



**Equity,
Diversity
and
Excellence**

Annual Report

2009

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For the second year, the University of Toronto was named one of the top thirty-five of **Canada's Best Diversity Employers 2009**. This award recognizes those with exceptional workplace diversity and inclusiveness programs. The University was noted for having created career development programs for Aboriginal employees, for hosting leadership and networking events for women employees, establishing an LGBT human resources committee provided a number of educational initiatives, and for having equity offices and initiatives that address anti-racism, LGBT, and women's issues.



In 2009, the Manager, Health and Well-being Programs and Services, was awarded the "Who's Who in Workplace Health Award" in recognition of demonstrated leadership and innovation in workplace wellness, and for the impact on the health and well-being of employees.

The University as a whole has been recognized for its excellence in working toward a more diverse and equitable workplace and often serves as a model to other organizations.

In 2009 there was unprecedented campus-wide engagement with understanding disability issues and how to reduce or **remove barriers to accessibility** as the new Customer Service Standard required by the Accessibility for Persons with Disabilities Act (AODA) was presented.

Equity officers, students and staff from Student Life worked to create the video "University Rhymes With Diversity" for the International Day for the Elimination of Racial Discrimination (March 21). The video which captures the multiple voices of members of the University community speaking out against racism was widely distributed through electronic networks.

www.youtube.com/watch?v=ltQNmpPnqCk&feature=related



Goals of the Equity Offices

Equity Offices work to ensure the University's goals "to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life... [and create] the conditions for our diverse staff and student body to maximize their creativity and their contributions..." (*Statement of Equity, Diversity, and Excellence, 2006*) "live and breathe" across our three campuses in the following ways:

Creating a Vibrant and Welcoming Community

The core goals of the Equity Offices are to develop effective ways to respond to diversity and difference, engage cultural awareness and fluency in its broadest meaning, and generally enable all members of the University community to work within the scope of each person's role toward "the creation of an equitable community". These goals are the foundation of an inclusive and welcoming working and learning environment.

Engaging Diversity and Equity

All Equity Offices enhance awareness of the University's values of diversity and equity, promote greater visibility of the resources and services, and work toward 'building capacity' of students, staff and faculty to effectively implement policies into practice through consultations and educational sessions and seminars.

Proactive Problem Solving

Concerns related to equity issues have become increasingly complex and multifaceted. Equity Officers work proactively to identify concerns and needs as they arise and respond individually and in partnerships to develop timely and effective responses. This work of the Offices is often invisible as successful interventions, mediations, and problem-solving are not publicly noticed but contribute greatly to our overall environment.

Building Partnerships to Reduce Barriers

Issues related to equity and diversity are most often multidimensional and do not rest solely under the auspices of one office. In order to most effectively address complex situations, Equity Officers frequently work collaboratively with each other and with academic and administrative units.

Key Accomplishments

New Approaches to Communication about Equity

Increasing awareness of resources and services that address equity and communications regarding the implementation of equitable practices was a high priority in 2009.

Profiling Resources and Services

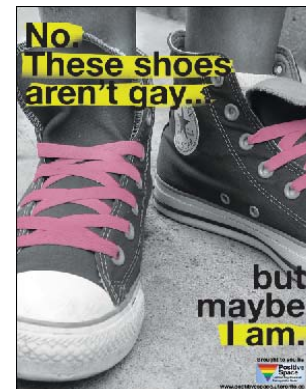
Fifteen thousand bookmarks with the revised message “EQ ITY. We need YOU in it” on one side, and with an updated list of Equity Offices on the reverse were distributed widely, particularly to students and employees new to the University. The Community Safety Office, the Family Care Office and the UTM Principal’s Advisory Committee on Diversity, Equity, and Inclusion designed new posters and/or websites and other materials in 2009. The new profiles and resource material proved highly effective in reaching broader audiences and expanding awareness of multiple services and supports.

Challenging Attitudes to Reduce Barriers

Dynamic materials were launched and coordinated by the Offices to challenge negative attitudes and to promote positive change. The Office of LGBTQ Programs and Services produced the poster campaign “You May Not Be Bigoted But That Comment Was” and “No. My Shoes Aren’t Gay. But I May Be.” The poster message links to themes highlighted by the Office that address the use of discriminatory language and behaviour.

The Community Safety Office established the action group “Men Against Violence” which explored truths and myths of sexual assault.

