FOR INFORMATION   **PUBLIC**   **OPEN SESSION**

TO: University Affairs Board

SPONSOR: Professor Kelly Hannah-Moffat, Vice President, People
CONTACT INFO: Strategy, Equity & Culture / 416-978-4865; vp.hre@utoronto.ca

PRESENTER: See above
CONTACT INFO:

DATE: May 25, 2022 for June 1, 2022

AGENDA ITEM: 7

ITEM IDENTIFICATION:

 Equity, Diversity & Inclusion Annual Report 2021

JURISDICTIONAL INFORMATION:

The University Affairs Board has responsibility for Equity Issues and Initiatives (Section 5). Section 5.6 of the University Affairs Board Terms of Reference states: The Board receives annually, from the appropriate administrators, reports on services within its areas of responsibility, including but not limited to multi-campus services and offices, Campus Police, Human Resources and Equity, crisis response, and campus organizations.

GOVERNANCE PATH:

1. **University Affairs Board [for information] (June 1, 2022)**

PREVIOUS ACTION TAKEN:

This is an annual report.

HIGHLIGHTS:

The Equity, Diversity & Inclusion (EDI) Annual Report 2021 provides a snapshot of the collective efforts and activities across our three campuses from January 2021 to December 2021 to embed equity, diversity and inclusion across the University.

Activities and initiatives detailed in this report represent the work of the Division of People Strategy, Equity & Culture. The Report also highlights efforts by campuses, Faculties, divisions, and departments to advance equity and belonging for our community. However, it does not

capture the complete breadth of initiatives to advance equity, diversity, and inclusion across our three campuses.

This report reviews how the University reaffirms its commitment to transformative change in 2021 outlined in three key documents: the Anti-Black Racism Task Force Report, the Scarborough Charter, and the Antisemitism Working Group Report. These reports, in addition to the guidance offered by Answering the Call: Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada, provide an important pathway forward for the University's strategic Indigenous, anti-racism, and anti-discrimination priorities.

The Indigenous and EDI work occurring across the tri-campus community focused on the following themes:

- Inclusive Leadership and Systems Change;
- The Community Experience of Belonging; and
- Changing our Institutional Culture.

The report also looks ahead to 2022, identifying the opportunity to create a community that is centred on the principles of accessibility, inclusion, and belonging.

FINANCIAL IMPLICATIONS:

N/A

RECOMMENDATION:

The report is presented for information only.

DOCUMENTATION PROVIDED:

- Annual Report: Equity, Diversity and Inclusion 2021

Equity, Diversity & Inclusion Annual Report 2021

UNIVERSITY OF TORONTO

Statement of Acknowledgement of Traditional Land

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit.

Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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Equity, Diversity & Inclusion Report 2021

Message from Kelly Hannah-Moffat, Vice-President, People Strategy, Equity & Culture

Equity work is so often focused on the present and future: affirming the urgency of change and strategizing how to move forward. Yet now more than ever, it is crucial to acknowledge that the progress, hopes, and goals shared in this 2021 Equity, Diversity & Inclusion Report are indebted to the long history of equity work already established at the University of Toronto.

For generations, this work has occurred in every segment of our community and across our three campuses. It has been performed by students, staff, librarians, and faculty, both individually and collectively; by ad hoc groups such as the women's committee of the Students' Administrative Council (est. ca. 1972) and U of T's Positive Space Committee (est. 1995); by staff affinity groups such as QUTE (est. 2009) and Connections and Conversations (est. 2016); by administrative committees such as the Special Committee on Race Relations and Anti-Racism Initiatives (est. 1991); by institutional offices such as the Status of Women Office (est. 1984); and numerous others. Diverse voices have advocated for more equitable policies and practices. Many have brought academic rigour and insight to institutional conversations about equity, and encouraged us to think deeply about how discrimination manifests itself at our University and within our society—and the ways in which we can address it.

The U of T Student Equity Census (launched in 2020; relaunched late 2021) offers a recent example of how student advocacy and administrative efforts have led to institutional action. A wealth of earlier examples—including successful efforts in the late 1960s to provide affordable, on-campus childcare and the creation, in the 1990s, of supportive networks for gender diverse and racialized students—can be found within the Oral History Collection on Student Activism hosted by the University of Toronto Archives & Record Management Services. Archival institutional reports reveal additional facets of our history in equity work. The early 1980s brought sustained leadership commitments to increase accessibility across our campuses. In the 1990s, the Family Care Office and predecessors of the Sexual & Gender Diversity Office and Anti-Racism & Cultural Diversity Office planted seeds for future change.

These milestones, and so many others, demonstrate the nature of equity work, which requires community effort, leadership, and the collective will to make change happen. They have laid the foundation for Institutional equity offices across the tri-campus as well as the University's first Executive Director, EDI role. They have also enabled us to engage the passion and commitment of students, staff, faculty, and librarians in task forces and working groups that now guide our progress forward. This year's institutional reports—by the Anti-Black Racism Task Force and Antisemitism Working Group respectively—call upon all of us to see our roles and responsibilities as we work towards our current goal: to summon our community's creativity, ingenuity, and strength to move this institution from "equity and inclusion" to "belonging."

Equity work at the University of Toronto also calls on our community to follow the guidance and direction offered by Answering the Call: *Wecheehetowin*: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada. We recognize that Indigenous Peoples have a distinct history and relationship with Canadian education systems and are grateful for the advice and leadership provided by the Office of Indigenous Initiatives (OII), the Elders Circle, Knowledge Keepers, and many members of the Indigenous community within and beyond this University.

My deepest thanks to all those who came before us; to our tri-campus Equity Office staff; and to everyone who led and contributed to the documents that shape our pathway forward: Answering the Call: *Wecheehetowin*, the Final Reports of the Anti-Black Racism Task Force and Antisemitism Working Group, and the Scarborough Charter.

On behalf of the Division of People Strategy, Equity & Culture and the University of Toronto, I can assure you that we will remain accountable to implementing our commitments—current and forthcoming—to making systemic change at our institution. I am honoured to collaborate with students, staff, faculty, and librarians in this ongoing evolution of equity work at U of T. As our current efforts plant seeds for future transformation, we will cultivate learning, working, and research environments that support the growth and well-being of our entire community.

Kelly Hannah-Moffat

Kelly Hannah-Moffat
Vice-President, People Strategy, Equity & Culture

Institutional Commitments

Answering the Call: *Wecheehetowin*
Anti-Black Racism Task Force Report
**The Scarborough Charter**
Antisemitism Working Group Report

Institutional Commitments

In 2021 the University of Toronto planted seeds of change across the institution.

The Final Reports of the Anti-Black Racism Task Force Report and Antisemitism Working Group Report, together with the Scarborough Charter and Calls to Action from Answering the Call: *Wecheehetowin*: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada, will guide the University in transforming our systems and institutional culture.

Launched in 2021, the University's Commitments Dashboard tracks institutional progress as we address calls for systemic change.

Visit commitments.utoronto.ca to learn more about the Dashboard.
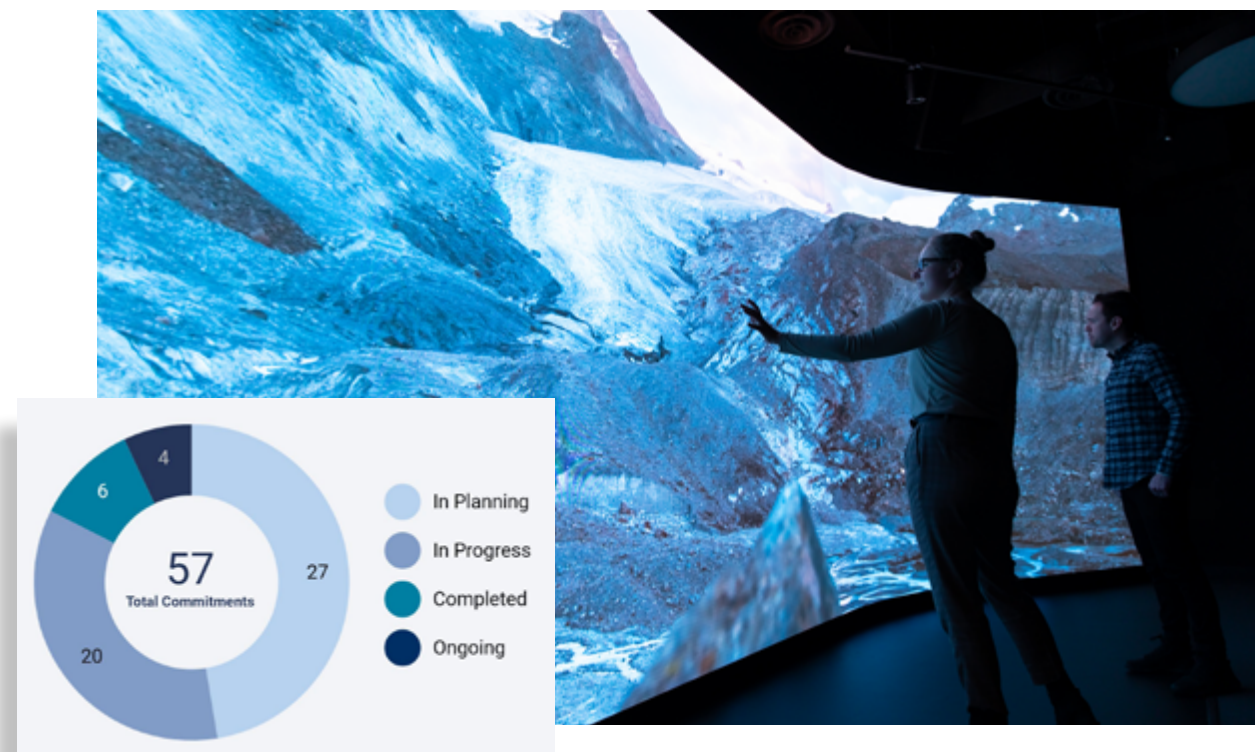
Anwar Kazimi

Advancing Institutional Equity in Governance

For over 13 years, Anwar Kazimi has been a member of the Secretariat supporting the University of Toronto's Governing Council, which oversees the University's academic, business, and student affairs. Half of the Council's 50 members are elected from the University community, and half are appointed from the external community.

