



UNIVERSITY OF
TORONTO

REPORT OF THE UNIVERSITY OF TORONTO
ANTI-BLACK RACISM TASK FORCE

**“UNTIL THE LIONS HAVE
THEIR OWN HISTORIANS,
THE HISTORY OF THE HUNT
WILL ALWAYS GLORIFY
THE HUNTER”**

— CHINUA ACHEBE

SUBMITTED TO THE PRESIDENT, THE VICE-PRESIDENT AND PROVOST,
AND THE VICE-PRESIDENT, HUMAN RESOURCES & EQUITY
MARCH 31, 2021

EXECUTIVE SUMMARY

An unprecedented outpouring of activism on anti-Black racism occurred across North America and globally in the wake of the killing of Mr. George Floyd by police officers in May 2020. At the University of Toronto, as at other academic institutions, this wave of activism and protest in the spring and summer of 2020 included calls to curtail the presence of anti-Black racism in our communities and our institutions of higher learning.

On September 23, 2020, Vice-President, Human Resources & Equity Kelly Hannah-Moffat, together with the President, and the Vice-President and Provost, announced the creation of the University of Toronto institutional Anti-Black Racism Task Force, noting the “important efforts being made on all three campuses to address anti-Black racism and advance Black inclusion” and acknowledging the need to build on the progress already made within the University.

The task force was charged with establishing recommendations to “address anti-Black racism and promote Black inclusion and excellence within the University of Toronto tri-campus community.” Acknowledging the wealth of existing data, reports, and previous recommendations pertaining to anti-Black racism and Black inclusion and excellence, the task force aimed to go beyond identifying problems and move toward a solution-focused framework.

The Task Force, per its Terms of Reference, reviewed the University’s existing practices, processes, and policies to determine whether existing tools were adequate and whether additional policies and processes may be required to promote Black inclusive excellence. It also sought to recommend an institutional strategy and actionable steps to assist the University in responding to and preventing anti-Black racism.

Working within an intentionally compressed timeline due to the urgency of the need to address anti-Black racism, the task force convened a representative membership reflecting the diverse and tri-campus nature of the University. The task force established three working groups from its membership, drawing in additional members for certain groups based on additional needed expertise. The three working groups were:

- Students & Curricula
- Staff
- Faculty, Instructors & Librarians

The task force and working groups reviewed existing information, correspondence, and petitions; sought additional feedback from students, staff, instructors, and faculty online and in consultation sessions, while endeavouring to minimize the burden on those most affected; and synthesized the findings to establish a series of recommendations for the President, the Vice-President, Human Resources & Equity, and the Provost.

This report begins with a brief background section summarizing the history of anti-Black racism in Canadian society and education and acknowledges the progress made to date at the University of Toronto. The report then outlines the task force recommendations, as follows:

Systemic Recommendations: Several systemic-level recommendations were congruent across all three working groups, in seven categories:

1. Leadership and accountability
2. Diverse governance
3. Collection and use of data
4. Funding structures and advancement support
5. Promoting Black inclusive spaces
6. Complaints and investigations processes
7. Anti-Black racism training

Specific Area Recommendations: Each of the working groups then provided recommendations specific to their purview:

- The Students & Curricula Recommendations centered on **access and recruitment, admissions and orientation, a thriving student body, and alumni engagement.**
- The Faculty, Instructors & Librarians Recommendations focused on **establishing a culture of recruiting and championing Black academic excellence and nourishing Black academic excellence and inclusive classrooms.**
- The Staff Recommendations involved **talent acquisition and hiring; performance management, training and development; succession planning/career management; and engagement and retention.**

This report provides additional background and detail for each recommendation, along with suggested timelines for implementation to help prioritize and focus the University's efforts.

The task force offers these recommendations as part of the wider, ongoing efforts to address anti-Black racism in Canada that permeates all academic institutions. The recommendations provide a blueprint for a path forward by reimagining University policies, practices and processes that would support a more inclusive and welcoming community for all.

This report is submitted in hope and anticipation of all that we can accomplish together.

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The co-chairs are thankful for the task force and working group members, listed on the following page, who willingly contributed their time, insights, and collective wisdom, which significantly contributed to this report. In addition, we are appreciative for the many students, staff, and faculty whose stories are represented in the many advocacy letters submitted to administrators over the past years. You provided a solid foundation from which we built. Furthermore, multiple conversations with University leaders helped us to better understand within this complex and highly decentralized community what can be possible and reimaged.

The task force co-chairs authored this report. The co-chairs would like to express our profound gratitude to each of the members and supporters who contributed their valuable time, expertise, ideas, and experiences to the work of the task force. Each of you played an incredibly valuable role. Without your voices at the table in navigating the path forward, these recommendations would lack the depth that comes from the lifelong learning and experience of Black people of their lived experience of anti-Black racism in Canada. We heard your stories, and your deep concerns, and we thank you for sharing your wealth of ideas and expertise with us. Thank you for being an integral part of culture change at the University of Toronto.

We would also like to thank Karima Hashmani, Andrea Russell and Nora Lozano who laboured alongside the task force co-chairs to grapple with the issues and bring forth solutions. Andrea Russell also provided incredible project management support that was invaluable. Nora Lozano also provided important administrative support.

Finally, this task force would not exist without the discernment and good judgment of the President, the Vice-President and Provost, and the Vice-President, Human Resource and Equity who called for the creation of this task force after the series of murders in the United States and Canada and heard the collective cries of the University community. We thank you for your courage to call the task force by its rightful name.

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TASK FORCE MEMBERS

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The working groups invited additional members with specific
areas of expertise to join them for their deliberations.

OVERVIEW

Globally white supremacy is universal. Consequently, various forms of racism continue to exist in all societies. But be not mistaken, the level of psychological, social, and economic violence experienced is not the same for all racial groups. The particular sting of anti-Black racism in our society cannot be ignored.

— Dexter Voisin

Anti-Black racism is rooted in the myths that Black people are intellectually and morally inferior to whites; that their bodies and presence represent a clear and present danger; and that they need to be coddled or cared for by whites. These myths have been perpetuated and reproduced since the transatlantic slave trade in the 17th century. These Black deficit myths have resulted in the systematic exclusion of Black students, staff, and faculty in predominantly white academic institutions. Furthermore, when Black scholars are present in premier academic institutions, they often experience and report a culture of hostility, exclusion, psychological violence, and/or invisibility. Such manifestations include the reproduction of science, research, and knowledge that presents Black people from a deficit or pathological perspective. They also include curricula that mirror similar positions and fail to acknowledge the important intellectual contributions of Black people to science, history, society, and the academy, and a striking dearth of Black leadership across all senior leadership levels within the University, or Black leadership representation in numbers so paltry as to signal tokenism despite the excellence, acumen, and contributions of these leaders. Together, these situations reinforce and perpetuate Black deficit myths and white supremacy culture.

To be clear, the deleterious effect of this psychological and social distress, alongside career containment, not only impacts

Black people but has negative rippling effects across our entire University community. As the COVID-19 pandemic and the horrifying murder of Mr. George Floyd have reminded us: “We are caught in an inescapable network of mutuality, tied in a single garment of destiny” (Dr. Martin Luther King Jr.). If we reimagine a university that supports a more welcoming and inclusive community for all, the entire university will be lifted up.

Within an equity, diversity, and inclusion (EDI) framework, the University has made commendable gains in employment. The Employment Equity Report illustrates that women and people of Asian descent are increasingly reflected in leadership roles at the University as well as in staff levels and student numbers. These are significant and celebratory EDI gains. However, Black representation continues to significantly lag on all levels within the University, and within the existing EDI framework their pronounced lack of inclusion is not adequately addressed.

We are caught in an inescapable network of mutuality, tied in a single garment of destiny.

— Dr. Martin Luther King Jr.

Consequently, the President, the Vice-President and Provost, and the Vice-President, Human Resources & Equity have specifically charged this task force, based on broad University consultations, prior EDI committee reports, best practices, and research, to offer bold, actionable recommendations to curtail anti-Black racism within the University. These recommendations, while intended to foster Black inclusive excellence, will benefit all underrepresented members across our University community.

We passionately believe that senior University leaders are committed to promoting Black inclusive excellence. However, ongoing commitment has resulted in modest gains relative to the long history of systemic exclusion in our 193-year history, and the ongoing violence and distress reported by members of the University's Black community. We must all collectively call upon bold courage to act and ameliorate the sense of psychological pain and "othering" reported by many of our Black students, staff, and faculty.

This report alludes to the story of anti-Black racism in Canada, which permeates all academic institutions. This historical information is to provide crucial background for understanding the recommendations, not to cast blame. More importantly, this report provides a blueprint for a path forward to reimagining University policies, practices, and processes that would support a more inclusive and welcoming community for all. This report is submitted in the spirit of hopeful expectancy as we look forward to all that can be accomplished together.

THE URGENCY OF FOCUSING ON ANTI-BLACK RACISM

Some may rightly inquire, within the midst of so many diverse types of social inequalities within the University—sexism, ableism, Islamophobia, homophobia, xenophobia, transphobia, anti-Semitism, anti-Indigenous and anti-Asian racism—why seemingly privilege anti-Black racism? To our fellow learners, we say that all these various forms of marginalization are lacerations to the soul and injuries to the human spirit. However, they are not all experienced in the same way. The privilege and advantage of white skin offers some cover of protection for those individuals who are white and share these marginalized identities. A cover that Black skin and Blackness does not afford. The disproportionate gaps in income, life expectancy, employability, wages, and promotion opportunities lay bare many of these differential and difficult realities.

While various forms of racism continue to exist in all societies, the level of psychological, social, and economic violence experienced is not the same for all racial groups. The particular sting of anti-Black racism in our society cannot be ignored. In addition, because everyone has multiple identities in

combination, anti-Black racism cuts across efforts to address all of these. Gender equality efforts, for example, will not fully succeed if Black women are left behind. Consequently, decreasing the structural barriers to Black inclusivity and excellence would invariably support gains of all equity-deserving groups within our University community. We expect everyone will learn and benefit from the work we have conducted as we have learned and benefited from the efforts of the Truth and Reconciliation Steering Committee that was created prior to our work.

THE IMPORTANCE OF NOW

Life is short, and our individual tenures within the academy and in leadership roles are all time-limited. In addition, the receptivity for specific types of meaningful societal change is transient. Recent events have increased the calls and receptivity for change. Now is the time to act.

When acting, we must also courageously acknowledge that we all, regardless of our background, have been shaped by the surrounding culture in ways that can be hard to overcome. Therefore, pivoting to a more inclusive and welcoming University culture requires targeted recommendations geared towards students, staff, and faculty. To be effective, such recommendations must be supported by strategic and corresponding interventions at University system levels.

Anti-Black racism has brought to life a lot of frustrations... How many more reports need to be written? What will it take to ensure the recommendations... are implemented? There's this notion that Canada is somehow immune to widespread racism, an idea that is held... by political leaders, showing a lack of awareness of the histories of the people they represent.

— Njoki Wane



ARTIST'S STATEMENT

Artwork by fourth year undergraduate student Jaihan Dean, Psychology and Studio Arts, University of Toronto Scarborough.

Using graphite I drew two hands holding on to one another. I used my sister and my mother's hands as reference, and rendered my mother's hand to give her some wrinkles. I wanted to capture the present relationship between my grandmother and I through this drawing. As I get older, I fear the day my grandmother has to leave this Earth. The bond that I have with my grandmother is more than beautiful. From the day I was born, she and I have been inseparable. I find that I take on many of her mannerisms and enjoy the same things she enjoys. I want to hold on to the traditions she passed down to our family. From baking rum cake every Christmas, to baking cheesecakes for every birthday, dressing up for church on a Sunday, to going around the table and expressing what we are thankful for during Thanksgiving. My grandmother always told me, "Always respect your grandparents because they are not going to be here forever". That quote did not mean much to me as a child, but as a young adult it means the world. I never want to let go of my grandmother's hand. I wish she could stay with me forever, but inevitably, one day her time will come.

HISTORY OF ANTI-BLACK RACISM IN CANADA

The statistics reflected in the next two sections are summarized in the United Nations General Assembly Report (2017). The term [anti-Black racism](#) was clearly articulated by Dr. Akua Benjamin (1993) to highlight the unique nature of systemic racism experienced by Black Canadians, and the history and impact of slavery and colonization on people of Black-African descent in Canada. The cultures of all academic institutions, including the University of Toronto, are shaped by the larger societal ethos. Anti-Black racism in Canada is a particular form of discrimination, rooted in the past and experience of enslavement, targeted against Black people. The roots of anti-Black racism can be tracked throughout the world and especially in North America; the impact of new and old forms of colonialism on Black communities can also be measured in this part of the world. Anti-Black racism needs a broader understanding of the past, which is contrary to the nationalist framework that has shaped much of the historical writing of Canada. Texts such as *History of the Canadian Peoples* appear to be more Eurocentric and fail to identify the existence of racism in Canada and the challenges of Black, Indigenous and racialized communities.

ANTI-BLACK RACISM IN CANADIAN SOCIETY

The gravity of the injustice towards Black people was witnessed multiple times in 2020. Most Canadians believe that Anti-Black racism exists south of the border. Canadians regularly disapprove of the various social welfare policies, police brutality, race-related tensions, and discrimination in the United States and at the same time compare those issues with the way they are managed in Canada. Canadians openly supported the Black Freedom Movement in the United States under the leadership of Dr. Martin Luther King Jr. However, for decades the North Star myth kept most Canadians in denial, failing to recognize the racialized problems faced by Black Canadians. In the 1970s

the white prejudice stories and racial violence directed towards Black Canadians made headlines, but little attention was given to such incidents. Repeated occurrences compelled Canadians to believe it was an emerging problem rather than a historical one. Politically and publicly, racism in Canada was correlated with the influx of the Black population, and the actual factors responsible were ignored.

Canada's total population comprises 3.5 percent Black people, out of which 43 percent of Black people living in Canada are Canadian-born. Nova Scotia has large, ancient communities, including descendants of people who were confined in Canada as slaves. Although slavery was abolished in 1834 in what was to become Canada, it was a foundational institution in the building of the nation. Black Canadians also represent diverse immigrant communities.

By now, extensive scholarship has established that anti-Black racism exists in Canada; despite attempts and tall claims by politicians to neutralize the system, it is evident that racism against Black lives is a pervasive problem here. Although it is impossible to reveal the long history and deep rootedness of the situation in a few paragraphs, some essential evidence highlights that racism in Canada persists even today. According to Statistics Canada, police reported 1,798 criminal incidents motivated by hate in Canada in 2018. A significant portion of these hate crimes, 44 percent, are related to race and ethnicity, targeting the country's Black population. A poll conducted by Ipsos for Global News reveals that most Canadians are accepting of racist thoughts. A United Nations Working Group of Experts on People of African Descent observed in 2016 that "across Canada many people of African descent continue to live in poverty and poor health, have low educational attainment, and are over-represented at all levels of the criminal justice system."

A 2011 study indicates that, on average, Black Canadians earn 75.6 cents for every dollar a white person earned. In another research survey carried out in December 2019, many racialized Canadians experienced racism in some form or the other. More than half of Black respondents (54 percent) stated that they had experienced racism or discrimination due to race or ethnicity personally in Canada. Most respondents (73 percent) acknowledged that they were aware that racialized Canadians experienced discrimination either more or less frequently.

Various studies and literature authenticate that Black people face systemic barriers throughout North America on a day-to-day basis. The traces of racism towards Black people can be traced back to as early as the early 18th century, when escapees from the United States started seeking refuge in Canada to overcome their circumstances. A report published in 1992 in Ontario by Dr. Akua Benjamin identified anti-Black racism as an ongoing issue. In another report in the same year, Stephen Lewis observed that although it is noticeable that every visible minority community experiences and encounters different forms of systemic discrimination, all over Southern Ontario it is the Black community that is targeted the most. It is Black people who are being shot; it is Black youth who are unemployed in mass numbers; it is Black students who are being inappropriately streamed in schools and are dropping out disproportionately; it is in housing communities with a large number of Black residents where the sense of disadvantage and vulnerability is most severe; and it is Black employees, at all levels, on whom the doors of upward equity are closed.

The equity myth exists in Canada (How, 2017). However, in elite educational settings, it is common for Black educators, staff, and students to report anti-Black racism that is emblematic of wider societal racism. Mullings et al. (2016) suggest that there is a fear of Black bodies in Canada. Such fear is perpetuated through media stereotypes, faulty science, and biased knowledge construction and reproduction and is embodied in the treatment of Black people by the police.

Despite efforts to be more inclusive, anti-Black racism permeates public education in Canada (Turner, 2015). Anti-Black racism challenges Canada's popularly held narrative as a welcoming haven for enslaved Africans escaping to freedom. Legalized slavery and segregation are also embedded in Canadian history (City of Toronto Action Plan to Confront Anti-Black Racism, 2017). Despite Canada's reputation for promoting diversity, Canada's history of enslavement, racial segregation, and marginalization has had a deleterious impact on people of African descent (Office of the United Nations High Commissioner for Human Rights, 2016). It is against this historical and ongoing backdrop that the challenge of addressing anti-Black occurs and the work and recommendations of the Task Force are located.

RACIAL EQUITY, DIVERSITY, AND INCLUSION AT THE UNIVERSITY OF TORONTO

Within an equity, diversity, and inclusion (EDI) framework, the University has made commendable gains, and senior University leaders are committed to promoting Black inclusive excellence. However, ongoing commitment has resulted in modest gains relative to the long history of systemic exclusion in our 193-year history and the ongoing violence and distress reported by members of the University's Black community. The deleterious effects of this psychological and social distress, alongside career containment, not only impacts Black people but has negative rippling effects across our entire University community.

Voices of University of Toronto students past and present provided the impetus and direction for this work. Much of our conversations about the challenges and barriers to educational access brought forth feelings of anger, frustration, and emotional heaviness. Particularly because many of us have faced some form of racism, discrimination, and oppression at the University of Toronto. However, being surrounded by fellow Black students and faculty members provided us with a critical space to have these intimate conversations and channel our concerns and frustrations. Our recent employment equity report shows that Black Canadians comprise 8.9 percent of the Greater Toronto Area but represented 5.5 percent of those who self-identified in a recent equity survey at the University of Toronto ([Employment Equity Report from 2019](#)).

There is broad appreciation for the complex and decentralized nature of the University of Toronto. Faculties, colleges and campuses are all at different stages in understanding and curtailing the impact of anti-Black racism within their communities. The University has made some missteps alongside some significant gains with regards to improving and fostering Black inclusive excellence. Collectively, we all agree that much more needs to be accomplished together. Consequently, based on extensive consultation, research on best practices, review of the prior committee reports and demand letters, and the collective input of the 25-member Task Force, we have proposed a series of recommendations focused on students, staff, and faculty, situated against the background of several system-wide recommendations.

THE TASK FORCE

ESTABLISHMENT OF THE TASK FORCE

The spring and summer of 2020 saw another outpouring of activism on anti-Black racism across North America and globally. The ongoing deaths of Black Canadians in interactions with police and the violent killing of Mr. George Floyd by police officers in Minneapolis, Minnesota in May spurred the activism. This murder was captured on video for communities around the world to witness and confront. The University of Toronto community was equally impacted by, and part of, this wave of activism and protest, which included calls to curtail the presence of anti-Black racism in our communities and our institutions of higher learning.

