STATEMENT OF ACKNOWLEDGEMENT OF TRADITIONAL LAND

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

TABLE OF CONTENTS

EQUITY, DIVERSITY & INCLUSION REPORT 2023

Welcome.................................................. 4

Institutional Equity Office (IEO) ............ 5

Addressing Anti-Asian Racism ............ 8

Increasing Access, Attracting Talent....... 10

Enhancing Current Experiences .......... 15

Forging Future Pathways ................... 22

On the Horizon................................. 25

Employment Equity............................. 28

2024 and Beyond............................... 34

COMMUNITY CREDITS

The “belonging” quotations featured throughout this Report were contributed by students, staff, and faculty working in the following offices, networks, and divisions (in alphabetical order): Black@UTM; Black Research Network; Faculty of Applied Science & Engineering; John H. Daniels Faculty of Architecture, Landscape, and Design; Faculty of Kinesiology & Physical Education; New College; and School of Continuing Studies.
WELCOME: A MESSAGE FROM THE VICE-PRESIDENT

The initiatives presented in the Equity, Diversity & Inclusion Report 2023 are, for me, a tremendous source of hope. Each shows a continued commitment to equity, diversity, and inclusion in challenging times.

Collectively, the initiatives are rich and wide-ranging, spanning local efforts within Faculties, divisions, and campuses to the excellent work of the Anti-Asian Racism Working Group, who shared their recommendations last May. These initiatives confirm that students, faculty members, librarians, and staff are meeting the needs of their local communities by devising strategies to address issues of access and belonging. They also demonstrate that, alongside these local efforts, the Institutional Equity Office and Office of Indigenous Initiatives are working with the U of T community to provide support and effect change on a broader scale.

These initiatives equally highlight that thoughtful and thought-provoking initiatives need to consider how different forms of discrimination and racism intersect and reinforce each other. Since the attacks on Israel on October 7 and outbreak of war in Gaza and subsequent expressions of anti-Israeli and anti-Palestinian sentiment in our community, this learning has perhaps never been more relevant.

Moreover, ongoing efforts to provide compassionate supports, to provide forums for civil discourse without expectation for consensus, and to explore issues in their full complexity may never be more urgent. Last October, President Gertler underscored the shared responsibility—held by the institution and all members of our community—to create space for dissent and to strive for mutual respect. I would add that we need to do all we can to remember each of us is deserving of understanding, support, and care.

Thank you to the staff, students, faculty members, and librarians whose incredibly hard work is abundant proof that creating a more equitable, diverse, and inclusive institution makes the University better for all members of our community. Thank you to the Faculties, campuses, and divisions embracing changes and launching initiatives that celebrate who we are in all our complexity.

In this exceptional work lies the hope we need to delve deeper, support each other, and take actions that will support everyone’s success at the University of Toronto.

Kelly Hannah-Moffat
Vice-President, People Strategy, Equity & Culture

“Belonging has to be a practice; it requires our ongoing attention and care. It requires us to notice absences and work to redress harm. We, collectively, need to nurture belonging, tend to it, preserve and protect it, maintain it over time and in changing circumstances.”

— Faculty member

INSTITUTIONAL EQUITY OFFICE (IEO)

The IEO works collaboratively across the University of Toronto’s three campuses to build capacity, support communities, and provide leadership in equity, diversity, inclusion, and anti-racism efforts that lead to a greater sense of belonging for all community members.
FRAMEWORK FOR ACTION

Under the leadership of the Executive Director, Equity, Diversity, and Inclusion, the Institutional Equity Office (IEO) supports and guides the Anti-Racism & Cultural Diversity Office (ARCDO), the Sexual & Gender Diversity Office (SGDO), and the Accessibility for Ontarians with Disabilities Act (AODA) Office, and works in partnership with the Office of Indigenous Initiatives (OII).

The efforts of the IEO are guided by the following priorities:

Inclusive Leadership and Equitable Systems Change:
Our vision for change recognizes that leadership plays a pivotal role in prioritizing and embedding equitable and inclusive practices in our services and operations and recognizing this as a shared responsibility across the tri-campus.

The IEO works strategically with institutional partners to navigate systems and process changes to meet the commitments outlined in the institutional equity reports, and supports comprehensive approaches to equity, inclusion, and belonging across departments, Faculties, and campuses.

Community Experience of Belonging:
Equity work is most meaningful when our entire community is inspired to engage and when outcomes reflect the community’s diverse range of ideas, perspectives, and lived experiences. The journey to advancing inclusive spaces includes intentional education programs to provide ongoing opportunities for the community to enhance their EDI-related skill sets and competencies. To proactively foster inclusive spaces and deepen sentiments of belonging, the IEO coordinates events and spaces that facilitate opportunities for community members to celebrate and share their stories.

Sustaining an Institutional Culture of Inclusion:
Sustaining inclusive cultures requires the building of new local and global community partnerships, the development of innovative initiatives that adapt to the changing technological landscape and respond to diverse needs, and the ongoing commitment of resources to EDI-related initiatives.

The Institutional Equity Office hired an Assistant Director, Faith and Anti-Racism, who will provide guidance to the University community in addressing individual and systemic faith- and race-based discrimination. This role was developed in response to Recommendation 2 from the Antisemitism Working Group Report.

