



STRATEGIC PLAN (2021-2026)

Division of Student Life,
St. George



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Mission

To enrich the university experience for and with students by fostering learning, growth, connection, communities, and support.

Vision

That every student finds a sense of belonging, realizes their potential, and flourishes on their journey at the University of Toronto and beyond.

Values

These values ground our work and interactions, acting as decision-making principles to guide our planning, assessment, and accountability.

These values inform our work with students, our partners, and with one another.

EQUITY, DIVERSITY, INCLUSION, ACCESS, AND BELONGING

Address attitudinal and systemic barriers that draw on anti-oppression, anti-racism (including, but not limited to, anti-Black, anti-Asian, and anti-Indigenous racism), inclusive and universal design, intersectionality, and interculturality frameworks to increase equity, inclusion, access, justice, and a sense of belonging, as well as deepen understanding of diversity.

INDIGENOUS KNOWLEDGE, TRUTH, AND RECONCILIATION

Incorporate Indigenous knowledges and approaches into our work, including responding to Wecheehetowin (U of T's Response to the Truth and Reconciliation Commission of Canada), guided by Indigenous voices, centering relationship-building, and drawing on anti-colonial frameworks.

CENTERING HEALTH AND WELL-BEING

Intentionally and proactively center health and well-being by considering the whole individual's experience, exemplifying empathy, highlighting culturally responsive pathways to care, and building individual, community, and institutional capacity to support well-being.

RELATIONSHIP AND COMMUNITY

Build intentional and meaningful relationships with students and campus partners, to support a vibrant campus community where people feel a sense of belonging, and share empathy, respect, care, and compassion.

LIFE-LONG, LIFE-WIDE LEARNING AND GROWTH

Support holistic learning and development by working with students and campus partners to provide opportunities and support to achieve personal, academic, and career goals, and to instill passion and skills for continual exploration, learning, and growth.

RESPONSIVE ORGANIZATION

Proactively respond and be adaptable to evolving trends, priorities, and student-centric needs that draw on assessment, data, research, and community consultation to improve our work, planning, practice, hiring, and training. Demonstrate accountability and transparency, through fiscal responsibility, an efficient use of resources, and transparency about our processes and decision-making.

Introduction

This Strategic Plan sets out commitments that will drive the priorities for Student Life on the St. George Campus over the next 5 years. The goals and objectives are rooted in our mission, vision, and values, which looks to enrich and support the university's academic mission by supporting students' learning, development, and experience, and by fostering a culture of care and a culture of inclusion. In working with students and partners, we work towards this mission and vision through supporting our diverse campus community, within and beyond the university. The Division of Student Life is a broad portfolio that looks to foster a student-centric community through both student-facing programs, services, and resources, and divisional and institutional resources, systems, projects, and policies (see Appendix for an organizational chart). To support the goals and objectives outlined in this plan, an assessment framework and unit-level operational plans will outline the concrete steps we will take to achieve and measure our progress over the next 5 years.

STUDENTS AT THE CENTRE

Through our work, we look to support all students in achieving their current and lifelong academic, personal, and career goals, which depending on the focus, includes undergraduate, professional, and graduate students; recent alumni; part-time and full-time students; mature students; students with family responsibilities; international and domestic students; and students in affiliated programs. With students at the core of our mission, we acknowledge student lived experience as expertise, and support students through direct service, and through the systems, policies, and practices that support the Division's and University's goals and operations.

COMMITMENT TO RECONCILIATION, EQUITY, AND BELONGING

In striving for these goals, we acknowledge the work that needs to be done to break down the societal, university, and divisional structures, systems, attitudes, and actions that have oppressed, marginalized and excluded many members of our community and society. Breaking down structures involves acknowledging the truth of our histories and current context, and then identifying, addressing, and adapting our work in ways that challenge colonial and oppressive structures and discrimination, and proactively engages and creates opportunities for members from communities who have been affected by systemic exclusion—including (and recognizing intersectionality) Indigenous, Black, Asian, racialized staff and students, LGBTQ2S+, people with disabilities, international individuals, students with family responsibilities and all equity-deserving communities. We commit to understanding the truth of the history and continual oppression of Indigenous peoples, and take active steps towards reconciliation, which includes drawing on Indigenous practice and ways of learning and knowing to shape our programs, services, resources, policies, and practices.



