

---

---

---

# HIGHER EDUCATION FOR A STRONGER CANADA



# AUCC MEMBER INSTITUTIONS

Acadia University	King's University College	St. Paul's College	University of King's College
Algoma University	Kwantlen Polytechnic University	St. Thomas More College	University of Lethbridge
Athabasca University	Lakehead University	St. Thomas University	University of Manitoba
Bishop's University	Laurentian University/ Université Laurentienne	TÉLUQ	University of New Brunswick
Brandon University	Luther College	The King's University	University of Northern British Columbia
Brescia University College	MacEwan University	Thompson Rivers University	University of Ontario Institute of Technology
Brock University	McGill University/ Université McGill	Trent University	University of Ottawa/ Université d'Ottawa
Campion College	McMaster University	Trinity Western University	University of Prince Edward Island
Canadian Mennonite University	Memorial University of Newfoundland	Université de Moncton	University of Regina
Cape Breton University	Mount Allison University	Université de Montréal	University of Saskatchewan
Carleton University	Mount Royal University	Université de Saint-Boniface	University of St. Michael's College
Concordia University/ Université Concordia	Mount Saint Vincent University	Université de Sherbrooke	University of Sudbury/ Université de Sudbury
Concordia University of Alberta	Nipissing University	Université du Québec	University of the Fraser Valley
Dalhousie University	NSCAD University	Université du Québec à Chicoutimi	University of Toronto
Dominican University College/ Collège universitaire dominicain	OCAD University	Université du Québec à Montréal	University of Trinity College
École de technologie supérieure	Queen's University	Université du Québec à Trois-Rivières	University of Victoria
École nationale d'administration publique	Redeemer University College	Université du Québec en Abitibi-Témiscamingue	University of Waterloo
École Polytechnique de Montréal	Royal Military College of Canada/ Collège militaire royal du Canada	Université du Québec en Outaouais	University of Windsor
Emily Carr University of Art + Design	Royal Roads University	Université Laval	The University of Winnipeg
First Nations University of Canada	Ryerson University	Université Sainte-Anne	Vancouver Island University
HEC Montréal	Saint Mary's University	University of Alberta	Victoria University
Huron University College	Saint Paul University/ Université Saint-Paul	The University of British Columbia	Western University
Institut national de la recherche scientifique	Simon Fraser University	University of British Columbia	Wilfrid Laurier University
	St. Francis Xavier University	University of Calgary	York University
	St. Jerome's University	University of Guelph	

## CONTACT

### Association of Universities and Colleges of Canada

Christine Tausig Ford, Vice-President & Chief Operating Officer

1710-350 Albert St., Ottawa, ON, K1R 1B1

613 563-1236, vp@aucc.ca

More than one million undergraduate students are hard at work on university campuses across Canada. They are reading, analyzing, debating and learning. They'll write papers, sit exams and spend hours in laboratories. It is a tremendous commitment.

Before they set foot on campus, most had already undergone a significant process of researching university choices, course options and the potential for employment after graduation.

They are already anticipating the benefits – skills gained, a good job and a rewarding career. They are on the right track. Evidence shows high employment and strong incomes for university graduates. The investment pays off. The myth of the underemployed graduate is just that – a myth. Jobs for the university-educated in any discipline are growing across Canada. In Alberta, for instance, 56 percent of net new jobs since 2008 have been for university graduates. That's almost double the result for college grads and triple the result for tradespeople.

Canada needs the skills of all kinds of graduates to keep us competitive in the global economy. Many of today's university students will create businesses or be employed in fields that don't yet exist. Still, the educational experience of today's students will shape the future of our country. So we must support them and the students who follow. We must equip them to adapt, collaborate, lead and learn throughout their lives.

They'll need more information – labour market data from reliable and reputable sources – to help them make career and course decisions.

They'll also need the support of governments, universities, industry and communities to ensure that their education is relevant and the tools available to them are among the best in the world.

And they'll need a commitment that Canada will continue to deliver infrastructure and programs at universities that create opportunities for everyone, embrace creativity and connect to communities – local and global.

Higher education doesn't stand still. How universities move forward, anticipating the next big thing in a time of rapid change, requires a nimbleness of thinking and process that comes only with practice. Developing minds and training the next wave of thought leaders will ensure the momentum upwards.

