Student Affairs

Draft

Enter with Curiosity; Leave with Confidence

2022 – 2027



Hay ch qu’ sii’em siye’yu mukw mustimuxw

(Thank you respected ones of this place)

The Vancouver Island University community acknowledges and thanks the Snuneymuxw, Quw’utsun, Tla’Amin, Snaw-naw-as and Qualicum First Nation on whose traditional lands we teach, learn, research, live, and share knowledge.

Vancouver Island University’s Strategic Plan: [*People, Place, Potential*](https://gov.viu.ca/strategic-planning/plan) sets out six commitments for the University to pursue between 2021 – 2026. The strategic plan will be achieved through six foundation plans including the Academic Plan; the Scholarship, Research, and Creative Activity Plan; the Student Affairs Plan; the Operations Plan; the Community Engagement Plan; and the People Plan. Each of the foundation plans outlines the priority areas for divisions and details goals, objectives and strategies to achieve them.

A message from Irlanda Gonzalez-Price, Associate Vice-President, Student Affairs

This document outlines the draft goals, objectives, and strategies for the Student Affairs Foundation Plan 2022-2027; Enter with Curiosity, Leave with Confidence.

The Division of Student Affairs is committed to providing inclusive and responsive student supports that facilitate and enhance student learning and student success. This commitment is outlined in the Student Affairs Foundation Plan with five overarching goals, and clear strategies and objectives that will drive Student Affairs’ priorities over the next five years. We aim to continuously measure and reflect on our progress to improve on and enhance the services that we already offer.

You will notice that in the objectives and strategies outlined below, we intentionally use language that speaks directly to students and their families. We believe that by choosing plain language, students will be drawn to the plan and see themselves reflected in it. To further enhance understanding of the language, an Appendix defining key terminology is found at the end of the document.

An Appreciative Inquiry approach was taken to develop the draft goals, objectives, and strategies. The use of Appreciative Inquiry allowed students, community members, and employees to share their experiences and narrative with us. Throughout this plan, we aim to honour these stories, and we hope the consultation process gives students, employees, and the community the space to share and be heard. In addition to consulting with the VIU Community, we used several recent student surveys to inform our plan. These surveys include: the VIU Student Success Survey, the Canadian Graduate and Professional Student Survey and the BC Post-Secondary Student Survey on Sexual Violence (a survey conducted by the Province of B.C. to better understand how post-secondary students see and perceive the ways sexual violence is handled at their school, and about their insights into accessing information and resources). The information from these surveys was incredibly valuable in shaping the draft strategies of the Foundation Plan.

Sincerely,

(signature)

**Irlanda Gonzalez-Price**

Associate Vice-President, Student Affairs

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# STUDENT AFFAIRS: WHO WE ARE

In Student Affairs at Vancouver Island University, we do not see our interaction with students as simply transactional, but rather as teaching and learning opportunities that occur outside of the classroom.  Every interaction that is had with students provides the opportunity for learning and teaching to happen. Student Affairs professionals teach and model for students how to navigate systems, form positive relationships, manage crisis and conflict, develop leadership skills and many other elements that enhance the entire student experience.  With this philosophy in mind, the name Enter with Curiosity; Leave with Confidence was chosen as the name of the plan.  Our intention and hope is that when students leave every interaction with Student Affairs, they leave with increased knowledge and confidence.

Student Affairs at Vancouver Island University plays a critical role in supporting student success by providing wrap-around supports for you as learners so that you can flourish.

Student Affairs consists of:  

* **Accessibility Services**
  + Information, support and accommodation services for students with documented disabilities
  + Resources for faculty
* **Assessment and Exam Invigilation Services**
  + Accommodated Exams
  + External Contract Exams
* **Athletics and Recreation**
  + Varsity Mariners Athletics
    - Women’s and Men's Basketball, Volleyball and Soccer
  + Mariners Club Sports
  + Indoor and Outdoor Recreation (e.g., intramurals, classes, outdoor excursions)
  + CampVIU
* **Centre for Experiential Learning**
  + Office of Co-Curricular Engagement and Learning
    - RockVIU, Student Leadership Circle, Co-Curricular Record, Vancouver Island Leadership Conference, Fun@VIU, Co-curricular Involvement App, CCR Talks, Student Hub Space
  + Peer-Supported Learning
  + Career Studio
  + Work-Integrated Learning (WIL)
    - Internships and Co-operative education
* **Conduct and Care**
  + Early Alert
  + Risk and Threat Assessment Team
  + CARE Team
  + Conduct and Academic Appeals
* **Financial Aid and Awards**
  + Adult Upgrading Grant (AUG)
  + Accessibility Grants
  + Canada Learning Bond Program (CLB)
  + On Campus Student Employment
  + Scholarships, Awards and Bursaries
  + Student Loans and Grants
  + Tuition Waiver Program
* **Health and Wellness Centre**
  + Counselling
  + Nurse Practitioner led Primary Care Clinic
  + THRIVE
  + Peer Wellness Leaders
  + Mental Health Strategist
* **Off-Campus Housing** (pilot)
  + Domestic and International student support
  + Housing Education and Resources
* **Sexual Misconduct Support and Education**
  + Sexual Violence Training, Education and Prevention committee (STEP)
  + Sexual Violence Support Team

# CONSULTATION, ENGAGEMENT, and DEVELOPMENT PROCESS

Vancouver Island University has engaged in integrated planning for a number of years and as a part of this planning has engaged specific divisions to develop strategic plans in alignment with the University's Strategic Plan.

The last strategic plan for Student Affairs, the Student Affairs Strategic Framework, was completed in 2018 as an outcome of the early Academic Plans (2011, 2016). In 2019, VIU welcomed our new President, Dr. Deborah Saucier, and work started on a Strategic Plan. Once VIU's Strategic Plan was approved by VIU's Board of Governors, we began to work on the Foundational Plan for Student Affairs, 2022-2027. Much change has occurred since 2018, and it was important to reflect on our strengths, identify which areas to improve and enhance, and review the Fall 2021 Student Success Survey in order to hear from our students directly.

