



Okanagan College
Long Term Education Plan

Consultation draft

April 4, 2011

Introduction

The purpose of this document is to provide an education planning framework for Okanagan College over the next ten years. The document includes four themes, with goals, potential long-term objectives and principles supporting each theme. Next to each theme, are the related key directions from the newly developed strategic plan. During the spring of 2011, several consultation sessions will be held to encourage employee feedback in the development of the Long Term Education Plan (LTEP). This draft has been developed for that consultation process with employees.

Okanagan College is committed to leadership in sustainability, including embedding sustainability in the full range of education programming. The LTEP has been developed to support each of the sustainability objectives in the strategic plan. Each theme in this plan confirms the culture of sustainability that is developing throughout Okanagan College.

This LTEP is a framework for decision-making and encouraging new creativity and innovation. It is designed to simultaneously anticipate change and stand the test of time. The LTEP will provide direction for the development of programming and unit plans, and a foundation for decision-making and resource allocation. The plan will help inform decisions that relate to our programs and curriculum and provide guidance for those who seek to evaluate the relevance of an existing program or to develop a new program.

The document is intended to begin the process of defining specific goals and objectives. The discussion about the stated goals, objectives and principles will begin this second stage of the consultation process, and more specific and detailed objectives and action plans will follow in the near term plans (see planning flow chart on page 2).

The consultation process will give employees the opportunity to provide feedback on the goals, proposed objectives and principles in this document. During the consultation sessions, Andrew Hay, Vice-President, Education and Heather Stewart, Consultant will ask for your comments about the:

- **goals, objectives and principles of the LTEP,**
- **any other related elements or suggestions.**

This is a dynamic document that has been developed in consultation with employees at Okanagan College. The LTEP began with six discussion papers developed by the Deans Forum, reviewed and refined by the Leadership Team, and then distributed and discussed in consultation sessions throughout the college in the fall of 2010. It was developed in concert with the Strategic Plan, and is inextricably linked to each element of the [Strategic Plan](#). Much of the text and the background information in Appendix A is drawn from the November 2010 Okanagan College environmental scan.

The following Okanagan College planning flow diagram shows the linkages between the LTEP and the other planning activities.

