

# STUDENT LIFE PROGRAMS & SERVICES

Annual Report, Operating Plan & Budget  
2011-12



UNIVERSITY OF  
TORONTO

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## THE MISSION OF STUDENT LIFE PROGRAMS & SERVICES

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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.

### **Mission:**

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 and personal skills development
- » health education and 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:

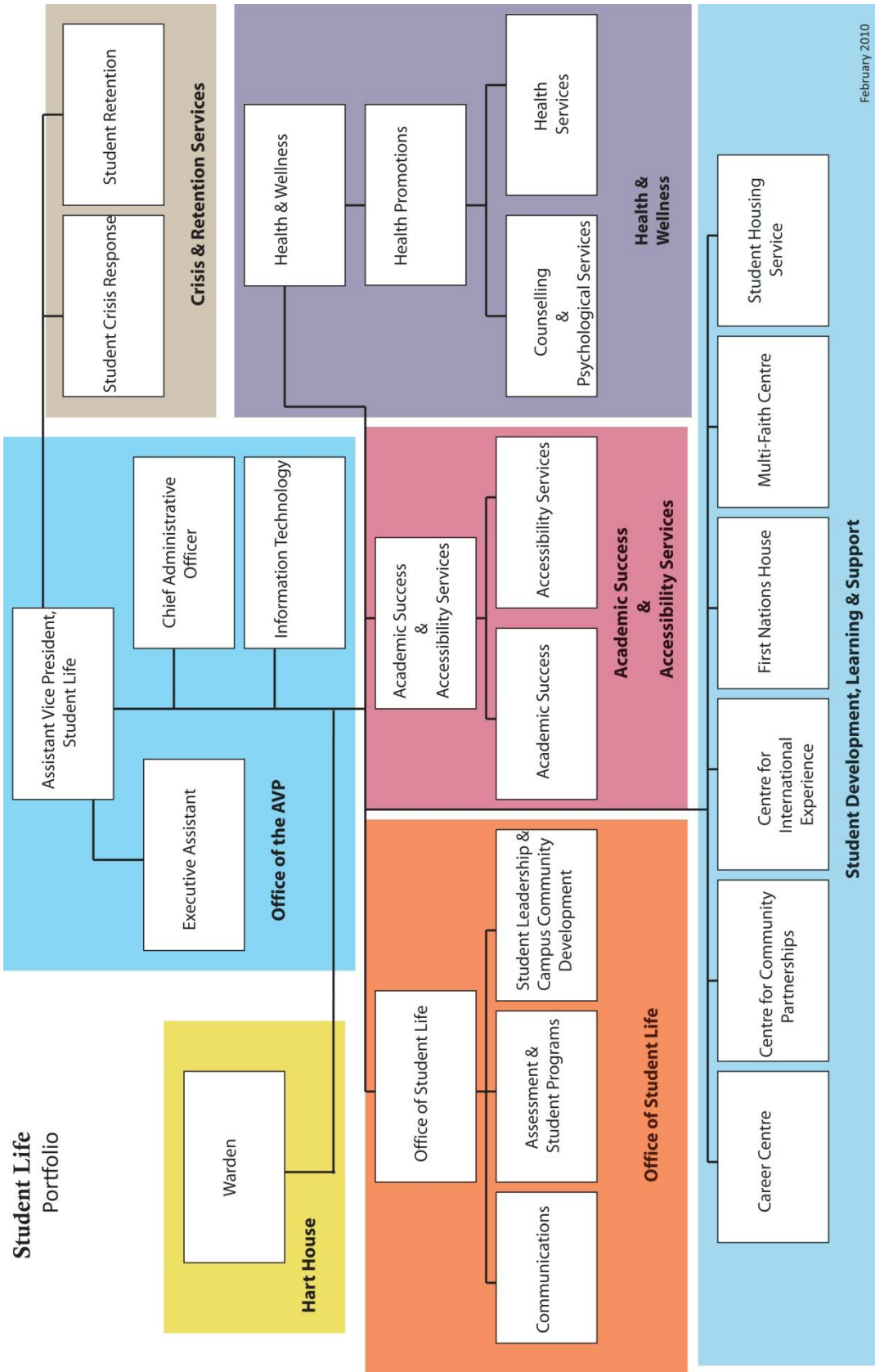
- » information and encouragement
- » access to infrastructure (space, information technology, and resources)
- » involvement in the planning and delivery of our programs and services.

## 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 <b>7,100</b> students annually plus peer support
Accessibility Services www.accessibility.utoronto.ca	Accommodations and advising for <b>1,945</b> registered students with disabilities; 8,861 tests and exams
Career Centre www.careers.utoronto.ca	Career coaching, counselling, workshops and resources; <b>39,809</b> employment listings; career employment events: <b>36,113</b> students (tri-campus)
Centre for Community Partnerships www.ccp.utoronto.ca	Co- and extra-curricular community service learning: <b>1,829</b> students in service learning courses; <b>870</b> in extra-curricular opportunities
Centre for International Experience www.cie.utoronto.ca	Orientation, advising, social/cultural programs, conversational English, counselling, UHIP: <b>9,272</b> international students. Exchange and study abroad opportunities: <b>375</b> inbound/ <b>326</b> outbound students
First Nations House www.fnh.utoronto.ca	Full range of supports: academic, writing, financial, social, community development for aboriginal students. Outreach to aboriginal communities.
Health & Wellness Services: Counselling & Psychological Services www.caps.utoronto.ca Health Promotion www.healthservice.utoronto.ca Health Service www.healthservice.utoronto.ca	Counselling, assessment, treatment for emotional and psychological difficulties: <b>3,637</b> students ( <b>17,612</b> visits); Health education and assault counselling and education, for <b>2,600</b> students, staff and faculty; Physician and nursing care and referrals, travel medicine, nutrition assessment, vaccination, birth control, colposcopy clinic: <b>11,266</b> students ( <b>28,831</b> visits)
Student Housing Service www.housing.utoronto.ca	Off-campus housing listings; housing-related individual and group sessions; general residence information and admission process for professional faculty and exchange students: <b>133,022</b> unique website visitors; <b>15,121</b> housing inquiries
Multi-faith Centre www.multifaith.utoronto.ca	Interfaith dialogue, presentations, forums and provision of space for <b>60</b> student faith communities; average <b>45</b> events/week.
Office of the AVP Student Life www.studentlife.utoronto.ca Office of Student Life Information Technology Systems Student Retention & Crisis Response	Communication, leadership development, training, and programming, services and space for student organizations, policy administration and program assessment and evaluation. IT management, software development, web-hosting (including hosting for student groups). Case management for students in difficulty; help faculty and staff support students

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</p>	<p>Childcare (part- and full-time) for <b>66</b> children of students (of <b>126</b> spaces); parent-child drop-in program/resources for <b>218</b> student participants</p>
<p>Family Care Office www.familycare.utoronto.ca</p>	<p>Individual support and advocacy for <b>533</b> students with family responsibilities; workshops, family events, discussion groups for <b>1,091</b> students</p>
<p>Sexual and Gender Diversity Office www.sgdo.utoronto.ca</p>	<p>Support, advocacy, education and programming for LGBTQ community, allies and others</p>



February 2010

## 2009-10: YEAR IN REVIEW

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Student Life Programs & Services came into being three years ago with the appointment of the Assistant Vice-President, Student Life and the merging of Student Affairs, Student Services and Hart House. Since that time, the Division, through the dedication of its staff, has made remarkable progress in developing a shared vision of the student experience at the University of Toronto, creating measurable goals and measuring our progress in reaching them. This year, that vision took shape fully with the realization of some significant breakthroughs in service and program delivery and in our capacity to deliver a truly transformative experience for U of T students.

### HIGHLIGHTS

#### A NEW WAY OF DOING THINGS

Student Life is fully engaged in the process of revolutionizing student service across the University through participation in the development and visioning of the Next Generation Student Information Services (NGSIS). As part of the process, we worked with our partners in a review of the First Year Residence Admission process, resulting in a set of recommendations to clarify and simplify the residence application process. Next up: a new online wayfinding system to help students navigate the campus from both their computers and their mobile devices.



#### HELP WHEN YOU NEED IT

With the Health & Wellness unit now under a unified structure, operational changes have virtually eliminated wait times in the Health Service. Renovating our spaces has created additional private and confidential offices for patient interviews and better access for students with physical disabilities; online access to appointment bookings and test results has removed administrative barriers; and streamlined patient flow processes have provided more efficient access to our services. We are now better able to respond to emergency needs by assigning an on-call doctor during clinic hours. This past year at the Counselling & Psychological Services (CAPS), 123 students were seen on an emergency walk-in basis by an on-call psychiatrist.



Our client satisfaction surveys indicate we are on the right track. In CAPS,

- » 86% of the students were “somewhat” to “extremely” satisfied with the effectiveness of their care;
- » 97% indicated they would refer a friend to the Service and
- » 96% would use the Service again themselves.

Our Learning Outcomes assessments also showed positive results with

- » 83% of respondents indicating that their care helped them understand their problems and issues to a “moderate” to “extreme” degree, and
- » 67% reported that their care strengthened their positive coping strategies.

### EXPERIENCE THE WORLD

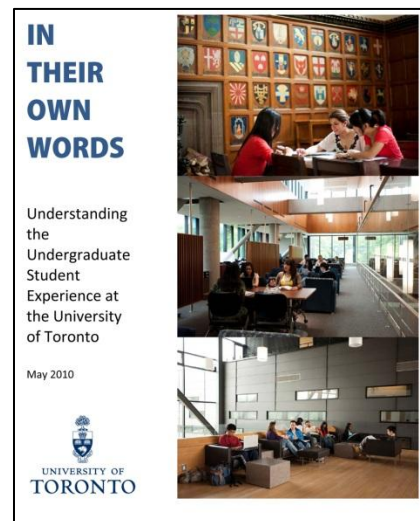
In June 2010, the Centre for International Experience came into being, bringing together services and supports for international students and programs and opportunities for students seeking global learning experiences under one umbrella. This integrated Centre brings together the strengths of the former International Student Centre and the International Student Exchange Office, and, by



eliminating overlap, expand our services. As a secondary outcome, we are able to support communities of students from different levels of study and from diverse disciplines and move closer to our objective of preparing students to be globally fluent so they can compete successfully in a globalized innovation economy.

### IN THEIR OWN WORDS

Our office provided the leadership for a major qualitative study on the student experience commissioned by the Vice-Provost, Students. The results of some 40 focus groups held across all three campuses and in almost all faculties are now being used as the basis for the implementation of new initiatives to improve student-faculty interaction, service delivery, orientation, mentorship, co-curricular participation and communication.





## THE POET IS IN

A collaboration between several Student Life departments and the Faculties of Engineering, Physical Education and Health, and Nursing, the Poet-in-Community program continues to encourage students in creative expression through workshops and university-wide events.

## ALL THE PLACES YOU'LL GO

Our survey of upper year students revealed that 36% felt “somewhat unprepared” or “not at all prepared” to graduate and move on to a new stage of life. As a result, we piloted a new conference geared to the needs of senior year students and focusing on career development, job searching, leadership skills and international and graduate school opportunities. More than 250 students attended the conference which was held during Reading Week.

## ENHANCING ACCESS

Using the funds generated through the Zoom advertising program, Student Life, with the help of the central student unions, distributed more than \$100,000 to improve accessibility in Health Services, to create a child-minding fund for students wishing to participate in co-curricular activities, to re-furbish the well-used student spaces in the Multi-faith Centre and for accessibility improvements to the Graduate Students' Union.

## PEER-TO-PEER

Providing more opportunities for student-led study groups were a focus this past year, with a continued emphasis planned for next year. Various models, all employing senior students as mentors, were introduced: course-based, with 46 peer-supported study groups piloted in three first-year courses; interest-based, with Health Dons meeting with Academic Dons; and communities based, with an expansion of the Social Association for Students with Autism (SASA), the Accessibility Peer Mentor Program, the First Nations Peer Mentor Program and the First in the Family Peer Mentor Program for first year students who are the first in their family to attend a post-secondary institution. These mentorships provided multiple benefits: more opportunities for meaningful student



**All the places you'll go!**  
continuing your journey beyond graduation



employment, leadership skills development, opportunities to learn in small groups and opportunities to build community.

### **ONLINE ELECTION MODULE**

Counting ballots are a thing of the past thanks to U-elecT, the new online student elections and referenda system. U-elecT auto-counts every electronically cast vote resulting in a paperless election process that significantly reduces the carbon footprint. The system was developed to provide a flexible and convenient method for student society CROs to self-manage the voting process. It utilizes the University's UTORid system as an authentication tool to access the administrative and voting interfaces and to generate voter lists.

## STRATEGIC DIRECTIONS & GOALS

The strategic directions for Student Life were established in 2008, with goals set annually. This report focuses on the past year, the final year of our three-year strategic plan.

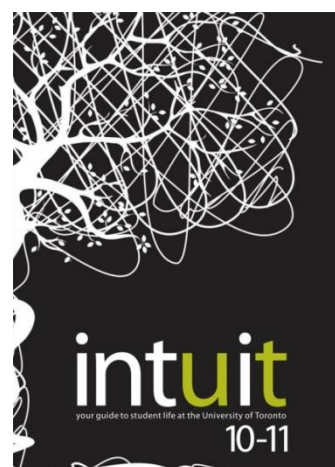
### 1. Developing and implementing a dynamic and strategic multi-media communication strategy

**Goal #1: assess the effectiveness, format and distribution of our flagship publication, Intuit, in its fifth year of production.**

A series of focus groups are now underway on all three campuses to generate student feedback on the relevance and usefulness of *Intuit*, and help guide decisions about the publication's future. Decisions will be implemented for the 2011 edition.

**Goal #2: introduce an integrated social media strategy, including the introduction of video as a means of engaging students in programs and services.**

Our flagship co-curricular website, Ulife, now features user generated content through a blog, Flickr photo stream, Twitter feed and event and opportunity listings posted by student organizations. @UTulife has 501 followers and has been listed 31 times. Videos promoting participation in campus life will debut on Ulife in 2011.



ulife.utoronto.ca	(launch) 2008	2009	2010	% Growth (2009- 2010)
Unique Visitors	36,259	105,175	108,358	+3.02%
Pageviews	689,233	1,642,563	1,566,980	-4.60%

Our student-written blog, UpbeaT, continues to gain a dedicated readership with new partnerships with the Faculty of Physical Education and Health and Accessibility Services. The top post for 2008 and 2009 was “Everybody Loves a Bird Course”. “So You Want a Summer Research Position” took second place in 2009. The top post for 2010 was “Your College at U of T”. @UpbeaT has 442 followers on Twitter and has been listed 26 times.



upbeat.studentlife.utoronto.ca	(launch) 2008	2009	2010	% Growth (2009-2010)
Unique Visitors	2,229	21,067	32,492	+54.23%
Pageviews	7,655	67,198	106,701	+58.78%

**Goal #3: explore communications partnerships with the professional second-entry faculties.**

A survey of graduate students told us that email communication was uncoordinated, overlapping and confusing to many. As a result, we worked with the School of Graduate Studies to limit email to one weekly notice of events and opportunities (which students can opt out of) and the monthly Gradschool e-News with registrarial and awards information, news, features and articles. We have also consolidated all graduate student programming under the GradLife banner. We are now working on relationships with the second entry undergraduate faculties to improve communication with those students.



**Goal #4: 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).**

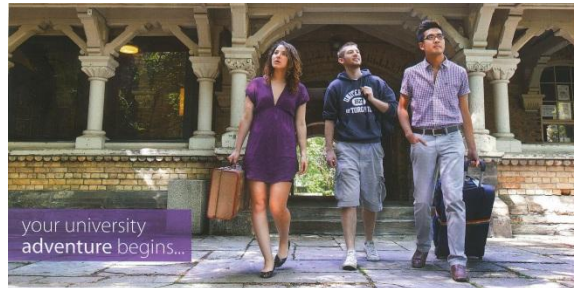
Student Life staff involved in communications, IT and accessibility are now trained in creating accessible documents and web sites and are sharing expertise across the division to ensure all materials are in compliance with the forthcoming legislation. A new web scanning service provides us with weekly alerts of any accessibility issues encountered on any of our sites.

**Goal #5: work with Information + Technology Services on enhancing the electronic communications infrastructure for students, including creative use of the U of T Portal.**

Student Life staff are working closely with the Chief Information Officer's office on the introduction of new email services for students and on the development of the Next Generation Student Information Services, which will improve our ability to communicate targeted messages to distinct cohorts of students. We also have partnered with Enrolment Services (Admissions and Recruitment) to provide content for their new sites which provide information to prospective and new students, to help ease the transition into the University.

**Goal #6: expand communication to incoming and upper-year students to capture their attention at key moments in their transition in and out of the University.**

We welcomed new students this year with an invitation mailed to their home encouraging them to participate in orientation and welcome events and to familiarize themselves with the University through a "web adventure" that led them through the start.utoronto.ca to discover key resources and information.



Launched as a collective in 2009, Start at U of T, Life at U of T and Graduation + Beyond have all seen healthy growth in visitors and pageviews. In particular, Life has seen a vast increase in pageviews at +148.85%.

A comparison of the Fall semesters 2009 vs. 2010 shows marked growth:

	Fall Semester 2009	Fall Semester 2010	% Growth
start.utoronto.ca	25,164 unique visitors	32,518 unique visitors	+29.22%
	56,164 pageviews	69,754 pageviews	+24.20%
life.utoronto.ca	26,697 unique visitors	45,942 unique visitors	+72.09%
	65,200 pageviews	162,248 pageviews	+148.85%
graduationandbeyond.utoronto.ca	8,901 unique visitors	12,256 unique visitors	+37.69%
	17,373 pageviews	23,049 pageviews	+32.67%

Our new Book-it system provides simpler, secure on-line event registration and ticket purchasing for students. Book-it was successfully launched in the Fall for the Grad Escapes program.