Canada's universities are extending their reach, stretching the boundaries of traditional education to make sure we continue to lead the world for the next 150 years and beyond.

We can do no less. The outcomes will fuel Canada's economy.

A portrait of Megan MacGillivray, a woman with long dark hair, smiling. She is wearing a dark blue blazer over a light blue top and a pearl necklace. The background is a blurred green hedge.

**Student Profile**  
Megan MacGillivray  
University of  
British Columbia

## HANDS-ON EXPERIENCE: MEGAN'S STORY

A PhD candidate in the University of British Columbia's rehabilitation science program, **Megan MacGillivray** knows her way around a laboratory. She has a bachelor of science degree in kinesiology from St. Francis Xavier University in Nova Scotia, and a master's of science in the same field from UBC, but it was an internship that rounded out her experience.

Mitacs is a Canadian not-for-profit research organization. Its Accelerate program connects industry with students. Through Mitacs, Megan worked with SideStix Ventures Inc., a small B.C. company that makes forearm crutches. They're commonly used by people who have mobility impairments, including those who have had an amputation that won't accommodate a prosthetic leg.

SideStix had developed a new crutch that has built-in shock absorbers – similar to a mountain bike. Rigorous biomechanical testing would show how it improved the experience of users. But the company had limited funds for research, common for a small venture.

Through Mitacs Accelerate, SideStix had access to Megan's expertise and Megan learned real-world applications. "This is quite a bit different from what we would do in a laboratory setting. We had to interact and communicate with a company, troubleshoot different things, make sure we communicated in a manner that was appropriate for them," Megan says.

Megan's research showed that the crutch changed the user's gait while reducing impact. They could walk farther with less pain.

The project had benefits for all sides. Megan gained practical experience and SideStix was able to present the new product with tested evidence of its effect. Sales went up. More importantly, users of forearm crutches gained from an advance in technology. Her research may lead to further applications.

## ENHANCING OPPORTUNITIES FOR YOUTH

### Co-ops and internships make learning real

Although Megan MacGillivray's work with SideStix was ground-breaking, her experience with internships is not. Canada's universities are increasingly offering co-operative learning and internships to round out on-campus education. Getting the hands to do what the head has learned, building contacts in a networked world and gaining practical experience gives students a head start as they begin their careers.

Half of all university students today have some kind of experiential learning during their studies. And students are increasingly open to the opportunities. They recognize that co-ops are one of the best paths to the labour market. Universities offer more than 1,000 co-op programs at 59 Canadian universities. Enrolment in those programs has jumped by 25 percent in the last seven years from 53,000 in 2006-07 to more than 65,000 in 2013.

Many organizations across Canada open their doors to university students looking for hands-on learning. That too is an investment. Staff must be ready to help mentor, guide and evaluate their co-op students and interns. The return is an enthusiastic staff person ready to learn with a fresh view and new

ideas. Bringing in co-op students and interns also creates a new generation of graduates increasingly job-ready and gives organizations an advance look at who might be the next hire, already aware of how their systems work. It's an investment in industry-wide futures too, increasing the size of the talent pool with individuals already familiar with the landscape and open to thinking beyond the status quo.

Amanda Morvan puts a lot of stock in internships. The general manager of O'Regan's Kia Dartmouth in Nova Scotia, she says the automotive industry is often overlooked by graduates but the opportunities for career growth in areas including human resources, financial services, sales and administration are good. Amanda is a graduate of a business co-op program at Dalhousie University and knows the advantages the field work provides. She also likes what university students bring in critical thinking and financial management skills. Steven Sarty, a third-year business and administration student at Mount Saint Vincent University, interned under Amanda's watch.

"Being in a professional work environment makes me realize I am competent and capable," Steven says, appreciating the new confidence he has in the application of theory. "Being surrounded by sales

“Bringing in co-op students and interns also creates a new generation of graduates increasingly job-ready and gives organizations an advance look at who might be the next hire, already aware of how their systems work.”

staff and being able to pick their brains has been really valuable to me.”

In fact, Steven changed his focus from advertising to sales and has a job waiting for him when he finishes his degree. He was ready to start now, but O’Regan’s encourages employees to complete their studies. Steven will bring more skills once he’s graduated. He sees wins all round. “I honestly don’t know why people wouldn’t want to do this.”