On June 1, Vice-President, Human Resources & Equity, Kelly Hannah-Moffat sent a message to the University of Toronto community. She acknowledged that:

Anti-Black racism exists and is a reality that Black communities navigate daily. We acknowledge the pain that has been felt over the past few months due to the recent acts of racial violence and as a community we recognize the need for sustained learning and action to fight racial discrimination. A recognition of racism is insufficient. Racism is not an issue for racialized communities to fight; it impacts everyone, and it is our collective responsibility to purposefully work to create inclusive spaces that actively support our colleagues.

In this spirit, on September 23, Vice-President Hannah-Moffat, together with the President and the Vice-President and Provost, announced the creation of the University of Toronto Institutional Anti-Black Racism Task Force, noting that while “there are important efforts being made on all three campuses to address anti-Black racism and advance Black inclusion . . . it is important to acknowledge that while the University has made some progress, much more needs to be done.”

After a series of conversations and an inquiry from Black faculty, the President, the Vice-President and Provost, and the Vice-President, Human Resources and Equity announced the four co-chairs leading this work, namely:

- Roger Bulgin, Chief Administrative Officer, Woodsworth College
- Desma Charlemagne-Michel, Director, Human Resource Services, University of Toronto Scarborough
- Dexter Voisin, Dean and Professor, Sandra Rotman Chair in Social Work, Factor-Inwentash Faculty of Social Work
- Njoki Wane, Professor and Chair, Social Justice Education, Ontario Institute for Studies in Education

The Terms of Reference (see Appendix A) emphasized that the task force would “address anti-Black racism and . . . promote Black inclusion and excellence within the University of Toronto tri-campus community.”

The Terms of Reference further indicated that the task force would develop an inventory of “existing divisional offices, resources, initiatives, and projects addressing systemic anti-Black racism and Black inclusion and excellence on all three campuses.” Through the consultative process, the task force gathered data on several prior committee reports and demand letters that focused on anti-Black racism across the University. A primary aim of the task force was to move from a problem-identification stance to a solution-focused framework.

The Terms of Reference also asked the task force to generate recommendations for addressing anti-Black racism and furthering Black inclusion and excellence that were “based on the best practices and policies at other research-intensive universities.” As such, the task force and working group members took inspiration from initiatives and policies at

numerous Canadian and international peer institutions in developing their recommendations. For instance, a number of the best practices discussed at the Fall 2020 [National Dialogues and Action for Inclusive Higher Education and Communities](#), convened by the University of Toronto, and the Scarborough National Charter informed some of the task force's systemic recommendations. The international experience of task force members provided excellent fodder for discussion and ideas from the United States, South Africa, and other nations that informed the task force's work.

In developing its recommendations, the task force, as set out in the Terms of Reference, reviewed “the University's existing practices, processes, and policies to determine whether existing tools are appropriate to address anti-Black racism and advance Black inclusion and excellence, and whether additional policies and processes may be required.” It also sought to recommend “an institutional strategy and actionable steps” that would “assist the University in responding to and preventing anti-Black racism.” In doing so, the task force also reviewed “previous recommendations made by members of the U of T community pertaining to anti-Black racism and Black inclusion and excellence.”

The task force was asked to present its recommendations to the President, the Vice-President and Provost, and the Vice-President, Human Resources & Equity, by March 31, 2021. The task force was informed that this somewhat compressed timeline was intentional: throughout the summer of 2020, Black members of the University of Toronto community repeatedly expressed the absolute urgency with which anti-Black racism must be addressed.

TASK FORCE MEMBERSHIP

The co-chairs made an open call for students, staff, faculty, librarians, sessional instructors, researchers, and postdoctoral fellows to join them in their work. A large number of nominations and self-nominations for membership on the task force were received, and the co-chairs undertook to ensure that the membership was representative of the diverse and tri-campus nature of the University. The final membership of the task force included diverse representation of students, faculty, and staff from all three campuses.

In order to focus its work, the task force created three working groups, which focused on Students & Curricula; Staff; and Faculty, Instructors & Librarians. Working group membership was drawn from the larger task force, although the working groups invited additional members to join them in their deliberations, and to contribute their needed expertise. The task force and working group members are listed earlier in this report.

CONSULTATION PROCESS

The task force was also asked to consult with members of the U of T community, first to understand their experiences of anti-Black racism on campus, and second to seek their recommendations for ways to further Black inclusion and excellence. The question of consultation was the subject of lengthy and intense discussions by the task force and its working groups. Throughout the spring and summer of 2020, the University's senior leadership received a considerable body of correspondence from groups from across the University, outlining the impact of anti-Black racism not only on the broader community, but also on members of the U of T community in particular. Most of this correspondence took the form of open letters and petitions posted publicly by faculty, staff, student, and union groups, expressing profound concern over the killing of Mr. George Floyd and anguish at the continuing existence of anti-Black racism at all levels of society and in our institutions of higher education.

The task force studied all of the public correspondence and listened to its members recount previous consultations with Black members of the U of T community. This powerful set of information and experiences indicated that anti-Black racism exists at all levels of our institution. As such, there seemed to be no benefit or need to ask Black members of our community to share yet again details of traumatic experiences, when such stories and experiences had been shared over many years. Such an experience would primarily be traumatizing and upsetting to those doing the sharing, and the conclusion that might be drawn from this testimony has already been reached: many Black members of the U of T community feel the impact of anti-Black racism on a regular basis on our campuses.

The summer 2020 set of letters and petitions along with prior demand letters had also made clear some of the core needs and recommendations from the Black community. The task force compared the types of recommendations in these letters with similar public sets of demands received by American peer institutions during the summer of 2020, and concluded that, core recommendations to universities were consistent on both sides of the border. These core recommendations provided an ideal starting point for the working groups' deliberations.

The task force therefore decided in order to minimize any further harm that their work might do to the Black community, to limit further consultations in terms of both scope and number. Each of the working groups chose to discuss their proposed recommendations with representative samples of their stakeholder groups of students, staff, or faculty members, seeking input on whether the recommendations addressed the community's core needs and concerns. The task force was also mindful that consultations of such a potentially sensitive nature were more difficult to conduct in a purely online environment.

All the same, the task force was able to speak to representative groups of students, staff, instructors, and faculty, and received feedback from an online form on its website. The leaders of the Students & Curricula Working Group also conducted consultation sessions with Black alumni. In addition, the working groups met with several senior administrators, in order to assess the best ways in which existing barriers to advance Black inclusion can be overcome. These conversations proved particularly fruitful.

Each of the three working groups met separately, sought input as outlined above, and developed recommendations focused on their specific areas. Further detail on the task force's work process is provided in Appendix B. The task force then discussed and consolidated the submissions from the working groups into a set of overall recommendations. For each recommendation, the task force also suggested a timeline for implementation to help prioritize and focus the University's efforts.

SYSTEMIC RECOMMENDATIONS

The co-chairs noted that several systemic-level recommendations were congruent across all three working groups. The working groups identified several of these recommendations independently after significant consultation with various university stakeholders.

Systemic-level recommendations are as follows:

1. Diverse governance
2. Leadership and accountability
3. Collection and use of data
4. Funding structures and advancement support
5. Promoting Black inclusive spaces
6. Complaints and investigations processes
7. Anti-Black racism training

1. DIVERSE GOVERNANCE

It is evident to all that membership of U of T's highest governance bodies does not reflect the diversity of the University community. There is a notable lack of diversity in the Teaching Staff and Alumni members of Governing Council and its boards and committees. This lack of diversity is counter to one of the Principles of Good Governance listed on the Governing Council website: "the diversity and broad representation" of governors. Notably, by comparison, Dalhousie University's project to diversify its governing board's composition is well underway. Black representation also needs to be represented at this level.

1.1. Recommendation that EDI considerations be a publicly listed criterion for selection by the Governing Council.

Implementation: 1 year

1.2. Recommendation that all members of Governing Council Striking Committees and the Election Committee complete annual unconscious bias training that includes a component on anti-Black racism.

Their peers select many members of U of T's Governing Council boards and committees through election, and others are government appointees (Lieutenant Governor in Council). Even within these structures, there is an opportunity to expand representation in the selection of members of Governing Council boards and committees. For instance, Striking Committee selects some members.

Implementation: 1 year

1.3. Recommendation that the Governing Council Secretariat focus its efforts on building a more diverse pool of candidates for election to Faculty, Staff, Students, Alumni and Community positions.

In the long term, several of the University's strategic inclusive measures underway are likely to assist in increasing the diverse pool of candidates for election or appointment to governing bodies. The University has minimum control over Lieutenant Governor in Council appointees. **Faculty, Staff, Students, Alumni and Community** cohorts appear to be the least diverse and least inclusive of Black members, and such representation should be prioritized.

Implementation: 1 year

1.4. Recommendation that the Governing Council Secretariat, in consultation with the Executive Director of EDI, and the central Communications office, develop an EDI outreach plan to build the pool of Black, Indigenous, and racialized candidates for election to faculty, staff, alumni, and community roles.

1.5. Recommendation that the Governing Council Secretariat develop partnerships with the Black Research Network, Black Faculty Working Group, and the Black Alumni Association.

There is growing number of Black faculty, student, and alumni groups across our campuses. Intentional outreach would ideally result in a pool of exceptional Black candidates for election, and a matching pool of possible engaged voters for those candidates.

Implementation for 1.4 and 1.5: 1-2 years

2. LEADERSHIP AND ACCOUNTABILITY

University leadership over the last several years have signalled their commitment to inclusive excellence. Several faculties, colleges and campuses have undertaken efforts to address anti-Black racism (e.g., Faculty of Medicine, Engineering, Social Work, OISE). However, given the University's decentralized structure, these efforts are inconsistent. Therefore, focused leadership in the area of equity, diversity, and inclusion needs to be embedded across all faculties, colleges and campuses, such leadership needs to be placed at an organizational level with a rank where the leadership can have divisional influence.

Overwhelmingly, the task force found that stakeholders across the university desire to see transparency, leadership, and commitment from University leadership at all levels. They called for dedicated resources; coordinated, concrete actions; and institutional prioritization of efforts to address anti-Black racism, for the benefit of the entire University as well as its surrounding communities. Specific recommendations are as follows.

2.1. Recommendation that every faculty and college appoint a senior divisional lead on Equity, Diversity, and Inclusion (EDI), and ensure that combating anti-Black racism be a primary component of this leader's work. Differences in structure and size would dictate that these arrangements would vary across faculties and colleges. It is also recommended that additional staffing resources be committed to the office of the Executive Director of EDI and the Anti-Racism and Cultural Diversity Office (ARCDO) to support and address the increasing EDI requirements across the University.

There are differing staffing arrangements and resources across faculties and colleges and between single-department and multi-department faculties. In order to respond to such differences, it is recommended that the senior EDI leader could be either a tenured faculty member or a senior staff member. In most cases this role could be undertaken by an existing faculty or staff member (in lieu of some existing responsibilities), which would not require the allocation of significant new resources. It is recommended that the senior EDI leader hold the title of EDI Director or Vice-Dean in large multi-department faculties. All EDI leaders will have a reporting line to the Office of the Vice President, Human Resources & Equity.

Implementation: 1 year

2.2. Recommendation that a new mandatory section be added to the Deans' and Chief Librarian's annual performance report to the Provost. This section would detail disaggregated race data for students, faculty, and staff. In this section, they would be required to report on progress in attaining EDI goals that are set either within the division or between the Provost and the divisional leader.

The issue of accountability was a dominant theme in all task force deliberations. In addition, our broad consultation with diverse university stakeholders loudly echoed this theme in addition to that of transparency. This recommendation would utilize the existing reporting mechanism for all Deans and the Chief Librarian, who reports to the Vice-President and Provost. Divisional efforts on advancing Black excellence and inclusion would be a necessary component of this reporting. Currently, the proposed data are required for existing reports. The proposed measure not only reinforces the commitment already shown by central leadership but also reinforces and disperses this priority to divisional leaders who have oversight for admission, hiring and promotion decisions.

Implementation: 1-2 years

2.3. Recommendation that an Associate Vice President/ Associate Vice Provost for EDI faculty-supported position be created. This position could have a dual reporting function to the Vice-President/Provost and the Vice-President of Human Resources & Equity.

Currently, there are several senior-level faculty positions that support the Vice President/Provost in addition to senior staff. However, there is no senior-level faculty support for the Vice-President of Human Resources & Equity. This position would address this gap and increase the necessary support for expanding University-wide EDI initiatives.

In principle, all senior portfolios should have EDI goals and initiatives embedded therein. This is a default drive according to which most institutions operate. In practice, this is not often the case, given that senior portfolios tend to be extremely broad and EDI priorities get minimized in the presence of multiple and competing demands. Embedded within most of our peer institutions (e.g., University of Michigan, University of British

Columbia, Columbia University, University of California Los Angeles, University of Pennsylvania) is a senior-level cabinet member focused exclusively on University-wide diversity initiatives and strategic planning. Currently, this role comes under the Vice-President of Human Resources & Equity. Our consultations suggest that this portfolio in its current state is unable to support the bold and necessary set of recommendations that are being brought forward and that a different structural arrangement is warranted to support more dedicated effort. The recent hire of an Executive Director, Equity, Diversity, and Inclusion has already begun to yield important results. However, the recommendation within this report calls for an expansion of EDI initiatives that are beyond the capacity of this already expansive portfolio. The appointment of a senior-level faculty appointee would help to support these expanded EDI institutional goals and complement the existing success of the Vice-President of Human Resources & Equity and the Executive Director for EDI.

Implementation: 1-2 years

2.4. Recommendation that a Provostial Faculty Fellows program be established.

Several of the recommendations contained in this report would require designated leadership in order to bring them to fruition (e.g., developing anti-Black racism training materials, advancing the work of the data committee, etc.). Currently, there are provostial and presidential advisors who serve a valuable function. However, these faculty members do not function in implementation roles. In the proposed Provostial Faculty Fellows program, four to six faculty members on an annual basis may submit a diversity proposal to the Provost for consideration. Selected faculty members would receive 50 percent buyouts for their teaching responsibilities, which would allow them to work on an EDI initiative that benefits the University. This program would also become a pathway for developing scholars who are contemplating administrative futures. Black faculty members should be highly encouraged to apply.

Implementation: 1-2 years

3. COLLECTION AND USE OF DATA

The success of the University's long-term strategic financial forecasting and operations is supported by the collection and use of smart data. Without such, the University would be financially and operationally crippled. Therefore, the University's current efforts to promote inclusive excellence must be supported by smart data disaggregated by race. These data would underpin efforts to address anti-Black racism by promoting transparency, trust, and accountability.

Broad consultation indicated that while the University carries out "big data" collection efforts, there are critical gaps in the types of data currently being solicited, and there are important opportunities to use these data more systematically to drive change and promote accountability. The University of Toronto participates in the Federal Contractors Program, and as such encourages employees to complete its [Employment Equity Survey](#). The University has taken measures to increase participation in the survey, including tying the survey to the receipt of online tax forms for employees. The most recent [Employment Equity Report from 2019](#) showed a year-over-year increase in participation in the survey, with a current participation rate of 87 percent of all appointed and non-appointed employees.

Nonetheless, data from this voluntary survey remain incomplete, and when accounting for those who responded to the survey but did not provide self-identification information, the full "substantive participation rate" was 68 percent of all employees. Notably, the University of British Columbia and various government agencies (e.g., police, public health) have begun to collect race-based data, and this trend is likely to expand.

3.1. Recommendation for a bold new all-employee communications campaign focusing on why the Employment Equity Survey is important for understanding our workforce and how it would be used to promote a more inclusive and welcoming community.

The 2019 Employment Equity Report includes analysis of those identifying as Black employees for the first time, and analysis of those with intersectional identities, which are welcome developments. Nonetheless, the task force heard repeatedly that transparency and clarity of all available data on employee identity are vital to a comprehensive understanding of Black representation on campus, and some faculties and colleges may be faltering and in need of assistance. It is important for the continued growth of this premier University that students, staff, and faculty reflect the diversity of our community and of the Canadian labour force.

Without smart data, it is impossible to engage in meaningful gap analyses, engage in strategic planning, or signal credible success. Through consultations it became evident that some divisional leaders were uncertain as to whether the diversity and particularly Black representation within their faculties was comparable to that of peer faculties at the University. The Employment Equity Report provides some data broken down by campus, but none analyzed at the divisional level, let alone the department level or smaller. A colour-blind approach to data collection is highly problematic; sets the white experience as the norm; ignores and suppresses complexities experienced by Black, Indigenous, and racialized communities; and inherently promotes systemic racism.

Implementation: 1-2 years

3.2. Recommendation for the development of an annual diversity report to assist divisional leaders in assessing how their divisional diversity compares to that of other units, and allow for more open, informed conversations and strategic planning on Black inclusivity.

This report would be like the series of Gender Representation Reports that the Vice-Provost, Faculty & Academic Life prepared in recent years and the Annual Division of University Advancement Reports.

Several faculties have already recognized the need and value of such smart data. In the absence of such reports being prepared centrally, some faculties (e.g., medicine, engineering, social work) are beginning to undertake this work themselves. While these initiatives are commendable, divisional reports do not allow for cross-divisional comparisons or necessarily ensure comparable analyses, and these smart data-driven efforts require central leadership.

In addition, consultation also indicated a clear desire to see additional analysis of representation within workforce categories and levels/pay bands. For instance, the Employment Equity Report provides breakdowns or representation within the major categories of employment groups (such as Trades and Services, United Steel Workers', non-unionized staff). However, the Staff Working Group heard a desire for detail on representation within seniority levels or job bands, which would enable analysis of whether Black employees are clustered in certain seniority bands.

Implementation: 1-2 years

3.3. Recommendation that the Vice-President, Human Resources & Equity strike a committee, with Black voices well-represented, to assess ways in which existing employee data can best be collected and presented in ways that are respectful of the law and privacy needs, but that enable the community to assess accurate rates of employee representation across the University.

3.4. Recommendation that results from Student Equity Census is shared at minimum annually with faculties, colleges and campuses, to facilitate access programs and recruitment strategies geared towards Black students.

A parallel desire for more and clearer data was also expressed on the student side. Until this year, the primary source of student self-identification data has been largely limited to the triannual National Survey of Student Engagement data, which are provided on a completely voluntary basis, and as such non-comprehensive. The launch this winter of the new Student Equity Census is therefore a welcome development.

There was a consensus that the need to capture representative data extended beyond the need to assess trends and deficiencies. This sentiment was captured by one task force member, who stated that “the current data that we have on our student body is limited enough that when divisions are presented with a scholarship opportunity for a Black student, faculties are usually incapable of identifying students that might qualify for the award.” Access to more complete data would enable faculties to take a more active role in promoting Black excellence across the University.

