

# **STUDENT LIFE PROGRAMS & SERVICES, ST. GEORGE CAMPUS**

Annual Report and Operating Plan  
2009-10

For presentation to the University Affairs Board  
March 17, 2009



## CONTENTS

INTRODUCTION	1
ALLOCATION OF FEES:	6
HIGHLIGHTS FROM 2008/09	8
GOALS FOR 2009/10	12

---

### DEPARTMENTAL 2008-09 REPORTS:

THE CAREER CENTRE	14
COUNSELLING & LEARNING SKILLS SERVICE	16
FIRST NATIONS HOUSE	18
HEALTH SERVICE	20
INTERNATIONAL STUDENT CENTRE	22
MULTI-FAITH CENTRE FOR SPIRITUAL STUDY AND PRACTICE	24
OFFICE OF STUDENT LIFE (STUDENT LIFE PROGRAMS & COMMUNICATIONS)	26
PSYCHIATRIC SERVICE	29
STUDENT HOUSING SERVICE	31
EARLY LEARNING CENTRE	33
FAMILY CARE OFFICE	35
THE OFFICE OF LGBTQ RESOURCES & PROGRAMS	38

---

### 2009-10 PROPOSED BUDGET

Schedule 1: Allocation of Fees by Area

Schedule 2: Space Cost Allocation

Schedule 3: U of T Index and Consumer Price Index Calculations

## INTRODUCTION

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

## MISSION

---

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

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

We do so by providing:

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

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

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

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

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

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

## STRATEGIC DIRECTIONS

---

Student Life Programs & Services will work to **build the capacity** of the campus community to enhance the student experience by:

- Developing and implementing a dynamic and strategic multi-media **communication** strategy
- Mapping and building **collaborative relationships** with our partners in colleges, faculties, departments and campus organizations
- Providing **support to faculty** in assisting students in difficulty and in integrating experiential education with traditional pedagogy
- Providing **leadership** in the effort to enhance the co-curricular student experience
- **Measuring and sharing the results** of our progress through assessment of outcomes for all of our services and programs

## KEY PRIORITIES FOR 2008/09

---

- Strategic communication strategy
- Mapping and building collaborative relationships/learning partnerships
- Support to faculty to incorporate experiential education
- Leadership to enhance co-curricular experience
- Measure results of our progress

The Operating Plans contained in this document reflect our work in meeting these priorities. They are presented in a format which outlines the role of each area, the significant changes introduced or executed in 2008/9, the staffing complement, the manner in which we involved student input into the planning or delivery, the performance indicators and the learning outcomes of our work.

Without exception, our work is accomplished through partnerships and sustainable relationships. The University of Toronto is large and complex, but exists within the context of communities. Outreach, program delivery and services are most effective and successful when we partner with our academic colleagues, other administrative areas and our students to effectively reach these communities. These partnerships are the cornerstone of our success.

## WHO WE ARE:

---

### **The Division of Student Life includes:**

- Accessibility Services\*
- Career Centre
- Centre for Community Partnerships\*
- Counselling and Learning Skills Service
- First Nations House
- Hart House\*\*
- Health Services
- Housing Service
- International Student Centre
- Multi-faith Centre for Spiritual Study and Practice
- Psychiatric Services
- Student Crisis Response and Student Retention Services\*
- Student Life Programs & Communications (Office of Student Life)

\* is funded from sources other than ancillary fees; operating plans not included in this report

\*\* distinct budget and presentation to COSS

### **Other Departments/Services Contained in this Report**

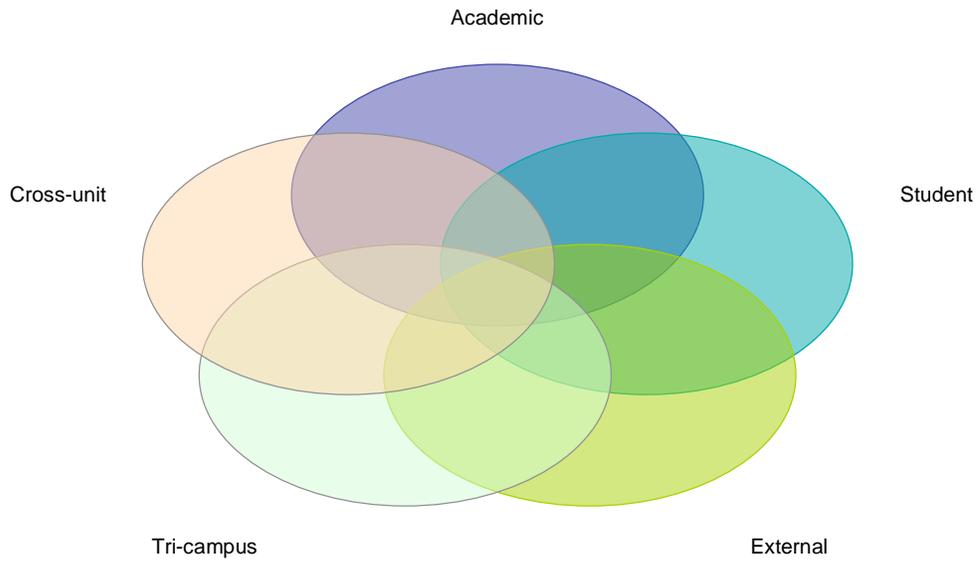
The following areas reporting to HR & Equity are presented to COSS for funding for the “student facing” portions of the services.

- Early Learning Centre
- Family Care
- LGBTQ Resources & Programs

## WHOM WE SERVE:

---

The simple answer is: students. However, an important strategic direction in Student Life is to **build capacity** to enhance the student experience. We best serve the needs of our students through partnerships. You will read about many examples of these partnerships in the department's operating plans.



While a simple measure of numbers cannot entirely capture our success, it remains one measurement of the outreach of Student Life.

Career Centre	32,000 students registered 33,000 students attended events, clinics, workshops, fairs
Counselling and Learning Skills Service	3,250 students attended 7,290 visits
First Nations House	2000 students attended events, personal, academic and financial advising sessions
Health Services	35,000 student visits 20,000 packs of birth control pills sold 20,000 free condoms distributed 266 student visits to travel clinic 780 students attended Health Promotions outreach
Housing Service	20,600 students viewed the off-campus registry; 7,400 housing ads listed 10,500 housing inquiries 1,300 students placed in residence
International Student Centre	6,000 international students registered 5,000 used UHIP services 1,800 attended events 600 visits/day
Multi-faith Centre for Spiritual Study and Practice	7,000 students from 70 faith communities 20 events/week on average
Psychiatric Services	2,150 students generated 10,744 visits
Office of Student Life/Student Life Programs & Communications	400 student clubs recognized 50 campus groups in shared offices 120 student leaders attended New U 1000 students attended Leadership Development workshops 800 Orientation leaders trained Over 750 participated in Grad Escapes 800 graduate students on GSI listserv 30 Orientation Coordinators received training and support 170 residence Dons/RAs trained

## LEARNING OUTCOMES

---

Numbers of students we serve directly are an input measure. We remain committed to measuring the quality of our work through the development of divisional learning outcomes which will be cascaded down to departmental learning outcomes.

The following outcome areas have been developed from research including: Perry's theory of intellectual development; Chickering's theory of psychosocial development; Bandura's theory of self-efficacy; and the Student Learning and Development Outcome Domains of the Council for the Advancement of Standards in Higher Education (CAS):

- Intellectual and Emotional Growth
- Collaborative Leadership
- Self-Efficacy
- Identity, Inclusivity and Equity
- Social Responsibility
- Balance and Purpose

As we develop the benchmarks for each learning outcome, we will develop indicators of our success. The individual Operating Plans in this document contain the performance indicators used this year.

## ALLOCATION OF FEES:

(for full details, see Schedules included in this document)

Chart 1 The Divisions 5 sources of revenue: The majority (62%) is from student fees. Other sources include: OHIP/UHIP (15%), the central University operating budget (9%), government grants (9%) and other sources (5%)

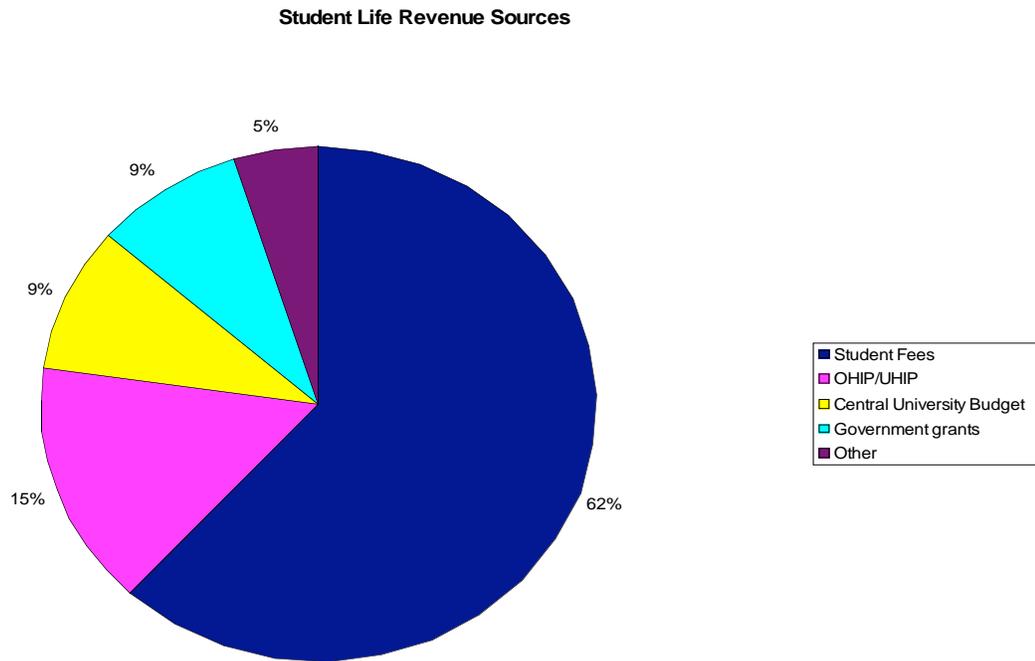


Chart 2 History of Student Life ancillary fees over the past 10 years.

