UNIVERSITY OF TORONTO HORIZON EUROPE GENDER EQUALITY PLAN, 2025–2027

CONTENTS

INTRODUCTION

The University of Toronto (U of T) strives to be a diverse, equitable, and inclusive institution in which all faculty, librarians, students, and staff can feel safe and welcome, and achieve their full potential. U of T's commitment to gender equality is encompassed by our institutional initiatives to advance equity, diversity, and inclusion (EDI); the broader EDI strategies, resources, and leadership mentioned in this GEP include efforts to achieve gender equality. This wide-reaching EDI work is grounded in part in Canada's *Employment Equity Act*, which identifies four designated groups: women, Indigenous Peoples, visible minorities/racialized persons, and persons with disabilities. U of T's actions are therefore guided by federal legislative frameworks to identify and eliminate barriers experienced by persons in these designated groups. Moreover, the University intentionally adopts an intersectional approach to removing barriers, with EDI plans and strategies that go beyond gender and gender identity to engage race and ethnicity, Indigeneity and reconciliation, sexual orientations, disability, religion (including experiences of antisemitism and Islamophobia), and intersecting identities.

The initiatives and actions described in this plan largely reflect efforts led and implemented by the University's central administration and available across U of T's tri-campus community. The University's 18 academic divisions build on this work through the development and delivery of their own EDI plans, supports, and resources that align with local programs and support divisional constituents (i.e., students, faculty, librarians, and staff).

VISION AND VALUES

As articulated in the U of T Governing Council *Statement on Equity, Diversity and Excellence* (2006), the University is committed "to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the *Ontario Human Rights Code*" and to eliminating, reducing or mitigating barriers to full participation in University life. The *Statement* also affirms that "excellence flourishes in an environment that embraces the broadest range of people," and that the University strives to "make considerations of equity a part of the processes of setting policies, developing procedures, and making decisions at all levels of the institution."

This dedication to building a culture of inclusive excellence is also reflected in the leadership and administration of our research and innovation enterprise. The creation of a more equitable, diverse and inclusive research environment is necessary to attract and retain a broad cohort of the best and brightest researchers, and research is stronger when everyone is welcome in our classrooms, labs, fieldwork, and research partnerships. This commitment is reflected in U of T's *Institutional Strategic Research Plan, 2024–2029*, in which "Advancing equity, diversity and inclusion" is identified as one of six core research and innovation values, and strategic objective #1 (lead nationally and globally in research and innovation) encompasses leadership of initiatives that incorporate EDI principles.

U of T has also endorsed the Dimensions: Equity, Diversity and Inclusion Canada Charter. This Charter, developed as part of the Canadian research funding Tri-Agencies Dimensions program, outlines ten principles to enhance EDI across research in all disciplines by identifying and addressing systemic barriers to participation in research, particularly those experienced by women, Indigenous Peoples, persons with disabilities, members of visible minority/racialized groups, and members of 2SLGBTQ+ communities.

GOALS AND ACTIONS

The following actions will be implemented over the timeline of this Gender Equality Plan.

