

**HartHouse**  
FOR YOU

# PREPARING THE TABLE

2021–2026 Strategic Plan for Hart House



### **Land Acknowledgment**

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

### **Front cover**

Rebecca Belmore and Osvaldo Yero, *waabidiziiyan doopwining (to see yourself at the table)*, 2019, mirror-polished aluminum, 439.4 x 208.3 x 81.3cm. Hart House Centennial Commission, 2019. Courtesy of the Hart House Collection.



**HartHouse**

# PREPARING THE TABLE

## 2021–2026 Strategic Plan for Hart House

- INTRODUCTION** \_\_\_\_\_ **4**
- WHY “PREPARING THE TABLE?”** \_\_\_\_\_ **4**
  
- WHAT IS HART HOUSE?** \_\_\_\_\_ **6**
- WHAT IS OUR MISSION?** \_\_\_\_\_ **6**
- WHAT IS OUR VISION?** \_\_\_\_\_ **6**
- WHAT DO WE VALUE?** \_\_\_\_\_ **6**
  
- STRATEGIC PLAN OVERVIEW** \_\_\_\_\_ **8**
- WHY A FIVE-YEAR PLAN?** \_\_\_\_\_ **8**
- WHAT DID WE LEARN FROM OUR PREVIOUS FIVE-YEAR PLAN?** \_\_\_\_\_ **8**
- HOW SUCCESSFUL WERE WE IN ACHIEVING OUR GOALS?** \_\_\_\_\_ **10**
- HOW IS THE WORLD DIFFERENT THAN IT WAS FIVE YEARS AGO?** \_\_\_\_\_ **12**
  
- PREPARING THE TABLE** \_\_\_\_\_ **15**
- WHAT WAS THE PREPARING THE TABLE PROCESS?** \_\_\_\_\_ **15**
- WHAT DID WE HEAR?** \_\_\_\_\_ **16**
- WHAT ARE OUR COMMITMENTS FOR THE NEXT FIVE YEARS?** \_\_\_\_\_ **17**
- HOW WILL WE MEASURE OUR SUCCESS?** \_\_\_\_\_ **21**
- HOW WILL WE GET THERE?** \_\_\_\_\_ **25**
- WILL YOU JOIN US AT THE TABLE?** \_\_\_\_\_ **28**
  
- APPENDICES** \_\_\_\_\_ **29**
- DOCUMENT REVIEW** \_\_\_\_\_ **29**

# INTRODUCTION

For over a century, Hart House at the University of Toronto has been a student centre for exploration and discovery outside the classroom that is focused around the arts, dialogue and wellness. It is a place for lifelong learning that invites and enables students, faculty, staff, alumni and members of the broader community to better understand themselves, one another and the world we all share.

Hart House is also a place where students are encouraged to engage with new ideas, explore new interests and challenge themselves in new directions. We like to say Hart House is a place where engineers make beautiful music, where musicians pursue health and well-being through recreation and sport, and where athletes debate the great issues of the day. Hart House is where students come to meet and become their fullest selves.

Hart House's previous strategic plan, *Delight in Discovery: Positioning Hart House for the Future – A Five-Year Strategic Plan 2016-2020*, was introduced in 2016. It served as a roadmap for Hart House that began with the 2016-2017 academic year and that concluded at the end of 2020-2021. As the first strategic plan to have guided Hart House in several decades, it played an essential and timely role in clarifying what Hart House stands for in the world. It also identified Hart House's key aspirational objectives as a student-facing unit of the University of Toronto and carefully laid out how any progress made towards achieving those objectives should be measured.

*Delight in Discovery* helped Hart House to stay honest during those five years. It was our touchstone as we set out to engage more students in deeper, more inclusive and more transformative co-curricular experiences that complemented and reinforced the value of their academic work. It gave us tools and established baselines for marking our progress, and for identifying and tracking those areas where we still have room to grow and improve. It proved to us that multi-year planning works.

The experiences we gained and the lessons we learned from *Delight in Discovery* provided the foundation for us when we set out to begin developing this latest five-year plan that will take us all the way to the end of the 2025-2026 academic year. But we were not content to simply revel in our past successes. We also spent a significant amount of time reading and hearing about how the environment students were facing at the University and in the larger world had changed over the past half decade. We invited members of our community to share their experiences and perspectives with us through a combination of surveys, focus groups, an online platform and both individual and group conversations. We asked them to tell us how their needs were evolving, what Hart House was doing well to help meet those needs and where we needed to do better. We told them that their honest feedback would be the key to our future success.

We then took a good, long look at where and how we might strengthen our contributions to key University of Toronto priorities, including *Weechetowin*, the University's response to

the Truth and Reconciliation Commission, the Anti-Black Racism Task Force, and the Final Report of the Presidential and Provostial Task Force on Student Mental Health, among others. We examined how we could further contribute to students' global and inter-cultural learning, foster opportunities to engage with community, build on work with our academic partners and nurture an ethos of caring and well-being. Perhaps most importantly, we considered how we could better foster a sense of belonging at Hart House and ensure that all students' identities, communities and narratives could be more meaningfully included and represented in both our physical spaces and our programming.

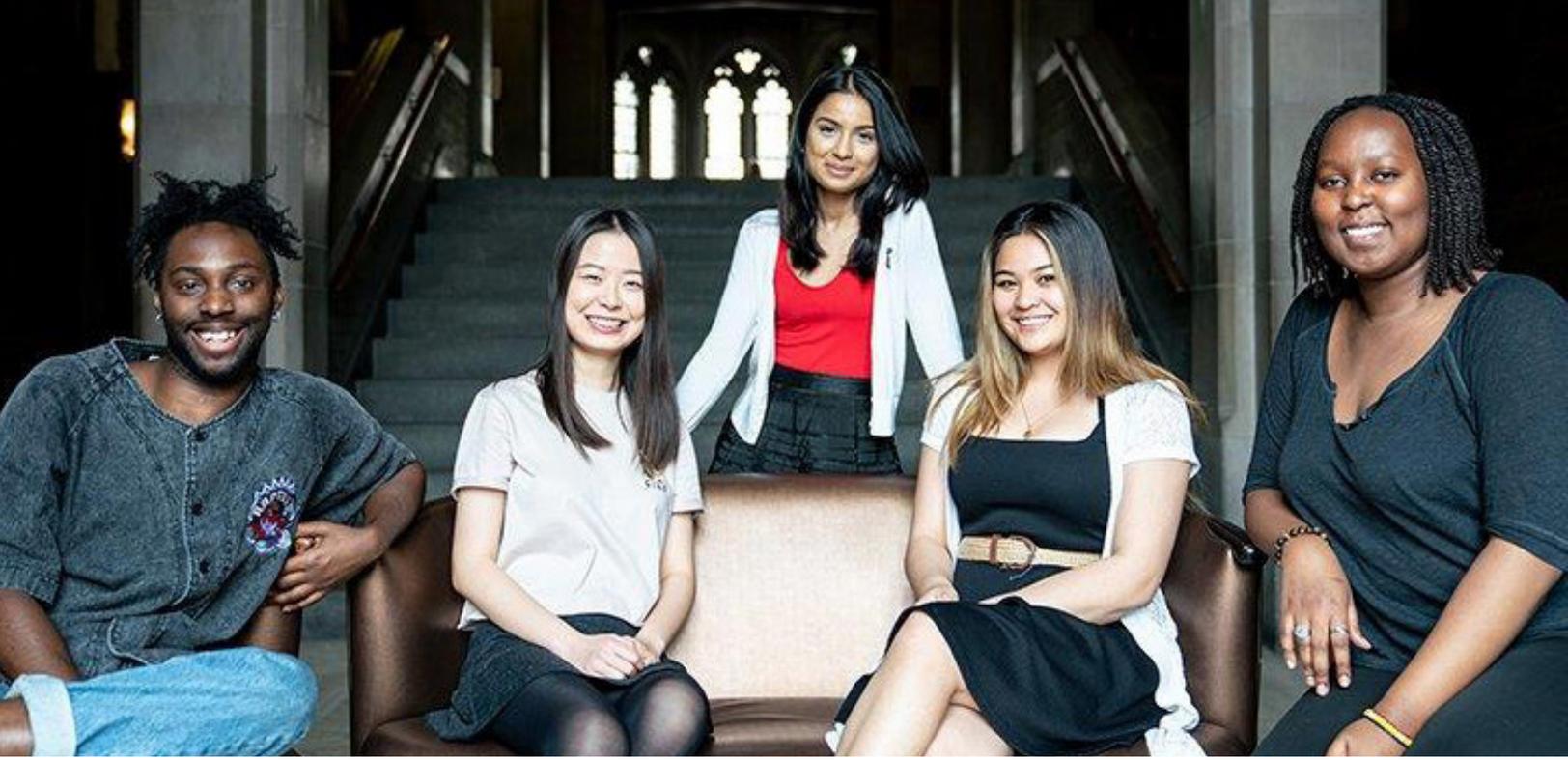
The outcome of this process is the document you are reading now: *Preparing the Table*.