INDIGENOUS INITIATIVES

The Office of Indigenous Initiatives (OII) supports and guides our community as it continues to work towards reconciliation. The University’s institutional efforts to respond to the 34 Calls to Action in Answering the Call: Wecheehetowin are highlighted in annual progress reports prepared by the OII.

This year, U of T introduced the Indigenous Tuition Initiative as part of efforts to increase access and strengthen relationships with Indigenous communities, supported by the OII. Students from nine First Nations communities will now have their tuition costs covered for eligible undergraduate and graduate programs, including professional programs. Additionally, Indigenous students from the rest of Canada and Native American/Alaska Native students from the continental U.S. may now pay domestic Ontario tuition fees.

Read about this initiative and many others in the Indigenous Initiatives, 2023 Annual Progress Report.

Image p.6-7: Cherry blossom trees at U of T Scarborough. Photo by Ken Jones.
"The desire for belonging pushes us towards transformation and change. Together, we must work towards building more expansive communities of teaching and learning. This work depends, firstly, on strengthening our relationships with each other."

– Faculty member

ANTISIANISM WORKING GROUP

Commissioned by the President, Vice-President & Provost, and Vice-President, People Strategy, Equity & Culture, the Anti-Asian Racism Working Group (AARWG) was launched in 2022 as part of the University’s commitment to addressing discrimination and growing anti-Asian racism in the wake of the COVID-19 pandemic. Led by Co-Chairs Carol Chin and Vikram Chadalawada, the 39-member group worked over the course of a year to consult with community members and learn more about their experiences and perspectives.

The group delivered its Final Report in 2023, providing 40 recommendations to address anti-Asian racism on our three campuses and better support Asian-identifying students, faculty members, librarians, and staff. These recommendations drew upon research and extensive tri-campus feedback about the often-invisible nature of anti-Asian racism and its wide-ranging impacts on the personal, academic, and professional journeys of Asian-identifying individuals at U of T.

These efforts resulted in the development of recommendations in eight key areas: institutional accountability, data, and transparency; communications; hiring, reviews, and career development; education, training, and mentorship; teaching, curriculum, and research; community and belonging; health, wellness, and support; and resources (funding, staffing, and research).

University leadership formally accepted all 40 recommendations at an entrustment ceremony held in June 2023, and work is underway to deliver on these commitments.

To learn more about how U of T is responding to recommendations from our EDI Working Groups and delivering on institutional commitments, visit uoft.me/commitments.
“There is a huge amount of value in creating safe, supportive spaces where students who are in the minority get the chance to experience what it is like to be in the majority, fully accepted for who they are, and relating to others in a way which allows us to make sense and live as our authentic selves.”

– Student

**CONNECTING WITH COMMUNITIES**

Launched in summer 2023, the **Enrichment Academy**, provides wrap-around support for first-generation university-bound students and those with a low socio-economic status, with a focus on Black and Indigenous students. Developed by the University Admissions and Outreach unit of the Office of the Vice-Provost, Strategic Enrolment Management, the program connects with prospective students as early as Grade 9 and provides them with on-campus activities, tutoring, mentoring, and advising support until their post-secondary enrolment.

Through its March break program, **Reach Ahead to Kinesiology**, the Faculty of Kinesiology and Physical Education is providing Black youth with opportunities to learn about its undergraduate program and the supports in place to help them thrive. Participants engage in interactive workshops and activities, meet with faculty members and staff, hear from undergraduate students in the Bachelor of Kinesiology program, and explore education and career paths.

A new project at the **Leslie Dan Faculty of Pharmacy** is aiming to increase the diversity of the pharmacy profession to better reflect the Canadian population. Funded by the **Access Programs University Fund**, **PharmPath** engages high school students from underrepresented communities through interactive, web-based simulations and opportunities to shadow pharmacists from diverse communities.

The **Faculty of Law**, in partnership with the Osgoode Hall Law School at York University, delivers **Law in Action Within Schools**, a three-year program for high school students. Participants from underrepresented groups and Africentric high schools engage in workshops, field trips, mock trials, tutoring, and mentorship opportunities that allow them to explore post-secondary and career opportunities in law and justice.

Black applicants to the Master of Teaching program at the **Ontario Institute for Studies in Education** (OISE) may now choose to select the **Black Future Educators’ Pathway** (BFEP), ensuring their applications will be reviewed by the BFEP Admissions Sub-Committee and considered through a lens of shared lived experiences. This process affirms OISE’s commitment to decrease barriers to access for Black teacher candidates.
INVESTING IN ACCESS

In 2023, the University redesigned its largest need-based financial aid program to offer more accessible support that is better aligned with the cost of living in the Greater Toronto Area. University of Toronto Advanced Planning for Students (UTAPS) provides eligible students with grants to help bridge the financial gap between the cost of their total education needs and the amount covered by government student aid programs. As part of the redesign, UTAPS developed its own need assessment measure while increasing transparency about how resources are allocated. The Need Navigator also streamlines the financial aid process by allowing students to be considered simultaneously for UTAPS and supports from Faculties and academic divisions.

