



Child, Youth and Family Studies - Program Review Progress Report June 2021 - Summary Table of recommendations & responses

Program Review conducted in May 2018

Approved by Senate February 2019

Now entering Year 3 of actions & planning as a result of the recommendations made by the External Review team

	Recommendation (2018)	Response (2018)	Year in Action Plan	Plans and updates for 2020/21 Academic year
1.	Develop and commit to a fulsome plan with regards to Indigenization and reconciliation of CYFS curricula, student experience and faculty engagement	<p>We have committed as a department to develop a strategy that would allow us to come to a shared understanding of what Indigenization is, to understand history and how colonialism impacted each of us. During the next year we will hold space and time during our monthly department meetings for a traditional talking circle where we will respond to a question with generative intention</p> <p>After the first year we will evaluate where we are and develop specific action plans for years 2-3, based on our deeper understanding. This action will begin immediately and be ongoing.</p>	<p>1</p> <p>2-3</p>	The CYFS Department set aside time at each monthly department meeting during the 2019/20 academic year to explore a question related to Indigenization and our personal and professional practice (see Appendix I for questions). We did this in the format of a learning/healing circle. On an individual level we continue to each be on a continued path of learning and exploration. The department will liaise with the Teaching and Learning Specialist

				<p>(Indigenization) to set up the opportunity for us to participate in an “Educator’s Journey Toward Reconciliation” course together.</p> <p>**CYFS participated in the first part of the course together in late 2020/early2021. We will explore the second component of the learning journey, in the next academic year (2021/22)”Weaving Knowledge Systems”.</p>
2.	Develop a consistent site overseas for CYC students to use for global practica experience and in doing so seek resources (including funding) from UFV International.	Three CYFS faculty members put their names forward to work on bringing this recommendation to fruition. They will form a working committee and will consult with Teaching & Learning and International Education, to explore how to develop this.	4-5	<p>Paused</p> <p>Scotland Study Tour was developed and scheduled to run April 2020. Cancelled due to the COVID-19 pandemic. It was determined that due to ongoing public health and International travel restrictions, the study tour needed to be paused for the 2020/21 academic year as well. We will explore if it is possible to resume the project for 2021/22.</p>
3.	Develop a program level mission statement and department goals for CYFS in relation	The CYFS Department believes that this recommendation can be linked to #1 and that part of our learning journey		

	to the Education Plan that meet guidelines described in UFV's Teaching & Learning Workbook and in doing so consider meaningful ways in which to respond to the TRC Calls to Action and the post-secondary Child and Youth Care Education Consortium's current revisions of the provincial learning outcomes	with Indigenization and the TRC over the next year will generate the development of an updated mission and department goals. The department currently has a mission, vision and principles listed on the website which we will update this first year. In years 2-3 we will revise and align our mission statement and goals based on our talking circle dialogue in recommendation #1. We will change the format of our website display of our mission and goals to an oral tradition, recording each with spoken word reflecting diversity and inclusiveness.	2-3	The department formed a sub-committee to create a draft for review Initiated Nov. 2020 Written document Completed Feb.2021 (Appendix II) Will look to adding oral highlights/spoken word to our department website for the 2021/22 academic year
4.	Work with CYFS students, the Child and Youth Care Association of BC (CYCABC), the Early Childhood Educators of BC (ECEBC), local Early Years tables, and CYFS Advisory Committee in the development of an active student association that hosts a professional one-day conference on a bi-annual basis.	The department really sees two different components to this recommendation, i) the development of an active student association, and ii) hosting a one-day conference on a bi-annual basis. The focus for the first year will be to determine how we can bring students together to form an association. Having had fledgling attempts previously, the department has found that with most of our students working and attending our programs and many with family responsibilities it has been challenging to sustain an association due to conflicting time commitments. We will endeavor to re-imagine an association utilizing emergent technology, and student representative roles on the other committees and associations mentioned in this recommendation. Once established we can work with the student representatives, our community partners, and professional associations to determine how the second part of this recommendation can be achieved. During this first year we will work with these associations and community partners to explore themes, and format (events, virtual conferencing, webinars, etc). The second	2-3	Speaker series ongoing Community of Practice group established Established CYC practicum where upper level students support new students – CYC Community Core, three goals: 1. Meaningful connections 2. Peer support 3. Collaborative experiences The CYC Community Core students presented to the CYFS Department meeting in March 2021 and,

