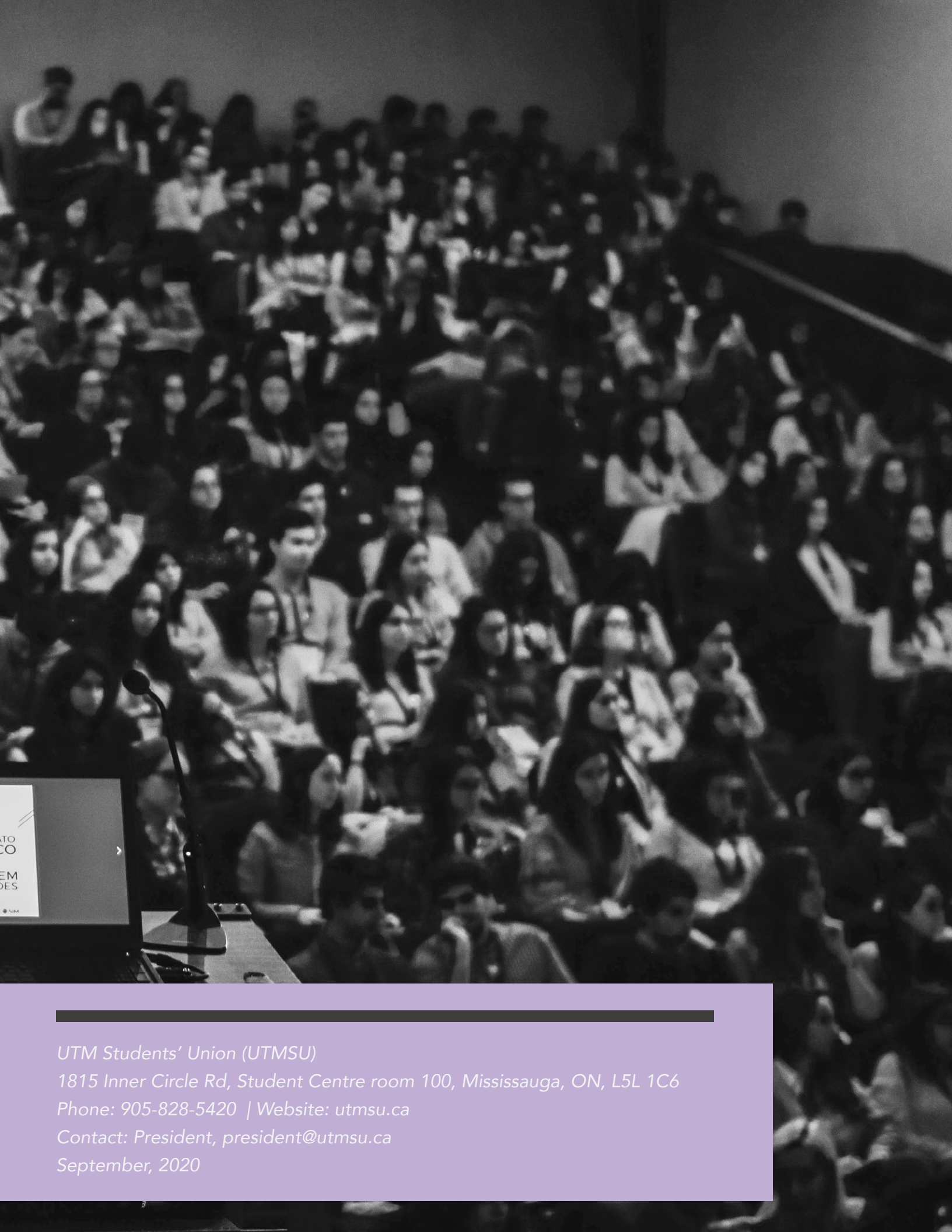


Education for All

Students demand support



UTM Students' Union (UTMSU)

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September, 2020

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Introduction

High tuition fees have discriminatory and detrimental impacts on students. In Ontario, students are faced with the highest tuition fees in the country and the financial burden that accompanies that which leaves many students with huge sums of debt for decades.

Post-secondary education demands enormous financial investment and many times, students are left with the difficult decision of basing their academic choices off of what they can afford as opposed to their passion. As tuition fees increase every passing year, this system suggests that the province and institutions are interested in the wealthiest students, rather than the brightest students. Education now has a price tag that many students can no longer afford.

These barriers are made worse by the lack of adequate support and services from institutions. Students are consistently left in the dark when it comes to experiential learning, Co-op opportunities, mental health and accessibility services, and the list goes on. Students are having a harder time accessing the services and resources they need on campus and many of the things students ask for and need are either underfunded, understaffed and underrepresented. These all restrict availability and access to services for students. As the cost of education is pushed onto the backs

of students, tuition fees and student debt are burdens that disproportionately impact students from otherwise marginalized identities. Given the intersections between class and other forms of marginalization, tuition fees represent a mountainous cost particularly for students from marginalized groups, more specifically Black and Indigenous communities. For many students in these communities, post-secondary education remains out of reach.

This is unacceptable. We believe education, all forms of it, should be accessible to students and not a burden for all those who are working towards a better future for themselves.

Year after year, the University develops plans to recruit both domestic and international students however, the services and support available do not replicate this. The University needs to listen and tend to the needs of their students. These all illuminate the fact that students are faced with significant challenges when it comes to accessing post-secondary education, health care, and finances.

Considering these realities, we have launched the Education for All campaign to persuade the University of Toronto Mississauga administration and political leaders to listen and make funding for an accessible post-secondary education a priority.

