



University of Toronto TORONTO ONTARIO M5S 1A1

OFFICE OF THE VICE-PROVOST, STUDENTS

TO: University Affairs Board

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DATE: March 16, 2004 for March 23, 2004

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Operating Plans for the Student Services (St. George Campus) and the Health Services (St. George Campus).

JURISDICTIONAL INFORMATION:

The Terms of Reference of the University Affairs Board provide that the Board is responsible for policy concerning student services and for overseeing their operations. Changes to the level of service offered, fees charged for the services and categories of users require the Board's approval. The Board receives annually from its assessors reports on matters within its areas of responsibility, including statements of current issues, opportunities and problems, along with recommendations for changes in policies, plans or priorities that would address such issues.

Pursuant to the terms of the *Memorandum of Agreement between The University of Toronto, The Students' Administrative Council, The Graduate Students' Union and The Association of Part-time Undergraduate Students for a Long-Term Protocol on the Increase or Introduction of Compulsory Non-tuition Related Fees* (the "Protocol"), approved by Governing Council on October 24, 1996, the Council on Student Services (or the relevant body within a division of the University) reviews in detail the annual operating plans, including budgets and proposed compulsory non-academic incidental fees, and offers its advice to University Affairs Board on these plans.

PREVIOUS ACTION TAKEN:

The Operating Plans for the Student Services (St. George Campus) and the Health Services (St. George Campus) for the current fiscal year were approved by the University Affairs Board on March 25, 2003.

At its meeting held on March 2, 2004, the Council on Student Services (COSS) approved the following resolutions:

Student Services:

That the 2004-2005 operating plans and budget for the St. George Student Services, as described in the February 23, 2004 submission from Marilyn Van Norman, Director of Student Services, be approved; and

That the sessional fee for a full-time student on the St. George campus be increased to \$53.32 and the sessional fee for a part-time student on the St. George campus be increased to \$10.66, which represent an increase of 2.0%.

The vote on the resolution was as follows:

In favour: 17 (including 10 students);

Opposed: 0;

Abstentions: 0.

Health Services:

That the 2004-2005 operating plans and budgets for the St. George Student Health Services, as described in the February 23, 2004 submission from Marilyn Van Norman, be approved; and

That the sessional fee for a full-time student on the St. George campus remain at \$17.13 and the sessional fee for a part-time student remain at \$3.42.

The vote on the resolution was as follows:

In favour: 17 (including 10 students);

Opposed: 0;

Abstentions: 0.

HIGHLIGHTS:

The experience of this past year and plans for the coming year are summarized in the attached material from the Director of Student Services, Marilyn Van Norman.

FINANCIAL AND/OR PLANNING IMPLICATIONS:

The Student Services operate without drawing substantially on the University's operating income, as assumed in the Long-term Budget Guidelines.

RECOMMENDATION:

It is recommended that the University Affairs Board approve:

THAT the 2004-2005 Operating Plans and Budget for the Student Services (St. George Campus) and the Health Services (St. George Campus) as described attached material from Marilyn Van Norman, Director of Student Services, be approved; and

THAT the sessional Student Services fee for a full-time student on the St. George campus be increased to \$53.32 and the sessional Student Services fee for a part-time student on the St. George campus be increased to \$10.66, which represent an increase of 2.0%; and

THAT the sessional Health Services fee for a full-time student on the St. George campus remain at \$17.13 and the sessional Health Services fee for a part-time student remain at \$3.42.



University of Toronto



OPERATING PLANS

2004 - 2005



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2004 – 2005 OPERATING PLANS For Student Services

Mission Statement and Annual Reports available by calling 978-8003

Student Services Operating Plans

The attached Operating Plans were developed by the Directors of the various Student Services departments, in consultation with the Director of Student Services and the Career Centre and the Student Services Advisory Committee. Individual department's Annual Reports are available upon request.

Student Services Mission Statement

Student Services at the University of Toronto assists students learning while promoting the academic mission of the University of Toronto. Services are provided appropriate to and developed in partnership with the diverse student communities. Our services and programs aim to build the confidence and skills necessary for students to succeed in their personal, academic and professional lives. Our mission is to offer all students at the University of Toronto support and counseling in the areas of career development, housing, learning skills, health, personal/emotional development, family concerns and support for Aboriginal and international students.

Review Effectiveness of Mission and Outline of Programs and Services

Our mission of offering all students at the University of Toronto support and counselling in the areas of career development, housing, learning skills, health, personal/emotional development, family concerns and support for Aboriginal and international students is promoted by the Coordinator, Promotions/Events. On going

assessment of student needs through holding focus groups, conducting surveys, input from service coordinators and the Student Services Advisory

Committee allows all departments to offer programs and services that are relevant to students and responsive to their changing needs. Feedback collected also assists Student Services in establishing outreach and promotional strategies aimed at student groups or constituencies that may be underutilizing the services or have a very specific need.

Student evaluations of all Student Services departments indicated a high level of satisfaction with services provided.

Review of the Office of Student Services Goals for 2003 – 2004

Design, develop and deliver a **First Year Initiative Program (FYI)**: the program was launched in August to very positive reviews from first year students. As of February 2004, there were over 2,000 students registered with the program. We will continue to evaluate the FYI Program and make adjustments as appropriate. Consultations with Registrars have been held to maximize partnering on services offered to first year students.

Special Event for Part-time Students – a weeklong series of workshops were held during the week of January 19, 2004 in partnership with APUS. Feedback from students attending was extremely positive.

Promote **SS Staff On Line**: there has been an increase in the number of staff using the on-line communications vehicle

Incorporate increased USWA salaries without requesting a fee increase for 2003 - 2004: all increases have been incorporated, however, we will be unable to continue to keep up without a fee increase. Salaries and benefits have increased 16% since 2001 - 2002, while Student Services has just received a 1.5% increase during this time frame.

It should be noted that Occupancy costs have increased 17% during the same period.

Present **services and programs for graduate students** in a consolidated manner in brochures and on the Website – work is on-going on this project. Full page ads have been taken out in the Peer Review advertising Graduate Student specific events for January, February and March.

Develop a strategy to separate the offices of Student Services and the Career Centre and hire a new Director of the Career Centre: this will be done in May 2004 with

little additional cost incurred as a result of a staffing re-alignment with-in the Career Centre

The initiatives for the individual departments are included in their attached Operating Plans.

Category of Users

All University of Toronto Students

Hours of Operation

All Student Services departments are open daily and until 7 or 8 pm one evening per week

Initiatives of the Office of Student Services for 2004 – 2005

- Hire an excellent **Director of the Career Centre**
- Implement the new **Special Projects position** which will have responsibility for writing a web-based Student Services Newsletter, packaging programming for graduate students, assisting in the development of a FYI like program for first year graduate students, developing and conducting both needs and satisfaction surveys, designing and offering programs for upper year undergraduate students and graduate students living off campus
- Provide OTO funding to Counselling and Learning Skills for a **sessional counselor position**
- Hold **Special Student Services Event for Graduate Students** in partnership with GSU
- **Evaluate FYI Program**, make appropriate changes and enhance partnering with the colleges
- Expand **in-house programming in residences**
- Continue to plan for **Student Services Space Needs**
- Address the **Family Care Office's need for additional staff**
- Meet the needs resulting from **salary and benefit increases** of 16% since 2001/02 and a 17% **space cost increase** over the same period by requesting a permanent fee increase of 2%.

The initiatives for individual departments are included in their attached Operating Plans.

2004 - 2005 OPERATING PLAN Career Centre

Mission Statement and Annual Report available by calling 946-3254

The Career Centre's mission is to provide innovative career and employment services to students, recent graduates and employers in an approachable and receptive environment. Bridging the worlds of academia and employment, the Career Centre assists students in the development and implementation of their career goals. The Career Centre is committed to ensuring that each University of Toronto student has the opportunity for a quality career education.

Review of Effectiveness of Mission and Outline of Programs and Services

The Career Centre, in its 56th year of operation, continues to work toward fulfilling its career development mandate. The online service has remained a key component of fully accessible service provision for both employers and students. Newly developed features allow students to interact more effectively with the website and stay informed about the many services available to assist them in their career education. Following on the new look that was created on the employer site in 2002 profiling U of T as a tri-campus entity for career services, similar enhancements were also made on the student site in 2003 to ease the interface for students between the 3 campus websites. Employers continue to use the site to provide them with free, fast and accessible employment listing services. Career Centre staff continue to encourage employer clients about how they can become more involved in partnering with the Centre to educate students about the world of work.

Review of Programs and Services 2002 – 2003

Employment Opportunities

Despite the news through the media about the strength of the Canadian economy, 2002-3 continued to exhibit a recessed trend in job prospects for university students and recent graduates. Employer participation at the Career Centre in 2002/03 resulted in 28,637 positions compared to 41,173 in the previous year. The number of unique organizations listing positions this past year was 3095 in comparison to 3405 in

2001/02. In addition to the impact of the slow economy on job listing figures, a number of organizations are creating their own job posting sites through which students can directly apply to them.

Career Development

The Career Development workteam in conjunction with the Career Management Consultant, developed, facilitated and delivered 53 seminars/workshops to 3752 students compared to 63 events for 2359 students during the previous year. **Resume Clinic** staff critiqued 4671 resumes during 2002/3 – compared to 3928 during the previous year. Four hundred and eight (408) students, compared to 516 in 2002, were placed with sponsors through the **Extern Program**. SARS had a direct impact on the number of placements during the May session – 100 fewer compared to last year. Brown bag Lunch & Learn events, new career resources, and special employer panels for disciplines most affected by the slow economy were offered in 2002-03.

Work Study & Job Creation

The Ontario Work Study Program, coordinated jointly by the office of Admissions & Awards and the Career Centre, approved a total of 790 (779 in 2001/2) academic and career related proposals in 2002/3. This created approximately 1580 potential work opportunities on campus for U of T students. Job Creation funding (SEP & SCP) for the University of Toronto in 2002/3 totaled \$130,890 providing the opportunity for over 106 campus positions. Due to under-usage of funding allocations, the University only realized \$98,727 in re-imbursments.

Career Centre Student Users

All services and programs of the Centre are restricted to University of Toronto students and recent graduates (up to 2 years after graduation). Full-time and part-time undergraduate and graduate students from all three campuses use the Centre. In 2002-3, 21,374 students registered with the St. George Career Centre compared to 17,632 (21% increase) last year. 84.57% of the registrants indicated that they were undergraduates and 15.43% graduate; 70.2% were full-time students and 29.8% part-time. ¹A breakdown of undergraduate registrants by year of study indicate that 23.19% (22.7%) were in 1st year, 24.87% (22.5%) in 2nd year, 23.48% (21.7%) in 3rd year and 23.85% (25.7%) are in 4th year. Recent graduates account for approximately 8.2% additional users in 2002-3

¹ Figures in brackets indicate last year's percentages

Hours of Operation

The Career Centre is open to students from 9:45 a.m. - 7:00 p.m. on Mondays and Tuesdays, and 9:45 a.m. - 4:00 p.m. Wednesday - Friday. The rationale for the 9:45 a.m. opening every day and the 4:00 p.m. closing on Wednesday, Thursday and Friday, is to allow staff time to complete administrative work which support direct services to students, as well as to develop new services, programs, workshops and resources.

Goals for 2003-2004

Full utilization of the newly renovated space to create a 'happening' kind of Centre

- Efforts are being directed to hosting many events for students in the newly renovated space including a Speaker Series-2004, more in-house fairs and events, and first year student tours.
- Positioning the Career Centre to become even more competitive as a Centre of choice for employers and students involved seeking the assistance of a marketing consultant. Marketing staff members are receiving training in developing positioning statements and a marketing strategy.
- With input from our three campus Career Centers, targets have been set to address the needs of specific markets/disciplines and market surveys will be produced to educate students about the target industries.

Increase by 20% the number of events held in the Centre

- Volunteer Fair, 2 Internship Fairs, Professional & Graduate Schools Fair, Speaker Series, Monthly Career Centre Tours, along with regular and new workshop offerings, are some of the activities planned.

