13 academic year of \$19.95 million, a projected deficit of \$4,000.
- Our institutional debt as of March 31, 2012 stood at \$4.2 million.
- Our endowment, a key source of revenue, stood at \$29.5 million as of March 31, 2012.

Collaboration

Current examples of partnerships designed to meet the needs of students, faculty and staff in the most cost-effective manner include:

- King's is associated with Dalhousie University and among other things shares infrastructure, services and teaching .
- Partnerships with local, regional and international media to enhance learning experience for journalism students.
- Partnerships with local volunteer groups to enhance student engagement in the community.

³ King's Registrar data Sept 28, 2012. Also see: Association of Atlantic Universities, "2012-2013 Preliminary Survey of Enrolments"

<http://www.atlanticuniversities.ca/system/files/documents/AAUFactsFiguresEnrolments/Full%20Time%20012.pdf>

⁴ MPHEC, "Table 5: Enrolment* of International Students** by Province, Institution, Registration Status, and as Percentage of Total Enrolments, 2007-2008 to 2011-2012", http://www.mphec.ca/resources/Enr_Table5_2011_2012E.pdf

Faculty

- Of the 33 full-time tenured and tenure-track faculty 85% have Ph.D.s or equivalent terminal degrees.
- Average rating of faculty on compulsory teaching evaluations is 4.45 on a 5 point scale, 4 being good and 5 being excellent.
- In 2011-12 we attracted about \$420 thousand in grants to fund Aid to Research Workshops and Conferences in Manipal, India, the SSHRC Situating Science Cluster, Aid to Small Universities for a symposium series and publications, as well as general research funding and our institutional grant.

4. OUR PLANNING CONTEXT

Universities in Canada have enjoyed tremendous growth over the past 30 years – in students, in faculty, in programmes and in funding. However, times are changing. Population growth is modest, if not in decline, in many areas of the country. Governments are struggling to get their fiscal houses in order with many of them facing substantial deficit pressures. The economy has shifted from a resource-based economy to a service-based (or knowledge-based) economy and future economic growth is uncertain.

Canadian universities are therefore paying close attention to a number of critically important factors as they develop their strategies for the future:

- Provincial public policy and finances
- Enrolment trends
- Demographic shifts and their potential impact upon enrolment
- Factors that impact university participation rates including:
 - Labour market demands
 - The perceived value of a university education
 - Public policy changes to encourage participation by traditionally under represented populations
 - The globalization of higher education and its potential impact on demand from international students
 - Accessibility and affordability of a university education
 - Institutional capacity
 - Increasing demands to improve the quality of undergraduate education
 - Social and technology trends
 - The human resource and physical (technology and infrastructure) capacity
 - Funding

We will examine each of these issues in the sections that follow. Where the information is available, we will examine the topic from a national, regional, provincial and institution-specific perspective.

5. PROVINCIAL PUBLIC POLICY AND FINANCES

The Government of Nova Scotia has stated that a top priority for post-secondary education is to keep tuition rates at or below the national average.

As part of its strategy, the Provincial Government's April 2011 budget allotted \$42.5 million dollars to improve assistance to students, including \$30 million in student bursaries. These bursaries mean full-time Nova Scotia students automatically receive an annual \$1,283 tuition reduction while out-of-province students receive \$261. The province has capped tuition rate increases at 3%.

In December 2011 the universities in Nova Scotia signed a three-year Memorandum of Understanding (MOU) with the Province in which the Government set out the following priorities for post-secondary education to ensure excellence and sustainability:

- An updated formula to allocate the provincial operating grant among universities that better reflects program cost variations and enrolments
- More collaboration by universities to reduce costs while maintaining or enhancing program quality
- A review of tuition-related policies to ensure fair and competitive tuition that remains at, or below, the national average
- Improving credit transfer to make it easier for students to have completed courses recognized at other universities
- Enhancing research and development, and contributions to economic development

The Government has established a Partnership Steering Committee with University Presidents to monitor the progress towards these priorities with an eye to quality assurance.

The Province has made significant investments in the Nova Scotia Community College system. However, for the past three years, the Nova Scotia Government has reduced the annual base operating grants for universities by a total of 10% in favour of an investment of \$25 million over three years in the University Excellence and Innovation Program to encourage universities to:

- Find areas to reduce costs
- Expand inter-university cooperation
- Foster innovation and education excellence⁵

⁵ Province, Universities, Build Sustainable, Innovative Post-secondary Education. Jan 5, 2012
<http://novascotia.ca/news/release/?id=20120105003>

In 2011-12, King's received \$6.078 million from the government or 1.82% of the total \$334.8 million distributed among the 11 universities in the province. The government reduced its allocation to universities by another 3% for the 2012-13 year. King's received \$5.85 million, which is 1.8% of the total \$324.3 million allotted to universities.

6. ENROLMENT TRENDS

Pan-Canadian

The number of full-time university students in Canada has more than doubled since 1980.⁶ In 2010, there were almost 1.2 million students in degree programs on Canadian campuses: 755,000 undergraduates, 143,400 full-time graduate students and an additional 275,800 part-time students.⁷ Part-time enrolment is up 16% since 1980.⁸ In 2010, 60% of part-time students were over the age of 25, compared to 13% of full-time students.⁹

In 2010, 10% of students at Canadian universities came from outside the country.¹⁰ There were 3.5 times more full-time international students enrolled at Canadian universities than in 1995, or 90,000 in 2010 compared to 25,500 in 1995. An additional 13,000 international students were studying part-time in 2010.¹¹

Nova Scotia

In 2011-12, total enrolments at Nova Scotia universities were 43,108, a 3.9% increase since 2002-2003. Over the same eight-year period, total enrolments decreased by 8.8% in New Brunswick and increased by 20.9% in Prince Edward Island.¹² Undergraduate enrolments in Nova Scotia increased by 1.4% between 2002 and 2012.¹³

