



UNIVERSITY OF  
**TORONTO**

Access Strategy & Partnerships  
Office (ASPO)

# ASPO Strategic Vision 2022 - 2025

Access Strategy & Partnerships Office (ASPO)  
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## A Message from the Director

This document seeks to consolidate key access priorities and initiatives at U of T over the past 5 years leading up to the establishment of the *Access Strategy & Partnerships Office* (ASPO).

Over the past year and a half, it has been a privilege to oversee the administration of the *Access Programs University Fund* (APUF) through ASPO. APUF supported the creation and launch of new access programs across the University while ensuring that established programs can innovate and embed sustainability measures.

Access has been championed by an *incalculable* number of faculty, administrators, and students over the years who have dedicated themselves to support underrepresented students to overcome barriers as they seek to successfully gain entry to and complete an undergraduate, graduate, or professional degree program. ASPO supports tri-campus access programs and initiatives for *prospective domestic students* who aspire to attend University while searching for the key to the door. The key could be the *right program or opportunity*; the *right time in their life*, or, simply, the *right champion* who assures them that it is, indeed, possible. Supporting and engaging prospective students is the first step toward inclusive excellence.

Both ASPO and APUF were established after *decades of investment* in access programs across a broad range of tri-campus divisions, academic programs, and student services. As we all continue to grapple with the various dimensions and definitions of “access” in these complex times, fundamentally, I like to think that we all agree that access means at least one thing: *hope*.

I look forward to working with all of you as we support and sustain the hope of prospective and current students to learn and thrive at U of T.



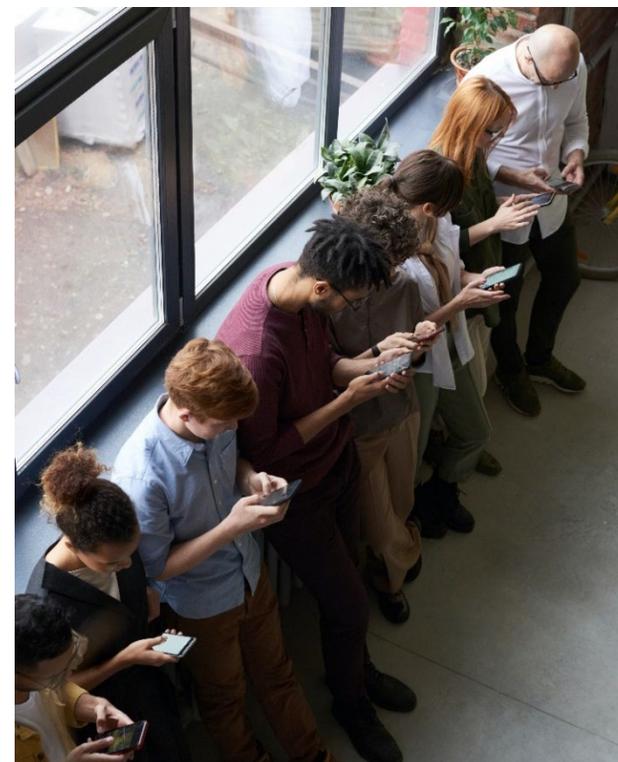
**Helen Tewolde, Director**  
Access Strategy & Partnerships Office

## Background

### The importance of ‘access to postsecondary education’

The pursuit of higher education represents social mobility for many Ontarians.<sup>1</sup> Particularly during these post-pandemic economic times, the ‘K’-shaped economic recovery<sup>2</sup> means that prospective students who are low-income, Indigenous, rural, LGBTQ2S+, newcomer, racialized, women, mature and second career, and those living with accessibility needs, are more vulnerable to social and economic hardship and will likely be further away from accessing opportunities for social mobility including education and employment. Education and skills development during economic downturns provide a concrete way for individuals to prepare for the emerging ‘future of work’.

It is imperative that higher education institutions such as the University of Toronto intentionally lead the charge on increasing access; ensuring that those who desire to access and complete a postsecondary education have an equitable opportunity to do so.



