

Development of Themes to Support Version 6 Document – Last Updated November 11, 2023 at 1:17 PM

StFX Strategic Plan Five Themes – Interpreted by M. Ngo on August 16, 2023

Academically Driven (AD)	Equity, Diversity, Inclusion, and Accessibility (EDIA)	Community (C) Community is outward facing	Responsive (R) Institutional and Operational Level	Sustainability (Fiscal) (S) Financial & Money
<ul style="list-style-type: none"> ▪ Rich learning experiences and opportunities. ▪ Promote intellectual and PD. ▪ Vibrant teaching / learning environments. ▪ Diverse forms of research, creativity, innovation, and knowledge mobilization. ▪ Culture of academic excellence. 	<ul style="list-style-type: none"> ▪ Embed practices related to equity, anti-racism, and accessibility in all aspects of university culture, curriculum, and experience. ▪ Reconciliation and decolonization. ▪ Uplifting Indigenous voices. ▪ Identifying, preventing, and removing barriers to accessibility for persons with disability ▪ Equal access within our living, learning, and working environment. 	<ul style="list-style-type: none"> ▪ Reciprocal relationships with partners. ▪ Indigenous, government, community, industry, and alumni. ▪ Promote new initiatives that nourish the advancement of all the communities to which we are connected. 	<ul style="list-style-type: none"> ▪ Pursuit of common goals. ▪ Working with graduates and alumni of all 3 programs (Undergrad, Grad, and Distance-Ed.). ▪ Working with partners. 	<ul style="list-style-type: none"> ▪ Enhance the social, cultural, environmental, and economic sustainability. ▪ Mental health and wellbeing ▪ Creating a campus where all students, Faculty, and staff can flourish.

NOTE: This version is based on Version 5 which was the return document from October 30, 2023

Development of the Themes:

- **OBJECTIVES** – The objectives are a work-in-progress. It is statements that support the themes of the supporting statements and larger body
- **SUPPORTING STATEMENTS** – I used the **RANKING** approach to support each s meanings; section Tags from Version 3 Document is used, in addition to individual tags from the original artifacts.

Significant versus Minor Statements:

- **SIGNIFICANT** – Any statements with dots attached to them will be placed to reinforce the objectives. They will have **YELLOW** if the dots appear separately within a statement.
- **MINOR** – Any statement that does not have dots attached that relate to the significant or objective.
- **ADDITIONAL TAG** – **PURPLE** tags will be used to indicate where the statement was sourced from within Version 3 of the preliminary model.

PHD COMPREHENSIVE PORTFOLIO VERSION – APRIL 7, 2024

This is a sample of the work as the original was 60 pages in length.

Any public knowledge items are still left available in this document.

Template Draft Design for Phase 2 – Last Updated September 21, 2023

Theme # :	INSERT THEME TITLE
Interpreted Objectives:	<ul style="list-style-type: none"> ▪ [Keep the original objectives from the heading]
We Value...	<p>[Instead of putting the point form strings in this box, we write a statement based on the strings so that we minimize the author’s statement in the string]</p> <p>Unless there are distinctively different values, I will attempt to stick with 1 or 2 value statements whenever possible.</p>
What “we” (Faculty and staff) said	<p>[Instead of putting the point form strings in this box, we write a statement based on the strings so that we minimize the author’s statement in the string]</p> <p>Unless the section has many strings, I will attempt to stay focused to no more than 3 or 4 strings whenever possible. That way, we can focus our attention. Themes with more “Y” will have higher priority than ones without or minimal. This is intended to support the section on “narrowing our focus”</p>
How it connects us to StFX Academic & Strat Plan	<p>This will require a re-examination by Dr. LMB or Jennifer in order to ensure my interpretations are correct.</p>
A prompt?	
Narrowing our focus about (new – what we need? Initiative) and/or existing (what can we do better)	

Main Heading: The Re-Invigoration of Existing Programs (Certificate, BEd, MEd, and PhD) By Engaging in Community Partnerships

StFX Academic Plan Proposed Actions Related to this Heading:

Goal #1: “Update existing academic programs by aligning appropriate resources; renewing or revising program offerings; engaging in ongoing review; and making programs accessible to more students” (p. 8).

