

# TRANSFORM

Annual Report 2017-2018





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# REI by the Numbers

Over the course of the year, York university has achieved new engagement milestones in the areas of human rights, equity and inclusion. The partial snapshot presented here indicates only what is possible as our community continues on a values-led journey of transformation.

**7**  
Events

**671**  
Attendees

**1**  
Pan-University  
Consultation Launched

**6**  
External Community  
Presentations

**442**  
Audience Members

In-person training  
and professional  
development for  
faculty, staff and  
students

**2,580**  
participants

Single Event  
Twitter Impressions

**471,000**

**116** | Decline in # of  
Human Rights Cases

**> \$1.8 million**  
Case Resolution Savings  
to the University

**3** | Online  
Education  
Modules

**323**  
Inclusion Video Project  
consultation participants

# Meet the Contributors

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**Michael F. Charles**

Executive Director



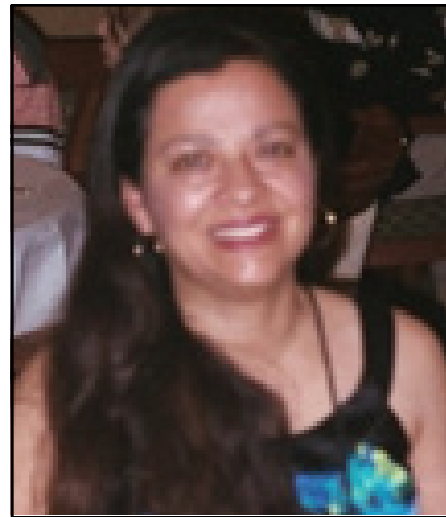
**Patrick Descartin**

Graphic Designer & Web Assistant



**Rachel Mansell**

Advisor, Education &  
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Advisor, Case Resolution

# Meet the Contributors



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Employment Equity,  
Diversity & Inclusion  
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Photographs of Josephine Tcheng, Advisor, Education & Communications and Sandy Lewis, Manager, Operations were not available.

EQUITY | DIVERSITY | INCLUSION

Centre for Human Rights,  
Equity and Inclusion

Centre des droits de la  
personne, de l'équité et  
l'inclusion

YORK U  
UNIVERSITÉ  
UNIVERSITY

# *TRANSFORM* THE CULTURE







**DRIVE** *THE*  
*MISSION*

## A Message from the Executive Director

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As I look back upon the year 2017 – 18 for the Centre for Human Rights, Equity and Inclusion (“REI”), I am filled with a sense of pride at what we have been able to accomplish during a remarkable year of renewal and optimism. In the first full year of its expanded mandate, the Centre made great strides advancing the university’s academic priorities as we further operationalized its missional values. These values drive the institution’s continuing success in research, teaching, learning and governance for 60,000 faculty, staff and students.

As a matter of first importance, respect for human rights releases our community from the costs - both human and financial - of discrimination, while reinforcing foundational efforts to remove barriers that limit fair and equitable access to opportunities for all members of our community. But it is only through the additional work of inclusion that transformation truly becomes possible.

An inclusive campus looks beyond legal compliance and seeks to foster a sense of belonging so that each member can bring their whole selves in service of institutional goals. Researchers from Universities Canada to the World Economic Forum recognize inclusion as a catalyst to **organizational engagement, productivity, and innovation**. Emerging from the collaborative contest of diverse experiences, thoughts and identities, inclusion extends our reach past a human rights framework of behavioral prohibitions towards a more intentional embrace of our collective ambitions and aspirations.

## Measuring Our Progress

This report speaks to the REI's progress against the five strategic priorities identified at the outset of the fiscal year following an extensive period of equity, diversity and inclusion ("EDI") service review.

(1) We have raised and will continue to raise the visibility and awareness of pan-university missional values. In so doing, we encourage our stakeholders to vaunt the importance of these values and gain greater ability to apply an EDI lens to their respective roles and functions. (2) Similarly, the Centre will also clarify concepts and build consensus understanding around these values as it looks to improve differentiation in its program objectives, content, and delivery.

(3) Faculty members are key partners in the delivery of inclusive services for our students and non-academic employees and this year we note greater faculty engagement across the institution in EDI professional development. Efforts to increase these connections will remain a priority in the coming year. (4) In addition, we have responded to expanding legal and community expectations for enhanced risk management capacity in both case resolution and education services. Shoring-up gains in this respect will remain important.

(5) Finally, we have begun the process of surfacing data about the state of rights, equity and inclusion strengths and opportunities across the institution on which to base a strategy essential to the achievement of our academic goals.

## Raising the Bar

Raising EDI awareness and profile involves both an internal and an external focus.

Within the university, this has been achieved through a number of initiatives including the delivery of cross-campus educational events. Inclusion Day 2018 is worthy of specific mention. Theatre attendance at the annual January event, "Decolonizing Community and Curriculum", exceeded last year's totals by a margin of almost 3 to 1. And such record participation was amplified on social media by more than 471,000 single-event twitter impressions supported by a completely refreshed website design. This reach could only have been attained through collaborative association with event partners, such as the Centre for Aboriginal Student Services (CASS), Osgoode Hall Law School, the Lassonde School of Engineering, the Faculty of Liberal Arts and Professional Studies, the Department of Community Safety, and the Faculty of Health.

REI also enabled the University Academic Plan by contributing substantially to at least 35 pan-university governance bodies including the Canada Research Chairs Affirmative Action Enhancement Working Group, the President's Advisory Committee on Human Rights (PACHR), the Indigenous Council, the Community Safety Council, and the Mental Health Steering Committee.

By amplifying the reputation of the university among external stakeholders, REI also sought to raise EDI awareness. Within the fiscal period, the Centre has influenced policy makers as well as other private and public institutions by presenting

in keynote capacity or on panels at various fora including the Council of Ontario Universities, the Conference Board of Canada, The Canadian Institute, the Ontario Bar Association, and the Universities Canada national conference in Quebec City. In fact, the work of REI has been recognized nationally in my recent appointment to EDI Advisory Group for Universities Canada.

### Clarifying Concepts

The concepts of human rights, equity and inclusion underlying broader university objectives are often used interchangeably. This leads to definitional and programmatic confusion. REI's work seeking to clarify these concepts has been important and has, in a substantive sense, brought together efforts exerted by different areas across our campuses. In particular, the Centre has proposed and publicized its proposal for a definition of inclusion now used as a basis for communication throughout the larger community:

***Inclusion is the ongoing exercise of ensuring the university values and proactively cultivates difference so that each individual can achieve their full potential and bring their whole selves in service of the University Academic Plan.***

Clarifying definitions for the concepts of human rights and equity have also been proposed, incorporated into consultations, training, professional development and explored through the REI website.

### Strengthening Faculty Connections

This year, the Centre took up more targeted service support for faculty.

2017 saw REI begin to engage faculty in a more dynamic relationship through targeted 'whole of faculty' educational programming rather than emphasizing the past practice of individual unit or designated course support within faculties.

Most notably, this included implementing an accepted proposal to embed REI services at the Glendon campus as well as two substantial work engagements through and for the Faculty of Graduate Studies. In particular, faculty from across the institution responded to the highly successful professional development seminar entitled, "Unconscious Bias and Cultural Competency in Graduate Supervision". The Centre also contributed to the development of the institutional Equity, Diversity and Inclusion (EDI) Action Plan for the university Canada Research Chair Program.

REI's work has been recognized by The Committee on EDI for Faculty Recruitment as a "critical source of support for York's Affirmative Action processes, while advancing retention and inclusion for the institution's entire professoriate". The Committee has also advocated for greater institutional exposure and support for REI's educational programming.

## Mitigating and Managing Risk

Seizing upon the opportunities to enrich the research, teaching, learning and governance experience for students, staff and faculty has required transformation within the Centre itself.

A new team has been established with expanded skills, competencies, and commitment to execute on our service findings – professionals with the ability to adapt to future shifts in the social, political and economic context in which the REI's service provision takes place. The imperatives of the expanded mandate have also meant a reimagined unit structure to optimize and sustain service quality in an environment of ongoing resource integration.

Mitigating and managing increasing risk has emerged as a critical concern in this context and REI's case resolution and education services have taken on a greater role in the university's related infrastructure.