In recognition of the International Day for the Elimination of Racial Discrimination, Equity Officers participated in the creation of the video “University Rhymes With Diversity”. Featuring students, staff and faculty as well as Officers it captures the multiple voices of members of the University community speaking out against racism. The video was widely distributed through electronic networks. www.youtube.com/watch?v=ltQNmpPngCk&feature=related



The
commitment
of divisional
liaison
officers...was
unwavering.

- AODA
Officer

Key Accomplishments

Faculties and divisions across the University have also developed and sustain initiatives that challenge attitudes to reduce barriers both within the University and the wider community. Examples include:

- The Faculty of Medicine hosts a range of service learning opportunities to communities in need to help create awareness and promote social responsibility.
- Members of the Factor-Inwentash Faculty of Social Work developed an education project to create awareness about the exchange of knowledge between several Aboriginal communities, organizations and university students. The project included the development of the film “Shielded Minds”.
- Hart House endorsed a new vision statement to reflect its principles of equity, diversity and inclusivity. Hart House is “...where all voices, rhythms and traditions converge.”
- The Equity and Diversity Trainer, Office of Student Life, hosted a range of sessions designed to enable students to understand and challenge discriminatory attitudes.

Key Accomplishments

From Policy to Action

The following are examples of initiatives to create awareness and to ensure consistent application and effective implementation of policies.

Faculty and Staff

- “Cultural Fluency” - an interactive workshop for personnel across the Human Resources portfolio to explore how cultural dynamics impact behaviour and how to create inclusive, cohesive working groups.
- “Equity Essentials” and 25 other sessions for faculty and academic administrators with the theme of equity integrated throughout.
- “AODA- Customer Service and You” identified methods for departmental and divisional participants to assess attitudes, practices and strategies to address the needs of people with disabilities
- “Untangling Equity” helped managers and supervisors develop a deeper understanding how to respond to complex dynamics in a diverse workplace.

Students

- Equity Officers met with newly elected leaders of student governments to introduce them to the breadth of resources and to identify critical issues for 2009. This proactive approach helped establish the grounding for ongoing partnerships throughout the year.
- The Sexual Harassment Officer held sessions with law students working in clinics and on placements to enable them to address issues that arise when off-campus.
- The LGBTQ Co-ordinator lead sessions with staff in Residence Life and with Peer Education to more effectively meet student concerns.
- The Anti-Racism and Cultural Diversity Officer worked with students to understand the impact of prejudice and stereotyping.

Inclusive Pedagogy

Accessibility services on all three campuses provided accommodations for increasing numbers of students with multiple disabilities and/or complex life circumstance. In order to address student needs in the classroom, there was a focus on developing awareness of techniques of inclusive pedagogy. For example, the Centre for Teaching Support and Innovation (CTSI) developed a “Learning

At the
“Cultural
Fluency”
workshop I
was really
pushed to
think
deeply and
question my
own
biases/beliefs/
thoughts/ideas

-Participant

Key Accomplishments

Styles Tip Sheet” for faculty to use in preparation of course outlines and teaching tools.

Other new initiatives included sessions for faculty and Teaching Assistants such as “Creating Accessible Learning Environments” (St. George) and the “Back to School” workshop series to effectively support students with diverse learning styles. There were increased consultations with faculty to help them identify struggling students and provide appropriate accommodation (UTM), and a survey to students with disabilities (UTSC) on their perspectives of inclusive teaching, the findings of which will assist in identifying best practices.

U of T Women

In 1880, the inaugural issue of the student paper The Varsity had a written a debate: “Should Women Be Admitted to the University of Toronto?” Four years later they were –although there were no designated washrooms for women and they weren’t permitted in some buildings. Over the past 125 years much has advanced for women due to changes in social conditions and to committed efforts by the University.

Celebrating Changes toward Gender Equity

2009 marked the 25th anniversary of the Status of Women Office and much has changed for women since it was established in 1984. Positive change has been due to the greater understanding of the intersection of gender with other equity concerns affecting women’s lives and to the actions of many divisions and departments across the University in identifying and addressing the needs of women students, staff and faculty. Exemplary initiatives this year included, The National Conference on Women in Engineering hosted by the Faculty of Applied Science and Engineering; initiatives to integrate diversity by the Status of Women Committee, Faculty of Law, the follow-up by the Faculty of Arts and Science to the “Report of the Working Group on Differences in Male and Female Faculty Responses to the Speaking UP Survey”, the workshop on “Gender, Science and Myths of Merit” held by the Department of Ecology and Evolutionary Biology, and programs in athletic facilities on all three campuses to encourage women to participate in exercise.



