Annual Report of the Equity Officers

July 1 2005 - June 30 2006

Vice-President Human Resources and Equity
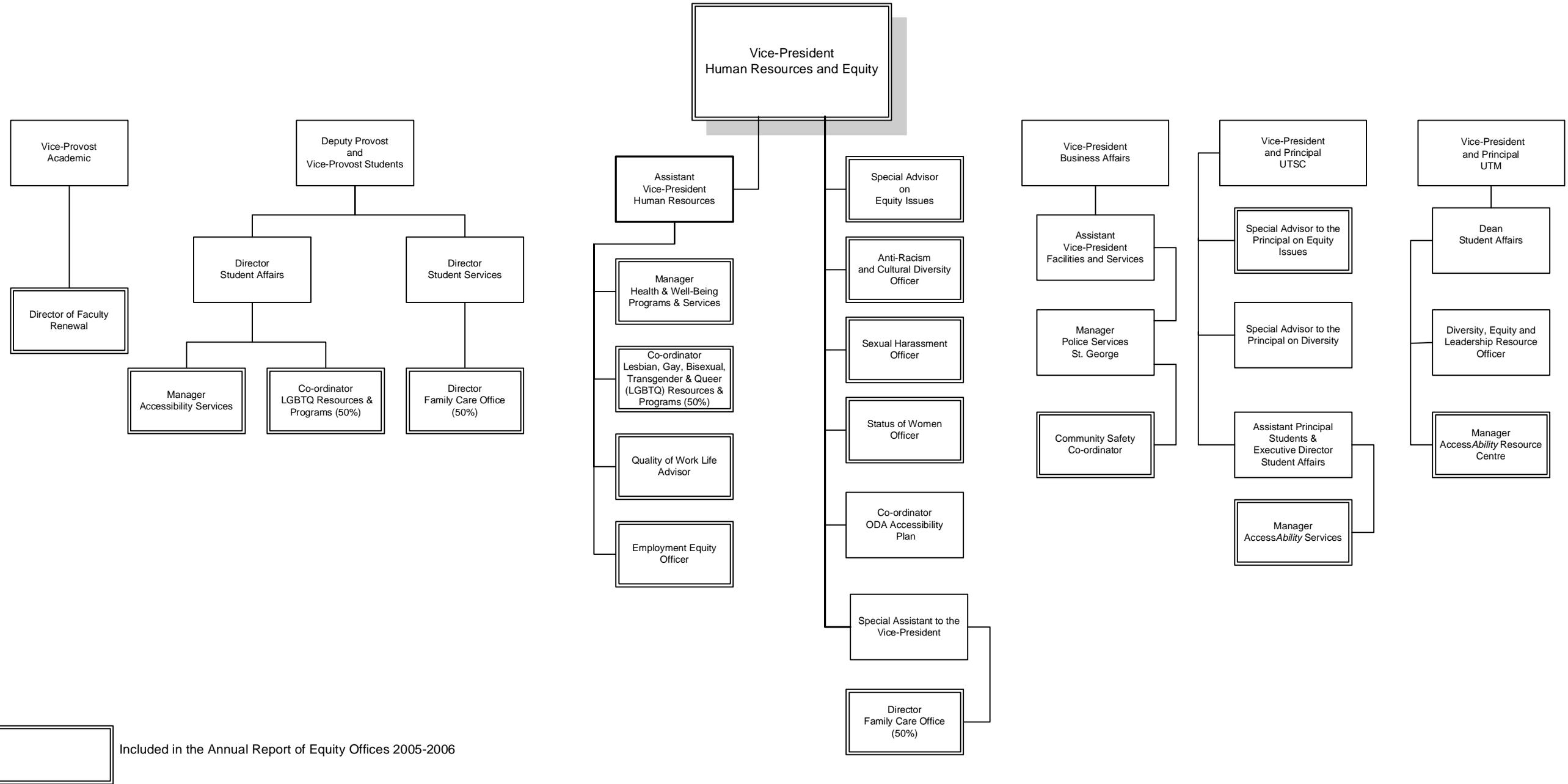
UNIVERSITY *of* TORONTO

Table of Contents

Equity Officers: Reporting Structure as at June 30, 2006

Vice-President Human Resources and Equity

Left branch

Vice-Provost Academic
- Director of Faculty Renewal

Deputy Provost and Vice-Provost Students
- Director Student Affairs
  - Manager Accessibility Services
  - Co-ordinator LGBTQ Resources & Programs (50%)
- Director Student Services
  - Director Family Care Office (50%)

Center branch (under Vice-President Human Resources and Equity)

Assistant Vice-President Human Resources
- Manager Health & Well-Being Programs & Services
- Co-ordinator Lesbian, Gay, Bisexual, Transgender & Queer (LGBTQ) Resources & Programs (50%)
- Quality of Work Life Advisor
- Employment Equity Officer

Reporting directly to Vice-President:
- Special Advisor on Equity Issues
- Anti-Racism and Cultural Diversity Officer
- Sexual Harassment Officer
- Status of Women Officer
- Co-ordinator ODA Accessibility Plan
- Special Assistant to the Vice-President
  - Director Family Care Office (50%)

Right branches

Vice-President Business Affairs
- Assistant Vice-President Facilities and Services
  - Manager Police Services St. George
  - Community Safety Co-ordinator

Vice-President and Principal UTSC
- Special Advisor to the Principal on Equity Issues
- Special Advisor to the Principal on Diversity
- Assistant Principal Students & Executive Director Student Affairs
  - Manager AccessAbility Services

Vice-President and Principal UTM
- Dean Student Affairs
  - Diversity, Equity and Leadership Resource Officer
  - Manager AccessAbility Resource Centre

Included in the Annual Report of Equity Offices 2005-2006

INTRODUCTION

Located in one of the world's most diverse cities, it is only appropriate that the University of Toronto's approach to equity issues mirrors the many needs of our diverse community.

The University has an exceptionally comprehensive approach to equity and is fortunate to have within its community individuals with expertise in an array of equity related areas extending far beyond the traditional foci of sexual harassment, racism, and accessibility. We recognize that community safety, health and well-being, and family care, to name a few, are vital elements in realizing an equitable environment, free of barriers.

The services and the support we provide to our community are a testament to our joint commitment to our values regarding equity and diversity and to excellence in the pursuit of our academic mission.

The University's commitment is captured well in the very recently approved *Statement on Equity, Diversity and Excellence*. The passage of this Statement through governance provided numerous opportunities for colleagues to reflect upon the role that each member of our community must play in the creation and maintenance of an equitable community that is respectful of all its members.

