



ANNUAL REPORT 2014 • 2015

RESPECT INNOVATION
STUDENT CENTRED
SUSTAINABILITY
STUDENT CENTRED
INCLUSION

Written By:

Nancy Simms

Director, Centre for Human Rights, Equity & Diversity

“ EDUCATION IS THE
MOST POWERFUL WEAPON
WHICH YOU CAN USE
TO CHANGE THE WORLD ”

- Nelson Mandela -

DEDICATIONS

*This 2014 • 2015 Annual Report is dedicated to
Deb McCarthy, Vice-President, Human Resources*

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RESPECT INNOVATION
STUDENT CENTRED
SUSTAINABILITY
RESPECT INCLUSION

Message from Christopher Whitaker

President & CEO



Humber has long been a leader in embracing change in post-secondary education, responding to the requirements of an increasingly knowledge-based, global economy. This includes a focus on innovation and internationalization. At Humber, we have a vision of being a “leading polytechnic,” and we consistently differentiate ourselves as the school and employer of choice. We have – and continue to – advance Humber and the post-secondary sector as a whole by embracing diversity and inclusion.

We are privileged to have one of the most diverse student bodies in the college sector. This diversity influences how we do business, from our ability to attract and retain the best students, staff and faculty talent, to our ability to enable student success, to our overall reputation. Our diversity is a wonderful opportunity for us to stand out from other schools.

Humber’s Centre for Human Rights, Equity & Diversity (the Centre) works with the college to identify and draw on the strengths of diversity to facilitate success among our students, employees and the community at

large. A Sustained Focus on Teaching and Learning Excellence is one of Humber’s 2013-2018 Strategic Priorities. This priority includes three objectives:

- 1. Live the values of a “learning organization”**
- 2. Ensure an exceptional student experience for a diverse student body**
- 3. Demonstrate leadership in innovative teaching and learning strategies**

These priorities are complementary. In order to attract and retain the best we strive every day to build an inclusive environment, and I am confident we are on the right path. This year the Centre hosted more than 14 speakers, including Tim Wise and Derald Wing Sue, to help us till the soil. Wise spoke about post-racism in higher education and Sue, the leading academic on microaggression, led an in-depth presentation titled “Building an Inclusive Environment: Moving Beyond Microaggression and Marginality.”

I look forward to the coming years as we continue to welcome students and employees from around the world. I encourage everyone to continue learning about human rights and diversity, as there is always something new to discover.

Thank you for joining us on this journey and helping to draw on and unleash the true power of diversity and inclusion.

This is an exciting time for Humber as we evolve and innovate to meet the changing needs of our students, industry partners and the world around us.

A handwritten signature in dark ink, appearing to read 'Chris Whitaker'.

Christopher Whitaker
President and CEO

SUSTAINABILITY

STUDENT CENTRED

SUSTAINABILITY

Lessons Learned from Deb McCarthy

Vice-President Human Resources



Only those who will risk going too far can possibly find out how far one can go.--T. S. Eliot

Many of you know that I will be retiring shortly. When you come to the end of an experience that you are committed to, there is always a mixture of emotions – relief that some responsibilities are coming to an end; sadness that the things you have learned to enjoy and do well will no longer be there for you; and also excitement in taking what has been learned and unlearned over the years, and applying that to what is to come. At Humber, I have learned a lot. I will share three lessons below:

1. Never underestimate the human will. When I joined Humber, we did not have a formal human rights program. In 2008, we hired a manager and advisor of human rights and diversity and released our vision of Humber as a leader in recruiting and retaining a diverse student and employee body. I recall some of the earlier Speaker Series attracting, if they were lucky, eight individuals. The tenacity of the women who worked in the program, their belief in Humber as a leading polytechnic and their faith in the human spirit resulted in an enriched Speaker Series that has been renamed Diversity & Inclusion Dialogues (DID). The record shows that since 2008, over 4870 employees and students attended 61 sessions.