The Status of Women Office marked its anniversary with a campaign to launch a celebration of “Acts of Daily Excellence’ to highlight women students, staff and faculty whose everyday actions have made a difference to their colleagues and community - www.arewomenequallyet.blogspot.com

Issues identified by students, staff and faculty that continue to need attention include persistent gender stereotyping, accommodation of family care responsibilities, safety and violence, access to leadership roles, and perceptions of workload.

Key Accomplishments

Addressing Violence in Relationships

Violence against women students by intimate partners or in dating relationships is a growing concern on university and college campuses across North America as it is at the University of Toronto. The Community Safety Office (CSO) actively works to prevent such incidents from occurring and to provide ongoing support to women and men living in or fleeing from those relationships. In 2009 the CSO developed a new approach to violence prevention that was specific to the needs of the University community. This approach included the development of new material about abusive relationships.



The CSO also organized several innovative events specifically.

Personal safety is an issue that crosses office boundaries and many offices have partnered to provide a proactive approach. Initiatives include:

- Campus Safety Tours for women students to familiarize them with safety resources and to develop 'safe routes'.
- "Dissolve", a play about sexual assault prevention.
- Working with students who experience high-risk circumstances based on their sexual identity.
- Holding a ceremony to mark the 20th anniversary of the National Day of Remembrance and Action, December 6, for which students prepared the moving video, "remembrance awareness action 1989-2009" (<http://www.vimeo.com/7952307>)



EDE-1 – Structure of the Equity Offices

There are 15 Equity Offices across the three campuses. Each office addresses specific equity concerns within the context of supporting the University's overarching values and principles, as noted in the Statement of Institutional Purpose (1992), and the Statement on Equity, Diversity, and Excellence (2006). While the Equity Offices have different direct reporting relationships (see Appendix A), as a whole they are ultimately accountable through the Vice-President, Human Resources and Equity to the University community

Offices that address student, staff and faculty equity concerns

- Accessibility for Ontarians with Disabilities Act (AODA) Office
- Anti-Racism and Cultural Diversity Office
- Community Safety Office
- Family Care Office
- LGBTQ (Lesbian, Gay, Bisexual, Transgendered, Queer) Resources and Programs Office
- Sexual Harassment Office
- Status of Women Office
- Special Advisor on Equity Issues
- Equity Liaison, Office of the Principal & Vice-President, UTSC

Offices that address student equity concerns

- Accessibility Services, St. George
- AccessAbility Services, UTSC
- AccessAbility Resource Centre, UTM

