

Report of the President's Advisory Group on Experiential Education

September, 2017



Context

Over the last five years there have been a variety of initiatives examining experiential education and its place at UNB. A UNB Task Force to review experiential education began its work in 2012 and filed its final report in 2014. In 2016, the provincial government created a Provincial Task Force to explore a provincial approach to experiential education. In June 2017, a UNB President's Advisory Group was struck to consider the work of the two earlier task groups. This report is a summary of the work of all three groups.

The development of experiential education at UNB has a long history. Many faculty and staff have been involved in conversations about UNB's potential and current practice in the area. We already have a wealth of expertise on campus, and faculty and staff who do exceptional work in the field.

UNB Task Force (2012-14)

Description

The UNB Task Force on experiential education was struck to review and make recommendations concerning experiential education at UNB. The Task Force was made up of representatives from relevant units on both campuses. They conducted a review of the literature and a survey of UNB's current efforts in the area. Their report entitled "Experiential Education: New opportunities for transforming the student experience" articulated a number of goals and objectives reached over the period of some 24 months, and stated that the "overarching goal of the recommendations was to provide guidance for transforming the current state of experiential education programs in various levels of development to a campus-wide movement where experiential education is valued and considered as an important component of the UNB student experience". The intent was to ensure a future of leadership, expertise, integration and strategic development for experiential education at UNB. At that time, the task force saw the potential for UNB to provide leadership in experiential education, but due to a variety of factors, only one of the recommendations of that task force was implemented, namely a new data management software platform (ORBIS). The report of the Task Force can be found at <http://www.unb.ca/president/assets/documents/eefinalreport.pdf>

Recommendations and Progress

Through the implementation of ORBIS UNB has already made progress in coordinating and improving experiential education for students, faculty/staff, and partners in co-op programs from business, computer science and engineering at UNBF and UNBSJ, science at UNBF, and arts at UNBSJ. With funding support from PETL, an online platform to support the day to day management and administration of co-op programs on both campuses was acquired. A project manager, hired for this project, worked with staff and faculty from co-op programs on both campuses and staff from ITS to facilitate the purchase and implementation of ORBIS software which is referred to as "e2o", or "experience to opportunity" at UNB. The implementation of the software has not only resulted in increased efficiency and effectiveness, but it has brought

together the various co-op programs at UNB in a common platform and fostered the sharing of best practices.

Implementation of the new tool has been transformational for the co-op offices on both campuses, with benefits for students, staff and faculty, and external partners/employers. It provides a one-stop shop for both external partners/employers who are posting positions and for students who are reviewing and applying for these positions. It enables staff and faculty to readily track both postings and student applications and to monitor student progress throughout their programs. The software has also facilitated communication and significantly reduced email traffic among all of the stakeholders for such things as deadlines, workshops, reports, and evaluations. The successful implementation of the ORBIS software has paved the way for future initiatives of this type. The specific benefits of ORBIS are listed in Appendix A.

Provincial Task Force on Experiential Education (2016)

Description

The Provincial Task Force created in 2016 was a collaboration among universities, government, students and the economic sector (business, not-for-profits, etc.). The key objective of the Task Force was to “develop an implementation plan to significantly enhance the volume and quality of experiential education for students enrolled in New Brunswick’s four universities” (p. 25). To that end, the report make recommendations to the various stakeholders that could result in the development of a system that could support experiential education as an element in degrees from all publicly funded NB universities. The work of the Task Force was premised on the need to support the NB economy by creating more opportunities for employment and encouraging more NB students to stay and work in the province. An enhanced experiential education program was also seen as a viable recruitment and retention tool for universities, especially in light of declining numbers of NB high school graduates. The Task Force consulted widely with relevant organizations and individuals within and beyond the province and used a number of task groups to explore particular issues. It developed an implementation plan to create a new framework for experiential education in the province. The final report of the Task Force is expected to be released soon, but the Task force was able to review it as part of our work.