This Lobby Document aims to support all students at the University of Toronto Mississauga Campus by demanding seven of the following from the University of Toronto Administration:

- 1 Immediate Reduction of Tuition Fees for all Students**
- 2 Fairness for International Students**
- 3 Increased Non-Academic Scholarships for All Students**
- 4 Increased Awards and Grants for Indigenous and Black Students**
- 5 Increased Paid Experiential Learning and Internship Positions for All Departments**
- 6 Stand-Alone Mental Health Counsellors Within All Departments**
- 7 Improvement of Accessibility Services**

We believe education, all forms of it, should be accessible to students and not a burden for all those who are working towards a better future for themselves.



First Demand:

Immediate
Reduction of
Tuition Fees
for all Students

The University of Toronto has become a global leader in post-secondary education. Every year, thousands of students enrol to receive a world-class education but, at what cost?

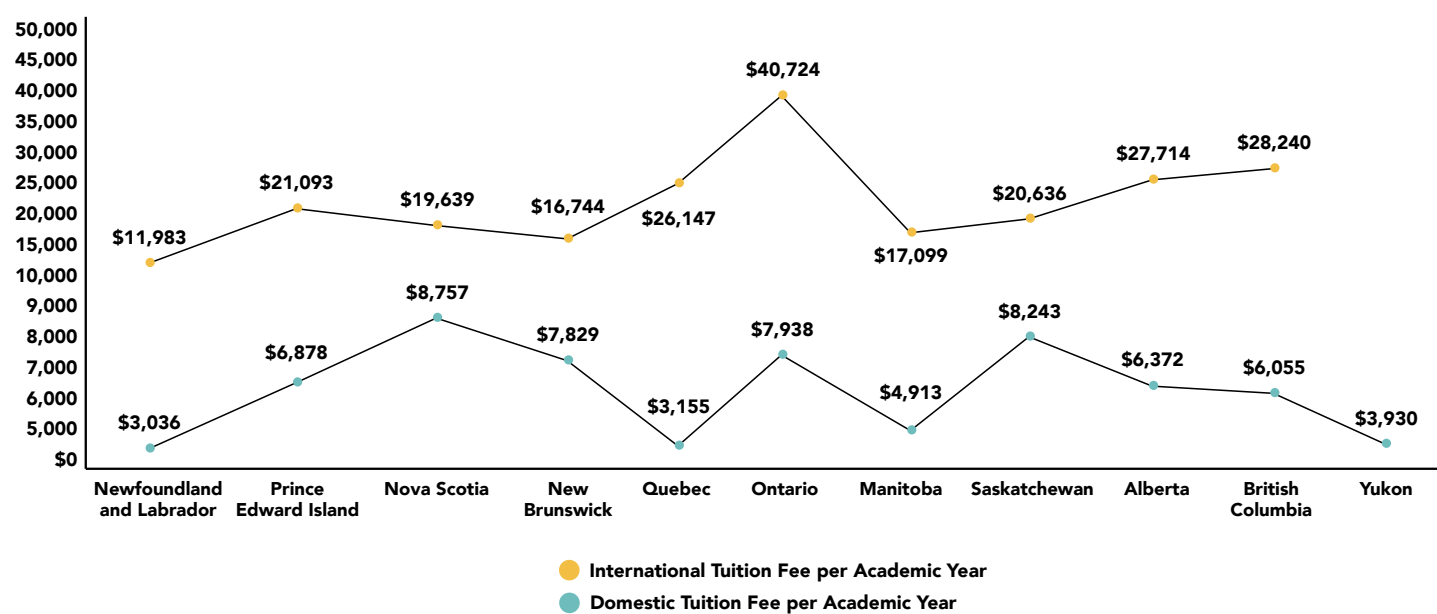
High tuition fees have detrimental impacts on students as the cost of post-secondary education in Canada continues to rise and the COVID-19 crisis intensifies students' financial hardships. Figure one showcases tuition fees across Canada, highlighting the drastic differences in accessing post-secondary education between each of the provinces and territories.

As Ontario students are faced with the highest tuition fees in the country, the University of Toronto ranks most expensive amongst all universities in Canada (Universities Canada, 2020). Students are left with a financial burden because as they are working towards a better future for themselves, many students are left with debt for decades.

At the University of Toronto Mississauga Campus, tuition fees for undergraduate students (Art and Science), international and domestic, are \$29,761 and \$8,114 per academic year.

High tuition fees have put post-secondary education out of reach for many students, international or domestic, especially during the COVID-19 crisis.

Figure One, Canadian Tuition Fees





Thousands of students walk out of university with their degrees with excitement and with fear because for many, the end of school is a new chapter that begins with mountains of student loans to pay back. The 2016 study from Statistics Canada shows recent graduates were carrying an average debt load for recent graduates (over the past 10 years) was \$28,500; while debt was found to be higher among university graduates (\$31,800) compared to college graduates (\$25,900) (IPSOS, 2019).

However, there are increasing signs that institutions across the country are recognizing the importance of developing a system in which students can access post-secondary education in a productive and cost-efficient way. The University of Saskatchewan decided to implement a tuition freeze for the majority of its programs due to the COVID-19 crisis and is currently investigating an opportunity to lower tuition fees altogether (Giles, 2020). Brock University developed a reduction plan collectively saving students more than \$4.2 million in the 2020/21 academic year during the COVID-19 crisis (Dakin, 2020). The University of Guelph is providing up to \$4 million in funding through three new initiatives that will offer further financial assistance to these students including tuition credits, bursaries, scholarships, and online programming (University of Guelph, 2020).