Offices that address faculty and staff equity concerns

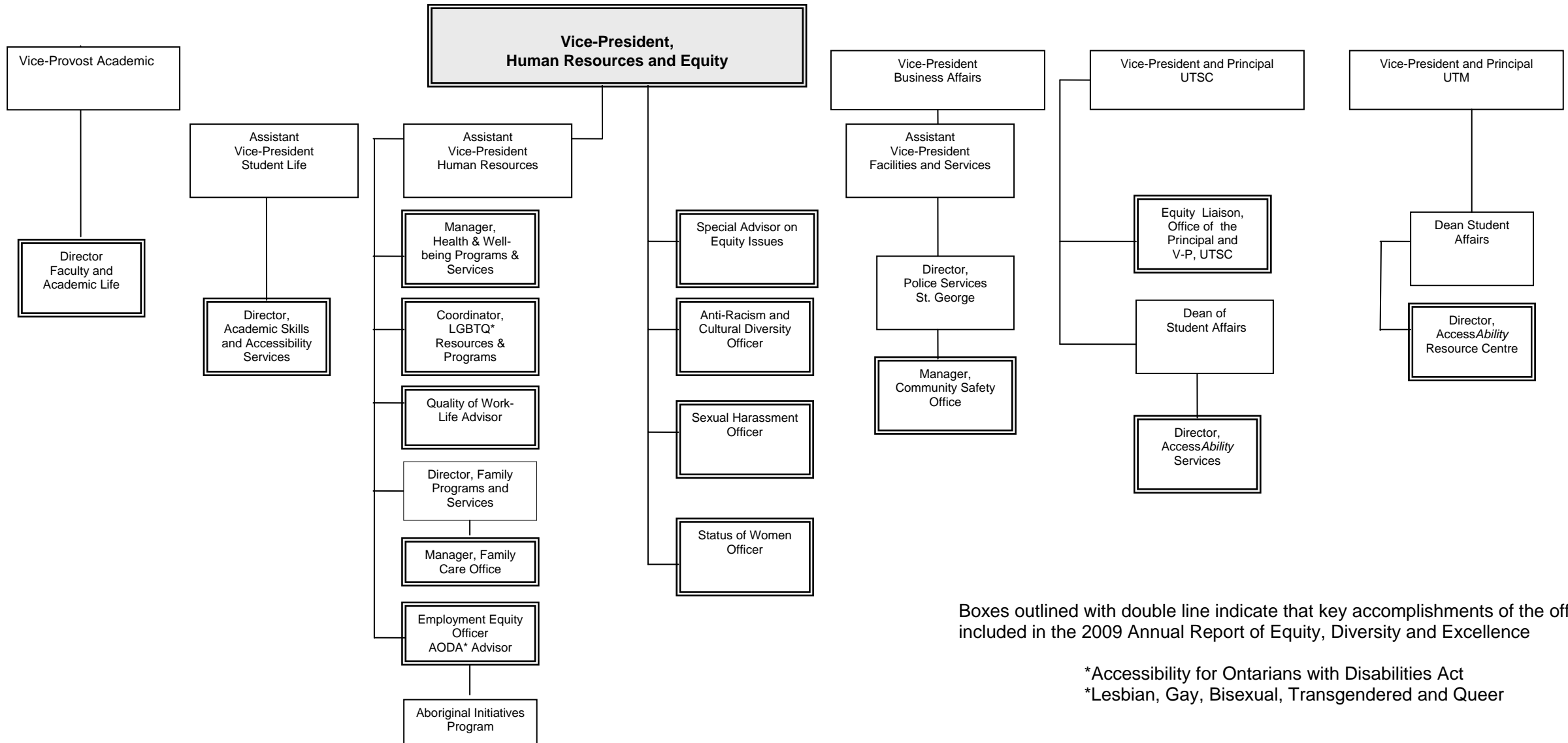
- Aboriginal Initiatives Program (within the Employment Equity Office)
- The Office of the Director, Faculty and Academic Life
- Employment Equity Office
- Health and Well-being Programs and Services
- Quality of Work Life Advisor

This report is a consolidation of the work and achievements of the Equity Offices. Many of the offices have posted a more detailed analysis and description of their activities for 2009 on their own website; you are encouraged to visit each site for further information. For Key Achievements of each Office, please see Appendix EDE-3.

Find us online!

All equity offices and equity-focused reports including the 'University of Toronto 2009-2010 Ontario Disability Act Accessibility Plan' and the Employment Equity report can be accessed through www.equity.utoronto.ca

Appendix EDE-2 – Equity Officers: Reporting Structure as at December 31, 2009



Boxes outlined with double line indicate that key accomplishments of the office included in the 2009 Annual Report of Equity, Diversity and Excellence

*Accessibility for Ontarians with Disabilities Act
 *Lesbian, Gay, Bisexual, Transgendered and Queer

EDE-3 – Key Initiatives of the Equity Offices

Anti-Racism & Cultural Diversity Office

(This office addresses student, faculty and staff equity concerns.)

The Anti-Racism and Cultural Diversity Officer works collaboratively across the three campuses to promote an environment of inclusion and engagement through a variety of policy, program and consultative initiatives. Key responsibilities include educational programming, policy enactment and interpretation, as well as investigating complaints concerning harassment and discrimination on the basis of race, ethnicity, creed, nationality, and other race and culture-related traits.

Key Initiatives

- Advised senior administrators, staff and students on a broad range of issues related to race, cultural understanding and cultural fluency. Participated on numerous search and review committees on all three campuses.
- Expanded the visibility and impact of the Office by partnering with peer institutions and community development initiatives to educate and share knowledge on the impacts of culture and diversity on efforts to create inclusive, cohesive and culturally-fluent groups.
- Developed focus groups, held meetings, and conducted research on the issue of creed based accommodation for dietary needs at a tri-campus level.
- Delivered numerous training sessions on cultural fluency for university staff and faculty members and showcased best practices through presentations in the post-secondary sector.

Community Safety Office

(This office addresses student, faculty and staff equity concerns.)

The Community Safety Office responds to students, staff, and faculty members of the University of Toronto community who have personal safety concerns by addressing the complaint, assessing the personal and community safety risks, providing a continuum of intervention options that the complainant can explore in order to address their concern(s), presenting information about the particular issue experienced, co-creating a safety plan, and referring and working in partnership with various offices in order to address the individual's personal safety concerns. Additionally, the Office provides consultation and training to those managing difficult behaviour.



