

2008 Annual Report of Equity, Diversity, and Excellence



UNIVERSITY OF
TORONTO

HUMAN RESOURCES & EQUITY

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I HIGHLIGHTS

- ❖ The University of Toronto was named one of the top twenty-five of **Canada's Best Diversity Employers**. This award recognizes those with exceptional workplace diversity and inclusiveness programs. The University was noted for having equity offices for initiatives in anti-racism, LGBT and the status of women, an LGBT Human Resources committee that provided training to HR staff, and the creation of the HR generalist position for Aboriginal Initiatives.
- ❖ A **communications campaign** emphasizing the intersection of diverse identities and interests inspired widespread discussion and debate.
- ❖ The **Working Group on Equity and Diversity**, established to analyze the data of the Speaking UP Employee Survey related to equity and diversity identified twelve recommendations for action in the short and long term, including an examination of the 'language' of equity. Members of the Working Group included faculty, librarians and staff. (www.hrandequity.utoronto.ca/speaking_up/groups)
- ❖ The **Equity Network**, a collaborative partnership of Equity Officers and representatives from thirteen Faculties, five Colleges, Human Resources, Hart House and Student Life, was created to identify challenges and share strategies across the University.
- ❖ The **Convergence on Mental Health in the Workplace**, an innovative joint initiative of Health and Well-being Programs and Services, and the Work and Well-being Research and Evaluation Program, (Centre for Addiction and Mental Health), hosted twenty presenters from a range of disciplines and divisions that highlighted the breadth of expertise at the University on the critical issue of mental health in the workplace and the learning environment.



II STRUCTURE OF EQUITY OFFICES

There are fifteen Equity Offices across the three campuses, each of which addresses specific equity concerns within the context of supporting the University's overarching values and principles, as noted in the *Statement of Institutional Purpose* (1992), and the *Statement on Equity, Diversity, and Excellence* (2006). While the Equity Offices have different direct reporting relationships (see Appendix A), as a whole they are ultimately accountable through the Vice-President, Human Resources and Equity to the University community

Offices that address student, staff and faculty equity concerns:

- ❖ AODA (Accessibility for Ontarians with Disabilities Act)
- ❖ Anti-Racism and Cultural Diversity
- ❖ Community Safety
- ❖ Family Care
- ❖ LGBTQ (Lesbian, Gay, Bisexual, Transgendered, Queer) Resources and Programs
- ❖ Sexual Harassment
- ❖ Status of Women
- ❖ Special Advisor to the Principal on Equity Issues, UTSC

Offices that address student equity concerns:

- ❖ Accessibility Services, St. George
- ❖ AccessAbility Services, UTSC
- ❖ AccessAbility Resource Centre, UTM

Offices that address faculty and staff equity concerns:

- ❖ Aboriginal Initiatives
- ❖ Academic Human Resources
- ❖ Employment Equity
- ❖ Health and Well-Being Programs and Services
- ❖ Quality of Work-Life Advisor

Understanding employment equity has allowed me to see the bigger picture...to create a stronger healthier workplace.

This report is a consolidation of the work and achievements of the Equity Offices. Many of the offices have posted a more detailed analysis and description of their activities for 2008 on their own website; you are encouraged to visit each site for further information. For Key Achievements of each Office, please see appendix B. All equity offices and equity-focused reports including the 'University of Toronto AODA 2008-2009 Plan', and the Employment Equity report can be accessed through www.equity.utoronto.ca.

III RESPONSIBILITIES OF EQUITY OFFICES

The responsibilities of Equity Officers differ depending on the portfolio in which their office is based. However, the work of all officers is proactive in terms of identifying needs and developing innovative responses, and reactive in terms of responding to critical issues and concerns. All Equity Officers respond to complaints and concerns as they arise within their mandate, and all conduct activities to enhance awareness and build capacity so that staff, faculty, and students can more effectively understand, identify, and address issues related to equity and diversity.

Equity Officers support other core functions of the University through their individual and collaborative work in the areas of student outreach, staff and faculty recruitment and retention, policy development, and the general contribution to the creation and maintenance of a welcoming and hospitable environment. In addition, Equity Officers hold leadership roles in their varied professional communities and represent the University as members of municipal, provincial, and national associations, advisory committees, and boards of directors.

Issues and initiatives related to equity and diversity are often multidimensional and do not fall solely under the auspices of one office. To most effectively address complex situations, Equity Officers frequently work on a collaborative basis with each other and with administrative and academic units. It is within the context of this network of partnerships that the University is able to “seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.” (*Statement of Equity, Diversity, and Excellence, 2006*)



IV CRITICAL ISSUES & ACTIONS

The following examples highlight some of the key issues addressed in 2008 by equity offices in partnership with academic divisions and administrative units across the University.

Reported Mental Health Concerns Increased:

Consistent with a broader Canadian trend, throughout 2008 the University again saw an increase in concerns related to mental health and stress reported by students, staff and faculty.

In particular, the number of long-term disability cases where the disabling conditions were related to mental health (primarily depression and anxiety) increased – an increase that is consistent with a broader community trend. With the goal of supporting employees with mental health concerns and reducing the number of absences, Health and Well-being Programs and Service (HWB) focused its efforts on educating managers to recognize early indicators of challenges and to respond effectively.