As Vice President, Human Resources and Equity, one of the challenges I face is ensuring that the University capitalizes upon the synergy emerging from this uniquely expansive approach to equity. As much as the University is more than its individual departments, our equity offices as a whole offer more than the sum of each part. Collaborative work over the last year has been instrumental in addressing multi-faceted problems brought forward by members of our community. Events such as the Sounds of Change have widened our perception of equity and what it offers every student, staff and faculty member at the University.

We are increasingly engaged in awareness-raising and professional development activities. It is my goal, over the next several years, to increase the number of initiatives developed jointly across divisions and units.

Angela Hildyard
Vice-President, Human Resources and Equity

HIGHLIGHTS

- Developed with input from students, staff and faculty, the **Statement on Equity, Diversity and Excellence** set forward our belief that excellence is served by a diverse and equitable environment.

- A comprehensive **communications strategy** – "EQ ITY – We need U in it" – increased the breadth and depth of coverage of equity issues in University publications, as well as supported the Employment Equity Census. The communication strategy carried the message of the importance of making equity a central part of our everyday lives.

- The **"Sounds of Change"** busker event – a joint initiative of academic, administrative, student-focused and equity offices – brought the University community together on the International Day for the Elimination of Racial Discrimination to celebrate diversity.

- Successful completion of the workforce **Employment Equity Census**.

2005-06 COMMITMENTS

The Equity Infrastructure Review, undertaken in collaboration with the Provost's Office and completed in late 2004, resulted in recommendations within five areas:

1. To develop a Statement for the University that "articulated a clear vision to guide the implementation of equity initiatives across the University".

2. To identify and develop relevant and appropriate ways of addressing equity issues.

3. To clarify reporting relationships between the equity officers, who hold highly diverse positions within different portfolios.

4. To develop a University-wide campaign to create a key, consistent and dynamic message about the University's values related to equity and diversity and to engage the University community in working toward equity.

5. To increase the visibility of equity and diversity at UTM and UTSC.

Recommendation Areas

Progress was made in all five areas in 2005-06.

1. *To develop a Statement for the University that "articulated a clear vision to guide the implementation of equity initiatives across the University".*

   In 2005-06, a Working Group of the Equity Advisory Board consisting of students, staff and faculty and representatives from the Offices of the Provost and Vice-President Human Resources and Equity, was established to sponsor the drafting of the Statement. The Working Group consulted with the University community while developing the *Statement of Equity, Diversity and Excellence*, which received the approval of the Equity Advisory Board and unanimous approval of the University Affairs Board at its meeting of November 7, 2006. The Statement received unanimous approval by Governing Council on December 14, 2006.

   > "*Very impressed with the policy and its collaborative development*"
   >
   > **- about the Statement on Equity, from a UAB member.**

2. *To identify and develop relevant and appropriate ways of addressing equity issues.*

   A broad-based Equity Advisory Board (EAB) was established. There are 45 members representing a breadth of constituencies and stakeholder groups across all three campuses, and the EAB meets twice per year as a whole.

   Six Working Groups were also established. These groups address specific recommendations of the Infrastructure Review and other issues including the communication of equity issues in order to strengthen the sense of ownership of equity and diversity at every level of the University.

3. *To clarify reporting relationships between the equity officers, who hold highly diverse positions within different portfolios.*

   The Vice-President Human Resources and Equity developed an organizational chart that clearly outlines the reporting structure of the Equity Officers.

   A Special Advisor on Equity Issues to the Vice-President Human Resources and Equity, Connie Guberman, was appointed for a two-year term. Her mandate includes the facilitation of collaboration across the equity offices and facilitation of the implementation of the recommendations of the Infrastructure Review.

A Working Group of members of the Equity Advisory Board and others with relevant expertise was established to explore establishing an informal resolution and mediation process.

4. *To develop a University-wide campaign to create a key, consistent and dynamic message about the University's values related to equity and diversity and to engage the University community in working toward equity.*

A University-wide communications campaign was developed to educate and promote the University's commitment to equity. The strategy centred on a key, consistent and dynamic message about the University's values related to equity and diversity. The first phase was the launch of the "EQ ITY. We need U in it" campaign, which supported the Employment Equity Census.

> *"The presentation on equity and diversity helps to make us feel at home and welcome so quickly."*
>
> *– about the orientation sessions for new staff and faculty.*

To demonstrate the University's commitment to making equity a central part of our everyday lives on campus, the Special Advisor on Equity Issues in conjunction with the Anti-racism and Cultural Diversity Officer, the Faculty of Music, and many others, organized a St. George campus-wide busker festival, the *Sounds of Change*, for the International Day for the Elimination of Racial Discrimination (March 21, 2006). Forty-five student, faculty and staff musicians played and sang music of social change at different campus locations throughout the day.

To further engage, encourage and collaborate with students and student leaders, the position of Coordinator, Diversity and Inclusivity Training was created through the Office of Student Affairs.

5. *To increase the presence of equity and diversity at UTM and UTSC.*

In 2005, the Vice-President and Principal of the University of Toronto at Scarborough established two positions: the Special Advisor to the Principal on Equity and the Special Advisor to the Principal on Diversity. Each appointment is for a two-year period. The Advisors liaise with equity officers who have a tri-campus mandate and are based at the St. George campus.

The position of Resource Officer for Diversity, Equity and Leadership was created in early 2005 at the University of Toronto at Mississauga. The Officer engages directly with students to build leadership capacity that is infused with an appreciation and valuing of diversity. Although not a University equity office, the officer liaises with, and refers students to appropriate equity offices with a tri-campus mandate.

Policy Development

Equity officers often lend their expertise at all stages of policy and protocol consultation and development across the University. Involvement of equity officers in policy development is in itself a form of local unit and institutional capacity-building in relation to understanding equity.

Their involvement ensures that the fundamental values and vision of the University are incorporated at all levels.

At an institutional level in 2005-06, equity officers contributed to the Statement on Equity, Diversity and Excellence. Individual officers also contributed by advising on unit-based protocols and procedures through memberships on task forces, advisory committees and working groups. These include:

- Developing processes for handling complaints in circumstances where the University shares/may share responsibility for the matter with another institution.
- Revising UTSC Residence Policy and Procedures.
- Membership on the Curriculum review Committee, Preceptor training, Faculty of Pharmacy.

Recruitment and Retention

As one of our Stepping UP goals, the recruitment and retention of qualified staff and faculty is vital to the success of our vision in the next four years. Initiatives carried out by the equity offices assist in fostering a positive, exciting and enabling culture, thereby creating a working and learning environment that is welcoming to diverse students, staff and faculty.