Key Initiatives

- In 2009, the Community Safety Office (CSO) marked its 19th year by continuing to assist and support students, staff and faculty experiencing a variety of safety concerns. The Office registered 142 new clients in addition to managing on-going cases, as well as managed a range of risk and threat assessments, consultations and referrals to other resources.
- Making use of the new design as a visual focal point, a new website was designed, and concise one page pamphlets were created outlining the services provided by the Community Safety Office. As a student outreach initiative, pamphlets were distributed via student orientations kits, Residence Life Staff, Equity Offices, as well as various other student services. Community Safety Office staff members attended numerous fairs and information sessions and were able to interact with students on a one-on-one basis, identifying and responding to concerns, as well as providing safety tips and explaining the services offered by the office.
- In response to issues related to violence, the CSO implemented several initiatives including educational resources about abusive relationships, a new action group, "U of T Men Against Violence" and presented a full-day workshops to staff and faculty on "Dealing with Difficult to Volatile Behaviour".

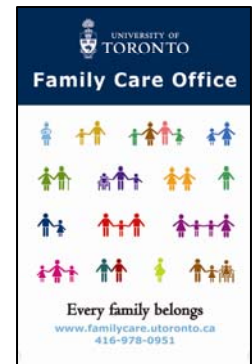
Community Safety Office cont'd

- A priority for 2009 was to increase staff and faculty awareness of the Community Safety Office. Using the student outreach pamphlet as a guide, a specific pamphlet was created for staff and faculty at U of T to provide clear information about the unique support and consulting services available through the CSO. These pamphlets were distributed in staff orientation kits, through human resources' various departments, as well as via one-on-one outreach visits by staff of the Community Safety Office.

Family Care Office

(This office addresses student, faculty and staff equity concerns.)

The mandate of the Family Care Office (FCO) is to support students, staff, faculty and their families with any family care related issue by providing information, guidance, referrals and advocacy. Through all its functions, the Office aims to raise awareness of family care issues and of quality of life issues central to the achievement of educational equity and employment equity at the University of Toronto. The Office also coordinates the Faculty Relocation Service (FRS).



Key Initiatives

- This year the office handled close to 1600 cases: 525 students, 879 employees, 56 post-doctoral fellows and 138 other which includes University departments, visiting faculty, other institutions, alumni and members of the community. We have seen more graduate students this year compared to last year. Our case numbers for staff have shown a 15% increase compared to last year and a 12% increase for faculty. Department consultations with our office regarding a student or employee with family issues have also shown a 24% increase compared to last year.
- This year, 77 workshops, 14 family events, eight drop-in sessions, and eight discussion groups were sponsored or co-sponsored by the FCO. These activities were attended by over 2,400 students, staff and faculty – a 14% increase compared to last year. Workshops were highly effective. Of workshop participants, 96% stated that the likelihood that they would apply a new insight, skill or resource learnt in the session was ‘good to excellent’.
- A tri-campus-wide distribution of a newly developed poster advertising the FCO and its services occurred in the spring.
- The Faculty Relocation Service is a highly successful initiative which provides deans, chairs and search committees with assistance in meeting their goals in an intensely competitive recruiting environment. The program helps newly-appointed faculty and their families to relocate and transition smoothly to life within the University and Toronto communities. Staff met with 123 prospective and newly appointed faculty.

I thought that today's workshop on sibling rivalry was absolutely fantastic! Thanks so much to the FCO for arranging this. I found it hugely valuable.

-Staff Member

Office Of Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Resources & Programs

(This office addresses student, faculty and staff equity concerns.)

The Office provides information, support and programming for students, staff and faculty on the University's three campuses and works toward building community among LGBTQ individuals and their allies. The Office addresses both individual and systemic discrimination based on sexual orientation and gender identity.

Key Initiatives

Designed and produced the poster campaign “You May Not Be Bigoted But That Comment Was” and “No My Shoes Aren’t Gay – But I May Be” in collaboration with members of the Positive Space Committee. The posters were widely distributed across the three campuses. In addition, the Office responded to multiple requests for these posters from community-based organizations, including high schools and other universities. The poster campaign links themes raised in the Office’s educational sessions regarding how to raise a concern in order to address the use of discriminatory language, behaviour and impact.