Implementation: 1-2 years

4. FUNDING STRUCTURES AND ADVANCEMENT SUPPORT

Without debate, targeted resource allocations are necessary for the successful implementation of all the recommendations contained within this report. The University's current funding mechanism for funding EDI initiatives is through the Divisional Advisory Committee (DAC), and this arrangement is highly problematic. DAC committees like many of the senior levels of the University, lack racial diversity, and EDI priorities often are not paramount for privileged persons whose lives and careers are not negatively impacted by racism. Typical claims that “we all care about EDI and it is infused into everything we do” are often unsupported by action. The current arrangement also sets up unrelated comparisons (for example, the extent to which we prioritize and fund capital improvements versus EDI needs) that can hinder progress on EDI initiatives.

4.1. Recommendation that all major EDI funding emanate from the Office of the Vice-President/Provost or that an EDI budget is allocated to the Vice-President, Human Resources & Equity.

Peer institutions such as the University of Michigan, University of Pennsylvania, University of Chicago, and others have long recognized that successfully supporting EDI initiatives through Provostial funding avoids the hamstringing that can occur when these decisions are subjected to the organizational and funding boards. This recommendation is aligned with the current mechanism to support the Provost's Postdoctoral Fellows.

Implementation: 1-2 years

4.2. Recommendation that the Black Research Network (BRN) should receive ongoing support from the Provostial budget for operational and administrative costs.

Currently, the University is making substantial investments in improving the representation of Black scholars (e.g., Provost's Postdoctoral Fellowship, Black Faculty Hiring Fund, etc.). These scholars need not only discipline specific mentoring but also support on navigating the complexities of the academy and the University and doing so as Black scholars. There is no central hub for supporting these scholars. The BRN would provide such a centre in addition to fostering interdisciplinary research among Black scholars and researchers who examine issues that are related to Black populations. This undertaking supports knowledge generation in addition to improving the infrastructure and capacity of the University to attract, train, and promote Black scholars. Therefore, the mission of the BRN extends beyond that of traditional institutional research initiatives. The current three-year funding signals significant support and the promise for success by the University. However, to support the full potential of the BRN and its full potential for the University, the recommendation is that it be funded annually from the Provost's office. This would allow the BRN to engage in long-term strategic planning, which is difficult to execute when seeking resources for sustainability on an annual basis. Such supports do not preclude the network from pursuing ongoing extramural funding to extend its operations and University-wide impact.

Implementation: 4 years

4.3. Recommendation that the Division of University Advancement build capacity to attract donors to a Black excellence campaign at the University.

The Faculty, Instructors & Librarians Working Group recommended the development of a new Black Doctoral Scholarship program to build the pathway for talented Black scholars in Canada. This and other initiatives would unquestionably benefit from endowed funds solicited through the Division of University Advancement. The co-chairs and members of the task force and the BRN would be pleased to meet with members of the Division of University Advancement to discuss framing their case for support.

Implementation: 1-2 years

5. PROMOTING BLACK INCLUSIVE SPACES

5.1. Recommendation that the University endorse space(s) that support Black students.

The desire to feel that one's surroundings reflect the self is a universal need shared by all people. Black students need a hub and/or space that fulfill this need—a place for building community and finding support and solace. Yet for historical reasons, the University's architecture, monuments, and aesthetics are reflective of European culture, not necessarily capturing the rich cultural diversity of the City of Toronto. The intention is not to have spaces that would fragment the University community or ghettoize Black students. The intention is for spaces and representation that reflect a broader conception of the self rather than an idea of selfhood that is shaped solely by white or European cultures, as Black students may not always feel fully welcome in these spaces. Some dedicated spaces for Black community building would help to address this need. Note that the "Thriving" section of the Students & Curricula Working Group Report recommends (Rec. 14 in Appendix C) the creation of a physical space to serve as a hub for Black Students—a space on campus could incorporate student needs as well.

5.2. Recommendation that the University supports art representation across the three campuses that amplify the contributions of Black Canadians and/or the Black experience.

Representation matters. It is important for all of the U of T community (and especially those who are Black) to see the reflection of Black people and the Black experiences reflected throughout our campuses. It is important that all projects relating to space, art, and Black contributions be informed by broad stakeholder consultation.

Implementation for 5.1 and 5.2: 1-2 years

6. COMPLAINTS AND INVESTIGATION PROCESSES

In the multiple demand letters, reports and through broad university consultations, complaints of racial discrimination were prevalent. This is counter to the University's message and intent to promote a "welcoming and caring community." Additionally, our consultation with some divisional leaders have also indicated that they are unclear of the processes involved when complaints of discrimination and harassment occur within their faculties.

6.1. Recommendation that the University strengthen and update the anti-harassment/anti-discrimination policy in addition to developing communications for U of T stakeholder groups that illustrate the complaints process in an accessible, clear, non-legal language, or with the use of multi-media tools. On a yearly basis, all U of T staff and faculty should be required to sign and acknowledge the policy on Prohibited Discrimination and Harassment electronically.

This recommendation builds and extends on some of the University's existing policies: [the Statement on Prohibited Discrimination and Discriminatory Harassment](#) (from 1994) and [the Guideline for Employees on Concerns and Complaints Regarding Prohibited Discrimination and Discriminatory Harassment](#) (updated in 2018).

The Statement on Prohibited Discrimination specifically indicates that the University:

has the responsibility to:

(a) inform and remind administrators and supervisors of their responsibilities, provide supervisors and academic administrators with appropriate training, advice and information to fulfill their responsibilities, and

b) make available appropriate written materials to all members of the University community describing the University's policies regarding prohibited discrimination and harassment and the University's institutional arrangements for ensuring respect for such policies.

The Statement and the Guideline are available online and are provided to employees upon employment. It was the frequency of reminders of these documents, and the clarity of the documents themselves to the various stakeholder groups at the University, that were the subject of most concern in the task force's consultations. A plethora of concerns were heard as to the lack of clear, accessible communication of these policies, and the need for better feedback to complainants regarding specific issues that they have raised.

Implementation: 1 year

6.2. Recommendation that central Human Resources offices develop a confidential online system to track at the institutional level all concerns or disclosures, as well as filed complaints, regarding prohibited discrimination of any form.

University members would be able to confidentially report alleged cases of discrimination and harassment online. This recommendation would also enable regular reporting by academic units to central Human Resources of concerns or disclosures, and more formal complaints, and should require that individuals who are the subject of frequent concerns, disclosures, or complaints undergo performance management discussions. Members of the task force and its working groups also discussed at length the need for accountability for those who are found to have committed prohibited acts.

Implementation: 1-2 years

7. ANTI-BLACK RACISM TRAINING

Following the tragic death of Black people across North America, there was a notable increase in demand across the University for training on anti-Black racism. While the Anti-Racism and Cultural Diversity Office has grown in order to address some of this increased demand, there is an evident need for online modules that can be easily accessed whenever needed.

7.1. Recommendation that central Human Resources & Equity communicate the existing training offerings related to anti-Black racism as well as develop a suite of well-publicized online modules on anti-Black racism that are attuned and accessible to staff, student, and faculty stakeholders.

The past year has provided some evidence that online educational delivery can be effective. Increased online training alongside in-person training sessions across all campuses would reach a larger number of University members. Processes would also need to be developed to incentivize broad uptake of these modules and ensure that persons who may benefit the most are accessing them.

7.2. Recommendation that every year completion of a minimum of one mandatory module on anti-Black racism be required for all University managers, employees at the PM-5 level and above, all campus police officers, and employees holding appointments under the Policy on Appointment of Academic Administrators.

The cultural shift necessary to address anti-Black racism must be driven by a clear policy change driven by central leadership and reinforced by senior managers, staff, and faculty. The University can reinforce that persons in managerial and leadership positions are committed to the values of the University.

Implementation for 7.1 and 7.2: 1-2 years

A. STUDENTS & CURRICULA RECOMMENDATIONS

ACCESS AND RECRUITMENT

The members of the Students & Curricula Working Group (Student Working Group) approached their work by examining the various stages of the “student life cycle.” In concert with the other working groups, the Student Working Group recommended a focus on increasing access to data on our Black student body. The implementation of the systemic-level recommendations around data, and the further rollout of the Student Equity Census, will enable for the first time a much more accurate sense of Black student representation at the University. These developments will also enable faculties to easily see gaps in Black student representation levels.

The Provostial Advisor on Access Programs, Ann Lopez, was also a member of the Student Working Group. Her work has revealed that the very decentralized U of T currently has at least 93 access, outreach, and bridging programs for young people from across Canada. Of these, approximately 15 have Black youth as a stated target participant group. The Student Working Group expressed concern that funding and commitments to these programs was unstable, and that there was no permanent institutional office overseeing the development of such programs in a data-informed way. There is a need for additional access officers devoted to recruitment of Black students. The resource person would require knowledge of the complexities of Blackness to engage with different youth who are Black but have very different, yet unique experiences of being Black in Canada.

The Task Force therefore supports the decision that was made to include, in the University's 2021-22 budget, \$1 million in priority funding from the University Fund to:

fund a new Institutional Access Office that will support and enhance the tremendous work being done to advance access across the University through fostering a strategic and inclusive approach to engagement. Greater opportunities for collaboration and strategic partnerships both internally and externally will support and sustain the University's commitment to acknowledge and address historic exclusion of equity-deserving groups within the University community

The Task Force also supports the recent decision to make the new institutional role of Recruitment Officer, Equity and Outreach into a permanent position and supports the expansion of this role.

Building on these steps, the Student Working Group offered several detailed recommendations. From those, the task force derived the following University-level recommendations for the attention of senior leadership. Staff and administrators who work directly with students are encouraged to consult the Student Working Group's full report, provided in Appendix C, for more detailed recommendations for implementation at the tactical level.

A.1. Recommendation that the new Institutional Access Office, in consultation with the divisional offices, create permanent dedicated institutional funds to support access programs where departments collect and report data on Black student representation.

A.2 Departments report on numbers of Black Students in the program and use this information to prioritize access programming.

A.3 Departments/units with low numbers of Black Students utilize data to intentionally create access programs.

A.4. Recommendation for the expansion of a focused Black student recruitment portfolio and ongoing funding to support access and outreach.

The Task Force hopes that the Black Student recruitment portfolio will continue to build strong partnerships with GTA community groups that serve Black communities.

Implementation for A.1, A.2, A.3, and A.4: 1 year

ADMISSIONS AND ORIENTATION

Faculties such as the Temerty Faculty of Medicine and the Factor-Inwentash Faculty of Social Work that employ holistic admissions processes for Black students have demonstrated the impact that targeted recruitment and admissions processes can yield. The Faculty of Medicine grew the number of Black students in its first-year MD program from just 1 student to a cohort of 24 students over four years. Other faculties should be studying this success, particularly those that have very low rates of Black student representation.

A.5. Recommendation that every faculty, college and campus work with EDI to conduct a review of its admissions processes and consider a data-driven and holistic application process for Black students, who remain one of the least represented groups of students on campus. Each division/program to collect data about Black Students upon entry into program.

This review should include consideration of the ability for Black applicants to submit additional evaluating materials in addition to transcripts to assess their eligibility for admission.

A.6. Recommendation that the institutional recruitment offices include intentional, invitational language in recruitment brochures and admission applications acknowledging and welcoming Black student and the Black experience.

Welcoming language matters, as each of the working groups underlined in their reports.

Implementation for A.5 and A.6: 1 year

A.7. Recommends that the Division of University Advancement develop a central campaign to secure funds for Black Excellence entrance scholarships for new Black students.

Implementation: 1-2 years

Each of the working groups made clear that they see orientations to the University for Black-identifying individuals as creating a sense of belonging, not creating an “othering” dynamic. Each of the working groups emphasized that separate orientations tailored to Black students, staff, or faculty would enrich their overall experience at the University. On the student front, the University has for several years offered additional orientation days for LGBTQ2S+ students, for instance.

A.8. Recommendation for the creation of central and divisional Black student welcome orientations day(s) that would include international students, who often miss pre-term events.

Implementation: 1-2 years

THRIVING AS U OF T STUDENTS

The talented student members of the Student Working Group had a number of suggestions pertaining to the experience of Black students once fully registered as U of T students. Central among these was the need for clarity for students regarding existing support services for Black students, and complaint processes in instances of racial discrimination, the latter addressed in the systemic recommendations above.

“Working on the anti-Black racism task force has been a humbling and uplifting experience. [it provides] hope and promise of a brighter future for forthcoming and emerging Black scholars.” —Travonne Edwards, PhD student

While not all forms of support require counseling, the Student Working Group emphasized the need for Black representation in counseling supports. Students expressed the desire to be offered the option to speak in their most challenging moments to counselors who best understand their experience as Black youth.

A.9. Recommendation that institutional counseling services increase the number of Black mental health professionals, and that this option be made available to all undergraduate and graduate students upon registration with counseling services.

Students also expressed a desire for more inclusive classrooms, with increased content featuring Black histories; informative and educative stories of Black excellence, and pedagogies that create a welcoming environment for all students. While several faculties and departments have begun to review classroom content and pedagogical methods to ensure it is inclusive, many others have yet to begin this work.

A.10. Recommendation that the University’s teaching and learning centres enhance the number of workshops and learning circles focused on anti-racist and inclusive pedagogies. Anti-Black racism pedagogy workshops should be offered throughout the university and should be prominently advertised to all instructors.

These workshops have the potential for great impact when combined with the recommendation to ensure that all sessional instructors in future have access to these trainings, thereby

greatly increasing the reach of these concepts. The student group noted that more content on histories of people of African ancestry, before Columbus, should be offered in all disciplines. Black peoples’ histories should not be located within the pedagogy of victimhood.

Implementation: 1 year

The Student Working Group also had conversations regarding anti-Black racism on our campuses involving campus police. The task force recognizes that a review of campus police and their involvement with students in mental health crisis is underway. However, in this context, the members of the Student Working Group emphasize the need to re-envision the role and practices of police and the inclusion of trained mental health professionals in response to calls.

ALUMNI ENGAGEMENT

Just as many Black students strongly value engagement with other Black students and staff throughout their time at the University, so too do many of them express a desire to form connections with Black career role models. The University has a large cohort of Black alumni domestically and around the world to which current Black students might be connected for mentorship. The Division of University Advancement supports the U of T Black Alumni Association, and the African Alumni Association is formally recognized by the University for its numerous contributions to campus life. Students with whom the Task Force consulted, however, noted that the growing number of Black student clubs and associations also maintain lists of alumni that do not necessarily overlap with membership in either of the two primary Black alumni associations.

A.11. Recommendation that the Division of University Advancement build partnerships with the numerous Black student associations and clubs across U of T to consider the development of a list of Black alumni who are willing to engage with current students.

With its deep knowledge and its strong partnerships, the Division of University Advancement is well-suited to lead this work in an effort to assist Black students with growing their network of career role models and potential mentors. These partnerships might include the development of specific initiatives to engage students with these alumni throughout the academic year.

Implementation: 1–2 years

B. FACULTY, INSTRUCTORS & LIBRARIANS RECOMMENDATIONS

ESTABLISHING A CULTURE OF RECRUITING AND CHAMPIONING BLACK ACADEMIC EXCELLENCE

Task force members voiced their collective desire to see U of T as a champion of Black excellence. The University must recruit for Black excellence at all levels, and it must nourish and champion that excellence. Undervaluing the contributions of Black faculty, instructors, librarians, staff, and students, and ignoring or questioning the excellence of Black scholarship produced by members of our communities, are among the clearest forms of anti-Black racism within the academy. Task force members expressed repeatedly that the pathologizing of Black members of our communities, viewing them strictly from a deficit lens, must end now. The level of Black excellence at the University must be recognized, celebrated, and championed at the highest levels of the University in order to ensure an institutional cultural shift towards inclusive excellence.

B.1. Recommendation for the creation of a Presidential Black Excellence in Research Lecture Series, sponsored and coordinated by the President's Office.

Such a series would signal that the most senior administrative leaders of the University are themselves champions of Black excellence within our institution. The Faculty Working Group recommends that the lecture series be funded by the President's Office, through advancement support, and coordinated through this office, in order to ensure that the administrative work in planning such an event is not shifted to Black scholars with research agendas. The Faculty Working Group proposed that a pool of potential speakers could be developed by the President's Office, with input from the faculties and departments, who

might use the lecture series to build the profile of existing U of T scholars or to assist in the recruitment of potential new faculty members from outside the University.

Implementation: 1 year

The creation of the Provost's Postdoctoral Fellowship program for Black and Indigenous scholars in recent years was a welcome move towards building a pipeline of future Black faculty members trained at the University of Toronto. However, in the absence of commitment by U of T to their retention, many of the current fellows will leave the University for other institutions at the completion of their fellowship. The Faculty Working Group researched other similar programs at peer institutions that guaranteed at least some minority postdoctoral fellows faculty positions at the completion of their fellowships. The members of the working group recognize that all faculty positions at the University are the result of a competitive international search, and that not all departments that can take on a postdoctoral fellow have a funded full-time faculty position available for a new scholar.

B.2. Recommendation that the faculties or departments that are recruiting fellows through the Provost's Postdoctoral Fellowship program strongly consider creating a Contractually-Limited Term Appointment of one to two years that would commence upon completion of the fellowship.

Ideally, this appointment would be offered within six months of commencement of the postdoctoral fellowship, so that the fellow would have the certainty of support for their scholarship, and a home at the University, for at least a three- to four-year period. The Faculty Working Group recommended that the Provost or the Vice-Provost, Faculty & Academic Life meet with chairs of all departments that have recruited a person in the fellowship program to encourage them to consider this option.

B.3. Recommendation for the creation of an institutional Black Doctoral Scholars of Excellence program, to build a pathway to the Provost's Postdoctoral Fellowship program and to faculty positions at the University.

While some faculties (such as the Faculty of Applied Science and Engineering) have recently launched such programs, the creation of an endowed fund to support such scholarships across the University would ensure that all faculties create pathways to welcome talented junior Black scholars. The working group strongly supports a model whereby the scholars would receive the excellence awards directly, with the ability to use the funds as they see fit. Such a model is used for some other graduate awards (such as the Scholars at Risk fellowships) and would recognize the structural, societal barriers faced by many Black scholars.

Implementation for B.2 and B.3: 1-2 years

B.4. Recommendation that the Vice-Provost, Faculty & Academic Life and her team develop additional mandatory EDI accountability mechanisms to build into all faculty and librarian hiring committees, which the Vice-Provost must review before approving a new faculty hire.

The members of the working group also discussed the absence of accountability for diverse hiring practices in those units where this is not an existing area of focus. At present, the appointment of all full-time appointed faculty members is approved by the

Vice-Provost, Faculty & Academic Life, who reviews the often limited data on diversity of the pool of candidates in approving the hire. As the data on diversity of the hiring pool can be limited, as indicated elsewhere in this report, conversations with hiring committees about the diversity of the pool are rare.

Implementation: 1-2 years

While the working group considers the Office of Faculty & Academic Life's [Strategies for Recruiting and Excellent and Diverse Faculty Complement](#) to be full of excellent tips for search committees, this document is not well-known, and committees are not required to undertake the strategies in the document. Accountability requirements for each committee that are more than pro forma, and that are carefully assessed by the Vice-Provost, are required to ensure that all deans, chairs, and hiring committee chairs take seriously the need to ensure inclusive excellence in each faculty search at the University.

