2012-2017 INTEGRATED PLAN

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1. PLANNING PROCESS

This Integrated Plan reflects the priorities of the previous Integrated Plan but also takes into consideration changing demographics, as well as the Strategic Areas identified in the University’s 2012-2017 Integrated Plan. The broad goals laid out in this plan are admirable and challenging, but maintain our ongoing vision, and must be used to guide us in the next five years.

As part of this Integrated Plan, each unit undertook a review of its programs and services, identifying strengths, areas of opportunity, and challenges. Programs were reviewed against the Student Affairs Learning Outcomes. When planning, departments worked closely with an Advisory Committee comprised of staff and students. Each committee brought forward concerns and new ideas – they helped to ensure constant renewal. Usage and satisfaction surveys, such as the Quality Survey Questionnaire in Student Housing Services, were also reviewed to better understand needs.

The Division also held a number of focus groups over the summer and fall semesters: some for specific target groups (e.g., international students, commuting students); some for the broader student cohort; and, some open to staff and students. Notes were taken during each of the focus groups, and this plan includes many of the concerns and suggestions raised.

2. VISION AND GOALS

This plan continues to be guided by the Division’s Mission to provide quality programs and services to students that will aid in the development of the person, scholar & citizen. As partners in learning, we intentionally create curricular and co-curricular learning opportunities that promote student learning and help to educate them for life and work in a rapidly changing world. We also collectively commit to our core values of: Accessibility; Accountability; Civility; Collaboration, Innovation; and, Integrity which guide in the development and delivery of all of our programs and services.

3. RISKS AND OPPORTUNITIES

As we plan, we need to look with equal clarity at both our mission and the changing context. Planning in isolation is dangerous and can lead to complacency, obsolescence or irrelevance in rapidly changing circumstances. As such, at the beginning of the planning process, an assessment of future risks and opportunities was undertaken. This plan brings forward recommendations that help to mitigate the following risks and leverage opportunities.
a. Enrolment

The University has grown above its initial target and it is expected that this higher level of enrolment will remain. While the enrolment growth may be variable across the Colleges, all of these additional students have access to Student Affairs services. Therefore, it is critical that there be a review of all the programs and services offered, to ensure that critical programs are not jeopardized by this increased growth, and that we remain innovative when responding to the increased demand. Specifically, it is critical to focus on:

- **Quality of Academic Support Programs**: Ensure all programs and services are supporting retention goals.
- **Quality of Campus Life**: Provide ongoing opportunities for students to engage in enriching opportunities that will support the development of the whole student.
- **Breadth of Experiential Learning**: Provide diverse opportunities to enrich learning and to develop self-management, interpersonal and problem-solving skills.

In addition to the enrolment growth, attention must be paid to *shifts* in student demographics.

i. **Students from the Greater Toronto Area (GTA)**

It is anticipated that the majority of our enrolment growth in the foreseeable future will be from the GTA. This trend will result in a continued increase in the cultural and ethnic diversity of our student population and the need for strengthened intercultural programming and support.

Coupled with the changing demographics is the introduction of the GO Transit service. We have already experienced an increase in commuter students with the bus service from Mississauga: as the service improves and grows, so too will the number of commuter students. This combination of an increased reliance of enrolment from the GTA coupled with enhanced commuting options will result in a higher proportion of commuter students on campus. While we will continue to be residentially intensive, care needs to be given to the needs of this cohort. Research has shown that this group is more likely to opt-out before graduating, and do not engage as readily in enriching co-curricular activities, which restricts the development of transferable skills around which many of these programs are designed.
ii. Transfer Student Enrolment

The provincial government has identified student pathways from college to university as a priority in its higher education platform. This priority, coupled with the predicted decline in students coming directly from high school due to demographics, suggests that we will need to rely more on students transferring from college or other universities. We need to create transition and support programs to address the needs of this cohort, both to attract them to our campus, as well as to help ensure their academic success.

iii. International Student Enrolment

Another priority identified by the provincial government is increased international student enrolment. A potential significant increase in our international student population has important implications for Student Affairs. The increase in students from around that world can help to enrich the global understanding of our students, if we find ways to intentionally engage them. However, we also need to develop orientation and support programs specific to this cohort. Certain international student sub-populations have transition struggles that extend beyond those experienced by domestic students which are familiar with life and study in a Canadian context. They may have deficiencies in English that can hinder their progress; they often have greater difficulty connecting with the campus; they often experience financial difficulties with little available support; and, they lack support programs if they become ill. At the graduate level, they often arrive with families which can present additional challenges. Programming that provides international students with the knowledge and skills necessary to adapt and thrive in a new academic and cultural environment is necessary for their success.

b. Resource Constraints

i. Financial

Similar to all units on campus, we continue to face fiscal challenges. Over the past four years, Student Affairs met a budget target of $1.839 million. Meeting this target was particularly challenging as our programs experience significant increases in demand during this time period. Examples include:

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1 It is noteworthy that some students are admitted to the University as domestic students, but actually only arrived in Canada during their high school years with very limited English language skills. Although their skills improve significantly while in high school, in some cases they lag behind other domestic students and yet are admitted under the presumption of equivalent proficiency with little to no additional ESL support.
In 2006/07, Career Advisors saw 517 students in the year. They saw 611 students this fall alone (an over 100% increase).

433 co-op education students were working in the summer of 2006; 830 will be working in the summer of 2012 (a 92% increase).

In 2006/07, there were 902 students registered with the Centre for Students with Disabilities; in 2010/11, it was 1,245 (a 38% increase).  

In 2006/07, Counselling Services had 6,598 appointments; in 2010/11 it was 8,392 (a 27% increase).

At the Information Desk transactions have increased from 2,900 during the 2007-2008 academic year to an estimated 18,000 in 2011-2012 (a 500% increase).

In 2007/08, there were 76 self-identified Aboriginal students on campus; in 2011/12, there were 381 identified (a 400% increase).

In 2006 there were 60 students paired in the LINK program (the support program for new international students); in 2011 there were 250 (a 316% increase).

In spite of these enrolment pressures, Student Affairs was able to identify a full solution to budget targets. In order to protect services it focussed, where possible, on revenue generation. However, this approach is not without concerns:

- **Short-term funding**: Student Affairs has been very successful in its application for special government funding envelopes, which has enabled it to not only protect but actually enrich some of our programs. There are three programs which rely heavily on government grants: first year programming (supported by the First Generation funding envelope); Aboriginal programming; and, programming to support students with disabilities. While the Disabilities envelope has ongoing funding, the other two grants come due at the end of March 2012 and there is no indication to date whether they will be continued, and if they are – at what level. The recent announcement regarding the provincial reduction in research funding, points to the high risk of one-year funding envelopes. Many initiatives would need to be reduced or stopped if this funding is eliminated or reduced.

- **Student fees**: Increasingly, students are paying for programs through fees. Fees must not occur without careful thought regarding the impact on accessibility. The impact of rising student costs is also affecting student participation in our student support programs (Residence Life Staff; Peer Helpers). These positions provide critical front-line support and students are turning to better paying jobs rather than these programs, to address financial concerns. The University may

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2 Note this number could have been significantly higher had there been more staff available.
need to look at its compensation for these critical support programs if it is going to continue to attract high quality students.

- **Internal revenue generation**: To generate revenue, Departments are now charging fees (e.g., fees for room rentals). As part of integrated planning we need to challenge this trend. No “new” money is being generated; rather, existing money is simply being moved around the University system. This is not cost effective, nor is it supportive of those who have “nothing to trade.”

ii. **Space**

While resources continue to be a struggle, our greatest challenge is space. Our programs have continued to grow as noted above in the same space that was planned to accommodate a much smaller enrolment. Specific areas of concern are the third floor of the University Centre and Athletics. The recent move of the Exam Centre to the Library has relieved the space constraints on the 3rd floor somewhat, and the Athletics projects of the new fields and the Field House will help to alleviate some of their pressures. However, more space is needed to accommodate staff and student programming needs. In light of the increase in enrolment and the plans to convert MacDonald Hall to CME, Student Housing must also develop a long-term residence space plan.

iii. **Deferred Maintenance**

Like all units on campus, Student Affairs is working in buildings that are old and at times not configured appropriately for present day needs. Moreover, some of these buildings are important for recruitment (e.g., Athletics, Residences) and must show well relative to our comparators. Student Affairs has full responsibility for all the maintenance costs of Student Housing, as well as partial responsibility for the maintenance costs of Athletics and the Child Care & Learning Centre. Long term planning to address these needs have been developed and presented to the Board of Governors, and will guide these departments during this five year period. However, other units that do not generate revenue must be assessed for priority against other University projects. As an example, Raithby House was the home of three Student Affairs programs: Multi-Faith, Student Support Network, and Student Volunteer Connections. They have been in temporary space since the small fire three years ago closed the Raithby House.

