

2018-2023
**STRATEGIC
PLAN**

President's Statement



I am very pleased to present our new Strategic Plan for Quest University. In 2017, Quest began a year of planning and community consultation under the label Destination Quest. These consultations provided an amazing window into just how important Quest's mission is to our community and its vision for our collective future. I am proud to say the process has generated a Strategic Plan that sets a path for Quest to grow and develop while remaining true to its core mission. Any plan like this has many contributors, including students, faculty, staff, as well as members of our Board of Governors and our broader community. I am grateful for their input and invite them to continue to work with us as we lead and shape undergraduate education in the 21st Century. Together, we look forward to an inspiring and fruitful five years.

- George Iwama, President and Vice Chancellor

Board Chair's Statement



Quest is a young institution, and we have been through significant change in the past five years. As this Strategic Plan shows, the next five will bring even more transformation. Through it all, we have remained and will remain true to what makes Quest uniquely valuable: our student-centred, Question-focused Arts and Sciences education based on the Block Plan. As a parent of an alum, I have seen the transformative power of a Quest education firsthand, and as Chair of Quest's Board of Governors, I am committed to guiding and supporting the university so that it continues to provide that education to generations of future students. The priorities in this Strategic Plan reflect the values that have made Quest possible. Along with my colleagues on the Board, I am excited to begin putting it into action.

- Mary Jo Larson, Chair, Board of Governors

Introduction: A Plan for a Maturing University

2018-19 will be Quest's twelfth year of operations. As we progress through our second decade, we find ourselves confronting a shift in identity: we are no longer a start-up, but an established, maturing institution. Having successfully shown that there is space for a small, student-centred, private, innovative, liberal arts and sciences undergraduate university in Canada, we now turn to the task of ensuring that Quest flourishes in the years ahead.

As we begin this task, we have a wealth of strengths upon which to build. Our students, faculty, and staff are engaged and committed to our shared mission of undergraduate education. Our unique combination of the Block Plan, the arts and sciences degree, Question and Keystone is fostering a reputation for excellence and innovation within the academic community. Independent, external measures such as the NSSE and CLA+ validate our success in placing rigorous, innovative, and rewarding academics at the centre of the Quest experience, from which our tightly integrated co- and extra-curricular programming flows. At its core, Quest is an undergraduate liberal arts institution, and we have succeeded in developing an excellent program for our students.

We also face challenges and must ensure we are equipped to face them. As a young institution, we need to take care that our administrative and financial capacity is adequate to a university this size and supports our faculty and staff in providing first-rate curricular and co-curricular programming. We must also work to ensure the reputation for innovative undergraduate education that we are developing in the academic world is known to the public more broadly.

To develop a plan to build on our strengths and rise to our challenges, in 2017-18, we began Destination Quest. This yearlong project included extensive consultation with Quest students, faculty, and staff, as well as with the broader Sea-to-Sky community regarding their wishes for Quest over the next five years. In parallel, we undertook an extensive environmental scan of trends in higher education, including identifying a set of comparator institutions, and an analysis of strengths, weaknesses, opportunities, and threats facing the university. The resulting report formed the basis for five strategic priorities, which in turn are the backbone of this Strategic Plan.

The following priorities are distinct, but also support and reinforce each other. As we work to achieve them, we must address them as an integral whole, and not simply as independent items. Our priorities share two broad goals: to strengthen what we already do well and to build the capacity to overcome any challenges the university may face. They acknowledge and retain our core mission of excellence in undergraduate education, while seeking ways to further enhance our ability to provide innovative programming. Within each priority, we have identified a set of goals to guide Quest's development over the next five years. Our intent is for this Strategic Plan to provide a roadmap to expand and enhance what we do without fundamentally altering Quest's identity as an innovative, undergraduate, liberal arts and sciences university.



Priority 1: Rededicate ourselves to our core strengths: the Block Plan and a Question-focused Arts and Sciences education that is uniquely student-centred.

Other undergraduate universities do some of what we do, but none do all of it. Our uniquely student-centred model, based on the Block Plan and the Arts and Sciences degree, creates an environment of intellectual rigour and deep engagement. In Quest's early years, our leadership, staff, students and faculty committed themselves wholly to this project with excitement and enthusiasm. Entering our second decade, we will reenergize this internal sense of community and identity, remembering what makes us special as we continue to grow.

