



University of Toronto

Race Relations and Anti Racism Initiatives

ANNUAL REPORT

April 1, 2000 to March 31, 2001

Executive Summary

Financial support provided by the Vice-Provost, Students, has made a substantial difference to the mentoring and outreach programmes which benefit students from under-represented groups. In addition to the initiatives sponsored locally by various divisions, there is increased emphasis on establishing links with the outside community as evidenced by the work of students at New College and the faculties of Medicine, Law and Social Work.

The diversification of the curriculum is continuing although the viability of some of the programmes, which have contributed to this process, may be threatened due to lack of base funding and a stable complement of faculty with the necessary expertise. The Ethnocultural Academic Initiatives Fund has been providing divisions with opportunities to explore new projects, many of which contribute to this diversity.

The University commitment to ensure that needy students get the necessary financial support to continue their studies is making a difference although funds targetted to specific groups continue to have a place in the recruitment process.

The general pattern of complaints is the same as in the past with students filing the majority. One of the major challenges for the university in the immediate future is the task of using the opportunities afforded by the anticipated expansion of its student body and facilities as well as the retirements which are occurring to attract faculty and senior administrators who more closely mirror its student body and the community it serves.

Kelvin Andrews
Race Relations and
Anti Racism Initiatives Officer

October 2001

University of Toronto

Race Relations and Anti Racism Initiatives

REPORT OF THE RACE RELATIONS AND ANTI RACISM INITIATIVES OFFICER

for the period April 1, 2000 to March 31, 2001

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PREAMBLE

The University established a permanent office for Race Relations and Anti Racism Initiatives (RRARI) in January 1993 pursuant to a recommendation of a Presidential Advisory Committee and in keeping with the University's continuing commitment to sustain a learning and working environment free from discriminatory harassment and prohibited discrimination.

In furtherance of this goal, the University's Governing Council approved a *Statement on Discriminatory Harassment and Prohibited Discrimination* on March 31, 1994. This Statement is rooted in the Human Rights Code of the Province of Ontario (*Revised Statutes of Ontario Human Rights Code, 1990*) in which prohibited grounds for discrimination and harassment include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

While the mandate of the RRARI office includes responsibility for dealing with discrimination and harassment on the basis of race, ancestry, ethnic origin, citizenship, colour or creed, it is the responsibility of each and every member of the University community to sustain and encourage values justly residing at the core of our enterprise. The issues addressed by my office should be the concern of the entire University of Toronto community.

MENTORING AND OUTREACH

Mentorship programmes, developed over nearly a decade, provide the university with important links to groups which it is seeking to attract. One hundred and forty-one students, the largest enrolment since its inception, took part in the Summer Mentorship Programme (SMP) 2000. Students and teachers from five Boards of Education in the Toronto area participated in the SMP which ran from July 5th to August 11th 2000 and attracted interest in Engineering (44), Health Sciences (44), Health Professions Carousel (16), Law (21) and Social Work (16).

The success of SMP 2000 was due in large measure to the provision of \$35,000 by the Vice-Provost, Students, in support of this important initiative. My request on behalf of the SMP stakeholders for \$40,000 to support the Programme in 2001 has been approved and I expect a similarly successful outcome this summer.

As I predicted in my last report, much of the uncertainty and stress which had plagued the SMP before this level of funding was available has been removed now that more comprehensive planning could be completed well in advance of the event. Student co-ordinators, who are crucial to the success of the SMP, were hired sufficiently early to properly plan the programme. Dependence on part-time and volunteer co-ordinators was reduced significantly, and valuable time was saved as interviews were conducted over a much shorter period than previously. For the first time, co-ordinators were offered a decent stipend.

In spite of the many positive outcomes which flow from the University's financial commitment to the Programme, the SMP must still depend on the important contributions made by the Boards of Education which assist in generating interest in it and on the teachers who participate. Those who have assisted us in the past have had their ability to contribute constrained by severe budget cuts and we must endeavour to review our current arrangements with them to see how best we can benefit from the reduced commitment they have been forced to make. The continued willingness of five Boards of Education to encourage their teachers to take part in the SMP in spite of the financial difficulties they face, is testimony to the high regard in which this initiative is held. Some of the following outlines of initiatives undertaken in various divisions illustrate the extent to which the SMP is making an important contribution to the effort to bring even greater diversity to our student body.

Faculty of Medicine

This faculty, as the first to initiate mentoring and outreach initiatives on a continuing basis, has expanded those activities to include active recruitment, volunteer work, and humanitarian efforts. Since 1994, when the faculty's office of Student Affairs introduced mentoring as a means of attracting under-represented high school students to the Health Sciences, more than 250 high school students have benefited from partnerships formed with Boards of Education in Toronto, the Association for the Advancement of Blacks in Health Sciences (AABHS) and the office of Aboriginal Student Services and Programmes. There is evidence that an increasing number of students who take part in the faculty's annual SMP look to university attendance as a viable goal and consider courses in the Health Sciences as possible options. The SMP offered by Medicine involves students in job-shadowing with mentors from a variety of fields, observing surgery, learning how to examine patients, and dealing with scenarios which duplicate the problem-based methods faced by medical students. Each student must also conduct a research project, write a report, and complete a poster presentation which is judged at the end of the Programme. Other related developments that should be noted include the formation this year of the Black Medical Student Association (BMSA) and the stated intention by Aboriginal Students in Medicine to establish an Aboriginal Medical Student Association modelled largely on the BMSA initiative but targetted at First Nations, Metis, and Inuit students.

