UNIVERSITY OF TORONTO

# Human Resources and Equity

## Annual Report

*2009*

Human Resources and Equity

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# Introduction

The Human Resources & Equity portfolio partners with all divisions on all three campuses of the University to retain, engage and attract outstanding staff; to promote a community that is diverse and inclusive; to ensure that all employees have an opportunity to develop to their fullest potential; and to ensure a safe and healthy working environment.

Each year I meet with divisional and central Human Resource leaders from across the University and with members of the Human Resource Management Board to determine my divisional priorities. In 2009 and 2010 we have and will continue to focus on ensuring that:

- The University of Toronto is an Employer of Choice
- HR&E is viewed as a strategic partner by all divisions
- The University's commitment to equity and diversity is tangible and visible
- HR&E administrative structures and processes represent exemplary practice

This report highlights activities in which we have engaged over the past year as we work towards these objectives.

The report has three sections: ***Human Resources*** describes key accomplishments, centrally and divisionally, in the broad areas of employee relations and the employee experience. ***Environmental Health & Safety*** describes the multitude of activities we undertake to ensure the protection of faculty, staff and students working in our research labs, to protect the environment, and to ensure the health and wellbeing of our community. ***Equity & Diversity*** outlines the many initiatives that support and enhance this university's commitment to equity, diversity and excellence.

# Engagement, Recognition and Retention

Research indicates that many factors influence employee engagement. We believe that opportunities for career growth and development, workplace collegiality, recognition and recruitment practices are among the most critical factors and we focus on these areas in establishing our priorities and delivering our services.

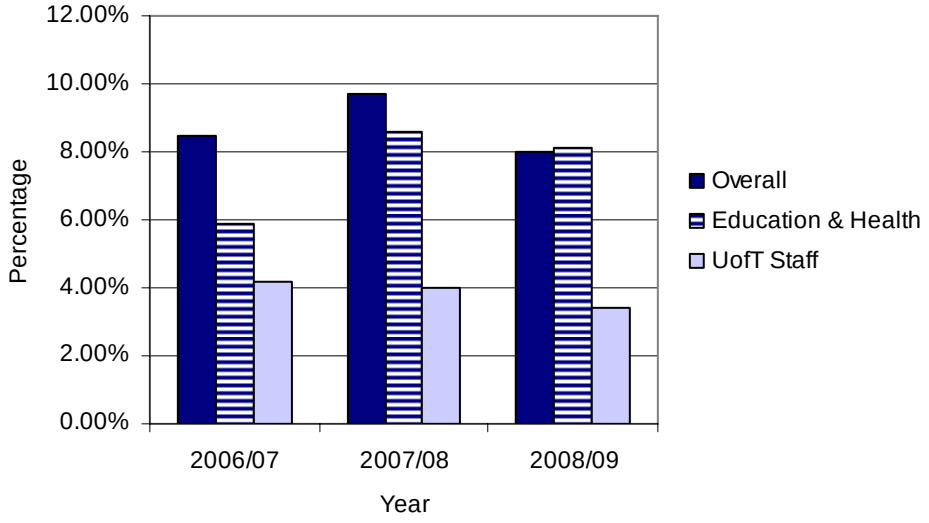
Two ways in which we measure our progress related to employee engagement are through monitoring voluntary employee turnover and by conducting employee surveys. The survey conducted in late 2006 indicated high levels of employee engagement, while also identifying areas for improvement. As reported below, a new survey will be conducted in 2010 to gauge our progress and to identify emerging issues to be addressed.

## Engagement

### *Voluntary Turnover*

Voluntary turnover among full-time administrative staff at the University remains considerably lower than that experienced at other Canadian organizations. Interestingly, a more detailed analysis indicates that turnover is highest among our younger staff (25% for those <25 years of age) and for our newest staff (7.5% for those with 1-3 years of experience).

**Voluntary Turnover Rate (Full-time Administrative Staff) 2006 - 2009**




Voluntary turnover excludes retirements and involuntary departures
External turnover source: "Compensation Planning Outlook 2010" Conference Board of Canada, Chart 18.

# Engagement, Recognition and Retention

While this data is extremely positive, the University must continue its focus on being an employer of choice in order to maintain our ability to retain, engage and recruit excellent staff and faculty.

## *Top GTA and Top Diversity Employer Awards*

The University was named one of the Top 90 Employers in Greater Toronto for the fourth straight year in the annual competition conducted by Mediacorp Canada Inc. in partnership with the *Toronto Star*. The Greater Toronto's Top Employers special designation recognizes GTA employers that lead their industries in offering exceptional workplaces.

Mediacorp also named U of T one of Canada's Best Diversity Employers for the second year in row. The award recognizes employers that have developed exceptional workplace diversity and inclusiveness programs - U of T was one of only 35 employers from across the country selected for this honour.

## *Surveying our Staff and Faculty*

As reported in the 2008 Human Resources & Equity Annual Report, a number of working groups were established to address some of the issues identified in the employee survey. In 2009, following completion of their work, all faculty and staff received an email with a link to an interactive online communication that outlined challenges that were identified in the survey, activities and initiatives already undertaken in response to those challenges and further plans to continue to address these issues. As well, the full report of each working group was made available for review and faculty and staff were invited to provide feedback on the initiatives undertaken and planned.

# Engagement, Recognition and Retention

At the same time, a number of divisions and divisional HR offices undertook to address areas of local concern that had been identified through the survey. Some examples of local initiatives include:

| | |
|---|---|
| *UTSC* | The Vice-President and Principal has actively engaged with the campus community through increasing the number of forums, town hall meetings, and informal coffee sessions with staff and faculty. HR provided a series of training sessions to better support managers in their roles of employee supervision and career development. |
| *UTM* | Increased the number and variety of training sessions/workshops and seminars offered by 50% as compared to the previous year while utilizing webcasting and videoconferencing technology. Through the Principal's Advisory Committee on Diversity, Equity and Inclusion, work is proceeding on initiatives to promote the development of a campus culture where the principles of equity, inclusion and diversity are an integrated part of the experience of UTM community members. |
| *Rotman School of Management* | The process of improving the materials and information provided to new faculty and staff joining Rotman continues to evolve and expand. |
| *OISE/UT – Professional Faculties North* | The HR Office has improved the consistency of its recruitment practices and works to ensure that an HR representative participates on every Selection Committee. |
| *Faculty of Arts & Science* | Developed *New Hire Orientation Guidelines* for departments, new hires and HR to promote engagement, retention, strong employee morale and awareness of Faculty and University structures and resources. |

Planning is underway for the next faculty and staff employee experience survey, which is scheduled for launch in October 2010.

# Engagement, Recognition and Retention

*Orientation and "Onboarding"*

*An orientation attendee said:*

"Thank you, this is most welcoming and inspiring. I value the opportunity to meet other people, learn about the wonderful benefits and feel more connected to U of T."

Human Resources & Equity offers quarterly orientation sessions for new staff and faculty. In 2009 HR&E worked with Strategic Communications to redesign the program. The new session addresses the vision set out in "Towards 2030" as well as covering practical tips for succeeding at U of T.

The process of hiring, welcoming, orienting and engaging a new employee into an organization's culture is referred to as "on-boarding". Research shows that managing this process effectively is key both to assisting employees to be fully productive in their new roles as quickly as possible and to ensuring their long term success within the institution. During 2009 a cross-divisional HR working group was established to recommend ways in which the HR community can enhance the success of on-boarding activities throughout the University. A number of divisional human resource offices have already begun implementing some of these recommendations. Further scoping of several technological solutions that may assist with the onboarding process is set for 2010.

*Civility Guidelines/Work Environment*

In 2008 the Vice President of Human Resources and Equity issued a "Guideline on Civil Conduct" to create a more consistent understanding regarding the standard of civil conduct expected within the U of T workplace and to provide a mechanism to address concerns that employees may raise from time to time regarding uncivil conduct. During 2009 we focused on providing training and tools to HR staff to guide them in responding appropriately and constructively to concerns raised under the guidelines. Materials are also being prepared to ensure broader awareness of the Guideline across the University. Most of the collective agreements at the University now reference the Guideline.

A "Guideline for Employees on Concerns and Complaints Regarding Prohibited Discrimination and Discriminatory Harassment" is also being prepared by the Office of the Vice President Human Resources and Equity. This new guideline, expected to be approved by late spring 2010, will assist members of the University community to raise and address concerns regarding potential discrimination or harassment on the grounds of "race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status, or disability" as defined under the Ontario Human Rights Code.

# Engagement, Recognition and Retention

## Rewards and Recognition

### *Stepping UP Awards Program*

"Staff are the backbone of the University - they facilitate the learning and growth of our students, and they create the working environment that contributes hugely to the success of our faculty."

*- President David Naylor*

The Stepping UP awards acknowledge exemplary contributions by individuals or groups of staff in contributing towards the University's achievement of its objectives. In 2009 there were 183 award recipients (14 individual recipients and 169 team recipients). All recipients selected a gift from a website and were invited, along with their managers and fellow recipients, to attend a reception held at the President's house in honour of their accomplishments.

This year we decided to rename the award to better reflect the new strategic objectives outlined in "Towards 2030". All administrative staff were invited to participate in the "Step Up and Name It!" contest . In total 358 submissions were received. The winning name, Excellence Through Innovation Awards, was submitted by Sharron Cohan from the Division of Business Affairs.

*Sharron Cohan*

### *Chancellor's Awards*

Administrative staff members are critical to the University's achievement of its vision, mission and major goals. In recognition of the important role of administrative staff, two Chancellor's Awards are presented each year: (i) one to a staff member who demonstrates significant potential to assume more senior leadership in the organization – The Emerging Leader; (ii) and one to a staff member who has continually demonstrated innovative leadership to achieve outstanding contributions to the University by motivating and empowering others – The Influential Leader. All administrative staff members (union and non-union) are eligible to be nominated for these awards.

# Engagement, Recognition and Retention

This year there were 26 nominations submitted including 10 nominations for Emerging Leader category and 16 nominations for Influential Leader category.

***2009 Chancellor's Awards winners***

*Emerging Leader*
Sharon Grandison
Ancillary Services

*Influential Leader*
Barbara McCann
Faculty of Applied Science and Engineering

*Divisional Recognition Programs*

Many of the University's divisions recognize and celebrate their staff through their own recognition and service award programs. Some examples include:

- OISE's Dr. Claire Alleyne Staff Excellence Award recognizes staff members for exceptional leadership in their roles in advancing OISE's mission and who have made significant contributions to the OISE community.

- The Chief Administrative Officer at the Faculty of Applied Science and Engineering formed an Administrative Staff Awards Committee to create and implement a new Faculty-wide awards program. In total, four new awards were created and one was refreshed and updated. The awards include: the Emerging Leader, the Influential Leader, the Innovation Award, the Quality Student Experience Award, and the Agnes Kaneko Citizenship Award.

- The Faculty of Physical Education and Health acknowledges special accomplishments in e-Connections (the internal newsletter) and at Town Hall meetings (at least one per term) to pay tribute to the clusters of people and individuals who really excelled at a recent major event.

- At the Rotman School of Management, Long-term Service awards for administrative staff with 10, 15 and 20 years of service are announced annually at its January New Year's celebration.

- At UTSC the Patrick Phillips Staff Award is awarded annually to a staff member. AccessAbility Awards are given annually to a member of staff and a member of faculty at UTSC who demonstrate commitment and dedication to issues of accessibility on the campus.

*Communications – Spotlight on Staff*

During 2009 the HR website and the e-Bulletin regularly featured articles highlighting staff achievements, learning opportunities, events, benefits changes and other items of interest to staff. The employee pages of the HR and Equity site, such as the union summary pages found at www.hrandequity.utoronto.ca/groups/union.htm, were redesigned to make them easier to view and navigate.

**Career Clip – Bruno Korst**

"When Bruno Korst began as manager for the Undergraduate Teaching Labs in the Department of Electrical & Computer Engineering, his first act was to present his group with lab coats embroidered with their names and the names of the labs of their specialty."

*www.jobs.utoronto.ca/careerclips/300609.htm*

*WorkPerks*

In December 2009, U of T launched a new perk for all appointed staff, faculty and librarians through Venngo Inc. Called WorkPerks, the program offers eligible employees quick and easy access to a variety of discounts and savings from brand-name companies and smaller shops around the Greater Toronto Area and online. U of T provides this program at no cost to the employee.

# Engagement, Recognition and Retention

Within two months of launching, almost 2,400 employees had enrolled in the program and had almost 20,000 visits to the site – the most popular perks destinations being dining and food, apparel, entertainment, and computers and electronics.

**Long Service Recognition Program**

In 2009, as of September 30:

- 211 Faculty, Staff and Librarians reached 25 Years of Service
- 135 Faculty, Staff and Librarians reached 35 Years of Service
- 54 Faculty, Staff and Librarians reached 40 Years of Service

*Retirement*

This year, the University bid farewell to 139 retirees across all three campuses. The retirees were honoured at a reception on June 23rd, and their combined contribution totaled almost 3,759 years of service to the University.

Approximately 87% of faculty and librarians and 42% of staff who reached their Normal Retirement Date (NRD[1]) on June 30, 2009 elected not to retire this year. The following table shows the breakdown among employees reaching NRD this year.

| Employee group | Total # of Employees with June 30/09 NRD | Employees Who Retired as of June 30/09 | Employees Working Beyond June 30/09 |
|---|---|---|---|
| **Faculty and Librarian** | 79 | 10 | 69 |
| **Non-union Staff** | 10 | 3 | 7 |
| **Union Staff** | 26 | 18 | 8 |
| **Total** | 115 | 31 | 84 |

[1] NRD is defined under our Pension Plan as the June 30th coincident with or next following a person's 65th birthday.

# Engagement, Recognition and Retention

There are an additional 172 employees (142 faculty and 30 staff) who reached their NRD in 2008 or earlier who are continuing to work at the University.

The following table shows the breakdown of the 139 employees who did retire from the University during 2008-2009:

| Employee group | Early Retirement | Normal Retirement | Postponed Retirement (retired after NRD) |
|---|---|---|---|
| **Faculty and Librarian** | 29 | 10 | 32 |
| **Non-union Staff** | 12 | 3 | 0 |
| **Union Staff** | 26 | 18 | 9 |
| **Total** | 67 | 31 | 41 |

# Recruitment and Hiring

## Recruitment Activity (Staff)

- **398,787 visits to the careers site's staff section.**
- **361,831 visits to www.jobs.utoronto.ca site; of those 189,094 went on to the staff section.**
- **Approximately 850 staff positions posted with over 52,000 applicants**

Recruitment of highly skilled administrative staff is a key area of focus for Human Resources and Equity, both centrally and divisionally. In 2009 the divisional and central HR offices focused on making a number of improvements to the recruitment process.

Two working groups developed recommendations around increasing outreach to students and to a more diverse candidate pool (chaired by the HR Director, UTSC and the Employment Equity/AODA Officer respectively). As a result:

- A set of equity-related interview questions has been posted on the HR Portal to assist HR generalists in ensuring that our interviews assess candidates for competency in this area.
- A listserv to inform potential First Nations candidates of job opportunities that may be of interest has been implemented.
- A working group (chaired by the Director of the OISE - Professional Faculties North HR Office) has completed a "hiring toolkit" for managers to help ensure best recruitment practices are adopted at all levels. The toolkit will be launched in 2010.
- The Employment Equity Office held information sessions for HR Professionals, business officers, and managers regarding equitable hiring and awareness of Employment Equity at the University of Toronto. "Accessibility Works" sessions were provided to HR staff regarding inclusive, accessible hiring practices.

Finally, the recruitment process was reviewed and several other changes implemented to ensure that the process runs more smoothly and that internal candidates receive timely feedback regarding their applications.

**Grow your Career**

A new weekly e-Bulletin feature, "Grow your Career" highlights current administrative job postings open to internal candidates. Developed with assistance from Strategic Communications, its goal is to increase the visibility of internal postings and encouraging internal applications for administrative postings.

# Recruitment and Hiring

Applicants for Professional/Managerial, Confidential and USW positions apply using the University's UTORecruit online system. The table below provides data on positions posted between October 1, 2008 and September 30, 2009:

| | Count | % |
|---|---|---|
| # Postings | 735 | |
| # Applicants | 52,381 | |
| Avg Applicants Per Posting | 71 | |
| # Postings Filled | 643 | |
| Filled By Internal[1] | 352 | 55% |
| Filled by External[2] | 291 | 45% |
| Avg Time to Fill (days)[3] | 61 | |
| Median Time to Fill (days)[3] | 55 | |

Note: data as of January 27, 2010
# of applicants includes all posted positions (open, cancelled, filled)
includes positions filled up to January 27, 2010 if posted during above time frame
# of postings includes those subsequently cancelled,
excludes CUPE 3261 Postings (applicants cannot apply online),
includes multiple postings for the same positions

[1] internals include all those self-identified as U of T appointed staff

[2] externals include those self identified as "Not employed by University of Toronto", "Other employment status with University of Toronto", "USW Casual", and those who did not reply.

[3] time to fill based on the lesser of time when posting is marked as filled or candidate start date in UTORecruit.

Applications for all other administrative positions not included above are processed through the divisional Human Resources offices.

# Recruitment and Hiring

"I should thank you for the time you spent with me when I was interviewing for the position I'm now in…it helped a lot in my decision to come. So thanks for everything you do for newcomers to U of T."

*– A faculty member*

## Online Recruitment for Faculty

Human Resources has been working with the Provost's Office to implement the UTORecruit system for faculty. This has been a significant process change project extending across the University. Effective July, 2009, online applications are now accepted for all faculty postings. The majority of staff responsible for managing academic searches have now been trained on the system and are using the candidate management functions. Search committees are viewing applications on line and are generally positive about the system. A separate site for advertising clinical opportunities has been created.

### *Faculty Relocation Service*

The Family Care Office coordinates the Faculty Relocation Service, providing relocation assistance to prospective and recently appointed faculty. In its tenth year, the Office met with 123 prospective and newly appointed faculty to assist them in evaluating Toronto as a prospective home or in making the move to Toronto once an offer has been accepted.

# Divisional HR Offices

The University's current decentralized HR service delivery model includes twelve divisional HR Offices located across the University's three campuses. These offices provide a full range of HR services to an assigned client group and work closely with clients to provide services that support and respond to their needs. The offices report directly to a division head or senior administrative officer within their host division.

The divisional HR Offices work closely with Central HR on policy and program design and delivery. Their participation is key to ensuring that the local divisional needs and issues are identified and considered in the development of policies and programs. During 2009, staff in the divisional HR Offices participated in a number of Central HR initiatives. Some of these have already been described in earlier sections of this report. Others include:

- USW job evaluation project
- Participating as members of University bargaining teams during collective bargaining
- Members on labour/management committees
- Pandemic Planning Committee
- Members on Aboriginal Initiatives Advisory Committee
- Participating on various Human Resource Information System project teams

A brief profile of the HR Offices and their key accomplishments for 2009 is included in Appendix HR-12 at the end of this report.

# Community Relations and Outreach

## Internal Advisory Committees

### *Human Resources Management Board (HRMB)*

Members of the HRMB continue to provide valuable advice to the Vice President, Human Resources and Equity. This year the Board provided input on a variety of topics including:

- Succession planning
- PM Performance Assessment and Compensation
- The HR&E budget
- Survey Working Group reports
- The Stepping UP Awards
- H1N1 Pandemic Planning
- The HR Review

### *Senior Management Committee on Health and Safety (SMCH&S)*

The Senior Management Committee on Health and Safety, composed of senior academic and administrative managers, advises the Vice-President, Human Resources & Equity on health and safety issues. The committee also provides guidance on new initiatives and risk concerns and reviews current programs, accident statistics and compliance issues. At the two meetings held in 2009, the Senior Committee reviewed compliance reports on Ministry of Labour activity, as well as radiation, laser and biosafety activity at the University of Toronto. The committee also advised on the new safety incident trending charts, the proposed reorganization of joint health and safety committees, and asbestos encapsulated within University buildings. Feedback from the committee was also solicited on the Office of Environmental Health and Safety's proposal to upgrade its capability to render biohazardous waste non-hazardous through technological improvements.

# Community Relations and Outreach

**The P/M Advisory Committees** were established by the Vice-President, Human Resources & Equity in the spring of 2007.

The committees provide a valuable forum for consultation and discussion on a range of topics relevant to the Professional/ Managerial Group.

*Professional/Managerial Advisory Committees*

During 2009, the committees met three times and participated in discussion on a number of issues including:

- The Professional/Managerial performance assessment tool
- The Vacation and Educational Assistance policies for Professionals/Managers
- Benefits and compensation changes for Professionals/Managers
- The economic climate and what it means for Professionals/Managers
- Revamping of the Stepping UP recognition program
- How to create a culture of recognition

In June 2009, a number of committee members completed their term on the committees and we wish to thank those members for their time and contribution to the committees. These vacancies were filled through an open call for nominations/volunteers to which there was an excellent response. Thank you to all nominators and to those Professionals/Managers who expressed an interest in participating on the committees.

*Research Associates Advisory Committee*

This year the Vice-President, Human Resources & Equity established a new advisory committee for Research Associates. The Research Associates Advisory Committee, which will begin meeting in early 2010, has been established to offer ideas and provide advice and feedback to the Vice-President on the development and implementation of work-related policies and programs for Research Associates and Senior Research Associates. In addition, the Committee will provide a forum for consultation on institutional policy and strategic issues that relate to the work of Research Associates and Senior Research Associates.

# Community Relations and Outreach

## Partnerships within the University and with the External Community

*Accessibility for Ontarians with Disabilities Act*

The Vice-President, Human Resources and Equity participated as a representative of the Council of Ontario Universities (COU) on the Employment Standard Development Committee, charged with recommending Employment Accessibility standards under the Accessibility for Ontarians with Disabilities Act. The draft standard has been through public review and will be submitted to the Minister of Community and Social Services shortly.

The Customer Service Standard came into effect during 2009. The Employment Equity AODA office, in conjunction with several other offices in such divisions as VP HR & Equity, Provost's Office, Vice Provost of Students, Vice Provost Academic Life created learning tools to support the University of Toronto to meet its obligations under the Standard. These tools have been shared with all Ontario universities through the Council of Ontario Universities (COU) network and are being utilized by other institutions as best practice options in addressing the Standard.

In partnership with the Council of Ontario Universities and the Ministry of Community and Social Services, the Employment Equity office and the Office of VP HR & Equity has put together a proposed project to assist Ontario universities with the AODA standards.

# Community Relations and Outreach

*ASKme Program*

Almost 500 staff members on the St. George Campus took part in the annual ASKme Program to welcome students to U of T. Volunteers were provided with information sheets and buttons to assist students in identifying staff as ASKme ambassadors during the three-week program. A joint initiative between Student Life and Human Resources, in 2009 volunteers were also asked to fill out a confidential online survey about their experience as an ambassador. Comments and suggestions will be incorporated into the program, which will be expanded in 2010.

*School of Continuing Studies – Pathways to Employment in Canadian Project Management*

The Office of the Vice-President, Human Resources & Equity has continued its support of the School of Continuing Studies Program, *Pathways to Employment in Canadian Project Management*, in conjunction with its current proposal for refunding.

The program offers internationally trained individuals from a diversity of professional backgrounds an opportunity to build on existing project management experience and transition into project management roles in the Canadian labour market.

The University community demonstrated its support of the program through the provision of twelve student placement opportunities across the St. George campus. Several of these placements ultimately resulted in short-term employment opportunities for the participants. We thank all those who provided placements for their support of this very worthwhile initiative.

*Participation In Provincial and Federal University HR Organizations*

Members of the Human Resources group play an active role in the broader University human resources community. For example, the Assistant Vice-President, Human Resources just completed a two-year term as President of the Association for Ontario University Human Resources Professionals. During this time U of T, in partnership with York University, hosted a three-day conference for

# Community Relations and Outreach

over 120 Ontario university HR professionals. The AVP HR and the Director, Organizational Development and Learning are also involved in the HR committee of the Canadian Association of University Business Officers (CAUBO). This group organizes a national conference annually and is also working with CAUBO to develop a series of training programs on university specific topics that will be available for administrative staff at all Canadian universities.

