University of Toronto

Employment Equity Report

2005

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1.0 Introduction and Context

This report provides an update on the progress of the University of Toronto's employment equity program for 2004–2005. The governing legislation, the federal *Employment Equity Act* (1995) is administered through the Federal Contractors' Program (FCP) to remove employment barriers for four federally designated groups – Aboriginal people, persons with disabilities, visible minorities and women. Since 1986 the federal government has required participation in the Federal Contractors Program as a condition of the bidding process for federal goods and services contracts valued at $200,000 or more, for organizations employing more than 100 people.

Since 1986 the University of Toronto has participated in the Federal Contractors Program, signing a Certificate of Compliance (#60141), maintaining an employment equity program and reporting yearly on its progress. The federal government regularly reviews the University to ensure compliance with the FCP requirements (1990, 1994 and 2004).

The most recent federal compliance review took place from January to October 2004. The University was commended by the federal inspector for its 'demonstrated understanding of the concept of employment equity' and on 'how well the University of Toronto is progressing with its employment equity work plan'.[1] A major recommendation arising from the 2004 compliance review was the suggestion that University resurvey its workforce.

Resurveying the workforce is a normal part of the University's employment equity program. It ensures the data is accurate and provides employees a direct opportunity to update their personal information.[2] In January 2006 the University launched an employment equity census of just over 9000 of its employees. Extensive planning occurred in the fall of 2005 under the direction of the Office of the Vice-President Human Resources and Equity. The employment equity questionnaire was updated to include an additional question on sexual minorities, in keeping with the University's Employment Equity Statement (2001).[3] The results of the census will be fully reported in the 2006 Employment Equity Report.

According to federal requirements, the President and Vice-Presidents are accountable for monitoring the progress of employment equity at the University. The Vice-President Human Resources and Equity is the senior University officer responsible for collecting and analyzing the data required to assess progress, providing yearly updates and making recommendations, in collaboration with the Vice-President and Provost in respect of faculty, for future directions and initiatives.

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[1] Paglia, Michael (2004). Letter to the President, University of Toronto, regarding Compliance Review Report of Findings, October 6, 2004

[2] Employees may update their information at any time. Employees may choose to update their information if it has changed or if they are more comfortable self-identifying as a member of a designated group now than when first hired. The last employment equity workforce survey occurred ten years ago, an appropriate interval for an organization of the size and complexity of U of T (9,021 employees surveyed in a multitude of worksites).

[3] University of Toronto Employment Equity Statement (2001). Related policies and links may be found at the census website, www.eecensus.utoronto.ca

While every faculty and staff member at the University of Toronto is responsible for ensuring a fair, representative and welcoming workplace, there are many groups and departments who directly contribute to the employment equity work plan in their regular activities. These roles and offices include the Special Advisor on Equity Issues, the Status of Women Office, Anti-Racism and Cultural Diversity Officer, Director of Faculty Renewal, Health and Well-Being Programs and Services, LGBTQ Resources and Programs Office, Quality of Work Life Advisor, Organizational and Staff Development Office, Family Care Office, Sexual Harassment Education, Counselling and Complaints Office, UTSC Special Advisor to the Principal on Equity Issues, the *Ontarians with Disabilities Act* Officer, and First Nations House through liaison with the Director and Elders in Residence.[4] In 2005 an Employment Equity Officer position was created to coordinate the workforce survey and the ongoing work plan.

The Human Resources Central Administration and Divisional Offices, the Labour Relations Department and the University's legal counsel provide expert advice and guidance on a daily basis to the entire University community to ensure equitable employment practices at all stages of one's career. Academic administrators and Professional and Managerial staff are similarly responsible for ensuring fairness and equality of access for employees in their daily work. The many unions representing staff at the University and the Faculty Association also assist in this process. The Assistant Vice-President, Human Resources implements the employment equity reporting and surveying process through several specialized HR areas (Data and Research, Compensation, AMS–HRIS, Employment Equity Office).

The employment equity program is one part of a much broader equity and diversity framework at the University, ensuring a welcoming and representative research, study and work environment. In 2004 an Equity Infrastructure Review was completed by the Vice-President and Provost and the Vice-President Human Resources and Equity; several recommendations were implemented in 2005. One such example is the formation of the Equity Advisory Board, which includes senior academic administrators, professionals and managerial staff, representatives from employee groups, the equity issues advisory group and individual faculty members who specialize in research in equity and diversity. Annual academic orientation sessions, special workshops and seminars and projects (the forthcoming University of Toronto Faculty and Staff Experience Survey, the 2006 Employment Equity Census) similarly draw from a breadth of university staff and faculty to communicate best practices and ensure a culturally diverse and respectful workplace.

Creating a fair and representative workplace is part of the fabric of equity at the University of Toronto: each and every staff and faculty member contributes to employment equity initiatives in their daily work by fostering an inclusive and welcoming community. The contribution of all members of our community was nationally recognized in 2005 when the University of Toronto was named one of Canada's top 100 employers and cited as a Top 10 Family Friendly Employer.[5]

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[4] For more information on the offices please see http://www.utoronto.ca/hr/equity.htm

[5] These awards are described in the University of Toronto's *Annual Report, Human Resources and Equity 2005* . http://www.utoronto.ca/hrhome/vphr/annual05.pdf
The list of top 100 employers in Canada is produced by Mediacorp and available in Macleans Magazine, October 17, 2005 edition.

1.1   The Context and Purpose of the Report

The *2005 Employment Equity Report* provides an update of the University's work plan and progress on initiatives for October 2004 – September 2005. Section 2 provides a statistical analysis of the progress of the four federally designated groups according to the employment equity occupational groups ("EEOG"). The analysis provides the opportunity to compare data both within the University workforce (e.g. representation of female faculty in each SGS division) and to the external labour force availability data provided by the federal government based on the last national census (2001).

The federal government requires data to be reported using 14 employment equity occupational groupings (EEOG) to represent the multitude of nationally recognized job classifications (national occupations codes, or NOC). The privacy of individuals is protected since reporting on the representation and progress of the designated groups is done in summary form according to EEOG. Individual privacy is also protected through the federal requirement that data be suppressed where results for three or fewer employees would otherwise be reported.

Faculty and staff data are analysed separately. Faculty representation, conversion (progress through the ranks) and retention are examined by SGS Division (I-IV) with data provided by the Provost's office.   Recruitment, retention, training and promotion of staff are analysed by unionised and non-unionised groups to assess fairness and equity in our work environment. Individual privacy is protected by reporting by these larger groupings rather than by department or faculty.

The framework of the employment equity report is organized to mirror the employment cycle an individual staff or faculty member experiences during their time at the University: hiring, retention (including training and promotion) and eventual departure. The statistical analysis in Section 2 highlights the representation and progress of the designated groups within each stage of the employment cycle compared with external and internal data. This analysis enables the University to assess its progress in implementing employment equity.

Section 3 briefly summarizes and contextualizes recent employment equity initiatives at the University. These initiatives are designed to continue to protect and improve the equality of opportunity and access, thus ensuring the University of Toronto maintains a fair and representative work environment.

Section 4 concludes the report with an update on the progress of recommendations for the prior year in the context of the University's employment equity objectives.

Section 5 contains the tables of raw data, with all information for groups of less than 3 people suppressed. Each of the Report Graph Charts in Section 2 derives from one of these tables. Census data outlining external availability is included for comparison in each of the tables in this section.

2.0   Analysis of the Employment Equity Tables:

2.1   Employment Equity Survey Results 2004 – 2005

Each new employee is requested to complete an employment equity questionnaire or survey at the time of hire, typically during the Human Resources benefits orientation. While the questionnaire is voluntary, new employees are encouraged to return their surveys, even if they choose not to respond to the questions. Prior to the launch of the January 2006 Employment Equity census, the employment equity questionnaire surveyed the four federally designated groups (Aboriginal people, persons with disabilities, visible minorities and women).

Report Graph 1 measures the number of employment equity surveys that were returned in the period from September 2004 – September 2005, as a percentage of all surveys distributed to new employees in that same time.[6]   Because employment equity is a voluntary program, the "completion" rate – how many employees answered the questions in the survey - is also measured. The difference between the return rate and the completion rate indicates how many blank or incomplete questionnaires were returned last year.

In 2004/05, both the return rate and the completion rates increased from the previous year. The return rate was 83.2%, the highest return rate for the previous eight years. The completion rate was 79.32%, a slight increase of 0.71% from the 2004 report.

Report Graph 1: Trend Analysis for Percentage of Surveys Returned and Percentage of Surveys Completed (Extracted from Data Table 1)
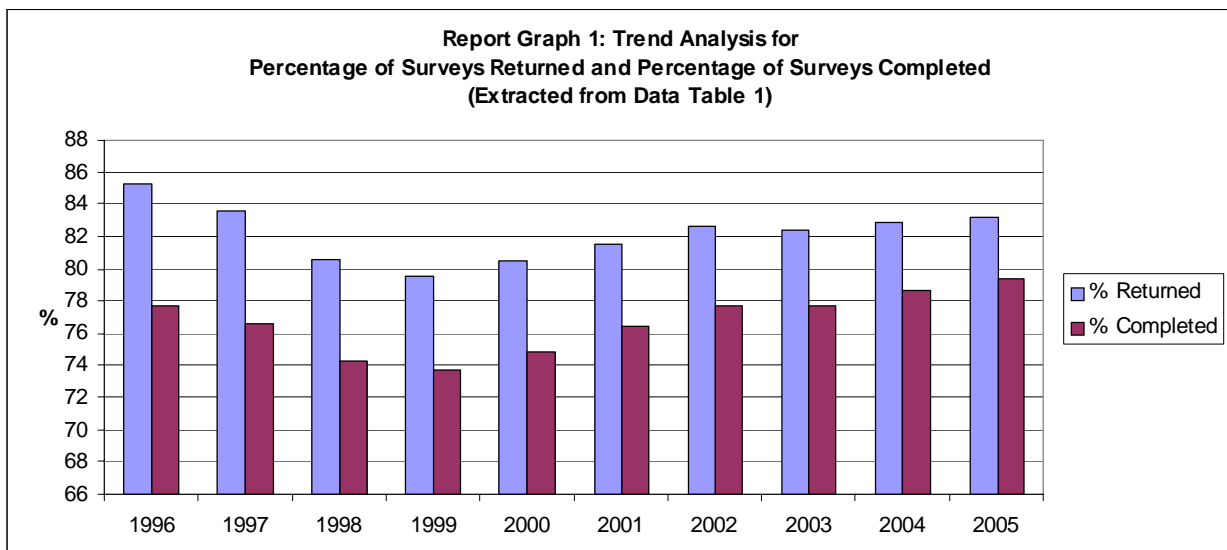
With ten full years of data, overall trends may be observed. The most evident trend is the decline and recovery of both the return and completion rates; 1999 was the nadir of the 'V'. While the return rate has not yet reached the 1996 level of 85.3%, the rate of completion more accurately measures actual employee participation levels. In every year since 2001 more

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[6] The data for both response rates (return and completion) are cumulative.

employees are completing the employment equity surveys than in any of the previous ten years representing a total increase during this time of 5.57% to 79% in 2005.
A second interesting trend is the narrowing of the gap between the two rates in each of the last ten years. The greatest gap between the response rate and the completion rate was in 1996 (10.55%) and the smallest gap was in the 2004/05 year (3.88%). Staff and faculty are more likely to complete the survey now than they were 10 years ago.

In 1996, 10.55% of surveys were returned not completed (i.e. left blank, with a personnel number indicated) whereas in 2003 only 3.88% of surveys returned were not completed. Even accounting for a slight decrease in the return rates of 1996 and 2005 this represents a solid increase in the number of active participants in the survey (5.88%).

2.2   Faculty

Overview

In analyzing the University's workforce, comparisons are made between the representation of a designated group (e.g. Aboriginal people) in an employment equity occupational group (EEOG) within the University as compared to the external availability data. For faculty members the comparisons are made between the data from the University's employment equity surveys and the data from the Canadian 2001 census for the EEOG that includes the category of "university professors", a broad category that does not specify tenure status. [7]
The federal government designates the area of comparison (national or municipal only) based on the likely realm of recruitment for a particular EEOG; university professors are recruited nationally (and internationally). Therefore, the external data for faculty is derived from census data for all of Canada. Those positions within EEOGs that are likely to be recruited locally are compared to external availability data within the federal metropolitan census area.

2.2.1   Faculty Recruitment

In this report, data on recruitment is drawn from three sources to contextualize the University's progress. First, all new faculty members complete a self-identification employment equity questionnaire as part of their orientation. This provides the bulk of the data from which faculty information for the employment equity report is drawn. Second, Table 13 groups together subject areas that have a similar percentage of women students who are awarded doctorates from across Canada. Finally, the Provost's data on composition of applicant pools is obtained from data submitted by search committees based on observation.

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[7]   Taken from National Occupational Classification 2001; National Occupational Code (NOC) 2141 University Professors defined as working at universities and degree-granting colleges; information provided by University of Toronto Compensation Department.

By gathering data from these three sources, recruitment levels can be contextualized against (i) the current levels of representation in the University's faculty recruitment, for all designated groups; (ii) general levels of women PhDs in future availability pools; and (iii) the composition of applicant pools in 2005 at the University.

In 2004/2005 the University of Toronto undertook 182 faculty recruitment searches which resulted in 124 hires. This is more than in 2003-04 but comparable to 2002-03 (see below). According to information from the Provost's office, the number of candidates who declined an offer of a faculty position in 2004/05 includes four searches where candidates declined positions twice and four declined appointments.

As in previous years, the majority of hires were made at the rank of assistant professor (62%) followed by full professor (14%), associate professor with tenure (9%), associate professor (8%) and assistant professor conditional (7%). While there has been a decline since 2003/04 in the number of assistant professors conditional, there has been a corresponding increase in the number of assistant professors. The other ranks remain fairly consistent.

Report Graph 2: Trend Analysis New Faculty Hires (Provost's Data)
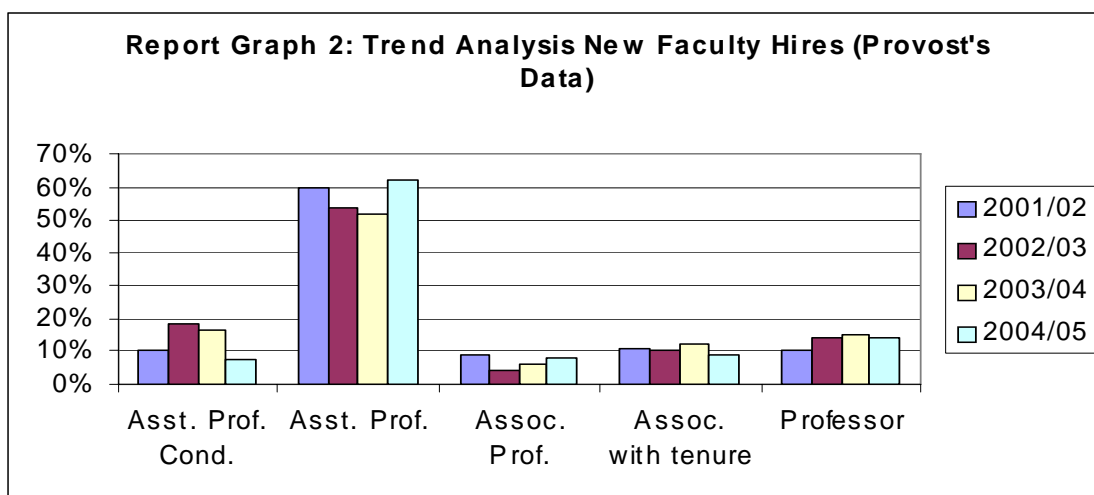
2.2.2 Faculty Hiring in relation to the Applicant Pools

Over the 2003/2004 and 2004/2005 recruitment cycles the Faculty of Arts and Sciences has tracked applicants in their academic searches through a voluntary online survey. Each year the number of departments participating in the survey has increased; in 2004-2005, of 52 successful searches in the Faculty of Arts and Sciences, there were applicant results for 45 searches and 38 appointments.

These searches yielded 910 responses to the survey from 2142 applicants, giving a return rate of 42.5%. 33% of those who responded were women and 67% men. 29% identified as visible minorities, 1.3% identified as aboriginal and 1.3% as disabled. In comparison, the data returned by search committees regarding shortlists indicated that 66% were men, 34% were women and

21% were visible minority candidates. Further exploration of online tracking mechanisms such as this will provide valuable information about the applicant pools for faculty positions.

Using the applicant data from the Provost's office and Table 13 the recruitment of women and visible minorities can be analyzed in further detail.

Women

Table 13 of the Appendix provides a comparison of the hiring of new women faculty to the proportion of PhD's awarded to women in different disciplines. Disciplines themselves are grouped by the percentage of PhD's awarded to women, so those subjects where more than 60% of PhD's are awarded to women include Drama, Education, Fine Art, French, Music, Nursing, Psychology, and Social Work, while in Astrophysics, Computer Science, Engineering and Physics women constitute less than 20% of the PhD's awarded. It is useful to compare our success in hiring women faculty to their availability in the broader pool of PhD's available in Canada. An abbreviated form of Table 13 appears below.

Provost's Data "Table 13": Women Faculty Hires/Proportion PhDs by Discipline

Group	% Women Hired	% Women PhD's
Group 1 (60% or more) – Classics, College Programs (UC), Drama, Education, Fine Art, French, Germanic Languages & Literatures, Music, Nursing, Psychology,	38%	68%
Group 2 (40-59%) – Architecture, Criminology, English, History, Medicine, Near & Middle Eastern Civiliza-	26%	50%
Group 3 (20-39%) – Botany, Chemistry, Economics, Environmental Science, Forestry, Law, Management, Mathematics, Philosophy, Physical Education and	29%	31%
Group 4 (less than 20%) –Computer Science, Dentistry, Economics, Mathematics & Statistics, & Philosophy	14%	16%

In each case, the University is not matching the available pool of women hires. At the same time, while the figures in Group 1 and Group 2 are significantly lower than their availability in the Canadian pool, these are also areas that traditionally already have a higher concentration of women at the University. The lower number of women hired in these areas may indicate a gradual balancing out of historic gender discrepancies. As well, these figures

represent the pool of graduates from Canadian institutions. While the University certainly recruits from this specific pool, we also recruit Canadian and international scholars who have graduated from outside Canada.

In fact, the source of new hires suggests that only 38% are Canadian citizens and that 52% come from institutions in the US (either as their last place of employment or their degree granting institution). Interestingly, the area where the University comes closest to matching the available pool is in Group 3 which is largely dominated by fields where it has traditionally been more difficult to recruit women. Clearly the University's efforts in proactive recruitment in these areas has begun to show an impact and it may be necessary to begin to exert effort in areas where the lack of women has not been so evident.

Report Graph 3, below, shows the breakdown of women hired by SGS division and their total representation among the new hires. Overall women accounted for 31% of new hires, up from 29% in 2003/2004. Their representation improved in the Humanities (38%) and was substantially higher in the Physical Sciences (from 5% in 2003/2004 to 23% in 2004/2005) but was lower in both the Social Sciences (down to 36% from 41% in 2002/2003) and Life Sciences (24% in 2004/5 compared to 48% in 2001/02). The majority of women were hired as assistant professors (n=30) although they were also hired as full professors (n=3), associate professors with tenure (n=2) and associate professors without tenure (n=3).
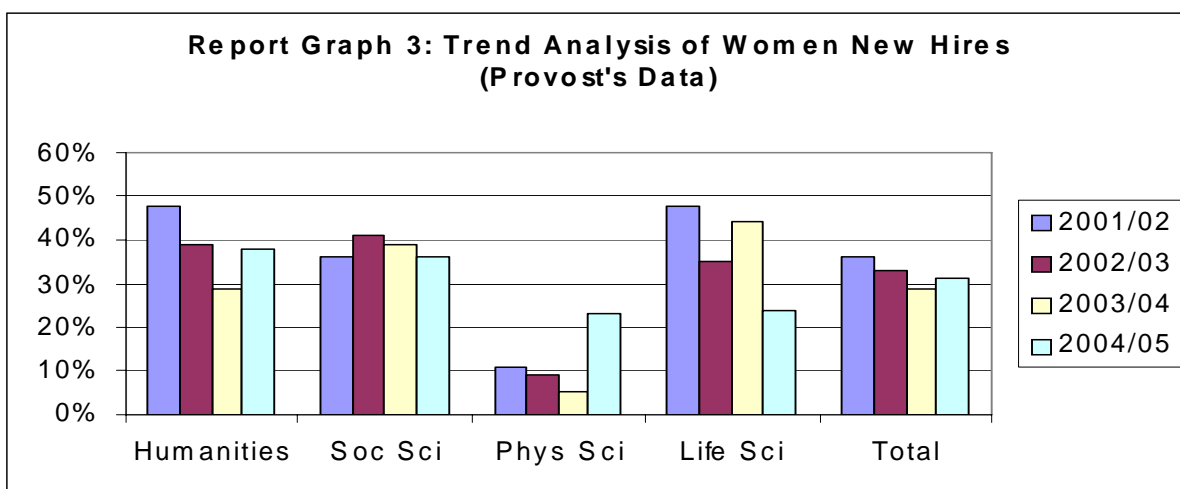
Report Graph 4, below, provides a breakdown of the percentage of women interviewed, made offers and their rate of acceptance or decline. Ideally we would like to see the proportion of women interviewed and made offers being as close to 50% as possible. Likewise, the rate of acceptance should be close to 100%, indicating that the University is seen as a welcoming place for women to work, while declines should be as low as possible.

Report Graph 4: Women Interviewed, Made Offers, Acceptances, Declines (Provost's Data)
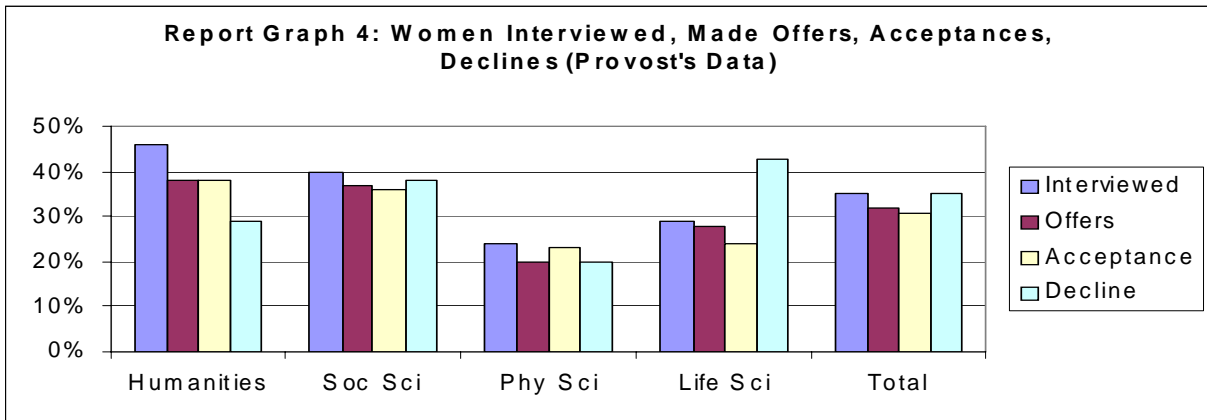
Report Graph 4 indicates that in total at the University, 35% of those interviewed for positions were women. Of the individuals offered posts, 31% were women. Women accepted 32% of the offers made, while 35% of the offers that were declined were by women. All of the SGS divisions made proportionally fewer offers to women than were interviewed.

Throughout this discussion we have been looking at the proportion of all women faculty hired. It is particularly relevant to focus on the representation of women as Assistant Professors as this is the 'entry level' for most women beginning an academic career. Table 2.2A summarises the representation of assistant professors across the SGS divisions. Report Graph 5 traces the percentage of women assistant professors from 1997 – 2005 by SGS Division.

While we have seen the total number of women recruited at the University rise in 2004/2005

Report Graph 5: Women Assistant Professors by SGS (Extracted from Table 2.2(A))
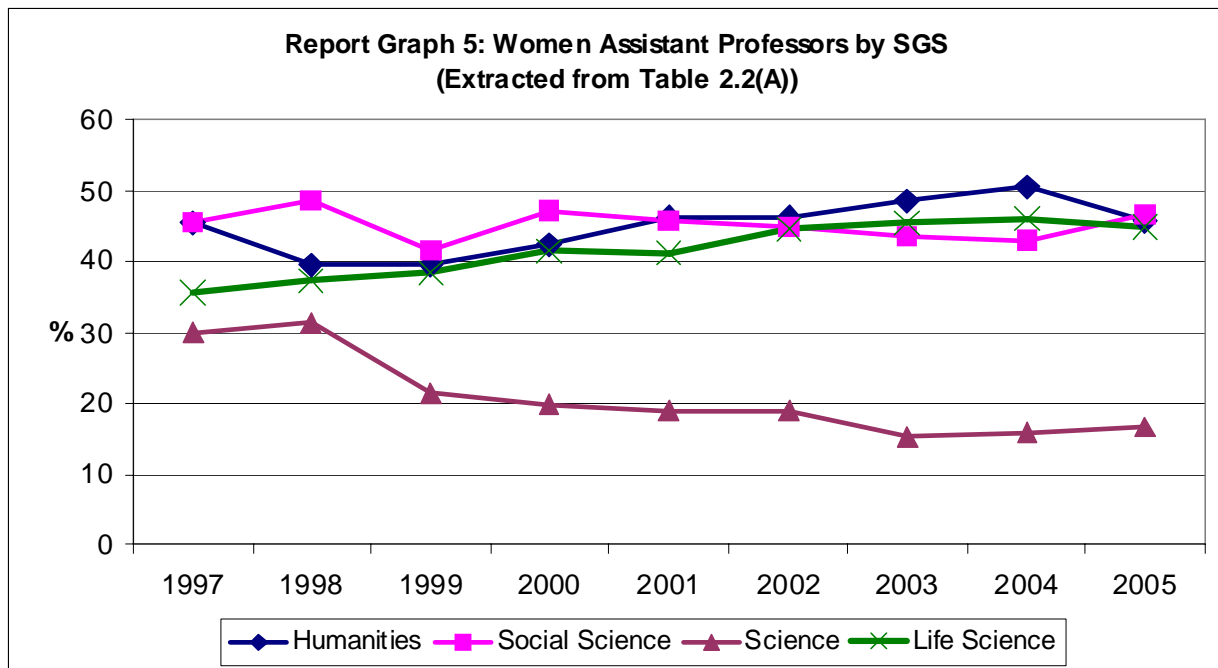
(from 29% in 2003/2004 to 31%), the proportion of women assistant professors shows a mixed result. The most recent data for the sciences show a small increase of 1% (from 15.7 to 16.7%) which seems to indicate a slow and gradual upward trend but not one that comes close to matching the more than 30% representation of women in 1998. Likewise, the Social Sciences show a reversal in a downward trend with an increase of 3.2% (from 42.9% to 46.1%).

Of concern is the significant drop in the Humanities, an area that traditionally has high representation of women. In 2004/2005 the percentage of women assistant professors dropped from 50.5% to 42.7%. This drop is supported by the earlier figures on the difference between the proportion of women interviewed in the Humanities compared to the number offered positions (Report Graph 5, above). This is a result that should be watched carefully in the future.

The Life Sciences also shows a small drop in the representation of women assistant professors from 45.9% to 43.9%. This does not represent a significant number of individuals.

Report Graph 5 indicates that the percentage of women assistant professors in the sciences was 16.5% in 2005. This percentage has decreased significantly since 1997, when women assistant professors in the sciences numbered 30% of all assistant professors and indicates a difficulty with the low level of recruitment of women faculty in the sciences.

There is no external data available for women assistant professors in the sciences. However, related external data indicates that the participation of women faculty in the sciences in all Canadian universities is extremely low; women faculty continue to cluster in certain disciplines. StatsCanada reported the number of women full-time faculty in the fields of engineering and applied sciences was 10% in 2002/03, up from 3% in 1990/91. In 2002/03 the number of women full-time faculty in mathematics and the physical sciences was 13%. The category of full-time professor includes full tenure professors, a proportionately much smaller number than the number of assistant professors. More positively, StatsCanada reported the number of women *associate* professors (a more senior rank than the assistant professor) in all fields was 36% for 2002/03. [8]

Historically the University achieved a proportion of 30% or more women faculty in the sciences in 1997 and 1998; recruitment efforts are needed to restore these figures. The Faculty of Applied Science and Engineering has collected data on the enrolment of women in its graduate programs since 2000. Over this period, they have found a 5.1% increase in the number of women enrolling in their doctoral, research and professional masters programs, from 20.1% to 25.2%. The majority of this growth has been in the doctoral program, where the number of women has more than doubled in five years (from 51 to 117). This is an encouraging sign in a field that is dominated by men and where it has sometimes been difficult to recruit women.

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[8] See Sussman, D and Yssaad, L. "The rising profile of women academics", *Perspectives of Labour and Income,*February 2005, Vol. 6, No. 2, (Statistics Canada); pp 6-19. (Synopsis available online at "The Daily" Sussman, D.; Yssaad, L, "Study: The rising profile of women academics", StatsCan *The Daily* (Labour and Household Survey Analysis Division, Statistics Canada), February 24, 2005.

Proactive recruitment strategies call for us to look for ways in which systemic and/or institutional discrimination may impact the recruitment process. The charts below show the difference between 2003/2004 and 2004/2005 in the percentage of women interviewed, made offers, accepting or declining positions at the University. One indication that proactive recruitment policies are succeeding would be an increase in the number of women being interviewed, made offers and accepting positions, and a decrease in the number of women declining offers to work at the University. Report Graph 6, below, provides the percentage of change between 2003/2004 and 2004/2005.

Report Graph 6: Difference between 2003/2004 and 2004/2005 in the % of Women Interviewed, Made Offers, Accepting and Declining (Provost's Data)
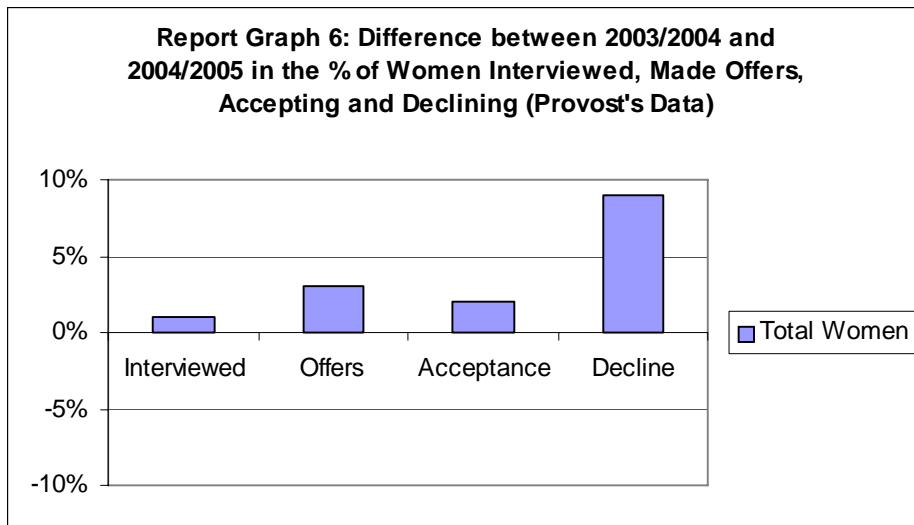
As hoped, we see a small increase in the overall number of women interviewed, made offers and accepting positions here. We also see an increase in the number of women declining positions. Considering the international competition for excellent women faculty, we should not be surprised to see women declining positions, although we may in future wish to further consider promoting aspects of employment at the University of Toronto that go beyond those

Report Graph 7: Difference between 2003/2004 and 2004/2005 in Women Interviewed, Made Offers, Accepting and Declining by SGS Division (Provost's Data)
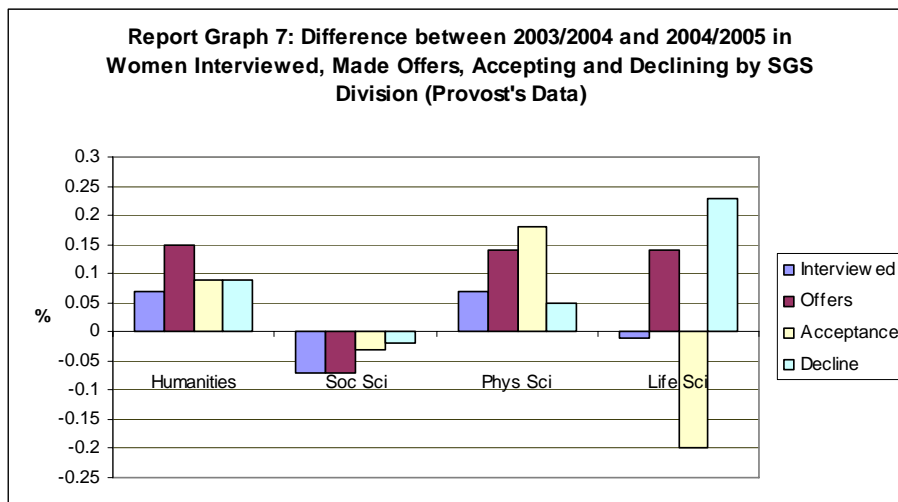
available at our peer institutions (e.g. maternity and paternity leave, emergency child care, and faculty relocation services).