The "*Saturday Programme*," started in 1996, was designed to "*provide tutoring, mentorship, and enrichment experiences to inner city high school students*," many of whom were not realizing their academic goals in spite of demonstrated potential to do so. Aimed primarily at students of Aboriginal, Black and Portuguese background, the programme focused on tutoring in Math, Science, and English. By 2000 the Programme's objective had changed to provide support for students of all cultural backgrounds. The programme, which ran from mid-February for twelve weeks, attracted more than eighty students drawn from diverse racial and ethnic backgrounds. Tutoring is provided not only by medical students, who were the initial sponsors in partnership with the Faculty of Medicine's office of Student Affairs and the Toronto District School Board, but by students drawn from faculties such as Physical Therapy, Occupational Therapy, Law, Nursing, Pharmacy, Engineering, and OISE. Anecdotal comments from teachers who helped to recruit the students suggest that the Saturday Programme has had a very positive effect on some participants in the form of improved grades and heightened self-esteem.

Initiatives directed at the outside community have continued to flourish since my last report. Medical students provide tutoring to a group of students (aged 8-11 years) from the Alexandra Park Co-operative on a once-a-week basis. "*Lets talk Science,*" modelled on a programme begun at the University of Western Ontario, involves the participation by University of Toronto graduate students in physiology and medical students with science teachers in inner city schools. Pairs of medical student volunteers teach sex education to high school students as part of an initiative entitled "*The Healthy Sexuality Programme.*"

The Faculty of Law

The approach taken by the Faculty of Law to promote diversity is similar in some ways to that adopted by the Faculty of Medicine. One emphasis is on initiatives to promote interest in students from under-represented groups in law as a career and in pursuing it at this university. Another is to ensure, to the extent possible, that topics of particular interest to students from such groups find a place in the curriculum offered by the Faculty. Later on in this report, in the section devoted to the Curriculum, I have listed some of the courses which make a broader discussion of issues possible. Another focus is on the work performed by Law students to the benefit of groups in the external community struggling with diversity issues of their own.

Many of the outreach initiatives discussed in previous reports have continued. The Dean wrote to all students identified as Black and Canadian who wrote the Law School Admission Test encouraging them to submit an application to the University of Toronto.

A one-day High School Outreach event was hosted by the Faculty in February 2000 aimed at students from racial minority and socio-economically disadvantaged groups.

In March, the Faculty hosted a Welcome and Outreach Day for students offered admission to the September 2000 term. Travel subsidies and billeting were made available as in past years.

An SMP in partnership with three Boards of education was held during the summer of 2000 and provided enrichment opportunities for participating students drawn from under-represented groups. This continues to be an overwhelmingly positive experience for not only the students but for mentors and members of the faculty and the profession who take part.

External activities involving University of Toronto Law students also receive the active support of the faculty both financially and organizationally. The Faculty hosted and supported a combined event in December 2000 involving the local Black Law Students' Association and the equivalent group at the Osgoode Hall Law School. The event's purpose was to build mutually beneficial ties and to support mentoring opportunities for Black students. Black undergraduate students at University of Toronto with an interest in law were invited to attend.

Nine law students were given subsidies to attend the tenth Annual Black Law Students' Association of Canada Conference in February 2000. The conference afforded Black law students from across Canada the opportunity to discuss issues of common interest.

A new position in the Career Development office has been created with the support of the law school to focus on non-traditional and alternative career opportunities for students whose background and experience have caused them to develop "*interests that differ from or include more than traditional legal practice.*" The incumbent expects to work closely with Aboriginal students as well as the International student body. Twenty-six percent of the doctoral students and twenty-nine point six percent of the Masters of Law (LL.M.) graduate students are visible minorities from developing countries.

Much of the pro bono work in which the Faculty's students are engaged focuses specifically on issues of race. During Fall 2000/Spring 2001 students had placements at the Urban Alliance on Race Relations, Metro Toronto Chinese and Southeast Asian Legal Clinic, Multilingual Community Interpreter Services and the African Canadian Legal Clinic.

As is the case with the Faculty of Medicine students in this faculty also provide literacy tutoring to high school students many of who are from visible minority communities.

The Faculty of Social Work (FSW)

The Anti-racism, Multiculturalism and Native Issues (AMNI) Centre has grown from its beginnings as an initiative in 1990, to its establishment as a centre in FSW in October 1995 to its focal position as the primary source from which ideas and projects emerge to promote anti-racist education and cultural competence. One positive outcome of this maturation process has been the establishment of valuable linkages with the external community.

