

Strategic Plan Feedback following Draft #1: Jan/Feb 2010

| # | I am a (select as many as apply): | Comments on Goal #1: To be the best undergraduate university in western Canada. | Comments on Goal #2: To be a leader of the social, cultural, and economic development in the Fraser Valley. |
|----|-----------------------------------|---|--|
| 2 | UFV faculty member | | |
| 3 | UFV student | Great goal, but I would love to see more graduate opportunities at UFV. | To be a leader in the cultural field I feel it would be necessary to allocate more funding and support for the Modern Languages Institute. Languages unify the world and bring people together, and it's important to remember that. |
| 4 | UFV student | The sound of being the best undergraduate university in western Canada is good, however I believe there are some degree programs are (and they are well known programs) are missing. For instance, media and communication studies do not offer degree programs. For me this is a huge gap that should be filled. I am very happy that mass communication courses are extensively available however I would like to see more advertising courses should be offered. Furthermore, UFV should offer degree in advertising and media communication degree to compete with other universities in western Canada. | |
| 5 | UFV student | For instance, can the university start firing some incompetent instructors Regardless of their status on the hierarchy. If you want to be the "best" university, you cut off the bad instructors and replace them with better ones, not pretend like they don't exist. Best = quality control. Listen to the students complaints about instructors atleast more seriously, not based on how you specifically feel. | |
| 6 | UFV student | To be the best undergraduate university in western Canada, UFV needs to offer more options in majors and minors. A Political Science minor or major option would do wonders. | |
| 7 | UFV administrator | | I believe on point #6 ... "a centre for" should be removed from the line. It indicates a centralized system for CS and this is not how we operate now. This would mean our flexibility within Trades would be removed and we have already been down that road in the past. |
| 8 | UFV alumni, UFV staff member | A worthy goal, and great points relating to students. Do we need something that addresses a commitment to supporting faculty and staff in their ongoing pursuit of excellence in their specific fields? There's nothing in this section to indicate how "best undergrad university in W Canada" will be measured, but I do like the goal. | I think this goal is captured really well in the detailed points. I have a slight concern about "priority given to research that supports ..." but I think most researchers should be able to make a case for how their proposals could relate back to the local communities. All aspects of this statement - social, cultural, and economic development - should be integral in all that we do. |
| 9 | UFV faculty member | Acceptable as a general goal, although the geographical focus identified in goal #2 may not support this goal (e.g. the undergraduate universities in other parts of Canada that are considered high-quality do not all have a strong focus on their geographical location). | Acceptable as a general goal. |
| 10 | Community stakeholder | concise and well developed | ElderCollege Chilliwack welcomes the ongoing partnership arrangement with UFV and is looking forward to continued building of this relationship. |
| 11 | UFV administrator | Under point 1B3 I would suggest that the statement be "guide career selection and transition to employment" | |
| 12 | UFV faculty member | My choice would be: "To provide the best undergraduate university education in Canada." To that end, one of the goals under section 1A should read: "5. To instill a love of learning for a lifetime, especially in their chosen discipline." I say this because I see lots of words about "pedagogy", "skills acquired", "student engagement", "personal growth", etc. but damn it, learning at a university is supposed to be fun! | I would use the words "environmentally sustainable" when discussing the economic development of the Fraser Valley (not just "responsible", but it's a minor quibble). |
| 13 | UFV faculty member | I believe that something important is missing from the concept of "best undergraduate university," which is the importance of intellectual development and participation in the production of knowledge. Under 1. C. 4., I think that "intellectual" should be included in the list. Under 1. A. 1., "current research and scholarly practice" informs not only pedagogical strategies but also the content of what is taught. I would like to see the word "content" added under 1. A. 1. But I also think that research and scholarly activity should have its own line item under 1. A. This is a, perhaps the, central defining characteristic of a university (that both research and teaching are undertaken, and students have the opportunity to learn from those engaged with the production of knowledge in their disciplines). The "best undergraduate university in western Canada" should be a place where people not only read books, but write them, to paraphrase Dr. Evered's introduction to Scott Sheffield's talk last Wednesday. I believe that this sentiment doesn't yet appear