## **WHY “PREPARING THE TABLE?” WE ARE VERY GLAD YOU ASKED.**

First, the idea of a table is central to Hart House's historical identity as a place for bringing students together. For over a century, they have sat together around dining tables to celebrate special occasions, they have pounded tables for emphasis during heated debates, and they have hunched over tables strewn with financial reports and operating plans as part of the oversight of the House itself. It was fitting, therefore, when artists Rebecca Belmore and Osvaldo Yero unveiled a monumental sculpture in the Great Hall entitled *waabidiziiyan doop-wining (to see yourself at the table)* to mark Hart House's 100th anniversary in 2019. Their stunning work – now a major piece in the Hart House Permanent Art Collection – resembles, quite intentionally, both a mirror and a table. The work invites the viewer to consider who is present and who is currently absent “at the table.” It invites all who enter the Great Hall to see themselves and their identities reflected in that space and more broadly, in all the work and the spaces of Hart House. If they do not, the sculpture challenges the viewer to ask why that is so, and how to play an active part in addressing that exclusion.

To that end, the title *Preparing the Table* reminds us that there is still much work to be done. Tables – even metaphorical ones – do not prepare themselves, particularly when there are stubborn traces of colonialism, racism, ableism, classism, misogyny, heterosexism, anti-religious and gender-based discrimination, and other oppressions still cluttering their surfaces. The staff and volunteers of Hart House must work very intentionally to ensure that all students of the University of Toronto not only feel welcome at the table, but that they know with a deep certainty that the table is already *theirs*. It belongs to them, it waits for them, and it is not complete unless they are at it. It is therefore not so much Hart House's role to issue an invitation to join others at the table as it is to ensure that the table is decluttered, properly set and ready for them when they arrive. It is only once everyone has arrived and taken their rightful seat at the table that the feasting can truly begin.

Those of us fortunate enough to work at Hart House are inspired and motivated every day by the students, alumni, colleagues, and community members with whom we work. Together with them, we look forward to working with humility and dedication towards upholding the Mission, embodying the Values and fulfilling the Commitments identified in *Preparing the Table*. We hope that after reading this plan, you will be inspired to join us by taking your seat at the Hart House table. We will be waiting for you.



# WHAT IS HART HOUSE?

## WHAT IS OUR MISSION?

Hart House at the University of Toronto is a dynamic, inclusive student centre for exploration and discovery outside the classroom that is focused around the arts, dialogue and wellness.

It is also a space for lifelong learning that invites and enables all students, faculty, staff, alumni and members of the broader community to better understand themselves, one another and the world we all share.

## WHAT IS OUR VISION?

When students leave the University of Toronto, they will be more well-rounded and resilient individuals, more knowledgeable and compassionate leaders, and better informed and engaged local and global citizens because of their experiences with Hart House.

## WHAT DO WE VALUE?

Hart House is committed to upholding the following core values:

- **Inclusivity:** We encourage dynamic participation, collaborations, partnerships,

contributions and engagement with Hart House by all members of the University and broader communities and, in particular, by those who have been underrepresented in the past.<sup>1</sup>

- **Equity:** We commit to embedding impartiality and fairness in all we do, and undoing systemic injustices perpetrated against individuals and communities because of their race, ethnic identity, religion, gender or gender identity, age, socioeconomic status, physical ability or any other personal or situational characteristics.
- **Diversity:** We seek out, welcome and engage a wide range of perspectives, experiences, voices, identities and people in the Hart House community.
- **Access:** We will actively improve access to both our programs and our physical premises for all those facing barriers to entry or participation.
- **Exploration:** We will enable students to explore new ways of being and doing, and encourage them to take delight in discovering new things about themselves, one another and the world we all share.
- **Service:** We will provide excellent service to all of our students, colleagues, members, clients and visitors.

---

<sup>1</sup> Throughout *Preparing the Table*, the term “underrepresented” is used to refer to members of particular communities and, in particular, students whose participation and active engagement in Hart House has been disproportionately low when compared to their numbers at the University of Toronto and/or in the general public. Underrepresented students include those from equity-deserving communities, including (but not limited to) those who are Indigenous, Black, Racialized, living with a disability, LGBTQ2S+, gender fluid or gender non-confirming, asylum seekers and others. However, the term also encompasses other groups of students who have been traditionally underrepresented at Hart House when compared to their numbers in the University, including students based at the University of Toronto Mississauga and University of Toronto Scarborough campuses, international students, graduate students and students who are the first in their families to pursue post-secondary education.

# STRATEGIC PLANNING OVERVIEW

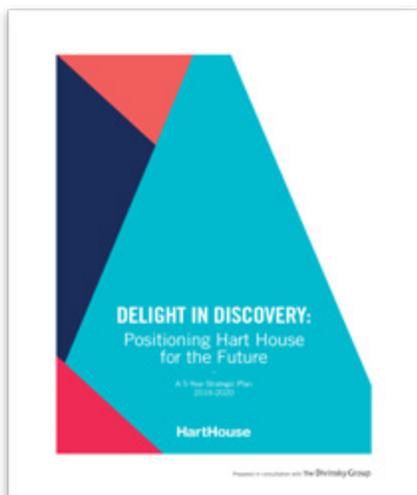
## WHY A FIVE-YEAR PLAN?

