



Annual Report of Equity Officers

July 1, 2006 – December 31, 2007



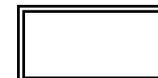
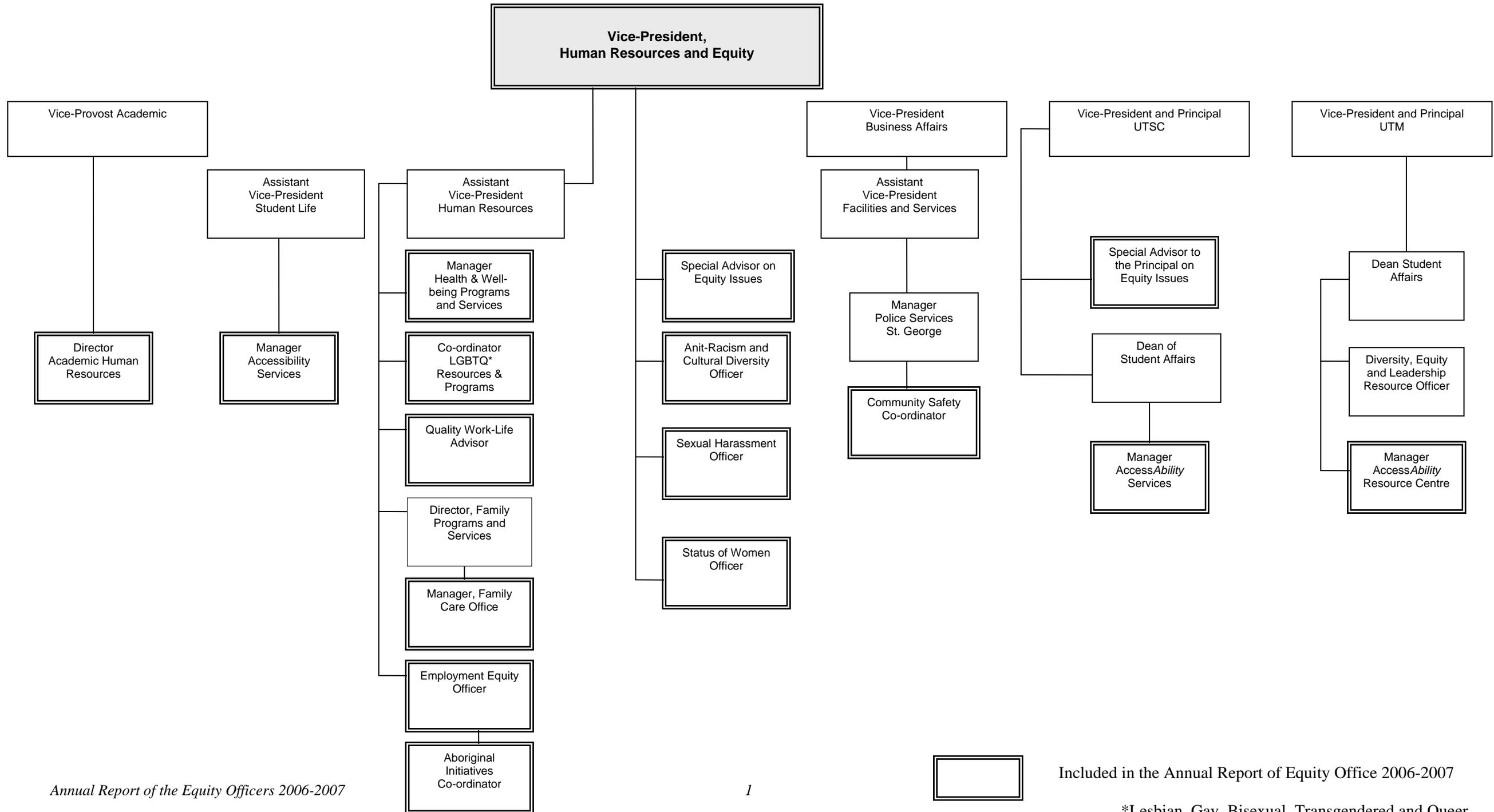
Vice-President Human Resources and Equity

UNIVERSITY of TORONTO

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Equity Officers: Reporting Structure as at December 31, 2007



INTRODUCTION

This report, which covers the period July 1, 2006 to December 31, 2007, paints a picture of active involvement in, and attention to, equity issues both centrally and divisionally. Throughout 2006 we engaged in debate over the *Statement on Equity, Diversity and Excellence* and it was unanimously passed at Governing Council in December, 2006. During 2007 numerous activities were initiated to put its vision and commitment into practice.

As the *Statement on Equity, Diversity and Excellence* makes clear, equity is the responsibility of every member of our community. In our last report, I noted that one of our goals was to increase the range of initiatives involving central and divisional offices. The report clearly shows that this goal was accomplished and highlights a number of successful partnerships between and among equity officers and administrative and academic units.

The range of activities initiated and supported by our highly skilled Equity Officers is impressive. Equity issues are rarely uni-dimensional and I note that many of the issues are now being addressed collaboratively. I also note, however, that the issues brought forward by members of the community are becoming increasingly complex and nuanced, thereby creating additional challenges for the Officers.

Notwithstanding the enhanced professional development opportunities that are now available for faculty and staff, the Speaking UP Survey of employee experience indicated that we still have work to do. A Working Group on Equity has been established to address the concerns raised by the survey and a key goal for 2008 will be to develop initiatives to address those concerns.

It is a pleasure to work with such a committed and dedicated group of staff and I look forward to significant progress in 2008.

Angela Hildyard



Vice-President, Human Resources and Equity

HIGHLIGHTS:

- Over 52% of eligible staff and faculty completed the Speaking UP survey of employee experience which included 14 questions dedicated to diversity and equity.
- The *Statement of Equity, Diversity and Excellence* was passed through governance in December 2006, and initiatives and practices were developed by equity offices and across divisions to make equity truly part of our everyday lives.
- The University of Toronto won the Employee Assistance Society of North America (EASNA) Corporate Award for Employee Assistance Program Excellence for our commitment to building a healthy and family-friendly workplace.
- Increased partnerships not only among equity offices but significantly with and among academic divisions and administrative units.
- Increased initiatives and partnerships to enhance awareness of the breadth of policies and resources related to equity in order for all members of the University community to share a consistent understanding of their implementation.

2006-2007 GOALS

The following goals identified for 2006-2007 are drawn from goals and challenges in the 2005-2006 Annual Report of the Equity Officers, and from the 'next steps' of the recommendations of the Equity Infrastructure Review (2004).

1. To develop and implement a University-wide communication strategy to support and encourage equity and excellence and to engage the University community in working toward equity.
2. To co-ordinate activities across the individual Equity Offices to increase collaborative work, and to increase the number of initiatives developed jointly across divisions and units.
3. To build capacity among all constituencies at the University to address differences in cultural values.
4. To enhance awareness of policies related to equity and to enable effective implementation of the policies.
5. To address issues related to mental health and psycho/social problems reported by students, staff and faculty.
6. To identify and develop relevant and appropriate ways of addressing equity issues and to review the processes currently used to address complaints forwarded to the Equity Offices.
7. To increase the visibility of equity and diversity at UTM and UTSC.

2006-2007 ACTIVITIES AND ACHIEVEMENTS

Progress was made in all goals:

1. ***To develop and implement a University-wide communication strategy to support and encourage equity and excellence and to engage the University community in working toward equity.***

A University-wide communications campaign was developed in 2005-2006 that centered on a dynamic message about the University's values related to equity and diversity. This campaign, "EQ ITY. We need YOU in it", began as an invitation to employees to participate in the Employment Equity Census, and was continued throughout 2006-2007 with a slightly different message: "EQ ITY. It includes YOU."

This new wording supported a key message of the *Statement of Equity, Diversity and Excellence* (December, 2006) regarding responsibility for the creation of an equitable community. "The creation of an equitable community that is diverse as well as inclusive and respectful ... requires the work of every member of the community, across all our sites and campuses, including students, teaching staff, administrative staff, visitors, alumni and guests."

" I wouldn't be in attendance at U of T if it wasn't for the extensive resources that Accessibility Services Provides."

