



# University of Toronto

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## Race Relations and Anti-Racism Initiatives

# **ANNUAL REPORT of the RACE RELATIONS AND ANTI-RACISM INITIATIVES OFFICER**

**for the period April 1, 2003 to March 31, 2004**

**September 2004**

32136

## **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 Prohibited Discrimination and Discriminatory Harassment* 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.

## **MENTORSHIP AND OUTREACH**

The Summer Mentorship Program (SMP) in 2003 attracted students and teachers from the Toronto District School Board, the Toronto Catholic School Board, the York Region School Board, the York Catholic School Board, the Peel District School Board and from the Wiki School Board, which serves First Nations students. A total of 112 students and 6 teachers participated. Student representation by division was Social Work (17), Law (20), Health Sciences/Medicine (30), Engineering (34) and the Health Carousel (11).

*Appendix 1* displays the summary of expenses associated with SMP 2003 covered by a grant of \$40,000 made available by the office of the Vice-Provost, Students.

The success which the SMP has enjoyed since its inception in 1994 as the brainchild of visionary members of the administrative and professional staff in the Faculty of Medicine is well illustrated by discussions summarized in an evaluation of SMP 2003 done by the office of Student Recruitment (OSR). Most participating Boards and teachers who contribute to the SMP would welcome more placements in all divisions, and an expansion of options available to students. Some teachers have suggested that each Board should be guaranteed a certain number of places. Some advocate a more integrated approach to the SMP. For example, students should be able to explore options in Social Work and Law at the same time. Others feel that student progress should be tracked in a more deliberate fashion and that a newsletter might keep past students connected to the program.

Efforts to expand the SMP are also evident from within the University. Representatives from the Faculty of Education and the Department of Commerce have expressed interest in joining the program in 2004.

Requests from the Durham and Peel Catholic Boards to join the program have been received, but cannot be approved until discussions are completed with the Mississauga and Scarborough campuses as to their willingness to become full participants.

The evaluation report, done by OSR, also addressed such things as when the programs should start, rules and procedures regarding student lateness and absences, and the need to request essays earlier so as to provide teachers with sufficient time to mark them. Staff at the OSR will review these matters with teachers and school board representatives at planning meetings preceding the development of brochures and applications for SMP 2004.

The report also looked at issues specific to First Nations students and made a number of recommendations in consultation with First Nations House (FNH) as follows:

- Staff at FNH will be involved in the planning and running of the SMP with respect to First Nations students.
- If First Nations students are to live in residence during SMP 2004, there should be a Don instead of a chaperone. Ideally, this person should be a teacher from the Wiki School and should have a central role as an instructor and counsellor helping to set rules and provide support for the students.
- Advance planning is required to involve the parents of students coming from Wiki and to brief them about the significance of the SMP.
- FNH would like Elders to be more involved with the students.
- Each student should have a mentor provided by the division to oversee them during the program.

Further illustrations of the impact that the SMP is having on the university and the community are provided in this outline of divisional activities provided below.

### ***Faculty of Medicine***

Over 360 students have now graduated from the SMP first established by the office of Student Affairs in the Faculty of Medicine in 1994 in collaboration with the Association for the Advancement of Blacks in Health Sciences (AABHS). That the SMP in medicine has been a resounding success is evidenced by the fact that of the 10 Black students admitted to the first year of the Doctor of Medicine program at this university in the last year, 5 are graduates of the SMP. Moreover, several other graduates of the program have been accepted to M.D. and professional healthcare programs in Canada and the United States.

Much of the program's success is owed to volunteers from AABHS and the Black Medical Student Association who act as mentors in the SMP and beyond, and who engage in recruitment efforts at career events and conferences.

Thirty medical students have been matched to SMP students as part of one-on-one mentoring that continues beyond the program. In addition, university students from several academic programs and cultural backgrounds have participated as SMP mentors. In essence, this SMP can be said to involve faculty, staff and students in medicine and related graduate streams who act as problem-based leaders, anatomy demonstrators, lecturers and panellists. It should come as no surprise that the SMP in Medicine has been the template from which other divisional programs were developed.

The SARS outbreak in 2003 affected one important component of the SMP which in other years allowed students to gain first-hand experience in a hospital setting with procedures in operating and/or delivery rooms. Instead, surgeons, clinicians, nurses and other health care personnel met with students at the university and provided experiential learning opportunities through Power Point and video presentations and through activities such as suturing artificial skin.

