

# OPEN SESSION AGENDA

Tuesday, January 23, 2024

4:30 p.m. – 6:25 p.m.

Staff Lounge, Castlegar Campus, and Zoom



# BOARD OF GOVERNORS

## BOARD MEMBERS EXPECTED:

Margaret Sutherland, Chair	Christy Anderson, Vice Chair
Debbie Bird	Kris Salikin
Danny Bradford	Amed Naqvi
Ken Wyllie	Abhilash Bhasin
Bronwyn Krause	Kamalpreet Singh
Kim Pham	Sarah Lechthaler, EdCo Chair
Maggie Matear, President	

## LEADERSHIP TEAM MEMBERS EXPECTED:

Taya Whitehead Vice President Education & Students
Kerry Clarke, Vice President College Services/CFO
Lareena Rilkoﬀ, Executive Director Finance & Risk
Brier Albano, Associate Vice President Student Success
Stacey Matthews, Executive Director HR
Other Leadership Team members

## REGRETS:

John Dutton


## GUESTS:

Takaia Larsen, RPM Program Coordinator, Instructor
Jonathan Vanderhoek, RPM Program Coordinator, Instructor

## BOARD OBSERVERS:

Gerald Lightburn, PPWC
Ken Laing, SCFA

TIME	TOPIC	SPEAKER	OUTCOME
4:30	1. MEETING OPENING	One of the Old Ones Donna Wright	
	2. TERRITORIAL ACKNOWLEDGMENT	Margaret Sutherland	
	3. ADDITIONS TO THE OPEN SESSION AGENDA OF JANUARY 23, 2024	Margaret Sutherland	
	4. ADOPTION OF THE OPEN SESSION AGENDA OF JANUARY 23, 2024	Margaret Sutherland	<b>Motion to adopt</b>
	5. ADOPTION OF THE CONSENT AGENDA OF JANUARY 23, 2024 <ul style="list-style-type: none"> <li>• Draft Open Session Board Minutes of November 28, 2023</li> <li>• Accessibility Update</li> <li>• January Enrolment Dashboard</li> <li>• Education Council Report (Strategic Directions 1,2)</li> <li>• BC Net Presentation December 12, 2023</li> </ul>	Margaret Sutherland	<b>Motion to adopt</b>
4:45	6. PRESENTATION (Strategic Directions 1,2,3) <ul style="list-style-type: none"> <li>• Rural Pre-Medicine Program</li> </ul>		
5:15	7. PRESIDENT’S REPORT	Maggie Matear	Information
5:20	8. STRATEGIC PLANNING PROCESS	Maggie Matear	Update
5:25	9. QUARTERLY FINANCIAL REPORT	Lareena Rilkoﬀ	Information
5:35	10. BUDGET PLANNING	Lareena Rilkoﬀ	Update
5:45	11. TUITION FEE ANALYSIS REPORT 2023-2024	Brier Albano	Information

TIME	TOPIC	SPEAKER	OUTCOME
6:00	12. TUITION FEE BYLAW NOTICE OF MOTION 	Brier Albano	Information
6:15	13. BOARD CHAIR'S REPORT	Margaret Sutherland	Information
6:20	14. BOARD MEMBERS' REPORT	Board members	Information
6:25	15. CLOSED SESSION	Margaret Sutherland	<b>Motion to move into the closed session</b>

**EVENTS INFORMATION:**

Bursary Tea, Saturday, February 3<sup>rd</sup> 2 – 4 pm, Mary Hall, Tenth Street Campus, Nelson (Please RSVP)

Engineering Program Advisory Committee meeting, February 29<sup>th</sup> 3 – 5 pm Staff Lounge

Full list of college events available [here](#).

## OPEN SESSION MINUTES

Tuesday, November 28, 2023

4:30 p.m. – 6:15 p.m.

Staff Lounge, Castlegar Campus

# BOARD OF GOVERNORS

### BOARD MEMBERS:

Margaret Sutherland, Chair	Christy Anderson, Vice Chair
Debbie Bird	Kris Salikin
Danny Bradford	John Dutton
Bronwyn Krause	Amed Naqvi
Kamalpreet Singh	Abhilash Bhasin
Maggie Matear, President	Sarah Lechthaler, EdCo Chair

### REGRETS:

Ken Wyllie	Kim Pham
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### LEADERSHIP TEAM MEMBERS:

Lareena Rilkoﬀ, Executive Director Finance & Risk
Taya Whitehead Vice President Education & Students
Kerry Clarke, Vice President College Services/CFO
Brier Albano, Associate Vice President Student Success
Stacey Matthews, Executive Director HR
Donna Drover, Director Facilities & Business Services
Nick Howald, CIO
Tammie Clarke, Dean
Allison Alder, Dean
Tracy Punchard, Dean

### GUESTS:

Martin Keyserlingk, School Chair
Marta Abel, People, Culture and Organizational Development Advisor

### BOARD OBSERVER:

Ken Laing, SCFA
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## TOPIC

### 1. MEETING OPENING

Elder Gerry Rempel opened the meeting in a good way.

### 2. TERRITORIAL ACKNOWLEDGMENT

Board Chair Margaret Sutherland provided a territorial acknowledgment.

### 3. ADDITIONS TO THE OPEN SESSION AGENDA OF NOVEMBER 28, 2023

14. Castlegar Student Housing update

### 4. ADOPTION OF THE OPEN SESSION AGENDA OF NOVEMBER 28, 2023

**MOTION:** "To adopt the agenda of November 28, 2023 as amended."

*Carried*

5. ADOPTION OF THE CONSENT AGENDA OF NOVEMBER 28, 2023

- Draft Open Session Board Minutes of October 24, 2023
- Draft Finance/Audit Committee Minutes of Oct. 24, 2023
- Draft Governance Committee Minutes of Oct. 26, 2023
- Finance/Audit Committee Terms of Reference
- Finance/Audit Committee Chair – Amed Naqvi
- Governance Committee Terms of Reference
- November Dashboard
- Education Council Report (Strategic Directions 1,2)

**MOTION:** “To adopt the consent agenda of November 28, 2023 as circulated.”

Carried

6. HIGHLIGHTS OF GOVERNANCE COMMITTEE DECISIONS

- Guiding questions:
  - A one-page document to support asking good questions following presentations and updates will be added to all open session agenda packages. The document contains the college’s Strategic Directions, and the Province’s Principles of Citizen-Centred Governance.
  - This will be a living document.
- Agenda items will be linked to Strategic Direction(s)
- Vice Chair, Christy Anderson, noted the two new items to the open session agenda. No questions were raised.

7. PRESENTATION (Strategic Directions 1,2,3)

- School of Hospitality & Tourism
- Presenter: School Chair, Martin Keyserlingk
- Topics included:
  - Cohort programs offered.
  - Challenges and opportunities in the classroom and outside the classroom (ex. fieldtrips, Co-ops, WIL).
- Discussion ensued regarding funding for fieldtrips and the difference between the Culinary Management Program and the Post Grad Culinary Management Program.

8. PRESIDENT’S REPORT

- In addition to the circulated report the President stated:
  - The Province’s apology to the Doukhobor community, originally planned for November 28th in the Legislature has been rescheduled to the new year to ensure participation of community members.
  - Post secondary institutions (PSIs) are expeting a recognized instituion framework from the Province with standards PSIs will have to meet to accept international students. The framework will help to address concerns around private post secondary institutions.
  - MOU renewal work with Nation Partners contintues. The Metis MOU has been taken to the provincial Metis Council for review and approval. Talks planned with the other regional Nation Partners in the new year.
  - Upcoming Governance Training opporutites:
    1. CABRO Governing in the Public Interest Conference April 26, 2024 in Vancouver (no virtual option). Limited to two appointed members per instituion.
    2. New CABRO online training modules, date TBD
    3. Ministry’s PSI Board Governance Workshop June 13-14, 2024 in Vancouver (no virtual option) open to all board members, Presidents, Vice Presidents, senior leaders and EAs.
- Discussion ensued regarding the disappointment with the Province’s delayed apology.

9. CBT FUNDING (Strategic Direction 5)

- The Vice President Education & Students reviewed the circulated presentation slides noting:
  - The impact of the CBT partnership over phase 1 (\$1M 2019-2023) and phase 2 (\$1M 2023-2025)
  - Phase 1 focused on program delivery, development & renewal, enhanced student success and student facilities, and special projects.
  - Phase 2 focused on student health & wellness, enhanced learning spaces, innovative technology programming, student access & technology, capital projects.

10. FALL HEAD COUNT AND FTE REPORT (Strategic Direction 1)

- The Associate Vice President Student Success provided an overview of the circulated written report noting:
  - The difference between FTE (full time equivalent) numbers and headcount numbers.
  - Provincial funding is based on FTEs which do not tell the full enrollment story.
  - FTE trending up for international students and down for domestic students. We do not expect to see much growth over the next year.
  - International students are not displacing domestic students as international students are enrolled in offerings designed for international students.
- Discussion ensued.

11. QUARTERLY FORECAST REPORT (Strategic Direction 5)

- The Executive Director Finance & Risk reviewed the circulated Q2 Forecast Report and noted:
  - A \$3.4M deficit for the 2<sup>nd</sup> quarter and a \$2.4M deficit projected at year end.
  - Deficit approval for 2023 and 2024 was granted in 2023 by the Ministry.
  - Many institutions in the sector also have deficit budgets.
  - The Province is covering the collective agreement increases to the budget.
  - Domestic tuition is down and international tuition is as budgeted. January's tuition numbers will help to focus the forecast.
- Discussion ensued on donation reporting and short term investing of excess cash.

12. BUDGET PLANNING UPDATE (Strategic Direction 5)

- The Executive Director Finance & Risk stated:
  - The budget process started earlier this year in September looking at positions and non-wage expenses. The Finance Team pulled together the information to discuss with Deans, VPS and the AVP.
  - Foreseeing a \$2M deficit for 2025, reduced from 2024.
  - Work is underway to complete a costing project at the program level. Expect the project to be completed by end of March 2024.

13. EDI UPDATE (Strategic Direction 4)

- Equity in Employment Recruitment & Selection Report: Authors Marta Abel and Leeza Perekhodoff.
- Overview provided by Marta Abel, People, Culture and Organizational Development Advisor.
- The data and analysis in the circulated report is an initial response to the broad goal of developing a process for safety and respectfully collecting and analyzing relevant data and EDI metrics that will support data-informed decision making with respect to identifying priority initiative and allocating resources.
- Report analyzed 3 out of 4 employment equity groups Indigenous, visible minorities, persons with disabilities.
- Recommendations:
  - Investigate any biases in recruitment process that disadvantage members of visible minorities.
  - Renew commitment to understanding persons with disabilities (e.g., partner with local agencies, redesign recruitment and selection processes)
  - Improve EDI data collection through Hireserve by adding demographic categories (e.g., gender, sexuality) and standardizing response options.
- Discussion continued on the hires with without interviews (mainly internal) and how the report will help to make systemic change and assist with data driven/evidence-based decision making.

14. CASTLEGAR STUDENT HOUSING UPDATE

- The Director of Facilities & Business Services provided a verbal update:
  - Expected completion date is May 30<sup>th</sup> ready to welcome students in September 2024.
  - Restoration costs expected to be \$1.2M and covered by an insurance claim.
  - Anticipated opening date prior to the water damage was January 2024 with a full cohort in September 2024.
  - Recent environmental air quality test results indicate no health concerns.
  - Silver King student housing project will begin to welcome students in late January 2024.
  - At the invitation of the Ministry the college will submit a business case for a Trail student housing project. Demolition costs will be included in the business plan.
  - Castlegar water system piping expected to be in the ground by late December.

15. CLOSED SESSION

**Motion:** "To move into the closed session."

*Carried*

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**Briefing Note**

**Date:** January 16, 2024

**Prepared by:** Kerry Clarke, Vice-President College Services

**Subject:** BC Accessibility Act

This is to confirm Selkirk College’s compliance with the BC Accessibility Act which came into force on September 1<sup>st</sup>, 2023. The act mandated certain compliance efforts on behalf of the College. These included the following efforts:

- The establishment of an Accessibility Plan for the next three years – Complete
- The establishment of an Accessibility committee – Complete
- The establishment of a feedback mechanism, on the Colleges website, for staff, students and the public to comment on any issues related to accessibility - Complete

Selkirk College was assisted by the ministry, along with every other PSI in the Province, in establishing training sessions to ensure full compliance with the act. A Selkirk College representative was present at every training session.

A working group was established with the aim of ensuring the act was properly implemented from a Selkirk College perspective. The members consisted of:

- Kerry Clarke – Vice President College Services
- Brier Albano – Associate Vice President Student Services
- Stacey Mathews – Executive Director Human Resources
- Marissa Carrasco – Director Student Engagement & Wellness
- Marta Abel – People, Culture & Organizational Development Advisor

This working group was disbanded, with its objectives being met on January 11, 2024, and responsibility for accessibility being handed to the EDI Committee. The committee continues its good work under the guidance of the Chair, Lortie Chantel.

Accessibility Commitment  
2023 – 2025





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*Selkirk College acknowledges the traditional territories of the First Nations of the West Kootenay and Boundary regions: the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa and the Secwépemc (Shuswap) Peoples. The mountains, rivers, lakes and these territories have sustained life and human communities since time immemorial. Learning and education have been part of this land for millennia. Selkirk College is grateful to the keepers of these territories where we live and learn, and the wisdom and beauty that surround us.*

## The Selkirk College Accessibility Commitment: 2023 – 2025

### Purpose of this Commitment

The Accessibility Commitment has been developed to enhance and grow the work of Selkirk College in meeting its values of community, access, respect and excellence. The plan also serves to comply with changes to the Accessible BC Act (the Act), which received royal assent on June 17, 2021 (Disability Alliance BC, 2023, p. 8).

Disability Alliance BC's Developing Your First Accessibility Plan (2023) notes:

Part 3 of The Act describes requirements for government and other Prescribed Organizations to address accessibility. Part 3 of the Accessible BC Act requires organizations listed in the regulation to:

- Establish an accessibility committee
- Develop an accessibility plan
- Create a tool to receive public feedback on accessibility

As a prescribed organization, Selkirk College seeks to meet the requirements of the Act, and further, meet our commitment to learners and our community.

As Selkirk College's first formal Accessibility Commitment, this framework will provide the foundation for a future plan.



## Definitions and Existing Policies

All definitions in this commitment are guided by Part 1 of the Accessible BC Act, Selkirk College Policy 6015: Accommodation, and Selkirk College Policy 3303: Accessibility Services for Students with Specific Disabilities (or equivalent/revised policies as approved through Selkirk College's governance process dealing with employee, learner and community access).

## Guiding Framework and Principles

The Selkirk College Accessibility Commitment is framed around the eight legislated types of accessibility standards:

- Employment
- Delivery of services
- The built environment
- Information and communications
- Transportation
- Health
- Education
- Procurement

(Disability Alliance BC, 2023, p. 23)

The commitment is also guided by the principles of the legislation, which require:

- Inclusion
- Adaptability
- Diversity
- Collaboration
- Self-determination
- Universal design

(Disability Alliance BC, 2023, p. 24)

## Accessibility Committee

The Selkirk College Accessibility Committee approved and directed the commitment. The work of the Accessibility Committee is guided first by legislation and second by Selkirk College's mission, vision, values and commitments, which form the basis of the college's strategic plans.

The committee will consist of the following (at minimum) with further details provided through a formal Terms of Reference:

- Representative(s) with lived experience with accessibility and disability
- A representative engaged with staff accessibility and policy
- A representative engaged with student accessibility and policy
- A representative with lived experience in Indigenous knowing

The role, scope and goals of the committee will be expanded as formalized work continues to evolve.

## Commitment Objectives

This commitment focuses on Selkirk College's dedication to establishing the structure and foundations to support future accessibility work. Selkirk College organizes this commitment around a two-year timeframe, prioritizing a future three-year renewal cycle as required by legislation (Disability Alliance BC, 2023, p. 35).

## Key Priorities

Selkirk College's commitments to its staff, faculty, students and community have ensured that accessibility conversations have been frequent and present throughout our institution's history. The key priorities of this commitment are to build foundational structures, as specified in the Act, to comply with new legislative requirements. This includes work to:

- Establish an accessibility committee
- Develop an accessibility plan
- Create a tool to receive public feedback on accessibility

(Disability Alliance BC, 2023, p. 8)

These requirements form the key objectives of this report (see Appendix A).

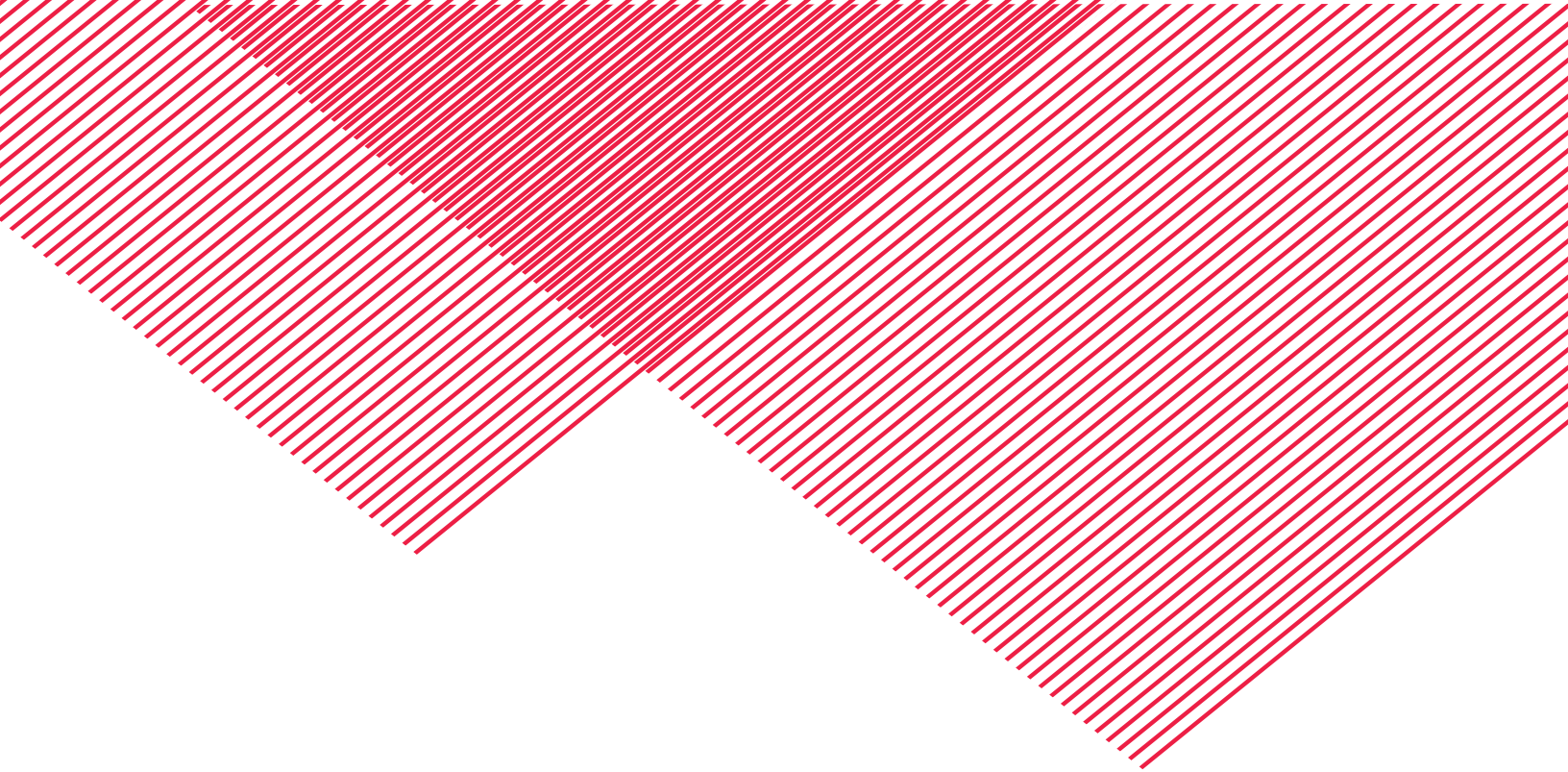
## References

Disability Alliance BC. (2023). *Developing Your First Accessibility Plan: A Guide for BC Prescribed Organizations*. Vancouver, BC: Disability Alliance BC.

## Appendix A: Key objectives

Key Objectives	Outcome	Target Year 1	Target Year 2
1. Formalize Accessibility Committee Structure	Selkirk College has a core, accessibility committee with a formalized structure.	Terms of Reference are submitted to the president for approval.	
2. Reconcile Efforts Across The College, Community and Province to Support the Development of a Robust and Comprehensive Accessibility Plan	A three-year Selkirk College accessibility commitment spanning 2025–2028.	The Accessibility Committee creates a comprehensive action plan with timelines for a finalized plan to be published March 2025. The president approves the action plan.	The development of an Accessibility Plan that brings together the previous work and plans from the Education, Student and Human Resource teams, as well as feedback from the community published March 2025.
3. Tool For Public Feedback On Accessibility	A three-year Selkirk College accessibility commitment spanning 2025–2028. A public-facing tool (e.g., a button on the website with an option for anonymity) through which the public can provide feedback on accessibility. Relevant feedback is incorporated into Selkirk College’s best practices, procedures and policy.	Scope the requirements of a public-facing feedback tool and launch feedback mechanism.	Review and improve feedback mechanism.

Key Objectives	Outcome	Target Year 1	Target Year 2
4. Identify Key Stakeholders	A comprehensive understanding that can be included in the March 2025 report of key stakeholders in Selkirk College's Accessibility Commitment that includes staff, faculty, student and community.	Reconcile stakeholders from across the college and external community explore gaps and opportunities.	Incorporate key stakeholders into the development and publication of the 2025–2028 Accessibility Plan.
5. Engage With Community Feedback	Selkirk College is responsive to and improves via community feedback.		Engage with feedback provided through the public feedback tool, assess gaps in operational action and make recommendations for improvement in the 2025/26 – 2027/28 Accessibility Plan.
6. Ensure Policy Alignment With Act	Policies related to accessibility at Selkirk College are aligned with the Act and one another.	Planning/research	Policies are aligned with the Act and formally approved.



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Selkirk  College

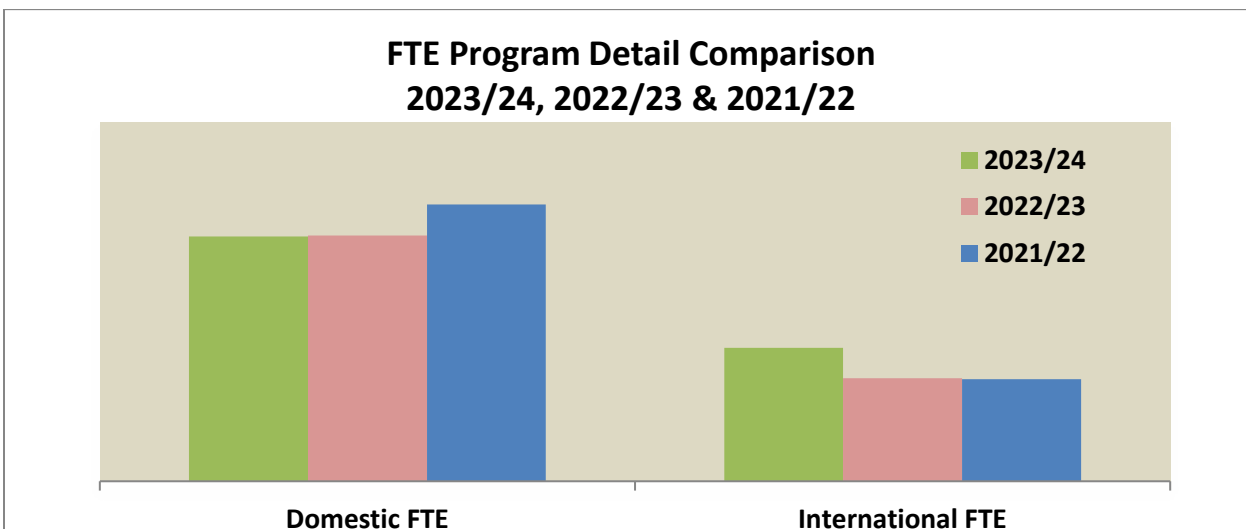
**selkirk.ca**

## Dashboard Report – January 2024

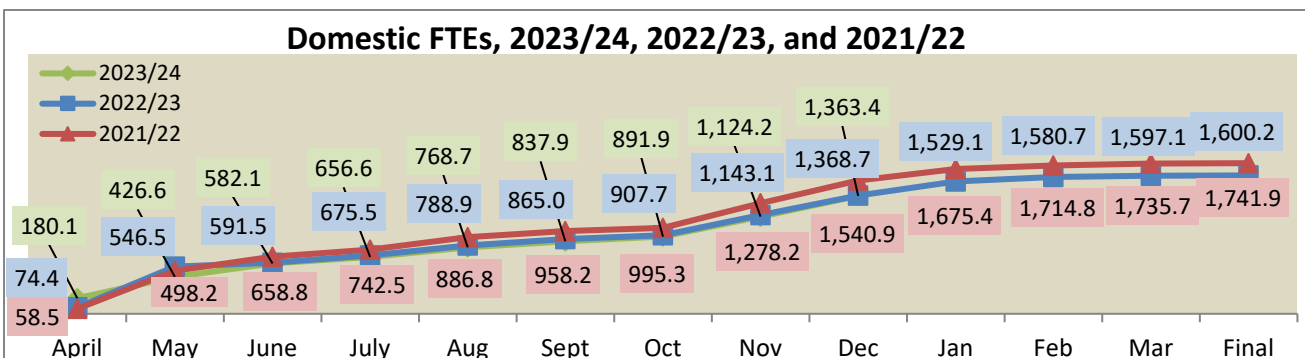
### Monthly FTE Data (Full Time Equivalent Student)

SUMMARY	2023/24	% of Total FTE	2022/23	2021/22	2020/21	2019/20
Domestic FTE	1,363.5	65%	1,368.7	1,540.9	1,464.2	1,665.5
International FTE	742.9	35%	574.4	567.8	595.3	757.2
<b>TOTAL FTE</b>	<b>2,106.4</b>	<b>100%</b>	<b>1,943.1</b>	<b>2,108.7</b>	<b>2,059.6</b>	<b>2,422.7</b>

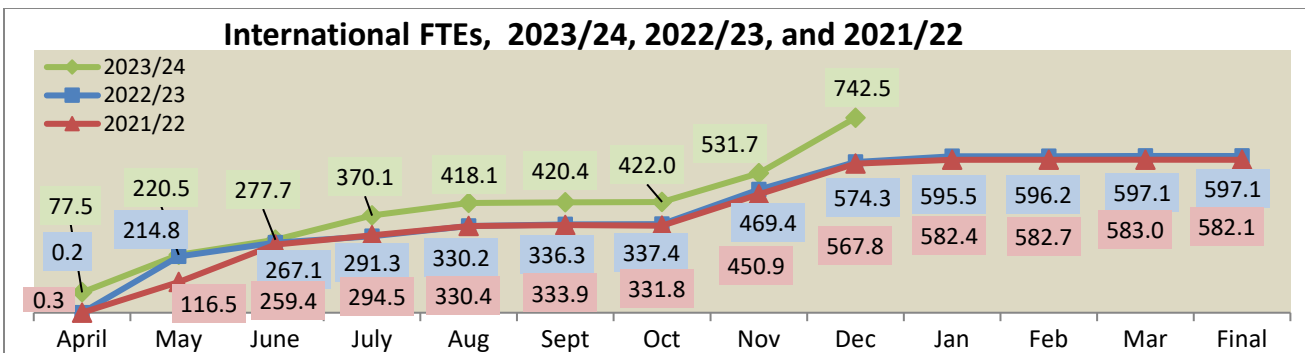
### FTE Program Detail Comparison 2023/24, 2022/23 & 2021/22



### Domestic FTEs, 2023/24, 2022/23, and 2021/22



### International FTEs, 2023/24, 2022/23, and 2021/22





## Monthly FTE Data by School – January 2, 2024 and January 3, 2023 Comparison

SUMMARY BY SCHOOL	Domestic			International		
	2023/24	2022/23	2021/22	2023/24	2022/23	2021/22
Academic Upgrading & Development	219.3	178.4	188.4	9.0	6.6	12.3
Business	47.0	44.6	61.1	283.1	205.7	208.4
Community Ed. & Workplace Training	81.4	115.5	96.9	2.5	1.4	3.1
Environment and Geomatics	112.5	138.3	157.9	5.3	11.4	7.6
Health and Human Services	293.6	252.6	319.2	80.1	57.3	67.2
Hospitality and Tourism	37.6	48.6	60.5	189.4	155.7	147.4
Industry and Trades Training	278.5	282.6	326.1	0.0	0.0	1.0
International Education & Development	7.8	4.7	6.0	35.2	26.1	21.8
School of the Arts	113.2	102.4	126.3	25.4	20.4	18.0
University Arts and Sciences	172.5	201.0	198.2	113.1	89.7	81.0
<b>Total</b>	<b>1,363.5</b>	<b>1,368.7</b>	<b>1,540.6</b>	<b>742.9</b>	<b>574.3</b>	<b>567.8</b>

\*Difference due to rounding

## Early Application Statistics for Fall 2024 Intake

*as of January 2, 2024 and January 2, 2023*

Fall 2024	2023			2024							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Domestic	321	499	606								
International	150	342	430								
<b>Total Apps Received</b>	<b>471</b>	<b>841</b>	<b>1,036</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Fall 2023	2022			2023							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Domestic	334	475	580	764	926	1,107	1,472	1,693	1,894	2,028	2,395
International	119	249	324	493	620	1,138	1,259	1,359	1,394	1,434	1,487
<b>Total Apps Received</b>	<b>453</b>	<b>724</b>	<b>904</b>	<b>1,257</b>	<b>1,546</b>	<b>2,245</b>	<b>2,731</b>	<b>3,052</b>	<b>3,288</b>	<b>3,462</b>	<b>3,882</b>