		<p>component will be developed in years 2-3. In order to meet the needs of the field it is felt that events-based annual planning may be the best way to accomplish this recommendation. As this current academic year 2018/19 marks the 25th year of delivering CYC education at UFV we have already started planning a speaker series that will see 2 significant events featured in Fall 2018 and three in Winter semester 2019.</p>		<p>Christine Slavik & student Christy Lowey recently presented the same information to the Ontario Association of CYC on the CYC Community Core project at their pre-conference Education Day online, May 25/21. Excellent feedback was received about the presentation!</p>
5.	<p>That the ECE program no longer wait for government directives, but rather move ahead with their own curricular innovations at once. See section four for details on this recommendation.</p>	<p>The ECE faculty members in the ECE program will propose a course of action for this recommendation. This recommendation is also linked to the #1 which will inform the way the curriculum and student experience are aligned through course learning outcomes. In year one the framework will be developed with recommendations for change and innovation.</p>	1	<p>Revised ECE Diploma development was completed in 2020/21 utilizing ECE expansion funding from MAEST – A revised ECE Diploma for Hybrid delivery has been approved, and begins in August 2021.</p>
6.	<p>Review and revise CYC course learning outcomes in response to the revised BC Child and Youth Care Education Consortium's revised post-secondary degree learning outcomes.</p>	<p>The CYC faculty will meet monthly over the next year to review and revise CYC course learning outcomes. Revisions will be ready to submit to UEC for the 2019/20 academic year. This recommendation is also linked to the #1 which will inform the way the curriculum and student experience are framed through course learning outcomes.</p>	1	<p>CYC faculty have begun meeting to revise current course outlines to align with 2018 Consortium Outcomes Document (First of monthly meetings began September 2020 and two core courses have been reviewed, revised, and approved to date.) This</p>

				will be ongoing until all CYC courses have been updated and will form part of the quality enhancement plan for the CYC Accreditation Self-Study document. Estimated completion Winter 2022.
7.	That the CYFS department continue to work on suitability and standards of practice for CYC, bringing this work forward to the BC Post-Secondary Education Consortium to hopes of developing provincial standards and processes to ensure suitability for the field.	In year one the CYC faculty will review and revise the current practicum contract utilized for practica and will explore drafting a suitability/standards document to share at the Child and Youth Care Education Consortium of BC (CYCECBC). The CYC faculty will continue to attend the CYCECBC meetings where this work can be shared and collaboratively developed further. Currently, a UFV CYC faculty member is the chair of the CYCECBC and we are hosting the meeting in October 2019.	1	This was completed and shared at the Consortium meeting in October 2019.
8.	Explore opportunities to bolster bridging between ECE, CYC and Teacher Education.	The Department Head of CYFS will set up a meeting with the Head of TED during the first year to explore possibilities for laddering of CYFS program courses into the TED program degrees. This recommendation will be explored in years 2-3.	2-3	CYFS will reach out in the 2020/21 academic year to TED & the Dean, FPS for update on this work...this initiative was paused during this past academic year due to COVID priorities. Will explore resuming this dialogue in the 2021/22 academic year as we move towards a new

				Faculty of Professional Studies structure.
9.	Investigate the benefits, challenges, implications and opportunities of online/ blended delivery methods and summer courses as a way to enhance flexibility in program delivery methods. See section five for details on this recommendation.	The department will work with Institutional Research to survey more broadly, fact find and assess needs in this regard. The department will also work with the Associate Dean of Professional Studies and Teaching and Learning to determine the curricular components which would be best suited to blended/online delivery. This recommendation will be explored in years 2-3.	2-3	<p>Results of focus groups held in February 2020 indicate moderate interest in summer course offerings (see Appendix III for focus group questions & responses)</p> <p>As a result of the COVID-19 pandemic all courses have been made available in virtual formats and moving forward post-COVID we are scheduling 30% of our courses in virtual delivery formats.</p> <p>Will evaluate current student experience of online delivery (this has been incorporated into the accreditation student survey in February 2021).</p>
10.	Work in collaboration with the Program Advisory Committee and Research Engagement and Graduate Studies to build on the CYFS Research Strategy to create a CYFS Faculty and Student Research Plan. See section six for details on this recommendation.	This recommendation will be an agenda item for the CYFS External Advisory Committee for the 2018/2019 academic year. This item can also be linked to recommendation #4 and #8. Specific action plans will be considered in years 2-3 as a result of dialogue with the faculty, students, and community partners. Over the next year the CYFS department will invite presenters from the School of Social Work and Criminology to share their successes with student and	2-3	Interest still there to hear how other departments/schools have built this out. Will invite for a future department meeting.