In previous reports, I have described several community outreach programs with which the Faculty has been associated. I am pleased to report that the major ones continued in 2003 and some were over-subscribed. By way of example, *The St. Felix Program*, a joint venture of the Office of Student Affairs in the Faculty of Medicine, the Medical Society Community Affairs and the St. Felix Centre, has completed six years of operation. Fifty elementary school children receive 3 hours of mentoring and tutoring weekly at the Alexandra Park Community Centre provided by over 100 mentors and volunteers. The emphasis on one-on-one tutoring has been key to this program's success and seems to have had a positive affect on the community, so much so, that more parents are eager to enrol their children in the program than can be accommodated.

Grade 9 and 10 students in inner-city Toronto schools took part in small group discussions run by medical student volunteers on *Healthy Sexuality* on birth control and sexually transmitted diseases.

Problems associated with homelessness were addressed at two levels. The *Out of the Cold* program, in its fourth year of operation, involved over 150 student volunteers who assisted in the preparation and serving of food to the homeless at St. Patrick's and St. Andrew's churches. Similarly, in an attempt to address the loneliness, depression and alienation experienced by homeless elderly persons, *Conversational Café*, which began as a pilot project at 6 St. Joseph Centre one year ago, provides hospitality and services to the homeless. Two students are matched to a senior citizen with the goal of providing companionship on a regular basis and to act as their link to the wider community.

Students from a variety of ethno-cultural backgrounds now benefit from *the Saturday Program* which when launched in 1996 was intended to benefit Black, Portuguese and Aboriginal students primarily. Students from designated inner-city schools are invited to the University medical school for tutoring in mathematics, science and English. In the past, the majority of mentors came from Medicine but for SMP 2003 as well as from Medicine they were recruited from Pharmacy, Dentistry, Nursing, Engineering and Graduate Studies which resulted in the expansion of the range of mentorship specialties and opportunities offered. The number of students participating has increased steadily over the years to more than 100.

The medical school class of 0T4 donated \$15,000 towards the cost of providing lunch for students, mentors and volunteers.

### ***The Faculty of Law***

For SMP 2003, the Faculty of Law put in place a number of procedures which heeded recommendations made in an internal review of the program in 2002 and mentioned in my last annual report.

To help ascertain the level of economic disadvantage faced by students, the application form for the 2003 program invited students to indicate the occupation of parents or guardians. To determine the extent to which mentorship was needed, particular care was taken during the interview process to ensure that candidates did not already have strong role models in their lives. These procedures, although not foolproof, should improve the selection process.

An examination of the programming offered to students has led to changes as well. An August 2003 report observes that "In contrast to prior years, while the 2003 program was comprehensive, it was not as vigorous in its attempt to provide students with a broad taste of the legal profession. The 2003 program was not as hectic and concentrated, which gave students a chance to appreciate and reflect upon the lessons they had learned. In addition, much redundancy was removed, which enhanced the overall experiences for the students."

In light of another observation made in the same report that with the elimination of Grade 13, students participating in the program are one year younger, the challenge to maintain their attention has led to the inclusion of more interactive sessions, shorter discussions and the featuring of younger speakers. This challenge is not unique to Law so other divisions taking part in the SMP may wish to review their programming along similar lines.

The Faculty engaged in a variety of outreach and diversity activities involving its students, teaching staff, and administrative officers and the community at large.

Law students were able to benefit from two week intensive courses taught by leading scholars, jurists and policy makers from around the world as part of the ***Distinguished Visitors Program*** in 2003-2004. ***Coping with Ethnic Diversity: The Response of the Law, Indigenous Peoples in International Law, International Law and International Relations*** and ***the Supreme Court and Constitutional Rights*** were some of the topics discussed.

First year students were able to attend lectures that clearly tied issues of diversity to courses in which they were registered. This lunch time series included topics dealing with ***Rethinking Bhadauria: the role of the courts in addressing racial discrimination***. The Faculty has maintained its support for students gaining first hand experience in dealing with low income individuals, aboriginal law issues and clients who are racial, ethnic or cultural minorities. Law students work in a variety of legal aid clinics such as ***Downtown Legal Services, The International Human Rights Clinic, Enterprise Legal Services, Advocates for Injured Workers, Centre for Spanish Speaking Peoples*** and the ***Barbara Schlifer Commemorative clinic***.

The Faculty supports two student law journals focusing on diversity. ***The Indigenous Law Journal*** publishes material pertaining to both the laws of indigenous peoples and the law as it affects

indigenous peoples. Submissions from indigenous perspectives and from within indigenous legal systems are particularly encouraged.

Professors, students and practitioners contribute to the *Journal of Law and Equity*. Articles in 2004 will focus on *Immigration, Citizenship and Borders*.

The conference and workshop series in the Faculty is among the most robust and active at the University. The annual Law and Diversity conference held in January 2004 on the theme "*Making the Mosaic Work*" sought to:

- advance the discussion and dialogue on issues relating to the relationship between diversity and the law,
- enhance the awareness and understanding of these issues in the law school, the university, the legal community and the broader community,
- reach out to alumni and the broader community and build bridges for future diversity initiatives.