- **1.3:** “Review existing degree structures with a goal to simplify degree requirements and/or regulations. If we provide students with more course choice, supported by an enhanced approach to academic advising, we will empower students to create degrees that will best meet their personal and professional aspirations. This approach acknowledges that well-informed students are capable of making decisions for themselves” (p. 9).
- **1.5:** “Recognizing the value of interdisciplinary and transdisciplinary learning and research, enact strategies that will encourage, develop, and improve the sustainability of interdisciplinary programs and collaborations” (p. 9)
- **1.6:** “Acknowledging the existing inequities in the quality of our built environment with respect to accessibility, pedagogical capacity, and functionality for research, ensure that campus space planning exercises prioritize access to sustainable and functional spaces for all members of our community” (p. 9)

Goal #2: “Develop new academic programs that will meet the evolving needs of students and that will increase overall enrolment” (p. 10).

- **2.1:** “Initiate an open call for ideas for new programs and credentials. Prioritize development of new credentials that will increase overall enrolment and meet the needs of diverse groups of learners” (p. 10).
- **2.3:** “Provide professional staff support for departments or groups that undertake new program development and/or extensive program renewal” (p. 10).
- **2.8:** “Put in place the necessary infrastructure and processes to support a year-round education model (e.g., create formal January and May intakes and a formal January term, explore the opportunities and the challenges of delivering specific types of courses – online, in-person, graduate, or undergraduate – throughout the year)” (p. 11).

Goal #3: “Take a systematic, equity-based approach to ensuring students develop strong academic foundations in specific, cross-disciplinary skills and knowledges” (p. 11)

- **3.1:** “Take an intentional and coordinated approach to ensuring that, by graduation, all undergraduate students are proficient in the following high priority learning areas and competencies, all of which are foundational to education and key to preparing our students both for careers and to be active, engaged members of their communities: Academic writing and communication skills; Understanding how systemic barriers to equity, diversity, inclusion, and accessibility limit us as a society and the ways in which we can respond to those barriers; [and] Understanding how to be judicious consumers of information, able to recognize and counter misinformation and disinformation” (p. 11).
- **3.4:** “Create Faculty development opportunities for instructors to explore the ways in which they can contribute to addressing these priority learning areas within their courses” (p. 12)

- **3.5:** “Engage the whole of the academic community in creating opportunities for students to explore these priority learning areas, both inside and outside the classroom (e.g., workshops, speakers, special events)” (p. 12).

Goal #5: “Ensure a StFX education is accessible and welcoming to more and different types of students” (p. 13)

Goal #6: “Prepare students to transition out of university by providing more opportunities for them to explore career and future education opportunities. This includes promoting opportunities for experiential education as a way for students to draw connections between the classroom, real world applications, and careers” (p. 14).

- **6.1:** “Support departments, programs, and/or faculties to implement strategies that help students make connections between their academic program and career paths. This may involve, for example, developing web resources, holding career fairs, expanding the current model of departmental non-credit seminars, and/or introducing additional co-op programs” (p. 14).
- **6.2:** “Encourage and support the StFX career centre to collaborate with departments and programs on developing events and resources that will help students explore professional opportunities” (p. 14).
- **6.8:** “Create a virtual hub for experiential education that gives students a single place to explore multiple curricular and co-curricular opportunities” (p. 15).
- **6.9:** “Implement strategies that will reduce barriers to participation in experiential learning opportunities for students from historically underrepresented populations” (p. 15).
- **6.10:** “Enable more students to participate in experiential learning opportunities by challenging academic policies and practices that currently limit participation (e.g., improving access to courses across the calendar year, and allowing more flexibility built into degree requirements for programs)” (p. 15)

Goal #7: “Support new and experienced Faculty members, teaching staff, lab instructors ... and skill instructors from all departments and programs in the ongoing renewal of their pedagogy and course curricula” (p. 15)

- **7.3:** “In cooperation with the Teaching and Learning Centre and the Faculty Development Committee, request Senate establish processes that guide and support Faculty to review new and existing courses to ensure they support StFX’s EDIA goals” (p. 16)
- **7.4:** “Offer a suite of teaching development opportunities around EDIA that respond to the variety of learning needs of Faculty members (e.g., introductory and advanced topics; delivered University-wide, at the department level, or one-to-one; online and in-person; shorter and longer time commitments)” (p. 16)

Goal #10: “Recognizing that StFX’s immersive nature is one of our greatest strengths and allows us the opportunity to extend learning across campus, foster a vibrant intellectual environment outside the classroom, in residence spaces, and off-campus” (p. 18).

