



Integrated Plan 2006-2010

November 2005



**A Message from the Associate Vice-President Student Affairs,
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This first round of integrated planning was an enriching experience in many ways. During this process, I was struck by the exceptional services and programs that the Student Affairs team provides to students.

This review process has reinforced for me the primary reason why Student Affairs at Guelph continues to be recognized as a best practice in the country – our team. All members of the team staff and students show a clear and strong commitment to the core mission of Student Affairs:

As partners in learning, Student Affairs supports and enhances the academic mission of the University through the provision of learner-centred programs, services and facilities that focus on the well-being and development of the whole person.

The quality and success of our programs are enhanced by the involvement of students – in the planning, delivery and assessment of all that we do.

In the next five years we will renew our commitment to the learning experience of our students. Working with our academic partners, we will be engaged in collaborative efforts aimed at strengthening our learning environment to ensure that it both supports and challenges students, and prepares them to exercise responsible leadership and active citizenship in the world beyond our campus.

This integrated plan outlines the priorities and objectives of Student Affairs for the next five years. It has arisen from an extensive planning process that reviewed current student development and learning research, best practices in higher education, and planning documents of the President and Provost. It has involved stakeholders -- most importantly our students -- who are also our users and service providers.

In the next five years the Division of Student Affairs will continue to support learning and create leadership opportunities to prepare students to be engaged citizens in the future. We will continue to support students who face numerous challenges during their transition to, through and from university. We recommit to our emphasis on the development of the whole student, and our special role in promoting diversity. We will continue to involve students broadly in all of our programs. Wherever possible, we will work collaboratively with units in our division, with academic departments, with other support services on campus and, most especially, with students.

I would like to thank all of those who have contributed to this report. I am hopeful it will provide the Division with a clear vision for the future and form the basis for some exciting opportunities over the next few years. Student Affairs at the University of Guelph is recognized nationally both by our peers and by our students for its quality programs and innovation. The ideas and energy that emerged throughout this planning process clearly demonstrate that we will continue in a leadership role in the years to come.

Student Affairs - Integrated Plan

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1 Planning Process

This integrated plan reflects two years of planning within the Division.

As a first step in the process, the Division adopted a Statement of Purpose to guide all of the units in their individual planning (Appendix I). Our strategic goals correspond directly with the goals of the University and its commitment to the education and well-being of the whole person. In Student Affairs we recognize our responsibility to help educate students for life and work in a rapidly changing world.

In Phase 2 of the planning process, each unit undertook a review of their programs and services, identifying strengths, areas of opportunity, and challenges. These reviews engaged students – both users of the services, and providers of programs. To identify efficiencies, units were asked to note areas of duplication and possible synergies or partnerships. Each department prepared a plan which then formed the basis of the review of Student Affairs as a whole. This review highlighted the breadth of exceptional programs being provided across campus by Student Affairs units. We offer programs that support students in crisis; that help students to succeed academically; and that help them to maintain a healthy balance in their lives. Intentional programs are offered to support students with diverse needs (e.g. new students, international students, Aboriginal students, off-campus students, and graduating students). We also offer a range of programs that enrich the learning experience; that are designed to engage learners in the co-curriculum; and, we help to prepare students for life after graduation.

In Phase 3 of the planning process, the Directors and the Associate V.P met to review individual plans and craft an overall strategy for the Division. It is this divisional plan that is presented in this document. Throughout this process, various internal and external documents were utilized. These include: NSSE Benchmarks; “Student Success in College” (Kuh, Kinzie, Schuh, Whitt & Associates, 2005); the Provost’s White Paper; “Learning Reconsidered – A Campus-Wide Focus on the Student Experience (NASPA, 2004); “Promoting Active Learning” (Meyers, Jones, 1993); University Integrated Planning Document; “Rethinking Student Affairs Practice” (Love, Estanek, 2004); “The Student Learning Imperative” (OCPA, 2004), and “Ontario – A Leader in Learning” (Rae, 2005). Individual units also undertook a review of best practice in their respective areas of expertise.

This is not the end of the planning process. Once this plan is adopted, individual units will be asked to complete strategic plans that include implementation strategies specific to their areas. The departmental documents will identify action items, timelines, and assessment outcomes. They will focus specifically on the performance indicators agreed to during this planning process (Appendix II). All plans will be flexible so as to respond to new trends or challenges.

2 The Planning Context

As Student Affairs plans for the next five years, we must take into account trends and challenges that will affect our ability to deliver our core services.

Accountability and Performance Measures

More than ever before students, parents and government are calling for accountability in post-secondary education. Faculty and staff are expected to provide greater personal intervention with students, and to respond to challenges from students and parents regarding the quality of their support. As the cost of a university education increases and students become more focussed on outcomes, they appear to be developing a stronger sense of “entitlement” to services and resources. They have become more demanding of getting “value” for their educational dollar. They expect programs and services tailored to their specific needs, and individual attention and support. In addition, universities are being asked to develop performance indicators and publish their results for comparison with other universities. This year, all Ontario universities will employ the National Survey on Student Engagement (NSSE). The NSSE survey as well as the Rae Report advances a new accountability requirement – that of learning environments, student engagement and skill development.

Changes in High School Curriculum

The change from a five-year to a four-year high school curriculum has had an impact on students’ emotional maturity and academic experience level at entry, both of which influence self-awareness and learning effectiveness. Faculty have noted recent deficits in both skill and content knowledge, particularly in mathematics. These issues have resulted in an increased demand for learning, writing and numeracy support. Furthermore, the expectation that students will complete 40 hours of volunteer service before graduating from high school has resulted in more students wanting to volunteer at university. For the first time qualified students are being turned away consistently from volunteer opportunities such as Project Serve or Reading Week volunteer opportunities.

Student Demographics

Across the country there are growing concerns regarding negative changes in student behaviour. Specifically, there is a marked increase in high risk activities. We are seeing an increase in vandalism, assault and other forms of misconduct. For example, in 2004 there were 336 recorded acts of vandalism/mischief on the Guelph campus as compared with 259 the previous year.² There appears to be an increase in behavioural problems in the City as well, resulting in renewed calls for the University to introduce an off-campus code of conduct. Likewise, in the classroom there are growing concerns regarding academic integrity. Ultimately, a range of inappropriate behaviour and their consequences interfere with establishing a safe living-learning environment and with the student’s ability to succeed in their academic endeavours.

² University of Guelph Campus Community Police Annual Report – 2004/05

Another area of concern is the growing need for counselling and psychiatric services. Nationally, counsellors are commenting not only on the increasing number of students asking for counselling, but the complexity of their problems. Finally, there continues to be an increase in the number of students presenting with disabilities and requiring support. The addition of psychological disabilities as grounds for accommodation is placing enormous strain on service provision.

Changes in the workplace - to which most/all of our students are headed - and the continued shift toward a knowledge-based economy have resulted in an increased demand for the skills and training obtained through a university education. Furthermore, employers and students themselves are more interested in both identifying and documenting specific skill acquisition in a tangible way.

The University is planning for an increase in graduate, international, Aboriginal and first generation enrolment. We celebrate the richness that an increasingly diverse student population will bring to this campus and recognize that we must also support the broad range of needs that accompany them. In addition, in an increasingly competitive environment, we are starting to see academic cut-offs being reduced. It is expected that we will begin to see a greater proportion of students struggling academically and in need of support programs.

Impact of Technology

Technology is fundamentally altering the way students access, use and process information. Though most entering students are experienced computer users, the university learning environment presents several challenges to the way students use technology. Students must rethink their use of email, word processing, and the Web as *academic* tools. They not only need to learn new software programs, but they must determine the best way to use emerging technologies as they develop. As students acquire new technological skills they face an additional challenge - learning how to learn with, from, and about technology. Technology also presents service providers with challenges. Students go to the web for information – they are engaged in chat rooms, blogs. While it can be utilized to connect with students more often and more intentionally, we also need to find ways to maintain personal connections with and among students, particularly those most vulnerable to failing or withdrawing from the University.