with sufficient clarity under goal #1. Also I think we need to state a clearer commitment to our students' intellectual development. | I am concerned that 2. A. 3. could potentially be applied in a limiting manner. Under one interpretation, ALL research undertaken by faculty could be seen to benefit the economic, social, and cultural development of the Fraser valley (including research into Tudor music or Balinese art). If this is the interpretation pursued, I like this item. But if it is not, the item may limit the development of our university's ability to "bring the world to the valley." I also think that there should be a subgoal of maintaining and developing facilities for arts participation (that is, museums, galleries, theatres, libraries, including with special collections) under this goal. I would also like to see a subgoal stating our commitment to the university as a place of discussion and debate—as fostered for example by the presidential lecture series and by speakers and events that are sponsored by the university. |

| # | I am a (select as many as apply): | Comments on Goal #1: To be the best undergraduate university in western Canada. | Comments on Goal #2: To be a leader of the social, cultural, and economic development in the Fraser Valley. |
|----|-----------------------------------|--|---|
| 14 | UFV student | Excellent goals for an undergraduate university, but in my opinion UFV has succeeded in being one of the best undergraduate universities in Western Canada (Globe and Mail report). There should be more focus on advancing as a Graduate university as well, and offering more Graduate programs for example in the fields of medicine, business, speech pathology | |
| 15 | UFV faculty member | I like the statement. It is attainable and why would we want anything less. | We should be driving social, cultural, and economic development in the Fraser Valley. We should be the first choice of the citizens in our region when they want something developed or created. Historically, I think that we've fallen short of this. |
| 16 | UFV staff member | | |
| 17 | UFV student | I think most of these goals, although commendable, should come as a result of direct actions. Goals such as these are a bit vague and idealistic. I would rather see a list of tangible things which can be completed one or two at a time and then checked off a list. When many of these needs are met then the school will naturally be the 'best' and a 'leader' and 'accountable and, especially, 'innovative'. | Speaking from the viewpoint of a second year student and a mature student (1m 56) I have learned that pragmatism and a "let's get it done" attitude prevail over idealism every time. Idealism usually winds up getting bogged down in endless meetings and committees and tangible results are often late in coming or a drain on what's left in the budget after all the planning. |
| 18 | UFV student | | |
| 19 | UFV alumni | There should be added goals of accessibility and affordability. Being number one in western Canada does not do the surrounding communities much good if UFV was the best but local secondary school graduates could not attend due to excessively high admission standards or tuition fees. | I have read the minutes of the Abbotsford Economic Development Commission meetings with UFV in the past and hope that UFV is much more than an "economic driver" for Abbotsford and Chilliwack. The return on the huge investment of time and money (and future student debt) that is made by your students has to be the ultimate goal of UFV . |
| 20 | UFV faculty member | By many accounts we are already the best undergrad U in Western Canada. Could we consider increasing/broadening this to "within the top X? Universities in Canada (or a broader area). If used publicly, the top X in a broader area may sound/feel like we are more inclusive / collaborative. The sub-points do seem to describe our potential well. | Could we generalize the heading a little? i.e. rather than "the Fraser Valley" could we say "our Region"? i.e. so that we might include Surrey (large/growing market). For some, the Fraser Valley excludes Surrey. This section implies that partnerships will be sought only in the Valley. Practically, and in support of student participation in a "globally interconnected economy" could we broaden our partnership area? |

| # | I am a (select as many as apply): | Comments on Goal #1: To be the best undergraduate university in western Canada. | Comments on Goal #2: To be a leader of the social, cultural, and economic development in the Fraser Valley. |
|----|--|---|--|
| 21 | UFV student | | |
| 22 | UFV student | | |
| 23 | UFV student | | |
| 24 | UFV student | | |
| 25 | UFV administrator on behalf of the Science faculty council | The Science Faculty Council (SFC) felt the goal should be adjusted to reflect that: UFV would strive to offer the best undergraduate "education" in Western Canada. Changing university to education broadens the statement and reflects what we hope to achieve. Bullet A, should read: UFV will ensure through its degrees, diplomas, etc.....: Bullet B: We were unclear as to what was being referred to by services, educational, academic, others, all? | Bullet A 3. SFC recommends modifying the bullet to encourage and support research by university faculty... rather than "give priority" as there may be situations which it is important to support research which may not directly benefit the region. |