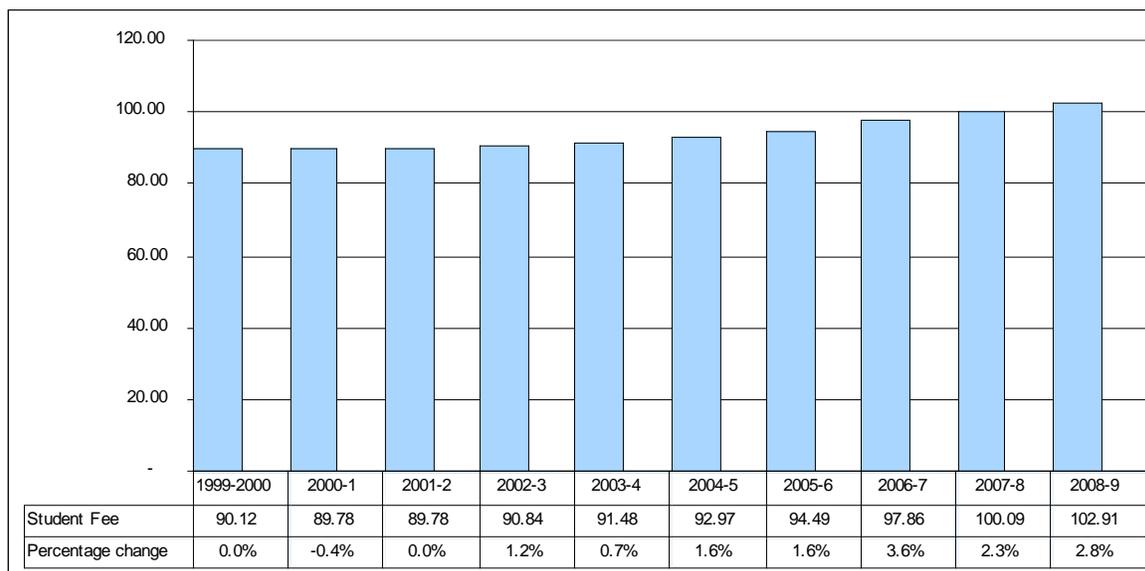


Chart 3 Actual increase in student fees against annual CPI adjustment and wage adjustment: This chart demonstrates that the Student Life Fee has not kept pace with inflation or increases in wages at U of T.

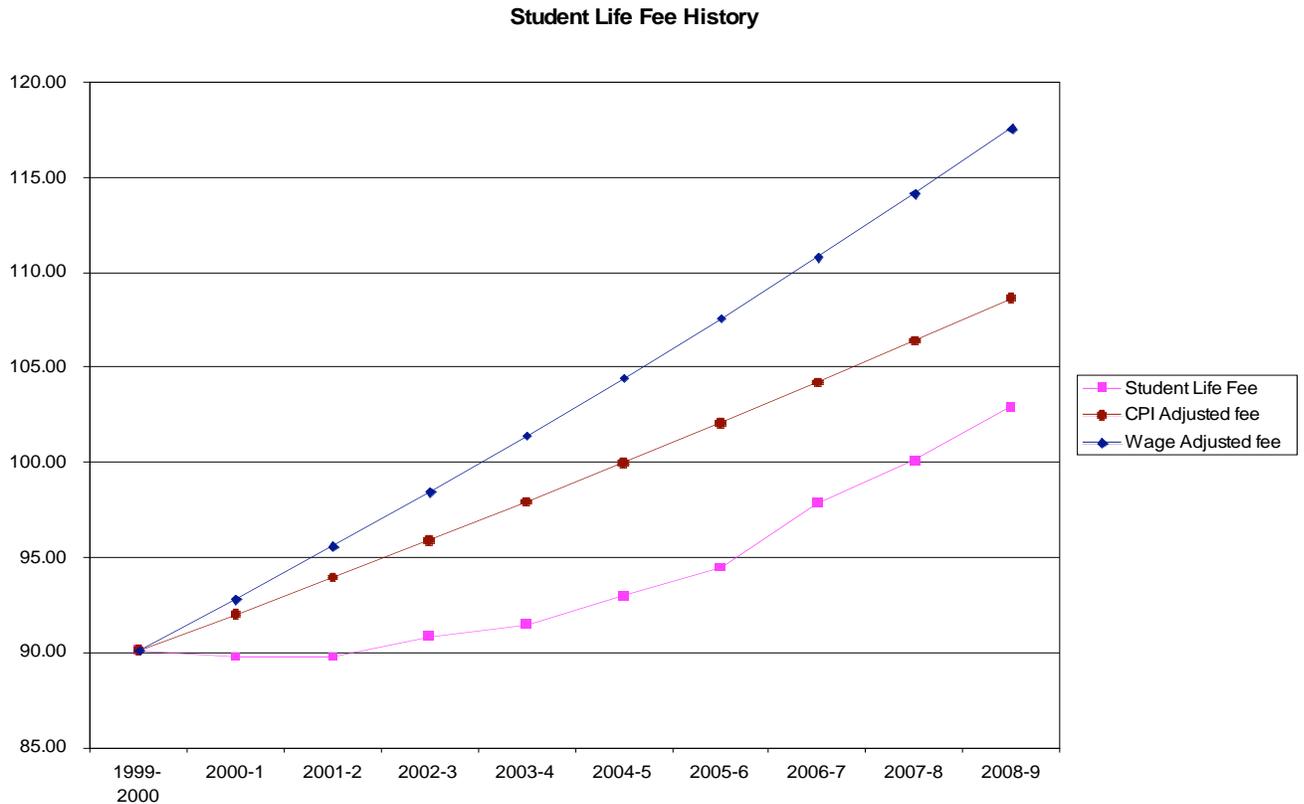
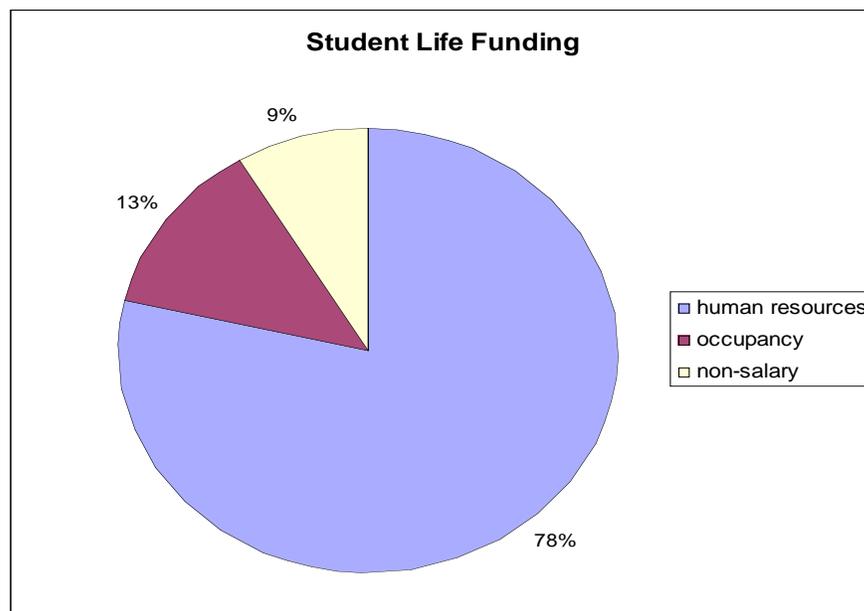


Chart 4 Distribution of Student Life ancillary fee revenue. The following chart shows that the majority of the expenses in the division are human resources/salary (78%), followed by occupancy costs (13%), and non-salary expenses (9%)



## HIGHLIGHTS FROM 2008/09

### PROGRAMS, SERVICES, EVENTS, SPACES, INNOVATION, PARTNERSHIPS

#### Ulife

A new group recognition system and database was implemented that allows groups to self-manage their information and access services such as group email accounts, listservs, portal space and web space. All campus organization websites were migrated to a new dedicated, secure server, along with the introduction of Wordpress MU (with online help) to enable group blogging and content management.



#### Joint Orientation Leader Training

Over 800 student orientation leaders attended a new program to provide them with training in safety and security, alcohol and risk management, sexual harassment issues and equity and inclusivity.

20,599 students logged on to new Housing Website and off-campus housing registry



### **GIRL TALK BRINGS SEX EDUCATION TO RESIDENCES**

Girl Talk and What's Love Got to Do With It are new outreach initiatives coming out of the U of T Health Service that focus on sexual health and healthy relationships. Girl Talk, is a proactive, mobile Q and A session where women put anonymous questions in a hat and Health Promotion nurse Kathryn Haworth answers them. "They ask about anything from orgasms to oral sex to menstrual cramps -- anything that is sexual health related," she said. "I really try to focus on the needs and interests of each group."

Haworth's fertility seminar became so popular, with graduate students asking policy questions, that she collaborated with the School of Graduate Studies and the Family Care Office to create a new panel, "Can I Have Both: Pursuing Academia While Becoming a Parent,?" ,to respond to students needs.



### **DAY TO DAY ACTIVITIES AT THE MULTI-FAITH CENTRE INCLUDE:**

- Prayer, worship and other spiritual practices
- Educational events: conferences, panel discussions, forums, and guest speakers
- On-site chaplaincy, including spiritual counselling and guidance
- Social events, including those involving food
- Quiet, solitary contemplation and reflection
- Research, reading, teaching and learning.

## Workshops and Courses

Workshops are one or two hours in length and can help you clarify your career questions, connect with other students who share the same concerns and build life long skills. These sessions address specific aspects of the process of looking for work or deciding on career options.

### Who this is for:

All undergraduate, graduate students and recent graduates

\*\* Attend 4 or more workshops and receive a Career Development certificate.

