

Employment Equity Report

October 1, 2005 –
September 30, 2006



UNIVERSITY *of* TORONTO

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Table of Contents

1.0	Introduction.....	3
1.1	Context and Purpose of the Report.....	4
1.2	Employment Equity Census Report: Overview.....	4
1.2.1	Census Results by Designated Group.....	5
1.3	Employment Equity Survey Results 2005 – 2006.....	6
2.0	Analysis of the Employment Equity Tables.....	8
2.1	Faculty.....	8
2.1.1	Faculty Recruitment.....	8
2.1.2	Faculty Hiring in Relation to the Applicant Pools.....	8
2.1.3	Faculty Retention.....	13
2.1.4	Faculty Promotion.....	17
2.1.5	Exit Data for Tenure Stream Faculty.....	19
2.1.6	Conclusions about Employment Equity and Faculty.....	20
2.2	Other Academic Positions.....	21
2.2.1	Professional Librarians.....	21
2.2.2	Research Associates.....	22
2.2.3	Conclusions on Employment Equity and Other Academics.....	24
2.3	Overview of Administrative Employees.....	24
2.3.1	Non-Unionized Administrative Employees and External Availability Data.....	24
2.3.1.1	Representation.....	24
2.3.1.2	Recruitment	27
2.3.1.3	Retention (Training and Promotions).....	28
2.3.1.4	Exits.....	29
2.3.2	Unionized Employees.....	30
2.3.2.1	Representation	30
2.3.2.2	Recruitment.....	35
2.3.2.3	Retention (Training and Promotions).....	36
2.3.2.4	Exits	37
2.4	Conclusions about Employment Equity and Administrative Staff	38
3.0	Summary of Recent Employment Equity Initiatives.....	39
3.1	Initiatives related to academic appointments.....	39
3.2	Initiatives relevant for all staff categories.....	40
4.0	Progress on Recommendations for 2005 – 2006.....	42
5.0	Appendices.....	50
	Appendix A – Employment Equity Questionnaire.....	51
	Appendix B – Employment Equity Census % Response by Designated Group.....	53
	Appendix C – Census Return and Response Rate by Division.....	54

1.0 Introduction

In keeping with federal government requirements and the University's own commitment to employment equity, the University of Toronto undertook a full re-survey of its workforce in 2005-06. When the University participated in its last federal compliance review (January to October 2004), the Review Officer commended the University for demonstrating its commitment to and progress in its employment equity plan, but it was strongly recommended that the University resurvey its workforce. This report analyzes the progress of the University of Toronto's employment equity program from October 1, 2005 – September 30, 2006 and includes the results from the re-survey.

As a demonstration of the University's commitment to a broad understanding of employment equity, the survey questionnaire was updated to include sexual minorities. The survey was also updated to include a second question for Aboriginal persons. The University's workforce was resurveyed from January – September 2006 (and data will be updated on an ongoing basis for newly hired employees).¹ The resurvey data (included in this report) create a new baseline for consideration of trends over time. Consequently, this year's report is a transitional report.

All parts of the University community contribute to an inclusive and welcoming environment based on equity and diversity. The University's comprehensive approach to equity and diversity is partly reflected by a number of specialized individuals, offices, and departments that serve the needs of the University's diverse workforce. These offices include:

- the Special Advisor on Equity Issues;
- the Status of Women Office;
- the Anti-Racism and Cultural Diversity Officer;
- Director, Academic Human Resources
- Health and Well-Being Programs and Services;
- LGBTQ Resources and Programs Office;
- Quality of Work Life Advisor;
- Family Care Office;
- Sexual Harassment Education, Counseling and Complaints Office;
- UTSC Special Advisor to the Principal on Equity Issues,
- the *Ontarians with Disabilities Act* Officer;
- a Human Resources Aboriginal Initiatives Coordinator
- the Employment Equity Office²

The contribution to equity by all members of the University community was recognized in 2006 when the University of Toronto was again named as one of [Canada's Top 100 Employers](#), and cited as a [Top 10 Family Friendly Employer](#).³

¹ A resurvey of the University workforce offers employees an opportunity to update their personal information and confirms the accuracy of the data. The last workforce survey took place in 2004-05. Employees may update their information at any time by contacting the Employment Equity Officer at kate.lawton@utoronto.ca or by telephone at 416.946.7687

² For more information on the offices please see <http://www.utoronto.ca/hr/equity.htm>

³ These awards are described in the University of Toronto's 2006 [Human Resources and Equity Annual Report](#). The list of

1.1 Context and Purpose of the Report

The *2006 Employment Equity Report* provides an update of the University's work plan and progress on initiatives for October 1, 2005 – September 30, 2006. Section 1.2 reports on the 2006 workforce resurvey. Section 2 integrates the resurvey data with earlier employment equity data, provides a statistical analysis of the progress of the four federally designated groups and baseline data for sexual minorities according to the employment equity occupational groups ("EEOG"). To protect the privacy of individuals, reporting on the representation and progress of the designated groups is summarized by EEOG. Individual privacy is also protected by the federal requirement that data be suppressed where results for three or fewer employees would otherwise be reported.

The analysis compares data from the University workforce against the federal external labour force availability data derived from the last national census (2001) for women, visible minorities and Aboriginal people, and against the Participation Activity Levels (PALS) survey (2001) for persons with disabilities.⁴

This report is organized to mirror the employment cycle of an individual staff or faculty member during their time at the University: from point of hire, retention (including training and promotion), to eventual departure. Faculty and staff data are analyzed separately. Faculty representation, promotion and retention are examined by School of Graduate Studies Division I-IV (Humanities, Social Sciences, Life Sciences and Sciences respectively) with data provided by the Office of the Vice-President and Provost. Recruitment, retention, training and promotion of staff are analyzed by unionized and non-unionized groups to assess fairness and equity in our work environment.

Section 3 summarizes and contextualizes the University's recent employment equity initiatives, coordinated primarily through the Offices of the Vice-President, Human Resources and Equity and the Vice-President and Provost. This section also makes reference to the [Annual Report of the Equity Offices](#), which details the work and goals of the Equity Issues Advisory Group.

Section 4 contains an update on the progress of the University's program and accomplishments against the five broad employment equity objectives, while Section 5 contains the data tables with the summary information used to create the report. Each of the Graph Charts in Section 2 derives from one of these tables. Federal census data outlining external availability is included for comparison in this section.

1.2 Employment Equity Census Report: Overview

This section reports the results of the 2006 workforce resurvey (referred to as the "Employment Equity Census"). In subsequent sections, the resurvey results are integrated with the ongoing report to update the employment equity information.

Top 100 Employers in Canada is produced by Mediacorp and published in Maclean's October 13, 2006 magazine; please see http://www.hrandequity.utoronto.ca/news/hr_news/October_10_2006.htm for details. The University was also listed as one of the top 50 employers in the Greater Toronto Area and by *Today's Parent* for progressive workplace practices supporting work-life balance.

⁴ Federal 2006 census data by employment equity occupational groups is not yet available.

There were two changes to the previous Employment Equity questionnaire (see Appendix A for the updated questionnaire). Firstly, sexual minorities were included in the employment equity survey through the addition of categories for lesbian, gay, bisexual, transgender, two-spirited and queer people.⁵ (Note: The University has included sexual minorities among its internally designated employment equity groups since 2001). The federal government does not provide external availability data for sexual minorities, so the figures from the resurvey will provide an internal baseline for future comparisons. Secondly, the survey question for Aboriginal People was updated to comply with the wording required by the Federal Contractors Program regulations. Specifically, a second question was added to the Aboriginal section of the survey requesting respondents to self-identify as First Nations, Métis or Inuit.

The 2006 employment equity census surveyed all faculty⁶ and staff appointed to a continuing position of 25% or more. Faculty and staff on leave who completed the survey were included in the final results and the remainder will be given an opportunity to complete the census when they return to work.

The University's 2006 workforce resurvey had an overall response rate of 77.1%. Staff had a slightly higher response rate of 78.2% while faculty response rates were 74.7%. Detailed results of the resurvey response rates by Division are available in Appendix C.

1.2.1 Census Results by Designated Group

Aboriginal People

Aboriginal employee participation decreased in the 2006 workforce resurvey compared with previous employment equity reports. Some employees who had identified as Aboriginal in 2005 or earlier declined to do so in the census questionnaire. Approximately half of this same group of employees changed their response from Aboriginal to visible minority. These respondents may be indigenous peoples from outside of Canada who changed their responses when asked to identify as First Nations, Métis or Inuit (rather than, simply, Aboriginal) in the new questionnaire.

Despite the decline in number, of those Aboriginal employees who did complete the survey, nearly half were first-time respondents in the employment equity process even though they had been working at the university prior to 2006.

When the 2006 census data was integrated with the regular employment equity data, the overall proportion of Aboriginal people at the University declined only slightly. Details are provided in the relevant parts of Section 2 for Aboriginal faculty and staff.

⁵ Transgender refers to a person whose gender identity or self-expression differs from conventional expectations of masculinity or femininity. Two-spirited people is the designation used to refer to Aboriginal LGBTTTQ people.

⁶ The Faculty of Medicine will be surveying its clinical faculty in a separate census. As a result, the census data reported in Section 2.1 does not include the roughly 310 clinical faculty members who remain on the University's central human resources information system (HRIS) although they remain in the employment equity information for the relevant sections of this report.

Visible Minority employees⁷

In the 2006 census the proportion of combined faculty and staff who self-identified as visible minorities was 24.7%, up from 17.1% in 2005. Among staff, 30% self-identified, an increase of 8% from the previous year. The proportion of self-identified visible minority faculty increased to 12.8% in 2006, up 3.6% from the previous year.

Persons with Disabilities

The combined proportion of faculty and staff who self-identified as persons with disabilities was 3.6% in the 2006 census, up from 2.0% in the 2005 report. For faculty this represented an increase from 1.6% in 2005 to 2.2% and for staff a slightly larger increase from 2.2% in 2005 to 3.6% in 2006.

Sexual Minorities

2006 was the first year that sexual minorities were provided an opportunity to self-identify for employment equity. The combined results for lesbian, gay, bisexual, two-spirited, transgender and queer (LGBTQT) employees were 5.1%. Among faculty, 5.7% self-identified as members of a sexual minority group while staff self-identified at a rate of 4.9%. Sexual minorities are the only equity group where a higher proportion of faculty self-identified than staff.

Women

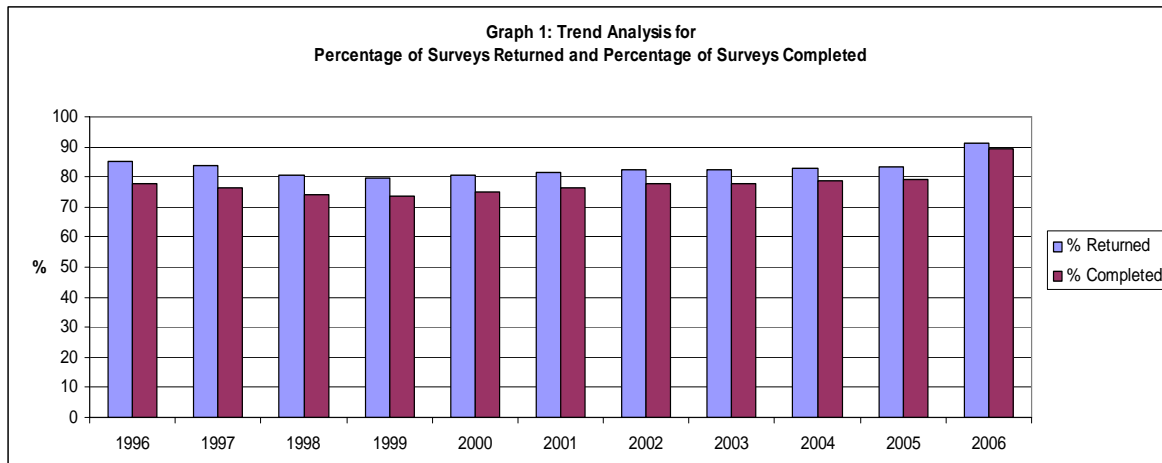
Information with respect to gender is taken directly from the human resources information system, rather than from the employment equity survey. Therefore, the proportion of women faculty and staff was consistent with previous years at 53%. In 2006 women were 37.6% of faculty, up 1.7% from 2005. Among staff the proportion of women was 60%, representing a 1% decline.

1.3 Employment Equity Survey Results 2005 – 2006

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. This year's information integrates data from the ongoing survey of new hires with information from the 2006 workforce resurvey for all current employees.

Graph 1 shows the percentage of surveys that were returned by September 30, 2006. This includes the census of current employees (Jan – Sept /06) plus all new employees hired from October 1/05 – September 30/06.

⁷ This report continues to employ the term 'visible minority' to reflect the language of the employment equity legislation and the terminology used by comparative federal external availability data.



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 submitted. By 2005-06 the percentage of surveys returned was 91% and the percentage of completed surveys was nearly 90%. Return rates increased nearly 8% and completion rates increased 10% from 2005 levels. This increase is likely due to the University's intense follow-up on the resurveying of all current employees. The University fulfilled the 2004 federal compliance review recommendation to achieve a return rate approaching 100% for new employees.⁸

A second trend is the decline in the difference between the completion rate and the return rates. In 2005/06 this difference was less than 2% (1.98), just over half the rate of the previous year. The gap between the completion rate and the return rate has declined from a peak of 10% in 1996.

⁸ Paglia, Michael (2004). October 6, 2004 letter to the President, University of Toronto, regarding Compliance Review Report of Findings.

2.0 Analysis of the Employment Equity Tables

Section 2 is based on employment equity survey data from the re-survey, data from employees hired since the resurvey and data already on file for employees who chose not to participate in the resurvey.

2.2 Faculty

Overview

To analyze the University's workforce, levels of representation for a designated group in a particular occupation are compared with the federal external availability data for that same designated group and occupation. For faculty members, the comparisons are made between the data from the University's employment equity surveys and the data from the 2001 Canadian census for women, visible minorities and Aboriginal people and the federal Participation Activity Levels survey (PALS, 2001) for persons with disabilities.⁹ Although the University recruits faculty internationally, national census figures are used for comparison.

2.1.1 Faculty Recruitment

Employment equity data is drawn from three sources. First, like all new employees, faculty members complete a questionnaire as part of their orientation. Second, search committees submit details of their applicant pools to the Office of the Vice President and Provost. These are used to provide details on recruitment. Finally, we compare the representation of women in a broad range of subject areas with the percentage of women students awarded doctorates in these areas from across Canada (see Table 13).

2.1.2 Faculty Hiring in Relation to the Applicant Pools

Women

Table 13 compares the hiring of new women faculty from July 1, 2005 – June 30, 2006 to the proportion of PhDs awarded to women in different disciplines in Canada from 2001- 2003¹⁰. Disciplines themselves are grouped by the percentage of PhDs awarded to women. Subjects where more than 60% of PhDs 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 receive less than 20% of the PhDs. It is useful to compare our success in hiring women faculty to their availability in the broader pool of qualified PhDs available in Canada. An abbreviated form of Table 13 appears below.

⁹ 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.

¹⁰ Information on PhDs awarded is provided by Statistics Canada.