1.1 Undertake a comprehensive review of our degree program, beginning with revised institutional learning outcomes and a Foundation Renewal Program.

Our Foundation program is the backbone of our degree because it represents the courses that all students are required to take. The Foundation ensures every Quest student receives a liberal arts and sciences education. It has always been a work in progress (over the university's first decade, there were more years when the Foundation curriculum changed than when it did not). We can now undertake a Foundation Renewal process with the benefit of a decade of experience, and Quest's Academic Council has initiated a re-examination and revision of the Foundation. The process will not necessarily result in a sweeping overhaul. Its purpose is to critically examine the Foundation to ensure that its goals are clearly articulated, that it meets those goals, and that it reflects the university's evolving mission, vision and values.

The Foundation Renewal process involves two stages:

- Re-examining the university's learning outcomes, which were developed over a decade ago. This stage will be led by a committee under the aegis of the Academic Council's Curriculum Committee that will include faculty, student, Student Life, and Library participants and will collaborate with the Board's Student Experience Committee. The committee's goal will be to produce a new set of learning outcomes that reflect Quest's mission, vision, and values; focus on its core liberal arts and sciences education; emphasize student research as well as independent inquiry and creation through their Question and Keystone projects; and better integrate the curricular and co-curricular aspects of the Quest experience. The committee will also focus on developing outcomes that are forward looking, for example by considering how skills such as information literacy and data analysis might be incorporated into the Quest curriculum.
- Once new outcomes are articulated, the Academic Council's Curriculum Committee will undertake the review of the Foundation curriculum and suggest possible revisions.

1.2 Strengthen cross-curricular and interdisciplinary programming

Quest already has two cross-curricular programs, Rhetoric Across the Curriculum and Quantitative Reasoning Across the Curriculum. Both have been successful in providing Quest students with the skills they need to succeed at the university level, RAC through the Rhetoric course, and QRAC through the Q-skills program and Introduction to Quantitative Reasoning course. With those programs running smoothly, the next five years presents an ideal opportunity for RAC and QRAC to develop more fully as truly cross-curricular programs. The RAC and QRAC programs will focus on developing tools for faculty to

deliver Rhetoric- and QR-intensive courses that meet established program outcomes, expand upon the existing pilot of Rhetoric-intensive tagged courses to provide a set of standards and courses that develop high-level skills, and identify areas in which Quest students are falling short of the outcomes we expect and develop recommendations for better meeting them.

Quest has prided itself on providing an innovative, interdisciplinary curriculum and on giving students tools to investigate their Questions from multiple disciplinary approaches. We have a longstanding and flourishing culture of faculty collaboration across disciplinary boundaries. We will further encourage and develop this culture by devoting increased resources to interdisciplinary faculty collaborations.

We will expand opportunities and provide encouragement for faculty to co-develop and team-teach interdisciplinary courses, following the model of past and current courses such as Sex, Gender, and Sexuality; Living in the Cryosphere; and Translation and Cross-Cultural Communication. We will explore new ways to foster interdisciplinarity across multiple courses by piloting programs using tagged, themed, and linked courses to explore issues from many disciplinary perspectives. Modest resources devoted to encouraging this collaboration should deliver high-impact interdisciplinary programming that draws on Quest's existing strengths.

1.3 Provide enhanced support services and co-curricular programming

Quest's vibrant campus culture has been fostered by the extensive engagement and contributions of students, by means of the Student Representative Council and other student groups and clubs. As we continue to provide support and space for student initiatives, we recognize, as a live-on-campus university that is somewhat physically removed from central Squamish, that providing quality student support services and co-curricular programs is critical to fostering student wellness and academic success and to facilitating a well-rounded and high-quality student learning experience.

Quest will provide dedicated funding for Student Life to design and enrich programs and support services that allow students to actualize and practice the learning that occurs both inside and outside of the classroom. Central tenets of Student Life services and programs are student-centeredness; self-discovery and the development of life skills; innovation; university facilitated opportunities for peer-led programs; community collaboration; integration of curricular and co-curricular programs; and inclusion.

Student Life will research, design, and deliver programs that foster student success. By means of collaboration between staff, faculty, and students, Quest will further develop programs that

a) aid students in their transitions to and out of the university, b) enable Quest community members to recognize and respond to a broad range of student issues and needs, and c) provide specialized programs and supports that enrich the experience of students who may encounter greater barriers to success.

