

FOR INFORMATION

PUBLIC

OPEN SESSION

TO: University Affairs Board

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DATE: May 24, 2023 for May 31, 2023

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Making an Impact: Equity, Diversity & Inclusion Report 2022

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] (May 31, 2023)

PREVIOUS ACTION TAKEN:

This is an annual report.

HIGHLIGHTS:

The Equity, Diversity & Inclusion (EDI) Report 2022 provides a snapshot of collective efforts and activities across the tri-campus between January 1 and December 31, 2022. In addition to representing crucial work of the Division of People Strategy, Equity & Culture, this Report highlights a selection of EDI initiatives organized by Faculties, divisions, and departments across the tri-campus.

For the first time, the employment equity data for employees at the University is embedded within the EDI Report. Sharing these data alongside the impactful EDI initiatives will help us track our progress as an institution. The interactive dashboard of our community data for 2022 will be available later this spring.

This year's Report also uses the framework of a "lifecycle" of interactions to share how the U of T community has worked to create experiences of belonging for individuals before, during, and after they engage with the University.

- **Increasing Access, Attracting Talent:** explores work to break down barriers and increase access, enabling our community members—both current and prospective—to see a place for themselves at U of T.
- **Enhancing Current Experiences:** describes how opportunities for students, staff, faculty, and librarians to connect, learn, and feel supported are reshaping their current experiences at U of T.
- **Forging Future Pathways:** addresses how opportunities to acquire skills and experience, access networks, and explore opportunities for growth are supporting the unique career journey of each student and employee at U of T.
- **On the Horizon:** offers insight into strategic planning and consultations currently underway across our campuses to bring meaningful change at U of T.

The Report also looks to the shared journey ahead, inviting our community to consider their role in advancing inclusion and belonging at U of T and providing an overview of work to be done in 2023 and beyond.

FINANCIAL IMPLICATIONS:

N/A

RECOMMENDATION:

N/A

DOCUMENTATION PROVIDED:

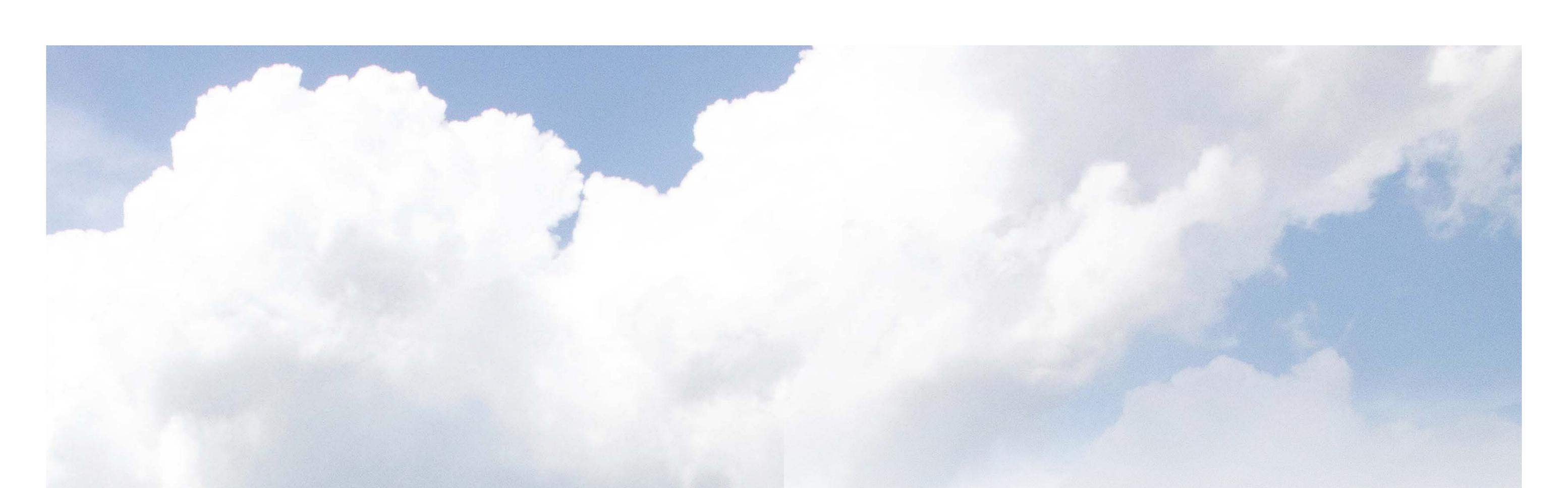
Making an Impact: Equity, Diversity & Inclusion Report 2022



UNIVERSITY OF
TORONTO

MAKING AN IMPACT: EQUITY, DIVERSITY & INCLUSION REPORT 2022





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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Welcome: A Message from the Vice-President and Acting Vice-President

This Equity, Diversity & Inclusion (EDI) Report features just some of the exciting initiatives led by Faculties, divisions, and campuses across the University of Toronto in 2022.

This year, our call for Report submissions also invited faculty, staff, and librarians to share what “belonging” means within the context of their work. Our community’s responses spoke volumes to us. They emphasized that belonging is an impermanent state, and that it requires considerable institutional and collective responsibility to support.

With these learnings in mind, our 2022 Equity, Diversity & Inclusion Report chronicles a “lifecycle” of interactions that impact experiences of belonging for individuals before, during, and after they engage with the University.

The Report aims to answer several questions: What are we doing, locally and at an institutional level, to ensure that prospective members of our community can see themselves learning and working here? How are we affirming diverse lived experiences and identities so that our community members wish to stay and contribute, and are proud of their U of T affiliation? How are we preparing members of our community to thrive beyond the University and to go forward into the world with respect and compassion for others? How are we leading EDI work in the post-secondary sector?

Finally, the Report explores what is “on the horizon,” introducing initiatives that will bring change to our institution in years to come.

Our future EDI Reports will measure our progress in these areas by offering annual reflections on this “lifecycle” of interactions. Moreover, we will continue to include employment equity data—which appears for the first time in this 2022 Report—to track our progress in collecting, analyzing, and sharing the demographic data of our faculty, librarians, and staff. Motivated in large part by the work of the Anti-Black Racism Task Force, revisions to the Employment Equity Survey will be instrumental in this development. When the new Survey launches in 2023, it will offer updated options for self-identification that address existing biases and reflect more accurately where our identities may intersect. Gaining insight into these identities helps us better support our community, finding more effective ways to increase access, celebrate successes, and promote professional and personal growth.

Thank you to everyone who has contributed to the 2022 Equity, Diversity & Inclusion Report and to everyone who has engaged with efforts to promote belonging in your Faculty, division, or campus. This is demanding work, often requiring patience and persistence. Yet it is making an impact.

Thank you, too, to those who will read on and learn more about these incredible tri-campus efforts and initiatives on the horizon. We invite you to extend your engagement by visiting uoft.me/EDI2022.

Sharing these stories—and knowing someone is listening—is a powerful way to keep us all accountable for change.



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



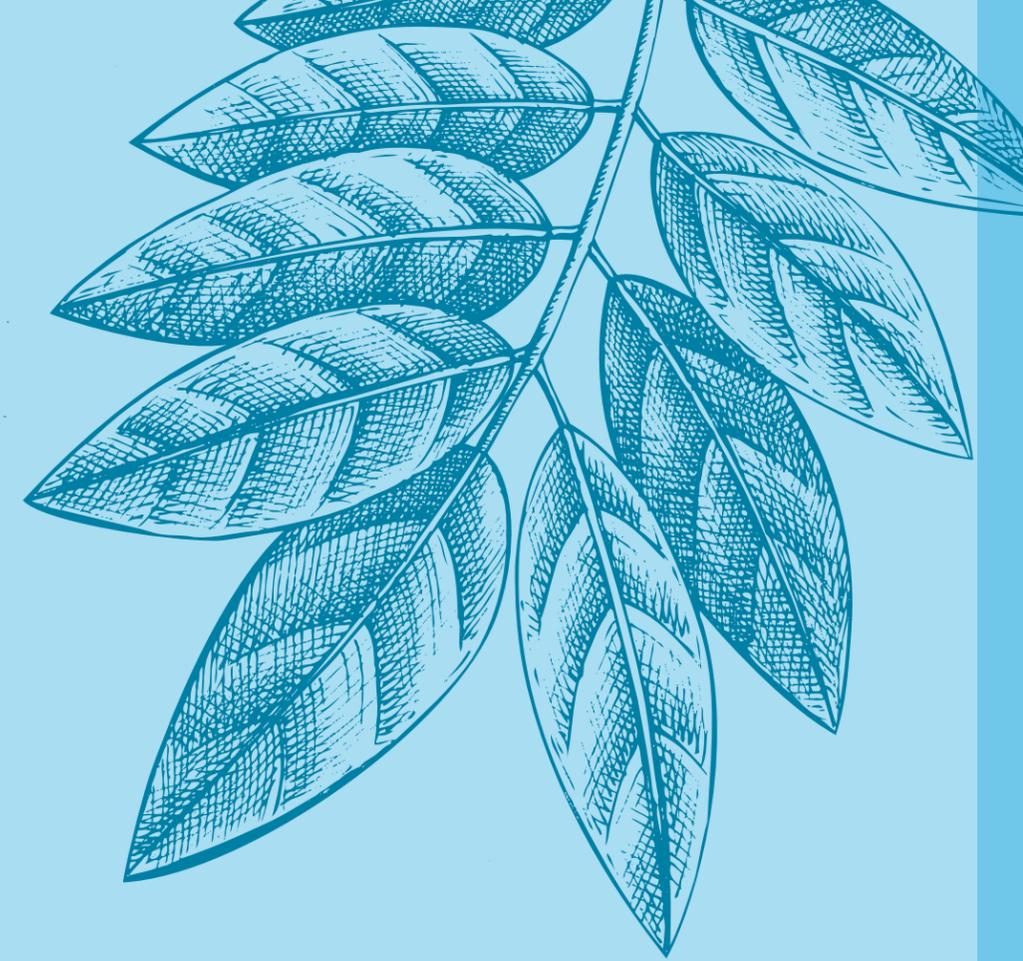
Heather Boon
Acting Vice-President, People Strategy,
Equity & Culture



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Fostering a sense of belonging ensures that we are not only recognized as a great institution (as supported by countless national and global rankings), but also a ‘good’ university which consistently does right by the people that are a part of its fabric.

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It is important to encourage a sense of belonging in our communities because often at such a large institution like U of T, we as students can feel like a number. Just another body in the ocean of bodies hustling to do what they need to on a day-to-day basis. With community and belonging, it gives meaning to our lives, it makes us feel included, and makes us feel like there’s more to school than just going through the motions of doing readings, assignments, and exams.

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INTRODUCING THE INSTITUTIONAL EQUITY OFFICE

Equity, diversity, and inclusion work at the University of Toronto has evolved over many years through the engagement and advocacy of students, staff, faculty, and librarians. Building on these efforts, the University established the Institutional Equity Office (IEO) within the Division of People Strategy, Equity & Culture in Fall 2022.

Overview and Mandate of the IEO

Under the direction of the Executive Director, Equity, Diversity, and Inclusion, the IEO supports and guides the Anti-Racism & Cultural Diversity Office (ARCDO), the Sexual & Gender Diversity Office (SGDO), and the Accessibility for Ontarians with Disabilities Act (AODA) Office, and works in partnership with the Office of Indigenous Initiatives (OII).

The IEO collaborates with the tri-campus community to build capacity, awareness, and understanding and provides leadership in support of equity, diversity, inclusion, and anti-racism efforts that lead to a greater sense of belonging for all community members.

This Office endeavours to advance the University's commitment to build communities in which human rights are respected and the principles of equity, diversity, and inclusion are integrated into all areas of academic, work, and campus life.

The IEO approaches these efforts with care and compassion, and applies an intersectional lens to programs and services. Its work spans a broad range of activities and initiatives that engage race and ethnicity, Indigeneity and reconciliation (with OII), sexual and gender identities, disability and universal design, religion (including antisemitism and Islamophobia), and intersecting identities.