### Workshops:

- [You and Your Career Options](#)
- [Career Choice and Your Personality \(All students\)](#)
- [Career Choice and Your Personality \(Graduate students\)](#)
- [Finding Work!](#)
- [Non-Academic Work Search \(Graduate students\)](#)
- [Job Researching on the Internet](#)
- [Resume and Cover Letter](#)
- [CV and Cover Letter \(Graduate students\)](#)
- [The Academic Interview \(Graduate students\)](#)
- [Interview Techniques](#)
- [Medical School Interview](#)
- [Workplace Etiquette](#)
- [How to Find Summer Work](#)
- [How to Find Part-Time Work](#)

### Related Services

- [Library](#)
- [Career Counselling](#)
- [Events Sign Up](#)

### My Career Guides

#### NEED HELP ON THE JOB?

» Ask me for tips on:

- Business etiquette
- Rights in the workplace
- Success on the job



» [and much, much more!](#)



## FIRST NATIONS HOUSE LAUNCHES NEW MAGAZINE

The premier issue of FNH Magazine featured profiles of aboriginal faculty and alumni as well as features on Toronto's native history and indigenous education.

## Academic Success Centre

The Academic Success Centre is staffed by Learning Skills Counsellors who help students develop effective learning strategies and improve their written/oral communication skills on a drop-in basis. For hours of operation, call 416-978-7970 or [online](#).

### Learning Skills Workshops

*Pre-registration required.*

[Online Signup](#)

<b>Academic Adjustment &amp; Success for Int'l Students</b>	Thursday, January 29, 2009	1:00– 3:00
<b>After Google: Assessing Online Resources</b>	Thursday, February 05, 2009	10:00–12:00
<b>Exam Preparation</b>	Thursday, April 02, 2009	1:00– 3:00
<b>Learning Style, Personality &amp; Study Strategies</b>	Monday, February 09, 2009	2:00– 4:00
<b>Overcoming Exam Anxiety</b>	Monday, March 30, 2009	2:00– 3:30
<b>Stop Procrastinating!</b>	Thursday, February 26, 2009	1:00– 2:30
<b>Write Fright!</b>	Monday, March 23, 2009	10:00–12:00

### Specially for Graduate Students

<b>Time Management For Graduate Students</b>	Monday, February 02, 2009	2:00– 4:00
--	---------------------------	------------

## International Students Centre: SERVICES

[International Student Advising](#) [Cross Cultural Counselling](#) [University Health Insurance Plan](#)

[English Conversation Program](#) [Work & Study Abroad Office](#) [international Cultural Programs](#)

**Sitcom English:** This course uses clips from American situation comedies (TV 'sitcoms'), like Seinfeld or Friends, to learn about common idioms, casual speech patterns and everyday vocabulary. The sitcoms can generate discussion about North American cultural beliefs and practices. And they're fun to watch!!!

**CROSS CULTURAL COUNSELLING** ISC's Counselling Service provides individual students, groups, couples and families with professional counselling for emotional, interpersonal, and/or motivational difficulties that arise due to cross-cultural adjustment and intercultural conflicts. The counsellor has training and expertise in cross-cultural counselling and is experienced in counselling students from diverse cultural backgrounds.



### UPBEAT: NEW STUDENT BLOG LAUNCHES

#### **Bloggers encourage students: "Don't just sit there (studying)—do something!"**

Five U of T bloggers have taken on the mission to inspire other undergraduates to put down their textbooks now and then and explore the wider world of U of T's St. George Campus. The students' blog, called **UpbeaT**, has the slogan "challenge, engage, connect." Each story reflects at least one of these themes as the writers take on student life in all its meanings. Topics so far cover everything from ghosts to bargain furniture to crazy roommates.

The blog is a pilot project of the division of Student Life and will continue for the rest of the school year. "It's a fun way to engage students in university life," says Chris Garbutt, who manages the project. "It's more than just a good read. It can connect students with others who have shared experiences, and it's a call to action to get involved."

<http://blogs.studentlife.utoronto.ca/UpbeaT>

## **GOALS FOR 2009/10:**

Following the strategic directions established in 2008/09, our divisional priorities include the following:

### **STRATEGIC COMMUNICATION STRATEGY**

---

- The Student Life communications team will develop and deliver a comprehensive communication strategy for the division. This will include reorganizing all existing communications (collateral and web) streamlined to address the needs of students at specific stages of their academic progression. We will work with partners including Colleges, Faculties and Departments to deliver communications that are collaborative and coordinated.
- We will work with partners from UTSC and UTM to coordinate access to institution-wide communications. Working with Strategic Communications and all areas of the Office of the Vice Provost, Students, we will revise our website to provide a tri-campus gateway to enhance access and navigation while supporting local autonomy and ownership of the information.
- We will develop a communications strategy that addresses the needs of all stakeholder groups, including families of students and the broader U of T community, to facilitate access to information, services, programs, and opportunities, available across the University.
- We will continue to enhance ULife to facilitate ease of access for students to student clubs and groups.

### **MAPPING AND BUILDING COLLABORATIVE RELATIONSHIPS/LEARNING PARTNERSHIPS**

---

- Implementation of recommendations from the “Health” Programs and Services Cluster to establish an integrated health and wellness model that:
  - Supports the primary goal of academic success, physical development, emotional growth and well being;
  - Integrates and links mutually supported services;
  - Provides for meaningful and effective collaboration amongst staff in support of the “whole” student;
  - Promotes awareness, education, prevention, assessment, treatment and removal of barriers for students;
  - Provides general education to students in the areas of behaviors and environments that promote physical, psychological, social health.
- Implementing recommendations from the review of the Career Centre at St. George.
- Explore Service Level Agreements between St. George and UTM and UTSC.
- Full cycle of Student Advisory Group meetings to ensure student input on all Student Life programs and services.
- Fully participating with the School of Graduate Studies to expand services to graduate students and post-doctoral students.
- Continued implementation of the recommendations from the St. George Administrative Review of Student Housing.

### **SUPPORT TO FACULTY TO INCORPORATE EXPERIENTIAL EDUCATION**

---

- Strengthen the linkages between academic divisions and relevant units within Student Life.
- Assist in the development and delivery of courses taught using an academic service learning pedagogy and finding appropriate community partners.
- Explore opportunities to develop a leadership curriculum for students.

## **LEADERSHIP TO ENHANCE CO-CURRICULAR EXPERIENCE**

---

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

## **MEASURE RESULTS OF OUR PROGRESS**

---

- Develop learning outcomes at the departmental level.
- Develop benchmarks for learning outcomes.
- Establish priorities for enhancements based on feedback from the 2008 NSSE survey, as well as other relevant surveys.

## THE CAREER CENTRE

214 College Street  
416-978-8001; www.careers.utoronto.ca  
M/T: 9:45-6:00; W-F: 9:45 – 4:30

### SERVICES & PROGRAMS PROVIDED:

---

- Services provided to current graduate and undergraduate students and recent graduates up to 2 years following graduation
- **One-on-one services:** career counseling; career assessment; practice interviews, resume critiques, CV critiques; get experience
- **Career education workshops:** choosing a career; further education; work experience; jobs & employment; resumes, interviews & applications; life on the job
- **Employment services:** job listings (full-time, part-time, summer, volunteer); work study positions; internships; job fairs; employer information sessions
- **Programs:** Online career management e-learning program, Extern Job Shadowing Program, Get Experience Program; Recent Graduates Employment Program; tailored courses & workshops
- **Resources:** library catalogue and weblinks; alumni profiles; informational interview contacts; Career Cruising; Vault Online Career Library; Going Global; tipsheets, podcasts; Johnny Bunko blog; careers by degree
- Access to fax and internet

### SIGNIFICANT CHANGES IN 2008-09:

---

- **New:** Post doctoral fellows can now access all Centre workshops available to graduate students as well as up to 5 individual career consultations annually
- **Expanded:** Work is in progress to enhance website information on competencies, academic and non academic career options for Masters and PhDs (to be launched in 2009)
- **New:** Contributing workshops as part of the SGS Professional Skills Development Program for doctoral students
- **New:** Redeploy staff to Resume drop-in critique days (Sept; Jan) to address high demand periods
- **Expanded:** In addition to establishing learning outcomes for all workshops, created feedback forms in preparation for subsequent assessment/evaluation phase
- **New:** Offer forum for employers and associations to become more knowledgeable on what students/graduates with disabilities look for in an employer - Winter 2009
- **New:** Implementation of the recommendations from the Career Centre Review will allow the Career Centre to extend its capacity in achieving outcomes consistent with divisional priorities in areas of self-efficacy, purpose, leadership, intellectual/emotional development and equity.

### CURRENT STAFFING:

---

- 25.58 FTEs; 14 Work/Study student staff; and 5 casual staff

### STUDENT INVOLVEMENT IN PROGRAM & SERVICE PLANNING:

---

- **Career Centre Users Committee:** Comprised of UTSU, APUS, GSU, Engineering Society, Commerce Students Association representatives meet 4 times per year
- Focus groups organized as needed for input on: student website; graduate programming; naming of activities, etc.
- Work/Study students involved in all areas of Career Centre work

- “Ask the Career Expert” online submission; weekly online student polls; student feedback re learning outcomes requested in all workshops, programs and major events.
- Centre conducts annual employment status surveys of new graduates in June & recent graduates 6-10 months out – in February of each year.
- Joint annual partnership with AIESEC Toronto (student group) in organizing 2 days of Career Information Days

## **PERFORMANCE INDICATORS:**

---

### **Participation (based on 2007/8 annual report):**

- 31,908 students registered with Career Centre Online (18,396 from St. George campus)
- 4,950 resumes critiqued (St. G)
- 8,972 students attended Career Centre workshops and career counseling appointments (St. G)
- 2,151 recent graduates registered with the Recent Graduates Employment Service and 3,305 graduating students used the Graduating Students Employment Service (St. G)
- 5,587 organizations listed 64,037 positions for students and recent graduates
- 316 volunteer organizations listed 14,998 positions
- 1,290 Work Study positions posted with 1,741 students participating (Joint program with Admissions & Awards)
- 7,723 students attended career fairs involving 297 organizations
- 325 students participated in the Extern Job Shadowing Program; 757 students participated in the Get Experience Program