c. **Mental Health on Campus**

We continue to see an increase in students with significant mental health issues. These students place enormous pressure on many units on campus; particularly, Counselling & Disability Services, Student Housing, Student Health and Campus Police. A general increase in mental health issues also results in a greater complexity of cases presented.
at programs and services traditionally offered by volunteers and student-staff, which in turn increases demand for professional support to these programs. The proliferation of mental health issues is not a University of Guelph phenomena but one seen across the country. Task forces are being struck (e.g., Queens) and Mental Health Frameworks are being developed (e.g., Carlton). Guelph has been seen as a leader in this area being one of the first to create a Crisis Response Team to coordinate support for high risk students and its Mental Health training program is being adopted at numerous campuses across Ontario. However, at times this population requires significant intervention by both student and full-time staff and consumes a disproportionate amount of time and energy in having their needs met. The pending implementation of the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario (CRPRMHTO), will likely result in the need to reconsider the role of some junior professional positions, particularly those who provide direct support to individuals experiencing mental health issues. A new strategy is needed with an increased emphasis on early forms of prevention.

d. Changes to Junior and Senior Kindergarten (JS/SK)

Staff at the Child Care & Learning Centre (CCLC) continue to plan for changes in response to the provincial government’s mandate that all school boards offer full day learning to 4 and 5 year olds before 2014. This decision will have a significant impact on our practicum in the CCLC, as well as the financial viability of the Centre. At present, 50% of the practicum work occurs with the children who are 4 to 5 years old in the Junior and Senior Kindergarten programs. The Centre is promoting the CCLC as a Centre of Excellence for junior and senior kindergarten with the intent of retaining one JK/SK class. This would enable two practicum modules at the level. The remainder of the practicum work will need to occur at the younger ages. Curriculum revisions are underway in Family Relations & Applied Nutrition (FRAN) to support this change.

There will be financial implications to the Centre, the extent will depend upon whether a senior class can be retained. Given child/teacher ratios, which increase as the child ages, the removal of the older children from the centre will result in a revenue loss to the Centre. Our fees are the highest in the City, and given staff/child ratios, it will be impossible to reduce costs to address this revenue loss. We are not alone in this challenge - many Centres are closing for financial reasons. The system is broken, and the hope is that a new provincial funding model will be created to support the quality child care programs. Unfortunately, there is no evidence that such a model is going to be introduced in the short term.
4. INTEGRATED PLANNING INITIATIVES

Three of the “Strategic Areas” of the University Integrated Plan resonate with the Student Affairs plan: Health; Community; and, Environment (Sustainability). Each theme draws upon and encompasses proposals and possibilities raised by every unit in Student Affairs; some are enhancements of areas of current strength, others identify areas of potential development. Most of the recommendations focus on areas where Student Affairs has accountability. However, some of the recommendations are directed to other units. The goals identified below do not represent the sum of our aspirations, nor do they account for the breadth of our programs and services offered. They are, however, the direction we wish to pursue vigorously in the next five years.

In the body of the document, broad goals are established. A summary of the goals is presented in Appendix 1. Specific initiatives to support those goals are presented in Appendix 2.

As evidenced in the summary below, Student Affairs continues to pioneer new approaches to developing and delivering programs, even in these times of fiscal constraint. It must be recognized that in this fiscal environment, it is not money that drives innovation - it is the dedication, passion, vision and energy of the Student Affairs team. Boyer (1990) noted that strong sense of shared community serves to connect students to faculty on a more personal basis and to integrate in-class and out-of-class experiences.

Theme 1 COMMUNITIES

Guelph is known as an institution that is committed to community, which is an important contribution to our success. We are recognized for our supportive community, and our community engaged learning programs that aim to develop students who will be leaders in a global society. This focus has held us in good stead in the past. However, with the growth in enrolment, we are struggling to maintain a supportive campus community that integrates academic and social life on campus.

In addition to growth, Guelph is experiencing changes in the student demographics. The commitment of government to create an accessible higher education system has and is dramatically changing the student landscape. It is anticipated that in the next five years there will be increasing demand for programming and services due to several factors including: the government’s desire to increase international student enrolment by 50% by 2013 (Guelph’s share would be approximately 1,600 students); the University plan to double English as an Additional Language (EAL) student enrolment by 2013 (approximately 300 students in total); and, increasing numbers of commuter students.
from areas with culturally diverse populations such as Mississauga and Brampton. The University celebrates this increased diversity, as it enriches our campus. As partners in this endeavour, Student Affairs professionals help students to gain knowledge about the world’s cultural diversity and interconnectedness; consider issues and action from the perspectives of many cultures and explore their implications; and, acquire the skills necessary to contribute in meaningful ways to our local and global communities. However, we must not be so naïve as to think that the mere existence of broader and deeper cultural backgrounds within our campus communities results in increased understanding or acceptance of different viewpoints or that it builds student capacity to solve complex global problems. Intentional programming is needed to integrate this diversity to leverage it effectively as an educational tool.

a. Learning Communities

   i. Supporting Student Learning

Guelph has a history of acknowledged leadership in the provision of a supportive learning environment. Our innovation in this area has been recognized not only by third party evaluations (e.g., Maclean’s rankings) but also by students themselves (e.g., the Globe and Mail Report Card). In Student Affairs we recognize that campus climate is critical to student success and learning. Our high retention rates are evidence of our strong programming. We focus a great deal of our attention on the first year, as we know this transition is the most critical and difficult for many students. As an institution we have many academic support programs for students, with many focussed in our residences, where we have eyes and ears. However, with the increase in enrolment and class sizes, we are at risk of students getting lost in the system – of opting out without being noticed.

Some of Guelph’s finest examples of success in this area develop in a context of cooperation between a variety of stakeholders across Departments and Divisions – we all share responsibility for promoting the skills and knowledge required to be academically successful. At the same time, financial strains can give rise to territoriality as units feel pressure to prove their unique value-for-service; a program crucial to one unit could be dropped by another for financial reasons. We need to be vigilant about maintaining a spirit of collaboration, even against a backdrop of stressed resources.

Goal: To improve retention of first year, a First Year Committee, co-chaired by the AVP (Student Affairs) and the AVP (Academic) will be struck to review transition programs, early warning systems and academic support services for first year students.
ii. **Enriching Student Learning**

The truly transformative potential of education for our students is enriched through exposure to multiple opportunities for intentional learning, whether in the formal academic curriculum or co-curricular activities. Complementing conventional educational practices with co-curricular activities (e.g., co-op education, volunteerism, community engaged learning, and community based research) can significantly enhance the capacity of students to translate ideas into effective practice. Student Affairs should create communities where students can come together to develop intellectual and practical skills; take responsibility for their own learning; and, participate in civic processes. Programs should be designed not only to promote student engagement and intellectual pursuits, but to provide students with meaningful opportunities to explore their potential for leadership and to develop transferable skills.

Student Affairs staff play a critical support role in this regard. We help to develop skills (e.g., communication skills, ability to work independently, goal setting, time management, leadership, collaboration and supervision) by offering experiential learning and employment opportunities to students ranging from co-operative education, the peer helper and residence life assistant programs, volunteer opportunities and hundreds of hourly paid positions. Student Affairs also supports a wide range of community engaged learning opportunities, whether integrated within the curriculum or offered as stand-alone programs.

We must offer a diversity of intentional programs that provide seamless opportunities to learn through action, contemplation, reflection and emotional engagement. We need to recognize our mandate of preparing students to be active citizens in the world. Finally, we are experiencing an increasing level of anxiety from students nearing graduation who are struggling with a variety of stressors as they prepare to leave University. The high unemployment rate for young people, coupled with the constant media suggestions of imploding economies is developing a graduating class fraught with anxiety rather than excitement. While there is evidence supporting the notion that difficulties in the economy have real and significant implications for graduating students, a pessimistic outlook can further exacerbate these issues. As an alternative view, Student Affairs aims to ensure that every student graduating from the University of Guelph is well equipped with the skills and knowledge necessary to adapt to the challenges facing our world and our alumni in the future, and that they understand the skills and knowledge they have attained during their studies.

**Goal: In order to support students in gaining the knowledge, skills and experiences necessary to contribute in meaningful ways to civic life, Student Affairs will extend our**
current offerings of civic engagement to further engage students in local and national contexts.

Goal: To better support the skill development of students, Student Affairs will expand its experiential learning programs.

Goal: To help students understand their skills, as well as job search strategies, intentional programs will be designed specific to students preparing for graduation.

b. New and Emerging Communities

As noted above, Student Affairs will be focussing its attention over the next five years on new and emerging communities. Traditionally, we have had a relatively homogeneous entering class of young, white, middle-class students coming directly from high school, who intend to live on-campus and study full-time. The majority of our orientation and first-year support programs have been designed to support this group. If our programs do not evolve to respond to the unique needs of some of our new students, we risk an increase in our attrition rates, and an educational experience that does not include enriching co-curricular activities.