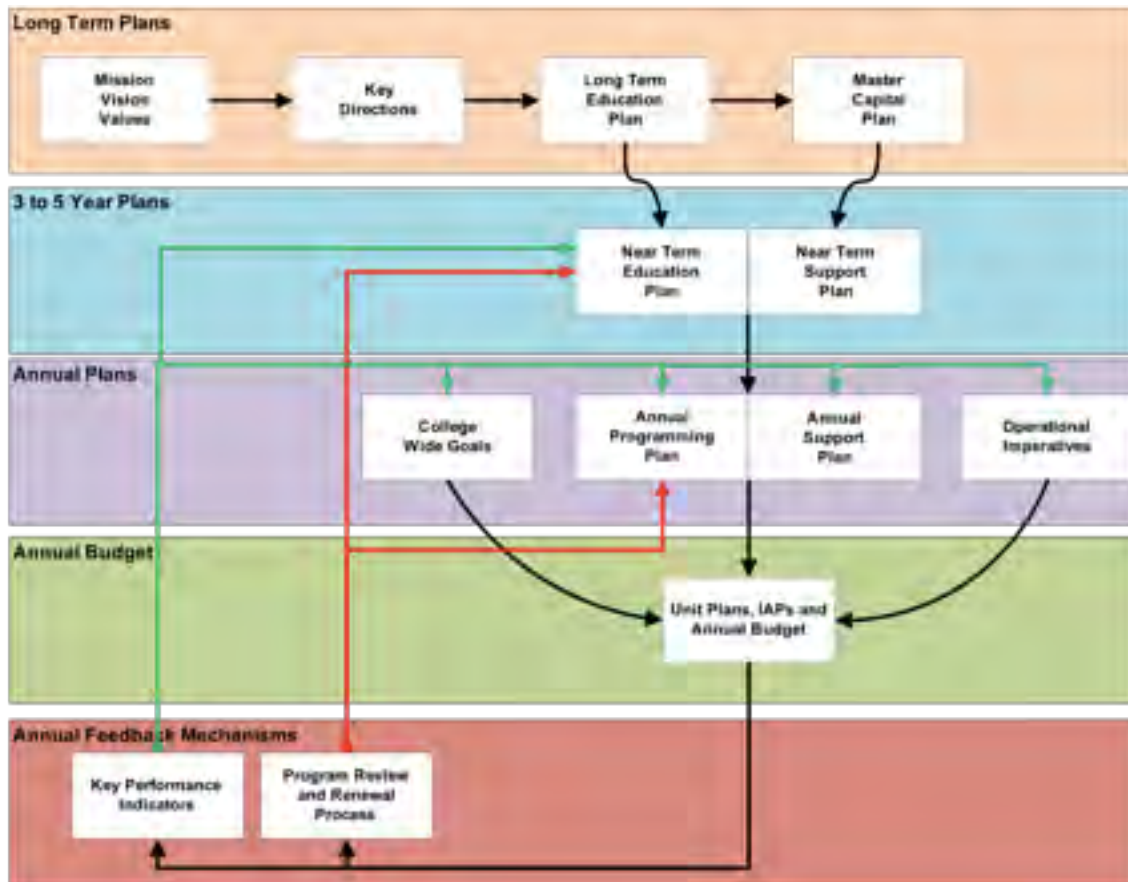


Figure 1: Planning Relationships
2009-09-18 Rev. 2

1. Response to demographic trends

Goals

- Continue to develop, adapt and renew programming to:
- address the varying needs of our diverse student population for education and meaningful careers.
 - encourage the participation and success of a growing number and proportion of non-traditional learners.
 - enable Okanagan College to play an increasing role in meeting the need for a well educated and skilled work force,

Okanagan College Strategic Plan - Related Key Directions

Enhance the commitment and involvement of learners, both students and employees.

Improve student transitions to, from and within Okanagan College.

Potential long-term objectives

- Support students to complete their educational goals.
- Support employees in achieving their professional development goals at Okanagan College.
- Improve transition rates for students from secondary schools.
- Anticipate and respond to the needs of a diverse and multi-generational student population.
- Develop more agreements to respond to the needs of Aboriginal students and communities.
- Develop a career planning process to support students from first contact with OC.
- Enhance multiple access points and flexible pathways for education to students.
- Provide a global cultural and educational experience for learners (students and employees)

Principles

Okanagan College's rapid growth in recent years has been a reflection of our ability to offer programming and educational opportunities that have served needs in our region and beyond. We are committed to looking beyond existing conditions and needs, as our Strategic Plan indicates. Our institutional vision challenges us to "lead and anticipate the social, economic and environmental needs" of our communities, our region, our province and our country. This requires a clear understanding of important demographic shifts and trends.

Birth rates in British Columbia and Canada are declining, the number of school-aged children is decreasing and the average age of our population is increasing. In a recent report¹, the Ministry of Regional Economic and Skills Development reported the number of job openings will exceed the number of young people in the K-12 system by nearly half a million in the coming decade. More than 77% of all jobs in our province will

¹ Skills for Growth: British Columbia's Labour Market Strategy to 2020

require some post-secondary education. We must, therefore, continue to look beyond the traditional post-secondary population of 18 – 24 year old high school graduates and provide post-secondary education opportunities for non-traditional learners and previously under-served populations.

Meet needs of diverse and multi-generational student population

Currently, we provide access for and opportunities to learners from a variety of backgrounds, circumstances, and educational experiences. We attract a multi-generational student population. Our average student age is above 26. Some students are preparing to embark on careers while others are seeking to change careers or to improve their opportunities after an attachment to the workforce. Many students are affected by physical, cultural, geographic or economic barriers to learning, including some who are new to Canada or from families with little or no history of participation in post-secondary education.