# Development and Learning

- **1,334 employees received leadership skills training**
- **1,193 took advantage of career development programs**
- **452 received tuition waivers for part time studies at U of T**
- **568 took courses at the School of Continuing Studies**
- **87 received tuition assistance for a total of 127 courses outside of U of T leading to a certificate or undergraduate degree**

Providing opportunities for growth and development is one of the cornerstones of our commitment to staff at U of T. Through the Organizational Development and Learning Centre (ODLC) we offer a wide variety of programs that support professional development, career development and team/departmental effectiveness.

## Learning Programs

ODLC offers programs in eight major areas: leadership, management, business management, student experience, communications, work/life, career and computer.

The number and variety of sessions offered has increased by almost 75% over the past few years, as illustrated below. We note that this has occurred with no corresponding increase in the number of staff in the Organizational Development and Learning Centre. We are offering shorter, more focused modules where appropriate as one way of ensuring maximum value for the time spent.

| | 2007 | 2008 | 2009 |
|---|---|---|---|
| # of programs | 209 | 234 | 360 |
| # of participants | 3603 | 5000 | 6764 |

# Development and Learning

Some of the new and innovative programs added this year include:

- Leaders Role in Succession Planning
- Managing Heated Discussions
- Linking Leadership to EQ
- Influence Strategies for Leaders
- Working with Students
- Cultural Fluency for HR
- Engaging Equity
- A new series for our managers entitled What Every Manager Needs to Know About: with topics including Sick Leave; Goal Setting, Hiring Equitably and Promoting Inclusivity.

Significant changes were also made in our computer training programs, offering a greater variety of topics in shorter timeframes, for example our “Bits On” series with topics covering areas such as charts; mail merge; pivot tables; worksheets templates and functions. ODLC supported the University’s move to a new calendaring and email system this year by providing multiple sessions on Outlook 2007 with Exchange reaching over 400 staff. There has also been a 35% increase in the number of departments/individuals accessing our e-learning programs.

ODLC provides customized development programs to departments upon request, delivering 27 such programs across the University in 2009. Two ODLC staff members (including the director) have expertise in coaching. In 2009, we provided 37 managers with individual coaching sessions.

## Career Development

Most of our employees make their careers at U of T, with 36% of our staff having more than 10 years of service. U of T staff have a high level of interest in developing their careers – and we work hard to deliver new and creative programs that will challenge participants to think in new directions. We offer both workshops and individual career counseling. New initiatives this year include:

# Development and Learning

**Maximize Your Career -** A series of nine lunch time sessions offering tips and tools on career development (also offered at UTM and UTSC)

**Career Convergence**
A half-day career conference with over 250 attendees. The keynote address was delivered by Barbara Moses, an author of several career books including What Next and a columnist with the *Globe and Mail*.

**Individual career counseling** on-site at UTM and UTSC.

**Career Café's** - Informal sessions where staff can converse and connect with experienced individuals to explore selected career paths, or to discuss strategies for development. Sessions this year were in Advancement and Development, Arts and Culture, Marketing and Promotions.

**Career Developing and Networking,** a presentation for Confidential staff.

Further data on participation in development opportunities is available in Appendix HR-11.

## Mentoring, Leadership and Succession Planning

In 2009, there were 15 partnerships in the more senior Mentoring Leadership program and 16 partnerships in the mid-level Learning Program.

We continue to offer our mentoring programs under the banner of the **Rose Patten Leadership Programs.** These structured mentoring programs pair evolving leaders with those at more senior levels for a year of informal meetings, networking opportunities, workshops and coached working sessions. Mentees submit an application and are selected based on their assessed readiness for further development.

In conjunction with our leadership program, five individuals were invited to be part of a pilot succession planning program, with a special emphasis on the CAO/Sr Business Officer role. These five individuals, selected based on their assessed leadership potential, were paired with senior mentors and participated in a 360 Leadership Inventory, received enhanced individualized coaching and in some cases were given the opportunity to attend special leadership development programs.

# Development and Learning

We are now moving into the second cycle of this program and have selected another group of six individuals with strong leadership potential. Based on feedback from the first group of participants, the program will be enriched with the addition of a seminar series focused on the CAO role, opportunities to meet and interact with the most senior University leaders and an opportunity sit on a university-wide committee or work on a special project. Our aim is to ensure that there is a pool of individuals who are ready to assume more senior leadership positions as they arise.

Finally, we are engaged in a process of redefining our leadership competencies. “Towards 2030” outlines a challenging vision for the University’s future and we must ensure that our leaders have the skills and abilities to achieve that vision. Over the coming months we will consult with our colleagues to define these competencies and then ensure that our leadership programs support the development of these skills.

# Health, Wellness and Family

- **1259 staff and faculty participated in 40 work-life programs in 2009**
- **1027 staff and faculty participated in Family Care Office workshops and events**
- **396 employees and their children participated in the Early Learning Centre's drop-in playgroup.**

## Quality of Work/Life Initiatives

Maintaining work-life balance is never easy. The Organizational Development and Learning Centre provides a variety of programs to assist our staff and faculty in maintaining this delicate balance.

In October we "Celebrated It" with a month of activities and programs to coincide with Canada's Healthy Workplace Month. There were numerous events including:

- Sunjay Nath
- Optimizing Your Metabolism
- Priority Management: Fitting it All In
- Blissful Sleep Solutions, and
- Closing keynote speaker Louisa Jewell talking about the Science of Happiness.

The opening and closing keynote sessions were webcast to UTM and UTSC and a number of tri-campus sessions were offered. We also featured a Walking Fair that included an architectural walk with Professor Larry Richards; a Women's History Walk in partnership with the Status of Women Office; and maps of the campus that mapped out routes for staff to walk covering 1, 2 and 3 km walks.

# Health, Wellness and Family

**Work Life Advisory Committee**

Established in 2009 and comprised of staff interested in U of T's commitment to work/life programming, faculty whose research focus is in this area and several HR and Equity staff members, the committee meets four times a year and has been instrumental in recent initiatives.

ODLC collaborates with a variety of offices to promote work-life initiatives. For example, we partnered with Health and Well-being Services to offer a workshop on Mindfulness at Work with Michael Carroll. This highly successful program attracted over 80 participants and there is now interest in organizing a Mindfulness group on-campus. We also worked with a number of departments to assist them in their work/life programs, i.e. Dentistry and OISE.

In response to the stress and uncertainty created for both our staff and their families by the economic downturn, we worked with our Employee and Family Assistance Program to offer webinars on coping with these difficult times. One session dealt with debt management; and for managers the second webcast focused on building engagement in this economic climate. Both sessions aired live, and were also available to employees and their family members online for the two weeks following the broadcast. We also offered a four-part stress management series that attracted a total of 132 participants and continued to offer our workshops on Resiliency.

We continue to work with individual managers and staff to assist them in developing viable flexible work arrangements.

## Family Supports

*Family Care Office*

This office supports students, staff, faculty and their families with any family care related issue by providing information, guidance, referrals and advocacy. Requests for individual consultations regarding family issues increased significantly this year. Through all its functions, the office aims to raise awareness of family care issues and of quality of life issues central to the achievement of educational equity and employment equity at the University of Toronto.

# Health, Wellness and Family

Thank you for ….. for putting on so many wonderful workshops about eldercare. I would not have a clue where to start without these!

- Staff Member

## *Family Leave Policies*

Since the implementation of the Paid Parental Leave benefit for staff (Ten weeks paid top up to 95% of salary during Parental Leave) in 2008, there has been a significant increase in staff birth mothers, fathers and same-sex partners accessing this benefit.

**Paid Maternity, Adoption and Parental Leaves**

| | Total | | | |
|---|---|---|---|---|
| **Calendar Year** | **Maternity** | **Adoption** | **Parental** | |
| | | | **Continuing** | **Other** |
| **2005** | 117 | 11 | 46 | 1 |
| **2006** | 126 | 4 | 45 | 1 |
| **2007** | 137 | 8 | 55 | 1 |
| **2008** | 135 | 6 | 83 | 13 |
| **2009** | 154 | 9 | 168 | 30 |

Note: Leaves counted in year commenced
Total: Includes Staff / Faculty / Librarians
Parental leaves: Continuing means the continuation of a maternity leave.
Other means only taken paid parental leave (father / same-sex partner)

## *Child Care Services and Supports*

In 2009, with the addition of new child care facility at the U of T Mississauga campus, the University now has six on -site child care facilities with a total of 309 child care spaces. Since 2002 on-site child care spaces have increased by 33.3%.

In 2009, on the St. George campus, 34% of child care spaces were utilized by employees and 55% by students. On the Scarborough campus employees utilized 40% of spaces and 3% by students; on the Mississauga campus employees utilized 30% of spaces and 59% by students.

# Health, Wellness and Family

**Family at work**
*Take our Daughters and Sons to Work Day - April 23, 2009*

294 children registered and over 20 departments participated in the annual TODSWD, hosting tours and various activities. The day offers parents who work at U of T the opportunity to show their kids what they do each day. Led by the Family Care Office, the event is a joint effort involving numerous divisions. UTM and UTSC had 32 and 33 participants, respectively.

113 employees respond to the online evaluation for this event, and over 90% of the respondents were very satisfied with the event and likely to recommend it to a colleague.

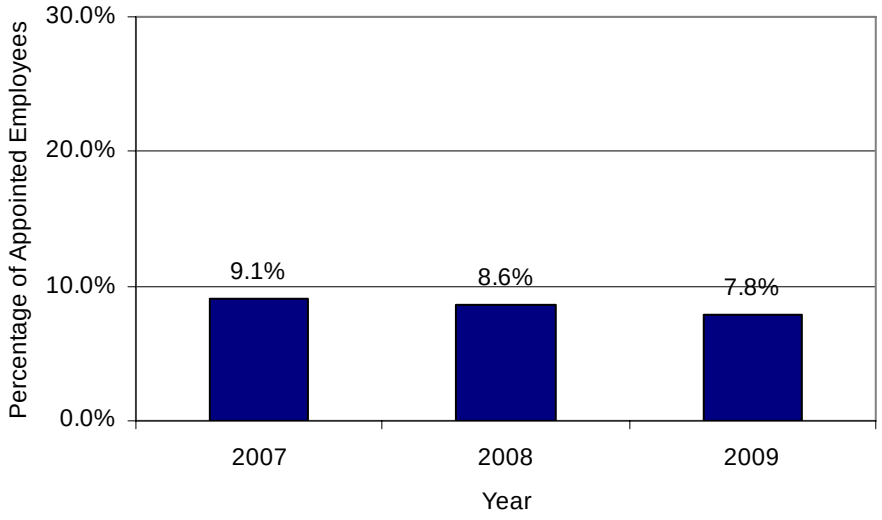
Read the impressions of three junior reporters:
Zachary Guberman (left), Jessica Rodney-Hall and Adam Paunic online at
www.hrandequity.utoronto.ca/news/hrnews/280409.htm

*Employee and Family Assistance Program*

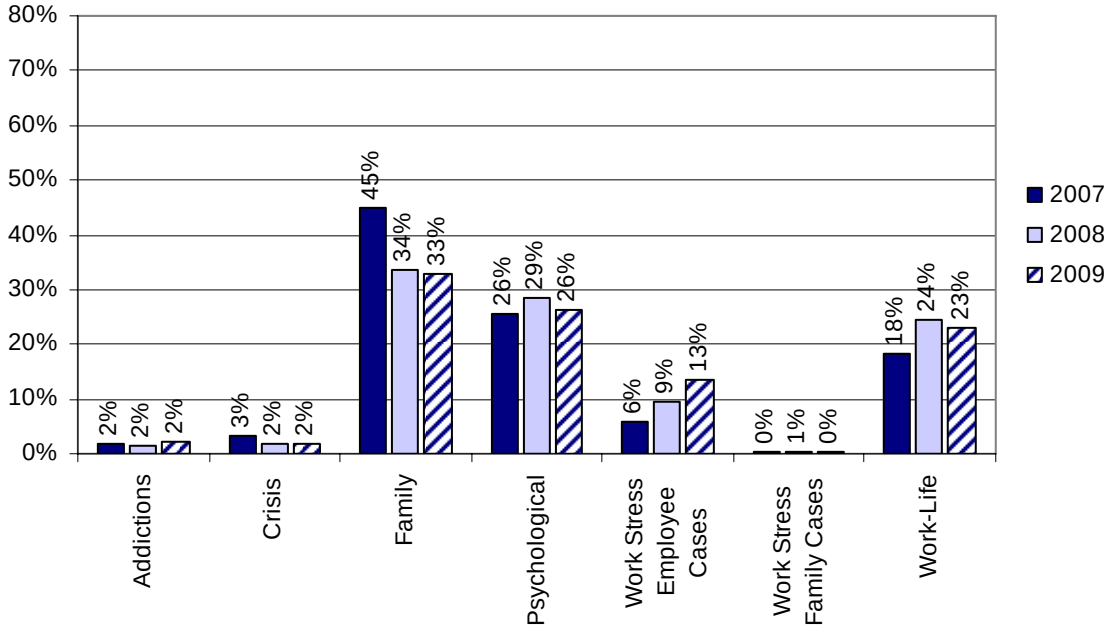
The Employee and Family Assistance Program (EFAP) is a free confidential information, counselling and referral service for employees and their family members that can be accessed on a 24/7 basis. Utilization of the program has remained steady in 2009, as indicated in the chart below. As in past years, family related issues continue to have the highest number of cases during the 2009 period; legal and financial counselling (included within the "work-life" category in figure below) are heavily utilized.

# Health, Wellness and Family

**EFAP Utilization Rates**




**Primary Concerns**



# Health, Wellness and Family

## Health and Well-being

Health and Well-being Programs and Services (HWB) provides leadership through innovative healthy workplace practices and education to support employees in optimizing their contribution to the University's mission. HWB is a single centralized resource for managers and employees (both faculty and staff) who require information and assistance associated with occupational health, sick leave, long-term disability, workplace injuries, returning to work after illness or injury, and accommodation.

HWB also provides leadership to the university community on health and well-being issues in the workplace, including the development of inclusive, fair and proactive approaches in the accommodation of persons with disabilities.

### *Envisioning Meanings of Disability and Difference*

Broader societal understanding and attitude of disability and difference impact on the willingness and effectiveness of the University to accommodate and include people with disabilities in our institution. This year HWB hosted *Envisioning Meanings of Disability and Difference*, a multi-media art exhibit that challenges people to explore their own response to diverse bodies, appearance and experiences and celebrate the self-expression and accomplishment of women living with disabilities and physical differences. The exhibit was very well attended and similar events are planned for the future.

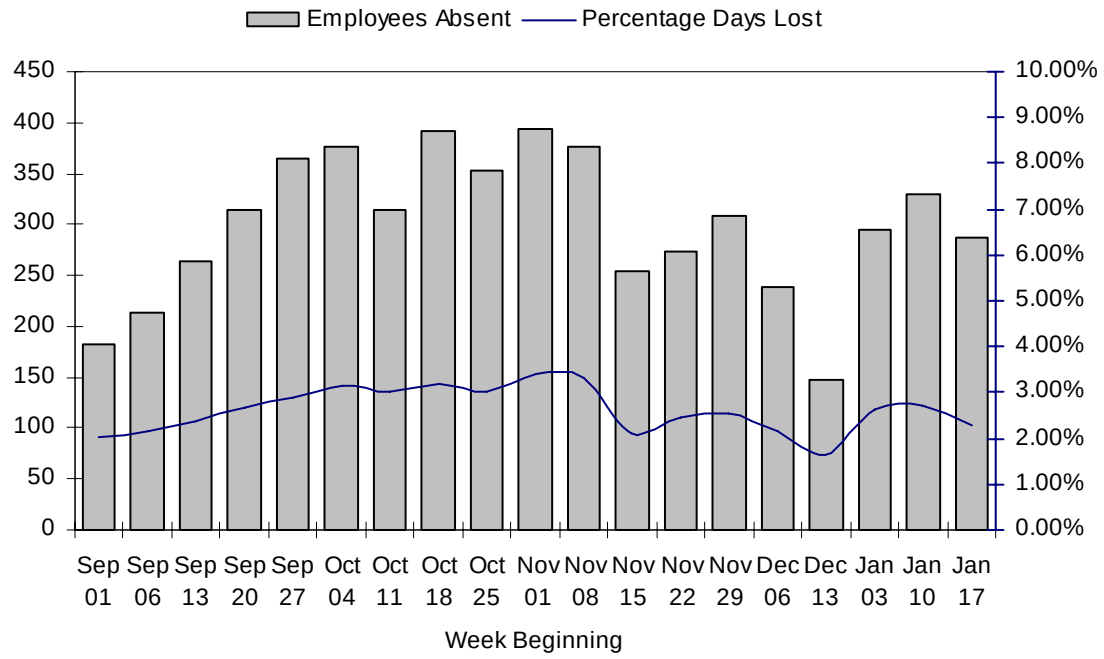
*Artist Lindsay Fisher*

# Health, Wellness and Family

*Sick Leave*

In September of 2009, in connection with the H1N1 Pandemic Influenza, the University began recording and tracking sick leave for administrative staff on our human resource information (HRIS) system. While H1N1 provided the impetus to move forward with this initiative, sick leave is an important ongoing indicator of individual, unit and organizational health. Weekly monitoring of number of employees absent due to illness occurred during the pandemic period and is illustrated in the chart below. Not surprisingly, the pattern appears to follow the H1N1 waves reported through public health during this time period. Once we have data over a slightly longer period we will be able to begin benchmarking sick leave utilization at U of T against that of other employers.

**Sick leave for administrative staff from Sept. 2009 to Jan. 2010**

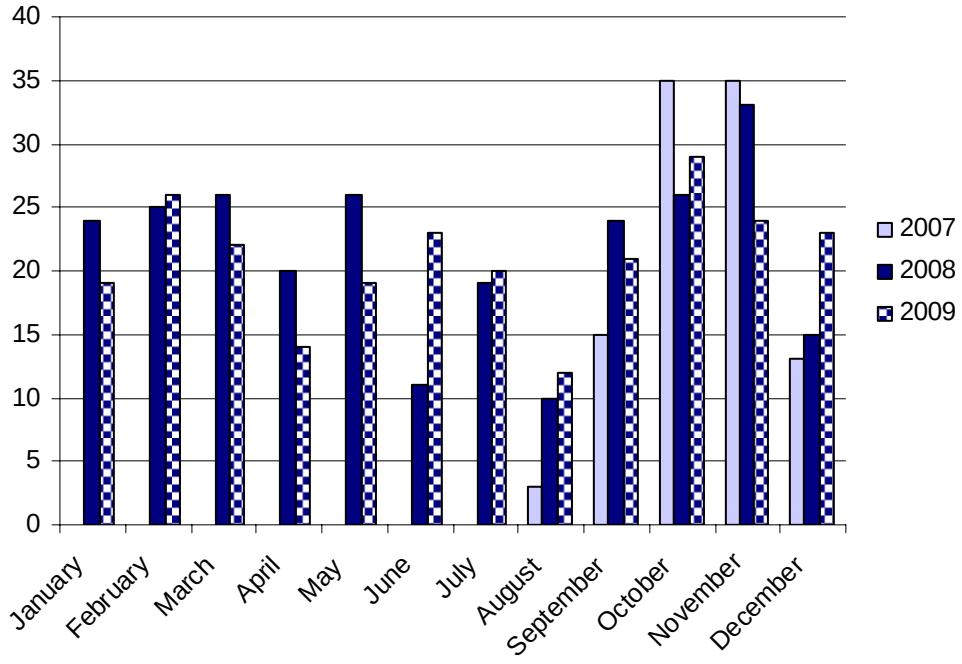



Note: Absences include paid and unpaid sick days and other unpaid leave
Employee counts are by week i.e. regardless of the number of days an employee is absent during a week s/he are counted only once per week

# Health, Wellness and Family

Health and Well-being becomes involved once an employee is on sick leave for 10 or more days, providing assistance to both the employee and the department in facilitating a timely and successful return to work and/or appropriate management of the sick leave. In 2009 HWB provided assistance to 274 individuals (both staff and faculty) who required a sick leave absence of more that two weeks.

**Sick Leave Absences (10 work days or greater) by month 2007-2009**

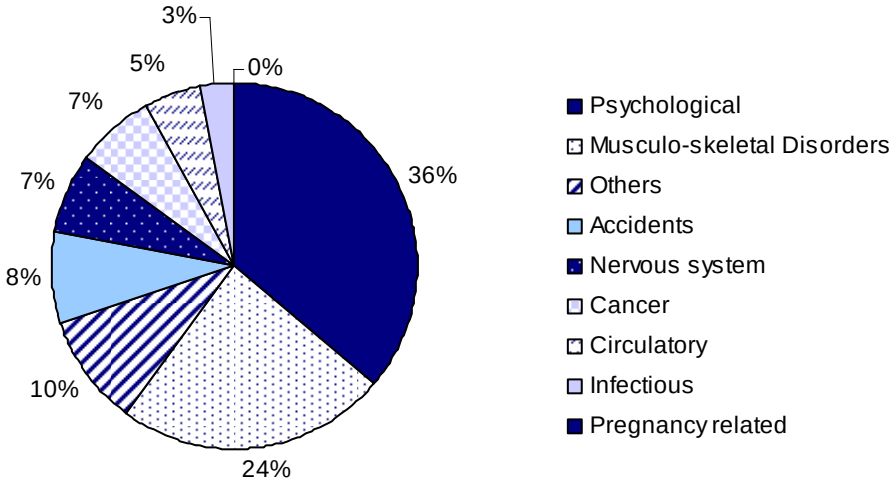



Forty-five of those individuals required a graduated return to work schedule before returning to full duties. Fifty-one individuals continued on long term disability. In addition many of the individuals returned to work for full hours but required modified duties either on a temporary or permanent basis.

*Long-term Disability*

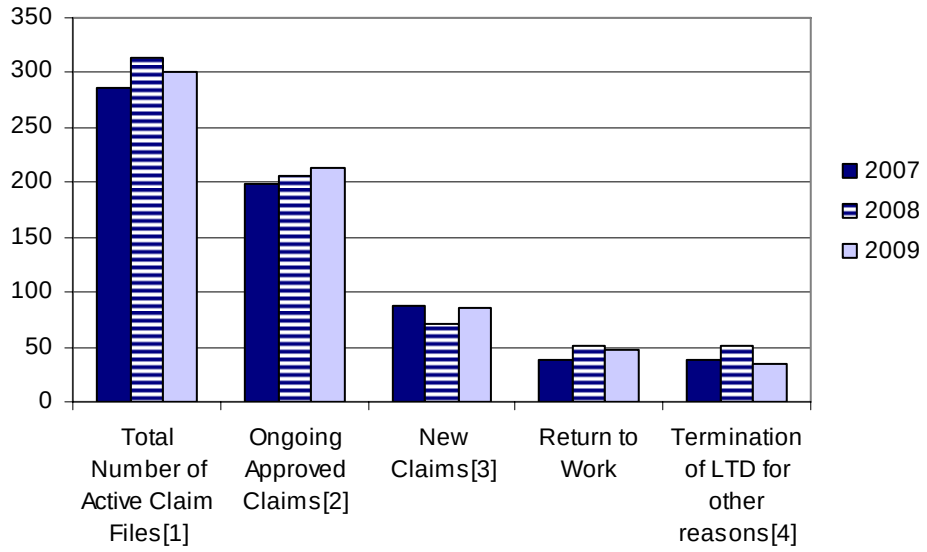
Consistent with the broader Canadian trend, HWB continues to note a significant number of absences related to musculoskeletal injuries and mental health issues in both sick leave and long-term disability absences. Approximately 24% of active LTD claims in 2008 identify musculoskeletal as the primary disabling condition and 36% of active LTD claims identify psychological illness as the primary disabling condition. Sun Life (University's LTD provider) reports a similar proportion of mental health and musculoskeletal claims among like employers in their database. The chart below shows the breakdown of active LTD cases in 2009. The distribution is similar to that experienced by like employers among Sun Life's database.