At UTM, significantly improved mental health awareness, assessment, and support processes were established under the leadership of the Assistant Dean, Student and Community Development, with the Dean (Academic), UTM Human Resource Services and others, including the Diversity, Equity and Leadership Officer. The needs of students, employees and visitors will be addressed.

Creative Employment Equity Strategies Implemented:

A fresh approach to understanding equity and diversity at all parts of the employment cycle characterised Employment Equity (EE) initiatives throughout 2008. Concentrated efforts were made to debunk traditional assumptions or ‘myths’ of EE and to raise awareness

among business officers, customer service representatives, and HR Generalists of ways to incorporate equity and diversity throughout recruitment, hiring and retention processes. This will ensure support in the longer term for candidates for those who are newly hired.

There were focussed efforts in 2008 to attract potential candidates from two ‘designated groups’ as identified by the Employment Equity Federal Contractors

Program. In conjunction with the Aboriginal Initiatives Co-ordinator, a listserv of Aboriginal people was developed, as was a listserv of persons with disabilities. Information about job opportunities at the University was sent to a broad network of potential candidates and local agencies that support people in their employment-seeking journey.

Thanks to the FCO (Family Care Office), I was able to navigate my maternity leave planning with confidence – even during a difficult period at the end of my pregnancy.... It was a relief to have their support during a stressful time.

Coordinated Response to Sexual Minorities:

The LGBTQ Office experienced an increase in the complexity of case-work for students across all campuses, particularly in areas related to sexual identity and the conservative views of sexuality often held by family and community. In 2008, the Office addressed an increase in cases in which LGBTQ-identified students found themselves in situations involving a significant conflict with family members who regarded the student's sexuality as immoral and contrary to their religious beliefs. This exposure to conflicting expectations significantly impacts on a student's general academic performance, access to finances, secure housing, and social and emotional well-being.

The Office provides informal mentoring and works to establish a safe living environment, arranges for financial bridging and for counselling for depression and anxiety. To offer these supports the LGBTQ Office partnered with the Office of the Registrar, the Counselling and Learning Skills Service, the International Student Centre, and the Community Safety Office.

The LGBTQ office continues to receive reports of incidents involving the use of homophobic language and marginalizing behaviours including insults and slurs, most commonly reported by students in residences and other contexts outside the classroom. The Office worked with student leaders and student life professionals and conducted workshops to increase the awareness and the skills of those working with students.

Your passion for teaching others to recognize and challenge homophobia/heterosexism in the workplace has made us all more aware and inclusive.

Promoting Cyber Safety:

Advancements in online technology have increased the sophistication and multiple ways that safety can be threatened. Both the Sexual Harassment Office and the Community Safety Office marked an increase in the degree, complexity, and the number of cases related to cyber bullying, stalking and harassment, as well as breaches of personal information and identity theft.

In response to the growing demand on campus for information and resources to deal with the perils of online communication (such as those related to social networking sites) the Sexual Harassment Officer lead the initiative in 2008 to develop a new resource, "Online Smarts". This website helps navigate through multiple aspects of Internet safety and addresses privacy, data protection, children online, issues for students and for employees. "Online Smarts" was developed in partnership with student and staff representatives from the Community Safety Office, Campus Police, residences, Student Life, and Human Resources. (www.enough.utoronto.ca/onlinesmarts.htm)

Addressing Incidents of Violence against Women Students:

Many university campuses across North America have expressed concern about the frequency of incidents of violence against women students committed by an intimate partner. This past year, however, we have seen an increase in reports by women students of

experiences of physical and sexual violence committed against them by a family member. Students reported being affected deeply by these experiences and in addition to receiving counselling from the Assault Counsellor/Educator, several students worked with the Community Safety Office to develop safety action plans. In several cases women were provided safe housing in the Interim Room – a transitional shelter provided by the University.



Postcard Board from International Women's Day

To address the larger social concern of violence against women and the impact it has in the University community, the Status of Women Office coordinated several awareness initiatives addressing the importance of 'ending' violence. A three month campaign beginning on the National Day of Remembrance and Action on Violence Against Women, 2007, and ending on International Women's Day, 2008, inspired almost 600 students, staff and faculty to identify what they felt were effective strategies to end violence. The campaign demonstrated partnerships with broad stakeholder interests and was jointly planned in conjunction with the Community Safety Office, the Faculty of Applied Science & Engineering, Health and Well-being Programs and Services, the Sexual Education and Peer Counselling Centre, CALSS, Student Life Programs, and Hart House.

Increased Support to Family-related Concerns:

Participation in the educational programming of the Family Care Office increased by approximately 30% in 2008. In addition to reflecting a greater need, the increase is partially attributed to the augmented outreach via the University's e-Bulletin and the website of the Organizational Development and Learning Centre (ODLC)/Quality of Work Life.

Surprisingly there was a marked decrease in the individual student usage of the Family Care Office in 2008. This will be addressed in the coming year through increased collaboration with the Student Life portfolio to develop a strategic communication plan to target outreach to students with family responsibilities. The Office did, however, host the very successful *Student Parent Conference*.