IN PARTNERSHIP

Our work is supported by and in collaboration with our partners. With students at the centre, we work with and for students to evolve our programs, services, and resources to meet their needs. Through our partnerships with faculty, instructors, librarians, student affairs and registrarial staff, university and divisional administration, employers, community partners, alumni, families, landlords, universities around the globe, and health networks, we look to support a rich, vibrant, and responsive student experience.

ACCOUNTABILITY

We recognize that our values, commitments, goals, and objectives, are words until they become actions. Accountability and transparency matters, and the Strategic Plan will be accompanied by an assessment framework that incorporates our values to measure our progress in broad and diverse ways that speak to both the individual student and staff experience, as well as our progress in working towards addressing oppressive structures, systems, attitudes, and actions. Over the next 5 years, this Strategic Plan will be used to guide our planning and work, where we will hold ourselves accountable to the objectives that we have laid out.

CONNECTION TO OTHER PRIORITIES AND POLICIES

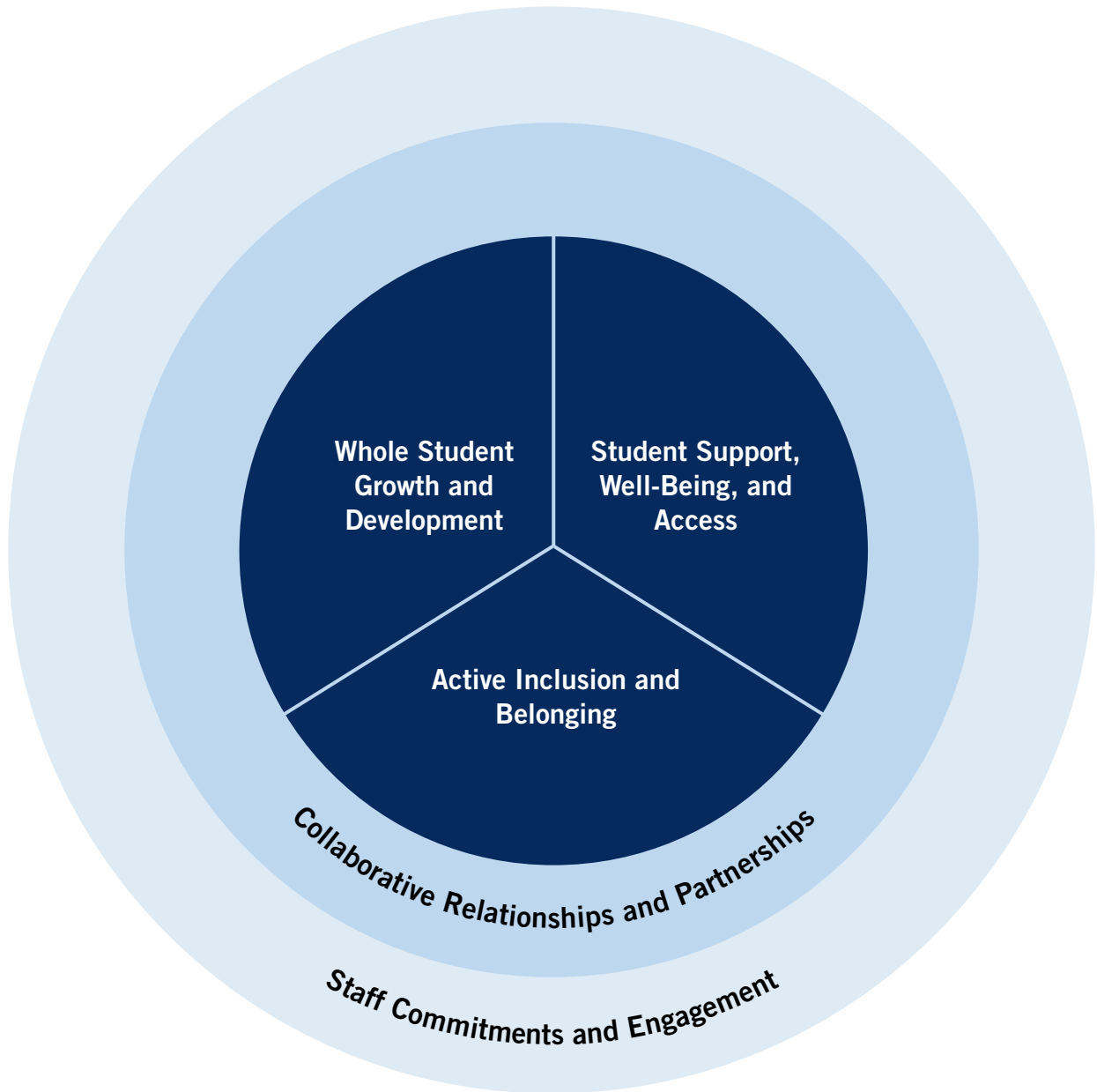
This Strategic Plan supports and aligns with existing University priorities, including but not limited to, the institution's [Three Priorities](#), the [Undergraduate Student Educational Experience \(USEE\)](#), [International Strategic Plan](#), [Student Mental Health](#), and [Wecheehetowin \(U of T's Response to the Truth and Reconciliation Commission of Canada\)](#). We will also continue our commitment to upholding existing codes and policies, including the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act (AODA).