As in the prior 2 years, the trend towards a decline in the volume of cases received by REI has continued from 462 cases in 15/16 to 276 cases in fiscal 16/17 to 154 cases in 17/18. While we remain attuned to the potential for underreporting this is fundamentally good news. At the same time however, the case complexity has increased significantly. Examples of more complex matters include the sensitive and challenging area of sexual violence over which the Centre has new and significant responsibilities as prescribed. Issues of disability-related accommodation, race, workplace harassment and bigotry against the LGBTQ community also present in ever-more sophisticated patterns. With its enhanced

capacity, the Centre has also assumed a larger responsibility for investigations.

Apart from human costs, the financial implications of unmanaged complaints cannot be overlooked. Estimates of professional time to resolve a single externalized human rights case is in the area of \$24,000. If, in the absence of the Centre's work, 50% of cases were externalized the budgetary impact to the university would exceed \$1.8 million. That amount does not include the cost of time associated with faculty and non-legal employee file and witness preparation, nor the incalculable adverse reputational impacts to the university writ large.

Not only does the case resolution function minimize the potential for the externalization of complaints, the service also informs, in part, the Centre's education agenda. In turn, the abilities of our educators to address areas of vulnerability across the institution based on the evidence from case services reduces the potential for unmanaged conflict and complaints. In this sense, REI's case and education functions are part of an integrated and synergistic whole.

Education services at REI have undergone significant reimagining in the period under review. 2580 members of the York community participated in in-person offerings in just the 9-month period from September 2017 to April 2018 during which period a new team of advisors was brought on board. Among other impacts, the work furthered the cross-training of academic and non-academic employees to enable student success.

## Understanding Where We Stand

Inclusion happens when diversity of experience, thought and identity harmonize around common purpose. As a university, it is important to assess our progress in order to map the contours of a future journey. Such an assessment should consider both quantitative and qualitative elements.

One measure of quantitative progress is demographic representation in leadership. In this first look at a key institutional performance measure, REI has collaborated with Human Resources Talent Acquisition and Development to present an employment equity leadership profile of senior administrators and academic employees. This profile for each of the 4 federally designated groups within leadership categories is matched for discussion purposes with national and CMA (Census Metropolitan Area) availability comparables. More than 80% of employees participated in demographic surveys forming the basis of our profile.

In the future this presentation will be supplemented by qualitative information about inclusion-related strengths and opportunities at the university. The Inclusion Video Project (“IVP”) was designed not only as an engagement tool but also as a means to surface this necessary data. Through the project’s series of planned pan-university facilitated conversations about the meaning and expression of inclusion in our

community, successes and areas of inquiry will be identified to inform and define a path forward. Announced in the fall of 2017, the IVP was established as a pilot project in partnership with the Faculty of Graduate Studies with further expansions particularly for students programmed for the 2018 – 19 year.

This report’s presentation of the employment equity leadership profile and the ongoing work of the IVP extends the university CRC action plan and aligns with expectations from Universities Canada for consultation among faculty, staff, and students preparatory to the creation of an EDI institutional strategy.

We look forward to continuing collaboration with our community partners, and reporting on EDI progress to extend York’s successes and fulfill our promise.

Yours in Service,

Michael F. Charles

Executive Director





**ABOUT THE CENTRE  
FOR HUMAN RIGHTS,  
EQUITY AND INCLUSION**

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# About the Centre for Human Rights, Equity and Inclusion

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**The Centre for Human Rights, Equity and Inclusion (REI) promotes and builds a respectful, equitable, diverse and inclusive University community. It strives to be a leader in providing accessible, impartial, non-adversarial and confidential programs and services that uphold human rights, facilitate equitable access to opportunities and champion diversity and inclusion along five functional areas.**

## **Policy & Procedural Guidance**

The Centre for Human Rights, Equity and Inclusion (REI) provides policy advice and procedural guidance on important governance issues arising within a large university organization.

## **Education & Professional Development**

REI instigates and extends community learning around issues of human rights, equity and inclusion to drive excellence throughout the institution's academic priorities. The work of the education team is strategic in that it is informed by gaps identified in collaboration with Case Resolution advisors, as well as by interdisciplinary research in organizational development.

## **Case Resolution**

To foster work and learning environments free from harassment and discrimination and mitigate institutional risk under the Ontario Human Rights Code, REI receives and processes human rights concerns and complaints brought forward by community members.

## **Consultation**

REI leads and supports inquiries into workplace and learning successes and opportunities to inform training and education needs as well as institutional inclusion-based strategic planning.

## **Reporting**

REI strives for operational transparency, disclosing data and information on its activities to further educational, engagement, and awareness-raising objectives.



## **Guiding Principles**

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Our services are directed by the following key principles:

### **Accessibility**

REI will strive to ensure that all members of the community have access to its services in accordance with the most appropriate accommodations.

### **Alignment**

York University values include the pursuit of excellence in service provision, a commitment to progressive and innovative approaches to problem-solving, the embrace of diversity and inclusion, an adherence to principles of social justice and equity and a concern for environmental, social and fiscal sustainability. The work of REI constantly seeks to advance these values in alignment with the University vision and mission.

### **Accountability**

The University community will be made aware of REI's activities in various ways including publication of an Annual Report. This will ensure accountability to the community and will permit REI to report on trends, issues and practices as well as recommendations for changes.

### **Confidentiality**

REI shall keep all information about parties to disputes and all information disclosed with the expectation of privacy confidential except as required to be disclosed according to University policies and procedures or as provided by law.

### **Collaboration**

To realize institutional values, REI shall collaborate across the University as appropriate to foster practices, structures and a culture that enable all members to bring their whole selves to research, teaching, learning and service; and which promote the sharing of different perspectives and experiences essential to catalyzing innovation.

### **Impartiality**

REI's independence and impartiality are critical to the sense of fairness and unbiased integrity with which it must conduct its work. Its location within the institutional organization reflects this structural autonomy.

### **Procedural Fairness**

In the determination of disputes, procedures followed by REI affecting the interests and well-being of community members must be fair to the parties. A complainant's right to pursue a complaint must be balanced with the respondent's right to be heard in an impartial and open process. Procedural fairness therefore includes the opportunity to respond, right to receive notice of procedural steps and the right to receive reasons for decisions reached.



Photographs from top and bottom: International Women's Day 2018.



Photographs from top to bottom: RISE Black History Month 2018, International Women's Day 2018.



# **EDUCATION & CONSULTATION SERVICES**

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# Education & Consultation Services

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Education services at REI have undergone significant re-imagining in the period under review. Expanding beyond a curriculum exclusively dedicated towards human rights, towards one with capacity to embrace greater equity and inclusion-based programming, the new focus has stimulated an uptick in community participation for the unit's in-person services.

In-person education services consist of presentations, in-person training and professional development as well as the organization and delivery of special educational events. 2580 members of the York community attended such offerings in the 9 month period from September 2017 to April 2018, the period during which a new team of education advisors was brought on board.

These offerings included existing educational workshops revised to reflect the new mandate and the introduction of 5 new professional development programs conceived with innovative curricular design. Among other impacts, the work furthered the cross-training of academic and non-academic employees to enable student success.

*“Thank you for what was, indeed, a really fantastic learning opportunity. Your leadership of the seminar was exemplary....P.S. I think 3 hours is probably the sweet spot, and I found the pace invigorating... Mike”*

Dr. Michael Zryd, Associate Dean (Academic), Faculty of Graduate Studies reacting to REI's offering, “Cultural Competency and Unconscious Bias in Graduate Supervision”.

## **Presentations**

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The REI team made a total of 6 EDI-related presentations to external stakeholders this year, work that has furthered our reputation for leadership in the community. Speaking before more than 442 people from the academic community, other members of the public sector and private sector participants, REI provided thought leadership in various fora including the Diversity & Inclusion in Corporate Leadership conference, the Council of Ontario Universities, the Conference Board of Canada's Power of Inclusion Forum, and Universities Canada first national EDI conference in Quebec City.

Please see Appendix B for a complete list of REI's presentations.