Vanessa Stofer is a communications officer at the University of Victoria’s co-op and career office. She says more than one-third of co-op students are offered jobs by the organizations with which they were placed. Vanessa speaks from experience. She holds a BA in writing from UVic and was hired following a placement there. Co-ops and internships are not mandatory for that program, but Vanessa opted-in to practise her craft. Her first co-op helped her discover what she did not want to do.

“Co-op let me try out different sorts of jobs and figure out what I was good at and what I enjoy.”

She has done just that.

Canada’s Parliamentary Internship Programme is another good example of a win-win. While learning

about how government functions, parliamentary interns contribute to members’ work through research, writing, and constituency support. They gain an appreciation for the requirements of the job and the workings of government. The program has benefited not just the 400 young Canadians who have gained an inside view of the national legislative process, but every organization with whom those exceptional men and women have worked since. It’s not easy to get in. Many more students apply for the coveted spots than can be accommodated each year.

Young people in Canada want to know how government works. That’s encouraging.

Having access to the wide range of careers found within the federal civil service is valuable for any Canadian. As an employer, the federal government also has a role to play in providing young Canadians with that critical first job experience in a way that also advances public service renewal.

Since 2009, the number of students hired by the Public Service Commission through the Co-operative Education and Internship Program has declined rapidly from about 4,850 to just 3,400 in 2012-13. That’s almost 1,500 opportunities lost to people on the cusp of starting their careers. It’s one less



Vanessa Stofer

relevant work experience entry on a resume for the individual and a missed opportunity for encouraging more young Canadians to consider a career in public service.

Students have been clear in their interest. They want more co-op and internship opportunities. But the Canadian Association for Co-operative Education reports that universities can't meet the demand. Institutions across the country are looking for more employers to take on additional students. For small- and medium-sized enterprises and organizations in the voluntary sector, the up-front costs of co-op student salaries and lack of time for student support and mentorship are major constraints.

None of these applied learning experiences happen by chance. Megan, Steven and Vanessa know how fortunate they are. Steven and Vanessa had established co-op programs at their universities with a wide range of opportunities. Megan had the support of Mitacs, a highly regarded internship program in support of national innovation.

It takes investments on many levels to connect students with the world of work and the wider world in which we live. Creating more opportunities will take commitment.

## Know Canada, know the world

With technology, the speed of travel and immigration, it's no longer enough to know your own neighbourhood. Canada and the world are our communities and mobility is increasingly important. The graduate with a passport ready, equally comfortable at the Tokyo Stock Exchange as they are at the Toronto Stock Exchange, has the edge.

Whether it is selling products, promoting ideas or providing care, the competitive edge that comes from understanding the circumstances beyond your borders cannot be overlooked.

As a country, we have moved forward in increasing the number of international students in Canada. We now know that the arrival of those students generates \$8 billion a year to Canada's economy. On top of paying for the costs of their education, books and supplies, they need accommodation, food, clothing and, we hope, a bit of entertainment and culture. Those are dollars that stay here. They also bring us a glimpse of "away", different cultures, language, traditions and economies that all lead to a fresh perspective on our campuses and in our communities.

International students are getting a wider view of the world. Canadian students need that too. Currently, only 12 percent of university graduates (about 25,000 students a year) have a study-abroad experience over the course of their program of studies. In a 2012 federally-commissioned report called *International Education, a Key Driver of Canada's Future Prosperity*, an advisory panel, headed by Western University President Amit Chakma, called for a doubling of international students choosing Canada by 2022 without displacing any domestic students. Using the same time frame, the panel also called for the creation of 50,000 opportunities per year for Canadian students to go abroad for study and cultural exchanges.

Dr. Chakma was joined on the panel by other leaders in higher education and business who called

“It takes investments on many levels to connect students with the world of work and the wider world in which we live. Creating more opportunities will take commitment.”

for a partnership among governments, academic institutions and the private sector in encouraging and helping fund Canadian students to become global citizens.

Many outside of government and education already see the need and the consequences of inertia.