LANGUAGE IN STRATEGIC PLAN

We recognize that language matters, but also that it is constantly evolving. Language changes as we engage in dialogue and discussion, and so we recognize that certain language in this document is contested as these discussions are ongoing. We commit to discussing and evolving our understanding of the language, terms, and concepts used in this plan on an annual basis during the summer months.



Strategic Plan Goals



Goal 1: Whole Student Growth and Development



Foster a holistic approach to learning, growth, and development to support students' personal, academic, and career goals.

- 1.1. Support a holistic student experience that values students' lived experiences and draws on Indigenous approaches of learning and ways of knowing, where appropriate.
- 1.2. Develop and maintain equity, diversity, inclusion, accessibility, and intercultural learning opportunities that builds on students' knowledge and lived experiences.
- 1.3. Support students and recent graduates in developing skills that builds on their values and strengths, so that they can reach their present and future personal, academic, and career goals.
- 1.4. Offer experiential learning opportunities that empowers students to be civically and socially engaged in diverse local and global communities.
- 1.5. Offer and promote accessible and inclusive virtual and physical opportunities for students to mobilize their curiosity and creativity to explore, experiment, and build on their strengths.

Goal 2: Student Support, Well-Being, and Access



Strengthen student learning and well-being through accessible and responsive programs, services, and resources.

- 2.1. Create a clear, consistent, and student-centric identity for Student Life that builds awareness about the scope and value of our programs, services, and resources.
- 2.2. Improve the navigation of programs, services, and resources through committing to student-centered, inclusive, and universal design principles, so that diverse students have the tools and agency to find what they need, when they need it.
- 2.3. Provide proactive and timely supports that focus on students' social determinants of health (e.g., finance, health, housing), and are culturally responsive.
- 2.4. Provide and promote culturally responsive programs, services, and resources that embody a culture of care, and supports students at all points along the mental health continuum (from mental well-being to urgent crisis).
- 2.5. Draw on student-centered data and feedback to develop and adapt programs, services, and resources, to meet the needs of both specific and broad intersectional student identities, including Indigenous, Black, Asian, racialized, LGBTQ2S+, graduate and professional students, international students, part-time students, mature students, students with disabilities, and students with family responsibilities.

Goal 3: Active Inclusion and Belonging



Create opportunities so that students feel community, support, and a sense of belonging.