We will plan and offer programming that reflects the needs and learning styles of an increasingly multi-generational student body. Those from various generations have differing life experiences and personal commitments related to family, work and community involvement. We will increase our efforts to provide greater flexibility in course and program scheduling to better address the needs of learners. We will provide access by offering programs throughout the day and evening, on weekends, during summer sessions, and in compressed formats where appropriate. We will use multiple delivery methods that include face-to-face, blended delivery and distance education modes that incorporate the use of appropriate technology. Our programming and instructional methods will reflect the best of adult learning practice and will focus on involving and engaging students in their own learning and educational planning

Respond to the needs of Aboriginal students and communities

We can expect continued population growth from Immigration and in Aboriginal communities in the next decade. The Aboriginal population growth rate is 3 times the non-Aboriginal population growth rate in BC. The number of self-declared Aboriginal students at our institution has grown by more than 150% between the 2006-07 and 2009-10 academic years (the fastest rate of increase among BC Public Post-Secondary institutions). We will find even better ways of responding to the program and curricular needs of Aboriginal people. As the government of British Columbia increases its commitment to closing the gap between Aboriginal and non-Aboriginal post-secondary participation and success rates we will meet these goals. We will build on our existing collaborations and partnerships with Aboriginal communities and organizations and will commit to the inclusion and incorporation of Aboriginal knowledge, perspectives, and world views into the design, curriculum, and delivery of appropriate programming for Aboriginal and non-Aboriginal students.

Providing multiple access points to learners

We will continue to provide multiple points of access to post-secondary education and provide opportunities for non-traditional and under-served student populations. These

commitments reflect our institutional value of “accessibility” and our Key Direction to “improve student transition to, from and within Okanagan College”.

Our Adult Academic and Career Preparation (AACP), English as a Second Language (ESL), and Adult Special Education (ASE) programs serve as essential access opportunities for many non-traditional students and are key elements in our commitment to “transforming lives and communities”. In addition, our Continuing Studies offerings often serve the purpose of providing access to post-secondary education for young students, mid-life students, and the growing number of mature learners from our region and beyond.

Develop and enhance flexible educational pathways

We will develop flexible educational and learning pathways for students. Many of our prospective students have limited experience or understanding of the post-secondary system. We will demonstrate our commitment to assisting all of our students by providing clear and flexible pathways throughout the institution. We will support students in their transition from secondary school. Students will receive individual career and educational planning and an educational pathway from their initial steps at the College to goal achievement. These goals may include the completion of a course or program at Okanagan College, the continuation of their education at other post-secondary institutions, or the attainment of meaningful employment in the student’s field of study.

We will address the needs of a growing population of mature students who are seeking career opportunities or enhancement. We will continue to expand our program offerings that enable mature students to enhance their employability within a relatively short duration. These will include shorter-term programs for those requiring skills updates and mid-career opportunities, and ‘post-graduate’ credential opportunities for those who have completed a degree or diploma and wish to acquire applied skills and knowledge.

Provide a global experience to learners

The college will use our strategy of ‘internationalization’ to provide a more global programming focus. Our students will understand the differences, issues and opportunities that affect all us from a global context. We have set our target for international students to be 8 – 10% of our total enrolment. The combination of interactions with international students in all program areas and study-abroad opportunities for domestic students will provide additional opportunities for all students to develop a broad, global perspective.

We will help alleviate our national skills shortages and provide innovative thinking for Canada’s future by providing students with a broad global perspective. Our international students who acquire language skills, cultural experience and Canadian credentials while studying with us and with other post-secondary institutions represent excellent potential skilled immigrant candidates.

2. Planned growth and development

Goals

- Continue developing balanced and comprehensive programming that supports a vibrant, sustainable college.

Okanagan College Strategic Plan - Related Key Directions

- Enhance the commitment and involvement of learners, both students and employees.
- Broaden and deepen our collaboration and partnerships with communities.
- Become a leader in sustainability.

Potential long-term objectives

- Develop and communicate a set of criteria that define when and how programs will begin, continue and stop, including, but not limited to:
 - past and projected enrolment,
 - employment outcomes,
 - social and intellectual outcomes,
 - options for other delivery if there are declining enrolments,
 - equal value of regions.
- Enhance relationships and partnerships with students, employers, communities and other institutions.

Principles

Okanagan College has a mandate to serve the needs of our communities. This has led us to develop programming in response to community demand from students and employers. We address needs that go beyond our region to support provincial and national gaps. We draw students from around the world.