Approximately 25,000 equity bookmarks with the "It includes YOU" message on one side and the list of Equity Offices on the other were, distributed widely to students, staff and faculty over the eighteen-month period of the report.

Plans for the next phase of the communication strategy were discussed throughout 2007, for implementation in 2008.

To demonstrate the University's commitment to making equity a central part of our everyday lives on campus, the "Sounds of Change" was held again at the St. George campus in recognition of the International Day for the Elimination of Racial Discrimination. Thirty student, staff and faculty musicians played and sang music of social change. The event was jointly hosted by the Special Advisor on Equity Issues, the Anti-Racism and Cultural Diversity Office, the Faculty of Music, Hart House, Student Affairs, and the Office of the Vice-President and Provost.

2. To co-ordinate activities across the individual Equity Offices to increase collaborative work, and to increase the number of initiatives developed jointly across divisions and units.

Throughout 2006-2007 the Equity Offices have worked increasingly in partnership with each other and jointly with a wide range of academic divisions and administrative units in order to more effectively respond to critical issues and concerns, to provide support with regards to outreach, recruitment and retention, to build institutional capacity in relation to policy development and implementation, and to provide education and awareness opportunities.

The report of each Equity Office more fully describes the range of partnerships specific to that office. The following are several examples:

- The Community Safety Office presented safety training to new medical students in partnership with faculty from the Faculty of Medicine and members of Toronto Police Services.
- The LGBTQ Office hosted the first Queer Alumni reception in partnership with the Sexual Diversity Studies Program and Department of University Advancement.
- The Family Care Office initiated regular meetings with the Quality of Work-Life Advisor, the Career /Work-Life Consultant, representatives of Health and Well-being Programs and Services, and the Director Family Programs and Services in order to more effectively observe trends and patterns regarding flexible work arrangements and to respond proactively where necessary.
- The Aboriginal Initiatives Coordinator worked in partnership with First Nations House and within the Aboriginal community to work toward increasing the representation of Aboriginal employees across the University.

As the Statement on Equity, Diversity and Equity states, the University seeks “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.” To further the goals of equity, diversity and inclusion, many academic divisions and administrative units have created programs and initiatives. The following are highlights of the range of programs:

The Faculty of Applied Science and Engineering has a number of outreach programs targeted at students in high school and the earlier grades to encourage diverse students to consider post-secondary studies in science and education. Programs include:

- The Girls Club is designed to inspire and encourage girls in grades 3-8 to pursue their interests in science and engineering.

- The Skule™ Sisters Mentorship program was developed as a result of the need to remove the stigma of engineering as a male profession. The program partners second-year female students in the Faculty with a female student in grade 10.
- Another program, The Summer Mentorship(STEM), is intended for students from marginalized or under-represented groups who are not realizing their potential.
- Science instructors visit Aboriginal Centres and First Nations Reserves in North and South Central Ontario to engage students in science and engineering activities.
- The Regent Park Community Science Camp was developed in 2007 as a week-long science and engineering day camp to students in designated “community in need”.

The **Faculty of Arts & Science** began three key initiatives:

- A recommendation was made by the Curriculum Renewal Committee to encourage units to diversify their curriculum
- In response to the Speaking UP survey, a working group to discuss issues related to women faculty was established, and another was established to review and make recommendations to the Dean on diversity and equity.

The **Faculty of Law** has an Accessibility and Diversity Committee with representation by students, staff and faculty. The Committee’s mandate is to advise the Faculty regarding ways to advance the outreach and recruitment of a diverse community of outstanding students and to provide appropriate supports to ensure their academic success.

- In conjunction with Accessibility Services, the Faculty provides accommodation to students for a host of physical and mental challenges and provides health and wellness information sessions to students to promote healthy and concrete approaches to dealing with the stress of law school.

In 2007 the **Faculty of Medicine** appointed the first Associate Dean responsible for equity and professionalism. One of the core values of the Faculty addresses ‘diversity and social justice’ and the Associate Dean will be exploring critical issues in this area. The Faculty has a range of initiatives designed to encourage and enable diverse students to apply to the Faculty. These include:

- The Summer Mentorship Program (SMP) in health sciences encourages the recruitment of Black and Aboriginal students. This program is co-sponsored with the Association for the Advancement of Blacks in Health Sciences, First Nations House and the Black medical Student Association.

- The St. Felix Program offers students from a low socioeconomic neighbourhood with student role models to help them build self-confidence and recognize self-worth.
- As part of the University's International Health Program, a new Aboriginal health elective was established for medical students.

The **Faculty of Music** has an established Equity/Diversity Committee that developed a Statement of Values for the Faculty regarding equity and diversity. The Faculty collects and distributes relevant equity and diversity related materials to students, staff and faculty, and participates in the annual "Sounds of Change" event to raise awareness on the International Day for the Elimination of Racial Discrimination.

The **Ontario Institute for Studies in Education (OISE)** has an established Equity Committee of Faculty Council that is responsible for identifying, developing and advocating on issues of equity and diversity. Achievements 2006-2007 include:

- Hosting the Town Hall meeting, "Imagining Equity, Diversity and Social Justice" that addressed Aboriginal, accessibility and employment equity issues at the Faculty.
- The Initial Teacher Education (ITE) program holds 'equity, diversity and social justice' as a key principle and has incorporated three related commitments in its admission process including attracting and admitting a diverse student body that reflects the diverse student body in Ontario schools.
- New faculty members have been hired in the areas of disability studies, francophone education, Aboriginal Healing or Aboriginal or Indigenous Studies.

The **Faculty of Physical Education and Health** has an Equity Council and the following are selected highlights of initiatives at the Faculty:

- Partnered with Accessibility Services to offer over 100 free fitness and strength training consultations and sessions to students with disabilities.
- Staff participated in a workshop entitled, "Understanding Disabilities" to help more effectively meet the needs of users of the facilities.
- The Athletic Centre has made a number of changes in the physical environment to make it more accessible.

"As a person new to the community, I found Queer Salon a lovely way to get an understanding of our current environment."

The **Factor-Inwentash Faculty of Social Work** is engaged in multiple strategies for ensuring fair and equitable practices in all facets of the program including equity-based hiring of faculty and the development of a recruitment plan to expand the diversity of the student body. Specific initiatives include:

- The Faculty reviewed and renewed the Anti-Racism, Multiculturalism and Native Issues Centre (AMNI), a collaboration with community partners, faculty and students that provides a forum for supporting activities that promote equity and inclusion.
- The Canada Research Chair in Social Justice and Health will be responsible for developing curricular initiatives with student groups related to access and equity. The new Chair in Social Work and the Global Community will be dedicated specifically to research and teaching in immigrant and refugee issues.
- Faculty instructors received training on issues related to ‘cultural fluency’.
- The Advanced Aboriginal Practitioners Initiative (AAPI) focuses a concentrated effort on the recruitment of Aboriginal and Metis child service workers from Aboriginal-serving agencies in Toronto.

The **Rotman School of Management** has developed a number of initiatives specifically related to women:

- The position of Director, Women’s Initiatives was created and is responsible for non-degree programs aimed at helping women advance in business (www.rotman.utoronto.ca/women).
- Women’s Initiatives hosted a ‘Skills Cage’ for administrative staff to use the resources and expertise available in the Faculty.
- As a result of the findings of the Speaking UP survey of employees, the Dean established a sub-committee to specifically address challenges related to women faculty.

3. To build capacity among all constituencies at the University to address differences in cultural values.

Individual Equity Officers work with divisions across the University to create awareness and to develop capacity to effectively address diversity and differences in cultural values in the workplace and in the learning environment. In particular, the Anti-racism and Cultural Diversity officer presented sessions on cultural fluency to new academic administrators, to teaching assistants, and through the Office of Teaching Advancement.

The course on Cultural Fluency was an: “Opportunity to meet others and open my mind to new ways of living.”

The Organizational Development and Learning Centre (ODLC) offers sessions addressing a range of equity issues including cultural competencies to staff and faculty. The Equity and Diversity Functional Area Group of The Student Life Professionals (SLP) offers support in integrating equity and diversity in all Student Life Programs.