Centre for Human Rights,  
Equity and Inclusion

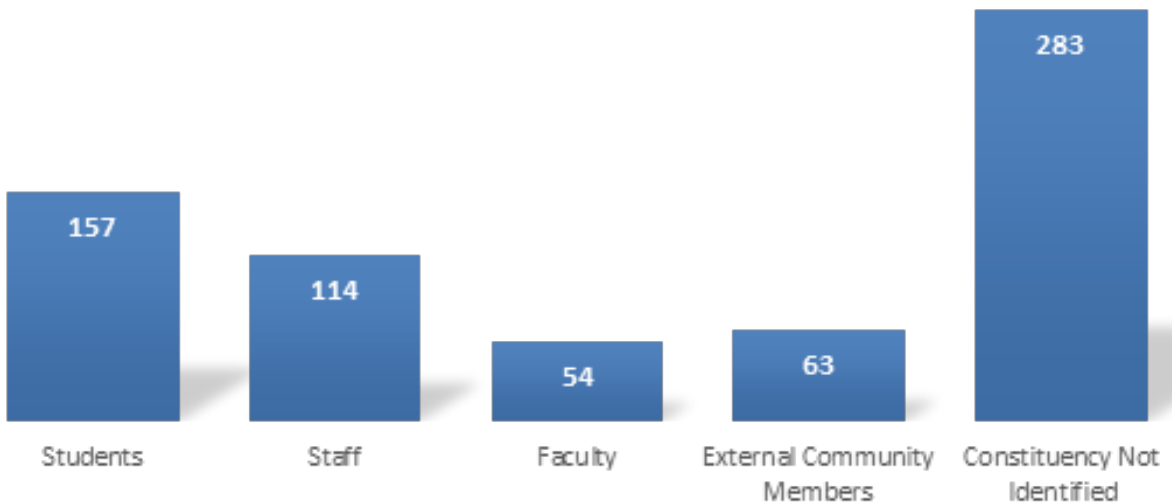
Centre des droits de la  
personne, de l'équité et  
de l'inclusion

# Events



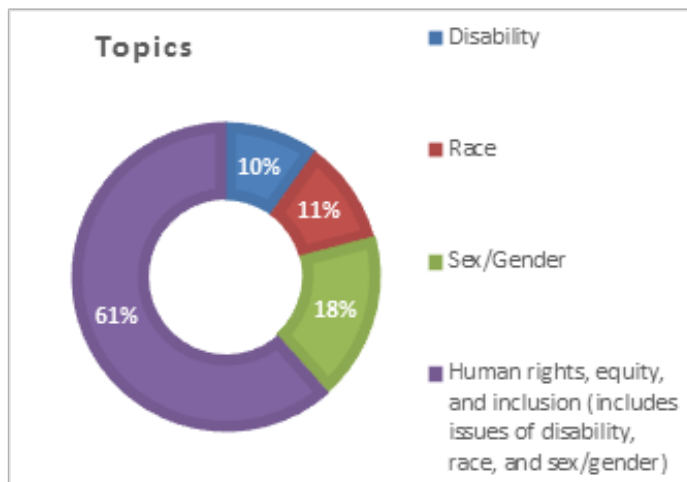
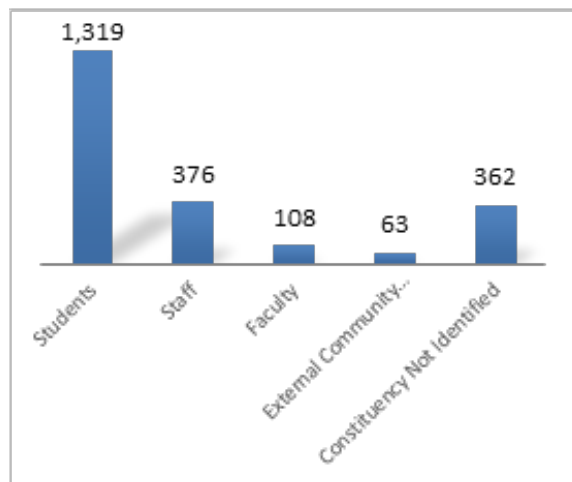
REI delivered 7 educational events in the year including International Day for persons with Disabilities, Inclusion Day, International Women’s Day, International Day for the Elimination of Racism. Events raise the profile and levels of engagement around EDI-related issues at the university.

Please see Appendix C for a complete list of REI’s events.



**7 EVENTS 671 ATTENDEES**

## Training and Professional Development



**76 SESSIONS**

**2,580 ATTENDEES**

### Online Training Modules

The Centre for Human Rights, Equity and Inclusion (REI) developed or updated three online modules this year:

#### Respect, Equity, Diversity and Inclusion (REDI):

This updated interactive module teaches participants how to better identify and prevent harassment and discrimination based on provincial human rights legislation and the University's human rights-related policies. Shorter and more compact, it places emphasis on current key human rights areas of most concern to the York University community.

#### Respect in the Workplace:

Developed at the request of the Department of Faculty Relations, this new module seeks to enhance Academic Administrators' knowledge of their responsibilities and obligations in supporting a respectful, equitable, diverse and inclusive campus.


#### YU Start:

Contributions were made to the YU Start online module that orients new undergraduate students to York University. The REI team collaborated with York's University Information Technology and the YU Start team to develop a sexual consent and Active Bystander section.

Please see Appendix D for a complete list of REI's training and professional development sessions.







L'équipe REI ont offert des ateliers de formation en droit de la personne, équité et inclusion au campus de Glendon à propos d'accommodements, de climat de travail, de harcèlement et d'inégalités envers les minorités visibles.

Ces ateliers ont été présentés de façon exceptionnelle, ils ont été populaires et appréciés auprès de la communauté de Glendon.

REI présente des ressources et de nouvelles façons d'adresser ces problèmes, même les participants qui ont déjà participé à des ateliers sur ces sujets en ont appris beaucoup avec les nouvelles méthodes pour adresser ces problèmes.

Ce n'est pas toujours facile de savoir comment aider un collègue qui vit des difficultés qui peuvent avoir un impact sur son moral au travail. Ces ateliers ont pour but de bien outiller les participants en les informant de toutes les ressources et aides disponibles.

Je recommande fortement ces ateliers qui sont indispensables pour savoir comment aider et soutenir des gens qui vivent des difficultés autour de nous au travail.

Yves Desormeaux

Chef des Ressources Humaines | Manager, Human Resources & Operations

Campus Glendon | Université York University



Participating in the REDI program at Glendon was both insightful and liberating. The Centre's team was amazing throughout the entire experience. As a former employee, the program helped me to understand the perspectives and lived experiences of others, while providing me with the ability to articulate my own experiences openly. **The program provides individuals with the tools to develop skills that improve institutional and employee practices and behaviors around diversity, equity and inclusion.** More importantly, it also pushes individuals to approach such issues with a level of emotional intelligence, care and empathy for others. It would be great if York U as an institution led the way by making the program mandatory as a part of continuous professional development for all of its employees.

Teshini Harrison

The Glendon School of Public and  
International Affairs, Glendon College.

For ENG3000:

We have been fortunate to have REI support our Professional Engineering Practice course for some years. It is invaluable for our students to hear from the centre, with their expertise on the Ontario Human Rights Code and AODA. The REI team have always worked very closely with us during class preparation. **They find engaging and relevant materials for our students, and for the intersection of engineering with inclusiveness, diversity, inclusion and human rights issues.**

Dr. Franz Newland, P. Eng.,

Assistant Lecturer, Earth & Space Science & Engineering,

Lassonde School of Engineering

# Inclusion Video Project

## The Project

Based on a short film featuring internal and external leaders, the video pilot project is a University wide series of facilitated conversations about the meaning and function of inclusion within the University Academic Plan. Originally co-sponsored by REI and the AVP and Chief Human Resources Officer, the project anticipates accelerating public expectations around university EDI performance and responds to expanding federal and provincial requirements.

The video may be found on the landing page for the Centre for Human Rights, Equity and

Inclusion website (<http://rights.info.yorku.ca/>). The purpose of the project is to summarize and assess employee and student experience as it relates to inclusion at York. The project will identify inclusion-related successes and opportunities, as well as areas for further inquiry. While the conversations and individual sources of information provided by participants will be confidential and anonymous, thematic summaries of the data will be reported back to the community, together with recommendations as appropriate.

## Project Status

The Project was announced in October 2017 and by March 2018 included an extensive period of consultation.