Report Graph 7, above, presents this same information by SGS division. Humanities has shown good results across all three positive measures, and like the University as a whole, it also has an increase in the number of applicants who declined faculty positions. Social Sciences shows a reduction in the number of candidates who declined faculty positions, but a corresponding reduction in other areas. Physical Sciences shows the most improvement over last year with an 18% increase in acceptances, while the large change from last year for acceptances and declines in the Life Sciences may be explained by differences in the number of positions between 2003/2004 and 2004/2005.

Visible Minorities

Data is also collected during the search process on the representation of visible minorities. Search committees provide a detailed report to the Provost's Office showing the number of visible minorities short listed and interviewed. Report Graph 8, below, indicates that the number of visible minorities hired has continued to rise from 20% in 2001/02 to 22% in 2004/05. In Humanities and Life Sciences we see a return to the higher figures of 2001/02 while Social Sciences shows a 15% growth since 2001/02 (from 13% to 28%). Only in Physical Sciences do we see a significant decline over the last three years from a high of 32% in 2002/03 to 17% this year. Like women, the majority of new candidates were hired at the rank of Assistant Professor (n=16), while also as full professors (n=5), associate professors with tenure (n=3) and associate professors without tenure (n=3).
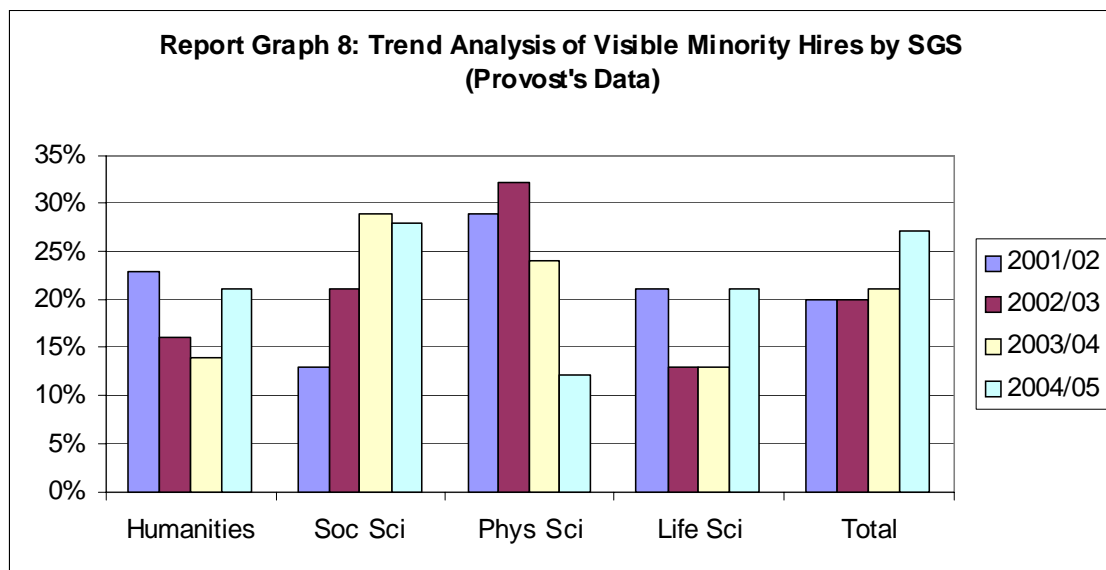
As we did for women, it is useful to consider the differences between 2003/04 and 2004/05 in the number of visible minority candidates interviewed, made offers, accepting or declining

positions, in order to obtain a better understanding of areas where we may need to improve. These differences are outlined below in Report Graph 9. As indicated above, ideally we would like to see an increase in the number of visible minority candidates interviewed, made offers and accepting; and a decrease in the number declining positions. Life Sciences shows precisely this profile, with an increase in interviews, offers and acceptances and a reduction in the number of declines. Humanities had 14% more visible minorities decline positions this year, while Social Sciences interviewed 13% less than in 2003/04. There was no change in the number of visible minority candidates interviewed in the Humanities between 2003/04 and 2004/05.

Report Graph 9: Percentage Difference Between 2003/04 and 2004/05 In Visible Minorities Interviewed, Offered, Accepting and Declining by SGS Division (Provost's Data)
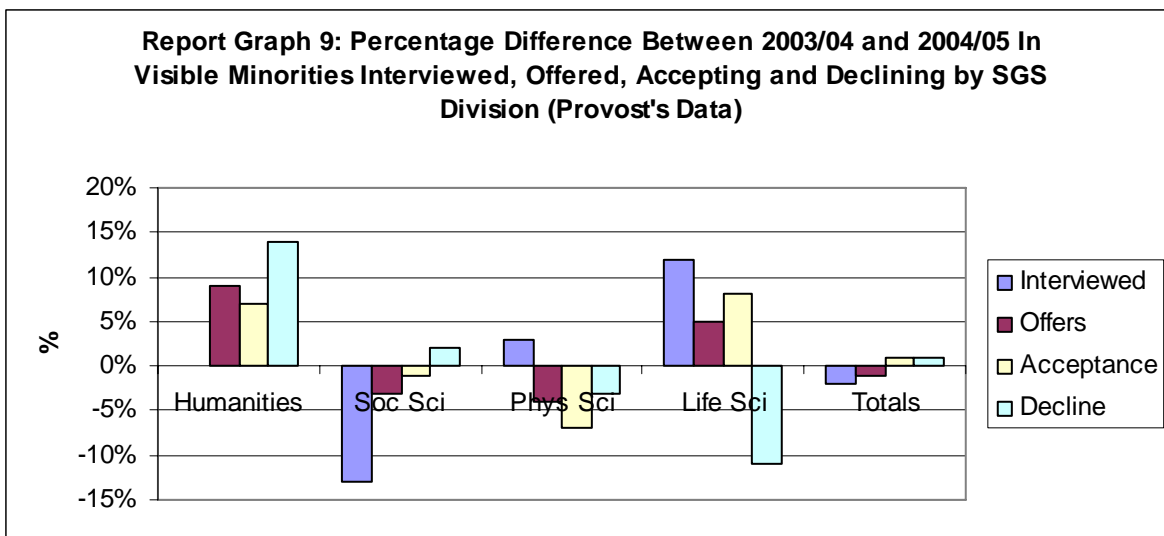
Aboriginal Peoples and Persons with Disabilities

Statistics on the recruitment of Aboriginal peoples and persons with disabilities are not collected by the Provost's Office. The online survey conducted in the Faculty of Arts & Sciences provides some information on the applicant pool which indicated that 1.3% of the applicants who responded identified as Aboriginal and 1.3% identified as having a disability. Further information is provided by a consideration of the representation of these individuals as Assistant Professors as provided by Table 2.2A. Report Graph 10, below, provides a visual representation of Aboriginal peoples and persons with disabilities across the four SGS divisions.

We find that there are no assistant professors identifying as Aboriginal in either the Life Sciences or the Physical Sciences, while the Social Sciences shows the highest representation with 1.7% of assistant professors. No assistant professors in Science or Social Science identify as having a disability. In the Life Sciences 2% of assistant professors identify as disabled and in the Humanities disabled assistant professors represent 1% of the faculty. Currently these figures are so small that it is difficult to comment on their representation.

Please see *2.2.3 Faculty Retention Note on Analysis of Representation of Aboriginal Peoples and Persons with Disabilities*

Report Graph 10: Aboriginal Peoples and Persons with Disabilities Assistant Professors by SGS

Legend:
- IV: LIFE SCIENCE
- III: PHYSICAL SCIENCE
- II: SOCIAL SCIENCE
- I: HUMANITIES

Categories: Aboriginal Peoples, Persons With Disabilities
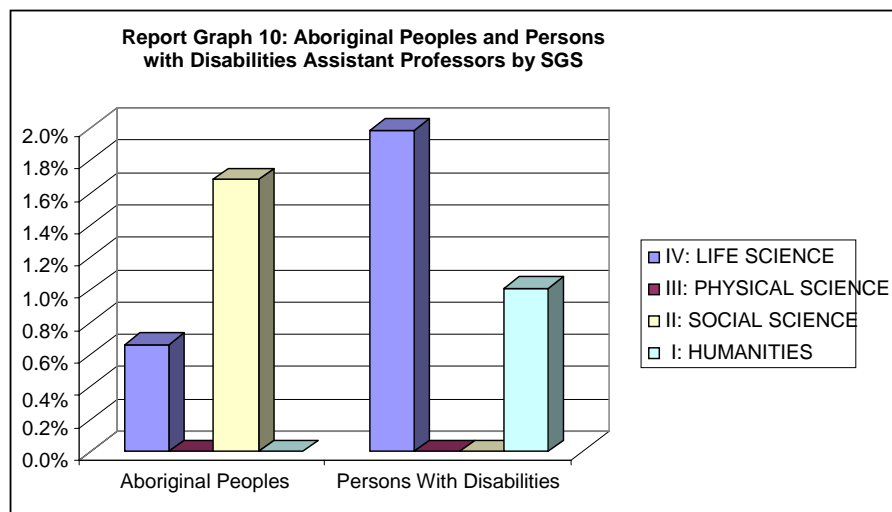
2.2.3 Faculty Retention

Faculty retention is an important factor for the recruitment of new academics and provides a snapshot of the current composition of faculty at the University.

Report Graph 11 (below) shows the percentages of Assistant Professors by SGS Division within each of the four designated groups. The proportion of women who are Assistant Professors in the Social Sciences, Life Sciences and Humanities represents 45 - 47% of Assistant Professors in each of these divisions. This number is well above the level of the external availability data for women university professors, at 36.2%.

It is also notable that the percentage of women assistant professors in these three divisions are closely matched, falling within 2% of one another. These percentages range from 44.9 in the Life Sciences division to 46.6% for the Social Sciences. The high levels of women assistant professors in these three divisions are very positive and the University will continue to provide support to these divisions to ensure representative conversion rates for women from assistant to associate professor. Low numbers of women in the sciences continues to be problematic and will not increase without specific recruitment efforts.

The proportions of assistant professors who self-identify as visible minorities in all four divisions exceeds the external availability figure of 13.3%. Humanities reports the lowest proportion of visible minority assistant professors at 15.2%. Physical Science has the highest proportion, with19.8% of all assistant professors self-identifying as visible minorities. The University will continue to provide support to all divisions to ensure a representative rate of conversion from the assistant to associate professors levels for visible minority faculty.

**Report Graph 11: Assistant Professors by SGS - All Faculty
(Extracted from Table 2.2(A))**
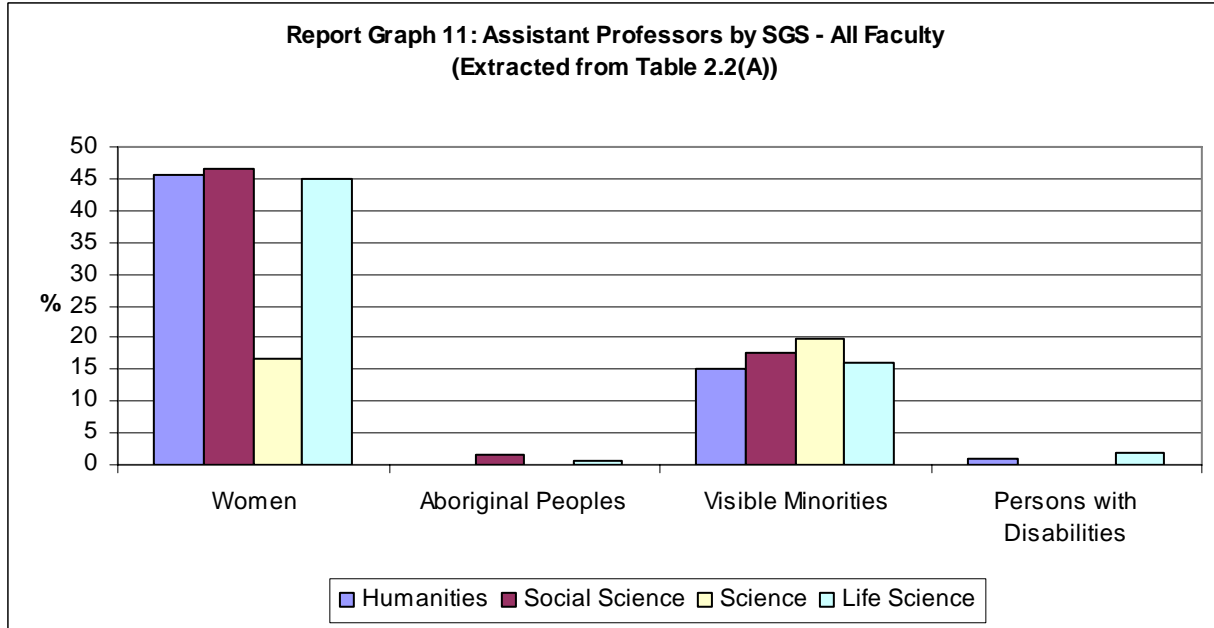
The external availability of Aboriginal university professors is 0.7%. While the percentages of assistant professors in the Life Sciences (0.7%) and Social Sciences (1.7%) match and exceed the external availability data, this number represents a very low number of assistant professors overall. The remaining divisions have no Aboriginal faculty – the difference between achieving the external availability level and not achieving it may be a single position. Please see the discussion following Report Graph 13, below, for more complete comment on the analysis of representation of Aboriginal people and persons with disabilities.

Report Graph 12 provides a trend analysis of all tenure stream faculty by designated group. It shows the change over time in the percentage of tenure-stream faculty from 1996 – 2005 for each of the four groups.

**Report Graph 12: Trend Analysis Tenure-Stream Faculty
(extracted from Data Table 2A)**
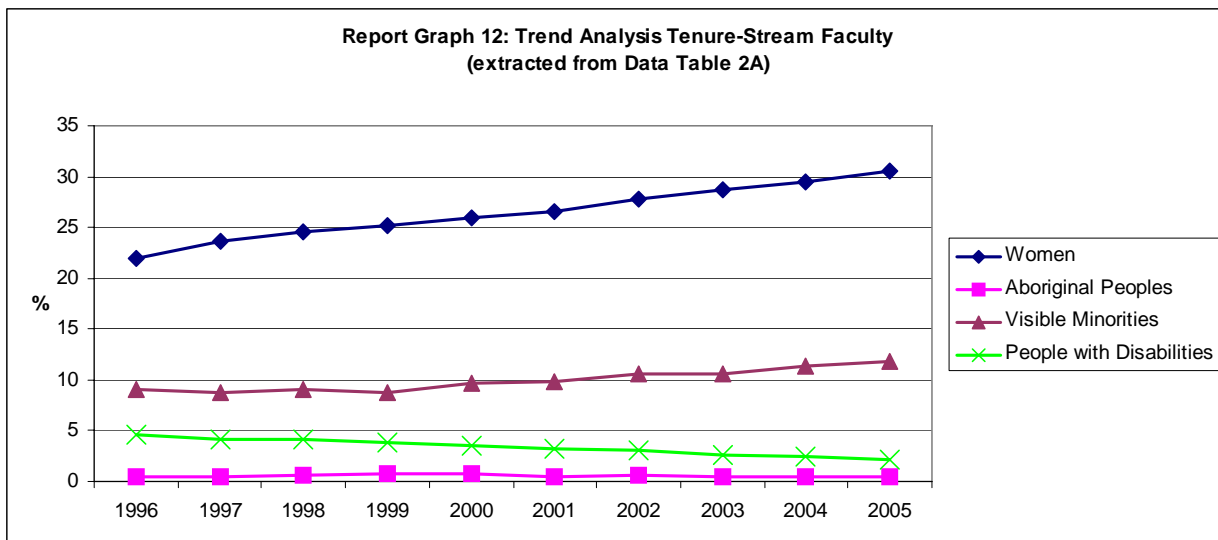
There was a steady increase in levels of women faculty to 30.5% in 2005, up from roughly 22% in 1996. There was a very slight increase in the percentage of visible minorities since 2002 from 10.6% of all tenure stream faculty to 11.8%. This is slowly moving closer to the external availability data for visible minority faculty (13.3%).

The percentage of persons with disabilities continued to decline in 2005 to 2.2%, suggesting that faculty may be more likely to have acquired disabilities during their career at the University and would not be captured in the employment equity survey data, normally administered at the point of hire. The 2006 Employment Equity census may increase the number of faculty who self-identify as persons with disabilities. Further discussion regarding the proportionate representation of faculty with disabilities is provided below in association with Report Graph 13.

Report Graph 13 outlines the representation of the designated groups among all faculty at the University in 2005, in comparison with external availability data for University professors. Overall, all faculty representation is somewhat less than the external availability data for each of the designated groups. For women faculty, there is a 2.6% shortfall between their number in the University (33.6% of all U of T faculty) and external availability of women University professors (36.2%).
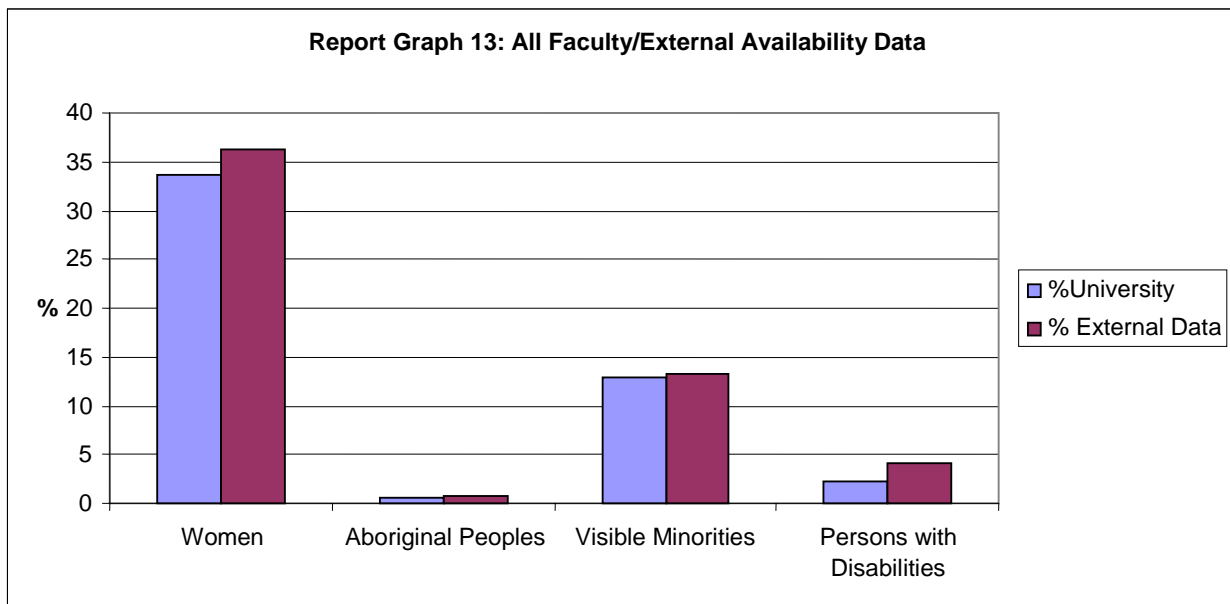
There is no statistically significant difference between the percentage of faculty at the University and relevant external availability for University professors among two other designated groups - Aboriginal peoples (0.1% difference) and visible minority faculty (0.4% difference).

There is a 1.9% gap between the percentage faculty with disabilities as a proportion of the overall University faculty (2.2%) and the number of externally available faculty with disabilities (4.1%) as a percentage of all externally available university professors. There are twice as many candidates who are persons with disabilities available externally as there are internally.

Note on Analysis of Representation of Aboriginal peoples and Persons with Disabilities
Throughout this report the extremely low numbers of faculty who are Aboriginal and/or persons with disabilities results in numbers that, at times, reflect less than a single position or percentage point. Where these groups are not separately analysed in the rest of this report, the change or difference has been less than one full position or a single percentage point. For persons with disabilities, the low numbers among faculty (n=42) may represent a reluctance to disclose at point of hire when the employment equity surveys are typically distributed. The workforce resurvey conducted in 2006 may help to provide further information on these small groups of faculty. Additionally, it should be noted that disabilities are often acquired as individuals age, particularly in a workforce with high retention rates. The Office of Health and Well-being Programs and Services established a working group that drafted revised Guidelines for Accommodation for Faculty and Staff with Disabilities. The Guidelines will help to ensure that resources and processes are in place to facilitate the appropriate accommodation of faculty and staff who are persons with disabilities.[9] Since 2003, the University has provided an inclusive process for developing a yearly *Ontarians With Disabilities Act* (ODA) Report Plan; the ODA Plan endeavours to remove all types of barriers (attitudinal, physical) for persons with disabilities in the University community.[10] Initiatives undertaken in response to this report may assist in increasing the number of persons with disabilities at the University.

Representation among Aboriginal people at the University is somewhat uneven and overall numbers are extremely low. Among faculty, two SGS divisions match or exceed the external availability level of 0.7%(see Report Graph 11, above) while the remaining divisions do not. The difference between these groups may be a single position. Just as with persons with disabilities, because the numbers for Aboriginal faculty are exceedingly small (n=11), it is not appropriate to provide an analysis if it represents less than a full position or percentage point.

Among First Nations, Métis and Inuit people (who comprise the category of Aboriginal) there may be reluctance to self-identify as Aboriginal, whether for personal reasons or as a rejection of the term Aboriginal itself. In recent years this term has been rejected by some members of the First Nations community, in part, because it is a term used by the federal government that does not appropriately reflect the identity of the Nations and people in question.

The University has a very active First Nations House (FNH) mandated to serve the student population. In recent years FNH has advised the University's senior administration on ways to

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[9] For more information please see the University of Toronto Health and Well-Being Programs and Services at http://www.utoronto.ca/hrhome/hwb/
[10] Please see the ODA Plan Reports at http://www.utoronto.ca/hrhome/oda_plan.htm

facilitate greater inclusion of Aboriginal people among faculty and staff. Initiatives include participation on faculty search committees through the Office of the Provost and efforts to support greater recruitment and retention of Aboriginal people through the Office of the Vice-President Human Resources and Equity. These initiatives are discussed in more detail in Section 3.

**Report Graph 14: Cluster Analysis Women Academics
(Extracted from Data Table 2(A))**

Classification	% Women
Lecturers	~62
Instructors Lecturers	~62
Senior Lecturers	~53
Non-Tenure stream Assistant Professor	~51
Non-Tenure stream Associate Professor	~51
Contractually Limited Assistant Professor	~46
Tenure stream Assistant Prof. (Conditional)	~44
Tenure stream Associate Professor	~39
Tenure stream Assistant Professor	~38
Contractually Limited Associate Prof. (Conditional)	~28
Contractually Limited Associate Professor	~28
Non-Tenure stream Associate Prof. (Conditional)	~25
Tenure stream Professor	~20
Contractually Limited Professor	~17
Non-Tenure stream Professor	~7

% Women

Report Graph 14 presents a cluster analysis of women academics according to the percentage of women in each of the faculty classifications. The external availability data (EAD) for the percentage of women 'university professors' is 36.2% and includes both non-tenured and tenured faculty positions.

Women faculty continue to be vastly overrepresented among faculty positions without continuing appointments (over 60%) while women hold just over half of the non-tenure stream associate and assistant professorships. It should be acknowledged that some proportion of this group actively choose teaching stream positions since it offers somewhat more flexible working conditions with a reduced research component.

In 2005 the percentage of women in tenure stream positions at the University was very strong. Women associate professors were exceptionally well represented at 39%; this exceeds the external availability data of 36.2% for women university professors. Similarly, women comprised 38.2% of all tenure stream assistant professors. While a significant gap remains in the rank of full professor, of whom 20% are women, continued support from the University would ensure that the strong performances at the assistant and associate professors levels will, over time, convert to a reasonable and appropriate number of full professors.

Notably, there is a high proportion of women at the rank of assistant professor (conditional) at 43.8% of all assistant professors (conditional). The position is a tenure-stream appointment, conditional on the candidate completing their PhD within one year of hire. When this condition is met, the position automatically converts to a three-year tenure stream appointment at the Assistant Professor rank.

Report Graph 15 presents a cluster analysis of academics according to the percentage of visible minorities in each of the faculty classifications. The external availability data for the percentage of visible minority university professors is 13.3% and includes both non-tenured and tenured faculty positions.

This chart clearly shows the high proportions of visible minorities in the tenure-stream assistant professor (conditional) position, at 33.3%. The position is a tenure-stream appointment for one year, conditional on the candidate completing their PhD within one year of hire. Candidates who fulfill this condition will convert automatically to a three-year tenure stream appointment at the Assistant Professor rank. The percentage of visible minority faculty in the assistant professor (conditional) stream is more than double the external availability data for visible minority university professors (13.3%). University support will ensure that the number of visible minority faculty in the tenure-stream is proportionate to the increasing number of available visible minority academics.

**Report Graph 15: Cluster Analysis Visible Minority Faculty
(Extracted from Data Table 2 (A))**

Classification	% Visible Minority Faculty
Tenure stream Assistant Prof. (Conditional)	33.3
Contractually Limited Assistant Professors	19.5
Lecturers	18.7
Non Tenure stream Professor	17.5
Contractually Limited Associate Professor	17.4
Non Tenure stream Assistant Professor	16.7
Tenure Stream Assistant Professor	16.2
Contractually Limited Professors	14.8
Senior Lecturers	14.1
Instructors Lecturers	12.0
Tenure stream Associate Professor	11.0
Tenure stream Professor	9.3
Non Tenure stream Associate Professor	8.8

In 2005 visible minority faculty comprised 14.8% of clinical full professors and 17.4% of clinical associate professors, a strong showing that again exceeds the external availability data of 13.3% visible minority of all University professors.

The tenure-stream rank of assistant professor was 16.2% in 2005, also exceeding the external availability data. The number for visible minority full professors is 9.3%.

The Provost's New Faculty Integration series is one way in which the University supports the retention of new faculty and the conversion of the four designated groups into the ranks of more senior tenure stream faculty "by assisting new faculty members as they settle into a career in academia." [11] Workshops and presentations include such topics as integrating teaching and research and negotiating life in academia.

Report Graph 16 presents the percentage of each of the four designated groups among full-time faculty by SGS division. External availability data shows that 36.2% of university professors are women. Women make up 39.4% of faculty at the University of Toronto in the Social Sciences and Humanities. Women are significantly underrepresented among all faculty in the Physical Sciences at 14.6%. The proportion of women faculty in Life Sciences (35.1%) closely approaches but does not match the external availability data.

The external availability of Aboriginal peoples as a percentage of full-time faculty is 0.7%. Two SGS divisions exceed this rate - 0.8% of all full-time faculty in the Humanities and 1.1% of all faculty in the Social Sciences are Aboriginal people. The number of full-time Aboriginal faculty is exceptionally small (n=11); while there is a shortfall in the percentages of full-time Aboriginal faculty in the Physical Sciences and Life Sciences, this shortfall represent less than one position.

The external availability of faculty who are members of visible minority groups is 13.3% (EAD). As a percentage of faculty at the University, visible minorities are underrepresented in

Report Graph 16: Full-time Faculty by SGS Division (Extracted from Data Table 2.1(A))

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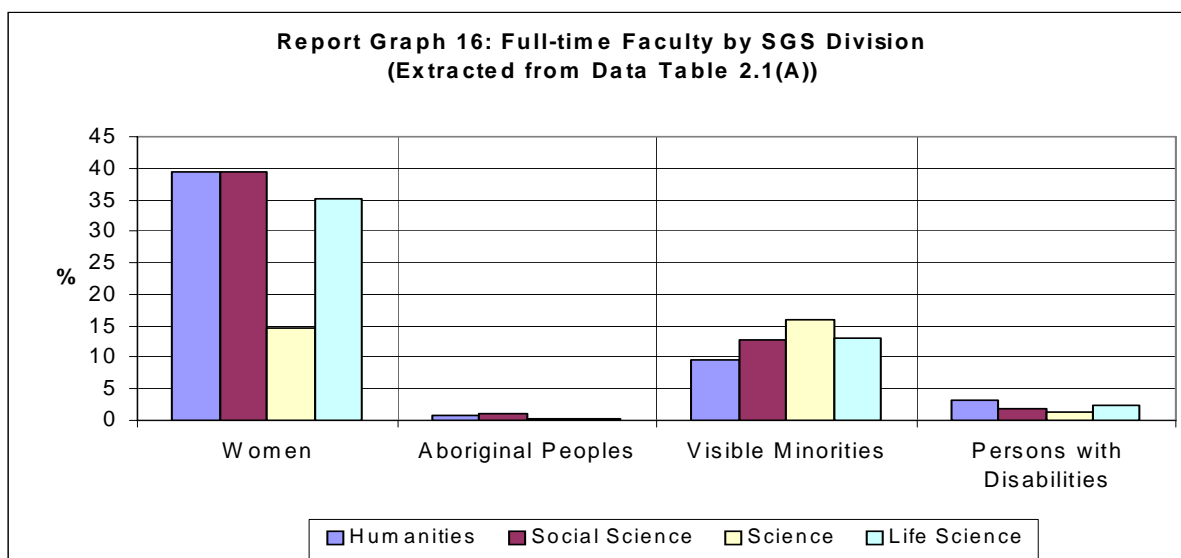
[11] For further details please see PDAD&C Memorandum #30 dated October 25, 2005 "New Faculty Integration Workshops – the Stepping In Series".

the Humanities (9.6%). In the Social Sciences representation of visible minority faculty is 12.7% and approaches the external availability level of data. In the Physical Sciences, faculty who self-identify as visible minorities comprise 16.1% of all faculty, exceeding the EAD by roughly 3%. In Life Sciences, the representation of visible minorities among full-time faculty is 13.1% closely mirroring the external availability of visible minority University professors.

The external availability data indicates that 4.1% of all university professors are persons with disabilities. Across all SGS divisions persons with disabilities are underrepresented among faculty compared to this external availability rate. The percentage varies from 1.4% in the Physical Sciences to a high of 3.2% in Humanities. The under representation of persons with disabilities among faculty at the University continues to be an issue in 2005; the numbers are based on a willingness to self-identify, making accurate reporting difficult. For a more detailed discussion, see 2.2.3 Faculty Retention, above.

2.2.4   Faculty Promotion

Report Graph 17: % Promotions to Full Professor by designated group / % designated group among Associate Professor t/s in U of T workforce (extracted from Data Table 10)
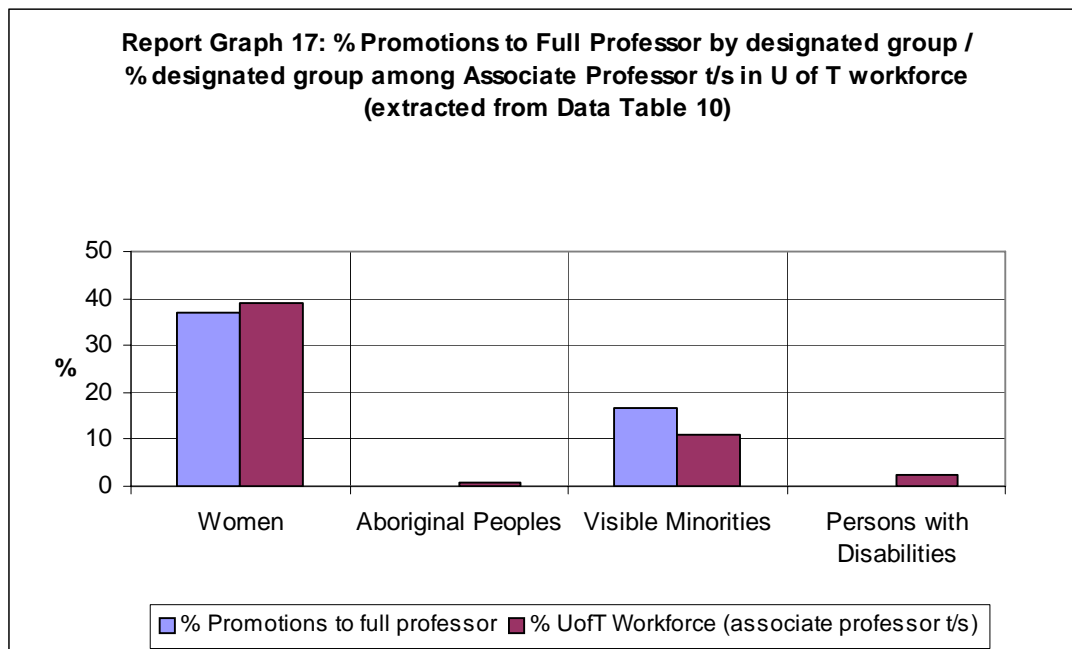
Report Graph 17 tracks the career advancement of the four designated groups, an important factor in both the retention of faculty and in the recruitment of new faculty.

