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

| | |
|---|---|
| **TO:** | Business Board |
| **SPONSOR:**<br>**CONTACT INFO:** | Kelly Hannah-Moffat, Vice-President, People Strategy, Equity & Culture 416-978-4865, vp.psec@utoronto.ca |
| **PRESENTER:**<br>**CONTACT INFO:** | Kelly Hannah-Moffat, Vice-President, People Strategy, Equity & Culture 416-978-4865, vp.psec@utoronto.ca |
| **PRESENTER:**<br>**CONTACT INFO:** | Jodie Glean-Mitchell, Executive Director, Equity, Diversity & Inclusion, 416 978-1259, jodie.glean@utoronto.ca |
| **DATE:** | June 12, 2024 for June 19, 2024 |
| **AGENDA ITEM:** | 7 |

**ITEM IDENTIFICATION:**

Equity, Diversity & Inclusion Report 2023

**JURISDICTIONAL INFORMATION:**

This report is provided for information only. Business Board has jurisdiction over employee policies and terms and conditions of employment for administrative and unionized staff.

**GOVERNANCE PATH:**

1. University Affairs Board [for information] (May 29, 2024)
2. **Business Board [for information] (June 19, 2024)**

**PREVIOUS ACTION TAKEN:**

This is an annual report.

**HIGHLIGHTS:**

The Equity, Diversity & Inclusion (EDI) Report 2023 provides a snapshot of activities across the tri-campus between January 1 and December 31, 2023. The Report highlights a selection of EDI initiatives organized by Faculties, divisions, and campuses as well as institutional efforts.

The local initiatives highlighted in the Report are rich and wide-ranging, reaffirming the value of EDI work and confirming that students, faculty members, librarians, and staff are meeting the needs of their communities by devising strategies to address issues of access and belonging.

The Institutional Equity Office and Office of Indigenous Initiatives continue to work with campuses, Faculties, and divisions to provide support and effect change on a broader scale.

In addition to providing an overview of recent work by the Institutional Equity Office and highlights of the Anti-Asian Racism Working Group's recommendations, this year's Report explores EDI work completed across the following themes:

- ***Increasing Access, Attracting Talent***: This section highlights some of the work that Faculties, divisions, and campuses are doing to ensure that people from a wide range of backgrounds and lived experiences can imagine themselves studying at U of T and building a career here. Such work involves implementing a variety of programs and processes, from community outreach to inclusive hiring.

- ***Enhancing Current Experiences***: This section highlights 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, faculty, librarians, and staff at U of T.

- ***Forging Future Pathways***: This section highlights opportunities for students and employees to acquire skills and experience, access networks, and explore professional growth.

- ***On the Horizon***: This section offers a glimpse of some of the strategic planning and consultation work currently underway to bring about meaningful change at U of T.

The Report then shares recent data from the Employment Equity Survey, redesigned in 2023, to help us better understand and support our workforce. This updated version of the Survey reflects how our community's understanding of equity, diversity, and inclusion and of how they might self-identify, has evolved.

The Report closes by providing an overview of work to be done in 2024 and beyond and by inviting our entire community to consider their role in advancing inclusion and belonging at U of T. It emphasizes that collaboration will remain essential to these endeavours.

Thank you to everyone across the tri-campus whose work is captured in the 2023 Report, and to all those who are advancing equity, diversity, and inclusion on their campuses and in their divisions, units, and Faculties. We also appreciate the feedback received from the Provostial Advisory Group, and have used it to enrich the Report.

**FINANCIAL IMPLICATIONS:**

N/A

**RECOMMENDATION:**

For information.

---

**DOCUMENTATION PROVIDED:**

- *Equity, Diversity & Inclusion Report 2023*

UNIVERSITY OF
TORONTO

# EQUITY, DIVERSITY & INCLUSION REPORT

## 2023

## 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.

Image: Front Campus U of T St. George. Photo by David Lee.
Cover image: Seedling growing in soil. Photo by 249 Anurak, stock.adobe.com.

## TABLE OF CONTENTS
## EQUITY, DIVERSITY & INCLUSION REPORT 2023

### COMMUNITY CREDITS

The "belonging" quotations featured throughout this Report were contributed by students, staff, and faculty working in the following offices, networks, and divisions (in alphabetical order): Black@UTM; Black Research Network; Faculty of Applied Science & Engineering; John H. Daniels Faculty of Architecture, Landscape, and Design; Faculty of Kinesiology & Physical Education; New College; and School of Continuing Studies.

## WELCOME: A MESSAGE FROM THE VICE-PRESIDENT

The initiatives presented in the Equity, Diversity & Inclusion Report 2023 are, for me, a tremendous source of hope. Each shows a continued commitment to equity, diversity, and inclusion in challenging times.

Collectively, the initiatives are rich and wide-ranging, spanning local efforts within Faculties, divisions, and campuses to the excellent work of the Anti-Asian Racism Working Group, who shared their recommendations last May. These initiatives confirm that students, faculty members, librarians, and staff are meeting the needs of their local communities by devising strategies to address issues of access and belonging. They also demonstrate that, alongside these local efforts, the Institutional Equity Office and Office of Indigenous Initiatives are working with the U of T community to provide support and effect change on a broader scale.

These initiatives equally highlight that thoughtful and thought-provoking initiatives need to consider how different forms of discrimination and racism intersect and reinforce each other. Since the attacks on Israel on October 7 and outbreak of war in Gaza and subsequent expressions of anti-Israeli and anti-Palestinian sentiment in our community, this learning has perhaps never been more relevant.

Moreover, ongoing efforts to provide compassionate supports, to provide forums for civil discourse without expectation for consensus, and to explore issues in their full complexity may never be more urgent. Last October, President Gertler underscored the shared responsibility—held by the institution and all members of our community—to create space for dissent and to strive for mutual respect.  I would add that we need to do all we can to remember each of us is deserving of understanding, support, and care.

Thank you to the staff, students, faculty members, and librarians whose incredibly hard work is abundant proof that creating a more equitable, diverse, and inclusive institution makes the University better for all members of our community. Thank you to the Faculties, campuses, and divisions embracing changes and launching initiatives that celebrate who we are in all our complexity.

In this exceptional work lies the hope we need to delve deeper, support each other, and take actions that will support everyone's success at the University of Toronto.

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

---

*"Belonging has to be a practice; it requires our ongoing attention and care. It requires us to notice absences and work to redress harm. We, collectively, need to nurture belonging, tend to it, preserve and protect it, maintain it over time and in changing circumstances."*

*— Faculty member*

# INSTITUTIONAL EQUITY OFFICE (IEO)

**The IEO works collaboratively across the University of Toronto's three campuses to build capacity, support communities, and provide leadership in equity, diversity, inclusion, and anti-racism efforts that lead to a greater sense of belonging for all community members.**

Image p.4: Kelly Hannah-Moffat. Photo by Moussa Faddoul. Image p.5: Fall leaves at University College, U of T St. George. Photo by Diana Tyszko

# FRAMEWORK FOR ACTION

Under the leadership of the Executive Director, Equity, Diversity, and Inclusion, the Institutional Equity Office (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 efforts of the IEO are guided by the following priorities:

**Inclusive Leadership and Equitable Systems Change:**
Our vision for change recognizes that leadership plays a pivotal role in prioritizing and embedding equitable and inclusive practices in our services and operations and recognizing this as a shared responsibility across the tri-campus.

The IEO works strategically with institutional partners to navigate systems and process changes to meet the commitments outlined in the institutional equity reports, and supports comprehensive approaches to equity, inclusion, and belonging across departments, Faculties, and campuses.

▼

In December 2023, the University launched a new website that enhances the way we track institutional progress on addressing recommendations from our EDI working groups and task force. The Institutional Equity Commitments website outlines the commitments U of T has made in response to recommendations from the Anti-Black Racism Task Force, Antisemitism Working Group, and Anti-Asian Racism Working Group and provides status updates and articles that bring this work to life.

**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. The journey to advancing inclusive spaces includes intentional education programs to provide ongoing opportunities for the community to enhance their EDI-related skill sets and competencies. To proactively foster inclusive spaces and deepen sentiments of belonging, the IEO coordinates events and spaces that facilitate opportunities for community members to celebrate and share their stories.