- Collaborated and partnered with Colleges, departments, and divisions including Student Life, the Faculty of Physical Education & Health, the Status of Women, Human Resources & Equity to deliver community events to approximately 1,100 people. The Office offered seventeen educational sessions for students and employees promoting dignity, respect and skill development. The sessions address discrimination and harassment rooted in heterosexism and homophobia and other intersecting human rights grounds. At the end of these session participants gained information and skills that raised awareness and abilities to respond constructively and proactively to circumstances that might negatively impact learning and working environments.
- Provided key support, coordination and resources to tri-campus initiatives including Positive Space Committees on all three campuses; Queer Orientation week; and the University’s Pride initiatives.

LGBTQ cont'd

- Worked in collaboration with the University's Registrar and College Registrars, to rescind the University's Name Change policy subsequently establishing a simplified and transparent process for name and gender change on academic records. The Statement of Principle Concerning Change of Student Personal information in Official Records, and the Name Change guidelines are two guidelines that will significantly benefit students needing to change name and or gender on their academic records.



Sexual Harassment Office

(This office addresses student, faculty and staff equity concerns.)

The Sexual Harassment Office handles complaints of harassment based on sex and sexual orientation and provides information and advice about how to deal with issues of sexual harassment, non-partisan mediation of complaints, referrals to other offices and resources, public education activities such as talks, workshops and the distribution of resource materials, and policy advice.

Key Initiatives

- Handled 31 formal complaints and provided advice and information in 71 informal complaints under the Sexual Harassment Policy. Three of the formal complaints were withdrawn; the rest were resolved in mediation. Provided information and referrals in 93 cases where the matter raised did not fall within the jurisdiction of the Sexual Harassment Policy. Complaint statistics can be found at <http://www.utoronto.ca/sho/reports.html>
- Worked with colleagues in Human Resources to develop resources for HR staff and for managers to assist in administering the Human Resources Civility Guideline, including information and training on complaint investigation and management.
- Developed new presentation for Teaching Assistants addressing their rights and responsibilities with respect to sexual harassment and conflict of interest policies; developed training for law students working in clinics and on placements, addressing issues that arise in relation to colleagues, teachers, other students and clients.

Status of Women Office

(This office addresses student, faculty and staff equity concerns.)

The Status of Women Office (SOWO) works toward full gender equity for women students, staff, and faculty on all three campuses by developing relevant policy, providing advice, identifying key issues to those in senior administration, organizing events, and generally being “an effective catalyst for change”. As described in the *Report of the Committee to Review the Office of the Status of Women*, 1999, “The Office should function as a highly visible and effective coordinating fulcrum, reaching out to the community to identify needs and bringing them onto the agendas of those best equipped to address them.”



Key Initiatives

- Developed expanded outreach to diverse women students across all three campuses with new initiatives to meet needs as identified in the focus groups conducted in 2008. These included:
 - Established a tri-campus SOWO Student Advisory Council with undergraduate and graduate student representatives
 - Initiated “Café Conversations on Issues that Matter” – a series of informal conversations co-facilitated by the SOWO and a student representative
 - Established an “information” table about the SOWO and issues related to women students one day per week at Roberts Library
- Initiated and organized discussions and forums to address issues raised by women faculty, including the panel presentation for pre-tenure faculty, “Reflections on My Journey to Tenure” (or ‘what I wished I’d known, but didn’t know to ask’, and a roundtable conversation with women faculty across the science disciplines.

Status of Women cont'd

- Expanded initiatives to women graduate students including a welcoming gathering to new women graduate students across faculties, three different sessions related to graduate students positioning themselves for a career in academia, continuing the mentoring program for women who feel isolated, and hosting seminars on critical issues identified by students – the supervisory relationship and 'making sense of difference'.
- To acknowledge 25 years of the Status of Women Office at the University, the Office initiated a campaign to celebrate “Acts of Daily Excellence” accomplished by women students, staff and faculty. Those nominated reflect the breadth of extraordinary women whose individual actions have made a difference to the collective experiences of the University.



Equity Liaison, Office of the Principal & Vice-President, UTSC

(This office addresses student, faculty and staff equity concerns.)

The Equity Liaison assists the Principal with equity initiatives on campus, liaises between campus and Equity Issues Advisory Groups and tri-campus equity officers, and is a contact point for the UTSC community.

