

STUDENT LIFE PROGRAMS AND SERVICES  
OPERATING PLANS  
2008 - 2009



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## ASSISTANT VICE-PRESIDENT, STUDENT LIFE

### Student Life Programs and Services Operating Plan

The enclosed 2008/9 Operating Plans and budget schedules reflect the initial steps achieved towards realizing the goals of the restructuring of the Student Services and Student Affairs divisions. It is important to note that the full scope of the restructuring will occur in the 2008/9 fiscal year.

The restructuring review involved extensive assessments and evaluations and was intended to realign and strengthen the capacity of the institution to support student success and student learning and to enhance the student experience.

Aspects of the restructuring completed to date include: the establishment of the Office of the Vice-Provost, Students with responsibilities associated with university-wide student policy issues, communication to students, assessment and research, and crisis response; the relocation of the Early Learning Centre, the Family Care Office and Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Resources and Programs under the auspices of the Vice-President, Human Resources & Equity; and the creation of the new position of Assistant Vice-President, Student Life. The results of these changes are reflected in this document and in the presentation of the budgets.

The development and preparation of the Operating Plans began prior to my arrival and were concluded shortly after my joining the University in January 2008. They reflect the thoughtful work of dedicated, professional, and learner-focused staff committed to enhancing the student experience through a strengthened commitment to work collaboratively within the division and across the University, to establish and enhance strong and meaningful partnerships, to expand outreach, strengthen communication, and continue to review service quality and offerings and measure success.

Our work will be consultative and reflective. Our success in achieving our objectives will rely on input from our students and academic partners, working together collegially. We will, wherever possible, communicate the full network of programs and services available across the University. We will develop this "road map" to guide our students to the resources most appropriate to their personal needs, goals and development.

The variety and scope of programs and services are rich and vast at the University of Toronto. This is our strength, and much of our work will be to facilitate student discovery and engagement in these opportunities and encourage them to achieve their learning objectives and offer a "personally and intellectually rewarding learning experience, "beyond the classroom" [Stepping UP].

While my arrival in January did not permit me the opportunity to respectfully engage our students in a dialogue about the quality and scope of our services in preparation of this document, I will establish the appropriate mechanism to seek input, at the earliest stages and throughout the year, as we implement these plans and work towards setting our goals for the following cycle.

Lucy Fromowitz,  
Assistant Vice-President, Student Life

## Operating Plan: First Year Initiative Program 2008-09

### Introduction and Context

The First Year Initiative (FYI) Program has been in operation for four years, with its primary objective to make all first-year students aware of the services available to them, and to provide programming especially designed for the first-year experience. This program was based in the former Office of Student Services, which provided coordination and promotion of programming. Programs were provided by the eight services under the Student Services umbrella. The FYI Program continues to operate this way today.

In anticipation of the implementation of the restructuring of the Student Life portfolio, I have had discussions with staff at Student Life Programs in the former Office of Student Affairs, regarding how the program can work more closely with that department's first-year programs, most specifically the Passport. In those discussions, we found some common ground, and discussed ways that these programs (or perhaps an all-new program) could better reflect the broader scope of the division, while retaining the best qualities of both FYI and Passport. This operating plan reflects those discussions.

### Vision

We discussed creating a new program that would unite FYI and Passport, creating a central program designed to welcome students to the university, and to help them in their transition to campus life. The program would provide opportunities for co-curricular learning and give incentives to take advantages of other such opportunities available elsewhere on campus.

In terms of FYI's role in this program, we would continue to provide programming through the services that are in the newly expanded portfolio, though whether it would continue to be called FYI remains to be determined.

### Outcomes

The goal of this program would be to help students:

- Develop knowledge of the services available to them
- Learn transferable skills
- Understand the opportunities available to engage in the university culture and community
- Gain experience to advance their learning and their careers
- Participate in campus life
- Appreciate diversity

## Implementation

The "FYI" portion of this program would consist of the continued delivery of relevant workshops and seminars similar to those that have been offered in the past. In consultation with the individual services and centres, we would modify these events to match the learning outcomes of the program. Programming would fall under the following headings: Orientation, Life Skills, Culture & Community, Leadership, Civic Engagement, and Diversity. Partnerships would be developed to ensure that students would be able to take advantage of equally valuable opportunities offered at other places on campus (Hart House, colleges, faculties etc.). The program would also offer on-line resources and experiment with on-line learning models.

## Graduate Student Initiative (GSI) Program Operation Plan 2008/9:

Highlights in 2007/08

- Collaborated with Graduate House on Financial Aid & Budgeting
- Partnered with Family Care, Health Service and SGS/moderated Can I Have Both? Deciding to Pursue Academia while having a Family panel
- Developed and moderated Transitioning to Life as a Graduate Student Panel
- Organized session on fertility at the Faculty of Social Work
- Partnered with SGS on Preparing to Publish, Thesis & Grant Proposal Writing, Essay Writing and Improving Your Oral Presentation Skills
- Attended SLP retreat in December
- Developing panel for graduate students with Accessibility Services
- Holding session on sleep at Charles Street family housing
- Offering pre-tax session at Graduate House
- Offering new session on internet addiction and gaming

## Outreach

- Attended over twenty graduate department orientations in September
- Continue to do outreach at larger graduate faculties throughout year
- Will present a GSI information session at a U of T affiliated hospital this term?

## Registration Targets

- The GSI registration goal of 3100 should be attainable by the end of April 2008

## GSI Ambassadors/Workstudy:

- Currently there are ten GSI ambassadors and one workstudy
- In future, I'd like to:
  - Use more GSI ambassadors at promotional events
  - Meet with them more regularly
  - Develop new and engaging projects for workstudy position

### **Current Goals:**

- Continue to introduce unique and innovative programming
- Further develop online resources with a focus on interactive sessions
- Increase attendance at GSI workshops where attendance low
- Increase number of GSI listserv recipients
- Recruit new campus experts to present a workshop
- Offer more tailored programming
- Bring in dynamic speaker/offer special event (such as Jorge Cham)
- Develop new projects for GSI workstudy
- Recruit more GSI ambassadors
- Introduce new ways to promote GSI at information displays
- Join more graduate committees
- Attend a conference
- Take more courses for professional development
- Make new campus contacts

### **How will this be done?**

- Continue to attend as many orientation and outreach events as possible
- Continue to liaise with university staff on a regular basis
- Establish new campus contacts
- Have GSI ambassadors continue to promote GSI information
- Have new write-ups on program in campus newspapers, The Peer Review
- Continue to get student input (through ambassadors, surveys, focus groups)
- Continue to get input from the GSU Executive and SGS
- Continue to attend SLP graduate meetings, retreats

### **Possible New Initiatives for 2008/2009:**

- Hold a special event for graduate students
- Start a "Tip of the Month" section under GSI resources
- Bring in external personality to lecture on topic relevant to graduate students
- Collaborate with Student Affairs/Grad Escapes on a joint event such as: financial aid or time management followed by a social event off campus.
- Have GSI ambassadors host an event
- Profile a faculty member on his/her experiences as a graduate student (possible panel?)
- Hold a session for Ph.D. candidates on "Life as a Post Doctoral student"
- Deliver GSI Overview to graduate administrators on a needs basis

## Promotions and Events Coordinator

### Highlights from 2007-2008

The 2007-2008 year has been atypical for the Office of Student Services due to the restructuring process. We have not offered much of the usual programming, and, although new initiatives have been suggested, we have been holding off on introducing anything or initiating new marketing strategies until we have a better idea of where the restructuring is headed. Some highlights include the following:

- Met with Registrars and Deans of Students/Residence Life Coordinators at all colleges and faculties to create mutually beneficial working relationships.
- Participated in numerous orientation events across campus including clubs days and department/college orientations.
- Participated in new faculty orientations, don training and TA orientations.
- Created print and promotional material for FYI and GSI (postcards, pens) that were widely distributed across campus.
- Organized a successful Student Services Fest in September with 19% more pizza coupons completed by students that previous year.
- Coordinated outreach tables at all college residences and dining halls in October/November.
- Organized promotions to “re-introduce” Student Services in the January Term for FYI (iPod Draw) and GSI (Dinner and a Movie packages).
- As of January 18, 2008, we are well on target to meet the registration goal for GSI (current enrollment = 2248, Target = 3000).
- As of January 18, 2008, FYI registration is at 1745. The revised target is 2000. Extensive marketing is currently taking place to increase this number.
- Worked with IT department on mock-up of new Student Life Portfolio Website
- Worked with CALSS and Psychiatric Services on redesigning their websites.

### Initiatives for 2008-2009

The primary responsibility of the Promotions and Events Coordinator Position is the dissemination and communication of information to students to inform them of programming, events and services.

### Website

Continue to work in conjunction with IT and other Student Life Departments to develop the new portfolio combined website, and to continue developing the ‘audience-based’ approach rather than “service-based”.

Work with the Student Life Program Coordinators and all the Services to develop more educational and interactive content for websites.

Continue to work with various services on re-design of their websites to conform to U of T standards.

Develop Portal Communities for Student Life Programs and explore other options for developing online communities (i.e. Facebook, You Tube).

## Marketing/Promotions

Develop a new print and web advertising campaign for the new structure/portfolio (portfolio wide). This would involve developing new print materials and new promotional material, as well as an extensive outreach campaign to educate all staff and faculty at U of T.

Develop new portfolio wide initiatives, i.e. newsletter, joint events calendar (new format).

Streamline Communications and Marketing – Centralize and standardize items such as posters and flyers, emails and tables at events. Coordinate submission of events to U of T calendars to ensure that every event in the portfolio has consistent coverage and language.

Continue having a presence at Campus Events to educate students and staff about services available to them. Work in conjunction with Student Affairs to avoid duplicate staffing at these events.

Continue to work with FYI and GSI Coordinators to market FYI and GSI Programs to respective student groups.

Start the marketing initiative for FYI earlier, i.e. in May. Work in conjunction with Registrars Offices to get FYI materials sent out in Welcome Packages, and be present at all College welcome events and parent orientations.

