

STUDENT EXPERIENCE AND HOUSING OPERATIONAL PLAN

Renison Strategic Plan 2024-2027

RENISON PRIORITY 1:

Nurture transformative student leaders.

RENISON GOAL

1.1 Intentionally recruiting and appropriately supporting students and residents from under-represented communities. These students will then enrich the Renison environment through their diversity of culture, experience, socio-economic background, orientation, and community of origin.

SUB-GOALS and OBJECTIVES:

A. Execute Student Belonging project that enhances areas of belonging, connection, and support for equity-deserving students.

- i. Release “Renison: A Road Map for Student Belonging” report that outlines key action items for improvements, targeting mature students, international students and English language learners, neurodivergent students, Black, Indigenous, and Racialized (BIR) students, and 2SLGBTQIA+ students. (Spring 2024)
- ii. Pilot key action items from report that target the development of a Link Inclusion Lounge at Renison. (Fall 2025)
- iii. Develop robust event programming for equity-deserving student communities, and more support mechanisms. (Fall 2024)
- iv. Identify additional equity-deserving communities where gaps may exist for future support and growth (Winter 2026)

1.2 Continuing to develop and improve student support systems which will enable Renison to nurture student success, health, and well-being, and reflect the needs of the diverse student population.

SUB-GOALS and OBJECTIVES:

A. Understand needs and develop stronger Renison supports related to learning skills and study skills for all Renison students.

- i. Conduct an environmental scan of learning skills and study skills support initiatives in AFIW, University of Waterloo, and colleges at other universities. (Winter 2025)
- ii. Explore opportunities to evolve current-existing roles into a learning skills strategist position that could provide broader student support for the entire Renison community (Fall 2025)
- iii. Assess, evaluate merits, and explore the introduction of peer academic leaders to provide enhanced learning skills support for student community in a centralized manner. (Spring 2026)

B. Develop Renison's involvement in the Moose Hide Campaign.

- i. Collaborate with Chaplaincy and ERC on the development of Renison's involvement with the Moose Hide Campaign to explore gender-based violence education for Renison students through an Indigenous lens. (Spring 2025)

1.3 Continuing to offer and enhance training opportunities for student leaders and opportunities for peer leadership and student employment at Renison University College.

SUB-GOALS and OBJECTIVES:

A. Build a pathway for ongoing student staff training and development year-long.

- i. Explore on-campus training opportunities to partner and offer to student staff. (Fall 2024)
- ii. Develop a centralized schedule for all student staff training that leverages opportunities for cross-team collaboration. (Spring 2025)

B. Strengthen leadership development with the student leadership committees and introduce more service-learning opportunities that have a transformative impact.

- i. Conduct research into leadership development skill-building to enhance and increase involvement with the student leadership committees, and compile a resource database with activities for meetings. (Fall 2025)
- ii. Explore and implement opportunities to enhance service-learning opportunities both on-campus and within Waterloo region. (Fall 2025)

- iii. Work towards the development of a Renison student leadership conference, college-wide leadership development program, or training modules that can leverage Renison's strengths as a student leadership hub. (Fall 2027)

C. Develop a Renison Student Leadership History Project that will capture student traditions, student leadership contributions, and honour past Renison student leaders in a visual way in the college.

- i. Gather material and content (student leader names, award winners, photos, videos, etc.) to support the project's development. (Spring 2026)
- ii. Finalize consensus through Renison-wide consultation on appropriate approaches to recognize Renison student traditions and celebrate student leader contributions. (Winter 2027)

1.4 Continuing to strengthen our work with international students in support of the university's internationalization goals.

SUB-GOALS and OBJECTIVES:

A. Develop and expand Homestay program partnerships with additional organizations to allow for expansion of accommodations for English Language Institute short-term programs.

- i. Research and consult with potential homestay partner organizations that can allow for expansion of accommodations for ELI short-term program students. (Spring 2024)
- ii. Pilot a group of short-term program students with a potential new homestay organization to assess processes, procedures, and ensure adequate supports are in place. (Winter 2025)
- iii. Have a minimum of two homestay companies partnered with Renison who can provide effective and culturally-responsive homestay care and accommodations for ELI short-term program students. (Spring 2025)
- iv. Continue building resources to support homestay student transition, including videos, web content, and orientation training. (Spring 2025)

B. Investigate operationalizing supports and programming to support the English Language Institute's U18 efforts.

- i. Research event programming, staff resourcing, risk management procedures. (Spring 2025)

RENISON PRIORITY 2:

Embed Indigenization, decolonization, and inclusion, diversity, and equity throughout all aspects of Renison life.

RENISON GOAL

2.5 Creating opportunities for students, staff, and faculty to engage with colleagues across difference.

SUB-GOALS and OBJECTIVES:

A. Introduce resources that support students on Renison’s college committees, including students with lived experience.

- i. Release “Students on Renison College Committees” LEARN shell that shares learning for how to engage with faculty and staff on college committees. (Spring 2024)
- ii. Introduce college protocol for supporting and compensating students with lived experience on a college committee. (Spring 2024)
- iii. Launch training to Committee Lead(s) for effective support of students on college committees. (Spring 2024)
- iv. Evaluate and assess launch of supports for ongoing enhancements and improvements. (Ongoing)

2.7 Offering unique supports that international students need to thrive at Renison and the University of Waterloo.

SUB-GOALS and OBJECTIVES:

A. Broaden supports in the Bridge to Academic Success in English (BASE) Living-Learning Community in Residence to become “BASE Global Living-Learning Community” to support all international students in Residence.