Recommendations and Progress

The Implementation Plan developed by the Task Force consisted of eight elements and included actions steps for some of the elements. The eight elements as listed in the report are:

1. Establish New Brunswick Experiential Learning Steering Committee (to facilitate the development and growth of experiential education opportunities and continue to grow partnerships). This committee is now established.
2. University Co-ordinating capacity and better inter-collaboration

3. Partner Engagement Portal (that would serve as the external face of experiential learning in New Brunswick)
4. Develop and Implement Experiential Education Platform (a software platform that would facilitate experiential education and serve to better connect partners with the universities)
5. Student Funding Model (to address student challenges and barriers to participation as well as financial barriers faced by potential partners)
6. Establish Performance Metrics (establish a baseline and benchmarks to measure the growth and success of experiential education in New Brunswick)
7. Establish Incentive Fund (available to universities, faculties and departments seeking to develop new experiential education opportunities or meaningfully enhance existing opportunities)
8. Develop and Implement Communications and Marketing Strategy (to effectively communicate the activities and successes of the plan to internal and external stakeholders as well as the New Brunswick public)

Work has begun on a number of the elements. For example, the Provincial Steering Committee has been established and it has begun to meet and universities are working independently to enhance their coordinating capacity.

UNB President's Advisory Group (2017)

Description

A President's Advisory Group was struck in June 2017 to review the recommendations of the 2016 Provincial Task Force report in light of the 2014 UNB report. To this end, the President's Advisory Group on UNB Experiential Education was tasked with the following:

- Identify alignments between the two reports
- Draft a high-level strategic vision for the roll-out of the eight recommendations that form the implementation plan found in the 2016 provincial report
- Identify potential models for implementation of the eight recommendations
- Produce a report to the President by August 30, 2017

It should be noted when the Advisory Group reviewed the Provincial Task Force report that only Recommendation 2 (referred to as Element 2 in the Plan, coordinating capacity and better inter-collaboration) is the independent responsibility of individual universities. The others all involve collaboration among various stakeholder groups, including the universities.

The terms of reference for the Advisory Group can be found in Appendix B.

Alignment of the Two Reports

There was general consensus among the members of the UNB Advisory Group that the two reports are well-aligned and reach similar general conclusions. Several members of this Advisory Group were also members of the Provincial Task Force (including the Chair, Laurelle LeVert, and Cynthia Stacey and Erin Gillespie who both served on working groups of the Provincial Task force), and many were involved with the creation of UNB's 2014 report, so were very familiar with previous discussions and the contents of both reports.

Congruence between Task Force Reports

- **Fundamentals**

The work done by the Provincial Task Force in 2016 reflects and adheres to the general principals developed in UNB's own report of 2014, at least partly because many of the same core research sources were used. The key principles and best practices driving experiential education, in both cases were drawn from the National Society for Experiential Education (<http://www.nsee.org>). Both Task Forces also identified similar benefits of and barriers or challenges to implementation of experiential learning opportunities for students, universities and community partners

- **Inconsistency in Definitions**

Both Task Forces wrestled with the lack of consistency in definitions for various forms of experiential education, but both did develop working definitions for their own use which are closely aligned. The Advisory Group affirms that the four universities who participated in the Provincial Task Force will enact and develop experiential education in the ways that fit their particular context, however they will arrive at consistent parameters for tracking and evaluation purposes. Work in the area of definitions has been done recently by national experiential education bodies, in particular the Canadian Association for Co-operative Education (CAFCE) on work integrated learning.

- **Need for Additional Financial Support**

The need for additional dedicated funding to support experiential education and new initiatives in this area was recognized by both Task Forces. Two elements of the Provincial Task Force report, Element 5: Student Funding Model, and Element 7: Establish Incentive Fund are intended to incentivize creation of new, relevant university offerings and provide additional financial support for students engaging in experiential education. A funding request is currently with the provincial government in this regard. One of the recommendations of the UNB Task Group in 2014 was to create an Experiential Education fund that individual units could access to develop their programs or support students. While this recommendation was not acted upon at the time, the Advisory Group affirms the need for the University to provide ongoing financial support to experiential education.

Differences between Task Force Reports

While the work of the Tasks Groups aligned in many ways there were some notable differences.

- **Composition and Perspectives**

The composition and the perspectives of the task forces differed. The UNB Task Force was an internal group composed of members of the University Community (i.e., faculty, staff, students, senators and board members). As indicated by the title of their report 'Experiential Education: New Opportunities for Transforming the Student Experience', the motivation behind their work was enhancing and expanding experiential education opportunities in order to contribute to an exceptional and transformative student experience. The Provincial Task Force was comprised of a broad representation of stakeholders in experiential education in the province, including the four universities, government, students, business and the not-for-profit sector. The inclusion of business and not-for-profit representatives was important as a commitment from those sectors to hire and invest in university students is a critical component of success going forward. The Provincial Task Force was struck, at least in part, as a response to a declining economy and demographic changes in the province which are affecting the provincial workforce. Their work was informed by reports such as statistics from the NB Jobs Board Secretariat; the 2016 NB Economic Growth Plan; NB Student Alliance 2016 report "Postsecondary: The pathway to prosperity"; as well as resources related to experiential education.