In mid-March, classes migrated online and the majority of them continue to stay online. Despite having a degraded campus life and a diminished learning environment with the majority of classes moved to online platforms, students are still expected to pay similar tuition to previous years. Additionally, when students are required to attend courses online equitable access to education is faced with a new set of challenges. Students are no longer privy to resources and services provided by the university with access to technology, campus-wide internet access, or health and wellness services. With societal and economic pressures and the distractions of home life, students are isolated and left to their own devices. Working from home has left many students at a disadvantage. In addition to these issues raised, because of travel restrictions, many students are affected by timezone changes or censorship issues in their home country, preventing them from participating or accessing their classes remotely.

It is important to note that students have a significantly large economic impact; annually, they contribute billions to the province's economy through paying tuition fees, living expenses, taxes and general spending. However, despite these contributions, tuition fees rise at an exponential rate, especially for international students.

The decision to reduce tuition fees for all students, provide more funding and support for students is an indicator that institutions are prioritizing social and economic conditions that will allow students to better focus on their studies and personal development. Students will be better situated to study, work, and live with these supports set in place.

Recommendation:
Students recommend the University of Toronto commit to investigating a new funding formula that incorporates the reduction of tuition fees for all students enrolled at the university by Fall 2021.

High tuition fees have detrimental impacts on students as the cost of post-secondary education in Canada continues to rise and the COVID-19 crisis intensifies students' financial hardships.



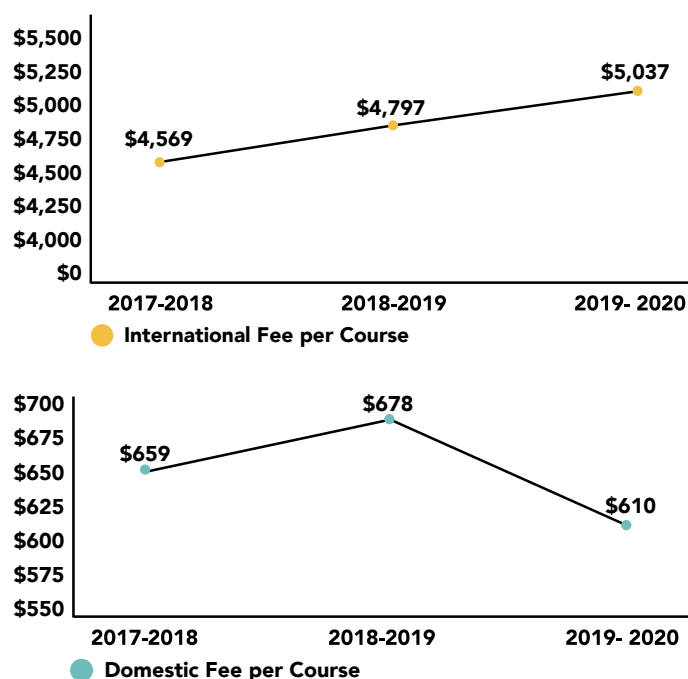
Second Demand:

Fairness for International Students

In the midst of the COVID-19 pandemic, international students are yet again left out of the economic care and support. In a period where the communities are facing an economic depression, international students are overlooked. While the UTMSU as well as the UofT Administration has offered financial relief, these are band-aid solutions. Whether we discuss the treatment of international students in the current pandemic or otherwise, international students are treated like cash cows and are offered little to no support. In 2019, the international student enrolment increased to 23,019 students which was 24.7% of the incoming student population for the University of Toronto (University of Toronto, 2019).

Furthermore, in analyzing the University of Toronto's future development plans (the next ten years) we have noticed the plan to increase student enrolment at the University of Toronto Mississauga Campus from 16,014 students up to 24,000 students by 2030. Currently, international students consist of 22.5% of the undergraduate population; it is projected that international students enrolment in undergraduate programs will reach 24% by 2022-2023 (University of Toronto, 2019). In Fall 2019-2020, undergraduate international enrolment reached 26.1%, which surpasses the projected growth.

Figure Two, Differential Tuition Fees (Per Course)