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

**Goal #1: 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.**

As part of the NGSIS process, Student Life staff engaged in a student lifecycle mapping process identifying all sources of information for students new to the university and focusing on problem areas – gaps, overlap or unclear paths. A key discovery of this process was that while web navigation organizes the University on organizational structure, students navigate the campus more organically and spatially. As a result, Student Life has engaged in a new project to redevelop the online campus maps as a wayfinding system for students, allowing them to locate services, points of interest and their own class schedules geographically.

**Goal #2: build a Student Success Plan, in collaboration with academic departments, to align learning opportunities with academic goals and expectations.**

The Student Success Plan is now known as Blueprint – a program that encourages students to build their own experience by setting, and accomplishing, goals in the areas of academic skills, career development, leadership development and community service. The first year of the program focuses on meeting the needs of first year students – the “foundation” of the Blueprint. Opportunities are linked to learning outcomes consistent with those of most academic fields. Subsequent years of the program will tailor opportunities to meet the more distinct learning outcomes associated with specific disciplines. At the same time, we are pursuing the development of a co-curricular transcript, through the NGSIS process, to reflect students’ participation outside the classroom and the contributions these experiences make to a student’s learning and development.



**Goal #3: seek partnerships with faculty that teach large first-year courses.**

**Goal #4: explore peer facilitated study groups for courses with high failure rates.**

The Academic Success Centre partnered with SOC101Y and BIO120F to pilot 46 peer-facilitated learning skills groups, each meeting 3-4 times per term. This pilot is ongoing with assessment planned for Spring 2011.

Through a funding envelope created by the Ministry of Training, Colleges and Universities, Student Life launched a program to support academic success among first generation students. First in the Family is a collaboration between Student Life, the Academic Success Centre and other university partners. Twenty-five first-generation mentors have been hired and trained to support 250 first generation mentees in the winter of 2011. Two tri-campus leadership development events will be held in Winter 2011.

**Goal #5: expand on the “Healthy Campus” model of promoting a broad-based approach to student health**

Our Health Promotions program has expanded in several ways including the alignment of the Assault Counsellor/Educator with the Health Promotions team, and the introduction of an on-line newsletter – Student Health 101 – a collaboration with several universities across North America. The month of October saw a focus on mental health awareness with the Build on Your Strengths program – involving multiple partners in events



across the campus promoting positive mental health. These partnerships supported creative perspectives on health, such as spirituality, physical activity and accessibility. The approach this year of “building on your strengths” was meant to de-stigmatize mental health and provide opportunities for students to discover how they can maintain and support their own mental health while managing the stress of university. The pillars of focus for the coming year will be nutrition, safety and resilience.

**Goal #6: 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.**

The Aboriginal Initiative Council is fully engaged with the Director of First Nations House (FNH) as the Co-Chair and Coordinator of Initiatives. Projects now in place include: a Visiting Elders program, expanded to UTM and UTSC; 2 new publications of FNH Magazine which recognizes and celebrates the accomplishments of students, staff and faculty at the University, and is distributed



to Aboriginal communities across Ontario; Writing Support Services at FNH which include a Writer-in-Residence, writing instructors and an Indigenous Writer’s Gathering; a Peer Mentor program; and the hiring of an Aboriginal Community Partner Liaison, through the Centre for Community Partnerships, to explore and develop community partnerships and service learning opportunities in Aboriginal Studies. As the Coordinator, the Director of FNH works closely with representatives from Applied Science and Engineering, Law, Social Work, Physical Education and Health, Information, OISE, TYP and Aboriginal Studies to encourage collaboration, where possible, and monitor the initiatives for reporting purposes.



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

**Goal: 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.**

Our supports to faculty have improved through:

- » A cross-appointment in the Centre for Teaching Support and Innovation for the Director Academic Success and Accessibility. Her work in CTSI explores how student learning can be enhanced and how to share this learning with faculty to affect change in the classroom. Initiatives include conducting workshops for faculty and TAs, developing The Student Voices on Learning project, to gain a better understanding of how students experience learning in classrooms, and in partnership with CTSI and IT&S, designing a pilot project to use lecture capture technologies to determine which aspects of the technology are most useful.
- » The hiring of an additional Crisis Coordinator to assist faculty in their support of students in difficulty or crisis.
- » The Centre for Community Partnerships (CCP) continues to provide course support to faculty interested in redesigning their curriculum using a Service-Learning pedagogical approach. Six new service-learning courses were supported this year. In addition, CCP coordinates quarterly faculty gatherings, Focus Groups for Service-Learning course TAs; Fundamentals of Service-Learning workshops and Instructional Design that Integrates Cross-Cultural Perspectives workshops.

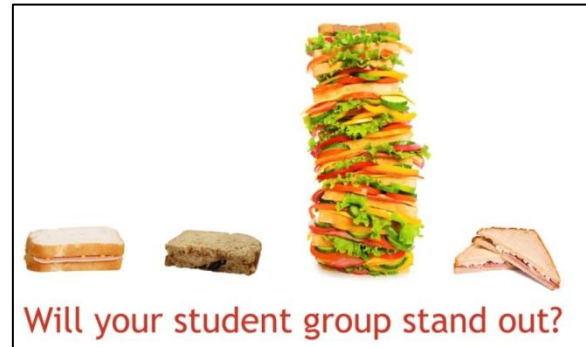


#### 4. Providing leadership in the effort to enhance the co-curricular student experience

**Goal #1: examine ways in which we can build the capacity among recognized student groups to engage students in meaningful activities.**

In May 2010 the Leadership and Campus Organization Services team completed an extensive review of the administrative processes for, and services

provided to, campus groups. Some recommendations have already been implemented, including the introduction of orientation sessions for newly recognized campus groups, training sessions for all group leaders as well as networks of groups representing similar interests. Subsequent recommendations scheduled for implementation in Spring 2011 include a streamlined application process and the consideration of a funding pool for campus groups.



The Centre for Community Partnerships has been working with a number of campus groups to enhance their ability to run successful and sustainable community service opportunities. And the Multi-Faith Centre serves as the hub for a network of groups working on social justice and community involvement initiatives.



**Goal #2: expand our student staff training and development initiatives to student staff employment outside of Student Life.**

Workshops were held for our student staff to familiarize them with all areas of the Division, beyond the department of hire, and to encourage networking opportunities amongst the students. Two new initiatives involving student employment were introduced in 2010. Student Life served as the pilot site for a summer work-study program on the St. George Campus, providing OSAP-eligible students the opportunity to earn money during their summer studies. The new Career Accelerator Program created by the Career Centre was designed specifically for students with little to no work experience. Internships were created in several Student Life departments and, coupled with workshops in employment preparation, provided students with both the experience and knowledge to succeed in securing longer term employment.

**Goal #3: engage with the Office of Space Management and other partners to facilitate an efficient and fair room booking procedure for student organizations.**

Student Life is now participating in the advisory committee established by the provost to review and make recommendations with respect to the procedures established under the *Policy on Temporary Use of Space*.

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

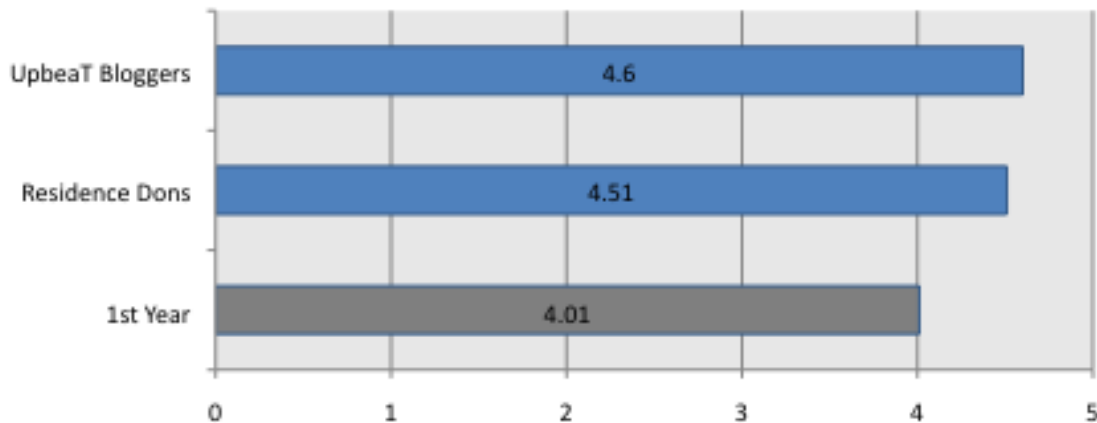
Learning outcomes provide the foundation for work across the entire division of Student Life. In 2010, five of these outcomes were selected as Key Performance Indicators – essentially benchmarks against which we will measure our impact on the student experience over time.

<b>KPIs for the Division of Student Life Programs &amp; Services</b>				
Students demonstrate the ability to communicate effectively through writing, speaking or artistic expression.	Students demonstrate the ability to problem solve and connect appropriately with campus and community resources.	Students are able to work across differences – identifying opportunities and negotiating challenges.	Students identify how they can make a positive difference in their local, national and global communities.	Students demonstrate an understanding of how to achieve balance between education, work and leisure time.

This assessment process began with the administration of the Orientation Benchmarking Survey of first year students and continues with the administration of the National Survey of Student Engagement (NSSE) in 2011. Although assessment of our Key Performance Indicators for the 2010/2011 academic year will not be complete until April 2011 – many of our preliminary results have been promising.

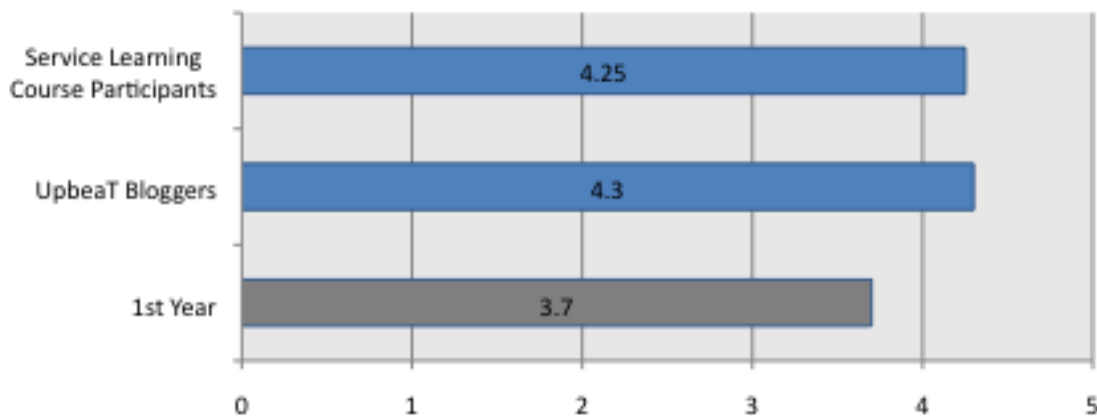
### I am able to communicate effectively through writing, speaking or artistic expression.

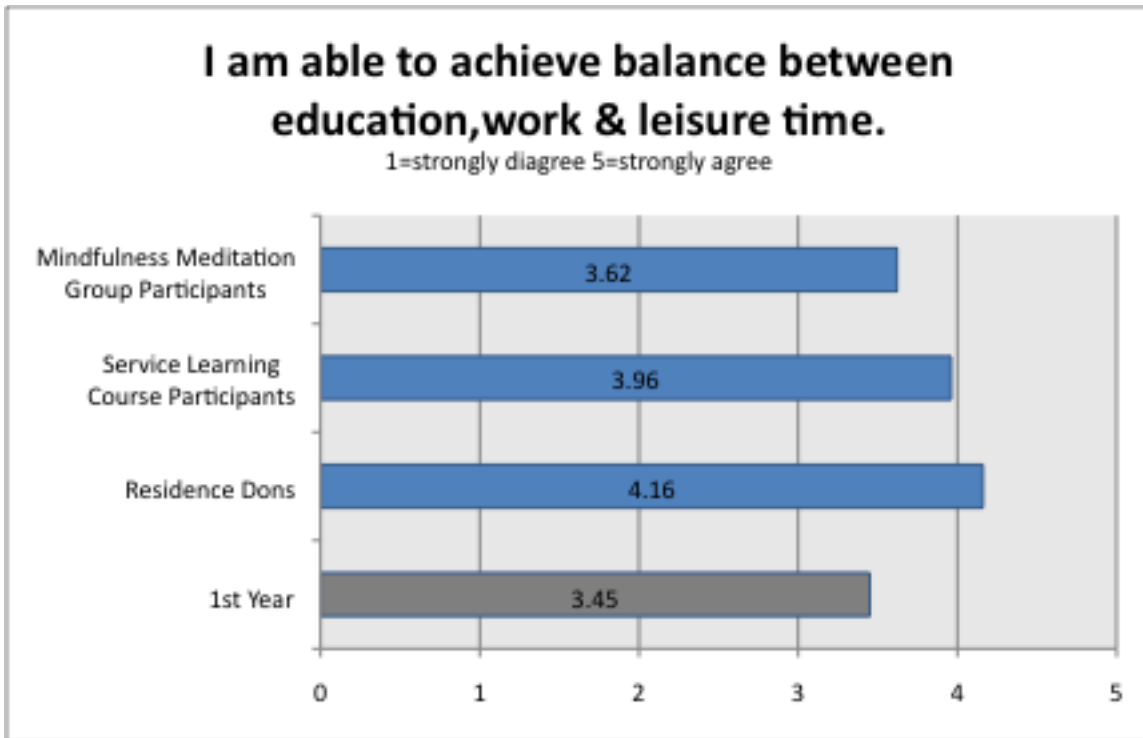
1=strongly disagree 5=strongly agree



### I am able to make a positive difference in my local, national and/or global communities.

1=strongly disagree 5=strongly agree





We have worked with the Office of the Vice-Provost, Students and colleges, faculties, UTM and UTSC to execute a large qualitative assessment of the student experience using focus groups. The *In Their Own Words* report is now being used for program and service improvements in a variety of areas.

Through Student Voice, our online survey and assessment provider Student Life continues to gather feedback and provides access to these tools and resources to staff and student organizations across campus.

## 2010/2011 PERFORMANCE INDICATORS

We have begun the process of developing our 2011-2014 Strategic Plan, with defined annual priorities and projects. The Division remains focused on the goal of delivering a truly transformative experience for U of T students.

Our goals are influenced by the leading documents of the University, such as *Towards 2030*, by feedback and input from students through advisory groups, surveys, focus groups, individuals who use or participate in services and programs, and student leaders, by best practices learned through research and professional development and by the expertise of the professional staff in the Division.

*Towards 2030* cites the need for our students to be, “adaptable, to communicate clearly and persuasively, to solve problems and think creatively, to work in groups as well as individually, and to embrace an ethos of lifelong learning”. It recognizes that these skills are best developed in “interaction in small intimate classes” or “working together on group projects and presentations” as well as “from living in residence, running for student government or getting involved in any number of campus activities”.

Within this context, our goals for 2011 will be:

### ***Developing and implementing a dynamic and strategic multi-media communication strategy***

Helping students navigate, access, coordinate use of, and maximize the benefits of the vast array of opportunities that the University of Toronto has to offer is at the heart of our communications goals. Students engage if they are aware of the opportunities; seek assistance if they are informed of services available – at the right time; and access opportunities when barriers are removed. Through a variety of projects such as executing our “wayfinding” project and expanding our range of communications formats, communications continues to be a significant priority for Student Life.



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

Building capacity is a fundamental principle of Student Life and can only be accomplished through collaborative partnerships. Whether it involves presenting mental health awareness month with 12 partners, a table tennis tournament sponsored by the Centre for International Experience and the Faculty of Physical Education and Health, or *Intuit* developed in a tri-campus partnership, we work collaboratively across St. George and with UTM and UTSC. The coming year will bring new and expanded partnerships focused on transition programs, mentorship programs, experiential learning opportunities, and developing academic learning communities.



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

Making student success an institutional priority requires involvement from all areas of the university. Working with faculty, we will investigate expansion of the peer-tutor model piloted in three courses in 2010/11; seek additional opportunities to lead and participate in workshops available to faculty; expand our outreach to assist faculty members in accommodations for disabilities; and continue our work with faculty to support the experiential educational opportunities available.

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

Thanks to information we have gained from a wide range of assessment tools, we have a better understanding of what motivates students to be engage and what barriers stand in the way of participating in co-curricular activities. Across the Division, a central objective is to expand opportunities for an enhanced and rewarding student experience. To further this objective, we support communities of students, including Aboriginal, faith-based and international;



students with disabilities, health challenges or other needs; and interest-based groups focused on social justice, sustainability, community development or food security. We will continue: to expand our student leadership programming using a train-the-trainer methodology, which provides opportunities for students to experience leadership; our active partnerships in leadership development with Faculties such as Applied Science and Engineering and Physical Education and Health; to place a focus on supporting transition into university and into career preparation; and to create opportunities for students to find community, learn and engage.

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

A great deal of work has been done to develop assessment tools. Through survey tools (institutional, local and external benchmarking surveys) and focus groups we measure our progress. Our results will be presented in the Performance Indicators for Governance, annual reports and presentations to student, academic and administrative partners.



## DEPARTMENTAL REPORTS

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## ACADEMIC SUCCESS CENTRE

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Koffler Student Services Centre, 214 College St. M5T 2Z9  
416-978-7970; [www.asc.utoronto.ca](http://www.asc.utoronto.ca)  
M-F 9:00-5:00 (after hours workshops/lectures)

### **Services & Programs Provided:**

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

- » Individual counselling, by appointment and on a drop-in basis
- » Lectures, peer facilitated learning skills workshops
- » Partnerships with academic departments, staff and faculty to assist with student academic skill development

### **Significant Changes in 2010-2011:**

- » Through a collaboration between Student Life and Academic Success and other university partners, 25 first-generation mentors have been hired and trained during Fall 2010 to support 250 first-generation mentees in the winter of 2011 with the support of funding from the Ministry of Training, Colleges and Universities. Two tri-campus leadership development events will be held in Winter 2011.
- » Partnered with SOC101Y & BIO120F to pilot 46 peer-facilitated learning skills groups, each meeting 3-4 times per term to assist students in these large first-year classes to develop effective time management, notetaking and study skills.
- » Worked with IT to develop a new student registration system implemented in July 2010 to increase service accessibility.
- » Worked on the development of Academic Support portal, in partnership with reference librarians, the WIT initiative and writing centres
- » The Director is seconded to the Centre for Teaching Support & Innovation (CTSI) to explore how student learning can be enhanced. Initiatives include conducting three workshops for faculty and TAs and developing The Student Voices on Learning project, a joint partnership between CTSI, Student Life and the Centre for Community Partnerships to develop a better understanding of how students experience learning in classrooms. The project includes 15 focus groups conducted in Winter 2011 and a report which will inform CTSI staff, future workshops and resource materials about students' experience of learning.
- » The Academic Success Centre began to review its mandate to increase outreach to first-year students and to explore how peer mentors could enhance the work of Academic Success.