The following are examples of sessions hosted by the ODLIC for staff and/or faculty:

- “Developing Cultural Fluency to Enhance the Student Experience” presented to student experience professionals.
- “Toward Equity and Engagement” presented to professionals and managers by several equity officers.
- “A Manager’s Guide to a Healthy Workplace” addressed family issues and issues related to accommodation and work-life balance.
- The “Orientation for New Staff and Faculty” presented several times a year to new employees has a dedicated section on equity at the University. In addition to providing information about resources, this session offers a fundamental introduction to the core values of the University and the expectations related to equity, diversity and inclusion.

The members of the Equity and Diversity functional area group of the Student Life Professional (SLP) network share best practices related to integrating equity and diversity into all Student Life programs. The workshop “Equity and Diversity in Student Life Portfolios”, grounded in an understanding of the University’s Statement on Equity, Diversity and Excellence, was presented at the SLP retreat. Ways to remove or reduce barriers to build toward greater equity were discussed.

4. To enhance awareness of policies related to equity and to enable effective implementation of the policies.

One of the key issues identified in the 2005-2006 Report of the Equity Officers was the importance of enhancing awareness among those in supervisory positions of the breadth of policies related to equity issues, and enabling appropriate and effective implementation.

As highlighted in their individual reports, the equity officers conduct a vast array of sessions related to professional development for staff and faculty and capacity-building for students. These all include components to create greater awareness of existing policies and guidelines for their implementation.

Examples include:

- The Sexual Harassment Officer works with managers in academic and administrative units, and with student leaders to enhance their ability to respond in a timely and effective manner before concerns rise to the level of formal sexual harassment complaints.
- The Office of Academic Human Resources is one of the primary sources at the University on the coordination of policies related to the academic career. Ensuring accurate application of policy is critical. The training program for new academic

“Knowing that assistance was available took that worry away and I could concentrate on my studies.”

administrators coordinated by the Office addresses a range of policies and their implementation.

- The Office of Academic Human Resources coordinates a “Stepping In” lunch at which all equity officers meet with faculty new to the University with the goal of familiarizing them with the breadth of equity-related resources and informing those new to the University of relevant policies and their application.
- The accessibility offices on all three campuses provide extensive information to faculty and staff in relation to meeting the requirements and obligations with regards to accommodating students with disabilities.

5. *To address issues related to mental health and psycho/social problems reported by students, staff and faculty:*

Consistent with a broader Canadian trend, the University has seen an increase in issues related to mental health and psycho/social problems reported by students, staff and faculty. For example, mental health is the key health concern in a significant number of sick leave and long-term disability cases, there is an increase in the number of students identifying with mental health disabilities, and stress is reported to be an increasing concern among students.

Mental health issues were a key component of the University’s 2007-2008 Ontarians with Disability Act Accessibility Plan. (www.hrandequity.utoronto.ca/Assets/2007-08+ADOA.pdf?method=1). The AODA Mental Health Committee focused its discussions “on ways to ensure that staff and students with mental health issues are supported and have access to services; ensuring that staff are better informed and more able to respond to students and colleagues facing mental health problems; and identifying ways in which the University can continue to build capacity regarding the needs of employees with mental health difficulties.”

Each of the three campuses has a number of divisionally coordinated projects (which can be found in the Accessibility Plan); the following is an institution-wide initiative:

- A University-wide educational campaign focused on mental illness is being developed collaboratively by Health and Well-being Programs and Services, Accessibility Services, the Career Centre, the Counselling and Learning Skills Service (CALSS), Psychiatric Services, Crisis Response, representatives from UTSC, UTM, FSEAP, and the Mood Disorder Association of Ontario.

6. *To identify and develop relevant and appropriate ways of addressing equity issues and review the processes currently used to address complaints forwarded to the Equity Offices.*

The Equity Advisory Board (EAB), established in 2005, will be reconceptualized to more effectively represent the breadth of equity expertise and initiatives across the University, and to more effectively facilitate the sharing of equity best practices across units and divisions.

Policy and guidelines to address complaints forwarded to the Equity Offices are currently under development under the auspices of the Vice-President, Human Resources and Equity.

7. *To increase the visibility of equity and diversity at UTM and UTSC.*

UTM: The position of Resource Officer for Diversity, Equity and Leadership was created in 2005. The Officer engages directly with students to build leadership capacity that is infused with an appreciation of diversity. Although not an equity office, the Officer liaises with, and works in conjunction with tri-campus equity offices.

Two key initiatives at UTM during the period of the Report include:

- The formation of the Principal's Advisory Committee on Diversity, Equity and Inclusion, to promote the development of a campus culture where the principles of equity, diversity and inclusion are an integrated part of the experiences of community members. The Committee advises the Vice-President and Principal, and other senior administrators on matters related to its mandate.
- Outreach to recent immigrants and transfer international students through focus groups in order to facilitate the transition process of the increasing number of students whose first educational experience in Canada is UTM.

UTSC: The position of Special Advisor to the Principal on Equity was established by the Vice-President and Principal in 2005. The Special Advisor is an Equity Officer and the report of her office is included in this Report.

LOOKING AHEAD – GOALS AND CHALLENGES 2008

The following goals for the advancement of equity, diversity and excellence within the University community have been identified for 2008. They reflect the ongoing challenges of moving toward an ever-more inclusive working and learning environment:

1. To implement the recommendations related to furthering equity, diversity and inclusion as identified in the analysis of the Speaking UP, employee experience survey results.
2. To continue the collaborative work among equity offices and to increase the number of initiatives developed jointly across divisions and units.
3. To effectively address the increasing and more complex and multifaceted equity issues brought forward by students, staff and faculty.
4. To expand the communications strategy that further encourages and enhances the understanding and implementation of equity, diversity and excellence.

EQUITY OFFICE REPORTS:

2006-2007 marks the second reporting year that a single Report highlights the accomplishments and goals of each equity office and demonstrates the comprehensive work of the offices as a whole. In addition, newly included in this year's report is a section that celebrates key initiatives in a number of faculties across the University demonstrating that "daily responsibility for ensuring that the values expressed [in the *Statement on Equity, Diversity and Excellence*, indeed] live and breathe throughout the University [and are] within the scope each person's role in the University."

This cohesive Report reflects the greater integration of the University's equity vision and of equity practices and initiatives across the University.

Organization of Equity Offices:

Equity Officers have different direct reporting relationships as identified in the chart at the beginning of this Report, but as a whole are ultimately accountable to the Vice-President Human Resources and Equity. Officers meet together as the Equity Issues Advisory Group (EIAG).

The range of responsibilities of equity officers differs depending on the portfolio in which their office is based. 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. To different degrees, all equity officers respond to complaints and concerns as they arise within their mandate, and all equity officers conduct activities to enhance awareness and to build capacity so that students, staff and faculty can more effectively understand, identify and address issues related to equity and diversity as they arise.

Issues and initiatives related to equity and diversity are often complex and do not fall solely under the auspices of one office, and so the Offices frequently work on a collaborative basis with each other and with administrative and academic units.

Fifteen equity offices are included in this Report. The report of each Office details the key accomplishments, initiatives related to professional development for staff and faculty and building capacity among students, partnerships within the University, goals, and professional involvement in organizations external to the University.

In addition to these highlights, equity officers support other core functions of the University through their individual and collaborative work in the areas of student, staff and faculty recruitment and retention, outreach, teaching and learning, policy development and general contribution to the diversification of ideas.

Equity Officers are frequently recognized for their expertise and best practice and are invited as guest speakers in a variety of public and professional forums. They hold leadership roles in their varied professional communities and represent the University as members of municipal, provincial and national associations, advisory committees, boards of directors, and working groups. Examples of the breadth of organizations of which Officers are active members include:

- Toronto Region Immigrant Employment Council (TRIEC)
- Standards Committee, Accessibility for Ontarians with Disabilities Act
- Ontario University Employment and Educational Equity Network (OUEEEN)
- Consortium of Higher Education of LGBT Resource Professionals
- Standing Committee on Human Rights, Council of Ontario Universities
- Inter-University Disability Issues Association
- College and University Work/Family Association (CUWFA)
- Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE)

In the next section, reports of the Offices are organized alphabetically in the following order:

- Offices that address **student, staff and faculty** equity concerns
- Offices that address **faculty and staff** equity concerns.
- Offices that address **student** equity concerns.