- **10.1:** “Actively promote the value of participating in arts and cultural events and academic lectures by making intentional connections with academic courses and/or offering course incentives” (p. 18).
- **10.4:** “Create a strategy to expose students and Faculty members to land-based learning through engagement with local indigenous partners” (p. 19),
- **10.7:** “Encourage initiatives that extend informal learning opportunities outside of the classroom and into the local community” (p. 19).

Theme #1:	Service and Community Based (EDIA) Learning		Primary Focus(es): AD, C, EDIA	Secondary Focus(es): R
Objectives:	[Redacted]			
Faculty and Staff Values:	<ul style="list-style-type: none"> ○ [Redacted] (2Y, 10(1), C) (AD_T3). ○ [Redacted] (No Y or R, 10(2), C) (AD_T3). ○ [Redacted] (No Y or R, 1(5)) (AD_T7). 			
Significant Statements:	<p>[Redacted] (23Y, 1R, 10(1)) (AD_T3). INTERPRETER NOTE: [Redacted]</p> <ul style="list-style-type: none"> ▪ [Redacted] (1 Red). [Redacted] (14 Yellow) + [Redacted] (14Y, 1R, 11(1)) (R_T3). ▪ [Redacted] (3 Yellow) [Redacted] (2 Yellow) [Redacted] (1 Yellow) [Redacted] (6Y, 10(1), C) (AD_T10). ▪ [Redacted] (4Y, 10(1), C). (AD_T3). ▪ [Redacted] NOTE: https://www.xaverian.ca/articles/2018/10/12/mawiomi-on-campus-a-success [Redacted] (2Y, 1(2), C, R) (AD_T3). ▪ [Redacted] (1Y, 10(1)) (AD_T10). 			
Supporting Statements:	✓ [Redacted] (No Y or R, 10(1)) (AD_T10).			
Role(s):	Institution, Faculty / Staff and Students	Last Updated:	November 5, 2023 ADDED: EDIA to title to emphasize focus	
Researcher's Comments:	<p>[Redacted]</p> <p>Updated on Sept. 4, 2023</p> <p>[Redacted]</p>			

Theme #1:	Service and Community (EDIA) Based Learning – Interpreted Poster	Last Updated: November 5, 2023
Interpreted Objectives:	<p>[REDACTED]</p> <ul style="list-style-type: none"> [REDACTED] 	
What “we” (Faculty and staff) value?	[REDACTED]	
What “we” (Faculty and staff) said.	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
How it connects us to StFX Academic & Strat Plan	<p>ACADEMIC PLAN:</p> <p>Goal #1: “Update existing academic programs by aligning appropriate resources; renewing or revising program offerings; engaging in ongoing review; and making programs accessible to more students” (p. 8).</p> <p>Goal #2: “Develop new academic programs that will meet the evolving needs of students and that will increase overall enrolment” (p. 10).</p> <ul style="list-style-type: none"> 2.1: “Initiate an open call for ideas for new programs and credentials. Prioritize development of new credentials that will increase overall enrolment and meet the needs of diverse groups of learners” (p. 10). <p>Goal #3: “Take a systematic, equity-based approach to ensuring students develop strong academic foundations in specific, cross-disciplinary skills and knowledges” (p. 11)</p> <ul style="list-style-type: none"> 3.1: “Take an intentional and coordinated approach to ensuring that, by graduation, all undergraduate students are proficient in the following high priority learning areas and competencies, all of which are foundational to education and key to preparing our students both for careers and to be active, engaged members of their communities: Academic writing and communication skills; Understanding how systemic barriers to equity, diversity, inclusion, and accessibility limit us as a society and the ways in which we can respond to those barriers; [and] Understanding how to be judicious consumers of information, able to recognize and counter misinformation and disinformation” (p. 11). 3.5: “Engage the whole of the academic community in creating opportunities for students to explore these priority learning areas, both inside and outside the classroom (e.g., workshops, speakers, special events)” (p. 12). <p>Goal #6: “Prepare students to transition out of university by providing more opportunities for them to explore career and future education opportunities. This includes promoting opportunities for experiential education as a way for students to draw connections between the classroom, real world applications, and careers” (p. 14).</p> <ul style="list-style-type: none"> 6.1: “Support departments, programs, and/or faculties to implement strategies that help students make connections between their academic program and career paths. This may involve, for example, developing web resources, holding career fairs, expanding the current model of departmental non-credit seminars, and/or introducing additional co-op programs” (p. 14). <p>Goal #10: “Recognizing that StFX’s immersive nature is one of our greatest strengths and allows us the opportunity to extend learning across campus, foster a vibrant intellectual environment outside the classroom, in residence spaces, and off-campus” (p. 18).</p> <ul style="list-style-type: none"> 10.4: “Create a strategy to expose students and Faculty members to land-based learning through engagement with local indigenous partners” (p. 19), 10.7: “Encourage initiatives that extend informal learning opportunities outside of the classroom and into the local community” (p. 19). 	