Fall 2022	2021			2022							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Domestic	318	528	645	825	948	1,300	1,568	1,769	1,928	2,084	2,436
International	120	190	276	398	509	701	891	1,125	1,195	1,235	1,290
<b>Total Apps Received</b>	<b>438</b>	<b>718</b>	<b>921</b>	<b>1,223</b>	<b>1,457</b>	<b>2,001</b>	<b>2,459</b>	<b>2,894</b>	<b>3,123</b>	<b>3,319</b>	<b>3,726</b>

## Selkirk College Education Council (EdCo) Chair Report

For Selkirk College Board of Governors

By Sarah Lechthaler – January 12, 2024

### Dec/Jan 2023

**Admissions & Standards (A&S) Committee:** no meetings

**Circle for Inclusive Indigenous Education (CIIE):** attended Dec 4, 2023

**Policy Review Committee (PRC):** attended by EdCo Vice Chair, Darcy Falkenhagen

**Curriculum Committee:** attended by EdCo Vice Chair, Darcy Falkenhagen

**Selkirk College Board of Governor's Regular Meeting:** attended November 28, 2023

**BC Campus Trauma Informed Syllabus training:** October 30-November 3

### **Education Council:**

December 12, 2023: Elder Murhi Kencayd opened the meeting in a good way

Membership engagement: held space for feedback and discussion

### **Program Policy approvals:**

*Mental Health and Substance Use Program Policy: This is a Ministry funded Health Career Access Program following the same structure as the Health Care Assistant Program HCAP has been working with since 2020.*

*Associate of Science in Biology appendix found in the UAS Program Policy: updated graduation requirements*

### **Course approvals:**

FREN 102 Beginner's French I

FREN 103 Beginner's French II

HCA Provincial Curriculum revision alignment

HCA 101 Concepts for Practice

HCA 102 Introduction to Practice

HCA 103 Interpersonal Communications

HCA 104 Lifestyle and Choices

HCA 105 Common Health Challenges

HCA 106 Cognitive and/or Mental Health Challenges

HCA 107 Personal Care and Assistance

HCA 108 Practice Experience in Home Support, Assisted Living, and/or Group Home Setting

HCA 109 Practice Experience in Multi-Level and/or Complex Care



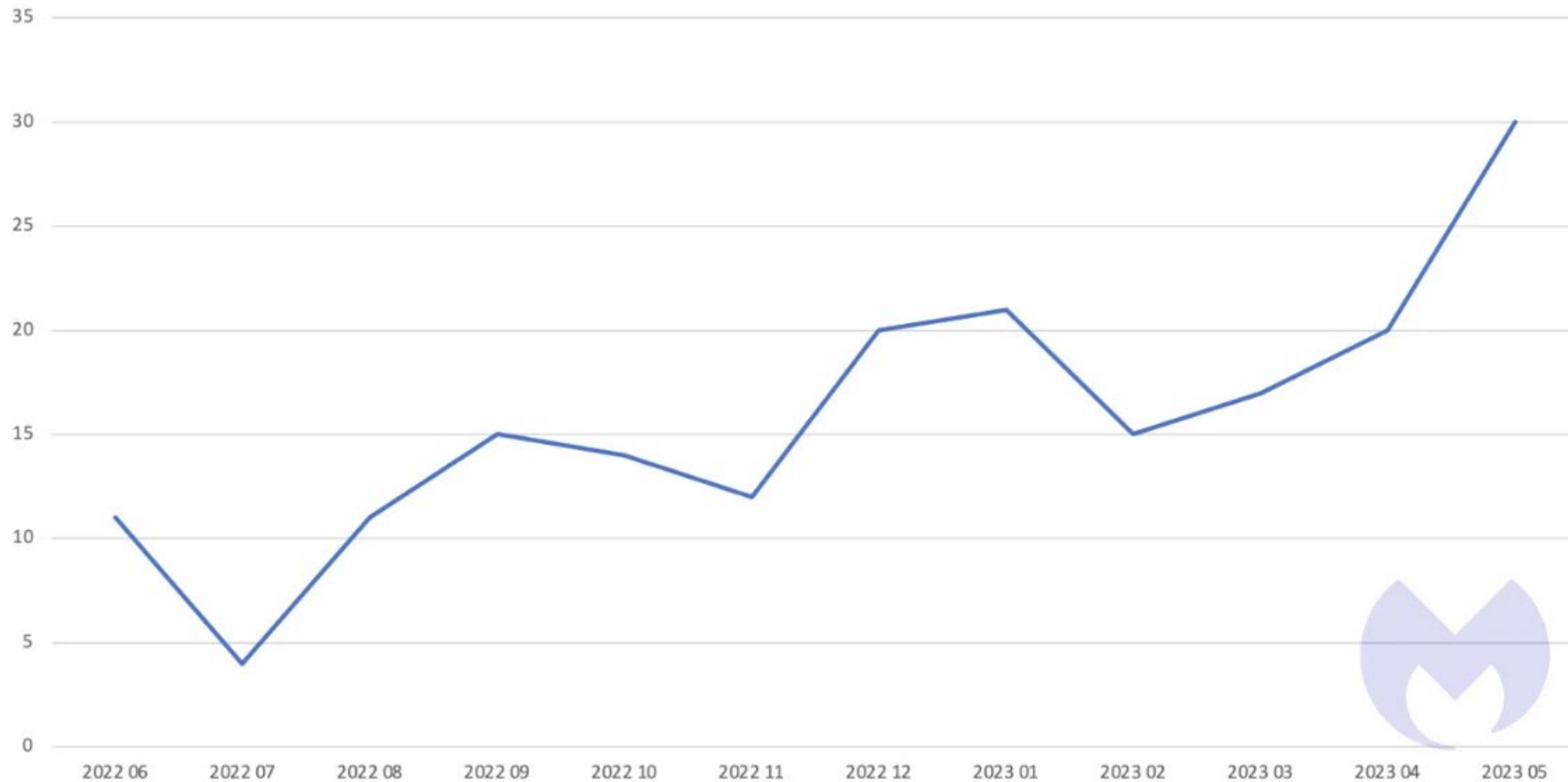
# Agenda

- Context - Cybersecurity threat landscape
- Cybersecurity services adoption
- BCNET services adoption
- Q & A



# Cybersecurity - Context

# State of Ransomware in higher education – 84%



Known ransomware attacks against education, June 2022-May 2023

# Most common root cause of Ransomware

	LOWER EDUCATION (n=159)	HIGHER EDUCATION (n=157)	CROSS-SECTOR AVERAGE (n=1,974)
Exploited vulnerability	29%	40%	36%
Compromised credentials	36%	37%	29%
Malicious email	19%	12%	18%
Phishing	11%	7%	13%
Brute force attack	4%	2%	3%
Download	1%	1%	1%

# Average cost of recovering from ransomware...

	2022	2023
Cross-sector Average	\$1.4M	\$1.82M
Lower Education	\$1.58M	\$1.59M (Median \$750K)
Higher Education	\$1.42M	\$1.06M (Median \$375K)

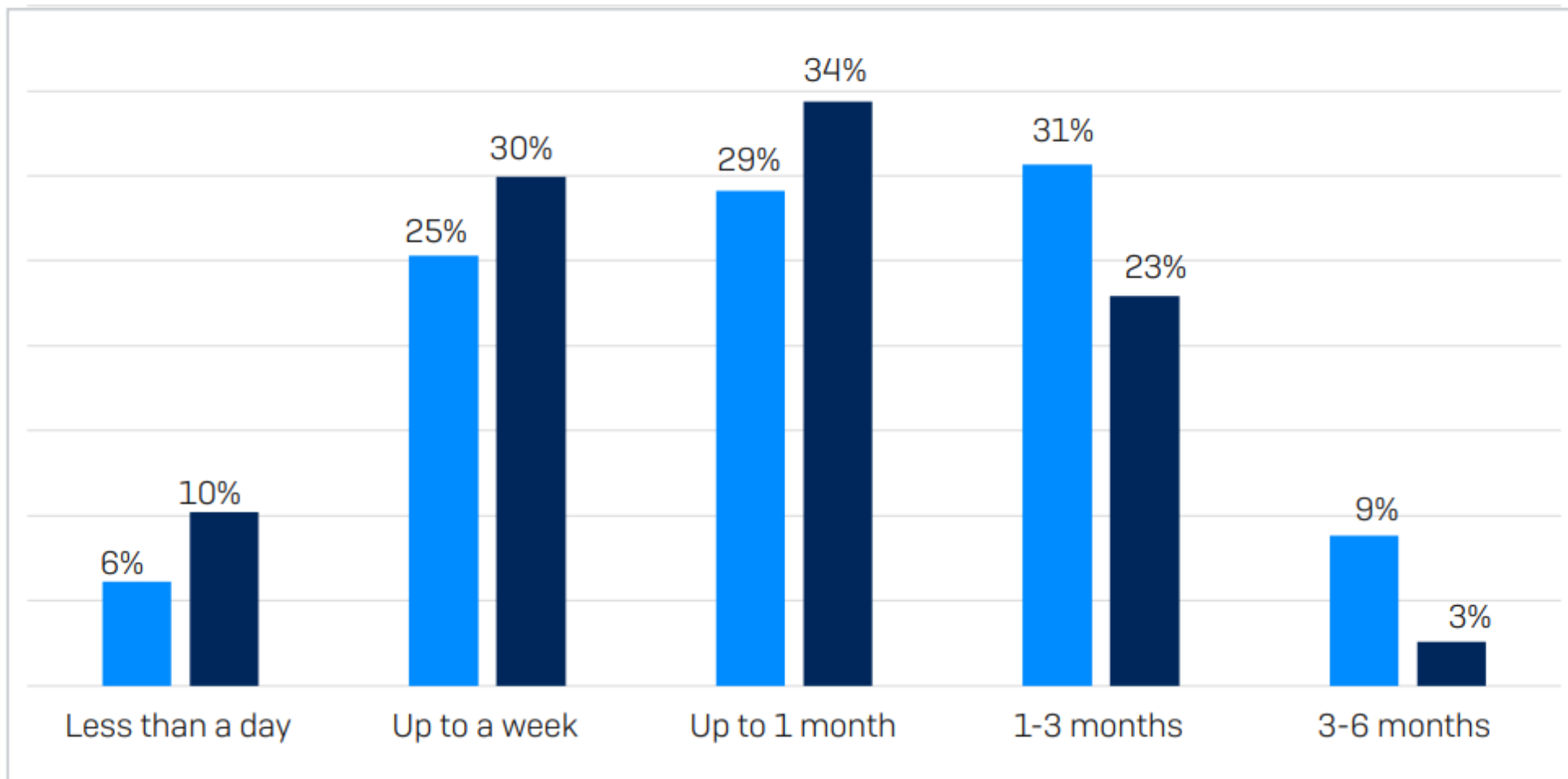


# Data Recovery Rate

	LOWER EDUCATION	HIGHER EDUCATION	CROSS-SECTOR AVERAGE
Got data back	99%	100%	97%
Used backups to restore data	73%	63%	70%
Paid the ransom to get data back	47%	56%	46%
Used other means to get data back	2%	3%	2%



## Recovery Time in Higher Education: 2022 vs. 2023



■ 2022 (n=261)    ■ 2023 (n=157)

How long did it take your organization to fully recover from the ransomware attack? Base numbers in chart.

The State of Ransomware in Education 2023

# Higher Education harder to protect...

- Constantly growing and changing user base
- Distributed/Decentralized IT Organizational structure
- Open access to allow collaboration and innovation
- Academic freedom vs standardization



# The Good News...

The cybersecurity bell curve:

Basic security hygiene still protects against 98% of attacks

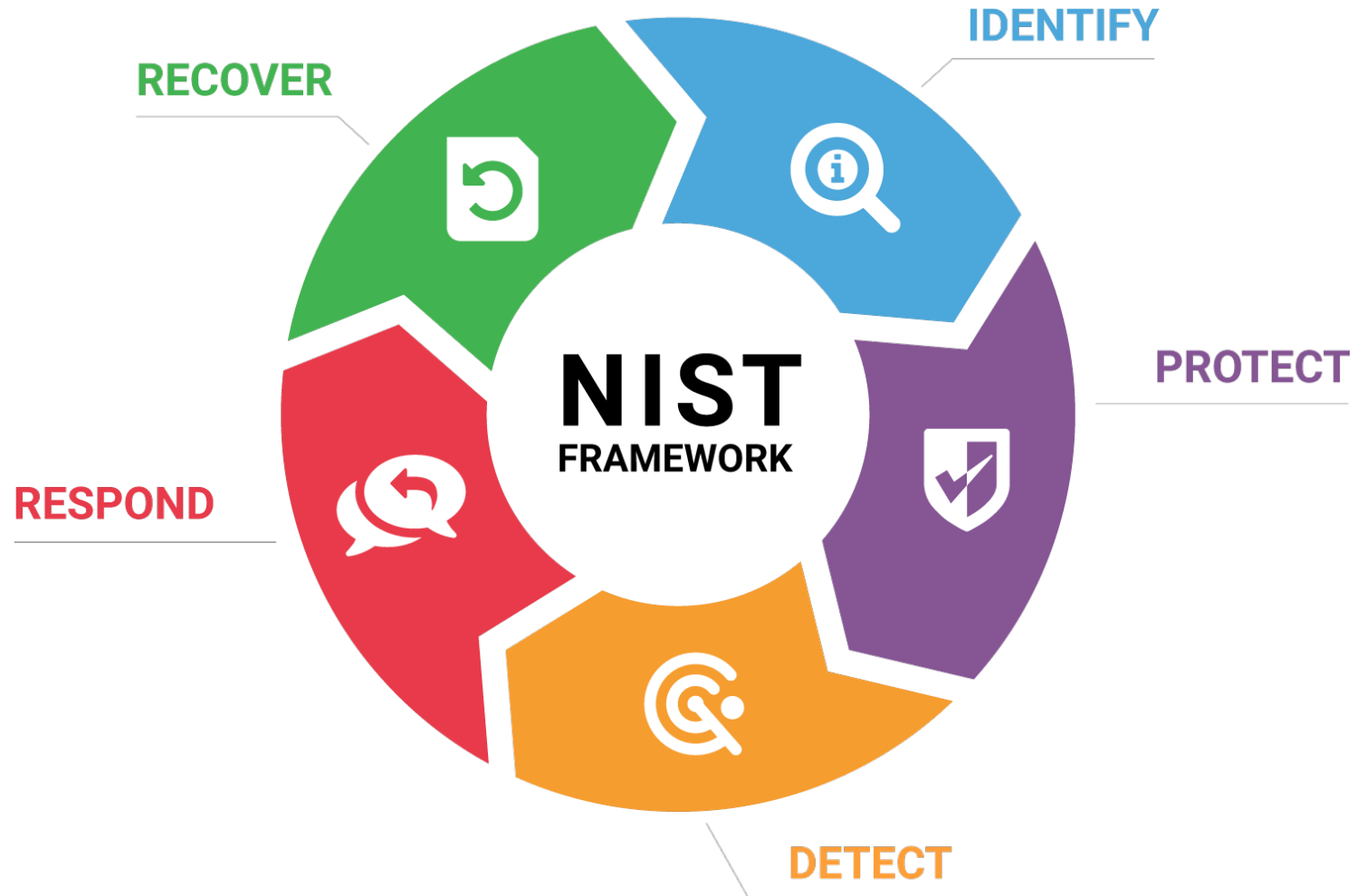




# Cybersecurity Services



# BCNET Cybersecurity Services & NIST Framework





# BCNET Cybersecurity Services in NIST\* Framework

Identify	Protect	Detect	Respond	Recover
<b>National Cybersecurity Assessment</b>	<b>CIRA DNS Anycast</b>		<b>Cybersecurity Incident Response Plan</b>	<b>DataSafe</b>
<b>BitSight Cybersecurity Benchmarking</b>	<b>CIRA DNS Firewall</b>	<b>Zeek Intrusion Detection</b>	<b>Breach Coach Services</b>	<b>EduCloud Backup</b>
	<b>Next Generation Endpoint Protection</b>	<b>SIEM as a Service</b>	<b>SIEM as a Service</b>	
	<b>CanSSOC Threat Feed</b>	<b>Vulnerability Scanning</b>		
	<b>Incident Response Planning</b>	<b>Distributed Denial of Service Detection</b>		



# Core Cybersecurity Services Adoption

BCNET Security Offerings Core	11 Colleges
Distributed Denial of Service - Detection	All
Netflow Analysis	All
Canadian Access Federation (CAF)	10
Federated Identify Management (FIM)	All
Vulnerability Scanning	10
CIRA AnyCast DNS	6

\* Services offered as a part of the base cost



# Optional Cybersecurity Services Adoption

BCNET Security Offerings Optional	11 Colleges
Security Information and Event Management (SIEM) Solution	9
EduCloud Backup	4
DATASAFE	0

Optional services are operated on a cost recovery basis requiring institutions to pay for the service. Institutions may avail comparable service available in the market.



# CANARIE Services Adoption

CIP	11 Colleges
BitSight Benchmarking	All
Intrusion Detection System	All
CanSSOC Threat Feed	10
CIRA DNS Firewall	All
National Cybersecurity Assessment	All

\* Services that are Federally Funded

# Recommendations for your consideration...

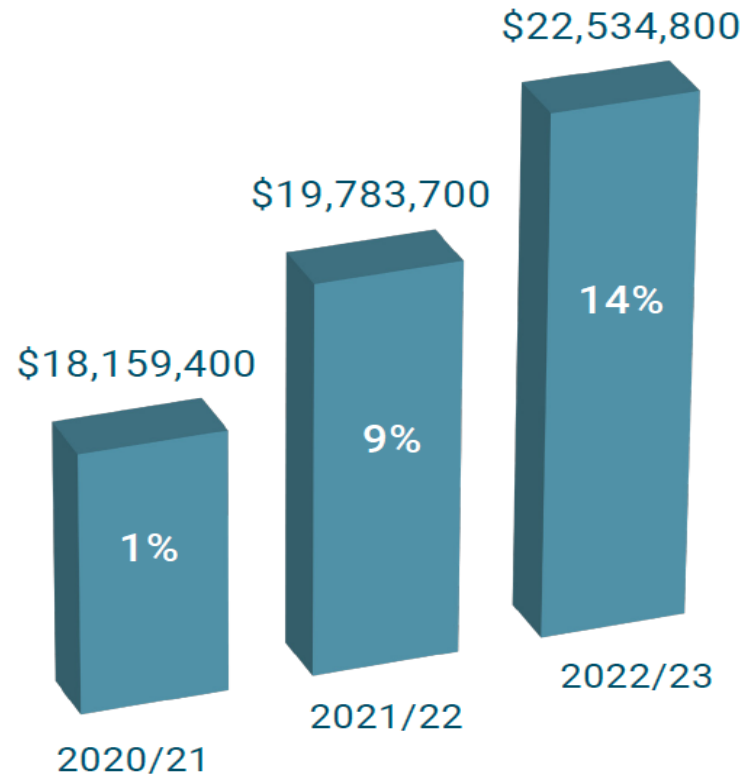
1. Be aware of your institution's cybersecurity posture (Security Score Card, NCA, etc.) & do it periodically as it is ever evolving
2. Ensure your Cybersecurity Incident Response Plan is always current & make annual table-top exercise a standard operating procedure
3. Risk-based approach & be uncompromising about the basis hygiene (critical assets backup plan, two-factor authentication, patching, etc.).



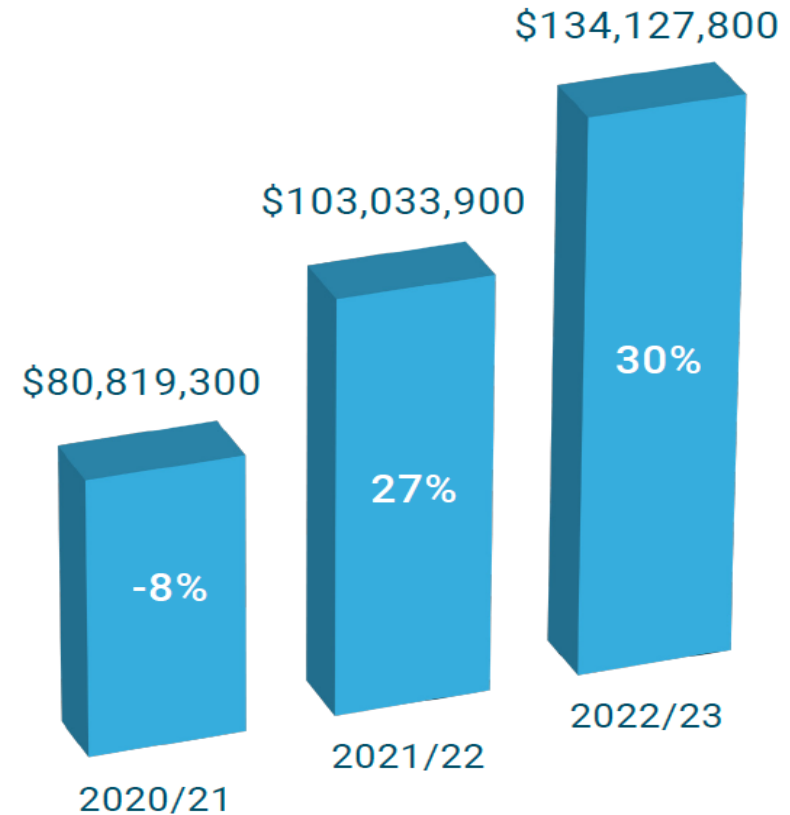
## BCNET Services

# BC Colleges Members Participating Spend

Aggregate Spend of BCC  
2020–2023



Aggregate Spend of all PSIs  
2020–2023

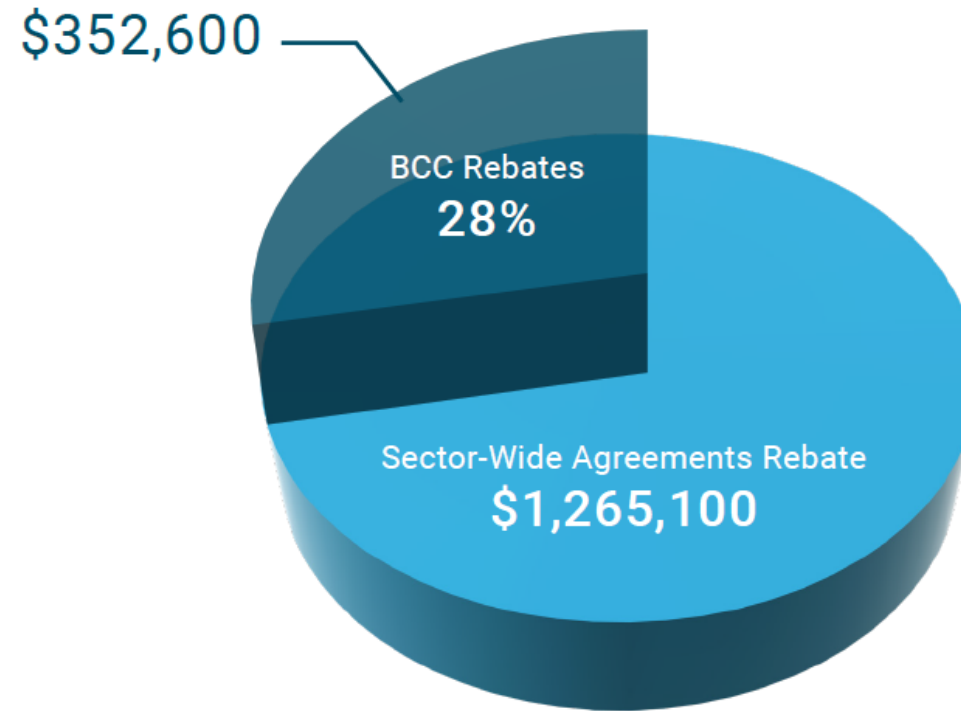


# Latest procurement contracts...

- HealthPro Membership – comprehensive medical equipment & supplies
- Amazon for Business
- Expanded IT & Cybersecurity Services Roaster
- ...

# Procurement Contract Rebates

BCNET Contract Rebates  
2022–2023



BCC members receive rebates from commercial card, vending machine services, e-waste recycling and asset recovery, office, custodial, electrical supplies and executive search agreements.

# Key Network Statistics

BC Colleges' Members  
Total Volume of Network Traffic



61

Campus sites at BC Colleges' Members connect to the BCNET Network

55

Primary, secondary and tertiary network connections

120

Total provisioned capacity (Gbit/s)



**BCNET** →

Q & A



# Thank-you

Suite 750 - BCIT Downtown  
555 Seymour Street  
Vancouver, BC  
V6B 3H6

Phone: 604-822-1348  
Fax: 604-822-9887  
Email: [info@bc.net](mailto:info@bc.net)

# An Update from the RPM Program

January 2024 meeting of the Selkirk College Board of Governors

RPM Program Coordinators:  
Jonathan Vanderhoek, PhD  
Takaia Larsen, MA

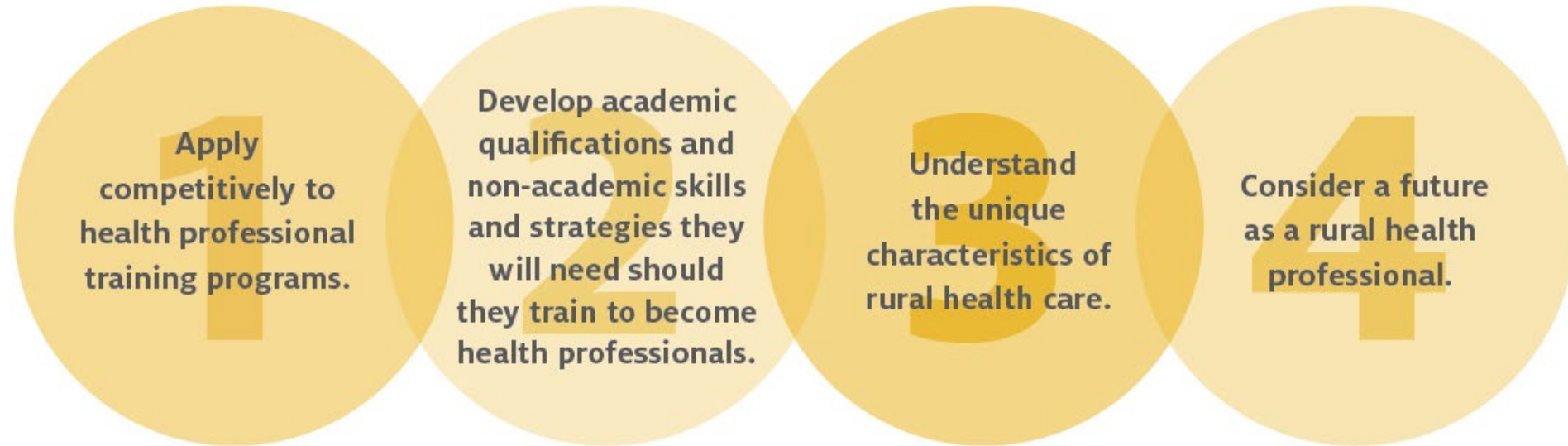


RURAL PRE-MEDICINE



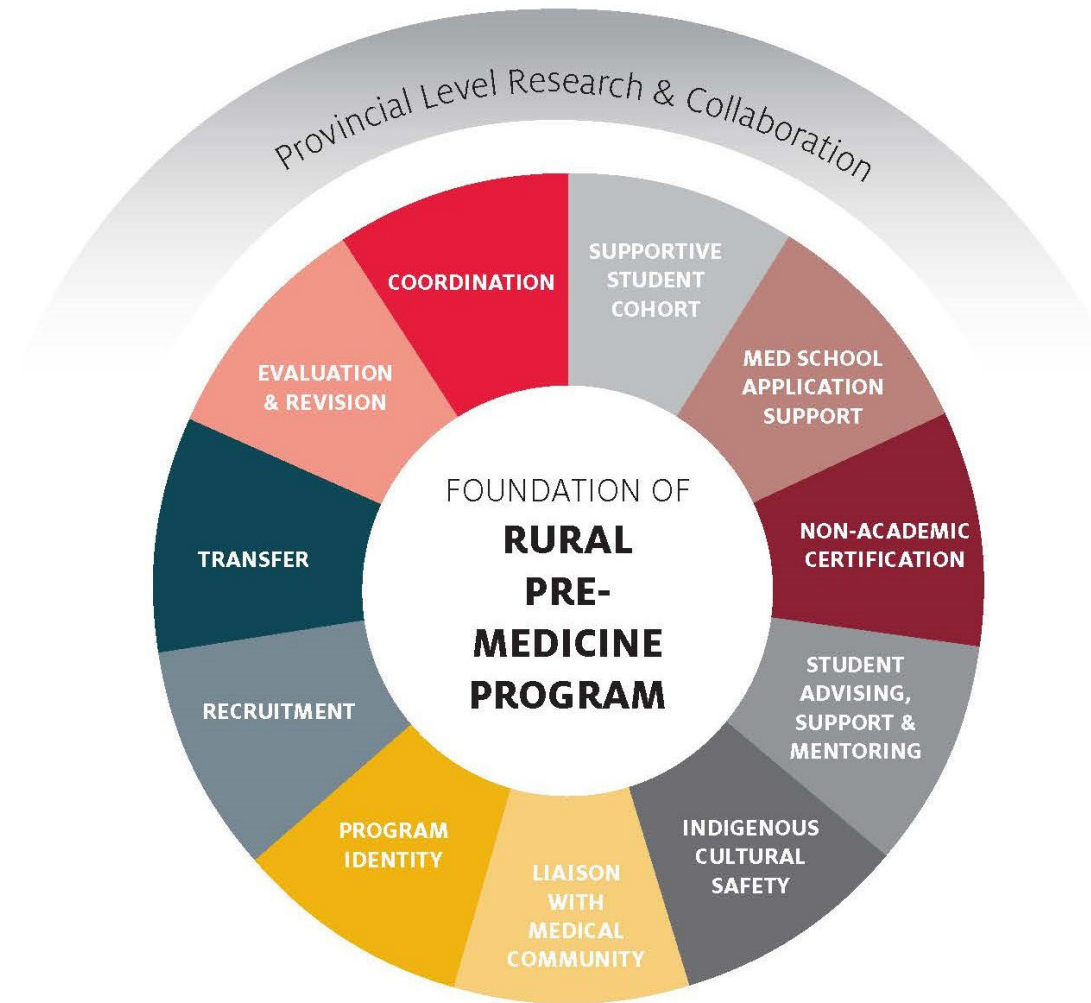
The goal of the RPM Program is to increase the number of students who prepare for careers as health care professionals in rural settings.