Continue to have a strong presence at all Orientation events and clubs days.

Develop new networks across campus with other Student Life Professionals to maintain and increase awareness of Student Services.

Work more closely with Student Groups/Leaders to help promote Student Services (UTSU, APUS, GSU).

Continue to use list serves to highlight events throughout the portfolio – “This Week in Student Life”, and continue to use existing list serves from other organizations to help promote our events.

## Programming/Events

Expand Student Services Fest to become “Student Life Fest” and include all divisions in new portfolio.

Resume Student Advisory Committee or something similar to get student feedback and keep students involved.

Develop a conference for Graduate Students in conjunction with the GSU.

Work with FYI and GSI Coordinators to develop new events, and possibly increase the number of FYI events in the summer. Work with GSI Coordinator to organize more guest speaker and/or social events.

Work with Student Life Programs to merge the FYI and Passport Programs and develop print and promotional materials for the new merged program.

Revamp the way registration is handled – eliminate registrations for “Student Services” and replace with an e-mail list serv (we currently have 813 Students registered). Reduce the amount of information collected for FYI and GSI registrations in the interest of privacy and to encourage more people to register.



## ACCESSIBILITY SERVICES

Accessibility Services (AS) facilitates academic success for students with disabilities at the University of Toronto St. George Campus. AS advocates for the rights and responsibilities set out in the Ontario Human Rights Code and the University's Statement of Commitment Regarding Persons with Disabilities (U of T ODA Accessibility Plan, 2004, Appendix A). AS is primarily funded by grants from the Ministry of Training, Colleges and Universities and the University's operating budget.

In 2006-07, students registered with the Service throughout the year, with an average of twelve new students per week. Many students took summer courses and many wrote deferred exams in August. The number of registered students, each with an individual set of accommodations dependent on the nature and degree of their disability, impacted on AS services, such as volunteer and computerized note-taking, attendant care-giving, sign-language interpreting, scribes, and in particular, the accommodations offered by test/examination office.

With a best-practices approach to service delivery, AS collaborates with the University's faculty and staff to offer students advice, support, and academic accommodations. Disability Advisors provide non-therapeutic counseling that address topics such as the balance between disability-related concerns and academic life; effective self-advocacy skills; setting realistic academic goals; and realistic course loads. As well, Advisors put supports in place and discuss eligibility for funding and financial-aid support programs such as the Bursary for Students with Disabilities; the U of T alternate bursary; and College bursaries. Learning Strategists and Adaptive Technologists support academic skills development in one-to-one and groups sessions.

### Highlights in 2006-07

- 1638 students registered with the Service -672 or 41% 1<sup>st</sup> time registrants
- An additional 110 students met with a Disability Advisor for a consultation (e.g. prospective students, non-eligible students referred to other services on campus, former students applying to graduate school requesting letters of support for applications)
- 274 students with a learning disability (LD) received enhanced academic-skills development (learning strategies and adaptive-technology training)
- 93 students with a LD received in-house Psycho-educational assessments
- "Ready, Set, Go" summer institute orientation to university offered
- 6681 tests and exams with accommodations administered for 980 students
- Sign-language interpreters provided for students
- Computerized note taking services provided for 17 hard of hearing students
- Note-taking services provided by student volunteers on campus for 375 courses
- Tai Chi class offered for students with attention, concentration, communication, impaired balance and coordination difficulties
- Workshops were offered to students to improve their social and communication skills
- Coaching workshop offered to students with ADHD
- Personalized strength training sessions were offered by the Faculty of Physical Education and Health
- Personal Attendants provided for students with mobility/functional disabilities and students with low vision
- 117 students requested approximately 1,500 text books or course packs in an alternative format such as Braille, CD, and tape recordings
- Ergonomic and adaptive-technology assessments arranged
- Mobility-van service provided 632 rides on campus for 72 students
- Advice provided to faculty and staff on barrier-free accessibility e.g. The OISE accessible classroom project
- Tutors recruited in a wide variety of academic courses

## ACCESSIBILITY SERVICES

- 238 students received services (assessments and follow-up) from an Occupational Therapist and Adaptive Technologist
- Adaptive Technologist offered a series of workshops throughout the year to train students on the use of adaptive technology and adaptive software
- Numerous presentations were given and partnerships developed with faculties, departments and services across campus

### INAUGURAL ACCESSIBILITY AWARDS

- The inaugural Accessibility Awards were held in the Multi-faith Centre in April 2007. Plaques were presented to individuals and departments in four categories, namely: student; faculty; staff and groups. Following the ceremony, friends and colleagues joined together to celebrate their dedication and commitment towards making the university a welcoming and barrier free environment for students with disabilities.

### ASPERGER'S SYNDROME STUDENT GROUP

- Individuals with Autism Spectrum Disorders (ASD), including high-functioning Autism and Asperger's Syndrome, face a number of challenges related to their sensory experience, difficulty with pragmatic communication and a heightened need for routine. As part of Accessibility Service's effort to improve the student experience, students with Asperger's Syndrome were invited to participate in a group designed to facilitate social exchange and broaden social understanding. The past year, group members participated in weekly meetings and outings on a regular basis. Feedback from the students and their parents was positive.

### DESIGN FOR AN ACCESSIBLE TEST/EXAM FACILITY

- Accessibility Services staff participated in the competition to hire an architectural firm to design the University's exam centre which includes an accessible facility to accommodate students with disabilities. A series of meetings with the Architects and University staff were held throughout the year to forge ahead plans for the new test/exam centre.

## Plans For 2008-2009

- Further collaboration with the clusters identified in the Student Affairs restructuring exercise
- Continued collaboration, particularly between AS staff and CALSS staff
- Continued collaboration with faculties, departments and student groups (SFBA) as well as workshops and presentations to groups on campus
- Bursary for Students with a Disability (BSWD) information sessions will be offered to students
- The test/exam office plans to expand their linkages with academic departments across campus with their successful "Ambassador Program"
- Open House in the new test/exam centre

For more information, see the Accessibility Services 2006-07 Annual Report to the MTCU: <http://www.studentlife.utoronto.ca/accessibility>

## Mission Statement

*The Career Centre is the leading provider of career education and employment services for U of T students and recent graduates, offering a comprehensive, personalized range of services to support and empower participants in making informed decisions about their career and employment goals.<sup>1</sup>*

## Highlights of Services Provided to all 3 Campuses in 2006-7

- 31,752 students registered with Career Centre Online compared to 31,329 last year, a 1.35% growth.
- The student website had a total of 941,140 (940,660) visits in 2006/7, an average of 78,428 visits/month.
- A total of 2,681 (2,286) students across all three campuses registered with the Graduating Students Employment Service (GSES) this year. 4,968 (4,497) graduates, from all three campuses, registered with the Recent Graduate Employment Service.
- 55,997<sup>2</sup> positions were posted in 2006-7 compared to 48,497 in the previous year. Employer contacts registering with the Career Centre in 2006/7 increased by 11.6% to 6,979 registrants compared to 6,254 in 2005/6<sup>3</sup>. 81.3% (82.5) use the online service to post their work opportunities.
- The Extern program received 664 applications from all 3 campuses. 551 students were matched with sponsors with 471 of the students attending placements.

## St. George Campus Highlights

- A total of 18,847 (18,570) students registered with the St. George Career Centre in 2006/7 of which 11,447 (10,889) were new users. Of the new users, 82.5% (84) were undergraduates and 17.5% (16) were graduate students.
- 9,432 students attended workshops: 3,935 (3,627)<sup>4</sup> students attended in-house workshops, 1,842 (1,515) graduating students attended orientation workshops and 3,655 (3,368) students were seen in department-specific tailored workshops.
- 4,359 (4,437) resumes were critiqued.
- Five surveys were completed: an employment needs survey of students registered with the Graduating Students Employment Service; a hiring survey of employers recruiting the graduating class; a general Career Centre registrant survey; a recent graduate employment status survey and an accessibility students needs survey.
- A career development guide in the form of a podcast was put online Summer of 2006
- A Career Centre Open House was held in November 2006 and attended by close to 80 university staff and faculty.
- Two week long symposiums, 'Managing Your Career' – for master & PhD students (January) and 'Get Working Week' (May) – for Arts & Science recent graduates, introduced 18 panels/workshops and special events to students over a two week period.
- Targeted marketing campaigns were conducted resulting in 12,292 new employer contacts compared to 2,322 in 2005/6. Job postings increased 15.5% and contacts 11.6% over the previous 12 months
- 40% FTE of a career counselor's time was created to provide services to students experiencing barriers to employment. Through liaison with the Transitional year Program, First Nations House, New and University Colleges, and the Family Care office, over 200 students who had not

1 Mission statement and 2006-7 annual report available by calling 946-3254

2 Adjusted to remove duplicates

3 This reflects stats for the period of February 17 of each year to February 17 of the following year.

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

## CAREER CENTRE

- previously connected with the Career Centre were seen through this focused outreach.
- To address the request of students for related work experience, a Work Experience Coordinator was hired in August 2006. Student evaluations are extremely favourable.
- Two new core workshops – ‘Non- academic work search’ and ‘networking’ were launched.
- Career fairs and events, including Career Information Days, Volunteer, Summer and May Job fairs, and a Networking Breakfast, resulted in 282 organizations visiting the campus to promote opportunities to more than 7,420 students.
- A survey of 1386 students registered with the Graduating Students Employment Service (GSES) was conducted in the Fall of 2006 with a 17% response rate. When asked what services the Career Centre could provide to help them in their transition to the job market, 42.06 % selected work experience; 34.13% identified contacts and opportunities to network with people in their field, and 24.60% reported needing help in determining what to do with their life.
- Revised and developed Mission Statement, Statement of Purpose, Core Values and Learning Outcomes for the Career Centre
- To improve accountability and measurements for the Career Centre, professional development was provided to staff on creating learning outcomes.
- Created new logo, messaging and promotional materials for the Career Centre and executed overall improvements to the employer website.
- Showcased the Career Centre to 400 top employers and executives at the Top Employer Summit trade show, March 2007; CACEE Regional Conference, December 2006; and Brainstorm Employer Recruiting Forum, May 2006
- The new student website was launched in September 2007.