2. People want to do the right thing. Centre staff use education and training as a key vehicle to increase awareness of diversity and human rights and their importance to learning, living and working. Ultimately, the training provided by the Centre will change behaviours in a way that enhances inclusion at the College. The Centre's training statistics show that since 2008 to March 2015, the Centre offered 164 human rights workshops and delivered training to 4384 employees. Centre staff, echoing Nelson Mandela's words, often state that "Education is the most powerful weapon which you can use to change the world." At Humber, I believe we are changing the world from the inside out.

3. People, given the space to grow in a nurturing, caring and respectful environment, will flourish. The Centre's work is grounded in the following guiding principles:

- People are inherently good. Discrimination is learned and can be unlearned.
- Discrimination and harassment occur in the context of unequal power relations and attempts to address discrimination must take into account the intersectional nature of oppressions that are experienced simultaneously.
- The creation of an inclusive college requires the elimination of individual, systemic and organizational discrimination.

How does the Centre's approach operationalize itself throughout the College? The evidence is very clear when we examine the number of human rights complaints that are addressed at the Centre and the requests for early intervention support. More impressive is the fact that less than 1% of the complaints addressed by Centre staff are escalated to the Ontario Human Rights Tribunal. Some of the comments that the Centre receives in regard to its early intervention strategies and investigation processes are:

- *The human rights workshop that I attended assisted me in being able to spot in a timely manner that this incident could escalate into something damaging. Thanks for being here.*
- *It was a humbling experience, I thank you for your prompt attention to the matter.*

On a final note, we still have ongoing work to do in order to increase equity and inclusion throughout the College. Can we do it? You can bet your life on it we can. I encourage you all to continue on your individual and collective journeys to build a stronger Humber, a more equitable Humber and a more inclusive Humber. Remember, you are Humber.

A handwritten signature in brown ink that reads "Deb McCarthy".

Deb McCarthy
Vice-President, Human Resources

Introduction

Increasing globalization in the workplace and society demands that Humber graduates be knowledgeable and skilled in their areas of study and also adept and effective in understanding the issues of diversity, the impact of diversity on their environments and cultural competency in the professional arena. This is good news. Humber has differentiated itself as a polytechnic on a number of fronts and is also poised to differentiate itself by its responses and integration of the changing demographics in Canada and its internationalization program.

Humber can ensure the success and global competitiveness of its students by providing curricula that are reflective of the diversity in Canada and the world. The path to ensuring students' success must include educators who reflect multiple socially constructed identities. In turn these identities will give rise to different modes of reasoning and pedagogical approaches. Humber continues to successfully pursue its path in developing and integrating "a new mind and action set to leading complex change."¹ This is clearly articulated in Humber's 2013-2018 Strategic Plan. Humber states that one of its goals is to "ensure an exceptional student experience for a diverse student body,"² recognizing that to achieve this goal it needs to "Attract and retain outstanding, diverse faculty who embody our commitments to students and are empowered to reach their full potential as innovative teachers."³ The Human Resources (HR) Department is committed to working alongside the College to accomplish its goals. Certainly, these are exciting times.

The question that is most pertinent for the Centre for Human Rights, Equity & Diversity (the Centre) is how will it assist Humber to meet its strategic goals and continue to differentiate itself in the arena of equity, inclusion and human rights. To concretize its responsibilities, the Centre developed its own strategic plan alongside the College's principal plan. Our plan feeds into HR's strategic plan. The diagram below provides an outline:

Humber College Strategic Goals	HR People Promise	The Centre for Human Rights, Equity & Diversity Priorities
<p>Strengthen the College's Polytechnic Identity.</p> <p>Ensure an exceptional student experience for a diverse student body.</p> <p>Attract and retain outstanding diverse faculty who embody and are empowered to reach their full potential as innovative teachers.</p>	<p>HR ensures that Humber attracts, develops and retains outstanding and diverse people who are in the right place at the right time.</p>	<p>Advance human rights education and action throughout the College.</p> <p>Increase timely resolution of human rights complaints to avoid complaints going to the Human Rights Tribunal of Ontario.</p> <p>Ensure Legislative Compliance with Accessibility for Ontarians for Disabilities Act.</p> <p>Augment Employment Equity: Support in the building and retention of diverse faculty.</p>

The following pages of this Annual Report will outline the accomplishments for the 2014.2015 academic year and link them specifically to some of the College's strategic priorities.