Framework for Action

The efforts of the IEO are guided by the following priorities:

Inclusive Leadership and Equitable Systems Change: Our vision for change recognizes everyone's individual needs and prioritizes our shared responsibility for change. The IEO aims to apply a comprehensive approach to equity, inclusion, and belonging across departments, Faculties, and campuses.

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.

Changing Our Institutional Culture: To enact meaningful change, we must develop initiatives and partnerships that are sustainable, impactful, and enduring.

Meet U of T's growing team of equity, diversity, and inclusion leads at uoft.me/equityleads.

Working Together

Supporting students, faculty, librarians, and staff across the tri-campus, the following Offices provide opportunities for learning and capacity-building, help individuals navigate concerns and issues, and lead events and initiatives related to EDI and Indigeneity.

Accessibility for Ontarians with Disabilities Act (AODA) 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 engages collaboratively to resolve concerns.

The [AODA Report](#) provides additional detail on key highlights from 2022.

Anti-Racism & Cultural Diversity Office

The [Anti-Racism & Cultural Diversity Office](#) (ARCD) 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.

Office of Indigenous Initiatives

The [Office of Indigenous Initiatives](#) (OII) supports and guides the U of T community as it continues to work towards reconciliation. Efforts are directed towards listening, coordinating, advising, and collaborating with academic and non-academic communities in addressing the Calls to Action identified by the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada. The Office intersects with areas such as teaching and learning, student experience, faculty and staff recruitment and engagement, and community-based research.

The [Indigenous Initiatives Annual Progress Report](#) provides additional detail on key highlights from 2022.

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.



University of Toronto Mississauga Equity, Diversity, and Inclusion Office (UTM EDIO)

The [UTM EDIO](#) supports students, staff, faculty, and librarians at our Mississauga campus. The Office facilitates equity- and human rights-related programming, training, community engagement opportunities, and systemic change initiatives. The EDIO advances equitable and inclusive campus communities where all belong and can learn, work, and research in environments free from discrimination or harassment based on age, ancestry, citizenship, colour, creed, disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, record of offences, sex and/or sexual orientation.

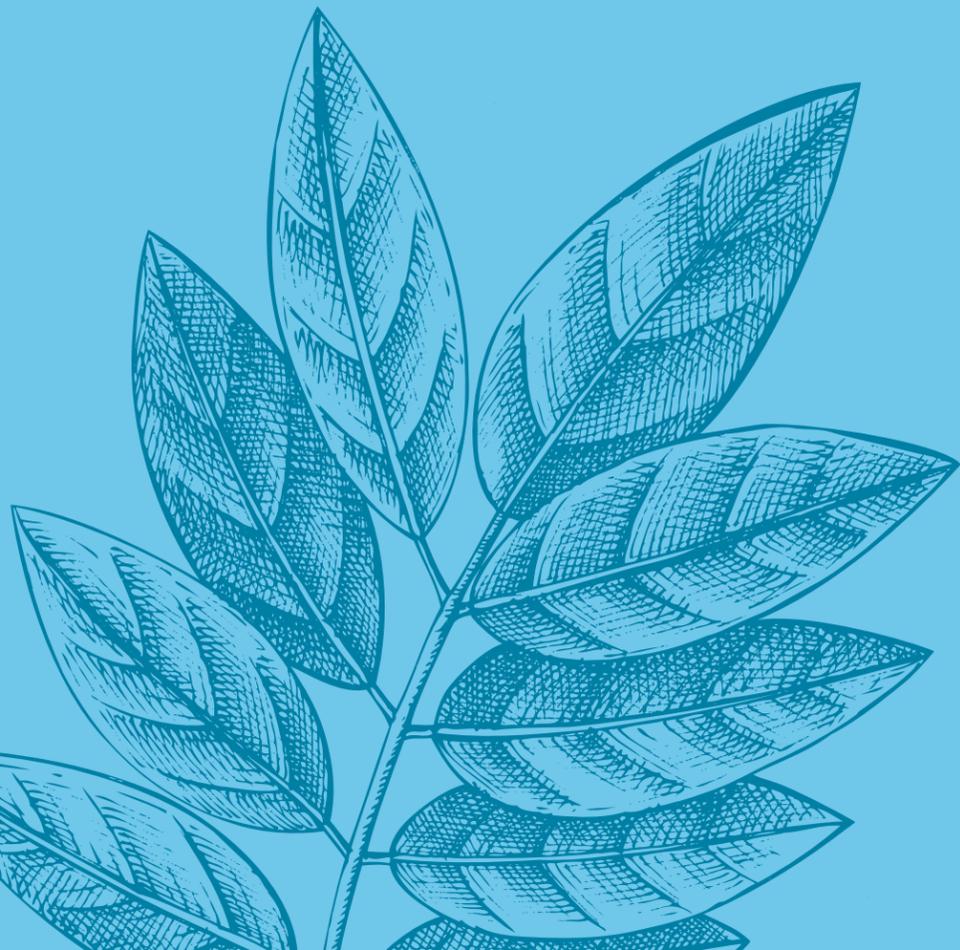
University of Toronto Scarborough Equity, Diversity, and Inclusion Office (UTSC EDIO)

The [UTSC EDIO](#) promotes an equitable and inclusive Scarborough campus community, free from discrimination or harassment based on the grounds covered by the Ontario Human Rights Code. The EDIO serves UTSC faculty, staff, and students by providing many unique training opportunities, consulting with campus partners on new equity initiatives, and supporting human rights complainants to reach a resolution. The EDIO supports, advises, and shares best practices with campus partners on ways to address systemic barriers and create change in their practices and processes.



As an institution and a community, we are fortunate to be guided in our efforts by documents such as **Answering the Call: *Wecheehetowin*** (prepared by the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada) and the **Final Reports of the Anti-Black Racism Task Force and Antisemitism Working Group**. We look to the principles and framework of the **Scarborough Charter**, and welcome the upcoming recommendations of the **Anti-Asian Racism Working Group**.

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



Institutional Commitments

The University of Toronto draws on the knowledge of our tri-campus community working groups, committees, and task forces to better understand and respond to the needs of campus communities experiencing racism and/or discrimination. Made up of students, staff, faculty, and librarians, these groups review existing University processes and practices and provide actionable recommendations to the President, the Vice-President and Provost, and the Vice-President, PSEC.

In 2021, the University accepted the recommendations of the [Anti-Black Racism Task Force Report](#) and the [Antisemitism Working Group Report](#) in their entirety and committed to taking action. The University has worked to deliver on these institutional commitments throughout

2022 while continuing to address the Calls to Action from [Answering the Call: *Wecheehetowin*](#) and the principles of the [Scarborough Charter](#). Additionally, the [Anti-Asian Racism Working Group](#) formed in 2022 and held consultations throughout Fall and Winter; their Report will be presented in 2023.

Updates on the University's progress in delivering on institutional commitments are available on the [IEO's webpage](#). For an overview of initiatives taking place in response to recommendations from our EDI Working Groups, please read the [Key Highlights](#). For more in-depth information, we encourage you to read our [reflections on institutional progress](#) related to addressing antisemitism and anti-Black racism.

To learn more about how U of T is responding to recommendations from our EDI Working Groups and delivering on institutional commitments, visit uoft.me/commitments.



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For researchers in particular, belonging can mean being able to access all research and research-related opportunities (funding, collaborations, mentorship, publishing, awards, etc.); feeling welcome in research spaces/teams; feeling that their research is valued/celebrated by their colleagues and departments; and being able to achieve their full research potential.

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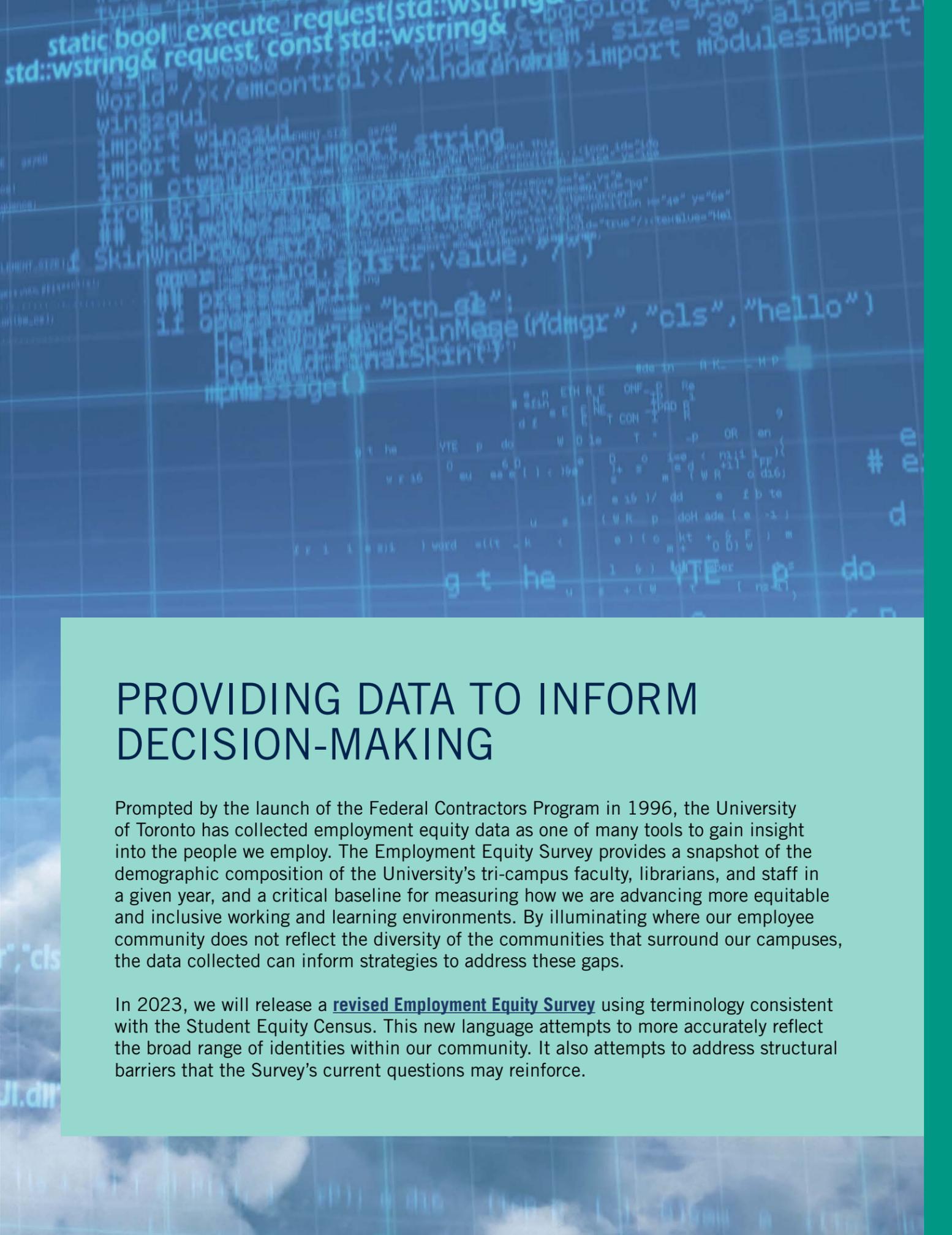
When I think about belonging, I think about representation—seeing myself (identity) represented at all levels within the institution. I think about the support and connection that is derived from key initiatives that seek to bring together community members within identity groups and across identity groups. I also think about policies that seek to unify and uplift members from underrepresented communities. [...] All of this is important because it compels employees to show up to work every day and actively contribute to the larger vision in meaningful ways. It impacts the students we serve, and it helps to accomplish institutional and community related objectives.