		<p>faculty research processes with our department, with the goal to learn from their approaches. The CYFS department will set up a specific dinner and dialogue meeting with our sessional faculty engaged in research to learn how to better support their needs and how we can maximize action-based research interests.</p>		<p>Formally invite sessional faculty to consider how we can support their research interests.</p> <p>Mark Littlefield has developed a specific interdisciplinary research project Christine Slavik awarded FIT Grant for research MBP. This project was paused due to COVID and moving the course into a virtual delivery. The research project will be resumed in the 2021/22 academic year of the delivery of CYC275.</p> <p>The topic of research ideas generated from the External Program Advisory Committee was on the Agenda for November 2020 meeting. EA members will bring forward ideas to the next meeting.</p>
11.	Continue to work with finance to support the hiring of additional CYC Faculty as outlined in the self-study being mindful of the diverse population that is served by UFV.	The Department Head will work with the Dean of Professional Studies and finance this first year to develop a rationale to support this recommendation.	1	An Indigenous faculty member was hired after the program review, and a male faculty member was hired in the next. Both

				represent persons served by the profession of CYC.
12.	Develop a transition plan that includes time for knowledge transfer as faculty members and staff retire.	The CYFS Department will collaborate on the construction of job postings for sessional and full time faculty as positions are resourced (see recommendation # 11). The Department Head will draft a timeline and transition plan over the next 2-3 years based on canvassing the faculty about plans for leaves, sabbaticals and retirement.	2-3	Polled staff/faculty: Current projections for faculty retirements will see a faculty member retiring in each of 2021, 2022, and 2024, with additional reduction of workload for one faculty member in 2023.
13.	Continue to strive to develop a greater sense of belonging and cohesion between the institution, regular faculty, and sessional instructors.	The sessional faculty orientation manual will be updated over the first year. Current sessional faculty will be asked to contribute to this process. The department retreat was offered from 1-9pm so sessional faculty could attend in the evening. Sessional faculty have been invited to present their pedagogical approach to the courses they teach, and sessional and full time faculty joined together to discuss overall curriculum themes and outcomes	1 and continuous	Dinner & Dialogues have been held each semester. Meetings with sessional faculty has been established as a monthly community of CYC pedagogy practice meeting - begun in the 2020/21 academic year. Sessional faculty will be invited to the CYFS retreat to be held in August 2021. A follow-up with T&L initiative to support faculty to move online was completed this past year. The Associate Dean has also connected to support sessional faculty. The Associate Dean has met

				with several of the sessional faculty and referrals have been made this past academic year (2020/21) to T&L on behalf of the sessionals teaching.
14.	Jointly pursue, with the Teacher Education Department, an on-campus student space at the Abbotsford campus.	The Department Head will set up a meeting with the Head of TED this year to explore needs and resources required.	1	Capital planning submission was completed in the 2019/20 academic year and updated for 2020/21 requesting space for students. This request has now moved into the dialogue and planning that is part of the Building D3Renovation Cluster 4 working group comprised of CYFS, TED, ADED and Information Studies.
15.	Continue to press the institution for an outdoor classroom space on the Abbotsford campus.	The Department Head will consult with the Head of Teacher Education and Adult Education to explore a joint proposal for an outdoor classroom space. UFV's Advancement Office, and Teaching and Learning will be approached to source potential funding. The initial work on this recommendation will begin in year 1, with a goal to see it created in years 2-3.	2-3	Capital planning submission was completed in 2019/20 but the project was not considered a priority. Will continue to include in planning request process. This academic year 2020/21 a proposal for a campus Yurt as an outdoor teaching space was submitted in May.