Consultation Activity	Participants
Key Project Consultations (Select Deans, DEOs, Human Resource Leadership)	20
In-house Toolkits	152
Community Toolkits	51
<b>Total Community Members Engaged</b>	<b>323</b>

An Advisory Group of senior university administrators and faculty including REI’s Executive Director has been commissioned to guide the rollout having due regard to relative customization needs across different areas of the institution. Pilot exercises in two faculties have been scheduled. With this effort, York strengthens its commitment to equity, diversity and inclusion and its related benefits for all members of the University community.



EXIT

RESPECT | EQUITY | DIVERSITY | INCLUSION

Centre for Human Rights,  
Equity and Inclusion

Centre des droits de la  
personne, de l'équité et  
de l'inclusion

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Photographs from top to bottom: International Women's Day 2018, RISE Black History Month 2018.



Photographs from top to bottom: International Women’s Day 2018, International Day for the Elimination of Racial Discrimination 2018.



# **CASE RESOLUTION SERVICES**

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## Case Resolution Services

As in the prior 2 years, the trend towards a decline in the volume of cases has continued from 462 cases in 15/16 to 276 cases in fiscal 16/17 to 160 cases in 17/18.

Only 19 of all cases resulted in formal complaints with the potential for investigation, proving the case team's early dispute resolution capacity. Almost 1/3 of these cases related to disability representing the largest single ground of dispute.

While overall case volume has declined, case complexity has significantly increased. Examples of more complex matters include the sensitive and challenging sexual violence cases over which the Centre has new and significant prescribed responsibilities. With its enhanced capacity, the Centre has also assumed responsibility for more investigations.



**90**

Consultations

**50**

Enquiries

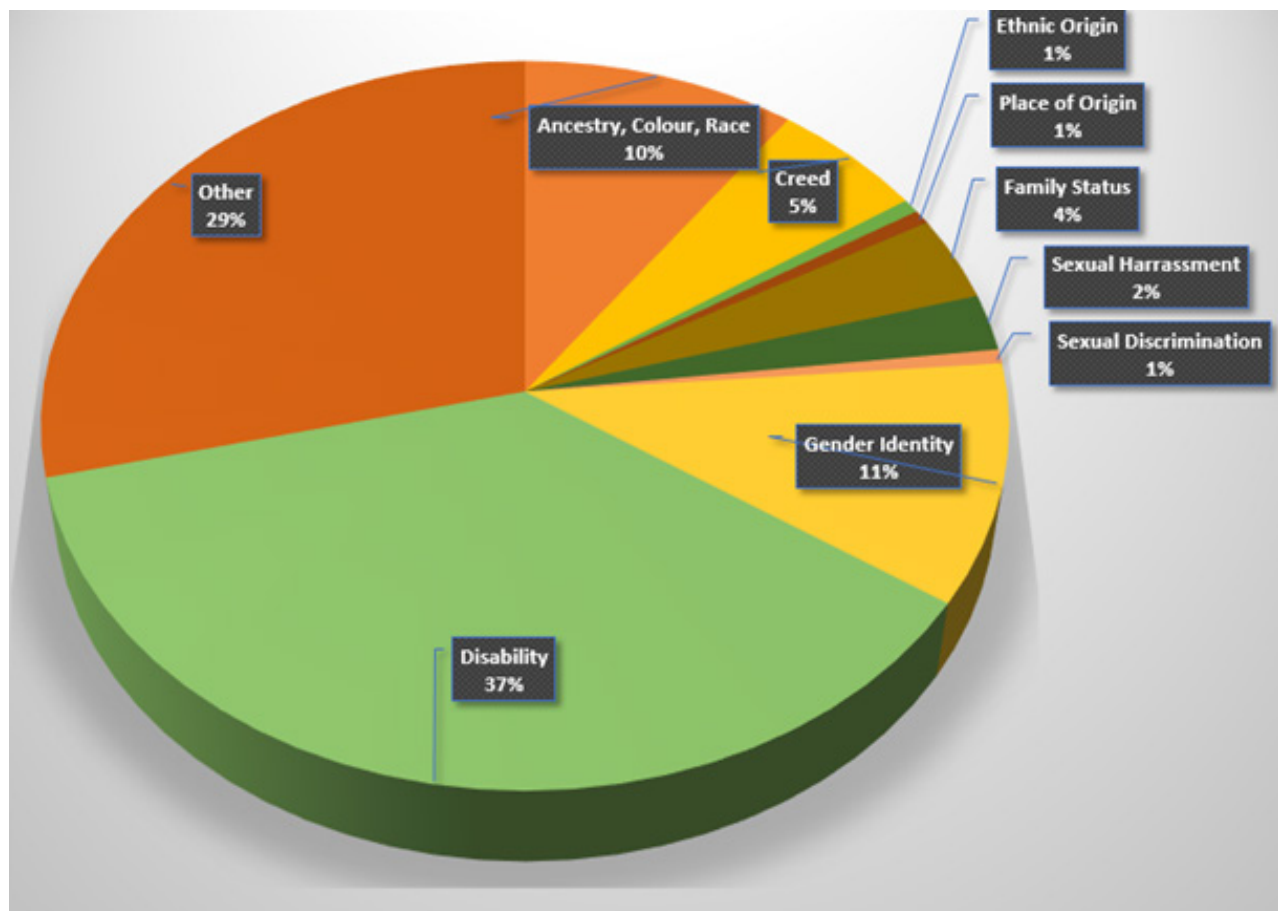
**19**

Complaints

**1**

OSCR Referral

Note: Formal complaints against students are addressed through the Code of Student Rights and Responsibilities.



Note: \*Other – encompasses code grounds such as Citizenship, Marital Status, Receipt of Public Assistance and Record of Offences as well as all non-code ground related enquiries.

At 37% of all cases, disability remains the largest category followed by race-related grounds (ancestry, colour, race, creed, ethnic origin and place of origin) at 16.88%. LGBTQ issues make up 11% with Sexual Harassment constituting 11%.

REI uses case resolution data as a means of identifying service needs of the community and making adjustments to programming.

## **Policy & Procedural Guidance**

The Centre for Human Rights, Equity and Inclusion (REI) provides policy advice and procedural guidance on important governance issues arising within a university institution. Throughout the year, REI's Case Resolution team provided policy and procedural guidance on the following:

- Comprehensive overview of the accommodation process to assist management in ensuring that the procedural and substantive aspects of the 'duty to accommodate' were discharged.
- Consultation and resolution process around specific Facilities Maintenance policies which were said to be adversely impacting persons with disabilities.
- Collaborated with the Sexual Violence Response Office on the interpretation and implementation of the sexual violence policy.
- Guidance to faculty and students on retroactive accommodation and academic accommodations,
- Guidance to faculty on computer use in the Classroom.
- Guidance to SexGen Sub-Committee on all-gender housing.
- Guidance to Housing Administration on housing / residence contracts.
- Guidance to YU Card Office on the refund policy to trans students requiring new student cards.
- Guidance to the Office of the Dean on Academic Accommodation for students religious observances.
- Guidance to staff and management on accommodation in employment for persons with disabilities.
- Guidance to management on travel re-imbusement for employees with disabilities

REI led or contributed to 36 pan-university committees during the reporting period. It continued as the functional lead for the President's Advisory Committee on Human Rights (PACHR), Co-chaired the Social Justice and Human Rights Sub-Committee of the President's Sustainability Council and administratively supported the SexGen, Enable York and RISE Sub-Committees.