Provost's Data "Table 13": Women Faculty Hires/ Proportion PhDs by Discipline Group	% Women Hired Jul 1, 2005-Jun 30, 2006	% Women PhDs Across Canada 2001-2003
Group 1 (60% or more) – Classics, Drama, Education, Fine Art, French, Germanic Languages & Literatures, Music, Nursing, Psychology, Slavic Languages & Literatures & Social Work	54%	68%
Group 2 (40-59%) – Architecture, Criminology, English, History, Medicine, Near & Middle Eastern Civilizations, Pharmacy, Political Science & Sociology.	35%	49%
Group 3 (20-39%) – Botany, Chemistry, Economics, Environmental Science, Forestry, Law, Management, Mathematics, Philosophy, Physical Education and Health & Zoology.	24%	31%
Group 4 (less than 20%) – Computer Science, Dentistry, Economics, Mathematics & Statistics, & Philosophy	26%	16%

Table 1 compares the percentage of women applicants to the percentage of women interviewed and shows that the University is interviewing, in some cases, a higher proportion of women than is reflected in the applicant pool. The University will continue to work to improve applicant levels among women.

**Table 1: Provost's Data: Women Applicants to Women Interviewed by SGS Division
(1 July 2005 – 30 June 2006)**

Discipline	Applicants		Interviewed		PhD Pool Across Canada 2001 - 03
(60% or more) – Classics, Drama, Education, Fine Art, French, Germanic Languages & Literatures, Music, Nursing, Psychology, Slavic Languages & Literatures & Social Work	662	49%	62	52%	68%
(40-59%) – Architecture, Criminology, English, History, Medicine, Near & Middle Eastern Civilizations, Pharmacy, Political Science & Sociology.	835	29%	96	41%	49%
(20-39%) – Botany, Chemistry, Economics, Environmental Science, Forestry, Law, Management, Mathematics, Philosophy, Physical Education and Health & Zoology.	410	22%	45	29%	31%
(less than 20%) – Computer Science, Dentistry, Economics, Mathematics & Statistics, & Philosophy	118	9%	13	20%	16%

Table 2 summarises the origin of new hires (for assistant and associate professors, the location of the PhD granting institution; for full professors, the location of their previous appointment). This may not necessarily represent the nationality or citizenship of the individual hired, although immigration requirements allow us to identify all Canadian citizens.

Table 2 indicates that the majority of new faculty came from the US. Only 14% were from institutions outside of Canada and the US, down 8%, from last year. Fifteen percent of new hires came from Canadian institutions other than UofT, while those coming directly from UofT represented 14% of the new hires. This year 44.1% of the new hires were Canadian citizens, which is in line with previous years (41% in 2003/2004 and 38% in 2004/2005), but a 10% decline from 2001/02 (54%).

Table 2: Provost's Data: Origin of New Hires 1 July 2005 – 30 June 2006

Origin of new hires	Canadian	Non-Canadian	Total
New faculty originating from US institutions	13%	44%	57%
New faculty originating from international institutions	3%	11%	14%
New faculty originating from Canadian institutions (other than UofT)	14%	1%	15%
New faculty originating from UofT	14%	0%	14%
Total	44%	56%	100%

Data is also collected on the representation of women amongst the new hires at the University. Women accounted for 43% (n=56) of new hires, which is their highest representation in the last five years, showing improvement in all SGS Divisions over last year.

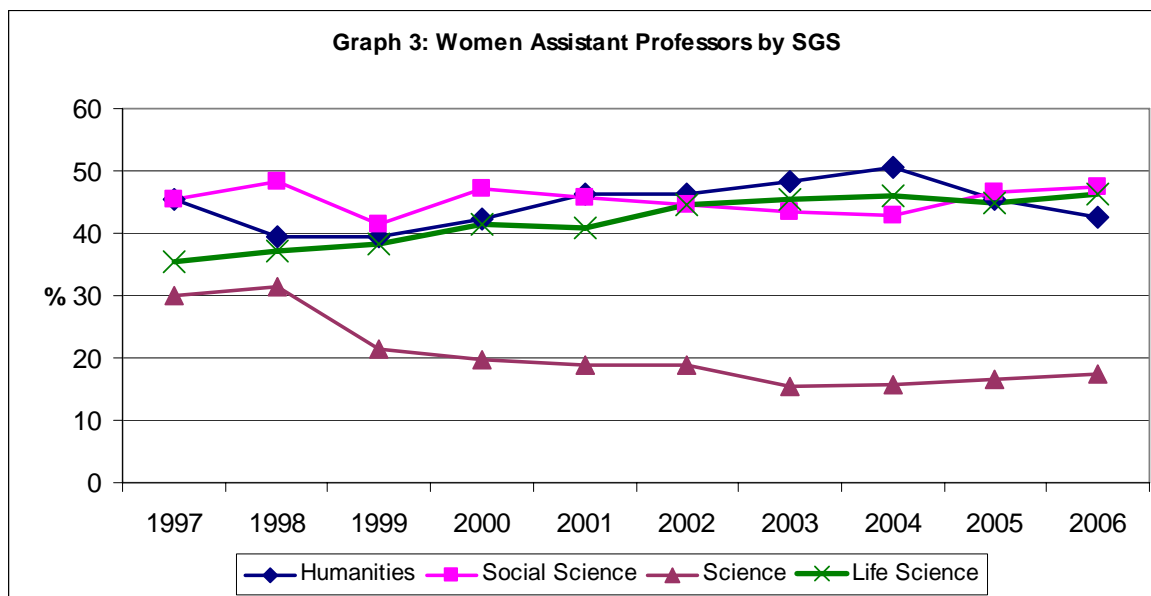
Graph 2: Change 2004/05 to 2005/06 Women Interviewed, Made Offers, Accepting and Declining



Graph 2 shows the differences between 2004/2005 and 2005/2006 in the percentage of women interviewed, made offers, accepting or declining positions at the University. Ideally we look for a year-on-year increase in the proportion of women interviewed, made offers and accepting positions, with a decrease in the proportion of women declining positions.

This is precisely what we find for 2005/2006. Proportionally more women were interviewed, offered a position, and more accepted the position offered. As a consequence, we see a decrease in the proportion of women declining positions. This is a good indication that our proactive recruitment practices are having a positive impact on overall hiring statistics. Considering the international competition for excellent women faculty, these results are particularly encouraging.

The majority of new women hired at the University enter at the rank of assistant professor (70%). Examining the representation of women at this rank in the four School of Graduate Study (SGS) divisions provides a useful year-on-year comparison in Graph 3, below. Similar to 2005, women represent almost half of all the assistant professors (42% to 47%) in the Humanities, Social Sciences and Life Sciences. In the Humanities there was a steady increase from 1998 to 2004 to 50.5%. This level has since declined nearly 8%. In the Social Sciences the representation level has remained steady for the past ten years with only minor fluctuations. In the Life Sciences there has been a gradual gain of just over 10% from 1997 to 2006 (35.5% to 46.2%). For the past six years, women have comprised less than 20% of Assistant Professors in the Sciences following a peak of 31% in 1998. Representation of women assistant professors has increased marginally since 2003 and now stands at 18% for 2006.

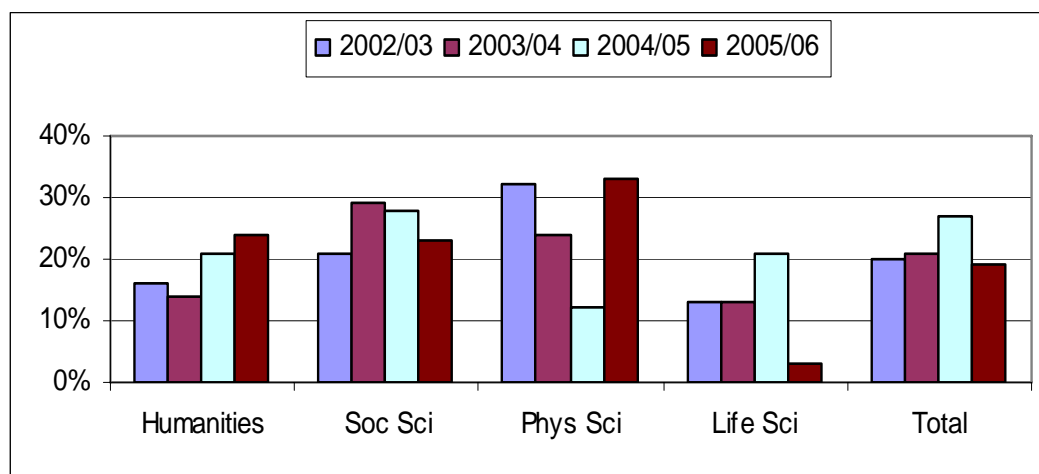


Visible Minorities

Where possible, data is also collected during the search process on the representation of visible minorities. There are some limitations to the identification of visible minorities as Search Committees must rely on their own judgment in determining whether a candidate qualifies as a visible minority. In the next year, the University will implement an online recruitment system for applicants to faculty positions that will include the option of participating in an equity survey.¹¹

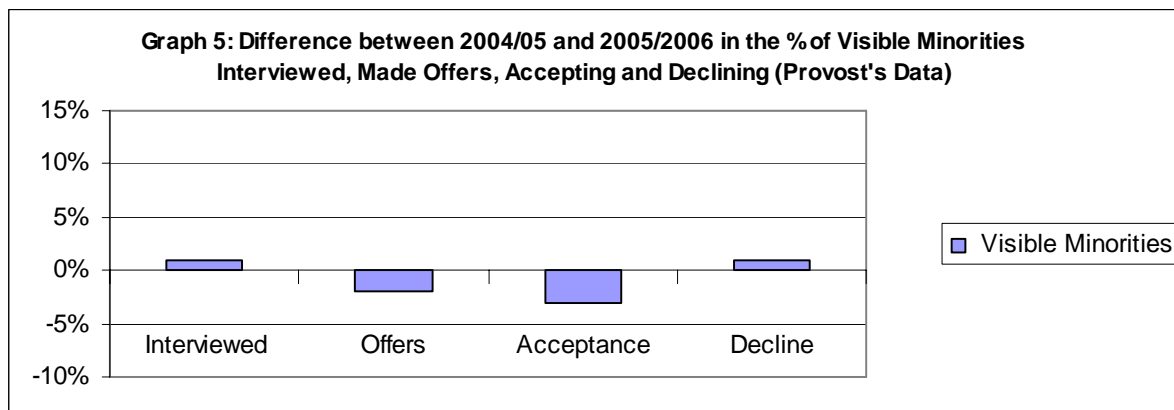
Graph 4 indicates that the proportion of visible minority faculty hired remains fairly consistent at approximately 20%. The Humanities and Physical Sciences show an increase over last year while the Social Sciences experienced a slight decrease in the proportion of visible minority hires. In the Life Sciences there has been a decline in hiring over the last three years from a high of 21% in 2005 to 3% this year. Most new candidates were hired at the rank of assistant professor.

Graph 4: Trend Analysis of Visible Minority Hires by SGS Division 2002/03 to 2005/06



There was little difference in the amount of visible minority candidates interviewed, made offers and accepting or declining positions from 2005 to 2006.

¹¹ The Taleo online application system was set up for administrative positions in 2006 with a highly successful employment equity-styled survey created by the university. The overall return rate for the applicant survey was 89% from July 2006 - January 2007. Details are provided in Sections 3.2, below.

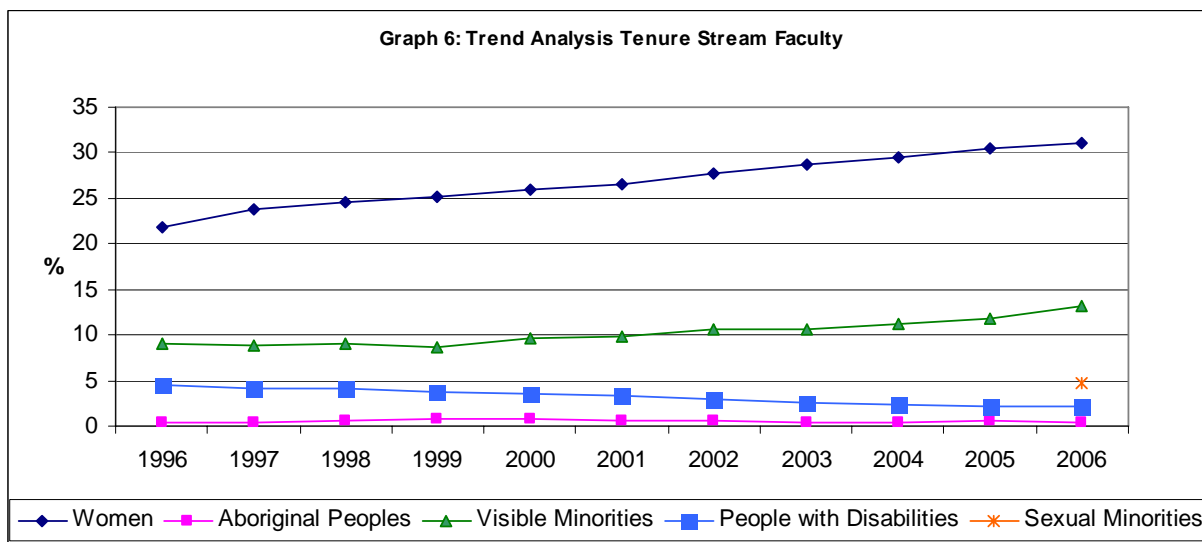


Analysis of faculty members who self-identify as Aboriginal People or persons with disabilities is provided in Section 2.1.3 on faculty retention.

2.1.3 Faculty Retention

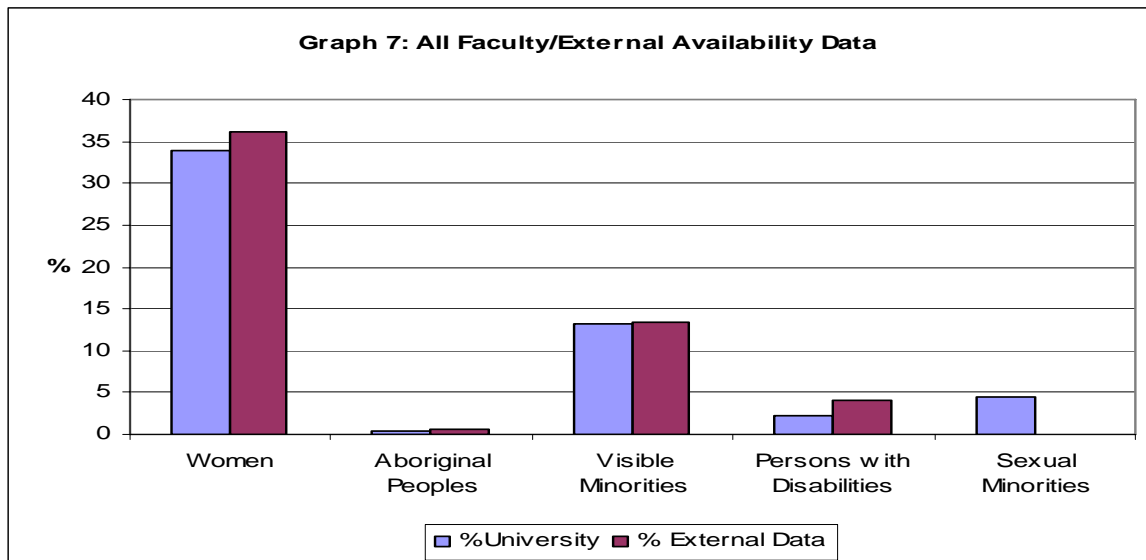
Graph 6 is a trend analysis of all tenured/tenure stream faculty for the last ten years. The proportion of faculty who are persons with disabilities has decreased by half since 1996. In 2006, the proportion of tenure stream faculty with disabilities at the university (2.2%) was

roughly half the level of the external availability data for university professors (4.1%). With an aging workforce we suggest that, among people who are retiring in a given year, there may be a greater incidence of disability which may lower representation levels.



