

CHR

The letters 'CHR' are rendered in a large, white, sans-serif font. They are set against a solid red rectangular background. Behind the letters, there are several abstract shapes in a light brown or tan color, including a semi-circle at the bottom left, a square at the bottom center, and two rounded rectangles on the right side.

11/12

CENTRE FOR HUMAN RIGHTS
ANNUAL REPORT

YORK UNIVERSITÉ
UNIVERSITY

The York University logo consists of the word 'YORK' in a bold, black, sans-serif font, followed by a large, stylized red letter 'U'. Below 'YORK', the words 'UNIVERSITÉ' and 'UNIVERSITY' are written in smaller, black, all-caps serif fonts, separated by a thin horizontal line.

CENTRE FOR HUMAN RIGHTS
2011 / 2012 ANNUAL REPORT

TABLE OF CONTENTS

| | |
|---|----|
| ABOUT | 5 |
| CASE FILE DATA | 6 |
| EDUCATIONAL AND OUTREACH ACTIVITIES..... | 10 |
| LOOKING AHEAD | 14 |
| ANNEX 1 – CASE FILE SUMMARIES | 16 |
| ANNEX 2 – SUMMARY TABLE OF CHR EVENTS, WORKSHOPS AND TRAININGS BY MONTH..... | 18 |

ABOUT

THE CENTRE FOR HUMAN RIGHTS

The Centre for Human Rights (the ‘CHR’) advocates for the adherence to the spirit and intent of the provisions of the Ontario Human Rights Code (the ‘Code’) as well as all human rights policies at York University (YU). The mission of the CHR is to assist individuals and groups to address and resolve allegations of discrimination and harassment as defined by the Code and York University human rights related policies. Furthermore, the CHR promotes and encourages respect, equity and inclusion at YU through both broad and targeted educational initiatives. It is also a free information resource for all university community members, supported by staff members that are impartial and trained in case management, dispute resolution and mediation. When allegations are raised, an inquiry is conducted at an informal level, seeking resolution early and effectively for the individual(s) involved. Where a complaint cannot be resolved informally by the CHR, the matter is mediated and/or investigated in accordance with established University policies, practices and agreements.

The CHR plays a significant role in human rights awareness by promoting a culture of equity, inclusion and mutual respect by mounting educational initiatives. As part of its educational role, the CHR liaises with human rights groups, committees, associations, and organizations both within the University and in the external community, as resources permit, in an effort to gain knowledge and information about emerging issues as well as best practices. Over the past year, the CHR continued fulfilling its educational mandate, delivering or supporting more workshops than before and reaching a significantly higher number of individuals. The evolution of the CHR’s tracking system for attendance and events has positively demonstrated this expanded reach. The CHR also actively maintained its online presence through the use of social media and updates to the CHR’s website, which allowed for broad dissemination of event and workshop invitations, information and reference materials. The CHR’s Monthly Announcements rounded out communications efforts, supplementing brochures and other publications. Finally, important collaborative relationships with other groups and offices on campus were continued or enhanced, with many joint initiatives undertaken during the 2011-2012 academic year.

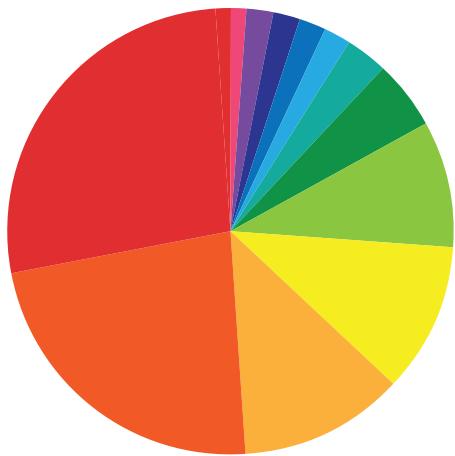
Case resolution statistics for the CHR reveal that a total of 280 files were opened between September 2011 and August 2012 – a significant increase in the number of files opened compared to the previous academic year (180). 11 cases were deemed to fall outside of the mandate of the CHR. Of the 269 case files remaining, 129 were Human Rights complaints while 50 were Consultations. As of August 31, 2012, 10 complaint files remained open/active, while the balance was addressed and closed. Interestingly, the 2011-2012 year saw 90 Enquiries recorded, jumping from the four recorded last year. This is most likely due to the ongoing communications and awareness-raising efforts made by the CHR to inform students, faculty and staff about its existence and mandate. It appears that greater exposure in the YU community has translated into more interest in the CHR and its resources.