				The campus Labyrinth has been built (August 2020) and ready to use
16.	That the department continue to work with the University to secure the means to create a small group observation room with a 2-way mirror. Given the success of collaborative space sharing already underway the Panel believes that this could also work for a unique learning space such as a viewing room.	After thoughtful deliberation about current pedagogy and practice, the CYFS department has determined that this is not a resource we would want to continue to pursue at this time.		Recommendation not accepted
17.	That the department continue to monitor the need for storage space and work with the University to acquire it, thus saving faculty and sessionals from needing to store supplies in office space and transport it across campus.	The Department Head will ask the Campus Planning Committee, via the Dean's Office, to be prioritized for renovation that includes storage cabinetry in current classrooms, or a storage room close by. Year 1. D3110 has been set up to temporarily hold teaching materials	1	Capital planning submission has been completed for the 2019/20 & 2020/21 academic year but was not seen as an institutional priority. Potential to develop further with Building D renewal project in 2021/22. Storage has been highlighted as a priority in the Building D3 Renovation Cluster 4 planning meetings to date. (May-June 2021). Will continue to include in planning request process
18.	That the department acquire dedicated classroom space on the Chilliwack campus for the ECE program.	After discussion it has been determined that the current classroom utilized for ECE classes in Chilliwack is adequate and that the it is a function of Department	1	A room was requested for ECE on the CEP campus – A1316. As of the 2019/20 academic year this has

		Assistant completing the DCU to ensure it is booked appropriately for our ECE program courses.		been regularly assigned for our use.
19.	That the department work with the University to identify a classroom that can be made sound-proof to allow for therapy and music teaching so as not to disrupt other classes nearby.	In collaboration with the Head of TED, the CYFS Department Head will ask the Campus Planning Committee, via the Dean's Office, to include renovations that will consider sound-proofing, or to consider an exclusive cluster of space for CYFS and TED classrooms that do not disturb other departments. Year 2-3.	2-3	Capital planning submission has been completed for this request in the 2019/20 and 2020/21 academic year but was not an institutional priority. Potential to develop further with Building D renovation/renewal project in 2021/22. Will continue to include in the planning request process
20.	Continued investment in theme bins/instruments that students can loan from the library.	ECE faculty will develop a plan and proposed cost so this can be completed in the 2018/19 academic year.	1	The theme bins have been purchased and are in regular use since 2019.
21.	Revisit and streamline the marketing goals/plan as outlined in the Self-Study to ensure clarity between MarCom and departmental responsibilities and capture additional specific recommendations made in section six of this report.	A member of the MarCom team will be invited to a CYFS Department meeting to discuss streamlining the marketing goals/plans. Specific ideas the ERT offered will be discussed. The ideas and development of a strategy will happen in the first year with a rollout planned for years 2-3. The Department Head will discuss the addition of a budget line to address marketing costs for the CYFS programs.	2-3	An initial consultation was completed with very little responsiveness from MarCom. A sub-committee of CYFS met to explore the needs and possibilities in February 2021.

				<p>We continued to advocate and finally were able to consult and get approval for setting up a CYFS FB page and Twitter account and have begun marketing through this platform.</p> <p>A divisional request is being put forward by the Dean to address this need across programs and to establish appropriate budget implications</p>
22.	Develop and streamline admissions procedures and systems with the Office of the Registrar that are mutually supporting.	A meeting is set for September 2018 to review admissions procedures for CYFS with OReg. The faculty from ECE and CYC will meet in this first year as subcommittees to explore revising admissions criteria for their respective programs. Changes would be brought forward for the 2019/20 or 2020/21 academic year applications.	1	<p>An initial meeting was held in the fall of 2018 and some suggested changes were discussed in terms of communication between the department assistant and admissions.</p> <p>The faculty in both ECE and CYC have continued to meet and discuss ideas and have made recommendations which we will be bringing through curriculum committee this coming year (2021/22).</p>

				<p>We are now looking to meet again with admissions to continue to refine and improve the process and have a meeting set up for July 2021 with our new department assistant, and department head.</p>
23.	<p>Consider a means of monitoring and documenting student support needs over the next 1-2 years to understand the impact of younger students entering the program in terms of their need for support, and utilization of resources, time, and faculty and staff assistance</p>	<p>During the Winter 2019 semester the department will host a focus group of CYC students to explore student support needs during the first 2 years of the program. From information gleaned from the focus group discussion a means of monitoring and documenting these needs in an ongoing way will be developed.</p>	1	<p>Focus groups completed in February 2020 (See Appendix III for questions & responses of the CYC student focus groups).</p> <p>Changes to support offered include increased communication through broadcast student email messages and infographics related to course planning/advising, practicum, onboarding/orientation virtual events and building a virtual support and information platform has been developed as the CYC Community Core in the 2020/21 academic year.</p>

We offer these questions as a guide for reflecting on
a decolonizing/Indigenizing process for educators:

We are grateful for your interest in this journey...
Start wherever you are ready to begin...