We must recognize that with increased access and diversity comes, complexities with the provision of support programs. Specific communities may have different needs. For instance, intramural programs for on-campus students are best scheduled in the evening. However, evening programs will not engage the commuting student who takes the bus home at 5:00pm. Orientation programs need to be refined to reflect the unique transition needs of international students, or students transferring from a college. This plan focusses not only on opportunities to better build communities, but also pays particular attention to new and emerging communities.

i. Commuter Students

The research shows that commuter students have higher attrition rates, and those who do stay are often not engaged. At Guelph, we are particularly concerned about those students who commute from other municipalities and who frequently do not identify with either the City or the campus as a place where they feel at home. For these students, their life on-campus is dictated by bus schedules and other transportation-related concerns (e.g. presently the GO Transit only runs Monday-Friday). Students who commute using public transit from Burlington, Mississauga, Oakville and Brampton can easily spend an hour or more in transit each way, thus sacrificing time to engage in campus life beyond the classroom and limiting their ability to access campus resources. Furthermore, the pressure on the transit system during peak travel times of the day
provides incentive for students to leave at off-peak times, resulting in many students arriving mid-day or leaving early to avoid the rush. The challenge is that the benefits of a rich learning environment, co-curricular experiences and support services are more difficult – although not impossible – to deliver. If we do not think creatively about the development of new models of delivery for this student cohort, we run the risk of declining retention and satisfaction rates as well as an educational experience that is not as rich as that experienced by other students.

This is an emerging issue and we are not yet clear on the needs of this growing cohort. At some of the larger commuter institutions, evening programs are being offered to accommodate their commuter population. However, this reflects a part-time cohort that works during the day, and goes to school at night. Our commuters seem to be those who come on the bus in the morning, and leave at the end of the day and are more likely to be directly from high school. Our programming may need to focus more during the day rather than many of our traditional offerings at night. It is important that we better understand their needs before moving too aggressively on programming.

ii. International students

The potential for a significant increase in international students is exciting, but brings with it a caution about the need to provide support both to the students and to their families. Researchers discovered that the issue of international student success at the post-secondary level remains a complex matter and is dependent on the interplay of numerous variables (Mallinckrodt & Sedlacek, 1987). These students can benefit from programs that help them to see themselves reflected in campus life, promote the development of meaningful relationships with faculty, staff and graduate students, encourage the building of coping strategies to combat specific cultural barriers, and ultimately promote retention and academic success. The research has identified some critical interventions:

- Establishing a mentoring program for one-on-one support (Boyer & Sedlacek, 1988; Carter & Xu, 2007);
- Helping international students with community involvement (Boyer & Sedlacek, 1988), as well as interaction with faculty members and domestic students (Andrade, 2009);
- Increasing sensitivity toward cultural differences within departments (Sandeen, 2004; Beane, 1985);
- Helping international students understand racism in the community (Boyer & Sedlacek, 1988); and
- Providing international students with pre-arrival information to decrease the first semester learning curve (Andrade, 2009).
iii. **Transfer Students**

Transfer students are a unique group in that they have already experienced post-secondary education of some form. As such, the expectation is that their transition to our campus will not be difficult. However, given they are entering mid-stream in a program, this group exists in a luminal space in the student population – among traditional age students they sometimes feel out of place because although their age might not be all that far apart, developmentally there can be large differences (e.g. attitudes towards alcohol, friendships and stress relief are typically quite different, as are worldview and self-concept).

Transfer students also have no knowledge of our particular support programs and engagement opportunities but the implicit expectation is that students at their level of academic study have already had all of the requisite orientation experiences. While there is a desire to support this group, the task is complicated by the fact that they are often admitted to the University late in the semester cycle. If Student Affairs is to provide appropriate transition support to this group of students, it needs to know well in advance how many are coming, and provide student information in a timely manner. **The Office of Registrarial Services should work with Academic departments to establish admission targets for transfer students and make offers in a timeline similar to new student acceptances, and provide cohort information to appropriate units on campus.**

iv. **Aboriginal Students**

Through the enhancement of our outreach and student support programs the University has experienced marked increases in the enrolment, persistence and success of Aboriginal\(^3\) students. However social, academic preparedness, financial and cultural barriers still persist. Less than 8% of Aboriginal people in Canada have attained a university credential according to the 2006 Census, compared to over 23% of non-Aboriginal population (Canadian Council on Learning, 2009). We need to continue to find ways to both enroll and support Aboriginal students during their education and transition into the workforce.

As an institution committed to civility and mutual respect, we will continue to facilitate opportunities to deepen our campus understanding of Aboriginal cultures and to recognize Aboriginal worldviews and ways of knowing. This acknowledgement will

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\(^{3}\) For the purpose of this document, Aboriginal is used as a collective name for all of the indigenous peoples of Canada and their descendants including First Nations (Status and non-Status), Inuit and Métis. Readers should be aware that there is no single term to describe Aboriginal people, and every effort should be made to use the name preferred by the group to which you are referring.
create a more inclusive environment for Aboriginal students, staff and faculty. It is recommended that Student Life develop a series of workshops recognized on the co-curricular transcript and/or by a certificate in Aboriginal Understanding that allows students to supplement their academic programs with a foundational knowledge of Aboriginal cultures, traditions and worldviews from an Aboriginal perspective.

The most common complaints heard by the Aboriginal Liaison and Transition Coordinator are that Guelph does not have any Aboriginal-focused academic programs, Aboriginal pathway (access) programs or adequate representation of Aboriginal faculty. It is recommended that the AVP (Academic) continue to work with academic departments to embed Aboriginal knowledge and culture into the curriculum and continue efforts to support and expand the Aboriginal Research Group. Such activities will help to attract Aboriginal faculty to apply to positions at Guelph.

v. Under-Represented Populations

The University of Guelph has a long-standing commitment to addressing social inequities that create barriers to education, employment, participation in our community with dignity, and full achievement of one’s potential. Our leadership in this area is a source of pride for the institution. At the same time, our student population continues to evolve and we strive to improve our understanding of the complexities of diverse identities. Equity issues continues to challenge us to think differently; generate new approaches to our policies, procedures, programs and services; and, critically examine ourselves and the way we engage students.

Students are vital teachers when it comes to this topic, frequently challenging us to reconsider inclusiveness. The need for new and more complex accommodations for persons with disabilities is but one example from recent years. Other examples include: negotiating complex gender related issues for trans-identified students; providing adequate prayer space for Muslim students; awareness of class related issues for low-income first generation students; sensitivity to a wide range of dietary restrictions at our programming; and creating space for discourse about values-laden issues (such as abortion) and religion. These discussions are often some of the most exciting (and difficult) aspects of our work.

At present, new understandings of issues around inclusiveness are driven by consideration for “intersectionality” - the places where race overlaps with sexual orientation, for example, or where a person’s gender and disability affect each other, or social class combines with religion. In addition, there is wide recognition that the high school experience can be particularly toxic for young people from diverse backgrounds (e.g. see the “It Gets Better Project” for Queer youth). Teaching newcomers to our
campus community about our norms and the inclusive language we strive to use will likely continue to be an annual challenge. Every year, hate crimes happen on our campus within weeks (sometimes days) of the start of the academic year – often as those who are new to our community are still reconsidering the norms of where they lived and went to school before coming to Guelph. At the same time, those who have had extremely negative experiences before their arrival at Guelph are trying to have a fresh and more hopeful start.

Goal: To address the changing nature of the student body, Student Affairs will reposition integration and retention as facilitating a space and place (i.e., sense of belonging) for underrepresented students within their new community with the goal of persistence to degree completion.

Goal: To promote inter-cultural competency, Student Affairs units will implement initiatives that will build capacity/understanding for both students and staff concerning underrepresented groups.

Theme 2 HEALTH AND WELLNESS

We recommend that the University focus on a number of components in support of a Healthy Campus initiative.

(Chart located on page 17: Systemic Approach to Promoting Student Mental Health at the University of Guelph).
Systemic Approach to Promoting Student Mental Health at the University of Guelph

Levels of Intervention

Students Needing Professional Intervention/Care

Students Wanting/Needing Skill Development

All Students

Strategies

- Case Management Approach.
- Risk Mitigation, Management Protocols.
- Adequate, Timely Mental Health Services.

- Promote Self-Management Skill Development.
- Early Identification of Students Needing Assistance & Connecting to Appropriate Resources.

- Mental Health Awareness
- Institutional Policies & Practices
- Supportive Environment
As we continue to grow and student demographics change, we are seeing increased numbers of students struggling – emotionally, academically, physically. Health and wellness issues are closely tied to student success and are critical at this juncture because, our retention rates are falling while we are simultaneously experiencing complaints from staff across the campus of not enough time available to deal with student challenges. Moreover, virtually every campus is struggling to support the growing numbers of students who have problems dealing with stress, sleep and mood disorders (particularly anxiety and depression), and the growing emergence of more serious mental illnesses. As just one example, we are seeing an increase in students with Asperger’s, and data suggests this increase will continue. We are excited that we have moved to a position where these students, who once would never have come to university, are successful in their admission and academics. However, some of these students demand considerable support. Some of the time is spent with the provisional academic support; however, the vast majority of the time is spent educating the community regarding Asperger’s and behaviour. In many ways, universities are experiencing a similar discourse regarding mental health that we had a decade ago regarding learning disabilities. We need to better understand as a community mental health issues and student needs if we are to respond appropriately.

Changes in cultural expectations play a significant role in some of the mental health stresses we are seeing in our students: members of our society often want simple solutions with immediate results, and a growing segment of our student population seems ill-equipped to deal with highly stressful situations, setbacks and failures, frustration, conflict and boredom. While these are perennial issues, a significant portion of today’s young people are growing up in highly structured environments that minimize exposure to appropriate developmental challenges that teach the skills to deal with these kinds of situations. Layered on top of this is the increasing pervasiveness of social networking that has also led to significant changes in student culture. The result is that students are less tolerant of situations they find unacceptable, more likely to look outwards for the source of and solution to their problems, and more likely to expect resolution from persons in authority.