Goals & Actions	Institutional Leads
Mitigate the impacts of bias and support diversity at each stage of the faculty recruitment process	• Office of the Vice-Provost, Faculty & Academic Life, and Deans of the academic divisions
Meet or exceed the University's institutional Canada Research Chairs equity targets, including population-based targets for women and gender minorities	• Division of the Vice-President, Research & Innovation, and Vice-Deans/Vice-Principals/Vice-Presidents of Research in the academic divisions and affiliated research hospitals
Support equity in faculty career advancement, including time to tenure and promotion	• Office of the Vice-Provost, Faculty & Academic Life, and Deans/Chairs in the academic divisions and units
Embed EDI considerations, including gender equity, into the administration and adjudication of internal research funding opportunities and awards at the University of Toronto	• Division of the Vice-President, Research & Innovation • Connaught Committee • School of Graduate Studies
Support researchers in integrating EDI principles into their research funding applications and proposals	• Research Services Office • Innovations & Partnerships Office • Centre for Research & Innovation Support • Community for Research Excellence and research offices in the academic divisions
Build capacity around EDI, including gender equality, through the delivery and development of ongoing education and training on a range of topics	• Institutional Equity Office and Division of the Vice-President, People Strategy, Equity & Culture • Office of the Vice-Provost, Faculty & Academic Life • EDI leads in the academic divisions
Leverage institutional data, including employee and student demographic data, to engage diverse researcher and trainee populations and improve experiences across the University community	• Division of the Vice-President, People Strategy, Equity & Culture • Office of the Vice-Provost, Students
Provide resources to support caregiving responsibilities for University employees, including both education/informational materials, as well as monetary supports to aid with the cost of childcare	• Family Care Office and Division of the Division of the Vice-President, People Strategy, Equity & Culture
Develop and implement policies and supports so that all members of the University community have the ability to study, work, and live in a campus environment free from sexual violence, including sexual- and gender-based harassment	• Division of the Division of the Vice-President, People Strategy, Equity & Culture • Division of the Vice-President & Provost • Centre for Sexual Violence Prevention & Support • Leaders of the review of the *Policy on Sexual Violence and Sexual Harassment*

DEDICATED RESOURCES AND SUPPORTS

Institutional EDI Leadership

The U of T Institutional Equity Office (IEO), based within the Division of People Strategy, Equity & Culture (PSEC), works collaboratively across the institution to ensure that EDI principles are integrated into all areas of academic, work, and campus life. The IEO provides overarching guidance to, and ensures coordination among, institutional equity offices—including the Anti-Racism & Cultural Diversity Office, the Sexual & Gender Diversity Office, and the Accessibility for Ontarians with Disabilities Act Office—and works in partnership with the Office of Indigenous Initiatives. It seeks to build capacity, support communities, and provide leadership in EDI measures, Indigenous initiatives, and anti-racism efforts. The IEO is led by the Executive Director, EDI, who manages the directors of the tri-campus equity offices and reports to the Vice-President, People Strategy, Equity & Culture. In addition, appointed EDI leads within academic divisions and administrative portfolios, with support from the Executive Director, bring specialized knowledge and develop and implement EDI initiatives and policies for their communities. These leads meet regularly to share ideas and collaborate on initiatives.

Both PSEC and the Office of the Vice-Provost, Students (OVPS) have dedicated leads and teams for the collection, management, and analysis of self-identification data for the University community (see below). There are also full-time staff and ongoing supports in the University's Centre for Sexual Violence Prevention & Support (see below) and Family Care Office (see below).

EDI in Research

U of T has developed dedicated resources, supports, and leadership to support EDI—including gender equality—in research and innovation:

- The current Associate Vice-President, Research, serves as the EDI lead within the Division of the Vice-Present, Research & Innovation (VPRI). The Associate Vice-President identifies EDI priorities for the division, provides strategic oversight of the implementation of EDI-related recommendations, and provides guidance on the implementation of policies to advance EDI.

- The Associate Vice-President also serves as Chair of the Committee on EDI in Research & Innovation. This Committee, comprising faculty and senior administrative staff members from across the University, provides counsel and direction on matters related to EDI within U of T's research and innovation enterprise. The Committee works in collaboration with VPRI, PSEC, and the Division of the Vice-President & Provost to provide coordinated guidance on EDI efforts related to research and innovation.

- Within VPRI, the Manager, Inclusive Excellence & Research Development, provides supports specific to EDI in research funding, proposal development, and strategic plans. The Manager develops and shares resources related to EDI in research and provides supports to researchers addressing EDI in their research funding proposals and related research training plans.

- Also within VPRI, the Manager, Awards & Honours, develops institutional processes for selecting nominees for research awards, implementing EDI practices specific to this area.