In recent years, the CHR has made efforts to better define and classify the types of cases it opens, for the purposes of examining trends and changes in its work. Previously, the CHR divided its files into three categories: Human Rights Complaints, Ombuds Cases and Enquiries. This is no longer the case. Files opened at the CHR are now called Complaints and Consultations, with the Ombuds category being handled entirely by the Office of the Ombudsperson (yorku.ca/ombuds). The ombuds matters are now an example of files classified as “Non-CHR Mandate”. Complaints refer to cases where formal intervention has been requested and CHR staff proceeds with its process in the resolution of the issue. The term “Consultations” was added to distinguish the work from “Enquiries” where a simple phone call often resolves a question. Enquiries relate more to a quick reference or provision of information, often, but not always in relation to a human rights issue. Consultations, on the other hand, relate to the provision of guidance and/or direction on a potential human rights violation. This can involve discussion of a problematic situation but stops short of requiring formal intervention.

CASE FILE DATA

A sampling of case files handled by the CHR is provided in Annex 1 at the end of this report.

HUMAN RIGHTS COMPLAINTS GROUNDS (2011/2012)



HUMAN RIGHTS COMPLAINTS

A total of 129 Human Rights Complaints were formally filed with the Centre in the past academic year, representing an overall decrease in the number of complaints by over 20%. The most commonly-cited grounds for complaints concerned disability-related cases, with a total of 35 files opened, or roughly 27%. This figure represents a decrease over last year's figures in terms of both number of cases (59 in 2010/2011) and percentage (33%). Complaints related to disability however have consistently figured as the most common case issue since 2008. This is very much in line with local, provincial and national trends where our understanding of the requirements and obligations relating to accommodation for disabilities continues to evolve. This is especially true in Ontario with the implementation of the Accessibility for Ontarians with Disabilities Act ('AODA'). In terms of the reductions in the overall number of formal complaints, it appears that the increase in consultations have contributed towards this trend. Consultations allow for the provision of guidance, information and often early resolution, before cases are escalated to the complaints stage. In a similar vein, the CHR makes dedicated efforts to inform the YU community about disability related issues and promote access, while also working closely with York's Counseling and Disability Services and committees such as Access York, to improve access and accommodation for YU community members with a disability.

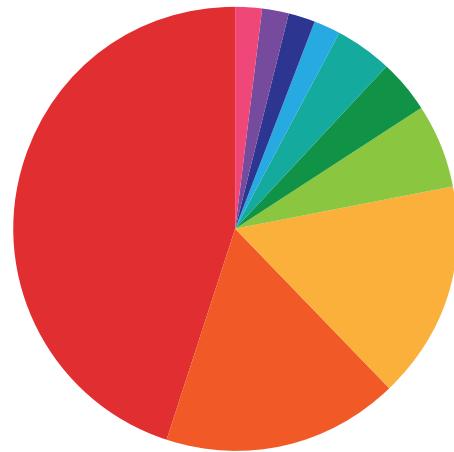
The second largest group of complaint files centered around Race, with a total of 29 cases opened, or 22% of the total. The number of cases is one less than last year, but proportionally higher in view of the reduced number of overall formal complaints. Rounding out the top 3 grounds identified is Sexual Harassment, with 16 cases total, representing about 12% of complaints filed. Although the number of case files has decreased slightly over last year's figures, the proportion remains steady around 12%.

HUMAN RIGHTS CONSULTATIONS

The Centre for Human Rights handled 51 consultations over the 2011-2012 academic year, representing a positive trend in the direction of early resolution. While consultations often deal with sensitive issues grounded in human rights-related questions, these case files are resolved without a formal complaint. In many cases, consultations see the involvement of the CHR in terms of providing information, guidance or discussions about a problematic situation. The main reason identified for consultations over the past year was Disability, representing 45% of cases. In many of these cases the CHR was contacted by a faculty member seeking guidance about how to reasonably accommodate a student.