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EMPLOYMENT EQUITY

For the first time, we are presenting our employment equity data as a part of the Equity, Diversity & Inclusion Report. In sharing our demographic data in this wider context, we aim to provide a more comprehensive picture of our efforts to nurture a tri-campus community enriched by a diversity of thought, lived experience, and identities.



PROVIDING DATA TO INFORM DECISION-MAKING

Prompted by the launch of the Federal Contractors Program in 1996, the University of Toronto has collected employment equity data as one of many tools to gain insight into the people we employ. The Employment Equity Survey provides a snapshot of the demographic composition of the University's tri-campus faculty, librarians, and staff in a given year, and a critical baseline for measuring how we are advancing more equitable and inclusive working and learning environments. By illuminating where our employee community does not reflect the diversity of the communities that surround our campuses, the data collected can inform strategies to address these gaps.

In 2023, we will release a **revised Employment Equity Survey** using terminology consistent with the Student Equity Census. This new language attempts to more accurately reflect the broad range of identities within our community. It also attempts to address structural barriers that the Survey's current questions may reinforce.

Employment Equity Survey Data Overview

Employment equity data allows us to determine our progress in increasing the diversity of our workforce. The University's Employment Equity Survey is the cornerstone of this measurement and is open to all appointed and non-appointed employees of the University.

In its current iteration (revised in 2016), the Survey questions address the following options for self-identification:

- » Gender and Gender Identities
- » Ethnocultural Identities
- » Indigenous or Aboriginal People of North America
- » Sexual Orientation (2SLGBQ+)
- » Racialized or Persons of Colour
- » Persons with Disabilities

Respondents can answer all or selected questions in the voluntary survey, they can choose more than one response per question, and they can modify their responses at any time within the reporting period.

INTERACTIVE EQUITY DATA: The Employment Equity Data Dashboard

For the second year, we are pleased to present the University of Toronto community with an interactive data dashboard companion to the institutional overview. This dashboard features Employment Equity Data from 2017 to 2022. Viewers can explore and filter the substantive data by employee type, year, and campus to fully engage with available equity data.

The dashboard also contains applicant data for the period of January 1 to December 31 in the selected year. Individuals reflected in this data chose to complete an anonymous survey as part of their application to a U of T job posting. Having such data helps us determine the effectiveness of programs designed to expand the diversity of our applicant pools.

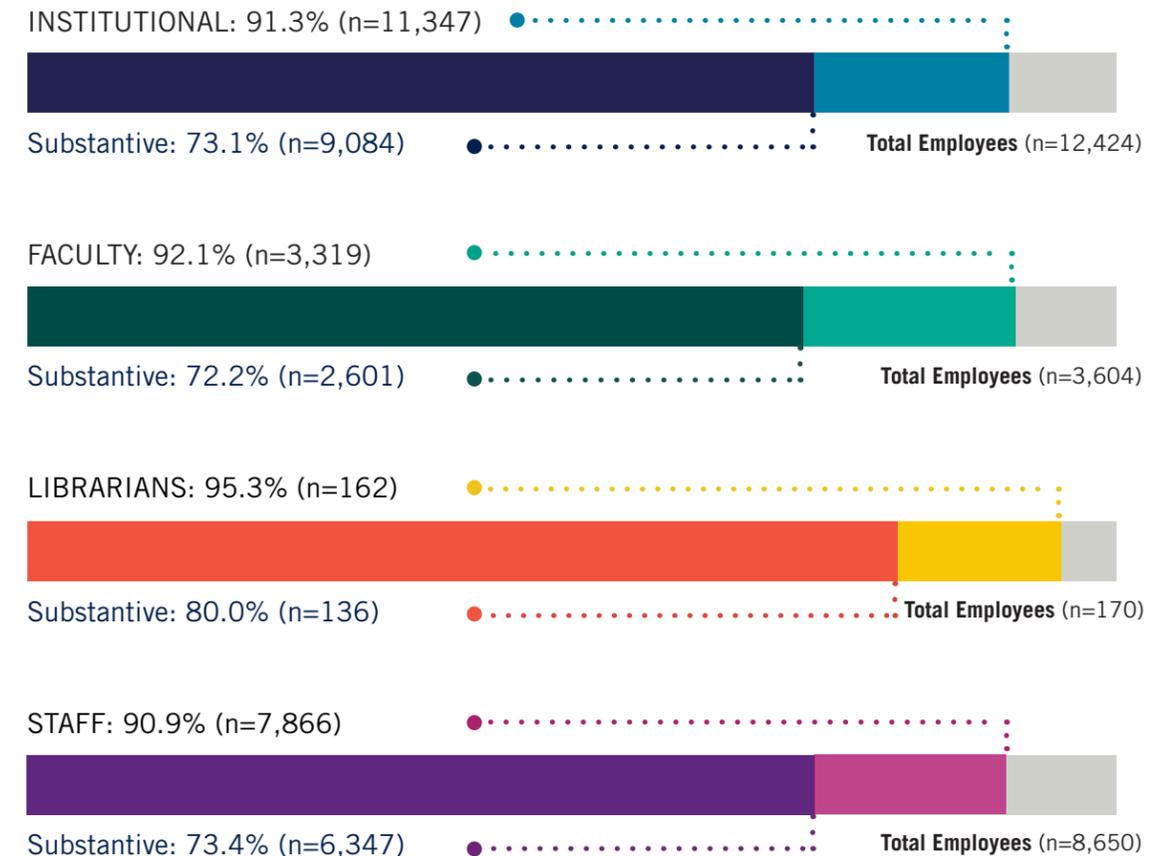
[UOFT.ME/EEDASH](https://uoft.me/eedash)

Institutional Overview

This overview is a snapshot of the responses provided by University of Toronto employees as of December 31, 2022. Detailed definitions for the terms and concepts are available on the Employment Equity Data Dashboard.

Our current response rate is the highest it has been since 2013 [response rate: 91.3% (n=11,347), substantive response rate: 73.1% (n=9,084)]. The overall response rates include respondents who selected the "I choose not to answer this survey" option at the beginning of the survey. The substantive response rates exclude those who selected "I choose not to answer."

Institutional Response Rates

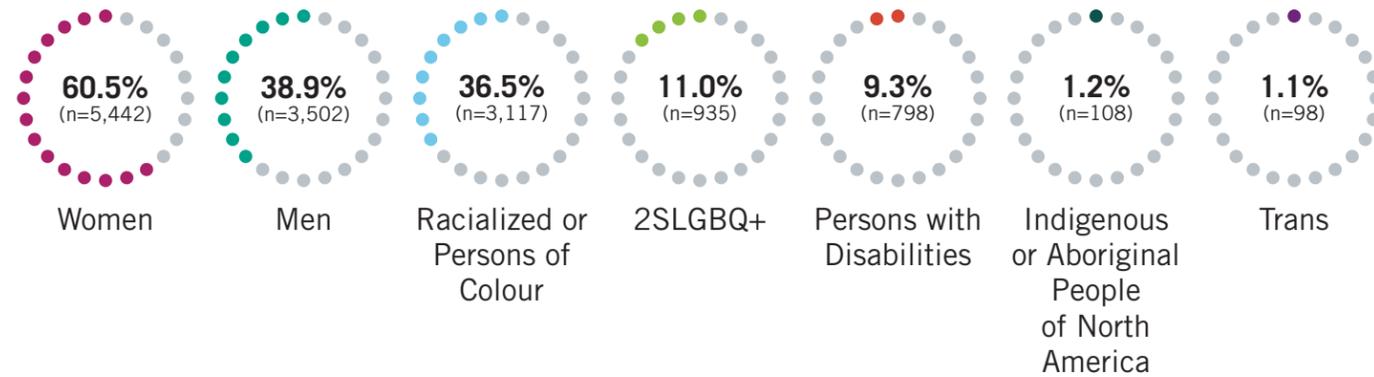


INSTITUTIONAL OVERVIEW: Representation & Ethnocultural Identities

Representation Rates: All Employees

Responses reflect how all employees self-identified in the Employment Equity Survey. The following are some of the ways in which all employees self-identified. In each case, n=the number of respondents who self-identified in each category.

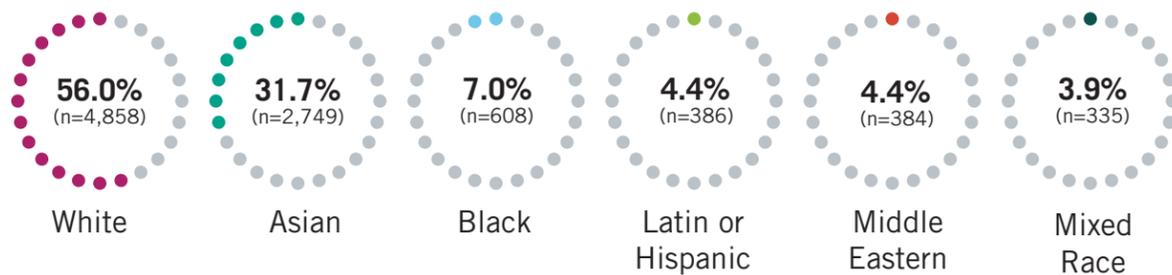
Self-Identified as:



Ethnocultural Identities: All Employees

Responses reflect how all employees chose to self-identify in terms of ethnocultural identity in the Employment Equity Survey. The following are some of the ways in which all employees self-identified. In each case, n=the number of respondents who self-identified in each category.

Self-Identified as:



TRI-CAMPUS OVERVIEW: Representation & Ethnocultural Identities

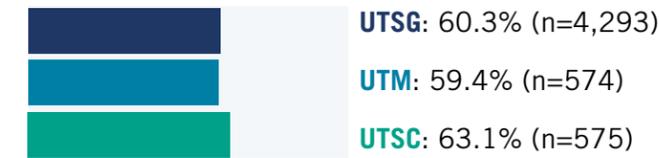
Residing in communities across the Greater Toronto Area, U of T offers an extraordinary environment in which to learn and work. The University's tri-campus structure welcomes and encourages each campus to build their own individual identity to reflect the diversity of the communities in which they reside.

Representation Rates: Tri-Campus

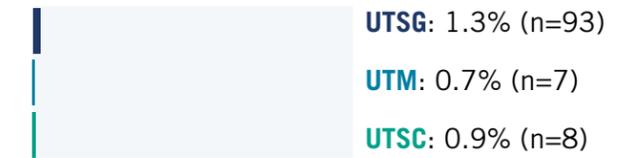
Responses reflect how employees across our tri-campus community self-identified in the Employment Equity Survey. The following are some of the ways in which all employees self-identified. In each case, n=the number of respondents who self-identified in each category.