### **Learning outcomes: (Impact of participation in programs not yet fully assessed)**

After participation in Career Centre **skills awareness and career exploration** programs and services, students will be able to:

- Identify their skills, values, interests and personal attributes and industries/career areas consistent with these.
- Identify careers that are right for them and develop a personal career plan
- Identify ways to gain required skills, experience & education and conduct themselves professionally in career exploration programs and at career fairs

After participation in Career Centre **‘looking for work’** activities, students will be able to:

- Articulate the strategies required for conducting an effective job search and know how to search for relevant work opportunities
- Develop an effective, tailored resume/CV, cover letter or application
- Prepare effectively for each type of interview format and be able to evaluate and negotiate offers of employment
- Communicate effectively/persuasively in an interview; dress appropriately for work, interact professionally in a business environment

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

- Provision of interview room space (4-6 rooms) to PEY January to June annually
- Annual partnership with Engineering Career Centre for Career Information Days
- Provided training to advising staff from Colleges on dealing with students’ career questions (2007)
- Provide tailored programming to 38 departments as requested in 2007/8
- Work with ISC (work abroad/working in Canada), FNH (employment search), CALSS (Parent session) and Accessibility Services on relevant programming for students (ongoing)
- Created intranet communications system for usage by tri-campus career services staff

## COUNSELLING & LEARNING SKILLS SERVICE

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

416-978-7970; www.calss.utoronto.ca

M-F 9 am to 5 pm, T 9 am to 7 pm

### SERVICES & PROGRAMS PROVIDED:

---

- Short-term, personal counselling and brief psychotherapy for individual students and couples with emotional and interpersonal difficulties, problematic relationships, complications resulting from anxiety and depression, etc.
- Learning Skills counselling and education to assist students in developing study strategies, etc. for students in emotional and/or academic crisis or wishing to improve their academic performance.
- Assault counselling and education for students who are experiencing difficulty as a result of sexual assault, partner abuse, and other forms of abuse/violence. Also provides prevention activities, workshops, training and consultation to the University community.
- Professional training is offered in counselling and psychotherapy for graduate students in counselling psychology, social work and other mental health professions.

### SIGNIFICANT CHANGES IN 2008-09:

---

- Planning and implementation of the integration of the Counselling & Learning Skills Service and the Psychiatric Service
- Developing strategies to provide focused service for commuter students & graduate students. CALSS is partnering with the Colleges and SGS to provide workshops directed at these groups.
- Further development of the CALSS Virtual Academic Success Centre, located within the U of T's Blackboard platform to include an Academic Success Blog and links to existing academic skills improvement inventories and podcasts.
- Explore using other web-based platforms to provide information & services to students.

### CURRENT STAFFING:

---

- Personal Counsellors 5.75FTE appointed; Assault Counsellor 1.0FTE appointed; Learning Skills Counsellors 1.30FTE appointed; Reception & admin. 0.60FTE appointed & 1.0FTE casual. Total, 8.65FTE appointed & 1.0FTE casual

### STUDENT INVOLVEMENT IN PROGRAM & SERVICE PLANNING:

---

- Regular feedback surveys of all CALSS student users
- The Assault Counsellor convened student focus groups to identify issues of concern to women on campus & to inform CALSS programming.
- Assault Counsellor collaborated with student groups to present Dissolve (a play about date rape drugs): UTSU, UTMSU, SEC, Centre for Women and Trans People, Student Health Outreach Program were involved
- Train student ambassadors to give presentations for recruitment in high schools in partnership with Prof. Horton, Dept. Computer Science, winter 2006
- ASSU to sponsor CALSS staff presenting Learning Skills & Personal Counselling workshops for students in Sid Smith in winter 2009.

## PERFORMANCE INDICATORS:

---

### Participation:

# of students registered per service:	
▪ Personal Counselling	1,404
▪ LS Counselling	329
▪ Academic Success Centre	817
▪ Workshops & Groups	<u>702</u>
Service at the CALSS (Total students)	3,252
Hours of:	
▪ Direct Student Counselling	6,599
▪ LS Counselling	309
▪ Groups & Workshops	<u>382</u>
Service to students (Total hours)	7,290

### Learning outcomes:

Counselling promotes student development and learning to effectively deal with personally difficult situations and problems. Counselling encourages students to learn how to engage with themselves, others and their community by learning to develop functional interpersonal relationships, regulate their emotions, gain insight, establish adaptive behaviors, and attain physical and emotional well-being.

#### Learning outcomes for CALSS:

- Students will progress towards initiating & maintaining relationships characterized by mutual support, emotional resilience and appropriate behavior
- Students will make progress towards reaching their personal, academic and/or career goals

### Capacity-building measures: (these initiatives include)

- CALSS involved in the development and delivery of the Joint Orientation Leadership Training
- Facilitated Residence Life Training on issues of sexual assault and relationship violence to equip Residence Advisors/Dons with tools on how to respond to disclosures and connect to campus resources on campus
- Personal & Learning Skills counsellors presented a workshop: *Permeable Classrooms, Foundations for Learning: Connecting Personal & Academic Experience* at the 3<sup>rd</sup> Annual UofT Teaching & Learning Symposium.
- Two CALSS panelists discussing *Students with Anxiety & Depression* for UofT staff & faculty
- Participation/Partnership: First-year Learning Communities

## FIRST NATIONS HOUSE

563 Spadina Ave., 3<sup>rd</sup> floor, Toronto, ON M1J 2Y6  
416-978-8227; www.fnh.utoronto.ca  
M-F: 9am – 5pm

### SERVICES & PROGRAMS PROVIDED:

---

- Academic supports (counselling, workshops, tutor referrals, liaising with faculty members/registrars)
- Financial aid supports (workshops, counselling, issuing grants and scholarships, referrals to funding sources [band sponsorship, student loans, external awards])
- Resource centre/library (Aboriginal collection, research assistance, reference referrals)
- Writer-in-Residence Program (workshops, individual consultation, guest lecturer)
- Cultural awareness (Elders, workshops, traditional teachings, Aboriginal Awareness Week)
- Access to Aboriginal resources outside the university as requested (i.e. housing, daycare, health centres, community centres)
- Community development (events for parents/children, Aboriginal Awareness Week collaborations, social programming)
- Outreach and recruitment activities to Aboriginal community (provincially)
- Provide support to the Native Students' Association (operations, events)

### SIGNIFICANT CHANGES IN 2008-09:

---

#### Changes:

- Due to changes to the Native Canadian Centre of Toronto's Visiting Elder Program, no Elders from this program visited FNH. Four Visiting Elders will be invited for a two day period (monthly) beginning in January 2009
- One of the Elders' positions is currently vacant. FNH is planning an Elder's Gathering for staff and faculty to discuss with 4-5 Elders about their expected role within a post-secondary setting and to identify a suitable candidate to invite as an Elder-in-Residence

#### New programming:

- Will be collaborating with Student Affairs & Services at UTSC to plan Aboriginal programming (proposed art show) for Aboriginal Awareness Week. Looking to identify Aboriginal students at campus – will explore the offering of services
- With Hart House, FNH is planning to hold a film series addressing Aboriginal issues and themes
- Publication of FNH Magazine (first of three issues) to highlight Aboriginal community (people, issues and research) within the university. It is distributed to the Aboriginal community in Ontario (mainly northern) and within the university and Toronto community.

### CURRENT STAFFING:

---

- 6.6 FTE appointed; 3 p-t student/casual (work-study)

### STUDENT INVOLVEMENT IN PROGRAM & SERVICE PLANNING:

---

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

## PERFORMANCE INDICATORS:

---

### Participation: (for 2007-2008, unless otherwise indicated)

- 439 people attended social events, guest lectures, receptions at FNH
- 180 students required information or a referral to resources for personal issues (housing, daycare, employment, substance abuse, health & family issues)
- 78 students participated in the Visiting Elders Program
- 63 students participated in FYI/GSI events at FNH
- 507 people participated in events during Aboriginal Awareness Week (Feb. 08)
- Approximately 418 academic and 489 financial requests/service were handled through appointments, emails and telephone
- 70 students received financial assistance through grants and scholarships (49 undergraduate, 21 professional/graduate)
- From June to December 2008, 25 professional/graduate students received financial assistance (not all grant programs have been compiled)

### Learning outcomes:

Students will demonstrate an appreciation of the Aboriginal culture and traditions

- *Majority of students expressed positive feedback on cultural events offered, often requesting for more or expanded programming*

Students will demonstrate the ability to self-advocate for academic issues

- *Beginning to notice trend in which many Aboriginal students are using FNH as a secondary support measure and are utilizing their registrar or academic department as the primary support*

Students will demonstrate a development of leadership abilities

- *Native Students' Association researched and rewrote the constitution, adopting the Ojibwe model of governance*
- *Students developing language programs, book clubs and film nights*
- *Student coordinating a major and successful cultural event for FNH and ABS (City of Toronto Doors Open) in which over 300 people visited*

### Capacity-building measures:

- Developing plans with Arts & Science to renovate the 2<sup>nd</sup> and 3<sup>rd</sup> floor of the Borden Building (Academic Initiative Fund – Aboriginal Studies)
- Invited as guest speakers in academic courses
- Staff participation on U of T committees (P/M 1-5 Advisory Committee, UTFSES Survey and Working Groups, Student Life Communication Strategy Committee, Transitional Year Program Admissions Committee)
- FNH working with Faculty of Physical Education to advocate for a course to be offered as a science distribution
- Assisting an OISE professor and students for research on Aboriginal education
- Member of advisory committee for the Aboriginal Initiative Coordinator in Human Resources
- Collaborating with Office of Vice-Provost, Students, Aboriginal Studies Program/Centre of Aboriginal Initiatives for the Aboriginal Literacy Summer Camps through the Lieutenant Governor's Office
- Staff participation on Aboriginal community advisory committees (i.e. City of Toronto, Toronto District School Board, Toronto Police Service)
- Consultation to Aboriginal initiatives and programs external to U of T (Counselling Foundation of Canada, Ontario College of Arts and Design, Ontario College of Teachers, Algoma University, Council of Ontario Universities)