The Need for Collaboration

Over the last ten years a number of higher education reports have pointed to the need for the entire academic community to work together in aligning their efforts in support of institutional goals for student success (American College Personnel Association, 1994; Boyer, 1998; Kuh, Kinzie, Schuh, Whitt & Associates, 2005). These reports give recognition to the importance of seamless learning environments that integrate the curricular and co-curricular experiences of students. As a result, there have been calls for student affairs and academic affairs to build “powerful” partnerships that focus on collaborative activities that intentionally link or bridge in-class and out-of-class experiences (American Association for Higher Education, American College Personnel Association & National Association of Student Personnel Administrators, 1998; Pascarella, Terenzini, & Bliming, 1996).

The University of Guelph has taken a leadership role in pursuing various forms of collaboration

both within Student Affairs and between student and academic affairs which have resulted in opportunities for students to extend their learning beyond the classroom setting. The Certificate in Leadership and the Supported Learning Groups are just two examples of effective collaborative initiatives that engage faculty, staff, and students as partners in creating purposeful learning activities inside and outside the classroom. Despite the time-consuming nature of these kinds of partnerships, Student Affairs must continue to find ways to develop and participate in these enriching opportunities.

This partnership extends to our Regional Colleges. As they move more intentionally toward being “satellite campuses,” there is an expectation that the University’s main campus will provide support for many student service areas. For instance, the Centre for Students with Disabilities is providing the resources for a translator at one of the colleges and Student Life supported Ridgetown in establishing their Peer Helper Program and is offering guidance as they develop first year initiatives. We have also been asked to provide training to staff, help draft policies for programs, and extend some of our programs to the colleges.

Resource Constraints

Finally, like many other departments on campus, Student Affairs faces the challenge of addressing increased demand which is outstripping resources. During the period 2002-2005, enrolment on campus increased by 10%, primarily at the undergraduate level (which tends to be the focus of student affairs programming). During this same time, Student Affairs received operating support to hire 2 new staff. It was also able to garner approval last year from students to fund one additional counsellor. It is not surprising that staff are stretched and students are being turned away from services. To exacerbate the problem, many of our facilities are facing significant deferred maintenance issues that can no longer be ignored. Like the University, departments such as Athletics and Student Housing Services have to direct funds to facilities, taking them away from critical support programs. Space is at a premium as well - staff are giving up their offices to allow exams and interviews to be held. There is a need to identify priorities, ensure objectives are being met, and continually review programs to determine if they can be delivered more efficiently.

3 Student Affairs at Guelph

As partners in learning, Student Affairs serves an integral role in supporting and enhancing the academic mission of the University through the provision of learner-centred programs, services and facilities that focus on the well-being and development of the whole person. The Student Affairs Statement of Purpose articulates the role it plays in supporting the University's mission.

Underlying the practices of Student Affairs are a number of core values centered on the commitment to assist students in reaching their full human potential. We focus on the development of the whole person. There is a body of literature that concludes that student learning and development is directly associated with student involvement and investment of time and effort.³ Therefore, the goal of Student Affairs programs is clear: we need to provide opportunities to stimulate, facilitate, and empower students to become personally involved and to put forth quality effort both inside and outside of the classroom. Creating and enhancing learning environments and learning experiences that both facilitate and optimize student engagement is at the heart of our work.

Administratively, Student Affairs is divided into 7 units. Specifics regarding each unit are attached as Appendix III.

³ Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass. Pascarella, P.T. & Terenzini, E.T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.

4 Primary Objectives

In focussing our attention for the next five years, Student Affairs considered the enrolment plans of the university that calls for an increase in graduate enrolment, and the enrolment of specific student cohorts (Aboriginal, international and first generation). We were also guided by two documents.

The first is an external document, which is an extensive research study conducted by Kuh, Kinzie, Schuh, Whitt and Associates (2005). This study, linked to the National Survey on Student Engagement (NSSE) demonstrated that there are five clusters of effective educational practice that contribute toward improved student engagement: student-faculty interaction, academic challenge, active and collaborative learning, enriching educational experiences, and a supportive campus environment. The second document is the Provost's White Paper on Re-imagining the Undergraduate Learning Experience. This paper sets the stage for curriculum review over the next five years.

Student Affairs sees itself as supporting and enhancing the goals outlined in both these documents through the provision of learner-centred programs, services and facilities that focus on the well-being and development of the whole person. For the 2006-2011 planning cycle, Student Affairs will focus on three primary objectives, which in many ways are interconnected.

1. *To enhance student self-directed learning both inside and outside of the classroom by providing opportunities for students to be intellectually challenged, exposed to provocative issues and discussions, and encouraged to examine their beliefs and decisions.*
2. *To help students achieve their potential to be effective and active citizens who can make a positive difference in society.*
3. *To build a community that is caring and supportive, and embraces diversity.*

5 Implementing Primary Objectives

Primary Objective 1

To enhance student self-directed learning both inside and outside of the classroom by providing opportunities for students to be intellectually challenged, exposed to provocative issues and discussions, and encouraged to examine their opinions and choices.

Rationale

The learning environment, broadly conceived as existing both in and out of the classroom, should engage students in a manner that fosters a self-directed, life-long commitment to learning. The truly transformative potential of education for our students is enriched through exposure to multiple opportunities for intentional learning in the formal academic curriculum, student life, collaborative co-curricular programming, community-based and global experiences.⁴ Students learn more when they are asked to apply and reflect upon what they are learning in different settings.

We intend to counteract the predominant focus by many of our students on grades as the ultimate learning outcome. Instead, we will emphasize the learning that is occurring, the application of that learning, and its personal and social significance. To do so, we will provide students with a range of opportunities to apply their learning in diverse settings on campus and in the community.

Students are more likely to learn when they are placed in a culture where there are clearly articulated high expectations regarding student involvement and commitment. Student Affairs professionals play a critical support role in this regard. We are already committed “to engage students in a manner that fosters a self-directed life-long commitment to learning.” While we already offer a variety of programs that enhance the learning that is occurring in the classroom, these enrichment opportunities are not always co-ordinated with what is happening in the curriculum. Greater emphasis needs to be placed on optimizing opportunities for integrative learning and on creating transferable learning outcomes from these experiences.

Implementation Strategies

- A. Working closely with the Associate V.P. Academic, establish a culture of high expectation for student learning which includes:
 - A summer reading program for new students that is a critical component of the pre-arrival transition experience.
 - A greater emphasis on academics and academic integrity in our transition and orientation programs (e.g., START Online, iU, Introduction to University Learning).
 - First year classes beginning on the Thursday of Orientation Week to help students make the formal transition to academic study.
 - A standard curriculum for residence programming that is aligned with the University’s Learning Objectives and involvement of interested faculty mentors.

⁴ Kuh et. al.

- B. Expand opportunities, resources, and services for students to improve their numeracy, learning, and writing skills.
- An enhanced integrated model of support in the Learning Commons that utilizes the services of undergraduate students, graduate students and professional staff to address the unmet demand.
 - A comprehensive package of learning support services for graduate students within a coherent and seamless framework.
- C. Working collaboratively with student clubs and governments, co-ordinate and enrich programming and create powerful linkages with the curriculum.
- An enriched Student Life programming that includes: a co-ordinated events calendar; faculty or staff mentors for student governments and clubs who wish such support; transition and support programs for student governments that begins prior to the start of the academic year; a process to inform faculty of student club events that could link seamlessly with course material being taught in the classroom.
 - A database of faculty and staff with particular interest and expertise who are willing to share with student governments or clubs.
 - More effective use by student clubs of the portal technology (e.g., chat rooms, blogs, web creation).
- D. Support the Regional Colleges in the development of intentional co-curricular programming that will positively engage students.
- A Co-ordinated Residence Life Training and Crisis Intervention training program that meets the unique needs of each college.

Primary Objective 2

To help students achieve their potential to be effective and active citizens who can make a positive difference.

Rationale

One of the goals of a university should be to graduate independent, active learners who are capable of charting their own course over a lifetime and are engaged in an ongoing process of learning. To do this, students must develop intellectual and practical skills, must take responsibility for their own learning and participation in civic processes, and be informed about the conditions that affect their lives.