The representation of women in the tenure-stream exceeds 30% for the second year, although they remain slightly under-represented in comparison with the external availability data (36.2%). Faculty members who self-identify as a visible minority increased by 1.3% to 13.1%, nearly matching the external availability data (13.3%). Almost 5% of faculty self-identify as a sexual minority.

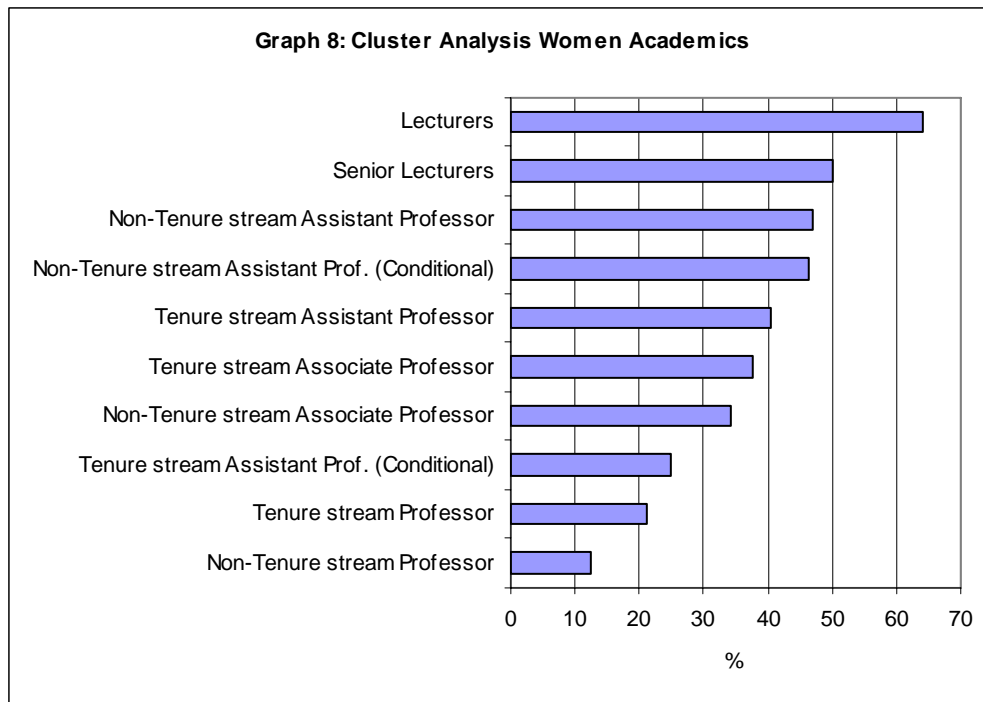
Graph 7 shows the representation of the equity groups among all faculty, tenured and non-tenured, at the University in 2006 compared to the external availability data.



Women comprise 34% of faculty, which is close to the external levels of 36.2%. Persons with disabilities and Aboriginal people are underrepresented among all faculty groups when compared with external levels; both of these groups are extremely small in number. Visible minority faculty levels slightly exceed the external availability data (13.3%). 4.4% of all faculty self-identify as a sexual minority.

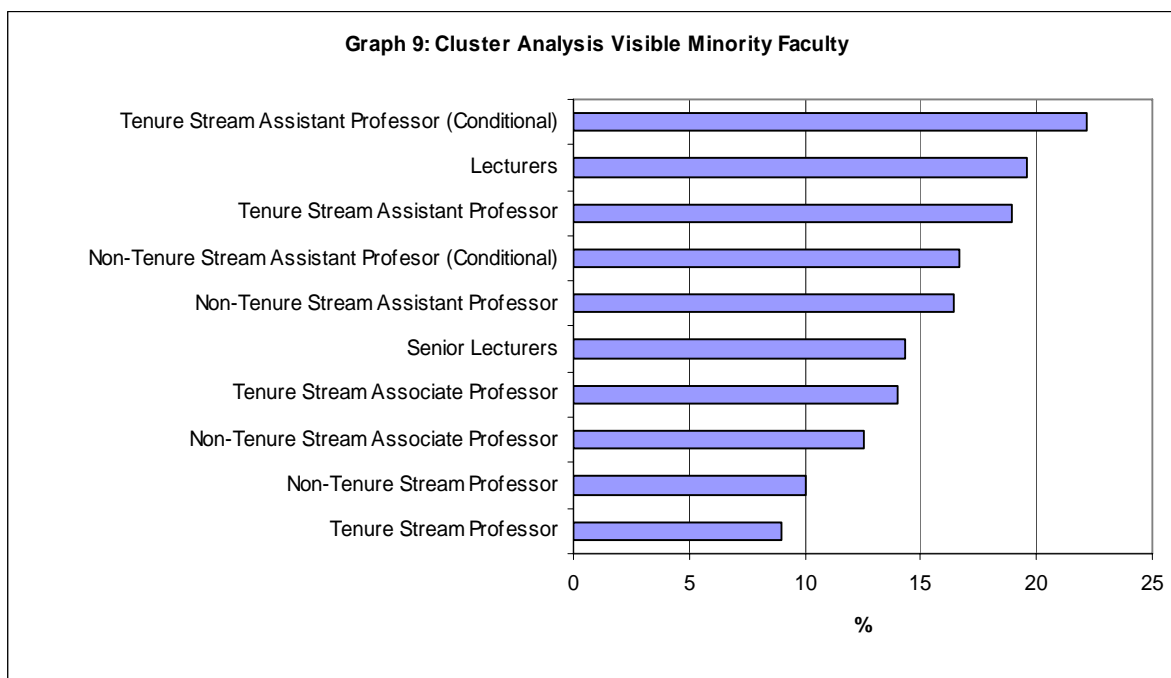
Graph 8 provides a cluster analysis of women faculty by rank. Women account for 21% of tenured full professors and 12% of the non-tenured full professors. Representation of women exceeds the external availability data at the ranks of tenure-stream assistant professors (40%) and associate professors (38%). In 2006 fewer women were at the rank of assistant professor (conditional) (from 43.8% in 2005 to 25% in 2006); some of this decrease may result from women attaining their PhDs and converting to the tenure-stream. Women hold the majority of lecturer positions¹² (64%) and make up half of all senior lecturers and non-tenure-stream assistant professors.

¹² Lecturers include tutors and instructors for the purposes of this report only.



Graph 9, below, is a cluster analysis of the proportion of visible minority faculty by rank. The percentage of all tenure- and non-tenure stream visible minority faculty (13.9%) exceeded the external availability data (13.3%). Visible minority faculty members comprise 22.2% of assistant professor (conditional) positions. While this has declined from 33% in 2005, some will have attained their PhDs and converted into tenure-stream positions. Visible minorities are well represented among tenure-stream assistant professors at 18.9% and among tenure-stream associate professors at 14%. Twenty percent of lecturers and 14% of senior lecturers are members of visible minority groups.¹³

¹³ Ibid.

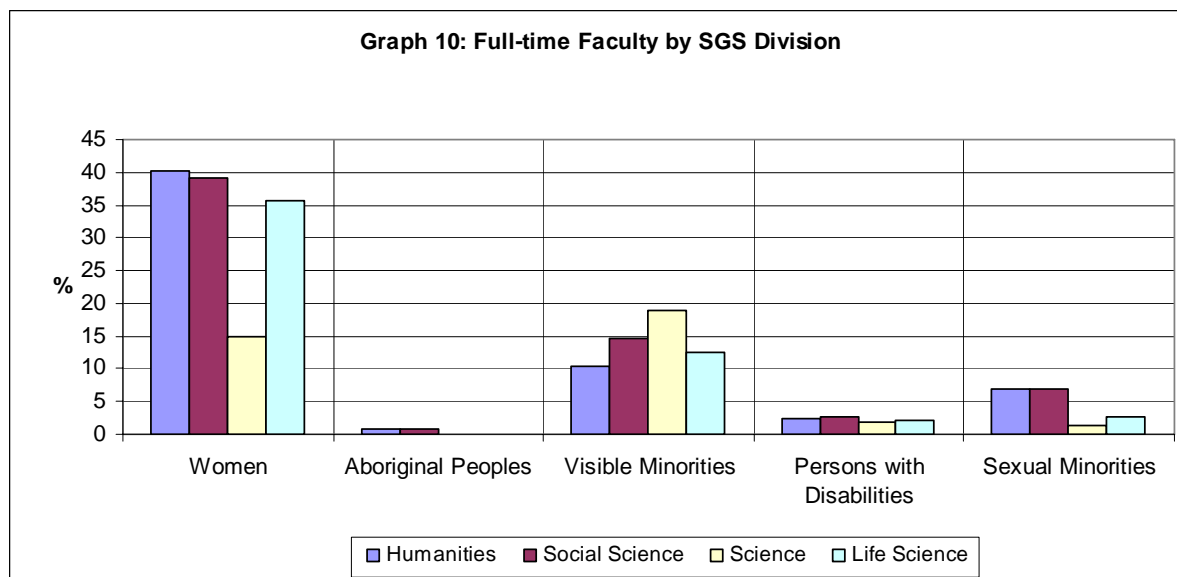


Graph 10, below, shows all full-time faculty by SGS division and by equity group. Women are well represented in the Humanities and the Social Sciences, exceeding the external availability (36.2%). Across all SGS divisions, women are 33.3% of all faculty¹⁴. Representation of visible minority faculty in the Sciences (18.8%) and Social Sciences (14.6%) exceeds external availability of 13.3%. The Life Sciences approaches external levels (12.4%), while the Humanities has the lowest levels of visible minority faculty at 10.5%.

Aboriginal faculty appear in Graph 10, below, in the Humanities (0.9%) and Social Sciences (0.8%); there are no Aboriginal faculty in the Sciences and Life Sciences. Across all SGS divisions, Aboriginal faculty are 0.4% of academics, approaching external availability levels of 0.7%. Persons with disabilities who are full time faculty are under-represented in all four divisions. The Humanities (2.5%) and Social Sciences (2.6%) are marginally higher than the Sciences (1.9%) and Life Sciences (2%) in comparison to an external availability of 4.1%. Among sexual minority faculty, the highest levels of representation were in the Humanities (7%) and Social Sciences (6.8%). LGBTTTQ faculty levels in the Life Sciences were 2.7% and 1.3% in the Sciences.¹⁵

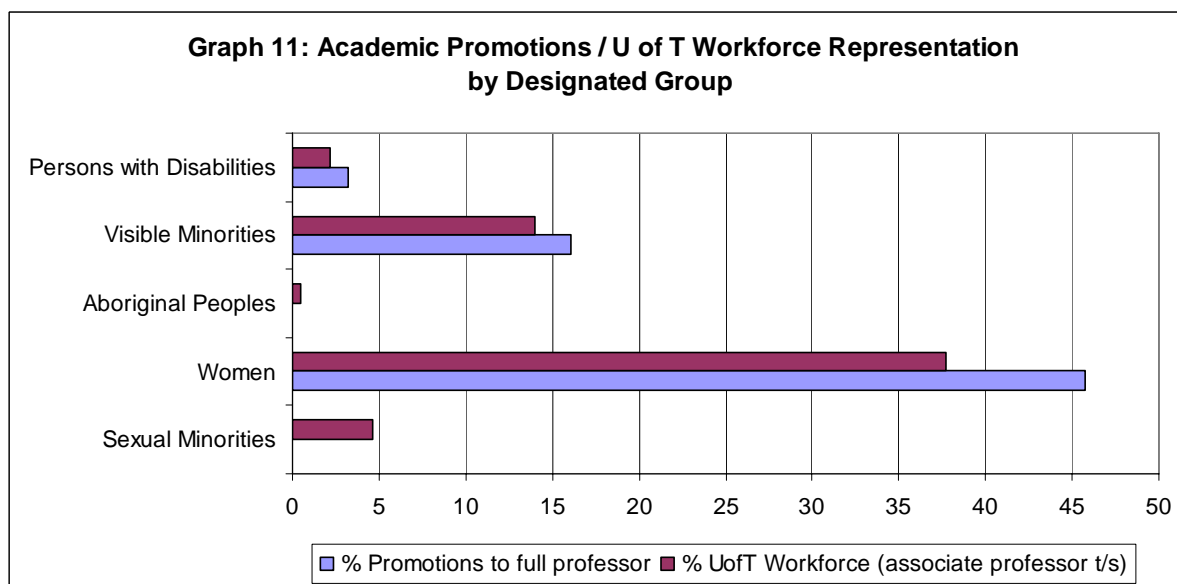
¹⁴ There is 0.7% difference in the representation levels of “all women faculty” in Graph 6 at 34% and Graph 9 at 33.3% when shown by SGS division. This 0.7% difference represents ‘uncategorized’ academics who are not directly linked to an SGS division (Transitional Year Program for instance) and/or do not teach at the graduate level.

¹⁵ LGBTTTQ is the acronym for Lesbian, Gay, Bisexual, Transgender, Two-spirited and Queer people.



2.1.4 Faculty Promotion

Career advancement provides a good predictor of retention levels among faculty from designated groups. Graph 11 shows the proportion of promotions to full professor from associate professor compared with workforce representation at the associate professor level for all designated groups.

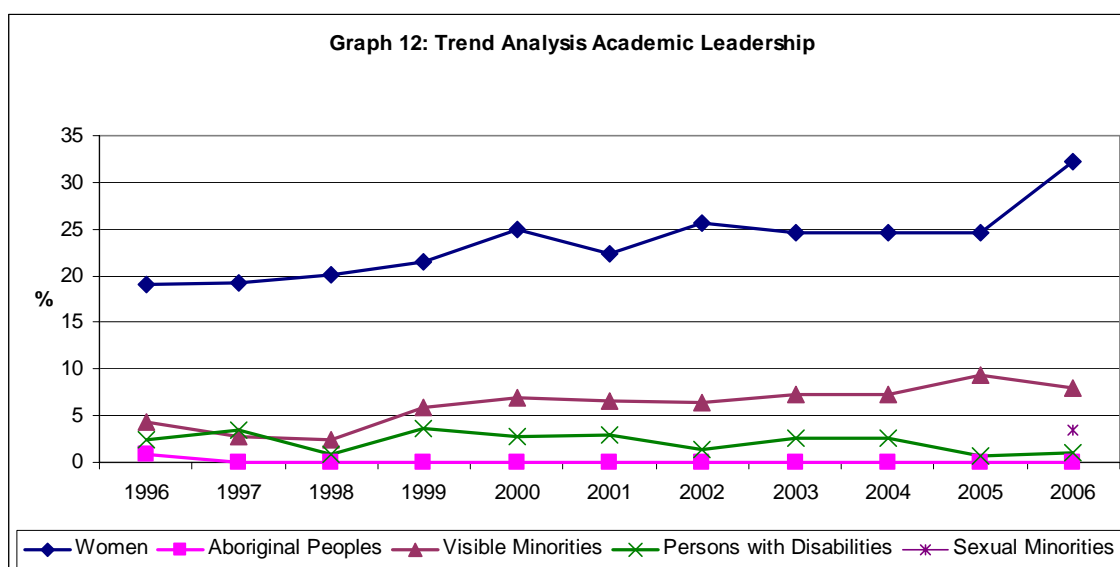


This comparison is made to determine if the percentage of academics from the designated groups advancing to full professor is comparable with their representation among those available for promotion. Women faculty received 45.7% of the promotions which compares favourably to their representation as associate professors (37.7%). This is a substantial increase in promotions from 2005 when the percentage of promotions was 37.1% and

representation was slightly higher at 39.1%. 16.1% promotions went to visible minority associate professors, slightly higher than their representation among associate professors (15%). This is up 4% from 2005. Slightly more persons with disabilities were promoted to full professor than their representation among associate professors (3.2%).