### Current Issues Facing The Career Centre

1. Determining what Career Centre services are appropriate for offering online
2. Transitioning to a new structure within Student Life/Affairs
3. Incorporating and implementing learning outcomes and metrics into operations without negatively impacting service delivery to students
4. Simplifying and branding the career planning and development aspect of Career Centre operations to both students and the U of T community
5. Renegotiating tri-campus funding structure with respect to attributions
6. Planning for an increase in graduate student enrolment

### Initiatives for 2008-9

- Increased registration with and usage of services
- Launching a new student communications campaign
- Exploring ways to increase experiential learning opportunities for students
- Continue to tailor programs/services for specific segment of our users
- Implementation of phase one of our metrics plan
- Enhance and develop collaborative relationships with departments within the new student life group
- Celebrate the Career Centre 60<sup>th</sup> anniversary

## CENTRE FOR COMMUNITY PARTNERSHIPS

The Centre for Community Partnerships (CCP) opened in February of 2005. The mission of the CCP is to provide meaningful learning opportunities for University of Toronto students within the greater Toronto community. We have been working with faculty, staff, students and community agencies to provide service experiences for students, infused into their course curriculum (service-learning) and co-curricularly (community service) through student clubs, athletic teams, and within their residences in meeting community-identified needs.

### 2007-08 Accomplishments

#### Curricular Accomplishments (Service-Learning)

The Centre for Community Partnerships has supported many faculty members in service-learning curriculum development and teaching support. Some of this support has entailed assisting faculty in identifying learning outcomes; finding appropriate community partners; brokering experiences for courses between faculty and agency members; and running background checks for students. The CCP staff also facilitated pre-training on a variety of topics including "Monitoring Power and Privilege," "Entering and Exiting Diverse Communities with Respect", social identity development and awareness as well as effective communication strategies. Throughout the semester, we facilitated on-line reflection for each service-learning course so that students were able to make deeper meaning of their experiences. We have been consulting with departments, deans, principals, and academic chairs interested in exposing/supporting their faculty in teaching using a service-learning pedagogy.

#### Co-curricular Accomplishments (Community Service)

In 2007-08 we hosted two days of service. oUTreach: Putting U in the Community was very successful. We had over 800 students engaged with the community in service on September 8<sup>th</sup> in 42 community agencies. Students were lead by over 100 team leaders who facilitated on-site orientation pre-service and post-service reflection. The Alternative Reading Week days of service will be held on Feb. 19 and 20 this year. We will focus this year's event on student leaders from service student clubs and organizations along with those leaders in student organizations that have a specific, on-going service component.

We have also consulted with a number of student clubs, departments who work with student leaders as well as residences on holding their own days of service and community service endeavors. Some of that consulting is similar to that which we provide faculty, brokering service opportunities with community agencies, facilitating training and reflection for students engaged in service.

We are involved in a partnership with the Toronto District School Board in running a Tutors in the Schools program where U of T students apply, interview, and 30 were selected, trained, and are placed in and serve as tutors in 12 high schools across the GTA.

### Plans for 2008-09

#### Curricular Plans for 08-09 (Service-Learning)

We will begin to hold monthly Faculty Gatherings starting later this month for faculty who are currently teaching service-learning courses, those developing service-learning courses, as well as those who are interested in learning more about service-learning. This is where the support and future development of the faculty arm of the Centre will be developed, as well as best practices shared and collaborations supported. We will continue to support faculty as they develop, teach and evaluate service-learning courses.

## **CENTRE FOR COMMUNITY PARTNERSHIPS**

### Co-curricular Plans for 08-09 (Community Service)

We hope to provide the students who participate in the Alternative Reading Week program with the ideal community service experience, and will hopefully recruit some or all of them to serve on our CCP Student Advisory Committee, where they will actively work with our office in planning, implementing and evaluating all future co-curricular endeavors hosted by the CCP. We also hope to train them in our pre- and post-training components so that students will be out consulting with and training other students in responsible community service partnerships.

We hope to provide an incentive program for student leaders who are involved in service groups or groups that do on-going service and are interested in being designated as having gone deeper – having the essentials for being responsible student leaders engaged with communities.

### **Funding Sources**

The Centre for Community Partnerships was created in 2005 by, and continues to be funded through, the Academic Initiative Fund. Our other source of funding is through the generous gift of a private donor.



## COUNSELLING AND LEARNING SKILLS SERVICE

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.

### Review Of 2007-2008 Initiatives

#### PERSONAL COUNSELLING and PSYCHOTHERAPY PROGRAM

CALSS has been surveying student satisfaction after using our service for many years. It was our intent to develop a web-based survey system that would allow us to reach a larger sample of students who had received service at CALSS. This became part of a larger project of redesigning the CALSS home page that is now complete but the survey has yet to be included.

To support the continuing outreach activities that CALSS maintains members of university administrative groups, including registrars, deans of students, residence managers, directors of writing labs and other student life professionals were invited to a very successful Open House at CALSS. Information about the various CALSS programs was promoted and opportunities to network with the CALSS staff were available.

#### LEARNING SKILLS COUNSELLING PROGRAM

Lectures were offered as part of the Robarts Library “Know-How” series, the FYI Program and within college residences and the U.C. Commuter Student Lounge.

The LS Program continued to partner with other student services: this included, the WritingPlus series of workshops offered in collaboration with lecturers from the St. George writing centres and research librarians. Other workshops were offered in partnership with the TATP; ISC; FCO; SGS; FNH; Civil and Mechanical Engineering; Med. Sci.; and the Michener Institute. As in the past, the LSP delivered a number of learning modules within the TYP’s University 101 course. The LSC/E, along with the director of the Woodsworth College Writing Centre and the college registrar, offered a workshop for faculty addressing issues related to the integration of learning skills within the renewed curriculum.

The LSP enhanced service for graduate students by initiating a Graduate Atelier, the Writer’s Workout for Grads, in which graduate students were able to meet on a regular basis to discuss work in progress. This allowed for the sharing of work in an interdisciplinary venue that was distinct from particular programs or disciplines so that students could work on both written and spoken communication in a supportive environment. Academic improvement workshops specific to the needs of graduate students were offered both within the CALSS and—in partnership with both GSI and SGS Student Services—within the new Grad Room.

#### ASSAULT COUNSELLING PROGRAM

This fall two new initiatives were undertaken. First an Ask First website was created to target the student population and an evaluation of the Ask First campaign provided valuable information about student’s perceptions of the campaign and its effectiveness. The over 1300 responses from the on-line survey provided a strong mandate to continue this campaign, as well as new ideas and material to use in future educational presentations.

### COUNSELLING AND LEARNING SKILLS SERVICE

For the first time the campaign ran in January at all three campuses. Five new posters were created to address date rape myths, and include U of T statistics from the survey.

The Assault Counsellor Educator worked in collaboration with staff and student groups across all three campuses, to sponsor the dramatic presentation Dissolve during the month of January 2008. The play addresses issues of drug-facilitated sexual assault, followed by discussions with a panel of university and community professionals.

Through her involvement with the Woman Abuse Council of Toronto, the Assault Counsellor facilitated the installation of the Walk the Talk exhibit at the Robarts Library. This was a mixed-media exhibit presenting a powerful and moving testament to 42 women and children murdered as a result of domestic violence. The exhibit and reception was an important part of the U of T December 6<sup>th</sup> Memorial, the 16 Days of Activism Against Gender Violence, and an impetus for creating a new End the Violence campaign in collaboration with the Status of Women and the Community Safety Office.

### Initiatives for 2008 -2009

The CALSS initiatives for 2008-09 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 can maximize our effectiveness.

#### PERSONAL COUNSELLING PROGRAM

Increasingly students' first contact with CALSS is via our web page. Consequently we will be updating both the appearance and the functionality of our website. This will include more psychological information relevant to students, creating students' on-line registration for CALSS lectures, groups and workshops and links to other sources of information and service.

The university's plan is to substantially increase the numbers graduate students over the next 5 years. In response the PC programming will develop more groups and workshops designed to meet the needs of this group. Some of these events will be located at the Graduate House where other graduate programming is already happening.

Commuter students have been identified as an underserved student group. In recognition of this a number of Colleges have opened Commuter Student Lounges where students can socialize, study and attend events. CALSS intends to partner with the Colleges and provide workshops directed at this group at these locations.

#### LEARNING SKILLS COUNSELLING PROGRAM

The LSP will continue to offer workshops, lectures, individual counselling by appointment and within the Academic Success Centre, and will introduce new programming when a perceived need is identified.

To meet the needs of U of T's expanding graduate and international student body on the St. George campus and to better serve commuter students there will be:

A further expansion of the CALSS Virtual Academic Success Centre, located within the U of T's Blackboard platform, to include such things as an Academic Success Blog as well as links to existing academic skills improvement inventories and podcasts.



### COUNSELLING AND LEARNING SKILLS SERVICE

U of T faculty and staff will be invited to LSP meetings in order to improve our understanding of the needs of students in various disciplines and to help foster our own best practices in developing programs and delivering service. Such increased partnering with other services, academic programs and faculty will enable the LSP to improve our service to all students.

#### ASSAULT COUNSELLING PROGRAM

The Ask First Campaign will continue to be an important vehicle for educating incoming students about sexual assault and related services that the U of T offers. In addition, the Assault Counsellor Educator is working to develop a standardized Equity Module for Student Orientation Leaders Training 2008.

The ACE will continue to offer workshops on Healthy Relationships and work with student groups such as the Sexual Education and Peer Counselling Centre to incorporate these issues into their programs.