One of the primary objectives in Student Affairs is to “support students in becoming successful, productive and contributing citizens in a rapidly changing world.” Student Affairs’ co-curricular programming 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. Guelph’s Peer Helper Program is such an example. Peer helping programs are built on the philosophy that student growth and academic success are facilitated through an intentional process of students helping students. Students who serve as Peer Helpers contribute in significant ways to the development of meaningful programs and services while benefiting personally from being actively involved (Astin, 1993; and Pascarella & Terenzini, 2005). With over 200 Peers across the campus, the Peer Helper Program utilizes the “Bases of Competence” research findings advanced by Evers et al. as an important framework, and promotes the development of essential skills identified by Canadian employers.

The University has a long tradition of providing rich experiential learning opportunities for students. We offer the fourth largest co-op program in the province, and provide a range of internship and practicum experiences. However, these options are often restricted to the sciences or professional programs. Our challenge is to create and orchestrate meaningful opportunities that engage all of our students in experiential learning and, in turn, can be seamlessly reintegrated into their academic endeavours.

The University of Guelph is committed to educating its graduates to be knowledgeable, skilled, engaged, and critically-aware *citizens* as well as scholars. Graduates should be active participants in the cultural, social, and political context of which they are a part; their commitment to engagement should not stop at local, regional, or national borders but carry on to encompass contributions and responsibilities as global citizens. As partners in this endeavour, Student Affairs professionals need to help connect students to their community and the world at large.

Implementation Strategies

- A. Enhance student development and recognition of skills
 - A pilot electronic skills portfolio as a way for students to reflect early on the relationship between their learning and skills development and to formally capture the competencies they have acquired during their education.

- A co-curricular transcript linked to the skills portfolio, which will not only recognize the importance of learning outside of the classroom, but also the critical link to specific skill development.
- B. Enhance opportunities for experiential learning
- An increase in the number of co-op, internship, externship and job shadow opportunities both in Canada and overseas.
 - Centralize all on and off-campus student job opportunity postings, including work-study opportunities.
 - Provide co-op opportunities for international students.
 - An extended Student-Athlete Development Program to include all varsity athletes.
 - An enhanced and co-ordinated training program for student employees that focuses on specific skills development.
 - An intentional use of work study positions to engage students in research opportunities of importance to Student Affairs.
 - An enhanced Peer Helper Program that converts senior peer placements to “for credit” leadership opportunities connected to the undergraduate Certificate in Leadership.
- C. Foster an increased understanding of civic responsibility by intentionally engaging students in citizenship activities on campus, in the City, and in the broader community.
- "The You in Guelph" program, designed collaboratively with members of student affairs, academic departments, student leaders and the City, will raise awareness of issues facing the community while developing meaningful connections with citizens and community leaders.
 - An increased number of service learning opportunities in undergraduate degree programs and majors.
 - Community and Civic Engagement programming introduced to students prior to their arrival on campus, and incorporated into orientation events.
 - More active engagement with external organizations and programs such as Leaders Today, Volunteer Now, World Affairs Council, Katimavik, CUSO and Canada Corps to provide a range of experiential learning opportunities.

Primary Objective 3

To build a community that is caring and supportive and embraces diversity.

Rationale

Campus climate is critical to student success and learning. Without doubt, Guelph is lauded for its supportive campus community. To be truly effective, however, we must define success as not just making resources available to those who choose to use them, but finding concrete and proactive ways to reach out to those students who, for whatever reason, do not seek us out. To do so, we must offer a diversity of intentional programs that provide seamless opportunities to learn through action, contemplation, reflection and emotional engagement.

We are in the enviable position of being residentially intensive – 90% of our first year students live in residence. Students in this environment are more likely to be noticed and supported. We are able to be “intrusive” with this cohort. We need to make certain that we connect in the same intentional way with those students who are living off campus.

With anticipated increases in graduate student enrolment, Guelph will need to examine the campus environment for this cohort and the specialized services required to create and sustain a supportive community for these advanced learners. Graduate students have different needs at different stages in their programs – those taking courses and those who are researching and writing their theses. Other universities are offering specialized support programs (e.g. PhD support groups at U of Toronto and McGill; Dead Thesis Society, an online support group originating from Memorial). Graduate students tend to be more focussed in their career goals, they often have partners or families, and their academic loads are heavier, leaving less time for extracurricular activities. To serve the needs of a growing graduate student population and remain competitive in attracting the best graduate students, Guelph must take a comprehensive approach to identifying and meeting graduate students’ learning needs.

The quality of programs and efficiency of services can be enhanced by knowledgeable faculty and staff who understand the foundations of student learning and development, factors that contribute to student success and retention, and characteristics and needs of a diverse student population. We need to ensure that our faculty and staff receive the ongoing information and support needed to continue contributing toward student learning, growth and a supportive campus environment.

Implementation Strategies

- A. Enhance the present Crisis Support Program that provides advice in crisis situations, develops training programs for faculty and staff, and provides advice on crisis response models.
- B. Raise awareness and provide programming that will engage students in social opportunities that are safe and enriching.
 - An increase in the number of speakers on campus; more opportunities to engage students in cultural opportunities on-campus and in the city (plays, concerts); more students attending university events such as athletics games.
 - A database of opportunities both on and off-campus.

- C. Enhance and co-ordinate support for specific student groups - international and out-of-province students, new students, Aboriginal students, off-campus students, students who are parents, transfer students, students with disabilities, and graduate students.
- An increase in graduate student support programs including: workshops, specialized Web and print resources, individual assistance, discussion/support groups in person or online, ongoing newsletters, listserves, and blogs.
 - A mentorship program for first year students living off-campus that builds on the successful pilot project offered by the Centre for New Students but which uses faculty and staff mentors with student support.
 - Greater access for student parents to the Child Care and Learning program, beginning first with the limited infant program.
 - A community development and support program for students with families, particularly those living in Family Housing.
 - Co-ordinated and seamless activities between the Centre for New Students and the Undergraduate Academic Information Centre that focus on support programs for students on probation.
 - An International Student Support Program that includes support for working off-campus, link programs to Canadian Students that last through the first year, and mentor programs with senior students from home country.
- D. Continue to develop online self-directed tools that will provide 24 hour support to students in an efficient and effective manner.
- E. Working in partnership with Human Resources and Teaching Support Services, design professional development programs to better educate the university community about student development and its impact on teaching and learning.

6 Investments Required to Meet Goals

Resources

Guelph is recognized nationally as being a leader in the development of innovative student support services and programs. The challenge in the present fiscal environment is to sustain successful new initiatives that have demonstrated potential to become fully integrated into campus life. Enrolment growth has made it extremely challenging for Student Affairs units to just keep pace with increasing demands and maintain effective core programming. Examples of the significant demand:

- Counselling appointments have increased by 35% since 00/01, going from 4,125 appointments to 5,551 in 04/05.
- The number of students with disabilities has increased by 29% in the last 4 years (594-766) and the number of exams written in the Centre has increased by 46%, (4,700 to 6,868).
- Over 8,000 individuals participate in intramural programs with the Athletics department; 4,693 have bought memberships to the Fitness Centre.
- In 04/05, Student Health Services recorded 34,685 billable clinic visits.
- SLG sessions, designed as small co-curricular study groups, sometimes have 60 – 70 students in attendance.
- 450 students who requested individual writing assistance were turned away from the Learning Commons in the fall semester of 2004, up from 150 in fall 2001.
- The demand for career programs increased on average by 20% between 2003 and 2004 (e.g., in 2003, 5,414 students attended a career event/fair – in 2004 this number was 7,230)
- The Child Care and Learning Centre has a wait list of 969 families.

Student Affairs resources are allocated as follows:

Department	Full-time Staff	Part-time Staff	Student /Peers	Net Operating Budget
Athletics	36	28	318	\$890,000
Co-op and Career Services	23	0	36	\$803,000
Learning Commons	6.7	0.3	74	\$619,000
Student Housing	69	7	370	\$0
Student Health	22	23	33	\$0
Student Life and Counselling	29 ⁵	23	137	\$1,842,000
Child Care and Learning	18	13	14	\$315,000
Total	204	94	908	4,469,000

⁵ 7 of the 22 are fall/winter

The Student Services Fee contributes \$1.45 million toward student services, to which \$1.0 million goes toward Student Affairs programs. Therefore, the net Student Affairs cost to the Operating budget is \$3.469 million.