The goal is supported by four program outcomes in which students with a rural affinity will:



# RURAL PRE-MEDICINE





- **Robust academic pathway**
  - Updated Curriculum
  - Pre-requisite courses to variety of professional health programs
- **Innovative non-academic programming**
  - Student supports and opportunities informed by research and evaluation

# RURAL PRE-MEDICINE





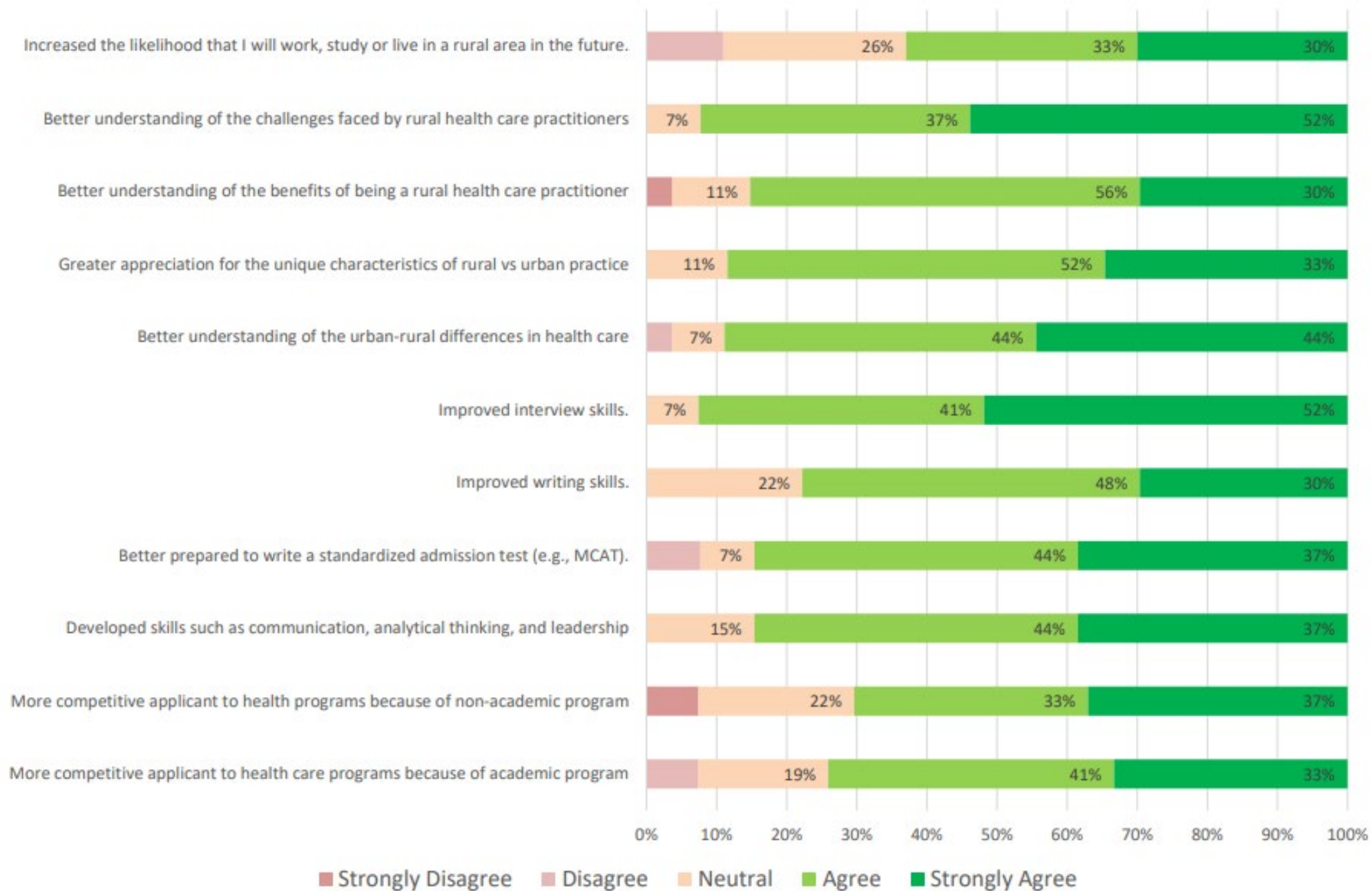
# Success of the Program

Competitive applicants in admissions to professional programs:

- 15 students in Med School
- 8 students in Doctor of Pharmacy
- Students pursuing Vet Med, Optometry, Master of Public Health, Physical Therapy, Occupational Therapy, Dentistry, and even Law School

## RURAL PRE-MEDICINE





# Rural Student Pathways

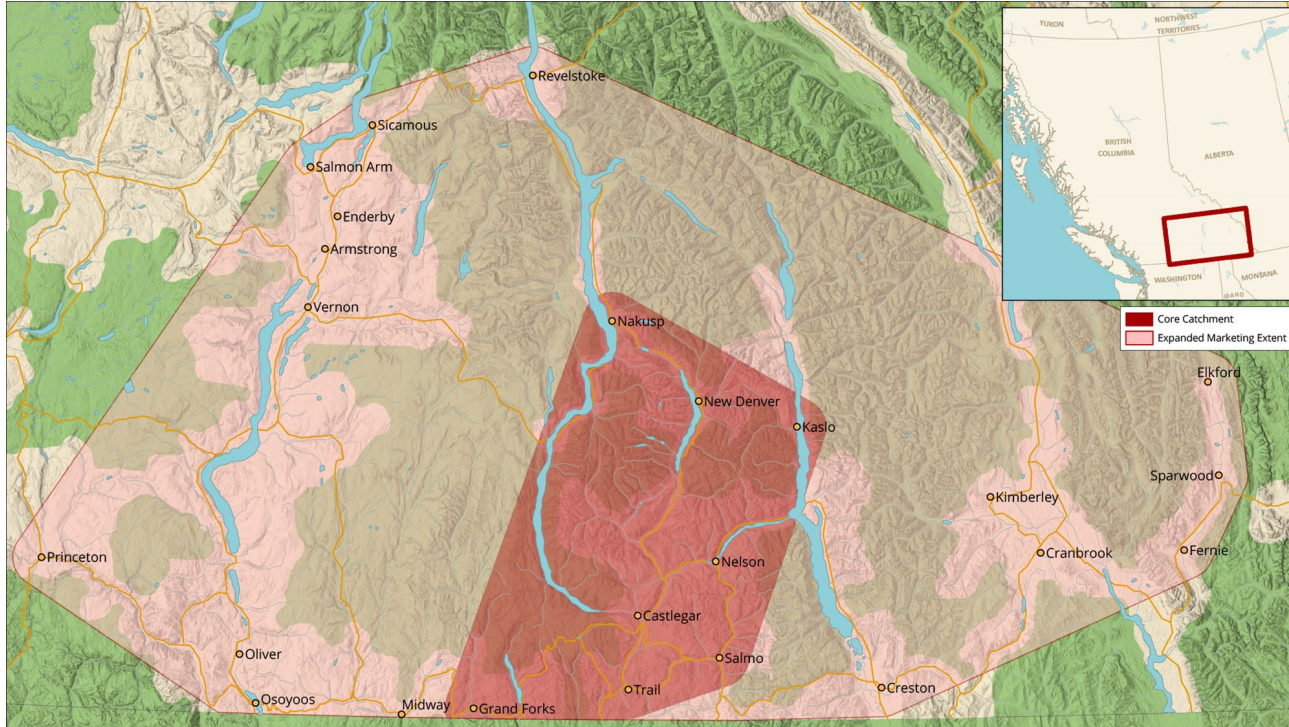
Former students are demonstrating a preference for training and practicing in rural and Indigenous communities

- Medical residency programs
- Community pharmacy
- Practicum and clerkship sites
- Research projects and internships

RURAL PRE-MEDICINE







# Outreach

- Extending the reach of the program through promotion and recruitment
- Increasing application and intake numbers

## RURAL PRE-MEDICINE



# Fundraising Initiative

Building the RPM Scholarship Endowment:

- Annual RPM Bowling Tournament
- Gift-matching campaign



RURAL PRE-MEDICINE



# Transfer and Internships

There is a need for improved transfer agreements for rural students

- UNBC, UVic, SFU

Focus on developing reoccurring internship opportunities for students

- HQBC
- Health Authorities



## RURAL PRE-MEDICINE





# Influencing the Future of Post-Secondary Education

- RPM as a model
  - “68. Rural Pathways to Health Education Program Expansion”
- Disseminating Best Practices
  - Two articles in CMEJ and poster presentations at SRPC and NWRH Conference

## RURAL PRE-MEDICINE



# Thank you for your ongoing support

## COLLABORATION AND CONSULTATION



# RURAL PRE-MEDICINE



## President's Report for January 2024

### **Communication and Relationship Building:**

- Attended College-wide Staff Holiday Party
- Met with the Nelson City Chief Administration Officer for updates, discussion of land transfer
- Had introductory meeting with Federal Government's Regional Rural Advisors
- Attended Mir Advisory Council Meeting
- Presented "state of the College" to Castlegar Rotary

### **Student Focus:**

- Engaged with students' Business Plan Tradeshow
- Attended Victoria Street Campus Year End Show & Sale
- Held quarterly meeting with Selkirk Students' Union

### **Indigenization, Equity, Diversity, and Inclusiveness:**

- Attended the Mir Lecture: The Wall Between
- Visited the Indigenous Artist pop-up market
- Webinar: Decolonizing Leadership Series (Royal Roads): Relational and Systems Thinking

### **Strategy, Creativity and Innovation:**

- Met with former regional MLA Michelle Mungall re: future Innovation and Health Sciences Centre strategy
- Met with Parliamentary Secretary/MLA Roly Russell to provide "state of the College" update
- Attended Thesis Project meetings
- Attended Strategic Plan Launch meeting with consultants
- Attended Sustainability Committee meeting

### **Leadership and Professionalism:**

- Weekly meetings with college presidents
- Skilled Trades Training Consortium Executive meeting
- Monthly BC College Council of Presidents meeting
- College of the Rockies' leadership team and STAC visit

### **Board Relations:**





- Governance Committee meeting
- Finance/Audit Committee meeting









































- Biweekly meetings with the Board Chair

## President and CEO Goals and Objectives Monitor

**Some objectives will be ongoing for the immediate future. Objectives** align with the following **strategic** plan dimensions:

- |                            |                      |  |
|----------------------------|----------------------|--|
| 1. Learner Success         | 4. Healthy Workplace | 6. Other – Government and Board Accountability |
| 2. Excellence in Education | 5. Modernization     | 7. Other – Leadership and Legitimacy           |
| 3. Community Development   |                      |  |

**Progress** indicators:      On track       Somewhat delayed or barrier exists       Substantially delayed or may not be achieved       Complete 

Objective and Demonstration / Measurement	Strategic Alignment	Outcome or achievement indicator	President's Comments Comments/ Factors affecting performance	Quarter				Board Rating 1-3
				2	3	4	1	
1. Oversee and monitor Strategic Plan implementation	1-5	Strategic plan dashboard & process	Collaborated with leadership team to advance progress					
2. Oversee launch of new strategic planning process	1-7	Process launch events	Selected consultant and developed Steering Committee & TOR					
3. Continue/strengthen engagement with First Nations	1,2,3,7	1 renewed MOU	Discussed proposed process to be led by Director, Indigenous programming to develop MOU with ONA					
4. Continue/strengthen engagement with key stakeholders	1,2,3,7	Minimum 2 per month	2 CAOs, Rotary, Deputy Minister, STCC					
5. Support Indigenization and EDI plan goals	1,2,4	LT performance goals	Collaborative work with Leadership team					
6. Activate infrastructure consolidation plans (KSA, ARIC)	5	Formalized plans	Fit analyses ongoing– draft Gantt for ARIC developed – revised move 2025					
7. Oversee Institutional Accountability goals	1,2,6	IAPR accepted by AEST	Collaborative work with Leadership team					
8. Prudent budget management at fiscal year-end 23/24	6	Financial reports	Budget process & discussions underway, ongoing					
9. Maintain national/provincial relationships and networks	7	3+ committee roles	CICan Board, CICan Sustainability, STTC Treasurer, BCC Rural Caucus					
10. Maintain legitimacy as new President thru engagement	3,4,7	4+ blogs, 16+ events	Get Connected, Mir Centre, Sustainability committee, budget note					



**Higher  
Education**  
STRATEGY ASSOCIATES

**PROPOSAL: STRATEGIC PLANNING FOR SELKIRK  
COLLEGE**





## Intent to be Bound

HESA agrees to all of the terms and conditions of the RFP including the following:

- a) HESA has carefully read and examined the entire Request for Proposals;
- b) HESA has conducted such other investigations as were prudent and reasonable in preparing the proposal; and
- c) HESA agrees to be bound by the statements and representations made in its proposal.

This offer is firm for 90 calendar days from the date of receipt.



Alex Usher, President, 5<sup>th</sup> December 2023  
20 Maud Street, Unit 207, Toronto ON, M5V 2M5  
(416) 848-0215  
[ausher@higheredstrategy.com](mailto:ausher@higheredstrategy.com)



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## Overview of the Company

Higher Education Strategy Associates (HESA) provides strategic insight and guidance to governments, post-secondary institutions, and international agencies through excellence and expertise in policy, monitoring and evaluation, and strategic consulting services. Through these activities, HESA strives to improve the quality, efficacy, and fairness of higher education systems in Canada and worldwide.

Our clients are diverse. We are comfortable working with a broad range of stakeholders, including governments (at the federal and provincial levels), secondary and post-secondary educational institutions, elementary and secondary school boards, student groups, non-profit and non-governmental organizations, and other stakeholders in the education and public policy arena, in Canada and internationally. We are leading national experts in financial support systems and the policy environments that affect the net cost of education for students. Working with diverse institutions has equipped us with the necessary expertise to integrate diversity, equity, inclusion and indigenization into our consultative exercises. We work closely with clients to ensure that every task within our work plan is inclusive of diverse groups. Every exercise is thoughtfully engineered not to miss any voice in the institution.

Our leadership is at the forefront of creative approaches to strategic planning. HESA President, Alex Usher, is a recognized expert on higher education, both in Canada and worldwide. He has extensive experience in higher education policy and issues and is internationally recognized as an expert on post-secondary education policy. Alex is routinely sought out by the World Bank, UNESCO, and the European Union for his expertise and is frequently invited to be a keynote speaker at various events hosted by higher education institutions and organizations, both in Canada and internationally. In his internationally read blog, *One Thought to Start Your Day*, Alex provides daily reflections on issues, trends, and data on higher education.

The HESA team has extensive experience in facilitating strategic planning and writing strategic plans. We have been providing strategic advice to colleges, universities, governments, and non-profit organisations such as professional associations since 2009. All of these have been characterised by an inclusive development process involving consultation with Board members, stakeholders, and employees and working collaboratively with senior leaders.

The HESA team regularly work in British Columbia and would look forward to some time in the Kootenays and Boundary.



## Qualifications

HESA specialises in providing strategic advice to colleges and universities. We have completed dozens since our creation in 2009. We have an affinity with the mission of colleges, which have to protect their financial position in order to serve their communities but cannot and should not look to maximise income at the expense of the people they serve. We understand the tightrope that smaller colleges have to walk in order to achieve this.

Because we write so many strategic plans we have access to best-in-class strategic planning at peer institutions. We can put Selkirk's challenges and opportunities in a wider national and international context.

We understand that Selkirk College's domestic enrollment has been falling and international student enrollment from countries like India has risen. The college is attractive to international students due to its location, relatively low cost, and West Kootenay's participation in the Rural and Northern Immigration Pilot. HESA has years of experience advising Ontario colleges and universities such as Sheridan and Algoma which have had to reconcile opportunities for internationalisations with their missions to their communities and manage the risks of reliance on unpredictable student flows.

HESA has produced several analyses of innovations in the college sector, including innovations in polytechnics and micro-credentials which may form part of Selkirk's skill development strategy.

We have partnered with Ian Cull, an experienced administrator who has provided an Indigenous perspective on several HESA reviews. We will ensure a culturally-appropriate engagement with Indigenous communities whose perspectives are key to Selkirk's future.

We have listed a set of achievable milestones and a plan for engaging the Steering Committee in our Project Plan.



## Experience

We have described a few of our most recent successful strategic planning projects below and would be happy to discuss other research projects listed on our team's CVs if you wish to know more about our experience.

### **Sheridan College Institute of Technology and Advanced Learning Strategic Plan**

Early in 2023 Sheridan contracted Higher Education Strategy Associates (HESA) to assist the institution in the development of its next strategic plan. Its current plan, set to expire in early 2024, has been guiding the institution productively over the last five years, and now, with a reaffirmed commitment to its vision and mission, executive is ready to revisit how it might best meet the needs of the institution in the coming years. Because the strategic direction remained largely unchanged, the process of developing the plan and the resulting plan largely concentrated on articulating the ways in which the strategic orientations would be actioned over the coming years. HESA worked with senior leadership at Sheridan to understand strategic drivers as well as emerging challenges, including their likely impacts. HESA also developed a consultation process that encouraged the community to think through the strategic opportunities available to Sheridan in the coming years. The result was a public facing strategic plan and an internally-facing implementation plan.

### **University of Alberta Strategic Plan**

Following a major restructuring, the University of Alberta commissioned HESA in late 2022 to guide an internal steering committee in the development of its next strategic plan. This work included the design and deployment of a consultation process that included the Board of Governors, internal stakeholders at the university (including administration, students, faculty, and staff), community partners and other external stakeholders (including government, businesses, alumni). Our engagement with each group sought to unveil the collective aspirations of a community grappling with the opportunities and challenges afforded by a new university structure.

Through this process, HESA regularly liaised with operational contacts and a university-appointed steering committee to discuss findings and propose options moving forward. HESA designed a reflective and iterative consultation process that took feedback into account. It resulted in a strategy that would both reflect the university's institutional character and history as well as the collective ambitions of the disparate groups that make up the University of Alberta community. After obtaining broad buy-in for the strategic directions that would inform the university's future, HESA provided an overall report from which the university could write a public-facing document.

Elements of HESA's consultation are described at <https://www.ualberta.ca/strategic-plan/index.html>.



## Langara College Budget Presentation

In 2021, HESA conducted a review of how Langara College create and present their annual financial review to various members of the Langara College community, including faculty and staff. Our team conducted an environmental scan of best practices at other colleges and conducted several interviews with academic and administrative leadership to identify challenges and what information people sought from the central budget presentation.

From this scan, HESA completed a report and presentation suggesting several improvements to the format and content of the annual budget report. We identified several thematic areas requiring improvement to meet the needs of Langara's community and designed sample slides to address those issues. We also developed a sample report to distribute to Langara members to verify whether the proposed changes met their needs going forward.

## Mount Royal University Strategic Plan

A decade after having obtained university status, Mount Royal University was interested in developing an academic plan that would both align with its emerging institutional strategic plan and better define the academic value proposition that is unique to a Mount Royal University education.

HESA designed a multi-stage consultation process that engaged the community repeatedly in the development of an academic plan that was both reflective of the community's wishes and aspirational for a new university with great ambition. The resulting academic plan included several pillars that defined an ideal Mount Royal education as well as tangible goals and actions that could serve as identifiable measures of progress towards the institutional vision.

Further details, including an example of HESA's What We Heard report are available at <https://www.mtroyal.ca/AboutMountRoyal/OfficesGovernance/OfficeofProvostandVice-PresidentAcademic/AcademicPlan/Academic-Planning-Process.htm>.

## Queen's University, Faculty of Engineering & Applied Science Strategic Planning

HESA completed a strategic planning exercise for the Faculty of Engineering and Applied Sciences (FEAS) at Queen's University. The project was developed through several phases of consultative engagements of university stakeholders such as students, faculty, administration and leadership. Importantly, HESA recognized the importance of alumni in supporting the work of the Faculty both as donors and as employers of future graduates within the profession and made considerable effort to include alumni in the consultation. We gathered input from hundreds of alumni including both survey respondents and alumni, including 15 group consultation sessions.

We used qualitative and quantitative tools to gather data to develop strategic direction for the Faculty. Surveys with students and staff helped us to discover major areas of focus for the Strategic Plan. The process also involved considerable negotiation of differences of opinion, leading to the development of clear documents and tools that facilitated discussion between HESA and faculty/administration and that guided internal discussions of potential objectives, goals, and related metrics.



Based on this research, HESA worked with the Faculty on the development of a strategic plan for the next 5 years and beyond. An overview of the process is available [here](#). The project illustrated HESA's ability to go beyond the obvious in strategic planning and to provide support for senior leaders in the face of disagreements among stakeholders.

## Global Case Studies of Polytechnics and Innovation

On behalf of Polytechnics Canada, the HESA team conducted a global scan of innovations in polytechnic education in search of models which could be applied in Ontario.

This project included both a thorough review of literature on innovation in the sector, particularly innovation linked to improving labour market outcomes, and interviews with individuals responsible for innovative work. Our team spoke with innovators from around the world and developed a knowledge of polytechnics in countries as diverse as Ireland, Singapore, Germany and New Zealand.

Our work culminated in an authoritative and professionally-presented analysis of innovation in the sector which Polytechnics Canada could circulate among policymakers.

## Stacking of Micro-Credentials Report for ONCAT

HESA has been exploring the potential for micro-credentials to play a fuller part in a culture of lifelong learning for some time. In 2022, for example, a HESA team was commissioned by ONCAT to research the opportunities and barriers around stacking of micro-credentials into diplomas and degrees. We combined a review of the micro-credentials currently available in Ontario, interviews with a range of experts across the sector, and HESA's own analysis.

## Developing a SEM Framework for York University

In 2022, HESA developed a new SEM framework for York University which moved beyond recruitment to consider factors during retention and alumni engagement. We worked with a large and complex steering committee to consider how York could build a diverse and sustainable student body, recognizing that the wraparound support services York provides contribute to student retention. Retaining students both helps individuals to succeed and helps maintain a healthy and diverse community.

The HESA team realise that SEM is lubricated by data and data sharing. We worked with the Registrar's Office and Institutional Research as well as university- and faculty-level recruiters and the teams responsible for alumni relations, finance and the International Office. We also worked to put equity, diversity and inclusion front and centre.

Our work resulted in significant changes to York's SEM structure. We prioritized and reduced the number of numerical targets and recommended organizational changes. The new SEM structures helped streamline SEM administration within a complex university and focus attention on issues on which it is feasible to engage faculty, such as enhancing student experience.





## Evaluation of Royal Roads University Strategic Enrollment Management Plan

As part of a broad evaluation of Royal Road University's strategic enrolment management plan and operations, HESA analyzed the recruitment and supports available for international students. Our review drew on interviews with leaders in the international student services and recruitment office, along with input from the institutional CFO, VP Research and International, and other university leaders. Drawing on these interviews and consideration of best practices at other institutions, our report identified key issues impacting international students during the recruitment process and made suggestions for ensuring that these students received attention more promptly. The report also made recommendations for how to better coordinate international student recruitment and retention into the overall campus SEM plan.

## Marine Institute of Memorial University of Newfoundland Strategic Plan

During 2018-2019, HESA worked with the Marine Institute on assessing their performance under their existing strategic plan (Vision 2020) and in assisting them in developing a new strategic plan. This work included several phases and several consultative workshops and interviews. We held discussions with various Marine Institute groups, including administration, faculty and students and combined these findings with our investigation of key economic and social trends shaping the province of Newfoundland and oceanic research and industry more generally. Our interviews with officials focused on having Marine Institute staff reflect on what they understood to be the key action items for the existing strategic plan and to evaluate the progress that has been made on those items. These items included goals around finances, communication, student training, or program development.

Through this process, HESA worked collaboratively and had team members travel to St. John's to identify key questions, discuss new ideas, and develop new strategies and frameworks for fostering new directions. One key output from this process was a report summarizing activity and progress towards completing the Vision 2020 framework, including providing clear and evidence-based assessments of how the Marine Institute did or did not achieve the goals under at framework. Another output was a series of tools and a report outlining the creation of the Next Vision, based in part on our assessment of performance during the previous academic plan and in part on our findings from our environmental scan and stakeholder consultations.

## Red River College Academic Plan

In 2016, HESA completed a framework for an Academic Plan for Red River College. This visioning process used a balanced mix of strategic guidance, evidence-based assessment, and community engagement to design a strategic plan that provided a practical pathway for the institution to pursue long-term strategic growth. This included input and feedback stages (including town halls, community-wide solicitations for input and feedback, key informant interviews, and a range of other activities to support stakeholder engagement), a detailed implementation plan, and a thorough consideration of the institutions' unique cultural, economic, and regional context.



## Northern Lights College – Review of Technician-related training programs

In March 2021, HESA started academic program analysis project for the Northern Lights College to investigate opportunities and demand in technician-related training programs in Northern British Columbia.

We scanned the labor market, developing an evidence base for determining existing programming in BC, Yukon, and Alberta. As we have conducted certificate scans in the past, HESA already had some relevant information for this scan. Identifying existing programming ensured that our recommended programs do not replicate existing offering. A secondary objective of this scan was to identify how technical programs differentiate themselves from others in the region.

In parallel, we scanned the labor market. Job posts provided snapshots of the sorts of skills and competencies employers require. We developed a list of job titles to search from the program analysis and from sources such as the Canada Job Bank reports, the Canadian Occupational Projects System, and use the Labour Market Information Council databases to gather information on the frequency of posts and skills associated with those posts.

Following our initial academic scan and labour market scan, we reached out to employers with questions that are specific enough to generate meaningful conclusions in terms of the sorts of skills that might be lacking. In conjunction with NLC, we selected and interviewed key informants in high-demand occupations.

## Algoma University Market Research

HESA has completed reports on international recruitment for a number of individual universities and colleges, as this is a major stream within our business.

One of many possible examples is a project we recently completed for Algoma University in Northern Ontario, which has been developing a branch campus near Toronto's major airport which now enrolls a very large number of international students, especially from India.

For this project, our team projected international and domestic demand for key online university programs. HESA consulted internal and external student surveys, global enrolment data, pertinent demographic trends, local and regional data on educational attainment, as well as institutional characteristics such as pricing, programming, and prestige in order to project demand and estimate the number of international students willing to forego a post-graduation work permit by studying online. From this wide evidence base, HESA developed a series of recommendations designed to support Algoma's development and marketing of its first fully online degree programs.

## Strategic Planning for La Cité, University of Regina

In early 2022 the HESA team led by Maïca Murphy supported the development of La Cité's strategic plan, addressing the unique needs of a francophone institution housed within a primarily anglophone university. La Cité offers French-language, cultural studies, nursing and education programs in French on the University of Regina campus.



Operating primarily in French, our team examined the strategic context facing La Cité and consulted widely within the university to identify a vision of the future which met the aspirations of key stakeholders. We met with a range of external stakeholders to explore their vision for La Cité's services to a francophone minority population.

HESA provided a strategic plan which provided suggestions for implementing change.

## Development of a Continuing Education Division for Algoma University

In 2021-2022, HESA was hired to advise Algoma University on the development of a new Continuing Education division. Our client was a multi-campus university experiencing explosive growth in the enrollment of international students what was originally an urban branch campus, but Algoma University is very much defined by its Special Mission to Northern and especially Indigenous Ontarians. Initial expectations for the new division included significant enrollment numbers, large revenues and a high-profile contribution to the university's social mission.

Our team spoke with a number of community stakeholders and organisations who would potentially call on the services of the new division to identify potential markets for its services. We also consulted numerous stakeholders within the university on their expectations and goals for Continuing Education. Drawing on our wide knowledge of what has worked elsewhere in the sector, we triangulated a path which would enable Continuing Education to reconcile the expectations of a large number of stakeholders and identify plausible markets. This included recommending future hiring and reporting relationships compatible with various different scenarios for how fast the division might grow.

This work shows HESA's ability to think conceptually about changing needs in higher education and develop concrete plans to meet these needs.



## References

- Mark Chapman, Executive Director, Integrated Planning & Analysis, Sheridan College Institute, [mark.chapman1@sheridancollege.ca](mailto:mark.chapman1@sheridancollege.ca)
- Pedro Márquez, Vice-President Research and International, Royal Roads University, [Pedro.Marquez@royalroads.ca](mailto:Pedro.Marquez@royalroads.ca)
- Yusuf Varachia, Vice President External Relations and Community Engagement, Langara College, [yvarachia@langara.ca](mailto:yvarachia@langara.ca)
- Chad London, Provost, Mount Royal University, [clondon@mtroyal.ca](mailto:clondon@mtroyal.ca)



## Project Team

### Alex Usher, MA, HESA President

Alex Usher is Founding President of Higher Education Strategy Associates. He has managed and coordinated national research programs at EPI (Canada), where he was the Director of the Canadian Office (2004-09), and at the Canada Millennium Scholarship Foundation, where he served as Director of Research and Program Development (2000-03). Alex earned a bachelor's degree in history from McGill University and a master's degree in political science from Carleton University. In total, he has over fifteen years of experience as a researcher and report writer.