▼

The Inclusion in Action Speaker Series, organized by the IEO and the UTM EDI Office, aims to increase understanding of equity, accessibility, and inclusion in post-secondary environments by hosting talks from local and international experts, academics, and advocates. This year, the series featured poet and author ALOK speaking on moving beyond the gender binary, Dr. Sami Schalk on Black disability justice, and Dr. Ingrid Waldron on environmental racism.

**Sustaining an Institutional Culture of Inclusion:**
Sustaining inclusive cultures requires the building of new local and global community partnerships, the development of innovative initiatives that adapt to the changing technological landscape and respond to diverse needs, and the ongoing commitment of resources to EDI-related initiatives.

▼

The Institutional Equity Office hired an Assistant Director, Faith and Anti-Racism, who will provide guidance to the University community in addressing individual and systemic faith- and race-based discrimination. This role was developed in response to Recommendation 2 from the Antisemitism Working Group Report.

Image p.6-7: Cherry blossom trees at U of T Scarborough. Photo by Ken Jones.

## INDIGENOUS INITIATIVES

The Office of Indigenous Initiatives (OII) supports and guides our community as it continues to work towards reconciliation. The University's institutional efforts to respond to the 34 Calls to Action in Answering the Call: *Wecheehetowin* are highlighted in annual progress reports prepared by the OII.

This year, U of T introduced the Indigenous Tuition Initiative as part of efforts to increase access and strengthen relationships with Indigenous communities, supported by the OII. Students from nine First Nations communities will now have their tuition costs covered for eligible undergraduate and graduate programs, including professional programs. Additionally, Indigenous students from the rest of Canada and Native American/Alaska Native students from the continental U.S. may now pay domestic Ontario tuition fees.

Read about this initiative and many others in the Indigenous Initiatives 2023 Annual Progress Report.

*"The desire for belonging pushes us towards transformation and change. Together, we must work towards building more expansive communities of teaching and learning. This work depends, firstly, on strengthening our relationships with each other."*

*— Faculty member*

# ADDRESSING ANTI-ASIAN RACISM

Building on the foundation of institutional anti-racism efforts, the Anti-Asian Racism Working Group came together to review the University's programming, activities, processes, and practices, and make recommendations to support our community's response to anti-Asian racism.

Image: The nature trail at U of T Mississauga. Photo by Randy Landicho

## ANTI-ASIAN RACISM WORKING GROUP

Commissioned by the President, Vice-President & Provost, and Vice-President, People Strategy, Equity & Culture, the Anti-Asian Racism Working Group (AARWG) was launched in 2022 as part of the University's commitment to addressing discrimination and growing anti-Asian racism in the wake of the COVID-19 pandemic. Led by Co-Chairs Carol Chin and Vikram Chadalawada, the 39-member group worked over the course of a year to consult with community members and learn more about their experiences and perspectives.

The group delivered its Final Report in 2023, providing 40 recommendations to address anti-Asian racism on our three campuses and better support Asian-identifying students, faculty members, librarians, and staff. These recommendations drew upon research and extensive tri-campus feedback about the often-invisible nature of anti-Asian racism and its wide-ranging impacts on the personal, academic, and professional journeys of Asian-identifying individuals at U of T.

These efforts resulted in the development of recommendations in eight key areas: institutional accountability, data, and transparency; communications; hiring, reviews, and career development; education, training, and mentorship; teaching, curriculum, and research; community and belonging; health, wellness, and support; and resources (funding, staffing, and research).

University leadership formally accepted all 40 recommendations at an entrustment ceremony held in June 2023, and work is underway to deliver on these commitments.

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.



Image above: AARWG Co-Chair Vikram Chadalawada presents the Final Report to President Meric Gertler at the entrustment ceremony. Photo by Polina Teif. Image below: Cover of the AARWG Final Report.



University of Toronto
ANTI-ASIAN RACISM WORKING GROUP

Final Report

UNIVERSITY OF TORONTO

*"There is a huge amount of value in creating safe, supportive spaces where students who are in the minority get the chance to experience what it is like to be in the majority, fully accepted for who they are, and relating to others in a way which allows us to make sense and live as our authentic selves."*

*— Student*

# INCREASING ACCESS, ATTRACTING TALENT

**Faculties, divisions, and campuses are working to ensure that people from a wide range of backgrounds and lived experiences can imagine themselves studying at U of T and building a career here. This work involves implementing a variety of programs and processes, from community outreach to inclusive hiring.**


Image: Fall leaves at U of T Mississauga. Photo by Randy Landicho.


Image: Black high school students visit U of T's athletic facilities as part of the Reach Ahead to Kinesiology program. Photo by Dewey Chang.

## CONNECTING WITH COMMUNITIES

Launched in summer 2023, the **Enrichment Academy** provides wrap-around support for first-generation university-bound students and those with a low socio-economic status, with a focus on Black and Indigenous students. Developed by the **University Admissions and Outreach** unit of the **Office of the Vice-Provost, Strategic Enrolment Management**, the program connects with prospective students as early as Grade 9 and provides them with on-campus activities, tutoring, mentoring, and advising support until their post-secondary enrolment.

Through its March break program, **Reach Ahead to Kinesiology**, the **Faculty of Kinesiology and Physical Education** is providing Black youth with opportunities to learn about its undergraduate program and the supports in place to help them thrive. Participants engage in interactive workshops and activities, meet with faculty members and staff, hear from undergraduate students in the Bachelor of Kinesiology program, and explore education and career paths.

A new project at the **Leslie Dan Faculty of Pharmacy** is aiming to increase the diversity of the pharmacy profession to better reflect the Canadian population. Funded by the **Access Programs University Fund**, **PharmPath** engages high school students from underrepresented communities through interactive, web-based simulations and opportunities to shadow pharmacists from diverse communities.

The **Faculty of Law**, in partnership with the Osgoode Hall Law School at York University, delivers **Law in Action Within Schools**, a three-year program for high school students. Participants from underrepresented groups and Africentric high schools engage in workshops, field trips, mock trials, tutoring, and mentorship opportunities that allow them to explore post-secondary and career opportunities in law and justice.

Black applicants to the Master of Teaching program at the **Ontario Institute for Studies in Education** (OISE) may now choose to select the **Black Future Educators' Pathway** (BFEP), ensuring their applications will be reviewed by the BFEP Admissions Sub-Committee and considered through a lens of shared lived experiences. This process affirms OISE's commitment to decrease barriers to access for Black teacher candidates.

# INVESTING IN ACCESS

In 2023, the University redesigned its largest need-based financial aid program to offer more accessible support that is better aligned with the cost of living in the Greater Toronto Area. [University of Toronto Advanced Planning for Students](#) (UTAPS) provides eligible students with grants to help bridge the financial gap between the cost of their total education needs and the amount covered by government student aid programs. As part of the redesign, UTAPS developed its own need assessment measure while increasing transparency about how resources are allocated. The Need Navigator also streamlines the financial aid process by allowing students to be considered simultaneously for UTAPS and supports from Faculties and academic divisions.

**U of T Mississauga** piloted its new [STEM Scholars](#) program, which aims to increase diversity among future leaders in STEM fields by providing high-achieving Black students with a full-tuition scholarship for their entire undergraduate study. The program combines academic and non-academic supports to build a sense of belonging and encourage students to collaborate with, support, and inspire one another. The program's inaugural cohort of five students gained momentum quickly, beginning with a seven-week summer residency combining advanced course and lab work, mentorship events, and residence life activities.