U of T Mississauga piloted its new STEM Scholars program, which aims to increase diversity among future leaders in STEM fields by providing high-achieving Black students with a full-tuition scholarship for their entire undergraduate study. The program combines academic and non-academic supports to build a sense of belonging and encourage students to collaborate with, support, and inspire one another. The program’s inaugural cohort of five students gained momentum quickly, beginning with a seven-week summer residency combining advanced course and lab work, mentorship events, and residence life activities.

The School of Graduate Studies (SGS) expanded the annual Ontario Graduate Scholarship (OGS) Indigenous Scholars competition to include Black applicants. The newly named SGS Inclusive Excellence Graduate Scholarship competition ensures that eligible Black and Indigenous graduate students who apply for an OGS award through their graduate unit will be automatically considered for an OGS and other SGS awards dedicated to supporting Inclusive Excellence. In 2023, a total of $250,000 was granted to support Black and Indigenous scholars from across 10 divisions. SGS aims to increase this support by 30% in 2024.

The Faculty of Arts & Science has doubled the value of the Recognition of Excellence Awards for Indigenous and Black Graduate Students to $10,000. The Faculty also worked in partnership with the Indigenous Research Network, Black Research Network, and First Nations House to introduce community-building opportunities for recipients, including a welcome dinner.

Administered by the Office of the Vice-Provost, Faculty & Academic Life, the Diversity in Academic Hiring Fund supports the hiring of faculty who identify as Black or Indigenous. In 2022-23, the Fund supported the hiring of 19 faculty members.

The University took an important step towards embedding EDI considerations into all aspects of our academic programs with the ratification of a significant update to the University of Toronto Quality Assurance Process (UTQAP), led by the Office of the Vice-Provost, Academic Programs. The UTQAP protocols now specify several institutional commitments, including a commitment to Universal Design principles, to student well-being and mental health, to removing barriers to access for Black and Indigenous students, and to truth and reconciliation. The evaluation criteria for new program appraisals and cyclical program reviews now include language inviting external reviewers to comment on the ways in which these commitments have been considered.

With support from the Office of the Vice-Provost, Innovations in Undergraduate Education, the Learning Hub and EDI Unit at the Faculty of Information and the EDI Office at the Dalla Lana School of Public Health have launched the Faculty Fellows Program on Decolonizing Curriculum. The program aims to provide instructors with the time and resources to deepen their understanding of decolonization, rework course materials and pedagogical approaches, and facilitate professional learning opportunities for their colleagues. Participants have access to in-person and online workshops, research assistant hours for implementing curricular changes, small-group consultations, and ongoing support.

To increase the uptake of nursing programming among underserved and diverse communities, and to promote timely access to healthcare for these populations, the Lawrence Bloomberg Faculty of Nursing is collaborating with an interdisciplinary team to launch the Scarborough Academy of Medicine and Integrated Health (SAMIH). Located at U of T Scarborough, the new academy aims to address the critical shortage of healthcare professionals in the area. Students will complete their clinical placements within SAMIH and the surrounding community with the goal of retaining nurse practitioners in the community after graduation.

The Factor-Inwentash Faculty of Social Work now requires all incoming Master of Social Work students to participate in a two-session EDI workshop as part of their onboarding. The programming is focused on EDI-centred social work practice and includes orientation to a variety of on-campus supports.
SUPPORTING INCLUSIVE WORKPLACES

The Talent Management team worked closely with Divisional HR Offices to train managers on how to conduct inclusive recruitment and foster campus communities that reflect the diversity of the GTA. Managers learned how to use tools such as LinkedIn to reach a broader applicant pool for their job postings. A newly expanded directory within the Division of People Strategy, Equity & Culture’s Diversity in Recruitment Manual for Managers will support these efforts by identifying Black, Asian, and Indigenous recruitment partners who can work with managers in their searches.

Information Technology Services (ITS) in the Vice-President, Operations and Real Estate Partnerships portfolio introduced a Buddy Program to foster a sense of belonging for new employees. The program matches new ITS staff with an experienced team member who can provide support and personal connection while they are settling into U of T. The initiative includes a virtual hub in Microsoft Teams, regular check-ins or meetings, and tours of ITS units and/or the St. George campus.

As part of the Massey College New Faculty Member Program at the Faculty of Arts & Science, the Research Services team delivered two key sessions designed to promote a greater sense of belonging, community, and support for new faculty members. These included “Research & Equity: Creating an Inclusive Research Environment” and a new faculty orientation.

“To me, belonging means being seen, represented, valued, and appreciated. It’s a feeling of camaraderie as you walk through the corridors of UTM, the streets of St. George, or the hallways of UTSC. It’s knowing that you are celebrated not for your conformity but for the uniqueness you bring to the table.”

– Staff member

ENHANCING CURRENT EXPERIENCES

Faculties, divisions, and campuses are engaging in initiatives that aim to promote a greater sense of belonging for all members of our community. These opportunities to connect, learn, and feel supported are reshaping the current experience of students, faculty members, librarians, and staff at U of T.
CREATING ENVIRONMENTS FOR EVERYONE

In June, the University formally published and adopted a new Facility Accessibility Design Standard (FADS), representing the culmination of several years of work by the Facilities & Services unit of the Division of Operations & Real Estate Partnerships and the AODA Office to bring the University’s accessible design standards in line with current best practices. The FADS can now be applied to all new construction and significant renovations with the goal of supporting planners and architects in creating University spaces that are truly barrier-free.