	<p>STRATEGIC PLAN:</p> <table border="1"> <tr> <td data-bbox="258 103 424 272">Academically Driven</td> <td data-bbox="424 103 2569 272"> <p>“We will provide rich learning experiences and opportunities that promote intellectual and personal development. Cultivating a vibrant teaching and learning environment fueled by diverse forms of research and creative activity, innovation, and knowledge mobilization” (p. 12)</p> <p>“We will create a culture of academic excellence that parallels the needs of society” (p. 12)</p> </td> </tr> <tr> <td data-bbox="258 272 424 480">EDIA</td> <td data-bbox="424 272 2569 480"> <p>“We work proactively to embed practices related to equity, anti-racism, and accessibility in all aspects of our University culture, curriculum, and experience. As a community, we will honour and actively join in the journey of reconciliation and decolonization, including advancing the Truth and Reconciliation Commission Calls to Action. We are committed to uplifting Indigenous voices ... especially the Mi’kmaq on whose lands we are privileged to be located” (p. 12)</p> <p>“We understand that diverse backgrounds, cultures, and perspectives enrich our learning environment, and we are committed to identifying, preventing, and removing barriers to accessibility for persons with disabilities and individuals who experience barriers to equal access within our living, learning, and working environment” (p. 12)</p> </td> </tr> <tr> <td data-bbox="258 480 424 565">Community</td> <td data-bbox="424 480 2569 565"> <p>“By drawing on our values and traditions and continuing to cultivate reciprocal relationships with our partners—including Indigenous, government, community, industry, and alumni we will enhance our reach as an institution and both welcome and promote new initiatives that nourish the advancement of all the communities to which we are connected” (p. 13)</p> </td> </tr> <tr> <td data-bbox="258 565 424 630">Responsive</td> <td data-bbox="424 565 2569 630"> <p>“We commit to working with our partners to ensure we remain responsive, relevant, and accountable to our communities in pursuit of common goals” (p. 13)</p> </td> </tr> </table>	Academically Driven	<p>“We will provide rich learning experiences and opportunities that promote intellectual and personal development. Cultivating a vibrant teaching and learning environment fueled by diverse forms of research and creative activity, innovation, and knowledge mobilization” (p. 12)</p> <p>“We will create a culture of academic excellence that parallels the needs of society” (p. 12)</p>	EDIA	<p>“We work proactively to embed practices related to equity, anti-racism, and accessibility in all aspects of our University culture, curriculum, and experience. As a community, we will honour and actively join in the journey of reconciliation and decolonization, including advancing the Truth and Reconciliation Commission Calls to Action. We are committed to uplifting Indigenous voices ... especially the Mi’kmaq on whose lands we are privileged to be located” (p. 12)</p> <p>“We understand that diverse backgrounds, cultures, and perspectives enrich our learning environment, and we are committed to identifying, preventing, and removing barriers to accessibility for persons with disabilities and individuals who experience barriers to equal access within our living, learning, and working environment” (p. 12)</p>	Community	<p>“By drawing on our values and traditions and continuing to cultivate reciprocal relationships with our partners—including Indigenous, government, community, industry, and alumni we will enhance our reach as an institution and both welcome and promote new initiatives that nourish the advancement of all the communities to which we are connected” (p. 13)</p>	Responsive	<p>“We commit to working with our partners to ensure we remain responsive, relevant, and accountable to our communities in pursuit of common goals” (p. 13)</p>
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A prompt?	<p>[REDACTED]</p>								
Narrowing our Focus	<p>[REDACTED]</p>								
Additional Quotes for Consideration	<p>“We fill our teacher education students with theories and ideas about what students will be like and then send them to the field where they make their changes fit those notions. If we are serious about students learning about culture, we need to help them first become careful observers of culture, both in the communities in which they will teach and in themselves. Far too many prospective teachers believe that they are without culture. They assume their participation in the dominant culture makes them immune to culture” (Ladson-Billings, 2006, p. 109; see IDEO1.4)</p> <p>“Teacher educators need to structure experiences and activities so that our students can take a close look at their cultural systems and recognize them for what they are—learned behaviour that has been normalized and regulated. As they begin to recognize the culture underpinnings of their own beliefs, attitudes, and practices, they may become more open to the power of culture to shape the learning and experiences of the students they will teach” (Ladson-Billings, 2006, p. 109; see IDEO1.4)</p> <p>“It is increasingly important for teacher education to take more global dimensions. Although many of our campuses offer study-abroad possibilities, the demands of teacher education may thwart prospective teachers’ effort to participate in such programs. If, however, culture is going to be more seamlessly integrated into teacher education, then our students need a chance to see more of the world, and specifically schooling in other parts of the world” (Ladson-Billings, 2006, p. 109; see IDEO1.4)</p> <p>Intention to These Quotes:</p> <p>[REDACTED]</p>								

