

## ***Intent to Proceed (Advance Contract Award Notice)***

Notice Description:

### **The Role of Student Affairs and Student Services:**

*An Advance Contract Award Notice (ACAN) allows departments and agencies to post a notice, for no less than fifteen (15) calendar days, indicating to the supplier community that it intends to award a good, service or construction contract to a pre-identified supplier. If no other supplier submits, on or before the closing date, a Statement of Capabilities that meets the requirements set out in the ACAN, the contracting authority may then proceed with the award. However, should a Statement of Capabilities be found to meet the requirements set out in the ACAN, the contracting officer will then proceed to a full tendering process.*

The Higher Education Quality Council of Ontario (HEQCO) has selected the following Contractor for the following research study:

The University of Toronto – Principal Investigator, Tricia A. Seifert  
Level of Effort: \$32,000  
Timeline: April 1, 2010-March 31, 2011

**Reason for selection: The contractor's (PI) is a recognized scholar specializing in student affairs, and is currently engaged in a larger national study that examines the structure and delivery of student affairs programs and services. This component of the broader national study, funded by HEQCO, will focus on a sub-group of 16 Ontario colleges and universities that are participating in the study. The purpose of this research is twofold:**

**(1) to develop a better understanding of how the organizational structure of student affairs programs and services, support student learning and success, and (2) to use findings from the study with participating institutions to inform institutional improvement efforts.**

### **Description of Tasks:**

#### **Rationale**

Student affairs programs and interventions that enhance student learning and development have become an increasingly important administrative component of most colleges and universities, especially as increasing numbers of “at-risk” and under-represented populations are recruited and admitted into PSE programs. Very little research has focused specifically on the Canadian context, however, so policy and practice still tends to rely on research conducted in American postsecondary institutions.

The purpose of this research is to develop a better understanding of the organizational structure of student services and student affairs divisions in Canada, and more specifically Ontario, and how this structure influences the work of student life professionals in supporting student learning and success. The project is part of a larger pan-Canadian study examining the institutional and

external drivers which influence student services and student affairs organizational structure, programs, and service delivery as they relate to student success.

## **Methods**

PHASE 1: The research team will conduct a document analysis reviewing charters and websites of participating institutions to identify how student affairs-related areas are organized. The intent of the document analysis is to develop a typology to characterize the variation of student affairs divisions across colleges and universities in Ontario.

PHASE 2: The research team will visit eight identified colleges and universities across the province to interview individuals and conduct focus groups with student life professionals. The contractor will have been in contact with the chief student affairs officer at participating institutions and will have received support to conduct this study at their institution. The audiotaped, semi-structured interviews will focus on understanding student life professionals' perceptions of the organizational structure of their division at their institution. The research team will ask a broad set of questions that mirror the areas reviewed as part of the document analysis.

PHASE 3: After conducting the interviews, the research team will transcribe the interviews and focus groups and write a summary for each completed interview session. From the transcribed interviews, the research team will analyze the data using a thematic data analysis technique. After reconciling feedback from the peer de-briefer with the analysis, the themes will be presented to personnel from each participating institution for their feedback. This form of "member checking" is crucial in that it provides a constructive feedback loop for the participants to verify the trustworthiness of the data analysis. A similar reconciliation as that described with the peer de-briefing process occurs once the research team has received all completed member checks. Reports will detail the emergent themes from the data collection and analysis.

## **Statement of Capabilities:**

Suppliers who consider themselves fully qualified and available to provide the services described herein, may submit a statement of capabilities in writing to Paul Vandenburg, Contracts Consultant, Email: [pvandenburg@heqco.ca](mailto:pvandenburg@heqco.ca) on or before 12:00 noon on Monday January 25, 2010. The statement of capabilities must clearly demonstrate how the supplier meets the above requirements. Please quote Ref # HEQCO-ACAN-001 with all correspondence.