We do not want to constrain ourselves to a definition of growth that is tied to mathematical constraints. We will grow based on the contextual needs of our region and our province. We expect the demand from students and employers to shift over time, as the economy grows or contracts, as new opportunities arise, and as students from various generations require different programs and supports. To address this we need a flexible, sustainable and dynamic growth model. Our facilities must be adaptable enough to adjust to changes in programming through the years. Our employees and collective agreements must provide flexibility to allow for reasonable change over time. We must continually assess shifts in demand, be alert to emerging trends, and make decisions based on the best data and analyses available, while maintaining flexibility to meet emerging needs and opportunities. This process involves a comprehensive understanding of the qualitative needs of our communities, combined with available quantitative measures.

We have been successful in the past six years by: providing new programming that students and employers sought; responding to student demand through programming we already offered, and being creative in our use of our leased and owned facilities.. We successfully leveraged funds available from the Strategic Investment Plan of the Province and Trades, Health and Aboriginal initiatives. Our success was grounded in principles of sustainability and excellence.

Provide quality programming

Okanagan College will continue to provide excellent and sustainable programming. This will be measured by the following inputs and outputs:

- Performance of our graduates;
- Credentials of faculty and instructors;
- Accreditation of our programs;
- Articulation of credentialed programs and courses with other post-secondary institutions
- Our Program Review and Renewal Process;
- Success our graduates have finding jobs;
- Success our students have at other educational institutions; and
- Support from employers through their participation in Regional and Program Advisory Committees.

Meet the needs of students, employers and communities

We strive to balance the desires of our students with the needs of employers and communities. We involve employers formally through regional and program advisory committees and credentialing agreements, and more informally through ongoing consultations and discussions around program development. We will continue to maintain close linkages with the employers and communities we serve. We will endeavour to meet their needs within available resources as our first priority. We will anticipate and respond to demand from regional, provincial, national and international communities while ensuring appropriate program management and relevance. We will respond quickly to needs while maintaining program quality and value. We will carefully design our programming to reflect the desires of our students while weighing economic

and labour market trends. We must provide programs aligned with student demand and in tune with student capabilities. Sustainability is the foundation of Okanagan College's approach to balancing the needs of communities, employers and students.

Provide flexible programming

We will share accountability with our students by engaging and supporting them to complete their goals within a reasonable period of time. We will demonstrate flexibility in supporting our students, and provide courses or programs of choice in each region, and facilitate access to these courses or programs in other regions. We will consider the many aspects of student mobility, access and delivery options to provide optimal learning experiences.

Support sustainable regions

The program mix will reflect each region's unique characteristics and the range of student needs. Okanagan College has opportunities to address labour market issues and support regional economic development. Over the next decade there will be continuing skilled employee shortages. Large numbers of skilled workers will require retraining and upgrading. Immigrants may require retraining, support and recognition for their previous studies and prior learning. We need to responsively provide solutions to meet these student needs.

Portfolio and department collaboration to increase program integration

Our portfolios and departments will work collaboratively to increase interdisciplinary efforts and integration between and among program areas. We will increase the flexibility of our courses and certificate, diploma and degree programs by better integrating learning opportunities through thematic studies and problem-or-topic-focused approaches. Employers are demanding employees with cross-disciplinary skill sets and our interdisciplinary and integration approach will help students and employers meet these needs.

We will provide multiple entry and exit points where students can access Okanagan College and achieve their subsequent goals. This will be accomplished by: revising entry requirements where appropriate, enhancing prior learning assessment processes, and by recognising appropriate international credentials that meet access or progression requirements. We have become a receiving and sending institution within the BCCAT system. We will continue to support provincial and interprovincial articulation and transfer credit, and maintain and develop external partnerships.

3. Learning and Teaching

Goals

- Engage our students in active learning.
- Engage and support our employees in active learning.
- Create an environment that encourages students and employees to improve their own learning and teaching practices.

Okanagan College Strategic Plan - Related Key Directions

Learning and Teaching
Inspire leadership in learning and teaching

Potential long-term objectives

- Increase collaboration among employees about learning and teaching practices.
- Develop processes to strengthen learner engagement in the classroom.
- Enhance student assessment and learning with regular and prompt feedback.
- Continue to encourage student use of the range of support services.
- Continue to enhance institutional policies that create a positive environment for learning.
- Increase the number of new and revised courses and programs that reflect collaboration across disciplines, professions and departments.
- Support employees with professional development opportunities.
- Provide support and encouragement for employees to advance and transition with the institution.