To improve representation and build a sense of belonging, the Faculty of Music’s new Art Refresh project showcases pieces by artists from equity-deserving groups whose works have historically been underrepresented on campus. Thirty-four new works have been installed at 90 Wellesley St. W. and 80 Queen’s Park Crescent, with more to come. The project includes works from the Canada Council Art Bank and the University of Toronto Art Museum.

The Factor-Inwentash Faculty of Social Work established a Prayer Room for all staff, students, and faculty. Open during business hours, this room can be used for quiet meditation, prayer, and other spiritual practices.

As part of its ongoing Talking Walls series, Hart House featured exhibits that give voice to challenging subject matter and highlight lived experiences. In 2023, these included “Liberation on the Dance Floor,” which reflected on the fundraising work of Toronto’s Gay Community Dance Committee in the 1980s; “Chinatown, the Best!”, which amplified the voices of seniors in the Chinatown area; and “Documenting Myanmar’s Revolution,” which featured photography of civilians who formed an opposition army in the ongoing civil war.

IMPROVING OUR PROCESSES

The University made several updates related to the TCard this year. The Division of Student Life worked with the University Registrar’s Office, Sexual & Gender Diversity Office, Multi-Faith Centre, staff, and student representatives to develop Full-Face Student Photo Exception Guidelines. These guidelines were developed to support students who wear full-face coverings and who request an exception to the requirement to have their TCard photo saved due to sincerely held creed beliefs or practices. Additionally, TCard Services, in partnership with University of Toronto Libraries and in consultation with the AODA Office and the Canadian National Institute for the Blind, launched a project enabling TCard holders with blindness or low vision to have a Braille label “T” placed on the TCard to make it easier to identify by touch.

The Workplace Investigations (WPI) unit of the Division of People Strategy, Equity & Culture conducted specialized training sessions to enhance the complaint intake process with an intersectional and trauma-informed approach, focusing on issues such as antisemitism and anti-Black racism. WPI also provided comprehensive, EDI-focused training on workplace investigations to U of T’s Human Resources community.

The AODA Office released a new Universal Design Inclusive Employer Guide, which encourages staff, faculty, and librarians to consider how to make their activities, projects, environments, and processes usable by all members of our community, to the greatest extent possible. The Office has also made “Universal Design 101” a permanent offering in the roster of accessibility trainings available to employees, providing resources, tips, and techniques to support the embedding of Universal Design principles into all aspects of work.

To ensure the University’s digital communications are as accessible as possible to everyone in our community, the Division of People Strategy, Equity & Culture’s Communications team worked in collaboration with the AODA Office to create the new Alt Text Best Practices Guide. This guide supports staff in complying with the Web Content Accessibility Guidelines (WCAG 2.0) to develop descriptions of images for readers who use assistive technology.

Through the Student Equity Census, the Office of the Vice-Provost, Students is supporting U of T’s commitment to create inclusive learning environments. Designed to help the University better understand the demographics of its student body, the Census includes questions on gender identity, sexual orientation, disability, Indigenous identity, race and/or ethnocultural identity, and education attainment of parents or guardians. As of 2023, 98 per cent of registered students had completed the Census. The data collected will be used to develop initiatives that respond to the needs of students and help strengthen recruitment efforts, access, and strategies to address and eliminate barriers.

Image left: Artwork installed as part of the Faculty of Music’s Art Refresh initiative includes “Iris Garden Kemona” by Andrea Blanar.
The Sexual & Gender Diversity Office (SGDO) provides pronoun buttons to the U of T community to help signal their pronouns to others. In 2023, the SGDO updated the buttons to respond to feedback from community members wanting to use two or more different pronouns. The new additions include she/her, they/she, he/him, them/y, and all-pronouns buttons.

Black@UTM created the Black Opportunities Fund, which provides up to $10,000 for projects that celebrate Black excellence and promote anti-racist action at U of T Mississauga, with funding support from the Division of the Vice-President & Provost. These funds may be used for projects that build capacity, grow community, or deepen understanding. Provostial funding also supported the creation of two term roles—Manager, Black Initiatives and Co-ordinator, Black Initiatives—geared towards advancing Black@UTM’s efforts to foster a welcoming and inclusive environment for Black students, staff, faculty, and librarians.

U of T Scarborough’s Principal’s Office, EDI Office, and HR Services teams collaborated to curate a series of Equity-Focused Conversations and Workshops for Campus Leadership. Centred on removing barriers for the UTSC community, the series covered topics such as Islamophobia, transphobia, anti-Black racism, antisemitism, and the Community Partnership and Engagement Framework developed by the UTSC Community Partnerships and Engagement Team.