The results of Humber's Employee Engagement Survey indicated that 88% of employees believe that Humber supports diversity and inclusion in the workplace. While this is an impressive response, the Centre has much more work to do and looks forward to working alongside each student, employee and community member to build a stronger and more inclusive Humber.

The Centre continues to hold its position as one of the leading Centres of Excellence in the areas of promoting and embedding equity, diversity and inclusion at the post-secondary level. This is demonstrated by the Centre's increased relationships with other post-secondary institutions and by sharing its research and best practices. This year, the Centre chaired the CAPDHHE 2015 Annual Conference and led representatives from two colleges and seven universities. The conference has been touted as the best conference ever organized and delivered. It is with much gratitude that we thank the individuals who worked relentlessly in order for this success to occur. A special thanks to President Whitaker who delivered the opening remarks for the Conference.

We would be remiss not to include at this time that Deb McCarthy, Vice-President, Human Resources and the founder of the Centre for Human Rights, Equity & Diversity, has announced her retirement. Like any good leader, she has positioned Centre staff to continue pursuing excellence by infusing a practice of care in the ways we serve the Humber community and understanding that all effective and sustainable change takes time. We will miss her reminding us that "it is time to go home," her tremendous generosity of spirit and her challenges to Centre staff to further their reach. Deb, as Amy Garvey, the wife of the great Marcus Garvey said on parting with the freedom fighters, "We will see you in the whirlwind."

Do take a few moments of quiet time to read about some of our accomplishments this academic year and some of our initiatives planned for the 2015.2016 academic year. On behalf of the Centre's staff we extend our gratitude to you for continuing to work towards building a more inclusive Humber.

Nancy Simms M.A. ADR

¹ <http://www.michaelfullan.ca/media/13396053050.pdf>

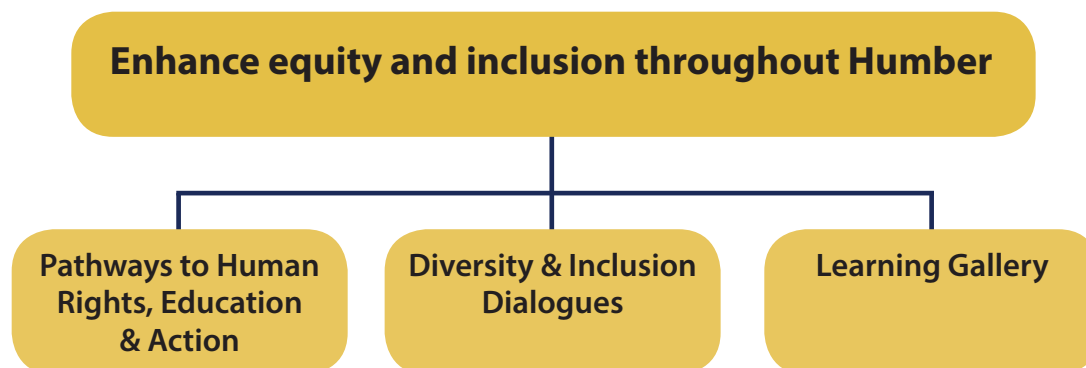
² https://www.humber.ca/sites/default/files/uploads/documents/humber-college_strategic-plan_2013_2018.pdf

³ Ibid

Education & Training

Priority: Advance human rights education and action throughout the College.

The Centre provides a robust and expansive human rights related training and education program and its goal is to enhance equity and inclusion throughout the College. The three pillars of the training program are: Pathways to Human Rights, Education & Action, Diversity & Inclusion Dialogues and the Learning Gallery.



