



UNIVERSITY OF
TORONTO

STUDENT LIFE PROGRAMS & SERVICES

Annual Report, Operating Plan & Budget 2010-11



CONTENTS

INTRODUCTION: STUDENT LIFE PROGRAMS & SERVICES AT THE UNIVERSITY OF TORONTO	3
THE CONTEXT FOR PLANNING IN STUDENT LIFE.....	6
STRATEGIC DIRECTIONS & GOALS	9

DEPARTMENTAL REPORTS

ACADEMIC SUCCESS CENTRE.....	20
ACCESSIBILITY SERVICES.....	22
CAREER CENTRE.....	24
CENTRE FOR COMMUNITY PARTNERSHIPS.....	28
FIRST NATIONS HOUSE.....	32
HEALTH & WELLNESS	34
COUNSELLING AND PSYCHOLOGICAL SERVICES.....	34
HEALTH SERVICE.....	37
HEALTH PROMOTION PROGRAMS	38
STUDENT HOUSING SERVICE	40
INTERNATIONAL STUDENT CENTRE	42
MULTI-FAITH CENTRE FOR SPIRITUAL STUDY AND PRACTICE.....	44
OFFICE OF THE AVP STUDENT LIFE.....	45
INFORMATION TECHNOLOGY SYSTEMS	45
OFFICE OF STUDENT LIFE	47
STUDENT RETENTION & STUDENT CRISIS RESPONSE	50
EARLY LEARNING CENTRE.....	51
FAMILY CARE OFFICE	53
THE OFFICE OF LGBTQ RESOURCES & PROGRAMS.....	55
THE 2010-2011 PROPOSED BUDGET	57

REVENUE AND EXPENSES BY AREA
STATEMENT OF REVENUES AND EXPENSES
REVENUES BY TYPE
EXPENSES BY TYPE
STUDENT FEE CALCULATION

INTRODUCTION: STUDENT LIFE PROGRAMS & SERVICES AT THE UNIVERSITY OF TORONTO

The University of Toronto is an internationally recognized and academically rigorous institution of higher education with a diverse and highly-motivated student population. Made up of hundreds of departments, colleges, faculties and student communities, the St. George Campus thrives as a complex network of communities, surrounded by, and interconnected with, a vibrant urban city. Within this rich environment, our role in Student Life Programs & Services is to create coherence out of complexity and to capitalize on its strengths in creating opportunities for a transformative experience for all students.

The Mission of Student Life

Student Life **supports, engages and challenges** students to reach their full potential as:

- ▶ Successful and enthusiastic lifelong learners
- ▶ Active and responsible members of their communities
- ▶ Inter-culturally competent global citizens
- ▶ Effective and inclusive leaders

We do so by providing:

Services: We support students in removing barriers to their academic success through:

- ▶ counselling and advising
- ▶ health care
- ▶ housing support
- ▶ employment
- ▶ accommodation of disabilities and faith-based needs
- ▶ support in the transition process to and from the learning environment

Educational opportunities: We engage students in their own learning and development through:

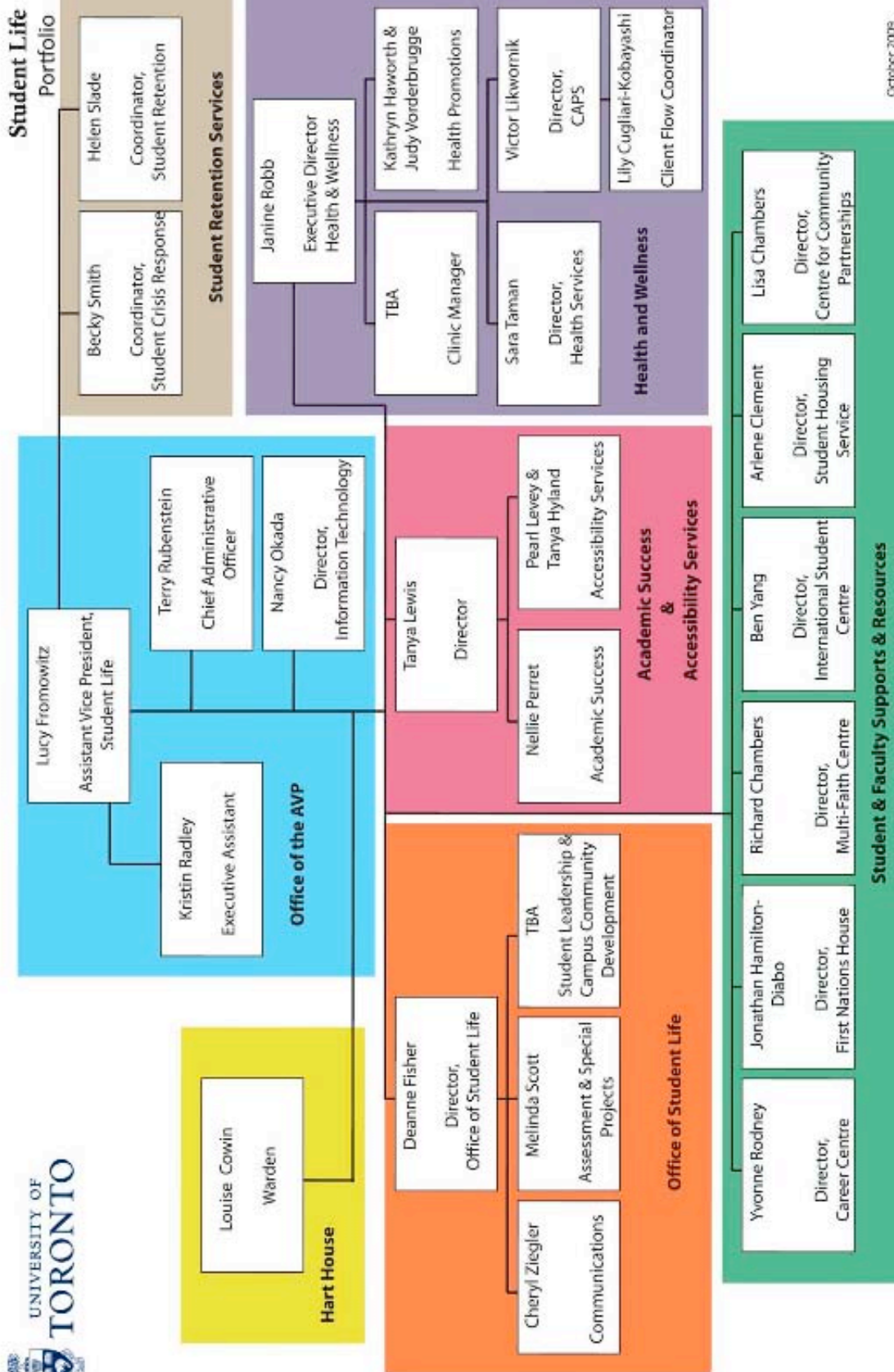
- ▶ academic & personal skills development
- ▶ health education & wellness promotion
- ▶ career planning
- ▶ exposure to arts and culture
- ▶ interaction with diverse communities
- ▶ leadership development
- ▶ community service
- ▶ self-reflection

Support to communities: We challenge students to construct their own experiences by providing:

- ▶ information & encouragement
- ▶ access to infrastructure (space, information technology, and resources)
- ▶ involvement in the planning and delivery of our programs and services.

Who We Are: Student Life Programs & Services at-a-glance

Academic Success Centre www.asc.utoronto.ca	Academic skills counseling, one-to-one and group format, for 3,250 students annually
Accessibility Services www.accessibility.utoronto.ca	Accommodations and advising for 1,890 registered students with disabilities; 8,000+ tests and exams
Career Centre www.careers.utoronto.ca	Career coaching, counselling, educational workshops, resources; employment listings; career and employment-related events for 34,000 students (tri-campus)
Centre for Community Partnerships www.ccp.utoronto.ca	Curricular and co-curricular community service learning opportunities for 3,900 students
First Nations House www.fnh.utoronto.ca	Full range of supports (academic, financial, community development) for aboriginal students Outreach to aboriginal communities throughout Ontario
Health & Wellness Services: Counselling & Psychological Services www.caps.utoronto.ca Health Promotion www.healthservice.utoronto.ca Health Service www.healthservice.utoronto.ca	Counselling, assessment and treatment for emotional and psychological difficulties for 3,178 students (13,027 visits); Assault counselling and education Health education workshops, presentations and events for ~1,700 students, 170 staff & faculty Health clinic providing physician and nursing care and referrals, travel medicine, nutrition assessment, vaccination, birth control, colposcopy clinic; 36,132 visits
Student Housing Service www.housing.utoronto.ca	Off-campus housing listings; individual assistance and groups sessions on housing-related issues Centralized residence information and admission process for professional faculty and exchange students
International Student Centre www.isc.utoronto.ca	Orientation, assistance, cultural programs and UHIP enrolment for 8,000 international students
Multi-faith Centre www.multifaith.utoronto.ca	Interfaith dialogue, presentations, forums and provision of space for 70 different faith communities; Space for 1,332 events/year (904 student-run events)
Office of the AVP Student Life www.studentlife.utoronto.ca Office of Student Life Information Technology Systems Student Retention & Crisis Response	Communications, training, leadership development, centralized programming, services and space for student organizations, policy administration and program assessment & evaluation IT management, software development and web-hosting, including hosting for student groups Case management for students in difficulty; programs to help faculty and staff support students
<p>The following areas reporting to HR & Equity are presented to COSS for funding for the “student facing” portions of the services.</p>	
Early Learning Centre	Childcare (part- and full-time) for 61 children of students; parent-child drop-in program for 183 students
Family Care Office www.familycare.utoronto.ca	Individual support and advocacy for 523 students with family responsibilities; workshops, family events, discussion groups of 900+students
Office of LGBTQ Resources & Programs www.lgbtq.utoronto.ca	Support, advocacy, education and programming for LGBTQ community, allies and others



THE CONTEXT FOR PLANNING IN STUDENT LIFE

Our work takes place within an ever-changing landscape. While our plans respond to evidence of student priorities, we must also remain nimble enough to react to issues and crises we cannot predict. The emergence of the H1N1 influenza, for example, took us in a new direction as we worked with partners to educate members of the campus community, generated policy responses to issues as they arose, and provided vaccinations once available. At the same, we remained focused on some clear strategic priorities that we established in 2008-2009 and continued to guide our work in 2009-10.

Our planning process is grounded in interpretations of institutional direction, as articulated through documents such as *Stepping Up*, the academic plan, and *Towards 2030*, the long-range plan for the University. But we are also guided by constant feedback from students and observation of the campus culture. All of these indicators point to a general consensus and give us direction in the following broad areas: (1) engagement of students outside of the classroom as part of the learning experience, (2) collaboration and partnership with colleges, faculties, departments and instructors, and (3) communication.

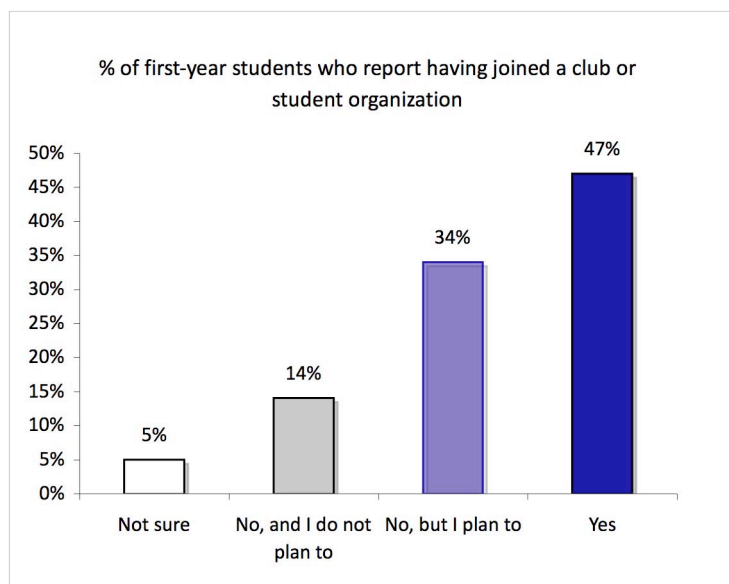
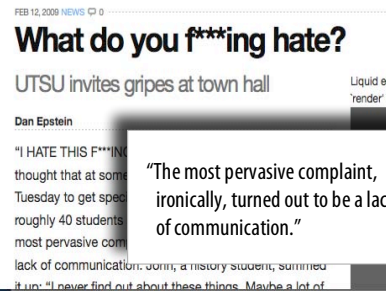
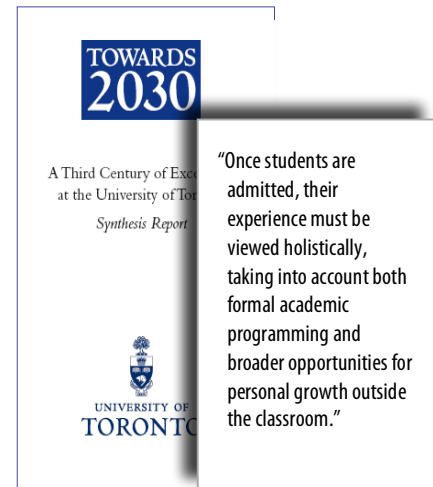
Student Life is much more than a collection of departments providing specific services, programs and opportunities. Together, and in collaboration with staff, faculty and students from across the campus, we work to provide an integrated and coherent path to success, as each student defines it.

Measuring our Progress

We use broad institutional indicators as benchmarks to our progress: the National Survey of Student Engagement, Orientation Benchmarking Survey, the Canadian Graduate and Professional Schools Survey, the National College Health Assessment and, a new, locally-developed tool, the Senior-Year Experience Survey. While we alone cannot take credit for positive movement on these indicators, we do understand our role to be one of leadership in a community-wide effort to enhance the student experience.

Early Engagement

Conducted every two years, the Orientation Benchmarking Survey gives us data on the experience of first-year, first-entry students



after their first six weeks on campus. It not only provides evidence of the effectiveness of orientation programs, shared with the colleges and faculties who run them, but gives us an indication of how students transition to this new environment. When we compare OBS data with NSSE data, we discover that the level of engagement in a number of areas, for example student clubs and organizations, remains relatively constant over time. In other words, students who do not engage in their first six weeks are unlikely to engage at all. And yet, there is a substantial population of students – some 34% – who indicate a desire to connect. We concentrate our efforts on this group –those with expectations yet to be fulfilled.

Senior Year Engagement

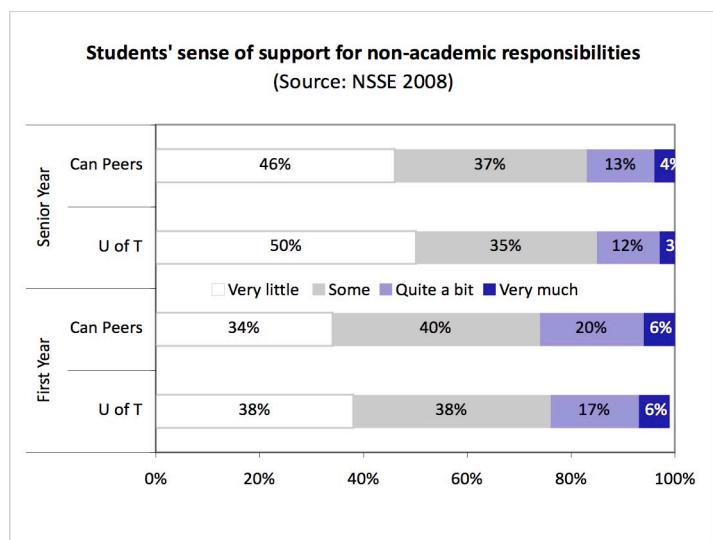
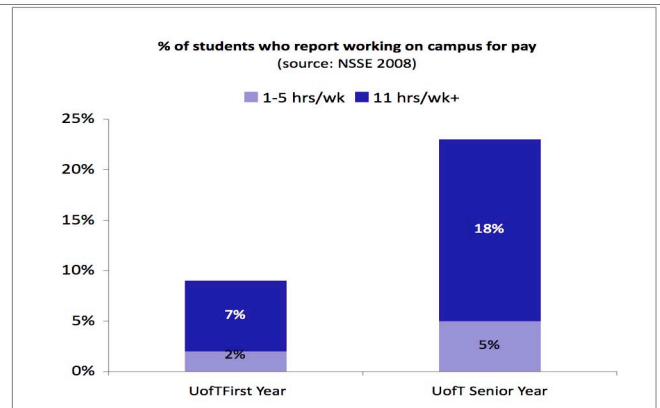
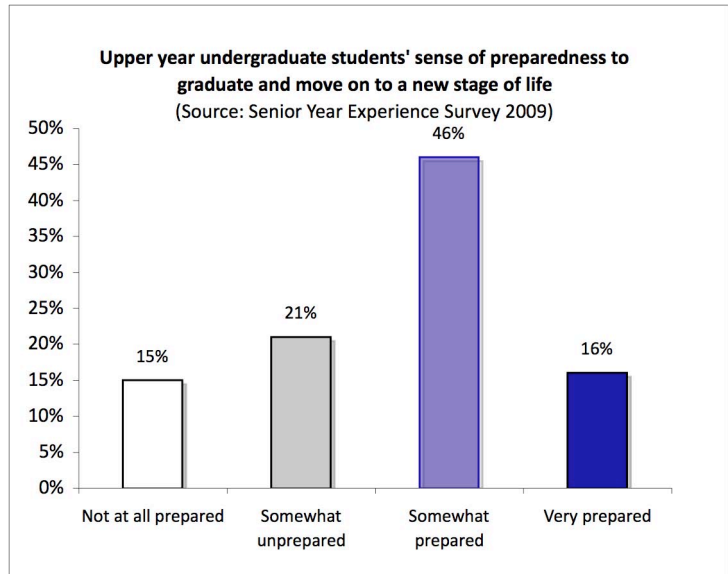
The Senior-Year Experience survey focused specifically on the experiences and preparedness of upper-year students in the Faculty of Arts & Science. Working in partnership with Alumni Affairs and the college student life offices, we are now building more programming to enhance the readiness of graduating students.