Anwar proudly identifies the Secretariat's recent steps to attract and support members with a broad range of lived experience and identities.

"It is important that we have a diverse range of voices and perspectives represented at every level of the institution," he says.

In 2021, Anwar and his team consulted with the Institutional Equity Office to "take a more intentional approach" to scheduling governance meetings around major religious and cultural holidays.

The Secretariat also updated the Election Guidelines to include information regarding Principles of Good Governance and Equity, Diversity, and Inclusion.

"We provided an updated statement and offered context and guidance around how these principles can be applied to the election process," noted Anwar, adding that both the application form and nomination form now include these principles.

Moreover, the Secretariat increased their support and engagement with members newly elected to Governing Council.

"We are very aware that, for many, it is a steep learning curve to understand the role and processes of Governing Council," Anwar explains. "Where we feel it will be helpful, we set up informal mentor-mentee relationships which guide and support new members."

Anwar looks forward to future transformation at Governing Council.

"We will continue pushing the needle forward and creating spaces for people's voices to be heard and included."

**Anwar Kazimi
Deputy Secretary,
Office of the Governing Council**

Answering the Call: *Wecheehetowin*

Answering the Call: *Wecheehetowin*: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada, published in 2017, includes 34 specific recommendations for the University in six areas: Indigenous Spaces, Indigenous Faculty & Staff, Indigenous Curriculum, Indigenous Research Ethics & Community Relationships, Indigenous Students & Indigenous Co-curricular Education, and Institution Leadership/Implementation.

The Office of Indigenous Initiatives (OII), established in 2017 in direct response to the report, provides leadership and support to the tri-campus University community as it works to incorporate and implement the 34 Calls to Action. In addition to managing the activities of the Council of Indigenous Initiatives and the Elders Circle, the Office offers guidance on Indigenous teaching and learning, student experience, recruitment and engagement, and community-based research across the University's three campuses.

Learn more about the Office of the Indigenous Initiatives by visiting indigenous.utoronto.ca and reading the 2021 Office of Indigenous Initiatives Annual Report.

The past year has foregrounded the devastating impacts of residential schools and the ongoing effects of colonization on Indigenous communities. We will carry forward with renewed commitment to operationalize the Calls to Action for truth

and reconciliation offered in Answering the Call: *Wecheehetowin* as we near the fifth anniversary of its entrustment to the University.

In 2021, the University engaged a range of initiatives aimed at deepening our institutional commitment to Indigenous communities.

Involvement of Indigenous Knowledge Keepers at Final Oral Exams—School of Graduate Studies (SGS)

The School of Graduate Studies collaborated with the Indigenous Student Services at First Nations House to publish Guidelines for the Involvement of Indigenous Knowledge Keepers at Final Oral Examination (Doctoral). Knowledge Keepers play vital roles in Indigenous communities as leaders, teachers, and mentors, and these guidelines aim to outline and facilitate the processes to include Knowledge Keepers as qualified observers or voting members on the Examination Committee.

Indigenous Student Application Program—Factor-Inwentash Faculty of Social Work

In Fall 2021, the Indigenous Student Application Program - Factor-Inwentash Faculty of Social Work launched its Indigenous Student Application Program, a dedicated admissions process for Indigenous applicants applying to the Faculty's two-year MSW or Advanced Standing MSW programs. The program, which aims to decrease barriers to access for Indigenous applicants, aligns with U of T's Truth and Reconciliation Calls to Action and is co-chaired by an Indigenous social worker. All applications received through the program undergo a review process that includes representation from Indigenous faculty, students, alumni, or other community members. The program has received applications from several Indigenous students since its launch.

Elder-in-Residence Program—Faculty of Law

In 2021, the Faculty of Law launched an Elder-in-Residence Program to offer expanded supports and culturally specific engagement for Indigenous and settler law students. The program builds on existing programming offered through the Faculty's Indigenous Initiatives Office (IIO) and has been realized with support from the Law Foundation of Ontario and the Post-Secondary Education Fund for Aboriginal Learners (PEFAL), administered by Ontario's Ministry of Colleges and Universities. With Elder Constance Simmonds, Elder-in-Residence at the Faculty of Law, the IIO implemented a range of programs including Reconciliation Reading Circles, circle ceremony protocols (Indigenous law), traditional medicines, and smudging, and shared the impact of these traditions on engagement with the study of law. The program also offered Group Debrief Sessions and one-on-one consultations with students who needed traditional guidance.

Indigenous Community Action Projects – Centre for Community Partnerships (CCP)

The Centre for Community Partnerships worked in partnership with Indigenous Student Services to facilitate a pilot project for Indigenous students in the Community Action Projects (CAPs) program. The program offered co-curricular community-engaged learning opportunities for Indigenous student volunteers with community organizations including Na-Me-Res, Toronto & York Region Métis Council, First Nations Digital Health Ontario, and the Centre for Wise Practices at Women's College Hospital.

The Indigenous students in this stream are committing 100 hours of work with the community organization and participating in CAPs activities, including training and reflection. Students receive an honorarium for their contributions. In providing meaningful experiential learning opportunities for students, the program accomplishes two goals: providing students an opportunity to increase employability as they gain new skills and experience, and responding to the needs of community organizations who have been requesting Indigenous student volunteers, often due to underfunding.

Temporary mural by **Que Rock**, who is a member of Nipissing First Nation, on the John H. Daniels Faculty of Architecture, Landscape, and Design.

Indigenous Research Network
Office of the Vice President & Provost

Launched in September, 2021 the Indigenous Research Network (IRN), led by Academic Advisor to the Provost on Indigenous Research and Ethics, Dr. Suzanne Stewart, creates a community of academically interconnected researchers and inspires Indigenous research at U of T. The IRN aims to establish a framework of participatory Indigenous research that respects and preserves the cultures, histories, and ways of knowing of Indigenous communities, and endeavours to undo the harms of colonization.
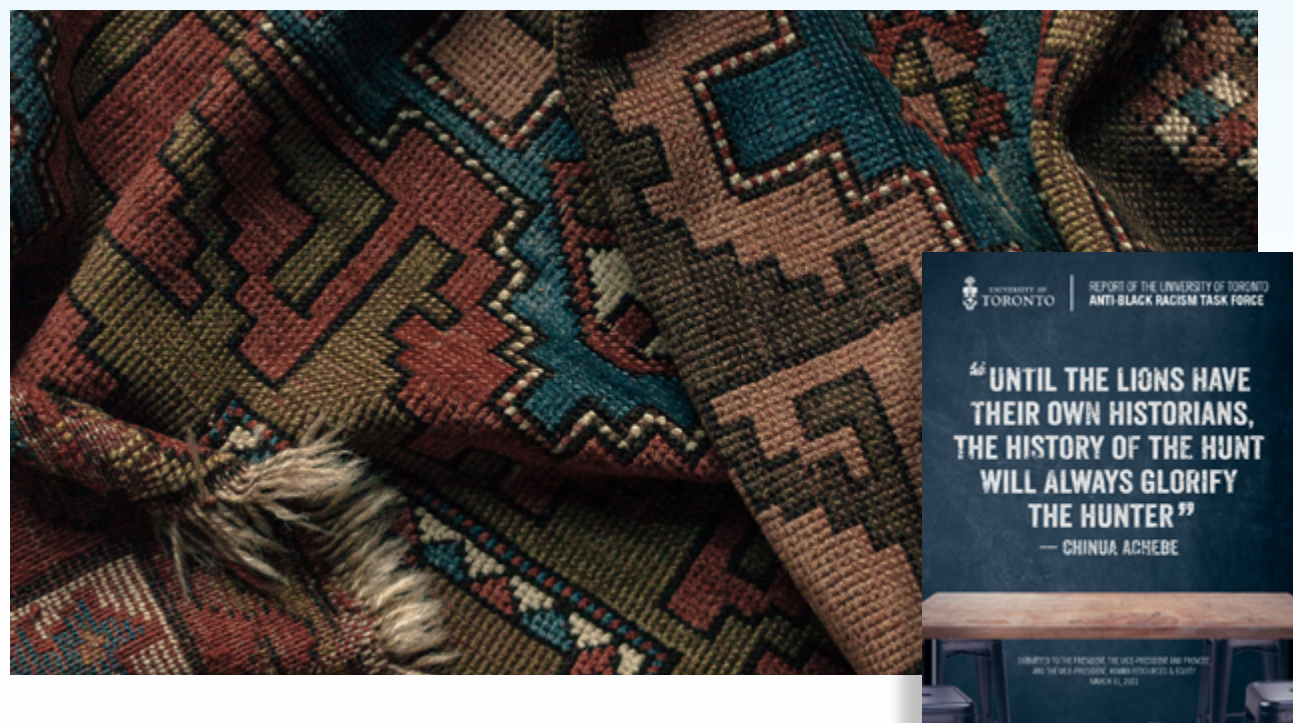
Anti-Black Racism Task Force Report

In 2020, the President, Vice-President & Provost, and Vice-President, People Strategy, Equity & Culture established an Institutional Anti-Black Racism Task Force in response to the global anti-Black racism protests following the death of George Floyd in Minneapolis, local protests against systemic racism in Canada, and impassioned calls from the University community for urgent and meaningful change. Its membership of students, staff, faculty, and instructors launched an extensive review of existing University policies, processes, and practices and developed 56 recommendations to address anti-Black racism and promote Black inclusion and excellence on our campuses.

Released in March 2021, the Report of the University of Toronto Anti-Black Racism Task Force provided systemic recommendations addressing the needs of students, staff, faculty, and librarians in seven areas: Diverse Governance, Leadership and Accountability, Collection and Use of Data, Funding Structures and Advancement Support, Promoting Black Inclusive Spaces, Complaints and Investigation Processes, and Anti-Black Racism Training.

The President, Vice-President & Provost, and Vice-President, People Strategy, Equity & Culture accepted the Report's recommendations in their entirety. The following page highlights selected tri-campus initiatives developed in response to these recommendations.