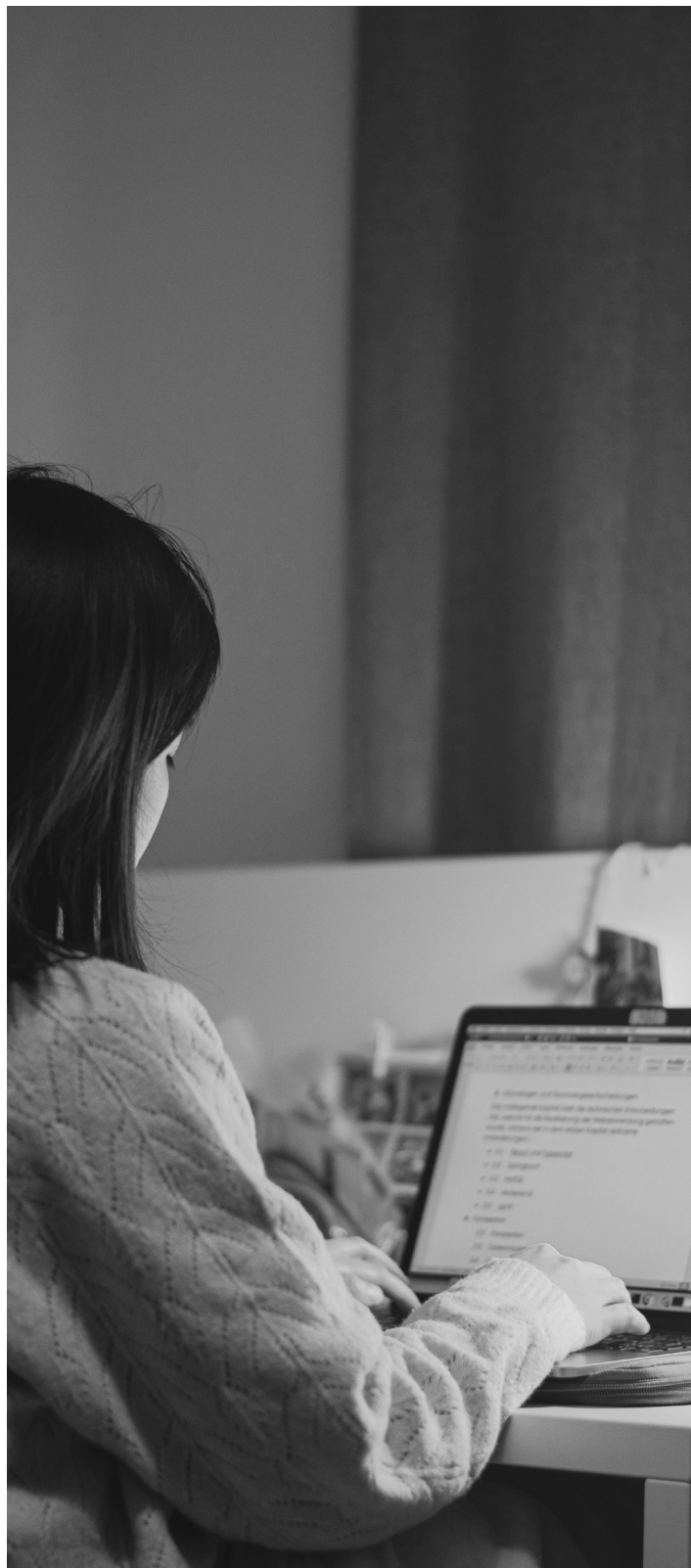


As illustrated in figure two international student fees are more than three times that of a domestic student. Differential tuition fees endanger the intellectual, cultural, and social benefits that international students contribute to campuses. Although tuition fees for international students are exponentially higher, these students are recipients of the same services as domestic students.

For instance, international students have reduced access to affordable mental health services, although there is external mental health support and healthcare available, international students cannot access these services due to their lack of coverage through the UHIP program. These restrictions often

lead to international students being left to avail lead to international students being left to avail of the services provided by the University and external health care providers which oftentimes put them on lengthy waitlists, therefore, discouraging students from seeking help under the idea that it would take too long for a response. Additionally, international students are often excluded from provincial and institution grants and funding; but still require financial assistance considering they have equal amounts of finances if not more than their domestic counterparts. High tuition fees have put education out of reach for many international students who want to study in Ontario; the current lack of scholarships and bursaries for international students contributes to this. Year after year, the University is interested in recruiting and retaining international students, however, services and support for these students do not replicate this. The University needs to represent and tend to all students, not solely domestic students.

Recommendation:
Students recommend the University of Toronto commit to investing in services and resources that properly support international students in their transition to and academic endeavours at the university. Additionally, it is recommended that a new funding formula be adopted to reduce rising differential fees by Fall 2021.



Third Demand:

**Increase
Non-academic
Scholarships for
all Students**

The high cost of tuition fees is the largest barrier to accessing post-secondary education and disproportionately affects those who cannot afford this. University is much more than solely academics and as such the scholarships provided by the institution should represent this.

Currently, there is a lack of non-academic scholarships for all students. For the University of Toronto, there are twelve non-academic scholarships, two of which are the University of Toronto Mississauga specific; the Paul W. Fox Scholarship and the Peter Baxter Leadership Award are only applicable for full-time undergraduate students at the University of Toronto Mississauga. Although they are generalized so that students from all programs can apply, part-time students are excluded from these non-academic scholarships.

Otherwise, the ten remaining scholarships maintain criteria focused on community action, status, personal identity, cultural background, accessibility, and program. What is currently available for students is solely merit-based grants, however, what students require is needs-based grants.

Although the UTMSU has been distributing needs-based bursaries, these hardly fulfil the needs of our students. While we understand

that even the University is facing financial strain during these unprecedented times, reallocating certain funds would improve support from the university to its students. This effort would greatly assist students who are in financial turmoil as well as allow the University of Toronto Mississauga to set precedent in these times of need.

***Recommendation:
Students recommend that the University of Toronto Mississauga reevaluate efforts to increase non-academic grants and scholarships by Fall 2021. This effort would greatly assist students who are in financial turmoil as well as allow the University of Toronto Mississauga to set precedent in these times of need.***

University is much more than solely academics and as such the scholarships provided by the institution should represent this.



Fourth Demand:

**Increase Awards
and Grants for
Indigenous and
Black Students**

While the University of Toronto Mississauga Campus has a variety of awards and scholarships few of them prioritize Indigenous, Black or other racialized students. As the cost of post-secondary education is continuously pushed onto the backs of students in the form of user fees, tuition fees and student debt are burdens that disproportionately impact students from otherwise marginalized identities. Students from marginalized communities are more likely to come from lower-income backgrounds and communities with historic cycles of poverty. Furthermore, given the intersections between class and other forms of marginalization, it is no surprise that tuition fees represent a significant cost particularly for students from marginalized groups, more specifically Indigenous and Black communities.

The reality is that, for many, post-secondary education remains out of reach. Many students are either unable to raise the financial resources necessary or are unwilling to assume mountains of debt in order to pay for education. In the end, many students find themselves isolated and in poverty.