More than 60% of the inquiries to the Family Care Office in 2008 were about pregnancy, maternity/parental leave or some level of childcare, often involving assistance with the interpretation and implementation of the recently negotiated improved family leave provisions. The Office continued to focus on raising awareness and building capacity with regards to implementing policies and best practices in support of employees and students with family responsibilities.

The Quality of Work-Life Advisor in conjunction with ODLC diversified its program offerings in 2008 in response to issues identified in the Speaking UP Survey of Employee Experiences. Over 43 sessions were offered including "Money Management" and "Managing Mental Health Issues in the Workplace". The Advisor hosted "Celebrate It" the annual month-long event promoting work/life balance.



Focusing on Transitions for Students with Disabilities:

The University has an accessibility service on each of the three campuses to address the needs of students with disabilities. While each office differs in its management, they all work to facilitate academic success for students with disabilities and offer advice, support and academic accommodations.

All three services identified the issue of ‘transitions’ to and from post-secondary institutions as a primary concern in 2008. Accessibility Services, St. George, focused on strengthening transitions for students entering the University from high school, and for students graduating from University to the work force. The Service partnered with the Alumni Office and the Career Centre to host a panel that addressed issues of workplace accommodation and disclosure, and ran the highly successful summer program, “Moving Forward” for students about to enter the University of Toronto.

The Summer Transition Program offered by the *AccessAbility* Resource Centre, UTM, is open to students in their second year who are still in the process of making the transition as well as to new incoming students. The program provides students with strategies for learning and self-advocacy. Each student was matched with a volunteer peer mentor who provided ongoing support throughout the 2008 academic year.

AccessAbility Services, UTSC, also offered services to students in transition and also focused on transitions related to technology. While technological advances have provided opportunities for greater inclusion and participation of persons with disabilities, the office monitored the impact of technological updates to ensure that they were, indeed, accessible to students with disabilities.

AccessAbility Services, (UTSC,) has helped me come through this far in my University life.

Under the auspices of the AODA (Accessibility for Ontarians with Disabilities Act) Officer, planning continued to ensure the University will meet with the standards outlined in the AODA. Focus groups representing a cross section of stakeholders provided input regarding the legislation and its impact on the University. Participants included representatives from Student Services and Academic Skills Centre, UTM, Student Life, the Office of the Provost, OISE, Faculty of Medicine, Central Human Resources, Library Services, and the Tri-Campus Deans Group.

Understanding Differences and Enhancing Cultural Fluency:

The University’s commitment to supporting an engaging and pluralistic learning community on campus often requires the harmonization and understanding of competing interests and rights. To further this process, the Anti-Racism and Cultural Diversity Officer worked closely in partnership with divisions and units to facilitate dialogue and mediative discourse particularly in response to certain actions experienced by racialized and minoritized communities. While these actions were often not intended, they still had a profound impact. The Office worked toward finding the delicate balance between preserving the University’s commitments to freedom of speech and expression, while recognizing the impact of speech

that was hurtful to communities of people who have traditionally been marginalized in society.

In 2008, the Anti-Racism and Cultural Diversity Officer offered twenty sessions to students, staff and faculty on issues related to cultural fluency. They focused on understanding the ways that cultural dynamics impact on behaviour and on how stereotypes and prejudice are

reinforced. Specific presentations included: “Embracing Cultural Fluency and Dealing with Conflict in the Classroom”, “Operationalizing Diversity in a Learning Community”, and “Embracing Cultural Fluency: An Enabler of Engagement”.



The Multi-Faith Centre for Spiritual Study and Practice, Student Life Programs also works to develop understanding of differences based on faith. The Centre hosts Interfaith Dialogue Circles, provides worship space to those of multi-faiths (over

40 worship services are held across campuses each week), and facilitates various bilateral dialogues. New in 2008 were the Jewish-Muslim Interfaith Study group and the LGBTQ Group for Students of Faith.

Enhancing Awareness of Equity Resources and Supports:

Approximately seventeen thousand bookmarks with the message, “EQUITY. It Includes YOU” on one side and with an updated list of Equity Offices on the reverse, were distributed to students, staff and faculty. The bookmarks have proven to be a highly effective means of creating awareness of the Equity Offices, particularly among students and employees new to the University. They are now a standard addition to orientation kits for incoming students on all three campuses and are included in packages for all newly hired staff and faculty. In 2008 they were distributed to Teaching Assistants as well.

In recognition of the International Day for the Elimination of Racial Discrimination, the “Sounds of Change” was held for the third year on the St. George campus. Approximately 20 student, staff and faculty musicians played music, sang, or read poetry about social change to audiences throughout the day. The event was created to demonstrate the University’s commitment to making equity and diversity a central part of our everyday lives on campus and took place in four central locations. It was jointly hosted by the Special Advisor on Equity Issues, the Anti-Racism and Cultural Diversity Office, the Faculty of Music, Hart House, Student Life, and the Office of the Vice-President and Provost.

In order to enhance greater awareness of the resources they offer, individual Equity Offices extensively publicize through a variety of traditional and creative means suitable to its constituency. For example:

- ❖ The Community Safety, Family Care, and Anti-Racism and Cultural Diversity Offices distributed pens, post-it notes and magnets at student orientations.
- ❖ The Manager, Health and Well-Being Programs and Services sent a letter to all new academic administrators informing them of the scope of the Office.