Undergraduate home province enrolments in Nova Scotia decreased by 14.5% between 2005-06 (earliest figures available) and 2011-12. However, undergraduate out of province enrolments (excluding international) increased by 0.4% over that

⁶ Trends in Higher Education: Volume 1 – Enrolment, The Association of Universities and Colleges of Canada, 2011, www.aucc.ca, p. 5

⁷ Ibid

⁸ Ibid

⁹ Ibid, p. 7

¹⁰ Ibid

¹¹ Ibid, p. 15

¹² MPHEC: Table 1: Total Enrolments by Province, Institution, and Registration Status, 2002-2003 to 2006-2007, and 207-2008 to 2011-2012, <http://www.mphec.ca/research/enrolment.aspx>

¹³ Ibid

time. International undergraduate enrolment in Nova Scotia universities increased by 31% during the same period.¹⁴

Enrolments in Nova Scotia universities are projected to drop further, especially when it comes to attracting students from the region.¹⁵

University of King's College

King's experienced exceptional growth between 2002 and 2012. The total enrolment at King's for 2011-2012 was 1255 students¹⁶ compared to total enrolment of 940 students in 2002-2003.¹⁷ The total enrolment of international students at King's for 2011-12 was 45 students (or 3.7% of the student population) compared to total international enrolments of 18 (or 1.9% of the total student population) in 2002-2003.¹⁸

However, current enrolment at King's, as of October 2012, of full and part-time students is 1,190, a decline of 5% from 2011-12.¹⁹ In 2011-12:

- 38% of students were from Nova Scotia, 8% from other Atlantic provinces and 50% were from the rest of the country.
- King's had 45 international students, 3.7% of total enrolment.²⁰

7. DEMOGRAPHIC TRENDS

Pan-Canadian

Canada's population is growing and it is aging. The current population is 34.88 million²¹ and about two-thirds future growth is projected to come from immigration, and one-third from natural increase.²² The median age of the population has shifted from 30 to 40.6 years of age between 1981 and 2011. The

¹⁴ MPHEC: Table 7: Total Enrolments by Province of Study, Immigration Status, Province of Residence, and Level of Study http://www.mphec.ca/resources/Enr_Table7_2009_2010E.pdf

¹⁵ Is Demand for University Education Shrinking Among Maritimers? Trends in Maritime Higher Education, Volume 9, Number 1, MPHEC, February 2012. <http://www.mphec.ca/resources/TrendsV92012E.pdf>

¹⁶ King's Registrar data Sept. 28, 2012

¹⁷ MPHEC: Table 1: Total Enrolments by Province, Institution, and Registration Status, 2002-2003 to 2011-2012, <http://www.mphec.ca/research/enrolment.aspx>

¹⁸ MPHEC: Table 5: Enrolment* of International Students** by Province, Institution, Registration Status, and as Percentage of Total Enrolments, 2007-2008 to 2011-2012, http://www.mphec.ca/resources/Enr_Table5_2011_2012E.pdf

¹⁹ Registrar data, Sept. 28, 2012. Also see: Association of Atlantic Universities, "2012-2013 Preliminary Survey of Enrolments" <http://www.atlanticuniversities.ca/system/files/documents/AAUFactsFiguresEnrolments/Full%20Time%202012.pdf>

²⁰ MPHEC: Table 5

²¹ Statistics Canada, Population by year, by province and territory, <http://www.statcan.gc.ca/tables-tableaux/sum-som/101/cst01/demo02a-eng.htm>

²² Statistics Canada, Catalogue no. 91-520-x, Population Projections for Canada, Provinces and Territories, 2009-2036, p. 75

proportion of seniors (65 or over) has been growing steadily since 1960 and reached 14.8% of the population in 2011. By 2030, the population over the age of 65 will double.²³

The working-age population in Canada (15-to-64 age group) has increased since 1995 and stood at 68.5% of our population in 2011. However, the proportion of the working age population is going to decline rapidly between now and 2030, the year when the movement of baby boomers into the 65 years or more age group is completed.²⁴ Demographics suggest that there will not be enough population growth in Canada to increase the size of our workforce and generate the economic growth required to support an increasingly dependent, aging population.²⁵ There will be fewer people paying taxes to support our public services including post-secondary education.

Canada's population is becoming more and more urban. In 2011, 82% lived in an urban area²⁶ and nearly 90% of Canada's population growth between 2001 and 2006 was concentrated in large metropolitan areas.²⁷ Urban populations tend to generate more demand for universities – 32% of 25-34 year olds who live in urban areas have earned a university degree, compared to only 13% of adults of the same age who live in rural areas.²⁸ Continued urbanization will drive further increases in demand for a university education over the coming decade.²⁹

Students in the 18-21 age cohort make up 52% of full-time enrolment in Canada; 2011 marked the year in which this cohort peaked. Over the next decade, the population in this age group will decline by about 10%, diminishing the pool from which universities have traditionally drawn new students. Population in the 18-21 cohort is expected to rebound between 2020-2030, once again reaching 2010 levels.³⁰

Nova Scotia

Nova Scotia's population grew by 0.9% between 2006 and 2011.³¹ Over the same period, Halifax's population increased by 4.7% or 17,417 people.³² Short-term population growth (until 2014), while positive, will be modest in Atlantic Canada

²³ Ibid

²⁴ Ibid, p. 48

²⁵ Trends in Higher Education: Volume 1, p. 5

²⁶ <http://www.statcan.gc.ca/daily-quotidien/120208/dq120208a-eng.htm>

²⁷ <http://www12.statcan.ca/census-recensement/2006/rt-td/pd-pl-eng.cfm>

²⁸ Trends in Higher Education: Volume I, p. 21

²⁹ Ibid

³⁰ Ibid, p. 24

³¹ 2011 Census, <http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-310-x/98-310-x2011001-eng.cfm>

³² 2011 Census, <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/hlt-fst/pd-pl/Table-Tableau.cfm?LANG=Eng&T=301&S=3&O=D>

with New Brunswick likely to experience the lowest average annual population growth in the region.³³

Regionally, the Maritimes will face a thirteen-year decline in its typical university-aged population, beginning in 2012.³⁴

The age structure of our population is changing with a higher proportion of our population moving into older age demographics.³⁵ The age distribution of the Aboriginal population in Nova Scotia differs significantly from the age distribution of the total provincial population. It is concentrated in the younger age groups with corresponding lower proportions in the older age group,³⁶ but this is not reflected in university enrolment.