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<sup>1</sup> Whether higher education in fact increases social mobility or replicates existing social strata has been questioned for decades. Bourdieu’s theory on “education as social reproduction” from the 1970s is a foundational critique. See Nash, R. Bourdieu on Education and Social and Cultural Reproduction *British Journal of Sociology of Education* [Vol. 11, No. 4 \(1990\)](#), pp. 431-447 (17 pages) Modern research is inconclusive on this question as the data varies greatly among low-income groups. One HEQCO study found that first generation students who completed postsecondary education earned similar incomes as their non-first-generation peers, and were just as likely to have jobs with pensions, bonuses, managerial status and job permanence. (HEQCO Publication, “Access to Postsecondary”, p. 4)

<sup>2</sup>[Investopedia](#) defines a ‘K-shaped recovery’ as follows: “As a “K” letter shape denotes, some sectors have lagged or declined, such as hospitality and leisure, while the opposite is true for tech. Perhaps most importantly, a K-shaped recovery appears to have structural effects on the economy. Inequality is rising, employment is stagnating for many, and technological adoption is accelerating.” Former Bank of Canada governor Stephen Poloz notes that Canada’s post-Covid economic recovery follows the ‘K-shaped’ recovery model, which means some parts of the economy bounce back – sometimes considerably stronger – while others are worse off than before the pandemic. (Episode 77 of [Down to Business podcast](#)) in *Financial Post*, November 2020). Also see: Alini, E. “Canada’s ‘K-shaped’ recovery spans jobs, debt and housing” (October 2020) [Global News online](#)., accessed November 2022.

## Access: conceptual framework and working definition

Access is an amorphous and multidimensional concept. It is both a process and an outcome. Access as a process incorporates the ways in which learners, both prospective and current, are engaged, supported, and developed as they imagine, define, and pursue their educational aspirations. There are several access imperatives across the student life cycle, from outreach and engagement to graduation, and beyond. Access may include the development and implementation of initiatives that provide students from traditionally underrepresented groups with individual or group supports, customized pathways for non-traditional educational trajectories, structured programming, as well as opportunities to learn and thrive at the post-secondary level.

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### “Access Programs” defined:

ASPO defines “Access Programs” as initiatives that provide students from traditionally underrepresented groups with supports, pathways, structured programs, and/or opportunities to continue learning at the post-secondary level. Access Programs are designed to facilitate student progress and ensure that students have equal and equitable opportunities to take full advantage of their education. Access programs are innovative, use evidence-based approaches, located at particular sites, and focused on working with specific students and communities. Examples include student outreach; transition to university programs; bridging and access programs for adults with diverse education histories and who do not meet traditional admission requirements; and programs in professional faculties to expose youths from underrepresented communities to the various career paths in all fields.

Access is also a *service-based approach* and *orientation* for planning and programming within university divisions, departments, learning approaches, technologies, and student services.



## ASPO Mandate

The Access Strategy & Partnerships Office (ASPO) has a tri-campus mandate committed to supporting partners both internal and external to the University who support existing and prospective students to access and thrive in postsecondary education.



## Access Initiatives at the University of Toronto

The University of Toronto is committed to ensuring that students from communities that are underrepresented in universities see and experience U of T as a place where they can thrive. Increasing access to universities by underrepresented students requires universities to provide additional services and supports through Access Programs and other initiatives to remove barriers that prevent some students from entering university, participating and being successful.

The University of Toronto has a long tradition of engagement with access initiatives, primarily through programming offered at the local (e.g., faculty, campus, college) levels.

Currently, there are **137 access and outreach programs and initiatives**<sup>1</sup> at the University that respond to the diverse needs of students and prospective students.

<sup>1</sup> This number is approximate, and changes based on the time of year the program is offered; whether funding is renewed (i.e. program could be on temporary hiatus) and intended duration of program, among other factors.

There are **five key priorities** that have been consolidated through discussions with the access community across the tri-campus.

These priorities were presented to attendees of Access Connections Day on May 2, 2023, for ranking and feedback. Attendees identified **Priority 2** and **Priority 3** as the top two priorities for access at the University. Going forward, these will be referred to as Priority 1 and 2 respectively.

## Five Key Priorities:

- PRIORITY 1** *Increase the public's knowledge and understanding of access pathways at U of T.*
- PRIORITY 2** *Identify the structural barriers to access pathways in collaboration with institutional partners (internal) and community, postsecondary, school board and other partners (external).*
- PRIORITY 3** *Support and strengthen the capacity of U of T's access, engagement, and outreach community to serve students and prospective students.*
- PRIORITY 4** *Increase the visibility, sustainability and impact of access programming and initiatives across the university.*
- PRIORITY 5** *Mobilize and amplify provincial, national, and international access research and promising practices to advance U of T's vision for access.*

## Growing and building through the years

To better understand, support and enhance the impact of these programs and access initiatives across the institutional landscape, several steps were taken by the Office of the Provost and Vice-Provost and University administration over the past several years.