- ❖ The Status of Women Officer sent a welcome letter with information about the Office to all new women faculty.

As part of their discussion of the data related to equity and diversity in the Speaking UP Survey of Employee Experiences, members of the Speaking UP Working Group on Equity and Diversity addressed the finding that 22% of respondents to the survey question noted that they were not aware of which office to turn to for advice, mentoring or support with regards to issues related to gender, ethnic or cultural origin, religious affiliation, disability and/or sexual orientation. In addition, multiple anecdotal comments provided by Survey participants also highlighted a lack of awareness about the equity resources at the University. Throughout 2008, discussions have been held with Equity Officers, representatives of Strategic Communications and other Divisions to explore additional means of communicating to employees the breadth of resources available across the University.

Expanding Outreach and Recruitment Initiatives for Students & Faculty:

While ‘outreach’ is not directly within the mandate of the Equity Offices, the work of each Office affects outreach and recruitment initiatives across the University. Equity Offices partner with a number of Faculties in their outreach activities. As described in *The Report of the Task Force on Outreach Activities at the University of Toronto*, May, 2008, “outreach activities permeate the entire University [and] every division is now committed to outreach in a heartening way”.

The Task Force compiled an extensive inventory of outreach initiatives sponsored by units across the University. (<http://www.provost.utoronto.ca/Assets/Reports/outreachrep2008.pdf>)

The following are selected activities from Faculties in 2008 that address reaching “students from historically excluded or under-represented groups who might not otherwise be thinking about attending...”, and that “create an inviting culture for our many communities”. (*The Report of the Task Force*)

- ❖ The **Faculty of Music** hosts Music PLAY (Promoting Learning and Awareness for Youth); a program that introduces students ages 12-18 from ‘marginalized neighbourhoods’ to musical styles, instruments, and performance.
- ❖ The **Faculty of Applied Science & Engineering** offers an all-girls camp on all three campuses each summer to promote self-confidence and encourage interest in science and engineering. The Faculty conducts the Girls Club for girls in grades 3-8 throughout the year. Club ‘members’ experience science ‘hands-on’, participate in design projects, and meet strong female role models.
- ❖ The **Factor-Inwentash Faculty of Social Work** (FIFSW) received funds in 2008 specifically for the recruitment and retention of Aboriginal students in the MSW program. The funding will also support course offerings with Aboriginal content related to social work practice. The Faculty continued its successful Summer Mentorship Program that focuses on racialized youth and youth-at-risk of not succeeding in the school system.
- ❖ The **Faculty of Medicine**, through the Office of Health Professions Student Affairs, in cooperation with the student government, continues to facilitate over two dozen outreach initiatives. A key highlight for 2008 includes mentoring and tutoring students in the St. Christopher House Outreach program.

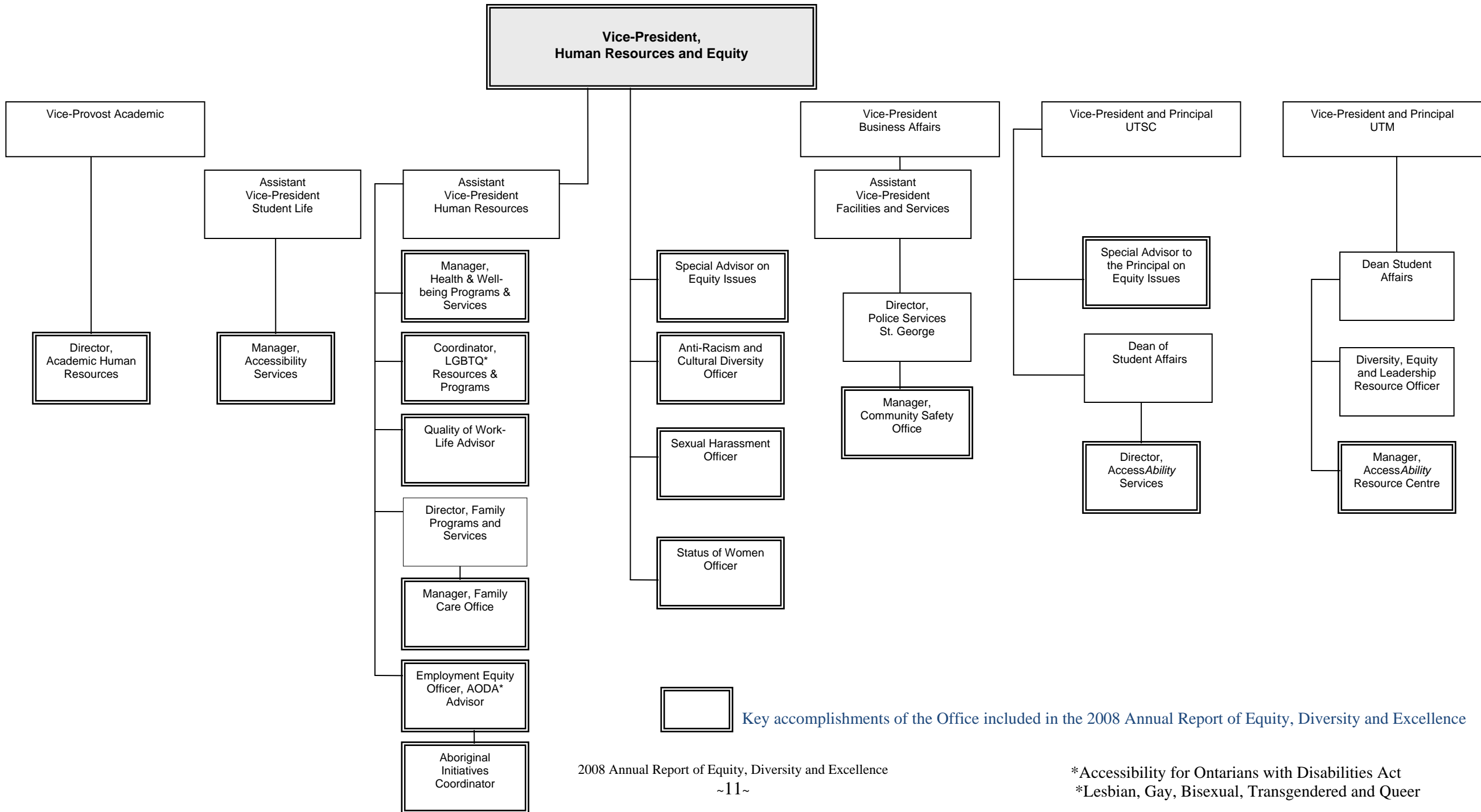
- ❖ The **Faculty of Law** merged several initiatives under the auspices of a new Accessibility and Diversity Committee with the goal to “reach out to and recruit a diverse community of outstanding students...” Strategies for enhancing internal communications to profile equity and diversity initiatives will also be addressed.