| # | I am a (select as many as apply): | Comments on Goal #1: To be the best undergraduate university in western Canada. | Comments on Goal #2: To be a leader of the social, cultural, and economic development in the Fraser Valley. |
|----|--|---|---|
| 26 | UFV faculty (geography), acting in capacity as Chair, Library Advisory Committee | <p>Direction 1: Specific Concerns Most concern among the representatives to the LAC was with respect to the tone and the wording of the specific goals set out in 1.A. and 1.C. Specifically, the following concerns were raised: 1.A.1: 'commitment to current research' does not reflect research as process. If we are to pursue, as has been championed, inquiry-based learning, why is this not more prominent? Furthermore, this same point must better marry 'current research' with knowledge of a discipline's content. A.3. notes that students will have opportunities for research—a weak overture at best. Student-led and engaged research insufficiently prioritized. 1.A.2. Perhaps the strongest objection raised was over the use of the term 'mastery'. It is erroneous and arrogant to assume that any student—or faculty members for that matter—has a mastery of either knowledge or skills in a given field, and the statement comes off as overly boastful. Anymore to assume that a student masters a trade or body of knowledge is also to dismiss the nature of how information is handled in the digital age. Learners today don't expect to know everything in their field. They have Google for that. Groan. But they do expect both foundational knowledge and skills, and to learn how to maneuver through the complexities of the information age. This objection to the use of the term 'mastery' is no small matter of semantics. The use of the term 'mastery' in large part reflects the tone and the attitude of the larger document. Knowledge is negotiated, and learning is a process. Knowledge is a by-product of the questions we ask, and learning how to ask the 'right' questions—and how to seek answers to them—should be among the critical goals of a liberal arts education. This has been lost here, in what reads more like an overture to the business community than to a community of learners. Are we not as an institution responsible for facilitating life-long learning skills? In other words, our role should be to help students—and faculty, staff, and community—to learn how to learn. Direction 1: General Comments • Where are the faculty? We believe, as we had stated previously in our original submission to the steering committee, that faculty are as much a part of a community of learners as are students. They learn from us, and us from them, and we are engaged in larger learning projects situated within multi-scalar communities. • The intellectual is absent. This harkens back to our earlier concern re: how knowledge is perceived (as something to be mastered). • Citizenship is absent from this section. While it appears in other parts of the documents, it needs to be front-and-centre, underneath the very first goal. If indeed the wording for the first goal remains—the be the "best undergraduate university in western Canada", then the criteria by which we meet and exceed that goal should and must be more than just producing good workers for the digital economy. BCIT already does that (and arguably, if the yardstick is one of job placement, it does so even better than we do). So do, for that matter, the other public universities and colleges in BC. What will make us the 'best' should be determined by the ways in which members of our community actively work to redefine citizenship and meet the demands of citizenship, and citizenship must mean more than just employability and consumption. We have an obligation to produce individuals that question the very nature of what is meant by career success and the larger economy in which 'success' is obtained—these students will be the true innovators, entrepreneurs, and leaders.</p> | |
| 27 | UFV Faculty member | <p>Being the 'best' at nearly everything is highly subjective, and requires levels of specialization that compromises excellence in other areas. In the spirit of the Olympics, the following example can be used. A champion snowboarder must train for months, even years on end, in order to be truly competitive. But what does that snowboarder give up to do so? What is the opportunity cost of achieving excellence on the slopes? The same situation applies here. If excellence is defined, as it reads in 1.a, to create students that are viable products in the global economy (read: marketplace), what is compromised? Students attending trade schools, polytechnics, and other specialized institutions do not anticipate that they will read the "great books", learn to question existing power structures, or truly approach their field of inquiry from entirely new perspectives. Is there, for instance, anything more truly powerful than a student who is double majoring in Physics and Philosophy? In Math and Visual Arts? In Geography and Theatre? Being the best requires qualification. And those specific qualifications, those criteria, if designed to create workers rather than thinkers, will require trade-offs that will potentially stifle pedagogical innovation and undermine programs and disciplines that do not easily produce Globe and Mail-friendly results. The first goal also assumes that being the best undergraduate university requires a focus on student success. This is fair. But this is not the only element. Where is the collective experience?