Student Affairs has many important partners across the University and to honour those partnerships and relationships, extensive engagement was critical for the development of this Plan.

The consultation was conducted using several different approaches. Specifically:

* A series of virtual World Cafés and conversations with the Associate Vice-President, Student Affairs
* Online survey
* Ethelo online platform
* Feedback submitted via email directly to Student Affairs
* Individual consultation meetings with:
  + Student Affairs departments
  + Office of Indigenous Education and Engagement (OIEE)
  + Services for Aboriginal Students (SAS)
  + Vancouver Island University Students’ Union (VIUSU)

In addition, presentations of the Plan were made to both Provost Council and the President’s Council where both verbal and written feedback were provided.

We reached over 400 participants via the Ethelo online platform, and 96 VIU community members participated on some level (answered a question or made a comment), with 67 participants answering at least one question. Over 40 VIU community members joined a World Café conversation, and 25 additional students submitted feedback via the online survey or via email. With the addition of several individual consultation meetings, we reached over 500 VIU community members to gather feedback and insight on the Student Affairs Foundation Plan.

The Student Affairs Foundation Plan Advisory Council was comprised of 13 VIU Employees, one undergraduate student and one representative from the VIU Students’ Union. The Council met weekly from March, 2022 until October, 2022 to give feedback and thoughts on the consultation process, to determine the draft Goal statements based on the survey data gathered, to identify edits and direction, and review the draft plan for final feedback. As mentioned above, the surveys that were used to form the direction of the Plan were the VIU Student Success Survey, the Canadian Graduate and Professional Student Survey and the BC Post-Secondary Student Survey on Sexual Violence (a survey conducted by the Province of B.C. to better understand how post-secondary students see and perceive the ways sexual violence is handled at their school, and about their insights into accessing information and resources).

# CONNECTION TO VIU’S STRATEGIC PLAN

The Student Affairs Foundation Plan embraces the three key values identified in *VIU’s Strategic Plan: People, Place Potential*: understanding, connection and commitment, and supports the four themes and six commitments identified in *VIU’s Strategic Plan: People, Place, Potential* (Figure 1). This Foundation Plan identifies five goals that we aim to continuously work-towards as part of VIU’s Institutional commitment to “build transformational learning experiences for our learners and our communities alike” (VIU’s Strategic Plan, page 3). It is a part of the six Foundation Plans that make up a collaborative approach to achieve this. The Student Affairs Foundation Plan The Office of Student Affairs will monitor our progress and success, and will report back to the VIU Community.

Diagram

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***Figure 1: Connection to VIU’s Strategic Plan***