The table below provides an overview of the human rights related training and education delivered over the 2014.2015 academic year:

Initiatives	Sessions	Participants
Pathways to Human Rights, Education & Action - for students and employees	35	974
Pathways to Human Rights, Education & Action for Students	Online	110
Diversity & Inclusion Dialogues	14	2078
Sexual Assault Prevention Collaboration with Student Services	4	761
AODA Customer Service	Online	265
AODA Training for Educators	Online	760
Integrated Accessibility Standards Regulation / Ontario Human Rights Code	Online	4879
Pathways to Human Rights, Education & Action for Employees	Online	446
Total number of individuals who accessed training and development opportunities		10,273

The above statistics have been consistent over the past eight years in regard to Humber employees' engagement with human rights related education. The Centre is frequently contacted by other post-secondary institutions and external organizations regarding its strategy for obtaining high rates of training attendance and completion. This success is primarily due to unwavering support from Humber's Senior Management team and Union leaders.

Diversity & Inclusion Dialogues

Delivered by pertinent subject-matter experts, the 14 Diversity & Inclusion Dialogues (DID) were highly successful. The topics chosen were influenced by the issues emerging from human rights investigations, new human rights topics emerging from the Ontario Human Rights Commission and hot topics identified by members of the College that must be addressed as part of a College-wide preventative strategy. The most notable presentations are the following: In collaboration with the School of Applied Technology, Dr. Derald Wing Sue, “Building an Inclusive Environment: Moving Beyond Micro-aggression and Marginality”; In collaboration with the School of Community and Social Services, Tim Wise, “Are We There Yet? A Discussion on Post-Racism in Higher Education”; Cynthia Petersen LLM, “Working with Trans* Students in the Postsecondary Environment” and in collaboration with Humber Students’ Federation, the Nathaniel Dett Chorale’s performance in celebration of Black History Month. The DIDs address topics that require intentional focus and always with the purpose of providing strategies to enhance inclusion.

Learning Galleries

A visual display portraying varying equity and diversity themes is exhibited at both the North and Lakeshore campus libraries each month. Over the years, several equity and diversity related books have been procured and this collection has evolved into a resource centre. You are invited to visit our new location on the 5th Floor of the Learning Resource Commons (LRC) building to browse our collection and borrow a book or two.



Dr. Derald Wing Sue: Building an Inclusive Environment: Moving Beyond Micro-Aggression and Marginality

At Humber, we are committed to providing students with both an applied and liberal arts education that ensures that they can successfully contribute to the communities they serve on the local, national and international stage. To reach this goal, we need to ensure that who we are, what we teach and how we teach it, reflects the diversity of our students and the diverse needs of our students from whom we also have much to learn.

— Paula F. Gouveia, Ph.D.
Dean, School of Liberal Arts and Sciences

I learned the importance of validating, acknowledging microaggression and focusing on both individual and institutional change (Participant’s feedback).

Dr. Derald Wing Sue:
Building an Inclusive Environment: Moving beyond microaggression and Marginality



Cynthia Petersen LLM , Working with Trans* Students in the Post-secondary Environment

As a faculty member I feel more prepared to work with students with a variety of gender identities (Participant's feedback).

— Cynthia Petersen LLM,
Working with Trans* Students
in the Post-secondary Environment



The Nathaniel Dett Chorale -
Black History Month 2015 at Humber

I think the session started a dialogue. A dialogue that is hard to start. It gave us permission to raise concerns and to reflect. Several discussions since that day have included reflections from this session and we have a plan in our school to continue to dialogue (Participant's feedback).

— Tim Wise: Are We There Yet?
A Discussion on Post-Racism
in Higher Education



Tim Wise: Are We There Yet?
A Discussion on Post-Racism in Higher Education

Human Rights Program

Priority: Increase timely resolution of human rights complaints to avoid complaints going to the Human Rights Tribunal of Ontario.

The Centre is mandated to provide early intervention into human rights related concerns through the provision of information, investigation, conciliation and referrals to internal and external resources. This process is driven by Humber's Human Rights Policy that has been in existence since 1998 and is reviewed annually and revised as deemed necessary. Most important is the Complaint Resolution Procedure that enables early intervention strategies that can decrease and/or eliminate the College's liability and restore the working, learning, and living environments. According to the Ontario Human Rights Commission (the Commission), complaint mechanisms must, at minimum, ensure the following:

- Complaints are taken seriously
- Complaints are acted upon promptly when received
- Appropriate resources are applied to resolve complaints
- Complaint mechanisms are in place and have been communicated throughout the organization
- The complaint procedure ensures a healthy work environment is created and maintained for the complainant
- Decisions and actions taken by the organization are communicated to the parties.¹

New operating principles have been developed and launched including, responding to all initial contacts within 24 hours (business week). Additionally, a number of administrative tools have been launched to enable a more concise and effective experience for individuals involved in human rights issues.