Much of our success in the past stems from a strong infrastructure of programs in Student Affairs that focus on student wellness, ranging from preventative educational programs right through to Health and Counselling services that support students in need. However the cracks are showing particularly in support for students who experience difficulties with mental health and research shows this is an area where we need to focus attention. Eisenberg in 2009 found that mental health issues, such as depression, are a significant predictor of lower GPA and higher probability of dropping out. A significant Canadian study found that mental health issues are identified by students as having the greatest impact on academic success (MacKean, 2001). While we
recognize the importance of these issues, we are also cognizant that our present model of support is not sustainable. In these times of fiscal constraint, we cannot keep directing additional resources to support services. However, if we do not act, we risk seeing our retention rates continue to decrease and staff burn out.

It is time for a renewal of thought about student health. “Our expanding knowledge of the processes and paradigms of learning, institutional commitment to student success, and a revised formulation of the elements of health itself demand that our facility-centred, service-oriented, illness-focussed, and program-driven model of student health be reconsidered” (Silverman, Underhile & Keeling, 2008). Taking the approach that focusses on “treating” individuals is neither the most effective way to go, nor is it sustainable in the long run. Rather, we need to be moving to a system that focusses on the health and wellbeing of all members of our community. We need to move away from a model that directs the majority of our resources to deal with students in difficulty, to a model that focusses on a healthy campus, a campus that supports and promotes the health and wellness of all members of our community: faculty, staff and students.

As noted in the diagram on page 17, a Healthy Campus approach moves us away from directing the vast majority of our time and attention from the top tip of the triangle, to the larger bottom section. It focuses on prevention issues that benefit all students, which will also help to reduce the number of students who develop more serious issues. This paradigm shift requires an acceptance that health and wellness is not the sole responsibility of Student Affairs. According to Tosouros (1998), “the concept of a health-promoting university means much more than conducting health education and promotion for students. It means integrating health into the culture, processes and policies of the university. It means understanding and dealing with health in a different way and developing an action framework that blends such factors as empowerment, dialogue, choice and participation with goals for equity, sustainability and health-conducive living, working and learning environments” (p.11). It suggests that it is a collective responsibility and requires campus-wide involvement in creating a campus environment that is conducive to student mental and physical health and academic success. The goal is to create a campus community that is deeply conducive to positive mental and physical well-being.

a. Foster a Healthy Educational Environment

When considering a healthy environment, it is important to not only focus on social stresses, but the academic stresses. The goal is to consider the components of a campus environment that supports a whole student approach to curriculum design and education. It considers academic issues such as: advising systems that optimizes student
support and reduces stress; how exams and mid-semester breaks are scheduled; and, how we deal with requests for accommodation and medical documentation. It also rests on ensuring that open discussion about health implications is a part of every conversation about what we do and how we do it, and a priority in every level of decision-making. Universities that have engaged in such discussions have identified systemic policy implications such as: there will be at a minimum, 48 hours between large first year midterms in a program; there will be no 100 level midterms in the 3 days following Thanksgiving weekend; medical documentation will not be required for missed in-class work. The recommendations are not relevant to this report, except to provide examples of the outcomes of such a systemic review.

A focus on a healthy environment also requires a review of programs to address personal issues such as: limiting dangerous or illicit behaviours; promoting pro-social attitudes and behaviour; promoting holistic personal development; and, encouraging civic responsibility.

**Goal: To support the University in creating a safe and accessible campus, Student Affairs, will strike a Healthy Campus Committee with broad representation from across campus with the goal of developing and enhancing programs that promote healthy choices, civility and respect.**

**b. Provision of Strong Support Programs**

One of the first broad observations from the assessments already completed is that despite the best efforts of post-secondary institutions, and the dedicated staff who develop and implement these interventions, those students who might benefit the most from supplementary assistance often remain inadequately informed. “Even when interventions hold out the promise of positive impacts and benefits, and most students appear to be aware of their existence, they may not necessarily choose to take advantage of these opportunities.” (Wiggers, Arnold, HEQCO).

The best strategy for supporting students is to recognize problems as they are occurring rather than waiting for a crisis and responding after the fact. We are more likely to be successful in our support if the intervention occurs early in the process. There are many signals that suggest a student is struggling: low grades; disengagement from classes or other activities; ongoing illness; or changes in behaviours. We need to find mechanisms to engage students early in their programs. Levitz and Noel (1989) demonstrated that the connection between students and staff within the first six weeks of their time in university vastly improves student retention rates. Intervention programs have the potential to have a strong impact on student success.
There are a number of strategies we need to employ to increase help-seeking behaviour:

- Ensure our messaging is getting to students.
- Create an environment where they feel safe asking for help.
- Take steps to understand why some leave without asking for help.

**Goal:** To support students with difficult and debilitating emotions that impact their academic life and performance, Student Affairs will work collaboratively with other partners on campus to put in place programs that will identify students in need, and encourage them to get support.

c. **Collaborative Programming**

The University has a very strong support program, providing a full suite of counselling, disability, therapeutic, rehabilitative and health services. However, these units are in separate areas of campus. Students with serious mental health issues may be seen by more than one unit, without knowledge of that occurring. While the units work to support each other in the care of students, protected time and work are required to build professional relationships to allow for these discussions. However, this time is often sacrificed due to the high demand for direct service. Yet students suffer when their care providers cannot give the most appropriate care because they lack key information. Students are often forced to repeat their stories multiple times, which can worsen their emotional distress. Certain mental health conditions (e.g., eating disorders, drug and alcohol problems) are best managed by having both student health and counselling professionals involved in the student care program. Taking a more integrated approach may provide the best foundation for providing holistic care to students.

The separation of the support units can also cause confusion for those referring a student. Front line staff and faculty who are dealing with a student in crisis may not know which unit is the most appropriate one to best meet the student’s need. The overlap in responsibilities also causes some confusion in terms of education and support programs. Presently the Wellness Centre, which reports to Health Services, has responsibility for wellness educational programming on campus, but needs to work closely with other partners to make sure evolving issues are being captured. To ensure we are best supporting student needs, we need to ensure our programs and services are as coordinated as possible.

This challenge warrants new approaches: multi-disciplinary teams in health and wellness centres, and an approach that better coordinates both the physical and mental health of...
the student population. If we are committed to a coordinated and seamless care, we need to engage in the controversial discussions regarding document sharing between student health and counselling and mechanisms to collaborative care.

The collaborative approach does not rest solely with on-campus partners. One area of risk is the lack of support after hours. We offer the Student Support Network into the evening, but we rely heavily on external partners for after hour support. Since many student crises occur after hours, we risk not providing the level of support to which we have committed, unless we have clear understanding of our after-hours supports.

Regardless of the organizational structure of any partnership that develops, Student Affairs is committed to engaging students and staff in the discussions of the concept of a Healthy Campus - a model that supports and promotes the health and wellness of all members of our community. Issues related to the cultures of the services and programs involved, record keeping decisions and issues related to confidentiality need to be examined. The success of a healthy campus model is dependent on both challenging and altering the attitudes, beliefs and practices that have dominated the provision of counselling and wellness services on campus. The most effective way of ensuring that we achieve success is to develop and implement a process that is characterized by collaboration, trust and respect."

**Goal: To provide a more seamless support, Student Affairs will structure and coordinate Departments and programs to be collaborative and focused on ensuring that services and supports for students are effective and efficient.**

d. **Coordinated Crisis Management**

Regardless of the intervention and support programs, the University will be faced with crises. These range from the death of a student, through to a fire that closes a residence. While there is a clear Emergency Management Plan developed by Campus Police, many of the crises experienced in Student Affairs do not rise to a University level. However, they are still serious incidents that require significant discussion and support. Examples include the disruptive behaviour of a student which is impacting the ability of others to succeed academically; or a student who is struggling with a serious mental health issue and not making good decisions. Dealing with some of these situations requires difficult decisions relating to continuation of study, engagement of family, liaison with external partners, and at times criminal proceedings. A team approach is necessary. Guelph is already a leader in the provision of supportive programing for these cases. We were one of the first universities in the province to create a Crisis Management team. The team works well and supports students in crisis when they come to their attention. However, this team is focusing only on students who are in...
serious trouble. There is merit in focusing as well on those students who are exhibiting symptoms which suggest they could move to the crisis stage. The team to date is comprised of University of Guelph staff. However, many of the students are also being seen by off-campus partners (Hospital, police, Homewood). Support becomes more complicated when dealing with partners not under the University circle of care.

**Goal:** To better support students with serious challenges, Student Affairs will continue to improve its intervention programs, and further refine its policies to provide clarity on options and procedures to follow.

### Theme 3  SUSTAINABILITY

We understand that education is a process of transformation. We need to challenge our students to see beyond their own privilege and perspectives in order to achieve social, economic and environmental stability.

**Goal:** Student Affairs will develop co-curricular educational programming that incorporates best practices in sustainability.