</p> | <p>This current draft ensures that environmental matters and an integrated form of sustainability in planning (involving social, political, economic, and environmental facets), will hold the same level of importance in the operations of the university in five years from now as it does today. If there is one glaring oversight in the 2004 strategic plan, it was the failure to meaningfully integrate sustainability into the many faces of a university environment—operations, education, research, community outreach, new development, etc. In the 2004 strategic plan, sustainability was mentioned only twice in the entire document, in essentially the same language as in this draft plan. Development is not just an economic concept. It relates the larger relationships we have with each other, the exchange of resources, and the environment in general. Social development cannot be excised from environmental sustainability. This is evidenced every time a student drives away from the university to their homes in Langley and Surrey because there is limited affordable, student-friendly housing near campus. How is it, then, that environment remains absent from this second goal? Prioritizing environmental sustainability in social, economic, and cultural development must involve much more than "partner[ing] with members of the community to ensure socially and responsible sustainable development[in A.2.5.]" It must be a more visible goal, with identifiable strategies for meeting this goal, at least in part. It is highly regrettable that environmental sustainability is de-emphasized here, as it is implied in the new logo for the university.</p> |
| 28 | On behalf of the Faculty Council, Faculty of Arts | <p>There was a general sense that there should be a better way of phrasing this goal as the term "best" sounds arrogant, competitive, too subjective and cheer-leaderish. If we and every other institution use this term to describe what we are, it loses relevance. As a growing university, to claim we are the best is too idealistic. Some suggestions for different phrasing included: notable, excellent, one of the leading, and institution of choice. A minority argued in favour of the term as it feeds into our need to build infrastructure and to identify what is needed in order to achieve the "best".</p> <p>Further specific suggestions noted as follows:</p> <ul style="list-style-type: none"> • As we provide a narrower range of programming, we need to serve the communities by broadening the choices. This could be included under point 1.A. • 1. A. 1. - research and scholarly practice are not foregrounded sufficiently • 1. A. 1. - "will be taught" or "will use" (omit the term "delivered") • 1. A. 2. - need different terminology and rephrasing here. Suggestions included using the term "negotiate", having the word "critical" precede skills, and "... of the knowledge and development of critical faculties essential for...". focus on students' leadership in (not 'mastery' of) • 1. C. 1. - Would like to see the term "indigenized" included here. • 1. C. 4 - use "intellectual" as opposed to "mental" and "physical" shouldn't be placed first. | <ul style="list-style-type: none"> • Commitment needs to be stated in this document regarding how Theatre will be integrated, supported, and defended in the future. A point (perhaps a point 11) to the effect of "devise a strategy to rebuild the UFV theatre facilities at CEP as a critical component of UFV arts programming". Faculty more at stake than programming • In comparison with previous strategic plans, this Strat Plan is missing commitment to offering "comprehensive" education and "multi-campus" programming • Action: Ian Fenwick, Cheryl Dahl, and Melissa Walter to develop something to be included in this section that addresses this e.g. Maintain and develop facilities for student and community participation in artistic and cultural activities. • Global vs. local conflict between points 2 and 3; are we local or global or both? • Could we add how the Fraser Valley is connected globally? • This goal could be rephrased as it doesn't convey exactly how we see connection between the two • 2. A.1. - should be Fraser Valley communities • 2. A.3 - phrasing is misleading; limiting the research of faculty, depending on how it is read • 2. A.9. - elaborate on this point, to encompass such things as President's speaker series |

Strategic Plan Feedback for

| # | I am a (select as many as apply): | Comments on Goal #3: To be innovative, entrepreneurial, and accountable. | General comments on draft #1 of the UFV strategic plan |
|----|-----------------------------------|--|--|
| 2 | UFV faculty member | | I believe it would be important to note that we want to be inclusive-of cultural diversity and of disability needs... That isn't the correct terminology but I believe it is important that we are focussing on social justice and inclusion of all individuals. [If you would like further feedback on this I would be glad to be involved. My area of interest is working with individuals with diverse learning needs in schools.] |