Over the last ten years, the average number of years for promotion to full professor for men was 8.57 years and for women was, on average, 8.18 years. In 2006 it took men 9.20 years and women 7.19 years for promotion to full professor.

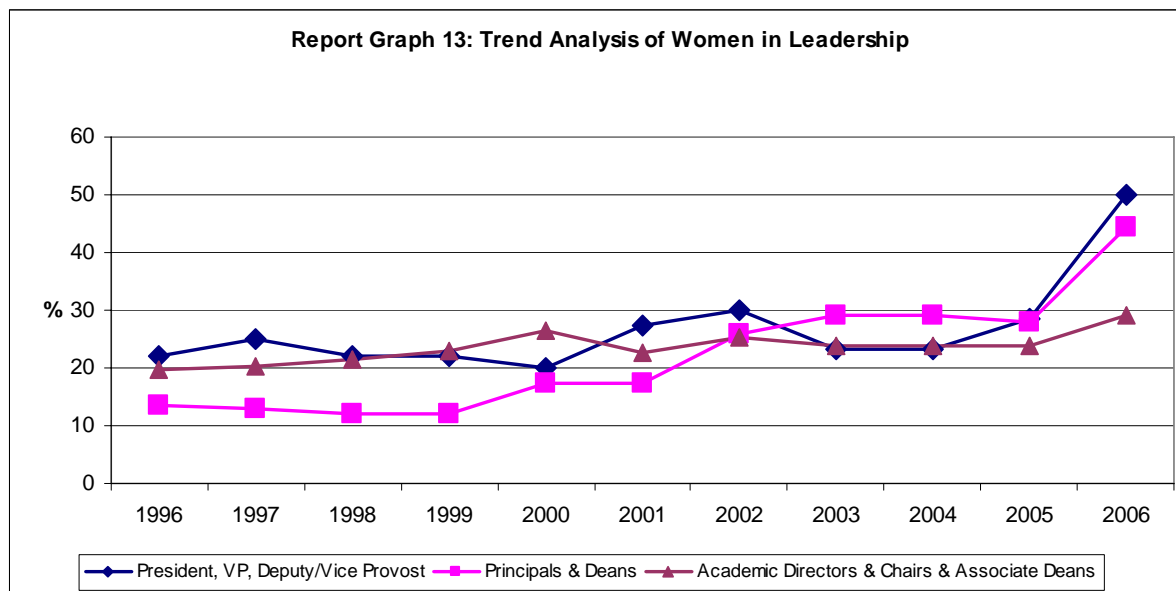
Graph 12 shows the levels of representation for all equity groups in positions of academic leadership over a ten year period. This group includes academic administrators at the associate dean level and above.



Women hold a total of 32.3% of academic leadership positions, an increase of nearly 8% from last year. This follows six years of relatively stable levels of representation. In 2006 the percentage of visible minority academic leaders declined slightly to 8%. Previously steady progress had been made from a low of 2.4% in 1998 to 9.3% in 2005. These percentages represent a small number of actual positions and what appears to be a significant decline may simply represent one person whose term is completed. Persons with disabilities in academic leadership increased marginally to 1.1%. Sexual minorities held 3.4% of academic leadership positions in 2006. Aboriginal people have no representation in this group.

Graph 13 shows a detailed trend analysis of women in leadership positions. Levels of representation for women increased sharply in 2006, with the greatest increases at the more senior levels. Women are now 50% of the President and Vice Presidents (PVP) group and account for almost half of Principals and Deans (44.4%). Among Academic Directors, Chairs

and Associate Deans, women hold 29% of positions. In late 2005 the university announced a number of appointments that are reflected in this trend line.¹⁶



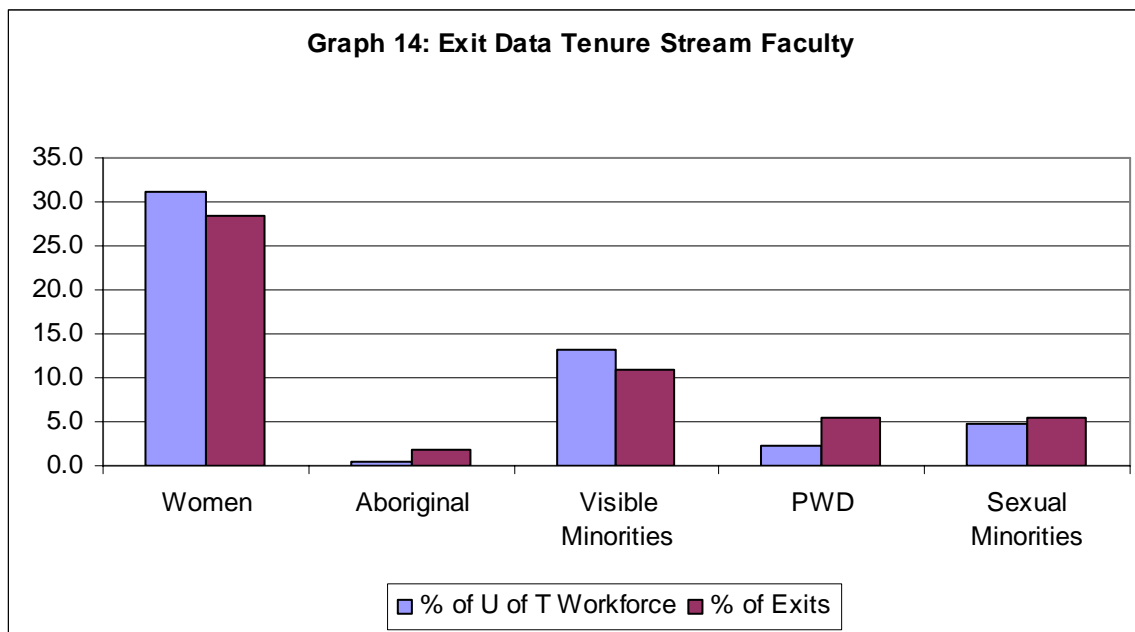
2.1.5 Exit Data for Tenure Stream Faculty

The percentage of tenure stream faculty in each equity group leaving the university is compared with their workforce representation in Graph 14, below. To maintain stable levels of representation among each of the groups, the percentage of exits should not exceed current representation.

Both women and visible minorities had a lower percentage of exits than their representation in the workforce. Visible minority faculty are 13% of the workforce and 10% of exits. Women are 31% of the faculty and accounted for 28% of exits.

Federal restrictions on employment equity reporting of three or fewer employees preclude discussion on the number of exits for each of the remaining designated groups to protect privacy. Percentages may represent one individual yet appear larger (e.g. 4% of exits may represent 2 faculty exits); further investigation is underway to improve representation and retention levels.

¹⁶ This includes the appointment of female Deans in the Faculty of Law, Medicine, Applied Science and Engineering, and Social Work. In addition, the principals of University College and Innis College are women.



2.1.6 Conclusions about Employment Equity and Faculty

Employment equity at the university is assessed through the analysis of data for faculty recruitment, hiring, retention, promotions and exits. This year marks the first time that women have held 50% of the most senior leadership positions at the university. Programs to support women in academic leadership continue and positively influence ongoing efforts to improve the representation of women in faculty positions.

The availability of recent women graduates exceeds the percentage of new faculty hires and continues to merit attention. A greater proportion of women applicants were interviewed, demonstrating ongoing efforts to redress this imbalance. Some of this gender imbalance may be accounted for by the fact that the university recruits its faculty internationally and availability data is generated nationally.

Hiring of visible minority faculty members remained stable this year in three of the SGS Divisions with a sharp decline in hires in the Life Sciences, a traditionally strong employer of visible minority faculty and this will receive attention. Visible minority faculty candidates were less likely to decline offers of employment this year, narrowing the gap from previous years. Overall representation levels of visible minority faculty at the university exceed external availability data in the SGS Divisions of Sciences and Life Sciences and approaches these levels in the Humanities and Social Sciences divisions. Visible minority faculty saw an increase of 4% in the proportion of promotions to full professor in 2006 and this closely matched their representation among associate professors (15%).

Persons with disabilities and Aboriginal people remain very small proportions of faculty at the University. Ongoing efforts to improve representation levels will continue for both of these groups as part of the employment equity process. Strategies to encourage the recruitment of faculty with disabilities will be explored in addition to ongoing initiatives

related to accommodation and return-to-work through the Health and Well-Being Programs and Services and the *Accessibility for Ontarians with Disabilities Act (2005)* planning process. A survey of persons with disabilities will be conducted to identify needs of all employees with disabilities. Details of initiatives for each group are outlined in Section 3.

Ongoing initiatives to improve representation levels among women faculty are undertaken by the Director, Academic Human Resources, the Vice-Provost Academic and the Office of the Vice-President Human Resources and Equity as outlined in Section 3.

2.2 Other Academic Positions

2.2.1 Professional Librarians

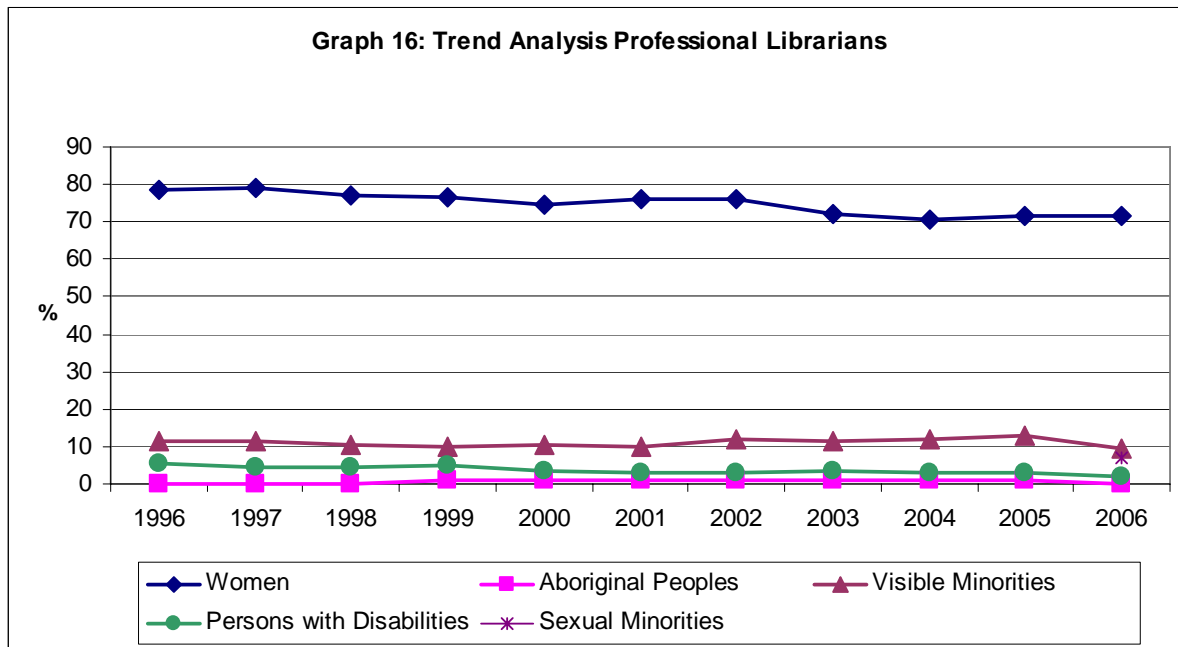
The professional librarian classification is predominantly held by women at the University. Women were 71% of all full-time professional librarians in 2006, the same level as in 2005.



Women were also the majority of new hires, slightly exceeding their external availability (83%). Exits by women matched the level of new hires and exceeds their representation in the workforce. Women librarians account for 71% of the workforce and, while this is a slightly lower proportion than indicated in the external availability data, it does suggest an ongoing gender gap. Nine percent of professional librarians were visible minorities. Representation among this group remains steady as new hires of visible minority librarians equaled the percentage of exits at 9%. This approximates external availability at 9.4%.

Aboriginal people are not yet represented in the professional librarian classification; external availability is 1.5%. Persons with disabilities make up 1.5% of librarians, less than half the rate of the external availability data; however these percentages reflect very small numbers of employees. Representation for persons with disabilities remained constant and there were no

new hires or exits in 2006. Professional librarians who identified as sexual minorities make up 6.8% of the workforce; new hires and exits will be reported in future years as comparative data becomes available.

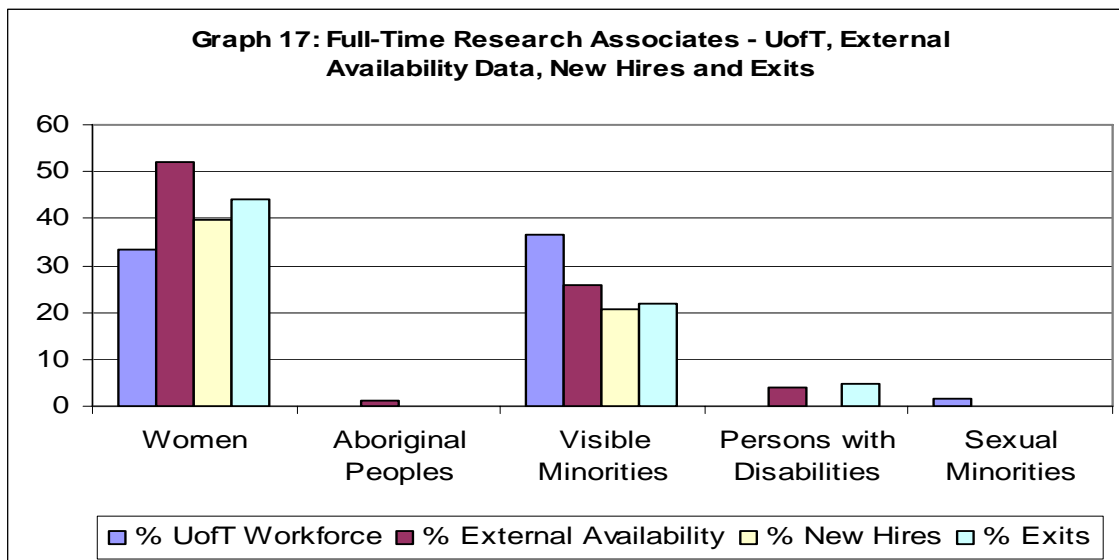


Graph 16 shows the trends in representation of the designated groups among professional librarians over a ten year period. There was a marginal decline in the percentage of visible minority librarians to 9% approximating external availability of 9.4% in this classification. Representation of women remained constant over the past four years at 71% - 72% following a slow trend downwards from 79% in 1996.

