



# Annual Report of Equity, Diversity & Excellence

2010



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## Equity, Diversity & Excellence

Equity Offices work to ensure the University's goal "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... live and breathe" across our three campuses. (*Statement of Equity, Diversity, and Excellence, 2006*)

Activities during 2010 began with the distribution of an online survey to approximately 9,000 faculty, staff and students across the three campuses to learn their opinions on a range of equity-focused issues. There was a very solid response rate of 17%. Fifty-seven % of respondents were students, 31% staff, and 12% faculty. Two-thirds of those who responded were women. Half the respondents were younger than 24, and almost 30% were over 40.

We learned that 'equity' matters greatly to members of the community as they thought more highly of the University because of its strong values and commitment to equity and diversity. Significantly, there was 'extreme high satisfaction' with the work of the equity offices. Of particular note for follow-up consideration and action was the confusion over the language used for 'equity' and the apparent lack of broad awareness of the breadth of resources and services that exist. These issues were incorporated into the work of each office and into the portfolio as a whole.

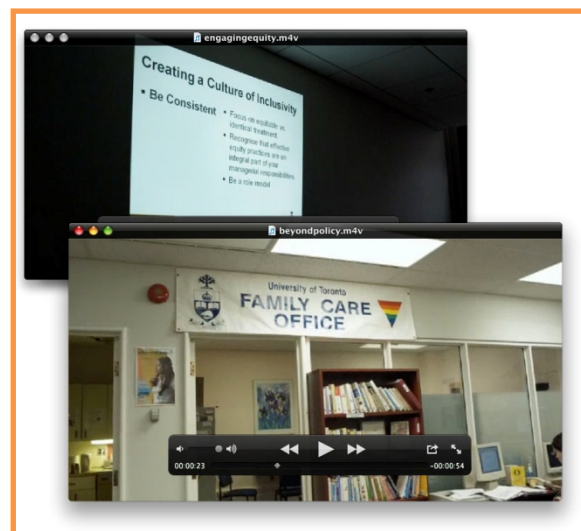
### ***Expanding Awareness of Equity Resources & Services***

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Increasing awareness of the resources and services provided by the equity offices was a high priority in 2010, as the following examples demonstrated.

20,000 bookmarks listing contact details were distributed to students, staff and faculty across the three campuses. New resources materials were developed to expand awareness and reach broader audiences. Engaging one-minute video profiles were created to highlight the equity and diversity issues and needs addressed by the offices.

The videos can be viewed at [www.equity.utoronto.ca](http://www.equity.utoronto.ca) and on the sites of individual offices. With the goal of improving access, the Family Care Office began offering webcasts of workshops for those who are unable to attend in person (there have been over 600 views to date). Other offices redesigned their web pages for greater access, began blogs, and participated in social networking sites to have more extensive outreach.



Equity videos highlight diversity issues and services

## ***Responding to Multifaceted Concerns***

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Equity related concerns have become increasingly complex and multifaceted. Equity officers work proactively to identify concerns and needs as they arise and respond individually and collaboratively to develop timely and effective responses. The effective work of the offices is often invisible as successful interventions, mediations and problem-solving are not publicly announced or noticed. However, they contribute greatly to our overall environment. To find more information regarding the number of cases handled by equity offices, visit each office website directly or [www.equity.utoronto.ca](http://www.equity.utoronto.ca)

## ***Challenging Attitudes and Stereotypes to Reduce Barriers***

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Addressing negative attitudes and stereotypes is part of the ongoing work of the equity offices.

Throughout 2010 innovative programming and creative materials were launched to provide positive messages. For example, Health & Well-Being Programs & Services brought the educational comedy “Stand Up for Mental Health” to the campus to debunk stereotypes associated with mental illness. The Employment Equity/AODA Officer provided training sessions on accessibility and inclusion for students while in residence, and the Sexual and Gender Diversity Office hosted “Queerology” – a weekly radio program that raised awareness and visibility of LGBTQ communities at the Scarborough campus. The Community Safety Office initiated a new campaign that focused on dating/partner violence and control and abuse in relationships.