Workshops covered a wide range of subjects dealing with diversity, Feminism and Law, Health Law and Policy, International Human Rights and Legal Theory. Some were run by University of Toronto faculty members and students, others by faculty from other universities and by legal practitioners from across Canada and the United States.

The Outreach initiatives aimed at attracting students from groups still underrepresented in the faculty continued in 2003. The Dean sent letters to Black and Aboriginal students, so identified from data gleaned from the Law School Admissions Test data base, encouraging them to apply to U of T. Recruiting events aimed specifically at Muslim students were held at this university and at York University. One hundred and eight students attended the annual day-long *High School Outreach Day* hosted by the Faculty in February 2004.

The graduate student body in Law is drawn from around the world. For 2003-04 students represented 26 areas from Argentine to the West Indies. Of the 120 graduate students registered, 65 obtained their LLB degrees from outside Canada and 22 were members of visible minority groups. Foreign trained graduates hosted a series of seminars on comparative legal systems. Their participation has greatly enhanced classroom discussion and perspective.

Some of the Pro Bono work done by students in the faculty focuses specifically on issues of race. Placements facilitating this type of work are with organizations such as the African-Canadian Legal Clinic, the Canadian Race Relations Foundation, B'nai Brith, the Canadian Jewish Congress, the Council of Agencies serving South Asians, Aboriginal Legal Services, Urban Alliance on Race Relations, Metro Toronto Chinese and Southeast Asian Legal clinic. These agencies have all hosted U of T Law student volunteers over the past few years.

Issues involving race in international settings also receive the attention of the Pro Bono program. The program's Director is currently organizing a partnership with the Caribbean Bar Association Access to Justice Committee. The intent is to have U of T law students assist with projects to help

develop precedents and other resources for under-represented communities in Caribbean jurisdictions.

A number of international human rights concerns are addressed through the International Human Rights Program which draws on the expertise of more than a dozen professors in the Faculty. The working groups developed to discuss issues serve as a link to summer internships and provide opportunities for students to work collaboratively with the public, the wider U of T community and the Faculty.

During the past year there have been working groups on *Sierra Leone, African Governance and Democratization and HIV Advocacy in Southern Africa*. During the summer 2004 interns will work for human rights organizations in Canada and twelve foreign countries.

Senior level student support has increased with the appointment of a Director, Admissions and Financial Aid in October 2003. The incumbent's mandate is to ensure the holistic integration of issues in the areas of admissions, financial aid and outreach/diversity. This appointment bolsters the support available through the Career Development office (CDO) which provides advice to students whose interests differ from the traditional pattern. Such counselling ensures equal access to opportunities and tips on how to effectively manage job searches. The CDO works with numerous student groups to discuss career related matters in relation to Aboriginal minority students.

### ***The Faculty of Social Work (FSW)***

The Centre at FSW devoted to Anti-racism, Multiculturalism and Native Issues (AMNI) has conducted a review of the direction it should be taking as a result of the increasing diversity that must be addressed as it focuses on equity within the faculty's operations. As a result, the AMNI initiative has been renamed the ***Diversity Initiative*** with the following five components: 1) minority student recruitment, 2) faculty recruitment and development, 3) curriculum and teaching, 4) community outreach, and 5) research. This represents an expansion of AMNI mandate which focused on community outreach and research.

In addressing minority student recruitment and retention, the Faculty has examined its admission process with a view of including "diversity criteria." A strong push is being made to attract more Aboriginal students to the Faculty. Working closely with First Nations House (FNH) and Ryerson University, the Faculty has designed an "Aboriginal Advanced Practitioner Initiative" and is negotiating with the Native Child and Family Centre to identify advanced practitioners who could be considered for admission to the MSW program.

As part of a retention strategy, the Faculty has established a committee to revitalize financial aid for deserving students.

One notable success in respect of faculty recruitment has been achieved with the completion of the search for a TIER II Canada Research Chair in Social Justice. This position was filled as of May 2004.

For some time, FSW has realized that the graduates of its program are often called upon to practice competently and confidently with diverse populations. In order to provide its graduates with the requisite skills to meet this challenge the Faculty has been reviewing its curriculum. The latest such effort began in May 2003 prompted by a discussion paper written by the Dean of the Faculty advocating specialization in the curriculum. As a result, curriculum groups were set up after consultation with the field practicum instructors and a planning exercise was undertaken with all constituencies in the Faculty.

The specializations identified are Children and their Families, Health and Mental Health, Diversity and Social Justice and Social Work in Gerontology. The integration of diversity content in the curriculum continues to be a priority for FSW with recent additions of Anti-Semitism and Anti-Islam collections to FSW's resources at the AMNI Centre.