**Active LTD Claims by Diagnostic Category**




The number of new and active claims remained steady this year. There were 85 new claims in 2009 and 47 individuals who successfully returned to work from an LTD absence. The intensive support provided by Health and Wellbeing staff to managers and employees in return to work transitions has minimized the dramatic increase in LTD claims experienced by most other large employers.

**Number of LTD Cases 2007 – 2009**




[1]Total number of active files (includes approved claims, declined claims, pending claims and claims terminated during the year)

[2]Total number of approved claims being paid during the year as of December 31, 2008

[3] Cases opened during the year, not all approved

[4] These include cases where the employee has died, retired, been denied or the application was abandoned.

*Accommodation*

HWB received requests for accommodation from 83 employees in 2009. This reflects continued use of the University's resources to assist employees by providing the support necessary for them to meet their employment responsibilities. This number does not include accommodations that occurred as part of a return to work from sick leave or long term disability. Without the co-operative efforts of HWB, managers, HR, employees and union representatives, many of these employees may not have been able to remain in the workplace. Managers' openness and flexibility are critical factors in the success of a return to work or accommodation effort.

Examples of accommodation include computer technology to assist in reading, keyboarding, data input and mousing, the provision of readers and specialized ergonomic equipment for employees engaged in both sedentary and physical work, modified duties, modified work schedules and telecommuting. In addition, managers and employees have identified strategies that assist employees as they acclimatize back to work such as providing both oral and written instructions, identifying priorities together, developing work plans for large projects or assignments or limiting the breadth of tasks for initial periods of time.

In addition to the 83 accommodations, 45 employees were accommodated in the workplace following a sick leave and 47 employees were accommodated in the workplace following a return from a long term disability leave.

### *Work-Related Injuries and Illnesses*

HWB manages the Workplace Safety and Insurance Board program for the University and tracks injury rates and severity. In addition HWB co-ordinates ergonomic assessments, accommodation and return to work for injured employees. Information with respect to these activities is reported in the Health & Safety section of this report.

### *Occupational Health Services*

The occupational health staff promote healthy living by identifying risks and developing strategies to protect workers from those hazards. Staff provide a clinical service to any employee requiring occupational/medical assistance or advice. Employees access the service by making confidential appointments with the nurse or the physician. Other HWB staff  consult with the medical team to assist in planning or strategizing complex cases or in facilitating referrals on behalf of employees to external medical providers. Statistics regarding Occupational Health activities are provided in Appendix HR-13.

### *Practicum Placement Supervision*

HWB provides practicum opportunities for students from the Faculty of Nursing, University of Toronto and the Health Promotion Program at Centennial College.

# Labour Relations

## Concluded Collective Bargaining Agreements

During the course of 2009 renewal agreements were successfully concluded with the following unions:

| | |
|---|---|
| **CUPE 3902 Unit 1** | over 3,500 Teaching Assistants and Course instructors who are registered University of Toronto students or Post Doctoral Fellows |
| **CUPE 3902 Unit 3** | over 700 Sessional Lecturers and Sessional Instructional Assistants |
| **Carpenters, Local 27** | 8 employees |
| **C.A.W.** | 84 operating engineers & building maintenance technicians |
| **CUPE 3907** | Approximately 440 graduate assistants at OISE |

In four of the five sets of bargaining referred to above, a settlement was reached between the parties without a labour disruption. In the case of the C.A.W., bargaining broke down, and the union called a strike which ultimately lasted 8 days. The parties were able to reach an agreement with the assistance of a mediator. The issues were difficult, and the resolution was reached as a result of trust, good will and creativity on both sides.

Two new USW bargaining units, representing full-time and casual ESL instructors at the School of Continuing Studies, had been certified in 2008. First collective agreements were successfully negotiated in 2009 and it was agreed that these agreements would be appended to the much larger United Steelworker Local 1998 agreements already in place.

# Labour Relations

## Post Doctoral Fellows

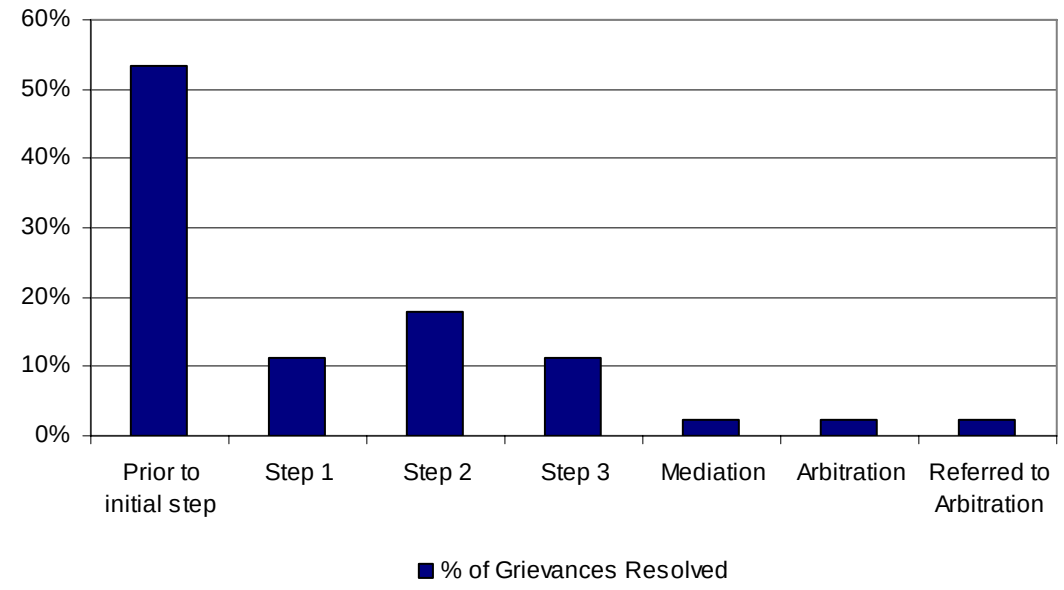
During 2009 the Canadian Union of Public Employees, Local 3902 filed two applications to the Ontario Labour Relations Board (OLRB) for certification to represent Post Doctoral Fellows at the University of Toronto. The first application was dismissed on the basis that the Union did not have the mandatory 40% representation for the unit it was seeking. A second application from CUPE is now before the OLRB. The University has objected to the application on the basis that Post Doctoral Fellows at U of T are trainees and as such do not have an employment relationship with the University. The matter is still before the OLRB and the outcome is not yet known.

## Grievances

During 2009 a total of 133 grievances were filed by all of the bargaining units at the University of Toronto. This is a decline of 23% over the previous year. The University continues to work with the Unions to resolve grievances as early as possible in the grievance process. As the chart below illustrates, the parties were able to resolve over 50% of grievances during the informal phase. This is a significant increase over the previous year when approximately 16% of grievances were resolved prior to Step 1. In 2009 only six grievances were referred to Arbitration following the internal grievance process, down considerably from the average of 15 from each of the previous two years. By the end of 2008 approximately 10 grievances remained in the queue for future arbitration, and a total of five grievances are still active and awaiting arbitration.

# Labour Relations

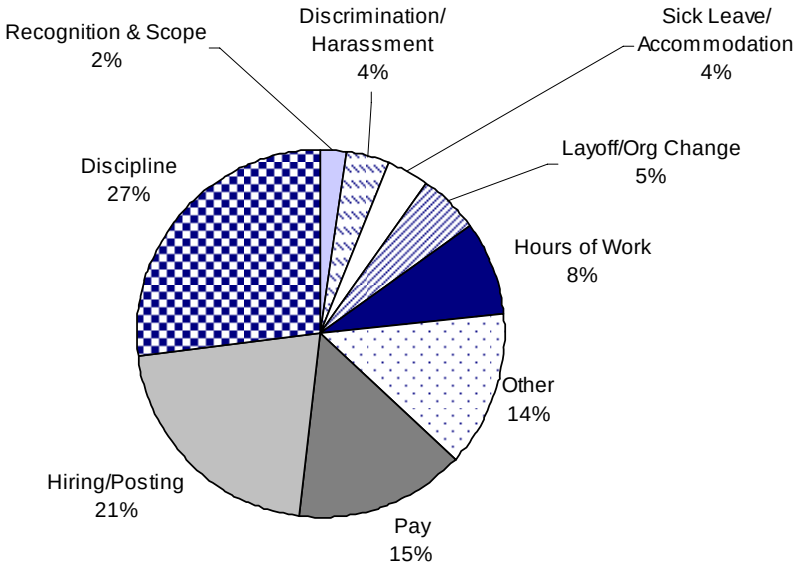
**Grievances Filed in 2009 – Resolution Step**



# Labour Relations

The types of grievances filed in 2009 remained consistent with the previous year, with the most common subjects for grievances being discipline, accounting for 27% of the grievances, and hiring and/or posting, accounting for 21%.

**Nature of Grievances Filed in 2009**




## Job Evaluation/Compensation

The University continues to work with the USW to implement a new job evaluation system. In 2009 the parties reached agreement on the creation of job classes and in late 2009 exchanged proposals on the rating of these job classes. The parties are expected to complete the job evaluation process, including any required arbitration, by August 2010.

In addition to the very large project with the United Steelworkers, local 1998, a job evaluation system was implemented for CUPE Local 1230 (library workers).

# Improving our Service Delivery

## Human Resources Review

As part of the 2009-10 priorities for the Human Resources & Equity portfolio, the Vice-President, Human Resources & Equity, is undertaking a review of the organizational structure of the Human Resources & Equity portfolio as well as a review of its core benefits, pensions and payroll processes.

The level of change and growth across the University since our current decentralized HR service delivery model was fully implemented in the late 1990's, along with the University's new budget model, and the potential impact of the 2030 strategic planning exercise on the role of Human Resources, both centrally and divisionally, are indicators that a review is both necessary and timely.

An Advisory Board has been established for this project and includes both central and divisional (tri-campus) representation. Deloitte Inc., a well established consulting firm with expertise and experience in transforming the HR function in higher education and public sector organizations, has been contracted to conduct the review, which is scheduled to be completed by June 2010.

## Online Pay Statements

Several more employee groups now view and print their pay statements exclusively online through the University's Employee Self Serve application. In 2009 paper pay statements were eliminated for Faculty and for teaching Assistants. With these additions the University is now saving approximately $42,000 a year in printing and mailing costs.

## Job Description Database

In 2009 Central Human Resources in collaboration with AMS launched a new Job Description database. Five Divisional HR offices have been piloting the new system. The database is aimed to be a central repository for all administrative job descriptions at the University of Toronto. It is expected that the application will significantly increase efficiencies for Divisional HR Staff and their clients when developing new job descriptions or revise the existing job descriptions. Full implementation beyond the pilot is expected in 2010.

# Improving our Service Delivery

## Pandemic and H1N1 Planning

The Vice-President, HR&E has continued to coordinate the University's Crisis planning as well as planning for H1N1. Many academic and administrative divisions have completed the online tool for Business Continuity Planning. This proved helpful as all divisions prepared for a potential H1N1 Pandemic. Working groups were assigned specific initiatives – for example, the Vice-Provost Academic led a team in the development of an online absence reporting tool for students; the Centre for Teaching Support and Innovation assisted faculty with course planning in anticipation of extensive student absence or, instructor absence; an HR Pandemic working group developed a reporting system to track staff absences due to sick leave and prepared a *Pandemic Resources Guide for Managers.*

# Overview – EHS

The Terms of Reference of the Business Board require the President's designate, the Vice-President, Human Resources & Equity to submit an annual report on the University's compliance with environmental health and safety regulations. The full regulatory framework applicable to the University is outlined in Appendix EHS-1.

The Office of Environmental Health and Safety (EHS) provides technical advice, assistance and support to the University community on environmental health and safety matters; leads the development and implementation of programs; and monitors and audits compliance with University policies, federal and provincial environmental health and safety legislation and permit requirements.

EHS promotes the ownership of safety by managers, supervisors, academic heads and principal investigators. The University has 47 Joint Health and Safety Committees (JHSCs), as well as subject matter advisory committees focused on specific areas such as laser safety, radiation safety and biosafety. The Vice-President, Human Resources & Equity also receives independent expert advice and guidance from the Senior Management Committee on Health and Safety.

## General Compliance Issues

This past year the EHS team has been preparing for new regulatory guidelines from six federal or provincial jurisdictions: Public Health Agency of Canada (biosafety); Canadian Food Inspection Agency of Canada (biosafety); Environment Canada (Occupational Hygiene and Safety [OHS], biosafety); Ministry of Labour (OHS, biosafety); Ministry of Environment (biosafety, OHS, EPS).

In accordance with normal practice the University was audited by the Ontario Ministry of Labour (MOL) and the Canadian Nuclear Safety Commission (CNSC). The University of Toronto internal audit department audited EHS as part of its ongoing program of audits.

The Ministry of Labor monitors employers' compliance with the Occupational Health and Safety Act. During 2009 the MOL visited University of Toronto 15 times and wrote 23 orders. The University has complied with all orders.

In October 2009 the University of Toronto was charged by the Ministry of Labour for non-compliance to regulation 278/05 which requires that contractors be informed of the presence of asbestos. The outcome of this charge has not yet been determined, but the University discovered through an internal examination of the facts of this case, that opportunities for improvement in the tendering processes exist. Subsequently, new procedures have been identified and adopted.

# Overview – EHS

The CNSC visited the University twice. The first visit focused on the University of Toronto waste licence. We received two action notices and three recommendations. All issues have been addressed. The second visit was a security visit. This resulted in four action notices. The University is in the process of implementing these recommendations.

The internal audit recommendations identified areas for program improvement in chemical safety and lab safety inspections. A small stakeholder group met to begin work on chemical hazards in the fall of 2009. The group will continue to work on chemical safety at the University of Toronto in 2010. Both the biosafety and radiation safety programs increased inspection numbers and improved inspection documentation and follow up. Lab safety inspections will continue to improve in 2010.

## New /Enhanced Programs

In an environment like a university, where safety programs involve faculty, staff, graduate students as well as undergraduate students, it can be a challenge to ensure ongoing compliance with new and evolving regulations. The goal of EHS is to provide support that will facilitate and optimize compliance. Examples include

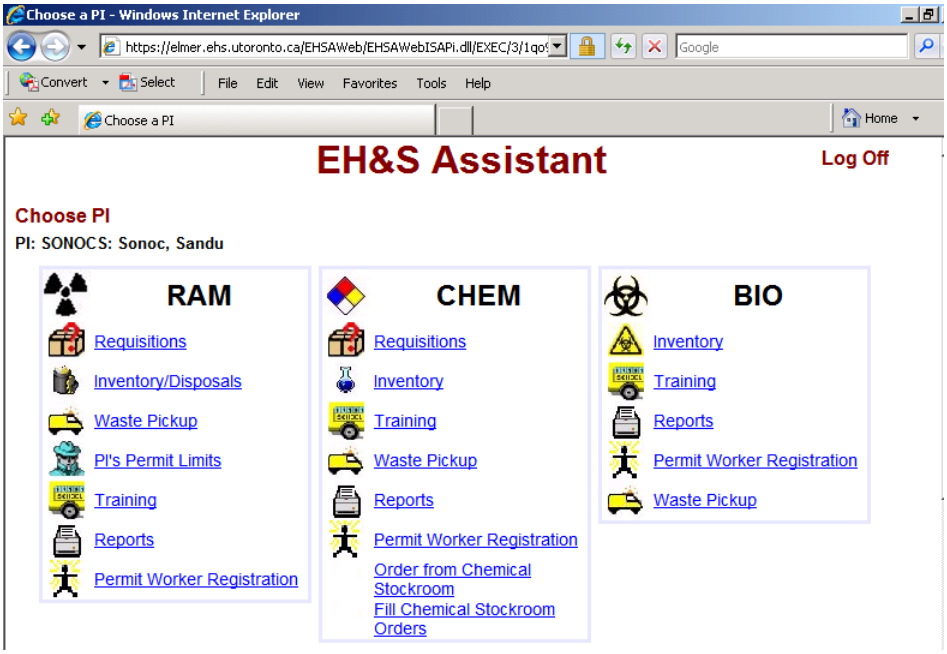
- streamlining EHS management processes
- providing efficient data management that allows for faster and better-informed decisions
- improving control and oversight of laboratory biological, chemical and radiological inventory; as well as ,safety training, inspection and compliance
- providing material control and accountability including transfer management

In 2009, in accordance with plans to utilize the management system approach set out by the International Organization for Standardization (ISO), EHS mapped 27 of its key processes. These processes covered a range of subject areas including contractor safety, project design and commissioning and laboratory and equipment decommissioning.

EHS has used process maps as a tool to increase process understanding both within the department and with other stakeholders at the University. Discussions surrounding the process maps have facilitated the clarification of process ownership and the implementation of measures to increase process effectiveness. For example, our contractor safety process map served as a useful starting point for developing a new contractor safety program.

# Overview – EHS

To handle the anticipated increase in demand for data management and compliance associated with our improved processes, EHS purchased a program called EHS Assistant in May 2009. This database is designed to seamlessly link administrative and research staff across the St. George, Scarborough, and Mississauga campuses. Principal Investigators and appointed administrative staff will be able to access a secure EHS website from any location. It will be possible to manage all aspects of permit application or renewal, addition or removal of staff, training, purchasing, inventory, disposals, waste pickup, and generation of customized reports. The figure below is a screen capture of the initial screen which every Principal investigator will see. Each PI will be able to manage all hazards and safety issues specific to his/her lab through this system.




Other new program developments within EHS included: two new permit systems for X-rays and lasers; new collection process for biohazardous waste; enhanced biosafety training; preparation of 19 certificates of approval information packages for the Ontario Ministry of Environment.

# Overview – EHS

New training programs developed by EHS included: x-ray, Electro-Magnetic Field **(**EMF) awareness, transportation of dangerous goods, blood borne pathogens, WHMIS for utility workers, and supervisor due diligence. We allow individuals external to the University to occupy vacant spots in our classroom sessions. Organizations that have sent individuals to attend our sessions include: York University, Sheridan College, Ryerson, Public Health Agency of Canada, Canadian Red Cross, and Ministry of Labour.

## Outreach/Health and Safety Awareness and Educational Events

EHS hosted public events for two federal agencies that wished to have an Ontario forum to disseminate new regulatory expectations. The first event was a session devoted to the upcoming Bill C-11 with the Public Health Agency of Canada. We flagged problematic aspects of the bill which PHAC subsequently altered to accommodate the needs of Universities. The second public event was an information session delivered by the Canadian Nuclear Safety Commission (CNSC).

EHS has continued to participate in University events, including the School of Graduate Studies New Student Orientation, Healthy Workplace Month and several Faculty and Departmental Safety Days.

Members of the OHS group continue to support the academic activities of the University of Toronto MHSc Occupational Hygiene Program. In 2009, OHS staff provided respirator fit testing and supervised a number of on-campus visits for students to view real workplaces.

The OHS group collaborated with the Provost Office to update the Field Safety, Out of Country Program and Safety Abroad policy and guidelines. The guidelines have been updated to include references to risk based on-line training as well as a risk assessment tool which will alert the OHS group to assist with off-site activities which deal with elevated risk.

***Learn more on the EHS website***

www.ehs.utoronto.ca

# Occupational Hygiene and Safety

The Occupational Hygiene and Safety (OHS) group evaluates potentially hazardous situations (involving chemical, physical and ergonomic stressors) and recommends appropriate controls; develops, oversees and assists in the implementation of health and safety programs in order to ensure compliance with various legislative and best practice requirements; evaluates the effectiveness of these programs; and provides advice on a wide range of health and safety issues to the University community.

## Hazard Control Programs

The table below provides an update on the hazard control programs within OHS. In order to make technical information and requirements more readily available and to ensure consistency across our campuses, OHS updated many existing standards and developed several new ones. (We have noted areas where there has been significant activity.)

# Occupational Hygiene and Safety

| Program | New Activity regulatory changes | New Activity -- program development | Required Maintenance/ continuation of established program |
|---|---|---|---|
| Asbestos | | X | |
| Laboratory Safety | | X | |
| Contractor Safety | | X | |
| Loading Dock | | X | |
| Roof Work | | X | |
| Confined Spaces | | | 4 assessments |
| Supervisor | | X | |
| Risk Assessment | | X | |
| Roof work | | X | |
| Noise | | | X |
| Lockout Tagout | | | X |
| Hydrogen Fluoride | | | X |
| Fall protection | | X | |
| Heat Stress | | | X |
| Fume Hoods | | | 1365 hoods tested and recalibrated |
| Deluge Showers | | | x |
| Eyewashes | | | x |
| Ergonomics | | | 18 assessments |
| Mould | | | 14 assessments |
| Indoor Air Quality | | | 11 assessments |
| Water Quality | | | 5 assessments |
| Inspections | | X | |
| Investigations | | X | |
| Mechanical Safety | | X | |
| Manual Handling | | | x |
| Slips Trips Falls | | | x |
| Ladders | X | | |
| Personnel Lifts | | X | |
| Cryogenics | | X | |
| Chemical /WHMIS | | X | |
| University of Toronto Standards | X | | |

# Occupational Hygiene and Safety

## Occupational Hygiene and Safety Performance Indicators

Performance indicators around compliance and awareness have been developed to assess improvements over time. Compliance indicators focus on specific Ministry of Labour activity and Joint Health and Safety Committee performance.

In late 2007 EHS was informed that there would be a focus by MOL inspectors on Universities and indeed, this year we experienced a sharp increase in MOL activity on all three campuses. In addition, the MOL has changed its enforcement strategy under Safe At Work Ontario (SAWO) to one where it is targeting specific sectors with focused safety blitzes in each of the sectors. There were four sector blitzes conducted in 2009, and all four dealt with hazards present on the University of Toronto campuses. The blitzes concerned lifting devices, Joint Health and Safety Committees, ladder safety, and musculoskeletal injuries.
*data from http://www.labour.gov.on.ca/english/hs/pubs/enforcement/

| Indicator | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|---|
| Ministry of Labour Inspections | 5 | 8 | 6 | 7 | 15* |
| Ministry of Labour Orders | 4 | 9 | 4 | 8 | 23* |
| *MOL dramatically increased activity across Ontario - a nearly threefold rise in inspections, and doubling of orders issued.* | | | | | |
| Activities to increase awareness of EH&S Office | | 5 | 11 | 12 | 18 |
| H&S Projects initiated by Departments | | | 4 | 5 | 3 |

* For MOL Statistics on increased order and inspector activity – see http://www.labour.gov.on.ca/english/hs/pubs/enforcement/

## 2009 JHSC Performance

Ensuring compliance with the Ontario Health & Safety Act with respect to 47 Joint Health and Safety Committees, in particular, the requirement for 4 meetings per years, has continued to be a challenge. Therefore, we have been engaged in developing an alternate Joint Health and Safety Committee arrangement, that reduces the number of unique committees, but retain a structure that recognizes the diversity of the activities on the three campuses. The proposed new committee structure can be found in Appendix EHS-5**.** New multisite Terms of Reference were drafted and they have been reviewed by Labour Relations and legal counsel. We will finalize the new structure with the Ministry of Labour early in 2010 and plan to implement the new structure shortly thereafter.

# Occupational Hygiene and Safety

| Indicator | 2007 | 2008 | 2009 |
|---|---|---|---|
| 1 JHSC meeting or more | 97% | 100% | 100% |
| 2 JHSC meetings or more | 93% | 98% | 98% |
| 3 JHSC meetings or more | 86% | 91% | 96% |
| 4 JHSC meetings or more | 59% | 66% | 70% |
| 5 JHSC meetings or more | 11% | 26% | 17% |

# Radiation Protection Services

Radiation Protection Services (RPS) ensures the safe use of all substances and devices which emit ionizing or non-ionizing radiation. This includes the use of nuclear substances and all radiation devices at all frequency ranges, including static electric and magnetic fields, microwaves and man-made light sources. The scope of our oversight involves the safe procurement, usage, storage, disposal and security of radioactive materials and devices.