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

- The Office of Student Life Leadership Development Program offered new initiatives to challenge stereotypes and discrimination, including an intercultural communication skills training to campus group leaders, an anti-oppression and inclusion session for executives of student societies and for participants in the Leadership Educators and Resources network (LEARN)
- The UTM Principal’s Advisory Committee on Diversity, Equity and Inclusion held a full day of events to engage students, staff and faculty in dialogue about issues of accessibility, positive space, sexual and gender diversity, and multiple dimensions of gender discrimination.
- The Factor-Inwentash Faculty of Social Work hosted a “Discover Diversity Workshop” facilitated by the Canadian Centre for Diversity to address issues of identity, inclusion,

anti-Semitism and racism, and organized the panel “Civility, Respect and Engagement: What is their role in the fight against racism?”

- The Multi-Faith Centre co-hosted in a range of programs addressing stereotyping and discrimination and promoting greater understanding including Holocaust Awareness Week, the forum “Islam and Sexual Diversity”, and “Spirituality and Justice” – a conversation exploring spiritual and political activism in celebration of Black History Month.

## ***Engaging Diversity and Difference: From Policy to Action***

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With the goal of enhancing inclusive, welcoming working and learning environments, equity officers offer a range of initiatives to students, staff and faculty that address diversity, difference and cultural awareness. They also address the consistent application and effective implementation of policies.

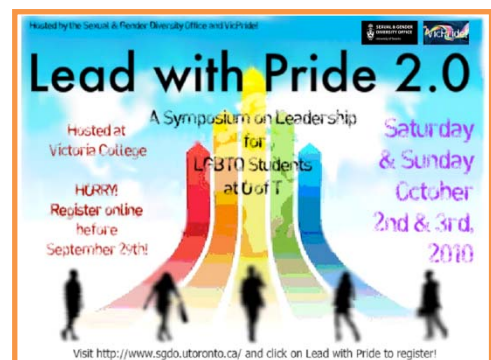
The following are just a few of the many examples from 2010:

### **For Faculty and Staff:**

- “Untangling Equity” – a presentation on issues and strategies for understanding difference” for Student Life Professionals.
- “Instructional Design that Integrates Cross-Cultural Perspectives” – a session for faculty in dealing with the dynamics of a culturally diverse classroom in inclusive ways.
- “Inclusive Teaching Practices for Active Learning” and the development of a resource guide for staff to effectively respond to students with ADHD.
- “Managing Flexible Work Arrangements to Deal with Family Concerns”
- “Human Rights, Equity, Diversity and Inclusion” for Campus Police and the Community Safety Office, and “Human Rights, Protection and Accommodation of Creed” for the Campus Chaplains Association.

### **For Students:**

- A discussion on inclusive employment for students with disabilities.
- “Making Equity Work” a presentation to student government leaders on strategies for addressing discrimination and breaking barriers
- Training provided to Teaching Assistants and student orientation leaders on how to prevent and respond to sexual harassment
- A conference for Students with Family Responsibilities to support them in navigating their multiple obligations



- A symposium on leadership skills, “Lead with Pride” was organized for LGBTQ students. In addition to skills development, it strengthened relationships among student effectively working to create a sense of community.

## ***Welcoming New and Prospective Students, Staff & Faculty***

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In 2010 there was an emphasis on welcoming and orienting new and prospective students, staff and faculty to inform them about resources and services, and to create a sense of inclusiveness

Highlights include the co-sponsorship of the Black Student’s Association’s conference for high school students that brought together hundreds of students to encourage them to enroll in postsecondary education, and the “Outstanding Opportunities Project” for prospective Aboriginal candidates to consider the University of Toronto as their employer of choice.

Specific orientations and welcoming events incorporating or addressing equity issues were held for student parents, new faculty and staff, newly appointed academic administrators, new women graduate students, LGBTQ students, mature students and students with disabilities.

The welcome reached the larger community as well. In a celebration of diversity and access, UTSC hosted fifty new Canadian families on campus during ‘Celebrating Citizenship’ week to provide exposure to the University to those taking the oath of citizenship.

## ***Building Community***

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One way of breaking down barriers is for people to have the occasion to speak with each other, either with the goal to understand differences or to build community among those who may feel isolated. Creating the opportunities for “conversations” between and among people was a consistent theme among equity offices and was evaluated as highly effective by participants.

Senior executive women at UTSC hosted a lunch, “Intimate Conversations” with visible minority women to talk about their lived experience of diversity, equity and inclusion. The Status of Women Office held nine Café Conversations on Issues that Matter (notably ‘Gender, Identity and Voice: Speaking Up in Class’) with women undergraduates.