Principles

The quality of learning and teaching at Okanagan College is one of the institution's great strengths and is the result of committed instructors and faculty, teamed with outstanding support staff. Engaged employees receive professional development opportunities and support, and are encouraged to advance and transition within the institution. We will continue to support our employees so we excel in providing high quality learning and teaching to our students.

There are many ways to engage students in their learning and many benefits to student engagement with the institution. Students benefit by learning in ways that reflect their needs and learning styles. Employers benefit from graduates who have experienced a diverse, multi-cultural environment that builds employability, academic skills and knowledge.

Our diverse student population challenges us to develop learning and teaching strategies that reflect the variety of student needs and differences and that enhance engagement. In response to this challenge employees have successfully used many strategies to achieve excellence in learning and teaching. In addition, Okanagan College uses many delivery methods and innovative technology to expand student access to courses and programs.

The Community College Survey of Student Engagement (CCSSE) at Okanagan College will provide important feedback and input to guide the further improvement of our approaches to learning and teaching. The current CCSSE 2010 findings² from a wide array of institutions include the following key recommendations:

- Strengthen Classroom Engagement;
- Ensure that Students Know Where They Stand;
- Integrate Student Support into Learning Experiences;
- Expand Professional Development Focused on Engaging Students; and
- Focus Institutional Policies on Creating the Conditions for Learning.

Strengthen classroom engagement

The CCSSE results and analysis will provide valuable data for Okanagan College to develop ways to further engage students. Okanagan College will engage students in active learning to build relationships between students and employees and enhance the opportunities for transformation among a regional, national, international, multi-cultural and multi-generational student population.

Ensure that students know where they stand

Evidence-based research confirms that continuous student assessment is vital for students and employees in developing a deep and shared understanding of student engagement and success. "Regular and appropriate assessment and prompt feedback

² The Heart of Student Success, Teaching and Learning that Matters

help students progress from surface learning to deep learning”³. Enhancing and developing robust assessment measures will be a vital element of learning and teaching strategies.

Integrate student support into the learning experiences

Okanagan College has developed an impressive suite of support services. However, many students who could benefit from support services do not access them. Students may be unaware of the services, find it inconvenient to use them, or feel they are admitting weakness or failure if they ask for help. Okanagan College will work with, and support employees, to encourage students to use the available services. We will also use information from existing and future feedback mechanisms to adapt and adjust current and future services accordingly.

Expand professional development focused on engaging students in active learning

Employees need the opportunity to consider new and adaptive ways of learning and teaching, and to have the professional development to support that focus. Professional development may be formal, and through mentorships and collaboration between portfolios, departments and disciplines. Sharing experiences among employees, and encouraging use of the Institute for Learning and Teaching offerings are ways Okanagan College has begun to systematically support professional development relating to student engagement.

Focus institutional policies on creating the conditions for learning

There are many institutional policies that support a positive learning environment. The college will continuously improve institutional policies with ongoing feedback and involvement from employees and students. Okanagan College will also develop institutional policies regarding innovation in learning and teaching and the use of educational and other technology. Finally, recognising and celebrating the many ways employees currently enhance learning and teaching will become an increasingly important part of Okanagan College’s focus on learning and teaching.

³ CCSSE 2010, p. 14

4. Innovation and applied research

Goals

- Enhance student and employee learning by supporting innovation and applied research.
- Develop a culture that facilitates entrepreneurship and creativity.

Okanagan College Strategic Plan - Related value

Innovation: We foster a culture of creativity, encouraging experimentation, risk and new ideas.

Potential long-term objectives

- Expand internal and external partnerships and collaboration.
- Develop a framework, process and guidelines to support innovation and applied research at OC.
- Establish Okanagan College as an institution on the leading-edge of innovation and applied research.
- Celebrate, communicate and promote innovation and applied research .

Principles

The rationale for Okanagan College to engage in innovation and applied research is to provide students with an enhanced learning experience that links to community socio-economic growth and development. At the same time, our employees will become more engaged with our students and communities.