For example, a Summary Intake Form and Investigation Information Package are used for all individuals who participate in an investigation process.

These tools are intended to increase transparency of the processes and outline the requirements of all individuals involved.

Over the 2014.2015 academic year, staff managed over 74 human rights complaints involving interviews with approximately 350 individuals. Both students and employees raised issues and lodged complaints based primarily on the following protected grounds: disability, race and sexual harassment. A fourth area of concern is psychological harassment that is included in the Occupational Health & Safety Act. Currently, there are seven complaints at the Ontario Human Rights Tribunal (the Tribunal). Of the 74 complaints resolved, one complaint was taken to the Human Rights Commission resulting in less than 1% of the complaints addressed escalating to the Tribunal. Eighty percent (80%) of the complaints at the Tribunal are based on the protected ground of disability. It is important to note that only one of the seven complaints was brought to the attention of the Centre.

Working alongside the College to decrease its risk regarding human rights related concerns, a session titled, "Preventing and Managing Human Rights Risks at Humber College," was facilitated in February 2015 by Catherine Peters, Humber's Human Rights Counsel. This session attracted over 50 participants, primarily Deans, Associate Deans, Directors and Managers. A similar session will be hosted on November 10, 2015. Those who missed the first session are encouraged to make every effort to attend the upcoming session.

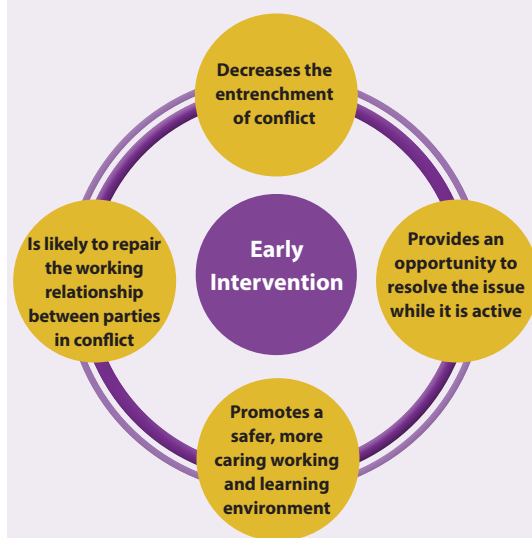
Sample feedback from "Preventing and Managing Human Rights Risks at Humber College":

- "Those of us in management positions are held at a higher accountable standard – i.e. we are considered directing minds, we must respond when a complaint is lodged."
- "There should be more training for academic administrations on how to handle cases."
- "It is good to know that there is a place at Humber that will take the lead role in managing human rights concerns."

¹ <http://www.ohrc.on.ca/en/policy-primer-guide-developing-human-rights-policies-and-procedures/6-procedures-resolving-complaints>

OUR APPROACH

The Centre's initiatives integrate the complex and often contradictory ways that socially constructed identities intersect and interlock. As such, the initiatives extend beyond binaries such as male/female, black/white, gay/straight, and able/disabled to include multiple layers of identity that are experienced simultaneously. This intersectional and integrative approach, grounded in a practice of care, is woven throughout all of the Centre's services.



Policy Development

In response to the newest prohibited grounds, Gender Identity and Gender Expression, a Gender Diversity Policy was developed and launched. The College is lauded for its bold stand, “Humber is the first college in Ontario to release a gender diversity policy, relating to areas such as ‘privacy and confidentiality, all-gender washrooms, change-rooms, gender-inclusive language, and all-gender residence.’ Similar to the Commission’s policy, Humber College recognizes that self-identification is the sole and whole measure of a person’s gender.”²

Throughout North America, increasing numbers of women are coming forward to lay complaints of sexual harassment. A number of high profile media stories in Canada have evoked increased demands for the post-secondary sector, including the Colleges, to review and revise their responses to sexual assault. While sexual assault does not fall under the Ontario Human Rights Code, sexual harassment, a form of sexual assault does. The Centre will be launching a Sexual Harassment Policy this academic year.

