



# University of Toronto

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## Race Relations and Anti Racism Initiatives

### ANNUAL REPORT

#### April 1, 2002 to March 31, 2003

### 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's 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.

The report provides evidence of continuity in some areas and new developments in others where the focus is on the University's attempt to meet the challenge of reflecting the myriad cultures and races that define today's Ontario and Canada. The central discussion has been limited primarily to the various efforts that are being made to attract and retain students from groups that are under-represented. This discussion, though not exhaustive, highlights the divisions in which concerted and increasingly successful attempts are being made to diversify their student populations and the curriculum from which they make their academic choices. The University is of course facing similar challenges in the recruitment of qualified faculty and administrative staff at a time when identical searches are being undertaken across Canada and the United States by sister institutions.

The incremental gains which I have described in previous reports provide the foundation on which many of the initiatives described in this report rest. The *Summer Mentorship Program* in its multiple iterations has given the University a credibility it did not enjoy previously in some groups and has become an important bridge with the community at large. Calls by community members for its expansion have been made and are being considered. Additional gains have been realized in the area of the curriculum with several new courses introduced and programs such as *African Studies* and *Caribbean Studies* enjoying healthy enrolments and, in the case of the latter, a strong commitment to fund its expansion into a specialist program.

Recent policy statements made by senior members of the administration lead to the conclusion that the university is more committed than ever to the fostering of an environment in which all of its members will be given the opportunity to realize their fullest potential. Whenever this commitment includes the issues and constituencies that have been the preserve of this office every effort will be made to assist in the facilitation and hastening of that process.

Kelvin Andrews  
Race Relations and  
Anti Racism Initiatives Officer

October 2003



# University of Toronto

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## Race Relations and Anti Racism Initiatives

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

for the period April 1, 2002 to March 31, 2003

October 2003

## 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

Since its inception in 1994 as an initiative of the Student Services office in the Faculty of Medicine, the Summer Mentorship Program (SMP) has expanded to include other divisions and is focused on its goal of reaching out to students traditionally under-represented at this University especially in professional fields such as Medicine, Law, Engineering, Social Work, etc.

*Appendix 1* displays the expenditures for SMP 2002 made possible by a grant from the Vice-Provost, Students. A grant of \$40,000 has already been approved by the same source for SMP 2003.

Aside from benefiting young high school students by bringing them into direct contact with students, staff and faculty members at the University, the SMP has helped to consolidate the important relationship that we enjoy with the Boards of Education which supply our students.

In addition, many of the parents of the students who make up the SMP class each year have come to regard this institution as having a genuine commitment to the academic wellbeing of their children. The Faculty of Medicine in particular has made a tremendous effort to involve parents by eliciting their help in keeping students motivated.

The report of SMP 2002, attached as *Appendix 2*, refers to challenges which were expected especially around "pre-placement training" and which were met largely through the additional funding the University agreed to provide. SMP 2003 can be expected to face

increased scrutiny by the Boards regarding the number of hours devoted to such training and the number of credits awarded. In addition, the Toronto District School Board has informed us that we should be using the same teacher for pre-placement as well as to run the program. We have also been approached to expand the SMP beyond the Boards of Education which currently supply students and to increase the number of options available to students. We have had preliminary discussions on the question of expanding the available options but no decision has yet been reached.

The SMP is a tangible response to the challenge of attracting under-represented students and as such it deserves a sustained commitment by the University.

As I have pointed out below, the SMP has begun to realize identifiable benefits in the form of University enrolment for some divisions.

### ***Faculty of Medicine***

Since 1994 when it hosted the first in the series of Summer Mentorship programs in collaboration with the Association for the Advancement of Blacks in the Health Sciences (AABHS), the Faculty of Medicine has seen over 330 students graduate.

What started as an initiative to address the urgent need for training and mentoring opportunities for Black and Aboriginal students with nascent interests in Medicine, Science and health related fields has grown into a program which allows students to undertake research projects with renowned scientists, improve their critical appraisal and writing skills, and learn the art of scientific collaboration. There is evidence that the SMP run by Medicine is achieving the goal of attracting students to the health sciences from the groups it has focused on from the program's inception. Of the nine Black students admitted to Medicine this year, five are graduates of the SMP. This number is a significant improvement over previous years where generally a maximum of three Black students would succeed in gaining admission. While exposure to the SMP has been an obvious contributor, credit must also go to the members of AABHS who have not only made a significant impact on the Program's planning and delivery but have worked tirelessly at career events, conferences and similar milieu to attract Black applicants to this faculty.

The SMP is not the only initiative of the kind available through Medicine. The *Saturday Program*, which was started in 1996, is of 12 weeks duration, running from February to May from 10 a.m. to 1 p.m.; it provides tutoring, mentoring and enrichment activities for inner-city High School students of diverse ethnic and cultural backgrounds who have the potential but are not achieving their academic goals. This program, which provides tutoring in Math, Science and English, is aimed primarily at students in Grades 9 and 10, and has attracted so many university students as mentors that it enjoys the enviable ratio of two mentors to every student. Feedback on the *Saturday* program from students, school officials and parents reveals a very positive impact on school performance and a heightened interest among participating students in post secondary education. This past year, the class of OT3 contributed \$12,000 to cover lunches for the students and their mentors.