- **Focus**

While both Task Forces recognized a wide range of benefits that can accrue to students participating in experiential education, the focus of the Provincial Task Force was the role of experiential education 'to engage and support youth in furthering their education, joining the work force, and remaining to help build New Brunswick's future' (p.1). The Advisory Group strongly believes there also needs to be an accepted view that experiential education transcends job placement, preparation and creation, and that under-represented areas (e.g., Non-STEM) such as the humanities and social sciences should be a particular focus of the work to come. In addition, there should be an emphasis on supporting students who historically are less likely to participate in experiential education opportunities, such as First Nations students, students with a disability, low income students, first generation students and international students.

- **Scope**

Another difference relates to the scope of opportunities that are considered as experiential education by both Task Forces. The UNB Task Force identified and described six specific forms of experiential education while the Provincial Task Force articulated four and included a general category of 'co-curricular'. Per its mandate, the Provincial Task Force specifically addresses experiential education opportunities to those which occur off-campus and involve an external partner (p.6).

The Advisory Group feels very strongly that on-campus opportunities can be of equivalent benefit to students; this is perhaps the only point where the two reports really diverge. We strongly recommend that on-campus opportunities be part of UNB's understanding of experiential education. The creation of and support for on-campus opportunities for experiential education is a place where UNB can demonstrate leadership and engage in innovative practice around experiential education, while also working with external partners to develop rich, meaningful opportunities for students in the public, private, and non-profit sectors. In all cases, the learning opportunities must be intentional, developmental and collaborative in nature.

Recommendations

- **Strategic Vision for Experiential Education at UNB**

The Advisory Committee strongly endorses the vision that was articulated in the UNB Task Force report.

"[E]xperiential education is valued and considered as an important component of the UNB student experience" (p.24).

In order for experiential education to succeed at UNB, it must become central to our guiding values and ideas. There are several places where experiential education aligns with the UNB's missions and values and can support and strengthen the work of initiatives currently happening to strengthen our campuses. UNB's overarching mission statement, the work of the Positive Student Experience working group, and the current academic planning exercise are several key places of such alignment.

- **UNB Mission Statement**

The following commitments were made in our Strategic Plan for 2011 -2016:

Our mission is to create the premier university environment for our students, faculty and staff in which to learn, work and live.

We will provide an exceptional and transformative education for our students, by encouraging initiative and innovation, unlocking their creative potential. Our graduates will be prepared to make a significant difference - creating opportunities for themselves and for others.

We commit to understanding and solving the problems of today and tomorrow, serving our community and engaging with our alumni, retirees and partners around the world.

The Advisory Group notes that it will be important to include experiential education within future strategic and academic plans to ensure its contribution to an exceptional and transformative student experience at UNB is recognized and valued.

- **UNB Positive Student Experience Statement**

The Positive Student Experience working group arose from the UNB Leaders Retreat held in August 2016. The work of this bi-campus group led to the following definition of a positive student experience.

A Positive Student Experience empowers the student to accomplish their goals by creating a sense of belonging and connection to the university community, enabling the student to perform to their full academic potential, and to develop as a whole person [through a variety of learning experiences].

The work of the UNB Positive Student Experience Working Group showed that students rank their academic experience as the key factor in their positive student experience. Work on experiential education has been shown to increase student engagement (Eyler & Giles, 1999; Kuh, 1991), to improve students' academic achievement (Astin, Vogelgesang, Ikeda, & Yee, 2000), to increase students' ability to act as good citizens in their communities (Colby, Ehrlich, Beaumont, & Stephens, 2003), and to increase students' leadership potential (Wurr & Hamilton, 2012).

- **UNB Academic and Strategic Plans** – A focus and commitment to experiential education needs to be included in the academic plans that are currently being developed and in future strategic plans. We recommend leadership, action, and commitment from UNB faculty and senior administration in this regard.

The Advisory Group affirms that experiential education at UNB has the potential to contribute to students' transformational and exceptional academic and personal experiences. However, it is not enough to merely implement these practices haphazardly. A coordinated and concerted effort is needed to ensure that students gain the most they can from their university experience, including experiential opportunities (Harkavy, 1996).