Student Employment

Deeper analysis of the NSSE (2008) results provided evidence that students who work **on** campus for pay are more engaged in a number of other educationally-purposeful activities – even more so than students who do not work at all. Working for pay is a necessity for many of our students. Over one-third of first-year students and one-half of senior-year students report that they currently work **off** campus for pay. Transitioning some of these students to on campus work opportunities is a win-win. It provides students with income, yet also has the potential of aiding students in their career aspirations while also leading to higher levels of engagement overall.

Supportive Campus Community

Most of our work is ultimately oriented around providing a more supportive campus community for both undergraduate and graduate students. The National College Health Assessment (2009) provided evidence that stress (39%), anxiety (25%) and sleep difficulties (22%) are negatively affecting academic performance for both graduate and undergraduate students. The Canadian Graduate and Professional School Survey (CGPSS, 2007) indicates that while graduate students are relatively satisfied with their experience here,



their student life experience is rated lower than their academic experience. The National Survey of Student Engagement (2008) also reveals a less pronounced sense of community on campus among undergraduates, and a perception of a less supportive campus environment, as compared to peers at other Ontario and Canadian institutions.

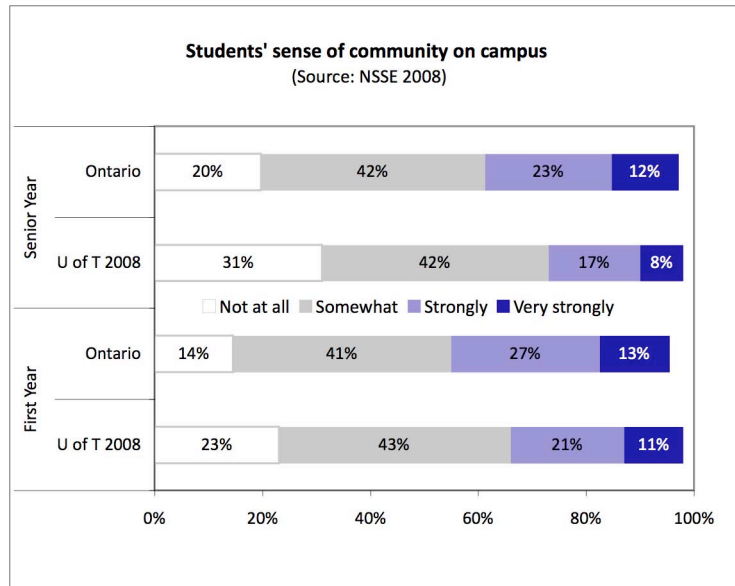
All of this evidence fuels our work and provides us with concrete, measurable goals. In the years ahead, these indicators will serve as benchmarks to measure our progress over time. Our specific goals and objectives for the year 2009-10, and our results, are detailed in the pages to follow.

About this Report

This Annual Report & Operating Plan serves several purposes. Developed primarily for the Council on Student Services (COSS), and the University Affairs Board of the Governing Council – the report also serves as a comprehensive document outlining our strategic priorities and our progress in meeting identified goals.

A few notes:

- ▶ Hart House, though part of the Division of Student Life, has a separate fee and internal governance structure. The role of Hart House in our shared goals and objectives is represented in the body of the report, but details on activities and budget are presented in a separate report.
- ▶ Some Student Life departments are not funded through non-academic incidental fees and are, thus, subject to a different budget approval process. Their work is, nevertheless, represented in this report in order to provide a complete picture of the Division’s activities.
- ▶ Three departments – the Early Learning Centre, the Family Care Office, and the Office of Lesbian, Gay, Bisexual, Transgender and Queer Students Resources and Programs – have submitted reports to this document. In our role as stewards of the fees paid toward these services, we present their annual reports here for accountability purposes.



STRATEGIC DIRECTIONS & GOALS

1. Developing and implementing a dynamic and strategic multi-media communication strategy

Looking back: Achievements in 2009-10

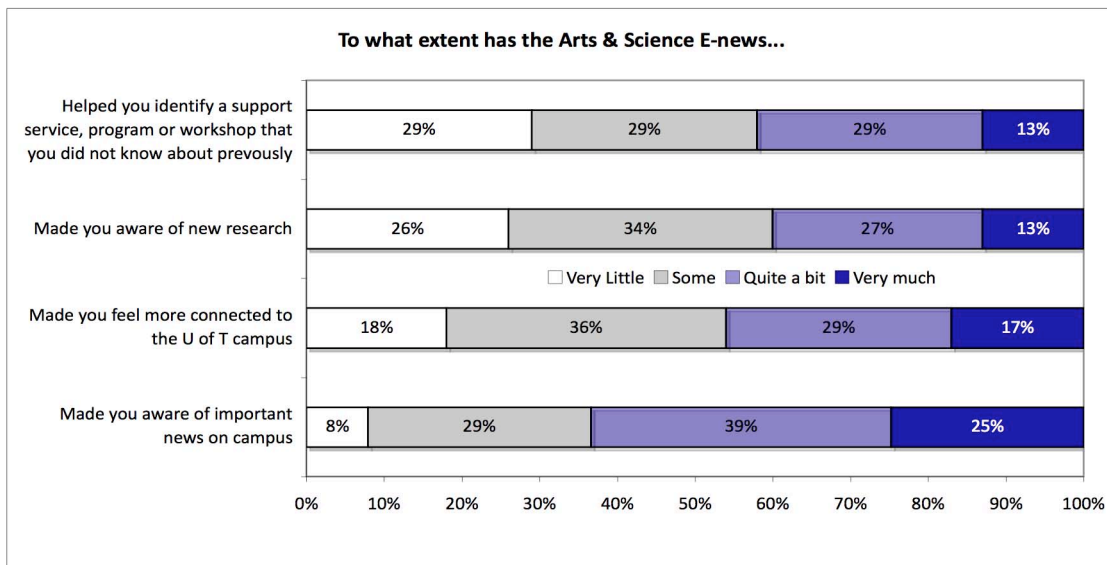
- ▶ **Goal #1:** develop and deliver a comprehensive communication strategy for the division.

With the implementation of some internal guidelines and resources, our flagship publications and web resources now have a consistently **professional look and feel**. With early support from the Counselling Foundation of Canada, First Nations House published a **magazine** exploring aboriginal culture and resources on campus. Now, through a three-year grant from MTCU, this work will continue.

- ▶ **Goal #2:** work with partners including Colleges, Faculties and Departments to deliver communications that are collaborative and coordinated.

We launched, in January 2009, our first **e-newsletter** in partnership with the Faculty of Arts & Science. With reminders of important dates, news on awards, faculty achievements, and campus events and support systems, the e-news is distributed monthly to all Arts & Science students at key times in the student lifecycle. Tracking statistics reveal a high degree of readership and a survey completed by over 700 students provided evidence that the e-News is having a significant impact on students' awareness of campus resources and sense of community.

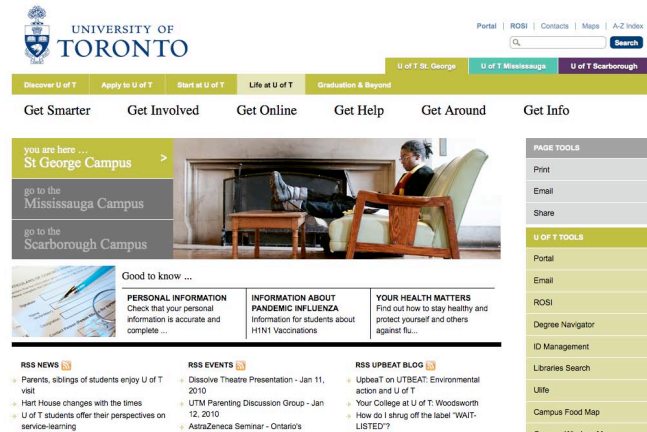
The success of this first partnership led to the development of the second campus-wide e-news for graduate students – the **Grad School e-news** – in partnership with the School of Graduate



Studies. Student Life also now provides content on a monthly basis to the Faculty of Applied Science & Engineering e-newsletter. Combined, these vehicles give us the ability to communicate to almost 45,000 students directly.

- ▶ **Goal #3:** work with partners from UTSC and UTM, Strategic Communications and the Office of the Vice Provost, Students, to provide a tri-campus gateway into the institutional web environment and enhance access and navigation.

Members of the Student Life communications team led the implementation of a complete re-envisioning of the institutional web environment for students. Using a lifecycle approach – from prospective student through to graduation – and a “campus-first” navigation strategy for current students, the new **Student Experience gateway** family of sites provides a fluid and dynamic foyer for entry into the University community for students.



- ▶ **Goal #4:** address the needs of all stakeholder groups, including families of students, to facilitate access to information, services, programs and opportunities, available across the University.

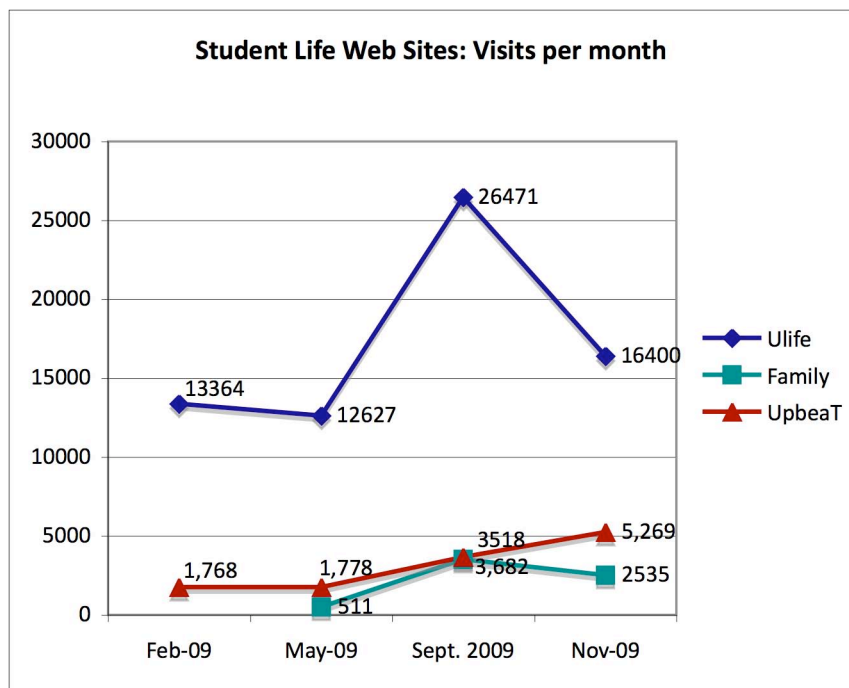
This year also saw the introduction of a suite of initiatives to communicate and engage with a new audience: the **parents and family** members of current students. The Family Website [www.family.utoronto.ca], quarterly e-newsletter and first-ever Bring Your Family to School Day, are all based on an approach that sees parents and family members as an important source of support for many of our students. Proactive communication with families helps us to establish expectations around the privacy of student information and to guide families toward an appropriate role in their students’ lives.

- ▶ **Goal #5:** continue to enhance Ulife to facilitate ease of access for students to student clubs and groups.

The communications and IT teams continue to monitor the effectiveness of our full suite of communications vehicles including:

Ulife – a live directory of campus organizations, opportunities and events as well as a service centre for campus groups – which is exceeding expectations at over 25,000 visits per month.

UpbeaT – our student-to-student blog, which is generating a healthy readership at 5,000+ visits per month.



Looking forward: Goals for 2010-11 and beyond

- ▶ We will assess the effectiveness, format and distribution of our flagship publication, **Intuit**, in its fifth year of production.
- ▶ We will introduce an integrated social media strategy, including the introduction of video as a means of engaging students in programs and services.
- ▶ We will explore communications partnerships with the professional second-entry faculties.
- ▶ We will serve as leaders in enhancing the accessibility of our print and electronic resources in line with the information and communication standards emerging as part of the Accessibility for Ontarians with Disabilities Act (AODA).
- ▶ We will work with Information + Technology Services on enhancing the electronic communications infrastructure for students, including creative use of the U of T Portal.
- ▶ We will expand communication to incoming and upper-year students to capture their attention at key moments in their transition in and out of the University.

2. Mapping and building collaborative relationships with our partners in Colleges, Faculties, Departments and Campus Organizations

Looking back: Achievements in 2009-10

- ▶ **Goal #1:** Implement recommendations from the “Health Programs and Services Cluster” to establish an integrated health and wellness model that:
 - Supports the primary goal of academic success, physical development, emotional growth and well being;
 - Integrates and links mutually supported services;
 - Provides for meaningful and effective collaboration amongst staff in support of the “whole” student;
 - Promotes awareness, education, prevention, assessment, treatment and removal of barriers for students;
 - Provides general education to students in the areas of behaviours and environments that promote physical, psychological and social health.

Restructuring of the Health & Wellness cluster was completed with a number of significant changes in 2009. Formerly two distinct units, Psychiatric Services was merged with the counselling component of the former Counselling and Learning Skills Services to form Counselling and Psychological Services (CAPS), providing students with a single point of access for mental and emotional health-related service. We have initiated a new “triage system” to ensure that every student who has not previously visited CAPS will have an initial introductory appointment within 48 hours, and then, based on the urgency of the need, will be given an appropriate appointment. This new intake process has dramatically reduced wait time for counselling appointments and, equally importantly, ensures that we serve the needs of the highest priority first.

Behind the scenes, IT systems were integrated, e-charting was introduced and all processes were reviewed to ensure ease of referral between services. The appointment of the Executive Director, Health & Wellness, in Fall 2009, marked the culmination of the restructuring, with Health Services (clinic), Health Promotions (education) and CAPS, forming a cluster of interdependent units.



The newly renovated Student Life hub in the Koffler Student Services Centre: home of the Career Centre, Academic Success Centre and Office of Student Life.

The learning skills component of the former CALSS unit was renamed, expanded and re-located. The new Academic Success Centre opened its doors in visible, open and accessible space within the former Career Centre library. This service seeks to partner with course instructors to support learning strategies.

▶ **Goal #2:** *Implement recommendations from the review of the Career Centre at St. George.*

Renovations to the Career Centre space also facilitated the implementation of changes recommended by last year's review of the Career Centre. The open, inviting space now features career coaching stations, mobile resources, drop-in resume service areas, computer workstations, comfortable chairs, couches and gathering spaces for students.

As a result of last year's review, the Career Centre is now working more actively with colleges and faculties both in the delivery of workshops within the college or faculty environment and by training registrarial staff in basic elements of career development.

▶ **Goal #3:** *Explore Service Level Agreements between St. George and UTM and UTSC.*

As part of our service delivery model, the Division of Student Life on the St. George campus has provided UTM and UTSC with services directly in support of their students. Since much of the funding for Student Life is based on non-academic incidental fees, both UTM and UTSC transfer funds to St. George ("attributions") to offset the costs of services directed to those campuses. As UTM and UTSC have both grown to over 10,000 students each, they have also developed and expanded their local services. To date, we have addressed the transfers attributed to international student service, and by the end of the next fiscal year, will have completed the review and developed a service level agreement for the Career Centre .

▶ **Goal #4:** *Complete a full cycle of Student Advisory Group meetings to ensure student input on all Student Life programs and services.*

Consultation sessions with the executive from the central student unions took place in fall 2009 and terms of reference for a standing advisory group are in development.

▶ **Goal #5:** *Fully participate with the School of Graduate Studies to expand services to graduate students and post-doctoral students.*

Many of our departments (Leadership Development, Academic Success Centre, Career Centre) are partners in the new Graduate Professional Skills (GPS) program. An agreement on providing access to selected services and programs for Post-doctoral Fellows is now entering its second year.

▶ **Goal #6:** *Continue implementation of the recommendations from the St. George Administrative Review of Student Housing.*

The single system solution proposed in the Review is being addressed at the tri-campus, Vice-Provostial level. The goal continues to be to provide a user-friendly online application that simplifies the application process for students, provides information to support students' choices, and data, which allows us to track application progress and support decision-making.

Increasingly, we are moving our work out into communities of students and working in partnership with residences, colleges, faculties and student organizations to increase our reach and to connect with students where they feel most comfortable. Examples of collaborative projects include:

Student Life in your Community – A new brochure that provides a complete list of workshops and programs that can be offered within different environments at the request of faculty, staff or student groups.

DISSOLVE 2010: A dramatic presentation – A one-woman play about what can go wrong on a night out on the town, followed by an expert panel with health, legal and counselling professionals to provide an opportunity to learn what students can do about drug-facilitated sexual assault. Sponsored by the Assault Counselling & Education Program, Community Safety Office, Office of Health Professionals/Student Affairs in the Faculty of Medicine, Centre for Women and Trans People, Sexual Education and Peer Counselling Centre

Poet in Community – an initiative designed to use poetry in the service of the community, to address the needs, passions and interests of students. Sponsored by Hart House, the Multi-faith Centre, and many other departments.