# GOALS, OBJECTIVES, STRATEGIES

| Goal 1: Enhance Student Well-being | |
| --- | --- |
| We will refine and improve services that promote and foster personal health, resilience and belonging to enhance your well-being. | |
| **VIU STRATEGIC PLAN COMMITMENTS** | **VIU STRATEGIC PLAN THEMES** |
| * 1. **Welcome a larger and more diverse population of learners**   2. **Become a more inclusive and healthier place for work and study**       1. **Build stronger partnerships with Indigenous communities** | **Advance VIU’s Indigenous commitments;**  **Deepen equity, diversity and inclusion;**  **Support the United Nations Sustainable Development Goals** |
| **Objectives** | **Strategies** |
| 1.1 Continue to build a culture of support by enhancing knowledge, skills and competencies among VIU employees and you, the students. | * A Safer Campus training program will be developed and led by Student Affairs with input from you (the students), Faculties/Departments and partners such as VIUSU, the Office of Indigenous Education and Engagement, Services for Aboriginal Students and International Education by January 2023. The launch of a Safe Campus training program will take place by December 2023. * Every employee in Student Affairs will take part in Positive Space Alliance training by the end of 2023 to better serve you. * Every employee in Student Affairs will be trained in Trauma-Informed approaches by January 2024 to better serve you. * Work with Faculty to better understand their needs to increase support for you in the classroom. |
| 1.2 Enhance collaborative, collegial and psychologically safe supports for you when conflict arises. | * Create a Dispute Resolution and Mediation team during the Academic Year 2023-2024. * Establish a VIU community of practice regarding alternative dispute resolution. * Pilot the creation of the Dispute Resolution and Mediation team by 2024 and inform the VIU community of options. * Create workshops on Dispute Resolution, Having Difficult Conversations, and other important conflict-related topics by 2025 in order to train employees. |
| 1.3 Engage and lead institutional-wide conversations about student mental health. | * Explore and discuss student well-being from a systems perspective; examine current VIU systems that may be impacting student mental health. * Create a report of findings, identify recommendations and a plan to alleviate the barriers within our own VIU systems. |
| 1.4 Continue to offer a comprehensive approach to mental well-being. | * Leverage grant monies to offer suicide prevention programming in areas of prevention and intervention by spring 2023. * In collaboration with the Office of Indigenous Education and Engagement Services for Aboriginal Students, and International Education, enhance the peer mentorship/peer-to-peer support and connection/advocacy programs where new or early program students are given the opportunity to hear from established students who promote program/course/institutional quality in addition to wellness (Wellness Peers, Community Cousins, etc.) *(Strategic Retention Model, 16, page 14).* * Collaborate with VIU Student Residence and the Community Leader program to further enhance supports and training for students living in Residence. * Further integrate provincial mental health services into the suite of well-being supports offered to you. * A comprehensive list of online resources to support your well-being will be created and made easily accessible to you by April 2023. |
| 1.5 Using a Trauma-Informed Approach, enhance sexual violence supports and educational awareness opportunities for you. | * Develop and implement a process that makes clear how VIU service areas work together in a trauma-informed approach to support both the survivor and respondent when a disclosure or report is made. * Build a roster of support persons, and develop comprehensive training for support persons. * Develop materials that aid the support person, survivor, and respondent throughout the process. * Develop an online reporting tool by Summer 2023. * Create an awareness campaign to educate the VIU community on the resources available in support of sexual violence by Fall 2023. * Create a Sexualized Violence Office to be  staffed with a full-time coordinator by 2024. * Update the Sexual Violence policy as per provincial government guidelines while reflecting the user experience and current landscape (e.g. terminology). * Create trauma-informed spaces for survivors by Fall 2024. * Continue to collaborate with partners such as BC Campus to enhance Safer Campuses for Everyone Training. * In partnership with [Possibility Seeds](https://www.couragetoact.ca/about#:~:text=About%20POSSIBILITY%20SEEDS,the%20impact%20of%20our%20work.) in the Courage to Act National two-year Initiative, utilize the tools, resources and strategies developed “to take action on gender-based violence on post-secondary campuses” *(Courage to Act/Possibility Seeds),* specifically how it relates to partners and students involved in experiential learning opportunities. |
| 1.6 Continue to enhance your connection to campus, your connection to services and resources, inspire school spirit and help you build a sense of belonging. | * Enhance your connection with Peers through orientation (ROCKVIU), Peer-Supported Learning Fireside chats and other orientation and co-curricular events. * Enhance events that promote connection and inclusion for Indigenous students and International students. * Increase access to resources through the Involvement app that allows for connection to services and supports. * Expand and improve student welcoming and onboarding activities by partnering with areas such as Graduate Studies, Residence, VIUSU, Services for Aboriginal Students, Enrolment Services, the Office of Indigenous Education and Engagement, and International Education to create communities of practice early in the student learning journey. * Continue to collaborate with regional campuses to create a sense of belonging and connection to the VIU community. * Identify current gaps to maintain and enhance current service delivery. * By 2025, the Co-curricular record designation will be an official VIU document. * Enhance staff areas utilizing the Co-curricular Involvement App to connect you to others. * Establish a framework to guide VIU’s decision-making for recreation and athletics that meets the growing need for programming and space while supporting the institutions’ commitment to student well-being. * To further elevate VIU’s national presence, continue to Partner with Canadian Collegiate Athletic Association (CCAA) and serve as a preferred site for National Championships. * Provide Mariners student-athletes with the opportunity to compete at the highest level by actively pursuing membership in U SPORTS. |
| 1.7 Provide peer support opportunities, such as supplemental instruction or peer mentoring, in identified first and second-year gatekeeper courses to facilitate your transition and enhance your first-year experience *(Strategic Retention Model, 1, page 13*). | * Collaborate with Services for Aboriginal Students and all other services in Shq’apthut to further support you. * Connect with faculty to promote the benefit of the Peer-Supported Learning (PSL) program and maintain partnerships. * Focus on first year Math, English and Accounting courses to support your progression as a student and reduce barriers. * Explore how Peer-Supported Learning leaders can be further utilized to help first-year learners. * Collaborate with Services for Aboriginal Students and the Office of Indigenous Education and Engagement (OIEE) programs such as Community Cousins, and Educational Navigators to enhance the opportunities to ensure our Indigenous students have the opportunity to actively participate. * Create/develop and offer general Peer-Supported Learning sessions available to you (all students). * Create a Leadership Institute for Student leaders by Fall 2024. |