The previous Access Programs team worked alongside the new ASPO to deliver the annual Access Connections Day event in 2023. From left to right, Dr. Ann Lopez, Provostial Advisor, Access Programs, Nancy Bakker, Project Assistant, Helen Tewolde, Director, ASPO, and Kimberley Tull, Director, Community & Learning Partnerships and Access Pathways, UTSC.

**1. Establishment of Provostial Advisor, Access Programs (est. 2017)**

**2. Development of U of T's Vision for Access**

**3. Establishment of Access Programs University Fund (APUF) (est. 2019)**

**4. Access identified as a priority in U of T's Strategic Mandate Agreement (SMA3) 2020-2025**

**5. Access as a priority in University Advancement's Defy Gravity Campaign (2021)**

**6. Access priorities across U of T campuses, divisions and offices**

**7. Office of the Vice-Provost, Strategic Enrolment Management**

**8. Establishment of Access Strategy and Partnerships Office (ASPO) (est. 2022)**

## 1. Establishment of *Provostial Advisor, Access Programs* (est. 2017)

The appointment of Provostial Advisor, Access Programs, was established to amplify the voice and profile of access programs across the university. [Professor Ann Lopez](#) was appointed Provostial Advisor for Access Programs in 2017. Professor Lopez's work focused on ways the University of Toronto can better coordinate and build on its suite of unique pipeline, access, outreach, and bridging programs to support its commitment to student success, and to enhance the ability of students from diverse backgrounds to attend the University of Toronto. Working with [Kimberley Tull](#), Director, Community & Learning Partnerships and Access Pathways at University of Toronto Scarborough Campus (UTSC), a university-wide consultation and review process was undertaken. One of the recommendations was to establish an institutional access office which responds to the common learning, capacity and sustainability needs of tri-campus access partners.

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## 2. Development of U of T's *Vision for Access*:

Developed prior to the establishment of the *Access Strategy & Partnerships Office* (ASPO), the University of Toronto's vision for access is to enhance access to postsecondary education for groups that are currently underrepresented in post-secondary education through the following strategic interventions:

- a) **Provide** clear pathways for students to enter the University of Toronto to pursue their educational aspirations
- b) **Support** the continuous development and mobilization of knowledge and skills through U of T outreach, engagement, and service-learning programming
- c) **Provide** supports for students at the University of Toronto to ensure their retention, engagement, and success

As noted in the document, "...leveraging our urban location, U of T is well-positioned to mobilize the knowledge and experience of local community partners to build a cohesive system for supporting access to postsecondary in the Greater Toronto Area (GTA) [and across the province]."

### 3. Establishment of Access Programs University Fund (APUF)

The [Access Programs University Fund \(APUF\)](#) is a Provostial fund that directly supports the capacity of access programs at all three U of T campuses. It is intended to provide opportunities for creating outreach opportunities and pathways to post-secondary education for underrepresented groups by either developing new projects or scaling existing projects. Projects should connect to at least two of the [three Presidential Priorities](#).

Launched in 2019, it has supported **46** various access initiatives across U of T's three campuses. The purpose of this fund is to provide financial resources to help local units develop new and/or enhance existing programs dedicated to providing opportunities and support for students who, without intervention, may not access or succeed in post-secondary education.

### 4. Access identified as a priority in U of T's Strategic Mandate Agreement (SMA3) 2020-2025

This [Strategic Mandate Agreement](#) between the Ministry of Colleges and Universities and University of Toronto is a bilateral agreement that is a key component of the Ontario government's accountability framework for the postsecondary education system. The SMA3 is for the fiscal period from April 1, 2020 to March 31, 2025.