It is important to note that awards and scholarships are based on academic achievement or merit while grants and bursaries are usually based on financial need.

Currently, at the University of Toronto there are two awards/scholarships for undergraduate Black students, of which, both exclude international students; additionally, there are no specific grants or bursaries for undergraduate Black students. Whereas, there are eight awards/scholarships and three grants/bursaries for undergraduate Indigenous students. Although this is a good start, the University of Toronto is capable of more (outlined in table one).

Students should not be made to feel unwanted, unwelcome and scrutinized for being Indigenous or Black on-campus. These actions would not only create trust and comfort with students on campus, but also, allow the University of Toronto to retain Indigenous and Black students for their undergraduate studies at the university.

Recommendation:
Students recommend that the university increase awards and grants for Indigenous and Black students at the University of Toronto. It is recommended that the University of Toronto Mississauga administration make a conscious decision to defund campus police who harass and card Indigenous, Black and Racialized students on campus Both recommendations should be implemented by Fall 2021.

Table One, Grants and Awards at UofT

Title	Criteria
Black Business and Professional Association (BBPA) Scholarships	<ul style="list-style-type: none"> • must be a member of the Canadian Black community • must be a Canadian citizen or permanent resident of Canada • must be under 30 years old at the start of upcoming academic year • must demonstrate high academic achievement and contribution to the Black community • must be in financial need
Dr. Anderson Abbott Award	<ul style="list-style-type: none"> • must be a black undergraduate student in any program of study; • must show high academic achievement; • must demonstrate financial need; • must present evidence of contribution to the black community.
President's Award for the Outstanding Indigenous Student of the Year	<ul style="list-style-type: none"> • must be students of Indigenous ancestry (First Nations, Metis, Inuit); • must be studying full-time and involved in course work; • must show academic achievement and previous and/or intended contribution to the native community.
Indigenous Student Bursary	<ul style="list-style-type: none"> • must be an Indigenous student; • must be a residents of Ontario, • must demonstrate financial need.
Dr. Lillian McGregor Indigenous Award of Excellence & Marilyn Van Norman Indigenous Student Leadership Award	<ul style="list-style-type: none"> • must be an Indigenous Student studying at the University of Toronto • must be a Canadian citizen /permanent resident and resident of Ontario; • must demonstrate financial need.
Edward and Dorothy Dawson Award for Indigenous Students	<ul style="list-style-type: none"> • must be Indigenous students • must be enrolled in any science related discipline • must demonstrate financial need.
Gladys Watson Indigenous Education Fund	<ul style="list-style-type: none"> • must be Indigenous (Status, Non-Status, Metis and Inuit); • must be a Canadian citizen /permanent resident and resident of Ontario; • must be enrolled in a University of Toronto graduate program at the masters or doctoral level, and second-entry professional programs.
City of Toronto Scholarships for Indigenous Students Studying in Health Professions	<ul style="list-style-type: none"> • must be indigenous students who are studying in any of the undergraduate or graduate health-related professional programs; • must be Canadian citizen/permanent resident and resident of Ontario; • must have financial need • must demonstrate academic merit and • must demonstrate community leadership skills.
Bennett Scholars	<ul style="list-style-type: none"> • must demonstrated financial need • must be current full-time undergraduate students of Indigenous backgrounds or whose parents did not attend College/University

Table One Continued, Grants and Awards at UofT

Title	Criteria
Bennett Admission Scholarship	<ul style="list-style-type: none"> • must demonstrate financial need • must be in their final year at a Canadian secondary school • must be incoming full-time undergraduate students of Indigenous backgrounds or whose parents did not attend College/University
Rosalind Murray Bradford Scholarship	<ul style="list-style-type: none"> • must be an Undergraduate student of indigenous ancestry • must be enrolled in second, third or fourth year of study
Indspire AwardsBuilding Brighter Futures: Bursaries and Scholarship Awards program	<ul style="list-style-type: none"> • must be a Canadian resident, • must be an Indigenous individuals who are either First Nation status, recognized by the Federal Government or non-status,* Inuit or Metis (see website for full details)
Florence Evelyn and William Leonard Prideaux Award	<ul style="list-style-type: none"> • must be a Canadian Inuit or Indigenous student from the North West Territories or Moosonee area; • must be entering or registered in the Faculty of Applied Science and Engineering, John H. Daniels Faculty of Architecture, Landscape and Design or Wycliffe College; • must be an active member of Scouts Canada.

Many students are either unable to raise the financial resources necessary or are unwilling to assume mountains of debt in order to pay for education.



Fifth Demand:

Increase Paid
Experiential
Learning and
Internship
Positions for all
Departments

Post-secondary students increasingly participate in precarious and unpaid employment without access to benefits, protections, and payment. Making students some of the most vulnerable workers in Ontario and across Canada.

As the cost of education and living continues to increase, students cannot afford to participate in unpaid experiential learning and internships. These increases for university students means that a model of equal pay for equal work is required. There should be no differential treatment in pay, benefits, and working conditions for students who are doing the same work. Students must not be discriminated against on the sole basis of their status as students.

Many university programs require students to complete a work placement, which can be paid or unpaid depending on what students can secure. These mandatory internships usually stipulate the amount of hours required to graduate from a program, however, without proper procedures and protections in place many students find it “common” for unpaid internship placements to be asked to work more than 40 hours a week (Margison, 2015). It is naive to believe that a student can have unpaid internships lasting more than 125 hours and survive. These placements can cause too much financial strain, especially since students

frequently continue paying tuition, rent, utilities, and living during placements.

