



University of Toronto
 Race Relations and Anti Racism Initiatives

ANNUAL REPORT
April 1, 2001 to March 31, 2002

Executive Summary

In addition to the responsibility for dealing with complaints of harassment and discrimination on the basis of the prohibited grounds outlined in the preamble to this report, the Race Relations and Anti Racism Initiatives Office provides training, education and advice to all university constituencies on a broad range of subjects. The office mandate calls for an annual report to the University community on progress with anti racism initiatives. The office reports to the President and has been a member of the Equity Issues Advisory Group (EIAG) since the establishment of that body in 1993.

By its very nature, much of the work that is promoted and supported by the office is incremental and any advances which are documented in this and prior reports must be seen in that light. Examples in the report of courses in Arts and Science and Law which contribute to greater diversity, the growing connection with the external community through projects such as the ones promoted by the Faculty of Medicine, OISE/UT and AMNI Centre in the Faculty of Social Work all provide evidence of the continuation and in some cases the expansion of initiatives which were started sometime ago and which are seen to have been beneficial. In light of the numerous successes those who support equity and diversity have enjoyed over the past year in areas that include the curriculum, the popular mentoring programs and other outreach projects and on the basis of the help provided by this office in support of these ventures, I would maintain that the office has met the goals it established for itself a year ago in these areas.

The goal to expand the delivery of training and education, which I cited in my last report, has also been met, as has my intention to increase the office's membership as committees whose work is relevant to its mandate. Assistance in complaint resolution is a core responsibility of the office and is always provided on request.

To date I have been able to satisfy the demands which have been directed to the office. Quite frequently I have done so jointly with colleagues in the EIAG as in the presentation of seminars and workshops to all of the constituent bodies in the university.

I intend these priorities to be the same in the coming year but I expect the impact of the double cohort on the work of all the equity offices to give rise to a review of our methods and needs. We will have to scrutinize this impact carefully in the coming months to determine if adjustments are warranted. In the interim, this office will continue to provide the services outlined in the report at levels that circumstances permit.

Kelvin Andrews
 Race Relations and
 Anti Racism Initiatives Officer

October 2002

University of Toronto

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**REPORT OF THE
RACE RELATIONS AND
ANTI RACISM INITIATIVES
OFFICER**

for the period April 1, 2001 to March 31, 2002

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PREAMBLE

The University established a permanent office for Race Relations and Anti Racism Initiatives (RRARI) in January 1993 pursuant to a recommendation of a Presidential Advisory Committee and in keeping with the University's continuing commitment to sustain a learning and working environment free from discriminatory harassment and prohibited discrimination.

In furtherance of this goal, the University's Governing Council approved a *Statement on Discriminatory Harassment and Prohibited Discrimination* on March 31, 1994. This Statement is rooted in the *Human Rights Code of the Province of Ontario (Revised Statutes of Ontario Human Rights Code, 1990)* in which prohibited grounds for discrimination and harassment include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

While the mandate of the RRARI office includes responsibility for dealing with discrimination and harassment on the basis of race, ancestry, ethnic origin, citizenship, colour or creed, it is the responsibility of each and every member of the University community to sustain and encourage values justly residing at the core of our enterprise. The issues addressed by my office should be the concern of the entire University of Toronto community.

MENTORSHIP AND OUTREACH

An article in the Summer 2001 edition of *Education Today*, a publication of the Ontario Public School Boards' Association, describes the University of Toronto's Summer Mentorship Programme (SMP) as one which "*continues to spin its magic*" as it promotes the goal of sparking an interest in higher education "*in students who otherwise might not attend university by encouraging them to pursue careers in medicine, law, engineering, social work and health sciences - fields in which Black, Aboriginal, and economically disadvantaged youth are considered significantly under-represented.*" The article also discusses the experience of two students, one Black, the other Aboriginal, who had high praise for the program and its influence on their academic plans. Both students saw dramatic improvement in their grades after participating in the SMP. Having completed the pre-medicine requirements, one has applied to several medical schools. He attributes his academic success to his interaction with mentors made available by the SMP, which gave him the self-confidence and determination to pursue this goal.

Since coming into being in 1994 as an initiative in the Faculty of Medicine, the SMP has expanded to include a variety of options, some of which are described below. As it has evolved, the SMP has had to adapt to changing realities affecting the school system ranging from budget cuts to strikes. SMP 2001, which ran from July 3rd to August 3rd 2001, was different from previous SMPs in two significant ways. Participating teachers did not roam through the various options available but were permanently assigned to a specific program thereby supervising students from Boards other than their own. This degree of streamlining allowed for added improvements such as the creation of a common marking template, fewer

discipline problems and fewer teachers to run the program. As participants looked back on SMP 2001, this change was seen to have been a positive one.