"The support and understanding I received [from Health and Well-being] really helped me in dealing with my fear of returning to work after my long illness."

In 2005-06, equity offices developed a range of programs and services related to recruitment and retention of staff, faculty and students. These include:

- **The Faculty Relocation Service and Faculty Recruitment Kits**
  - "Quality of life" factors such as culture and faith, LGBTQ, maternity/parental/adoption leaves, and other family-friendly policies at U of T have proven to be particularly significant in attracting faculty candidates. The Family Care Office provided the service and kits to faculty candidates to effectively raise awareness of these equity/quality of life areas.

- **The Human Resources (Equity) Toolkit**
  - Currently being developed by the Employment Equity Office, the toolkit is a set of resources for managers responsible for hiring, designed to foster the recruitment, retention and promotion of people from designated groups. The toolkit includes strategies for outreach to underrepresented groups.

- **Human Resources Committee on Sexual Diversity**
  - Chaired by the Co-ordinator, LGBTQ Resources and Programs, the committee focuses on recruitment, retention and developing an inclusive workplace climate.

Outreach

Equity officers play leadership roles in their varied professional communities as members of associations, advisory committees, boards of directors, and working groups. Their accomplishments have been celebrated widely and their expertise is recognized at municipal, provincial and national levels. Participation includes:

- Treasurer, Ontario Association of College and University Human Rights Advisors
- Appointed Member, Working Group on the Status of Women and Gender Equity, City of Toronto
- Panelist, Effects of Diversity on the Aboriginal Community, Youth Leadership Forum
- Elected Member, Minister's Post-Secondary Advisory Committee on Disability Issues, MTCU

Further examples of involvement in professional communities external to the University are included in the reports of individual equity officers.

Impact

"Enhancing the diversity of our staff, students and faculty to reflect our local and global communities is a source of strength."

> *"I gained confidence and felt encouraged by participating in the [Status of Women Office] mentoring program."*
>
> **– student in mentoring program**

We recognize that to flourish, our students, staff and faculty require an environment that is respectful and celebratory of diversity in all its forms. Our commitment to being a community that is equitable and diverse is set out in the Stepping UP academic plan and our success with regard to student accessibility and the diversity of students, staff and faculty are measured in the annual report on Performance Indicators conducted by the Office of the Vice President and Provost.

LOOKING AHEAD – 2006-07

Through the implementation of the Equity Advisory Board, the launch of an equity communications strategy, the naming of new equity positions, and the anticipated adoption of the Statement on Equity, the University of Toronto is in an excellent position to move forward on its 2005-06 success. The coming year will take us further to our goal of an institution where, "we seek to ensure to greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community." (*Statement on Equity, Diversity and Excellence*)

Goals – 2006-07

The Vice-President Human Resources and Equity, has laid out ongoing goals for the advancement of equity and excellence within our community.

1. Develop and implement a communications strategy to support and encourage equity and excellence at U of T.

2. Coordinate activities across the individual equity offices to increase collaborative work

3. Review the processes currently used to address complaints forwarded to the Equity Offices.

Upcoming Challenges

Equity officers have identified several key intersecting issues to be addressed by their offices individually and collaboratively, and with appropriate University units and divisions to ensure we continue to move toward our goal of being an inclusive working and learning environment. These challenges include:

1. Maintaining a work environment that is sensitive and respectful of employees' differences in values and cultural preferences and building capacity among all constituencies to address differences as they arise.

2. Addressing the increase in reporting by students, staff and faculty of concerns and conditions related to mental health and psycho/social problems.

3. Enhancing awareness among those in supervisory positions of the breadth of policies related to equity issues in order to have a broader understanding and more consistent interpretation of their appropriate and effective implementation.

EQUITY OFFICE REPORTS

Introduction

This year marks a change in how equity initiatives are reported to the University Affairs Board. In the past, equity officers have submitted separate reports for each office; this year a single report will both highlight the accomplishments and objectives of each office and demonstrate the comprehensive work of the offices as a whole.

> *"Each office is a portal to a whole panoply of resources available and the work that each office does raises the profile of the other offices."*

This format reflects the greater cohesion and integration of the University's equity vision and of equity initiatives under the auspices of the Vice President Human Resources and Equity in conjunction with the Vice-Provosts Students and Academic.

Organization of Equity Offices

Fifteen equity offices are included in this report. Highlights from each of these offices are included in the following section. Officers have different direct reporting relationships as identified in the chart at the beginning of this Report, but as a group are ultimately accountable to the Vice-President Human Resources and Equity. The work of officers is both proactive and reactive. Officers meet together as the Equity Issues Advisory Group (EIAG), and are all part of the larger Equity Advisory Board.

The range of responsibilities of equity officers differs depending on the portfolio in which their office is based. To different degrees, all equity officers respond to complaints and concerns as they arise within their mandate, and all equity officers conduct activities to build capacity among students, staff and faculty to more effectively understand, identify, and address equity concerns as they arise. Issues and initiatives related to equity often do not fall solely under the auspices of one office, and so accordingly, the offices frequently work on a collaborative basis. The breadth of expertise in addressing equity concerns is a best practice in creating a welcoming and inclusive community.

About the Reports

The following reports detail the key accomplishments, initiatives related to professional development for staff and faculty and building capacity among students, one to three year goals, and involvement in professional communities external to the individual equity offices. Offices are listed as:

- Offices which address **student, faculty and staff** equity concerns.
- Offices which address **faculty and staff** equity concerns.
- Offices which address **student** equity concerns.

Further information about each equity office can be accessed through
www.equity.utoronto.ca

ANTI-RACISM AND CULTURAL DIVERSITY OFFICE

The Anti-Racism and Cultural Diversity Officer works collaboratively across the three campuses with students, staff and faculty 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 around harassment and discrimination on the basis of race, ethnicity, creed, nationality, and other race and culture-related traits.

Key Accomplishments/Successes

- Launched the anti-racism poster campaign, "Stamp Out, Erase and Outpace Racism" on all three campuses to communicate to faculty, staff and students that they have a role in eliminating racism.

- Developed the "Spirituality & the Student Experience" lecture series which allowed for discussions on how students' sense of self affects the choices they make on a daily basis. Issues addressed included the dietary needs of various communities, the significance of pilgrimage in various spiritual traditions, and the intersections of spiritual and gender identities.

- Led a student leadership development tour with 15 University of Toronto students to Poland as part of the March of Remembrance and Hope. The tour taught students about systemic marginalization and discrimination; the students are now peer educators around anti-oppression.