Self-Identified as:

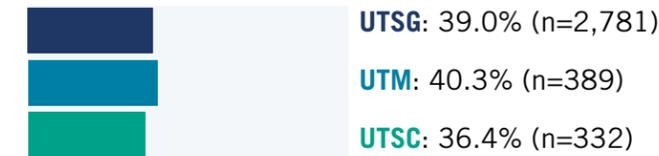
Women:



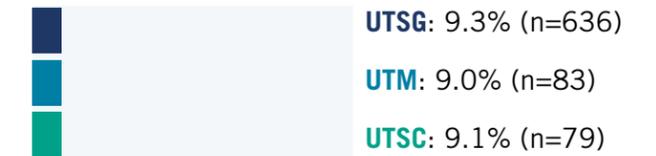
Indigenous or Aboriginal People of North America



Men



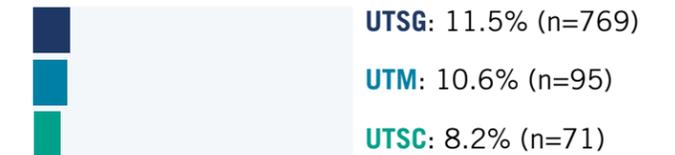
Persons with Disabilities



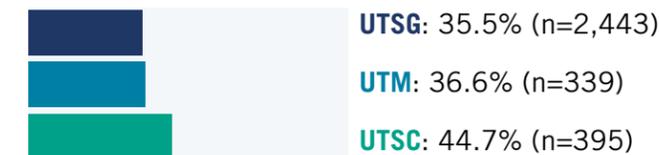
Trans



2SLGBQ+



Racialized or Persons of Colour



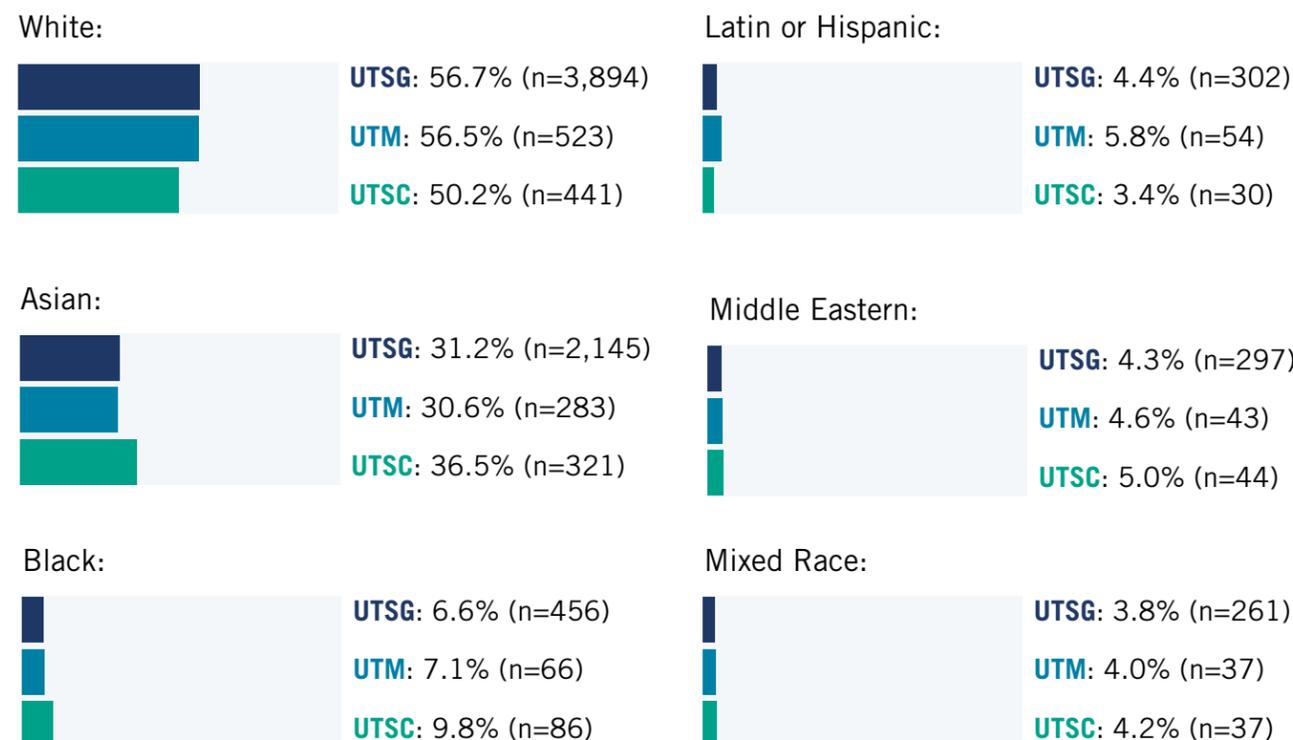
* Not reportable due to the small sample size.

Ethnocultural Identities: Tri-Campus

Responses reflect how employees across our tri-campus community have self-identified in terms of ethnocultural identity in the Employment Equity Survey. Respondents identifying with multiple identities are counted in each category selected.

In each case, n=the number of respondents who self-identified in each category.

Self-Identified as:



We invite you to engage with the new Employment Equity Data Dashboard to explore our community's responses to the Employment Equity Survey from 2017 to 2022.



OUR COMMUNITY: Key Highlights

Here are some key areas in which our 2022 data of substantive responses to the Employment Equity Survey highlights changes in our communities of faculty, librarians, and staff.

- » Across the tri-campus, we observed a continued increase across the total U of T community of faculty members, librarians, and staff who self-identified as **Racialized or Persons of Colour** [from 33.8% (n=2809) in 2021 to 36.5% (n=3,177) in 2022], **2SLGBQ+** [from 10.4% (n=837) in 2021 to 11.0% (n=935) in 2022], and **Persons with Disabilities** [from 8.9% (n=738) in 2021 to 9.3% (n=798) in 2022].
- » Within the faculty community, we observed an increase in the percentage of new hires who self-identified as **Women** [from 51.2% (n=84) in 2021 to 54.8% (n=68) in 2022], **2SLGBQ+** [from 15.0% (n=23) in 2021 to 17.7% (n=20) in 2022], and **Persons with Disabilities** [from 5.8% (n=9) in 2021 to 12.2% (n=14) in 2022].
- » For faculty members promoted to professor or professor, teaching stream, there was an increase in the percentage who self-identified as **Racialized or Persons of Colour** [from 25.5% (n=12) in 2021 to 28.1% (n=16) in 2022], **Women** [from 60.9% (n=28) in 2021 to 66.7% (n=38) in 2022], **2SLGBQ+** [from less than 5 in 2021 to 14.8% (n=8) in 2022], and **Persons with Disabilities** [from less than 5 in 2021 to 8.8% (n=5) in 2022].
- » Within the librarian community, we observed an increase of new hires who self-identified as **Racialized or Persons of Colour** [from less than 5 in 2021 to 60.0% (n=6) in 2022] and in the number of promotions for librarians who self-identified as **Men** [from less than 5 in 2021 to 53.8% (n=7) in 2022].
- » We observed noteworthy increases for staff new hires who self-identified as **Racialized or Persons of Colour** [from 49.1% (n=339) in 2021 to 54.7% (n=451) in 2022], **2SLGBQ+** [from 15.0% (n=98) in 2021 to 17.6% (n=84) in 2022], and **Persons with Disabilities** [from 9.1% (n=62) in 2021 to 11.8% (n=94) in 2022].
- » The rates of promotions increased for staff who self-identified as **Indigenous or Aboriginal People of North America** [from less than 5 in 2021 to 0.8% (n=6) in 2022], **Racialized or Persons of Colour** [from 40.5% (n=244) in 2021 to 46.2% (n=331) in 2022], and **2SLGBQ+** [from 9.5% (n=55) in 2021 to 12.0% (n=84) in 2022].

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Belonging means feeling a sense of inclusion and acceptance, where an individual can bring their authentic self to work and feel supported and heard. It means not only accepting one another for our individual differences, but celebrating them. For our HR department, this means promoting, supporting, and leading various EDI initiatives that promote a sense of belonging in our community. It means being there to support all members of our community, while educating our leaders and staff, and holding them accountable.

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To feel like you belong is to feel comfortable. This comfort may come from feeling as though your presence is acknowledged by those around you, who recognize your value as an individual and accept you into their community [...] even a simple smile or ‘how are you today?’ can help to enhance your sense of belonging.

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INCREASING ACCESS, ATTRACTING TALENT

We are working to break down barriers and increase access to enable our community members—both current and prospective—to see a place for themselves at U of T. This work involves implementing a range of programs and processes, from community outreach to inclusive hiring.

PATHWAYS TO POST-SECONDARY EDUCATION

As Provostial Advisor on Access Programs, Dr. Ann Lopez has spent the past six years developing pathways to U of T that welcome students from underrepresented communities.

"Historically, structural barriers grounded in systemic inequities, coloniality, and forms of exclusion have prevented some students from accessing post-secondary education and seeing the University of Toronto as a space where they belong and can thrive," says Lopez. "Access programming is critical in identifying these barriers, offering ways to overcome them, and responding to the needs of students and communities."

The key, she notes, is to ensure that access programming is established on a continuum. This means building and maintaining authentic relationships with communities; connecting with youth as early as elementary school to start conversations about university; and providing ongoing support to them throughout their academic journey.

A faculty member in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education, Lopez received the 2022 Ludwik and Estelle Jus Memorial Human Rights Prize in the category of Influential Leader for her work to advance equity in education. As Provostial Advisor, she supported the development of the Access Programs University Fund; Access Connections Day; and SEE U of T, which allows high school students to take undergraduate courses they can use toward their post-secondary application. She was also instrumental in the creation of the Access Strategy & Partnerships Office, which launched

in April 2022 with [Helen Tewolde](#) as its inaugural Director.

Currently, the University offers more than 100 access and outreach programs across the tri-campus. Lopez says these initiatives benefit learners, their families, and their communities and have led to greater diversity in fields such as teacher education, medicine, engineering, and architecture.

"In the long run, the University of Toronto benefits from a more diverse student body representing diverse knowledges, perspectives, and experiences—and society as a whole benefits," she says.



Dr. Ann Lopez
Provostial Advisor on Access Programs

Connecting with Communities

The University of Toronto hosted more than 60 participants in the **100 Strong Academy**, a [month-long summer program](#) for Black boys between 11 to 14 years old. An initiative of the **100 Strong Foundation**, the program aims to connect young boys with supportive mentors. Participants spent three weeks at their nearest U of T campus—either St. George, Scarborough, or Mississauga—exploring activities in STEM (science, technology, engineering, and mathematics), financial literacy, health and well-being, entrepreneurship, the arts, and navigating post-secondary education. They also had the opportunity to pitch a brand or product idea as part of the “Own Your Future” competition, with a top prize valued at \$1,000.

This fall, **UTM** piloted its **Support, Engage, and Experience program** (SEE@UTM) for Black high school students. Developed with the Peel District School Board, the program welcomed 23 Grade 12 students to campus to pursue experiential learning and research opportunities, take one for-credit university course, and connect with individual mentors and personalized resources. In the spirit of the [Scarborough Charter](#), the program aims to open a pathway that makes higher education more accessible for Black students—and that enables Black students to see university as their space to belong.

At the **John H. Daniels Faculty of Architecture, Landscape and Design** (DFALD), two initiatives built bridges for youth who are underrepresented in architecture and design

professions due to economic and racial barriers. Through **Engage-Design-Build**, DFALD faculty and graduate students led field trips and workshops for students at George Harvey Collegiate Institute, helping them build an installation that tells the story of contemporary change in the nearby neighbourhood of Little Jamaica. Meanwhile, Grade 11 students from several GTA high schools had the opportunity to explore their interests in architecture and design through the **Building Black Success Through Design** peer-mentorship program. Co-created by U of T student group **Black Students in Design** and DFALD, the program culminated in an event to celebrate student work and share it with an esteemed jury. Both initiatives continue in 2022-23.

Of course, it is impossible to speak about outreach programming at U of T without acknowledging the historic and ongoing impact of the **Transitional Year Programme** (TYP). This long-running program was established on the St. George campus in 1970 as a pathway to university for adults who faced barriers in their education and did not have the formal qualifications for admission. TYP provides university-level courses, workshops, and support designed to facilitate each student’s transition to degree studies. Recognizing a need for a similar program to serve residents of the eastern GTA, faculty and staff from the St. George and Scarborough campuses collaborated in the design and launch of the first full year of **TYP@UTSC** in 2022. This work was made possible by a grant from the Access Programs University Fund, which is administered by the Office of the Vice-Provost, Students.

To learn more about how U of T is responding to recommendations from our **EDI Working Groups** and delivering on institutional commitments, visit uoft.me/commitments.

Investing in Access

Through a year-long pilot of the **Sponsored Application Program**, more than 100 prospective undergraduate students received personalized support and had their application and supplemental fees waived. Created to reduce barriers for prospective students who are Black, Indigenous, underrepresented, and economically disadvantaged, the program was developed by the **Admissions and Outreach Office** in consultation with its Community Advisory Board and the EDI Recruitment and Admissions Committee. Participants were identified by partner organizations and school boards across the GTA and assigned a dedicated recruitment officer to support them throughout the application process. Feedback was overwhelmingly positive, with participants describing the program as informative and helpful, particularly for first-generation students. As a result, all eight existing partners have renewed their agreement for the 2022-23 application cycle, and an additional school board has signed on.