### **Current Staffing:**

- » Learning Skills Counsellors 3.1 FTE
- » Two Work-Study students (12 hours per week) January – March; 18 Work-Study students (12 hours per week) September – December
- » Two summer Counselling and Psychological Services (CAPS) interns (4 hours per week for 8 weeks)
- » Ministry-funded 0.5 learning skills counsellor (1<sup>st</sup>-in-Family portfolio)

### **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, residence life staff and other student-driven initiatives.

### **Performance Indicators:**

#### **Participation:**

- » Partnered with Arts & Science courses (Sociology, Geography, Psychology, Anthropology, Biology, Vic102 & 199 courses), disciplines (Math specialists, majors & minors) & programs (Human Biology) to offer 20 tailored in-class lectures. Some lectures were offered in partnership with Office of Student Academic Integrity (OSAI).
- » Offered a series of academic success lectures in Robarts Library; in partnership with writing centres, the Career Centre and research librarians as part of the Writing*Plus* series; within various colleges; for the Transitional Year Program; for students in Occupational Therapy; and in partnership with student societies.
- » Offered 52 in-house workshops
- » Participated in 32 orientation & transition activities, including a series of three in-house Summer Academic Success Mini-Courses (attended by 423 incoming students), various colleges & faculty (Victoria, New College, University College, 'Welcome to Skule'), and services (Accessibility Services' Moving Forward series of workshops, Family Care Office, Centre for International Experience [in partnership with OSAI]), and programs (Transitional Year Program, Student Life's Kickstart Program and Mock Lecture series) events.

#### **Testimonials from students & faculty:**

*"The ASC stands out for its humane, comprehensive and process-oriented approach to the difficult and creative challenge of scholastic work."*

*"Get first-year profs to advertise this!"*

*"Very enlightening workshop. It was tailored for our group and this benefitted us more than any 'cookie-cutter' workshop could have."*

*"Our students commented very favourably on the comprehensive content of the workshops and the enthusiastic and approachable manner in which you delivered it. I am, as are our students, certain that your workshops have contributed to their academic success."*

- » Delivered 24 tailored sessions for various interest groups, including First-Year Learning Communities; the International Foundation Program; the iSchool Institute (FIS); college residences and commuter lounges; the Faculty of Nursing, Applied Science and Engineering; TATP & CTSI; the Multi-Faith Centre, First Nations House and the Family Care Office.
- » In collaboration with Student Life, initiated Ministry-funded 1<sup>st</sup>-in-Family leadership program, recruiting and training 25 peer mentors and, working in partnership with UTM & UTSC, developing programming.
- » Presented seven workshops as part of the Graduate Professional Series program; initiated several Graduate Students' Working Groups (thesis writing groups).
- » Offered sessions for parents of students entering U of T for Discover U of T and in partnership with the Career Centre.

The number of students registered for/participating in individual counselling, workshops, study groups & lectures:

» Individual Counselling (appointment & drop-in)	1,124
» Workshops & Groups (including Facilitated Study Groups)	1,757
» Lectures	<u>4,219</u>
	TOTAL: 7,100

**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:

- Communicate effectively through writing, speaking or artistic expression
- Achieve balance between education, work and leisure time
  
- Short-Term Outcomes demonstrate a student's ability to:
- Distinguish between time-intensive and mind-intensive activities
- Apply the concept of non-evaluative writing
- Understand the concepts of reader-centred and writer-centred writing

**Key Findings of Learning Outcomes:**

***Time Management for Graduate Students Workshop***

*86% of participants agreed that identifying mind-intensive and time-intensive times and scheduling accordingly will help them balance competing demands.*

***Writer's Workout for Graduate Students***

*75% of participants agreed that the exercise of "freewriting" is helpful for getting ideas on paper.*

*50% of students indicated they are able to identify ways in which "sharing" (or not sharing) influenced their writing.*

***Capacity-building:***

- » Recruited & Trained seven Work-Study Peer Mentors for ASC Writing Groups and projects
- » Worked with Multi-Faith Centre Work-Study students on Project Management
- » Initiated partnership with University of Toronto Peer Tutoring
- » Supervised two CAPS summer interns' academic success "Stress" video project
- » Academic Success Don Portfolio
- » Participated in Program Working Group for the U of T Next Generation Student Information System and the Student Life World Café
- » Acted as faculty consultants for Engineering, Graduate Nursing, Math
- » On-Site Coordination of 2010 Learning and Study Skills Association Conference
- » Participated in planning & presented workshop: Senior Year Experience Conference and the Conference for Students with Family Responsibilities

## ACCESSIBILITY SERVICES

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Robarts Library, 1st Floor 130 St. George St.  
416-978-8060; [www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca)  
M-F 9:00 – 5:00

### **Services & Programs Provided:**

Provides services and supports to overcome disability related barriers and create a level playing field for academic work for students with disabilities. These include:

- » access to disability-related assessments, in-class, test and exam accommodations; materials in alternate formats; provision of sign language, computerized note taking, real-time captioning; attendant care; adaptive furniture and equipment; necessary changes to schedules and course loads, classroom spaces, timing and type of evaluation
- » access to funding to pay for required supports and services; problem solving issues as they arise

### **Significant Changes in 2010-11:**

- » Through a collaborative partnership with Student Life IT, and Test and Exam Services, a new data management and on-line test and exam booking system is now available for students.
- » Supported student agency through expanding the Social Association for Students with Autism to three groups, with one women-only group; expanding the Victoria College peer support group to weekly meetings co-facilitated by the Associate Registrar and the Peer Mentoring Coordinator; provide workshops to assist students with the BSWD process; continued the summer transition program, the peer mentoring program with events for 19 mentors and 21 mentees as well as the weekly drop ins.
- » A problem based approach to workshop delivery was implemented to assist approximately 265 participants in assessing what they already knew, what they needed to find out as well as to create engagement in the accommodations process. Interested groups included the School of Graduate Studies (faculty, students and staff); ODLC, the Centre for Teaching Support and Innovation (faculty and TAs).
- » Completed the assessment, purchase and effective storage of adaptive furniture for use in classrooms in collaboration with the Office of Space Management.
- » Developed the procedures to ensure the participation of students with disabilities in co-curricular activities where costs create a barrier.
- » Explored on-campus technology to begin piloting technology to provide lecture notes.
- » Struck a committee to reinstitute the Accessibility Awards to be given out in 2011.

- » Participated in a collaborative partnership between Health and Well Being, Accessibility Services, Community Safety, Crisis Response and the Retention Officer to create an effective coordinated response to students in difficulty.

**Current Staffing:**

- » 13 FTEs
- » 2 casual staff
- » 4 student staff

**Student involvement in program & service planning:**

- » The Student Advisory Committee met through the winter of 2010 through collaboration with Students for Barrier Free Access.

**Performance Indicators:**

***Participation:***

- » 1,945 registered students with Accessibility Services (May 1, 2009 – April 30, 2010). 46% of registrations were first time registrants; 8,861 tests and exams written with accommodation; 94 psycho educational assessments completed; 294 adaptive technology assessments; 479 students received information processing development support.
- » 16,540 notes provided by 869 student volunteer note takers in 1,863 courses (May 1, 2009-April 30, 2010)

***Learning Outcomes:***

Accessibility Services 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:
- » Problem solve and connect appropriately with campus and community resources
- » Self-advocate
- » Appreciate diversity in all its forms
- » Understand how to achieve balance between education, work and leisure time
- » Take reasonable risks
- » Assess their skills, values, beliefs, interests and personal abilities – and act in congruence with them

Learning outcomes assessment developed in fall 2010 for implementation in winter 2011.

## CAREER CENTRE

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214 College Street  
416-978-8001; [www.careers.utoronto.ca](http://www.careers.utoronto.ca)  
M, W- F 9:00 – 5:00; T: 9:00 – 6:00

### Services & Programs Provided:

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

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

### Significant Changes in 2010:

Working within the Student Life 2010 divisional priorities – engagement of students outside the classroom as part of their learning experience; collaborative partnerships; communications; and assessment – the Career Centre:

- » Embedded practical skill-building and/or experiential components into workshops, seminars programs and events to enhance student learning
- » Expanded opportunities for students to engage in the exchange of career information with representatives from the employer community through new initiatives such as the “Communication Internship Program” and the creation of an Employer Advisory Committee
- » In collaboration with the UTM Career Centre and UTSC’s Academic Advising & Career Centre, examined existing services and began the process of facilitating a more collaborative tri-campus partnership so students from all three campuses can have a seamless career learning experience
- » Re-configured the Career Centre main floor and interview area to be more student friendly, warm, inviting, learning centred through the addition of more



- comfortable furniture, more computer access, and computers with adaptive technology
- » Launched just-in-time coaching programs and services for undergraduates and recent graduates through the new Employment Preparation staffing group
  - » Piloted a Career Accelerator Program (CAP) in Summer 2010 to help upper year students with little or no previous experience gain hands-on work experience through work placements within various Student Life departments

**Current Staffing:**

- » 23.3 FTEs
- » 3 casual staff
- » 23 Work-Study student staff
- » 2 interns (OISE & George Brown)

**Student Involvement in Program & Service Planning:**

- » By means of the Recent Graduate Employment Status Survey, Employer Hiring Survey and ongoing program evaluation, we continue to seek input from current students, recent graduates and employers about their experience with the Career Centre.
- » During 2010, 23 Work Study students actively participated in website design, employer marketing, resume critiques, updating internship database, researching career information and services, as well as promotional displays at the Career Centre.
- » The Career Centre Users Committee, comprised of representatives from UTSU, ASSU, APUS, GSU, Engineering Society, and the Commerce Students Association, provides a forum for consultation and dialogue about current and future Career Centre initiatives.

**Performance Indicators:**

***Participation:***

**Tri-campus**

In 2009-10, 36,113 students from across the three campuses registered with Career Centre Online (access to job postings) compared to 34,215 last year, a 5.6% growth. This represents 44% of the U of T current student population (subtracting 5,701 recent graduates). Of the active registrants, 67.7% (65.6) were from the St. George campus, 17.8% (17.2) from U of T Mississauga and 14.5% (17.2) were from U of T Scarborough. 82% (81.5) indicated that they were undergraduates and 18% (18.5) graduate students.

- » 3,680 (3,735) students registered with the Graduating Students Employment Service
- » 5,701 (4,485) recent graduates registered with the Career Centre
- » The Extern Job Shadowing Program matched 411 students with 298 sponsors

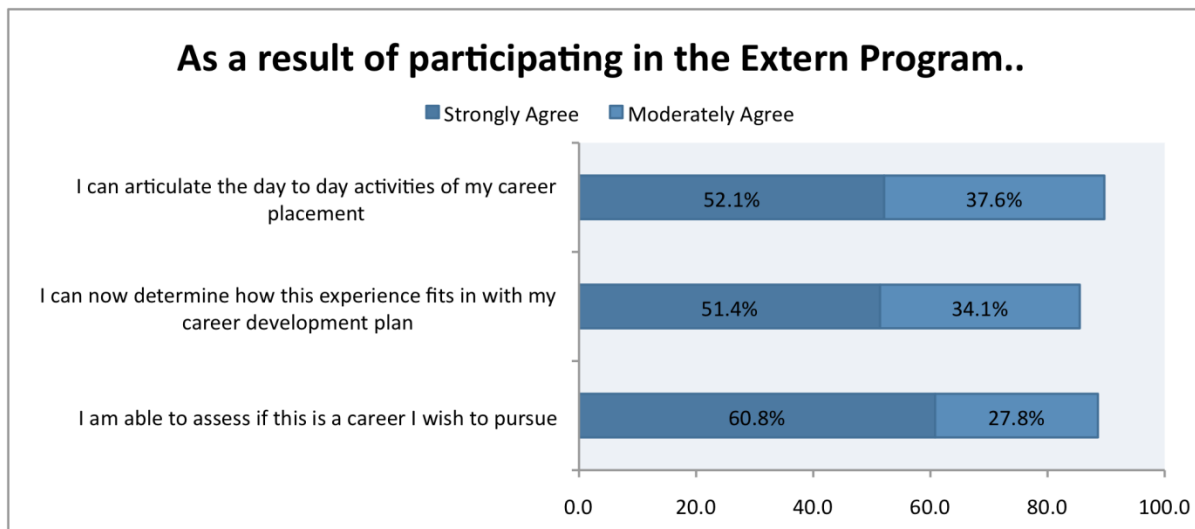
Employer participation in 2009/10 resulted in 39,809<sup>1</sup> positions from 4,332 unique organizations and 433 volunteer organizations listed 12,389 positions. 62% of employers participating in the 2010 Hiring Survey indicated that they would be maintain or increase recruitment for 2010-11, 34% were unsure and 4% indicated their organization would be hiring fewer or no graduates.

**St. George campus**

20,188 students registered with the St. George Career Centre in 2009/10 of which 9,417 were new users. Of the new users, 81.3% were undergraduates and 18.7% were graduate students; 6,534 students participated in Career Centre workshops; 3,649 students were seen for career counselling appointments, 1,851 dossiers were processed and 5,704 resumes were critiqued. 95% of students seeking career one-to-one career counselling reported that the meeting was ‘helpful’ or ‘very helpful’ in addressing their career concerns.

**Learning Outcomes:**

**Key Findings: Learning Outcomes Associated with the Extern Program**



- » Over 88% of participants in the **Extern Job Shadowing Program** agreed that the placement helped them assess if that is a career area they’d like to pursue, however 48% were somewhat uncertain how the experience fit their career development plan. In 2011-12 we will create a career development process map, showing students how the different programs offered by the Centre connect to a career plan.

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<sup>1</sup> Adjusted to remove duplicate positions due to employers reposting.

**Capacity Building Measures:**

- » Collaborative partnerships in 2009-10 resulted in 113 events with various campus departments including Woodsworth College, Status of Women's Office, Faculty of Arts & Science, Victoria College, Accessibility Services, SGS, and TYP.
- » Offered 'Train-the-trainer' resume and cover letter writing sessions with 12 senior residence students at 89 Chestnut and a 'Train the Trainer' professional development session for Woodsworth College staff on career planning

**Student testimonials:**

*"...You helped me to prepare for an academic job in Montreal (back in January). Well, I've been waiting this whole time (over three months) and yesterday I found out that I got it! I'm so happy. That is exactly where I want to be. You played a huge role in helping me to prepare and so I wanted to share the good news with you and to thank you for all your help." ---final year PhD studies – Life Sciences*

*"I had an amazing experience with the staff at the Career Centre. They knew exactly where to find the information and guide me when I had questions and/or concerns. I also recommend the easy to use Career Centre website, and the integration with the U of T Portal. For a student who used the website for a very long time, including summer jobs, the integration was a big pulling factor." ---June 2009 graduate – Engineering*

*"You most likely won't remember me, but you have been of great help when I dropped by on May 28th for a Resume Clinic consultation, followed by your workshop on How to Find Summer Work on May 31st. I modified my resume as per your advice and got an interview on June 11...I started working on June 17th ...It is exactly the kind of work I was looking for. Thank you so much!"---4th year student – Arts & Science*

## CENTRE FOR COMMUNITY PARTNERSHIPS

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569 Spadina Ave., Suite 314, Toronto, ON M5S 2J7  
416-946-3112; www.ccp.utoronto.ca  
M-F 8:45 – 5:00

### Services & Programs Provided:

#### Co-Curricular:

- » Serve & Learn Program – students are placed in community organizations for long-term, sustainable community engagement opportunities:
- » FoodShare; Pathways to Education; Host Youth Program; Big Brothers Big Sisters In-School Mentoring, TDSB Tutors in High School Classrooms; From 3 to 3 Tutoring program (tri-campus)
- » Alternative Reading Week Days of Service Program
- » Municipal Election Civic Engagement Programs (with Hart House and University of Toronto Students' Union)
- » Serve & Learn Recognition Event
- » Trainings and Workshops
  - » Community Project Leader Training
  - » Tutor and Mentor Readiness Training Program (St. George & UTSC)
  - » Be The Change: Leadership in the Community
  - » Get Involved: Becoming a Leader at U of T (w/ Student Life Leadership)
  - » Walk the Talk: Preparing for Service in Diverse Communities
  - » You've Got Skills: Career Development
  - » Transformations: Reflection 4 Action (w/ Student Life Career Centre)

#### Curricular:

- » Existing service-learning course support (14 Y Courses in Fall/Winter 2010/11; 8 H Courses in Fall 2010; 6 H Courses in 2011)
- » New service-learning course support: New College (2), Emmanuel College, Philosophy, History, OISE Theory and Policy Studies
- » Quarterly Faculty Gatherings
- » Focus Group for Service-Learning (SL) course Teaching Assistants
- » Fundamentals of Service-Learning Workshops (for faculty members new to SL) (2 Fall, 1 Spring)
- » Instructional Design that Integrates Cross-Cultural Perspectives Workshops (Sept, Nov, Spring)
- » Co-hosted Food Security Service-Learning Course Fair w/New College
- » Co-sponsored Service-Learning Showcase w/New College
- » Advising member of UTM Experiential Learning Committee
- » Tenure review and promotion review faculty support
- » Departmental consultation on broad departmental offering of academic SL
- » Training modules and workshop suite for students taking service-learning courses and involved in co-curricular programs

**Community Partners:**

- » Term-specific Community Gatherings (current community partners and faculty members)
- » Connecting with the Campus, co-sponsored with Frontier College - 12 campus partners (student groups and staff) participated
- » Secured 125 Community partnerships (service-learning courses and co-curricular programs)