**Goal:** Building and renovation projects in Student Affairs will take advantage of evolving technologies in terms of sustainability.

5.  INFRASTRUCTURE

   **a. Space**

As noted previously, space is the primary limited resource in Student Affairs. All of the additional students that come from our increased enrolment are likely to use some of our programs. All of our space was designed with an enrolment plan of approximately 15,000 students (or less for Athletics). Enrolment is now approximately 22,000 but space changes in Student Affairs have been limited. Not only are we struggling to accommodate staff, programming space is being converted to other use and our space in places is not showing well for recruitment purposes. Steps are underway to address this concern.

   i.  **Athletics**

The Mitchell building was constructed in 1941 with a major expansion in 1957. The building was designed to support an enrolment of 14,000. The building simply can’t cope with the demand. Additionally, there are significant accessibility concerns for individuals with mobility challenges. To further complicate the matter, the Mitchell
building is now past its normal lifespan for major mechanical components. Finally, given the building of new facilities at most of our competitors, our facilities no longer show well for recruitment purposes. For all of the above reasons, action must be taken in this area. Some projects are already underway or have recently been completed:

- The University will be finishing the Field House project, which was necessary to replace the dome. The Field House will provide critical programming space for winter intramurals, as well as large space to support activities such as convocation, orientation and examinations.
- Students have identified the space constraints in Athletics and have approved a referendum question to support a capital fee (presently $40.52 per semester) which brings in over $1.8 million per year. Using this funding, plans are underway to begin renovations to the Mitchell Centre. This project is absolutely critical. The Centre’s fitness area is not accessible and is simply a balcony; the change rooms cannot accommodate demand during peak times; and there is insufficient space to meet the demands for our burgeoning intramural program – a program that is critical for supporting student health and wellness as well as social inclusion. The lack of good fitness space is being raised as a concern during recruitment visits.
- Extensive fundraising activity is occurring with the hopes of paying for a turf field and new track into the stadium. A turf field could allow the University to support numerous large student events such as orientation week, concerts and provide a much needed facility for community events.

ii. **Co-operative Education & Career Services (CECS)**

Guelph has the fourth largest Co-operative Education Program in the province with 1,900 students. Currently, space for CECS is shared with the Centre for Students with Disabilities (CSD). Their space is comprised of a reception desk and three interview rooms. The “Resource Area” is comprised of two bookshelves. Other interviews are held in exam rooms, meetings rooms in the University Centre and staff offices. Both the University of Waterloo and WLU, two of our primary competitors, have stand-alone buildings for their co-op education and career programs. The lack of space not only impedes programming but does not communicate a professional image which is critical for both employer and student recruitment.

Steps are underway to alleviate this space concern. Over the summer of 2012, CECS will move to the Vehicle Services Building, which will become a building dedicated to this unit. This building is large enough to accommodate the department’s present needs and will present a professional image. The intent is to dedicate a limited number of the available parking spots for employers just outside the building.
iii. Health and Wellness Hub

Many departments in Student Affairs offer services/programs that support a wide definition of health and wellness, including: diagnosis, treatment and counselling; rehabilitation and therapy; health promotion education and services; and facilities that promote physical activity, health and recreation. These services create opportunities for a multidisciplinary approach, efficiency and convenience. This is supportive for students who are balancing their academic, personal and other commitments. However, although all of these departments are committed to providing services that support students in maintaining a healthy lifestyle, the degree of coordination and collaboration is not as strong as it could be. There are a number of barriers that exist: physical, professional, lack of time and resources. However, physical space is a critical factor in coordinating programming and support services. Physical distance between services prevents spontaneous communication that could occur if people work in the same space. This plan has identified a focus on the health and wellbeing of our students. It has also identified a critical need to support our students who are struggling, physically or emotionally.

This plan recommends that in the next five years, the University move on the concept in the Athletics Master Plan which calls for the creation of a Wellness Hub on the south east corner of campus. The assignment of the Powell Space to Student Affairs could allow for the re-location of Counselling Services to be adjacent to Student Health Services, which would further enhance collaborative student support for students struggling. The closer proximity of Counselling, Student Health Services, the Health & Performance Centre and Athletics will help to further develop partnerships that focus on wellness initiatives that would include both reactive and proactive approaches to student support. The space freed up in the University Centre by the move of Counselling Services could help address student space needs as well as the space constraints those of the Office of Registrarial Services.

iv. Raithby House

A number of years ago, there was a fire in Raithby House that resulted in the moving of programs from that building to McNally House (which was vacant and planned for demolition). For the past few years, these programs have operated out of McNally, waiting for funding to become available. Renovations will proceed on Raithby this summer, and the following units will return to their original home in time for fall 2012: Multi-faith Resource Team; Student Support Network; and, Student Volunteer Connections. This move will allow the University to proceed with its plans for the three brick buildings on Gordon street.
v. **Student Housing Services**

Guelph is a residentially intensive University. A strong residence program is an important factor both for recruitment as well as retention. Our residence environment provides a strong supportive environment, particularly for first year students. Over the last two years, due to unanticipated enrolment increases, Student Housing has had insufficient space to meet demand, resulting in students in expanded space, and this year in a hotel. At the same time, there are other changes being predicted in the future that may impact on the residence system.

- A continuation of the present above-target enrolment at the undergraduate level, and a projection for increased enrolment at the graduate level.
- Shifts in demographics (more commuting students, more transfer students, more international students).
- The future removal of Macdonald Hall for academic space.
- Additions of newer buildings at our competitors that are configured in styles more attractive to future cohorts of students.

Decisions will need to be made regarding priorities and programs. Given the important role residences play for recruitment and retention, we risk declines in both if we do not respond to the changes occurring. Student Housing Services is undergoing a thorough review of its housing stock and will prepare a report that identifies a strategy for the future. This report, which will include financing models, will be finalized by the end of the winter and will guide the department during the next five years.

vi. **Student Space**

Student enrolment growth has brought pressures to our physical campus, particularly to space that facilitates social interaction and supports student learning outside the classroom. At the same time student space has been reassigned to address academic space pressures. The Library is also experiencing space challenges. Students are seen sitting in hallways studying and using open space off elevators for programming.

We need to be conscious of building space that invites student-to-student and student-to-staff/faculty interaction; that promotes security; and offers opportunities for religious observance. Providing informal space for spontaneous encounters and activities that promote integrated learning is important for student development. We are an institution that prides itself on providing an enriching student experience. However, increasingly student club and government space is being converted to academic space and academic support units in Student Affairs and elsewhere struggle to find flexible
space in which to deliver training, educational workshops, and ongoing programming. Enrolment has grown, but student space has remained fairly constant.

The University Centre Board is involved in preliminary discussions to expand the University Centre to provide more space on the first 3 floors. Such an expansion would provide some of this critical space as well as other needed student space. However, even if this plan proceeds, it will not be for a number of years, and it will not be enough. It is important the student space be a factor in any new building design. The recent new Engineering expansion is a good example of creating student space. Of particular need is social space, group work space, space for student clubs and organizations, and enhanced prayer space. Student space is not just restricted to indoor space. As we design the campus, outdoor meeting spaces should also be considered.

In addition to student space in general, it is important that we identify more student space to support unique student communities.

- Space is needed for international students to gather. At present a small room in the University Centre has been allotted to them for one year. A permanent solution is needed.
- Space dedicated to commuting students is needed. This space should provide lockers where they can keep their books, and lounge space where they can meet and socialize, and an area where resources and details about upcoming programming can be accessed.

b. Human Resources

In light of the anticipated budget constraints, there are very few staff increases being projected.

Co-operative Education & Career Services (CECS)

To respond to the anticipated growth in co-op education within engineering and the addition of accounting, the following positions are needed:

1. An additional Co-op Education Co-ordinator dedicated to Engineering.
2. An Employer Recruitment Officer to support the employer recruitment activities.

Student Life

If the government envelopes are reduced or eliminated, there will be a serious impact on the Student Life programming in support of sub-populations such as first year
students, students from racialized backgrounds and Aboriginal students. The University will need to determine if operating funds should be directed to preserving these programs.

Counselling & Students with Disabilities

Staffing has been increased in this area over the past five years, coming from three sources: an increase in the disabilities funding envelope to respond to increased growth; support from the student services fee; and, central support for an additional counsellor. To address the growth in this area, funding was provided centrally for 3 years in support of an 8-month counselling position. Given the plans to continue at the present levels of enrolment, this position will need to be added to the base.

Student Affairs

The most critical Human Resources issue is the upcoming retirements of many senior team members. It is anticipated that in this five year period, the following will retire: The AVP (Student Affairs), the Director of Athletics, the Director of Student Health Services, and the Director of Counselling & Disability Services. This collective loss presents both a cost and an opportunity. Discussions are underway regarding administrative structures in the future, particularly in light of the vision of a health and wellness hub.

6. PARTNERSHIPS

Student Affairs could not achieve its programs without the support of a number of units on campus. Emphasis on the importance of partnerships must continue to be made to avoid duplication of services, to enhance the ability of Student Affairs to meet all aspects of its mandate, and to fulfill the action items in this and future integrated plans. Partnerships emphasize the strength of our collective knowledge regarding our clients and their interactions within the University environment. Each partner brings something unique and necessary to the table, and helps Student Affairs address the whole student and not just compartmentalized behavior within one setting. We would like to recognize the work of partners outside of Student Affairs and urge the continued support to these units in times of fiscal challenges.