The University of Toronto currently operates under two CNSC Licences: Consolidated Nuclear Substances and Radiation Devices Licence, and the Waste Nuclear Substances Licence.

While activity with radioisotopes decreased (the number of permit holders reduced from 180 to 169) activity in other areas such as X-rays and lasers increased. The X-ray safety program was introduced in 2009 and it includes a permit system as well as a regular training session. The newly developed laser safety program includes training, risk assessments, medical surveillance, inspections and follow-up.

To ensure that occupational or general population limits for electro-magnetic fields (EMFs) are not exceeded in University of Toronto work areas, a program for EMF wireless communications surveillance began in 2008. Three reviews of EMFs were developed in 2009. Training for electromagnetic hazards was created in 2009 and will be delivered in 2010.

## Radiation Performance Indicators

Operational monitoring of the RPS incorporates both leading and trailing indicators of performance. Data on these measures is included in the table below.

The performance indicators demonstrate that less time is spent maintaining the traditional radiation program, and more time is spent developing new programs such as the EMF, X-ray and laser safety. Use of lasers at University of Toronto has increased significantly since 2005 with a 40% increase in higher risk 3B and 4 lasers.

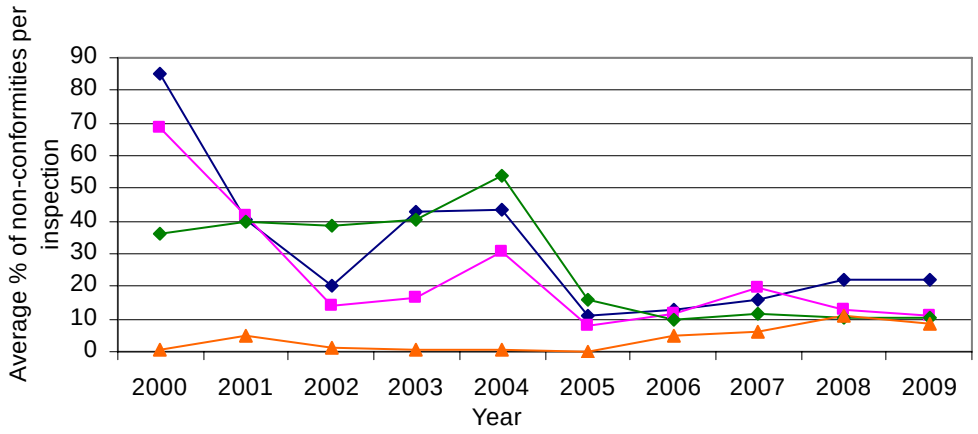
The 2009 internal audit of EHS highlighted the need for more frequent compliance inspections. During the last half of 2009, the RPS group increased their inspection frequency and achieved an increase in the number of inspections completed by 36% over the previous year.

# Radiation Protection Services

| Operational Statistics | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|---|---|
| Active Radioisotope Permits | 255 | 250 | 192 | 170 | 180 | 169 |
| X-ray permits | - | - | - | - | - | 20 |
| Laser permits | - | - | - | - | - | 63 |
| Revisions to Permits | 95 | 89 | 244 | 160 | 207 | 172 |
| Exposure Dosimetry of staff | 1150 | 1120 | 1011 | 935 | 600 | 547 |
| Nuclear Energy Workers | 12 | 14 | 23 | 26 | 25 | 30 |
| Thyroid Bioassay Program | 30 | 27 | 41 | 49 | 51 | 36 |
| Urinalysis Bioassay Program | 6 | 3 | 3 | 3 | 3 | 3 |
| Leak tests on sealed sources | 56 | 61 | 51 | 54 | 38 | 28 |
| Ionizing Radiation Laboratory Inspections | 613 | 752 | 541 | 390 | 344 | 374 |
| Lasers Inspected (open beam class 3B and 4) | 48 | 99 | 150 | 210 | 120 | 264 |
| X-ray Machines Inspected | 35 | 36 | 35 | 35 | 35 | 38 |
| Radiation meters calibrated | 115 | 109 | 150 | 160 | 119 | 82 |
| Total Number of Staff Trained | 588 | 1036 | 595 | 910 | 947 | 743 |

The RPS group examined the nature of inspection non-conformances in order to plan program improvements. The trend of inspection outcomes for the period from 2000 to 2009 is presented below.

**Inspection Outcome Grouped into Four Priority Categories**




- Missing contamination surveys, contamination meter not working properly or not calibrated on time, evidence of food or drink in the lab
- Missing inventory records, radioactive materials not secured, waste tag not filed
- Correct permits revisions not posted, radiation signs missing or used unnecessarily, incorrect signs used
- Missing training or refresher training, authorized users list not updated

The chart shows that the percentage of non-compliances per inspection decreased between 2000 and 2005-06. It is of concern that post 2005 we gradually trend in the wrong direction. Our new campaign to follow up inspection non-compliances, coupled with our new database capability aims to facilitate improved inspection compliance results.

## Program Development

| Program | New activities – Regulatory changes | New activities – Program development | Required maintenance/ continuation of established program |
|---|---|---|---|
| Ionizing radiation | | | |
| • Radiation devices | x | | |
| • Sealed sources | | x | |
| • Open sources | | | x |
| • Radiation permits, training, procedures | | | x |
| CNSC Audit Recommendations | | x | |
| X-ray | | | |
| • Permit system | | x | |
| • Training and procedures | | x | |
| Laser | | | |
| • Non-beam hazards | x | | |
| • Class 3B and 4 procedures | | | x |
| • Laser permit system | | x | |
| • Laser training, inspection, inventory, surveillance | | | x |
| Industrial radiographies | | | x |
| EMF | | | |
| • Cellphones, cellular antennae | | x | |
| • Transformers, high voltage power line | | | x |
| UV and other man-made light sources training | | x | |

# Biosafety

The role of the University's biosafety program is to ensure the safe use, transportation, disposal and storage of all biological agents in a research or teaching lab setting. The University has over 260 labs handling biological agents, at Containment Levels 1, 2 and 3. Such agents include recombinant DNA, human, animal and plant pathogens, blood, tissues, cell lines and toxins.
Prior to 2008 the biosafety program consisted mainly of training, control of biologicals through permits and advice from the University of Toronto Biosafety Committee. In 2008 the program was expanded to include comprehensive laboratory audits. In 2009 the program was further expanded to include 2 additional training modules, as well as increased scope to cover teaching labs and animal facilities. We are now also supporting external researchers who rent University space.

## Key Performance Indicators

With the new Human Pathogens and Toxins Federal Act, we expect increased controls and inspections from the Public Health Agency of Canada. In anticipation of these developments the biosafety group has developed a set of new performance metrics as shown below.

**Biosafety Performance/Targets**

| Performance Indicator | 2008 | 2009 |
|---|---|---|
| Biosafety certificate application processed | 147 | 193 |
| Lab Inspections (CL 1 labs once CL2 labs twice CL2+ three times and CL3 four times a year) | 68 | 82 |
| Biosafety Orientation Sessions | 15 | 17 |
| Participants trained in biosafety | 681 | 742 |
| Participants trained in blood borne pathogens | 0 | 18 |
| Participants trained in Transportation of Dangerous Goods for Biologicals | 0 | 19 |
| Import Permits | 3 | 19 |
| New Regulation Stakeholder Sessions with University of Toronto Stakeholders | 3 | 2 |

## Program Development

Revised regulatory standards have influenced the content of our required training as well as the scope of our program. We now include teaching labs and animal facilities within our biosafety permit system.

# Biosafety

| Element of Biosafety Program | Activity based on new regulations | New program development | Required maintenance of established programs |
|---|---|---|---|
| Formal lab inspections | | x | |
| Biosafety permits | | | x |
| Biomedical surveillance | | x | |
| Training | x | | |
| Import of Biologicals | | | x |
| Import of Toxins | x | | |
| Animal biosafety | | x | |

# Environmental Protection Services

Environmental Protection Services (EPS) manages the hazardous waste programs for biological, chemical and radioactive wastes and responds to minor and major chemical spills. In addition, EPS provides training, information and advice related to disposal practices, interpretation of environmental protection legislation for hazardous materials, and the development of departmental specific spill response programs

.

## Biological Waste Management

On March 24, 2009 EPS took over responsibility for management of the University's Biological Waste (Biowaste) from Facility & Services. Our dedicated staff collect from all Biosafety Level 2 or higher labs on the St. George Campus. This service will promote administrative efficiencies and will ensure compliance for the University.

Since May 2009 our staff have collected around 6500 20L Biowaste pails and 500 Bio-Totes (96 Gal. containers) making up approximately 86,000 kg of biological waste. Through training and communication with lab staff, and negotiating with our Biological Waste contractor we have reduced monthly disposal costs to the University and we continue to look into new ways to reduce overall costs. In Fall 2009 EHS started a program which allowed the EPS staff to convert the hazardous waste to non-hazardous waste in a controlled manner. Our new procedure is fully compliant with current regulatory requirements. Non-hazardous waste is relatively inexpensive to dispose of.

| Month | Disposal of Hazardous Waste | Weight of Hazardous Waste (kg) | Weight (approx) of Hazardous Waste converted to Non-hazardous (kg) |
|---|---|---|---|
| May-09 | $45,169.39 | 13,810 | 0 |
| Jun-09 | $36,401.45 | 14,418 | 0 |
| Jul-09 | $36,328.91 | 14,390 | 0 |
| Aug-09 | $23,873.87 | 9,210 | 0 |
| Sep-09 | $27,527.25 | 9,625 | 3,532 |
| Oct-09 | $20,029.30 | 8,130 | 6,930 |
| Nov-09 | $19,294.50 | 8,100 | 4,072. |

# Environmental Protection Services

## Chemical and Radioactive Waste Management

Chemical waste volumes continue to increase. We attribute this trend to expanding laboratories and increased awareness of proper disposal of obsolete chemicals. EPS utilized a poster campaign to influence waste stream sorting by lab users. This facilitated fewer instances of mixed-up waste streams, thus reducing potentially hazardous situations with incompatible waste chemicals dangerously reacting.

The CNSC inspection of the University of Toronto Waste License in June provided four opportunities for improvement in handling procedures. We also changed the scintillation vial collection procedure to accommodate the needs of our radiation waste contractor

## PCB Waste Management

With Environment Canada PCB Regulations' End-Of Use Date for Equipment and Liquid containing PCBs deadline of December 31, 2009 the University removed four large transformers from the St. George over the Christmas holiday break.

## Environmental Incidents

EPS was contacted to manage nine spills on the St. George campus. These incidents ranged from broken bottles of solvents and acid to elemental mercury spills.

## Environmental Protection Services Performance Indicators

EPS developed performance indicators in 2008 for two priority areas. Both the radiation and chemical waste collection teams have successfully reduced the time between customer calls and service provided while still meeting their regular scheduled commitments. In addition, disposing full waste drums rather than partial empty drums reduced our costs.

| | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|
| Average Service Resp. Time, Bio/Chem/Rad (days) | 8.5 | 6.5 | 3.5 | 1.9 |
| Disposal Cost per kg, Chemical ($) | $ 1.85 | $ 1.99 | $ 2.10 | $ 2.06 |
| Maximizing Efficiency of Pickups (Kg per drum) | 99.01 | 97.52 | 99.62 | 101.76 |

# Environmental Protection Services

## Air Emissions Management

EHS is introducing a single process to comply with Environmental Protection Agency section 9 and O. Reg. 419/05. The Air Emissions Management program was initiated in November by awarding contracts to two consulting firms; one to assist in the preparation of the applications, the other to assist in the collection of data. The University will be applying to the Ministry of Environment for a series of basic Comprehensive Certificates of Approval (C of As) covering selected areas of the campus property defined by geography and by similarity of operations undertaken at the included buildings. Data collection for the first Basic Comprehensive C of A commenced in January 2009.

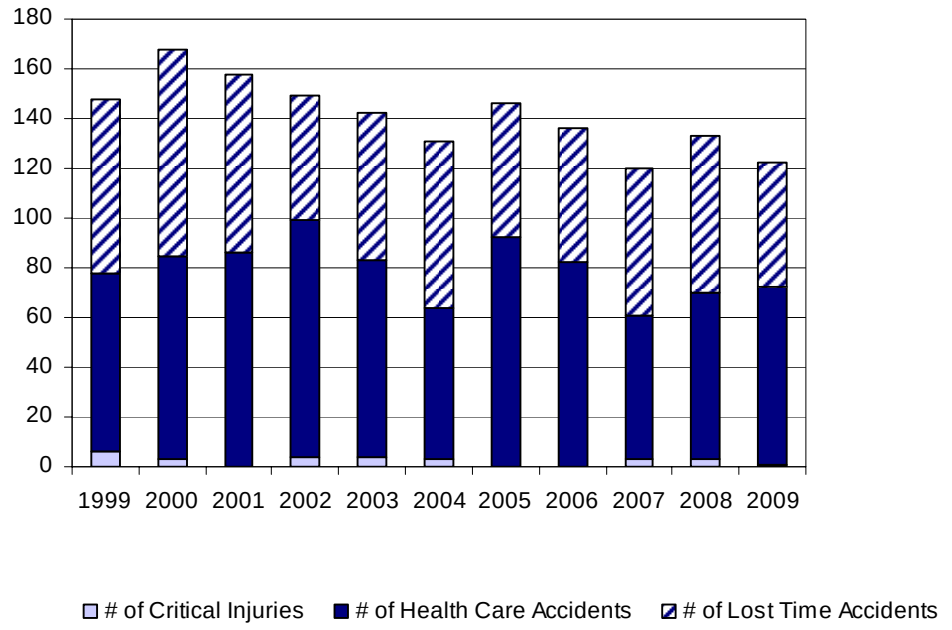
# Work Related Injuries and Illnesses

Health & Well-being (HWB) manages the Workplace Safety and Insurance Board program for the University and tracks injury rates and severity. In addition HWB co-ordinates ergonomic assessments, accommodation and return to work for injured employees. HWB works with EHS and academic and administrative departments to develop targeted responses to identified patterns in an effort to reduce the incidence and severity of workplace injuries.

## Work Related Injuries and Days Lost

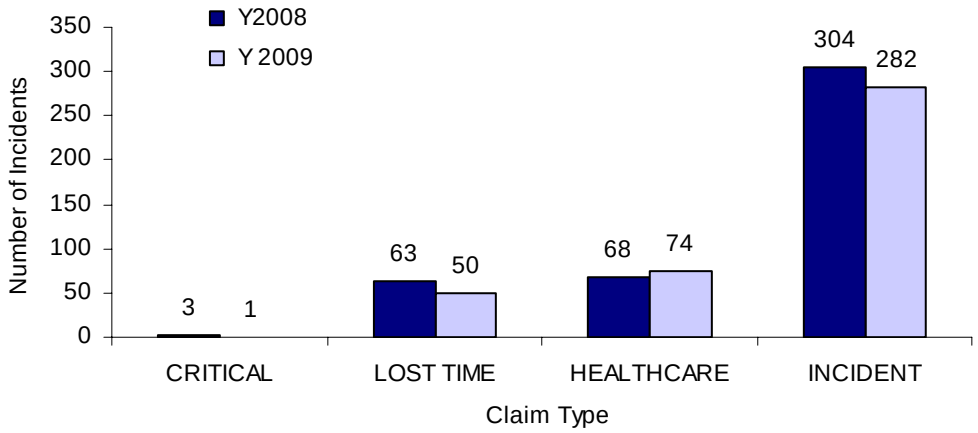
The figure below indicates the number of WSIB claims in each category for the period 2003 to 2009, showing incidents resulting in lost time, those requiring a healthcare appointment but no lost time and critical injuries (defined below). In 2009 there was a slight decrease in the number of workplace injuries.

**Annual WSIB Claims 1999-2009**



# Work Related Injuries and Illnesses

**Year over Year Claim Type Comparison**




## Critical Injuries

Critical injury has a specific definition under the Occupational Health and Safety Act. A critical injury is one that is of a serious nature because it:

- Places life in jeopardy;
- Produces unconsciousness;
- Results in substantial loss of blood;
- Involves the fracture of a leg or arm but not a finger or toe:
- Involves the amputation of a leg, arm, hand or foot, but not a finger or toe;
- Consists of burns to a major portion of the body; or
- Causes the loss of sight in an eye.

There was one critical injury in 2009 as a result of a slip and fall that led to lost time.

## Lost Time Accidents

There were 50 approved lost time accidents in 2009, a 20% decrease from the previous year.

## Health Care Accidents

A health care accident is one that requires the services of a health care professional but involves no time lost from work past the day of the accident. There were 74 health care accidents in 2009, a slight increase from the previous year.

# Work Related Injuries and Illnesses

## Lost Time Accidents and Accident Severity

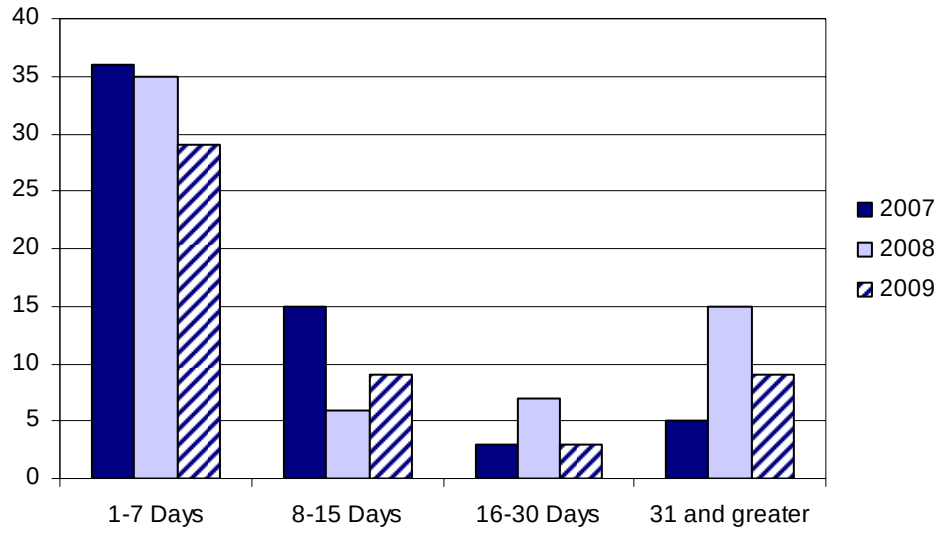
The table below indicates the total number of workdays lost and the average number of days lost per accident. In 2009, there were 1230 days lost due to workplace injury or illness with an average of 24.6 days lost per incident. While these figures are significantly improved over the previous year they are still higher than the University's experience in years prior. Over half of all lost time claims (29) resulted in less than 7 days off work.

**Total days lost and average days lost per accident 2002 – 2009**

| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|---|---|---|---|
| # Days Lost | 744 | 901 | 1689 | 717 | 773 | 587 | 2087 | 1230 |
| Average # of days lost per accident | 14.8 | 15.2 | 24.1 | 13.3 | 14.3 | 9.95 | 33.13 | 24.6 |

The distribution of incidents categorized by length of absence is presented in the figure below.

**Number of Accidents by Duration of Absence**



# Work Related Injuries and Illnesses

There were nine claims that extended beyond 30 days duration. Six of the accidents were as a result of repetitive strain injuries involving physical work and two fractures (finger and ankle). The remaining accidents were one-time movements that resulted in musculoskeletal injuries to back, knee and hand.

In half of the cases,  the departments were able to accommodate the individual while restrictions and limitations continued to exist.  Health and Well-being and Human Resources continues to work creatively with departments to return individuals to work in a timely manner, even when an individual is temporarily unable to return to their full pre-injury duties

# Work Related Injuries and Illnesses

## Lost Time Accident Frequency

The table below shows the lost time frequency by employee group. The table indicates that the Trades group continues to have the highest lost time accident frequency. CUPE 3261 continues to have the highest number of accidents and has the second highest frequency rating.

**Lost time accident frequency by employee group**

| | | Frequencies (%) | | |
|---|---|---|---|---|
| **Group** | **N =** | **2007** | **2008** | **2009** |
| CUPE 3261 | 619 | 4.6 | 4.6 | 4.2 |
| Trades | 82 | 5.3 | 10.1 | 8.5 |
| CAW (Operating Engineers) | 85 | 1.2 | 2.4 | 0.0 |
| CUPE 1230 | 172 | 0.6 | 0.0 | 0.0 |
| CUPE 2484 | 34 | 3.2 | 0.0 | 2.9 |
| OPSEU (Police) | 50 | 2.0 | 3.8 | 0.0 |
| HERE 75 (89 Chestnut) | 78 | 2.6 | 6.6 | 3.8 |
| USW | 3620 | 0.4 | 0.4 | 0.2 |
| Admin (non-union) | 913 | 0.3 | 0.4 | 0.3 |
| Academic/Librarian | 3152 | 0.1 | 0.0 | 0.0 |
| Research Associate | 328 | 0.3 | 0.0 | 0.3 |

* Frequency is the number of lost-time accidents per 100 staff in the identified group.

The University's overall lost time accident rate in 2009 was 0.32, which means one person in every 312 employees suffered an injury. The average lost time injury frequency rate of Ontario universities is  also 0.32.

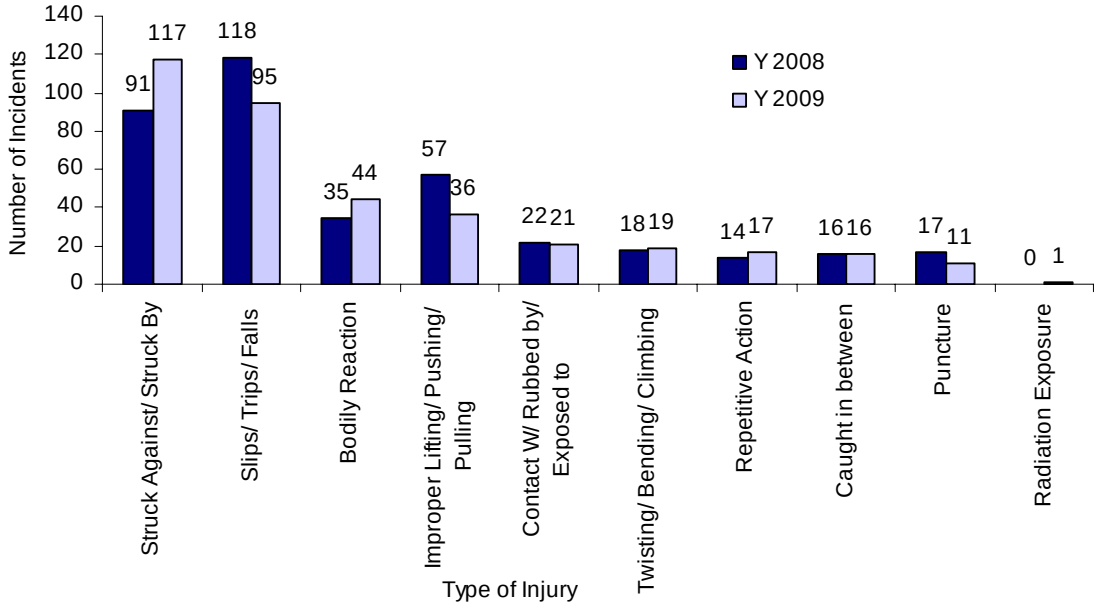
## Workplace Incident Trends

This year we are including additional tables  that present all workplace incidents, rather than just those resulting in an injury. This collection and trending will enable the development of more effective prevention strategies.

# Work Related Injuries and Illnesses

The chart below depicts the type of incidents which have occurred across the three University of Toronto campuses. “Struck against” and slips and falls over the past two years have been the most common type of incident. Initiatives to reduce these incidents include maintaining walkways as well as the physical condition of equipment, tools and the workplace environment. Bodily reaction includes the reaction to odors, as well as musculoskeletal injuries. The OHS team will examine whether additional training will improve the incident trends related to lifting, bending and twisting.