With the disbursement of its annual [Equity Enhancement Bursaries for Black and Indigenous Students](#), the **Institute of Medical Science** (IMS) is delivering on its mandate to support initiatives related to EDI, and to be a more proactive participant in fostering a diverse and inclusive academic environment. Each year, up to five EDI bursaries (per bursary type) are awarded to current and prospective IMS students from underrepresented groups, specifically those who are Black or Indigenous and economically disadvantaged.

Meet U of T’s growing team of equity, diversity, and inclusion leads at uoft.me/equityleads.

Improving our Processes

At the **Factor-Inwentash Faculty of Social Work** (FIFSW), the [Black Student Application Program](#) and [Indigenous Student Application Program](#) give prospective students who self-identify as Black or Indigenous the option of having their application portfolios reviewed by a panel that includes Black or Indigenous alumni or faculty. Created to diversify and enrich perspectives in the two-year and advanced standing Master of Social Work programs, these initiatives ensure that community-based, specific knowledge is brought to the assessment of applicant qualifications. Alumni were enthusiastic about supporting these efforts, and FIFSW saw a significant increase in the number of Black students admitted to participating programs.

To address gaps in recruitment, the **UTSC Department of Management** worked with the **UTSC EDIO** to audit its **Supplementary Application Form** (SAF) questions, which are used to identify qualifications and experiences not captured in academic records. A committee of staff and faculty met to discuss critical consciousness and cultural representation within applicant responses, and identify areas where bias could inform scoring. They found that the SAF questions focused primarily on structured extracurricular activities, which favoured applicants with more resources. The questions did not capture lived experiences that demonstrate leadership and organization—such as helping with caregiving or managing finances. With these key learnings in mind, the committee revised the SAF questions and scoring rubric so that applicants are encouraged to describe not only what they have done, but also what they have learned from their experiences. As Professor Brian Connelly, the committee’s co-chair, explains, “There has been an overall shift in focus away from the quantity of extra-curricular experiences toward asking about qualities of the experiences that have fostered students’ growth and development.”

Creating Responsive Academic Programs

The **Dalla Lana School of Public Health** is paving the way for change with the creation of the world's first **Master of Public Health (MPH) in Black Health**. The program will provide graduate students with an understanding of the causes of public health issues in Black communities and the barriers that prevent them from being solved, ultimately enabling workers to better meet the health needs of Black communities. As program director and creator Dr. Roberta Timothy explains, its goal is “to empower future generations to create a resilient healthcare system that challenges anti-Black racism and promotes innovation.” After an expedited development process, the MPH in Black Health began accepting applications in October 2022 for a Fall 2023 launch. Its curriculum will explore the impact of anti-Black racism on health, maternal health, the intersectionality of Black elders and children, intergenerational relationships and their effects on community health, wellness and healing, resilience and resistance, infectious and chronic illness prevalence, and treatment within the health-care system.

UTSC hired and appointed **Mike DeGagné** as **Special Advisor to the Vice-President and Principal on Indigenous Issues** and Professor of Sociology, effective July 2022. As Advisor, he provides counsel to the Principal and members of the Executive Team on strategic Indigenous Initiatives such as faculty complement development; research culture and support; inclusive curriculum and pedagogy; and student recruitment and support. Beginning in 2023, he will also teach a course examining the social response to Indian Residential Schools, including the class action lawsuit brought against the government in the early 2000s that resulted in the Indian Residential Schools Settlement Agreement, the creation of the Truth and Reconciliation Commission, and an apology by then-Prime Minister Stephen Harper to former students of Indian Residential Schools.

Professor DeGagné is a member of Animakee Wa Zhing 37 First Nation in northwestern Ontario and President of Indspire, a national organization that supports Indigenous post-secondary students and recognizes Indigenous excellence.

UTM appointed **Dr. Robin R.R. Gray** as **Special Advisor on Indigenous Rematriation**, a role that will focus on the living history of a collection of Indigenous artefacts from the excavated Antrex Village site in Mississauga, now housed in UTM's Department of Anthropology. Building reciprocal relations with Indigenous communities, Professor Gray will develop a plan for the artefacts' safekeeping that confronts colonial harms and centres Indigenous protocols and laws.

As part of its commitment to student-centred learning, meaningful anti-racist work, and purposeful decolonization, **UTM's Institute for the Study of University Pedagogy** expanded its team of **educational developers** from two to six, bringing in expertise on anti-racist pedagogies; teaching and learning strategies for Black students, faculty, and staff; Indigenous pedagogies and decolonization; and universal design for learning (UDL). **UTSC's Centre for Teaching and Learning** hired two dedicated **educational developers**, one focused on anti-racist pedagogies and the other on UDL. The **Centre for Teaching Support & Innovation** at St. George Campus hired a **faculty liaison coordinator** focused on anti-racist pedagogies.

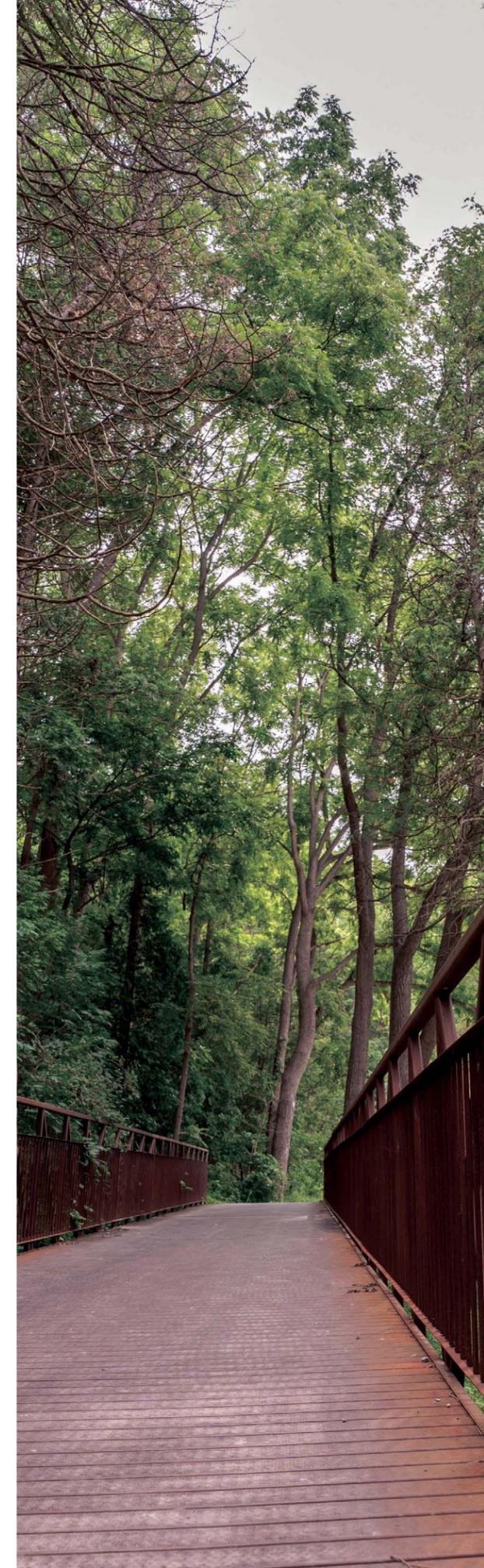
Supporting Inclusive Workplaces

University of Toronto Libraries (UTL) are intentionally working to diversify their staff, with a focus on increasing representation among Black and Indigenous employees. Launched this year, the **Experience UTL program** aims to introduce Black, Indigenous, and racialized youth to career possibilities in academic libraries. Delivered in partnership with the **Toronto District School Board**, the program provided two Black high school students with paid work experiences and mentorship at three different libraries. Both participants spoke positively about the program, which UTL intends to expand in the coming year.

Additionally, library supervisors formed a **Student Hiring Community of Practice** to examine student hiring practices with an EDI lens, review and revise hiring documents, and reflect on how to build an inclusive workplace culture that encourages retention.

UTSC Human Resource Services hosted its first **Virtual Career Fair** in June 2022 as part of ongoing efforts to support prospective applicants and enhance diverse employee representation on campus. Placing special emphasis on outreach to communities in Scarborough, Markham, and Durham, the event attracted hundreds of job seekers, including new graduates, youth, and newcomers to Canada. Attendees could participate in one-on-one resumé review sessions with HR professionals and meet with a wide range of departments. The virtual format allowed prospective applicants to balance familial and personal obligations as they attended the event from home.

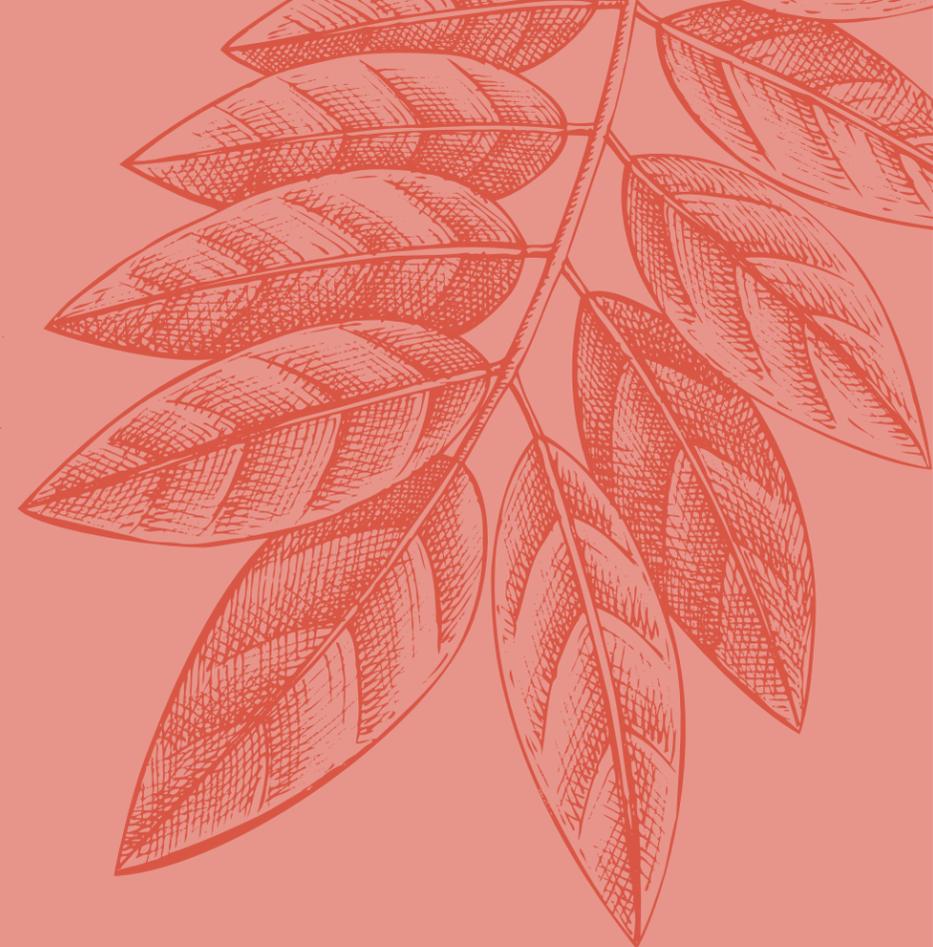
The **Integrated Talent Management** team launched its **Diversity in Recruitment Staff Manual** this year, developed in collaboration with the **IEO**. Designed for hiring managers, interview panelists, and HR consultants and advisors, the manual shares best practices and inclusive hiring strategies for attracting highly qualified candidates with diverse lived experience and identities to the University. The toolkit follows the full recruitment lifecycle from start to finish and includes information and tips on how to improve current recruiting activities.