Image: Members of the first STEM Scholars cohort visit the Edgar Lab at U of T with their peer mentor. Photo by U of T Mississauga.
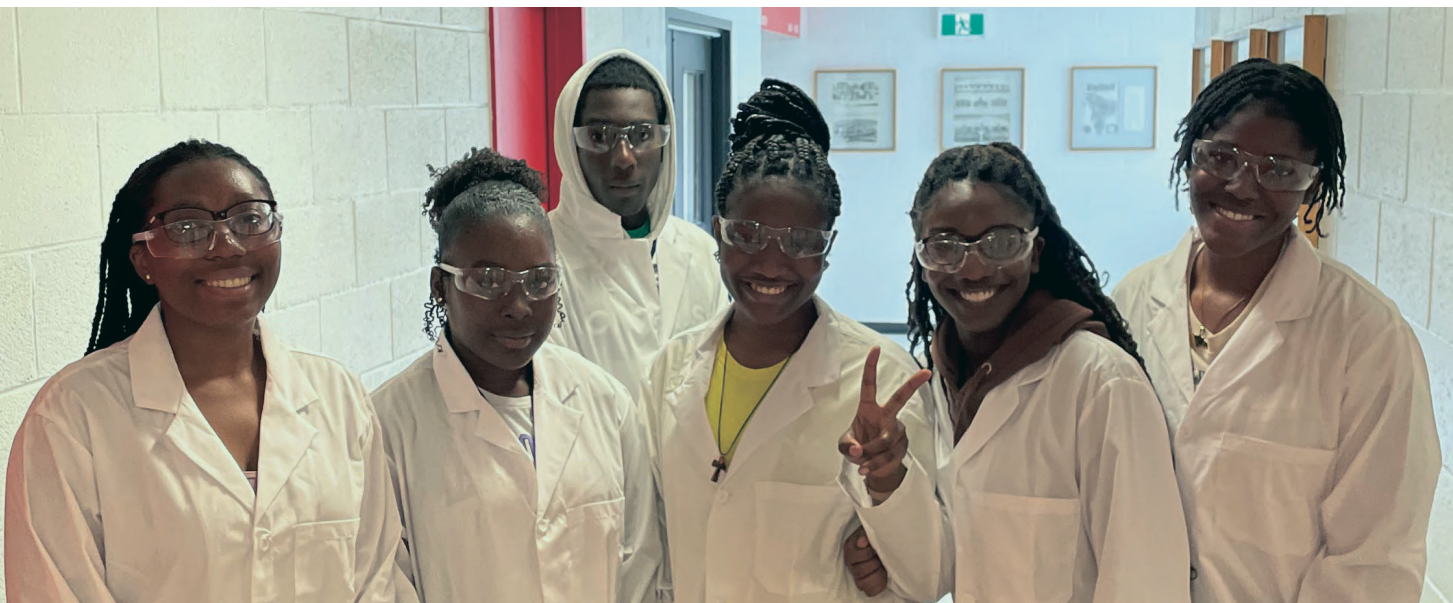


The **School of Graduate Studies** (SGS) expanded the annual Ontario Graduate Scholarship (OGS) Indigenous Scholars competition to include Black applicants. The newly named **SGS Inclusive Excellence Graduate Scholarship** competition ensures that eligible Black and Indigenous graduate students who apply for an OGS award through their graduate unit will be automatically considered for an OGS and other SGS awards dedicated to supporting Inclusive Excellence. In 2023, a total of $250,000 was granted to support Black and Indigenous scholars from across 10 divisions. SGS aims to increase this support by 30% in 2024.

The **Faculty of Arts & Science** has doubled the value of the **Recognition of Excellence Awards for Indigenous and Black Graduate Students** to $10,000. The Faculty also worked in partnership with the **Indigenous Research Network**, **Black Research Network**, and **First Nations House** to introduce community-building opportunities for recipients, including a welcome dinner.

Administered by the **Office of the Vice-Provost, Faculty & Academic Life**, the **Diversity in Academic Hiring Fund** supports the hiring of faculty who identify as Black or Indigenous. In 2022-23, the Fund supported the hiring of 19 faculty members.



Image: Cherry blossom trees in bloom outside Robarts Library, U of T St. George. Photo by Diana Tyszko.

# CREATING RESPONSIVE ACADEMIC PROGRAMS

The University took an important step towards embedding EDI considerations into all aspects of our academic programs with the ratification of a significant update to the **University of Toronto Quality Assurance Process** (UTQAP), led by the **Office of the Vice-Provost, Academic Programs**. The UTQAP protocols now specify several institutional commitments, including a commitment to Universal Design principles, to student well-being and mental health, to removing barriers to access for Black and Indigenous students, and to truth and reconciliation. The evaluation criteria for new program appraisals and cyclical program reviews now include language inviting external reviewers to comment on the ways in which these commitments have been considered.

With support from the **Office of the Vice-Provost, Innovations in Undergraduate Education**, the Learning Hub and EDI Unit at the **Faculty of Information** and the EDI Office at the **Dalla Lana School of Public Health** have launched the **Faculty Fellows Program on Decolonizing Curriculum**. The program aims to provide instructors with the time and resources to deepen their understanding of decolonization, rework course materials and pedagogical approaches, and facilitate professional learning opportunities for their

colleagues. Participants have access to in-person and online workshops, research assistant hours for implementing curricular changes, small-group consultations, and ongoing support.

To increase the uptake of nursing programming among underserved and diverse communities, and to promote timely access to healthcare for these populations, the **Lawrence Bloomberg Faculty of Nursing** is collaborating with an interdisciplinary team to launch the **Scarborough Academy of Medicine and Integrated Health** (SAMIH). Located at U of T Scarborough, the new academy aims to address the critical shortage of healthcare professionals in the area. Students will complete their clinical placements within SAMIH and the surrounding community with the goal of retaining nurse practitioners in the community after graduation.

The **Factor-Inwentash Faculty of Social Work** now requires all incoming Master of Social Work students to participate in a two-session EDI workshop as part of their onboarding. The programming is focused on EDI-centred social work practices and includes orientation to a variety of on-campus supports.

## SUPPORTING INCLUSIVE WORKPLACES

The **Talent Management** team worked closely with **Divisional HR Offices** to train managers on how to conduct inclusive recruitment and foster campus communities that reflect the diversity of the GTA. Managers learned how to use tools such as LinkedIn to reach a broader applicant pool for their job postings. A newly expanded directory within the **Division of People Strategy, Equity & Culture**'s [Diversity in Recruitment Manual for Managers](#) will support these efforts by identifying Black, Asian, and Indigenous recruitment partners who can work with managers in their searches.

**Information Technology Services** (ITS) in the **Vice-President, Operations and Real Estate Partnerships** portfolio introduced a **Buddy Program** to foster a sense of belonging for new employees. The program matches new ITS staff with an experienced team member who can provide support and personal connection while they are settling into U of T. The initiative includes a virtual hub in Microsoft Teams, regular check-ins or meetings, and tours of ITS units and/or the St. George campus.

As part of the **Massey College New Faculty Member Program** at the **Faculty of Arts & Science**, the **Research Services** team delivered two key sessions designed to promote a greater sense of belonging, community, and support for new faculty members. These included "Research & Equity: Creating an Inclusive Research Environment" and a new faculty orientation.

Image left: Outside of Sidney Smith Hall, U of T St. George. Photo by Johnny Guatto. Image p.15: The Progress Pride flag displayed at Hart House, U of T St. George. Photo by Shania Rock.

*"To me, belonging means being seen, represented, valued, and appreciated. It's a feeling of camaraderie as you walk through the corridors of UTM, the streets of St. George, or the hallways of UTSC. It's knowing that you are celebrated not for your conformity but for the uniqueness you bring to the table."*