The Faculty Working Group spent a great deal of time discussing the University's Diversity in Academic Hiring Fund, which is supported by the University Fund to signal one of the University's academic priorities. The Fund will launch its fourth round of funding in 2021-22, with a target of bringing the total number of under-represented scholars hired under the Fund to 100. Over the past three years, 25 new Black scholars have been hired under the Fund, which provides permanent base-budget funding to faculties that hire a new Black or Indigenous scholar.

While the University's commitment in creating this Fund is laudable, the Faculty Working Group identified two fundamental flaws with this incentive program. First, awareness among departmental leaders and hiring committee chairs—the very ones who would access and make use of this funding—is frustratingly low. The working group was disappointed to understand just how limited awareness among academic leaders was of the existence of the program, let alone its details.

The Faculty Working Group heard that many also believed that only deans could make an application for such funds, and that departments or hiring committees were unauthorized to do so (while deans' offices may coordinate applications to the Fund, applications should be encouraged from all units within a division). Even those who were aware of the program had no sense of the level of funding available, or awareness that the funding is permanent.

Moreover, the Faculty Working Group realized through its consultations that many Black scholars who had joined the University in recent years and whose salaries are now funded through the program are unaware of this fact. To not make those scholars feel that they were hired simply for their race, many faculties and departments have avoided any discussion whatsoever of the funding with most faculty members, even with those faculty members whose salaries are supported through the Fund.

B.5. Recommendation that the fundamental reframing of the Diversity in Academic Hiring Fund as an award of excellence that can and should be celebrated as additional Black scholars join the University through the program. This reframing must include a sophisticated internal and external communications campaign to ensure deep and wide awareness of the Fund among all faculty members, unit leaders, and hiring committee chairs, as well as among potential recruits to the University. The existence of funds to increase the numbers of Black scholars at the University should ideally only serve to better position the University as an employer of choice for top Black scholars around the world.

Implementation: 1 year

Given the University's commitment to recruiting additional Black faculty and librarians, it will need to do more to signal this commitment clearly to potential Black applicants. Research at this university and elsewhere has demonstrated that the language used in job postings matters to applicants of colour. As a leading research-based institution, the University of Toronto should engage the latest research in this area and enlist the expertise and experiences of its Black faculty and librarians, to develop job posting language that will best attract Black candidates and demonstrate the University's commitment

to their success. Currently, all U of T faculty and librarian job postings contain a broad diversity statement that does not specifically speak to Black candidates, indicating that the University "welcomes applications from racialized persons/ persons of colour," among other groups. To paraphrase a member of the task force, if we are really seeking additional Black faculty to join our community, we must make this clear, and name them as a welcomed set of candidates. Over the past two years, numerous departments have been actively seeking guidance on crafting appropriate job posting language.

Through its consultations, the Faculty Working Group learned that the Vice-Provost, Faculty & Academic Life had found a solution to a parallel problem in the Indigenous context. Over the past year, a small committee of Indigenous faculty members met to develop, in consultation with legal experts, template job posting language encouraging Indigenous applicants in faculty and librarian job postings.

B.6. Recommends that the Vice-Provost, Faculty & Academic Life strike a similar committee of Black faculty members and researchers to immediately develop template job posting language that all departments may draw upon in their searches.

Ideally, this language would be made available and widely circulated to all academic units for use in faculty and librarian searches beginning in the 2021-22 academic year. This recommendation parallels one made by the Staff Working Group for employee job postings, discussed later in this report.

Implementation: 1 year

B.7. Recommendation that the Chief Librarian and the Dean of the Faculty of Information should work to secure funding to support scholarships for Black students in Library and Information Sciences concentrations within the Master of Information program. In addition, the Chief Librarian should further develop outreach to Black student groups on campus regarding careers in library science. |

In addition, the Faculty Working Group encourages the Chief Librarian to continue his work to further diversify the librarian complement at the University, with a particular emphasis on recruiting Black librarians. To date there is one Black librarian out of an approximate pool of 161. The Chief Librarian and his team have been working to develop recruitment strategies and are aware of the need to develop a pipeline of professionals and students interested in library science careers.

Implementation: 2-3 years

NOURISHING BLACK ACADEMIC EXCELLENCE AND INCLUSIVE CLASSROOMS

New Black scholars and librarians must be recruited to succeed and reach their full potential at the University. Through its own consultations and the fall 2020 [National Dialogues and Action for Inclusive Higher Education](#), the Faculty Working Group repeatedly heard the importance to junior Black scholars of cohort-style onboarding and sustained mentorship programs. While new scholars at the University are invariably assigned a mentor in their field, many Black scholars indicated that a Black mentor who could share the Black experience at the University was just as important, if not more so, to their career development. The Faculty Working Group is aware that the relatively new U of T Black Research Network is developing a tiered mentorship program for Black scholars, which would engage Black graduate students and faculty members. The Faculty Working Group strongly supports such a program and would also recommend the inclusion of Black postdoctoral fellows in this mentoring program. As such, the working group would recommend the development over the next two years

of a specialized onboarding program for new Black faculty and librarians, as well as an institutionally funded multi-tier mentorship program for Black graduate students, postdoctoral fellows, and scholars at the University.

Research supports are vital to the success of all new scholars. The uniformly exceptional academics that the University hires through its international searches are well-positioned to succeed in research funding competitions. Some Black scholars, however, engage in non-traditional, community-based research or community-driven scholarship that may be less likely to receive funding through traditional research funding competitions such as the Tri-Agency programs. Similarly, Black scholars may encounter unconscious bias through peer review of research funding proposals, as reviewers might not recognize the complexity or importance of diverse research methods.

B.8. Recommendation that that the Vice-President, Research & Innovation and the Institutional Strategic Initiatives portfolio create start-up funding awards and research awards for Black researchers.

A similar program was developed over recent years for Indigenous researchers at the U of T, who may face similar challenges in applying for research funding. That program was funded through an [Institutional Strategic Initiative](#), and the Vice-President should consider a similar model for these new start-up and research awards for the significant number of new Black scholars that are being recruited to the U of T.

Implementation: 1-2 years

The task force was mindful to include sessional lecturer voices, which can often be absent from University-wide and divisional conversations on race and equity. The task force noted that while sessional lecturers undertake significant amounts of the teaching of our students, they are typically not made aware of the full range of resources available to them to best support their teaching of equity issues and the creation of inclusive classroom environments. Not all sessional lecturers or adjunct professors, for instance, are aware of the trainings available from ARCCDO, which are open to all sessional lecturers at the University.

Likewise, not all sessional lecturers or adjunct professors are aware of the plentiful offerings from the University's Centre for Teaching Support and Innovation (CTSI), which include a regular Equity Roundtable series and other workshops on building inclusive classrooms and adopting inclusive pedagogy. The task force noted in its research that while virtually all of CTSI's workshops are open to sessional lecturers, registrants for sessions must have a UTOR-ID, which most sessional lecturers do not have.

B.9. Recommendation that CTSI works in collaboration with ARCDO immediately develop a robust communications strategy notifying all sessional lecturers and adjunct professors of their offerings, and that they immediately work to dismantle any technical barriers to registration by sessional lecturers for their offerings.

Several of these modules might be curated for online use in order to make them more accessible to a wider, more diverse audience.

Implementation: 1 year

C. STAFF RECOMMENDATIONS

The task force's Staff Working Group methodically assessed how the University could embed principles to counter anti-Black racism into the many aspects of workforce development, with strategy and culture at the heart of the analysis.

TALENT ACQUISITION AND HIRING

The Staff Working Group succinctly summarized the challenge of diversifying the University's workforce and recruiting for Black excellence:

U of T has low turnover and is a heavily unionized workplace where positions are first posted internally. This gives the University limited opportunities to refresh its workforce to reflect the communities we serve. As a result, each external recruitment (continuing, term or casual) requires a concentrated focus on equity.

In reviewing the Staff Working Group's recommendations, the co-chairs realized that in some ways, faculty diversification efforts are further evolved than staff diversification efforts.

C.1. Recommendation that central Human Resources & Equity develop, in consultation with U of T Black and racialized employees and EDI experts, a guide to best practices in recruitment and selection, to be used by all hiring panels and HR representatives at the University.

This guide would be similar to the Office of Faculty & Academic Life's [Strategies for Recruiting and Excellent and Diverse Faculty Complement](#).

C.2. Recommendation that central Human Resources & Equity develop an online module on unconscious bias in hiring practices that all members of hiring panels at the University be required to complete prior to participating in a hiring process.

Being a member of a hiring panel is a position of great responsibility and power, and the University should ensure that only those individuals who are committed to equitable and inclusive excellence in hiring practices be included on such panels. More and more faculty research award committees are requiring completion of an unconscious bias module, and staff selection processes should entail similar requirements.

Implementation: 1-2 years

The Staff Working Group also emphasized the need to develop language to be inserted into all employee job postings that "signals and states that Black candidates are strongly encouraged to apply." The University's current job posting diversity statement, which is included in both faculty and staff job postings, does not specifically reference Black candidates, preferring instead to the encouragement of applications from "racialized persons/persons of colour."

PERFORMANCE MANAGEMENT, TRAINING AND DEVELOPMENT

C.3. Recommendation that the Vice-President, Human Resources & Equity strike a committee with the appropriate University membership, including representation of Black employees, to develop language that encourages Black candidates to apply, and that should be included in employee postings.

This recommendation parallels the recommendation made to the Vice-Provost, Faculty & Academic Life to strike a similar committee to develop language encouraging Black faculty candidates. The development of two separate statements, one for faculty job postings and one for employee job postings, would recognize the differences in applicant pools and skill sets of these two separate employee groups.

Implementation: 1 year

The need to ensure a broad and deep pool of Black candidates for all levels of employee roles at the University was another issue raised by the Staff Working Group. While there are some commendable initiatives being used by central HR offices to attract racialized candidates (such as the small Diversity Internship Program), there is much more that could be done.

C.4. Recommendation that central HR offices grow partnerships with greater Toronto area community agencies and groups to attract more Black candidates, as well as partnerships with Black student groups and clubs on campus to encourage students to consider staff careers at the University.

Implementation: 2 years

Much like the Faculty Working Group, the Staff Working Group also emphasized the importance of supportive onboarding for the retention of new Black employees. In the faculty context, additional onboarding sessions could be easily provided to new Black professors, as faculty tend to start their careers at one specific moment in the academic year. This is not the case for staff, who may commence work at any date throughout the year.

C.5. Recommendation the creation of specialized online or written onboarding materials for Black-identifying staff to ensure that all new Black employees are aware of affinity groups, opt-in Black staff email lists, and other programs across the University that may be of interest to them.

Implementation: 2 years

Members of the Staff Working Group underlined a significant gap in U of T's performance and employee development practices, namely the absence of mandated performance reviews for unionized staff.¹ While not all Black employees are unionized staff, many are, and the absence of an annual process to provide feedback, work on a career development plan, and enable conversations around employee support is felt strongly by Black employees.

Unionized staff responded to a confidential Staff Working Group survey with statements that were shocking for a highly developed organization of the University's size:

"I was not aware that Managers at this University provided performance feedback. If I receive feedback it's usually in a passive-aggressive sort of way."

"Currently there is no performance feedback that we receive. Unless there are concerns about your performance, no one provides feedback. If and when performance feedback is implemented, it should be with a goal of helping staff to build on their skills in preparation for opportunities to advance. Deliberate and intentional discussions about staff performance with the goal of preparing us for advancement is what will help eliminate bias."

¹Professional-Managerial, Confidential, and Advancement employee groups participate in annual performance review processes. While some managers of unionized staff, and a small number of units, do conduct annual performance reviews for their unionized staff, most do not, as these reviews are not formally required in policy or in collective agreements.

C.6. Recommendation that central Human Resources work in consultation with the relevant unions to develop a formal, mandatory performance assessment and career development process for all unionized appointed staff at the University.

This recommendation should serve to benefit all unionized staff at the University, and not only Black or racialized staff.

Instituting such training will require many more managers who are well-equipped and trained to deliver supportive developmental feedback to staff members that they manage. While the University does provide a good range of in-house resources and supports for managers pertaining to staff development and will also fund external professional development opportunities for managers, most managers of unionized employees do not avail themselves of these opportunities, as they are not required to deliver performance assessments for employees.

C.7. Recommendation that central Human Resources offices expand the number of leadership training workshops and programs, to ensure that every manager of appointed employees is appropriately trained in delivering supportive annual performance reviews that incorporate EDI best practices.

Implementation for C.6 and C.7: 2 years

C.8. Recommendation that central Human Resources offices incorporate a rating level on Equity, Diversity, and Inclusion in the performance assessment process for all Professional/Managerial, Confidential, and Advancement Professionals, rather than simply a “pass-fail” type indicator that says the employee “met” or “did not meet” expectations in this area.

Incorporating a rating for this metric will enable managers to discuss their employees’ performance on EDI issues and require them to be observant of their staff’s EDI competencies, and will also ensure that employees are aware of the value of EDI competency to the organization.

Implementation: 1 year

The specific engagement and retention issues identified by the Staff Working Group mirror those identified by the Faculty Working Group—namely mentorship, recognition, and supports.

Members of the Working Group, following consultation with Black staff members, concluded that the primary institutional employee mentorship program—the two-stream [Rose Patten Mentorship Program](#)—was a “one size fits all” program that does not address the specific pathways of Black, Indigenous, and racialized employees.

C.9. Recommendation that central Human Resources offices conduct an equity-focused review of all central mentorship programs, examining selection criteria, inclusion, and outcomes, with the goal of creating updated programs that are inclusive of Black, Indigenous, and racialized employees’ needs and aspirations.

C.10. Recommendation that the creation of a centrally funded and supported mentorship program for Black employees, similar to the program recommended for Black faculty and scholars at all levels.

Implementation for C.9 and C.10: 1-2 years

SUCCESSION PLANNING/ CAREER MANAGEMENT

The Staff Working Group pinpointed the need for succession planning across the University to address the continued “whiteness of senior leadership.” “Furthering the careers of Black staff and overall diversification of leadership at the University,” the group wrote, “will lead to change in organizational culture, approach, attitudes, and perspectives.”

C.11. Recommendation that central HR offices work with faculties and campuses to adopt intentional succession strategies by creating pathways for Black staff, including anticipation of future vacancies in senior leadership positions.

Implementation: 1-2 years

The Staff Working Group suggested a number of ways in which succession planning and career management for Black staff might be furthered.

C.12. Recommendation that Human Resource offices “leverage existing programs and talent pools to identify suitable Black staff for special project/secondment/promotional opportunities” across the University that are not only related to EDI issues, but that are focused on core operational projects.

C.13. Recommendation that central Human Resources offices create additional pathways for sponsorship and coaching, or leadership programs for Black employees who can be trained and developed to easily transition into senior leadership roles when they become available.

Implementation for C.12 and C.13: 1-2 years

C.16. Recommends that the University’s Employee and Family Assistance Programs be expanded to include racial-based trauma counseling and a roster of Black care providers to support Black employees when requested in recognition of the particular needs of our Black employees.

Implementation: 1 year

ENGAGEMENT AND RETENTION

Recognition of Black staff excellence is also vital to creating an inclusive environment and retaining our Black staff members. While resources are increasingly being spent to more prominently feature the world-leading research by our Black faculty members, similar resources are not spent in profiling the work of our many highly accomplished Black staff members.

C.14. Recommendation that the Vice-President, Communications develop regular communications plans to feature Black staff accomplishments and profiles at the University, and that EDI considerations be infused into all staff excellence and award streams.

C.15. Recommendation that an annual recognition event be held to bring together Black staff and senior leadership from across the University to increase trust and recognition across the University.

Implementation for C.14 and C.15: 1-2 years

This past year has been a particularly challenging one for Black employees, following a summer of racial turmoil across North America. Black staff members provided feedback to the Staff Working Group that racial injustice is a constant presence and stressor in their lives.

CONCLUSION

At the core of racism is white supremacy, and the myth that some groups must be excluded for others to benefit (McGhee, 2021). We conducted a plethora of meetings, consultations, reviewed multiple reports, demand letters and researched the best practices of peer institutions that have achieved progress towards promoting inclusive excellence. Our findings from peer institutions that have been intentionally and strategically advancing inclusion for many years show that by embracing racial and cultural diversity we all win. We were charged with providing actionable recommendations. We have brought forth more than 48 recommendations many of which reinforce and complement each other. The recommendations presented are within the scope of the Terms of Reference.

These robust recommendations provide the important scaffolding for a system wide approach to curtailing anti-Black racism and promoting inclusive excellence. Anti-Black racism within Canada and as a consequence within U of T has been systemic for more than 193 years and therefore a systemic approach is critical. Tweaking around the edges and doing business as usual would provide the same ill effects. It is now time for senior administrators to act boldly. The Co-chairs acknowledge that there is still significant work ahead to implement the recommendations and believe that the University's senior leadership must commit the necessary resources towards implementation.

The University is already achieving encouraging progress towards promoting increased access for Black students, staff and faculty. Therefore the implementation time line for several of these recommendations are within a 1-2 year period, which we believe are achievable through adequate resourcing to advance these recommendations. Nevertheless, we recognize that the pathways and timelines to achieving the spirit of these recommendations are not fixed and may need to be adjusted by administrators. However, we advocate not sacrificing the good for the perfect, which can become a deterrent to action. We have heard from multiple University stakeholders that transparency and accountability are critical components for advancing this work and encourage administrators to make their implementation plan and progress reports visible to the U of T community.

I support this crazy belief that [all] people should have equal [access] and at the very least be treated with dignity.

— Cynthia Medina

Despite the heavy nature of the topic, members of the task force described their experience of developing these recommendations as “refreshing,” “rewarding,” “exhilarating,” and “inspiring”. This sense of hope and optimism likely reflects the University's sturdy foundation for change and commitment to excellence. These qualities set the stage for successful implementation of the recommendations, which will lead to a more equitable institution that promotes Black excellence and innovation.

Progress in addressing anti-Black racism will benefit the entire University and the surrounding community. In the words of Martin Luther King Jr., written from a Birmingham jail, “We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”

We encourage the University of Toronto leadership to act on these recommendations, and to act now, while the moment is right and the momentum for change is present. We look forward to your courageous actions leading to a brighter future for Black students, staff, and faculty and for the University as a whole.

