

## **INTRODUCTION**

This draft working paper summarizes the results of initial discussions involving committees addressing the University's Academic Plan and Strategic Enrollment Management Plan.

The discussions addressed the quality and character of the learning experience, including interaction with the faculty, opportunities for social and extracurricular activity, and the delivery of administrative services.

This summary describes the impact and scope of experience envisioned for the student, including *The Transformative Student Experience*, *The Philosophy of Service to Students*, *The Core Experience of Learning*, and *The Character of the Learning Experience*.

## **THE TRANSFORMATIVE STUDENT EXPERIENCE**

- For students, the university should be a transformative life-changing experience, an experience based on compassionate and inclusive values, one that includes celebratory milestones, joy and laughter; an experience that results in a collective sense of identity.
- The student experience begins before the student is present on the campus, and continues once the student has completed the academic program.
- Every student brings embodied knowledge, wisdom and experience, critical experiential, cultural and intellectual capital providing opportunities for the mentorship of others.
- Students are the manifestation of the intellectual and applied expertise, standards, and values of the university.
- Students are ambassadors who carry the standards, values, and expertise of the university into the wider community.
- The university experience should provide meaningful student engagement with the campus community, an appreciation for cultural aboriginal and ethnic diversity, and cross-cultural participation.
- There should be a sense of personal accomplishment, success, and pride, reflecting an education that each student is proud of.

- That experience should promote personal development, self management, physical health, sustained involvement, and the pursuit of lifelong interests.
- It should promote citizenship: self-advocacy, knowledge of rights, legal responsibilities, an interest in improving the world, and a sense of responsibility towards those less privileged.
- Students should be motivated to impact the workplace, graduate schools, and the wider university community.
- Student success will always instill pride beyond the university, with families, friends, and colleagues.

#### ***THE PHILOSOPHY OF SERVICE TO STUDENTS***

- There are two interdependent priorities:
  - to provide a high quality academic experience delivered by a qualified faculty.
  - to provide administrative and support services that orient and empower the student.
- Faculty members will continue to play a key role in academic recruitment, advising, and retention.
- There should an integration of all student services.
- Services should address adaptation to the university community; the need for housing; child care; social, recreational and health services; challenges arising from varying levels of independence, maturity and social adjustment; and students at risk.
- Support services and opportunities for extracurricular activity should meet or exceed all standards for universities.
- Students should experience a safe campus and an array of well-maintained and comfortable facilities.

- High priority should be given to the provision of financial support, scholarships and bursaries.

### ***THE CORE EXPERIENCE OF LEARNING***

- Programs should foster an understanding of the interdependence of all life forms and the environments they share.
- There should be programs that deal with the enduring questions of scholarship.
- There should be programs that address current and emerging social and scientific concerns.
- There should be programs that lead to professional and workforce training.
- Programs should develop a breadth of learning and awareness of global, national, and local issues.
- Programs should offer opportunities to develop an in-depth concentration in a topic or academic discipline.
- Programs should include some combination of abstract and applied problem solving, cross disciplinary problem solving, and experiential learning.
- Programs should promote opportunities for research and discovery and help develop a pattern of lifelong learning.
- Students should have exposure to, and confidence in, dealing with intellectual challenges.
- Students should develop an appreciation of intellectual diversity and engagement with scholarly peers.
- The student should challenge existing attitudes with independent critical thinking, participating in a culture of enquiry and open debate.
- Programs should enable the discovery and pursuit of a student's passionate interest.

**THE CHARACTER OF THE LEARNING EXPERIENCE**

- Students should have ready access to faculty and faculty mentoring.
- There should be pronounced access to faculty advisors in a student's initial year.
- Class sizes should ensure a lower than average student to faculty ratio.
- Program and administrative interfaces should enable progress through programs in a timely manner.
- Opportunities should be provided to achieve credits through community service.
- Students should benefit from on-campus academic conference experiences.
- There will be interdisciplinary teaching and learning between academic areas.
- There will be interdisciplinary activity between academic and service areas.
- There will be a continuum of learning from formal academic programs to extracurricular and social activities
- It should be possible to achieve cross disciplinary credits.
- Inter-institutional interfaces should optimize mobility of credits between higher education institutions.
- A university-wide standard grade point average system should be introduced.