Many Equity Offices and faculties are involved in Faculty recruitment retention activities. The following are highlights for 2008:

- ❖ The Director, Academic Human Resources began the work of analyzing the data from the Collaborative on Academic Careers in Higher Education (COACHE) survey of pre-tenure faculty. The results will inform recruitment, promotion, integration and retention initiatives in the Office of the Vice-President and Provost.
- ❖ The **Faculty of Arts & Science** created the new position, Coordinator of Academic HR, Equity and Special Projects, to serve as the contact for employees with regard to issues of equity and diversity. As a result of some of the issues identified in the Speaking UP Survey, the Faculty established two working groups: the Working Group on Differences in Male and Female Faculty Responses to the Survey, and the Working Group on Diversity and Equity.
- ❖ The **John H. Daniels Faculty of Architecture, Landscape and Design** focused on the recruitment of women faculty. Between 2004-2008, the proportion of women members of the core faculty increased from 8% to 21%.

At UTSC, we take pride in working and learning in an environment of respect,
and strive to uphold these principles in every interaction.

Appendix A - Equity Officers: Reporting Structure as at December 31, 2008



Key accomplishments of the Office included in the 2008 Annual Report of Equity, Diversity and Excellence

*Accessibility for Ontarians with Disabilities Act
*Lesbian, Gay, Bisexual, Transgendered and Queer

APPENDIX B – KEY ACHIEVEMENTS OF THE EQUITY OFFICES:

ANTI-RACISM & CULTURAL DIVERSITY OFFICE

The Anti-Racism and Cultural Diversity Officer works collaboratively across the three campuses with students, staff and faculty to promote an environment of inclusion and engagement through a variety of policy, program and consultative initiatives. Key responsibilities include educational programming, policy enactment and interpretation, as well as investigating complaints concerning harassment and discrimination on the basis of race, ethnicity, creed, nationality, and other race and culture-related traits.

Key Accomplishments

- ❖ Expanded the visibility and impact of the Office by serving on numerous search and review committees on all three campuses. These included: member, search committee for the Manager, Campus Police, UTSC; Director, Multi-Faith Centre for Spiritual Practice and Study.
- ❖ Developed cultural fluency training and delivered 20 sessions to enthusiastic response.
- ❖ Advised senior administrators on a broad range of issues related to cultural understanding and fluency.
- ❖ Hosted two service placement students with an interest in anti-racism programming and developing dialogic frameworks within learning communities through the Centre for Community Partnerships.

THE COMMUNITY SAFETY OFFICE

The Community Safety Office responds to students, staff, and faculty members of the University of Toronto community who have personal safety concerns by addressing the complaint, assessing the personal and community safety risks, providing a continuum of intervention options that the complainant can explore in order to address their concern(s), presenting information about the particular issue experienced, co-creating a safety plan, referring and working in partnership with various offices in order to address the individual's personal safety concerns. Additionally, the Office provides consultation and training to those managing difficult behaviour.