The Ministry of Colleges and Universities identifies "economic and community impact" as a priority area to measure and evaluate role of universities in supporting Ontario's economy. Relevant to "access" is the performance indicator: *community and local impact of student enrolment*. Related to this priority, U of T has submitted the following narrative:

"UofT also has an unwavering commitment to access, ensuring that financial circumstances do not stand in the way of any student, including those in the Toronto region. In 2017-18, UofT provided more than \$210 million in student aid – more than any other university in the Province. With 56% of our domestic students, across all divisions, receiving financial support through the Ontario Student Assistance Program (OSAP), UofT continues to be one of Canada's most accessible universities. Moreover, of those receiving OSAP in direct-entry programs, 46% come from households with a combined parental income of \$50,000 or less, compared to the average of 37% at all other Ontario universities. UofT's dedication to supporting a higher proportion of students from lower-income families has made a significant impact on our local community and is evidenced by the high number of Toronto-region students who choose UofT.

## 5. Access as a priority in University Advancement's *Defy Gravity* Campaign

In December 2021, U of T launched its [Defy Gravity](#) campaign. This campaign outlines seven priority areas:

- [Support Student Success](#)
- Create a Sustainable Future
- [Build inclusive Cities and Societies](#)
- Enable Healthy Lives<sup>1</sup>
- Drive Scientific Discovery
- Spark Creativity + Culture
- Power Innovation & Entrepreneurship

Though “access” as an approach can arguably be linked to any one of these priority areas, two areas fall squarely within the scope of access as outlined in this document: [Support Student Success](#) and [Build inclusive Cities and Societies](#).



## 6. Access priorities across U of T campuses, divisions, and offices

Access related priorities can be found in the strategic plans and missions across U of T campuses in downtown Toronto, Mississauga and Scarborough. These priorities have emerged from the unique local development of the respective campus communities, rendering it challenging to summarize succinctly. However, the strategic mandates of each college at U of T St. George and campus (UTM and UTSC) may be referenced as a first step to understanding how strategic access priorities are identified and integrated.

### University of Toronto St. George Campus:

All students within the Faculty of Arts & Science on the St. George campus are affiliated with one of seven colleges. The colleges are a home base for their students and provide the advantages of a closer-knit community experience within a large research university. As such, each college defines access in accordance with their respective missions and mandate:

- [Innis College](#)
- [New College](#)
- [St. Michael's College](#)
- [Trinity College](#)
- [University College](#)
- [Victoria College](#)
- [Woodsworth College](#)



## [UTSC Strategic Plan](#)

Access is referenced under “Priority 1: Innovative High-Quality Undergraduate and Graduate Student Experience & Success” in University of Toronto Scarborough Campus’ Strategic Plan.<sup>3</sup>

Two Strategic Directions explicitly outline the access-related objectives and initiatives:

**Strategic Direction 1.3:** Develop and implement a balanced and robust multi-year strategic enrolment management plan that maintains the integrity and viability of our academic mission.

Objective: Attract and facilitate access for an appropriate complement of intellectually curious and motivated domestic and international students from all backgrounds, thereby enabling us to create rich learning experiences for them, to support them to thrive, and to engender in them a strong sense of affinity for our campus.

### Access-specific initiatives:

- i. *Develop an enrolment plan that includes an expansion of our recruitment efforts into new domestic and international markets; extension and deepening of our outreach activities in Indigenous and other underrepresented communities; and diversification of source countries for international student enrolment.*
- ii. *More intimately engage the campus’ academic departments as accountable partners with other offices involved in student recruitment, support, retention, and success at U of T Scarborough.*
- iii. *Incorporate support for students (graduate and undergraduate) and for learning into our advancement and alumni engagement campaign as key components. A special focus will be on awards that facilitate access and on-campus support programs for students from Indigenous and other underrepresented communities.*

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<sup>3</sup>[UTSC Strategic Plan](#), pages 22-23

**Strategic Direction 1.4:** Develop academic programs that make University of Toronto Scarborough an exemplar of life-long learning and expand opportunities for non-traditional students.

Objective: Provide enriched continuing professional and other types of education to members of our community, particularly in the Eastern Greater Toronto Area.

Access-specific initiatives:

- i. Introduce new opportunities for targeted credentialing and other *pathways for new and recent immigrants*.
- ii. *Create select programs to enhance education required to facilitate career transitions in the new economy.*

### [UTM Strategic Framework](#)

References to access in UTM's Strategic Framework include a series of accountabilities related to developing integrated approaches to student recruitment and attracting talented and diverse students to the campus<sup>4</sup>:

UTM is developing integrated approaches to student recruitment, advising, and co-curricular support. We're promoting anti-racist pedagogies, and offering students unique opportunities to work with researchers, local industry leaders and entrepreneurs, and community partners.