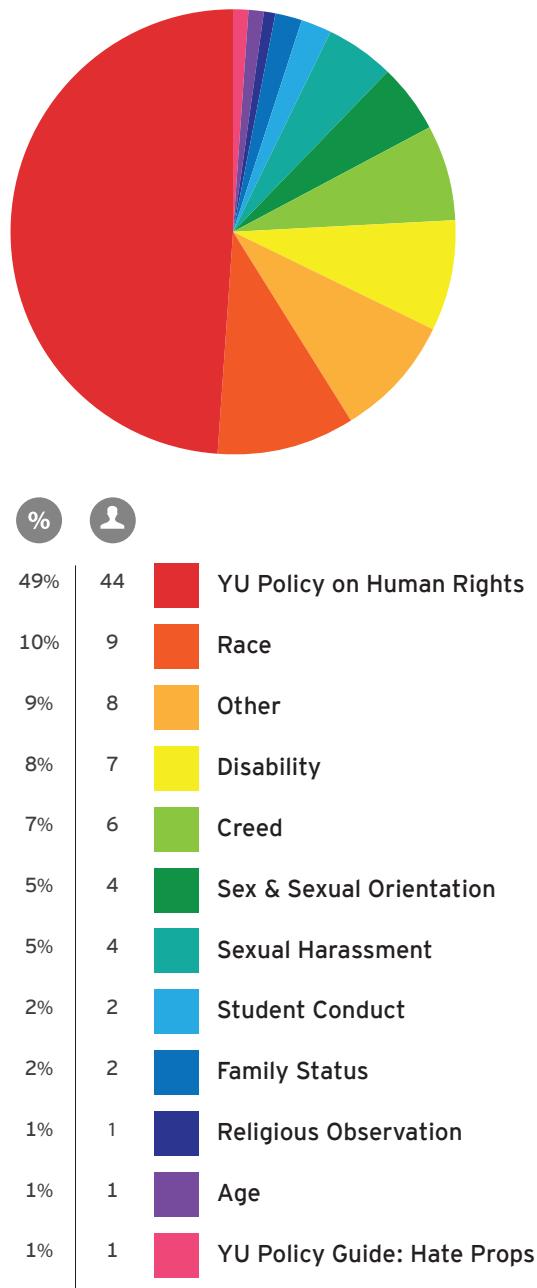
The second-highest reason cited was Sexual Harassment, with a total of 8 consultations or about 16% of the total. Through its many awareness-raising events, the CHR has made prevention of sexual harassment an important part of its work, in collaboration with other university groups. New promotional materials produced and distributed at events, workshops and online have made reaching out to the CHR for assistance more widely accepted among the YU community. There were also 9 Education Consultation files opened over the past year, representing over 17% of the consultations made. This is usually related to a pre-complaint with a Faculty/Staff member or Student who requested support in providing a workshop or presentation on Human Rights to their class, co-workers or peer group to help alleviate potential human rights violations.

HUMAN RIGHTS CONSULTATION GROUNDS (2011/2012)



| % | Count | User Icon | Ground |
|-----|-------|-----------|---------------------------|
| 45% | 23 | User icon | Disability |
| 17% | 9 | User icon | Education Consultation |
| 16% | 8 | User icon | Sexual Harassment |
| 6% | 3 | User icon | Bill 168 |
| 4% | 2 | User icon | Creed |
| 4% | 2 | User icon | Sexual Orientation |
| 2% | 1 | User icon | YU Policy on Human Rights |
| 2% | 1 | User icon | Age |
| 2% | 1 | User icon | Race |
| 2% | 1 | User icon | Other |

HUMAN RIGHTS ENQUIRIES GROUNDS (2011/2012)



HUMAN RIGHTS ENQUIRIES

As noted in the introduction, the number of Enquiries received and tracked by the CHR has grown markedly compared to the previous academic year. In 2010-2011, four Enquiries files were opened compared to 90 in 2011-2012. This significant shift is in part attributable to the ongoing efforts of the CHR to classify and track the support they provide, both formally and informally. Enquiries are cases which do not result in formal mediation or resolution mechanisms, but rather involve a quick clarification, the provision of reference material or guidance in terms of protocols and policies. Examining the main reasons behind enquiries provided important insights into the issues and questions the CHR faces most often. About half of these consultations centered on YU's Policy on Human Rights, with 44 files opened and resolved. The next highest reason cited was Race, with nine files, a small number of enquiries comparatively. The rest of the files ranged from Creed and Disability to Student Conduct. Nearly 10% were not readily classifiable and went into the "Other" category. This is further evidence that as the CHR continues to expand its reach and presence on campus with more university community members approaching the CHR to find out about its work and how policies in place may affect them, not to mention benefit from the information, advice and resources available through CHR staff and volunteers.