Please note that many offices have posted a more detailed analysis and description of their activities on their own website; you are encouraged to visit each site for further information. All equity offices can be accessed through www.equity.utoronto.ca

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 around harassment and discrimination on the basis of race, ethnicity, creed, nationality, and other race and culture-related traits.

Key Accomplishments

- Offered training and best practices to a range off staff groups and academic divisions.
- Worked with AVP, Human Resources and Director, Organizational Development Learning Centre to launch the Toronto Region Immigrant Employment Council mentoring program that partners new Canadians with pre-selected staff members.
- Offered input to various units by serving on a variety of committees including Review and Search Committee, Hart House Warden; Principal's Advisory Committee on Equity, UTM; Search committee, Assistant Dean, Equity and Professionalism, Faculty of Medicine.

Professional Development/Capacity Building Initiatives

- Developed and delivered sessions on cultural fluency to senior academic administrators through new academic administrators' training. Presented sessions through the Office of Teaching Advancement as well as at the annual Teaching Assistants' Teaching Program Conference.
- Developed and delivered a session on cultural fluency for staff through ODLIC.
- Conducted training for frosh orientation leaders at the college level.

Partnerships

- Collaborated with the Office of the Vice-President & Provost, Strategic Communications, the Office of the Vice-President, University Relations to monitor and manage controversial events and to devise and execute a stakeholder management strategy that is coherent and congruent with our institutional goals.

Offices which address **student, faculty and staff** equity concerns

- Worked with Student Life Programs to support the Dialogue on Diversity Peer Educators Program.
- Worked collaboratively with the Status of Women Office and the Special Advisor on Equity around joint programming such as “Sounds of Change” on March 21st, the International Day for Elimination of Racial Discrimination, and a panel on competing rights entitled “Uneasy Partners”.
- Facilitated a group for student fathers as a joint initiative with the Family Care Office.

Key Goals (1-3 years)

- Develop and deliver a multi-level training program on cultural fluency, focused specifically for the different target groups, i.e., senior academic leaders, faculty administrators, professional managers, teaching assistants and student leaders.
- Initiate student programming clusters at UTM and UTSC through the student governments on those campuses to add further local appeal to the anti-racism education initiatives on those campuses.
- Continue to work with the University’s in-house legal counsel on the development of a protocol around dealing with complaints, ensuring that it is sufficiently flexible to accommodate nuances around the intersectional nature of issues.

External Involvement

- Opening Plenary Speaker, “*From Multicultural Rhetoric to Anti-Racist Action*” Conference, Organized by the Trudeau Foundation and the Munk Centre for International Studies, University of Toronto (November 2007).
- Presenter, “*Roundtable on Religion and Human Rights*” organized by Rights and Democracy and Foreign Affairs and International Trade, Canada, Ottawa (October 2007).
- Keynote Speaker, “*Challenges and Prospects of Leadership in the “New Canada”*” Roundtable organized by the Couchiching Institute on Public Affairs (June 2007).
- Discussant, “*Rhetoric, Reality and the Places in Between: Exploring the Complex Intersections of Human Rights in Higher Education and the Workplace*” Conference organized by the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education, Vancouver (April 2007).
- Keynote Presenter, “*This ‘Vision’ Thing: How Does Diversity Relate to Excellence within a Learning Community?*” International Educational Awareness Month Kickoff, Wilfrid Laurier University, (November 2006).

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. The Office responds to all 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 personal safety 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 behavior, workshops on a variety of topics, and self defense courses. The Community Safety Office offers support and assistance to the members of the university community on a short-term basis.

Key Accomplishments

- The Community Safety Office website was launched in 2007. This is an interactive website including the “perception of safety” questionnaire. Additionally, the website offers specialized information for each campus, and provides information related to a wide array of issues, including sexual assault, domestic violence and stalking.
- The Community Safety Office has been dedicated to increasing the awareness of the potential safety risks posed when using On-line Communities. The Office has created a multi-pronged approach to educating the university community regarding On-line Communities. Included in this approach is an ‘On-line Community Awareness’ presentation for student leaders; an ‘On-line Community Awareness’ interactive game to be used at various outreach events on campus; a brochure and a survey. The survey was distributed to all three campuses and over 1,200 were completed. The results of the survey have been used to inform the On-line Community committee about what issues are important to students regarding the use of On-line Communities and what strategies would be the most effective when creating a public education campaign.
- The Community Safety Office offers two distinct self defense programs to the University of Toronto community. Wen-Do, is a self defense program for women of all ages, sizes, and abilities. Urban Defensive Tactics (UDT) is a practical street oriented self defense program for all members of the university community. In this past year, there has been an increase in requests for the UDT course, especially from the residence community. The Office has successfully run both programs with twenty-eight sessions offered over the past eighteen months, including a “3-hour taster” session, full day sessions and two day sessions.

Professional Development/Capacity Building Initiatives

- Facilitated over 42 sessions on a variety of topics to the University community. Facilitated sessions through the Organizational Development and Learning Centre on ‘Dealing with Difficult Behavior’ and ‘Supervising in a Unionized Setting’.
- Facilitated sessions with various staff departments on a range of topics including, ‘Dealing with Difficult Behavior’, ‘Creating a Respectful Workplace’ and ‘Personal Safety in the Workplace’.
- Facilitated training sessions with student groups including Residence Life staff and orientation leaders regarding issues of Safety.
- Provided training for Campus Police on dealing with clients who are in crisis.

Partnerships

- Worked in partnership with Campus Police to deliver the “Safety Weeks” on all three campuses.
- Worked in partnership with a variety of university offices/departments, including the Sexual Harassment Office, to develop the On-line Community public education campaign as mentioned above.
- Worked with Toronto Police Services and Faculty of Medicine to deliver safety training and resource awareness for new medical students.
- Partnered with UTM residence life staff and offered training for residence dons on how to support a student who has experienced sexual violence as well as awareness of community supports.

Key Goals (1-3 years)

- Increase the presence of the office across all three campuses in order to raise the profile within the entire university.
- Continue to work with university partners on the On-Line Community Committee to develop and launch a public education campaign that increases the awareness of safety practices when using on-line communities.
- Explore opportunities to work in partnership with the Office of Health and Wellbeing Programs and Services, Organizational Development and Learning Centre and Human Resources to launch an educational campaign regarding issues related to mental health and building healthy environments for all University community members.

Offices which address **student, faculty and staff** equity concerns

- Partner with the Counselling and Learning Skills Service (Assault Counsellor/Educator) for the “Friends supporting Friends” program which is a unique program to bring support to victims of intimate partner violence through supporting friends of victims and providing them with the tools to better understand and support those experiencing intimate partner violence. This program is of particular importance as friends are often the first people to whom victims disclose.

External Involvement

The Community Safety Office is a member of the Ontario Association of College and University Security Administrators (OACUSA) and the International Association of Campus Law Enforcement Agencies (IACLEA).

The Office focuses attention on building strong collaborative relationships with services external to the university that our service users may require in order to address their safety concerns. Thus, the office has established a strong partnership with the Toronto Police Services, has worked collaboratively with the Metro Action Committee Against Violence Against Women (METRAC), a resource based organization focusing upon creating resource material on the legal system and abuse; and has developed a relationship with the Barbra Schliffer Clinic, a service that offers free legal advice to women leaving abusive situations. Additionally, we have also worked towards establishing partnerships with various shelters for women within the Toronto and Peel area, including the YWCA, Interim Place, and the Peel Crisis Line.

FAMILY CARE OFFICE

The Family Care Office provides guidance, information, referrals, educational programming and advocacy for the University of Toronto community. The Office's mandate is to support staff, faculty, St. George campus students and their families with any family care related issue. The type of information requested by individuals cover child care options, children's programming, schools, maternity and parental leaves, parenting, elder care, relocation issues and housing, requests for counselling and legal referrals, financial aid, access to services, balancing work/study/family and flexible work arrangements. The Family Care Office has an inclusive definition of family. Thus, any member of the University community is entitled, for the purposes of the office, to define family, as it is most appropriate for his/her own circumstances.