The percentage of Associate Professors promoted to full professor is represented as "% Promotions". This percentage, representing a rate of change, is then compared with a static number of the relevant designated group among Associate Professors *within* the University as "% Workforce". This comparison is made to ascertain if the percentage of academics from the designated groups, who are advancing to full professor, is proportionate to the percentages of available academics from these groups within the University.

The level of promotions from associate professor to full professor for 2005 was proportionate to or exceeded the internal availability for two of the designated groups, women and visible minorities, a very positive step.[12] The absence of promotions for persons with disabilities and Aboriginal people may reflect the small numbers of each of these groups (n=42 and n=11 respectively). It should be noted that there are many factors involved in promotion to full professor and some faculty may choose not to move from associate to full professor.

In 2005, the percentage of women associate professors promoted to full professors was 37%. This represents an increase from the 2004 level, when 30% of women associate professors became full professors. Thirty nine percent (39%) of the associate professors at the University were women faculty in 2005; the number of promotions to full professor is thus roughly proportionate to the number of women associate professors this year.

The percentage of promotions for visible minority faculty to full professor exceeds the percentage of visible minority faculty in the associate professor stream by nearly six percent. 16.7% of associate professors who self-identified as visible minorities in the employment equity survey were promoted to full professor, while 11% of associate professors self-identified as visible minority in the University's workforce. This is an increase from 9.5% in 2004.

Graph 18, below, further explores this information for women, focusing on the trend analysis of women associate professors receiving promotion over a ten year period. The data reveals there are uneven levels of promotions for women compared to the more stable percentage of women associate professors working at the University over the years

Since 2002, the proportions are similar to women's representation as associate professors in the U of T workforce. In 2005 the gap has narrowed further – the percentage of promotions that were awarded to female faculty is now just 2% less than the percentage of their availability of the University's workforce.

Report Graph 19 provides a trend analysis of the average number of years it takes men and women to be promoted to full professor. In 2005 men took longer than women to become full professors. The gap in the average number of years for men and women to reach full professor is narrowing over the same ten year period (women 8.93 years; men 8.07 years).

Representation of the four designated groups in positions of academic leadership (Report Graph 20, above) is a strong indication of the possibility for advancement at the University. A trend analysis is provided in the absence of directly comparable external availability data for these senior academic positions.

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[12] The number of Aboriginal faculty who are associate professors is 0.7%; the number of persons with disabilities is 2.5% - a proportionate number of promotions to full professor would be less than one full position.

**Report Graph 18: Academic Promotions to Full Professor - Women
(Extracted from Data Table 10)**
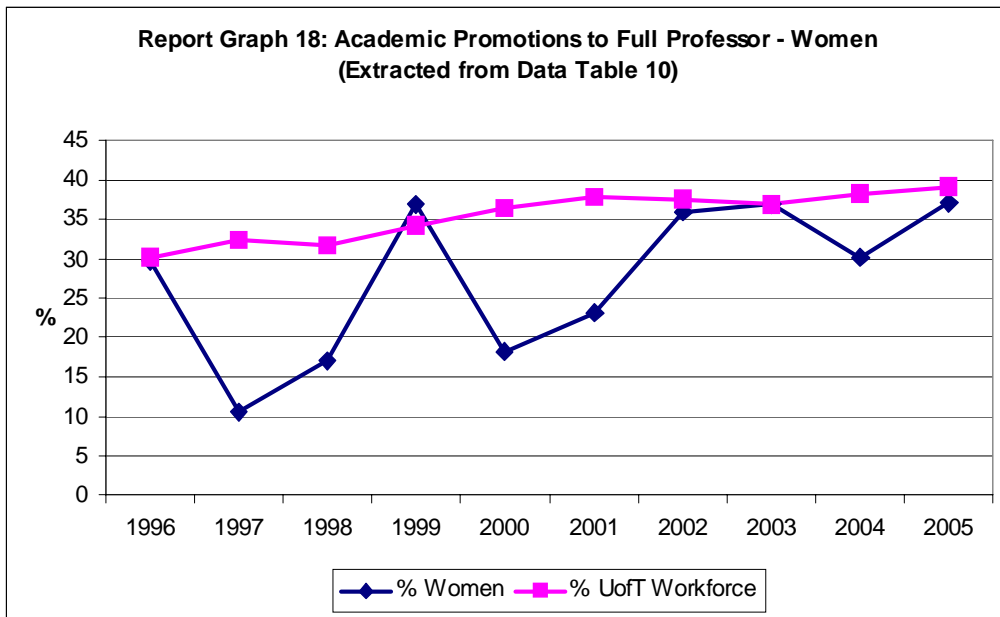
Overall there is an upward trend in positions of leadership for women and visible minority faculty, although over the past three years the number of women in positions of academic leadership remained constant.[13]

**Report Graph 19: Average Years for Promotion to Full Professor
(Extracted from Data Table 10)**
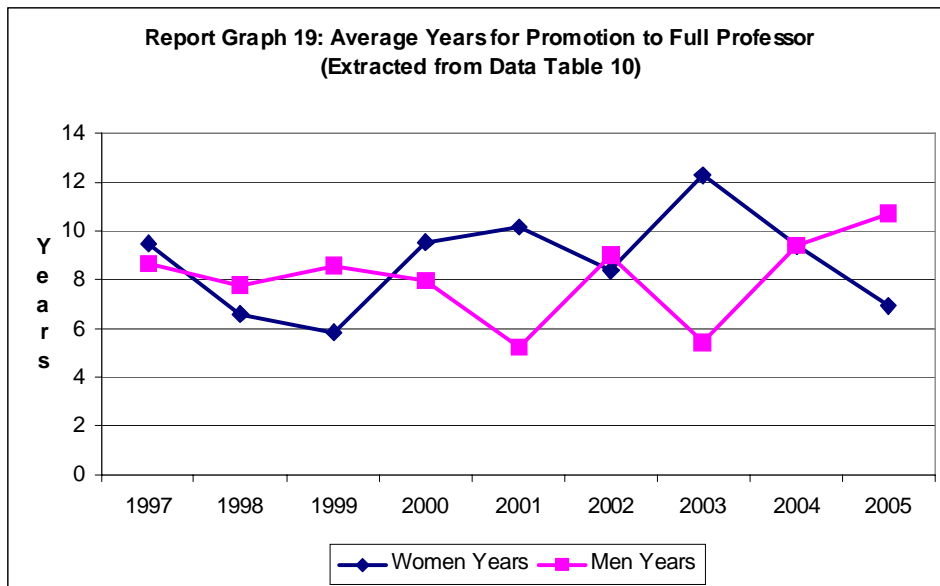
Representation of visible minority faculty among academic leadership increased slightly, to 9.3% overall in 2005. The strong increase in the number of recently hired visible minority faculty will be reflected in the academic leadership of the University in coming years.

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[13]Note that statistics were taken from September 29, 2004 – September 30, 2005 and do not reflect recent appointments of Deans in the Faculty of Law, Medicine, Applied Science and Engineering, Social Work, the Principal of University College, the Principal of Innis College or the Interim Vice-President and Chief Advancement Officer.

**Report Graph 20: Trend Analysis Academic Leadership
(Extracted from Data Table 3)**
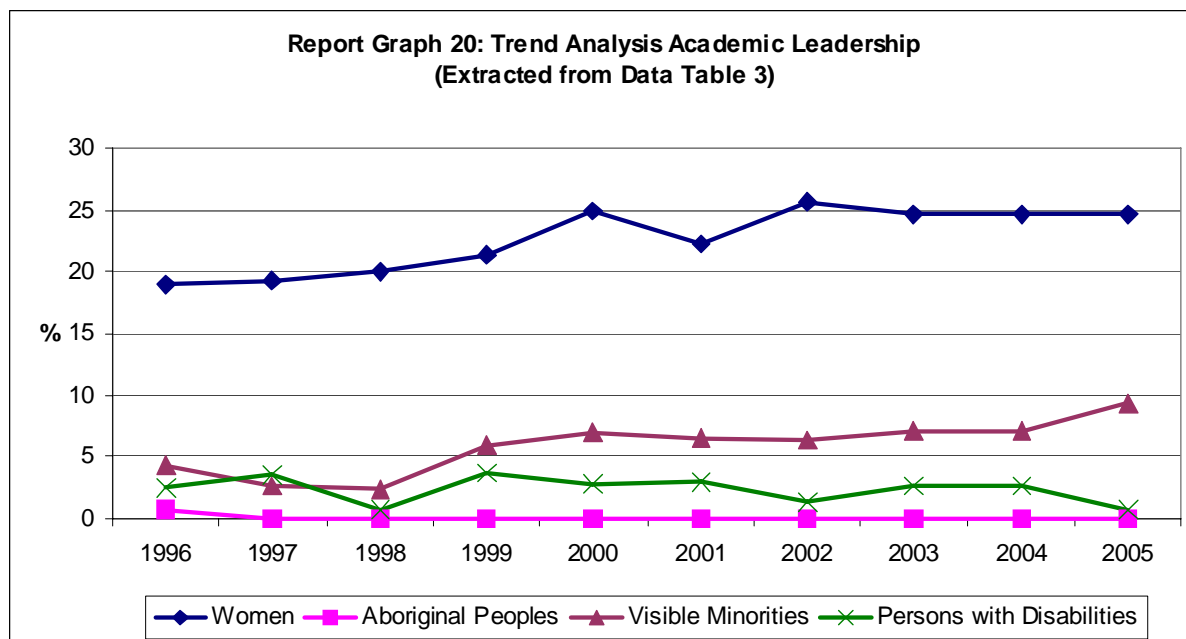
While their numbers are proportionately small, the proportion of academic leaders who are persons with disabilities is declining overall. While there is a corresponding increase in number of exits by faculty with disabilities in recent years, a major reason for the low representation levels could include underreporting among faculty reluctant to self-identify. The University will provide support for faculty with disabilities, in part through a survey for all employees with disabilities to assess their employment needs and to encourage self-identification. As yet there are no Aboriginal faculty in senior academic leadership.

Report Graph 21 provides an analysis of the representation of women faculty within senior academic leadership streams at the University for the past ten years. There have been substantial gains for women in the ranks of Prinicipals and Deans from just over 13% in 1996 to just 28% in 2005.[14] Increases for the remaining two streams is similarly very positive; in 2005 nearly 30% of President and Vice Presidents' group were women as were nearly 24% of academic directors, chairs and associate deans.

While it is very difficult to map this information onto the external availability data, due to the differences in occupation streams internally and externally, it is important to note the overall increase in the levels of women's participation in these most senior positions, since "having women in prominent academic positions can encourage female students to consider a career in academia or other similarly well-paid, high-status, male-dominated fields."[15]

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[14] Data for the 2005 report does not include appointments made after September 2005 (See previous footnote).

[15] Sussman and Yssaad, "Perspectives on Labour and Income", p. 6

**Report Graph 21: Trend Analysis of Women in Leadership
(Extracted from Data Table 3)**
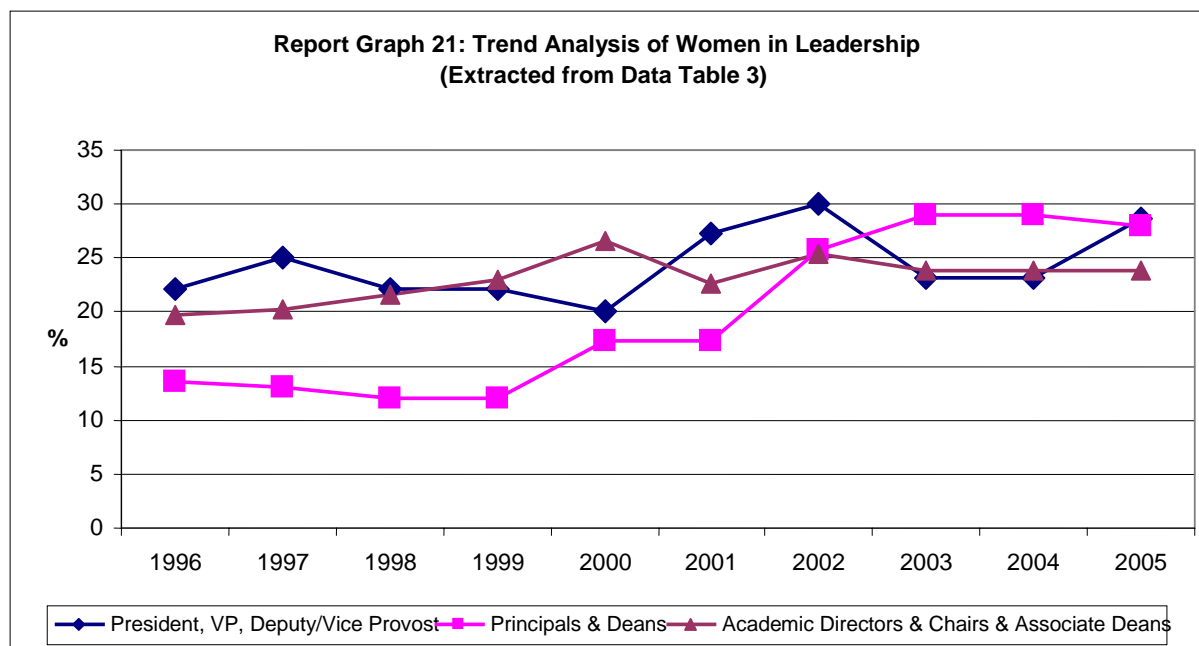
2.2.5   Exit Data for Tenure Stream Faculty

Report Graph 22 provides the percentage of exits among tenure stream faculty for each of the designated groups. Overall the proportion of exits is low among the four designated groups in the tenure stream.

There were no exits by Aboriginal people among tenure stream faculty in 2005, a positive occurrence since the number of Aboriginal tenure stream faculty is extremely small (n=11). More positively, visible minority tenure stream faculty made up 11.8% of the overall tenure stream faculty at the University and had no departures in 2005

Women accounted for 18.5% of exits among tenure stream faculty, although they hold 30.% of these positions. This is a positive sign; as women reach more equitable levels of representation in the tenure stream retention rates are very stable.

While the percentage of persons with disabilities leaving the University (2.4%) was at a rate higher than their representation in the University's workforce (2.2%) the difference in percentages represent a gap that is not statistically significant-working out to a portion of a

**Report Graph 22: Exit Data Tenure Stream Faculty
(Extracted from Data Table 11(B))**
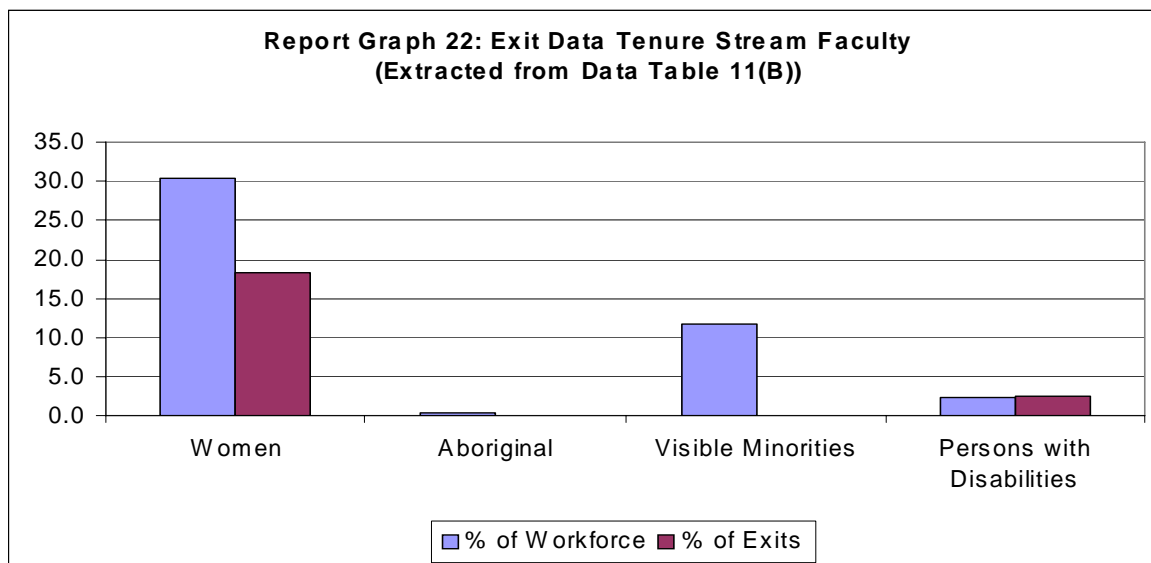
full-time equivalent position.

2.2.6 Conclusions about Employment Equity and Faculty

Analysis of the data for faculty recruitment, retention, hiring, promotions and exits provides a concrete measure for assessing University's success with respect to employment equity .

The representation of women faculty in the University continues to require close attention as figures for hiring do not match availability data for recent graduates, particularly in fields with greater overall numbers of women, most notably in the Humanities. However, there is much positive news for women faculty with improvements in the proportions of promotions, in the number of hires of assistant professors (conditional) and in positions of academic leadership.

Women and visible minorities show a substantial increase in number as assistant professor (conditional) – well above their external availability data – and point to the future, where, with support from the University through programs such as the Provost's Faculty Integration "Stepping In" series, we may anticipate appropriate conversion levels from entry-level position to the tenure stream.

The figures for visible minorities show similar variability across divisions, with greater representation in the SGS Sciences division than in the Humanities. Of particular concern is the increase in the decline of offers by visible minority faculty this year from 2004. However, overall the representation of visible minority faculty has been very positive, with an increase in the number of assistant professors (conditional) hired, the improvement in the advancement levels through the ranks and the steady increase of visible minority faculty in positions of leadership.

The small numbers of Aboriginal people and persons with disabilities provide a challenge in analysis. For Aboriginal peoples there is a strong relationship to the external availability data

for University Professors (0.7%). For persons with disabilities, the number of faculty is declining which indicates both the number of retirements (disabilities increasing with age) and may point to a reluctance to disclose. Employment equity is based on voluntary information; it is hoped that the upcoming 2006 census will provide more opportunity for self-identification and more figures more proportionate to the external data.

Levels of representation for women and visible minorities in positions of academic leadership reveal a slow steady improvement in the past ten years ; each group has increased in leadership roles by roughly 5%. Women and visible minority academic leaders are role models and potential mentors for applicants and positively influence recruitment, retention and career advancement of faculty from these designated groups.

For those groups whose overall representation numbers are still small, the creation of community is significant in attracting greater numbers of faculty. First Nations House has two Elders who serve the Aboriginal community and other members of the University, including Aboriginal faculty. The *Ontarians with Disabilities Act* planning process has created a vibrant disability community on campus by bringing together persons with disabilities from different groups including faculty, staff and students, faculty and students with research expertise in disability and others who are interested in the field and whose work relates to reducing and removing barriers.

2.3   Other Academic Positions

2.3.1 Professional Librarians

Report Graph 23 provides a comparison of external availability data, hires and exits among each of the four designated groups in the Professional Librarian stream.
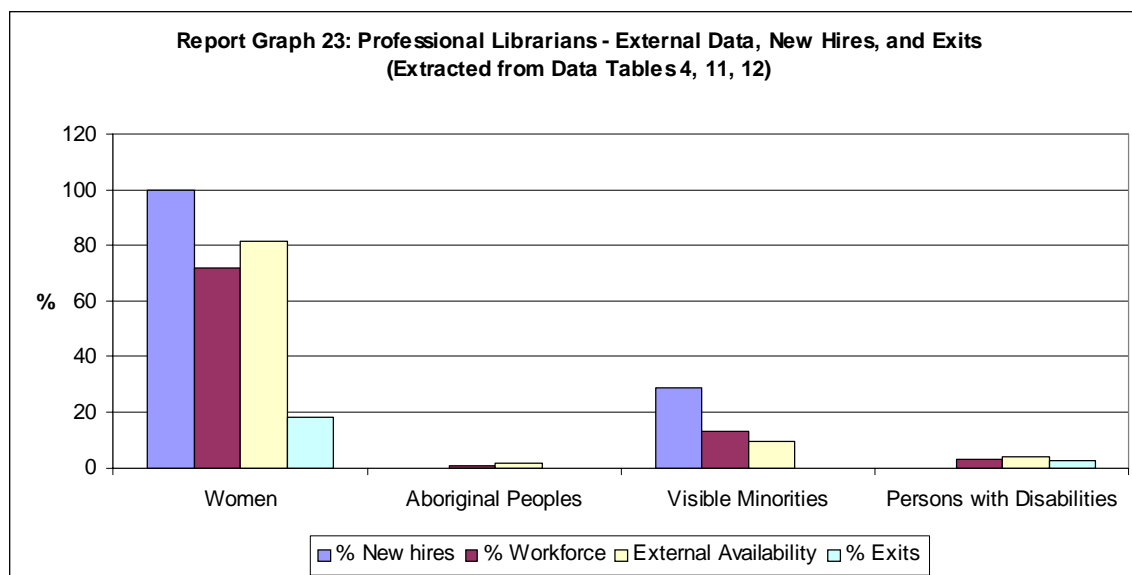
The Professional Librarian stream continues to be dominated by female faculty who make up 71% of workforce of the full-time and part-time ranks. All newly hired Professional Librarians were women in the period October 2004 – September 2005.

At 12%, visible minorities are well represented in this stream at the University, exceeding the current representation in the external workforce. As indicated in Report Graph 23, women and visible minorities were hired at a greater rate than the external availability data.

The proportion of Aboriginal people and persons with disabilities do not correspond to the external percentages of Professional Librarians; once again these numbers are so small that this represents a portion of a full time position. There were no new hires of professional librarians who self-identified as persons with disabilities or as Aboriginal peoples.

Among all four groups the numbers of exits were proportionately lower than both the percentage in the workforce or externally available data, signaling a high level of retention.

Report Graph 24 analyses the trends in the composition of professional librarians among the four designated groups over the past ten years. This graph shows the reduction in the proportion of women as professional librarians from just under 80% in 1996 to just over 70% in 2005. This may suggest a movement towards greater gender equity for men in this stream.

Although the number of visible minority professional librarians increased slightly (0.9%) from 2004, the ten year trend shows the proportion for this group remained virtually static. Percentages of persons with disabilities and Aboriginal people who were professional librarians also remained constant over the past several years at 3.2% and 0.8% respectively, roughly proportionate to their external availability.

Report Graph 24: Trend Analysis Professional Librarians (Extracted from Data Table 4)
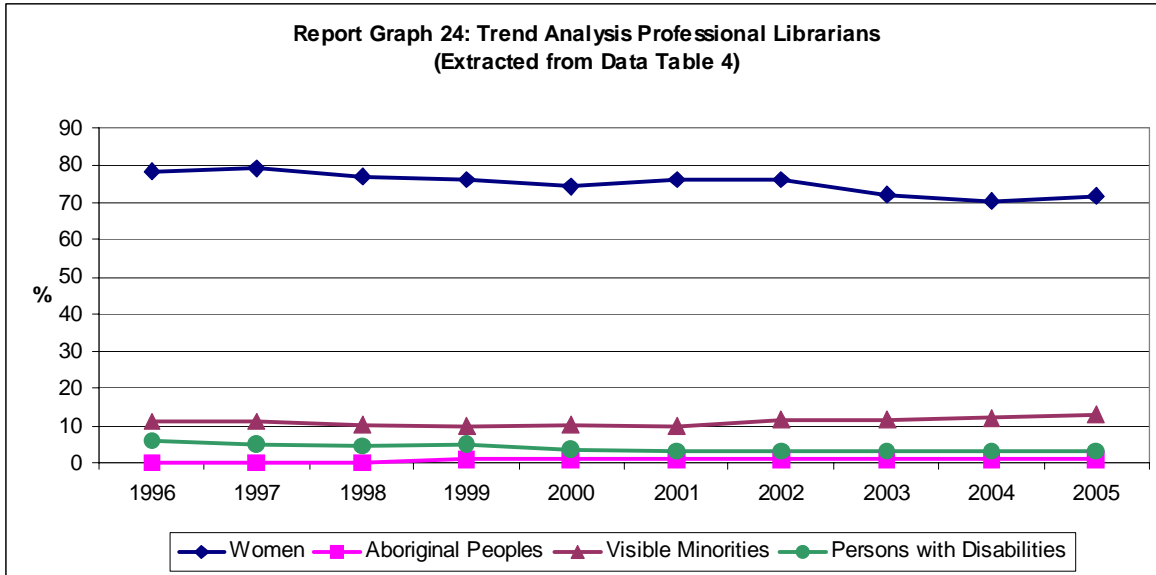
2.3.2   Research Associates

In 2005 visible minorities are once again well represented among research associates, exceeding the external availability of 25.9% by nearly 8%. The level of hiring of visible minority research associates matches the external data at 26%. Notably there were no exits for

Report Graph 25: Full-Time Research Associates - External Data, Hires, Exits (Extracted from Data Tables 5, 11(A) and 12(A))
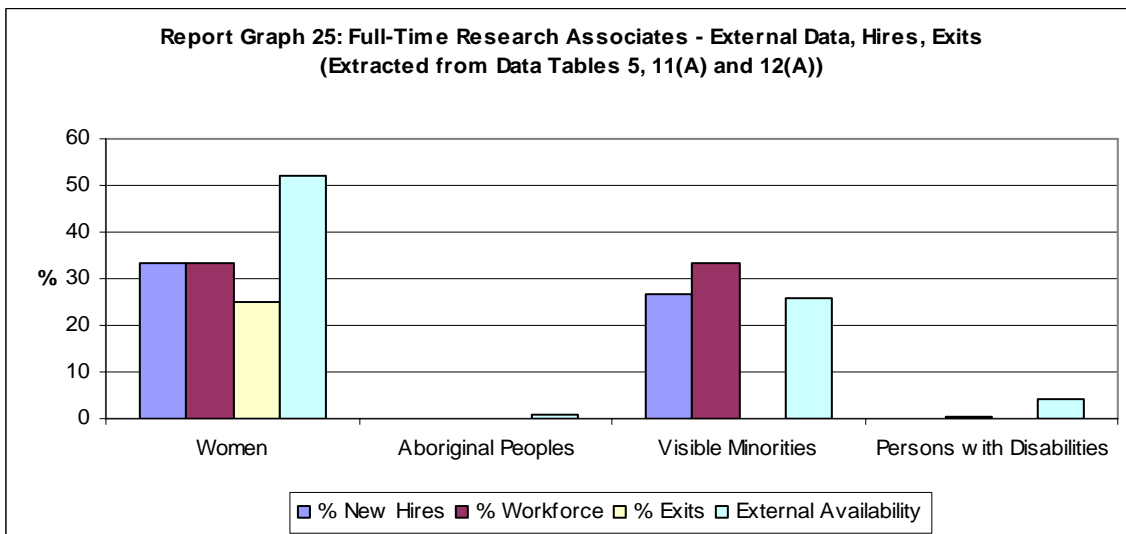
visible minority research associates, compared with 2004, when more than 40% of exits were by visible minorities.

Women research associates are underrepresented by roughly 20% when compared with external availability data, although female research associates are being hired at a rate that matches their representation in the University of Toronto's workforce; close to one quarter of female research associates exited their positions this year, as in 2004.

These figures reflect the professorial levels of designated groups in the various SGS divisions since the research associate streams are located particularly in the Physical and Life Sciences which have a reasonable representation of visible minorities and an under representation of women. Since these trends are occurring in two job streams (faculty and research associates) it points to a need for further examination of recruitment and retention practices.

**Report Graph 26: Trend Analysis Research Associates
(Extracted from Data Table 5)**
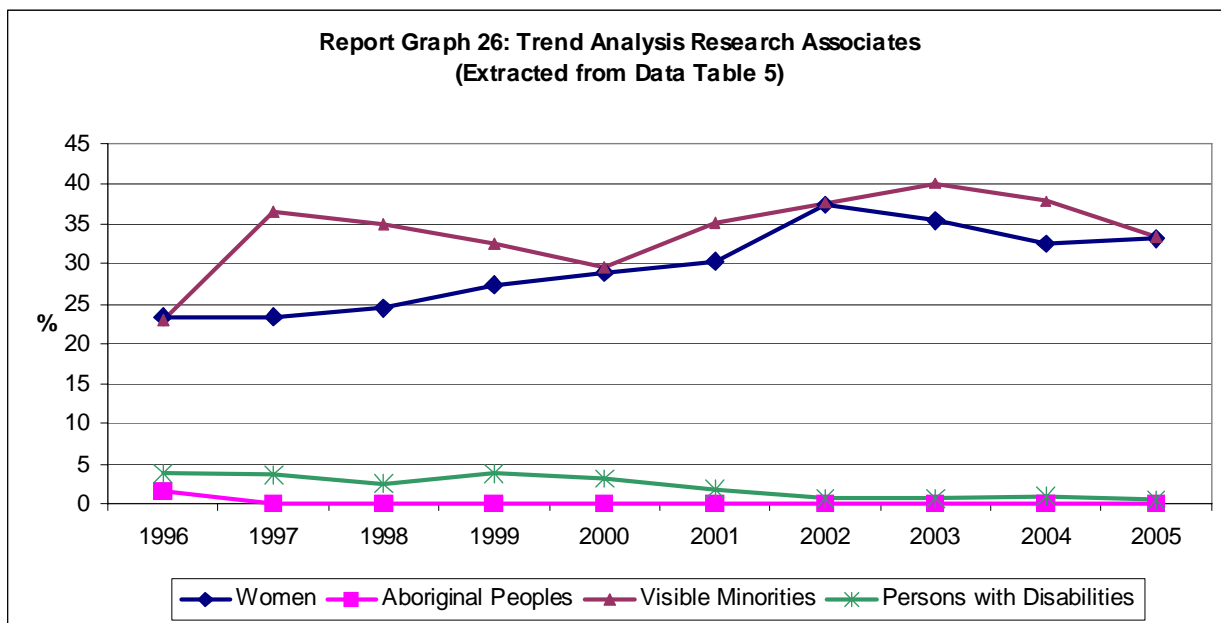
Report Graph 26 shows the ten year trend in the composition of research associates at the University. While there is a decline in the proportion of visible minority research associates by 4.3% in the last year, representation remains good, exceeding the external availability data for this position.

The trend since 2001 for women research associates is lower, despite a slight increase in the last 12 months. Women research associates are greatly underrepresented – external availability data shows this level at 52.2%; the University has not reached a level of 40% women research associates. This continuing gap demonstrates that particular attention should be paid to the hiring of women in divisions with the greatest number of research associates.

There are no research associates who are Aboriginal peoples; external availability data indicates 1% Aboriginal people within the occupational group containing research associates. Persons

with disabilities represent 0.5% of research associates in all divisions; the comparative external availability data is 4.1%. (see Table 5). The low level of representation may reflect underreporting among persons with disabilities; nonetheless this points to an area where the University could focus its attention to improve recruitment from among persons with disabilities for this occupational group.

2.3.3   Conclusions on Employment Equity and Other Academics

Traditional gender roles are quite evident in the employment stream of 'other academics'. While women are overrepresented among librarians at more than 70%, this figure is more proportionate than the external availability data and continues the University's trend over time towards gender balance in the librarian stream. The proportion of visible minority librarians remains virtually unchanged over the prior ten year period despite slight increases in 2004 – 2005 and the overall representation is slightly higher than external availability of visible minority librarians.

Women are greatly underrepresented among research associates by nearly 20% compared with external availability data. Recruitment efforts are required to improve these numbers and ensure a more proportionate representation of women. Visible minorities are well represented in the research associate stream above the external availability data.
The representation of Aboriginal people and persons with disabilities is quite small but proportionate with external data. Initiatives for these groups are discussed above in Faculty Retention and below in Section 3.

2.4   **Overview of Administrative Employees**

The University's administrative staff total 5580 unionized and non-unionised employees.[16] This section of the report analyses the representation, recruitment, retention and exits for the four designated groups among the administrative staff occupational groups. Representation levels of the four groups are compared to external availability data. Levels of recruitment, retention (indicated by days of training and rates of promotion) and exits are compared to internal University workforce data.

The levels of representation for the four designated groups are assessed separately for unionised and non-unionised staff groups since the external availability data used for each is different. Analysis of unionised groups is collapsed wherever possible (recruitment, retention, exits). Representation levels for the designated groups are assessed separately for United Steelworkers since nearly two-thirds of all administrative staff are represented by the USW Local 1998. [17]

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[16]See Tables 7.1A, 7.1B, 7.2A, 8A, 8B, 8.1A, 8.1B, 8.2A, 8.2B found at the end of this report; includes term appointments,
[17]As of September 2005 3,605 full-time and part-time and term employees. [Tables 8.1 and 8.2]).

This section concludes by combining all administrative groups to review the overall representation levels of the four designated groups.