Nova Scotia's rural population is declining with migration to urban centres. From 2006 there has been a slight decline in the percentage of the rural population, from 45% to 44% in 2011. In that same period, only four counties experienced population growth: Halifax, Hants, Colchester and Kings.³⁷ One of the most significant challenges facing Nova Scotia's population decline is that a growing number of the province's bright, skilled young residents are leaving the province through inter-provincial migration.³⁸

University of King's College

In 2011-12, King's students from the Atlantic region made up 46% of our total student population. This reflects a slight decline from previous years. In 2010-11 King's students from the Atlantic region made up 46.2% and in 2009-10, they were 47.3%.

Students from Nova Scotia make up the bulk of the Atlantic cohort, but it too is declining. In 2012-13, 38% of the incoming class is from Nova Scotia but overall the Nova Scotia student population is at 36%. In 2011-12, 38% of those at King's were from Nova Scotia. In 2010-11, Nova Scotia students made up 38.5% and in 2009-10, 39.2%.

³³ Statistics Canada, Catalogue no. 91-520-x, Population Projections for Canada, Provinces and Territories, 2009-2036, p. 76

³⁴ *Is Demand for University Education Shrinking Among Maritimers?* Trends in Maritime Higher Education, Volume 9, Number 1, MPHEC, February 2012, www.mphec.ca, p 1

³⁵ Statistics Canada, Catalogue no. 91-520-x, p. 62

³⁶ 2006 Census <http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92594/details/page.cfm?Lang=E&Geo1=PR&Code1=12&Geo2=PR&Code2=13&Data=Count&SearchText=New%20Brunswick&SearchType=Begins&SearchPR=01&B1=All&Custom=>

³⁷ http://www.novascotia.ca/finance/statistics/archive_news.asp?id=6543&ym=3

³⁸ *Ibid*

In 2011-12, 60.8% of our students were women; this proportion has increased slightly from 2002-03, when 57.3% of our students were women.³⁹ . In 2011-12, 95.3% of our students were aged 24 or younger; this proportion has remained relatively unchanged over the years.⁴⁰

8. UNIVERSITY PARTICIPATION RATES

General

Demographics are not necessarily a good indicator of potential demand for a university education. In the past, university enrolment in Canada has grown in periods of both demographic booms and busts.⁴¹ For example, the so-called “baby bust” in the early 1980s to mid-1990s resulted in a 21% population drop in 18-21 year old category. Even with such a sharp population decline in this age group, the number of university students in this cohort grew strongly. Nationally, enrolment in the 18-21 cohort increased by about 35% with growth rates of 50% or more in each of the Maritime Provinces and Alberta.⁴²

For demographically challenged universities, participation rates will need to grow – in some cases significantly – if university enrolment is going to continue to increase over the coming decade.⁴³

Factors that affect participation rates include:

- Changes in the labour market
- The perceived value of a university degree
- Globalization of higher education
- Government public policy regarding the participation of under-represented groups in post-secondary education
- Parental influence
- Accessibility and affordability
- Quality of undergraduate programs
- Capacity

We will touch upon each of these in the sections that follow.

³⁹ MPHEC, Table 8: Total Enrolments* by Province, Institution, and Gender**, http://www.mphec.ca/resources/Enr_Table8_2011_2012E.pdf

⁴⁰ MPHEC, Table 10b: Full-time Enrolments* by Province, Institution, and Age Group**, 2007-2008 to 2011-2012, http://www.mphec.ca/resources/Enr_Table10b_2011_2012E.pdf

⁴¹ Trends in Higher Education: Volume 1 – Enrolment, p. 5, 8 and 27.

⁴² Ibid, p. 27

⁴³ Ibid, p. 28

A. Participation Rates

Pan-Canadian

In 2009, the proportion of young adults (ages 20-24) participating in formal post-secondary education (PSE) rose to its highest point in Canadian history. Over the past 20 years, the overall trend has steadily increased from 25% in 1990 to 37% in 2009.⁴⁴

In looking at participation rates among youth, a national study found that 58% of urban youth attend university compared to 46% of rural youth.⁴⁵ It noted no urban-rural differences in persistence rates.⁴⁶ The dropout rate for both categories was roughly the same 13% for urban youth and 15% for rural youth.

Nova Scotia

According to MPHEC, university students are most likely to enroll at an institution within their province of residence (referred to as “home province”). In the Maritimes, notwithstanding a flat or slightly increased population, enrolment, especially in Nova Scotia, has traditionally surpassed the national participation rate; however this has declined since 2002 as fewer Maritimers are enrolling in university studies anywhere in Canada. Thus enrolment in Nova Scotia universities is under a double threat, given that more out of province students are choosing to stay at home to study.⁴⁷

The national participation rate of Nova Scotians in 2008 stood at 27.5% (down three percentage points from 2002); this translates to 2,049 fewer Nova Scotians enrolling in university anywhere in Canada compared to five years earlier.⁴⁸ The number of Nova Scotians attending university in their home province, while still the highest in the region, has dropped to 21%, the 1992 level of demand.⁴⁹

A 2012 MPHEC study reveals that since 2003 the number of Nova Scotians enrolled full-time in universities has declined by 2,976 students.⁵⁰ The report also noted fewer New Brunswick and PEI students are attending universities in the Maritimes.

