



# Employment Equity Report 2003

University of Toronto



President Birgeneau

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### *Message from the President*

*The University of Toronto recently celebrated its 175th anniversary. Over our long history, we have strived to democratize education and embrace the diversity of our community. The University of Toronto will continue to demonstrate leadership in its efforts to achieve excellence through equity. By doing so, we will ensure our place among the world's finest public teaching and research universities.*

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*“Our goal is to recruit and retain faculty and staff who are diverse in their cultural, ethnic and socioeconomic backgrounds, who include women, First Nations, disabled persons, and those of different sexual orientations and who contribute to the intellectual diversity of the University of Toronto.”*

*Professor Vivek Goel  
Interim Vice-President and Provost*

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*“We are committed to developing and implementing strategies to achieve equity and diversity across our many sectors, incentives to improve our performance and accountability about progress.”*

*Professor Angela Hildyard  
Vice-President, Human Resources and Equity*

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*‘Employment equity ensures “equal access to opportunity for all who, by virtue of their qualifications, can benefit from opportunity” (Stepping UP, 2003c: 5)’.*

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*‘At the University of Toronto creating an equitable workplace is one of the key principles of its leaders. [...] To an academic community that respects and celebrates diversity, exceptional people will be drawn’.*

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## 1.0 INTRODUCTION AND CONTEXT

The University of Toronto reflects the diverse culture and society in which it was established and developed. Its founding principles – education of the highest order, contribution to scholarship, and stewardship of Canadian beliefs, values and ideas – mirrored the earnestness and hope of an emerging country and the principles of its First Nations. Our country has depended on immigration to support and maintain its infrastructure. This has created a culturally diverse population that was formally acknowledged with the first ever Multiculturalism Policy in 1972 and the Canadian Multiculturalism Act in 1988. Like Canada, the University of Toronto has become a ‘community of communities, with necessary relations everywhere’ (Stepping UP, 2003a: 7).

As both Canada and the University have discovered, employment equity within a diverse population and across all areas of life does not simply happen. Employment equity ensures ‘equal access to opportunity for all who, by virtue of their qualifications, can benefit from opportunity’ (Stepping UP, 2003c: 5). Employment equity legislation specifically prohibits discrimination on the grounds of race, ethnicity, Aboriginal status, gender, religion, sexual orientation, or disability. The federal Employment Equity Act (1985) was designed to acknowledge the importance of equitable policies and practices in an ethno-culturally diversified country. Closely linked to the EEA is the Federal Contractor’s Program, to which the University is a signatory, that requires all those who ‘do business with the Government of Canada [to] achieve and maintain a fair and representative workforce’ (Government of Canada, 2002). At a provincial level, the Ontario Human Rights Code (revised 1990) similarly supports principles of employment equity.

The University has established a range of policies and practices that support an equity framework including a Services to Disabled Persons Policy (1987), Employment Equity Policy (1991), Sexual Harassment (1993), Statement Prohibiting Discrimination and Discriminatory Harassment (1994), Statement on Accommodation in Employment for Persons with Disabilities (1995), and most recently in its response to the Ontarians with Disabilities Act. These policies are supported and maintained by a range of equity officers including Race Relations, Status of Women and a manager of Health and Well-being. In addition, a representative of First Nations House provides support.

At the University of Toronto creating an equitable workplace is one of the key principles of its leaders. In his installation address, the current President, Robert J. Birgeneau, recognised that Toronto was an international city ‘with possibly the most diverse population on earth’ (Birgeneau, 2000). He announced that there were three central themes that would define his presidency – excellence, equity and outreach. In discussing equity he acknowledged that excellence would only follow if the University draws on the ‘entire talent pool’. He insisted that it was the personal responsibility of deans, department heads and individual faculty to ensure diversity. To an academic community that respects and celebrates diversity, exceptional people will be drawn.

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*'..we must be resolved that the new faculty we recruit will reflect the students and the society that they serve'.*

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*'The Vision for the University is to be a "leader among the world's best public teaching and research universities in its discovery, preservation and sharing of knowledge through its teaching and research and its commitment to excellence and equity"'*

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Importantly, these themes were not simply empty rhetoric, but have been maintained and supported throughout his current term as President. Speaking to a panel on race relations and the promotion of minority rights, he restated the importance of equity and diversity to the University, particularly in light of its place within a culturally diverse city, province and country. He said 'we must be resolved that the new faculty we recruit will reflect the students and the society that they serve. If we do this, we will build an even greater university that will the engage the best talent from the four corners of the world and from within our own country' (Birgeneau, 2001). In 2002 he assured students that 'equity and multiculturalism will be integral to all parts of the upcoming five-year academic plan' (R. Birgeneau quoted in Stirling 2002).

Stepping UP: A Framework for Academic Planning (2004-2010) approved by Governing Council on 11<sup>th</sup> February 2004, centralizes the importance of equity and diversity to the future of the University. We recognise that the intellectual landscape is changing and question what the democratisation of education through 'worldwide patterns of migration' and the resulting 'large and extraordinarily diverse populations' (p. 6) would mean for teaching, learning and research. The Vision for the University is to be a 'leader among the world's best public teaching and research universities in its discovery, preservation and sharing of knowledge through its teaching and research and its commitment to excellence and equity' (p. 8). Equity is explicitly recognised in the Mission in order to 'realize an exemplary degree of equity and diversity and to extend our knowledge as a consequence of our diversity' (p. 9).

Yet policies and statements can only go so far in ensuring equity and diversity. There must also be a commitment from all levels of the University. 'Large and complex institutions do not achieve goals of equity and diversity simply by virtue of social conscience, good will, and a response to what's "in the air"' (Stepping UP, 2003c: 4). This report offers a snapshot of the current state of employment equity at the University and an opportunity to assess our progress in achieving the stated goals of equity and diversity.

### **1.1 The Context and Purpose of the Report**

While the Employment Equity Report fulfils the requirements of the Federal Contractor's Program, it also provides an opportunity for the University to check its employment profile against the available pool of employees. High levels of equity and diversity have been achieved within both the undergraduate and graduate programs at the University. This report allows us to use qualitative and quantitative approaches to assess our progress in reflecting our students, our wider Canadian culture and our competitiveness in the international field. Finally, it serves to benchmark our progress, highlight areas for new initiatives or pilot projects and determine new directions and goals in striving to attain an equitable and diverse workplace.

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*The report 'serves to both benchmark our progress, highlight areas for new initiatives or pilot projects and determine new directions and goals in striving to attain an equitable and diverse workplace'*

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## **1.2 Organization of the Report**

This report summarizes the employment equity data drawn from two sources. Firstly, it examines the information provided by the employment equity surveys that each employee completes as part of his/her orientation. Secondly, it draws on data collected by the Chairs of search committees regarding those people who are offered academic positions within the University. The information collected includes the geographical source of new hires, the rank of new hires, salary of new hires and other pertinent recruitment data. Some discrepancies arise between the data collected through this method and that collected by the Employment Equity surveys. First, the Employment Equity surveys rely on self-identification, while the Provost's Office data is based on the subjective report of the department head. Second, the data collection also covers two different time periods. The Provost's Office data reflects the year in which an offer is made and the statistics from the Employment Equity survey reflect the year in which the individual actually began work, which could be a different calendar year. However, when brought together, they provide information about important trends.

The report provides a picture of the employment equity outcomes in recruitment, retention, promotion and exit of faculty and staff positions, as well as specifically monitoring the changes in employment patterns for the four federally designated groups – Women, Aboriginal Persons, Visible Minorities and Persons with Disabilities.

Finally, the report summarizes the employment equity initiatives undertaken in 2003 and makes recommendations for working towards employment equity in 2004.

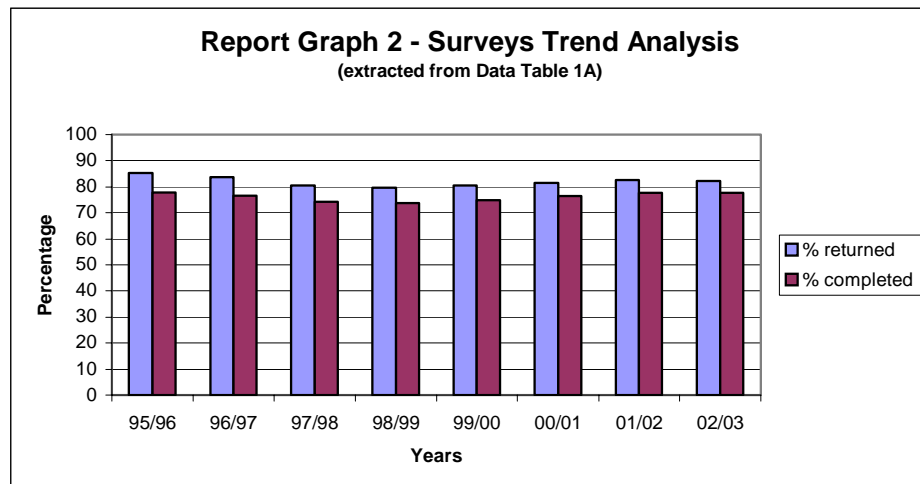
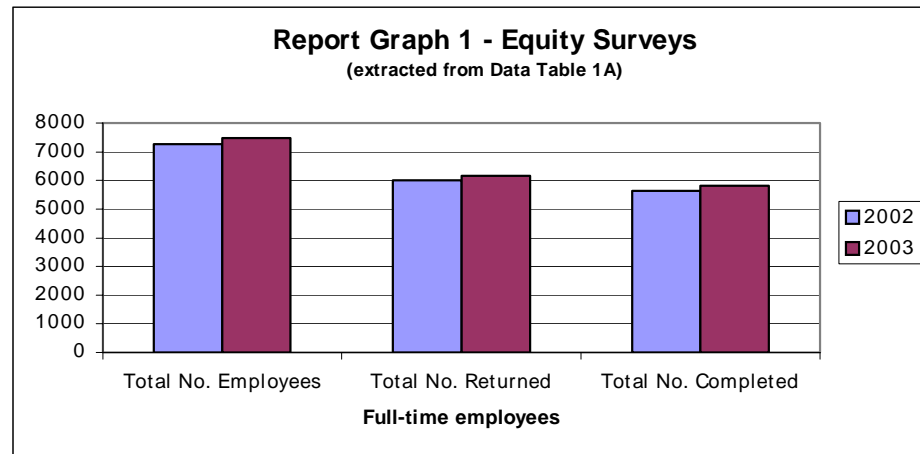
Two groups of tables are included within the report. Data Tables (DT), located at the end of the report, provide full details of all areas discussed. Report Graphs (RG) and Report Tables (RT) are situated within the text and use extracts of the information provided in the Data Tables to illustrate the area under consideration. A full list of tables and graphs can be found in Appendix A.

*'...employment equity surveys have become an expected part of the hiring process'.*

## 2.0 ANALYSIS OF EMPLOYMENT EQUITY TABLES

### 2.1 Employment Equity Survey Results 2002-2003

Each new University employee receives a voluntary employment equity survey to complete and return. This year the percentage of surveys returned and completed, was very similar to the figures for last year. In 2002 the return rate was 82.6%, with 77.7% of the surveys completed by full-time members of staff. In 2003, 82.4% of new employees returned their surveys and 77.7% were completed. This suggests that employment equity surveys have become an expected part of the hiring process.



The trend analysis above (Report Graph 2), which examines the changing return rates of employment equity surveys since their inception, supports these findings. The graph illustrates that the original enthusiastic response to the surveys tailed off, but that since 1999 there has been constant improvement in the number of surveys returned and completed, and that proportionally more of those that are returned are completed. This



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*'people who in the past may have been concerned to self-identify on the questionnaires have likely seen that there are no repercussions from doing so'*

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suggests, not only that it is becoming an accepted mechanism for measurement, but that human resources personnel are becoming more efficient at administering the questionnaires, and, more importantly, that those people who in the past may have been concerned to self-identify on the questionnaires have likely seen that there are no repercussions from doing so. The growing number of workplace initiatives that result from the completion of these surveys, may encourage even more people to return and complete them.

## **2.2 FACULTY**

In the following section of the report, tables are summarized that specifically address employment equity issues for the four designated groups amongst faculty members. Data is drawn from both the Employment Equity Surveys and the Office of the Provost Search Committee data. The origin of each table discussed is indicated. To understand the experience of a staff or Faculty member from one of the four designated groups, three areas are considered – recruitment, retention (including promotion, training and leadership) and exits.

### **2.2.1 Faculty Recruitment (Tenure Stream)**

Data collected by the Provost's Office reports on tenure stream Faculty Recruitment in 2002-2003. During this period searches were conducted for 183 positions, resulting in 110 hires. 70% of these new hires came from outside of Canada. The following tables and graphs provide the details of the percentage of women and visible minorities who were interviewed and hired by the University.

#### **Hiring Statistics – Women**

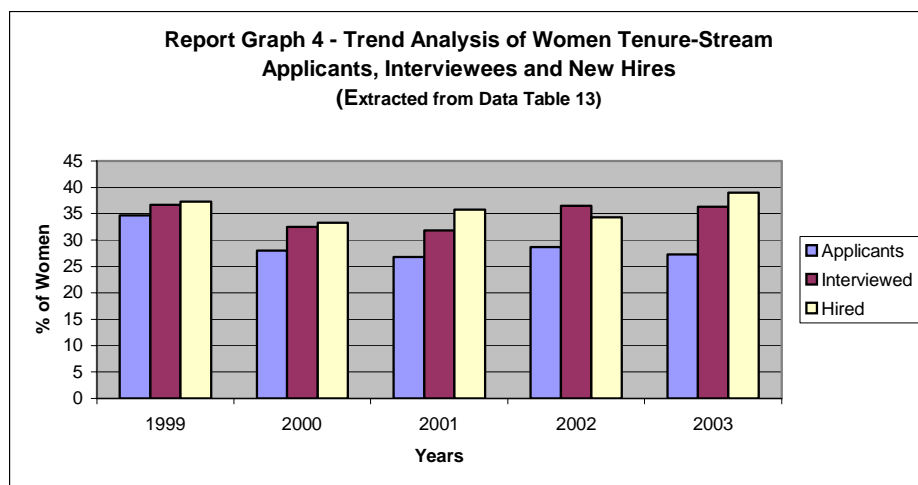
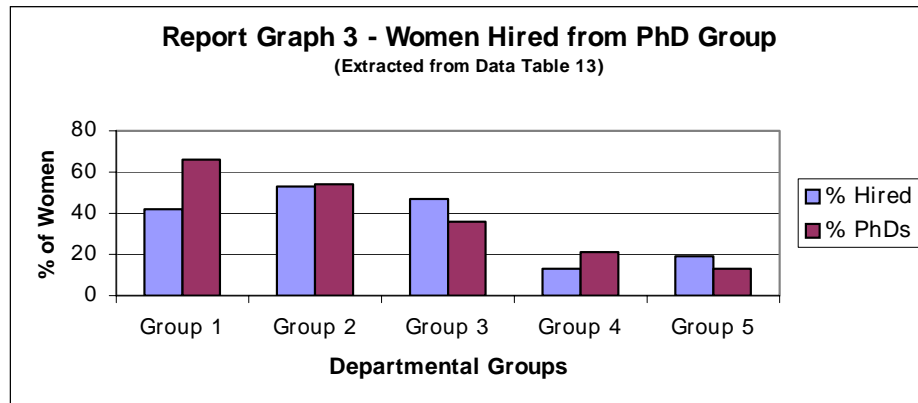
Each year, students who successfully complete their PhDs become available as candidates to take up faculty positions. Data Table 13 groups together subject areas that have a similar percentage of women students who are awarded Doctorates. For example, in Group 1, women constitute 60% or more of recent PhDs in departments such as Drama, Education, English, Fine Arts, French, Nursing, Psychology, Social Work and the Visual and Performing Arts.

In Report Graph 3 below we have a comparison of the percentage of women PhDs in each category and the number from each group that are hired. For example, in Group 1 the first bar indicates the percentage of women who were hired to take up positions in disciplines that are part of Group 1. The second bar indicates the percentage of women who undertake PhDs in these fields. It is clear that in Group 1 there is a much bigger pool of women potentially available than is currently being hired by the University (66% compared to 42% hired). This is also the case for Group 4, although the disparity is less (21% compared to 13% hired). In Group 2, the figures are very similar (54% compared to 53% hired) while in the other groups, which represent areas that are traditionally dominated by men, the number of women drawn from the pool (47% in Group 3 and 19% in Group 5) is higher than their actual representation as PhDs (36% and 13% respectively).

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*'70% of new hires came from outside of Canada'*

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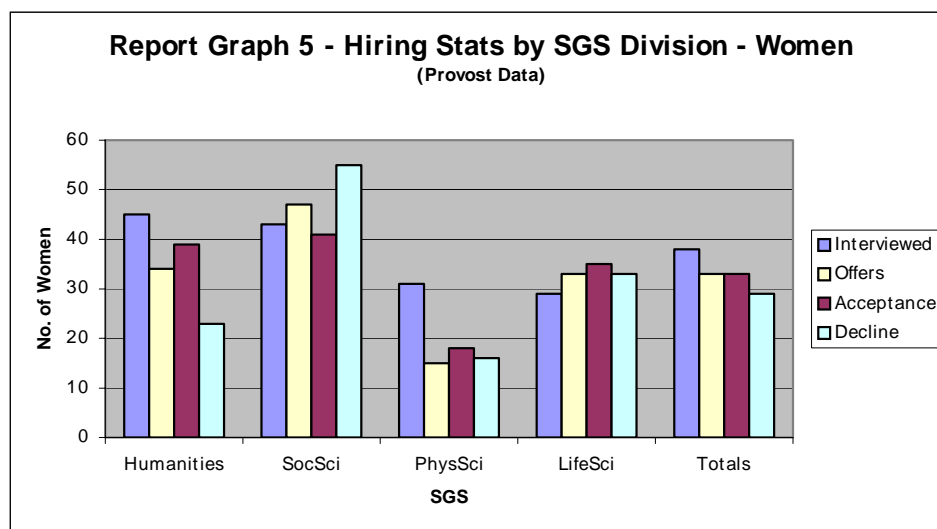
The above trend analysis (RG4) shows three factors; the percentage of women applicants for each position; the percentage of these women applicants who were interviewed; and the percentage of those who were interviewed, who were hired. In 2003 we can see that there were a lower percentage than in 2002 of women as applicants for tenure stream posts at the University, but that in terms of those who were interviewed and eventually hired, more were drawn from this smaller pool. For the years in which data is available this has generally been the case.

Data Table 13 does not tell us about the number of offers that were made to women and whether they accepted or declined the position. Data collected by the Provost's Office does provide some comparative information across the Faculties. The Report Graph 5 below considers the percentage of women who were interviewed, made offers and their rate of acceptance or decline of the post.

In the Humanities, 45% of the people interviewed for positions in 2002/03 were women. Of the total offers made, 34% were to women. Women accepted 39% of the

*'...on average, over the last two years, 20% of the new hires across SGS divisions have been visible minorities'*

offers, while 23% of those that declined were women. Overall, women accepted 33% of the offers made, while 29% of the posts that were declined were by women. Social Science and Life Science made proportionally more offers to women than the percentages that were interviewed. Of note is the significant difference between the number of women interviewed for positions in Physical Science and the percentage of offers that were actually made to women. This may warrant exploration.