A Note on Employment Equity initiatives for Aboriginal people and Persons with Disabilities at the University of Toronto

As with faculty and librarians, there are few Aboriginal people and persons with disabilities among the administrative staff; among all administrative staff groups there are 82 Aboriginal people and 130 persons with disabilities. The range of external availability levels are also quite low for these occupational groups. This section of the report will provide an analysis of these designated groups throughout, but refrains from providing report graphs where the percentages under discussion refer to differences that are equivalent to a full position or less. Please see Tables 7 – 12 at the end of this report for details. There are several initiatives underway to improve the representation of Aboriginal people and persons with disabilities among the administrative staff groups.

Under the auspices of the Vice-President Human Resources and Equity, efforts are underway to improve the recruitment and retention of Aboriginal people among administrative employees (unionized, USW and non-unionised) with the assistance of the Director of First Nations House. Federal funding is being sought to create the position of an Aboriginal Human Resources Coordinator to link with the First Nations and Métis Nations in the region to improve Aboriginal staffing levels. The position would support and provide training for the University's Human Resources departments to foster more successful recruitment and retention strategies for Aboriginal peoples. Please see Section 3.1 for more information on initiatives related to Aboriginal staff and faculty

Similarly initiatives are underway to improve the levels of persons with disabilities employed among all staff (unionized, USW and non-unionised), again through the Office of the Vice-President Human Resources and Equity. The Employment Equity Officer is linking with employment agencies serving persons with disabilities; the resources provided will form part of an Human Resources Toolkit to aid in the employment of underrepresented designated groups. More information on this and other Human Resources initiatives is provided in Section 3.2

2.5 Non-Unionised Administrative Employees and External Availability Data

2.5.1 Representation

As of September 2005 there were 775 full-time non-unionised administrative employees compared with 768 in 2004. Overall, the representation of women in the non-unionised administrative groups at the University is high at 61%. Visible minorities hold 21% of non-unionised administrative positions at the University. Report Graphs 27 and 28, below, provide a cluster analysis of the representation of women and visible minorities according to employment equity occupational group.

Together, Aboriginal people and persons with disabilities represent 21 employees among non-unionised administrative staff at the University. There are 0.7% Aboriginal non-unionised staff (n=5) and 2.3% persons with disabilities (n=16); each group is discussed separately, below.

Women

Report Graph 27 shows the breakdown of the 474 women full-time non-unionised administrative staff by Employment Equity Occupational Group (EEOG). The graph provides a comparison to the external availability levels of women in these occupations. Information is taken from Table 7.1A. While the cluster analysis in these graphs provide a statistical measure of representation among the designated groups, it is important to clarify the number of actual positions affected since dramatic statistical differences may represent very small difference in numbers of actual jobs.

Among the Professional, Management and Senior Manager groups, the representation of women is very good. The number of women Senior Managers (45.5%) exceeds the external availability data by 14.5%. Similarly the number of women Professionals and Middle and Other Managers is more than 10% higher than the external availability levels. These figures demonstrate that women are poised to move up into higher level positions.

There are 202 positions in the Administrative and Senior Clerical occupational group, of which 89% are women. This is nearly four percent higher than the external availability levels. Women represent 93.9% of the 33 Clerical Workers at the University, another traditional occupation group. While this level is 8.4% greater than the external availability data for this group, as a number of positions, it represents a difference of less than three positions.

Report Graph 27: Non-unionised Administrative Staff and External Data - Women (Extracted from Data Table 7.1(A))
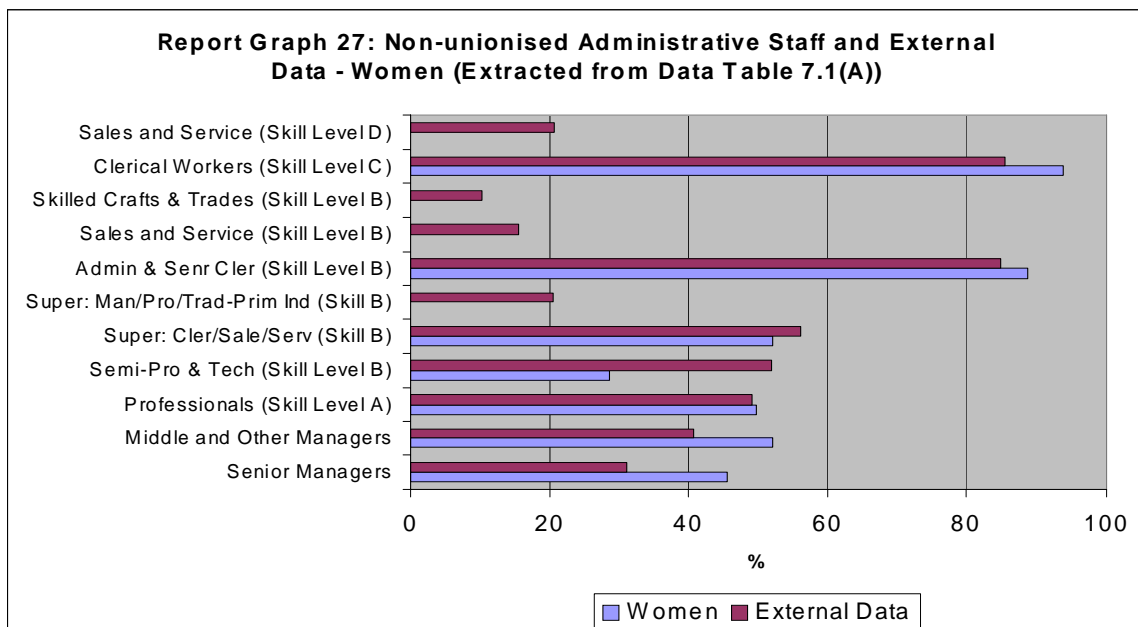
Among the traditionally male-dominated occupations the absence of women is mitigated by the extremely small overall number of employees in these categories. This is consistent with last year's information for these occupations.

Visible Minorities

Report Graph 28, below, shows the levels of visible minority non-unionised administrative staff compared with the external availability data by EEOG and, where applicable, skill level. Of the University's 775 non-unionised administrative staff positions, 144 are held by employees who self-identified as visible minorities.

Representation for visible minority employees is very good in the more senior positions within the non-unionised administrative staff category. Visible minorities represent 26% of the University's 147 Professionals; 10% more than the external availability levels among this

Report Graph 28: Non-unionised Administrative Staff and External Data Visible Minorities (Extracted from Data Table 7.1(A))

Category	Visible Minorities	External Data
Sales and Service (Skill Level D)		46
Clerical Workers (Skill Level C)	35	35
Skilled Crafts & Trades (Skill Level B)		50
Sales and Service (Skill Level B)	30	31
Admin & Senr Cler (Skill Level B)	24	25
Super: Man/Pro/Trad-Prim Ind (Skill B)	40	27
Super: Cler/Sale/Serv (Skill B)	16	31
Semi-Pro & Tech (Skill Level B)	8	35
Professionals (Skill Level A)	26	16
Middle and Other Managers	16	12
Senior Managers	10	9

occupational group. Of the University's 325 Middle and Other Managers, visible minorities account for 16%, a slightly greater proportion than the external availability level in this occupational group (12%).

Among Senior Managers, while the representation levels exceed the external availability data the overall number of jobs affected is small (10% of 11positions; n=1). Similarly, while there are no visible minorities in two occupational groups at the University, the number of jobs in each group is extremely small: Skilled Crafts & Trades (n=1) and Sales and Service (n=7).

Aboriginal People

According to Tables 7.1 A and 7.2A, Aboriginal people represent 0.7% of the non-unionised administrative staff (full-time), and 2.4% of the non-unionised administrative staff (term) for a combined total of six positions. There were no Aboriginal people in the part-time group. A comparison with external availability data is not graphed here because of this small number. The majority of Aboriginal people in this staff category are Professionals or Middle and other Managers (n=4, see Tables 7.1A and 7.2A) and the remainder are within the Administrative and Senior Clerical (Skill Level B) stream.

Persons with Disabilities

Persons with disabilities are represented in four employment equity occupational groups among non-unionised staff: Middle & Other Managers, Professionals, Supervisory (Manufacturing /Professional/Trades - Primary Industry) and in the Administrative & Senior Clerical positions. The combined total of these groups accounts for 2.3% of the University's non-unionised administrative staff. Because the number of positions involved is so small (n=16) the percentage difference with external availability accounts for less than 1 position in total and is not graphed here.

2.5.2   Recruitment of Non-Unionised Administrative Employees

According to Table 12A, in 2005 there were a total of 53 new hires into continuing positions among non-unionised administrative employees at the University. There were 48 new employees hired who completed their employment equity survey. From this information, the following table represents the levels of hiring for each of the designated groups for new hires. Please note there is no external available data for recruitment.

Visible minority and women were hired at levels exceeding their representation in the University workforce in 2005. For persons with disabilities and Aboriginal people, if the percentage of new hires matched the percentage representation level it would indicate one

Percentage New Hires—Non-Unionised Administrative Staff by Designated		
Designated Group	**% of New Hires**	**% University Workforce**
Aboriginal people	0	0.7
Persons with disabilities	2.1	2.3
Visible Minorities	25	20.9
Women	69.8	61.2

new hire or less. Please see section *2.4 A Note on Employment Equity Initiatives for Aboriginal people and Persons with Disabilities at the University of Toronto.*

2.5.3   Retention for Non-Unionised Employees (Training and Promotions)

Training and promotion rates are different measures of career development and are used here to explore staff opportunities during their tenure at the University.

Training for Non-Unionised Administrative Staff (from Table 9(A))

Training is an important component in the career development of administrative staff. The table below is derived from information provided by Organizational and Staff Development measuring participation rates in a range of courses (staff development, computer skills, administrative management systems, management development, career and life planning and environmental health and safety). Participation levels are for full-time non-unionised administrative staff taken from Table 9 (A).

Participation Rates in Training for Non-Unionized Administrative Staff (Extracted from Table 9A)		
Designated Group	**% Days Training**	**% Workforce**
Aboriginal People	2.1	0.7
Persons with Disabilities	2.3	2.5
Visible Minorities	28.3	20.9
Women	72	61.2

The percentage of days of training taken by the four designated groups is compared with each group's representation level among the University's non-unionised administrative workforce. The percentage of participation in training exceeded the percentage of their representation in the University's workforce for Aboriginal people, women and visible minorities and is virtually equal for persons with disabilities. Table 9 B provides information on levels of training taken by part-time employees in this staff category.

Promotions for Administrative Non-unionised Employees

Report Graph 29, below, indicates the percentage of promotions for women and visible minorities over the past three years.

The level of promotions for both of these designated groups peaked in 2004 and declined in

2005. This partly reflects the number of non-unionised administrative staff who were affected by the Professional Managerial (PM) conversion of pay scale groups in 2004.[18] Trends in promotion and workforce representation for each of these groups are detailed in Report Graphs 30 and 31, below.

Report Graph 29: Percentage of Promotions for Non-Unionised Admin Staff by Designatd Group 2003 - 2005 (Extracted from Data Table 10)
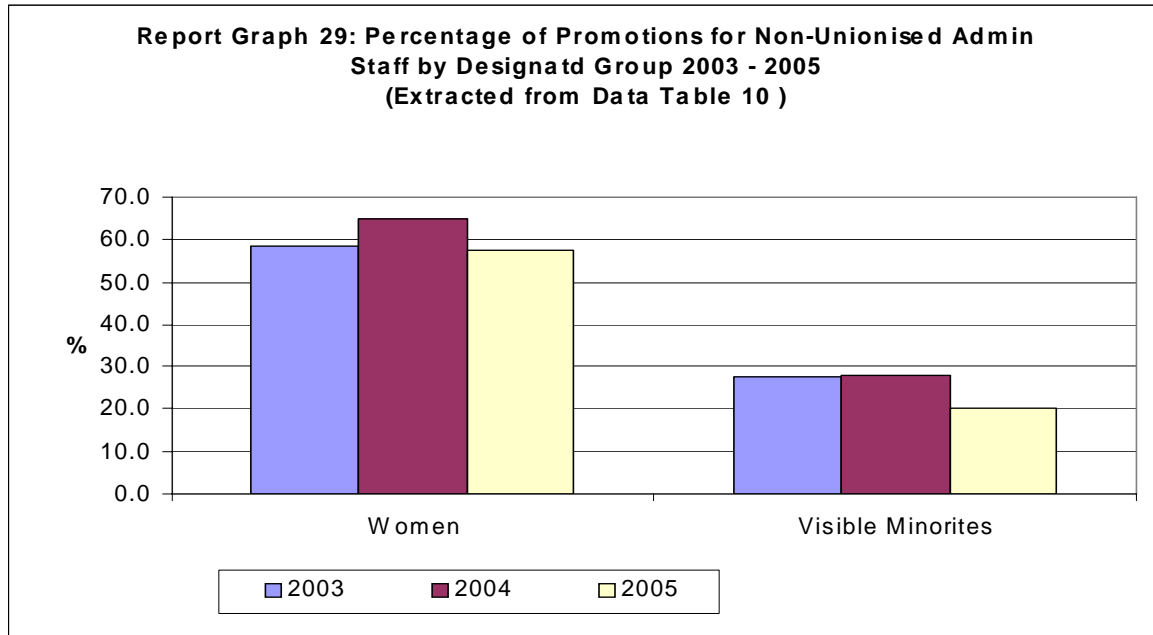
Aboriginal people represent 0.7% of the University's administrative non-unionised workforce; persons with disabilities make up 2.3% in the same staff category. There is no external availability data measuring levels of promotions.

Report Graph 30, below, provides a trend analysis of promotions for women who are non-unionised administrative staff. The percentage of promotions is compared with the percentage of women each year over a ten year period. There were a total of 132 promotions (defined as 'movement up in salary grade') in the administrative non-unionised stream; 76 women were promoted. This represents 57% of promotions for this staff category. The trend for promotions spikes close to 80% in 2001 for both women and visible minorities (Report Graph 31 below), indicating a University-wide adjustment among administrative staff with the creation of the Professional Managerial (P/M) group that year.

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[18] For details, please see Human Resources and Equity Annual Report, 2004. Middle and Other Managers and Professionals make up 61% of the 858 non-unionised administrative staff (see Tables 7.1A, 7.1B and 7.2A at the end of this report).

Report Graph 30: Non-Unionised Admin Staff Promotions Trend Analysis - Women (Extracted from Data Table 10)
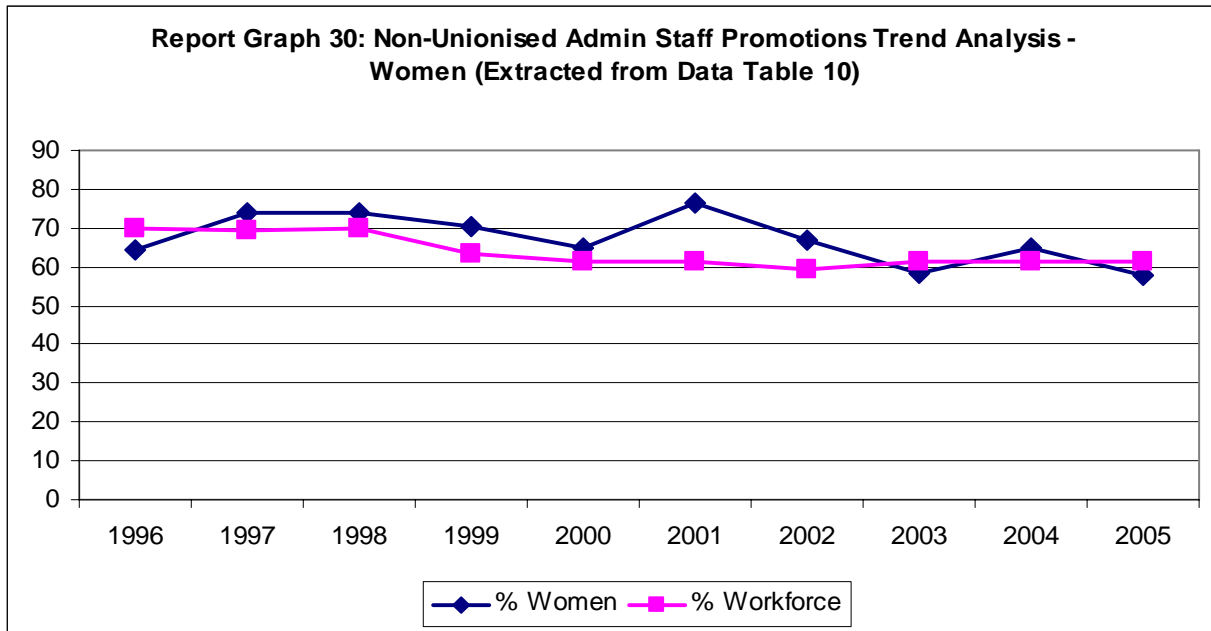
The number of women receiving promotions among non-unionized administrative staff decreased from 64% in 2004 to 57% in 2005. Representation in the workforce remained constant at 61%. The actual number of promotions represented by this difference is five; the numbers of women exceed the numbers of men in this staff category by nearly 20%.

Report Graph 31, below, reveals the ten year trend in the percentage of promotions for visible minorities as a proportion of the administrative non-unionised staff at the University.

The graph reveals a steady decline in the University workforce of roughly 6% visible minority non-unionised administrative staff from 1997 until 2000. While the percentage of promotions for this group fluctuates, in general, it has remained comparable to the level of representation in the workforce.

Report Graph 31: Non-Unionised Administrative Staff Promotions Trend Analysis - Visible Minorities (Extracted from Data Table 10)
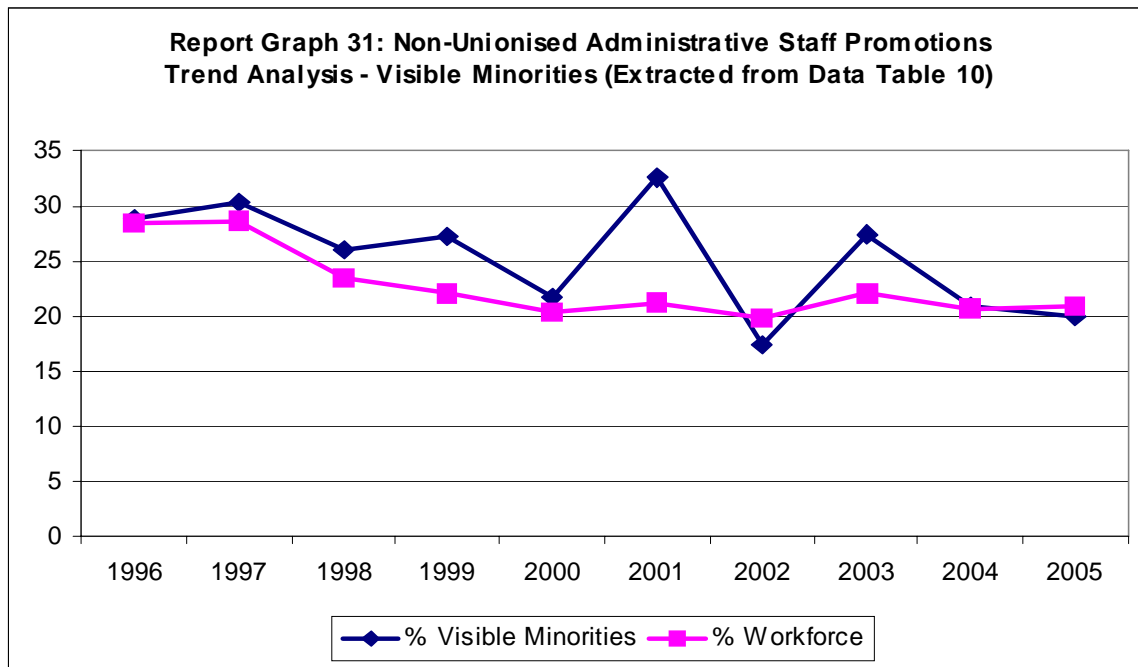
2.5.4 Non-Unionised Administrative Staff - Exits

Report Graph 32 shows the percentage of exits (% Exits) for each of the designated groups compared with their representation level at the University (% Workforce). There is no external availability data for exits. The University's administrative staff is characterized by high retention rates. Of the 858 administrative non-unionised employees at the University in 2005 there were 62 exits or approximately 7%.[19]

Ideally, the two levels would match, and the percentage of exits for each group would equal the percentage of representation at the University. This would indicate a stable level of representation for the designated group based on retention of employees, rather than frequent hiring and frequent exits.

The rates of exits for women, Aboriginal peoples and visible minorities were slightly greater than their rates of representation at the University. There were no exits by persons with disabilities, who represented 2.3% of this staff category in 2005 (n=17). Information is taken from Table 11A at the end of this report; a breakdown of types of exits for all staff categories is provided (retirement, resignation, early retirement).[20]

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[19] Includes full-time, part-time and term employees; see Tables 7.1A 7B, and 7.2
[20] In 2005 there were a total 118 retirements (97 early retirements and 21 regular retirements) from all employee groups

**Report Graph 32: Non-Unionised Administrative Staff Exits
(Extracted from Table 11(A))**
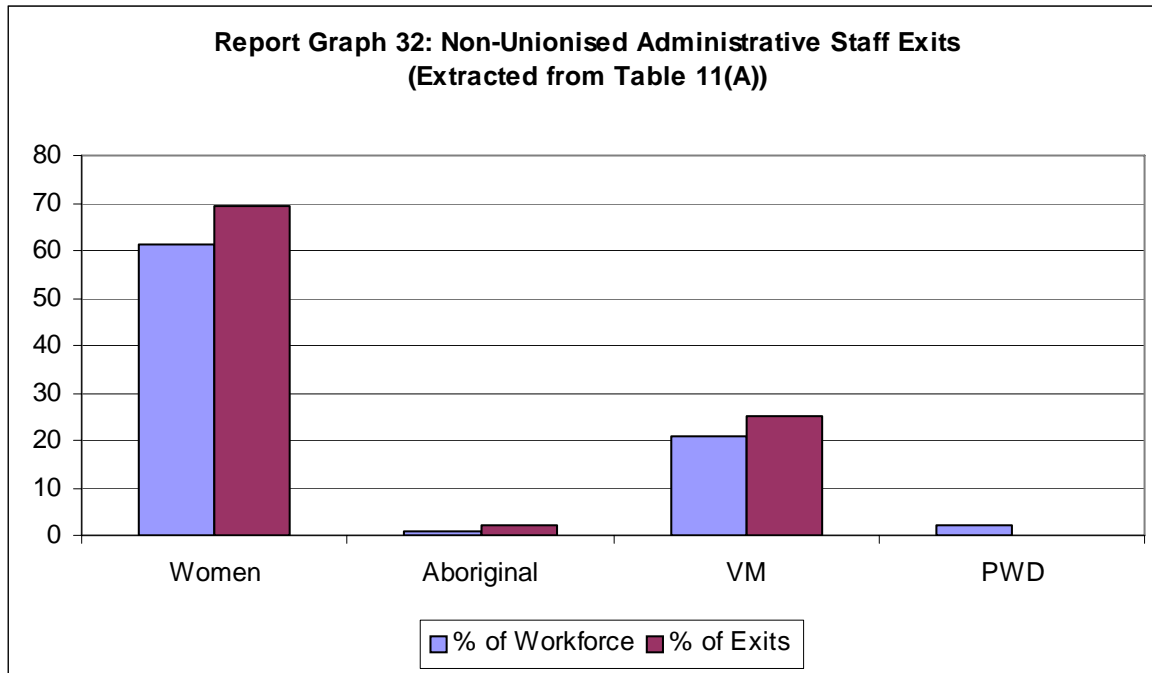
Women

Women are the majority among the University's administrative non-unionised workforce representing 61% or 523 positions of 858 in total. In 2005, 43 women in this staff group left the University, representing 69% of all exits for non-unionised administrative staff that year; this represents a difference of less than 10% between the proportion of women's exits and the level of representation for women in this staff category. In 2004 the gap between these two measures for women was virtually equal - less than 1% difference.

Visible Minorities

Visible minority staff made up 21% of the administrative non-unionised workforce and accounted for 25% of exits or a total of 15 employees who left the University. Nearly two-thirds of exits (62.2%) were due to early or regular retirements. These numbers show a balance in the level of exits for visible minority employees in this staff category.

Aboriginal people and Persons with Disabilities

Aboriginal employees make up 0.7% of the administrative non-unionised staff (n=6) and represent 2% of exits: one Aboriginal employee resigned this year. There were no exits by persons with disabilities in this staff category.

2.6 Unionised Employees

2.6.1 United Steelworkers (USW) Representation

The largest group of unionised employees at the University are represented by the United Steelworkers (USW) Local 1998, with a total of 2960 full time and 261 part-time members. More information is provided in Table 8.1A. Because of its large size, representation levels for the four designated groups within USW are analysed separately from other unionised groups.

Women - USW

Report Graph 33 below shows the distribution of women full-time employees among occupational groups represented by USW.

Report Graph 33: USW and External Availability Data - Women
(Extracted from Data Tables 8.1(A))
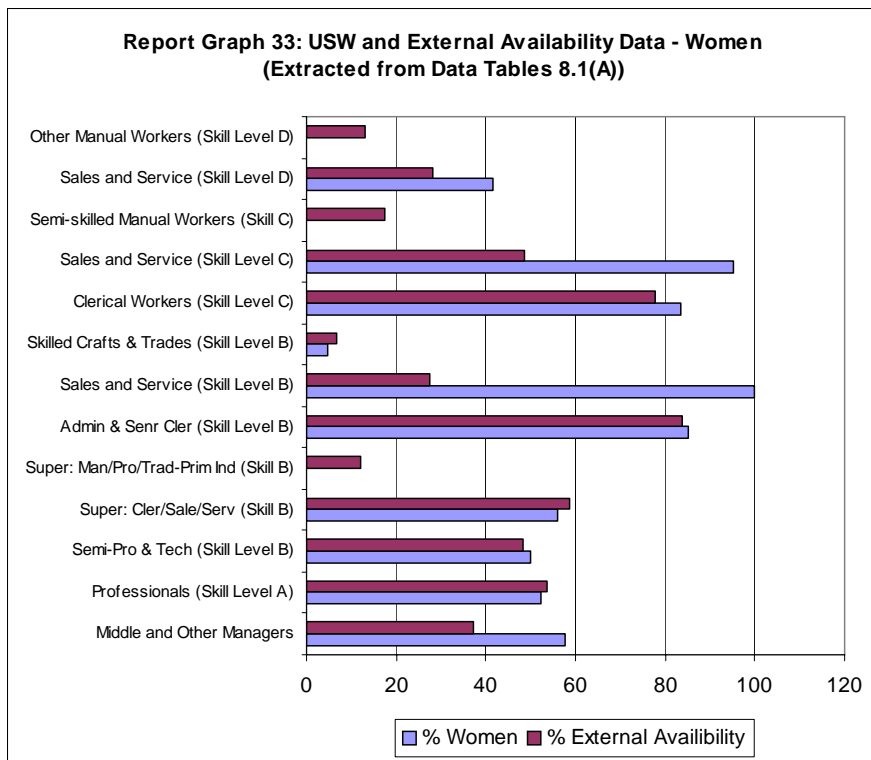
There are four occupations representing over 90% of USW employees at the University: Clerical Workers (n=856), Administrative and Senior Clerical (n=709), Semi-Professional and Technical (n=651), Professionals (n=497). In each of these occupational groups the

representation levels of women at the University approach the external availability data, with a 6% gap or less between internal and external representation levels.

Women are well represented among those Middle and Other Managers occupations included in the USW full-time bargaining unit, compared to external availability data, although the overall numbers are limited (n=34). The participation levels of women Middle and Other Managers are 58% and more closely approach the overall representation of women in the USW full-time bargaining unit (69%) than the external availability for women in this occupational group (37%). Women dominate the three Sales and Service occupational groups and exceed the external availability levels; one of these groups (Skill Level B) represents less than three positions.

There are no women in three occupational groups: Supervisory (Man/ Prof/ Trades), Semi-Skilled Manual Worker and Other Manual Worker streams, however the University has a very limited number of employees in these occupations (n=4; n=7; n=1, respectively). Additionally, external availability data shows participation rates in these occupations are low (<20% EAD).

Visible Minorities –USW

Report Graph 34, below, shows the levels of representation for visible minority employees according to occupational groups covered by USW.

Visible minority employees make up 15% of the 59 Middle and Other Managers covered by

Report Graph 34: USW and External Availability Data - Visible Minorities (Extracted from Data Table 8.1(A))

Occupational Group	% Visible Minorities	% External Availability
Other Manual Workers (Skill Level D)		30
Sales and Service (Skill Level D)	50	39
Semi-skilled Manual Workers (Skill C)	20	53
Sales and Service (Skill Level C)	20	27
Clerical Workers (Skill Level C)	31	37
Skilled Crafts & Trades (Skill Level B)	29	32
Sales and Service (Skill Level B)	50	31
Admin & Senr Cler (Skill Level B)	30	26
Super: Man/Pro/Trad-Prim Ind (Skill B)	37	21
Super: Cler/Sale/Serv (Skill B)	27	32
Semi-Pro & Tech (Skill Level B)	33	34
Professionals (Skill Level A)	25	16
Middle and Other Managers	15	13

USW at the University, a slightly higher level than the external availability data. Among Semi-Professional and Technical (n=651), visible minority employees hold 32% of positions represented by USW at the University, 2% less than the external availability data. Visible minority employees account for nearly 24% of occupations within the category of Professionals (n=497) at the University, 8 % higher than external availability levels for visible minorities Professionals.

Of the University's 709 Administrative and Senior Clerical Workers, 30% of employees identified as visible minorities, nearly double the external availability statistics. Visible minority employees make up 31% of Clerical Workers, 6% less than the external availability levels.

Among the 75 Supervisory (Clerical, Sales/Service) occupational group, representation of visible minority employees is 5% less than external availability levels. There is nearly 7% fewer visible minority employees internally among the 63 Sales and Service (Level C) occupational groups than externally.

The remainder of the occupational categories reported in this graph refers to very small numbers of employees, 12 or less; comparison with external availability data would refer to only a percentage of a position in most cases.

Aboriginal People – USW

Report Graph 35 (below) shows the figures for Aboriginal employees among the occupational groups covered by USW at the University, compared to the external availability data. There are 40 Aboriginal people working at the University in five occupational groups covered by USW.

Aboriginal employees are clustered primarily in two of these occupations streams, Semi-Professional and Technicians and in the Clerical Workers stream; when combined these two

Report Graph 35: USW and External Availability Data - Aboriginal Peoples (Extracted from Data Table 8.1(A))
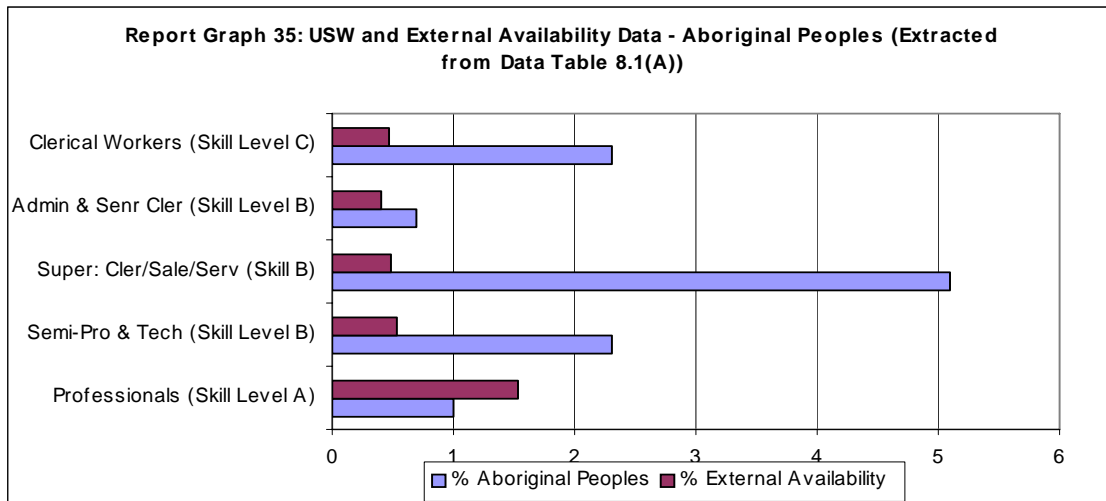
streams account for over 70% of Aboriginal employees in this staff category. Of the five occupational groups represented, the numbers of employees are very small. Information is taken from Table 8.1A.

As mentioned in Section 2.4 above the University is working several initiatives with the assistance of First Nations House to help increase the representation of Aboriginal people among administrative staff overall.