When it comes to university participation in the Atlantic region about 75% of students come from urban areas and 58% from rural areas. Atlantic Canada has the highest participation rate among rural dwellers.⁵¹

⁴⁴ 2010 Composite Learning Index, Indicator Fact Sheets, Learning to Know, Participation in Post-Secondary Education - <http://www.cli-ica.ca/en/about/about-cli/indicators/know-pse.aspx>

⁴⁵ Looker, E. Dianne (2009). *Regional Differences in Canadian Rural-Urban Participation Rates in Post-Secondary Education. MESA Project Research Paper 2009-3*. Toronto, ON: Canadian Education Project.

http://higheredstrategy.com/mesa/pub/pdf/MESA2008_Looker.pdf, p. 6

⁴⁶ Ibid

⁴⁷ *Is Demand for University Education Shrinking Among Maritimers?* Trends in Maritime Higher Education, Volume 9, Number 1, MPHEC, February 2012, www.mphec.ca

⁴⁸ Ibid

⁴⁹ Ibid

⁵⁰ Ibid

The MPHEC predicts that beginning in 2012, the Atlantic region will face a 13-year decline in its typical university-aged population. For Nova Scotia the 18-24 age group is projected to shrink by 21.1% or 18,500.⁵²

With declining demand provincially and regionally, the MPHEC has noted that Nova Scotia universities have maintained their enrolments by attracting students from outside the region. In 2010-11, 13,386 students, primarily from Ontario, attended Nova Scotia universities, making up 38% of enrolment.⁵³

B. Labour Market Demand

Since the 1970s, Canada has shifted from a resource-based economy to a service-based one. The service sector grew from six million jobs in 1975 to 13 million jobs in 2010. In the last 20 years, there were 1.5 million new jobs for professional and management occupations, of which university graduates filled 1.3 million.⁵⁴ The total number of jobs filled by university graduates more than doubled from 1.9 million in 1990 to 4.4 million in 2010. Over the same period, there were 1.2 million fewer jobs for those with a high school diploma or less.⁵⁵

The majority of job growth for university graduates is in high-skill occupations and there is no evidence of a growing over-qualification of university graduates in the workplace.⁵⁶ Human Resources and Skills Development Canada projects that some 1.4 million new jobs will be created from 2008 to 2017 as a result of economic growth; 75% of these would require a post-secondary education. Another 4.1 million jobs will open up over that timeframe due to retirements; almost 70% of those will require post-secondary education.⁵⁷

Between 1992 and 2007, full-time undergraduate enrolment grew strongly in most major fields of study. Within that period, demand for certain programs waxed and waned. Between 1992-97, the number of students enrolled in liberal arts and sciences, the social sciences, English and history all declined significantly while enrolment in computer science, biology, biomedical sciences, communications and journalism grew rapidly. Growth was widespread across most disciplines between 1997 and 2002 as enrolment in all the arts and sciences rebounded.

Between 2002 and 2007, the fastest enrolment growth was in the physical sciences, health professions, biology and biomedical sciences with continued expansion in many arts and science and business disciplines. In 2007, the three most popular programs for full-time undergraduate students in Canada were business and

⁵¹ *Regional Differences in Canadian Rural-Urban Participation Rates in Post-Secondary Education*, p.7

⁵² *Is Demand for University Education Shrinking Among Maritimers?*

⁵³ *Ibid*

⁵⁴ *Trends in Higher Education: Volume 1* p. 5

⁵⁵ *Ibid*, p. 32

⁵⁶ *Ibid*, p. 33

⁵⁷ *Ibid*, p. 34

management (with 90,700 students), liberal arts and science, general studies and humanities (with 65,700 students), and social sciences (with 63,100 students).⁵⁸

C. Perceived Value of a University Degree

While a university degree is of great value beyond its implications for graduates' employment and earnings, research has demonstrated that students do respond to labour-market signals and that those signals affect participation rates.⁵⁹

What are some of those signals? University graduates earn substantially higher incomes than high school graduates.⁶⁰ University graduates also have a reduced likelihood of experiencing periods of low income and confronting labour disruptions. It is anticipated that these benefits are "likely to drive greater demand for a university education, from both domestic and international students" and are "likely to positively influence university participation rates into the future."⁶¹

The Nova Scotia Government, in 2009, introduced a graduate retention rebate in the form of a tax credit of \$2,500 a year to encourage Nova Scotia graduates to stay and work in the province.⁶²

D. Globalization of Higher Education

The recruitment of international students presents an opportunity to increase demand for university education and to increase immigration.

More international students from an ever-expanding list of countries are attending Canadian universities. This is consistent with recent growth rates of international students in countries such as Japan, Sweden, Norway and Finland. The competition for international students is expected to be intense over the next 20 years and countries such as the Netherlands, New Zealand, Korea and the Czech Republic are currently experiencing a faster pace of growth in international enrolments. U.S. universities continue to attract, by far, the most international students in the OECD.⁶³

Almost half of all international students in Canada continue to come from one of five countries: China, France, the U.S., India and South Korea. China has been Canada's top source of international students since 2001.⁶⁴ Enrolment of Indian students is likely to continue to grow in future years because the population of India is growing very rapidly and there has been a concerted effort on the part of the Canadian

⁵⁸ Ibid, pp. 8-9

⁵⁹ Ibid, p. 39

⁶⁰ Ibid, p. 42

⁶¹ Ibid, p. 44

⁶² NS Department of Finance – Graduate Retention Rebate,
<http://www.novascotia.ca/finance/en/home/taxation/personalincometax/grr.aspx>