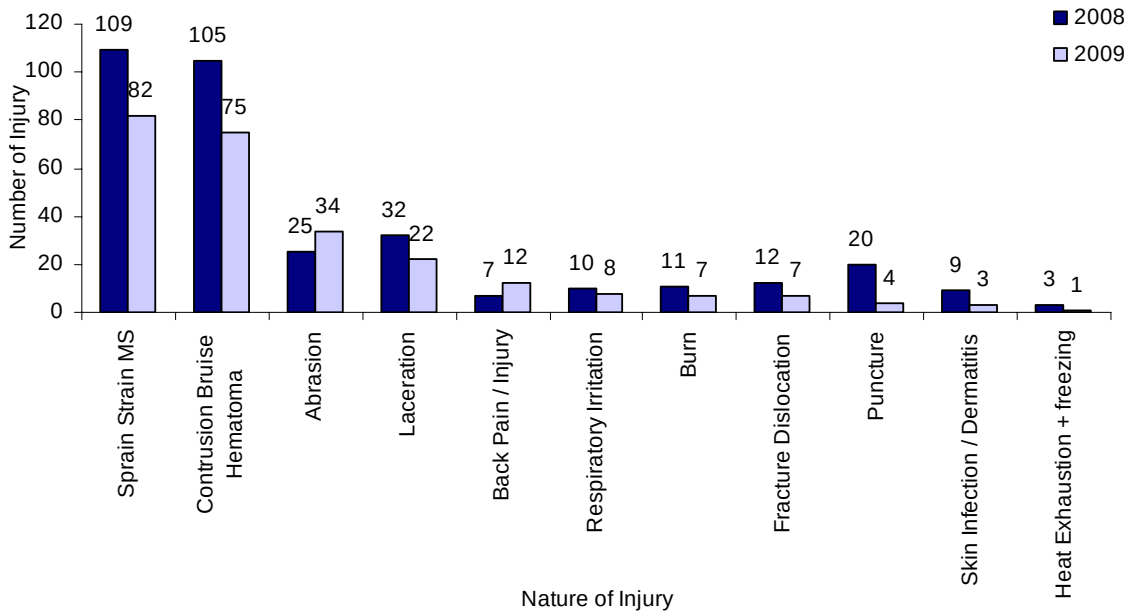
**Year over Year Type of Incident Comparison**




In the chart below we examine actual injuries. In comparison to last year, the number of punctures (needlestick) injuries have been reduced by 80% and fractures reduced by almost half. Although most injury categories were lower in 2009, back pain injuries increased. There may be an opportunity to reduce back injuries by examining more closely the details involved in lifting/ twisting and bending incidents. The last category on the chart combines heat exhaustion and cold stress, however the reported incidents are all related to heat exhaustion.

# Work Related Injuries and Illnesses

**Year over Year Comparison of Most Common Injuries**

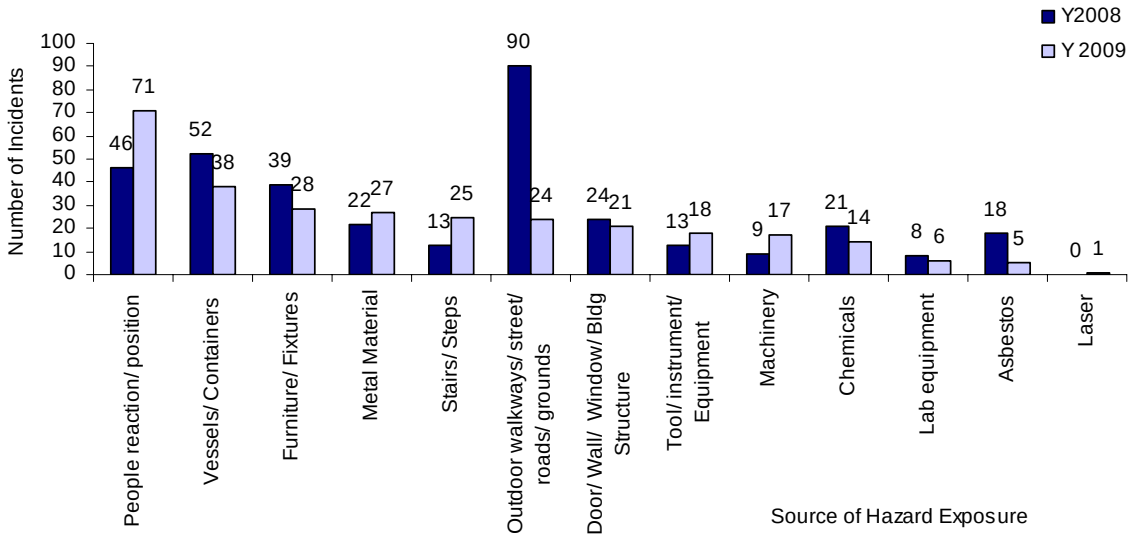



**Note:** graph above does not include non-commonly occurring or unidentified categories or no injury, except for Heat Exhaustion/ freezing for special visibility

# Work Related Injuries and Illnesses

The chart below illustrates sources of hazard exposure. Exposure trends were similar in 2009 and 2008. Some notable exceptions include the 72% drop in reported suspected asbestos exposures as well as a 73% drop in incidents on outdoor walkways.

**Year over year comparison of most common source of hazard exposure**




We are focusing our efforts on the areas which need the most improvement. Whether the strategy is one of additional training, procedural changes or workplace modifications, we are actively developing strategies to reduce the chance of an injury while working at the University. We will report on our progress in the next annual report.

# Highlights

In 2009, the Manager, Health and Well-being Programs and Services, was awarded the "**Who's Who in Workplace Health Award**" in recognition of demonstrated leadership and innovation in workplace wellness, and for the impact on the health and well-being of employees.

For the second year, the University of Toronto was named one of the top thirty-five of **Canada's Best Diversity Employers 2009**. This award recognizes those with exceptional workplace diversity and inclusiveness programs. The University was noted for having created career development programs for Aboriginal employees, for hosting leadership and networking events for women employees, establishing an LGBT human resources committee provided a number of educational initiatives, and for having equity offices and initiatives that address anti-racism, LGBT, and women's issues.

Canada's Best Diversity Employers 2009
PRESENTED BY BMO Financial Group

The University as a whole has been recognized for its excellence in working toward a more diverse and equitable workplace and often serves as a model to other organizations.

In 2009 there was unprecedented campus-wide engagement with understanding disability issues and how to reduce or **remove barriers to accessibility** as the new Customer Service Standard required by the Accessibility for Ontarians with Disabilities Act (AODA) was presented.

Equity officers, students and staff from Student Life worked to create the video "**University Rhymes With Diversity"** for the International Day for the Elimination of Racial Discrimination (March 21). The video which captures the multiple voices of members of the University community speaking out against racism was widely distributed through electronic networks. www.youtube.com/watch?v=ItQNmpPngCk&feature=related

# Goals of the Equity Offices

Equity Offices work to ensure the University's goals "to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life… [and create] the conditions for our diverse staff and student body to maximize their creativity and their contributions…" *(Statement of Equity, Diversity, and Excellence, 2006)* "live and breathe" across our three campuses in the following ways:

## Creating a Vibrant and Welcoming Community

The core goals of the Equity Offices are to develop effective ways to respond to diversity and difference, engage cultural awareness and fluency in its broadest meaning, and generally enable all members of the University community to work within the scope of each person's role toward "the creation of an equitable community". These goals are the foundation of an inclusive and welcoming working and learning environment.

## Engaging Diversity and Equity

All Equity Offices enhance awareness of the University's values of diversity and equity, promote greater visibility of the resources and services, and work toward 'building capacity' of students, staff and faculty to effectively implement policies into practice through consultations and educational sessions and seminars.

## Proactive Problem Solving

Concerns related to equity issues have become increasingly complex and multifaceted. Equity Officers work proactively to identify concerns and needs as they arise and respond individually and in partnerships to develop timely and effective responses. This work of the Offices is often invisible as successful interventions, mediations, and problem-solving are not publicly noticed but contribute greatly to our overall environment.

## Building Partnerships to Reduce Barriers

Issues related to equity and diversity are most often multidimensional and do not rest solely under the auspices of one office. In order to most effectively address complex situations, Equity Officers frequently work collaboratively with each other and with academic and administrative units.

# Key Accomplishments

## New Approaches to Communication about Equity

Increasing awareness of resources and services that address equity and communications regarding the implementation of equitable practices was a high priority in 2009.

*Profiling Resources and Services*

> The commitment of divisional liaison officers…was unwavering.
>
> *- AODA Officer*

Fifteen thousand bookmarks with the revised message "EQ  ITY. We need YOU in it" on one side, and with an updated list of Equity Offices on the reverse were distributed widely, particularly to students and employees new to the University. The Community Safety Office, the Family Care Office and the UTM Principal's Advisory Committee on Diversity, Equity, and Inclusion designed new posters and/or websites and other materials in 2009. The new profiles and resource material proved highly effective in reaching broader audiences and expanding awareness of multiple services and supports.

*Challenging Attitudes to Reduce Barriers*

Dynamic materials were launched and coordinated by the Offices to challenge negative attitudes and to promote positive change. The Office of LGBTQ Programs and Services produced the poster campaign "You May Not Be Bigoted But That Comment Was" and "No. My Shoes Aren't Gay. But I May Be." The poster message links to themes highlighted by the Office that address the use of discriminatory language and behaviour.

The Community Safety Office established the action group "Men Against Violence" which explored truths and myths of sexual assault.

In recognition of the International Day for the Elimination of Racial Discrimination, Equity Officers participated in the creation of the video "University Rhymes With Diversity".  Featuring students, staff and faculty as well as Officers it captures the multiple voices of members of the University community speaking out against racism. The video was widely distributed through electronic networks. www.youtube.com/watch?v=ItQNmpPnqCk&feature=related

# Key Accomplishments

Faculties and divisions across the University have also developed and sustain initiatives that challenge attitudes to reduce barriers both within the University and the wider community. Examples include:

- The Faculty of Medicine hosts a range of service learning opportunities to communities in need to help create awareness and promote social responsibility.
- Members of the Factor-Inwentash Faculty of Social Work developed an education project to create awareness about the exchange of knowledge between several Aboriginal communities, organizations and university students. The project included the development of the film “Shielded Minds”.
- Hart House endorsed a new vision statement to reflect its principles of equity, diversity and inclusivity. Hart House is “…where all voices, rhythms and traditions converge.”
- The Equity and Diversity Trainer, Office of Student Life, hosted a range of sessions designed to enable students to understand and challenge discriminatory attitudes.

## From Policy to Action

The following are examples of initiatives to create awareness and to ensure consistent application and effective implementation of policies.

*Faculty and Staff*

- “Cultural Fluency” - an interactive workshop for personnel across the Human Resources portfolio to explore how cultural dynamics impact behaviour and how to create inclusive, cohesive working groups.
- “Equity Essentials” and 25 other sessions for faculty and academic administrators with the theme of equity integrated throughout.
- “AODA- Customer Service and You” identified methods for departmental and divisional participants to assess attitudes, practices and strategies to address the needs of people with disabilities
- “Untangling Equity” helped managers and supervisors develop a deeper understanding how to respond to complex dynamics in a diverse workplace.

> At the “Cultural Fluency” workshop I was really pushed to think deeply and question my own biases/beliefs/ thoughts/ideas .
> *-Participant*

# Key Accomplishments

*Students*

- Equity Officers met with newly elected leaders of student governments to introduce them to the breadth of resources and to identify critical issues for 2009. This proactive approach helped establish the grounding for ongoing partnerships throughout the year.
- The Sexual Harassment Officer held sessions with law students working in clinics and on placements to enable them to address issues that arise when off-campus.
- The LGBTQ Co-ordinator lead sessions with staff in Residence Life and with Peer Education to more effectively meet student concerns.
- The Anti-Racism and Cultural Diversity Officer worked with students to understand the impact of prejudice and stereotyping.

## Inclusive Pedagogy

Accessibility services on all three campuses provided accommodations for increasing numbers of students with multiple disabilities and/or complex life circumstance. In order to address student needs in the classroom, there was a focus on developing awareness of techniques of inclusive pedagogy. For example, the Centre for Teaching Support and Innovation (CTSI) developed a "Learning Styles Tip Sheet" for faculty to use in preparation of course outlines and teaching tools.

Other new initiatives included sessions for faculty and Teaching Assistants such as "Creating Accessible Learning Environments" (St. George) and the "Back to School" workshop series to effectively support students with diverse learning styles. There were increased consultations with faculty to help them identify struggling students and provide appropriate accommodation (UTM), and a survey to students with disabilities (UTSC) on their perspectives of inclusive teaching, the findings of which will assist in identifying best practices.

***U of T Women***

In 1880, the inaugural issue of the student paper The Varsity had a written a debate: "Should Women Be Admitted to the University of Toronto?" Four years later they were –although there were no designated washrooms for women and they weren't permitted in some buildings. Over the past 125 years much has advanced for women due to changes in social conditions and to committed efforts by the University.

# Key Accomplishments

## Celebrating Changes toward Gender Equity

2009 marked the 25th anniversary of the Status of Women Office and much has changed for women since it was established in 1984. Positive change has been due to the greater understanding of the intersection of gender with other equity concerns affecting women's lives and to the actions of many divisions and departments across the University in identifying and addressing the needs of women students, staff and faculty. Exemplary initiatives this year included, The National Conference on Women in Engineering hosted by the Faculty of Applied Science and Engineering; initiatives to integrate diversity by the Status of Women Committee, Faculty of Law, the follow-up by the Faculty of Arts and Science to the "Report of the Working Group on Differences in Male and Female Faculty Responses to the Speaking UP Survey", the workshop on "Gender, Science and Myths of Merit" held by the Department of Ecology and Evolutionary Biology, and programs in athletic facilities on all three campuses to encourage women to participate in exercise.

The Status of Women Office marked its anniversary with a campaign to launch a celebration of "Acts of Daily Excellence' to highlight women students, staff and faculty whose everyday actions have made a difference to their colleagues and community - www.arewomenequalyet.blogspot.com

Issues identified by students, staff and faculty that continue to need attention include persistent gender stereotyping, accommodation of family care responsibilities, safety and violence, access to leadership roles, and perceptions of workload.

# Key Accomplishments

## Addressing Violence in Relationships

Violence against women students by intimate partners or in dating relationships is a growing concern on university and college campuses across North America as it is at the University of Toronto. The Community Safety Office (CSO) actively works to prevent such incidents from occurring and to provide ongoing support to women and men living in or fleeing from those relationships. In 2009 the CSO developed a new approach to violence prevention that was specific to the needs of the University community. This approach included the development of new material about abusive relationships.

The CSO also organized several innovative events specifically.

Personal safety is an issue that crosses office boundaries and many offices have partnered to provide a proactive approach. Initiatives include:

- Campus Safety Tours for women students to familiarize them with safety resources and to develop ‘safe routes’.
- “Dissolve”, a play about sexual assault prevention.
- Working with students who experience high-risk circumstances based on their sexual identity.
- Holding a ceremony to mark the 20th anniversary of the National Day of Remembrance and Action, December 6, for which students prepared the moving video, “remembrance awareness action 1989-2009” (http://www.vimeo.com/7952307)

# Appendix – HR and Equity

HR-1. Total U of T Population

HR-2. Full-time Faculty and Staff

HR-3. Part-Time Faculty and Staff

HR-4. Breakdown of Unionized Staff from Table HR-1

HR-5. Academic Appointments in the Faculty of Medicine1

HR-6. Professorial Staff and Lecturers

HR-7. Breakdown of Other Academics from Table HR-2

HR-8. Age Distribution of Faculty and Staff (Full- and Part-time)

HR-9. Hires / Promotions / Terminations

HR-10. Turnover Rates (Full-Time Administrative Staff)

HR-11. Organizational Development and Learning Centre Training Report

HR-12. Profile of Divisional HR Offices

HR-13. Occupation Health Statistics 2009

# Appendix – HR and Equity

## HR-1. Total U of T Population

| | Sep-00 | Sep-08 | Sep-09 | % change 2000:2009 | % change 2008:2009 |
|---|---|---|---|---|---|
| ***Total Employees***[1] | 10,031 | 13,216 | 13,446 | 34 | 2 |
| | | | | | |
| ***Students*** | | | | | |
| Undergraduate Students (FT and PT) | 44,974 | 59,794 | 61,632 | 37 | 3 |
| Graduate Students (FT and PT) | 10,130 | 13,891 | 14,476 | 43 | 4 |
| FTE (All Students) | 45,265 | 62,934 | 65,402 | 44 | 4 |

## HR-2. Full-time Faculty and Staff[2]

| | Sep-00 | Sep-08 | Sep-09 | % change 2000:2009 | % change 2008:2009 |
|---|---|---|---|---|---|
| **ACADEMICS** | | | | | |
| Tenure/Tenure Stream | 1,747 | 1,955 | 1,968 | 13 | 1 |
| Clinical[3] | 404 | 279 | 270 | -33 | -3 |
| CLTA/Other[4] | 180 | 157 | 148 | -18 | -6 |
| Other Academics[5] | 239 | 302 | 313 | 31 | 4 |
| *Total All Academic Staff* | 2,570 | 2,693 | 2,699 | 5 | 0 |
| Librarians | 129 | 130 | 131 | 2 | 1 |
| Research Associates | 127 | 278 | 292 | 130 | 5 |
| | | | | | |
| **ADMINISTRATIVE** | | | | | |
| Non-Unionized Administrative Staff by Source of Funding: | | | | | |
| Operating Budget | 621 | 880 | 856 | 38 | -3 |
| Ancillary | 9 | 21 | 20 | 122 | -5 |
| Grant | 13 | 12 | 12 | -8 | 0 |
| *Total* | 643 | 913 | 888 | 38 | -3 |
| | | | | | |
| Unionized Staff by Source of Funding: | | | | | |
| Operating Budget | 2,932 | 3,745 | 3,866 | 32 | 3 |
| Ancillary | 94 | 233 | 237 | 152 | 2 |
| Grant | 239 | 330 | 348 | 46 | 5 |
| *Total* | 3,265 | 4,308 | 4,451 | 36 | 3 |
| | | | | | |
| ***TOTAL FULL-TIME STAFF*** | 6,734 | 8,322 | 8,461 | 26 | 2 |

[1] Includes Full-time and Part-time appointed faculty and staff plus Teaching Assistants and Graduate Assistants.
[2] Non-appointed staff are excluded from this table.
[3] Clinical Faculty includes only those Clinical Faculty who receive some or all of their remuneration through the University Payroll. There are an additional 1,919 full time clinical academic appointees (as defined by the policy for Clinical Faculty) who do not receive their remuneration through the University Payroll. See table HR-5.
[4] CLTA/Other includes non-tenure stream professoriate. See table HR-6.
[5] Other Academics include Instructors, Lecturers & Tutors, excluding sessional lecturers represented by CUPE 3902, Unit 3. See table HR-7.

# Appendix – HR and Equity

## HR-3. Part-Time Faculty and Staff[1]

| | Sep-00 | Sep-08 | Sep-09 | % change 2000:2009 | % change 2008:2009 |
|---|---|---|---|---|---|
| **ACADEMICS** | | | | | |
| Tenure/Tenure Stream | 10 | 58 | 52 | 420 | -10 |
| Clinical[2] | 122 | 80 | 76 | -38 | -5 |
| CLTA/Other[3] | 88 | 96 | 102 | 16 | 6 |
| Other Academics[4] | 48 | 120 | 122 | 154 | 2 |
| *Total All Academic Staff* | 268 | 354 | 352 | 31 | -1 |
| Librarians | 20 | 18 | 18 | -10 | 0 |
| Research Associates | 15 | 34 | 36 | 140 | 6 |
| **ADMINISTRATIVE** | | | | | |
| Non-Unionized Administrative Staff by Source of Funding: | | | | | |
| Operating Budget | 24 | 35 | 27 | 13 | -23 |
| Ancillary | 0 | 0 | 0 | 0 | |
| Grant | 1 | 0 | 1 | 0 | |
| *Total* | 25 | 35 | 28 | 12 | -20 |
| Unionized Staff by Source of Funding: | | | | | |
| Operating Budget | 275 | 269 | 255 | -7 | -5 |
| Ancillary | 2 | 7 | 5 | 150 | -29 |
| Grant | 42 | 26 | 36 | -14 | 38 |
| *Total* | 319 | 302 | 296 | -7 | -2 |
| ***TOTAL PART-TIME STAFF*** | 647 | 743 | 730 | 13 | -2 |
| Teaching Assistants (No. of Appointments) | 2,467 | 3,878 | 3,986 | 62 | 3 |
| Graduate Assistants (No. of Appointments) (OISE/UT ) | 183 | 273 | 269 | 47 | -1 |

[1] Non-appointed staff and appointments of less than 25% are excluded from this table.
[2] Clinical Faculty includes only those Clinical Faculty who receive some or all of their remuneration through the University Payroll. There are an additional 1,829 part time clinical academic appointees (as defined by the policy for Clinical Faculty) who do not receive their remuneration through the University Payroll. See table HR-5.
[3] CLTA/Other includes non-tenure stream professoriate. See table HR-6.
[4] Other Academics include Instructors, Lecturers & Tutors, excluding sessional lecturers represented by CUPE 3902, Unit 3. See table HR-7.

# Appendix – HR and Equity

## HR-4. Breakdown of Unionized Staff from Table HR-1

as at September 2009

| | Full-Time | Part-Time | Total |
|---|---|---|---|
| Service Workers (CUPE 3261) | 593 | 26 | 619 |
| Research Associates and Officers (OPSEU 578) | 5 | 2 | 7 |
| Operating Engineers (CAW 2003) | 85 | | 85 |
| Trades and Services[1] | 82 | | 82 |
| Police (OPSEU 519) | 50 | | 50 |
| Library Workers (CUPE 1230) | 154 | 18 | 172 |
| Early Learning Centre (CUPE 2484) | 31 | 3 | 34 |
| 89 Chestnut (Unite HERE) | 78 | | 78 |
| Administrative Staff (USW 1998) | 3373 | 247 | 3620 |
| **TOTAL** | **4451** | **296** | **4747** |

[1]Trades and Services includes Machinists, Carpenters, Electrical Workers, Sheet Metal Workers, Plumbers, Pipefitters, Painters and Stage Hands.

## HR-5. Academic Appointments in the Faculty of Medicine[1]

as at September 2009

| | Full-Time | Part-Time | Total |
|---|---|---|---|
| Clinical Academic Appointees | 1919 | 1829 | 3748 |
| Other Academic Appointees | 411 | 675 | 1086 |
| **Total** | **2330** | **2504** | **4834** |

[1] These appointments are not counted in the staff counts in the summary information provided in HR-1 as they do not receive any remuneration through the U of T payroll.