Persons with Disabilities - USW

As with Aboriginal employees, the percentages of persons with disabilities in the occupational groups represented by USW are extremely low (2.2%) and represent very small numbers overall (n = 55). The following chart indicates the occupational groups where employees have self-identified as persons with disabilities. Numerically the two largest groups of persons with disabilities are Clerical Workers (n=18) and Semi-Professional & Technicians (n=13) and closely approach the external availability levels – the statistical differences represent less than a single position. Among Middle and Other Managers occupational groups the number of persons with disabilities is much greater than the external availability levels although the overall numbers represented are again, very small (n=4).

Report Graph 36: USW and External Availability Data - Persons with Disabilities (from Table 8.1A)
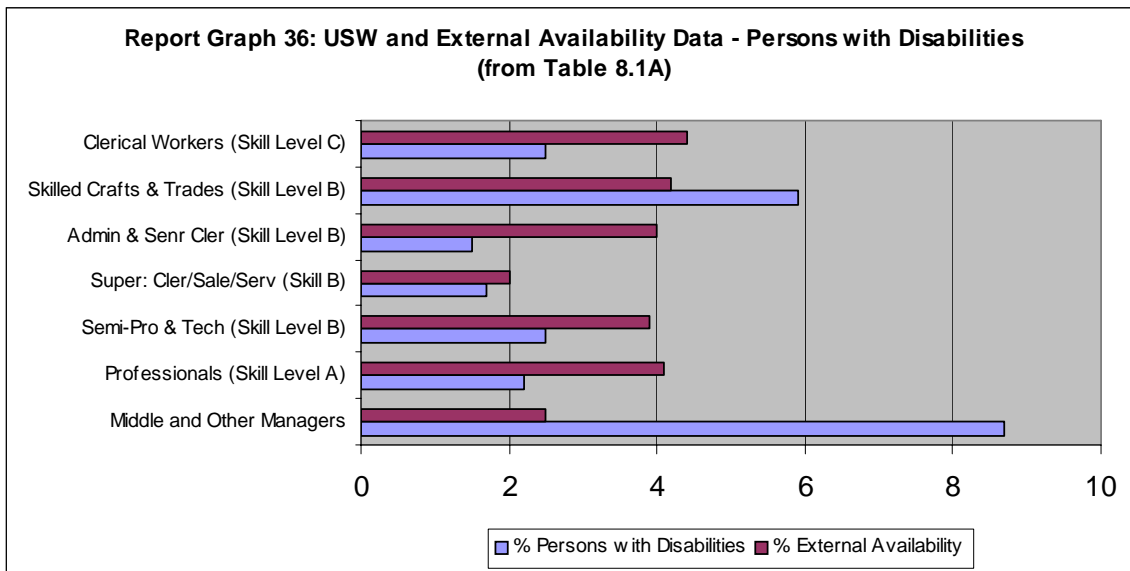
Employment Equity initiatives to improve the recruitment and retention of persons with disabilities among all administrative staff at the University are outlined in section 2.4 above and also discussed in detail in Section 3.2 below. Disabilities are often acquired during employment; the 2006 Employment Equity Census will provide an opportunity for staff to update their information and self-identify.

2.6.2   Other Unionised Administrative Staff and External Availability Data

This section of the report analyses data for unionized administrative staff excluding the USW bargaining units. Information on unionized workers at the University is posted on the University's Labour Relations Department website (www.utoronto.ca/hrhome/labour.htm). Representation levels are analysed according to the four designated groups and compared with external availability levels for each.

Women

Report Graph 37 shows the number of women who are unionised administrative staff by employment equity occupational group. It compares the levels of representation at the University with external availability data.

**Report Graph 37: Unionised Administrative Staff Women
(Extracted from Data Table 8(A))**
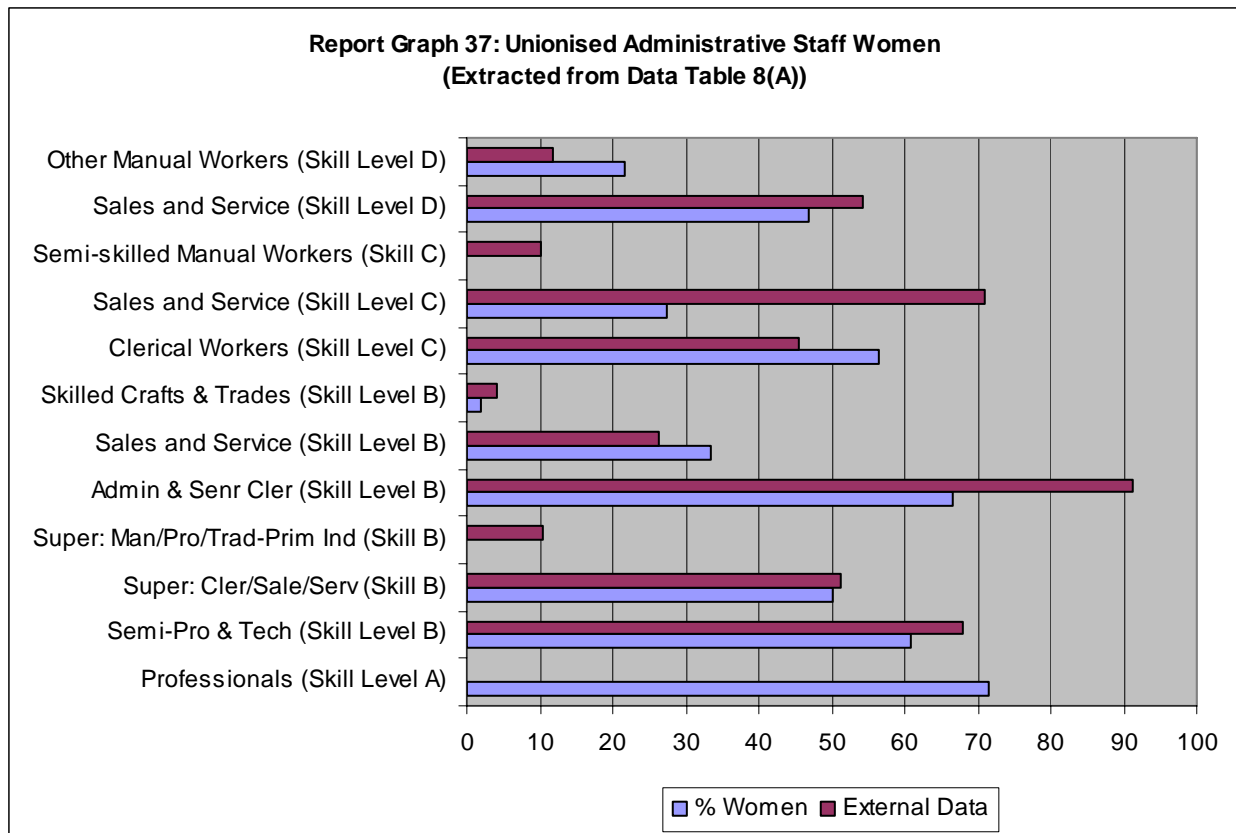
This chart reflects a total of 1063 full-time positions; of these, women hold 40.7% or 433 positions. The most populous occupational groups for women are Sales and Service Skill Level D (n=219); Clerical Workers (n= 65); Semi-Professional and Technical, Skill Level B (n=90). For each of these occupational groups, the difference between the percentage

representation in the University's workforce and the external availability data is less than ten percent.

Many of the remaining occupational groups represent few positions, including the occupational group with the largest gap between internal and external data (Sales and Service, Skill Level C, (n=14).[21] Similarly, where the University surpasses the external availability data (Other Manual Workers) this also represents a small number of women employees (n=5).

Visible Minorities

Report Graph 38 shows the number of visible minority unionised administrative staff by employment equity occupational group, and compares each occupational group with external availability data.

Report Graph 38: Unionised Administrative Staff Visible Minorities (Extracted from Data Table 8(A))
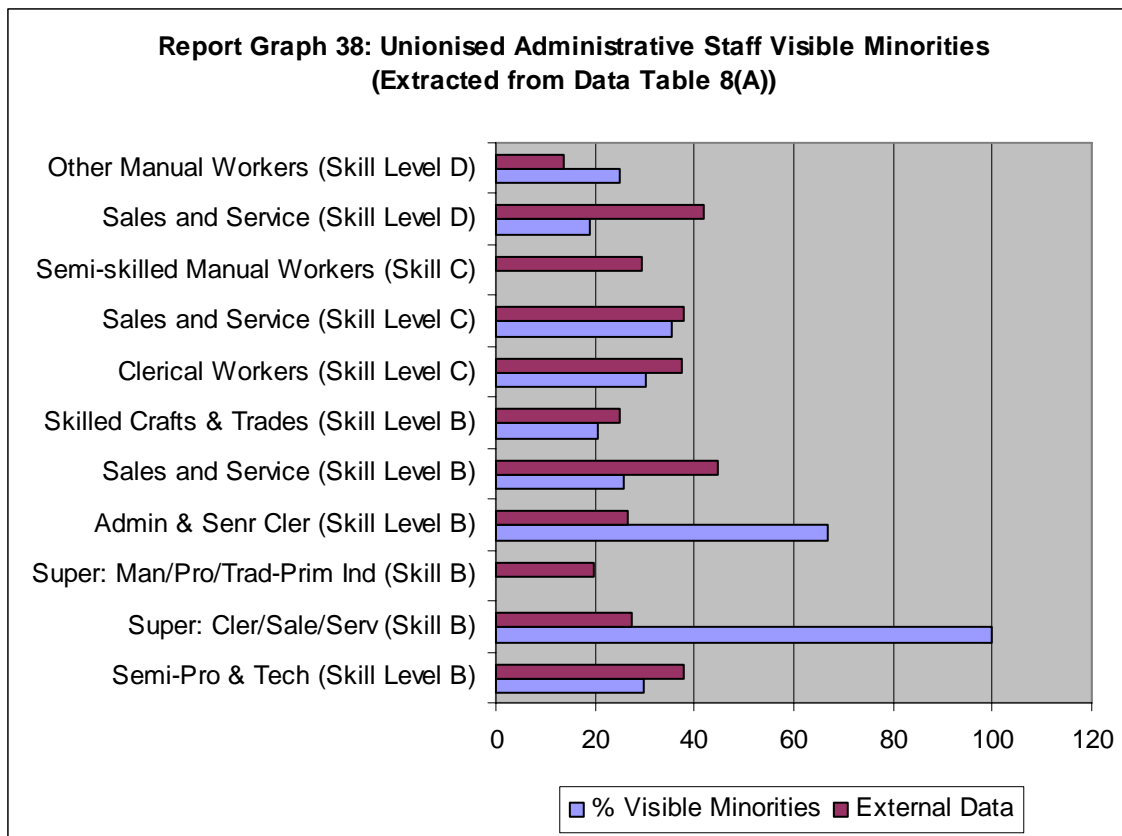
In positions where representation greatly exceeds external availability levels, the number of positions is exceptionally small: Supervisory (Clerical/Sales/Service) contains a total of 4 jobs

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[21] There is no external availability data specific to unionized Professionals (Skill Level A) because the University recruits in the Toronto census metropolitan area for unionized positions and the Federal Contractors Program establishes Professional (EEOG #1 – 3 in fact) as being recruited nationally.

and Administrative and Senior Clerical hold 3. The majority of these positions are covered by United Steelworkers (see above, *2.6.1 USW Administrative Staff and External Availability Data*).

The chart does reveal a significant gap in the percentage representation of visible minority employees in the Sales and Services (Skill Level D), where the University has a large number of total employees (n=468). Of this number, 19% self-identified as visible minorities, whereas external availability levels for this occupational group are 41%.

Over the course of the next year, employment equity initiatives will include development of an Human Resources Toolkit to assist hiring managers in the recruitment process and to foster equitable levels of representation of the four designated groups. The Human Resources Toolkit will help to address this particular gap. Further details are provided in Sections 3.2 and 4 at the end of this report.

2.7   All Unionised Staff – Recruitment, Retention and Exits

Section 2.7 combines data for all unionised staff, including USW employees to analyse the progress of the four designated groups during specific career stages (recruitment, retention and exits). As with non-unionised administrative staff, retention is here measured by training and promotion levels.

External availability data is only provided for representation levels of each group, therefore this section measures the rate of recruitment, retention and exits for each group as a percentage of their overall representation in the University's workforce. Ideally, these two levels should match.

Report Graph 39: All Unionised Staff New Hires (Extracted from Table 12)
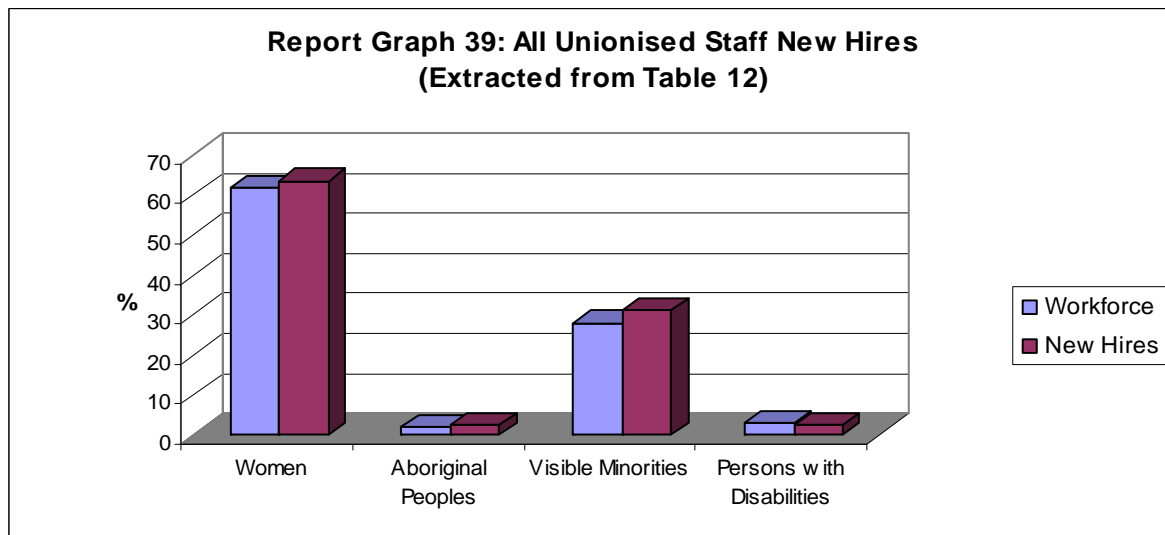
2.7.1 Recruitment

Report Graph 39 shows the proportion of all unionized staff newly hired in 2005 with their overall representation in the University workforce. All four designated groups closely match the levels of new hires to the percentages in the workforce, with differences of less than 4%. In total, there were 449 full-time new hires in 2004 – 2005. Of this group, 63% of unionised administrative staff hired were women; 2.5 % were Aboriginal people, 31% were visible minority employees and 2.4% were persons with disabilities.

2.7.2 All Unionised Staff Retention (Training and Promotions)

As with non-unionised administrative staff, training and promotions are two measures of retention related to career development opportunities. Figures below are for full-time staff only and are derived from Tables 8.A, 8.1A, 9 and 10.

Training

Unionised administrative staff participated in 3169 days of training in 2005. The levels of participation in training exceed the levels of participation in the workforce for all groups except Aboriginal people. Further career development and mentoring mentoring opportunities for Aboriginal staff will be supported through the creation of an Aboriginal Human Resources position to provide outreach, recruitment and training assistance for this group of employees.

Report Table 43: Training Participation Rates for all Unionised Staff (Extracted from Tables 8A, 8.1A, 9, 10)		
Designated Group	**% of Workforce**	**% of Training Days**
Aboriginal people	2%	0.8%
Persons with Disabilities	2.9%	4%
Visible Minorities	27.8%	32%
Women	62%	78%

Promotions – all unionised staff

There were 365 promotions for all unionised staff in 2005. The percentage of promotions for all groups closely approaches or exceeds the level of representation in the workforce.

Promotions—All Unionised Staff (Extracted from Table 10)		
Designated Group	**% Workforce**	**% Promotions**
Aboriginal people	2%	2.3%
Persons with Disabilities	2.9%	2.98%
Visible Minorities	27.8%	26.1%
Women	62%	65.6%

Exits – All Unionised Staff

There were 301 unionised staff that left the University in 2005; of this group 246 completed employment equity surveys during their tenure. Aboriginal people and persons with disabilities left at a rate slightly less than their percentage in the workforce. This is particularly good news since the numbers in each of these groups is small. Both women and visible minority employees left at a rate slightly greater than their levels of representation in the workforce. Details are provided in Table 11A.

Exits All Unionised Staff (Extracted from Table 11A)		
Designated Group	**% Workforce**	**% Exits**
Aboriginal people	2%	1.8%
Persons with Disabilities	2.9%	2.6%
Visible Minorities	27.8%	28.49%
Women	62%	65.4%

2.7.3 Representation Levels for All Administrative Staff, Unionised & Non-Unionised

This section collapses data for all administrative staff, unionised and non-unionised to examine the levels of representation among the four designated groups. Information is derived from Tables 7.1 (A&B), 7.2A, 8(A&B), 8.1(A&B), 8.2(A&B), covering full-time and part-time employees. This allows for a clearer examination of clustering within the four designated

groups that would not be readily visible with the breakdown by unionised or non-unionised employee groups. Comparisons are made over a two year period to track progress since external availability data is not directly comparable because of differences between the figures used for unionised and non-unionised staff.

Report Graph 40: Cluster Analysis All Admin Staff - Women (Extracted from Tables 7.1 (A&B), 7.2(A), 8(A&B), 8.1(A&B), 8.2(A&B)
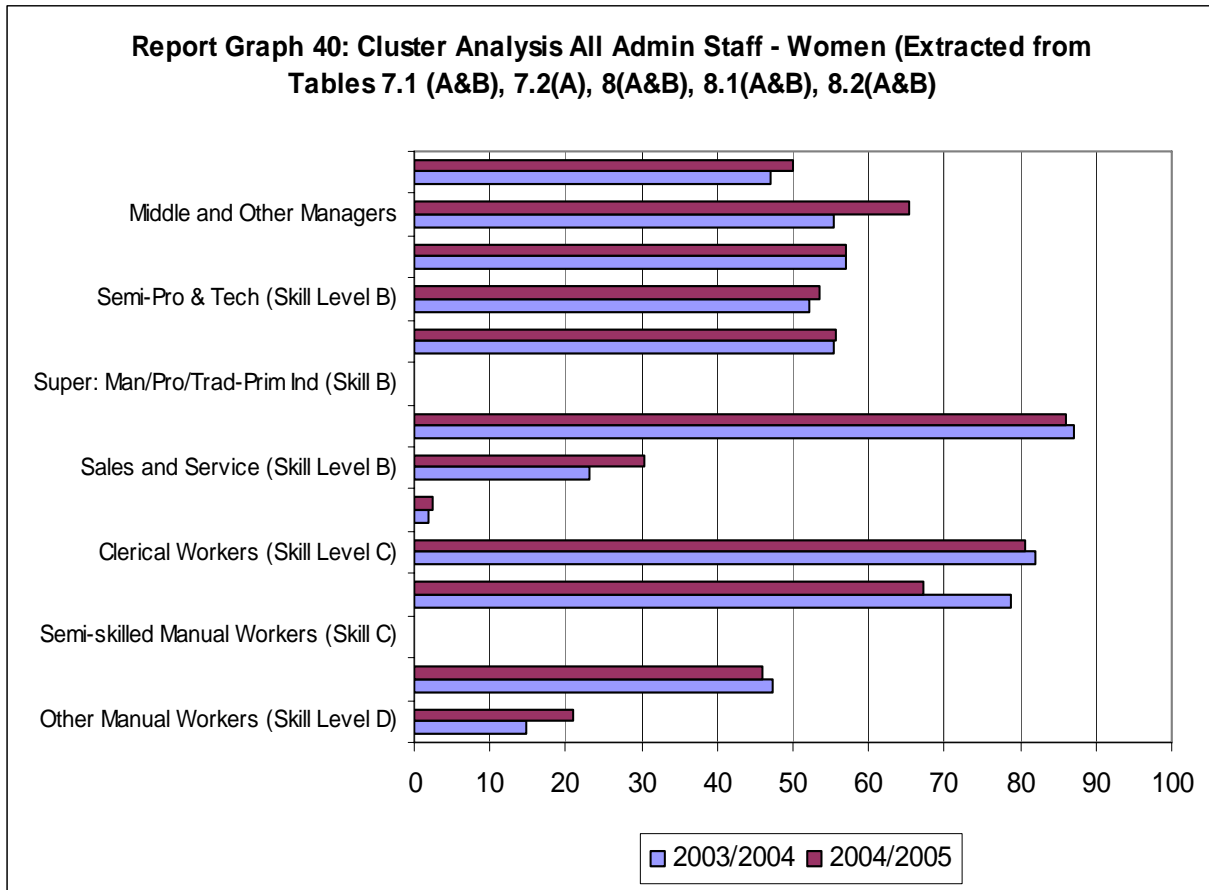
Report Graph 40 provides a cluster analysis of the representation rates for women administrative staff at the University over the two year period from 2003 - 2005. Representation of women in the two most senior occupational levels, Senior Managers and Middle and Other Managers increased over the two-year period .

Women in all staff groups remain clustered in the Clerical Workers, Administrative and Sales and Services occupational groups. The absence of women among two trade groups (Semi-Skilled Manual Workers and Supervisor: Manufacturing/Professional/Trade -Primary Industry) reflects the extremely small number of positions in each of these groupings.

Report Graph 41 shows a similar analysis for visible minorities among all administrative staff. Participation is measured over the two year period from 2003/04 – 2004/05 according to employment equity occupational grouping. Overall the rates of representation for the groups

remain quite similar, partly because the occupations showing a notable increase on the cluster chart reflects percentage increases related to a very small number of total positions, i.e. Semi-Skilled Manual Workers (n = 13); Senior Managers (=-11)

Visible minority employees are represented among all administrative occupational groups with very slight year to year increases among Senior Managers and Professionals. Visible minority employees hold 24% of the 794 positions within the Professional group. Among Clerical Workers visible minority employees represent roughly 30% of the total 1114 positions in this occupational group.

Report Graph 41: Cluster Analysis All Admin Staff - Visible Minorities (Extracted from Tables 7.1(A&B), 7.2(A), 8(A&B), 8.1(A&B), 8.2(A&B))
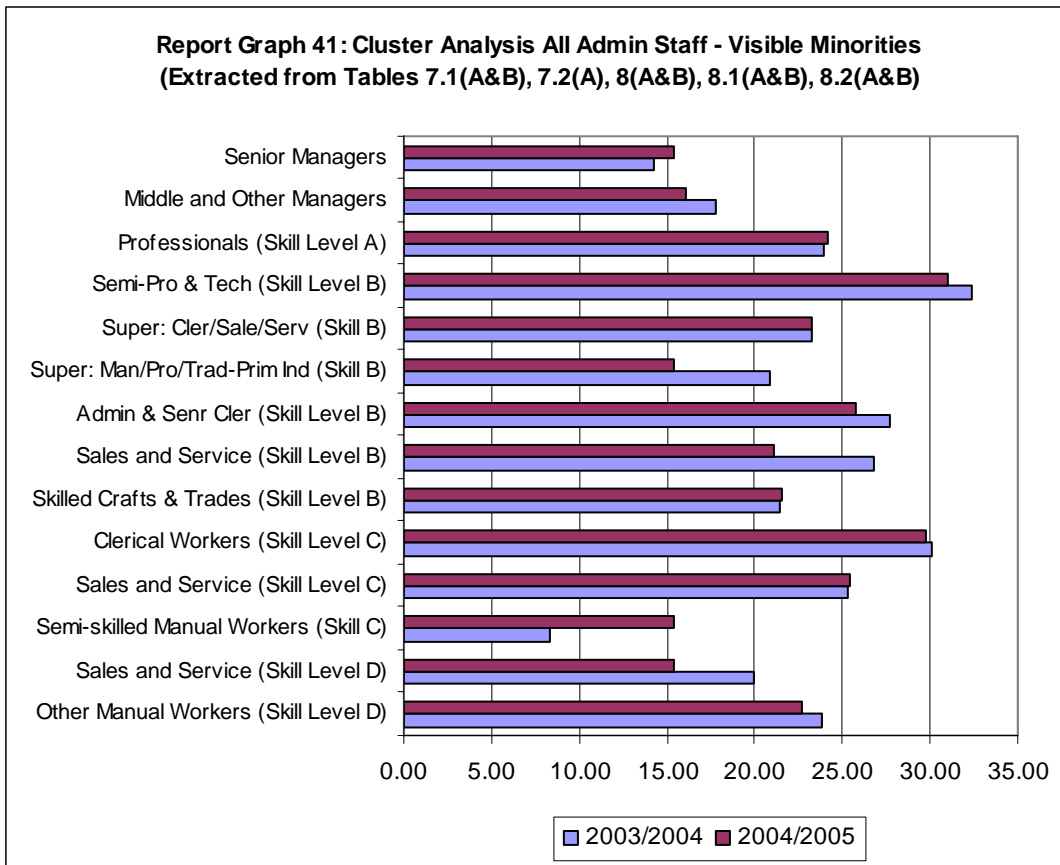
While there are several areas of percentage decrease, only two represent occupations with a substantial number of actual positions. There were slight decreases of less than 5% among Middle and Other Managers (n=416) and Sales and Service (Skill Level D) (n=504) groups. A number of groups remained virtually unchanged year to year including Sales and Service (Skill Level C), Skilled Crafts and Trades and Supervisory: Clerical/Sales/Service.

Continuing this analysis, Report Graph 42 shows the proportion of Aboriginal peoples among all administrative staff EEOG for the two year period 2003 – 2005. In 2005 the number of Aboriginal people among all administrative staff was 82.

There were small but significant gains from 2003/04 – 20004/05 in the occupational groups for Sales and Service, and for Middle and Other Managers, where previously there were no Aboriginal employees. Other groups reported an increase over this two year period. The decrease among Aboriginal employees in the Semi-Skilled Manual Workers stream is mitigated by the extremely small number of employees in this group (n=13).

Report Graph 42: Cluster Analysis All Admin Staff - Aboriginal Peoples
(Extracted from Tables 7.1(A&B), 7.2(A), 8(A&B), 8.2(A&B))

Occupational Group	2003/2004	2004/2005
Senior Managers		
Middle and Other Managers		1.4
Professionals (Skill Level A)	0.6	1.2
Semi-Pro & Tech (Skill Level B)	2.2	2.4
Super: Cler/Sale/Serv (Skill B)	3.5	3.6
Super: Man/Pro/Trad-Prim Ind (Skill B)	3.9	4.2
Admin & Senr Cler (Skill Level B)	1.0	0.7
Sales and Service (Skill Level B)		1.4
Skilled Crafts & Trades (Skill Level B)	2.3	2.2
Clerical Workers (Skill Level C)	2.0	1.9
Sales and Service (Skill Level C)	1.8	3.8
Semi-skilled Manual Workers (Skill C)	15.4	8.4
Sales and Service (Skill Level D)	2.7	4.0
Other Manual Workers (Skill Level D)		

Report Graph 43, below, shows the cluster analysis over a two year period for persons with disabilities by employment equity occupational group. There are 130 persons with disabilities who self-identified across the administrative staff groups.

There is an increase in the number of Middle and Other Managers which again represents a small number of actual positions. There is a decrease in supervisor (Managers/Professionals) group although, again, the actual numbers represented are very small. More information on the University's initiatives for persons with disabilities and Aboriginal people is provided in sections 2.4 above, and 3.2 below.

Report Graph 43: Cluster Analysis All Admin Staff - Persons with Disabilities (Extracted from Tables 7.1(A&B), 7.2(A), 8(A&B), 8.1(A&B), 8.2(A&B))
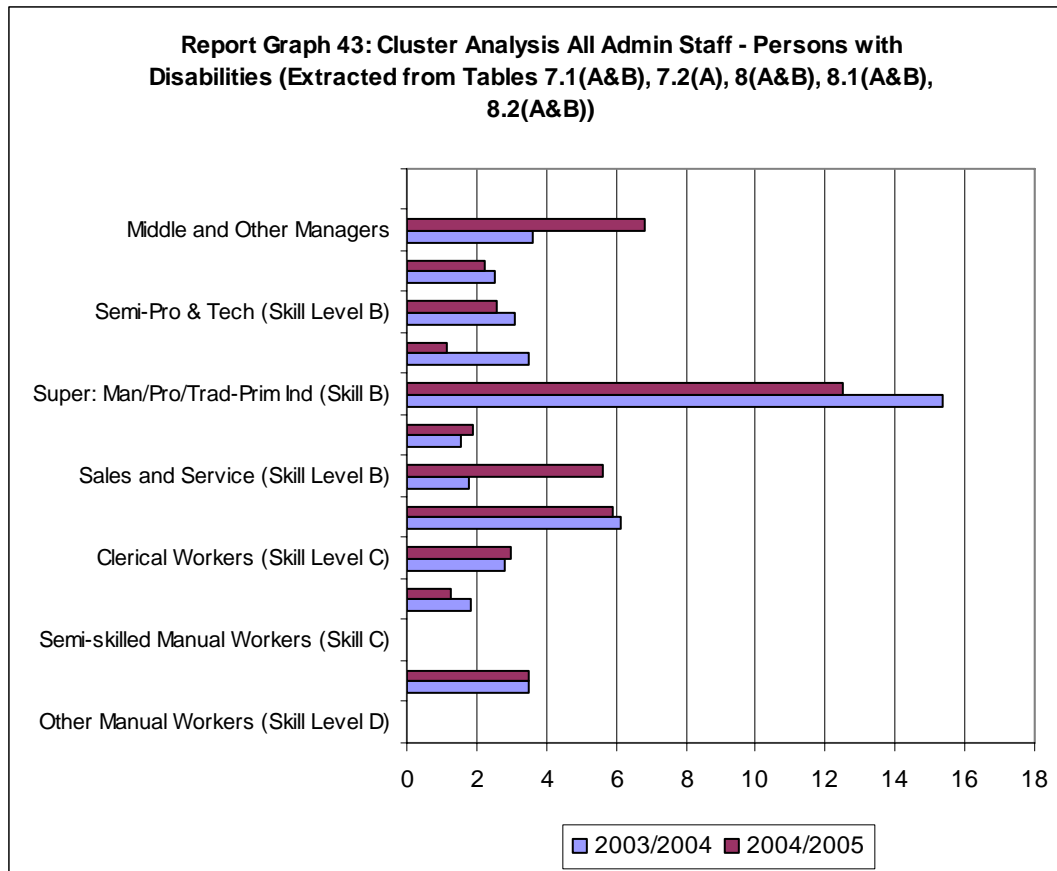
2.7.4 Conclusions about Employment Equity and Administrative Staff

Analysis of the administrative (unionized and non-unionised) staff indicate both strengths in terms of employment equity and areas where further attention is warranted. Compared to external availability data, there is some overrepresentation of women among administrative staff. There are proportionate levels of representation of visible minorities. Over the past two years there has been some improvement in the representation of Aboriginal people and persons with disabilities. Plans for a survey of persons with disabilities and for the Aboriginal Human Resources initiatives referred to earlier will help to further improve representation rates among these groups.

There are good rates of retention among both unionized and non-unionised administrative staff, indicating a very stable work environment. The forthcoming University of Toronto Faculty and Staff Experience Survey will provide more an opportunity to assess more qualitative measures of employee experience that cannot be drawn from employment equity data.

3.0   Summary of Recent Employment Equity Initiatives

In 2005 a variety of employment equity initiatives were undertaken across the University to improve the progress and awareness of the four federally designated groups. In undertaking these initiatives, all members of the community benefit from the effort to maintain and enhance the University as an inclusive, culturally diverse and representative environment for faculty, staff and the students we serve.

Among these initiatives were a number of new undertakings that demonstrated the breadth and depth of equity activities among staff and faculty. As the University's institutional leaders for employment equity, these efforts were supported by the Office of the President, the Office of the Vice-President Human Resources and Equity, and the Office of the Vice-President and Provost.

The Equity Issues Advisory Group is comprised of a number of offices whose individual mandates relate to the broad responsibilities of human rights and equality at the University.[22] These offices work individually and in close collaboration with one another and with outside offices, for instance, through overlapping responsibilities on individual cases, delivery of training and various University wide projects.[23] As one example, the Family Care Office provides support and education on family care and quality of life issues, significant considerations in the recruitment and retention of faculty and staff, in particular for ensuring gender equity. Family Care Office staff work very closely with the Director of Faculty Renewal to ensure the smooth transition of newly hired academics into the University community. The Office also assists individuals and their Chairs in implementing the parental leave policies.

In the past year equity and diversity initiatives have also resulted in the creation of dedicated offices at UTSC and UTM, including the Diversity Office (UTM) and the Special Advisor on Equity Initiatives (UTSC). A description of many of these offices is available online.[24]

Each year participation in equity issues increases to include many constituencies across the University. In 2005, participation of community members was facilitated through the recommendations of the University's Equity Infrastructure Review, a joint undertaking of the Vice-President and Provost and the Vice-President Human Resources and Equity. Among the key recommendations completed in 2005 were the appointment of a Special Advisor on Equity (Connie Guberman) to facilitate collaboration on equity initiatives among different offices and roles at the University. The second key recommendation of the Equity Infrastructure Review was the creation of a broad-based Equity Advisory Board.