Health and wellness initiatives will increase accessibility for all students wishing to participate in recreation and wellness programming at Quest. Health and wellness programs will draw on community and Quest resources to create opportunities for Quest students to cope with stress, improve their wellbeing, and discover wellness opportunities that best fit their needs. The Athletics and Wellness Working group is developing a proposal aimed at providing all students, staff, and faculty with access to tiered recreational opportunities on campus and in the Sea-to-Sky corridor more broadly.

Residence Life services and programs are essential in this fully residential campus community. Quest commits to supporting programs that aid students in learning about themselves and serving as exceptional members of any community.

1.4 Improve and expand the campus

The Quest community has done a remarkable job of adapting campus space and resources to meet its academic and community needs. However, strategic investment in improving and expanding facilities will allow faculty, students, and staff to focus more of their creative energies on building programming and events and less on adapting spaces to their needs. As Quest's financial resources expand, we will focus on improving existing spaces, for example by improving the multipurpose room to make it a more versatile venue for performances and displays, expanding the labs to allow for a broader scope of scientific inquiry, and upgrading classrooms to allow for more intensive fine arts programming. We will also explore opportunities to improve the campus environment by meeting longstanding needs such as dedicated performance space and increased space for student life, both of which have been identified by students and faculty as major desires. Our goal is to create a built environment that facilitates academic and cultural life on campus.

1.5 Develop off-campus spaces for learning, making, and collaborating

As we improve and expand our on-campus facilities, we will also explore ways to expand Quest's footprint in the Sea-to-Sky corridor and develop spaces that allow for projects that would be difficult on campus. Such spaces would expand opportunities for place-based learning, community collaboration, and design and fabrication.

There are many possibilities for expanded off-campus spaces, including;

- Expanded remote field sites for environmental monitoring and impact assessment
- Developing a workshop and maker space to allow for more research-creation, design, and material learning
- Expanding our collaboration with the Sea-to-Sky Gondola to provide community-facing programming from Quest faculty, staff, and students
- Creating a downtown Squamish centre for service learning and community collaboration

Our vision is to further push Quest's curricular and co-curricular programming into our broader community and into spaces that are intentionally designed to facilitate learning, creating, and collaborating.



Priority 2: Articulate and promote our identity

Our identity is created by a unified sense of our story and how we tell it. In Quest's first decade, the focus was on 'getting the word out' about our innovative university. Ten years down the road, we find ourselves with a vibrant student body, engaged alumni, and a dedicated faculty and administration with the energy to push forward. We have success stories to establish us as a university of choice, ranking among and beyond the finest institutions. Through scholarship, storytelling and promotion, we will invest, refine and continue to develop our reputation locally and globally. As an institution—and as individuals and divisions that make up that institution—we will articulate our value simply, clearly and compellingly.

2.1 Emphasize our core liberal arts and sciences education for ethical global citizenship

Quest is and will remain a liberal arts and sciences university. We take pride in our single degree program, the Bachelor of Arts and Sciences, and are committed to providing a world-class liberal education. As we develop our story and reputation, we must emphasize our commitment to the liberal arts and sciences and develop a clear narrative of what that means at Quest. Over the coming years, the university will run a series of workshops, colloquia, and other events aimed at questioning and developing ideas of liberal education and global citizenship. Our goal is to position Quest as a leading centre for imagining liberal education in the 21st century.

2.2 Elevate Quest's visibility nationally and internationally

In its first decade, Quest has proven that it can offer a rigorous, engaging liberal arts and sciences education. Increasingly, this success is being recognized in the academic world, as Quest students go on to excel in post-graduate programs. Quest is also recognized as an innovator in the Block Plan, and regularly fields national and international inquiries from universities interested in adopting that system.

However, this rising academic reputation has not yet translated into widespread recognition beyond the academic world, either locally or internationally. To address this, we will focus on building a brand identity focused on the pillars of Quest's educational model: the Block Plan; innovative learning in small classes; Question and Keystone; the Arts & Sciences degree; experiential learning; and field studies. We will also capitalize on our location in the Sea-to-Sky corridor, near both stunning nature and the world-class city of Vancouver, to build our brand. We will develop brand messaging around each of our distinctive pillars in order to communicate Quest's impact and value for students and the community.