Continued enhancements to the student website

- Weekly student poll
- Career Quizzes
- Dedicated graduate students link
- Topical Career Modules
- Ask a Career Expert
- Creation of an Internship database
- New Quick Link feature for easier navigation through the site
- Prompter questions on work search results page directing students to other parts of the site.

More dedicated services for graduate students

- New career development programs for Masters and PhD students in Life Sciences, Physical Sciences, Social Sciences and a discussion forum for graduate students for whom English is a second language are to be offered. These career development programs supplement annually offered panels on Academic/non-Academic Work Search, Developing Your Dossier and the Women in Academia

Symposium. The Career Centre's publication: *Academic Work Search Essentials* will be updated.

Increase the number of first year students registered with the Career Centre by a minimum of 10%

- Working in conjunction with the Student Services First Year Student Initiative Program, the goal is to increase the number of first year students using the Centre to approximately 32% of registered users.

Current Issues Facing the Career Centre

1. Planning for the growth in the suburban campuses and working to ensure that U of T is marketed to employers in a consistent manner that minimizes employer confusion and duplication of effort.
2. Increasing the participation rate especially of first year students
3. Gauging the length and impact of the current economic slump and strategically anticipating where the growth will happen on the upturn.

Initiatives 2004-2005

1. Provide targeted career services to graduate students
 - Preparing PhD students for increase in academic opportunities
 - Sourcing non-academic opportunities for MA's & PhD's
2. Appoint new Director for Career Centre
 - Managing the transition to a new Career Centre director
3. Increase 1st yr registration with Career Centre by 20%
 - Assessing the profiles of first year students and planning appropriate programs to meet their needs
 - Persuading 1st year students of the importance of early career planning
 - Reaching first year students on a decentralized and commuter campus
4. Marketing U of T students in a soft economy
 - Developing supports for recent graduates having difficulty finding work
5. Work with Chair of Commerce on enhanced career services for commerce students
6. Ensure Career Centre presence in all U of T calendars and handbooks on the St. George Campus
7. Enhancements to employer website to minimize administrative processing time

2004 - 2005 OPERATING PLAN Counselling & Learning Skills Service

Mission Statement and Annual Report available by calling (416) 978-7970

Review of Effectiveness of Mission & Outline of Programs & Services

All students at the University of Toronto who pay Student Services fees are eligible for service at the CALSS. The majority of students presenting at the Counselling and Learning Skills Service (CALSS) are self-referred while others are referred by faculty, administrative and student services personnel. Students present with a wide variety of personal and emotional problems, some of which are situational and transient in nature while others, are long standing and entrenched.

The CALSS continues to fulfill its mission vigorously and effectively as evidenced by the consistently positive evaluations from the students using the Service. The latest quality assurance survey indicates that 96% of users rated the overall quality of our service very good to excellent; 64% acknowledged being helped "a great deal" with their issues and concerns through their contact with the CALSS staff; and 98% indicated that if they were to seek help again, they would come back to the CALSS.

The CALSS offers three integrated services: **personal counselling and psychotherapy, assault counselling and education, and learning skills counselling and education.** Change and innovation designed to maintain or improve our service to students are always undertaken within the context of these integrated functions.

1. Counselling/Psychotherapy:

The primary function of the CALSS is to provide counselling/psychotherapy to students that request it. Students registered for service at the CALSS last year were **1963** for total hours of direct student contact of **5,991**. Counsellors wrote **188** assessments and on behalf of students for academic petitions and extensions of deadlines.

2. Learning Skills Counselling and Education:

Last year this program provided learning skills counselling to **451** students who are frequently in emotional and/or academic crisis. In addition, **3,218** students in attended specialized lectures on various aspects of learning and learning skills, short-term summer mini-courses on academic skills improvement for students entering the U of T, and workshops for students with academic and performance anxiety. Almost **712** students were seen in the Learning Skills Drop-In Centre operating during the academic year.

3. Assault Counselling and Education:

During the previous year, **125** students sought help for problems arising from sexual and other forms of abuse. The Assault Counsellor/Educator's work included being responsive to crises, proactive in doing psycho-educational work and acting as a consultant to the university community. She also continued to coordinate the Interim Room for students needing emergency shelter to escape from abusive situations.

4. Professional Training:

The CALSS offers internships and practica for advanced training in counselling and psychotherapy for graduate students in counselling psychology, social work, and other mental health professions. Interns participate in seminars, case conferences, and individual supervision with experienced counsellor/therapists. Last year, three post-graduate students were enrolled in the training program.

Review of 2003-2004 Initiatives

1. Students on the waiting list were kept informed, by email, of services available to them while they waited for regular counselling appointments. A series of 2-hour workshops were offered which included: Mindfulness, Depression, Being Assertive, Sexual Orientation, Anxiety Attacks, Dealing with Procrastination, Managing Stress, Making the Most of your Supervision, and Managing Thesis Work. In addition, students were encouraged to make use of the various therapy groups also available at the CALSS. While these groups were generally well attended and well received the waiting period for regular counselling appointments did not diminish significantly. This was principally a result of an increasing demand for counselling services.
2. Anticipating a larger and younger cohort in first year, additional workshops, seminars and lectures for students grappling with transition issues were devised. A number of these of these were offered in the summer to incoming students who have received their UofT acceptances and, later in the year, within the FYI Program. Judging by the student's responses, these proved to be highly successful.
3. Equipment and training for counsellors were acquired to provide EMDR (Eye

Movement Desensitization and Reprocessing) treatment to students suffering from trauma associated with sexual abuse, domestic and other forms of violence. This relatively brief (3 sessions on average) but effective treatment for individuals showing signs of post-traumatic stress disorder is now employed by three trained counsellors.

4. The Assault Counsellor/Educator continued to assist students who needed information and referrals to extramural community agencies dealing with the criminal justice system, the Criminal Injuries Compensation Board, family law issues, as well as agencies working directly with children. Many of these students had been referred by other Student Service workers.

Categories of Users

All services and programs at the CALSS are available only to students registered at the University of Toronto and paying the Student Services fee. Students using the CALSS are undergraduates (59%), in professional studies (10%), and graduate students (21%), both full-time (75%) and part-time (25%) and from all three campuses.

Hours of Operation

The Counselling and Learning Skills Service continues to be open to students:

Monday	9:00 - 5:00
Tuesday	9:00 - 8:00*
Wednesday	9:00 - 5:00
Thursday	9:00 - 5:00
Friday	9:00 - 5:00

*In order to accommodate the many full and part-time students who have classes, labs or are otherwise unavailable during normal service hours, the CALSS and the LS Drop-In Centre are open Tuesdays until 8:00PM. Some groups and workshops are also scheduled outside these hours and on weekends.

The Learning Skills Drop-In and Resource Centre was open

Monday	1:00 - 5:00
Tuesday	1:00 - 8:00*
Wednesday	10:00 - 5:00
Thursday	1:00 - 5:00
Friday	10:00 - 4:00

Initiatives for 2004 -2005

The CALSS initiatives for 2004-05 are designed to maintain the existing level of service to students in areas that had been identified as working well, while enhancing service where we could maximize our effectiveness.

1. A review of the procedures presently employed to assess and direct students for counselling will be carried out with the goal of identifying where "bottle-necks" have developed in the process. The findings of the review will enable the CALSS staff to develop and implement strategies to reduce the length of time students have to wait for counselling appointments. It is anticipated that while these changes in strategies will increase counsellors' caseloads, they will reduce the time student's wait for counselling.
2. Presently, an appointment system is employed to provide initial consultations to students coming to CALSS for the first time. At the busiest times, requests for appointments outstrip their availability resulting in students waiting too long for initial appointments. This procedure also will be changed from an appointment system to "drop-in" hours throughout the week so that students will get to speak with a personal counsellor as needed.
3. The Assault Counsellor/Educator will seek increased collaboration by joining with community partners providing services to victim/survivors of violence (e.g., The Woman Abuse Council's Support Services and Cultural Issues Committee). This will allow for greater cooperation with other programs and an expansion of referral networks for students.
4. Student and staff feedback will be solicited to increase our understanding of the impact and effectiveness of the Assault Counselling and Education Program's outreach and education strategies in changing the attitudes and behaviors of students with respect to violence related issues.
5. Anticipating the double cohort this past year led to much valuable work being done to help students entering the University of Toronto make the adjustment to a new academic environment. These LS programs will be evaluated for their effectiveness in supporting incoming students through, this sometimes, difficult transition. This process should lead to improvements to LS programs for students entering the University of Toronto.
6. Recognizing that in 2004-2005, the double cohort will be moving forward into second year, the LSP anticipates the need for developing and delivering programming directed at coping with the "Second Year Syndrome" (issues dealing with motivation, procrastination, time management, and so on).

Like their undergraduate counterparts, graduate students entering the University of Toronto, are often troubled by transition issues. These students frequently find themselves ill-equipped for dealing with methods of inquiry that are far more independent and self-driven than any they have previously encountered; hence, issues around time management, critical thinking, motivation and problems inherent in self-directed learning come to the forefront for them.

7. The LSP will continue to explore ways to enhance programming for graduate students. In addition to existing workshops on Dealing with Supervision, Thesis Writing and Overcoming Writer's Block, the LSP will explore the possibility of developing workshops which make use of new technology ("Inspiration"; "ViaVoice" or "Dragon: Naturally Speaking"; "ReadnWrite"; "Livejournal" and "MoveableType") to facilitate self-directed learning and to foster independent research and writing.

2004 - 2005 OPERATING PLAN Family Care Office

Mission Statement and Annual Report available by calling 416-978-0951

Review of Effectiveness of Mission and Outline of Programs & Services

The Family Care Office is funded jointly by the University's operating budget (through the Office of the Vice President Human Resources and the Office of the Vice President and Provost) and by St. George campus students (through the Student Services fee). The Office reports directly to the Director of Student Services and to the Quality of Work Life Advisor & Special Assistant to the Vice-President, Human Resources.

The Family Care Office (FCO) is a service that provides guidance, information, referrals, educational programming and advocacy for the University of Toronto community. Through all its functions, the FCO aims to raise awareness of family care issues and of quality of life issues central to the achievement of educational equity and employment equity at the University of Toronto.

The FCO adopts a highly collaborative approach to educational programming and works with partners across the University on joint initiatives. It maintains a resource centre 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. The Office acts as an advocate on behalf of University families with government and community agencies, University departments and student organizations. The staff consults regularly with student governments and student organizations to ensure that it is meeting students' needs and that a high quality of service is being maintained. The office provides recommendations to the Director, Student Services, as it works with existing university policy, procedures and publications for their impact on students with family responsibilities.

The Family Care Office is a staff of three with a Director, Education and Resource Coordinator and Information and Outreach Coordinator. The Office provides several unique work/study and volunteer opportunities for students interested in undertaking research or career-related projects in family care, human resources or community services.

From May 1, 2002 to April 30, 2003, the Family Care Office handled 1693 cases: 630 students (22 part-time undergraduates, 266 full-time undergraduates and 342 graduate students), 60 post-doctoral fellows, 826 employees (316 staff and 510 faculty members) and 177 others, including University departments, visiting faculty, journalists, other institutions, alumni and members of the community. Hundreds more attended group presentations, panel discussions and displays in which the Office took part. Over 1550 people attended the workshops sponsored or cosponsored by the Office. It should be noted that caseload is not the only indicator of the impact of the Family Care Office's activities. In terms of service to students, the impact of the education and training programs and of the website is as significant as that of individual casework. Also, contrary to the popular misconception that only graduate or part-time students are likely to have children, a large number of students with family responsibilities are full-time undergraduates. Many students may also provide care or supervision for siblings, parents, grandparents or other family members.

Review of 2003/2004 Goals

The Open House the Family Care Office hosts in September was expanded to include exhibitors from organizations offering family related services. This was a very successful event that not only gave student parents access to groups such as Toronto Public Health, Toronto Parks and Recreation, Baby and Me Fitness, the Athletic Centre and the on-campus daycares, it also was a very visible event that raised the awareness amongst the U of T community that there does exist a student parent population on-campus. For student parents it also helps those new to the city to know more about the community and campus organizations that can assist them.