With over 90 employees from all three campuses, the Queer U of T Employee Resource Group (QUTE) met twice to network informally with the intention of developing a ‘community’. All the accessibility offices offered mentoring initiatives including peer support to registered students. Students with family responsibilities can now receive reimbursement for childcare expenses to allow them to participate in extra and co-curricular activities. The month-long celebration “Healthy Mind, Healthy Body” that coincided with Healthy Workplace month brought over 600 employees to activities addressing employees’ work/life experience.

## ***Addressing Mental Health Issues***

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Addressing issues of mental health for students, staff and faculty has been an ongoing priority for equity offices and within the portfolios to which they report. Consistent with a broader Canadian trend, the University continues to see an increase in mental health concerns and psycho/social problems. It responds in multidimensional ways across constituencies to ensure support and access to services, and to better inform the University community how to effectively respond to students and colleagues facing mental health problems.

Examples of proactive initiatives include the third annual seminar series “Convergence on Mental Health in the Workplace” to enhance the knowledge and skill sets of managers responding to mental health in the workplace with particular emphasis on accommodations. The Sexual Harassment Officer worked closely with offices across campus to ensure the appropriate response to complaints where mental health concerns may be a factor in sexual harassment, the Multi-Faith Centre partnered with the Family Care Office and others to develop a web page of resources to address grief, and AccessAbility Services, UTSC, hosted author Margaret Trudeau who discussed her personal journey toward mental wellness to an audience of 500.



Margaret Trudeau discusses her mental health journey at UTSC

To enable greater student awareness of concerns and services related to mental health, the Multi-faith Centre facilitated a program exploring the role of spirituality in mental health during Mental Health Awareness Month, and the Family Care Office, in conjunction with the Centre for Addiction and Mental Health, offered the workshop “Video Gaming and Internet Gambling: How Much is Too Much?”

## ***Toward Greater Understanding of Faith***

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The University is committed to engaging religious diversity across campuses. Religion, faith, and spirituality often intersect with other cultural variables such as racialized and LGBTQ identities and gender. Throughout 2010, officers initiated and continued partnerships to explore these intersections.

Highlights of successful partnerships between equity offices and other offices and divisions included a panel on the intersections of Islam and Sexual Diversity that explored issues of sexual identity within the Islamic tradition, a discussion on how to make intercultural and interfaith relationships ‘work’, and a discussion and display featuring interfaith/intercultural perspectives on the role of forgiveness in individual and intergroup peace and conflict.

## Structure of the Equity Offices

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Each equity 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 C1), as a whole they are ultimately accountable through the Vice-President, Human Resources & Equity to the University community.

### *Find us online!*

All equity offices and equity-focused reports including the 'University of Toronto Ontario Disability Act Accessibility Plan' and the Employment Equity report can be accessed through [www.equity.utoronto.ca](http://www.equity.utoronto.ca)

#### **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
- Sexual and Gender Diversity Office
- Sexual Harassment Office
- Status of Women Office
- 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 2010 on their own website; you are encouraged to visit each site for further information. For Key Achievements of each office, please see Appendix C2.



# Highlights from the Equity Offices

## ***Accessibility for Ontarians with Disabilities Act (AODA)***

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

The work in the AODA officer's portfolio includes strategic planning to assist the University of Toronto in meeting its obligations under both the Ontario Disabilities Act (ODA) and the Accessibility for Ontarians with Disabilities Act (AODA) while moving beyond compliance to an incorporation of the fundamentals concerning accessibility throughout the institution. The officer works with all three campuses to implement the goals of the AODA and to assist in addressing complaints under the legislation.

The annual ODA plan took on a different format this year. While highlighting accomplishments throughout the institution regarding accessibility and accessibility planning, we shifted our focus to the work in place to support the AODA.

### **Key Initiatives**

- Training on the Customer Service standard and how small changes can make a big difference was offered four times throughout the year as a two part training for all employees at the University. This training has been developed in partnership with Student Services St. George and Accessibility Services.
- Specific information sessions were developed on accessibility in pedagogy for Faculty and Teaching Assistant's. Sessions were delivered at St. George and UTM.
- Participated in a joint initiative with the career centre and accessibility services for a panel discussion on inclusive employment which was attended by students looking for employment who identified as persons with disabilities.
- Developed programming and ran training sessions for residence life staff at UTM and presented at a regional conference on university housing held at that campus. The training focused on accessibility and inclusion for students while in residence.
- In partnership with the Council of Ontario Universities and the Ministry of Community and Social Services, the University of Toronto is working to develop an online tool kit for university administrators responsible for implementation of the AODA. This tool kit will be used across all Ontario universities with the goal of sharing best practice, utilizing expertise and resources across the sector and maximize the efforts of those responsible for individual institutional compliance of the AODA.