Professional Development/Capacity-Building/Awareness Activities

- Developed and delivered a series of workshops to over ten divisions on "operationalizing self-awareness around race and culture and translating that into excellence in serving the University's objectives".

- Delivered a session on cultural fluency to newly appointed faculty members through the Office of Teaching Advancement.

- In conjunction with the Office of Student Affairs, developed the "Dialogue on Diversity" peer education program to create a forum whereby students can engage their peers on issues of equity, diversity and inclusion.

Goals (1-3 years)

- To develop and deliver a training initiative around cultural competency and conflict resolution with the Assistant Vice-President Human Resources.

- To develop a pilot project to integrate recent immigrants into the University's staff recruitment strategy, in conjunction with the Assistant Vice-President Human Resources and the Director of the Organizational Development and Learning Centre.

- To serve on the Multi-faith Centre Project Planning Committee, to develop the protocol for the Multi-faith Council and to develop a node on diversity and student leadership programming.

External Involvement

- The Office has been approached by other universities, including York, McMaster, Ryerson, Queen's, Ottawa, British Columbia, and Wilfred Laurier, for best practice consultations.

COMMUNITY SAFETY OFFICE

The Community Safety Office responds to students, staff, and faculty members of the University of Toronto community who have personal safety concerns. The Office responds to all 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 personal safety concern(s), presenting information about the particular issue experienced, co-creating a safety plan, 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 behavior, workshops on a variety of topics, and self-defense courses. The Community Safety Office offers support and assistance to the members of the university community on a short-term basis.

Key Accomplishments/Successes

- The Interim Room Program, which offers emergency shelter for U of T students who are experiencing personal safety concerns and require housing due to their situation, was expanded to be a tri-campus service.

- Expansion of the self-defense programming on campus in order to meet increased demands. Last year, 23 self-defense sessions were held on all three campuses.

- In response to the increased concern about the potential safety risks of on-line communities:
  - created and facilitated an On-line Community Awareness presentation for student leaders;
  - developed a brochure about the issue;
  - created an On-line Community interactive awareness game for students to play during events on campus;
  - and developed a survey to assess the use of on-line communities by students.

Professional Development/Capacity-Building/Awareness Activities

- Facilitated 62 sessions to a range of units on a variety of topics, including: "Dealing with Difficult Behaviour", "Creating a Respectful Workplace", and "Personal Safety in the Workplace". Sessions to/about students included those on "Safety, Risk Management and the Roles of Orientation Leaders" and "Safety and Mental Health".

Goals (1-3 years)

- Launch website that will be a central resource to the University community about issues related to personal safety. The site will have an interactive component in which users can participate in surveys about their experiences using on-line communities, and to express their perceptions of safety on-campus.

- Launch a public education campaign that increases the awareness of safe practices when using on-line communities.

- In partnership with Health and Well-Being Programmes and Services and the Organizational Development and Learning Centre, explore opportunities for developing an awareness campaign on maintaining a respectful workplace.

External Involvement

- Presented on the University of Toronto's approach and response to critical incidents, NASPA (National Association of Student Personnel Administrators) in Los Angeles, California.

FAMILY CARE OFFICE

The Family Care Office provides guidance, information, referrals, educational programming and advocacy for the University of Toronto community. The Office supports students, staff, faculty and their families with any family care related issue. While UTM or UTSC students do not fund our office through the student service fee, we do provide service to these students if they approach our office for assistance.

Key Accomplishments/Successes

- This year the office handled just over 1,900 cases, which reflects a 12% increase compared to last year's caseload. The types of services requested by individuals include child care options, funding for child care, children's programming, schools, maternity and parental leaves, parenting, elder care, relocation issues and housing, requests for counselling and legal referrals frequently involving separation/divorce, financial aid, balancing work/study/family and flexible work arrangements. Departments also benefit from consultations about policy and about unique family-related situations involving individual employees and students.

- We provide educational programming through a variety of workshops, discussion groups and events to address family care issues. Close to 1,600 people attended the 77 workshops/events and five discussion/support groups sponsored or co-sponsored by the office this year. The office has increased its workshops/events by 11% compared to last year, and more than 50% compared to three years ago.

- The Family Care Office also coordinates the Faculty Relocation Service (FRS) and assists with the University's recruitment of faculty by providing relocation assistance to prospective and recently appointed faculty. In its seventh year, the office met by appointment with 321 prospective and newly appointed faculty compared to 236 last year. The number of FRS appointments has increased by 36% for 2005-06.

Professional Development/Capacity-Building/Awareness Activities

- In addition to the programming named in the above section, the Office provided orientation and training sessions for Counselling and Learning Skills (CALS) interns, and for TYP administrative staff.

- Met directly with our own student advisory committee, other student groups, student governments, registrar offices and departmental staff to promote our services and to arrange for collaboration on events when possible.

- Made presentations at the four divisional SGS Executive Committee meetings, the Arts and Science Advising Network, New College Mothers & Fathers Group, and have also compiled promotional binders that are available at most of the college

registrar's offices. This helped to improve our overall outreach to students, staff and faculty. In addition, this extra outreach helped to raise awareness around students with family responsibilities in the U of T community.

- Co-organized the annual *Financial Survival for Student Families* workshop for students and for Student Life Professional staff wishing to become better informed on financial supports available to students.

- The Office assisted with the development and execution of "Achieving Work-Life Balance Month" and "Take Your Daughters and Sons to Work Day." These were successful events and awareness around work-life issues and the role of the Family Care Office as a service for staff and faculty was raised.

Goals (1-3 years)

- To enhance the student life experience on the campus the office will initiate the development of a Family Events Committee whose membership would include the Athletic Centre, Hart House, the Early Learning Centre, Family Resource Centre, and FCO to jointly plan and host family friendly events on campus throughout the year.

- Review and update the Family Care Office website.

External Involvement

- July 25, 2006 the Director presented and discussed the Faculty Relocation Service to a delegation of Presidents of universities from mainland China attending a conference at OISE/UT.

- The Director is a member of the **College and University Work/Family Association (CUWFA).** The mission of CUWFA is to provide leadership in facilitating the integration of work and study with family/personal life at institutions of higher learning.

OFFICE OF LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER (LGBTQ) RESOURCES & PROGRAMS

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. We address both individual and systemic discrimination based on sexual orientation and gender identity.