In my last annual report, I described the work of an independent External Task Force on Diversity charged with assessing progress in the Faculty's "*efforts to integrate anti-oppression, diversity and social justice issues into every aspect of the life of the faculty.*" Heritage Canada has funded a project - "*Diversity and Organizational Change: Defining Benchmarks*" – which proposes to advocate the recommendations made in the Task Force Report by defining qualitative and quantitative benchmarks to assess the Faculty's progress. **Appendix 2** provides a list of research projects pertaining to issues of diversity which are relevant to this project.

As of July 2003, the Director of the AMNI centre assumed the Directorship of CERIS (Centre of Excellence in Research and Immigration Settlement). A subsequent meeting of the Alternate Planning Groups (APG) consisting of the Coalition of Agencies Serving South Asians, the Hispanic Development Council and the African Social Planning Council explored ways of working together. It was decided that APG will meet again in 2004 to explore the theme of moving "*from community organizing to policy advocacy.*"

### ***The Ontario Institute for Studies in Education at the University of Toronto (OISE/UT)***

OISE/UT is home to some of the most innovative and comprehensive projects designed to enhance the study of equity and diversity in education. In particular the Department of Sociology and Equity Studies in Education (SESE), with its four research centres, has done significant work in critical race and anti-racism scholarship. SESE is blessed with a notably diversified and relatively young faculty, seven of whom are persons of colour, and a diverse group of graduate students, especially at the Ph.D. level. The Institute's representation of Aboriginal and Francophone students has been rising.



***The Centre for Integrative Anti-Racism Studies (CIARS)***

CIARS has the distinction of being the first and only centre at the U of T and, in fact, Canada, devoted to anti-racism studies in education. Since January 2003 CIARS has been focused on community building within OISE/UT, the U of T and the larger community.

Some of the many activities sponsored by the Centre in 2003 contributed to this effort.

- Two major public lectures were critical in underlining the importance of equity and anti-racism issues from a global perspective. Professor Nira Yuval-Davis, a leading anti-racist feminist scholar on race and citizenship and Ms. Niloufar Pourzand, an activist feminist who specializes on Afghan refugee women and who is associated with UNICEF were presenters at those lectures.
- Over 200 people, including politicians, school administrators, parents, community activists and students attended a city-wide Education Equity Roundtable held at OISE/UT, co-sponsored by CIARS and organized by the Chinese Canadian National Council, Canadian Chapter.
- In January 2004, CIARS conducted a planning session to organize the Centre's activities around the theme of ***Anti-Racism Responses to the War on Terror***. Five activities related to the theme are being planned: 1) a public lecture by a scholar working on the issue, 2) a community forum, 3) a brown-bag lecture series by CIARS' core faculty members, 4) a reading group of faculty, staff and students, and 5) a pre-service workshop on the "*Impact of the War on Terror in the Classroom*."

Other events in which the community was deeply involved included a public discussion on a "*Deathly Silence*" which examined the manner in which the media and politicians construct and understand discourses surrounding violence and Black youth and the 3<sup>rd</sup> National Critical Race Conference held at York University from April 30 – May 2, 2004.

***The Centre for Media and Culture in Education (CMCE)***

Race and racism are integral features of CMCE's mandate and ongoing research, programming and community outreach. CMCE is engaged in the ongoing development of an ethno-cultural film and video database to assist educators, researchers and the community in reviewing issues of race, ethnicity and anti-racism. CMCE has also hosted discussions on anti-racist films made in the 1980's and 1990's.

***The Centre for the Study of Education and Work (CSEW)***

CSEW has made a deliberate attempt to enhance minority representation in its activities. Two of the four individuals added to its steering committee are people of colour. Equity representation is a specific focus of one of its major research projects: "***Work and Lifelong Learning***." Other projects explore the experiences of immigrant workers and workers of colour. Resource materials such as "***Learning Labour***," a package for high school teachers containing a unit on labour equity have been produced under the auspices of CSEW.

***Centre de Recherches en Education Franco-Ontarienne (CREFO)***

CREFO is home to a number of research projects dealing with the experience of Francophones in Ontario. In the past year there have been explorations of such topics with ***“The relationship between Schools and Immigrant Francophone families in Toronto”*** and ***“Language, Race and Immigration: Black Francophones’ Quest for a space in Toronto/Canada.”***

A seminar on francophone studies organized by graduate students featured anti-racism discussions as a major component. Elsewhere at OISE/UT, a number of initiatives and procedures kept the focus on equity and anti-racism. The Department of Curriculum, Teaching and Learning featured courses on Critical Ethnography and Anti-Discrimination Education. Other courses looked at the intersections of anti-racism and linguistic issues as well as anti-racism and anti-homophobia.