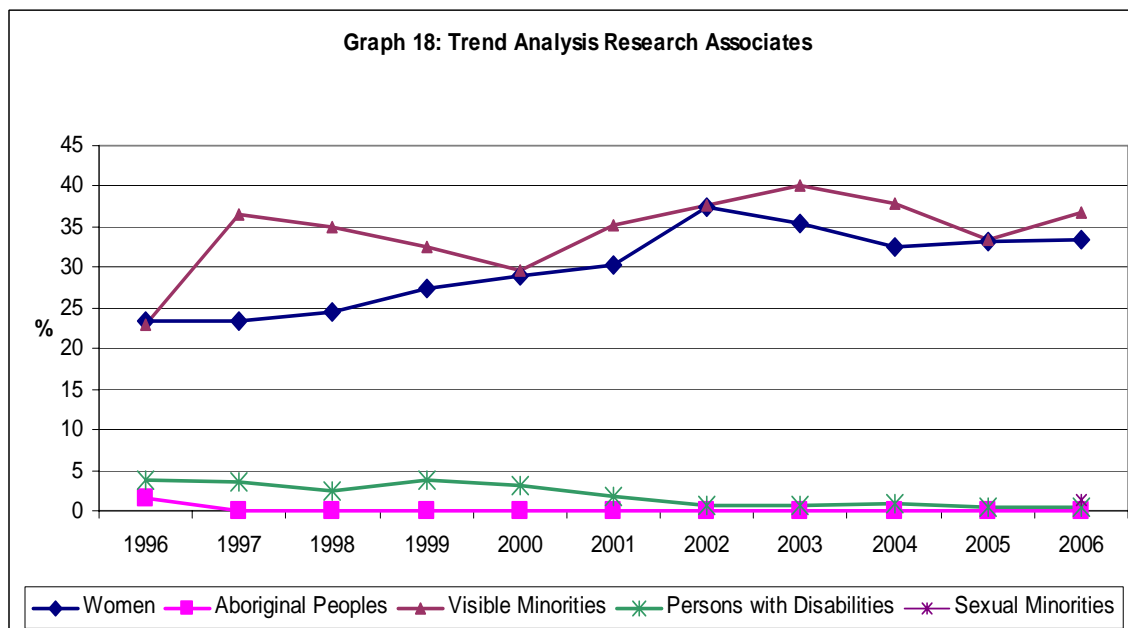
2.2.2 Research Associates

Graph 17 shows the representation of research associates for each designated group compared to the external availability data, new hires at the university and exits. This provides information on recruitment and retention levels for each group.

Research Associates are individuals hired to work on specific research projects. There are two categories – Research Associate (Limited Term) and Senior Research Associate. Research Associates (Limited Term) are appointed on a limited term that is renewable up to a maximum of five years. Senior Research Associates are continuing positions where it is expected that grant funding will continue. Graph 17 compares proportions of Research Associates (Limited Term) by designated group through the career cycle (hires, representation in U of T workforce and exits) and with external availability.



Graph 18 shows the representation levels among research associates for each of the designated groups as a trend over the past ten years.



Representation of women and visible minorities steadily increased while persons with disabilities declined. Aboriginal people have had no representation among research associates for nine of the past ten years.

2.2.3 Conclusions on Employment Equity and Other Academics

Representation among professional librarians remained stable in 2006 for women, visible minorities and persons with disabilities. Positions in this classification are predominantly held by women continuing a historic trend in the profession. Aboriginal people are not yet represented in this group however external availability for this group, like that of persons with disabilities, is extremely low. Sexual minorities were 6.8% of professional librarians.

Following a pattern, research associates show a continuing trend of under-representation among women by more than 20% compared with external availability data. Research associates who identify as a visible minority have stable levels of representation among research associates, at a higher rate than their external availability. Representation among persons with disabilities declined in 2006 although this group, like Aboriginal people, share low external availability levels.

2.3 Overview of Administrative Employees

This section of the report analyzes the recruitment, retention and exits of the designated groups among administrative employees by employment equity occupational groups (EEOG) in comparison with external data and previous years. Each employment equity occupational group includes a variety of skill levels, reflecting the type of training or educational level required to work in an occupation (e.g. Clerical Workers (Skill Level C)). In 2006 the University's administrative unionized and non-unionized staff totaled 5677.¹⁷

Section 2.3 analyzes data for non-unionized staff; section 2.4 assesses all unionized staff groups combined. Each section reviews the U of T workforce representation, levels of hiring, promotion rates, and participation levels in training and proportions of exits for each of the equity groups.

As with faculty, there is no external availability data for administrative employment equity occupational classifications for sexual minorities. The data from the workforce resurvey will provide a baseline of information for this group in future reports. Classifications with fewer than three employees are not reported for reasons of privacy, in accordance with federal requirements. These groups frequently include persons with disabilities and Aboriginal people.

2.3.1 Non-Unionized Administrative Employees and External Availability Data

2.3.1.1 Representation

Women

Representation of women amongst the non-unionized administrative staff remains high at 61% out of a total of 833 full-time positions. Graph 19, below, indicates the representation of women in each of the non-unionized administrative employment equity occupational groups (EEOG) compared to the external availability of women for each group.

¹⁷This figure includes full-time, part-time and term appointments.

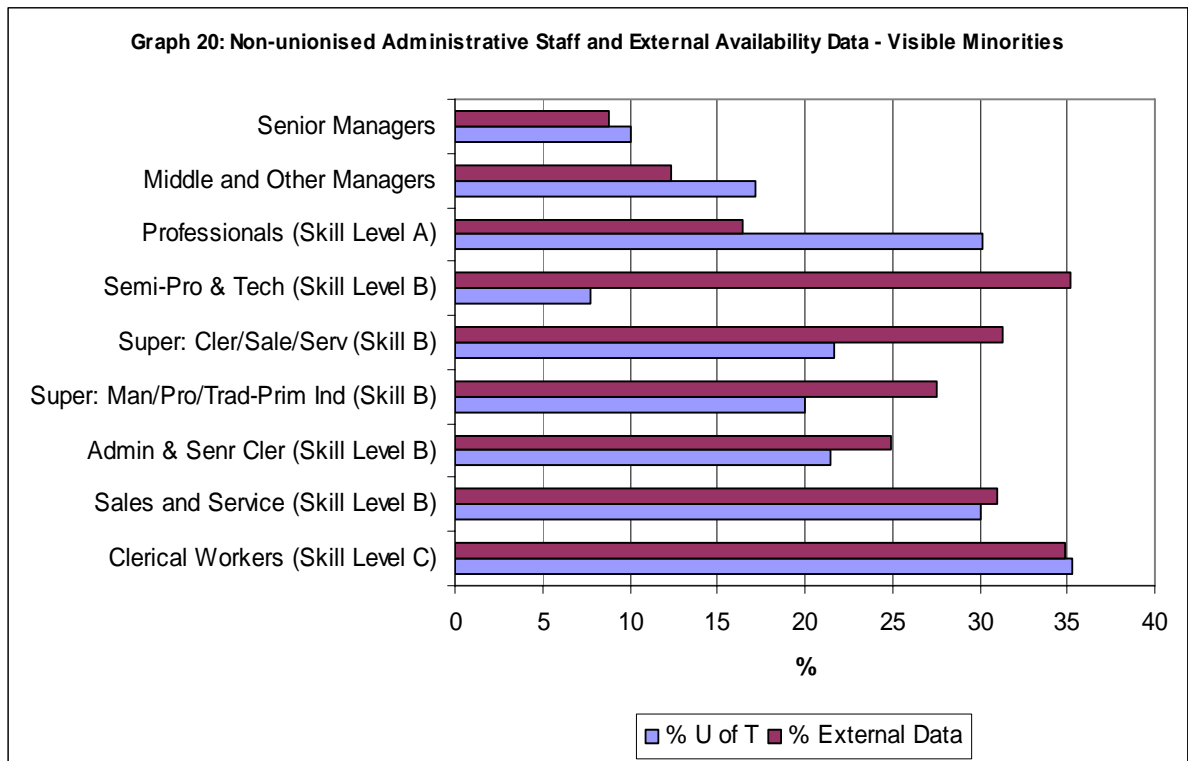
There is strong representation of women in the three most senior occupational classifications, well exceeding external data. Women represent 36.4% of senior managers compared with 31% within the external data. Among middle and other managers, women held 51% of positions, more than 10% above external levels. Finally, women represented 54% of professional staff at the university, slightly above the external rate of 50%.

While women continue to dominate the administrative and clerical groups, exceeding 85% representation in each, there is movement in the ranks to more senior positions, demonstrated by an increase in the rate of promotions for women to 67.6% this year, a 10% increase from 2005.

While women are not represented in the supervisory (manufacturing/professional/trades – primary industries) and sales and service classifications, both classifications represent ten or fewer employees.

Visible Minorities

Visible minority representation (Graph 20) continues to increase among the senior administrative classifications in 2006. Thirty percent of the university's 170 professionals were members of visible minority groups, up from 26% in 2005. This is nearly double the external availability data of 16%. Of the 357 middle and other managers at the university, 17.2% were visible minorities representing an increase of ten positions from 2005. Notably, 61% of visible minority employees in all non-unionized administrative jobs work in one of these two senior classifications (n=104).



Among the senior manager occupational grouping, 10% self-identified as visible minorities, a slightly higher level than external availability for this occupation, consistent with 2005 levels. Finally, the administrative and senior clerical classification has 21.5% representation of visible minority employees. Supervisory clerical/sales/service staff include 22% of visible minority employees, slightly less than external availability. Clerical employees are also well represented at 35%, on par with external levels. Semi-professional and technical occupations are underrepresented in comparison with external availability and merit further attention.¹⁸

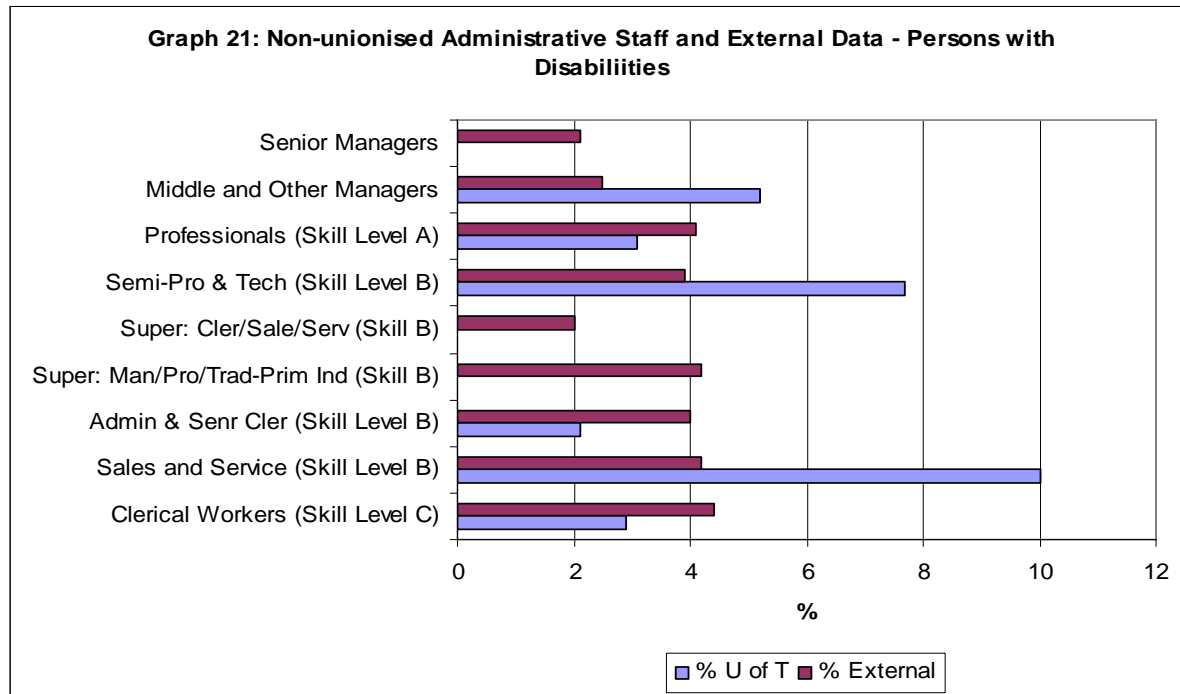
Aboriginal People

Aboriginal people represent 0.5% of all non-unionized administrative employees and hold positions in three classifications. There are 1.3% Aboriginal employees among professionals. There is lower than 1% representation among administrative and senior clerical staff and among middle and other managers. While representation is extremely small in two classifications, professional and senior clerical, university levels exceed external availability.

Persons with Disabilities

In 2006 persons with disabilities were represented in 3.7% of non-unionized administrative positions, up from 2.3% in 2005. This is a small but welcome increase in the number of positions held by persons with disabilities (n=29). Persons with disabilities are represented in six classifications, three of which exceed external availability levels (middle and other managers, semi-professional and technical and sales and service). Please note that these data represent very small total numbers of employees such that the addition of one or two persons with disabilities into positions where there is currently no representation would enable the University to match external levels.

¹⁸ The employment equity occupational group “Semi-professional and technical” staff is made up of 84 separate national occupational codes, including library technicians and assistants, medical laboratory technicians, early childhood educators and employment counselors.



Sexual Minorities

Employees self-identified as belonging to a sexual minority group in five occupational classifications among non-unionized administrative staff. Senior managers (10%) and middle and other managers (9.2%) had the highest levels of representation. Among professionals there was 6.3% representation of LGBTTTQ people and 7.7% for semi-professional and technical staff. There was 1.5% representation of administrative and senior clerical staff.

2.3.1.2 Recruitment of Non-Unionized Administrative Employees

From October 1, 2005 to September 30, 2006 there were 67 new hires into administrative non-unionized positions, two-thirds of whom completed the employment equity survey. Information in Table 3, below, shows the percentage of new hires by designated groups.

Table 3: Percentage New Hires Among Non-Unionized Administrative Staff

Designated Group	% New Hires	% University Workforce
Aboriginal People	2.2%	0.5%
Persons with Disabilities	2.2%	3.7%
Visible Minorities	19.6%	21.8%
Women	62.7%	60.6%
Sexual Minorities	6.5%	5.8%

This chart compares the percentage of new hires for each designated group with their representation in the University non-unionized administrative workforce. Hiring levels for each group should meet or exceed their percentage in the university workforce to maintain stable representation levels. Women, Aboriginal people and sexual minorities represented a slightly greater proportion of new hires than their representation levels. Visible minorities' hiring levels were slightly under workforce levels, with 2% fewer new hires than the representation rate for non-unionized administrative staff.

2.3.1.3 Retention of Non-Unionized Employees (Training and Promotions)

Career development and advancement opportunities can be measured through participation rates in training as well as promotion rates of the designated groups. The university offers a number of programs and courses for administrative staff in leadership, professional, computer and technical, career and life management, and environmental health and safety skills sets.

Training for Non-Unionized Employees

Table 4, below, is based on participation information from the Organizational Development and Learning Centre (formerly Organizational and Staff Development) and represents the total number of days of training taken by an employment category and the proportion of each of these training days taken by each designated group.

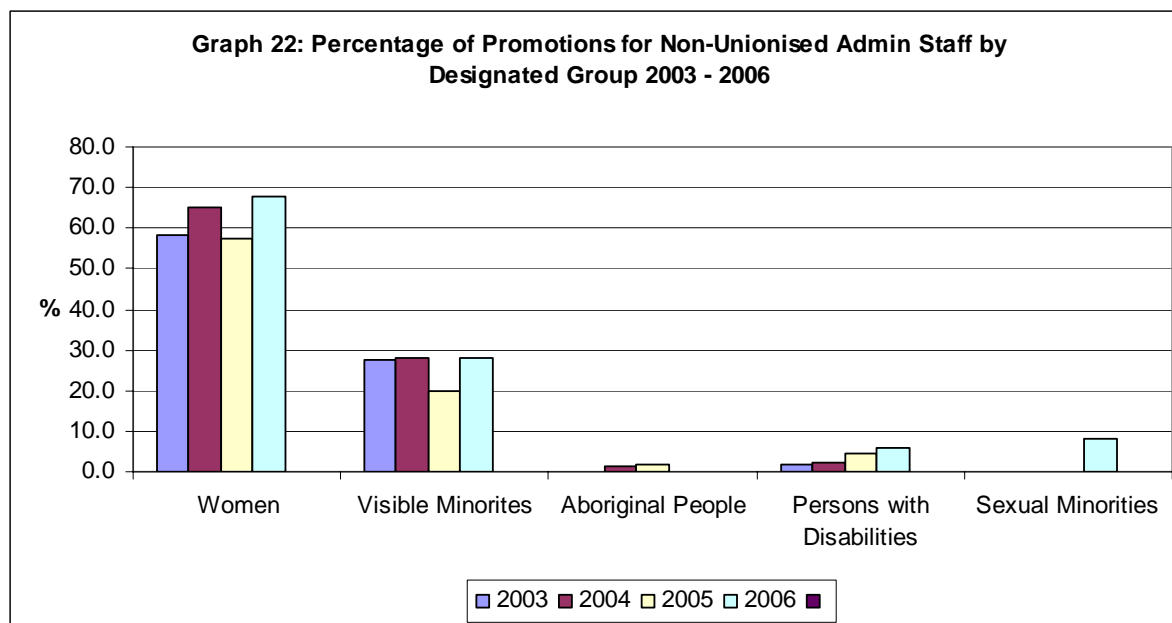
Table 4: Training Participation Rates of Non-Unionized Administrative Staff

Designated Group	% Days Training	% University Workforce
Aboriginal People	1.0%	0.5%
Persons with Disabilities	3.0%	3.7%
Visible Minorities	34.4%	21.8%
Women	72.3%	60.6%
Sexual Minorities	4.0%	5.8%

Administrative non-unionized staff members participated in an overall average of 0.97 days of training last year (Oct 1, 2005 – Sept 30, 2006; January 30, 2006 – Sept 30, 2006 for sexual minorities) with women, visible minorities and Aboriginal people participating in a higher percentage of training days than their workforce representation. Persons with disabilities and sexual minorities participated in training at rates lower than their workforce representation.