More specifically, the Experimental Education Unit (EEU) at the University of Toronto Mississauga Campus administers the Research Opportunity Program (ROP) which provides students with the opportunity to participate in the research of a faculty member while earning course credit. Although an interesting program, domestic and international, students are paying \$610 and \$5,037 to the university to conduct work for a faculty member (University of Toronto Mississauga, 2020).

This is unacceptable.

Students need access to paid experiential learning and internships, however, that does not mean these opportunities should be mandatory as course requirements. Post-secondary institutions rely too heavily on unpaid placements and should be advocating on behalf of their students for honorariums for longer-term internships (Margison, 2015).

Recommendation:
Students recommend that the university provide and advocate for paid opportunities and the necessary support they deserve.

Sixth Demand:

Stand-alone
Mental Health
Counsellors within
all Departments

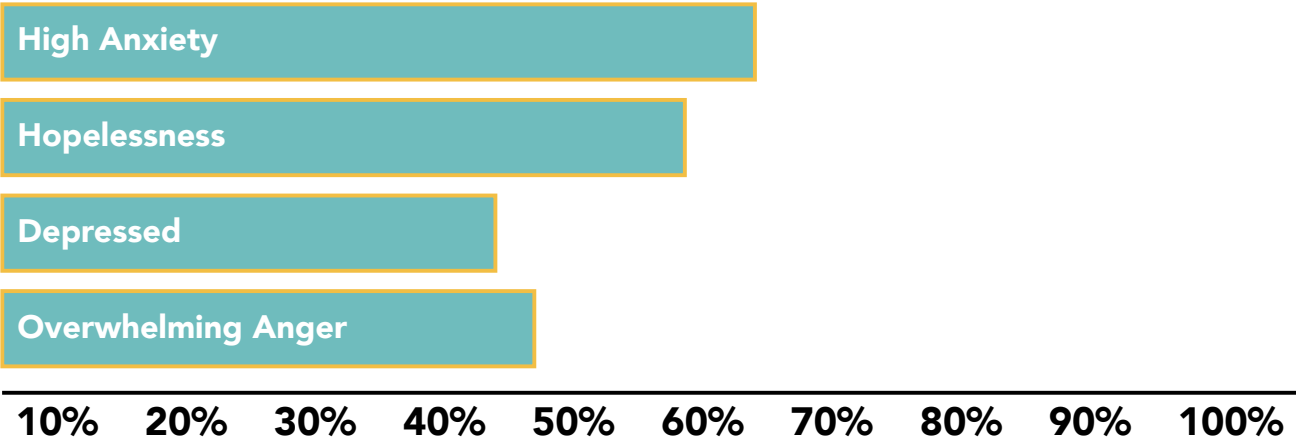
There is a problem with the emphasis on academic excellence over student wellbeing. The structure of post-secondary education and the policies upheld at the University of Toronto Mississauga Campus affect students' mental health in detrimental ways. Students face a unique challenge accessing campus support services because they often do not want their supervisors, administrators or peers to know that they are struggling and have sought help. Oftentimes, students are reluctant to access mental health resources for fear of personal, funding, and academic reprisals. Because of this, students are forced to ignore their mental health and wellbeing in an effort to attend the institution.

It is important to note that 1 in 5 people in Canada experience a mental health problem (CMHA, 2019), of this, young adults aged 15-24 are more likely to experience mental illness

than any other age group (Statistics Canada Government of Canada, 2015). More specifically, the [ACHA-NCHA II](#) conducted a student survey of 41 Canadian post-secondary institutions and found that young adults reported high anxiety (64%), hopelessness (59%), seriously depressed moods (44%), and overwhelming anger (47%) while studying in their institution (American College Health Association National College Health Assessment II, 2016).

Meanwhile, in 2018, the World Health Organization reported an increase in mental disorders in post-secondary students worldwide. Considering this, WHO also noted that with rising rates of mental illness, the demand for services on campus far exceeds the resources available for students (Auerbach RP, et al., 2018). Students are having a harder time accessing the mental health services they need on campus; the discrepancy leaves students underserved

Figure Four, Students Reported Feeling While Studying in University





Oftentimes, students are reluctant to access mental health resources for fear of personal, funding, and academic reprisals.

and underrepresented while campus counsellors are left overwhelmed.

Out of 23 undergraduate departments at the University of Toronto Mississauga Campus, two of these departments mention mental health awareness and direct students to on-campus or external resources and support (University of Toronto Mississauga, 2020). Due to current practices and pressures such as extensive workloads, online and distance learning, and societal pressures students cannot mentally or physically afford the burden and anxiety of post-secondary education.

***Recommendations:
Students demand program-specific mental health counsellors that are trained to understand students' needs and assist them accordingly. These counsellors should be employed by Fall 2021.***