Communicating this message will require increased presence in local and national media, through both targeted advertising campaigns and better highlighting the achievements of Quest students, alumni, faculty, and staff. We will also increase Quest's visibility by sponsoring local events that fit with the university's mission and values and finding partners who share our vision and want to help elevate Quest's visibility.

2.3 Expand admissions through strengthening existing relationships and developing new territories

As we increase our visibility and brand recognition, we will work to expand our admissions efforts to ensure stable enrolments of dedicated students. To draw on the strength and commitment of the Quest community, we will increase the roles of students, alumni, and family members in supporting admissions. To enhance our existing admissions relationships locally, we will identify partner schools in BC that regularly send students to Quest and offer dedicated scholarships for our top partner schools.

We will also intensify our recruitment in Canada and the U.S. by identifying schools likely to have students interested in Quest. We will target these schools with recruitment visits and also with strategic marketing, such as Quest posters, brochures, and targeted social media campaigns. Our goal is to increase Quest's visibility and name recognition among prospective students throughout North America.

Internationally, we will strategically increase visits to schools beyond the United World College schools that Quest admissions officers have traditionally visited. This will include expanding our connections in areas such as Europe, where Quest already recruits; launching recruitment efforts in new territories such as South and Central America, the Middle East, and North Africa; and focusing outreach in Asia on key cities with large international communities such as Hong Kong, Singapore, Tokyo, and Mumbai.

Through these efforts, we will work to increase our non-U.S. international student cohort, which has historically been 10-15% of our overall population. Over the next five years, we will work to increase that to 30-35% of the student population. At the same time, we will also develop increased programming and support for international students to ease their transition to Canada and welcome them into the Quest community.



Priority 3: Strengthen internal, local, and global connections

Quest intentionally creates close bonds among staff, faculty, students and leadership based on mutual respect, reciprocity and curiosity. We are committed to a pedagogy that encourages interdisciplinary ties and sparks new ways of thinking, being and relating. In this spirit of collaboration, we will continue to seek coherent and sustainable connections within Quest and with the extended academic, local and global communities. We will look for opportunities to become valued members of academic associations and create institutional partnerships that build on our growing reputation. This will require bringing attention, long-term thinking, and cultural knowledge and fluency to all our internal and external communications.

3.1 Foster a just, equitable, and safe community

Our values commit us to ethical behaviour, both locally and globally, and this commitment begins in our own community. At Quest, we strive for a community in which all members are safely, respectfully heard and in which academic freedom is a core value. Such a community requires ongoing commitment to maintain, and we must continually work to become a better version of ourselves.

To clarify standards of respectful behaviour in the university community, we will develop a code of conduct through consultation with students, faculty, and staff. This code will reflect the university's commitment to diversity, open dialogue, and academic freedom while ensuring that all members of the university community can expect respectful treatment. We must ensure that all members of the university community, especially those belonging to historically marginalized or oppressed groups, are given forums in which their views can be heard.

To that end, the administration will work to increase consultation with the Student Representative Council and to better coordinate governance with the Academic Council. The Board of Governors and Executive Committee will also commit to holding regular information and discussion sessions in order to receive input and feedback from the Quest community.

As a university committed to supporting a diverse, international community, Quest must also ensure that its students, faculty, and staff are culturally fluent and capable of interacting respectfully with members of the university community. To facilitate this, we will work through Quest's Diversity and Equity Committee, Office of Human Resources, and Accessibility Services to develop inclusivity and cultural fluency training for faculty, staff, and students. These groups will also explore other ways of fostering respect and inclusivity in the university community, which might include dedicated events, inviting speakers, and recommending changes to university policy.

3.2 Build a more diverse, international university

At Quest, we embrace diversity as a means of recognizing and addressing current and historical injustice and of welcoming new knowledge into the university. This starts locally, which for Quest means working with Squamish First Nation to provide increased opportunities for their students at Quest. This will start with the development of dedicated scholarships for students recommended by Squamish First Nation. However, increasing access for students cannot be the end of our commitment. Those students must find a welcoming and supportive environment when they arrive at Quest. To build such an environment, we will create space for Squamish First Nation elders on campus, both through providing dedicated office and work space for elders to use and through developing an Elder-in-Residence program on campus.