The Family Care Office has increased its programming this year and has focused on providing more sessions dealing with parenting and separation/divorce issues as these were the concerns of student parents that were raised in last year's focus groups. New workshops offered this year include: Children's Nutrition, Bullying and Peer Abuse, Budgeting for Student Parents, Helping your Child through a Separation or Divorce, and Legal Aspects of Separation and Divorce. In the spring we will be offering a session on health care access and issues for LGBTQ parents and it will be co-sponsored by the Office of Lesbian, Gay, Bisexual, Transgender and Queer Resources & Programs. The FCO offered a Caregiver Discussion Group for individuals providing elder care to an aging relative. The Father's Group enjoyed a very successful year. Attendance is steady and the fathers value the time for discussion. As well, we were able to offer the Coping After Recent Separation and Divorce Support Group for 8 weeks this fall. We have

offered a certificate of achievement to student parents attending at least 3 of our parenting workshops.

In the fall, the Graduate Students' Union, the Family Care Office, the Status of Women Office, Career Centre and other University departments cosponsored the sixth annual seminar for women graduate students considering academic careers. Financial Survival for Student Families will be offered in February 2004 and will be organized with the assistance of APUS, GSU and SAC.

The Family Care Office has increased the number of family events on-campus providing an opportunity for student parents to bring their children to the campus and participate in activities with the Athletic Centre and Hart House. This focus groups conducted last year indicated that student parents wanted more opportunities to be on-campus with their children and to have access to more inexpensive entertainment alternatives on-campus.

The Office has advertised a Drop-In Time for student parents so that they can connect with each other and learn about resources, however, we have not had a good turnout. We are continuing to work with APUS to co-sponsor this initiative with their Mature Students Group and to offer our office as meeting location. This would allow the student parents in this group to also utilize our library resources and talk to our staff with their concerns when they attend meetings and would connect students not already in the group with other student parents.

The Family Care newsletter was created this year and we will produce two issues, one in the fall and one in the winter. It has been a good tool to advertise our services and to educate the community about family care concerns.

The Family Care Office outreaches to student governments and student groups to keep these organizations informed of our services and to offer our assistance if required. This year we have worked with the Graduate Students Union (GSU) and facilitated a well-attended 'Family Cooking on a Budget' session. Working with the Students' Administrative Council (SAC), a panel/social on student budgeting was organized and facilitated and the Office played a leadership role in the administration of the SAC Dollars for Daycare program. We participated in an event during orientation for the Association of Part Time Undergraduate Students (APUS) and assisted with the planning for the Student Services Conference for part-time students.

The Family Care Office and the Student Family Housing Office continue to work together to ensure that student families are informed of our services and that we are meeting their needs. This year, the Family Care Office attended a Tenants Town Hall to announce our upcoming workshops and asked for feedback. We will also attend a Games Night organized by the tenants. The workshop 'Family Cooking on a Budget' was held in the Activity Room in 35 Charles St., and the staff participated in the tenants' summer barbecue. We also ensured that the FCO brochure was available for the 'welcome baskets' provided to new tenants. We have organized a workshop on the

issues of bullying for the student parents for February. We continue to use our display cabinets installed in the elevators at the Charles Street buildings so that we can advertise our upcoming events.

The Family Care Office provided support to the campus childcare centres, as requested, and produced an updated childcare brochure to market the centres to the University population. The Office will be involved with the hiring of the Family Resource Coordinator for the Early Learning Centre which will assist in creating a closer tie between our office and the Early Learning Centre to ensure that more family resources are developed for the U of T Community. This year through increased advertising we have increased the number of postings for our Babysitting Bulletin Board. Upon hiring the Family Resource Coordinator increasing home childcare postings on the bulletin board will be a possible joint project. The Director is also on the Project Planning Committee for the Child Care Facility at 35 Charles St. W. Again, the office will be able to ensure that student parent concerns around childcare are taken into consideration.

A staff member has been a member of the Multifaith Centre Project Planning Committee, Food and Clothing Bank Committee, the Women's Safety Network and the Interim/Family Interim Room Planning Committee.

Categories of Users

Most student concerns centred on issues such as child care (availability, access, subsidies and quality), children's programs and schools, family financial planning, parenting, legal assistance, emergency housing, prenatal health, maternity leave and providing care for other family members. Other cases involved referrals for counselling for family members and a general introduction to services in Toronto. Emphasis was placed on providing options that were sensitive to the diverse backgrounds of students and their families.

Some examples of cases were:

A student requested help in locating a service that would conduct an educational assessment of her autistic child.

An undergraduate student needed a counselling referral and advice around community support services as she was experiencing extreme stress since her father had been diagnosed as likely having Alzheimer Disease.

An undergraduate student needed assistance with her financial situation, legal assistance and new childcare arrangements as a result of leaving her partner.

A student parent required assistance in locating a parent support group and family resource programs within her ethno-cultural community.

A pregnant student contacted the Office to determine her options on how to successfully complete her degree.

An undergraduate student needed assistance when appealing her childcare subsidy as she was a part time student and her subsidy was going to be cut.

An international student needed advice on enrolling her daughter in public school and obtaining a fee waiver.

A single parent contacted the Office when her childcare arrangement fell through on the day of her final examination. The Office connected her with a respite care provider and financial support from her department.

A newly immigrated student needed counselling referrals for her family as her mother had been diagnosed with a bipolar disorder and she was looking for assistance for her brother, father and herself.

Hours of Operation

As is the case for comparable information and referral services, the Family Care Office delivers much of its direct service via telephone and email. Email is a significant avenue of communication but many clients are better served through telephone contact because it is more highly interactive. Calls are returned outside of normal business hours if requested. This enables users to receive assistance at a time and place that is convenient for them. Calls are normally returned within 24 - 48 hours, depending on the volume of cases and the expertise required. The staff also meets with students in person, if that is the option that the student prefers.

Currently, the Family Care Office is open Monday to Friday 9a.m. - 5p.m. and Tuesday evening from 5p.m. - 7p.m.

Initiatives for 2004/2005

Create a Family Care Office Advisory Group of student parents.

Survey the students in Family Housing to ensure the Family Care Office is effectively meeting their demands.

Work with the appropriate university administrators to ensure faculty and departments understand student parents concerns and potential need for accommodations due to child care issues.

Continue to work with UTM and UTSC to coordinate how family care issues will be dealt with on all three campuses.

As the office caseload level has increased by 35% in the last two years and the demand for workshops has also increased, the workload of the office staff is reaching its limit. Sources for additional staffing assistance need to be considered and this could include using a student intern from the Faculty of Social Work or, if our budget is increased, hiring a new staff member. However, office space is very limited and this will be a problem when considering our options. Funding for a new staff member would need to come from all three sources of the Office's funding.

2004 – 2005 OPERATING PLAN FIRST NATIONS HOUSE

Mission Statement and Annual Report available by calling (416) 978-0733

Review of Effectiveness of Mission Statement & Outline of Programs and Services

First Nations House, home to the Office of Aboriginal Student Services and Programs, is mandated to create a welcoming and safe environment that represents the diverse student population that come from many Native communities across Canada and the United States; and to retain and graduate Aboriginal student who attend at the University of Toronto. On an ongoing basis, First Nations House strives to promote the programs and services of the university to members of the Aboriginal community across Canada, provide support to potential students through the application process and provide counselling and other supports (academic, cultural and social) necessary that will allow Aboriginal students who are studying at the school to succeed. Specializing in Aboriginal student services, the office also advises on the design of academic programs, research initiatives in all disciplines, and takes a leadership role in fostering positive and productive relationships between the University of Toronto and the Aboriginal community. To facilitate a culturally and academically supportive environment, the Director will act as an advocate on behalf of both Aboriginal and non-Aboriginal students with University faculties and departments, community organizations, government departments and other student groups to promote cooperation between the Aboriginal and non-Aboriginal student body.

In addition to the Director, there are counsellors located at the Office of Aboriginal Student Services and Programs, who specialize in the following areas: academic and financial aid, cultural/community events, recruitment and Elders who provide traditional and cultural support. Two Elders-in-Residence are available to all students attending the University of Toronto and offer services in the areas of personal counselling, community referrals, consultation, traditional teaching and lectures. As well, First Nations House provides a space for the Native Students Association and houses the Library/Resource Centre containing Aboriginal specific resources, government documents and other materials on Aboriginal issues (i.e. education, health, treaty

rights, and self-government). There are also a number of work-study and volunteer positions available. Volunteer opportunities are open to Aboriginal and non-Aboriginal students interested in community involvement and career development in an Aboriginal setting.

Since the start of First Nations House, our services and programs have included events (socials and teaching circles) sponsored by the Native Students Association; Aboriginal Awareness Week; guest speakers and visiting Elders; provision of space for Aboriginal Studies Program courses; and space for community events. As well, tutors are available to assist Aboriginal and non-Aboriginal students with their academic essays and research projects, provide information on writing skills, and refer to other resources. The student computer lab has been upgraded over the past summer in order to accommodate the needs of the students. There are five workstations (two are new and three have been upgraded), a new printer has been added and the network has been significantly improved. Their usage by students has increased dramatically as there are times when students have to wait. Students can write/edit essays; use the Internet for research or access their emails.

To get an exact number of the Aboriginal population at the University of Toronto is difficult as First Nations House heavily relies on self-identification by Aboriginal students. Approximately 300 students have self-identified and/or utilized the service and it is believed there to be additional 200-250 Aboriginal students (including Status, non-Status and Métis) throughout the university. The majority of students are within undergraduate studies; however there are a growing number of students entering professional and graduate studies. The faculties with the largest number of Aboriginal students are Law, Social Work and OISE/UT. In order to increase Aboriginal enrolment, a Recruitment Office has been established to outreach to community members interested in post-secondary education.

Current Usage by Students

Approximately 150 students, staff, faculty and community members use First Nations House on a regular basis each week (of these numbers, an estimated 40% of those visiting the service are non-Aboriginal). Those who come to First Nations House utilize the Resource Centre; have appointments with the Elders, tutors or counsellors; use the computer lab; or attend classes in the Aboriginal Studies Program (see note below). A majority of the students using the library are from the Faculty of Arts and Science, specifically from the Humanities or Social Science streams. The Financial Aid Office sees many of these students, but also counsels students from the Transitional Year Program and graduate/professional programs, which include the Faculty of Law, Social Work and OISE/UT. Many of these students also attend the various social/cultural/academic events, which are hosted by First Nations House and/or the Native Students Association.

Aboriginal Studies Program (ABS): The lounge and seminar room are used daily for students enrolled in ABS classes. This year saw an increase in the number of classes

held at First Nations House. This partnership allows Aboriginal and non-Aboriginal students to be aware of the services available, but also of the Aboriginal community. It also permits the staff to become more familiar with the program, instructors and the specific needs of these students. Instructors have also been provided space to hold office hours.

Community Use: Part of First Nations House's mandate is to be an active member in Toronto's Aboriginal community. Many Aboriginal groups have requested for meeting space, to hold workshops or discussion sessions. As well, many U of T groups (i.e. Graduate Student Union, OPIRG and the Women's Centre) use the various rooms for meetings.

Hours of Operation

Regular Office Hours are from 8:45 a.m. to 5:00 p.m., Monday to Friday. The office will remain open after hours as many functions at First Nations House occur in the evenings (i.e. yoga classes) or on the weekend (NSA sponsored events).

The counsellors are available after hours by appointment. Tutors provide service outside of the regular business hours by appointment.

The Native Students Association has access to First Nations House (with the exception offices belonging to the Director, Counsellors, Elders, Resource Centre and the supply room) outside of regular hours. On request and approval by the Director, a student can access the student computer lab or space for studying outside of business hours.

Review of 2003-2004 Initiatives

- ◆ **First Nations House will continue to seek contributions to the Aboriginal Education Fund in conjunction with the Development Office to augment the existing scholarships and bursaries. A fundraising event will be organized by First Nations House to reach out to the Aboriginal community and the non-Aboriginal community to solicit funds for and raise awareness of the Lillian McGregor Scholarship Fund.**

First Nations House and the Development Office have worked together over the past year to identify potential donors and also to prepare proposals that would address this need. A fundraising event has yet to be determined but most likely will occur in the first half of 2004. The Director will work with representatives from the Development Office and First Nations House staff to plan an event to raise funds for the Lillian McGregor Scholarship fund.