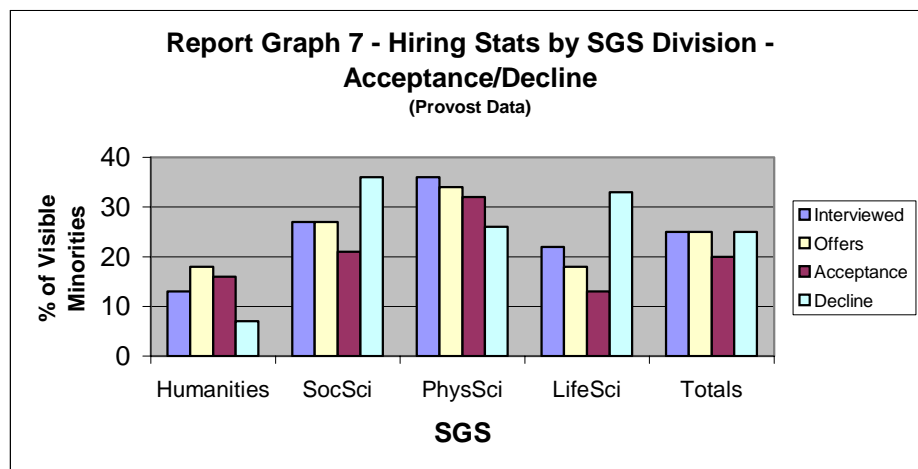
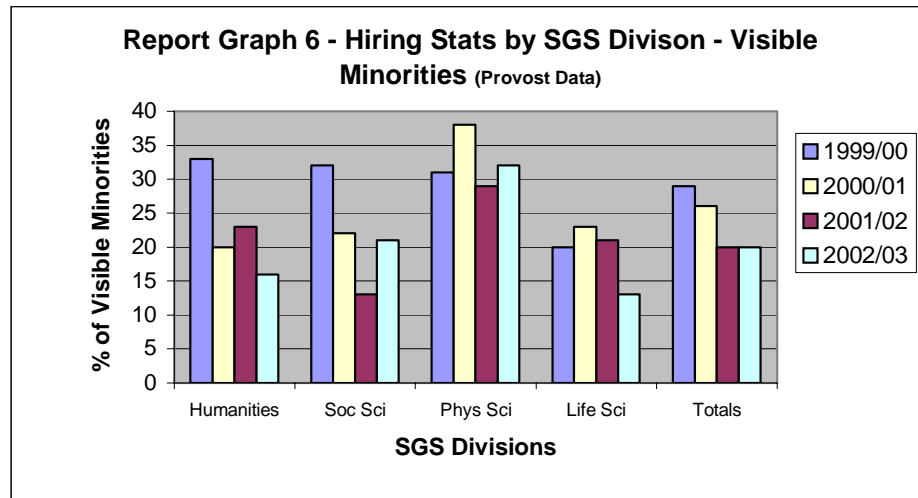
### Hiring Statistics - Visible Minorities

*'...in the Humanities a higher percentage of visible minorities who are interviewed for the position are eventually being made offers'*

Statistics on the appointment of visible minorities are provided by The Office of the Provost and are based on information collected by Chairs. The following graph (RG6) suggests that the hiring of visible minority candidates is variable across the SGS Divisions and over time, but that on average, over the last two years, 20% of the new hires across SGS divisions have been visible minorities.

Again, the graph below (RG7), compiled from data from the Office of the Provost, is useful in highlighting the rate of acceptance and decline on the offer of positions at the University. In the Humanities, we can see that 13% of those who are interviewed for positions were visible minorities. At the same time, 18% of the offers made are made to visible minorities. There is a very low rate of decline of these positions (only 7% of the total positions). Importantly, in the Humanities a higher percentage of visible minorities who are interviewed for the position are eventually being made offers. In all other divisions it is either equivalent or slightly less. Although the Physical Sciences shows a high rate of acceptance (as does Humanities, with much smaller figures), both Social Science and Life Science indicate a much higher number of visible minority candidates declining to take up a position at the University.

*'...the representation of women Assistant Professors in the Humanities has increased from a recent low in 1999 of 32.7% to 48.4% in 2003 (an increase of more than 5% from last year)'*



### Assistant Professors

As the majority of new tenure stream Faculty hires are taken on as Assistant Professors, it is useful to consider the distribution of the designated groups across this rank. It may also highlight any clustering of people that may occur across the SGS Divisions.

Data Table 2.2(A) indicates that the representation of women Assistant Professors in the Humanities has increased from a recent low in 1999 of 32.7% to 48.4% in 2003 (an increase of more than 5% from last year). In Life Sciences as well, there has been an increase in women appointed as Assistant Professors up to 45.5% from 44.5% last year, and up almost 8% from the previous high in 1998. There has been a drop in the number of women Assistant Professors appointed in Science and Social Science from 19% last year to 15.3% this year, and from 44.7% to 43.4% respectively.

*'Across all tenure stream faculty, women now represent 28.7% (n=535) of all tenure stream faculty, up 1% from 2002 and 8% from 1996.'*

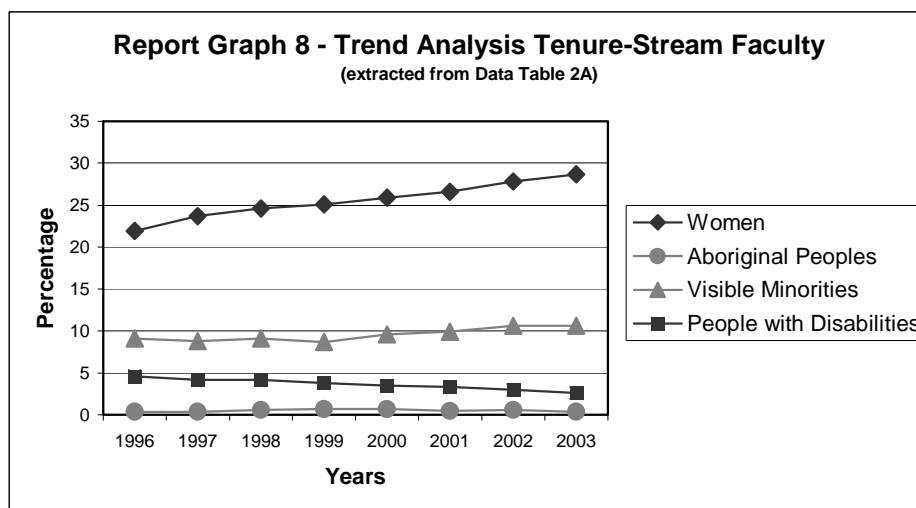
*'...among the full-time faculty more generally [...], the number of women and visible minorities employed comes very close to reflecting the availability data.'*

Representation of visible minorities amongst Assistant Professors is slightly lower than it was last year in all categories except for the Humanities where there has been an increase of almost 3% (from 8.7% in 2002 to 11.1% in 2003).

Across all tenure stream faculty, women now represent 28.7% (n=535), up 1% from 2002 and 8% from 1996. Visible minorities account for 10.6% (n=145) of tenure stream faculty, a figure similar to last year. The representation of Aboriginal persons, although lower than last year (down to .4% from .6), reflects the external availability data from 1996 which suggests that within the Canadian population 0.5% of Aboriginal persons would be qualified for these (or similar) positions.

Like last year, only 2.6% of the tenure stream faculty self-identified as persons with disabilities, which is much less than the 4.6% who self-identified in 1996. This may reflect the congruency between age and disability, and some of those who self-identified as persons with disabilities in 1996 may have since retired. A more detailed consideration of this trend provided in Report Graph 8 below supports this supposition. Here we can see that the number of persons with disabilities has declined steadily since 1996.

In this graph (RG8), we can clearly see indications of the growing number of women within the tenure stream faculty at the University. In addition, the number of visible minorities seems to be increasing slowly. However, the number of Aboriginal persons as tenure stream faculty remains small and does not show any indication of a significant increase since 1996.



*'Across the Humanities, there are now 6% more women faculty members since 1997 (up from 31% to 36.9%).*

### 2.2.2 Faculty Retention (All Faculty)

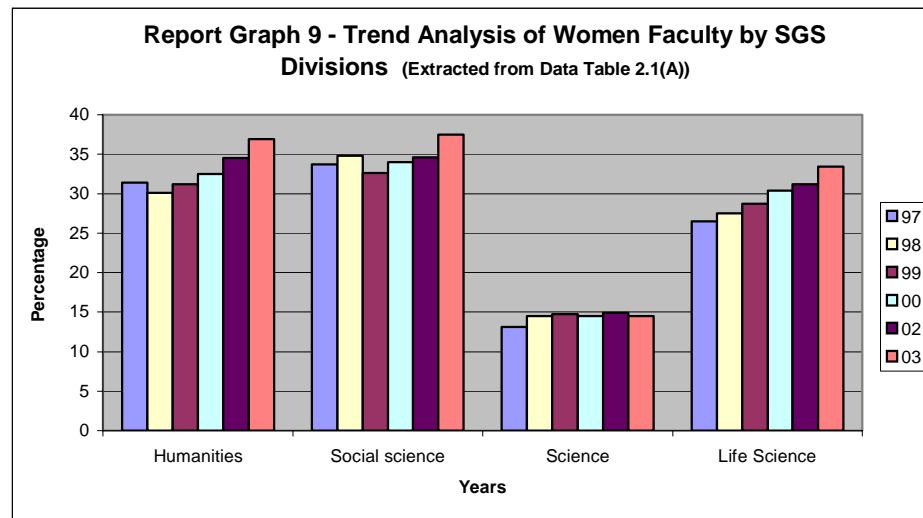
Data Table 2A provides a breakdown of all faculty by the four designated categories, and as such provides an accurate reflection of the current make up of the University teaching staff. Importantly, among the full-time faculty more generally (including tenure/tenure stream, clinical, non-tenure stream and other academics), the number of women and visible minorities employed comes very close to reflecting the availability data (see Report Table 1 below). Likewise, for all full-time teaching faculty .6% identify as Aboriginal persons, higher than the external availability data of .5%, while persons with disabilities are slightly smaller.

A breakdown by SGS Division and job category begins to provide some context to the figures illustrated above and shows areas where, in particular, women and visible minorities are clustered in the academic faculty at the University. Data Table 2.1(A) breaks down the full-time faculty by appointment, designated group and SGS Division.

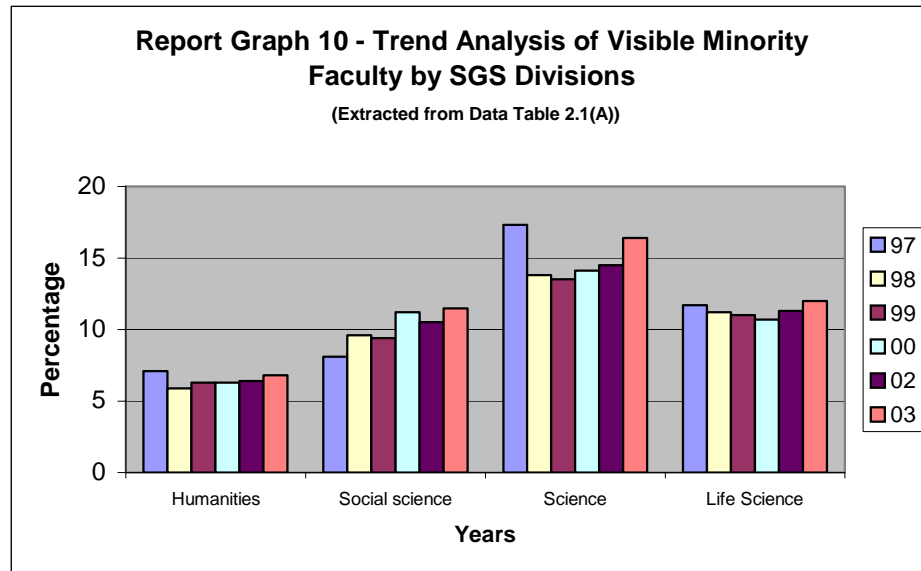
	Women	Aboriginal persons	Visible Minorities	Persons with Disabilities
<b>Full-time faculty</b> (including tenure/tenure stream/clinical/non-tenure stream and other academics)	32.1	0.6	11.7	2.3
<b>External Availability Data</b>	34.4	0.5	12.0	3.7

*'The biggest increase has been in the Life Sciences, where women faculty now account for 33.4% of the population'.*

Across the Humanities, there are now 6% more women faculty members since 1997 (up from 31% to 36.9%), likewise in the Social Sciences, women account for 37.5% of faculty members, while in 1997 it was 34%. The biggest increase has been in the Life Sciences, where women faculty members now account for 33.4% of the population, up 7% from 1997. Women remain under-represented in the Sciences (14.5% in 2003 compared to 13.1% in 1997).



The two trend analyses presented above (RG9) and below (RG10) allow us to see in simple visual form the distribution of two of the designated groups across the SGS. In particular the above graph showing the breakdown of women faculty by SGS indicates that in each category there has been an increase in women since 1999, although Science has remained relatively stable since 1998.



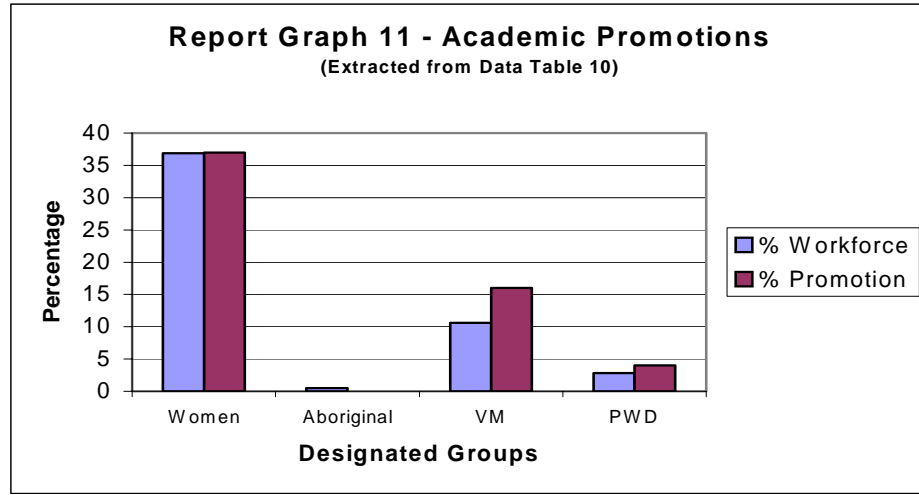
Visible minority faculty appear to be clustered in the Sciences. Although there has been a high representation of visible minority faculty in the Sciences in 1997 and again this year, in other years the growth year-on-year has not been much higher than either the Social Sciences or the Life Sciences.

The representation numbers in the other two designated groups, Aboriginal persons and persons with disabilities are very low, and as a result it is difficult to ascertain any areas of concentration. Traditionally, across the academic divisions, there has been a low number of Aboriginal persons, and as discussed earlier, the number of persons with disabilities continues to decline slowly.

### 2.2.3 Faculty Promotion (All Faculty)

The possibility for advancement within the workplace is an important factor for recruitment and retention of excellent staff. Figures are provided on the advancement of the designated groups in Data Tables 10 and 10.1. In general for women, the academic promotion to full professor accurately reflected their workforce representation, and in some cases, women were promoted at a higher rate. For instance, while women make up 36.9% of Associate Professors, 37% of the promotions to full professor went to women. Similarly, while visible minorities make up 10.6% of the academic workforce, 16% of the academic promotions were to visible minorities.

*'The number of women who are Principals and Deans has again increased from 25.8% in 2002 to 29% this year...'*

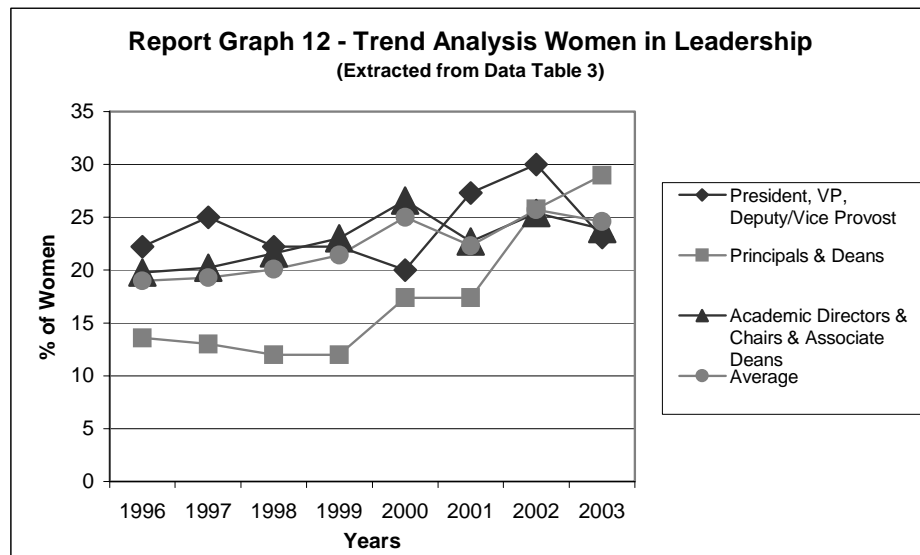


One indication of the possibility for advancement is through an examination the leadership of the Faculties. Data Table 3 provides details of the officers and academic administrators within the University.

Last year saw a peak in the number of women in academic leadership positions with 25.7% of all the positions being held by women. This figure has dropped slightly this year to 24.6%. The number of women who are Principals and Deans has again increased from 25.8% in 2002 to 29% this year, and although the number of women who are Academic Directors, Chairs and Associate Deans is down marginally from last year (23.9% in 2003 compared to 25.4% in 2002) this is still a significant increase from 1996 when women represented 19.8% of the Academic Directors, Chairs and Associate Deans.

*'The average number of women who are in positions of academic leadership has improved noticeably from 19% in 1996 to 24.6% in 2003'.*

The trend analysis illustrated below in Report Graph 12 indicates an upward trend in





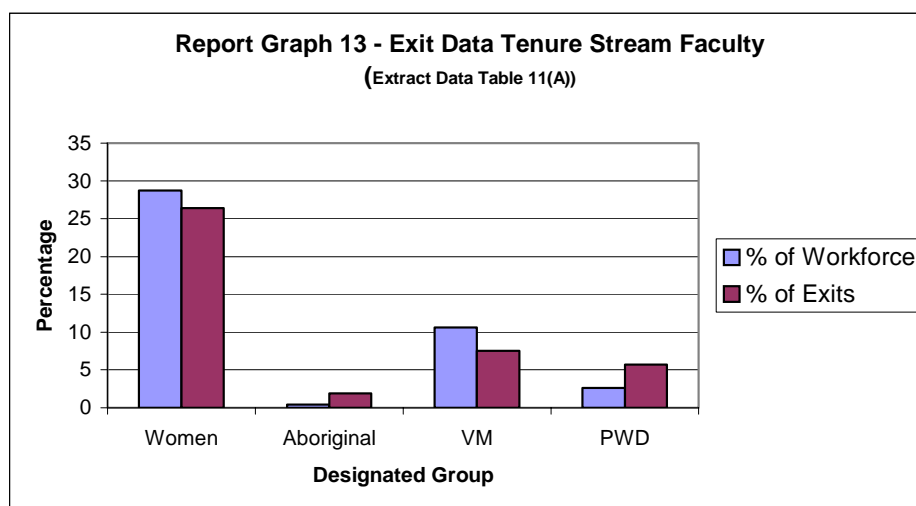
*'...for women and visible minorities, the percentage of exits is less than their representation in the workforce, suggesting that strategies to retain these staff members are working'.*

the number of women employed in these positions. For instance, the average number of women who are in positions of academic leadership has improved noticeably from 19% in 1996 to 24.6% in 2003.

The overall representation of visible minorities in roles of academic leadership has improved slightly (rising to 7.2% from 6.8% in 2002). Last year there was a drop in the number of Officers and Academic Administrators who self-identified as persons with disabilities, from 2.9% in 2001 to 1.4% in 2002. This year sees a return to the earlier figures with 2.6% self-identifying as a person with a disability. There is currently no Aboriginal representation among academic leadership at the University of Toronto.

### 2.2.4 Faculty Exits

Data Table 11(A) summarizes exit data for all staff and Faculty across the University. A careful consideration of exit data specifically in relation to Faculty provides details of the employment climate for women, visible minorities, Aboriginal people and people with disabilities. In the category of tenure stream faculty (illustrated in Report Graph 13), we find that for women and visible minorities, the percentage of exits is less than their representation in the workforce, suggesting that strategies to retain these staff members are working. For both Aboriginal peoples and persons with disabilities, the numbers of exits are higher than their presence in the workforce. All of the exits for persons with disabilities were early retirement, and as was discussed earlier, this may reflect the correspondence between age and disability. For Aboriginal peoples all of the exits are resignations and this may require further exploration.



### 2.3.1 Conclusions about Employment Equity and Faculty

A careful examination of the recruitment, retention, promotion and exiting of Faculty at the University provides a useful means to measure the success and highlight any ongoing difficulties in employment equity. Both positive and negative indicators are now summarized here.

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*'...there are growing numbers of women within the Faculties'.*

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We find within the data that there is a large pool of women graduates in a number of disciplines who are potential candidates for positions at the University, and that as a result, there are growing numbers of women within the Faculties. Women continue to move into positions of seniority and leadership and this should encourage other women to seek employment at the University.

One area that warrants further exploration, and perhaps intervention in the form of an employment equity initiative, is apparent in the data. There appears to be a declining number of women being hired in the Sciences. This could be worthy of concern when we recognise that this is a growing area for women undergraduate students.

For Faculty members who identify as visible minorities, we also have evidence of the success of past employment equity initiatives. There is a gradual increase in the number of visible minorities represented across the Faculties, and in some areas (e.g. the Sciences) there are a greater proportion of visible minority Faculty members. The hiring of new visible minority Faculty holds steady at about 20%, but this is lower than either 1999/00 or 2000/01. In addition, more visible minorities have moved into positions of academic leadership.

There are, however, two areas that could be explored further. First there is a high rate of declines on job offers in Social Science and Life Science. Further investigation may reveal why visible minorities are choosing to take up offers at universities other than the University of Toronto. Secondly, although visible minorities are well represented in the Sciences, they may be under-represented in other areas (e.g. Humanities).