Key Accomplishments

- ❖ The Community Safety Office continues to support the Interim Room program on all campuses. The Interim Room is a confidential safe room allocated to provide short-term transitional housing to both men and women students who are facing violence or abuse within intimate relationships or in their family situation, where other housing options are not practicable or immediately available. Emergency housing was arranged for ten female students and one male.
- ❖ In 2008, the Community Safety Officer facilitated ten Wen-do self-defense courses for women, as well as six courses in Urban Defensive Tactics for both men and women. The programs were well attended and received rave reviews from the participants.
 - To promote these programs, the Community Safety Officer has partnered with the Athletic Centre, the Family Care Office, Campus Police and several student groups and residences.
- ❖ The Office worked in close partnership with Student Crisis Response programs, Student Retention Services, as well as Equity Offices and other student services in order to ensure that each safety concern is addressed from a community perspective. The Office continues to respond to each safety concern or crisis with an individualized approach.

FAMILY CARE OFFICE

The mandate of the Family Care Office (FCO) is to support students, staff, faculty and their families with any family care related issue by providing information, guidance, referrals and advocacy. Through all its functions, the Office aims to raise awareness of family care issues and of quality of life issues central to the achievement of educational equity and employment equity at the University of Toronto.

Key Accomplishments

- ❖ Handled just over 1600 cases. Close to 2100 people attended the 75 workshops, 10 family events, and 7 discussion/support groups sponsored or co-sponsored by the office this year, which reflects a 31.5% increase compared to last year's attendance.
- ❖ Hosted the *Student Parent Conference*, primarily aimed at students with care giving responsibilities and the faculty panel organized during the Healthy Workplace Month on *Managing the Demands of Work and Family Life*.
- ❖ Initiated a *Parenting Discussion Group* for UTM staff to discuss parenting issues, find support, share experiences and ideas.
- ❖ The web site (www.familycare.utoronto.ca) was re-designed to improve access to resources.
- ❖ The Office partnered with the School of Graduate Studies to extend its programming to Post-doctoral Fellows.

THE OFFICE OF LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER (LGBTQ) RESOURCES & PROGRAMS

The Office provides information, support and programming for students, staff and faculty on the University's three campuses and works toward building community among LGBTQ individuals and their allies. The Office addresses both individual and systemic discrimination based on sexual orientation and gender identity.

Key Accomplishments

- ❖ Offered Graduate Student programming in collaboration with the School of Graduate Studies hosting two outreach events including “Research Amidst Resistance: Homophobia, Transphobia and Heterosexism in Graduate School” , established a LGBTQ Grad listserv enhancing communication across three campuses, and hosted a fall term graduate student reception.
- ❖ Hosted eighteen events, seventeen educational sessions for students and employees, six outreach programs and collaborated with colleges, departments, and services promoting dignity, respect, and intolerance of discrimination and harassment rooted in heterosexism and homophobia.
- ❖ Provided programming for a range of needs including multiple Queer Salon evening discussions, Queers with Careers and a Rainbow Thanksgiving Dinner.
- ❖ The Office increased its resources and outreach to transgendered students by launching a website of resources (http://www.lgbtq.utoronto.ca/Trans_Students.htm), and by providing guidelines to clarify the process of changing names.

SEXUAL HARASSMENT OFFICE

The Sexual Harassment Office handles complaints of harassment based on sex and sexual orientation and provides information and advice about how to deal with issues of sexual harassment, non-partisan mediation of complaints, referrals to other offices and resources, public education activities such as talks, workshops and the distribution of resource materials, and policy advice.

Key Accomplishments

- ❖ Responded to 26 formal complaints and provided advice and information in 101 informal complaints under the Sexual Harassment Policy. Three of the formal complaints were withdrawn; the rest were resolved in mediation. Provided information and referrals in 84 cases where the matter raised did not fall within the jurisdiction of the Sexual Harassment Policy. Complaint statistics can be found at <http://www.utoronto.ca/sho/reports.html>
- ❖ Chaired the committee which planned and developed a new online resource for students and employees about computer use, which covers issues of harassment, safety, protecting your children, managing your online identity, privacy, data protection, and fraud. The website went live in late 2008: www.enough.utoronto.ca/onlinesmarts.htm
- ❖ Developed, with a working group in the Faculty of Medicine, guidelines on the appropriate use of the internet: these cover issues of harassment and discrimination, confidentiality, and proprietary and copyright information.
- ❖ Developed, with colleagues from the Office of the Vice-Provost Students, a presentation and online materials on “Managing Your Online Identity” at the University’s Tech_Know_File conference.

STATUS OF WOMEN OFFICE

The Status of Women Office (SOWO) works toward full gender equity for women students, staff, and faculty on all three campuses by developing relevant policy, providing advice, identifying key issues to those in senior administration, organizing events, and generally being “an effective catalyst for change”. As described in the *Report of the Committee to Review the Office of the Status of Women*, 1999, “The Office should function as a highly visible and effective coordinating fulcrum, reaching out to the community to identify needs and bringing them onto the agendas of those best equipped to address them.”