The Faculty of Applied Science & Engineering (FASE) launched its Black Cultural Competency Toolkit at the start of Black History Month. The toolkit was curated by the Faculty’s Office of Diversity, Inclusion & Professionalism in consultation with Black leaders, including the Dean’s Advisor on Black Inclusion, FASE’s Black Grad & Beyond Group, the Anti-Racism & Cultural Diversity Office, and the U of T chapter of the National Society of Black Engineers. The three learning modules focus on understanding Black Canadian history, hearing the voices and stories of Black scientists and engineers; and providing guidance on ways to support change in academia.

The Enhancing Intercultural Development project focuses on creating resources that maximize learning across difference and strengthen the intercultural competence of students, faculty, and staff. One of several projects funded by the Office of the Vice-President, International through the International Student Experience Fund, the project comprises an environmental scan of existing intercultural resources, establishing a framework for intercultural development, creating intercultural workshops and reflection sessions, and building a foundation for assessment.

The School of Continuing Studies (SCS) hosted Building the Foundation of Culture workshops for all employee teams in spring and summer 2023. The workshops explored personal and organizational values and considered how these values shape workplace interactions and ultimately inform the culture of belonging at SCS. In fall 2023, check-in sessions determined the impact of the workshops, explored any resulting changes, and discussed ways to continue the conversation.

OPENING UP SPACE FOR DIALOGUE

The Anti-Racism & Cultural Diversity Office (ARCDO) brought together senior leadership, staff, faculty, librarians, and students for “Deepening Knowledge and Building Strategies: Faith, Anti-Racism and EDI at the University of Toronto.” Designed to advance ongoing institutional work around faith, anti-racism, and educational strategies, this event marking the International Day for the Elimination of Racial Discrimination included a moderated panel discussion followed by a community discussion.

To recognize Asian Heritage Month, ARCDO hosted “Understanding Anti-Asian Racism: Conversations and Strategies for Change in Higher Education.” The keynote speaker, Dr. Henry Yu, engaged a discussion focused on addressing the impact of pervasive myths and stereotypes experienced by Asian communities, and strategies to advance practices to address systemic anti-Asian racism within higher education.

The Sexual & Gender Diversity Office led a team within the Division of People Strategy, Equity & Culture to organize the Angela Hildyard Leadership Symposium, which focused on the theme of “2SLGBTQI+ Inclusion & Belonging in Post-Secondary Education.” Senior leaders attended a keynote from Lee Airton, Assistant Professor of Gender & Sexuality Studies in Education at Queen’s University, and a moderated panel discussion on inclusion and belonging.

The Family Care Office (FCO) hosted “Sharing (In) Fertility Journeys: A Panel Discussion” and a “Single Parenthood by Choice” discussion group, which enabled participants to share their experiences and create connections. The FCO also offered workshops in collaboration with the Freedom School on how to talk to your children about anti-Black racism and sessions on talking about Residential Schools with your children facilitated by Indigenous storyteller Lorrie Gallant.

BUILDING CONNECTIONS

The Division of Student Life, within the Office of the Vice-Provost, Students, created the Black Student Engagement Fund to support initiatives that help build community among Black students. In 2023, $25,000 in funds were distributed to 15 groups and activities, including the Black Student Association High School Conference and Black Graduation.

The Faculty of Information’s EDI Unit collaborated with Shoreline Collaboratives to create the BIPOC Coaching Student Circles. These circles provided interactive support for Black, Indigenous, and/or racialized students, fostering facilitated conversations on boundaries, authenticity, coping mechanisms in the professional realm, and impacts on the body. The initiative emphasized the power of establishing relationships with boundaries to mitigate increased stress and barriers in academic and professional settings.

Connections & Conversations is a tri-campus affinity group for racialized staff, which organizes initiatives to provide a community of support and opportunities for mentorship and professional development. This year, the U of T Scarborough chapter sponsored a staff and faculty grassroots initiative, “Critical Conversations on Islamophobia: Higher Education, Sports & Society,” which included a panel discussion and a roundtable. The U of T Mississauga chapter hosted Lunar New Year and Eid celebrations for employees. The St. George chapter hosted an equity panel discussion and social events such as karaoke and a BBQ.

The Temerty Faculty of Medicine hosted two sessions of its Temerty Medicine Community Connection series, one focused on trans communities and the other on Muslim communities. The series aims to offer a space for attendees to connect with each other, and to help build a community of support within the Faculty. The events also provide an opportunity to share relevant data from the “Voices of...” surveys to MD students, residents, graduate students, faculty, and staff, which take stock of experiences in the Faculty’s learning and working environments.

The Health & Wellness (H&W) unit of Student Life collaborated with the Sexual & Gender Diversity Office to develop a webpage and an annual conversation series that offers 2SLGBTQ+ students the opportunity to learn about the affirming healthcare services available to them, including mental and physical health supports, workshops, and groups. The series also provides an opportunity to meet queer-identifying staff at H&W and address concerns that impact access to and use of services.

As part of its Reflect, Restore, Action series, the Anti-Racism & Cultural Diversity Office (ARCDO) hosted “Restorative Circle for Jewish Community,” a session of restorative practices where participants could discuss and address the impacts of antisemitism through collective reflection. ARCDO also hosted “Beats of Healing: Community through African Drumming,” which invited participants to engage in drumming and dialogue that honoured the collective spirit of the U of T community and prioritized community connection.