BILL 168 COMPLAINTS AND CONSULTATIONS – WORKPLACE HARASSMENT AND WORKPLACE VIOLENCE

Cases related to Workplace Harassment and Workplace Violence policies (Bill 168 of the Occupational Health and Safety Amendment Act) fall outside the CHR's mandate, as they are not based on a human rights ground. However, the CHR handled 15 complaints and consultations relating to Bill 168 last year (representing about 15% of total case files), at the request of units which were seeking case resolution mediation expertise in addressing these cases. This is due mainly to the fact that CHR staff are trained as investigators/mediators and could help address these issues. Indeed, the CHR routinely receives calls and inquiries about this new policy and has been able to provide guidance and direction as to the processes and procedures that the university has put in place for staff and faculty. This is another way in which the CHR serves as a valuable resource to the wider YU community regarding their rights.

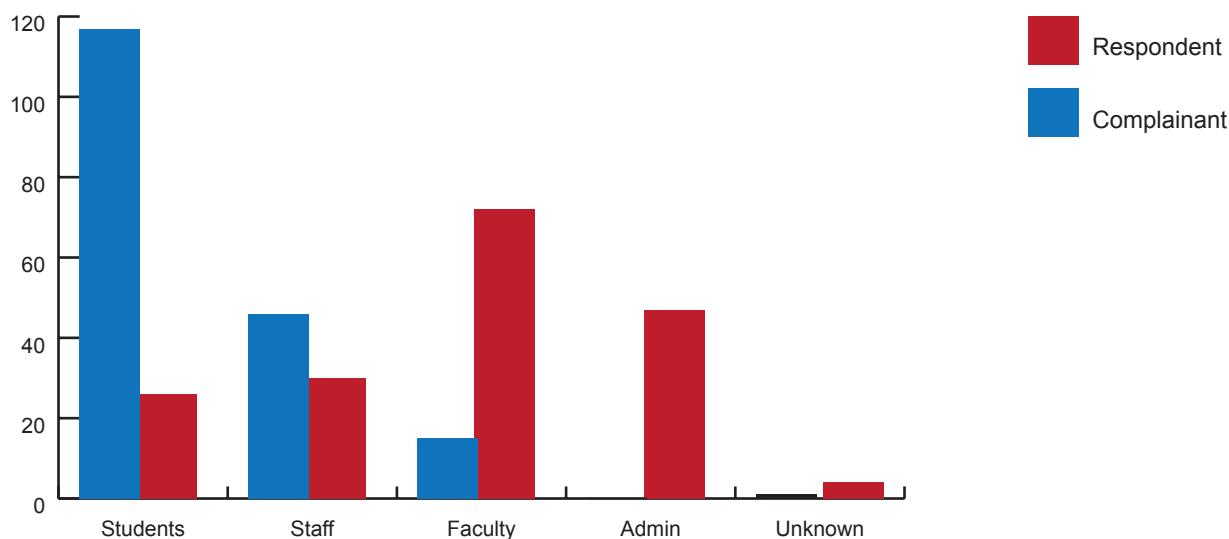
COMPLAINANT AND RESPONDENT DATA

The CHR collects data about the complainants and respondents identified for all cases except consultations, enabling the CHR to monitor trends in its work and better target its educational and awareness campaigns. The information below is based on the 180 case files that were either complaints or consultations handled during the 2011-2012 academic year.