Anti-Black Racism Operational and Task Force Reading Groups, University of Toronto Mississauga (UTM) and University of Toronto Scarborough (UTSC)

In 2021, University of Toronto Mississauga assembled an Anti-Black Racism Operational Group to support and monitor progress in implementing the Anti-Black Racism Task Force recommendations. This group, coordinated by Heather Hines, Senior Advisor in the Office of the Vice-President and Principal, brings together student, academic, and administrative campus members and matches the Task Force's commitments with specific UTM stakeholders. It also shares action plans and timelines, celebrates milestones, and suggests areas in need of additional resources.

The University of Toronto Scarborough Equity Office and Vice-Principal, Academic and Dean are co-facilitating the Anti-Black Racism Task Force Reading Group for Chairs to support ongoing learning as UTSC embeds the Task Force's recommendations in all areas of study and campus operations.

Expansion of a focused Black student recruitment portfolio and ongoing funding to support access and outreach – Institutional Student Recruitment Office (OSR)

In 2021, OSR developed a new Manager, Access and Equity Recruitment role to support the existing Recruitment Officer, Equity, Outreach and Support. The new role, held by Lydia Gill, will advance the strategy, coordination, and development of recruitment and outreach activities dedicated to Black, Indigenous, and other historically underrepresented groups.

Additionally, the University of Toronto Achievement Scholars Award Program, in partnership with Financial Aid and Awards, launched a scholarship program awarded annually to full-time undergraduate students who self-identify as Black or Indigenous admitted to any of the seven direct-entry divisions.

The Scarborough Charter

In 2021, the University of Toronto joined over 50 universities and colleges across Canada in signing the historic Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. The Scarborough Charter is the result of a year-long collaborative process that began during the first-ever National Dialogues and Action for Inclusive Higher Education and Communities, convened by the University of Toronto in October 2020.

Drafted by an Inter-Institutional Advisory Committee (IIAC) of leaders from partner institutions across Canada, the Charter outlines four overarching principles aimed at tackling anti-Black racism and fostering an environment of Black inclusion in universities and colleges across Canada, including:

Black Flourishing: removing structural barriers to equity, inclusion, and social justice.

Inclusive Excellence: valuing, embracing, and promoting contributions from diverse backgrounds, perspectives, and experiences.

Mutuality: fostering equitable relationships within communities that have reciprocal benefits.

Accountability: delivering on commitments made to transform structures, policies, and procedures.

The principles of the Scarborough Charter build upon the work of the University of Toronto's Anti-Black Racism Task Force Report recommendations, serving as a framework for the University to address anti-Black racism and create pathways to the broader Canadian post-secondary sector.

Black Research Network Institutional Strategic Initiatives

Created in October 2021, the Black Research Network aims to promote Black excellence across the University of Toronto and enhance cross-divisional and interdisciplinary research capacity of Black scholars at the University and on the world stage. Led by Director Dr. Beth Coleman, the network focuses on research, mentorship, community, and fundraising, working to shift the conversation from deficit to excellence. In collaboration with multiple U of T divisions, the BRN has supported multi-year scholarships and fellowships to increase Black interdisciplinary representation in academia and has provided research grant opportunities to Black graduate students, PhD fellows, faculty, and librarians. Funding opportunities include the Ignite Grant, the Black Graduate Scholar Award in Geography & Planning, the Inclusive Excellence Admissions Scholarships for Black Master's Students, and annual Connaught funding towards the Globally Connected Challenge in Black Research.

Antisemitism Working Group Report

In 2020, the President, Vice-President & Provost, and Vice-President, People Strategy, Equity & Culture established an Antisemitism Working Group to review programming, processes, and practices across our three campuses and make recommendations to address antisemitism at the University of Toronto.

The Working Group, co-chaired by Arthur Ripstein, University Professor, Faculty of Law and Department of Philosophy, Faculty of Arts & Science, received feedback from the U of T community on the unique challenges and barriers Jewish community members have experienced at the University.

The Working Group published its final report in December 2021, offering recommendations around the following topics:

- **Antisemitic racism**
- **Religious discrimination**
- **The definitions of antisemitism**
- **The relation between academic freedom and inclusion in a university setting**
- **Religious observance accommodations**
- **The provision of kosher food on campus**

In February 2022, the President, Acting Vice-President & Provost, and Vice-President, People Strategy, Equity & Culture formally accepted all recommendations of the Antisemitism Working Group Report. Efforts to implement the recommendations began immediately across our three campuses, including responsive programming led by the Anti-Racism & Cultural Diversity Office (ARCDO).

UNIVERSITY OF TORONTO

Report of the University of Toronto
Antisemitism Working Group

Submitted to the President, the Vice-President and Provost,
and the Vice-President, People Strategy, Equity & Culture

December 2021

Miriam Borden

Supporting Jewish Members of Our Community

Miriam Borden is a doctoral student and Course Instructor in Yiddish studies in the Department of Germanic Languages and Literatures. She is also a researcher at the Ontario Jewish Archives Blankenstein Family Heritage Centre, a juror for the Canadian Jewish Literary Awards, and in 2020 won the Honey & Wax Book Collecting Award, which recognizes women rare book collectors under 30.

Two years ago, Miriam was invited to join the University of Toronto's Antisemitism Working Group. The Working Group developed a survey, followed by a lengthy consultation process with staff, faculty, and students.

Miriam says this rigorous process aimed to "culminate in as complete a picture as possible" of antisemitic incidents and how they have impacted members of the Jewish community across the three campuses. This "picture" would, in turn, inform the Working Group's recommendations.

While Miriam has always felt safe and supported at U of T, she learned that many participants in the consultations had very different experiences of the University.

"We heard about stereotypes being flaunted, sometimes knowingly, sometimes unknowingly," she recalls. "We heard about ignorance that paves the way for bias and prejudice, and we heard about more targeted incidents."

Miriam recognizes the value of the consultations both in raising participants' awareness of University supports and in providing a space for them to share their experiences, often for the first time.

She believes that the Working Group's Final Report will inspire dialogue and action that support the safety and inclusion of Jewish members of the U of T community.

"I hope our report will help the University ensure that it truly is a place where we can have robust academic debate and nobody feels excluded."

**Miriam Borden
PhD Student, Department of Germanic Languages and Literatures**

Inclusive Leadership and Systems Change

Inclusive leadership and systems change require the application of a comprehensive EDI lens across many University functions.

Inclusive Leadership and Systems Change

Our vision for change recognizes everyone's individual needs and prioritizes our shared responsibility for change.

This section highlights initiatives that support the collection and sharing of meaningful equity data and efforts to embed the principles of equity, diversity, and inclusion into our strategies, processes, and community networks.

Equity Data Collection

Employment Equity Survey Advisory Group – People Strategy, Equity & Culture (PSEC)

The HR Strategic Initiatives team kicked off the "Employment Equity Project" by issuing a Call for Membership for the new Equity Survey Advisory Group in December 2021. This Advisory Group will evaluate the effectiveness of the Employment Equity survey questions, analyze how and with whom the University shares the survey data, suggest updates to make the Employment Equity Survey more comprehensive, and advise on how to make the survey a more meaningful experience for our community.

Demographic Data Collection in Research and Innovation – Office of the Vice-President, Research & Innovation (OVPRI)

The inaugural Director of Equity, Diversity, and Inclusion in Research & Innovation worked with the Toronto Academic Health Science Network (TAHSN) and the Division of People Strategy, Equity, & Culture to administer a survey to the approximately 2,400 researchers in the TAHSN community eligible to hold Canada Research Chairs. The survey enabled the University's affiliated hospitals to better understand the diversity of their potential Chairholders. This data will support efforts to broaden representation in future Chairholder cohorts.

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Report on Employment Equity 2021

Student Equity Census – Office of the Vice-Provost, Students (OVPS)

The U of T Student Equity Census relaunched in December 2021 with a revised set of demographic questions and categories. Led by the Office of the Vice-Provost, Students, the census is an ongoing data collection initiative open to all registered students.

The U of T Student Equity Census Advisory Roundtable of students, staff, and faculty reviewed the census during its first year of roll-out and released a report on the effective use and sharing of its data. In consultation with students, the census underwent notable revisions. These included a more fulsome question on racial and/or ethnocultural identity and

updates to the categories and format of the gender identity, sexual orientation, and disability questions. Student response to the census has been very positive, with engagement more than doubling in year two.

Recognizing the importance of collecting this demographic information, the census will be embedded into ACORN beginning summer 2022 and all students will be asked to complete it. Due to the personal nature of the questions, students will have the option to respond with "prefer not to answer." Responses remain confidential and only aggregate data will be reported. Plans are underway to share and report on this data once a significant representative sample has been collected.

Ryan Hargraves

EDI Data Collection in Recruitment

Ryan Hargraves, U of T's Executive Director of Student Recruitment and Admissions, is on a mission to increase access for students traditionally excluded from post-secondary education.

He understands that gathering demographic data about U of T's applicants can reveal significant gaps: who is *not* represented in the University's prospective student population.

"We want to make sure that we make no assumptions about who has access to the University," explains Ryan.

Developing an applicant demographic survey required extensive collaboration with members of the Equity, Diversity, Inclusion Recruitment and Admissions team; the University's central Student Recruitment team; the Vice-Provost, Strategic Enrolment Management; and the Anti-Racism & Cultural Diversity Office.

Released in October 2021, the University's first-ever Applicant Demographic Census impacts staff as well as prospective students.

Survey data will inform a Recruitment and Enrolment Community of Practice and a Professional Development Module specific to recruitment and admissions.

Access to post-secondary education is a professional and personal issue for Ryan.

"When I first attended university in the United States, there was a moment where it dawned on me that I was going to attend an institution that my own father would not have been able to attend a few decades earlier."

For Ryan, recruitment is only a first step. Support and mentorship are also needed to enable all students to "feel a sense of belonging" and be firmly "on a path towards success."