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<sup>4</sup> [UTM Strategic Framework](#), pages 12-13

Access related accountabilities include:

- *Have we attracted talented and diverse students to UTM?*
- Have we supported our students' learning, wellbeing, and belonging, ensuring that they progress successfully to program completion?
- Have we developed—and improved—new programs and pedagogical practices that adapt to new research and to social, environmental, and economic change?
- *Have we opened opportunities—in the classroom, Library, Student Services, with external partners—for experiential learning and student engagement on campus and beyond?*
- Have we encouraged collaboration across U of T as we enhance our models for program and course design; *student recruitment* and advising; and international experience and career development?

## 7. Office of the Vice-Provost, Strategic Enrolment Management

The [Office of the Vice-Provost, Strategic Enrolment Management](#) leads and partners with divisions from across the University and externally on initiatives to enhance and enrich the student experience.

Their teams include:

[University Registrar's Office](#) which includes student financial aid & awards and works with faculty and divisional registrars to support undergraduate and graduate students throughout the student life cycle. The [Student Financial Aid & Awards](#) team oversees the strategic direction and administration of university financial aid and award (merit and need-based programs) This include government student assistance programs (e.g. OSAP), US Direct Loans, the UTAPS program, scholarships, bursaries and other financial supports students. This team leads the Student Financial Aid Review.<sup>5</sup>

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<sup>5</sup> The University of Toronto financial aid programs (UTAPS) is driven by the provincial and federal government's OSAP assessment of student costs, financial resources, and need. Changes to the OSAP program directly impact the calculations of UTAPS grants and can reduce UTAPS

[University Admissions and Outreach](#) works with campus partners, and conducts outreach to prospective students, parents, and community partners to support students through the application and admissions process. Tools for prospective students to chart their academic and financial path, visit campuses and apply are developed and led by this office in collaboration with divisions.

The Office of the Vice-Provost, Strategic Enrolment Management also oversees several pan-university and tri-campus committees on various topics. Access related committees include:

- Council of First Entry Deans (CFED)
  - Registrarial Issues Group
  - Graduate and Professional Faculties Working Group
  - Equity Diversity Inclusion Recruitment and – Admissions Committee (EDIRAC)
  - First-Entry Student Recruitment Committee
  - First-Entry Admissions Committee
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## 8. Establishment of the Access Strategy and Partnerships Office (ASPO)

The Access Strategy and Partnerships Office (ASPO) was established after several years of review, consultation, and advocacy by the *Provostial Advisor*, *Access Programs*, and tri-campus access partners. The establishment of ASPO and the Access Programs University Fund (APUF) demonstrates concrete institutional support and commitment to access at the University of Toronto. This commitment includes dedicated staff, long-term funding for sustainability, and a strategic and inclusive approach to engagement of access partners - both internal and external - to the university.

Leveraging institutional support for sustainability and connections across programs and contexts at all three U of T campuses, a Director for the Access Strategy and Partnerships Office was hired in April 2022 as part of U of T's vision and institutional supports for access. The Director's mandate is to build an institutional office within the Office of the Vice-Provost, Students that serves as a hub for partners currently engaged or seeking to be engaged in access-focused activities.

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eligibility and/or the amount of UTAPS funding a University of Toronto student receives. The University of Toronto is actively reviewing the UTAPS program with a goal of making it more responsive to student financial need and less reliant on the OSAP need assessment.

# Access Strategy and Partnerships Office: operational plan

## a) Introduction

APSO's proposed operational plan has been drafted with reference to U of T's broad vision for access and anticipated growth in access programming on U of T's three campuses. This plan considers the intersecting and mutually complementary access-focused priorities identified across the university in administrative, academic, service, and co-curricular areas, some of which are outlined above.

To support and sustain the impact of access and outreach programming at the University of Toronto, and to ensure that prospective and current students are effectively supported, the Access Strategy and Partnerships Office must position itself as reflective of university-based access-focused priorities while being **responsive**, **resourceful**, and **innovative**.<sup>6</sup>

## b) Environmental Scan

Since arriving in April 2022, the Director has engaged in a variety of activities, including document review, consultations, and data gathering, to understand the needs of diverse stakeholders whose strategic goals or mandate align with the high-level objectives of the ASPO. Based on this preparatory work, the five key priorities that were presented earlier in this document, were identified and have been consolidated.