| 1.8 Expand current awards available to you, increase awareness of funding/awards, and improve the ways in which monies are received, as efficiently as possible. | * Provide online tutorials, webinars, workshops and events to inform you of available resources and how to access them. Provide this information to regional districts and support contacts/groups as well. * Collaborate with the Office of Indigenous Education and Engagement Student Navigators and the Services for Aboriginal Students team to provide further outreach and resources. * Utilize the Canada Learning Bond (CLB) team and grant funding to further support, inform and connect with you to share awareness. Connect with other key contacts and support groups as well, such as regional districts, Ministry of Children and Family Development, Indigenous organizations, Literacy Nanaimo and Multicultural Society. * Hire and train Canada Learning Bond (CLB) champions (students) to assist in informing the public at specific events assigned to them. CLB champions will document any feedback from their experience to assist in further growing the Financial Aid and Canada Learning Bond outreach initiatives in regards to financial aid resources. * Improve internal processes in the Financial Aid and Awards Department to enhance service. For example, investigate e-transfer (alternative methods of payment) to increase efficiency and access. * Explore current award offerings and new awards that support strategic enrollment management (SEM). * Enhance community outreach (connect with Indigenous community partners, internal VIU community and regional community partners) for information sharing. |
| 1.9 Increase awareness of the CARE (Collaborative Assessment, Referral and Education Team) and the Risk and Threat Assessment Team. | * Increase faculty awareness of Early Alert and CARE to promote a culture of proactive holistic student support. * Review the Terms of Reference and committee membership for CARE. Add the Office of Indigenous Education and Engagement Student Navigator and an Educational Advisor. |
| Goal 2: Increase Student Access | |
| Informed by the United Nations Sustainable Development Goals (SDG) and community-identified needs, we will:   * Provide a safe, welcoming, inclusive and culturally respectful service where you can explore relationships, supports and tools that enrich your learning experience. * Continually work to identify and remove all types of barriers and opportunity gaps to ensure you have equal opportunity to access and benefit from VIU services and programming. | |
| **VIU STRATEGIC PLAN COMMITMENTS** | **VIU STRATEGIC PLAN THEMES** |
| * 1. **Welcome a larger and more diverse population of learners**   2. **Become a more inclusive and healthier place for work and study**   **4 Build stronger partnerships with Indigenous communities**   * + 1. **Become a leader in learning for new generations** | **Advance VIU’s Indigenous commitments;**  **Deepen equity, diversity and inclusion;**  **Support the United Nations Sustainable Development Goals** |
| **Objectives** | **Strategies** |
| 2.1 Build awareness about the scope of Student Affairs offerings and improve the navigation of services. | * Develop a committee dedicated to improving awareness of Student Affairs offerings by Spring 2023. * Create and implement a directed Marketing Campaign in partnership with various key stakeholders at VIU to increase awareness about Student Affairs services by Fall 2023 focused on those of you who are Undergraduate students. * Create and implement a directed Marketing Campaign in partnership with various key stakeholders at VIU to increase awareness about Student Affairs services by Fall 2023 focused on those of you who are Graduate students. * Collaborate with the Office of Indigenous Education and Engagement and Services for Aboriginal Students to ensure that services are coordinated to provide the best support for all learners. * Collaborate with International Education to ensure that services are coordinated to provide the best support for all learners. * Enhance the use of the Student Involvement App to engage you in meaningful connections. * Engage in ongoing website audits to ensure up-to-date content and meaningful information, and collaborate with Brand and Marketing to ensure our websites are accessible for you. * Ask you for feedback on how you became aware of Student Affairs offerings, and enhance those communication channels where needed. * Create and distribute an annual Student Affairs report for the VIU Community by Fall 2023. * Explore the use and expansion of technology (Orbis platform) to increase access to services. * In collaboration with the VIU Library, explore ways to offer Student Affairs services in a co-location that is physically central to the VIU student-experience. |
| 2.2 Advocate for a universal approach to learning. | * Work with CIEL to explore the expansion of technology that can support all learners at VIU. Two examples, Kurzweil (text to speech software) and Read&Write (literacy support tool). * Migrate accessible software from an approved (by Accessibility Services staff) single user model to a self-enrolment/management model. * Continue to participate as a member of VIU’s Universal Access Committee by providing advice through a student-focused-lens. |
| 2.3 Enhance and co-create pathway programs that clearly identify the ways to access education and transition to careers. | * Collaborate with Academic and Career Preparation and other VIU faculty areas to enhance existing pathways and co-create new ones. * Connect the Career Studio to the learners in the Pathway programs to prepare you for transition to work. * Collaborate with the Office of Indigenous Education and Engagement and Services for Aboriginal Students to ensure pathways are created that enhance Indigenous learner participation. * Connect with local school districts to explore potential partnerships for shared licenses such as Read and Write (building on the Dual Credit Partnership). |
| 2.4 Update the services available to students with a documented disability (Policy 32.02 Services Available to Students with a Documented Disability). | * Review and revise the Academic Accommodations policy and associated procedures by December 2024. * Upon approval, in collaboration with the Office of Diversity, Equity and Human Rights, create a comprehensive training program to educate the VIU community on the policy, procedures and institutional responsibilities in ensuring compliance. |
| 2.5 Improve your experience when working with Access Specialists and Faculty regarding accommodation letters. | * Continue to increase awareness throughout the VIU Community about accommodation legislation and the duty to accommodate. * Continue to educate and collaborate with Deans, Associate Deans, Chairs and Faculty on the process of accommodation letters and the expectations on both Faculty and Students. |
| 2.6 Support the VIU Community in enhancing awareness about accessibility needs in a post-secondary setting. | * In collaboration with the Centre for Innovation and Excellence (CIEL), enhance opportunities for the VIU community to learn more about accessibility needs, including concepts around continuing to make curriculum more accessible. * Continue to actively participate on the Universal Access Committee to ensure access is being viewed through a holistic lens. |