In addition to providing opportunities and support for Squamish First Nation and other indigenous Canadian students and increasing our cohort of international students, we will provide increased international opportunities for our Canadian and U.S. students. To do this, we will increase Quest's international exchange partnerships and evaluate our current partnerships. We will also continue to encourage the development of international field courses. For both, we will work to provide financial support so that these programs are more accessible to all our students. Our goal is to give every Quest student the opportunity to participate in an international program, whether via exchange or a Quest course.

Exchanges and international field courses are unique opportunities for students, but they should not have to leave campus to receive an international education. As we develop student exchange programs with partner universities, we will also continue to develop faculty exchanges that both allow Quest faculty to develop increased international perspectives and bring international scholars from our partner universities to Squamish. Of course, we will also continue to invite international scholars to campus through our visiting faculty program.

3.3 Improve our Experiential Learning Program and enhance career development for Quest students

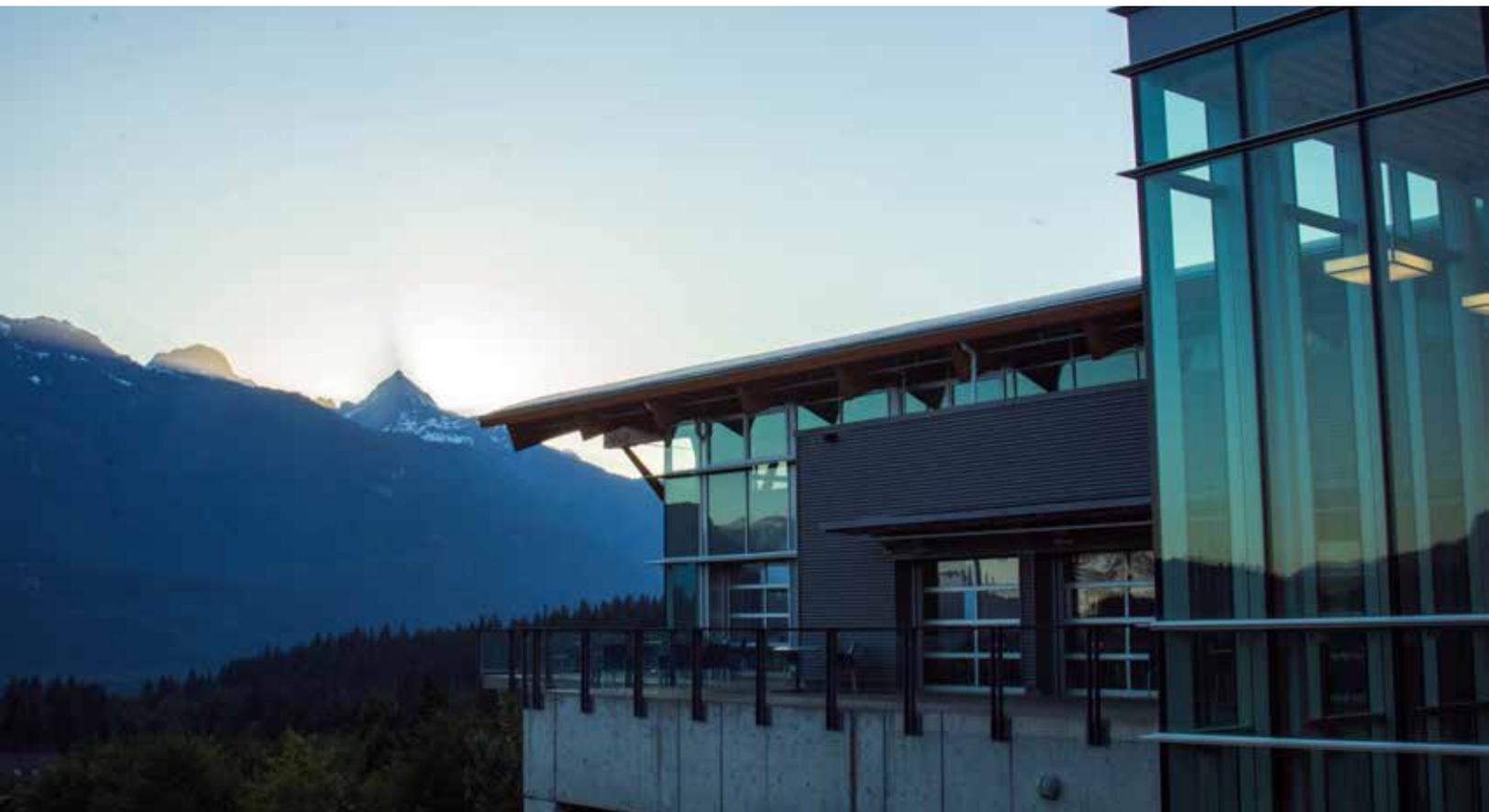
Experiential Learning is one of the core components of a Quest education – it provides an opportunity for students to link their liberal education and Question projects to career or volunteer experience. Quest students already take part in amazing Experiential Learning Blocks, and we want to make sure every student has access to such opportunities, whether in Squamish, in Canada, or abroad. To enable this, we will create a position for a dedicated Experiential Learning and Career Development Coordinator who will integrate the curricular and co-curricular aspects of career development and be responsible for developing connections with local and international businesses and NGOs, exploring the possibility of formal programs such as co-ops, and working with faculty to develop plans for engaging, rigorous Experiential Learning plans that build students' academic and career skills.