A new project being explored for next year is the creation of a Friends Helping Friends campaign at the University of Toronto. In a study on victim disclosure, 70% reported their victimization to someone other than the police. 88% of the disclosures were made to a friend, compared to only 10% to family.

This campaign will challenge existing belief in myths and the resulting stigmatization that prevents disclosure. Reducing belief in myths has been shown to be an important factor in prevention, as well as psychological recovery of victim/survivors. There will also be information about services and how to refer, as the expectation is not that the friend be a counsellor, but rather to provide informal social support. Different methods will be utilized such as web and print materials and workshops. Developing the materials with the input of students will be a critical part of the campaign.

### FAMILY CARE OFFICE

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

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 University departments, student organizations and government and community agencies. 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, Family Programs and Services in the office of Vice-President Human Resources and Equity, as it works with existing university policy, procedures and publications for their impact on students with family responsibilities.

The Family Care Office has a staff of four with a Manager, Education and Resource Coordinator, Information and Outreach Coordinator and an Information Officer. 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.

Since its inception in December 1993, the Family Care Office has experienced a steady increase in demand for its services. This year from May 1, 2006 to April 30, 2007 the Office handled just over 2000 cases: 753 students (12 part-time undergraduates, 292 full-time undergraduates and 449 graduate students), 1109 employees (439 staff and 670 faculty members), 30 post-doctoral fellows and 164 other which includes University departments, visiting faculty, other institutions, alumni and members of the community. This year's caseload reflects a 7.7% increase, compared to last year's case load. While UTM or UTSC students do not fund our Office through the student service fee, we do provide service to these students if they approach our Office for assistance.

Over 1600 people attended the 65 workshops/events and 6 discussion/support groups sponsored or co-sponsored by the Office in 2006-7. Even though the Office has decreased the number of workshops/events offered compared to last year, the overall attendance increased. The workshops we offer focus broadly on child care options, maternity leave planning, budgeting concerns, separation and divorce issues, parenting and elder care. Discussion/support groups we offer include the Student Parent Discussion Group, Newcomer's Support Group, Father's Group, New Moms on Charles, Caregiver Discussion Group, and a Separation and Divorce Discussion Group. This fall we also partnered with Health Services and the School of Graduate Studies to offer a panel that was very well attended by graduate students. The panel was titled, "Can I have both? Pursuing academia while starting a family." In the spring we plan on offering new sessions such as, 'Teens and Sex: Fact, Fiction and the Stuff in Between'. This parenting workshop will help parents broach the subject of teen sexuality and teen sexual identity formation. The office is also planning a workshop that will focus on assisting LGBTQ students, staff and faculty who are dealing with unsupportive families.

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. In addition, 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 2007/2008 Goals (in progress)**

1. A Family Events committee formed this summer and the Family Care Office joined with the Athletic Centre, Hart House, the Early Learning Centre, and Family Resource Centre to offer several family events in the fall including a soccer clinic/Varsity soccer game and pizza afternoon, and a family day at Hart House that included storytelling and a mini-athletics camp. In the winter/spring we hope to offer a family skate day with the Athletic Centre.
2. The FCO with the assistance of the Centre for Community Partnerships is partnering with medical residents from the Department of Obstetrics & Gynaecology to create a service learning opportunity to provide a 'Pregnancy Planning' workshop in the spring and on a regular basis thereafter.
3. This fall we held an elder care fair and partnered with the Alzheimer Society of Toronto to provide on campus counselling appointments. It was a well attended event and provided needed information for students, staff and faculty.
4. The student advisory committee was formed this fall and has met once providing valuable insight into the concerns and needs of student parents. Their suggestions are also forming some of the office goals for 2008-9.
5. The web site re-design should be completed in January 2008.

**Initiatives for 2008/2009**

1. In an effort to reach more students with family responsibilities, the following outreach activities will be implemented:
  - Working with ASSU to enlist their class representatives to make class announcements on our behalf
  - Approaching academic department listserv owners to request that they put out a general message on the Family Care Office
  - In the summer, send a mail out to undergraduate and graduate coordinators to inform and update these individuals on our office and services
  - Reaching out to student parents through as many avenues as possible is crucial for this office and so the Information and Outreach Coordinator has started working on developing an on-line Student Parent Discussion group using the U of T Portal.
2. To assist students with family responsibilities with financial aid inquiries, the office will develop a list of scholarships and awards pertaining to their family situation, and the office will offer more frequent information sessions on financial aid.
3. Approach the Office of Teaching Advancement to see if in any of their training sessions for academics we could provide a section on educating faculty about the complex demands a student with family responsibilities faces. We hope to inform more faculty members that not all students are between 18-24 with no family commitments, and this should be considered when designing their course and office hours.

## FIRST NATIONS HOUSE

### Mandate

First Nations House, home of the Office of Aboriginal Student Services and Programs and the Native Students' Association, ensures the provision of a culturally supportive environment, in which leadership, spiritual growth and academic excellence can flourish.

### Overview of First Nations House

First Nations House strives to create a welcoming environment and offer services that promote the retention and academic success of Aboriginal students at the University of Toronto. The office advises on the development of academic programs and curriculum, research projects, and leads in fostering positive and productive relations between the university and the greater Aboriginal community (locally and nationally). To encourage a culturally and academically supportive environment, FNH welcomes all students, staff and faculty, community organizations, government departments and other groups to promote collaboration between the Aboriginal and non-Aboriginal student populations.

In addition to provide direct services to the students, First Nations House is engaged in student recruitment, community outreach and development. FNH supports various Aboriginal initiatives that are being undertaken university-wide, ranging from program/curriculum development; faculty search or advice on Aboriginal issues that may impact that university.

### Challenges

There are a number of challenges that First Nations House faces in providing services and resources to the university:

- Privacy regulations make it difficult to determine the number of Aboriginal students attending U of T. At best, there is an estimated 500 students (300 self-identified and an additional 200 undisclosed students) of Aboriginal ancestry, with the majority in undergraduate program at St. George. The main concentration within graduate/professional programs are at OISE/UT, Law and Social Work.
- FNH does not have a physical presence in Scarborough or Mississauga; therefore it is unclear of how many Aboriginal students are enrolled at these two campuses. The current funding structure (fees from St. George only) does not allow for hours to be established at the other campuses.
- With a number of faculties, department and the university at large embarking on various Aboriginal initiatives (i.e. outreach, program & curriculum development, faculty & staff hiring), FNH is called upon to participate directly or provide advice on many of these projects. This increases the workload of the staff, resulting in the prioritizing of initiatives to be involved in so that services to the students are not negatively affected.

### 2007-2008 Initiatives Review

- Identify housing needs of Aboriginal students in order to explore and develop services as needed. Housing is continually brought up as a recruiting issue; however this is not a high priority due to the existing housing services at U of T and the Aboriginal community. FNH will continue to look at opportunities as they arise.
- To establish a presence at the Scarborough and Mississauga campuses. Deferred to the 2008-2009 academic year.
- Establish a magazine that highlights the Aboriginal community at U of T. Funding has been provided by the Counselling Foundation of Canada for the next three years. A search of the Editor is underway and it is anticipated that the first issue will be out in May 2008.

## FIRST NATIONS HOUSE

- Work with the appropriate university departments to create a uniform policy on the smudging ceremony.  
This development of this policy is in progress. Policies that exist at other institutions have been reviewed and contact with Environmental Health and Safety and the Fire Marshall's office has been established.
- Enhance cultural programming to offer on-going traditional workshops/teachings (i.e. drumming, crafts, oral traditions and languages).  
Currently in discussion with two students, one who can assist with establishing a women's drum and the other assisting with the craft classes. FNH also supports a student who is organizing language socials.
- Review the Elders-in-Residence and Visiting Elders Program to evaluate their effectiveness and to explore strategies that will allow them be more integrated with FNH services to the students.  
An on-going process involving the two elders and the Community Development Officer. Currently there is a search for a replacement for one of the Elders who will be stepping down in May 2008.
- To work with the School of Graduate Studies (SGS) to create guidelines that allows for the inclusion of Aboriginal Elders on graduate defense committees as voting members.  
This policy/guideline is currently being developed with the Director of Student Services at SGS. There has been one successful case in which an Elder was appointed to the examination committee for a Social Work student.
- To review the tutoring services offered and explore ways to create an inventory list of tutors in other areas, such as math, science and health.  
The Academic Counsellor is beginning to compile an inventory list.

### 2008-2009 Goals and Initiatives

- To establish a presence at the Scarborough and Mississauga campuses;
- Continue developing (with SGS) guidelines for the inclusion of Aboriginal Elders on graduate examination committees as voting members;
- Continue working with the appropriate departments to create a uniform policy on the smudging at the university;
- Overall review of services and programming offered by First Nations House and propose any changes (enhancement and deletions) that will maximize the efficiency of the supports provided to students and the university;
- Review current mandate; creation of vision statement;
- Establish a partnership with Moose Factory First Nations that will benefit the students, university and community, creation of outreach initiatives;
- Develop new and existing university outreach programs for Aboriginal community (i.e. Elementary Initiative, Summer Mentorship Program). Need to reevaluate current participation in initiatives.

## HEALTH SERVICE

### Mission Statement

The Health Service is committed to improving the health and well-being of University of Toronto students through the provision of high-quality health care, education, counselling and outreach, thereby supporting students in achieving their academic as well as personal goals. As a member of Student Services, Health Service collaborates with partners on campus and in the community in support of the Student Services mission as well as the overall mission of the university.

### Accessibility

The Health Service is open on Tuesday and Wednesday from 9:00 a.m. - 7:00 p.m.; on Monday, Thursday and Friday from 9:00 a.m. – 5:00 p.m and on Saturday during the school year from 10:00 AM to 2:00 PM. 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 located beside the clinic entrance in our old meeting room, which provides a visible and accessible space. All areas are wheel chair accessible and there are 2 elevators that provide access.