When comparing ourselves to other institutions for core student support, we do not fare well in some areas. In particular, Guelph has 495 hours of one-to-one writing support per year; Queens has 3,130 and Western has 2,443. Western's Centre for New Students has 9 full-time staff; Guelph has 2. We have one International Student Advisor who responds to the needs of all of our international students, many of whom face complexities not experienced by our domestic students (e.g. visa requirements, significant transition issues, and language barriers). Our FTE for Personal Counselling is 6.4; at Queens it is 8.7 and at Waterloo it is 13.5. Our FTE for Career Services is 9; McMaster has 35 across 4 centres; Queens has 22 across 3 centres; WLU has 13.

The following financial resources are required if we are to meet our goals as articulated in this document.

a. University Wide

IT Support

All departments in Student Affairs are struggling to keep pace with IT needs as we become more dependent on advanced computer technologies. Student applications and registrations are systematically moving on-line and we are attempting to co-ordinate activities such as integrated calendars. While these changes are resulting in greater efficiencies and enhanced programming for students, they are also placing a strain on staff and resources, and often result in un-coordinated computer hardware and software decisions. The reliance on computers has produced an inability to keep up with day-to-day IT support, not just hardware and software decisions.

Some units by virtue of their size and budgets are more able to invest in appropriate IT support. Others contract out when they can find resources in their budgets. However, this approach often results in disastrous outcomes, with software and hardware that is incompatible with university programs, or not supported by CCS. In addition, significant resources are spent on programs that have already been developed elsewhere on campus.

University resources would be better employed if CCS was provided the resources necessary to centralize some of the IT functions using a distributed model approach similar to that of Alumni Affairs and Development, or Physical Resources. The areas identified for centralized CCS support:

- *Continued development of university standards and co-ordinated software licences*
- *A pool of CCS trained professionals who deal with hardware needs for dedicated areas*
- *A pool of CCS trained professionals who could be accessed for web page development*
- *A sharing of best practices and an ongoing inventory of programs already developed.*

Crisis Support Program

Support is needed to address crisis issues. There needs to be:

- *Oversight of the Crisis Response Plan: keeping the plan current, ensuring those with responsibility have copies, offering regular training sessions using the plan.*
- *Support for units dealing with a crisis (deaths, threats, difficult behaviour, emergencies)*

- Development of proactive programs that could reduce the number of incidents (e.g., suicide prevention programs and information on dealing with individuals with psychiatric needs)
- Co-ordination of a Counsellor-On-Call-Roster
- Specialized training for staff who are likely to deal with crisis issues (e.g., residence life staff, senior administrators).

This position could report to a number of different units (e.g. Campus Police, Human Resources, or Student Affairs) but would need to work collaboratively with many units on campus.

b. Student Affairs Specific

IT Support

Student Affairs is a leader in the use of information technology to deliver innovative programs and services for students. For instance, our START on-line program is being emulated at many universities across the country. However, students are turning increasingly to the web for support programs. Unfortunately, interactive programs that can best meet their needs are expensive to design. Furthermore, Student Affairs needs to keep pace with emerging trends and developments. While the division has invested significantly in technical staff that can maintain these programs, we do not have the funding necessary to design new programs or to meet the growing demand for advanced technology for existing programs.

\$75,000 should be made available annually in Student Affairs for an IT investment fund. Individual units would apply to the fund to support the development of evolving technology opportunities that would allow Student Affairs to provide either enhanced or more efficient programming. Any programs developed using these funds would be available to the broader community.

International Student Support

The University intends to increase the enrolment of international students, particularly at the undergraduate level. One area for strategic investment is the provision of co-op placements for international students. However, these students will need more extensive support and training than that provided to domestic students. In addition to this pressure, the government is moving to allow international students to work off-campus. This is a welcome initiative, but comes with increased responsibilities in terms of work visas, co-ordinating appropriate work opportunities and reporting. Again, this can be an important recruitment opportunity but must be supported. It is not possible for the sole international student advisor to undertake these responsibilities as well as the programming necessary to ensure that international students make a successful transition to the University and are supported in their specific needs.

Aboriginal Student Recruitment

Aboriginal recruitment efforts often require recruiters to spend substantial amounts of time in local communities building trust relationships and advocating the broad value of postsecondary education. Such efforts are not inexpensive, and cannot be undertaken by the Aboriginal Student Advisor who is also responsible for providing programming, advocacy and support on-campus. There is a commitment for funding from the Federal government to support universities engaged in aboriginal student recruitment. Guelph is in a position of strength in this area given the success of

its Aboriginal Resource Centre. Funding should be requested from the federal program to support the creation of an Aboriginal Recruitment Officer. This individual would develop recruitment and promotion initiatives for Aboriginal communities in our identified strategic recruitment areas. The recruitment programs should start at the primary level and include activities such as camps, mentorship activities, and educational opportunities on the reserves.

Learning Commons Support

Since its creation in 1999, the Learning Commons has consistently experienced major increases in usage of its programs from undergraduate and graduate students, and from faculty and TAs for specially tailored in-class workshops and resources. These increases in demand are having a significant impact on Learning and Writing Services which regularly turns away students who are requesting assistance. Despite striving to maintain an appropriate balance between individual assistance, small and large group workshops, in-class presentations, and printed and Web-based resources, the Learning Commons cannot keep pace with demand.

The Provost's White Paper with its strong emphasis on the development of writing and numeracy skills and increased attention to the first year experience, along with an increasing number of graduate students, will put even more pressure on the Learning Commons to provide support in these areas. The investment is divided into two areas.

- a.* Learning Support: This funding is requested to respond to requests for programming related to enhanced academic orientation activities, specialized academic support programs (for example, student-athletes and graduate students), individual learning assistance, and the development of web-based learning tools and resources.
- b.* Writing Support: The proposal for writing support is much more extensive and also incorporates English as a Second Language assistance. A three-level framework of support is envisaged that utilizes undergraduate Writing Peer Helpers, graduate student writing consultants, and professional writing consultants. This model allows a more focused delivery of support matching levels of expertise with levels of responsibilities and support to targeted groups. Funding for this model requires a full-time professional writing consultant, 4 graduate students, and an ESL writing specialist for the fall and winter semesters.

College of Management and Economics

Resources are needed to create a position in the new college that will provide career development support for both co-op and non-co-op students. The primary focus of the position would be employer development. The position would report jointly to the dean of the college and Co-operative Education and Career Services.

Student Life

There are many implications for Student Life programs and services resulting from the White Paper's emphasis on the first year experience, civic engagement, experiential learning, and the provision of a supportive learning environment. In concert with an anticipated rise in International, Aboriginal, first generation and graduate student enrolment, there will be increased pressure on

already limited resources in this unit. As a result, strategic investment is critical in two specific areas:

a. Student Leadership Development

To date, Student Life has delivered strong training, advising and support programs for elected members of student organizations registered with the office of Student Affairs. Award-winning initiatives in this area continue to provide our student leaders with important tools to guide and support them in their governance roles. However, in keeping with the Provost's emphasis on skill development and experiential learning, it is critical that we extend our current offerings beyond those that address the needs of a relatively small population to those of our clubs, special interest groups, and newly involved students. There is also strong potential to bring about greater efficiencies and to communicate a unified message regarding the Institution's expectations concerning leadership by co-ordinating existing leadership training activities at both the departmental and student government levels. Support is needed for the development and support of e-portfolios and co-curriculum transcripts. Finally, the success of the undergraduate certificate in leadership has resulted in a dramatic increase in requests for support in identifying meaningful 120 hour leadership practice experiences.

b. Centre for New Students

The Centre is comprised of one professional staff member and a cadre of excellent Peer Helpers, student staff and volunteers. Through the innovative START Online program the Centre focuses on pre-arrival transition issues, providing a critical forum for connecting new students with other new students, group leaders, faculty and staff and the resources and information they need before September. While the Centre also supports new students throughout their first year, specialized programming and outreach activities for new students living off campus, mature and transfer students, members of traditionally marginalized populations, and parents/families have proven to be in highest demand. The Centre's impact is limited only by its resources. In keeping with the Provost's vision for an integrated and seamless first-year experience it is envisaged that the Centre for New Students and the Undergraduate Academic Information Centre will merge, thereby expanding the Centre's offerings to proactively help new students navigate the academic system and to provide timely information on drop deadlines, continuation of study regulations, generic rules and information. Furthermore, based upon our success with the Off-Campus Connection pilot it is clear that more can be done to reach out to students living off campus and at-risk students, in particular. For example, all students placed on probation after the fall semester should be contacted by the Centre and supplied with both information and support, and a 'Student Success Course' should be designed in collaboration with other stakeholders for these students. The Centre should also continue to work closely with Student Housing Services – particularly in support of new academic initiatives as they emerge.