“

Belonging in an Indigenous sense is more than just tolerance—it is fundamental acceptance and encouragement from an institutional level to practice one’s ways of being, one’s own traditions, and a reflexive understanding of both historical and contemporary contexts.

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“

[For a student with family responsibilities, belonging] means not feeling alone with your familial responsibilities. [...] To me, belonging also means that there aren’t assumptions about our identities. For students with family responsibilities, a condition of belonging is faculty members and advisors realizing that many students are balancing academic and family responsibilities.

”

ENHANCING CURRENT EXPERIENCES

Across the tri-campus, we are engaging in initiatives that aim to promote a greater sense of belonging for all members of our community. These opportunities to connect, learn, and feel supported are reshaping the current experience of students, staff, faculty, and librarians at the University of Toronto.

FOSTERING INDIGENOUS CONNECTIONS AT HART HOUSE

As Hart House works to ensure that all community members can see themselves reflected in its physical spaces and programming, a new staff position is strengthening connections with Indigenous students, faculty, librarians, staff, and community organizations.

With guidance from the Office of Indigenous Initiatives and funding from the Post-Secondary Education Fund for Aboriginal Learners, Hart House created the role of Indigenous Community Engagement Coordinator in Fall 2022. Shane Kelsey, the inaugural incumbent, hopes to build welcoming and accessible environments for Indigenous community members and increase understanding of Indigenous cultures and teachings.

Kelsey is Anishinaabe Ojibwe and his family comes from Shoal Lake 40 First Nation. He has spent much of his life volunteering and working with Indigenous organizations, including Indigenous Friendship Centres, Canadian Roots Exchange, and Projets Autochtones du Québec. He first joined U of T as a student in the Transitional Year Programme and went on to work at First Nations House. As co-founder of an Indigenous apparel line called Neechi By Nature, he also designed the scarves gifted to Indigenous graduates by First Nations House.

Much of Kelsey's current work focuses on supporting engagement with Hart House Farm, the University's 150-acre property in the Caledon Hills. In recent years, U of T has been working to incorporate Indigenous ways of knowing and doing into the Farm, and create new opportunities for land-based engagement that foster cultural, spiritual, and mental health connections.

In the summer of 2022, an Indigenous three sisters garden was planted at Hart House Farm in collaboration with Celeste Smith of Cultural



Shane Kelsey
Indigenous Community Engagement Coordinator,
Hart House

Seeds and the Toronto Indigenous Support Project. Kelsey hopes it will become a gathering space where, in addition to learning about foods and medicines, community members can harvest the plants. The Farm has also recently introduced 11 off-grid bunkies and a large tent to enable outdoor teaching and gathering opportunities as well as multi-day visits.

Kelsey notes that if members of the Indigenous U of T community can see Indigenous perspectives reflected “in both the physical spaces and infrastructure, in what goes on in those spaces, and the decision-making behind them, we can envision ourselves there as well.”

He adds, “Historically, these spaces have been exclusionary and because of this history, institutional spaces can often feel like hostile environments for Indigenous peoples. By building a more inclusive space that takes into consideration different beliefs, backgrounds, and traditions, Hart House is building an environment that can foster a sense of belonging for Indigenous students, faculty, and staff.”

Creating Environments for Everyone

Recognizing that parents and caregivers often struggle to find private, comfortable spaces to breast/chest-feed or pump, **UTM's EDIO** and the **Family Care Office** introduced U of T's first [Mamava lactation pod](#). This 50-square-foot, wheelchair- and stroller-accessible pod is located on the main floor of the Communications, Culture, and Technology Building at the Mississauga campus. Open daily from 6 a.m. to 11 p.m., the Mamava Pod includes two benches, electrical outlets, a Bluetooth SmartLock, and a charging station. Access is free and controlled by the Mamava app.

The **Sport & Rec** division of the **Faculty of Kinesiology & Physical Education** introduced new programs such as **Vent and Sweat**, a mental health-focused fitness program that invites students to bring their feelings to the floor, and **Play the Game**, which offers an inclusive, adaptive drop-in space for participants to play boccia ball. March 2022 marked the inaugural **Adaptive Ski Day**, presented with **Canadian Adaptive Snowsports**, enabling 10 U of T students to take a full-day trip to Blue Mountain with transportation, lunch, and equipment provided. Returning programs this year included **Trans-Positive Swim** (a weekly inclusive swim time for trans, gender-non-confirming, non-

binary, and two-spirit individuals and allies) and beginner-friendly **Drop-In Vogue Dance** workshops, both of which are presented in collaboration with Positive Space.

To support the recommendations within the Final Report of the University of Toronto Antisemitism Working Group, **UTSC's Office of Student Experience & Wellbeing** and **EDIO** formed a consultation initiative with **Jewish Student Life**, meeting monthly to facilitate communication, support, and information sharing. These groups met with the **Food Services** team to discuss the need for kosher food options on campus as well as appropriate handling, storage, and sourcing of these items. As a result, UTSC introduced new **kosher food options** and will continue to explore improvements to cost and labelling.

As part of its ongoing commitment to placemaking and raising the profile of Indigenous communities on campus, **UTM's Indigenous Table** supported the creation of several **dedicated physical spaces** this year. These include the Indigenous Gathering Space, Indigenous Creation Studio, [Mississaugas of the Credit First Nation Office](#), new staff offices, and a tipi erected in the greenspace outside of Maanjiwe nendamowinan.



Opening up Space for Dialogue

Our community commemorated **Black History Month** with programming throughout February, including **ARCDO's** "Addressing Anti-Black Racism at the Intersections: Stories, Advocacy, Actions" event, which featured a film screening of *HERstory in Black* and a keynote presentation from Northwestern University Professor Moya Bailey on her book *Misogynoir Transformed: Black Women's Digital Resistance*.

In recognition of the **International Day for the Elimination of Racial Discrimination** (IDERD) in March, **ARCDO** hosted a series of virtual sessions, including "Embedding Intersectionality, Anti-Racism and Decolonial Approaches in Educational Systems"; "Understanding and Addressing Antisemitism"; and "Beyond the Buzzwords: Understanding Islamophobia."

During **Asian Heritage Month** in May, **ARCDO** offered the workshop "Confronting Anti-Asian Racism: Tools, Strategies, and Discussions" for students, faculty, librarians, and staff. Additionally, **ARCDO** collaborated with the **Sexual Violence Prevention & Support Centre** to offer two Healing Through Art sessions for individuals who identify as members of the Asian community.

U of T marked the **International Day Against Homophobia, Transphobia, and Biphobia** (IDAHOTB) in May with a virtual event hosted by the **Sexual & Gender Diversity Office** in

collaboration with the **UTM Indigenous Centre**; **UTSC Equity, Diversity and Inclusion Office**; and **UTM Equity, Diversity, and Inclusion Office**. The event commemorated the 2022 theme "Our Bodies. Our Lives. Our Rights." with a conversation between Keith McCrady, Executive Director of 2-Spirited People of the 1st Nations, and Monica Forrester, founder of Trans Pride Toronto, Transitioning Together.

In June, the **Accessibility for Ontarians with Disabilities Act (AODA) Office** hosted the [panel discussion](#) "Disability, Race, Gender, and Diverse Intersecting Communities: Pathways towards Social Justice" on the impacts of COVID-19. Recognizing that the pandemic has exacerbated longstanding inequities and created new institutional and systemic inequities for persons with disabilities, this online event brought together research, professional, community, and personal experiences of differences for a critical conversation and intersectional analysis. Panelists included Professor Karen Yoshida, Chavon Niles, and Jheanelle Anderson from U of T; Professor Ana Fudge Schormans from McMaster University; Susan Mahipaul from Western University; and Wendy Porch from Centre for Independent Living Toronto.

Informed by anti-racist and inclusive pedagogies, "**Islamophobia & Higher Education: Intersectionalities & Critical Conversations**" brought together faculty, librarians, and





staff for a day-long event at **UTSC**. Attendees participated in learning and discussion on the multifaceted nature of anti-Muslim racism and sought ways to counter this systemic bias. This event was hosted in October to align with Islamic Heritage Month, and marked an opportunity to seek knowledge and create change within the University and broader community. Speakers included Dr. Azeezah Kanji, legal academic and writer; Dr. Fatimah Jackson-Best, mental health researcher; Dr. Suleyman Dost, Assistant Professor of Late Antiquity and Early Islam; Amira Elghawaby, Director of Strategic Communications & Campaigns, Canadian Race Relations Foundation; Rania Lewandy, community leader and social activist; and others.

In November, our community marked **Trans Awareness Week and Trans Day of Remembrance & Resilience** with a series of events and workshops. These included a virtual conversation about trans-affirming and gender-affirming care presented by the **SGDO** and **Health & Wellness**; a restorative body and breath awareness session called “Breathing is a Radical Act” presented by **ARCDO**; a community-building workshop for queer and trans Black, Indigenous, and racialized students hosted by the **Health & Counselling Centre**; and more.

The **AODA Office** and **IEO** worked collaboratively with **UTSC** to host the **National Dialogues and Action for Higher Education and Inclusive Communities** in December. Bringing together nearly 1,000 people from across the Canadian higher education landscape and experts from outside the sector, this year’s Dialogues explored the theme “Addressing Ableism, Disability and Accessibility in Canadian Higher Education.” Participants explored barriers to learning and working in the post-secondary education sector for persons with disabilities, and discussed how institutions can dismantle structural ableism and build inclusivity into everything they do. A report detailing these discussions will be published in 2023 to help post-secondary institutions chart a path forward in addressing ableism and inclusivity on their own campuses.

Building Connections

Connections & Conversations is an affinity group for racialized staff, with chapters on all three campuses. This year, the UTSC chapter offered a workshop on “Taming and Reframing Imposter Syndrome Moments By Leading With Ancestral Values and Cultural Confidence” as well as an in-person art therapy event. The UTM chapter launched Coffee Connections, a new initiative to allow members to meet other Black, Indigenous, and racialized staff; build their network; and practise their networking skills. The St. George chapter hosted a panel discussion in which senior U of T staff members reflected on their professional journeys within the institution.

Queer University of Toronto Employees (QUTE) offers virtual and in-person events throughout the year for 2SLGBTQ+ faculty, librarians, and staff to build community and a sense of belonging. This November, QUTE also collaborated with the **Family Care Office** to offer a session on **family planning for 2SLGBTQ+ individuals** that explored updates to the benefits package related to in vitro fertilization (IVF), information about leaves, and personal stories shared by community members.

Led by the **Sexual & Gender Diversity Office**, **Queer Orientation** is an annual series of tri-campus programming to connect new and returning 2SLGBTQ+ community members. Held the third week of September, this year’s Queer Orientation featured 47 events—ranging from drag nights and dance parties to informational sessions and ice skating—and involved 46 campus departments, groups, and off-campus community organizations.

This year marked the in-person return of **Pride Pub**, presented by the **Sexual & Gender Diversity Office** and sponsored by **Hart House**. Kicking off the start of Pride Month, this outdoor event attracted nearly 1,000 attendees to enjoy food and drink, a community fair featuring local 2SLGBTQ+ organizations, a photobooth, kid-friendly activities, and dancing under the stars. Featured guests included DJ Shannyn Hill and

Deejay Jams, drag queen Erin Brockobić, and ballroom legends House of Monroe.

With committees at all three campuses, the **Positive Space Campaign** seeks to create safer and more inclusive spaces for 2SLGBTQ+ community members and allies across the University. Events this year included UTSC’s virtual escape room, a Pride pop-up, and hosting the 519 for the workshop “Fostering Queer and Trans-Inclusive Spaces.”

This year, all three campuses hosted **Black Student Orientation** events. UTSC hosted its first Black Student Orientation with a day-long event organized by the Black Student Engagement team of UTSC’s Student Life. UTSG launched its Black Student Orientation with a series of five events, developed as a partnership between Woodsworth College and other Colleges in the Faculty of Arts and Science. UTM hosted its first in-person **Black Excellence Orientation**, a two-day event geared towards connecting incoming students with employment opportunities, mental health resources, university transition supports, and a network of Black peers, faculty, and alumni.