*— Staff member*

# ENHANCING CURRENT EXPERIENCES

**Faculties, divisions, and campuses 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, faculty members, librarians, and staff at U of T.**
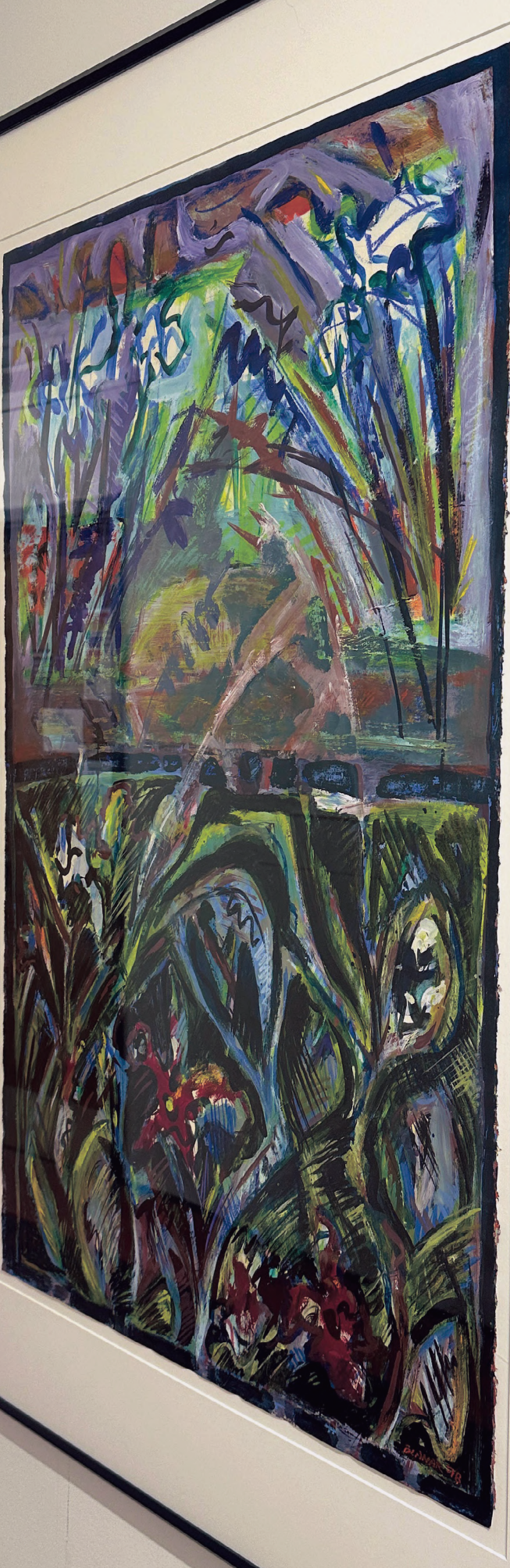
## CREATING ENVIRONMENTS FOR EVERYONE

In June, the University formally published and adopted a new Facility Accessibility Design Standard (FADS), representing the culmination of several years of work by the **Facilities & Services** unit of the **Division of Operations & Real Estate Partnerships** and the **AODA Office** to bring the University's accessible design standards in line with current best practices. The FADS can now be applied to all new construction and significant renovations with the goal of supporting planners and architects in creating University spaces that are truly barrier-free.

To improve representation and build a sense of belonging, the **Faculty of Music**'s new **Art Refresh** project showcases pieces by artists from equity-deserving groups whose works have historically been underrepresented on campus. Thirty-four new works have been installed at 90 Wellesley St. W. and 80 Queen's Park Crescent, with more to come. The project includes works from the Canada Council Art Bank and the University of Toronto Art Museum.

The **Factor-Inwentash Faculty of Social Work** established a **Prayer Room** for all staff, students, and faculty. Open during business hours, this room can be used for quiet meditation, prayer, and other spiritual practices.

As part of its ongoing **Talking Walls** series, **Hart House** featured exhibits that give voice to challenging subject matter and highlight lived experiences. In 2023, these included "Liberation on the Dance Floor," which reflected on the fundraising work of Toronto's Gay Community Dance Committee in the 1980s; "Chinatown, the Best!", which amplified the voices of seniors in the Chinatown area; and "Documenting Myanmar's Revolution," which featured photography of civilians who formed an opposition army in the ongoing civil war.

Image left: Artwork installed as part of the Faculty of Music's Art Refresh initiative includes "Iris Garden Kemona" by Andrea Blanar.

## IMPROVING OUR PROCESSES

The University made several updates related to the **TCard** this year. The **Division of Student Life** worked with the **University Registrar's Office, Sexual & Gender Diversity Office, Multi-Faith Centre**, staff, and student representatives to develop **Full-Face Student Photo Exception Guidelines**. These guidelines were developed to support students who wear full-face coverings and who request an exception to the requirement to have their TCard photo saved due to sincerely held creed beliefs or practices. Additionally, **TCard Services**, in partnership with **University of Toronto Libraries** and in consultation with the **AODA Office** and the Canadian National Institute for the Blind, launched a project enabling TCard holders with blindness or low vision to have a Braille label "t" placed on the TCard to make it easier to identify by touch.

The **Workplace Investigations** (WPI) unit of the **Division of People Strategy, Equity & Culture** conducted specialized training sessions to enhance the **complaint intake process** with an intersectional and trauma-informed approach, focusing on issues such as antisemitism and anti-Black racism. WPI also provided comprehensive, EDI-focused training on workplace investigations to U of T's Human Resources community.

The **AODA Office** released a new Universal Design Inclusive Employer Guide, which encourages staff, faculty, and librarians to consider how to make their activities, projects, environments, and processes usable by all members of our community, to the greatest extent possible. The Office has also made "Universal Design 101" a permanent offering in the roster of accessibility trainings available to employees, providing resources, tips, and techniques to support the embedding of Universal Design principles into all aspects of work.

To ensure the University's digital communications are as accessible as possible to everyone in our community, the **Division of People Strategy, Equity & Culture's Communications** team worked in collaboration with the **AODA Office** to create the new Alt Text Best Practices Guide. This guide supports staff in complying with the Web Content Accessibility Guidelines (WCAG 2.0) to develop descriptions of images for readers who use assistive technology.

Through the **Student Equity Census**, the **Office of the Vice-Provost, Students** is supporting U of T's commitment to create inclusive learning environments. Designed to help the University better understand the demographics of its student body, the Census includes questions on gender identity, sexual orientation, disability, Indigenous identity, race and/or ethnocultural identity, and education attainment of parents or guardians. As of 2023, 98 per cent of registered students had completed the Census. The data collected will be used to develop initiatives that respond to the needs of students and help strengthen recruitment efforts, access, and strategies to address and eliminate barriers.

# FOSTERING A CULTURE OF INCLUSION

The **Sexual & Gender Diversity Office** (SGDO) provides **pronoun buttons** to the U of T community to help signal their pronouns to others. In 2023, the SGDO updated the buttons to respond to feedback from community members wanting to use two or more different pronouns. The new additions include she/they, they/she, he/they, they/he, and all-pronouns buttons.

**Black@UTM** created the **Black Opportunities Fund,** which provides up to $10,000 for projects that celebrate Black excellence and promote anti-racist action at U of T Mississauga, with funding support from the **Division of the Vice-President & Provost**. These funds may be used for projects that build capacity, grow community, or deepen understanding. Provostial funding also supported the creation of two term roles—**Manager, Black Initiatives** and **Co-ordinator, Black Initiatives**—geared towards advancing Black@UTM's efforts to foster a welcoming and inclusive environment for Black students, staff, faculty, and librarians.

**U of T Scarborough's Principal's Office**, **EDI Office,** and **HR Services** teams collaborated to curate a series of **Equity-Focused Conversations and Workshops for Campus Leadership**. Centred on removing barriers for the UTSC community, the series covered topics such as Islamophobia, transphobia, anti-Black racism, antisemitism, and the Community Partnership and Engagement Framework developed by the UTSC Community Partnerships and Engagement Team.

The **Faculty of Applied Science & Engineering** (FASE) launched its **Black Cultural Competency Toolkit** at the start of Black History Month. The toolkit was curated by the Faculty's **Office of Diversity, Inclusion & Professionalism** in consultation with Black leaders, including the **Dean's Advisor on Black Inclusion**, FASE's **Black**

**Grad & Beyond Group**, the **Anti-Racism & Cultural Diversity Office**, and the U of T chapter of the **National Society of Black Engineers**. The three learning modules focus on understanding Black Canadian history; hearing the voices and stories of Black scientists and engineers; and providing guidance on ways to support change in academia.

The **Enhancing Intercultural Development** project focuses on creating resources that maximize learning across difference and strengthen the intercultural competence of students, faculty, and staff. One of several projects funded by the **Office of the Vice-President, International** through the **International Student Experience Fund**, the project comprises an environmental scan of existing intercultural resources, establishing a framework for intercultural development, creating intercultural workshops and reflection sessions, and building a foundation for assessment.

The **School of Continuing Studies** (SCS) hosted **Building the Foundation of Culture** workshops for all employee teams in spring and summer 2023. The workshops explored personal and organizational values and considered how these values shape workplace interactions and ultimately inform the culture of belonging at SCS. In fall 2023, check-in sessions determined the impact of the workshops, explored any resulting changes, and discussed ways to continue the conversation.