In November 2000 AMNI hosted a workshop "*Mental Health Services for All: Anti-racist and Ethnospecific Frameworks.*" In March of this year AMNI held an open house to debate the *International Day for the Elimination of Discrimination.*

From February to May this year, AMNI hosted a project centred on Anti Racism Learning Circles in conjunction with the Maytree Foundation, "*Leaders for Change 2000-2001 programme.*" The five Circles involved "*anti-racism and cross-cultural skills training for those who work on identifying community issues and solutions.*" I provided assistance to the facilitator of this project in the form of finding participants and local resources.

All three of these events benefited from the expertise of facilitators from the external community and are evidence of the extent to which such linkages are important.

AMNI's concerns with the problems faced by immigrants and refugees led it to organize two forums in the past academic year around themes that allowed for open discussion of this issue. In

January of this year, a professor from FSW and a representative from the Canadian Centre for Victims of Torture led a discussion on "*Trauma and Refugees*." An earlier discussion in March 2000 examined "*Staggered Migration and Families*" and focused on the effects of familial separations during the immigration process.

The AMNI centre is involved in numerous other research projects that are community based and is a member of the Tri-University Social Action Initiative between the University of Toronto, Ryerson Polytechnic University, and York University.

FSW has been involved with the SMP for the past four years and has concentrated its efforts on trying to generate interest in the profession among groups that are still under-represented. In my last report I mentioned the faculty's aim of attracting students from a variety of backgrounds. I spent time with the group of students enrolled in SMP 2000 and can confirm that FSW is succeeding to a large extent in reaching that goal.

Aboriginal issues have been a major focus of AMNI's mandate from its inception and two developments in this area since my last report deserve mention. The AMNI Centre intends to "*Design and conduct a Needs Assessment Study for Rural and Urban Native Communities in Ontario and the rest of the country.*" With the assistance of focus groups and using information gathered from individual interviews AMNI hopes to "*identify the issues and problems that present the most concern for those communities*" and in so doing develop strategies to address these issues and problems.

The Centre is also proposing the creation of a mentoring system for FSW students who intend to work in Native communities. Students would be connected to First Nations Community workers who would act as their mentors and guide them in a "hands-on" fashion.

AMNI hopes that these two initiatives will lead eventually to the development of training materials consisting of manuals and videos which would be useful to academics and front line workers right across Canada. AMNI expects this plan to have a profound effect on the delivery of social services to Native Communities.

OISE/UT

In my last report, I highlighted the extent to which faculty, staff, and students in the department of Sociology and Equity Studies in Education (SESE) have been making issues raised by race and difference a major focus of their discussions. The presence in the department of a very diversified and internationally recognized faculty has made it possible to develop teaching and research models which are at the cutting edge of scholarship in these areas. The department takes great pride in the assessment of it by the Ontario Council of Graduate Students as "*one of the best graduate programmes in sociology, education, political economy, and anti-racism to be found in the English speaking world.*" Two new faculty hirings in the coming academic year are expected to strengthen the department's research and instruction in its equity, social justice, and cultural studies

areas, and should further enhance its ability to attract students from diverse racial, ethnic, and cultural minority backgrounds including Aboriginal students.

The promotion of work related to anti-racism, equity and alternative knowledge in education has been central to the mandate of the Centre for Integrative Anti-Racism Studies (CIARS) which is associated with SESE. This mandate also includes the fostering of collaborative relationships, some of which involve external organizations. An example of such collaboration is the conference which CIARS organized with the assistance of community members from Chile and the Latin American Diaspora in Ontario on the subject of *“The Institutionalization of Resistance: Community and Grassroots organizing in Contemporary Chile and Canada.”*

In December 2000, CIARS organized a meeting of graduate and pre-service students as well as faculty to interact and exchange ideas around anti-racism issues. Among activities sponsored by CIARS in the last academic session was a presentation on *“Talking Visions: Multicultural Feminism in a Trans-national Age.”* A grant was also obtained from Multiculturalism Canada Millennium Programme in support at a proposal to support *“Training legal professionals, educators and students to understand gender and cultural differences within an anti-racist framework in immigration cases.”*

CIARS has devoted a great deal of effort in the past year to secure funding from granting agencies so as to realize its goal of becoming self sustaining within the University. Until this goal is met, the University should provide bridging funds to support the important work being done by the Centre.

Two other Centres at OISE/UT have incorporated an anti-racism focus into their development of programming, research, teaching, and curriculum. Many of the events sponsored by the Centre for Media and Culture in Education (CMCE) features films produced by individuals from the Aboriginal community (*Richard Cardinal: A cry from the Diary of a Metis Child*), the Black Community (*Lumumba: The Death of a prophet*), and from the Asian community (*Resilience dealing with sweatshops in the context of globalization*).

The Centre for the Study of Education and Work has been involved in a number of research activities which deal with race and anti-racism themes. **Appendix 1** provides a list of eight such projects.

The OISE/UT Student Services unit initiated or sponsored a number of workshops and presentations during the last year, which kept the focus on diversity. Among them was a presentation which examined *“Diverse Perspectives in Education from OISE/UT perspective,”* and a one day workshop on *“Non-Traditional Presentations of Knowledge: A conference proposal workshop for students,”* intended to encourage students of colour to present at educational research conferences or symposia.