In a convocation address to graduates at Queen’s University last spring, Mark Wiseman, president and CEO of the Canada Pension Plan Investment Board, spelled it out:

“Be global. It used to be that immigrants to this country were at a disadvantage. Today, those who aren’t bicultural or multicultural need to get up the global curve and get up that curve fast. At CPPIB we look to hire people who have global experience. If you grew up in north Toronto, went to York University then worked at a downtown bank and your view is that the Far East is Oshawa, you need not apply.

The boundaries of the playing field for talent have not just expanded, they have vanished altogether. Twelve-thousand people from around the world follow CPPIB on LinkedIn. Last month alone, 1,700 people from 20 countries visited our career page.

A student in China can, just as easily as you, apply to a job posting for a company in your own backyard. Your job is to figure out how to get a job in their backyard.

If you don’t have it, get global experience. Work and study abroad, learn a new language and become more culturally flexible.”

Many of Canada’s universities have agreements with universities abroad. There are opportunities to be explored. But not every student has the resources to uproot and pay for accommodations in another country.

It takes investment to make that happen. Partnerships among the federal government, private industry, organizations and universities, with students continuing to commit through their own contributions, will help bring down some of the financial barriers to international mobility for students.



**Student Profile**  
Anne Deck  
Victoria University

## STUDENT MOBILITY: ANNE'S STORY

**Anne Deck** is among the growing cohort of students working to “Know Canada, Know the World”. Anne’s cultural anthropology and art history studies at Victoria University in the University of Toronto have taken her across the country and around the globe.

An exchange between Victoria and Acadia University intrigued her. The focus of the exchange is to provide opportunities to exceptional students pursuing programs that have unique strengths at both universities.

“I looked for a new experience living in Nova Scotia, a province that was unfamiliar to me,” Anne said. “I am originally from Windsor, Ontario and I wanted to see how it was to live independently so far from my hometown. I was curious about the culture and history of Nova Scotia, and I wanted to make new connections in the arts world of the Maritimes.”

She satisfied all of that in her year at Acadia.

To complete her degree, Anne travelled to Italy for a summer art history program in Siena, run through U of T.

Before she had graduated, Anne was offered – and accepted – a job in her field at the Yukon Arts Centre in Whitehorse.



We need to know the world and we also need to know Canada. By knowing our own communities first, we have the perspective that helps us see commonalities and where we diverge.

Many parliamentarians enjoy the unique perspective of living in at least two communities of Canada for a large part of the year. Imagine the base that perspective could provide at the beginning of a career. Imagine the leadership we could build with more young people equipped with a richer knowledge of all that our nation has to offer.

Third-year University of Waterloo student Andrew Evans is working on that. He's enrolled in a co-op political science program with a minor in history and a specialization in international trade.

Andrew's studies are giving him the theory and big picture thinking he needs but he knows he'll need experience in a business environment to find employment. He's also interested in learning about and seeing Canada beyond Ontario. His first co-op placement was at a farm business consulting agency in Winnipeg last winter.

He connected with agriculture, business and Manitoba culture. All of those elements make for a richer understanding as he heads back into the classroom.

Now Andrew is looking beyond our borders. He opted to do a study term this year through an exchange with the University of Queensland. He'll be taking courses in his field of study but from the Australian perspective.

Andrew and Anne know the value of opportunities like that and the good fortune they've had to be able to make it happen.

In a country that covers 9.9 million square kilometres, most students receive all of their education from kindergarten to university within 50 kilometres from the place they call home. Just one in 10 Canadian students crosses a provincial border to study in another province. It's understandable. Comfort, familiarity, important bonds with family and cost are all factors. But, adding a wider Canadian perspective to their impressive graduation credentials would benefit us all. Finding a creative and collaborative means of resourcing new opportunities for domestic mobility could reshape what it means to be a Canadian beyond 2015.