Looking forward: Goals for 2010-11 and beyond

In addition to continuing to foster relationships across campus, we will:

- ▶ Map the information and first point of service for first-year, first-entry students from the point of admission to the end of their first year with an eye to aligning and clarifying roles and responsibilities.
- ▶ Build a Student Success Plan, in collaboration with academic departments, to align Student Life learning opportunities with academic goals and expectations.
- ▶ Seek partnerships with faculty that teach large first-year courses
- ▶ Explore peer facilitated study groups for courses with high failure rates
- ▶ Expand on the “Healthy Campus” model of promoting a broad-based approach to student health
- ▶ Establish a University-wide Aboriginal Initiative Council, with partners to include faculty, senior administration, students, Elders, First Nations House and Aboriginal Studies, to develop and implement an action plan to:
 - Expand aboriginal cultural awareness programming to all three campuses;
 - Implement a Visiting Elders program on all three campuses;
 - Develop a mentorship model, bringing graduate and undergraduate students together;
 - Initiate service learning opportunities.

3. Providing support to faculty in assisting students in difficulty and in integrating experiential education with traditional pedagogy

- ▶ **Goal #1:** Strengthen the linkages between academic divisions and relevant units within Student Life.

All units within Student Life have developed new collaborative relationships with academic divisions in respect of this new mandate. Most notably:

- Hart House and New College have partnered to develop service-learning placements, to create internships with the art gallery and on multiple events and initiatives.
- The Office of Student Life coordinated a Mentorship Mini-conference in March 2009, working with several colleges and faculties to share knowledge and best practices on mentorship programs.
- Leadership Development staff engaged in a new collaboration with the Masters of Health Informatics program to develop communication and facilitation skills of students in that program.
- Staff from several areas of Student Life have delivered faculty training sessions on topics such as: Dealing with Difficult Students, Understanding Our Students, and Accommodating Students with Disabilities in the Classroom.

- ▶ **Goal #2:** Assist in the development and delivery of courses taught using an academic service learning pedagogy and finding appropriate community partners.

The Centre for Community Partnerships serves as the coordinating body to facilitate the development of service learning courses throughout the University. To this end, the CCP worked with the Centre for Teaching Support and Innovation to generate a focus on experiential learning at the 2009 Teaching and Learning Symposium. In 2009, there were over 3000 students enrolled in service learning courses across the three campuses.

UNIVERSITY OF TORONTO BULLETIN • TUESDAY, NOVEMBER 10, 2009 • STUDENT NEWS . 7

U of T students offer their perspectives on service-learning

BY ANJUM NAYYAR

For the first time U of T undergraduate students presented their learning experiences to faculty at the annual Teaching and Learning Symposium. A three-member student panel outlined their experiences in courses that have elements of service-learning, experiential learning and leadership development.

The student-led discussion,

routinely ask the learners we teach to provide feedback on their learning experiences," said Professor Carol Rothstein, director of the Centre for Teaching Support and Innovation.

"They were passionate and articulate and helped us to better understand why those experiences supported the development of their knowledge, skills and beliefs. When we ask for and listen to the candid reflections of our students regarding

service-learning courses have more benefits for students than the volunteer work students might do on their own time.

"There's a difference in the fact that we're actively comparing concepts from class to things that we're seeing. We had to journal entries to compare what we had learned out in the field each day to what we're doing in class and that's much more nurturing than if it was just volunteering on our own time."

Moscattini, who took part in



- ▶ **Goal #3:** Explore opportunities to develop a leadership curriculum for students.

We continue to work with the Faculty of Applied Science and Engineering Leadership Development team on the growth and development of a University-wide network of leadership educators, both faculty and staff, who are infusing leadership development into the curriculum.

Looking forward: Goals for 2010-11 and beyond

- ▶ We will explore new opportunities to partner and place our educational workshops within the framework of degree level expectations and curricular reform in Arts & Science.

4. Providing leadership in the effort to enhance the co-curricular student experience

- ▶ **Goal:** Partner with faculty and staff to collaborate on current offerings and programs and expand opportunities where possible.

In a complex and decentralized organization like the University of Toronto, leadership is key to any large-scale institutional change. To this end, our roles extend well beyond service provision or programming. Many of our staff act as community organizers, facilitators, developers, and capacity-builders. In 2009, Student Life led the implementation of:

The second annual AskMe Campaign – in partnership with Human Resources, a campus-wide initiative to identify staff who agree to be approached with questions from new students.

Suicide Alertness and Intervention Training – a tri-campus group of staff trained as trainers in suicide alertness and who, in turn, provided training to all residence dons and over 300 frontline staff throughout the University.

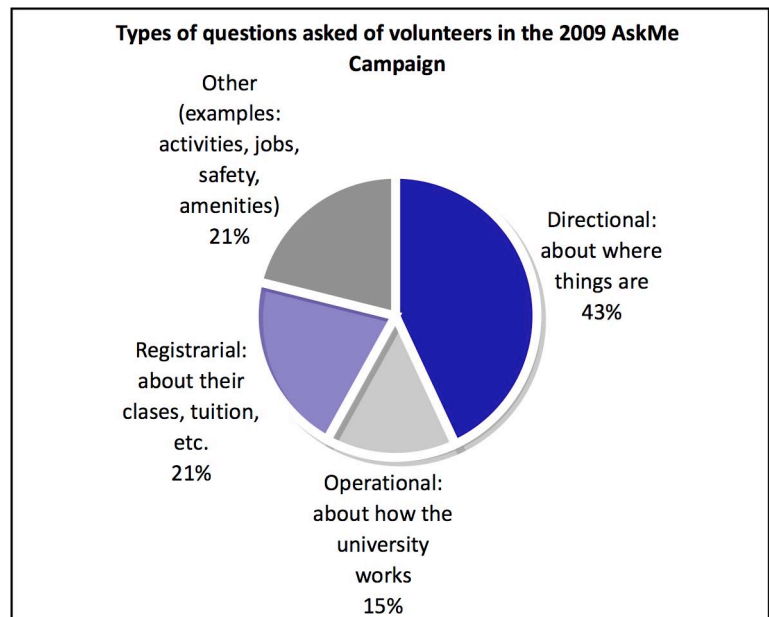
Leadership Educators and Resources Network (LEARN) – a group of 50+ students and staff trained in leadership development and who, in turn, support the leadership development of students within their communities.

Action 4 Food Justice Unconference - an event (offered in 2009 and 2010) bringing together 50 participants active in various food-related initiatives, on and off-campus, for an afternoon of open-space dialogue and collaboration.

All the Places You'll Go: Conference for Upper-Year Students – a one-day event to help third and fourth year students with the transition to life after graduation.

Serve & Learn – a series of student-led, co-curricular community service projects providing opportunities to engage with community agencies working in the areas of the environment, children and youth, hunger and homelessness, social justice and more.

Student Staff Training and Development Initiative – a pilot program to provide a more meaningful experience for the 100+ students employed within Student Life.



Online Voting Module – pilot-tested in 2009 and ready for launch in February 2010, the online voting module is a self-serve application for student organizations allowing them to conduct elections via the web.

Student Activity Space – through the Multifaith Centre, International Student Centre, and Sussex Club House, Student Life provides space for over 1,500 student-run events per year (not including Hart House, which hosts another 1000+ student group events).

Looking forward: Goals for 2010-11 and beyond

We will

- ▶ *Examine ways in which we can build the capacity among recognized student groups to engage students in meaningful activities.*
- ▶ *Expand our student staff training and development initiatives to student staff employment outside of Student Life.*
- ▶ *Engage with the Office of Space Management and other partners to facilitate an efficient and fair room booking procedure for student organizations.*

5. Measuring and sharing the results of our progress through assessment of outcomes for all of our activities

► **Goal #1:** Develop learning outcomes at the departmental level.

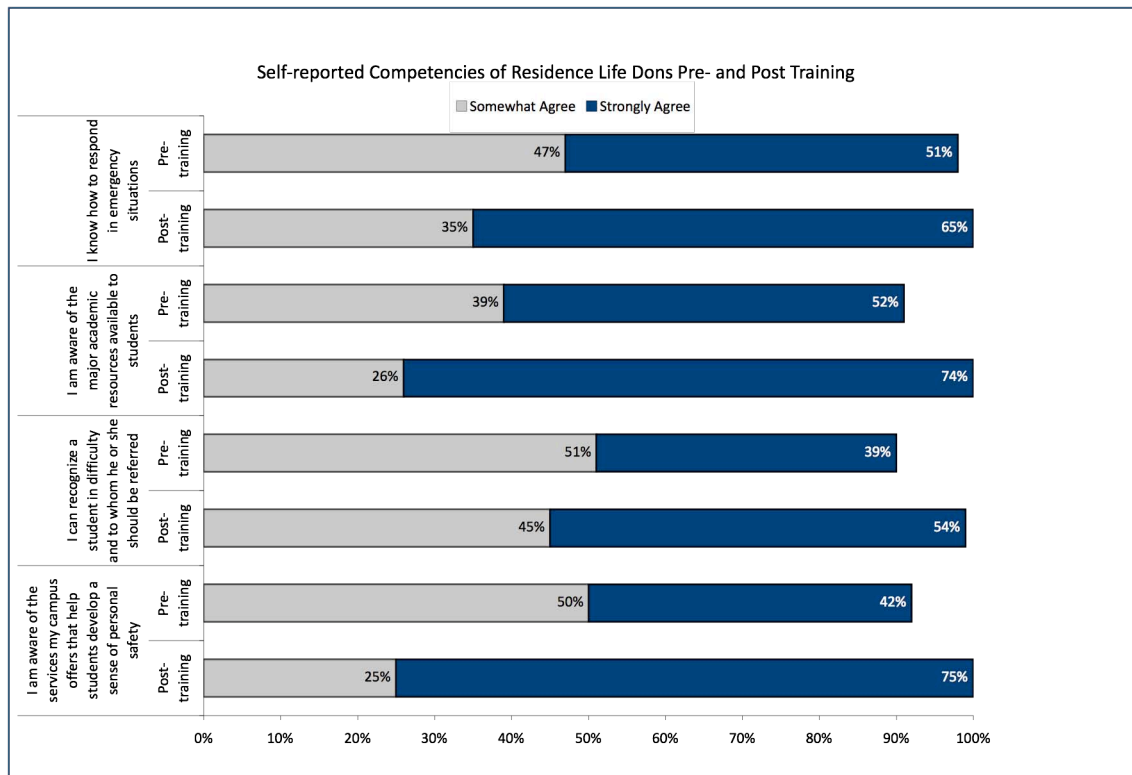
In the Fall of 2008, the Office of Student Life undertook a project to develop a learning outcomes and assessment plan for the Division of Student Life Programs and Services. The purpose of this project was to ensure that as a Division we are working in a coordinated and coherent manner to ensure that all students have the opportunity to achieve specific learning outcomes during their time at the University of Toronto, and to increase our level of accountability for the programs and services we provide.

In 2009, the framework for learning outcomes – including short, medium and long-term outcomes for all departments within Student Life – was completed and is available on our website. Each department was asked to assess at least one of those learning outcomes in relation to a current program. The results of those efforts are included in the departmental reports that follow.

In addition, the Learning Outcomes and Assessment Committee has developed a series of graduate student outcomes related to engagement with Student Life Programs & Services.

► **Goal #2:** Develop benchmarks for learning outcomes.

Having completed our learning outcomes framework, and provided training and resources to key staff in the assessment of those outcomes, our challenge now is to benchmark our effectiveness against an appropriate control group. This can be done by using a random group of non-participating students, benchmarking over time, or by assessing students before and after a particular intervention, as in the case of the residence life staff (dons) below.



- ▶ **Goal #3:** *Establish priorities for enhancements based on feedback from the 2008 NSSE survey, as well as other relevant surveys.*

The introduction to this report provided an overview of how results of several institutional surveys help us establish priorities for 2009-10.

Looking forward: goals for 2010-11 and beyond

We will gain valuable insight on our work and establish new priorities based on:

- ▶ *The Canadian Bureau for International Education's survey of international students conducted in Spring 2009*
- ▶ *The Multi-institutional Study of Leadership, conducted in the Faculty of Applied Science and Engineering and New College in Spring 2009*
- ▶ *A series of focus groups being conducted in March 2010 under the auspices of the Vice-Provost, Students*
- ▶ *The Canadian Graduate and Professional Schools Survey, conducted by the School of Graduate Studies in February 2010.*

DEPARTMENTAL REPORTS

ACADEMIC SUCCESS CENTRE

Koffler Student Services Centre, 214 College St. M5T 2Z9

416-978-7970; www.asc.utoronto.ca
M-F 9 am to 5 pm (after hours workshops/lectures)

Services & Programs Provided:

Academic Skills counselling and education to assist students to improve their academic performance. Primary services & programs include:

- ▶ Individual counselling, by appointment and on a drop-in basis
- ▶ Lectures and workshops
- ▶ Partnerships with academic departments and faculty

Significant Changes in 2009-10:

The Academic Success Centre emerged from within the former Counselling and Learning Skills Services and is now a free-standing unit, administratively connected to Accessibility Services. Attendant significant changes included, but were not limited to, the following:

- ▶ Relocating to the Student Life Commons
- ▶ Creating the Academic Success Centre website, portal community and listserv
- ▶ Examining and, where appropriate, redefining our mandate

Current Staffing:

- ▶ Learning Skills Counsellors 1.80FTE appointed January – April; additional 1FTE appointed May – December
- ▶ Two Work-Study students (12 hours per week) October - December

Student involvement in program & service planning:

The Academic Success Centre works closely with student partners, offering lectures and workshops in collaboration with student societies, mentorship programs and other student-driven initiatives.

Performance Indicators:

Participation:

The number of students participating in individual counselling, workshops & lectures (numbers approximate as there was a hiatus in tracking with the severing of Academic Success from Counselling and Learning Skills Services):

Individual Counselling (appointment & drop-in)	1,200
Workshops & Groups	750
Lectures	<u>1,300</u>
Total	3,250

Learning Outcomes:

The Academic Success Centre intentionally aligns many of its learning outcomes with those of the larger University community, helping students foster competencies essential to their excelling within the University of Toronto's academic environment.

Long-Term Outcomes demonstrate a student's ability to:

- ▶ Utilize critical thinking in problem solving
- ▶ Communicate effectively

- ▶ Take reasonable risks
- ▶ Assess academic strengths and deficits
- ▶ Develop plans for initiating informed actions that reflect an understanding of how previous experiences have had an impact on intellectual performance
- ▶ Identify and articulate short-term academic and life goals
- ▶ Work towards formulating a plan to achieve balance between education, work and leisure time
- ▶ Make decisions based on awareness of the ethical implications of their actions
- ▶ Assess their own skills, interests and personal abilities, and initiate a planning process that would allow students to act in congruence with them

Capacity-building measures:

- ▶ Learning Skills Counsellors from the Academic Success Centre presented at the 2009 LASSA Conference: *Lessons from the Women's Writing Support Group: Students Writing and Reading Their Way toward Greater Self-Reliance* (in partnership with a Learning Strategist, Accessibility Services) and *Motivation: Being and Doing* (in partnership with a Counsellor, CAPS)
- ▶ On-Site Coordination of 2009 LASSA Conference
- ▶ Initiated Academic Success Don Portfolio
- ▶ Participation/Partnership: First-year Learning Communities
- ▶ Partnered with Office of Student Academic Integrity to speak within A&S classes about the role of academic success in supporting academic integrity

KEY FINDINGS OF LEARNING OUTCOMES:

In summer 2009, approximately 150 students in total attended 6 “classes” in the Academic Success Centre Summer Mini-Course; in the Fall term, 24 workshops were attended by 10 – 24 students each. Within each “class”/workshop, and central to its design, students engaged in sharing and reflection exercises that demonstrated:

1. Their understanding of core concepts presented within each session
2. Their ability to apply these concepts in developing strategies, both individually and by working informally with one another, to promote academic success

ACCESSIBILITY SERVICES

Robarts Library, 1st Floor
130 St. George St.

416-978-8060; www.accessibility.utoronto.ca
Mon-Friday 9 a.m.-5 p.m

Services & Programs Provided:

Provides services and support to facilitate a level playing field for students with disabilities in academic work. These include: access to assessments, in-class, test and exam accommodations; materials in alternate formats; provision of sign language, computerized notetaking, real-time captioning; attendant care; adaptive furniture and equipment; access to funding to pay for required supports and services; problem solving; necessary changes to schedules, classroom spaces, timing and type of evaluation, course load through liaison with students, staff and faculty as required.

Significant Changes in 2009-10:

- ▶ Supporting the participation of students with disabilities in co-curricular activities where costs create a barrier
- ▶ Online volunteer notetaking program, begun in Sept., 2008, is proving to be a more effective service delivery model
- ▶ Providing weekly drop-in peer mentoring sessions for students registered with Accessibility Services. This is in addition to the peer mentoring program. Started peer mentorship newsletter.
- ▶ Enhanced recruitment for the Moving Forward transition program through liaison with High School Special Education Department
- ▶ Hosted Learning Disability Education Event for young adults and their families

Current Staffing:

- ▶ 13 FTEs, 2 casual staff, 4 student staff

Student involvement in program & service planning:

- ▶ Have reconstituted the Student Advisory Committee through collaboration with Students for Barrier Free Access. One meeting has been held with plans to meet again in the winter term.