Strategic Planning is an important process that allows us, as an organization, to step back from our day-to-day operations to reflect on our work, set longer-term goals and priorities for the future, and track our success.

The Strategic Planning process creates a space to explore the broader trends and issues impacting post-secondary education and the world at large. The process also presents an opportunity to reach out to our partners, students, and communities to hear directly from them about how we are doing. These conversations help us create a set of common objectives that speak directly to our mission and values, while also addressing the needs and interests of the communities we serve.

*Preparing the Table* creates a longer-term horizon for addressing challenging and complex objectives that may not be easily accomplished in a single year. It also establishes accountability measures to help guide our efforts and communicate our progress. It then informs Hart House's annual business planning process, where we establish more immediate priorities, objectives and targets for each academic and fiscal year that falls within the five-year lifespan of the strategic plan.

## WHAT DID WE LEARN FROM OUR PREVIOUS FIVE-YEAR PLAN?



*Delight in Discovery* examined the prevailing business, market, social and human truths within which Hart House operates in order to better understand the world our students are living in.

Those “truths” highlighted the key challenges faced by students which include the following:

- The impact of a changing, globalized job market that has greater uncertainty and demands new skills and adaptability to change;
- The impact of economic pressures and political concerns leading to uncertainty and anxiety about the future;
- The impact of technology, and political and cultural pressures contributing to a sense of isolation;

- Intense academic competition and pressure to gain a competitive advantage over their peers, leaving little time to meet the demands of their lives or to engage in exploration and self-care;
- Navigating a large complex campus environment that can contribute to difficulty finding connection and community; and
- A desire to create purpose driven lives that combine meaningful careers, financial security and social impact.

As a response to those truths, *Delight in Discovery* articulated Hart House’s critical role in creating opportunities for students to take delight in exploration and discovery for their own sake – exploring interests and talents, building skills and developing connections and communities – all without the fear of failure or the pressures faced in a competitive academic environment.



That plan identified a number of aspirational objectives connected to Experiential, Operational and Reputational Excellence:

- **Experiential Excellence:** Provide all students with an exemplary, inclusive and welcoming experience of exploration and discovery essential to their personal and professional development and well-being; act as a community builder and a place of connection within and beyond the University; and serve as a vibrant space for students, staff, faculty, alumni and members of the broader community.
- **Operational Excellence:** Hart House operations will embrace innovation to provide vital support to the overall mission of the House; collaborate to identify new audiences and new lines of business; continue to optimize use of resources; and continue to provide a superlative experience for students, campus and community.

- **Reputational Excellence:** Exceptional communication and marketing strategies will speak to our many constituencies, expand brand awareness with all current and potential stakeholders, and include strong partnerships and collaboration across the University of Toronto and the broader community. We will foster meaningful engagement with graduates, offering ongoing opportunities to celebrate, connect and give back to Hart House.

We learned a number of important lessons over the course of *Delight in Discovery*:

- Through the use of assessment tools and an annual survey, we were able to better understand who is participating and where, more precisely, we need to focus our efforts to better succeed in engaging underrepresented communities. Stronger assessment frameworks have also created an important way to understand what students are learning from their experiences, and offered insight into students attitudes and perceptions about those experiences, which are primarily very positive;
- Hart House is a complex place, and it can be challenging to find and connect to opportunities. Targeted communication messages, strong relationships with faculty and staff members who can help share information about Hart House, and peer-to-peer advocacy are important strategies for addressing this challenge;
- There is an important interplay between programming and spaces that contributes to a positive student experience. It is essential that we pay careful attention to our spaces alongside program quality, to address issues of function, accessibility and representation;
- Finally, we learned the critical importance of longer-term planning. By developing a five-year framework, we were better able to drive our efforts, establish ambitious and clear goals with targets, and build coherence among our staff to collaborate towards these goals. The planning and assessment framework has also been an important way to be transparent about our priorities, accomplishments and challenges, and to build stronger accountabilities to our stakeholders.

As we move into *Preparing the Table*, the new five-year plan, the experience of *Delight in Discovery* remains a guiding light. Moving forward, we are committed to deepening our focus on creating the conditions – operational, experiential and reputational – to ensure opportunities for belonging, connection, learning and engagement are provided to all students and particularly to those from communities, identities, or backgrounds that have faced systemic barriers to their involvement in the past.

## HOW SUCCESSFUL WERE WE IN ACHIEVING OUR GOALS?

What did excellence look like for Hart House from 2016 to 2020? The following is but a small selection of some of the key metrics pointing to our accomplishments over the last five years.



## EXPERIENTIAL EXCELLENCE:

### Goal: Student Satisfaction:

- 90% of highly involved students indicated they were satisfied with their experiences at Hart House.

### Goal: Engaged Students Achieve Key Learning Outcomes:

- As a result of their experiences at Hart House
- 86% of students indicated that they were comfortable working with people with different backgrounds;
- 80% of students gained confidence in their leadership abilities;
- 76% of students indicated Hart House was important to achieving their personal and career goals; and
- 71% of students developed strategies to better support their overall well being.

### Goal: Expanded, More Representative Student Participation:

- Established baseline demographic data across a number of dimensions of identity for highly involved students at Hart House;
- Increased participation of international students by 50%, Racialized and Black students by 17%, LGBTQ2S+ students by 12%, graduate students by 90% percent;
- Tri-campus engagement enhanced through weekly staff presence at the University of Toronto Mississauga (UTM) and the University of Toronto Scarborough (UTSC), and expanded programming at both campuses with more than 30 events hosted at UTM/UTSC in 2019-20.

### Goal: High Number of Opportunities for Community Engaged Learning/Experiential Learning:

- Seven-fold increase in the number of students receiving Co-Curricular Record (CCR) recognition for their participation in Hart House opportunities from 2016-17 to 2019-20.

## OPERATIONAL EXCELLENCE

### Goal: Increased Building Accessibility

- Invested in 11+ key infrastructure projects.

### Goal: Increase Annual Advancement Contributions

Increase in annual contributions including the receipt of a \$2.4 million gift, the largest since the founding of Hart

House in 1919.

### Goal: Customer Satisfaction

- 92% of visitors to Hart House expressed satisfaction with their experience.

## REPUTATIONAL EXCELLENCE

### Goal: High Brand Awareness on and off Campus

- Established baseline awareness measures of Hart House's new "For You" brand.

### Goal: Increase Stakeholder Engagement

- 53% increase in Quarterly Newsletter subscribers;
- 22% increase in Weekly Newsletter subscribers.

## HOW IS THE WORLD DIFFERENT THAN IT WAS FIVE YEARS AGO?

As part of our process for developing *Preparing the Table*, we explored some of the key factors driving change for our students, both on campus and in the broader world. In particular, we noted that the truths identified in *Delight in Discovery* continue to be prevalent and, in a number of cases, have amplified over the last five years.