- Feedback on all initial draft standards of the AODA were provided to the Government by the University of Toronto and the Council of Ontario Universities as part of the public consultation process. The COU and the University of Toronto also participated in the independent review of the legislation with former Ontario Minister of Community and Social Services, Charles Beer.
- Fire Prevention on the St. George Campus, in partnership with the Employment Equity AODA office, raised awareness regarding emergency procedures for those with mobility impairments.

## ***Anti-Racism & Cultural Diversity Office***

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

The Anti-Racism and Cultural Diversity (ARCD) Officer works collaboratively across the three campuses to promote an environment of equity, diversity and inclusion especially as they relate to policy and discrimination/harassment based on race, ethnicity, creed, nationality, country of origin, cultural diversity and freedom of expression. Key responsibilities include public education, policy enactment and interpretation, and facilitating concern/complaint resolution.

### **Key Initiatives**

- Consultation, Advice and Resolution of Concerns - Students, Staff and Faculty approached the Anti-Racism and Cultural Diversity Office with questions about policy, requests for advice and share concerns related to race, ethnicity, cultural diversity, creed and freedom of expression.
- A total of 56 files were managed in 2010. This included 6 files that carried over from 2009 in addition to 50 new files in 2010. Activities ranged from providing information, policy interpretation and advice, informal resolution, mediation and investigation. Where the ARCD Officer was engaged through policy, various methods of resolution were utilized in order help facilitate and devise remedial and sustainable resolutions. Concerns were addressed within various contexts including the classroom, the workplace, within or between students/student groups and professor/student interaction.
- Research and Resource Development - Conducted research regarding organizational change and best practices for diversity and inclusivity education and administration. This resulted in the development of an extensive bibliography and other university teaching resources.
- Workshops and Professional Development - ARCDO delivered several presentations, workshops/training and provided professional development for students, staff and faculty. Examples included:
  - “Human Rights, Equity, Diversity and Inclusion” Training for Campus Police and the Community Safety Office at St. George Campus
  - “Human Rights, Protection of Creed and Accommodation of Creed” workshop for the Campus Chaplains Association
  - “Anti-Racism & Social Service Delivery” workshop for Students for Barrier-Free Access

- Programs and Events - Empowering campus groups to fulfill their mandates through supporting and/or co-sponsoring numerous student-led initiatives including (but not limited to) Black History Month programs and the 11th annual Black Students Association High School Conference.
- The ARCDO helped to organize and co-sponsor the 11th Annual Black Student Association's High School Conference (Theme: "Education is Power"). Each year, the event brings together hundreds of negatively racialized high school students to promote enrolment in post-secondary education, helping to mitigate the effects of barriers that are sometimes faced by racialized youth and promotes increased access to education. Through working together for a common goal, the ARCDO was able to build a stronger, collaborative relationship with the Black Students Association. ARCDO was pleased to contribute to and learn from the BSA's success and has committed to co-sponsoring the conference in 2011.

## **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 2010, the Community Safety Office (CSO) marked its 20th year by continuing to assist and support students, staff and faculty experiencing a variety of safety concerns. The primary issues of concern for 2010 related to issues of intimate partner violence, family violence, stalking and harassment; as well, the CSO continued to participate in multi-disciplinary risk and threat assessments, consultations and referrals to other resources.
- The CSO has generated a new poster campaign in relation to dating/intimate partner violence that focus on control and abuse in relationships. In addition, specialized educational, support and referral materials have been created into 'kits' for clients experiencing abuse or violence in their relationships. These materials are available by request to students, staff and faculty.
- The CSO has participated in the development and outreach for the University of Toronto Workplace Violence program. The program can be found at <http://www.hrandequity.utoronto.ca/support/wvp.htm>.

## ***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, postdoctoral fellows 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.