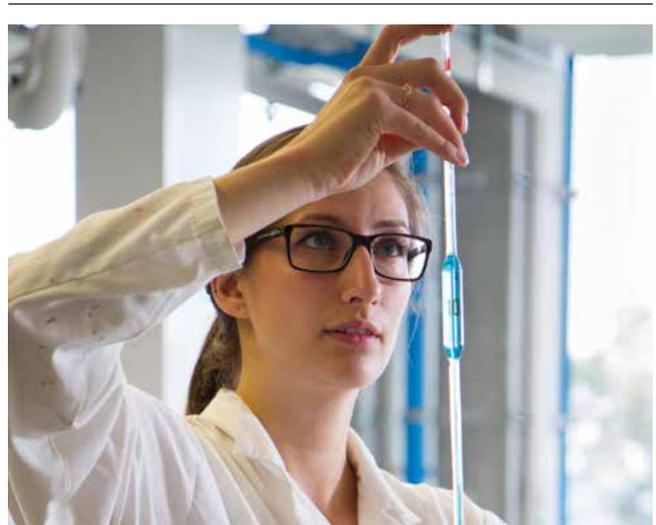
Canada's universities have moved forward to reduce the barriers to student movement within the country. This fall, university and college leaders will sign a new agreement to build and strengthen collaboration, partnerships and pathways between them.

“Finding a creative and collaborative means of resourcing new opportunities for domestic mobility could reshape what it means to be a Canadian beyond 2015.”

Universities are also looking at ways to enhance mobility among their institutions. Requirements of programs differ from institution to institution and are part of what makes each of our universities unique. Work is under way to find more areas where a different perspective in a different part of the country will enrich the educational experience.

The potential for synergies and richer learning are huge. A student studying Canadian economics at the University of New Brunswick, for example, may benefit from a term in Alberta, seeing first-hand a key economic driver of the country. A student studying urban planning in a small community would find benefits in an exchange with a large city university. And the exposure to another part of the country deepens our understanding of each other.

We're building a culture of mobility and ensuring more of us, like Anne Deck, are equipped to go where the jobs are too, to fill needs in all parts of the country. With support, we can go further.





## ADVANCING UNIVERSITY RESEARCH

Researchers across Canada are changing the way we live. The practical applications touch our lives, whether it's through economic advances, surgical solutions or agricultural processes.

While the language of research sometimes seems beyond our comprehension, the application always comes back to moving individuals, communities and the country forward. Curiosity uncovers information that leads to questions. Questions lead to answers that can change assumptions, reaffirm directions or uncover new ways of thinking.

Researchers at Memorial University of Newfoundland, for example, are evaluating a unique, culturally appropriate pilot program that recognizes the exceptional mental health benefits of land-based activities for youth at risk. The program, funded by the Nunatsiavut government and the Nain Inuit Community government, connects youth with traditions of the Inuit, such as harvesting. It also responds to the reported challenges in accessibility to wild foods due to climate and environmental variability and change. Measured outcomes could apply to many other communities.

At the University of Toronto, meanwhile, a team of researchers from electrical and computer engineering

and the Institute of Biomaterials and Biomedical Engineering have developed an electronic chip that can identify a pathogen in blood in record-breaking speed. Current methods of analyzing blood and other clinical samples for infectious bacteria can take days in identifying the source of the infection and even longer to point to the right antibiotic. This new technology does the job in a fraction of the time and will help speed up diagnosis and treatment.

Canada's universities conduct nearly \$1 billion of research each year with community and non-profit groups, particularly in the area of health. They also conduct more than \$1 billion of research a year for the private sector. We all benefit from the results, whether it's a new procedure for joint replacements, a more accurate means of testing water quality or a clearer interpretation of our history.

That research keeps Canada on the world stage, builds enterprise and creates new jobs in innovation.

It takes resources and a commitment from many levels to make that happen. Long-term, sustained research funding through Canada's federal research granting councils – with a rate of growth leading the economy – will ensure that top Canadian and international talent is attracted and retained, and

“Investments in research create high-quality jobs that strengthen Canada’s position in today’s knowledge economy.”

state-of-the-art facilities and equipment are used to their full potential.

The Canada First Research Excellence Fund announced in Budget 2014 was a transformative investment recognizing the connection between a vibrant, innovative and competitive Canadian economy and a world-class research system that always sets its sights higher. It will join a series of investments Canada has made in research that form the framework for an innovative university research enterprise and country.

There is more we can do. Half of the faculty members teaching at Canadian universities have been hired in the last decade. They are in the prime of their careers. We’ve also seen huge growth in the number of graduate students at our universities of almost 90 percent since 2000. We’re ready.

Sustained, predictable support for research will keep up the momentum.