***The Future Teachers Club (FTC)***

FTC provides an opportunity for students in the B.Ed. program to become involved in outreach activities designed to encourage future teacher applications from under-represented groups. Historically, the effort was directed primarily to Black high school students, however, the mandate now includes all visible minority students with an emphasis on those of African and South Asian descent. The outreach initiative has also been expanded to include students at the middle school and undergraduate levels.

In 1992, the Faculty Council of the then Faculty of Education of the University of Toronto adopted an admissions policy statement which, inter alia, encouraged applications from visible minorities and Aboriginal persons. An applicant Profile invited applicants to discuss the applicability of the statement to their application. The selection process has been enhanced by this additional information which is read by a special group of admissions readers or by diversity-sensitive readers. The OISE/UT Pre-service Admissions Committee, which oversees admission policy related to the professional programs, hopes to increase the diversity in the teacher education program by: 1) providing specialized equity/diversity training for all Profile readers and 2) redesigning the Profile for future years.

I am pleased to report that OISE/UT plans to participate in the U of T Summer Mentorship Program in 2004. Twelve spaces will be available to high school students who will be able to explore the variety of career opportunities available in the field of education. The hope is that young people of various social and cultural backgrounds will be encouraged to participate.

***The Faculty of Arts and Science***

As the largest Faculty, Arts and Science has been home to some of the more innovative outreach and mentoring programs available at the university. The colleges which make up the Faculty have, to varying degrees, been involved in initiatives designed to make the university an attractive destination for under-represented groups.

In March 2004, the Dean established a working group, chaired by a vice-dean to “identify recruitment priorities in relation to diversity issues.” The group is also charged with “examining ways to ensure the Faculty, its colleges and departments, work together to foster a welcoming and diverse environment.”

The Faculty has been working closely with the Arts and Science Student Union (ASSU) to deliver programs that contribute to and support outreach and enrich the student experience. An example of this is the *Universal Minds* program which pairs Arts and Science students with high school students in need of academic support.

Arts and Science also supports and promotes numerous special public lectures and events that contribute to diversity. The University College *Aboriginal Studies Distinguished Lecture Series* is one such venture. Another student-led initiative which Arts and Science sponsored was *Dialogue on Diversity: Towards Peace and Reconciliation* organized by student members of the Peace and Conflict Society in an attempt to encourage dialogue among members of different ethnic groups. In a similar vein, the Faculty provided support for a rally in the Spring 2004 to show unity against hate. The rally brought together students from Hillel, the Black Students Association and the Muslim Arab Jewish committee in a show of unity.

Of the 40 new academic hires made by Arts and Science in the last year, nine or 22.5% were members of visible minority groups. Faculty diversity is a priority, so much so that 80 different Dean's representatives have been trained in best practices in diversity hiring. The Dean continues to meet with Black faculty to discuss various issues including ways to improve diversity recruitment.

Many of the mentoring and outreach initiatives associated with Arts and Science have their origins at the college level as the following breakdown illustrates.

### *New College*

New College is by far the most active of all the colleges in the development of programs designed to reach out to members of under-represented communities and to support them once they gain admission.

The college's partnership with Flemington Public School, which involves in-school tutoring and visits to the campus, has continued. Having agreed to take over responsibility for the mentorship programs associated with the *Big Brothers/Big Sisters and Honderich Awards Programs*, New College recruited 25-30 of its students to act as mentors/tutors to the students involved.

Staff and faculty at the College are involved in two outreach efforts directed to members of the Regent Park Community. A ten week course on *Clothing and Civilization* (a topic proposed by the Regent Park residents themselves) was offered by volunteer lecturers who approached the topic from a different discipline's point of view as part of the *Learning Exchange Program*. The other venture, *Pathways to Education*, attempts to identify high school students in grades 9 and 10 with academic potential but in need of extra support and encouragement to counteract social and economic challenges.

Graduates of the Transitional Year Program (TYP) now registered at New College, many of whom are from the Caribbean and Africa, receive on-site support from a TYP faculty member working out of New College where the Registrar's office secures high needs grants from the university to help them address financial need.

First year students from the Caribbean and Africa also have access to an initiative which pairs them with senior students, thereby involving them in various social and academic events including tutoring at Flemington Public School.

The college provided strong support for the annual high school conference organized by the Black Students Association which attracted over 300 Grade 11 and 12 students from secondary schools in the city. The theme of this year's conference was *I Know I can!*

### ***Innis College***

***The Learning Exchange Program*** in Regent Park, described above, is coordinated by Innis College in collaboration with New College and St. Hilda's College. Mentoring of students is done by the Innis College Residence Society and the Innis College Student Society. The college encourages community involvement by its students by awarding a dozen "leadership" scholarships each year to students demonstrating "exemplary community service." An inaugural celebration of Asian Heritage Month was held at the college last May in collaboration with University College's Canadian Studies Program. The College also hosted film festivals dedicated to South Asian, Iranian, Korean and other non-Western traditions.