### Ongoing Services

- Medical clinic – including physician, nursing, and dietician services, minor surgical procedures, , laboratory technologists for testing procedures in conjunction with Canadian Medical Laboratories
- Travel clinic – World Health Organization approved Yellow Fever Centre with specially trained nurse and physician staff
- Colposcopy clinic- staffed by Gynecologist to investigate pre-cancerous lesions for young women
- Health promotion programs with health promotion nurse and community health co-ordinator including Leave the Pack Behind an anti- smoking program and CFRT, a program to provide first aid on campus

### Review of our experience in 2007-2008:

Please see our annual report.

### Initiatives 2008-2009

1. National College Health Assessment data: As planned, we have used this data in a variety of health promotion initiatives including a pamphlet for students on our 10 top health problems that have negative impacts on their academics and our suggestions on ways to deal with the issues. The Canadian data set was also used in a joint presentation at CACUSS in June 2007 and to OCHA in November 2007 to raise awareness of health issues in university students. We would like to redo this survey in Spring 2008 or 2009 in order to keep up with any changes.
2. Electronic Medical Record: We have really increased participation by students in Web access for making appointments and checking normal lab work. There has been considerable

**HEALTH SERVICE**

positive feedback from our patients and it has taken some of the pressure off our phone receptionists.

3. Reorganization and updating of the physical structure: Being computer based changes the processes within the clinic. We did introduce new computer desks into two physicians' offices but other physicians told us they preferred to stay with the old set-up so we have not left the others the same. New exam tables were added to replace the last of our old ones that were not functioning well.
4. Increasing our customer satisfaction: Some improvement in processes has helped but we need to do more. We have made much better use of our suggestion box this year. It is placed in a more prominent location and emptied weekly. Suggestions are then discussed by the relevant parties. We plan to do a more structured feedback survey as we have in the past. That will be an initiative for 2008.
5. Space available for patient visits. Item 4 would be improved if we were able to offer more physician appointments. Currently our offices are full and efficiency has declined as now there is usually only one exam room available for each doctor. There are four nurses sharing a common treatment room. This lack of space also leads to staff being unhappy. More physical space within Koffler would be ideal. Another year has gone by without any improvement of our space.
6. Increasing office hours: Another strategy to deal with our high demand is to increase our hours of service. We have added Saturday hours and try to increase physician participation. Our challenges in this area have been difficult to overcome. Physicians don't like "unsociable hours" and have to be paid more for them. Even with paying more, we have been unable to recruit more physicians willing to work evening and Saturday hours and in fact have lost some staff. These hours are also less financially efficient with expensive overhead.
7. Public Health Collaboration: Immunizations are the issue here. We have more collaboration as mentioned but Public Health is not willing to provide flu vaccine clinics on campus. We will continue the dialogue but will continue to organize Flu Vaccine Clinics at the Health Service. The situation remained the same in fall 2007 but we managed to be more efficient by using our EMR to advantage.

**Challenges****1. Space:**

This remains our greatest challenge. We have added more doctors, nurses, and support staff to try to meet the increased demand for services and generate more income to cover overhead. In spite of losing our meeting room for office space, we are in a space crunch. Patient confidentiality, which we have been told by our users is very important to them, is compromised as staff often cannot find a free office for confidential conversations.

This continues to be our major challenge. We have investigated various strategies this year but have not come up with a good plan. We will continue efforts.



## HEALTH SERVICE

### 2. Budgetary:

The agreement with the Steelworkers' Union requires 3% increases over 3 years for our university support staff. Fortunately, this year we did receive a 2.5% increase in OHIP revenues but that is unusual and considered a catch-up for Family Practice as the rest of physicians received the usual 2%. There is obviously a gap here that will increase over the new 3 year term. UHIP has cut back its fee schedule this year.

We have not had an increase in the student fee for many years. Increased numbers of students does increase this income but also provides more demand for existing services in the same space. We have had major expenditures and are looking at more in the future. This is an ongoing issue and will likely require an increase in the student fee.

### 3. Physician Staffing:

This is becoming a greater challenge for us. Our physicians are paid significantly less than the going rate in the community and there is a physician shortage so we are having more problems finding good staff. The EMR means that new physicians must be trained which takes considerable time. Recently we have had a number of young new physicians who start work and then move on to more lucrative situations.

### 4. Enrollment and increased demand:

Increased enrollment provides increased revenues from the Health Service fee but the increased demand should then be accommodated. In spite of expanding our staff and over crowding our facility, we are still not meeting demand. The Health Service has been consistently unable to meet daily demand for services. Drop-in patients are consistently referred to other community resources that are already too busy. This situation continues and has worsened with physician shortages.

### 5. External and Political Change issues:

Primary Care Reform is now a reality and our model of Health Care delivery does not fit into any of the proposed models. If we could access the increased revenues available for these models, our budgetary problems would be lessened. Considerable work has been done with the Ontario College Health Association and the Ontario Medical Association to find a solution to this problem but so far a good solution has not been found. Physician shortages are making this issue more of a problem and several of our long term staff have dropped their Health Service shifts in order to work in their offices where remuneration is so much better. We then must recruit and train new staff. Presentations have been made to both the Ministry of Health & Long Term Care (January 2007) and the Ontario Medical Association most recently January 2008. The Counsel of Universities has also intervened with a letter to the MOHLC. We hope to have feedback soon but the situation may not change.



**INTERNATIONAL STUDENT CENTRE****Review of Effectiveness of Mission & Outline of Services, Programs and Facilities**

The International Student Centre's (ISC) mission is to promote and support international education as well as intercultural interaction and communication. The ISC facilitates students' academic and personal development by providing accessible, appropriate and culturally-sensitive services to international students to adapt to Canada and to their new academic environment. It responds to the needs of any student, Canadian or international, who is challenged by issues of cultural difference. The ISC also provides information and advice to students interested in work/study/travel abroad. The Centre also offers a welcoming and comfortable facility where all students, individually or in groups, can meet and participate in activities, especially of an international or multicultural nature. ISC Staff serve as consultants to the University community on issues relating to international education and cultural diversity.

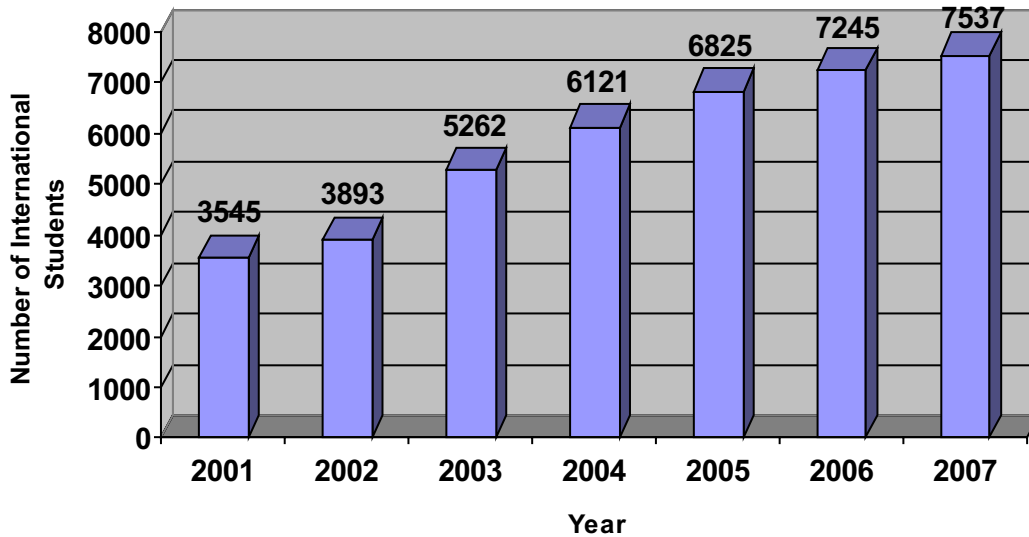
As of the December 7th 2007, preliminary figures show that there are 7,537 international students from over 150 countries enrolled at U of T, compared to 7,245 students in 2006-07 year; an overall 4% increase from the previous year. Among all international students at the University, 24% (1,811) of them are pursuing graduate studies and 76% (5,726) are in undergraduate programs. Although the number of international graduate students has experienced a small 1.8% decrease from the previous year, the international undergraduate student population has continued an upward trend showing a 6% increase this year. Below is a list of the 10 countries and regions with the most international students. (Last year's numbers are in brackets.)

**Overall Top 10 Countries and Regions**

1. China – 1,714 (1,551)
2. United States of America – 811 (820)
3. Korea (South) – 788 (763)
4. India – 428 (384)
5. Hong Kong – 314 (280)
6. Pakistan – 275 (263)
7. Japan – 178 (195)
8. United Kingdom – 170 (180)
9. Taiwan – 151 (147)
10. Iran- 125 (122)

**INTERNATIONAL STUDENT CENTRE**

**Total Number of International Students from 2001-2007**



**Highlights 2007/2008**

- Although the division reorganization added a level of uncertainty, it provided an opportunity for ISC to conduct a self assessment of its mission, function and service delivery. Through the exercise, ISC has maintained its focus on building partnerships to improve its services and programs for international students. It is an ongoing challenge to implement the recommendation in the Re-organization Working Group Final Report to reallocate resources from its Work/Study abroad programs to focus on serving international students.
- As a result of the increase of international student enrollment and the new off-campus Work Permit program, needs for tax assistance, information for post graduation employment and immigrating to Canada have increased significantly. ISC was able to streamline resources doubling the number of group sessions and workshops to alleviate the pressure of a high volume of drop-in traffic.
- ISC offered 128 events in the past year (a 39% increase from the year before). Several new programs/services were introduced at ISC for the first time. They included the “I-Connect” Student Mentorship Program, “Famous Torontonians” a new English conversation course and the “Learn to play hockey with ISC”.
- After two unexpected staff changes during the peak period, ISC hired and retained one full time contact staff and two assistants at the UHIP Office. The UHIP Office staff has quickly improved their knowledge level and now provides a high standard of services, effectively dealing with some of the difficult situations.
- On Sunday November 18<sup>th</sup>, 2007, the year long ISC 40<sup>th</sup> anniversary celebration came to an end. Throughout the past year, there had been many special events organized to commemorate the 40-

## INTERNATIONAL STUDENT CENTRE

year ISC history at the Cumberland house. It not only marked a significant milestone for ISC but also for the international education at the University of Toronto.