The second change involved the compression of the SMP from 6 to 5 weeks without sacrificing any of its vital elements. This brought it into closer alignment with traditional Summer School which runs for about 5 weeks, and allowed time for participating students to seek employment and for teachers to relax before the start of their regular classes in September. The need for most students to acquire funds during their summer break is recognized in one of the recommendations contained in a report prepared by the student coordinator for the SMP in Law for 2001. The recommendation states that the SMP should “*provide a stipend to students in order to make it possible for disadvantaged young people who might otherwise need to work during the summer, to attend the program.*” Elsewhere in the report the author observes that students in the SMP run by the Faculty of Medicine have always received a stipend, but that no other faculty, with the exception of Law in 1998, has ever provided one.

I intend to raise this matter with colleagues who are involved in the program to see if there is some way that this imbalance can be addressed. *Appendix 1* displays the budget for SMP 2001, which was provided in full by the office of the Vice-Provost, Students.

In what follows, I have provided highlights of some of the individual programs which served to introduce students to the University and some which benefited students who are already part of our community.

Faculty of Medicine

The pedagogical methods employed in this faculty’s SMP have been honed over a ten year period and stress the development of self confidence, the realization of full academic potential and the virtue of life long learning. By the use of team-building activities, interactive presentations, seminars, academic skills enhancement sessions and job shadowing experiences in a variety of health care settings, mentors provide students with a first-rate introduction to basic clinical research and an opportunity to be involved in all phases of the research process from experimental design to data analysis and communication of results. The students who participated in SMP 2001 run by medicine, were able by the time it ended to review their personal goals in light of the exposure it provided them. Their experiences included observing and learning in the operating theatre, attending the delivery of a baby, learning about such things as health care provider/patient communication and education, occupational health and safety issues, confidentiality, professional behaviour and the importance of ethics in health care and research.

To complete the program successfully, students are required to do a research project on a health science topic and present an outline of the project in a poster “*competition.*” They are awarded two academic co-op credits in biology, physics or chemistry for having participated successfully.

Student contact with the faculty does not always end on completion of the SMP. There are opportunities for students to maintain the important contacts they have established with health care professionals and in some cases to continue research projects of interest to them.

The Faculty of Medicine promotes several other projects which reach well beyond the physical limits of the university itself to impact the larger community. Those beneficiaries of these projects are often members of the same ethno-racial groups participating in the SMP.

The Saturday Programme was established in 1996 by medical students to provide tutoring, mentoring and enrichment activities to inner city high school students of diverse cultural backgrounds who are not realizing their full academic potential for a variety of reasons. It has become a partnership between medical students, the Office of Student Affairs in the Faculty and the Toronto District School Board. The twelve-week program runs from February to May from 10 a.m. to 1 p.m. on Saturdays and provides tutoring in Math, Science and English. This year 160 tutors recruited from all of the university's professional faculties, provided instruction to more than 80 students. This project has come in for high praise from parents/guardians and school officials who have noticed stronger academic performance and heightened self-confidence in participating students.

A project with a similar focus is the *St. Felix programme* also run on Saturdays usually from October to May providing mentoring/tutoring for elementary school children aged 7-14 at the Alexandra Park Community Centre. Medical students do the instruction and are reported to have a very positive influence on those they teach.

In the year past, medical students have been involved in assisting the Daily Bread Food Bank and the Children's Aid Society and have volunteered for the "*Out of the Cold*" programme at both St. Patrick's and St. Andrew's churches. As many as 150 students have been involved in the latter program in the Fall and Winter months. In December 2001, the Medical Society (student government) worked with the Faculty's Student Affairs Office to launch a benefit concert in aid of destitute aboriginal children in India. Proceeds from a similar concert planned for later this year will go to El Salvador and other needy parts of the world.

A major by-product of medical student participation in ventures like these is that they gain valuable experience and develop a better understanding of the social and ethical responsibilities attached to the profession whose ranks they are soon to join.

The Faculty of Law

The SMP run by the Faculty of Law has as its central aim the exposure of students to as much variety as is possible in a 5-week period. To this end, it attempts to establish a balance between lectures, tours and workshops. Professors speak on topics such as "*Criminal Law and the Charter*," "*Tort Law*" and "*Intellectual property law and Napster*." Tours are made to such destinations as the Ontario Human Rights Commission, the African Canadian Legal Clinic, a Bay Street law firm and an in-house counsel department. Law students from Enterprise Legal Services lead a workshop on "*How to draft a contract*" while "*Negotiation and Mediation*" is led by practising lawyers with students engaged in role-playing exercises.

High School students always look forward to their meeting with their counterparts in the Faculty which affords the chance to discuss such things as the law school itself, summer jobs, the admissions process and individual goals. They also have significant interaction with law students from Downtown Legal Services who do presentations on topics such as *Set Dates*, *Pre-trials* and *Trial Advocacy* and coach them on their *Mock Trial assignment*. This interaction is an important source for unofficial mentors with whom they can potentially develop a longer-term connection. SMP students have also expressed strong interest in job-shadowing opportunities which would permit them to spend adequate time in a law office to observe first-hand some of what is involved in the practice of law.