The number and proportion of complainant groups has changed little over last year's data, with modest increases notable in the Students and Staff groups. On par with trends from 2009, the biggest proportion of complainants are students, with 117 files representing 65% of the total. This is slightly up from the 2010-2011 school year, which saw 107 Student complainant files (59%). The number of Staff complainants has also increased to 46 files (25%) from 41 (23%) last year. An interesting change is the decrease in the number and proportion of Faculty complainants, both of which are down by half compared to last year. In 2010-2011, there were 30 Faculty complainants, representing over 16% of the total, whereas this year, there were only 15 (8%). This, however, is more in line with previous years' data, indicating that last year saw a spike in faculty-led complaints due to a specific incident or issue, rather than a continued progression upwards.

Respondent data revealed important changes for two groups: Faculty and Admin. The number of files where Faculty was identified as a respondent increased by about 10% compared to last year, from 54 cases (30%) in 2010-2011 to 72 cases (40%). The Admin category saw a shift in the opposite direction. When it was added as a group identifier last year relating to a university unit or department, the CHR saw a large proportion of its cases listing Administration as a respondent. In fact, it accounted for over 35% of the respondents named in the Centre's 180 cases. This is due to the fact that previously, administration was included in the Staff category. For 2011-2012, the number of Admin respondents has decreased to about 26%, relating to 47 complaint and consultation files. The other respondent types saw only negligible changes in number and proportion compared to last year.

COMPLAINANTS AND RESPONDENTS (2011/2012)



EDUCATIONAL AND OUTREACH ACTIVITIES

INTRODUCTION

The Centre for Human Rights has made steady progress in recent years to reach out to the wider YU community through various events, educational workshops and collaborations. Over the 2011-2012 academic year, the CHR engaged nearly 5,000 individuals through these efforts. Below are some highlights from the past year, showcasing the Centre's educational activities, events and audiences. A full listing of all events, workshops and trainings is available in Annex 2 at the end of this report.



WORKSHOPS AND TRAININGS

CHR staff conducts both pre-set (calendar) workshops and training on request to many audiences within and beyond YU. The calendar workshops – Positive Space, Understanding Human Rights, and Diversity & Social Justice 101 – provides audiences with a positive introduction to Human Rights themes and questions, and are open to anyone who wishes to participate. This year, over 100 participants attended various installments of these sessions, which also served as an introduction to the Centre itself and the resources it offers. Many more YU community members receive training on Human Rights via specifically requested workshops. This includes staff groups as well as student groups, and often involves collaboration with other YU organizations or groups. The two main themes of CHR's trainings are Diversity and Inclusivity, which are presented in ways tailored to the workshop audience with a view to make them as meaningful as possible. Teaching Assistants (TAs), for example, were

trained in Diversity in the Classroom, in collaboration with the Centre for Support of Teaching, while Library staff received training on Respect in the Workplace.

Expanding the capacity of YU community members to support, facilitate and lead Human Rights initiatives is another strong focus of CHR's training strategy. As such, training of trainers or leaders is an important activity for CHR staff, especially in the area of Inclusivity. Throughout the 2011/2012 academic year, over 800 such individuals were trained, who would then go on to be Orientation Leaders, Inclusivity Trainers and Can I Kiss You Event Trainers. In many cases, these trainees are among the first peer contacts new students will have when they first attend YU and get to know the campus. They can help set a positive, inclusive atmosphere for new students backed by solid training from CHR.



Can I Kiss You 2011 - Train The Trainer

EVENTS AND AUDIENCES

The CHR recognizes international and national days/dates related to human rights and aims to provide the YU community with an opportunity to learn and share about related themes. This includes providing respectful and inclusive spaces for remembrance, learning and dialogue, in support of or in collaboration with other YU groups. Over the 2011/2012 academic year, the CHR recognized International Women's Day (March 8), International Day for the Elimination of Racial Discrimination (March 21), the National Day of Remembrance and Action on Violence against Women (December 6), and the Transgender Day of Remembrance (November 20), among others. The CHR used multiple communication methods to encourage awareness, reflection and dialogue, such as film screenings, conferences, and speakers' presentations, or a combination of multiple elements. Other events hosted or supported by the CHR have been established as highly anticipated annual happenings, such as the successful Can I Kiss You event, Inclusion Day and Pride @YorkU. This demonstrates the CHR's ability to integrate recognition of and action around key Human Rights themes across the university, in addition to its educational mandate.