Campus Community Police: Student Housing Services relies heavily on Campus Community Police. This partnership has been enhanced by the assignment of police officers to specific residences. Campus Community Police have been particularly supportive when responding to mental health cases.
**Custodial Services:** We continue to struggle with balancing fiscal constraint against the need for enhanced custodial support in some of our areas that have legislation that dictates enhanced service: Child Care & Learning Centre, Health & Performance Centre, and Student Health Services. We also struggle with maintaining the cleanliness expected for buildings that have significant use and long extended hours: Residences and Athletics. A dirty building can do significant damage to our reputation. It is important that we do not let this level of service decline to that point.

**Computer & Communication Services (CCS):** Student Affairs units have been able to meet some of its IT and web development needs by purchasing services from Computing & Communication Services. The CCS team understands the University systems, can take advantage of University-supported programs, and provides service on a cost-recovery basis only. This is a strong example of how partnerships with a unit outside of the division can be efficient and effective.

**Learning Commons:** There are many opportunities for collaboration between the Learning Commons and Residences, as it is first year students who are most at risk of failure. Increasingly, when Student Affairs units want to collaborate with the Learning Commons on programs (e.g., Athlete Development Program, programming in residence), it must do so on a user-fee basis, given resource constraints. These programs have been shown to support retention, and there is evidence that they are more likely to be used if brought to where they live and work. The University should commit to supporting these programs, particularly as enrolment grows and students are more likely to get lost in the system.

**Alumni Affairs & Development:** There are many opportunities to collaborate between Co-operative Education & Career Services and Alumni Affairs & Development. Alumni provide critical support in terms of securing employers, providing connections for informational interviews and come to campus to speak to students about future opportunities. They can also provide mentorship to students throughout their program. Our alumni also enrich the campus through engagement in athletic events and providing both financial and emotional support to varsity athletes.

**Off-campus Partners:** Our students are often engaged with off-campus service providers: police, fire, after-hours medical clinics, hospital, Homewood, and landlords. It is important that Student Affairs departments establish and maintain close partnerships with these providers, and develop collaborative support programs where appropriate. This is particularly true when responding to a student in crises – be it medical or personal.
7. ASSESSMENT

Student Affairs launched a comprehensive assessment process in 2009 and in the ensuing three year period, under the leadership of a divisional assessment committee, undertook an inventory of institutional assessment activities and data sources; defined key terms and completed a literature review; compiled an inventory of divisional assessment activities; created a virtual assessment gateway; trained departmental staff who engage in assessment work; and identified five divisional learning outcome categories that are common to the eight departments within Student Affairs:

- Personal development.
- Practical competence.
- Knowledge acquisition and application.
- Leadership.
- Citizenship.

Details can be found in Appendix 3.

The early stages of our assessment work focused on building capacity within our staff team and identified areas of potential synergy and collaboration. To date we have completed more than 30 assessment projects and have over a dozen in progress with more being planned in the coming months. Activities to date have included learning outcome assessment, program evaluation, the impact of training activities, and satisfaction. While we are pleased with our progress, our efforts have been hampered in large part due to a lack of dedicated assessment expertise. For many years, Student Housing Services has benefited from one full-time professional assigned to research and assessment; however, elsewhere in the division assessment responsibilities have been assumed by a range of professionals depending upon their availability and interest. As such, our contractual relationship with Campus Labs has been extremely beneficial. In future, it is our hope that divisional efforts will also be supported by dedicated institutional expertise. However, until that time, the support of Campus Labs is required to meet our goals.

During the next phase we will begin to look more intentionally at how to assess specific outcome categories with a view toward aligning these assessment efforts across the division. Given that the ‘Personal Development’ and ‘Practical Competence’ outcome categories are most frequently cited across the division, we will begin in these areas. Specific deliverables include:

- To support staff in measuring the impact our programs and services have on learning within specific outcome domains, we will develop a resource bank of
rubrics and survey questions, beginning with Personal Development and Practical Competence as a first priority and expanding these resources to include all outcome domains over time.

- We will create an assessment plan for the division that articulates a strategic vision for the next five years whereby we systematically gather, analyze and interpret evidence of student learning; share results; and use this data to understand and improve student learning.

8. **CAPITAL CAMPAIGN**

While there will be a number of opportunities for possible support in the campaign, Student Affairs has two primary projects:

a. **Athletics**

The Department has identified two priority projects from the Athletics Master plan that are part of the capital campaign.

- An expanded Mitchell Centre with a focus on fitness and recreation space. This need is critical. While much of this expansion will be funded by the students through the approval of a capital referendum question, significant donor support is needed to bring this exciting and necessary expansion project to fruition.
- Phase 1 of the Stadium project, which calls for a turf field and new track.

In addition, the Department continues to focus on its scholarship program for varsity athletes. The Department has been very successful in building its scholarship program, and will continue to press in this area over the course of the campaign. It is critical that no athlete be denied the opportunity to compete at a level of excellence for financial reasons and we are appreciative of the many alumni and friends who have supported this need of accessibility.

b. **Support for Community Engaged Learning**

An ethos of caring and commitment – of civic responsibility – is embodied in the actions of our students, staff, faculty, and alumni. As stated by the President, “caring and collaboration are deeply rooted in the heritage, culture and community of the University of Guelph. Our citizen leaders are helping to improve the lives and livelihood of others.” For many years, Student Affairs has developed innovative civic engagement initiatives that inspire students to actively acquire, hone and apply the knowledge, skills and abilities necessary to address issues of identified need within communities and to participate in civic life. As indicated in this report, Student Affairs is also committed to supporting academic units in embedding community engaged learning within their
curriculum. We have the connections in the Guelph and broader community to link academic units to community-based organizations with viable service opportunities, and the expertise to support the development and integration of meaningful community-based learning experiences within courses.

Given the demand within the full continuum of civic engagement initiatives – from civic education awareness campaigns, skill-building activities, and the promotion of electoral participation through to facilitating community engaged learning- infrastructure support is necessary to ensure that community organizations, faculty and students equally benefit. Such support would also enable us to leverage innovative research partnerships internationally, and incorporate unique community engaged learning initiatives within curriculum that highlight the goals of the Better Planet Project. Integrated multi-level partnerships with external organizations that enable them to benefit from the University’s expertise and talent while providing our students with enriched opportunities for learning are critical. As the institution increases its outreach activities through the fundraising campaign it is anticipated that the opportunities for multiple level partnerships will increase.

9. CONCLUSION

The challenges facing the University and Student Affairs are significant; however, considerable progress has been made on meeting our challenges. We have a plan to meet our budget targets; we have an articulated vision, values and goals; we are engaging in an extensive assessment process; and, we have clear priorities for the Capital Campaign. This planning will help us make decisions that ensure our programs and services support clearly defined community engaged learning outcomes, are efficient, effective and delivered at a high level of quality. This is critical if we are to be credible and to maintain and enhance the reputation of Student Affairs at the University of Guelph. We will continue to place the students’ needs first in all decision making. Moreover, our strong values will continue to guide us as we make the difficult choices, and forge our path as national leaders in our discipline.

10. APPENDIXES

(Appendices are located on pages 33-44).
### University of Guelph

#### Integrated Planning Matrix

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<thead>
<tr>
<th>Goals</th>
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<tbody>
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<tr>
<td><strong>Teaching and Learning</strong></td>
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<td><strong>Engagement – Global and Local</strong></td>
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<td><strong>Strategic Areas</strong></td>
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<tr>
<td><strong>Health</strong></td>
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<tr>
<td>1. Develop programs that will promote healthy choices, civility and respect.</td>
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<tr>
<td>2. Develop early warning and support programs for students struggling academically, physically or emotionally.</td>
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<tr>
<td>3. Focus on the delivery of seamless support.</td>
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<tr>
<td>4. Refine intervention and support programs for students who have reached or have the potential to reach a crisis stage.</td>
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<tr>
<td><strong>Communities</strong></td>
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<tr>
<td>1. With AVPS, strike a first year committee to review transition, academic support and early warning systems.</td>
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<tr>
<td>2. Enhance Civic Engagement Programs</td>
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<tr>
<td>3. Expand Experiential programs</td>
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<td>4. Introduce new programs designed specifically to supporting graduating students</td>
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<tr>
<td>5. Develop transition, and academic support programs designed to meet the specific needs of emerging student communities.</td>
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<tr>
<td>6. Develop programs that will promote intercultural competency.</td>
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<tr>
<td><strong>Sustainability</strong></td>
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<tr>
<td>1. Develop programming that incorporates sustainability.</td>
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<td>2. Building and renovation projects will focus on sustainability.</td>
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<tr>
<td><strong>Infrastructure</strong></td>
</tr>
<tr>
<td>2. Move CECS to Vehicle Services building over summer 2012.</td>
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<tr>
<td>3. Health and Wellness Hub: Confirm usage of Powell Building and then begin planning.</td>
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<tr>
<td>4. Renovateraithby and move programming in for fall 2012.</td>
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<tr>
<td>5. Student Housing: Complete plan by end of winter 2012.</td>
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<tr>
<td>6. Student Space: Continue to work with the UC Board on expanded student space.</td>
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Appendix 2

Theme 1  COMMUNITIES

Goal: To support students in gaining the knowledge, skills and experiences necessary to contribute in meaningful ways to civic life, Student Affairs will extend its current offerings of civic engagement to further engage students in local and national contexts.