The report of the student coordinator of the SMP 2001 in law to which I referred earlier, makes several recommendations deserving of careful consideration by the Faculty. Three in particular deal with the format of the present SMP and should be adopted. Recommendations 4, 5 and 6 address the need to include more workshops, role playing and discussion; the use of younger students such as law students or recent graduates some of whom could become part of a structured mentoring system; and the making of a concerted attempt to contact firms and clinics to secure a commitment to the program and the provision of job shadowing opportunities. If adopted, these recommendations will improve an already excellent SMP.

Many of the outreach initiatives mentioned in my previous reports have continued and include the following.

- The Faculty used the Candidate Referral Service of Law Services to find students identified as Black or Aboriginal who scored within an acceptable range in the Law School Admissions Test. The Dean then sent a letter to these students encouraging them to apply to the University of Toronto Law School.
- Faculty representatives attended 24 recruiting information sessions across the country including one at the University of Toronto. At most sessions minority students were well represented. This past year, the University of Toronto hosted events locally and at York University aimed at recruiting Muslim students.
- In February 2002, the Faculty hosted a day-long High School Outreach Day aimed at racial, ethno-cultural and socio-economically disadvantaged students. One hundred and twenty-six high school students attended.
- The Faculty also hosted a welcome and Outreach Day in March 2002 for students who received an offer of admission for September 2002. A graduate of an earlier SMP has been admitted to this year's first year class.
- In February 2002, the Faculty covered the membership and registration costs for nine Black law students to attend the 11th Annual Black Law Students' Association of Canada Conference in Ottawa.

Law students, like their medical counterparts, are very actively involved in a number of projects which benefit the external community. The Pro Bono Program includes many projects which focus specifically on issues of race. Placements during the last year involved organizations such as Aboriginal Legal Services, The Urban Alliance on Race Relations, Metro Toronto Chinese and South East Asian Legal Clinic, Multilingual Interpreter Services and the African Canadian Legal Clinic. Additional placements of law students occurred at agencies where the specific focus is not race but whose clientele is made up of a significant number of people of colour. They include the Centre for Equality Rights in Accommodation, the Canadian Centre for Victims of Torture, the Women's Legal Education and Action Fund, the Family Law Project, the Canadian Civil Liberties Association, The Refugee Law Office and the Canadian Lawyer's Association for International Human Rights.

Some projects are international in scope addressing important issues occurring well beyond Canada's borders. Law students in the Thailand Working Group, under the supervision of the Faculty's Pro Bono director, have been doing research with Thai NGO's on the sexual exploitation of homeless Thai youth and children's rights. One student travelled to Thailand to work at the Centre for Protection of Children's Rights conducting research into the Children's Protection Act and Child Trafficking Laws. There are plans to expand the Access to Justice Summer Internship Program, of which the work involving Thailand is a part, to include Cambodia, Chile and Nigeria for the Summer of 2003.

The Faculty is also becoming well known for its International Human Rights Program founded by Professor Rebecca Cook, a leading scholar in this area. The program addresses race and diversity issues from a cultural perspective and featured speakers during the past year on topics such as the situation facing women in Afghanistan and the War Crime Tribunals and Truth Commissions in Sierra Leone. The program also sends law student interns abroad each summer. For the Summer 2002, there are two students working on Aboriginal issues from an international perspective and one each on human rights issues in Nigeria, Pakistan and Uganda.

As the Faculty works to achieve added diversity in the student body at the LL.B level, it enjoys an enviable mix of students at the graduate level, in what one student describes as "*a cultural melting pot.*" Of 79 graduate students registered, 50 obtained their LL.B degrees from outside Canada and 23 are members of visible minority groups. These students enhance classroom discussion and perspective and bring an invaluable international dimension and diversity to the law school.

The Faculty of Social Work (FSW)

The SMP class for the Summer 2001 at FSW was proof that the Faculty is meeting its stated goal of attracting persons from groups whose representation it considers to be inadequate. The racial and ethno-cultural makeup of the SMP group that I addressed at the beginning of the program suggests that an increasing number of students from Black, East Asian and South Asian communities are looking seriously at social work as a career option.

Some credit for this change should go to the recruiting efforts undertaken by the Faculty's admissions representatives. The work being done to recruit graduates of the Bachelor of Social Work programme at Ryerson has helped to attract students from under-represented groups. As well, FSW has taken a number of steps to review and audit the diversity content of its curriculum so as to give it a broader relevance to the communities which its graduates will serve. This process involves all courses being taught and includes student course evaluations and an exit survey of graduating students. A Diversity Task Force of experts from outside the Faculty is reviewing the MSW program and will make recommendations regarding best practices and future directions. Even as the Faculty awaits the outcome of this review, it has put together a resource bank of key articles on diversity that faculty members and sessional instructors can refer to as they develop their reading material.

In January 2002, two new faculty with expertise in cross-cultural and anti-oppressive practice, joined the complement at FSW, which has also provided leadership for the acquisition of a Canada Research Chair in Social Justice Equity and Diversity. This chair will be a core component in a research cluster whose collaborating partners are the Department of Sociology and Equity Studies at OISE/UT, the Faculty of Architecture, Landscape and Design, the Centre for Criminology, the Institute for Women's Studies and Gender Studies, the Faculty of Nursing and the Transitional Year Programme.