- As part of its broader mandate to provide researcher-centred supports to faculty members and divisional research offices, the Centre for Research & Innovation Support (CRIS) contributes to EDI capacity building for researchers, offering resources and guidance specific to research and

research team leadership. CRIS's Special Projects Officer (EDI) operationalizes strategic projects that advance EDI in research and innovation.

- EDI is also an ongoing priority for the U of T Community for Research Excellence, a network of research funding officers who support research funding applications, proposal development, and research administration within the academic divisions, along with research administration leads in VPRI.

Monitoring/Evaluation

Monitoring and evaluation of the implementation of this institutional Gender Equality Plan will be led by the Associate Vice-President, Research, in coordination with leaders of the various divisions and offices that implement the initiatives described in this plan, including PSEC, OVPS, VPRI, the [Office of the Vice-Provost, Faculty & Academic Life](#) (VPFAL), and the Connaught Committee ([see below](#)).

DATA COLLECTION AND MONITORING

U of T has developed robust and secure data collection tools to capture demographic data for the University community. All surveys are voluntary and confidential, with strong measures in place for the [protection of privacy](#). Governance of these data is led by the Institutional Research and Data Governance Office, which partners with divisions across the University to promote and support and facilitate the responsible, informed, and insightful use of institutional data.

Employee Self-Identification Data

PSEC administers the [Employment Equity Survey](#) for all faculty, librarians, and staff employed by the University. The survey captures information on gender identity, as well as racial/ethnocultural identity, sexual orientation, Indigenous identity, disability, and religious or spiritual affiliation. The Employment Equity Survey is part of U of T's broader effort to gather data that informs efforts to increase representation rates among designated groups. The survey was revised in 2023 with new terminology and questions to help ensure that the identities of members of our community are accurately reflected. Employees can update their survey responses at any time. A dedicated People Analytics team is responsible for the collection, storage, and analysis of this employment equity data.

U of T is party to the Canadian [Federal Contractors Program](#) and is required to collect and maintain workforce data, including the representation of the four designated groups, and to report this information to the federal program.

Aggregated and deidentified employment equity data are published on the institutional [Employment Equity Dashboard](#), where users can filter by year, campus, or employee group. The dashboard presents intersectional data and includes diversity data on applicants to employment opportunities (where available), new hires, promotions, and exits. These data are also published in the University's annual [Equity, Diversity & Inclusion Reports.](#) The dashboard includes data since 2017, and past annual Employment Equity Reports dating back to 1996–97 are also available online, enabling users to view progress and changes in representation over time.

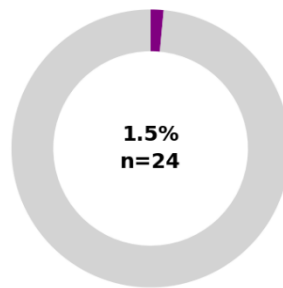**Gender Representation Among Appointed Faculty Members, 2023**

Self-Identified as Women

49.3%
n=780
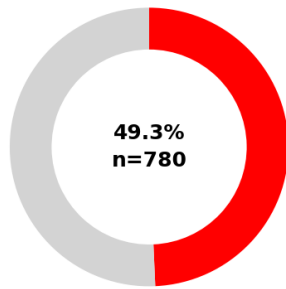
Self-Identified as Men

48.5%
n=767
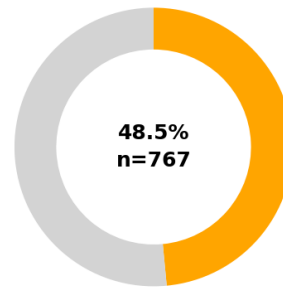
Self-Identified as Trans

1.5%
n=24

Source: University of Toronto Employment Equity Dashboard. Values reflect the percentage of substantive responses to each question. Appointed faculty response rate: 49.7%.