Colleges play a vital role in Canada's innovation system. Public colleges are positioned in British Columbia to provide a wide range of post-secondary education programs that prepare students with advanced skills for a variety of employment and professional

opportunities. However, BC has been slow to recognise the contribution colleges can make to applied innovation and research. The Association of Canadian Community Colleges concludes:

“most institutions are promoting applied research services, have identified areas of research expertise, and increasing numbers have specialised research centres and laboratories . . . This clearly positions colleges as key players in Canada’s innovation system and the federal science and technology strategy.”⁴

With few exceptions, colleges in British Columbia are not well recognised nationally as institutions with mature, integrated applied innovation and research systems. Okanagan College seeks to move to a mature stage of innovation and applied research and to develop related policies, structures, dedicated human resources and active support to these activities by senior administration

Define innovation and applied research

Innovation and applied research applies to all employees of Okanagan College. We have already begun to create a definition and terminology about innovation and applied research as an important first step, but there is much more to be done. Colleges are community resources and, as a result, our approach to innovation will include social innovation. Innovation and applied research can and should take place across the institution, and must always be shown to benefit our students and our communities.

Develop innovation and applied research infrastructure and partnerships

We will develop and resource the necessary infrastructure to support innovation and applied research at the College. The provincial and federal governments increasingly link innovation with commercialisation. Consequently, Okanagan College will want to nurture meaningful partnerships with regional organizations such as Accelerate Okanagan to facilitate involvement in their mentoring programs and in the commercialisation of innovations developed by employees.

Innovation-related partnerships are an effective way to build experience and capacity while compensating for any areas that need to be strengthened. We will develop a series of partnerships with the appropriate ministries of the federal and provincial governments, private sector companies and other post-secondary institutions.

The British Columbia Innovation Council⁵ provides a variety of programs that the College will seek to access. These programs include funding for Industrial Liaison Offices at post-secondary institutions.

⁴ Partnerships for Productivity and Advanced Skills: The Role of Colleges in Canada’s Innovation System, February 2010

⁵ <http://www.bcic.ca/research-institutions/funding-opportunities>

Develop leadership and Board of Governors support

The institutional mandate to pursue this agenda needs leadership and Board support. We need to work with the provincial government to demonstrate the relevance of these activities, and show how investments in applied research make a very positive difference in both the advancement of education and socio-economic developments.

Recognize, support and promote innovation and applied research activities

We will recognize, support and promote areas of applied innovation and research and establish a profile of key areas of specialization and opportunity while promoting the value of these activities. In doing this, we will build an inventory of current applied innovation and research activities, including faculty, instructor and student projects. We will establish a culture of interest in innovation and applied research across the institution, emphasizing that all can engage in developing these activities. The process of investigation, the acquisition of new knowledge, and the translation of that knowledge into innovative and applied research practice is a practical objective and part of the comprehensive mandate of Okanagan College.

Appendix A

Background information for the LTEP

Preliminary results of the 2010 Okanagan College Environmental Scan (will be linked to doc) suggest that opportunities exist to enhance and advance the diversity of the learner population at Okanagan College. Changing demographics and social trends, as well as future labour market requirements, provide the context in which the College can answer the questions: Who do we expect to be here in the next five to ten years? What do we need to be doing in order to be ready for them and to remain relevant in terms of the meeting the needs and expectations of the communities and lives we are charged with transforming?

Domestic

Our aim is to transform the lives of the individuals within the communities we serve. Therefore we are both agents of change (e.g., heightening literacy and numeracy...) and responsive to change (e.g., consulting and cooperating with varied employers and communities).

Trends in British Columbia and the Okanagan College Region

The British Columbia population is getting larger and older. Between 2001 and 2031, the population will have increased by almost 36%. The median age of the population will have increased from 37.9 to 44.5 years.

Population growth in the Central Okanagan region has been due primarily to immigration. High inflows of migrants have resulted in the population of the region increasing by 90% from 92,772 in 1986 to 183,712 in 2009. The region was one of the highest growth areas in the province through the 1990s.

In the North Okanagan College region, the seniors' (65+) population is expected to grow at an annual rate of 2.7%. As a result, whereas seniors constituted only 19% of the population in 2006, a third of the population will be over the age of 65 in 2031.