### Initiatives for 2008-2009

- To re-examine the recommendation for ISC in the Re-organization Working Group Final Report and determine if ISC should reduce Work/Study Abroad services for domestic students and re-focus its limited resources on providing services to international students.
- To present the case for increasing resources to ISC. As the international student population continues to increase, a gap is emerging between the University's effort in recruiting international students and its resources to provide sufficient support after students arrive. Although a new position was added to the ISC in May 2006, it cannot adequately meet the increased demand for services.
- To invite officials from the Citizenship and Immigration Canada (CIC) on campus to offer new "Immigrating to Canada" sessions to international students who are interested in immigrating to Canada. As CIC has been implementing more facilitative policies and procedures to attract international students to remain in Canada permanently, ISC need to respond to a large number of student inquires.
- To review and improve current practices in helping international students in crisis affected by major world events such as natural disaster, wars and terrorist attacks. For example, ISC staff are watching the current events in Pakistan and Kenya carefully and preparing strategies in case our students from these countries are affected and need assistance.

## MULTI-FAITH CENTRE

### Mission

The mission of the Multi-Faith Centre is to support the spiritual well-being of students, staff, and faculty and to increase our understanding of and respect for religious beliefs and practices. It does so by providing opportunities for members of the University to reflect, worship, contemplate, teach and learn, read and study, celebrate, mourn, engage in dialogue and interact on a daily basis.

### Goals

1. To provide facilities and related services to support the religious and spiritual practices of faith communities represented at the University of Toronto.
2. To nurture spiritual development through the provision of counseling and guidance, resources, and an environment that values spirituality.
3. To further our understanding of the role faith and religion play in a number of academic disciplines.
4. To celebrate the diversity of the University of Toronto community and to benefit from the richness of our differences; and
5. To contribute to an end to religious conflict worldwide by providing opportunities for members of different faiths to interact, learn from and respect each other.

### 2007-2008 Review

In its first 6 months of operations the Multi-Faith Centre is hosting 80 events a month ranging from daily worship services and student gatherings to academic panels on interfaith dialogue and symposiums examining scriptural texts. This represents a constituency of 70 plus faith based organizations on campus and a variety of faculties and departments serving over 7,000 students. The Centre can no longer accommodate all the requests from student faith based clubs for evening meetings.

The Centre benefits from strong collaborative relationships with student groups, equity offices, the Campus Chaplains Association, and many faculties and colleges. In 2007-2008 the Centre has benefited from the assistance of two interns with the Religion in the Public Sphere program and two work study students.

## **2008-2009 Programming**

The exciting challenge for 2008-2009 will be the development of multi-faith programming to bring together student faith based organizations and faculties in a variety of religiously diverse co-curricular programs as well as the development of a student led Multi-Faith Advisory Council. The provision of dedicated administrative staffing in 2008-2009 will have an exponential effect on the quality of programming and student experience.

A number of multi-faith student forums including representatives from various faculties, colleges, and the Campus Chaplains Association have identified the following multi-pronged programmatic priorities:

1. Basic multi-faith awareness raising and opportunities for interfaith dialogue including:
  - tour(s) of neighbouring mosques, churches, temples, and synagogues;
  - small, informal multi-faith discussion groups drawn from a variety of traditions;
  - introductory noon hour presentations on a particular faith tradition.
2. Academic forums focusing on current affairs through multi-faith lens/perspectives.
3. Exploration of the arts from a multi-faith perspective.
4. Development of a multi-faith resource centre appropriate for individual and small group study.
5. The opening of a café on the 1st floor serving religious and cultural appropriate foods.

**PSYCHIATRIC SERVICE****Effectiveness of Mission, Outline of Programmes, and Services in 2007-2008**

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 2,250 students seen. As well, most of the students (83%), on our quality assurance survey, indicated that they were “somewhat” to “extremely” satisfied and who would come back (95%) or refer a friend (95%) to the Service.

**Consultation and Assessment**

The Psychiatric Service provides students with an opportunity to obtain a consultation as to the nature of their problems and the treatment options available. Also, colleagues from other Student Services and the University community are provided with recommendations regarding working with students with emotional and/or psychological difficulties.

**Treatment**

In order to address the wide range of presenting problems, 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 2,250 students seen (and who generated 11,660 visits), 234 received service from the Cognitive-Behavioural Therapy Programme. The Group Programme offered an interpersonal and a bulimia group.

**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, the Office of the Campus Safety Coordinator, the Campus Crisis Coordinator by providing consultations and management support. Consultations are also made readily available to individual academic and administrative staff, as well as departments regarding ways of helping students with emotional difficulties.

**Outreach**

The Service provides, via the Community Health Coordinator and the Service clinicians, a number of educational talks and workshops at the various Colleges and Residences on topics dealing with eating disorders, depression, sleep disorders and accessing mental health care in Ontario. The Service web site provides information on a wide range of topics and services available at the university and the community outside. The Service also participates in the First Year Initiative (FYI) and Graduate Student Initiative (GSI) programmes.

**Professional Training**

The Psychiatric Service offers training in the form of electives to Residents in the Department of Psychiatry and placements for PhD level candidates from Counselling Psychology Program at the Ontario Institute for Studies in Education. The postgraduates can participate in case conferences and seminars and receive supervision from experienced clinicians. During the current year, several Residents from the Department of Psychiatry are receiving training in CBT.

**Review of 2007-2008 Initiatives to Date**

1. Further trials were carried out with the ‘digital pen’ and, alternative methods of data entry were explored and discussed as part of our plan to develop paperless charting.
2. A survey of community clinicians who accept referrals from the Service was conducted, indicating a

## PSYCHIATRIC SERVICE

good level of communication and connection between the referred students and the clinicians. Also, the number of clinicians available to receive referrals was increased.

3. The number of presentations and workshops addressing mental health topics presented by the mental health branch of Student Health Outreach Programme was increased from the year before.
4. The data from the International Students' mental health survey was analysed and the results summarized and presented.
5. The Self-Assessment report for the review of Student Services and Student Affairs was completed and the recommendations of the Task Force on Restructuring Working Groups' reports were reviewed and discussed.

### Initiatives for 2008-2009

1. In response to the Task Force on Restructuring Working Group's recommendations the Psychiatric Service (PS) will undertake the following:
  - i. Create opportunities for the staff from Counselling and Learning Skills Service (CALSS), Accessibility Services (AS), Health Service (HS) and PS to continue to learn about each other's roles and functions.
  - ii. Continue to engage in a dialogue with CALSS, AS and HS regarding the development of a more accessible and effective delivery of services to students, by considering the full spectrum of possible collaborative activities, ranging from a central information service, through the development of clearly articulated and detailed descriptions of services provided, to a co-ordinated intake.
  - iii. Develop with the Community Health Co-ordinator (CHC) educational materials and workshops for faculty and university staff, addressing mental health issues and providing more specific information about the PS and the various treatments which it offered.
2. Explore with CALSS, AS and HS the potential for employing a common data base: currently each of the four Services uses a different software for registration and billing (in the case of PS and HS). A common data base would greatly facilitate the sharing of information, leading to improved accessibility and delivery of care.
3. Continue our efforts to cultivate community resources: with the constantly rising demands on our services, it is very important to increase our collaboration with the mental health providers outside the university.
4. PS provides treatment through its clinical interventions, and education regarding mental health through the work of the CHC, the Service web site and brochures. Although the Service already employs some measures of its effectiveness, further Student Learning Outcome measures will be developed to reflect the full scope of our impact on the quality of the students' life and the role we play in sustaining the students in the university environment, enabling them to function at their potential.

## STUDENT HOUSING

### Mission

The Student Housing Service supports students of the University of Toronto in addressing their housing concerns and needs by providing excellent access to off-campus accommodation, student family housing, and by providing information and a coordinated approach for the provision of on-campus housing. The Service is responsible for ensuring that on and off-campus student housing information is accurate, complete and effectively delivered to students in a timely fashion. Housing information is essential for applicants when they are considering an offer of admission and while attending the University.

### Hours of Operation

Monday – Friday, 8:45 am to 5 pm (September to June), and 8:45 am to 4:30 pm (July and August).  
Extended hours Tuesday until 7pm (all year) and Saturdays from 10 am to 3 pm (July and August).

### 2007-8 Highlights:

#### General

- The Service continued to experience an inordinate number of sick leaves in two of its three areas, but has filled the key positions of Director and Managers of Residence Communications and Off-Campus Housing.
- All staff received training on information and referral strategies by FindHelp Information Services, to increase staff ability to respond effectively to students who contact our office for assistance.
- The Service conducted another successful Annual Toy & Baby Food Drive in November and December 2007, collecting over 500 toys and 10 boxes of baby food and diapers to benefit U of T students registered at the U of T Food and Clothing Bank, and their children.

#### Off-Campus Housing

- In the development stage of a new web-based registry, to be completed by May 2008, which will result in a significant improvement in service and efficiency. Landlords will be able to place ads online 24/7, and ads will include greater detail including photos and improved search functions, as requested by students.
- Five new computers were purchased for in-person searches for off-campus housing, in anticipation of our move to an entirely electronic ad registry. Student users can also use the computers to obtain information on single student residence, student family housing, and to access University of Toronto web sites.
- Although much of the market remains costly for a student's budget, rental rates remained stable in 2007. The annual increase in 2008 will be 1.4%, the lowest guideline in the history of rent regulation in Ontario.
- Rental housing vacancy rates declined in 2007. The vacancy rate in the city centre declined from 2.4% in 2006 to 1.8% in 2007 (Canadian Mortgage and Housing Corporation GTA Rental Market Report, 2007). This may have impacted the amount of available housing in our registry, which displayed 1,966 ads from May – Nov 2007, a decrease from 2,348 taken during the same period in 2006. Ad revenue (from non-student landlords) during this period was \$49,104, down from \$66,413 in 2006.
- The Service has maintained contracts to provide off-campus listings to the School of Continuing Studies and George Brown College.
- The department will conduct twenty-five workshops in 2007-8 related to off-campus housing (in partnership with FYI, GSI, the International Student Centre, CMHC, and Federation of Metro Tenants Associations), including six sessions on Ontario's new rental housing legislation that came into effect in January 2007, and ten workshops at U of T's residences (including Student Family Housing and UTSC), to assist students planning to move out of residence.