A number of other research projects have been completed in the past year or are ongoing . Two new projects begun this year focus on *a study of Settlement Workers* and on *Japanese Immigrants to North America*.

The Anti-Racism, Multiculturalism and Native Issues (AMNI) Centre, since its launching in 1995, has provided valuable links to the outside community and has come to serve as an information and referral centre for many foreign students, immigrants and visitors who drop in to access information.

In an attempt to increase its presence within the larger community and to become more accessible, AMNI has concentrated this past year on gathering information on issues with broad community interest and fall within its own mandate. Attention is also being paid to networking and forming partnerships with external agencies.

In the past year AMNI has been involved in hosting a number of events. In October, *Aboriginal Issues at University of Toronto* looked at our undergraduate program in Aboriginal Studies and highlighted the different services offered to Aboriginal students and the challenges faced by First Nations House as it tries to deliver them.

An example of an event which drew heavily on external community resources is the panel discussion which took place in November 2001 on the *Experience of Backlash in the Muslim Community*. The panellists were Shaheen Azmi, Manager, Mediation Services, Ontario Human Rights Commission and Uzma Shakir, Executive Director, Council of Agencies serving South Asians.

A workshop titled "*Workplace Equity: Labour Unions in the Social Services*" was held in September 2001 at Ryerson University. Sponsored by the Tri-University Social Action Committee of Schools of Social Work at York, University of Toronto and Ryerson, it featured panellists from different social work organizations and looked at "*the role of labour unions in working conditions within social servicing client services and wider solidarity issues.*"

The *Cultural Profiles* project continued during the past year. Twenty-two new country profiles were developed in 2001 bringing the number completed in the last four years to 82. Nearly 10,000 copies of these have been distributed to schools, libraries, community centres, settlement agencies and other organizations serving multicultural populations.

The Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

The Centre for Integrative Anti-Racism Studies (CIARS) within OISE/UT is one of the major hubs of anti-racism activity and analysis at the University. Central to the Centre's mandate is the organization and sponsorship of activities that foster anti-racist and critical race scholarship. Among the activities organized and/or sponsored by CIARS in the period covered by this report were:

- A workshop in June 2001 entitled, "*Women of Colour organizing in the Academy*" whose objective was to provide a space "*where students of colour could discuss their experiences in academia as well as discuss possible solutions to some of the most pressing problems encountered by students of colour within academic institutions.*"
- Late in Summer 2001 CIARS obtained accreditation by the United Nations to attend the World Conference Against Racism (WCAR) in Durban South Africa in September 2001.
- In October CIARS co-sponsored two special events that were well received: "*Canada's Creeping Economic Apartheid: The Economic Segregation and Social Marginalization of Racialized Groups*" and the "*Methodology of the oppressed or, the Metaphysics of Love.*" The former was organized by the Centre for the Study of Education and Work and the latter by the Toronto Women's Bookstore."
- The period December 2001 to the end of March 2002 has been devoted to the planning and organization of the First Canadian "*Critical Race Scholarship and the University*" conference scheduled for April 2002.

These and other activities have allowed students, faculty and members of the community at large to come together to share knowledge, resources and experiences.

Community outreach of a different sort is being done through the Student Services unit at OISE/UT which sponsored a Future Teachers Club that involved students of colour enrolled in the Initial Teacher Education Program visiting high schools in the Toronto area to encourage students of colour to consider careers as teachers. A Future Teachers Club

conference is planned for June 2002, and will include workshops on how to gain admission to the University of Toronto and the Initial Teacher Education program.

\$5,000 from the Provost's Ethnocultural Academic Initiatives Fund supported a number of activities in 2001 under the umbrella of "*Working Together Across Cultures: A series of linked Activities.*" During the winter term, a number of speakers addressed aspects of equity not normally featured in the curriculum of the department of Sociology and Equity Studies in Education (SESE). Equity Issues Advisory Group offices, including my own, presented a workshop for SESE faculty on sensitive inter-group issues in the classroom.

Faculty of Applied Science and Engineering (APSC)

This past year, APSC celebrated its 12th year of offering the *Science Outreach* program which involved the participation of over 20,000 young people aged 4-15 years. Participants completed a variety of hands-on science and engineering activities in settings ranging from classroom-based workshops to summer day-camp programs. New initiatives for 2002 will include a technology camp, the addition of a camp group at the Scarborough campus, and the expansion of the all-girl programs.

There will also be new bursary opportunities for under-privileged children interested in attending the summer camp. A plan is in place to improve the facilities at Gull Lake as an overnight camp for younger children.

APSC also attracted 100 applicants from the greater Toronto area to its SMP 2001. The 26 students selected were involved in a five-week enrichment program coordinated by a student in Electrical Engineering. The program involved participation in research, projects and lectures under professional supervision.