As detailed in the table in Annex 2, the CHR has succeeded in expanding its reach to the wider YU community audience, including students, staff, faculty, and administrators. The past year saw over 4800 individuals directly engaged in some way with the CHR's events or activities, whether through event attendance or participation in a workshop or training. This represents an important increase of 20% over the previous year when approximately 3800 individuals were engaged with the CHR. While student engagement remains the highest out of the audience groups, an increasing number of faculty and staff requested and participated in workshops and trainings. Many departments are approaching the training as a valuable aid to their teaching and working interactions with students, while others are becoming more aware of the support and resources the CHR can provide. Finally, a growing number of YU staff have been participating in different trainings related to Inclusivity, Diversity, Respect in the Workplace and Accommodation. Equipped with this important knowledge and skills, these audience groups are contributing to the safety, respect and inclusion of the greater YU community.



COLLABORATIONS AND OUTREACH

A key element of the CHR's continued success in engaging YU community members is its willingness to collaborate with other actors, institutions, offices and groups. During the 2011/2013 academic year, the CHR worked with over 25 such partners, ranging from student collectives, to university research institutes to an international NGO. Co-hosting, sponsoring or otherwise supporting collaborative events and educational activities has helped the CHR network to new audiences and reinforce promotion of human rights across the campus. An effective way of doing this has been to link key human rights issues to relevant partners and events. For example, discussions and presentations on racism and discrimination were held in collaboration with the York University Black Students' Association (YUBSA) and the Multifaith Council, while a speaker event on ableism was co-hosted with Access York. The CHR also promotes vital services and support available to the YU community on human rights related issues, by working with groups such as the Sexual Assault Survivors' Support Line (SASSL), the Trans Bi Lesbian Gay Allies at York (TBLGAY) and the Centre for Aboriginal Student Services. In other instances, the CHR brings a human rights perspective to bear on the work of partners whose mandate is more general, like the York Federation of Students (YFS), Student Community and Leadership Development (SCLD) or the Centre for Support of Teaching.

The CHR makes serious efforts to reach out the YU community members to introduce the resources and assistance it can offer. Much of the outreach activities focus on new or incoming students, through presentations such as the CIKY event or during York Fest, for example, but the CHR also works to engage new teachers and other audiences too. This includes having a booth and promotional materials during Safety Awareness Day, the Campus Resource Fair and New Faculty Day. Additionally, the CHR recently started producing monthly announcements and created a CHR folder which includes information about its services and general info about the Ontario Human Rights Code and York U's human rights related policies. The CHR also actively updates its website and maintains both a Twitter and Facebook account, making it easily accessible to a wide segment of the YU community.

Externally, the CHR works with key partners to do outreach and build or reinforce peer networks. One such example is the TD Community Engagement Centre, who partnered with the CHR to present a film series about sexuality in the Jane-

Finch community. Another is the dialogue series on Middle East issues organized in collaboration with the Mosaic Institute and its affiliated student group U of Mosaic York, a Canadian and global peace-building information commons. This series not only engaged YU students locally but connected them to a broader conversation about improving community relations in Canada, and what roles they can play in promoting conflict-resolution and development in the Middle East. The CHR also participates in national and provincial conferences, such as the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHEE) Conference, for which it is a member of the executive committee, and the Anti-Racism and Multiculturalism Education Network of Ontario (AMENO) Conference. These events provide the CHR with opportunities to tap into peer networks, exchange learnings and challenges, and identify potential collaborations.

**45 000 PEOPLE DIE
every month in the D.R.C**

5TH ANNUAL CONFERENCE
Hosted by H2O Congo and York University

**Friday
March 23, 2012**

12pm - 6pm

**How much do you know about
the D.R. Congo?**

Conference takes place from 12pm-6pm
Check in / Registration 12:30pm
at 152 Founders Assembly Hall York University

info@h2ocongo.com www.h2ocongo.com

Help us Help the Congo Be the change you want to see in the world Mahatma Gandhi

**YORK
University
TD
Community
Engagement
Centre**

**AFRIMERIQUE.COM
COMING SOON**

CENTRE FOR HUMAN RIGHTS

www.h2ocongo.com

LOOKING AHEAD

THE YEAR 2012-13

In updating its Integrated Resource Plan, the CHR is continually fine tuning its objectives and goals to align them with the University's social justice, equity and human rights components of the Academic Plan. In addition to updating and reworking the content of its existing workshops, the CHR is planning to expand its educational initiatives in relation to sexual harassment with the hiring of a Sexual Harassment Prevention Education Advisor.