## HEALTH SERVICE

214 College St., Toronto, ON M5T2Z9  
416-978-8030; www.utoronto.ca/health  
M-W-F 9 am – 5 pm; T-Th 9 am–7 pm

### SERVICES & PROGRAMS PROVIDED:

---

- Physician and nursing office care and referrals
- Travel Clinic
- On-site laboratory for sample collection-reports come on-line as soon as available
- Nutrition assessments and counseling
- Colposcopy clinic
- Health Promotion and Education Programs
- Leave the Pack Behind Program
- Student Health Outreach Program
- Vaccination sales and clinics, e.g. flu
- Birth control product sales at reduced rates

### SIGNIFICANT CHANGES IN 2008-09:

---

- Health promotion has started a new drama program
- New check-in kiosk for clinic appointments
- New updated version of electronic medical record will allow easier patient contacts that are encrypted and confidential
- Plan to do the National College Health Assessment -repeated from 2006
- Discontinued Saturday clinics due to staffing and financial issues
- Discontinued seeing student spouses due to lack of space and resources

### CURRENT STAFFING:

---

- 25 part-time physicians (6-7 FTE)
- 1.5 staff physicians with administrative duties
- 3 FT and 2 PT nursing staff –3.12 FTE (RN & RPN)
- 4.45 FTE reception staff
- 3.35 FTE admin/billing /computer support staff
- 1 office manager

### STUDENT INVOLVEMENT IN PROGRAM & SERVICE PLANNING:

---

- Student Health Outreach program and nursing students have input into the health promotion programs and are asked for their opinion about clinic issues.
- Students help with planning and participate in collaborative efforts such as the combined Health Fair/ Flu Shot initiative
- We plan to do another patient feedback survey next year.

## PERFORMANCE INDICATORS:

---

### Participation:

- There were 34,738 student visits to the Health Service clinic in 2007-08
- 8,144 students were treated at the clinic
- Health service sold 20,882 packs of birth control pills, 116 packs of Plan B, emergency contraception and gave 40 DepoProvera injections.
- Over 20,000 free condoms were distributed in the clinic
- Health Service had 364 students participating in the positive tuberculin test program
- The travel clinic had 266 student visits
- The colposcopy clinic had 210 visits
- Community Health Co-ordinator arranged 8 displays, published 4 Newsletters, did 6 educational sessions on a variety of topics as well as the usual orientation events with an estimated 780+ face to face student interactions
- Health Promotion Nurse co-ordinated: 8 different presentations (some given more than once), displays for Know the Score (alcohol/drugs), the Student Health Outreach Program, Leave the Pack Behind (smoking cessation) and 3 events with an estimated contact with over 3,000 students.

### Learning outcomes:

Travel Health Outcome measure:

- Between February to July 2008, 54 students were asked to complete a short questionnaire following their travel visit to see how much learning had occurred. 48 got perfect scores, 5 had 1 incorrect and 1 had 2 incorrect answers

Student Health Outreach Program:

- 12 of the 21 members and 3 of the 4 team leaders submitted evaluation forms. This gave feedback based on 3 variables; leadership, communication and time management skills
- Results were favourable

## INTERNATIONAL STUDENT CENTRE

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

416-978-5646; www.isc.utoronto.ca/

Office hours: M- F 9 am- 5 pm; Building hours: M-F 9 am – 9:45 pm S/S 11 am – 9:45 pm

### SERVICES & PROGRAMS PROVIDED:

---

- Provide orientation programs to help new international students to adapt to the new environment
- Assist international students to process immigration documents and other government required documents
- Process UHIP coverage for international students and advocate on their behalf when necessary
- Assist international student to file tax returns in Canada
- Offer over 100 cultural and social events each year to all students
- Offer cross-cultural counseling to students in dealing with grief, emotional distress and various issues concerning both themselves and their families
- Use an active listserv and website to communicate with international students and produce a wide range of publications on related topics
- Offer a popular English Conversation Program to assist international students with their communication skills
- Provide information and advice to Canadian students interested in work/study/travel abroad
- Offer meeting, activity space and facilities for individual students and student groups (Hot Yam and Bike-Chain).

### SIGNIFICANT CHANGES IN 2008-09:

---

- As of the December 11th 2008, preliminary figures show that there are 8,014 international students from over 150 countries enrolled at U of T, compared to 7,537 students in 2007-08 year; an overall 6% increase from the previous year.
- In 2008, the Canadian government has allowed international students to apply for a 3-year open Post Graduation Work Permit and is now actively recruiting international students to immigrate to Canada.
- In February 2009, the new Electronic Notification System (ENS) will be implemented for international students to apply for Off-Campus Work Permits.

### CURRENT STAFFING:

---

- 8 FTE appointed; 9 p-t student/casual

### STUDENT INVOLVEMENT IN PROGRAM & SERVICE PLANNING:

---

- Many ISC cultural and social events (International Day, Student Group Fair, trips and dinners) are co-organized with student groups.
- The International Student Association plays an active role in assisting ISC to assess students' needs.
- Organize special focus groups, use evaluation forms to invite student feedback.

### PERFORMANCE INDICATORS:

---

#### Participation:

- Over 6,000 international students registered on ISC listserv for 07-08
- Over 5,000 international students and their families use the UHIP service for 07-08

- During the school year, the daily average visit to ISC is around 600
- Around 1,800 meetings/events were held at ISC in the past year

**Learning outcomes:**

- 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.
- International students are well supported and adapted to the new cultural environment to achieve their academic and personal development goals.
- International students will participate fully in the community and contribute to the University's mission.
- Canadian students will develop cross-cultural perspectives and competence in cross-cultural communication.
- All students will feel welcomed and supported at ISC; and the Centre becomes a home away from home for international student.

**Capacity-building measures:**

- As a result of the recent immigration policy change allowing international students to work and remain in Canada after graduation, the regulation has become more complex. ISC introduced new individual advising and group information sessions to assist international students in processing their immigration status.
- Built new partnerships with the Career Centre to offer workshops and individual advising to assist international students with their job search and career development in Canada.
- Significantly increased collaboration with partners at UTM and UTSC to develop joint programs and tri-campus publications for international students.
- Launched a new ISC website to provide easy access to essential information and seamless connection to other units at the Student Life Division
- Established new partnership with the Office of Emergency Response Planning and the Multi-faith Centre in supporting international students affected by major events such as natural disaster, wars and terrorist attacks.
- As more colleges and faculties such as Victoria College, Nursing and Rotman are offering more localized services to international students, ISC will play a leading role in supporting and coordinating staff at those offices.
- Collaborated with the Centre of Community Partnership to create more opportunities for international students to participate in community activities and build new social network
- Increased the number of cross-cultural communication training sessions offered to registrars, residences and other staff on campus.
- Increased collaboration with external organizations such as CIC, the Ontario Government and Canada Revenue Agency to advocate on behalf of international students.

## MULTI-FAITH CENTRE FOR SPIRITUAL STUDY AND PRACTICE

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

416-946-3120; www.multifaith.utoronto.ca

8 am – 10 pm – seven days a week

### SERVICES & PROGRAMS PROVIDED:

---

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

### SIGNIFICANT CHANGES IN 2008-09:

---

- The Centre is applying for the placement of two Fellows from the Tony Blair Faith Foundation with the University. The Fellows will explore the role of faith communities in social justice initiatives, especially advocacy for the United Nations Millennium Development Goals.

### CURRENT STAFFING:

---

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

### STUDENT INVOLVEMENT IN PROGRAM & SERVICE PLANNING:

---

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

### PERFORMANCE INDICATORS:

---

#### Participation:

- Serving 70 faith communities on campus involving over 7,000 students and an untold number interested in spirituality generally;
- 20 events a week ranging from daily worship services and faith club meetings to academic panels on interfaith dialogue and current events through a multi-faith lens.

#### Learning outcomes:

##### *Appreciating and Respecting Diversity*

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

##### *Identity and Spiritual Development*

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

##### *Leadership Development*

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

##### *Intellectual Growth*

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

**Capacity-building measures:**

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

## OFFICE OF STUDENT LIFE (STUDENT LIFE PROGRAMS & COMMUNICATIONS)

214 College St., Room 307, Koffler Student Services Centre  
416-978-5536; [www.studentlife.utoronto.ca](http://www.studentlife.utoronto.ca)  
M-F 9 am – 5 pm

21 Sussex Ave., 3<sup>rd</sup> Floor  
416-946-7752; [www.studentlife.utoronto.ca/programs](http://www.studentlife.utoronto.ca/programs)  
M-F 10 am – 6 pm

Note: The central Office of Student Life is made up of elements of the former Offices of Student Affairs and Student Services. The budgets for these functions are embedded in Student Life Programs and a portion of the Student Life Services budget (which also includes the Office of the AVP and the IT department).

### SERVICES & PROGRAMS PROVIDED:

---

#### Communications

- Develop and maintain websites: [www.students.utoronto.ca](http://www.students.utoronto.ca); [www.studentlife.utoronto.ca](http://www.studentlife.utoronto.ca); [www.ulife.utoronto.ca](http://www.ulife.utoronto.ca) -- as well as blogs and portal communities
- Organize divisional presence at orientation and other major campus events
- Publish the Intuit guide to student life, Grad Nav (for graduate students) and Student Rights & Responsibilities series
- With the IT department, provide web space, blogging platforms, portal space, on-line elections, and other services to campus organizations
- Provide support and consultation to units within the division on communications strategy

#### Assessment

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

#### Training & Development

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

#### Programs & Services

- **Passport Program: Explore U of T** – provides structure and reward for first-year undergraduate students to encourage participation in co-curricular programs and organizations.
- **Welcome Week** - a series of events and workshops targeting communities underserved by traditional college- and faculty-based programs, including, but not exclusive to, mature students, transfer students, and commuter students.
- **Grad Escapes Program** – operated in collaboration with the Graduate Students' Union
- **Graduate Student Initiative** – workshops, co-curricular and social events, and resources and programming for graduate students

- **Campus Organization Services** – Administration of the *Policy on Recognition of Campus Groups*, maintenance of a live database of recognized student groups and student societies; “sponsorship” of work study positions for campus organizations.
- **Sussex Club House** – building administration (locks, scheduling, signage, etc.) of a facility that houses more than 50 campus groups in shared offices, meeting rooms, a rehearsal studio, resource centre and prayer spaces.
- **Leadership Development Program** - workshops in 5 streams; the New U leadership conference, and Exploring Leadership Days – half-day events run throughout the year for first-year students.