Key Accomplishments/Successes

- The Office organized several innovative gatherings:
    - **Queer Convergence**. A gathering of groups, programs and individuals focused on LGBTQ issues and matters related to sexual and gender diversity on all three campuses. Student leaders, staff and faculty met and discussed current projects, their experiences and challenges, followed by visions for their experience at U of T.
    - **U of T AIDS Convergence Roundtable 2006**. A gathering of scientists, students, researchers, policy makers, and others involved in the AIDS Conference as presenters, organizers, delegates, and volunteers, to exchange ideas and profile their contributions to the AIDS pandemic.
    - **Conflicts Arising? Diversity and Equity in the Classroom.** A panel presentation by four UTSC faculty regarding their experiences and pedagogical strategies that address conflict, reluctance or resistance in the classroom, including curriculum challenges related to equity and diversity.

- Member of the HR Committee on Sexual Diversity, with goals to raise awareness of sexual diversity and sexual minorities in the workplace and the role of HR at U of T. The Office was involved in developing short- and long-term plans to expand the professional capacities of staff in the Human Resource portfolio in addressing heterosexism, recruitment and retention of LGBTQ staff and faculty, and inclusivity in workplace environments. Four day-long seminars were designed and presented to staff and managers across the entire HR portfolio. These seminars addressed matters pertaining to sexual diversity, heterosexism and homophobia as they affect recruitment, retention, and workplace climate.

Professional Development/Capacity-Building Activities

- The seminar designed by the Human Resources Committee on Sexual Diversity was an innovative contribution to professional development in the field of Human Resources.

- Presented numerous sessions regarding sexual diversity and the intersection of sport, athletics and recreation with an emphasis on expanding professional skills to over 200 managers, coaches and staff at the Faculty of Physical Education and Health.

- Provided educational seminars on issues related to sexual diversity to Residence Life Student Staff, Orientation Leaders at UTM/UTSC, and First Year Learning Communities (FLC); and conducted workshops on Transgender Awareness to Student Life Professionals and residence life staff at UTM.

Goals (1-3 years)

- Continue to implement the recommendations of the Human Resources Committee on Sexual Diversity which include:
  - o Develop a compendium of recruitment strategies, interview and exit interview questions which represent best practices in collaboration with related portfolios in the University.
  - o Contribute to the analysis of the forthcoming data from the employee experience survey and the employment equity census in relation to LGBTQ matters.
  - o Develop and implement initiatives that provide information and programs in support of lesbian, gay, bisexual, transgender, queer students, staff and faculty of the University.
  - o Respond to heterosexism and homophobia at the University through individual and group educational processes and professional development of students, staff and faculty.
  - o Develop and implement outreach strategies for new students, staff and faculty which inform members of the University community of its policies and resources which support LGBTQ individuals.
  - o Support Vice President and Provost and VP-Human Resources & Equity regarding initiatives in the *Stepping Up: 2004-2010* planning document which enhance equity and diversity at the University of Toronto for students, staff and faculty.

SEXUAL HARASSMENT OFFICE

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 Accomplishments/Successes

- Facilitated the effective resolution of 37 formal complaints of sexual harassment with an emphasis on fairness and remediation.

- Developed policy and guidelines with the Postgraduate Medical Education Office for dealing with complaints involving medical trainees.

- Drafted guidelines on case management for complaints involving teacher candidates from OISE/UT on school placements.

Professional Development/Capacity Building/Awareness Activities

- Worked with colleagues in Student Affairs on the development of a new Diversity Peer Education Program for students that will incorporate a wide range of workshops, peer education initiatives and other resources. Students have been trained to take part in the program throughout the year.

- Provided workshops to staff groups across the University. The workshops are designed to equip staff, to respond effectively to concerns as they arise in order to prevent escalation of complaints or the prolongation of conflicts. Adept, responsive management helps prevent harassment.

- Worked with police and students at UTM on a poster campaign in response to a series of harassment cases. The campaign was aimed at increasing awareness of the range of services provided by police.

Goals (1-3 years)

- To contribute to the development of policy governing the management of human rights complaints in the University.

- To continue working on developing processes for handling complaints in circumstances where the University shares or may share responsibility for the matter with another institution.

- To work with Student Affairs to update the guide to the Code of Conduct and to provide training to investigators and hearing officers under the Code.

External Involvement

- Guest speaker at the 2006 Amicus conference of student governments. Addressed the importance of student organizations developing their own internal policies and strategies for addressing harassment.

- Presented a workshop at the 2006 annual conference of human rights officers in higher education (CAPDHHE) about online harassment and the University of Toronto's efforts to address the issue.

- Treasurer of the Ontario Association of College and University Human Rights Advisors.

In accordance with policy, statistics are provided: Please see Appendix A.

STATUS OF WOMEN OFFICE

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 Accomplishments/Successes

- The Status of Women Mentoring Program was revised to more effectively meet the needs of women graduate students. The Program was changed from a 1-1 relationship of mentor and mentee to that of a 'mentoring partnership' in which 4-5 students meet with a single mentor. In this way the students benefit from both the professional expertise of the academic mentor and from the input of their peers. The mentoring partnership becomes, in effect, a learning community. This format had a great impact on breaking down feelings of isolation and creating community.

- Gender is critically important in women's lives, but in our increasingly diverse society it is not the only equity concern that women face. The Status of Women Office continues to make the links between gender and other intersecting issues in women's lives. The Office has done so by partnering with other equity offices in programming.

- The SOWO held 'roundtable' meetings of women on each of the three campuses. Women representing a range of offices and departments were invited to give a mini 'status' report on the challenges, successes, and direction for their office in relation to women's needs and concern. The roundtable format provided the opportunity for those concerned with women's issues on each campus to learn about the work of each office, understand issues from a broad perspective on their campus, and to develop initiatives on a multi-stakeholder basis to address the concerns.

Professional Development/Capacity-Building/Awareness Activities

- The SOWO hosted/co-hosted a range of events focused on meeting student needs. These included:
    - "Symposium on Planning a Career in Academia" for women graduate students and post docs.
    - Organizing two workshops to women graduate students: "Choosing and Interacting with Your Supervisor" and "Balancing Work and Family in Academic Life".

- o The SOWO co-hosted, with the Women's Studies Programme at UTSC, an evening for mothers and daughters. Students were encouraged to bring their mothers to campus for the film "Water" and for a discussion about mother/daughter relationships. The film and discussions were also held at the UTM and St. George campuses.
- o The SOWO sponsored, with the Centre for Research in Women's Health, the 5th Annual Graduate Student Research Day.

Goals (1-3 years)

- To ensure that women's issues are not rendered invisible by the emphasis on the intersection of gender with other equity concerns.

- To make explicit the nuanced ways that gender inequity still occurs in women's lives at the University and to address the issues in programming and other venues.

- To partner with scholars working in various gender issues to highlight the above issues.

- To develop a profile of the status of women – students, staff and faculty – at the University.