Performance Indicators:

Participation

- ▶ 1,890 registered students with Accessibility Services (May 1, 2008 – April 30, 2009); 8,024 tests and exams written with accommodation.
- ▶ Student Satisfaction Questionnaires: Large online survey completed in Spring, 2009 with 542 total respondents and substantial qualitative data.
- ▶ Collaborative student satisfaction survey with CAPS on referrals from Accessibility Services to CAPS; 478 responses.

Capacity-building measures:

- ▶ Collaborative partnership with Facilities and Services to create an effective method to provide adaptive furniture within classrooms in a timely fashion.
- ▶ Collaborative partnership with the Test and Exam Services to implement a full online test and exam booking system, problem solve on-going issues and to conduct invigilator training.
- ▶ Collaborative partnership with CAPS re: effective referral and case management between our two services.
- ▶ Collaborative partnership between Health Services, CAPS, Accessibility Services and the Retention Officer to create consistency and efficiency in providing medical/disability related certificates for students.
- ▶ Meetings with Registrars and Deans of Students to promote joint collaboration

- ▶ Meetings with all the Registrars to promote an extended Ambassador Program to coordinate provision of tests to enhance efficiencies.
- ▶ Through the Centre for Teaching Support & Innovation, conducted a workshop for faculty and a separate workshop for TAs on accommodating students with disabilities.
- ▶ Conducted a 1.5 hour workshop for 60 faculty and staff at the School of Theology on accommodating students with disabilities.

CAREER CENTRE

Koffler Student Services Centre, 214 College St. M5T 2Z9

416-978-8001; www.careers.utoronto.ca
M, W, TH, F 9:00-5:00; T: 9:00 – 5:00

Services & Programs Provided:

The Career Centre serves current graduate and undergraduate students and recent graduates up to 2 years following graduation. Some limited services are also provided to post docs.

- ▶ **One-on-one services:** career counselling; career assessment; practice interviews, resume critiques, CV critiques; *get experience*
- ▶ **Career education workshops:** choosing a career; further education; work experience; jobs & employment (including academic and non-academic work search); resumes, interviews & applications; life on the job
- ▶ **Employment services:** job listings (full-time, part-time, summer, volunteer); work study positions; internship programs database; job fairs; employer information sessions - for students from all 3 campuses
- ▶ **Programs:** Online career management e-learning program, Extern Job Shadowing Program, Get Experience Program; Recent Graduates Employment Program; tailored courses & workshops
- ▶ **Resources:** library catalogue and weblinks; Resume tutor online; alumni profiles; informational interview contacts; Career Cruising; Vault Online Career Library; Going Global; tipsheets, podcasts; careers by degree
- ▶ Access to fax, printer and internet using TCard

Significant Changes in 2009-10:

- ▶ Expanded web resources for master's and doctoral students
- ▶ Assessed the Career Centre's structure and reconfigured existing positions to provide practical skill building and just-in-time services for students and recent grads searching for employment
- ▶ Reconfigured the main floor space to be flexible, dynamic and inviting to students looking for study, lounge or work space with the aim to making the space more actively learning centred
- ▶ Focused work of career counsellors more specifically in line with their professional expertise of helping students in career planning, assessment and exploration as well as on the specialized needs of graduate students and postdocs
- ▶ Created more opportunities for students to access same-day appointments an employment coach or career counsellor; continued to offer resume blitz days to meet the ongoing demand for resume critiques

Current Staffing:

- ▶ 23 FTEs, 2 casual staff, 11 work-study student staff

Student Involvement In Program & Service Planning:

- ▶ The Career Centre Users Committee comprised of representatives from UTSU, ASSU, APUS, GSU, Engineering Society, and the Commerce Students' Association provides a forum for the director to consult with and hear from these representatives not only about what the Career Centre is doing but what they would like the Career Centre to be doing for their members.
- ▶ Each year's pool of student staff are actively involved with and consulted on programs and services being offered.
- ▶ Prior to new features being added to the Centre's roster of program offerings, student feedback is sought, e.g., graduate students were consulted regarding proposed content for masters and doctoral students before content was written and again prior to roll-out

Performance Indicators:

Participation:

UTM/UTSC/St. George

- ▶ In 2008-9, 34,215 students from across the 3 campuses registered with Career Centre Online (access to job postings) compared to 31,908 in the previous year, a 7.2% growth. This represents 39.2% of the U of T current student population (subtracting 5,327 recent graduates).
- ▶ Of the active registrants, 65.6% (67.3)¹ were from the St. George campus, 17.2% (16) from U of T Mississauga and 17.2% (16.7) were from U of T Scarborough.
- ▶ 81.5% (82.1) were undergraduates and 18.5% (17.9) were graduate students. 80.4% (77.9) of undergraduate users were full-time students and 19.6% (22.1) were part-time.
- ▶ The average breakdown of full-time undergraduate registrants across all three campuses by year of study indicated that 21% (21.5) were in 1st year, 26.6% (24.7) in 2nd year, 24.3% (24.8) in 3rd year, 27.5% (28.2) in 4th year, and 0.6% (0.7) in 'Other'.
- ▶ 3,735 (4,094) students registered with the Graduating Students Employment Service
- ▶ 5,527 (5,216) recent graduates registered with the Career Centre
- ▶ 445 students attended placements through the Extern Job Shadowing Program

SAMPLE STUDENT FEEDBACK:

"Utilizing the resume clinic was extremely insightful. The staff went above and beyond to help me perfect my resume. They encouraged me to come back after fixing my resume to see if any other changes were necessary. Additionally, practice interviews were awesome and definitely prepared and enhanced my interviewing performance!"

"Bigger emphasis on soft-skills like time management, organization, communication, how to write emails (workplace etiquette). Everything everyone finds out during the first year working, but people don't talk about while you're in school."

St George campus

- ▶ **Registration:** A total of 18,933 (18,396)² students registered with the St. George Career Centre in 2008/9 of which 11,522 (11,395) were new users. Of the new users, 81.4% (82.4) were undergraduates and 18.6% (17.6) were graduate students.
- ▶ **Resume critiques:** 4,536 (4,590) **resumes** were critiqued in 2008/9.
- ▶ **Workshop participation:** A total of 6,760 students participated in Career Centre workshops: 2,726 attended in-house workshops, 447 attended workshops for graduating students, and 3,587 students were seen in department specific tailored workshops.
- ▶ **One-on-one appointments:** A total of 2,895 (2,571) students were seen through career talk, practice interviews, cv/graduate school application critiques and career planning sessions.
- ▶ **Job listings:** Employer participation in 2008/9 resulted in 50,518³ positions from 4,670 unique organizations
- ▶ **Volunteer Listings:** The number of volunteer positions increased from 14,998 in 2007/8 to 15,281⁴ in 2008/9.

Learning Outcomes

Through participation in the full range and diversity of Career Centre programs and services students are able to

¹ Figures in brackets indicate last year's percentages or totals.

² Figures in brackets indicate last year's percentages or totals.

³ Adjusted to remove duplicate positions due to employers reposting.

⁴ Adjusted to remove 10,148 duplicate postings for Centre for Women and The Otesha Project

augment long term learning outcomes within the following areas:

Intellectual & Emotional Growth

- ▶ Utilize critical thinking in problem solving.
- ▶ Demonstrate the ability to synthesize complex information from a variety of sources in decision-making.
- ▶ Initiate informed actions that reflect an understanding of how previous experiences have had an impact on affective states and intellectual performance.
- ▶ Demonstrate the ability to communicate effectively through writing, speaking or artistic expression.

Collaborative Leadership

- ▶ Articulate their leadership ideals, values and goals.
- ▶ Negotiate with others and manage conflict.

Self-Efficacy

- ▶ Demonstrate the ability to assess their skills, values, beliefs, interests and personal abilities – and act in congruence with them.
- ▶ Demonstrate the ability to problem solve and connect appropriately with campus and community resources.
- ▶ Demonstrate self-reliant behaviours
- ▶ Demonstrate self-advocacy skills.
- ▶ Demonstrate the ability to take reasonable risks.

Identity, Inclusivity & Equity

- ▶ Understand their own identity culture and spirituality.
- ▶ Develop the ability to work across differences – identifying opportunities and negotiating challenges.

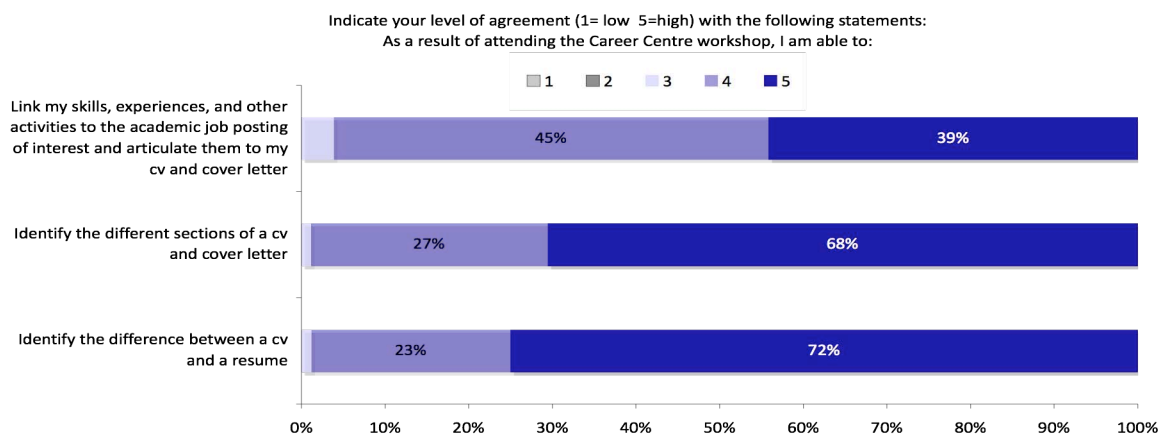
Social Responsibility

- ▶ Draw connections between their personal life, academic courses and social issues.

Balance & Purpose

- ▶ Demonstrate a commitment to life-long learning.
- ▶ Articulate long-term academic, career, and life goals.
- ▶ Demonstrate an understanding of how to achieve balance between education, work and leisure time.

Key findings re: learning outcomes for the CV & Cover Letter workshop:



Capacity Building Measures

- ▶ Collaborative partnerships resulted in the following activities: 'train-the-trainer' sessions with six colleges; an employer event 'Creating an Inclusive Workplace' with Accessibility Services; a student event, 'Faith in the Workplace' with the Multi-faith Centre; cooperative advising of 'at risk' students with Woodsworth & St. Michael's Colleges; and the development of an Upper-Year Transitions group in partnership with Victoria College
- ▶ The open-concept office space of the Career Centre serves as a place where students can do group work, individual study or lounge
- ▶ Interview rooms are made available to the PEY office and the seminar room can be booked by other staff as available.

CENTRE FOR COMMUNITY PARTNERSHIPS

569 Spadina Ave., Suite 314, Toronto, ON M5S 2J7

416 946-3112; www.ccp.utoronto.ca
8:45 – 5pm M-F

Services & Programs Provided:

Co-Curricular:

- ▶ Serve & Learn Program (tri-campus)
- ▶ TDSB Tutoring Program
- ▶ From 3 to 3 Tutoring Program
- ▶ Tutor Readiness Training Program (ST.G & UTSC)
- ▶ 12-15 Leadership in the Community Workshops
- ▶ Community Engagement Summits (for student groups)
- ▶ Alternative Reading Week Days of Service Program (Feb 2010)
- ▶ Serve & Learn Recognition Event
- ▶ Community Service Team Leader Training

Curricular:

- ▶ Faculty Summer Institute on Service-Learning
- ▶ Teaching and Learning Outside the Classroom Conference (w/CTSI)
- ▶ Faculty Gatherings (4 per year)
- ▶ UTSC Teaching Showcase: Roundtable on Service-Learning
- ▶ New service-learning course support (Pharmacology, New College, Christianity and Culture, Emmanuel College, City Studies, Human Biology, Pharmacy, Urban Studies, Intersections, Exchanges & Encounters Program)
- ▶ Existing service-learning course support (12 Y Courses in Fall/Winter 2008/09; 6 H Courses in Winter 2009; 11 Y Courses in Fall/Winter 2009/10; 7 H Courses in Fall 2009)
- ▶ Tenure review and promotion review faculty support
- ▶ Departmental consultation on broad departmental offering of ASL
- ▶ “Ethical Guidelines for Secondary Use of Student Work” (August 09)
- ▶ Training modules and workshop suite for students taking service-learning courses and involved in co-curricular programs

Community Partner:

- ▶ “Moving from Transactional to Transformational Partnerships” Workshop offered at the Faculty Summer Institute for faculty and community partners (May 2009)
- ▶ Community Gathering (for agency members and faculty)
- ▶ Connecting with the Campus (Frontier College/ Tutoring and Mentoring)
- ▶ Community partnerships secured (18 service-learning courses)

Significant Changes in 2009-10:

- ▶ Serve & Learn program replaced oUTreach Day of Service to provide longer-term service-learning opportunities for students on all three campuses
- ▶ Community Service Team Leader Training introduced to train student leaders across campus to manage community service projects and programs
- ▶ Team Leader model used with the CCP Serve & Learn program replaced staff-run co-curricular initiatives

- ▶ Alternative Reading Week Days of Service expanded to be able to engage a larger number of student groups
- ▶ Created workshop series for students engaged in service through service-learning courses and CCP co-curricular programs
- ▶ Community Gathering was a CCP planned and organized initiative
- ▶ Community partners attended and participated in Faculty Institute

Current Staffing:

- ▶ 5.2 FTE Appointed, 6 Work Study Students

Student involvement in program & service planning:

- ▶ Trained Community Service Team Leaders act in advisory capacity (2 meetings per semester w/ CCP staff member)
- ▶ Serve & Learn Team leaders provide regular progress reports on their respective program
- ▶ Alternative Reading Week Days of Service Steering Committee (meeting every 2 weeks w/ CCP staff member)
- ▶ Community Engagement Summits (feedback from student group leaders)
- ▶ Alternative Reading Week Planning Committee
- ▶ Leadership in the Community workshop evaluations and informal feedback
- ▶ Training Program evaluations and informal feedback
- ▶ Work-Study students high level of involvement in planning and participating in programs
- ▶ End-of-term course surveys provide student feedback on course delivery and service-learning placements
- ▶ Verbal end-of-term course reflections
- ▶ Written service-learning course reflections
- ▶ Written faculty course reflections

Performance Indicators:

Participation

- ▶ Serve & Learn Program/Partner Agencies (Dec 09): 70 students, tri-campus
- ▶ TDSB Tutoring Program (Sept 09- June 10): 45 students, tri-campus
- ▶ From 3 to 3 (Sept 09- June 10): 100 students, tri-campus
- ▶ Alternative Reading Week Days of Service (Feb 10): 200 students projected
- ▶ Tutor Readiness Training Program (Sep 09): 30 students, St. George
- ▶ Tutor Readiness Training Program (Oct 09): 45 students, UTSC
- ▶ Leadership in the Community Workshops (Fall 09-Winter 10): 200 students, tri-campus
- ▶ Community Engagement Summit (for student groups) (Fall 09): 35 students representing 15 student groups
- ▶ CCP Community Service eNewsletter: 470 subscribed (Fall 09)
- ▶ Partnership with Frontier College and Toronto Public Libraries to assist small community agencies and homework clubs, recruit U of T students as volunteers (target 50-70 student volunteers)
- ▶ Service-learning courses from January-December 2009: 3,198 students
- ▶ 125 community partner (agencies) involved in service-learning courses and co-curricular initiatives
- ▶ 25 staff from community organizations attended the Faculty Institute
- ▶ 36 staff from community organization attended the Community Gathering
- ▶ 20 staff from community organizations attended the Connecting with the Campus workshop

Learning outcomes:

Key Findings: Learning Outcomes of Participation in the Alternative Reading Week Days of Service (February 2009)

- ▶ 64% were able to describe one or two social issues learned during Reading Week Days of Service
- ▶ 85% had serious conversations with students of a different race, ethnicity, or background than their own
- ▶ 85% found opportunities to meet and collaborate with other student groups during the event
- ▶ 93% indicated that because of their participation in this event, they were likely to volunteer more often in the community

Key Findings: Learning Outcomes of Participation in the TDSB Tutoring Program (2008-2009)

- ▶ 86% agreed and were able to demonstrate learning that they had contributed positively to the students they tutored
- ▶ 66% agreed and were able to demonstrate learning that they had gained a deeper understanding of the social issues in the community they worked in
- ▶ 66% agreed and were able to demonstrate learning that they had demonstrated an appreciation for all forms of diversity in their group interactions
- ▶ 66% agreed and were able to demonstrate learning that they have strengthened their commitment to continue to be an active citizen in their community.