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SUMMARY OF RECOMMENDATIONS

THE ANTI-BLACK RACISM TASK FORCE RECOMMENDS:

SYSTEMIC RECOMMENDATIONS

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|-----|---|
| 1.1 | that the publicly listed criteria for selection by the Governing Council include EDI considerations. |
| 1.2 | that the Governing Council Secretariat require all members of Governing Council Striking Committees and the Election Committee complete annual unconscious bias training that includes a component on anti-Black racism. |
| 1.3 | that the Governing Council Secretariat focus its efforts on building a more diverse pool of candidates for election to Faculty, Staff, Student, Alumni and Community positions. |
| 1.4 | that the Governing Council Secretariat, in consultation with the Executive Director of EDI, the Anti-Racism and Cultural Diversity Office (ARCDO), and the central Communications office, develop an EDI outreach plan to build the pool of Black, Indigenous, and racialized candidates for election to Teaching Staff and Alumni roles. |
| 1.5 | that the Governing Council Secretariat develop partnerships with the Black Research Network and the Black Alumni Association. |
| 2.1 | that every division appoint a senior divisional lead on Equity, Diversity, and Inclusion (EDI), and ensure that combating anti-Black racism be a primary component of this leader's work. It is also recommended that additional staffing resources be committed to the office of the Executive Director of EDI and the Anti-Racism and Cultural Diversity Office (ARCDO) to support and address the increasing EDI requirements across the University. |
| 2.2 | that the Vice-President and Provost insert a new mandatory section in the Deans' and Chief Librarian's annual performance report, in which they are required to report on progress in attaining EDI goals that are set either within the division or between the Provost and the divisional leader. |
| 2.3 | that an Associate Vice President/Associate Vice Provost for EDI faculty-supported position be created. This position would have a dual reporting function to the Vice-President/Provost and the Vice-President for Human Resources & Equity. |
| 2.4 | that a Provostial Faculty Fellows program be established. |
| 3.1 | that the University develop a bold new all-employee communications campaign focusing on why the Employment Equity Survey is important for understanding our workforce and how it would be used to promote a more inclusive and welcoming community. |
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3.2	that the University develop an annual report to assist divisional leaders in assessing how their divisional diversity compares to that of other units, and allow for more open, informed conversations and strategic planning on Black inclusivity.
3.3	that the Vice-President, Human Resources & Equity strike a committee, with Black voices well-represented, to assess ways in which existing employee data can best be collected and presented in ways that are respectful of the law and privacy needs, but that enable the community to assess rates of employee representation across the University.
3.4	that data from the Student Equity Census be shared at minimum annually with faculties, to facilitate access programs and recruitment strategies geared towards Black students.
4.1	that all major EDI funding emanate from the Office of the Vice-President/Provost or that an EDI budget be allocated to the Vice-President for Human Resources & Equity.
4.2	that the Black Research Network (BRN) should receive ongoing support from the Provostial budget for operational and administrative costs.
4.3	that the Division of University Advancement build capacity to attract donors to a Black excellence campaign at the University.
5.1	that the University endorse space(s) that support Black students.
5.2	that the University supports art representation across the three campuses that amplify the contributions of Black Canadians and/or the Black experience.
6.1	that the University strengthen and update the anti-harassment/anti-discrimination policy in addition to developing communications for U of T stakeholder groups that illustrate the complaints process in an accessible, clear, non-legal language, or with the use of multi-media tools. On a yearly basis, all U of T staff and faculty should be required to sign and acknowledge the policy on Prohibited Discrimination and Harassment electronically.
6.2	that central Human Resources offices develop a confidential online system to track at the institutional level all concerns or disclosures, as well as filed complaints, regarding prohibited discrimination of any form.
7.1	that central Human Resources & Equity communicate the existing training offerings related to anti-Black racism as well as develop a suite of well-publicized online modules on anti-Black racism that are attuned and accessible to staff, student, and faculty stakeholders.
7.2	that every year completion of a minimum of one mandatory module on anti-Black racism be mandatory for all University managers, employees at the PM-5 level and above, all campus police officers, and employees holding appointments under the Policy on Appointment of Academic Administrators.

STUDENTS & CURRICULA RECOMMENDATIONS

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| A.1 | that the new Institutional Access Office, in consultation with the divisional offices, create permanent dedicated institutional funds to support access programs where departments collect and report data on Black student representation. |
| A.2 | that Departments report on numbers of Black Students in the program and use this information to prioritize access programming. |
| A.3 | that Departments/units with low numbers of Black Students utilize data to intentionally create access programs. |
| A.4 | for the expansion of a focused Black student recruitment portfolio and ongoing funding to support access and outreach. |
| A.5 | that every faculty, college and campus work with EDI to conduct a review of its admissions processes and consider a data-driven and holistic application process for Black students, who remain one of the least represented groups of students on campus. Each division/program to collect data about Black Students upon entry into program. |
| A.6 | that the institutional recruitment offices include intentional, invitational language in recruitment brochures and admission applications acknowledging and welcoming Black student and the Black experience. |
| A.7 | that the Division of University Advancement develop a central campaign to secure funds for Black Excellence entrance scholarships for new Black students. |
| A.8 | for the creation of central and divisional Black student welcome orientations day(s) that would include international students, who often miss pre-term events. . |
| A.9 | that institutional counseling services increase the number of Black mental health professionals, and that this option be made available to all undergraduate and graduate students upon registration with counseling services. |
| A.10 | that the University's teaching and learning centres enhance the number of workshops and learning circles focused on anti-racist and inclusive pedagogies. Anti-Black racism pedagogy workshops should be offered throughout the university and should be prominently advertised to all instructors. |
| A.11 | that the Division of University Advancement build partnerships with the numerous Black student associations and clubs across U of T to consider the development of a list of Black alumni who are willing to engage with current students. |
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FACULTY, INSTRUCTORS & LIBRARIANS RECOMMENDATIONS

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| B.1 | that the President's Office sponsor and coordinate a Presidential Black Excellence in Research Lecture Series. |
| B.2 | that the departments or faculties that are recruiting fellows through the Provost's Postdoctoral Fellowship program strongly consider creating a Contractually-Limited Term Appointment of one to two years that would commence upon completion of the fellowship. |
| B.3 | the creation of an institutional Black Doctoral Scholars of Excellence program, to build a pipeline to the Provost's Postdoctoral Fellowship program and to faculty positions at the University. |
| B.4 | that the Vice-Provost, Faculty & Academic Life and her team develop additional mandatory EDI accountability mechanisms to build into all faculty and librarian hiring committees, which the Vice-Provost must review before approving a new faculty hire. |
| B.5 | the Diversity in Academic Hiring Fund be fundamentally reframed as an award of excellence that can and should be celebrated as additional Black scholars join the University through the program. This reframing must include a sophisticated internal and external communications campaign to ensure deep and wide awareness of the Fund. |
| B.6 | that the Vice-Provost, Faculty & Academic Life strike a committee of Black faculty members and researchers to immediately develop template job posting language that all departments may draw upon in their searches. |
| B.7 | that the Chief Librarian and the Dean of the Faculty of Information work to secure funding to support scholarships for Black students in Library and Information Sciences concentrations within the Master of Information program. In addition, the Chief Librarian should further develop outreach to Black Student groups on campus regarding careers in library science. |
| B.8 | that the Vice-President, Research & Innovation, and the Institutional Strategic Initiatives portfolio create start-up funding awards and research awards for Black researchers. |
| B.9 | that ARCDO and the Centre for Teaching Support and Innovation (CTSI) immediately develop a robust communications strategy notifying all sessional lecturers and adjunct professors of their offerings, and that they immediately work to dismantle any technical barriers to registration by sessional lecturers for their offerings. |

STAFF RECOMMENDATIONS

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| C.1 | that central Human Resources & Equity develop, in consultation with U of T Black and racialized employees and EDI experts, a guide to best practices in recruitment and selection, to be used by all hiring panels and HR representatives at the University. |
| C.2 | that central Human Resources & Equity develop an online module on unconscious bias in hiring practices that all members of hiring panels at the University be required to complete prior to participating in a hiring process. |
| C.3 | that the Vice-President, Human Resources & Equity strike a committee with the appropriate University membership, including representation of Black employees, to develop language that encourages Black candidates to apply, and that should be included in employee postings. |

C.4	that central Human Resources offices grow partnerships with greater Toronto area community agencies and groups to attract more Black candidates, as well as partnerships with Black student groups and clubs on campus to encourage students to consider staff careers at the University.
C.5	that central Human Resources offices create specialized online or written onboarding materials for Black-identifying staff to ensure that all new Black employees are aware of affinity groups, opt-in Black staff email lists, and other programs across the University that may be of interest to them.
C.6	that central Human Resources offices work in consultation with the relevant unions to develop a formal, mandatory performance assessment and career development process for all unionized appointed staff at the University.
C.7	that central Human Resources offices expand the number of leadership training workshops and programs, to ensure that every manager of appointed employees is appropriately trained in delivering supportive annual performance reviews that incorporate EDI best practices.
C.8	that central Human Resources offices incorporate a rating level on Equity, Diversity, and Inclusion in the performance assessment process for all Professional/Managerial, Confidential, and Advancement Professionals, rather than simply a “pass-fail” type indicator that says the employee “met” or “did not meet” expectations in this area.
C.9	that central Human Resources offices conduct an equity-focused review of all central mentorship programs, examining selection criteria, inclusion, and outcomes, with the goal of creating updated programs that are inclusive of Black, Indigenous, and racialized employees’ needs and aspirations.
C.10	that central Human Resources offices create a centrally funded and supported mentorship program for Black employees, similar to the program recommended for Black faculty and scholars at all levels.
C.11	that central Human Resources offices work with divisions to adopt intentional succession strategies by creating pathways for Black staff, including anticipation of future vacancies in senior leadership positions.
C.12	that central Human Resources offices “leverage existing programs and talent pools to identify suitable Black staff for special project/secondment/promotional opportunities” across the University that are not only related to EDI issues, but that are focused on core operational projects.
C.13	that central Human Resources offices create additional pathways for sponsorship and coaching, or leadership programs for Black employees who will be trained and developed to easily transition into senior leadership roles when they become available.
C.14	that the Vice-President, Communications develop regular communications plans to feature Black staff accomplishments and profiles, and that EDI considerations be infused into all staff excellence and award streams.
C.15	that an annual recognition event be held to bring together Black staff and senior leadership from across the University.
C.16	that the University’s Employee and Family Assistance Programs be expanded to include racial-based trauma counseling and a roster of Black care providers to support Black employees when requested.

APPENDIX A: TERMS OF REFERENCE

U OF T ANTI-BLACK RACISM TASK FORCE

The U of T institutional Anti-Black Racism Task Force aims to address anti-Black racism and to promote Black inclusion and excellence within the University of Toronto tri-campus community. The task force will review University policies, processes, and practices to understand how they contribute to systemic anti-Black racism, and will provide recommendations that will further Black inclusion and excellence.

Terms of Reference

The Task Force will:

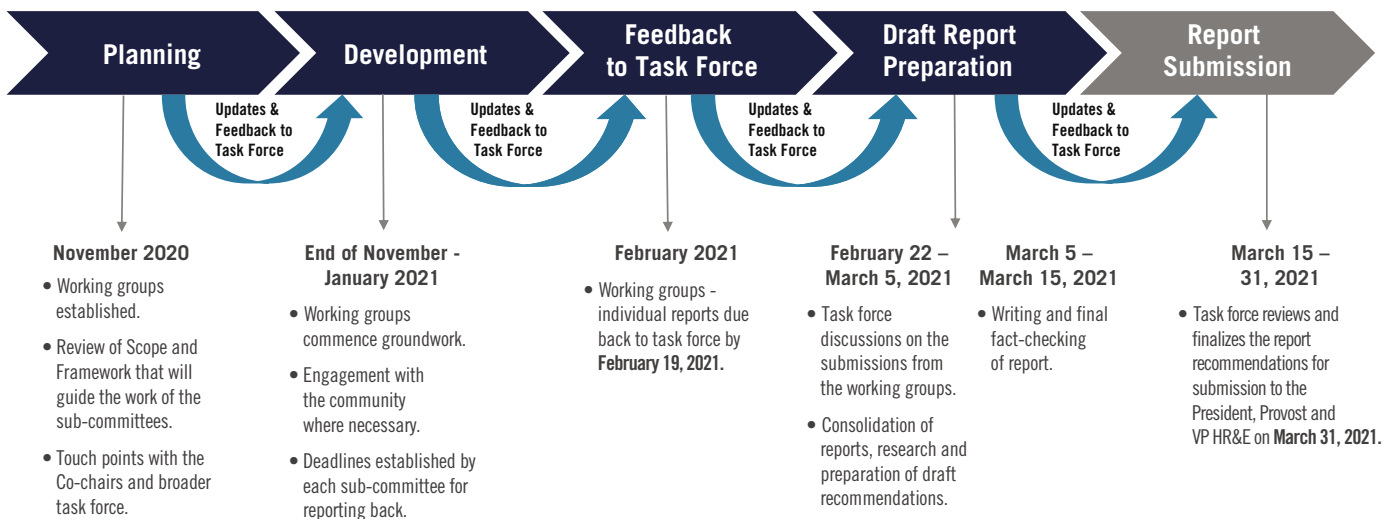
- Consult with members of the University community, including students, staff, faculty, and librarians about their experiences of anti-Black Racism on campus, and their recommendations for the advancement of Black inclusion and excellence
 - Develop an inventory of existing divisional offices, resources, initiatives, and projects addressing systemic anti-Black racism and Black inclusion and excellence on all three campuses
 - Make recommendations based on the best practices and policies at other research-intensive universities for addressing anti-Black racism and Black inclusion and excellence
 - Review the University's existing practices, processes, and policies to determine whether existing tools are appropriate to address anti-Black racism and advance Black inclusion and excellence, and whether additional policies and processes may be required
- Review previous recommendations made by members of the U of T community pertaining to Anti-Black racism and Black inclusion and excellence
 - Recommend an institutional strategy and actionable steps that will assist the University in achieving a more respectful, accountable, equitable, diverse, and inclusive community, and that will assist the University in responding to and preventing anti-Black racism
 - Present to the President, the Vice-President and Provost, and the Vice-President Human Resources and Equity a final report containing its recommendations by March 31, 2021

<https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2020/09/ABR-Task-Force-Terms-of-Reference-Sept-22.pdf>

APPENDIX B: TASK FORCE TIMELINE

Anti-Black Racism Task Force Timeline

November 2020 to March 2021



APPENDIX C: RECOMMENDATIONS FROM THE STUDENTS & CURRICULA WORKING GROUP

PREAMBLE

Black Canadian students have historically experienced barriers to educational access. Although there was no government policy, the culture of slavery resulted in the social segregation of Black students from White students. In the early 18th Century, there was a huge debate of whether Black students could be integrated into local schools. Local school officials refused, arguing that whites were a more superior race and there would be a potential threat to the quality of education. As McLaren (2004) argues, the opposition was mainly due to the race of the students. It is interesting to note that Egerton Ryerson argued that there was nothing he could do to change the minds of the people who were determined to keep Black people out of public schools. It is important to note that there were no segregated schools in Toronto. However, communities' segregation became the unofficial form of segregation of Black students – these students had to attend schools in their neighbourhood. The self-segregation was noted throughout Canada. While there was access to education for all, there were no provisions for Black schools (Walker 1999).

For decades, Black Canadian students' educational needs have not been prioritized by the mainstream educational system (Codjoe, 2001). As a result of systemic racist and discriminatory practices within the education sector, there is increased prevalence of low academic outcomes for Black students and biased steering of Black students away from higher education. Dei; et al. (1997, 2003) and Este et al. (2010), reinforce the fact that Black students in Canada continue to experience marginalization through their intersecting identities of race, class, and gender. In response to Black students' marginalized experiences, discussions about the value of anti-racist education in Canada has become a recent phenomenon. Effective anti-racist work in Canadian schools focuses on the social inequality racialized people experience. However, it is noteworthy that the world is experienced differently by Black students, living in Canada.

This history of the educational experience for Black students in Canada has direct implications for present-day access to and experiences within higher education. It has impacted not only access to and therefore representation of Black Students in higher education but also fostered mistrust in and misunderstanding of the University in many Black Communities. Therefore, consideration of this history is important in understanding the current climate of the University and the need to build relationships in the pursuit of a more equitable future.

BLACK STUDENT VOICES

Voices of University of Toronto students past and present provided the impetus and direction for this work. Much of our conversations about the challenges and barriers to educational access brought forth feelings of anger, frustration and emotional heaviness. Particularly because many of us have faced some form of racism, discrimination and oppression at the University of Toronto. However, being surrounded by fellow Black students and faculty members provided us with a brave space to have these intimate conversations and also channel our concerns and frustrations. The student and curricula working group has been a great platform for Black student leaders (in their respective fields and clubs) to transform that pain into institutional change. These recommendations are more than just ways for the institution to address systemic racism and discrimination, faced by Black students. They represent the way that our Black working group student members envision the student experience for themselves and students to come. The culmination of these recommendations is Black students envisioning an equitable institution promoting Black innovation and success for future Black student generations to come.

“Working on the anti-Black racism task force has been a humbling and uplifting experience. Being able to work alongside other Black students, faculty and leaders in Uoft, has given me hope and promise of a brighter future for forthcoming and emerging Black scholars.” - Travonne Edwards

“It was great working with members from different professional and academic backgrounds as they provided unique and diverse perspectives to working out a solution to address anti-Black racism.” - Aysha Nebil Mohammed

“Working as one of the co-chairs of the student and curricula working group has been a really refreshing experience. It was truly an honor to be in the presence of brilliant Black students representing UofT’s three campuses. Our conversations have and continue to inspire me to continue on the path of fighting for what you believe in.” - Kadija Lodge-Tulloch

“Being a part of the student working group this year has been one of the most rewarding experiences. As a black student who is highly involved in her campus community, having a voice at the table has been exhilarating. The first step is acknowledging that there is a problem and we did that. Change starts at home and I’m excited to see how far we can go!” - Debra Olaniyi

INTRODUCTION

The creation of the University's Anti-Black Racism Task Force signals its acknowledgement of Black systemic racism that disadvantages and harms members of the Black Community within the institution and its commitment to re-structuring systems and adopting anti-racist and anti-oppressive practices, policies and processes. This work comes at an important moment in history as the University responds to numerous accounts of past and on-going racially motivated atrocities experienced by Black University members from across the institution brought to the fore at a time of global protests against Anti-Black Racism. While the recommendations herein are directed at dismantling and restructuring oppressive systems within which the University operates, they should not be viewed as being directed solely to central and divisional administrators and staff. Instead, we invite every member of the University to take up this call to action and to actively contribute to the culture of inclusive excellence to which the University aspires.

A CALL FOR ALL

Whether you have lived experience or not
Whether you have scholarly expertise or not
Now you have seen, now you have heard, now you have felt
It can no longer be unknown, unheard or disbelieved
There is no "if it ain't broke..."
The system is broken and needs fixing
Black lives lie outside the gates of educational palaces
Forbidden access by racist and discriminatory practices
To do nothing is to sit back and hear us cry out "we can't breathe"
Black lives suffocating from the knee of educational injustice and
inaccessibility
To do nothing is to watch Black potential lying in the gutters of
the streets
Overlooked, dismissed and refused

So, hear this call
No need to wait and wonder
This call is for all
A call to more equitable practices
So that ALL can be kings and queens in educational palaces

Recommendations and initiatives are critical parts
But to realize a shift in culture
Requires change in minds, bodies and hearts
Only then will the whole be greater than the sum of its parts

We need to move forward with this cultural shift
Break down those barriers and disintegrate the rift
Building on centuries of good work and Black excellence
Expecting more now than mere benevolence
So many ways forward
The options are countless
So that all of our futures

Can truly be boundless

Written by: Catherine Amara and Kadija Lodge-Tulloch

PROCESS

The Students and Curricula Working Group were tasked with formulating recommendations that would address existing barriers and enhance University experience for current and future Black students. We began our work by discussing the Task Force framework within which our recommendations would be made. This included discussion of challenges and barriers, actionable recommendations, and accountability measures. Included under accountability, we added a timeline for the recommendations (short = < 6 months, medium = 6 months to 2 years, long = > 2 years). We then reviewed, and discussed at length, the materials provided to us including data from Student NSSE reports, reports on student access programs at the University, the reports from Kofi Hope and Njoki Wane; and numerous statements and correspondence from groups and individuals within the University of Toronto community related to Black Lives Matter, compiled in September 2020. In addition, some group members reviewed relevant practices at other institutions. A brainstorming session followed, considering challenges and recommendations that would address student concerns and needs raised in the BLM communications and by members of the Working Group.