External Involvement

- Member, Standing Committee on Human Rights, Council of Ontario Universities

- Member, Working Group on the Status of Women and Gender Equity, City of Toronto

- Keynote Speaker, 50th Annual Dinner, local chapter, Federation of Canadian Women

- Presentation, Conference, "Gender and Canadian Values in the 21st Century", Brandon University, Manitoba

SPECIAL ADVISOR TO THE PRINCIPAL ON EQUITY ISSUES, UTSC

The Special Advisor to the Principal on Equity Issues at UTSC assists the Principal in ensuring equity in hiring, promotion, recruitment and other areas of operation on campus. The Advisor promotes an inclusive learning and work environment at UTSC for students, staff and faculty by liaising between campus and Equity Issues Advisory Groups and U of T Equity Officers, being a contact point for the community and tracking relevant data.

Key Accomplishments/Success

- Links between the UTSC campus and equity officers with a tri-campus mandate were generally strengthened.

- Meetings were held with student leaders from faith-based and culture-based groups to develop greater awareness and connections across groups.

- Two groups were established in the first year of the position in order to increase the visibility of equity related issues at UTSC:
  - **Equity Matters** – a tri-campus group including all equity officers.
  - **Advisory Group on Equity (AGE)** – representatives from key constituencies at UTSC participated.

- Monthly summary reports were given to the Principal's Advisory group (PAG).

Professional Development/Capacity Building/Awareness Activities

- The accomplishments cited above are all forms of professional development for staff and faculty and capacity building/awareness for students.

Goals (1-3 years)

- Continue to work to improve the tri-campus cooperation and resource allocation to most effectively serve UTSC students, staff and faculty.

- Continue to work on making the availability of equity services and resources more transparent for members of the UTSC community.

- Focus on equity awareness in hiring/recruitment and retention.

EMPLOYMENT EQUITY OFFICE

The Employment Equity Officer furthers equity in the recruitment, hiring, retention, training and promotion of faculty and staff, in compliance with the federal Employment Equity Act and the Federal Contractors Program. The Office works towards these goals by yearly Employment Equity Reports, ensuring compliance with the Federal Contractors Program regulations, developing resources, training and initiatives and reviewing policies and procedures.

Key Accomplishments/Successes

- Successful completion of the Employment Equity census of the University's workforce. The workforce employment equity survey, or census was conducted from January 30 – September 30 and resulted in a response rate of 78%. The 2005-06 employment equity response rate, combining the census and surveys from new hires throughout the year, was 89%. Details will be outlined in the forthcoming yearly report.

- Inclusion of the category of 'sexual minority' in the ongoing employment equity survey questionnaire, starting with the 2006 census. This integration of sexual minorities activates the Employment Equity Statement's identification of "members of sexual minority groups and others who may contribute to the further diversification of ideas" and demonstrates the University's goal to foster "diversity through excellence and equity." (Stepping UP, Companion Paper 6.)

- Under the leadership of the VP HR and Equity, the Employment Equity Officer facilitated the creation of a new HR Aboriginal Initiatives Coordinator position to improve recruitment and retention of Aboriginal People at the University, a first among Ontario Universities. Established the Aboriginal Initiatives Working Group (HR working together with First Nations House), to support the new Coordinator.

- Initial work began to set up a Human Resources (Equity) Toolkit of resources for hiring managers to foster the recruitment, retention, and promotion of members of equity groups.

Professional Development/Capacity-Building/Awareness Activities

- Meeting with Scotiabank Manager of Diversity, Kaye Leslie to share best practices for activating employment equity.

- Set up a lunch and learn session to participate in the Toronto Region Immigrant Employment Council (TRIEC) telephone workshop on *"Cultural Communication and Challenges and Solution"*.

Goals (1-3 years)

- Continued work with the Aboriginal Initiatives Coordinator and related Working Group as part of the Employment Equity mandate. Renewal of federal funding for 2007-08 year.

- Implementation of the Human Resources (Equity) Toolkit. Priorities include:
  - o Improving outreach to underrepresented equity groups and new arrivals to Canada through various community employments agencies, job fairs, and Toronto Region Immigrant Employment Council (TRIEC).
  - o Working with Equity officers and HR managers to ensure the Toolkit is smoothly integrated into broader equity and recruitment initiatives.

- Planning and conducting a survey of University employees who are persons with disabilities to ascertain and respond to their needs in their workplace.

- Identifying appropriate University participation in external initiatives involving or related to employment equity; possibly including participation in the current federal review of the Employment Equity Act.

External Involvement

- Represented U of T at the Strategic Employment Solutions annual conference on persons with disabilities to reduce barriers to employment.

- Annual meeting with fellow Employment Equity officers through Ontario Universities Educational and Equity Network (OUEEN) annual conference.

FACULTY RENEWAL

The Director of Faculty Renewal works within the Office of the Vice President and Provost, under the Vice-Provost Academic, on issues of faculty recruitment, 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 on emphasis on equity and diversity.

Key Accomplishments/Successes

- The introduction of the 'Stepping In Series' for new faculty. Three lunch-time integration/information sessions were offered throughout the year for new faculty beginning their career at the University of Toronto. Events focused on the student experience, graduate expansion, and equity and diversity at the University.

- Development of an online proactive recruitment toolkit. An extensive website was created (and maintained) providing information and suggestions for proactive recruitment of new faculty which included summaries of research and best practices from institutions across North America.

- Assisted in the production and administration of 'Speaking UP: The Employee Experience Survey'.

- Development and extension of new academic administrators training program to include extended morning sessions and shorter, lunchtime sessions.

Professional Development/Capacity-Building/Awareness Activities

We have begun to develop a research program which will provide us with information to support the development of policies and programs. Some of the current areas of research include:

- The faculty and staff employment experience.
- Maternity leave and tenure.
- Best practices in assessing interdisciplinary scholarship.
- Trends in faculty recruitment.

Goals (1-3 years)

- Launch of a mid-career faculty development program with sessions on research and leadership.

- Development of faculty and staff exit interviews/survey.

- Development of best practice guidelines on topics such as teaching evaluation, evaluating interdisciplinary scholarship, faculty performance review, mentoring new faculty, implementing family friendly policies, etc.

- Development of a family friendly policies brochure.

- Development of a visiting diverse scholar program.

- Development of a visiting woman scholar program

External Involvement

Part of the mandate of this office is to liaise with others involved in faculty recruitment, integration and development at other universities across the continent. Some aspects to assist in this include:

- Ongoing review of best practices at other institutions.

- Liaison with professional organizations such as the Colleges and Universities Work/Family Association, Faculty Recruitment Network, CAUT Women's Section, National Council on Research on Women, and others.