| 2.7 Improve supports for those of you seeking off-campus housing by March 2023. | * Identify barriers to students seeking off-campus housing. * Build capacity for off-campus housing resources by connecting and building relationships with private, public, and Indigenous organizations. * Advocate for a permanent, full-time Off-Campus Housing Coordinator and consider how the role will fit within the organizational structure at VIU. * Provide on-campus and remotely accessible, personalized advice for your rental accommodation inquiries. * Build knowledge and resilience through education and peer-learning to help you successfully navigate the local rental market through your time with VIU and thereafter. * Recognize your learning through the Co-Curricular program, enhancing your skills and future employability. * Use inquiry data to identify and support underrepresented and more at-risk students. * Actively consider and apply indigenous ways of knowing and being regarding housing-related conflict resolution, and connect with community leaders to promote support by, and engagement with the service. * Connect with associated stakeholders (both internal and external to VIU) to promote the broadening and deepening of service. * Ensure the information you need is universally accessible, refining the clarity and volume of communications by working with other VIU stakeholders. |
| 2.8 Offer alternative methods for you to access support services. | * Through lessons learned during COVID, continue to provide virtual counselling, financial aid and awards, and accessibility services to students, while enhancing virtual services where applicable based on feedback gathered from students and the VIU community. * Expand CareerVIU: CEL’s Work-Integrated Learning and Student Employment Portal (Orbis) around expanding this platform to be used for you to be able to sign up for appointments online (for example, Counselling appointments). |
| 2.9 Enhance access to work-integrated learning programming for equity denied and underrepresented groups. | * Build on existing understandings and research gained for enhancing work-integrated learning with Indigenous students and extend methods to other underrepresented groups. * Understand and identify barriers to participation generally, and for specific populations. * Develop a Community of Practice for career development and Work-Integrated Learning (WIL) practitioners across VIU by 2023. * Develop flexible options for completion of work-integrated learning experiences. * Understanding employers’ needs and identifying an employer partner for co-creation of resources. * Research and identify potential opportunities for funding to support engagement and opportunities. * Co-ordinate with the Office of Indigenous Education and Engagement (OIEE) and Services for Aboriginal Students to host conversations relating to Indigenous perspectives and matters across Student Affairs, the broader institution and externally with community partners. * Build and sustain collaborative relationships with Indigenous communities to facilitate access for and success of those who identify as Indigenous. * In collaboration with the Office of Indigenous Education and Engagement (OIEE) and Services for Aboriginal Students, enhance cultural, academic, and social activities involving Elders, families, and community learners that support and celebrate Indigenous student success. * Incorporate knowledge that builds on Indigenous protocols and ways of knowing. |
| 2.10 Enhance our connections with International Education, the Office of Indigenous Education and Engagement, and Services for Aboriginal Students in order to further support you, whether you are a domestic, international, or an Indigenous student. | * Identify areas where processes can be streamlined and service delivery can align, to make the experience of accessing supports easier for you, whether you are an international or domestic student. * Deepen connection between International Education, the Office of Indigenous Education and Engagement, Services for Aboriginal Students, and Student Affairs by engaging in monthly conversations. * Explore joint events to enhance your VIU student experience. |
| 2.11 Maximize the current data management system and look at renaming our Experiential Learning and Work-Integrated Learning (WIL) Platform (currently CareerVIU) in order to better streamline services, resources, and improve data collection and reporting for VIU. | * Create an inclusive online platform that supports you in accessing learning and growth opportunities. * Rename CareerVIU in partnership with various stakeholders to better capture the diversity of the experiential opportunities, services, and work-integrated learning on campus (ie. Experience, DiscoverVIU, EngageVIU). * Collaborate with the Office of University Planning and Analysis to integrate data with the Strategic Retention Model (SRM) and Strategic Enrolment Management (SEM) strategies and to support decision-making. |
| 2.12 Develop a joint governance model with VIU Facilities and Ancillary Services for student housing. | * Create a model that provides oversight and direction that recognizes, enhances, and supports:   + your student residence experience and your opportunities to engage;   + expanding learning communities;   + enhancing the physical space to increase accessibility for all;   + co-creating process improvements;   + clear reporting structures and relationships * Student Affairs to actively participate in the design and preparation for the new VIU Student Housing * In collaboration with various stakeholders, develop a VIU Housing Strategy |
| Goal 3: Amplify VIU’s Work-Integrated Learning and Career Exploration | |
| We will build upon and improve experiential learning, career exploration, and skill development opportunities to position you to successfully launch and sustain a satisfying and successful career. | |
| **VIU STRATEGIC PLAN COMMITMENTS** | **VIU STRATEGIC PLAN THEMES** |
| * 1. **Welcome a larger and more diverse population of learners**   2. **Become a more inclusive and healthier place for work and study**   3. **Grow to be the region’s hub for research and expertise**   4. **Build stronger partnerships with Indigenous communities**   5. **Become a leader in learning for new generations**   6. **Expand life-enriching and career-building experiences** | **Advance VIU’s Indigenous commitments;**  **Deepen equity, diversity and inclusion;**  **Support the United Nations Sustainable Development Goals** |
| **Objectives** | **Strategies** |
| 3.1 We will build upon and improve experiential learning, career exploration, and skill development opportunities to position you to successfully launch and sustain a satisfying and successful career. | * Enhance the opportunities for employment positions for you within Student Affairs. * Highlight the many benefits of on-campus student employment providing annual feedback collected from student testimonials. * Enhance funding to increase on-campus student employment opportunities. * Educate and inform Departments and Faculties on how to utilize CareerVIU to create equitable employment opportunities at VIU. * Educate areas regarding successful training and onboarding student employees in collaboration with VIU’s Human Resources team. * Review and update current on-campus student employment operations and processes to ensure it is following best-practice and National standards. * Create more opportunities for students to build their intercultural competencies, their global networks and global literacies, and their transferable skills through both on-campus and international experiential learning such as internships/co-ops and work-ops (including virtual internships with partners overseas) in partnership with International Education. |
| 3.2 Increase services/supports available for VIU Employees in the ability to provide Experiential Learning and Work-Integrated Learning (WIL) opportunities in their course content, support metrics collection, and risk management needs. | * Launch the Career Studio in Fall 2022 with formal career service offerings as a physical and virtual space. * Enhance the Career Readiness and Development and Technical support team. * Expand CareerVIU: CEL’s Work-Integrated Learning and Student Employment Portal (Orbis) around the service capabilities in connection with an IT Business Analyst for institution-wide use. * In support of Strategic Enrolment Management (SEM) and in collaboration with the Office of the Registrar, identify various Work-Integrated Learning and Experiential Learning opportunities in courses across the institution and highlight opportunities for you to participate by Fall 2023. * Redesign the Centre for Experiential Learning website and identify resources available. * Reimagine the Centre for Experiential Learning name and identity to more accurately reflect its purpose. |