# Appendix – HR and Equity

## HR-6. Professorial Staff and Lecturers[1]

as at September 2009

**FULL-TIME**

| Faculty Rank | Tenured[2] | Tenure Stream | Non-Tenure Stream | | | Total |
|---|---|---|---|---|---|---|
| | | | *CLTA/Other* | *Clinician* | *Total* | |
| Professor | 843 | 0 | 24 | 128 | 152 | 995 |
| Associate Professor | 654 | 26 | 28 | 102 | 130 | 810 |
| Assistant Professor | 0 | 429 | 87 | 39 | 126 | 555 |
| Assistant Professor (Cond) | 0 | 16 | 9 | 1 | 10 | 26 |
| **TOTAL** | **1497** | **471** | **148** | **270** | **418** | **2386** |

**PART-TIME**

| Faculty Rank | Tenured | Tenure Stream | Non-Tenure Stream | | | Total |
|---|---|---|---|---|---|---|
| | | | *CLTA/Other* | *Clinician* | *Total* | |
| Professor | 40 | 0 | 13 | 33 | 46 | 86 |
| Associate Professor | 11 | 0 | 27 | 21 | 48 | 59 |
| Assistant Professor | 0 | 0 | 59 | 22 | 81 | 81 |
| Assistant Professor (Cond) | 0 | 1 | 3 | 0 | 3 | 4 |
| **TOTAL** | **51** | **1** | **102** | **76** | **178** | **230** |

[1]Tables exclude all Status Only appointments and appointments less than 25% and include all sources of funding
[2]Tenured staff include some clinicians

# Appendix – HR and Equity

## HR-7. Breakdown of Other Academics from Table HR-2

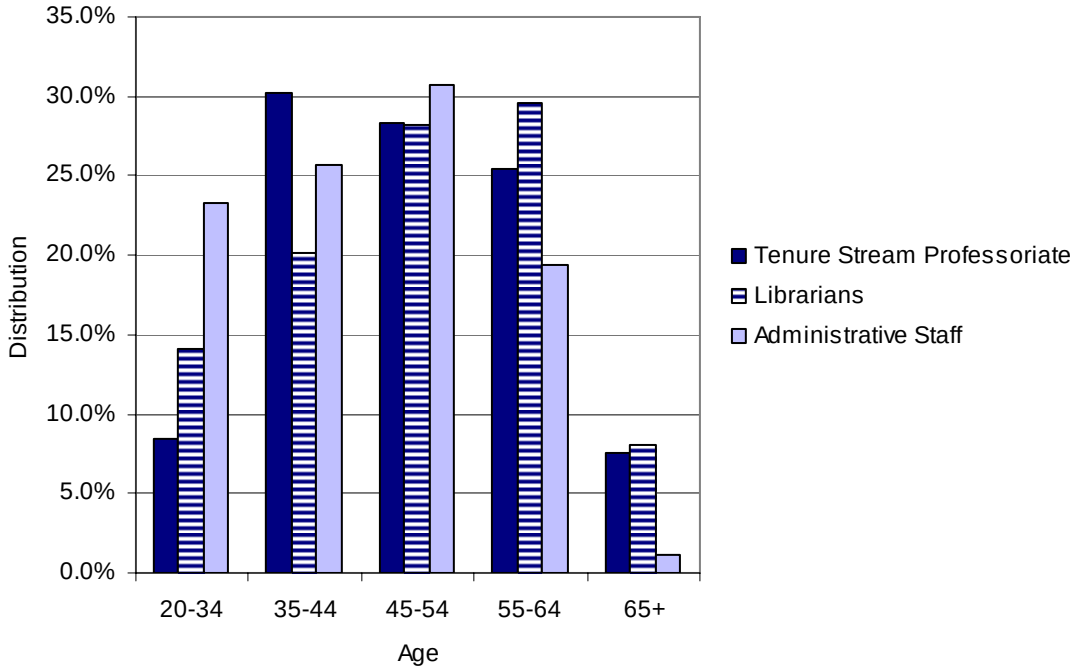
as at September 2009

| | Full-Time | Part-Time | Total |
|---|---|---|---|
| Instructors | 28 | 5 | 33 |
| Lecturers | 115 | 99 | 214 |
| Senior Lecturers | 170 | 18 | 188 |
| **TOTAL** | **313** | **122** | **435** |

Table excludes all Status-Only appointments, appointments of less than 25% and sessional lecturers represented by CUPE 3902 Unit 3. Includes all sources of funding.

## HR-8. Age Distribution of Faculty, Librarians and Staff (Full- and Part-time)

as of September 30, 2009



# Appendix – HR and Equity

## HR-9. Hires / Promotions / Terminations

*Full and Part-time Staff*

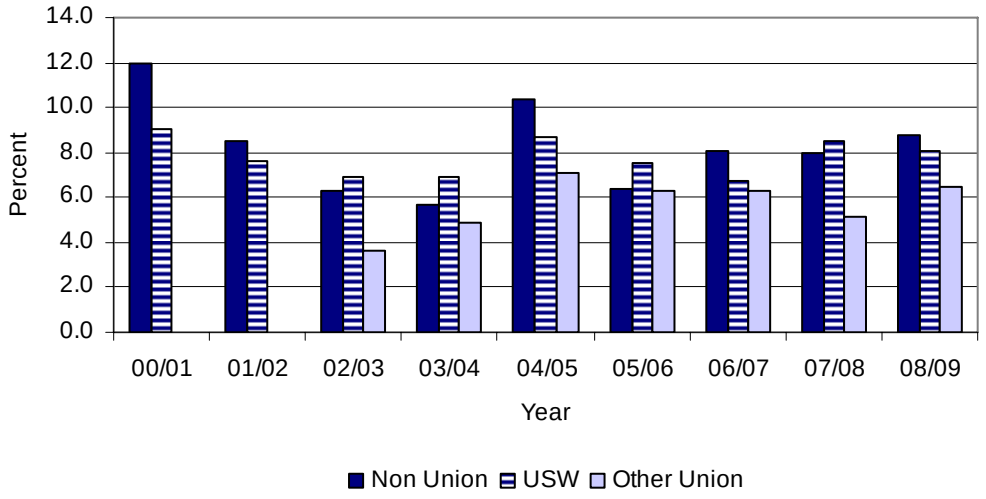
| Employee Group | | Oct 1, 2007 - Sep 30, 2008 Count | % Staff | Oct 1, 2008 - Sep 30, 2009 Count | % Staff |
|---|---|---|---|---|---|
| **Tenure/Tenure Stream**[1] | New Hires | 90 | 4.5% | 90 | 4.5% |
| | Promotions | 47 | 2.4% | 43 | 2.1% |
| | Terminations | 65 | 3.3% | 73 | 3.6% |
| | Staff Count | 1979 | | 2013 | |
| **Librarians** | New Hires | 13 | 9.0% | 12 | 8.1% |
| | Promotions | 12 | 8.3% | 2 | 1.4% |
| | Terminations | 10 | 6.9% | 13 | 8.8% |
| | Staff Count | 145 | | 148 | |
| **Admin, Non-Unionized** | New Hires | 80 | 8.7% | 66 | 7.0% |
| | Promotions | 65 | 7.1% | 45 | 4.7% |
| | Terminations | 75 | 8.2% | 72 | 7.6% |
| | Staff Count | 918 | | 948 | |
| **Admin, USW** | New Hires | 440 | 13.0% | 423 | 12.2% |
| | Promotions | 229 | 6.8% | 216 | 6.2% |
| | Terminations | 311 | 9.2% | 237 | 6.8% |
| | Staff Count | 3373 | | 3477 | |
| **Admin, Other Unions** | New Hires | 122 | 11.0% | 92 | 8.1% |
| | Promotions | 24 | 2.2% | 33 | 2.9% |
| | Terminations | 61 | 5.5% | 80 | 7.1% |
| | Staff Count | 1106 | | 1133 | |

[1]Promotions for Tenure/Tenure Stream are to Full Professor only
Promotions are from each employee group (e.g. USW to Non-Union is counted in the USW group)
Promotions include position reclassifications
New Hires are external to the university including previous casual staff
Terminations include voluntary leaves, involuntary leaves and retirements
Staff Count is as of the beginning of the period

# Appendix – HR and Equity

## HR-10. Turnover Rates (Full-Time Administrative Staff)

(includes voluntary, involuntary and retirements)
Oct 1, 2008 - Sep 30, 2009




## HR-11. ODLC Training Report

January 1, 2009 to December 31, 2009

| | Number of Participants | Number of Seminars | Total Hours | Total Days |
|---|---|---|---|---|
| **Career** | 1,193 | 56 | 63.5 | 28 |
| **Computer** | 1,435 | 136 | 580 | 102 |
| **Leadership** | 1,334 | 66 | 181.5 | 36 |
| **Professional** | 1,160 | 55 | 203 | 34 |
| **Sub Totals** | **5,122** | **313** | **1028** | **200** |
| **Work-life balance** | 1,259 | 40 | 51 | 20 |
| **Retirement** | 176 | 7 | 14 | 4 |
| **TOTAL** | **6,557** | **360** | **1092** | **24** |
| **Orientation** | 207 | 7 | 24.5 | 3.5 |
| **2009 GRAND TOTAL** | **6764** | **367** | **1117** | **227** |

# Appendix – HR and Equity

## HR-12. Profile of Divisional HR Offices

The following is a brief profile of the divisional Human Resource offices and their key accomplishments for 2009.

### Ancillary Services

*Client Profile*

The Ancillary Services Human Resources office provides strategic HR advice and support to its business services oriented client group. This group consists of approximately 320 administrative and unionized employees including those represented by UNITE HERE, USW, CUPE 3261, Professionals/Managers and Confidentials.

*Client Groups*

- 89 Chestnut Residence
- Ancillary Service Office
- Charles Street Residences
- Food & Beverage Services
- Parking Services
- Real Estate – Faculty Housing
- UTemp - Temporary Staffing Services
- Financial Services
- Graduate House

*Key Accomplishments for 2009*

- Successfully transitioned two new client groups to client portfolio – Financial Services and Graduate House.
- Coordinated training sessions for 89 Chestnut i.e., Effective Communication and Conflict Resolution Skills, Positive Communication methods for Supervisors and Managers.
- Implemented TimeLink, a Time and Attendance program at 89 Chestnut making the time management process more accurate and efficient.

# Appendix – HR and Equity

## Central Administration Human Resources Services (CAHRS)

### *Client Profile*

The CAHRS client group has one of the largest client groups among the HR Offices at the University and includes the highest proportion of Professional/Managerial and Confidentials staff. With a focus on building strong working relationships with clients and efficient, responsive customer service, the CAHRS group provides a full array of HR services to approximately 1443 staff and faculty, including: 681 USW; 286 Professional/Managerial staff; 35 Confidentials staff; 26 CUPE 3261; 34 CUPE 2484; 11 PVP; 20 Academics; 1 Librarian; 1 Research Associate; and 348 casual monthly staff.

### *Client Groups*

- Simcoe Hall and related Vice-Presidential portfolios
- New, Innis, Woodsworth and University Colleges
- Central Administrative Units
- Division of Student Life
- Hart House
- School of Continuing Studies
- School of Graduate Studies
- Admissions and Awards
- Transitional Year Programme
- Human Resources
- Office of the Chief Information Officer and Associated Departments

### *Key Accomplishments for 2009*

- Participated in sick-leave tracking project, which was rolled out to clients in fall of 2009.
- Participated as a member of the Civility Guidelines Training Committee (training to be delivered in 2010).

# Appendix – HR and Equity

## Dentistry

*Client Profile*

The HR Office provides guidance to managers, academics and other staff within the Faculty and the dental clinical areas, which involves unique, complex employee and labour relations issues. The HR Office also provides a full range of payroll services to all staff.

The Faculty of Dentistry has approximately 900 employees:

- 90 clinical support staff
- 90 administrative staff outside clinical areas
- 80 faculty members
- 550 part-time dentists (instructors)
- 90 other staff (Research Associates, casuals, etc.)

*Key Accomplishments for 2009*

- The HR Office initiated regular Union/Management meetings. These have resulted in improved labour/management relations, increased communication between the parties and fewer/no grievances.
- Expanded Wellness Fair: provided new health initiatives for staff, including regular yoga, qigong and shiatsu, Big Bike, and a smoothie day. These programs have brought greater participation, engagement and improved morale amongst the staff.
- The HR Office has provided counselling/coaching for managers to further develop their management skills.
- The ongoing attendance management program has demonstrated success. Over the last few years, absenteeism has improved significantly.

## Facilities & Services & Real Estate Operations

*Client Profile*

Human Resources Services, Facilities & Services, handles a broad scope of human resources functions within Facilities & Services (Building Services, Grounds & Trades, Utilities & Building Operations, Campus Police, Property Management, Telecommunications, Sustainability Office and Initiatives, and Financial Services); and, within the Office of Real Estate Operations (Real Estate, Design & Engineering, and Construction). There are over 650 staff members in these areas,

# Appendix – HR and Equity

*Facilities & Services & Real Estate Operations cont'd*

the majority of whom are hourly paid. Staff positions range from managerial and professional (architects and engineers, typically) to skilled trades and other unionized support staff. The latter are covered by 9 collective agreements.

### *Key Accomplishments for 2009*

- A co-operative venture between our HR Administrator and our Manager, Systems, Payroll & Operations Development resulted in a revamping of our hiring documentation process. Combining two separate processes into one, the new process takes far less time and is completely "paperless".
- Working with our existing system for tracking attendance and sick leave for statistical purposes, we were able to handle the very tight turnaround to merging this system with HRIS in order to provide up-to-the-week absence tracking during the first wave of H1N1. Consequently, as soon as the first "spike" was recognized we responded with a special reminder to staff on the importance of precautionary practices.

## Faculty of Arts & Science

### *Client Profile*

The largest decentralized human resources office at UofT, the Faculty of Arts & Science HR Office provides expertise, advice and leadership on the full spectrum of academic and administrative human resources and benefits related issues and initiatives, to a client group that includes 37 Departments, 31 Institutes, Schools, Centres and Programs, and 7 Colleges; and, approximately 920 FTE academic staff, 550 FTE administrative and technical staff, 260 sessional lecturers and 2,400 teaching assistants, course instructors, and postdoctoral fellows.

### *Key Accomplishments for 2009*

- Offered several information and training sessions for administrative staff; new sessions this year included continuity planning, career development and succession planning and administrative management of casual employees.
- Developed a faculty retirement database in order to track faculty retirement patterns.

# Appendix – HR and Equity

*Faculty of Arts & Science cont'd*

- Developed and delivered a new workshop for Directors of Institutes, Schools, Centres and Programs on academic policies and procedures, managing administrative staff, equity resources, immigration and FIPPA.
- Organized CUPE 3902, Unit 1 lunch and learn sessions.

## Library

### *Client Profile*

The University of Toronto Libraries (UTL) HR Office supports a business unit of approximately 500 FTEs. Employee groups that are supported by the office include: Confidentials, CUPE1230, CUPE 3261, Professionals/Managers, USW and UTFA.

### *Key Accomplishments for 2009*

- Process Automation/Improvement – Web-based hours recording for casual employees using TimeLink software. Recruiting processes have been enhanced by candidate sorting and database.
- Improved Reporting – Organizational charting, absence reporting and management reporting improved significantly.

## Faculty of Medicine

### *Client Profile*

The Faculty of Medicine HR office includes a staff of nine who provide academic and administrative HR services to over 50 departments and other operating units. Our client portfolio includes: approximately 4,000 clinical faculty (MDs), 1200 non-clinical faculty, 600 USW staff, 70 professionals/managers, 110 research associates and 35 CUPE staff.

*Faculty of Medicine cont'd*

### *Key Accomplishments for 2009*

Projects initiated during the last year focused on improving the employee experience, addressing data quality issues and developing tools and training for academic and staff administrators. Individual accomplishments included:

- The launch of a half-day orientation program for staff and research associates new to the Faculty of Medicine.
- Working closely with AMS to develop and implement significant changes to HRIS aimed at improving the accuracy of academic HR data.
- The introduction of a newsletter "Academic HR MedNews" for departmental staff with responsibility for the recruitment and promotion of faculty.
- Conducting a workshop for business officers on the new HR Civility Guidelines.
- Conducting an on-line training survey to identify professional development needs of managerial staff.
- Working with our academic departments to achieve consistency in the appointment of status only faculty and ensure that their appointments are in accordance with University policy.

## OISE – Professional Faculties North

### *Client Profile*

The OISE – Professional Faculties North (OISE-PFN) client portfolio is made up of approximately 760 faculty and staff and 1650 casual employees in 11 different employee groups. The HR Office performs a full-service payroll function for approximately 1300 academic, administrative and casual employees at OISE.

### *Client Groups*

- Ontario Institute for Studies in Education (OISE)
- Faculty of Information
- Faculty of Law
- Faculty of Music
- Faculty of Social Work

# Appendix – HR and Equity

*OISE-PFN cont'd*

### *Key Accomplishments for 2009*

- In collaboration with the University's Organizational Development & Learning Centre, offered the "Maximize Your Career" series to the OISE-PFN clients at OISE.
- Developed and delivered custom training modules to specific client groups including: important provisions of the USW collective agreement, supervising in a unionized environment, and the recruitment and classification HR processes.
- Organized and sponsored the management training course "Foundations of Management" for clients from OISE and PFN, which was presented by the Assistant Vice-President, HR and the Director of the Organizational Development & Learning Centre.
- Developed a Business Continuity Plan for the OISE-PFN HR function.
- Rolled-out an attendance tracking program for USW, Professional/Managerial and Confidentials Staff.

## Professional Faculties South

### *Client Profile*

The Professional Faculties South (PFS) HR Office provides a comprehensive range of HR services to professional faculties on the south side of the St. George Campus and includes: 400 Academic/Teaching staff, 41 Professional/Managerial and Confidentials staff, 500 USW staff, 1272 CUPE 3902 Unit 1 & Unit 3 staff, 16 CUPE 3261 staff, 1 Librarian and 1388 Other staff (USW casual, athletic instructors/excluded, work study).

### *Client Groups*

- Faculty of Applied Science and Engineering
- Faculty of Physical Education and Health
- Leslie Dan Faculty of Pharmacy
- Lawrence S. Bloomberg Faculty of Nursing
- Faculty of Architecture, Landscape and Design
- Faculty of Forestry

# Appendix – HR and Equity

*PFS cont'd*

### *Key Accomplishments for 2009*

- PFS took on the responsibility of assisting Central HR with the new staff and faculty orientation sessions involving pre-planning, logistics and assisting on the day of each session.
- Two staff members revamped the monthly benefit session for new employees, creating a power point presentation and updated information package.
- PFS contributed to the Pandemic Planning process in two ways. One was the participation of the Director on the HR Pandemic Working Group and the second was participating with the implementation and maintenance of a tracking system for the H1N1 on HRIS.

## Rotman School of Management

### *Client Profile*

The Human Resources Office provides full HR services to 600+ employees including faculty, librarians, research associates, USW administrative staff, Professional/Managerial, Confidentials and Advancement Professionals staff along with USW casuals and part-time instructors and teaching assistants covered under CUPE 3902, Units 1 & 3 collective agreements.

### *Key Accomplishments for 2009*

- Skills Café – using the expertise of Rotman faculty and program modules developed for our MBAs, deliver training programs that support the roles of our administrative staff. Examples of programs delivered include: Building Trust and Acting with Integrity, Understanding the Impact of Cultural Differences, Integrative Thinking and Understanding Your "Type". Three to four Skills Cafes are planned per annum.
- On-Boarding/Orientation to Rotman – the process of improving the materials and information provided to new faculty and staff joining Rotman continues to evolve and expand. Focus groups have been utilized to provide input and feedback. Work to address the unique on-boarding needs of part-time instructors is now underway.

# Appendix – HR and Equity

*Rotman cont'd*

- 'Code of Conduct' – using one of our areas as a test site we are working with managers and staff to define the professional behavior expected in our external and internal relationships. This will expand to incorporate a definition of service excellence and what constitutes a healthy workplace.

## UTM

### *Client Profile*

More than 700 appointed faculty and staff represented by 8 union agreements (USW FT/PT and casual, OPSEU, CAW, CUPE 3261 FT/PT, CUPE 3902), UTFA, Professional/Managers and Confidentials staff policies. Approximately 1480 casual employees including Teaching Assistants and sessional academic staff.

### *Key Accomplishments for 2009*

- Participate on the Behavioural Intervention Team to strategize and address behaviours and actions of students, staff, faculty and/or visitors on campus that could evolve into high-risk or crisis situations and determine the most appropriate course of action to undertake.
- Facilitated bi-weekly career services to staff on campus through arranging for the Organizational Development & Learning Centre's Career and Work-Life Consultant to offer individual career counseling, coaching and the delivery of career management workshops.

## UTSC

### *Client Profile*

A multidisciplinary faculty, UTSC consists of seven academic departments and employs over 750 appointed staff and faculty as well as approximately 1,500 casual employees and Teaching Assistants. Employment practices are governed by nine collective agreements and five employment policies. HR and Payroll staff provide a full range of support services to faculty and staff employees on campus and work in consultation with central and external services as necessary.

# Appendix – HR and Equity

*UTSC cont'd*

## *Key Accomplishments for 2009*

- UTSC is actively engaged in strategic planning processes designed to clearly define its future directions and create a strong identity in scholarship, research and education. Human Resource Services is participating in the planning process as a campus business unit. HR staff members are also responsible for providing support and advice to leaders, managers and staff on human resource implications, programs and initiatives necessary to support the organization through this next stage of development.
- In 2009 Human Resource Services assisted the campus to reach its goal of health and safety certification for all Joint Health and Safety Committee members, and implemented a schedule of health and safety refresher training to proactively ensure that workers throughout the campus maintain the safety training required for their roles.
- The Human Resources department partnered with student Academic Advising and Career Services on a Career Fair for students and created an opportunity to promote employment at the University to undergraduate and graduating students.

# Appendix – HR and Equity

## HR-13. Occupation Health Statistics 2009

**Health Review Assessments: 80**
Health review assessments (HRA's) are completed as baseline for new personnel in Animal Care/Life Sciences, BSL-3 Laboratory and annually thereafter.
HRA includes:

- history taking and review of information
- review of immunization records, records of serology, and chest Xray reports
- physical examination (job-targeted)
- bloodwork.

Reports are sent to the employee; Fitness forms are sent to managers and employee.

**Audiograms:109**
Hearing tests are performed on all noise-exposed personnel as identified by their managers, at start of employment and as directed by Occupational Health Physician as part of Hearing Conservation program.

**Laser Safety Vision tests: 103**
Users of all Class 3B and 1V lasers are identified to Health & Wellbeing after completion and certification of laser safety training course. Appointments include review of health history questionnaire, TITMUS vision test, and eye examination by an Occupational Health Physician, and completion and distribution of fitness reports by any Occupational Health Nurse.

**Serology: 83**
Blood samples are obtained for stored sera. Blood is centrifuged by OHN and prepared for storage. Samples are also collected for analysis of communicable disease titre.

**Immunization: 114**
Immunizations are administered for Tetanus, Diphtheria, Hepatitis B, Hepatitis A. TB Mantoux Tests are also administered.

**Spirometry/ Pulmonary Function tests: 17**
Spirometry is conducted for personnel from BSL3 lab at baseline and as indicated in relation to potential exposure to SARS, TB used in BSL3 Lab research, and to animal care personnel due to allergens.

# Appendix – HR and Equity

**Influenza program (non-occupational): 102**

**Biosafety Certificates/ Clearance : 296 certificates ***

Biosafety Certificate applications are reviewed by the OHN & Physician for medical implications. The OHN advises the Principal Investigators of the labs involved about the implications and the intervention required before clearance can be issued, e.g. Hepatitis B vaccination, serology/titre. **356 lab personnel** were contacted in connection with biosafety certificate clearance.