Numbers for people who self-identify as disabled seem to be declining within the Faculty and, as suggested earlier, this may indicate that increasing age brings with it increasing disability, leading to early retirement. This is supported by the data, but also suggests that it may be necessary to re-survey staff to accurately reflect those who have become disabled since initially completing the survey.

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*'For Faculty members who identify as visible minorities, we also have evidence of the success of past employment equity initiatives*

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Aboriginal persons remain under-represented within the Faculty. It is difficult to generalize the results because of the small numbers involved, although the high proportion of exits through resignation suggests a need for further investigation about their reasons for leaving.

## **2.3 Other Academic Positions**

### **2.3.1 Librarians**

Data Table 4 provides the breakdown of the designated groups within the full and part-time occupation of librarian. The external workforce data shows that the profession of librarians is dominated by women (82.2%). Likewise, at the University of Toronto, a much larger percentage of people employed full-time as librarians are women (70.9%). Although the figures within the University are not as high as the external availability

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*'In terms of visible minorities, 11.5% of the staff self-identified as a visible minority, which is higher than the external data (7.6%).'*

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*'40% of the Research Associates [...] are members of a visible minority group. This is the highest proportion of visible minorities in any occupational group at the University.'*

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data, the numbers still indicate an over representation of women librarians. Libraries have traditionally been a workplace that was welcoming to women and offered the opportunity for professional development and advancement.

In terms of visible minorities, 11.5% of the staff self-identified as a visible minority, which is higher than the external data (7.6%). Women still predominate in this area, with 12 of the 14 visible minority librarians being women.

The representation of Aboriginal peoples (.8%, n=1) and persons with disabilities (3.3%, n=4) is slightly less than the external availability statistics (1.0% and 3.7% respectively). Although better represented in the library than in other parts of the University, these two designated groups are under-represented.

Data Table 12A also provides information about the new hires for librarians. Here we find that only 30% of the new hires in the library were women. This may be an indication that there is a move to redress the imbalance within the profession of librarian.

Eleven librarians left employment with the University in 2002-2003. Of these exits, 81.8% were women, which is slightly higher than their presence in the workforce as indicated in Data Table 11(A). Four women resigned (as did one man), while the remaining exits for women were through normal retirement (n=1), early retirements (n=2), and the expiry of an appointment (n=2). Visible minorities represent 12.8% of the workforce and had 20% exits. Here the term appointments of two visible minority women ended and one man resigned. Although both of these groups exited in a higher proportion than they represent in the workforce, the total number of exits are not high and do not suggest any particular problem with employment for the designated groups in the library.

### **2.3.2 Research Associates**

As Data Table 5 indicates, 40% of the Research Associates who completed the Employment Equity Survey are members of a visible minority group. This is the highest proportion of visible minorities in any occupational group at the University. This number has been consistently high for a few years and exceeds the external availability data of 24.3%. Attention should be paid to the route of entry for the members of this designated group and their experience in the hiring process in order to draw on examples of good practice, while also exercising caution about over-representation in this area and under-representation in others.

Only one person with a disability is currently employed as a research associate. This is less than the availability data of 3.7%. There are no Aboriginal persons in this employment group. Women represent 35.4% of the employment group – less than the availability data of 49.2% and down slightly from 36.9% last year. Within the visible minority category, women are also under-represented (24 women compared to 42 men). 39 new research associates were taken on in 2002-2003 (Data Table 12A). Women represented 35.9% of these, which is slightly higher than their current representation in

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*'There are a very high number of research associates who are visible minorities, and it would be useful to gain understanding of the best practice hiring procedures that occur here in order to share this across academic recruitment'*

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the workforce of 34.6%. No Aboriginal persons or persons with disabilities were included in this data. 41.4% of the new hires were visible minorities. This represents a slight increase on their representation within the workforce (39.7% of the workforce). Of some concern is the number of visible minority men who were hired in comparison to visible minority women (2:1).

In general, the exit data presented in Data Table 11(A) indicates that research associates leave through resignation (n=11) or because their appointment expires (n=9). The exits indicated in this table reflect the representation of the designated groups within the workforce.

### **2.3.3 Lecturers**

Included within Data Tables 2(A) and 2(B) are data on lecturers. It is very difficult to make generalizations about this academic group because it applies to many different positions across departments and disciplines. In 1996 there were 249 full and part-time lecturers (40 FT and 209 PT), while in 2003 there are 310 full-time and 176 part-time (n=486). Women tend to predominate in these positions, where 56.1% of the full-time lecturers and 54.5% of part-time are women.

### **2.3.4 Conclusions on Employment Equity and Other Academics**

The library continues to be an environment that is traditionally welcoming to women and offers them the opportunity to advance. This year there were more men hired which may help to balance out representation within this group. Exits of librarians were within acceptable limits. Women also predominate as lecturers, both full and part-time, but we find an under-representation of women as research associates. However a larger number were hired this year that may help to redress the balance in later years.

The number of people in the library who identify as a visible minority is higher than the external data, although again we find that this group is predominately women. There are a very high number of research associates who are visible minorities, and it would be useful to gain understanding of the best practice hiring procedures that occur here in order to share this across academic recruitment.

The librarian category does include representation of Aboriginal persons and those who identify as having a disability. Currently there is only one person with a disability who is a research associate and no people who self-identify as Aboriginal.

## **2.4 Non-Union Administrative Occupations**

This occupational group covers a range of senior and middle managers, supervisory staff, administrative staff and clerical workers. A full breakdown is provided in Data Table 7.1(A). Similarly to the earlier consideration of Faculty in the following sections, we examine the recruitment, retention and exits of administrative and staff occupations.

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*'Visible minorities accounted for 27.5% of the new hires'*

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#### **2.4.1 Recruitment of Non-Union Administrative Employees**

There were 49 new hires within non-unionised administrative occupations in 2002-2003 (see Data Tables 12A and 12B). The majority of these were in continuing positions (42), with only 5 being on term appointments where an established date sets the termination of the appointment, and two that were part-time. While women represent 61.1% of the full-time workforce, they represented 68.1% of the new full-time hires. Visible minorities accounted for 27.5% of the new hires, higher than their current representation in the workforce of 22%. These percentages represent 11 positions, ten of which were filled by women. No Aboriginal peoples or persons with disabilities were hired as full-time or part-time employees in this category this year.

#### **2.4.2 Retention of Non-Union Administrative Employees**

In Data Tables 7.1(A), 7.1(B) and 7.2(A) figures for each of the designated groups vary across the different categories included, although (with the exceptions noted below) there is an even spread of Aboriginal peoples and visible minorities across most of the categories. For full-time employees (Data Table 7.1A) there is a significant concentration of visible minorities who are clerical workers (19 as compared to 1 Aboriginal person and 1 person with a disability). Likewise, persons with disabilities account for over a quarter (28.6%) of those employed full-time as Manual, Professional or Trade Supervisors (Skill Level B). Significantly, there is no representation within senior management of either Aboriginal peoples or persons with disabilities, and there is only one person who identified as a visible minority and 3 who are women. These women account for 25% of the senior management and this figure is significantly lower than the external availability of 49.4%. Interestingly, within middle management where there has been an increase from 269 positions in 2002 to 285 positions in 2003, there is much larger representation of all four designated categories (women 50.9%, Aboriginal peoples .8%, visible minorities 13.8%, persons with disabilities 2.8%) which suggests that with training and promotion, some of these individuals may become senior managers.

Overall women account for 59.5% of the full-time administrative staff that completed surveys. A more detailed look at where women are concentrated across this occupational group, indicates that while they come close to, or exceed the availability data across some categories (e.g. as middle managers they account for 50.9%, much higher than the 34.2% of the population available) there remain areas that have either a heavy concentration of women (e.g. Administrative and Senior Clerical 84.2% and Clerical Workers 93.3%) or very little representation by women (e.g. Manual, Professional or Trade Supervisors [Skill Level B] and those employed in Sales and Services [Skill Level B] are exclusively men).

There are only a limited number of people employed as either part-time administrative staff (Data Table 7.1B) or on term appointments (Data Table 7.2A), but it is interesting to note that the proportion of women is extremely high as part-time workers (92.3%, n=36). The part-time occupations represented here include middle management

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*'...within middle management [...] there is a much larger representation of all four designated categories which suggests that with training and promotion, some of these individuals may become senior managers.'*

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*'...women account for 59.5% of the full-time administrative staff'*

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*'This suggests that Quality of Life initiatives in providing a flexible workplace with opportunities to combine family care responsibilities with employment, are succeeding'.*

(which is exclusively women), professionals (83.3% women), administrative and senior clerical positions (100%) and clerical workers (100%). This suggests that Quality of Life initiatives in providing a flexible workplace with opportunities to combine family care responsibilities with employment, are succeeding.

The provision of training for individuals to improve the skills that they have and learn to take on new responsibilities is an important facet of the retention of staff. As Data Table 9(A) indicates, non-unionised administrative staff undertook 847 days of training. The majority of this was in Administrative Management Systems (n=242) and Management Development (n=416). As the Report Table 2 indicates below women accounted for 79.8% of these days (in comparison to their 61.1% representation within the workforce), while training by visible minorities covered 22.5% of the days (equivalent to their representation in the workforce of 22%). Persons with disabilities also participated in training above their representation in the workforce. Only Aboriginal persons undertook training at a rate slightly lower than their presence in the workforce. Initiatives to address this are discussed in Section 4.3.

**Report Table 2 – Training Days by Workforce Representation**  
(Extract from Data Table 9(A))

	<b>Women</b>	<b>Aboriginal persons</b>	<b>Visible Minorities</b>	<b>Persons with Disabilities</b>
<b>% of Training Days</b>	79.8%	0.6%	22.5%	3.9%
<b>% of Workforce</b>	61.1%	0.9%	22.0%	2.4%

The ability to advance through the ranks is also an important attribute in ensuring retention of skilled staff. Data Table 10 indicates that within the occupations included in this group, 60 promotions were made. The Report Table 3 shows that for most of the designated group, these promotions occurred close or equal to the representation within the workforce.

**Report Table 3 – Promotions by Workforce Representation**  
(Extract from Data Table 10)

	<b>Women</b>	<b>Aboriginal persons</b>	<b>Visible Minorities</b>	<b>Persons with Disabilities</b>
<b>% of Promotions</b>	58.3%	2%	27.5%	2%
<b>% of Workforce</b>	61.1%	0.9%	22.0%	2.4%

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*‘Visible minorities are better represented [...] accounting for 10.3% of the senior managers who completed the survey’.*

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Likewise, having a presence in Senior Management may provide a role model. Data Table 6 summarizes their breakdown by designated group. Across the grades of the senior management group, women are a slightly higher proportion than men (53.1% compared to 46.9%). In the highest grade, women and men are at par, but in the lower managerial levels, women out-number men 5 to 1 (10 women and 2 men). One person who completed the survey identified as Aboriginal, while 2 people with disabilities are employed as senior managers. Visible minorities are better represented than either of these two designated groups, accounting for 10.3% of the senior managers who completed the survey.

### **2.4.3 Exits of Non-Unionised Administrative Employees**

There were 38 exits made by full-time non-unionised administrative staff in 2002-2003 (Data Table 11A). Both women and visible minorities left at a rate lower than their representation in the workforce (e.g. women accounted for 60.5% of the exits, while representing 61.1% of the workforce). Both Aboriginal peoples and persons with disabilities left at a higher rate than their representation. While for persons with disabilities, this was wholly the result of early retirements (again reinforcing the congruence between disability and age); all of the exits by Aboriginal people were as the result of resignations. Strategies to retain Aboriginal staff members are discussed in Section 4.3.

## **2.5 Unionised Administrative Staff (CUPE, OPSEU and Skilled Trades)**

A full breakdown of the positions included here is provided in Data Table 8(A). It includes Professionals of Skill Level A, Administrative and Senior Clerical Skill Level B, sales and service staff, clerical workers and manual workers.

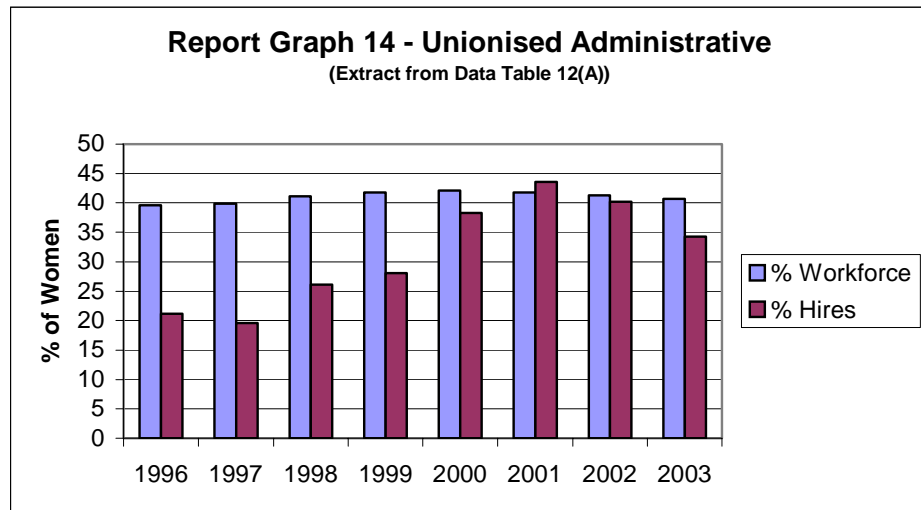
### **2.5.1 Recruitment of Unionised Administrative Staff**

67 new unionised administrative staff were hired in 2002-2003. 34.3% of these were women, 24.5%, visible minorities and 1.9% were persons with disabilities. No Aboriginal people were recruited in this category. Report Table 4 below compares the hiring rate to the current representation in the workforce.

	<b>Women</b>	<b>Aboriginal persons</b>	<b>Visible Minorities</b>	<b>Persons with Disabilities</b>
<b>% of Hires</b>	34.3	0	24.5	1.9
<b>% of Workforce</b>	40.7	2.4	20.7	4.8

*'Unlike the pattern of under-representation that generally exists with respect to both persons with disabilities and Aboriginal persons, these unionised administrative occupations show more inclusive employment patterns'*

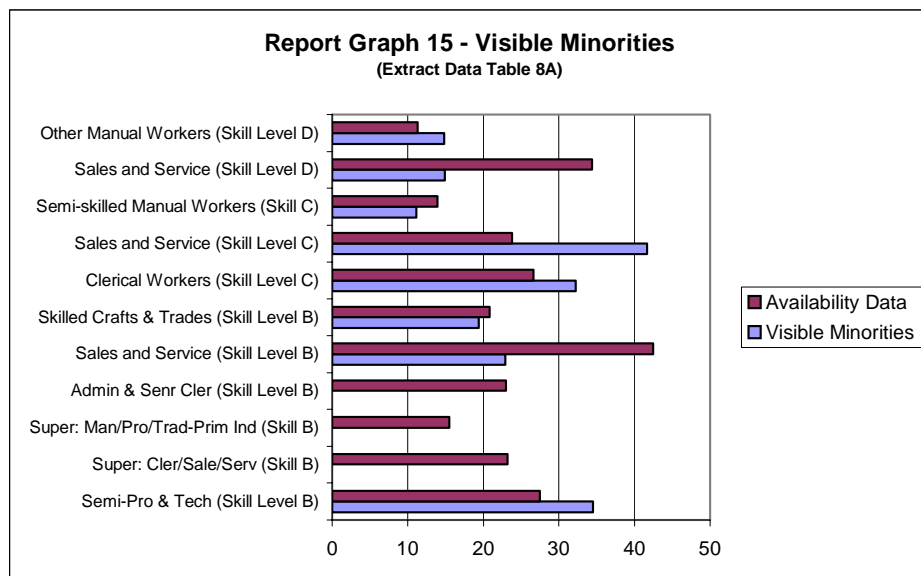
While visible minorities were hired at a rate higher than their current representation in the workforce, none of the other designated groups reflected their existing presence. This suggests a concern for the future, where the numbers for these designated groups will decline. The trend analysis included below indicates that while the percentage of women in the workforce has remained fairly steady (approximately 40%), with the exception of 2001, they have consistently been hired at a lower rate. As this workforce ages, it is not being replaced and it will mean that their presence in the workforce will decline.



### 2.5.2 Retention of Unionised Administrative Staff

Unlike the pattern of under-representation that generally exists with respect to both persons with disabilities and Aboriginal persons, these unionised administrative occupa-

*'...the development of special initiatives may provide career development and promotion for these individuals'*

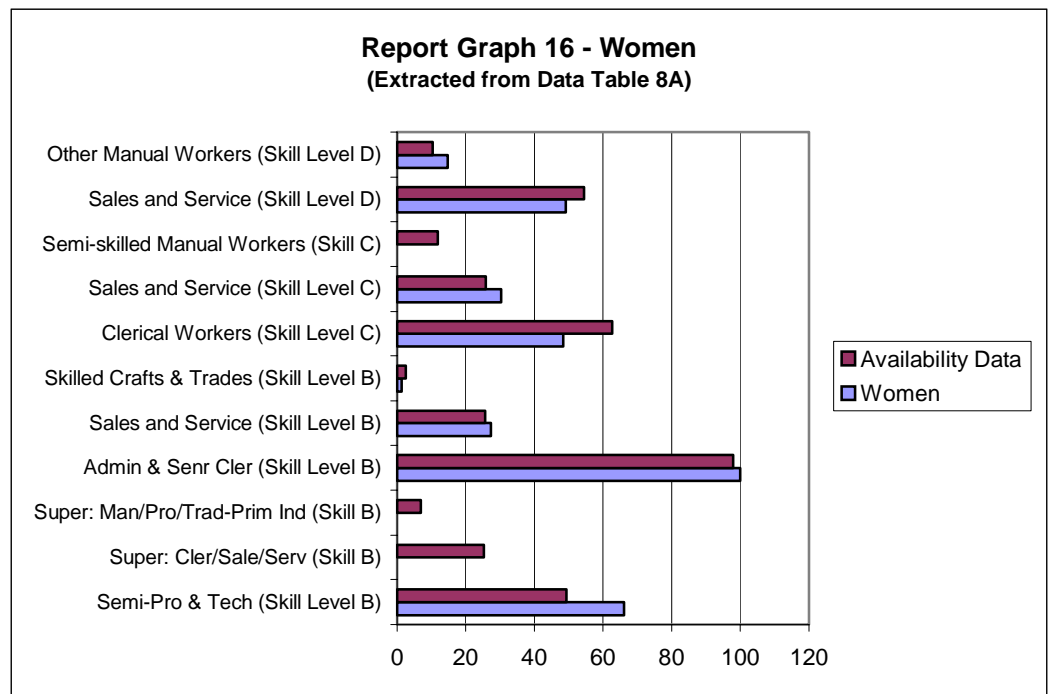




*‘One of the difficulties of building up the representation of women in areas where there is high availability, but low employment is reaching a critical mass of comfort’.*

tions show more inclusive employment patterns. For example, the representation of persons with disabilities is 4.8% and Aboriginal persons account for 2.4%. This is some of the highest at the University and the development of special initiatives may provide career development and promotion for these individuals.

Report Graph 15 above illustrates that the numbers of visible minorities within this occupation group and across the range of job categories remains inconsistent. In some categories the numbers mirror or exceed the availability data. For instance, 34.5% of those employed in semi-professional or technical occupations identify as visible minorities, slightly higher than the availability data of 27.5%, or clerical workers who account for 32.2% compared to the availability data of 26.6%



Women account for 40.7% of the occupational group, down slightly from last year (41.3%) but relatively consistent with a range that has covered 38-44%. Women continue to be under-represented in the area of skilled trades. For instance, in the traditionally male-dominated occupations such as skilled crafts and trades, women represent only 1.4% of the population. This small percentage roughly reflects the external availability data of 2.5%. Women are particularly concentrated in the Semi-Professional and Technical area – accounting for 66.2% of positions, much higher than the availability data of 49.4%. One of the difficulties of building up the representation of women in areas where there is high availability, but low employment (e.g. semi-skilled workers) is reaching a critical mass of comfort. In job categories that are significantly male dominated, it is not simply enough to hire one woman (although this may match the availability data). There need to be a significant number of women within a job category to change the atmosphere and make it a place women feel welcome.

*‘There need to be a significant number of women within a job category to change the atmosphere and make it a place women feel welcome’.*

Retention can often be affected by people’s perceptions of their ability to advance in their job. As indicated in Data Table 10, a total of 113 promotions were made across the unionised administrative staff. Women accounted for 44.2% of the promotions, slightly higher than their representation in the workforce. Likewise, while visible minorities represent 20.7% of the workforce, they received 21.9% of the promotions. People with disabilities were not promoted equal to their representation in the workforce, and no Aboriginal people received promotions. Initiatives to improve the promotion prospects of both people with disabilities and Aboriginal people are being developed.