### **Canada Foundation for Innovation**

The Canada Foundation for Innovation was created by the government of Canada to build the country’s capacity for world-class research and technology development. Infrastructure funded by CFI includes

the state-of-the-art equipment, laboratories, databases, specimens, scientific collections, computer hardware and software, communications linkages and buildings necessary to conduct leading-edge research.

Juan Cesar “Tito” Scaiano is a world-renowned chemist at the University of Ottawa and holds a Canada Research Chair in Applied Photochemistry. With CFI support, Dr. Scaiano encapsulated the active ingredients in sunscreen that cause allergic reactions. Through a tricky formulation, tested by fellow chemist Ann English at Concordia University, he was able to produce a sunscreen that blocks the sun’s damaging ultraviolet rays without causing a harmful skin reaction.

Richard Bathurst, a civil engineering professor at Royal Military College and Queen’s University, is an internationally recognized authority on earthquake-resistant retaining walls. Critical to his research is a hydraulic “shaking table,” the only one of its kind in Canada. Dr. Bathurst has used the data to improve the seismic performance and cost-effectiveness of retaining walls in British Columbia, parts of Quebec, Japan and other earthquake-prone zones.



The projects work because the tools used to carry out the research are up-to-date and state-of-the-art.

The impact is significant. In 2013, 26,000 graduate students were trained in high-end CFI research facilities. Investing in facilities and equipment at universities, colleges, research hospitals and non-profit research institutions has helped attract and retain the world's top talent, trained the next generation of researchers and supported private-sector innovation. In fact, 75 percent of projects supported through CFI's Innovation Fund involve links with the private sector.

Those links often lead to economic as well as scientific benefits. For example, the advanced facilities of the Centre for Optics, Photonics and Lasers at Université Laval funded by CFI allow researchers to control environmental parameters such as temperature, humidity, dust and vibration. These facilities have enabled two students, Xavier Godmaire and Alex Fraser, to develop a high-power laser and master ultra-precise techniques to cut, weld and drill materials such as plastics, glass, ceramics and metals as thin as one micron. They have since launched their own company, Laserax, and now offer laser-based micromachining and processing solutions to industrial clients.

Those investments also create high-quality jobs that strengthen Canada's position in today's knowledge economy. But there is no sitting back.

The same way our roads and bridges fare better when we look ahead and invest before the need is dire, we must ensure ongoing, sustainable support for research through the Canadian Foundation for Innovation.

### Digital scholarship

Looking forward, we see opportunities for Canadian leadership in digital scholarship. There has been much discussion recently about the concept of "big data" – meaning a collection of digital information so large or complex, it can't be processed or privacy-protected in the usual way. It includes all of the bits of information collected in our wired world that could provide a gold mine of data from which to learn, study and develop.

In *Carleton University Magazine*, IBM Canada president Dan Fortin is quoted as saying, "less than one percent of the 2.5 billion gigabytes of data generated every day is examined for its analytic value. This untapped resource makes the development of analytical skills crucial for growth in our Canadian knowledge economy."

Imagine what we could and will do with that. From figuring out traffic patterns to making best use of our health care services, the possibilities are endless. But it will take trained, skilled, big thinkers who understand data and can see equally well from the bottom and top rungs of the ladder.



**Student Profile**  
Mihskakwan James  
Harper  
University of Manitoba

## ABORIGINAL ACHIEVEMENT: JAMES' STORY

**Mihskakwan James Harper** spent his childhood in Edmonton and his teen years in Winnipeg. The constant was visits with family in Sturgeon Lake Cree Nation. Now in his third year of mechanical engineering at the University of Manitoba, with co-op terms to come, James will be one of Canada's sesquicentennial graduates.

A high achiever and scholarship recipient, James didn't imagine he'd need support at university, but something was missing. "The first year, events are more concerned with the social scene," James remembers, and in class, the concern was with grades, and rightly so, he says. "It just didn't really add depth of relationships that I wanted to have."

He felt out of place until a friend sent him to the university's Engineering Access Program (or ENGAP), a community of support for students of Aboriginal

ancestry. It offers a lounge, lab, tutoring and upgrading for students working to qualify for the engineering program. Highly successful, it has graduated the most Aboriginal engineers in Canada, 99 at last count.

James liked the atmosphere immediately. "It was very easy to relate to people because many of us have stories of similarity, stories that I want to hear, stories that I want to build off of like going from reserve life and adjusting, getting over the culture shock barrier and graduating."