Ryan Hargraves
Executive Director of Student Recruitment and Admissions

Access and Recruitment

Equity in Student Recruitment – Lawrence S. Bloomberg Faculty of Nursing

The Lawrence S. Bloomberg Faculty of Nursing Admissions Committee formed a sub-committee to address equity, diversity, and inclusion issues related to admissions, and implemented changes to its student recruitment processes. These changes include removing admissions barriers, recruiting diverse applicant reviewers, and collecting demographic data from applicants. The Committee also consulted with peer divisions and institutions to learn best practices for implementing pathways for Indigenous and Black applicants.

The new admissions policy for Fall 2022 includes a priority review for Indigenous undergraduate applicants who meet the minimum admissions criteria. Each candidate will be considered individually on the basis of their qualifications, rather than in relation to other applicants.

Going forward, the Faculty will prioritize strategies that address institutional racism as well as initiatives that advance inclusion and equity. To that end, the Faculty has created a new standing committee on Equity, Diversity, and Inclusion (EDI).

Black Future Lawyers (BFL) – Faculty of Law

The Black Future Lawyers (BFL) program aims to increase the number of Black students who attend law school and join the legal profession by providing support and engagement opportunities to Black undergraduate students who aspire to become lawyers. In the 2021-22 academic year, BFL received 130 applications to the program. Founded as a collaboration between U of T Law, the Faculty's Black Law Students' Association (BLSA), members of its Black alumni community, and the broader legal profession, the program is currently funded by the Office of the Vice-President and Provost, U of T Law, and law firm donors. In 2021, the generosity of donors ensured the longevity of the program and its expansion in thoughtful and strategic ways. BFL partnered with 14 leading Canadian law firms, whose combined $1.75 million commitment will provide operational funding to BFL over 10 years.

Access Connections Day – Office of the Vice-President & Provost (OVPP)

The second annual Access Connections Day on March 24, 2021 brought together over 200 U of T staff, faculty, students, community, and school board partners whose shared goal is to build, champion, and improve access programs at U of T. Led by Professor Ann Lopez, Provostial Advisor on Access Programs, the virtual event featured a keynote, panels, and breakout sessions. Participants engaged in learning and conversations centred around today's social justice priorities, with a focus on anti-Black and anti-Indigenous racism, equity issues, and COVID-19. Discussions explored how these factors impact education and access to education, the importance of working with our communities, and the University's responsibility to ensure access to post-secondary education.

During the event, Provost Cheryl Regehr announced $1 million in base funding for Advancing Access Initiatives across the University and for the creation of an Access Programs Support Office to foster and enhance access initiatives across all three campuses through a strategic and inclusive approach.

Diversity in Recruitment – People Strategy, Equity & Culture (PSEC)

The PSEC Talent Management team focused on addressing barriers faced by Black candidates when applying for jobs at the University and identified the need for decision-makers to expand the pool of candidates who receive job offers.

In the months following the Report's release, the Talent Management team led a committee to develop inclusive language that encourages diverse communities to apply to University postings. In 2022, this language will be reflected in an updated Diversity statement on the U of T Careers site and in text that divisions and units may incorporate into individual job postings.

The Talent Management team also collaborated with the Equity Offices to develop a Diversity in Recruitment Staff Manual, to be released in early 2022. Designed for Hiring Managers, Interview Panelists (Search Committees), and HR Consultants and Advisors, the manual shares best practices and inclusive hiring strategies for attracting the highest level of diverse talent to the University of Toronto.

Recruiters and interview panelists are also encouraged to complete a newly created Unconscious Bias module, available via SuccessFactors: Learning, created at University of Toronto Scarborough (UTSC) by Professor Maydianne Andrade, Department of Biological Sciences at UTSC.

Inclusive Hiring – University of Toronto Libraries (UTL)

University of Toronto Libraries prioritized intentional efforts to diversify their staff in direct response to community feedback to address this gap. To that end, they revised their best practices and hiring guidelines for librarians. Interview questions are now shared with candidates 48 hours in advance and all search committee members are required to complete pre-readings and modules related to unconscious bias and relevant legislation and policies. EDI competencies are required in all job postings, and standardized rubrics directly tied to the job posting qualifications are being developed to evaluate candidates.

In response to requests from staff, UTL offered two Toronto Initiative for Diversity and Excellence (TIDE) Unconscious Bias Training workshops to all staff and managers in summer 2021. Professors Maydianne Andrade and Bryan Gaensler worked with UTL to present relevant data for the academic library context. Staff feedback was positive, and the content of the presentations directly informed the work to review and update hiring practices with an EDI lens.

Building Community Networks

University of Toronto Mississauga (UTM) Equity Network – UTM Equity, Diversity & Inclusion Office

The University of Toronto Mississauga established a UTM Equity Network in Fall 2021 to share knowledge and actions underway, gather input on emerging equity themes, collaborate on campus-wide inclusion strategies, and share resources that will assist departments on equity and decolonization initiatives. These include, for example, searches to diversify faculty complement and surveys of departments to improve learning, work, and research climates. They also include curriculum review. The newly formed network brings together EDI Committee representatives from across academic and administrative departments and is co-chaired by Rhonda McEwen, Vice-Principal Academic and Dean, and Nythalah Baker, Director, Equity, Diversity, and Inclusion.

Black Founders Network – Office of the Vice-President, Research & Innovation (OVPRI)

Launched in October 2021, the Black Founders Network (BFN) is a new initiative developed by University of Toronto Entrepreneurship to foster an inclusive community for Black entrepreneurs at all stages of their journey. The BRN was created with the Black community to enable aspiring and existing Black founders to launch, fund, and scale impactful start-ups. BFN core values include fostering allyship, mentorship, and sponsorship to nurture and celebrate Black excellence across U of T's three campuses.

Since its launch, the BFN has hosted and co-hosted several events and engaged nearly 1,600 participants. These events included EDI in Entrepreneurship training, What Investors Want sessions, NSBE Hacks 2021, and Black Students in Business.

Toronto Academic Health Science Network and EDI - Temerty Faculty of Medicine

The Temerty Faculty of Medicine works closely with the Toronto Academic Health Science Network (TAHSN) hospitals on initiatives that promote wellness, maintain the highest professional standards, and develop capacity in anti-racism and EDI knowledge and strategies. This work potentially impacts nearly 20,000 individuals, including TAHSN physicians teaching at Temerty and students completing part of their course work, research, or internships at TAHSN hospitals.

Impacting Process & Practices

Identity and Access Management – Sexual & Gender Diversity Office (SGDO)

Throughout 2021, the Sexual & Gender Diversity Office maintained active leadership and participation on the Identity and Access Management Committee and the Identity and Access Management Governance Advisory Committee. The SGDO Director co-chaired the Identity and Access Management Display Name Working Group, which reviews how names are managed at the University of Toronto and works to identify, address, and repair systems and processes that do not appropriately and accurately reflect name and gender information. These ongoing efforts ensure that trans and nonbinary students, staff, faculty, and librarians have their identities recognized appropriately at work and in learning environments.

Facility Accessibility Design Standards Working Group – Accessibility for Ontarians with Disabilities Act (AODA) Office

Facilities & Services (F&S), the AODA Office, and the Sexual & Gender Diversity Office (SGDO) have made collaborative progress on the development of institutional Facility Accessibility Design Standards (FADS). A tri-campus Technical Working Group reconvened in late 2021 to work with the world-leading DesignABLE Environments and research best practices, including OCAD University's Facility Accessibility Design Standards. The group is now in the early stages of customizing Facility Accessibility Design Standards to the University's context. As part of this customization, the SGDO is leading a sub-committee tasked with finding synergies between universal and gender inclusive design of washrooms. This intersectional approach will enable standards to reflect the needs of the community.

The Technical Working Group will seek additional feedback from the U of T community, with a goal to publish final standards in mid-2022. The standards will be published on the F&S Standards webpage, and will apply to all new capital projects, including renovations. Once these standards are adopted, the Technical Working Group will hold ongoing consultations with members of the U of T community who have lived experience of disability to identify future updates.

Pay Equity and Sustainability – People Strategy, Equity & Culture (PSEC)

In 2021, the Compensation team in the Division of People Strategy, Equity & Culture continued to review data regarding how gender impacts compensation for U of T employees. Such data facilitates the identification of gender pay gaps and advances efforts to address compensation gaps for members of all equity-deserving groups in our community.

Intentional EDI Action Planning

Preparing the Table – Hart House

Hart House launched a new five-year strategic plan, Preparing the Table, that embeds inclusion work across all its activities. The robust plan is guided by five primary commitments which reflect recommendations of the Scarborough Charter, the Anti-Black Racism Task Force, Answering the Call: *Wecheehetowin*, the University's response to the Truth and Reconciliation Commission, and the Final Report of the Presidential and Provostial Task Force on Student Mental Health. Through this plan, Hart House aims to nurture trust-based relationships with equity-deserving communities, deepen partnerships, and expand networks to co-create innovative programming that centres on student agency and reflects intersectionality. The plan also prioritizes integrating universal design principles into its programming, policies, and spaces.

Enhancing EDI Across Units – Faculty of Arts & Science (FAS)

In 2020-21, the Faculty of Arts & Science implemented several new initiatives that will have a lasting impact on the Faculty's capacity to create a community of researchers, teachers, students, and staff who strive for respect, excellence, equity, diversity, and inclusion. In addition to creating an EDI Values Statement to guide their work, FAS has encouraged meaningful dialogue and planning around enhancing

EDI in individual Arts & Science units. The Office of the Dean provided unit support for developing five-year academic plans that enhance equity, diversity, and inclusivity and consider faculty, librarians, staff, and students. Several departments also undertook climate surveys and EDI Townhalls.

The Office of the Dean augmented its team by hiring an inaugural Director of EDI as well as an Indigenous Partnership Advisor. Moreover, Experiential Learning and Outreach Support began the collection of equity census data (voluntary self-identification) for students joining and applying to the new Arts & Science Internship Program. This data will be analyzed and evaluated annually.

Equity, Diversity, and Inclusion Task Force – University Advancement (DUA)

Formed in mid-2021, the University Advancement Equity, Diversity, and Inclusion Task Force produced a final comprehensive report with recommendations to embed equity, diversity, and inclusion best practices across all Advancement functions in the University of Toronto's tri-campus community.