The tri-campus Positive Space Committees and Queer U of T Employees (QUOTE) organized the Positively QUTE Spring Social, which connected 2SLGBTQ+ and allied employees on each of our three campuses. The groups also collaborated with Hart House and the Family Care Office to host Family Pride PA Day in June, inviting the U of T community and their families to come together and create artistic representations of their families. Additionally, Positive Space UTSC launched a Queer Orientation Week Mix and Mingle event in collaboration with UTSC Health & Wellness and the EDI Office.

ENRICHING RESEARCH & ACADEMIA

The inaugural Connaught Major Research Challenge for Black Researchers, developed in collaboration with the Black Research Network and sponsored by the Connaught Fund, was awarded to a project focused on Canada’s racial health gap. Led by an assistant professor at U of T Scarborough (UTSC), the project brings together experts from across U of T to explore the social determinants of health and develop tangible solutions to improve health outcomes in Black communities.

The Lawrence Bloomberg Faculty of Nursing has developed a new experiential learning opportunity for undergraduate nursing students focused on providing gender-affirming care to 2SLGBTQ+ clients. In the simulation, students provide care to a trans man who is recovering from top/chest surgery at home, with a high-fidelity mannequin acting as the patient. The simulation will be offered as part of the curriculum to all Year 2 Nursing students, enabling students to learn best practices for trans care and identify biases without harming or traumatizing a patient.

UTSC launched the Resource Hub to support one of the 95 recommendations and actions presented by the UTSC Working Circle at the end of the UTSC Campus Curriculum Review. The hub offers equity-based, inclusive, anti-racist, and anti-colonial pedagogical resources for faculty, librarians, staff, and teaching assistants, and supports and guidelines to aid in the development of inclusive syllabi and lessons.

With the support of a grant from the Office of the Vice-Provost, Innovations in Undergraduate Education, the John H. Daniels Faculty of Architecture, Landscape and Design launched its Anti-Colonial Curriculum and Pedagogy project. The first phase of this project focuses on fostering conversations about undoing inherited modes of practice and rebuilding more engaged and responsive approaches. Ultimately, the project team anticipates creating a framework or methodology to support curriculum content development and pedagogical practice that centres community-engaged learning and produces sustainable outcomes.

The Dalla Lana School of Public Health (DLSPH) established the 2SLGBTQ+ Research and Knowledge Mobilization Fund to support graduate students who are actively conducting research focused on 2SLGBTQ+ health. Additionally, DLSPH is providing access to training, mentorship, networking, and capacity-building opportunities for emerging leaders in 2SLGBTQ+ health research through the 2SLGBTQ+ Health Hub. A collaboration between more than 50 community leaders, scholars, and researchers, the Hub is funded by Canadian Institutes of Health Research and led by Principal Investigator Dr. Daniel Grace.

Image: Master of Nursing student Richard Tang (centre) and assistant professors Laura Fairley (left) and Erica Cambly collaborated on the development of a nursing simulation focused on gender-affirming care. Photo by Neal MacInnes.
FORGING FUTURE PATHWAYS

Laying the groundwork for future success requires care and intention. Our tri-campus community provides a multitude of ways for students and employees to acquire skills and experience, access networks, and explore opportunities for growth.

“School is hard. Life is hard. The world is hard. We need community, support, and comfort where we can find it.”

– Faculty member

ESTABLISHING CAREER NETWORKS & EXPERIENCE

Black@UTM supported the launch of the Black Leadership Table, an affinity group and hub for networking, mentorship, and skill-building opportunities to promote Black career advancement. The group hosts monthly meetings open to all Black-identifying UTM employees and plans to offer a range of programming aimed at enhancing leadership capabilities and nurturing a sense of belonging and community among Black staff.

The Centre for Career Exploration and Education (CxEd) developed the Hiring and Engaging Diverse Student Talent: Employer Toolkit in collaboration with the UTSC Career Centre, UTM Career Centre, and seven additional post-secondary institutions. Funded by eCampus Ontario, the guide serves as a resource to employer and community partners (on and off campus) who engage students for experiential and work-integrated learning opportunities or hire students and recent graduates. Using self-directed learning modules, it encourages employers to incorporate best practices related to EDI, Universal Design, and accessibility to foster more inclusive workplaces.

Students gained insight into how to navigate the workplace as a trans, nonbinary, or gender-expansive person through Trans@Work, delivered by CxEd in collaboration with the Sexual & Gender Diversity Office (SGDO), and how to navigate intersectional identities through Identities@Work, delivered in collaboration with the Family Care Office.

The Ontario Institute for Studies in Education has been developing and growing a model for pre-placement chats in Master’s programs. Students who are members of 2SLGBTQ+ communities are invited to participate in chats with members of the department and the SGDO to build community and discuss questions about their field placements. Another such model is planned for students with disabilities, supported by the new Disclosure & Accommodation Guide for the Workplace from CxEd and Accessibility Services.

To support the future success and the unique career journey of student and faculty members from equity-deserving groups, the Black Research Network facilitated several professional development workshops. Workshop topics in 2023 included Applying for Major Grants, Applying for Academic or Faculty Positions, and Communications in Research.