Other programs organized by medical students and colleagues in other faculties have benefited students who attend schools in the inner city. The *St. Felix Program* directed to students in Elementary School is run by University mentors who help each child to recognize their potential, and encourage their personal growth.

Medical students have maintained their interest and participation in projects such as ***Healthy Sexuality*** which discusses birth control and sexually transmitted diseases with inner city students in Grades 9 and 10, ***Community Outreach*** which involves them with various community agencies to collect food items and toys for socially disadvantaged children and ***Out of the Cold*** an initiative which provides food and shelter to the homeless. A newly formed partnership between the Medical Society and ***6 St. Joseph***, a centre that creates a place of compassion and friendship for students and others who are homeless, will have as one of its primary objectives the fostering of standards that encourage inclusivity regardless of faith and cultural background.

Many of the individuals served by these projects are members of the same ethno-racial and socio-economic groups participating in the SMP. The benefit for the University students who volunteer comes by way of the valuable experience they gain in dealing with people from a wide variety of backgrounds and circumstances.

### ***The Faculty of Law***

In 2002, the Faculty of Law hosted twenty-one students from schools across the Greater Toronto Area in its seventh year as a participant in the SMP.

New to the five week SMP 2002 was an “*All About Law School Day*” when students were briefed by representatives from Admissions, Financial Aid, Career Services and current Law students. They also spent time with two SMP graduates who shared their personal and professional experiences. In keeping with a recommendation made in the “*Outreach Report*” for the Law School in 2001, younger speakers, with whom the SMP students could better relate, were invited to make presentations. Law students from Downtown Legal Services, Pro Bono Students Canada, the JD/MBA program and the Centre for Spanish Speaking Peoples were available to the students who particularly enjoyed interactive workshops, role-play in class discussions and other activities in which they could take the initiative. Many other law students signed up for a year long open-ended mentoring program with each mentor and mentee developing mutually convenient time-tables. This recognizes the valuable contribution that a mentor can provide through continuing extra support which enhances the High School student’s comfort level at the university. A recommendation in the Faculty’s Outreach Report 2002-2003 suggests that “*mentors follow-through by contributing their time, and that the mentees also follow-through by pursuing the relationship. Instead of leaving this portion of the program so open-ended, there should be organized activities during the summer for the mentor-mentee pairs and a promise of commitment on the part of the mentors that they will be present at all activities.*”

Other divisions participating in the SMP should give consideration to the establishment of similar arrangements to maintain contact with the students who express interest in their programs.

The Outreach Report mentions two other recommendations that I consider worthy of consideration. In addressing the difficulties inherent in the student selection process when trying to identify “*disadvantaged*” minority youth the report suggests that the application form be changed to invite some information on the education and employment levels of parents. If this is done, the reason for doing it should be explained fully to the School Boards and all others involved in the promotion of the SMP. The other recommendation addresses the promotion of the SMP and suggests that community organizations and youth groups with mandates that reflect the goals of the SMP should be informed of the Program but to also be told that only a limited number of places are available each year. If these recommendations are adopted by the Central Coordinating officer for the SMP they should simplify the process for all participating divisions.

The Faculty has continued a broad variety of activities designed to reach out to the community and to promote diversity. To facilitate this process, a new position of ***Director, Admissions and Financial Aid*** has been created. This position was designed “*to provide additional senior level support in the areas of admissions, financial aid and outreach/diversity.*” The new Director will start in mid-October 2003.

In the area of admissions, Black and Aboriginal students with LSAT scores within an acceptable range and identified from the list provided by the Candidate Referral Service were again sent letters by the Dean encouraging them to apply. The efforts at outreach to Aboriginal communities continue to be successful. In the 2002-2003 academic year, offers of admission were made to 40% of Aboriginal applicants as compared to 14% of non-Aboriginal applicants. The academic support program which provides tutorial assistance has been operating effectively under the supervision of a Native Students’ Advisor.

The annual income on the endowment made possible by the June Callwood Program in Aboriginal Law, launched last year, is intended to support two distinct initiatives in community internships and fellowships and scholarships for Aboriginal students. The internships will allow both Aboriginal and non-Aboriginal students to gain understanding of and sensitivity to Aboriginal rights and practical experience in Aboriginal community organizations while the fellowships and scholarships will enable the Faculty to recruit outstanding international students to study in the area of Aboriginal law.

The Faculty continued its funding of an event of special significance to Black students. The membership and registration costs for the 12<sup>th</sup> Annual Black Law Students’ Association of Canada Conference in Ottawa were covered by the Faculty to allow six Black law students to attend. This conference provides students the opportunity to meet Black law students from across Canada and to discuss issues of mutual interest.