Throughout his career, Alex's involvements have focused on the context and policy environment of post-secondary education. He was the first national Director of the Canadian Alliance of Student Associations, served as a researcher and lobbyist for the Association of Universities and Colleges of Canada, worked as a consultant for the Council of Ministers of Education and was instrumental in the complex intergovernmental negotiations at the birth of the Canada Millennium Scholarship Foundation. He is the author or co-author of dozens of articles and monographs, which are listed in his résumé. In the past two years, Alex has been consulted and worked on higher education projects in Romania, Britain, Germany, and Russia.

### Maïca Murphy, MA, Manager of Strategy and Governance

Maïca Murphy is a writer and project manager with over 10 years of experience in higher education and publishing. She joins HESA from St Francis Xavier University where she worked with diverse teams to achieve project objectives and has a successful track record in grant proposal writing, having led or helped develop multiple multi-million-dollar plans for program and infrastructural projects at universities in the Maritimes. She previously spent four years with Oxford University Press.

Maïca graduated from the University of Alberta in 2010 with a Master's Degree in English Literature and Cultural Theory. She also has over 10 years of experience in professional translation and editing, helping clients grow their reach through effective communication content in both English and French.

### Janelle Curry, MA, Senior Research Associate

Janelle Curry holds an MA from York University where they specialized in medical anthropology and science and technology studies. They have worked on several SSHRC-funded research projects and are primarily trained in qualitative research methods, like online ethnography. They have developed extensive knowledge of biotechnologies, their markets, and privacy and health policies. For their capstone project, Janelle conducted interviews with donor-conceived people to learn how Canada's regulation of reproductive technologies as well as the emergence of consumer genetic testing kits have reverberated into their lives.

Before joining HESA, Janelle served in a variety of equity- and inclusion-related roles, most recently adjudicating funding applications from equity groups at the University of Toronto. They are also a past Chair of the Policy and Legislative Affairs Committee of the Manitoba



Association for Rights and Liberties. They have an active interest in adapting post-secondary policies and practices to reflect the contemporary needs, diversity, and responsibilities of the sector. Janelle brings this lens across their projects at HESA, from EDI policy and practice reviews to work-integrated learning initiatives and strategic planning.

They are fluent in French and English.

### **Ian Cull, MA, External Consultant**

Ian Cull is an experienced Senior Administrator in Post Secondary Education. His areas of expertise include Student Affairs, Aboriginal Education and Access, Donor Engagement, Strategic Planning, Change Management and Organization, Therapy Dogs in PSE Settings, University Sport, Foundations and Pathways Programs, First Year Experience Initiatives, Enriched Educational Experiences, Assessment for Program Improvement, Strategic Enrollment Management, Graduate Student Life, Student Mobility Programs, Project Management and Integrated Planning, and Board Governance. He is a member of the Dokis First Nation.

Ian Cull is a resident of Kelowna, British Columbia.

### **Samantha Pufek, HBA, Graphic Designer**

Samantha Pufek holds a degree and two diplomas from Sheridan College, the University of Toronto and George Brown College. She has several years' design experience and has won awards for her drawing skills, which she has also donated freely to a local charity for several years. At HESA, she creates eye-catching visuals and is responsible for the graphic design of our reports, briefing papers and research proposals, including this document.

### **Emergency Substitution Plan**

HESA anticipates that the personnel listed under Project Team will be available for the duration of the project and commits to complete the deliverables.

However, we also understand that timelines are critical and maintain a large team of qualified researchers with advanced training in research methods. In the event of one of our core team members becoming unavailable, a qualified replacement can quickly take over their role.

For this project, our initial substitution plan would be that in case of illness, incapacity or inability to travel safely, Barry Burciul, HESA Vice-President and Director of Research, would replace Alex Usher or Maïca Murphy.

### **Barry Burciul, MA, Vice-President and Director of Research**

Barry Burciul is Vice President and Director of Research at Higher Education Strategy Associates. He has an extensive background in evaluation and research on higher education programs in North America, Africa, Europe, the Middle East and Latin America. At HESA, Barry's work has focused on program evaluation and the development of training programs for



Ministries of Education through UNESCO. As Senior Manager for Learning & Strategy at The MasterCard Foundation, he designed and managed learning activities for the \$1 Billion youth education grants portfolio to promote real-time program quality improvement across a network of over 20 universities and NGOs. In that role, he also piloted the use of indigenous evaluation methods in a scholarship program for indigenous youth in Canada. Barry holds an M.A. from Dalhousie University and a B.A. from McMaster University.



## Methodology

HESA has an established methodology that can be tailored in a variety of ways to suit client needs. This model has three stages: preliminary research, consultation, and drafting. Stages I and II roughly map onto Selkirk College's vision for Phase 1 and Stage III onto Phase 2, but we would strongly recommend bridging the gap between the two by gathering feedback on a What We Heard document which is a key part of HESA's established process.

**Stage I (preliminary research)** includes project initiation, necessary background and environmental research, and a set of one-on-one Key Informant Interviews with roughly a dozen individuals who are considered to be especially important to the process. In the case of institutional strategic plans, this includes Presidents and people who are held in especially high esteem in the organization, or people who have unique and lengthy histories within the organization. The phase ends with the development of a set of questions around key choices facing the organization, which is then used to inform broader consultations.

**Stage II (consultation)** begins by presenting the public with some key information from the environment scan and a set of discussion questions around key strategic choices.

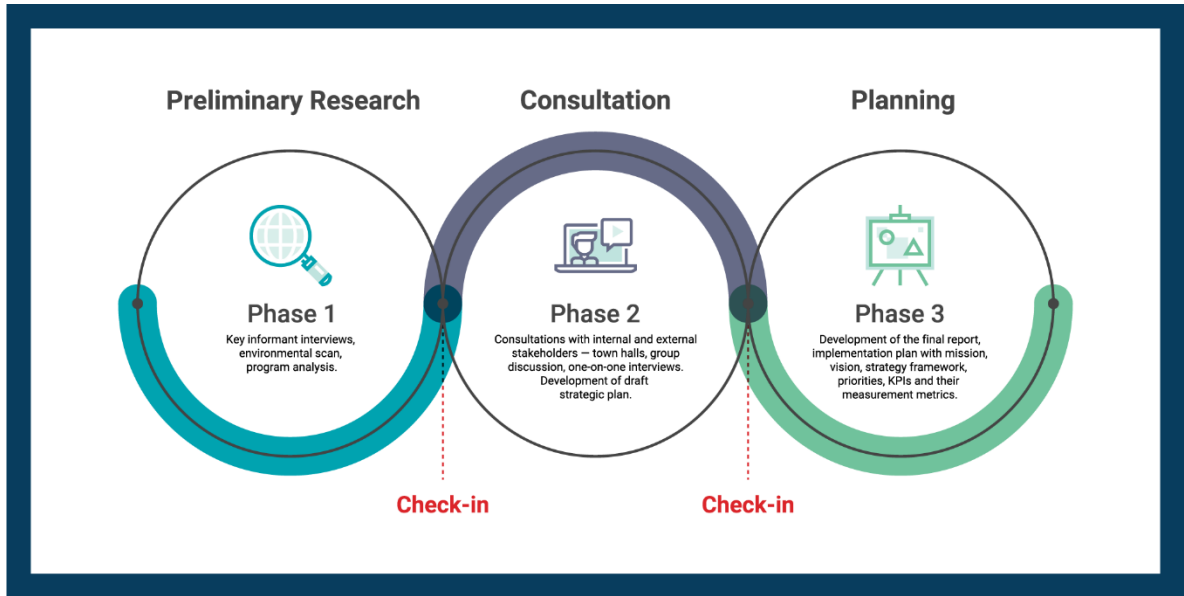
For HESA researchers, consultations can take a number of forms: townhalls, discussions, one-on-one interviews, and surveys. In projects which are more about changes in strategic direction during the first round of consultations, we also attempt to engage respondents on issues concerning how they feel about the organization and the conditions under which the organization is at its best. We believe it is important that where significant change is being contemplated, that the narrative in which it is placed is consistent with the "Organizational Saga" – that is, the set of common beliefs about an organization and its history. (For more on organizational sagas in higher education, please see: <https://higheredstrategy.com/sagas/>.) Insights from this process are processed and given back to stakeholders in an "What We Heard" document, which summarizes both the contents of consultations and some preliminary ideas about the final direction of the plan, based both on the consultations and on the work performed in Stage I. Stakeholder validation of this document is key to moving forward to Stage III.

**Stage II (revise and resubmit):** In most cases, stage II ends with stakeholder validating the work done to date. However, there are cases where stakeholders can reject the framing of evidence in the What We Heard document. This can happen especially where stakeholders are deeply split on institutional priorities. In those rare cases, we will recommend that clients consider a second round of drafting the What We Heard document and re-submitting to stakeholders for input in the hope of getting the necessary validation before Stage III. It is vastly preferable to avoid this phase, given limited budgets and timetables, but we do advise clients that it is sometimes necessary.

**Stage III (drafting):** In this phase, the actual Strategic Plan is written. In projects which are light on revisions to mission and vision, this is usually relatively quick: projects which are heavier in these areas tend to involve more detailed writing and accordingly this phase takes longer. Additionally, there is the question of how deeply the client wants a strategy document to delve into the more tactical/operational issues associated with implementation; some wish to have very specific and detailed operational plans while others prefer to do this themselves. Project costs will vary accordingly.







## Project Plan

HESA understands that Selkirk College is looking to develop a new strategy which identifies a distinct position within the post-secondary education space. Therefore, the college sees the value of a wide consultation with the community, engaging stakeholders throughout to ensure input and buy-in. Based on the RFP, we have identified the following key stages through which we will need to progress to achieve this.

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### PHASE 1

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#### **Launch meeting: January 2024**

We recommend beginning with a substantive launch meeting in which the HESA team will meet with Selkirk College staff, including the Steering Committee, to confirm our project plan and to discuss our understanding of the nuances of the requirements. We will come to this meeting informed by a prior discussion of what we have learned from the several college and university strategic plans we have developed in the past two years.

This launch meeting forms a foundation for our iterative engagement strategy, in which we return to our partners within the college as we learn more so that we can explore the implications of our new ideas within the context of existing processes. We anticipate a full and frank discussion and agreement of a clear governance structure for the project so that we are always clear with whom we should be working with inside the college. We will agree on practical details of the project including timelines.

We will request documentation for our team's review and discuss the significance of the various documents with the Selkirk College team. This will give our analysts insight into the development of the college's current strategy beyond what we can learn from publicly available materials.

We will discuss possible survey questions and consultation guides with the Steering Committee and develop approach to consultations based on the RFP. We expect to condense in-person consultations into around a week of intense conversations with stakeholders.

While we can approach the various stakeholders directly, we would appreciate introductions from the Selkirk College team at this stage.

#### **Ongoing communication: throughout project**

Following the launch meeting, we expect to arrange regular ongoing contact with the Steering Committee. We will nominate an individual team member (provisionally Maïca Murphy) to be our point of contact and expect the college will want to do so as well. It is enormously helpful to have a single point of daily contact who has some executive authority within the college.



## Environmental Scan: February – April 2024

HESA will conduct an analysis of the environmental challenges and opportunities facing the college using publicly available data and may request internal data such as more detailed enrollment breakdowns if necessary. We will include a summary of trends which are likely to affect British Columbia, including Provincial policy on higher education. In particular, we recognise that housing is an issue in many local communities and the college may wish to consider how it can contribute to housing supply within the political context in British Columbia.

Our team regularly work with colleges who are both managing demographic change and internationalising their student bodies and so we understand how other institutions across Canada are managing these issues. We will review the strategic, academic, and potentially Indigenous plans of other colleges and universities, including those that HESA has developed, in order to understand trends in the sector and good practice in strategic planning.

We recognise that Selkirk College is seeking a change in strategy rather than a meticulous operational plan. We would anticipate focussing our review of other institutions' strategic plans on 6-8 which reflect this emphasis on strategy over operations.

We will deliver a concise report on the findings from the scan, either in writing or as an informal oral presentation at the college's option. This will include three key trends which the college can leverage to its advantage.

## Real-Time Consultations: February-April 2024

It is clear that Selkirk College sees the value of a wide consultation with the community in developing its strategic plan. The value of having HESA conduct external consultations is both that we bring considerable experience and also that stakeholders may be willing to give frank responses to our team that they would hesitate to share with university personnel.

HESA's experienced team will organise and conduct a program of (virtual) interviews with up to six external stakeholders and analyse the results. We will consult with the college about who should be included and ask to be introduced, but we expect to include for example local government and potentially key employers. Our team are experienced qualitative interviewers with graduate-level training. Given the complexity of strategic planning, we anticipate that many of these conversations will last between 30 minutes and one hour. Conversations will cover:

- current strengths of the college's relationship with the community,
- relative weaknesses,
- where the interviewees see opportunities for the growth for Selkirk College,
- potential challenges that are expected to emerge over the next few years.

Our team will iterate throughout the process, adapting discussion guides to incorporate subjects which are emerging as essential themes where necessary.

We may offer interviewees confidentiality if desired to ensure a frank exchange of views.



HESA will lead community consultations with the public, staff and students at the locations set out in the RFP. We expect most of these to be conducted in-person, weather permitting, and condensed into a week in which one or two HESA team members will be based in Castlegar.

We will adjust the language to make it more amenable to community participation, but we anticipate these consultations being arranged around what various groups are seeking from the college plus a classic SWOT framework. All groups will be led by an experienced facilitator and we may ask for permission to record for future analysis depending on whether we have a notetaker available. Again, our team will iterate throughout the process, adapting discussion guides to incorporate subjects which are emerging as essential themes where necessary. We may offer to apply the Chatham House Rule to ensure frank discussions.

As part of the consultations, HESA will ask about the college's graphic identity, particularly the logo. Our researchers will confer with our in-house graphic designer, who had created or advised on institutional logos before, on how we can display graphic samples and gather feedback.

We expect a maximum of 16 community consultations, not including conversations with representatives of Indigenous communities. HESA will retain notes and records unless participants voluntarily waive confidentiality.

## Consultation with local Indigenous communities: Spring 2024

Given his experience in this area, Ian Cull has offered to lead a consultation with Indigenous communities which hold rights in the Kootenays and Boundary. We recognise that these consultations should not be rushed and may be best conducted in person. Ian Cull can spend up to five days on this work, including reporting and analysis of communities' feedback.

We understand that the college has firmly-established positive relationships with the Sinixt, Syilx, Ktunaxa and nearby Métis communities, who are local rights holders, and so it is important that their rights to have input onto the college's future be respected. We understand that the college expects to have a connection with the Secwepmc Nation by the time we begin consultations and will include members of the Secwepmc if advised by the colleges that the relationship is at a point where this would be valued.

HESA will retain notes unless participants volunteer to share data with the college.

## Survey: February-March 2024

HESA can deploy our established process for conducting surveys on college communities' perspectives on strategic planning. We will distribute invitations to stakeholders for whom the college can provide email addresses and ideally named contacts.

The survey will be partly a backup option for in-person conversations. However, there are advantages to gathering perspectives through surveys rather than interviews or group discussions. Particularly where there are distinctly different perspectives within the community on a college's future, it can be useful to determine how common different perspectives are and how they are distributed across the different elements of the college (for example, different campuses or types of stakeholders).



The survey would include a number of closed-response options (for example, level of agreement with predefined statements about the college's future) plus one or two open-text response options. We will use survey logic to pose slightly different questions to different types of stakeholders while maintaining a single dataset to allow for unified analysis on the core themes.

Again, we will work with the college team to ensure respondents are asked about the college logo. Our graphic designer can advise on how to present graphic options on screen when eliciting feedback.

HESA uses a secure, well-tested online survey system and has procedures in place to keep data safe. We have a .ca domain and all data is hosted on Canadian servers, making it safe from the USA PATRIOT Act. The system is accessible. In the unlikely event that a potential respondent is unable to use a computer we can make arrangements to deliver the survey by alternative means. HESA will retain raw data to protect respondents' privacy.

We would conduct both statistical and qualitative analysis of the results and produce a graphical summary of the statistics plus a summary of themes in the written responses, which will be unified with the consultation findings in a 'What We Heard' report.

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## PHASE 2

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### Development of a 'What We Heard' Document: May 2024

HESA will develop a 'What We Heard' document and make an informal presentation of it to the Steering Committee.

The 'What We Heard' document is a relatively informal distillation of key points from a consultation, which has been shown to be invaluable to decision-makers who may not be familiar with minority views within the college and in the wider community. Preparing this document and potentially returning it to stakeholders for comment is a very visible signal that we are listening and helps to strengthen the legitimacy of a Strategic Plan based on that consultation.

HESA analysts will develop 'What We Heard' by conducting additional qualitative analysis of the consultation and survey findings to prioritise key themes, paying particular attention to perspectives which seem to be in tension with one another. This analysis is performed by members of the project team who have experience and academic training in social research. Our team will reflect on interview notes and/or recordings (depending on whether we or university staff completed the consultations) and bring them together with our existing expert knowledge. We will produce a short (up to 10-page) informal summary of the main themes which emerged and arrange a meeting with the Steering Committee to discuss the findings and whether they chime with leaders' understanding of the college's mission and role.

At this point we would strongly recommend sharing the 'What We Heard' document with the various stakeholders who have fed into its creation as a means of reinforcing a feeling of being listened to and included, as well as checking our conclusions. However, we will discuss this with university leadership. Assuming the document is circulated back to stakeholders, HESA will conduct a second round of data analysis on the feedback received over the summer, particularly if any stakeholders feel their position is not completely captured or disagree with other groups' interpretations.



## Development of a Strategic Plan: June-October 2024

The writing stage will fold in insights from feedback on the 'What We Heard' document and bring the whole HESA team together to co-create a professional draft of the Strategic Plan. We understand that Selkirk College is placing more emphasis on thinking about strategy than on operational planning.

Members of the HESA team are well-known for having strong views on the distinction between strategy and planning and appreciate the inherent tension within a strategic plan. We will work with the college to get the balance right. We will deliver a framework/outline at the end of June to confirm this. We expect to deliver a full draft by the end of September, receive one consolidated round of feedback from the college, and revise for the start of November.

Our team will maintain their critical independence, but we recognise that the aim of this project is to serve Selkirk College and personnel within the college will have a wide perspective on these needs which should be reflected in the final product.

We recognise that the finalised Strategic Plan will become a public-facing document and so presentation is very important. The Plan can be presented in a visually attractive format by our in-house professional designer Samantha Pufek who will work within the college style. We are sensitive to equity issues and will ensure all deliverables are accessible to readers with disabilities. We meet or exceed the standards required by the AHRA and WCAG 3.0.

## Presentation to the Board: November 2024

HESA can make a virtual presentation of the strategic plan to college leadership and the Board. There is value to having a real-time presentation of results in which the HESA team (led by Alex Usher) are all available to answer questions and explain the rationale behind our recommendations and conclusions. They are experienced presenters who regularly distil complex ideas for senior decision-makers and Board members and can inspire change.

We can make our full team available for a formal oral presentation of the research. This will include answering questions from college personnel, support from our graphic designer in visualising the data which supports our conclusions, and delivery of a professionally-designed supporting slide deck which the committee can share with stakeholders.

## Informal Discussion of Indicators: November 2024

Following the presentation, Maica Murphy will allocate a few hours to work with the Steering Committee to identify some indicators of progress and success which can guide Selkirk College's progress. We understand that these will reflect what administrators think will work for Selkirk College and so the decision will rest with college leadership, but HESA can offer informal advice. We expect our work to aid in the development of further strategy including the development of a SEM plan.



## Travel

We expect that Ian Cull may wish to conduct his consultations in-person and would seek the college's help in scheduling these so that he can complete the in-person visits within a few days.

We expect that Maïca Murphy and an Associate will spend a week in the Kootenays and Boundary to conduct in-person meetings, building in some time for weather-related travel delays, and that the rest of the work will be completed remotely. We will also prioritise meeting with key campus leaders during that time.

We have estimated expenses in our pricing submission. We recognise that winter weather in the area regularly makes travel inadvisable. We will not run consultations if travel poses a danger to either HESA or Selkirk College personnel. This may increase the expenses incurred if our team need to change flights or stay on site for extra nights.



## Appendix: CVs

### Alex Usher, M.A., HESA President (he/him)

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#### PROFESSIONAL EXPERIENCE

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##### 2003 – Present

##### **Higher Education Strategy Associates (HESA) (formerly Educational Policy Institute, Canada) Toronto, ON**

Sep 2009 – Present

##### **President (HESA)**

Nov 2003 – Sep 2009

##### **Director (Educational Policy Institute, Canada)**

###### Current Projects Include:

- Overseeing projects to improve Equity, Diversity and Inclusion at two Canadian higher education institutions: Algoma University and the Alberta University of the Arts.
- Directing a Governance Review project for the University College of the North (2021-22)
- Leading a project on Return on Investment to Higher Education for Indigenous students for the Chiefs of Ontario (2021-22)
- Co-ordinating a multi-site project on the role of universities in social and economic growth in mid-sized Canadian cities (2021-23)
- Co-lead manager of a project on Trends and Forecasting International Student Mobility for a consortium of 11 Ontario post-secondary institutions (2021)
- Co-lead on an evaluation of the African Institute for Mathematical Science's *Next Einstein* project (2021).
- Co-lead author on new annual 50-country review of higher education policy and financing, to be published by Higher Education Strategy Associates January 2022.
- Author of the annual almanac *The State of Post-Secondary Education in Canada* since 2018.
- Author of Higher Education Strategy Associates' daily higher education commentary "*One Thought to Start Your Day*" since 2011

###### Completed Projects Include:

- Led a Strategic Planning exercise at the Manitoba Institute of Trades and Technology (2021)
- Advised the Government of British Columbia on a framework for Micro-credentials (2021)
- Advised the Government of British Columbia on the organization of a provincial review of post-secondary funding models (2021)
- Oversaw an analysis of the Internationalization offices across Canadian U-15 institutions for the University of Ottawa (2021)
- Co-wrote a final review of the World Banks African Centres of Excellence (I) Project (2020-21)
- Led a Strategic Planning process for Queen's University Faculty of Engineering and Applied Science. (2020-21)
- Advised Memorial University on Newfoundland and Labrador on its Strategic Plan (2020-21)
- Conducted a set of elite interviews of prominent anglophone Canadians for the University of Montreal (2020-21)
- Co-wrote a final review of the World Banks African Centres of Excellence (i) Project (2020-21)
- Oversaw reviews of credit-transfer arrangements at 20 Ontario post-secondary institutions for the Ontario Council on Articulation and Transfer. (2020-21)
- Developed Strategic Plan for Internationalization at the Marine Institute at Memorial University of Newfoundland (2020).
- Oversaw a review of Queen's University's corporate relations efforts (2020)
- Assisted the World Bank's Tanzania office in the development of strategic plans at 19 universities (2020).
- Wrote a review of Canadian provincial funding formulae for the Canadian Association of University Business Officers (2020)
- Oversaw a review of the potential costs of COVID-19 for Colleges and Institutes Canada. (2020)
- Launched a pan-Canadian institutional partnership to develop online resources for large classes at the start of the COVID-19 (2020)
- Led the new International Business University through the regulatory process to establish itself in Ontario (2017-20)





- Led the review of Strategic Enrolment Planning at Royal Roads University (2020)
- Oversaw Review of work-integrated learning delivery at Humber College (2019-2020)
- Oversaw the project *Colleges of the Future* for the Atlantic Colleges Atlantique (2019-2020)
- Developed Strategic Plan for Victoria University (2019-2020)
- Completed Comparative analysis of Institutional Income sources for Memorial University in Newfoundland (2019-2020)
- Led a syndicated project on models of and demand for Micro-credentials (2019)
- Led the mid-term review of the African Centres of Excellence (II) program for the World Bank (2019)
- Oversaw review of strategic options for merger of two faculties at York University (2019)
- Performed review of comparative models of college governances and experience of mergers in North American colleges for Bow Valley College (2019)
- Managed project on re-defining the category of “students with disabilities” in light of changing practices in accommodation for students with mental health issues (2019)
- Contributed to a World Bank Project on Funding Formula Reform in the Russian Federation (2019)
- Completed review and analysis on Tanzania’s Student Loans Board the World Bank’s Public Expenditure Review (2019)
- Managed a Strategic Plan review at the Marine Institute of the Memorial University of Newfoundland (2018-19)
- Oversaw a review of potential options for the expansion/development of the University of Winnipeg Business School (2018).
- Wrote a review of changes in G7 graduate student excellence scholarships for the Social Sciences and Humanities Research Council (2018)
- Wrote a short history of Canadian Higher Education for Employment and Social Development Canada (2018)
- Developed and oversaw implementation of a major project looking at market demand, feasibility and competitor analysis of 20 proposed new programs at the University of Windsor (2018)
- Oversaw a Review of the Ontario Centre for Workforce Innovation (2018)
- Contributed to a World Bank Project on University Classifications and Rankings in Romania (2018).
- Managed a review of potential market and competitor strategy analysis for International Students for Global Affairs Canada (2018)
- Oversaw a review of academic support services at Humber College (2018)
- Oversaw a review of programming and economic impact of the Nova Scotia College of Art and Design (2017-8)
- Headed the Review of Manitoba Colleges for the Manitoba Government (2017-8)
- Writing papers for CD Howe Institute on Funding Formulas in Higher Education (2017)
- Overseeing the development of the Parental Influences Project, a survey of gr. 11 and gr. 12 parents, examining how they approach higher education decision-making and understand higher education quality, for 5 institutional policies. (2017)
- Overseeing a project to look at potential market demand for three new university-level programs for the University of Windsor. (2017)
- Contributed to the development of the Laurentian University Strategic Plan (2017)
- Provided on-going assistance to Polytechnics Canada in the preparation of a new national Polytechnic skills strategy (2017).
- Wrote the review of higher education policy in Manitoba entitled *Post-Secondary Education in Manitoba: A Blueprint for Opportunity and Growth* for Assiniboine College (2016-17)
- Oversaw the development of the Early Influences Project, a survey of grade 11 to explore how they their post-secondary options and eventually choose an institution, with 6 institutional clients across Canada (2016-17)
- Oversaw a review of disabilities policy for the Canada Student Loans Program (2016-17)
- Managed the Review of Student Assistance Processes at Mount Allison University (2017)
- Co-Principal Investigator of the *Studying on the Impact of Admission Systems on Higher Education Outcomes* on behalf of the European Commission. (2015-17)
- Wrote *Student Aid in Canada: State of Play 2017* for the Canada Student Loans Program (2017)
- Wrote *Income-Contingent Loans: A Review of International Practices with Special Reference to Australia New Zealand and England* for the Canada Student Loans Program (2016)
- Managed the review of the Admissions Office at Nova Scotia College of Art and Design (2016)
- Conducted a Review of Scholarships Policy at Simon Fraser University (2016)
- Managed a Tertiary Education Market Study for the Government of Tanzania. This included examinations of the concept of Arusha as an “education hub”, as well as providing strategic



- advice regarding the sustainability of Nelson Mandela – African Institute for Science and Technology (NM-AIST) (2015-16)
- Oversaw the development of the Potential Arts Student Survey, a survey designed to help institutions understand how better to market courses in the fields of humanities and social sciences, with 10 institutional clients across Canada (2016)
  - Oversaw the development of the Student Decisions Project a year-long longitudinal study of grade 12 students to follow how they explore their post-secondary options and eventually choose an institution, with 15 institutional clients across Canada.
  - Managed a multi-province inquiry into barrier to access for mature learners for the governments of British Columbia, Nova Scotia, Ontario and Saskatchewan (2015-16)
  - On behalf of the Queen Rania Foundation, wrote a paper entitled *Higher Education in Jordan: Planning for 2025* for the Queen Rania Foundation. (2015-16)
  - Oversaw the creation of a Strategic Enrolment Plan for the Arts Faculty at Waterloo(2015-16)
  - Managed Completed an Academic Plan for Red River College, including extensive on-site consultations (2015).
  - Provided advice to the World Bank and the government of Malawi, provided on the creation of a new Student Loans Bureau in Malawi and assist in drafting a Terms of Reference for a major consultancy to assist in the development of policy to support the new Board (2015)
  - On behalf of the World Bank, provided advice to the Government of Uganda on the creation of a skills bursary program to be delivered in the country's Albertine region (2015)
  - Managed a project on student use of information for educational and career decisions on behalf of the Provinces of Saskatchewan and the Government of Canada (2014-15)
  - Managed a review of academic advising services at the University of New Brunswick (St. John) (2014-15)
  - Managed and institution-wide academic analysis program for Bishop's University (2014-15)
  - Managed a review of need assessment for the Canada Student Loans Program for Employment & Skills Development Canada (2014-15)
  - Managed a project looking at global developments in non-traditional learning models in higher education for Employment & Skills Development Canada (2014-15)
  - Managed a project looking at historical trends in labour market outcomes for recent post-secondary graduates for Employment & Skills Development Canada (2014-15)
  - Managed a Strategic Enrolment Management plan for Nipissing University (2014-15)
  - Managed an institution-wide academic review process for Nipissing University (2014-15)
  - Facilitated a two-day retreat for Russian University Rectors on Global Rankings. (2014)
  - Conducted research on cost-patterns in higher education for the Universities of Calgary, and Victoria and Trinity Western University (2014)
  - Wrote a concept paper outlining potential low-cost, high-leverage government policies that would assist the higher education sector in Nova Scotia, for the Council of Nova Scotia University Presidents
  - Managed an institution-wide academic prioritization process for Loyalist College (2014)
  - Managed a Strategic Enrolment Management indicators system plan for Loyalist College (2014)
  - Co-wrote a paper on promising practices in degree completion for California College Access Foundation (2014)
  - Oversaw a large-scale economic and cultural analysis for the Ontario College of Arts and Design University (OCAD University); the project also includes primary market research, and strategic enrolment analysis. (2014)
  - Acted on an ongoing basis as an advisor to D+H, Canada's main provider of student loan program administration (2014)
  - Co-lead, in partnership with HIS-HF of Germany, on the project: The Impact of Different Cost-sharing Models on Effectiveness, Efficiency and Equity in Higher Education for the European Commission. This study assessed the influence of cost-sharing between students (i.e., tuition) and the tax payer on higher education institutions (HEI) and their students. Using a case-study approach, this project tested four different hypotheses about the impact of different cost-sharing models. (2012-14)
  - Recommended indicator sets for progress in Science and Engineering for universities and national systems of innovation in Africa (for World Bank) (2014)
  - With IPC GmbH on behalf of KfW, developed plans for a private system of student loans in Senegal (2014)
  - Led a national study to examine the current design and delivery of Canadian Post-Graduate Surveys, with a view to creating better pan-Canadian data on graduates. (2013-14)
  - Conducted a study, on behalf of Employment and Skills Development Canada, examining Satisfactory Scholastic Standard policy in student Canadian and International student loan programs the attempt to create a harmonized pan-Canadian policy. (2013-14)