**Significant Changes in 2010-11:**

- » Community Project Team Leader Training introduced to train student leaders across campus to manage community service projects. Representatives included staff and students from colleges, faculties, residences, recognized student groups, and athletic teams.
- » Hired Aboriginal Community Partner Liaison (with Aboriginal Studies) to assist in identifying potential Aboriginal community organizations interested in taking service-learning students and to promote service-learning to faculty in Aboriginal Studies
- » Centre for Community Partnerships Student Advisory Board developed to provide feedback to the centre
- » Piloting a Financial Literacy program with United Way Toronto and TD Bank Group where students co-facilitate financial literacy workshops in community organizations with financial sector professionals from TD
- » Advising and consulting with: St. Michael's College Cornerstone Program Task force; Faculty of Pharmacy Curriculum Development Group; VP, Academic and Dean at UTM and UTSC; and Woodsworth College's Professional and International Programs
- » Supported New College, St. Michael's, and Human Biology in co-authoring a Curriculum Renewal Initiatives Fund proposal to fund academic Service Learning teaching assistants
- » Created professional development opportunities for faculty members who are new to service-learning and for those seasoned professionals

**Current Staffing:**

- » 4.6 FTE Appointed
- » 5 Work-Study Students

**Student involvement in program & service planning:**

- » Alternative Reading Week Days of Service Steering Committee
- » CCP Student Advisory Board
- » Representatives (staff and students) from colleges, faculties, residences, recognized student groups, and athletic teams and leaders intentionally identified to participate in Community Project Team Leader Training introduced to train student leaders across campus to liaise with the CCP and manage community service projects

- » Serve & Learn Team Leaders provide regular progress reports on their respective programs
- » Alternative Reading Week Days of Service Steering Committee
- » Municipal Elections Civic Engagement planning committee (UTSU co-sponsored)
- » Work-Study students high level of involvement in planning and participating in programs
- » End-of-term course and program surveys provide student feedback on course delivery, programs, and service-learning placements

### Performance Indicators:

#### **Participation:**

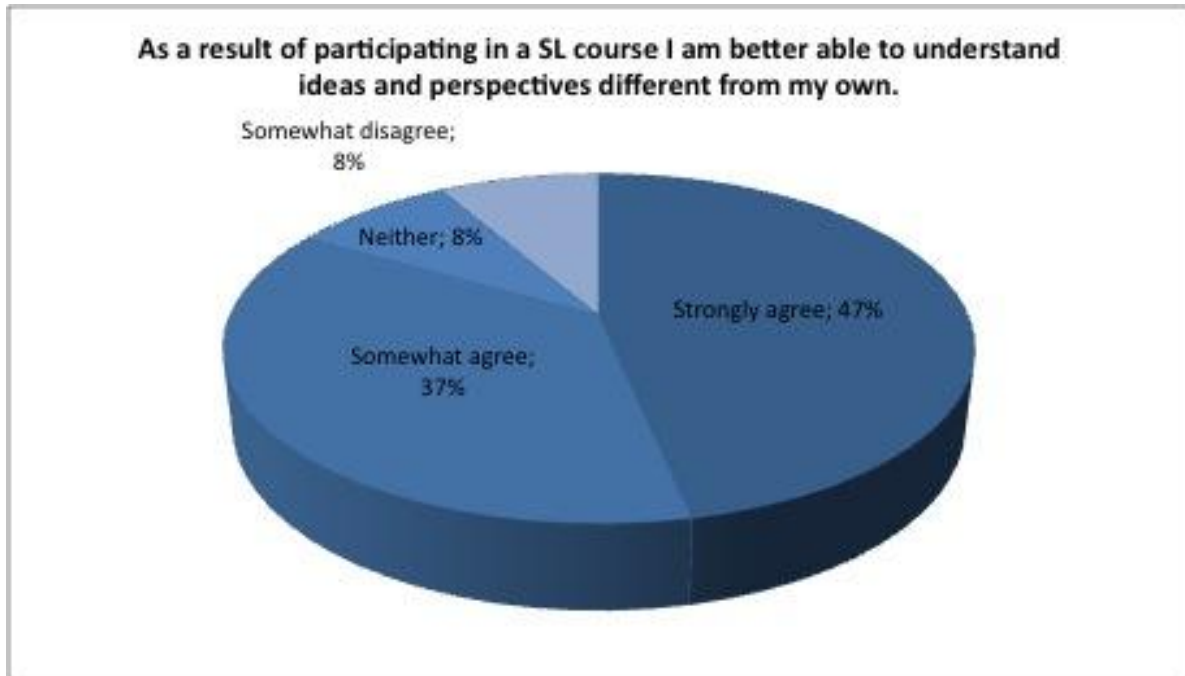
- » 670 students (85% undergraduate, 15% graduate) (tri-campus) participated in CCP programs (Serve & Learn; TDSB Tutoring; From 3 to 3; Alternative Reading Week Days of Service; Great Canadian Shoreline Clean-up; Municipal Elections Programming; Frontier College After-school Homework Clubs)
- » 200 students participated in CCP-supported service-learning initiatives (residences, colleges, faculties, student organizations, athletic teams)
- » 625 students attended CCP trainings and workshops (listed above under co-curricular)
- » 750 (almost 300 more than last year) students subscribed to the CCP Community Service eNewsletter
- » 1829 students (1800 undergraduate/29 graduate) in service-learning courses from Jan – Dec 2010
- » Students worked with 125 community agencies through service-learning courses and co-curricular initiatives

#### **Key Findings: Learning Outcomes of Participation in Service Learning Courses**

- » *85% agreed or strongly agreed that as a result of the SL course they are better able to reflect on their own assumptions and stereotypes.*
- » *75% agreed or strongly agreed that as a result of the SL course they are better able to analyze community issues in light of systemic inequities.*
- » *85% agreed or strongly agreed that as a result of the SL course they have developed more effective communication skills.*
- » *65% agreed or strongly agreed that as a result of the SL course they have developed a greater capacity for intercultural communication.*
- » *82% agreed or strongly agreed that as a result of the SL course they feel better prepared to contribute to solving real-world problems.*

**Learning outcomes:**

- » Students demonstrate the ability to communicate effectively through writing, speaking or artistic expression.
- » Students are able to work across differences – identifying opportunities and negotiating challenges.
- » Students identify how they can make a positive difference in their local, national and/or global communities.



**Capacity-building measures:**

Presentations:

- » Residence Life Training; ToolKit Student Group Leadership Conference ; New College ReNew Leadership Conference
- » Community Project Leader Workshops (Engineering’s Leaders Of Tomorrow (LOT) summer program; Faculty of Physical Education and Health Leadership conference; Commerce Leadership Program; Woodsworth College Community Outreach Program
- » Service-Learning 101 (East Scarborough Neighbourhood Action Partnership; OISE AEC1107 class and their community partners and faculty; Toronto Community Housing Partnerships office
- » Presented at the Toronto Harm Reduction Task Force AGM
- » ODLC workshop on Community Engagement, Student Involvement

#### Consultations:

- » Consulted with campus partners regarding “Serve & Learn” program model and other community service initiatives
- » Consulted/trained using CCP “Community Service Resource Guide”
- » Service-learning and experiential learning is now integrated into the syllabus of the THE500 seminar for doctoral students

#### Grant Management:

- » Received a three year grant from Social Development Canada to fund the *From 3 to 3: Developing Literacy in the Primary Grades* demonstration project where U of T students serve as tutors in 15 elementary schools in Northeast Etobicoke schools
- » Assisted and advised ASSU members in writing a successful State Farm Insurance grant to create Project Pathways – a tutor/mentor service-learning initiative
- » Received an Aboriginal Initiatives grant (with Aboriginal Studies) to fund an Aboriginal Community Partner Liaison who will work with Aboriginal Studies faculty members in creating service-learning courses and will identify potential community agencies for placements for U of T students
- » Final year of a 3-year Trillium Foundation grant with Frontier College and Toronto Public Libraries that fund the “Community Development for Children’s Learning” grant where U of T students tutor in after-school homework clubs across the GTA

#### Other:

- » Partnered in LEARN (Leadership Educators and Resource Network) with Student Life Leadership
- » Co-Chaired Student Life Professionals Community Service functional area group
- » Ongoing collaboration with the Centre for Teaching Support and Innovation
- » Represent U of T at the Council of Educators, a city-wide collaborative (all post-secondary education institutions, TDSB, TCDSB) dedicated to promoting access to post-secondary education in Toronto
- » Represent 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 (post-secondary education institutions and the TDSB)
- » Regent Park Centre for Learning Service-Learning Committee member



## CENTRE FOR INTERNATIONAL EXPERIENCE

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

214 College St., Rooms 202 & 302, Toronto, ON M5T 2Z9

416-978-2564; [www.cie.utoronto.ca](http://www.cie.utoronto.ca)

M-F 9:00 – 5:00; Building Hours: M-F 9:00 – 8:00, Sat. 12:00 – 5:00

### Services & Programs Provided:

- » *English Conversation Program (ECP)*: assists second-language English speakers to build confidence in their spoken English skills.
- » *UHIP*: provides access to health care for international degree and exchange students and their families, and others who are not eligible for OHIP.
- » *International Student Advising*: helps students to understand and navigate Canadian bureaucracy, particularly with issues of immigration, working in Canada, filing tax returns and processing government documents.
- » *Safety Abroad Program*: promotes health and safety to manage the risks of university-sponsored international programs and activities; provides students with pre-departure training and 24/7 emergency support while away; advises program sponsors on planning and managing risk and dealing with emergency situations; maintains a database of registered students and advises relevant participants when DFAIT travel reports indicate an elevated risk for travel in a particular region.
- » *Cross-Cultural Counselling*: provides individual students, groups, couples and families with professional counselling for emotional, interpersonal and/ or motivational difficulties that arise due to cross-cultural adjustment and intercultural conflicts.
- » *Inbound Exchange*: provides academic advising and course enrolment for inbound exchange students; and housing, orientation and other non-academic support.
- » *Outbound Exchange, Research, Internships*: facilitates outbound exchanges, research terms and internships; including assessing transfer credits for FAS students and working with individual students to find suitable placements.
- » *Orientation*: provides daily reception services during term start-up (Fall and Winter) and numerous workshops and activities to help international students transition to their new environment.
- » *Volunteer Opportunities*: provides volunteer opportunities for local and international students to contribute to the international community at U of T; examples include staffing Orientation booths, helping out during cultural and social events, mentoring, providing English conversation instruction or assisting new international students to file tax returns.
- » *I-Connect Mentorship Program*: a peer mentorship program which assists new international students with their cultural and academic transition to the University of Toronto.

- » *Winter Holiday Host Program*: a collaboration with the Alumni Office; this program invites new international students to alumni hosted winter holiday parties, which aim at helping them to establish their support network both on campus and in the wider community.
- » *Meeting and Activity Space*: facilities for individual students and student groups.
- » *Re-Entry Conference*: provides returning U of T students with the opportunity to network with other returning students from U of T, York and Ryerson and to discuss common issues around re-entry adjustment, marketing international experiences and future international opportunities.
- » *MITACS Internships*: in collaboration with the Office of International Relations, organized in Summer 2010 the non-academic supports and housing for 21 research interns from India. This program was sponsored by the federal and provincial governments.
- » *Financial Aid for Study Abroad Opportunities*: CIE manages provincial, federal and endowed scholarships for U of T students in need of additional financial aid for study abroad opportunities. In the 2009-10 academic year, close to \$900,000 was available to students to aid them in their international pursuits.

#### **Significant Changes in 2010-11:**

- » *Formation of the Centre for International Experience (CIE)*: In April 2010, the services of the former International Student Centre (ISC) and International Student Exchange Office (ISXO) were integrated to form the Centre for International Experience. The CIE is now better positioned to serve students by enhancing services and bringing the international and domestic student populations into closer contact.
- » *Transition Counselling*: Newly introduced in Fall 2010, this program provides advising to new international students during their transition to U of T. The program is being piloted at St. Michael's College and Rotman Commerce. To enhance the program's effectiveness, advising appointments are held locally, working in close collaboration with the colleges and academic programs. New partnerships are anticipated in the near future.
- » *Canadian Work Experience Program (CWEP)*: Beginning in the winter of 2011, and in partnership with the Career Centre, this program allows international students to gain Canadian work experience through internship placements. In addition to the internship, students will participate in a résumé critique session and three career development workshop days focussing on understanding Canadian workplace norms and etiquette.
- » *Structured Exchange Pathway for Faculty of Applied Science & Engineering (FASE)*: In response to the difficulty of finding exchange placements for Applied Science and Engineering students, FASE created a Working Group on Facilitating International Student Exchanges in which the CIE participated. FASE departments, in conjunction with targeted partner universities, created specific course matched exchanges which remove the academic risk for students who would like to participate in exchange. The new structured exchange option does

- not replace the traditional exchange pathway, but complements it. The program is rolling out department by department, with the full suite of opportunities available as of January 2011 for the 2011-12 academic year.
- » *Structured Exchange Pathway for Rotman Commerce*: Similar to FASE, Rotman Commerce currently has a working group in place to create structured exchanges for commerce students. CIE is serving on this working group. The working group anticipates finalizing details of the new program by May 2011, with participation in the program beginning in the winter of 2012.
  - » *Students for Development (SFD) Internships*: CIE has been working to set-up established internships for the SFD program. Intended to complement the current model of self-guided internships where students find their own placements, this will help avoid past participants difficulty in finding meaningful internship opportunities. Three new internships have been established — two in South Africa and one in Bangladesh. These internships were in place for the summer and fall of 2010 and will continue in the summer and fall of 2011.
  - » *Global Lounge*: The Global Lounge will be a hub for international activity for all students at U of T. The lounge will house resources for researching international opportunities and will also be the site for new workshops, including topics such as developing cross-cultural competencies, in-depth study of travel regions and health and safety advice. The lounge will open in January 2011.
  - » *Service for Service Agreement*: CIE and the English Language program at the School of Continuing Studies (SCS), have entered into a service for service agreement beginning in January 2011. This agreement creates a certain number of spots for international students to take English language courses at SCS for no additional charge. In return, ESL students at SCS will have access to international student advising at CIE. The idea is to remove the financial barrier for such courses (a 12 week course costs approximately \$5000) and to encourage international students to seek language help earlier.
  - » *Provincial Nominee Program*: This new program fast-tracks MA and PhD graduates through the immigration process. Beginning in January 2011 and working together with Citizenship and Immigration Canada (CIC) and Opportunities Ontario, CIE will facilitate workshops to identify highly qualified candidates and guide them through the application process.
  - » *Online Welcome Platform for New International Students*: This new online platform will replace the paper versions of the current paper-based welcome brochure. A working group has been established with the expected completion date of June 1, 2011.

**Current Staffing:**

- » 15 FTEs
- » 4 casual staff
- » 10 Work-Study students
- » 5 casual student staff

### **Student involvement in program & service planning:**

- » The University of Toronto International Students' Union (UTISU) has been involved in planning and hosting CIE events and programs (e.g., neighbourhood walking tours which ran during Orientation).
- » A student focus group was consulted in ways in which students from India could be better supported through their transition to U of T.

### **Performance Indicators:**

#### ***Participation:***

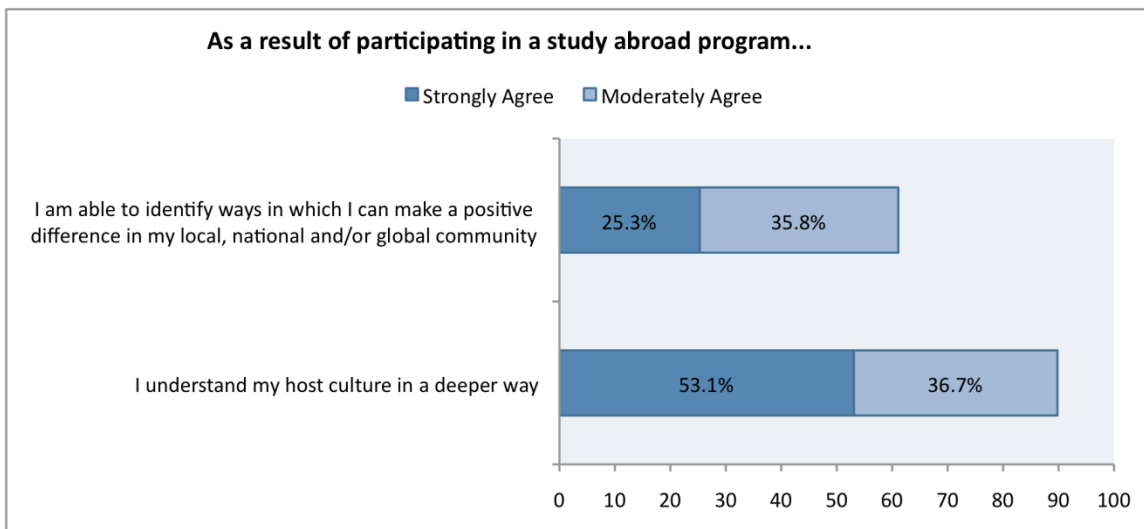
- » *Fall Orientation 2010:* 750 students (over 200 of these were graduate students) registered for workshops and neighbourhood walking tours; approximately 50–100 more came without registering. Five information/ registration booths were required to keep up with the demand of students dropping by CIE for reception services.
- » *International Student Advising:* Over 1000 students dropped in or made appointments with the advisers from September to November 2010; many more emailed or phoned with questions. Over 200 students were served through workshops and outreach to the colleges during this period.
- » *Cross-Cultural Counselling:* 139 people used the counselling service between September 1<sup>st</sup> and December 10<sup>th</sup>, 2010 — 81 undergraduates, 43 graduates, 15 family members. Approximately 400 students attended counselling workshops during this period (about 300 of these were undergraduates).
- » *English Conversation Program:* There were 341 participants in this program over three terms from January 2010–December 2010 — 169 undergraduates, 100 graduates, 72 other (post-docs, visiting faculty, spouses).
- » *Events:* 727 students participated in 20 events (many of which were day or over-night trips) from January 2010–December 2010
- » *Inbound Exchange:* There were 375 inbound exchange students (28 of whom were at the School of Graduate Studies) in 2009–10.
- » *Outbound Exchange, Research, Internships:* There was a total of 326 outbound students (12 at SGS) in 2009–10 — 273 Exchange, 24 Engineering Summer Research, 18 Science Summer Research, 11 Students for Development Internship.
  - » The total number of outbound FASE students was 37, which is a 48% increase over 2008–09 and a 64% increase over 2007–08.
  - » 24 students participated in the Engineering Summer Research program; this is an 83% increase over 2008–09 and 87% increase over 2007–08.
  - » 18 students participated in the Science Summer Research Program; this is a 61% increase over both 2008–09 and 2007–08.
- » *UHIP:* 6676 students and their families enrolled in UHIP during the 2009–10 academic year (5948 degree-seeking international students, 252 exchange students, 198 out-of-province Canadian students and 278 family members of students). 867 students filed waivers.