Key Accomplishments

- The Office handled just over 2000 cases, which reflects a 7.7% increase, compared to last year's caseload. Over 1600 people attended the 65 workshops/events and 6 discussion/support groups sponsored or co-sponsored by the office this year.
- The Family Care Office also coordinates the Faculty Relocation Service (FRS) and assists with the University's recruitment of faculty by providing relocation assistance to prospective and recently appointed faculty. In its eighth year, the Office met by appointment with 246 prospective and newly appointed faculty compared to 321 last year and 236 in 2004/5.
- A Program highlight was a new session, primarily aimed at graduate students, titled '*Can I have both? Pursuing academia while starting a family.*' This session helped to address one of our key issues identified last year regarding pregnant students feeling isolated and misinformed. As identified last year, more students, staff and faculty are taking on the caregiving responsibilities for an aging relative. To help address this issue, we continue to offer elder care workshops and this year for the first time held a well attended Elder Care Fair.

Professional Development/Capacity-Building Initiatives

- In addition to the programming named in the above section, the Office provided orientation and training sessions for the Counselling and Learning Skills Service (CALSS) interns, for incoming Transitional Year Program (TYP) students, and for Academic Bridging program students. The Office also provided training to the peer counsellors at the Sexual Education and Peer Counselling Centre. We make an ongoing commitment to staff to host an information booth at the U of T food bank to educate the users of the food bank of our services.

Offices which address **student, faculty and staff** equity concerns

- Co-organized the annual *Financial Survival for Student Families* workshop for students as well as university Student Life Professional staff wishing to become better informed on financial supports available to students.
- The Office assisted with the development and delivery of the ‘Achieving Work-Life Balance Month’ and ‘Take Your Daughters and Sons to Work Day’. These were successful events and promoted awareness around work-life issues and the role of the Family Care Office.
- A presentation was made about the Faculty Relocation Service at the annual orientation and training for newly appointed academic administrators.

Partnerships

- Our Office this year has initiated regular meetings with the Quality of Work-Life Advisor and the Career/Work-Life Consultant from the Organizational Development and Learning Centre, the Director of Family Programs and Services, and the Manager, Family Care Office, and a Disability and Accommodations Consultant from Health and Well-Being Programs and Services. These meetings have allowed us to observe trends and patterns in the university regarding flexible work arrangements as well as identify departments that could use some assistance with dealing with these matters.
- With the assistance of the Centre for Community Partnerships, a relationship was established with medical residents in the Department of Obstetrics and Gynecology to provide a pregnancy workshop for students and employees on a regular basis. This provides students with opportunities for practical learning experiences outside the classroom.
- The Office created a Family Events committee comprised of staff from the Early Learning Centre, Family Resource Centre, First Nations House, Woodsworth Single Parent Group, Hart House and the Athletic Centre in order to provide inexpensive activities for students, staff, faculty and their families.
- Met directly with student groups, student governments, registrar offices and departmental staff and employee groups to promote our services and to arrange for collaboration on events when possible.

Key Goals (1-3 years)

- Focus on faculty education/awareness about the challenges facing a student with family responsibilities.
- Develop an on-line student discussion group using the U of T portal.
- Improve outreach by: contacting class representatives to make class announcements on behalf of the Office; approaching academic department listserv hosts to request that they put out a general message about the Family Care Office; and sending notices to Undergraduate and Graduate Coordinators to inform and update them about the Office and services.

Offices which address **student, faculty and staff** equity concerns

- Continue working with the Quality of Work-Life Advisor and the Director of Family Programs and Services to develop flexible work arrangement tools that will help staff and faculty to accommodate and access work arrangements that will support a balance between work and family life.

External Involvement

The Manager is a member of the College and University Work/Family Association (CUWFA) and of the Faculty Recruitment Network.

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. We address both individual and systemic discrimination based on sexual orientation and gender identity.

Key Accomplishments

- Developed and delivered educational seminars for managers, coaches, instructors, front line and casual staff at the Athletic Centre/Faculty of Physical Education and Health to address the intersection of gender and sexuality with sports, athletics and recreation. Since 2006, 23 workshops were offered reaching over 400 employees.
- Provided a session for managers in collaboration with the Sexual Harassment Office, the Status of Women Office and ODLC on "Engaging Equity" which focused on closing the gaps between policy and practice, challenges managers have in promoting equity, and fostering equity practices in the workplace.
- The Office in partnership with the Division of University Advancement and The Sexual Diversity Studies Program, hosted two very successful queer alumni receptions in May and November 2007. These two events are significant as we expand our outreach and engagement opportunities to our LGBTQ alumni.

Professional Development/Capacity Building Initiatives

- As one of a myriad of outreach initiatives, The Office invited marginalized LGBTQ students and their teachers from the Triangle Program, Toronto District School Board (TDSB) to campus. Working with the Diversity Outreach Coordinator for Student Recruitment and the Transitional Year Program, the Office hosted 10 students for an afternoon. The agenda included a discussion on admissions, financial aid, programming and support, curricular and co-curricular programs, a tour that included several libraries, the Athletic Center, University College, New College and Hart House.
- "The L Word: Is For Leadership" panel brought together LGBTQ identified women and allies across the University and broader community to discuss what leadership is taking place on and off campus, gaps that exist and to raise the profile of the contributions LGBTQ women in fields such as in higher education, social work, health promotion and the arts.

- The Office participated extensively in developing and presenting educational seminars and consulting on all three campuses with managers and staff, student leaders and students groups. These activities included a presentation at the annual conference for incoming student government and student unions – Nu Yu; sessions for orientation leaders on equity and diversity; sessions for residence life staff, student clubs and organizations such as LGBTOUT and the Sexual Health and Education Centre. As well, the office conducted multiple workshops with Student Life Professionals and college registrars at the St. George Campus on gender identity and the transgender and transgender student experience.

Partnerships

The office works in partnership with student organizations, departments, and services across all three campuses. Often partnerships are informal and may last for short or extended periods of time. Partners include: The Office of Student Affairs & Services UTSC, UTM, St. George; Student Life Professionals Network; Health & Well-being and Human Resources; Student Services; Hart House; the Faculty of Physical Education and Health; the Sexual Diversity Studies Program; the Positive Space Committee; The Division of University Advancement; Equity Offices Human Resources; the Office of the Principal, Scarborough.

Key goals (1-3 years)

- Strengthen and diversify outreach methods and strategies regarding recruitment of students and employees.
- Develop, expand and deliver support and resources dedicated to matters associated with equity, discrimination and community development related to LGBTQ students and employees.

External Involvement

- Member, Consortium of Higher Education of LGBT Resource Professionals.
- Member, Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE).
- Member, Ontario University Employment and Educational Equity Network (OUEEN).

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 29 formal complaints and provided advice and information in 106 informal complaints under the Sexual Harassment Policy. Two of the formal complaints were withdrawn; the remainder were resolved in mediation.
- Worked with the Postgraduate Medical Education Office, the School University Partnerships Office at OISE, and an internal committee in the Faculty of Pharmacy, to finalise guidelines on harassment for students on external placements and to negotiate their adoption by our external partners.
- Provided training and education to students, staff and faculty, including academic administrators, residence dons, student leaders, TAs and new faculty members, ancillary staff groups, medical residents, human resources staff, and in specific academic departments.

Professional Development/Capacity Building Initiatives

- Training and education on sexual harassment and related issues is a key priority for the office. In particular the Officer focuses on working with managers, academic administrators and student leaders to enhance their capacity to respond in a timely and effective manner to concerns before they rise to the level of formal complaints.

Partnerships

- Attended the OISE School/University Partnerships Office External Advisory Committee, which meets with the School Boards to address concerns and develop joint policy.
- Worked with various committees in the Faculty of Medicine, the Faculty of Physical Education and Health, and the Faculty of Pharmacy to address harassment issues.

Offices which address **student, faculty and staff** equity concerns

- Worked closely with colleagues in Student Life to develop and deliver training to dons and orientation co-ordinators and leaders, and with the Office of the Vice-Provost students to address systemic and long-term issues.
- Collaborated with colleagues in the Equity Issues Advisory Group on specific projects and training initiatives. For example, presented at the Roundtable on Violence Against Women and at a workshop for women graduate students on graduate supervision, both organized by the Status of Women Office; worked with the Community Safety Office on issues relating to internet harassment; and presented workshops on harassment and discrimination with the Anti-Racism and Cultural Diversity Officer.