## ABORIGINAL ACHIEVEMENT

A university education pays dividends for Canada and for Canadians – however, a significant gap persists for Aboriginals, Canada’s fastest-growing population. Fewer than 10 percent of Aboriginals between the ages of 24 to 64 have a university degree, one-third the rate of non-Aboriginals. This reality prevents Aboriginals from being full participants in the Canadian economy, undermines social cohesion and perpetuates a troubled history.

Harnessing the potential of Aboriginal youth through a focus on access to high-quality education is critical. This imperative was noted by the House of Commons Finance Committee in its June 2014 report and by the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities in its May 2014 report on Aboriginals in the labour force.

Canada’s universities are helping to address this challenge and have developed a diverse set of partnerships with First Nations to respond to local needs, with more than 350 initiatives aimed at making a difference, including courses, outreach and financial assistance, as well as physical spaces where First Nations, Metis and Inuit students can find counselling, support and connections to their culture.

Fifty-five universities have gathering spaces for Aboriginal students and more than 60 organize social and cultural activities. Many also run successful outreach programs in Aboriginal communities, providing support and mentoring to students as early as elementary school. Some universities combine Native studies with other areas of knowledge to create specific programs aimed at serving the needs of Aboriginal peoples. The University of Victoria, for example, offers a concurrent LLB/master’s of arts in Indigenous governance. At Laurentian University in Sudbury, the School of Native Human Services offers an honours bachelor of social work that is culturally specific. And the University of Winnipeg, in conjunction with local school districts, offers a program that allows First Nations, Métis and Inuit students working as educational assistants to upgrade their qualifications through part-time university classes while they work. They graduate with teaching credentials combined with a bachelor of arts degree.

AUCC has created an online searchable database to improve access to university, assisting Aboriginal students, teachers and guidance counsellors in finding the resources and programs that will help to achieve success in higher education.

While the government assesses next steps in working with First Nations to transform K-12 education on reserves, investing in Aboriginal student access to and success in higher education is an opportunity for tangible progress with experienced and willing partners.

## TOMORROW'S LEADERS

To see the future, take a look at our students today. Not only will they be tomorrow's leaders, they are the questioners, the innovators and future drivers of the economy.

They see applications for research and learning that we may never have imagined. They are fearless in their quest for more, farther, faster.

They don't wait. They act.

They want experience through co-operative education and internships. They see the value. They want to travel and learn about cultures beyond their own. They know it's important. And they want more educational opportunities for more Canadians. The need is clear.

Our students are thinking beyond. They don't ask for change for personal gain but for a better system, better opportunities and a Canada that matches the best in the world on all fronts. When your community includes contacts from around the globe, you know there is always more to learn.

Providing opportunities for increased co-op and internship programs; support to study elsewhere to know Canada and know the world; enhanced funding for research and innovation; and support for Aboriginal students will help them on their way.



## RECOMMENDATIONS

### The university community's recommendations for Budget 2015 focus in three areas:

#### Enhanced funding for research and innovation

*AUCC recommends:*

the federal government commit to the principle of long-term, sustained research funding – with a rate of growth leading the economy – through the federal research granting agencies to ensure that top Canadian and international talent is attracted and retained, and state-of-the-art facilities and equipment are utilized to their full potential.

the federal government commit to predictable, multi-year funding for research infrastructure through the Canada Foundation for Innovation to sustain the competitiveness of current equipment *and* pursue opportunities for growth where Canada can take a leadership role.

#### An opportunities strategy for young Canadians

*AUCC recommends:*

the federal government invest in an integrated package of programs – building on those that already exist and developing new options – to offer more career-boosting opportunities for Canadian students:

- a new voucher program, with a focus on SMEs and not for-profits, to hire co-op students and interns;
- a federal tax credit for co-operative education and paid internships, with an emphasis on SMEs;
- new funding to support institutions' development of co-op placements and paid internships;
- additional funding for research internships through Mitacs' programs; and

- expanded support for youth business mentorships and new incentives to invest in young entrepreneurs.

the federal government work in partnership with the provinces, the private sector and universities to create new opportunities for short-term international and domestic student mobility as Canada prepares to celebrate its 150<sup>th</sup> anniversary in 2017.