Meet U of T’s growing team of equity, diversity, and inclusion leads at uoft.me/equityleads.

Enriching Research & Academia

The **Indigenous Research Network (IRN)** hosted monthly workshops on Indigenous research and research ethics, with time added to provide individual academic support in ethical and methodological matters. Guest speakers and IRN staff engaged student and faculty researchers in thoughtful dialogue on topics such as data governance, Indigenous sovereignty, reciprocity, and how to meaningfully engage in relational qualitative research with Indigenous communities.

The **Black Research Network (BRN)** delivered workshops in January and May on **Sharing Best Practices for Mentoring Diverse Junior Faculty**, and hosted a **Welcome Social** for Black researchers in September. These events support the BRN's long-term objective to enhance the academic trajectories of junior Black-identifying faculty and scholars and encourage them to pursue their careers at U of T.

Launched in January, the **BRN Ignite Grant** provides small-scale annual research funding to support Black faculty, researchers, librarians, and post-doctoral scholars working across interdisciplinary fields. The BRN received more than 30 applications, and awarded [nine researchers](#) a total of \$53,000 in grants. Funded projects range from Lori Chambers' Because She Cares initiative, which uses poetry and performance to share stories of African, Caribbean, and Black immigrant women employed in AIDS service organizations, to Mireille Norris' research on how health literacy and dietary choices are key in improving hypertension outcomes in Scarborough's Black community.

The **Connaught Major Research Challenge for Black Researchers** launched in July 2022, offering one Black-led research team \$250,000 to support their work. The program aims to strengthen the research capacity of Black researchers who provide solutions to major research challenges through the advancement, transfer, and application of knowledge.

Guest experts from across the tri-campus shared advice on how to embed strategic EDI approaches and best practices within the research and innovation ecosystem as part of the [live webinar series "In Conversation With... Visiting Topics in EDI in Research & Innovation."](#) Hosted by Nicole Kaniki, the inaugural Director of EDI in **Research and Innovation**, this series covered topics such as balancing power relationships in community partnerships, gender and sexuality considerations in research, accessibility, and more.

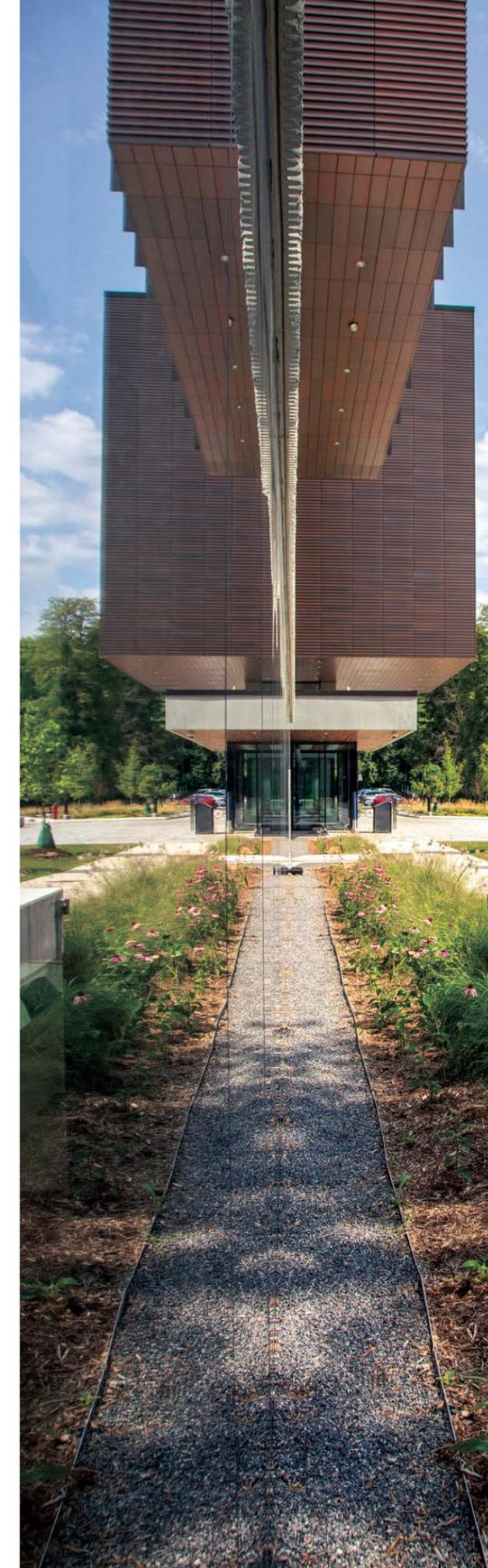
Research Ethics Board (REB) members and staff from the Division of the **Vice-President, Research & Innovation (VPRI)** completed training on Indigenous history in Canada and Indigenous allyship as well as EDI in research. These sessions provided necessary training and context to the REB on the exploitation of Indigenous peoples and the need for community engagement when conducting ethical research involving Indigenous communities. The **Human Research Ethics Unit** of VPRI and Suzanne Stewart, Director of the **Indigenous Research Network**, collaborated to create the Indigenous Ethics Review Process in Spring 2022. Both the Health Sciences REB and Social Sciences, Humanities, and Education REB now have members with Indigenous research expertise to review research involving Indigenous participants, communities, or groups. In addition to determining adherence with the Tri-Council Policy Statement, they ensure that the proposed research is culturally sensitive, engages community, and is grounded in Indigenous principles.

Launched in September 2022, the **Black Health Equity Lab (BHEL)** at **UTSC** aims to address health disparities faced by the Black community in Toronto, particularly those involving access to primary healthcare. Its first research project focuses on developing an HIV case management program for the Black community in Scarborough in the hopes of reducing transmission rates and improving

health outcomes through early detection, treatment, and support. BHEL is directed by Notisha Massaquoi, an assistant professor in the Department of Health and Society at U of T Scarborough, and partners with Scarborough's TAIBU Community Health Centre.

A volunteer **Inclusivity Working Group** within **Information Technology Services (ITS)** in the Vice-President, Operations and Real Estate Partnerships portfolio encourages broader engagement within the ITS community. This year, it has furthered this goal by providing regular facilitated opportunities for staff to explore experiences and ideas related to supporting a culture of inclusion within ITS; promoting resources and training opportunities related to EDI; and inviting staff to co-develop ongoing inclusion resources, including an IT@UofT Inclusive Language Guide.

Supported by a 2022 grant from the Henry Luce Foundation, [Relations on the Land](#) is a direct response from the **Faculty of Arts & Science** to Answering the Call: *Wecheehetowin*. A research hub focused on community-engaged research and teaching with Indigenous partners, this initiative involves four distinct projects. **First Story Toronto** researches and shares the city's Indigenous history through digital and experiential initiatives. **Mounds Research Collective** explores the ongoing significance of ancient mounds and earthworks as sacred spaces of Indigenous presence, sovereignty, and jurisdiction. **Haudenosaunee Storytelling Circles at Six Nations of the Grand** focuses on repatriating Haudenosaunee creation narratives and other archived collections of community stories recorded by settler ethnographers and academics in the 19th and 20th centuries. **The Great Lakes Research Alliance for Aboriginal Arts and Cultures** is a network of post-secondary, museum, and community-based individuals committed to reuniting Indigenous material heritage dispersed in museums and archives globally with Indigenous knowledges, lands, and relatives.



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University, to me, is about scholarship and learning. Belonging, then, is a feeling that you, no matter where you are in your own trajectory, are a legitimate participant in the scholarly community here—sometimes a novice, sometimes an expert, often in-between. But always welcome.

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[A state of belonging is] where each member of the team and community can ask or demand to have their authentic perspectives and identities respected in pursuit of their professional goals. This means providing space at the table while also knowing that space away from the table may be needed for replenishment.

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FORGING FUTURE PATHWAYS

Laying the groundwork for future success requires care and intention. We support the unique career journey of each student by providing opportunities to acquire skills and experience, access networks, and explore opportunities for growth.

LEARNING TO LEAD

Forming meaningful connections at an institution as large as the University of Toronto can be challenging, as Agrata Pradhan knows first-hand. When the Chemistry and Environmental Sciences student transferred to U of T in second year, they found themselves yearning for a stronger sense of community. Ultimately, that's what inspired them to get involved with 2SLGBTQ+ initiatives on the St. George campus.

Pradhan is passionate about enabling others to bring their whole, authentic selves to school and work. "Having queer-specific spaces or initiatives gives people a place to be seen, but also a place where they can have their voices heard," they say. "I think that's really important because the more people are able to express themselves fully, the more confidence that builds."

In 2021, Pradhan co-chaired Lead With Pride, an annual 2SLGBTQ+ student leadership conference facilitated by the Sexual & Gender Diversity Office. Organizing and hosting a virtual speaker series and several student workshops helped them build connections and become more comfortable speaking in public.

"Being the person who leads those conversations and interacts with the guest speaker was new to me, so it was intimidating," says Pradhan. "But it was very rewarding as well, which is why I kept being involved with other extracurriculars."

Pradhan went on to become President of VicPride!, a 2SLGBTQ+ student association at Victoria College, in 2022. They began their term with a goal-setting exercise that mapped out their vision for building community and

amplifying the voices of racialized 2SLGBTQ+ people, and have spent the year working with VicPride's executive team to deliver on these goals. The experience has strengthened their interpersonal skills and made them a more empathetic and effective leader.

"The leadership roles that I've had in university have helped me form confidence in my work and my ability," Pradhan says. "The more involved I was, the more confident I became in the value I had to add."

This confidence boost is coming in handy as Pradhan approaches graduation and begins their job search.

"It's not just what I'm able to do, but my willingness to learn that makes me a good candidate," they say. "Now that I'm applying to jobs, I see the value in that even more."



Agrata Pradhan
President, VicPride!

Establishing Career Networks & Experience

2SLGBTQ+ Alumni & Student Career Networking Night brought together alumni and current students to share career insights in a fun and supportive environment. Presented by **Alumni Relations, Career Exploration & Education**, and the **SGDO**, this online networking event used rotating breakout rooms to encourage participants to mix and mingle, build new connections, and share career experiences.

Founded in 2019 as a collaboration between **U of T Law**, the **Black Law Students' Association** (BLSA), Black alumni, and the broader legal profession, **Black Future Lawyers** offers support and engagement opportunities to Black undergraduate students who aspire to go to law school. Currently funded by the **Division of the Vice-President & Provost**, law firm donors, and U of T Law, BFL placed 62 students with 50 Black lawyer mentors in 2021-22. The program significantly increased the number of mentors through recruitment campaigns with the City of Toronto, Ministry of the Attorney General, and Department of Justice legal services branches.

The **Indigenous Mentorship Program**, coordinated by **Integrated Talent Management**, matches Indigenous students and graduates from U of T and other post-secondary institutions with experienced professionals from across the tri-campus. This year, mentees job-shadowed their mentors virtually, allowing them to ask questions, make connections, and experience a day in the life of their desired career. Participants could also engage in a Virtual Job Fair and Networking Session held in collaboration with **U of T Career Exploration and**

Education Centre, which included Indigenous employers such as Miziwe Biik, Native Child and Family Services, Ontario Federation of Indigenous Friendship Centres, and Our Children's Medicine.

BlackNorth Academy aims to prepare Black professionals from diverse educational and professional backgrounds for a future seat in executive offices and boardrooms across Canada. The one-year online program led by **Rotman** professors David R. Beatty and Kelly Murumets uses lectures, experiential exercises, and fireside chats with executives from Canadian businesses to address a wide range of topics, from negotiation and situational management to macro-economics and public policy.