Co-operative Education & Career Services

There is a need to centralize career related services for students. Presently students have to go to numerous campus websites and departments to explore employment opportunities on or off campus. Centralizing these services would ensure a seamless access point for students and allow for connections with career development programs.

Part-time student employment: The majority of the 4000+ on campus employment opportunities are posted through work-study and departments. The majority of off-campus part-time employment is posted through Career Services. Support would be more seamless if all part-time job postings were centrally posted through the Career Services job posting site. The administration of the work-study program could also be handled through Career Services, similar to the Brock University model. Career Services could also be more supporting in job postings for graduate students.

Support from Partners

In these days of fiscal restraint, we must look at other sources of funding for our programs. Fundraising needs to become more of a mindset. There are opportunities on the horizon for funding from the government for Aboriginal students, internationalizing the campus, and first generation programs. There are opportunities to tap external foundations and alumni for innovative programming. We are beginning to realize the benefits of the dedicated alumni/development officer in Athletics. We need to strategically pursue similar approaches in areas where alumni or external funding initiatives are possible. The most obvious units for such synergy are Co-operative Education and Career Services, Student Life and Athletics.

Learning is a holistic, multi-centric activity which requires the entire academic community to align their efforts to support student success (Kuh et al., 2005). The overall effectiveness of Student Affairs programming will be enhanced greatly by our ability to support activities in the classroom. We already have examples of enriching programs that involved partnerships between academic units and Student Affairs including, the practicum program of FRAN in the Child Care and Learning Centre; our numerous co-op programs; the Supported Learning Group program; the first year disabilities course; courses with a service learning component; embedded learning and writing support in various courses; and, the undergraduate Certificate in Leadership. Student Affairs units can continue to help provide the support and infrastructure necessary to enrich the curriculum.

In this era of accountability, we need to be more engaged in assessment. We need to actively seek out best practices and remain attuned to emerging trends and developments, particularly as they relate to the student population, student learning and development, and higher education generally. We need to invest resources to ensure that we establish and maintain a culture of assessment.

Space

a. University Wide

Building Security

The University has hundreds of buildings, all of which use keys for access. This presents a serious security risk. Keys are lost or stolen and faculty, staff and students leave the university with copies. The technology is now available to move to card access, which allows us to more effectively and efficiently secure our buildings, and respond to security threats. A committee has been struck to oversee the planning and implementation for a card access approach to security. In order to move forward strategically, a fund needs to be established to convert existing doors to card access doors. This fund would be similar to the PR1 fund, where projects would be identified on a priority basis for conversion to card access.

With the increase in vandalism and security concerns, consideration must also be given to the use of security cameras on campus. We need to consider the introduction of cameras in some high traffic and problem areas (e.g. Library, Athletics, University Centre, Residences). It must be stressed that the intent is not to place cameras in private space, but in open public space with the sole purpose of ensuring a safe environment.

Worship/Mediation Space

The University has a small chapel on the fifth floor of the University Centre. This chapel is booked solidly every day and no longer meets the needs of our university community, particularly those of the Muslim faith. Classrooms and meeting rooms are now being booked for prayer. We are also receiving complaints from other religious groups that do not have access to any prayer space. In addition, with the increased enrolment, there has been an encroachment on quiet or meditation space. Such space does not only meet the spiritual needs of our community; it was identified as a need by the Access for Persons with Disabilities Advisory Committee. While students are the primary users of this space, faculty and staff are also requesting such space.

It is recommended that the University identify space that could be converted to a Multi-faith Centre. The Centre would include the following:

- Large worship space for mass prayer
- 3 small mediation/prayer rooms
- Resource Area (Library, Reception Area)
- 5 Offices for Multi-faith staff
- 5 Offices for Religious Student Clubs

If appropriate space could be identified, there is the potential to garner external funding for the renovations. This funding could come both from individual donors and religious groups.

b. Student Affairs Specific

Co-operative Education and Career Services (CECS)

Guelph has the fourth largest Co-operative Education Program in the province with 1,600 students. Recently, Career Services merged with Co-operative Education Services which will allow for synergies to occur in terms of employer development and marketing. However, programming for both units is seriously constrained by lack of suitable space. Currently, space for CECS is shared with the Centre for Students with Disabilities (CSD). There is a small reception desk for students and employers, nestled adjacent to the CSD Desk. The unit has four small interview rooms at its disposal; however, these rooms are not completely enclosed, resulting in a significant lack of privacy. Other employer interviews are held in exam rooms, meetings rooms in the University Centre and staff offices. Both the University of Waterloo and WLU co-op programs have their own building. In order to communicate a professional image and maintain our competitive edge in the area of employer and student recruitment, expanded space is critical. The following is needed:

CECS Staff Offices	Current Space	Needs
	16 Professional Staff - not confidential	3 additional offices
	Support Staff – 4 cubicles	
	Student Staff – 2 open cubicles	2 additional open cubicles
	Peer Helper Workroom 6 work stations	2 additional work stations
	Peer Helper Advising 2 shared open cubicles	4 closed spaces for one-on-one advising
Reception & Resource & Promotional Area	Reception Desk 2 work stations (Connection Centre resource area –peer helper operated - shared with other departments)	4 work stations @ reception Interview waiting room/area & CECS Resource Area: career services cart, bulletin boards, display space, banner space, resource materials, 4 computer stations, audio visual area
Employer Interview Rooms	4 private interview rooms not soundproof and located in the Centre for Students with Disabilities department	10 confidential interview rooms located in CECS department
Program & Events Rooms	1) 3 rd floor south Boardroom (shared with other departments) 2) University Centre rooms booked for: programming	1 large meeting room capacity: 60 people lecture style or 150 reception style 1 board room style
Daily Employer/ Guest Parking	P31 Guest Parking used	Close proximity of parking for 20 employer/guests

It is not clear if external funding could be found for this space. At the University of Waterloo Co-op students contributed fees for their new space. We do not have a large enough cohort of co-op students, however, to replicate this approach.

Student Life Centre

The range of programs and services designed to engage and support students in campus and community life should be more visible and accessible to students than they are presently. This is challenging due to the haphazard assignment of current space. For instance, the International Student Advisor has an office in a hallway on the south side of the third floor of the University Centre, crammed between the Leadership office and the Centre for Students with Disabilities. Student Volunteer Connections is in Raithby House, while Citizenship and Community Engagement is on the 3rd floor of the University Centre. The Connection Centre provides resources on Career Services, Student Life, and the Centre for International Programs (which is close to invisible). The Centre for New Students is an office of one person, impossible to find in a back corner. There is insufficient space for students to sit and read resource materials, to use computers for searches, and for one-on-one programming that the Peers perform.

While the 3rd floor University Centre space is centrally located, the current configuration of this space is inefficient and results in an overall lack of coordination and of visibility. To remedy this problem we envision a comprehensive centre in one high profile, intentionally designed location that serves as the face of student support programs and services (not including the Learning Commons). Students could register for programs, access materials, apply for Peer Helper and student staff positions, and explore co-curricular learning opportunities in this one comprehensive centre that also serves as an important conduit to Counselling Services and the CSD.

If space could be found for CECS outside of the third floor of the UC, the space that they vacate would meet this need. The units that should be together in this space include:

- Counselling Services
- Undergraduate Academic Information Centre
- Centre for Students with Disabilities
- All Student Life programs (with the exception of the Aboriginal Resource Centre)
- Volunteer Connections

Exam Space

The Centre for Students with Disabilities presently offers close to 6,000 exams each year. In addition, the Office of Registrarial Services needs space for deferred examinations. At present, exams are offered in two small multi-person rooms which each hold eight individuals, as well as eight individual rooms for those needing adaptive technology. Exams are also held in staff offices and meeting rooms throughout the University Centre. Given the dispersed nature of the exams, proctors are needed for each space which is an inefficient use of resources. As a result, an exam centre is needed. If there was such a centralized examination space, it could be used for make-up exams, offloading this responsibility from faculty or administrative staff. The space should include:

10 fully enclosed rooms with doors (8'x8') equipped with appropriate adaptive technology, and sound proof

10 private rooms (8'x8') (floor to ceiling walls and doors not necessary)

2 fully enclosed large rooms with space for 20 students each

To optimize the use of this space, the exam centre should be located close to another unit that needs open work space and smaller work space. By doing so, the space would be used when examinations are not being administered. Possible areas of synergy are the Library/Learning Commons, or Co-operative Education and Career Services.