⁶³ Trends in Higher Education, p. 18

⁶⁴ Ibid

higher education sector to attract students from India.⁶⁵ Saudi Arabia is another country that is increasingly sending students to Canada.⁶⁶ Several studies have projected very strong increases in international student demand for Canadian higher education over the coming decade, with particular strong growth from East Asia.⁶⁷

Since 1995, the enrolment of international students in Canadian institutions has doubled in education programs, and there were four-fold increases in visual and performing arts, and business, management and public administration.⁶⁸ There is a greater concentration of international students (compared to domestic students) in business, management and public administration and architecture, engineering and related studies. Conversely, there is a greater concentration of domestic students in social and behavioural sciences, law and the humanities.⁶⁹

The proportion of faculty from other countries has grown significantly over the past 30 years.⁷⁰ More universities are engaging in international research collaborations.⁷¹ More Canadian students are taking advantage of international learning and research opportunities abroad.⁷²

E. Public Policy – Under-represented Groups In Higher Education

Increasing the university participation rate among under-represented groups should increase the demand for university education and help to increase overall participation rates.⁷³

In 2006 (most current date), less than 8% of Aboriginal Canadians between the ages of 25 and 64 (43,000 Aboriginal Canadians) had a university degree. A strong majority of Aboriginal university students have studied in education, social and behavioural sciences and business.⁷⁴

Both the federal and provincial governments have identified the need to broaden university access to students from under-represented groups, including low-income students, Aboriginal students and children of recent immigrants.⁷⁵ Some universities in Nova Scotia have set up satellite campuses on reserves, offer distance education or a special transition year to encourage access.

⁶⁵ Ibid, p. 17

⁶⁶ Ibid

⁶⁷ Ibid, p. 29

⁶⁸ Ibid

⁶⁹ Ibid

⁷⁰ Ibid, p. 15

⁷¹ Ibid, p. 16

⁷² Ibid

⁷³ Ibid, p. 49

⁷⁴ Ibid

⁷⁵ Ibid

F. Accessibility and Affordability

Tuition costs vary widely across Canada and over the past 30 years have grown significantly faster than inflation. During the last decade, tuition fees have grown more slowly or have declined in real terms.⁷⁶

Statistics Canada reports Canada's average undergraduate tuition fees in 2011-12 was \$5,366, an increase of 4.3% over the previous year.⁷⁷

Tuition fees at King's for undergraduate arts and science (journalism) programs mirror Dalhousie fees. In 2012-13, King's arts students paid \$6,396, science and undergraduate journalism students paid \$7,257 and international students paid \$14,358. The Canadian Federation of Students estimates that the average student in Nova Scotia graduates with a debt of \$35,000, which is \$7,000 more than the national average.⁷⁸

In 2011, the Nova Scotia Government lifted a three-year tuition freeze and capped tuition increases at 3% for the 2011-12 and 2012-13 academic years. At the same time, the government implemented strategies to increase accessibility and affordability of a university education including a tuition bursary program, revised student loan requirements⁷⁹ and caps on student debt for those who complete a degree.⁸⁰

In Canada, there has been a ten-fold increase over the past twenty years in the amount of scholarships and bursaries provided by universities to their undergraduate and graduate students – rising from \$150 million in 1990 to \$1.6 billion in 2010-11. About 30% of all undergraduate students in 2007-08 received scholarships or financial awards from their university with an average value of \$3000.70.

At King's, in 2011-12, 216 first-year students had admission averages of 88% or higher. This was an increase from the 180 such applicants in the previous year. Entrance awards between \$500 and \$9,000 were given to 145 eligible candidates. Returning students with a GPA of 3.7 or greater received an in course scholarship; in 2011-12, 145 students benefited from this.

⁷⁶ Trends in Higher Education: Volume 1 p, 50

⁷⁷ StatsCan, University tuition fees: Table 1, <http://www.statcan.gc.ca/daily-quotidien/110916/t110916b1-eng.htm>

⁷⁸ Jeff Lagerquist, "Student Debt: Average payback takes 14 years," Financial Post, Sept. 5, 2012, <http://business.financialpost.com/2012/09/04/student-debt-average-payback-takes-14-years/>

⁷⁹ NS government, N.S. Student Bursary Keeping Tuition Low, <http://novascotia.ca/news/release/?id=20121009001>

⁸⁰ NS government, Student Loan Debt Cap, http://studentloans.ednet.ns.ca/whats_new/student-loan-debt-cap-nova-scotia

We are also committed to helping our students in financial need. In 2011-12 the Bursary committee awarded \$93,400 in bursaries to 43 students. The bursaries ranged from \$275 to \$2,500.

In addition to being affordable, universities and other post-secondary institutions must be accessible. In this regard, the Province of Nova Scotia appears to be taking preliminary steps to:

- Make credit transfers easier so that students can complete their studies sooner with less repetition, and
- Increase the efficiency and effectiveness of the recruitment of international students.

G. Institutional Capacity

When planning their future, universities (particularly those in areas of declining demographics) need to consider their current capacity (human and physical) to take on more students. Those who can add students without the need to add human or physical resources and without impinging on the quality of student education will want to focus their attention on recruitment strategies. They will also want to consider the implications of an expanded enrolment on the quality of education offered to students including such factors as degree of student engagement, level of student-faculty interaction, opportunities to participate actively in learning and research experience and opportunities for meaningful interactions with students from other nations and cultures. Alternatively, these universities may wish to preserve their current enrolment levels and use their remaining personnel and assets to focus on improvements in the quality of the learning environment that result in measurable improvements in the skills and talents of their graduates.⁸¹

9. THE QUALITY OF UNDERGRADUATE PROGRAMS IN CANADA

Canadian universities have become increasingly focused on the quality of the educational experience offered to their students. The efforts to re-build quality may limit the resources available to increase enrolment.⁸²