# **EMPLOYMENT EQUITY LEADERSHIP ANALYSIS**

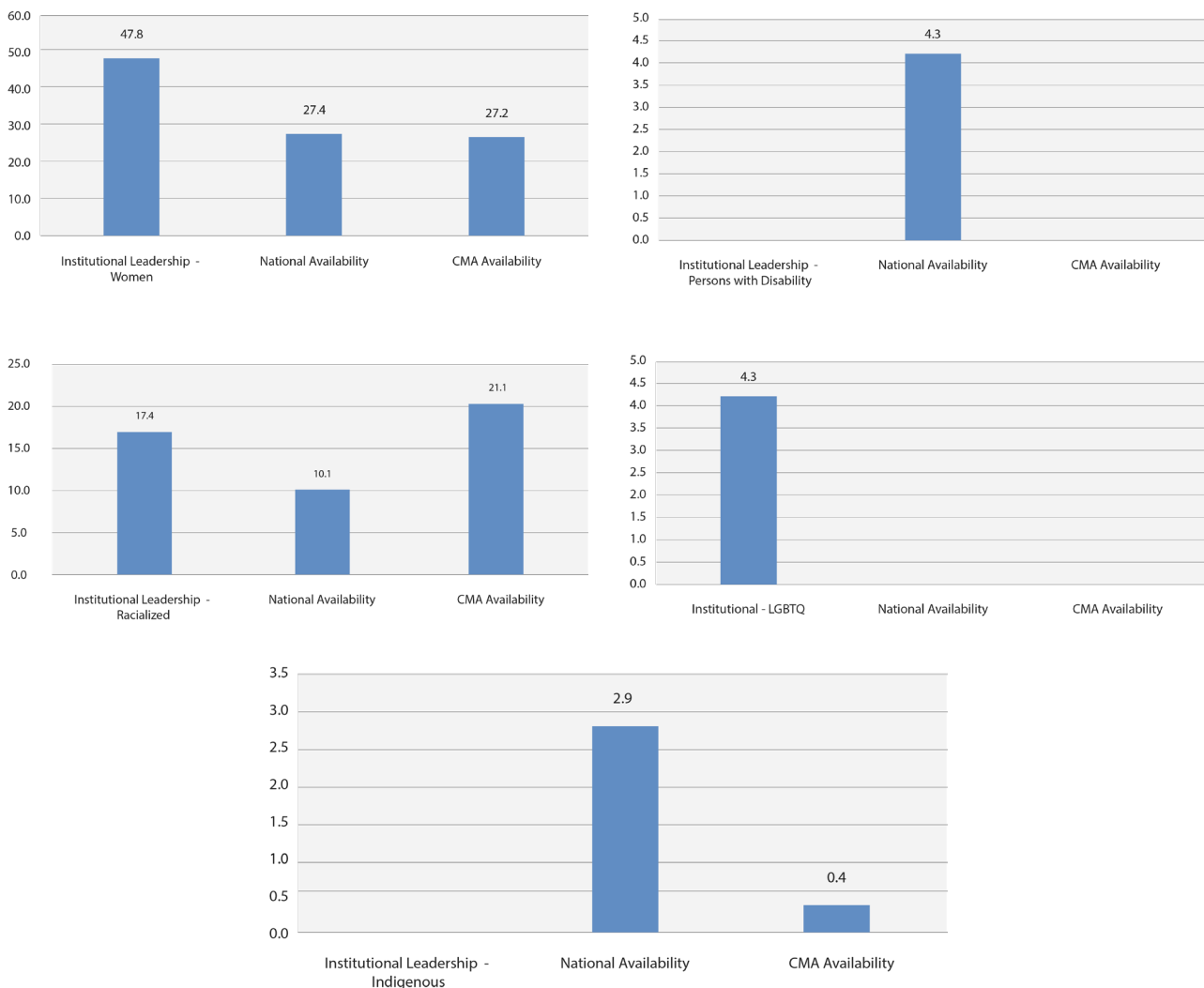
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# Employment Equity Leadership Analysis

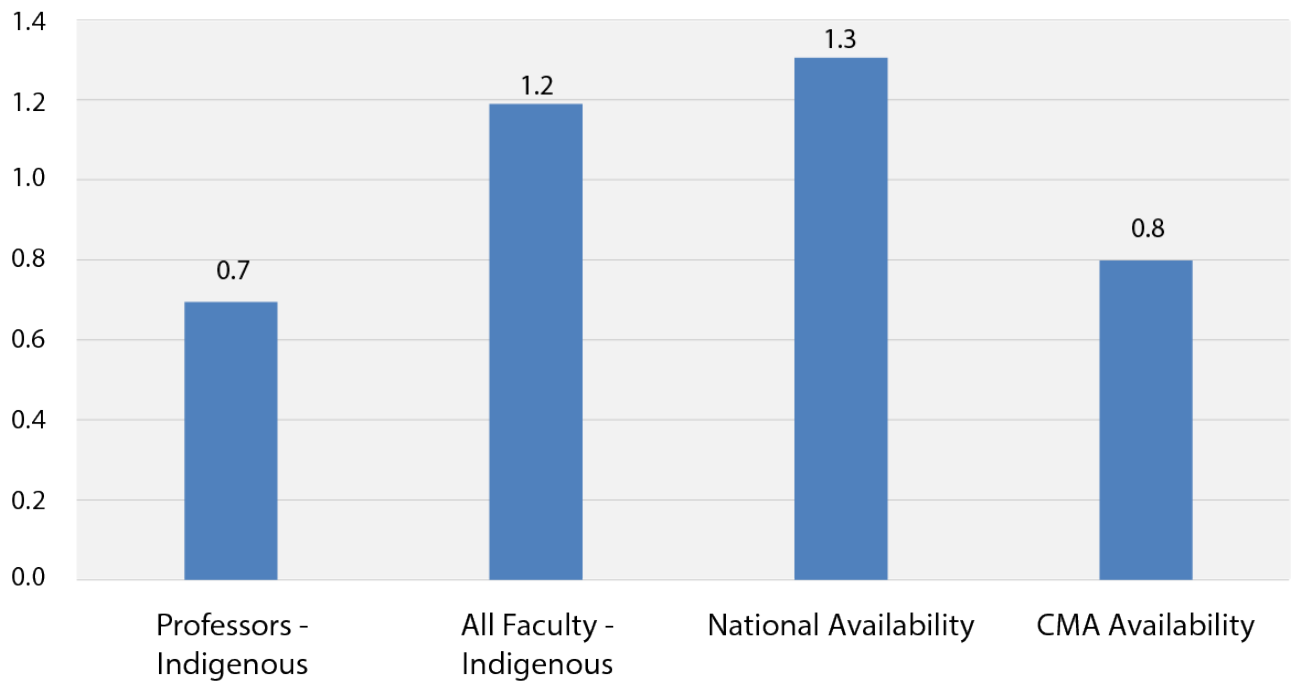
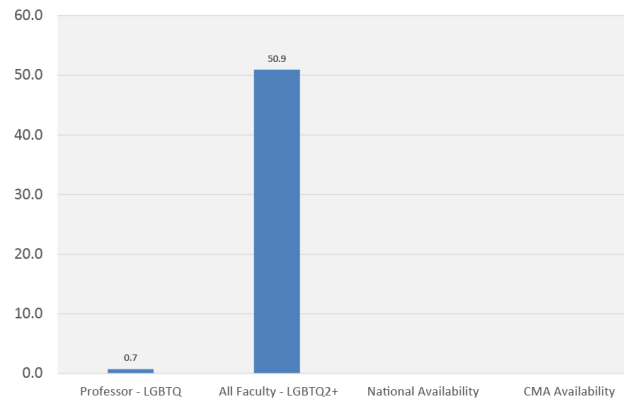
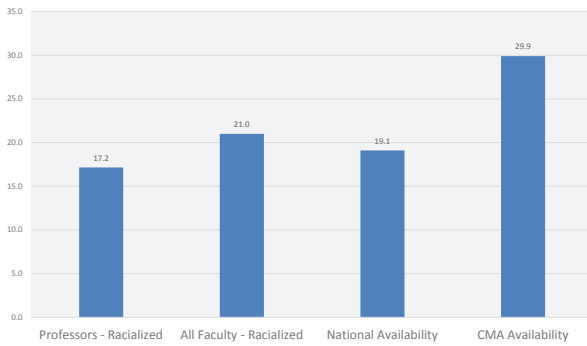
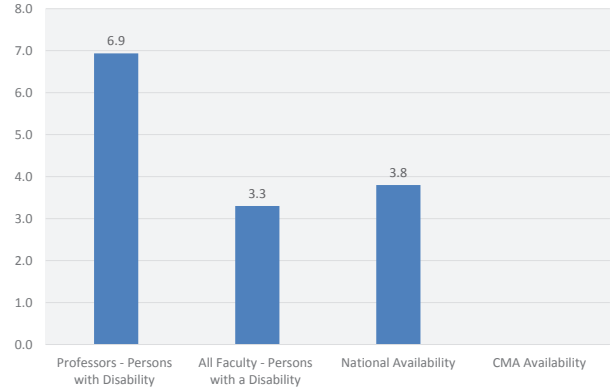
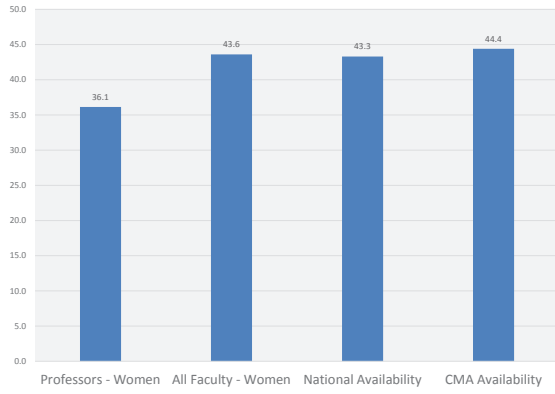
This year the Centre, in partnership with Human Resources, has introduced a university demographic leadership profile with a focus on the 4 federally designated groups as well as the LGBTQ segment. For discussion purposes, the institutional representation is compared to labour availability at the national as well as the Census Metropolitan Area (“CMA”) levels.