During the past year the Faculty hosted many conferences and workshops dealing with issues of diversity. Examples include the *Annual Law and Diversity Conference* held in November 2002. The goals of the conference were:

- “to advance the discussion and dialogue on issues relating to the relationship between diversity and the law”
- “to enhance the awareness and understanding of these issues in the Law School, the University, the legal community and the broader community”
- “to reach out to alumni and the broader community and build bridges for future diversity initiatives.”

The inaugural conference entitled, “*Conferences on Systemic Racism in the Canadian Justice System*” took place on November 29<sup>th</sup> 2002 to a standing room only crowd.

The Diversity Working Group, a joint faculty-student committee which provides advice to the Dean on matters relating to diversity, co-sponsored events with student groups this year. They included ones by the South Asian Law Students’ Association (SALSA) – *Access to Justice and the need for Legal Aid Clinics: The South Asian Experience* and by the Black Law Students Association (BLSA) – *Black History Month Celebration: How can Lawyers make a difference in the lives of youths.*

Support provided through the Career Development Office (CDO) of the Faculty is crucial to the achievement of objectives being pursued under the diversity heading. The CDO works closely with students who face real or perceived barriers due to physical disabilities, mental health issues, gender, sexual orientation, race, language, religion or ethnicity.

The CDO also works with student groups and the Diversity Working Committee to discuss career-related issues in relation to minority students. As well, the office participated in discussions with the Aboriginal Issues Co-ordinator at the Law Society of Upper Canada regarding programs, resources and services geared towards Aboriginal students.

The Pro Bono Program at the school featured placements focusing specifically on issues of race. University of Toronto Law students, for the past few years have been volunteers at Aboriginal Legal Services, the Urban Alliance on Race Relations, Metro Toronto Chinese and Southeast Asian Legal Clinic, Multilingual Community Interpractice Services and the African Canadian Legal Clinic.

Issues of race with international implications have also come to the attention of the Director of the Pro Bono program who supervises the Thailand Working Group and works with Thai NGO’s on matters having to do with Thai youth and children’s rights. In February 2003 this working group and Pro Bono Students Canada were partial sponsors of the *Spinlaw Conference on Poverty Law* held March 7-9, 2003 with a focus on *Borders and Boundaries.*

### ***The Faculty of Social Work (FSW)***

I noticed in my introductory session with the fifteen students who chose FSW to explore mentoring opportunities that they represented a cross section of many of the ethno-cultural groups that comprise the GTA. This bodes well for a Faculty that has recognized the need for its graduates to reflect the diversity that this group represents.

In my last report, I made reference to the work of an independent External Task Force on Diversity formed in the Fall of 2001 *“to assess progress to-date and make recommendations regarding the Faculty’s future efforts to integrate anti-oppression, diversity and social justice issues into every aspect of the life of the Faculty.”*

The Task Force decided to limit the focus of its review to curriculum development, professional development and minority student recruitment and retention. To expedite their work, Task Force members retained a consulting group to review FSW policies, current and past initiatives related to issues outlined above with input from students, faculty and field instructors through focus groups, interviews and written feedback. The report of the Task Force was presented to the Faculty Council in the Fall of 2002, after which all faculty constituencies were asked to review the recommendations and to suggest ways in which they could be implemented.

At the March 2003 meeting of the Faculty Council, the written feedback was presented in consolidated form. Each constituency has been given the responsibility to provide written reports to Faculty Council on how it is working to incorporate/implement the relevant recommendations.

This report does not permit a detailed analysis of the recommendations made by the Task Force but agrees with the observation by Faculty Council that progress towards achieving the goals set out in the recommendations needs to be assessed on an ongoing basis. It is also critical that a thorough assessment of FSW’s achievements and challenges since the implementation of the Anti-Racism, Multiculturalism and Native Issues (AMNI) initiative be made if only because of the important role it plays in increasing the awareness of students to issues around diversity, and in acting as an information and referral centre for many individuals and agencies both within and outside Toronto. Such an assessment by the consultants was not possible due to limitations of time and budget.

The Centre’s Advisory Committee has submitted a number of helpful reactions to the report of the Task force which deserve due consideration by the Faculty Council as it crafts guidelines and benchmarks to assist constituencies in carrying out their responsibilities.

A list of some of the activities involving the AMNI Centre is provided in ***Appendix 3***.

Faculty members at FSW have continued to pursue research topics that have a direct bearing on the efforts to incorporate and integrate diversity in the faculty’s curriculum. Examples of such research projects are ***Creating Social Capital: A Study of the South Asian Community***,



***Negotiating Multiple Cultural Contexts: Japanese migrants in North America and An integrated outcome process study of cross-cultural clinical practice***

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

This division is home to many of the initiatives devoted to “*the exploration of questions of major social importance concerning diversity, equity and social justice in the domains of schools, the family and homes, work places, social work and law, and in the media and popular culture. Through research, teaching and community work, issues of race, anti-racism, equity and the implications for education (as broadly defined) have been broached.*”

The well-deserved reputation of the Department of Sociology and Equity Studies in Education (SESE) as a leader in critical race and anti-racism scholarship in Canada and around the world has been further enhanced by activities undertaken during the year past. The initiatives described in the opening paragraph of this section of my report refer largely to activities undertaken by SESE which continues to attract interest from outstanding students, pre-eminent funding organizations and the community at large.