# OPENING UP SPACE FOR DIALOGUE

The **Anti-Racism & Cultural Diversity Office** (ARCDO) brought together senior leadership, staff, faculty, librarians, and students for "**Deepening Knowledge and Building Strategies: Faith, Anti-Racism and EDI at the University of Toronto**." Designed to advance ongoing institutional work around faith, anti-racism, and educational strategies, this event marking the International Day for the Elimination of Racial Discrimination included a moderated panel discussion followed by a community discussion.

To recognize Asian Heritage Month, **ARCDO** hosted "**Understanding Anti-Asian Racism: Conversations and Strategies for Change in Higher Education.**" The keynote speaker, Dr. Henry Yu, engaged a discussion focused on addressing the impact of pervasive myths and stereotypes experienced by Asian communities, and strategies to advance practices to address systemic anti-Asian racism within higher education.

The **Sexual & Gender Diversity Office** led a team within the **Division of People Strategy, Equity &**

**Culture** to organize the **Angela Hildyard Leadership Symposium**, which focused on the theme of "**2SLGBTQ+ Inclusion & Belonging in Post-Secondary Education**." Senior leaders attended a keynote from Lee Airton, Assistant Professor of Gender & Sexuality Studies in Education at Queen's University, and a moderated panel discussion on inclusion and belonging.

The **Family Care Office** (FCO) hosted "**Sharing (In) Fertility Journeys: A Panel Discussion**" and a "**Single Parenthood by Choice**" discussion group, which enabled participants to share their experiences and create connections. The FCO also offered workshops in collaboration with the Freedom School on **how to talk to your children about anti-Black racism** and sessions on **talking about Residential Schools with your children** facilitated by Indigenous storyteller Lorrie Gallant.

Image: Pardeep Singh Nagra, Hiren Mistry, Umberin Najeeb, Anna Shternshis, and Leigh Naturkach speak at a U of T event marking the International Day for the Elimination of Racial Discrimination (IDERD) 2023. Photo by Polina Teif.

# BUILDING CONNECTIONS

The **Division of Student Life**, within the **Office of the Vice-Provost, Students**, created the **Black Student Engagement Fund** to support initiatives that help build community among Black students. In 2023, $25,000 in funds were distributed to 15 groups and activities, including the Black Student Association High School Conference and Black Graduation.

The **Faculty of Information's EDI Unit** collaborated with Shoreline Collaboratives to create the **BIPOC Coaching Student Circles**. These circles provided interactive support for Black, Indigenous, and/or racialized students, fostering facilitated conversations on boundaries, authenticity, coping mechanisms in the professional realm, and impacts on the body. The initiative emphasized the power of establishing relationships with boundaries to mitigate increased stress and barriers in academic and professional settings.

**Connections & Conversations** is a tri-campus affinity group for racialized staff, which organizes initiatives to provide a community of support and opportunities for mentorship and professional development. This year, the U of T Scarborough chapter sponsored a staff and faculty grassroots initiative, "**Critical Conversations on Islamophobia: Higher Education, Sports & Society,**" which included a panel discussion and a roundtable. The U of T Mississauga chapter hosted Lunar New Year and Eid celebrations for employees. The St. George chapter hosted an equity panel discussion and social events such as karaoke and a BBQ.

The **Temerty Faculty of Medicine** hosted two sessions of its **Temerty Medicine Community Connection** series, one focused on trans communities and the other on Muslim communities. The series aims to offer a space for attendees to connect with each other, and to help build a community of support within the Faculty. The events also provide an opportunity to share relevant data from the "Voices of…" surveys to MD students, residents, graduate students, faculty, and staff, which take stock of experiences in the Faculty's learning and working environments.

The **Health & Wellness** (H&W) unit of **Student Life** collaborated with the **Sexual & Gender Diversity Office** to develop a webpage and an annual conversation series that offers 2SLGBTQ+ students the opportunity to learn about the **affirming healthcare services** available to them, including mental and physical health supports, workshops, and groups. The series also provides an opportunity to meet queer-identifying staff at H&W and address concerns that impact access to and use of services.

As part of its Reflect. Restore. Action series, the **Anti-Racism & Cultural Diversity Office** (ARCDO) hosted "**Restorative Circle for Jewish Community,**" a session of restorative practices where participants could discuss and address the impacts of antisemitism through collective reflection. ARCDO also hosted "**Beats of Healing: Community through African Drumming,**" which invited participants to engage in drumming and dialogue that honoured the collective spirit of the U of T community and prioritized community connection.

The tri-campus **Positive Space Committees** and **Queer U of T Employees** (QUTE) organized the **Positively QUTE Spring Social**, which connected 2SLGBTQ+ and allied employees on each of our three campuses. The groups also collaborated with **Hart House** and the **Family Care Office** to host **Family Pride PA Day** in June, inviting the U of T community and their families to come together and create artistic representations of their families. Additionally, Positive Space UTSC launched a **Queer Orientation Week Mix and Mingle** event in collaboration with **UTSC Health & Wellness** and the **EDI Office.**

# ENRICHING RESEARCH & ACADEMIA

The inaugural **Connaught Major Research Challenge for Black Researchers**, developed in collaboration with the **Black Research Network** and sponsored by the **Connaught Fund**, was awarded to a project focused on Canada's racial health gap. Led by an assistant professor at U of T Scarborough (UTSC), the project brings together experts from across U of T to explore the social determinants of health and develop tangible solutions to improve health outcomes in Black communities.

The **Lawrence Bloomberg Faculty of Nursing** has developed a new experiential learning opportunity for undergraduate nursing students focused on providing gender-affirming care to 2SLGBTQ+ clients. In the simulation, students provide care to a trans man who is recovering from top/chest surgery at home, with a high-fidelity mannequin acting as the patient. The simulation will be offered as part of the curriculum to all Year 2 Nursing students, enabling students to learn best practices for trans care and identify biases without harming or traumatizing a patient.

**UTSC** launched the Resource Hub to support one of the 56 recommendations and actions presented by the **UTSC Working Circle** at the end of the UTSC Campus Curriculum Review. The hub offers equity-based, inclusive, anti-racist, and anti-colonial pedagogical resources for faculty, librarians, staff, and teaching assistants, and supports and guidelines to aid in the development of inclusive syllabi and lessons.

With the support of a grant from the **Office of the Vice-Provost, Innovations in Undergraduate Education**, the **John H. Daniels Faculty of Architecture, Landscape and Design** launched its **Anti-Colonial Curriculum and Pedagogy** project. The first phase of this project focuses on fostering conversations about undoing inherited modes of practice and rebuilding more engaged and responsive approaches. Ultimately, the project team anticipates creating a framework or methodology to support curriculum content development and pedagogical practice that centres community-engaged learning and produces sustainable outcomes.

The **Dalla Lana School of Public Health** (DLSPH) established the **2SLGBTQ+ Research and Knowledge Mobilization Fund** to support graduate students who are actively conducting research focused on 2SLGBTQ+ health. Additionally, DLSPH is providing access to training, mentorship, networking, and capacity-building opportunities for emerging leaders in 2SLGBTQ+ health research through the 2SLGBTQ+ Health Hub. A collaboration between more than 50 community leaders, scholars, and researchers, the Hub is funded by **Canadian Institutes of Health Research** and led by Principal Investigator Dr. Daniel Grace.

Image: Master of Nursing student Richard Tang (centre) and assistant professors Laura Fairley (left) and Erica Cambly collaborated on the development of a nursing simulation focused on gender-affirming care. Photo by Neal MacInnes.

> *"School is hard. Life is hard. The world is hard. We need community, support, and comfort where we can find it."*
>
> — *Faculty member*

# FORGING FUTURE PATHWAYS

**Laying the groundwork for future success requires care and intention. Our tri-campus community provides a multitude of ways for students and employees to acquire skills and experience, access networks, and explore opportunities for growth.**

## ESTABLISHING CAREER NETWORKS & EXPERIENCE

**Black@UTM** supported the launch of the **Black Leadership Table**, an affinity group and hub for networking, mentorship, and skill-building opportunities to promote Black career advancement. The group hosts monthly meetings open to all Black-identifying UTM employees and plans to offer a range of programming aimed at enhancing leadership capabilities and nurturing a sense of belonging and community among Black staff.