Trends are: Migration will be the most important factor, deaths will surpass births, declining share of school age groups, slower migration and end of baby boom.

The population of post-secondary school age (18-24 years) will remain relatively constant over the next decade but its share of total population will decline over the projection period.

The very senior population (80+) will also increase significantly, growing from 3.3 per cent of the population in 2001 to 6.1 per cent in 2031. This increase will have a serious impact on health care expenditures given the higher per capita health costs associated with people older than 80.

Table 1: Population Predictions

Region	Population 2009/2010	Predicted population 2025-2031	Predicted % increase
BC	4,339,200	5,792,000	33%
South Okanagan	79,475	105,328	32%
Central Okanagan	183,712	252,271	37%
North Okanagan	84,009	104,233	24%
Salmon Arm	35,147	40,185	14%
Total OC Region	382,343	502,017	31%

The Okanagan College Environmental Scan lays out general trends for the planning context. OC has a long history from its establishment in 1965. In the past five years OC has successfully exceeded FTE targets, funded the construction of the Centres for Learning and Excellence and expanded the scope of courses and programs throughout the OC region.

Economic

Nationally Canada faces significant economic challenges, but its economy remains stronger than the OECD average. National and provincial budget reductions will impact post-secondary funding; however the provincial government has emphasised the importance of post-secondary education, so the college sector may be less affected than others. Provincially, the post-secondary system will receive short-term funding increases in 2010/11 but provincial budget forecasts suggest reductions in 2011/12 and the years following. Funding from other agencies, cost recovery sections and partnerships remain the three principal alternatives to the traditional ALMD and ITA program funding.

Labour Market

Nationally and provincially, unemployment increased sharply at the end of 2008. Though unemployment appears to have stabilised, public spending cuts after this fiscal year may affect the labour market and unemployment rates.

This issue creates a dilemma, in that new funding is increasingly tied to guarantees of employment after a post secondary educational program, during a period that continues to experience a downturn in the economy.

Population

Population projections nationally suggest 'baby boom' and 'echo boom' will lead to reduced post-secondary enrolments after 2013 in British Columbia and Canada. However, regional population and enrolment characteristics suggest the Okanagan College region will be less affected than other parts of BC and Canada. Immigration is increasingly affecting Canadian population. More New Canadians are seeking Canadian credentials and education. New Canadians tend to be better educated, but may have difficulty obtaining the necessary qualifications to work in Canada. Aboriginal populations are growing at three times the rate of non-Aboriginal populations.

Social Trends

Women now outnumber men in post-secondary education nationally, provincially and regionally; and there are significant gender differences between programs and disciplines. Aboriginal students have much lower transition rates than non-Aboriginal students. The Okanagan has one of the narrowest gaps between Aboriginal and non-Aboriginal transition rates in British Columbia; however, non-Aboriginal transition rates are quite low compared to the rest of the province, so the narrow gap should not be interpreted as being suggestive of high Aboriginal transition rates. As student populations become increasingly diverse in ethnicity and age, the 21st century learning institution will need to be increasingly adaptable to a broader range of needs, abilities and knowledge from a more diverse population of learners. In addition, postsecondary institutions will need to collaborate to increase student mobility between: institutions, jurisdictions, programs and life long learning.

Okanagan College has been particularly strong in the development of collaborative agreements with other post secondary institutions. The best means for OC to develop its responsiveness to diverse student populations is to foster greater community involvement at all levels.

Enrolments and student participation rates

Post-secondary enrolments and participation rates have been steadily increasing in the past five years. Okanagan College has increased FTEs from 5022 in 2005/06 to over 8000 in 2009/10; an increase of 60%. However, Grade 12 transition rates in the Okanagan are the lowest of any region in BC. Okanagan College has one of the largest shares of FTEs of BC colleges at 14% of the provincial share of FTEs among colleges.

Aboriginal students in the OC region make up 9.9% to 38.7% of K-12 student demographics.

The employee population

Student populations are growing faster than faculty recruitment, which leads to larger class sizes. In addition, many faculty will retire soon (21,000 in Canada in the next decade).

Women and minority groups are still under-represented in the highest ranks of faculty and administration in post-secondary institutions across Canada.