**STUDENT HOUSING****Residence Communications/Brokerage**

- The Service continues to assist the University in meeting its residence demand from first-year students, and ensure all first-year students given the guarantee of residence receive a residence placement.
- In 2007, 2793 first-year professional faculty students were eligible for the guarantee, a slight increase from 2006. Of these, 842 (30%) submitted a Residence Preference Form to the Student Housing Service, requesting a placement in residence. Of these, 83% received an offer from one of their top-three choices (down from 90% in 2007). This decrease was a result of an increase in the number of students guaranteed residence, while the number of spaces in the most popular residences remained the same.
- In Fall 2007, the department streamlined the residence application process for Engineering students, and gained buy-in from the residences to provide early residence offers to the top 150 Engineering applicants, to assist the Faculty with its recruitment goals.

**Emergency Housing Cases**

- The Service continues to provide appropriate short-term housing, information, support, and referrals to students facing a housing crisis.
- The Service responded to 19 cases from May – Nov 2007. Of these, 70% were female, 76% were single students, and 76% were undergraduate. Most were referrals from a registrar, the Community Safety Office, or another Student Service, while five students approached the department on their own.
- Financial difficulty and negative climate/cultural conflict/emotional abuse in the parental home were cited most often as the reason for the emergency housing need. Other reasons include: eviction, conflict with roommate/landlord, house fire/other disaster, relationship break-up, safety issues in current housing (e.g. nearby criminal activity), and unable to find housing by move-out date.

**Student Family Housing (Admissions and Community Development)**

- An integrated applicant and tenant management system (StarRez) will be implemented in Spring 2008, in conjunction with the Management office, to improve our system capabilities and better serve students.
- Between May – Nov 2007, 500 applications were received (down from a high of 1,300 in 2001-2).
- There are 264 applications currently active on the waiting list. The current average waiting period for a unit is 9-16 months (depending on the size of the unit, the time of year and the amount of notice required). For applicants able to move with less than two month's notice, the waiting period can be considerably shorter.
- The tenant population has a higher proportion of graduate students than ever before (approx. 77%, up from what has generally been 60-65% in the past). Currently, there are 516 graduate student tenants, 144 undergraduate student tenants, and eight TYP student tenants. It is expected that these proportions will change as applications are now accepted from postdoctoral fellows and postgraduates (previously not eligible, the eligibility criteria has expanded to include this group due to the increased difficulty of filling vacancies in the building from the graduate and undergraduate students on our waiting list).
- International students continue to represent a significant part of the population. Currently, 168 (25%) are on student visas and 245 (37%) are Canadian residents but originally came from countries outside of Canada.
- A very active community development program continues in place, with a year-round Drop-in Centre, FreeStore, athletic, cultural and social programs, and field trips. Between May – Nov, 2007, the various programs had 1577 participants; the Drop-in Centre had 4,822 visits and the FreeStore 2993 visits.

## STUDENT HOUSING

### Initiatives for 2008-9

#### General

- Staff will attend the May 2008 OACUHO conference, the June 2008 CACUSS conference, and the October 2008 ACUHO-I apartments conference.
- The department will investigate the feasibility of hiring a part-time business officer to amalgamate current duties spread out amongst several staff.

#### Off-Campus Housing

- Promote new online registry with goal of increasing number of ads by 10% from previous year.
- Develop e-newsletter to communicate regularly with landlords.
- Develop a housing-search tutorial to be offered to students on a one-on-one basis and an online format.
- Review services and materials for international students and LGBTQ students, and expand existing resources to assist students new to Toronto.

#### Residence Communications

- Undertake role of brokering residence space and coordinating residence offers for the expanding population of international student exchange students, in collaboration with residences and the ISXO.
- Conduct information sessions on the residence application process and student housing options, for registrars, admissions and recruitment officers, student advisors, and other staff.

#### Student Family Housing

- Expand admissions and community development activities to include the Huron/Sussex houses, which will be converted in 2008-9 to Student Family Housing, as an alternative to Charles St high-rise living.
- Develop a protocol to assist the Unit Inspector in identifying illegal occupants.
- Maintain a strong marketing and promotions program to raise awareness of Student Family Housing and current vacancies, across campus and to newly admitted students.

## STUDENT LIFE PROGRAMS

Student Life Programs is a relatively new unit emerging out of the work of the former Office of Student Affairs over the past several years. Located in 21 Sussex Ave, staff at Student Life Programs work to provide all students at the University of Toronto with opportunities to learn through experience, participate in the campus and wider community and to develop the skills and capacities to contribute positively to society. We do so by:

- connecting students to opportunities;
- supporting, strengthening and guiding campus organizations;
- developing leadership skills among students; and
- building the capacity of the University to provide a transformative student experience.

### Achievements in 2007-2008

In addition to continuing to implement changes resulting from the restructuring of Student Affairs and Student Services, Student Life Programs introduced several new initiatives in 2007-08:

- Our campus organization services unit has grown in size and has provided recognition to 388 campus groups this year, in addition to administering the Sussex Club House and its Campus Group Resource Centre, and providing policy support to the Office of the Vice-Provost, Students.
- In cooperation with the Office of the Vice-Provost, Students, we are working to overhaul the campus organization database and recognition system and implement a new version of ULife, the University's new catalogue of co-curricular opportunities.
- For the second year, we provided alternative orientation programming both as a supplement to traditional orientation programs and for students who, for a variety of reasons, are unable to participate in their college or faculty orientation program. This year's Welcome Week program included academic skills workshops, an overview of the University, an orientation to the arts and cultural opportunities at U of T and gatherings for mature students and first generation students.
- In collaboration with student life staff in several divisions, our leadership development team introduced a new conference for leaders of campus groups (clubs). The Toolkit Conference took place in September and provided training in volunteer coordination, event planning, sponsorship and more.
- In collaboration with the School of Graduate Studies, the Peer Review magazine and several other departments on campus, we are publishing Grad Nav, a guide to graduate student community at the St. George Campus. This four-page supplement to the Intuit guide to student life highlights all things grad-focussed including professional development, social and involvement opportunities and will be published in February 2008.

### Programs

#### New U

Our annual student leadership conference for the elected students at each college and faculty, and central student governments takes place in June each year and this year will be hosted at UTSC.

## STUDENT LIFE PROGRAMS

### **Orientation**

The Orientation Support Program provides grants to student organizations who participate in training, meet minimum standards and attend regular meetings coordinated by our office. Welcome Week is a series of events offered to provide an alternative to students who, for whatever reason, choose not to attend traditional orientation week events.

### **Promotions & Special Events**

Student Life Programs will soon begin working directly with staff responsible for marketing and promotions in the former division of Student Services.

### **Grad Escapes**

Our popular social and cultural program for graduate students operates in partnership with the Graduate Students' Union on a modest budget.

### **Leadership Development**

This budget funds all workshops and training delivered either centrally or in partnership with divisions, with the exception of the New U which has a separate budget. We work in partnership with St. Stephen's Community House Conflict Resolution Service for our group works series and several other programs.

### **Passport**

This program will undergo a review and dramatic changes in 2008-09. Changes will be implemented within the current budget. A decrease of \$1,500 reflects current spending.

### **Club House**

The term Sussex Club House is applied to the top three floors of 21 Sussex occupied primarily by student groups (there are two SLP staff on Floor 5).

### **Residence Life**

Our Residence Life training program is cost-shared with the divisions.

### **Communications**

The office publishes Intuit, Grad Nav (new in 2007-08), and is involved in the development of Student Rights and Responsibilities booklets, as well as web projects the reach beyond Student Life Programs.

**STUDENT LIFE PROGRAMS AND SERVICES OPERATING PLANS 2008 - 2009**

**Student Life Programs Services - Operating Plans (2008-09)**

**Schedule 1: Student Life Programs & Services - Fees**

Unit	Net Direct Expenditure	Building Occupancy Costs	Net Direct and Indirect Expenditure	Attribution (To)/From Operating (non-student use)	Attribution (To)/From UTSC	Attribution (To)/From UTM	Student Life Programs & Services Net Cost for Fee Purposes	Percent of Total Cost	Portion of Fee
<b>Office of the Assistant Vice-President</b>	1,288,209	38,454	1,326,663	-	-	-	1,326,663	13.38%	\$13.77
<b>Career Centre</b>	2,404,261	105,619	2,509,880	-	(153,605)	(154,317)	2,201,959	22.21%	\$22.85
<b>Counselling &amp; Learning Skills Service</b>	987,111	22,527	1,009,638	-	(10,096)	(9,065)	990,477	9.99%	\$10.28
<b>First Nations' House</b>	444,310	24,176	468,486	-	-	-	468,486	4.72%	\$4.86
<b>Housing Service</b>	215,101	21,772	236,873	-	(2,607)	-	234,266	2.36%	\$2.43
<b>International Student Centre</b>	746,176	89,073	835,249	-	(21,716)	(53,610)	759,922	7.66%	\$7.89
<b>Health Service</b>	815,417	56,792	872,209	-	(270)	(216)	871,723	8.79%	\$9.05
<b>Psychiatric Service</b>	871,556	27,264	898,820	-	(382)	(234)	898,204	9.06%	\$9.32
<b>Student Life Programs</b>	750,977	-	750,977	-	-	-	750,977	7.57%	\$7.79
<b>Multi-Faith Programs</b>	197,054	72,390	269,444	-	-	-	269,444	2.72%	\$2.80
<b>Funding to Other Services</b>									
Child Care	140,000	134,031	274,031	(87,473)	-	-	186,558	1.88%	\$1.94
Family Care	157,251	-	157,251	-	(1,006)	(201)	156,044	1.57%	\$1.62
LGBTQ Resources & Programs	81,201	-	81,201	-	-	-	81,201	0.82%	\$0.84
Student Activity Space	-	767,745	767,745	-	(17,969)	(29,346)	720,430	7.27%	\$7.48
<b>Total</b>	<b>9,098,624</b>	<b>1,359,843</b>	<b>10,458,467</b>	<b>(87,473)</b>	<b>(207,652)</b>	<b>(246,989)</b>	<b>9,916,354</b>	<b>100.00%</b>	<b>\$102.91</b>