The **Centre for Career Exploration and Education** (CxEd) developed the **Hiring and Engaging Diverse Student Talent: Employer Toolkit** in collaboration with the **UTSC Career Centre, UTM Career Centre**, and seven additional post-secondary institutions. Funded by eCampus Ontario, the guide serves as a resource to employer and community partners (on and off campus) who engage students for experiential and work-integrated learning opportunities or hire students and recent graduates. Using self-directed learning modules, it encourages employers to incorporate best practices related to EDI, Universal Design, and accessibility to foster more inclusive workplaces.

Students gained insight into how to navigate the workplace as a trans, nonbinary, or gender-expansive person through **Trans at Work**, delivered by **CxEd** in collaboration with the **Sexual & Gender Diversity Office** (SGDO), and how to navigate intersectional identities through **Identities @ Work**, delivered in collaboration with the **Family Care Office.**

The **Ontario Institute for Studies in Education** has been developing and growing a model for pre-placement chats in Master's programs. Students who are members of 2SLGBTQ+ communities are invited to participate in chats with members of the department and the SGDO to build community and discuss questions about their field placements. Another such model is planned for students with disabilities, supported by the new **Disclosure & Accommodation Guide for the Workplace** from **CxEd** and **Accessibility Services**.

To support the future success and the unique career journey of student and faculty members from equity-deserving groups, the **Black Research Network** facilitated several professional development workshops. Workshop topics in 2023 included **Applying for Major Grants, Applying for Academic or Faculty Positions**, and **Communications in Research**.

The **Community Engaged Learning Program** at **New College** provides a unique experience for upper-level students to undertake placements in social justice and non-profit sector organizations. Students also attend weekly seminars on related themes, including the role of anti-oppression within the non-profit sector and the role that social justice plays in addressing systemic racism, sexism, and discrimination within the workplace and greater community.

Rotman's **EDI Office, Graduate Business Council**, and **Office of Student Engagement** organized a networking session and silent auction as part of **Rotman on Inclusion Week**. The event provided an evening of networking opportunities with industry professionals, and all funds raised were dedicated to the Degrees for Youth foundation, which supports the education of students from low-income backgrounds.

Image p.22: A walkway on the Valley Land Trail, U of T Scarborough. Photo by Moussa Faddoul.

# INSPIRING ENTREPRENEURSHIP

Ten start-up companies with at least one Black-identifying founder from the U of T community were chosen to participate in the inaugural **Black Founders Network (BFN) Accelerate Program**. The program provides Black entrepreneurs with a structured educational program and access to funding support. Participants become part of a vibrant community of Black-led start-ups and receive mentorship from an entrepreneur and investor-in-residence.

Budding entrepreneurs had the opportunity to pitch their start-up ideas at several events hosted by **ICUBE UTM** in 2023. The **International Women's Day Edition of PITCH** brought together woman-identifying entrepreneurs to pitch their business ventures for cash prizes and in-kind support. **PRIDE Pitch**, organized in collaboration with **Positive Space UTM**, invited pitches from 2SLGBTQ+ students, staff, faculty, and Peel Region community members.

Image: Aamyneh Mecklai delivers the winning pitch at PRIDE Pitch 2023. Her start-up, Raasta AI, uses artificial intelligence to deliver personalized travel recommendations. Photo by ICUBE UTM. Image p.25: Front Campus U of T St. George. Photo by Johnny Guatto.

# SUPPORTING ALUMNI

The **Division of University Advancement** worked with the **U of T Alumni Association** on its commitment to EDI. One outcome was the revamped **Carl Mitchell Community Impact Award**, which now recognizes alumni who advance the principles of equity and inclusion through their extraordinary volunteer contributions to the community at large. The inaugural recipient, renowned litigator R. Douglas Elliott, was honoured for his decades of work fighting discrimination on behalf of the 2SLGBTQ+ community.

The **Alumni Association of the Factor-Inwentash Faculty of Social Work** presented "**Examining the Impact of Epistemic Ignorance on the Family Policing of Racialized Immigrants**." This event explored the ways in which Canada's immigration system generates racial, gendered, and class-based inequities that shape immigrants' involvement with child welfare systems.

*"I can show up being my authentic self and be accepted because there is safety in belonging to the community."*

*— Staff member*

# 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

U of T Libraries (UTL) has a living, public document that outlines its **Anti-Racism Action Plan**. This document is updated quarterly, allowing UTL to regularly hold itself accountable and demonstrate meaningful progress towards EDI goals. UTL also has a **Collections Diversity Plan**, which aims to diversify collections, ensuring better representation from Black, Indigenous, and/or 2SLGBTQ+ publishers, private presses, self-publishers, and local suppliers.

The **Spaces & Experiences** unit within the **Division of Operations & Real Estate Partnerships** undertook an extensive consultation exercise across all its staff teams in 2023. The consolidated feedback and facilitator's recommendations will refine the unit's divisional **EDI Action Plan**. The Plan, to be published in 2024, will include initiatives focused on designing inclusive services, recruitment and onboarding, and building welcoming and inclusive work environments.

## GROWING OUR EDI LEADERSHIP TEAM

Our EDI leads bring specialized knowledge and experience to the areas of the University they support. New appointments this year include **Shari Golberg**, Assistant Director, Faith and Anti-Racism, Institutional Equity Office; **Nikki Samuel**, Director of EDI, University Advancement; **Terry Gardiner**, Director of EDI, Faculty of Kinesiology & Physical Education; **Shahana Arain**, Director of EDI, Factor-Inwentash Faculty of Social Work; and **Saba Khan**, Manager of the Office of Inclusion and Diversity, Temerty Faculty of Medicine.

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



New EDI leads from left to right: Shari Golberg, Nikki Samuel, Terry Gardiner, Shahana Arain, and Saba Khan.

## COMMITTEES & REPORTS

The **Faculty of Dentistry** participated in the **American Dental Education Association**'s first **Climate Study** of all North American dental schools and is using the results to inform its EDI initiatives. A section has been added to the standardized course outline requiring course directors to describe teaching components related to EDI; managers are instructed to include EDI initiatives in their annual goal setting; and interviewers for the admission committee are required to take unconscious bias training. Additionally, the topics of harassment, discrimination, microaggressions, and 2SLGBTQ+ medical/dental education have been introduced to the dental curriculum.

During the 2022-23 academic year, the **Leslie Dan Faculty of Pharmacy** launched its first **EDI survey for PharmD Course Coordinators** to gain a better understanding of what EDI-related endeavours are underway at the course level. Feedback from the survey is being used to inform ongoing faculty development sessions and priority-setting for the PharmD Curriculum Renewal EDI Working Group.

The **School of Continuing Studies** (SCS) established a working group to guide its **Demographic Data Collection** project, which aims to gain a clearer understanding of SCS's learner and instructor communities and identify gaps in attracting individuals from equity-deserving groups. As they worked to develop a pilot demographic survey, the team consulted with colleagues in the **Institutional Equity Office; HR Transformation & Analytics** team; **Office of the Vice-Provost, Students**; and **Freedom of Information and Protection of Privacy Office**.

In the **International Foundation Program** at **New College**, the newly formed **Joint (Management/Union) Curriculum Committee** recommended EDI-related changes to course curricula. When asked to report on how these recommendations were incorporated into their curricula, lead instructors indicated many positive changes, such as including oral and written texts that represent a broader variety of voices and identities. New College will conduct a research project to assess the impact of these changes and other EDI curricular components.

**U of T Scarborough's Anti-Black Racism & Black Inclusion Advisory Committee** joined Black student leaders to discuss strategic priorities and objectives in addressing anti-Black racism and fostering Black inclusion. Student leaders from the **Black Psychology Association, Black Students in Business, Future Black Physicians, African Impact Initiative**, and the **African Students' Association** came together to discuss the barriers Black students face and opportunities to ensure that Black students are positioned to thrive.

As part of an ongoing collaboration with the **University Registrar's Office** to revise the Statement Concerning Changes of Student Personal Information in Official Academic Records, the **Sexual & Gender Diversity Office** consulted with incoming and returning students about the language used to reflect first names that are not legal names. The consultation, which took place during 2023 Orientation Week and Queer Orientation Week, asked students to comment on the terms "preferred name" and "chosen name."