The following examples of the work done by the research centres located within SESE illustrate the extent to which it has contributed to divisional goals around equity and diversity.

- The Centre for Integrative Anti-Racism Studies (CIARS) was involved in the sponsorship of a number of events with an anti-racist focus. ***A Discussion on Thesis Issues around Race***, a workshop organized for graduate students interested in issues of anti-racism and critical race scholarship provided an opportunity to examine the process of incorporating these issues into the thesis process. During the winter term 2003, core faculty members at CIARS, as part of the *Brown Bag Lunch* series, presented lectures on ***Aboriginal People and Literacy, Transcultural Spaces, Families, Communities, States: Professional Ghanaian Women in the German Labour Force and Re-colonizing immigrant women – stories from the garment industry.***

Administrators, teachers, politicians, parents, students and community groups were brought together in an event co-sponsored by CIARS entitled ***Equity in Education: Laying the foundations Community conference*** to discuss how to preserve the equity initiatives occurring in the Toronto District School Board in a time of fiscal constraint.

Two CIARS core faculty presented at a special seminar directed at students and researchers on the subject of ***Researching ‘Race’: Challenges and possibilities.***

- The Centre for Media and Culture in Education (CMCE) views race and anti-racism as intrinsic to its mandate. Some examples of projects that featured these elements as subjects of focus are:

- (a) The development of an annotated data base on ethno-cultural film and video to assist educators and students in searching and assessing work on race, ethnicity and anti-racism.
  - (b) The hosting by CMCE of a lecture by a Trinidad and Tobago-based visual artist whose works critique race and nationhood in the Caribbean.
  - (c) A discussion of the African Canadian film *Welcome to Africville* in a presentation by two faculty members entitled "*Representing Pasts/Interrogating Futures.*"
- The Centre for Study of Education and Work (CSEW) held a three-day workshop, under the auspices of its Working group on labour in August 2002, which looked at anti-racism and human rights education. Of the thirty-five labour educators from across Canada and the U.S. who participated fifteen were workers of colour.

CSEW's working group on teacher education and curriculum development assisted in mounting a travelling exhibit with the Workers Arts and Heritage Centre on the contributions of African-Canadian workers to Ontario society over the last century. The Centre's Working group on collaborative research began a \$140,000 study to assess the actual impacts of anti-racism courses within unions. CSEW has continued its effort to involve students of colour whose thesis work touches on labour issues.

I have seen a copy of a proposal for a project involving OISE/UT members which on completion should help to realize the goal of achieving "*a new openness and desire to create inclusive schools and classrooms where English as a Second Language (ESL) learners will be acknowledged and appreciated.*"

The project entitled "*The ESL Student Experience: Three Video-Disks with Teacher and Student Perspectives*" is aimed at pre-service and in-service teachers who work with ESL learners. The project will result in the preparation of three forty-five minute video-disks incorporating teacher and student voices on the ESL experience in Ontario in Grades 1-5, 6-8 and in High School. It involves the active participation of the ESL infusion Co-ordinator at OISE/UT and the ESL Co-ordinator at the Toronto District School Board and should facilitate the achievement of the goal outlined in the new Ontario policy in this area "*that every teacher be an ESL teacher and have knowledge and skills necessary to create a classroom inclusive of all learners.*" It should also satisfy the need so often expressed by Ontario educators for Ontario-produced resources to sensitize teachers to the highly diverse ESL student body in our schools.

Complimentary to the ESL project is another entitled "*Teaching in Multi-lingual Classrooms,*" an alternative program which is a special focus cohort within the Secondary Pre-service Teacher Education program at OISE/UT. Its aim is to prepare teachers to work in schools serving linguistically and culturally diverse communities.

### ***Faculty of Applied Science and Engineering (APSE)***

APSE, in its aim to get students excited about how science, engineering, technology and mathematics influence our daily lives, has been offering ***Science Outreach*** since 1990 to students in Grades 2 through 9. To ensure that students from all financial backgrounds have the opportunity to participate, APSE offers bursaries which range from 40% to 100% of the cost of one camp fee.

*Science Outreach* offers eight weeks of camp programming with two different weeks of curriculum to choose from. Whereas the program was only available on the St. George campus in earlier years it is now available on all three campuses and is one that under-represented groups should try to benefit from. It is an invaluable tool to use to convince young students that they might have the possibility of careers in Science and Engineering. *Science Outreach* is a member of ***ACTUA***, an organization dedicated to “*learning for change.*”

APSE is also involved in projects with an international vision. The University of Toronto chapter of Engineers Without Borders (EWB) held an event on March 7<sup>th</sup> to showcase the projects it has undertaken to assist people in developing countries to gain access to the technology they need to improve their lives.