Administrative Offices

If resources are found to support some of the investment requests, new office space must be identified. Currently, Athletics is in immediate need for six staff offices, to accommodate those presently sharing space. The Powell Building may have space becoming available with the arrival of phase 3 of the Science Complex. This would be excellent space for Athletics.

Ancillary Units

While we have extensive facilities in Student Housing, and functional space in Athletics, both units are facing significant deferred maintenance problems. These departments are at risk of no longer being a strong asset for the university's recruitment program. We need to re-engineer space so as to better meet programming and student needs. While these units will be required to fund the space changes themselves, it is likely that debt will need to be incurred in the short-term to do so.

c. Student Specific

Student Space

Space design is important for an engaged student body. Students need access to space to study, to meet and to relax. There is great potential from working with student clubs to develop leadership skills and to engage them in rich programming. However, it is difficult to find the clubs as they have no space. At present, there are 76 accredited CSA clubs and only 17 rooms, which results in shared office space for only 35 clubs. Student government space is not uniform. Some have offices and lounge space; others must share a small office. Students do not have space to meet, to plan or to reflect quietly. A Student Space Review committee has been struck to review these needs. The report will be available at the end of the winter 2006.

There continues to be insufficient space for group work and programming. Students need space to work together on projects. The Learning Commons has added some space for this type of work, but more is needed. In addition we must free up specific space in the evening for group work. This does not necessarily mean the creation of new space; rather, a more effective use of the space we have. For instance, it has been suggested that some of the rooms in the Mackinnon Building convert each evening to the Learning Commons for booking for student activities and programs. Likewise, since Centre 6 in the UC is now a wireless environment it could be dedicated to student activities if the lighting was improved.

Space for Student Parents

The Child Care and Learning Centre is amendable to working with student parents on issues specific to them. One of their primary needs is space to use for the short-term care of their children. As such, they need a space that can be converted to a safe, accessible drop-off place that also houses resources specific to student parents.

Conclusion

Student Affairs looks forward to working with its partners in the University to enrich the student learning environment and enhance the learning that occurs outside of the classroom. There is a great deal of potential to engage students. The challenge is to use our limited resources effectively to best meet our goals and to invest strategically.

7 Appendices

7.1 **Appendix I: Statement of Purpose**

Office of Student Affairs

As partners in learning, Student Affairs supports and enhances the academic mission of the University through the provision of learner-centred programs, services and facilities that focus on the well-being and development of the whole person.

PRIMARY OBJECTIVES

1. To provide an educational environment that supports the essential learning needs of students so as to maximize their academic success.
2. To create and foster a climate that is inviting, safe, supportive, equitable, reflective of the diversity of our students, and intellectually challenging.
3. To deliver quality programs that help students achieve their potential - intellectual, ethical, emotional, social, spiritual and physical.
4. To support students in becoming successful, productive and contributing citizens in a rapidly changing world.
5. To take a leadership role in educating the university community about student development and its impact on learning.
6. To engage students in a manner that fosters a self-directed life long commitment to learning.

GUIDING PRINCIPLES

1. We are committed to having students meaningfully participate in all levels of program planning, delivery and assessment, as they are the primary users of our programs and services.
2. We strive towards grounding all programs and services in a firm foundation of pedagogical and developmental theory, and use research to inform our practices.
3. We endeavour to design and offer all programs in a format that is accessible, efficient, effective, relevant and accountable, and where delivery and outcomes are assessed on a regular basis to ensure continuous improvement.
4. We recognize and acknowledge that an atmosphere of positive engagement and mutual respect is vital for all programs and everyday interactions.
5. We share a sense of commitment to innovation and working collaboratively within and beyond Student Affairs.

7.2 Appendix II: Performance Indicators

Office of Student Affairs

Summary Statistics

Mission Statements

Programs Offered

Student Demand

Number of Students using each program
(undergrad and grad)

Wait lists

Research

Research Papers

Conference Presentations

Service to Students

Usage Statistics

Student involvement in
programming/delivery

Faculty involvement in
programming/delivery

Satisfaction information by program
(undergraduate and graduate)

Use of Technology

Programs Offered on-line

Web based resources

of unique users

Utilization of Resources

Student to Staff ratios

Administrative Costs as a percentage of
budget

Operating Costs as a percentage of budget
Space

Staff turnover rates

Staff Complement (staff, student workers,
peers)

Employment Equity

% women

% visible minorities

% disability

% aboriginal

% of historically disadvantaged groups in
management positions

Outcomes

Retention and grades (SLG's, varsity
athletes, peer helpers??)

Revenue Generation

Fees

Donors

Grants

Quality

Benchmarks

Comparators

Visibility and Image

Awards and Recognitions

7.3 Appendix III: Program Specific Information

7.3.1 DEPARTMENT OF ATHLETICS

Programs

The Department of Athletics provides a variety of programs and services to students, faculty and staff as well as to the greater Guelph community. The department contributes to the education process by delivering a diverse spectrum of physical activity and wellness programs. Specific programs are grouped as follows:

Instructional Programs: The department contributes to the life long learning of students by offering more than 100 skill development programs in the areas of Aquatics, Dance, Martial arts, Pilates and Yoga and Recreational Sports. The department also offers 90 certification programs which enable students to acquire leadership skills and to become employable in a number of different areas. Registrations for these courses range between 5,000 and 6,000 each year.

Fitness Centre Programs: Approximately 5,000 individuals will become members of the Fitness Centre each year. The Centre provides opportunities for members to reach their physical potential and enhances their overall university experience. Fitness course registrations will exceed 10,000 each year.

Intramurals: The U of G is considered the benchmark for Intramural programming in Canada and has been recognized as a leader in this field for two of the last three years. The program attracts over 14,000 registrations and approximately 8,000 members each year and is a major contributor to the quality of student life at the U of G.

Clubs: The department assists with the operation of 15 sport clubs. 463 members participate in a range of competitive and non competitive activities. The club system enables students the opportunity to be involved in self governance and to acquire leadership experiences.

Recreation Activities: The Athletic facilities are regularly scheduled for free time recreation activities. All students are encouraged to use these activities in order to enhance their university experience and to develop their social skills.

Intercollegiate Teams: 750 student athletes and 30 competitive teams represent the university in provincial and national competition. The Intercollegiate program enables student athletes to realize their physical and mental potential and it provides an opportunity for them to acquire leadership and citizenship skills. The athletes and teams are also positive ambassadors for the university and they become loyal alumni.

Camps: The department offers summer activity and sport camp experiences for more than 1600 children and youth. In addition to being useful recruiting tool for the university, the camps employ U of G students and enable them to develop practical leadership and citizenship skills.

7.3.2 CO-OPERATIVE EDUCATION & CAREER SERVICES

The purpose of Co-operative Education & Career Services (CECS) is to facilitate student transition from academic studies to employment and further education. CECS programs and services fall into three streams of service: Career Development Services, Student Employment Services and Co-operative Education Services.