---

### **SIGNIFICANT CHANGES IN 2008-09:**

- The promotions and communications staff from three different departments – Student Services, Student Affairs and the Office of the Vice-Provost, Students – were consolidated into one central team, reporting to the Director, Student Life Programs & Communications.
- Staff were relocated between two office locations: 21 Sussex (Student Life Programs) and 214 College, Room 307(former Student Affairs office)

---

### **Current Staffing:**

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

---

### **STUDENT INVOLVEMENT IN PROGRAM & SERVICE PLANNING:**

- Through the Leadership Educators and Resource Network (LEARN), senior students from various faculties are trained to deliver leadership workshops.
- Students serve as members of: The New U Steering Committee; The Grad Escapes Planning Committee; The Committee to Allocate Student Activity Space (CASAS),
- The Graduate Student Initiative has ongoing communication with the GSU, in order to get important feedback for the programming and services offered through the initiative.

---

### **PERFORMANCE INDICATORS:**

#### **Participation:**

- Over 34,000 unique visitors to Ulife since re-launch in August 2008. (6,900 in November 2008)
- Over 800 students (primarily first year) are enrolled in at least one of our 5 portal communities
- 170 dons and RAs participated in Residence Life Staff Training
- 30 orientation coordinators in the orientation support program
- 800 orientation leaders participated in JOLT – Joint Orientation Leader Training Program
- 740 students are registered on the Passport Portal Community, and approximately 10-15 students have participated per workshop/event
- Student participation ranges from 25 – 150 people per Grad Escapes event
- Approximately 1000 students have participated in leadership development workshops

#### **Learning outcomes:**

##### **Short-term Learning Outcomes (usually associated with a workshop or training program):**

- Students experience an increased understanding of their personal attributes.
- Students demonstrate self respect and respect for others.
- Students demonstrate an understanding of social identities.
- Students recognize what they do not know and know how to seek information.

**Medium-term Learning Outcomes (associated with extended program or group participation):**

- Students will contribute to group processes and goals.
- Students practice democratic values.
- Students demonstrate commitment to a cause or organization.
- Students communicate effectively.
- Students are able to think critically through moral and ethical issues.
- Students are able to effectively articulate their positions on issues.
- Students are able to understand an issue from another perspective.

**Long-term Learning Outcomes (associated with leadership roles within Student Life):**

- Students are able to work competently across divides of social and cultural difference.
- Students are able to collaborate with others toward a common purpose.
- Students are able to contribute to the development of a socially just society.

**Selected Results:**

**Residence Life Staff Training:** Dons and RAs participate in a pre- and post-training assessment of the preparedness for their roles. Selected results:

- An increase of 11% (from 84% pre-training to 95% post-training) in the number of dons and RAs who report that they can recognize a student in difficulty and refer him/her to the appropriate professional
- An increase of 19% (from 78% to 97%) who report that they can identify a student in crisis and determine the appropriate response
- An increase of 4% (from 93% to 97%) who report they understand enough about the needs of students from different backgrounds, cultures and abilities to create inclusive programs for their residence community

**Intuit Guide:** A set of questions assessing the effectiveness of the publication is included in the 2008 Orientation Benchmarking Survey. Selected results:

- 78% agree the *intuit* guide either somewhat or greatly helped them feel more familiar with the University
- 71% say it either somewhat or greatly helped them connect to the University
- 62% say it either somewhat or greatly influenced their decision to get involved

**Capacity-building measures:**

- 137 campus groups received services (email, listserv, portal space, new web sites) through Ulife
- 200+ campus organization web sites hosted
- Staff in the office provide secretariat support to the Student Life Professionals group, a University-wide network of over 100 student life staff
- Over 240 staff (residence, registrarial, departmental) trained in suicide alertness; 30 staff trained in suicide intervention skills
- Partnerships include collaborations with: the Faculty of Physical Education and Health (PHE 450 and 350 tutorials); Faculty of Engineering (Leaders of Tomorrow program); International Student Centre; the Faculty of Law; Health Services; Career Centre; Chemistry Mentorship Program; Faculty of Medicine; St. Stephen's Conflict Resolution Service, Graduate Students' Union, School of Graduate Studies, Family Care Office, Status of Women Office, and many others.

## PSYCHIATRIC SERVICE

214 College Street, Main Floor, Toronto, ON M5T 2Z9  
416-978-8070; [www.psychiatricservice.utoronto.ca](http://www.psychiatricservice.utoronto.ca)

### SERVICES & PROGRAMMES PROVIDED:

---

- **Consultation and Assessment:** The Psychiatric Service (PS) 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 2,147 students seen (and who generated 10,744 visits), 223 received service from the Cognitive-Behavioural Therapy Programme. The Group Programme offered an interpersonal and a bulimia group. And 32% of the patients were prescribed medication. The above numbers are for the 2007-2008 year.
- **Consultation to other Services and the University community:** The Psychiatric Service works particularly closely with the Health Service (HS), Accessibility Services (AS), Counselling and Learning Skills Service (CALSS), the Campus Crisis Coordinator, and the University Retention Officer, by providing consultations and management support. Consultations are also made readily available to individual academic and administrative staff, as well as departments, regarding ways of helping students with emotional difficulties.
- **Outreach:** 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 Graduate Student Initiative (GSI) programme.

### SIGNIFICANT CHANGES IN 2008-2009:

---

- Establishment of multiunit teams
- Drawing up of plans for a common intake for CALSS and PS
- Preparatory work for the establishment of a common data base for CALSS, PS, HS and possibly AS
- Plans for a more extensive use of "Outcome Questionnaire-45" as a measure of Learning Outcomes and, development of other outcome measures
- The above listed activities will result in greater accessibility to our services, allowing us to provide improved support for the academic mission and the students' ability to engage in co-curricular activities and student life in general.

### CURRENT STAFFING:

---

- The Service provides 7 FTE's of clinical service, supported by 3 FTE's in the Front Office. There is also a 0.4 FTE Community Outreach Co-ordinator position.

### STUDENT INVOLVEMENT IN PROGRAM AND SERVICE PLANNING:

---

- PS provides Client Satisfaction Surveys, Suggestion Box with forms eliciting comments about the service, as well as, Student Health Outreach Programmes group.

## PERFORMANCE INDICATORS:

---

### Participation:

- There were 2,147 students seen, generating 10,744 visits, in 2007-2008.

### Learning outcomes:

- On our quality assurance surveys most of the students (85%), indicated that they were “somewhat” to “extremely” satisfied and would come back (97%) or refer a friend (97%) to the Service. Also, among the 80% of students who felt that their psychological problems had a “moderate” to “extreme” negative impact on their academic functioning, two thirds indicated that their academic functioning improved “moderately” to “extremely” as a result of treatment.

In order to objectively measure patient functioning, we continue to use the Outcome Questionnaire (OQ-45), as part of our general assessment procedures at the Service. In 2007-2008 approximately 12,000 individuals visited our web site.

### Capacity-building measures:

- 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.
- Two clinical offices were created from a meeting/group room, and these two activities were moved to space shared with other services.

## STUDENT HOUSING SERVICE

Koffler Student Centre, 214 College Street, Room 203

416-978-8045

www.housing.utoronto.ca

Sept to June: Mon, Wed-Fri 8:45am – 5pm; Tues 8:45am – 6pm

July and Aug: Mon, Wed-Fri 8:45am – 4:30pm; Tues 8:45am – 6pm; Sat 10am – 3pm

### SERVICES & PROGRAMS PROVIDED:

---

- Centralized residence information, print and web
- Coordination of residence admissions process for first-year professional faculty students, international exchange students, and students with special needs
- Web-based off-campus housing listings and temporary accommodation list
- Resources and workshops for students looking for/living in rental housing off-campus
- Support and referrals for students experiencing a housing crisis

### SIGNIFICANT CHANGES IN 2008-09:

---

- New web-site and off-campus housing registry launched May 1, 2008
- On May 1, 2008 the Student Family Housing Admissions and Community Development office, which had moved to the Charles Street site in 2007, began reporting directly to the Residence Manager of Charles Street Student Family Housing (Ancillary Services)
- Established monthly tenant legal information clinics and a portal community/discussion board for students renting housing off-campus

### CURRENT STAFFING:

---

- 5 FTE appointed, 1 p-t student/casual, 2 p-t work/study students
- During summer months, 2 additional p-t student/casuals are hired

### STUDENT INVOLVEMENT IN PROGRAM & SERVICE PLANNING:

---

- In-office suggestion box, online portal community discussion board, feedback forms at all events.