| 3 | UFV student | Sounds good. | |
| 4 | UFV student | | |
| 5 | UFV student | | |
| 6 | UFV student | | |
| 7 | UFV administrator | | |
| 8 | UFV alumni, UFV staff member | Do we need a point recognizing that, while we need to be fiscally responsible and innovative, etc., there are some areas of activity/research/programming of significant value to the university and the communities it serves which will need to be subsidized by other areas of programming? | Great work - this plan is clear, and is supportive of what I see as our goals, objectives, and values. |
| 9 | UFV faculty member | I would like to know the reasoning behind this goal, especially why accountability has been specifically identified. Is this a problem at UFV that needs to be addressed? | From a faculty member's perspective, I am concerned about the contradictions between the first goal and several of the sub-goals in the "strategic directions" document: for example, "giv[ing] priority to research...that benefits the economic, social and cultural development of the Fraser Valley". UFV could use more research activity in general (and the resources to support it adequately), which in my opinion is much more important than encouraging research with this fairly restricted focus. I am also concerned about the idea of all programs "focus[ing] on students' mastery of the knowledge and skills essential for career success in a globally-interconnected economy". There are many institutions already in the Lower Mainland whose programming focuses on job-related skills. Students come to UFV because it is a university, which offers a broader perspective on issues and ideas, and exposure to more types of skills, than does the programming at a more job-focused institution. Focusing on "career success" as the major determinant of programming may be misguided. |
| 10 | Community stakeholder | concise and well developed | seems appropriate and complete |
| 11 | UFV administrator | | The document is well written and supports our commitment to student development |
| 12 | UFV faculty member | Looks good - I like transparency. And evidence. | |
| 13 | UFV faculty member | | Overall, I think it is inspiring to think that we will attempt to be the best undergraduate university in Western Canada. To do this, I believe that we will have to devote resources to the support of faculty and student research. Overall, I would like to see the draft emphasize intellectual investment and achievement more, and also to emphasize cultural leadership and citizenship more. |

| # | I am a (select as many as apply): | Comments on Goal #3: To be innovative, entrepreneurial, and accountable. | General comments on draft #1 of the UFV strategic plan |
|----|-----------------------------------|--|--|
| 14 | UFV student | | |
| 15 | UFV faculty member | Accountability is key. The days where back-room deals and special pots of money could be arbitrarily distributed are gone. We have a shortage of money, as do all post-secondary institutions. We need to ensure that decision making is transparent and that our members are accountable for initiatives they participate in that are UFV sponsored (e.g. PD for staff should have well-defined outcomes linked to their jobs, research releases and sabbaticals for faculty should have a standard for completion that holds up to external scrutiny. | A great first draft! |
| 16 | UFV staff member | | <p>Response to UFV Draft Plan: Strategic Directions</p> <p>The Disability Resource Centre is well positioned to respond to the mandates of the strategic plan. Our department currently already does a number of things that are included in the document.</p> <p>The Disability Resource Centre works hard on student transitions into post-secondary education. Through contacting school counselors and resource teachers, we provide crucial information to make transitions easier for students with disabilities. As well, by our involvement in public projects, we attempt to reach students as early as possible (grade 10) to assist with transitions.</p> <p>The inclusion of partnerships with Aboriginal leadership is something we are presently engaged in. Currently, the Disability Resource Centre works with local and national bands to assist our disabled Aboriginal learners in making the very difficult transition to post-secondary education. An example would be, scheduling group intakes at band locations to allow this initial process to take place in a more familiar and comfortable environment.</p> <p>I am very pleased to see the prominence of providing an "inclusive, welcoming and engaging environment for students". This is crucial in the effort to provide students with disabilities an appropriate environment where they can not merely attend but thrive. The inclusion of "embracing diversity" is very important for students with disabilities. Not just providing services and educating students with disabilities, we should welcome these students and recognize the valuable experience they bring to their classmates and instructors.</p> <p>With the emphasis on "providing suitable venues", it is hoped that in this effort physical accessibility for our buildings will be upgraded and consideration of the needs of students with disabilities will be examined closely in any future construction.</p> |