Implementation

- **Senior staff position and creation of Office of Experiential Education**

The literature on experiential education indicates that efforts are most successful when there is collaboration and cooperation across campus, both from curricular and co-curricular programs, and the faculty and staff within those departments, and when institutional leaders make clear commitments to the practice (Guarasci, 2001; Kezar, 2006). The Advisory Group believes that a senior staff position should be created to move this agenda forward. The position requires someone with academic and professional expertise in the area of experiential education, the capacity to build relationships among all academic units at UNB that engage in experiential education, and the ability and skills to support units that don't currently offer programs but wish to

engage. This position will not replace or duplicate the work currently done within faculties and departments, but will support and enhance this work.

They must also be able to work effectively with other units that provide programming support for experiential education (e.g., CETL, Libraries, Teaching and Learning Centre, Student Services, Co-Curricular programs, etc.). In addition they must collaborate with Marketing and Communications to raise the profile of and garner support for experiential education.

This senior staff member must be able to build a collaborative network with the other participating institutions so that UNB does not isolate itself but rather is seen as a partner and leader in this initiative. The ability to work closely with and build bridges with public and private organizations and businesses as well as government is critical as well. This is envisioned as a leadership role, both internally and externally facing, a transformational relationship building position.

A suggested model of a faculty-driven office with administrative support is not, in the Advisory Group's view, the best path forward. Faculty members will be invaluable partners in this initiative, but the intense and detailed work ahead requires a skillset more commonly associated with a senior staff position with appropriate qualifications and experience. In order to be effective, this position must be housed in an Office of Experiential Education with adequate administrative and logistical support. More details on the proposed model can be found in Appendix C.

- **Bi campus initiative**

The Advisory Group recognizes that experiential education must be a fully integrated bi-campus initiative. Students on each campus must have access to quality experiences and external partners must be able to interact with the University using consistent processes and procedures. To ensure the bi-campus nature of experiential education, and in the acknowledgment that this initiative must be championed by the University's academic leadership, the senior staff member described above should report jointly to the Vice-President Fredericton and the Vice President Saint John, with operational matters coordinated by the two campus AVPs. While we recognize there are inherent challenges in dual reporting relationships, we feel strongly that this is integral to a one university two campus approach to experiential education.

- **Sustainability**

The University of New Brunswick has a number of experiential education programs that have been running for several years (e.g., co-op programs, internships, practica and clinical placements in professional programs). However, if the University is to truly adopt experiential education as an important element in the student experience, it must dedicate appropriate additional resources to enhance existing programs, to create new opportunities and to support student participation. While term funding (e.g., government grants, donations) can be helpful in the initial stages, ongoing funding must

be committed. It would be better not to undertake experiential education on a large scale unless there is a commitment for the long term. Beginning an unsustainable program would be a poor use of resources and would have a negative impact on the University's reputation.

- **Existing Elements**

While we do not yet have a cohesive experiential education program at UNB, we do have several important elements in place. Many units on both campuses already operate successful experiential education programs for their students. In the proposed integrated model, the actual delivery of programs will continue to happen at the unit level. Leadership and services provided by the institutional level will support the enhancement of existing programs and the development of new ones. Furthermore the experience and expertise of faculty and staff who currently work in experiential education will be invaluable in expanding programming at UNB such that each student has the opportunity to participate. The successful implementation of ORBIS, a software platform to provide management and administrative support, has resulted in increased efficiency, effectiveness and convenience for all stakeholders in our co-op programs. ORBIS was specifically chosen because it can be expanded to support other experiential education programs. Also, we have a bi-campus co-curricular program that encourages students to become engaged outside the classroom and to be intentional about their experiences. There are a number of possibilities for synergies between experiential education and co-curricular programs.

- **Balance between institutional autonomy and provincial collaboration**

We understand that the differences among institutions will make activities such as tracking and measuring outcomes across the four institutions quite challenging. We believe it will be important for UNB's Office of Experiential Education to work with our institutional colleagues and the provincial government towards a common set of criteria for measurement that reflects and respects each institution's unique offerings, strengths and potential.

That said, we wish to make it clear that while UNB will gladly partner with other institutions and the province on high-level measurement and accountability data collection, our own manifestations of experiential education will remain independent. As such there may be places where our work does not align with the province's or other institution's understandings of experiential education (eg. on-campus placements). We say this because we believe strongly in the importance of UNB operating using evidence-based and best practice guidelines; in this way we hope to act as a leading voice in the province on experiential education and continue to support both curricular and co-curricular expressions.