### ***University College***

University College is the destination of a number of TYP graduates. The college mounts a full year program of intensive transition for these students and conducts a fundraising campaign to provide load forgiveness for graduating students who have entered university through that program.

The college's Aboriginal Studies Program conducted a series of six Indigenous Literary Readings and sponsored six lectures by distinguished Aboriginal leaders in the past year. To mark the 150<sup>th</sup> anniversary of the Drama Program at the college, a public lecture series included Djanet Sears' "***Adventures of a Black Girl in Search of her own stories,***" Hsiao-Wei Rupprech's "***A Chinese Writer's world***" and Deepa Mehta's "***Republic of Love.***"

### ***Victoria College***

Victoria College students have been providing tutoring and mentoring to middle school students at Lawrence Heights through the Vic Reach program which targets disadvantaged students from racially and ethnically diverse backgrounds. The college also administers General Motors scholarships for Native and disabled students as well as scholarships for groups not adequately represented at university. These include the James Brooks Foundation and the Carnegie Future Aces Scholarship Program.

### ***St. Michael's College***

A 2002 Collegium Resolution states that “*St. Michael's is committed to doing everything it can to ensure that people of all backgrounds regardless of religion, colour, gender, ethnicity, sexual orientation, social or economic class and nationality will feel welcome in its midst....*” To this end, the college's Peace and Social Justice Committee has been organizing public lectures and symposia on a variety of subjects, some of which engender deeper interfaith dialogue.

### ***Trinity College***

Through the Trinity College Volunteer Society, students from this college provide mathematics tutoring at Frontier College to elementary students from lower income areas. ***Overseas Development***, a student organization at the college, sponsors two refugee students each year and is developing a partnership with an NGO to establish a school in Latin America.

### ***Woodsworth College***

Through the ***Millie Rotman Shime Academic Bridging Program***, Woodsworth College has been bringing people to the university from a variety of socio-economic backgrounds who might otherwise not have the opportunity. As a co-sponsor of the ***University in the Community*** program, the college seeks out individuals from traditionally under-represented groups. Combined with these efforts is a commitment by Woodsworth to provide financial aid and counselling to single parent students.

## **OTHER INITIATIVES AND PARTNERSHIPS**

### ***The Transitional Year Program (TYP)***

TYP started the academic year with 70 students, 6 of whom withdrew early in the year for health and other reasons. The expectation is that 75% of the remaining students will successfully complete their year and enter the Faculty of Arts and Science for 2004-05.

For the sixth year, TYP nominated students for the U of T National Scholarship Awards. Two more TYP students have become National Scholars.

TYP is looking forward with excitement to the graduation this year of students in its extended program in which the curriculum is adapted for each individual student with help from Accessibility Services.

The ***Steps to University*** program, designed to encourage students with academic potential to continue beyond high school to higher level studies, was mounted in six high schools. New this past year was the provision of a class to students participating in the ***Pathways to Education*** program in Regent Park. TYP developed a STEPS sociology section and academic supports for community-based delivery rather than inclusion in a high school in this particular case. The program started with 32 students and as of March 30, 2004, 28 were still enrolled.

### ***The International Student Centre (ISC)***

As of November 2003, 5262 international students from 141 countries were enrolled at the University of Toronto. This figure represents a 20% increase from the year before, making international students 7.7% of the total student population. In the past two years the number of students from mainland China which now stands at 964, has increased by 183%.

ISC continues to host many traditional events such as orientation activities, cultural exchanges, and celebrations with themes rooted in Black History month, International Day and Holydays. Such events are often organized with student groups and other departments on campus. In the past year, in collaboration with the Family Care Office and the Status of Women Office, two new programs were developed. ***“Mothers Across Cultures”*** and ***“International Women’s Day Celebration”*** are now on the ISC calendar.

The ISC English Conversation program is very popular with international students and their spouses who are looking to enhance their language skills and to improve their understanding of Canadian culture.

The onset of the war in Iraq and the SARS crisis led to increased demand from students whose families were affected by either situation for the cross cultural counselling services provided by ISC.

### ***The School of Graduate Studies (SGS)***

Even though SGS has no direct responsibility for activities which can be said to be central to the University’s objectives in the area of diversity, the Dean’s office has readily lent its support to the work of the graduate units within its jurisdiction in these matters.