Key Findings: Intellectual and Emotional Growth Outcomes of Service Learning Courses

Long-term Outcome	Short-term Outcome	2008/09
Students utilize critical thinking in problem solving	Total who agreed and strongly agreed that in their SL course they learned to “analyze the basic elements of an idea, experience or theory, such as examining a particular case or experience in-depth”	86%
Students demonstrate the ability to synthesize complex information from a variety of sources in decision-making	Total who agreed and strongly agreed that they learned to “synthesize and organize ideas, information or experiences into new, more complex interpretations and relationships”	73%
	Total who agreed and strongly agreed that in this SL course they learned to “make judgments about the value of information, arguments or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions”	79%

Capacity-building measures:

- ▶ Presented at Orientation Leaders Training (Aug 09)
- ▶ CCP Represented at Residence Life Staff Training “World Café” (Aug 09)
- ▶ Presented at ToolKit Student Group Leadership Conference on Volunteer Management (Oct 09)
- ▶ Member of planning committee for “Food 4 Justice” Unconference collaborating with various students groups, community and campus partners (Oct 09)
- ▶ Consulted with various campus partners regarding “Serve & Learn” program model and other community service initiatives
- ▶ Partnered in the LEARN (Leadership Educators and Resource Network) to build the capacity in Leadership Development (Aug 09, Sept 09)
- ▶ Co-Chaired of Community Service functional area group for Student Life Professionals Committee to build the capacity of UofT to engage in community service (Fall 09- Winter 10)

- ▶ Chaired SLP Equity and Diversity functional area group (09-10)
- ▶ Created and trained using the “Community Service Resource Guide”
- ▶ Co-coordinated Staff Days of Service program
- ▶ Collaboration and consultation with New College principal and vice-principal led to the successful submission of an FAS CRIF proposal resulting in the creation of a faculty-appointed position in New College for a Service-Learning Coordinator
- ▶ Service-learning and experiential learning is now integrated into the syllabus of the THE500 seminar for doctoral students
- ▶ Collaboration with faculty and CTSI influenced this year’s President’s Symposium on Teaching and Learning to focus on experiential, leadership and service-learning
- ▶ Served as trustee for the Black Youth Coalition Against Violence Youth Challenge Fund grant through the United Way (09-10)
- ▶ Served as trustee for the From 3 to 3 research grant through Social Development Canada (09-10)
- ▶ Received a Social Development Canada Grant for the From 3 to 3 demonstration grant (10-11)
- ▶ Presented Student Development Theory, Professional Development, and Supervising Student Staff sessions at PLC Friday (Nov 09)
- ▶ Chaired Student Life Work Study Orientation and Recognition Committee (09-10)
- ▶ Co-presented Grad “Leadership Development Theory and Practice” (March 09)
- ▶ Presented at the First-Year Learning Communities’ Peer Mentorship Training (Sept 09)
- ▶ Presented to the East Scarborough Neighbourhood Action Partnership (Feb 09)
- ▶ Equity Studies Community Partner Field Trip (Feb 09)
- ▶ Presented to OISE AEC1107 class and their community partners and faculty (Mar 26)
- ▶ Presented to Toronto Community Housing Partnerships office (Apr 30)
- ▶ Participated in the Community Economic Development Networks pilot project on citizenship (July 09)
- ▶ Presented and sat on a panel at the Toronto Harm Reduction Task Force AGM (Dec 09)
- ▶ Represented U of T at the Council of Educators meetings, dedicated to promoting access to post-secondary education in Toronto (09-10)
- ▶ Represented U of T on the TDSB Top 20 Initiative, creating support mechanisms that allow high school students to graduate and look at post-secondary education as an option.

FIRST NATIONS HOUSE

563 Spadina Ave., 3rd floor, Toronto, ON M1J 2Y6

416-978-8227; www.fnh.utoronto.ca
M,T,Th: 9am – 5pm; W, F: 9am – 8pm

Services & Programs Provided:

- ▶ Academic supports (counselling, workshops, tutor referrals, liaising with faculty members/registrars)
- ▶ Financial aid supports (workshops, counselling, assessment and issuing of grants and scholarships, referrals to funding sources [band sponsorship, student loans, external awards])
- ▶ Resource centre/library (Aboriginal collection, research assistance, reference referrals)
- ▶ Cultural awareness (Elders, Visiting Elders, workshops, traditional teachings, Aboriginal Awareness Week)
- ▶ Referrals to Aboriginal resources external to the University as requested (i.e., housing, daycare, health centres, community centres)
- ▶ Community development (events for families, faculty and department collaborations, social programming)
- ▶ Student computer centre (access to email/Internet)
- ▶ Outreach and recruitment activities to Aboriginal community (provincially)
- ▶ Publish a magazine (FNH Magazine) that highlights Aboriginal community within U of T
- ▶ Provide support to the Native Students' Association (operations, events) and other student groups

Significant Changes in 2009-10:

- ▶ A new Traditional Teacher was named in August. Lee Maracle is working with the Elder in providing support to students.

New programming:

- ▶ A mentoring program has been developed in which U of T students will work with primary/junior students in a First Nations School (TDSB).
- ▶ A new CIUT radio program focusing on Aboriginal communities and issues will commence in January/February 2010.
- ▶ The Visiting Elders program will expand to UTSC and UTM in 2010.
- ▶ In collaboration with Hart House, a film series focusing on reconciliation will be starting in the new year.

Current Staffing:

- ▶ 6.6 FTE appointed; 6 p-t student/casual (work-study)

Student involvement in program & service planning:

- ▶ Student Advisory Group; participation of students on hiring and event committees; liaise with Native Students' Association, Indigenous Education Network, Aboriginal Law Student Association

Performance Indicators:

Participation:

- ▶ 416 people attended 6 events sponsored by FNH from September to December 2009
- ▶ An average of 10 students/week participated in on-going FNH social/cultural activities
- ▶ 20 students worked with the Traditional Teacher from September to December 2009
- ▶ September to December 2009: six visiting international scholars utilized Resource Centre for research projects
- ▶ In the past six months, 289 academic and 156 financial requests/service were handled through appointments, or other correspondence

- ▶ September to December 2009, approximately \$107,000 in financial assistance (grants and scholarships) has been distributed to undergraduate and graduate students.
- ▶ October to December 2009 - Recruitment officer visited 18 on-reserve schools throughout the province; 1,234 students were in direct contact (education fairs, cultural events)

Capacity-building measures:

- ▶ Collaboration with Arts & Science to review current programs and services to forecast future space requirements
- ▶ Creation of a university-wide three-year strategic plan for Aboriginal Initiatives
- ▶ Resource for academic faculties/departments
- ▶ Collaboration with the Office of Vice-Provost, Students, and Aboriginal Studies Program/Centre of Aboriginal Initiatives for the Aboriginal Literacy Summer Camps through the Lieutenant Governor's Office
- ▶ Staff participation on community committees/boards (City of Toronto Aboriginal Affairs Committee, Toronto District School Board Aboriginal Advisory Committee, Toronto Police Service – Aboriginal Peacekeeping Unit)
- ▶ Consultation on initiatives external to U of T (Council of Ontario Universities – Aboriginal Reference Group, MTCU – Aboriginal Post-Secondary Policy Framework, CACUSS – National Aboriginal Student Services Association)

Key Findings: learning outcomes of participation in FNH programs and services

Academic supports

- 76% respondents indicated they could identify their strengths, challenges and academic direction
- 56% respondents indicated they could access campus support services as needed
- 68% respondents indicated they could self-advocate

Financial Aid supports

- 65% respondents indicated they could assess and prioritize their own financial needs
- 45% respondents indicated they could seek out employment opportunities

Cultural supports (Using Elder/Traditional Teacher)

- 50% respondents indicated they could share their own cultural experience or teachings
- 45% respondents indicated they could identify on and off campus Aboriginal resources

Cultural supports (Participating in traditional teachings)

- 76% respondents indicated they could identify areas of cultural knowledge that they could would like to learn
- 58% respondents indicated they could share their own cultural experience or teachings
- 79% respondents indicated they could practice a cultural approach when engaging with the Aboriginal community on and off campus

HEALTH & WELLNESS

In 2009-10, we initiated the first stages of an integrated Health and Wellness Centre, to provide better quality services for students at U of T that promotes their optimal health and well-being.

This began with the merging of Psychiatric Services and Counselling Services to become CAPS – Counseling and Psychological Services. A new intake process has been established at CAPS that has decreased students' wait times and improved our ability to prioritize care based on urgency. A nurse practitioner has been hired as the Client Flow Coordinator, who, in addition to overseeing the intake process, has been building partnerships with community physicians and other agencies to help further support students while at school and when they leave.

We are also working towards a fully electronic health record system in both Health Services and CAPS, which means less duplication and a consistent approach to care. Greater communication between clinicians means no aspect of care is overlooked and clients of Health and Wellness experience a whole-person approach. We are also building a stronger relationship and active communication with Accessibility Services, which students have said is a priority.

Under the helm of the new Executive Director of Health & Wellness, we are striving to ensure that every door to service is the right door, and we are working hard behind the scenes to make access to our services easier.

COUNSELLING AND PSYCHOLOGICAL SERVICES

214 College Street, Main Floor

416-978-8070; www.caps.utoronto.ca
MWThF: 9:00-5:00; T: 9:00 – 7:00

Services & Programs Provided:

- ▶ **Consultation and Assessment:** CAPS provides students with an opportunity to obtain a consultation as to the nature of their problems and the treatment options available. Also, colleagues from other Student Services and the University community are provided with recommendations regarding working with students with emotional and/or psychological difficulties.
- ▶ **Treatment:** In order to address the wide range of presenting problems, CAPS offers an equally wide spectrum of interventions - from specialized psychotherapies, assault counselling and education, to general psychiatric care and pharmacotherapy. Students may receive individual, couple or group therapy and the therapeutic approaches include cognitive-behavioural, integrative and psychodynamic.
- ▶ **Consultation to other Services and the University Community:** CAPS works particularly closely with the Health Service (HS), Accessibility Services (AS), the Campus Crisis Coordinator, and the University Retention Officer, by providing consultations and management support. Consultations are also made readily available to individual academic and administrative staff, as well as departments, regarding ways of helping students with emotional difficulties.
- ▶ **Outreach:** CAPS provides, via the Community Health Coordinator, the Assault Counsellor and Educator, and the Service clinicians, a number of educational talks and workshops at various Colleges and Residences on a variety of topics, such as eating disorders, depression, sleep disorders and accessing mental health care in Ontario. The Service website provides information on a wide range of topics and services available at the university and the community outside.
- ▶ **Assault Counselling and Education:** Students who are experiencing difficulty as a result of sexual assault, partner abuse and other forms of abuse/violence can access assault counselling/educational services. This program also provides prevention activities, workshops, training and consultation to the University community.
- ▶ **Professional Training** is offered in counselling and psychotherapy for graduate students in clinical/counselling psychology, social work, psychiatry, and other mental health professions.

Significant Changes in 2009-10:

- ▶ Merging of CALSS and Psychiatric Service to create Counselling and Psychological Services, which in turn became a member, along with the Health Service, of Health and Wellness, under the direction of an Executive Director. The Learning Skills component was separated and became the Academic Success Centre. The Health Promotions Coordinator and Assault Counsellor/Educator are now reporting to the Executive Director, Health and Wellness. Administrative support was centralized under the position of the Clinic Manager.
- ▶ Creation and staffing of a Client Flow Coordinator Position, which coordinates the intake and referral processes.
- ▶ New Intake Process: Phone Screens are now used to triage all new students, within 24 to 48 hours of contact.
- ▶ A Pre-Doctoral Internship in Clinical Psychology position was created and filled.
- ▶ Student Learning Outcomes were further developed.
- ▶ Formation of the ADHD and Eating Disorders Committees, comprised of members from AS, HS and CAPS.

Current Staffing:

- ▶ Psychiatrists: 7FTE's, Psychologists: 3 FTE's, Social Workers: 2.5 FTE's, Nurse Practitioner: 1 FTE, Assault Counsellor and Educator: 1 FTE.
- ▶ Pre-doctoral Psychology Intern (1), Practicum Students (4)
- ▶ Front Office Staff: 1.5 FTE, 3 students (casual) contributing 1.2 FTE's.
- ▶ Work Study student (1) working with the Assault Counsellor and Educator

Student Involvement in Program & Service Planning:

- ▶ Feedback from students through Client Satisfaction Survey
- ▶ Suggestion Box
- ▶ Survey of students from AS who use CAPS

Performance Indicators:

Participation

- ▶ Between May 1 and October 31, 2009 CAPS provided 4,901 hours of services to 1,548 students.

Learning Outcomes

- ▶ Students utilize critical thinking in problem solving.
- ▶ Students initiate informed actions that reflect an understanding of how previous experiences have had an impact on affective states and intellectual performance.
- ▶ Students are able to negotiate with others and manage conflict.
- ▶ Students demonstrate the ability to assess their skills, values, beliefs, interests and personal abilities and act in congruence with them.
- ▶ Students demonstrate self-reliant behaviour.
- ▶ Students demonstrate self-advocacy skills. Students are able to work across differences – identifying opportunities and negotiating challenges.
- ▶ Students are able to draw connections between their personal life, academic courses and social issues.
- ▶ Students demonstrate an understanding of how to achieve balance between education, work, and leisure time.

Key Findings of Learning Outcomes

The following data were obtained from a recent Client Satisfaction Survey:

On average, students reported a high level of understanding of their problems. The mean rating fell between "moderately" to "extremely", with 85.8% of the sample reporting a moderate or extreme level of understanding.

75.7% of students reported a moderate or extreme understanding of the relationship between their emotional distress and unhelpful thoughts and behaviours. On average, these students reported a moderate to extreme understanding of these relationships.

65.9% reported a moderate or extreme impact on the development of healthy strategies, while 6.2% indicated that their care did not develop or strengthen positive coping strategies

- ▶ Students integrate educational information related to personal health and wellness in support of accomplishing their goals.
- ▶ Students demonstrate the ability to develop and maintain satisfying interpersonal relationships.

Capacity-Building Measures

- ▶ Education of Student Life and Campus Staff regarding new intake process via Health Promotions and Client Flow Coordinator.
- ▶ Increased working relationships with Community Mental Health Service Providers via Client Flow Coordinator.
- ▶ Increased collaborative relationships with Health Service, Accessibility Services, Student Retention, Student Crisis Response, Department of Social Work
- ▶ Consortium with Accessibility Services for Pre-Doctoral Clinical Psychology Internship
- ▶ Shared Electronic Medical Records with Health Service
- ▶ Clinical Consultation for Accessibility Services Counsellors
- ▶ Support for Cyber-Counselling offered by the Department of Social Work
- ▶ Educational Involvement with Student Life: PLC (Resilience Workshop), Mini-CACUSS (Resilience), Depression Panel
- ▶ Committee Involvement: Student Learning Outcomes, Toronto Eating Disorders Committee

HEALTH SERVICE

214 College St., Toronto, ON M5T2Z9

416-978-8030; www.healthservice.utoronto.ca
M-Th-F 9 am – 5 pm; T-W 9 am–7 pm

Services & Programs Provided:

- ▶ Physician and nursing office care and referrals
- ▶ Travel Clinic
- ▶ On-site laboratory for sample collection-reports come on-line as soon as available
- ▶ Nutrition assessments and counselling
- ▶ Colposcopy clinic
- ▶ Health Promotion and Education
- ▶ Vaccination clinics, e.g., flu
- ▶ Birth control product sales at reduced rates

Significant Changes in 2009-2010:

- ▶ Re-organization and now part of Health and Wellness with Counselling and Psychological Services and Health Promotion
- ▶ Re-organization included support staff changes
- ▶ National College Health Assessment repeated spring 2009 from 2006 (along with 3 other Ontario universities and we will have combined data from these institutions)
- ▶ Spring and Fall 2009: H1N1 influenza planning and organization Flu vaccine delivery to students and service delivery for ill students.

Current Staffing:

- ▶ 25 part-time physicians (6-7 FTE)
- ▶ 1.5 staff physicians with administrative duties
- ▶ 3 FT and 2 PT nursing staff –3.12 FTE (RN & RPN)
- ▶ reception and administration staff are under Health and Wellness

Student involvement in program & service planning:

- ▶ Student Health Outreach program and nursing students plan and participate in outreach
- ▶ Students helped with planning and participate in collaborative efforts such as the combined Health Fair/ Flu Shot initiative Nov. 2009
- ▶ Patient feedback survey planned in 2010.

Performance Indicators:

Participation:

- ▶ 36,132 (34,738 in 2007-08) student visits to physicians at the Health Service clinic in 2008-09
- ▶ 6,213 new patients were seen in 2009
- ▶ 1,553 TB skin tests were done of which 19% were positive (2008-09)
- ▶ Health Service had 425 students participating in the positive tuberculin test surveillance program
- ▶ The travel clinic had 244 student visits
- ▶ The colposcopy clinic had 204 visits
- ▶ Health service sold 18,788 packs of birth control pills, 97 packs of Plan B, emergency contraception and gave 33 DepoProvera injections.

HEALTH PROMOTION PROGRAMS

214 College Street, Room 231
www.healthservice.utoronto.ca

416-978-8037

(CHC),

416-978-8044

(HPC);

Monday to Friday 9am to 5pm

Services & Programs Provided

- ▶ Education and information to help students better understand how to maintain or enhance their overall health and well-being, and how optimal health may support them in achieving their academic and personal goals.
- ▶ Education and information for staff and faculty on: the relationship between student health and academic success; health and wellness resources available on campus; opportunities for collaboration/partnering to best support students; and how to make an appropriate referral.
- ▶ Peer health educator (PHE) program educates and informs students about health and wellness resources on campus and the importance of creating a healthy campus environment, while providing the PHEs with opportunities to develop personal skills and social networks.
- ▶ Placement student opportunities that support nursing students in applying theory and research to health promotion nursing practice in a community setting.
- ▶ Partnerships and collaboration within and outside of Student Life Programs and Services in support of student well-being, engagement, and success.
- ▶ Collaboration with external partners, including Health Promotion specialists at GTA colleges and universities, Toronto Public Health (Eat Smart! program, H1N1 preparedness, OCHA, CACUSS, and ACHA).