Deans and other divisional leaders, such as Chief Administrative Officers and Human Resources Directors, have access to divisional dashboards, providing them with aggregated and deidentified data specific to their academic division to inform strategy and decision-making. Data governance and data sharing agreements also enable the analysis of institutional data by designated users at the University; for example, aggregated and deidentified data is used to understand the representation of designated or under-represented groups, including women, among applicants to internal research funding opportunities, such as the Connaught Fund suite of programs (see below).

Student Self-Identification Data
OVPS administers the Student Equity Census for undergraduate and graduate students, enabling the University to better understand the demographics of our student population. The survey questions cover gender identity, sexual orientation, disability, Indigenous identity, racial and/or ethnocultural identity, and religious or spiritual affiliation (see survey preview). Data are used to develop, assess, and maintain programs and initiatives that respond to the needs of our students, and to help to strengthen student recruitment efforts, access, and strategies to address and eliminate barriers to success within our processes.

Aggregated and deidentified student representation data are published on the Student Equity Census Dashboard. Aggregated and deidentified data can also be used through data sharing agreements to support diversity considerations, including gender representation, in the administration and adjudication of internal student research funding opportunities. For example, data are used to understand the diversity of applicant pools and short-lists for the Connaught Fund PhDs for Public Interest program.

Gender Representation Among Undergraduate Students, Fall 2024
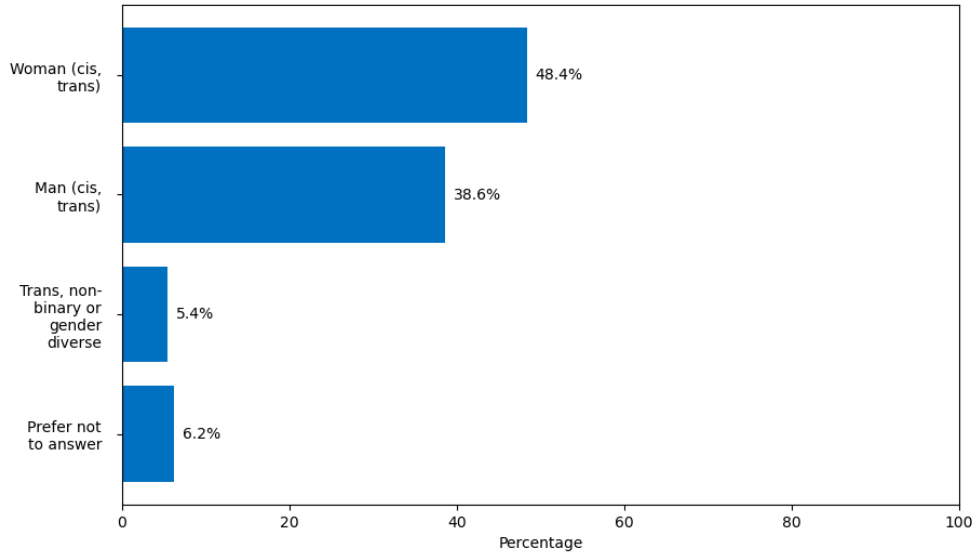
Source: University of Toronto Student Equity Census Dashboard. Response rate: 96.4%. For the gender identity question, survey participants are able to select multiple responses.