Key Initiatives

- Over the year, we were able to attract leading scholars who themselves bring a strong equity and inclusivity lens to their roles. It has been noted that because of our explicitly declared commitment to equity, diversity and inclusion in our hiring practices, we are attracting a broader applicant pool for a wide variety of appointments.
- UTSC is also working at bringing more tangible expressions of diversity to campus. We are showcasing the richness and variety of local dining by offering ethnically diverse fare at meetings and occasions. Our diversity through food theme has been extended to special events through the Food for Thought series.
- UTSC began to explore the possibility of advancing research in the area of equity and diversity in order to develop strategies to measure development and success in these areas.
- Other highlights during the year included:
 - Ongoing support of Positive Space initiative,
 - Participated with local external communities in diversity celebrations,
 - Updated our equity website,
 - Broadly distributed equity and diversity resource materials to students, faculty and staff,
 - Supported equity and diversity programs, including workshops and memorials.

Employment Equity / Accessibility Of Ontarians With Disabilities Act (AODA)

(This office addresses faculty and staff equity concerns.)

The Employment Equity AODA Officer furthers equity in the recruitment, hiring, retention, training and promotion of faculty and staff. The office assists the University to be proactive in the creation of special initiatives to improve representation of the designated groups in support of University employment equity, goals and objectives, including those under the Federal Contractors Program. The Officer works to ensure the University meets its obligations with the requirements of the ODA and AODA on all three campuses while building a community focus on accessibility. The work of the Aboriginal Initiatives program is housed in the Employment Equity AODA office and the Officer works to develop programming to support Aboriginal faculty and staff.

Key Initiatives

- The Employment Equity Office held information sessions for HR Professionals, business officers, and managers regarding equitable hiring and awareness of Employment Equity at the University of Toronto. Sessions took the learner through the entire employment cycle from job posting to onboarding of the employee in order to ensure that best practices regarding employment equity were identified and put into practice.
- With the addition of the Accessibility for Ontarians with Disabilities Act, Customer Service Standard, the Employment Equity/AODA Office in conjunction with several other offices in such divisions as VP HR & Equity, Provost Office, Vice Provost of Students, Vice Provost Academic Life created learning tools to support the University of Toronto to meet its obligations under the Standard. The tools included printed brochures, power point presentations, speaking events, a website dedicated to the AODA, and an online training tool developed by COU and Queen's University. These tools have been shared with all Ontario universities through the Council of Ontario Universities (COU) network and are being utilized by other institutions as best practice options in addressing the Standard.

Employment Equity / AODA cont'd

- Launched the Aboriginal Initiatives Program committee to aid in retention and recruitment efforts of Aboriginal staff and faculty. This committee is comprised of faculty and staff at the University who support the Employment Equity office by guiding the development of programming which encourages applicants from the First Nation's and Métis communities to apply for employment at the University of Toronto.

Read us online...

To view the latest Employment Equity report:

<http://www.hrandequity.utoronto.ca/news/reports/equityofficers.htm>

To view the University of Toronto ODA 2009-10 Plan:

<http://www.hrandequity.utoronto.ca/news/oda.htm>

Office of the Director, Faculty and Academic Life

(This office addresses faculty and staff equity concerns.)

The Director, Faculty and Academic Life works within the Office of the Vice-President and Provost, under the Vice-Provost Academic and Faculty Life, on issues of faculty recruitment, promotion, integration and retention. Primary areas of responsibility include policy development, recruitment, integration and retention initiatives, and education and training for faculty and academic administrators, all with an emphasis on equity and diversity.

Key Initiatives

- Expansion of the workshop program for new and experienced academic administrators to include three half-day conferences with a focus on key issues related to equity – leadership and excellence, conflict management and change management.
- Provision of UTORecruit to all divisions across the campus – this program supports equity through the collection of self-identification data which can be returned to the divisions once a search is completed, allowing them to have a more accurate sense of their recruitment pool.
- Coordinated over 20 sessions for academic administrators and for faculty across all career stages including “Equity Essentials”, Training for Assessors, Conflict Management and On-line Recruitment for Search Committees.
- The Office monitors trends including faculty recruitment, promotion rates, tenure rates, exits of pre-tenure faculty, and retirement.

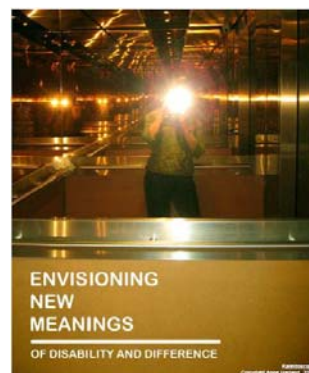
Health and Well-Being Programs and Services

(This office addresses faculty and staff equity concerns.)