Significant Changes in 2009/10

- ▶ Implementation of the Healthy Campus Project in September 2009.
- ▶ Changes in reporting structure; directly reporting to the new Executive Director, Health and Wellness.
- ▶ Integration of Psychiatric Service and Counselling and Learning Skills Service.

Staffing:

- ▶ Health Promotion Coordinator – 1.0 FTE
- ▶ Community Health Coordinator – 0.8FTE
- ▶ Student Staff - 13 (per term)
- ▶ Nursing Placement Students – 2 (per term)
- ▶ Volunteers – 8 – 10 (per term)

Student involvement in program & service planning:

- ▶ Programming is developed in close collaboration with work-study students (5), LTPB student staff (8), student volunteers (8-10), Health Dons (3-8), and nursing placement students (2-4).

Performance Indicators:

Participation of students, staff and faculty in workshops, presentations and events, as well as collaborations with community partners external to the University:

- ▶ Students: approx. 1,700
- ▶ Staff and faculty: approx. 170
- ▶ Community Partners: approx. 30

Learning Outcomes:

- ▶ Students use critical thinking in problem solving.
- ▶ Students initiate informed actions that reflect an understanding of how previous experiences have had an impact on affective states and intellectual performance.
- ▶ Students demonstrate the ability to communicate effectively through writing, speaking or artistic expression.
- ▶ Students demonstrate a commitment to a cause or organization.
- ▶ Students demonstrate the ability to work collaboratively toward a common purpose.
- ▶ Students are able to negotiate with others and manage conflict.
- ▶ Students demonstrate the ability to problem solve and connect appropriately with campus and community resources.
- ▶ Students demonstrate self-reliant behaviour.
- ▶ Students demonstrate self-advocacy skills.
- ▶ Students demonstrate the ability to take reasonable risks.
- ▶ Students demonstrate an understanding of how to achieve balance between education, work and leisure time.
- ▶ Students integrate educational information related to personal health and wellness in support of accomplishing their goals.
- ▶ Students demonstrate the ability to develop and maintain satisfying interpersonal relationships.

Capacity-building measures:

- ▶ Health Don project: piloted in 2008-09 and implemented again in 2009-10 working with designated *Health Dons* in residence to facilitate the sharing of health-related information and education activities
- ▶ Outreach to staff and faculty as partners in supporting students with emotional and psychological difficulties: providing education/information for staff and faculty through workshops and informal discussion
- ▶ Training of FLC staff to deliver the workshop *Better Health For A Better GPA*
- ▶ Creating a Healthy Campus project
- ▶ Workshop for Engineering Science mentors on supporting students with emotional and psychological issues
- ▶ Residence don training and education that provides pertinent health information and resources, enabling dons to assist and support the health of students living in residence (e.g., H1N1)
- ▶ Grief Workshop for students held bi-annually in collaboration with CAPS, Multi-Faith Centre and Campus Chaplains Association to provides a forum to meet others in a similar situation and to build their own support network

Key Findings of Learning Outcomes:

Forum Theatre Project: A collaboration between Health Promotion Programs and the Graduate Center for Study of Drama program; a one-hour, interactive forum theatre performance and facilitated post-performance discussion.

Outcome Summary: Victoria College and Trinity College Workshops

Objective Two: 82% (Victoria) and 33% (Trinity) of participants indicated that the workshop either “effectively” or “very effectively” enhanced their understanding of positive coping/problem solving strategies.

Objective Three: 82% (Victoria) and 67% (Trinity) of participants indicated that the workshop either “effectively” or “very effectively” enhanced their understanding of concepts related to resilience and in particular, the importance of supportive and trusting relationships.

STUDENT HOUSING SERVICE

Koffler Student Centre, 214 College Street, Room 203

416-978-8045; www.housing.utoronto.ca
Sept to June: M-W-Th-F 8:45am – 5pm ; T 8:45am – 6 pm
July and Aug: Mon-Fri 8:45am – 4:30pm

Services & Programs Provided:

- ▶ Centralize residence information, print and web
- ▶ Coordinate residence admissions process for first-year professional faculty students, international exchange students, and students with special needs
- ▶ Provide web-based off-campus housing listings and temporary accommodation list
- ▶ Provide resources and information sessions for landlords and students looking for/living in rental housing off-campus
- ▶ Refer and support students experiencing a housing crisis

Significant Changes in 2009-10:

- ▶ By March 2010 a roommate matching module will be launched to enhance the online registry of off-campus housing
- ▶ In 2009, a service providing students with one-on-one counselling sessions on general housing matters, called the Home Ranger program, was initiated.
- ▶ A Facebook community information discussion page was established.
- ▶ Addition of information sessions: 'Owning Your Own Home', 'Discrimination 101', 'Respecting Diversity in Your Workplace' in partnership with LGBTQ, Multi-Faith and the ISC Services, and 'Fire & Safety in Your Home', offered by U of T Fire Prevention.

Current Staffing:

- ▶ 4.6 FTE appointed, 1 p-t student/casual, 1 p-t work-study student
- ▶ For the period June-mid-Sept., 2 additional f/t student/casuals are hired

Student involvement in program & service planning:

- ▶ In-office suggestion box, online portal community discussion board, feedback forms at all events and on-going renter and landlord online surveys
- ▶ Three students have volunteered to sit on a Student Housing Service Advisory Board to convene in January, 2010

Performance Indicators:

Participation:

- ▶ 17,862 students logged on to view our off-campus registry, in particular (51,354 total visits) (May – Nov 2009)
- ▶ 13,327 unique visitors to our web site each month (average for May – Nov 2009)
- ▶ 2,353 housing ads listed in our off-campus registry, including 202 located in Scarborough (May - Nov 2009)
- ▶ 8,906 housing inquiries were responded to via phone, email and in-person (Jan – Dec 2009) (number does not include fax and post)
- ▶ 40 offices across the St. George campus were provided with housing information for their print or web communications
- ▶ 2,134 (1,297 in 2008) first-year professional faculty students submitted a residence preference form for September 2009 admissions. Of the 1,658 admits guaranteed residence, 73% received an offer from one of their top three residence preferences, and 50% received an offer from their first choice of residence.
- ▶ 23 incoming international student exchange students requested residence for Sept 2009. Of these, 74% received

an offer of residence. Initially 51 exchange students requested residence; however, most of these (28 students) did not re-state their interest when requested to do so later in the summer.

- ▶ 236 students attended our *Sublet Saturday* and *Shared Housing Fairs* (Spring and Summer 2009)
- ▶ 198 students attended our *Moving out of residence: How to search for off-campus housing* workshops, held at 10 residences, including Scarborough (Spring 2009)
- ▶ 179 students participated in other off-campus workshops: *Finding rental housing*, *Where will I live in three weeks?*, *Beyond housing: Living in Toronto*, *What tenants need to know*, and *Buying and Owning a home*. (Jan – Dec 2009)
- ▶ 20 students participated in three fall tenant legal information drop-in clinics held at the Service
- ▶ 18 emergency housing cases (Jan–Dec 2009)(down from an average of 31 in previous years)
- ▶ 500 international students attended our *Beyond Housing: Living in Toronto* presentation at UTSC, as part of the Green Path Program (June 2009)

Learning Outcomes:

- ▶ Students will demonstrate self-advocacy skills.
- ▶ Students will demonstrate self-reliant behaviour.
- ▶ Students will be able to negotiate with others and manage conflict.
- ▶ Students appropriately challenge the unfair, unjust, or uncivil behaviour of others.
- ▶ Students will demonstrate the ability to problem-solve and connect appropriately with campus and community resources.
- ▶ Students utilize critical thinking in problem-solving.
- ▶ Students demonstrate ability to synthesize complex information from a variety of sources in decision-making.
- ▶ Students demonstrate the ability to take reasonable risks.

Capacity-building measures:

- ▶ Partnered with UTSU and the Family Care Office for the eighth year to conduct a holiday toy and baby food/diaper drive for the University's Food & Clothing Bank. In total, 170 new toys, 9 crates of food and baby diapers and wipes, 40 scarves and 20 new articles of clothing were collected from various drop-off locations on campus, benefiting over 30 student families with 50 children registered with the Food & Clothing Bank.
- ▶ Provided training (*Moving out of residence - What students need to know*), for up to 30 Residence Dons/RAs at the University's Residence Life Staff Winter In-service Training Day (January 2009).
- ▶ Ongoing work with the University's residences regarding a shared residence management system and its benefits for students and the University.

Learning Outcomes - key findings:

75% of students who attended our *Buying and Owning a Home* event said they are confident in demonstrating self-reliant behaviour and the ability to take reasonable risks.

66% of students strongly agree that they will demonstrate the ability to problem-solve and connect appropriately with campus and community resources after attending our *Shared Housing* events.

85% of students who came for a *Home Ranger* one-on-one counseling session said that they will be able to negotiate with others and manage conflict, and utilize critical thinking in problem-solving.

INTERNATIONAL STUDENT CENTRE

33 St. George St. Toronto, ON M5S 2E3

416-978-2564; www.isc.utoronto.ca

9am- 5pm; Building hours: 9am – 9:45pm during the week; Weekend 11am – 9:45pm

Services & Programs Provided:

- ▶ Provide extensive orientation programs to help new international students to adapt to their new environment
- ▶ Assist international students to process immigration documents and other government required documents and advocate on their behalf when necessary
- ▶ Process UHIP coverage for international students
- ▶ Assist international student to file tax returns in Canada
- ▶ Organize over 120 cultural and social events each year to all students
- ▶ Provide specialized cross-cultural counselling to students in dealing with grief, emotional distress and various issues concerning both themselves and their families
- ▶ Use an active listserv, website to communicate with international students and produce a wide range of publications on related topics
- ▶ Offer a popular English Conversation Program to assist international students with their communication skills
- ▶ Provide a student-to-student mentorship program (I-Connect) and a Winter Holiday Host Program to help student establish their support network both on campus and in the community
- ▶ Offer meeting and activity space and facilities for individual students and student groups (over 1,800 room booking in the past year, with the majority of them held in the evening and weekend hours)
- ▶ Host two popular student groups at the Centre, Hot Yam and Bike-Chain

Significant Changes in 2009-10:

- ▶ In 2009-10, total of 8,633 international students from over 150 countries enrolled at U of T, compared to 8,014 students in 2008-09 year; an overall 7.7% increase from the previous year. The total enrollment of international student has doubled in past 6 years.
- ▶ As a result of the immigration policy change that allows international students to apply for a 3-year open Post Graduation Work Permit, ISC assisted over 2,000 immigration and income tax related inquires in the 2009 academic year, which represents 50% increase from the same period of last year.

Current Staffing:

- ▶ 7 FTE appointed; 9 p-t student/casual

Student involvement in program & service planning:

- ▶ ISC cultural and social events such as movie nights, tours and cultural dinners are co-organized with student groups.
- ▶ The International Student Association is involved in orientation planning and implementation
- ▶ The Commence Students' Association participated in the annual ISC tax clinic service by providing services
- ▶ Student Assistants involved in the ISC safety audit and room booking policy formulation
- ▶ Student focus groups and surveys provide feedback to plan and implement the I-Connect mentorship and English Conversation program

Performance Indicators:

Participation:

- ▶ Over 8,000 international students are registered with ISC listserv and receive weekly update on ISC programs/services, campus events and happenings in the city
- ▶ Over 5,600 international students have attended 128 social/cultural events organized by ISC
- ▶ 7,411 international students and their families enrolled in the UHIP service for 08-09 year
- ▶ Over 2,000 immigration and income tax related inquires in the 2009 academic year
- ▶ Over 1,800 meetings/events were held at ISC in the past year

Learning outcomes:

- ▶ International students are well supported and adapted to the new cultural environment to achieve their academic and personal development goals (International Student Advising, Cross-Cultural Counselling)
- ▶ International students participate fully in the community and contribute to the University's mission (Cultural/Social programming, I-Connect, Winter Holiday Host Program)
- ▶ International students become more confident in their communication skills to establish social support network and compete in the job market (English Conversation Program)
- ▶ International Students are able to navigate the Ontario health care system and insurance policy to protect their well-being during their studies in Canada (UHIP service)

Capacity-building measures:

- ▶ New workshop on "Academic Integrity and International Students"
- ▶ Introduced new room booking policy to accommodate increased demand for after hour student activity space and ensure all recognized student groups have fair access
- ▶ Offered more events with an emphasis on educational/cultural learning rather than on social/recreational function (Fall Ceremony on the First Nation Reserve)
- ▶ Develop collaborative partnerships with UTSC and UTM to ensure international students on all campuses receive effective services and support during their transition to a new cultural and academic environment

MULTI-FAITH CENTRE FOR SPIRITUAL STUDY AND PRACTICE

Multi-Faith Centre/Koffler Institute, 569 Spadina Ave., Toronto, ON M5S 2J7

416-946-3120; www.multifaith.utoronto.ca
8 am – 10 pm – seven days a week

Services & Programs Provided:

- ▶ Academic forums focusing on current affairs through a multi-faith lens/perspectives
- ▶ Opportunities for interfaith dialogue including discussion groups, tours of places of worship, presentations on specific faith traditions, and exploration of the arts
- ▶ Development of web-based multi-faith resources, and resource centre for informal study.

Significant Changes in 2010-2011:

- ▶ The Centre is will explore the role of faith communities in social justice initiatives.

Current Staffing:

- ▶ 2 FTE appointed; 4 interns fulfilling course work requirements; 4 p-t student/casual

Student involvement in program & service planning:

- ▶ A Multi-Faith Advisory Council generates ideas for programming, evaluative processes and advises in the allocation of resources. The Council consists of a series of interlocking leadership circles with specific circles focusing on program, house issues, and a general meeting at least once a term.

Performance Indicators:

Participation:

- ▶ Serving 60 faith communities on campus involving over 7,000 students and an untold number interested in spirituality generally;
- ▶ 25 events a week ranging from daily worship services and faith club meetings to academic panels on interfaith dialogue and current events through a multi-faith lens.

Learning outcomes:

Appreciating and Respecting Diversity

- ▶ Students seek involvement with people with different spiritual beliefs and articulate the advantages and challenges of a diverse society

Identity and Spiritual Development

- ▶ Students develop and articulate their own belief system, understanding the roles spirituality can play in personal and community values and behaviour

Leadership Development

- ▶ Students serve effectively in a leadership position either with the Centre or a faith-based student organization on campus. Students exhibit an ability to visualize a group purpose and desired outcome negotiating differing expectations

Intellectual Growth

- ▶ Students use complex information from a variety of sources including personal experience, spiritual beliefs, and observation to form a decision or opinion

Capacity-building measures:

- ▶ Collaboration with academic departments, Student Life units, and community groups, multiple opportunities for student engagement, i.e., Career Centre re: spirituality in the workplace

OFFICE OF THE AVP STUDENT LIFE

The work of the Division of Student Life is supported by a core group of staff within the AVP's Office. In addition to the business and administrative functions, the following units provide services and programs to students:

- ▶ Information Technology Systems
- ▶ Office of Student Life
- ▶ Student Retention and Crisis Response

INFORMATION TECHNOLOGY SYSTEMS

214 College St.

416-978-8005; www.studentlife.ca
M/F: 8:45-5:00 pm

Services & Programs provided include:

- ▶ IT support and management of data, networks, servers, computers and related devices for the Division of Student Life
- ▶ Develops policies, standards and best practices relating to information technology for the Division
- ▶ Custom software development and technical support for a variety of external and internal applications, for both student and staff use
- ▶ Web hosting for campus groups and Student Life websites
- ▶ IT consulting and project management for the Division

Significant Changes in 2009-10:

- ▶ Realigning of staff and functions to better utilize skills and provide a higher level of service and efficiency, including the creation of central IT support to better serve the Health and Wellness group
- ▶ Help Desk, email and trouble ticket system fully implemented (Fall 2009)
- ▶ Formal process for IT Projects submission and approval initiated within the Division (2009)
- ▶ Assumed IT management of CCP, Multi-Faith, Counselling & Psychological Services (CAPS), and the 21 Sussex student lab
- ▶ Implementation and integration of Clinical Management System across the Health & Wellness group
- ▶ Planned first phase of green computing for 2010
- ▶ Enhanced desktop management and support (spring 2010)
- ▶ Adaptive/Assistive Technology: Upgraded a workstation in each of the student labs areas within Student Life with screen reader with multiple synthesizer support. (Currently 5 areas: Career Centre, ASC, FNH, MF, 21 Sussex) (Fall 2009)

Current Staffing:

- ▶ 7 FTEs, 1 casual staff

Student involvement in program & service planning:

- ▶ No direct student involvement, however, we are asked occasionally to participate in student advisory meetings, and regularly provide updates on student facing activities, particularly those with a tri-campus mandate.