**Report Table 5 – Promotions by Workforce Representation**  
(Extract from Data Table 10)

	Women	Aboriginal persons	Visible Minorities	Persons with Disabilities
<b>% of Promotions</b>	44.2	0	21.9	2.1
<b>% of Workforce</b>	40.7	2.4	20.7	4.8

### 2.5.3 Exits of Unionised Administrative Staff

Data Table 11(A) summarizes the exits by staff category of the designated groups. For unionised administrative staff we can see that there were 32 exits. Both Aboriginal persons and people with disabilities left at a disproportionate rate to their presence in the workforce, while visible minorities and women were slightly less.

**Report Table 6 – Exits by Workforce Representation**  
(Extract from Data Table 11(A))

	Women	Aboriginal persons	Visible Minorities	Persons with Disabilities
<b>% of Exits</b>	37.5	4.3	13.0	8.7
<b>% of Workforce</b>	40.7	2.4	20.7	4.8

The majority of the women and the visible minorities either resigned or took early retirements. All of the exits by persons with disabilities were early retirements, reflecting the findings of many of the other staff categories. The exit by Aboriginal persons was also through early retirement.

*‘Women accounted for 44.2% of the promotions, slightly higher than their representation in the workforce’.*

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*'An additional six Aboriginal people were hired, bringing the total to 35 and raising their representation within this category to 1.5%'*.

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## **2.6 USWA**

The USWA has a large presence on the University, representing 2800 employees. Of these 869 are men and 1931 are women. A breakdown of the range of occupations can be found in Data Tables 8.1(A), 8.1(B), 8.2(A), 8.2(B).

### **2.6.1 USWA Hires**

The USWA took on an additional 295 staff members this year. 66.4% of these were women, 3.9% were Aboriginal persons, 29.3% were visible minorities, while 1.7% were people with disabilities. As Report Table 7 below shows in the case of women and persons with disabilities, this is slightly less than their current representation in the workforce.

### **2.6.2 USWA Retention**

As Data Table 8.1(A) indicates gains that were noted in last year's report continue. An additional six Aboriginal people were hired, bringing the total to 35 and raising their representation within this category to 1.5%. Visible minorities account for 28.7% of the USWA union sector. In general the representation of visible minorities reflects or exceeds the external availability statistics (e.g. Middle Management accounts for 18.8% of the Union sections visible minorities, while the availability data suggests a pool of 10.4%). Two areas are of particular concern – both semi-skilled manual workers and other manual workers include no people who identify as visible minorities, yet the availability data suggests that there are a pool of 46.3% and 36.1% respectively.

Persons with disabilities account for 2.7% (n=63) of this occupational group. They can be found across the occupations, particularly in middle management, as professionals, semi-professionals, in supervisory roles, sales and services and as skilled craftspeople or clerical workers.

Women account for 100% of the unionised sales and services workers, 86.7% of the administrative and senior clerical positions and 83.9% of the clerical workers. This reflects the traditional division of labour, but one instance in particular differs dramatically from the availability data. While women account for 93.9% of the sales and service employees, within the general population, the figure is only 38.2%.

With such a large group of employees, it is not surprising to find in Data Table 9(A) that full-time USWA employees have taken a total of 2414 days of training. The majority of these were spent learning computer skills, administrative management systems and management development. Women undertook 85.1% of the training days; visible minorities participated in 33.1%, persons with disabilities 2.6% and Aboriginal persons 1.8%. As is clear in Report Table 7 below, this comes close to reflecting or exceeding their representation in the workforce.

*'Women received a high number of promotions...'*

**Report Table 7 – Hires by Workforce Representation**

(Extract from Data Table 12(A))

	Women	Aboriginal persons	Visible Minorities	Persons with Disabilities
<b>% of Hires</b>	66.4	3.9	29.3	1.7
<b>% of Workforce</b>	69	1.5	28.7	2.7

Women received a high number of promotions as indicated in Data Table 10. While representing 69% of the workforce, they received 78.6% of the promotions. There

**Report Table 8 – Training Days by Workforce Representation**

(Extract from Data Table 9(A))

	Women	Aboriginal persons	Visible Minorities	Persons with Disabilities
<b>% of Training Days</b>	85.1	1.8	33.1	2.6
<b>% of Workforce</b>	69	1.5	28.7	2.7

was also a promotion for an Aboriginal person, while 27.5% of visible minorities and 1.8% of persons with disabilities were also promoted. While these figures only represent 206 promotions within a workforce of 2800, it does suggest to employees the possibility for advancement and the importance of training.

### 2.6.3 USWA Exits

Data Table 11(A) indicates that members of the USWA accounted for 192 exits. The breakdown is as follows in Report Table 9: -

Women left at a higher rate than their representation in the workforce. Of concern here is that women represented 80.5% of the resignations (or 96 out of 118). This is a significantly higher proportion than any of the other designated groups and within any of the other staff categories. This becomes clearer when compared to the number of women resigning across all staff and faculty categories. In 2003 all women's exits were proportional to their representation within each staff category (e.g. within Tenure Stream Faculty they account for 28.75% of the workforce and were 26.4% of the exits). At the same time, while resignations represented 25% of the total exits for all staff and Faculty, women's resignations represented well over half of these (68%). Of the total exits women's resignations accounted for 16.8%. This is significantly lower than the figure for 1998 where resignations for women accounted for 35.7% of all exits, yet women's resignations remain much higher within the USWA category. This may require further investigation.

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*'There is a tendency for women to be in traditionally female dominated categories such as administration or clerical positions'.*

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*'Within middle management we find a much better concentration across all the designated groups, [...] training may provide advancement*

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**Report Table 9 – Exits by Workforce Representation**  
(Extract from Data Table 11A)

	Women	Aboriginal persons	Visible Minorities	Persons with Disabilities
<b>% of Exits</b>	73.4	1.3	23.1	3.8
<b>% of Workforce</b>	69	1.5	28.7	2.7

#### **2.6.4 Conclusions about Employment Equity and Administrative Staff**

Summarized here are the findings on non-union administrative occupations, unionised administrative occupations and the USWA.

Within the non-union sector we find women, Aboriginal persons and visible minorities well represented. At the same time, their place within the staff categories may require consideration. There is a tendency for women to be in traditionally female dominated categories such as administration or clerical positions. There are a number of women within senior management, although this is lower than external data, and there are no Aboriginal persons or persons with disabilities represented in this category. Within middle management we find a much better concentration across all the designated groups, and as suggested, training may provide advancement. In regards to training, most people undertook it equivalent to their representation within the workforce, with the exception of Aboriginal people. In order to ensure more representation within higher levels of management, some encouragement to undertake training may be necessary. Women also represent a high proportion of the part-time employees and this may indicate the success of Quality of Work-life initiatives allowing women to combine work and family care responsibilities. Finally, the exit data suggests that non-unionised administrative positions are comfortable for women and visible minorities who exit at a rate lower than their current representation. Exits by Aboriginal people were as a result of resignations or early retirement.

Among unionised administrative staff while women had a significant presence in the workforce, they were being hired at a lower rate than their current representation. This has been occurring for several years and may indicate an aging population that is not replacing itself. Again women are concentrated in administrative and clerical positions with little representation in the skilled trades, but at the same time, they receive a good percentage of the promotions and their lower number of exits may indicate some satisfaction within the employment equity initiatives undertaken.

Visible minorities were hired at a higher rate than their current representation, although inconsistencies remain across the job categories. Visible minorities received a number of promotions and coupled with their lower exit numbers (in comparison to their workforce presence), again indicate a workplace that has improved as a result of equity initiatives.

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*'Aboriginal people and people with disabilities are better represented across this group.'*

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Aboriginal people and people with disabilities are better represented across this group. Both suffer from few (people with disabilities) or no (Aboriginal people) promotions, and people with disabilities are taking early retirement at a higher proportion than their representation in the workforce.

Women are well-represented in the USWA category of employees, although as noted before, there are concentrations in traditional areas of women's employment. Women undertook a large proportion of training and were also awarded a number of promotions. One note of concern is that there continues to be many resignations by women – many more than are found across other staff groups or job categories. There are a large number of visible minorities in this staff grouping, particularly in comparison to the external availability statistics. Both Aboriginal people and people with disabilities are well distributed across the staff categories included here and provide a good comparison to the availability data.

As a result of these summaries, a few points can be stressed. First, although there are a high proportion of both women and visible minorities, there do seem to be areas that are not yet open to them. Second, there appears to be a relationship between training and promotion, for in the instances where designated groups have taken a high proportion of training, this appears to result in promotions. This link should perhaps be investigated further in order to encourage those who are not currently undertaking a proportionate amount of the training to do so.

### **3.0 SUMMARY OF RECENT EMPLOYMENT EQUITY INITIATIVES**

During the year 2002-2003 a number of employment equity initiatives have been undertaken under the auspices of the Office of the President, Office of the Vice - President .Human Resources and Equity, and the Office of the Vice-President and Provost.

In addition, the Equity Issues Advisory Group, comprised of equity officers such as the Status of Women Officer, the Quality of Work Life Advisor, the Manager of Health and Well-being Programs and Services, the Director of Faculty Renewal, the Race Relations Officer and the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Advisor evaluate and consider the implications of external and internal equity and diversity policies and procedures for the University.

#### **3.1 Office of the President**

Two of the equity officers – Race Relations and Status of Women – are within the Office of the President. The Race Relations officer is involved in investigating, mediating and resolving conflicts and disputes that have a racial or ethno-cultural content. He assists in the promotion of anti-racist policies and advises on equity issues through his role on the Equity Issues Advisory Group. In addition, the Race Relations Officer coordinates the Ethnocultural Academic Initiatives Fund, established

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*'...there appears to be a relationship between training and promotion, for in the instances where designated groups have taken a high proportion of training, this appears to result in promotions'.*

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*'Equity initiatives are undertaken with three purposes: to raise the visibility of women's issues in general, to enhance the experience of women at the University, and to provide education'.*

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*'...equity initiatives are offered both as part of the general service to staff members, as well as meeting specific needs'.*

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*'Training is offered to staff members that focus directly on equity and diversity'.*

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in 1992. This fund provides support to enhance the geographical and cultural diversity of the curriculum through bringing visiting scholars to the University. This past year the divisions of Arts and Science and OISE/UT benefited from the appointment of two scholars each.

The Status of Women Office, established in 1984, addresses 'inequities experienced by women at the University of Toronto' and promotes 'policy development in areas of particular relevance to women' (Guberman, 2003: 1). Equity initiatives are undertaken with three purposes: to raise the visibility of women's issues in general, to enhance the experience of women at the University, and to provide education. Working with other equity focused offices, the equity initiatives have included a mentoring program between students and a woman faculty member, co-sponsorship of a workshop for women graduate students considering a career in academia, indepth discussions with women faculty at all stages in their career; hosting of discussions on workload, career advancement and respect; and involvement with Take our Daughters and Sons to Work Day, and the Ontarians with Disabilities Act Accessibility Plan.

### **3.2 Office of the Vice-President, Human Resources and Equity**

The mission of the Office of the Vice President Human Resources and Equity is to foster 'a healthy, fair, equitable work environment that will attract excellent employees and enable them to develop to their full potential' (<http://www.utoronto.ca/hrhome/mission.htm>). Under this rubric employment equity initiatives are offered as part of the general service to staff members, as well as meeting specific needs. For instance, the University's Employee Assistance Program is free to eligible employees and their families and offers confidential counselling.

Training is offered to staff members that focus directly on equity and diversity. For instance, Diversity Demonstration Projects, begun in 2002 across all three campuses, focus on identifying the specific skills that staff need to successfully meet the needs of a growing and diverse student body. In addition, training such as that on Harassment and Violence in the Workplace (part of the Professional Effectiveness Program) focuses specifically on equity and diversity.

A mentorship program exists for Professional and Managerial Staff that aims to provide these staff members with an opportunity to advance their careers in the University through the mentoring of an experienced senior administrative staff member.

The Office of the Vice-President, Human Resources and Equity, also undertakes specific equity initiatives to meet the needs of staff and faculty. Initiatives conducted this year included an extensive contribution to 'Stepping UP' the Academic Framework for 2004-2010 prepared by the former Provost, in particular to *Companion Paper 6: Fostering Diversity Through Excellence and Equity*. As well, an exciting and innovative conference entitled 'Excellence through Equity' was held in March 2003. This very successful event was attended by over 400 people from a range of Canadian and international institutions, and included a high number of graduate students.

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*'The University is also progressive in having an LGBTQ'.*

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A survey entitled 'Caring for Family and Friends' was undertaken to examine issues of dependent care. Results of the survey have led to renewed marketing of Work-Life programs to staff through services like the Family Care Office, and the possible development of a policy on Work-Life. The Childcare Policy was reviewed and revised in June 2003. This involved the amalgamation of three childcare centres at the St. George campus to form the Early Learning Centre.

Individual equity officers are also involved in the delivery of specific equity initiatives to staff and faculty. For instance, the manager of the Health and Well-Being Programs and Services was a member of the University of Toronto Accessibility Planning Committee where she made an important contribution to the future plans to overcome barriers to accessibility for persons with disabilities. In addition, she was actively involved in the planning and organisation of the 'Excellence through Equity' conference.

In 2001 the Ontarians with Disabilities Act (ODA) was passed. Its purpose was to 'improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers that preclude their full participation in society' (University of Toronto Accessibility Planning Committee, 2003). The Act requires public institutions to develop accessibility plans to address the removal of current barriers and prevent new barriers to the full employment of persons with disabilities. An Accessibility Planning Committee was formed, comprised of nine working committees that examined the barriers identified by the ODA. The working sub-committees reported on the University's progress to date, identified specific barriers to be addressed in 2003-2004 and proposed initiatives to remove and prevent further barriers in the following year. Full details of this report can be found at <http://www.utoronto.ca/hrhome/oda>.

The University is also progressive in having a Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Officer who reports 50% to the Vice-President, Human Resources and Equity. Although not recognised as a designated group by the Federal Contractor's Program, the University's commitment to equity and diversity is reflected in the equity initiatives undertaken by this Officer. These include informal support and referral, information and consultation, education and outreach, leadership development, and the development of specific programs to 'enrich members of the University community' (Tait, 2003: 5). Offering services such as seminars to meet professional development needs of staff in terms of LGBTQ issues, Faculty orientation and training sessions, and the expansion of proactive recruitment strategies, indicate the commitment of the University to equity and diversity beyond the four categories considered here.

### **3.3 The Office of the Vice-President and Provost**

The Office of the Vice-President and Provost is involved with initiatives to ensure and enrich equity and diversity across many levels (full details are available either through 'Equity, Diversity and Inclusion at the University of Toronto' discussion paper or in 'Stepping UP: A Framework for Academic Planning at the University of Toronto: 2004-



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*'Outreach training is provided to decanal and provostial representatives on search committees...'*

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2010' and its companion papers. All are available from the Provost's Office and through their website).

The Director of Faculty Renewal has been in place for a year. Incorporating some of the duties of the Provost's Advisor on Proactive Faculty Recruitment, one of her responsibilities is to raise awareness with senior academic administrators, deans and chairs of the significance of issues of equity, diversity and inclusion to the recruitment of excellent faculty. Outreach training is provided to decanal and provostial representatives on search committees, while academic administrators, search committee members and designated administrative staff receive training on faculty recruitment. Each Chair receives a copy of *Diversifying the Faculty: A Guidebook for Search Committees*. Published by the Association of American Colleges and Universities, its purpose is to help universities overcome their own 'legacies of exclusion' so that they can 'tap the rich diversity' of people 'as an educational and civic resource' (Turner 2002: v). It offers advice and information throughout the whole process, from before the search begins to understanding the rationale for a diverse faculty, through to supporting new hires.

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*'Equity initiatives do not end upon the hiring of staff or faculty'*

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Equity initiatives do not end upon the hiring of staff or faculty. In addition to the measures described above, academic employment opportunities are made available for the partners of new faculty members and assistance is provided in searching for employment outside of the University. The Family Care Office offers confidential information and discussions on the provision of community services for those from specific cultural and faith groups, the lesbian and gay communities and those with disabilities. Finally, employee benefits are specifically designed to promote equity. University of Toronto has been a leader in ensuring benefits to the same sex partners of employees.

*'University of Toronto has been a leader in ensuring benefits to the same sex partners of employees'*

#### 4.0 PROGRESS ON RECOMMENDATIONS FOR 2002-2003

The table below lists the recommendations made in the Employment Equity Report for 2001-2002. The second column indicates the pertinent sections of this report that specifically address these recommendations.

Recommendation	Status
<b>Focus on Persons with Disabilities</b>	
Draft of response to Ontarians with Disabilities Act	Completed. See section 3.2, paragraph 7
Educational outreach	Ongoing. See section 5.3, paragraph 3.
<b>Focus on Aboriginal Persons</b>	
Develop stronger relationship with First Nation House.	Ongoing. See section 5.3, paragraphs 2 & 4
Meetings between Vice-President (HR & Equity) and Elders in Residence.	Ongoing. See section 5.3, paragraph 3.
Information and training sessions with HR staff.	Ongoing. See section 5.3, paragraph 2.
<b>Focus on Visible Minorities and Women</b>	
Development of proactive recruitment strategies.	Ongoing. See section 3.3, paragraph 2.
<b>Focus on Outreach and Community Building</b>	
Outreach to diverse community members.	Ongoing. See section 3.1, para 1; section 3.3, para 3; section 5.3, para 3; section 5.3, para 3; section 5.5, para 3 & 4.

#### 5.0 RECOMMENDATIONS FOR 2003-2004

The recommendations discussed here arise from two sources. First, from the quantitative and qualitative analysis undertaken within this report. Secondly, 'Stepping UP: A Framework for Academic Planning at the University of Toronto: 2004-2010' (Stepping UP, 2003a) places equity and diversity at the centre of its plans for faculty support and renewal (Stepping UP 2003b) and in fostering diversity through excellence and equity (Stepping UP 2003c). Within this, goals are outlined that specifically focus on equity and diversity including the fostering and support of 'research and teaching that falls outside our usual academic structures and practices when it offers promise of important discovery' (Stepping UP, 2003a, p. 12); and, the recruitment and retention of students, staff and faculty members that 'is diverse in its cultural, ethnic and socio-economic backgrounds' (p. 12).

## 5.1 General Recommendations

Several general recommendations arise from a consideration of the employment equity data that has been collected in 2003. These are listed below and then detailed within their relevant sections: -

- Employment equity initiatives often get lost when they are simply generalized and not specified. A focus on specific programs that will succeed will ensure a gradual growth of equity across the University.
- Throughout the Academic Framework 2004-2010 and its accompanying papers there is a focus on using employment equity as a means to ensure that the University of Toronto hires Faculty and staff of 'excellent' quality. A focus on equity may also require a re-definition of 'excellence' to more broadly recognise non-traditional routes and experience, as well as varying performance indicators.
- A commitment to an increasing transparency in hiring and promotion will remove any opportunity for feelings of unfairness or mistreatment.
- The inclusion of exit interviews, particularly with those in the four designated groups, may provide important information on the work and initiatives to establish and maintain employment equity across the University of Toronto.
- A reconsideration of the means of data collection on employment equity that will capture the changing nature of the University of Toronto workforce.

## 5.2 Focus on Disability Issues

As was indicated in the data, the number of persons who self-identify as disabled is declining within the University population. As stated earlier, this reflects the congruence of age and disability, but also results in a much smaller proportion of the University population who are persons with disabilities. In some areas, the external availability data indicates a much higher percentage of qualified people than the University is currently hiring (in some cases as high as 6.5% in some Supervisory categories). Therefore proactive work on disability issues is a necessary focus. The ODA Accessibility Plan for the University offers some clear direction that this recommendation can take for staff and faculty: -

1. Attitudes held by those within the workplace can often be a significant barrier for people with disabilities. An important initiative identified in the Accessibility Plan is to develop awareness training, education and outreach.
2. Policy can also act as a barrier and a systematic review of policy may be necessary.
3. Inaccessible information and difficulties in communication may require a more consistent application of standards, education and outreach.
4. Physical and other barriers frequently impact on the accessibility of the workplace. A commitment to inclusion will require careful consideration of all aspects of physical accessibility.
5. Information technology often offers a means to provide accessibility in the workplace and establishing purchasing guidelines and ensuring workstation accessibility and standards are important goals.

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*'A focus on specific programs that will succeed will ensure a gradual growth of equity across the University'.*

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*'A focus on equity may also require a re-definition of 'excellence' to more broadly recognise non-traditional routes and experience, as well as varying performance indicators'*

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6. Accessibility for people with disabilities also impacts on teaching style and delivery and some consideration of alternative methods of instruction will be important.