### At the University of Toronto:

- The University's **Three Presidential Priorities** continue to provide institutional guidance, focusing on more fully leveraging our urban location(s) for the mutual benefit of the University and the city; strengthening and deepening key international partnerships by means of a well-defined strategic focus; and re-imagining undergraduate education. These three overarching goals have been influential in shaping our work to engage more deeply with community partners and to expand our focus on opportunities for students related to global citizenship and global experiences. The Expert Panel on the Undergraduate Student Educational Experience articulated a vision for a rich, dynamic student experience, and the principles and values expressed in that effort are reflected throughout *Preparing the Table*.
- Greater attention on **experiential, work-integrated and community engaged learning** is another institutional priority, with broad efforts across the university to increase the number and quality of opportunities for students. Hart House can continue to contribute in a meaningful way to developing and supporting these kinds of integrated learning experiences for students.
- More recently, ongoing and ambitious University initiatives have sought to champion efforts advancing **equity, diversity, inclusion and access**. These institutional initiatives include: leadership and development of the Scarborough National Charter on Anti-Black Racism in Higher Education, the University of Toronto's Anti-Black Racism Task Force; and the "Calls To Action" outlined in *Wecheehetowin*, the University's

response to the Government of Canada's Truth and Reconciliation Commission.

- The University has also intensified focus on supporting **student mental wellness**. The Provostial Task Force on Student Mental Health was convened in 2019 to reconsider how mental health services were offered on campus. The Task Force's final report proposed a broad set of recommendations and, in particular, committed to enhancing the culture of care on campus.
- The University continues to focus on **sustainability** and advancing the UN Sustainable Development Goals with the President's Advisory Committee on the Environment, Climate Change and Sustainability providing important leadership.
- Finally, the University has increased work to build out **access pathways** that support youth from equity-deserving and underrepresented communities to engage with higher education, identifying the many programs offered across the University and creating spaces for learning, connection and coordination among these diverse efforts.

Hart House is committed to reinforcing and expanding the University's work in these areas through our operations and programming.

#### **In the Broader World:**

- **Economic uncertainty** was a key issue highlighted in *Delight in Discovery* and it continues to be a significant consideration, particularly given the additional challenges arising from the COVID-19 pandemic that began in March 2020 and that continues even at the time of this writing, some months later. These impacts include substantial challenges and greater uncertainty for students and their families in terms of access to employment and the resources required to access post-secondary education. Recent studies noted that 82% of students worry about their future beyond the pandemic (CASA, 2020), and 51% worry about paying for tuition and other bills (Statistics Canada, 2020). Students also raised the expense of housing in Toronto and food insecurity as related key concerns.
- The **financial implications** of Covid-19 represent a significant challenge to the Hart House budget model, which relies on self-generated revenue, including from the sale of Fitness Centre community memberships and our in-House Hospitality business, to supplement student ancillary fees. In 2020-2021, Hart House's reliance on student ancillary fees as a proportion of our overall budget increased to 96% from a more typical 52% in 2018-19. This was a direct result of the shuttering of the building in compliance with public health directives and the attendant loss of revenue-generating business.
- Continued concern about **student mental health** was raised throughout our consultations as were concerns about broader trends that demonstrate an overall decline in youth mental health as a result of the pandemic. Students spoke about the desire for more opportunities that would bring joy, connection and embodied learning to their experiences at the University.

- At the onset of the COVID-19 pandemic, much of higher education shifted rapidly to the virtual delivery of curricular and co-curricular opportunities for students. Some of that shift had positive impacts in terms of expanding access to opportunities and fostering the development of innovative delivery models. However, students also noted some of the challenges associated with developing authentic connections and experiencing deeper engagement in virtual spaces. As we move forward, we will need to explore how **virtual programming and technology** will impact our work in the longer term.
- Global political movements calling for racial justice and, in particular, the redress of long-standing harms to Black and Indigenous communities as a result of **systemic oppression and settler colonialism** are vital conversations in a higher education context where we have an opportunity to respond and lead. We have noted the important initiatives underway across the University and our task is to amplify our efforts in this area.
- Similarly, efforts to address the existential threat posed by the **climate crisis** have a global reach with youth mobilization leading the way. Post-secondary institutions have long contributed to scholarship and research, and we have important opportunities to demonstrate the change that is possible. A commitment to contributing to a sustainable and just world continues to be a central priority for Hart House with work to be done across all areas of Hart House infrastructure, programs and services to create ambitious actions and accountabilities.



(L to R), Hart House Fitness Centre; Hart House Theatre: *Hedwig and the Angry Inch*; Hart House Farm

# PREPARING THE TABLE

## 2021–2026 Strategic Plan for Hart House

### WHAT WAS THE STRATEGIC PLANNING PROCESS?

Launched in Winter 2020, the strategic planning process was led by the Warden's Office. We wanted to assess the progress and continued relevance of the 2016-2020 Strategic Plan *Delight in Discovery*, conduct research into our current context and the factors we needed to consider as we looked to the next five years; engage internal and external stakeholders meaningfully in discussion; identify areas of opportunity; evaluate organizational capacity; and establish a new set of high-level priorities that would guide progress towards the achievement of our mission.

### DESK RESEARCH

We reviewed University of Toronto and Hart House documents related to strategic initiatives. We researched and reviewed key trends in higher education nationally, provincially and locally. We also looked at research that explored the student experience. This included research produced by the University of Toronto Innovation HUB, institutional surveys such as the National Survey on Student Experience (NSSE), the National College Health Assessment (NCHA), the Graduate and Professional Student Survey (GPSS) as well as work produced by Statistics Canada, the Canadian Alliance of Student Associations, the Canadian Federation of Students and the Chronicle of Higher Education, among others.

### SURVEY

Questions related to the 2021-2026 Strategic Plan were incorporated into the 2020 annual survey of Hart House Highly Involved Students. 205 students completed the survey.

### CONVERSATIONS WITH COMMUNITIES OF INTEREST

Between May 2020 and January 2021, we hosted 41 hour-long conversations over Microsoft Teams and Zoom, with groups of interested parties on all three campuses and in the broader community. Conversations were held with the University's colleges, Student Life professionals, academic units, divisions, alumni, community members, student unions, Hart House staff, the Hart House Board of Stewards and Hart House-engaged students. Conversations ranged in size from 1 to 20 participants.

### WEB PLATFORM

For those who could not engage in a consultation meeting, we launched an online

platform. This publicly available platform provided an opportunity for input from the broader community on and off campus and was promoted through the Hart House newsletter in Fall 2020.

## WHAT DID WE HEAR?

We asked participants in our consultations to consider a number of questions: What is Hart House doing well? What should Hart House consider doing differently? How are needs changing for you and your constituents? How might our work together change over the next five years?

## STRENGTHS

Feedback from our stakeholder consultations noted existing strengths that Hart House should leverage as we move into the next five years. These included:

- Diverse program offerings with particular strengths in innovative arts, global learning, dialogue and wellness that reflect student interests and create space for growth and development;
- Student-led experiences and programming frameworks that support student agency and leadership;
- Strong partnerships and collaborations that foster connections with and among students, staff, faculty, alumni and community;
- Infrastructure and a broad range of facilities including a Fitness Centre, Theatre, Art Museum, Library, hang-out spaces and the Hart House Farm;
- A revenue model that utilizes our resources in creative ways to enhance Hart House as a space for ceremony and celebration for the University while also enhancing our capacity to deliver programming for students;
- A vibrant Hart House brand that supports awareness and engagement; and
- A demonstrated commitment to inclusivity and tri-campus involvement that can be further developed.