Promotions for Administrative Non-Unionized Employees

Graph 22 shows the annual percentage of promotions for four of the designated group since 2003. The percentage of promotions for women and visible minorities increased overall during this period. Women received 67.7% of promotions in 2006, while visible minority staff received 27.9% of promotions.



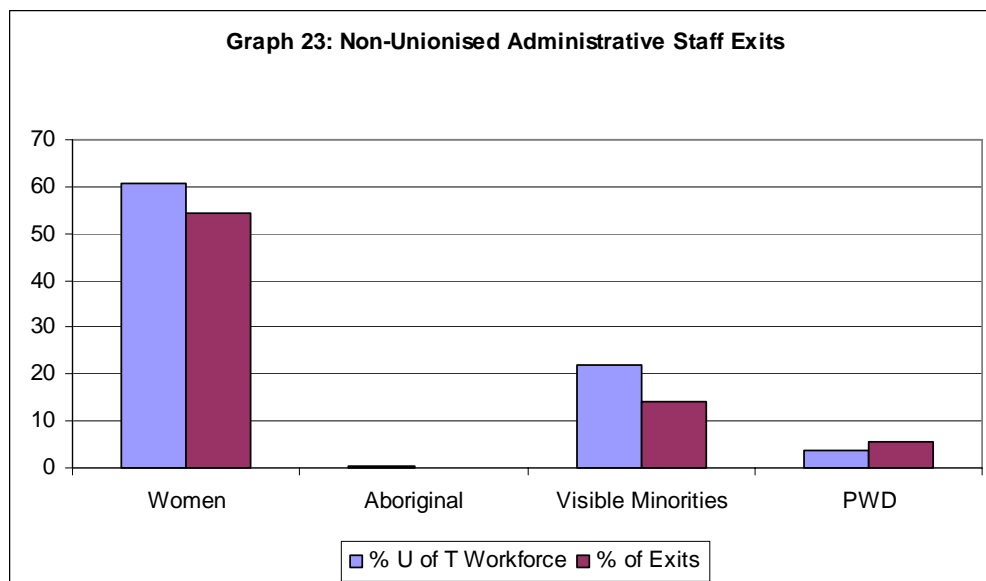
Persons with disabilities made steady gains in percentage of promotions since 2003, from 2% to 5.8% in 2006. All four groups had higher promotion rates in 2006 than their workforce representation. Aboriginal people in this classification (n=4) reported a small proportion of promotions in 2004 and 2005 but none in 2006. Finally, sexual minorities have received 8.1% of the promotions.

With respect to the two largest groups, women and visible minorities, analysis of promotions over the past ten years show that in seven of these years, including 2006, the percentage of promotions exceeded workforce representation. Similarly for visible minorities, where promotions have exceeded representation for nine out of ten years, including 2006.

2.3.1.4 Exits – Non-Unionized Administrative Staff

Graph 23 shows the percentage of exits for each of the designated groups in comparison with their representation in the university workforce. To maintain, or preferably increase representation levels, exits should be lower than workforce levels.

All groups except persons with disabilities had lower exit rates than their representation in the workforce. Persons with disabilities had an exit rate of 5.7% which is slightly higher than their workforce representation. Exits for sexual minorities were not captured in 2006 because this is the first year data is recorded for this group.



2.3.2 Unionized Employees

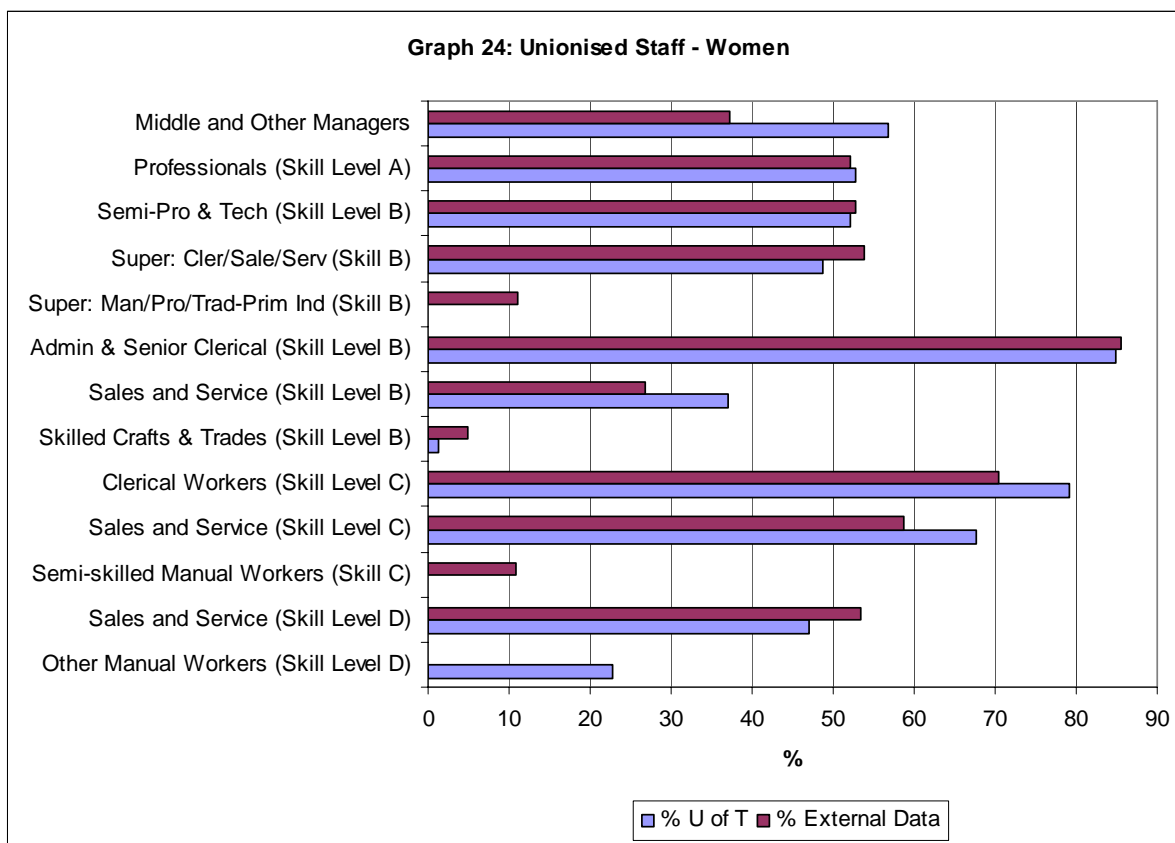
2.3.2.1 Representation

There are 4,736 staff at the University represented by twenty unions, including the United Steelworkers representing 3,628 administrative employees. The remaining 1057 staff are represented by several locals of CUPE and OPSEU, UNITE HERE, the Canadian Auto Workers, plus a number of specialized skilled trade unions. (Detailed information about [unionized employees](http://www.hrandequity.utoronto.ca/groups/union.htm) is available on the HR & Equity website at <http://www.hrandequity.utoronto.ca/groups/union.htm>). Section 2.4.1 compares representation levels for unionized staff with external availability levels.

Women

Graph 24 compares the level of women by employment equity occupational group at the University with external availability for all unionized groups combined. In the most senior occupational groups, middle and other managers, women exceed external availability data by 20%. Women represent over 50% of two other senior groups, professionals (n=532) and semi-professional and technical occupations (n=800) closely matching external availability.

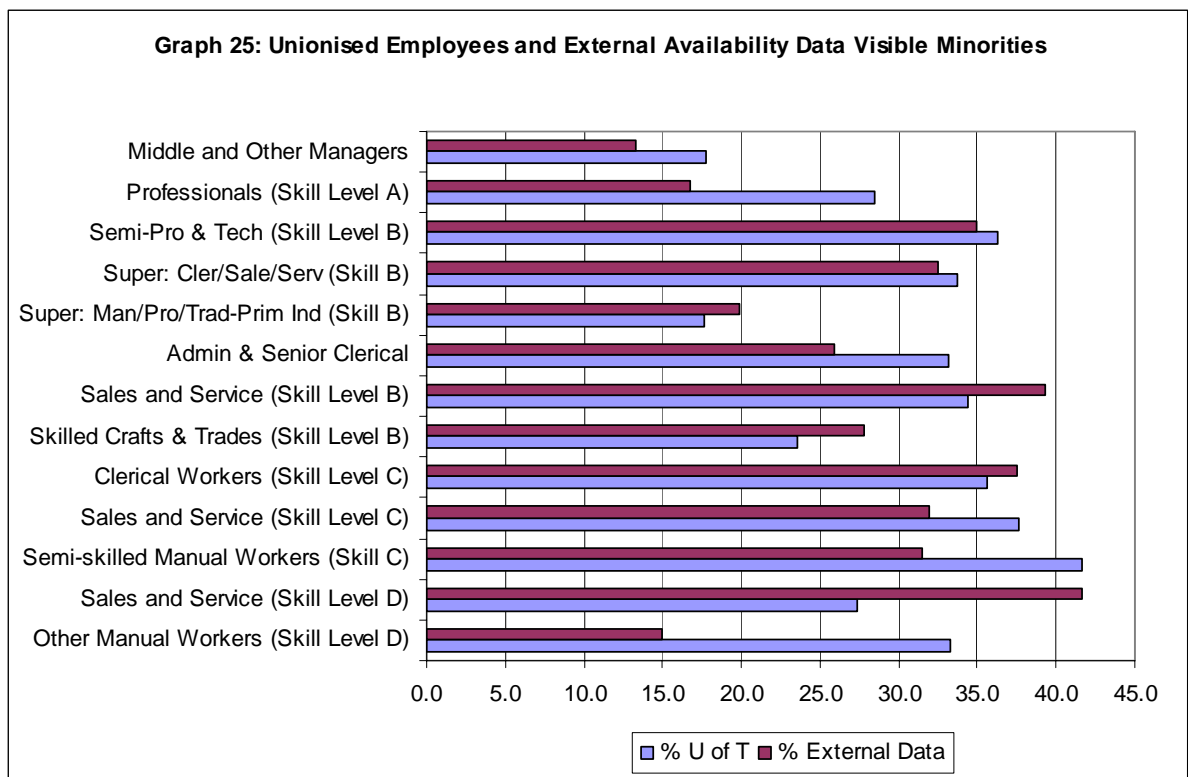
Unionized women are clustered in traditional clerical, administrative and sales and service occupational groups (all skill levels), which represent the majority of unionized positions at the University (n=2456). All groups match or exceed external availability levels, except Sales and Service (Skill Level D). There is slight under-representation of women among skilled trades and the related supervisory occupational group, a difference of a small number of positions.



Visible Minorities

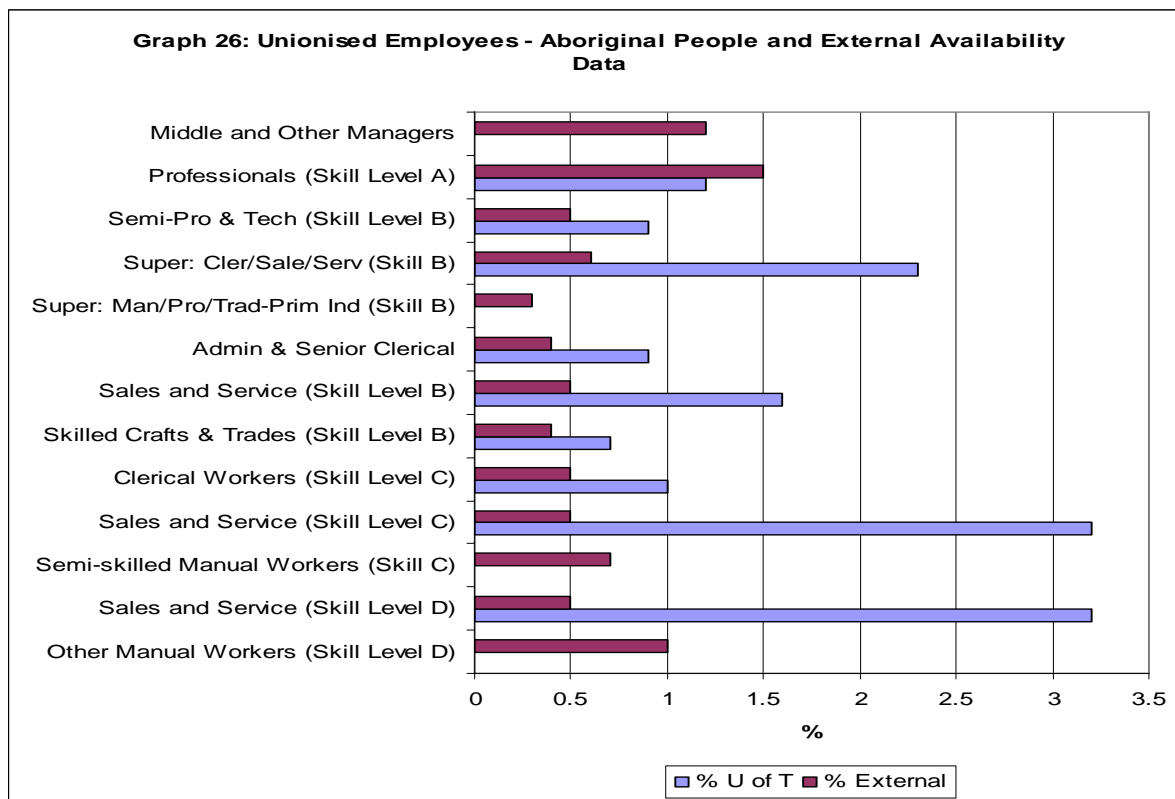
Representation of unionized visible minority employees exceeds external levels in the four senior occupational groups in Graph 25 particularly among the large Professional group. Combined, these top four groups total 1,469 positions; while there is also overrepresentation among the least senior Manual Workers (semi-skilled C and level D) this represents fewer than five positions.

Visible minority unionized employees are clustered in the Sales and Services streams and Administrative and Senior Clerical group with good opportunities for advancement among the large Clerical Supervisory (n=86), Professional (n=532) and Middle and Other Managers (n=51) groups.