The Equity Advisory Board (EAB) was struck in July 2005, greatly expanding expertise on

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[22]Annual reports from a number of EIAG offices are available from the University of Toronto Governing Council website through links to the University Affairs Board November 2005 Agenda.

[23]Examples of collaboration were provided to the November 2005 of the University Affairs Board and are available on the Governing Council website.

[24]Please see http://www.utoronto.ca/hr/equity.htm

equity issues from the Equity Issues Advisory Group to include academic administrators at the University, representatives of faculty and staff associations and unions, student representatives and faculty and students whose scholarship includes a focus on equity. (The Special Advisor position and the EAB are discussed further in section *3.2 Vice-President Human Resources & Equity.*)

At the time of writing this report, preparations for the 2006 University of Toronto Faculty and Staff Experience Survey (UTFSES) are being coordinated by the Director of Faculty Renewal and the Assistant Vice-President, Human Resources. The Experience Survey will gather information on the experience of staff and faculty, allowing analysis of the workforce from a qualitative, experiential perspective. Employee groups, including the University of Toronto Faculty Association (UTFA) and unions were invited to participate in the UTFSES in an advisory capacity, ensuring that different representative voices for faculty and staff are included in equity initiatives.

3.1   Office of the Vice-President and Provost

The Office of the Vice-President and Provost provides a number of key supports to faculty and academic administrators in support of excellence and equity at the University as reflected in the University's Academic Plan: Stepping Up: 2004 – 2010. Companion Papers to the plan outline best practices for faculty and staff support and renewal and Fostering Diversity Through Exellence and Equity. These papers provide the direct links between the University's overall mandate – its academic plan – and employment equity for faculty and staff. The Academic Plan and all companion papers are available at **www.provost.utoronto.ca/scripts/ index_.asp**

The Office of the Vice-President and Provost fosters equitable recruitment, retention and progression of faculty through communication with faculty and academic leadership and ongoing training and symposia under the guidance of the Vice-Provost, Academic, Professor Edith Hillan.

In 2005 Dr. Sara-Jane Finlay was appointed as Director of Faculty Renewal, a position which broadly supports best practices in faculty recruitment, retention, training and promotion through consultation, policy review and development, research and projects. The Director works collaboratively with academic administrators and faculty and advises the Vice Provost Academic and the Assistant Vice-Provosts and other senior administrators on issues of recruitment, retention and conversion.

The Director played a central role in the planning and preparation of the employment equity census and this 2005 Employment Equity Report. The Director of Faculty Renewal works

closely with the Family Care office in administering the Faculty Relocation Service and collaborates with a number of offices on various projects and committees. Key priorities for 2006 include implementation of the University's Faculty and Staff Experience Survey (see 3.0, above, for detail) which will provide qualitative feedback on the work environment.

The Director of Faculty Renewal hosted a May 2005 symposium, "Stepping Up to the Challenge: Recruiting and Retaining for Diversity" with guest speaker Professor Mary Gentile. In October 2005 she facilitated the University's participation in web conference on Best Practices in Recruiting and Retaining Diverse Faculty hosted by the publication, *Academic Impressions*.

The New Faculty Integration Workshops – 'The Stepping In Series' are designed to support new faculty in their adjustment to academic life and to support their career development. Ongoing workshops are provided throughout the year in conjunction with other offices. Topics for workshops include

- ❖ Enhancing the student experience;
- ❖ Academic careers at the University of Toronto;
- ❖ Negotiating life in academia;
- ❖ Putting Stepping Up into context;
- ❖ Organising your documents for evaluation;
- ❖ Becoming an academic advisor;
- ❖ Plagiarism resources and policies; and
- ❖ Integrating teaching and research.

On March 23, 2006 a workshop entitled "Stepping In Series III: Equity and Diversity at the University of Toronto" was held with Vivek Goel, Vice President and Provost, Angela Hildyard, Vice President Human Resources and Equity, and a number of Equity Officers.

The Vice-Provost, Academic, coordinates the annual Orientation for New Academic Administrators, which brings together a wide variety of offices in full day sessions during the year. In 2005 the Vice-President Human Resources and Equity (Professor Angela Hildyard) presented on 'Equity Essentials' for Academic Administrators as part of this series. Other sessions included a September 2005 workshop on *Faculty Recruitment, Integration and Retention* covering proactive recruitment strategies, search procedures, current immigration requirements, and support for teaching, research, relocation, work/life and faculty diversity was offered. *Academic Life Issues (Tenure and Promotion)* was presented in October, 2005, cohosted by the Vice-Provost, Academic and the University of Toronto Faculty Association. This session addressed the Memorandum of Agreement (between UTFA and the University), three year review, tenure, promotion, progress through the ranks (PTR), teaching dossier and assessments, and grievances.

3.2   Office of the Vice-President, Human Resources & Equity

As the senior administrative officer charged with the direct responsibility for equity issues, the Vice-President Human Resources and Equity oversees all equity issues related to staff, and works closely with the Vice-President and Provost on equity issues related to both staff and faculty.

On a day-to-day basis the work of the University's Human Resources Departments, both central and divisional, help to promote the fair and equitable treatment of employees from recruitment, hiring, retention, promotion and exits among the administrative staff. The central HR department reports to the Assistant Vice-President Human Resources (Christina Sass-Korstak) while divisional HR Offices report directly to their divisional heads.[25] The Labour Relations department, located within the central HR portfolio, administers collective agreements covering the University's unionised employees and ensures fairness in employment practices through formal grievance procedures. The Office of Organizational and Staff Development is central to the University's employment equity plan as it relates to the training and career development of employees (see below). In 2006 the Human Resources department will implement a new on-line recruitment system. The application will allow for broader access to job postings to applicants both within and outside the University. The system will also facilitate the collection of data with respect to the representation of the designated groups among applicants.

More broadly speaking, the University's employment equity program reflects the work of all offices that enhance equity and diversity among faculty and staff; *all* offices of the University contribute to the success of employment equity at the University. The yearly employment equity report provides a snapshot of the measurable results of the work of staff and faculty. This section of the report therefore provides detail of a few particular offices whose core clients are the University's faculty and staff and who are frequently involved in equity undertakings.

Employment Equity Officer

In 2005 an Employment Equity Officer (Kate Lawton) was hired to report on and further advance the University's employment equity program . This includes yearly reporting of the participation rates of the designated groups, review of policy and procedures, and outreach to various employee and community groups, including external agencies. (see section 4, below).

In 2006 the Employment Equity Officer will develop a Human Resources toolkit for hiring managers to foster the recruitment, retention and promotion of the designated employment equity groups. Applications have been submitted to create an Human Resources Generalist – Aboriginal Initiatives position, funded in part by the federal government with the assistance of First Nations House and the Central Human Resources Administration Services. This position would provide outreach and links to Aboriginal communities and populations to improve recruitment of Aboriginal applicants throughout the University.

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[25]A complete listing of HR divisional offices is found in the appendices to the Annual Report of the Vice-President Human Resources and Equity (see report for 2004).

Links and outreach with employment agencies serving persons with disabilities will continue in 2006 to improve the recruitment of this underrepresented group. Plans to conduct a survey of employees who are persons with disabilities will begin in 2006. Consultation with relevant offices will be undertaken with regards to the upcoming parliamentary review of the Federal Contractors Program in the fall of 2006. Research of best practices at universities in Canada and the U.S. will be undertaken. Contact and outreach with other employment equity officers at Ontario universities will continue.

In January 2006, the University conducted a census of 9000 staff and faculty as part of its ongoing employment equity program. Organized by the Employment Equity Officer under the direction of the Assistant Vice-President, Human Resources, the census provided employees with a chance to update their employment equity information to ensure its accuracy and currency. A consultative census planning process was undertaken involving many equity officers, human resources managers, First Nations House and the Director of Faculty Renewal. The University expanded the Employment Equity Questionnaire by surveying those employees who wish to self-identify as sexual minorities in keeping with its 2001 Employment Equity Statement. The 2005 Employment Equity Report will create a statistical baseline for this group from the census. In 2006 the Officer will start the process of updating the University's Employment Equity Policy and Objectives.[26]

Special Advisor on Equity Issues and Status of Women Officer

In 2005 the position of Special Advisor on Equity Issues was created, arising from the recommendations of the Equity Infrastructure Review (2005). The Special Advisor (Connie Guberman) provides advice to senior administrators on equity matters, and fosters collaboration on equity initiatives among offices and roles across the University.

The Special Advisor directed the establishment of a second recommendation from the Equity Infrastructure Review, the creation of an Equity Advisory Board broadly representative of the University community. The mandate of the Board is to provide advice to Senior Academic Administrators on equity related matters from a policy or project level; to develop an Equity Statement for the University; to strengthen the relationship between the Equity Statement and the Academic Mission of the University and to strengthen ownership of equity and diversity at every level of the University. The Board was convened by the Vice-President and Provost and the Vice-President Human Resources and Equity in July 2005; a University-wide Equity Policy is in the early draft stages at this time, and will be presented to the Board at its March meeting for discussion.

Additionally, the Special Advisor maintains her role as the University's Status of Women Officer. The Office provides a number of activities and initiatives to foster gender equity among students, staff and faculty. The Status of Women Office coordinated a mentoring program for

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[26] Please see PDAD&C Memorandum 15, 2001 /2002, Employment Equity Statement. Further information on the census, along with related policies and links may be found at the University's census website, www.eecensus.utoronto.ca

women students in 2005, organized the December 6 memorial, co-ordinated the international campaign '16 days against gender violence' leading up to December 6, and presented sessions for Staff Development on equity at the University. In conjunction with Vice-President Human Resources & Equity, the Officer conducted focus groups with women faculty about barriers to and their vision of academic leadership and participated in organizing the symposium "Planning a Career in Academia" for women graduate students and post doctoral fellows. A forum on career advancement for women in administrative assistant positions was co-hosted with the Office of Organizational and Staff Development.

In 2006 the Status of Women Officer will continue to meet with women faculty at all stages of their careers regarding their gendered experiences in the University. Plans are underway to co-sponsoring an event for women faculty on key issues regarding the gender differences in family formation among academic men and women.[27]

Office of Organizational and Staff Development/*Quality of Work/Life Advisor*

In 2005 Rosie Parnass was appointed to the newly created role of Director, Organizational and Staff Development. The Office provides career development advice, leadership programs and a broad array of training for administrative staff to foster greater alignment with departmental and divisional goals. In addition the Office provides consultation and collaboration with divisional leaders to optimize organizational structure and the work environment. Ms. Parnass also serves as Quality of Work Life Advisor, a role that promotes policies and programs to enhance work/life balance. In 2006 the activities and initiatives of the QWL Advisor will be further integrated into the mandate of the Office of Organization and Staff Development. The Office also coordinates a 14-month mentorship program and over 260 learning programs, delivered by a variety of offices from across the University. Mentoring also includes outreach to the Toronto community through the Toronto Regional Immigrant Employment Council (TRIEC). The organization provides employment support for new arrivals and develops mentorship programs, job shadowing and work placement opportunities.

Ontarians with Disabilities (ODA) Officer

The University's *Ontarians with Disabilities Act* (ODA) Report Plan and ongoing planning process includes staff, faculty, students and representatives from faculty and staff groups in a community based process dedicated to improving accessibility for persons with disabilities at the University. The work of the ODA Committee is directed by the Vice-President Human Resources and Equity and implemented by the Special Advisor on Equity Issues in collaboration with the ODA Officer (Dr. Dana Sheikh) and an annual report is prepared for governance in compliance with the provincial legislation.

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[27] Please see Mary Ann Mason and Mac Goulden, "Do Babies Matter? The Effect of Family Formation on the Lifelong Careers of Academic Men and Women" in *Academe*, November – December, 2002.

Anti-Racism and Cultural Diversity Office

In 2005 the Race Relations and Anti-Racism Office was reviewed by Interim Officer Professor Charmaine Williams, who recommended the repositioning of the name of the Office to better reflect the diversity and needs of the University. The Anti-Racism and Cultural Diversity Officer (Nouman Ashraf) provides extensive training on cultural competencies to enable faculty and staff to understand the dynamics of different groups in a work environment. Training is provided for newly appointed administrators responsible for students. In recent months the Office has provided programming for various groups "as a means of engagement… through active dialogue and discourse to create safe spaces where various campus communities can come together to articulate their views without fear of censorship or retribution".[28] Topics include *Spirituality and the Student Experience*; *Cartoons of the Prophet Muhammad: Implications of the Crisis* and *Beyond Stereotypes: The Lived Experience of Black Youth*.

Health and Well-being Programs and Services

Health and Well-being Programs and Services provides pro-active programs, services and education related to a healthy workplace.

The office provides advice to all employees on long term disability, workplace injuries, sick leave, and provides occupational health programs and advice. As the central resource for the accommodation of staff and faculty with disabilities, the Health and Well-being Programs and Services is another important contributor to the success of the employment equity program. In 2005 the Guidelines on Accommodation of Employees with Disabilities were updated and will be presented to Governance in 2006. The Manager (Myra Lefkowitz) participates on the coordinating committee of the University's ODA planning process to ensure the concerns of employees and faculty with disabilities are addressed.

As part of its Health and Wellness programming for 2005 the Office provided educational campaigns, workshops, and information sessions on a variety of topics related to healthy workplace and accommodation.

Family Care Office

The Family Care Office (FCO) provides educational support, advocacy and consultation for employees and faculty with children, elder care needs and other family care issues. The Office reports jointly to the Provost's office and to the Office of the Vice-President Human Resources and Equity. The Faculty Relocation Service is coordinated through the FCO to assist prospective and newly appointed faculty. The Office plays an important role in the University's employment equity program by supporting work/life family balance for faculty and staff, based on a culturally inclusive definition of family.

Equity in employment presumes a safe environment free of harassment and discrimination.

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[28] Please see the Anti-Racism and Cultural Diversity Office website, Events and Initiatives

While the University of Toronto has a number of different roles and offices that ensure the safety of our community, two offices are specifically mentioned since they provide services to faculty and staff – as well as to students - to actively prevent crises from occurring.

Office of the Community Safety Coordinator

The Office of the Community Safety Coordinator is responsible for offering assistance, support, referrals and consultation to members of the University community whose personal safety is compromised. In addition to individual case work, the Community Safety Coordinator (Caroline Rabbat) provides education and outreach to faculty, staff and students on all campuses. Personal safety is an important premise for any University initiative fostering a welcoming and accessible work environment for faculty and staff; this includes employment equity. This office is one of a number that provides the University community with specialized crisis management for the nearly 80,000 faculty, staff and students in the University of Toronto community. The Coordinator works closely with a number of other offices (Anti-Racism & Cultural Diversity; Sexual Harassment, Education Counselling and Complaints Office, Human Resources divisional offices, Student Affairs), responding to concerns and complaints. Education, training and outreach are provided to ensure the personal safety of all community members.

Sexual Harassment Education, Counselling and Complaint Office

The Sexual Harassment Office handles complaints of harassment based on sex or sexual orientation at the University of Toronto. In addition to providing information and advice to students, staff and faculty, the Office initiates and conducts public education activities such as talks, workshops, and the distribution of resource materials.[29] The Sexual Harassment Officer, Ms. Paddy Stamp, acts as a non-partisan mediator in complaints. The Office provides referrals to other offices and resources when appropriate.

Office of Lesbian Gay Bisexual Transgendered and Queer Resources and Programs

The Office of Lesbian, Gay, Bisexual, Transgender, Queer Resources and Programs supports climate change processes through the development of best practice processes, awareness events and educational forums that focus on both individual and systemic change that address sexual orientation and gender identity. The Coordinator, Jude Tate, reports jointly to the Assistant Vice-President Human Resources and the Director of Student Affairs.

The Office of LGBTQ Resources and Programs responds to the needs of faculty and staff through individual consultations, committees and educational seminars to addresses climate and environment concerns in the workplace, systemic discrimination and the invisibility of sexual diversity. For example, the Coordinator chairs the Human Resources Committee on

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[29] In 2005 the number of complaints received by the Community Safety Office increased to 188. For more detail please see the Community Safety Office Annual Report 2004 – 2005.

Sexual Diversity which provides consultation, education and training to the University's HR professionals. The Coordinator collaborates with the Office of the Provost (regarding faculty recruitment and retention) and with working committees, among them the Equity Issues Advisory Group, the Employment Equity Census Advisory Committee, and the Faculty and Staff Experience Survey Advisory Committee.

Collaboration Among Equity Offices

These offices provide support and assistance to one another on confidential cases as they arise; rarely does a case rest solely within the jurisdiction of one office. In recent years, an annual presentation is made to the University Affairs Board to raise awareness of the complexity and sensitivity of the intersection of equity issues addressed by these offices in their daily work.

In November, 2005, several anonymized case histories were provided to the University Affairs Board. In two of the cases presented, the services of eleven University offices and departments were required to resolve the crises of two employees.[30] While these presentations focus on the work of the Equity Issues Advisory Group, they also highlight the close working relationships that exist among offices to foster a safe and comfortable environment for study, teaching, research and working at the University of Toronto.[31]

3.3   First Nations House

The University has a very active First Nations House (FNH) mandated to serve the student population, one of many Student Services offered through the Office of the Vice-Provost, Students. In recent years the Director of FNH, Jonathan Hamilton-Diabo has advised the University's senior administration on ways to facilitate greater inclusion of Aboriginal people among faculty and staff.

Initiatives include participation on faculty search committees through the Office of the Provost and efforts to support greater recruitment and retention of Aboriginal people through the Office of the Vice-President Human Resources and Equity.

The Director has been active on the Equity Advisory Board, in the planning of the University of Toronto Faculty and Staff Experience survey, and providing guidance on Aboriginal issues for the Employment Equity Census. Most notably Mr. Hamilton-Diabo has assisted the Human Resources Department in it application for federal funding for the creation of an Aboriginal Human Resources position at the University. This position would provide outreach to the Aboriginal community and work directly within the Human Resources Department to improve the recruitment, hiring, retention and promotion of Aboriginal staff. This position is crucial since a large proportion of Aboriginal employees at the University are clustered within First Nations House and it is important to have a breadth of representation in all departments and divisions.

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[30] Please see the University Affairs Board, November 2005 minutes for details. Cases cited were an amalgam of various histories and names were changed to protect privacy. Annual reports for most of these offices are provided through links to the University Affairs Board, November 2005 agenda.

[31] Please see the University Affairs Board, November 2005 minutes for anonymized case histories.

4.0   Progress on Recommendations for 2004-2005

The table below lists the recommendations made in the Employment Equity Report for 2004-2005. The second column indicates the pertinent sections of this report that specifically address these recommendations.

Recommendation	Action
General Recommendations	
Focus on specific programs	See section 3.2, 3.3
Excellence through diversity	See section 3.3
Transparency in hiring and promotion	See section 3.3
Exit interviews	See section 3.2
Focus on Disability Issues	
Implementation of ODA Accessibility Plan	See section 3.2
Re-survey of the workforce	See section 3.2
Focus on Aboriginal Persons	
Outreach to Aboriginal agencies	See section 3.2
Creation of mentoring program	See section 3.2
Focus on Visible Minorities and Women	
Maintain momentum in recruitment and retention	See section 3.3
Proactive recruitment strategies	See section 3.3
Diversifying the Curriculum	See section 3.3
Collapsing of staff data for analysis	See section 2.8
Focus on Networking and Community Building	
Inclusion of sexual orientation within the University's Employment Equity Policy	See section 3.2
Relationships with community leaders	See section 3.2

The objectives outlined in the employment equity plan help the University to achieve a more equitable workforce while fulfilling the goals outlined in the Academic Framework: Stepping Up: 2004 - 2010. The actions included in the Plan are intended to act as guides and benchmarks as the University progresses towards full employment equity, both recording its progress and highlighting areas where initiatives may need encouragement.

The five major objectives of the employment equity work plan were established in 1989 and continue to form the basis of new goals and targets. The University's employment equity objectives are:

1. To inform, educate and sensitise the University community about the University's Employment Equity Policy.

2. To eliminate or modify employment policies or practices that may present barriers to employment equity.

3. To increase the number of designated group members in the occupational categories where they are under-represented.

4. To encourage the promotion of designated group members by identifying, developing and utilizing their skills and potential, in relation to Objective 3.

5. To monitor and evaluate the implementation of the Employment Equity Policy at the University of Toronto.

These objectives are the framework the University uses to work towards employment equity. Under each of these follow a number of action points which are updated and revised based on the findings of the Employment Equity Report. Each of these objectives will be considered and the actions and goals will be detailed.

Objective 1:   To inform, educate and sensitize the University community about the University's Employment Equity Policy.

In 2005 the University hired an Employment Equity Officer to coordinate the workforce resurvey, continue the yearly reporting and foster the implementation of the employment equity workplan. All staff and faculty of the University community contribute to creating a welcoming and accessible workplace. A growing number of offices, as noted in Section 3 are directly responsible for important parts of the employment equity workplan including the Vice-President Human Resources and Equity (as senior responsible officer); the Vice-President and Provost the Special Advisor on Equity Issues; Organizational and Staff Development; all equity officers at the University and all central and divisional Human Resources departments.

	ACTION	TIMETABLE
1.	Include a web link to the University's Employment Equity Policy and to other equity materials.	Completed – ongoing
2.	Publish an Orientation Guide for Academic and Administrative staff with additional information about the University's equity practices and resources.	Completed – ongoing
3.	Present information on employment equity at the annual Orientation for Newly Appointed Academic Administrators	Completed – ongoing, annually
4.	Present information on the University's employment equity goals and objectives to heads of divisions	Completed – ongoing, annually
5.	Speak to campus groups, interest groups and employee associations and unions about employment equity.	Completed – ongoing
6.	Develop and provide employment equity information sessions for employees at all levels within the University.	Completed – ongoing
7.	Prepare an annual Employment Equity Report and release it to the University community.	Ongoing, annually.
8.	Present annual Employment Equity Report to Business and Academic Boards of Governing Council.	Ongoing, annually.
9.	Publish the annual Employment Equity Report and the Employment Equity Policy in the *Bulletin* annually. Distribute the report to all offices and libraries on campus.	Completed – ongoing, annually.
10.	Continue to update a communication program for ongoing dissemination of information about employment equity at the University of Toronto.	Completed – ongoing

Objective 2:   To eliminate or modify employment policies or practices that may present barriers to employment equity.

The *Ontarians with Disabilities Act* planning process continued in 2005 with a broadbased consultative process that was warmly welcomed by the University community. Preparations for the employment equity census were completed and the workforce resurvey was launched in January 2006 fulfilling a key recommendation of the 2005 Federal Contractors review of the University's employment equity work plan. In 2005 key recommendations of the Equity Infrastructure Review process were implemented, including creation of the Equity Advisory Board that includes representatives from employee groups among its membership.

	ACTION	TIMETABLE
1.	Ongoing review of policies and collective agreements affecting the recruitment, selection, promotion, and terms and conditions of employment, including training, development, compensation and termination of administrative staff	Ongoing
2.	Participate on joint union management committees reviewing all policies affecting the recruitment, selection, promotion, and terms and conditions of employment, including training, development, compensation and termination of unionised staff.	Ongoing
3.	Approve any policy changes.	Ongoing
4.	Implement a methodology to ensure monitoring of new or revised employment policies to prevent inclusion of potential barriers to the participation and advancement of designated group members	Ongoing
5.	Develop a systematic process to review new policies	Ongoing
6.	Develop staff and faculty survey to identify the needs of and the barriers faced by employees faced with disabilities (see initiatives planned under Response to ODA).	Fall 2004 – Spring 2005; not completed
7.	Development of a performance appraisal system that includes assessment on efforts to foster diversity, career development and succession (see initiatives planned under the Employment Equity Report 2003)	Ongoing

Objective 3:   To increase the number of designated group members in the occupational categories where they are under-represented.

Long-term equity goals and the strategies for their achievement are set out in the academic framework that is prepared by the University every six years. The Academic Plan, Stepping Up: 2004-2010 provides the vision, mission, values and goals of the University of Toronto for the next six years. The Companion Paper 6: Fostering Diversity through Excellence and Equity provides an institutional mission statement on the important of equity as a core value of the entire University community. Support of the University for the progress of new faculty from the designated groups, and the creation of tools for best practices in recruitment will improve the representation among administrative staff. Special attention will be given to the underrepresentation of persons with disabilities. Initiatives are underway to improve the recruitment of Aboriginal peoples among staff.

	ACTION	TIMETABLE
1.	Deliver presentations to heads of divisions on employment equity principles and practices to follow in the recruitment and hiring of staff.	Completed – ongoing
2.	Provide information to the divisions on strategies, tools, techniques and resources to meet their employment equity goals	Completed – ongoing
3.	Integrate employment equity principles and objectives into hiring process for all academic and administrative positions.	Completed - ongoing
4.	Develop a Careers Guide for prospective employees to inform them of possible jobs and career paths at the University, the nature of generic positions in those areas and the necessary qualifications.	Completed – ongoing
5.	Develop Career Profiles illustrating internal career progression and providing diverse role models.	Completed - ongoing
6.	Identify pro-active recruitment and outreach strategies and techniques to attract applicants from designated groups to administrative staff positions.	Ongoing
7.	Collaborate with staff at First Nations House at the University of Toronto to identify ways in which we can make UofT a more inclusive work environment. Establish a mentoring programme for new Aboriginal employees.	Ongoing – application for federal funding of an Aboriginal HR position submitted, January 2006.
8.	Facilitate wide dissemination of advertisements for positions open to external applicants to contacts and agencies representing Aboriginal peoples, persons with disabilities and new immigrants.	Ongoing
9.	Strengthen our links with community groups and organisations to increase the profile of the UofT as an employer of choice.	Completed and ongoing. Top 100 Employer; Top 10 Family Friendly Workplace; TRIEC mentorships.

Objective 4: To encourage the promotion of designated group members by identifying, developing and utilizing their skills and potential, in relation to Objective 3.

There are a variety of ways in which the University currently addresses Objective 4. The Organization and Staff Development Office provides a number of leadership training programmes for staff at various levels of development. The Status of Women Office and the Office of LGBTQ Programmes and Resources provides confidential support to individual staff and faculty. The Health and Well-being Programs and Services Manager provides educational training and awareness throughout the University to enhance the integration of faculty and staff who are persons with disabilities. The Direction of First Nations House and the Employment Equity Officer have started an initiative to hire an Aboriginal HR professional and improve recruitment of this underrepresented group. Through mentorships of 20 new arrivals sponsored by the Toronto Regional Immigrant Employment Council (TRIEC) *(see 3.1 above)* the University is providing support to diverse groups in Canadian society and leveling the playing field in competition for this group in administrative employment opportunities.

	ACTION	TIMETABLE
1.	Post all promotional/job opportunities electronically and at designated sites for new or vacant administrative positions.	Completed – ongoing.
2.	Provide a variety of skills training courses and workshops, and disseminate across campus via the web and Divisional Human Resources offices the Guide to Training and Career Development.	Completed – ongoing
3.	Provide career planning seminars and individual job and career counselling to employees through an onsite career centre accessible to all staff.	Completed – ongoing
4.	Review seminar and workshop material to ensure appropriate employment equity content.	Completed – ongoing
5.	Develop cross-cultural and disability awareness training or information sessions.	Completed – ongoing
6.	Deliver management, supervisory and leadership development programs to various levels of staff, to improve skills and prepare employees for promotions	Ongoing
7.	Update the Careers Guide to include a current set of core skills and profiles for all functional groups including senior levels	Completed – ongoing
8.	Update the Guide to Career Management for staff making it an interactive self-assessment tool linked to the Careers Guide.	Completed - ongoing
9.	Design and implement a career and succession planning process for leadership positions.	Completed – ongoing.
10.	Make educational assistance for credit and career or job related non-credit courses available to employees.	Completed – ongoing.

Objective 5:   To monitor and evaluate the implementation of the Employment Equity Policy at the University of Toronto.

Two position at the University which are central to the monitoring and evaluation of the University's Employment Equity Policy, namely the Employment Equity Officer and the Director of Faculty Renewal, were renewed in 2005 . This renewal allows for ongoing monitoring and review through consultation. Review of the University's employment equity practices were undertaken in preparation for the employment equity census and included expansion of the employee groups surveyed to include stipendary instructors. Further review of employee groups surveyed will continue in 2006. The implementation of the Equity Infrastructure Review recommendations improve the collaboration among those faculty and staff who work on specific equity projects and committees at the University. The Equity Advisory Board brings a wide array of constituencies from among the University. The Faculty and Staff Experience Survey will provide qualitative feedback on the work environment offering another means of assessing the effectiveness of the Employment Equity Policy and implementation of the work plan.

	ACTION	TIMETABLE
1.	Distribute the Employment Equity Self-identification Questionnaire to all new employees to complete	Completed – ongoing
2.	Identify and implement steps to improve response rate to Employment Equity Self-Identification Questionnaire from new employees	Completed – administration through benefits orientation
3.	Develop a data collection system to track the promotion of designated group members in the academic and unionised staff categories.	Completed
4.	Design criteria for provostial review committees to assess divisional effectiveness in contributing to achievement of University's employment equity goals	Completed
5.	Provide an annual Employment Equity Report	Ongoing – annually
6.	Conduct a census to determine the current distribution of all members of the designated groups	Completed January 2006
7.	Conduct 'exit' interviews to understand why people from designated groups leave the University of Toronto	Ongoing

Tables

Table 1(A)

EMPLOYMENT EQUITY WORKFORCE SURVEY: RETURN RATES AND COMPLETION RATES FOR FULL-TIME EMPLOYEES

September 30, 2005 Data

EMPLOYEE GROUPS IN THE WORKPLACE	ALL EMPLOYEES		SURVEY RESPONDENTS			
	# in EMPLOYEE GROUP[1]	% OF WORKFORCE REPRESENTED	# RETURNED	% OF SURVEYS RETURNED	# COMPLETED	% COMPLETED
FACULTY[2]	2299	29.32%	1830	79.60%	1720	74.82%
CLINICAL FACULTY[3]	338	4.31%	227	67.16%	220	65.09%
LIBRARIANS	138	1.76%	124	89.86%	113	81.88%
RESEARCH ASSOCIATES	240	3.06%	183	76.25%	181	75.42%
NON-UNIONIZED ADMINISTRATIVE STAFF	775	9.89%	707	91.23%	689	88.90%
USW	2960	37.76%	2527	85.37%	2446	82.64%
LIBRARY WORKERS (CUPE 1230)	171	2.18%	148	86.55%	99	57.89%
SERVICE WORKERS (CUPE 3261)	580	7.40%	500	86.21%	486	83.79%
OPERATING ENGINEERS (U. OF T. WORKERS, Local 2001)	83	1.06%	76	91.57%	67	80.72%
POLICE (OPSEU, Local 519)	47	0.60%	41	87.23%	39	82.98%
TRADES & SERVICES[4]	64	0.82%	49	76.56%	48	75.00%
RESEARCH ASSOCIATES & OFFICERS (OPSEU, L. 578)	8	0.10%	2	25.00%	2	25.00%
ESL	27	0.34%	27	100.00%	27	100.00%
EARLY LEARNING CENTRE CUPE L2484	30	0.38%	22	73.33%	22	73.33%
89 CHESTNUT HERE L75	80	1.02%	60	75.00%	60	75.00%
TOTALS:	**7840**	**100.00%**	**6523**	**83.20%**	**6219**	**79.32%**

[1]Total Population is based on the number of employees as of September 30, 2005.

[2]Faculty are defined as all faculty (tenure-stream and non-tenure stream) except for clinical faculty.

[3]"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.

[4]Includes Electricians (IEBW, Local 353), Plumbers (UA 46), Sheet Metal Workers (SMWIA, 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, 2005 Data

EMPLOYEE GROUPS IN THE WORKPLACE	ALL EMPLOYEES		SURVEY RESPONDENTS			
	# in EMPLOYEE GROUP[1]	% OF WORKFORCE REPRESENTED	# RETURNED	% OF SURVEYS RETURNED	# COMPLETED	% COMPLETED
FACULTY[2]	213	30.74%	145	68.08%	142	66.67%
CLINICAL FACULTY[3]	92	13.28%	51	55.43%	51	55.43%
LIBRARIANS	14	2.02%	13	92.86%	13	92.86%
RESEARCH ASSOCIATES	25	3.61%	16	64.00%	16	64.00%
NON-UNIONIZED ADMINISTRATIVE STAFF	34	4.91%	30	88.24%	27	79.41%
USW	261	37.66%	216	82.76%	212	81.23%
LIBRARY WORKERS (CUPE 1230)	17	2.45%	16	94.12%	16	94.12%
SERVICE WORKERS (CUPE 3261)	24	3.46%	19	79.17%	19	79.17%
RESEARCH ASSOCIATES & OFFICERS (OPSEU, L. 578)	8	1.15%	2	25.00%	2	25.00%
EARLY LEARNING CENTRE CUPE L2484	5	0.72%	4	80.00%	3	60.00%
TOTALS:	**693**	**100.00%**	**512**	**73.88%**	**501**	**72.29%**

[1]Total Population is based on the number of employees as of September 30, 2005.