While King's has an international reputation for class size, student-faculty interactions, quality of teaching and learning and overall satisfaction, there are concerns that Canada's universities generally have "lost their way" and "are not

⁸¹ Trends in Higher Education: Volume 1 – Enrolment, p. 52

⁸² Ibid, p. 54

devoting sufficient attention to what arguably is their central role: offering a quality teaching and learning environment for undergraduate students.”⁸³

Current expert analysis suggests that the teaching and learning process needs to focus on:

- “Helping students learn” rather than “teaching”,
- Desired learning outcomes and
- Providing more interactive and engaging learning experiences.⁸⁴

Desirable learning outcomes for students taking an undergraduate degree include: (a) students who can think, read and write critically, (b) students who are both literate and numerate across the curriculum, (c) students who are comfortable in presenting their views and who possess an ability to back up those views through analysis, (d) students with the ability to contribute to society.⁸⁵

At a recent national meeting of Canadian university leaders, there was general agreement that “students should experience an interdisciplinary education with broad exposure to various fields of knowledge. Curricula should promote general, transferable skills, rather than simple career or job readiness. Much technical knowledge or procedural knowledge is narrowly focused and may quickly become obsolete.”⁸⁶

Many Canadian universities have participated in the National Survey of Student Engagement (NSSE) and have become concerned about lower than desired ratings on two very important measures: (a) active and collaborative learning and (b) student-faculty interaction. Active and collaborative learning measures include participation in class, presentations, working with other students on projects, tutoring other students, and participating in community-based projects. Student-faculty interaction includes measures like discussing grades with instructors; receiving prompt feedback; talking about career plans with faculty members; discussing ideas with faculty outside class; and working with faculty on activities other than coursework, from volunteer and social committees to research projects. The results suggest that Canadian universities need to make investments that provide faculty with adequate time to develop enriched courses and programs (which include academic support tools) and to interact more frequently with students.

Active learning and other enriching learning experiences that are currently used by Canadian universities include:⁸⁷

⁸³ The Revitalization of Undergraduate Education in Canada, A Report on the AUCC Workshop on Undergraduate Education in Halifax, March 6-8, 2011, p. 1

⁸⁴ Ibid, pp. 2-3

⁸⁵ Ibid, p. 3

⁸⁶ Ibid, p. 4

⁸⁷ Ibid

- Internships or field experiences
- Cooperative education programs
- Meaningful undergraduate research exposure
- Problem-based learning
- Service learning and community-based educational experiences
- Study abroad and other international experiences
- Independent study or self-assigned study
- Co-curricular activities
- Learning communities (where big universities are made to feel small by clustering students into smaller groups)

What should universities do to ensure a quality undergraduate student experience? Suggestions include:⁸⁸

- Think of what new, non-financial resources can be put into play and examine internally how to reallocate resources in times of restraint
- Re-think what constitutes a course of study and where it takes place – students are looking for more interdisciplinarity, breadth of programs and more learning experiences for credit outside the classroom
- Integrate teaching and learning plans with research plans
- Support the scholarship of teaching and learning
- Create opportunities for faculty to try innovative approaches to teaching and reward them for their attempts at innovation
- Value the role of part-time faculty and ensure they have the tools and support needed to deliver quality teaching
- Offer all students a range of learning methods, including interactive and participatory methods, within and across courses
- Increase opportunities for internships and co-op terms
- Promote the use of achievement portfolios and co-curricular transcripts

While Nova Scotia appears to be focused on the need for applied programs, the Government of Ontario has expressed an intention to “develop new programs and incentives that help improve teaching quality and reward excellence” and to “place more emphasis on programs at colleges and universities that promote experiential teaching and learning, such as co-operative education, internships, undergraduate research opportunities and international exchanges.”⁸⁹ For a further discussion on some of the barriers to changing the way undergraduate students learn, we refer you to the AUCC publication “The Revitalization of Undergraduate Education in Canada.”

⁸⁸ Ibid, pp. 7-8, See also Dr. Arshad Amad’s opinion piece in universityaffairs.ca where he offers “Six Suggestions to Presidents to improve undergraduate education.” Dr. Amad is the president of the Society for Teaching and Learning in Higher Education.

⁸⁹ The Revitalization of Undergraduate Education in Canada,” 2011, <http://www.aucc.ca/media-room/publications/the-revitalization-of-undergraduate-education-in-canada/>, p. 11

Given the direction of undergraduate education in Canada, King's needs to ensure that it continues to evolve its active and collaborative learning offerings.

Stanford University recently published, "The Study of Undergraduate Education at Stanford University".⁹⁰ In undertaking this task, Stanford joined the ranks of other outstanding research institutions (including the University of Toronto and Harvard University) which have recently re-examined the quality of their undergraduate curricula. Each of those institutions concluded that greater focus needed to be placed on the undergraduate educational experience, which they recognized as both foundational to their institutions' mission and also essential to the role that universities play in democratic societies. The question was asked at Stanford: "How do we prepare students for the responsibilities of global citizenship in a 'complex' and 'interdependent' world—a world 'growing smaller and smaller' by the day?" The conclusion was that best preparation for this challenge was an education in the liberal arts, understood broadly:

"Liberal education, in our view, is not some roster of required courses to round out the major but the totality of our students' education, encompassing all four years and embracing not only curricula (both within and without the major) but also residential life, study abroad, community-based service, and the wealth of experiences that students accrue in laboratories, on athletic fields, in internships, and in student groups—in short, all of the places where our students learn and grow."⁹¹

King's has preserved this undergraduate liberal arts mission as its core function in both its humanities and journalism programmes. As the University has grown and developed, this has been complemented by the recognition of the vital role that academic research plays in the development of a vibrant intellectual community. The recent AUCC document referenced above indicates that King's is not only well positioned to respond to the call for a renewed emphasis on the undergraduate experience, but its Foundation Year Programme was put forth as a model for other institutions.