| 3.3 Provide opportunities for you to give feedback on whether your skills are meeting your needs in the labour market. Ask for feedback from employers and community partners to determine if students’ skills and abilities are meeting their labor market needs. | * In collaboration with the Office of University Planning and Analysis, look at collecting Employer Feedback and student feedback in more ways in formal Work-Integrated Learning (WIL) Courses, or existing events like the Vancouver Island Leadership Conference or Career Studio Events by the end of 2023. * In partnership with the Offices of University Planning and Analysis and External Relations, develop a survey/ feedback tool and implementation plan for employer partners that can be used for Centre for Experiential Learning programs and other Work-Integrated Learning areas to collect and survey by 2024. * Review VIU’s Graduate Attributes in collaboration with the Center for Innovation and Excellence in Learning (CIEL) to ensure that they are valued by employers and academic settings and reflect the important connection between learning and transition to work by 2025. |
| 3.4 Develop, increase, and enhance activities and resources to strengthen your connection to your future communities and your career readiness *(Strategic Retention Model, 15, page 14).* | * Offer and measure new Career Studio Workshops and opportunities for you, and for Employees. * Introduce Career Peer Facilitator Program by Fall 2022. * Implement, in collaboration with the Office of External Relations, the Employer and Student Engagement Framework (Alumni engagement, Co-Curricular Record Talks, Student Leadership Circle, Reverse Career Fairs, Connection with Student Clubs) by 2023. * Continue opportunities provided by the Office of Co-Curricular Engagement and Learning and its programs such as the Co-Curricular Record *(Strategic Retention Model, 8, page 14).* * Continue to offer opportunities and workshops offered at the Vancouver Island Leadership Conference. * Enhance awareness, development, and institution-wide use of E-portfolios. Work with the CIEL to further develop the E-portfolio platform. * Presentation of Internships/ E-portfolios at Create, an all-campus student event run by the Office of Scholarship, Research and Creative Activity. Ensure inclusion of the Indigenous Learning and Recognition Portfolio. * Give you the opportunity to utilize Artificial Intelligence (AI) resume optimization function and AI Interview Feedback via Fully Prepped, through Career Studio by Fall 2022. Review opportunities for expansion into other Faculties across VIU. |
| 3.5 Provide experiential learning and work opportunities on campus for you that focus on developing transferable skills that will enhance career opportunities. | * Implement a Leadership Institute with Peer-Supported Learning, OCCEL RockVIU volunteers, Wellness Peers, Community Cousins and Career Service Peers by Spring, 2023. * Enhance the supplementary instruction and online training module on VIULearn for Peer-Supported Learning (PSL) Leaders. * Develop an online training module on VIULearn for Career Peer-Facilitator Training by Spring, 2023. * Increase opportunities in the Co-curricular record. * Enhance participant reach of the Vancouver Island Leadership Conference. * Create a Community of Practice for Student Staff/ Student leader hiring on campus. |
| 3.6 Build deeper relationships with employers and community partners. | * Work with employers on having them understand opportunities they have available through various funding initiatives to provide you with more opportunities. * Provide opportunities for Recognition, Thank you and one-on-ones. * Reintroduce CELebrate, employer recognition events for Work-Integrated Learning programs. * Support employers on how to recruit students through various provincial Resources through ACE-WIL. * Connect with you and various Faculties to provide opportunities for you to meet with employers earlier and more often. * Increased promotion of opportunities, events and programs on CareerVIU. * Operationalize the final stage in the Co-curricular Record to recognize work and community volunteer experiences on the non-academic transcript. |
| 3.7 Offer Work-Integrated Learning (WIL) Course Opportunities and Career Development earlier in your academic career. | * Explore opportunity for launching Internship Preparation (INTP) 100 with Work-Integrated Learning (WIL) Faculty across VIU to reach institutional goals. * Collaborate with OIEE to promote Indigenous Learning and Recognition Portfolio (ILRP100). * Partner with other Decanal Areas and Career Studio in other programs such as Pathways in Academic Career Preparation. * Explore opportunities to have you connect with work experience and employers in year 1 and 2. |
| 3.8 Create a suite of offerings that allow you to engage in active learning opportunities and experiences that contribute to the achievement of VIU Graduate Attributes for career building potential. | * Offer continued programming and enhancement in the Office of Co-curricular Engagement and Learning (OCCEL), and reflective experience connected to the CCR approved experiences across campus. * Offer Work-Integrated Learning (WIL) Preparation and Work Experience Curriculum. * Offer continuous and ongoing Career Studio workshop opportunities and events, and adjust offerings based on feedback and changing needs. |
| 3.9 Collaborate with Office of Indigenous Education and Engagement to increase participation of Indigenous students. | * Collaborate with Indigenous Employment Navigator(s) to increase participation and placement of Indigenous learners in WIL, Internships and Experiential learning opportunities. * Increase engagement and partnership with Indigenous serving organizations/employers to increase placement of Indigenous learners * Identify a process and key contact to help support Indigenous students navigate the current systems successfully. |
| 3.10 Improve awareness and understanding of Work-Integrated Learning (WIL) and career service offerings, including the value of integration with academic outcomes and graduate attributes. | * Develop a Strategic marketing and communications plan by Spring, 2023. * Improve online presence, which includes introducing social media. * Revamp and improve the Centre for Experiential Learning website. * Tell your story to VIU and the surrounding communities. * Participate in national Work-Integrated Learning (WIL) Month. |
| 3.11 Follow a model for Work-Integrated learning delivery and career development informed by best practices in the field. | * Develop a Community of Practice for career development and Work-Integrated Learning (WIL) practitioners across VIU by 2023. * Engage in individual and departmental scholarly activity, research, participation in professional organizations and knowledge dissemination. |
| Goal 4: Honour Indigenous Ways of Knowing and Being | |
| We will honour Indigenous students’ knowledge and experiences by:   * Taking responsibility to educate ourselves and collaborating with Indigenous Peoples to cultivate a deeper understanding of Indigenous ways of knowing and being. * Building and sustaining partnerships, policy, practice, and programming that serve the priorities of Indigenous learners and their communities. | |
| **VIU STRATEGIC PLAN COMMITMENTS** | **VIU STRATEGIC PLAN THEMES** |