- 3.1. Actively work to break down barriers for those affected by systemic exclusion and discrimination, by being guided by diverse voices from Indigenous, international, and all equity-deserving communities, including but not limited to Black, Asian, racialized, LGBTQ2S+, low-income students, people with disabilities, first generation students, and people with family responsibilities.
- 3.2. Draw on assessment along with inclusive and universal design principles to adapt virtual/physical spaces and practices to ensure they are accessible, inclusive, equitable, and welcoming for all students.
- 3.3. Foster belonging through an intercultural lens that recognizes and celebrates our diverse global community.
- 3.4. Foster belonging by creating opportunities for community and connection across diverse and intersectional identities.
- 3.5. Facilitate diverse peer-to-peer engagement opportunities that foster learning, connection, and growth.

Goal 4: Collaborative Relationships and Partnerships



Foster a student-centric experience through our partnerships within, across, and beyond the University.

- 4.1. Coordinate and collaborate within Student Life (St. George) and across tri-campus student life units to provide intentional and student-centric programs, services, resources, policies, and practices.
- 4.2. Actively work with faculty, instructors, academic units, and librarians to support a more integrated and student-centric academic learning experience.
- 4.3. Actively coordinate and collaborate with student affairs and registrarial staff and administrative partners to foster a student-centric and holistic experience for students.
- 4.4. Actively engage students to co-create programs, services, and resources, and collaborate with student leaders who represent different communities on campus and student colleagues to foster a vibrant student-centric community.
- 4.5. Enhance and develop local and global partnerships to advance learning opportunities, community connection, and support for students and recent graduates.
- 4.6. Actively work with university staff, academic, and administrative partners to improve operational and organizational effectiveness for the Division and University.

Goal 5: Staff Commitments and Engagement



Advance our work and practice in Student Life to support a student-centric campus community.

- 5.1. Commit to understanding the truth of the history and continual oppression of Indigenous peoples, which includes recognizing the role and responsibility of settlers, and take active steps to continue the process of reconciliation.
- 5.2. Provide staff support and space to review programs, services, resources, policies and practices to make changes that draws on anti-colonial and anti-oppressive frameworks in their design, delivery, and assessment, and informed by leadership from Indigenous and all equity-deserving communities, including but not limited to, Black, Asian, racialized, LGBTQ2S+, and people with disabilities.
- 5.3. Provide expertise, knowledge, resources, and leadership to the university community to advance institutional initiatives, priorities, policies, and practices.
- 5.4. Invest in staff professional development and well-being, with particular commitment to equity, diversity, inclusion and accessibility, and Indigenous partnerships, relationships, and knowledges.
- 5.5. Commit to and practice equitable and inclusive recruitment, hiring, onboarding, retention, and offboarding practices that look to increase the diversity among our staff complement at all levels, in particular, representation from Indigenous, Black, racialized communities, and people with disabilities.
- 5.6. Identify and implement process improvements that increase effectiveness, efficiency, and governance.
- 5.7. Advance sustainability initiatives that contribute to the betterment of our community(ies) locally and globally.

Appendix: Student Life Organizational Chart

DIVISION OF STUDENT LIFE

STUDENT EXPERIENCE	↔	STUDENT LIFE PROGRAMS & SERVICES	HEALTH & WELLNESS	GLOBAL LEARNING AND INTERNATIONAL STUDENT EXPERIENCE
<ul style="list-style-type: none"> • Student Crisis Response, Progress & Support • Office of Chief Administrative Officer • Student Life Communications • Student Life IT • Assessment & Analysis • Project Management • Innovation Hub 		<ul style="list-style-type: none"> • Academic Success • Accessibility Services • Career Exploration & Education • Centre for Community Partnerships • Housing & TCard <ul style="list-style-type: none"> • Housing • TCard • Indigenous Student Services • Student Engagement <ul style="list-style-type: none"> • Student & Campus Community Development (Orientation, Transition & Engagement, Clubs & leadership Development, Mentorship & Peer Programs) • Multi-faith Centre • Student Success • On-Location Student Life Programs & Services 	<ul style="list-style-type: none"> • Health & Wellness Centre • Health Promotions • On-Location Health & Wellness Services 	<ul style="list-style-type: none"> • Global Learning on Campus • International Student and Scholar Experience • Learning and Safety Abroad • On-Location International Experience Services