### **Key Initiatives**

- To broaden access to our workshops, the office now offers webcasts so that individuals unable to attend some of our workshops have the opportunity to view the session at their convenience from our website.
- To improve access to information, the Office launched the Family Care Office blog: *Intersections!* and have also re-energized our newsletter- *Family Matters*.
- Launched a breastfeeding awareness campaign that included increasing the number of designated breastfeeding-friendly locations on campus from 5 to 12, distributing posters to be placed at the breastfeeding friendly locations, and developing an information sheet that was highlighted in the e-Bulletin and is available on the FCO website.
- Provided funding to St. George campus student parents who wished to attend extra and co-curricular activities but were unable because of child care costs
- Hosted for the first time an Orientation for Student Parents. This orientation included a lunch, a panel of student parents, relevant U of T staff representatives and a campus tour of family friendly spaces. Thirty-four students attended the event and appreciated the opportunity to meet other student parents early in the academic year.
- In the spring we hosted our third “Student with Family Responsibilities Conference” and this year included other Student Life departments on the organizing committee. Seven sessions were offered and lunch was provided for 40 students. The keynote speaker was Karlene Nation, Diversity Producer/ Reporter, CTV News Toronto.
- Hosted the panel “Intercultural & Interfaith Partnerships: How to Make your Relationship Work”, with the Multi-Faith Centre and Campus Chaplains Association. This panel was an opportunity for individuals to reflect on the positive aspects and the challenges of cross-cultural and interfaith relationships and 29 students, staff and faculty attended.

## ***Sexual and Gender Diversity Office***

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

The Office provides consultation, education, support and programming for faculty, staff and students, 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.

The Office provides opportunities for learning and skill development that effectively explore and expand students and employees capacities to address intersecting needs related to sexual and gender identity in their working and or learning environments.

The SGDO offers programming, resources and support that connects with students across political, social and cultural communities; intentionally supporting the formation of social and learning networks, while facilitating learning through interpersonal relationships, leadership opportunities, and connection across a broad spectrum of environments at the university.

### **Key Initiatives**

- Office Title Change - To mark our first ten years of service we undertook several processes and initiatives to assess and synthesize achievements, and explore opportunities to inform future directions and actions of the Office. As we move into a new decade, the Office services, programs and resources will continue to respond to the multifaceted needs of the University communities, addressing concerns, solving problems but with the new name of Sexual & Gender Diversity Office" (SGDO). Correspondingly, the titles of the staff positions have changed to: Sexual & Gender Diversity Officer and Program Coordinator.
- Symposium on Leadership - Collaborating with the student club VicPride!, the Office hosted two symposiums on leadership for LGBTQ students. Established to target the development of a range of skill sets associated with leadership, "Lead with Pride" additionally created spaces for students to dialogue on challenges and opportunities they face as learning leaders, expanded collaboration between organizations, and through intentional dialogue, strengthened relationships amongst students – a critical characteristic in the development of community at this institution.
- Established an Employee Resource Group - The SGDO convened two meetings of the Queer U of T Employee Resource Group (QUTE) with over 90 employees from all three campuses in attendance. The employee resource group is an informal network of employees providing members with opportunities to meet, network and build community.
- Programming Initiatives

- Islam and Sexual Diversity: in conversation - A panel conversation on the intersections of Islam and Sexual Diversity exploring not only theological, political and social justice questions but the lived experiences, challenges and opportunities. In partnership with The Bonham Center for Sexual Diversity Studies, the Multi-faith Center for Spiritual Study, The Positive Space Campaign and Que(e)ring Religion.
- Cheat or Cheated? Gender InJustice in Sport – a panel discussion on whether or not gender testing is necessary in elite athletics and the Olympic Games. Followed by a talk by Dr. Ann Travers, gender and sports sociologist at Simon Fraser University. In partnership with the Faculty of Physical Education & Hart House.
- Hosted the Fusion Radio program: “Queerology” - a weekly radio program that provoked curiosity, raised some much needed visibility, insight and unique considerations about LGBTQ communities on the University of Toronto Scarborough campus.
- Positive Outcome - An important and ongoing successful strategy for the Office is to bring together students to participate in programming and tri-campus committees like the U of T Pride committee, Queer Orientation. The Office established the first employee resource group for LGBTQ employees creating networks and community, and the symposium on leadership for LGBTQ students. The success of implementing this strategy has fueled new collaborative projects as well as building communities and vibrant networks.