Students taking part in the annual orientation run by SGS at Hart House are exposed to the full array of Equity offices. Staff in graduate units benefit from a meeting organized by the student services division within SGS entitled, “International Students and Cultural Adjustments” which seeks to increase awareness of cultural differences among the student body.

The level of English Language Writing Supports (ELWS) provided by the School has increased to meet the needs of an expanding array of non-native speakers of English. Close to a 1,000 students from 65 different departments took ELWS courses, together with 900 students who attended ELWS workshops and approximately 500 who attended one-on-one writing consultations. The Director of ELWS is working with the Office of Teaching Advancement to obtain funds to provide professional development to new faculty members whose first language is not English.

In a similar vein, SGS is trying to accommodate the needs of postdoctoral fellows from overseas in the area of English language skills by forging an agreement with the School of Continuing Studies to offer English language courses specifically designed for them.

The ***Scholars at Risk*** program, launched jointly by SGS and Massey College, has continued its support of three refugee scholars with the intention of integrating them into our academic community.

### ***The Faculty of Pharmacy***

Through an initial grant from the Provincial Government, Pharmacy began a project to deliver an upgrading program for International Pharmacy Graduates (IPG). Not only has this project been beneficial to the graduates in this discipline from abroad by providing academic upgrading and delivering “intercultural communications” workshops for them, it has also resulted in our faculty members becoming more sensitized to multi-cultural initiatives. Faculty members now have an ongoing liaison with cultural communities for example the Pakistani Pharmacists’ Association and the Iranian Pharmacists Association.

## **THE CURRICULUM**

The Faculty most likely to reflect improvements in the level of diversity of choice in its curriculum is Arts and Science by virtue of its size and the nature of the scholarship it offers. The Faculty offers hundreds of courses that contribute to diversity in the University’s curriculum. Some involve instruction in more than 35 languages and programs ranging from Aboriginal studies to Caribbean and Jewish studies, from Asia-Pacific studies to Near and Middle Eastern Civilizations. Over the course of the last year alone, new programs in Buddhism and East Asian Religion have been added to the Faculty’s offerings as well as a new course in the history of Korean religion.

As part of its academic planning process, Arts and Science has launched a major new curriculum initiative involving the establishment of an interdisciplinary ***Centre for Diaspora Studies*** to bring together humanities and Social Science scholars to creatively explore cultural diversity and social movements. This process was informed by discussions that took place in a one-day workshop in September 2003 hosted by the Faculty and attended by scholars from across North America and Europe.

Curricula located within the colleges that make up the Faculty reflect the burgeoning diversity which the university has identified as one of its priorities. Nowhere is this more evident than at New College which is home to ***Equity Studies*** whose enrolments have jumped from 11 in its inaugural year to 135 in 2003-04; ***African Studies*** whose enrolments has remained stable at 61 for 2003-04 and where Intermediate Swahili attracted 20 students this year; ***Caribbean Studies*** with 26 students in the Major program, 33 in the Minor and 2 in the newly created Specialist program which came on stream as of November 2003. Also for the first time in 2003-04 two Special Topics courses were offered, one of which is on ***Caribbean Drama and Performance***.

***The South Asian Studies Program*** is the newest addition to this impressive list and is now established at 45 Willcocks Street. This past year courses in Bengali and Hindi attracted 10 and 60 students respectively. Enrolments in the Specialist, Major and Minor programs increased to 59 from 53 in the previous year.

The Faculty of Law continues to offer its students a wide variety of courses which discuss race and diversity issues. Several deal with issues which impact Aboriginal peoples. Law’s first year

curriculum includes a course on *Perspectives and the Law* in which issues relating to race, ethnicity or culture are typically addressed. This past year, the Bridge Week topics were Human Genome, Immigration and Multiculturalism and Legal Ethics.

The University of Toronto at Scarborough (UTSC) has produced a booklet *“Teaching and Learning for Diversity at UTSC”* which is a compendium of ideas and proposals discussed at a conference held in February 2002 at UTSC. Some of the best thinkers at the university contributed to discussions on such matters as enhanced curriculum design, fostering inclusivity in the classroom, common teaching goals and typical ways to achieve them. I would highly recommend this booklet to anyone involved in the redesign or development of curriculum.

The Lectureship position in Cultural Pluralism and the Arts (CPA) has been filled by someone with a wide range of experience in several fields including anti-racist legal reform and cultural policy planning. CPA invited a number of guest lecturers with expertise in a wide variety of fields relevant to its mission to address students at UTSC.

## **COMMITTEE ACTIVITY AND THE DELIVERY OF TRAINING**

This past year, I have served on a number of selection committees particularly those to appoint or promote police officers on the St. George campus. I have also contributed to the orientation of new officers on both the St. George and Scarborough campuses. I was a member of the committee struck to appoint the Community Safety Officer. I held consultations with several ad hoc committees established to plan and obtain funding for culturally-sensitive activities on campus.