- Acted as Lead Author on a new Framework Strategy for Higher Education in Romania, 2014-2020 (with World Bank) (2013-14)
- Provided advice to the incoming Government of Chile on how to implement their manifesto commitments on higher education (with Jamil Salmi for IADB) (2013-4)
- Reviewed the funding formula of the United Arab Emirates and recommended changes thereto (with World Bank) (2013)
- Assisted Bishop's University in the Development of a Strategic Plan (2013)
- Overseeing a project to establish a common set of indicators for student financial assistance and assess their feasibility on behalf of the Intergovernmental Consultative Committee on Student Financial Assistance (ICCSFA) (2013)
- Overseeing the HESA Student Panel project, an ongoing data collection effort to improve our understanding of students' experience, especially with respect to the way they view institutional characteristics and levels of academic challenge. (2009-2013)
- Managing the 2014 Canadian Student Satisfaction Survey, a key source for informing university rankings and student satisfaction measures. It invites thousands of undergraduate students from 10 participating institutions across the country and contributes greatly to understanding postsecondary students and institutions across Canada. (2012-3)
- Overseeing a new proprietary system (HiBAR) for benchmarking institutional research performance on a department-by-department basis.
- Oversaw the development of a report looking at Ontario college students' experiences in credit transfer for Colleges Ontario (2012)
- Managed a project looking at the economic benefits of Private Career Colleges to the province of Ontario, on behalf of the Ontario Association of Career Colleges (2012)
- Wrote a paper outlining the views and experiences of Canadian university students on credit transfer, based on data from HESA' *MyCanEd* student panel (2012)
- Provided expert advice to the Mastercard Foundation with respect to selecting North American and European institutional partners for its new African scholarship program (2012)
- Conducted a review of International Higher Education practices at Trent University. (2012)
- Wrote an analysis for First Nations University of Canada on requirements to upgrade its present programs into degree-level status. (2012)
- Provided expert advice to the World Bank in connection with a project to expand private higher education services in Malaysia (2012)
- Provided a report to the World Bank on current conditions and challenges in higher education in Ghana (2012)
- Worked on a concept paper to overhaul the system of educational loans and tax credits for the Government of New Brunswick. (2012)
- Developed a paper and seminar for the Lumina Foundation (with Pamela Marcucci) on global experiences in expansion of higher education opportunity. (2012)
- Completed a project on student unit-costs in Tanzanian Universities, involving the most comprehensive examination of university expenditures ever undertaken in Africa. (2012)
- Provided technical assistance on the development of a new student loan program in Indonesia, through USAID (2011-3)
- Co-ordinated the creation of a new pan-Canadian postsecondary education indicator set for the Canada Student Loans Program (2011)
- Writing, on behalf of CFBT Education Trust for AusAID, a concept paper on the development of a student loans program for the Solomon Islands. (2011)
- Acted as primary consultant to the Government of Saskatchewan on a public consultation on the development of the Expansion of Degree-Granting Status (2011)
- Conducted (with Lori McElroy) a full review of all Academic Programs at the University of Regina (2011)
- Developed a report, on behalf of the World Bank, on improving efficiency and equity in the Malaysian Higher Education financing. (2011)
- Wrote a full review and made recommendations concerning the sustainability of Student Loans in Tanzania for the Tanzanian Higher Education Student Loans Board. (2011)
- Oversaw implementation of a national survey of graduating students in India (2011)
- Oversaw research and wrote final paper on the subject of Worldwide trends in Baccalaureate Degree Delivery for the Higher Education Quality Council of Ontario (2011)
- Wrote an evaluability assessment for the Canada Student Grants Program (2010-2011)
- In partnership with the CHEPS in the Netherlands, documented the Dutch Medical system and Dutch post-graduate medical specialty programs for the Government of Alberta (2010-11)
- Managed a project to examine the feasibility of creating an online transfer credit system for the Midwestern Higher Education Compact (2010).



- Wrote a description of the “Unique Selling Points” of Canadian polytechnics and place the Canadian Polytechnic model in an international context for Polytechnics Canada (2010)
- Conducted (with Lori McElroy) an examination of jurisdictional policies on public reporting of institutional graduation and employment rates for HRSDC (2010)
- Managed a project to develop the Statistics framework for the Canadian Education Statistics program, which is governed by the Canadian Education Statistics Council, a joint initiative of the Council of Ministers of Education, Canada (CMEC) and Statistics Canada (2009-10)
- Managed the creation, operation and reporting of the National Student Survey for the Canadian Alliance of Student Associations. (2009-10)
- Managed a 4-year longitudinal project Measuring the Effects of Student Assistance (MESA), funded by the Canada Millennium Scholarship Foundation. (2005-2009)
- Managed a project to develop a Strategic Data Plan for the Canadian Education Statistics Council, a joint initiative of the Council of Ministers of Education, Canada (CMEC) and Statistics Canada (2009)
- Conducted a study of alternative funding options for Postsecondary Student Support Program for the Department of Indian and Northern Affairs Canada (2009)
- Conducted (with Lori McElroy) a study on the impact on access and retention of student financial assistance programs using student financial assistance data from eight provinces (2009)
- Conducted a review of Funding Policies in Uganda on behalf of the World Bank (2008-9)
- Conducted a strategic planning exercise for the First Nations Technical Institute on behalf of the Governments of Canada and Ontario (2008-9)
- Conducted (with W. Scott Swail) a formative evaluation of the University Preparatory Program (UPP) associated with Al-Faisal University in Riyadh, Saudi Arabia. (2008)
- Conducted a Review of Higher Education Policies in East Central Europe and the Former Soviet Union for the World Bank (2008)
- Managed a multi-client analysis of institutional student assistance in Canadian universities. (2007-2008)
- Wrote a paper on Data Architecture for a System of Quality Measurement in Postsecondary Education for the Higher Education Quality Council of Ontario (2008)
- Wrote a review of policy tools in student financial aid for Human Resources and Skills Development Canada. (2008)
- Managed a project measuring the adequacy of the Canada Student Loans Program’s system of Need Assessment (2007-8)
- Managed a project Identifying Current Practices in Aboriginal Self-Identification in Canadian education (2007-8)
- Wrote (with Linda Green) a Concept Paper/Pre-feasibility Study for an Industrial Mine Training Facility for the Mine Training Society of the Northwest Territories (2007-8)
- Wrote (with Miriam Kramer and Ken Snowdon) a feasibility study for a National Survey of Private Vocational Studies Graduates (2007)
- Wrote an Analysis of the New Brunswick Commission on Postsecondary Education’s Final Report for the Province of New Brunswick (2007)
- Managed a review of Student Assistance policies for the University of Victoria (2007)
- Wrote a literature review on Access to Postsecondary Education and a plan for future research for the Higher Education Quality Council of Ontario (2007)
- Conducted a pan-Canadian survey of supports to apprentices and created a typology of same for the Canadian Council of Directors of Apprenticeships (2007)
- Conducted an analysis of national and international changes in models of technical training for the Canadian Council of Directors of Apprenticeships (2007)
- Managed a pan-Canadian survey of Apprentices taking technical training at private vocational institutions for the Canadian Apprenticeship Forum-forum canadien sur l’apprentissage (2006-7)
- Wrote (with Sean Junor) an analysis of recent changes in federal and provincial student aid policies and their fiscal impact for the Canadian Association of Student Financial Aid Administrators (2007)
- Wrote (with Ross Finnie) a report on the use of Tax Credits in Canadian student aid policy for Human Resources and Skills Development Canada. (2007)
- Wrote a paper on possible national system-wide performance indicators for Canada for Human Resources and Skills Development Canada (2007)
- Acted as a research advisor on a three-year random assignment project on student retention at Seneca College. (2005-7)
- Led an evaluation of the Ontario Government’s Aboriginal Education and Training Strategy (2006-7)
- Wrote (with Robert Crocker) an analysis of Innovation in Canadian Postsecondary Education for Canadian Policy Research Networks (CPRN) (2006-7)



- Wrote an analysis of quality and quality measurement in higher education for the Canadian Council on Learning. (2007)
- Wrote (with Ross Finnie) an analysis of the impact of parental savings on access to PSE and use of student assistance for Human Resource and Skills Development Canada (2007)
- Wrote (with Andrew Potter) a challenge paper on challenges facing BC universities in terms of international education and massification of graduate studies for The University President's Council of British Columbia. (2006)
- Wrote (with Ross Finnie) an analysis of means to increase graduate school enrolment in Canada for the CD Howe Institute (2006).
- Created (with Sean Junor) a new web-based student-friendly rankings system for Canada, in conjunction with the Globe and Mail (2005-6)
- Organized a conference on Quality Measurement in Higher Education (2006)
- Wrote (with Andrew Potter) a State of Field Review on Postsecondary Education for the Canadian Council on Learning (2005-6)
- Produced a report on changes in net tuition and assistance levels of Canadian students for the Association of Universities and Colleges of Canada (2006)
- Produced a Report on Student Borrowing from Private Sources for Human Resources and Skills Development Canada. (2006)
- Produced (with Bob Crocker) a report on Innovation in Postsecondary Education in Canada for the Canadian Policy Research Networks (2005-6)
- Produced a comprehensive guide to student assistance in Canada, known as *The State of Student Aid in Canada*, for the Canada Millennium Scholarship Foundation and CESSC. (2005-6).
- Produced an analysis of net student assistance levels by income level for Human Resources and Skills Development Canada. (2005)
- Produced an analysis of student debt management programs in eight countries for Human Resources and Skills Development Canada. (2005)
- Produced an analysis of student aid programs for part-time students in twelve countries for Human Resources and Skills Development Canada (2005)
- Produced an analysis of changes in federal and provincial student aid spending for Human Resources and Skills Development Canada (2005).
- Produced an analysis of changes in funding formulas, absolute funding levels and in select quality indicators for Human Resources and Skills Development Canada (2005)
- Produced an evaluation framework for the merit scholarship programs of the Canada Millennium Scholarship Foundation (2004-5)
- Produced (with Ross Finnie) recommendations on the summative evaluation framework of the Canada Student Loans Program for Human Resources and Skills Development Canada (2005).
- Produced (with Ross Finnie) a report on Quality Measurement for Canadian Universities (2004-5)
- Produced a report on international developments in Access Policy for the State Higher Education Commission of Kentucky (2005)
- Produced an analysis of student grant programs in eight countries for Human Resources and Skills Development Canada (2004)
- Produced an analysis of comparative costs and affordability across five provinces, four US states and four OECD countries for the Rae Review on Postsecondary Education in Ontario (2004)
- Produced an analysis of historical changes in the social origins of the student body in Manitoba for the Council on Postsecondary Education (2004)
- Assisted in the production of a summary of the New Brunswick Postsecondary Education System for the Government of New Brunswick (2004)
- Prepared and coordinated an OECD conference on student financial assistance (funded by the Council of Ministers of Education, Canada). (2003-4)
- Conducted a major review of data sources for access to education for COMPAS Research, Inc (funded by Human Resources Development Canada and the Council of Ministers of Education, Canada). (2003-4)
- Developed an integrated website and mail-out package for low-income students as part of major multi-site early intervention demonstration program in Manitoba and New Brunswick funded by the Canada Millennium Scholarship Foundation). (2003-4)

**Sep 1999 – Oct 2003**

Jan 2002 – Oct 2003

Oct 1999 – Dec 2001

**Canada Millennium Scholarship Foundation  
Montréal, QC**

**Director, Research and Program Development**

**Senior Policy Analyst**



**Responsibilities Included:**

- Managing a \$1 million/year research program on access to postsecondary education, where tasks included:
- Supervising a research/policy staff of five
- Conceiving the overall research plan
- Managing national stakeholder consultations on content and direction of research program
- Developing and maintaining a national network of research and policy experts that now meets yearly to discuss access-related research.
- Managing competitive bidding process for contract research and overseeing work of up to a dozen contract researchers
- Co-ordinating work of an expert (“peer”) panel to oversee research efforts
- Managing dissemination of research including contract management, oversight of translation, document production and media relations.
- Making over 30 research presentations to different public audiences
- Conceiving and implementing access-related demonstration projects using experimental methodologies (i.e. random assignment of subjects), where tasks included:
- Developing research projects and research methodologies
- Developing and managing a budget of \$10 million/year
- Negotiating implementation agreements with provinces
- Managing competitive bidding process for research contract worth over \$10 million.
- Managing relationships with provincial governments with respect to the delivery of the Foundation’s Bursary program, worth \$285 million/year.
- Managing relationships with the Government of Canada, the Foundation’s primary donor.
- Developing and implementing the World Petroleum Congress (WPC)/Canada millennium Scholarships Award, resulting from a \$4.2 million donation from the WPC.
- Providing regular strategic advice to the Executive Director and the Board of Directors on matters pertaining to research and student assistance.

**May 1998 – Oct 1999**

**Alex Usher Consulting**

Worked simultaneously on projects for clients including:

**Government of Canada (Human Resources Development Canada)**

- Wrote “Student Assistance: Lessons Learned” for Program Evaluation Branch
- Wrote “Canada Student Loans Program (CSLP), Report to Canadians 96-97”
- Assisted in organization of December 1998 CSLP all-stakeholders meeting
- Assisted in stakeholder consultation on Designation of Educational Institutions

**Council of Ministers of Education, Canada**

- Managed and contributed to a national consultation on transitions in postsecondary education.
- Provided advice on compliance of various provincial student aid programs with the new quasi-constitutional “Social Union Framework Agreement”

**Canada Millennium Scholarship Foundation**

- Acted as general advisor to the Foundation in the negotiation of agreements worth over \$3 billion between the Foundation and all 13 of Canada’s provinces and territories to deliver the Foundation’s bursary program.

**Aug 1996 – May 1998**

Aug 1997 – May 1998

Aug 1996 – Aug 1997

**Association of Universities and Colleges of Canada**

**Senior Policy Officer**

**Policy Officer**

**Responsibilities Included:**

- Maintaining a broad student-university-college-faculty coalition on student assistance
- Conducting research on student assistance policies and outcomes nationally and internationally.
- Negotiating matters of tax policy relating to universities with the Department of Finance.



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## ACADEMIC HISTORY

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- 2004** **M.A. (Political Science)**  
**Carleton University, Ottawa, ON**
- 1992** **B.A. (History)**  
**McGill University, Montréal, QC**

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## CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS

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- Canadian Association of Student Financial Aid Advisors (CASFAA), Honorary Life Member
- Member, Advisory Board, Shanghai Jiao Tong Academic Rankin of World Universities (ARWU)

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## PUBLICATIONS

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- Usher, A (2019b – forthcoming) *Why Doesn't Canada use Performance-Based Funding in Higher Education?* Toronto: CD Howe Institute
- Usher, A (2019a) "The Architecture of Student Loan Systems" in J Delisle and A. Usher (eds) *International Perspectives in Higher Education: Balancing Access, Equity and Cost*. Cambridge: Harvard.
- Usher, A and Burroughs, R (2018) *Targeted Free Tuition: A Global Analysis* Toronto: Higher Education Strategy Associates. (also published as *Targeted Free Tuition: Is Means Testing the Answer?* London: Higher Education Policy Institute).
- Usher, A (2018c) *The Changing Finances of World-Class Universities*. London: Centre for Global Higher Education.
- Usher, A (2018b) *The State of Post-Secondary Education in Canada, 2018*. Toronto: Higher Education Strategy Associates
- Usher, A (2018a) *Manitoba Colleges Review*. Government of Manitoba
- Orr, D and Usher A (2018) "Revisiting student performance as a cornerstone of higher education: how is student performance reflected in performance-based funding" in E. Hazelkorn, H. Coates and A. McCormak (eds) *Research Handbook on Quality, Performance and Accountability in Higher Education*.
- Usher, A., Haj, C., Orr, D., Atherton G., Geanta I., (2017) *Study on the Impact of Admission Systems on Higher Education Outcomes*. Brussels: European Commission.
- Bassett, Roberta Malee and Usher, A (2017 – forthcoming) "Distance Learning and the rise of MOOCs: the More Things Change the More They Stay the Same" in Tapper T and Palfreyman, *Towards the Private Funding of Higher Education: Ideological and Political Struggles*. New Directions in Global Higher Education. Oxford: Oxford University Press.
- Usher, A (2017) *Post-Secondary Education in Manitoba: A Blueprint for Opportunity and Growth*. Toronto: Higher Education Strategy Associates
- Usher, A (2016) "World Class Universities in an Age of Slow Growth" in Nian Cai Liu, Ying Chneg and Qi Wang (eds) *Matching Visibility and Performance*.
- Usher, A (2016) "A Short Global History of Rankings" in *Global Rankings and the Geopolitics of Higher Education*, E. Hazelkorn (ed). London: Routledge
- Usher A, Williams J and J Lambert (2015): *What We Ask of Parents: Unequal Expectations for Parental Contributions to Early Childhood Education and Post-Secondary Education in Canada*
- Usher, A and Williams J (2015) *Beyond Tenure: Faculty Employment Protection at Canadian Universities*. Toronto: Higher Education Strategy Associates.
- Lambert, J Mirzazadeh, C and A. Usher (2014b) – *Moving On? How Students Think About Choosing a Place to Live After Graduation*. Toronto: Higher Education Strategy Associates.
- Lambert, J Mirzazadeh, C and A. Usher (2014a) - *The Many Prices of Knowledge: How tuition and subsidies interact in Canadian higher education*. Toronto: Higher Education Strategy Associates.
- Usher, A, D. Orr and J. Wespels (2014) – *Do Changes in Cost-Sharing have an Impact on the Behaviour of Students and Higher Education Institutions?: Evidence From Nine Case Studies*. 2 vols. Brussels: European Commission



- Usher, A (2014) *The Korean Academic Credit Bank: A Model for Credit Transfer in North America?* Toronto: Higher Education Strategy Associates.
- Lambert, J, Kwong A and A. Usher (2014) *Career Services Offices: A look at Universities and Colleges Across Canada (2014)*. Toronto: Higher Education Strategy Associates.
- Lambert, J and A. Usher (2013) *The Pros and Cons of Internationalization: How Domestic Students Experience the Globalizing Campus*. Toronto: Higher Education Strategy Associates.
- Jarvey, P and A. Usher (2012b) *Measuring Academic Research in Canada: Field-Normalized University Rankings 2012*. Toronto: Higher Education Strategy Associates
- Berger, J and A. Usher (2012) *Making the Most of It: Canadian Student Employment in Summer 2012*. Toronto: Higher Education Strategy Associates.
- Jarvey, P and A. Usher (2012a) *Making Research Count: Analyzing Canadian Academic Publishing Cultures*. Toronto: Higher Education Strategy Associates.
- Kaznowska, E, and A. Usher (2012) *Jobs Don't Come to Those Who Wait: the Search for Student Summer Employment in Canada*. Toronto: Higher Education Strategy Associates.
- Marcucci, M and A. Usher (2012) *2011 Year-in-Review: Global Changes in Tuition-Fee Policies and Student Financial Assistance*. Toronto: Higher Education Strategy Associates.
- Kramer, M and A. Usher (2011) *Work-Integrated Learning and Career-ready Students: Examining the Evidence*. Toronto: Higher Education Strategy Associates.
- Kaznowska, E, and A. Usher (2011). *Nice Work (if you can get it): University Student Employment and Labour Market Experience in Summer 2011*. (Canadian Education Project Insight Brief #2). Toronto: Higher Education Strategy Associates.
- Berger, J and A. Usher (2011). *President for a Day: Students' Preferences for Dealing with a Budget Crisis*. (Higher Education Strategy Associates Intelligence Brief #3). Toronto: Higher Education Strategy Associates.
- Marcucci, P. and A. Usher (2011) *Tuition Fees and Student Assistance: 2010 Global Year in Review*. Toronto: Higher Education Strategy Associates.
- Usher, A and Kaznowska, E (2011) – *Internationalization at Canadian Universities: Are Students Seeing the Value?*. Toronto: Higher Education Strategy Associates.
- Usher, A, M. Kramer and E. Kaznowska (2010) *Canadian University Students in the Summer of 2010: Wages and Employment* (Canadian Education Project Insight Brief #1). Toronto: Higher Education Strategy Associates
- Usher, A (2010). *Keeping it Interesting: Characteristics of Students' Best and Worst Classroom Experiences*. (Higher Education Intelligence Brief #1). Toronto: Higher Education Strategy Associates.
- Usher, A., L. Green and C. Macleod. *Courting Success in Senior Hiring at Canadian Universities*. Toronto: Higher Education Strategy Associates
- Usher, A. And J. Medow *Global Higher Education Rankings 2010: Access and Affordability on Comparative Perspective*. Toronto: Higher Education Strategy Associates.
- Usher, A (2009e). *Ten Years Forward, Ten Years Back: Developments and Trends in Higher Education in Europe Region*. Paper Presented at UNESCO Forum on Higher Education in the Europe Region. Bucharest: UNESCO-CEPES
- Usher, A. and L. Green (2009) *Bologna and Beyond*. Toronto: Educational Policy Institute
- Usher, A (2009d) - *The Postsecondary Student Support Program: An Examination of Alternative Delivery Mechanisms*. Toronto: Educational Policy Institute
- Usher, A (2009c). *Back to the Future: Imagining the Future of Canadian Postsecondary Education in University Affairs*, October 2009.
- Usher, A. and R. Dunn (2009). *On the Brink: How the Recession of 2009 Will Affect Postsecondary Education*. Toronto: Educational Policy Institute.
- Usher, A (2009b) *Financing Higher Education in the ECA Region: Background Paper for "Closing the Skills Gap of the ECA Region of the World Bank"*. Washington: World Bank.
- Usher, A. (2009a) "Rankings 2.0: New Frontiers in Institutional Comparisons". In *Australian Universities' Review*, vol. 51 no. 2
- Usher, A, R. Finnie, R. Mueller and A. Sweetman (eds). *Who Goes? Who Stays? What Matters? Accessing and Persisting in Postsecondary Education in Canada*. Montreal: McGill-Queen's University Press.





- Usher, A. and J. Medow (2008) "A Global Survey of University Rankings and League Tables" in University Rankings, Diversity and the New Landscape of Higher Education, B. Kehm and B. Stensaker (eds.).
- Usher, A. And S. Junor (2008) Student Mobility and Credit Transfer: A National and Global Survey. Toronto: Educational Policy Institute
- Usher, A. and P. Duncan (2008) Beyond the Sticker Shock: A Closer Look at Canadian Tuition Fees. Toronto: Educational Policy Institute
- Usher, A and Swail, W - EPI Commentary 2007. Virginia Beach: Educational Policy Institute.
- Usher, A (2008) "Accessibility, Affordability and Student Loan Programs: Lessons from International Experience" in Proceedings of the World Perspective on Financial Assistance Policies Conference. Tokyo: University of Tokyo.
- Finnie, R. and A. Usher (2007) – Room at the Top: Strategies for Increasing the Number of Graduate Students in Canada. C.D Howe Institute Commentary No. 246, February 2007. Toronto: C.D. Howe Institute.
- Usher, A. And S. Junor (2007) The End of Need-Based Student Financial Aid in Canada? Toronto: Educational Policy Institute.
- Usher, A. and A. Potter (2007) Learning in Postsecondary Education: A State of Field Review. Ottawa: Canadian Council on Learning.
- Usher, A and M. Savino (2007a): "A Global Survey of Rankings and League Tables" in College and University Ranking Systems: Global Perspectives and American Challenges. Washington: Institute for Higher Education Policy.
- Usher, A and M. Savino (2007b): "A Global Survey of University League Tables" in Information Center for Social Sciences, Higher Education (Renmin University of China) 2007, no.1.
- Usher, A and M. Savino (2007c) "A Global Survey of University League Tables" in Higher Education in Europe, vol. 32 no.1.
- Usher, A and Swail, W - EPI Commentary 2006. Virginia Beach: Educational Policy Institute.
- Crocker, R. and A. Usher (2006) Innovation and Differentiation in Canada's Postsecondary Institutions. Ottawa: Canadian Policy Research Networks.
- Junor, S. and A. Usher (2006) The Student Aid Time-Bomb. Toronto: Educational Policy Institute.
- Junor, S and M. Kramer and A. Usher (2006) Apples-to-Apples: Towards a Pan-Canadian Common University Dataset. Toronto: Educational Policy Institute.
- Usher, A and K. Steele (2006) Beyond the 49<sup>th</sup> Parallel: The Affordability of Public 4-year Postsecondary Education in Canada and the United States Toronto: Educational Policy Institute.
- Usher, A and M. Savino (2006) A World of Difference: A Global Comparison of University League Tables. Toronto: Educational Policy Institute (also published in Chinese in the Tsinghua Journal of Education, Fall 2006)
- Usher, A and M. Savino (2006) "Estudios global de los rankings universitario" in Calidad en La Educacion": Revista no. 25: Los rankings de universidades. Dec. 2006.
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- Usher, A (2006b) - Grants for Students: What They Do, Why They Work. Toronto: Educational Policy Institute.
- Usher, A. (2006c) –Beyond the Sticker Price: A Closer Look at Canadian University Tuition Fees. Toronto: Educational Policy Institute.
- Cervenán, A and Alex Usher (2005) – Global Higher Education Rankings: Accessibility and Affordability in Comparative Perspective. Toronto: Educational Policy Institute.
- Finnie, R and Alex Usher (2005a) –Measuring the Quality of Postsecondary Education, Concepts, Current Practices and a Strategic Plan. Research Report WJ28, Work Network. Ottawa: Canadian Policy Research Networks.
- Finnie, R. and Alex Usher (2005b) - "The Canadian Experiment in Cost-Sharing and its Effects on Access to Higher Education 1990-2002" in Vossensteyn J.J., Teixeira. P, Johnstone B. and Maasen, P, Cost-Sharing and Accessibility in Higher Education – Mature Economies. Dordrecht: Kluwer Academic Publishing.
- Finnie, R, Alex Usher and J.J. Vossensteyn (2005): Meeting the Need: A New Architecture for Canada's Student Financial Aid System, in Higher Education in Canada (Beach, Bowdway and McInnies, eds), Montreal: McGill-Queen's Press.



- Usher, A (2005a). Much Ado About a Very Small Idea. Straight Talk on Income-Contingent Loans. Toronto: Educational Policy Institute.
- Usher, A (2005b) A Little Knowledge is a Dangerous Thing. Toronto: Educational Policy Institute.
- Usher A (2005c). Global Debt Patterns: An International Comparison of Student Loan Burdens and Repayment Conditions.
- Usher, A (2005d) "Statistical Annex" in World Report on Higher Education, F. Lopez Segre and J. Tres, (eds). Barcelona: Global University Network for Innovation. London: Palgrave
- Cervenak, A and Alex Usher (2004) –The More Things Change: Undergraduate Student Living Standards After 40 Years of the Canada Student Loans Program. Toronto: Educational Policy Institute.
- Finnie, R. Alex Usher and J.J. Vossensteyn (2004): Meeting the Need: A New Architecture for Canada's Student Financial Aid System. Policy Matters, vol.5, no.7. Montreal: Institute for Research on Public Policy, 2004.
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- Junor, S. and Alex Usher (2004b) – "The Price of Knowledge" in Policy Options December 2004-January 2005, vol. 26, no.1
- Usher, A. (2004a) "The Postsecondary Education Package is Good for Students" in Policy Options/Options Politiques, vol.25, no.4. <http://www.irpp.or/po/archive/apr04/usher.pdf>
- Usher, A. (2004b): Are the Poor Needy? Are the Needy Poor? Toronto: Educational Policy Institute.
- Usher, A (2004c): Who Gets What? The Distribution of Government Subsidies for Postsecondary Education in Canada. Toronto: Educational Policy Institute.
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## Maïca Erin Poirier Murphy, MA, Research Manager – Strategy and Governance (she/her)

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### PROFESSIONAL EXPERIENCE

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**2022- Present**

Jul – Present

**Higher Education Strategy Associates**

**Research Manager- Strategy and Governance**

- Plan and execute projects to answer research questions provide strategic insight to further clients’ goals.
- Develop and update both internal and client resources to inform the strategic planning process and planning outcomes.
- Develop and deploy research methodology to answer client research questions.
- Develop and deploy research instruments.
- Conduct data analysis (qualitative and quantitative).
- Prepare reports and other deliverables.
- Contribute to RFP development.
- Oversee the deployment of staff’s contributions to various parts of projects and provide feedback and guidance, as needed.
- Participate in data collection.