The Task Force's membership included a wide range of people, portfolios, divisions, and positions across University Advancement. Confidential feedback from members, discussions with managers, and submissions via both open and anonymous surveys informed 79 recommendations, accepted in their entirety by the Steering Committee.

University Advancement is committed to implementing these recommendations, knowing that this is a journey which requires a profound, permanent shift in divisional culture and conduct.

Community Experience of Belonging

Equity work is most meaningful when our entire community is inspired to engage and when outcomes reflect the community's diverse range of ideas, perspectives, and lived experiences.

This work takes root in an environment that fosters an experience of belonging for everyone in our community.

This section highlights a range of new and ongoing initiatives, community spaces, and learning and engagement opportunities that bring equity and belonging work to life at the University.

Community Experience of Belonging

"Belonging is realized only when included groups have more than a voice—they are actually able to reshape the institution together with existing stakeholders"
- john powell

Community and Affinity Groups

UTSC Positive Space Commitee

UTSC Positive Space Committee hosted the Rainbow Tie Celebration in June 2021 to affirm Resilience and moving forward together during a global pandemic. The virtual initiative connected and celebrated members of the UTSC community who identify as 2SLGBTQ+ as well as their supporters.

In September 2021, in collaboration with the UTSC EDI Office, the Positive Space Committee hosted a virtual UTSC 2SLGBTQ+ and Allies Mix & Mingle event for Queer Orientation. Designed for new and continuing students and for staff, faculty, and librarians, the event invited folks who support gender diversity at UTSC to get to know each other and engage in different social games and activities.

UTSC Connections and Conversations Affinity Group

The UTSC Connections and Conversations Affinity Group offers meaningful workshops and professional development opportunities for racialized staff. This year, in addition to hosting a Community Check-In, the group facilitated workshops and dialogue about racism and faith-based discrimination. Sessions included "The Intersectionality of Islamophobia in Canada: Social & Mental Health Perspectives" and a discussion—in partnership with the UTSC Equity, Diversity & Inclusion Office—about anti-Asian racism. UTSC Connections & Conversations also offered a Professional Development lunch & learn focusing on career advancement strategies for racialized staff.

UTM Connections and Conversations Affinity Group

UTM EDI Office collaborated with the UTM chapter of Connections and Conversations to implement a Black Staff Listserv that provides an important tool for Black staff to build community, stay connected through the pandemic and remote work, welcome new colleagues to campus, share information and resources, and celebrate Black achievements. The network has been included in UTM's New Staff Orientation Toolkit to ensure that Black staff are provided opportunities to connect with other Black colleagues and community at UTM.

David Kim

Community Builder

David Kim is passionate about community-building.

Co-chair of the St. George Positive Space Committee for over seven years, David has collaborated with the UTM and UTSC committees and the Sexual & Gender Diversity Office (SGDO) to develop resources for prospective U of T students and initiated an inter-institutional network of similar 2SLGBTQ+ committees across the Greater Toronto Area.

More recently, he led a monthly virtual lunch initiative for 2SLGBTQ+ members of the U of T community to support much-needed connection and keep conversations going during the pandemic.

In his professional role as Dean of Residence and Director of Student Life at Chestnut Residence, Graduate House, and Chelsea Residence (for the 2021-22 academic year), David struck an advisory committee to lead employee recognition efforts. He championed the ongoing contributions of frontline residence staff since the pandemic began. In roles spanning food and cleaning services, front desk services, and residence life roles, these staff have created a sense of community for students living in residence during an uncertain and potentially lonely time.

David has also shared his own experiences as a racialized professional to help others in his field. In 2021, he participated in two panels for the Ontario Association of College and University Housing Officers (OACUHO) and Canadian Association of College and University Student Services (CACUSS), discussing how underrepresentation of racialized Student Affairs professionals impacts engagement and job performance and can create a fractured sense of community within the workplace and broader sector.

For David, it is important to embrace the vulnerability that comes with identity-based conversations and work.

"By allowing yourself to be uncomfortable and naming it, it allows you to take the conversation to the place where it needs to go."

That place, however difficult, can lead us to a new understanding of community.

David Kim
Dean of Residence and Director of Student Life at Chestnut Residence, Graduate House, and Chelsea Residence

**BIPOC Collective Chat
– University of Toronto Libraries**

BIPOC Collective Chat is a staff affinity group facilitated by a staff colleague and Hill Studio. Staff identified the need for a safe space for racialized staff to come together, share, and provide mutual support. The group has evolved and steadily built trust. Participants have engaged on topics including Tools for Speaking Up for Yourself, Restoring Energy after Speaking Up and Standing Up, Focus on the Body and its Response to Trauma, and Returning to Work After the Holidays.

**BIPOC Varsity Association Mentorship
– Faculty of Kinesiology and Physical Education (KPE)**

The BIPOC Varsity Association, a student-led and student-run collective of BIPOC-identifying Varsity Blues student-athletes and alumni, launched the inaugural year of the BVA Mentorship programs. These mentorship programs connect first-year Varsity athletes to upper-year Varsity athletes, and connect current Varsity athletes to Varsity alumni, respectively. Both programs are intended to build communities of support among current and former BIPOC-identified athletes, and to make valuable career and mentorship connections for pathways inside and beyond the University. In its inaugural year, the BVA Mentorship program made 10 mentor-mentee matches and gained support from 35 prospective mentors. This program is set to grow, with future mentorship matches and BIPOC-focused career cafés coming.

Inclusive Education Programming

Black Table Talk Series – University of Toronto Mississauga (UTM)

The UTM EDI Office, Office of Vice-Principal Academic and Dean, and Centre for Student Engagement hosted the Black Table Talk series, a biannual opportunity for self-identified Black staff, faculty, librarians, and students to network, build community, and create meaningful change at UTM. On October 6, 2021, a virtual event and in-person evening gathering brought together over 50 participants to start the school year off in a supportive and welcoming fashion.

Black Excellence Orientation – University of Toronto Mississauga (UTM)

The Centre for Student Engagement launched Black Excellence Orientation for Black-identifying first-year and new-to-UTM students in September 2021. Designed to welcome Black-identified students to the UTM campus, this orientation also introduced Black-specific tools, tips, and resources to support students' transition to university life. Engaging upper-year students, alumni, staff, and faculty in the event encouraged networking and community-building.

Educational Programming – University of Toronto Mississauga (UTM)

The EDI Office at the University of Toronto Mississauga developed and facilitated more than 100 educational programs throughout the year, engaging over 3,650 participants in conversations and learning about how to build more inclusive learning, living, and working environments.

Accessibility for Ontarians with Disabilities Act *Office*

The Accessibility for Ontarians with Disabilities Act (AODA) Office is responsible for ensuring that the University meets its obligations under the Accessibility for Ontarians with Disabilities Act, the Statement of Commitment Regarding Persons with Disabilities, and the Ontario Human Rights Code. The Office provides training, consultation, support, and advice to all members of the University community on how to meet these broad accessibility requirements. The Office also acquires community feedback on the accessibility of University services and works collaboratively to resolve concerns.

The AODA Annual Report provides additional detail on key highlights from 2021.

Selected 2021 Initiatives

Accessibility and Language Training

In 2021, the AODA Office focused on building our community's awareness and knowledge of ableism, accessibility, and language. In a session entitled "Accessibility and Language" and in collaboration with Accessibility Services (St. George), the Office addressed attitudinal barriers created by ableism, its impact on our virtual and physical spaces, and how to dismantle these barriers. By introducing participants to Black ASL and Indigenous conceptions of disability, these sessions also addressed how an individual's lived experience with disability can intersect with other identities. In a post-event survey, many of the 313 participants reported that facilitators created space for meaningful conversations.

This initiative inspired requests from multiple partners for the Office to lead opportunities with their organizations. Subsequently, the AODA Office offered sessions to the Inter-University Disability Issues Association (IDIA) and Sunnybrook Hospitals as part of their Annual Conference in November.

National AccessAbility Week (NAAW)

To mark National AccessAbility Week, May 31 – June 4, 2021, U of T invited students, staff, faculty, and librarians to engage in several sessions exploring ways to reframe disability and embed intentional inclusivity, eliminating barriers to accessibility. Each day, the AODA Office and its partners hosted transformational and multimodal discussions covering accessibility in healthcare settings, co-designing peer support networks, demystifying brain injury, and inclusively designing curriculum. U of T's National AccessAbility Week engaged the community in a collective act of rethinking how our institution can define, represent, and speak about disability. These events also inspired conversation on how to use the creativity and expertise in our community to remove barriers for those with lived experience of disability.

Sexual & Gender Diversity *Office*

The Sexual & Gender Diversity Office (SGDO) develops partnerships to build inclusive and supportive learning and working environments. Working towards equity and challenging discrimination, the Office provides innovative education, programming, resources, and advocacy on sexual and gender diversity for students, faculty, librarians, and staff across the University's three campuses. The SGDO also provides expertise from the perspective of sexual and gender diversity on policy development.

The SGDO Instagram account provides a snapshot of key highlights from 2021.

Selected 2021 Initiatives

More Than Pronouns

A Dialogue on Trans-Inclusion in the Workplace highlighted trans and nonbinary inclusion in the workplace. Co-hosted by the SGDO, Career Exploration & Education (CxED), Gender and the Economy (GATE), and the Division of University Advancement (DUA), the event featured three speakers and a moderator who shared practical suggestions and strategies. The event supported trans and nonbinary students and alumni in their career development and equipped employers and HR professionals with actionable steps to create a more trans-inclusive workplace.

More than 700 people—spanning 12 countries across North America, Europe, and Asia—attended the virtual event, which can be viewed on the SGDO website.

Pride 2021

The SGDO celebrated Pride 2021 with a special concert featuring Juno Award-winning singer-songwriter Jeremy Dutcher (Wolastoq First Nation) and an opening act by Nenookaasi, an Afro-Indigenous 2Spirit Queer activist for Black, Indigenous, and 2SLGBTQI+ rights. Organized in collaboration with First Nations House, Office of Indigenous Initiatives, UTM Indigenous Centre, and Hart House, the performance was followed by a live Q&A discussion featuring Jeremy Dutcher, who shared knowledge and learning about Two-Spirit identities, gender, sexuality, and more.