Are you willing to feel vulnerable and make mistakes?

Do you know who you can seek out for support in the event of error or harm (whether intentional or unintentional)?

Are you engaging in reciprocity?

For example, when students and community share their name/family/origin stories, do you reciprocate by providing your story as part of relationship building (no matter how uncertain, incomplete, or foreign it may feel to do so)?

Are you willing to consider that you have beliefs, that you have accepted to be true, that may not be true for others?

Have you participated in Indigenous education in the community? On the land? Taught by the Old Ones (Elders)?

Do you know what traditional, Indigenous education looks like in the territory that you are living in?

Does the space that you work in create opportunities for Indigegogy (Indigenous pedagogy – i.e. like talking circles)?

Have you reviewed/Indigenized:

The faculty/hiring process?
Student supports for wellness?
Each learning outcome for your courses?
The program application/selection process?
Staff supports (made space for further discussion)
Program learning objectives/philosophy?
Policies related to conflict and resolution
(classroom management, plagiarism, etc.)?
Course readings?

Do you offer Prior Learning Assessment that recognizes lived experience/Indigenous knowledge?

Are you willing to focus on what we all have to gain, rather than what might be 'lost'?

Do you take an active ally role in support of Indigenous students and colleagues within the institution?

Do you ask them what would be helpful for you to do/support?

Are there spaces on campus where Indigenous students, faculty, and community can feel comfortable and safe to be their whole selves? What more can be done to communicate this message?

Do some of your course assessment options go beyond written assignments to include creative, oral and/or story-telling options? Or being of service to community (service projects/applied learning)?

Does the volume of assigned work leave space and energy for learning? for wellness? for family?

Is there flexibility (due dates, attendance) to accommodate student responsibilities with family and community (i.e. when there are deaths)?

Do you practice self-compassion and compassion with others?

Do you have a trauma-informed classroom/education process?

Are you prepared for 'resistance'? And to respond in a trauma-informed way?

Reconciliation: what does it mean to Indigenous peoples? Do you know this is a contentious idea/word for some?

Often, where there is pain there is *also* strength and endurance.

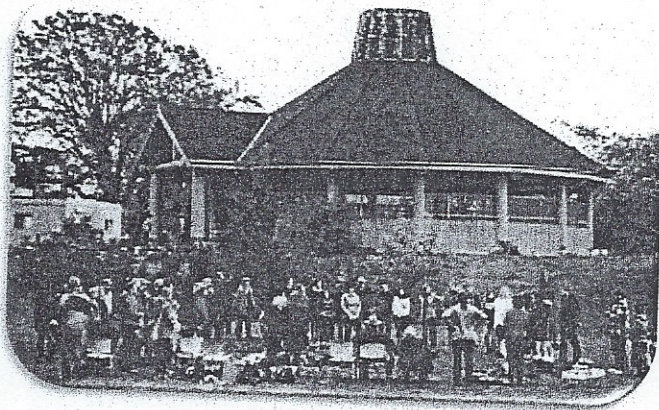
How can your class/institution honor this sacred balance? Can more resources be used to celebrate Indigeneity?

Do you educate in ways that are inclusive of all voices in the room? Does everyone have an opportunity to share without having to compete/take space in a discussion? Do you create space for the quiet ones to share?

Does the curriculum reflect a wholistic and collective approach to wellness/balance? Including Spirit?

How can you support the wholistic rebalancing of family/community roles? Does your work reinstate children, Elders, women, and gender diverse members into roles of reverence in education/community?

Are there opportunities for Intergenerational Learning?



Some education
at Camosun
in Lkwungen territory

Respectfully,

Wendy Simon - Mohawk/Haida, NEC Native Education College
Artemis Fire - Métis Nation, Camosun College

UFV is situated on the traditional lands of the Sto:lō
Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which UFV is located. They lived in the Fraser Valley and lower Fraser Canyon of British Columbia and they spoke Halq'eméylem, also known as the upriver dialect. UFV recognizes and honours the contribution that Aboriginal people have made — and continue to make — to our community. UFV supports Indigenous learners and seeks to incorporate indigenous ways of knowing in the curriculum.

Child, youth and family Studies

Mission

CYFS is inspired to welcome learners to journey together as we honour diversity, transform lives, and build community.

Vision

We develop leaders grounded in the process of relationship who cultivate communities where children and families flourish.