Gender Representation Among Graduate Students, Fall 2024
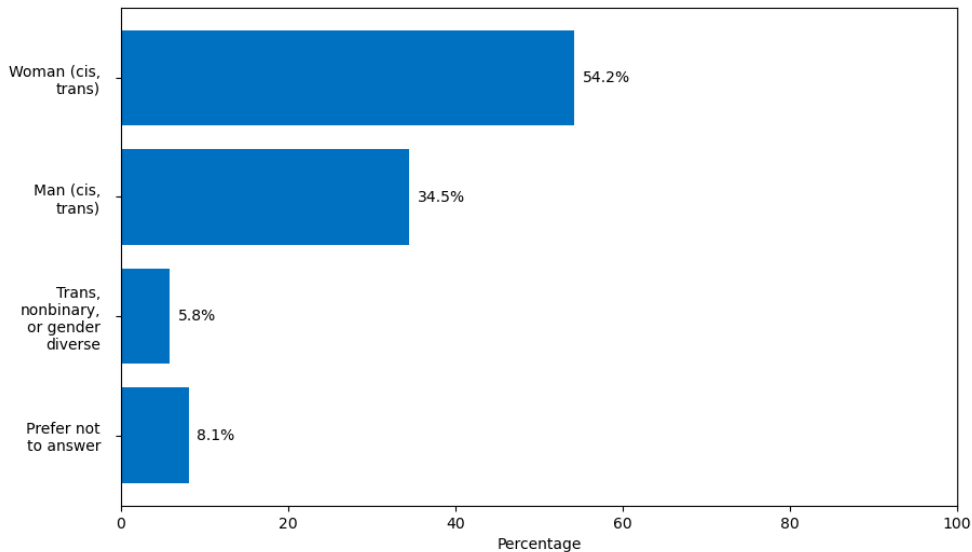
Source: University of Toronto Student Equity Census Dashboard. Response rate: 96.4%. For the gender identity question, survey participants are able to select multiple responses.

Canada Research Chairs Program Self-Identification Data

As a participating institution in the federal Canada Research Chairs Program, U of T and its affiliated research hospitals must meet progressive equity targets for our cohort of Chairholders, including targets for the representation women and gender minorities (those who identify as trans, non-binary, or Two-Spirit) among our awarded Chairs. As part of our institutional nomination process, VPRI's Research Services Office collects self-identification data from applicants and nominees to Canada Research Chair opportunities and from awarded Chairholders. These data enable the University to monitor progress toward meeting our interim and final Chairholder targets across our academic divisions and affiliated research hospitals. Consistent with Program requirements, representation data for our cohort of current Chairholders is published on the University's Canada Research Chairs Program public accountability page; these numbers are updated following the results of each nomination cycle.

Employee Engagement Data

The Vice-President & Provost and PSEC regularly conduct employee engagement surveys (currently the "Speaking Out! Survey," previously known as the "Speaking Up Survey"). This survey of faculty, librarians, and staff collects information about experiences at the university related to engagement, inclusion, equity and diversity, career supports, and well-being and resilience. In the analysis of results, PSEC links survey data to Employment Equity Survey data to provide the University's leadership holistic insights into employee experiences and to identify areas for growth and improvement. Overarching aggregated survey results are shared with the University community; results from the 2022 Speaking Out! Survey are currently available online.

Other Data Collection Supports

CRIS has developed a Socio-Demographic Data Guide for Program Evaluation. This resource provides users with guidance on the appropriate collection and use of self-identification data—including gender identity data—specific to program evaluation, such as assessments of the reach and diversity of research-related programming.

The University also participates in a number of institutional surveys of students. These student surveys are valuable tools that provide insights into students' perceptions of the quality of teaching, academic support, campus life, and other key factors that contribute to their overall satisfaction, enabling the institution to make data-driven decisions to enhance the student experience.

TRAINING AND EDUCATION

Unconscious Bias Education

Unconscious bias education is provided on-demand through a series of online Unconscious Bias Education modules developed by the Toronto Initiative for Diversity and Excellence (TIDE), an organization of faculty members from multiple disciplines. There are currently four modules available: What is Unconscious Bias?; Effects of Unconscious Bias on Assessment; Interrupting Bias; and Inclusive Academic Cultures. VPFAL recommends that all search, tenure review, continuing status review, and promotion committee members, faculty members serving on Progress Through the Ranks committees, and assessors review these modules at the outset of their work. Review panel members for internal research funding opportunities are also asked to complete these online modules. U of T faculty and staff

can obtain a certificate of completion for these modules, and these resources are also available to external organizations and members of the public.