OTHER INITIATIVES AND PARTNERSHIPS

New College

New College has maintained its traditional role as a window on the University for many students who might otherwise miss the opportunity to investigate options available to them locally. One of the co-ordinators of the college's Mentorship Program for students of Black, African and Caribbean Descent has organized a group of University of Toronto students to provide tutoring to students at Eastdale Collegiate and Flemington Public School, schools which have been paired with New College for several years. Visits by students from these schools to the university occurred again this year. New College, in collaboration with the Faculty of Physical Education and Health, sponsored four students from Flemington to the two-week summer Mini-University Program. The college class sponsored two students to the one-week Science Outreach program. Last fall, a group attended a lecture by Dr. Arnold Itwaru on Caribbean Thought, which was followed by lunch at the college and an opportunity to talk to faculty, staff and students.

The Mentorship program for students of Black, African or Caribbean Descent tries to address the needs of incoming students by pairing them with senior students at the college who encourage them to participate in various group events of a social and academic nature. Some of these same students helped to organize a conference last February on the theme *The Future is Now*, which attracted about 100 students from Grades 11 and 12 in schools across the city.

There have been many positive developments since my last report regarding programs and courses that are unique to New College within the Faculty of Arts and Science. The Major Program in Equity Studies has seen an increase in enrolment from 11 in 1998, when it was initiated, to 68 in 2002. With 135 students registered this year in NEW 240Y, the introductory course for the Program, it is expected that the most recent enrolment level will be sustained.

Over the past year, Equity Studies has developed strong links with the Daily Bread Food Bank with students in the introductory course helping to administer the Bank's annual surveys. Due to the students overwhelming response, the Steelworkers Union has agreed to fund a senior research practicum in Equity Studies.

African Studies is also witnessing a steady increase in enrolment with 46 students this past year, up from 33 the previous year and 24 the year before that. Fifty-six students are enrolled in the introductory course. The courses in Intermediate Swahili enjoyed a 60% increase in enrolment this year over last.

When arguments were first advanced for the establishment of a program in Caribbean Studies, some members of the University community argued that its appeal would probably be very limited. Over this past year the program attracted students with origins in Jamaica, Barbados, Trinidad, Guyana, Chile, Grenada, Bermuda, China, Nigeria, Kenya, Somalia, Ethiopia and India. There were also Jewish Canadian, Italian Canadian, Irish and British Canadian students in the Program. So much for limited appeal.

Enrolment in Caribbean Studies has been healthy with 25 in the Major Program and 28 in the Minor as of November 2001. These figures are similar to ones from 2000. There are more than 60 students enrolled in the introductory core course.

Among the events connected to the program that were featured during the last year were a lecture by Dr. Austin Clarke, the eminent Caribbean writer on the issues addressed in his work, *Growing Up Stupid Under the Union Jack*, the launch of Dr. Arnold Itwaru's book, *Home and Back* and a reading by George Lamming celebrated Barbadian novelist and commentator from his work *The Honourable Gentleman*. An updated edition of *Racism and National Consciousness* written by Professor Fred Case, a former Principal of the College was launched in March at the college.

The stability of Caribbean Studies as a program within Arts and Science has been greatly enhanced over the past year. New College, with the approval of the Dean of Arts and Science, will accord top priority to Caribbean Studies in the next academic plan. Funding for

a full time co-ordinator has been secured and this has brought a much needed sense of permanence and security to the program.

A proposal for the creation of a specialist program in Caribbean studies put forward to Arts and Science by the college was not approved for the current year but will be for next year.

The South Asian Studies Program is in the process of moving into the college. Courses in Bengali and Hindi located in the College are attracting more students than in previous years. There is hope that with the completion of the relocation of the program will come the development of synergies between it and other programs at the College.

The Transitional Year Program (TYP)

Designed more than three decades ago to encourage and facilitate the admission of Black and Aboriginal students to the university, TYP now serves a student body as diverse as the population of the city itself.

When I learned that starting next year, TYP students will be able to vote in Governing Council elections, I realized how far the Program has come since having been on the brink of extinction a few years ago and the extent to which this development will convey a sense of belonging to students and those who run the program.

While the Faculty and administrators who run TYP are the principal sources of counselling and instruction, valuable assistance is provided from other sources. Last year, the teaching assistant program at OISE/UT was expanded to include teaching opportunities for its students at TYP. As a result, TYP was able to fill four half-positions in the second semester which allowed for planning of courses knowing that additional support would be available. Extra tutorials for students were one outcome of this new arrangement that benefits both TYP and OISE/UT students and strengthens the relationship between the two divisions.

In previous reports, I have noted the contribution that Lee Maracle, a First Nations mentor, has made to First Nations' students and others involved in TYP. Although she was able to spend the first semester with TYP this past year, a new mentor, Jill Carter, a graduate student has joined the program and has maintained the tradition of helping students.

The program itself has undergone some changes. This past year, students benefited from an expanded career seminar series as part of their university studies course. Six seminars covering *becoming an entrepreneur*, *elementary or secondary school teaching*, *nursing*, *social work*, *law* and *teaching ESL*, were offered.

A plan has been drawn up to alternate two courses – *Effective writing*, and *Human Nature*, so that they are taught every other summer. This will allow TYP alumni who are already in a degree program to take advantage of these options. The courses are proving to be a terrific “bridge” for students moving from TYP to first year.