Faculty of Applied Science and Engineering (APSE)

APSE concentrated its outreach and mentoring activities in the three areas where it has been most successful.

45 students participated in their SMP last summer, which lasted for four weeks. In APSE the SMP includes industrial site visits, lectures and work in labs. The SMP is run in co-ordination with similar programmes at other divisions, and participating students earn two co-op high school credits.

Science Outreach, another significant component of APSE's outreach and mentoring commitment, is a multi-faceted initiative involving workshops conducted on site, in schools in the Fall and Spring, and as far north as Sioux Lookout. From June to the end of August, weeklong camps are held on all three campuses of the university. Inner city students who cannot afford to attend these camps are given bursaries to enable them to do so. I had the great pleasure to meet recently with some of the faculty members and university students involved in Science Outreach and was very impressed with their commitment to it.

The AMIK programme, which seeks to attract Aboriginal students, continues to be well received in the northern communities from which some of these students come. APSE sponsored visits to communities in Curve Lake and north of Manitoulin Island. In an effort to further promote this important programme, APSE sent representatives to a national Native conference at Queens University last fall, and plans a mailing to all Ontario Native Educational Counsellors of brochures and posters describing the AMIK programme.

OTHER INITIATIVES AND PARTNERSHIPS

New College

For several years, New College has maintained a close working relationship with schools in the Toronto area with large minority student populations. This past year, students from Eastdale Collegiate and Oakwood Collegiate attended a lecture on the St. George campus after which they met with faculty, staff, and students. Students in the college's Mentorship programme for students of Black, African or Caribbean descent provide tutoring to Eastdale students, especially those in the school's Transition Programme and to students at Flemington Public School. Grade 5 students from Flemington visited the St. George campus on two occasions during the past year.

I assisted the University of Toronto Black Students Association in obtaining funding from the Vice-Provost, Students, for a one day conference entitled, "*Dispelling the Myth,*" which attracted approximately 150 students from secondary schools in Toronto. In my welcoming remarks to these students I underscored the fact that all of the outreach efforts we have been undertaking are intended to make the University a more attractive destination for students who are still under-represented in our ranks.

New College has realized for some time that the challenge does not end with attracting such students to the University of Toronto. Faculty, administrative staff, and students at New College

know that some of these students will need continuing support for a period of time after registration. To this end, the College has established a number of initiatives to address those needs. First year students, who wish to take advantage of the opportunity, are paired with senior students so as to receive tutoring, and are themselves invited to become tutors to students at Eastdale Collegiate and Flemington Public School. Students who are parents may become members of the group, *New College Moms and Dads*, which meets once a month for lunch to discuss matters of mutual concern.

New College's broad based approach to outreach also includes an International Summer Programme which involves English Language instructors from OISE/UT who assist students from several foreign countries to improve their English language skills. Some of them may well go on to enrich the international pool from which we have been selecting students.

The Transitional Year Programme (TYP)

The anticipated success rate for TYP for the 2000-01 academic year is about 75%, slightly lower than the phenomenal 80% of the year before but well above the 60% that was standard for the programme in earlier years. This level of success came in a year when the programme realized many important new goals and built on others that were put in place recently.

The math/science curriculum has been expanded from a half course to a full course and ENV 200Y: *Assessing Global Change – Science and the Environment* has been added to the option courses available through Arts and Science to students in their TYP year. Students with limited exposure to math and science at the advanced level in high school will have the option of enrolling in a program offered at Ryerson University leading to a one year diploma giving them the equivalent of OAC math/science. Ryerson has agreed to consider TYP adequate preparation for admission to the programme. TYP students considering careers in the Health or Applied Sciences may now complete TYP in one year, spend another year doing the diploma at Ryerson and then apply to pursue a science degree.

The change in the options available through Arts and Science from which students in their TYP year choose to satisfy the requirement that they take one course at that level proved so successful in the 1999-2000 session that it was repeated last year. Students were again able to choose from Introduction to Sociology, Aboriginal Studies and Equity Studies.

Support in the form of extra tutorials and counselling was available this past year to students in the TYP year and to graduates of the programme who are registered in Arts and Science. For the first time, TYP faculty worked with teaching assistants from OISE/UT to provide extra tutorials and support to students in the TYP in math, science, literature and critical reasoning. Graduates of TYP who found the need for additional academic support in their first year in Arts and Science benefited from the availability of a Faculty member who assisted them with the transition. Three faculty members each spent one third of their time working with students at New College and University

College, the preferred destinations for many TYP graduates. Those going to other colleges were also able to access one of the three faculty members.

Those who administer TYP are very conscious of the financial difficulties faced by some students. Changes in the University's financial and policy have had a positive effect, but OSAP regulations governing the issue of prior debt still present a serious barrier for some students. There are plans to provide more counselling to students next year in areas such as budgeting and financial planning. The TYP Graduate Achievement Award whose goal is "*to raise enough money so that every student graduating from the University of Toronto who started at TYP will have at least one full year of OSAP paid for upon graduation*" continues to be a priority and received a generous contribution of \$180,000 (matched) from Tom and Beverly Simpson this past year. Added to contributions previously received the endowment now stands at 2.3 million dollars.