## AREAS OF OPPORTUNITY

At the same time, consultations reinforced some of the broad concerns among communities of interest that were also identified elsewhere in our research.

- Focus on opportunities for wellness, community building and connection, and

opportunities to support student employment;

- Continue work around equity, diversity, inclusion and access, but challenge ourselves to go further in these efforts, thinking about the ways we can open up spaces to deepen our relationship with community partners, and leverage our unique access to foster more land-based learning opportunities at the Hart House Farm.

Better coordination of our shared efforts with campus partners through improved planning processes and longer timelines for planning. The importance was also noted of continuing to work on effective communication strategies to ensure awareness of the opportunities that Hart House offers, highlighting opportunities for more targeted communications tailored for specific audiences.

## WHAT ARE OUR COMMITMENTS FOR THE NEXT FIVE YEARS?

Over the next five years, Hart House will continue to build on the aspirational objectives laid out in *Delight in Discovery: Experiential, Operational and Reputational Excellence*.

Hart House will expand and deepen our focus on these aspirational objectives through a series of five broad Commitments. These commitments will reflect our mission, vision, values, critical role at the University and our Tri-Campus mandate; respond to the key issues facing students; and deepen essential relationships with our partners. Collaborative action to facilitate planning, and enhance student engagement, reach and impact will continue to be critical to our success. To that end, we look to enhance strategic partnerships with student, campus and community across all Commitments.

Specific commitments within each area were identified by asking the question “How might we move toward these broad commitments?” Measures of Success identify specific outcomes that will enable us to track and demonstrate progress towards making good on these commitments.

### FIVE COMMITMENTS

1. **INCLUSIVITY:** Foster a Climate of Inclusivity and Belonging in Our Spaces and Programs.
2. **EXPLORATION:** Encourage Students to Explore Who They are and Who They Aspire to be Through the Arts, Dialogue and Wellness.
3. **EXPERIENCE:** Offer Students Rich Experiential Learning Opportunities
4. **ENGAGEMENT:** Deepen Student Engagement With Local and Global Communities and Issues
5. **STEWARDSHIP:** Steward Resources and Relationships Carefully and Creatively to Meet the Challenges of Today and the Opportunities of Tomorrow

## COMMITMENT 1. FOSTER A CLIMATE OF INCLUSIVITY AND BELONGING IN OUR SPACES AND PROGRAMS

- 1.1. Nurture trust-based relationships with equity-deserving communities that are rooted in accountability, transparency and humility.
- 1.2. Advance initiatives, programs, services and organizational values and practices that are built on principles of inclusivity; that foster belonging and reflect diverse knowledges and ways of knowing; and that dismantle barriers to inclusion.
- 1.3. Deepen partnerships and expand networks to enhance engagement and co-create innovative programming that supports equity-deserving communities, centres student agency and reflects intersectionality.
- 1.4. Ensure communities see themselves reflected, and their interests and stories celebrated and shared across all of our communications.
- 1.5. Deepen accountability measures for inclusion that support our capacity to understand and address barriers to engagement and progress towards objectives.
- 1.6. Understand, reflect on and fulfil our obligations as people living and working on Treaty Lands.
- 1.7. Commit to continuous learning about Indigenous issues including the impacts of settler colonialism and its manifestation in our institutions, and the diversity of Indigenous communities, histories and practices.
- 1.8. Advance organizational values and practices that honour Indigenous leadership, methodologies and pedagogies.
- 1.9. Working in partnership to develop opportunities that reflect Indigenous students interests and engagement, and build cultural competency for non-Indigenous students.
- 1.10. Develop and modify facilities to embody our commitment to reflect Indigenous representation, including opportunities for connection to the land through Hart House Farm.
- 1.11. Commit resources to create Indigenous staff positions at Hart House to bring Indigenous expertise, perspectives and knowledge, and to support relationships with Indigenous U of T.
- 1.12. Advance accessibility initiatives in all facets of Hart House operations, facilities, programs, services and communications, embedding principles of Universal Design.
- 1.13. Develop and modify facilities to embody our commitment to reflect and

celebrate our community, ensure representation and support opportunities for community engagement.

1.14. Grow access initiatives that build pathways to post-secondary education for all youth, leveraging Hart House as a space for connection and exposure.

## **COMMITMENT 2. ENCOURAGE STUDENTS TO EXPLORE WHO THEY ARE AND WHO THEY ASPIRE TO BE THROUGH THE ARTS, DIALOGUE AND WELLNESS**

2.1. Act as a tri-campus centre for exploration of creativity and the arts, including leadership and mentorship opportunities and co-curricular, community and academic partnerships.

2.2. Facilitate opportunities for exposure to a wide range of artistic expressions, including but not limited to music, dance, drama, film, photography, literary, visual and digital arts.

2.3. Coalesce and build connections across arts-based opportunities that speak to key priorities and student interests across all three campuses.

2.4. Build Hart House's reputation as a leader in the arts at the University and beyond.

2.5. Provide a platform for diverse voices, perspectives and experiences to foster understanding, dialogue and engagement in critical issues.

2.6. Equip students with access to knowledge and experiences that will enhance self-awareness and the ability to navigate differences of all kinds.

2.7. Extend Hart House's reputation as a key virtual and in-person centre at the University and in the community for vibrant public conversations.

2.8. Provide programs, services and resources to all students that foster connection with communities and the land, enjoyment, recreation, personal skills development, and holistic opportunities for wellness, centering diverse voices and experiences.

2.9. Communicate Hart House programs, resources and services in alignment with the University of Toronto Student Mental Health Strategy.

2.10. Ensure facilities and spaces are designed to support community building, belonging, well-being and access.

2.11. Identify and implement strategies to promote an organizational culture that supports individual and collective well-being.

2.12. Enhance effectiveness of tri-campus efforts, presenting programming on location at all three campuses of the University and ensuring regular strategic planning with UTM and UTSC partners.

2.13. Deliver an engaging mix of virtual and in-person opportunities that reaches students on all three campuses.

### **COMMITMENT 3. OFFER STUDENTS RICH EXPERIENTIAL LEARNING OPPORTUNITIES.**

3.1. Offer meaningful opportunities for students to learn through experience, integrating knowledge, skills and perspectives that support their goals beyond the University.

3.2. Support student agency and leadership through student-designed and student-led programming that facilitates connection and learning.

3.3. Create opportunities for learning through strong, sustainable collaborations based on mutuality and positive exchange, with a network of campus, community and global partners.

3.4. Expand and deepen opportunities for academic partnerships to enhance access and enrich learning.

3.5. Support opportunities for students to acquire and develop leadership skills through participation in the oversight and governance of Hart House.

### **COMMITMENT 4. DEEPEN STUDENT ENGAGEMENT WITH LOCAL AND GLOBAL COMMUNITIES AND ISSUES**

4.1. Expand and deepen programming that fosters global learning and leadership, galvanizing student engagement and action on globally significant issues.

4.2. Foster opportunities for students to explore their identities as engaged and committed citizens through educational experiences that connect them to community, ensuring reciprocity and care.

4.3. Strengthen the connection between alumni and the work of the University and Hart House, through opportunities for mentorship and engagement with Hart House programming.