- ◆ **Develop promotional materials that reflect the reality of Aboriginal students in modern society and capture the diversity of worldviews in Native communities.**

The existing literature and materials used to promote First Nations House is outdated. An initial meeting with the potential designers has taken place. A committee, consisting of the Director, Recruitment Officer, Academic & Financial Aid Counsellor, Community Development Officer, Elders and students will be formed in January to ensure the appropriate content is included. The Director and designing company will determine the design. It is estimated that this new material will be ready by the end of February (launched during Aboriginal Awareness Week).

- ◆ **Enhance the current First Nations House website to provide outreach to remote communities.**

In conjunction with the design of the promotional material, the committee will also review the existing website and determine the content to be included. It is estimated that this new material will be ready by the end of February (launched during Aboriginal Awareness Week). Student Services will be consulted to ensure that the website is linked to the other services.

- ◆ **A fully operational library: hooked up with library services.**

The Director and Resource Centre Coordinator have determined a timeline to ensure that necessary tasks are completed. Work-study students have been assisting with the cataloging and a meeting will be set up in January with representatives from Robarts Library to discuss connecting the First Nations House library to the university library system. The anticipated connection will be June 2003.

- ◆ **Continue to expand resources for the First Nations House library through donations and fundraising.**

The library has been receiving a number of donations throughout the year. The Spadina Public Library has been a big supporter of First Nations House as they donate many books that have been taken out of circulation. Materials that are identified to assist students in Aboriginal Studies have also been purchased.

- ◆ **Enhance cultural programming (expand the Visiting Elders Program).**

First Nations House has partnered with Dodem Kanonhsa', an Elders lodge located at Indian and Northern Affairs Canada, in bringing in Visiting Elders once a month. As well, the Community Development Officer is setting up new programs with the Elders-in-Residence. The Native Students Association will assist in identifying the types of cultural teaching and events that they would be interested in sponsoring.

- ◆ **Continue to work with the Aboriginal Studies Program Director in developing a program that is a reflection of the Aboriginal community; developed with community involvement.**

The Aboriginal Studies Program will be undergoing a 5-year review by the Faculty of Arts and Science. A joint First Nations House and ABS meeting was held to discuss a report needed to be submitted to the faculty. The Directors of First Nations House and the Aboriginal Studies Program also meet on a regular basis to discuss the potential expansion of the program.

- ◆ **Continue the process to create access programs with faculties where Aboriginal representation is low (i.e. health sciences, commerce, mathematics, computer science, and all other sciences), by exploring the strengths and weaknesses of access programs, support programs, etc. at other universities. Incorporate best practices into targeted faculties/departments at U of T.**

Various departments and faculties in regards to recruitment have approached first Nations House. Below is a listing of faculties and the potential programming:

- Faculty of Social Work: To offer a MSW program that allows the staff of Native Child and Family Services to upgrade their education. This program may be open other Aboriginal agencies in the city.
 - Faculty of Medicine (Student Affairs Office): Create a program that assists the Aboriginal Youth in Toronto in areas such as mathematics and general science. One targeted school is First Nations School (and elementary school with the Toronto District School Board). A meeting has taken place with the Principal of the school. Another initiative is the formation of an Aboriginal Health Professions Association that will consist of health science students who will provide support to one another. They will also promote health sciences as an option.
 - Nutritional Science: Approached to seek strategies that will encourage students to apply to the graduate level.
 - Faculty of Nursing: Will continue to seek recruiting strategies that will encourage students to apply to this field of study.
 - Faculty of Engineering and Applied Sciences: Exploring the possibility of creating a program that assists the Aboriginal Youth in Toronto in areas such as mathematics and general science. Having a "science" camp that will bring U of T students together with the Aboriginal community (children and parents).
- ◆ **Acquire the technology and resources needed to set up an appropriate database to collect statistics on Aboriginal student at the University of Toronto.**

The Director met with Student Services (IT Department) to explore the options available. It has been determined that a web-based database be created, which would be developed, housed and supported by Student Services. The staff has

identified key categories and it is estimated that this will be in place by the end of the academic year.

Initiatives for 2004-2005

- ◆ Build a larger, more fully equipped, secure computer centre for the existing student body and to establish an e-mentoring program.
- ◆ Create a formal network with the Aboriginal community in Toronto (i.e. program development – training programs) to link more potential students to U of T programming and to form closer connections between U of T and the various Greater Toronto Area Aboriginal communities.
- ◆ Create more formal links with Aboriginal communities and programs such as the Six Nations Polytechnic Institute, the Aboriginal Consortium, etc. to create collaborative programs based on the needs of the communities.
- ◆ Assist in the creation of on-site services on all three campuses.
- ◆ Increase existing admissions scholarships available to second-entry and graduate students.
- ◆ Create more formal links with faculties/departments to look at access/recruitment policies.
- ◆ Full-time Recruitment Officer that is university funded.

Challenges

The primary challenges to the successful completion of the 2004/2005 initiatives are space needed to accommodate an enhanced computer area and funding for a full-time Recruitment Officer. Private funding currently used for the First Nations House Recruitment Officer will expire in 2004. Aboriginal recruitment is key for the promotion of U of T Aboriginal Student Services and Programs in our communities and to combat the perception that the University and the City of Toronto are not safe or welcoming for Aboriginal people.

2004-2005 OPERATING PLAN Health Services

Mission Statement and Annual Report available by calling (416) 978-8034

Mission Statement

The Health Service's purpose is to provide primary health care to students of the University of Toronto and their partners, to improve their wellbeing and to promote healthy lifestyles.

Accessibility

The Health Service is open on Tuesday and Wednesday from 9:00 a.m. - 7:00 p.m. and on Monday, Thursday and Friday from 9:00 a.m. – 5:00 p.m. Same day drop in service is available. Our webpage and email address promote awareness. After office hours, a recorded message directs patients to alternatives: a hospital emergency room, an evening walk-in clinic, the Telehealth call center and a house call service. The Health Promotion section of the Health Service is now more accessible because of its relocation to the entrance to the service. Health Promotion peers will be available to answer health related questions of students.

Ongoing Services

Review of our experience in 2003

SARS

The most notable issue during 2002-2003 year at the Health Service was the SARS (Severe Acute Respiratory Syndrome) outbreak in Toronto. We first received notice of a developing problem in China from the World Health Organization (WHO) list-serve on February 12, 2003. The problem came home

when Toronto was listed by as a SARS affected area on March 16. From then on, we were busy trying to adjust to the new processes and protection procedures as well as patient anxiety over symptoms. We hired screeners for the front entrance and they continued until the end of July. The original outbreak appeared to be controlled and

the state of emergency for the province was lifted May 17. However, SARS re-emerged and by May 23, 2003 we were advised to go back into outbreak mode. The final Public Health directive to discontinue measures was not until July 16, 2003. Now we must follow the "New Normal" directives for infection control.

Medical Visits

We had 34,238 visits to doctors (an increase of 2700 over 2001-2002). Nursing services included 7984 immunizations (7868), as well as counselling and telephone advice re: referrals, prescriptions; nurses dispensed 23,379 (20,895) packages of birth control pills an increase of 2584. During the fall of 2002 we organized flu clinics on site, serving 1,536 patients. We operate as a Yellow Fever Centre and provide travel advice to students (1874 travel injections were administered). Our travel medicine charges are competitive. On October 8th, 2002 the Health Service collaborated with the VACCESS Corporation to offer meningococcal vaccination to first year students at U of T. 613 students were vaccinated. Meningococcal vaccine is also available at the Health Service Clinic and 56 patients received the vaccine.

The following contraceptive products are for sale at our cashier window at reduced cost. Alesse, Brevicon, Cyclen, Demulen, Marvelon, Ortho, Select, Synphasic, TriCyclen, Triphasil and Triquilar. Emergency Contraceptives available are Yuzpe Protocol and Plan B. We stock Vaginal Contraceptive Film, Depo Provera and Diane 35. Condoms and female condoms are supplied free of charge, when available from Public Health.

We monitor and follow patients with irregular pap tests. We offer a biweekly colposcopy clinic to investigate abnormal Pap tests. 94 patients were seen at the Colposcopy Clinic for initial assessments and then followed up at 3,4 or 6 month intervals. We purchased a special camera for the colposcope that allows patients to view how the abnormalities are responding to treatment.

We carefully monitor patients with positive TB tests.

Drop in patients, those who could not get, or did not want to book an appointment, are coming to the Health Service in ever increasing numbers and are being seen by a specially designated physician assigned for each shift.

Health Promotion

Our Health Promotion unit, through its Coordinator and S.H.O.P. (peer) counsellors led 12 workshops and mounted 16 displays. The annual health fair, with 17 exhibits, was held in the Bahen Centre on February 12th. Health Awareness weeks are mounted during the academic year.

The peer-counselling program (S.H.O.P.) prepares its workshops and presentations at 21 Sussex Ave. SHOP will have greater visibility at its new location outside the Health Service in the Koffler Student Services building.

Leave the Pack Behind, a peer program for smoking control and cessation offers workshops and individual counseling to students.

A part-time Community Health Coordinator we share with the Psychiatric Service assists both services at Orientation. She also worked on several Psychiatric documents, assisted with referrals and is a resource on Eating Disorders. She prepared materials for the Health Service website, oversaw the SHOP Newsletter and represented the Health Service at several SARS related university meetings.

Space

This year we redesigned our seminar room to create more space. The waiting room is larger and there is space for extra doctor offices to accommodate the growing demand for physician visits. We have access to Room 313 for meetings and seminars, thanks to Student Affairs. Health promotion has newly created offices in a visible area; student assistants are accommodated as well. We continue to investigate the availability of more space.

We are now able to offer greater **privacy** to patients at the accounts window, with a screen installed in the waiting room; lack of privacy was a complaint frequently mentioned by patients in patient feedback questionnaires.

Electronic Medical Records

We have investigated several electronic medical record systems this year. We visited the Health Service at Wilfrid Laurier University. We had a presentation on the ABELMed system. We have planned another presentation from Jonoke, a company that has accounts with the health services at the University of Edmonton, Calgary and Saskatchewan. Meanwhile, we have updated much of our current computer equipment.

Family Health Group Models are also being investigated.

New Initiatives

CERT. Campus Emergency Response Training. We have agreed to sponsor a student-run program of first aid training. CERT will share space at 21 Sussex and will offer first aid training in the New Year.

Health Promotion. In health promotion we are exploring new directions, e.g. integrated eating disorder program.

Exploring the option of Electronic Medical Records will continue this year; at this point our goal is to implement the system during the summer of 2004.

Family Health Group Models offer additional revenue and we are investigating whether we qualify.

Challenges

During 2003 – 2004 we will continue to explore ways to maximize our space to accommodate the ever-growing number of patients.

Younger students, in **the double cohort**, present new challenges for health education and advocacy of healthy lifestyle practices.

This year's budgetary challenge will be to finance our conversion to electronic medical records. There is also a challenge to develop and provide training and orientation for our large physician roster, most of who are part-time and many of who have not used computers in their medical practice. Physician compensation needs to be adjusted, as well, to keep current with increases in insurance revenues. SARS has made us keenly aware of unexpected costs the health care system must assume during illness outbreaks.



2004-2005 OPERATING PLAN International Student Centre

Annual Report and Mission Statement available by calling 416-978-5646

Review of Effectiveness of Mission & Outline of Services, Programs and Facilities

The International Student Centre promotes and supports international education and offers services, programs, and facilities for international students, students with international and/or intercultural interests, and students looking for education/work abroad opportunities. The ISC also provides valuable meeting and office space to student groups. The Vegetarium at ISC provides a unique food service to meet diverse dietary needs on campus.

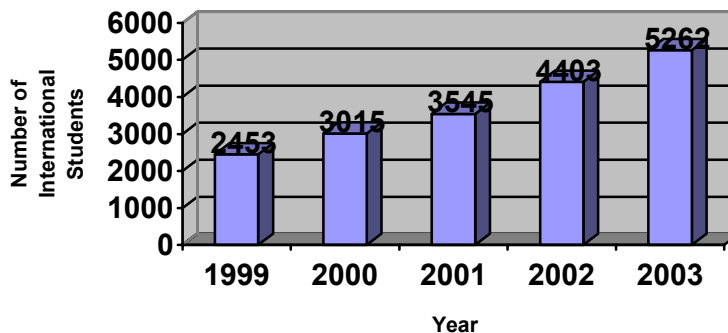
As of November 2003, preliminary figures show that there are 5,262 international students from 141 countries enrolled at U of T, compared to 4,403 students in 2002-03. This is a 20% increase from last year. International students make up 7.7% of the total student population at the University of Toronto, up from 7.2% the previous year. Below is a list of the 10 countries and regions with the most international students.