CAREER DEVELOPMENT SERVICES

1. Career Planning – testing & assessment, counselling, planning & research
2. Career Development & On-Line Initiatives – workshops, CS website, WEB majors career site, on-line career development sites, CAPP (Career Action, Planning & Preparation program)
3. Further Education planning – counselling, fairs, workshops, and info sessions
4. Job Search Planning – workshops, counselling, critiquing, and interview training
5. Career Services marketing events – ambassador program, careers in the courtyard, career week

STUDENT EMPLOYMENT SERVICES

1. Job Posting Services & On Campus Recruiting – on-line job posting service
2. Employer Events – career & job fairs, information sessions, networking
3. Employer Experience – OAC Job Shadow Program
4. Employer Development – college specific employer development
5. Career 411 e Newsletter – student, faculty & staff and employer editions

CO-OPERATIVE EDUCATION SERVICES

1. 33 Programs in Total:
B.Sc. (Technology) – Applied Pharmaceutical Chemistry, Physics & Technology
Biological Sciences – Biomedical Toxicology, Environmental Toxicology, Food Science, Microbiology
Commerce – Agricultural Business, Hotel & Food Administration, Housing & Real Estate Management, Management Economics in Industry & Finance, Marketing Management, Public Management
Engineering, Environmental Sciences – Biological, Engineering Systems & Computing, Environmental, Water Resources
Physical Sciences – Applied Math & Stats, Biochemistry, Biophysics, Chemical Physics, Chemistry, Computing & Information Sciences, Physics
Social Sciences – Child Studies, Economics, Family & Social Relations, Gerontology, Psychology
Bachelor of Applied Computing (University of Guelph-Humber)
2. Introduction to Co-op *1100 Course – mandatory employment process preparation course for co-operative education students.

7.3.3 LEARNING COMMONS

The Learning Commons brings together services that support undergraduate and graduate students in their learning, writing, research, and use of technology. Three services in the Learning Commons report directly to Student Affairs: Learning Services, the Supported Learning Groups Program (SLGs) and Writing and ESL Services.

LEARNING SERVICES

Provides support to undergraduate and graduate students who wish to enhance their learning and academic performance. Topics addressed include time management, critical thinking and reading, exam performance, effective group work, and academic presentation skills. Services include:

- Workshops and customized seminars on a broad range of learning topics
- Individual assistance by appointment, drop-in, email and MSN for individuals and small groups
- In-class workshops at the request of faculty and TAs
- Integration of learning skills and strategies into course curricula.

SUPPORTED LEARNING GROUP PROGRAM (SLG)

Peer-facilitated study sessions that enrich the learning experience of students enrolled in historically challenging courses. These regularly-scheduled group study sessions provide opportunities for students to compare and process the quality and content of their notes, discuss readings, practice problem-solving strategies, and integrate study skills with the review of course content.

WRITING AND ESL SERVICES

Offers assistance to students at the undergraduate and graduate level on such topics as writing in specific disciplines, referencing, plagiarism and academic integrity, and ESL writing and communication issues. Services include:

- Individual assistance by appointment and drop-in support
- Workshops on a broad range of writing topics
- Faculty requested in-class writing workshops
- TA sessions on marking and assessment of writing assignments

Online and Print Resources

- *iU* – an online introduction to university learning
- *Learning Time* – a time management webshop
- Academic Integrity online tutorial
- Learning, writing and time management Fastfacts handouts and books
- www.uoguelph.ca/~physslg -- an online Physics 1020 SLG site

Collaborative Involvement to Support Learning

The Learning Commons also serves as a resource to the campus community in sponsoring campus-wide initiatives that enrich the academic experiences of students including:

- Academic Integrity initiatives
- Graduate Student Learning Initiative
- Curriculum and course support related to enhancing student learning, writing, and research

7.3.4 STUDENT HOUSING SERVICES

SUMMARY OF PROGRAMS

Student Housing Services is a department that manages residence buildings that house over 4700 undergraduate students, 13 houses with space for 64 graduate students, and two complexes housing 340 student families. This includes the assignment of rooms, the management of facilities and related services and the development of community and educational programs for residents. The department also has an Off-Campus Housing Office that provides information and resources to assist students in their search for housing off-campus. The general departmental mission statement is... **“We are committed to providing residential environments and services which promote student success”**.

The department is organized under three general areas:

Facilities & Desk Services	Information & Housing Services	Residence Life & Family Housing
<ul style="list-style-type: none"> - All Facilities Related Issues - Capital Projects & Improvements - Grounds & Maintenance, Family Housing - Desk Operations - Maintenance of all appliances including management of all laundry facilities - Summer Hostel and Conference Housing 	<ul style="list-style-type: none"> - Residence Admissions & Room Assignments - Telephone Accounts & bills payments - Information Technology Support - Off-Campus Housing - Liaison with CCS regarding provision of residence phone service and ResNet 	<ul style="list-style-type: none"> - Residence Life & Programming - Community Living Standards & Enforcement - Residence Learning Communities - Family Housing Rentals and occupancy management - Family Housing Community Life assistance and programming

Much of the focus of this document will be on the Residence Life Operation which includes:

Residence Programming

All Residence Life staff are responsible for offering programs to promote community development, provide information and referral, offer students the opportunity to develop skills, and to raise awareness about important topics. Programs can include anything from floor dinners & movie nights, bulletin boards on Peace Week or Racism, Study Skills Workshops to the Hate Crimes Vigil or a Faculty Speaker Series. We have 12 broad categories of programming: Arts, Citizenship, Community Building, Culture & Ethnicity, Environment, Occupational, Physical/Emotional Health & Wellness, Sexual Health, Social Issues & Awareness, Spirituality, Academic Success & Support, and University Life. In the 04/05 academic year staff submitted 2192 programs to our program database. On a Student Housing survey last year students were asked to indicate whether they had ever attended any residence programs. The responses range from a low of 11.8% reporting attendance at a program on Spirituality, to 31.9% reporting attending at least one on Physical/Emotional Health and over 40% reporting attending at last one related to academics.

Community and Individual Support

The Residence Life Staff (RLS) and management team provide support for students and respond in times of crisis or in the event of disruptive community problems. They also make referrals to other campus services. Staff respond to community issues (such as floor conflict or vandalism), psychological issues (such as depression, social anxiety, or mental illness), relationship or family crises (such as death of a family member or break up of a relationship), suicide, eating disorders, self harming, medical crisis, academic struggles, etc. These interactions are documented on Log Sheets and Contact Sheets. In the 04/05 academic year 651 Contact Sheets were completed by RLS. The most common problems cited were

Community Issues, Psychological issues, Roommate conflicts, Alcohol/Drug use/abuse, and Harassment/Abuse. The issues that are the most difficult and stressful for our staff to deal with include mental illness, suicide, self-harming, eating disorders and sexual assault.

Community Living Standards & Policy Enforcement

Community Living Standards (or policies regarding student behaviour in residence) have been developed over the years to protect students and/or the residence facilities. The RLS are responsible for the enforcement of these policies and policy violations are documented on Log Sheets, through Incident Reports, and in police reports. An Incident Report is completed where a responsible party is identified, although the staff respond to many more issues where they are unable to identify a responsible party – particularly in the event of vandalism. In the 04/05 academic year there were 1570 Incident Reports. The most common violations of the Community Living Standards warranting an incident report were noise, beer bottles (which are prohibited), alcohol violations, cooperation with staff, and smoking. From our documentation one can conclude that 20% of the residents violate policies and less than 10% are repeat offenders or cause the really serious problems. The administration of the community living standards policies probably requires over 70% of our managers' time. Addressing problematic student behaviour and staff abuse is one of our greatest concerns with respect to the recruitment and retention of RLS.

Residence Learning Communities

Our specialized Residence Learning Communities serve about 480 students or about 10% of our residents and are intended to enrich the learning experience beyond the standard residence program. There are 4 Living/Learning Centres (or theme houses) – La Maison Francaise, Arts House, Eco House, International House which are intended for students with a specific interest in the house theme and are open to students in any academic program. The Academic Learning Communities (or clusters) are designed for first year students to live together with other students in the same academic program. There are currently 17 ALC's throughout our residences, which include 2 Commerce clusters, 7 Biological Science clusters, and 1 cluster for each of Engineering, Environmental Science, Agriculture, BA Humanities, Bachelor of Arts & Science, Computing, Physical Science, and BA Social Science.

7.3.5 STUDENT HEALTH SERVICES

Objective: To contribute to the academic success of students by ensuring their health and wellbeing.