Selected Projects:

- University of Alberta Strategic Plan 2030 (2022-2023- Manager)
- Mount Royal Academic Plan 2023-2028 (2022-2023- Manager)
- University of Ottawa International Strategy (2023- Contributor)
- University of Toronto Press Strategic Drivers Report (2022- Manager)
- ONCAT MapIt – Mapping Transfer Credit Processes Across Ontario Institutions (2022 – Manager)
- ONCAT Strategic Plan (2022- Co-Manager)

Jan – Jul

**Senior Research Associate**

- Oversee the deployment of staff’s contributions to various parts of projects and provide feedback and guidance, as needed.
- Collect, analyze, evaluate, and report on data to inform recommendations
- Prepare reports and other deliverables
- Deploy various research tools to gather information

**2016 – 2022**

**St. Francis Xavier University**

**Academic Project Coordinator**

- Compose approval documents (proposals, budgets, policies, etc.) for internal and external review and accreditation bodies (e.g. NS Government, MPHEC, AACHR, CASN)
- Solicit stakeholder feedback through focus groups, surveys, and other consultation methods
- Develop project schedule plans and strategies as well as estimate resource requirements • Monitor and report on progress of project objectives
- Conduct feasibility studies on new programming initiatives by consulting interested parties within the university and conducting regional, national, and international market research and analysis
- Complete intra-institutional competitive analysis
- Provide guidance to project stakeholders in establishing work priorities and prompt delivery of project tasks
- Coordinate project deployment efforts across multiple departments to ensure smooth operationalization
- UNFCCC Observer Status University Representative

**Sample Projects**

Completed [Post-Baccalaureate Diploma in AI](#), Nursing Skills Testing Policy, Implementation of CASper Admission Requirement for BScN, [Climate Services and Research Centre](#), Master of Applied Computer Science, Applied Forensic Psychology as well Public Policy and



Governance (featured in [MacLean's](#)), [Bachelor of Arts and Science in Climate and Environment](#), [Bachelor of Arts and Science in Health](#).

**2011 – Present**

**Freelance**

**Researcher, Writer, Translator**

- Complete stand-alone projects involving copywriting, research and analysis, and print and web translation (EN-FR)
- Manage the creation of websites (copywriting, design, domain registration)
- Integrate stakeholder feedback, edits, and revisions during the creative production process of all types of projects
- Ensure that all organizational copy, often about topics that are complex or technical in nature, is engaging for the right audience

Previous clients include:

University of New Brunswick (project news [here](#) and [here](#)), Schwartz School of Business, FluxLab, Frank McKenna Centre for Leadership, Rankin School of Nursing, Mosaic, Oxford University Press, Kula Partners, Sex[M]ed, WEME.

**2012 – 2016**

**Oxford University Press**

**Publisher Representative, Maritime Provinces**

- Generated editorial leads for acquisitions team describing potential projects for future publication
- Designed and executed territory sales plan to service regional accounts
- Cultivated customer rapport/confidence to maximize sales for accounts in Nova Scotia, Prince Edward Island, and New Brunswick
- Consulted with clients and developed solutions for course needs across disciplines (Sociology, Anthropology, Chemistry, Biology, Psychology, English, Political Science)
- Presented on new editions or new books at bi-annual company conference
- Created custom marketing pieces in collaboration with the marketing team
- Achieved sales volume levels from new and existing accounts that meet or exceed territorial quotas established by management
- Provided ongoing reporting of territorial strategy to management, including market intelligence to further company objectives

**2010 – 2011**

**Sobeys Inc.**

**Translator (EN-FR) and Advertising Production Coordinator**

- Translated advertising and technical materials from English to French
- Executed and managed advertising projects from concept to completion
- Wrote, edited, and oversaw a range of business copy materials, including for the brand's quarterly magazine, *Inspired*
- Proofread materials prior to publication
- Assisted Graphic Designers and Art Director with photo editing

**2009 – 2010**

**English Studies in Canada (academic journal)**

**Editorial Assistant (1-year contract)**

- Organized and managed some of the journal's relationships with contributors and purchasing institutions
- Created and managed publishing contracts between the journal and contributing authors
- Carried out accounting tasks including: preparing invoices, processing payments, filing invoices, preparing receipts, and keeping records of transactions

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ACADEMIC HISTORY

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**2009 – 2010**

**M.A., English Literature and Cultural Theory  
University of Alberta (Edmonton, Alberta)**

**2005 – 2009**

**B.A. with First-Class Honours, English Literature with Subsidiary in History  
St. Francis Xavier University (Antigonish, Nova Scotia)**



**2001 – 2005****Diplôme d'études secondaires  
Polyvalente Louis-J.-Robichaud (Shediac, New Brunswick)**

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**OTHER COURSES / CONTINUING PROFESSIONAL DEVELOPMENT**

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**2020****St. Francis Xavier University  
Non-Degree Undergraduate Coursework**

- STAT 101 Introductory Statistics

**2020****Mental Health Commission of Canada  
Mental Health First Aid for Adults who Interact with Youth****2011****Dalhousie University  
Non-Degree Graduate Coursework, School of Information Management**

- INFO 5500 Information & Society
- INFO 5515 Organization of Information
- INFO 6810 Information Literacy
- INFO 5590 Information Sources, Services, and Retrieval

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**AWARDS AND PRIZES**

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- Oxford University Press Sales Achievement Award, 2013, 2015
- Oxford University Press, Professional Development Award, 2015
- Dalhousie University Student Fellowship, 2011 (Declined)
- University of Alberta English and Film Studies Department Research Fellowship, 2009-2010
- Dean's List (STFX), 2005-2009
- Conference Critical Essay Prize: Saint-Francis Xavier English Department, 2009
- The Dr. Rosemary Therese and Stephen A. Holton Scholarship-Bursary, 2007 and 2008
- Canadian Millennium Scholarship, Merit Based, 2007

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**LANGUAGES**

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- English (Native Speaker)
- French (Native Speaker)
- German (Basic Proficiency)

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**COMMUNITY INVOLVEMENT / VOLUNTEERING**

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- 2021-Present: Frank McKenna Centre for Leadership Volunteer Coordinator
- 2017-Present: Skate Canada Judge
- 2018: Special Olympics Volunteer
- 2016-2018: SPCA volunteer



## Ian Cull, M.A., Consultant

### Profile

I am an experienced Senior Administrator in Post Secondary Education. My areas of expertise include: Student Affairs, Aboriginal Education and Access, Donor Engagement, Strategic Planning, Change Management and Organization, Therapy Dogs in PSE Settings, University Sport, Foundations and Pathways Programs, First Year Experience Initiatives, Enriched Educational Experiences, Assessment for Program Improvement, Strategic Enrollment Management, Graduate Student Life, Student Mobility Programs, Project Management and Integrated Planning, and Board Governance. I am a member of the Dokis First Nation.

### Experience and Significant Accomplishments

- Recently retired from the University of British Columbia July 2021.
- Private consulting and advising projects
- Consulting Advisor to the Principal, University of British Columbia. July 2020 to July 2121.
- Administrative Leave
- Senior Advisor to the Principal on Indigenous Affairs, University of British Columbia. January 2020 to June2020.
- Led the Campus through the development and implementation of the UBC Okanagan response to the Truth and Reconciliation Commissions Recommendations. Leader in the Development of the UBC Indigenous Strategic Plan. Member of the Leadership that developed and implemented the Bachelor of Nsyilxcn Language Fluency; the first Bachelors Degree in indigenous language fluency in Canada. Provided advice to the Principal and Campus Executive in Indigenous matters internal and external to the Institution. Nurtured and furthered relationships with the Okanagan Nation and other Indigenous Communities. Worked with campus community to progress its aspirations towards Indigenization.
- Associate Vice President Students and Senior Student Affairs Officer, University of British Columbia. 2005 to January 2020.
- Opening the Okanagan Campus in 2005. Growing domestic enrolments from 3000-8000 domestic Undergraduate students. Growing international student enrolments from 60-1500 students from 93 countries. Built a comprehensive Student Affairs portfolio that is focused on supporting institutional and portfolio priorities using rigorous data collection and analysis, research, and best practices across the portfolio. Created and implemented Aboriginal Access Programs, Supportive Admissions processes and community partnerships that increased Aboriginal Student enrolment from 60 to 600 Aboriginal learners, with students in every faculty. Created and implemented an English Foundations and Pathways Program for International Students. Developed and managed a large budget which includes: Student Affairs, Housing, Enrolment Services, Athletics and Recreation. Co-chaired Strategic Enrolment Management Committee with Provost. Stewarded many capital projects including the University Student Centre, Fitness and Athletic Facilities, Residences, the Aboriginal Centre, Commuter Student Collegia and informal learning spaces.
- Vice President Students and Registrar, University of Winnipeg. 2002-2005
  - Responsible for the full range of Student Affairs and Student Services units including but not limited to: Residence Life, Athletics and Recreation, Food Services, all Enrolment Services, Alumni and all Student Affairs/Services units. Lead the RFP and implementation of a new Student Information System (Banner). Transitioned services from transactional focused to student development focused; improving student engagement and the student experience. Initiator and Co-Chair of a Strategic Enrolment Management process. Oversaw a growth in FTE enrolments of 3% per year. Led the creation of the Aboriginal Centre at the University of Winnipeg. Member of the Leadership Team responsible for eliminating structural deficit and creating a sustainable budget model.
- Dean of Students, Saint Francis Xavier University. 1997-2002



- Creation and operation of Aboriginal Centre and Black Students Office. Responsible for a large portfolio of Student Services. Major revision for the Student Code of Conduct and the Non-academic Misconduct Policy. Renegotiated the relationship agreement with the Students' Union and the University Administration.
- Manager of Counseling and Career Services, Lakehead University. 1989-1997
  - Responsible for the daily operation and supervision of Counselors and chaplaincy. Responsible for the daily operation of the Career Centre and Career Library. Investigator under the University Harassment and Discrimination Policy. Assumed responsibility for the Native Students Center in 1993. Instructor in the Department of Psychology and in the School of Education.

## Credentials

Master of Arts in Clinical Psychology, MA. Lakehead University.

Honours Bachelor of Arts in Clinical Psychology, Lakehead University

Honours Bachelor of Arts (Anthropology and Archaeology), McMaster University

## Professional and Governance

- Board of Directors, Aberdeen Preparatory School, Kelowna British Columbia
- National Co-Chair, Indigenous Peoples Knowledge Community for Student Affairs Professionals in Higher Education (NASPA)
- Director of the Native American Humane Society
- Member of Student Affairs Professionals in Higher Education (NASPA)
- Member of College Student Educators International (ACPA)
- Director National Aboriginal Student Services Association (NASSA)
- Member of Canadian Association of College and University Student Services (CACUSS)

## Committee and other Work

- Consultant for the McCall MacBain Foundation
- Leader of consortium that developed the "Pulling Together: a Guide for Indigenization of Post-Secondary Institutions. Frontline Staff, Student Services and Advisors."
- Founding member Indigenous Language Degree Framework Partnership (Province wide initiative)
- Co-Chair Inclusion, Equity and Diversity Strategic Plan (University of British Columbia System Wide)
- Indigenous Strategic Plan (University of British Columbia System Wide)
- Steering Committee Sexual Violence Policy (University of British Columbia System Wide)
- Advisory Committee to the Associate Vice President Equity on Race and Leadership (University of British Columbia System Wide)
- BC PSE Indigenous Leaders Committee
- Co-Chair Strategic Enrolment Management Committee
- Co-Chair Aboriginal Advisory Committee to the Principal
- Space Planning Committee
- International Advisory Committee to the Principal



## Janelle Curry, MA, Senior Research Associate (They/her)

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### PROFESSIONAL EXPERIENCE

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**Jun 2022 – present**

**Higher Education Strategy Associates**  
**Research Associate**

- Balancing multiple projects with responsibilities ranging from project management to survey administration and analysis, client presentations, conducting research interviews, and coordinating external consultants.
- Providing internal advisement and review of practices in equity, diversity, inclusion, anti-racism, and Indigenization in the development and implementation of all projects.
- Leading a \$90,000+ institutional EDI review, including overseeing data analysis, report drafting, recommendation development, presentations, and client relations.
- Effectively designing, conducting, and analyzing interviews with stakeholders across the post-secondary ed sector to respond to project aims and facilitate knowledge mobilization.
- Providing clients with tailored, feasible, and goal-oriented recommendations, next steps, and best practices in various formats (formal report, briefing note, deck, infographic, etc.).
- Conducting environmental, comparator, and labour market scans to inform the direction of institutional strategic plans and assess the viability of new academic programs and work-integrated learning partnerships for clients.

**Sep 2020 – Apr 2022**

**University of Toronto**  
**Teaching Assistant, Department of Anthropology**

- Facilitated weekly discussion tutorials of 10-30 undergraduate students online and in-person with the aim of developing critical thinking and social science literacy.
- Adapted teaching and evaluation methods during the virtual learning years of COVID-19 to respond to the needs of students with diverse backgrounds, learning styles, and challenges.
- Provided feedback to students about assignments and course materials, thereby improving their written communication skills and comprehension of issues in health equity, from labour hierarchies to biocommodities.

**May 2019 – Apr 2020**

**Graduate Research Assistant, Dept. of Anthropology and the Harriet Tubman Institute, York University**

Sep 2019 – Apr 2020

**Eating for Trillions: The Social Life of Direct-to-Consumer Microbiome Tests**

- Worked closely with PI to implement her SSHRC-funded project by conducting online ethnography of social forums, completing literature reviews, and tracking ongoing project elements for monthly updates.
- Created and managed an extensive database of over 700 microbiome-related news articles and images, upon which we co-authored a paper to be published on an academic blog.

May 2019 – Aug 2019

**Conjugal Slavery in War: An International Partnership**

- Collaborated as a qualitative researcher in an interdisciplinary team of academics and professionals by transcribing interviews, assessing suitability of emergent research methodologies, and conducting literature reviews.
- Contributed to project reports for stakeholders by writing content, adding data visualizations, and proofreading text and formatting, thereby presenting a meticulous and reliable face to the partnership.
- Proactively evaluated our cross-partnership training policies after noticing during transcription that dynamics of age, gender, and education were impacting the delivery of an interview schedule between researchers and youth.

**Mar 2017 – Jul 2018**

**Canadian Centre for Child Protection, Winnipeg**  
**Administration and Education Assistant**

- Acted as primary point of contact for office-wide administration and directly assisted directors by supporting privacy compliance measures, coordinating board meetings, and appropriately triaging sensitive calls.
- Collected and analyzed data for internal program evaluations and large-scale outreach projects geared to educators from kindergarten to post-secondary institutions.





- Proposed and coordinated projects with IT to fix user design issues that had previously plagued our external online training platform and our internal CRM database.

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## ACADEMIC HISTORY

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**Sep 2020 – May 2022**

**Graduate Researcher, Medical Anthropology**

**University of Toronto**

- Applied skills: developing qualitative research instruments such as interview protocols; conducting literature reviews; peer reviewing grant applications and written work; self-organizing in a fast-paced, multi-project, and deadline-driven environment; active reading and summarizing of complex texts; completing doctoral coursework.
- Subjects: property, patents, and products in biotechnology; privacy and health policy in Canada; donor conception.

**Sep 2018 – Jun 2020**

**Master of Arts, Social Anthropology**

**York University**

- Applied skills: policy and discourse analysis; conducting primary research with human participants; building professional rapport with student associations, faculty, and administration; conference organizing and presenting.
- Subjects: reproductive technologies; ethics in Canadian health policy; labour, bodies, and national economies.

**Sep 2009 – Feb 2016**

**Bachelor of Arts (Dbl. Adv.), Anthropology and English Lit.**

**University of Manitoba**

- Subjects: feminist theory; gendered violence; human rights; ethics in news media; technologies and the law.

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## LEADERSHIP AND VOLUNTEER EXPERIENCE

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**Jun 2021 – Aug 2022**

**CUPE 3902: Equity Funds Sub-Committee, University of Toronto**

**Adjudicator**

- Review 10-30 applications monthly for the sub-committee’s four funds—international workers, sexual and domestic violence survivors, Black and Indigenous workers, and trans workers—with a total allocation of \$155,000/year.
- Assess whether requests adhere to the guidelines and the spirit of the fund as outlined by the union.
- Communally draft responses to applicants which clearly explain the decision, offer other options for support, and encourage revisions and future applications.

**Jan 2022**

**Next Steps Conference 2022, University of Toronto**

**Peer Mentor and Moderator**

- Facilitated virtual discussions between students and alumni working in various fields over a three-day conference.
- Encouraged student interaction, kept the dialogue flowing, and ensured questions stayed on topic and respectful.

**Oct 2018 – Jun 2020**

**Queer Graduate Student Caucus, York University**

**Founder and Catalyst**

- Founded the first student club at York University for queer graduate students and post-doctoral fellows.
- Fundraised, managed caucus finances, and did outreach for teaching workshops and the 2020 Queer Symposium.\*

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\* Events cancelled as a result of the 2020 COVID-19 pandemic.



- Built professional rapport with the Alumni Association at York to co-host a roundtable and networking event.\*

**Oct 2018 – May 2019**

**Social Anthropology Graduate Association, York University**

**Vice-President & Conference Coordinator**

- Represented our association at department events, open houses, and at Graduate Student Association meetings.
- Developed the budget and handled logistics for the association’s first academic conference in five years.

**May 2016 – Jul 2018**

**Manitoba Association for Rights and Liberties, Winnipeg**

**Chair and Researcher, Policy and Legislative Affairs Committee**

- Managed a team of 15 volunteers from various backgrounds (lawyers, corrections officers, union stewards, students) to review bills and run outreach and knowledge mobilization projects.
- Planned, chaired, and took minutes for monthly meetings to discuss new bills and manage ongoing initiatives.
- Coordinated a coalition of external community stakeholders to propose revisions to the Standing Committee on Bill 15, the Sexual Violence Prevention and Awareness Act, resulting in strong improvements to the bill’s language.

**Jun 2014 – Jul 2018**

**Manitoba WISE (Formerly a chapter of LEAF), Winnipeg**

**No Means No Workshop Facilitator & Conference Coordinator**

- Facilitated No Means No/Consent Culture workshops to students from grade 6-12 and to university student leaders.
- Coordinated the annual Young Women’s Empowerment Conference, which gathered high school students from across the city for peer bonding, empowerment workshops, and to learn about worker’s rights via legal precedents.

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**AWARDS**

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**2020 – 2022**

**Joseph-Armand Bombardier Canada Graduate Scholarship – Doctoral Social Sciences and Humanities Research Council (SSHRC)**

**2019**

**Ontario Graduate Scholarship**

**2018**

**Joseph-Armand Bombardier Canada Graduate Scholarship – Master’s Social Sciences and Humanities Research Council (SSHRC)**



## Samantha Pufek, H.B.A., Graphic Designer (she/ her)

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### ACADEMIC HISTORY

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- 2021**                      **Advanced Diploma, Graphic Design**  
**George Brown College, Toronto, ON**
- 2017**                      **HBA, Fine Art and Art History**  
**University of Toronto**
- Specialist in Art and Art History with a Minor in Professional Writing, graduated with Distinction
- 2017**                      **Advanced Diploma, Fine Art and Art History**  
**Sheridan College, Oakville, ON**
- Concentration in Drawing and Design, graduated with Honours

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### PROFESSIONAL EXPERIENCE

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- Apr 2021 – Present**                      **Higher Education Strategy Associates (HESA)**  
**Toronto, ON**  
**Graphic Designer**
- Responsibilities include proposing, designing, and executing a brand refresh including a website redesign; designing all print and digital marketing material, reports, RFPs, and presentation templates, and ensuring reports and RFPs meet accessibility standards.
- Jan – Apr 2021**                      **IG Wealth Management**  
**Toronto, ON**  
**Graphic Design Intern**
- Responsible for designing presentation slides incorporating data visualization for client presentations.
- 2015 – 2021**                      **InSchoolwear**  
**Oakville, ON**  
**Graphic Designer**
- Responsible for the design of printed and digital marketing material including email campaigns, social media content and print advertisements.
  - Additional responsibilities and projects included photo editing, RFP designs, designing athletic logos and preparing artwork for screen printing, updating two company WordPress websites, and organizing a lifestyle photo shoot.
- Jun – Aug 2019**                      **Matthews House Hospice**  
**Alliston, ON**  
**Events and Marketing Assistant**
- Designed print material for events and fundraisers including the Annual Gala. Material included invitations, flyers, trailer wrap, and branding for the 2019 Gala.



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## VOLUNTEER EXPERIENCE

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**2016 – 2020**

**Sustainable Hamilton Burlington  
Hamilton, ON**

**Graphic Designer (Volunteer)**

- Designed cover art and page spread concepts for Annual Business Reports from 2017–2019.
- Responsible for the design of printed and digital marketing material including promotional pieces, event logos and signage.

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## AWARDS AND ACHIEVEMENTS

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- 2018, Sustainable Hamilton Burlington, Volunteer Recognition Award
- 2017, Faculty of Art and Art History, Award, Excellence in Drawing 4
- 2017, *Nicholas and the Caves*, published in *Compass Journal* by the Professional Writing and Communication Program at the University of Toronto, Mississauga
- 2016, Faculty of Art and Art History, Award, Excellence in Drawing 3
- 2016–2017, Artwork selected and published in *Sheridan BUFF* for the 2016 and 2017 annual publications



## Barry Burciul, HESA Vice President & Director of Research

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### PROFESSIONAL EXPERIENCE

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2022 –  
Present

#### Higher Education Strategy Associates (HESA)

Vice President and Director of Research

2013 –  
2020

#### The Mastercard Foundation

2016 –  
2020

#### Senior Manager, Learning & Strategy

Designed and managed learning activities for the \$1 Billion youth education grants portfolio to promote real-time program monitoring, quality improvement and dissemination of learning.

- Commissioned and managed 20+ mid-term and final program evaluations. Built and managed an overarching approach to ensure evaluations responded to each program partner's needs while aggregating to produce a knowledge base to inform Foundation decision-making.
- Built M&E capacity of Foundation colleagues, local evaluators and staff at over 20 NGO and university partners across Canada, Africa, Latin America, Europe and the Middle East. Designed and delivered training on indicator development, results-based management, theories of change and other topics.
- Piloted use of indigenous evaluation methods in an education program for indigenous youth in Canada. Built trusting, collaborative relationships with partners through a co-creation process that placed communities' values at the centre of the learning agenda.
- Commissioned and managed a large-scale longitudinal cohort study to track career outcomes and social impact of Mastercard Foundation Scholars Program participants, with thematic research foci on special populations including conflict-affected youth.
- Managed learning activities for the USAID- and Foundation-funded Young African Leaders Initiative, guiding shift in learning priorities in response to changes in the political context.
- Led design of learning systems for multi-donor Partnership to Strengthen Innovation and Practice in Secondary Education. Built flexible and responsive learning agenda and systems.
- Developed online Evidence Gap Map to organize and provide access to evidence on youth employment programming in developing countries.
- Commissioned research on African youth career aspirations and packaged findings for internal and external dissemination.
- Managed team of up to five research coordinators and interns.

2013 –  
2016

#### Manager Research, Evaluation and Learning

Managed research, evaluation and learning for the US\$700M Scholars Program, to support education and leadership development of 35k+ young people, through 25 universities and NGOs.

- Oversaw and collaborated in design and management of a large-scale, five-year, quasi-experimental impact evaluation. Used diplomacy to build partner buy-in.
- Guided development of real-time collaborative learning mechanisms to inform ongoing program design and build support for long-term learning goals. Learning informed key program decisions including design of wellness support and career transition support.
- Commissioned and managed over 12 mid-term and final program evaluations over 5+ years.

2006 –  
2012

#### Dignitas International

2010 –  
2012

#### Associate Director, Research & Knowledge Translation

2006 –  
2010

#### Research Program Manager

Designed and managed the research program of Dignitas – which provided frontline HIV/TB services and health systems strengthening in rural Malawi – in line with organizational vision and mission.

- Led the expansion of the research program from no institutional funding and two publications, to \$2.6M+ of grants and 24 peer-reviewed publications by end-2012.



- Provided supervision for a team of two support staff and nine core research scientists.
- Oversaw portfolio of over 12 Malawi-based public health research projects with different funders, collaborators, ethics boards and study designs.
- Lead writer for program grants including a \$4.6M USAID grant and a \$1M CIDA grant. Quality control and authorship contributions on all proposals and communications.

2003 –  
2006

**St. Michael's Hospital**

Research Coordinator, Centre for Global Health Research

2001 –  
2002

**Médecins Sans Frontières**

Research Coordinator, Drugs for Neglected Diseases Initiative

1999 –  
2000

**Médecins Sans Frontières**

Consultancy to review MSF's response to the Kosovo War and refugee crisis

1998

**Government of Canada, Department of Foreign Affairs and International Trade**

Consultancy to develop a report on sanctions as foreign policy options

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## ACADEMIC HISTORY

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1996 – 2001

**Met pre-thesis requirements for a Ph.D. in Political Science**

University of Toronto

1994 – 1995

**M.A. in Political Science**

Dalhousie University

1990 – 1994

**B.A. (Hons.) in Political Science**

McMaster University

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## PUBLICATIONS

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- Education in Support of Social Transformation—The Mastercard Foundation Scholars Program. Burciul B., Kerr K. (2018) In: Dassin J., Marsh R., Mawer M. (eds) International Scholarships in Higher Education. Palgrave Macmillan.
- Learning Across Borders: The Collaborative Creation of a Monitoring Evaluation and Learning Framework for the MasterCard Foundation Scholars Program. Clemencia Cosentino, Anca Dumitrescu, Aravind Moorthy, Anu Rangarajan, Arthur Shaw, Matt Sloan, Swetha Sridharan, Cicely Thomas and Barry Burciul. [Mathematica Policy Research Reports](#) from [Mathematica Policy Research](#)
- ["Measuring Multi-Dimensional Change: Challenges and Opportunities in The MasterCard Foundation Scholars Program \(Presentation\)"](#) Barry Burciul & Matt Sloan, 2013. [Mathematica Policy Research Reports](#), Mathematica Policy Research.
- Evaluating a streamlined clinical tool and educational outreach intervention for health care workers in Malawi: the PALM PLUS case study. Sodhi S, Banda H, Kathyola D, Burciul B, Thompson S, Joshua M, Bateman E, Fairall L, Martiniuk A, Cornick R, Faris G, Draper B, Mondywa M, Katengeza E, Sanudi L, Zwarenstein M, Schull MJ. *BMC International Health & Human Rights*. 2011 Nov 8;11 Suppl 2:S11.
- From PALSA PLUS to PALM PLUS: adapting and developing a South African guideline and training intervention to better integrate HIV/AIDS care with primary care in rural health centers in Malawi. Schull MJ, Cornick R, Thompson S, Faris G, Fairall L, Burciul B, Sodhi S, Draper B, Joshua M, Mondywa M, Banda H, Kathyola D, Bateman E, Zwarenstein M. *Implementation Science*. 2011 Jul 26;6:82.



- Strengthening health human resources and improving clinical outcomes through an integrated guideline and educational outreach in resource-poor settings: a cluster-randomized trial. Schull MJ, Banda H, Kathyola D, Fairall L, Martiniuk A, Burciul B, Zwarenstein M, Sodhi S, Thompson S, Joshua M, Mondywa M, Bateman E. *Trials*. 2010 Dec 3;11:118.
- Neglected Disease Research: Health Needs and New Models for R&D. J Orbinski and B Burciul. In *"The Power of Pills: Social, Ethical and Legal Issues in Drug Development."* Illingworth, Schuklenk and Cohen, eds. 2006.
- Protecting & Promoting the Rights of Children in Conflict and Post-Conflict Situations. E Baines and B Burciul. (Ottawa: Canada, Department of Foreign Affairs and International Trade, 2000.) Also appeared in *Canadian Foreign Policy*, Autumn 2000.
- United Nations Sanctions: Policy Options for Canada. B Burciul. *Canadian Foreign Policy*, 6 no. 1, 1998.
- Responding to Complex Humanitarian Emergencies: Lessons from Kosovo. B Burciul. (Ottawa: Canada, Department of Foreign Affairs and International Trade, April 2000.)
- Kosovo: The Politics of Humanitarianism. B Burciul. (Brussels: MSF International, April 2000.)
- Report on the Expert Roundtable on Sanctions and Nigeria. B Burciul. (DFAIT, June, 1998.)
- Report on the Seminar on United Nations Security Council Sanctions. B Burciul. (DFAIT, July, 1998.)
- International Relations Theory and the Study of Armed Humanitarianism. B Burciul. *International Insights*. (Halifax: Dalhousie University, Fall 1997.)



## Appendix B – Confirmation of Project Team

Name of Proponent: Higher Education Strategy Associates, Inc (HESA)

Address: 20 Maud Street, Toronto, M5V 2M5, Canada

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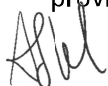
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Phone: 416-848-0215

E-mail: ausher@higheredstrategy.com

We confirm that:

- i) Maica Murphy (name) of HESA (firm) will serve in the capacity of Strategic Planning Lead for the duration of the project, in accordance with the provisions of the Request for Proposal.