However, there are new developments and initiatives in liberal arts education that we ought to consider as we both maintain our strengths and improve upon them.

10. SOCIAL AND TECHNOLOGY TRENDS

⁹⁰ Stanford University, "The Study of Undergraduate Education at Stanford University" 2012, <http://www.stanford.edu/dept/undergrad/sues/report.html>

⁹¹ Ibid, p. 11

Universities are being called upon to provide a broader range of support services for students. The number of Canadian university students self-reporting the use of special needs/disability services has been increasing steadily for the past decade.⁹² Student mental health services are also gaining in importance. Of Canadian students with disabilities, 68% have psychiatric conditions, brain injury, ADHD or a learning disability.⁹³ In a study of mental health and well-being in six Ontario post-secondary education institutions, research revealed that: (a) approximately 4% of students have a psychiatric condition, and (b) approximately 15% of students have been treated by a professional or one or more mental health problems.⁹⁴

The use of social media is exploding. Facebook has 540 million active users worldwide collectively spending 700 billion minutes per month or 70 million work years each year using this tool. YouTube is another example – this site receives 980 million visits per month and two billion videos are viewed each day. Universities are increasingly incorporating YouTube into their online student recruitment strategies.⁹⁵

Some universities such as Stanford and MIT are committed to leveraging technology to bring their courses to the masses for free through what's called, Massive Open Online Courses or MOOC's. MIT's OpenCourseWare is an example. That institution's goal is to provide one billion people with access to its course content by 2021.⁹⁶

The proportion of students living at home and working while attending university is increasing. Universities are adapting their offerings to include:⁹⁷

- “First year learning communities” where students are clustered into smaller groups and attend the same classes with a view to increasing student retention and engagement
- Hiring third-year students as advisors to commuter students living off campus – organizing events, social functions and answering questions (e.g. Ryerson)
- Innovative scheduling to facilitate greater participation by part-time students
- Degree modules or expanded intercession or Study Abroad offerings – building blocks towards a degree – e.g. U of Alta, U of Montreal, U of Sask, MSVU

⁹² Ken Steele, The Road Ahead for Higher Ed, Presentation at the Academica Summit, Halifax, November 2011.

⁹³ Ibid

⁹⁴ MacKean, Gail, Mental Health and Well-Being in Post-Secondary Education Settings, 2011, <http://www.aucc.ca/wp-content/uploads/2011/09/mental-health-and-well-being-in-pse-settings-gail-mackean-june-2011.pdf>

⁹⁵ Steele, The Road Ahead for Higher Ed.

⁹⁶ Ibid

⁹⁷ Ibid

Other innovations across the Canadian university landscape that are worth noting include:

- The online and physical integration of all student services to provide “one-stop shopping” and personalized service for all transactions a student might wish to carry out
- Entrepreneurial “dorm-cubator” residences
- Student residence “suites” featuring a full-service Starbucks and a Sobeys convenience store
- Student residences as multi-use buildings, including commercial uses on the lower floors
- Franchising satellite campuses where the universities provide the content and the teachers and other partners (e.g. municipalities) recruit the students and manage the operating and capital budgets
- Outsourcing non-core functions such as campus living centres, English language training for international students, international student recruitment, student services such as call centres, IT help desks, etc.

11. UNIVERSITY FUNDING

King’s primary sources of revenues are: (a) a provincial operating grant (31%) and (b) tuition and other student fees (56%). Other grants and income streams rank a distant third (13%). There will be significant pressures on both of those sources of revenue for the foreseeable future. Increasingly, universities are striving to diversify their revenues and to build significant endowments to foster long-term financial sustainability and to offset the cuts to provincial operating grants and caps on student fees.

The Nova Scotia government, in an attempt to control its annual and accumulated deficits, has reduced annual provincial operating grants to Nova Scotia universities by 4% in 2011-12, 3% in 2012-13 and 3% in 2013-14. This underfunding combined with stagnant enrolment and capped tuition has put heavy pressure on the institutions.

Universities are also constrained from adjusting the other main source of its revenues: student tuition. In an effort to keep a university education affordable and accessible, governments, including the Province of Nova Scotia, have capped tuition increases to 3% and limited other fee increases.

Meanwhile, our costs continue to increase. Salary increases, energy costs, technology and telecommunications costs, physical plant repairs and maintenance, not to mention the demand for new programs and services to support the quality of the undergraduate experience at King’s. The consequences of our financial constraints have been:

- Inability to achieve faculty renewal or increase full-time faculty in the absence of voluntary retirements
- Bare bones staffing of non-academic positions
- Residences in need of renovation or replacement and other infrastructure

In these challenging financial times, it is critically important that we be creative and focus our resources on those aspects of our university that: (a) are mission-critical, (b) provide our students with the best possible undergraduate experience and (c) make King's a fulfilling workplace for faculty and staff.

12. SO WHAT DOES ALL THIS MEAN FOR KING'S?

In summary, King's has many strengths of which we can be proud:

- Innovative interdisciplinary and journalism programmes
- Dedication to primary texts from, or in relation to, the Western tradition
- Number 1 in Canada for first-year student experience (NSSE, 2009)
- Above average ratings from students for “an overall enriching educational experience” that includes our teaching, student-faculty interaction, and supportive campus environment (NSSE, 2009)
- Generous bursary and scholarship program
- Institutional traditions e.g. Anglican, Oxford modeled academic practices and ceremonies
- Distinctive campus
- Fundamental residential character
- Extra curricular societies and athletics
- Our association with Dalhousie University in courses, teaching and services

However, like many other universities in our region and across the country, King's faces significant challenges, including:

- Demographic challenges that impact the size of the pool from which we typically attract our students and our faculty and staff
- Declining university participation rates within our region
- The need to solidify the perceived value of a liberal arts education in the face of strong pressures for applied programs linked to labour market demands
- A competitive post-secondary education landscape where other institutions are making significant investments in undergraduate education, technology, residences, student services, etc.
- Increasing needs for student services – e.g. mental health, international students, learning disabilities, food services, etc.