- » *Re-Entry Conference*: 81 returning U of T students attended the Re-Entry Conference; this is a 16% increase over 2009.
- » *Safety Abroad Program*: Approximately 2000 students used the safety abroad program in 2010, with 950 attending over 50 pre-departure workshops.
- » *Meeting and Activity Space*: 30 student groups booked space at the Cumberland House a total of 135 times between Sept 17<sup>th</sup> and Dec. 17<sup>th</sup>, 2010.
- » *Volunteer Participation*: Approximately 45 students participated in the volunteer program in 2010.
- » CIE surveyed a sample of U of T study abroad students. There were some very positive results from this survey. For example:
  - » 80% of respondents indicated that their academic interest in their program of study increased as a result of participation in a study abroad program.
  - » 95% of respondents indicated that their study abroad experience met or surpassed their expectations (58.47% surpassed, 37.01% met, 4.52% did not meet).
- » CIE surveyed a sample of U of T international degree-seeking students at the St. George campus (both undergraduate and graduate). The results showed a clear need for CIE to outreach more effectively, in order to make CIE opportunities and services more widely known and utilized.

**Learning outcomes:**

Undergraduate Students

- » 80% of students indicated that their academic interest in their program of study increased as a result of participation in a study abroad program.



## Graduate Students

- » In December 2010 the i-Graduate survey was distributed to all international degree-seeking graduate students at U of T. The i-Graduate survey uses the International Student Barometer to compare the educational experiences of international graduate students with world-wide benchmarks. The results of this survey will be available in early 2011.

### ***Capacity-building measures:***

- » Tri-campus international office professional development day (December 16, 2010), with stakeholders from other parts of the university. Over 35 staff members participated.
- » CIE is making a new effort to “go where the students are”, rather than putting all of its resources into programming at one central site (i.e., Cumberland House). Feedback from international students received by the Transition Counsellor has indicated that students would participate more in CIE events if they were available in the places they already frequent (i.e., residences, libraries, colleges, etc.).
- » A new electronic CIE newsletter will provide international students with timely notification of upcoming events, deadlines, competitions, etc.

## FIRST NATIONS HOUSE

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563 Spadina Ave., 3<sup>rd</sup> floor, Toronto ON M5S 2J7  
416-978-8227; [www.fnh.utoronto.ca](http://www.fnh.utoronto.ca)  
M-F: 9:00 – 5:00

### Services & Programs Provided:

- » Academic supports: individual/group advising, workshops, tutor coordination and referrals, liaising with faculty members/academic and support units /registrars offices
- » Financial aid supports: workshops, counselling, issuing grants and scholarships, referrals to funding sources (i.e. band sponsorship, student loans, external awards)
- » Resources Centre: Aboriginal collection, research assistance, reference referrals
- » Writer-in-Residence Program: workshops, individual consultation, guest lecturer, coordinate writer's gathering
- » Community development and cultural awareness: Elders-in-residence, weekly drum socials, visiting Elders, awareness workshops, traditional teachings, Aboriginal Awareness Week, parents/children events, weekly student/staff lunches
- » Information and/or external Referrals to Aboriginal and other resources (i.e. housing, daycare, health centres, community centres)
- » Outreach and recruitment activities to Aboriginal community: community visits, magazine circulation, radio program
- » Writing instruction: assistance with editing and research on academic papers
- » Supports to the Native Students' Association (operations, events)

### Significant Changes in 2010-11:

- » The Academic and Financial Aid Counsellor role was revised to the Coordinator of Academic Supports, with an emphasis on developing programming on academic, financial aid, career and transitions.
- » A Visiting Traditional Teacher was invited to work with the Elders-in-Residence and with UTM in developing programming.
- » A weekly radio program (Indigenous Waves) was launched with CIUT (January 2010)
- » A mentoring program involving U of T students working with students from the Toronto District School Board.
- » Summer 2010 Visiting Elder and Writer-in-Residence.
- » First Nations House Writers' Group held its first meeting in 2010.

**Current Staffing:**

- » 6.6 FTE appointed
- » 6 Work-Study students
- » 5 part-time casual

**Student involvement in program & service planning:**

- » Student Advisory Group to meet twice a year; student involvement in staff hiring; student participation in event coordination; liaise with Native Students' Association, Indigenous Education Network, Aboriginal Law Student Association

**Performance Indicators:*****Input measures:***

- » An average of 37 people/week attended social gatherings, cultural events, and community lunches.
- » Twenty-three events were held during Aboriginal Awareness Week (Feb. 2010) with an average of 40 people attending each session.
- » Six students participated in the pilot mentoring/tutoring program at First Nations School (Toronto District School Board).
- » Five hundred fifty people attended the 2nd Annual Indigenous Writers' Gathering in March. Events included Gala Reading Night and workshops led by seven invited writers.
- » Writer-In-Residence saw, on average, 12 students per week and corresponded by other means (email), on average, 15 people per week.
- » Writer-in Residence oversees a blog: 1,872 visits since March 2010. Visitors include current and prospective students, U of T community and Aboriginal youth. It has reached U.S. colleges and universities.
- » Recruitment Officer participated in education/career events, for which nearly 2,000 students attended.
- » Recruitment Officer visited 44 educational settings over a seven week period (Oct. – Dec. 2010), mainly in Northern Ontario. Approximately 1,300 attended information sessions.
- » Joint recruitment activities with Transitional Year Program: 13 out of 15 applicants offered admission accepted.
- » Outreach activities: Law – Aboriginal Youth Conference – 38 students attended March 2010 event, 26 students attended November 2010 event; Jr. Deep Program (Engineering) – 23 Aboriginal youth attended the two-week program.



**Learning outcomes:**

First Nations House intentionally aligns many of its learning outcomes with those of the larger University community, helping students foster competencies essential to excelling within the University of Toronto’s academic environment.

An assessment of the First Nations House learning outcomes was conducted in Fall 2009 and another assessment is planned for Winter 2011. In the interim, data regarding student participation is available which serve as positive indicators relating to our learning outcomes.

Long Term Outcome(s)	Short Term Outcome	Indicators
Students understand their own identity, culture and spirituality  Students demonstrate an appreciation for diversity in all its forms	Students will demonstrate an appreciation of the Aboriginal culture and traditions	Alumni have returned to participate in FNH cultural events and/or to talk about their continued participation in the Aboriginal community outside U of T.
Students demonstrate the ability to assess their skills, values, beliefs, interests and personal abilities – and act in congruence with them.  Students are able to work across differences – identifying opportunities and negotiating challenges  Students understand power structures and their relation to our social identities	Students demonstrate leadership abilities	Native Students’ Association Executive at eight students (has doubled since last year).  Six students participated in mentoring/tutor initiative at Toronto District School Board (TDSB) with expectations that the numbers will double in the new year. Training offered by Centre for Community Partnerships and Frontier College.  Seven students participating in radio program (hosting, research, technician, assisting in producing).

***Capacity-building measures:***

- » Presented at Faculty of Medicine's Equity Retreat
- » Presentation at CANNEXUS Conference in Ottawa
- » Participation on U of T committees (P/M 1-5 Advisory Committee, U of T Staff & Faculty Experience Survey and Working Groups, Student Life Communication Strategy Committee, Transitional Year Program Admissions Committee, HR Aboriginal Advisory Committee)
- » Meeting space provide to GSU
- » Working with Faculty of Medicine to review admission processes
- » Consulting on research project with Applied Sciences and Engineering
- » Member of external committees (Council of Ontario Universities Aboriginal Reference Group, Ministry of Training, Colleges and Universities (MTCU) Aboriginal Post-Secondary Education Framework Working Group, Toronto Police Service – Aboriginal Peacekeeping Advisory Committee, City of Toronto Aboriginal Affairs Committee, TDSB Aboriginal Advisory Committee)
- » Collaborating with Office of Vice-Provost, Students, on Council of Aboriginal Initiatives and overseeing MTCU Initiatives
- » Invited to co-lead peer review of Aboriginal Student Services at Trent University in April 2010.

## HEALTH & WELLNESS

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214 College Street, Room 307  
416-978-4980; [www.healthandwellness.utoronto.ca](http://www.healthandwellness.utoronto.ca)  
M-F: 9:00 – 5:00

In 2010-2011, Health & Wellness continued to develop services that would provide better quality for students at U of T and promote their optimal health and well-being.

The Health Promotion Program underwent a visioning process to determine how to best optimize our ability to meet students' needs. As a result, the primary focus in our education and health promotion activities will be in three areas: Nutrition, Safety and Resilience. To support resilience we developed partnerships to highlight how students could use resources at U of T to build on their strengths and launched campaigns throughout the month of October.

There has been an increased awareness, locally and provincially, of the mental health needs of university students. Health & Wellness provided two presentations at the Mental Health Summit held by the Ministry of Training, Colleges & Universities in October. The presentations focused on the need to screen for depression in primary care and the need for comprehensive transition programming for students entering post-secondary education.

Health Services has undergone changes that have resulted in more efficient patient care service for our students. We are now able to see more students than ever and have virtually eliminated the line-ups of the past. We also provide students with access to book appointments online, check lab results and receive email communication.

Counselling & Psychological Services (CAPS) continues to see increasing numbers of students with urgent mental health issues. Through the creation of the phone screen, students new to the service are contacted by the service within 72 hours of referral. Those deemed highest need are seen in follow-up appointments within 8 days but we also maintain a doctor who can immediately see a student with an urgent need. One hundred twenty-three students were seen on an emergency walk-in basis by the psychiatrist on call.

We continue to review and measure services and make changes where necessary to provide better access and quality of services for our students.

## HEALTH PROMOTION PROGRAM

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214 College Street, Room 231

416-978-8037 (Community Health Coordinator), 416-978-8044 (Health Promotions Coordinator), 416-978-0174 (Assault Counsellor/Educator);

[www.healthandwellness.utoronto.ca](http://www.healthandwellness.utoronto.ca)

M-F: 9:00 – 5:00

### Services & Programs Provided:

- » Education and information for students, staff and faculty through consultation, pamphlet distribution and presentations.
- » Peer health educator program
- » Mentorship of placement students: Nursing and Physical Health & Education students
- » Consultation, collaboration and partnerships within University of Toronto:
  - » Family Care Office
  - » Multi-Faith Centre, Hart House, Family Housing
  - » Dalla Lana School of Public Health, School of Graduate Studies, Faculty of Medicine
  - » Community Safety Office, UTM Campus Police
  - » UTSU Health and Wellness
  - » Sexual Assault Care Centre
  - » Student governments and groups
- » Consultation, collaboration and partnerships with external groups:
  - » Health promotion specialists at GTA colleges and universities
  - » Toronto Public Health
  - » Ministry of Training Colleges & Universities
  - » Ministry of Health & Long-Term Care
  - » Talk About Mental Illness (TAMI)
  - » Talk To Youth Lately
  - » MindYourMind
  - » Ontario University & College Health Association
  - » Canadian Association of College & University Student Services
  - » The American College Health Association.
- » Presented at the MTCU Mental Health Summit 2010 (delivered with TAMI).
- » Facilitated harm reduction programming and campaigns on campus.

### Significant Changes in 2010-11:

- » Developed further community partnerships to create a comprehensive student transition.
- » Restructuring of the Health Don Program.
- » Student Health 101, an online health & wellness newsletter.
- » Incorporation of the Assault Counsellor/Educator.

- » Launched a Mental Health Month (October 2010).
- » Launched a Health & Wellness Twitter account.

**Current Staffing:**

- » 2.3 FTEs
- » 13 student staff
- » 9 volunteers
- » 2 Nursing placements
- » 4 Work-Study students

**Student Involvement in Program & Service Planning:**

- » Programming is developed in close collaboration with work-study students, LTPB student staff, student volunteers, Health Dons, Nursing and Physical Health & Education placement students and volunteers.

**Performance Indicators:**

**Participation:**

- » Students: approx. 5000+
- » Staff and faculty: approx. 200+
- » Community Partners: approx. 25+

**Learning Outcomes:**

**Key Findings: Learning Outcomes for Health Dons**

*90% of respondents either “strongly agreed” or “moderately agreed” that they are able to discuss key health issues relevant to students living in residence with fellow dons and residents.*

*90% of respondents either “strongly agreed” or “moderately agreed” that they are able to identify on-campus, health-related resources and felt confident in referring students to these resources.*

*90% of respondents either “strongly agreed” or “moderately agreed” that they are able to facilitate active and passive health education and information events for students living in residence.*

*80% of respondents either “strongly agreed” or “moderately agreed” that they were able to problem solve and connect with appropriate campus health and community health resources.*

## **Key Findings: Learning Outcomes for Mindfulness Meditation for Stressed Students**

*85% of participants indicated that they had learned the basics of mindfulness and how it can reduce stress.*

*85% of participants indicated they had begun to use some mindfulness practices.*

*92% of participants indicated they were going to seek out other opportunities to develop their practice*

### **Capacity-Building Measures:**

- » Health Don Program: providing health & wellness information to residence dons.
- » “Ask First” campaign and “Drunk Means No”: collaborated with commuter dons on educational materials.
- » Additional capacity building opportunities were provided through workshops.

## COUNSELLING & PSYCHOLOGICAL SERVICES

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214 College Street, Room 111  
416-978-8070; [www.healthandwellness.utoronto.ca](http://www.healthandwellness.utoronto.ca)  
M, W-F: 9:00-5:00pm; T: 9:00-7:00pm

### **Services & Programs Provided:**

- » Consultation and Assessment: In-house, within other Student Life and campus departments
- » Treatment: Different psychotherapeutic approaches/different modalities
- » Outreach
- » Professional Training: Pre-doctoral clinical psychology internship (looking toward developing a consortium) and multidisciplinary practica/placements

### **Significant Changes in 2010-11:**

- » Integration of Health Service and Counselling & Psychological Services: Health Advisory Committee, common rounds within CAPS and integrated rounds with Health Services
- » Campus Partnerships: Athletics Centre, Faculty of Nursing and Faculty of Social Work
- » University Partnerships, Ministry of Training, Colleges and Universities; Ministry of Health and Long-Term Care; Ontario University and College Health Association; Canadian University and College Counselling Association
- » Balanced Scorecard and Benchmarks are being developed in Health & Wellness

### **Current Staffing:**

- » Psychiatrists: 8.15 FTE, Psychologists: 5.5 FTE, Social Workers: 2.5 FTE
- » Pre-doctoral Psychology Interns: 1.8 FTE; Practicum Students: 1.2 FTE
- » Research Assistant: 0.2 FTE (casual)
- » Front Office Staff: 1.5 FTE and 1 student volunteer

### **Student Involvement in Program & Service Planning:**

- » Feedback through the Student Experience Survey
- » Suggestion box

## **Performance Indicators:**

### ***Participation:***

- » 4,024 students made 18,873 visits to CAPS
- » Students using our service were: 51% undergraduate, 29% graduate and OISE, 12% professional, and 1% other

### ***Capacity-Building Measures:***

- » Provided mental health training to Dons and follow-up support meetings for those experiencing students with mental health issues
- » Provided mental health perspective to the Academic Appeals Committee

## **Key Findings of Learning Outcomes:**

*The following results were obtained from a Student Experience Survey conducted in November 2010 (n=185):*

- » *79% of students reported that through participation in counselling/therapy at CAPS, they were better able to understand and/or examine their problems or issues.*
- » *66% of students reported that they were able to identify unhelpful patterns of thinking and behaving.*
- » *69% of students reported that they were better able to manage their psychological/emotional symptoms as a result of participating in counselling/therapy.*



## HEALTH SERVICES

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214 College Street, Room 231  
416-978-8070; [www.healthandwellness.utoronto.ca](http://www.healthandwellness.utoronto.ca)  
M, R-F: 9:00-5:00; T-W: 9:00-7:00

### Services & Programs Provided:

- » Treatment: Acute care (drop-in), medical appointments, lab testing, and prescriptions
- » Prevention: Influenza, immunizations, physical examinations, TB testing, travel medicine, and vaccinations
- » Health Education: Family planning, birth control first start, travel medicine
- » Professional Training: Residency training, student nursing placement in discussion

### Significant Changes in 2010-11:

- » Integration of Health Service and Counselling & Psychological Services: Health Advisory Committee, common rounds
- » Established “main contacts” within Health Services: Medical contact for CAPS (Lowe), and Eating Disorders contact (Zacharin)
- » Created four Health Teams/Zones: nurses are dedicated to working collaboratively with specific physicians and receptionists
- » Developed nursing standards and training: Orientation program for new nurses and for travel medicine, medical directive for flu vaccine (other medical directives under review), competencies established for all nurses to complete, review of basic cardiac life support and automated external defibrillator requirements, and a medication dispensing process
- » Developed cross training program for staff to eliminate risk of business interruption
- » Renovations: to provide more inviting, user-friendly, safe and hygienic space
- » Incident Report/Medical Adverse report created in order to track significant student, employee or physician events
- » Focus on service: welcome package/letter for all new students, new phone system providing easier access, improved patient flow, web access allowing improved communication between the clinic and the patient

### Current Staffing:

- » Family Physicians: 6.5 FTE
- » Nursing: 4 FTE
- » Front Office Staff: 6.6 FTE , 1 Administrative Supervisor

**Student Involvement in Program & Service Planning:**

- » Feedback through Student Experience Survey (December 2010)
- » Suggestion Box
- » E-mails received by Clinic Manager who is listed as the contact person on website.