## ***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 27 formal complaints and provided advice and information in 63 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 98 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>
- With colleagues in Human Resources, developed a protocol for human resources staff and equity offices on handling complaints under University policies on discrimination, harassment and violence at work; provided training on how to investigate complaints, and on how to respond to workplace concerns.
- Provided training to student groups on how they could prevent and respond to sexual harassment within the group, as well as to TAs, new graduate students, residence staff and student orientation leaders.
- With the Community Safety Office, developed new outreach materials; revised and updated publicity materials and presentations from the office.

## ***Status of Women Office***

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

The mandate of the Status of Women Office is to be a “catalyst for change” in working toward full gender equity for women students, staff and faculty. The Office works to reduce any barriers to women’s full participation in University life by organizing events and initiatives that address needs and gaps and by providing assistance and advice.

### **Key Initiatives**

- Over its twenty-six-year history, the Status of Women Office has seen that it’s often the everyday actions of individuals that make a collective difference. In celebration of their “Acts of Daily Excellence”, the Office celebrated 55 women students, staff, and faculty whose actions inspired others, at a ceremony on International Women’s Day, 2010.
- The Office organized nine “Café Conversations on Issues That Matter” – a tri-campus series of informal conversations for women students. Topics included: “Gender, Identity, Voice: Speaking Up in Class”, and “The F-Word: Feminism Under 30”.
- Continued to expand initiatives for women graduate students, including:
  - “Welcome Orientation” for New Women Graduate Students attended by 90 students.
  - In conjunction with the Career Centre, co hosted “Ask the Career Counselor” and “Careers Outside the Ivory Tower: how to put your graduate degree to work” - over 50 women attended this half-day session. Four women with PhD’s spoke about their career paths outside academia.
  - Co-hosted and revised the day-long event for over 100 women graduate students and post doctoral fellows, “Considering an Academic Career? The Path to Get There”. Twelve faculty members spoke on topics including ‘Applications, Interviews and Campus Visits’, Negotiate Your First Contract Effectively’ and ‘Challenges and Strategies for Women on an Academic Path’.
  - Organized the panel discussion, “Exploring Graduate Opportunities for Women Students in Engineering” with the Faculty of Applied Science and Engineering.
  - Organized sessions in conjunction with the SOWO Mentoring Program on “the politics of supervision” and “dealing with writers’ block”.
- Convened initiatives addressing issues related to violence against women including the activities for the National Day of Remembrance and Action on Violence Against Women, and a tri-campus ad-hoc group on the impact of violence to discuss the multiple challenges faced by students who experience violence in their lives while students, and challenges by those who come to the University with a history of violence in their lives.

## ***Equity Liaison, Office of the Principal & Vice-Principal, UTSC***

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

At UTSC, we take pride in working and learning in an environment of respect, and strive to uphold these principles in every interaction. Our campus very much reflects the diversity of the world around us and we take a proactive approach to celebrating our commitment to equity and diversity. The University of Toronto has a long standing tradition of modeling the principles of equity and diversity throughout the institution. U of T Scarborough is an exemplary model of these core values within the larger University of Toronto community.

### **Key Initiatives**

- **Supporting Positive Space:** The Principal's Advisory Committee on Positive Space received enhanced financial support for its innovative approaches and initiatives on campus. With the budget doubling, the Committee can continue its proactive measures to raise awareness and foster engagement, which includes a Positive Space calendar and an annual gala.
- **Increasing Dialogue:** UTSC joined the University's Council on Aboriginal Affairs. Through the Department of Student Life, projects are being developed that have an outreach focus.
- **Welcoming Communities:** After the devastating earthquake in Haiti, the UTSC community came together to lend support emotionally and financially. UTSC was a key organizer of a symposium with members of the Haitian Diaspora on the role of the Diaspora in rebuilding Haiti.
- **Opening Up:** In celebration of International Women's Day, senior executive women hosted a lunch, "Intimate Conversations," with a group of visible minority women on campus to talk about their lived experience as a UTSC member and their experience of diversity, equity and inclusion, with follow up on issues discussed.
- **Celebrating Citizenship:** UTSC welcomed new Canadians to campus during Celebrating Citizenship Week (October). Citizenship Court Judge Normand Allaire, a UTSC alumnus, wanted the opportunity to expose those taking the oath to our campus, with UTSC playing host to more than 50 families who immigrated from all corners of the globe.