Key Goals (1-3 years)

- To work with colleagues and students to develop information and resources describing the problems and pitfalls attendant on participating in online communities.
- To develop new educational materials specifically for residence Dons and TAs.
- To work with colleagues to update the guide to the Code of Student Conduct and to provide training to investigators and hearing officers under the Code.

External Involvement

- Member and treasurer of Ontario CAPDHHE (Canadian Association for the Prevention of Discrimination and Harassment in Higher Education).
- Member of the Corporate Human Rights Practitioners Network.
- Meet with new harassment officers at other Ontario colleges and universities to discuss policy issues and offer mentoring.

* In 2006 a request was made under the Freedom of Information and Protection of Privacy Act, newly applicable to universities, for record of sexual harassment complaints at the University. The University denied this request, and the requester then appealed this decision to the office of the Information and Privacy Commission. The IPC upheld the University's Decision on the basis, among other things, that the records, even with identifiable information removed, were personal in nature. This ruling is a very reassuring one, as it reinforces our commitment to the highest levels of confidentiality throughout the complaint process.

** Sexual harassment complaint statistics and analysis for 2006-2007 are available on the Sexual Harassment Office website at <http://www.utoronto.ca/sho/complaints2006-2007.pdf>

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

- The Office organized the first “Roundtable on Violence Against Women Across the Lifespan -- an interdisciplinary symposium of almost forty scholars and practitioners from seventeen divisions and seven offices at the University of Toronto. In addition to sharing research, future collaborative opportunities were discussed.
- The Office increased its outreach to women undergraduate students by revising our website; having a greater presence at the annual orientation for new students, conducting a survey that reached 400 student clubs about critical concerns affecting women undergraduates.
- In order to more effectively address a range of issues affecting women graduate students, the Office hosted and collaboratively organized a range of initiatives. These included:
 - The first-ever Orientation for New Women Graduate Students.
 - The development and distribution of the brochure, “Frequently Asked Questions (and Answers) By Women Graduate Students”
 - The coordination of the Status of Women Mentoring Program which focused on breaking down barriers and creating ‘community’ for women graduate students.
 - Chaired the committee that revised the annual session “Position Yourself for a Career in Academia”. Three separate events were held: decision-making about a career after graduation, getting started in an academic career, and steps to success in an academic career.

Professional Development/Capacity-Building Initiatives

The Office was involved in a number of capacity-building initiatives for women students, staff and faculty. These included:

- Co-hosting sessions for women students in their third and fourth year of study, “Thinking About Graduate School? Find Out What You Need to Know About Applying to Graduate School and Second Entry Programs” order to demystify the application process.
- Co-organizing the semi-annual “Early Visions Breakfast” for women in the Confidential and Professional/Managerial employment areas.
- Coordinated the first-ever gathering of women Senior Lecturers to discuss gender-based issues and concerns.

Partnerships

In order to most effectively meet the mandate of the Office, “to work toward full gender equity for students, staff and faculty”, it is key that the Status of Women Office work collaboratively and in partnership with a range of academic, administrative and equity offices and divisions.

- Partners in the previously mentioned initiatives include, the Offices of the Vice-President and Provost, Vice-President, Human Resources and Equity, Vice-President Research; the Director, Faculty renewal/Academic Human Resources; the Family Care Office; Faculty of Information Studies, Faculty of Social Work, the School of Graduate Studies, Woodsworth College; UTFA; SAC/UTSU; GSU; Student Affairs, Access and Outreach, and the Career Centre.
- In addition to working with equity offices on initiatives mentioned earlier in this report, the Office partnered with other equity offices as well:
 - Accessibility Offices on all three campuses to screen and discuss “Shameless – the Art of Disability”.
 - LGBTQ Resources and Programs to host, “Queers & Allies – Where Are All the Women?”
 - The Community Safety Office, and Health and Well-Being Programs and Services on the National Day of Remembrance and Action on Violence Against Women and the “16 Days of Activism Against Gendered Violence”.
 - The Anti-racism and Cultural Diversity Office on the panel discussion, “Uneasy Partners” that addressed negotiating competing equality rights in Canada.
- The Office partnered with others, including the Women’s Centre, UTSC, the Sexual Education and Peer Counselling Centre, the Assault Counsellor/Educator.

Key Goals (1-3 years)

- To continue to identify the complex and nuanced ways that gender inequity occurs in the lives of women students, staff and faculty at the University and to address the issues through programming and other means.
- To develop a profile of the status of women students at the University.
- To redefine the role and composition of the Status of Women Advisory Council.

External Involvement

- Member, Standing Committee on Human Rights, Council of Ontario Universities.
- Member, Working Group on the Status of Women and Gender Equity, City of Toronto.
- Keynote speaker at the 30th anniversary of Interval House, the oldest shelter for abused women and children in the City of Toronto.
- Presentation, 23rd EGOS (European Group for Organizational Studies) Colloquium “Beyond Management: The Role of Equity, Diversity and Excellence in Organizational Change”, Vienna, Austria (2007).
- Presentation, 7th International Conference on Diversity in Organizations, Communities and Nations, “Toward Equity, Diversity and Excellence: Initiatives for Change”, Amsterdam, Netherlands (2007).
- Member of OUEEEN, the Ontario University Employment and Educational Equity Network.

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

- Under the banner of “Equity Matters” the Office of the Advisor launched an informative, up-to-date equity website specific to UTSC. The website appears and operates under the UTSC Principal’s page at <http://www.utsc.utoronto.ca/~vpp/equity/> .
- “Equity Matters” has provided more than a dozen awareness programs on gender, race/ethnicity, health/disability and LGBTQ areas. The highlights include:
 - The STOP VIOLENCE panel and discussion (March 2007) and the Women’s Leadership and Networking events (November 2007) created a ‘bridge’ among women from different locations in the working environment and helped to create a ‘community’ of women at UTSC.
 - The “Equity Matters” group presented a thought-provoking speaker on faith and human rights issues (March 2007).
 - “Equity Matters” in collaboration with AccessAbility Services and Physical Education & Athletics organized a student/faculty/staff/alumnus panel entitled “Together we Can, Together We Shall” that explored visible and not-visible forms of disability in a learning/teaching environment. The expectations, prejudices, limitations and opportunities were discussed by the panelists in a candid way.

Professional Development/Capacity Building Initiatives

All activities listed above are capacity building and awareness creation activities. Most specifically, the women’s leadership events and workshops, first under the umbrella of Equity Matters, and then in collaboration with the Assistant Principal and Chief Executive Officer, Human Resources, The Office of the Dean, and the Organizational development and Learning Centre have been professional development and capacity building efforts.

Offices which address **student, faculty and staff** equity concerns

Partnerships

In addition to the equity and other offices identified previously, the Special Advisor to the Principal has worked with the Special Advisor, Student Conduct, Physical Education and athletics, Writing Centre, Career Centre, Student Housing, SCSU VP-Equity, Doris McCarthy Gallery, etc.

Key Goals (1-3 years)

Although my term of service will end at the end of June, my three-year experience suggests that the following areas will continue to require some effort and attention:

- Enhance the diversity of the candidate pool, especially with respect to faculty.
- Develop strategies to address polarization amongst some student groups.
- Develop strategies to address awareness and acceptance of diversity.
- More clarity with the complaints procedures
- Increase communication and provision of equity services across campuses.

External Involvement:

- Director of International Committee and a Board Member at the Rotary Club of Scarborough, Vice-President Elect. The Rotary Club is extremely active in both local and international youth programs, youth leadership, youth exchange, health, poverty and gender issues.
- Member of the Turkish/Canadian Association.

Offices which address **faculty and staff** equity concerns

EMPLOYMENT EQUITY OFFICE

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.

Please see Employment Equity Report 2007 at:

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

ACADEMIC HUMAN RESOURCES (formerly known as Faculty Recruitment)

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

The ongoing success of the 'Stepping In Series' for new faculty. Four lunch-time integration/information sessions were offered throughout the year for new faculty beginning their career at the University of Toronto. Events focused on the integrating teaching and research, being interdisciplinary, putting Stepping Up into context and the student experience at the University.