### PERFORMANCE INDICATORS:

---

#### Participation:

- 20,599 students logged on to view our off-campus registry (60,099 total visits) (May – Nov 2008)
- 13,805 unique visitors to web site each month (average for May – Nov 2008)
- 7,391 housing ads listed in our off-campus registry, including 653 located in Scarborough (May - Nov 2008)
- 10,536 housing inquiries were responded to by phone, email, fax, post, or in-person (Jan – Dec 2008)
- 40 offices across the St. George campus were provided with housing information for their print or web communications.
- 1,297 first-year professional faculty students submitted a residence preference form for September 2008 admissions. Of these, 97% received an offer (All 1,130 who were guaranteed residence plus 128 who did not qualify for the guarantee). Of the guaranteed students, 62% received an offer from their first choice of residence, and 85% received an offer from a top-three preference
- 157 incoming international student exchange students submitted a residence request for a U of T

residence, and 97% received a residence offer

- 166 students attended our *Sublet Saturday* and *Shared Housing Fairs* (Spring and Summer 2008)
- 153 students attended our *Moving out of residence: How to search for off-campus housing* workshops, held at 11 residences, including Student Family Housing and U of T Scarborough (Spring 2008)
- 123 students participated in other off-campus workshops: *Finding rental housing*, *Where will I live in three weeks?*, *Beyond housing: Living in Toronto*, *What tenants need to know*, and *Buying and owning a home*. (Jan – Dec 2008)
- 15 students participated in three fall tenant legal information drop-in clinics held at the Student Housing Service
- 31 emergency housing cases (Jan–Dec 2008)

**Learning outcomes:**

- Students will demonstrate self-advocacy skills.
- Students will demonstrate self-reliant behaviour.
- Students will be able to negotiate with others and manage conflict.
- Students appropriately challenge the unfair, unjust, or uncivil behaviour of others.
- Students will demonstrate the ability to problem-solve and connect appropriately with campus and community resources.

**Capacity-building measures:**

- Partnered with UTSU and the Family Care Office for seventh year in a row to conduct successful toy and baby food/diaper drive for the University's Food & Clothing Bank. In total, over 200 toys and 9 crates of food and baby diapers and wipes were collected from nine locations on campus, benefiting over 70 student families registered with the Food & Clothing Bank.
- Provide training (*Moving out of residence - What students need to know*), for up to 30 Residence Dons/RAs at the University's Residence Life Staff Winter In-service Training Day (January 2009).
- Provide one mid-size conference room for use by U of T Student Life staff.

**Other:**

- Participated in the Administrative Examination of Centrally Operated Student Housing on the St. George Campus, and contributed to its final report (August 2008).
- Established quarterly landlord e-newsletter, to serve as education and communication tool for those who provide rental housing for students.

## EARLY LEARNING CENTRE

7 Glen Morris St. & 252 Bloor St. W

416-978-6725; [www.familycare.utoronto.ca/caring\\_children/childcare](http://www.familycare.utoronto.ca/caring_children/childcare)

M-F 8 am to 6 pm

### SERVICES & PROGRAMS PROVIDED:

---

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

### SIGNIFICANT CHANGES IN 2008-09:

---

- Launching new website March 2009
- Implementation of changes and improvements to service resulting from the parent survey

### CURRENT STAFFING:

---

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

### STUDENT INVOLVEMENT IN PROGRAM & SERVICE PLANNING:

---

- The Parent Advisory Committee (PAC) includes student parent members. PAC provides advice on program policies, current services, and the development of new initiatives.
- The staff consult regularly with all parents to ensure that it is meeting the users' needs and that a high standard of service is maintained.
- The ELC solicits feedback from its users through an annual parent survey.

### PERFORMANCE INDICATORS:

---

#### Participation:

- Total # of childcare spaces = 125 FTE
- 58 registered student parents reflects 50 FTE spaces (40% of 125 FT spaces)
- 117 student participants in the family resource parent – child drop- in program
- 7 Work Study Students employed

#### Learning outcomes:

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

- Become familiar with the emergent curriculum approach in education of young children, and to play-based learning activities that will support their child's development.
- Increase their insight and practical skills related to healthy behaviour guidance techniques used to support child development.
- Access information and resources relating to parenting and early childhood developmental milestones.
- Expand their social support networks and be able to share /exchange common experiences and resources.

Work Study Students will be able to:

- Explore career opportunities in early childhood or primary education.
- Gain experience working with children with special needs.

- (i.e. Student studying occupational therapy is working in the preschool program with a child with a physical disability).

**Capacity-building measures:**

- The ELC provides research opportunities for OISE/UT students in the Faculty of Human Development and Applied Psychology, and the Institute of Child Studies.
- With the assistance of the Centre for Community Partnership, the ELC was able to provide a service learning opportunity for a Faculty of Music student to develop a preschool choir in the winter term.
- The ELC developed a stronger relationship with the Family Care Office by promoting FCO programs and services to ELC users; hosting FCO workshops and the Student Discussion Group; ELC staff facilitated three parenting workshops for the FCO; and the ELC was a member of the FCO's family events committee to provide inexpensive activities for students and their families.
- The ELC is a partner in the seamless day kindergarten pilot project with the Toronto District School Board and the Toronto Best Start Project.
- The ELC Manager works with the City of Toronto Special Needs Consultant to support staff development, and improve physical plant to provide service for children with special needs.

## **FAMILY CARE OFFICE**

214 College Street, Toronto ON M5T 2Z9

416-978-0951

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

Hours of Service: Monday to Friday from 9:00am to 5:00pm, with extended evening hours on Tuesdays until 7:00pm. Summer hours are Monday to Friday from 9:00am to 4:30pm, Tuesdays to 7:00pm.

### **SERVICES AND PROGRAMS PROVIDED:**

---

We support students with family responsibilities in removing barriers to their academic success through:

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

### **SIGNIFICANT CHANGES:**

---

- The web site re-design was completed in September 2008.
- In an effort to reach more students with family responsibilities the Office has developed an on-line Student Parent Discussion group and Parenting for Dads using the U of T Portal. We also approached department listserv owners to request that they put out a general message on the Family Care Office. In the winter term we plan to send a mail out to undergraduate and graduate coordinators to inform and update these individuals on our Office and services.
- To assist students with family responsibilities with financial aid inquiries, the Family Care Office developed a list of scholarships and awards which is now posted on the web. The Office also developed a series of four sessions for students on financial aid.
- The Office partnered with the School of Graduate Studies to extend its programming to Post-doctoral Fellows.

### **FCO'S GOALS FOR 2009-2010 INCLUDE:**

---

- Developing a strategic multimedia communication plan, which will include exploring new technology and online tools, for example, developing an electronic newsletter.
- Developing new and maintaining existing collaborative partnerships.
- Raising awareness of students with family responsibilities by engaging students in their own learning and constructing their own experiences, for example, creating opportunities for students to develop skills and experience through student placements, Work Study projects, and the Oral History Project.

- Building staff capacity to enhance the experience of students with family responsibilities by providing outreach and training sessions for staff in registrarial offices.
- Measuring results through the assessment of learning outcomes for FCO's services and programming.
- Creating a Summer Internship for a Student Leader to develop programming for students that focuses on community building and enhancing student experience, acting as a resource to Moms Group and other student groups, blogging, and developing project for the Work Study students to continue in the Fall and Winter Terms.

---

### **CURRENT STAFFING:**

- 4 FTE appointed; 7 p-t students under the Work Study Program.

---

### **STUDENT INVOLVEMENT IN PROGRAM AND SERVICE PLANNING:**

- The FCO Student Advisory Committee provides input into programming and offers valuable insight about the concerns and needs of students.
- The staff consulted regularly with student governments and student organizations to ensure that the office is meeting students' needs and that a high quality of service is being maintained.
- Work Study students employed by the Office provide ongoing input and contribute towards program and service planning.
- The Family Care Office collects feedback from students individually, through discussion groups, and through workshop evaluation forms.

---

### **PERFORMANCE INDICATORS:**

#### **Participation:**

- The Office handled 627 student cases: 260 full-time undergraduates, 27 part-time undergraduates and 340 graduate students. 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.
- Just over 2000 people attended the 72 workshops, 11 family events and 6 discussion groups sponsored or co-sponsored by the Office, which represents a 25% increase from the year before. 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 Parents Circle, Parenting for Dads, New Moms on Charles, and Caregiver Discussion Group. This spring we offered a very successful Student Parent Conference that was well attended by both undergraduate and graduate students.

#### **Learning Outcomes:**

- As a result of programs and services provided by the FCO, the University of Toronto community will be able to identify resources related to family issues.
- As a result of FCO educational programming (i.e., parenting, elder care, work/life balance, or other), students will be able to:
  - Access information and resources, and increase their insight and practical skills particular to their family need.
  - As a result of FCO networking activities (FCO groups, family events, online discussion board) students will be able to share and exchange common experiences and resources.
  - Measuring results through the assessment of learning outcomes will commence in 2009-2010.

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

- The FCO adopts a highly collaborative approach to educational programming and works with partners across the University on joint initiatives. This fall we partnered with Health Services to offer

the “Bring Baby Home” seminar. We also partnered with the School of Graduate Studies, Health Service and the GSI program to offer the seminar “Can I have both? Deciding to become a parent while pursuing academia.” In the spring we plan to partner with the Early Learning Centre and the LGBTQ Resources and Programs Office to offer an LGBTQ Parenting workshop.

- The Office provided orientation and training sessions for the Counselling and Learning Skills Service (CALSS) interns and for incoming Transitional Year Program (TYP) students. The Office also provided training to the peer counselors at the Sexual Education and Peer Counselling Centre.
- FCO staff attend Student Life Professional meetings and participate in functional area groups, including: Non-Academic Policy and Graduate Student Life.
- The FCO has partnered with the Office of Teaching Advancement develop a tip sheet on educating faculty about the complex demands a student with family responsibilities faces.
- The FCO with the assistance of the Centre for Community Partnerships partnered with medical residents from the Department of Obstetrics & Gynaecology to create a service learning opportunity to provide a ‘Pregnancy Planning’ workshop once a term.
- The FCO’s Family Events Committee includes staff from the Early Learning Centre, Family Resource Centre, First Nations House, Woodsworth College Single Parent Group, International Student Centre, Hart House and the Athletic Centre. The committee members work collaboratively to provide inexpensive activities for students and their families. This fall the events included Minor Hockey Night with hot chocolate and gifts for children and a Halloween Party at the First Nations House. In the winter/spring term we are hoping to offer a Family Day at the ROM, Valentine’s Day at the International Student Centre, a mini basketball clinic/Varsity basketball game and pizza afternoon, and a Family Skate.
- The Office chaired Financial Survival Committee comprised of staff from the GSU, SGS, Admissions and Awards, and Woodsworth College to provide a series of workshops to students with financial need.
- 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.