Private funding has come to the rescue of two important projects. The funding support to maintain the Steps to University Program was due to come to an end this year, but a commitment by HSBC Bank Canada will allow STEPS to continue for three more years.

Funding was also found for a new computer lab and the acquisition of 100 computers over the next two years to replace the ones in the current lab, which have started to break down after five years.

The International Student Centre (ISC)

As of November 2001 there were 3,545 international students from 130 countries enrolled at the University of Toronto, an increase of 18% over the year before. They now make up 6.0% of the total student population. In the 5 year period since 1997 the number of international students attending the University has jumped by 75% and many, even before arriving in Canada, look to the ISC for assistance in settling in to this new environment. The ISC web site is a valuable source of information for prospective students and information booklets produced by the Centre are sent to all international students offered admission. Once here, international students are invited to attend orientation receptions and workshops at which they can establish important individual contacts. In September 2001, the ISC Reception Service hosted 16 different events and activities attended by 774 new and returning international students.

For students whose first language is not English, the ISC's English Conversation Program has been a great success. Students and their spouses, Post Doctoral Fellows and visiting scholars could register in courses designed to improve their communication skills. Twenty-seven classes, each with a duration of 10 weeks, attracted 215 students over the past year.

The events of September 11, 2001 had a dramatic effect on the services which ISC provides. American students form the largest group of International students on campus and Muslim students are the most frequent users of the ISC building. By September 12, 2001, ISC staff and the campus crisis management team had already set up a special counselling service for students, and the Centre's cross cultural counsellor took a leading role in providing drop-in counselling support.

Since these events, international students have been under great scrutiny when applying for visas to visit the United States. The excellent working relationship which staff at the ISC have developed over the years with the U.S. Consulate in Toronto has made it possible for them to provide detailed advice and information to students wishing to travel to the U.S.

The ISC has become a very important presence in the lives of not only international students but also Canadian students with an interest in opportunities to work and study abroad. In fact, the majority of users of the facilities, both on an individual and group basis, are Canadian citizens or permanent residents.

The School of Graduate Studies (SGS)

In the words of the Dean of SGS “*there are fewer more important things we can do for international students than to provide English-language support.*” At SGS this support is provided by the Office of English Language and Writing Support (ELWS). Directed by Dr. Jane Freeman, ELWS offers courses designed to help graduate students become aware of the culture-specific and discipline specific features of academic prose. Courses are designed expressly for non-native speakers of English. In the first year of operation, ELWS registered 290 students.

The Dean, correctly in my view, sees the work being done in this office as a significant component of the University’s efforts to make diversity succeed.

The *Scholars at Risk* program, founded by SGS together with Massey College, is designed to assist refugee scholars by bringing them to the University to teach and interact with faculty and students. A former professor at Teheran University and a former journalist from Ethiopia are receiving support from the program at present.

The Faculty of Pharmacy

This faculty has inaugurated an International Pharmacy Graduate (IPG) program as a way of linking their professional community with international graduates in this area. Historically many of these graduates have felt marginalized and disadvantaged. As a demonstration of its commitment to equity and diversity, the Faculty designed a program which provides a structured process for professional enculturation supported by English as a Second Language, English for Specific Purposes and cultural support programs. The Faculty is also developing a formalized mentorship network as a way of providing one-to-one coaching and support of foreign pharmacists.

This fall the Faculty, in collaboration with the Ontario College of Pharmacists, will begin a series of diversity training workshops for pharmacists across Ontario who work as preceptors with the College’s internship program to provide them with an awareness of issues and tools to support diversity in the workplace and in clinical education.

THE CURRICULUM

More evidence of a shift to even greater diversity of choice in the curriculum offered by some divisions at the University has become available during the past year. Of course some areas of instruction and research are more amenable to such changes than others.

A review of changes to the Faculty of Arts and Science calendar as of February 2002 revealed a number of new courses which contribute to diversity. Included in the new list are ABS351H **Aboriginal Legends and Teaching**, ABS352H **The Indian Act**, EAS204Y **Approaches to Modern East Asia**, EAS207H **Literatures of Modern Asia**, EAS476Y **Democracy and History in Korea**. A number of new courses in the History department deal

with race. Among them are HIS406H **Making Race and Defining Women in Modern Science**, HIS446H **Gender and Slavery in the Atlantic World** and HIS475H **Race, Segregation and Protest: South Africa and the United States**. Two new courses in the Department of Sociology address matters of race – SOC336H **Immigration and Race Relations in Canada**, and SOC339H **Comparative Social Inequality**. This past year New College co-sponsored with Innis College a new course in **Sub-Saharan African Cinema** INI483H, contributing the funds to pay the stipend of the instructor.