China (Mainland)	964	
USA	698	
South Korea		386
India	238	
Pakistan	190	
Japan	160	
United Kingdom	135	
Hong Kong (China)	129	
Taiwan	122	
Iran	113	

While numbers of international students from most countries have fluctuated to some degree, the number of students from mainland China has shown a 183% increase in

the past two years. As of October 2003, 40% of international students are pursuing their graduate studies at the University of Toronto.

Total Number of International Students from 1999-2003



Services

Providing Information

One of the primary functions of the Centre is to provide accurate and complete information (to both Canadian and international students) in order to prevent and resolve problems. Providing information begins when prospective international students express interest in attending U of T. Individual contacts, workshops, publications, the ISC web site and listserv, orientation and reception programs all contribute to this. ISC information booklets are sent to all international students who are offered admission. The ISC revamped its website and it continues to be a very valuable source of information for prospective and admitted students. In September 2003, staff and 50 volunteers at the ISC Reception Service helped 1,055 new students from 82 countries, which is an increase of 28% from last year. The ISC Reception Service included 27 different events and activities attended by 1,200 new and returning international students.

UHIP

The University Health Insurance Plan is a compulsory health insurance plan for all international students, exchange students, new landed immigrants and returning Canadian students who are not covered by OHIP. The premium of UHIP in 2003-2004 has experienced \$125 reduction, from \$737 to \$612. This is mainly due to reduced utilization. ISC provides UHIP service to students and dependants. It also plays a leadership role in staff training, distributing education materials and trouble shooting amongst different departments related to UHIP administration on campus. In 2002-2003, 3,943 (3,501 in the previous year) registrants are on ISC's UHIP database.

Cross-cultural Counselling

The cross-cultural counselling program is a campus-wide service and serves international students, Canadian citizens and permanent residents. In 2002-2003, the ISC Counselling Service provided assistance to 726 students and family members, including 112 cases of individual counselling, 53 cases of family and group counselling and 561 participants in workshops, seminars and group events. It offered as many as 33 workshops and seminars (26 the year before) to students on 13 (11) different topics. The service continued working in partnership with other services to provide high quality programs to students from diverse backgrounds, e.g. the on-going cooperation on projects such as International TA Training Program (TA Training Centre) and the Adjustment Workshop Series (UC). In addition, it developed two new programs, "Mothers Across Cultures" and "International Women's Day Celebration" in collaboration with the Family Care Office and the Status of Women's Office. Individual counselling was in high demand from students who had difficulties making the adjustment to their new life in a new country and those whose families have been affected by the war and SARS. ISC Counselling Service offered crisis intervention programs, e.g. drop-in services, to assist students during the war in Iraq. It assisted 5 students from Iraq and 3 from other countries to cope with the crisis and deal with their personal losses and difficulties.

English Conversation Classes

The English Conversation Program continues to be an extremely popular program with international students at UofT looking to enhance their understanding of Canadian culture while becoming more comfortable using English. These classes are also open to spouses of international students, as well as to Post Doctoral Fellows and Visiting Scholars who buy an ISC membership. Volunteer facilitators are currently recruited among OISE/UT students, TESL graduates from Woodsworth/UT and Seneca College, returning UofT students (through the Office of Student Exchange), UofT alumni and community in general. As means of enhancing student attendance, a \$10 student course fee has been introduced. The symbolic fee (\$1 per class) acts as an additional motivator for students to attend classes regularly.

The following is a breakdown of ECP numbers for 2002 – 2003 (2001-2002)

Total number of sessions: 4 (3)

Total number of classes: 39 (32)

Total number of participants: 322 (295)

Work/Study Abroad

In November 2002, the new Work/Study Abroad Officer was hired as the previous officer transferred to another department. In spite of the uncertainty in many parts of the world, student interest remains strong in pursuing an international component to their study and future careers. Two large events in the past year were the "Where in the World Fair" in September 2002 attended by 41 organizations and over 1,500 students, and the International Development Week in early February 2003 attracting about 100 students to three panel sessions. Teaching English overseas is one of the largest markets for students interested in working overseas. In March 2003, a teaching

English overseas panel discussion was hosted at ISC with panellists from program specific organizations such as JET, to student teachers just returned to Canada. The ISC Work/Study Abroad listserv has become an important tool for communicating with students. Currently, over 900 students have registered with the listserv and receive regular updates and information from ISC.

US Visa

Many international students wish to visit the US while studying in Canada. ISC used to be able to collect visa applications and submit them to the U.S. Consulate on behalf of students. Since 2003, all international students are required to submit visitor visa applications in person to the U.S. Consulate, therefore the ISC can no longer provide this service. However, ISC still offers procedural information and the application forms to students.

Programs

Social and cultural programs offered by the Centre are designed to a) introduce new students to Canada (geography, culture, customs) and/or b) facilitate interaction amongst individuals and groups. All students, international and Canadian, are welcome to participate in these activities. In 2002-03, ISC offered over 60 events to both international and domestic students and attendance was strong at over 3,000. Most of these were traditional events including orientation activities, Cultural Exchanges, Black History Month event, International Day and Holydays in cooperation with student organizations. The Black History Month celebration organized by ISC included a reading by Giller Prize winning author Austin Clarke. Day trips included the Sainte Marie Among the Hurons and Ouendat Village, Niagara Falls, Stratford Festival, ski trips, Toronto Blue Jays and Toronto Raptors games. Longer trips included the Orillia Rotary weekend and canoeing in Algonquin Park.

Some new trips were offered in the past year including the Shaw Festival, Dog Sledding and Winter Camping, and a Bruce trail hiking tour. One of the highlights of 2002-03 was the expansion of subsidized meals from two to three. They include the regular Thanksgiving dinner and two other cultural or religious celebrations. The two cultural or religious celebrations will be different every year to introduce a wide range of traditions to students. In 2002-2003, Ramadan, and Passover dinner were hosted including student presentations on the respective religious traditions.

Buddy Program

The Buddy Program for 2002-03 made 105 (76 in 2001-2002) matches between new international students and current U of T students. In addition to the volunteers we also recruited 6 Buddy Group Leaders. These student leaders were responsible for 10-

12 buddy pairs for the year, and organized group social activities. The evaluations from the program were positive as the international students appreciated the extra support they received from their 'buddies'. As the large group social activities were not well attended, the program will shift to focus on smaller social activities organized by the group leaders for the 10-12 buddy pairs in their group.

Letter-Link

Newly-admitted students are matched, upon request, with current students by email to answer their questions about Toronto and the university before they arrive. The incoming students are made aware of this service through the ISC's "Information for International Students" booklet sent out with admission offers. The number of student users of the service has remained steady at around 80 in the past four years.

Facilities

ISC has 10 meeting rooms (approximately 10,000 square feet) that offer a relaxed and informal atmosphere to students and other users. Students and recognised campus groups can use many facilities at ISC such as the ping-pong tables, microwave oven, piano, TV, VCR DVD player, overhead projector, kitchen and mailbox. A wheelchair ramp is connected with ISC and a wheelchair accessible washroom is located on the main floor. All meeting rooms on the main floor are wheelchair accessible. There is no central air-conditioning in the building.

In the past year, ISC hosted 7 student group offices in the basement. At the end of 2002-2003, ISC has received partial funding to install computer drops in all student offices. As an old building, like many others on campus, the second and third floors of ISC are not wheelchair accessible. The installation of an elevator has been listed as an initiative for 2007-2008 in the ISC 5 Year Plan.

As a stand-alone building that is open late in the evening and weekends, security has been an on-going challenge at ISC. As ISC staff members and student assistants maintained high vigilance, there were no major breaches of security during the past year.

It had been a longstanding concern that the aging electrical system at ISC might no longer meet the needs of normal use at the Centre. Without necessary updates, it could even present a potential fire hazard. In 2002-2003, with the additional funding from Student Services, ISC was able to update its electrical system to meet current needs and safety standards. Updating the old wiring at ISC is a goal for the 2004-2005 year. It has been accomplished one year in advance.

The Vegeterium café has established a regular customer base and its food services have received positive feedback from students, staff and faculty alike in 2002-2003. Many students and staff members, non-traditional users of ISC, visit ISC during lunch hour regularly. Some wish the Vegeterium could remain open for a part of the summer months. However, since the café is staffed by students, operation times are limited.

Hours of Operation

The Centre is open seven days a week during the academic year (six during the summer). Office hours are 9 a.m. to 5 p.m. but the house is open daily until 10 p.m. and on weekends from 2 p.m. to 10 p.m.

Categories of Users

All registered students are automatically entitled to use ISC. The majority of users, both individual students and student groups, are Canadian citizens or landed immigrants. However, the nature of the centre attracts users and activities with a multicultural or international focus. For students on the Mississauga and Scarborough campuses, our listserv and website have enabled staff to keep these students informed and updated. They frequently come to ISC for special assistance in immigration, taxes, counselling and UHIP.

ISC is one of the few facilities on campus that is open seven days a week and offers late evening hours.

All recognized campus groups are welcome to book rooms at ISC. In 2002-03, in addition to casual users, 1,964 meetings or events were held at the Centre (approximately 30,000 users). Some student groups have expressed their concern over the difficulty of booking rooms at ISC due to lack of vacancy. Many student group representatives line up around 7am at ISC at the beginning of each month to book a room. (ISC policy allows booking of rooms one month in advance.) Room booking statistics show that one regular group tends to book two large rooms two to three times a week for 4-6 hours each time which causes problems for other groups.

In 2002-2003, the SGS has established a position to provide assistance to post-doctoral fellows. As a result of creating this new position, the pressure on ISC to provide services and program to post-doctoral fellows who do not pay the student services fee has been alleviated. However, an optional membership is still available to post-doctoral fellows. This enables them to join the English Conversation program and participate in

ISC trips and events. ISC also continues to serve as a resource for the SGS staff members helping post-doctoral fellows with some of the more specific issues in immigration and government policies.

Review 2003/2004 Goals

In the past two years, stricter government regulations in immigration, border control and Social Insurance Number (SIN) have been implemented. The proposed change allowing international students to work off campus will add more responsibilities to ISC to verify international students status and provide more assistance in filing tax returns. ISC will explore ways within existing resources to meet the increased demand for services.

The proposed change allowing international student to work off campus has been only implemented as a pilot project in the province of Manitoba. However, there has been an increased demand for services and “trouble shooting” as a result of the delays in processing applications for the renewal of immigration documents and the revamping of SIN regulations. ISC has organised various information sessions with other partners such as SGS, GSU and SAC so international students can be informed about the changes in government policies and regulations. Special bulletins were also produced in both printed and electronic format to disseminate the information on the changes.

In 2002-2003, 45% of ISC staff members have been serving in their positions less than a year. Staff training and development and team building are essential to maintain continuity and high quality services and programs that ISC offers, especially when the international student population has experienced another 10% increase this year. All individual and staff meetings will be seen as opportunities for learning and feedback for new staff members. We will also explore opportunities through courses offered at the Staff Development Centre and external events on international education.

Four new staff members have been in frequent meetings with the Director receiving training and feedback. They attended courses such as “Supervising in a Unionised Environment” and various computer training through the Staff Development Centre. The new staff members also attended the “Ontario Association of International Educators” conference at the Brock University. It was an excellent learning and networking opportunity for the new staff members. Through the conference, they gained insight and energy for working in the field of international education.

The ISC website was designed with limited graphics since some prospective international students did not have the hardware to access graphic heavy websites. In recent years computer hardware has improved significantly worldwide. We intend to enhance the ISC website by adding more features and graphics to inform and entertain our website visitors.

ISC has launched a new website with many new functions and features. It provides a more streamlined design, fresh graphics and a new photo album. Feedback from current students and prospective students is very positive.