At Humber College, diversity, inclusivity, and the preservation of human rights are embedded in our core values. Our commitment to these values does not rest outside of our core business as “exceptions to the rule” - they are who we are!! Humber and the School of Health Sciences prides itself on being a learning organization and these core values are central to who we are and what we do; in supporting a culture of inclusivity and student success!

— Jason Powell RN.,
BScN., MScN., PhD(c).
Dean, School of Health Sciences
in Higher Education

Ensure Legislative Compliance with AODA

This year marks the 10-year anniversary of the Accessibility for Ontarians with Disabilities Act (AODA) and the halfway point to the goal of an accessible Ontario by 2025. Humber College has diligently worked toward making its campuses more accessible to all members of its community. Over the 2014.2015 academic year, the College continued to exceed compliance and fulfill its AODA obligations for 2015. In July 2014, Humber was randomly selected for an audit by the Ministry of Economic Development, Employment and Infrastructure. The results of the audit confirmed that Humber is in compliance with the AODA.

In 2014, the College released its Accommodation for Employees with Disabilities Policy. The Policy works in collaboration with Humber’s Accessibility Policy and Multi-year Accessibility Plan to facilitate and support the inclusion of employees with disabilities. A special thanks to Margaret Fung, Manager, Health and Safety for her work on this policy.

During the summer of 2014, Humber released its online training module, the Integrated Accessibility Standards Regulation/ Ontario Human Rights Code training (IASR/OHRC). The College boasts a training completion rate of 98% for all three of its AODA related trainings. The Centre hosted a workshop on AODA compliance implications in the post-secondary sector presented by Dr. Rachel Gorman of York University in the Fall and several accessibility related information tables were held throughout the year including a table on December 3, 2014 to mark “International Day of Persons with Disabilities.” The Humber community took advantage of these learning opportunities as all were extremely well attended and positive feedback was received.

² <http://www.rubinthomlinson.com/blog/developing-transgender-inclusive-policies/>

The 2015 compliance requirements were focused on several areas related to the provision of accessible formats. In compliance with these requirements, Humber provided and/or arranged for the following upon request:

- accessible formats and communication supports
- accessible or conversion-ready formats of textbooks
- accessible or conversion-ready formats of print, digital or multimedia resources or materials

The majority of the AODA compliance deadlines are now in effect for the post-secondary sector. This urgency has prompted a restructuring of the AODA portfolio. The role has evolved from coordination and ensuring implementation to reviewing and revising the challenges and opportunities at Humber resulting in the creation of the Equity Generalist position. We look forward to welcoming a new team member this academic year.



Rachel Gorman: Increasing Accessibility at Humber: AODA Compliance Implications

In the 2015/2016 academic year Humber's AODA Committee will continue to work to advance the AODA at the College. We are currently seeking to increase our student representation on the committee and encourage you to share this opportunity with students.

Augment Employment Equity: Support in the building and retention of diverse faculty

Humber College continues to voluntarily comply with the Employment Equity Act (EEA), in particular, the Federal Contractors Program (FCP). In June 2013, the FCP was restructured to reflect the following:

- an increase in the contract threshold from \$200,000 to \$1 million to support the Government's commitment to reduce the regulatory red tape burden for small- to medium-sized employers;
- assessments that focus on achievement of results enabling contractors to determine initiatives best suited to their organization in order to achieve employment equity objectives.³

This restructuring does not affect Humber's Employment Equity Program because one, the College does not receive federal funding of a million dollars, and two, the College recognizing the demographic shift and the globalization of Canada, decided several decades ago to voluntarily comply with the EEA. As a result, the College collects workforce information through the voluntary Employment Equity Questionnaire (EEQ) and in fact, expanded on the minimum requirement of Women, Aboriginal Peoples, People with Disabilities and Racialized People to provide individuals with the opportunity to identify their sexual orientation and gender identities.⁴

The following three tables provide an overview of the aggregate data collected through the EEQ on December 31, 2014.