Values

We embrace the core values of UFV and commit to actualizing them in the following ways in CYFS...

Integrity

Modelling and promoting a journey to reconcile and understand how to decolonize curriculum and praxis

Demonstrating the highest standards of practice and professionalism

Engaging in current and relevant pedagogical practices informed by research, scholarship, and service within our professions

Aspiring to a high level of relational ethics that promotes social justice in ECE & CYC

inclusivity

Honouring indigenous knowledge through an integrated curriculum

Respecting diversity and valuing individuals of all abilities, cultures and beliefs

Creating relational, inclusive, equitable & accessible learning environments

Supporting learners to transition through their education towards employment by nurturing well-being personally and professionally

Community

Building a strong community of practice engaged in relationship and dialogue

Providing experiential learning in community

Developing & cultivating collaborative opportunities to enrich the lives of students, the local community, and global society

Building health & wellness through relationship

Excellence

Creating challenging learning environments

Pursuing the highest standards of pedagogy & praxis through a learner-centred approach in the delivery of curriculum

Demonstrating respect for the whole person

Modelling and engaging in a reciprocal teaching & learning relationship that promotes critical thinking and reflective practice

Goals of CYFS	
ECE	CYC
Curriculum that is relevant to the field	To provide an exceptional educational experience utilizing relevant, contemporary, and forward-looking CYC pedagogies.
High quality of instruction	To ensure high quality of instruction
Innovation and currency of faculty	To promote innovation and currency of faculty
Provide ideals of ECE ethics and philosophy	To provide ideals of CYC ethics and philosophy
Model ECE ideals in interactions	Promote reconciliation in education to integrate Indigenous understanding in all courses, that incorporates socially locating self and institution to honour Indigenous self-determination
The program provides an ECE Certificate that is consistent, relevant, and subject to ongoing improvement.	To prepare students to become eligible for CYC Certification
The program produces early childhood educators who demonstrate professionalism, ethical practice, and knowledge of child development in a practicum setting.	To model and engage in a reciprocal teaching and learning relationship with students that promotes critical thinking and reflective practice in CYC
The ECE Certificate at UFV prepares students through academic and practicum courses to work with young children, to guide them in reaching their full potential in their intellectual, social, emotional, and physical development reflecting and integrating diversity and cultural understanding through play.	To nurture the health and wellness of students as emergent CYC professionals, committed to learning and personal/professional development as a lifelong process.
It delivers curriculum that reflects the standards enforced by the provincial government through its ECE licensing authority.	To provide knowledge and experiences that fosters leadership whereby graduates of CYC can facilitate opportunities and environments for children, youth, families and communities to flourish.

	To prepare students for employment in complex and diverse CYC practice settings.
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CYC Focus Groups – held in February 2020

What do you need to create and be in community in CYC?

1st year to 4th year buddy system !! (or maybe 1st and 3rd)!!

Opportunity for part time students to connect with regular cohort

Opportunities to connect with other cohorts during class time

Continue picking groups – (1st & 2nd year) forces us to make friends

Have teachers arrange groups to promote student connection

Trust between students

Retreats

CYC events both on and off campus!! (dinners, dances, bowling)

Networking, holidays, per semester

Professional trainers, guest speakers, graduates (more of this as part of class) !!

Respect

Mindfulness

Seminars !!

Opportunity to attend and obtain certifications in related fields (Mental Health 1st

Aid, Health etc) !!!!!

Conferences!!

Communicate with each other – facebook page !!!

CYC Net

Group Work/presentations

Relationships with families

Know boundaries

Opportunity to know each other personally!

Mutual respect, confidentiality, compassion and empathy among classmates!!!!

Relaxed comfortable atmosphere!!!!

Open dialogue!

Participate!!

Create relationship within program/or be open to different relationships!!

Events or activities other than classes to strengthen community!! Eg: wellness retreat!!

Class discussion!!

Networking opportunities!

Understand that everyone is different!! (opinions/experiences, values/beliefs/priorities)

Accepting, non-judgmental atmosphere
CYC space (since we are in after SUS hours & share classrooms with other programs. TEP doesn't let us feel welcome in our own classroom)
Study space
Place to relax and connect with other CYC students

What do you need to have and maintain balance?