Theme #2:	Actioning Partnerships for Existing and Potential Concurrent Educational Offerings and Pathways		Primary Focus(es): AD	Secondary Focus(es): C, R
Objectives:	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>			
Faculty and Staff Values:	<ul style="list-style-type: none"> ○ [REDACTED] (8Y, 6(1), EDIA, C, R) (R_T3). ○ [REDACTED] ○ NOTE: Goal 2.8 of StFX Plan (1Y, 11(1) (AD_T5). ○ [REDACTED] (No Y or R, 1(5)) (AD_T7). 			
Significant Statements:	<ul style="list-style-type: none"> ▪ [REDACTED] (1 Red). [REDACTED] (14 Yellow) [REDACTED] (14Y, 1R, 11(1)) (R_T3). ▪ [REDACTED] (5 Yellow). [REDACTED] (2 Yellow) (7Y, 11(1), R). (R_T3). ▪ [REDACTED] (5Y, 9(2), R) (AD_T9). ▪ [REDACTED] (3Y, 4(1), R) (AD_T5). ▪ [REDACTED] (2Y, 1(1), R, C) (R_T3). ▪ [REDACTED] (1 Yellow) [REDACTED] (1Y, 12(2)) (AD_T6). 			
Supporting Statements:	<ul style="list-style-type: none"> ✓ [REDACTED] (AD_T5). 			
Role(s):	Institution and Faculty / Staff	Last Updated:	November 5, 2023	
Researcher's Comments:	<p>[REDACTED]</p> <p>[REDACTED]</p>			
Updated on Sept. 4, 2023				