Other highlights of the past year include: equity workshops for TYP faculty in which my office participated; the participation of 126 high school students in the Steps to University programme -- these high school students completed a University of Toronto Introduction to Sociology course; the nomination of four students as University of Toronto National Scholars -- all four nominees became finalists and three became National Scholars.

The willingness of the faculty of Arts and Science's Committee on Admissions to grant a general credit for all TYP courses considered together is further evidence of how much this programme has become part of the fabric of life at the University. Alumni research projects, such as the one undertaken by TYP to document, among other things, the further learning and employment experiences of TYP students, and another entitled "*Raising Voices and Transcending Boundaries: a Case Study at Cross Cultural Encounters at the University of Toronto*" should produce findings that will help us to more fully understand and appreciate the impact on our community of this unique experiment in teaching and learning.

The International Student Centre (ISC)

The number of international students at the University of Toronto has increased by 23% in 2000-2001 over 1999-2000. There are 3,015 international students from 120 countries enrolled at University of Toronto making up 5.4% of the total student population. As a consequence the challenges faced by the staff at the ISC to provide services in support of these students and their families have increased. For example, in the month of September 2000 alone, staff and volunteers at the office's Reception Service helped 537 new students from 88 countries. 857 new and returning international students attended 14 orientation events hosted by the ISC. In fact, in the year past, ISC has doubled the number of programmes offered to both international and domestic students.

The ISC's success in attracting as many students to its facilities may be due in part to its Letter-Link Programme which matches newly admitted students with Canadian students and international students from their country of origin. The Buddy Programme, introduced in the fall of 1999, which

links international students once here to University of Toronto students, also contributes to this success.

Services provided by ISC that benefit International Students include: orientation sessions for students and their families to assist them in understanding the University Health Insurance Plan, cross-cultural counselling workshops to ease their transition to Canadian society, and assistance to those wishing to apply for visas to visit the United States.

With the opening of the new Office of English Language and Writing Support at the School of Graduate Studies in the fall of 2000 offering individual consultation to both native and non-native speakers of English, the ISC has been able to focus on offering English conversation classes to students and their spouses, Postdoctoral Fellows, and visiting scholars.

Many of the volunteers at the ISC are former students who studied overseas and have personal experience with international students. Many current University of Toronto students who intend to study or work abroad make use of the Resource Centre which provides information about opportunities overseas. In less than a year, 920 Canadian students have registered with the listserv of the new Work/Study Abroad website.

The message that the ISC is not for international students exclusively seems to be getting across as more Canadian students see it as a service which can provide valuable assistance to anyone with international and cross-cultural interests.

The programmes and initiatives described above are examples of ongoing attempts at various levels to make the university a more welcoming place. Other efforts to cultivate a more open and accessible environment include the annual event sponsored by the School of Graduate Studies (SGS) to introduce new graduate students to various equity and service offices. Many of these students come from abroad, some from developing countries. At another level, the Faculty of Pharmacy, which participates in the Health Science Carousel of the SMP, has been hosting classes for special education students to introduce them to the university in general and pharmacy in particular.

THE CURRICULUM

Appendix 2 describes new courses for the 2001-02 session in the Faculty of Arts and Science which will add some diversity to the options available to students. Also listed are several new exchange agreements which have been conducted over the last year and which will provide a challenging experience for students who elect to take advantage of these opportunities to study elsewhere.

Many of the programmes and courses which can be described as contributing to the diversity of the curriculum offered by Arts and Science are located at New College. The Major Programme in Equity Studies, which draws on course offerings from a wide range of departments across the

University, has seen its enrolment increase quite dramatically from: 11 in 1998, to 27 in 1999, to 47 in 2000. Student feedback has been very positive. Enrolment in African Studies, which suffered last year due to the absence on leave of two key professors, has increased to 33 students -- up from 24 last year. Concern has been voiced that this programme might suffer in future from the absence of sufficient expertise on Africa across the disciplines in social sciences and the humanities from which the programme draws its component parts. The erosion of faculty in departments such as political science, through retirements, and the lack of replacements with the relevant knowledge of African affairs is another factor contributing to this concern. The Director of the Programme would like to see the university articulate a vision of the role programmes such as African Studies play in promoting diversity, develop a framework for realizing that vision and commit resources to that end.

The lack of base funding and continuing appointments is a serious challenge for the Major and Minor programmes in Caribbean Studies. Although these programmes continue to attract healthy enrolments (24 in the Major Programme and 24 in the Minor Programme) they need to be provided with more stability if they are to survive and thrive. I share New College's hopes that the University's commitment to regularizing appointments of sessional appointments, who to-date have been paid by stipend, will contribute to this goal.

In my last report I referred to the proposed move of the South Asian Studies Programme into New College and the hope that synergies might develop between it and other programmes already in place. Courses in Bengali and Hindi were offered in the last session under the "New" prefix, and although enrolments were modest in both, it is hoped that greater publicity will lead to increased interest in future years.

At the University of Toronto at Scarborough (UTSC) a series of Summer Institutes are planned to begin in 2002 involving academics who teach on that campus and their counterparts in Tianjin Normal University and Zhejiang Academy of Social Sciences in China.