# Appendix - EHS

EHS-1. Environmental Health and Safety Regulatory Authorities

EHS-2. Summary of Radiation Training Provided by EHS in 2009

EHS- 3. Summary of Training provided by Occupational Hygiene and Safety in 2009

EHS-4. Joint Health and Safety Committees Meetings in 2009

EHS-5. University of Toronto Joint Health and Safety Committees Reorganization

EHS-6.Ontario Ministry of Labour Activity in General Safety Matters

# Appendix - EHS

## EHS-1 Environmental Health and Safety Regulatory Authorities

| Jurisdiction | Legislation | Scope | Activities to Ensure Compliance |
|---|---|---|---|
| **Provincial** | Ontario Occupational Health and Safety Act RSO 1990; Smoke free Ontario Act | General Duties and Accountabilities for workers, supervisors, employers | Health & Safety Management System, Joint health and safety committees, Training, Workplace Inspections |
| | 9 safety regulations to specify programs to control substances and establish procedures and programs | Designated substances, Control of biological and chemical agents, industrial establishments, confined spaces, construction projects, WHMIS, Critical Injuries, first aid. | Chemical specific procedures, hazard specific procedures, specific hygiene measurements, informational requirements, workplace inspections, labeling requirements |
| | Smoke free regulations | Logistical requirements around workplaces and smoking | Signage training, workplace air monitoring |
| | Summary Conviction Offenses (2005) | $300 on the spot Ticketing for contraventions of the OHSA | |
| | X-ray safety regulation 861/90 | Regulates possession, use, maintenance and disposal of x-ray machines in Ontario | X-ray safety program, X-ray machine registration, training, personnel dose monitoring, inspections, X-ray machine disposal |
| | Ministry of Environment Waste Management (Reg. 346) | Collection, transportation, disposal and tracking of waste | Annual registration Inspections, internal licensing |
| | Ontario Environmental Protection Act | Reporting of spills, emergency response | Emergency response program |
| **Federal** | Transportation of Dangerous Goods | Rules for handling, coding hazardous materials, including waste | Emergency Response Training for handling special waste streams |
| | Nuclear Safety and Control Act. S.C. 1999 C.9 | Governs the acquisition storage, transfer and disposal of radioactive material | |
| | 4 regulations on Nuclear Safety | Governs licensing, handling, tracking, storing, security, packaging, shipping, dose limits, disposal, shipping of nuclides | Radiation safety program includes training, tracking storage inspections, licensing, badges and control of exposure |
| | The Tri-Council memorandum of Understanding for research funded by (CIHR, NSERC, SSHRC) | Tri-council granting agency would only provide grants to researchers compliant to The Laboratory Biosafety Guidelines, Health Canada | Need a medical surveillance program<br>Need systemic efficacy test on autoclaves<br>Need containment recommendations |
| | Canadian Environmental Protection Act CEPA 1999 | Governs pollution prevention and protection | Comply with emissions limits, report emissions, environmental assessments |
| | 1972 Biological and Toxin Weapons Convention | Department of Foreign Affairs and International Trade Canada controls exports | Secure proper permits prior to exporting biological agents to other countries |
| | Human Pathogens Importation Regulations (1994) | Any facility wishing to import a human pathogen requiring containment levels 2 or 3, must have a valid Health Canada permit before importation | Biosafety program. Guidelines enforceable by PHAC. |
| | Agriculture Canada The Containment Standards for Veterinary Facilities, (1996) | Any facility wishing to import animal pathogen requiring containment levels 2 or 3, must have a valid permit from Canadian Food Inspection Agency | Biosafety program<br>CFIA can inspect our laboratory any time.<br>Our research must meet their regulation |
| | The Plant Protection Act and Regulations | the minimum acceptable physical and operational requirements for facilities working with plant pests | New standard to be fully adopted by January 1, 2009 |
| | NIH grants | Institutions that receive NIH grants must comply with select agents policy | We need to have another monitoring and reporting system in place |

## EHS-2 Summary of Radiation Training Provided by EHS in 2009

| COURSE | DESCRIPTION | # of COURSES | # of ATTENDEES |
|---|---|---|---|
| Ionizing Radiation Protection Course (Laboratory) | Successful completion of this 8 hour course and examination provides Principal Investigators, graduate students, technical staff and other users with training on radiation hazards, safety procedures, regulations and authorization to use sources of ionizing radiation | 12 | 124 |
| Ionizing Radiation Protection Course (Undergraduates) | Successful completion of this 4 hour course provides undergraduate students (summer, special projects) with training on radiation hazards, safety procedures, and authorization to use sources of ionizing radiation under direct supervision | 3 | 28 |
| Laser Safety Course | Successful completion of this 8 hour course and examination provides laser owners, supervisors, and users with training on lasing radiation/other hazards, safety procedures, registration conditions and regulations, and authorization to use laser generating equipment | 11 | 175 |
| Laser Safety Course (Undergraduates) | Successful completion of this 3 hour course provides undergraduate students (summer, special projects) with training on radiation hazards, safety procedures, and authorization to use sources of ionizing radiation under direct supervision | 2 | 33 |
| Radiation Refresher Training (in class) | Successful completion of this one hour course and examination provides updated information on the current requirements of the University and regulatory bodies | 8 | 27 |
| Radiation Refresher Training (online) | Successful completion of this one hour course and examination provides updated information on the current requirements of the University and regulatory bodies | - | 73 |
| Laser Refresher Training (online) | Successful completion of this one hour course and examination provides updated information on the current requirements of the University and regulatory bodies | - | 18 |
| Irradiator Training | Successful completion of this one and a half-hour course provides information on safe use of the irradiators and current requirements of the University and regulatory bodies | 6 | 8 |
| Radiation Awareness Training for Facilities and Services Staff (Housekeeping, Trades, Utilities, Graduate Students, Certified Workers) | This course provides staff with an overview of the potential hazards of ionizing and non-ionizing radiation which they may encounter in their work. The RPS programs and requirements are explained, the precautions taken, and the known results of assessments presented. | 6 | 186 |
| X-ray Training | This three hour course is made available to users of X-ray emitting devices, obviating the need for them to take the full Ionizing Radiation Protection Course | 10 | 68 |
| Sealed Sources (online) | This course is dedicated to the users of sealed sources obviating the need for them to take the full Ionizing Radiation Protection Course. Successful completion of this one hour course and examination provides updated information on the current requirements of the University and regulatory bodies for sealed sources users. | - | 3 |
| **Total** | | **58** | **743** |

# Appendix - EHS

## EHS- 3 Summary of Training provided by Occupational Hygiene and Safety in 2009

| Course (* contracted out) | Description | # of courses | # of participants |
|---|---|---|---|
| Asbestos: Evaluating and Controlling the Hazard | This one-day seminar provides employees with instruction about the hazards of asbestos and the work procedures to follow when working with or in close proximity to asbestos-containing materials. | 1 | 18 |
| Small Scale, Short Duration Asbestos Activities (Classroom) | This half-day classroom session provides employees with the information on asbestos procedures for safely conducting Type 1 and Type 2 asbestos activities. | 1 | 9 |
| Small Scale, Short Duration Asbestos Activities (Workshop) | This half-day workshop session provides employees with practical training on conducting Type 1 and Type 2 asbestos activities. | 1 | 9 |
| Asbestos Refresher | This is a one hour module 3 asbestos refresher course. | 1 | 14 |
| Chemical Safety and WHMIS (Workplace Hazardous Materials Information System) | These 1-3 hour seminars provide basic information on the potential hazards of working with chemicals, the safety practices and procedures that can reduce the risks, and the elements of the WHMIS system. | 6 | 207 |
| Chemical Safety and WHMIS for Summer Employees | As above, for summer employees. | 3 | 146 |
| Office Ergonomics | This 2 hour seminar introduces the concept of ergonomics and demonstrates how it can be applied to a computer workstation to reduce discomfort and risk of injury. | 7 | 100 |
| Respiratory Protection | This half-day seminar combines classroom style presentation with practical instruction in the proper selection, use, and care of respirators. | 23 | 206 |
| Understanding Noise | This 2 hour seminar provides employees and their supervisors with information regarding the effects of noise and the control of noise hazards. | 1 | 7 |
| Aerial Lift Platform * | This 6 hour course provides Aerial Lift Operators with oral, written and practical hands-on instructions and competencies regarding the safe operational use of Aerial Lift Platform classes of Scissor Lifts and Boom Lifts. | 2 | 29 |
| Cryogenics Safety | This seminar presents an overview of hazards faced by users of cryogenic materials. General precautions to be taken and safety features of equipment to be used are covered, along with information on the University of Toronto Cryogenics Standard. | 2 | 34 |
| Fall Protection * | This seminar provides an overview of the potential hazards associated with working at heights and precautions, which should be taken to prevent injuries associated with falls from heights. | 5 | 67 |

# Appendix - EHS

| Course (* contracted out) | Description | # of courses | # of participants |
|---|---|---|---|
| Ladder Safety | This course provides employees with information on the different types of ladders, choosing the right ladder type, and the proper use and maintenance of ladders. | 1 | 10 |
| Mould Awareness | This 2-hour seminar provides an overview of the potential hazards associated with common mould species found in indoor environments and the controls used to prevent mould contamination. | 1 | 8 |
| Standard First Aid Training * | This 2 day course provides employees who are the Designated First Aiders for their area with Standard First Aid training as required by Regulation 1101 of the Workplace Safety and Insurance Act. | 6 | 82 |
| CPR Level C for Electrical Trades Staff * | This one day course provides licenced electricians with the skills needed to recognize and respond to cardiovascular emergencies and choking | 2 | 21 |
| Transportation of Dangerous Goods * | This one day seminar provides an overview of shipping and receiving of dangerous goods by ground as defined in the Transportation of Dangerous Goods Act. | 2 | 20 |
| OHS Rights and Responsibilities for Workers:<br>UTSC Grounds Dept.<br>89 Chestnut Residence | To familiarize workers with their Rights and Responsibilities according to the Occupational Health and Safety Act and to provide information on the health and safety resources available at the University of Toronto. | 11 | 14<br>79 |
| Medicine Safety Day | Half hour WHMIS and Chemical Safety course. | 1 | 30 |
| Earth Sciences Safety Day | One hour WHMIS and Chemical Safety course. | 1 | 40 |
| Demo Safety for Engineering Undergraduates | One hour general safety in laboratory demonstrations. | 1 | 25 |
| JHSC Part 1 – Basic Certification * | This training course provides JHSC members with information about health and safety law, hazard identification control, investigation techniques and prevention resources. It is conducted by outside providers approved by the Workplace Safety and Insurance Board (WSIB). | 5 | 17 |
| JHSC Part 2 Certification Training : | The following courses are conducted in-house by EHS staff and other University of Toronto employees specifically for JHSC members. | | |
| JHSC: Understanding Noise | This 2 hour seminar provides information about the health effects of noise, and the control methods available to reduce the risk of permanent hearing loss. | 1 | 7 |
| JHSC: Mould Awareness | This 1 hour seminar provides an overview of the hazards associated with mould exposure and the controls to minimize the risk. | 2 | 17 |

# Appendix - EHS

| Course (* contracted out) | Description | # of courses | # of participants |
|---|---|---|---|
| JHSC: Manual Materials Handling | This 1 hour seminar introduces the concept of ergonomics and demonstrates how it can be applied to manual materials handling operations to reduce the risks of injury. | 2 | 9 |
| JHSC: Slips, Trips and Falls | This 1 hour seminar provides information about how slips, trips and falls occur; how to identify slip, trip, and fall hazards in the workplace; and how to work to ensure that effective control measures are implemented. | 2 | 17 |
| JHSC: Orientation for JHSC Committee Members | This course provides members of joint health and safety committees with information regarding their duties and responsibilities under the Occupational Health and Safety Act. | 4 | 34 |
| JHSC: Workplace Inspections | This 4 hour seminar provides the knowledge and skills that are necessary for conducting proper workplace inspections and identifying hazards with a view of correcting them. The program focuses on the legal obligations under the Occupational Health and Safety Act (OHS Act). | 5 | 39 |
| JHSC: Office Ergonomics | This 2 hour seminar introduces the concept of ergonomics and demonstrates how it can be applied to the office environment. By the end of this seminar, JHSC certified members should be able to arrange their own work stations and adjust their work practices to reduce the risk of computer-related discomfort and injury. | 2 | 21 |
| JHSC: Chemical Safety | This 2 hour seminar provides JHSC certified members with a working knowledge of WHMIS so they are aware of their right and need to know about potential hazards associated with hazardous materials, and develop an action plan to address chemical hazards in their department. | 2 | 10 |
| JHSC: Respiratory Protection | This 1 hour seminar provides information on the selection, use and care of respirators. | 1 | 7 |
| JHSC: Workplace Accident Investigation | This 3 hour seminar provides the skills and knowledge to conduct an accident investigation. Participants are given an overview of Accident Causation Theory, the Accident Investigation Process and their obligations for reporting and investigating accidents under the Ontario Occupational Health and Safety Act (OHS Act). | 4 | 38 |
| JHSC: Stress in the Workplace | This 1 hour seminar provides information about the symptoms of stress, identification of stressors, consequences of stress and strategies and techniques to reduce stress and maintain health and well-being. | 1 | 10 |
| JHSC: Biosafety Awareness | This 1 hour seminar is intended to provide information to JHSC members that will allow them to inspect labs where biohazardous materials are used. The course does not allow attendees to work with biohazardous materials in a Level I, II, or III lab. | 2 | 6 |

# Appendix - EHS

| Course (* contracted out) | Description | # of courses | # of participants |
|---|---|---|---|
| JHSC: Chemical and Radioactive Waste Management | This 1 hour seminar provides information regarding the proper management of chemical or radioactive materials through procedures to minimize the risk to employees, the public and the environment. | 1 | 2 |
| JHSC: Fire Safety | This 1 hour seminar discusses the Ontario Fire Code (Part 2) which provides for the safety of the occupants in buildings, through the elimination or control of fire hazards in and around buildings, the maintenance of certain life safety systems and the establishment of a fire safety plan. | 2 | 16 |
| JHSC: Harassment and Violence | This 2 hour seminar provides information, policy, codes of behaviour, resources and appropriate responses to incidents of harassment and workplace violence. | 2 | 26 |
| JHSC: Hot Environments | This 1 hour seminar provides JHSC certified members with information to ensure they are aware of hazards associated with working in hot environments and are familiar with the precautions to be taken in these environments. | 1 | 4 |
| JHSC: Working in Cold Environments | This seminar presents an overview of the hazards associated with working in cold environments and the precautions that should be taken to prevent injuries and other problems associated with cold stress. | 1 | 2 |
| JHSC: Ionizing Radiation | This 2 hour seminar provides an introduction to basic ionizing radiation physics, the potential health effects, methods of control and protection, emergency response and regulatory requirements. | 2 | 4 |
| JHSC: Non-ionizing Radiation | This course provides members with an understanding of non-ionizing radiation sources, the potential health effects, methods of control and protection, emergency response and regulatory requirements. | 1 | 1 |
| JHSC: Laser Safety | This course provides members with an introduction to lasers, their classification and risks (including non-beam hazards), the potential health effects, methods of control and protection, emergency response and regulatory requirements. | 1 | 1 |

# Appendix - EHS

| Course (* contracted out) | Description | # of courses | # of participants |
|---|---|---|---|
| | **ON-LINE COURSES** | | |
| Health and Safety Orientation ONLINE | This course provides an overview of the health and safety legislation, including health and safety rights, roles, and responsibilities of the workplace parties. It includes descriptions of common hazards in the workplace and information about the health and safety resources at the University of Toronto. | - | 141<br>16<br>(89 Chestnut) |
| Asbestos Awareness ONLINE | This course provides employees with an overview of the types of asbestos-containing materials present at the University, the hazards associated with asbestos exposure, ways of avoiding exposure and the asbestos management program at the University. | - | 33 |
| Trades Orientation ONLINE | This course consists of general health and safety information, as well as an introduction to some of the specific hazards a Trades Services employee may encounter in the workplace. | - | 16 |
| Hydrogen Fluoride ONLINE | The Hydrogen Fluoride Online Safety training is designed for anyone who works with hydrogen fluoride (HF). The course covers the nature of HF, health effects of exposure, safe use and storage, and emergency procedures. | - | 33 |
| WHMIS ONLINE | This online course provides chemical safety and WHMIS training to employees and students who work with or around chemicals. | - | 267 |
| Supervisor Safety ONLINE | This course provides supervisory staff with information to assist them in meeting their obligations under the Occupational Health and Safety Act and other legislation. | - | 15 |

# Appendix – EHS

## EHS-4 Joint Health and Safety Committees Meetings in 2009

| | Committee | # Meetings | | Committee | # Meetings |
|---|---|---|---|---|---|
| 1 | Trades | 5 | 25 | MSB | 3 |
| 2 | Utilities | 8 | 26 | CCBR | 4 |
| 3 | Police Services (OPSEU 519) | 2 | 27 | Dentistry, Faculty of | 4 |
| 4 | Central Libraries (CUPE 1230) | 3 | 28 | Forestry, Fac. Of | 4 |
| 5 | CUPE 3261 | 8 | 29 | Law, Faculty of | 3 |
| 6 | UTM | 5 | 30 | Rotman School of Management | 4 |
| 7 | UTSC | 4 | 31 | Music, Faculty of (Ed. Johnson Bldg) | 4 |
| 8 | Applied Science & Engineering, Faculty of | 4 | 32 | Nursing, Fac. of | 5 |
| 9 | Aerospace Studies, Inst. Of | 3 | 33 | OISE/UT | 4 |
| 10 | Chemical Engineering | 4 | 34 | Pharmacy, Fac. Of | 4 |
| 11 | Civil Engineering | 3 | 35 | Physical Education and Health | 7 |
| 12 | Electrical & Computer Eng. | 4 | 36 | Social Work, Faculty of | 4 |
| 13 | Materials Sci & Engineering | 7 | 37 | Division of University Advancement | 4 |
| 14 | MIE | 4 | 38 | 215 Huron St. | 4 |
| 15 | Engineering Administration | 4 | 39 | Borden | 4 |
| 16 | Arts & Science-Sid Smith Hall | 4 | 40 | School of Continuing Studies | 4 |
| 17 | EEB/CSB Earth Sciences Bldg EEB/CSB Ramsay Wright Bldg | 4 | 41 | School of Graduate Studies | 3 |
| 18 | Chemistry, Dept. of | 4 | 42 | Student Life (formerly Koffler Student Services) | 3 |
| 19 | Geology, Dept of | 3 | 43 | Robarts Library | 5 |
| 20 | McLennan Bldg (Physics) | 4 | 44 | Simcoe Hall/ Visitors Centre/McMurrich * | 1 |
| 21 | Medicine, Faculty of | 3 | 45 | 89 Chestnut St. Residence | 4 |
| 22 | 500 University Ave | 3 | 46 | Early Childhood Learning Center | 3 |
| 23 | Woodsworth College | 4 | 47 | Hart House | 4 |
| 24 | Fitzgerald Bldg. | 3 | | | |

*=elements of JHSC moved to another location.

# Appendix – EHS

## EHS-5 - University of Toronto Joint Health and Safety Committees Reorganization

| Old Committee | | New Committee | Sub committee |
|---|---|---|---|
| Trades<br>Utilities | 1 | Facilities & Services | Trades<br>Utilities |
| Police Services (OPSEU 519) | 2 | Police Services | no subcommittees |
| Central Libraries (CUPE 1230) | 3 | Central Library (CUPE 1230) | no subcommittees |
| CUPE 3261 | 4 | CUPE 3261 | no subcommittees |
| USW | 5 | USW | no subcommittees |
| Applied Science & Engineering | 6 | Applied Science and Engineering | Aerospace |
| Aerospace Studies, Inst. Of | | | Chemical Engineering |
| [Bahen Centre (BCIT) - RE-ORG | | | Civil Engineering |
| Chemical Engineering | | | Electrical Engineering |
| Civil Engineering | | | MIE |
| Electrical & Computer Eng. | | | Materials Sci & Engineering |
| Materials Sci & Engineering | | | Engineering Administration |
| MIE<br>Engineering Administration | | | |
| Arts & Science-Sid Smith Hall | 7 | Faculty Arts & Sci. South | no subcommittees |
| Innis College<br>New College<br>University College<br>Woodsworth College<br>1 Spadina Crescent | | | |
| No JHSC's | 8 | Faculty Arts & Sci. North | no subcommittees |
| EEB/CSB Earth Sciences Bldg | 9 | Earth Sciences | EEB (Wilcox St.) |
| EEB/CSB Ramsay Wright Bldg | | | CSB |
| Geology, Dept of | | | Geology<br>Cell and Systems biology (Ramsay Wright) |
| McLennan Bldg {Physics} | 10 | Physics/global change/astrophysics/Quantum Control | no subcommittees |

## EHS-5 - University of Toronto Joint Health and Safety Committees Reorganization (cont'd)

| Old Committee | | New Committee | Sub committee |
|---|---|---|---|
| Chemistry, Dept. of | 11 | Chemistry | |
| Medicine, Faculty of | 12 | Faculty of Medicine | Fitzgerald Bldg |
| 500 University Ave | | | MSB |
| Banting Bldg. (Structural Genomics Consortium) | | | CCBR |
| Best Bldg. | | | |
| Gage | | | |
| Fitzgerald Bldg | | | |
| MSB | | | |
| CCBR | | | |
| Law, Faculty of | 13 | Professional Faculties North | no subcommittees |
| Rotman School of Management | | | |
| Music, Faculty of (Ed. Johnson Bldg) | | | |
| School of Graduate Studies | | | |
| Architecture, Landscape & Design, Faculty of | 14 | Professional Faculties South | no subcommittees |
| Forestry, Fac. Of | | | |
| Nursing, Fac. of | | | |
| OISE/UT/social work/continuing studies | 15 | OISE(+tenants)/ICS/UTS | no subcommittees |
| Dentistry, Faculty of | 16 | Dentistry, Faculty of | no subcommittees |
| Pharmacy, Fac. Of | 17 | Pharmacy, Fac. Of | no subcommittees |
| Physical Education and Health | 18 | Physical Education and Health | no subcommittees |
| Division of University Advancement | 19 | General Administration | no subcommittees |
| 215 Huron St. | | | |
| Borden Buildings (TBD) | | | |
| HR in Koffler HR in McCaul | | | |
| Student Life /Admission & Awards/First Nations House | 20 | Student life | no subcommittees |
| Robarts Library Complex | 21 | Robarts Library Complex | no subcommittees |
| Simcoe Hall/ Visitors Centre | 22 | Simcoe Hall | no subcommittees |
| 89 Chestnut & other ancillary services | 23 | 89 Chestnut St residence | no subcommittees |
| Early Childhood Learning Ctr | 24 | Early Childhood Learning Ctr | no subcommittees |
| Hart House | 25 | Hart House | no subcommittees |
| | 26 | McMurrich/Research Services/Space Mgmt/Telecomunication/ Capital projects | no subcommittees |

# Appendix – EHS

## EHS-6 Ontario Ministry of Labour Activity in General Safety Matters

The Ministry of Labour visited University of Toronto seven times in 2008 which resulted in eight orders, only one of which was related to a critical injury. As predicted in last year's Annual Report, this increased MOL inspector activity was focused primarily on prevention activities and health and safety program structure rather than simply specific corrective steps taken following accidents.