Key Accomplishments

- ❖ Coordinated several campus-wide initiatives addressing violence against women, including the three-month campaign (from the National Day of Remembrance and Action, December, 2007, to International Women's Day, March 8, 2008) that inspired 600 students, staff and faculty, to identify effective strategies to ‘end the violence’; and the campaign to “Imagine No Violence” in advance of the December 6 Memorial, 2008.
- ❖ In preparation for 25th anniversary of the Status of Women Office in 2009, the Office hosted eleven focus groups with women students and staff to explore the questions, “Are We Equal Yet?” Key issues such as ‘safety’ and ‘isolation’ were identified and will be addressed in the future.
- ❖ Expanded outreach for the Status of Women Mentoring Program, which provided 50 women graduate students with the opportunity to meet monthly with a faculty mentor in the context of a mentoring ‘group’. A range of seminars were organized for students, including topics such as ‘understanding the supervisory relationship’, and ‘making sense of difference’.

SPECIAL ADVISOR TO THE PRINCIPAL ON EQUITY ISSUES, UTSC

The Special Advisor to the Principal on Equity Issues at UTSC assists the Principal in ensuring equity in hiring, promotion, recruitment and other areas of operation on campus. The Advisor promotes an inclusive learning and work environment at UTSC for students, staff and faculty by liaising between campus and Equity Issues Advisory Groups and U of T Equity Officers, being a contact point for the community and tracking relevant data.

Key Accomplishments

- ❖ Through the Office of the Principal and Vice-President, staff ensured participation in activities and events related to equity and diversity, while the position of Special Advisor was vacant. For Example, the Office of the Principal co-ordinated the visit of internationally renowned judge and human rights advocate, the Honourable Louise Arbour.
- ❖ Co-Hosted, Successful multi-office equity event hosted by: Status of Women's Office, Gender Studies Program, Office of the Principal & Vice-President, UTSC and Department of Campus Safety and Security. The event featured filmmaker Deepa who spoke about violence against women in the context of her film "Heaven on Earth".
- ❖ UTSC provided input to the Task Force report addressing issues faced by visible minority youth in marginalized communities, and attended the Roots of Violence Symposium.

EMPLOYMENT EQUITY/ ACCESSIBILITY OF ONTARIANS WITH DISABILITIES ACT (AODA)

The Employment Equity Officer furthers equity in the recruitment, hiring, retention, training and promotion of faculty and staff, in compliance with the federal Employment Equity Act and the Federal Contractors Program. The Office works towards these goals by yearly Employment Equity Reports, ensuring compliance with the Federal Contractors Program regulations, developing resources, training and initiatives and reviewing policies and procedures.

Key Accomplishments

- ❖ Launched the Employment Equity Survey on-line through the Employee Self Service website. This will allow for greater ease of access for those employees at the University of Toronto who have access to Employee Self Serve. There will be less paper waste, and an increased level of confidentiality.
- ❖ Held information sessions on the proposed changes related to the Accessibility of Ontarians with Disabilities Act (AODA) and worked with various stakeholders at the University to ensure that the University of Toronto is prepared to meet all required additions to the AODA.
- ❖ Increased the profile of the office as a resource regarding equity, diversity and inclusivity in the hiring and retention processes of employees by participating in new staff and faculty orientations and by the creation of two listservs to attract candidates from both the Aboriginal community and the disabled community.

To view the latest Employment Equity report, please visit:

<http://www.hrandequity.utoronto.ca/news/reports/equityofficers.htm>

To view the University of Toronto AODA 2008-09 Plan, please visit:

<http://www.hrandequity.utoronto.ca/news/oda.htm>

ACADEMIC HUMAN RESOURCES

The Director, Academic Human Resources works within the Office of the Vice-President and Provost, under the Vice-Provost Academic, on issues of faculty recruitment, promotion, integration and retention. Primary areas of responsibility include policy development, recruitment, integration and retention initiatives, and education and training for faculty and academic administrators, all with an emphasis on equity and diversity.

Key Accomplishments

- ❖ Created an Academic HR Staff group to provide mutual support and developed best practices related to academic human resource issues including equity. Hosted training sessions for administrative staff on academic HR policies and procedures
- ❖ Co-Chaired UTFSES Working Group on Equity with the Special Advisor. This faculty and staff Working Group examined the equity-related results of the University of Toronto Faculty and Staff Experience Survey and made a number of recommendations to strengthen equity related policies and practices at the University of Toronto.
- ❖ Analyzed the results of the Collaborative on Academic Careers in Higher Education (COACHE) survey of pre-tenure faculty. This analysis will inform recruitment, promotion, integration and retention initiatives in the Office of the Vice-President and Provost.
- ❖ Revised information services for newly appointed academic administrators, including a three-day summer retreat and a new Professional Development Leadership Seminar Series.

HEALTH AND WELL-BEING PROGRAMS AND SERVICES

Health and Well-being Programs and Services (HWB) provides information and assistance to University of Toronto employees on health related issues including sick leave, long term disability, workplace injuries, occupational health as well as accommodation for employees with disabilities. HWB also promotes healthy workplace practices through leadership and education.

Key Accomplishments

- ❖ Held the first Convergence on Mental Health in the Workplace, a jointly sponsored event by HWB, U of T and Work and Well-being Research and Evaluation Program, Centre for Addiction and Mental Health that brought together people from a variety of disciplines and experiences who participated in an information and research exchange.
- ❖ Hosted a series of seminars that focused on Mental Health in the Workplace.
- ❖ Managed a dramatic increase (from 24 in 2007, to 90 in 2008) in the number of accommodation requests from employees throughout University of Toronto. This represents an increased knowledge of the services of the office and the willingness of individuals to address impairments that affect their ability to fully participate in the workplace.