Performance Indicators:

Participation:

- ▶ Website stats: 720,000 visits from Sept. 2009 (4 months) for all Student Life hosted websites

Capacity-building measures:

- ▶ Consolidation of servers and “green” initiatives such as server and application virtualization. (Spring 2010)
- ▶ Content Management System implemented based on .NET for all Student Life websites (except Career Centre). This allowed the integration and leveraging of existing development within a single CMS platform, enhanced both the standardization and consistency of content and design elements across websites, and provided staff with a user-friendly interface and more modules to increase productivity. (Fall 2009)
- ▶ Distributed data storage through partnership with FPEH

Web Application Development:

- ▶ Oversees the Division’s software development projects through their full life-cycle, from inception and business case analysis to deployment and post-implementation review.
- ▶ Some recent development projects include the following:
 - Note-taking Accommodation web application greatly enhanced the experience for students who require note-taking services, and facilitated the process for volunteer note-takers and Accessibility staff. Since Sept. 2009: Currently 6,833 notes, 309 students, 256 volunteers, 800 courses matched
 - Web accessible interactive Flash application “Resume Tutor” was developed for the Career Centre with 2,319 visits since Sept. 2009
 - Centre for Community Partnerships online registration system for students and community partners (Fall 2009)
 - Roommate matching service application to launch in March 2010 as part of a Student Housing Service initiative. Students can register their profile and search for compatible roommates online. This is one of the few non-commercial roommate systems used at a post-secondary institution. (Spring 2010)
 - Work-Study Program online, currently developed and hosted by Student Life IT for Admissions & Awards and the Career Centre, will be augmented for 2010 to include the UTSC’s Summer Work-Study program. (Spring 2010)
 - Online eCommerce application for student events and registration (Summer 2010)
 - Several internal applications such as:
 - A custom web application for Health & Wellness (Health Service and Counselling and Psychological Services) that feeds student information into the CMS in real time using web services.
 - An internal financial reporting application for Business Officers and the CAO in the Division for more accurate and efficient financial reporting
 - A custom trouble ticket system developed to manage both technical and application support issues across the Division
 - Staff Online: website serves as a staff directory and communication portal for the Division. Future enhancements will include the addition of customized Staff Profiles (Summer 2010)
 - Established new Academic Success student lab with enhanced assisted technology software: screen reader (Jaws), voice recognition software (Dragon), Kurzweil 3000 and Inspiration (Sept. 2009)

IT Services:

- ▶ All Student Life websites underwent a major re-design with new accessibility features as part of our commitment to achieve Web Content Accessibility Guidelines (WCAG) 2.0 requirements, Level AA status (Phase I: Sept. 2009, but is on-going)
- ▶ Implemented E-Newsletter Pro application to facilitate a series of e-newsletters for various student populations, including the Faculty of A & S, Graduate students and users of the Family website.
- ▶ Campus Groups Web server hosting webspace for over 300 recognized groups at St. George and UTM (313)

websites as of Jan. 2010)

- ▶ Web hosting of Student Life Staff blogs in WordPress. There are currently 17 blogs created by Student Life staff for students (<http://blogs.studentlife.utoronto.ca/>)
- ▶ New application deployment and data management services for Accessibility Services and Test and Exam Centre will be undertaken this spring 2010
- ▶ Upgraded internal networks to take full advantage of the University's Gigabit backbone (Fall 2009)
- ▶ As part of the pandemic planning, several measures were undertaken, particularly in the staff communication and remote access areas, to ensure business continuity and disaster recovery (Fall 2009)

OFFICE OF STUDENT LIFE

214 College St. & 21 Sussex Ave.

416-946-7752; www.studentlife.ca

Services & Programs provided include:

Communications

- ▶ Develop and maintain five institutional level websites, the divisional website and the student-written blog UpbeaT.
- ▶ Publish monthly e-Newsletters in partnership with the Faculty of Arts & Science and the School of Graduate Studies
- ▶ Quarterly e-Newsletter for parents and family members (by subscription)
- ▶ Organize divisional presence at orientation and other major campus events
- ▶ Publish the Intuit guide to student life, *gradNav* (for graduate students) and other print materials
- ▶ With the IT department, provide web space, blogging platforms, portal space, on-line elections, and other services to campus organizations
- ▶ Provide support and consultation to units within the division on communications strategy

Assessment

- ▶ Conduct surveys, focus groups and other projects to assess outcomes of services, programs and campus-based experiences
- ▶ Develop learning outcomes associated with the work of the division
- ▶ Provide resources – such as on-line and handheld survey tools – to student life staff across the campus

Training & Development

- ▶ Coordinate central training for all residence life (student) staff
- ▶ Coordinate training and meetings for divisional (student) orientation coordinators
- ▶ Coordinate central training program for all orientation leaders
- ▶ Implement campus-wide suicide awareness and prevention program for staff and students

Programs & Services

- ▶ **Passport Program: Explore U of T** – provides structure and incentives for undergraduate students to encourage participation in co-curricular programs and organizations.
- ▶ **Grad Escapes Program** – operated in collaboration with the Graduate Students' Union
- ▶ **Grad Nav program** – workshops, social events, resources and programming for graduate students
- ▶ **Campus Organization Services** – administration of the *Policy on Recognition of Campus Groups*, maintenance of a live database of recognized student groups and student societies; workshops for campus group leaders including the annual Toolkit conference.

- ▶ **Sussex Club House** – building administration (locks, scheduling, signage, etc.) of a facility that houses more than 50 campus groups in shared offices, meeting rooms, a rehearsal studio, resource centre and prayer spaces.
- ▶ **Leadership Development Program** - workshops series, for both undergraduate and graduate students (through the GPS program), the New U leadership conference.
- ▶ **Leadership Educators and Resource Network (LEARN)** – a group of 50 students and staff who engage in a training-for-trainers program use their skills to lead, coach and train in their own groups and communities.

Staffing:

- ▶ 13 full-time (two of whom are not fee-funded); 20+ work-study employees

Significant Changes in 2009-10:

- ▶ Relocated six staff to the mezzanine level of the new Student Life area on the main floor of the Koffler Centre.
- ▶ Introduced the University’s first Bring Your Family to School Day to strengthen relationships between family members and the University.

Student involvement in program & service planning:

- ▶ Through the Leadership Educators and Resource Network (LEARN), senior students from various faculties are trained to deliver leadership workshops.
- ▶ Students serve as members of: The New U Steering Committee; The Grad Escapes Planning Committee; The Committee to Allocate Student Activity Space (CASAS),
- ▶ Active involvement in planning by summer interns and work-study students.

Performance Indicators:

Participation:

- ▶ Over 16,000 visits monthly to Ulife our live database of campus organizations and opportunities
- ▶ 170 dons and RAs participated in Residence Life Staff Training
- ▶ 30 orientation coordinators in the orientation support program
- ▶ 800 orientation leaders participated in JOLT – Joint Orientation Leader Training Program
- ▶ 240 students registered with the Passport Program
- ▶ Student participation ranges from 25 – 150 people per Grad Escapes event
- ▶ Approximately 650 students have participated in leadership development workshops (Fall 2009)

Key Findings: Learning Outcomes

1. Leadership Lab (training for LEARN participations)

Measurement: Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)

As a result of the Leadership Lab I feel confident that I can apply some of the skills when facilitating a group:

September 09 Lab (18 respondents)	4.1
August 09 Lab (20 respondents)	4.7
August 08 Lab (30 respondents)	4.4

2. Master of Health Informatics Leadership Workshop

Measurement: In the past two weeks what changes have you implemented to improve your group work?

“I keep in mind while working on our group assignments that how to deal with each person with his/her specific qualities and at the same time, how to control my aggressive and energetic ideas.”

“I am more aware of who is in my group and what their personality style is. Have tried to adjust my style and accommodate their style to make the group work easier.”

“I have been more conscious of how my style might dominate a group and have made a conscious effort to be more inclusive of other styles.”

“I learned from the workshop that I am a 'driver', so I have tried to be more expressive in my approach to group work and more receptive to others needs regarding internal group deadlines.”

Capacity-building measures:

- ▶ 150+ campus groups received services (email, listserv, portal space, new web sites) through Ulife
- ▶ Staff in the office provide secretariat support to the Student Life Professionals group, a University-wide network of over 100 student life staff
- ▶ Over 300 staff (residence, registrarial, departmental) trained in suicide alertness; 30 staff trained in suicide intervention skills
- ▶ Coordinated the second annual AskMe Campaign to engage staff in providing a warm welcome to new students.
- ▶ Supported the development of learning outcomes and assessment provided to several U of T departments outside Student Life.

STUDENT RETENTION & STUDENT CRISIS RESPONSE

214 College St Rm. 307

416-978-5536

Services & Programs Provided:

- ▶ Responds to concerns from faculty and staff about high-risk situations where students are in crisis, provides short-term support, crisis intervention and triage to appropriate resources.
- ▶ Resource for staff and faculty, maintains an active practice with students who face complex ongoing issues; facilitates connection to and coordination of campus and community resources for students with complex needs.
- ▶ Interprets and explains University policies and procedures to students, faculty and staff, identify, explains and communicates University decisions.

Significant Projects in 2009-10:

- ▶ Leader in development of improved system of documentation that will be used by Accessibility Services, Counselling and Psychological Services and Health Services, and which will be issued when students request support for academic consideration. The new Student Health- or Disability-Related Certificate will protect student privacy, while providing appropriate information in a consistent format.
- ▶ Development of webpages – resources for students in distress and resources for faculty and staff concerned about students in distress.
- ▶ Collaborate in revision of Emergency Housing protocol.

Current Staffing:

- ▶ 2 FTEs

Performance Indicators:

Participation:

- ▶ 2008-09 consulted about or directly involved with situations related to 418 students, from diverse faculties, across all three campuses.

Learning outcomes:

- ▶ Students initiate informed actions that reflect an understanding of how previous experiences have had an impact on affective states and intellectual performance.
- ▶ Students demonstrate the ability to problem solve and connect appropriately with campus and community resources.
- ▶ Students demonstrate self-reliant behaviour.

Capacity-building measures:

- ▶ Consults with faculty and staff who are concerned about students in crisis.
- ▶ Consults with faculty and staff about students with complex, ongoing issues that require multiple resources and/or who, despite use of resources, continue to experience ongoing difficulties that jeopardize their ability to engage in university life and meet expectations for their academic success.
- ▶ Produce and distribute *“Identifying and referring students in difficulty: Connections, a guide for faculty and staff”*
- ▶ Provide educational development to faculty and staff, through Centre for Teaching Support and Innovation, Organizational Development and Learning Centre, as well as direct contact with Departments and Faculties.
- ▶ Provide suicide awareness training for faculty and staff (SafeTALK and ASIST).
- ▶ Work to build the University’s capacity to identify and support students in distress.
- ▶ Coordinate/develop teams in student situations of high risk, critical incidents and ongoing complex issues.

EARLY LEARNING CENTRE

7 Glen Morris St. & 252 Bloor St. W
www.elc.utoronto.ca

416-978-6725;

M-F 8 am to 6 pm

Services & Programs Provided:

- ▶ Childcare service and family resource program for students, staff and faculty
- ▶ Information and resources related to parenting and early childhood development
- ▶ Access to temporary child minding service

Significant Changes in 2009-10:

- ▶ Implementation of changes and improvements to service resulting from the parent survey

Current Staffing:

- ▶ 34.5 FTE appointed; 7 p-t student/casual

Student involvement in program & service planning:

- ▶ The Parent Advisory Committee (PAC) includes student parent members. PAC provides advice on program policies, current services, and the development of new initiatives.
- ▶ The staff consult regularly with all parents to ensure that it is meeting the users' needs and that a high standard of service is maintained.
- ▶ The ELC solicits feedback from its users through an annual parent survey. 56% of the users responded to this year's survey with overall results indicating that:
 - Over 90% of respondents reported confidence that within the ELC children are safe, helped to develop good health habits, are active and using opportunities for energetic, physical play.
 - Over 90% of respondents agreed that within the ELC their children are respected listened to and treated with understanding and encouraged to be responsible and caring of others.
 - Over 97% of respondents identified emails, website, newsletters, parent/teacher conferences and personal notes as being the most helpful communication tools.

Performance Indicators:

Participation:

- ▶ Total # of childcare spaces = 126 FTE
- ▶ 61 registered student parents reflects 53 FTE spaces (42% of 126 FT spaces)
- ▶ 183 student participants from May to December 2009 in the family resource parent – child drop-in program
- ▶ 7 work-study students employed

Learning outcomes:

As a result of services and programs provided by the ELC, student parents will be able to:

- ▶ Become familiar with the emergent curriculum approach in education of young children, and to play-based learning activities that will support their child's development.
- ▶ Inform student parents and develop their understanding of new provincial early learning curriculum document, Early Learning for Every Child Today.
- ▶ Increase their insight and practical skills related to healthy behaviour guidance techniques used to support child development.
- ▶ Access information and resources relating to parenting and early childhood developmental milestones.

- ▶ Expand their social support networks and be able to share /exchange common experiences and resources.

Work Study Students will be able to:

- ▶ Explore career opportunities in early childhood or primary education.
- ▶ Gain experience working with children with special needs. (i.e. graduate student studying Health Science worked with the Manager and Cook to review and update menus to Canada Food Guide and Ontario Day Nursery Standard.)

Capacity-building measures:

- ▶ The ELC provides research opportunities for OISE/UT students in the Faculty of Human Development and Applied Psychology, and the Institute of Child Studies.
- ▶ The ELC in collaboration with the Family Care Office promotes FCO programs and services to ELC users; hosts FCO workshops and the Student Discussion Group; ELC staff facilitated three parenting workshops for the FCO; and the ELC remains a member of the FCO's family events committee to provide inexpensive activities for students and their families.
- ▶ The ELC is a partner in the seamless day kindergarten pilot project with the Toronto District School Board and the Toronto Best Start Project. The ELC holds an annual information session for parents to inform them about the kindergarten options available to them within the ELC and at the TDSB. This winter's session will focus on familiarizing parents with the changes to the Ontario Education System which will encompass programs for children upwards of 4.8 years old on a limited basis as of September 2010 with advanced rollout to all Ontario children 3.8 and older by 2015.
- ▶ The ELC Manager works with the City of Toronto Special Needs Consultant to support staff development, and improve physical plant to provide service for children with special needs.

FAMILY CARE OFFICE

214 College Street, Toronto
www.familycare.utoronto.ca

416-978-0951;

M,T,W,F: 9-5 and R: 9-6

Services and Programs Provided:

- ▶ Case work: student concerns centred primarily around issues such as child care availability (including access, subsidies and quality), children's programs, family financial planning, parenting, legal assistance, pre-natal health, maternity and parental leave
- ▶ Workshops, family events and discussion groups
- ▶ Maintaining a web-based babysitter listing service
- ▶ Making presentations to departments to raise the awareness of students with family responsibilities and to educate on services available to students through the FCO
- ▶ Maintaining a website and resource library comprised of practical material on topics ranging from pregnancy and infant care to lesbian and gay parenting issues, bereavement and caring for elderly family members
- ▶ Advocating on behalf of University families with University departments, student organizations and government and community agencies
- ▶ Providing recommendations to the Director, Family Programs and Services in the Office of Vice-President Human Resources and Equity pertaining to University policy, procedures and publications and their impact on students with family responsibilities

Significant Changes in 2009-2010:

- ▶ Purchase of new software to allow webcasting of workshops so that students who are unable to attend sessions will be able to view the workshops on-line at their convenience
- ▶ Two new discussion groups: a UTM Parenting Discussion group and a Moms-To-Be group
- ▶ New workshop for the Graduate Professional Skills (GPS) Program that deals with the challenge of having family responsibilities, working and being a student
- ▶ Completion of an oral history project that involved interviewing student parents on campus

Current Staffing:

- ▶ 4 FTE appointed; 8 p-t students under the Work Study Program; 1 George Brown ECE student placement.

Student involvement in program and service planning:

- ▶ The FCO Student Advisory Committee (members represent students with family responsibilities) provides input into programming and services and offers valuable insight about the concerns and needs of students.
- ▶ Work-study students employed by the Office provide ongoing input and contribute towards program and service planning.
- ▶ The staff consults with student governments & organizations.
- ▶ The Family Care Office collects feedback from students individually, through discussion groups, and through workshop evaluation forms.

Performance Indicators:

Participation:

- ▶ The Office handled 523 student cases: 168 undergraduate students and 355 graduate students.

- ▶ The Office offered 77 workshops, 14 family events, 8 drop-in sessions, and 8 discussion groups sponsored or co-sponsored by the Office. These activities were attended by 236 undergraduate students and family members, and 712 graduate students and family members.

*It should be noted that these statistics are for January-December 2009 and so cannot be directly compared to the statistics we reported last year from May 2007-April 2008. Also, while our student undergraduate case numbers are showing a small decrease, these numbers do not fully reflect the recently implemented communication and outreach plan or the re-launched Student Life website which we hope will increase our student numbers for the winter term.

Learning outcomes:

- ▶ The FCO's learning outcome for our educational programming (i.e., parenting, elder care, work/life balance, or other), is that students will be able to:
 - Access information and resources, and increase their insight and practical skills particular to their family need.
- ▶ This was measured in 2009 using workshop evaluation forms and we found **81%** of our participants were able to state that the likelihood that they will apply a new insight, skill or resource learnt in the session was 'very good or excellent'. Further, **15%** stated the likelihood was 'good'.