This reporting anticipates increasing demand from community stakeholders about the university’s EDI performance as it relates to demographic representation in leadership. Transparency in reporting underscores our commitment to the values of EDI and extends our leadership posture on matters that are critically engaged by the public.

## Institutional Leadership



## Professor (Full)

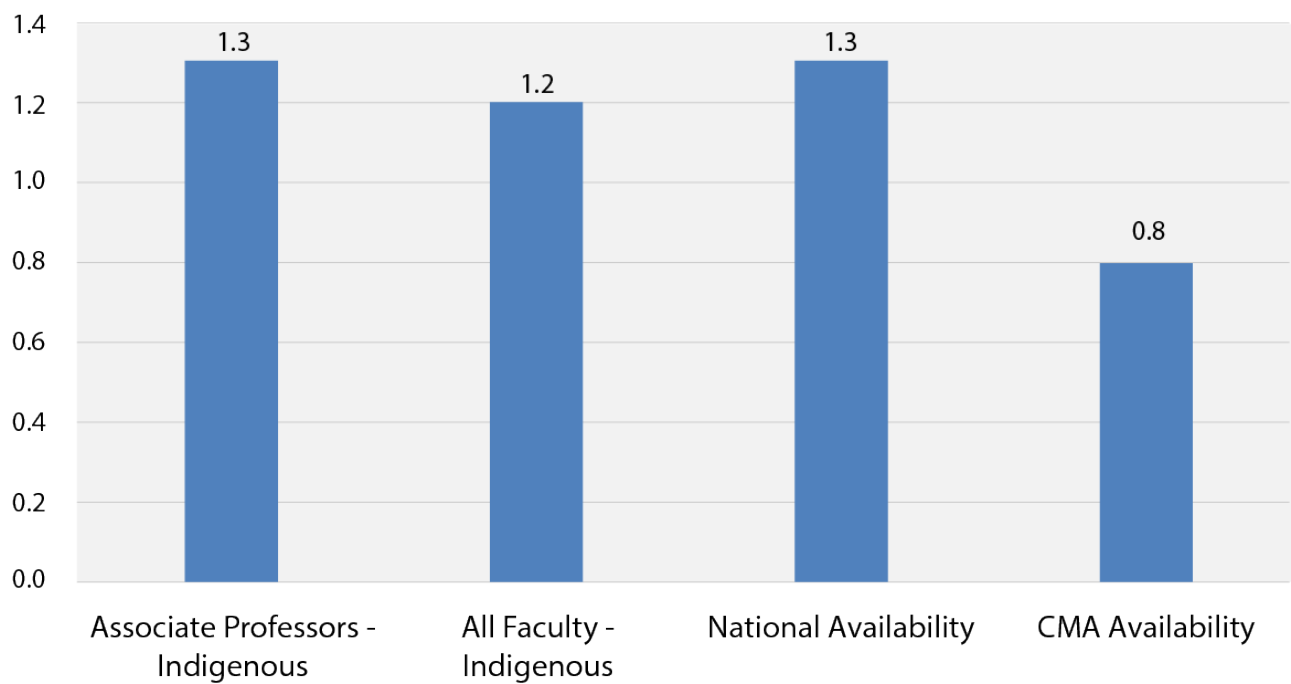
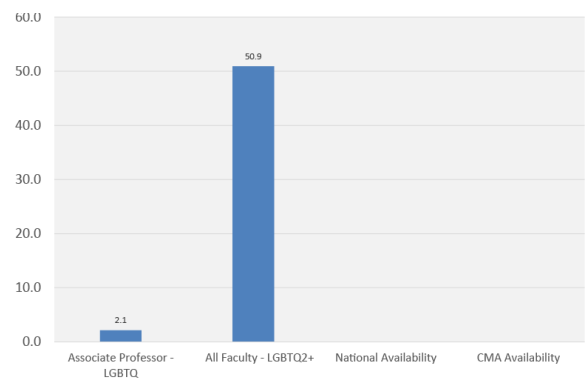
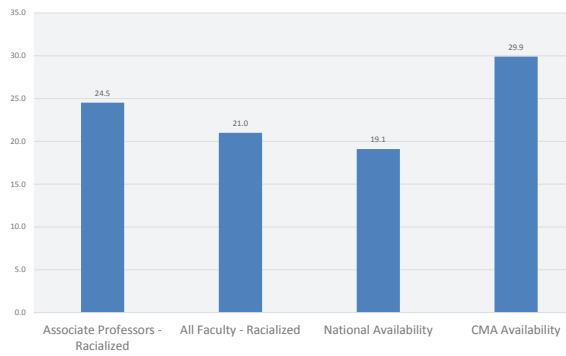
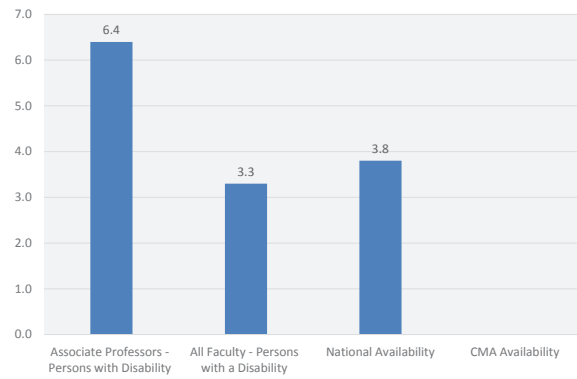
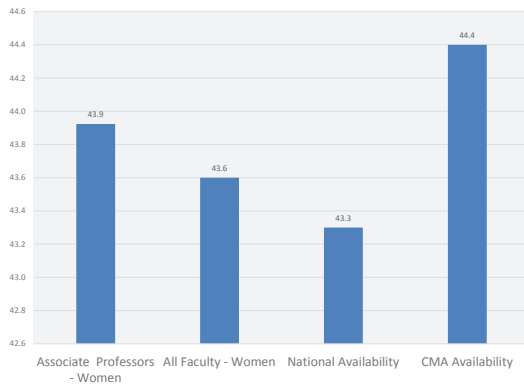


The work of the Centre for Human Rights, Equity and Inclusion is a *“critical source of support for York’s Affirmative Action processes, while advancing retention and inclusion for the institution’s entire professoriate”*