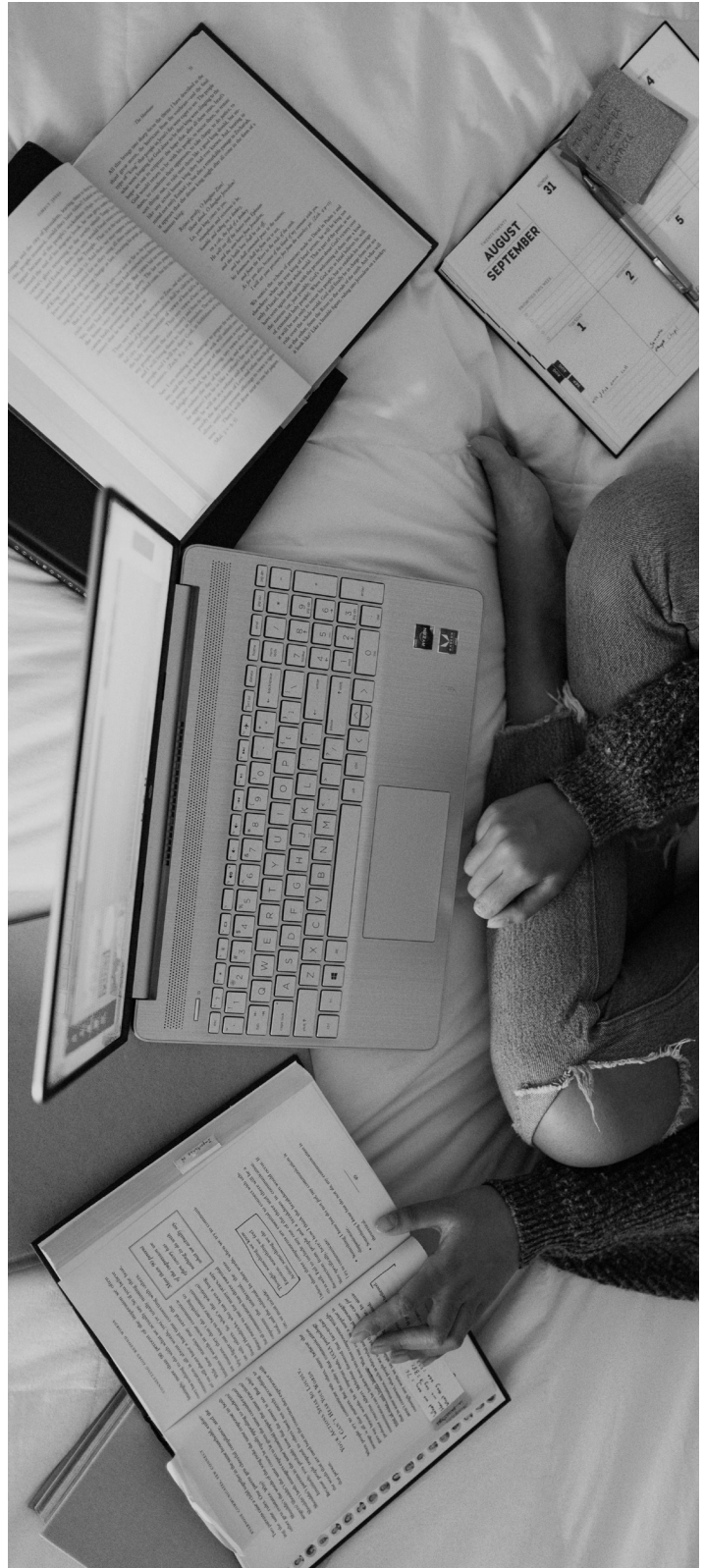
Seventh Demand:

Improvement of Accessibility Services

Students with disabilities face too many barriers in the post-secondary education system and the university's Accessibility Service Centre should not be one of them. Although progress has been made toward understanding, accepting, and supporting students with (invisible) disabilities, these students are tackling barrier after barrier from administrative figures or instructors denying claims and requesting personal documentation to a short supply of note-takers.

Many students do not want to disclose their mental health diagnosis or physical abilities with their instructors for fear of ridicule or disbelief. And although students are not required to disclose this information to their instructors, students should not feel pressured to define their experiences using a psychiatric label (Gulli, 2016). The university has the power to deny students their needed academic accommodations; ranging from writing exams in a room separate from the class at large, receiving extra time on assignments, or assistance from note-taking technology (Gulli, 2016).

Looking to the present, with the current COVID-19 crisis there is a greater fear of classroom disruptions. Too often, the curricula and lesson plans used in the institution are not designed or delivered based on principles



of accessibility. Considering the shift to online learning and a rush to train faculty and administrators on these new tools, there is a fear that students who need accommodations will be left behind.

The institution should prioritize the training of instructors, administrators, and all faculty to understand, and effectively and consistently use, principles of Universal Design in Learning and differentiated instruction when preparing and delivering courses and another educational programming, to effectively address the spectrum of different learning needs and styles of their students (Thomas, 2020). The university needs to commit to provide training and consultation services to faculty, staff and students regarding disability policy and related disability issues.

Additionally, students with certain physical or learning disabilities may have difficulty taking clear and concise notes. Although the University of Toronto Mississauga Campus has created an opportunity for volunteer note-takers, these barely fulfil the needs of our students who need accommodations . At the university, note-takers are requested in classrooms only when there is a student registered with the Accessibility Centre. However, if a student is not registered with the Accessibility Center or they are fearful of disclosing their disability, they should not be

forced to in order to receive notes. In addition to paid note-taker positions this should be a required component in all classes so that students have proper access to notes and course materials. While we understand that even the university is facing financial strain during these unprecedented times, accessibility is a non- negotiable service.

Reallocating certain funds to accessibility services will not only improve services but also create more jobs that would improve support from the university to its students. Increasing paid positions and improving faculty accessibility training would greatly assist students in distress as well as allow the University of Toronto Mississauga to set precedent for future development.

Recommendation:
Students recommend that the University of Toronto Mississauga increase paid positions in the accessibility centre and improve faculty accessibility training. These should be implemented starting Fall 2021.

Considering the shift to online learning and a rush to train faculty and administrators on these new tools, there is a fear that students who need accommodations will be left behind.



Conclusion

These demands illuminate the fact that all students are faced with significant challenges when it comes to accessing post-secondary education, accessibility, and funding.