These initiatives, specific to staff and faculty, contain within them a tremendous amount of work, and a significant commitment to ensuring that the University workplace becomes and remains barrier free. Nonetheless, it is important that equity initiatives remain focused on the inclusion of people with disabilities in order for the University community to more widely reflect the community in which it is situated.

The close examination of the data provided in this report, suggests an initiative outside of the commitment to accessibility made above. The apparent declining number of people with disabilities within the University workforce masks those individuals who have become disabled since their employment at the University or their initial completion of the Employment Equity survey. The manager of Health and Well-Being Programs and Services reports that the majority of staff that she sees about accommodating a disability, have become disabled during their employment at the University<sup>1</sup>. Therefore, they do not bring these disabilities (both visible and invisible) with them into the job, but develop them at some point during their employment. In line with recommendations made by the Accessibility Planning Committee, it would be useful to re-survey all members of the University community to accurately reflect those individuals who have developed or acquired disabilities since their initial employment at the University.

### **5.3 Focus on Aboriginal Persons**

The Director of First Nations House recognises that there has been movement towards equity and diversity for Aboriginal persons within the University, but that particularly within the faculty and senior management there remains work to be done. In addition, there is recognition that the University is committed to change and the encouragement of Aboriginal students, staff and faculty.

Recruitment and retention of Aboriginal persons needs to become a focus for the University. Although in many areas the number of Aboriginal persons employed is close to the availability data, as a group, Aboriginal persons have not benefited from some of the recent diversity and employment equity initiatives undertaken. Steps have been made to develop a stronger relationship with First Nations House, including the discussion of sensitivity training for hiring committees that would recognise some of the different experiences and routes Aboriginal persons may take in their career. This may require a movement away from a more traditional understanding of 'excellence' to a broadening of the concept to recognise non-conventional experience. An important initiative therefore will be ongoing outreach to various Aboriginal agencies, training and job centres, as well as site-specific schools to encourage Aboriginal persons to apply as

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<sup>1</sup> But not necessarily as a result of their employment

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*'A commitment to an increasing transparency in hiring and promotion...'*

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*'A reconsideration of the means of data collection on employment equity that will capture the changing nature of the [...] workforce'.*

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students and for staff and Faculty positions at the University of Toronto.

The Vice-President Human Resources and Equity continues to have meetings with the Director of First Nations House, the Elders in Residence and other community agencies, community members and leaders at Six Nations' Reserves. Working with them, the Vice President takes direction from the Elders and leaders in the community regarding equity. She is committed to working in a respectful manner with these community leaders and of committing time to the developmental phase in order to ensure successful initiatives.

Human Resources is actively working with First Nations House and community groups to create an appropriate mentoring programme for Aboriginal staff members. A mentoring program is being designed which includes one person from First Nations House working alongside a mentor from within the management structure. This initiative is at an early stage and its impact is yet to be determined.

The role and perspective of First Nations House is crucial to the success and development of new initiatives. This developing relationship will allow for equity initiatives to emerge across recruitment of both students, staff and faculty; the retention of staff and faculty, as well as excellent students that have benefited from the University's educational system; and in the development of programmes that will bring to the University Aboriginal students, staff and faculty.

#### **5.4 Focus on Maintaining Momentum on Representation of Visible Minorities and Women**

The data considered in this report clearly indicates that there are increasing numbers of women and visible minorities within the University, and suggests that a more equitable environment is being established. Employment equity initiatives that have been undertaken in the past have proven successful with these two designated groups. The momentum in their recruitment and retention must be maintained, as the changing demographics of Canada will continue to place pressure to improve the representation of women and visible minorities.

Across all staff categories, there is some evidence of the clustering of women or visible minorities in particular staff categories (for instance, within faculties women are more highly represented in the Humanities than in the Sciences, while visible minorities are well represented in the Sciences but under-represented in the Humanities). Proactive recruitment strategies designed by the relevant Faculties and the Provost's Office may be useful in identifying practices that would result in more equitable employment patterns.

Equity and diversity are not simply part of our hiring practice, but should become an integral part of our practice at all levels in the University. Current work that is being done to diversify research, curriculum and pedagogical methods includes the seminar undertaken by the Black Faculty Group entitled 'Diversifying the Curriculum', and sessions offered by members of the English Faculty on 'Teaching Cultural Diversity',

as well as a symposium on disability scholarship entitled 'Claiming Disability' that was held in November 2003. Dr. Simi Linton offered a keynote address and led a workshop examining the way forward for disability scholarship at the University of Toronto. Initiatives such as these should be supported and encouraged.

In terms of staff, there is clear evidence of good representation of both women and visible minorities within middle management. Through appropriate training, retention, mentoring and promotion, the University has the potential to significantly diversify its senior management. In response to this two committees (one for USWA and one for the professional/managerial group) have been struck to create serious targets for career development and succession planning. As well a new performance appraisal system for those in the professional or managerial group has been designed which includes assessment on their efforts to foster diversity, career development and succession.

In the future, it may be useful, particularly in considering the representation of women and visible minorities (but also clearly people with disabilities and Aboriginal persons) to collapse the data across the staff groups. Separating out the figures for USWA, unionised staff and non-unionised staff, gives a false distinction between these categories of staff, many of which are working closely together. Combined information may provide a more accurate assessment of the success of equity initiatives across these categories.

This year represents 120 years since women have been admitted to the University as students and 20 years since the founding of the Status of Women Office. This may offer an occasion to raise the profile of women faculty and staff, highlighting their achievements over the years. As well, 2003 marked the 10<sup>th</sup> anniversary of the establishment of the Race Relations Office and this too may provide the opportunity to underline the successes of visible minorities on the University campus. At the same time, because many of the issues raised for women and visible minorities overlap, initiatives should be formed in consultation with other equity officers, working in partnership, to implement the strategies and objectives which will most usefully address gender and visible minority equity.

## **5.5 Focus on Networking and Community Building**

Networking and community building are an important focus both internally and externally in creating a diverse community that is welcoming to those from diverse minority groups.

As is noted in the Annual Report for 2002-2003 for the Status of Women Office, it is a priority 'to assist in developing the understanding across the University that equity for women cannot be addressed effectively in isolation from other equity issues. The issues of gender equity intersect with all other equity issues inextricably' (Guberman, 2003: 1). The formation of the Equity Issues Advisory Group was important facilitating work conducted in relation to the myriad intersections that occur in ensuring equity and diversity within a community as large as the University's.

Community building can also occur internally and the increasing inclusion of issues of sexuality and sexual orientation are another means to build equity and diversity at the University. The inclusive wording that is part of every job advertisement provides a significant step towards this, however this may also mean a commitment to the inclusion of sexual orientation within the University's Employment Equity Policy. This goes beyond the four areas designated by the Federal Contractor's Program but would be in line with the forward thinking policies that the University has already established.

Externally, the University should build on its community relationships to develop and strengthen them. Close and committed relationships with community leaders, educators, trainers and institutions allow the University to develop targeted recruiting methods, and draw on other examples of best practice. The University should be encouraged to continue forming relationships with agencies dealing with those who have recently arrived in the country, either as new immigrants or refugees, developing mentorship programs, job shadowing or work-study placements. An important milestone was reached in this regard through initiatives arising from the Toronto City Summit Alliance. The Vice-President, Human Resources and Equity, and the Manager of Staff Development were both asked to be involved with the Toronto Regional Immigrant Employment Council, with the Manager of Staff Development also a member of the Mentoring Working Group.

Relationships continue to be developed with disability rights and sexual minority advocacy groups, drawing on their expertise and knowledge of best practice. Outreach such as this by the University will only strengthen their ability to recruit and retain excellent staff, diversifying both the workplace, and our understanding and knowledge.

'Where equity is a matter of social and legal justice, diversity is an economic good for the nation and an intellectual good for the university. In a knowledge economy no nation can afford not to educate all its citizens to their fullest potential: that is the economic and national good to be derived from both equity and diversity in higher education. In universities, when we engage with the knowledge and epistemological standpoints of people of different backgrounds and experiences, we create greater intellectual diversity and enrich our understanding along the way' (Stepping UP 2003: 30).

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*Appendix A*



## **Appendix A: List of Tables and Graphs**

Report Graph 1 – Equity Surveys (extracted from Data Table 1A)  
Report Graph 2 – Surveys Trend Analysis (extracted from Data Table 1A)

### **Faculty**

Report Graph 3 – Women Hired from PhD Group (extracted from Data Table 13)  
Report Graph 4 – Trend Analysis Number of Women Applicants/Interviewed/Hired (extracted from Data Table 13)  
Report Graph 5 – Hiring Statistics by SGS Division – Women (Provost Data)  
Report Graph 6 – Hiring Statistics by SGS Division – Visible Minorities (Provost Data)  
Report Graph 7 – Hiring Statistics by SGS Division – Acceptance/Decline – Visible Minorities (Provost Data)  
Report Graph 8 – Trend Analysis Tenure Stream Faculty (extracted from Data Table 2A)  
Report Graph 9 – Trend Analysis of Women Faculty by SGS (Extracted from Data Table 2.1(A))  
Report Graph 10 – Trend Analysis of Visible Minority Faculty by SGS (Extracted from Data Table 2.1(A))  
Report Graph 11 – Academic Promotions (Extracted from Data Table 10).  
Report Graph 12 – Trend Analysis of Women in Leadership (Extracted from Data Table 3).  
Report Graph 13 – Exit Data Tenure Stream Faculty (Extract Data Table 11(A)).  
  
Report Table 1 – Full-time Faculty and External Availability Data (Extracted from Data Table 2(A))

### **Non-Union Administrative Occupations**

Report Table 2 – Training Days by Workforce Representation (Extract from Data Table 9(A)).  
Report Table 3 – Promotions by Workforce Representation (Extract from Data Table 10).

#### **5.5.1 Unionised Administrative Staff**

Report Graph 14 – Unionised Administrative (Extract from Data Table 12(A))  
Report Graph 15 – Visible Minorities (Extract from Data Table 8A).  
Report Graph 16 – Women (Extract from Data Table 8A).  
  
Report Table 4 – Hires by Workforce Representation (Extract from Data Table 12(A)).  
Report Table 5 – Promotions by Workforce Representation (Extract from Data Table 10).  
Report Table 6 – Exits by Workforce Representation (Extract from Data Table 11(A)).

### **5.5.2 USWA**

Report Table 7 – Hires by Workforce Representation (Extract from Table 12(A)).

Report Table 8 – Training Days by Workforce Representation (Extract from Data Table 9(A)).

Report Table 9 – Exits by Workforce Representation (Extract from Data Table 11A)

### **5.5.3 Data Tables**

Data Table 1(A) Employment Equity Workforce Survey: Return Rates and Completion Rates for Full-Time Employees

Data Table 1(B) Employment Equity Workforce Survey: Return Rates and Completion Rates for Part-time Employees

Data Table 2(A) Faculty (Full-Time) by Designated Group within Type of Appointment and Rank and External Availability Data

Data Table 2(B) Faculty (Part-Time) by Designated Group within Type of Appointment and Rank and External Availability Data

Data Table 2.1(A) Faculty (Full-Time) by Designated Group within Type of Appointment and SGS Division

Data Table 2.2(A) Assistant Professors (Full-Time) by Designated Group within Type of Appointment and SGS Division

Data Table 3 Officers and Academic Administrators (Full-Time and part-Time) by Designated Group and External Availability Data

Data Table 4 Professional Librarians by Designated Group and External Availability Data

Data Table 5 Research Associates by Designated Group and External Availability Data

Data Table 5ESL ESL by Designated Group and External Availability Data

Data Table 6 Senior Managers (Full-Time and Part-Time) by Designated Group

Data Table 7.1(A) Administrative Staff: (Full-Time) Non-Unionised by Designated Group and External Availability Data

Data Table 7.1(B) Administrative Staff (Part-Time): Non Unionised by Designated Group and External Availability Data

Data Table 7.2(A) Administrative Staff (Full-Time) on Term Appointments: Non-Unionised by Source of Funding by Designated Group and External Availability Data

Data Table 8(A) Administrative Staff: Unionised (Full-Time) by Designated Group and External Availability Data

Data Table 8(B) Administrative Staff: Unionised (Part-Time) by Designated Group and External Availability Data

Data Table 8.1(A) USWA (Full-Time) by Designated Group and External Availability Data

Data Table 8.1(B) USWA (Part-Time) by Designated Group and External Availability Data

Data Table 8.2(A) USWA (Full-Time) on Term Appointments: by Source of Funding by Designated Group and External Availability Data

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- Data Table 8.2(B) USWA (Part-Time) on Term Appointments: By Source of Funding by Designated Group and External Availability Data
  - Data Table 9(A) Training (Major Training Topic) for Administrative Staff: Non-Union and Union (Full-Time) by Staff Category and Designated Group
  - Data Table 9(B) Training (Major Training Topic) for Administrative Staff: Non-Union and Union (Part-Time) by Staff Category and Designated Group
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  - Data Table 10.1 Representation of Average years for Promotion to Full Professor
  - Data Table 11(A) Exit Data (Reason for Leaving) by Staff Category (Full-Time) by Designated Group
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  - Data Table 12(A) New Hires by Staff Category (Full-Time) by Designated Group
  - Data Table 12(B) New Hires by Staff Category (Part-Time) by Designated Group
  - Data Table 13 Female/Male Tenure stream Applicants, Interviewees and New Hires from October 1, 2002 – September 30, 2003 by Departmental Groups



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*Tables*

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**Table 1(A)**  
**EMPLOYMENT EQUITY WORKFORCE SURVEY: RETURN RATES**  
**AND COMPLETION RATES FOR FULL-TIME EMPLOYEES**

**September 30, 2003 Data**

EMPLOYEE GROUPS IN THE WORKPLACE	ALL EMPLOYEES		SURVEY RESPONDENTS			
	# in EMPLOYEE GROUP <sup>1</sup>	% OF WORKFORCE REPRESENTED	# RETURNED	% OF SURVEYS RETURNED	# COMPLETED	% COMPLETED
FACULTY <sup>2</sup>	2311	30.90%	1807	78.19%	1680	72.70%
CLINICAL FACULTY <sup>3</sup>	377	5.04%	249	66.05%	240	63.66%
LIBRARIANS	134	1.79%	121	90.30%	109	81.34%
RESEARCH ASSOCIATES	188	2.51%	149	79.26%	146	77.66%
SENIOR MANAGEMENT GROUP	124	1.66%	115	92.74%	113	91.13%
NON-UNIONIZED ADMINISTRATIVE STAFF	615	8.22%	558	90.73%	540	87.80%
USWA	2800	37.44%	2374	84.79%	2291	81.82%
LIBRARY WORKERS (CUPE 1230)	182	2.43%	158	86.81%	106	58.24%
SERVICE WORKERS (CUPE 3261)	533	7.13%	445	83.49%	420	78.80%
OPERATING ENGINEERS (U. OF T. WORKERS, Local 2001)	75	1.00%	66	88.00%	57	76.00%
POLICE (OPSEU, Local 519)	42	0.56%	36	85.71%	34	80.95%
TRADES & SERVICES <sup>4</sup>	59	0.79%	51	86.44%	48	81.36%
RESEARCH ASSOCIATES & OFFICERS (OPSEU, L. 578)	11	0.15%	2	18.18%	2	18.18%
ESL	27	0.36%	27	100.00%	27	100.00%
<b>TOTALS:</b>	<b>7478</b>	<b>100.00%</b>	<b>6158</b>	<b>82.35%</b>	<b>5813</b>	<b>77.73%</b>

<sup>1</sup>Total Population is based on the number of employees as of September 30, 2003.

<sup>2</sup>Faculty are defined as all faculty (tenure-stream and non-tenure stream) except for clinical faculty.

<sup>3</sup>"Clinical Faculty" are defined as non-tenure stream academic staff in the Faculty of Medicine who are health professionals actively involved in the provision of health care in the course of discharging their academic responsibilities; they are not in the tenure stream.

<sup>4</sup>Includes Electricians (IEBW, Local 353), Plumbers (UA 46), Sheet Metal Workers (SMMWA, Local 30), Carpenters (CAW, Local 27), Machinists/Locksmiths (IAMAW, Local 235), and Painters (District Council 46, Local 557).

**Table 1(B)**  
**EMPLOYMENT EQUITY WORKFORCE SURVEY: RETURN RATES**  
**AND COMPLETION RATES FOR PART-TIME EMPLOYEES**  
 (Excludes casual employees and appointed staff with less than 25% F.T.E.)

September 30, 2003 Data

EMPLOYEE GROUPS IN THE WORKPLACE	ALL EMPLOYEES		SURVEY RESPONDENTS			
	# in EMPLOYEE GROUP <sup>1</sup>	% OF WORKFORCE REPRESENTED	# RETURNED	% OF SURVEYS RETURNED	# COMPLETED	% COMPLETED
FACULTY <sup>2</sup>	271	35.56%	171	63.10%	167	61.62%
CLINICAL FACULTY <sup>3</sup>	102	13.39%	53	51.96%	53	51.96%
LIBRARIANS	14	1.84%	13	92.86%	13	92.86%
RESEARCH ASSOCIATES	21	2.76%	19	90.48%	19	90.48%
SENIOR MANAGEMENT GROUP	4	0.52%	3	75.00%	3	75.00%
NON-UNIONIZED ADMINISTRATIVE STAFF	35	4.59%	32	91.43%	30	85.71%
USWA	265	34.78%	210	79.25%	206	77.74%
LIBRARY WORKERS (CUPE 1230)	23	3.02%	22	95.65%	22	95.65%
SERVICE WORKERS (CUPE 3261)	12	1.57%	9	75.00%	9	75.00%
RESEARCH ASSOCIATES & OFFICERS (OPSEU, L. 578)	10	1.31%	2	20.00%	2	20.00%
ESL	5	0.66%	5	100.00%	5	100.00%
<b>TOTALS:</b>	<b>762</b>	<b>100.00%</b>	<b>539</b>	<b>70.73%</b>	<b>529</b>	<b>69.42%</b>

<sup>1</sup>Total Population is based on the number of employees as of September 30, 2003.

<sup>2</sup>Faculty are defined as all appointed faculty (tenure-stream and non-tenure stream) except for clinical faculty.

<sup>3</sup>"Clinical Faculty" are defined as non-tenure stream academic staff in the Faculty of Medicine who are health professionals actively involved in the provision of health care in the course of discharging their academic responsibilities; they are not in the tenure stream.

**Table 2(A)  
FACULTY (FULL-TIME) BY DESIGNATED GROUP WITHIN TYPE OF  
APPOINTMENT<sup>1</sup> AND RANK AND EXTERNAL AVAILABILITY DATA**

September 30, 2003 Data

		UNIVERSITY OF TORONTO WORKFORCE																	
		All Employees						Survey Respondents											
TYPE OF APPOINTMENT	RANK	Total#		%		#		Response of "Yes"		Visible Minorities		Response of "Yes"		Persons With Disabilities					
		Men	Women	Men	Women	Men	Women	Total	% <sup>3</sup>	Men	Women	Total	% <sup>3</sup>	Men	Women				
Professoriate: Tenure/Tenure Stream:	Professors	842	694	82.4	148	17.6	**	**	**	7.8	46	41	5	3.9	23	20	3		
	Associate Professors	590	372	63.1	218	36.9	**	**	**	10.6	46	30	16	2.8	12	9	3		
	Assistant Professors	401	239	59.6	162	40.4	1.2	4	**	15.7	51	28	23	0.3	**	**	**		
	Asst Professor(Cond)	30	23	76.7	7	23.3	**	**	**	13.3	**	**	**	**	**	**	**		
	Total	1863	1328	71.3	535	28.7	0.4	6	3	3	10.6	145	101	44	2.6	36	29	7	
Professoriate: Clinical: (Non-TS in Medicine)	Professors	126	106	84.1	20	15.9	**	**	**	13.6	11	10	**	2.5	**	**	**		
	Associate Professors	142	106	74.6	36	25.4	**	**	**	17.2	17	13	4	**	**	**	**		
	Assistant Professors	106	56	52.8	50	47.2	**	**	**	22.0	13	8	5	1.7	**	**	**		
	Asst Professor(Cond)	3	**	33.3	**	66.7	**	**	**	**	**	**	**	**	**	**	**	**	
	Total	377	269	71.4	108	28.6	0.4	**	**	**	17.1	41	31	10	2.1	5	3	**	
Professoriate: Non-TS CLTA/Other:	Professors	24	22	91.7	**	8.3	**	**	**	14.3	**	**	**	**	**	**	**		
	Associate Professors	39	23	59.0	16	41.0	3.2	**	**	9.7	3	**	**	3.2	**	**	**		
	Assistant Professors	67	41	61.2	26	38.8	**	**	**	7.5	3	3	**	5.0	**	**	**		
	Asst Professor(Cond)	8	6	75.0	**	25.0	**	**	**	**	**	**	**	**	**	**	**	**	
	Total	138	92	66.7	46	33.3	1.1	**	**	**	8.8	8	7	**	3.3	3	3	**	
Other Academics <sup>4</sup>	Senior Tutors/Lecturers	164	74	45.1	90	54.9	1.6	**	**	11.9	15	10	5	0.8	**	**	**		
	Tutors/Lecturers	106	45	42.5	61	57.5	1.4	**	**	16.2	12	3	9	**	**	**	**		
	Instructors/Lecturers	40	17	42.5	23	57.5	**	**	**	12.5	3	**	**	**	**	**	**		
	Total	310	136	43.9	174	56.1	1.3	3	**	13.4	30	14	16	0.4	**	**	**		
<b>Totals: All Faculty:</b>		2688	1825	67.9	863	32.1	1920	0.6	11	6	5	11.7	224	153	71	2.3	45	35	10
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:		65.6						12.0								3.7			
03-4121 University Professors		34.4						0.5											

<sup>1</sup> Academic administrators are included in the tenure stream group according to their rank.