In May 2002 a full-time Assistant Program Coordinator has been added to the ISC staff list. With the new staff member, ISC will offer more programs and activities throughout the year to meet a wider range of student interests and budgetary conditions.

With the new position, ISC offered many new events such as the Shaw Festival trip, Dog Sledding and Winter Camping, and the Bruce trail hiking tour. One of the highlights of 2002-03 was the expansion of subsidized meals from two to three. They include the regular Thanksgiving dinner and two other cultural or religious celebrations. In 2002-2003, Ramadan, and Passover dinner were hosted including student presentations on the respective religious traditions. Matches for the Buddy Program have increased 38% in 2002-03; 105 matches (76 in 2001-2002) have been made between new international students and current U of T students. In addition to the volunteers 6 Buddy Group Leaders were recruited and trained.

With support and guidance from the Information Systems & Training team at Student Services, ISC has created a database called "ISC online" for ISC room booking in the beginning of 2002. By the beginning of 2003, we will have data for a 12- month period. We intend to evaluate the data, generate a report and update ISC room booking policy if necessary.

The review of the ISC room booking policy is in process. Various student groups, especially regular users have been consulted and areas of improvement have been identified. Although there is no easy solution to provide space during peak evening time to all eligible groups, compromises have been made to achieve optimum balance among all users. The evaluation is an on-going process to adapt to the changing situation and needs of all ISC users.

To continue the effort of bringing the University Health Network, Toronto General Hospitals into the UHIP Preferred Provider Network (PPN).

ISC has contacted the Office of Vice Provost and the Dean of Faculty of Medicine to assist with the effort of bringing the University Health Network, Toronto General Hospitals into the UHIP Preferred Provider Network (PPN). However, in spite of repeated request for meetings to further discuss the issue, the Toronto General Hospital is not willing to reconsider its position on this issue.

The ISC will monitor the usage of ISC services and programs by UTM and UTSC students as international student population is increasing on both campuses. The Centre plans to provide more support and direct services to UTM and UTS in special areas such as immigration and taxation for international students.

ISC has paid closer attention to the usage of its services by students from UTM and UTSC as international student population has been increasing on both campuses. While both suburban campuses, especially UTSC, have been offering more cultural and social programs, international students from UTM and UTSC rely on ISC for services in immigration and taxation. ISC staff members have provide numerous on-site training and support for both campuses.

The Ministry of Citizenship and Immigration is in the final stage of changing the regulation of international students working off campus. Under the new proposed regulation, international students will be allowed to work off campus, part-time during the school year and full-time during the summer months. This significant policy change could add new responsibilities on universities to monitor and report student registration status to immigration. ISC will play a leading role in informing concerning offices on campus about the policy change and report their feedback to the government.

The proposed change allowing international students to work off campus is being tried only as a pilot project in the province of Manitoba with the intent to implement it nation wide in two years. The issue will be revisited at that time.

Initiatives for 2004-2005

- Combine with the existing CBIE airport reception service and improve services for new U of T international students upon arrival
- Add three novel and innovative events to existing ISC program
- Pilot a French Conversation Program to both international and domestic students
- Create a series of workshops and lectures on graduate schools overseas for both domestic and international students
- Create three new information sessions for international students on taxes, living on a budget and preparing for graduation
- Explore the possibility of linking ISC international student database with the ROSI registration so international students will be automatically registered with ISC and the ISC listserv



2004-2005 OPERATING PLAN Psychiatric Service

Mission Statement and Annual Report available by calling (416) 978-8070.

Mission Statement

At the Psychiatric Service we are aware that, at some time during the course of their university career, students may experience emotional or psychological difficulties that could hinder both day-to-day functioning and academic performance. To best enable students to gain the most from their University of Toronto experience our clinicians provide a wide spectrum of care, including: consultation, assessment, and treatment with various types and modalities of psychotherapy; medication where appropriate; and, referral to other resources within the campus community and beyond. As part of this spectrum of care we work with, and consult to, colleagues in other Student Services and among the general university community. All of our care respects the full diversity of the student body and we are committed to providing the care in an easily accessible and timely fashion.

Effectiveness of Mission Outline of Programmes and Services in 2002-2003

The Psychiatric Service offers consultation and assessment as well as treatment. The Service continues to fulfil its mission effectively as evidenced by the number of students who make use of the Service – there were 1,925 students seen – and the high percentage of those who, on our quality assurance survey, indicated that they were “somewhat” to “extremely” satisfied (82%) and who would come back (97%) or refer a friend (95%) to the Service.

Consultation and Assessment

The Psychiatric Service provides the students with an opportunity to obtain a consultation as to the nature of their problems and the treatment options available.

Also, colleagues from the other Student Services and the University community are provided with recommendations regarding working with students with emotional and/or psychological difficulties.

Treatment

In order to address the wide range of presenting problems, the Psychiatric Service offers an equally wide spectrum of interventions - from general psychiatric care and pharmacotherapy to specialized psychotherapies. The students may receive individual, couple or group therapy: the therapies are of the cognitive-behavioural, integrative and psychodynamic type. Of the 1,925 students seen (and who generated 11,047 visits), 259 received service from the Cognitive-Behavioural Therapy Programme. The Group Programme offered two ongoing groups: interpersonal and bulimia.

Consultation to other Services and the University community

The Psychiatric Service works particularly closely with the Health Service, Accessibility Services, Counselling and Learning Skills Service and the Office of the Campus Personal Safety Coordinator providing consultations and management support. Consultations are also made readily available to individual academic and administrative staff as well as departments regarding the best way of helping students with emotional difficulties.

Outreach

The Service provides, via the Community Health Coordinator and the Social Worker, a number of educational talks and workshops at the various Colleges and Residences on topics dealing with eating disorders, depression and accessing mental health care in Ontario.

Professional Training

The Psychiatric Service offers training in the form of electives to Residents in the Department of Psychiatry and placements for Ontario Institute for Studies in Education (OISE) PhD level candidates. The postgraduates participate in case conferences and seminars and receive supervision from experienced clinicians. During the 2002-2003 year, several Residents from the Department of Psychiatry received training.

Categories of Users

All services and programmes at the Psychiatric Service are available only to students registered at the University of Toronto and paying the Incidental Fees. Of the 1,925 total numbers, 59% were (full-time and part-time) undergraduates in the Faculty of Arts and Science, 23% in professional faculties, and 14% in the School of Graduate Studies. For a more detailed description, please see the Psychiatric Service Annual Report 2002-2003.

The students who are seen exhibit the full spectrum of emotional and psychological concerns ranging from disturbances related to the transitional age group (issues of identity, separation from family, forming of intimate relationships) to character and

anxiety disorders, substance abuse, and major psychiatric illnesses such as affective disorders and psychosis.

Hours of Operation

The Psychiatric Service is open Monday through Friday, from 8:45am to 5:00pm, and until 7:00pm on Tuesdays.

Review of 2003-2004 Initiatives to Date

1. A staff member is now qualified to provide IPT (Interpersonal Therapy) and is now available to provide this treatment modality.
2. The Community Health Coordinator (CHC) has completed a survey of perceived needs with regards to treatment of Eating Disorders and is now in the process of setting up a response.
3. The Community Health Coordinator (CHC) has completed a survey of health care resources, both individual and institutional, available in the community and it is now on the Service's internal network.
4. A measure of symptom severity (Outcome Questionnaire) is now routinely administered, at the beginning and end of treatment, providing us with a quantitative means of evaluating the impact of our interventions.

Initiatives for 2004-2005

1. One of our staff recently received training in how to lead a 12-week "harm reduction" group which is a component of a more comprehensive programme offered at the Centre for Addiction and Mental Health (CAMH). We will determine over the course of the current academic year the scope of such a programme and implement it, if necessary, next year.
2. The Service will implement a pilot study of the utility of triaging patients to a "Brief Intervention Programme" consisting of 6-sessions or less, and delivered with a minimum of wait time.
3. We will investigate the development of an interactive web site, which will provide the students with psychoeducational materials and the opportunity to ask further questions and evaluate the programmes. The interactive site will initially focus on Eating Disorders related issues.
4. The Psychiatric and Health Services will co-sponsor a Nutritionist who will provide initial individual consultations and may also lead a psycho educational group.
5. We will research electronic charting options available to the Service.

2004 – 2005 OPERATING PLANS Student Housing Service

Mission Statement and Annual Report available by calling 416-978-8048

Review of Effectiveness of Mission & Outline of Programs & Services

The Student Housing Service offers three main programs – ie. a registry of **Off-Campus Student Housing, Residence/Communications** and **Student Family Housing**. Most Service requests involved a need to search for or advertise long or short-term (summer sublet) housing off-campus. Almost equal to these requests, was demand for single student residence information/placement for the fall. In a typical year, our office also receives thousands of requests for summer residence and off-campus summer sublet information from students and the general public looking for affordable short-term housing in Toronto. Third, contact with tenants and an increasing number of applicants for student family housing is another very active area of the Service. To a lesser extent, but still very significant, are requests for year-round temporary housing, legal referrals, emergency housing and housing workshops.

Off-Campus Student Housing:

- ◆ In the first *six* months of the 2003-04 fiscal year, the registry of off-campus student housing displayed 4,343 listings of available rental accommodation. In the *whole* of the 1998-99 fiscal year, 2,866 listings were taken. A busy summer sublet period still looms and supply is already 1,000 listings over the same period last year. One listing often represents several spaces. The **supply of rental housing in Toronto has not been as plentiful since at least 1971**, when the Canada Mortgage and Housing Corporation (CMHC) began tracking vacancy information. The vacancy rate in Toronto is normally less than 1%. Currently, it has reached 3.8%. Since CMHC only considers the vacancy rate in buildings with more than 3 rental units, it does not even acknowledge the supply available in the typical student housing market, ie. a room or basement apartment in someone's private home. While a high vacancy

rate is attractive in the short-term, it can impact negatively in the longer run when landlords and investors inevitably drop out of the rental market and a correction occurs, bringing about decreased supply.

- ◆ The Service charges non-student landlords for advertising accommodation and in the **first six months of the current fiscal year, \$129,940 was collected.** Revenue collected from landlords in the *whole* of the previous fiscal year was \$143,062. An increase in the number of ads reflects our running ads in Toronto Metro daily and expanding the number of summer staff, workstations and hours of Service, as well as the vacancy rate.

Off-Campus Student Housing Supply

May-Oct. 2003	4,343
2002-03	6,292*
2001-02	5,039*
2000-01	3,716*
1999-00	3,504*
1998-99	2,866*

* 12-month totals

- ◆ Although rents increased, sometimes by double-digit percentages, since the passage of the Tenant Protection Act in June, 1997, **a stabilization of rents has occurred.** While the province has allowed rents to increase on occupied units in 2003 and 2004 by a maximum of 2.9% in each year, rents are often increasing by less than 1% in spite of rising utility costs. Although rents are stabilizing and beginning to decrease, they remain high for a student's budget. This stabilization is due to the increased supply of off-campus housing.

CMHC (GTA)

U of T's Off-Campus Housing Rent Ranges

2003		2003*	2002	1993
\$731	Bachelor Apt.	550-750	\$600-750	\$400-500
\$884	1-Bdrm. Apt	700-900	750-1000	\$550-700
\$1,040	2-Bdrm. Apt	900-1300	1000-1400	\$750-900
	Room	400-600	400-600	300-350

*as of June 24, 2003

- The Service presented an **unprecedented number of off-campus housing information sessions** to various groups of students. Attendance at these varies sessions from a few students to 226 at the last Summer Sublet Saturday.
- This year the Service undertook to **assist students who cannot return home during the 2-week December holiday closing of many residences** by advertising for homeowners, or other students, who were willing to act as hosts for this period. Thus far, we have approximately 20 homeowners willing to welcome students, many of who will be international students.
- The collection of **food was added to the Service's Holiday Toy Drive.**

Residence/Communications:

- ◆ The Service continued to assist the University in meeting its residence demand from first-year students, most of whom are guaranteed student housing. This year, the year of the double cohort, the University purchased the Colony Hotel, converted it over the summer into a student residence (89 Chestnut) **adding approximately 1,100 beds to its residence stock**. This area of the Service designed a temporary website for this new residence and handled all telephone and e-mail inquiries through most of the summer until office staff could be hired. Also available, to meet September, 2003 demand was the construction of **New College's newest residence, which added another 206 beds** to overall residence capacity. Unfortunately, the configuration of most of this added capacity comes in the form of double rooms.