Enrolment	U of T	TST	Total
<b>Fall/Winter</b>			
Full-time	44,221	282	44,503
Part-time	6,194	648	6,842
<b>Summer</b>			
Full-time	2,958	0	2,958
Part-time	8,253	366	8,619

Proposed Fees	Full-time	Part-time
<b>Proposed Fees</b>	\$102.91	\$20.58
		+ 2.8%
<b>Proposed Fees for TST<sup>1</sup></b>		
Full-time	\$95.43	
Part-time	\$19.09	
<b>Fees in Previous Year</b>		
Full-time	\$100.09	
Part-time	\$20.02	

Cost for Fee Purposes	Fee Revenue	Variance
<b>Cost for Fee Purposes</b>	<b>\$9,916,354</b>	<b>\$0</b>
<b>Fee Revenue</b>	<b>\$9,916,354</b>	<b>\$0</b>
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

<sup>1</sup>Toronto School of Theology students are not charged for the cost of space occupied by student societies (Toronto School of Theology Memorandum of Agreement, Schedule C, section B.2).

# STUDENT LIFE PROGRAMS AND SERVICES OPERATING PLANS 2008 - 2009

## Student Life Programs Services - Operating Plans (2008-09)

Schedule 2: Budget – Gross Direct Expenditures and Income

	Fees	Divisional Revenue	Revenue				Total	Expenses			Total
			Attribution to UTM	Attribution to UTSC	University Operating Budget	Salaries and Benefits		Non-salary expenses	Occupancy costs		
<b>Office of the Assistant Vice-President</b>	1,326,663	70,115	-	-	-	<b>1,396,778</b>	1,206,615	\$151,709	38,454	<b>1,396,778</b>	
<b>Career Centre</b>	2,201,959	23,175	154,317	153,605	-	<b>2,533,056</b>	2,350,613	76,824	105,619	<b>2,533,056</b>	
<b>Counselling &amp; Learning Skills Service</b>	990,477	-	9,065	10,096	-	<b>1,009,638</b>	957,111	30,000	22,527	<b>1,009,638</b>	
<b>First Nations' House</b>	468,486	-	-	-	-	<b>468,486</b>	405,337	38,973	24,176	<b>468,486</b>	
<b>Housing Service</b>	234,266	355,414	-	2,607	-	<b>592,287</b>	501,965	68,550	21,772	<b>592,287</b>	
<b>International Student Centre</b>	759,922	176,119	53,610	21,716	-	<b>1,011,367</b>	807,244	115,050	89,073	<b>1,011,367</b>	
<b>Health Service</b>	871,723	1,283,541	216	270	-	<b>2,155,750</b>	1,175,698	923,260	56,792	<b>2,155,750</b>	
<b>Psychiatric Service</b>	898,204	1,016,000	234	382	-	<b>1,914,820</b>	975,306	912,250	27,264	<b>1,914,820</b>	
<b>Student Life Programs</b>	750,977	-	-	-	-	<b>750,977</b>	505,777	245,200	-	<b>750,977</b>	
<b>Multi-Faith Programs</b>	269,444	-	-	-	-	<b>269,444</b>	177,054	20,000	72,390	<b>269,444</b>	
<b>Funding to Other Services</b>											
LGBTQ Programs and Resources	81,201	-	-	-	-	<b>81,201</b>	-	81,201	-	<b>81,201</b>	
Child Care	186,558	-	-	-	87,473	<b>274,031</b>	-	140,000	134,031	<b>274,031</b>	
Family Care	156,044	-	201	1,006	-	<b>157,251</b>	144,699	12,552	-	<b>157,251</b>	
Student Activity Space	720,430	-	29,346	17,969	-	<b>767,745</b>	-	-	767,745	<b>767,745</b>	
						<b>\$13,382,831</b>				<b>\$13,382,831</b>	

# STUDENT LIFE PROGRAMS AND SERVICES OPERATING PLANS 2008 - 2009

## Student Life Programs Services - Operating Plans (2008-09)

### Schedule 3: Attributions

Services		St. George	UTSC	UTM		Total
<b>University-wide Services</b>						
FTE Students		48,212	10,846	11,000		70,058
Percentages		68.82%	15.48%	15.70%		100.00%
<b>Career Centre</b>						
St. George Campus Services	57.50%	57.50%	0.00%	0.00%		57.50%
University-wide Services	42.50%	29.25%	6.58%	6.67%		42.50%
Total	100.00%	86.75%	6.58%	6.67%		100.00%
<b>Counselling &amp; Learning Skills Service</b>						
		98.00%	1.00%	1.00%		100.00%
<b>First Nations' House</b>						
		100.00%	0.00%	0.00%		100.00%
<b>Housing Service</b>						
		99.00%	1.00%	0.00%		100.00%
<b>International Student Centre</b>						
		88.60%	2.60%	8.80%		100.00%
<b>Health Service</b>						
		98.88%	0.60%	0.52%		100.00%
<b>Psychiatric Service</b>						
		97.40%	1.40%	1.20%		100.00%
<b>Space Occupied by Student Organizations Located on the St. George Campus</b>						
	Occupancy Cost	St. George	UTSC	UTM	Non-Student Use	Total
<b>FTE Enrolment - Full-time Undergraduate</b>						
		33,632	10,282	10,166		54,080
Proportions		76.79%	–	23.21%		100.00%
Students' Administrative Council <sup>1</sup>	5.41%	4.15%	–	1.26%	–	5.41%
	\$41,530	\$31,890	–	\$9,640	–	\$41,530
<b>FTE Enrolment - Part-time Undergraduate</b>						
		1,755	454	476		2,685
Proportions		65.36%	16.90%	17.74%		100.00%
Association of Part-time Undergraduate Students	2.85%	1.86%	0.48%	0.50%	–	2.85%
	\$21,843	\$14,277	\$3,691	\$3,875	–	\$21,843
<b>FTE Enrolment - Graduate</b>						
		12,826	110	358		13,294
Proportions		96.48%	0.83%	2.69%		100.00%
Graduate Students' Union	9.48%	9.15%	0.08%	0.26%	–	9.48%
	\$72,783	\$70,221	\$602	\$1,960	–	\$72,783
<b>FTE Enrolment - Overall</b>						
		48,212	10,845	11,000		70,058
Proportions		100.00%	–	–		100.00%
St. George Campus Only Student Societies	70.76%	70.76%	–	–	–	70.76%
	\$543,244	\$543,244	–	–	–	\$543,244
		68.82%	15.48%	15.70%		100.00%
Other University-Wide Organizations	11.51%	7.92%	1.78%	1.81%	–	11.51%
	\$88,345	\$60,797	\$13,676	\$13,872	–	\$88,345
<b>Total</b>	<b>100.00%</b>	<b>93.84%</b>	<b>2.34%</b>	<b>3.82%</b>	<b>–</b>	<b>100.00%</b>
<b>Total</b>	<b>\$767,745</b>	<b>\$720,430</b>	<b>\$17,969</b>	<b>\$29,346</b>	<b>–</b>	<b>\$767,745</b>

<sup>1</sup> As a result of the realignment of representation and membership in the Scarborough Campus Students Union and the Students' Administrative Council in spring 2004, attributions are no longer made to UTSC for space occupied by the Students' Administrative Council.

Child Care Services	St. George	UTSC	UTM	Non-Student Use	Total
Early Learning Centre	39.20%	0.00%	0.00%	60.80%	100.00%
Campus Co-op	13.73%	0.00%	0.00%	86.27%	100.00%

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# STUDENT LIFE PROGRAMS AND SERVICES OPERATING PLANS 2008 - 2009

## Student Life Programs Services - Operating Plans (2008-09)

### Schedule 4: U of T Index and Consumer Price Index Calculations

University of Toronto Index	Student Life Programs & Services Fee	
Fee Per Session (previous year)		100.09
Salary Expenditure Base (previous year budget)		7,902,143
Average ATB Increase/Decrease for Staff Members OR Rate Stipulated in Long-Term Budget		4.00%
Average Benefit Cost Rate		22.50%
I. Indexed Salary and Benefits Expenditure Costs		10,067,330
II. Add an Estimate of Severance Costs (current year)	+	0
III. Subtract the Amount of Net Revenue from Other Sources (previous year)	-	3,502,137
IV. Add the Non-Salary Expenditure Base (previous year)	+	2,640,174
V. Add the Occupancy Costs (current year)	+	1,359,843
VI. Reduce the amount by the proportion of non-student use, where not covered by user fees (current year).	-	87,473
VII. Reduce the amount by the proportion attributed to UTM and UTSC OR fees expected to be paid by UTM and UTSC students (current year).	-	454,699
VIII. Divide the difference by the projected enrolment (current year), giving part-time student enrolment the established weight.	÷	48,212
<b>The Result is the Indexed Fee (old fee plus UTI increase)</b>		<b>\$103.95 3.9%</b>
<b>Consumer Price Index</b>		
Fee Per Session (previous year)		100.09
Consumer Price Index		2.00%
<b>Fee Augmented by Consumer Price Index (old fee plus CPI increase)</b>		<b>\$102.09 2.0%</b>

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