Health and Well-being Programs and Services (HWB) provides information and assistance to University of Toronto employees on health related issues including sick leave, long term disability, workplace injuries, occupational health as well as accommodation for employees with disabilities. HWB also promotes healthy workplace practices through leadership and education.

Key Initiatives

- Health and Wellbeing worked with 83 individuals who required accommodation in the workplace. In addition HWB facilitated the return to work of 47 individuals from across all University divisions following long term disability absence due to illness or injury.
- In fall, 2009 HWB with the assistance of a planning committee comprised of faculty, staff and students, brought the Multimedia Art Exhibit, *Envisioning New Meanings of Disability and Difference* to St. George, UTM and UTSC campuses. This exhibit, which explores ideas of diversity and embodiment, challenged University community members' ideas and stereotypes of disability and celebrated accomplishments of women living with disabilities and physical differences. The exhibit was enthusiastically received by staff, faculty and students from all three campuses.
- Health and Wellbeing Programs and Services, in co-operation with CAMH, Work and Well-being Research and Evaluation Program, hosted a series of seminars on topics related to Mental Health in the Workplace. The series of four seminars grew out of the one day Convergence on Mental Health and the Workplace held in June, 2008. Participants expressed a keen interest in continuing the educational opportunities in this critical area of research and practice. Researchers were invited to present more detailed findings and participant evaluations indicate that discussions deepened participants' understanding and enhanced their ability to respond in this area.



Accessibility Services, St. George

(This office addresses student equity concerns.)

Accessibility Services (AS) facilitates academic success for students with disabilities. AS offers advice, support and academic accommodations to students in collaboration with faculty and staff. AS also facilitates student integration into co-curricular activities and acts as a resource for faculty and staff in support of the University's *Statement of Commitment Regarding Persons with Disabilities*.

Key Initiatives

- Strengthening collaborative partnerships to provide effective accommodation for students. For example, two joint projects with the Office of Space Management to research, purchase and store furniture to meet student's classroom needs; and to purchase new software to enhance service delivery for students at the Test and Exam Centre and Accessibility Services.
- Facilitated workshops for 100 faculty, Teaching Assistants and staff on creating partnerships to provide effective accommodation for students.
- The mentoring program was expanded (to 25 matches).
- Increased liaison with Counselling and Psychological Services (CAPS) to provide effective referral and case management particularly for the increasing number of students with multiple disabilities and/or complex life circumstances.

ACCESSAbility Resource Centre, UTM

(This office addresses student equity concerns.)

The AccessAbility Resource Centre, UTM supports students with disabilities in freely and actively participating in all facets of University life. The Resource Centre provides and coordinates services and programs that enable students with disabilities to maximize their educational potential and increases awareness of inclusive values among all members of the University community. The Centre views disability as a positive individual difference and encourages the development of disability pride.

Key Initiatives

- Consultations between the Centre's Disability Advisors and UTM faculty increased again this year. Discussions centered around providing appropriate accommodations in lectures, methods on referring struggling students to the Centre and creating an inclusive environment for students with disabilities. There was a noticeable increase in faculty questions related to students with Asperger's Syndrome and mental health issues.
- The Centre's transition program, Summer Institute 2009, was held in August 2009, providing incoming first-year students with essential transition information. At this two-day program, first year students with learning disabilities were matched with an upper year peer mentor to assist them in navigating the university systems and creating a social network on campus.
- The Centre developed the S.O.A.R. (Strategic Outcomes for Academic PRogress) Program for students registered with the Centre. To ensure all students had the opportunity to participate in the learning strategy modules, the program was run both on Blackboard and in workshops.

ACCESSAbility Services, UTSC

(This office addresses student equity concerns.)

My experience
with
AccessAbility
Services
(UTSC) has
been
extremely
rewarding and
helpful.

- UTSC
student

The mandate of AccessAbility Services is to work to eliminate or minimize the adverse effects of barriers, including physical, environment, attitudinal, communication and technological barriers, which may prevent the full participation of students with disabilities in the University community.

Key Initiatives

- Hosted ***Championing Accessibility: Celebrating Diversity Through Dialogue*** an event featuring the Honourable David C. Onley, O. Ont., Lieutenant Governor of Ontario. The event generated discussion about access for persons with visible and invisible disabilities and effectively raised the profile of AccessAbility Services.



- Piloted new system to deliver online accessible services to students with disabilities. The pilot is ongoing with additional components to be introduced in 2010.