| * 1. **Welcome a larger and more diverse population of learners**   2. **Become a more inclusive and healthier place for work and study**       1. **Build stronger partnerships with Indigenous communities**      2. **Become a leader in learning for new generations**      3. **Expand life-enriching and career-building experiences** | **Advance VIU’s Indigenous commitments;**  **Deepen equity, diversity and inclusion;**  **Broaden cultural competencies in a global world;**  **Support the United Nations Sustainable Development Goals** |
| **Objectives** | **Strategies** |
| 4.1 Increase the opportunities for Student Affairs employees to increase self-awareness of Indigenous ways of knowing and being. | * Collaborate with the Office of Indigenous Education and Engagement to explore the various opportunities for Student Affairs team members to participate in ceremony, circles and any other events planned throughout each academic year. * Participate in the three-session Protocol Training with VIU Elders. * Create time and space where conversations and story can naturally occur between Indigenous and non-Indigenous employees. * Utilize the BCCampus Resource, “Pulling Together: A guide for Indigenization of post-secondary institutions. A professional learning series” as a learning opportunity for the Student Affairs Division. |
| 4.2 Sit in circle with VIU Elders and seek guidance to explore the creation of alternative approaches to dispute resolution between students, and between students and employees, guided by traditional practice and knowledge. | * Seek guidance from VIU Elders to further understand what this may look like in a post-secondary setting and at VIU. * Look to implement alternative approaches to dispute resolution between students by 2024. * Look to implement alternative approaches to dispute resolution between students and employees by 2025. |
| 4.3 In circle, seek guidance from VIU Elders and Community to reimagine the VIU Mariners identity to ensure the brand is inclusive of the traditional territories of the Coast Salish People. | * Consultation with the diverse stakeholders of VIU Athletics (students, employees, Indigenous partners, Alumni, community partners and the Mariners athletes) to begin by Spring 2023. * Work with VIU’s Marketing and Communications team to develop an integrative and comprehensive plan. * Create a revitalized VIU Athletics brand that the past, present and future VIU students, employees, and communities can be proud of, and fans everywhere recognize and respect. * By Fall 2024 Student Affairs will launch a new VIU Athletics brand. |
| 4.4 Seek guidance from Elders, the Office of Indigenous Education and Engagement to incorporate and/or develop indigenous names for the Division of Student Affairs and the sub-departments. | * Consultation with Elders, Campus Development, Brand & Marketing, OIEE, local indigenous partners and others to begin by Summer 2023. |
| 4.5 Partner with Faculty areas across campus and departments on fostering connections to Work-Integrated Learning (WIL), career services and Experiential opportunities for Indigenous Learners. | * Partner with Employment Navigator for events, resources and employer and community partnership relationships such as other Career and Employment related opportunities to ensureconnections and opportunities for WIL. * Continue looking at opportunities to consider Indigenous Knowledge in Career Development, WIL opportunities and curriculum development, Experiential Learning Programs and Orientation delivery. * Understanding employers’ needs and identifying a partner for co-creation of resources. |
| Goal 5: Deepen our Commitment to Equity, Diversity and Inclusion | |
| We will make Equity, Diversity, and Inclusion a keystone of all Student Affairs institutional supports and operations, and continue to build a welcoming, respectful, supportive, and inclusive community in which you have equitable opportunities to participate, thrive and succeed. | |
| **VIU STRATEGIC PLAN COMMITMENTS** | **VIU STRATEGIC PLAN THEMES** |
| * 1. **Welcome a larger and more diverse population of learners**   2. **Become a more inclusive and healthier place for work and study**   3. **Build stronger partnerships with Indigenous communities** | **Advance VIU’s Indigenous commitments;**  **Deepen equity, diversity and inclusion;**  **Broaden cultural competencies in a global world;**  **Support the United Nations Sustainable Development Goals** |
| **Objectives** | **Strategies** |
| 5.1 Ensure all new or revised student policies, procedures, Student Affairs websites, and Student Affairs job postings are reflective of inclusive language and written using a Gender-Based Analysis Plus (GBA+). | * In partnership with GBA+ experts at VIU, educate the Student Affairs team about inclusive language. * Collaborate with Human Resources and the Office of Diversity, Equity and Human Rights to ensure policy and processes are inclusive of and reflective of a range of identity factors. | |
| 5.2 Deepen allyship with equity-denied students and communities. | * In partnership with the Office of Equity, Diversity and Human Rights, increase Equity, Diversity and Inclusion training opportunities for Student Affairs employees and for you. * Create events and learning opportunities across VIU that support nationally recognized days and use these days to create deeper awareness and connection. | |
| 5.3 Ensure that all hiring of on-campus student employment positions are inclusive and adhere to Equity, Diversity and Inclusion principles. It is important for you to see yourself reflected in the employees in Student Affairs. | * Audit current on-campus employment system to ensure that it is accessible by all by summer 2023. * In collaboration with Human Resources, provide education to the student employment team on Equity, Diversity and Inclusion hiring principles by Fall 2024. * Create a community of best-practice for the VIU community who hire you (practicum students, co-op students, on-campus employment, volunteers, etc.). * Establish training resources to support diverse and inclusive programming and student leadership and staffing opportunities. * Create a Leadership Training Institute that includes consistent training and resources on EDI/ well-being and safety and/or modeled for onboarding of student staff. | |
| 5.4 Build upon current practices to ensure that all Student Affairs services you access are inclusive, welcoming, safe, and open to everyone. | * Each Student Affairs department will undergo an internal audit to review processes with the lens of making each process and student-experience more inclusive by 2025. * In partnership with VIUSU, gather feedback from those of you who engage with our services and processes (including our more formal processes such as appeals), to understand where you think our strengths are and where we need to improve. * Review and enhance VIU Athletics and Recreation department procedures to ensure that we are promoting an inclusive, and safe environment for all athletic and recreation spaces. * Establish outreach strategy to engage and collaborate with both campus partners and community influencers who represent and serve underrepresented stakeholders to better inform our practices. * Implement an Inclusion and Engagement Learning Series. * Enhance participation of Indigenous students in Athletic and Recreation programming. | |
| 5.5 Further enhance and foster an environment of inclusion by improving access to inclusive and welcoming spaces on-campus and share this information widely with the VIU community. | * Ensure that the Meditation, Prayer, and Reflection spaces at the VIU Nanaimo Campus (Building 200, Rooms 107a and 107b) are demonstrative of the inclusion of all religious, secular and spiritual identities. * Ensure Indigenous students are aware of and access Meditation, Prayer, and Reflection spaces for ceremony and that the spaces are equipped with ceremonial items for use. | |