The Faculty of Law also offered its students a wide variety of courses from which discussions of race and diversity issues were possible. Several courses were available on Aboriginal Peoples, Human Rights, Civil Liberties and legal and ethical responses to a full range of issues which affect the lives of minority populations. In the first year *Perspectives and the Law* course, one of the three one-week sessions, addressed issues relating to race, ethnicity or culture. *The Redressing Systemic Injustice Bridge* included an overview of recent reparations initiatives for the Holocaust and African-American slavery and a discussion of the issues arising from Canada's residential school system with special attention to its impact on Aboriginal communities.

At the University of Toronto at Scarborough (UTSC) the Cultural Pluralism and Arts Program hosted and co-sponsored a number of panel discussions, screenings, lectures and workshops including a Student/Community Network Seminar, a lecture by Caribbean author George Lamming, and a screening and talk by video maker Spencer Nakasako. Guest visits to UTSC were made by Rachel Kalpane James, of the South Asian Visual Arts Collective, visual artist Meera Sethi, video maker Richard Fung, cultural theorist Robin Pacific and curator Richard Hill. These individuals all contributed to the advancement of knowledge and skills in the field of arts and cultural pluralism.

Some of the progress made in diversifying the curriculum has its genesis in the financial support made possible by the Ethnocultural Academic Initiatives Fund. *Appendix 2* lists the projects by department, which were selected for funding in 2001/02.

COMMITTEE ACTIVITY AND TRAINING

In my last annual report I listed among my priorities an intention to increase the provision of training and education to all constituencies and to continue activities on local and provincial committees whose agendas compliment the work of my office.

Appendix 3 provides examples of the scope of these activities, which continue to be important priorities for the office.

FINANCIAL SUPPORT

Elsewhere in this report, I have mentioned a number of projects which received funding from the central administration in the past year. They include projects funded under the Ethnocultural Academic Initiatives umbrella, initiatives to promote mentoring and outreach, and activities to celebrate Black History Month and South Asian Culture.

While the promotion of these and other initiatives is of vital interest to this office, the financial well being of students who elect to attend this university is of paramount importance.

The third annual report on Student Financial Support, which was presented to the University Affairs Board in February 2002, contained information that suggests that this University's new policy on student financial support "*was achieving its objective of maintaining the University of Toronto as a viable choice for all students, regardless of background.*"

The following are some of the findings outlined in the Report:

- Some of the improvement is due to the government directive that 30% of increased tuition fees must be invested in needs-based funding.
- The Ontario Student Opportunity Trust Fund has been a tremendous success.
- The proportion of first-entry students who had convocated with no Ontario Student Assistance Program (OSAP) debt had remained steady at about 56% as had the average debt load (\$14,000 to \$15,000) of those who had graduated with OSAP debt.

This outlook is promising especially since a survey completed on behalf of universities by the Ontario Universities Application Centre, through the period of increasing tuition, indicated that tuition had not affected the applicant pool. This conclusion is the same as that which emerged from the University of Toronto data, which show that nearly 20% of the students at the undergraduate level and in professional faculties come from homes where parental income is less than \$30,000.

The presentation of these findings coincides with the announcement in February that the Faculty of Law wants to increase its tuition by \$2,000 a year over the next five years. The University and the Faculty in particular will need to rise to the public relations challenge of illustrating that such dramatic annual increases should not prevent students from minority populations, who have been the focus of the Faculty's recruitment efforts, from applying.

REPORT OF THE RACE RELATIONS AND ANTI RACISM INITIATIVES OFFICER
FOR THE PERIOD APRIL 1, 2001 TO MARCH 31, 2002

THE CASE FILE

Tables 1 and 2 below provide comparative data for 2000-2001 and 2001-2002 by source of complaint and constituencies identified in the complaint. The data in both tables cover a twelve-month period.

Table I Formal Complaints Documented and Requiring Investigation by RRARI Officer

Source of Complaint	Constituency Identified in Complaint									
	Student		Faculty		Admin. Staff		Total		%	
	00-01	01-02	00-01	01-02	00-01	01-02	00-01	01-02	00-01	01-02
Student	8	7	10	8	3	4	21	19	52	53
Faculty	1	1	0	0	1	1	2	2	5	6
Admin. Staff	3	2	2	3	12	10	17	15	43	41

Of the 36 formal complaints received, 32 have been resolved, 2 have been dropped and 2 are in progress.

Table II Informal Complaints: No Specific Request for Action by RRARI Officer

Source of Complaint	Constituency Identified in Complaint									
	Student		Faculty		Admin. Staff		Total		%	
	00-01	01-02	00-01	01-02	00-01	01-02	00-01	01-02	00-01	01-02
Student	15	12	10	8	3	2	28	22	67	56
Faculty	1	1	0	0	1	0	2	1	5	3
Admin. Staff	3	4	2	3	7	9	12	16	28	41

Of the 39 informal complaints received, 35 were from individuals who insisted on complete anonymity.

There was a slight decrease in the number of complaints received in the period covered by this report when compared with the corresponding period a year ago.