Unconscious bias education is also integrated into the annual retreat for incoming academic administrators, and many continuing academic administrators also attend this retreat.

Gender Diversity Education

The University provides standing education and training on gender diversity through the [Sexual & Gender Diversity Office](#) (SGDO), one of the tri-campus equity offices under the leadership of the Institutional Equity Office. As part of its mandate to work towards equity and challenge discrimination based on gender identity and sexual orientation, SGDO provides ongoing workshops for U of T employees on topics including Practical Strategies for a Gender-Inclusive University; 2SLBGTQ+ Concepts, Identities and Inclusion; and 2SLGBTQ+ Discrimination and Harassment in the Workplace. SGDO also delivers workshops by request to groups of students, staff, or faculty.

RESEARCH FUNDING AND COMPENSATION

Research Funding Allocation

U of T has taken key steps to integrate EDI principles into the allocation of research funding:

- As noted above, institutions participating in the Canada Research Chairs Program must meet progressive equity targets by December 2029, including those for the representation of women and gender minorities. The University is engaged in proactively plans to reach these targets and to recruit and nominate a diverse complement of researchers, of whom at least 50.9% will be women or gender minorities.
- Institutional nominations to the Canada Research Chairs Program involve a comparative review of levels of institutional support provided to Chairholders, relative to other Chairs in the same tier/career level or discipline. This comparative review process is designed to address potential inequities in Chairholder supports, including inequities on the basis of gender.
- EDI principles have been intentionally built into the administration of peer review processes for the University's internal research funding programs, including the [Connaught Fund](#) suite of programs. The Connaught Fund supports graduate students, early-career researchers, interdisciplinary teams, and innovators, and is managed by a [Committee](#) of senior administrators and disciplinary experts. EDI measures include the review of aggregated self-identification data to assess the diversity of applicant pools; required unconscious bias education for all review panel members; the consistent application of pre-determined selection criteria; the presence of an equity officer at deliberation and selection meetings; and the inclusion of both EDI in research design (including sex- and/or gender-based analysis) and EDI in research team practices as assessed criteria.
- The Honours & Awards Working Group of the institutional Community for Research Excellence has developed a "train the trainer" workshop on best practices to support equity and diversity in the selection of candidates for research awards and honours.

Faculty Compensation

In the fall of 2016, a Provostial Advisory Group was convened to determine if there was a significant pay gap among faculty members based on gender. The group undertook a comprehensive study and analysis, culminating in the [Report of the Provostial Advisory Group on Faculty Gender Pay Equity](#), released in 2019. The report found that tenured/tenure-stream women faculty earned 1.3% less than "comparably situated" faculty who are men. In response, in summer 2019, U of T implemented a [base salary increase for women faculty](#) to close the gap. Going forward, VPFAL will undertake a periodic review of continuing faculty salaries to ensure that gender-based gaps do not reemerge. VPFAL also reviews and approves starting faculty salaries based on analysis that considers rank and time since highest degree within fields of study; these measures help support equity in starting salaries for new hires.

RECRUITMENT AND CAREER PROGRESSION

To support equity in the recruitment of faculty members, VPFAL developed an online manual on [Strategies for Recruiting an Excellent & Diverse Faculty Complement](#). This resource is intended to provide all faculty members serving on hiring committees with concrete approaches to broadening candidate pools and supporting diversity at each stage of the recruitment and search process for academic positions, from planning the search to making the offer to the selected candidate. VPFAL recommends that all faculty on search committees review this resource at the outset of their work. Faculty recruitment committees can also review aggregated diversity data for the applicant pool so that they can understand if typically under-represented groups—including women and gender minorities—are represented among applicants to a position.

Equity in recruitment is also supported by the unconscious bias modules described in the previous section.