Training sessions were delivered, sometimes with other EIAG officers, to a number of university constituencies. “Diversity and Respect” workshops at the Faculty of Physical Education and Health, workshops for supervisors in unionized and non-unionized environments, training of supervisors of trades staff, orientation sessions for Residence assistants and student leaders at UTSC, an information meeting with business officers at OISE/UT, orientation sessions for teaching assistants, and participation in “Understanding the University” workshop exemplify the scope of the training done in the past year. I also took a class as part of the TYP university studies series. I continued membership on the Employment and Education Equity Committee at the request of the Council of Ontario Universities.



## **FINANCIAL SUPPORT**

The office of the Vice-Provost, Students provided funds for a number of student initiatives on my recommendation. “The Rally for Awareness” an event co-ordinated by Black students from U of T, York University and Ryerson University received funding to promote these institutions as suitable destinations for Black high school students. Caribbean Connections was provided funding in support of their fundraising event for scholarships benefiting students from the Caribbean. A proposal for a dialogue involving Muslim, Arab and Jewish participants and organized by the Peace and Conflict Society was also funded.

## THE CASE FILE

Tables I and II below provide comparative data for 2002-2003 and 2003-2004 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									
	Student		Faculty		Admin. Staff		Total		%	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
Student	8	7	9	7	3	2	20	16	54	50
Faculty	1	1	2	2	2	2	5	5	14	15
Admin. Staff	2	2	2	2	8	7	12	11	32	34

*Of the 32 formal complaints received, 24 have been resolved, 4 have been dropped and 4 are in progress.*

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

Source of Complaint	Constituency Identified in Complaint									
	Student		Faculty		Admin. Staff		Total		%	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
Student	10	12	10	6	3	4	23	22	52	58
Faculty	2	2	1	0	0	0	3	2	7	5
Admin. Staff	3	2	5	4	10	8	18	14	41	37

*Of the 38 informal complaints received, 34 were from individuals who insisted on complete anonymity.*

Student complaints were in the majority. Of the 16 received, 10 were from students who believed that they were not accorded the same degree of respect or understanding as given to others. In 4 cases, religion was the decisive factor in the opinion of the student.

A reference to the Middle East conflict and its ramifications in my last report is again relevant to two matters involving faculty members. One involved a student and the other concerned a faculty member whose view is that the general discourse on campus has been altered by events in that part of the world.

In the administrative area, concerns were primarily about relationships with supervisors and the difficulty, in the opinion of the complainants, in obtaining fair performance assessments.

One matter on which I adjudicated has been referred by the complainant to the Ontario Human Rights Commission.

*Kelvin E. Andrews*  
Race Relations and Anti-Racism Initiatives Officer

September 2004

**SUMMER MENTORSHIP PROGRAM  
EXPENSES - 2003**

Budget for 2003		<b><u>\$40,000.00</u></b>
Expenses:		
Salaries	16,486.08	
Benefits	<u>1,566.50</u>	18,052.58
<i>Coordinator for:</i>		
Law	5,000.00	
Engineering	5,000.00	
Medicine	<u>5,000.00</u>	15,000.00
Guest lecturers		2,191.85
<i>Advertising/Promotion: t-shirts</i>		546.25
<i>Printing/publishing:</i>		
Brochure design	595.70	
Brochure printing	1,587.00	
Application form duplication	0	
Banner	<u>0</u>	2,182.70
Office Supplies		249.19
<i>Technical Services: audio/visual</i>		990.00
<i>Hospitality:</i>		
Meetings/picnic		<u>1,969.12</u>
<b>Total Expenses</b>		<b><u><u>\$41,181.69</u></u></b>

## **Faculty of Social Work**

### **New Research Projects pertaining to Diversity Issues:**

George, U.

*Social Capital and Settlement: A Study of New comer South Asian women*

George, U.

*Diversity and Organisational Change: Defining Benchmarks*

George, U., Tsang, T.

*Model of Service delivery for Mandarin speaking Newcomers*

Sakamoto, I.

*Negotiating multiple cultural contexts: Japanese migrants in North America*

Sakamoto, I.

*From acculturation to cultural negotiation: everyday level experiences of multi-culturalisation of Chinese skilled immigrants*

Daciuk, J.

*The newcomer Serbian children and youth project*

Tsang, K.T.

*Health and well-being of Chinese seniors in Canada*

Tsang, K.T., George, U., Bogo, M.

*An integrated outcome process study of cross-cultural clinical practice*

Newman, P., Williams, C., Sakamoto, I.

*Promoting equity in access to post-trial HIV vaccines for Black women in Canada: An exploration of perceived risks, barriers and adoption intentions*