Student complaints were in the majority again. Three of the student complaints appeared to stem from the events on September 11th 2001 in the U.S.A. In two of the incidents, graffiti was used to target the complainants while in the third a racial slur was directed at the student who reported the matter to his residence Don who contacted my office. Two of the complaints received in the administrative area were from U.S. citizens who believed that they were deliberately subjected after September 11th to anti-American statements. Complaints in the administrative area were based in some cases on performance review appraisals which were thought to be biased and slow progress through the ranks which was attributed to discrimination on one or more of the prohibited grounds.

Anti-American statements made in the presence of a faculty member was the basis of one of the two complaints received from this constituency.

Kelvin E. Andrews
Race Relations and Anti Racism Initiatives Officer
October 2002

SUMMER MENTORSHIP EXPENSES - 2001

Budget			\$40,000.00
Expenses:			
Salaries	13,198.12		
Benefits	<u>1,254.03</u>	14,452.15	
<i>Coordinator for:</i>			
Law	5,000.00		
Social Work	5,000.00		
Engineering	5,000.00		
Medicine	<u>5,000.00</u>	20,000.00	
Advertising/Promotion: t-shirts		1,332.56	
Brochure		1,976.63	
Miscellaneous Expenses		179.88	
Office Supplies		61.26	
Technical Services: open mike event		72.00	
<i>Hospitality:</i>			
Picnic	603.75		
Meetings	<u>987.51</u>	<u>1,591.26</u>	
Total Expenses			<u>\$39,665.74</u>
Balance			<u>\$ 334.26</u>

ETHNOCULTURAL ACADEMIC INITIATIVES FUND ALLOCATIONS, 2001/02

Division	Department	Title of Project	Amount Awarded
Law		Minority Outreach for Aboriginal Students.	\$9,000
Medicine	Public Health Sciences	<i>"From Reflection to Action: Integrating Ethno-Racial Diversity Issues in Teaching and Practice"</i>	\$7,500
OISE/UT	Theory and Policy Studies in Education.	Equity and Diversity Project in Pre-Service Teacher Education cohort in School, Community and Global Connections.	\$12,000
	Sociology and Equity Studies in Education and Centre for Media and Culture in Education	Improving Access to Innovative Film, Video and New Media on Ethnocultural Diversity.	
	Curriculum Teaching and Learning; Modern language Centre	Laying the Groundwork for the Preparation of Teachers of Less Commonly Taught International Languages at OISE/UT.	
Pharmacy		Development of a Cross-Cultural Interviewing Skills Training CD-ROM Program for Pharmacy Students.	\$10,000
Physical Education and Health		To support implementation of recommendations of Report on Inclusive Practices for Ethnocultural, Racial and Religious Groups, focussing on visible minority women's participation.	\$5,000
Social Work	Anti-Racism Multiculturalism and Native Issues Centre.	Development of teaching, videos and workbooks to focus on strengthening skills in anti-racist and anti-oppressive practice.	\$5,000
Status of Women Office, with the Institute For Women's Studies and Gender Studies		Mentorship for Women from Under-represented Groups.	\$7,000
Transitional Year Program		Support of Publication of proceedings of conference on <i>"Access and Equity in University Education."</i>	\$7,000
U of T at Scarborough	Partnership between AccessAbility Services, Advising, Career and Student Success Services and Teaching and Learning Services.	Teaching and Learning for Diversity Conference (development of curriculum materials package, edited publication and associated website)	\$12,500
	Division of Humanities: Co-op Arts Management	Co-op placements, high school outreach and networking seminar focused on globalization and cultural pluralism in the arts.	
	Division of Management.	Addition of a new course to the curriculum entitled, <i>"Diversity in the Workplace."</i>	

EXAMPLES OF MAJOR ACTIVITIES DURING THE YEAR PAST

Committee Activity

- Member of the UTM committee to select a Chief Administrative Officer.
- Member of Committee to review the Provost's office.
- Member of the "*September 11th Committee*" to monitor the university climate after the events of September 11, 2001 in the U.S.A.
- Member of the Committee to plan the Diversity and Equity series being presented by colleges in the Faculty of Arts and Science.
- Member of the planning group for the March 2003 conference at U of T
- Member of Committees struck to hire or promote police officers on the St. George and UTM campuses including the Committee to hire a Director of Police Services at UTM.
- Member of the Employment and Educational Equity Committee of the Council of Ontario Universities.

Workshop and Training Activity

- Workshop for newly appointed Academic Administrators in the handling of complaints.
- Workshop for new faculty – classroom challenges in the diverse university.
- Orientation workshop for new faculty in Arts and Science.
- Workshop for teaching assistants on the challenges of cultural diversity.
- Facilitator of Diversity roundtable at CIRA conference hosted by Physical Education and Health.
- Facilitator of roundtable on diversity at Student Services Staff Development day.

Project Funding

Negotiated funding for the *U of T Summer Mentorship Program*, *Black History Month* (BHM) activities at the International Student Centre, *VIBE 2002* an event for BHM hosted by the Black Students' Association, *Caribbean Connections* the National Society of Black Engineers and the West Indian Students' Association. Funding for the South Asian Alliance to participate in a cultural show at the University of Western Ontario. Funding for "*The Future is Now*," a high school conference hosted by Shaw College and the Black Students' Association.