- Increasing demand for bursaries and scholarships due to rising costs of tuition for students
- Declining provincial funding while tuition caps are imposed
- Rising operational costs to run the institution

In order to optimize our precious resources, King's needs to be very focused and strategic in the identification of its priorities for the next five years. These priorities, in turn, need to be linked to the University's mission and its long-term vision of success.

We've given you a lot of information about factors that we should consider as we move into our strategic planning process. We invite you to consider the information and to provide us with your feedback on the following questions:

- 1. What are your hopes and aspirations for the long-term future of the University of King's College?***
- 2. How are we distinct? What aspects of our uniqueness should be strengthened?***
- 3. What aspect of the King's experience builds community for you?***
- 4. How can we enhance the undergraduate teaching and learning experience at King's?***
- 5. What is the character of scholarship and research at King's? How would you like to see it develop over the next five years?***
- 6. What should King's priorities be for the next five years in academics, facilities, and extra curricular learning? Why?***
- 7. What does success look like for King's in relation to each of those priorities ten years from now?***
- 8. What might be the barriers to achieving success in those priority areas and how can we overcome those barriers?***
- 9. Is there anything else you would like to add in relation to the development of a Strategic Plan for King's?***

You can send us your feedback by email to stratplan2013@ukings.ca. We look forward to receiving your feedback by February 1, 2013. Thank you for your participation.

Appendix 1:

University of King's College

Timeline – 2013 Strategic Planning Process

Date	Steps in the Process
Jan. 10, 2013	Draft strategic planning primer distributed to SPSC
Jan. 15, 2013	SPSC meets to: (a) approve its Terms of Reference, (b) review and endorse the planning process, (c) provide feedback on the draft strategic planning primer
Jan. 18, 2013	Strategic planning primer released to University community
Feb. 1, 2013	Deadline for written responses to the primer
Feb. 11, 2013 (3:30-5 p.m.)	Summary of initial stakeholder feedback prepared by Drafting Committee is shared with SPSC
Feb. 14, 2013 (3:30-5 p.m.)	Meeting of SPSC to review and discuss the initial stakeholder feedback received in response to the primer
Feb. 26, 2013 (9 a.m.-4 p.m.)	Facilitated strategic planning session with University administration
Feb. 28, 2013 (9 a.m.-Noon)	Facilitated strategic planning with staff
Week of Mar. 4, 2013 (3 hrs)	Facilitated strategic planning session with students
Mar. 9, 2013 (9 a.m.-4 p.m.)	Facilitated strategic planning session with faculty
March 9-28, 2013	Drafting Committee begins to prepare draft strategic plan based on stakeholder consultations to date
Mar. 28, 2013 (9 a.m.-Noon)	Facilitated strategic planning session with the Board of Governors
Mar. 28, 2013 (4-7 p.m.)	Facilitated strategic planning session with the Alumni Association
Mar. 28-Apr.5, 2013	Consideration of feedback from additional stakeholder consultations and finalization of draft strategic plan by Drafting Committee
Apr. 5, 2013 (3:30-5 p.m.)	Drafting Committee shares a summary of “second-round” stakeholder input and draft strategic plan with SPSC
Apr. 12, 2013 (9-11 a.m.)	SPSC provides feedback to Drafting Committee on draft strategic plan

Apr. 15, 2013	Revised draft strategic plan shared with the University community with request for written feedback by April 30
Apr. 30, 2013	Deadline for written comments on the draft strategic plan
May 6, 2013 (10 a.m-12:30)	University community roundtable as another means of providing feedback on the draft strategic plan
May 6-10, 2013	Drafting Committee pulls together summary of “third-round” of stakeholder feedback and revised “close to final” strategic plan
May 10, 2013 (3-5 p.m)	Drafting Committee shares summary of feedback and “close to final” strategic plan with SPSC
May 15, 2013 (2-4 p.m)	Final meeting of SPSC to: (a) provide feedback on the “close to final” draft, (b) confirm that process has been followed and (c) confirm next steps
June 6, 2013	Distribution of the draft to Board Executive
June 13, 2013	Review of proposed Strategic Plan by Board Executive Committee
June 20, 2013	Board approval of the Strategic Plan

University of King's College

Strategic Planning Steering Committee

Terms of Reference

General Responsibilities

The Strategic Planning Steering Committee (SPSC) has been delegated the responsibility by the Board of Governors to monitor and ensure the integrity of the strategic planning process to be undertaken by the University from January to June 2013.

A sub-set of the SPSC will form the Drafting Committee which will be responsible for drafting key documents and plans during the course of the process.

Specific Responsibilities

The SPSC has the following specific responsibilities:

- Approval of these Terms of Reference
- Review of the strategic planning critical path and endorsement of the consultative nature of the process
- Review and provide feedback to the Drafting Committee on draft key documents and plans during the planning process – these will consist of:
 - Draft strategic planning primer
 - Summary of initial stakeholder feedback on the questions posed in the primer
 - Summary of stakeholder consultations and draft strategic plan
 - Summary of stakeholder input on draft strategic plan
 - “Close to final” strategic plan
- Participate in relevant stakeholder consultations that lead up to the development of a draft strategic plan and in the final University community roundtable to consider the draft plan
- Provide feedback on the final draft of the plan before it is moved forward to the Executive and Board for approval
- Confirmation/endorsement that the strategic planning process has unfolded according to the process approved by the Board

Term

The SPSC will be established in December 2012 and will complete its mandate by the end of June 2013.

Composition

President, Vice-President, KSU President, Faculty (3), Staff (1), Board (1) and Alumni (1)