Implementation Strategies

- Student Life will collaborate with campus partners such as College of Social & Applied Human Sciences (CSAHS) and the Centre for Open Learning & Educational Support (COLES) to better integrate targeted community engaged learning programs within curriculum.
- The Civic Imprints speaker series will expand to include workshops that focus on skill-building, monthly panel discussions, and presentations from civic leaders.
- A Civic Action Working Group will be convened bringing together groups and organizations that engage students in a civic capacity – locally, nationally and abroad – to share and, learn from one another, and develop each group’s capacity.
- Project Serve Canada will be expanded to include spring programs with particular emphasis on environmental and Aboriginal themes.
- The YoU in Guelph model will be extended to cross all neighbourhood groups and will be expanded to include placements and shadowing opportunities in Municipal government and grassroots political organizations. In addition, a review will be undertaken to investigate the potential to leverage YoU in Guelph as a vehicle for providing students who have sanctions for behaviour with meaningful opportunities to fulfil their community service hours.
- The Community Engagement & Global Citizenship (CE&GC) certificate will be finalized.
- Student Housing Services will build into its theme houses an intentional community engaged learning/global engagement activity as a “culminating” experience for the year.

Goal: To better support the skill development of students, Student Affairs will expand its experiential learning programs.

Implementation Strategies
Co-operative Education & Career Services (CECS) will finalize the co-op education policy document, after a thorough review of strategies that will best support the co-operative education program, and will introduce internship programs, where appropriate.

CECS will work with Engineering to increase the number of co-op education work-terms in the new programs, and College Management & Economics (CME) to support the introduction of the co-op education option in the Accounting program.

Student Life will undertake a thorough review of the Peer Helper program with a view to developing more consistent and formally structured learning outcomes and ensuring that Senior Peers receive more advanced opportunities to develop and apply skills.

Goal: To help students understand their skills, as well as job search strategies, intentional programs will be designed specific to students preparing for graduation.

Implementation Strategies

To improve self-awareness of skill development, e-Portfolios will be introduced in the Peer Helper program, the Residence Life Assistant program and into the curriculum for the CO-OP 1000 course.

CECS will work with COLES to create an online career preparation and job readiness course that mirrors the CO-OP 1000 course, which could be available for in-course students, or students who have recently graduated.

Using technology and social media to allow a 24/7 service.

CECS will increase the number of relationships with companies who come to campus to support career programming and to promote career opportunities upon graduation.

Goal: To recognize the changing nature and “face” of our student body by providing appropriate transition, integration and academic support programs for our emerging student communities to ensure retention rates consistent with those of our traditional student cohort.

Implementation Strategies

Student Affairs will undertake a full review of the needs of the emerging student communities and prepare a discussion paper which will form the basis for future programming.

Student Life, working with the AVP (Academic) will explore the feasibility of offering a for-credit course for students, prior to their arrival. The course design
would be based on meeting the needs of high risk students - sense of belonging, understanding academic expectations, understanding the value of a university education, identity and cognitive development, etc. along with universal academic skills such as critical thinking and inquiry.

- Student Life will develop workshops on working with students from diverse backgrounds to be offered to our student leaders as well as available to front line faculty and staff.
- Counselling Services and Health Services will work to understand different therapeutic approaches for working with students from non-western cultural groups.
- Student Housing Services will review its housing operation to determine how best to support commuting students with options ranging from providing housing during orientation week, connecting commuting students with a residence community, and providing short term space to support students wishing to participate in an activity at night, or stay for a Saturday midterm.
- Start-online and orientation for international students will continue to be enriched and mentorship program will be established for international students, following the Chroma model.
- Student Housing Services, in partnership with the Office of Intercultural Affairs, will link with Immigrant Services in the community to help identify cultural communities to provide support to international students.
- The Wellness Centre, working in collaboration with the Office of Intercultural Affairs, will develop intentional wellness programs for international students, that take into consideration their food preferences and cultural practices. They will also create a Wellness World Wide team which represents the health and wellness needs of international students.
- Efforts will be made to find space to create an international and intercultural ‘hub’ on campus that provides a welcoming environment that better promotes the range of intercultural programming and support services for international and culturally diverse students.
- Co-operative Education & Career Services will expand its co-op education and career curriculum for international students.
- Working with the AVP (Academic), appropriate summer bridging and orientation programs will be created for transfer students.
- Given the short amount of time between admission and the start of the semester, the Centre for New Students will approach Admission Services to consider collaborating in the creation of a tailored admission package for transfer students that includes transition information which might otherwise be distributed to students as a part of the orientation experience.
Student Housing Services will work to create a residence environment for transfer students, guaranteeing this accommodation if residence applications are received by a specific deadline.

To further improve outreach and access for Aboriginal youth, the Aboriginal Resource Centre will extend its Establishing an Aboriginal Gateway into Learning and Education (EAGLE) program to secondary school students (presently restricted to Grade 7 and 8 students).

The Office of Intercultural Affairs will explore the feasibility of developing a student ambassador (peer mentoring) program for racialized students in targeted high schools.

The Child Care & Learning Centre (CCLC) will provide workshops for staff and parents on the “Queer Families in Child Care” document co-authored by Campbell and Janmohammed.

Goal: To promote inter-cultural competency Student Affairs’ units will implement initiatives and training that educate about diversity and that highlights the benefits of diversity and internationalization

Implementation Strategies

- The Aboriginal Resource Centre (ARC) will undertake a range of projects to raise awareness of courses with Aboriginal themes and will create partnerships with academic units to form stronger links between the classroom and co-curricular resources.
- The ARC will develop workshops to connect to the co-curricular transcript that will allow students to develop a foundational knowledge base of Aboriginal cultures, traditions and worldviews as known from an Aboriginal perspective.
- Working with Centre for Open Learning & Educational Support (COLES), Student Life will develop a workshop on international student transition needs and culture which will be a requirement for training for Peer Helpers and Residence Life staff and will be available to faculty and staff as required.
- Efforts will be made to increase participation in Orientation Week by clubs that are culturally based.
- The Accessibility for Ontarians with Disabilities Act (AODA) will move into new phases in the coming five years, requiring additional training for staff and student leaders. Student Affairs will partner with the Human Rights & Equity Office to ensure compliance with the Act and to integrate this work into our broader student leaders training programs.
- The Multi-faith Resource Team will develop programs and workshops that enhance religious tolerance and increase the number of programs that foster social justice and peace initiatives.
The Child Care & Learning Centre (CCLC) will develop a buddy system for international student parents to assist with language challenges and to increase a sense of being welcomed into the CCLC’s parent community.

Theme 2 HEALTH AND WELLNESS

Goal: To support the University in creating a safe and accessible campus, Student Affairs, will strike a Healthy Campus Committee with broad representation across campus with the goal of developing and enhancing programs that promote healthy choices, civility and respect.

Implementation Strategies

- The AVP (Student Affairs), in partnership with the AVP (Academic) and the relevant academic bodies, will explore changes to academic policies that will support a healthy educational environment (e.g. scheduling of midterms).
- Student Affairs will create an Alcohol Task Force that will review options for expanding upon existing programs, strengthening planning processes to better anticipate the impact partying behaviour has on the community surrounding our campus, and delivering a more comprehensive model that proactively engages students in self-limiting behaviours. While we have strengths in our existing education and support programs, and a standing Alcohol Safety Committee, issues related to this theme were continually raised as the largest topic of concern. While the results of the Task Force will not be available until the end of fall 2013, we will continue to introduce new programs in the interim:
  - The Centre for New Students will partner with the Wellness Centre and Student Housing Services to create a program that works with students on an individual and/or small group basis to build motivation for self-limiting alcohol consumption. Recommendations from www.collegedrinkingprevention.gov, will be used to inform the development of this proposal.
  - Student Affairs will explore opportunities to partner with the LCBO and Beer Store on engaging students in prevention-related activities at the point of sale.
- Student Housing Services, working with the Wellness Centre will expand the “Wellness Program in a Box” to address evolving first year students’ needs.
- Athletics will develop an Ambassador program comprised of Peer Helpers who will help to promote all varsity and fitness & recreation programming opportunities to increase student participation in healthy programs.
- The use of “fines” to deal with inappropriate behaviour, is being found to be increasingly ineffective. Student Affairs will strike a committee with stakeholders
to develop a comprehensive program that focusses more on resolution of issues through a restorative justice approach.