HUMAN RESOURCES ABORIGINAL INITIATIVES

The Coordinator assists with the creation of policies and strategies that would encourage the hiring, retention and promotion of Aboriginal staff to the University.

Key Accomplishments

- ❖ Launched a pilot program which focused on career development for staff at the University of Toronto to provide Aboriginal staff members the opportunity to job shadow in a completely different area to that which they were employed. This program allowed for networking and partnerships across divisions. The participant was further supported in career skill training and development through classes and evaluations with Organizational Development Learning Centre (ODLC) at U of T.
- ❖ The Aboriginal Initiatives web page was updated and expanded to increase outreach efforts to Aboriginal candidates looking for employment at the University. New content includes resources for candidates on how to apply for work at U of T and profiles of the Aboriginal Community members at the University.
- ❖ An interactive session was held for Human Resources staff to promote cultural awareness and engagement between Human Resource Services and the Aboriginal Community.

QUALITY OF WORK-LIFE

The Quality of Work-Life Advisor assists in developing policies and programs that support an employee's work/life experience and offers individual consultations to employees and managers.

Key Accomplishments

- ❖ Coordinated Celebrate It – a month long event that offered 17 sessions on a variety of topics, including “Cool Down: Getting Further by Going Slower” and “Live Well, Laugh Lots, Play Often”.
- ❖ Co-Chaired the Workload/Worklife Working Group that examined the Speaking Up survey results in this area. The working group made several recommendations, some of which will be integrated into the Quality of Work Life Office objectives for 2008-09.
- ❖ Conducted outreach programs with a variety of faculties and units, including, Medicine, Dentistry, Chemical Engineering, Faculty of Medicine Business Officers Network, Ancillary Services and UTSC Business Officers.
- ❖ Partnered with *The Bulletin* to create “The Undiscovered Campus” series – a highly successful series that incorporates physical activity with increased knowledge and exposure to the campus.

ACCESSIBILITY SERVICES, ST. GEORGE

Accessibility Services (AS) facilitates academic success for students with disabilities. AS offers advice, support and academic accommodations to students in collaboration with faculty and staff. AS also facilitates student integration into co-curricular activities and acts as a resource for faculty and staff in support of the University's *Statement of Commitment Regarding Persons with Disabilities*.

Key Accomplishments

- ❖ Established the Independent Test and Exam Services (TES) Centre and the Test and Exam committee comprised of TES and AS staff.
- ❖ Assisted with the co-ordination of three hooyer lifts installed on campus to assist students with activities of daily independent living. As established with Victoria College to assist with the funding and storage of one of the hooyer lifts.
- ❖ Partnerships were established with Radiation Science program & OISE BEd program and closer ties were also established with the School of Graduate Studies (SGS) to address the financial burden of some graduate students with disabilities, SGS established a bursary for those students not eligible for the BSWD.
- ❖ The Second Accessibility Awards were awarded in March 2008, in collaboration with Health & Well-Being and Students for Barrier Free Access.

ACCESSAbility RESOURCE CENTRE, UTM

The Access*Ability* Resource Centre, UTM supports students with disabilities in freely and actively participating in all facets of University life. The Resource Centre provides and coordinates services and programs that enable students with disabilities to maximize their educational potential and increases awareness of inclusive values among all members of the University community.

The Centre views disability as a positive individual difference and encourages the development of disability pride.

Key Accomplishments

- ❖ The Leading Towards Inclusion Program had a successful first year with a number of peer mentors completing the program. The program includes two sessions focused on equity and diversity that address social constructions in society and emphasizes the development of inclusive values.
- ❖ An Asperger's Social Group was established to meet the needs of students. There has been a significant increase in the number of student with Asperger's Syndrome. This group provides the students with the opportunity to be who they are without the necessity of conforming to the rigid social behaviours required in general social gatherings.
- ❖ The Summer Transition Program held in August 2008 was very successful. The program is open to first year students attending UTM in September but also open to UTM students in their second year who feel they are still transitioning into the campus' and university's systems. The program provides students with learning strategy sessions and self-advocacy skills development. Students were matched with a volunteer peer mentor to provide ongoing support throughout the 2008 academic year.
- ❖ In 2007-2008, the Adaptive Technology Room became fully functional.

ACCESS*Ability* SERVICES, UTSC

The mandate of Access*Ability* Services is to work to eliminate or minimize the adverse effects of barriers, including physical, environment, attitudinal, communication and technological barriers, which may prevent the full participation of students with disabilities in the University community.

Key Accomplishments

- ❖ Created and implemented a Volunteer Outreach Team composed of student volunteers who assisted the service with outreach initiatives and recruiting volunteer note takers.
- ❖ Increased outreach and awareness activities with senior administration and student groups.
- ❖ Developed conceptual framework for database development with the objective of reducing workload and improving service delivery to students and faculty. Implementation of the database is underway.
- ❖ Partnered with the Special Advisor to the Principal on Equity Issues, UTSC, to host “Together We Can, Together We Shall, a panel of persons with disabilities who shared personal experiences of disability in the context of education and employment.