During this winter term we will be implementing a survey of our current users to help assess the following two learning outcomes:

- ▶ As a result of programs and services provided by the FCO, the University of Toronto community will be able to identify resources related to family issues.
- ▶ As a result of FCO networking activities (FCO groups, family events, online discussion board) students will be able to share and exchange common experiences and resources.

The office has developed a survey and hopes to utilize Student Voice this winter to gain benchmark data of the U of T student population (specifically trying to determine the number of student parents and the type of family responsibilities with which our student population is dealing)

Capacity-Building Measures:

- ▶ The FCO's Family Events Committee includes staff from the Early Learning Centre, Family Resource Centre, First Nations House, Woodsworth College, International Student Centre (ISC), Multi-Faith Centre, Hart House and the Faculty of Physical Education and Health. The committee members work collaboratively to provide inexpensive activities for students and their families. This Fall the events included a Family Skate afternoon and a Halloween Party at the ISC. Last year, we offered a very successful Family Day at the ISC which included using the Poet in the Community and had 72 people attending.
- ▶ Provided orientation and training sessions which included sessions for the Transitional Year Program students, women graduate students, and mature students; training to the peer counsellors at the Sexual Education and Peer Counselling Centre.
- ▶ Chaired the Financial Survival Committee comprised of staff from the GSU, SGS, Admissions and Awards, and Woodsworth College to provide workshops to students with financial need.
- ▶ Started the process of increasing the number of designated breast-feeding friendly locations (that is, more comfortable and quiet spaces) on campus while reminding the community that breast-feeding is acceptable anywhere on campus.
- ▶ The FCO saw an increase in the number of departments consulting with us regarding a family issue.

THE OFFICE OF LGBTQ RESOURCES & PROGRAMS

Address: 21 Sussex Ave. Suite 416-17

416-946-5624; www.lgbtq.utoronto.ca

Monday to Friday 9:00 to 6:00.

Services & Programs Provided:

- ▶ **Support:** Students contact the office for advice and assistance on everything from employment, financial and academic matters to name change or concerns about identity. Our staff responds to arising needs from students and employees on all three campuses.
- ▶ **Advocacy:** We work to create sensitive and supportive learning, living and work place environments by advising on policy and inclusive practices. Our professional staff provides confidential assistance and consultation to students who feel they have experienced bullying, discrimination or harassment.
- ▶ **Education:** Our educational workshops and presentations engage participants on a wide array of topics including: sexual orientation and gender identity, the LGBTQ student experience, equity, diversity and the workplace experience. We design programs to fit participant needs including working with faculties, colleges, staff groups, student life professionals, and student leaders.
- ▶ **Programming:** Events, workshops, and networking opportunities bring LGBTQ students, staff, faculty, and allies together throughout the year. Annually, the Office hosts programs that address sexual and gender diversity to stimulate dialogue across intersecting identities, educate allies and orient those new to the LGBTQ communities.

Significant Changes in 2009-10:

- ▶ Provided programming for a range of needs including grad students, multiple Queer Salon discussion evenings, Hosted a panel on Islam and sexual diversity in Collaboration with the SDS program, Que(e)rying religion and the Multi-Faith Centre in support of broadening the conversation of these intersections; and queer women and leadership.
- ▶ Collaborated with tri-campus student organizations to host U of T Pride 2009 and Queer Orientation Week 2009.
- ▶ Developed guidelines with the University Registrar for name/gender change process for academic records. Created a tri-campus gender neutral washroom map.

Current Staffing:

- ▶ 1.8 FTE appointed, 3 work-study

Student involvement in program & service planning:

- ▶ Planning and event committees include significant representation of students
- ▶ Three work study students who are actively engaged in respective student communities
- ▶ Tri-campus events such as Pride, Queer Orientation and Positive Space represented by students from each campus

Performance Indicators:

Participation

- ▶ Increased student partnerships with LGBTQ tri-campus organizations reducing isolation and supporting networks on campus to questioning and LGBTQ students, in fulfilling their pursuits, in and out of the classroom.
- ▶ Provided multiple educational sessions to student leaders, residence life staff, orientation coordinators and worked in learning environments promoting dignity, respect, and intolerance of discrimination and harassment rooted in heterosexism and homophobia.
- ▶ Increased access and information on resources, support networks and outreach to new and returning students through the publication of the “think before you speak” posters; introduced new “coming out” and “when someone comes out to you” materials.

Learning outcomes:

- ▶ Students will work towards progressively exploring and sustaining positive identity development and political, social, cultural community connections through their experiences in and out of the classroom.
- ▶ Students will actively engage in achieving their personal and academic goals.

Capacity-building measures:

- ▶ LGBTQ Resources & Programs involved in the development and delivery of the Joint Orientation Leadership Training (JOLT)
- ▶ Facilitated Residence Life Training on issues of equity, diversity and inclusion; LGBTQ competencies for dons and residence assistants on sexual orientation and gender identity
- ▶ Presented workshops: Student Life Professionals Working with trans-identified Students
- ▶ Offered sessions to peer educators and student leaders at UTSC
- ▶ Delivered orientation presentation on equity, diversity and inclusion at the Faculty of Physical Education and Health for all first-year students.
- ▶ Queer Salons (discussion evenings) gatherings of LGBTTIQQ2S identified students to muse and discuss issues, ideas, themes, of theirs and others' lived experience.
- ▶ Offered primary and pivotal support to the University's Positive Space campaign and its three committees, including initiatives and resource development, acting as the primary contact for consultation to other colleges, universities, high schools and services across Canada.
- ▶ Responded to complaints of homophobic behaviour and environments, using the "Report Homophobia" on-line reporting page

THE 2010-2011 PROPOSED BUDGET

- ▶ Revenue And Expenses By Area
- ▶ Statement of Revenues And Expenses
- ▶ Revenues By Type
- ▶ Expenses By Type
- ▶ Student Fee Calculation

Student Life Programs and Services
2010-11 Budget
Revenue and Expenses by area

	2010-11					2009-10
	Salaries and benefits	Non salary expenses	Departmental Income	Occupancy Cost	Net Operating Expense	Net Operating Expense
Student Fee Funded Departments						
Division of Student Life:						
Academic Success Centre	341,283	11,950	-	18,180	371,413	180,402
Career Centre	2,010,849	172,394	105,650	108,019	2,185,612	2,183,784
First Nations' House	538,877	31,047	95,555	28,828	503,197	491,568
Health and Wellness	4,808,289	516,913	2,643,000	131,117	2,813,319	2,634,606
Housing Service	376,460	46,628	98,500	26,784	351,372	295,388
International Student Centre	848,682	128,310	179,238	101,193	898,947	890,200
Multifaith Centre	195,154	31,900	15,000	128,961	341,015	294,769
Office of Student Life	2,349,471	476,620	31,600	81,193	2,875,684	2,698,750
VP, HR & Equity						
Early Learning Centre/Campus Co Op	-	142,100	-	56,454	198,554	242,707
Family Care Office	154,471	13,789	-	-	168,260	162,484
LGBTQ	90,664	6,000	-	-	96,664	83,860
Student Space						
Central Student Unions				137,762	137,762	139,807
CIUT				43,710	43,710	43,710
The Varsity				36,062	36,062	37,535
The Newspaper				13,934	13,934	13,619
Other St. George Campus student space				641,539	641,539	639,514
Total Student Fee Funded Departments	11,714,200	1,577,651	3,168,543	1,553,736	11,677,044	11,032,703
Centrally funded operations	2,067,003	1,327,476	1,996,425	74,110	1,472,164	1,115,840
Total	13,781,203	2,905,127	5,164,968	1,627,846	13,149,208	12,148,543
Funding						
Student Fee					11,263,308	10,585,995
Attribution of costs to UTM					239,492	239,835
Attribution of costs to UTSc					174,244	196,304
Operating Budget Support					1,472,164	1,126,409
Total Funding					13,149,208	12,148,543
Operating Surplus(Deficit)					-	-

**Student Life Programs and Services
2010-11 Budget
Statement of Revenues and Expenses (in '000s)**

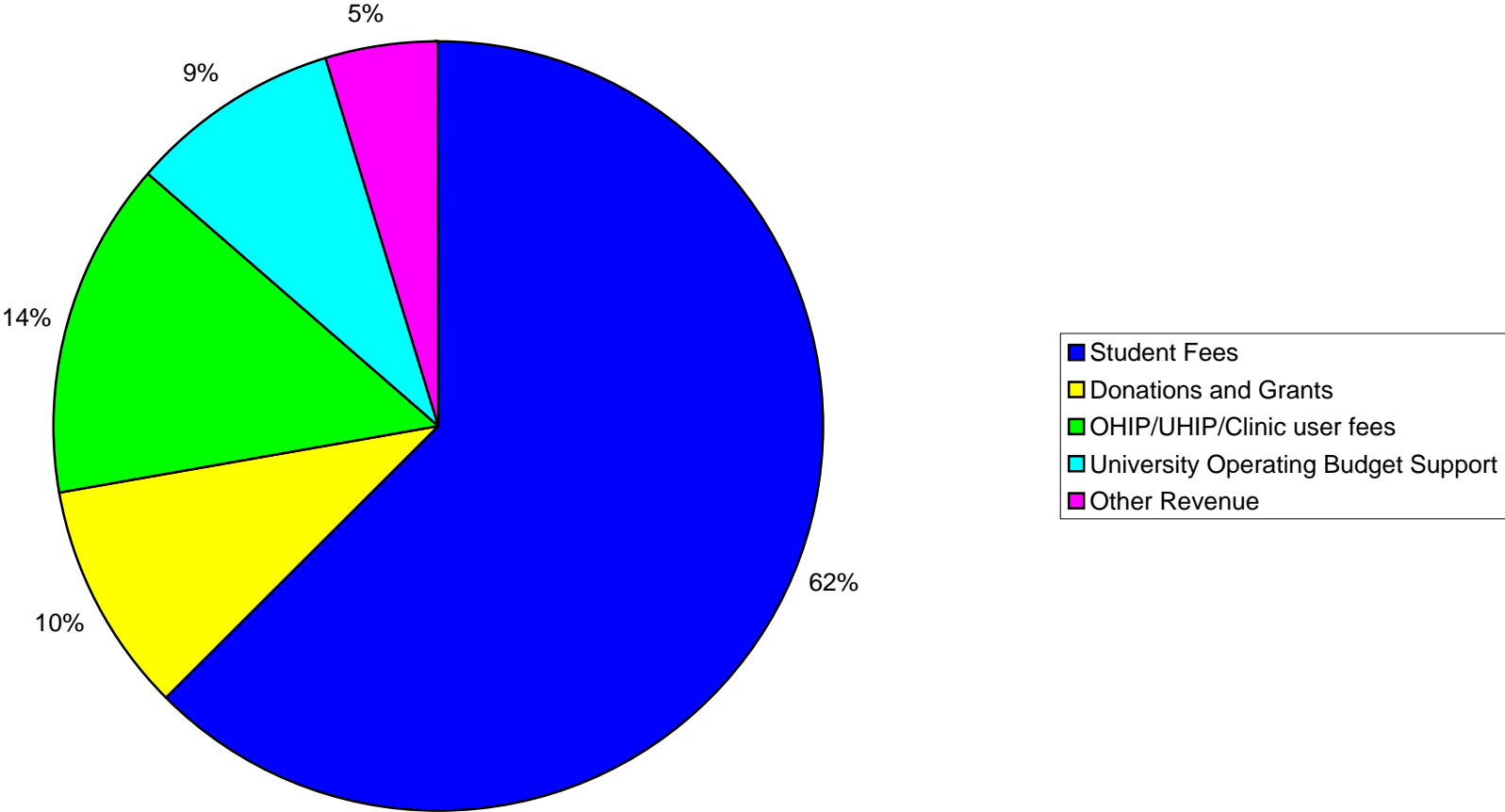
REVENUE

Advertising Revenue		170	
Birth Control sales		205	
Donations		240	
Government Grants		1,572	
LD Assessment fees		110	
Non OHIP covered immunizations		143	
OHIP/UHIP/Medical insurance		2,295	
Student Fees		11,677	
University Operating Budget Support		1,655	
Misc revenue		247	
TOTAL REVENUE			18,314

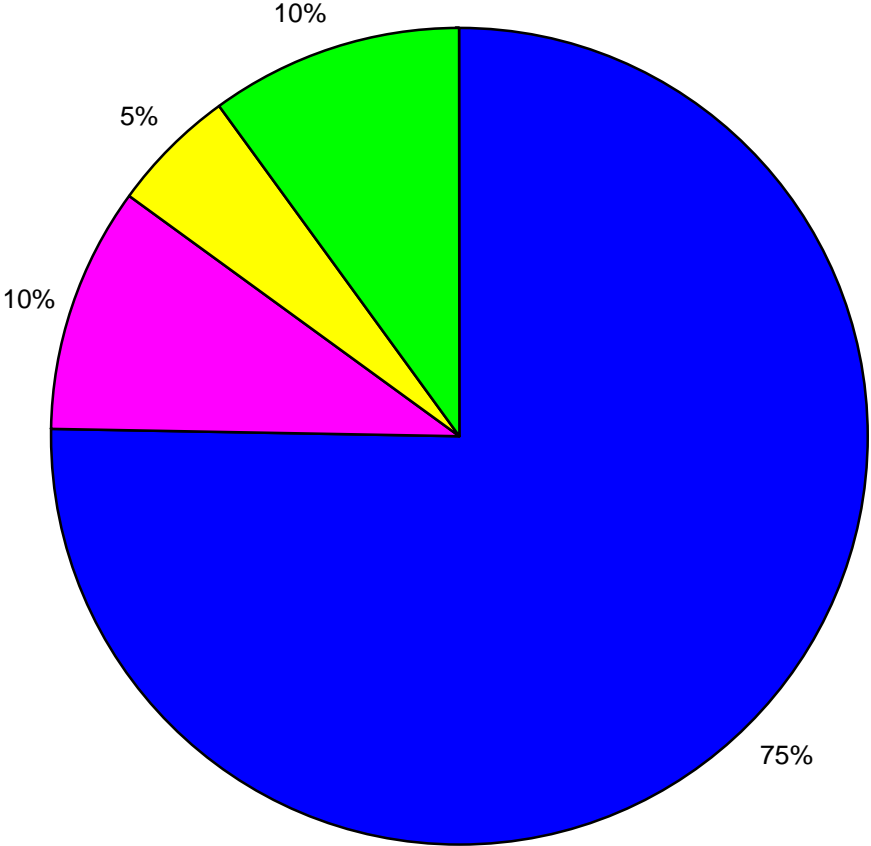
EXPENSES

Appointed Salaries and Benefits	11,363		
Medical associates & Casual Staff	2,449		
TOTAL COMPENSATION		13,812	
Advertising, printing and photocopy	187		
Child care subsidy	142		
Travel, meals, hosting, and PD	232		
Equipment	144		
Medical supplies	274		
Occupancy and maintenance costs	1,781		
Sign language interpreters & transcribers	416		
Telecommunications	110		
Test & Exam Centre	530		
Misc expenses	686		
TOTAL NON COMPENSATION EXPENSES		4,502	
TOTAL EXPENSES			18,314
NET SURPLUS(DEFICIT)			<u><u>-</u></u>

Revenues by type



Expenses by type



- Compensation
- Occupancy and maintenance costs
- Academic Accommodation
- Other non compensation expenses

**Student Life Programs and Services
2010-11 Budget
Student Fee Calculation**

University of Toronto Index			
Appointed Salary Expenditure Base (previous year budget)	7,685,415		
Average ATB increase/decrease for appointed staff	4.00%		
Average Benefit Cost Rate	22.50%		
Indexed appointed salary expenditure base		9,791,219	
Casual/PT Salary Expenditure Base (previous year budget)	229,443		
Average ATB Increase/Decrease for casual/part time staff	3.00%		
Average Benefit Cost Rate	10.00%		
Indexed Casual/PT Salary Expenditure Base		259,959	
Indexed Salary and Benefits Expenditure Costs		10,051,178	
Subtract the Amount of Net Revenue from Other Sources (previous year)		(3,119,906)	
Add the Non-Salary Expenditure Base (previous year)		3,034,881	
Add the Occupancy Costs (current year)		1,553,736	
Reduce the amount by the proportion attributed to UTM and UTSC (current year).		(413,736)	
Cost for UTI purposes		11,106,153	
Divide the difference by the projected weighted FTE enrolment (current year)		49,490	
UTI Indexed Fee		\$ 112.21	
\$ Amount of UTI based Increase (over adjusted fee)		\$ 4.43	
Consumer Price Index			
Fee Per Session (previous year)		108.06	
Less: Removal of old temporary fee (2007-8)	-	0.28	
Adjusted fee for CPI		107.78	
Consumer Price Index		1.50%	
CPI Indexed Fee		\$ 109.40	
\$ Amount of CPI based increase		\$ 1.62	
Combined Fee Increase			% change
Fee Per Session (previous year)		108.06	
Less: Removal of old temporary fee (2007-8)	-	0.28	-0.3%
CPI Based Fee increase	+	1.62	1.5%
UTI Based Fee increase	+	4.43	4.1%
Indexed Full Time Fee		\$ 113.83	5.3%
Proposed 2010-2011 Fees			
	2009-10	2010-11	\$ Change
Full Time	\$108.06	\$113.83	\$5.77
Part Time	\$21.61	\$22.77	\$1.16
TST Full Time	\$99.65	\$105.42	\$5.77
TST Part Time	\$19.93	\$21.08	\$1.15