**Performance Indicators:****Participation:**

- » 11,266 students made 28,831 visits (prorated)
- » Students are: 40% undergraduate, 32% graduate, 20% professional, 2% OISE, Academic Bridging and Transitional Year.

**Capacity-Building Measures:**

- » Providing Travel Medicine educational updates to Rotman for travelling students.

**Key Findings of Learning Outcomes:**

*The following results were obtained from a Student Experience Survey conducted in December 2010:*

*70% of students reported that through accessing Health Services, they were better able to take responsibility for their health care.*

*75% of students reported that they were better able to understand the risks and/or benefits of the medications prescribed to them.*

*45% of students reported that they were able to problem solve and connect appropriately with campus or community resources*

## STUDENT HOUSING SERVICE

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214 College Street  
416-978-8045; [www.housing.utoronto.ca](http://www.housing.utoronto.ca)  
M-F: 8:45 – 5:00; Summer, M-F: 8:45 – 4:30

### Services & Programs Provided:

- » Centralize residence information available through print and web
- » Coordinate residence admissions process for first-year professional faculty students, international exchange students, and students with special needs
- » Provide online off-campus housing listings, summer residence information, and temporary accommodations list
- » Provide resources and information sessions for students looking for/living in housing off-campus
- » Information, support, and referrals for students experiencing a housing crisis

### Significant Changes in 2010-11:

- » Launch of the Roommate Finder online service, which enables students to find compatible students looking to share rental accommodation off-campus.
- » Establishment of a Student Advisory Board.
- » Initiated a review and redevelopment of residence admission processes for first-year students, in collaboration with admissions, IT, registrars and residences.
- » Development and rebranding of support services provided by our office, from “emergency housing” to Housing Help, to better reflect the range and type of assistance available to students in need of help with a housing situation.
- » Establishment of the Home Ranger program, which enables students to meet one-one-one (in-person or via Skype) with a staff person to discuss challenges they are having with their rental housing search.
- » Increase in the number of Tenant Rights Clinics offered; now available twice monthly and also via Skype.
- » In Spring 2011, launch of a (voluntary) “landlord certification” program, enabling landlords that list properties with us to review their obligations under the Residential Tenancies Act and state that they will meet those obligations, and in return their ads will be given a special designation in our registry.

### Current Staffing:

- » 5 FTEs
- » 4 student staff (including 3 Work-Study)

**Student involvement in program & service planning:**

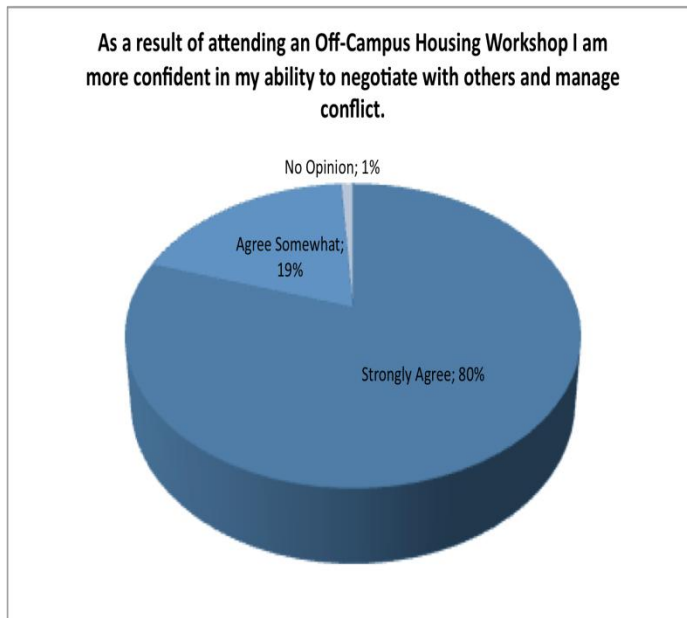
The Student Housing Service Student Advisory committee (members represent students living on-campus, off-campus in shared and private accommodation, international students, and students with family obligations) provides input into programming and services, and offers valuable insights about the concerns and needs of students.

**Performance Indicators:****Participation:**

- » 133,022 unique visitors to our website (Jan – Dec 2010)
- » 15,121 housing inquiries responded to via phone, email, and in person (number does not include fax or post) (Jan – Dec 2010)
- » 11,223 students logged on to use the online rental housing registry (88,867 total visits) (Jan – Dec 2010)
- » 4,342 unique student users of the Roommate Finder service, in its first six months (May 1 – Oct 31, 2010)
- » 2,500 housing ads listed in our off-campus registry
- » 839 students attended a Student Housing Service event:
- » 359 students attended our Sublet Saturday and Roommate Finder fairs (Spring and Summer 2010)
- » 331 students attended a Moving Out of Residence: How to Search for Off-campus Housing workshop, held at 11 residences on all three campuses (Spring 2010)
- » 149 students participated in other off-campus housing workshops: Finding Rental Housing; Beyond Housing: Living in Toronto; Explore Life Off-Campus; What Tenants Need to Know; How To Own Your Dream Home; Discrimination: Your Home, Your Life, Your Rights (Jan – Dec 2010)
- » 195 students met with our Home Ranger to review strategies for finding rental housing (Jan – Dec 2010)
- » 64 students were assisted in resolving a housing crisis (Jan – Dec 2010; up from 18 last year, and 31 the year before)
- » 60 students met with a Federation of Metro Tenants Associations representative at a Tenants Rights Clinic (Jan – Dec 2010)
- » 40 offices across the St. George Campus were provided with housing information for their print and web communications
- » Processed 2,313 first-year professional faculty student residence preference forms for September 2010 admissions. Of the 1827 guaranteed residence, 76% received an offer from their first choice of residence
- » 68% of students who responded to a Student Housing survey indicated they were able to find housing through the Off-campus Housing Registry
- » 33% of students reported finding a roommate (in off-campus housing) as a result of using the on-line Roommate Finder Service

### **Learning Outcomes:**

- » Students work across differences – identifying opportunities and negotiating challenges.
- » Students demonstrate ability to problem solve and connect appropriately with campus and community services.



### **Key Findings of Learning Outcomes:**

*70% of students indicated that as a result of attending Discrimination? Your Home, Your Life, Your Rights workshops they are better able to work across differences-identifying opportunities and negotiating challenges.*

*50% of students who attended a Buying and Owning a Home workshop indicated that they are better able to connect appropriately with campus and community resources.*

### **Capacity-building measures:**

- » Assisted the UTSC Office of Student Housing and Residence Life in establishing an Off-campus Resource Centre at UTSC, to improve UTSC students' access to off-campus housing resources and support.
- » Development, in collaboration with U of T's Business Intelligence Office and residence staff, of a data cube to assist with the collection and analysis of residence information, useful to residences on all campuses.
- » Training of residence staff from the three campuses on how to use the newly developed residence information data cube.
- » Collaborated with U of T's Enterprise Applications and Solutions Integrations (EASI) Office, and Admissions and residence staff, in the development of a new first-year residence applicants file management system, to be used by all undergraduate residences on the St. George Campus.
- » Provided training for approximately 30 Residence Dons/Assistants at the University's Residence Life staff winter in-service training
- » Partnered with UTSU and the Family Care Office for the ninth year to conduct a holiday toy and baby food/diaper drive for the University's Food & Clothing Bank.

- » Participated in the University of Toronto's Extern Job Shadowing Program and Career Accelerator Program, providing opportunities for two students to explore their career and workplace options.

## MULTI-FAITH CENTRE FOR SPIRITUAL STUDY AND PRACTICE

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Multi-Faith Centre/Koffler Institute, 569 Spadina Ave., Toronto, ON M5S 2J7  
416-946-3120; [www.multifaith.utoronto.ca](http://www.multifaith.utoronto.ca)  
Seven days a week : 8:00 – 10:00

### **Services & Programs Provided:**

- » Academic forums on questions of identity/current affairs through a multi-faith lens
- » Opportunities for interfaith dialogue including discussion groups, community service projects, presentations on specific faith traditions, tours of places of worship, and exploration of the arts
- » Development of web-based multi-faith resources, and resource centre for informal study
- » Relationship development with student faith-based clubs
- » Support and relationship development with Campus Chaplains Association

### **Significant Changes in 2011-2012:**

- » The Centre is exploring community service projects as a catalyst for students to work across differences, identifying opportunities and negotiating challenges.

### **Current Staffing:**

- » 2 FTE appointed; 3 interns fulfilling course work requirements; 2 Fellows; 6 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.

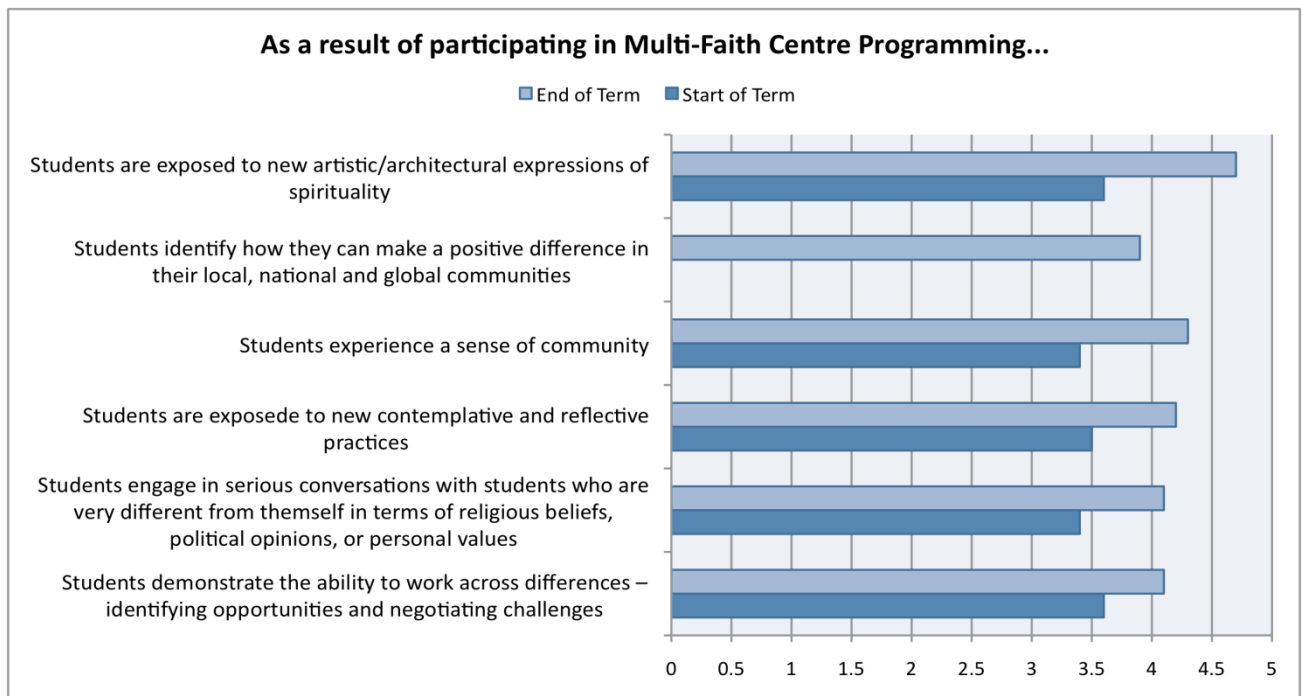
### **Performance Indicators:**

#### ***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:**

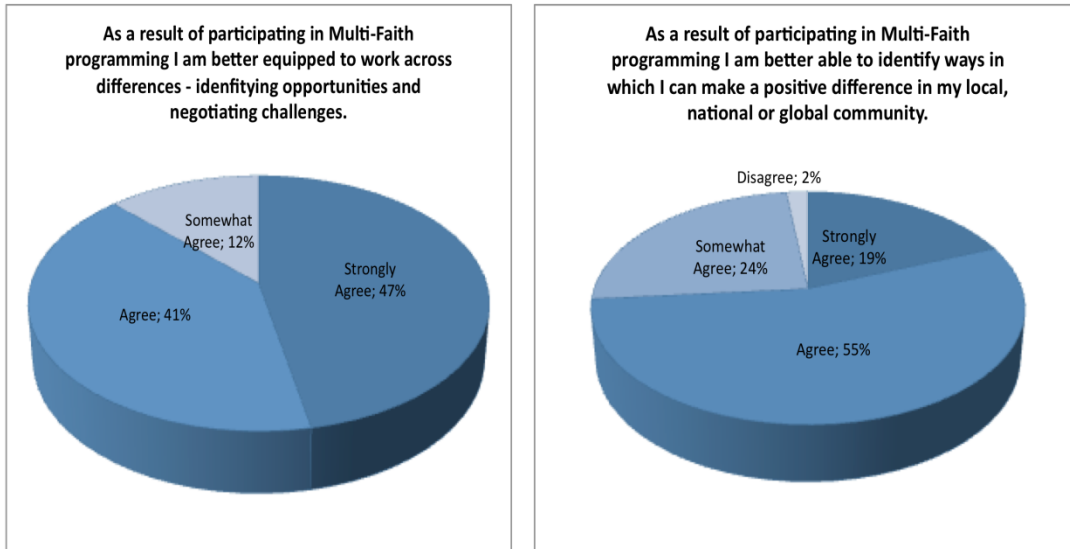
Long Term Outcome	Short Term Outcome
Students are able to work across difference – identifying opportunities and negotiating challenges	Students seek involvement with people with different spiritual beliefs and articulate the advantages and challenges of a diverse society, especially religious diversity.
Students identify how they can make a positive difference in their local, national, and global communities.	Students develop an awareness of a variety of social issues and how they can respond in civil society as personally responsible and justice oriented citizens.
Students demonstrate the ability to assess their skills, values, beliefs, interests, and personal abilities – and act in congruence with them.	Students develop and articulate their own system of meaning, understanding the roles spirituality can play in personal and community values and behaviour, as well as the intersection of religious, racialized and LGBTQ identities, and gender.



The above results are drawn from a sample of students who participated in programs throughout the Winter 2010 term: Tour of Neighbouring Houses of Worship (33), Reading Abrahamic Scriptures Together (7), Spirituality and Justice (23).



Improvements were made in every area with the strongest growth in an experience of community, and exposure to different artistic expressions. Students demonstrated an increased awareness and understanding of diversity in a number of categories.



The above results are drawn from a sample of students who participated in programs throughout the Fall 2009 term: The Holocaust: Now What? (19), Street Walk (1), The Spiritual Mind (14), Great Shoreline Clean-Up (6), Interfaith and Intercultural Marriage Workshop (5).

**Capacity-building measures:**

- » Collaboration with academic departments, Anti-Racism & Cultural Diversity office, other Student Life departments, and community groups creating multiple opportunities for student engagement, i.e., Hart House: Justice and Spirituality, Faith(less): What Leads People to Embrace or Reject Faith

## OFFICE OF THE AVP STUDENT LIFE – INFORMATION TECHNOLOGY

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214 College St.  
416-978-8005; [www.studentlife.ca](http://www.studentlife.ca)  
M-F: 8:45 – 5:00

### Overview of Services:

- » IT support and management of data, networks, servers, computers and related devices for the Division of Student Life (10 networks, 200+ computers);
- » 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 (see Web Application Development);
- » Web hosting services for campus groups and Student Life;
- » IT consulting and project management for the Division.

### Significant Changes in 2010-11:

- » A new application (ClockWork) was introduced at the St. George campus for Accessibility Services and Test & Exam Centre and at UTM for their AccessAbility Service which offers students online registration for test, exams and note-taking accommodation.
- » To support the framework for a tri-campus Career Centre service model, process mapping of the current business practices of the Career Centre's employer operations.
- » A transition plan was developed and a range of IT services were provided to support the new Centre for International Experience.
- » A new online service, Roommate Finder, developed by Student Life IT and the Student Housing Service, was successfully launched in June 2010 to support U of T students in finding suitable roommates for shared accommodation.
- » A Student Life Bookit module was developed to facilitate event ticket purchases in support of the Grad Escapes program.

### 2010 Current Staffing:

- » 7 FTEs, 1 contract staff

### Student Involvement in Program & Service Planning:

- » We occasionally are invited to participate in student advisory meetings, and regularly provide updates on student facing activities, particularly those with a tri-campus mandate.

**Performance Indicators:**

- » Website stats: over 2 million visits to 14 websites hosted by departments in the Division of Student Life between Sept. 2009 to Aug. 2010
- » Web hosting: 326 websites from recognized U of T campus groups at St. George and UTM
- » Over 500,000 e-newsletters were emailed to graduate and undergraduate students in 2010

**Capacity-building Measures:**

- » The integrated development and deployment of ClockWork application at both St. George and UTM saved thousands of dollars by leveraging existing staff and resources, while offering custom features to meet the unique requirements of each service.
- » Developed new web services to support real-time validation of student, course, and exam information from ROSI. This web service supports applications currently in use by accessibility services on all three campuses.
- » Virtual routing, scheduled for implementation in Spring 2011, will better utilize IT staff resources by bringing all of the Student Life Divisional networks under central control monitoring; continued upgrading of internal networks to take full advantage of the University's gigabit backbone; the introduction of application virtualization will reduce deployment time, respond to a wider range of users needs and reduce licensing costs across the Division.
- » Introduced a web conferencing solution for online meetings and collaboration for Student Life departments and their tri-campus and external partners.
- » Continued support to Student Life staff and to further their understanding and use of technology with special emphasis on web accessibility (WCAG 2.0) standards.

**Web Application Development:**

The department 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 and upcoming development projects include:

- » A new web application for the Student Exchange Program will be developed as the current application lacks the functionality and the scalability that is now required by this program.
- » The BookIT eCommerce application for online event registration and ticket sales was launched in the fall of 2010 with Grad Escapes. Continued enhancements are planned to meet an expanded list of registration and payment functions.
- » Planned enhancements to the Career Centre's Graduate Dossier Service online web service for University of Toronto PhD candidates seeking academic employment is slated for 2011.
- » Mobile application development planned for 2011.