Theme #2:	Actioning Partnerships for Existing and Potential Concurrent Educational Offerings and Pathways – Interpreted Poster	Last Updated: November 5, 2023
Interpreted Objectives:	[Redacted]	
What “we” (Faculty and staff) value?	[Redacted]	
What “we” (Faculty and staff) said.	[Redacted]	
How it connects us to StFX Academic & Strat Plan	<p>ACADEMIC PLAN:</p> <p>Goal #1: “Update existing academic programs by aligning appropriate resources; renewing or revising program offerings; engaging in ongoing review; and making programs accessible to more students” (p. 8).</p> <ul style="list-style-type: none"> ▪ 1.3: “Review existing degree structures with a goal to simplify degree requirements and/or regulations. If we provide students with more course choice, supported by an enhanced approach to academic advising, we will empower students to create degrees that will best meet their personal and professional aspirations. This approach acknowledges that well-informed students are capable of making decisions for themselves” (p. 9). ▪ 1.5: “Recognizing the value of interdisciplinary and transdisciplinary learning and research, enact strategies that will encourage, develop, and improve the sustainability of interdisciplinary programs and collaborations” (p. 9) <p>Goal #2: “Develop new academic programs that will meet the evolving needs of students and that will increase overall enrolment” (p. 10).</p> <ul style="list-style-type: none"> ▪ 2.1: “Initiate an open call for ideas for new programs and credentials. Prioritize development of new credentials that will increase overall enrolment and meet the needs of diverse groups of learners” (p. 10). ▪ 2.3: “Provide professional staff support for departments or groups that undertake new program development and/or extensive program renewal” (p. 10). <p>Goal #6: “Prepare students to transition out of university by providing more opportunities for them to explore career and future education opportunities. This includes promoting opportunities for experiential education as a way for students to draw connections between the classroom, real world applications, and careers” (p. 14).</p> <ul style="list-style-type: none"> ▪ 6.1: “Support departments, programs, and/or faculties to implement strategies that help students make connections between their academic program and career paths. This may involve, for example, developing web resources, holding career fairs, expanding the current model of departmental non-credit seminars, and/or introducing additional co-op programs” (p. 14). ▪ 6.2: “Encourage and support the StFX career centre to collaborate with departments and programs on developing events and resources that will help students explore professional opportunities” (p. 14). 	

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Responsive	<p>“We commit to working with our partners to ensure we remain responsive, relevant, and accountable to our communities in pursuit of common goals” (p. 13)</p>						
A prompt?	<p>[Redacted]</p>						
Narrowing our Focus	<p>[Redacted]</p>						

Theme #3:	Engaging Existing Governmental Partnerships to Enhance Learning, Schooling and Research Practices		Primary Focus(es): C, AD	Secondary Focus(es): R
Objectives:	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>			
Faculty and Staff Values:	<ul style="list-style-type: none"> ○ [REDACTED] (4 Yellow) [REDACTED] (1 Yellow) (5Y, 9(1), C) (AD_T8). ○ [REDACTED] (2 Yellow), [REDACTED] (1 Yellow), [REDACTED] (1 Yellow) (4Y, 9(1), C) (AD_T8). 			
Significant Statements:	<ul style="list-style-type: none"> ▪ [REDACTED] (6Y, 9(1), C) (AD_T8). ▪ [REDACTED] (3Y, 9(1), C) (AD_T8). ▪ [REDACTED] (3Y, 1(2) (AD_T9), [REDACTED] ▪ [REDACTED] research (2Y, 9(1), C) (AD_T8). ▪ [REDACTED] (2Y, 12(1), C) (AD_T8). ▪ [REDACTED] (1Y, 9(1),C) (AD_T8). 			
Supporting Statements:	<ul style="list-style-type: none"> ✓ [REDACTED] (No Y or R, 12(3)) (AD_T8). ✓ [REDACTED] (No Y or R, 9(1)) (EDIA_T2). 			
Role(s):	Institution and Faculty / Staff	Last Updated:	November 5, 2023 ADDED: [REDACTED]	
Researcher's Comments: Updated on Sept. 4, 2023	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>			