On hand were University of Toronto students to speak about EWB internships in Zambia, Bolivia, Peru and India involving projects as varied as improving a town’s water system, constructing a hammer mill to grind maize at a refugee camp, and developing a web site and databases to link NGO’s dedicated to social development issues.

## **OTHER INITIATIVES AND PARTNERSHIPS**

### ***New College***

This college’s solid commitment to equity and diversity was reflected in a number of projects undertaken during the period covered by this report.

As has happened for several years, Outreach and partnership initiatives continued with Flemington Public School and involved students in the New College mentorship program who provided in-school tutoring for students, some of whom visited the campus. In collaboration with the Faculty of Physical Education and Health, the College sponsored four Flemington students to the two-week Summer Mini-University program. The College also sponsored two students to the one-week Science Outreach program.

Other mentoring activities at the College involved the **Big Brothers/Big Sisters** and **Honderich Awards Programs** which the College has agreed to take over from OISE/UT and **Pathways to Education**, an educational program based in Regent Park which is designed to identify students in Grades 9 and 10, with the potential to pursue post-secondary studies but who may have become discouraged because of social and economic challenges.

Students are given extra support and encouragement with their studies, including visits to the University.

Academic programs based at New College, some of which are relatively new to the Academy, have attracted broad interest and enjoy increased enrolments after modest beginnings. When the Major Program in Equity Studies was initiated in the 1998/99 Winter Session, 11 students were enrolled. For winter 2003 the enrolment was 104. An enrolment of 135 students in NEW2404, the program's introductory course, should ensure that this healthy pattern will continue. Similarly, enrolment in African Studies programs increased to 62, up from 46 in the previous year and 34 in the year before that. The course in Introductory Swahili attracted 23 students this year. The enrolment figures for Caribbean Studies were similar to those of the previous year with 29 in the Major Program and 29 in the Minor as of November 2002. With over 80 students enrolled in the introductory core course, prospects look bright for this program.

In previous reports I have pointed to the need for stability and a solid commitment by the University to both African and Caribbean Studies. In the case of Caribbean Studies, this has come in the form of approval of funding for a full-time Program Coordinator (for a three year term) and the creation of a Specialist Program in Caribbean studies by the Faculty of Arts and Science.

The South Asian Studies Program is now located in New College, Wetmore Hall, pending completion of the new residence building. Enrolments in the Specialist, Major and Minor Programs reached 53, up from 46 in 2001 and 38 in the previous year. New College hopes to see further synergies develop between South Asian Studies and other programs located at the College.

Under the aegis of this program, a number of events have taken place including exhibitions of paintings, poetry readings and a lecture-demonstration of Indian classical magic. Also in June 2002, members of the Jain community approached the College about establishing their first International Peace Prize here. The inaugural award was presented to Professor John Polyani on January 17, 2003.

A number of internal activities designed to improve the experience of students at the College have continued. First year students are paired with senior students and participate in various group events of a social and academic nature. This program is aimed at students of Black African and Caribbean descent, some of whom assist with the tutoring initiatives at Flemington Public School.

Students who face the challenge of balancing the demands of attending university with those of parenting meet approximately once a month for lunch and benefit from networking facilitated by the college Registrar's office.

**MOSAIC**, an event organized by the Residence community in March 2003, offered an exploration of various cultures through dance, music and fashion, while a series of International dinners sponsored by students in residences and held at local restaurants did

the same through cuisine. An annual event for which the College has become well recognized in the larger community is one organized by the Black Students' Association, many of whose members are affiliated with New College. The event brings mainly Black students from inner city schools to a one-day conference at the College. **Carpe Diem: Seize the Day**, the name given to this year's conference held in March, attracted over 150 Grade 11 and 12 students.

The effort to recruit highly qualified international students to the University is augmented by a summer program at the College developed for pre-university age students (ages 14-18) from several countries who enrol in two three-week sessions in July and August. These sessions are tailored to their individual needs and which participants with the diverse cultural life Toronto offers.

### ***The Transitional Year Program (TYP)***

TYP accepted a larger than usual number of students (86 compared to 75) with 77 students starting in September. Currently 71 students are registered of whom 70% are expected to graduate. In an effort to make "*excellence accessible*" TYP has introduced a two-year program for students with disabilities who find it difficult to attend university full-time. Two students were admitted into the extended program and in the course of the year, four students switched to the extended from the full-time program. For the fifth year, TYP nominated students for the University of Toronto National Scholarship Awards. Yet another TYP student has become a National Scholar.

The **Steps to University** program, which encourages students with academic promise to continue on to higher level studies beyond high school, saw a partnership this year between the University and six high schools. The program offered a section of Sociology in each school accompanied by one or more parallel high school credits aimed at building and reinforcing academic skills. At present, the selection of a suitable parallel course from the new *Ontario Secondary School Curriculum* is a matter of concern and experiment and the search continues for one that best fits the needs of students either as to its applicability to university entry or as a prerequisite to courses which are.