Quest graduates leave the university equipped to be leaders in their chosen fields, and the Experiential Learning and Career Development Coordinator will also be responsible for forging relationships with employers who want our graduates. This will include bringing employers to campus for career fairs, connecting Quest students with internship and training programs beyond Experiential Learning, organizing events for Quest alumni to share experience and connections with current students, and providing Quest students with guidance and support in finding careers after they leave the university.

3.4 Make Quest a hub of innovation, inquiry, and service in Squamish

Quest has the good fortune of undergoing its institutional development at the same time as the community of Squamish is rapidly growing and transforming. As Squamish's only university and one of its largest employers, Quest is ideally positioned to contribute to developing Squamish's new identity. Quest students, faculty, and staff are enthusiastic and have a wide range of expertise. Like all growing communities, Squamish faces challenges, and Quest can offer support and insight as we face those challenges along with the rest of the community.

To do this, we will increase our presence in downtown Squamish; work to increase Quest student, faculty, and staff collaborations with local government, business, and organizations; develop more events tailored to community interests; and provide a centralized hub for university-town cooperation. This will require Quest to interface more effectively with the community, through internal coordination that effectively receives and directs inquiries and stewards relationships with our local partners. As we move into our second decade, we will work to make Quest a central part of Squamish's identity in a way that enhances both the university and the wider community.



Priority 4: Embody good governance

The model put in place by our founders supports our mission of excellence and innovation in undergraduate education. Over the next five years, we will focus on governance that helps ensure our success. Respect, inclusivity, transparency and resilience will guide our decision-making as we look after our workplace and community. We will implement clear policies and procedures, organizational structures, and employment standards for work-life balance, and continually improve communication among staff, faculty, students and leadership. Through good governance, we will ensure proper stewardship of our campus as a place to learn, work, live and play.

4.1 Ensure transparent policies and practices at all levels of university governance

Now in our second decade, we are moving from being a start-up university to a stable, enduring institution. This presents the challenge and opportunity of revising policies and governing structures. In a higher-ed environment in which board and administrative decisions are increasingly held up to scrutiny by students, faculty, and the public, it is imperative that governance be transparent, just, and responsive to the university community.

Quest's governing bodies, including its Board of Governors, Executive Committee, and Academic Council, must continue to develop policies and practices requiring transparency and openness. This includes publicly announcing meeting times and publishing agendas and minutes, and liaising with important stakeholders within the university, including students, faculty, and staff. University and Academic Council committees should have clearly available memberships and mandates, and likewise publish schedules of meetings, agendas, and minutes.

The university must also continue to develop policies suitable to a small, maturing institution. Most crucially, a university-wide conflict of interest policy containing clear guidelines for identifying and resolving conflicts of interest and appearance of bias will be developed. Quest must also work to develop transparent and responsive policies governing areas such as risk management. New and existing policies will be made as easily accessible as possible, including by being posted on the university's main website, rather than only through the university Portal. Quest must also develop a structure for periodic institutional review, including review of the degree program by the Academic Council, to ensure that the university's practices continue to serve its mission and values.

4.2 Empower faculty and staff

Quest's success rests on the work, passion, and creativity of its faculty and staff. We will empower faculty and staff by developing clearer standards on decision-making and better delegating decision-making power. We are also developing a more transparent budgeting process, making more budget information available to managers, and giving budget managers greater authority over implementing their areas' budgets. Faculty and staff will also have increased involvement in Board decisions, including being represented on relevant Board committees.