- Off-campus Living will conduct a literature review of best practices relating to restorative justice and identify alternatives to dispute resolution as it pertains to neighbourhood issues and the off-campus community.
- The Centre for New Students will offer a new expanded training program for Start online.ca volunteers to better engage incoming students in discussions about three high priority themes: partying; adjusting (finding balance); and sexuality (healthy relationships).
- Academic Community Groups, offered by the Centre for New Students, will be refining included a focus on the impact of healthy lifestyles on academic success.
- A new programming model will be developed by the Centre for New Students for the first six weeks of the fall semester that will be designed to promote healthy living as the cornerstone of the successful transition to the university environment.
- Student Housing Services will redevelop its programming to focus on “Residential Learning Curriculum” emphasizing intentionality of the learning experience.

**Goal:** To support students with difficult and debilitating emotions that impact their academic life and performance, Student Affairs will work collaboratively with other partners on campus to put in place programs that will identify students in need, and encourage them to get support.

**Implementation Strategies**

- Student Affairs will undertake a full review of communication strategies with the goal of better utilizing social media to provide students with information on support services.
- Student Affairs will develop an extended parents program to better utilize parents as conveyors of information and support.
- Student Affairs will introduce a number of programs that will strive to “normalize” mental health issues within residence. The focus of this initiative will be to reduce stigma, help develop skills to manage mental health issues and demystify the risk factors and treatments for mental illnesses, and increase knowledge about biological and lifestyle factors that can aggravate or mitigate mental illnesses.
- The Wellness Centre and the Centre for New Students will explore a partnership with Youth Talk to engage students in organizing new awareness raising initiatives that address mental health and suicide related issues.
Student Life will seek to secure ongoing funding to ensure the continuation of the Back on Track program, an early warning system that targets students in their first semester who have failed some of their first midterm exams.

Students are often the first to notice when others are in trouble. Student Life and Student Housing Services will explore opportunities to strengthen the student-staff training programs by looking for points of collaboration within the existing undergraduate curriculum. Strengthening these training programs is one of the best ways of ensuring early detection, effective informal assistance and appropriate referrals for less urgent mental health issues.

There will be a continuation of the rollout the mental health educational sessions across campus. Working with Centre for Open Learning & Educational Support (COLES) the focus will be on providing sessions for faculty.

Goal: To provide a more seamless support, Student Affairs will structure and coordinate departments and programs to be collaborative and focused on ensuring that services and supports for students are effective and efficient.

Implementation Strategies

- The AVP (Student Affairs) will strike a Health and Wellness Task Force to examine how best to provide seamless support to students. This review will consider programming initiatives across campus with the aim to better coordinate these activities. In addition, the present administrative structure will be reviewed to determine if improvements could be made. The preliminary thinking is for Counselling, Health Services, Wellness, and the Health and Performance Centre to be more closely connected and in close proximity to Athletic Services. The vision is for a Wellness Hub at the south-east corner of campus. Administratively, decisions need to be made regarding the degree of connectedness of these units. In addition, decisions need to be made regarding where the support for students with disabilities should be housed.

- The University has become a partner in the “Jack Project” a project that brings together staff and students from across the campus to focus on mental health educational programming. The program will be used to develop coordinated mental health educational and awareness programs.

- A review of after hour support, including options such as help lines will be undertaken and a clear position will be taken to guide students in crisis after hours.

- A wellness portal will be developed that will provide students with information regarding wellness-related services on-campus and as well as provide on-line educational and support information.
Goal: To better support students with serious challenges, Student Affairs will continue to improve its intervention programs, and further refine its policies to provide clarity on options and procedures to follow.

Implementation Strategies

- The Crisis Management Team will extend its mandate to review students who are not yet in crisis, but for whom behaviour suggests they could move that way without more intentional intervention. Policies will be developed to allow units to share the relevant student information that can assist with coordinated approach to services delivery.
- Continued work will be done to better co-ordinate our crises support with that offered in the city.
- Members of the committee will engage in threat assessment training and provide support to the campus community in this area.

Theme 3  SUSTAINABILITY

Goal: Student Affairs will develop co-curricular educational programming that incorporates best practices in sustainability.

Implementation Strategies

- Student Housing Services will develop programs in residences related to sustainability, looking at energy conservation and lifestyle issues.
- Off-campus Living will explore partnering opportunities between the Sustainability Office, Transition Guelph, and the City of Guelph to provide programming on sustainable living practices for students (rental housing, shopping habits, food choices).
- In partnership with the Sustainability Office, Student Life will develop training and resources for professional staff, student staff and student groups on developing programming that incorporates best practices in sustainability.

Goal: Building and renovation projects in Student Affairs will take advantage of evolving technologies in terms of sustainability.

Implementation Strategies

- The expansion of the Mitchell Centre will include Guelph’s first green gym. The plan is to reduce the carbon footprint by using rapidly renewable or recycled
materials, as well as energy efficient appliances and environmentally friendly materials.

- Athletics intends to replace the lighting in the Mitchell Centre and arena to a more energy efficient/cost saving system as well as replace the ice plant in the arena with a more efficient, energy and cost saving system.
### Student Affairs: Developing the person, scholar and citizen

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<th>Learning Outcome</th>
<th>Descriptions</th>
<th>Learning Outcome Examples</th>
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<td><strong>Personal development</strong></td>
<td>Those actions, plans or goals that aim to advance self-awareness and self-knowledge, define personal values, build or affirm identity, develop strengths or abilities and fulfill personal aspirations.</td>
<td>Develop self-knowledge and awareness of their beliefs, values and cultural background. Articulate a sense of identity. Exhibit self-reliant behaviours. Develop and/or maintain a spiritual perspective. Develop self-efficacy. Demonstrate realistic self-appraisal, self-understanding and self-respect. Demonstrate resiliency. Articulate a sense of purpose. Define personal, educational and career goals. Demonstrate an ability to manage their behaviour and emotional health. Take responsibility for individual choices and actions. Employ self-reflection to gain insight.</td>
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<td><strong>Practical competence</strong></td>
<td>Possessing the knowledge, skills, competencies and behaviours necessary to thrive in diverse settings, communicate effectively, advocate on behalf of oneself, manage one’s affairs, maintain health and wellness, hone employability skills, prioritize leisure pursuits, and live a purposeful and satisfying life.</td>
<td>Demonstrate ability to comprehend and apply policies and procedures; utilize support services and resources. Apply self-advocacy skills. Demonstrate ease in navigating new environments/experiences. Self-manage their career development. Maintain health and wellness. Demonstrate professionalism. Exhibit information literacy. Practice wise consumerism. Communicate effectively in diverse settings. Demonstrate technological competence. Exhibit analytical, reflective and creative thinking. Demonstrate sound decision-making skills. Demonstrate the ability to design, deliver and/or evaluate programs.</td>
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<td><strong>Knowledge acquisition and application</strong></td>
<td>Gaining knowledge through training and experience, applying knowledge and experience in multiple contexts and to solve complex problems, connecting knowledge acquired through formal academic endeavours to daily life, approaching the process of learning with integrity, and demonstrating a commitment to the pursuit of lifelong learning.</td>
<td>Demonstrate the ability to use and synthesize multiple sources of information. Exhibit necessary skills to engage in independent learning. Integrate classroom learning with personal and experiential learning. Articulate a commitment to lifelong learning. Apply knowledge, skills and abilities in diverse settings and to solve complex problems. Provide evidence of skills, knowledge and accomplishments resulting from formal education, co-curricular involvement, work experience and volunteer activities. Demonstrate the ability to create new knowledge and understanding through the process of research and inquiry. Exhibit behaviours consistent with the five tenets of academic integrity: honesty, trust, fairness, respect and responsibility.</td>
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*Developing the Person, Scholar & Citizen*
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<tr>
<td>Leadership</td>
<td>Acquiring the knowledge, skills and experience necessary to positively influence individuals and groups who strive to enact real changes by working collaboratively toward a common purpose.</td>
<td>Exhibit ethical reasoning and act with integrity. Act in congruence with personal values and beliefs. Demonstrate the ability to assess and take appropriate risks. Nurture and promote creativity and innovation. Exhibit democratic principles as a leader or team member. Seek out and welcome involvement of others. Demonstrate skill in guiding and supporting teams and/or groups. Manage interpersonal conflicts with civility. Exemplify dependability, honesty, and trustworthiness. Accept personal accountability. Engage in principled dissent.</td>
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<td>Citizenship</td>
<td>Possessing the knowledge, skills, attitudes and behaviours that compel one to connect in meaningful ways with others and with the greater community – whether local, national, virtual or global – toward the betterment of the public good; demonstrating the judgment necessary to translate knowledge into informed choices, viable solutions and responsible action; and understanding the interconnections and interdependence of diverse peoples and communities.</td>
<td>Exhibit a sense of belonging and affinity with a neighbourhood, group, organization, community and/or the institution. Affirm and value the worth of individuals and communities. Demonstrate understanding of and participation in governance systems. Demonstrate consideration of the welfare of others in decision-making. Can identify some of the ethical and moral questions that underlie problems or issues faced by communities and/or citizens. Identify as a member of a global community. Critically reflect upon one’s own cultural traditions and values. Demonstrate an understanding of different cultural traditions and values. Can describe connections between and among the world’s communities and the issues faced. Demonstrate the ability to challenge unjust, unfair or uncivil behaviour or standards. Participate in service/volunteer activities that are characterized by reciprocity. Demonstrate effective stewardship of human, economic, and environmental resources.</td>
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