4.4. Ensure global leadership values and competencies are infused throughout student opportunities.

## COMMITMENT 5. STEWARD RESOURCES AND RELATIONSHIPS CAREFULLY AND CREATIVELY TO MEET THE CHALLENGES OF TODAY AND THE OPPORTUNITIES OF TOMORROW

- 5.1. Advance infrastructure renewal that is grounded in enhancing accessibility and modernization of critical infrastructure.
- 5.2. Adapt, rebuild and pursue opportunities to grow and diversify revenue.
- 5.3. Foster a culture of service and operational excellence, supporting continuous improvement, efficiency, effectiveness and accountability to the community we serve.
- 5.4. Deepen engagement of alumni and donors as key partners in our mission.
- 5.5. In alignment with the University, ensure an innovative workplace model that supports staff engagement and well-being, leadership and success.
- 5.6. Demonstrate leadership in advancing sustainability through consideration of operations, programs and infrastructure.
- 5.7. Develop and implement innovative, multi-media, multi-channel marketing and communication strategies that facilitate engagement, generate revenue and grow organizational presence.

### HOW WILL WE MEASURE OUR SUCCESS?

Unless we define success ahead of time, we will not be able to recognize it even if we achieve it. For this reason, as part of *Delight in Discovery*, Hart House established a strong framework for evaluating progress towards our goals and set baseline measurements for helping us do so.



As we move into *Preparing the Table*, we will continue to build measures of success that help to guide our progress and inform our work. In addition to a series of high-level measures of success outlined here, annual planning processes will also include goal setting, with progress shared through a series of annual reports, as well as through our annual budget presentations to the Council on Student Services (COSS) and to the Hart House Board of Stewards.

MEASURES OF SUCCESS	COMMITMENT(S)	TIME FRAME
90% of traditionally underrepresented students feel a sense of belonging in their experiences at Hart House.	INCLUSIVITY, EXPLORATION	By Year 5
Students involved at Hart House, and in leadership opportunities, reflect the communities we serve when compared to University of Toronto demographics.	INCLUSIVITY, EXPLORATION, EXPERIENCE	By Year 5
The relevant Calls to Action reflected in the University of Toronto Anti-Black Racism Task Force, Wecheehetowin (the University’s response to the Truth and Reconciliation Commission) and the University’s Task Force on Student Mental Health have been implemented or are in progress.	INCLUSIVITY, EXPLORATION	By Year 5
Organizational strategies have been developed and implemented to strengthen representation, ensuring our workforce represents the community we serve.	INCLUSIVITY, EXPLORATION	By Year 5
A coordinated strategy to build student capacity, including ongoing opportunities to learn about Indigenous cultural competency, equity, diversity, inclusion and access, and mental health and wellbeing has been developed and implemented.	INCLUSIVITY	By Year 3

MEASURES OF SUCCESS	COMMITMENT(S)	TIME FRAME
Create at least (1) permanent staff position to embed Indigenous leadership at Hart House.	INCLUSIVITY	By Year 3
Advance the implementation of the recommendations of the Hart House Accessibility and Inclusion review with annual progress updates.	INCLUSIVITY, STEWARDSHIP	By Year 1
A staff engagement and satisfaction survey indicates that 70% of staff are satisfied and experience Hart House as a supportive and caring environment.	INCLUSIVITY, EXPLORATION, STEWARDSHIP	By Year 2
Students and staff express an understanding of the opportunities for wellness available through Hart House.	EXPLORATION, STEWARDSHIP	By Year 5
90% of students experience Hart House as a caring and supportive environment.	EXPLORATION, STEWARDSHIP	By Year 5
Hart House is recognized as an arts leader on campus and in the wider community.	EXPLORATION, STEWARDSHIP	By Year 5
Increase paid opportunities and opportunities that provide academic credit to enhance access. Increase the number of student positions per year by 20% by 2026, compared to 2021.	INCLUSIVITY, EXPLORATION, EXPERIENCE	By Year 5

MEASURES OF SUCCESS	COMMITMENT(S)	TIME FRAME
Offer a dynamic mix of virtual and in-person programming that facilitates an increase in participation and engagement of 15%.	INCLUSIVITY, EXPLORATION, EXPERIENCE, ENGAGEMENT	By Year 2
Hart House programming and services are offered in spaces on all three campuses. Increase the number of events hosted at UTM/UTSC by 10%, compared to 2021.	EXPLORATION	By Year 2
Increase overall participation of UTM/UTSC students in Hart House programming to align with UTM/UTSC population in the University.	EXPLORATION	By Year 5
Develop a long-term plan for Hart House Farm.	INCLUSIVITY, EXPLORATION, ENGAGEMENT, STEWARDSHIP	By Year 5
Enhanced philanthropy including at least \$1 million dollar+ gift to Hart House.	STEWARDSHIP	By Year 5
Implement the first phase of the Infrastructure Renewal project with funding and continuity plans in place and construction initiated. Review the Hart House budget model to determine our capacity to support Phase Two of the project. Second phase of infrastructure renewal is fully funded.	STEWARDSHIP	By Year 3
Recover business operations to allow for a more balanced reliance on student fees. Student ancillary fees represent no more than 65% of the Hart House budget by 2026.	STEWARDSHIP	By Year 5

MEASURES OF SUCCESS	COMMITMENT(S)	TIME FRAME
Within the budget model, demonstrate equity commitments and investment in initiatives that advance reconciliation, inclusivity and accessibility.	INCLUSIVITY, STEWARDSHIP	By Year 3
All staff receive training to support Strategic Plan commitments including equity and inclusivity, customer service excellence, and mental health supports.	INCLUSIVITY, EXPLORATION, STEWARDSHIP	By Year 2
Hart House is recognized as a leader on campus and beyond in facilitating opportunities for engagement in the issues impacting us locally and globally.	EXPLORATION, ENGAGEMENT	By Year 5
Establish goals for sustainability throughout Hart House operations, programs and services. Reduce the Hart House carbon footprint by 4%, compared to 2019.	STEWARDSHIP	By Year 2
Enhanced awareness and engagement from students on all three U of T campuses, among faculty, staff and alumni of the University, and in the broader community. Conduct a review of Hart House brand platform to ensure continued relevance (year 3) and attain a 5% increase in aided brand awareness level by 2026.	EXPLORATION, EXPERIENCE, ENGAGEMENT	By Year 5

## HOW WILL WE GET THERE?

*Preparing the Table* will guide the operations of Hart House for the period 2021 to 2026. To ensure we continually meet our goals, we will remain focused on implementation and tracking our progress. Each year, *Preparing the Table* will provide the basis for our annual business planning process with the objectives translated into shorter-term priorities that build year-over-year towards the longer-term objectives set out in the Plan.



A five-year strategic plan cycle is much like running a race: you start in year one with a clear goal. You begin to accelerate towards that goal in year two. By year three, you have found your footing. In year four, you can see the finish line approaching and if all goes to plan, in year five you reach the finish line and celebrate your success.

This overview highlights key milestones as we “run the race”, as well as additional steps that will ensure the success of strategic planning efforts and further establish a cycle of reflection and renewal.