Because of the inspiring yet overwhelming number of ideas that were articulated, our attention turned to the organization of these ideas. It was decided that the recommendations, including those related to curricula, could be viewed in terms of the student life cycle (See fig 1), with the express purpose of providing wrap-around support throughout. Draft recommendations were presented to the Task Force and later shared with the Black Faculty Working Group for feedback. Meetings with the VP Students and with the Office of Student Recruitment further helped to refine our recommendations. Additionally, we hosted three consultation sessions (one with students, one with Alumni, one with students and alumni) for feedback. The Students and Curricula Working Group considered all feedback in their final revisions to the recommendations and report. The student voices were a critical driving force throughout all stages of our work.

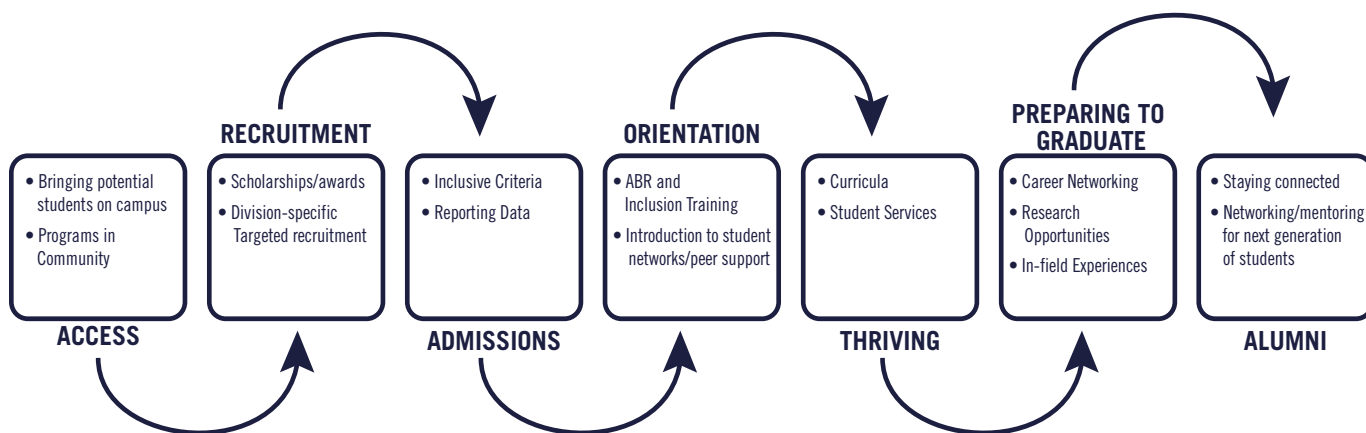


Figure 1 The Student Life Cycle

STUDENTS AND CURRICULA RECOMMENDATIONS

[S] – short term < 6 months; [M] – medium term 6 months – 2 years; [L] – long term > 2 years

CHALLENGES

RECOMMENDATIONS

ACCOUNTABILITY

ACCESS

- Who is responsible for this work?
- Where do resources come from?

1. Create permanent, dedicated institutional funds to support access programs for Black Students. **[M]**
2. Departments report on numbers of Black Students in the program and use this information to prioritize access programming. **[M]**
3. Departments/units with low numbers of Black Students utilize data to intentionally create access programs. **[M]**

- Central, communication regarding funding
- Divisional, regarding outreach
- Process by which members (students, staff, faculty) of the Black Community at U of T are invited to participate in an annual review of progress on the ABR TF recommendations related to central processes.

RECRUITMENT

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| <ul style="list-style-type: none"> • Representation varies across divisions? • How/where can recruitment be target, programs promoted? • Need to consider both UG and G students • The needs of Black students cannot be subsumed under general EDI practices. • Forming links with divisions and student organizations who are doing this work. • Lack of funds to help convert admission offers to acceptances • Lack of race-based data to identify students who are eligible for Black Student scholarships and awards | <ol style="list-style-type: none"> 4. Expand focused Black Student recruitment role/portfolio and ensure on-going funding (consider ways of expanding regions/communities for targeted communities – linking with access and outreach programs) [S] 5. Increase Black Graduate Student Recruitment (possible collaboration between undergraduate and graduate (thesis and non-thesis) Black Student recruitment) [S] 6. Create a central fund for Black Student Scholarship/Awards to support students at different stages of their program. Such funds might be matched by external partners. [M] 7. Create entry scholarships for Black Students [M] | <ul style="list-style-type: none"> • Deans and Chairs Annual Report • UTQAP – self study • Staff accountability to Deans/Chairs • Report to Faculty Council on numbers of Black Students admitted and registered by program. |
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ADMISSIONS

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| <ul style="list-style-type: none"> • Who is making decisions? • Rules, pros/cons around collecting race-based data on applications? | <ol style="list-style-type: none"> 8. Collect divisional/program data about Black Students upon entry into program* and report centrally. Data to be shared on annual basis across divisions. [S] <p>*entry to program includes entry to the U of T and also entry into second year posts (e.g., FAS)</p> | <ul style="list-style-type: none"> • Dean’s Annual Report • UTQAP – self study • Provostial report on numbers of Black Students annually admitted (graduate and undergraduate) and the yield (numbers admitted and numbers registered) |
| <ul style="list-style-type: none"> • Do processes consider/exclude experiences of Black students? | <ol style="list-style-type: none"> 9. Each division/program to consider evaluating materials (written statements, community service, Anti-Black racism and Black Excellence work) in addition to transcripts for admission eligibility. In considering a broad range of meaningful experiences to consider, consultation with Black Students should be undertaken. [S] | |
| <ul style="list-style-type: none"> • Confusion about what ‘language’ is permitted. | <ol style="list-style-type: none"> 10. Each division/program to include intentional, invitational language (standard) in recruitment brochures and admission applications about particularly acknowledging and welcoming Black students and the Black experience. [S] | |
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ORIENTATION

- Establishing expectation of an inclusive culture to which incoming students contribute.
 - Be mindful that when ABR training occurs that this has the potential to create an unsafe space and render people vulnerable. Must be mindful.
11. Recommended Anti-Black racism training for ALL incoming students **[S]**
 12. Such training linked with equity and student offices (e.g., ARCDO, Student Life) and to be offered on an ongoing basis. **[S]**
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- Big institution – introducing students to peer networks and Black Student Clubs
 - Ensure that orientation training and events occur at a time when international students have arrived on campus (many international students miss out on pre-term events)
13. Create Central and Divisional Black Student Welcome/Orientation (similar to frosh, like Queer Orientation) **[S]**
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- Dean's Annual Report

THRIVING

Student Supports

- Process for complaints – linked to central office
- Mental health supports for Black students
- Difficulty in establishing a community for Black Students and a place where there are supports (academic and services) for Black Students. An example is the Black Students Advising Centre at Dalhousie University.
- The Black Student Clubs are already engaged in great initiatives related to networking, orientation, recruitment, outreach and much more. These important initiatives are labour intensive and in some cases duplication of efforts across many Clubs adds to that labour. The Clubs would benefit from some administrative guidance and support.

14. Create a physical space to serve as a hub for Black students, “The Black Students Thriving Centre (BSTC)” (In addition to being a physical hub for Black Students, the BSTC would cultivate a sense of community and support via links with many of the recommendations, including Black student advising, supporting and helping to coordinate the efforts of Black Student Clubs, organizing orientation, organizing workshops that help students prepare for future academic and professional pursuits, directing students to existing scholarship/award and funding opportunities and much more.) **[M]**

15. Outline the specific process within divisions, programs and services for student complaints that indicate an option for students to have direct communication with an office outside their division and program. **[S]** (This process should include feedback for the student on the outcome or resolution of the complaint. In addition, documentation for tracking purposes (anonymized for the purposes of sharing data about the nature and number of complaints, resolution) This could follow a similar process to academic integrity case management in terms of divisional/program management and central reporting)

16. Increase student awareness for existing supports. **[S]**

17. Separate processes/physical locations for student supports for undergraduate and graduate students. **[M]**

18. Hire more Black mental health professionals who understand the experiences/traumas of Black Students (and make visible this option for students). **[S]**

- Dean’s Annual Report
- Follow up with student to be part of process

THRIVING

Currucula

- Integration of anti-racist pedagogical practices
- Inclusion of courses with emphasis on Black histories pre- and post-colonial, anti-Black racism...
- By providing Black histories, we erase the negative and deficit thinking about Black Peoples and importantly highlight the critical contributions of people of African ancestry.
- Representation among faculty

19. Content recommended for all students on Black histories, anti-Black racism, and Black Excellence (e.g., breadth requirement, flexible delivery- stand-alone course, module, seminar series) **[M]**
20. Incorporation of anti-racist and inclusive pedagogies in teaching across all divisions (including highlighting Black Excellence) **[M]**
21. Provide related support and resources for instructors by inviting experts to deliver workshops in conjunction with the teaching and learning centres on the three campuses (CTSI (UTSG), CTL (UTSC), TLC (UTM)) and by creating on-line resources **[S]**
22. Celebration of Black Students' contribution to Institutional Success and Innovation (Undergraduate and Graduate) **[M]**

- Dean's Annual Report
- UTQAP

Safety

23. Re-envision the role and practices of campus police (– inclusion of trained mental health professionals in response to calls – expanded and ongoing training including conflict resolution, racial profiling, unconscious bias specific to Anti-Black racism for all related staff) **[S]**

PREPARING TO GRADUATE

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| <ul style="list-style-type: none"> • Student Supports • Wrap around supports | <p>24. Establish Central/Divisional Black academic and career advisors (linked to the newly proposed BSTC) [M]</p> | <ul style="list-style-type: none"> • Dean’s Annual Report • Follow up with student to be part of process |
| <ul style="list-style-type: none"> • Research Opportunities • Providing opportunities specifically for Black Students, particularly in under-represented disciplines • Diversifying research opportunities to include focus on equity, anti-racist work across disciplines • Black students as knowledge producers • Connecting students with Black professionals • Connecting students with Black Faculty (Black Research Network) | <p>25. Central research funding for Black undergraduate and graduate students [M]</p> <p>26. Centrally funded Black Student Research Day [M]</p> <p>27. Establish a University wide Black Career Networking Day (sponsored by Provost) (might include networking with Black Research Network) [M]</p> <p>28. Establish Internship opportunities for Black Students [M]</p> | <ul style="list-style-type: none"> • Dean’s Annual Report |
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ALUMNI

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| <ul style="list-style-type: none"> • Mentorship – student experiential learning opportunities • Maintaining a database or connections with Black graduates after they leave the University • Alumni have shared that Black Student Clubs often maintain such data and remain in contact with Black Alumni. • The challenge is that Black Student clubs do not have administrative support to share or collate this information. They can still be a starting point for contacting Black Alumni and this could be followed up with communication from the University. | <p>29. Each division/program to maintain a contact list for Black Alumni [S]</p> <p>30. Establish a central U of T Black Alumni (perhaps via Advancement) [S]</p> <p>31. Intentionally increase networking opportunities with Black Alumni (e.g., Rotman MBA Office of Student Engagement hosts sessions with Black Industry leader for Black students) [M]</p> <p>32. Intentionally increase representation on Faculty Council Standing Committees (e.g., Admissions), University Committees (e.g., Academic Board) [M]</p> | <ul style="list-style-type: none"> • Central accountability – data on Committee membership • Dean’s Annual Report |
| <ul style="list-style-type: none"> • Black Alumni Involvement on University and Divisional Committees | | |
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The Students and Curricula Working Group was comprised of members of the Institutional Anti-Black Racism Task Force including, undergraduate and graduate students, staff and faculty. The Working Group met regularly over the period from November 2020 through March 2021.

MEMBER	UNIT	POSITION
David Allens	Faculty of Arts & Science	4th year Undergraduate student completing a double major in Political Studies and Criminology & Socio-Legal Studies and minor in Caribbean Studies
Catherine Amara (Co-Chair)	Faculty of Kinesiology & Physical Education	Associate Professor, Teaching Stream and Director, Undergraduate Studies
Alana Bailey	Faculty of Applied Science and Engineering	3rd year Undergraduate Student in Civil Engineering
Travonne Edwards	Factor-Inwentash Faculty of Social Work	PhD Graduate Student, Social Work
Natalie Elisha (Project Support)	Office of Vice-President Human Resources & Equity	Equity Projects Specialist, Equity, Diversity and Inclusion Office
Karima Hashmani (Assessor)	Office of Vice-President Human Resources & Equity	Executive Director, Equity, Diversity and Inclusion
Kadija Lodge-Tulloch (Co-Chair)	Faculty of Arts & Science	PhD Graduate Student, Criminology & Sociolegal Studies
Ann Lopez	Ontario Institute for Studies in Education	Associate Professor, Teaching Stream and Provostial Advisor on Access Programs
Aysha Nebil Mohammed	Rotman Commerce	4th year Undergraduate Student in Finance and Economics
Debra Olaniyi	University of Toronto Mississauga	3rd year Undergraduate Student completing a double major in Political Science and Sociology with a minor in Women and Gender Studies
Njoki Wane	Ontario Institute for Studies in Education	Professor and Chair, Department of Social Justice Education and Advisor, Equity, Diversity & Inclusion to the Vice-President Human Resources & Equity

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APPENDIX D: RECOMMENDATIONS FROM THE FACULTY, INSTRUCTORS & LIBRARIANS WORKING GROUP

The Anti-Black Racism Task Force’s Working Group on Faculty, Instructors, and Librarians included faculty members, staff, and postdoctoral fellow members of the Task Force, and was also joined by two additional faculty members. The members of the Working Group were:

Mikhail Burke (Co-Chair)	Faculty of Applied Science and Engineering	Dean’s Advisor on Black Inclusivity Initiatives and Student Inclusion & Transition Advisor
Robert Gerlai	University of Toronto Mississauga, Departments of Psychology, and Cell and Systems Biology	John Carlin Roder Distinguished Professor in Behavioural Neuroscience Psychology
Ahmed Ilmi (Co-Chair)	OISE	Provost’s Postdoctoral Fellow
Janelle Joseph	Kinesiology and Physical Education	Assistant Professor, Critical Studies of Race and Indigeneity
Thembele Kepe	University of Toronto Scarborough, Department of Human Geography	Chair, Department of Human Geography, and Professor
Alexie Tcheuyap	Faculty of Arts and Science, Department of French	Vice-Dean, Faculty, Academic Life & Equity, and Professor
Dexter Voisin	Factor-Inwentash Faculty of Social Work	Dean, and Professor, Sandra Rotman Chair in Social Work
Andrea Russell (as Project Manager)	Office of the Vice-President and Provost	Director, Academic Affairs

The Working Group met consistently over several months, and benefited from the insights and expertise of members with a wealth of Canadian and international experience, gleaned through a wide variety of positions across the University. It conducted research on national and international best

practices, and also consulted with experts across the University in order to inform the development of specific, actionable recommendations.

RECOMMENDATIONS OF THE WORKING GROUP

REC #	DESCRIPTION
1	Create Presidential Black Excellence in Research Lecture Series, sponsored and planned by the President's Office, with broad input on a pool of potential speakers
2	Create targeted Black Doctoral Scholarships to complement and build a pipeline to the Provost's Postdoctoral Fellowship program
3	Reframe the institutional Diversity in Academic Hiring Fund to a recognition award, and build a widespread communications campaign to ensure wide and strong awareness of the Fund, particularly among faculty hiring committees, chairs, academic directors, and Deans
4	Enhancement of Provost's Postdoctoral Fellows Program structure to more directly support opportunities to join the professoriate at U of T
5	Work with Black faculty members to create high-impact template language for faculty and librarian job postings to facilitate enhanced recruitment of Black candidates
6	Encourage defined EDI accountability mechanisms built into units' search & hiring committee operations prior to provostial approval (where required) of the new faculty or librarian hire
7	Mandatory reporting of EDI/ABR outcomes in the division/Library system via the Deans'/Chief Librarian's Annual Performance Report
8	Improved transparency of detailed diversity and representation data at divisional and departmental levels
9	Development of clearer mechanisms to disclose and/or report incidents of bias, discrimination, and harassment, and frequent and clear communication to all community members of these mechanisms
10	Development of institutionally supported onboarding and multi-tiered mentorship programs for Black faculty, postdoctoral fellows, and graduate students
11	Development of start-up funding awards for new Black researchers/academics
12	Enhanced EDI/ABR professional development and training opportunities for sessional lecturers
13	Further diversification of U of T's Librarian complement, with a particular emphasis on growing a pipeline of Black library science professionals

RECOMMENDATION 1

Create Presidential Black Excellence in Research Lecture Series, sponsored and planned by the President’s Office, with broad input on

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
		X	
Motivation	As Canada’s leading research-based institution, it is important for the University to create a platform to highlight and promote Black excellence in scholarship both within the institution and throughout the rest of Canada and beyond.		

Key discussion points:

- Where the lecture series is situated – it is important that the resources and labour for operational logistics of the lecture series remains within the President’s Office. This both accentuates the value of the series to the institution while also ensuring that the labour to organize such an initiative is not displaced to Black faculty within the divisions.
- What is the scope of the speaker candidate pool – there is value in highlighting both scholars within the institution (as a tool for professional development and CV building for our own academics both senior and developing) as well as individuals outside of the institution (to leverage as a potential recruitment tool).
- Who would facilitate nominations to be a potential speaker – one potential option that was discussed is for prospective speakers to be nominated by various divisions/ units, creating a pool of potential speakers from which a committee struck by the President’s office would then use to determine the final list for that year.

RECOMMENDATION 2

Create targeted Black Doctoral Scholarships to complement and build a pipeline to the Provost's Postdoctoral Fellowship program

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
		X	
Motivation	<p>UofT is the premier Canadian institution of higher learning. In addition, it provides a majority of the professorships across Canada. This recommendation therefore supports the institutional capacity of UofT as well as universities across Canada. Financial barriers can limit both prospective students from being able to fully engage in doctoral scholarship as well as faculty members' ability to take on additional students. Having targeted financial resources to address these barriers is key in developing pathways for prospective Black scholars to access graduate opportunities.</p>		

Key discussion points:

- How should the scholarship/award be disseminated – typically awards or scholarships can be disseminated in two ways: either as top-up award in which the student is a direct recipient of the funds, with no impact on the minimum funding that a department would have to also provide the student; or as a subsidy to the minimum funding requirements from the department (or faculty member's grant). Both have potential advantages. The former empowers the students directly, allowing them to have a livable income while pursuing their studies, something that may be of particular importance for potential scholars who are coming from industry and/or have dependants. Such an award could be structured as a recognition top-up award. The latter encourages faculty members to take on competitive Black students as it allows for additional resources to fuel their research. Such a funding structure could be viewed more as an access-based program.
- One discussed option was to leverage both funding pathways, but it was felt that emphasis should be placed on awards that go directly to students, in recognition of structural issues that many Black students have faced in society.
- Should there be “cohorting” of recipient and supplemental program offerings – there is also value in helping to facilitate community building through defining the cohort of recipient and providing opportunity for networking and professional development (through the Black Research Network as an example).