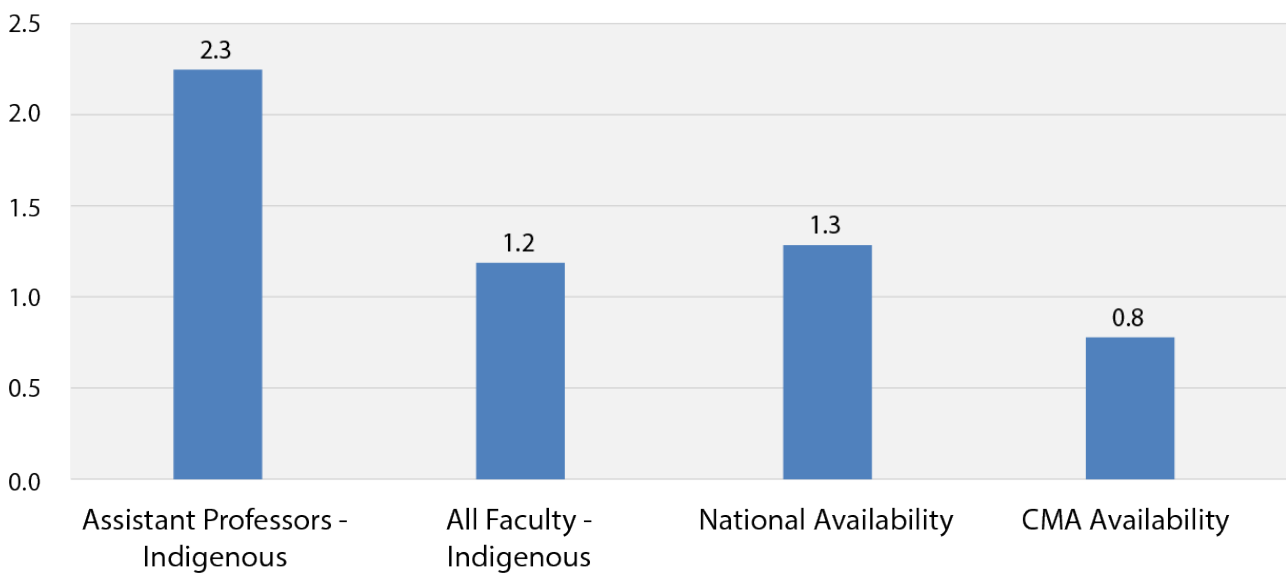
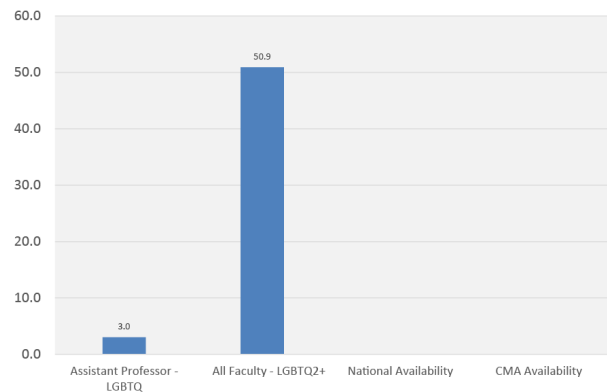
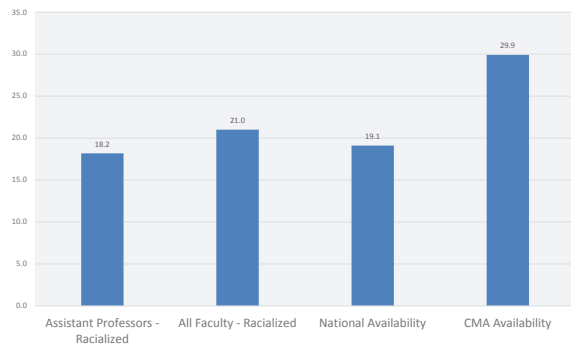
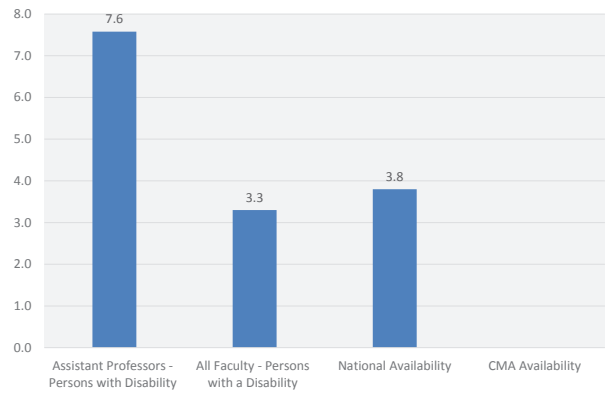
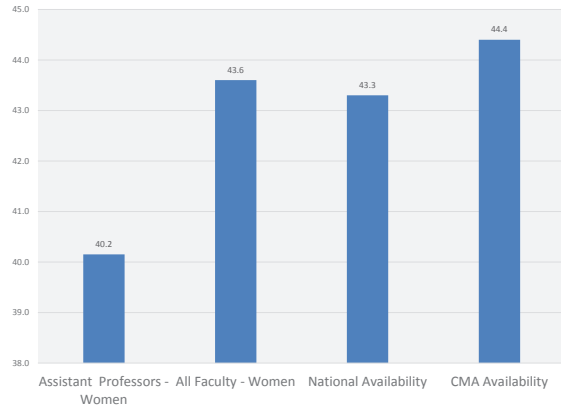
(The Committee on EDI for Faculty Recruitment)



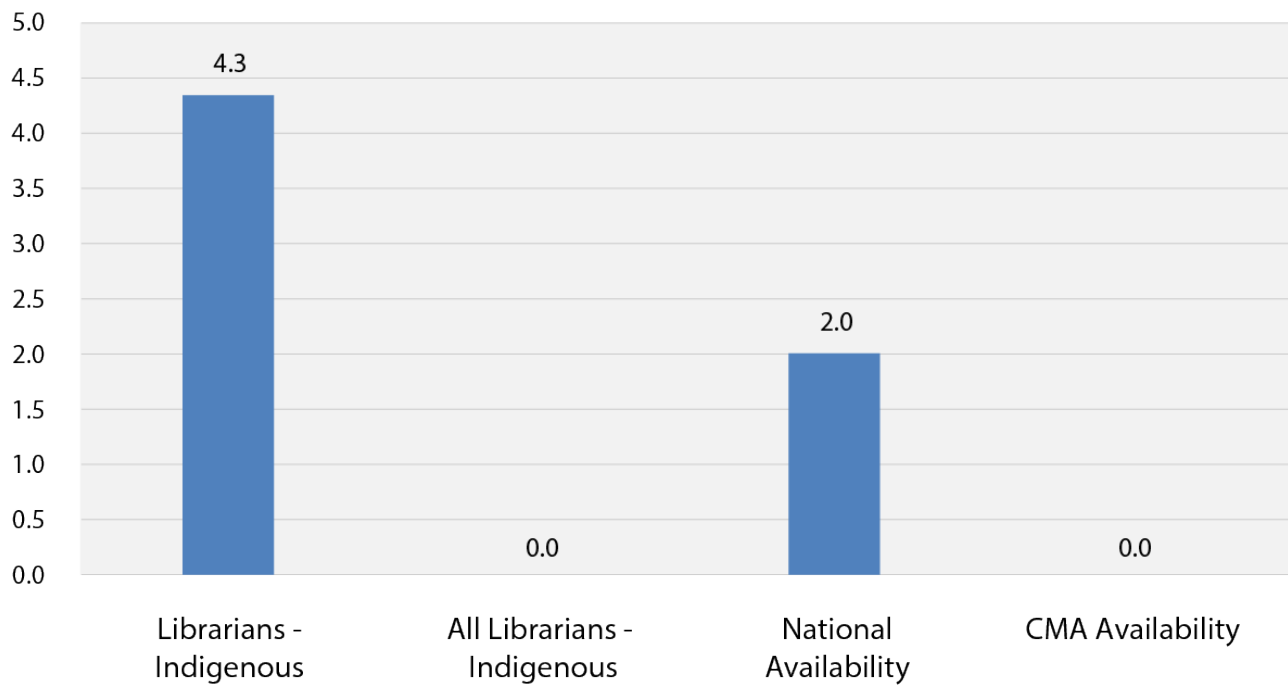
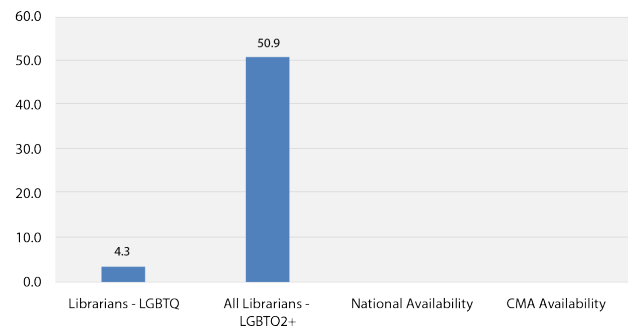
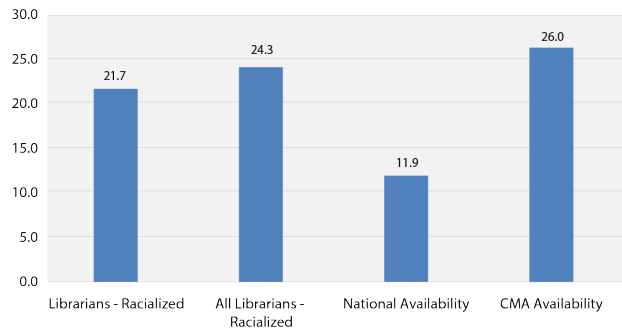
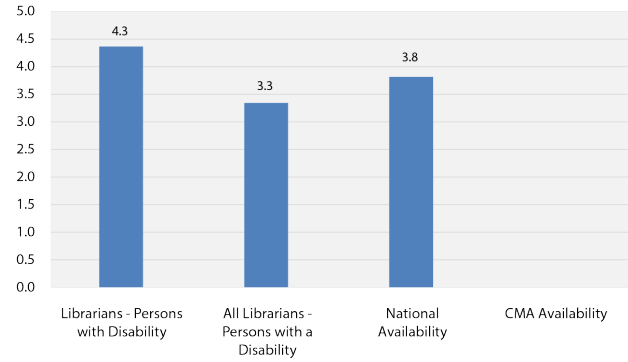
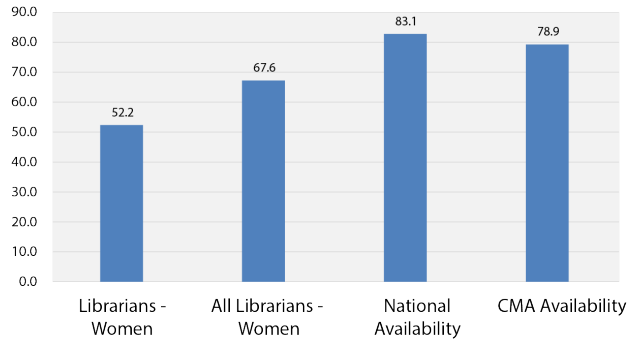
## Associate Professors