### YEAR 1: START

- Launch of *Preparing the Table* - build awareness and engagement;
- Review current assessment framework and establish the key elements needed to guide the Plan with a particular emphasis on metrics that advance equity work and metrics that support business development;
- Alignment of the Plan with Hart House operational processes including the annual business plan.

### YEAR 2: ACCELERATION

- Staff members familiarized with *Preparing the Table* priorities and understand how they contribute to the objectives within their own work;
- Revenue generation continuing to accelerate on target with the ambitious and achievable goals set out;
- Marketing strategies have been developed and implemented to support the Plan goals;
- A staff engagement and satisfaction survey to guide our understanding of needs and actions has been developed and implemented;
- A dynamic mix of virtual and in-person programming that facilitates an increase in participation and engagement;
- Hart House programming and services are offered in spaces on all three campuses.

### YEAR 3: HITTING STRIDE

- A coordinated strategy has been developed and implemented to ensure *Preparing the Table* priorities are reflected in training for staff and students engaged at Hart House, with increased engagement in training across all areas;

- New permanent staff position to embed Indigenous leadership at Hart House is in place;
- Construction for the first phase of the Infrastructure Renewal project has started;
- Enhanced philanthropy including at least one million dollar+ gift to Hart House;
- Hart House reputational goals and leadership in the arts, public dialogue, global learning experiences and as a centre for wellness are on track;
- Competencies of equity, diversity and inclusion are fully incorporated into all staff training and recruitment processes;
- On-campus community familiarized with Hart House's role as a space for tri-campus engagement;
- Sustainability plan on track to continue to reduce Hart House's carbon footprint;
- Hart House's staffing structure represents student employment goals.

#### **YEAR 4: HOME STRETCH**

- Launch the next Strategic Plan process with a review of progress made;
- Infrastructure Renewal on track including consideration of funding models for Phase 2 of the project;
- Overall participation in Hart House programs and services has increased;
- Increase participation of UTM/UTSC students in Hart House programming, including participation in virtual programming on par with UTM/UTSC population;
- A long-term plan for Hart House Farm is in the final stages of development.

#### **YEAR 5: FINISH LINE**

- Students from equity-deserving communities feel a sense of belonging in their experiences at Hart House;
- Students involved at Hart House, and in leadership opportunities, reflect the communities we serve;
- The relevant Calls to Action reflected in the University of Toronto Anti-Black Racism Task Force, Wecheehetowin (the University's response to the Truth and Reconciliation Commission) and the University's Task Force on Student Mental Health have been implemented or are in progress;
- Organizational strategies have been developed and implemented to strengthen representation, ensuring our workforce represents the community we serve;
- Celebrate our achievements;
- Develop and launch the next Strategic Plan 2026-2031.
- Annually
- Annual review of progress made towards *Preparing the Table*, including communication of successes;
- Align the annual business planning process with *Preparing the Table* to ensure steady progress is being made.

## WILL YOU JOIN US AT THE TABLE?

With this plan, Hart House is well positioned to continue its role as a space for discovery, community and learning.

We invite you to engage with us, whether you are a student, staff member, faculty, alumni or community member. The table is waiting for you, whether you discovered us decades ago or are just discovering us for the first time.

## WE LOOK FORWARD TO WELCOMING YOU

- To learn more about us, visit <https://harthouse.ca/about>
- To explore all our learning opportunities, visit <https://harthouse.ca/learning/>
- To explore our event line-up, visit <https://harthouse.ca/events/week>
- To learn more about membership, visit <https://harthouse.ca/join/membership#>
- To learn more about donating, visit <https://harthouse.ca/join/donate>



# APPENDICES

## DOCUMENT REVIEW

1. Akua Agyemang. “Student Food Insecurity: A Problem before, during and after COVID-19.” University Affairs, 12 Nov. 2020, [www.universityaffairs.ca/opinion/in-my-opinion/student-food-insecurity-a-problem-before-during-and-after-covid-19/?utm\\_source=University+Affairs+e-newsletter](http://www.universityaffairs.ca/opinion/in-my-opinion/student-food-insecurity-a-problem-before-during-and-after-covid-19/?utm_source=University+Affairs+e-newsletter).
2. CASA. “Students Are Still Worried: COVID-19 and Post-Secondary Education.” Canadian Alliance of Student Associations, CASA | ACAE, June 2020, [www.casa-acae.com/students\\_are\\_still\\_worried\\_covid19](http://www.casa-acae.com/students_are_still_worried_covid19).
3. Flowers, Johnathan Charles. “The Coming Campus Protests.” CHE, CHE, 23 July 2020, [www.chronicle.com/article/The-Coming-Campus-Protests/248967](http://www.chronicle.com/article/The-Coming-Campus-Protests/248967).
4. Gerami, Shirin, et al. “Family Friendly Experiences – How Can We Better Support Student Parents on Campus?” Innovation Hub University of Toronto, July 2019, [blogs.studentlife.utoronto.ca/innovationhub/files/2019/08/FamilyCareOffice\\_Summer2019Report\\_NotCombined-1.pdf](https://blogs.studentlife.utoronto.ca/innovationhub/files/2019/08/FamilyCareOffice_Summer2019Report_NotCombined-1.pdf).
5. Knighton, Tamara, et al. “This Infographic Provides Early Insight into the Educational, Employment and Financial Impacts of the COVID-19 Pandemic on Postsecondary Students.” Government of Canada, Statistics Canada, Government of Canada, Statistics Canada, 12 May 2020, [www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2020032-eng.htm](http://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2020032-eng.htm).
6. Weissman, Eric. “Post-Secondary Student Homelessness in Canada: New Research on Prevalence, Intervention and Prevention.” Post-Secondary Student Homelessness in Canada: New Research on Prevalence, Intervention and Prevention | The Homeless Hub, Oct. 2019, [www.homelesshub.ca/blog/post-secondary-student-homelessness-canada-new-research-prevalence-intervention-and-prevention](http://www.homelesshub.ca/blog/post-secondary-student-homelessness-canada-new-research-prevalence-intervention-and-prevention).
7. “Access Programs University Fund (APUF).” Access Programs University Fund (APUF) – Division of the Vice-President & Provost, 2019, [www.provost.utoronto.ca/awards-funding/apuf/](http://www.provost.utoronto.ca/awards-funding/apuf/).
8. “Canadian Reference Group Executive Summary Spring 2019.” National Health College Assessment, 2019, [www.cacuss.ca/files/Research/NCHA-II%20SPRING%202019%20CANADIAN%20REFERENCE%20GROUP%20EXECUTIVE%20SUMMARY.pdf](http://www.cacuss.ca/files/Research/NCHA-II%20SPRING%202019%20CANADIAN%20REFERENCE%20GROUP%20EXECUTIVE%20SUMMARY.pdf).
9. “Creating Community at First Nations House.” Student Life - Indigenous Student Services, Aug. 2019, [blogs.studentlife.utoronto.ca/innovationhub/files/2019/08/Indigenous-StudentServices\\_Fall2019-1.pdf](https://blogs.studentlife.utoronto.ca/innovationhub/files/2019/08/Indigenous-StudentServices_Fall2019-1.pdf).