UNB is poised to build on its current successes in a number of ways, including the expansion of the ORBIS platform to include other modules to support the growth of opportunities such as internships and co-curricular programs. These additions would

facilitate the expansion of opportunities and increase the likelihood that every UNB student could participate in an experiential education opportunity prior to graduation. UNB likewise should continue to support the current framework for experiential education as manifested at the unit and faculty level. There is already a robust and highly developed system in place, and the task force is in agreement with the conclusion of the 2014 report that central coordinating efforts should be focused in the broad areas of funding, promotion, coordination, training and research.

Conclusion

The opportunity to review and revise the work done by UNB in 2014 in light of recent provincial developments has been valuable and timely. The current fiscal and enrolment challenges demand bold action, and the prioritizing of experiential education at UNB is one such action. The Advisory Group encourages senior leadership at UNB to support a robust and sustainable model for experiential education at UNB. This includes the following: creating a senior position to lead experiential education; establishing an experiential education office; including experiential education explicitly in strategic and academic plans; revisiting the recommendations of the 2014 UNB Task Force report; and providing appropriate funding to experiential education is sustainable at UNB.

References

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APPENDIX A

Benefits accruing from Implementation of ORBIS

Student benefits:

- can now short list jobs they want to come back to at a later time for further review
- are now able to express their intent to apply for positions via an employer's website
- can upload files into their account such as their Offer letters and APEG signed documents so they are stored safely
- can view and register for events/workshops
- can book appointment much easier than in old database
- can view their completed employer evaluations on-line
- can edit their work term records

Employer Benefits:

- have one website to post jobs for any of the UNB Co-op Programs
- can view and bundle student applications and email to other contacts within their organization
- can upload a file to accompany their posting
- can complete the employer evaluation on-line (emailed to them) and attach them directly to the students records
- are familiar with ORBIS platforms because it is the same system many other universities use

Co-op Staff Benefits:

- can use database to send employer email-outs (instructions/important dates for each hiring cycle) and notify employers to complete evaluations
- can book appointments directly with students which greatly minimizes the number of emails that go back and forth.
- can use events and workshop calendar to promote events and track registration for the events.
- can monitor many aspects of their individual co-op programs, i.e. placed/unplaced students, student participation in application process (how many jobs are they looking at), which students have not completed a task (editing work term record, accepting terms and conditions, etc.)
- engage with working group members from other UNB co-op programs to share best practices

Note: the use of a project manager was critical to the smooth implementation of the ORBIS software

APPENDIX B

UNB Experiential Education – President’s Advisory Group (limited term)

Terms of Reference

In November, 2016, a provincial task force on experiential education, chaired by UNB, produced a report to the New Brunswick university presidents and provincial government containing an implementation plan to significantly enhance the volume and quality of experiential education for students enrolled in New Brunswick’s four universities. Its conclusions are similar to those found in the 2014 UNB Steering Committee report on Experiential Education entitled “Experiential Education: new opportunities for transforming the student experience”. A President’s advisory group will be struck to review the recommendations of the recent 2016 report in light of the 2014 report that states that the “overarching goal of the recommendations was to provide guidance for transforming the current state of experiential education programs in various levels of development to a campus-wide movement where experiential education is valued and considered as an important component of the UNB student experience”. The intent was to ensure a future of leadership, expertise, integration and strategic development for experiential education at UNB. The advisory group’s role will be to:

- Identify alignments between the two reports
- Draft a high-level strategic vision for the roll-out of the eight recommendations that form the implementation plan found in the 2016 provincial report
- Identify potential models for implementation of the eight recommendations
- Produce a report to the President by August 30, 2017

Membership:

Laurelle LeVert, AVP Saint John (co-chair)

Kathy Wilson, AVP Fredericton (co-chair)

Joanna Everitt, Dean of Arts, Saint John

Cynthia Stacey, Dean of Renaissance College, Fredericton

Shirley Cleave, Faculty member, Fredericton

Devon Moir, Engineering Co-op, Fredericton

Erin Gillespie, Business Co-op coordinator, Saint John

Sarah King (Graduate student), Member at Large

Michelle McNeil, Acting Director & Senior Advisor, Office of the President

APPENDIX C

Proposed Model for Experiential Education at UNB

As noted in the 2014 report, “One office with a presence on both campuses could be developed to provide strategic direction and champion experiential education, to be the primary point of contact for external organizations, and to oversee the macro level coordination of experiential education at UNB. The units would have direct involvement with the experiential education opportunities they provide, including such functions as establishing academic requirements, matching students with opportunities, providing supervision of students, maintaining relations with community partners, and evaluating student performance.” (UNB, 2014)