### ***The International Student Centre (ISC)***

ISC has promoted and sponsored numerous events in the past year in keeping with its mission "*to promote and support international education as well as international interaction and communication.*"

The Centre is still one of the first offices that international students contact for information once they have been admitted to the University and even before that they are able to obtain important information on the University and its environs from the Centre's website.

At present some 137 foreign countries are represented at the University with the largest number of students coming from China, the United States and South Korea. Many of these students and their Canadian counterparts benefit from activities such as the **ISC cultural exchange**, a lunch hour series which is well known on campus. In the past two years, several student groups have showcased their countries and by so doing have introduced others to their cultures. This type of session is especially useful to Canadians with an interest in studying and working abroad. Likewise, international students benefit from a session, offered jointly by the ISC and the Career Centre, on "*Working in Canada*," specifically designed to assist them in dealing with cross-cultural communication, career planning and job searching.

Last year, for the first time, the ISC organized dinners for *Passover* and *Ramadan* at which students from diverse backgrounds participated and enjoyed presentations on Jewish and Muslim cultures. Plans are in place for the coming year to offer dinners for *Diwali*, the *Hindu* festival of lights and *Nourouz*, the Persian New Year.

Workshops and training sessions involving ISC staff included one with the Office of Lesbian, Gay, Bisexual, Transgendered and Queer Resources and Programs, Counselling and Learning Skills Service, one focusing on don training and the challenge of working with students from other cultures and another co-sponsored with the Status of Women's office to celebrate International Women's days. My office obtained funding to assist the ISC in the presentation of **Furaha Yetu** (Swahili for our joy/happiness) as part of its Black History Month celebrations.

### ***The School of Graduate Studies (SGS)***

SGS was recognized in a recent edition of the **Chronicle of Higher Education** for having "*the most comprehensive program to aid refugee scholars*" among the eighty or so members of the network. In partnership with Massey College, SGS has founded and launched this unique Program whose idea is to support refugee scholars and to integrate them into the academic community. This year the Program supported three scholars.

English Language Writing Support (ELWS), which is organized and direct by SGS, is a crucially important service in an institution seeking, as is the case with the University of Toronto, to internationalize its student body. ELWS accounts for over fifty courses, forty of which are exclusively for students who are non-native speakers of English. Over seven hundred students are registered in these courses which not only improve linguistic capacity but assist in professional communication across the barriers of culture and nationality.

SGS has had many useful collaborations with the Equity offices over the years and always ensures that they are well-represented at its annual orientation when new students can acquaint themselves with the services available to them.

### ***The Faculty of Pharmacy***

Students registered in the Pharmacy program are now required to learn how to communicate with individuals in the vast multi-cultural mix that is today's Toronto. Not only must they learn to exhibit empathy but they must also acquire the ability to provide information which is understood so that medication is properly utilized. This is an important development in the training of individuals whose role is key to the proper functioning of the health system.

In an effort to customize a learning experience for its international graduates based on their individual needs, the Faculty designed an International Pharmacy Graduate (IPG) program which among other things, provides a menu of pharmacy specific courses, benchmarked to its undergraduate standard, to bring participating students to the level of competency expected of its own graduates. These students are linked to practicing pharmacists in Ontario through a mentorship program which facilitates networking and enculturation.

IPG students routinely share experiences they have had with immigration, settlement and the requirements of the licensure process in the Province.

### ***The Faculty of Arts and Sciences***

A group of Black faculty members have begun to meet regularly with the Dean to discuss issues related to equity. Some of these discussions are related to the curriculum but include other items of interest to the group.

To-date the Dean has worked with this group on the following:

- Improvements in training on issues related to equity for decanal representatives to Faculty search committees.
- A pilot project scheduled for Spring 2003 to track applicants for academic positions in three departments (Physics, Political Science and Economics) with plans to expand the pilot project in 2003-04 to all departments in the Faculty.

The Faculty also:

- Funded a consultation planned for June 2003 with Audrey Kobayashi of Queen's University whose work centres on the intersection of gender and race.
- Plans to fund a one-day workshop in September 2003 with invited scholars from across North America with experience and expertise in the area of curricular innovation and change.

## THE CURRICULUM

A number of courses which contribute to a greater diversity of choice became available during the past year.

Within the Faculty of Arts and Science, New College and Innis College were co-sponsors of a new course in Sub-Saharan African cinema *JNI388Y African Cinemas*. New College launched a course in January 2003: *The Romani Diaspora in Canada* which examines the history and current issues of equity facing the Roma people in Canada. The College has also secured funding for a new course *Socially Engaged Buddhism* which is cross-listed with Equity Studies.

In the Faculty as a whole, three new courses in Korean Literature have been introduced. In addition, a course in *African Canadian History, 1606-present*, one dealing with *History, Rights and Differences in South Asia*, as well as courses dealing with *Special Topics in Caribbean Studies*, *Contemporary Caribbean Literature and Identities* and *Topics in Brazilian Studies* are being offered this year for the first time. Courses in *Modern Hinduism* and *Classical Hindu Philosophy* have also become available.