³http://www.labour.gc.ca/eng/standards_equality/eq/emp/fcp/index.shtml

⁴http://hrs.humber.ca/assets/files/human_rights/Employment_Equity_Questionnaire_Updated_2015.pdf

Table 1: Full-time Employees

Table 1 summarizes the representation rates for full-time employees who identified as members of the designated groups on December 31, 2014.

Total	Gender	Aboriginal Peoples	People with Disabilities	Racialized People
628	Male	6	29	136
892	Female	6	28	202
1520		12	57	338

Table 2: Employees Hired 2014

Table 2 summarizes the representation rates for full-time employees who were hired in 2014.

Total	Gender	Aboriginal Peoples	People with Disabilities	Racialized People
53	Male	1	5	14
78	Female	1	2	19
131		2	7	33

Table 3: Employees Terminated 2014

Table 3 summarizes the representation rates for voluntary and involuntary full-time employee terminations in 2014.

Total	Gender	Aboriginal Peoples	People with Disabilities	Racialized People
27	Male	1	1	4
36	Female	1	1	6
63		2	2	10

Tables 1 to 3 show the employee count for full-time employees only and it is important to note that the identities are not necessarily discrete, for example, an individual who identifies as female may also identify as a person with a disability. The elimination of the collection of demographic data from Statistics Canada makes it difficult to gather the availability data in order to compare Humber's hiring pattern to the external available labour pool. Nevertheless, HR Services is cognizant of the importance of ensuring an applicant pool reflective of the diversity in Canada and more importantly, one that reflects the existing student body. The Centre has been having conversations with Humber's employee recruitment team on building an inclusive talent pipeline and the importance of ensuring that the recruitment, hiring and retention strategies are inclusive. Additionally, the Centre has provided a draft business case for the diversification of Humber's curriculum and faculty. Further discussions will occur in the coming year.

Humber's Diversity Committee will be hosting a third Employment Open House in the spring of 2016 to assist in enlarging the diverse applicant pool. The Centre facilitated a workshop at the HRCC Annual Conference titled, "Employment Equity: Considerations for HR Professionals at Ontario Colleges." An outcome of this workshop is the development of an Ontario Colleges Employment Equity Working Group led by Humber's Centre for Human Rights, Equity & Diversity.

Our students need to know that who they are is exactly who we need them to be. Our diversity is our strength, and the more we celebrate that - the more we live that - the more gifts we will receive from all members of our communities.

— Jen McMillen, M.Ed.
Dean of Students
Student Success and Engagement

Conclusion

The 2014-2015 academic year was exciting and one in which the Centre met all its strategic priorities and beyond. The Centre is committed to and continues to assist Humber to differentiate itself as a polytechnic. The launching of the Gender Diversity Policy, the leading of the CAPDHHE Annual 2015 Conference to its success, the proficient and responsive management of human rights issues brought to its attention, all set Humber apart and places the Centre in a Human Rights leadership role throughout Canada. Our website hits for this academic year totaled over 6300 and had visitors from over 28 countries including, India, South Africa, Jamaica, Israel, Philippines, Australia and Pakistan. The Centre has a global presence. Therefore, it is not surprising that we will be leading a province wide Employment Equity Working Group for Ontario Colleges starting this academic year.

Collaboration with schools and departments remains at the forefront of our planning process. The Centre, along with the Diversity Committee members, build and maintain Humber's presence throughout the College and in the community by attending numerous community events and showcasing the College as one that cares for all peoples.

We are proud to be Humber!

Prevention of human rights violations and early intervention into human rights concerns remain the top priorities of the Centre. Capacity building through education, training and coaching is the primary vehicle utilized to work with students and employees. The launching of an on-line human rights module for students has been successful as we join the College in creating students who are global citizens and assist to build their cultural competency. The business case for the diversification of employees shows very clearly that the post-secondary sector must diversify its workforce in order to advance student success, innovation and be sustainable. Humber is one of the post-secondary institutions that is leading the path to full inclusion.