Document review	Individual and group consultations	Data gathering
<ul style="list-style-type: none"><li>Review of foundational documents establishing APUF and ASPO</li></ul>	<ul style="list-style-type: none"><li>150+ meetings with stakeholders</li><li>Meeting with UTM and UTSC Executives (list all exec)</li></ul>	<ul style="list-style-type: none"><li>APUF Survey to update application and reporting formats (from manual to</li></ul>

<sup>6</sup> The office seeks to do this through both *incremental* and *transformational* change efforts. Incremental changes include gradual enhancements to existing programs, processes, and policies while transformational changes are systemic changes that fundamentally alter existing approaches to make a specific impact. For example, the introduction of APUF where sustainability is an embedded principle is one example of transformational change.

<ul style="list-style-type: none"> <li>• <a href="#">Scarborough Charter</a> pursuant to October 2020 National Dialogues and Action for Inclusive Higher Education</li> <li>• <a href="#">Equity, Diversity and Inclusion Annual Report</a> (2021)</li> <li>• <a href="#">U of T Student Equity Census Advisory Roundtable Report</a></li> <li>• <a href="#">U of T Anti-Black Racism Taskforce</a></li> <li>• <a href="#">Answering the Call: Wecheehetowin</a> Final Report of U of T's response to the Truth and Reconciliation Commission (TRC)</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at 15 summer outreach and summer camp events</li> <li>• Meetings with APUF program partners to scope APUF funding eligibility</li> <li>• Council of Educators of Toronto member meetings</li> <li>• 3 conferences (Council for Opportunity in Education; National Black Canadians Summit; Public Policy Forum)</li> </ul>	<p>digital) starting with 2023 application cycle – 36 respondents to the survey</p> <ul style="list-style-type: none"> <li>• Access Connections Day (May 2, 2023) consolidation of feedback through live polling</li> <li>• Consolidation of feedback on APUF processes through APUF Committee (2023-2025)</li> </ul>
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We have welcomed the opportunity to introduce and share our mandate and emerging priorities with a variety of tri-campus divisions, committees, and student services. The substantive feedback and questions collected from these sessions will be incorporated in our work plan going forward:

- UTSC Executive Committee (Oct 11, 2022)
- Division of Student Life (Jul 21, 2022)
- SEE U of T Panelist (Oct 31, 2022)
- Division of University Advancement (DUA) - Divisional Relations Team (Jan 25, 2023)
- Equity, Diversity, Inclusion, Recruitment and Admissions Committee (EDIRAC) (Mar 1, 2023)
- Accessibility Services - Transition Day (Apr 27, 2023)
- Admissions Retreat (Strategic Enrollment Management) (Oct 13, 2023)
- Invitation to Dean's Salon on Access (OISE/UT) (Nov 29, 2023)

### c) Operational plans and next steps

Since April 2022, in addition to the above, ASPO staff have been working to develop the administrative and operational infrastructure for ASPO; including a new online application and intake system for APUF (launched in the 2023-24 application cycle) which included an updated application package; new budget guidelines and APUF and ASPO website as well as a comprehensive University-wide access programs database (forthcoming in 2024). A new [APUF Application Review Committee](#) has also been appointed for the 2023-25 period. The Committee submitted its first set of recommendations in the 2023-24 funding cycle.

ASPO will have its full staff complement on-boarded during Winter 2024. ASPO staff will work across the tri-campus to co-develop a collaborative work plan in response to the priorities identified for the 2023-2025 period:

- Priority 1:** Identify the structural barriers to access pathways in collaboration with institutional partners (internal) and community, postsecondary, school board and other partners (external).
- Priority 2:** Support and strengthen the capacity of U of T's access, engagement, and outreach community to serve students and prospective students.

ASPO staff will work alongside internal and external partners to identify the strategic opportunities, tools, resources, and approaches required to address and respond to these priorities; revisiting them in 2025.