10. "Fireside Chats: International Academic Partnerships." Office of VP, International, University of Toronto, December 2020, PDF.
11. "How Are You Doing? Student Feedback Sessions." Innovation Hub University of Toronto, September, 2020, PDF.
12. "Low-Carbon Action Plan - Facilities & Services." University of Toronto, University of Toronto, 2019, [www.fs.utoronto.ca/wp-content/uploads/2019/10/2019-10-04\\_LowCarbonActionPlan\\_V22\\_Spread\\_Web.pdf](http://www.fs.utoronto.ca/wp-content/uploads/2019/10/2019-10-04_LowCarbonActionPlan_V22_Spread_Web.pdf).
13. "Making Meaning at U of T - Prepared for Multi-Faith." Innovation Hub University of Toronto, 2019, PDF.
14. "Okanagan Charter: An International Charter for Health Promoting Universities & Colleges." International Conference on Health Promoting Universities & Colleges (7th: 2015: Kelowna), 1 Jan. 1970, [open.library.ubc.ca/cIRcle/collections/53926/items/1.0132754](http://open.library.ubc.ca/cIRcle/collections/53926/items/1.0132754).
15. "Pre-Project Insights for the Student Life Strategy." Student Life Strategy, Nov. 2019, [blogs.studentlife.utoronto.ca/innovationhub/files/2019/08/StudentLifeStrategy\\_Final2019-1.pdf](http://blogs.studentlife.utoronto.ca/innovationhub/files/2019/08/StudentLifeStrategy_Final2019-1.pdf).
16. "Presidential & Provostial Task Force on Student Mental Health: Final Report and Recommendations." University of Toronto, 2020, [www.provost.utoronto.ca/wp-content/uploads/sites/155/2020/01/Presidential-and-Provostial-Task-Force-Final-Report-and-Recommendations-Dec-2019.pdf](http://www.provost.utoronto.ca/wp-content/uploads/sites/155/2020/01/Presidential-and-Provostial-Task-Force-Final-Report-and-Recommendations-Dec-2019.pdf).
17. "Reimagining our Global University. 2019-20 Annual Report." Office of the Vice-President, International, University of Toronto, N.D., PDF.
18. "Report on Employment Equity 2017 / 2018." Office of the Vice-President, Human Resources & Equity, University of Toronto. N.D., PDF.
19. "Report of the University of Toronto Anti-Black Racism Task Force." University of Toronto, March 31, 2021, PDF.
20. "Results of the National Survey of Student Engagement 2017." University of Toronto, 2019, PDF.
21. "Rethinking Higher Education Curricula: Increasing Impact Through Experiential, Work-Integrated, and Community-Engaged Learning." University of Toronto, July 2017, [experientiallearning.utoronto.ca/wp-content/uploads/UofT-WIL-EL-White-Paper-July-2017.pdf](http://experientiallearning.utoronto.ca/wp-content/uploads/UofT-WIL-EL-White-Paper-July-2017.pdf).

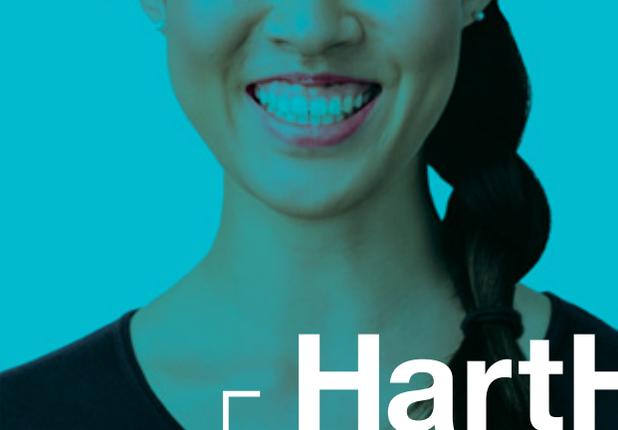
22. "Scarborough National Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities." University of Toronto, February 19, 2021, <https://hrandequity.utoronto.ca/wp-content/uploads/2021/03/Scarborough-National-Charter-ENG-Institutional-Partners.pdf>.
23. "Student Connection Engagement at First Nations House." Student Life Strategy, 2020, [blogs.studentlife.utoronto.ca/innovationhub/files/2019/08/FirstNationsHouse\\_Summer2018-1.pdf](blogs.studentlife.utoronto.ca/innovationhub/files/2019/08/FirstNationsHouse_Summer2018-1.pdf).
24. "Student Mental Health at the University of Toronto." Innovation Hub University of Toronto, 2019, PDF.
25. "The Mental Health Crisis among Young Canadians | CBC Radio." CBC news, CBC/Radio Canada, 13 Dec. 2019, [www.cbc.ca/radio/thesundayedition/the-sunday-edition-for-december-15-2019-1.5393079/the-mental-health-crisis-among-young-canadians-1.5393085](http://www.cbc.ca/radio/thesundayedition/the-sunday-edition-for-december-15-2019-1.5393079/the-mental-health-crisis-among-young-canadians-1.5393085).
26. "Towards 2030: Planning for a Third Century of Excellence at the University of Toronto." University of Toronto, 7 June 2007, [www.towards2030.utoronto.ca/files/t2030.pdf](http://www.towards2030.utoronto.ca/files/t2030.pdf).
27. "Transforming Our World: the 2030 Agenda for Sustainable Development | Department of Economic and Social Affairs." United Nations, United Nations, [sdgs.un.org/2030agenda](https://sdgs.un.org/2030agenda).
28. "UTSC Strategic Plan." University of Toronto - Scarborough, [hive.utsc.utoronto.ca/public/research/Documents/UTSC\\_Strategic\\_Plan.pdf](http://hive.utsc.utoronto.ca/public/research/Documents/UTSC_Strategic_Plan.pdf).
29. "Rethinking Higher Education Curricula: Increasing Impact Through Experiential, Work-Integrated, And Community-Engaged Learning" A White Paper for the University of Toronto. June 2017. PDF <https://experientiallearning.utoronto.ca/wp-content/uploads/UofT-WIL-EL-White-Paper-July-2017.pdf>.
30. "A Vision for Undergraduate Experience at the University of Toronto Expert Panel on the Undergraduate Student Educational Experience." University of Toronto, Office of the Vice President and Provost, August 2019, PDF.
31. "What Matters to UofT Students? Understanding Students: A Qualitative Analysis, 2016-2020." Innovation Hub University of Toronto, August 2020, PDF.
32. "X Marks the Spot: Reflecting on the LatinX Student Experience at the University of Toronto." Student Life Strategy, Feb. 2020, [blogs.studentlife.utoronto.ca/innovationhub/files/2019/08/LatinXReport\\_2020\\_Final-1.pdf](blogs.studentlife.utoronto.ca/innovationhub/files/2019/08/LatinXReport_2020_Final-1.pdf).



**FOR YOUR  
INNER ARTIST**



**FOR AN OPEN  
DIALOGUE**



**HartHouse**

**FOR YOU**



**FOR WHAT  
MOVES YOU**



**FOR ALL YOU  
CAN DISCOVER**



University of Toronto / 7 Hart House Circle / Toronto, ON M5S 3H3 / [harthouse.ca](http://harthouse.ca)