[2]Faculty are defined as all appointed faculty (tenure-stream and non-tenure stream) except for clinical faculty.

[3]"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[1] AND RANK AND EXTERNAL AVAILABILITY DATA

September 30, 2005 Data

UNIVERSITY OF TORONTO WORKFORCE

TYPE OF APPOINTMENT	RANK	All Employees Total#	# Men	% Men	# Women	% Women	Total Completed	Aboriginal Peoples "Yes" Total %³	#	Men #	Women #	Visible Minorities "Yes" Total %³	#	Men #	Women #	Persons With Disabilities "Yes" Total %³	#	Men #	Women #
Professoriate: Tenure/Tenure Stream:	Professors	815	653	80.1	162	19.9	580	0.2	**	**	**	9.3	54	46	8	3.3	19	16	**
	Associate Professors	599	365	60.9	234	39.1	445	0.7	**	**	**	11.0	49	32	17	2.5	11	8	**
	Assistant Professors	421	260	61.8	161	38.2	345	0.9	**	**	**	16.2	56	31	25	0.3	**	**	**
	Asst Professor(Cond)	16	9	56.3	7	43.8	12	0.0	**	**	**	33.3	4	**	**	0.0	0	0	0
	Total	1851	1287	69.5	564	30.5	1382	0.5	7	4	3	11.8	163	112	51	2.2	31	24	7
Professoriate: Clinical: (Non-TS in Medicine)	Professors	126	104	82.5	22	17.5	81	0.0	**	**	**	14.8	12	**	**	1.2	**	**	**
	Associate Professors	126	91	72.2	35	27.8	92	1.1	**	**	**	17.4	16	**	**	2.2	**	**	**
	Assistant Professors	85	46	54.1	39	45.9	46	0.0	**	**	**	19.6	9	**	**	2.2	**	**	**
	Asst Professor(Cond)	2	1	50.0	1	50.0	1	0.0	**	**	**	0.0	0	0	0	0.0	0	0	0
	Total	339	242	71.4	97	28.6	220	0.5	**	**	**	16.8	37	30	7	1.8	4	4	**
Professoriate: Non-TS CLTA/Other:	Professors	28	26	92.9	2	7.1	17	0.0	0	0	0	17.6	3	**	**	0.0	0	0	0
	Associate Professors	47	31	66.0	16	34.0	34	0.0	0	0	0	8.8	3	**	**	8.8	**	**	**
	Assistant Professors	82	40	48.8	42	51.2	56	0.0	0	0	0	16.1	9	4	5	3.6	**	**	**
	Asst Professor(Cond)	4	3	75.0	1	25.0	3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
	Total	161	100	62.1	61	37.9	110	0.0	0	0	0	13.6	15	9	6	4.5	5	4	**
Other Academics[4]	Senior Tutors/Lecturers	138	65	47.1	73	52.9	113	0.9	**	**	**	14.2	16	11	5	0.9	**	**	**
	Tutors/Lecturers	111	43	38.7	68	61.3	90	2.2	**	**	**	18.9	17	4	13	1.1	**	**	**
	Instructors/Lecturers	37	14	37.8	23	62.2	25	0.0	**	**	**	12.0	**	**	**	0.0	0	0	0
	Total	286	122	42.7	164	57.3	228	1.3	3	3	0	15.8	36	17	19	0.9	**	**	**
Totals: All Faculty:		2637	1751	66.4	886	33.6	1940	0.6	11	7	4	12.9	251	168	83	2.2	42	31	11
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:				63.8		36.2		0.7				13.3				4.1			
03-4121 University Professors																			

[1] Academic administrators are included in the tenure stream group according to their rank.

[3] Based on number of surveys completed.

[4] Includes Teaching Stream staff.

Table 2(B)

FACULTY (PART-TIME) BY DESIGNATED GROUP WITHIN
JOB CATEGORY¹ AND RANK AND EXTERNAL AVAILABILITY DATA

September 30, 2005 Data

UNIVERSITY OF TORONTO WORKFORCE

JOB CATEGORY	RANK	All Employees Total#	Men #	Men %	Women #	Women %	Survey Respondents Total Completed	Aboriginal Peoples Response of "Yes" Total %³	Aboriginal Men #	Aboriginal Women #	Visible Minorities Response of "Yes" Total %³	VM Men #	VM Women #	Persons With Disabilities Response of "Yes" Total %³	PWD Men #	PWD Women #
Professoriate: Tenure/Tenure Stream:	Professors	10	8	80.0	**	20.0	5	0.0	0	0	0.0	0	0	0.0	0	0
	Associate Professors	4	**	75.0	**	25.0	3	0.0	0	0	33.3	**	**	0.0	0	0
	Assistant Professors	**	**	0.0	**	100.0	1	100.0	**	**	0.0	0	0	0.0	0	0
	Total	15	11	73.3	4	26.7	9	11.1	**	**	11.1	**	**	0.0	0	0
Professoriate: Clinical: (Non-TS in Medicine)	Professors	30	25	83.3	**	16.7	18	5.6	**	**	16.7	**	**	11.1	**	**
	Associate Professors	34	26	76.5	8	23.5	21	4.8	**	**	4.8	**	**	4.8	**	**
	Assistant Professors	28	17	60.7	11	39.3	11	9.1	**	**	9.1	**	**	0.0	0	0
	Asst Professor(Cond)	**	**	100.0	0	0.0	1	0.0	**	**	0.0	0	0	0.0	0	0
	Total	93	69	74.2	24	25.8	51	5.9	**	**	9.8	5	**	5.9	**	**
Professoriate: Non-TS CLTA/Other:	Professors	8	5	62.5	**	37.5	6	0.0	0	0	16.7	**	**	0.0	0	0
	Associate Professors	27	18	66.7	9	33.3	16	0.0	0	0	31.3	5	**	0.0	0	0
	Assistant Professors	48	19	39.6	29	60.4	35	0.0	0	0	8.6	**	**	0.0	0	0
	Asst Professor(Cond)	9	4	44.4	5	55.6	6	0.0	0	0	0.0	0	0	0.0	0	0
	Total	92	46	50.0	46	50.0	63	0.0	0	0	14.3	9	**	0.0	0	0
Other Academics⁴	Senior Tutors/Lecturers	8	4	50.0	4	50.0	5	0.0	0	0	0.0	0	0	0.0	0	0
	Tutors/Lecturers	82	38	46.3	44	53.7	60	0.0	0	0	8.3	5	**	1.7	**	**
	Instructors/Lecturers	15	5	33.3	10	66.7	5	0.0	0	0	0.0	0	0	0.0	0	0
	Total	105	47	44.8	58	55.2	70	0.0	0	0	7.1	5	**	1.4	**	**
	Totals: All Faculty:	305	173	56.7	132	43.3	193	2.1	4	**	10.4	20	13	2.1	4	4
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS: 03-4121 University Professors				63.8		36.2		0.7			13.3			4.1		

¹ Academic administrators are included in the tenure stream group according to their rank.

³ Based on number of surveys completed.

⁴ Includes Teaching Stream staff.

FACULTY (FULL-TIME) BY DESIGNATED GROUP WITHIN TYPE OF APPOINTMENT[1] AND SGS DIVISION

September 30, 2005 Data

UNIVERSITY OF TORONTO WORKFORCE

JOB CATEGORY	SGS DIVISION	All Employees Total#	Men #	Men %	Women #	Women %	Survey Respondents Total Completed	Aboriginal Peoples Response of "Yes" %[3]	#	Men #	Women #	Visible Minorities Response of "Yes" %[3]	#	Men #	Women #	Persons With Disabilities Response of "Yes" %[3]	#	Men #	Women #
Professoriate: Tenure/Tenure Stream:	I:HUMANITIES	384	247	64.3	137	35.7	293	0.0	**	**	**	7.8	23	11	12	3.4	10	**	**
	II: SOCIAL SCIENCE	586	366	62.5	220	37.5	404	1.2	5	**	**	12.9	52	34	18	1.7	7	**	**
	III: SCIENCE	430	382	88.8	48	11.2	333	0.3	**	**	**	15.6	52	46	6	1.2	4	**	**
	IV: LIFE SCIENCE	436	286	65.6	150	34.4	341	0.3	**	**	**	10.3	35	20	15	2.9	10	6	4
	Total	1836	1281	69.8	555	30.2	1371	0.5	7	**	**	11.8	162	111	51	2.3	31	24	7
Professoriate: Clinical (Non-TS Med):	IV: LIFE SCIENCE	339	242	71.4	97	28.6	220	0.5	**	**	**	16.8	37	30	7	1.8	4	**	**
Professoriate: Non-TS CLTA/Other:[2]	I:HUMANITIES	42	21	50.0	21	50.0	37	0.0	**	**	**	16.2	6	**	**	5.4	**	**	**
	II: SOCIAL SCIENCE	34	21	61.8	13	38.2	18	0.0	**	**	**	5.6	**	**	**	5.6	**	**	**
	III: SCIENCE	16	14	87.5	2	12.5	15	0.0	**	**	**	13.3	**	**	**	6.7	**	**	**
	IV: LIFE SCIENCE	62	41	66.1	21	33.9	36	0.0	**	**	**	16.7	6	**	**	2.8	**	**	**
	Total	154	97	63.0	57	37.0	106	0.0	**	**	**	14.2	15	9	6	4.7	5	**	**
Other Academics[4]	I:HUMANITIES	56	24	42.9	32	57.1	45	6.7	**	**	**	15.6	7	**	**	0.0	**	**	**
	II: SOCIAL SCIENCE	60	25	41.7	35	58.3	41	0.0	**	**	**	14.6	6	**	**	2.4	**	**	**
	III: SCIENCE	74	48	64.9	26	35.1	67	0.0	**	**	**	19.4	13	7	6	1.5	**	**	**
	IV: LIFE SCIENCE	70	20	28.6	50	71.4	60	0.0	**	**	**	13.3	8	4	4	0.0	**	**	**
	Total	260	117	45.0	143	55.0	213	1.4	**	**	4	16.0	34	17	17	0.9	**	**	**
Totals: All Faculty[2]	I:HUMANITIES	482	292	60.6	190	39.4	375	0.8	**	**	**	9.6	36	16	20	3.2	12	**	**
	II: SOCIAL SCIENCE	680	412	60.6	268	39.4	463	1.1	5	**	**	12.7	59	37	22	1.9	9	**	**
	III: SCIENCE	520	444	85.4	76	14.6	415	0.2	**	**	**	16.1	67	55	12	1.4	6	**	**
	IV: LIFE SCIENCE	907	589	64.9	318	35.1	657	0.3	**	**	**	13.1	86	59	27	2.3	15	9	6
	Total	2589	1737	67.1	852	32.9	1910	0.6	11	7	4	13.0	248	167	81	2.2	42	31	11

[1] Academic administrators are included in the tenure stream group according to their division.

[2] Of 2657 Full-Time Faculty represented in Table 2(A), 48 are uncategorized in terms of SGS Divisions.

[3] Based on number of surveys completed

[4] Includes Teaching Stream staff.

Table 2.2(A)

ASSISTANT PROFESSORS[4] (FULL-TIME) BY DESIGNATED GROUP WITHIN TYPE OF APPOINTMENT[1] AND SGS DIVISION

September 30, 2005 Data

UNIVERSITY OF TORONTO WORKFORCE

JOB CATEGORY	SGS DIVISION	All Employees					Survey Respondents	Aboriginal Peoples				Visible Minorities				Persons With Disabilities			
							Total Comp-leted	Total		Response of "Yes"		Total		Response of "Yes"		Total		Response of "Yes"	
		Total#	# Men	% Men	# Women	% Women		%[3]	#	Men #	Women #	%[3]	#	Men #	Women #	%[3]	#	Men #	Women #
Professoriate: Tenure/Tenure Stream:	I:HUMANITIES	80	41	51.3	39	48.8	70	0.0	0	**	0	17.1	12	**	**	0.0	0	0	0
	II: SOCIAL SCIENCE	154	87	56.5	67	43.5	109	0.9	**	**	**	19.3	21	11	10	0.0	0	0	0
	III: SCIENCE	92	78	84.8	14	15.2	86	0.0	0	0	0	24.4	21	**	**	0.0	0	0	0
	IV: LIFE SCIENCE	103	59	57.3	44	42.7	82	1.2	**	**	**	14.6	12	4	8	1.2	**	**	**
	Total	429	265	61.8	164	38.2	347	0.6	**	**	**	19.0	66	37	29	0.3	**	**	**
Professoriate: Clinical (Non-TS Med):	IV: LIFE SCIENCE	96	50	52.1	46	47.9	54	0.0	0	0	0	20.4	11	7	4	1.9	**	**	**
Professoriate: Non-TS CLTA/Other:[2]	I:HUMANITIES	25	11	44.0	14	56.0	20	5.0	**	**	**	10.0	**	**	**	5.0	**	**	**
	II: SOCIAL SCIENCE	16	10	62.5	6	37.5	10	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
	III: SCIENCE	10	8	80.0	2	20.0	8	0.0	0	0	0	25.0	**	**	**	0.0	0	0	0
	IV: LIFE SCIENCE	34	17	50.0	17	50.0	20	0.0	0	0	0	20.0	4	4	0	5.0	**	**	**
	Total	85	46	54.1	39	45.9	58	1.7	**	**	**	13.8	8	**	**	3.4	**	**	**
Totals: All Faculty[2]	I:HUMANITIES	105	52	49.5	53	50.5	90	1.1	**	**	**	15.6	14	**	**	1.1	**	**	**
	II: SOCIAL SCIENCE	170	97	57.1	73	42.9	119	0.8	**	**	**	17.6	21	11	10	0.0	0	0	0
	III: SCIENCE	102	86	84.3	16	15.7	94	0.0	0	0	0	24.5	23	21	2	0.0	0	0	0
	IV: LIFE SCIENCE	233	126	54.1	107	45.9	156	0.6	**	**	**	17.3	27	15	12	1.9	**	**	**
	Total	610	361	59.2	249	40.8	459	0.7	**	**	**	18.5	85	50	35	0.9	4	**	**

[1] Academic administrators are included in the tenure stream group according to their division.
[2] Of 610 Full-Time Faculty represented in Table 2(A), six are uncategorized in terms of SGS Divisions.
[3] Based on number of surveys completed
[4] Both "Assistant Professors" and "Assistant Professors (Conditional)" are included.

Table 3

OFFICERS AND ACADEMIC ADMINISTRATORS (FULL-TIME AND PART-TIME[1]) BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

September 30, 2005 Data

UNIVERSITY OF TORONTO WORKFORCE

	All Employees					Survey Respondents												
						Total	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
JOB CATEGORY	Total#	# Men	% Men	# Women	% Women	Comp- leted	%[2]	#	#	#	%[2]	#	#	#	%[2]	#	#	#
President, Vice President, Deputy/Vice Provost	7	**	71.4	**	28.6	6	0.0	0	0	0	33.3	**	**	**	0.0	0	0	0
Principals & Deans	25	18	72.0	7	28.0	19	0.0	0	0	0	10.5	**	**	**	0.0	0	0	0
Academic Directors & Chairs, & Associate Deans	151	115	76.2	36	23.8	115	0.0	0	0	0	7.8	9	**	**	0.9	**	**	**
Totals:	183	138	75.4	45	24.6	140	0.0	0	0	0	9.3	13	**	**	0.7	**	**	**
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																		
01-0014 Senior Mgrs-Health, Educ, Social & Community Svcs & Membrshp Orgs			49.2		50.8		3.0				6.0				*2.1			
02-0312 Administrators in Post-Secondary Education & Vocational Training			43.8		56.2		1.6				8.8				2.5			

[1] All but two are Full-Time.
[2] Based on number of surveys completed.

Table 4 September 30, 2005 Data

PROFESSIONAL LIBRARIANS
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

UNIVERSITY OF TORONTO WORKFORCE

	All Employees					Survey Respondents	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
JOB CATEGORY	Total#	# Men	% Men	# Women	% Women	Total Comp-leted	%¹	#	#	#	%¹	#	#	#	%¹	#	#	#
Professional Librarians																		
Full-Time	138	40	29.0	98	71.0	113	0.9	**	**	**	13.3	15	**	**	2.7	**	**	**
Part-Time	14	**	21.4	**	78.6	13	0.0	0	0	0	7.7	**	**	**	7.7	**	**	**
TOTAL	152	43	28.3	109	71.7	126	0.8	**	**	**	12.7	16	**	**	3.2	4	**	**
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																		
03-5111 Librarians			18.5		81.5		1.5				9.4				4.1			

¹ Based on a number of surveys completed

Table 5 September 30, 2005 Data

RESEARCH ASSOCIATES
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

UNIVERSITY OF TORONTO WORKFORCE

	All Employees					Survey Respondents	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
JOB CATEGORY	Total#	# Men	% Men	# Women	% Women	Total Comp-leted	%¹	#	#	#	%¹	#	#	#	%¹	#	#	#
Research Associates																		
Full-Time	240	163	67.9	77	32.1	181	0.0	0	0	0	34.3	62	47	15	0.6	**	**	**
Part-Time	25	14	56.0	11	44.0	16	0.0	0	0	0	25.0	4	4	0	0.0	0	0	0
TOTAL	265	177	66.8	88	33.2	197	0.0	0	0	0	33.5	66	51	15	0.5	**	**	**
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																		
03-4122 Post-Secondary Teaching and Research Assistants			47.8		52.2		1.0				25.9				4.1			

¹ Based on a number of surveys completed

Table 5ESL   September 30, 2005 Data

ESL
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

UNIVERSITY OF TORONTO WORKFORCE

	All Employees						Survey Respondents																		
							Total Comp-leted	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	
JOB CATEGORY	Total#	# Men	% Men	# Women	% Women			%¹	#	#	#	#		%¹	#	#	#	#		%¹	#	#	#	#	
ESL																									
Full-Time	27	10	37.0	17	63.0		27	0.0	0	0	0	0	7.4	**	**	**	**	3.7	**	**	**	**
Part-Time	0	0	0.0	0	0.0		0	0.0	0	0	0	0	0.0	0	0	0	0	0.0	0	0	0	0
TOTAL	27	10	37.0	17	63.0		27	0.0	0	0	0	0	7.4	**	**	**	**	3.7	**	**	**	**

EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:

| | | % Women | | | | %¹ | | %¹ | | | | | | | %¹ | |
| 03-4131 College and Other Vocational Instructors | | 48.4 | | 51.6 | | 1.5 | | 9.4 | | | | | | | 4.1 |

Table 7.1(A)   September 30, 2005 Data

ADMINISTRATIVE STAFF: (FULL-TIME) NON-UNIONIZED
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

UNIVERSITY OF TORONTO WORKFORCE

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	All Employees						Survey Respondents																	
							Total Comp-leted	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	
	Total#	# Men	% Men	# Women	% Women		leted	%²	#	#	#		%²	#	#	#		%²	#	#	#	
01 Senior Managers	11	6	54.5	5	45.5		10	0.0	0	0	0		10.0	**	**	**		0.0	0	0	0
02 Middle and Other Managers	325	156	48.0	169	52.0		288	0.3	**	**	**		16.0	46	25	21		3.5	10	**	**
03 Professionals (Skill Level A)	147	74	50.3	73	49.7		130	1.5	**	**	**		26.2	34	16	18		2.3	**	**	**
04 Semi-Pro & Tech (Skill Level B)	14	10	71.4	4	28.6		12	0.0	0	0	0		8.3	**	**	**		0.0	0	0	0
05 Super: Cler/Sale/Serv (Skill B)	25	12	48.0	13	52.0		19	0.0	0	0	0		15.8	**	**	**		0.0	0	0	0
06 Super: Man/Pro/Trad-Prim Ind (Skill B)	6	6	100.0	0	0.0		5	0.0	0	0	0		40.0	**	**	**		20.0	**	0	**
07 Admin & Senr Cler (Skill Level B)	202	23	11.4	179	88.6		183	1.1	**	0	**		23.5	43	5	38		1.1	**	**	**
08 Sales and Service (Skill Level B)	10	10	100.0	0	0.0		10	0.0	0	0	0		30.0	3	3	0		0.0	0	0	0
09 Skilled Crafts & Trades (Skill Level B)	**	**	100.0	**	0.0		1	0.0	0	0	0		0.0	0	0	0		0.0	0	0	0
10 Clerical Workers (Skill Level C)	33	**	6.1	**	93.9		31	0.0	0	0	0		35.5	11	**	**		0.0	0	0	**
13 Sales and Service (Skill Level D)	**	**	100.0	**	0.0		0	0.0	0	0	0		0.0	0	0	0		0.0	0	0	0
ALL TOTALS	775	301	38.8	474	61.2		689	0.7	5	**	**		20.9	144	54	90		2.3	16	**	**

EXTERNAL AVAILABILITY STATISTICS
Population Aged 15+ Who Worked In 2000 or 2001 (Age 15-64, 1996-2001 for PWD)
Canada (EEOG 01-03) / Toronto (04-13)

	% Men	% Women	Aborigi % Total	Visible % Total	Persons With Disabilities %
01 Senior Managers	69.0	31.0	1.2	8.8	*2.1
02 Middle and Other Managers	59.3	40.8	1.4	12.4	2.5
03 Professionals (Skill Level A)	50.8	49.2	1.2	16.4	4.1
04 Semi-Pro & Tech (Skill Level B)	48.1	51.9	0.8	35.2	3.9
05 Super: Cler/Sale/Serv (Skill B)	44.0	56.0	0.4	31.3	*2.0
06 Super: Man/Pro/Trad-Prim Ind (Skill B)	79.6	20.5	0.4	27.5	*4.2
07 Admin & Senr Cler (Skill Level B)	15.1	84.9	0.5	24.7	4.0
08 Sales and Service (Skill Level B)	84.5	15.5	0.8	31.0	4.2
09 Skilled Crafts & Trades (Skill Level B)	89.7	10.3	0.5	50.0	4.2
10 Clerical Workers (Skill Level C)	14.5	85.5	0.4	34.9	4.4
13 Sales and Service (Skill Level D)	79.4	20.6	0.4	45.8	4.9

Table 7.1 (B)

ADMINISTRATIVE STAFF (PART-TIME): NON-UNIONIZED
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

UNIVERSITY OF TORONTO WORKFORCE

EEOG OCCUPATIONAL GROUP	All Employees					Survey Respondents													External Availability Statistics Population Aged 15+ Who Worked In 2000 or 2001 (Age 15-64, 1996-2001 for PWD) Canada (EEOG 01-03) / Toronto (04-13)				
						Total Comp-leted	Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"						Aborigi-nal Visible	Persons With
EMPLOYMENT EQUITY	Total#	# Men	% Men	# Women	% Women		Total %²	#	Men #	Women #	Total %²	#	Men #	Women #	Total %²	#	Men #	Women #	% Men	% Women	% Total	% Total	Disabilities %
02 Middle and Other Managers	10	0	0.0	10	100.0	8	0.0	0	0	0	12.5	**	**	**	0.0	0	0	0	59.3	40.8	1.4	12.4	2.5
03 Professionals (Skill Level A)	16	4	25.0	12	75.0	11	0.0	0	0	0	18.2	**	**	**	0.0	0	0	0	50.8	49.2	1.2	16.4	4.1
04 Semi-Pro & Tech (Skill Level B)	**	**	0.0	**	100.0	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	48.1	51.9	0.8	35.2	3.9
07 Admin & Senr Cler (Skill Level B)	**	**	16.7	**	83.3	6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	15.1	84.9	0.5	24.7	4.0
10 Clerical Workers (Skill Level C)	**	**	0.0	**	100.0	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	14.5	85.5	0.4	34.9	4.4
ALL TOTALS	34	5	14.7	29	85.3	27	0.0	0	0	0	11.1	**	**	**	0.0	0	0	0					

¹Based on a number of surveys completed

Table 7.2(A)

ADMINISTRATIVE STAFF (FULL-TIME) ON TERM¹ APPOINTMENTS: NON-UNIONIZED
BY SOURCE OF FUNDING BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

September 30,2005 data

UNIVERSITY OF TORONTO WORKFORCE

SOURCE OF FUNDING	EEOG OCCUPATIONAL GROUP	All Employees					Survey Respondents													External Availability Statistics Population Aged 15+ Who Worked in 2000 or 2001 (Age 15-64 Worked Anytime In 1996-2001 for PWD) Canada (EEOG 01-03) / Toronto (04-13)				
							Total Comp-leted	Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"						Aboriginal Peoples	Visible Minorities	Persons With
		Total#	# Men	% Men	# Women	% Women		Total %³	#	Men #	Women #	Total %³	#	Men #	Women #	Total %³	#	Men #	Women #	% Men	% Women	% Total	% Total	Disabilities % Total
Operating	01 Senior Managers	5	**	40.0	**	60.0	4	0.0	0	0	0	25.0	**	**	**	0.0	0	0	0	69.0	31.0	1.2	8.8	*2.1
	02 Middle and Other Managers	13	6	46.2	7	53.8	11	9.1	**	**	**	36.4	4	4	**	0.0	0	0	0	59.3	40.8	1.4	12.4	2.5
	03 Professionals (Skill Level A)	13	**	23.1	**	76.9	13	0.0	0	0	0	30.8	4	4	**	0.0	0	0	0	50.8	49.2	1.2	16.4	4.1
	05 Super: Cler/Sale/Serv (Skill B)	4	**	75.0	**	25.0	3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	44.0	56.0	0.4	31.3	*2.0
	07 Admin & Senr Cler (Skill Level B)	6	0	0.0	6	100.0	6	0.0	0	0	0	33.3	**	**	**	16.7	**	**	**	15.1	84.9	0.5	24.7	4.0
	10 Clerical Workers (Skill Level C)	2	**	0.0	**	100.0	2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	14.5	85.5	0.4	34.9	4.4
	Subtotal	43	14	32.6	29	67.4	39	2.6	**	**	**	28.2	11	6	5	2.6	**	**	**					
Ancillary	02 Middle and Other Managers	**	**	0.0	**	100.0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	59.3	40.8	1.4	12.4	2.5
	Subtotal	**	**	0.0	**	100.0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0					
Grant	02 Middle and Other Managers	**	**	0.0	**	100.0	2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	59.3	40.8	1.4	12.4	2.5
	03 Professionals (Skill Level A)	**	**	66.7	**	33.3	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	50.8	49.2	1.2	16.4	4.1
	Subtotal	5	**	40.0	**	60.0	3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0					
	Total Full-Time	49	16	32.7	33	67.3	42	2.4	**	**	**	26.2	11	6	5	2.4	**	**	**					

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

² Based on a number of surveys completed

Table 8(A)

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

September 30, 2005 Data

| | | All Employees | | | | | Total Comp-leted | Aboriginal Peoples Response of "Yes" | | | | Visible Minorities Response of "Yes" | | | | Persons With Disabilities Response of "Yes" | | | | Population Aged 15+ Who Worked In 2000 or 2001 (Age 15-64, 1996-2001 for PWD) | | | | |
EEOG	EMPLOYMENT EQUITY OCCUPATIONAL GROUP	Total#	# Men	% Men	# Women	% Women		Total %	#	Men #	Women #	Total %	#	Men #	Women #	Total %	#	Men #	Women #	% Men	% Women	Aborig Total %	Visible Total %	% Persons With Disabilities
03	Professionals (Skill Level A)	14	4	28.6	10	71.4	7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.5	n/a	4.1
04	Semi-Pro & Tech (Skill Level B)	148	58	39.2	90	60.8	97	1.0	**	**	**	29.9	29	13	16	5.2	5	**	**	32.0	68.0	0.5	37.7	3.9
05	Super: Cler/Sale/Serv (Skill B)	**	**	50.0	**	50.0	1	0.0	0	0	0	100.0	**	**	**	0.0	0	0	0	48.7	51.4	0.8	27.2	*2.0
06	Super: Man/Pro/Trad-Prim Ind (Skill B)	11	11	100.0	0	0.0	10	10.0	**	**	**	0.0	0	0	0	20.0	**	**	**	89.6	10.5	0.2	19.6	*4.2
07	Admin & Senr Cler (Skill Level B)	**	**	33.3	**	66.7	3	0.0	0	0	0	66.7	**	**	**	0.0	0	0	0	8.7	91.4	0.4	26.4	4.0
08	Sales and Service (Skill Level B)	69	46	66.7	23	33.3	58	1.7	**	**	**	25.9	15	10	5	6.9	4	**	**	73.6	26.4	0.5	44.6	4.2
09	Skilled Crafts & Trades (Skill Level B)	150	**	98.0	**	2.0	117	2.6	**	**	**	20.5	24	**	**	6.0	7	7	0	96.0	4.0	0.4	25.0	4.2
10	Clerical Workers (Skill Level C)	115	50	43.5	65	56.5	73	0.0	0	0	0	30.1	22	8	14	9.6	7	**	**	54.5	45.5	0.5	37.6	4.4
11	Sales and Service (Skill Level C)	51	37	72.5	14	27.5	34	8.8	**	**	**	35.3	12	7	5	2.9	**	**	**	29.2	70.8	0.8	37.7	4.6
12	Semi-skilled Manual Workers (Skill C)	7	7	100.0	0	0.0	6	16.7	**	**	**	0.0	0	0	0	0.0	0	0	0	89.8	10.2	0.7	29.3	5.3
13	Sales and Service (Skill Level D)	468	249	53.2	219	46.8	397	4.3	17	**	**	18.9	75	42	33	3.8	15	10	5	45.7	54.3	0.5	41.7	4.9
14	Other Manual Workers (Skill Level D)	23	18	78.3	5	21.7	20	0.0	0	0	0	25.0	5	**	**	0.0	0	0	0	88.2	11.8	1.1	13.6	6.0
ALL	TOTALS	1063	630	59.3	433	40.7	823	3.3	27	23	4	22.8	188	111	77	5.0	41	27	14					

¹ Based on a number of surveys completed

Table 8(B)

ADMINISTRATIVE STAFF: UNIONIZED (PART-TIME)
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

| | | All Employees | | | | | Total Comp-leted | Aboriginal Peoples Response of "Yes" | | | | Visible Minorities Response of "Yes" | | | | Persons With Disabilities Response of "Yes" | | | | Population Aged 15+ Who Worked In 2000 or 2001 (Age 15-64, 1996-2001 for PWD) | | | | |
EEOG	EMPLOYMENT EQUITY OCCUPATIONAL GROUP	Total#	# Men	% Men	# Women	% Women		Total %	#	Men #	Women #	Total %	#	Men #	Women #	Total %	#	Men #	Women #	% Men	% Women	Aborig Total %	Visible Total %	% Persons With Disabilities
02	Middle and Other Managers	**	**	0.0	**	100.0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.5
03	Professionals (Skill Level A)	6	**	16.7	**	83.3	2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.5	n/a	4.1
04	Semi-Pro & Tech (Skill Level B)	5	0	0.0	5	100.0	3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	32.0	68.0	0.5	37.7	3.9
05	Super: Cler/Sale/Serv (Skill B)	**	**	0.0	**	100.0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	48.7	51.4	0.8	27.2	*2.0
08	Sales and Service (Skill Level B)	**	**	100.0	**	0.0	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	73.6	26.4	0.5	44.6	4.2
10	Clerical Workers (Skill Level C)	17	6	35.3	11	64.7	16	0.0	0	0	0	31.3	5	**	**	0.0	0	0	0	54.5	45.5	0.5	37.6	4.4
13	Sales and Service (Skill Level D)	23	15	65.2	8	34.8	18	0.0	0	0	0	22.2	4	4	0	0.0	0	0	0	45.7	54.3	0.5	41.7	4.9
ALL	TOTALS	54	23	42.6	31	57.4	40	0.0	0	0	0	22.5	9	5	4	0.0	0	0	0					

¹ Based on a number of surveys completed

Table 8.1(A)