- Launch of the 'Stepping Forward' series for mid-career faculty. Two lunchtime session focused on research and becoming an academic administrator. Feedback for both sessions was very positive and has lead to an additional session on mentoring being added in 2008.
- Revision and updating of the online proactive recruitment toolkit. An extensive website is maintained which provides information and suggestions for proactive recruitment of new faculty which includes summaries of research and best practices from institutions across North America.
- Assisted in the analysis and presentation of the results of the 'Speaking UP: Employee Experience Survey'.
- Development and extension of new academic administrators training program to include a re-styled new academic administrators retreat during the summer, revised morning sessions and the continuation of shorter, lunchtime sessions.

Partnerships

The office works closely in the development of policy and programs with a number of the other equity offices including the Family Care Office, Director of Family Programs & Services, the Status of Women Office, the Quality of Work-Life Advisor, the Manager of Health and Well-being Programs and Services. For instance, the equity luncheon which is held as part of the Stepping In program offers an opportunity for each of the equity officers to introduce themselves and their office to new faculty.

Initiatives at the local level help to see the impact of the overall commitment to equity in recruitment. For instance, the Department of Political Science in the Faculty of Arts &

Offices which address **faculty and staff** equity concerns

Science has recently created Recommendations on Diversity Hiring Practices that help to identify ‘ways in which our sensitivity to diversity can be deepened, and diversity considerations can be made to have a more central place in our recruitment.’

Key Goals (1-3 years)

- Development of faculty and staff exit interviews/survey.
- Development of best practice guidelines on topics such as teaching evaluation, evaluating interdisciplinary scholarship, faculty performance review, mentoring new faculty, implementing family friendly policies, etc.
- Development of a family friendly policies brochure.
- Development of a visiting diverse scholar program.
- Development of a visiting woman scholar program

External Involvement

Part of the mandate of this office is to liaise with others involved in faculty recruitment, integration and development at other universities across the continent. Some aspects to assist in this include:

- Ongoing review of best practices at other institutions.
- Liaison with professional organizations such as the Colleges and Universities Work/Family Association, Faculty Recruitment Network, CAUT Women’s Section, National Council on Research on Women, and others.

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

- Following up on one of last year's goals, HWB has preliminary data to identify trends and office activity on a yearly basis. As more data is accumulated, HWB is able to assess gaps in service, trends, areas of concern and success. This will also assist in priority setting.
- In collaboration with other offices, HWB provided University managers with intensive training on early identification of accommodation needs within their staff groups. This welcomed initiative will be expanded throughout 2008.
- HWB in cooperation with Accessibility Services (St. George campus) and the Career Services are in the midst of developing a multi-office initiative to enhance University community understanding of mental health issues for staff, faculty and students with a particular focus on reducing the stigma associated with having a mental illness.

Partnerships

- Co-facilitated with Organizational Development and Learning Centre (ODLC) and Family Services Employee Assistance Programs (FSEAP) a workshop on Healthy Workplace at U of T. In partnership with ODLC, Family Care Office, FSEAP sponsored and planned Work/Life Balance Month.
- HWB participated on the planning committee for the Dec 6 Memorial, co-ordinated by the Status of Women Office.
- In partnership with Accessibility Services and Students for Barrier-Free Access sponsored the 2007 Accessibility Awards.
- HWB, Accessibility Services, Career Centre, UTM, UTSC, CALSS, Psychiatric Services, Crisis Response, FSEAP, Mood Disorder Association of Ontario are developing a university-wide educational campaign focused on mental illness.
- HWB staff participated on the selection committee for the 2007 Healthy U of T Award.

Key Goals (1-3 years)

- To review the broad availability of data associated with trends and costs associated with sick leave, work-related injuries and long term disability to enhance decision making and resources in this area.
- To expand information and resources available on the HWB website for University faculty and staff.
- To continue to enhance the University community's understanding and capacity to respond to employees with mental health concerns.
- To continue to enhance the University's capacity to accommodate employees who are returning from workplace injuries and non occupational illnesses and injuries.

HUMAN RESOURCES ABORIGINAL INITIATIVES CO-ORDINATOR

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

- Six new staff/faculty have been hired who self-identify as Aboriginal.
- Phase I of the Aboriginal Initiatives Report on first year experiences was completed, phase II is in progress.
- All job postings open to external candidates have been forwarded to federal, provincial and municipal Aboriginal list serves across Canada.

Professional Development/Capacity Building Initiatives

- The results of the interviews and of the forthcoming data from the employee survey will identify the necessary direction for these activities in the future.

Key Goals (1-3 years)

- To increase the representation of Aboriginal employees at all levels of the organization.
- To develop programs to ensure the retention of Aboriginal employees.
- To support the career development of Aboriginal employees.
- To enhance outreach to the Aboriginal community.

External Involvement

- The Coordinator hosted a U of T recruitment booth at the Aboriginal Canadian Festival – Career Fair;
- Assisted in the creation and development of an HR Aboriginal Initiatives Coordinator position for two other universities;
- Participated in the 9th annual Aboriginal Champions Event

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

- Re-evaluated the Achieving Work/Life Balance program and decided to launch the Add Balance to Every Day campaign which was launched in October 2007. Thirty-nine sessions have been offered to a total of 692 participants. Some of the more innovative sessions were: Making Every Day an Energy Day; Working Smart with E-Mail; Better Sleep Strategies; Surviving to Thriving with Stress. Some of the sessions have been webcast to UTM and UTSC to ensure tri-campus accessibility.
- Designed new work/life web pages (www.worklife.utoronto.ca) creating greater visibility of programs and services, and greater access to useful information and tips.
- Designed Add Balance to Every Day “coaster” which was sent out to every professional managerial staff member as a way of increasing awareness to the importance of these issues.
- Participated on an advisory committee that developed a pilot telecommuting program for two departments in Facilities and Services.

Professional Development/ Capacity Building Initiatives

- Conducted outreach sessions: Faculty of Pharmacy; Payroll Department; HR Managers and Generalists meeting; Faculty Appreciation Day, APSC; Woodsworth College, Registrarial Annual Retreat; Department of Computer Science Retreat; Medicine Business Officers Network Retreat.

Partnerships

- Meet regularly with Manager, Family Care Office, Director, Family Care Programs and Services and members from the Health and Well-being Programs and Services to discuss issues and cases that are being dealt with by two or more of our offices.

Offices which address **faculty and staff** equity concerns

- Offer workshops and programs jointly with staff from Health and Well-being Programs and Services; Family Care Office; and Director, Academic Human Resources.

Key Goals (1 -3 years)

- To continue outreach efforts and work with departments to launch work/life initiatives that are targeted to their unique populations.
- To develop flexible workplace guidelines for managers.
- To ensure that the university continues to be a family friendly employer by advising on best practice as it relates to various policies and programs.
- To co-chair Workload and Work/Life Balance working group (result of Speaking Up survey) and make recommendations on programs/policies that address issues identified by survey respondents.

External involvement

- The Quality of Work-Life Advisor was re-elected to the CUWFA (College and University Work Family Association) Board; is an active member of the Work/Life Harmony Network.
- The Quality of Work Life Advisor was interviewed for articles that appeared in Benefits Canada magazine and Business Edge magazine.
- Presented at Human Resources Professional Association (HRPAO) Conference on U of T's Work Life Programs and How they Attract and Retain Employees; Employee Assistance Society of North America (EASNA) Conference on our Partnership and Collaboration in Work Life Programs and Services (presentation with our EFAP provider and Health and Well-being Services); presented at College and University Work Family Association (CUWFA) conference on Collaboration and Work/Life Services (presented with our Director, Faculty Renewal).

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

- The Service organized the inaugural Accessibility Awards in partnership with the student group, Students for Barrier Free Access, to acknowledge exemplary student, staff and faculty who are committed towards making the University a welcoming and barrier free environment for students with disabilities.
- The Service initiated a partnership with the Robarts Library and computer labs on campus to provide adaptive software on campus.
 - partnered with the Faculty of Applied Science and Engineering to network Kurzweil 3000 software in participating labs for 25 users.
 - Partnered with the Robarts Library Access & Information Services to provide a laptop with adaptive software loan programme.
- In collaboration with staff and architects from the Office of Campus and Facilities Planning, AS staff provided input into the design of a one-stop accessible test and exam centre that will open in July 2008.
- Staff prepared a significant self assessment report for the Student Service/Affairs Restructuring Review exercise that included partner assessments from the Faculty of Applied Science and Engineering, the Faculty of Medicine Student Services, the office of the Woodsworth College Registrar, and the AS student advisory committee, Students for Barrier Free Access. The self assessment exercise provided the opportunity to review and assess our growth as well as document the extensive collaboration with academic departments and services on campus.
- Many New Student groups were initiated:
 - In an effort to improve the student experience, students with Asperger's Syndrome, who face a number of challenges related to their sensory experience, participated in the Asperger's Syndrome Student Group designed to facilitate social exchange and broaden social understanding.
 - Students with attention deficit and concentration difficulties, mental health issues, and students with impaired balance and coordination benefited from Tai-Chi classes offered by an intern from OISE/UT.