- » Roommate Finder, a roommate matching web application, was launched in June 2010 as a Student Housing Service initiative to support students in their search for compatible roommates.
- » Work-Study Program web application, currently hosted by Student Life IT for the Career Centre and Admissions & Awards, was expanded to include the UTSC's Summer Work-Study program in 2010.

**IT Services:**

- » Web hosting for over 300 recognized campus groups at St. George and UTM (326 websites as of Jan. 2011); Wordpress MU will be upgrade to version 3 with additional themes and plugins (e.g. Buddy Press and WP-Poll). Currently, there are currently 24 blogs created by Student Life staff for students (<http://blogs.studentlife.utoronto.ca>).
- » Planned expansion of the campus wireless service (UTORcwn) for student users of the Centre for Community Partnerships and Multifaith Centre.
- » Established a new student lab at First Nations House with assisted/adaptive technology: screen reader (JAWS), voice recognition software (Dragon), Kurzweil 3000, Inspiration, power assisted and height adjustable computer desks, monitor arms, keyboard trays and trackballs.
- » Enhanced computing services for student labs throughout the Division.

## OFFICE OF STUDENT LIFE

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214 College St. & 21 Sussex Ave.  
416-946-7752; [www.studentlife.utoronto.ca](http://www.studentlife.utoronto.ca)

### **Services & Programs Provided:**

#### ***Communications***

- » Provide dynamic and accurate content for websites for new, current and graduating students, the Student Life divisional site, institutional (tri-campus) family website, and ULife
- » Publish annually Intuit: your guide to student life and gradNav (for graduate students); 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
- » Engage the university community through Twitter, Flickr, video and the student-written blog Upbeat
- » Provide support and consultation to units within the Division on communications

#### ***Assessment***

- » Develop learning outcomes associated with the work of the division and assess effectiveness of services and programs using surveys, focus groups and other methods.
- » Provide resources – training, support and access to on-line and handheld survey tools – to student life staff across the campus
- » Lead annual major institutional assessment projects including the Orientation Benchmarking Survey (2010) and the National Survey of Student Engagement (2011), in partnership with University Relations.

#### ***Training & Development***

- » Coordinate central training for all residence life (student) staff, divisional (student) orientation coordinators, and orientation leaders
- » Implement campus-wide suicide awareness and prevention program for staff and students
- » Coordinate training for trainers in leadership development through the Leadership Educators and Resource Network (LEARN)

#### ***Programs & Services***

- » Kickstart – a series of welcome events for new students focusing on academic skills and central services and resources
- » AskMe – engages faculty and staff in welcoming new students by identifying them as ambassadors and providing online resources
- » Blueprint – provides structure and a clear path for undergraduate students to encourage participation in co-curricular learning opportunities
- » Grad Escapes – operated in collaboration with the Graduate Students' Union, offering low-cost group outings to cultural and sporting events in the city

- » Grad Life – workshops, social events, resources and programming for graduate students.
- » First in the Family – in partnership with Academic Success Centre, mentorship and academic support for first generation students
- » Campus Organization Services – administration of the Policy on Recognition of Campus Groups, maintenance of a live database of recognized student organizations, a new online election system for student societies and coordination of events to promote collaboration between groups
- » 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, networking and collaboration events, conferences and training, including: Sustainability Leadership Program, the New U Leadership Conference, the Toolkit Conference and Series (for campus group leaders), Exploring Leadership (for emerging leaders), and workshops in collaboration with academic departments, colleges, student organizations and others

#### **Significant Changes in 2010-11:**

- » A review of our processes and support for recognized campus groups led to a series of recommendations to streamline processes (in progress), build capacity of groups through orientation sessions and workshops (the Toolkit program), and direct resources to the most engaged groups.
- » Redeveloped the Passport Program into Blueprint, encouraging students to “build their own experience” through a clearly designed path of co-curricular opportunities.
- » Introduced, in partnership with the Sustainability Office, EcoLink and the U of T Environmental Resource Network, a series of initiatives to network and develop skills of students involved in the sustainability movement.
- » As a result of a survey of our graduate student outreach and programming, with SGS, streamlined communication vehicles into a weekly email and monthly e-newsletter, and re-branded programming under the GradLife banner.

#### **Current Staffing:**

- » 15 full-time (three of whom are not fee-funded);
- » 20+ Work-Study employees; 5 summer student interns

#### **Student involvement in program & service planning:**

- » Through the Leadership Educators and Resource Network, 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.
- » Active involvement in planning by summer interns and work-study students.

**Performance Indicators:**

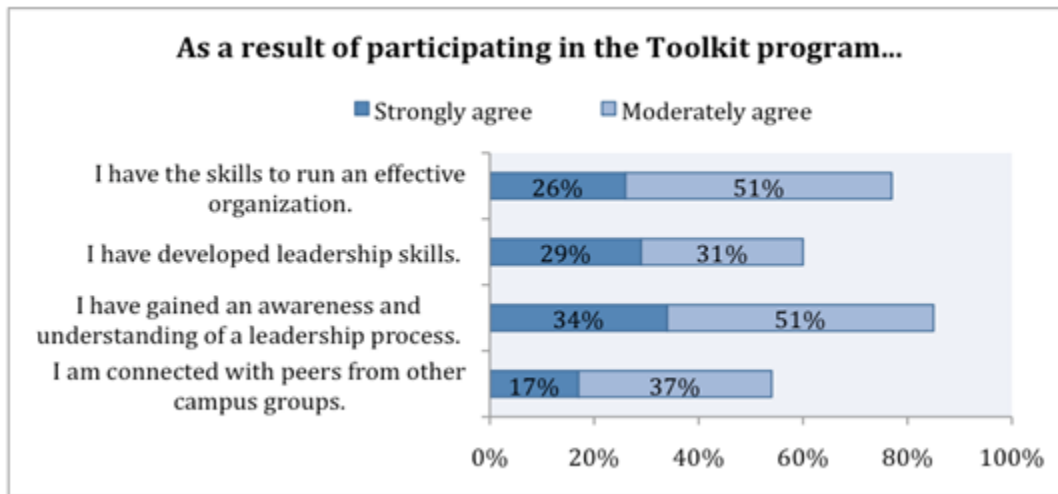
**Participation:**

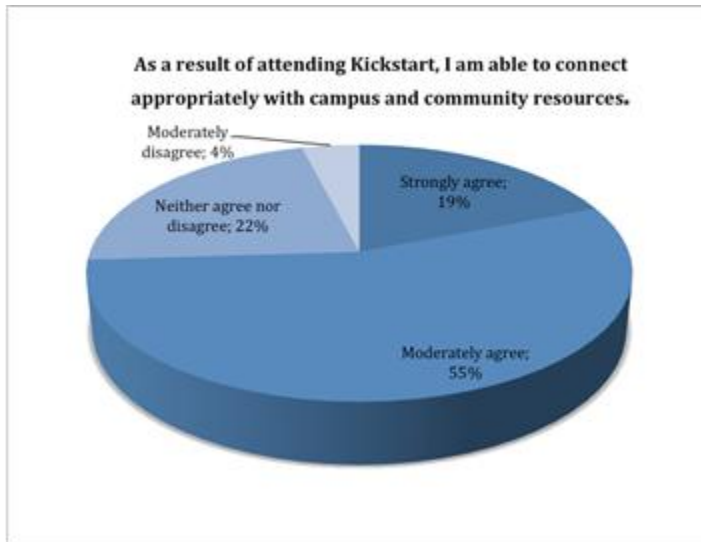
From January 2010-December 2010:

- » 1558 students participated in leadership development workshops, conferences and trainings.
- » 173 students participated in the Residence Life Staff Training program
- » 28 student orientation coordinators participated in the Orientation Coordinator Support Program; 975 orientation leaders attended Joint Orientation Leader Training.
- » 464 first-year students registered in Kickstart events; 280 students are registered in the Blueprint program
- » 25 student mentors were recruited and trained for the First in the Family program.

**Learning outcomes:**

A survey completed by 59 students in leadership positions within campus groups measured the effectiveness of the **Toolkit** program. The majority of students report learning new skills; staff will build in more opportunities for students to work with each other to improve outcomes related to connecting with peers.





The **Kickstart** program, for students new to the University, had one primary learning outcome. Results of the assessment show 74% of students report being able to connect appropriately with campus and community resources. Progress on this outcome will continue to be monitored.

***Capacity-building measures:***

- » 463 campus groups recognized on the St. George Campus 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
- » More than 90 staff and students are now members of the LEARN network and, in turn, are developing leadership skills in communities throughout the University.



## STUDENT RETENTION & STUDENT CRISIS RESPONSE

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214 College St Rm. 307  
416-978-5536; Fax 416-971-2037

### **Services & Programs Provided:**

- » Resource for faculty and staff concerned about high-risk situations where students are in crisis; provide short term support, crisis intervention, and triage to appropriate resources
- » Maintain an active practice with students who face complex ongoing issues; facilitate connection to and coordination of campus and community resources for students with complex needs.
- » Interpret and explain University policies and procedures to students, faculty and staff; identify, explain and communicate University decisions.
- » Education and outreach to enhance the capacity of the University to support students in difficulty.

### **Significant Change in 2010-11:**

- » Appointment of an additional Crisis Response Coordinator.

### **Current Staffing:**

- » 3 FTEs

### **Performance Indicators:**

#### ***Participation:***

- » 2009-10 consulted about or directly involved with situations related to 500 students, from diverse faculties, across the three campuses.

#### ***Learning outcomes:***

- » Students demonstrate the ability to problem solve and connect appropriately with campus and community resources.
- » Students demonstrate an understanding of how to achieve balance between education, work and leisure time.
- » Students initiate informed actions that reflect an understanding of how previous experiences have had an impact on affective states and intellectual performance.
- » Students demonstrate self-reliant behaviour.

#### ***Capacity-building measures:***

- » Consult with faculty and staff who are concerned about students in crisis.
- » Consult 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.
- » Development of website for faculty and staff: “Resources for Students in Distress”.
  - » Produce and distribute Connections: “Identifying and referring students in difficulty: a guide for faculty and staff”.
  - » Provide educational development to faculty and staff across all departments and faculties as well as through the Centre for Teaching Support and Innovation and the Organizational Development and Learning Centre.
  - » 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/collaborate/develop partnerships/teams in student situations of high risk, critical incidents and ongoing complex issues.

## EARLY LEARNING CENTRE

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7 Glen Morris St. & 252 Bloor St. W  
416-978-6725; www.elc.utoronto.ca  
M-F 8:00 – 6:00

### **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 2010-11:**

- » No significant changes in program and services have occurred.

### **Current Staffing:**

- » 31.3 FTE appointed; 7 part-time 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 Early Learning Centre (ELC) solicits feedback from its users through an annual parent survey. 53% of the users responded to this year's survey with overall results indicating:
  - » 90% of respondents agreed that the ELC's curriculum approach and the play-based learning activities supported their child's development.
  - » 48% of respondents expressed interest in volunteering and contributing to their child's classroom programming.
  - » 98% of respondents agreed that they are able to discuss with program staff issues of concerns about their child's progress.

### **Performance Indicators:**

#### ***Participation:***

- » Total # of childcare spaces = 126 FTE
- » 66 registered student parents reflects 58 FTE spaces (46% of 126 FT spaces)
- » 218 student participants from January to December 2010 in the family resource parent – child drop-in program
- » 3 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.
- » 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.
- » For example, a 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 (FCO) 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 is a member of the FCO's family events planning committee.
- » 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 Toronto District School Board.
- » 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

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214 College St., Toronto  
416-978-0951; [www.familycare.utoronto.ca](http://www.familycare.utoronto.ca)  
M, W, R, and F: 9:00-5:00; T: 9:00 – 6:00

### **Services & Programs Provided:**

- » Case work: student concerns centered 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 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.
- » Maintaining a web-based babysitter listing service.
- » Advocating on behalf of University families with University departments, student organizations and government and community agencies.
- » Outreach to departments/colleges to raise their level of awareness of students with family responsibilities and to educate on services available to students through the FCO.
- » Providing recommendations to the Director, Family Programs and Services in the Office of Vice-President Human Resources and Equity, as it works with existing university policy, procedures and publications for their impact on students with family responsibilities.

### **Significant Changes in 2010-11:**

- » Offering webcasts so that students unable to attend some of our workshops have the opportunity to view the session at their convenience from our website.
- » Administering a ‘Child Care Reimbursement for Extra and Co-curricular Activities’ fund that is available to assist University of Toronto St. George campus students with family responsibilities who wish to attend extra and co-curricular activities but are unable to because of child care costs.
- » Launched the Family Care Office student blog: Intersections! and with work study student writers have also re-energized our newsletter- Family Matters.
- » Hosted for the first time an Orientation for Student Parents. This orientation included a lunch, a panel of student parents, relevant U of T staff representatives and a campus tour of family friendly spaces.
- » Increased the number of designated breastfeeding friendly locations on campus.

**Current Staffing:**

- » 4 FTE appointed
- » 10 part-time students under the Work-Study Program
- » 1 George Brown ECE student placement

**Student involvement in program & 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. This committee meets three times a year.
- » Work Study students employed by the Office provide ongoing input and contribute to workshop development and our discussion groups. These students are also the writers for our blog and newsletter.

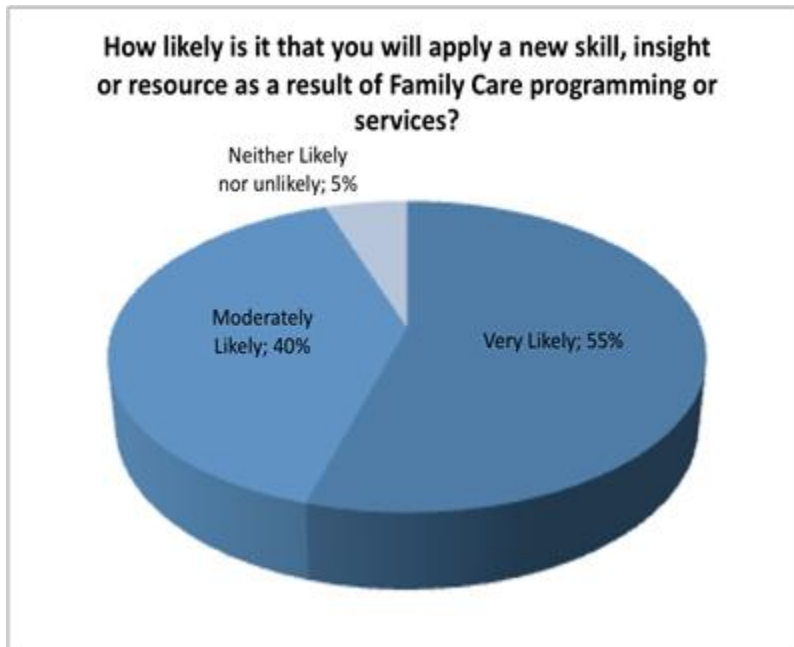
**Performance Indicators:*****Participation:***

- » The office handled 543 student cases: 182 undergraduate students and 361 graduate students. There were also 63 postdoctoral fellow cases.
- » The office offered 89 workshops, 17 family events, and 7 discussion groups sponsored or co-sponsored by the Office. These activities were attended by 186 undergraduate students and family members, 749 graduate students and family members and 149 postdoctoral fellows.
- » The office developed 2 mini-webcasts which now have close to 300 views and recorded 5 workshops which now have over 350 views.

These participation numbers are similar to last year.

**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.



Current User survey conducted April 2010; n=168

- » In order to assess our student clients' learning on a more micro level, the office re-designed our learning outcomes in the summer of 2010 and aligned the outcomes more closely with other Student Life departments.

**Key Findings: Learning Outcomes of Student-Focused Workshops**

*68% of participants demonstrated an understanding of how to achieve balance between education, work and leisure time.*

*68% of participants demonstrated the ability to synthesize complex information on family issues from a variety of sources in decision making.*

*34% of participants demonstrated the ability to negotiate with others and manage conflict.*

Each of our workshops emphasize certain skills and have different goals. With continued use of workshop evaluations, the office will now be able to make informed decisions about the need to offer different workshops to address other learning outcomes. However, since the two learning outcomes with the highest response rate

are our office priorities this confirms that our educational programming is largely addressing the learning needs of our students.

For a complete list of the FCO learning outcomes, please visit our website which will have this report with an appendix that includes the outcomes.

***Capacity-building measures:***

- » The FCO adopts a highly collaborative approach to educational programming and works with partners across the University on joint initiatives. This year in addition to our university-wide Family Events Committee, we invited members of the Student Life Professionals group to join an organizing committee for our Students with Family Responsibilities Conference and for our Financial Survival event
- » The Manager participated in a School of Graduate Studies Brown Bag lunch, Orientation for Partners of New Faculty, and two New Academic Administrators training workshops.
- » Worked with the student group, Students with Ailing Families to help raise their profile with other students on campus.
- » The FCO offered our office space to the Career Centre to do on-site career counselling appointments for students with family responsibilities.
- » The FCO again saw an increase in the number of departments consulting with us regarding a family issue.



## SEXUAL & GENDER DIVERSITY OFFICE

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21 Sussex Ave. Suite 416-17  
416-946-5624; [www.sgd.utoronto.ca](http://www.sgd.utoronto.ca)  
M-F 9:00 – 6:00

### Services & Programs Provided:

- » Support: Students are encouraged to 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 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 2010-11:

- » Office Title Change. To mark our first 10 years of service we undertook several processes and initiatives to assess and synthesize achievements, and explore opportunities to inform future directions and actions of the Office. As we move into a new decade, the Office services, programs and resources will continue to respond to the multifaceted needs of the University communities, but with the new name of Sexual & Gender Diversity Office” (SGDO). Correspondingly, the titles of the staff positions have changed to: Sexual & Gender Diversity Officer and Program Coordinator.
- » Symposium on Leadership. Collaborating with the student club VicPride!, the Office hosted two symposiums on leadership for LGBTQ students. Established to target the development of a range of skill sets, “Lead with Pride” additionally created spaces for students to participate in a dialogue on challenges and opportunities they face as learning leaders, enhanced collaboration, and strengthened relationships so critical in the development of community at this institution.