The CHR is also looking to review and completely revise the e-learning Respect and Inclusivity Awareness Tutorial. The plan is to make the tutorial more user-friendly with modules that can be completed separately. A marketing and rebranding of the tutorial will also be part of this initiative.

On the case resolution side, the CHR is reviewing its procedures with a view to better streamline its case handling process. To aid in this effort, the CHR is working with UIT do develop a more robust case management system which will provide the CHR with the ability report statistics in more detail.

Finally, the CHR will work on updating its existing publications including brochures as well as creating fact sheets on topical human rights issues that can be inserted into the folder that was created.

ANNEX 1 – CASE FILE SUMMARIES

Students with Disability – Systemic Barriers

Our involvement in issues can result in policy/procedure modifications as in the case of students with disabilities who are allowed to register in fewer credits but are classified as full time students at York University. Most of these students carry decreased course loads. When one such student was disallowed from participating in an exchange program because of his reduced course load, he complained to the CHR. After discussions with relevant personnel and policy consultations, Office of the Counsel requested our involvement in developing new policies/procedures to cover such students who go on exchange programs through York University's reciprocal agreements. A new process was created and the student with a reduced course load was able to go. Since that practice was reviewed, eligible students with disabilities have been participating in the exchange program.

Physical Disability – Accessibility

CHR was contacted by several students with disabilities who identified concerns that a newly renovated building was not accessible for students in mobility devices due to a variety of factors, including the new location of the Automatic Door Opener (ADO) button. The CHR facilitated a resolution between all parties involved, which resulted in new ADO buttons being added to enhance the accessibility of the building as well as a commitment to consult York community members with disabilities before engaging in further renovations to the building.

Trans

After receiving several requests and inquiries from transitioning trans students about the use of preferred names, a University-wide guideline has been compiled to provide a clearer, more convenient and most importantly, confidential service to the students.

Sexual Harassment

CHR was consulted about a case in which a casual employee had sexually harassed another employee in the presence of other staff members. The casual employee was not aware of what sexual harassment meant. The CHR was able to clarify this and the issue was handled expeditiously by the Manager for the unit.

Sexual Harassment

A student stalked and sexually harassed a York employee. The York employee, who initially tried to dissuade the student to refrain from such conduct finally filed a complaint with the CHR and expressed concern for his safety as well that of his family. The student confirmed the York employee's allegations but insisted that her conduct was harmless. CHR educated the student on what constitutes sexual harassment as well as informing the student about the Criminal Code provisions related to stalking.



ANNEX 2 – SUMMARY TABLE OF CHR EVENTS, WORKSHOPS AND TRAININGS BY MONTH

| Name | Type | Audience(s) | Attendees |
|--|-------------------------|--|-----------|
| September 2011 | | | |
| Orient the Leaders Inclusivity Training | Workshop | Student Orientation Leaders | 800 |
| Intro to Diversity, Positive Space | Workshop | DPET Training | 9 |
| Becoming an ally, Social Justice | Workshop | DPET Training | 9 |
| CIKY Train the Trainer | Pre-event Discussion | Student and Staff Leaders | 35 |
| Can I Kiss You (CIKY) Event | Event/Training | Wider York University Community | 1600 |
| Intro to CHR | Presentation | Art History and Visual Art (Fine Arts) | 15 |
| Intro to CHR | Presentation | Art History and Visual Art (Fine Arts) | 20 |
| Multifaith Dialogue | Dialogue Event | Wider York University Community | 40 |
| Intro to CHR and Diversity | Workshop | Engineering Class | 35 |
| October 2011 | | | |
| Gender Based Discrimination - Ontario Trends | Seminar | Students | 15 |
| Anatomy of Hate - Director Screening of Film | Dialogue and Film Event | Wider York University Community | 65 |
| Intro to Diversity and CHR | Workshop | Transition Years Program Students | 35 |
| Respect in the Workplace | Workshop | HR: Learning and Development Staff | 8 |
| Diversity 101 | Workshop | Mixed Students and Staff | 4 |
| Inclusivity Training | Workshop | TAs Geography Department | 4 |
| November 2011 | | | |
| Intro to CHR | Presentation | TAs Political Science Department | 6 |
| Diversity in the Classroom | Workshop | CST (with CUPE 3903) | 11 |
| Inclusivity Training | Workshop | PVPs (UEC) | 20 |
| Diversity and Social Justice 101 | Workshop | Mixed Students, Staff and Faculty | 1 |
| Positive Space | Workshop | Mixed Students, Staff and Faculty | 9 |
| Inclusivity Training | Workshop | Community Safety Council | 30 |
| December 2011 | | | |
| National Day of Remembrance and Action on Violence Against Women | Event | Wider York University Community | 100 |
| Respect in the Workplace | Workshop | Mixed Staff and Faculty | 50 |
| January 2012 | | | |
| Inclusivity Training | Workshop | Executive Assistants | 25 |
| Inclusion Day | Conference | Wider York University Community | 100 |
| Getting Canadian Work Experience | Presentation | International Student Services | 15 |
| February 2012 | | | |
| Positive Space | Workshop | Mixed Students, Staff and Faculty | 6 |
| Becoming an Ally | Workshop | Students | 3 |
| Inclusivity Part 2 | Workshop | Staff | 20 |
| Respect in the Workplace | Workshop | Staff | 3 |
| Diversity and Social Justice 101 | Workshop | Mixed Students and Staff | 4 |