The Women Studies Curriculum Institute project will feature a host of diversity-related activities "*exploring issues in pedagogy, ways of knowing and cross-cultural communication.*"

In February of this year the Teaching and Learning Services at UTSC hosted a Learning Fair which focused on diverse learning styles in an attempt to determine student needs in this regard. The goal is to empower all students to be able to learn in whatever classroom situation they find themselves.

The Faculty of Law continues to provide a wide variety of courses from which students may choose. Included in the selection are courses on *Aboriginal Peoples and the Law*, *Discrimination Law: Equality in the Private Sector*, and *Marking Rights Real: The Challenge of Human Rights Litigation*. In the faculty's first year *Perspectives and the Law* course, two of the three one-week sessions address issues relating to race, ethnicity or culture.

COMMITTEE ACTIVITY AND TRAINING

During the past year I have served on a number of committees. For example, I was a member of the committee to select the new Manager, Police services, and served as well on several other committees to select police officers to serve on the the St. George campus and the Scarborough campus of the University. I have accepted an invitation to be a member of the committee to hire a Chief Administrative Officer at the University of Toronto in Mississauga.

I assisted the TYP Admissions Committee in selecting students for the 2000-01 cycle, and worked with a representative of the Maytree Foundation to find participants and to facilitate a series of Anti-Racism Learning Circles for Community Leaders.

Workshop and training activities included residence don training, the running of workshops on diversity and respect for student and staff at the Athletic Centre, and workplace safety and human rights complaints for supervisors in a unionized environment. Information sessions were also held with faculty at TYP and faculty in the Division of Social Sciences at the University of Toronto in Scarborough. Some of these workshops and training sessions were provided in tandem with other offices within the Equity Issues Advisory Group.

I am frequently invited to comment on reviews that occur within the university structure. I prepared a written submission and appeared before the Special Committee of the University Affairs Board to review the Code of Student Conduct. Another example of my participation in a review process is the written submission I provided to the Committee on the Office of the Ombudsperson.

I have been asked to serve another year on the Council of Ontario Universities' Standing Committee on Employment and Educational Equity, which examines a range of equity issues province wide.

FINANCIAL SUPPORT

Appendix 3 provides a breakdown of the projects which received allocations from the Ethnocultural Academic Initiatives Fund in 2000. As I reported last year, this fund received multi-year approval for the period 2000-01 to 2003-04 by the Planning and Budget Committee and will be used to support a visiting scholar programme, as well as, projects to diversify the curriculum. I expect this combined support to assist the university in attaining greater diversity both in terms of its curriculum and its complement of faculty and instructors.

I obtained funding from the Vice-Provost, Students, for three projects during Black History month. The International Student Centre hosted "*Roots Daughters*" - a movie presentation on Rastefarian culture; the National Society of Black Engineers organized a live performance on African drumming and mounted a display in the Sandford Fleming building, and the Black Students Association repeated their highly successful "*Dispelling the Myth*" conference which attracted 150 high school students from the GTA.

REPORT OF THE RACE RELATIONS AND ANTI RACISM INITIATIVES OFFICER
FOR THE PERIOD APRIL 1, 2000 TO MARCH 31, 2001

I have been somewhat insistent in my last two reports that the University find alternate ways to attract funds that would be targeted to needy Black students now that the anonymous gift from 1996, which made such support possible, has been exhausted. Of course Black students are still being assisted financially. Some of the fund raising projects undertaken by TYP, although not tied exclusively to Black students, will help many of them because of their numbers in that programme.

Now that the University is in a position to state categorically that “no student offered admission to a programme at the University of Toronto should be unable to enter or complete the programme due to lack of financial means,” I am much more hopeful that needy students of all backgrounds will have the opportunity to enrol. I continue to feel that for some groups, including needy Black students, targeted funds are a very effective recruitment tool and efforts to find such funds should continue.

THE CASE FILE

Tables I and II below provide comparative data for 1999-2000 and 2000-2001 by source of complaint and constituencies identified in the complaint. The data in both tables cover a twelve-month period.

Table I Formal Complaints Documented and Requiring Investigation by RRARI Officer

Source of Complaint	Constituency Identified in Complaint						Total		%	
	Student		Faculty		Admin. Staff					
	99-00	00-01	99-00	00-01	99-00	00-01	99-00	00-01	99-00	00-01
Student	7	8	12	10	4	3	23	21	47	52
Faculty	2	1	2	0	0	1	4	2	8	5
Admin. Staff	5	3	3	2	14	12	22	17	45	43

Of the 40 formal complaints received, 30 have been resolved, 5 have been dropped and 5 are in progress.

Table II Informal Complaints: No Specific Request for Action by RRARI Officer

Source of Complaint	Constituency Identified in Complaint						Total		%	
	Student		Faculty		Admin. Staff					
	99-00	00-01	99-00	00-01	99-00	00-01	99-00	00-01	99-00	00-01
Student	18	15	11	10	3	3	32	28	63	67
Faculty	2	1	0	0	1	1	3	2	6	5
Admin. Staff	6	3	4	2	6	7	16	12	31	28

Of the 42 informal complaints received, 33 were from individuals who insisted on complete anonymity.