RECOMMENDATION 3

Reframe the institutional Diversity in Academic Hiring Fund to a recognition award, and build a widespread communications campaign to ensure wide and strong awareness of the Fund, particularly among faculty hiring committees, chairs, academic directors, and Deans

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
		X	
Motivation	<p>For the past 3 years, the Diversity in Academic Hiring Fund has facilitated the hiring of 25 Black faculty members within the institution. The Fund is a very strong incentive to units to hire new Black faculty members, in that it provides permanent base funding to a division’s budget from the University Fund. Nonetheless the overriding sentiment is that many department chairs and other unit leaders, as well as most faculty members, still remain unaware of the Fund; those who do know of its existence do not adequately understand specifics. Many view the funds as within the purview of a Dean only. The University is also encouraged to highlight the arrival of new faculty, especially those who represent inclusive excellence. This will help to attract and retain exceptional academic talent at UofT.</p>		

Key discussion points:

- Clarity on the structure of Fund usage, who can access the funding (i.e. chairs, Deans), what the amounts of funding are and how long the funding lasts. (We note that the funding is a permanent addition to a division’s base budget, meaning that the funding provides a rare permanent addition to a divisional budget.)
- How should the “Diversity in Academic Hiring” fund be framed – currently, recently hired faculty members who are “beneficiaries” of funding from the Diversity in Academic Hiring Fund are not publicized. Beneficiaries themselves may be completely unaware that their salary may be subsidized by these funds. Initial hesitation to communicate this is understood, as without proper framing, the narrative of affirmative action hiring may be dominant, with fears of the associated stigma that that may place on a newly hired faculty member. Therefore,

it was felt that leveraging of the “Diversity in Academic Hiring fund” should be reframed as an element of a recognition award for Rising Black Scholar Excellence upon hiring. Award winners could then be profiled and celebrated by their hiring departments, allowing departments who are proactively leveraging these opportunities to also be recognized. Members of the working group were comfortable with the idea of using the awards as an excellence award that should be celebrated and publicized. A shift in the narrative of this funding is therefore strongly encouraged.

RECOMMENDATION 4

Enhancement of Provost's Postdoctoral Fellows Program structure to more directly support opportunities to join the professoriate at U of T

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
		X	
Motivation	<p>While the Provost's Postdoctoral Fellows Program provides an excellent foundation to address the need to develop Black scholarship within our institution, there is an expressed concern that the program may not be structured to explicitly enhance postdoctoral fellows' profiles if they wish to pursue a research-stream faculty career, or in a manner such that U of T benefits from at least some of the Fellows remaining at the University following their fellowship.</p>		

Key discussion points:

- Initial discussion about enhancement of the pathways to the professoriate for Fellows in the Program initially centered around the establishment of guaranteed/held faculty positions for some Provostial postdoctoral fellows upon completion of their fellowship. However, within the current hiring and search process, holding guaranteed spots may not be logistically feasible and may deter divisions who do not have an available faculty line from welcoming postdoctoral fellow from the program. That said, there is a need to facilitate more direct support to further strengthen the competitive edge of Provostial PDFs for faculty positions both internally and beyond. One potential way to do this would leveraging 1-2 year CTLAs to give at least some of the PDFs in the Provostial Postdoctoral Fellowship program opportunities to further develop their network, teaching experience and exposure to research, enhancing their CV as departments potentially craft positions with the strengths of Provostial PDFs in mind as a form of developmental sponsorship. Divisions should be strongly encouraged to consider offering at least some of the fellows in the Provostial Postdoctoral Fellowship Program 1-2 year CLTA positions where feasible upon completion of their postdoctoral fellowship.

RECOMMENDATION 5

Work with Black faculty members to create high-impact template language for faculty and librarian job postings to facilitate enhanced recruitment of Black candidates

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
	X		
Motivation	Faculty and librarian job postings at the University include a mandatory diversity statement that does not specifically mention Black candidates. There is a perception that departments do not have sufficient flexibility to include language that would allow them to place increased emphasis and engagement with Black applicants through the job ad. Departments are expressing a desire for evidence-based, community-supported template job posting language that is available to all units wishing to specifically encourage applications from Black candidates.		

Key discussion points:

- The template diversity statement used in faculty and librarian job postings currently indicates that the University “especially welcomes applications from racialized persons / persons of colour,” but does not specifically mention Black applicants.
- The Vice-Provost, Faculty & Academic Life should strike a small committee of primarily Black faculty members, working in consultation with legal and immigration experts, to create template job posting language that is available and communicated widely to all units. Such a committee has been struck to create template language to encourage Indigenous applicants, and a similar committee should be struck to create template language for Black applicants.
- The working group also discussed at length the idea of leveraging the Ontario Human Rights Code ‘special program’ language to post job ads where only Black faculty applicants may apply, and some of the challenges that this language would likely introduce (particularly in the area of immigration for non-Canadian applicants) when attempting to hire the top applicants in a particular field through the international faculty searches that UofT runs.
- Option for self-identification to be visible to hiring committees – there is also the sentiment that there should be options for applicants to self-identify in a manner that would be visible to hiring committees. One way this could be done would be to strongly encourage applicants to self-identify as Black in their cover letter.

RECOMMENDATION 6

Encourage defined EDI accountability mechanisms built into units' search & hiring committee operations prior to provostial approval (where required)

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
			X
Motivation	It is currently unclear how hiring and search committees (for faculty and librarians) are held accountable by unit leaders for leveraging holistic EDI practices that would facilitate greater consideration of Black applicants, using techniques such as those highlighted within the Office of the Vice- Provost, Faculty & Academic Life's ‘Strategies for Recruiting and Excellent and Diverse Faculty Complement’ document.		

Key discussion points:

- Leveraging Provostial and Decanal Assessors – one mechanism discussed was to train a subset of Provostial or Decanal assessors in order to assess EDI, anti-bias, ABR practices leveraged by hiring committees, particularly within departments that have indicated that they need assistance in that regard, or where diversity has been raised as requiring particular attention. Although leveraging the annual cohort of over 150 Provostial assessors may be the most pragmatic option, there was also discussion of whether there should be a separate class of EDI/ABR assessors that can be assigned to search committees that are seeking assistance in this area.
- Accountability at the point of Provostial approval – is there a mechanism for the Vice-Provost, Faculty and Academic Life to further probe the diversity of a search committee's shortlist? This would require better data/awareness of the racial backgrounds of candidates; encouraging candidates to self-identify would assist with pinpointing diverse candidates that are not shortlisted.

RECOMMENDATION 7

Mandatory reporting of EDI/ABR outcomes in the division/Library system via the Deans'/Chief Librarian's Annual Performance Report

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
	X		
Motivation	<p>Deans and the Chief Librarian do not regularly report to the Provost on EDI progress within their division unless specifically asked. Inserting a mandatory section of the Deans' and Chief Librarians' annual performance reports on EDI outcomes (and specifically including work on ABR) will ensure that at least one annual conversation is held between each divisional leader and the Provost. This should assist in setting goals, and enable an open discussion of challenges and comparator units' progress and work in this regard. This might lead to more open regular conversations among Deans on this work.</p>		

Key discussion points:

- Insertion of a mandatory question in the Deans'/Chief Librarians' annual performance reports should be able to be swiftly implemented for progress reports reporting on academic year 2021-22.

RECOMMENDATION 8

Improved transparency of detailed diversity and representation data at divisional and departmental levels

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
Motivation	<p>Some academic unit leaders/librarians may not realize that their diversity and representation data lags behind that of other similar units at the University. Ensuring that Deans and the Chief Librarian, at a very minimum, have access to more detailed, granular Employment Equity Report data, Student Equity Census data, and other available HR data—including if possible small cell-size data that is typically suppressed in public reports-- will allow leaders to see how their divisional diversity compares to other peer units at U of T. Some leaders have indicated that they believe that the diversity of their division is satisfactory, but that they do not have a clear sense of comparator data.</p>		

Key discussion points:

- Striking a small committee, with Black voices prominently represented, on ways to leverage existing EDI data at the University, including leveraging small cell-size data that is currently suppressed, would enable experts on EDI and data governance to develop a way for Deans to understand how their units are faring compare to their peer units, and for senior leadership to facilitate conversations with Deans on these issues.

RECOMMENDATION 9

Development of clearer mechanisms to disclose and/or report incidents of bias, discrimination, harassment, and frequent and clear communication to all community members of these mechanisms.

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
	X		
Motivation	Faculty and instructors have expressed a desire for clearer accountability mechanisms and processes to disclose and launch a complaint regarding incidents of ABR. Processes for bringing complaints are experienced as being insufficiently clear or difficult to find/identify, and complaints often take long periods of time to be resolved.		

Key discussion points:

- A University-wide mechanism for disclosure of bias, discrimination, harassment, and racism incidents, and launching of official complaints, and the tracking of such disclosures and complaints, would allow for detection of patterns of issues at the University, and the ability to enable intervention in the form of additional EDI/ABR training within a unit/library.
- Creating a committee, which would include Black faculty membership, to discuss possible models for disclosure and resolution, is suggested. Consultation with UTFA and union leadership would be recommended as part of this process.

RECOMMENDATION 10

Development of institutionally supported onboarding and multi-tiered mentorship programs for Black faculty, postdoctoral fellows, and graduate students

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
			X
Motivation	The U of T Black Research Network is in the process of developing a tiered mentorship program for Black graduate students and faculty members. The Working Group supports a tiered mentorship program that includes Black graduate students, Postdoctoral fellows, and scholars, as well as Librarians. The strong desire by Black scholars for mentorship by Black senior peers, in addition to subject-specific mentorship, was repeatedly underlined by members of the working group.		

Key discussion points:

- The Faculty working group strongly recommends that any mentorship program being developed under the auspices of the U of T Black Research Network also incorporate Black graduate students and Black postdoctoral fellows, to ensure that Black future scholars are mentored by Black senior peers throughout their journey towards academia.

RECOMMENDATION 11

Development of start-up funding awards for new Black researchers/academics

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
			X
Motivation	Black researchers conducting work in non-traditional areas, particularly community-based work, may find it difficult to qualify for traditional research awards, particularly tri-agency awards. The creation of a seed funding opportunity for new Black scholars at U of T would ensure that Black scholars have the funds to thrive in their first years of scholarship at the University.		

Key discussion points:

- A seed grant program might be structured in a manner similar to the new Indigenous Scholars' seed grant program at the University, funded as an Institutional Strategic Initiative.

RECOMMENDATION 12

Enhanced EDI/ABR professional development and training opportunities for sessional lecturers

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
Motivation	X		

As instructors to a diverse student body, sessional lecturers have expressed a desire for robust training opportunities on EDI and ABR issues that would further build their expertise in EDI pedagogy and curriculum content, and in developing an equitable classroom environment. Many sessional lecturers at the University are not made aware of existing EDI training opportunities offered by the Anti-Racism and Cultural Diversity Office, or the Centre for Teaching Support and Innovation (CTSI). Given that they are not appointed employees, and may not have a UofT email address or UTOR-ID, many may not receive university-wide notices from the University, Equity Offices, or from CTSI. Divisions/departments may not also provide notice of ARCDO/CTSI offerings to sessional lecturers teaching within their units. Virtually all such opportunities are open to sessional lecturers, but many are not aware that this is the case. Any hindrance to ability to register for such sessions should be immediately rectified, in order to enable sessional lecturers to register for and attend these sessions.

Key discussion points:

- The Anti-Racism and Cultural Diversity Office and CTSI should partner with divisions and departments to ensure that all sessional lecturers at the University are aware that virtually all ARCDO and CTSI training opportunities are open to them, including opportunities pertaining to EDI and ABR, such as CTSI's Equity Roundtable monthly series. Any technical barriers to registration for sessional lecturers such as lack of access to the registration systems for these offerings should be remediated immediately.

RECOMMENDATION 13

Further diversification of U of T's Librarian complement, with a particular emphasis on growing a pipeline of excellent Black library science professionals.

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
		X	
Motivation	The number of Black librarians on our campuses remains very low, and the number of Black candidates in the candidate pools for librarian positions is also very low. While the library system is focusing on developing a pipeline of librarians of colour, and particularly Black and Indigenous librarians, this work is long-term.		

Key discussion points:

- The Office of the Chief Librarian should continue to work with the Provost's Office and VP HR & Equity offices to develop additional recruitment strategies for Black Librarians and Librarians of colour who can work alongside our diverse faculty and student complements.
- The Chief Librarian and his team should also assess the possibility of partnering with the Faculty of Information to develop funding awards for Black students in Library and Information Sciences concentrations within the Master of Information program, and should further develop outreach to Black Student societies on campus regarding careers in Library science.

APPENDIX E: RECOMMENDATIONS FROM THE STAFF WORKING GROUP

STAFF WORKING GROUP MEMBERS:

Denise Lopes (Co-Chair)	Records & Convocation Assistant, University Of Toronto Scarborough
Mark Seymour (Co-Chair)	Director, Advancement Talent Management, Division Of University Advancement
Melanie Newton	Associate Professor Of History, Faculty Of Arts And Science
Deborah Warner	Team Lead, Case Manager, Community Safety Office
Andrea Burton	Financial Aid Advisor, University Of Toronto Mississauga
Roger Bulgin	Chief Administrative Officer, Woodsworth College
Desma Charlemagne-Michel	Director, HR Services, University Of Toronto Scarborough
Nora Lozano	Special Projects And Administrative Officer, Office Of Vice-President, HR & Equity
Martin Kengo	Community Engagement, Coordinator, Centre For Student Engagement, University Of Toronto Mississauga
Marian Tesfamichael	Senior Application Developer, IIT, Faculty Of Arts & Science
Joyce Hahn	Chief Administrative Officer, Division Of The Vice-President & Provost

HOW DO WE EMBED ANTI-BLACK RACISM PRINCIPLES INTO THE FOLLOWING?



STRATEGY & CULTURE

From our community: “When our HR policies are rooted in addressing anti-Black racism and an anti-oppressive strategy, it will eventually eliminate bias against Black staff.”

“A culture where anti-Black racism is acknowledged. By taking steps to ensure that this is an area of focus. Top down. Reviewing current practices, curriculum etc. Identify, educate, create awareness, allow for change.”

“Break down the notion of white supremacy. Universities seem to have adopted the “rhetoric” of inclusion and diversity and yet they still need to challenge and change the values, structures and behaviours that perpetuate systemic racism.”

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
	1, 3, 4, 6	2, 5	5

RECOMMENDATION(S) AND TIMELINE:

1. Establish a more regular and more frequent schedule to communicate information about how to file complaints or seek redress for anti-Black racist experiences.
 - a. Emails should be sent at least once a year and the information needs to be more easily accessible to all staff.
 - b. Promote/advertise anti-Black racism complaint process as has been done with other complaint processes across the University (e.g.: sexual violence complaint process).
2. Establish more effective tracking and documentation of anti-Black racism complaints.
 - c. Ensure that complaints about anti-Black racism are consistently and specifically tracked across the complex network of Human Resources offices.
 - d. Ensure annual reporting and trends to illustrate transparency
3. Strengthen the anti-harassment and anti-discrimination policy, which is at present more vague and less robust than the sexual violence policy.
 - a. Provide step-by-step instructions on the complaints process.
 - b. Differentiate the ability to disclose an issue vs. file a complaint. The central investigations HR office already does this in practice, but many in the community may not even approach to disclose as this is not a communicated option.
 - c. Ensure microaggressions are appropriately addressed in the policy and complaints process.
 - d. Ensure that staff and faculty see the maze of thirteen decentralized Human Resources offices across the University as “doorways” into the complaints process rather than barriers.

4. Take concrete steps to address the fact that the University does not have enough Black leaders in senior leadership positions (refer to recommendations for Succession Planning).
 - a. The whiteness of senior leadership, and the systemic failure to promote Black people to these positions, represents a fundamental barrier to institutional change. If that basic fact is not addressed, then it will continue to hamper the effectiveness of even the best strategies and policies to change the culture of institutional anti-Black racism.

5. Adopt an “accountability paradigm” as part of the institutional culture at every level of bureaucracy.
 - a. Tackle systemic inequality, starting with the corporate culture by using data analytics to assess whether Black employees feel included on their teams and are treated fairly within their divisions, departments, and larger University institution. Demographic data (including race) should be part of the employee engagement survey to identify university-wide/divisional trends.
 - b. Build strong EDI (specifically anti-Black racism) departmental/divisional practices into annual performance management reviews.
 - c. Embed and support EDI (specifically anti-Black racism) representation into each department/division across the University.
 - d. Use data to justify having serious performance management discussions with managers who perpetuate anti-Black Racism and holding these managers accountable.

6. Increase staffing in the Executive Director of EDI and ARCEO’s offices to allow for appropriate strategic and service delivery supports.

COMMENTS & NEXT STEPS

Anti-Black racism can be effectively challenged in an institutional culture where “gatekeeping” is discouraged; there is an acceptance that equity can only be achieved with fundamental changes in leadership at the top and in key roles and an “accountability paradigm” is adopted.

Moving towards such a culture involves recognizing that equity must be the lens brought to moments of turnover – it cannot just be business as usual. An accountability paradigm in relation to equity rethinks the role of hiring panels so that every single interview and hiring process is about equity, so that hiring, and turnover are moments that transform rather than reinforce the institutional culture of anti-Black racism. New hires and turnover should be seized as critical opportunities to examine equity and representation in leadership roles and to make bold interventions. This is especially important in certain key roles, such as Legal, Advancement Professionals, and PM level 6 and above.

The University can also look at how it conducts business with external partners, as another way to reflect its long-term commitment to the black community. For example, increase research by black faculty and scholars; promote black-owned design and architecture firms in the University’s capital expansion plans; engage black-owned marketing companies in its communication strategy; black-owned restaurants for catering services, and highlight black-owned businesses on the University’s approved supplier list (Procurement Services). The University is invited to reflect on how its day-to-day operations and business activities reveal prioritization for preferred partners, and how this fosters the kind of work and learning environment black staff are experiencing today.

WORKFORCE PLANNING

From our community: “...numbers alone isn’t it. It’s about true inclusion in the community. I want to be in a space where I don’t have to worry about anti-Blackness. How do you measure that?”

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
	2, 3	1	

RECOMMENDATION(S) AND TIMELINE:

1. Establish a formal workforce planning framework or the University.
 - a. Utilize data and research to drive decision making including an assessment of current metrics where black representation is lacking, and where planned vacancies are projected to exist in key roles.