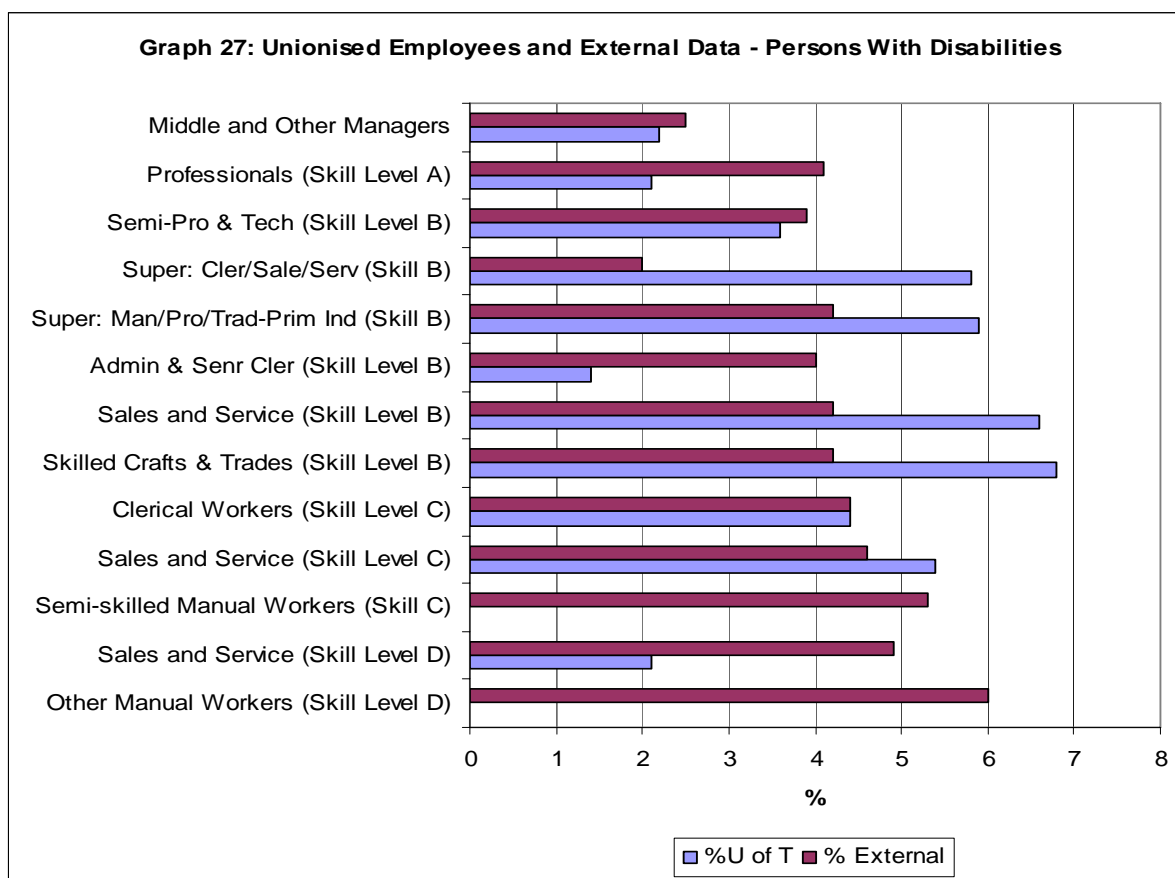
Aboriginal People

Among the small proportion of Aboriginal people employed at the University, levels exceed external availability in the Sales and Service groups (all streams) and among the Supervisory (Clerical/sales/service) group. Representation of Aboriginal people among Professionals is lower than external availability levels. More effort is required to provide representation among the Middle and Other Managers stream. HR Aboriginal Initiatives are outlined in Section 3.



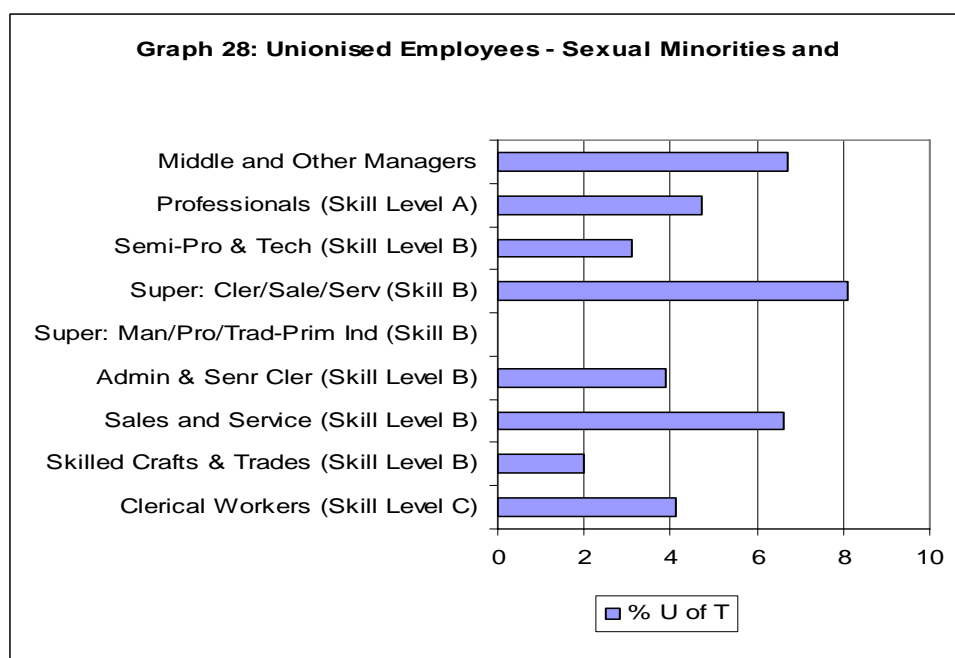
Persons with Disabilities

While persons with disabilities are also a small percentage of unionized employees, their representation levels shows gains in several occupational groups from last year, including the Skilled Crafts and Trades, Sales and Service (Levels B & C) and the two supervisory groups. Comparisons with external data indicate more focus is required to improve representation among the professional group and the administrative and senior clerical workers.



Sexual Minorities

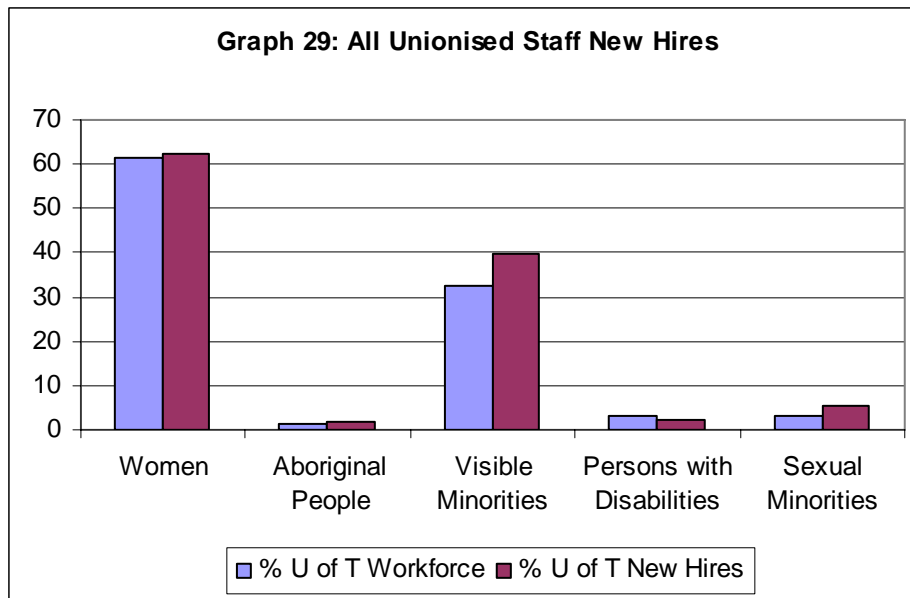
Graph 28 shows the representation of sexual minorities among unionized employees by occupational group. Among Middle and Other Managers sexual minorities are 6.7% of the occupational group. The highest level of representation is 8.3% among Semi-Skilled Manual workers and Supervisory Clerical/Sales/Service streams. Year to year comparisons will be made in future reports.



2.3.2.2 Recruitment - Unionized Groups

Graph 29 shows the percentage of new hires for all designated groups for unionized employees compared to their percentage representation in the university workforce. To maintain or improve representation levels, hiring rates should be on par with or exceed representation levels. All groups except person with disabilities have higher rates of hiring than representation levels. New hires for visible minorities across are 8% above representation levels while new hires for Aboriginal employees slightly exceed representation levels at 1.9%.

Persons with disabilities closely match the proportion of the existing workforce with new hires at extremely small levels. For sexual minorities the rate of new hires was 5.3%, slightly higher than the representation levels.



2.3.2.3 Retention – Unionized Staff (Training and Promotions)

Levels of training and promotion measure career development opportunities for employees. Figures below are for full-time unionized staff. Percentages for sexual minorities represent information from January 30 – September 30th, 2006.

Training - Unionized staff

Unionized staff participated in a combined total of 2548 training days. Table 5 below compares percentages of training days attended by each designated group with representation levels for each group. All groups except Aboriginal people had higher levels of training than their representation rates.

Table 5: Training Participation Rates for All Unionized Staff

Designated Group	% Days Training	% University Workforce
Aboriginal People	1%	1.2%
Persons with Disabilities	3.2%	3.4%
Visible Minorities	36%	32.6%
Women	72%	61.4%
Sexual Minorities	4.1%	3.6%

Promotions – Unionized staff

Aboriginal people, persons with disabilities, women and sexual minorities received a larger percentage of promotions than their representation in the workforce. Visible minorities received slightly fewer promotions in 2006 than their representation, reversing the trend from the previous year.

Table 6: Promotions - All Unionized Staff

Designated Group	% of Promotions	% Unionized University Workforce
Aboriginal People	1.5%	1.2%
Persons with Disabilities	4%	3.4%
Visible Minorities	30%	32.6 %
Women	71%	61.4%
Sexual Minorities	5.5%	3.6%

2.3.2.4 Exits – Unionized Staff

The table below compares representation rates in the workforce for each designated group with their proportion of exits. It is of concern if exits exceed overall workforce representation.

Exits for women, Aboriginal people, visible minorities and sexual minorities were lower than their representation in the university workforce. Person with disabilities had a slightly higher departure rate although overall numbers were very small. This decline will be affected by acquired disabilities among an aging workforce and retirements among this group.

Table 7: Exits - All Unionized Staff

Designated Group	% of Promotions	% Unionized University Workforce
Aboriginal People	0.2%	1.2%
Persons with Disabilities	4.8%	3.4%
Visible Minorities	22%	32.6 %
Women	63%	61.4%
Sexual Minorities	2.3%	3.6%

2.4 Conclusions about Employment Equity and Administrative Staff

The results of unionized and non-unionized administrative employee groups clarifies the progress and identifies the gaps in employment equity for the designated groups. This year the analysis of employee groups integrated the results of the workforce resurvey thereby providing more accurate data for the university to measure its progress in employment equity. Participation in the survey process increased with the census suggesting that more employees are willing to self-identify. We also suggest that the increased participation is a reflection of the University's commitment to excellence and equity in creating an inclusive environment where the value of diversity is supported by and reflected among its employees.

In 2006 there was some decline in the representation of women among the small group of senior managers. Women are well represented among the large groups of professionals and middle managers.

Visible minority staff representation grew from 26% to 32% for all administrative staff combined over this period largely due to more accurate data from the workforce resurvey and – we suggest - greater participation of employees from a climate that supports diversity and self-identification. We therefore see a number of significant increases to visible minority employee representation in most administrative occupational groups. There were substantial increases in representation among sales and service and skilled crafts and trades (+30%).

Senior managers revealed a very slight percentage decline in visible minorities – although there was no decrease in the actual number of visible minority employees – while representation among middle and other managers and professionals grew. Although this designated group remains clustered in the sales/service and administrative/clerical categories, the results do show movement into more senior job streams.

Among Aboriginal people the highest representation is among sales and service and clerical employees, although numbers remain extremely small. Sexual minorities are represented across almost all classifications with the highest rates reported among the middle and other manager group at 9%. Persons with disabilities showed increases in a number of classifications this year with the inclusion of results from the census. Representation among classifications including the trades and semi-skilled manual workers indicates higher participation rates for these employee groups. People with disabilities were represented in two employment categories where they had not been represented in the past (sales and service, semi-skilled manual workers). Among middle and other managers and the large professional group representation of people with disabilities remained steady.

However, after showing an improvement in 2005, the number of exits among persons with disabilities in 2006 was higher than their workforce levels. Promotion levels for persons with disabilities improved in 2006 and were slightly above representation rate while participation in training remained slightly lower. More recruitment efforts are required to maintain or improve representation levels and it is helpful to examine trends in hiring and representation by employee group to assist in the development of proactive strategies.

3.0 Summary of Recent Employment Equity Initiatives

Employment equity is grounded within a comprehensive framework that is central to our commitment to equity, diversity and excellence in pursuit of our academic mission. This framework includes a network of offices that advance equity initiatives beyond the traditional focus on human rights and accessibility. For example, the Quality of Work/Life Advisor works in collaboration with the Family Care Office, Health and Well-being Programs and Services, and the Director, Academic Human Resources to support an employee's work/life experience. Similarly, advisory positions were recently created at UTSC and UTM to support senior academic administrators and foster cultural diversity.

The Annual Report of the Equity Offices, detailing the vast array of equity initiatives carried out at the University, was presented to the Governing Council earlier this year. In this Employment Equity report, therefore, we will simply highlight a small number of the initiatives that focus more directly on employment equity.

3.1 Initiatives related to academic appointments

Diversity, equity and excellence are core values of the University's [Academic Plan: Stepping UP: 2004 – 2010](#) and the [Annual Performance Indicators for Governance](#).

These values inform the faculty experience through a number of offices and programs. The Vice-Provost, Academic, Prof. Edith Hillan, oversees support for faculty and academic leaders in terms of learning and development symposia for teaching, research and academic administration. Her office facilitates an ongoing review of data for academic applicant pools, new faculty data and oversees processes and programs to develop new academic administrators. A major focus of the office is the training provided to new (and continuing) academic administrators. In addition to a two-day retreat in the summer during which issues of equity, diversity and proactive recruitment are discussed, a series of six half-day workshops are offered between September and December. New this year were a series of 'refresher' sessions targeting particular issues such as Accommodation, Sick Pay, and Long-term Disability.

Within the Provost's Office, the Director, Academic Human Resources provides key supports for faculty and academic administrators on issues of recruitment, integration and retention. The Director, Dr. Sara Jane Finlay is also responsible for areas of policy development, research on the faculty 'lifespan', and education and training for faculty and academic administrators with a focus on equity and diversity.

The "Stepping In Series" to assist new faculty integrating to the University was begun in 2005 and a total of six workshops have been offered over a two-year period. The workshops are designed to introduce new faculty to the University, to senior academic administrators and to the demands and pleasures of an academic career. In 2006 the "Stepping Forward Series" for mid-career faculty was launched with four workshops planned over a two-year cycle. The first event, held in September 2006, focused on research development; the second event, scheduled for March 2007 will consider academic leadership. Working with the

Family Care Office, the Director Academic Human Resources administers the Faculty Relocation Service, including Faculty Recruitment Kits which were developed to integrate ‘quality of life’ factors such as LGBTTTQ, culture and faith, maternity/parental/adoption leaves and other family friendly policies that attract faculty candidates.

An [online proactive faculty recruitment toolkit](#) was developed in 2005 and provides an extensive array of information including summaries of best practices and research on recruitment from universities across North America¹⁹. The Director co-chaired the planning process for the Speaking UP: Faculty and Staff Employment Experience survey and continues ongoing research into trends in faculty recruitment, questions of integration, promotion and retention.