#### Initiatives to attract more Aboriginal Canadians to postsecondary education

*AUCC recommends:*

the federal government invest in an integrated package of support, building on existing initiatives and developing new options, to enhance Aboriginal student access and success in higher education:

- triple support for Aboriginal Affairs and Northern Development Canada's Postsecondary Partnerships Program, which funds the design of college and university level courses responding to the educational needs of First Nations and Inuit students;
- create 500 graduate scholarships for Aboriginal students to develop the next generation of Aboriginal leaders and develop an influential network of role models for young Aboriginals;
- provide additional funding to Indspire's *Building Brighter Futures* bursaries and scholarship program. Indspire received federal funding in Budget 2013, which it matched with private sector funding. New funding will help Indspire leverage its strong network of business champions to do more; and
- create a new program to scale up successful "reach back" and transition programs at Canadian universities.



# UNIVERSITYSTUDY.CA

Your starting point for discovering Canada's universities

**UNIVERSITYSTUDY.CA** is a new resource for students, parents and counselors to learn more about Canadian universities and study program options.



Searchable study program database



University profiles



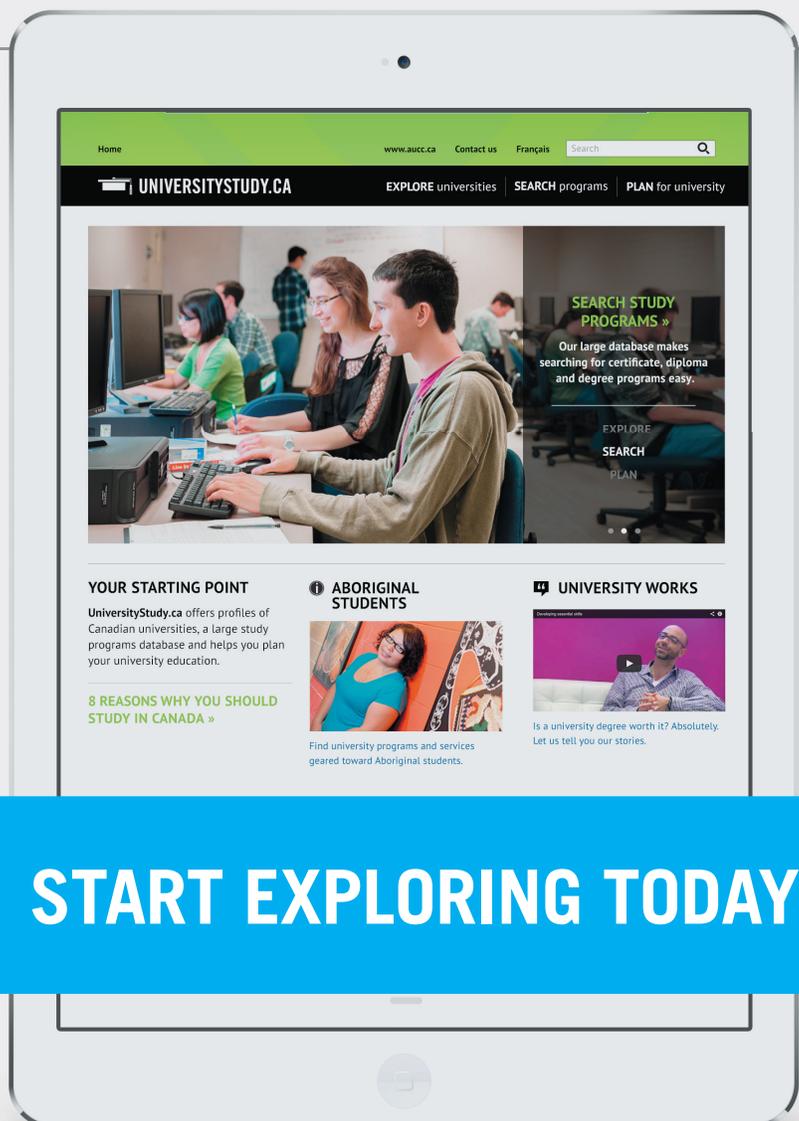
Articles and helpful tips



Student testimonials



Aboriginal student resources



Association of Universities and Colleges of Canada  
Association des universités et collèges du Canada