PROGRAMS

Clinical Services/Primary Care

- comprehensive health care services for students and their families
- medical services – appointment and walk-in clinics
- psychiatric services; nursing services; nutrition services – provided by Registered Dietician
- health education and screening – e.g. stress management
- lab services
- allergy injections
- travel medicine and advice
- immunizations, i.e. influenza immunization clinics
- emergency contraception and unintended pregnancy counselling
- pre and post natal care and well baby care
- loan mobility aides: crutches, splints, etc
- liaison with public health in management of communicable disease
- Rabies immunization program – DVM & grad students & volunteers

Wellness Programs

- ABC (Awareness, Balance, Choice) – *alcohol & other drug awareness*
- AWL (Acceptance without Limits) – *body image awareness*
- Drinkwise – *individual counselling for low risk use of alcohol*
- Leave the Pack Behind – *tobacco awareness program*
- Living @ Guelph – *information and tips for adjusting to living and studying at the University of Guelph*
- SAFE – *Sexual assault free environment education and awareness*
- SpeakOUT – *LGBTQ support and awareness*
- WETT (Wellness education training troupe) – *social action theatre dealing with young adult health and lifestyle issues*
- Wellness Newsletter
- Students in Touch – *to send a student care packages to support a friend*
- Forward Minds – *mental health/illness awareness*
- Nutrition counselling and programming, i.e. Garden Fresh Box
- Subsidized Stress, Headache, Better Sleep, and Study Management Programs
- Nursing services for health information

Dispensary

- dispensing oral and emergency contraceptives and EVRA

Sports Medicine Program for Varsity Athletes

- pre-participation questionnaires and sports clearances
- base line physicals for all varsity athletes
- sports medicine in partnership with the Health and Performance Centre

Student Health Advisory Group (SHAG)

- engaging students in creating student centred health and wellness services

Administrative Information

Budget

- Revenue: \$2,436,000
- Expenses: \$2,480,522

Staff

- Clinic - Staff: FT- 14; PT – 14
Physicians: FT – 6 (Sept.-Apr); PT – 9
Contract IT: 2
- Wellness Centre - FT Staff : 2 [1 Manager; 1 Educator (on contract)]
Students: Peer Helpers – 30/Team Coordinators – 3
Volunteers: 20

7.3.6 STUDENT LIFE & COUNSELLING SERVICES

SUMMARY OF PROGRAMS

STUDENT LIFE

(Includes: Aboriginal Resource Centre, Centre for New Students, Citizenship & Community Engagement, International Student Advisor, Leadership Education & Development, Neighbourhood Relations, Student Activities Office)

Contributing Toward a Supportive Campus Environment

- manages all activities associated with orientation for new students
- provides admission, financial, and personal advising to Aboriginal and International students
- coordinates campus-wide award and recognition activities
- provides conflict resolution for student tenants, landlords and neighbours
- provides consultation and support to students provides consultation and training to the University community on trends and issues related to these student groups

Delivering Enriching Educational Experiences

- provides campus-based, local, national and international volunteer opportunities ranging from short-term to intensive month-long immersion experiences
- coordinates educational campaigns aimed at fostering undergraduate civic engagement
- coordinates cultural and traditional programming, and large-scale collaborative events
- manages 240 co-curricular learning experiences through the Peer Helper Program
- provides educational workshops, class presentations, and seminars upon faculty request

COUNSELLING

- provides individual and group therapy to students and after hours support
- provides consultation, training to university community on mental health issues and student's psychological well being
- coordinates crisis response for students in crisis
- provides spiritual direction to students through the Multi-Faith Centre

CENTRE FOR STUDENTS WITH DISABILITIES (CSD)

- provides support, counselling and academic strategies and accommodation to students with disabilities
- provides consultation, training to university community on disability and accessibility issues

7.3.7 CHILD CARE & LEARNING CENTRE

The Child Care and Learning Centre (CCLC) has two primary goals which support the academic mission of the University:

1. To provide a resource for the academic community in which observation, teaching and research can take place in a living laboratory setting. An active and collaborative partnership with the Department of Family Relations and Applied Nutrition provides Child, Youth and Family majors a high quality setting for experiential learning.
2. To offer family-sensitive, family-centered programs for children while their parents work and/or study on campus thereby assisting in addressing issues of accessibility, equity and recruitment of faculty.

Program

The CCLC is a provincially licensed day nurseries program with the Ministry of Children and Youth Services (MCYS). Child care and education is provided for 111 children ranging in age from 3 months to 6 years. Five separate child care programs are offered as follows:

Program	Spaces	Age	Number of Teachers	Legislated Teacher/Child Ratios
Infants	10	3 to 18 months	3	1:3 ratio
Toddlers	15	19 to 30 months	3	1:5 ratio
Junior Preschool	14	31 to 36 months	2	1:8 ratio
Preschool	50	3 to 4 years	6	1:8 ratio
Kindergarten	22	4 to 6 years	2	1:11 ratio
TOTAL	111		16	

The CCLC offers spaces to parents based on the following guidelines: 75 percent of the spaces are available for faculty, staff and students of the University community and the remaining 25 percent for University of Guelph alumni and the Guelph community at large.

Fall 2005 Affiliation

Undergraduate Students	Graduate Students	Faculty	Staff	Community	Alumni	Total
22%	14%	18%	23%	14%	9%	100%

Since the CCLC opened in 1990, a waiting list of 500-650 families has been maintained. In the last 2 years there has been a significant increase to 969 families. The CCLC maintains 2 waiting lists - internal and external. The internal list is comprised of families who already have at least one child in the CCLC and are waiting for space for a second or third child. After the internal waiting list has been reviewed, with respect to accessibility, graduate and undergraduate students are given first priority for space on the external list. Due to the limited numbers of spaces offered in the infant and toddler programs, these spaces are often filled by families on the internal list, leaving few available spaces for families on the external list. It is clear from the size of the waiting list that the CCLC does not meet the current demand for child care for University or community families.

As indicated in the chart below, the CCLC operates at a high level of occupancy for the 12 months it is open.

Occupancy Rates				
2000-01	2001-02	2002-03	2003-04	2004-05
95.1%	97%	99.6%	99.4%	99%

While there is a great demand for the high quality education and care provided at the CCLC, there is no capacity to expand the programs on site with the exception of adding 2 spaces to the kindergarten program. The physical space is being fully utilized. However, even if there were room for expansion on or off site, the costs of operating infant and toddler programs, where there is currently the greatest demand, are prohibitive without significantly increased government subsidy.

It is apparent that the least cost effective program is the Infant Program based on revenue versus expenses, the lowest teacher-child ratios (1:3) and the lack of participation in practicum. However, the CCLC Infant Program provides 10 of only 46 infant spaces in the city. There is a desperate demand for licensed infant care on campus and throughout the County of Wellington. The infant program is used by the University of Guelph as a recruitment strategy for new, young faculty and graduate students with children. It is also plays a part in the employment equity program on campus.

Partnership with Family Relations and Applied Nutrition (FRAN)

The partnership between the CCLC and FRAN which began in 1996 has provided numerous benefits to both departments. During this time, responsibilities and methods of collaboration have been thoroughly developed allowing for an outstanding quality of care and education for children and their families and an excellent experiential learning environment for the undergraduate Child, Youth and Family (CYF) majors. Undergraduate student training in Early Childhood Education has been developed, implemented and evaluated within the context of a child care program that has become a model laboratory program for FRAN with respect to observation, teaching and research. Leadership provincially and in the Guelph community, in modeling the offering of high quality education and care for young children and excellence in student training, have been at the core of the CCLC’s programs. The CCLC’s reputation remains strong.

Commencing in September, 2005, the CCLC-FRAN Partnership entered into a period of unprecedented change. As a result of the double cohort, student numbers increased dramatically from approximately 35-40 per year to 89 for 2005-2006. It is not anticipated at this time that the numbers will drop significantly in future years. While 85 students are enrolled for 2006-2007 in the CYF major, indications at this time suggest that 77 students have selected the child stream. In 2007-2008, 86 students are enrolled and it is not yet clear how many will select the child stream. The challenge will be to sustain the level of quality that has been achieved in past years as the practicum is expanded into all programs at the CCLC with the exception of the infant program. In the future, the infant program may include a limited number of practicum students. Development of effective strategies and operational criteria will be critical to the successful transition to a new operational environment.

While the majority of effort and attention is focused on the offering of practicum as the key teaching requirement, research and observation must not be overlooked. They are carried out on a regular basis at the CCLC which necessitates planning, co-ordination of space and time, and documentation.