Theme #3:	Engaging Existing Governmental Partnerships to Enhance Learning, Schooling and Research Practices – Interpreted Poster		Last Updated: November 5, 2023						
Interpreted Objectives:	[Redacted]								
What “we” (Faculty and staff) value?	[Redacted]								
What “we” (Faculty and staff) said.	[Redacted]								
How it connects us to StFX Academic & Strat Plan	<p>ACADEMIC PLAN:</p> <p>NOTE (Sept. 23) – [Redacted]</p> <p>Goal #3: “Take a systematic, equity-based approach to ensuring students develop strong academic foundations in specific, cross-disciplinary skills and knowledges” (p. 11)</p> <ul style="list-style-type: none"> 3.5: “Engage the whole of the academic community in creating opportunities for students to explore these priority learning areas, both inside and outside the classroom (e.g., workshops, speakers, special events)” (p. 12). <p>Goal #10: “Recognizing that StFX’s immersive nature is one of our greatest strengths and allows us the opportunity to extend learning across campus, foster a vibrant intellectual environment outside the classroom, in residence spaces, and off-campus” (p. 18).</p> <ul style="list-style-type: none"> 10.7: “Encourage initiatives that extend informal learning opportunities outside of the classroom and into the local community” (p. 19). <p>STRATEGIC PLAN:</p> <table border="1" data-bbox="263 1166 2591 1463"> <tr> <td data-bbox="263 1166 424 1312">Academically Driven</td> <td data-bbox="424 1166 2591 1312"> <p>“We will provide rich learning experiences and opportunities that promote intellectual and personal development. Cultivating a vibrant teaching and learning environment fueled by diverse forms of research and creative activity, innovation, and knowledge mobilization” (p. 12)</p> <p>“We will create a culture of academic excellence that parallels the needs of society” (p. 12)</p> </td> </tr> <tr> <td data-bbox="263 1312 424 1401">Community</td> <td data-bbox="424 1312 2591 1401"> <p>“By drawing on our values and traditions and continuing to cultivate reciprocal relationships with our partners—including Indigenous, government, community, industry, and alumni we will enhance our reach as an institution and both welcome and promote new initiatives that nourish the advancement of all the communities to which we are connected” (p. 13)</p> </td> </tr> <tr> <td data-bbox="263 1401 424 1463">Responsive</td> <td data-bbox="424 1401 2591 1463"> <p>“We commit to working with our partners to ensure we remain responsive, relevant, and accountable to our communities in pursuit of common goals” (p. 13)</p> </td> </tr> </table>			Academically Driven	<p>“We will provide rich learning experiences and opportunities that promote intellectual and personal development. Cultivating a vibrant teaching and learning environment fueled by diverse forms of research and creative activity, innovation, and knowledge mobilization” (p. 12)</p> <p>“We will create a culture of academic excellence that parallels the needs of society” (p. 12)</p>	Community	<p>“By drawing on our values and traditions and continuing to cultivate reciprocal relationships with our partners—including Indigenous, government, community, industry, and alumni we will enhance our reach as an institution and both welcome and promote new initiatives that nourish the advancement of all the communities to which we are connected” (p. 13)</p>	Responsive	<p>“We commit to working with our partners to ensure we remain responsive, relevant, and accountable to our communities in pursuit of common goals” (p. 13)</p>
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A prompt?	[REDACTED]
Narrowing our Focus	[REDACTED] [REDACTED]
Additional Quotes for Consideration	<p>“We envisage that the effective model of peace education celebrates diversity and difference. It acknowledges that all the factors bring with them distinctive ways of being and ways of resolving conflict” (Turay & English, p. 292; SEE PEACE EDUCATION ARTICLE)</p> <p>“In a community development context, for instance, the educators and animators will actually focus on their problems in their particular context” (Turay & English, p. 292; SEE PEACE EDUCATION ARTICLE)</p> <p>“If there is a conflict in a community, such as having just a single water tap, doing peace education with that group would mean facilitating a process whereby the actual community members would name the problem, analyze the root causes ... view the issue from a variety of perspectives ... strategize options for dealing with root causes, and only then move to solutions” (Turay & English, 2008, p. 294; SEE PEACE EDUCATION ARTICLE)</p> <p>“The stress in this peace model is on the process and the direct involvement of stakeholders. Outsiders or experts are a last resort in resolving the conflict” (Turay & English, 2008, p. 294; SEE PEACE EDUCATION ARTICLE)</p> <p>Intention to These Quotes: [REDACTED]</p>