Throughout 2023, Advancement offices across the organization were committed to the implementation of many of the 79 recommendations from the 2022 Advancement Equity, Diversity, and Inclusion (EDI) Task Force Report, Advancing Inclusive Excellence. To support its successful implementation, the **Division of University Advancement** established the **Advancement EDI Community Council** and three **Working Groups** with dedicated areas of focus.

# EMPLOYMENT EQUITY

**As an institution, we have been using equity-related data since 1996 as one of many tools to gain some understanding of the makeup of our dynamic workforce in a given year. The Employment Equity Survey is a tool that supports the University's efforts to reflect a diverse campus community and to identify possible barriers in our employment processes and systems.**

*"The extent to which I belong is influenced by the representation of individuals who share my cultural and racial background in faculty, staff, and student populations. Inclusive policies and practices that recognize and address the unique challenges stemming from my intersecting identities are crucial in shaping my sense of belonging."*

*— Student*

## 2023 SURVEY UPDATE

In 2023, the University launched a redesigned version of our Employment Equity Survey to help us better understand and support our workforce. This updated version of the Survey reflects an evolution in how our community understands equity, diversity, and inclusion and how they might self-identify.

The latest Employment Equity Survey includes, for the first time, a question about Religious or Spiritual Affiliation. Other changes to the survey include updated or additional options for responses under Indigenous Identity, Ethnocultural Identity, Gender Identity, and Sexual Orientation (2SLGBQ+). The survey also features revised terminology in the Persons with Disabilities section, which now references "evident" and "non-evident" disabilities.

## EMPLOYMENT EQUITY SURVEY DATA OVERVIEW

Assessing employment equity requires measuring the University's progress toward achieving and exceeding anticipated representation rates. The University's Employment Equity Survey is the cornerstone of this measurement and is available to all appointed and non-appointed employees.

### Survey Categories

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

Respondents may choose to respond to some or all questions in the voluntary survey. Respondents can choose more than one response per question and can modify their responses at any time within the reporting period. We annually encourage our employees to complete or revisit their responses to the Employment Equity Survey.



## ENGAGE WITH DATA: THE EMPLOYMENT EQUITY DATA DASHBOARD

We are pleased to share an interactive data dashboard companion to the institutional overview. This dashboard features Employment Equity Data from 2017 to 2023. 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 from January 1 to December 31 annually. Individuals reflected in this data chose to complete an anonymous survey as part of their application to a U of T job posting.

**UOFT.ME/EEDASH**

## INSTITUTIONAL OVERVIEW

This overview is a snapshot of the responses provided by University of Toronto employees as of December 31, 2023. Detailed definitions for the terms and concepts are available on the Employment Equity Data Dashboard.

Our current overall response rate to the new 2023 survey is 56.1% (n=7,472); our substantive response rate is 55.9% (n=7,438). The overall response rates include respondents who selected the option "I choose not to answer this question" throughout the survey. The substantive response rates detailed exclude those who selected "I choose not to answer."

## INSTITUTIONAL RESPONSE RATES

INSTITUTIONAL: 56.1% (n=7,472)

Substantive: 55.9% (n=7,438)
**Total Employees** (n=13,311)

FACULTY: 49.9% (n=1,820)

Substantive: 49.7% (n=1,813)
**Total Faculty** (n=3,649)

LIBRARIANS: 60.7% (n=102)

Substantive: 60.7% (n=102)
**Total Librarians** (n=168)

STAFF: 58.5% (n=5,550)

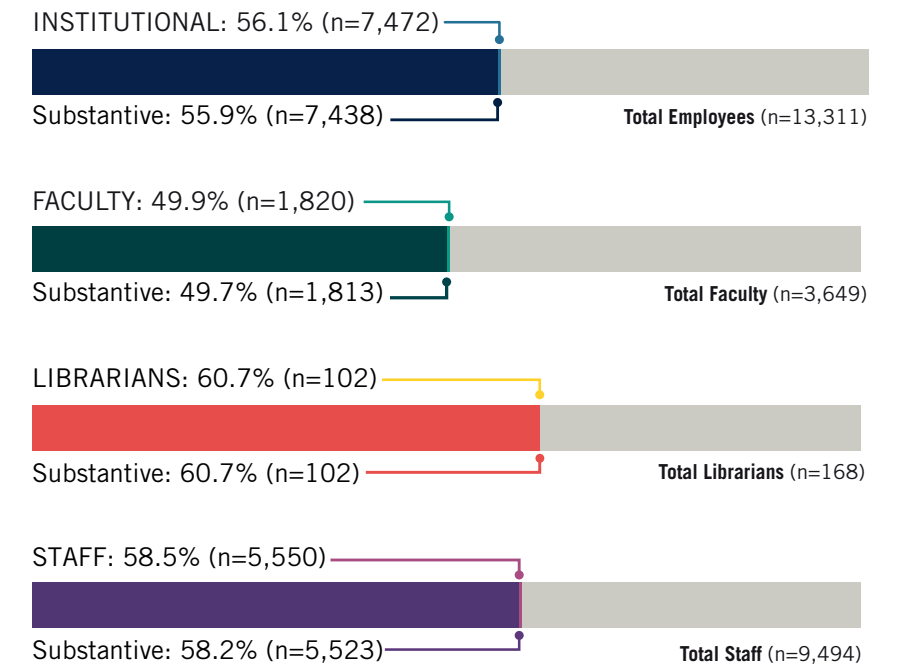Substantive: 58.2% (n=5,523)
**Total Staff** (n=9,494)

Image p.28: A small green plant in soil. Photo by artrachen, stock.adobe.com.
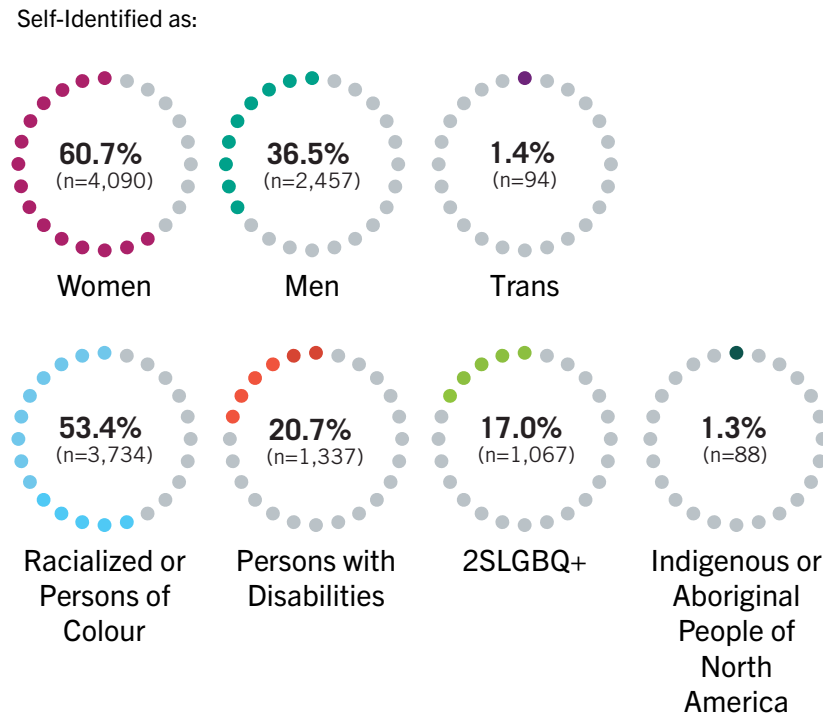Image p.30: Sunset through a tree canopy. Photo by Grisha Bruev, stock.adobe.com