- i. Pilot international student-inclusive programming that includes both BASE students and international students in Residence in programming facilitated by LLC Peer Leader. (Fall 2024)
- ii. Identify additional gaps for broader support for international students in Residence, including immigration advising workshops. (Fall 2025)

B. Explore ways to build EDI-R training opportunities for all Renison students, with a focus on international students acclimating to Canada’s diverse environment.

- i. Explore opportunities with the Office of Equity, Diversity, Inclusion, and Anti-Racism for workshop opportunities at Renison. (Winter 2026)
- ii. Consult other in-house training opportunities that could be developed with support from English Language Institute. (Winter 2026)

- C. Develop stronger event programming that celebrates cultural holidays and events that brings international students together to connect and strengthen belonging.**
 - i. Collaborate with the SEAH BSW practicum students and Chaplaincy to develop action plan that addresses cultural celebrations year-round (ex. Diwali, Holi, National Indigenous Peoples Day, Lunar New Year, Chinese Mid-Autumn Festival, etc.) **(Ongoing)**
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RENISON PRIORITY 3:

Foster a strong, inclusive, and healthy community.

RENISON GOAL

3.2 Fostering more inclusive living, learning, and working environments in which members of the Renison community are able to participate authentically, with particular attention placed on inclusion of marginalized voices.

SUB-GOALS and OBJECTIVES:

- A. Enhance Fall Orientation Week programming, including more new student onboarding for both in-person and online degree students.**
 - i. Collaborate with Waterloo Orientation, Registrar's Office, Social Development Studies, School of Social Work, to facilitate more transitional support during Orientation Week. **(Ongoing)**
- B. Polish the Residence Move-in Day processes with more opportunities for student engagement and community-building.**
 - i. Implement Residence Move-in and Orientation Programs Assistant to support with Move-in Day and Orientation Week planning. **(Fall 2024)**
 - ii. Assess ways to recruit student and employee volunteers throughout Move-in Day to build a robust day of programming. **(Fall 2025)**
- C. Enhance residence roommate matching process, prioritizing comfort and inclusion of equity-deserving students through the process.**
 - i. Pilot new lifestyle questionnaire for residents to complete, with a prioritization on matching equity-deserving students to supportive floor communities. **(Spring 2024)**
 - ii. Develop content and procedures that empower students to be a mediator of their own roommate conflicts, with a roommate agreement form, formalized processes for conflicts, and web content to support students in navigating the process. **(Spring 2025)**

D. Broaden support for off-campus and online degree students, with a focus to strengthen connection and belonging for students who attend a minimum of one course at Renison.

- iii. Build off-campus and online student specific programming, collaborating with RASC. (Fall 2025)
- iv. Develop communication mechanisms that help students in Renison Residence transition to being an off-campus Renison student who is still part of our community. (Winter 2025)

3.3 Creating a culture that promotes and supports the emotional, cultural, spiritual, physical, and mental well-being of Renison's students, staff, and faculty.

SUB-GOALS and OBJECTIVES:

A. Build outreach and support mechanisms when campus, local, and global tragedies/events occur.

- i. Partner with Renison's Student Advocacy and Wellness Committee to identify procedures to mobilize student advocacy, support, community-building in a prompt and pro-active manner. (Spring 2025)

B. Continue negotiations and advocating with Campus Wellness for Renison students to access timely clinical support.

- i. Maintain ongoing communications with Campus Wellness to explore opportunities for clinical support at the college, including feasibility of MSW practicum students. (Fall 2026)
- ii. Ensure mechanisms are in place for Campus Wellness to intervene and provide group or one-on-one clinical support in the event of traumatic events at Renison. (Fall 2026)

3.4 Fostering a culture of collaboration that enhances communication and focuses on solving problems and challenges.

SUB-GOALS and OBJECTIVES:

A. Collaborate with SACE Central and Marketing & Recruitment on student communications, social media management, and website content.

- i. Determine supports that SEAH requires from SACE related to each area. (Winter 2025)
- ii. Implement student communications plan with SACE. (Winter 2026)
- iii. Partner with Marketing & Recruitment and SACE Central to develop a Residence Marketing & Communications Plan. (Spring 2025)

RENISON PRIORITY 4:

Continue to be an inspirational place of teaching, research, and learning.

RENISON GOAL

4.4 Maintaining our commitment to serving and enriching the full student experience and ensuring that in addition to academic and professional growth our students are able to explore spiritual, psychological, and inner maturity and development.

SUB-GOALS and OBJECTIVES:

A. Introduce two (2) BSW Practicum Placement opportunities into Student Experience and Housing that partner academic learning with co-curricular development to support equity-deserving students at Renison.

- i. Conduct hiring of BSW practicum placements. (Spring 2024)
 - ii. Launch BSW practicum placements responsible for programming to equity-deserving student communities and providing training for student leader development. (Fall 2024)
 - iii. Assess viability of BSW practicum placements and continuance of the program in following year. (Spring 2025)
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RENISON PRIORITY 5:

Establish institutional sustainability.

RENISON GOAL

5.2 Ensuring that the College's facilities, including residence rooms, public areas, student spaces, meeting rooms, and classrooms are maintained, upgraded, and expanded as necessary to meet the needs of our students, staff, faculty, and instructors.

SUB-GOALS and OBJECTIVES:

A. Collaborate with Facilities Management and VP-SACE to identify priorities for residence rooms/hallways/washroom, student space improvements, and future residence growth.

- i. Identify and action improvements to the Moose Room and Link Inclusion Lounge spaces. (Spring 2024)

- ii. Gather student feedback (surveys, consultations), and regularly communicate this information to identify priorities for respective projects. (Fall 2027)
 - iii. Support VP-SACE and Facilities Management with projects related to residence room/hallway/washroom upgrades and/or growth. (Fall 2027)
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