The Diversity Working Group in the Faculty of Law has created a new initiative at first year students. *The Law and Diversity Lecture Series* provides lectures in the first year program that tie issues of diversity to courses in first year. The lectures covered *Civilization, Empire, Christianity, Race and Property*, *Discrimination in Private Markets* and *Human Rights and Tort Law*. In addition, Law continued to offer its students a wide variety of courses which discuss race and diversity issues.

The opportunity to discuss Aboriginal-specific issues as they pertain to and are affected by Canadian Law is readily available. Likewise, a number of courses deal with the interaction of the law and various other elements which are of interest to marginalized groups in our society.

At the University of Toronto at Scarborough (UTSC) the program in Cultural Pluralism and the Arts (CPA) hired an individual with a wealth of experience in developing and implementing equity policies and programs to fill the CPA lectureship position. Expectations are high that this appointment will add to the momentum which the program now enjoys. In the Spring 2002, CPA and the University of Toronto Graduate Drama Centre received a \$25,000 grant from the Ethnocultural Academic Initiatives Fund to implement a three part program leading to a stage production of Chinua Achebe's *Things Fall Apart*. Along with the production itself the program consisted of a set of acting workshops and a series of University/Community Dialogues exploring various topics and issues raised by the stage adaptation of Achebe's book.

## COMMITTEE ACTIVITY AND THE DELIVERY OF TRAINING



I have remained active on a number of internal committees as well as on one important provincial committee. I serve on all selection committees for police officers on the St. George and Scarborough campuses, on the Advisory Committee for the Excellence through Equity Conference held in March 2003, the selection committee for the Community Safety office and several ad hoc committees which come together to promote events at the University.

The delivery of training with other offices in the Equity Issues Advisory Group (EIAG) is a central function of the office and all University constituencies are involved. Examples by constituency of activities in this area are New Faculty orientation sessions, workshops on Personal Safety and Human Rights Awareness for unionized and non-unionized staff, a Diversity Awareness workshop for teaching assistants, and Residence Don training. I have continued my membership, at the request of the Council of Ontario Universities, on that Council's Employment and Education Equity Committee.

## **FINANCIAL SUPPORT**

A number of student groups approached the office for funding to support a range of cultural events. The office of the Vice-Provost, Students, has been highly receptive to recommendations made by this office and provided funding for two Black History Month events: AFROFUSION which involved all three campuses and **Furaha Yetu**, a presentation under the auspices of the International Student Centre. The Black Students' Association received financial support for its Annual High School conference at New College while the South Asian Alliance was given funding to participate in a cultural event at the University of Western Ontario.

I arranged through the University Registrar's office for two students to pursue research projects, one involving Nigerian migrant workers in Japan and the other to review the impact of Aids on the educational system in Namibia, Africa.

There were no allocations from the Ethnocultural Academic Initiatives Fund (EAIF) in 2002-2003 pending a review and enhancement of its effectiveness and impact. This review will be conducted in the context of the forthcoming exercise on academic planning. In the interim, a small contingency component has been reserved for pending proposals that were conceived under the previous terms of the EAIF.

## **THE CASE FILE**

REPORT OF THE RACE RELATIONS AND ANTI RACISM INITIATIVES OFFICER  
FOR THE PERIOD APRIL 1, 2002 TO MARCH 31, 2003

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Tables I and II below provide comparative data for 2001-2002 and 2002-2003 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		%	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Student	7	8	8	9	4	3	19	20	53	54
Faculty	1	1	0	2	1	2	2	5	6	14
Admin. Staff	2	2	3	2	10	8	15	12	41	32

*Of the 37 formal complaints received, 30 have been resolved, 4 have been dropped and 3 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		%	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03	01-21	02-03
Student	12	10	8	10	2	3	22	23	56	52
Faculty	1	2	0	1	0	0	1	3	3	7
Admin. Staff	4	3	3	5	9	10	16	18	41	41

*Of the 44 informal complaints received, 37 were from individuals who insisted on complete anonymity.*

The number and pattern of complaints received were similar to those of recent reports.

Again, student complaints were in the majority. A pattern which has been emerging with complaints in this category is that lack of facility in the use of English has been a contributing factor. Complaints by students against faculty members in four instances came about as a result of grades having been awarded which were below the students' expectations and which were justified by Faculty members because the submitted work did not meet the facility standard that was required.

Race and culture were the most frequent components in student versus student conflict as well as with complaints from students about their dealings with the administrative staff.

The Middle East conflict and discussions surrounding it was the source of some complaints from faculty members. The issue of balancing freedom of speech with statements which ought to be known to be hurtful to some individuals remains a challenge when trying to resolve disputes around this sensitive subject.

In the administrative area, complaints centred on concerns with progress through the ranks and relations with supervisory staff described as difficult to deal with by the complainants.

Although the number of complaints was similar to last year's, much more time was spent in trying to achieve resolution of the more difficult cases.