## Assistant Professors



## Associate Librarians



Note – figures indicate percentages.



# APPENDICES

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## Appendix A: Glossary

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Cases are classified into three groups:

- **Complaint:** A formal document filed by an individual susceptible to investigation.
- **Consultation:** A third party interaction with a REI case advisor; or an interaction between an individual and a REI case advisor where more than one interaction by the case advisor is required to resolve a human rights concern/question.
- **Enquiry:** A one-time interaction between an individual and a REI case advisor to resolve a human rights concern/question.

Note: At times, REI might refer to a Consultation or Enquiry as “non-mandate,” meaning that the human rights matter discussed was not related to the Ontario Human Rights Code.

Various York University community members contact REI and are classified as follows:

- **Complainant:** The person filing a human rights complaint or contacting REI about a matter affecting them or their unit.
- **Respondent:** The person or unit that a complaint is filed against.

Complainants and Respondents are further classified by their affiliation with the University and their reason for contacting REI:

- **Faculty:** Individual faculty, whether they are contract or tenured, who are seeking information about their individual human rights.
- **Faculty Units:** Members of a faculty unit who are seeking information on human rights matters related to their units.
- **Staff:** Individual staff members who are seeking information about their individual human rights.
- **Staff Units:** Members of a staff unit who are seeking information on human rights matters related to their units.
- **Students:** Undergraduate or graduate students, including international students, who are seeking information about their individual human rights.

## Appendix B: Presentations by Topic

Title	Date	Audience	Total
Council of Ontario Universities, Roundtable on the Future of Diversity and Inclusion	7 May 2017	Senior Equity Administrators, Private Sector Executives, Public Policy Makers	19
Motivating Your Leaders	14 June 2017	D&I Corporate Leaders	57
National & Global Trends in Workforce Integration	15 June 2017	Ontario Bar Association	62
D&I Innovations	11 Dec 2017	Conference Board of Canada Forum	200
Status of Women, Statistics Canada Consultation	19 Jan 2018	Practitioners, Academics, Policy Makers	36
Advancing Equity, Diversity & Inclusion in the Academy	1 Mar 2018	Universities Canada Conference, Presidents and Senior Administrators	68

**Total: 442 Attendees**  
**6 Presentations**

## Appendix C: Events by Topic

Title	Date	Audience	Total
<b>DISABILITY/ACCOMMODATIONS</b>			
International Day of Persons with Disabilities	30 Nov 2017	Faculty, Staff, Student	40
<b>GENDER/LGBTQI*</b>			
Pride Reception	21 June 2017	Faculty, Staff Student	188
Trans Day of Remembrance	20 Nov 2016	Faculty, Staff, Student	25
International Women's Day	8 March 2018	Faculty, Staff, Student	55
<b>RACE RELATED</b>			
Black History Month	14 February 2018	Faculty, Staff, Student	53
International Day for the Elimination of Racial Discrimination	21 March 2018	Faculty, Staff, Student	20
<b>INCLUSION</b>			
Inclusion Day	25 January 2018	Faculty, Staff, Student	300

**Total: 681 Attendees**

**7 Events**

## Appendix D: Training Sessions by Topic

Title	Date	Audience	Total
<b>DISABILITY/ACCOMMODATIONS</b>			
School of Social Work Staff Retreat	28 July 2017	Staff	8
Requesting & Accessing Accommodations	11 October 2017	Students, Staff	8
Engineering 3000	3 November 2017	Students	140
Inclusion Course Design	6 November 2017	Faculty	9
Academic Integrity & Universal Design	21 November 2017	Faculty, Staff, Student	6
Requesting & Accessing Accommodations	8 February 2018	Students, Staff	5
Academic Integrity & Universal Design	15 February 2018	Students, Staff	3
How to Enable Accommodations	15 February 2018	Managers	10
Requesting & Accessing Accommodations	29 March 2018	Students, Staff	10
How to Enable Accommodations	3 April 2018	Managers	13
<b>EQUITY &amp; INCLUSION</b>			
Inclusivity Training	30 August 2017	Peer Health Leaders	20
Equity and Inclusivity	30 August 2017	Teaching Assistance	25
Navigating Sensitive Conversations	5 September 2017	Graduate Students	25
Equity & Inclusion	26 October 2017	Peer Leaders	6
Equity and Inclusivity	27 October 2017	Faculty	38
Intro to REI	1 November 2017	Staff	3
Challenging Organizational Cultures	November 2017	Faculty, Staff, Student	10



Understanding Freedom of Speech	14 November 2017	Faculty, Staff, Student	6
Recognizing Resilience	28 November 2017	Faculty, Staff, Student	3
Intro to REI	18 January 2018	Staff	3
Equity & Diversity	29 January 2018	Students	15
Advancing Inclusion in the Classroom	31 January 2018	Teaching Assistants	25
Challenging Organizational Cultures	1 March 2018	Faculty, Staff, Students	6
Understanding Freedom of Speech	15 March 2018	Faculty, Staff, Students	7
Recognizing Resilience	29 March 2018	Faculty, Staff, Students	6
Onboarding Intro to REI	4 April 2018	Staff	3
Navigating Sensitive Conversations	15 April 2018	Faculty	12

### **GENDER/LGBTQ\***

Creating & Maintaining Positive Space	18 October 2017	Students, Staff	8
How to Foster Positive Space	1 February 2018	Managers	11
Creating & Maintaining Positive Space	15 February 2018	Students, Staff	12
How to Foster Positive Space	17 April 2018	Managers	6

### **GENERAL HUMAN RIGHTS**

Orient the Leaders	8-30 August 2017	Students	852
Teaching and Diversity	6 September 2017	Teaching Assistants	40
Human Rights 101	3-4 October 2017	Work Study	11
Engineering 3000	1 November 2017	Students	140
Human Rights 101	18 January 2018	Students	5

**RACE RELATED**

Racial & Ethnic Inequalities	1 November 2017	Students, Staff	10
Racial & Ethnic Inequalities	1 March 2018	Students, Staff	8
Employment Equity & Racial Inclusion	15 March 2018	Managers	7
Employment Equity & Racial Inclusion	11 April 2018	Managers	10

**SEXUAL HARASSMENT**

Responding to Sexual Harassment	25 October 2017	Students, Staff	9
Responding to Sexual Harassment	22 February 2018	Students, Staff	6
How to Address Sexual Harassment	1 March 2018	Managers	9
Responding to Sexual Harassment	24 April 2018	Staff	9
How to Address Sexual Harassment	26 April 2018	Managers	8

**Total: 1,586 Attendees**  
**66 Training Sessions**