Creating space for children and families during Pride, the SGDO and the Family Care Office (FCO) hosted Fay & Fluffy's Storytime and invited drag stars Fay Slift and Fluffy Soufflé to host this event.

Family
Care
Office

The Family Care Office (FCO) provides confidential guidance and referrals to current students, faculty, librarians, and staff. It offers inclusive programming and resources that span a range of topics, including pregnancy and infant care; lesbian, gay, and trans parenting issues; bereavement; and caring for elderly family members. The Office also raises awareness of caregiving issues in the University community to support education and employment equity.

In 2021, the Family Care Office offered a range of webinars and workshops to staff, faculty, students, and their partners as well as new parents and those caring for an ageing loved one. Through this programming, the Office recognized and supported members of the U of T community at different life stages and with diverse caregiving responsibilities.

Selected 2021 Initiatives

Parenting BIPOC Children in Today's Climate

This session was held with the goal to support BIPOC children and their parents during discussions of current events and overall conversations about the reality of discrimination. This session provides different techniques, strategies, and guidance on how to have difficult discussions with children.

Talking with Parents and Caregivers about Sexual and Gender Diversity in Children, Youth, and Families

This interactive workshop explored what sexual and gender diversity means and the various ways these diversities may express themselves in children, youth, and families. It introduced a gender-affirmation model of care, including gender-expansive parenting and caring to promote engagement, productivity, and well-being for all. In doing so, it strengthened participants' understanding of how to support and celebrate children, youth, and families with sexual and gender diversity.

Denise Lopes

Empowering Community

For 18 years, Denise Lopes has fostered a community of care at the University of Toronto Scarborough.

She played a pivotal role in the evolution of Connections and Conversations from an "informal meet-up" of racialized staff to an affinity group with tri-campus presence.

Today, Connections and Conversations organizes campus-specific and tri-campus events and provides community support, career development opportunities, and mentorship for racialized staff and their supporters.

"It first started as a group of us getting together off-campus and talking about our experiences as racialized staff," recalls Denise.

"It's amazing to see how Connections and Conversations has grown over the past few years. Creating a space where racialized staff across the University can gather, build a network of peers, and find community has been incredible—I feel like it gave me life again and changed the trajectory of my career."

Since 2016, Connections and Conversations has built partnerships and relationships with senior leadership tables at U of T, collaborating on campus-specific goals and initiatives to address the needs of racialized staff and foster a supportive and inclusive environment.

"It's always been important to me that we cultivate diversity across all levels of U of T, particularly in senior leadership," Denise says. "Being a part of Connections and Conversations has given me the opportunity to work in these executive spaces and highlight the importance of equitable representation."

At UTSC, Connections and Conversations collaborated with a range of administrative departments to develop and launch Elev8 training and professional development modules for racialized staff and re-imagine the Recruitment Process in partnership with UTSC Human Resource Services. It also partnered with the Anti-Racism & Cultural Diversity Office (ARCDO) to support and advance the group's mandate across the University of Toronto.

Denise has long created a sense of community and belonging for UTSC students as well. For 15 years, she worked at the UTSC Registrar's Office, where she helped students complete a host of administrative tasks as they grappled with familial expectations, degree changes, and the considerable social adjustment involved in transitioning to university life.

"Every student, regardless of their background, culture, ethnicity, or religion should see themselves here, and feel like they belong," Denise says.

Currently, Denise is in the new role of Access Programs Co-ordinator. She counsels students who have experienced barriers to their education, working with the Transitional Year Program, which welcomed its first cohort of students to the Scarborough campus in 2020.

For Denise, the role aligns her experience and her passion.

"This role is everything that I've worked towards and everything that I love."

She also emphasizes that to support students' success most effectively, it is important for staff, faculty, and librarians across the institution to feel supported and included.

"Throughout out my career, working with racialized students and staff, I have felt a responsibility to support and empower as many folks as I can. I have developed a real love for EDI through that work. Being able to empower my community gives me the most joy."

**Denise Lopes
Access Programs Co-ordinator**

Anti-Racism & Cultural Diversity *Office*

The Anti-Racism & Cultural Diversity Office (ARCDO) supports members of the University community in fostering racially diverse and inclusive environments. The Office offers education and training to students, faculty, librarians, and staff to deepen our community's awareness and understanding of racism and discrimination and to promote equitable practices across the University's three campuses. The Office also supports complaints resolution on matters of race, faith, and intersecting identities.

Selected 2021 Initiatives

Trainings and Workshops

ARCDO provided EDI and anti-racism education modules exploring how to address anti-Black racism, prevent racial discrimination and harassment, and address microaggressions. All education programs explored the tools needed to enact meaningful organizational change. The Office also launched the ARCDO Training for Students Pilot Program, a virtual training session for U of T students aimed at increasing understanding of anti-racism principles and sharing strategies to advance racial equity, diversity, and inclusion in student-led environments.

International Day for the Elimination of Racial Discrimination

In March 2021, ARCDO hosted a half-day conference to recognize the International Day for the Elimination of Racial Discrimination (IDERD) with the theme, "The Work Continues: Deepening Anti-Racism Action through Systemic and Intersectional Change." The keynote presentation was delivered by Professor john powell, Director, Othering and Belonging Institute, University of California, Berkeley, who focused on how to create a future of belonging in a changing and polarizing world. The IDERD conference engaged over 600 attendees from across the globe.

Asian Heritage Month

In May 2021, ARCDO joined the University community in celebration of Asian Heritage Month, with key programming, including, "All of Me: Exploring LGBTQ2S+ Asian Canadian Identities through Performance & Discussion" and a film screening of *Under the Willow Tree*, exploring the rich and little-known stories of the first Chinese women to come to Canada and of subsequent generations of Chinese Canadian women.

ARCDO
Programming

Reflect. Restore. Action

The Restore. Reflect. Action program collaborates with community partners to develop restorative spaces of wellness and critical dialogue to address the impacts of racism on the U of T community.

Confronting Anti-Asian Racism

In March 2021, in response to the alarming rise in anti-Asian harassment and discrimination, ARCDO partnered with the Sexual Violence Prevention & Support Centre to host a series of Restore sessions exploring Purposeful Resilience: Restoration through Dialogue and Meditation, Addressing Racial Trauma through Art, and Shared Unity, Shared Action: Dismantling Anti-Asian Racism.

Addressing the Impacts of Antisemitism

ARCDO hosted two sessions for members of the Jewish community, offering tools and resources on how to navigate and heal from experiences of antisemitism. Rabbi Ariella Rosen (Hillel U of T) facilitated "From Pain to Hope: Restoration and Healing for Jewish Community." "The Healing of Rest and Joy: A Shabbat practice in Song and Silence" included a facilitated circle that discussed tools of Shabbat, sitting together in meditation and singing together in song.

Focus on Islamophobia

Following the tragic and violent incident of Islamophobia in London, Ontario in June 2021, ARCDO hosted a community vigil entitled "Centring Love Through Times of Trauma and Grief." The session, facilitated by Yasin Dwyer, Executive Director, Muslim Chaplaincy of the University of Toronto, offered a space to discuss the impacts of Islamophobia and tools for advocacy, allyship, and activism. The Office also worked with Munsif Mubarak and the Khalil Centre to host a Restore session for students, staff, faculty, and librarians who identify as members of the Muslim community. The session, entitled "Stories through Dialogue: Journeys of Wellness and Hope," offered participants an opportunity to share reflections and engage in a facilitated space of dialogue, informed by the Muslim faith.

Student Life

Intentional Programming

The Division of Student Life is a valuable partner to the Institutional Equity Office and many others across the University.

The following initiatives and programs provide a snapshot of their work to encourage a sense of community and belonging in students of diverse lived experiences and backgrounds.

African Caribbean Black Work Study Program – Centre for Community Partnerships (CCP)

The Centre for Community Partnerships (CCP) piloted a work-study program for African Caribbean Black (ACB), Indigenous, Asian, Latinx, 2SLGBTQ+, students with disabilities, international students, first-generation students, and other students with intersectional identities who face barriers to employment. The program incorporates paid time for the students to undertake career exploration and skill-building through workshops, themed panels, mentorship, informational interviews, and/or reflection sessions.

Confronting Racial Discrimination in Housing – Housing Services

In July 2021, Housing Services hosted an event entitled "Southeast Asian, African Black, Caribbean and Latin American Students Confront Discrimination in Housing." It involved a workshop, panel, and discussion about racism and internalized racism in housing. As they shared experiences and expertise, resources, and solidarity, participants and organizers affirmed the right to safe, secure, and non-discriminatory housing.

Faith-Based Equity Programming – Multi-Faith Centre (MFC)

Student Town Halls on Muslim experiences and Islamophobia

Working with various student leaders and groups, the MFC hosted three town halls—attended by more than 150 students—aimed at providing a space for Muslim students to discuss ways in which Islamophobia impacts their experiences in higher education. The learnings and outcomes generated by these events have been captured in a report for Student Life staff and will inform future planning and initiatives.

Panel on Indian Jewry

This event provided a space to explore the history of Judaism and Jewish communities in India as well as racial/ethnic hierarchies that challenge Jewish communities. Its over 90 attendees included Jewish and/or South Asian members of the U of T community and Israeli university students.

The Arctic Spirit: Healing our Relationships

The MFC led this collaborative effort examining the impacts of climate change on Inuit communities and the Arctic more generally. Hart House Global Commons, Indigenous Initiatives, and Emmanuel College partnered with MFC on the well-attended event, which centred the experiences of Sheila Watt-Cloutier and Indigenous perspectives and worldviews.