Residence Requests from First-Year *Professional Faculty* Students

	2003	2002	2001	2000	1999	1998
Total Residence Requests (RPFs recd.)	854	832	797	693	603	549
Guaranteed Housing	805	787	751	641		
% of Total Requests with Guarantee	94.3	94.5	94.3	92.5		

- ◆ Many of our contacts came not only from professional faculty residence applicants (above), but also from an overflow of first-year Arts & Science unable to be housed in their college. **By mid-July, the University had placed all its students guaranteed housing**. For the past several years such a feat was not accomplished until mid-August. Also, a first in recent years was the University's **ability to house its first year students guaranteed housing in accommodation managed by the University**, without resort to leasing off-campus facilities.
- ◆ The Service did **better in being able to match professional faculty students' residence preferences with their actual placements** this year. This improvement was due largely to New College being able to accept more professional faculty students who listed it as a preference. New College is a very popular residence choice of professional faculty students.

Professional Faculty Residence Preferences vs. Placement

2003

2002

2001

	Total	%	Total	%	Total	%
Students offered their first-preference of residence	485	60	379	48%	309	41%
Students offered their second-preference of residence	73	9	134	17%	65	9%
Number of students offered their third-preference of residence	40	5	56	7%	53	7%
Number of students offered one of their top 3 residence prefs.	598	74%	569	72%	427	57%
Number of students offered none of their top 3 residence prefs.	207	26%	218	28%	324	43%

- ◆ The % of instances a residence was indicated as a *1st preference* on Professional Faculty Residence Preference Forms of first year students is as follows:
New College 35.4%; Innis College 34.4%; Victoria College 9.7%; University College 5.8%; 89 Chestnut 4.5% (other residences had percentages less than 4.5%)
Note: Arts & Science first year students who do not get placed in their own college residence *cannot* indicate an alternative residence preference.
- ◆ **Many inquiries from students not guaranteed student housing** (transfer, returning, exchange, and graduate students) were received. Many of these mature students wanted single rooms and when these were not offered, they arranged other housing.
- ◆ Front-line staff, and the department's website, continued to provide referral information to those contacting our Service regarding summer residence rentals and summer sublets, but the number of **inquiries decreased sharply from the 23,000 requests for summer residence information received in the spring/summer of 2002 due to the outbreak of SARS in Toronto.** Residences lost hundreds of thousands of dollars in revenue. Students also had considerable difficulty in subletting their units due to the combination of SARS and the increased vacancy rate in Toronto.
- ◆ This fiscal year is the first in the past three years, that the Service is not responsible for hiring dons and operating a residence life programme at Tartu College, where first year students guaranteed housing were placed prior to this year's increased residence supply. Many U of T students, on their own, continue to choose Tartu as their home due to its proximity, low fees and single rooms.

Emergency/Special Needs Housing:

- ◆ In spite of an increased supply of off-campus housing and stabilization in rents, **emergency housing caseload remains high.** In all of 2002-03 there were 33 incidences of emergency housing. In the first *six* months of the current fiscal year, the Service has already received 23 referrals. Although the reasons for the need of emergency housing are often disturbing, part of the reason for the increased caseload is more awareness campus-wide that such service may be available. The Service is witnessing an increase in the number of students living at home with their parents, who are looking for assistance in leaving

authoritarian, and sometimes abusive, parental homes. In the previous year we had 8 such cases.

Requests for Emergency Housing Assistance (May 1 – Oct. 31, 2003)

May, 2003	6
June, 2003	4
July, 2003	1
Aug. 2003	1
Sept. 2003	9
Oct. 2003	2
Total	23

Breakdown by Type of Student

Students with Families:	7
Single Student:	16
AB/TYP Student:	6
PT Student:	6
Undergraduate Student:	23
Graduate/Second Entry Student:	0
Aboriginal Student:	1
Self-Identified as having a Disability:	4

Reasons for Request for Assistance (may be multiple)

Assault/risk of assault/other abuse at current home	4
Conflict with family/roommates/landlord	8
Eviction	6
Health Concerns/Problems (allergies, etc.)	1
Financial Difficulty	4
Situation not conducive to study (noise, location)	7
Relationship break-up	1
Parents moved away/can no longer house student	1
Gave notice/Struggling to find housing in time	2

◆ This area of responsibility is normally borne by the Manager of Residence Communications, who works with other University staff on a case-by-case basis, as appropriate. While handling the actual caseload is time-consuming, the manager is also a member of a steering committee, which meets regularly regarding the administrative details and protocol involved in emergency housing intake. The area of **emergency/special needs housing is an area of the Service, which requires more attention/resources to more meaningfully assist students having special difficulty with their housing search** (ie. those with accessibility issues, student families, etc.). Also beneficial would be having the time to network with those in the city who work in social housing. Such research and interaction is more likely now that Tartu residence life programming is not a responsibility of this area of the Service.

Student Family Housing:

◆ The Service struggles with **an increased demand for student family housing**. Currently, 1,900 student families are on a waiting list for the 710 bachelor, one-bedroom and two-bedroom apts. that comprise the St. George Campus Family Housing Ancillary. While certainly not all student families on the waiting list can wait for an offer of on-campus student family housing and do locate housing elsewhere, often above their budget, the rapidly growing

waiting list is a measure of increased demand. Students are encouraged to apply once they seriously consider applying to a U of T program.

- ◆ The waiting period for an apartment in the Student Family complex naturally has lengthened, given the increase in demand and in spite of a tenant turnover each year of between 35 and 40%. Currently the **waiting period is between 1-2 years** depending on the apartment size required, ability to move on short notice and other factors. The extra workload of processing applications and counseling those desperate while waiting for apartments, not to mention the extra workload (meetings, committee work) resulting from the University's ownership of the buildings, has necessitated the hiring of some part-time casual staff support and the streamlining of some administrative procedures.
- ◆ Rents increased by 2.9% in August of 2003. However, **rents in this residence complex remain significantly below those in the Toronto rental market**, including even the University's own registry of off-campus housing. Some tenants for the Charles St. apartments still struggle to pay their monthly rent listed below (or to come up with first & last month's rent), in addition to paying tuition, feeding a family and paying for childcare – when the latter is even available and affordable.
- ◆ **Two thirds of the tenant population are graduate students** and come from many **different international backgrounds**. The top five most represented countries are: China, Iran, South Korea, U.S.A. & India.
- ◆ Approximately **487 children** of U of T students, of whom just over half are 6 years of age or younger, reside in these apartments.

Rents in Student Family Housing

Registry	CMHC (GTA)	Charles St.	U of T Off-Campus Housing
	\$731	Bachelor Apt	\$542
	\$884	One-Bdrm. Apt.	\$671-729
	\$1,040	Two-Bdrm. Apt.	\$888
			550-750
			700-900
			900-1300

Community Development:

- ◆ A very active **community development program** continues in place at Charles St.

2003	2004
Fitness Classes	Fitness Classes
Dance/Cardio Classes	Dance/Cardio Classes
Yoga Classes	Yoga Classes
Working in Canada workshop	International Cooking Demonstrations
Haunted House Hallowe'en Event	ESL classes (Basic, Intermediate & Advanced)
Annual Drop-in Centre Holiday Party	Arts & Crafts for Kids
International Cooking Demonstrations	Movie Nights for Kids
Nobody's Perfect (Parenting Support Group)	Dance Classes for Kids
Environment Day	Ping Pong
Arts & Crafts for Kids	Annual BBQ
Movie Nights for Kids	Welcome Baskets for New Tenants

- ◆ Attendance varies greatly, from **as few as 8 attending a Working in Canada workshop to 100 welcome baskets, 220 attending the Haunted Hallowe'en event and an even larger attendance at the Annual BBQ.** The most popular events are those that offer activities for children.
- ◆ The **Drop-in Center**, for children and their caregivers, continues to be extremely popular with **45 registered family users.** (Not all attend each day or for the whole period of each day). The Drop-in Center is well-used because users do not pay, more than their rent, to use the Center, it facilitates interaction between tenants of all different cultures and it is the hub of an active community development program.

Review of 2003-04 Goals:

Off-Campus Housing:

- ☑ The design and promotion of the **on-line listing service for landlords** and its many features (e-newsletter for landlords, expiry date reminders sent electronically, etc.) was delayed as the Service did not have the resources to devote to such an undertaking given the other busyness of the Service. However, we are at the point where we are nearly ready to go to tender with this project.
- ☑ **Additional casual staff**, mainly for the busy summer period, were hired to cope with the increased supply of off-campus housing being advertised with the Service. The additional staff was funded from the increased landlord revenue.
- ☑ The **hours the Service is open** to students and the public on-site was changed. Opening the Service at 10am to users and using the first 75 minutes prior to 10am to update the registry, begin answering e-mail and perform at least some of the daily routine tasks, which are difficult to do with the constant interruption of phones and drop-in visits, proved efficient and added less stress on staff. The 10am opening also made weekly staff meetings possible.
- ☑ The Service is experimenting in 2003-4 in keeping the off-campus housing service **open until 7pm on Tuesdays year-round, as opposed to only during the July-August period. In addition, we added Thursday as an additional day in July and August when the off-campus housing division of the Service remained open until 7pm.** It may not be necessary to provide this extra coverage indefinitely as more services become accessible via the web, but landlords and students currently appreciate being able to advertise/search for housing after 4:30pm in July & August or after 5pm Sept. through June. The change in hours helped spread the busyness and noise more evenly through the day/week. (Listings are available for U of T-student-viewing on-line 24/7).
- ☑ The front office was modified. Blinds were added for use when we are closed to the public; **3 summer workstations (incl. phones and computers)**

were added; ropes were added so as to direct students to staff available to help them rather than to those assigned to phones or working on other assignments. **Staff rotated** as per a daily schedule so that no one was at any one activity for too long and everyone got their needed breaks, lunches, etc. **New signage** was designed and installed making the Service more user-friendly and welcoming.

- ☑ The **collection of user statistics remains a problem**, especially when the library stopped tracking our web hits this year. When the new off-campus housing database is in place, students will register before searching for housing. Collecting statistics will be more reliable and less time consuming than the current use of tally sheets.

Residence/Communications:

- ☑ It **was a goal for 2003-04 to obtain a budget for residence life programming at Tartu** and the rental of space in the building to be used as a student common room. Although these funds were not obtained from the University in 2002-03 and the Service funded these initiatives itself, the Service did not need to operate a residence life program at Tartu for the 2003-04 academic year due to the increased supply of residence space on-campus. For the past several years, \$40,000 has been requested and received from the Vice-Provost, Students for the important role the Manager of Residence Communications plays in overseeing the University's residence admissions process, particularly for first year students guaranteed housing.
- ☑ The hours **of the part-time summer residence admissions assistant were increased** to assist the Manager of Residence Communications during the summer with housing the double cohort, most of whom were guaranteed housing.
- ☑ **More liaisons with offices in contact with students who have special difficulty in arranging housing were a goal of 2003-04.** Janice Martin of Accessibility Services, was invited to join the Housing Network. Accessibility was also an important focus of the Task Force on Student Housing.

Student Family Housing:

- ☑ A **casual staff person was hired two days a week to assist with routine functions of the admissions office**, such as the essential periodic checking of tenants' continuing eligibility to continue residing in the residence. This person's assistance was needed due to an unreliable database and the need to operate almost totally from paper, an extended absence of the Manager due to illness, a significant increase in applications and other reasons. The cost of this person was funded from the existing overhead budget provided to the Service by Ancillary Services.
- ☑ The **goal of encouraging better tenant upkeep of apartments is an ongoing one.** As apartments are upgraded and tenants are made more aware of standards they will be held accountable to, and enforcement follows, it may be possible to limit the length of downtime (currently 2 weeks) between move-

out and move-in. Apartments can be more quickly brought up to a satisfactory move-in state. Such capability would move people off the waiting list a little quicker and diminish the Ancillary's loss of revenue while an apartment sits vacant while being prepared for the next tenant. This goal will likely be achieved more quickly under the U of T in-house management of these buildings to take effect January 1, 2004.