# Measuring Success and Reporting Back

Student Affairs is committed to monitoring our progress and reporting back to the VIU Community and our successes and where we need to continue to focus our resources and attention. We will highlight certain metrics and milestones in a Student Affairs Annual Report that will be distributed to the VIU Community each year, in August. We will also engage in a review process with the Student Affairs Leadership Team each year to ensure we are following our proposed timelines, while also being aware of external considerations.

# Acknowledgements

The Student Affairs Foundation plan was developed through the commitment and dedication of community members across VIU, to whom we are very grateful. Thank you to the VIU community, including students, employees and community members who gave their time and voice to this plan. Thank you as well to the AVP Student Affairs Leadership Team and the Student Affairs Foundation Plan Advisory Council, led by Irlanda Gonzalez-Price, Associate Vice-President, Student Affairs.

**The Student Affairs Foundation Plan Advisory Council members included:**

Executive Director, VIUSU - James Bowen

Student/Chairperson, VIUSU - Elissa Miranda

Manager, VIU Housing - Harmoni Jones

Housing Admission Coordinator, VIU Residences - Vanessa Bernard

Librarian, VIU Library - Luke McLeod

Dean, Trades and Applied Technology - Glynis Steen

Faculty, Centre for Experiential Learning - Brook Pearce

Educational Advisor, Powell River - Wanda Erikson

Office Manager/Financial Aid Assistant, Cowichan - Tracy Giles

Dean, Academic and Career Preparation - Jean Maltesen

Chair, ABE Nanaimo - Stephanie Boychuk

Interim Director, International Student Services - Catherine Brazier

Associate Vice-President, Student Affairs - Chair - Irlanda Gonzalez-Price

Director, Student Services - Bryan Tinlin

Manager, Student Affairs - Brittany Parker & Jolene Edmunds

**AVP Student Affairs Leadership Team**

Associate Vice-President, Student Affairs - Chair - Irlanda Gonzalez-Price

Director, Student Services - Bryan Tinlin

Director, Athletics and Recreation - Danielle Hyde

Director, Centre for Experiential Learning - Danielle Johnsrude

Manager, Student Affairs - Brittany Parker & Jolene Edmunds

Manager, Financial Aid, Access, Awards & Resources - Jennifer Jensen-Richards

Manager, Conduct and Care - Imre Juurlink

Manager, Sports Facilities and Campus Recreation - David Forrester

Manager, Health and Wellness Centre - Kayla Fowler

Administrative Assistant - Chris Yeast & Zoe Anderson

# Appendix A.

**Academic Accommodation**

An accommodation is an adjustment in teaching, learning, or evaluation processes that removes or reduces disability-related barriers. Accommodations improve access to the opportunity to learn; they do not guarantee success. Accommodations are determined individually for each student, and are linked to the disability-related functional limitations (barriers) identified in the student's documentation.

**Community of Practice (CoP):**

A community of practice is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals (Communityofpractice.ca, 2016)

**Equity-Denied Communities:**

For the purposes of this document, we are using the definition below as identified by the Government of Canada Guide on Equity, Diversity and Inclusion Terminology (2021):

*A group of people who, because of systemic discrimination, face barriers that prevent them from having the same access to the resources and opportunities that are available to other members of society, and that are necessary for them to attain just outcomes. In Canada, groups generally considered to be equity-denied groups include women, Indigenous people, people with disabilities, people who are part of LGBTQ2+ communities, religious minority groups and racialized people.*

**Gender-Based Analysis Plus (GBA+)**

As defined by the Government of BC ~~(~~, GBA+ is an analytical tool used to assess how diverse groups of people may experience policies, programs and initiatives. The “plus” indicates that the analysis goes beyond sex and gender and includes the examination of a range of other identity factors (e.g. Indigeneity, age, education, language, race, ability, class, etc.)

**Kurzweil:**

Kurzweil is a text to speech software that facilitates the reading of texts for students by reading aloud the written material at the pace set by the reader. It supports students with diverse needs, including those with visual impairments, learning disabilities, cognitive processing challenges, and second language learners

**OIEE**

Office of Indigenous Education and Engagement <https://indigenous.viu.ca/office-indigenous-education-and-engagement/our-team>

**OUPA**

Office of University Planning and Analysis <https://adm.viu.ca/university-planning-analysis>

**Read and Write:**

Read and Write is a text-to-speech program, available as desktop application or as Chrome extension, that provides visual and auditory feedback of text, and can read both documents (such as Word, PowerPoint, PDF) and websites (like VIU Learn). Read and Write has proven to be beneficial for people with learning difficulties, dyslexia or visual impairments, English Language Learners (ELL) and those learning English as a Second Language (ESL).

**SAS**

Services for Aboriginal Students <https://indigenous.viu.ca/services-aboriginal-students>

**Strategic Retention Model**

Strategic Retention Model (Released June 2021), Office of University Planning and Analysis. Available via VIU’s Document Portal.

**Work-Integrated Learning**:

As defined by Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) in 2021, WIL is a form of curricular experiential education that formally integrates a student’s academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to: employability, agency, knowledge and skill mobility and life-long learning.

**Underrepresented Groups**

As referenced in the BCCouncil on Admissions and Transfer (BCCAT 2018) , underrepresented groups  includes  Indigenous students, new immigrants, LGBTQ2S+ community,  first generation learners, rural students, students with disabilities, dislocated workers, sole source parents, low income students, and minority ethnic or language students.

**VIUSU**

Vancouver Island University Student Union <https://www.viusu.ca/>