The report further delineated the respective roles as follows:

Institutional Level

- Provide strategic direction for experiential education in keeping with the UNB Strategic Plan and lead implementation of strategic initiatives
- Advocate for experiential education both on campus and within the wider community to raise the profile and obtain appropriate resources
- Establish and maintain positive relationships with appropriate units within UNB (e.g., Marketing & Communications, Information Technology Services, Centre for Enhanced Teaching and Learning, International Relations Office, Teaching and Learning Centre, International Students Services) to leverage existing expertise and resources
- Develop and maintain a centralized contact and opportunity database to support experiential education
- Carry out marketing and communication functions to encourage participation by students and potential agencies and organizations
- Establish standards and guidelines for all formats of experiential education and ensure compliance
- Seek Accreditation for formats as appropriate (e.g., Canadian Association for Co-operative Education (CAFCE))
- Coordinate and/or provide professional development opportunities for faculty/department mentors/supervisors and agency/organization mentors/supervisors
- Coordinate professional development opportunities for students (e.g., work with Student Employment to hold cover letter/resume writing workshops)
- Oversee development of budget portfolio and ensure appropriate management and accountability
- Mentor faculty and staff involved in Experiential Education in the Units

Unit Level (i.e., Faculty/Department and international offices)

- Establish academic requirements (e.g., assignments) and ensure compliance with all academic regulations and processes
- Match individual students with opportunities

- Provide mentoring/supervision of students
- Establish and maintain positive relationships with agency/organization mentors/supervisors
- Ensure professional development opportunities are provided for faculty/department mentors/supervisors and agency/organization mentors/supervisors by accessing centrally provided programs or providing unit specific programs
- Provide appropriate professional development opportunities for students, including accessing centrally provided programs
- Evaluate/assess student performance
- Encourage student participation
- Assist in the development of new experiential education opportunities
- Work with the Director to support initiatives related to experiential education

Shared Functions:

- Develop and foster collaborative working relationships among the faculties/departments offering experiential education
- Establish and maintain positive relationships with external organizations, agencies, etc.
- Actively seek new experiential education opportunities

The President's Advisory Group spent considerable time considering roles and responsibilities of the senior position. The following is another way to conceptualize the model which highlights the functions that are internal and external to UNB.

Internal focus:

- Serve as strategic nexus for institutional focus and growth in UNB-determined areas of experiential education
- Engage and partner with faculty and departments; develop ways to support faculty development and research in this area (ex. undertake research toward the implementation of a new opportunity in collaboration with faculty); outreach and awareness, training, development.
- Work with other units, departments and faculties offering experiential education opportunities and assist in the development of new opportunities with areas that are seeking to be better represented in this realm (esp. areas outside of STEM and professional programs)
- Work with units, departments and faculties to promote the benefits of experiential education to students, staff and faculty in order to engage more students in current and future opportunities. Presentations, print material, media releases and a web site presence are just a few tactics envisioned.
- Work with Faculties to devise (where appropriate) a framework of appropriate program, academic and other credit schemes or certification for experiential education

components, including increasing the level of knowledge among faculties about the variety of experiential education formats possible, how they can be used, and the benefits of each.

- Work with UNB stakeholders to solidify understanding of and adherence to the proposed definitions for the various forms of experiential education found in both the 2014 and 2016 reports, and seek to bring the university to a common understanding and consistent applications of these definitions.
- Work with academic units and other support units to expand the use of ORBIS as a platform for the day-to-day management of multiple forms of experiential education, including co-curricular programming.
- In collaboration with internal stakeholders and the standing provincial steering committee, devise appropriate evaluation systems to track impact and outcomes and ensure continuous improvement.

External focus:

- Enhance coordination between and among internal and external stakeholders, especially at the unit level and with external partners
- Provide better cohesive outward “face” of experiential education, coordinate a central “landing spot” for external partners seeking students or exploring how to develop an opportunity for students
- Assist institutions with finding and establishing partnerships with external stakeholders; assist in the seeking of external supporters and funding to initiate new opportunities
- Collaborate with colleagues at the other institutions toward a shared vision of experiential education in New Brunswick universities
- Gather and collate reporting, track outcomes and participation based on upon a to-be-developed reporting framework, and contribute to an annual report of the provincial standing committee
- Coordinate marketing and communications to highlight the role of experiential education both within institutions and with partners and the NB public; work with colleagues at other institutions to jointly raise the profile this mandate in New Brunswick