- ☑ When new tenants sign their leases they are provided with a list of companies that provide **Tenant Protection Insurance** and the importance of having such coverage has been added to the lease.
- ☑ The Student Family Housing website was updated, although this is an ongoing task. A **listserv** for tenants was recently initiated to facilitate communication between the University and tenants. In this first month of its existence, 15% of occupants have registered.
- ☑ The Manager, and now Acting Manager of Student Family Housing, participated on the **Project Planning Committee for a large new construction initiative at the Charles St. complex**, the largest part of which includes a new, larger childcare center.
- ☑ **Painting of common areas** (hallways & lobbies) of both buildings was completed over the summer.
- ☑ **New card-accessed washers and dryers were purchased** for 30 & 35 Charles St. The Ancillary collects the laundry revenue as opposed to the arrangement we had with the firm who leased us the old machines.
- ☑ The **external brickwork was repaired** following the spring exam period. This work was a necessity for maintenance and safety reasons.
- ☑ A **door was installed to improve security** in one building frequented by the homeless and others.
- ☑ After many years of coping with an aging database to record applicant and tenant information, the office is **almost at the testing phase of a newly designed database**, which will perform regular checks for eligibility against a download of ROSI data. Such design will enable the office to better ensure that tenants living in this complex are bona fide students during the entire period of their occupancy.
- ☑ After consultation with tenants, the University decided **that effective January 1, 2004, the Charles St. buildings will be managed in-house** with the help of U of T Facilities and Services and the Greenwin management contract will terminate. The change in management should lead to efficiency that will result in saving money and improved service to tenants.
- ☑ Tower Nursery was unable to continue providing childcare at Charles St. due to financial difficulty. **George Brown College's Early Learning Program now has an occupancy agreement with the University and operates the childcare center at Charles St.** Students eligible for childcare subsidy are now able to obtain them. Unfortunately, many international students on visas are unable to obtain these government subsidies.

Community Development:

- ☑ **Construction of the green roof atop the terrace on the third floor of 30 Charles St. W. has begun.** Planting will be completed by May 30, 2004 with the help of tenant volunteers.
- ☑ **A part-time assistant to the Community Development Coordinator for Charles St. was hired to help cope with demand for programming.** This position is funded by Ancillary Services, via tenant rents.
- ☑ Following a successful pilot on just a couple of floors, **recycling was expanded to include all floors** of both buildings and again the experience has been a very positive one. Recycling of batteries and eye glasses is also encouraged.
- ☑ A door providing **improved access from the Drop-in Center to the new rooftop garden** was installed.

General:

- ☑ The Service's participation in the **Provostial Task Force on Student Housing** is drawing to a close. A final report is being written.
- ☑ The Service upgraded all its computers used by staff by **purchasing new Dell computers** this year.
- ☑ The **back offices of the Service were made into private offices** and given a lessened need for the private Conference Room, use of the Conference Room was given to CALSS until the end of this academic year to assist with their increased demand for private counseling space.

Initiatives for 2004-05:

Off-Campus Housing:

- ◆ **Provide more assistance to students attempting to sublet their accommodation by:**
 1. liaising with the Student Work Abroad Program office, which brings college/university students from abroad to Toronto.
 2. featuring summer sublets on our website and in correspondence as prominently as we do summer residence.
 3. counseling students listing sublets that due to the high vacancy rate in Toronto, they are going to need to work at renting their property
 4. reviving outreach to other colleges/universities that have students coming to Toronto on summer work terms or just to work.

- **More outreach to students to make them aware of their rights.**
 1. Students sharing kitchen or bathroom with the owner and/or his immediate family are not covered by the protection of the Tenant Protection Act. These students should have frank conversations in advance of renting regarding house rules, getting promised repairs, arrangements in writing, etc.
 2. Landlords may neglect rental properties as utility costs rise, vacancy rates rise and rents start to decrease. It is important that students know how to ensure that their accommodation meets Rental Property Standards so that they are not the victims of landlords who take financial short cuts.
- Prior to designing the on-line listing service, **meet with George Brown College, the Ontario College of Art & Design and the School of Continuing Studies**, to ensure the off-campus housing needs of their students are met. These institutions purchase the off-campus housing registry annually for their students.
- Design, test and introduce a **new on-line listing service to landlords** and students.
- Periodic **workshops on how to search for off-campus housing will be offered to new applicants to student family housing**. It will be 1-2 years before these applicants are offered housing on-campus.
- Create a field in the new off-campus housing database, which will **enable housing to be described as "suitable for a family."** The very presence of the field will educate landlords that some students do have spouses/children.
- **Feature student families as desirable tenants in an issue of an off-campus housing Landlord Newsletter**. Student families are usually more long-term tenants as compared to single undergraduate students and this may be a feature attractive to landlords in a time of high vacancy.
- Off-campus housing/residence staff **will not be quick to refer student families to the Student Family Housing office until they have told prospective applicants about the approximate length of the waiting list and offering to orient them to the off-campus housing registry**.

Residence/Communications:

- Have summaries of the main points of the **Service's PowerPoint presentations available on our website** so that students & prospective students benefit from the information at their own convenience.
- **Review** the Service's own **publications, website, form letters, customized housing bulletins** and **university calendars** so that they **reflect the changed housing market**.
- **Host a luncheon** for registrars, undergraduate secretaries, admissions & recruitment staff to update them on the changed on & off-campus housing market.
- **Liaise with equity offices** in terms of special student housing needs.

Student Family Housing:

- **Load the Student Family Housing lease onto the web so that applicants know in advance the content of what they will sign** when offered an apartment. (Real leases are signed in multiple-copied, coloured pages.)
- The streamlining of some office procedures, which will result from the new database and its capabilities (downloading of on-line applications as opposed to manually entering information into the database, flagging ineligible tenants, automated confirmation of receipt of applications) will allow student family housing staff **more time to counsel applicants and outgoing tenants anxious about the off-campus housing search.**
- **Increase rents on vacant units to rents somewhat closer to market** to assist with deferred maintenance and acquisition of additional student family housing.
- Assist Ancillary Services and students adjusting to the **changeover from Greenwin to U of T property management.**
- **Continue to advocate on behalf of parents, especially visa students, for affordable childcare.** The **needs of couples without children, who also have space needs and whose needs must be held in equal regard with student parents as construction takes place** over the next year of a new larger childcare center, playground, bicycle enclosure and dog run.
- **Update the Tenant Handbook**, especially since Greenwin will no longer be the Property Management firm.

Community Development:

- Have an area in the Management Office that would give the Student Housing Service, likely **Community Development, a physical base onsite at Charles St.**
- **Planting on the new green roof terrace**, including the Children's garden in May, 2004.
- **Plan more events for older children**, possibly a supervised after-school homework club for children of parents, who have difficult assisting/supervising children's homework due to language barriers, lack of time, etc.

General:

- Participate in new committees (**Student Housing Advisory Committee, Student Housing Policy Committee and another to facilitate early identification of students with special needs**) likely to be set up as a result of the Provostial Task Force on Student Housing.

Category of Users:

With the exception of Student Family Housing far more undergraduate students seek our assistance than graduate students. Students are not registered as users of the Service although eligibility is verified. We wish to change this in the near future so we have a better handle on who is using us, which program they are using, and even what our performance indicators are – ie. are students renting through us, how many landlords just let their ads expire and do not rent, or rent, but don't tell us.

Hours of Operation:

The Service is currently open Monday to Friday, (September to June) from 10:00 am to 5:00pm and open until 7pm on Tuesdays. During July and August the Service is open Monday–Friday 10:00am- 4:30pm, with the exception of the off-campus housing area, which is open on Tuesdays and Thursdays until 7pm and on Saturdays from 10am–3pm.

In the spring we host 2 very well-attended off-campus housing summer sublet Saturdays and hold evening off-campus housing information sessions in the residences. Many of the Service's programs are accessible via the internet, and such access will soon be further facilitated, as the ability to list housing on-line is rolled-out.

St. George Campus Student Services

Schedule A

Budget 2004/05 - Gross Direct Expenditures and Income

	Student Services Central	Career Centre	Counselling and Learning Skills Services	Family Care	First Nations' House	Housing Service	International Student Centre	Total Student Services	Health Service	Psychiatric Services	Total Health Services
Revenue											
Student Services Fee	834,144	1,876,772	833,410	115,067	364,016	213,680	563,279	4,800,368	0	0	0
Health Services Fee	0	0	0	0	0	0	0		770,899	770,899	1,541,798
Divisional Revenue	0	0	0	0	0	313,621	80,800	394,421	1,163,595	1,000,000	2,163,595
Transfer from UTMississauga	0	135,188	15,562	0	7,584	6,748	12,908	177,990	740	596	1,336
Transfer from UTScarborough	0	130,474	15,562	0	7,584	4,499	10,561	168,680	605	563	1168
Total Revenue	834,144	2,142,434	864,534	115,067	379,184	538,548	667,548	5,541,459	1,935,839	1,772,058	3,707,897
Expenses											
Salaries and Benefits	511,911	1,918,722	808,770	94,116	310,639	481,879	524,548	4,650,585	979,418	836,500	1,815,918
Compensation Adjustment	170,522	0	0	0	0	0	0	170,522	0	0	0
Non-salary Expenses	151,711	78,812	26,313	13,875	45,705	27,080	79,777	423,273	889,158	902,618	1,791,776
Occupancy Costs	0	144,900	29,451	7,076	22,840	29,589	63,223	297,079	67,263	32,940	100,203
Total Expenses	834,144	2,142,434	864,534	115,067	379,184	538,548	667,548	5,541,459	1,935,839	1,772,058	3,707,897

Student Services Fee 2004-2005

Summary - St George Student Service Area	Net Direct Expenditure	Building Occupancy Costs	Net Direct and Indirect Expenditures	Attribution To UTSC	Attribution To UTM	Net Cost For Fee Purposes	Percent of Total Cost	Portion of Total Fee
Student Services Central	834,144	0	834,144			834,144	17.4%	\$18.53
Career Centre	1,997,534	144,900	2,142,434	130,474	135,188	1,876,772	39.1%	\$41.69
Counselling and Learning Skills Service	835,082	29,451	864,533	15,562	15,562	833,410	17.4%	\$18.51
Family Care	107,991	7,076	115,067			115,067	2.4%	\$2.56
First Nations' House	356,343	22,840	379,183	7,584	7,584	364,016	7.6%	\$8.09
Housing Service	195,337	29,589	224,926	4,499	6,748	213,680	4.5%	\$4.75
International Student Centre	523,526	63,223	586,749	10,561	12,908	563,279	11.7%	\$12.51
Total Student Services	4,849,957	297,079	5,147,036	168,679	177,989	4,800,367	100.0%	\$106.64
Full-Time Enrolment	40,816		Full-Time Fee/Session	\$53.32		Total Revenue		\$4,800,367
Part-Time Enrolment	7,202		Part-Time Fee/Session	\$10.66		Revenue Variance-Surplus/(Shortfall)	0	
Summer Session Enrolment Full-Time	4,065		Full-Time Summer	\$53.32				
Summer Session Enrolment Part-Time	7,266		Part-Time Summer	\$10.66				

Use of Student Services: 2004-05		St. George	UTSC	UTM	Total
University-wide Services					
FTE Students		45,016	9,111	9,434	63,561
Percentages		70.82%	14.33%	14.84%	100.00%
St. George Campus					
Career Centre					
St. George Campus Services	57.50%	57.50%	0.00%	0.00%	57.50%
University-wide Services	42.50%	30.10%	6.09%	6.31%	42.50%
Total	100.00%	87.60%	6.09%	6.31%	100.00%
Counselling and Learning Skills Services					
		96.40%	1.80%	1.80%	100.00%
First Nations House					
		96.00%	2.00%	2.00%	100.00%
Housing Service					
		95.00%	2.00%	3.00%	100.00%
International Student Centre					
		96.00%	1.80%	2.20%	100.00%
Health Service					
		98.00%	0.90%	1.10%	100.00%
Psychiatric Service					
		96.48%	1.71%	1.81%	100.00%