| 17 | UFV student | <p>What we need to do is identify the issues which NEED to be addressed from most crucial to least crucial in that order. For example, new students and orientation. When I first came to this school I was confused for most of the first year. Deadlines came up which I never anticipated and then appeal procedures would be impossible. I'm talking about opting out of medical dental in this case. No help or even feigned interest was forthcoming from the SUS. My daughter started school this year and finds herself in the exact same predicaments. If not for my help she would still be groping around in the dark.</p> <p>Secondly, the SUS needs to have a board of directors of ADULTS to control its actions and spending. I feel like I'm at high school most of the time when I deal with the SUS.</p> <p>Third, students are, for the most part, POOR. They are also not too learned yet in proper nutrition habits. FIX that cafeteria. The prices are scandalous and the food is generally "fast food" style. I have gone to other colleges and the food is always nutritious and cheap. If necessary, start a chef and food handling program and the labour will be free. God knows the service industry is booming and cooks are ALWAYS in demand. I refuse to eat in the cafeteria and I know of many students who do likewise although most of them can't afford to eat there so they skip lunch.</p> <p>Fourth, lets have some leadership and responsible journalism in the cascade newspaper. My main 2 bones of contention being the anti-secularism and near-hate propaganda of the recent "advertorials" and the Penthouse forum nature of the sex column. There is no need for either and I find them both offensive. I'm not against an advice column for young adults about healthy sexual practices but tis is just gutter talk. Read it sometime.</p> | <p>So now you know. I'm sure there are many more items to consider, i.e. the lengthy line-ups to get a bagel at Timmy's making one late for class every time, the terrible parking availability and the for-profit agenda behind it. Try finding a spot for class in the evening when there's a hockey game on.</p> <p>So please make a list, check it twice. Post it in the Cascade and on posters. Have us agree to it. Then get them done. One (or two) at a time.</p> <p>This isn't the legislature or the House of Commons.</p> |
| 18 | UFV student | | I was disappointed to see that environmental responsibility and sustainable development was only mentioned as a sub-point within the larger goals of the Strategic Plan. I believe that UFV has an obligation to the community to acknowledge these as major goals if we truly want to be a leader within the community. |
| 19 | UFV alumni | I applaud you for recognizing the current and historic Sto:lo presence on the land that UFV occupies but I believe that there should also be a reference to the importance of preserving the agricultural presence on the lands surrounding your campuses. These lands are essential to the local economy and food security for B.C., Canada and beyond. They are also necessary for some of the agriculture graduates from UFV for future employment. | Too short of a time fram for well researched responses from your students, alumni, staff and the communities that have UFV campuses. |
| 20 | UFV faculty member | | Part 1 seems to be the most important, perhaps the driver of part 2 and 3, and the Part 1 sub-points look like they describe an effective overall goal. |

| # | I am a (select as many as apply): | Comments on Goal #3: To be innovative, entrepreneurial, and accountable. | General comments on draft #1 of the UFV strategic plan |
|----|--|---|---|
| 21 | UFV student | | <p>I understand that dialogue and ideologies holding fast to the word "environment" can be a bit scary and can threaten the very economic development which makes this valley attractive. And so from a political perspective, being inclusive of "environmental protection" might be very controversial, but I would like the strategic plan, as a statement to the community to move beyond the comfort and safety of the political game. As a university, with education as the highest calling, there is a responsibility to recognize that we live in a finite world, with finite resources and economic development cannot continue trumping and taking advantage of the very land, air and water which keeps us alive.</p> <p>In a world where resources are dwindling and climate change is playing out in mass extinction, rising sea levels, fires, floods and drought, it is imperative that all universities, UFV included, take a verbal and active stance educating students in environmental protection and remediation, in education and leading by example. As I mentioned before I understand this challenges the current status quo in the region, but as a committee you would have to agree that environmental protection and remediation is as important as social, cultural and economic development and therefore should be stated as such in our strategic plan.</p> <p>Being inclusive of "environmental protection and remediation" in the strategic plan will aid our university in making the environment a priority, especially in a region where it is often overlooked, taken advantage of and abused which is rooted in a lack of education and environmental awareness. This region is rooted in tradition, which is to be appreciated and honoured, however; just as we must proceed smartly with environmental action, we must also critique smartly, our decisions of past and their effects on the region. And yielding a generation of smart decision-makers and leaders requires an education system that fosters and acknowledges the environment's role in development, along with social, cultural and economic development. As a result, and as a student and a member of the future, I would encourage your committee to be bold and be inclusive of environmental protection and remediation, because let's face it, without a healthy environment, both economic, social and cultural development will prove difficult. I hope your committee will take this request seriously and have courage. You have the support of the future.</p> |