## THE OFFICE OF LGBTQ RESOURCES & PROGRAMS

Address: 21 Sussex Ave. Suite 416-17

Phone: 416-946-5624

Web: [www.lgbtq.utoronto.ca](http://www.lgbtq.utoronto.ca)

Hours of Service: Monday to Friday 9:00 to 6:00.

### SERVICES & PROGRAMS PROVIDED:

---

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

### SIGNIFICANT CHANGES IN 2008-09:

---

- Provided programming for a range of needs including multiple Queer Salon discussion evenings and the Queers with Careers night.
- Collaborated with tri-campus student organizations to host U of T Pride 2008 Queer Orientation Week 2008.
- Launched a trans student resource website accompanied by guidance to registrars and student life professionals on the trans identified student experience.
- Collaborated with campus chaplains and the Multi-Faith Centre in support of Queer Muslim students on campus; and GLINT (Gays & Lesbians International).

### CURRENT STAFFING:

---

- 1.8 FTE appointed;

### STUDENT INVOLVEMENT IN PROGRAM & SERVICE PLANNING:

---

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

### PERFORMANCE INDICATORS:

---

- Increased student partnerships with LGBTQ tri-campus organizations reducing isolation and supporting networks on campus to questioning and LGBTQ students, in fulfilling their pursuits, in and out of the classroom.
- Provided multiple educational sessions to student leaders, residence life staff, orientation

coordinators and worked in learning environments promoting dignity, respect, and intolerance of discrimination and harassment rooted in heterosexism and homophobia.

- Increased access and information on resources, support networks and outreach to new and returning students through the publication of Positive Space materials and introduced new promotional materials for the office.

**Learning outcomes:** For students to have positive identity development processes, learning to effectively explore, learn and expand their capacities to address multiple and intersecting needs related to sexual and gender identity and their student experience. Programming, resources and support encourage students to engage with the LGBTQ political, social and cultural communities; form social and learning networks, learning through interpersonal relationships, leadership opportunities, and connecting to and with the needs of others.

Learning outcomes for LGBTQ Resources & Programs:

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

**Capacity-building measures:**

- LGBTQ Resources & Programs involved in the development and delivery of the Joint Orientation Leadership Training (JOLT)
- Facilitated Residence Life Training on issues of equity, diversity and inclusion; on welcoming and challenging environments in residence
  - on sexual orientation and gender identity
- Presented workshops: Student Life Professionals Working with Trans Identified Students
- Offered sessions to tri-campus student leaders at New U conference.
- Delivered orientation presentations on equity, diversity and inclusion at new staff and faculty orientation sessions
- Queer Salons (discussion evenings) gatherings of LGBTTIQQ2S identified students to muse and discuss issues, ideas, themes, of theirs and others lived experience.
- Offered primary and pivotal support to the University's Positive Space campaign and its' three committees, initiatives and resource development, and the primary contact for consultation to other colleges, universities and services across Canada.

**Student Life Programs Services - Operating Plans (2009-10)**

**Student Life Programs & Services - Allocation of fees by area**

Area	Net Direct Expenditure	Building Occupancy Costs	Net Direct and Indirect Expenditure	University funding for non-student use	Costs attributed to UTSc	Costs attributed to UTM	Net Cost for Fee Purposes	Percent of Total Cost	Portion of Fee
<b>Career Centre</b>	2,077,593	106,191	2,183,784	-	(153,605)	(154,317)	1,875,862	18%	\$19.15
<b>Counselling &amp; Learning Skills Service</b>	1,060,611	25,660	1,086,271	-	-	-	1,086,271	10%	\$11.09
<b>First Nations' House</b>	464,369	27,199	491,568	-	-	-	491,568	5%	\$5.02
<b>Health Service</b>	835,437	64,689	900,126	-	-	-	900,126	9%	\$9.19
<b>Housing Service</b>	270,588	24,800	295,388	-	(2,607)	-	292,781	3%	\$2.99
<b>International Student Centre</b>	789,470	100,730	890,200	-	(21,716)	(53,610)	814,874	8%	\$8.32
<b>Multi-Faith Programs</b>	206,054	88,715	294,769	-	-	-	294,769	3%	\$3.01
<b>Psychiatric Service</b>	871,556	31,055	902,611	-	-	-	902,611	9%	\$9.21
<b>Student Life Programs</b>	763,347	35,627	798,974	-	-	-	798,974	8%	\$8.16
<b>Student Life Services</b>	1,769,888	55,890	1,825,778	-	-	-	1,825,778	17%	\$18.64
<b>Funding to Other Services</b>									
<b>Child Care</b>	216,285	26,422	242,707	(10,569)	-	-	232,138	2%	\$2.37
<b>Family Care</b>	162,484	-	162,484	-	-	-	162,484	2%	\$1.66
<b>LGBTQ Resources &amp; Programs</b>	83,860	-	83,860	-	-	-	83,860	1%	\$0.86
<b>Student Activity Space</b>	-	874,185	874,185	-	(18,376)	(31,908)	823,901	8%	\$8.41
<b>Total</b>	<b>9,571,542</b>	<b>1,461,161</b>	<b>11,032,703</b>	<b>(10,569)</b>	<b>(196,304)</b>	<b>(239,835)</b>	<b>10,585,995</b>	<b>100%</b>	<b>\$ 108.06</b>

Fees	Proposed 2009-10	2008-9	% Change
UTSG Full Time	\$ 108.06	\$ 102.91	5.0%
UTSG Part Time	\$ 21.61	\$ 20.58	5.0%
TST Full Time (UTSG Fee less student activity space costs)	\$ 99.65	\$ 95.43	4.4%
TST Part Time	\$ 19.93	\$ 19.09	4.4%

**Student Life Programs Services - Operating Plans (2009-10)**

**Space cost allocation**

<b>Space Occupied by Student Organizations Located on the St. George Campus</b>	<b>Occupancy Cost</b>	<b>St. George</b>	<b>UTSC</b>	<b>UTM</b>
<b>FTE Enrolment - Full-time Undergraduate</b>		<b>34,103</b>	<b>10,481</b>	<b>10,776</b>
Proportions		75.99%		24.01%
University of Toronto Students' Union	\$ 43,421	\$ 32,996		\$ 10,426
<b>FTE Enrolment - Part-time Undergraduate</b>		<b>1,532</b>	<b>421</b>	<b>485</b>
Proportions		62.83%	17.28%	19.89%
Association of Part-time Undergraduate Students	\$ 18,562	\$ 11,663	\$ 3,207	\$ 3,691
<b>FTE Enrolment - Graduate</b>		<b>13,080</b>	<b>96</b>	<b>400</b>
Proportions		96.35%	0.71%	2.95%
Graduate Students' Union	\$ 77,824	\$ 74,981	\$ 550	\$ 2,293
<b>FTE Enrolment - Overall</b>		<b>48,715</b>	<b>10,998</b>	<b>11,660</b>
Proportions		68.25%	15.41%	16.34%
CIUT	\$ 43,710	\$ 29,834	\$ 6,735	\$ 7,141
The Varsity	\$ 37,535	\$ 25,619	\$ 5,784	\$ 6,132
The Newspaper	\$ 13,619	\$ 9,295	\$ 2,099	\$ 2,225
Total Tri Campus Student Societies		\$ 64,748	\$ 14,618	\$ 15,498
Proportions		100.00%		
St. George Campus Only Student Societies	\$ 639,514	\$ 639,514		
<b>Total</b>	<b>\$ 874,185</b>	<b>\$ 823,901</b>	<b>\$ 18,376</b>	<b>\$ 31,908</b>

**Student Life Programs Services - Operating Plans (2009-10)**

**U of T Index and Consumer Price Index Calculations**

<b>University of Toronto Index</b>		
Salary Expenditure Base (previous year budget)		7,516,261
Average ATB Increase/Decrease for Staff Members OR Rate Stipulated in Long-Term Budget		5.00%
Average Benefit Cost Rate		22.50%
<hr/>		
I. Indexed Salary and Benefits Expenditure Costs		9,667,790
II. Add an Estimate of Severance Costs (current year)	+	0
III. Subtract the Amount of Net Revenue from Other Sources (previous year)	-	(2,924,364)
IV. Add the Non-Salary Expenditure Base (previous year)	+	2,811,569
V. Add the Occupancy Costs (current year)	+	1,461,161
VI. Reduce the amount by the proportion of non-student use (current year).	-	(10,569)
VII. Reduce the amount by the proportion attributed to UTM and UTSC (current year).	-	(436,139)
Cost for UTI purposes		10,569,448
VIII. Divide the difference by the projected FTE enrolment (current year)	÷	49,029
<hr/>		
<b>UTI Indexed Fee</b>	\$	<b>107.79</b>
<b>\$ Amount of UTI based Increase (Year over Year)</b>	\$	<b>4.88 4.7%</b>
<b>\$ Amount of UTI based Increase (over adjusted fee)</b>	\$	<b>6.15 6.0%</b>

<b>Consumer Price Index</b>		
Fee Per Session (previous year)		102.91
Less: Removal of old temporary fee (2006-7)	-	1.27
Adjusted fee for CPI		101.64
Consumer Price Index	x	2.00%
<hr/>		
<b>CPI Indexed Fee</b>	\$	<b>103.67</b>
<b>\$ Amount of CPI based increase</b>	\$	<b>2.03 2.0%</b>

<b>Combined Fee Increase</b>		
Fee Per Session (previous year)		102.91
Less: Removal of old temporary fee (2006-7)	-	1.27
CPI Based Fee increase	+	2.03
UTI Based Fee increase	+	6.15
<hr/>		
<b>Indexed Full Time Fee</b>	\$	<b>109.82 6.7%</b>

<b>Proposed 2009-2010 Fees</b>		
<b>UTSG Full Time</b>	\$	<b>108.06 5.0%</b>
<b>UTSG Part Time</b>	\$	<b>21.61</b>
<b>TST Full Time (UTSG Fee less student society space costs)</b>	\$	<b>99.65</b>
<b>TST Part Time</b>	\$	<b>19.93</b>