The Community Engaged Learning Program at New College provides a unique experience for upper-level students to undertake placements in social justice and non-profit sector organizations. Students also attend weekly seminars on related themes, including the role of anti-oppression within the non-profit sector and the role that social justice plays in addressing systemic racism, sexism, and discrimination within the workplace and greater community.

Rotman’s EDI Office, Graduate Business Council, and Office of Student Engagement organized a networking session and silent auction as part of Rotman on Inclusion Week. The event provided an evening of networking opportunities with industry professionals, and all funds raised were dedicated to the Degrees for Youth foundation, which supports the education of students from low-income backgrounds.

INSPIRING ENTREPRENEURSHIP

Ten start-up companies with at least one Black-identifying founder from the U of T community were chosen to participate in the inaugural Black Founders Network (BFN) Accelerate Program. The program provides Black entrepreneurs with a structured educational program and access to funding support. Participants become part of a vibrant community of Black-led start-ups and receive mentorship from an entrepreneur and investor-in-residence.

Budding entrepreneurs had the opportunity to pitch their start-up ideas at several events hosted by ICUBE UTM in 2023. The International Women’s Day Edition of PITCH brought together woman-identifying entrepreneurs to pitch their business ventures for cash prizes and in-kind support. PRIDE Pitch, organized in collaboration with Positive Space UTM, invited pitches from 2SLGBTQ+ students, staff, faculty, and Peel Region community members.

SUPPORTING ALUMNI

The Division of University Advancement worked with the U of T Alumni Association on its commitment to EDI. One outcome was the revamped Carl Mitchell Community Impact Award, which now recognizes alumni who advance the principles of equity and inclusion through their extraordinary volunteer contributions to the community at large. The inaugural recipient, renowned litigator R. Douglas Elliott, was honoured for his decades of work fighting discrimination on behalf of the 2SLGBTQ+ community.

The Alumni Association of the Factor-Inwentash Faculty of Social Work presented “Examining the Impact of Epistemic Ignorance on the Family Policing of Racialized Immigrants.” This event explored the ways in which Canada’s immigration system generates racial, gendered, and class-based inequities that shape immigrants’ involvement with child welfare systems.

“I can show up being my authentic self and be accepted because there is safety in belonging to the community.”
– Staff member


ON THE HORIZON

Across our campuses, our community is engaging in strategic planning and consultation to bring about meaningful change at U of T. Here is a glimpse of work currently underway.
The Faculty of Dentistry participated in the American Dental Education Association’s first Climate Study of all North American dental schools and is using the results to inform its EDI initiatives. A section has been added to the standardized course outline requiring course directors to describe teaching components related to EDI; managers are instructed to include EDI initiatives in their annual goal setting; and interviewers for the admission committee are required to take unconscious bias training. Additionally, the topics of harassment, discrimination, microaggressions, and 2SLGBTQ+ medical/dental education have been introduced to the dental curriculum.

During the 2022-23 academic year, the Leslie Dan Faculty of Pharmacy launched its first EDI survey for PharmD Course Coordinators to gain a better understanding of what EDI-related endeavours are underway at the course level. Feedback from the survey is being used to inform ongoing faculty development sessions and priority-setting for the PharmD Curriculum Renewal EDI Working Group.

The School of Continuing Studies (SCS) established a working group to guide its Demographic Data Collection project, which aims to gain a clearer understanding of SCS’s learner and instructor communities and identify gaps in attracting individuals from equity-deserving groups. As they worked to develop a pilot demographic survey, the team consulted with colleagues in the Institutional Equity Office; HR Transformation & Analytics team; Office of the Vice-Provost, Students; and Freedom of Information and Protection of Privacy Office.

In the International Foundation Program at New College, the newly formed Joint (Management/Union) Curriculum Committee recommended EDI-related changes to course curricula. When asked to report on how these recommendations were incorporated into their curricula, lead instructors indicated many positive changes, such as including oral and written texts that represent a broader variety of voices and identities. New College will conduct a research project to assess the impact of these changes and other EDI curricular components.

U of T Scarborough’s Anti-Black Racism & Black Inclusion Advisory Committee joined Black student leaders to discuss strategic priorities and objectives in addressing anti-Black racism and fostering Black inclusion. Student leaders from the Black Psychology Association, Black Students in Business, Future Black Physicians, African Impact Initiative, and the African Students’ Association came together to discuss the barriers Black students face and opportunities to ensure that Black students are positioned to thrive.

As part of an ongoing collaboration with the University Registrar’s Office to revise the Statement Concerning Changes of Student Personal Information in Official Academic Records, the Sexual & Gender Diversity Office consulted with incoming and returning students about the language used to reflect first names that are not legal names. The consultation, which took place during 2023 Orientation Week and Queer Orientation Week, asked students to comment on the terms “preferred name” and “chosen name.”

Throughout 2023, Advancement offices across the organization were committed to the implementation of many of the 79 recommendations from the 2022 Advancement Equity, Diversity, and Inclusion (EDI) Task Force Report, Advancing Inclusive Excellence. To support its successful implementation, the Division of University Advancement established the Advancement EDI Community Council and three Working Groups with dedicated areas of focus.
EMPLOYMENT EQUITY

As an institution, we have been using equity-related data since 1996 as one of many tools to gain some understanding of the makeup of our dynamic workforce in a given year. The Employment Equity Survey is a tool that supports the University’s efforts to reflect a diverse campus community and to identify possible barriers in our employment processes and systems.