Proponent's Signature:

4th December 2023

Date

**END OF CONFIRMATION OF PROJECT TEAM**



## Appendix C – Fee Proposal

Name of Proponent: Higher Education Strategy Associates

### Fixed Fee

For the Strategic Planning services, as detailed in this Request for Proposal, the total fixed price, inclusive of disbursements, exclusive of GST, shall be:

Eighty-eight thousand nine hundred dollars and zero cents

(\$ 88,900 )

In addition, we estimate travel, accommodation and mileage expenses at \$6,640 assuming good weather. We understand that travel may need to be delayed for safety reasons in winter. HESA's standard payment terms are 50% on signing a contract/purchase order and 50% on delivery of the strategic plan, Net-30. There is a 3% fee for any payments made by credit card.

The fee shall be apportioned as broken down as follows:

<u>Project Phase</u>	<u>Amount of Total Fee</u>
<u>Phase 1</u>	<u>\$ 59,200</u>
<u>Phase 2</u>	<u>\$ 27,700</u>

In case of any mathematical error, the total fixed price shall govern.

We acknowledge receipt of the following addenda:

Four

**Hourly Rates**

For any additional Strategic Planning services required by the College, the following hourly rates shall apply:

<u>Team Member / Title</u>	<u>Fee</u>
Alex Usher, President	\$253.33
Barry Burciul, Vice-President	\$146.67
Maica Murphy, Manager of Strategy and Governance	\$133.33
Janelle Curry (or other Senior Research Associate if needed)	\$133.33
Samanth Pufek, Designer	\$100
(Research Associate if needed)	\$100



Proponent's Signature:

4th December 2023

Date

**END OF FEE PROPOSAL**

## 3 SITUATION/OVERVIEW

### 3.1 Background

Located amidst the breathtaking beauty of southern British Columbia, Selkirk College is home to 60-plus nationally recognized programs serving more than 2,000 full-time learners per year in certificate, diploma, bachelor degree, co-operative education and continuing education programs. With nine campus locations in six different West Kootenay and Boundary communities, Selkirk College offers outcomes for in-demand employment, credit transfer to a multitude of universities for degree completion and enhanced training to further career opportunities.

The College's 2019-2 [Strategic Plan](#) will end soon. It has been an effective operational plan, identifying and facilitating key academic, social and community-centred priorities over the past five years. The Board of Governors recently reviewed and suggested updates to the vision and mission to clarify the purpose and aspirations of the College, but its essential purpose, values and commitments remain the same.

Post-secondary education is being reframed in terms that more effectively meet evolving needs of both students and the labour force, particularly in light of rapid technological advances. Trends suggest a move away from “one and done,” (i.e. a long-ish period of education and training, followed by a long career in a given sector) and more towards “lifelong-learning,” where students may enrol in relatively shorter periods of post-secondary education, work for several years, return for upskilling or retraining, and repeat the cycle periodically throughout their careers.<sup>1</sup>

The College is experiencing a phase of low domestic enrolment, likely resulting from the pandemic, intense regional economic activity levels, and lower numbers of local high school graduates. Lower enrolment puts increasing pressure on revenues, reducing the College's ability to operate sustainably. International student enrolment fell during the pandemic but has recovered more quickly than domestic enrolment. International students currently comprise 30-35% of the student population, with most hailing from Northern India.

The College requires a strategic plan that will:

- Honour its long-standing academic and community values.
- Identify a strategic position that effectively differentiates Selkirk College from other colleges in BC and Canada.
- Identify a cohesive set of initiatives required to achieve that strategic position that also considers our capacity.
- Facilitate decision-making based on prioritized initiatives, existing resources and fiscal sustainability.
- Provide an anchoring and integrative framework for all College operating plans, including but not limited to the Education, EDI, Indigenization, Accessibility, International, Strategic Enrolment, Foundation and Advancement, Campus Master Plan and Marketing/Communications plans.

### 3.2 Scope of the Project

Selkirk College is seeking proposals from qualified organizations (“the Consultant”) to drive and support the development of an organizational strategic plan. The scope of work includes:

- Phase 1: Planning, and Stakeholder/Rights holder Consultations
- Phase 2: Thematic and Competitive Analysis, Overall Strategy and Reporting

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<sup>1</sup> See e.g. Hazelcorn, E. (2023) [We need a dynamic new model of postsecondary education](#). University World News. | Mwaba, M. et al (2022). [Microcredentials are surging in popularity, but how should they be shaped?](#) Policy Options. | Ashburn, E. (2021) [When anything could happen, students opt for shorter programs](#). Workshift: Opencampus Media. | Fain, P. (2020) [Alternative Credentials on the Rise](#). Inside Higher Ed.

**Phase 1**

1. Facilitate initial planning discussion(s) with the Selkirk College Strategic Planning Steering Committee to determine format of meeting check-ins, schedule and scope of consultations. These meetings may be in electronic format to reduce travel expenses.
2. Develop an approach for internal and external consultations to occur between January 1 and April 15, 2024. This approach should outline tactics, methodology, consultation processes, timelines, and budget.
  - i. In-person or electronic sessions with key stakeholders/rights holder groups as identified by the Steering Committee. See Table 1.
  - ii. An on-line survey for those unable to attend in-person consultations. The survey should use skip logic to provide focused avenues for feedback from the general public, students, staff and industry or government partners. See Table 2.
  - iii. Questions in the consultation and survey will also include inquiries related to replacing the current College logo (i.e. the red Coat of Arms and motto) with a more contemporary logo. The consultant is not expected to do any brand analysis or marketing work, but will compile these findings separately for the College’s later use in a brand re-design project.
3. Lead and conduct the work, including facilitating various consultations in-person and electronically, and drawing on evidence and literature to information questions and activities.
4. Develop an environmental scan for Selkirk College in the context of the provincial and national post-secondary sector. The scan should address regional, provincial, national and global demographic trends; socio-economic and environmental trends; relevant technological, political, legal and regulatory issues; and competitive factors. Identify plausible emerging threats and opportunities, and suggest at least three trends that Selkirk College might leverage given its location, values, programming or other assets. Provide citations in footnotes for all information sources.
5. Analyze and summarize key themes from the consultation feedback.
6. Develop a SWOT analysis from the feedback and environmental scan focusing on Opportunities that might coalesce into a coherent strategy.
7. Identify proposed strategic directions for review at a meeting with the Steering Committee and in a facilitated session with the Board of Directors.

**Table 1: Suggested List of Community Consultations and Interviews for Selkirk College Strategic Plan**

	Stake/Rights holder	Location	Suggested Format	Comment
1	General Public	Castlegar	60-90 mins, in person	College to provide meeting space
2	General Public	Nelson	60-90 mins, in person	College to provide meeting space
3	General Public	Trail	60-90 mins, in person	College to provide meeting space
4	Public, Staff, Students	Kaslo	60-90 mins, in person, snacks	College to provide meeting space and snacks
5	Public, Staff, Students	Grand Forks	60-90 mins, in person, snacks	College to provide meeting space and snacks
6	Public, Staff, Students	Nakusp	60-90 mins, in person, snacks	College to provide meeting space and snacks
7	Students	Castlegar	60 mins in person, pizza lunch	College to provide meeting space and pizza
8	Students	Nelson Tenth St	60 mins in person, pizza lunch	Arrange same day as staff consultation at this campus College to provide meeting space and pizza
9	Students	Nelson Silver King	60 mins in person, pizza lunch	Arrange same day as staff consultation at this campus College to provide meeting space and pizza

*RFP 5291 Strategic Planning Services*

10	Students	Nelson Victoria St	60 mins in person, pizza lunch	Arrange same day as staff consultation at this campus College to provide meeting space and pizza
11	Students	Trail	60 mins in person, pizza lunch	Arrange same day as staff consultation at this campus College to provide meeting space and pizza
12	Staff	Castlegar	60-90 mins in person	Arrange same day as student consultation at this campus College to provide meeting space
13	Staff	Nelson: Tenth St	60-90 mins in person	Arrange same day as student consultation at this campus College to provide meeting space
14	Staff	Nelson: Silver King	60-90 mins in person	Arrange same day as student consultation at this campus College to provide meeting space
15	Staff	Nelson: Victoria St	60-90 mins in person	Arrange same day as student consultation at this campus College to provide meeting space
16	Staff	Trail	60-90 mins in person	Arrange same day as student consultation at this campus College to provide meeting space
17	6 Indigenous/ Métis Nations	Region	Interviews, 45-60 mins, in person or electronic	College to provide key contact information May require travel, at discretion of Nation
18	6 key stakeholders	Region	Interviews, 45-60 mins, in person or electronic	College to provide key contact information

**Table 2: Groups from whom to Solicit Survey Feedback**

19	Other educators and related organizations	Region	Individual invitations from Consultant to complete survey	College to provide key contact information College to provide gifts for draw as incentive
20	Economic development and municipal government	Region	Individual invitations from Consultant to complete survey	College to provide key contact information College to provide gifts for draw as incentive
21	Business and Industry	Region	Individual invitations from Consultant to complete survey	College to provide key contact information College to provide gifts for draw as incentive
22	Students unable to attend sessions	Region	Survey to be promoted by College	College to provide key contact information College to provide gifts for draw as incentive
23	Staff unable to attend sessions	Region	Survey to be promoted by College	College to provide gifts for draw as incentive
24	Community members unable to attend sessions	Region	Survey to be promoted by College	College to provide gifts for draw as incentive

**Phase 2**

1. Facilitate prioritization exercises with the Steering Committee (may be replaced by Board of Governors) to confirm final strategic directions and overall unifying strategy. This should be in person.
2. Document how other Selkirk College plans can be integrated into the Strategic Plan going forward, providing an example from another post-secondary institution.
3. Guide and document the development (with senior leadership) of key performance indicators and key success factors.
4. Write and outline a draft Strategic Plan document that reviews the method, findings and directions to be presented to the Board for approval by December 1, 2024. This draft report must:
  - Document an outcome-focused orientation towards action items within the College's control and influence.

- Communicate a vision and directions that inspire the Board, staff, members, and the broader community to engage in the plan and work towards its outcomes.

### Contents of The Final Draft

The Consultant will provide a Final Draft that includes the following sections:

- Table of Contents
- Introduction and Background
- Method
- Environmental Scan, with citations indicating source materials.
- SWOT Analysis
- Key Findings
- Recommendations and Competitive Positioning, with rationale based on findings from the SWOT and Environmental Scan
- Strategic Dimensions, key tactics, and a description of how to integrate other College plans into this strategy
- References

### 3.3 Project Schedule

The master project schedule includes the following dates as key milestones in order to achieve Selkirk’s required substantial completion date of November 1, 2024:

Milestone	On or Before Date
Kick-off meeting and workplan review with Steering Committee	January 15, 2024
Survey and consultation questions submitted to Steering Committee for approval	January 31, 2024
Survey to be released	Feb 10, 2024
Draft environmental scan submitted to Steering Committee for discussion	March 31, 2024
Survey closes	March 31, 2024
All consultations and interviews completed	April 15, 2024
Survey input collected and analyzed	April 30, 2024
Draft findings from consultations, SWOT Analysis and draft thematic analysis submitted to Steering Committee for discussion and review	May 31, 2024
Draft Strategic Plan framework, including 3 – 4 specific dimensions or directions and rationale submitted to Steering Committee	June 30, 2024
Draft document, based on input at June meeting and comments from College.	September 30, 2024
Final Draft Strategic Plan, in MS Word format, with tables, graphs and appendices, submitted to Steering Committee	November 1, 2024

Dates are preliminary and subject to change as determined by the College.

**SELKIRK COLLEGE**  
**CONSOLIDATED STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS**  
FOR THE PERIOD ENDED DECEMBER 31, 2023

	2024 Budget FY	2024 Actual Q3	Budget Remaining	2024 % Rem	2023 Budget FY	2023 Actual Q3	2023 % Rem
<b>REVENUE</b>							
Government grants	\$ 34,628,811	\$ 30,643,012	\$ 3,985,799	A 12%	\$ 33,534,816	\$ 25,204,376	25%
Industry Trades Authority funding	1,918,844	1,364,688	554,156	29%	1,882,844	1,391,403	26%
Tuition	14,542,480	9,683,048	4,859,432	B 33%	14,084,208	8,146,483	42%
Ancillary Sales	2,403,000	1,552,994	850,006	35%	1,989,500	1,406,271	29%
Investment income	749,308	638,348	110,960	C 15%	535,000	337,789	37%
Donations	375,000	41,454	333,546	D 89%	325,000	290,789	11%
Amortization of deferred capital contributions	2,780,301	2,387,736	392,565	14%	2,733,343	2,049,238	25%
Contracts and other revenue	4,365,741	4,855,304	(489,563)	E -11%	4,800,902	2,827,287	41%
	<u>61,763,485</u>	<u>51,166,584</u>	<u>10,596,901</u>	<u>17%</u>	<u>59,885,613</u>	<u>41,653,636</u>	<u>30%</u>
<b>EXPENSES</b>							
Education programming	30,837,280	24,526,438	6,310,842	20%	29,239,991	20,677,746	29%
Student support	6,809,663	6,102,923	706,740	10%	6,498,646	5,010,405	23%
Research and innovation	3,221,569	3,826,040	(604,471)	-19%	2,882,044	2,487,361	14%
Administrative support	7,262,288	5,004,008	2,258,280	31%	6,828,708	4,569,998	33%
Facilities support	13,200,835	10,176,388	3,024,447	23%	11,937,843	9,472,501	21%
Ancillary services	1,950,114	1,516,724	433,390	22%	1,671,631	1,236,302	26%
Awards and related costs	916,750	195,081	721,669	79%	826,750	524,848	37%
	<u>64,198,499</u>	<u>51,347,602</u>	<u>12,850,897</u>	<u>F 20%</u>	<u>59,885,613</u>	<u>43,979,161</u>	<u>27%</u>
Annual surplus (deficit) before endowment contributions	(2,435,014)	(181,018)			-	(2,325,525)	
Endowment contributions	-	1,005			-	190,116	
<b>ANNUAL SURPLUS</b>	<u>(2,435,014)</u>	<u>(180,013)</u>			<u>-</u>	<u>(2,135,409)</u>	
Accumulated surplus, beg of year	17,478,408	17,478,408			14,571,085	14,571,085	
<b>ACCUMULATED SURPLUS, end of period</b>	<u>\$ 15,043,394</u>	<u>\$ 17,298,395</u>			<u>\$ 14,571,085</u>	<u>\$ 12,435,676</u>	
<b>NOTES</b>							
<b>A</b> Grant revenue consists of the following:		FY 2024 Actual Q3				FY 2023 Actual Q3	
Operating Grant		27,212,499				22,327,682	
Operating Grant - Leases		319,879				319,879	
Other Grants (AUG, NSERC, HCAPP, ECE, WIL)		2,867,634				2,313,815	
Minor Capital Funding		243,000				243,000	
		<u>30,643,012</u>				<u>25,204,376</u>	
<b>B</b> Tuition revenue consists of the following:	2024 Budget FY	2024 Actual Q3	Budget Remaining	% Rem	2023 Budget FY	2023 Actual Q3	% Rem
Tuition - Domestic	6,774,300	3,596,626	3,177,674	47%	6,316,028	3,074,684	51%
Tuition - International	7,768,180	6,086,421	1,681,759	22%	7,768,180	5,071,799	35%
	<u>14,542,480</u>	<u>9,683,048</u>	<u>4,859,433</u>		<u>14,084,208</u>	<u>8,146,483</u>	

**C** CDP interest rate has risen over the past year. Excess cash balance is held in CDP has generated additional income.

**D** Difference due to the Foundation records separation.

**E** An estimate of the special project revenue related to the remainder of fiscal 2024 and future fiscal years has been deferred. Difference due to timing of project work. Corresponding increase in expenses.

**F** Overall, expected to see expenses rise above prior year comparisons. Inflationary costs as well as ratified collective agreements will drive the increases.

# TUITION FEE ANALYSIS

2023/24





# contents

<b>Guiding Principles for the Development of Student Tuition and Fees .....</b>	<b>3</b>
<b>Summary of Provincial Policy Regarding Tuition and Fees</b>	
<i>Tuition Limit Policy .....</i>	<i>3</i>
<b>Tuition Comparisons in the BC Public Post-Secondary System .....</b>	<b>4</b>
<i>Tuition Fee Comparisons .....</i>	<i>5</i>
<i>International Tuition Rates in BC .....</i>	<i>6</i>
<b>Tuition Trends in Canada .....</b>	<b>7</b>
<b>Student Feedback .....</b>	<b>8</b>
<b>Additional Internal Financial Supports for Selkirk College Students .....</b>	<b>9</b>

# GUIDING PRINCIPLES FOR THE DEVELOPMENT OF STUDENT TUITION AND FEES

Selkirk College uses a set of guiding principles for the establishment of tuition and fees. Any tuition and supplementary fee increases are required to be in accordance with government policy. These principles include:

## 1. AFFORDABILITY

The potential impact of further increases, the economy in our region and the need to attract and retain students will be considered when determining fee amounts.

## 2. COMPARABILITY

Full-time tuition fees continue to be comparable to neighbouring institutions and on a system-wide basis. The college will work toward a supplementary fee structure that is more comparable system-wide by reviewing our method of charging tuition fees by contact hour rather than by credit for the purpose of increasing comparability. Community education, workplace training and advanced programs/ courses will have fees based on market rates.

## 3. ACCESS AND QUALITY FOR STUDENTS

The sustainability of access to and quality of programs and student services will be a primary consideration when determining fees.

## 4. PROGRAM AND SERVICE DELIVERY COSTS

Program and curriculum content will be reviewed for efficiencies without impacting quality. Supplementary fees will be assessed when required and will reflect the costs associated with programs, courses or student services.

## 5. EASY TO UNDERSTAND

Fees will be reported in two categories: tuition fees and supplementary fees. Appropriate communication processes will be employed to involve and inform students and staff.

## SUMMARY OF PROVINCIAL POLICY REGARDING TUITION AND FEES

### TUITION LIMIT POLICY

In September 2005, the BC government introduced the Tuition Limit Policy, which limited tuition and supplementary fee increases to an average rate of inflation, as represented by the consumer price index (CPI). Since the introduction of this policy, domestic tuition fee increases have been limited to 2% per year. The BC Provincial Tuition Limit Policy remained in place for the 2023/24 fiscal year.

### POST-SECONDARY FUNDING AT SELKIRK COLLEGE

The disparity between public post-secondary operating grants and operating expenses continues to grow across the province. Specifically, Selkirk College’s operating grants have increased by 13.3% over the past 10 fiscal years, while operating expenses have increased by 35.1%. A 2% increase to domestic tuition generates an additional approximately \$110,000 in revenue to the institution for funding programs and services. The individual impact to each student is in the range of \$70–\$90 per year.

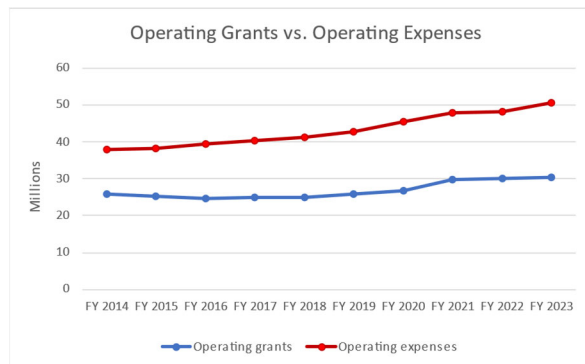


Figure 1. Ten-year comparative of Selkirk College’s operating grants and operating expenses per fiscal year (FY)

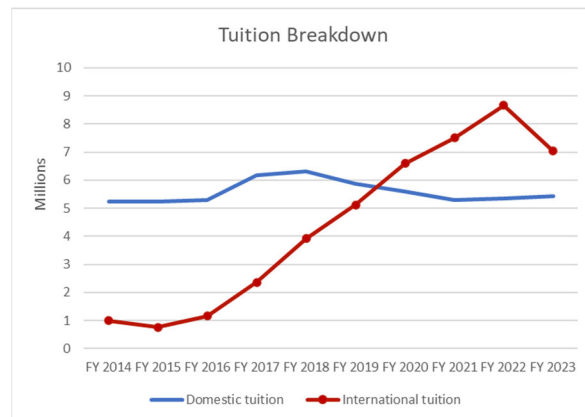


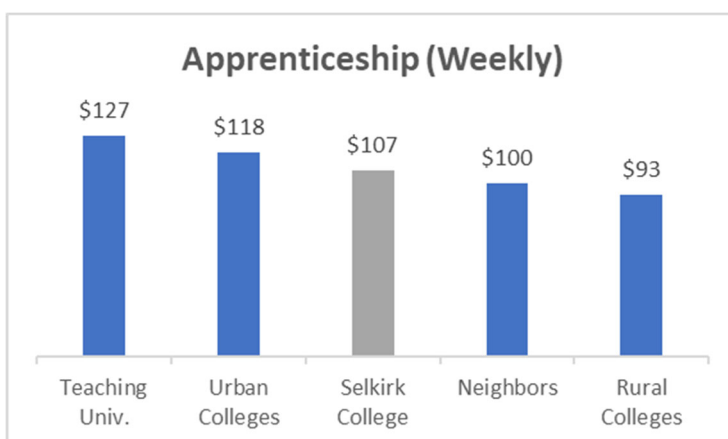
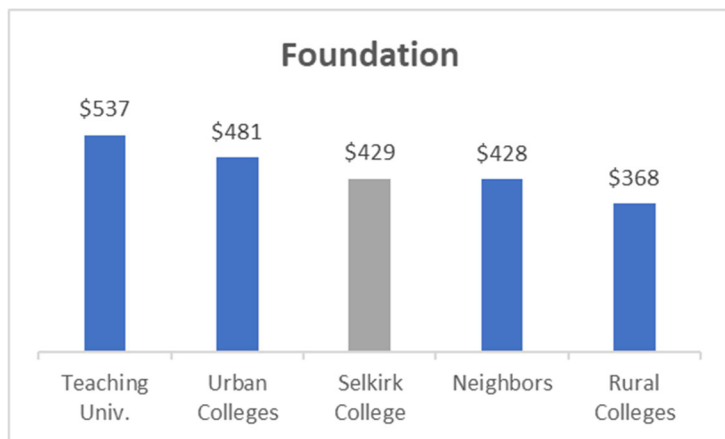
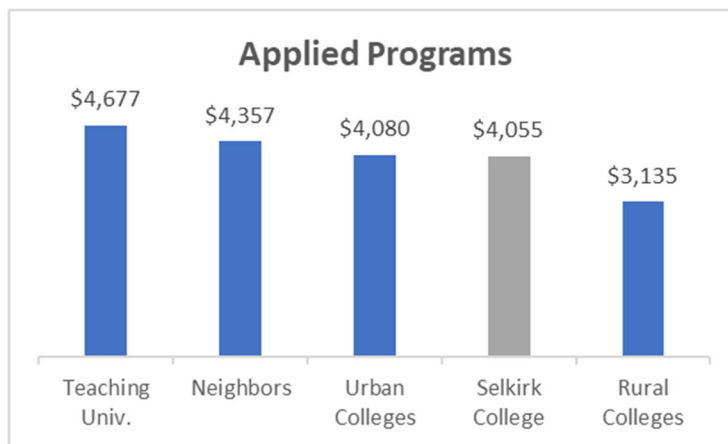
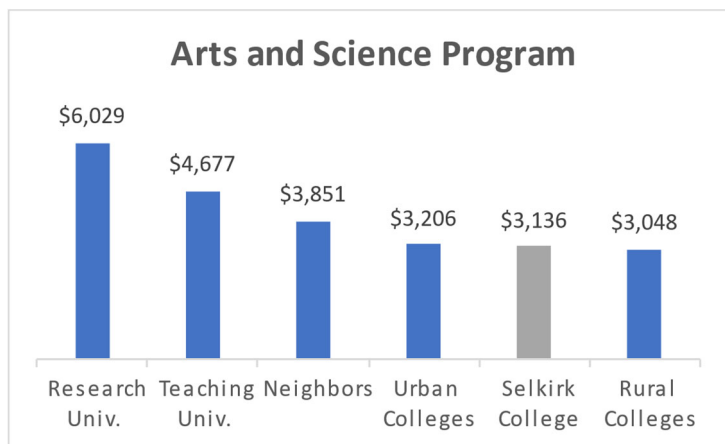
Figure 2. Selkirk College’s 10-year tuition trend for domestic and international tuition

# TUITION COMPARISONS IN THE BC PUBLIC POST-SECONDARY SYSTEM

## TUITION FEE COMPARISONS

Selkirk College continues to have among the lowest tuition fees for university transfer programs, applied programs and trades programs.

### DOMESTIC TUITION RATES IN BC



Note: Foundation tuition is calculated monthly. Apprenticeship tuition is calculated weekly. All other program area tuition is calculated based on an academic year.

Source: Ministry of Advanced Education, Skills and Training

For the purpose of this analysis, the following comparison groups were utilized:

#### URBAN COLLEGES

- BCIT
- Camosun College
- Douglas College
- Langara College
- Okanagan College
- Vancouver Community College

#### RURAL COLLEGES

- Coast Mountain College
- College of New Caledonia
- College of the Rockies
- Nicola Valley Institute
- North Island College
- Northern Lights College

#### TEACHING UNIVERSITIES

- Capilano University
- Kwantlen Polytechnic University
- Thompson Rivers University
- University of the Fraser Valley
- Vancouver Island University

#### RESEARCH UNIVERSITIES

- Simon Fraser University
- University of BC<sup>1</sup>
- University of Victoria
- University of Northern BC

#### NEIGHBOURS

- College of the Rockies
- Okanagan College
- Thompson Rivers University

# TUITION COMPARISONS IN THE BC PUBLIC POST SECONDARY SYSTEM

## DOMESTIC TUITION RATES IN BC— CONTINUED

### Annual Tuition Fees for Arts Program: Full-Time Domestic Students by Economic Development Region

BC Public Post-Secondary Institutions, Academic Year (AY) 2014/15

to 2023/24 Published Date: August 2023

Economic Development Region	Institution	AY 2014/15	AY 2015/16	AY 2016/17	AY 2017/18	AY 2018/19	AY 2019/20	AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24
<b>Mainland/Southwest</b>											
	British Columbia Institute of Technology	\$5,247	\$5,350	\$5,455	\$5,563	\$5,674	\$5,787	\$5,901	\$5,570	\$5,681	\$5,795
	Capilano University	\$3,610	\$3,683	\$3,756	\$3,831	\$3,908	\$3,986	\$4,066	\$4,147	\$4,230	\$4,315
	Douglas College	\$2,874	\$2,931	\$2,990	\$3,050	\$3,110	\$3,171	\$3,234	\$3,299	\$3,365	\$3,431
	Emily Carr University of Art and Design	\$3,788	\$3,864	\$3,942	\$4,021	\$4,101	\$4,183	\$4,267	\$4,267	\$4,352	\$4,439
	Justice Institute of British Columbia	\$4,714	\$4,808	\$4,904	\$5,002	\$5,102	\$5,204	\$5,308	\$5,414	\$5,523	\$5,633
	Kwantlen Polytechnic University	\$3,932	\$4,010	\$4,089	\$4,170	\$4,253	\$4,339	\$4,425	\$4,514	\$4,604	\$4,696
	Langara College	\$2,702	\$2,756	\$2,811	\$2,867	\$2,924	\$2,983	\$3,042	\$3,103	\$3,165	\$3,229
	Simon Fraser University	\$5,217	\$5,322	\$5,428	\$5,537	\$5,648	\$5,761	\$5,876	\$5,994	\$6,114	\$6,236
	University of British Columbia	\$4,890	\$4,988	\$5,088	\$5,190	\$5,294	\$5,399	\$5,507	\$5,617	\$5,729	\$5,843
	University of the Fraser Valley	\$4,020	\$4,100	\$4,182	\$4,266	\$4,351	\$4,438	\$4,527	\$4,618	\$4,710	\$4,804
	Vancouver Community College	\$2,477	\$2,526	\$2,577	\$2,628	\$2,681	\$2,735	\$2,789	\$2,845	\$2,902	\$2,960
<b>Vancouver Island/Coast</b>											
	Camosun College	\$3,155	\$3,218	\$3,283	\$3,348	\$3,415	\$3,484	\$3,553	\$3,624	\$3,697	\$3,771
	North Island College	\$2,738	\$2,793	\$2,849	\$2,905	\$2,963	\$3,022	\$3,082	\$3,144	\$3,206	\$3,269
	Royal Roads University	\$6,660	\$6,790	\$6,925	\$7,060	\$7,200	\$7,340	\$7,487	\$7,637	\$7,789	\$7,945
	University of Victoria	\$5,159	\$5,262	\$5,368	\$5,475	\$5,585	\$5,696	\$5,810	\$5,926	\$6,045	\$6,166
	Vancouver Island University	\$4,095	\$4,177	\$4,261	\$4,346	\$4,433	\$4,521	\$4,612	\$4,704	\$4,798	\$4,894
<b>Kootenay</b>											
	College of the Rockies	\$2,540	\$2,591	\$2,643	\$2,695	\$2,749	\$2,804	\$2,860	\$2,917	\$2,975	\$3,035
	Selkirk College	\$2,644	\$2,697	\$2,751	\$2,802	\$2,855	\$2,907	\$2,960	\$3,019	\$3,077	\$3,136
<b>Cariboo</b>											
	College of New Caledonia	\$2,516	\$2,565	\$2,616	\$2,669	\$2,722	\$2,776	\$2,831	\$2,887	\$2,944	\$3,003
	University of Northern British Columbia	\$4,913	\$5,011	\$5,111	\$5,213	\$5,318	\$5,424	\$5,533	\$5,644	\$5,756	\$5,872
<b>North</b>											
	Coast Mountain College	\$2,581	\$2,633	\$2,686	\$2,739	\$2,794	\$2,850	\$2,907	\$2,965	\$3,024	\$3,085
	Northern Lights College	\$3,002	\$3,060	\$3,119	\$3,181	\$3,244	\$3,309	\$3,375	\$3,443	\$3,511	\$3,581
<b>Thompson Okanagan</b>											
	Nicola Valley Institute of Technology	\$2,376	\$2,423	\$2,472	\$2,521	\$2,572	\$2,623	\$2,675	\$2,729	\$2,783	\$2,839
	Okanagan College	\$3,267	\$3,332	\$3,377	\$3,343	\$3,410	\$3,478	\$3,547	\$3,618	\$3,690	\$3,764
	Thompson Rivers University	\$3,907	\$3,985	\$4,064	\$4,145	\$4,228	\$4,313	\$4,399	\$4,487	\$4,576	\$4,668

Source: Data submissions from BC public post-secondary institutions to the Ministry of Post-Secondary Education and Future Skills, 2023

Figure 4. Comparison of annual tuition fees for arts programs for domestic students by economic development region in BC (2023/24)

#### Notes:

1. Academic Year (AY) is from September 1 to August 31.
2. In 2005, the BC Government introduced a Tuition Limit Policy under which domestic tuition fee increases for public post-secondary institutions are limited to two percent per year.
3. Tuition fees are based on two semesters (5 courses each semester) for a typical Arts student.
4. Tuition for British Columbia Institute of Technology (BCIT) is derived from the full-time Technology program. In 2021/22, BCIT revised the methodology for full-time Technology from a simple average to a weighted average using average headcount of sampled programs in three technology tuition bands. The amount for 2021/22 is \$5570, which is a 2% year-over-year increase from 2020/21.
5. Tuition for Justice Institute of British Columbia is derived from a Bachelor of Emergency and Security Management Studies.
6. Tuition for Royal Roads University is derived from a Bachelor of Science in Environmental Science.
7. The North Region includes the Northeast, North Coast, and Nechako economic development regions.