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# Access & Outreach Programs at U of T

## Dalla Lana School of Public Health

1. Dalla Lana School of Public Health Outreach and Access Program
2. Health Professionals Career Week

## Daniels Faculty of Architecture, Landscape, and Design

3. Black Students in Design Mentorship Program
4. Building Black Success through Design
5. Daniels Design Discovery
6. Engage-Design-Build
7. Nikibii Dawadonna Giigwag - Indigenous Youth Employment Opportunities Programs

## Faculty of Applied Science & Engineering

8. Discovery
9. iBEAM
10. Black Applicant Support & Engagement (BASE)
11. Blueprint
12. DEEP Summer Academy
13. Destination Engineering
14. Destination STEM (Virtual)
15. ENGage
16. EngLIFE Outreach Workshops
17. EngLIFE: ENGage High School Saturday Program
18. ENGLife: Launch: Science and Engineering Camp
19. Expanding Black Student Success in Engineering
20. Future Black Students Tour + Day
21. Girls in Technology (prev Innovation)
22. Girl's Jr DEEP Coding
23. Girls' Jr. DEEP

24. Global Engineering Challenge (virtual)
25. Global Engineering Challenge: Hack-a-thon (virtual)
26. High School Academic Preparation Courses
27. IDEA - Indigenous Design & Engineering Academy: Horizons
28. IDEA - Indigenous Design & Engineering Academy: Leader in Training (LIT)
29. In-Person STEM Enrichment Courses
30. Jr. DEEP
31. Jr. DEEP Coding
32. Makerspace
33. Jr. DEEP at March Break
34. U of T Engineering Academy
35. Virtual Minecraft: Build, Design, Discover!
36. Virtual STEM Enrichment Courses
37. Virtual Study Hubs

## Faculty of Arts & Science

38. Activating, Actioning, Archiving: Tkaronto Urban Restor(y)ation Facilitating Indigenous Student Recruitment & Retention - Centre of Indigenous Studies and Woodsworth College
39. Field Research in Ecology and Evolution Diversified (FREED) - Department of Ecology and Evolutionary Biology (EEB)
40. Fall Online Courses - Department of Mathematics
41. Fields Trip (at U of T) - Department of Mathematics
42. Girls in STEM - Department of Mathematics
43. Math Camps and Summer Programs - Department of Mathematics
44. Math Mentorship - Department of Mathematics

45. Saturday Math Programs - Department of Mathematics
46. Math Competitions – Department of Mathematics (UTSG, UTM)
47. NMC – CESI, Cultural Exchange and Support Initiative - Department of Near & Middle Eastern Civilizations
48. Pursue STEM – Department of Physics
49. School Visits for Students - Department of Physics
50. U of T Physics High School CAP Exam Preparation Workshop – Department of Physics
51. Canadian Young Physicists' Tournament (CaYPT) – Department of Physics
52. Science Unlimited Summer Camp - Department of Physics (partners: Departments of Astronomy and Astrophysics, Chemistry, Computer Science, Earth Sciences, Math, and the School of the Environment)
53. Girls SySTEM - Department of Physics (a partner of Girls SySTEM)
54. Youth Enrichment Academy (YEA!) - Department of Physics (a partner of Regent Park Community Health Ctr)
55. UofT SPRINT – Department of Psychology
56. International Foundation Program - International Programs, New College
57. Pre-University Programs - Global Citizenship Program (GCP); Advanced Academic Program (AAP) - New College International Programs
58. Academic Bridging Program (ABP) - Science Option - Woodsworth College
59. Academic Bridging Program - Student Liaisons for Part-Time ABP Courses – Woodsworth College
60. Academic Bridging Program (Millie Rotman Shime) - Arts Option – Woodsworth College
61. Diploma to Degree Program - Woodsworth College
62. Support, Engage, Experience University of Toronto (SEE U of T) - Woodsworth College

63. Equity, Access and the Co-Learning Classroom – Trinity College

### **Faculty of Kinesiology & Physical Education**

64. Camp U of T
65. Reach Ahead to Kinesiology: Black Youth March Break Program
66. Reaching Ahead to Kinesiology: Indigenous Youth Program

### **Faculty of Law**

67. SEED - Strength, Education and Empowerment Days for Indigenous Youth
68. Enhancing Post-Secondary Access for Black, Indigenous and other Marginalized Youth through Embodied, Cultural and Community-Engaged Learning
69. Black Future Lawyers
70. Black Future Lawyers Conference
71. Indigenous Access to Law Program (IALP)
72. Law School Access Program (Free LSAT Prep)
73. LAWS (Law in Action Within Schools) Alumni Program
74. LAWS (Law in Action Within Schools) Core LAWS Program - expansion via APUF (2020-21)
75. LAWS (Law in Action Within Schools) Newcomer Youth Program
76. See Yourself Here
77. Youth Summer Program - Law (Law YSP)