<sup>3</sup> Based on number of surveys completed.

<sup>4</sup> Includes Teaching Stream staff.



**Table 2(B)**  
**FACULTY (PART-TIME) BY DESIGNATED GROUP WITHIN**  
**JOB CATEGORY<sup>1</sup> AND RANK AND EXTERNAL AVAILABILITY DATA**

September 30, 2003 Data

		UNIVERSITY OF TORONTO WORKFORCE																	
		All Employees								Survey Respondents									
JOB CATEGORY	RANK	Total#		% Men		% Women		Total Completed	Aboriginal Peoples Response of "Yes"			Visible Minorities Response of "Yes"			Persons With Disabilities Response of "Yes"				
		Men	Women	Men	Women	Men	Women		Men	Women	Men	Women	Men	Women	Men	Women	Total % <sup>3</sup>	Total #	
Professoriate: Tenure/Tenure Stream:	Professors	8	7	87.5	**	12.5	**	5	**	**	**	**	**	**	**	**	**	**	
	Associate Professors	4	4	100.0	**	**	**	4	**	**	**	**	**	**	**	**	**	**	
	Associate Professors	**	**	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	
	<b>Total</b>	13	11	84.6	**	15.4	**	9	**	**	**	**	**	**	**	**	11.1	**	
Professoriate: Clinical: (Non-TS in Medicine)	Professors	28	25	89.3	3	10.7	**	17	**	**	**	17.6	3	**	**	**	**	**	
	Associate Professors	38	28	73.7	10	26.3	**	21	**	**	**	**	**	**	**	**	**	**	
	Assistant Professors	35	23	65.7	12	34.3	**	14	**	**	**	**	**	**	**	**	**	**	
	Asst Professor(Cond)	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
<b>Total</b>	102	77	75.5	25	24.5	**	53	3.8	**	**	**	9.4	5	3	**	5.7	3	3	
Professoriate: Non-TS CLTA/Other:	Professors	8	5	62.5	3	37.5	**	6	**	**	**	**	**	**	**	**	**	**	
	Associate Professors	22	15	68.2	7	31.8	**	14	**	**	**	**	**	**	**	**	**	**	
	Assistant Professors	45	17	37.8	28	62.2	**	39	**	**	**	15.4	6	**	4	**	**	**	
	Asst Professor(Cond)	7	3	42.9	4	57.1	**	4	**	**	**	**	**	**	**	**	**	**	
<b>Total</b>	82	40	48.8	42	51.2	**	63	**	**	**	**	12.7	8	3	5	**	**	**	
Other Academics <sup>4</sup>	Senior Tutors/Lecturers	15	7	46.7	8	53.3	**	11	**	**	**	**	**	**	**	**	**	**	
	Tutors/Lecturers	138	67	48.6	71	51.4	**	77	**	**	**	6.5	5	4	**	**	**	**	
	Instructors/Lecturers	23	6	26.1	17	73.9	**	7	**	**	**	**	**	**	**	**	**	**	
<b>Total</b>	176	80	45.5	96	54.5	**	95	**	**	**	5.3	5	4	**	**	1.1	**	**	
<b>Totals: All Faculty:</b>		373	208	55.8	165	44.2	220	0.9	**	**	**	8.2	18	10	8	2.3	5	5	
<b>EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:</b>		65.6		34.4		0.5		12.0		0.5		3.7		3.7					
03-4121	University Professors																		

<sup>1</sup> Academic administrators are included in the tenure stream group according to their rank.

<sup>3</sup> Based on number of surveys completed.

<sup>4</sup> Includes Teaching Stream staff.

**Table 2.1(A)**

**September 30, 2003 Data**

**FACULTY (FULL-TIME) BY DESIGNATED GROUP WITHIN TYPE OF APPOINTMENT<sup>1</sup> AND SGS DIVISION**

JOB CATEGORY		UNIVERSITY OF TORONTO WORKFORCE																			
		All Employees										Survey Respondents									
		SGS DIVISION					Aboriginal Peoples					Visible Minorities					Persons With Disabilities				
		Total#	# Men	% Men	# Women	% Women	Total Comp-leted	% <sup>3</sup>	Total	Men	Women	% <sup>3</sup>	Total	Men	Women	% <sup>3</sup>	Total	Men	Women	% <sup>3</sup>	
Professoriate: Tenure/Tenure Stream:		392	263	67.1	129	32.9	288	**	**	**	6.6	19	10	9	3.5	10	**	**	**		
I: HUMANITIES		593	379	63.9	214	36.1	405	**	4	**	11.4	46	31	15	**	8	**	**	**		
II: SOCIAL SCIENCE		422	381	90.3	41	9.7	321	**	**	**	15.0	48	42	6	1.9	6	**	**	**		
III: SCIENCE		442	296	67.0	146	33.0	340	**	**	**	9.4	32	18	14	3.5	12	8	4	**		
IV: LIFE SCIENCE		1849	1319	71.3	530	28.7	1354	0.4	6	3	3	10.7	145	101	44	2.7	36	29	7		
Total		377	269	71.4	108	28.6	240	0.4	**	**	17.1	41	31	10	2.1	5	3	**	**		
Professoriate: Clinical (Non-TS Med):		36	18	50.0	18	50.0	28	**	**	**	7.1	**	**	**	7.1	**	**	**	**		
Professoriate: Non-TS CLTA/Other: <sup>2</sup>		20	15	75.0	5	25.0	11	**	**	**	**	**	**	**	**	**	**	**	**		
I: HUMANITIES		20	17	85.0	3	15.0	15	**	**	**	20.0	3	3	**	**	**	**	**	**		
II: SOCIAL SCIENCE		61	41	67.2	20	32.8	37	**	**	**	8.1	3	3	**	2.7	**	**	**	**		
III: SCIENCE		137	91	66.4	46	33.6	91	1.1	**	**	8.8	8	7	**	3.3	3	3	**	**		
IV: LIFE SCIENCE		44	17	38.6	27	61.4	36	8.3	3	**	8.3	3	**	**	**	**	**	**	**		
Total		59	26	44.1	33	55.9	38	**	**	**	15.8	6	3	3	2.6	**	**	**	**		
Other Academics <sup>4</sup>		77	46	59.7	31	40.3	67	**	**	**	22.4	15	7	8	**	**	**	**	**		
I: HUMANITIES		57	18	31.6	39	68.4	47	**	**	**	8.5	4	**	**	**	**	**	**	**		
II: SOCIAL SCIENCE		237	107	45.1	130	54.9	188	1.6	3	**	14.9	28	12	16	0.5	**	**	**	**		
III: SCIENCE		472	298	63.1	174	36.9	352	0.9	3	**	6.8	24	11	13	3.4	12	10	**	**		
IV: LIFE SCIENCE		672	420	62.5	252	37.5	454	1.1	5	**	11.5	52	34	18	2.0	9	7	**	**		
Total		519	444	85.5	75	14.5	403	0.2	**	**	16.4	66	52	14	1.5	6	6	**	**		
Totals: All Faculty <sup>2</sup>		937	624	66.6	313	33.4	664	0.3	**	**	12.0	80	54	26	2.7	18	12	6	**		
		2600	1786	68.7	814	31.3	1873	0.6	11	6	11.9	222	151	71	2.4	45	35	10	**		

<sup>1</sup> Academic administrators are included in the tenure stream group according to their division.

<sup>2</sup> Of 2688 Full-Time Faculty represented in Table 2(A), 88 are uncategorized in terms of SGS Divisions.

<sup>3</sup> Based on number of surveys completed

<sup>4</sup> Includes Teaching Stream staff.

**Table 2.2(A)**  
**ASSISTANT PROFESSORS<sup>4</sup> (FULL-TIME) BY DESIGNATED GROUP**  
**WITHIN TYPE OF APPOINTMENT<sup>1</sup> AND SGS DIVISION**

September 30, 2003 Data

		UNIVERSITY OF TORONTO WORKFORCE																
		All Employees						Survey Respondents										
JOB CATEGORY	SGS DIVISION	Total#	# Men	% Men	# Women	% Women	Total Completed	Aboriginal Peoples Response of "Yes"			Visible Minorities Response of "Yes"			Persons With Disabilities Response of "Yes"				
								Total	Men	Women	Total	Men	Women	Total	Men	Women		
							% <sup>3</sup>	#	#	% <sup>3</sup>	#	#	% <sup>3</sup>	#	#	% <sup>3</sup>	#	#
Professoriate: Tenure/Tenure Stream:	I: HUMANITIES	76	40	52.6	36	47.4	66	**	**	**	13.6	9	3	6	**	**	**	**
	II: SOCIAL SCIENCE	165	91	55.2	74	44.8	114	2.6	3	**	14.0	16	8	8	**	**	**	**
	III: SCIENCE	85	72	84.7	13	15.3	77	**	**	**	20.8	16	14	**	**	**	**	**
	IV: LIFE SCIENCE	103	58	56.3	45	43.7	80	**	**	**	15.0	12	5	7	**	**	**	**
	Total	429	261	60.8	168	39.2	337	1.2	4	**	15.7	53	30	23	0.3	**	**	**
Professoriate: Clinical (Non-TS Med):	IV: LIFE SCIENCE	109	57	52.3	52	47.7	60	**	**	**	21.7	13	8	5	1.7	**	**	**
Professoriate: Non-TS CLTA/Other: <sup>2</sup>	I: HUMANITIES	19	9	47.4	10	52.6	15	**	**	**	**	**	**	**	**	**	**	**
	II: SOCIAL SCIENCE	10	8	80.0	**	20.0	4	**	**	**	**	**	**	**	**	**	**	**
	III: SCIENCE	13	11	84.6	**	15.4	9	**	**	**	**	**	**	**	**	**	**	**
	IV: LIFE SCIENCE	32	18	56.3	14	43.8	18	**	**	**	**	**	**	**	**	**	**	**
	Total	74	46	62.2	28	37.8	46	**	**	**	6.5	3	**	**	4.3	**	**	**
<b>Totals: All Faculty<sup>2</sup></b>	I: HUMANITIES	95	49	51.6	46	48.4	81	**	**	**	11.1	9	3	6	**	**	**	**
	II: SOCIAL SCIENCE	175	99	56.6	76	43.4	118	2.5	3	**	13.6	16	8	8	**	**	**	**
	III: SCIENCE	98	83	84.7	15	15.3	86	**	**	**	19.8	17	15	**	**	**	**	**
	IV: LIFE SCIENCE	244	133	54.5	111	45.5	158	**	**	**	17.1	27	15	12	1.9	3	**	**
Total	612	364	59.5	248	40.5	443	0.9	4	**	15.6	69	41	28	0.9	4	**	**	

<sup>1</sup> Academic administrators are included in the tenure stream group according to their division.

<sup>2</sup> Of 615 Full-Time Faculty represented in Table 2(A), three are uncategorized in terms of SGS Divisions.

<sup>3</sup> Based on number of surveys completed

<sup>4</sup> Both "Assistant Professors" and "Assistant Professors (Conditional)" are included.

**Table 3**  
**OFFICERS AND ACADEMIC ADMINISTRATORS (FULL-TIME AND PART-TIME<sup>1</sup>) BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

September 30, 2003 Data.

JOB CATEGORY	UNIVERSITY OF TORONTO WORKFORCE												
	All Employees						Survey Respondents						
	Total#	#		% Men		Total Comp-leted	Aboriginal Peoples Response of "Yes"		Visible Minorities Response of "Yes"		Persons With Disabilities Response of "Yes"		
		Men	Women	Men	Women		Total	Men	Women	Total	Men	Women	
President, Vice President, Deputy/Vice Provost	13	10	76.9	3	23.1	11	**	**	4	**	**	**	**
Principals & Deans	31	22	71.0	9	29.0	22	**	**	**	**	**	**	**
Academic Directors & Chairs, & Associate Deans	155	118	76.1	37	23.9	119	**	**	6	**	**	3	**
<b>Totals:</b>	199	150	75.4	49	24.6	152	**	**	11	6	5	2.6	4
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:													
01-0014 Senior Mgrs-Health, Educ, Social & Community Svcs & Membership Orgs			52.6	47.4				5.3				4.3	
02-0312 Administrators in Post-Secondary Education & Vocational Training			49.9	50.1				6.0				3.4	

<sup>1</sup> All are Full-Time.

<sup>2</sup> Based on number of surveys completed.

**Table 4**  
**September 30, 2003 Data**  
**PROFESSIONAL LIBRARIANS**  
**BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

JOB CATEGORY	UNIVERSITY OF TORONTO WORKFORCE																			
	All Employees							Survey Respondents												
	#			% Women			Total Completed	Aboriginal Peoples Response of "Yes"			Visible Minorities Response of "Yes"			Persons With Disabilities Response of "Yes"						
	Men	Women	%	Men	Women	%		Total	Men	Women	%	Total	Men	Women	%	Total	Men	Women	%	
Professional Librarians	134	39	29.1	95	70.9	109	0.9	**	**	**	12.8	14	**	**	12	2.8	3	**	**	
Full-Time	14	**	14.3	12	85.7	13	**	**	**	**	**	**	**	**	**	7.7	**	**	**	
Part-Time	148	41	27.7	107	72.3	122	0.8	**	**	**	11.5	14	**	**	12	3.3	4	**	**	
TOTAL																				
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																				
03-5111 Librarians			17.8		82.2		1.0				7.6									3.7

<sup>1</sup> Based on a number of surveys completed

**Table 5**  
**September 30, 2003 Data**  
**RESEARCH ASSOCIATES**  
**BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

JOB CATEGORY	UNIVERSITY OF TORONTO WORKFORCE																				
	All Employees							Survey Respondents													
	Total#		#		% Men		% Women		Total		Response of "Yes"		Visible Minorities		Response of "Yes"		Persons With Disabilities				
	Men	Women	Men	Women	Men	Women	Men	Women	Total	% <sup>1</sup>	Men	Women	Total	%	Men	Women	Total	%	Men	Women	
<b>Research Associates</b>																					
Full-Time	188	123	65.4	65	34.6	146	**	**	**	39.7	58	37	21	0.7	**	**	**	**	**	**	**
Part-Time	21	12	57.1	9	42.9	19	**	**	**	42.1	8	5	3	**	**	**	**	**	**	**	**
<b>TOTAL</b>	<b>209</b>	<b>135</b>	<b>64.6</b>	<b>74</b>	<b>35.4</b>	<b>165</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>40.0</b>	<b>66</b>	<b>42</b>	<b>24</b>	<b>0.6</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>
<b>EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:</b>																					
03-4122	Post-Secondary Teaching and Research Assistants	50.8	49.2	1.2	24.3	3.7															

<sup>1</sup> Based on a number of surveys completed

**Table 5ESL**  
**September 30, 2003 Data**  
**ESL**  
**BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

JOB CATEGORY	UNIVERSITY OF TORONTO WORKFORCE																	
	All Employees								Survey Respondents									
	Total#	#		% Men		% Women		Total Comp-leted	Aboriginal Peoples			Visible Minorities			Persons With Disabilities			
		Men	Women	#	%	#	%		Total	Men	Women	% <sup>1</sup>	Total	Men	Women	% <sup>1</sup>	Total	Men
ESL	27	11	16	40.7	59.3	27	**	**	**	**	7.4	**	**	**	**	**	**	**
Full-Time																		
Part-Time	5	**	5	**	100.0	5	**	**	**	**	**	**	**	**	**	**	**	**
TOTAL	32	11	21	34.4	65.6	32	**	**	**	**	6.3	**	**	**	**	**	**	**
EEOG-NOC																		
EXTERNAL AVAILABILITY STATISTICS:																		
03-4131				48.3	51.7		1.7				8.0							
College and Other Vocational Instructors																		

<sup>1</sup> Based on a number of surveys completed

## SENIOR MANAGERS (FULL-TIME AND PART-TIME) BY DESIGNATED GROUP

**Table 6**

September 30, 2003 Data

Management Group		UNIVERSITY OF TORONTO WORKFORCE																					
		All Employees										Survey Respondents											
		#					%					Total Completed		Aboriginal Peoples			Visible Minorities			Persons With Disabilities			
														Response of "Yes"		Response of "Yes"		Response of "Yes"		Response of "Yes"			
Total#	Men	Women	Men	Women	%	Women	%	Men	Women	% <sup>1</sup>	Total	Men	Women	% <sup>1</sup>	Total	Men	Women	% <sup>1</sup>	Total	Men	Women		
Senior Mgmt Gp	6PM	6	3	50.0	3	50.0	6	50.0	6	100.0	0.9	**	**	**	**	**	**	**	**	**	**	**	**
	5PM	22	12	54.5	10	45.5	19	45.5	19	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**
	4PM	44	25	56.8	19	43.2	40	43.2	40	100.0	**	**	**	**	15.0	6	**	**	**	**	**	**	**
	3PM	44	18	40.9	26	59.1	41	59.1	41	100.0	**	**	**	**	12.2	5	**	**	**	**	**	**	**
	2AP	12	**	16.7	10	83.3	10	83.3	10	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**
Totals:		128	60	46.9	68	53.1	116	53.1	116	100.0	0.9	**	**	**	10.3	12	4	4	8	1.7	**	**	**

<sup>1</sup> Based on a number of surveys completed



**Table 7.1(A)**  
**September 30, 2003 Data**  
**ADMINISTRATIVE STAFF: (FULL-TIME)<sup>1</sup> NON-UNIONIZED**  
**BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

EEOG OCCUPATIONAL GROUP	UNIVERSITY OF TORONTO WORKFORCE														EXTERNAL AVAILABILITY STATISTICS								
	All Employees							Survey Respondents							Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)								
	Total#		% Men		% Women		Total Completed	Aboriginal Peoples		Visible Minorities		Persons With Disabilities		Aboriginal/Visible		Persons With Disabilities							
	#	%	#	%	% <sup>2</sup>	Men		Women	Response of "Yes"	Response of "Yes"	Response of "Yes"	Men	Women	%	Men	Women	%	Men	Women				
01 Senior Managers	12	9	75.0	3	25.0	10	**	**	**	**	**	**	**	**	**	**	52.6	47.4	**	**	5.3	4.3	
02 Middle and Other Managers	285	140	49.1	145	50.9	253	**	**	**	**	**	**	**	**	**	**	65.8	34.2	1.0	9.6	9.6	3.4	
03 Professionals (Skill Level A)	128	70	54.7	58	45.3	108	**	**	**	**	**	**	**	**	**	**	46.8	53.2	1.4	11.1	11.1	3.7	
04 Semi-Pro & Tech (Skill Level B)	17	12	70.6	5	29.4	14	**	**	**	**	**	**	**	**	**	**	46.6	53.4	0.4	33.1	33.1	5.8	
05 Super: Cler/Sale/Serv (Skill B)	43	16	37.2	27	62.8	36	**	**	**	**	**	**	**	**	**	**	48.4	51.6	0.3	26.3	26.3	n/a	
06 Super: Man/Pro/Trad-Prim Ind (Skill B)	8	8	100.0	**	**	7	**	**	**	**	**	**	**	**	**	**	88.3	11.7	0.2	19.1	19.1	6.5*	
07 Admin & Senr Cler (Skill Level B)	190	30	15.8	160	84.2	172	**	**	**	**	**	**	**	**	**	**	13.1	86.9	0.4	20.0	20.0	3.4*	
08 Sales and Service (Skill Level B)	9	9	100.0	**	**	9	**	**	**	**	**	**	**	**	**	**	85.1	14.9	0.5	25.6	25.6	3.1*	
09 Skilled Crafts & Trades (Skill Level B)	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**	94.0	6.0	**	**	43.0	5.1	
10 Clerical Workers (Skill Level C)	45	3	6.7	42	93.3	43	**	**	**	**	**	**	**	**	**	**	19.6	80.4	0.4	31.2	31.2	4.6	
13 Sales and Service (Skill Level D)	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**	80.7	19.3	0.2	36.9	36.9	4.9	
ALL TOTALS	739	299	40.5	440	59.5	653	0.9	6	3	3	20.1	131	52	79	2.3	15	12	12	3				

**Table 7.1 (B) ADMINISTRATIVE STAFF (PART-TIME):<sup>1</sup> NON-UNIONIZED BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	UNIVERSITY OF TORONTO WORKFORCE												EXTERNAL AVAILABILITY STATISTICS						
	All Employees						Survey Respondents						Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)						
	#			%			Aboriginal Peoples Response of "Yes"		Visible Minorities Response of "Yes"		Persons With Disabilities Response of "Yes"		Aboriginal/Visible		Persons With Disabilities				
	Total#	Men	Women	Men	Women	%	Total	Men	Total	Men	Total	%	Men	Women	Total	%	Men	Women	Total
02 Middle and Other Managers	13	**	13	100.0	**	**	**	**	**	**	**	**	**	**	65.8	34.2	1.0	9.6	3.4
03 Professionals (Skill Level A)	18	3	16.7	15	83.3	**	**	21.4	3	**	**	**	**	46.8	53.2	1.4	11.1	3.7	
07 Admin. & Senr. Cler. (Skill Level B)	6	**	6	100.0	**	**	**	**	**	**	**	**	**	13.1	86.9	0.4	20.0	3.4*	
10 Clerical Workers (Skill Level C)	**	**	**	100.0	**	**	**	**	**	**	**	**	**	19.6	80.4	0.4	31.2	4.6	
<b>ALL TOTALS</b>	<b>39</b>	<b>3</b>	<b>7.7</b>	<b>36</b>	<b>92.3</b>	<b>**</b>	<b>**</b>	<b>12.1</b>	<b>4</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>3</b>					

<sup>1</sup> Includes Senior Management Group.