Student complaints were in the majority again this past year. Some texts prescribed by the curriculum contained references to groups, which upset some students. Two students reported their discomfort in having seemingly been designated spokespersons for their ethnic/religious group by their professors. One student believed that his questions in the classroom were ignored by his professor because he is a member of a minority group. An example on a student on student complaint involved students from one ethnic group refusing to do group assignments or study in the same space as students from another group.

Members of the faculty who approached my office were concerned mainly with what they perceived as a lack of respect for their status at the university and a questioning of their scholarship.

Some administrative staff members felt a similar bias with respect to their ability to perform their duties and responsibilities. Others were concerned with what they describe as the slow pace at which they are making it up the institutional ladder which they tended to attribute to discrimination based on one or more personal attributes.

SUMMARY

As I have outlined in **Appendix 4**, my office will continue to make several contributions during this period of dramatic change. The process has begun by which the university must fill the many faculty positions becoming vacant through retirement and new ones made necessary by enrolment expansion. The university appears to want to take advantage of this unprecedented opportunity to remedy the imbalance which exists with respect to the representation of visible minorities and other targetted groups. I have been assured that our efforts to recruit excellent faculty both locally and internationally will be informed by this objective.

We should not lose sight of the potential contribution that two in-house projects could make to this process. The effort by SGS and Massey College to raise funds to launch a Scholars at Risk programme and the Visiting Scholar programme supported by the Ethnocultural Academic Initiatives Fund could well bring the university into contact with academics of great promise whose appointment would enhance the institution's prestige. In essence, we need to explore every avenue with potential to enrich scholarship and diversity.

Similar efforts need to be made to diversify the ranks of senior administrators as their numbers increase to meet the needs of a growing community.

Curriculum expansion, which contributes to greater diversity of choice, has continued at a gradual pace. My hope is that with the acquisition of a more diverse faculty the pace of change in this area will be accelerated. The concern I have had with the ability of needy students to continue their courses in the face of difficult financial circumstances has been leavened somewhat by the university's commitment to provide the support necessary to prevent withdrawal for this reason. I am still of the view that targetted funds have a role to play in recruitment strategies.

The university's reputation in the community has been enhanced by the many outreach and mentoring initiatives available to students in the inner city and we owe a huge debt of gratitude to the many people who have contributed to the success of those projects.

REPORT OF THE RACE RELATIONS AND ANTI RACISM INITIATIVES OFFICER
FOR THE PERIOD APRIL 1, 2000 TO MARCH 31, 2001

Kelvin E. Andrews
Race Relations and Anti Racism
Initiatives Officer
October 2001

THE CENTRE FOR THE STUDY OF EDUCATION AND WORK:

The Centre for the Study of Education and Work (CSEW) through research projects under the SSHRC funded New Approaches to Lifelong Learning (NALL) has been involved in a host of research activities which bear on race and anti-racism concerns. Since 1996, NALL has engaged in extensive reflection through the network on conventional notions of formal/informal types of learning and on appropriate ways of recognizing subordinated forms of knowledge. NALL's race and anti-racism issues-based activities are really centred around our research projects -- eight of 44 NALL projects touch on race and ethnicity issues. They are as follows:

1. David Corson (Theory and Policy Studies) and Michelle Cohen's (SESE) project on: "*Immigrant and Aboriginal First Languages as Prior Learning Qualifications for Formal Employment or Academic Credit.*" They've issued several working papers accessible on our website: www.nall.ca ("resources").
2. Paul Olson (SESE) along with Robert Beaudin or Kenjiwan Teg Educational Institute in Northern Ontario, have a project which is located in multiple sites (and several grad students are in research training here). The title of their project is: "*Informal Learning Culture Through the Life Course: Initiatives in Native Organizations and Communities.*"
3. Terry Wotherspoon and Joanne Butler, both of University of Saskatchewan, are involved in an aboriginal-based project: "*Informal Learning and Educational Transitions in First Nations and Metis Communities.*"
4. Celia Haig-Brown of York University and Karen Dannemann (a northern Ontario trapper and teacher) are collaborating on a project: "*Informal Learning, Aboriginal Knowledge and Educational Institutions: Women in Coalition Work.*"

All three of these NALL-based aboriginal projects have documented the significance of traditional knowledge, which is transmitted by aboriginal elders in formal processes which reside in tension with formal school systems. This is NALL's hallmark across our 44 projects, with respect to race and ethnocultural groups. These projects examine the myriad of techniques to negotiate these forces within indigenous informal learning activities.