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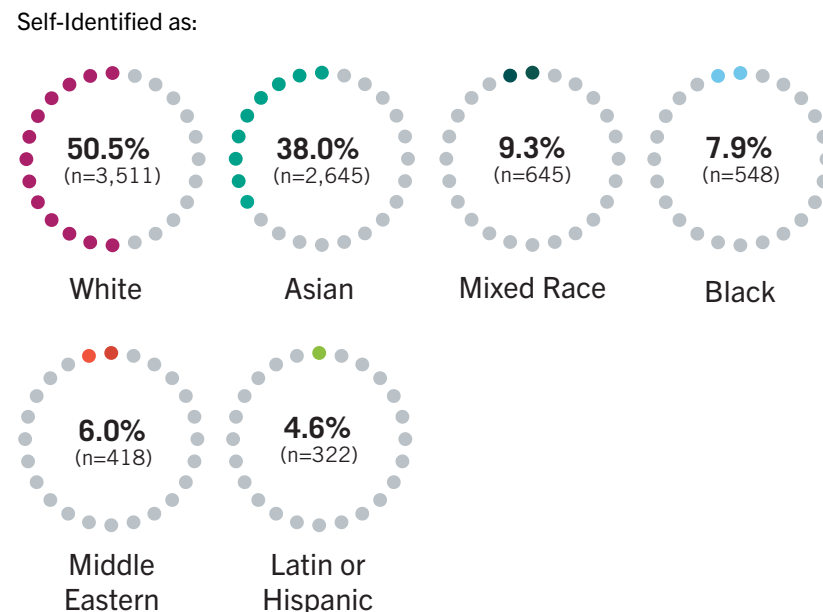
In each case, n=the number of respondents who self-identified in each category.

Self-Identified as:

**60.7%** (n=4,090) — Women

**36.5%** (n=2,457) — Men

**1.4%** (n=94) — Trans

**53.4%** (n=3,734) — Racialized or Persons of Colour

**20.7%** (n=1,337) — Persons with Disabilities

**17.0%** (n=1,067) — 2SLGBQ+

**1.3%** (n=88) — Indigenous or Aboriginal People of North America

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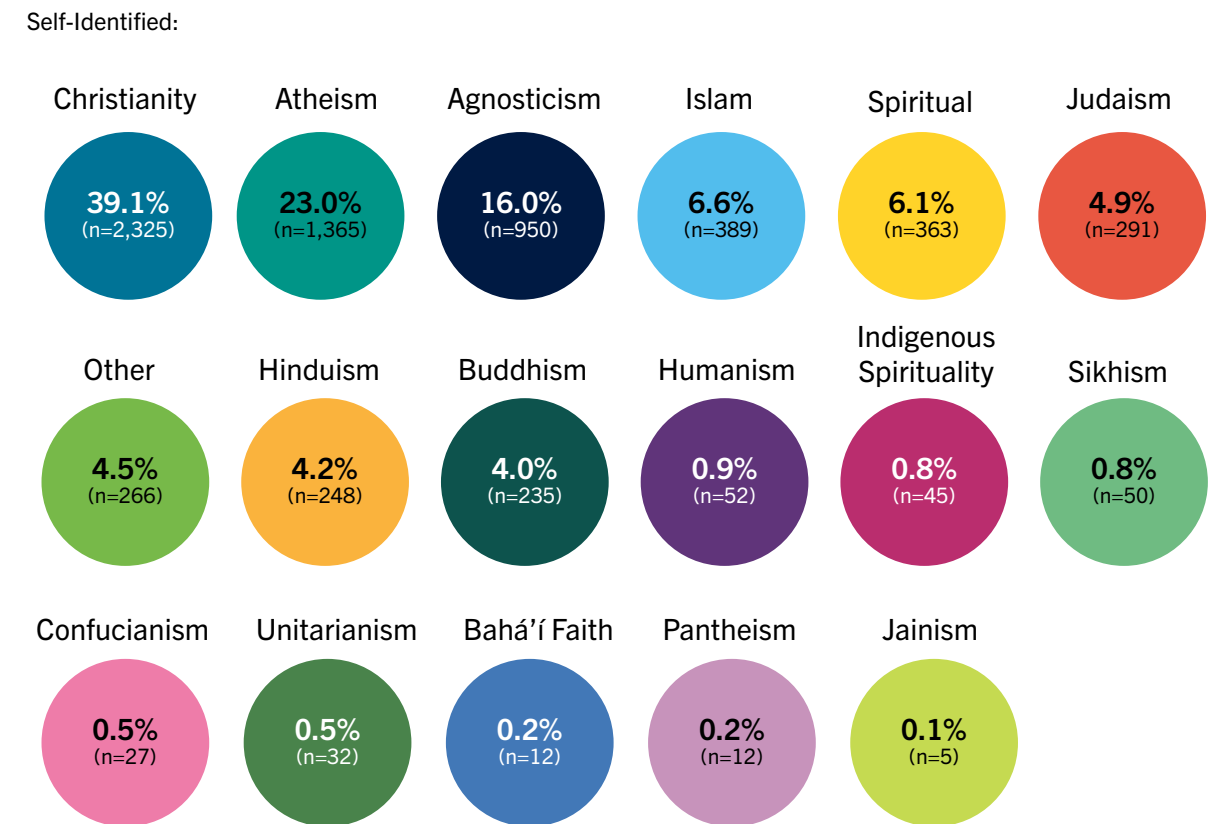
In each case, n=the number of respondents who self-identified in each category.

Self-Identified as:

**50.5%** (n=3,511) — White

**38.0%** (n=2,645) — Asian

**9.3%** (n=645) — Mixed Race

**7.9%** (n=548) — Black

**6.0%** (n=418) — Middle Eastern

**4.6%** (n=322) — Latin or Hispanic

## Religious or Spiritual Affiliations: All Employees

Responses reflect how all employees chose to self-identify in terms of religious identity or spiritual affiliation 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:

**Christianity** 39.1% (n=2,325)

**Atheism** 23.0% (n=1,365)

**Agnosticism** 16.0% (n=950)

**Islam** 6.6% (n=389)

**Spiritual** 6.1% (n=363)

**Judaism** 4.9% (n=291)

**Other** 4.5% (n=266)

**Hinduism** 4.2% (n=248)

**Buddhism** 4.0% (n=235)

**Humanism** 0.9% (n=52)

**Indigenous Spirituality** 0.8% (n=45)

**Sikhism** 0.8% (n=50)

**Confucianism** 0.5% (n=27)

**Unitarianism** 0.5% (n=32)

**Bahá'í Faith** 0.2% (n=12)

**Pantheism** 0.2% (n=12)

**Jainism** 0.1% (n=5)

We invite you to engage with the Employment Equity Data Dashboard to explore our community's responses to the Employment Equity Survey from 2017 to 2023.

**UOFT.ME/EEDASH**

# 2024 AND BEYOND

*"Belonging means having a sense of familiarity. It's like having a piece and the peace of home in a different environment. For me to feel a sense of belonging, there needs to be acceptance, inclusion, and celebration of my identity."*

*— Faculty member*

## A MESSAGE FROM THE EXECUTIVE DIRECTOR, EDI

At the heart of all equity work is the belief that change is possible.

This belief is embodied by the countless students, faculty, librarians, and staff who have contributed to projects captured in the Equity, Diversity & Inclusion Report 2023. By establishing initiatives that support community members at all stages of their journey, each one of you is helping us move toward a more equitable and inclusive future at U of T.

EDI and anti-racism work is the practice of planting seeds of change for sustainable transformation.

In 2024, the Institutional Equity Office (IEO) will continue to engage initiatives that work towards our overarching goals of advancing inclusive leadership and equitable systems change; fostering community experience of belonging; and sustaining an institutional culture of inclusion.

To meet these goals in the year ahead, the IEO will continue to be proactive in adapting and responding to the global and local challenges impacting our diverse communities. Several new EDI initiatives

are taking root, which include the development of a Faith and Anti-Racism Framework to advance our inclusion efforts for faith-based communities; the coordination of a new Institutional Multi-Year Accessibility Plan to guide the efforts of the University in the areas of accessibility and Universal Design; ongoing collaborative efforts to address transphobia and homophobia on our campuses; and using technologies to enhance e-module offerings for EDI education.

As we continue our journey towards making U of T a place of belonging for all, I am grateful to each of you for your ongoing effort and contributions. Despite the challenges that lay ahead, may we continue to affirm that the principles of equity, inclusion, accessibility, and belonging are fundamental to the important work we engage across the tri-campus.

Together, we are sowing the seeds for change that is enduring and sustainable.

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

Image: U of T St. George. Photo by David Lee.