That being said, we call upon the UTM administration to act on these demands and to create a plan of action regarding this document by Monday, January 18, 2021 and begin implementation of the plans by Fall 2021.

Showcasing the University's support for all students will not only illustrate that students are being listened to and represented but will also display that the University of Toronto is truly a global leading university.

As an educational institution, it is our duty to provide proper access to resources and services that benefit all students and not just a few. These demands are integral to creating a post-secondary education system that prioritizes *Education for All* students.



Testimonials



"I hope this email finds you well. I wanted to share my testimonial with you. For context, I am from Zimbabwe. At the end of last year, I saw that my GPA was really high and started to look for scholarships. I put in the necessary filters, such as UTM and international students. I quickly came to find that the scholarships were really specific, for example, for someone pursuing dentistry.

Moreover, I saw a lot of Asian and Caribbean representation. After all the scrolling, I came to find out that I did not qualify for any of them (that I could apply to). I emailed the financial advisor, as I thought that maybe I was just not looking hard enough. She just sent me a link to the UofT

awards page and other Canadian scholarship websites that I had already been through. I explained to her that I was excluded from all of those scholarships. She then proceeded to tell me that I should look for scholarships in my home country. However, as I mentioned earlier, I am from Zimbabwe and if you've ever opened an economics textbook or watched the news, you know that was like slamming a door in my face. In fact, for 2019-2020 my tuition fees were \$500,000 (half a million) due to inflation. I can't imagine what it will be now for 2020-21." **-Amanda**

"As an international student, tuition fees are already a significant investment for my family – not to say burden – and the rise of tuition fees, in the current situation we find ourselves in because of the pandemic, makes it even more difficult to cope with. On the one hand, both my parents' salaries decreased because of Covid19, on the other hand, the tuition fee increase means my family has to invest even more money for my education.

I genuinely don't understand the logic behind international fees, the rational reasoning explaining why students coming from another country should have to pay nearly 10 times more than domestic students, when we receive the same education, take the same courses, put in the same amount of work and effort, all the while balancing a part-time job and paying taxes, just like our peers. The Education For All Campaign is crucial for students like me because it fights for individuals that are often disregarded by the administration and other people in position of power within the University of Toronto; people in position of power who have the ability to do the right thing: make education accessible, inclusive, fair for ALL students, and most importantly." **- Free**



Testimonials

"I am currently a third-year international student enrolled at UTM and support the demands of the campaign for a number of reasons. This year has been especially difficult for a large part of the UTM community seeing that Covid-19 is a reality and has brought upon economic distress to a number of communities, often disproportionately. As an International student, I already pay about five times the amount domestic students pay to enroll in courses annually. However, university enrolment is just the tip of the iceberg with regards to the costs Internationals have to incur just to get the opportunity to study in Canada. We regularly get arguments used against us such as 'You knew what you were signing up for when you came here.'

Across Canada, a number of institutions practice higher tuition fees for international students, but none as high as UofT. This year however a large number of internationals have been facing a financial crisis in their country of origin. I am an Indian international student. In March when UofT announced campus shutdown I was living in residence and due to unclear instructions on what would happen to On-Campus students, I was forced to buy extremely expensive air tickets and fly back home. When I reached India I was under lockdown almost immediately. The lockdown carried on for nearly 3 months and financial distress was extremely high during this time period. My family runs a business that could not operate for 3 months and yet was bound by the government to pay wages to workers as appropriate. I am not alone in this, worldwide a large number of countries struggling with the virus shut down their economies for large chunks of time. At such a time International students were not covered by the CERB provided by the government of Canada either. For these reasons asking us to pay the same fees as every other session is extremely prohibitive and could lead to students being forced to end their time at the university.

Lastly, I would like to iterate how online teaching has shown lower standards in a large number of cases. In March, my own Computer Science Professors spoke about this citing it as a reason for lower PoST standards. Online teaching doesn't carry too many extra costs for the university (to the best of my knowledge) either. So for a lower standard of results asking the same extremely high amount in a time as trying as now seems unfair to a large number of students, but especially UofT's vibrant international student life. Not all international students are inexplicably rich and we are deserving of UofT's consideration just as much as every domestic student." - **Aditya**



Testimonials



"Going into my second year as a biology for health science major, I can't help but feel nervous during these uncertain times. It's of significant value and importance for us students in the life sciences to have valuable experience that can supplement our future ambitions such as graduate school.

A structured and more accessible system needs to be in place to provide students with links to the various labs that work in partnership with the University. I am really proud to be studying in a renowned university, but am unable to easily access the resources that this world-class research

power-house has to offer. This is felt by many of my peers as well. Co-op like opportunities need to be more prevalent for students studying the life sciences because unfortunately without such experiences, it's really hard to thrive." - **Jai**

"I, like many students, have been disadvantaged due to this worldwide pandemic. Whether it be mentally or physically the impact of this virus is there. I personally have gone days struggling to get out of bed and overthinking to the point where I have been unproductive these past few months. All I can say is it's been very tough. I know my peers would have felt and probably still feel this way too. Due to online classes and fewer social interactions this fall semester, many students like myself will continue to struggle. On top of all these stressors caused by this pandemic, the tuition fees are expected to remain the same.



I feel very disrespected and disgusted by this institution. It's as if they can't read the room and are unable to empathize with their own students. We're all struggling in one way or another due to these uncertain times yet we are still expected to pay thousands in fees to sit at home surrounded by four walls for hours and hours. I stand with the education for all campaign because I know it's demands are very reasonable and it supports those of us who would otherwise have no voice. No voice to speak up to those with higher authority who choose to burden students even more than they have already been burdened." - **Liya**

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