5. George Dei's (SESE) project "*Untapped Knowledge: Cultural Resource Knowledge of Minoritized Communities and the Potential for Educational Change*" has examined the multiple knowledges of racialized and marginalized communities and the implications for understanding lifelong learning.
6. Several students of colour at OISE/UT have been conducting a major research project located at TYP over the course of the past three years -- race and ethnicity are a major component in this site. The interim final report from Rura Charumbira is entitled: "*I Am Definitely Not Leaving Without a Degree: A view from the Crossroads of Informal and Formal Learning -- the Case of the Transitional Year Programme at the University of Toronto.*" This is an exhaustive study of the faculty, student body and history of the TYP programme at University of Toronto.
7. Roxanna Ng of the Department of AECDPC has been working with immigrant women in a project entitled: "*Labour Adjustment and Job Training Programs: Implications for Immigrant Women Workers.*" A working paper is available at the NALL website.
8. Shahrzad Mojab, also of AECDPC, is engaged in a research project with/of Kurdish women in Toronto: "*Violence, Rights and Law: Informal Learning Experiences of Immigrant Women.*"

Faculty of Arts & Science Calendar Changes 2001-2002

1. New Courses:

ANT314H	The Archaeology of Africa
ANT426H	Orientalism: Western Views of the Other
ANT442H	Anthropology and New Technologies
ANT 452H	Anthropology and Human Rights
EAS235Y	Perceptions of China in Japanese Literature
EAS304Y0	A Millennium of Cultural Exchange Between China and Japan
ENG277Y	Introduction to African-Canadian Literature
ENG279Y	Chinese North American Literature in English
ITA249H	Italians in China: From Marco Polo to Matteo Ricci
MUS200H	Music of the World's Peoples
SOC256H	Lives and Societies
SOC257H	Lives in Canada

2. New Bilateral Student Exchanges with:

1. American University of Bulgaria, Blagoevgrad, Bulgaria
2. Masaryk University, Brno, Czech Republic
3. National University of Ireland in Maynooth, Irish Republic
4. University of Sussex, Brighton, England
5. Kyushu University, Fukuoka, Japan
6. University of Chile, Santiago, Chile

3. New Study Elsewhere Agreement with Hebrew University of Jerusalem, Israel

Ethnocultural Academic Initiatives Fund, 2000			Amount Approved	
<i>Division</i>	<i>Dept/Partners</i>	<i>Project Title</i>	<i>Ethno-Cultural Academic Initiatives Fund</i>	<i>Visiting Scholars Component</i>
Arts & Science	1. History/Aboriginal Studies Program	Integrating Aboriginal Issues into the Canadian History Curriculum.		3,000
	2. UC Drama	Course in playwriting delivered by African/Canadian playwright Djanet Sears.		10,000
	3. South Asian Studies Program New College/Centre for South Asian Studies	Consultations and Workshop on Retention of Bengali Language and Literature.	7,000	
UTM	1. Various UTM depts/Faculty of Music/Mississauga Living Arts Centre	UTM Ethno-Cultural Communities Outreach Project including Gamelan Music Demonstration Project.	9,000	
	2. French	Video Library for FRE 190Y (Aspect of French Cultures) – francophone Africa.	2,000	
UTSC	1. Coop Arts Management Programme	Cultural Pluralism and the Arts Initiative (student placements in organizations dealing with racial and cultural diversity).	7,000	
	2. Division of Humanities	Colloquium on Diaspora in the New Millennium.		4,000
SGS	Geography/Graduate Planning Programme	Information gathering and Faculty Workshop to plan curriculum development and student recruitment to enhance cultural diversity & content of grad programmes.	6,000	
APSE	Faculty initiative	3-day conference for First Nations education counsellors.	10,000	
OISE/UT	1. Sociology & Equity Studies in Education	Working Together Across Cultures (a series of linked activities).	5,000	
	2. Theory and Policy Studies	Supporting Diversity in Teacher Education (to organize 2-3 meetings involving teachers & community members on diversity & equity issues to improve teacher training on these issues).	3,000	
	3. Adult Education, Community Development & Counselling Psychology	To invite Elders and Other Aboriginal Leaders to OISE/UT (towards the creation of an Aboriginal Education Research Centre).		10,000
Nursing		Series of Linked Activities to assist the Faculty in providing culturally sensitive nursing education, expanding recruitment of students and faculty from marginalized and diverse populations, influencing curriculum change.	7,000	
Social Work		Collection of resource materials on diversity issues relevant to all the courses of the MSW program and workshops on diversity and social work education.	6,000	
TYP		TYP 30 th Anniversary Conference.	6,000	
Status of Women Office	In collaboration with the Institute for Women's Studies and Gender Studies	Mentorship Project for women students from under-represented/marginalized groups: pilot study.	7,000	

REPORT OF THE RACE RELATIONS AND ANTI RACISM INITIATIVES OFFICER
FOR THE PERIOD APRIL 1, 2000 TO MARCH 31, 2001

	Total Recommended	75,000	27,000
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PRIORITIES FOR 2001-2002
Race Relations and Anti Racism Initiatives Office

- Assist in the monitoring of projects to promote the diversification of our complement of faculty and senior administrators in keeping with the university's objective to make these sectors more representative of the community it serves.
- Participate in the development of strategies to expand the Outreach, Mentoring and Tutoring programmes offered by various faculties to the benefit of groups whose representation is still low compared to their numbers in the society at large.
- Provide training and education to all constituencies regarding the value and benefits of diversity and assistance with respect to complaint resolution.
- Continue activity on local and provincial committees struck to review and frame policy in the area of equity and to select candidates for senior administrative positions.