Profs could share when BIG due dates are so all (x) year students don't have 2-4 large assignments due within 2 days
Due dates do not overlap !!!!!!!
Flexible due dates!
Opportunity to hand things in early or staggered
Emotional & academic classes balanced!
Vary class times !!!!!
Earlier hours of classes!!!
More use of class time for assignments!!
More class discussions!
Better opportunity to connect with classmates!!
More electives related to CYC!!
Offer more summer course electives!!!!!! And more core courses over summer !!!
(even just 1 semester would be nice)
Online core courses!!!!!!!
Course availability – offered more than once a year!!
Support circle from professors
Solid support system!
No back-to-back emotional classes
Sleep!!
Money!
Exercise
Self-care!!!! (opportunities beyond the mindful class or just talking about it)
Peer support!
Planned relax time
Stress relievers
Mindfulness practices!!
Fun/laughter
Healthy food

Flexibility
Set boundaries
Learn to say no!
Time management/schedule!
Giving yourself permission to not be perfect
Being honest with myself
Having quality time with loved ones
Balance of structure and freedom
Authentic connections with others and ourselves
Refresher classes eg. Theories, trauma
Self-care retreat
Demonstrate our learning in multiple ways (more than papers)!

What do you need to feel authentically seen and heard?

When do you feel authentically seen and heard?

CYC faculty already do this – they already take the time to get to know their students (name, family history, etc) 100%!!!
They open up to us which in return makes us feel comfortable and confident to speak up ourselves (safe environment)!!!
CYC profs have made a safe space for this
More one-on-ones or small groups with prof!
Smaller cohorts
When profs include own anecdotes
When we're welcomed and accepted by peers and profs
When you can fully be yourself 100%
More positive feedback on assignments!
Open dialogue
Non-judgmental!
Safe space!
Empathy
Respect classroom environment/treated with respect!
Student/prof relationship (heart)
Level of open communication
Genuine professors!
Ways for the class to come together without professor engagement to feel safe/seen/heard by all

Opportunity to connect with other students in the student context but also on a level outside student context!
Diversity within assignments!
Opportunity for informal connection with staff and students!
Small & large group conversation
Flexibility within assignments with the ability to show who we are!
Rose gives us validation everyday Thx Rose!!(heart symbol)
More approachable when asking questions & expressing concerns!
Recognize students personal and academic differences!!!!
Recognize personal lives and commitments!
Being able to communicate & get thoughtful responses via email!
Circle debrief at end of class!
Detailed feedback on assignments!!

What do you need to be successful and sustain scholarship? (be a successful student & learn)

Time management!!
Organization!!!
Motivation!
More experience!!
Communication !!
Open dialogue with teachers and other kids in the program
Strong support system inside & outside of class
Committing to deadlines!!
Assignment being staggered!!
Alternative way to present learning!!!! (not just paper) YES we are CYC-be flexible
Classroom connections!
Interactive learning
Based on activities/experience not just reading!
More field trips – actual experience!!
More scholarship/bursary opportunities for CYC!!
Clear information on assignments!!
Timely feedback on assignments from instructors
Clear expectations!!

Clear scholarship of knowledge of what is available & how to go through the process

Bigger, more informational course write ups

GPA

Proper sleep!!!

Afternoon classes vs late evening classes!!!

Classes 3-6, 6-9?!!!

Day classes?

Blended classes online, summer

Online options for classes

Approachable profs!!

Balance

Keep asking why?

Do research on my own time

Money

Time to reflect

Practice balance

Growth mindset

Skills based learning

Feeling supported by other students

Time for groupwork in class because of commuter school!!

Connection from classroom to work force – more knowledge about potential focuses of employment

What do you need to understand and feel culturally safe?

Open dialogue!!!!

Be respectful!!!!

Acceptance from others

Confidentiality!!

Diversity!! (different opinions/experiences) (makes you feel safe/commonalities)

Non-judgmental /non-bias accepting environment!!!

Education about various cultures!!! Learning about other cultures in class(cultural norms)!

Asking questions without judgement!

Explore own & others cultures
Curiosity/awareness
Open questions and answers!
Open communication!! (see it represented)
Bridge the gap between cultures!!
More discussions
How to be mindful/aware of cultures!
Ensure we are not seeing only through our lens – promote open-mindedness!
Respecting boundaries
More representation among guest speakers – differing experience/cultures
More cultural field trips
Honesty
Resources! (if a student asks for a PASS, give it without question)
Trust in one another
Supportive environment
Education yourself
Learn more about decolonization and reconciliation in every class