As part of its commitment to equity, the University recently undertook an analysis of time to tenure and promotion of male and female faculty, using data available as of fall 2023. (This analysis was based on data from an internal human resources system, which lists *sex* indicators—"male," "female," and "another sex"—rather than capturing how faculty self-identify with respect to gender.) The report, released in March 2025, found no difference in time to tenure between males and females, but did find that, on average, female faculty are promoted six to seven months behind their male colleagues. Identified factors driving this gap include the fact that female faculty are more represented in disciplines/academic divisions where there is a slower time to promotion, including the Humanities, and that within the Humanities females lag behind males in terms of time to promotion. U of T recognizes that there is work to be done to ensure that all faculty members across all divisional groupings have the same ability to achieve career advancement. The University will continue to provide programming and support materials for Deans and department Chairs to ensure that promotion criteria and pathways are clear to all academic administrators, as well as to individual faculty members, and that promotion processes are implemented in a fair and transparent manner.

GENDER CONSIDERATIONS IN RESEARCH AND TEACHING

U of T's central administration and academic divisions support adherence to all federal funding agency guidelines and best practices on integrating sex, gender, and other diversity factors in research design. Offices across the University promote and share Tri-Agency and other resources on sex- and gender-based research, including resources and modules from the Canadian Institutes for Health Research on How To Integrate Sex and Gender into Health Research and the Health Researcher's Toolkit: Why Sex & Gender Matter, developed by Women's College Hospital, a University-affiliated research hospital.

The Centre for Research & Innovation Support hosts and promotes workshops and sessions on diversity considerations (including gender) in research. For example, in February 2025, CRIS promoted to the University research community a webinar on Sex and Gender Considerations for Research with Indigenous Peoples. As noted above, EDI considerations in research design—including the integration of sex and gender, as applicable—is also an assessed criterion in internal research funding opportunities such as the Connaught Fund suite of programs.

U of T's research excellence spans across disciplines, and researchers in multiple fields are exploring questions of gender equity. For example, the University's Rotman School of Management is home to the Institute for Gender and the Economy (GATE). Through its research and knowledge mobilization efforts, GATE promotes an understanding of gender inequalities and how they can be remedied—by people of all genders—in the world of business and, more broadly, in the economy. The Schwartz Reisman Institute for Technology and Society integrates research from across multiple disciplines to investigate and transform the way we think about how technology, systems, and society interact. Faculty members affiliated with the Institute are exploring questions of gender, sexual violence, and feminist studies in the context of how powerful technologies are reshaping our world. More broadly, researchers at U of T are integrating important questions of sex and gender across fields including medicine, public health, law, and music.

Gender and sexuality are embedded in teaching practices across our three campuses, with dedicated student training in research methods that support sexual, racial, and gender equity and justice provided by academic programs such as the Women & Gender Studies Institute and the Centre for Sexual Diversity Studies, as well as a large number of general and specialized courses examining gender and sexuality across the social sciences and humanities (e.g., in sociology, anthropology, history, cultural studies, philosophy, literature, and education studies). Themes of diversity and gender are also integrated into undergraduate course offerings in STEM (science, technology, engineering, and mathematics) fields. For example, the Faculty of Applied Science & Engineering offers a Certificate in Justice, Equity, Diversity & Inclusion in Engineering, which includes a course on Gender and Environmental (In)Justice.

WORK-LIFE BALANCE

Family Leave Policies and Family Care Office

The University is bound by the *Ontario Employment Standards Act, 2000*, which sets out minimal conditions of employment including unpaid job-protected leaves for pregnancy (up to 17 weeks) and parental leave (up to 63 weeks). U of T employees—including faculty members, librarians, sessional instructors, postdoctoral fellows, teaching assistants, and staff—who are eligible for Employment

Insurance during pregnancy leave may receive top-up payments from the University to directly to supplement Employment Insurance payments. Further, the University provides a top-up on parental leave for non-birth parents (e.g., adoption, surrogacy) who come into the care or custody of their child(ren) for the first time. This support is referred to within the University as "primary caregiver leave." Ontario's *Employment Standards Act* also includes job-protected leaves that employees can use to take time off work to care for other family member. The leaves are unpaid, but employees may be eligible for Employment Insurance benefits.