REPORT OF THE RACE RELATIONS AND ANTI RACISM INITIATIVES OFFICER  
FOR THE PERIOD APRIL 1, 2002 TO MARCH 31, 2003

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Kelvin E. Andrews  
Race Relations and Anti Racism Initiatives Officer  
October 2003

**SUMMER MENTORSHIP PROGRAM EXPENSES - 2002**

Budget for 2002-03		<u><b>\$45,000.00</b></u>
Expenses:		
Salaries	17,331.60	
Benefits	<u>2,133.95</u>	19,465.55
<i>Coordinator for:</i>		
Law	5,000.00	
Engineering	5,000.00	
Medicine	<u>5,000.00</u>	15,000.00
Guest lecturers		1,169.00
<i>Advertising/Promotion: t-shirts</i>		1,124.13
<i>Printing/publishing:</i>		
Brochure design	602.70	
Program printing	1,282.25	
Application form duplication	1,273.50	
Banner	<u>212.75</u>	3,371.20
Office Supplies		319.00
<i>Technical Services: audio/visual</i>		437.00
<i>Hospitality:</i>		
Picnic	805.00	
Meetings	<u>962.54</u>	<u>1,767.54</u>
<b>Total Expenses</b>		<u><u><b>\$42,653.42</b></u></u>

## SUMMER MENTORSHIP 2002

The Summer Mentorship Program (SMP) of 2002 was another great success in that we had a wonderful group of students to work with and an equally wonderful group of teachers and coordinators to plan and implement the Program. Everyone who attended our Poster Board Day or one of the other wind-up events was suitably impressed with both the enthusiasm and accomplishments of the young students who always inspire us with what they manage to achieve in their short time with us.

Every year there is a new challenge and every year we manage to meet it with the support of our colleagues and the University. This spring we were informed that the Boards of Education could no longer provide the required “*pre-placement training*” for the SMP which had formerly been done in the high schools at the end of each school year. The only solution seemed to be that University of Toronto hire several teachers for 4 days to provide the training during the first week of July. This required additional funding and fortunately it was made available. We still ran a five-week program but there was an additional week up front for the pre-placement training.

Overall, the five weeks of the program went smoothly .... the perennial highlight being the “*Integrated Project*” which brings all the students from all the faculties together to address a current social issue (this year it was Youth Violence). The results of this exercise are amazing every year.

Concerns that loom on the horizon for summer 2003 include a warning from the Toronto District School Board that technically we should be using the same teachers for pre-placement and running the program. There is also likely to be increased scrutiny of the number of hours in the program and the number of credits being awarded. We also have failed again to increase participation of First Nations students ... despite the awareness of the problem and the increased efforts of our colleagues at First Nations House; we are unable to attract a significant number of applicants from this group .... Another innovative approach is being developed by First Nations House for the coming year.

There is increasing pressure to expand the Program from a couple of neighboring Boards and from the teachers and students who would like to see other faculties (possibly campuses) involved.

### PROGRAM OVERVIEW

The Program started with pre-placement activities July 2 to 5 and then continued July 8 to August 9, 2002.

There were 120 students as follows:

FACULTIES:	Students	
Social Work	15	
Law	21	
Health Sciences	40	
Engineering	29	
Health Carousel	15	
BOARDS:	Students	Teachers
Toronto District School Board	45	2
Toronto District Catholic School Board	17	1
York Region District School Board	15	1 (+1 apprentice)
York Region District Catholic School Board	21	1
Peel District School Board	22	1

There are 6 paid student coordinators who run the program for us: one central coordinator (a co-op management student from University of Toronto at Scarborough) and one coordinator for each participating faculty.

**List of the AMNI (Anti-Racism, Multiculturalism & Native Issues)  
Centre Activities - September 2002 - March 2003**

<u>Date</u>	<u>Topic</u>	<u>Facilitator</u>
Sept. 20, 2002	<i>Anti-racism learning Circles</i> (workshop)	Christine Pinto Institute of Cultural Affairs
Oct. 28, 2002	<i>Know your Rights</i> (panel discussion)	Beena Rajendra & Michelle Amral Ombudsman, Ontario
Oct. 30, 2002	<i>"Me being Me"</i> (film screening/ discussion)	Tari Ito Women's Art Network (WAN) Japan
Nov. 18, 2002	<i>Native Social Work Practice</i> (presentation)	Rose Mandamin Ph.D. Student Faculty of Social Work
Jan. 28, 2003	<i>"Too Much or Too Little?"</i> Diversity issues in the Faculty (debate/discussion)	Prof. Usha George Faculty of Social Work
Feb. 24, 2003	<i>Reflections of a Black Social Worker</i>	Leyland Gudge CLEO
March 3, 2003	<i>"The path is made by walking"</i> International Social Work (film screening / discussion)	Tanya Chute MSW Student Faculty of Social Work
March 31, 2003	<i>Conflicts in the Classroom?</i> (discussion)	Prof. Usha George Faculty of Social Work