USW (FULL-TIME)
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

September 30, 2005 Data

UNIVERSITY OF TORONTO WORKFORCE

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	All Employees Total#	# Men	% Men	# Women	% Women	Survey Resp. Total Completed	Aboriginal Peoples Total %	Aborig Total #	Aborig Men #	Aborig Women #	Visible Minorities Total %	VM Total #	VM Men #	VM Women #	Persons With Disabilities Total %	PWD Total #	PWD Men #	PWD Women #	Ext Avail % Men	Ext Avail % Women	Ext Aborig % Total	Ext Visible % Total	Ext % Persons With Disabilities
02 Middle and Other Managers	59	25	42.4	34	57.6	46	0.0	0	0	0	15.2	7	3	4	8.7	4	2	2	62.8	37.3	1.2	13.3	2.5
03 Professionals (Skill Level A)	497	237	47.7	260	52.3	415	1.0	4	0	4	24.6	102	49	53	2.2	9	4	5	46.4	53.6	1.5	16.3	4.1
04 Semi-Pro & Tech (Skill Level B)	651	327	50.2	324	49.8	511	2.3	12	2	10	32.7	167	76	91	2.5	13	7	6	51.7	48.3	0.5	34.1	3.9
05 Super: Cler/Sale/Serv (Skill B)	75	33	44.0	42	56.0	59	5.1	3	2	1	27.1	16	4	12	1.7	1	1	0	41.3	58.7	0.5	32.5	*2.0
06 Super: Man/Pro/Trad-Prim Ind (Skill B)	9	9	100.0	0	0.0	8	0.0	0	0	0	37.5	3	3	0	0.0	0	0	0	88.0	12.0	0.4	20.5	*4.2
07 Admin & Senr Cler (Skill Level B)	709	106	15.0	603	85.0	599	0.7	4	1	3	30.1	180	32	148	1.5	9	1	8	16.3	83.7	0.4	25.8	4.0
08 Sales and Service (Skill Level B)	2	0	0.0	2	100.0	2	0.0	0	0	0	50.0	1	0	1	0.0	0	0	0	72.6	27.4	0.4	31.0	4.2
09 Skilled Crafts & Trades (Skill Level B)	21	20	95.2	1	4.8	17	0.0	0	0	0	29.4	5	4	1	5.9	1	1	0	93.3	6.7	0.4	32.0	4.2
10 Clerical Workers (Skill Level C)	856	141	16.5	715	83.5	732	2.3	17	1	16	31.1	228	41	187	2.5	18	3	15	22.4	77.6	0.5	37.6	4.4
11 Sales and Service (Skill Level C)	63	3	4.8	60	95.2	39	0.0	0	0	0	20.5	8	1	7	0.0	0	0	0	51.4	48.6	0.3	27.1	4.6
12 Semi-skilled Manual Workers (Skill C)	5	5	100.0	0	0.0	5	0.0	0	0	0	20.0	1	1	0	0.0	0	0	0	82.6	17.4	0.5	53.0	5.3
13 Sales and Service (Skill Level D)	12	7	58.3	5	41.7	12	0.0	0	0	0	50.0	6	4	2	0.0	0	0	0	71.8	28.2	0.6	39.7	4.9
14 Other Manual Workers (Skill Level D)	1	1	100.0	0	0.0	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	87.0	13.0	0.0	30.3	6.0
ALL TOTALS	2960	914	30.9	2046	69.1	2446	1.6	40	6	34	29.6	724	218	506	2.2	55	18	37					

EXTERNAL AVAILABILITY STATISTICS — Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD), Canada (EEOG 01-03) / Toronto (04-13)

[1] Based on a number of surveys completed

Table 8.1(B)

USW (PART-TIME)
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

UNIVERSITY OF TORONTO WORKFORCE

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	All Employees Total#	# Men	% Men	# Women	% Women	Survey Resp. Total Completed	Aboriginal Peoples Total %	Aborig Total #	Aborig Men #	Aborig Women #	Visible Minorities Total %	VM Total #	VM Men #	VM Women #	Persons With Disabilities Total %	PWD Total #	PWD Men #	PWD Women #	Ext Avail % Men	Ext Avail % Women	Ext Aborig % Total	Ext Visible % Total	Ext % Persons With Disabilities
02 Middle and Other Managers	4	0	0.0	4	100.0	4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	62.8	37.3	1.2	13.3	2.5
03 Professionals (Skill Level A)	66	10	15.2	56	84.8	56	0.0	0	0	0	17.9	10	4	6	3.6	**	**	**	46.4	53.6	1.5	16.3	4.1
04 Semi-Pro & Tech (Skill Level B)	40	15	37.5	25	62.5	31	0.0	0	0	0	29.0	9	**	**	0.0	0	0	0	51.7	48.3	0.5	34.1	3.9
05 Super: Cler/Sale/Serv (Skill B)	**	**	0.0	**	100.0	2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	41.3	58.7	0.5	32.5	*2.0
07 Admin & Senr Cler (Skill Level B)	53	6	11.3	47	88.7	43	0.0	0	0	0	18.6	8	**	**	9.3	4	0	4	16.3	83.7	0.4	25.8	4.0
10 Clerical Workers (Skill Level C)	90	15	16.7	75	83.3	72	0.0	0	0	0	22.2	16	**	**	2.8	**	**	**	22.4	77.6	0.5	37.6	4.4
11 Sales and Service (Skill Level C)	5	0	0.0	5	100.0	3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	51.4	48.6	0.3	27.1	4.6
12 Semi-skilled Manual Workers (Skill C)	**	**	100.0	**	0.0	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	82.6	17.4	0.5	53.0	5.3
ALL TOTALS	261	47	18.0	214	82.0	212	0.0	0	0	0	20.3	43	11	32	3.8	8	**	**					

EXTERNAL AVAILABILITY STATISTICS — Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD), Canada (EEOG 01-03) / Toronto (04-13)

[1] Based on a number of surveys completed

Table 8.2(A)

September 30, 2005 data

USW (FULL-TIME) ON TERM[1] APPOINTMENTS:
BY SOURCE OF FUNDING BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

UNIVERSITY OF TORONTO WORKFORCE / Survey Respondents / EXTERNAL AVAILABILITY STATISTICS — Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) — Canada (EEOG 01-03) / Toronto (04-13)

SOURCE OF FUNDING	EMPLOYMENT EQUITY EEOC OCCUPATIONAL GROUP	All Emp. Total#	# Men	% Men	# Women	% Women	Total Completed	Aboriginal Peoples – Response of "Yes" Total %²	Men #	Women #	Visible Minorities – Response of "Yes" Total %²	Men #	Women #	Persons With Disabilities – Response of "Yes" Total %²	Men #	Women #	Ext % Men	Ext % Women	Ext Aboriginal Peoples % Total	Ext Visible Minorities % Total	Ext Persons With Disabilities % Total
Operating	02 Middle and Other Managers	4	**	25.0	**	75.0	4	0.0	0	0	25.0	**	**	25.0	**	**	62.8	37.3	1.2	13.3	2.5
	03 Professionals (Skill Level A)	26	13	50.0	13	50.0	24	0.0	0	0	29.2	7	7	4.2	**	**	46.4	53.6	1.5	16.3	4.1
	04 Semi-Pro & Tech (Skill Level B)	35	22	62.9	13	37.1	31	3.2	**	**	22.6	7	7	3.2	**	**	51.7	48.3	0.5	34.1	3.9
	05 Super: Cler/Sales/Serv (Skill B)	**	**	0.0	**	100.0	1	0.0	0	0	0.0	0	0	0.0	0	0	41.3	58.7	0.5	32.5	*2.0
	06 Super: Man/Pro/Trad-Prim Ind (Skill B)	**	**	100.0	**	0.0	1	0.0	0	0	0.0	0	0	0.0	0	0	88.0	12.0	0.4	20.5	*4.2
	07 Admin & Senr Cler (Skill Level B)	43	8	18.6	35	81.4	34	0.0	0	**	26.5	9	**	0.0	0	0	16.3	83.7	0.4	25.8	4.0
	10 Clerical Workers (Skill Level C)	57	14	24.6	43	75.4	46	4.3	**	**	26.1	12	8	4.3	**	**	22.4	77.6	0.5	37.6	4.4
	11 Sales and Service (Skill Level C)	**	**	0.0	**	100.0	2	0.0	0	0	0.0	0	0	0.0	0	0	51.4	48.6	0.3	27.1	4.6
	Subtotal	169	59	34.9	110	65.1	143	2.1	**	**	25.2	36	16	3.5	5	20					
Ancillary	04 Semi-Pro & Tech (Skill Level B)	**	**	100.0	**	0.0	2	0.0	0	0	50.0	**	**	0.0	0	0	51.7	48.3	0.5	34.1	3.9
	10 Clerical Workers (Skill Level C)	**	**	50.0	**	50.0	1	0.0	0	0	100.0	**	**	0.0	0	0	22.4	77.6	0.5	37.6	4.4
	Subtotal	4	**	75.0	**	25.0	3	0.0	0	0	66.7	**	**	0.0	0	0					
Grant	03 Professionals (Skill Level A)	41	11	26.8	30	73.2	35	5.7	**	**	20.0	7	**	0.0	0	0	46.4	53.6	1.5	16.3	4.1
	04 Semi-Pro & Tech (Skill Level B)	101	31	30.7	70	69.3	75	5.3	4	4	45.3	34	25	1.3	**	**	51.7	48.3	0.5	34.1	3.9
	05 Super: Cler/Sales/Serv (Skill B)	**	**	0.0	**	100.0	1	0.0	0	0	0.0	0	0	0.0	0	0	41.3	58.7	0.5	32.5	*2.0
	07 Admin & Senr Cler (Skill Level B)	12	0	0.0	12	100.0	9	0.0	0	0	22.2	**	**	11.1	**	**	16.3	83.7	0.4	25.8	4.0
	10 Clerical Workers (Skill Level C)	11	0	0.0	11	100.0	10	0.0	0	0	20.0	**	**	10.0	**	**	22.4	77.6	0.5	37.6	4.4
	Subtotal	166	42	25.3	124	74.7	130	4.6	6	6	34.6	45	34	2.3	**	**					
	Total Full-Time	339	104	30.7	235	69.3	276	3.3	9	9	30.1	83	54	2.9	8	**					

[1] "Term" is defined as a staff appointment having an established date on which the appointment will terminate.
² Based on a number of surveys completed

Table 8.2(B)

September 30, 2005 data

USW (PART-TIME) ON TERM[1] APPOINTMENTS:
BY SOURCE OF FUNDING BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

UNIVERSITY OF TORONTO WORKFORCE / EXTERNAL AVAILABILITY STATISTICS — Canada (EEOG 01-03) / Toronto (04-13)

SOURCE OF FUNDING	EMPLOYMENT EQUITY EEOC OCCUPATIONAL GROUP	All Emp. Total#	# Men	% Men	# Women	% Women	Total Completed	Aboriginal Peoples – Response of "Yes" Total %²	Men #	Women #	Visible Minorities – Response of "Yes" Total %²	Men #	Women #	Persons With Disabilities – Response of "Yes" Total %²	Men #	Women #	Ext % Men	Ext % Women	Ext Aboriginal Peoples % Total	Ext Visible Minorities % Total	Ext Persons With Disabilities % Total
Operating	03 Professionals (Skill Level A)	9	4	44.4	5	55.6	7	0.0	0	0	28.6	**	**	14.3	**	**	46.4	53.6	1.5	16.3	4.1
	04 Semi-Pro & Tech (Skill Level B)	**	**	100.0	**	0.0	1	0.0	0	0	0.0	0	0	0.0	0	0	51.7	48.3	0.5	34.1	3.9
	07 Admin & Senr Cler (Skill Level B)	6	0	0.0	6	100.0	5	0.0	0	0	0.0	0	0	0.0	0	0	16.3	83.7	0.4	25.8	4.0
	10 Clerical Workers (Skill Level C)	13	3	23.1	10	76.9	12	0.0	0	0	25.0	**	**	0.0	0	0	22.4	77.6	0.5	37.6	4.4
	11 Sales and Service (Skill Level C)	**	**	0.0	**	100.0	1	0.0	0	0	0.0	0	0	0.0	0	0	51.4	48.6	0.3	27.1	4.6
	Subtotal	30	8	26.7	22	73.3	26	0.0	0	0	19.2	5	**	3.8	**	**					
Grant	03 Professionals (Skill Level A)	7	0	0.0	7	100.0	6	0.0	0	0	16.7	**	**	0.0	0	0	46.4	53.6	1.5	16.3	4.1
	04 Semi-Pro & Tech (Skill Level B)	**	**	0.0	**	100.0	3	0.0	0	0	0.0	0	0	0.0	0	0	51.7	48.3	0.5	34.1	3.9
	07 Admin & Senr Cler (Skill Level B)	**	**	0.0	**	100.0	2	0.0	0	0	50.0	**	**	0.0	0	0	16.3	83.7	0.4	25.8	4.0
	10 Clerical Workers (Skill Level C)	**	**	0.0	**	100.0	2	0.0	0	0	0.0	0	0	0.0	0	0	22.4	77.6	0.5	37.6	4.4
	Subtotal	15	0	0.0	15	100.0	13	0.0	0	0	15.4	**	**	0.0	0	0					
	Total Part-Time	45	8	17.8	37	82.2	39	0.0	0	0	17.9	7	**	2.6	**	**					

[1] "Term" is defined as a staff appointment having an established date on which the appointment will terminate.
² 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, 2005 Data

Staff Category	Type of Seminar	Total # of Participant Days for Workforce[3]	Women %Wkforce	Women %Days[1]	# of Participant Days for Staff Who Completed Surveys	Aboriginal Peoples %Wkforce	Aboriginal Peoples %Days	Visible Minorities %Wkforce	Visible Minorities %Days	Persons with Disabilities %Wkforce	Persons with Disabilities %Days
Admin, Non-union:	Staff Development	253		77.7	229		0.9		31.2		2.8
	Computer Skills	142		70.4	131		0.0		30.9		1.5
	Admin Mgmt Systems	158		91.1	126		5.6		34.5		7.5
	Mgmt Development	526		62.7	472		2.5		24.4		1.6
	Career & Life Planning	72		86.0	61		0.8		28.7		0.0
	Env Health & Safety	18		54.3	16		0.0		31.3		0.0
	TOTAL	1168	61.2	72.0	1035	0.7	2.1	20.9	28.3	2.3	2.5
	AVG DAYS	#REF!	#REF!			#REF!		#REF!		#REF!	
USW	Staff Development	774		86.6	679		1.0		29.4		2.9
	Computer Skills	788		85.0	688		0.9		37.4		1.3
	Admin Mgmt Systems	559		84.3	490		1.4		36.7		4.8
	Mgmt Development	583		79.8	480		0.2		34.0		3.5
	Career & Life Planning	196		89.5	168		0.6		31.3		2.7
	Env Health & Safety	63		80.2	45		0.0		31.1		10.0
	TOTAL	2962	69.1	84.5	2548	1.6	0.9	29.6	34.0	2.2	3.1
	AVG DAYS	1.00	1.22			0.56		1.20		1.43	
Administrative, Unionized	Staff Development	41		16.0	40		0.0		0.0		30.0
	Computer Skills	56		28.6	49		0.0		8.2		25.8
	Admin Mgmt Systems	10		94.7	5		0.0		0.0		0.0
	Mgmt Development	28		0.0	21		2.4		2.4		2.4
	Career & Life Planning	24		83.0	13		0.0		28.0		20.0
	Env Health & Safety	50		3.0	32		1.6		18.8		4.7
	TOTAL	207	#REF!	25.4	158	#REF!	0.6	#REF!	8.9	#REF!	18.4
	AVG DAYS	0.19	0.12			0.04		0.07		0.71	
ALL ADMIN STAFF	Staff Development	1067		81.8	948		0.9		28.6		4.1
	Computer Skills	986		79.7	867		0.7		34.8		2.7
	Admin Mgmt Systems	726		85.9	620		2.3		36.0		5.3
	Mgmt Development	1137		70.0	972		1.4		28.7		2.6
	Career & Life Planning	291		88.1	241		0.6		30.5		2.9
	Env Health & Safety	130		47.3	93		0.5		26.9		6.5
	TOTAL	4336	61.5	78.3	3740	1.8	1.2	26.7	31.4	2.8	3.6

[1]Percentages shown in "% Days" are weighted by the number of participant days within each cell.

[2]"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.

[3]Data on Participant Days has been collected from AMS Education and Training module in HRIS.

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

Sept 30, 2005 Data

		All Employees								
		Total # of Participant Days for Workforce[3]	Women		# of Participant Days for Staff Who Completed Surveys	Aboriginal Peoples		Visible Minorities		Persons with Disabilities	
Staff Category	**Type of Seminar**		%Wkforce	%Days[1]		%Wkforce	%Days	%Wkforce	%Days	%Wkforce	%Days
Admin[4]:	Staff Development	11		52.4	11		0.0		0.0		0.0
	Computer Skills	4		75.0	4		0.0		0.0		0.0
	Admin Mgmt Systems	12		66.7	11		0.0		0.0		0.0
	Mgmt Development	26		44.2	25		0.0		0.0		0.0
	Career & Life Planning	4		100.0	4		0.0		50.0		0.0
	Env Health & Safety	1		0.0	0						
	TOTAL	57	85.3	56.1	55	0.0	0.0	11.1	3.7	0.0	0.0
	AVG DAYS[2]	1.68	1.10			n/a		n/a		n/a	
USW	Staff Development	41		96.3	37		0.0		14.9		5.4
	Computer Skills	50		91.0	43		0.0		23.3		25.6
	Admin Mgmt Systems	25		96.0	23		0.0		23.9		4.3
	Mgmt Development	17		100.0	17		0.0		3.0		6.1
	Career & Life Planning	11		81.0	10		0.0		36.8		5.3
	Env Health & Safety	4		100.0	4		0.0		85.7		0.0
	TOTAL	147	82.0	93.9	133	0.0	0.0	20.3	21.1	3.8	11.7
	AVG DAYS	0.56	0.64			0.00		0.65		1.94	
ALL ADMIN STAFF	Staff Development	52		87.4	48		0.0		11.6		4.2
	Computer Skills	54		89.8	47		0.0		21.3		23.4
	Admin Mgmt Systems	37		86.5	34		0.0		16.2		2.9
	Mgmt Development	43		65.9	42		0.0		1.2		2.4
	Career & Life Planning	15		86.2	14		0.0		40.7		3.7
	Env Health & Safety	4		87.5	4		0.0		85.7		0.0
	TOTAL	204	78.5	83.3	187	0.0	0.0	19.7	16.0	2.9	8.3

[1]Percentages shown in "% Days" are weighted by the number of participant days within each cell.

[2]"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.

[3]Data on Participant Days has been collected from AMS Education and Training module in HRIS.

[4]"Admin" also includes 3 days for part-time Unionized staff.

Table 10

PROMOTIONS BY STAFF CATEGORY BY DESIGNATED GROUP

September 30, 2005 data

UNIVERSITY OF TORONTO WORKFORCE

STAFF CATEGORY	All Employees						Survey Respondents										
								Aboriginal Peoples			Visible Minorities			Persons With Disabilities		
	Total#	# Men	% Men	# Women	% Women	%³ Wkforce Women	Total Completed	# Yes	%⁴ Yes	%³ Wkfrc	# Yes	%⁴ Yes	%³ Wkfrc	# Yes	%⁴ Yes	%³ Wkfrc
Academic: Promotions¹ to Full Professor	35	22	62.9	13	37.1	39.1	24	0	0.0	0.7	4	16.7	11.0	0	0.0	2.5
Clinical: Promotions² to Full Professor	11	9	81.8	2	18.2	27.8	6	0	0.0	1.1	**	33.3	17.4	0	0.0	2.2
Administrative, Non-Unionized	132	56	42.4	76	57.6	61.2	115	**	1.7	0.7	23	20.0	20.9	5	4.3	2.3
USW	232	58	25.0	174	75.0	69.1	201	**	0.5	1.6	58	28.9	29.6	5	2.5	2.2
Administrative, Unionized	132	67	50.8	65	49.2	40.7	101	6	5.9	3.3	21	20.8	22.8	4	4.0	5.0

¹Promotions are defined by: (a) Academics: only promotions to Full Professor in Tenure Stream are shown (all are from Associate
Professor); (b) Clinical: promotion to Full Professor only; (c) Admin Non-Union staff: movement up in salary grade;
(d) Unionized staff: a salary increase.
²Promotions are determined by comparing September 2004 to September 2005 data only. Of the 542 promotions shown, 520 are full-time.
³"% 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.
⁴ Based on a number of surveys completed

September 30, 2005 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	35	9.31	22	10.71	13	6.96
Clinical: Promotions to Full Professor	11	10.40	**	9.94	**	12.51

Table 11(A)

EXIT DATA (REASON FOR LEAVING)[1] BY STAFF CATEGORY (FULL-TIME) BY DESIGNATED GROUP

September 30, 2005 Data

STAFF CATEGORY	REASON FOR LEAVING	Total # of Exits	Women % of Workforce	Women % of Exits	# of Exits with Completed Surveys	Aboriginal Peoples % of Workforce	Aboriginal Peoples % of Exits	Visible Minorities % of Workforce	Visible Minorities % of Exits	Persons with Disabilities % of Workforce	Persons with Disabilities % of Exits
Faculty: Tenure Stream		54	30.5	18.5	42	0.5	0.0	11.8	0.0	2.2	2.4
	Normal Retirements	4		25.0	**		0.0		0.0		0.0
	Early Retirements	20		10.0	14		0.0		0.0		0.0
	Expiry of Appointment	**		0.0	0		0.0		0.0		0.0
	Terminations for Cause	0		0.0	0		0.0		0.0		0.0
	Resignations	24		25.0	20		0.0		0.0		0.0
	Deceased	5		20.0	5		0.0		0.0		20.0
Faculty: Non-TS		32	41.0	53.1	26	0.7	0.0	15.8	23.1	2.0	0.0
	Early Retirements	**		100.0	**		0.0		50.0		0.0
	Expiry of Appointment	18		44.4	14		0.0		14.3		0.0
	Resignations	9		55.6	8		0.0		25.0		0.0
	Deceased	**		50.0	**		0.0		50.0		0.0
Professional Librarians		5	71.0	60.0	**	0.9	0.0	13.3	0.0	2.7	0.0
	Early Retirements	**		100.0	**		0.0		0.0		0.0
	Expiry of Appointment	**		0.0	0		0.0		0.0		0.0
	Resignations	**		66.7	**		0.0		0.0		0.0
Research Associates		33	32.1	24.2	25	0.0	0.0	34.3	48.0	0.6	0.0
	Early Retirements	**		50.0	**		0.0		50.0		0.0
	Expiry of Appointment	7		28.6	6		0.0		66.7		0.0
	Resignations	22		18.2	15		0.0		46.7		0.0
	Layoff	**		50.0	**		0.0		0.0		0.0
Admin, Non-union		62	61.2	69.4	52	0.7	2.0	20.9	25.0	2.3	0.0
	Normal Retirements	6		66.7	5		0.0		40.0		0.0
	Early Retirements	12		58.3	9		0.0		22.2		0.0
	Expiry of Appointment	**		100.0	**		0.0		0.0		0.0
	Resignations	28		71.4	25		4.0		24.0		0.0
	Layoff	14		71.4	11		0.0		27.3		0.0
Admin, Unionized		63	40.7	39.7	39	3.3	0.0	22.8	12.8	5.0	2.6
	Normal Retirements	5		80.0	**		0.0		0.0		0.0
	Early Retirements	25		44.0	14		0.0		0.0		0.0
	Terminations for Cause	7		28.6	4		0.0		0.0		0.0
	Resignations	19		36.8	13		0.0		23.1		0.0
	Layoff	4		25.0	**		0.0		33.3		33.3
	Deceased	**		0.0	**		0.0		33.3		0.0
USW		238	69.1	72.3	207	1.6	1.4	29.6	29.5	2.2	3.9
	Normal Retirements	6		50.0	4		0.0		25.0		25.0
	Early Retirements	34		70.6	30		0.0		23.3		10.0
	Expiry of Appointment	23		82.6	19		5.3		26.3		0.0
	Terminations for Cause	10		90.0	9		0.0		55.6		0.0
	Resignations	135		73.3	118		1.7		26.3		2.5
	Layoff	28		60.7	25		0.0		48.0		4.0
	Deceased	**		50.0	**		0.0		0.0		0.0

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

Admin, Non-union includes one resignation for ESL.

Table 11(B)

EXIT DATA (REASON FOR LEAVING)[1] BY STAFF CATEGORY (PART-TIME) BY DESIGNATED GROUP

September 30, 2005 Data

STAFF CATEGORY	REASON FOR LEAVING	Total # of Exits	Women % of Workforce[2]	Women % of Exits	# of Exits with Completed Surveys	Aboriginal Peoples % of Workforce	Aboriginal Peoples % of Exits	Visible Minorities % of Workforce	Visible Minorities % of Exits	Persons with Disabilities % of Workforce	Persons with Disabilities % of Exits
Faculty: Tenure Stream		**	26.7	50.0	**	11.1	0.0	11.1	0.0	0.0	0.0
	Normal Retirements	**		100.0	**		0.0		0.0		0.0
	Early Retirements	**		0.0	**		0.0		0.0		0.0
Faculty: Non-TS		57	44.1	50.9	21	1.6	0.0	10.3	9.5	2.2	0.0
	Early Retirements	**		0.0	0		0.0		0.0		0.0
	Expiry of Appointment	43		48.8	11		0.0		18.2		0.0
	Resignations	10		50.0	8		0.0		0.0		0.0
	Normal Retirements	**		100.0	**		0.0		0.0		0.0
	Layoff	**		100.0	**		0.0		0.0		0.0
Professional Librarians		**	78.6	50.0	**	0.0	0.0	7.7	0.0	7.7	0.0
	Normal Retirements	**		100.0	**		0.0		0.0		0.0
	Expiry of Appointment	**		0.0	**		0.0		0.0		0.0
Research Associates		5	44.0	40.0	**	0.0	0.0	25.0	33.3	0.0	0.0
	Expiry of Appointment	**		0.0	**		0.0		0.0		0.0
	Resignations	**		66.7	**		0.0		33.3		0.0
Admin, Non-union		4	85.3	100.0	**	0.0	0.0	11.1	0.0	0.0	0.0
	Expiry of Appointment	**		100.0	**		0.0		0.0		0.0
	Resignations	**		100.0	**		0.0		0.0		0.0
Admin, Unionized		7	57.4	42.9	5	0.0	0.0	22.5	60.0	0.0	0.0
	Normal Retirements	**		100.0	**		0.0		100.0		0.0
	Expiry of Appointment	**		66.7	**		0.0		0.0		0.0
	Resignations	**		0.0	**		0.0		50.0		0.0
	Deceased	**		0.0	**		0.0		100.0		0.0
USW		36	82.0	83.3	27	0.0	0.0	20.3	25.9	3.8	3.7
	Normal Retirements	**		100.0	**		0.0		0.0		0.0
	Early Retirements	**		100.0	**		0.0		0.0		0.0
	Resignations	24		79.2	17		0.0		35.3		0.0
	Layoff	8		87.5	6		0.0		16.7		16.7

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

[2] "% 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, 2005 Data

| | All Employees | | | Survey Respondents | | | | | | | | | | | | |
| | # of New Hires[1] | Women | | # of New Hires with Completed Surveys | Aboriginal Peoples | | | | Visible Minorities | | | | Persons with Disabilities | | | |
STAFF CATEGORY		% of Workforce	% of New Hires		% of Workforce	% of New Hires	# Men	# Women	% of Workforce	% of New Hires	# Men	# Women	% of Workforce	% of New Hires	# Men	# Women
Faculty	144	33.6	40.3	99	0.6	0.0	0	0	12.9	14.1	8	6	2.2	2.0	**	**
Tenure Stream	82	30.5	31.7	55	0.5	0.0	0	0	11.8	10.9	**	**	2.2	0.0	0	0
Clinical Non-TS in Medicine	1	28.6	100.0	0	0.5	0.0	0	0	16.8	0.0	0	0	1.8	0.0	0	0
Non-TS CLTA/Other2	37	37.9	43.2	27	0.0	0.0	0	0	13.6	14.8	**	**	4.5	3.7	**	**
Other Academics5	24	57.3	62.5	17	1.3	0.0	0	0	15.8	23.5	**	**	0.9	5.9	**	**
Professional Librarians	8	71.0	100.0	7	0.9	0.0	0	0	13.3	28.6	**	**	2.7	0.0	0	0
Research Associates	51	32.1	33.3	30	0.0	0.0	0	0	34.3	26.7	8	0	0.6	0.0	0	0
Administrative, Non-unionized 4	53	61.2	69.8	48	0.7	0.0	0	0	20.9	25.0	**	**	2.3	2.1	**	**
Continuing	40		70.0	36		0.0	0	0		27.8	**	**		0.0	0	0
Term3	13		69.2	12		0.0	0	0		16.7	**	**		8.3	**	**
USWA	304	69.1	71.4	254	1.6	1.2	**	**	29.6	34.3	29	58	2.2	1.6	**	**
Administrative, Unionized 5	92	40.7	37.0	69	3.3	7.2	5	0	22.8	20.3	9	5	5.0	5.8	**	**
ALL STAFF	652		56.9	507		1.6	**	**		27.0	57	80		2.2	4	7

[1] New Hires for Tenure Stream Faculty are new appointments from October 1, 2004 to September 30, 2005, 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, 2004 to Sept. 30, 2005 inclusive.

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

[3] "Term" is defined as a staff appointment having an established date on which the appointment will terminate.

[4] "Administrative, Non-Unionized" totals include PVP.

[5] Includes Teaching Stream staff.

Table 12(B)

NEW HIRES BY STAFF CATEGORY (PART-TIME) BY DESIGNATED GROUP

STAFF CATEGORY	All Employees			# of New Hires with Completed Surveys	Survey Respondents											
	# of New Hires[1]	Women			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 Workforce	% of New Hires	Men #	Women #
Faculty	47	43.3	40.4	23	2.1	0.0	0	0	10.4	21.7	**	**	2.1	4.3	**	**
Non-TS CLTA/Other2	16	50.0	25.0	8	0.0	0.0	0	0	14.3	25.0	**	**	0.0	0.0	0	0
Other Academics4	31	55.2	48.4	15	0.0	0.0	0	0	7.1	20.0	**	**	1.4	6.7	**	**
Research Associates	7	44.0	42.9	3	0.0	0.0	0	0	25.0	66.7	**	**	0.0	0.0	0	0
Administrative, Non-unionized	**	85.3	100.0	2	0.0	0.0	0	0	11.1	0.0	0	0	0.0	0.0	0	0
Continuing	**		100.0	1		0.0	0	0		0.0	0	0		0.0	0	0
Term3	**		100.0	1		0.0	0	0		0.0	0	0		0.0	0	0
USWA	38	82.0	76.3	31	0.0	0.0	0	0	20.3	22.6	**	**	3.8	3.2	**	**
Administrative, Unionized 5	13	57.4	46.2	10	0.0	0.0	0	0	22.5	20.0	**	**	0.0	0.0	0	0
ALL STAFF	107	55.1		69		0.0	0	0	23.2		10	6		2.9	**	**

[1] New hires are defined as employees hired externally, i.e. from outside University of Toronto, for Oct. 1, 2004 to Sept. 30, 2005 inclusive.

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

[3] "Term" is defined as a staff appointment having an established date on which the appointment will terminate.

[4] Includes Teaching Stream staff.

Table 13

FEMALE/MALE TENURE-STREAM APPLICANTS, INTERVIEWEES AND
NEW HIRES FROM OCTOBER 1, 2004 SEPTEMBER 30, 2005
BY DEPARTMENTAL GROUPS*

Group	Positions	# Applicants			# Interviewed			# Hired F/M		% Female Hired	% of Female
		Female	Male	Total	Female	Male	Total	Female	Male		
1	26	515	520	1,035	38	35	73	10	16	38%	68%
2	23	405	901	1,306	39	78	117	6	17	26%	50%
3	34	472	1,812	2,284	38	91	129	10	24	29%	31%
4	14	98	709	807	13	53	66	2	12	14%	16%
Totals:	97	1,490	3,942	5,432	128	257	385	28	69		
% Total 04/05	97	27.4%			33.2%			28.9%			
% Total 03/04	99	27.7%			37.4%			30.3%			
% Total 02/03	123	27.3%			36.3%			39.0%			
% Total 01/02	143	28.7%			36.5%			34.3%			
% Total 00/01	120	26.8%			31.8%			35.8%			
% Total 99/00	108	28.0%			32.5%			33.3%			
% Total 98/99	102	34.7%			36.7%			37.3%			

* Departmental groups were established by placing together fields with a similar percentage of doctorates awarded to women in
Canadian Graduate Schools from 2001 - 2003.

Key to Departmental Groups:

Group One (women constitute 60% or more of recent PhDs): Classics, College Programs (UC), Drama, Education, Fine Art, French, Germanic Languages & Literatures,
    Music, Nursing, Psychology, Slavic Languages & Literatures & Social Work.

Group Two (women constitute 40 to 59% of recent PhDs): Architecture, Criminology, English, History, Medicine, Near & Middle Eastern Civilizations, Pharmacy,
    Political Science & Sociology.

Group Three (women constitute 20 to 39% of recent PhDs): Botany, Chemistry, Economics, Environmental Science, Forestry, Law, Management, Mathematics, Philosophy,
    Physical Education and Health & Zoology.

Group Four (women constitute less than 20% of recent PhDs): Astrophysics, Computer Science, Engineering & Physics.

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Human Resources and Equity
University of Toronto
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