HEALTH AND WELL-BEING PROGRAMMES AND SERVICES

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 Accomplishments/Successes

- Accommodation for employees is quickly becoming integrated as a consistent institutional practice throughout the University of Toronto. The development, implementation of, and training Human Resource professionals on accommodation for employees with disabilities in University of Toronto has contributed significantly to this changing approach.

- The creation of a process to ensure that personnel in Human Resources review all accommodation needs (through an HR intranet listing) before posting vacant positions has expedited the accommodation process in situations where individuals must be placed in different positions from their pre-disability position.

- The "Take Back the Lunch" campaign**,** which encourages employees to take a break from the office midday, was created and publicized by the office and has received local and national attention. The campaign has served as a model for other institutions.

Professional Development/Capacity-Building/Awareness Activities

- Library staff, in every position, have participated in a series of seminars on Accommodation for Employees with Disabilities. Health and Well-Being Programs and Services collaborated with Central Library Senior Administration, Central Library HR and CUPE 1230 to develop and present the sessions. The joint presentation demonstrated that both the union and management have shared goals and responsibility in the area of accommodation and clarified the important role each of us plays in maintaining a responsive workplace.

- All Human Resource generalists at the University received two one-day intensive courses on accommodation issues and strategies. This set the stage for the university-wide implementation of the revised practice of accommodating employees with disabilities in the workplace.

- Provided a focus on disability and accommodations to new academic administrators in a jointly presented workshop on "Managing People in the Workplace."

Goals (1-3 years)

- Begin collecting, analyzing and reporting institutional trends in sick leave, long-term disability, return-to-work, and accommodation using the newly installed data management system. This will assist in setting priorities.

- Continue to integrate accommodation practices into the routine practices of departments.

HR ABORIGINAL INITIATIVES

In August 2006, the University appointed an Aboriginal HR consultant to assist U of T in creating policies and strategies that would encourage the hiring, retention and promotion of Aboriginal staff to the University.

Key Accomplishments/Successes

- Aboriginal staff at the University have been interviewed. The resulting report will describe their experiences with the employment process. There will be a particular focus on the employee's first year, including the recruitment process and the work environment.

- All job postings open to external candidates have been sent from five HR departments to two Aboriginal listservs.

Professional Development/Capacity Building/Awareness Activities

- The results of the interviews and of the forthcoming data from the employee survey will assist the HR and Equity portfolio in identifying appropriate guidelines, procedures and programs.

Goals (1-3 years)

- To increase the number of Aboriginal peoples applying for external job postings which could increase number of Aboriginal people employed.

- To provide career development information for current Aboriginal staff.

External Involvement

- Panelist at the Youth Leadership Forum (November 23, 2006) and spoke about the effects of diversity on the Aboriginal community.

QUALITY OF WORK LIFE

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 Accomplishments/Successes

Many of the accomplishments have been collaborative efforts.

- Organizing Work/Life Balance month and receiving the Healthy U of T Award through the Centre for Health Promotion.

- Developing improved maternity and adoption leave provisions for Professionals/Managers and Confidentials groups and engaging in negotiating comparable provisions with USW.

- Thoroughly integrating work/life issues as an integral component of Organizational Development and Learning Centre.

Professional Development/Capacity Building/Awareness Activities

- Developed flexible work arrangements

- Developed "Tips for Achieving Work-Life Balance" – UTSC

- Made presentation to the Faculties of Medicine and Arts & Science, and CAHRS Business Officer groups

Goals (1-3 Years)

- To investigate what other organization are offering in the area of eldercare in relation to policies, practices and programs.

- To investigate how other organizations are handling compassionate care leave in order to understand 'best practice'.

- To develop guidelines on flexible work arrangements.

- To re-evaluate Achieving Work/Life balance month.

ACCESSIBILITY SERVICES, ST. GEORGE

Accessibility Services (AS) provides students with academic accommodations to enhance students success at University, and to facilitate integrations into the co-curricular life of the University. As well, the service acts as a resource for faculty and staff in support of the University's Statement of Commitment for Persons with Disabilities (2004).

Key Accomplishments/Successes

- **Ambassador Programme**. Accessibility Services implemented an "Ambassador Programme" in partnership with faculties and departments across campus. Course coordinators or designates were invited to attend a workshop about disability supports and accommodations on campus. Over 25 staff volunteered to attend the workshop and signed on as the liaison or 'point person' between the instructors in their department and the test/exam staff at Accessibility Services. The Ambassador Programme assisted with streamlining administration of test/exam accommodation.

- **Barrier-free audit workshop**. In partnership with the Office of Space and Facilities Planning, Accessibility Services organized two one-day "hands-on" barrier-free audit workshops, entitled "Auditing University Buildings" for Project Managers and Property Managers from St. George, UTM, and UTSC.

- **Design of accessible test/exam facility**. Accessibility Services met with architects from the Office of the Assistant Vice-President, Campus and Facilities Planning to design a barrier-free and accessible test and exam centre for students with disabilities. The proposed plans will go for review by Planning and Budget in 2007.

- **MTCU funding for students with a learning disability**. AS secured $95,000 from the Ministry to conduct three initiatives, namely the "Get Ready, Set, Go" two week summer orientation to University Workshop to provide the learning and life skills necessary to achieve academic excellence, a Mentorship Programme, and the purchase of adaptive software for computer labs.

Professional Development/Capacity-Building/Awareness Activities

- Presented workshops addressing barrier-free accessibility in relation to students at Don Training and Student Orientation Planning.

- AS presented a session on Universal Instructional Design to faculty through the Office of Teaching Advancement.

- AS Manager sat on the board of student run Access Centre.

Goals (1-3 years)

- To install software in identified computer labs across campus in order that students with disabilities have access to adaptive technology per the goal of the International Year of the Disability 2006. Funding has been secured for this.

- In partnership with UTSC and UTM, finalize and then widely distribute the brochure "Disclosure of a Disability" to faculty and staff.

- To expand the Ambassador Programme by identifying additional contacts in faculties/departments across campus who can be the intermediary between their faculty/staff and Accessibility Services.

- A series of meetings were held with the SGS Working Group to address issues related to students with disabilities in Graduate School. Areas addressed included statement of principals; individualized disability related accommodations; confidentiality; part-time versus full-time studies; communication strategy; accessible residences; classrooms, meetings and transportation. The final paper was submitted to SGS for consideration.

- To continue to work with the Division of University Advancement to secure additional funding for students who are not eligible for the Bursary for Students with a Disability.