## **Employment Equity Office**

(This office addresses faculty and staff equity concerns)

The work in the office this past year focused on assisting members of our community to take responsibility and ownership in creating an inclusive and accessible environment. Whether through developing partnerships with agencies that support particular groups and acting as a liaison between their services and the University departments, or delivering training sessions on how small changes in approach make a big difference in outcome. These initiatives have resulted in staff, faculty, and students being better equipped to address concerns and proactive in their commitment to equity and excellence.

The Employment Equity Officer develops the annual employment equity report, is a member of joint employment equity committees with union groups, and assists managers and HR professionals with employment equity concerns. The officers work with designated groups to assist in their employment at the University of Toronto.

### **Key Initiatives**

- In partnership with the Sexual and Gender diversity officer we worked to raise awareness of the importance of “clicking the box” on the employment equity survey encouraging individuals to complete the survey in order to assist with programs and initiatives to support faculty and staff.
- Ran workshops for Human Resource staff to better understand employment equity and move beyond a compliance model to understanding how the collection of data assists the University in creating an equitable work environment.
- “Outstanding Opportunities Project” with the assistance of the Aboriginal Program Committee, the Director of First Nation’s House and the Career Centre we formed and launched programs for aboriginal candidates to consider the University of Toronto as an employer of choice. Mock interviews for graduates specifically targeted to aboriginal candidates were conducted. Each candidate was provided with information on why the university would be a great career choice.
- Participated in a joint initiative with the career centre and accessibility services for a panel discussion on inclusive employment which was attended by students looking for employment who identified as persons with disabilities.
- Attended job fairs which were specific to Persons with Disabilities and Aboriginal candidates to promote the university as an employer of choice.

## ***Office of the Director, Faculty and Academic Life***

(This office addresses faculty 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**

- This year the Office of the Vice-Provost Faculty and Academic Life began providing employment equity statistics to divisions engaged in academic recruitment using the University's online application process called UTORecruit. This allows the search committee to assess their applicant pool and can help with future recruitment by allowing them to target advertising towards specific underrepresented groups.
- Initiated a research partnership with a post-doctoral research fellow to better understand academic life events such as tenure and retirement and equity concerns that may underpin these.
- Revamped and expanded workshops and information sessions for older faculty about retirement issues and options and post-retirement opportunities.
- Continue to revise and update policies and procedures for academic staff and provide advice and support regarding tenure delays for severe personal circumstances and maternity/paternity, sick leave and accommodation (in consultation with Health and Wellbeing Services and Programs), retirement and retirement planning and all other aspects of Academic Human Resources.

## **Health & Well-Being Programs & Services**

(This office addresses faculty and staff equity concerns)

Health and Well-being Programs and Services (HWB) provides leadership through innovative healthy workplace practices and education to support employees in optimizing their contribution to the University's mission. HWB is a single centralized resource for managers and employees (both faculty and staff) who require information and assistance associated with occupational health, sick leave, long-term disability, workplace injuries, or accommodation.

### **Key Initiatives**

- **Stand Up for Mental Health** - As part of an ongoing commitment to prevention initiatives that address mental health issues, HWB lead a multi-faculty/divisional event to raise awareness and debunk stereotypes associated with mental illness. **STAND UP FOR MENTAL HEALTH** attracted several hundred students, faculty, staff and members from the public to an evening of comedy and education at the Isabel Bader Theatre. HWB's efforts are part of a continuing effort to broaden community understanding of and experience with disability with the goal of reducing stigma associated with disability, reducing barriers and increasing the effectiveness of the University to accommodate and include people with disabilities in our institution.
- **Convergence on Mental Health in the Workplace Seminars** - HWB partnered with CAMH for the third year to present a series of seminars to enhance the knowledge and skill sets of managers in responding to mental health issues in the workplace with particular emphasis on accommodation. A panel of managers, specialists, co-workers and employees who have experienced mental illness provided their perspective and associated research on a variety of topics aimed at strengthening managerial competencies.
- **Accommodation** - HWB received 83 requests for accommodation from employees in 2010. Without the co-operative efforts of HWB, managers, HR, employees and sometimes union representatives, many of these employees may not have been able to remain in the workplace. Managers openness and flexibility were critical factors in the success of the accommodation efforts. Examples of accommodation include computer technology to assist in reading, keyboarding, data input and mousing, the provision of readers and specialized ergonomic equipment for employees engaged in both sedentary and physical work, modified duties, modified work schedules and telecommuting.
- **Mindfulness in the Workplace** - Following last year's one day workshop on mindfulness in the workplace, HWB sponsored a 10 week course for employees to deepen their mindfulness practice and to learn how to apply their learning to effectively address stress in the workplace. Evaluations were very positive and indicated a positive impact over time.