2. Develop a process that tracks, reports, and disseminates data to the University community (where appropriate) as it pertains to the recruitment, promotion, retention, and attrition of Racialized and Indigenous staff to measure and assess the efficacy of EDI efforts in the hiring process.
 - a. Transparency with data collection (what data is collected; how will it be used).
 - b. Dissemination of data to divisions/campuses for planning and action at the local level
 - i. Recognize that some offices also need access to data across the institution and not just in their central office for pipeline purposes (e.g., HR, Communications, Advancement, IT, etc...)
 - c. Identify gaps in the employee lifecycle (Recruitment through to Exit)
 - i. Examine the number of Black candidates hired versus the number of Black candidates who apply and get short listed for interviews.

3. Conduct a standardized exit interview process with employees who are voluntarily leaving the University.
 - a. Racial and equity related data to be part of the exit interview for analysis.
 - b. Information stored in a central location to track trends University-wide.

COMMENTS & NEXT STEPS

Currently the University of Toronto does not have a formalized workforce plan. There is no information to determine which positions are projected to be vacant through retirement, attrition or growth. A lot of information is collected, but it is only ever viewed by a select few in central HR and no action is taken. Divisions require real-time data to inform their decision making. There is an opportunity to provide an equity lens on where the Black representation is lacking at various levels within the University. This should also be tied to employment equity, talent pathways, and succession planning frameworks.

TALENT ACQUISITION

From our community: “Have a person of colour on the hiring panel. Ask an equity and diversity question to each candidate. HR to attend job fairs that target people of colour and advertise jobs on websites and media sites that cater to people of colour.”

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
	1, 3, 4	2, 5,6, 7	

RECOMMENDATION(S) AND TIMELINE:

1. Develop a recruitment and selection best practices guide to be used by HR and Hiring Managers/Directors of the University to reduce biases in the recruitment process.
 - a. To build in accountability, regular surveys should be conducted to determine whether the recruitment practices to attract and hire Black talent are effective.
2. Establish a process where the recruitment for new and replacement leadership roles at the University including roles at all levels within Human Resources Offices reflect the diversity of the staffing community at the University.
3. Create transparency in the recruitment processes at U of T by embedding EDI principles throughout the process.
 - a. Interview panelists to participate in unconscious bias training before sitting in on interview processes.
 - b. Standardization of interview questions including embedding EDI questions in every interview guide.
 - c. Separate scoring of candidates by each panel member.
 - d. Consider other evaluated assessment options in addition to the interview (e.g., testing, work samples, presentations etc.)
4. Expand the job posting language that signals and states that Black candidates are strongly encouraged to apply.
 - a. E.g., a welcoming statement in all job postings that encourages Black, Indigenous and Racialized applicants to apply to the University.
5. Create a process where disaggregated data can be shared more broadly to identify and remedy gaps in the workforce composition.
6. Develop pathways to enhance outreach efforts to attract Black candidates to the University.
 - a. Creation of pathways with local community agencies within the GTA (Greater Toronto Area) to tap into more diverse candidate pools.
7. Redesign the University’s orientation and onboarding program, to be completed in the first 3-6 months upon hire.
 - a. Create a suite of mandatory online workshops that new hires must complete. The workshops must include an EDI section that is specific to anti-Black Racism topics.
 - b. Review the onboarding process for Black staff to ensure it is adaptive and responsive to their needs. Another one-size-fits-all approach may not be adequate or appropriate if the experience of Black employees is different from non-Black employees.

COMMENTS & NEXT STEPS

It is imperative that with the establishment of practices and processes, active participation/consultation from racialized staff particularly Black staff is required through these developments. While our outreach efforts to attract Black talent needs to be re-imagined, a major challenge that needs to be immediately addressed is the actual hiring of Black talent. U of T has low turnover and is a heavily unionized workplace where positions are posted internally first. This gives the University limited opportunities to refresh its workforce to reflect the communities we serve. As a result, each external recruitment (continuing, term or casual) requires a concentrated focus on equity. Our consultations have confirmed that Black applicants do make it through to the interview stage of the recruitment process but are less likely to get hired.

PERFORMANCE MANAGEMENT

From our community: “I was not aware that Managers at this University provided performance feedback. If I receive feedback it’s usually in a passive-aggressive sort of way.”

“Currently there is no performance feedback we receive. Unless there are concerns about your performance, no one provides feedback. If and when performance feedback is implemented, it should be with a goal of helping staff to build on their skills in preparation for opportunities to advance. Deliberate and intentional discussions about staff performance with the goal of preparing us for advancement is what will help eliminate bias. It has been easy for the institution to move along with the outstanding work of Black people without acknowledging us.”

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
	1,2	3, 4, 5	

RECOMMENDATION(S) AND TIMELINE:

1. Integrate Equity, Diversity, and Inclusion into the Professional and Managerial performance review process:
 - a. Although LLC (Learning and Leadership Centre) now has Equity, Diversity and Inclusion as an organizational competency, EDI is only a checkmark on the performance review and it is not rated, the check box is limited to selecting “Meets/Does not meet.” EDI should be incorporated as an indicator in the performance reviews similarly to how other competencies are featured (e.g., communication, leadership, etc.)
2. Objectives for leaders should include fostering EDI goals and fostering an anti-racist workplace.
 - a. The requirements of these performance reviews should be clearly stated in concise language that cascades from the campus/division’s senior leadership team.
3. Develop a formalized performance and career development conversation process for unionized staff across the University to allow for development of Black staff.
 - a. Leaders should have as part of their own performance appraisals an annual goal related to the professional development of their own staff, ensuring consistency and accountability.

4. Train managers on how to provide objective performance and development feedback.
 - a. Training to include appropriate and inclusive language, managing bias, recognizing strengths, and providing continuous and effective feedback. These conversations should be ongoing throughout the performance year.
5. Develop 360 reviews for leadership positions and implement across the University.
 - a. The intent is to provide feedback to leaders to ensure they can improve and be more effective in their roles not only on the operational/business-side, but also on how they lead their teams in an inclusive and supportive manner.

COMMENTS & NEXT STEPS

Performance reviews and conversations are lacking/inconsistently applied for unionized staff. Informal feedback is given to some employees and excludes others. Feedback that is often provided is rooted in anti-Blackness, “fit,” deficit-based (rather than strengths-based), and not constructed and focused on developmental opportunities. Many leaders currently lack the skills to have these conversations in a productive manner and are not held to account in the management of their own performance. EDI work is paramount for any leader at U of T, and they should be held accountable to ensure they are living up to that standard.

LEARNING & DEVELOPMENT

From our community: “Offer more training, webinars and make anti-racism/diversity training mandatory training every two years.”

“There is plenty in place to move us forward. However, most of us are prevented from accessing the required skills and abilities.”

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
	1a, 2, 6	1b, 1c, 3, 4, 5,7	

RECOMMENDATION(S) AND TIMELINE:

1. Provide communication at the point of hiring that clearly articulates the University’s commitment to staff development irrespective of race.
 - a. The University should provide training and deliver information to staff and students in many forms (in-person, online, blended, micro-learning). Strongly consider offering most workshops/sessions not only in person but keeping the online component as well (live streaming or virtual). For staff to travel across the city (or campus to campus) to participate in a one or two-hour workshop has been a huge hindrance to many staff and management. This will help in promoting specific anti-Black racism training/development.
 - b. Diversify the pool of facilitators and coaches who deliver training and development at the University (external facilitators and coaches and LLC internal facilitators). These individuals should reflect the diverse staffing communities for which they will serve.
 - c. Create annual Senior Leadership events such as a luncheon that connects Black staff to senior management on key issues. This would also serve the purpose of increasing the level of trust with senior leadership that can recognize and collaborate on initiatives.
2. Provide consistent training in unconscious bias and anti-Black racism that is mandatory for all levels of leadership.
 - a. It is important for these workshops to be developed and conducted by Black facilitators.
 - b. Develop and run (recurring) mandatory training for senior leadership on anti-Blackness, intersectionality, LGBTQ+ issues, etc.
 - c. Hold those managers accountable if they do not to comply. Human Resources must seriously review its complaints/ grievances and where data support non-compliance or repetitions, corrective action should be taken. Consequently, good managers must be highlighted for the role they play in support of mitigating anti-Black racism.
 - d. Encourage non-Black staff, especially the Executives, to participate more frequently in training workshops involving the understanding of anti-Black racism across the institution. They not only require the education themselves, but it sends a powerful message to others.
3. Implement a talent identification and development model based on a needs assessment of a Division/Department at the University.
 - a. Create a learning and development plan that is tied to assisting employees with meeting their career and/or learning objectives. Such plans must be in consultation with the employee and must meet the organisational goals in addition to the employee’s goals.
 - b. Train and develop Black staff alongside other university staff to dispel the notion that Black staff needs more help than others. The goal is to create a working community where everyone feels valued and respected.

4. Allocate annual funding to support the development and delivery of Black specific programs that support the professional and career development of Black Staff.

a. Consideration must be placed on issues especially being faced by Black staff.

5. Create inclusive spaces for dialogue into regular business operations to reinforce learning.

a. Integrate equity dialogues into staff meeting agendas. Ensure that all staff have ongoing training and dialogues about the manifestations of anti-Black racism.

b. Create/continue annual funding for groups such as Connections and Conversations (on every campus) and support their work that allows them to support Black (and BIPOC) staff.

6. Institute specific data collection activities and use the data to guide decision making.

a. Use employee surveys and other mechanisms to collect data that will guide the development of the specific training and development plans that are required to address Black specific programming.

b. Collect and use data from each department regarding Black staff to see how many are involved in professional development. The data can also be used to analyse and evaluate if Black staff are being denied access to professional development.

7. Design mentorship and coaching programs that meets the needs of Black staff.

a. Complete an audit of all the existing mentorship programs on selection criteria, inclusion, and outcomes.

b. Address the “one size fits all” training and mentorship programs which do not support the pathways Black staff are facing at the University. Consider multiple programs; development is a long-term investment and available programming, or mentorship should reflect this. For example, a curated mentorship program could be 18+ months and include multiple University contacts.

c. Design mentorship programs in partnership with equity offices.

d. Allow Black staff receiving mentorship and coaching the option

of selecting Black mentors and coaches.

e. Identify potential barriers of access to the mentorship programs (e.g., manager approval due to time commitment)

f. Create executive mentorship programs to address different career stages of Black staff.

g. Recognize that coaching should not be used to refer to programs that “address deficiencies,” rather, coaching is an intentional learning investment designed to bring staff from “good to great.”

h. Hire external Black resources to help the University to be more intentional and transparent with the skills and competencies it is seeking in leadership positions.

COMMENTS & NEXT STEPS

There has been an overall resistance at the University to mandatory training for anything that is not required by law, even though required EDI training is common in other large public and private institutions. This reluctance signals that Equity, Diversity and Inclusion is not a priority for the University and denies us the opportunity to take a leadership position. It is also critical that we overhaul our mentorship programs to allow them to become more robust in serving and supporting BIPOC, and specifically, Black staff. Based on conversations with several Black staff who have taken different mentorship programs offered by the University, it has not helped them in their career advancement, as they continue to see other non-racialized colleagues complete the same programs and continue to be promoted through the institution. As always, the University of Toronto continues to have an opportunity to be a leader in creating and advancing initiatives.

SUCCESSION PLANNING / CAREER MANAGEMENT

From our community: “We don’t have enough black leaders. We don’t have enough black staff in any significant numbers or leadership levels for which change can meaningfully occur. Each time there is a good faith effort like the task force, the heavy lifting is done again, and the baton is then passed to leaders to start change. But it doesn’t happen. For all those (white) leaders that

are trying their best to make change happen - and they are out there pushing hard - there are others who are not carrying their weight or engaging in those areas that they can influence change. Not actively supporting. So, they are quiet in these discussions. They leave it to one division to make institutional change. We can all try to make a change we want, investments in ARCEO, investment in training, clear reporting mechanisms, but that’s not everything and won’t solve the underlying issues. When we have leaders and gatekeepers of color we will have change.”

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
	2, 3	1, 4	

RECOMMENDATION(S) AND TIMELINE:

1. Adopt an intentional succession strategy by creating pathways for Black staff, including anticipation of future vacancies in senior leadership positions (tied to recommendations in the workforce planning section).
 - a. Commit to succession planning for key leadership positions in divisional and central offices, ensuring Black staff are included.
 - b. The University should be more deliberate in its succession planning and sponsorship, recognizing that U of T’s talent pool of Black staff does not have adequate exposure to these positions.
 - c. Navigation to management and senior roles should be clearer with messaging top-down, increasing the capacity of Black staff to collaborate and co-create solutions.
 - d. Create a career pathway/lattice that outlines the steps/ experiences required to attain various senior positions (in Simcoe Hall and Divisionally) and make it a commitment to diversify leadership.

2. Dedicate resources for succession planning and career management for Black staff.
 - a. Leverage existing programs and talent pools to identify suitable Black staff for special project/secondment/ promotional opportunities. These opportunities should not only be related to EDI, but other key aspects to the business of the University.
 - b. Resources could include funding for new positions poised to be a future successor, experiential opportunities/ job rotation programs, emerging leadership programs, mentorship consultants and coaches, space, software, equipment, publications/subscriptions, membership dues, conferences, and travel/meals.
 - c. Utilize external consulting groups with Black leadership, not simply “EDI themes” to access arm’s length, comprehensive specializations.

3. Recognize the lived experiences of Black staff and the impacts this has on career advancement.
 - a. Acknowledge intersectionality and disparities in the lives of Black staff outside of work (economic, health etc.). Some families do not have resources at home to balance personal and professional endeavours.
 - b. Black staff are working at the side of desks to raise awareness of, and at the same time, cope with systemic racism at the University. This added burden can have a profound effect on the energy and optimism to devote to education or career advancement.
 - c. Address feelings of legitimacy, organizational citizenship, and psychological safety in the Black community at U of T.
4. Provide opportunities to increase exposure and institutional knowledge of the University through formalized knowledge-transfer programs.
 - a. “Institutional knowledge” is often touted when referring to long-serving staff who currently hold senior level positions and is considered an asset in applicants. Information (and the authority this information provides) is held by non-Black staff in leadership roles.
 - b. The University should consider how institutional knowledge is learned and shared, and how Black staff have historically been excluded in those opportunities.

COMMENTS & NEXT STEPS

Succession planning and mentoring of Black staff will require the participation of Black managers and leadership at U of T, posing an initial challenge due to the lack of black representation/the extra burden already placed on these Black leaders. The University should conduct an environmental scan of management profiles currently in place across the University (tri-campus, faculties, divisional) to determine our baseline and support long-term data collection. The University should also reflect on the whiteness of its management workforce today, and the informal organizational arrangements in place and sustained by white leaders. Furthering the careers of Black staff and overall diversification of leadership at the University will lead to changes in organizational culture, approach, attitudes, and perspectives, and existing staff can feel uncomfortable with any form of change.

ENGAGEMENT & RETENTION

From our community: “If I think about myself, I feel so unsupported at the moment and I am thinking of leaving the institution. I have tried speaking with my manager about how I feel and unfortunately, they just responded with ‘sorry you feel that way’. Part of my feeling is due to the pandemic but the other part of it is I am so tired of being the only one - on client calls,

in meetings, in our department, I am the only Black face. It’s so isolating.”

“If you are going to recognize “Black Excellence” then it has to not become an exercise in selecting those who make white people the least uncomfortable.”

Implementation Timeline	Immediately	1 – 2 Years	3 – 5 Years
	2, 6f	1, 3, 4, 5, 6	

RECOMMENDATION(S) AND TIMELINE:

1. Establish specific awards for Black staff and faculty that recognize their contributions and impact within the University.
 - a. Rethink and redesign processes and qualifications for measuring excellence across the University
 - b. Creating campaigns and promotional materials highlighting Black staff and faculty
 - c. Highlight Black excellence and the achievements of Black staff continuously throughout the year rather than limit it to Black History Month.
2. Establish a self-identified Black listserv/internal social network for staff to share resources, information (i.e., onboarding, studies, key resources, procedures, and engagement opportunities), networking opportunities and community of care within the University.
3. Expand Employee and Family Assistance Programs (EFAPs) to provide racial-based trauma counseling with a dedicated roster of Black care providers to ensure the needs of Black staff and faculty are addressed.

4. Create a scorecard to profile current retention levels within University campuses, divisions, and departments.
 - a. Highlight/Illustrate the trends and projections, senior level upward mobility, attrition reality and potential.
5. Invest in opportunities and support mechanisms for Black staff to network, as networking is critical to advancement.
 - a. This will allow Black staff to identify an influential sponsor or mentor that is within the organization to guide them through the process of career advancement/managerial development.

6. Directly address Human Resource issues rooted in anti-Black racism and hostile work environments.
 - a. Identify and address pay disparity issues among Black and non-Black staff with similar experience and job profile for discrepancies.
 - b. Address issues related to the recognition and/or compensation for projects created or targets reached/ exceeded of non-Black staff vs. Black staff.
 - c. Address Black staff omission or lack of recognition from high-visibility assignments. High-profile projects and responsibilities are the ones that get noticed. Support Black staff/faculty to effectively demonstrate their range and ability as a potential leader, to get noticed or considered for promotion.
 - d. Support Black employees so that they can be themselves, removing pressure to create “facades of conformity,” suppressing some of their personal values, feeling unable to bring their whole selves to work, and believing they should nod in agreement with subjective values by their supervisors/department culture.
 - e. Recognize the impact of microaggressions on Black staff. Although microaggressions may seem benign on the surface, they can have a compound effect that contributes to Black employee turnover.
 - f. Create and implement compensation for staff who are participating in committees/ task forces, etc. that are related to advancing EDI work at the University but are not a part of their assigned and paid portfolios. Staff are currently doing this work for free which is in addition to their actual job.

COMMENTS & NEXT STEPS

Being a Black staff or faculty brings its unique challenges and obstacles (e.g., microaggressions, double-standards, stigma of tokenism, etc.) that must be recognized. The limited representation of fellow Black colleagues in leadership positions and opportunities to connect and collaborate result in limited

engagement of Black staff and the feeling of isolation, frustration and undervalued within the University. Formal recognition of Black staff and leaders needs to expand beyond tokenism. Black-staff and Black faculty need the space to find community, network, and feel valued. Increased Black representation in leadership positions is critical as it engenders feelings of belonging and potential. It empowers Black staff to see the long-term potential for growth and opportunities within the organization. The lack of managerial role models who are self-identified Black staff/faculty plays a key part in retaining Black staff. Being able to look “up” and see other faces such as ones’ own is important for any employee seeking to advance within the University. If a Black staff can identify a role model who is not only a leader within the institution, but who also reflects their image, advancement appears more tangible and the likelihood of remaining within the institution increases as well.

STAFF WORKING GROUP CONSULTATIONS

These included:

- Reports from Tri-campus Connections & Conversations staffing groups
- Conversations with Black staff including Survey to Black staff via the Connections & Conversations tri-campus listings
- Consultation meetings with University Administrators
 - Vice-President Human Resources & Equity
 - Legal Counsel
 - ARCDO
 - Talent Management
 - Labour Relations
 - Centre for Learning, Leadership & Culture
 - HR Analytics
 - Workplace Investigations
 - Various Offices across the University