External Involvement

- AS manager was Chair of the provincial Inter-University Disability Issues Association. A group of professional disability service providers.

- Elected member of the MTCU Minister's Post-Secondary Advisory Committee on Disability Issues (PACDI).

- Member of the City of Toronto Council Disability Advisory Committee.

- Board Member of the Terry Fox Hall of Fame and the Ontario Paralympic Association.

Access*Ability* RESOURCE CENTRE, UTM

The Access*Ability* Resource Centre, UTM ensures that all students with disabilities can freely and actively participate 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.

Key Accomplishments

- In 2005-06 the Volunteer Services Program continued to grow and all students requests for volunteer support were filled by volunteers from the campus.

- In partnership with several other offices, the Centre hosted several viewings of *Murderball* to commemorate the United Nations Day of Disabled Persons.

- The Centre continued to develop its partnerships within over ten University of Toronto departments and services.

Goals (1-3 years)

- Develop staff/faculty awareness print/web resources and professional development regarding addressing the challenges of students with non-evident disabilities.

- The Manager of the Centre will participate on the Quality Service to Students Shuttle sub-committee to address the barriers students are experiencing.

- Continue to develop Accessibility for Ontarians with Disabilities Act (AODA) awareness on campus and the responsibility of UTM to address the annual initiatives.

- Participate in the design of the new Student Services Plaza and other renovations on campus to ensure a welcoming and inclusive environment for students with disabilities.

External Involvement

- In partnership with the Student Housing and Residence Life, presented a session at the 2005 CACUSS (Canadian Association of College & University Student Services) Conference entitled "Beyond Accommodation and Towards Inclusion" which addressed the importance of collaboration among services when providing housing accommodations for students with disabilities.

Access*Ability* SERVICES, UTSC

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

Key Accomplishments/Successes

- The construction of a new Access*Ability* Resource Lab was completed. The lab will be used as the test site for exam accommodations and a study room for students registered with the service when exams are not in progress. The expansion of the Resource Lab will increase access to accessible workstations and assistive technology at UTSC.

- To create greater awareness of inclusion and disability issues, wristbands that were embossed with the phrase "Attitude is Everything" and with the Access*Ability* Services website, were distributed widely during orientation and outreach events.

Professional Development/Capacity-Building/Awareness Activities

- In partnership with Teaching and Learning Services (UTSC), presented a workshop for the Faculty of Nursing, St. George on Designing an Inclusive Curriculum, informing the participants on the principles of Universal Instructional Design (UID).

- Much of our professional development activities occur at the level of one-to-one discussions regarding accommodation and inclusion.

- Conducted presentations and/or arranged displays about inclusive practices and accommodations of persons with disabilities at the following:
    - Orientation Leader Training
    - Residence Advisor Training
    - UTSC Recruitment Events
    - Co-hosted the Wellness Fair
    - Volunteer and Internship Fair
    - Wellness Wednesdays Launch through Student Housing and Residence Life.

Goals (1-3 years)
Access*Ability* Services will address climate issues including:

- Campus awareness of Accessibility for Ontarians with Disabilities Act
- Awareness of non-visible disabilities and accommodation issues
- TA training on Universal Instructional Design

- In an effort to promote inclusiveness and fairness in the computer labs at UTSC, Access*Ability* Services will further coordinate efforts between Information and Instructional Technology Services (IITS) to improve access to assistive technology for students with disabilities across UTSC.

External Involvement

- Access*Ability* Services at UTSC was asked to participate in a focus group and round table discussion for a study funded by the Ministry of Health and Long Term Care and the Ontario Neurotrauma Foundation. The purpose of the study was to develop best practice guidelines for transitions to adulthood services in Ontario for children with disabilities.

Appendix A

The Sexual Harassment Office:

Complaint Statistics 1 July 2005 – 30 June 2006

The Sexual Harassment Officer is responsible for administering the University's *Policy and Procedures: Sexual Harassment* and for receiving complaints under the Policy. The process provided for dealing with complaints under the *Policy* is one of mediation; if this proves ineffective in resolving the complaint, the matter may be referred to a University tribunal. Sexual harassment complaints may also be addressed through staff grievance procedures and under the Code of Student Conduct, and in such cases the office will offer assistance. The Officer's role in resolving complaints is non-partisan; the Officer does not act as advocate for complainants, or exercise a judicial function.

Formal complaints: 41

Formal Complaints: Constituency of complainant and respondent

Respondent

Complainant	staff	faculty	graduate	u/graduate	total
staff	7	–	2	–	9
faculty	–	–	–	–	–
graduate	4	–	5	–	9
undergraduate	3	9	5	6	23
total	14	9	12	6	41

Formal Complaints: Sex of complainant and respondent

	Female respondent	Male respondent	total
Female complainant	3	32	35
Male complainant	2	4	6
total	5	36	41

Basis of complaint

Harassment based on sex	33*
Harassment based on sexual orientation:	10*

* harassment may be based on both the sex and the sexual orientation of the complainant

Outcome of Formal Complaints

Withdrawn before stage 1	–
Resolved at stage 1: informal resolution	34
Withdrawn before stage 2	–
Resolved at stage 2: mediation	3
Withdrawn before formal hearing	1
Disposed of in formal hearing	–
Suspended during other proceedings	–
Dismissed	–
In progress	3

Nature of resolutions

Where a Formal Complaint is resolved in mediation, the agreement is developed by the parties, and facilitated, administered and where appropriate effected by the Officer. These agreements vary considerably. They frequently include statements of apology on the part of the respondent, agreements to cease any communication, to restrict future contact, or to change the terms of such contact; and they sometimes include undertakings on the part of the respondent to attend counselling or educational sessions. They also address the manner in which the parties will interact in the future, with each other and with common associates, such as classmates, friends and colleagues. They are in general future-oriented and focus on remedy and the restoration of rights. The Policy also makes provision for the Officer to arrange for independent third party evaluation of the complainant's work where the complainant is a student of or reports to the respondent.

Informal Complaints: 157

Reasons for not using the Formal Complaints Procedure

Complaints within the jurisdiction of the Policy: 97

Sought advice only	65
Fear of repercussions	11
Criminal proceedings initiated	5
Other proceedings initiated	8
Complaint adjudged frivolous/vexatious	2
Complaint adjudged unfounded	1
Respondent anonymous/untraceable	5
total	**97**

Complaints outside the jurisdiction of the Policy: 60

Complaint out of time	3
Party/parties outside University	11
Conduct outside definition	41
Events off campus	5
total	**60**

There is some fluctuation in the number of formal and informal complaints from year to year. The figures for 2005-2006 are within the usual range.