## ***Quality of Work-Life Advisor***

(This office addresses faculty and staff equity concerns)

The Quality of Work-Life Advisor assists in developing policies and programs that support an employee's work/life experience and offers individual consultations to employees and managers.

### **Key Initiatives**

- “Healthy Mind, Healthy Body, Healthy Work” was the theme of this year’s “Celebrate It” event that coincides with Canada’s Healthy Workplace month. Over 20 sessions were offered in this special work/life month of activities with over 600 people attending the sessions.
- Launched our “Stairway to Health” program at 215 Huron Street where we have encouraged the staff in the building to use the stairs on a more frequent basis as a means of increasing their daily fitness activity. Our hope is that we will promote this program to other departments in 2011.
- Partnered with a professor at the Faculty of Physical Health and Education to launch the Walk@Work program. The program is aimed at workers who work in primarily sedentary positions to encourage them to incorporate more walking activities within their day. Over 90 staff are participating in this program.
- In partnership with Health and Well-being Programs and Services, brought the author Michael Carroll to the University to offer a session on Awake at Work: Mindfulness Meditation. The session was very well attended (almost 90 people) and there was enough interest to offer an eight week series on mindfulness meditation.

## ***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**

- Implemented of an online Test and Exam booking system to increase access for students, and a new data management system to increase efficiency within Accessibility Services. The same booking and data management systems are being implemented across all three campuses.
- Partnered with Student Life to provide guidelines to fund accommodation for student participation in student group activities.
- Held extensive dialogue with Health and Well being, and with Community Safety, Student Crisis and Retention staff to develop coordinated, pro-active supports for students.
- Collaborated with Health and Well being to develop a resource guide for staff on effectively responding to students with ADHD. A similar initiative is underway to assist students with eating disorders.
- Expanded peer mentoring initiatives to include three SASA groups and a peer support group meeting weekly at Victoria College in collaboration with the Registrar's office



## ***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**

- The Centre's mentorship program grew again in 2010 providing first year students with the opportunity to receive additional support during their first year of study from their upper class peers. Students were matched with their mentors during the summer in an effort to give the students as many resources on campus as possible.
- Centre staff presented to academic and administrative departments, school boards and community agencies on accommodating students with disabilities and creating inclusive spaces and practices for individuals with disabilities.
- The Centre's Advisors continued to consult with faculty on implementing complex accommodations in and out of the lecture room including facilitating supports for students while studying abroad.
- Successfully piloted a new online registration system for students registered with the Centre to provide access to Centre processes after hours and on weekends (e.g. downloading notes, registering and confirming tests). The new online system will also provide instructors with real-time access to relevant information and streamline communications with the Centre.

## ***AccessAbility Services, UTSC***

(This office addresses student equity concerns)

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. Collaborating with faculty, staff, students and the broader community is one of our core commitments to ensure that all students with disabilities can freely and actively participate in all aspects of University life.

### **Key Initiatives**

- Hosted “Mental Wellness: Finding Balance, One Person's Journey: Celebrating Diversity Through Dialogue” an event featuring Margaret Trudeau. Event planned in partnership with the Health & Wellness Centre. In her candid keynote, Margaret spoke about her life experiences, the challenges she faced being in the public eye and how she learned to live with her bipolar disorder.
- Presented in partnership with the Centre for Teaching & Learning “Inclusive Teaching Practices for Active Learning,” Nutrition for Educator’s Workshop. As part of the presentation, a student on the Autism Spectrum was invited to share her experiences in the classroom with Faculty and Staff.
- In partnership with the Department of Student Life:
  - Offered workshop as part of the Leadership Development Program “Accessibility Toolkit – Inclusive Programming and Event Planning”
  - Offered Presentations: “Creating an Inclusive Environment” for new volunteers and “Accessible Programming” for returning volunteers

## Appendix - Equity Officers: Reporting Structure as at December 31, 2010