“The extent to which I belong is influenced by the representation of individuals who share my cultural and racial background in faculty, staff, and student populations. Inclusive policies and practices that recognize and address the unique challenges stemming from my intersecting identities are crucial in shaping my sense of belonging.”

— Student

2023 SURVEY UPDATE

In 2023, the University launched a redesigned version of our Employment Equity Survey to help us better understand and support our workforce. This updated version of the Survey reflects an evolution in how our community understands equity, diversity, and inclusion and how they might self-identify.

The latest Employment Equity Survey includes, for the first time, a question about Religious or Spiritual Affiliation. Other changes to the survey include updated or additional options for responses under Indigenous Identity, Ethnocultural Identity, Gender Identity, and Sexual Orientation (2SLGBQ+). The survey also features revised terminology in the Persons with Disabilities section, which now references “evident” and “non-evident” disabilities.
INSTITUTIONAL OVERVIEW

This overview is a snapshot of the responses provided by University of Toronto employees as of December 31, 2023. Detailed definitions for the terms and concepts are available on the Employment Equity Data Dashboard.

Our current overall response rate to the new 2023 survey is 56.1% (n=7,472); our substantive response rate is 55.9% (n=7,438). The overall response rates include respondents who selected the option “I choose not to answer this question” throughout the survey. The substantive response rates detailed exclude those who selected “I choose not to answer.”

ENGAGE WITH DATA: THE EMPLOYMENT EQUITY DATA DASHBOARD

We are pleased to share an interactive data dashboard companion to the institutional overview. This dashboard features Employment Equity Data from 2017 to 2023. Viewers can explore and filter the substantive data by employee type, year, and campus to fully engage with available equity data. The dashboard also contains applicant data from January 1 to December 31 annually. Individuals reflected in this data chose to complete an anonymous survey as part of their application to a U of T job posting.

Respondents may choose to respond to some or all questions in the voluntary survey. Respondents can choose more than one response per question and can modify their responses at any time within the reporting period. We annually encourage our employees to complete or revisit their responses to the Employment Equity Survey.
INSTITUTIONAL OVERVIEW: REPRESENTATION & ETHNOCULTURAL IDENTITIES

Representation Rates: All Employees

Responses reflect how all employees self-identified in the Employment Equity Survey. The following are some of the ways in which all employees self-identified.

In each case, n=the number of respondents who self-identified in each category.

Ethnocultural Identities: All Employees

Responses reflect how all employees chose to self-identify in terms of ethnocultural identity in the Employment Equity Survey. The following are some of the ways in which all employees self-identified.

In each case, n=the number of respondents who self-identified in each category.

Religious or Spiritual Affiliations: All Employees

Responses reflect how all employees chose to self-identify in terms of religious identity or spiritual affiliation in the Employment Equity Survey. The following are some of the ways in which all employees self-identified.

In each case, n=the number of respondents who self-identified in each category.

We invite you to engage with the Employment Equity Data Dashboard to explore our community’s responses to the Employment Equity Survey from 2017 to 2023.
“Belonging means having a sense of familiarity. It’s like having a piece and the peace of home in a different environment. For me to feel a sense of belonging, there needs to be acceptance, inclusion, and celebration of my identity.”

– Faculty member

A MESSAGE FROM THE EXECUTIVE DIRECTOR, EDI

At the heart of all equity work is the belief that change is possible.

This belief is embodied by the countless students, faculty, librarians, and staff who have contributed to projects captured in the Equity, Diversity & Inclusion Report 2023. By establishing initiatives that support community members at all stages of their journey, each one of you is helping us move toward a more equitable and inclusive future at U of T.

EDI and anti-racism work is the practice of planting seeds of change for sustainable transformation.

In 2024, the Institutional Equity Office (IEO) will continue to engage initiatives that work towards our overarching goals of advancing inclusive leadership and equitable systems change; fostering community experience of belonging; and sustaining an institutional culture of inclusion.

To meet these goals in the year ahead, the IEO will continue to be proactive in adapting and responding to the global and local challenges impacting our diverse communities. Several new EDI initiatives are taking root, which include the development of a Faith and Anti-Racism Framework to advance our inclusion efforts for faith-based communities; the coordination of a new Institutional Multi-Year Accessibility Plan to guide the efforts of the University in the areas of accessibility and Universal Design; ongoing collaborative efforts to address transphobia and homophobia on our campuses; and using technologies to enhance e-module offerings for EDI education.

As we continue our journey towards making U of T a place of belonging for all, I am grateful to each of you for your ongoing effort and contributions. Despite the challenges that lay ahead, may we continue to affirm that the principles of equity, inclusion, accessibility, and belonging are fundamental to the important work we engage across the tri-campus.

Together, we are sowing the seeds for change that is enduring and sustainable.

Jodie Glean-Mitchell
Executive Director, Equity, Diversity & Inclusion