# TUITION COMPARISONS IN THE BC PUBLIC POST-SECONDARY SYSTEM

## INTERNATIONAL TUITION RATES IN BC

Selkirk International tuition remains the lowest as compared to neighbouring institutions.

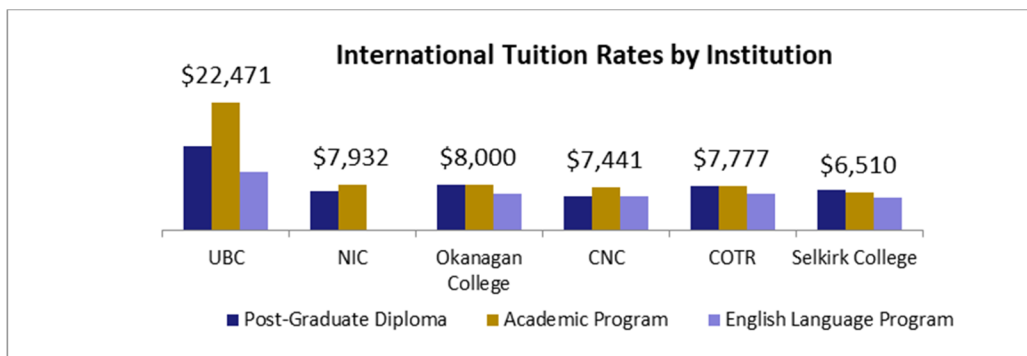


Figure 5. Comparison of international tuition by semester for post-graduate, undergraduate and English language programs

### Annual International Tuition Fees for Arts Program - Full-Time International Students by Economic Development Region

BC Public Post-Secondary Institutions, Academic Year (AY) 2014/15 to 2023/24

Published Date: August 2023

Economic Development Region	Institution	AY 2014/15	AY 2015/16	AY 2016/17	AY 2017/18	AY 2018/19	AY 2019/20	AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24
<b>Mainland/Southwest</b>											
	British Columbia Institute of Technology	\$18,323	\$18,688	\$19,060	\$19,441	\$19,828	\$20,223	\$20,627	\$19,709	\$20,104	\$20,941
	Capilano University	\$16,170	\$16,500	\$16,830	\$17,160	\$17,490	\$17,853	\$18,210	\$18,570	\$18,941	\$19,320
	Douglas College	\$15,300	\$15,600	\$15,900	\$17,400	\$17,400	\$17,400	\$18,000	\$18,360	\$18,728	\$19,103
	Emily Carr University of Art and Design	\$13,520	\$14,061	\$14,904	\$15,500	\$15,965	\$16,604	\$17,268	\$17,268	\$18,305	\$23,796
	Justice Institute of British Columbia	\$14,141	\$14,424	\$14,713	\$15,007	\$15,037	\$15,613	\$15,925	\$16,243	\$16,568	\$16,899
	Kwantlen Polytechnic University	\$15,750	\$16,500	\$16,830	\$17,166	\$19,741	\$19,741	\$20,136	\$20,538	\$20,949	\$21,368
	Langara College	\$16,950	\$16,950	\$17,700	\$17,700	\$17,700	\$17,700	\$18,762	\$18,762	\$18,762	\$19,137
	Simon Fraser University	\$19,648	\$21,613	\$22,046	\$22,928	\$23,845	\$24,799	\$25,791	\$26,822	\$27,895	\$29,011
	University of British Columbia	\$23,999	\$26,399	\$30,359	\$34,847	\$36,588	\$38,052	\$39,574	\$41,156	\$42,803	\$44,942
	University of the Fraser Valley	\$14,700	\$15,600	\$16,100	\$16,620	\$17,160	\$17,850	\$18,900	\$19,290	\$19,680	\$20,460
	Vancouver Community College	\$14,808	\$14,808	\$15,104	\$15,406	\$15,714	\$16,028	\$16,349	\$16,676	\$17,009	\$17,350
<b>Vancouver Island/Coast</b>											
	Camosun College	\$13,000	\$13,000	\$14,000	\$14,000	\$14,000	\$14,560	\$14,840	\$15,190	\$15,540	\$15,851
	North Island College	\$11,770	\$11,770	\$12,480	\$12,730	\$12,984	\$13,500	\$13,770	\$14,045	\$14,326	\$14,612
	Royal Roads University	\$16,640	\$17,880	\$19,200	\$19,995	\$20,390	\$20,790	\$21,206	\$21,630	\$22,063	\$22,504
	University of Victoria	\$16,693	\$17,027	\$17,368	\$18,062	\$21,675	\$24,926	\$25,861	\$26,830	\$27,836	\$29,715
	Vancouver Island University	\$13,200	\$13,920	\$13,920	\$15,240	\$15,240	\$16,680	\$16,680	\$19,575	\$19,227	\$21,741
<b>Kootenay</b>											
	College of the Rockies	\$8,869	\$8,869	\$9,351	\$9,640	\$10,311	\$11,179	\$12,095	\$13,107	\$14,701	\$14,895
	Selkirk College	\$8,840	\$9,200	\$9,200	\$9,800	\$9,800	\$10,780	\$11,320	\$11,890	\$12,400	\$13,020
<b>Cariboo</b>											
	College of New Caledonia	\$11,490	\$11,490	\$11,950	\$11,950	\$11,950	\$11,950	\$12,308	\$12,554	\$13,056	\$13,578
	University of Northern British Columbia	\$17,194	\$17,538	\$17,889	\$18,247	\$18,612	\$21,589	\$22,021	\$22,461	\$23,818	\$24,771
<b>North</b>											
	Coast Mountain College	\$7,744	\$7,899	\$8,057	\$11,642	\$11,875	\$12,113	\$12,355	\$12,602	\$12,854	\$13,111
	Northern Lights College	\$8,850	\$8,852	\$8,852	\$8,852	\$8,852	\$8,852	\$9,960	\$10,770	\$10,985	\$11,580
<b>Thompson Okanagan</b>											
	Nicola Valley Institute of Technology	\$9,869	\$10,067	\$10,268	\$10,474	\$10,683	\$10,897	\$11,115	\$11,337	\$11,337	\$11,564
	Okanagan College	\$11,880	\$12,120	\$12,360	\$12,980	\$13,750	\$13,750	\$14,160	\$14,440	\$14,730	\$15,997
	Thompson Rivers University	\$15,800	\$15,800	\$16,800	\$16,800	\$16,800	\$17,304	\$17,820	\$18,355	\$19,220	\$20,546

Source: Data submissions from BC public post-secondary institutions to the Ministry of Post-Secondary Education and Future Skills, 2023

#### Notes:

- Academic Year (AY) is from September 1 to August 31.
- Tuition fees are based on two semesters (5 courses each semester) for a typical Arts student.
- Tuition for British Columbia Institute of Technology (BCIT) is derived from the full-time Technology (International Student) program. In 2021/22, BCIT revised the methodology for full-time Technology from a simple average to a weighted average using average headcount of sampled programs in three technology tuition bands.
- All data for Emily Carr University of Art and Design have been restated to be based on a 30 credit program. Effective 2023/24, new undergraduate international students pay a different rate of tuition (\$23,796) compared to students registered up to and including 2022/23 (\$20,135.10).
- Justice Institute of British Columbia started offering an international undergraduate degree (Bachelor of Emergency and Security Management) in 2012/13. A second program is offered for a Bachelor of Law Enforcement Studies with international tuition set at \$20,022.84 in 2023/24.
- International tuition for Royal Roads University is based on an undergraduate degree in Environmental Science.
- For interprovincial comparisons see Statistics Canada [Table 37-10-0045-01](#): [Canadian and International Tuition Fees by Level of Study](#).
- Discrepancy between the provincial tuition data and the Statistics Canada tuition data is the result of methodological differences including weighting, program inclusion and included institutions.

Figure 6. Comparison of annual tuition fees for arts programs for international students by economic development region in BC (2023/24)

## TUITION TRENDS IN CANADA

Statistics Canada reported average annual undergraduate tuition ranging from \$3,461 in Quebec to \$9,575 in Nova Scotia. Although tuition fees increased in BC from \$6,256 in 2022/23 to 6,383 in 2023/24, BC remains the fifth-lowest tuition amount, falling below Manitoba, which has the sixth-lowest tuition amount when compared to other provinces. All provinces and territories have seen year-on-year increases in tuition.

### UNDERGRADUATE TUITION FEES FOR FULL-TIME CANADIAN STUDENTS BY PROVINCE 2023/24

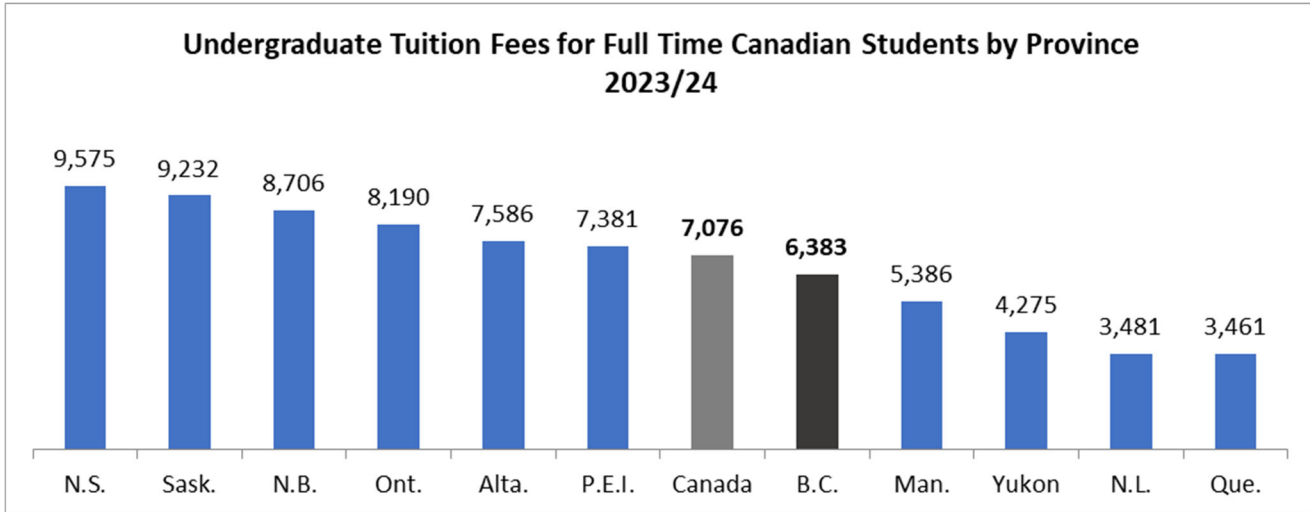


Figure 7: Undergraduate tuition fees 2023/24

Source: Statistics Canada, Centre for Education Statistics, Undergraduate Tuition Fees 2023/24

Across Canada, provinces and territories receive government funding to universities and colleges per student full-time equivalent (FTE). When comparing to other institutions in Canada, BC colleges remain one of the lowest for provincial government transfers to other institutions.

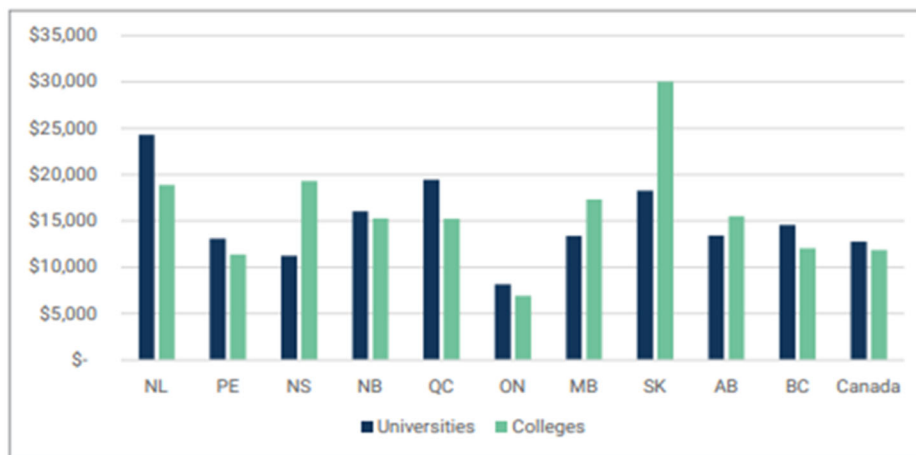


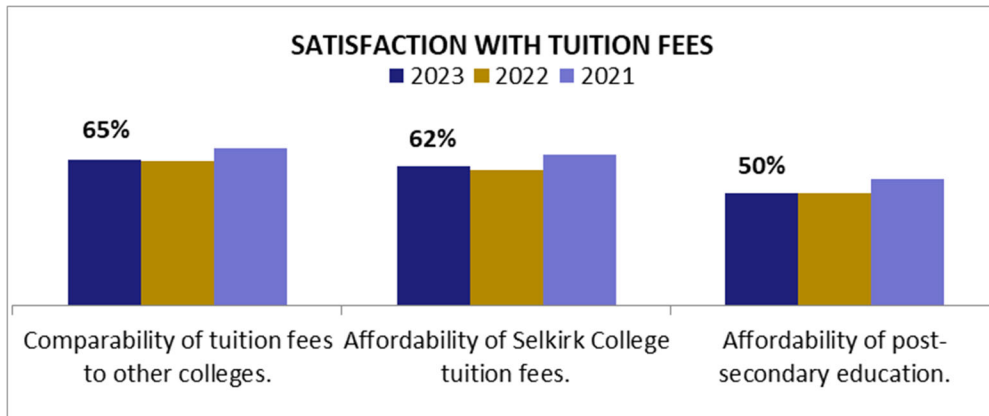
Figure 8: Provincial Expenditures per FTE Student, in 2021/22

Source: Higher Education Strategy Associates, *The State of Post-Secondary Education in Canada*

## STUDENT FEEDBACK

Students indicate a slight increase in satisfaction with Selkirk College tuition rates over 2022. The annual Student Engagement Survey is the primary source of internal feedback.

### SATISFACTION WITH TUITION FEES



Note: Includes domestic and international student feedback.

Figure 9: Three-year comparison of student satisfaction rates on different aspects of Selkirk College's tuition fees

Forty-seven percent (47%) of students cite affordable tuition as one of the main reasons for choosing Selkirk College for their studies, representing an increase of 3% from 2022. There was a 4% increase from 2022 for students choosing Selkirk College due to program/course selection.

### MAIN REASONS FOR ATTENDING SELKIRK COLLEGE

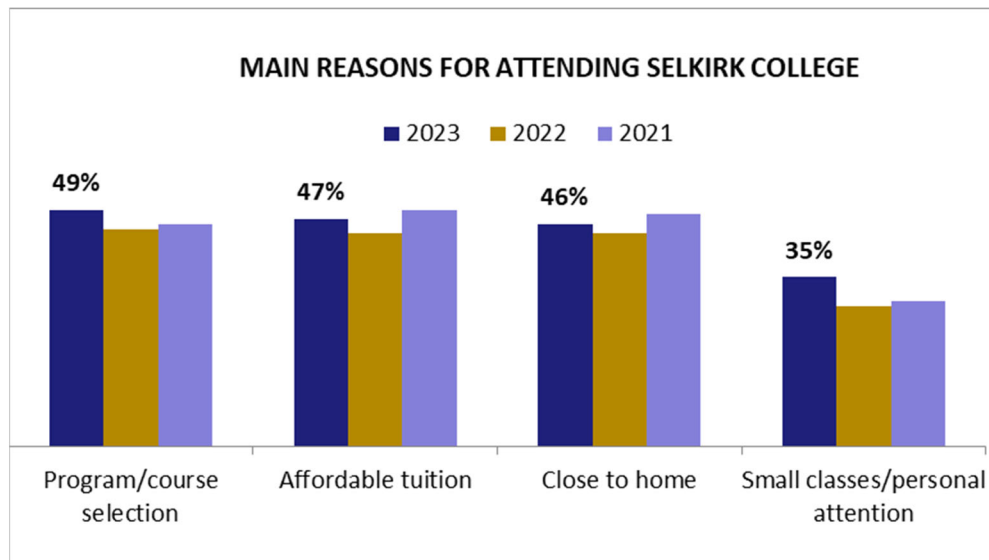


Figure 10: Three-year comparison of the main reasons students chose to attend Selkirk College

## STUDENT SERVICES FEE (2016)

In 2016, the Selkirk College Board of Governors approved a new Student Service Fee (4.5% of tuition). The basis for implementing this new fee was to respond to increasing need for additional supports for students, primarily in health and transition to employment. Revenue generated from the fee is combined with any one-time grants for these services received from government. The fee has been a very effective means of enhancing and sustaining student supports including:

- Providing mental health interventions, additional supports and educational programming through the development of a campus life coordinator role, a Healthy Campus Plan and a Mental Health Framework (aligned with the Okanagan Charter): [Okanagan Charter — Canadian Health Promoting Campuses \(chpcn.ca\)](#).
- Participation in provincial Violence Free BC policies and initiatives to prevent and respond to the issue of sexual violence on campus and implement strategies and plans.
- Sustained implementation of enhanced employment services and promotion of the Student Jobs Board to connect all students, international and domestic, with employers. This includes co-op positions, part-time work, postgraduation employment and work-study positions.
- Implementation of the Student Ambassador program to provide additional employment-related work experiences and opportunities for student engagement.
- Development and implementation of the co-curricular record transcript to document volunteerism and extra-curricular learning.

## ADDITIONAL INTERNAL FINANCIAL SUPPORTS FOR SELKIRK COLLEGE STUDENTS

### FINANCIAL AID

The Financial Aid Office at Selkirk College assists students and prospective students in seeking and securing financial assistance to enable them to pursue their scholastic objectives. Student financial assistance is available in various forms, including government financial aid—in the form of student loans and/or bursaries—scholarship and bursary programs, and corporate scholarship programs.

In addition, students have access to emergency funds by accessing student food banks, grocery cards, emergency bursaries and emergency loans. Additionally, Financial Aid provides budgeting tools and resources to help students with budgeting for school.

Description	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Entrance Scholarships	\$ 78,275.00	\$ 94,130.00	\$ 53,735.00	\$ 63,585.00	\$ 69,830.00	\$ 69,920.00	\$ 57,535.00
Scholarships	\$ 133,790.00	\$ 108,116.00	\$ 95,946.00	\$ 96,235.00	\$ 115,082.00	\$ 127,255.00	\$ 110,923.35
Bursaries	\$ 727,045.15	\$ 260,999.18	\$ 322,814.89	\$ 278,366.33	\$ 243,884.92	\$ 222,291.36	\$ 198,889.39
Awards	\$ 31,525.89	\$ 26,835.03	\$ 45,337.40	\$ 59,960.08	\$ 43,441.75	\$ 38,380.34	\$ 25,664.84
COVID Emergency Funds	\$ 10,168.00	\$ 115,632.70	\$ 353,098.65				
<b>Total Awarded</b>	<b>\$ 980,804.04</b>	<b>\$ 605,712.91</b>	<b>\$ 870,931.94</b>	<b>\$ 498,146.41</b>	<b>\$ 472,238.67</b>	<b>\$ 457,846.70</b>	<b>\$ 393,012.58</b>

Figure 11: Five-year financial summary of scholarships, bursaries and awards disbursed by Selkirk College



## **EMERGENCY FUNDING FOR STUDENTS IS AVAILABLE THROUGH THE FOLLOWING BASE-FUNDED ACTIVITIES**

### **STUDENT FOOD BANKS**

Selkirk College supports food banks at the Castlegar, Trail, Silver King and Tenth Street campuses. Students can access the food banks by connecting with Student Union staff or counsellors.

### **GROCERY CARDS**

Financial Aid has supplied grocery cards in \$25 denominations to the counsellors at the Castlegar, Trail, Silver King, Victoria Street and Tenth Street campuses. Students meet with a counsellor who determines which supports are required. In the event of a short-term crisis, the counsellor can give out up to \$100 in grocery cards.

### **EMERGENCY BURSARIES**

Emergency bursaries for \$200 to \$1,500 are available. Students meet with a counsellor and complete an Emergency Bursary application. The counsellor and Financial Aid Office assess the application and determine financial need.

### **EMERGENCY LOANS**

Students waiting for a student loan disbursement can request an advance on the loan disbursement up to \$500. The emergency loan is paid when the loan is disbursed to the college.

### **BUDGETING TOOLS**

Financial Aid provides budgeting tools and resources to help students with budgeting for school.

## **OTHER SERVICES PROVIDED BY SELKIRK COLLEGE**

### **HEALTHY CAMPUS OFFICE/HEALTHY MINDS-HEALTHY CAMPUS**

Bystander training, creating safe spaces, consent and sexual violence dialogue and training, dinner basket conversations on, for example, healthy substance use, safety and inclusion strategy for LGBTQ students, cultural competency, inclusivity and diversity training, cannabis education, Options for Sexual Health clinic, the new Nurse Practitioner clinic and the Student Ambassador program.

### **EMPLOYMENT SERVICES**

Helping students with employment readiness, increased co-op education offerings, connecting students with summer and career job opportunities.

### **SUPPORT FOR FORMER YOUTH-IN-CARE PROGRAM (TUITION WAIVER) INDIGENOUS**

### **SERVICES AND PROGRAMMING**

For example, Indigenous counsellor (1.0 FTE), Orange Shirt Day, Sisters in Spirit, Cultural Expressions, Elders program, reconciliation speaker series, etc.

### **STUDENT CLUBS**

“Sustainable Selkirk” initiatives, cultural events.



**Notice of Motion:** “To approve the 2024/2025 Tuition and Supplementary Fee Bylaw/Schedule as provided.”

*The Board will vote on this motion during the **February 27, 2024** open session meeting.*

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**TUITION AND SUPPLEMENTARY FEE BYLAW**  
**Effective August 1, 2024**

**RATIONALE:**

Tuition fees (including supplementary fees) will be students’ contribution to the overall costs for direct instructional activities, including materials and supplies used in the delivery of programs, and studio and/or lab facilities.

Ancillary fees provide necessary support to the primary activities or operations related to improved student experience, services and learning, including; a Learning Resource fee for the enhancement of learning resources (inclusive of technology), a Student Services fee to support Healthy Campus initiatives and student’s Transition to Work enhancements, an Activity fee for recreation facilities and programming, and miscellaneous service fees supporting services to students.

Student Union Fees are established by the Selkirk College Student Union and collected by Selkirk College on their behalf.

Separate fee schedules will be determined as required, specific to the requirements of individual Memorandums of Understanding that extend the College’s programming opportunities through public/private partner arrangements.

2024/25 FEE SCHEDULES: (inclusive of In-Person, Online, Hybrid and HyFlex Learning)

<b>DOMESTIC TUITION FEES</b>	<b>FEE AMOUNT</b>	<b>UNIT/COMMENT</b>
Career Technology	\$5.20	Per contact hour
University Transfer	\$5.47	Per contact hour
Plant Operator / Metal Fabricator / KSA	\$5.34	Per contact hour
Degree Programs / Courses	\$8.29	Per contact hour
English Language Training (ESL) Program - Domestic	\$3.61	Per contact hour
TESOL Program	\$10.63	Per contact hour
Web Development	\$11.03	Per contact hour
Office Administration	\$6.61	Per contact hour
Practical Nursing	Lecture - \$12.23 Lab/Clinical - \$4.37	Per contact hour
Vocational / Entry Level Trades Training	\$3.61	Per contact hour
Apprenticeship Trades	\$109.41	Per week
KSA Self-Directed Studio	\$753.82	Per course
Gerontology (GNUR) Online	\$480.96	Per course (course specific)
Advanced Diploma Program	\$723.22	Per course (course specific)
Steps to Opportunities, Academics and Readiness (SOAR)	\$637.36 \$318.67 To a maximum of \$1,912.08	Per course Per half course Per semester
Adult Upgrading, Adult Literacy Training, College Preparation, Student Success & Essential Skills courses	Tuition Free	Notional fee of \$637.36/full \$318.67/half courses(to max \$1,912.08) used to calculate Supplementary & Ancillary fees
Student Success (below level10)	Tuition Free	Pay Activity fee and Student Union fee only
Senior (65 years of age or above on first day of class)	50% of Approved Course Tuition	Limited to available seats on first day of class
Public / Private Partnerships	As Negotiated	By Project
Audit Fee	Approved Course Tuition	Per course
Prior Learning Assessment	Approved Course Tuition	Per course
CO-OP Fee (Course Level 100 or higher)	\$341.90 \$170.93/extension rate	Per semester
Nursing Labs (NURS 116, 126, 216 & 226 or equivalent)	\$144.86	Per semester
Clinical/Practicum/Work Term	\$582.70	Per semester (course specific)
Music - Private Lessons	\$928.79/Hour \$465.68/30 min	Per semester

<b>SUPPLEMENTARY FEES</b>	<b>FEE AMOUNT</b>	<b>UNIT/COMMENT</b>
Career Technology	\$11.38	Per course
University Transfer	\$11.38	Per course
Vocational / Entry Level Trades Training	\$11.38	Per course
Trades & KSA Programs	\$144.86 \$217.29 \$289.75 \$435.93	Per semester (program specific)
Rural Pre-Medicine Program	1 <sup>st</sup> & 3 <sup>rd</sup> Year: \$548.52 2 <sup>nd</sup> Year: \$243.77	Per semester
Studio Fee: Digital Arts and New Media Diploma	First Year: \$21.36 Second Year: \$30.88	Per credit Per credit
Studio Fee: Music & Technology Diploma	\$9.86	Per credit
<b>ANCILLARY FEES</b>	<b>FEE AMOUNT</b>	<b>UNIT/COMMENT</b>
Learning Resource Fee (LRF)	10% of Tuition to maximum of \$109.22	Per semester
Student Services Fee - (SSF) Domestic	4.5% of Tuition	Per semester
Student Activity Fee - Castlegar	\$34.94	Per semester
Student Activity Fee – All other locations	\$23.22 (\$1.41 week to a maximum of \$52.26)	Per semester Per week (exception for Trades programs under 15 weeks or over 30 weeks)
Senior (65 years of age or above on first day of class)	50% of Tuition, SSF, LRF and Activity fees	Subject to available seats at start date of class
<b>STUDENTS' UNION FEES</b>	<b>FEE AMOUNT</b>	<b>UNIT/COMMENT</b>
Students' Union Fee, British Columbia Federation of Students Fee, Student Media Fee, and Student Health and Dental Fee	As determined by the Student Union	(AUD is not eligible for the Health and Dental Program)

\_\_\_\_\_  
Selkirk College Board Chair, Margaret Sutherland

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President, College Services, Kerry Clarke

\_\_\_\_\_  
Date

# Considerations and Guiding Questions

## FOR THE SELKIRK COLLEGE BOARD OF GOVERNORS

### 2019-2024 STRATEGIC PLAN DIRECTIONS

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Vision: We build remarkable futures.

#### Strategic Directions

1. Learner Success
2. Excellence in education
3. Community Development
4. Healthy Workplace
5. Facility & Operational Modernization



### APPLYING PRINCIPLES OF CITIZEN-CENTRED GOVERNANCE

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How does this program/initiative/decision...

1. Put the interests of citizens at the centre?
2. Reflect integrity, ethical behaviour, and respect for the law?
3. Support openness and respectful engagement with all citizens?
4. Support outcomes that facilitate healthy, prosperous, sustainable communities?
5. Help achieve our mandate?



### GUIDING QUESTIONS FOR INFORMATION SESSIONS

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The Board of Governors regularly hears from staff, students and leadership team members on specific programs, projects and developments. Examples of questions for presenters that reflect governors' fiduciary duties include:

1. How sustainable is this program/initiative in terms of –for example– enrolment, labour market demand, ongoing financial viability etc.?
2. To which of our strategic plan directions does this program/initiative directly align?
3. What are the potential risks (legal, reputational, operational, internal, etc.) of approving/not approving a given recommendation?
4. Have we applied Indigenization, EDI and/or Accessibility lenses to this program/initiative, and if so, what are our findings?
5. How will we know if the program/initiative has succeeded?
6. What are the key messages around this program/initiative for the Board of Governors to share with community members?