### **Faculty of Music**

78. Future Sound 6ix: Connecting Youth and Music Industry in Toronto
79. Musical Minds Community Outreach (MMCO)

### **Hart House**

80. Brotherhood of Ethnic Excellence (BEE Youth Group)
81. Hart House Youth Advisory Council

### **Leslie Dan Faculty of Pharmacy**

82. PRiME Outreach and Mentorship Program for Tomorrow (PROMPT)

83. Virtual Immersive Simulations and In-person Experiential Opportunities in Pharmacy Education for Secondary and Post-Secondary Students from Underrepresented Communities

#### **Ontario Institute for Studies in Education**

84. Access Pathways for Black & Indigenous Educators in Teacher Education (Pathways) - Curriculum, Teaching and Learning (CTL)
85. Expanding and Creating Access Pathways for Black Educators in Teacher Education - Curriculum, Teaching and Learning (CTL)
86. Online Tutors During COVID-19: pilot program – Leadership, Higher & Adult Education (LHAE)

#### **School of Graduate Studies (SGS) and Massey College**

87. University of Toronto Scholars at Risk Foundation

#### **Temerty Faculty of Medicine**

88. BSAP (Black Student Application Program)
89. Community of Support
90. Diversity Mentorship Program
91. ISAP (Indigenous Student Application Program)
92. STEAM Design
93. Youth Summer Program - Medicine (Med YSP) - partners: health science faculties and Factor-Inwentash Faculty of Social Work
94. Summer Mentorship Program (SMP)
95. BOLD (Black Outreach Leadership Directive) - Community of Support
96. Diversity and Inclusion in Cardiology Education (DICE), Department of Cardiology
97. UpSurge Mentorship Program – Department of Surgery
98. U of T Medical Society: Community Affairs Groups (student-run – UTSG, UTM)

#### **Transitional Year Programme**

99. Transitional Year Programme - Alumni & Student Engagement
100. Transitional Year Programme-University of Toronto, Scarborough (TYP-UTSC) Expansion Project

#### **University of Toronto Mississauga**

101. AMGEN Biotech Experience (ABE)
102. BAEE@UTM (Black Access to Educational Excellence)
103. BAEE@UTM Access Day
104. Black Youth Mentorship Program (BYMP)
105. Forensic Outreach Program
106. Forensic Science Summer Camp
107. Indigenous Spirit Journey
108. Recruitment and Community Engaged Learning Access Programs
109. SEE U of T at UTM
110. STEAM Days at UTM
111. Student Transition Programs: LAUNCH, EagleConnect
112. UTM Bridging Pathway
113. French Summer Camp – Department of Language Studies
114. Learning Academy for High School Students – Department of Language Studies
115. Youth Mentoring Programs
116. Exploring Medicinal Chemistry: Experiential Learning Opportunities for Underrepresented Black Community High School Students at the University of Toronto Mississauga - Department of Chemical & Physical Sciences
117. Canadian Math Kangaroo Contest - Department of Mathematical & Computational Sciences
118. CS Education Week - Department of Mathematical & Computational Sciences
119. Math Circles - Department of Mathematical & Computational Sciences
120. Camp U of T Mississauga - Recreation, Athletics & Wellness

## University of Toronto Scarborough

121. Access Programming: Day in the Life

122. Camp U of T Scarborough  
Virtual Children's Program (Summer  
2020-21: COVID)

123. First Year Experience Program

124. Imani Academic Mentorship

125. SEE U of T Scarborough

126. UTSC Indigenous Mentoring

127. UTSC Joint Programs with Centennial  
College

128. UTSC-Seneca College Pathways  
Program

129. VILLAGE: Valuing Indigenous Learning,  
Leadership, & Academic Growth in  
Education

130. Modern Day Griot - Department of Arts,  
Culture and Media (ACM)

131. Math in Motion... Girls in Gear! –  
Department of Computer Science &  
Mathematics

132. Youth Mentoring Programs

### Tri-campus

133. 100 Strong – UTM, UTSC, FASE

134. Access and Inclusion Peer Programs

135. Let's Talk Science

136. Science Rendezvous

137. Visions of Science Program

[Access Programs University Fund \(APUF\)](#) grantee.