3.2 Initiatives relevant for all staff categories

The Equity Infrastructure Review, completed early in 2005, identified the need to articulate “a clear vision to guide the implementation of equity initiatives across the University”. In 2006 the Vice-President Human Resources and Equity, with the Special Advisor on Equity Issues and Employment Relations legal Counsel, led development of the [Statement on Equity, Diversity and Excellence](#) through the Equity Advisory Board. The Statement was accepted unanimously by Governing Council in December, 2006.

A comprehensive communications strategy (“EQ ITY – We need U in it”) was launched in 2006, coincident with the employment equity census, to raise awareness of the University’s values related to equity and diversity and to communicate the centrality of equity in our everyday lives. The university-wide survey, *Speaking UP: Faculty and Staff Experience* survey was conducted in the fall 2006. Preliminary results, noted in the [2006 Performance Indicators for Governance: Part 2 – Improve the Employee Experience](#) show a return rate of 52.2% with 80% of faculty and staff at the university reporting good job satisfaction and motivation. More information will be forthcoming in spring 2007.

The Employment Equity Officer, Kate Lawton, reports on and further advances the university’s employment equity program through yearly reporting of the progress of the designated groups, review of policy and procedures and outreach to various and employee and community groups. The Officer facilitated the planning and implementation of the workforce resurvey in conjunction with a Census Advisory Group led by the AVP-Human Resources. The census planning process included consultation to update all survey materials including the addition of sexual minorities to the employment equity questionnaire and the launch of a website and feedback e-mail. The census wrapped on September 30, 2006 and the new survey materials and questionnaire continue to be administered to new employees at time of hire.

In July, 2006 the Human Resources Division launched an online application system that includes a voluntary employment equity-styled questionnaire for administrative job

¹⁹ The proactive faculty recruitment kit is available at <http://www.provost.utoronto.ca/link/administrators/recruitmenttoolkit.htm>

applicants. From July 2006 until January 2007 roughly 89% of administrative job applicants participated in the online survey. The survey includes options for individuals to self-identify by ethnic group. This information is being used to facilitate development of an HR Toolkit that will provide information and resources to inform hiring managers of ways to reach out to diverse communities in the recruitment of administrative applicants.

Special focus is being given to persons with disabilities and Aboriginal people in 2006 – 2007. With respect to disability, research into best practices is underway to improve recruitment from the disability community through employer conferences and consultations with non-profit disability employment agencies. A survey of persons with disabilities who are staff and faculty at the university is in the planning stages.

With respect to Aboriginal persons, in 2003 and 2004 the Vice-President HR&E and the AVP-HR held a series of discussions with First Nations House Elders and community members to identify ways to improve recruitment and retention of Aboriginal people to the University. In 2006 a term position, Aboriginal Initiatives Coordinator, was created in the Human Resources Division with support from the federal government and the Director of First Nations House. The Coordinator, Kelly Powless, is assisting the University in creating policies and strategies that will encourage the hiring, retention and promotion of Aboriginal staff to the University.

For example, a job posting pilot project was launched in September 2006 to advertise external administrative positions from five HR divisional offices on two Aboriginal list-servs with a national and local audience. A number of Aboriginal employees in the downtown campus were interviewed for views on their recruitment and work experience. The results of these interviews will assist the HR and Equity portfolio in developing strategies to improve hiring and retention from the Aboriginal community.

4.0 Progress on Recommendations for 2005 - 2006

This section details the progress and actions taken on initiatives arising from the five major objectives of the University's employment equity work plan. These actions are guides and benchmarks for the University's progress towards full employment equity and help identify areas where additional efforts may be required.

The objectives, established in 1989, are as follows:

1. To inform, educate and sensitize 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.

The actions and goals arising from the five major objectives are detailed below. Annually, a number of action points are updated and revised based on the findings of the Employment Equity Report.

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

- (a) The employment equity workforce resurvey was completed in 2006 fulfilling a key recommendation of the 2005 Federal Contractors review of the University's employment equity work plan. A communications campaign to raise awareness of employment equity and the value of the census was launched as the first element in a broader strategic campaign articulating the value of equity on campus.
- (b) The University fostered the implementation of the employment equity work plan with the creation of a new position dedicated to Aboriginal faculty and staff recruitment and retention (HR Aboriginal Initiatives Coordinator).
- (c) The University created an institutional [Statement on Equity, Diversity and Excellence](#) and launched an equity website providing links to individual equity office websites and related reports including the employment equity reports, statement and policy. Details are provided in Section 3 of this report.

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
4.	Present information on the University's employment equity goals and objectives to heads of divisions	Completed – ongoing
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 <i>Bulletin</i> 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
11.	Publish an Annual Report of the Equity Offices for information	Completed - ongoing

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

- (a) The University has a long-standing formal internal structure that continuously reviews employment practices for purposes of equity and reports operationally to the Vice-President HR&E and to governance. More information is available in the [HR and Equity](#) annual reports.
- (b) The *Accessibility for Ontarians with Disabilities Act* planning process continues to involve consultation with a broad range of community stakeholders. The University's [ODA Plan](#) outlines a number of barriers and the steps taken to remove them.
- (c) In terms of managerial accountability, the annual job evaluation process for administrative staff was updated to include assessment of participation in equity and diversity related initiatives.
- (d) Although not a mechanism that focuses on specific practices per se, the Speaking UP Faculty and Staff experience survey will provide quantitative and qualitative feedback on employees' perceptions of their employment experiences at the university.
- (e) The Equity Issues Advisory Board meets on a regular basis and is a forum for issues to be brought forward for discussion.

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 unionized 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

ACTION	TIMETABLE
6. Develop a 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).	Plans reviewed; Speaking UP faculty and Staff experience survey administered in 2006.
7. Development of a performance appraisal system that includes assessment on efforts to foster diversity, career development and succession.	Completed – ongoing

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

- (a) A proactive recruitment toolkit for faculty provides information on recruitment for diversity and best practices across North America.
- (b) The Director, Academic Human Resources and the Vice-Provost Academic host regular workshops for faculty at the start and mid-point of their careers that highlight equity and diversity. New learning opportunities to develop future academic leadership have been developed and the annual academic administrators training program has been updated.
- (c) Return to work programs and accommodation of employees with disabilities continued through the Health and Well-being Programs and Services Office. Plans for a survey of persons with disability were reviewed. Intensive accommodation training sessions for HR generalists were provided in 2006; accommodation training for new academic administrators was integrated into the yearly program. Health and Well-being Programs and Services collaborated with HR Library and CUPE 1230 representatives in a presentation on shared responsibilities for accommodation in the workplace.
- (d) Initial development of an HR Equity Toolkit was undertaken to maintain and improve equity in the recruitment process.
- (e) A term position of HR Aboriginal Initiatives Coordinator was created to outreach to the community and improve recruitment and retention. A job posting pilot project was launched to advertise to local and national First Nations populations. Non-profit agencies representing persons with disabilities met with senior HR representatives to discuss ways to improve recruitment for this designated group.

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 – pilot of HR Aboriginal Initiatives Coordinator (Aug/06 – ongoing)
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

ACTION	TIMETABLE
9. Establish review process for human resources representatives to review outstanding accommodation cases before posting job vacancies. Provide intensive training to generalists and information sessions to academic leadership and employee groups.	Completed and ongoing; Health & Well-being liaises with HR Generalists to review outstanding accommodation cases where individuals must be placed in positions other than their pre-disability position.
10. Strengthen our links with community groups and organisations to increase the profile of the UofT as an employer of choice.	Completed and ongoing; national Top 100 Employer (2005, 2006); Top 10 Family Friendly Workplace

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

- (a) An online application system that includes a voluntary employment equity styled survey, has been implemented for administrative job postings. The applicant survey data will enable us to identify potentially underrepresented designated groups among applicant pools and respond via resources in the HR equity toolkit. All faculty will have access to a survey (similar to the one now administered in the Faculty of Arts & Sciences) in future years when the online recruitment process is extended.
- (b) The Anti-Racism and Cultural Diversity Officer, Status of Women Office and the Office of LGBTQ Programmes and Resources provide confidential support to individual staff and faculty. In collaboration with other equity offices, they also provide special programming to raise awareness of diverse groups on campus.
- (c) In 2006 the employment equity survey was expanded to include sexual minorities as a designated group.
- (d) The Organization and Staff Development Office provides a number of leadership training programmes for staff at various levels of development. 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 HR Aboriginal Initiatives Coordinator assists the Human Resources to develop strategies to improve recruitment, career development and retention of Aboriginal employees. Professional faculties, divisions and programs create programs and positions advancing equity and diversity among underrepresented groups.

ACTION	TIMETABLE
1. Post all promotional/job opportunities electronically and at designated sites for new or vacant administrative positions.	Completed – ongoing. Taleo system implemented for Administrative staff; forthcoming for faculty
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 counseling 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	Completed - 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.

- (a) The Employment Equity Officer and the Director, Academic Human Resources monitor and review the implementation of the employment equity policy on an ongoing basis.
- (b) 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 sexual minorities.
- (c) The results of the Faculty and Staff Experience Survey will inform 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 – ongoing
3.	Develop a data collection system to track the promotion of designated group members in the academic and unionized staff categories.	Completed – ongoing
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
6.	Conduct a census to determine the current distribution of all members of the designated groups	Completed
7.	Conduct 'exit' interviews to understand why people from designated groups leave the University of Toronto	Ongoing
8.	Comprehensive review of the Employment Equity Policy to update it	Ongoing

5.0 Appendices



APPENDIX A (Questionnaire for New Hires *and* Census Resurvey)

Employment Equity Census Questionnaire

Personnel Number _____

Date of Birth (*for verification purposes only*) _____

To develop University employment equity objectives and programs we must collect information on our workforce. In developing this questionnaire, we were guided by the requirements of the Federal Contractors Program, in which the University is a participant. The program is governed by the federal Employment Equity Act. Completing this questionnaire is voluntary; however, should you choose not to complete it in part or in whole, we ask that you return the form itself with your personnel number to assist us in fulfilling the requirements of the Federal Contractors Program.

Please answer each question, where appropriate, by placing a check mark in the box beside the appropriate response. Note that a person may be a member of more than one designated group. All information is strictly confidential. Thank you for your participation.

Sex

Female

Male

2. Aboriginal Peoples of North America: According to the definition used by the Federal Contractors Program, Aboriginal peoples are those who identify as First Nations (Status, non-Status, Treaty), Métis, Inuit, or North American Indian.

For the purpose of employment equity, do you consider yourself an Aboriginal person?

Yes

No

If yes, please identify which of the following categories best applies to you:

First Nations or North American Indian

Métis

Inuit

3. Persons with Disabilities: According to the definition used by the Federal Contractors Program, persons with disabilities are persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment(s) and who consider themselves to be disadvantaged in employment by reason of that impairment, or believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment.

This also includes persons with disabilities who have been accommodated in their current job or workplace.

For the purpose of employment equity, do you consider yourself a person with a disability?

Yes

No

Members of Visible Minorities: According to the definition used by the Federal Contractors Program, members of visible minorities are persons in Canada (other than Aboriginal peoples, defined above) who are non-white, regardless of place of birth or citizenship.

For the purpose of employment equity, do you consider yourself a member of a Visible Minority?

Yes

No

ADDITIONAL QUESTION

5. Sexual Minorities: While the federal government requires information based on the four designated groups, the University's employment equity statement includes sexual minorities. Therefore, the following question is being asked:

For the purpose of employment equity, do you consider yourself a sexual minority?

Yes

No

If yes, please identify which of the following category or categories best applies to you:

Lesbian, Gay, Bisexual, Two-Spirited or Queer

Transgender*

*For the purposes of this survey, Transgender refers to a person whose gender identity or self-expression differs from conventional expectations of masculinity or femininity.

Thank you for completing the census. All information is strictly confidential.

APPENDIX B: Employment Equity Census % Response by Designated Group

2006 Employment Equity Census % Response Profile by Designated Group January 30 – September 30, 2006			
	Academic/Librarian	Staff	Combined Total
Aboriginal People	0.4%	0.7%	0.6%
Persons with Disability	2.3%	4.9%	4.1%
Sexual Minorities	5.7%	4.9%	5.1%
Visible Minority	12.8%	29.9%	24.7%
Women	37.6%	60%	53%

Note: includes only those staff/faculty currently employed; excludes those staff/faculty on leave who have not responded to the census

APPENDIX C: Employment Equity Census Return and Response Rate by Division
January 30 – September 30, 2006

	Academic			Staff			Grand Total			Total
	No Response	Returned	Response %	No Response	Returned	Response %	No Response	Returned	Response %	
Asst VP - Operations & Services				145	530	79%	145	530	79%	675
Capital Projects				7	30	81%	7	30	81%	37
Faculty of Applied Science & Engineering	72	119	62%	107	159	60%	179	278	61%	457
Faculty of Architecture, Landscape & Design	18	9	33%	5	10	67%	23	19	45%	42
Faculty of Arts & Science	161	554	77%	114	413	78%	275	967	78%	1242
Faculty of Dentistry	24	49	67%	38	103	73%	62	152	71%	214
Faculty of Forestry	5	9	64%	3	8	73%	8	17	68%	25
Faculty of Information Studies	2	14	88%	15	33	69%	17	47	73%	64
Faculty of Law	7	33	83%	2	50	96%	9	83	90%	92
Faculty of Medicine	80	162	67%	219	440	67%	299	602	67%	901
Faculty of Music	5	42	89%	2	22	92%	7	64	90%	71
Faculty of Nursing	17	19	53%	14	20	59%	31	39	56%	70
Faculty of Pharmacy	5	30	86%	2	33	94%	7	63	90%	70
Faculty of Physical Education & Health	13	13	50%	26	52	67%	39	65	63%	104
Faculty of Social Work	2	17	89%	4	15	79%	6	32	84%	38
Innis College		2	100%	8	10	56%	8	12	60%	20
Library	3	82	96%	35	213	86%	38	295	89%	333
New College	1	2	67%	10	49	83%	11	51	82%	62
Ofc of Chief Financial Officer				3	42	93%	3	42	93%	45
Ofc of Governing Council		1	100%		27	100%	0	28	100%	28
Ofc of the President					6	100%	0	6	100%	6
OISE/UT	48	101	68%	34	123	78%	82	224	73%	306
School of Continuing Studies				20	42	68%	20	42	68%	62
School of Graduate Studies	3	27	90%	12	72	86%	15	99	87%	114

	Academic			Staff			Grand Total			Total
	No Response	Returned	Response %	No Response	Returned	Response %	No Response	Returned	Response %	
School of Management	6	78	93%	3	104	97%	9	182	95%	191
University College	1	2	67%	26	39	60%	27	41	60%	68
UofT at Mississauga	47	163	78%	100	230	70%	147	393	73%	540
UofT at Scarborough	51	150	75%	41	255	86%	92	405	81%	497
Vice-Provost, Planning & Budget		1	100%	9	96	91%	9	97	92%	106
Vice-Provost, Students				8	114	93%	8	114	93%	122
VP - Business Affairs & Chief Fin. Officer		1	100%	3	40	93%	3	41	93%	44
VP - Division of University Advancement				8	114	93%	8	114	93%	122
VP - Government & Institutional Relations					3	100%	0	3	100%	3
VP - Human Resources		1	100%	1	73	99%	1	74	99%	75
VP – Research		1	100%	4	50	93%	4	51	93%	55
VP & Provost	3	9	75%	57	242	81%	60	251	81%	311
Woodsworth College		8	100%	1	39	98%	1	47	98%	48
Total	574	1699	75%	1086	3901	78%	1660	5600	77%	7260

Note: Academic includes Professoriate, Lecturers and Librarians. Staff includes all other appointed groups

Only staff currently employeeed are included in counts

Excludes staff currently on leave who have not replied to the census