Professional Development/Capacity Building Initiatives

- Information sessions were offered to faculty and staff on topics such as: Understanding Learning Disability and Attention Deficit and Hyperactivity Disorder; Tips for Teaching Students with Disabilities; Barrier Free Accessibility; Diversity: Issues of Ability; and Library Access.
- Educational seminars were offered for groups such as Don Training and the College Orientation Leadership Training Program in an effort to raise disability awareness and provide information on ways to hold an accessible meeting or event. AS staff attended events including student union orientations, student-recruitment events, and volunteer fairs. These events were often coordinated with the AS advisory committee, Students for Barrier Free Access.
- Presentation of “Shameless: The ART of Disability” to students, staff and faculty
- Informing faculty and staff of issues related to “Disclosure of a Disability”.

Partnerships

Advancing disability issues and supports cannot be done in isolation. In an effort to foster collaborative efforts, AS forged the following partnerships:

- Collaboration with Faculty of Physical Education and Health staff resulted in strength training sessions for AS students.
- Collaboration with Psychiatric Services staff resulted in streamlining referrals and documentation requirements.
- Collaboration with the Career Centre on transition into the work force resulted in a student survey and a panel presentation by employed persons with disabilities
- In collaboration with Campus Police, the Walk Safer Programme was extended into the evenings incorporating the use of the AS van.
- Collaboration with the Office of Health and Well Being and the Career Centre to enhance the university community’s understanding of mental health issues.
- Other collaborative initiatives included meetings with the Office of Admissions and Awards, First Nations House, the Housing Network, CALSS, the Transitional Year Programme and the College Registrars as well as district school boards and agencies.

Key Goals (1-3 years)

- Provide information sessions on the accessibility standards that are enacted by the Accessibility for Ontarians with Disability Act.
- Further streamline the collection of daily tests from instructors.
- Continue to prevent, identify, and remove barriers by developing partnerships with faculty and staff on campus.
- Continue to collaborate with colleagues to provide a more integrated response to address issues related to mental health.

Offices that address **student** equity concerns

External Involvement

- The Director is Past Chair of the Inter-University Disability Issues Association (IDIA).
- Member, MTCU Minister's Post-secondary Advisory Committee on Disability Issues (PACDI).
- Attention Deficit and Hyperactivity Disorder Board member.
- Terry Fox Hall of Fame Selection Committee; Board member.
- V.P. Finance & Administration, Paralympics Ontario.
- Staff members belong to professional associations.

AccessABILITY RESOURCE CENTRE, UTM

The AccessAbility 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

- In partnership with the Diversity and Leadership Officer, the Centre established the Leading Towards Inclusion Leadership Program. The program is open to all volunteers and mentors registered with the Centre and incorporates standard leadership modules with additional modules specific to equity and diversity.
- Students registered with the Centre had the opportunity to engage with an upper year mentor. Mentors assist students in navigating the university's structure and campus services. They also assist them in establishing a social connection with the campus (e.g. participation in student clubs, attending co-curricular seminars).
- The Centre continued to provide the summer transition programs for students with mental health, learning, sensory, medical and physical disabilities. Students entering first year at UTM, on academic probation or returning from academic suspension were eligible to attend the program. Students actively interacted with Centre staff, UTM faculty and their peers to enhance their learning strategies and understand the University's systems.

Professional Development/Capacity Building Initiatives

- The Centre's website was completely redesigned to enhance students' access to the services of the Centre. Faculty and staff resources pertaining to accommodating students with disabilities and addressing the challenges of students with non-evident disabilities were added.
- Centre staff held presentations to a variety of student and staff groups on campus to emphasize the importance of creating an inclusive and welcoming environment for students, staff and faculty with disabilities. The sessions addressed issues of:

Offices that address **student** equity concerns

- Access and inclusion for students with disabilities, understanding Asperger's Syndrome, residence life.
- Career Centre - Introduction to Asperger's Syndrome.

Partnerships

The Centre continues to work closely with many departments and services within the UTM campus to promote the inclusion of students with disabilities in all aspects of university life including the Community Development Office/Diversity, Equity and Leadership Office on the Equity Ambassador Program and the "Attitude is Everything" poster series; the UTM Library on the design of the new Hazel McCallion Academic Learning Centre, and the volunteer program to assist students with disabilities while in the library; UTM Student Housing and Residence Life on the access needs of incoming first year students with disabilities; and the Career Centre on the development of new resources addressing employment opportunities for students with disabilities.

The Centre has also collaborated with Health Services, Athletics and Recreation, Facility Services and the Status of Women Office.

Key Goals (1-3 years)

- Continue to address UTM and tri-campus initiatives as outlined in the 2007-2008 AODA Plan for the University of Toronto.
- Continue to participate in the design of the new Student Services Plaza and other renovations on campus to provide a welcoming and inclusive environment for students with disabilities.
- Participate in equity initiatives including the hiring of Equity Ambassadors (Work Study positions) in partnership with the Community Development Office and the Diversity, Equity and Leadership Office.
- Develop an awareness event for the December 3rd United Nations International Day of Persons with Disabilities in partnership with UTM student groups.

External Involvement

- Manager is a member of the Ontario Network of Accessibility Professionals.
- Manager is a member of the Peel Partners for Accessibility Committee.
- Manager is a member of the Inter-University Disability Issues Association Professional Development Sub-committee.

AccessABILITY SERVICES, UTSC

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

Key Accomplishments

- Commenced development of database with Informational and Instructional Technology Services (IITS) to streamline management of student information, and to provide online access to note taking and test/exam services.
- Secured MTCU funding for students with a learning disability to deliver a 3-Day, 2 nights Learning Disability Transition Program
- Provided input to Student Affairs and Services for new AccessAbility Awards to celebrate members of the U of T Scarborough Campus Community who have demonstrated commitment and dedication to issues of accessibility on campus.
- Expanded the Office complement to facilitate the promotion of volunteerism and disability issues.

Professional Development/Capacity-Building Initiatives

Continued to initiate, and participate, in collaborative activities to inform the community about disability issues and enhance supports to students with disabilities.

These included:

- Showing the film Shameless: The ART of Disability film screening, in partnership with the Status of Women Office.
- “Career and Disability: From University to Work” seminar in partnership with Academic Advising and Career Centre.
- “Seizures and Adults with Disabilities” with Epilepsy Toronto and the Health and Wellness Centre.

The Office participated in: New Faculty Orientation, Orientation Leader Training, Residence Advisor Training, the Wellness Fair, the Volunteer and Internship Fair, and worked with the Women’s Centre.

Offices that address **student** equity concerns

Partnerships

- The Student Affairs Advisory Group in order to promote a developmentally supportive and inclusive student life on campus.
- Equity matters.
- Membership on UTSC committees to represent disability and equity issues.

Key Goals (1-3 years)

- Monitor, implement, and advocate for the Ontario Accessibility Standards that arise from the Accessibility for Ontarians with Disabilities Act.
- Advocate for increased funding and space for human resources focusing on supports to students with psychiatric disabilities and assistive technology.
- Expand Volunteer programming, including:
 - Review volunteer programming considering all steps of the volunteer management cycle.
 - Implement a Note Taking Outreach Team to assist with volunteer note taker recruitment.
 - Revise and create outreach /volunteer recruitment materials.
 - Develop an awareness event for the December 3rd United Nations International Day of Persons with Disabilities.
- Continue to work with IITS on the development of database. Once this project is complete staff administrative workload will decrease allowing increased time to initiate, lead and participate in disability/outreach events.

External Involvement:

- Inter-University Disability Issues Association (IDIA).
- Sub-committee – Professional Development of members.