<sup>2</sup> Based on a number of surveys completed

**Table 7.2(A)**  
**ADMINISTRATIVE STAFF<sup>1</sup> (FULL-TIME) ON TERM<sup>2</sup> APPOINTMENTS: NON-UNIONIZED**  
**BY SOURCE OF FUNDING BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

September 30, 2003 data

SOURCE OF FUNDING	UNIVERSITY OF TORONTO WORKFORCE										EXTERNAL AVAILABILITY STATISTICS															
	All Employees					Survey Respondents					Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)															
	Total#		Men		Women		Aboriginal Peoples		Visible Minorities		Persons With Disabilities		Aboriginal Peoples		Visible Minorities		Persons With Disabilities									
#	%	#	%	#	%	Total	Response of "Yes"	Men	Women	Total	Response of "Yes"	Men	Women	Total	% <sup>3</sup>	Men	Women	Total	%	Men	Women	Total	%	Men	Women	Total
Operating	5	3	60.0	**	40.0	3	**	**	**	**	**	**	**	**	**	52.6	47.4	2.0	5.3	4.3	65.8	34.2	1.0	9.6	3.4	
01 Senior Managers	11	7	63.6	4	36.4	10	**	**	**	**	**	**	**	**	**	65.8	34.2	1.0	9.6	3.4	46.8	53.2	1.4	11.1	3.7	
02 Middle and Other Managers	13	3	23.1	10	76.9	11	**	**	**	**	**	**	**	**	**	48.4	51.6	0.3	26.3	n/a	13.1	86.9	0.4	20.0	3.4*	
03 Professionals (Skill Level A)	**	**	**	**	100.0	3	**	**	**	**	**	**	**	**	**	19.6	80.4	0.4	31.2	4.6	65.8	34.2	1.0	9.6	3.4	
05 Super: Cler/Sale/Serv (Skill B)	**	**	**	**	100.0	29	**	**	**	**	**	**	**	**	**	27.6	8	5	3	**	65.8	34.2	1.0	9.6	3.4	
07 Admin & Senr Cler (Skill Level B)	**	**	**	**	100.0	3	**	**	**	**	**	**	**	**	**	46.8	53.2	1.4	11.1	3.7	13.1	86.9	0.4	20.0	3.4*	
10 Clerical Workers (Skill Level C)	**	**	**	**	100.0	4	**	**	**	**	**	**	**	**	**	24.2	8	5	3	**	13.1	86.9	0.4	20.0	3.4*	
<b>Subtotal</b>	35	14	40.0	21	60.0	29	**	**	**	**	**	**	**	**	**	27.6	8	5	3	**	65.8	34.2	1.0	9.6	3.4	
Grant	3	**	33.3	**	66.7	3	**	**	**	**	**	**	**	**	**	**	**	**	**	**	46.8	53.2	1.4	11.1	3.7	
02 Middle and Other Managers	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	13.1	86.9	0.4	20.0	3.4*	
03 Professionals (Skill Level A)	**	**	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
07 Admin & Senr Cler (Skill Level B)	**	**	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
<b>Subtotal</b>	5	**	40.0	3	60.0	4	**	**	**	**	**	**	**	**	**	25.0	**	**	**	**	**	**	**	**	**	
<b>Total Full-Time</b>	40	16	40.0	24	60.0	33	**	**	**	**	**	**	**	**	**	3.0	**	**	**	**	**	**	**	**	**	

<sup>1</sup> Includes Senior Management Group.

<sup>2</sup> "Term" is defined as a staff appointment having an established date on which the appointment will terminate.

<sup>3</sup> Based on a number of surveys completed

**Table 8(A)**  
**ADMINISTRATIVE STAFF: UNIONIZED (FULL-TIME)**  
**BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

September 30, 2003 Data

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	UNIVERSITY OF TORONTO WORKFORCE												EXTERNAL AVAILABILITY STATISTICS					
	All Employees						Survey Respondents						Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD)					
	Total#			#			%			Response of "Yes"			Response of "Yes"			Persons With Disabilities		
	Men	Women	%	Men	Women	%	Total	Men	Women	%	Total	Men	Women	%	Total	Men	Women	%
03 Professionals (Skill Level A)	14	5	35.7	9	64.3	4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.7
04 Semi-Pro & Tech (Skill Level B)	145	49	33.8	96	66.2	87	**	**	**	34.5	30	13	17	4.6	4	**	**	5.8
05 Super. Cler/Sale/Serv (Skill B)	**	**	100.0	**	**	**	**	**	**	**	**	**	**	100.0	**	**	**	n/a
06 Super. Man/Pro/Trac-Prim Ind (Skill B)	9	9	100.0	**	**	8	**	**	**	**	**	**	**	25.0	**	**	**	6.5*
07 Admin & Senr Cler (Skill Level B)	**	**	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	3.4*
08 Sales and Service (Skill Level B)	44	32	72.7	12	27.3	35	**	**	**	22.9	8	6	**	2.9	**	**	**	3.1*
09 Skilled Crafts & Trades (Skill Level B)	139	137	98.6	**	1.4	108	**	**	**	19.4	21	21	**	6.5	7	7	**	5.1
10 Clerical Workers (Skill Level C)	93	48	51.6	45	48.4	59	**	**	**	32.2	19	7	12	8.5	5	**	3	4.6
11 Sales and Service (Skill Level C)	23	16	69.6	7	30.4	12	**	**	**	41.7	5	3	**	8.3	**	**	**	3.8
12 Semi-skilled Manual Workers (Skill C)	13	13	100.0	**	**	9	**	**	**	11.1	**	**	**	**	**	**	**	8.7
13 Sales and Service (Skill Level D)	386	196	50.8	190	49.2	316	2.8	9	9	14.9	47	29	18	3.5	11	7	4	4.9
14 Other Manual Workers (Skill Level D)	34	29	85.3	5	14.7	27	**	**	**	14.8	4	3	**	**	**	**	**	6.3
ALL TOTALS	902	535	59.3	367	40.7	667	2.4	16	16	20.7	138	85	53	4.8	32	23	9	

\* Based on a number of surveys completed



**Table 8.1(A)**  
**USWA (FULL-TIME)**  
**BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

September 30, 2003 Data

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	UNIVERSITY OF TORONTO WORKFORCE										EXTERNAL AVAILABILITY STATISTICS												
	All Employees					Survey Respondents					Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)					Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)							
	Total#		%		#	Response of "Yes"		Response of "Yes"		Response of "Yes"		Response of "Yes"		Response of "Yes"		Response of "Yes"		Response of "Yes"		Response of "Yes"			
	Men	Women	Men	Women		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
02 Middle and Other Managers	60	28	46.7	32	53.3	48	**	**	18.8	9	5	4	4	8.3	4	3	**	69.6	30.4	0.9	10.4	3.4	
03 Professionals (Skill Level A)	475	227	47.8	248	52.2	392	1.3	5	23.0	90	44	46	2.6	10	5	5	5	42.4	57.6	1.6	11.7	3.7	
04 Semi-Pro & Tech (Skill Level B)	619	317	51.2	302	48.8	483	2.1	10	31.7	153	76	77	3.7	18	12	6	6	55.7	44.4	0.4	26.7	5.8	
05 Super. Cler/Sale/Serv (Skill B)	78	33	42.3	45	57.7	65	3.1	**	24.6	16	4	12	3.1	**	**	**	**	43.2	56.8	0.2	26.7	n/a	
06 Super. Man/Pro/Trad-Prim Ind (Skill B)	10	10	100.0	**	**	8	**	**	37.5	3	3	**	**	**	**	**	**	90.1	9.9	0.5	16.1	6.5*	
07 Admin & Senn Cler (Skill Level B)	655	87	13.3	568	86.7	545	0.7	4	27.5	150	24	126	1.5	8	**	7	7	15.4	84.6	0.3	20.8	3.4*	
08 Sales and Service (Skill Level B)	**	**	**	**	100.0	**	**	**	50.0	**	**	**	**	**	**	**	**	**	76.1	23.9	0.2	25.0	3.1*
09 Skilled Crafts & Trades (Skill Level B)	21	21	100.0	**	**	15	**	**	20.0	3	3	**	13.3	**	**	**	**	93.3	6.7	0.2	30.8	5.1	
10 Clerical Workers (Skill Level C)	816	131	16.1	685	83.9	688	**	14	31.8	219	36	183	2.8	19	3	16	16	23.9	76.1	0.4	29.9	4.6	
11 Sales and Service (Skill Level C)	49	3	6.1	46	93.9	30	**	**	30.0	9	**	8	**	**	**	**	**	61.9	38.2	0.3	17.5	3.8	
12 Semi-skilled Manual Workers (Skill C)	3	3	100.0	**	**	3	**	**	**	**	**	**	**	**	**	**	**	89.4	10.6	0.3	46.3	8.7	
13 Sales and Service (Skill Level D)	11	8	72.7	3	27.3	11	**	**	45.5	5	4	**	**	**	**	**	**	75.4	24.6	0.3	42.1	4.9	
14 Other Manual Workers (Skill Level D)	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	90.2	9.8	0.0	36.1	6.3
ALL TOTALS	2800	869	31.0	1931	69.0	2291	1.5	35	28.7	658	200	458	2.7	63	26	37	37						

\* Based on a number of surveys completed

**Table 8.1(B)** **USWA (PART-TIME)**  
**BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	UNIVERSITY OF TORONTO WORKFORCE												EXTERNAL AVAILABILITY STATISTICS										
	All Employees						Survey Respondents						Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)										
	Total#			%			Aboriginal Peoples Response of "Yes"			Visible Minorities Response of "Yes"			Persons With Disabilities Response of "Yes"			Aborig/Visible		Persons With Disabilities					
	#	Men	Women	Men	Women	%	Total	Men	Women	% <sup>1</sup>	Total	Men	Women	%	Total	Men	Women	%	Total	Men	Women	%	
02 Middle and Other Managers	4	**	**	4	100.0	3	**	**	**	**	**	**	**	**	**	**	**	69.6	30.4	0.9	10.4	3.4	
03 Professionals (Skill Level A)	56	5	8.9	51	91.1	43	**	**	**	11.6	5	**	**	5	**	**	42.4	57.6	1.6	11.7	3.7		
04 Semi-Pro & Tech (Skill Level B)	46	15	32.6	31	67.4	35	2.9	**	**	34.3	12	3	**	**	**	**	55.7	44.4	0.4	26.7	5.8		
05 Super. Cler/Sale/Serv (Skill B)	4	**	**	4	100.0	4	**	**	**	25.0	**	**	**	**	**	**	43.2	56.8	0.2	26.7	n/a		
07 Admin & Senr Cler (Skill Level B)	58	5	8.6	53	91.4	45	**	**	**	20.0	9	**	**	9	**	**	15.4	84.6	0.3	20.8	3.4*		
09 Skilled Crafts & Trades (Skill Level B)	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	93.3	6.7	0.2	30.8	5.1	
10 Clerical Workers (Skill Level C)	83	13	15.7	70	84.3	65	**	**	**	15.4	10	**	**	9	**	**	23.9	76.1	0.4	29.9	4.6		
11 Sales and Service (Skill Level C)	12	**	**	12	100.0	9	**	**	**	**	**	**	**	**	**	**	**	61.9	38.2	0.3	17.5	3.8	
12 Semi-skilled Manual Workers (Skill C)	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	89.4	10.6	0.3	46.3	8.7	
ALL TOTALS	265	40	15.1	225	84.9	206	0.5	**	**	18.0	37	6	31	4.9	10	**	**	**	**	**	**	**	**

<sup>1</sup> Based on a number of surveys completed

**USWA (FULL-TIME) ON TERM' APPOINTMENTS:  
BY SOURCE OF FUNDING BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

September 30, 2003 data

SOURCE OF FUNDING	UNIVERSITY OF TORONTO WORKFORCE												EXTERNAL AVAILABILITY STATISTICS												
	All Employees						Survey Respondents						Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)												
	Total#		Men		Women		#		%		%		Men		Women		Men		Women		Men		Women		
Operating	EMPLOYMENT EQUITY EEOC OCCUPATIONAL GROUP																								
	02 Middle and Other Managers																								
	36	18	50.0	18	100.0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
	03 Professionals (Skill Level A)																								
	25	14	56.0	11	44.0	20	10.0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
	05 Super. Cler/Sales/Serv (Skill B)																								
	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
	06 Super. Man/Pro/Trad-Prim Inv (Skill B)																								
	39	4	10.3	35	89.7	33	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
	07 Admin & Sent Cler (Skill Level B)																								
44	9	20.5	35	79.5	38	5.3	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
10 Clerical Workers (Skill Level C)																									
<b>Subtotal</b>																									
149	47	31.5	102	68.5	123	3.3	4	**	**	4	27.6	34	10	24	1.6	**	**	**	**	**	**	**	**	**	
Grant	02 Middle and Other Managers																								
	35	10	28.6	25	71.4	29	10.3	3	**	3	24.1	7	**	5	**	**	**	**	**	**	**	**	**	**	**
	03 Professionals (Skill Level A)																								
	86	32	37.2	54	62.8	65	4.6	3	**	**	40.0	26	10	16	3.1	**	**	**	**	**	**	**	**	**	**
	04 Semi-Pro & Tech (Skill Level B)																								
	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
05 Super. Cler/Sales/Serv (Skill B)																									
7	**	**	7	100.0	6	**	**	**	**	**	16.7	**	**	**	**	**	**	**	**	**	**	**	**	**	**
07 Admin & Sent Cler (Skill Level B)																									
14	**	7.1	13	92.9	11	**	**	**	**	**	18.2	**	**	**	**	**	**	**	**	**	**	**	**	**	**
10 Clerical Workers (Skill Level C)																									
<b>Subtotal</b>																									
145	44	30.3	101	69.7	114	5.3	6	**	**	5	31.6	36	12	24	1.8	**	**	**	**	**	**	**	**	**	**
<b>Total Full-Time</b>																									
294	91	31.0	203	69.0	237	4.2	10	**	**	9	29.5	70	22	48	1.7	**	**	**	**	**	**	**	**	**	**

<sup>1</sup>"Term" is defined as a staff appointment having an established date on which the appointment will terminate.

<sup>2</sup> Based on a number of surveys completed



**Table 8.2(B)**  
**USWA (PART-TIME) ON TERM<sup>1</sup> APPOINTMENTS:**  
**BY SOURCE OF FUNDING BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

September 30, 2003 data

SOURCE OF FUNDING	EMPLOYMENT EQUITY OCCUPATIONAL GROUP	UNIVERSITY OF TORONTO WORKFORCE										EXTERNAL AVAILABILITY STATISTICS									
		Aboriginal Peoples										Canada (EEOG 01-03) / Toronto (04-13)									
		Total#		% Men		% Women		# Men		# Women		Response of "Yes"		Response of "Yes"		Response of "Yes"		Visible Minorities % Total		Persons With Disabilities % Total	
Operating	03 Professionals (Skill Level A)	5	**	40.0	**	3	**	60.0	**	**	**	33.3	**	**	**	**	**	**	11.7	**	3.7
	04 Semi-Pro & Tech (Skill Level B)	**	**	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	26.7	**	5.8
	07 Admin & Sentr Cler (Skill Level B)	6	**	**	**	100.0	**	**	**	**	**	16.7	**	**	**	**	**	**	20.8	**	3.4*
	10 Clerical Workers (Skill Level C)	3	**	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	29.9	**	4.6
	<b>Subtotal</b>	15	**	13.3	**	13	**	86.7	**	**	**	18.2	**	**	**	**	**	9.1	**	**	**
Grant	03 Professionals (Skill Level A)	4	**	**	**	100.0	**	**	**	**	**	66.7	**	**	**	**	**	**	11.7	**	3.7
	04 Semi-Pro & Tech (Skill Level B)	8	**	25.0	**	75.0	**	**	**	**	**	16.7	**	**	**	**	**	**	26.7	**	5.8
	07 Admin & Sentr Cler (Skill Level B)	**	**	**	**	100.0	**	**	**	**	**	**	**	**	**	**	**	**	20.8	**	3.4*
	10 Clerical Workers (Skill Level C)	3	**	33.3	**	66.7	**	**	**	**	**	**	**	**	**	**	**	**	29.9	**	4.6
	<b>Subtotal</b>	16	**	18.8	**	13	**	81.3	**	**	**	25.0	**	**	**	**	**	8.3	**	**	**
	<b>Total Part-Time</b>	31	**	16.1	**	26	**	83.9	**	**	**	21.7	**	**	**	**	**	8.7	**	**	**

<sup>1</sup>Term is defined as a staff appointment having an established date on which the appointment will terminate.

<sup>2</sup> Based on a number of surveys completed

**Table 9(A) TRAINING (MAJOR TRAINING TOPIC) FOR ADMINISTRATIVE STAFF: NON-UNION AND UNION (FULL-TIME) BY STAFF CATEGORY AND DESIGNATED GROUP**

**Sept 30, 2003 Data**

Staff Category	Type of Seminar	All Employees																	
		Total # of Participant Days for Workforce <sup>3</sup>		Women		# of Participant Days for Staff Who Completed Surveys		Aboriginal Peoples		Visible Minorities		Persons with Disabilities							
		%Wkforce	%Days	%Wkforce	%Days	%Wkforce	%Days	%Wkforce	%Days	%Wkforce	%Days	%Wkforce	%Days						
Senior Management Group	Staff Development	5	100.0			5	0.0												
	Computer Skills	12	70.8			12	0.0												
	Admin Mgmt Systems	10	42.1			10	0.0												
	Mgmt Development	15	79.3			15	0.0												
	Career & Life Planning	2	50.0			2	0.0												
	<b>TOTAL</b>		43	69.8	53.1	69.8	43	0.0	0.9	0.0	10.3	43.0	1.7	0.0					
	<b>AVG DAYS<sup>2</sup></b>	0.34	0.44					0.00		1.54		0.00							
Admin, Non-union:	Staff Development	86	66.7			83	0.0												
	Computer Skills	65	87.6			61	0.0												
	Admin Mgmt Systems	242	84.3			208	1.7												
	Mgmt Development	416	78.5			383	0.4												
	Career & Life Planning	38	82.9			38	0.0												
	Student Records System	1	50.0			1	0.0												
	<b>TOTAL</b>	847	79.8	61.1	79.8	773	0.9	0.6		22.0	22.5	2.4	3.9						
	<b>AVG DAYS</b>	1.39	1.82				1.00			1.46		2.35							
USWA	Staff Development	287	81.2			233	0.9												
	Computer Skills	620	85.5			526	1.4												
	Admin Mgmt Systems	792	90.3			669	3.2												
	Mgmt Development	619	81.0			518	1.3												
	Career & Life Planning	79	73.9			75	0.0												
	Student Records System	18	97.1			16	0.0												
	<b>TOTAL</b>	2414	85.1	69.0	85.1	2037	1.5	1.8		28.7	33.1	2.7	2.6						
	<b>AVG DAYS</b>	0.86	1.06				1.07			1.03		0.83							
Administrative, Unionized	Staff Development	7	7.1			0	0.0												
	Computer Skills	18	66.7			12	0.0												
	Admin Mgmt Systems	7	71.4			5	0.0												
	Mgmt Development	3	0.0			1	0.0												
	Career & Life Planning	6	63.6			6	0.0												
	<b>TOTAL</b>		40	52.5	40.7	52.5	23	2.4	0.0		20.7	34.8	4.8	2.2					
	<b>AVG DAYS</b>	0.04	0.06				0.00			0.06		0.02							
ALL ADMIN STAFF	Staff Development	384	76.8			320	0.6												
	Computer Skills	715	85.0			611	1.2												
	Admin Mgmt Systems	1050	88.4			891	2.8												
	Mgmt Development	1052	79.8			917	0.9												
	Career & Life Planning	124	75.8			120	0.0												
	Student Records System	19	94.6			17	0.0												
	<b>TOTAL</b>	3343	83.2	61.7	83.2	2875	1.6	1.5		25.7	30.4	3.0	2.9						

<sup>1</sup>Percentages shown in "% Days" are weighted by the number of participant days within each cell.