| March 2012 | | | |
|--|-------------------------------|---|-----|
| Positive Space | Workshop | Mixed Students and Staff | 4 |
| International Women's Day | Tabling Film | Wider York University Community | 60 |
| Diversity and Social Justice 101 | Workshop | Mixed Students and Staff | 4 |
| Human Rights and Poverty | Seminar | Osgoode Law School students | 25 |
| International Day for the Elimination of Racial Discrimination | Event | Mixed Students, Staff and Faculty | 50 |
| Congo Conference | Event | Mixed Students and Staff | 30 |
| Earth Hour | Tabling, Sponsorship | Students | 30 |
| April 2012 | | | |
| Positive Space | Workshop | Staff, adjudicators, student PST | 4 |
| Inclusivity | Workshop | Staff, adjudicators, student PST | 5 |
| Inclusivity | Workshop | Staff | 12 |
| Positive Space | Workshop | Staff, adjudicators, student PST | 6 |
| Positive Space | Workshop | Staff, adjudicators, student PST | 6 |
| Inclusivity | Workshop | Staff, adjudicators, student PST | 8 |
| Intro to Diversity | Workshop | Peer mentors | 200 |
| Competing Rights Policy Launch | Event | York community members, external stakeholders | 100 |
| May 2012 | | | |
| Intro to CHR and CIKY | Presentation/Training | YODA - College orientation presidents | 18 |
| Diversity and Accommodation | Training | Staff & Managers | 35 |
| Inclusivity and Respect in the Workplace | Workshop | YUSA staff | 16 |
| Manager U: Building a Culture of Inclusivity | Workshop | Staff & Managers | 6 |
| Let's Talk about Sexuality | Film Screening and Discussion | York staff, students, faculty and community members | 27 |
| June 2012 | | | |
| Manager U: Building a Culture of Inclusivity | Workshop | Staff & Managers | 18 |
| Inclusivity and Accommodation Pt. 2 | Workshop | Staff & Managers | 36 |
| Understanding Diversity | Workshop | Camp Leaders and Staff | 15 |
| July 2012 | | | |
| Positive Space Part 1 | Workshop | College Council Presidents | 9 |
| Respect in the Workplace | Training Session | Library Staff and Managers | 8 |
| Positive Space Part 2 | Workshop | College Council Presidents | 9 |
| Let's Talk About Sexuality | Film Screening and Discussion | Design Students | 35 |
| August 2012 | | | |
| Inclusivity Training overview | Training Session | YODA | 8 |
| Positive Space | Workshop | Community Peer Mentors | 4 |
| Orientation Training | Workshop | Students | 12 |

HOW TO REACH US

S327 Ross Building
York University
Toronto, ON.
Canada M3J 1P3

Phone: 416-736-5682
Fax: 416-650-4823
TTY: 416-650-8023
Email: rights@yorku.ca
Web: www.yorku.ca/rights