- » The Making It Better At U of T Project. (Part A) We know that the impact of bullying in high schools and the experience of homophobia carry over into the university experience. With this in mind, the Sexual & Gender Diversity Office, in partnership with Hart House, initiated Making it Better at U of T! This video and photo installation project will showcase the many initiatives at the University of Toronto that work towards making our campuses welcoming to sexually and gender diverse students, staff and faculty and their allies.

**Current Staffing:**

- » 2.0 FTEs
- » 3 casual staff
- » 6 student staff

**Student involvement in program & service planning:**

- » Planning, programming and event committees include significant representation and input from students
- » Work-study students actively participate and contribute to the work of the office.
- » Tri-campus programming committees including U of T Pride, Queer Orientation and Lead with Pride with representation by students from each campus.

**Performance Indicators:**

***Participation:***

- » Lead with Pride – 70 students attend two symposiums on leadership for LGBTQ students
- » Queer Orientation – 250 + students participated in sessions and events focused on welcoming and connecting new and returning students – graduate and undergraduate students across the three campuses.
- » Consulted with and/or directly involved with circumstances related to more than 40 students in difficulty.

***Learning outcomes:***

For positive identity development processes, we provide opportunities for student learning to effectively explore and expand their capacities to address intersecting needs related to sexual and gender identity and their student experience. The SGDO offers programming, resources and support that engage students across political, social and cultural communities; support the formation of social and learning networks, advocate learning through interpersonal relationships, leadership opportunities, and connection across a broad spectrum.

***Learning outcomes for the Sexual & Gender Diversity Office:***

- » Students will progress towards 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.
- » Students will develop leadership skills including negotiating across difference.

***Capacity-building measures:***

- » Produced and distributed a “Coming Out” resource brochure for students.
- » Co-hosted two symposiums on leadership for LGBTQ students (Lead with Pride, February & October). 70 students attended.
- » Delivered Equity, diversity and inclusion sessions for managers jointly with equity officers.
- » Co-hosted “Islam & Sexual Diversity: In Conversation” with the Multi-Faith Centre, Qu(e)rying Religion and the Sexual Diversity Studies Program.
- » Co-hosted: “Cheat or Cheated? Gender Injustice in Sport” with Hart House, the Faculty of Physical Education and Health.
- » Provided support to the University’s Positive Space campaign and its three committees, partnering to coordinate initiatives, and develop resources.
- » Hosted the Fusion Radio program: “Queerlogy” at UTSC.
- » Worked with students, staff and faculty to expand capacity to proactively engage LGBTQ students and allies in curricular and co-curricular planning.
- » Co-lead Joint Orientation Leadership Training (JOLT) sessions.
- » Delivered to 180 Dons/RA’s workshops on “Equity, Diversity and Inclusion” as well as “LGBTQ Competencies in Rez” as part of Residence Life Training for the St. George and UTSC campuses.
- » Presented workshops to Faculty on “Instructional Design that Integrates Cross Cultural Perspectives” in partnership with Centre for Community Partnerships, Office of Student Life through the Centre for Teaching Support and Innovation.
- » The SGDO adopts a highly collaborative approach to educational programming and works with partners across the University on joint initiatives. Partnerships and collaborations included the Faculty of Physical Education & Health, Career Centre, Rotman Commerce, Student Life, Multi-Faith Centre, Leadership Development, LEARN, the Sexual Diversity Studies program, and many more.

## THE 2011-2012 PROPOSED BUDGET

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- » Statement of Revenue and Expenses
- » Revenue and Expenses by Area
- » Revenue by Source
- » Expenses by Type
- » Student Fee Calculation

**Student Life Programs and Services**  
**Statement of Revenues and Expenses**  
**Year ending April 30, 2012**

REVENUE

Advertising revenue	156,350	
Cost recovery fees	156,550	
Government grants	1,543,700	
OHIP/UHIP/Medical Insurance	3,190,000	
Prescription drug sales	403,000	
Space Rental	93,450	
Student Fees	12,470,877	
University Operating Budget Support	2,635,128	
Misc Revenue	54,798	
TOTAL REVENUE		<u>20,703,854</u>

EXPENSES

Appointed Salaries and Benefits	13,276,006	
Casual Staff Salaries and Benefits	939,993	
Medical Associates	2,488,000	
TOTAL COMPENSATION		<u>16,703,999</u>

Advertising, printing, and photocopy	323,574	
Early Learning Centre subsidy	145,000	
Furniture, equipment, and IT	186,510	
Hospitality	155,250	
Medical Supplies	251,800	
Misc. Expenses	439,176	
Occupancy and maintenance costs	1,817,400	
Sign language interpreters and transcribers	415,500	
Telecommunications	118,935	
Travel, hosting, and professional development	146,709	
TOTAL NON COMPENSATION EXPENSES		<u>3,999,855</u>

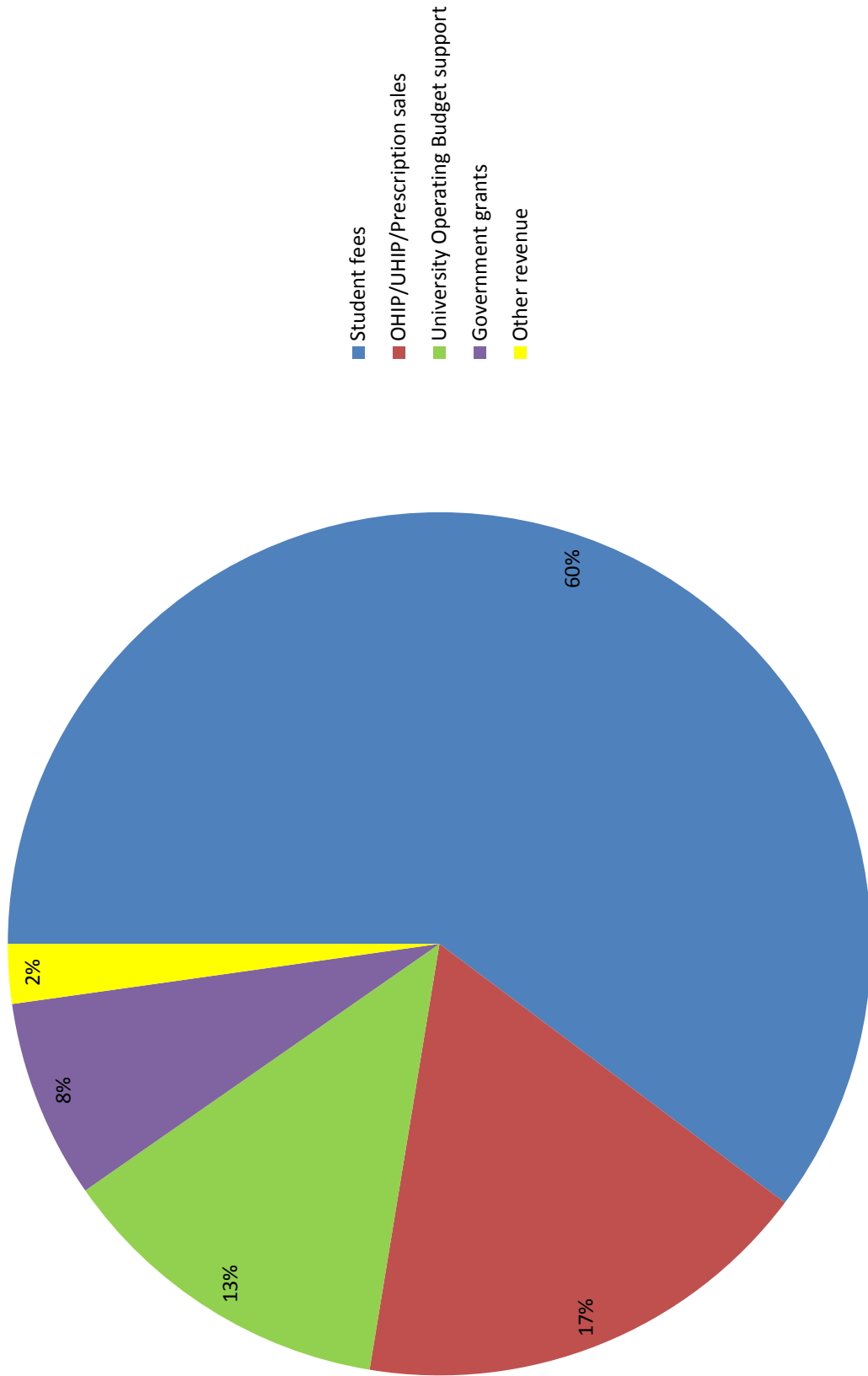
TOTAL EXPENSES		<u>20,703,854</u>
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NET OPERATING SURPLUS (DEFICIT)		<u><u>-</u></u>
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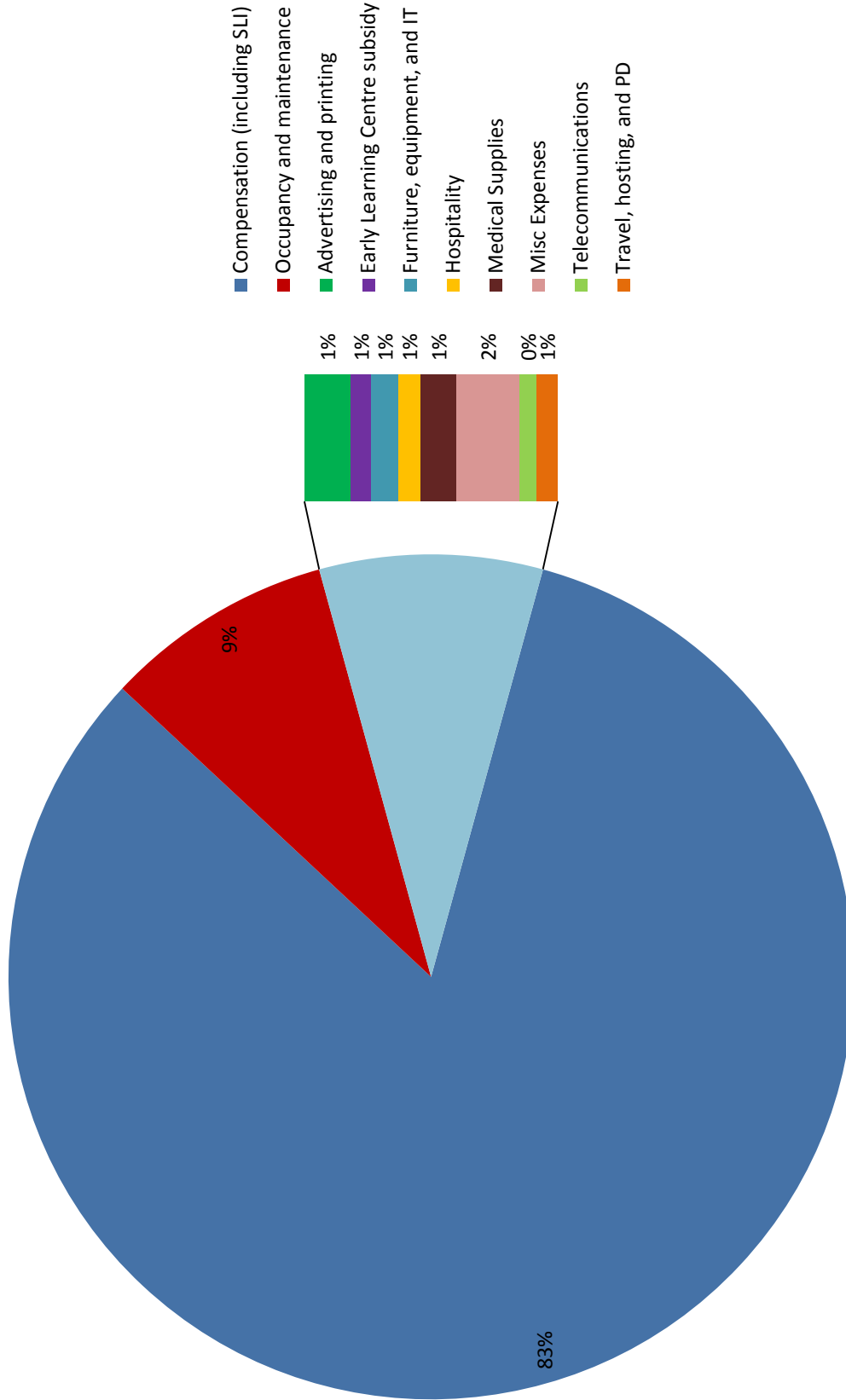
Student Life Programs and Services  
2011-12  
Revenue and Expenses by area

	2011-12					2010-11	
	A Compensation	B Non salary expenses	C Departmental Income	A+B-C Net Direct Costs	D Occupancy Cost	A+B-C+D Net Operating Expense	Net Operating Expense
<b>Student Fee Funded Departments</b>							
Division of Student Life:							
Academic Success Centre	348,929	11,950	-	360,879	25,694	386,573	371,413
Career Centre	2,055,503	177,374	105,650	2,127,227	110,449	2,237,676	2,185,612
Centre for Community Partnerships	156,500	33,500	-	190,000	22,113	212,113	-
First Nations' House	564,121	25,235	95,093	494,263	30,766	525,029	503,197
Health and Wellness	5,735,769	397,009	3,343,000	2,789,778	151,634	2,941,412	2,813,319
Housing Service	379,839	41,335	82,400	338,774	26,626	365,400	351,372
Centre for International Experience	693,211	120,545	44,025	769,731	100,245	869,976	898,947
Multifaith Centre	206,734	31,535	13,000	225,269	93,892	319,161	341,015
Office of Student Life	2,680,852	476,717	23,600	3,133,969	105,008	3,238,977	2,875,684
VP, HR & Equity	-	145,000	-	145,000	54,381	199,381	198,554
Early Learning Centre/Campus Co Op	163,200	13,789	-	176,989	-	176,989	168,260
Family Care Office	97,115	6,000	-	103,115	-	103,115	96,664
Sexual and Gender Diversity Office							
Student Space		260,315					
APUS/GSU/UTSU					144,612	144,612	137,762
CIUT					43,710	43,710	43,710
The Varsity					35,231	35,231	36,062
The Newspaper					14,410	14,410	13,934
Other St. George Campus student space					657,113	657,113	641,539
<b>Total Student Fee Funded Departments</b>	<b>13,081,773</b>	<b>1,740,304</b>	<b>3,706,768</b>	<b>10,854,994</b>	<b>1,615,883</b>	<b>12,470,877</b>	<b>11,677,044</b>
Centrally funded operations	3,622,226	842,356	2,047,080	2,417,502	61,626	2,479,128	1,472,164
<b>Total</b>	<b>16,703,999</b>	<b>2,582,660</b>	<b>5,753,848</b>	<b>13,272,496</b>	<b>1,677,509</b>	<b>14,950,005</b>	<b>13,149,208</b>
<b>Funding</b>							
Student Fee						12,102,493	11,263,308
Attribution of costs to UTM						190,378	239,492
Attribution of costs to UTSC						178,007	174,244
Central Operating Budget support						2,479,128	1,472,164
<b>Total Funding</b>						<b>14,950,006</b>	<b>13,149,208</b>
<b>Operating Surplus(Deficit)</b>							<b>-</b>

## Revenue by source



## Expenses by type





**Student Life Programs and Services  
2011-12 Budget  
Student Fee Calculation**

<b>University of Toronto Index</b>		
Appointed Salary Expenditure Base (previous year budget)	7,736,314	
Average merit/step/ATB increase/decrease for appointed staff	4.00%	
Indexed salaries	8,045,767	
Average Benefit Cost Rate	24.50%	
Indexed appointed salary expenditure base		10,016,979
Casual/PT Salary Expenditure Base (previous year budget)	304,073	
Average ATB Increase/Decrease for casual/part time staff	2.00%	
Indexed salaries	310,154	
Average Benefit Cost Rate	10.00%	
Indexed Casual/PT Salary Expenditure Base		341,170
Indexed Salary and Benefits Expenditure Costs		10,358,149
Subtract the Amount of Net Revenue from Other Sources (previous year)		(3,168,543)
Add the Non-Salary Expenditure Base (previous year)		3,480,386
Add the Occupancy Costs (current year)		1,615,883
Reduce the amount by the proportion attributed to UTM and UTSC (current year).		(413,736)
Cost for UTI purposes		11,872,139
Divide the difference by the projected weighted FTE enrolment (current year)		50,963
<b>UTI Indexed Fee</b>		<b>\$ 116.48</b>
<b>\$ Amount of UTI based Increase (over adjusted fee)</b>		<b>\$ 3.47</b>
<b>% Amount of UTI based Increase (over adjusted fee)</b>		<b>3.1%</b>
<b>Consumer Price Index</b>		
Fee Per Session (previous year)		113.83
Less: Removal of old temporary fee (2008-9)	-	0.82
Adjusted fee for CPI		113.01
Consumer Price Index		2.00%
<b>CPI Indexed Fee</b>		<b>\$ 115.27</b>
<b>\$ Amount of CPI based increase</b>		<b>\$ 2.26</b>
<b>Combined Fee Increase</b>		
Fee Per Session (previous year)		113.83
Less: Removal of old temporary fee (2008-9)	-	0.82
CPI Based Fee increase	+	2.26
UTI Based Fee increase	+	3.47
<b>Indexed Full Time Fee</b>		<b>\$ 118.74</b>

<b>Proposed Fees</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Increase</b>	
Full Time	\$113.83	\$118.74	\$4.91	4.3%
Part Time	\$22.77	\$23.75	\$0.98	4.3%
TST Full Time	\$105.42	\$109.96	\$4.54	4.3%
TST Part Time	\$21.08	\$21.99	\$0.91	4.3%



# UNIVERSITY OF TORONTO

Student Life Programs & Services  
Koffler Student Services Centre  
214 College Street  
Toronto, ON, M5T 2Z9

Lucy Fromowitz  
Assistant Vice-President, Student Life  
[avp.studentlife@utoronto.ca](mailto:avp.studentlife@utoronto.ca)  
416-946-7135