<sup>2</sup>"AVG DAYS" shows, within a given staff category, the average number of training days taken by the entire relevant workforce, which may be compared to the average number of training days taken by designated group members.

<sup>3</sup>Data on Participant Days has been collected from AMS Education and Training module in HRIS.



**Table 10**

**PROMOTIONS BY STAFF CATEGORY BY DESIGNATED GROUP**

STAFF CATEGORY	UNIVERSITY OF TORONTO WORKFORCE															
	All Employees							Survey Respondents								
	Total#	# Men	% Men	# Women	% Women	% <sup>3</sup> Wkforce Women	Total Completed	# Yes	% <sup>4</sup> Yes	% <sup>3</sup> Wkfrc	# Yes	% <sup>4</sup> Yes	% <sup>3</sup> Wkfrc	# Yes	% <sup>4</sup> Yes	% <sup>3</sup> Wkfrc
Academic: Promotions <sup>1</sup> to Full Professor	27	17	63.0	10	37.0	36.9	25	**	**	0.5	4	16.0	10.6	**	**	2.8
Clinical: Promotions <sup>2</sup> to Full Professor	14	12	85.7	**	14.3	25.4	10	**	**	**	**	10.0	17.2	**	**	**
Senior Management Group <sup>5</sup>	7	5	71.4	**	28.6	53.1	6	**	**	0.9	3	50.0	10.3	**	**	1.7
Administrative, Non-Unionized	60	25	41.7	35	58.3	61.1	51	**	**	0.9	14	27.5	22.0	**	**	2.4
USWA	206	44	21.4	162	78.6	69.0	171	**	0.6	1.5	47	27.5	28.7	3	1.8	2.7
Administrative, Unionized	113	63	55.8	50	44.2	40.7	96	**	**	2.4	21	21.9	20.7	**	**	4.8

<sup>1</sup>Promotions are defined by: (a) Academics: only promotions to Full Professor in Tenure Stream are shown (all but one are from Associate Professor); (b) Clinical: promotion to Full Professor only; (c) Admin Non-Union staff & SMG: by upward movement in salary grade; (d) Unionized staff: a salary increase.

<sup>2</sup>Promotions are determined by comparing September 2002 to September 2003 data only. Of the 427 promotions shown, 402 are full-time.

<sup>3</sup>% Wkfrc" shows % of relevant full-time workforce, to be used as a comparator. For Academic, the comparator is Associate Professors in Tenure Stream. For Clinical, the comparator is Associate Professors holding clinical appointments in the Faculty of Medicine.

<sup>4</sup> Based on a number of surveys completed

<sup>5</sup>Senior Management Group includes PVP.

**September 30, 2003 data**

**Table 10.1 REPRESENTATION OF AVERAGE YEARS FOR PROMOTION TO FULL PROFESSOR**

STAFF CATEGORY	Total		Men		Women	
	#	Avg Years	#	Avg Years	#	Avg Years
Academic: Promotions to Full Professor	27	7.95	17	5.40	10	12.28
Clinical: Promotions to Full Professor	14	9.09	**	9.52	**	6.50

Table 11(A)

**EXIT DATA (REASON FOR LEAVING)<sup>1</sup> BY STAFF  
CATEGORY (FULL-TIME) BY DESIGNATED GROUP**

September 30, 2003 Data

STAFF CATEGORY	REASON FOR LEAVING	All Employees			Survey Respondents						
		Total # of Exits	Women % of Workforce	% of Exits	# of Exits with Completed Surveys	Aboriginal Peoples % of Workforce	% of Exits	Visible Minorities % of Workforce	% of Exits	Persons with Disabilities % of Workforce	% of Exits
<b>Faculty: Tenure Stream</b>	Normal Retirements	72	28.7	26.4	53	0.4	1.9	10.6	7.5	2.6	5.7
	Early Retirements	11		9.1	7		0.0		0.0		0.0
	Expiry of Appointment	31		25.8	24		0.0		8.3		12.5
	Terminations for Cause	**		100.0	**		0.0		0.0		0.0
	Resignations	**		0.0	**		0.0		100.0		0.0
Deceased	27		33.3	19		5.3		5.3		0.0	
		**		0.0	**		0.0		0.0		0.0
<b>Faculty: Non-TS</b>	Normal Retirements	47	39.8	40.4	37	0.9	0.0	14.2	10.8	1.6	2.7
	Early Retirements	**		50.0	**		0.0		0.0		0.0
	Expiry of Appointment	11		9.1	9		0.0		11.1		0.0
	Resignations	12		33.3	11		0.0		27.3		0.0
	Layoff	18		61.1	12		0.0		0.0		0.0
Deceased	**		100.0	**		0.0		0.0		0.0	
	3		33.3	**		0.0		0.0		50.0	
<b>Professional Librarians</b>	Normal Retirements	11	70.9	81.8	10	0.9	0.0	12.8	20.0	2.8	0.0
	Early Retirements	**		100.0	**		0.0		0.0		0.0
	Expiry of Appointment	3		66.7	3		0.0		0.0		0.0
	Resignations	**		100.0	**		0.0		100.0		0.0
	Layoff	5		80.0	5		0.0		20.0		0.0
	22	34.6	36.4	14	0.0	0.0	39.7	21.4	0.7	0.0	
<b>Research Associates</b>	Expiry of Appointment	9		44.4	6		0.0		50.0		0.0
	Resignations	11		36.4	7		0.0		0.0		0.0
	Layoff	**		0.0	**		0.0		0.0		0.0
	Deceased	**		0.0	**		0.0		0.0		0.0
	<b>Senior Management Group</b>	10	53.1	60.0	10	0.9	0.0	10.3	20.0	1.7	0.0
Early Retirements	3		33.3	3		0.0		33.3		0.0	
Resignations	7		71.4	7		0.0		14.3		0.0	
<b>Admin, Non-union</b>	Early Retirements	38	61.1	60.5	31	0.9	3.2	22.0	16.1	2.4	3.2
	Expiry of Appointment	7		42.9	7		0.0		0.0		14.3
	Terminations for Cause	4		50.0	4		0.0		25.0		0.0
	Resignations	**		0.0	**		0.0		0.0		0.0
	Layoff	18		77.8	12		8.3		16.7		0.0
Deceased	5		80.0	5		0.0		40.0		0.0	
	3		0.0	**		0.0		0.0		0.0	
<b>Admin, Unionized</b>	Normal Retirements	32	40.7	37.5	23	2.4	4.3	20.7	13.0	4.8	8.7
	Early Retirements	**		100.0	**		0.0		0.0		0.0
	Expiry of Appointment	13		38.5	9		11.1		22.2		11.1
	Terminations for Cause	**		0.0	**		0.0		0.0		0.0
	Resignations	**		50.0	**		0.0		0.0		0.0
Layoff	13		38.5	10		0.0		10.0		10.0	
Deceased	**		0.0	**		0.0		0.0		0.0	
	**		0.0	**		0.0		0.0		0.0	
<b>USWA</b>	Normal Retirements	192	69.0	73.4	156	1.5	1.3	28.7	23.1	2.7	3.8
	Early Retirements	5		60.0	3		0.0		0.0		0.0
	Expiry of Appointment	19		63.2	15		0.0		26.7		13.3
	Terminations for Cause	21		71.4	18		0.0		27.8		11.1
	Resignations	118		42.9	5		0.0		0.0		0.0
Layoff	20		80.5	96		2.1		22.9		1.0	
Deceased	**		55.0	17		0.0		29.4		0.0	
	**		100.0	**		0.0		0.0		50.0	

<sup>1</sup> "Reason for Leaving" is based on coding on Action Forms by departments, which may not be consistently applied in all cases.

**Table 11(B)**

**EXIT DATA (REASON FOR LEAVING)<sup>1</sup> BY STAFF  
CATEGORY (PART-TIME) BY DESIGNATED GROUP**

September 30, 2003 Data

STAFF CATEGORY	REASON FOR LEAVING	All Employees				Survey Respondents							
		Total # of Exits	Women		# of Completed Exits with Surveys	Aboriginal Peoples		Visible Minorities		Persons with Disabilities			
			% of Workforce <sup>2</sup>	% of Exits		% of Workforce	% of Exits	% of Workforce	% of Exits	% of Workforce	% of Exits		
<b>Faculty: Tenure Stream</b>		**	15.4	50.0	**	0.0	0.0	0.0	0.0	0.0	0.0	11.1	0.0
	Normal Retirements	**		100.0	**								
	Early Retirements	**		0.0	**								
<b>Faculty: Non-TS</b>		43	45.3	51.2	27	0.9	0.0	8.5	18.5	1.9	0.0	0.0	0.0
	Early Retirements	5		60.0	3		0.0		33.3		0.0		0.0
	Expiry of Appointment	31		61.3	22		0.0		18.2		0.0		0.0
	Resignations	5		0.0	**		0.0		0.0		0.0		0.0
	Transfers	**		0.0	**		0.0		0.0		0.0		0.0
<b>Professional Librarians</b>		4	85.7	75.0	3	0.0	0.0	0.0	0.0	0.0	0.0	7.7	0.0
	Early Retirements	**		100.0	**								0.0
	Expiry of Appointment	**		50.0	**								0.0
	Resignations	**		100.0	**								0.0
<b>Research Associates</b>		**	42.9	50.0	**	0.0	0.0	42.1	50.0	0.0	0.0	0.0	0.0
	Early Retirements	**		0.0	**				100.0		0.0		0.0
	Expiry of Appointment	**		100.0	**				0.0		0.0		0.0
<b>Senior Management Group</b>		**	53.1	0.0	**	0.9	0.0	10.3	0.0	1.7	0.0	0.0	0.0
	Resignations	**		0.0	**								0.0
<b>Admin, Non-union</b>		**	91.4	100.0	**	0.0	0.0	13.3	0.0	0.0	0.0	0.0	0.0
	Resignations	**		100.0	**								0.0
<b>Admin, Unionized</b>		6	55.6	50.0	4	0.0	0.0	33.3	0.0	0.0	0.0	0.0	0.0
	Expiry of Appointment	**		100.0	**								0.0
	Resignations	5		40.0	3								0.0
<b>USWA</b>		29	84.9	75.9	18	0.5	0.0	18.0	33.3	4.9	5.6	0.0	0.0
	Normal Retirements	**		100.0	**								0.0
	Early Retirements	**		100.0	**								0.0
	Expiry of Appointment	4		75.0	**		0.0		100.0		0.0		0.0
	Terminations for Cause	**		50.0	**		0.0		100.0		0.0		0.0
	Resignations	14		71.4	8		0.0		37.5		12.5		0.0
	Layoff	6		83.3	5		0.0		0.0		0.0		0.0

<sup>1</sup> "Reason for Leaving" is based on coding on Action Forms by departments, which may not be consistently applied in all cases.

<sup>2</sup> "% of Workforce" represents percentage of relevant part-time workforce only.

**Table 12(A) NEW HIRES BY STAFF CATEGORY (FULL-TIME) BY DESIGNATED GROUP**

September 30, 2003 Data

STAFF CATEGORY	All Employees				Survey Respondents											
	# of New Hires <sup>1</sup>	Women		# of New Hires with Completed Surveys	Aboriginal Peoples			Visible Minorities			Persons with Disabilities					
		% of Workforce	% of New Hires		% of Workforce	New Hires	Men	Women	% of Workforce	New Hires	Men	Women	% of Workforce	New Hires	Men	Women
Faculty	164	32.1	39.6	101	0.6	0.0	**	11.7	14.9	7	8	2.3	1.0	**	**	
Tenure Stream	118	28.7	38.1	79	0.4	0.0	**	10.6	15.2	7	5	2.6	0.0	**	**	
Clinical Non-TS in Medicine	**	28.6	100.0	**	0.4	0.0	**	17.1	0.0	**	**	2.1	0.0	**	**	
Non-TS CLTA/Other <sup>2</sup>	17	33.3	17.6	7	1.1	0.0	**	8.8	0.0	**	**	3.3	14.3	**	**	
Other Academics <sup>3</sup>	28	56.1	57.1	15	1.3	0.0	**	13.4	20.0	**	3	0.4	0.0	**	**	
Professional Librarians	10	70.9	30.0	8	0.9	0.0	**	12.8	12.5	**	**	2.8	0.0	**	**	
Research Associates	39	34.6	35.9	29	0.0	0.0	**	39.7	41.4	8	4	0.7	0.0	**	**	
Senior Management Group	7	53.1	57.1	7	0.9	0.0	**	10.3	0.0	**	**	1.7	0.0	**	**	
Continuing	7		57.1	7			**			**	**			**	**	
Administrative, Non-unionized <sup>4</sup>	47	61.1	68.1	40	0.9	0.0	**	22.0	27.5	**	10	2.4	0.0	**	**	
Continuing Term <sup>5</sup>	42		64.3	36			**		27.8	**	9		0.0	**	**	
USWA	5		100.0	4			**		25.0	**	**		0.0	**	**	
Administrative, Unionized <sup>5</sup>	295	69.0	66.4	232	1.5	3.9	**	28.7	29.3	25	43	2.7	1.7	**	3	
	67	40.7	34.3	53	2.4	0.0	**	20.7	24.5	12	**	4.8	1.9	**	**	
ALL STAFF	629		53.6	470			**		25.5	53	67		1.3	**	4	

<sup>1</sup> New Hires for Tenure Stream Faculty are new appointments from July 1, 2003 to September 30, 2003, including those from other staff categories.

All other new hires are defined as employees hired externally, i.e. from outside University of Toronto, for Oct. 1, 2002 to Sept. 30, 2003 inclusive.

<sup>2</sup> "CLTA/Other" faculty positions include Contractually Limited Term Appointments, Sessionals, Lecturers, and Associates in Dentistry.

<sup>3</sup> "Term" is defined as a staff appointment having an established date on which the appointment will terminate.

<sup>4</sup> "Administrative, Non-Unionized" totals exclude SMG.

<sup>5</sup> For unionized staff, new hires include temporary staff hired for periods of up to one-hundred-and-twenty (120) working days.

<sup>6</sup> Includes Teaching Stream staff.

**Table 12(B) NEW HIRES BY STAFF CATEGORY (PART-TIME) BY DESIGNATED GROUP**

STAFF CATEGORY	All Employees						Survey Respondents									
	# of New Hires <sup>1</sup>	% of Workforce		# of New Hires with Completed Surveys	Aboriginal Peoples			Visible Minorities			Persons with Disabilities					
		% of Workforce	% of New Hires		% of Workforce	% of New Hires	# Men	# Women	% of Workforce	% of New Hires	# Men	# Women	% of New Hires	# Men	# Women	
																# Men
Faculty	63	44.2	47.6	17	0.9	0.0	8.2	11.8	2.3	0.0	0.0	2.3	0.0	0.0	**	**
Clinical Non-TS in Medicine	3	24.5	0.0	**	3.8	0.0	9.4	0.0	5.7	0.0	0.0	5.7	0.0	0.0	**	**
Non-TS CLTA/Other <sup>2</sup>	9	51.2	77.8	6	0.0	0.0	12.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	**	**
Other Academics <sup>3</sup>	50	54.5	44.0	11	0.0	0.0	5.3	9.1	1.1	0.0	0.0	1.1	0.0	0.0	**	**
Research Associates	4	42.9	50.0	**	0.0	0.0	42.1	50.0	0.0	0.0	0.0	0.0	0.0	0.0	**	**
Administrative, Non-unionized <sup>4</sup>	**	91.4	100.0	**	0.0	0.0	13.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	**	**
Continuing Annual	**		100.0	**	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	**	**
USWA	32	84.9	81.3	18	0.5	5.6	18.0	27.8	4.9	5.6	5.6	4.9	5.6	5.6	**	**
Administrative, Unionized <sup>5</sup>	4	55.6	50.0	4	0.0	0.0	33.3	25.0	0.0	0.0	0.0	0.0	0.0	0.0	**	**
ALL STAFF	105		59.0	42	2.4	2.4	21.4	21.4	2.4	2.4	2.4	2.4	2.4	2.4	**	**

<sup>1</sup> New hires are defined as employees hired externally, i.e. from outside University of Toronto, for Oct. 1, 2002 to Sept. 30, 2003 inclusive.

<sup>2</sup> "CLTA/Other" faculty positions include Contractually Limited Term Appointments, Sessionals, Lecturers, and Associates in Dentistry.

<sup>3</sup> "Term" is defined as a staff appointment having an established date on which the appointment will terminate.

<sup>4</sup> "Administrative, Non-Unionized" totals exclude SMG.

<sup>5</sup> For unionized staff, new hires include temporary staff hired for periods of up to one-hundred-and-twenty (120) working days.

<sup>6</sup> Includes Teaching Stream staff.



**Table 13**

**FEMALE/MALE TENURE-STREAM APPLICANTS, INTERVIEWEES AND  
NEW HIRES FROM OCTOBER 1, 2002 SEPTEMBER 30, 2003  
BY DEPARTMENTAL GROUPS\***

Group	Positions	# Applicants			# Interviewed			# Hired F/M		% of Female PhDs
		Female	Male	Total	Female	Male	Total	Female	Male	
1	19	360	387	747	33	40	73	8	11	42%
2	19	295	379	674	35	31	66	10	9	53%
3	53	663	1,772	2,435	92	147	239	25	28	47%
4	16	143	627	770	9	46	55	2	14	13%
5	16	106	1,018	1,124	16	60	76	3	13	19%
<b>Totals:</b>	<b>123</b>	<b>1,567</b>	<b>4,183</b>	<b>5,750</b>	<b>185</b>	<b>324</b>	<b>509</b>	<b>48</b>	<b>75</b>	
<b>% Total 02/03</b>	<b>123</b>	<b>27.3%</b>			<b>36.3%</b>			<b>39.0%</b>		
<b>% Total 01/02</b>	<b>143</b>	<b>28.7%</b>			<b>36.5%</b>			<b>34.3%</b>		
<b>% Total 00/01</b>	<b>120</b>	<b>26.8%</b>			<b>31.8%</b>			<b>35.8%</b>		
<b>% Total 99/00</b>	<b>108</b>	<b>28.0%</b>			<b>32.5%</b>			<b>33.3%</b>		
<b>% Total 98/99</b>	<b>102</b>	<b>34.7%</b>			<b>36.7%</b>			<b>37.3%</b>		

\* Departmental groups were established by placing together fields with a similar percentage of doctorates awarded to women in Canadian Graduate Schools from 1998 - 2000.

**Key to Departmental Groups:**

- Group One (women constitute 60% or more of recent PhDs): Drama, Education, English, Fine Arts, French, Nursing, Psychology, Social Work, Visual & Performing Arts.
- Group Two (women constitute 45 to 59% of recent PhDs): Anthropology, Botany, Classics, Criminology, Community Health (Public Health Sciences, Health Policy Management & Evaluation), German, Pharmacy, Sociology, Spanish & Portuguese.
- Group Three (women constitute 30 to 44% of recent PhDs): Chemistry, East Asian Studies, Geography, History, Information Studies, Law, Basic Medical Sciences (Anatomy, Biochemistry, Physiology, Immunology, Genetics, Nutritional Sciences, Pharmacology, Pathology), Management, Music, Political Science, Study of Religion, Zoology.
- Group Four (women constitute 15 to 29% of recent PhDs): Computer Science, Dentistry, Economics, Geology, Mathematics & Statistics, Philosophy, Physical Education & Health.
- Group Five (women constitute less than 15% of recent PhDs): Astronomy, Astrophysics, Biomaterials and Biomedical Engineering, Engineering (Aerospace, Civil, Electrical & Computer, Mechanical & Industrial, Metallurgy and Materials Science), Physics.