| 22 | UFV student | | <p>Since attending UFV in September 2008 and still continuing my education here I have had a hard time with one major thing. We are not green at all!!! On our logo we have a picture depicting the mountains and plant life. I feel our logo is a contradiction to what we do here at our school. For starters, none of the classrooms have proper recycling cans and if the do they are not labeled and everyone just throws their garbage in them. Do we even recycle more than just cans and paper???</p> <p>As well, the food in the cafeteria comes in Styrofoam, which will never biodegrade and just kills the environment. We could really use going "green" as a huge marketing campaign and encourage a lot more environmentally conscious students to come here and study. All of UVIC's products ie: plastic bags, coffee cups ect. are biodegradable and they even have community composting on campus that everyone can contribute to from the community.</p> <p>As an institution of higher learning, I believe it is our responsibility to take the information we are learning in our classes here about the planet and apply it to our campus. In fact it should be our obligation to do what is right and revolutionize how green school can go and lead through example. Even using 100% recycled paper for all our information pamphlets ect. would be great.</p> <p>Considering a lot of students are international, I bet it does not look very good to them that we are so far behind on our green initiative, considering a lot of their countries are light years ahead of us with.</p> <p>Let's start being socially responsible at UFV and pave the way to a greener school and maybe even a greener community!</p> |
| 23 | UFV student | | <p>Please make it a priority to establish a reliable and accessible shuttle bus service between the Chilliwack and Abbotsford UFV campuses for each day of the week that classes are offered. Not every student has access to a vehicle. Last semester I achieved A+ in my academic endeavours, this semester I had to withdraw because there is no transportation available to Abbotsford where all my upper level classes are. Thank you for seriously considering my request.</p> |
| 24 | UFV student | | <p>Lowering tuition costs?</p> |
| 25 | UFV administrator on behalf of the Science faculty council | <p>Bullet A 8 - This was more of a question around what was meant by "revenue-generating" centres. There was concern that centres might be developed that may be a significant drain on resources with only a promise of actually making money.</p> | <p>Overall, the comments were very positive, and the committee should be commended on its work. One general comment which the SFC felt was not reflected in the document, which should be in the document, was a commitment to completing the transition to a University.</p> |

| # | I am a (select as many as apply): | Comments on Goal #3: To be innovative, entrepreneurial, and accountable. | General comments on draft #1 of the UFV strategic plan |
|----|--|--|---|
| 26 | UFV faculty (geography), acting in capacity as Chair, Library Advisory Committee | <p>Direction 3: General Comments In general, we supported the goals identified in this section. However, we noted the absence of a consideration of how the different units of the institution work together. In our initial submission, we spoke to the need to maximize human capital, which involves, to no small extent, facilitating greater and more effective and efficient interaction between the different departments and service units of the university. This has pedagogical implications of course, but it also is a necessary prerequisite to being 'innovative, entrepreneurial, and accountable'. Looking ahead to the next five years and further still, we know that UFV will not suddenly encounter a windfall of funding or a sudden demographic expansion within the Fraser Valley to feed its numbers. We are aware that as a result, being innovative is absolutely critical in keeping costs down while providing a high-quality education. The status quo will not do that. The goals stated in section 3 may help the university be more accountable (and, in some cases, more efficient), but there is little here that reflects either innovation or entrepreneurialism. The LAC's concern is largely one of connecting a key support centre—the Library—with faculty, so we will speak only to the ways in which we see innovation and entrepreneurialism evolving with respect to this relationship. Innovation, from our end, includes (but certainly is not limited to), identifying the ways in which