Members of the University community requiring pregnancy, parental, or caregiving leaves can access the services of the University's Family Care Office, which supports current University of Toronto faculty, librarians, students, staff, post-doctoral fellows, and their families with any family care-related issue. The Family Care Office provides information packages to employees planning on taking a family leave, and employees may also book an appointment with the Office's dedicated Family Caregiver Leave Specialist. Students who become parents are eligible for academic leave and can book an appointment with the Family Care Office's Family Care Advisor to explore taking a leave.

The Family Care Office provides guidance on choosing childcare, emergency childcare and babysitting services; resources for students with families; and information about and referrals to organizations that support caregiving and elder care. The Office also website maintains a list of infant-feeding spaces and changes tables across the three U of T campuses.

U of T also provides flexibility in the workplace for staff, including those who support research administration and operations. This flexibility includes the option for full-time employees to move to part-time status for a defined period, enabling them to devote increased time to family care responsibilities, as well as alternative work arrangements that can help families plan around work obligations. In addition, employees may use a fixed number of personal days each year to manage additional family or caregiving commitments, such as attending a medical appointment with a family member.

Childcare Benefit Plan
U of T provides a Child Care Benefit Plan to reimburse employees (faculty, librarians, and staff) for eligible childcare expenses paid out of pocket each calendar year for eligible children under the age of seven. Eligible recipients submit an application in March of each year and can claim payments made to eligible caregivers, day nursery schools and daycare centres, before and after school child care, and both day and overnight camps. Eligible child care expenses are reimbursed at 50%, up to a defined annual maximum for each child.

PREVENTING AND ADDRESSING GENDER-BASED VIOLENCE
Policy on Sexual Violence and Sexual Harassment
U of T's *Policy on Sexual Violence and Sexual Harassment* is aligned with the requirements for sexual violence policies at publicly assisted colleges and universities, as set out by the Ministry of Colleges and Universities through *Ontario Regulation 131/16*. The *Policy on Sexual Violence and Sexual Harassment* affirms the University's commitment to a campus environment free from sexual violence, including

sexual assault and sexual harassment. The *Policy* outlines principles of process (including no tolerance for reprisals or retaliation), confidentiality, and privacy, as well as mechanisms for disclosure and reporting, assessments and investigations, decision-making, and appeals processes.

The Policy is reviewed every three years, and the current review will take place throughout 2025 and will include a series of community consultations; both these consultations and the overall review process will adopt a trauma-informed approach. In January 2025, the University also launched its review of U of T's *Statement on Prohibited Discrimination and Discriminatory Harassment*, which includes language on complaints of harassment based on sex or sexual orientation. The *Statement* was first established in 1994 and outlines the University's responsibilities under the *Ontario Human Rights Code*. The University is engaging in a comprehensive formal review, including consultations with faculty members, librarians, staff, and students from the tri-campus community on updating the *Statement's* language and content.

Sexual Violence Prevention & Support Centre

U of T's Sexual Violence Prevention and Support Centre supports faculty, librarians, students, and staff at the University who have been affected by sexual violence or sexual harassment. The Centre helps members of the University community understand, access and navigate supports such as counselling, medical services, academic or workplace accommodations, financial aid, and legal aid, and provides information on disclosing or reporting sexual violence, explaining the options and what the process may involve. The Centre also works to end sexual violence on campus through training and education; it offers asynchronous and online training on topics such as sexual violence prevention, building a culture of consent, understanding and addressing sexual harassment, and responding to disclosures of sexual violence. Facilitated training and workshops are also available by request to groups of faculty, librarians, students, or staff.

INSITUTIONAL SIGNATURE

Professor Leah Cowen
Vice-President, Research and Innovation, and Strategic Initiatives