The orders issued to the University during 2009 and the status of each as of December 31, 2008, is summarized as follows:

| Issued | Description of Action/Orders | Status |
|---|---|---|
| 25-Jan-08 | **St. George Campus**<br>MOL investigation of incident – Trades plumber received injury to eye from contact with corrosive substance | Completed |
| 14-Feb-08<br>(2 orders) | **St. George Campus**<br>Anonymous phone call to MOL re: ice not being cleared, concurrent critical injury investigation at OISE due to broken arm - slip on snow/ice.<br><br>Occupational Health and Safety Act (OHSA)<br>s. 25(2)(h). - The floor/surface used by workers is not free of obstructions/ hazards/ accumulations of snow/ice<br><br>2) . 57(4) - The employer shall submit a compliance plan specifying what will be done to comply with the order.<br><br>Must comply by Feb.22/08. | Completed |
| 11-Jul-08<br>(5 orders) | **UTSC**<br>MOL inspector observed workers cutting asphalt driveway at main entrance without respirators, safety glasses, hardhats. Also no traffic protection plan completed.<br><br>Construction Regulations<br>Wear protective headwear, 2) Wear protective eyewear, 3) Use respiratory protection, due July 11/08<br><br>4) written Traffic Protection plan to be developed and implemented, due July 15/08 | Completed |

# Appendix – EHS

| Issued | Description of Action/Orders | Status |
|---|---|---|
| 26-Mar-08 | **UTSC**<br><br>MOL inspector given copies of asbestos program, policy, training info and more. Inspector told that all were to be updated. | Completed |
| 17-Jul-08 | **UTSC**<br>1)Inspector given copies of new asbestos policy, program etc.<br><br>2) First discussion of biological complaint. | Completed |
| 30-Sep-08 | **UTSC**<br>Continuation of biological complaint investigation, EHS, JHSC commended for thoroughness of investigation. | Completed |
| 19-Nov-08<br>(1 order) | **St. George Campus**<br>Staff member not wearing appropriate PPE, for use with liquid nitrogen - no face shield present<br><br>OHSA<br>s. 25.2(h) - ensure proper PPE used.<br>Compliance plan submitted by Dec 12/08<br><br>Cryogenics safety standard and training program developed.<br>Training offered Jan.30/09 | Completed |

# Appendix – EHS

## EHS-7 Ontario Ministry of Labour Activity in Radiation Safety

| Date | Order | Status |
|---|---|---|
| Nov 13, 2008 | Users knowledge under MOL standards was not sufficient | Completed; Users retrained in Jan. 2009 |
| Nov 17, 2008 | 2 x-ray units were not removed from MOL inventory | Completed; Letters sent to MOL in Dec. 2008 |
| Nov. 19, 2008 | 1 x-ray unit was not removed from the MOL inventory | Completed; Letter sent to MOL in Dec. 2008 |
| Nov. 19, 2008 | 2 x-ray units was not removed from the MOL inventory, 1 x-ray unit not registered | Completed; Letters sent to MOL in Dec. 2008 |
| Nov. 19, 2008 | 1 x-ray unit was not removed from the MOL inventory | Completed; Letter sent to MOL in Dec. 2008 |
| Nov. 20, 2008 | Shutter does not close automatically, life alignment of the beam, x-ray unit not removed from the MOL inventory | Completed; Procedure changed in Dec. 2008 and letter sent to MOL in Dec. 2008 |
| Nov. 21, 2008 | Users knowledge under MOL standards was not sufficient | Completed; Users retrained in Jan. 2009 |
| Nov. 21, 2008 | 4 x-ray units found unregistered with MOL, x-ray sign permanent installed in locations where the units are not always used | Completed; Procedure changed in Dec. 2008 and letters sent to MOL in Dec. 2008 |
| Nov 21, 2008 | Unused port not permanently closed | X-ray unit not functioning; to be completed when the unit is back on use |
| Nov. 21, 2008 | 1 x-ray unit not registered, 2 unit not removed from MOL inventory; list of authorized users not updated | Completed; Letters sent to MOL in Dec. 2008; the users list updated in Dec. 2008 |
| Nov. 24, 2008 | Users knowledge under MOL standards | Completed; Users retrained in Jan. 2009 |
| Nov. 25, 2008 | Inspected x-ray facilities at Dentistry, Earth Sciences Fitzgerald, Chemistry, MSB, Physics, Mining Wallberg, Best, Banting, Galbraith; x-ray safety program found not satisfactory | Answer sent in Dec. 2008; program to be updated, x-ray permit system to be implemented by June 2009 |

# Appendix - EDE

EDE-1. Structure of the Equity Offices

EDE-2. Equity Officers: Reporting Structure as at December 31, 2009

EDE-3. Key Initiatives of the Equity Offices

# Appendix - EDE

**EDE-1 – Structure of the Equity Offices**

***Find us online!***

All equity offices and equity-focused reports including the 'University of Toronto 2009-2010 Ontario Disability Act Accessibility Plan' and the Employment Equity report can be accessed through www.equity.utoronto.ca

There are 15 Equity Offices across the three campuses. Each office addresses specific equity concerns within the context of supporting the University's overarching values and principles, as noted in the Statement of Institutional Purpose (1992), and the Statement on Equity, Diversity, and Excellence (2006). While the Equity Offices have different direct reporting relationships (see Appendix A), as a whole they are ultimately accountable through the Vice-President, Human Resources and Equity to the University community

### Offices that address student, staff and faculty equity concerns

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

### Offices that address student equity concerns

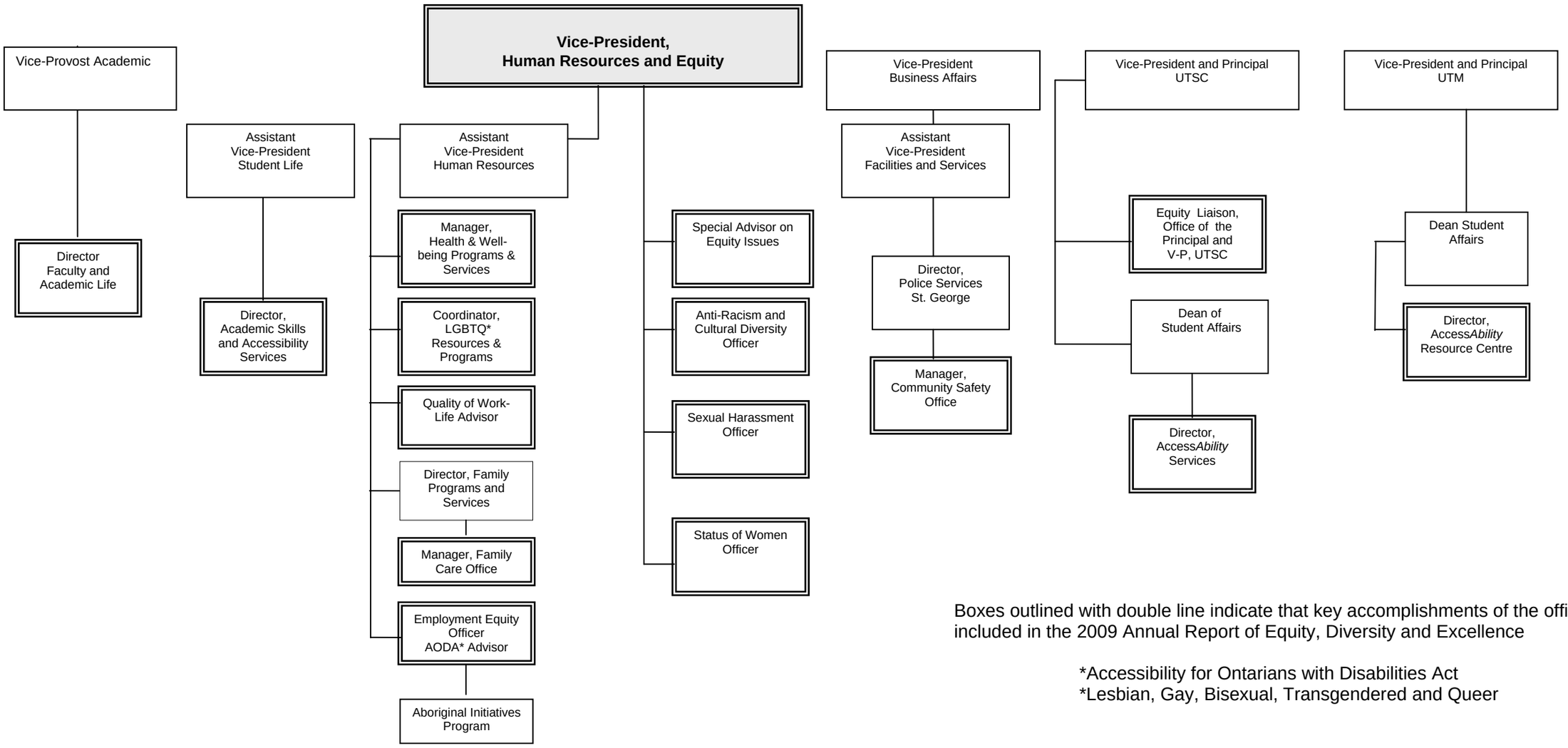
- Accessibility Services, St. George
- Access*Ability* Services, UTSC
- Access*Ability* Resource Centre, UTM

### Offices that address faculty and staff equity concerns

- Aboriginal Initiatives Program (within the Employment Equity Office)
- The Office of the Director, Faculty and Academic Life
- Employment Equity Office
- Health and Well-being Programs and Services
- Quality of Work Life Advisor

This report is a consolidation of the work and achievements of the Equity Offices. Many of the offices have posted a more detailed analysis and description of their activities for 2009 on their own website; you are encouraged to visit each site for further information. For Key Achievements of each Office, please see Appendix EDE-3.

## Appendix EDE-2 – Equity Officers: Reporting Structure as at December 31, 2009




Boxes outlined with double line indicate that key accomplishments of the office included in the 2009 Annual Report of Equity, Diversity and Excellence

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

# Appendix - EDE

## EDE-3 – Key Initiatives of the Equity Offices

### Anti-Racism & Cultural Diversity Office

(This office addresses student, faculty and staff equity concerns.)

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

### Key Initiatives

- Advised senior administrators, staff and students on a broad range of issues related to race, cultural understanding and cultural fluency. Participated on numerous search and review committees on all three campuses.

- Expanded the visibility and impact of the Office by partnering with peer institutions and community development initiatives to educate and share knowledge on the impacts of culture and diversity on efforts to create inclusive, cohesive and culturally-fluent groups.

- Developed focus groups, held meetings, and conducted research on the issue of creed based accommodation for dietary needs at a tri-campus level.

- Delivered numerous training sessions on cultural fluency for university staff and faculty members and showcased best practices through presentations in the post-secondary sector.

# Appendix - EDE

## Community Safety Office

(This office addresses student, faculty and staff equity concerns.)

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

### Key Initiatives

- In 2009, the Community Safety Office (CSO) marked its 19th year by continuing to assist and support students, staff and faculty experiencing a variety of safety concerns. The Office registered 142 new clients, as well as managed a range of risk and threat assessments, consultations and referrals to other resources.

- Making use of the new design as a visual focal point, a new website was designed, and concise one page pamphlets were created outlining the services provided by the Community Safety Office. As a student outreach initiative, pamphlets were distributed via student orientations kits, Residence Life Staff, Equity Offices, as well as various other student services. Community Safety Office staff members attended numerous fairs and information sessions and were able to interact with students on a one-on-one basis, identifying and responding to concerns, as well as providing safety tips and explaining the services offered by the office.

- In response to issues related to violence, the CSO implemented several initiatives including educational resources about abusive relationships, a new action group, “U of T Men Against Violence” and presented a full-day workshops to staff and faculty on “Dealing with Difficult to Volatile Behaviour”.

# Appendix - EDE

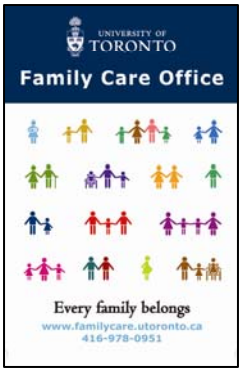
*Community Safety Office cont'd*

- A priority for 2009 was to increase staff and faculty awareness of the Community Safety Office. Using the student outreach pamphlet as a guide, a specific pamphlet was created for staff and faculty at U of T to provide clear information about the unique support and consulting services available through the CSO. These pamphlets were distributed in staff orientation kits, through human resources' various departments, as well as via one-on-one outreach visits by staff of the Community Safety Office.

# Appendix - EDE

## Family Care Office

(This office addresses student, faculty and staff equity concerns.)




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

### Key Initiatives

I thought that today's workshop on sibling rivalry was absolutely fantastic! Thanks so much to the FCO for arranging this. I found it hugely valuable.

*-Staff Member*

- The Faculty Relocation Service is a highly successful initiative which provides deans, chairs and search committees with assistance in meeting their goals in an intensely competitive recruiting environment. The program helps newly-appointed faculty and their families to relocate and transition smoothly to life within the University and Toronto communities. Staff met with 123 prospective and newly appointed faculty.

- A tri-campus-wide distribution of a newly developed poster advertising the FCO and its services occurred in the spring.

- This year the office handled close to 1600 cases: 525 students, 879 employees, 56 post-doctoral fellows and 138 other which includes University departments, visiting faculty, other institutions, alumni and members of the community. We have seen more graduate students this year compared to last year. Our case numbers for staff have shown a 15% increase compared to last year and a 12% increase for faculty. Department consultations with our office regarding a student or employee with family issues have also shown a 24% increase compared to last year.

- This year, 77 workshops, 14 family events, eight drop-in sessions, and eight discussion groups were sponsored or co-sponsored by the FCO. These activities were attended by over 2,400 students, staff and faculty – a 14% increase compared to last year. Workshops were highly effective. Of workshop participants, 96% stated that the likelihood that they would apply a new insight, skill or resource learnt in the session was ‘good to excellent’.

# Appendix - EDE

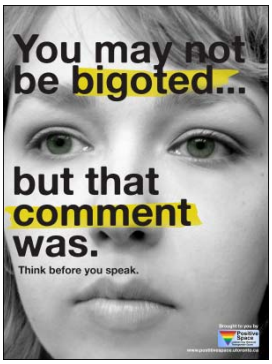
## Office Of Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Resources & Programs

(This office addresses student, faculty and staff equity concerns.)

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

### Key Initiatives

Designed and produced the poster campaign "You May Not Be Bigoted But That Comment Was" and "No My Shoes Aren't Gay – But I May Be" in collaboration with members of the Positive Space Committee. The posters were widely distributed across the three campuses. In addition, the Office responded to multiple requests for these posters from community-based organizations, including high schools and other universities. The poster campaign links themes raised in the Office's educational sessions regarding how to raise a concern to order to address the use of discriminatory language, behaviour and impact.




- Collaborated and partnered with Colleges, departments, and divisions including Student Life, the Faculty of Physical Education & Health, the Status of Women, Human Resources & Equity to deliver community events to approximately 1,100 people. The Office offered seventeen educational sessions for students and employees promoting dignity, respect and skill development. The sessions address discrimination and harassment rooted in heterosexism and homophobia and other intersecting human rights grounds. At the end of these session participants gained information and skills that raised awareness and abilities to respond constructively and proactively to circumstances that might negatively impact learning and working environments.

- Provided key support, coordination and resources to tri-campus initiatives including Positive Space Committees on all three campuses; Queer Orientation week; and the University's Pride initiatives.

# Appendix - EDE

*LGBTQ cont'd*

- Worked in collaboration with the University's Registrar and College Registrars, to rescind the University's Name Change policy subsequently establishing a simplified and transparent process for name and gender change on academic records. The Statement of Principle Concerning Change of Student Personal information in Official Records, and the Name Change guidelines are two guidelines that will significantly benefit students needing to change name and or gender on their academic records.

# Appendix - EDE

## Sexual Harassment Office

(This office addresses student, faculty and staff equity concerns.)

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

### Key Initiatives

- Handled 31 formal complaints and provided advice and information in 71 informal complaints under the Sexual Harassment Policy. Three of the formal complaints were withdrawn; the rest were resolved in mediation. Provided information and referrals in 93 cases where the matter raised did not fall within the jurisdiction of the Sexual Harassment Policy. Complaint statistics can be found at http://www.utoronto.ca/sho/reports.html

- Worked with colleagues in Human Resources to develop resources for HR staff and for managers to assist in administering the Human Resources Civility Guideline, including information and training on complaint investigation and management.

- Developed new presentation for Teaching Assistants addressing their rights and responsibilities with respect to sexual harassment and conflict of interest policies; developed training for law students working in clinics and on placements, addressing issues that arise in relation to colleagues, teachers, other students and clients.

# Appendix - EDE

## Status of Women Office

(This office addresses student, faculty and staff equity concerns.)

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

### Key Initiatives

- Developed expanded outreach to diverse women students across all three campuses with new initiatives to meet needs as identified in the focus groups conducted in 2008. These included:
    - Established a tri-campus SOWO Student Advisory Council with undergraduate and graduate student representatives
    - Initiated "Café Conversations on Issues that Matter" – a series of informal conversations co-facilitated by the SOWO and a student representative
    - Established an "information" table about the SOWO and issues related to women students one day per week at Robarts Library

- Initiated and organized discussions and forums to address issues raised by women faculty, including the panel presentation for pre-tenure faculty, "Reflections on My Journey to Tenure" (or 'what I wished I'd known, but didn't know to ask', and a roundtable conversation with women faculty across the science disciplines.

# Appendix - EDE

*Status of Women cont'd*

- Expanded initiatives to women graduate students including a welcoming gathering to new women graduate students across faculties, three different sessions related to graduate students positioning themselves for a career in academia, continuing the mentoring program for women who feel isolated, and hosting seminars on critical issues identified by students – the supervisory relationship and 'making sense of difference'.

- To acknowledge 25 years of the Status of Women Office at the University, the Office initiated a campaign to celebrate "Acts of Daily Excellence" accomplished by women students, staff and faculty. Those nominated reflect the breadth of extraordinary women whose individual actions have made a difference to the collective experiences of the University.

# Appendix - EDE

## Equity Liaison, Office of the Principal & Vice-President, UTSC

(This office addresses student, faculty and staff equity concerns.)

The Equity Liaison assists the Principal with equity initiatives on campus, liaises between campus and Equity Issues Advisory Groups and tri-campus equity officers, and is a contact point for the UTSC community.

### Key Initiatives

- Over the year, we were able to attract leading scholars who themselves bring a strong equity and inclusivity lens to their roles. It has been noted that because of our explicitly declared commitment to equity, diversity and inclusion in our hiring practices, we are attracting a broader applicant pool for a wide variety of appointments.

- UTSC is also working at bringing more tangible expressions of diversity to campus. We are showcasing the richness and variety of local dining by offering ethnically diverse fare at meetings and occasions. Our diversity through food theme has been extended to special events through the Food for Thought series.

- UTSC began to explore the possibility of advancing research in the area of equity and diversity in order to develop strategies to measure development and success in these areas.

- Other highlights during the year included:

    - Ongoing support of Positive Space initiative,
    - Participated with local external communities in diversity celebrations,
    - Updated our equity website,
    - Broadly distributed equity and diversity resource materials to students, faculty and staff,
    - Supported equity and diversity programs, including workshops and memorials.

# Appendix - EDE

## Employment Equity / Accessibility Of Ontarians With Disabilities Act (AODA)

(This office addresses faculty and staff equity concerns.)

The Employment Equity AODA Officer furthers equity in the recruitment, hiring, retention, training and promotion of faculty and staff. The office assists the University to be proactive in the creation of special initiatives to improve representation of the designated groups in support of University employment equity, goals and objectives, including those under the Federal Contractors Program. The Officer works to ensure the University meets its obligations with the requirements of the ODA and AODA on all three campuses while building a community focus on accessibility. The work of the Aboriginal Initiatives program is housed in the Employment Equity AODA office and the Officer works to develop programming to support Aboriginal faculty and staff.

### Key Initiatives

- The Employment Equity Office held information sessions for HR Professionals, business officers, and managers regarding equitable hiring and awareness of Employment Equity at the University of Toronto. Sessions took the learner through the entire employment cycle from job posting to onboarding of the employee in order to ensure that best practices regarding employment equity were identified and put into practice.

- With the addition of the Accessibility for Ontarians with Disabilities Act, Customer Service Standard, the Employment Equity/AODA Office in conjunction with several other offices in such divisions as VP HR & Equity, Provost Office, Vice Provost of Students, Vice Provost Academic Life created learning tools to support the University of Toronto to meet its obligations under the Standard. The tools included printed brochures, power point presentations, speaking events, a website dedicated to the AODA, and an online training tool developed by COU and Queen’s University. These tools have been shared with all Ontario universities through the Council of Ontario Universities (COU) network and are being utilized by other institutions as best practice options in addressing the Standard.

# Appendix - EDE

*Employment Equity / AODA cont'd*

- Launched the Aboriginal Initiatives Program committee to aid in retention and recruitment efforts of Aboriginal staff and faculty. This committee is comprised of faculty and staff at the University who support the Employment Equity office by guiding the development of programming which encourages applicants from the First Nation's and Métis communities to apply for employment at the University of Toronto.

*Read us online…*

To view the latest Employment Equity report:
http://www.hrandequity.utoronto.ca/news/reports/equityofficers.htm

To view the University of Toronto ODA 2009-10 Plan:
http://www.hrandequity.utoronto.ca/news/oda.htm

# Appendix - EDE

## Office of the Director, Faculty and Academic Life

(This office addresses faculty and staff equity concerns.)

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

### Key Initiatives

- Expansion of the workshop program for new and experienced academic administrators to include three half-day conferences with a focus on key issues related to equity – leadership and excellence, conflict management and change management.

- Provision of UTORecruit to all divisions across the campus – this program supports equity through the collection of self-identification data which can be returned to the divisions once a search is completed, allowing them to have a more accurate sense of their recruitment pool.

- Coordinated over 20 sessions for academic administrators and for faculty across all career stages including “Equity Essentials”, Training for Assessors, Conflict Management and On-line Recruitment for Search Committees.

- The Office monitors trends including faculty recruitment, promotion rates, tenure rates, exits of pre-tenure faculty, and retirement.

# Appendix - EDE

## Health and Well-Being Programs and Services

(This office addresses faculty and staff equity concerns.)

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

### Key Initiatives

- Health and Wellbeing worked with 83 individuals who required accommodation in the workplace. In addition HWB facilitated the return to work of 47 individuals from across all University divisions following long term disability absence due to illness or injury.

- In fall, 2009 HWB with the assistance of a planning committee comprised of faculty, staff and students, brought the Multimedia Art Exhibit, *Envisioning New Meanings of Disability and Difference* to St. George, UTM and UTSC campuses. This exhibit, which explores ideas of diversity and embodiment, challenged University community members' ideas and stereotypes of disability and celebrated accomplishments of women living with disabilities and physical differences. The exhibit was enthusiastically received by staff, faculty and students from all three campuses.

- Health and Wellbeing Programs and Services, in co-operation with CAMH, Work and Well-being Research and Evaluation Program, hosted a series of seminars on topics related to Mental Health in the Workplace. The series of four seminars grew out of the one day Convergence on Mental Health and the Workplace held in June, 2008. Participants expressed a keen interest in continuing the educational opportunities in this critical area of research and practice. Researchers were invited to present more detailed findings and participant evaluations indicate that discussions deepened participants' understanding and enhanced their ability to respond in this area.

# Appendix - EDE

## Accessibility Services, St. George

(This office addresses student equity concerns.)

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

### Key Initiatives

- Strengthening collaborative partnerships to provide effective accommodation for students. For example, two joint projects with the Office of Space Management to research, purchase and store furniture to meet student's classroom needs; and to purchase new software to enhance service delivery for students at the Test and Exam Centre and Accessibility Services.

- Facilitated workshops for 100 faculty, Teaching Assistants and staff on creating partnerships to provide effective accommodation for students.

- The mentoring program was expanded (to 25 matches).

- Increased liaison with Counselling and Psychological Services (CAPS) to provide effective referral and case management particularly for the increasing number of students with multiple disabilities and/or complex life circumstances.

# Appendix - EDE

## ACCESS*Ability* Resource Centre, UTM

(This office addresses faculty and staff equity concerns.)

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

### Key Initiatives

- Consultations between the Centre's Disability Advisors and UTM faculty increased again this year. Discussions centered around providing appropriate accommodations in lectures, methods on referring struggling students to the Centre and creating an inclusive environment for students with disabilities. There was a noticeable increase in faculty questions related to students with Asperger's Syndrome and mental health issues.

- The Centre's transition program, Summer Institute 2009, was held in August 2009, providing incoming first-year students with essential transition information. At this two-day program, first year students with learning disabilities were matched with an upper year peer mentor to assist them in navigating the university systems and creating a social network on campus.

- The Centre developed the S.O.A.R. (Strategic Outcomes for Academic PRogress) Program for students registered with the Centre. To ensure all students had the opportunity to participate in the learning strategy modules, the program was run both on Blackboard and in workshops.

# Appendix - EDE

My experience with Access*Ability* Services (UTSC) has been extremely rewarding and helpful.

*- UTSC student*
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## ACCESS*Ability* Services, UTSC

(This office addresses faculty and staff equity concerns.)

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

### Key Initiatives

- Hosted ***Championing Accessibility: Celebrating Diversity Through Dialogue*** an event featuring the Honourable David C. Onley, O. Ont., Lieutenant Governor of Ontario. The event generated discussion about access for persons with visible and invisible disabilities and effectively raised the profile of Access*Ability* Services.

- Piloted new system to deliver online accessible services to students with disabilities. The pilot is ongoing with additional components to be introduced in 2010.