the process of learning and the negotiation of knowledge and skill extends beyond the existing disciplinary, silo-based approach to the delivery of information and ideas. This is certainly important, but insufficient. Knowledge is transferable. So is the process of learning. A wealth of information and human capital exists at UFV that goes untapped or is inefficiently and insufficiently utilized. Entrepreneurialism involves taking advantage of these opportunities and building on them. Innovation requires us to think of new approaches to doing so. On a practical level, then, innovation and entrepreneurialism requires us to consider the links between the different components of the institution, and between the institution and the community. How do we connect information with the users of that information more effectively? How do we harmonize information delivery, facilitate research, make possible interdisciplinary endeavours to common problems (i.e. enable projects to be developed that are not always 'off the side of our desks')? We need to analyze the flows and connections. Doing so will require real support for support services (who are often in the 'middle' of these flows) as well as community-wide dialogues about how knowledge is constructed and championed in light of lives lived at multiple scales (local, regional, national, global).</p> | |
| 27 | UFV Faculty member | <p>Goal 3.A.7: We are being mandated by the province to be carbon neutral. Yet, only a weak and underdefined statement claiming that UFV will "adopt innovative and environmentally-responsible practices of stewardship of the University's lands and other resources" is remarkably weak. It limits the concern over stewardship (itself, a problematic, highly anthropocentric concept) to the U's lands and resources, but not its collective impacts and responsibility to innovate for change beyond its immediate environment. Innovation on matters pertaining to sustainability will require linking the academic to the operational. The opportunity exists here to embrace sustainability as a goal, front and centre, a strategy will drive new programming, facilitate improvements in operations, and encourage creativity in problem-solving. [How do we meet carbon neutrality and sustainability goals and yet engage in internationalization at the same time? Where in this document are creative approaches to answering that question encouraged?] In short, sustainability is not a goal separate from research, the process of knowledge development, governance and decision-making, and community engagement.</p> | <p>I respect the incredibly difficult task in front of the steering committee, having to juggle the varying demands of different stakeholders in the university community. This draft reads as an appeal to the widest possible audience, but at this stage likely excites very few. The current draft lacks vision. It has goals, but these three goals are not a substitute for what this strategic plan should represent. At this point in UFV's history, the strategic plan by default will play a much more significant and defining role in shaping the institution's future than in years past. This strategic planning process must reflect the changes that are coming, and are possible, in light of the installation of a new president, a relatively new university status, dozens of programs and certificates that are proposed or in development, and a growing student population whose interests, learning approaches, and attitudes are in rapid flux. Nothing in the current document reflects these challenges.</p> |
| 28 | On behalf of the Faculty Council, Faculty of Arts | <ul style="list-style-type: none"> • This goal tries to tie resources to the first two goals so as to make them realizable. This needs to be clearer in the language • This goal seems to read as 3 goals in 1 • Do we have to use the word "entrepreneurial"? Where do we apply this value? It's worrisome that it could be linked to programming & development; for what teach or not • "Innovation" is becoming an overused term. If what is meant by this is creative approaches and different ways of thinking, then the term "creative" should be used • Since we carry forward some traditions then "innovative" could be a misleading term (arguments countered this as well) • Not clear who we are accountable to, this needs to be made apparent • Pleased to see use of "stewardship" and "accountable" in relation to UFV having land • Need to be more specific than mentioning "sustainable" • 7 - isn't this 'sustainability' rather than 'innovation'? Shouldn't the term sustainable replace innovative in the main goal? • Pleased to find an emphasis on collegiality | <p>Faculty Council discussed the three main goals and each of their subsections. Looking at the document as a whole, the following comments were made:</p> <ul style="list-style-type: none"> • As a draft document, it is encouraging. It is a good document without jargon - simple and easy to read • The document as a whole implies a rank order; if each goal is of equal importance they should be bulleted as opposed to numbered • It is missing a sense that we need to plan new programs so as to offer well rounded offerings in the Faculty of Arts • Needs information included in the direction of doing good works. For example, point 1.A.2. could mention global citizenship |