A human rights, equity and/or diversity program cannot be successful without the full endorsement and support of Senior Management. We are pleased to report that the work of the Centre is supported by all members of the senior team. You would have noted that we have included quotes from a number of Deans throughout the Annual Report; it is this type of commitment that will continue to differentiate Humber College as a polytechnic.

This year, the Centre was privileged to have Teeter Leinveer providing support and leadership for a few months. Again, Deb McCarthy, the founder of the Centre bids us goodbye. I had the privilege to work under Deb's leadership for eight years and she will be deeply missed, yet, I am heartened and hopeful as we start another chapter in deepening equity throughout Humber under the leadership of Lori A. Diduch.

Welcome Lori!

The Centre for Human Rights, Equity & Diversity thanks the following members of the Humber community for their contribution to equity and inclusion at the College through their membership in the committees listed below.

2014 - 2015 Humber Diversity Committee

Deb McCarthy	Melanie Shulman
Ahmed Tahir	Mellissa Khuai
Avril Carnovale	Nancy Simms
Candice Warner-Barrow	Sanjukta Das
Danielle Chang-Gardner	Shelley Charles
Jennifer Marotta	Sonia Thakur
Jessica Bowen	Valeriya Polyakova

ACKNOWLEDGEMENTS

Rene Piri

Hemingway Communications Inc.

2014 - 2015 AODA Committee

Akil Annamunthodo	Makram Ferawana
Ahmed Abukar	Mike Berg
Dana Costin	Nancy Bryant
Gianluca Primucci	Nancy Simms
Heather Snell	Nicole Waskul
Janet Lising	Nora Simpson
Jessica Bowen	Phil Legate
Khon Ta	Rick Follert
Lam Trinh	Todd Ryoji
Leah Barclay	Tracey Maynard
Lora Nasim	Vanessa Silaphet



2015 BBPA Harry Jerome Awards



Canadian Association for the Prevention of Discrimination and Harassment in Higher Education 2015 Annual Conference

Humber College Institute of Technology & Advanced Learning



Humber College is committed to a workforce that reflects the diversity of our students and our city. We actively seek qualified individuals with demonstrated skill and knowledge to deal with all aspects of diversity in a postsecondary environment.



Doctoral graduates are encouraged to apply for faculty positions in their related disciplines.

VISIT

www.humber.ca/careers

STUDENT-CENTRED
EXCELLENCE
RESPECT
SUSTAINABILITY
INNOVATION

Sneak Preview for the 2015 • 2016 Academic Year

Save the dates!

FALL

October 16, 2015, 1:00 pm. to 3:00 pm.

Protecting the Bystander: Strategies in Workplace Harassment Prevention
Cory Boyd, LL.B & Phanath Im, LL.B

October 29, 2015, 5:30 pm. to 7:30 pm.

Microaggressive Impact on Education and Training:
Facilitating Difficult Dialogues on Race in the Postsecondary Sector in Canada
Dr. Derald Wing Sue, PhD

November 10, 2015, 1:00 pm. to 3:00 pm.

Preventing and Managing Human Rights Risks at Humber College
Catherine L. Peters, Partner, Hicks Morley

December 7, 2015, 1:00 pm. to 3:00 pm.

Working with Trans* Students in the Postsecondary Environment
Cynthia Petersen, LL.M

WINTER

February 2, 2016, 12:00 pm. to 1:00 pm.

Black History Month Celebrations
Featuring: Wes Williams, Actor, Performer
North Campus, HSF Students' Centre

February 12, 2016, 6:00 pm. to 7:30 pm.

Black History Month Celebrations
Featuring: Humber Gospel Choir,
Rexdale Outreach Choir & Dr. Michael Arthurs
In Memory of Archie Alleyne
Lakeshore Campus, Lakeshore Auditorium

SPRING

Employment Open House

.....More to come

For more information please visit:

hrs.humber.ca/diversity.

To register to attend any of the 2015.2016 sessions, please contact:

candice.warner-barrow@humber.ca