Launched as a pilot program in Summer 2022, **Field Research in Ecology and Evolution Diversified** (FREED) provides an opportunity for Indigenous, Black, and racialized undergraduate students to gain crucial experience for future research positions. The week-long field research opportunity at the Algonquin Wildlife Research Station is hosted by the **Department of Ecology & Evolutionary Biology**, which also covers associated costs, such as travel and accommodation. The program was designed to reduce barriers due to the historical and ongoing marginalization of Indigenous, Black, and racialized individuals in science, and the financial constraints associated with field work specifically and obtaining research experience more broadly.

To learn more about how U of T is responding to recommendations from our EDI Working Groups and delivering on institutional commitments, visit uoft.me/commitments.



Pride Pitch 2022

Inspiring Entrepreneurship

Budding entrepreneurs from the 2SLGBTQ+ community came together to pitch their start-up ideas at **PRIDE Pitch**, an initiative organized by **ICUBE UTM** and **Positive Space UTM** and open to students, staff, and faculty from all three campuses. The competition invited teams or individuals to deliver a five-minute pitch to a panel of judges, who assessed presentations on viability and impact, growth potential, talent, and communication skills. Prizes totalled \$5,000.

A series of **Indigenous Entrepreneurship workshops** invited students, staff, and faculty to think in new ways about themselves, their community, and our shared connection to the spirit of the land. Led by **Redbird Circle** in partnership with **U of T Libraries**, **ICUBE UTM**, and **The BRIDGE at UTSC**, the workshops aimed to build traditional knowledge and community, facilitate partnerships and mentorships, and establish pathways to success for Indigenous entrepreneurs. With topics ranging from marketing to medicine wheel teachings, and from taxation to time management, the series took a holistic approach to entrepreneurship.

The **Black Founders Network** (BFN) celebrated its first anniversary and the graduation of its

inaugural **BFN Accelerate** cohort with an event in October 2022. The BFN's mission is to create an inclusive community for Black entrepreneurs at all stages of their journey and support them as they launch, fund, and scale impactful businesses. After completing the three-month BFN Accelerate program, 11 Black-led startups presented to a panel of investor judges at the event. Top ventures received a total of \$45,000 in prizes.

Rotman School of Management is offering a unique course on Black entrepreneurship and leadership in Canada that builds a deep understanding of systemic racism faced by Black entrepreneurs while sharing skills to create sustainable change and combat anti-Black systemic racism. Developed in partnership with the **BlackNorth Initiative** (BNI), the course brings together Rotman MBA students, emerging young Black leaders from across Canada, and members of the business community. Case studies of successful entrepreneurs such as Viola Desmond, Michael Lee Chin, and Prem Watsa provide a focus for discussion and learning.

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Belonging, for me, means that my voice is heard and my experiences and contributions are valued. Belonging for all members of the U of T community necessitates confronting an inherent contradiction: creative rethinking of institutional structures, processes, and supports to ensure that we are not asking individuals to shape themselves to a framework that was systemically designed to exclude. What might our University structures and processes look like if reimagined with access, belonging, and anti-oppression meaningfully centred as core priorities?

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Conditions that support belonging:

- » **Having access to a supportive community with similar experiences**
- » **Freedom to express one’s true self without fear of prejudice**
- » **Fairness in the workplace—access to equal opportunities, unbiased and transparent processes**
- » **Proportionate diversity recruitment and retainment policies**
- » **University-wide accountability towards improving the overall experiences of diverse and underrepresented groups including students, faculty, staff.**

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ON THE HORIZON

Across our campuses, our community is engaging in strategic planning and consultation to bring about meaningful change at U of T. Here is a glimpse of work currently underway.

Strategic Plans

The **EDI Working Group** of the **Leslie Dan Faculty of Pharmacy (LDFP)** delivered its **EDI Strategic Plan** at the end of 2021, providing evidence-based directions and recommendations on how to support a healthy and inclusive learning and work environment for all. Several of these recommendations have since been embedded into the Faculty's **Academic Plan for 2022-2027**, including creating an environment where EDI principles have been realized in recruitment, retention, and career development initiatives; ensuring that programs and curricula prepare graduates to meet the EDI needs of the communities they will serve in Canada and globally; and incorporating EDI considerations into space planning and decision-making.

The **University Advancement Equity, Diversity, and Inclusion Task Force** presented its Final Report, **Advancing Inclusive Excellence**, in March 2022. Developed through an extensive consultation process with individuals across the University, the Report is structured around four key themes: Access and Belonging, Accountability and Openness, Capacity Building and Empowerment, and Engagement and Partnership. These themes underscore the need for a whole-systems approach, as the Advancement team works to embed EDI practices across all its functions. The Advancement EDI Steering Committee accepted all 79 recommendations, similarly endorsed by the U of T Principals and Deans Advancement Advisory Group.

Committees & Reports

The "**Black at Temerty Medicine: Addressing Anti-Black Racism at Temerty Medicine**" **Accountability Report**, published in February 2022, provides a summary of actions taken, underway, or planned to address and dismantle anti-Black racism in medical education at the University. Grounded in the recommendations of members of the Black medical education community, the Report explores actions and potential next steps in the areas of data collection and evaluation, outreach programming, admission and selection, financial support, curriculum, learning environment, faculty, and administrative staff, with a particular focus on the MD Program and Postgraduate Medical Education. An interactive event in March 2022 followed the Report's release and invited members of the Temerty Medicine Black medical education community and other partners to discuss and provide feedback.

In February 2022, the **Rotman School of Management** launched an **Indigenous Task Force** to guide the creation of a long-term strategy to support Truth and Reconciliation. By accepting the recommendations of the Rotman Indigenous Task Force Report, completed in September 2022, Rotman aims to establish the conditions for building meaningful relationships with the Indigenous business and local community grounded in abundance, reciprocity, and the two-row wampum teachings of peace, friendship and respect. Rotman also created the **Dean's Mental Health Advisory Committee** of

To learn more about how U of T is responding to recommendations from our EDI Working Groups and delivering on institutional commitments, visit uoft.me/commitments.

students, faculty, and staff who provide input on supporting health and well-being within the business school.

Released in May 2022, the [Report of the UTSC Campus Curriculum Review Working Circle 2020-2022](#) supports efforts to ensure that programs and pedagogical approaches at UTSC reflect the diversity of its students and the histories, epistemologies, and pedagogies that have been devalued and violently erased by settler colonialism and systemic injustices. A Working Circle of students, faculty, librarians, staff, and community partners identified 56 recommended actions. These spanned the areas of curriculum development; pedagogical development and related supports; dedicated academic homes, programs, and spaces for Indigenous and Black excellence at UTSC; faculty, librarian, and staff hiring; community engagement; institutional structures and supports; and future of the Working Circle and foundations for implementation. UTSC also confirmed a \$1.36 million annual investment to support transformative teaching and learning, centred around a [Pedagogies of Inclusive Excellence Fund](#) to support the outcomes of the curriculum review. A long-term iteration of the Working Circle will support the implementation of the recommended actions.

Established in Fall 2022, the [EDI Committee](#) at the [School of Continuing Studies \(SCS\)](#) strives to ensure that diverse voices are heard on matters relating to equity, inclusion, belonging, and accessibility. Its membership of staff, managers, and leaders will co-create a cohesive vision for infusing EDI into all aspects of work at SCS. This vision will prioritize people-centred approaches and focus on anti-racism, anti-oppression, and cultural competency frameworks. SCS will also be establishing an [EDI Advisory Group](#) made up of representatives from diverse organizational partners and community groups for the purpose of providing high-level advice and feedback.

In September 2022, the [Temerty Faculty of Medicine](#) issued a [formal apology](#) for the historical practice of imposing quotas on

the number of Jewish medical students and trainees. During this event, Temerty reaffirmed its commitment to addressing antisemitism by integrating training into its current programs. The [Toronto Academic Health Science Network \(TAHSN\)](#) also committed to co-developing with members of Temerty Medicine's Jewish community an annual TAHSN-wide lectureship examining discriminatory practices in medicine.

The [EDIAA Committee](#) at the [Department of Obstetrics and Gynecology](#) revised its EDI guidelines for continuing professional development to include a checklist for presenters and supported the development of a document on standards for religious attire for healthcare workers, learners, and volunteers in hospital areas with sterile procedures.

Meet Our Growing Team of EDI Leads

To help us embed the principles and practices of equity, diversity, and inclusion throughout the institution, the University has recently expanded the presence of EDI leads across the tri-campus. Building on the work of existing faculty, librarians, staff, and students, our EDI leads bring specialized knowledge and experience to the campuses, Faculties, and

divisions they support. The appointment of additional EDI leads delivers on an institutional commitment made in response to the recommendation by the Anti-Black Racism Task Force “that every [F]aculty and college appoint a senior divisional lead on Equity, Diversity, and Inclusion (EDI).” To learn more about the University's EDI leads, visit uoft.me/equityleads.



Tri-campus EDI leads: Martina Douglas, Reshma Dhrodia, Ryan Hinds, Lachmi Singh, David Pereira, Marisa Sterling, Jodie Glean-Mitchell, Nikki Samuel, Darrell Bowden, Allison Burgess, Cheryl Scobie Edwards, Nythalah Baker, Mikhail Burke, Ada Maxwell-Alleyne, Bharat Saini, Ben Poynton, Jewel Amoah, Amanda Weaver.

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Belonging feels like a level of safety that allows you to bring your full self to a space. The operative word being ‘full’ self, given that Black communities among other racialized groups are filled with diverse identities which can consist of numerous characteristics such as gender identity, sexual orientation, religious affiliation, socio-economic status, and disabilities. These intersections add complexities to our lived experiences, and to feel as though all aspects of yourself [are] valued in a space means that you are experiencing a sense of belonging.

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In order for all members of the U of T community to feel like they belong there needs to be an ethic of care and support that’s applied to all areas of the University.

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2023 AND BEYOND



A Message from the Executive Director and Acting Executive Director, EDI

Shifting our institutional culture requires a holistic, integrated approach to equity—one that touches every stage of an individual’s journey, encompasses all aspects of the University, and recognizes how systemic inequities intersect.

Throughout this year’s Report, we have explored the lifecycle of EDI initiatives taking place across the tri-campus. The breadth and depth of this work is made possible by all of the contributing faculty, librarians, staff, and students across the University. **We are grateful for your hard work and ongoing commitment to making U of T a place of belonging for all.**

As we reflect on the progress our community has made together this year, we do so with the knowledge that there is much more work to be done.

Looking ahead to 2023, we are preparing to receive the Final Report of the Anti-Asian Racism Working Group, and to take institution-wide action based on its guidance. We will also take this opportunity to reflect on the framework for future working groups and consider how we can best respond to the needs of campus communities experiencing racism and discrimination.

With the recent establishment of the Institutional Equity Office (IEO), we have laid

the foundation for increased collaboration among equity-focused teams, and greater impact across the tri-campus. As the IEO evolves to better meet the needs of our communities, we will work closely with partners across the University to enable learning and capacity-building, provide support for individuals and groups, and implement sustainable EDI initiatives that contribute to culture shifts and systems change.

By providing collaborative and community-based leadership on the development of anti-racism and EDI strategies and action plans, we will strengthen our collective impact. At the same time, we will work to enhance communication, accountability, and feedback mechanisms—ensuring that information is shared in a clear and timely manner. To this end, we will collaborate with the Office of the President, Office of the Provost, and U of T Communications on reimagining our Institutional Commitments Dashboard to provide greater clarity on the University’s progress in meeting commitments related to EDI.

As we continue our shared journey, we invite each of you to consider how you can advance inclusion and belonging at U of T, whether as students, faculty, librarians, staff, or partners. This work belongs to all of us—and it is only through collective action that we will bring about system-wide, enduring change.

Jodie Glean-Mitchell

Jodie Glean-Mitchell
Executive Director,
Equity, Diversity & Inclusion



Allison Burgess

Allison Burgess
Acting Executive Director,
Equity, Diversity & Inclusion





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