Empowering faculty and staff will also require improving work-life balance and ensuring equitable, competitive pay. Our Human Resources department will work with each area of the university to ensure that individual responsibilities are clearly defined, that areas have adequate resources to meet their responsibilities, and that staff and faculty receive adequate performance review and feedback. We will also continue to develop a clear pay scale based on experience and responsibility and ensure that all faculty and staff are paid in accordance with the scale. Additionally, the university will undertake a survey of comparable institutions as a starting point for making Quest's pay more competitive. These measures will help increase faculty and staff retention.

4.3 Empower students

Along with faculty and staff, students are Quest's greatest resource, and 21st-century students increasingly expect to be heard and involved in university decisions. Quest's Board of Governors has recently appointed a student liaison, and the Academic Council has likewise appointed a liaison to the Student Representative Council. These steps towards greater transparency and involvement will lead to deeper student connection. The Board and Academic Council will work to increase student involvement in relevant committees and to communicate clearly with the Student Representative Council and the wider student community.

Students at Quest will also benefit from enhanced academic and co-curricular advising, particularly in their first and second years. We will increase cooperation between Academics and Student Life in student advising, and develop better training and support for faculty advisors in order to ensure that all Quest students have access to high-quality advising.

Finally, we will work to facilitate student transfer into and out of the university. Quest has already reached a Block transfer agreement with Capilano University, and will continue to develop such agreements with other universities in British Columbia. For students transferring in, the Academic Council's Transfer Credit Committee will work with the Registrar's Office to make transfer requirements more visible and transparent, and will explore the possibility of allowing students to transfer into Quest with more than eight Blocks' worth of course credits (the current maximum).



Priority 5: Foster financial resilience

Financial strength and stability are the foundations of any successful strategic plan. Without them, our ability to deliver our innovative academic program will be compromised. Over the next five years, we will engender a sustainable financial model centered on independence and flexibility. This will mean increasing revenue, managing costs, growing our capital plan and creating stability in funding relationships and operations.

5.1 Responsibly steward the university's finances

To fulfil our priorities, the university must be on sound financial footing, both managing its debt and increasing revenue.

Though Quest maintains a strong debt-to-equity ratio, responsible fiscal management means that we must continue to target our budgets to available revenue, rather than relying on hoped-for growth. Increased spending must come after increased revenue, and not before. To manage this optimally, all areas of the university must prioritize budget requests, so that operations can be expanded gradually as revenue increases.

The university will also implement plans to increase revenue. First, we must focus on ensuring stable tuition revenue. As the university matures, we will prioritize dedicated funding for scholarships rather than relying primarily on tuition discounts. We will also continue to develop a comprehensive plan to increase ancillary revenues, decreasing allowance on tuition. This will require responsibly monetizing the university's assets, most importantly its land.

5.2 Build a culture of philanthropy at Quest

The university must strongly articulate its appeal and potential to donors. This will begin with the drafting of new Opportunities for Giving and Case for Support documents in 2018. These documents will articulate the university's mission, vision, and values, advertise the impact it already has, and highlight high-impact

opportunities for further donations. They will be updated regularly to reflect the university's developing needs, priorities, and successes. We will identify major donors, including corporations and foundations, whose values align with ours and persuasively present the case for supporting Quest. A dedicated development staff will identify and steward donors and donations, ensuring that donors are recognized for their generosity and funds are distributed properly.

We will also build a culture of philanthropy by inaugurating two annual giving campaigns, timed to coincide with convocation and graduation, that engage the Quest community and its benefactors. Other fundraising events will be timed to coincide with major events on campus, including Family Weekend and Admitted Students Weekend, in addition to Convocation and Graduation.

As of 2018, Quest for the first time has more alumni than currently enrolled students, and developing a culture of philanthropy among Quest alumni is a major goal. The university will coordinate with Quest's Alumni Association to ensure that all Quest alumni are kept engaged with and committed to the university. Alumni will be engaged in the university at a level that is much broader than requests for giving – we will also increase alumni involvement in areas such as recruitment, providing career advice and connections for current students, and keeping alumni connected to one another. The university aims to have an active, engaged Alumni Association that keeps all alumni connected in their post-Quest lives.





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