Career Chats and Resources – Career Exploration & Education (CxED)

Career Exploration & Education offered a range of workshops, programs, and events to support students with diverse lived experiences and identities:

Career Chats

This dialogue-based program series engaged campus partners, students, and recent graduates in discussions at the intersections of equity and careers. Specific offerings included Networking without Privilege (offered in partnership with Student Engagement), Identifying Anti-Racist Employers (offered in partnership with ARCDO), Sharing Circle: Navigating Imposter Phenomenon (offered in partnership with FNH), and Career Chat: Integrating Religious Values with Careers (offered in partnership with MFC). CxED also offered Alumni Career Chats, a dialogue-based program series that engaged U of T Alumni, students, and recent graduates in discussions about careers and how to activate new career dialogues with and for career learners.

Dr. Onye Nnorom

Addressing Gaps. Innovating Black Health

Dr. Onye Nnorom realized soon after becoming Black Health Theme Lead at U of T's (now Temerty) Faculty of Medicine in 2016 that significant gaps in curricula either misrepresented Black health in a Canadian context or did not represent it at all.

"In the curriculum in medicine, if Black people were referred to, it wasn't in a Black Canadian context," says Dr. Nnorom, a family doctor and public health specialist who is currently Associate Program Director of the Public Health & Preventive Medicine Residency Program at the University of Toronto, Black Health Theme Lead for the Faculty of Medicine and Equity, Diversity, and Inclusion Lead within the Department of Family and Community Medicine. "It was often African Americans, and it was very stereotypical, often where biology and race were being combined in a way that's very racist."

A lack of Canadian race-based data and national standards required forging a new path. Dr. Nnorom joined with Associate Professor Dr. OmiSoore Dryden (James R. Johnston Chair in Black Canadian Studies, Faculty of Medicine at Dalhousie University) to establish the Black Health Education Collaborative (BHEC).

The Collaborative was initially intended to provide resources around Black health for medical students by engaging with

Black scholars across Canada who had expertise in the intersections of race, social systems, and policy.

In 2020, the scope of the project broadened with the murder of George Floyd and the onset of the COVID-19 pandemic.

"Once that took place, the goals of the BHEC project became to create a suite of resources for medical students, public health students, and health professional students in general; supports and tools for faculty teaching on Black health; and professional development opportunities for clinicians and practitioners in the field," says Dr. Nnorom.

BHEC officially launched in Fall 2021 with funding from Temerty, the Dalla Lana School of Public Health, and the Faculty of Medicine at Dalhousie University. Professor Sume Ndumbe-Eyoh, Assistant Professor at the Dalla Lana School of Public Health, became BHEC's first Director.

The Collaborative intentionally includes clinical faculty of African descent and non-clinicians who have "formally studied the impacts of racism and how it impacts every aspect of our lives."

Moreover, its work is grounded in Black and Afro-centric knowledge to remove what Dr. Nnorom calls "a Eurocentric lens" from Black health.

"Often as groups who experience racialization and marginalization, we use a Eurocentric lens.

The white population becomes the model of what is superior and best health, and then the other groups are considered genetically or culturally inferior.

We know this is false, but so much of medicine and public health comes from that perspective and ignores the structural violence that was created, particularly the colonization and slavery that has resulted in the disparities that we see today."

BHEC's core education modules will be released in Fall 2022.

Dr. Nnorom is proud that The Medical Council of Canada, the Royal College of Physicians and Surgeons, and the College of Family Physicians have asked BHEC to provide webinars and teaching on anti-Black racism and how it impacts health.

She is also excited by two additional projects by the Collaborative. The first is a list for healthcare settings—created consultation with Black health experts across the country—that details competencies required when addressing Black health.

The second is a series of community research interviews to inform core modules for teaching, which BHEC will release in Fall 2022.

The second is a series of community research interviews to inform core modules for teaching.

"We are engaging interviewing Black communities across the country in focus groups on their experiences in healthcare," Dr. Nnorom explains. "We're interested in their negative experiences with regards to racism, but also their positive experiences or recommendations for positive change."

Dr. Onye Nnorom
Black Health Theme Lead at U of T's (now Temerty) Faculty of Medicine

Equity and Innovation in Curriculum

Campus Curriculum Review – UTSC Office of the Vice-Principal Academic & Dean

In 2021 UTSC advanced its campus-wide curriculum review, identified as priority 1.2 in UTSC's 2020-25 Strategic Plan, Inspiring Inclusive Excellence. Led by a Working Circle made up of students, faculty, staff, and community members, the review focuses on Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives. A report and recommendations will be shared in Spring 2022.

Curriculum Innovations Committee – Factor-Inwentash Faculty of Social Work (FIFSW)

In 2020-21, the Curriculum Innovations Committee at the Factor-Inwentash Faculty of Social Work developed a strategic plan to refine the first-year MSW curriculum and to develop capacity among instructors to teach content that emphasizes EDI principles. Proposed curriculum changes include the addition and integration of five student EDI competencies (professional identity, personal reflexivity, theory, practice, advocacy) into Year 1 of the two-year MSW program. Once they receive community feedback, the committee aims to develop new curriculum content that can be implemented at FIFSW in the 2022-23 academic year.

Addressing Curricular Gaps – Dalla Lana School of Public Health (DLSPH)

In his new course, "Anti-Black Racism as a Policing and Public Health Crisis," Professor Akwatu Khenti provided students with tools and strategies that deepen their understanding of social justice issues. Students learn how to use race-based data—publicly available across Ontario's criminal justice system since 2020—to address urgent public health questions. They also explore how Canada's criminal justice system intersects with race, poverty, gender, and mental health to create compounded intersectional risks for Black Canadians.

Dr. Angela Mashford-Pringle, Algonquin (Timiskaming First Nation), Assistant Professor and Associate Director at the Waakebiness-Bryce Institute for Indigenous Health, Dalla Lana School of Public Health became DLSPH's firstever Indigenous Health Lead. Dr. Mashford-Pringle will support the implementation of Indigenous education, curricula, and research offerings at DLSPH. She will advise and inform decision-making around Public Health education and monitor progress on initiatives that advance structural and systemic change.
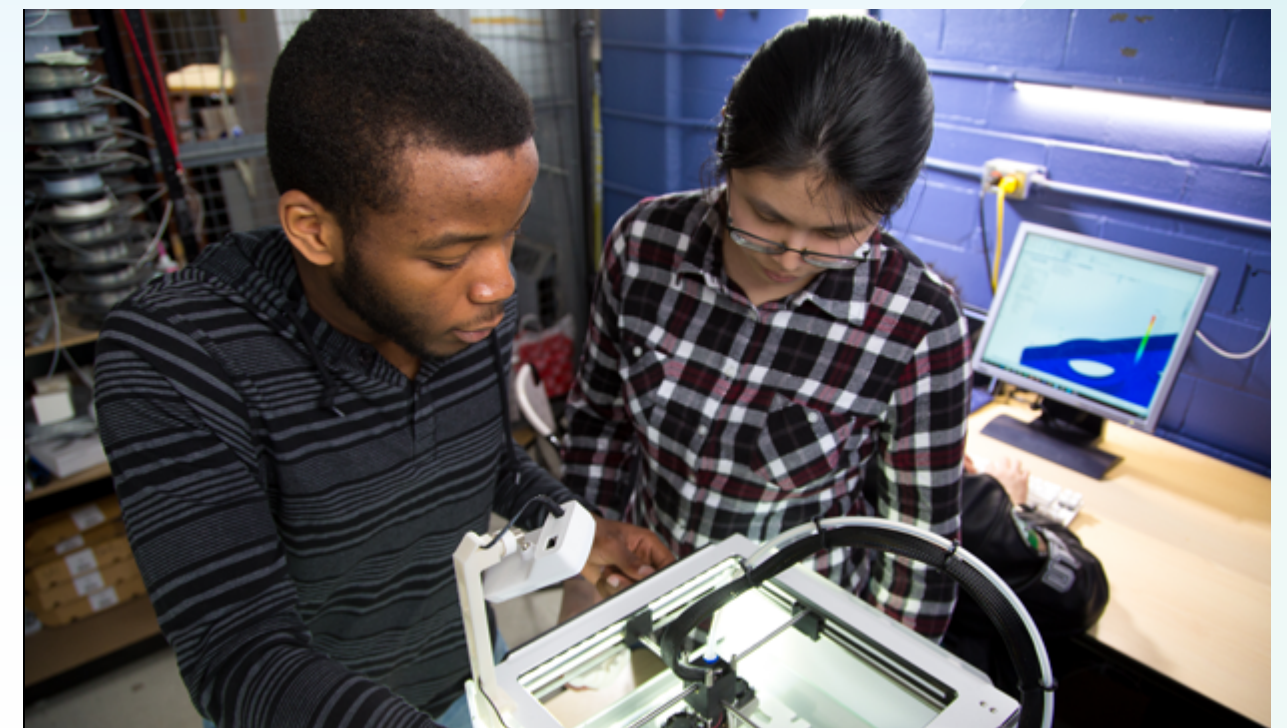
Changing Our Institutional Culture

Collaborative community partnerships are vital to building a transformative culture at the University. With institutional support, recognition, and resources, these partnerships can create impactful and sustainable change.

The initiatives in this section highlight ways in which the University is promoting inclusive community collaboration, celebrating the work of community members, and investing in a transformative culture.

Centring Community Partnerships

Hart House

In 2021 Hart House partnered with the Native Youth Resource Centre to support Indigenous youth taking part in the Aboriginal Youth Employment Skills Building Program, providing weekly physical literacy workshops and fitness classes. Hart House also launched the Brotherhood of Ethnic Excellence (BEE), a Youth Advisory program that aims to build stronger connections between Hart House, U of T campuses, and young Black men in Grades 9 to 12, through weekly workshops, a speaker series, and networking opportunities.

Hart House also joined with Toronto Community Housing in 2021 to launch the HeadstART program, a free six-week virtual arts program for youth between the ages of 13 and 18 living in Toronto Community Housing. This pilot program was led by trained staff from Toronto Community Housing and facilitators from Hart House. Student leaders supported and facilitated workshops in photography, music production/beat making, written word and public speaking, and dance.

Hart House partnered with the Office of the Vice-President, Operations and Real Estate Partnerships (OREP), The Art Museum, Indigenous Student Services, and the Office of Indigenous Initiatives (OII) to commission public mural artwork by eight Indigenous artists and their collaborators. The murals highlighted themes relating to the preservation of life, water, and kin and obtained financial support from the City of Toronto's Arts and Culture Grant, the Ministry of Colleges and Universities and U of T's Post-secondary Education Fund for Aboriginal Learners.

Investing in Change

Access Programs University Fund – Office of the Vice-President & Provost (OVPP)

The Access Programs University Fund (APUF) assists local units in developing, building, and expanding programming for students from communities that are underrepresented in universities. Support from APUF allows divisions to create pathways and opportunities for students to see and experience U of T as a place where they can thrive.

In 2021, APUF provided support to six new projects in the expand/sustain/build funding tier; another five projects received seed funding. Funded initiatives span all three campuses and include a wide diversity of program areas. **Expanding and Creating Access Pathways for Black Educators in Teacher Education**, led by OISE, gives prospective students an opportunity to be mentored and to access support with application materials and knowledge-building around the teaching profession.

The Proofs Club, based out of the Department of Math in the Faculty of Arts & Science, focuses on engaging high school students who identify as female or nonbinary, and those from underrepresented backgrounds. Through exploratory learning, students are encouraged to pursue math.

At UTSC, the **Modern Day Griot** project encourages Black students to embrace storytelling using the principles of *Nguzo Saba*—*Imani* (spiritual), *Kuumba* (creative), *Kujichagulia* (self-determination), *Nia* (purpose), *Ujima* (responsibility), *Umoja* (unity), and *Ujamaa* (cooperative)—as a way to share and pass down knowledge of their lived experiences. This program provides a space for community building and elevates Black voices, creating an inclusive and engaging space for participants.

APUF is now in its third year and growing. Many projects have entered their second year of funding in 2021, while others completed their funding and have found ongoing support through divisional base funding, and through external partnerships.

Provost's Postdoctoral Fellowship Program Fund – Office of the Vice-President & Provost (OVPP) and School of Graduate Studies (SGS)

The University of Toronto Provost's Postdoctoral Fellowship Program (PPFP) provides funding to Graduate Faculties to increase opportunities for hiring postdoctoral fellows from underrepresented groups, specifically Indigenous and Black researchers. These fellowships enable postdoctoral researchers to grow their scholarly profiles, undertake academic work at the University, and strengthen the research environment with diverse perspectives. Originally a three-year pilot program, the PPFP was made a permanent program at the University of Toronto in 2021-22.

Connaught Committee Funding – Office of the Vice-President, Research and Innovation (OVPRI)

The Office of Vice-President, Research and Innovation's Connaught Committee will provide significant funding over the next three years to support internal research funding for community-partnered research, community-engaged Indigenous research, and research that addresses barriers experienced by Black communities. This funding includes ongoing commitments towards the Community Partnership Research Program, which supports new and early-stage collaborative research partnerships.

The dedicated Indigenous Stream of the Community Partnership Research Program provides specific and enhanced support for research based in Indigenous worldviews, principles, and community needs, bringing together Indigenous communities and organizations with U of T researchers to jointly develop research programs. The Connaught Committee will also provide significant funding over the next three years to support community-engaged Indigenous research.

The newly created Connaught Fund for Globally Connected Challenge in Black Research, developed in coordination with the Black Research Network, supports multidisciplinary projects that address "wicked problems" relevant to systemic and historical outcomes of racial bias.

Black Graduate Student Excellence Bursary – School of Graduate Studies (SGS) and University of Toronto Graduate Students' Union (UTGSU)

The School of Graduate Studies has partnered with the University of Toronto Graduate Students' Union to create the Black Graduate Student Excellence Bursary. The needs-based bursary aims to provide financial support for Black graduate students at the University of Toronto and improve fair and equitable access to educational opportunities.

Graduate Education Innovation Fund – School of Graduate Studies (SGS)

The School of Graduate Studies launched the Graduate Education Innovation Fund to advance excellence in graduate education through innovative educational practices and student-faculty mentorships. The funding will foster excellence in graduate education by supporting and promoting outstanding graduate learning and research in an environment that encourages an exceptional student experience. Proposal topics can include strengthening programs through professional development, experiential learning, interdisciplinary learning, Indigenous ways of knowing and other diverse cultural perspectives, decolonization, anti-oppression and anti-racism pedagogies, global perspectives, effective mentorship, and public scholarship.

BIPOC Research Grants Program – Faculty of Information

The Faculty of Information established the BIPOC Research Grants Program to provide research grant opportunities for eligible faculty members who identify as BIPOC and/ or would like to engage in research focused on BIPOC communities. Community consultation and informal interviews identified the need for the grant and highlighted where feedback and additional supports are needed.

EDI in Collections – University of Toronto Libraries (UTL)

In 2021, University of Toronto Libraries launched its inaugural EDI in Collections initiative, a funding program to support the purchase of EDI materials that diversify library collections and promote open scholarship. Access to such funding allowed the University to purchase the archives of *Ebony* Magazine, join the PLOS Community Action Publishing (CAP) program in support of open science, and redouble the University's efforts to acquire print material from areas of the world where digital publishing is still emerging. UTL also reallocated funds to support the purchase of 30 Ge'ez manuscripts dating from the sixteenth to eighteenth centuries. Funding in support of community-driven open-access initiatives such as the EDI in Collections program promotes diverse research approaches and knowledge that transcends disciplinary, geographic, national, and institutional boundaries.

Black, Indigenous, and Racialized Scholar/Research Grants and Fellowships – UTM

UTM's Black, Indigenous, and Racialized Scholar/Research Grant Program at the University of Toronto Mississauga emerged through a collaboration of leaders from the Black Faculty Research Network; the Office of the Vice-Principal Academic and Dean; the Office of the Vice-Principal, Research; UTM's Indigenous Centre; and UTM's Equity, Diversity & Inclusion Office. The annual research grant program will address the historic and contemporary effects of racism and racial disparities in all aspects of society. The annual research grant program will offered funding to 12 researchers in its inaugural year.

UTM also established its inaugural Black, Indigenous, and Racialized Graduate Research Fellowship in 2021. Co-sponsored by the Vice Dean, Graduate and UTM Principal, this annual fellowship aims to recognize excellence in research, impact through scholarly achievement, and involvement with underrepresented communities by a U of T Mississauga Black, Indigenous, or racialized graduate student.

Looking Ahead
Jodie Glean, Executive Director, Equity, Diversity & Inclusion

Over the past year, the University of Toronto continued its journey of transformative change.

The depth of this report is a testament to the hundreds of community members across our three campuses who have led and engaged in important EDI and anti-racism initiatives. I extend my deepest gratitude to everyone for your ongoing work and commitment.

Throughout 2021, our institution implemented a remarkable range of EDI strategies, resources, and supports. We created community spaces and developed resources to tackle systemic issues relating to racism, discrimination against 2SLGBTQ+ communities, ableism, and faith-based discrimination. We collectively advanced inclusive leadership and systems change across the institution, expanding our capacity for EDI data collection, updating our access and recruitment practices, building strong community networks, and updating key institutional policies with a focus on equity, diversity, and inclusion. We continued to deepen our efforts to foster a community of belonging across U of T, cultivating a vibrant network of institutional affinity groups, deepening our EDI educational programming, and embedding equity and innovation into our curriculum. We promoted and centred inclusive community partnerships, celebrating excellence in EDI across the institution, and empowering EDI efforts through renewed funding and support.

We have come so far, yet we need to do so much more. To go the full distance—to profoundly change our institutional culture, we recognize we are stronger when we collectively define our goals and deepen our solidarity for the journey ahead. As we look ahead to the coming years, I encourage us to collectively answer the question, What are we working towards?

We will increase the opportunities to collectively define our EDI goals, establish new community consultation pathways to centre the unique voices and give both depth and breadth to our investments in EDI, Universal Design, and anti-racism initiatives.

Let's build on the momentum we have generated in 2021 and harness the power of community to continue our transformation and ensure the change we make is enduring and sustainable.

Jodie Glean-Mitchell

"
We have come so far, yet we need to do so much more. To go the full distance—to profoundly change our institutional culture, we recognize we are stronger when we collectively define our goals and deepen our solidarity for the journey ahead."

— Jodie Glean,
Executive Director, Equity, Diversity & Inclusion
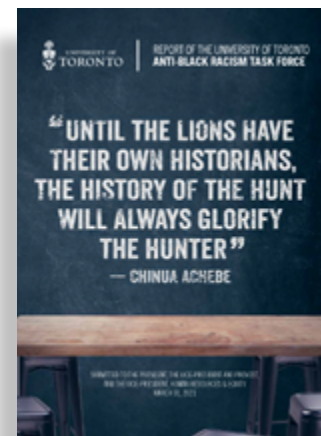
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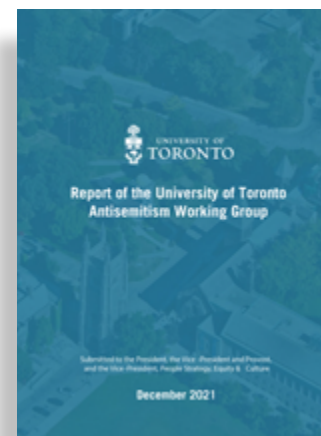[Office of Indigenous Initiatives Annual Report](#)
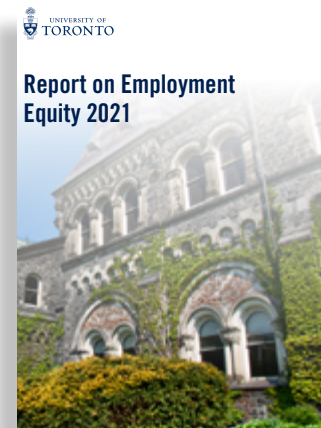
[People Strategy, Equity & Culture Annual Report](#)

[Accessibility for Ontarians with Disabilities Act (AODA) Report](#)

[Report on Employment Equity](#)

[Anti-Black Racism Task Force Report](#)

[Antisemitism Working Group Report](#)

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