



**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** Business Board

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**PRESENTER:** Same as above.  
**CONTACT INFO:**

**DATE:** November 9, 2018 for November 26, 2018

**AGENDA ITEM:** 5

**ITEM IDENTIFICATION:**

*Report on Employment Equity, 2017-2018*

**JURISDICTIONAL INFORMATION:**

This report is provided for information only. Business Board has jurisdiction over employee policies and terms and conditions of employment for administrative and unionized staff.

**GOVERNANCE PATH:**

**1. Business Board [for information] (November 26, 2018)**

**PREVIOUS ACTION TAKEN:**

The *Employment Equity Report 2016-2017* was presented to the Business Board for information at its meeting held on January 29, 2018.

**HIGHLIGHTS:**

The Employment Equity survey is a voluntary, confidential questionnaire open to all employees (appointed and non-appointed). The survey allows the University to analyze its workforce composition relative to the Canadian workforce, using the principles outlined in the Federal Contractors Program (FCP). This report marks the second analysis of workforce composition following an overhaul of the survey launched July 1, 2016.

This report is for internal use and informs: recruitment practices designed to improve representation rates from underrepresented groups, retention programs designed to support and respond to the diverse needs of all employees, and inclusivity initiatives designed to enhance the employee experience.

## **HIGHLIGHTS Continued:**

### **Key Points from the Report:**

- The survey was launched to all active employees of the University on July 1, 2016 via Employee Self-Service (ESS)
- 81% response rate (an 11% increase from the previous reporting period)
- Questions capture data related to:
  - gender identity
  - sexual orientation
  - Indigenous/Aboriginal status
  - disabilities (visible & invisible)
  - racialized person/persons of colour status
  - ethno-cultural identity
- Respondents may choose to answer all or select questions, can select more than one answer for each question, and may update their information at any time
- References to representation increases or decreases year-over-year refer to information published in the 2016-2017 Employment Equity Report. In some cases, changes in representation are the product of a clearer sample of an existing employee base, rather than concrete changes in representation
- Includes internal and external workforce analysis of women, racialized persons, indigenous persons, and persons with disabilities. The report also captures data with respect to those who identify as LGBTQ (though there is no external comparative data)
- Includes analysis of intersectionality and overlap of identities (e.g. what proportion of women also identify as racialized/persons of colour?)
- Includes analysis of tri-campus representation rates
- Includes representation analysis and intersectional identities of persons who self-identify outside of gender binaries for the first time
- The representation rates of faculty fully reflect or exceed the available labour pool within the Canadian workforce across all underrepresented groups
  - Two employment gaps were closed for racialized and indigenous faculty from the previous reporting year
- There is ongoing opportunity to improve representation across employee groups amongst individuals who self-identify with a disability

**FINANCIAL IMPLICATIONS:**

Not applicable.

**RECOMMENDATION:**

This item is for information.

**DOCUMENTATION PROVIDED:**

*- University of Toronto Report on Employment Equity 2017/2018*



UNIVERSITY OF  
TORONTO

REPORT ON  
**EMPLOYMENT EQUITY**  
2017 / 2018

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## PRESIDENT'S STATEMENT ON DIVERSITY & INCLUSION

Diversity, inclusion, respect, and civility are among the University of Toronto's fundamental values. Outstanding scholarship, teaching, and learning can thrive only in an environment that embraces the broadest range of people and encourages the free expression of their diverse perspectives. Indeed, these values speak to the very mission of the University.

**MERIC GERTLER**  
PRESIDENT



## ADVANCING EMPLOYMENT EQUITY

I am pleased to present the 2017-2018 Employment Equity Report.

The principles of equity, diversity and inclusion and their fundamental relationship to excellence are at the heart of the mission and values of this University. They are embedded in everything we do. As the University strives to be an equitable and inclusive community where all members achieve their full potential, advancing employment equity is essential.

Last year, the University updated the Employment Equity Survey to better identify gaps in the employment pool and inform recruitment efforts. This year, I am pleased to report that our faculty membership fully reflects the diversity of the Canadian workforce. Although we have made progress, it is also clear that there is more work ahead to close the gaps in all areas of employment.

Impactful change is an iterative process. It requires incremental and ongoing advancements to our recruitment, hiring, retention, training and promotion processes to engage underrepresented groups across all three of our campuses. Together we work to ensure our community reflects the diversity of our global city and its members flourish.

I invite you to engage with this report and analyze the data within so we can move forward together to advance equity, diversity, and inclusion at the University of Toronto.

**KELLY HANNAH-MOFFAT**  
VICE-PRESIDENT, DIVISION OF HR & EQUITY

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

### STATEMENT OF ACKNOWLEDGEMENT OF TRADITIONAL LAND



# ABOUT THE EMPLOYMENT EQUITY REPORT

## EMPLOYMENT EQUITY SURVEY

The Federal Contractors Program (FCP) ensures employers achieve and maintain a workforce that is representative of the broader Canadian workforce. The Employment Equity Survey is a condition of the FCP that helps determine the degree of underrepresentation of the four designated groups defined in the Employment Equity Act –that is, women, aboriginal people, persons with disabilities and members of visible minorities.

In 2016, we updated the University's Employment Equity Survey to better inform our understanding of our community and our recruitment strategies. As a result, our survey examines:

- ethnocultural identities
- gender/ gender identity
- Indigenous / Aboriginal People of North America
- visible and invisible disabilities, and
- sexual orientation

## DATA COLLECTION AND ANALYSIS

The data contained in this report is a snapshot of the responses provided by University of Toronto employees as at July 31, 2018. This report also contains applicant information between August 1, 2017 and July 31, 2018. We use this data to conduct a representational analysis of the University's promotions, new hires, and employee exits, and identify gaps between our institutional workforce and the available labour market in Canada.

References to representation increases or decreases year-over-year refer to information published in the 2016-2017 Employment Equity Report. This reporting approach allows us to benchmark properly across past reporting years. It also means that, in some cases, changes in representation are the product of a clearer sample of our existing employee base, rather than concrete changes in representation. The likely impact on reporting is most prevalent in smaller demographics and intersections (where  $n \leq 30$ ) and will be further mitigated with increases in response rates across all employee groups in future years.

All University of Toronto employees (including appointed and non-appointed) are asked to complete the voluntary, online survey. Respondents may choose to answer all or select questions and can select more than one answer for each question. Employees may update their information at any time.

All data collected is confidential. The analysis compares the survey results to FCP data, the 2011 Canadian census\*, the Canadian Survey on Disability and market data to help determine where additional recruitment efforts should be focused.

We also compare our workforce data to applicant data obtained in our Applicant Diversity Survey to further evaluate our recruitment efforts. Individuals complete this anonymous survey at the time of their application to the University.

## MORE INFORMATION

This report provides a high-level overview of the diverse community members who comprise our workforce. More information about the report, its analysis and results is available in the Appendices. For additional questions about the report, please contact [hrandequity@utoronto.ca](mailto:hrandequity@utoronto.ca)

\*Note: Applicable 2016 Census Information not available as at October 2018

# OUR ETHNOCULTURAL IDENTITIES

## The diversity of the University of Toronto community is our strength.

Our work advancing equity, diversity and inclusion across all U of T campuses allows us to better understand, support and grow our community.

Figure 1 reflects the general ethnocultural identities that employees of the University of Toronto have self-identified on the Employment Equity Survey. Respondents identifying with multiple identities are counted in each category selected.

In each case, n = the number of respondents who have self-identified in each relevant category.

For a detailed breakdown of ethnocultural identities of faculty, staff, and librarians, please see Appendix B.

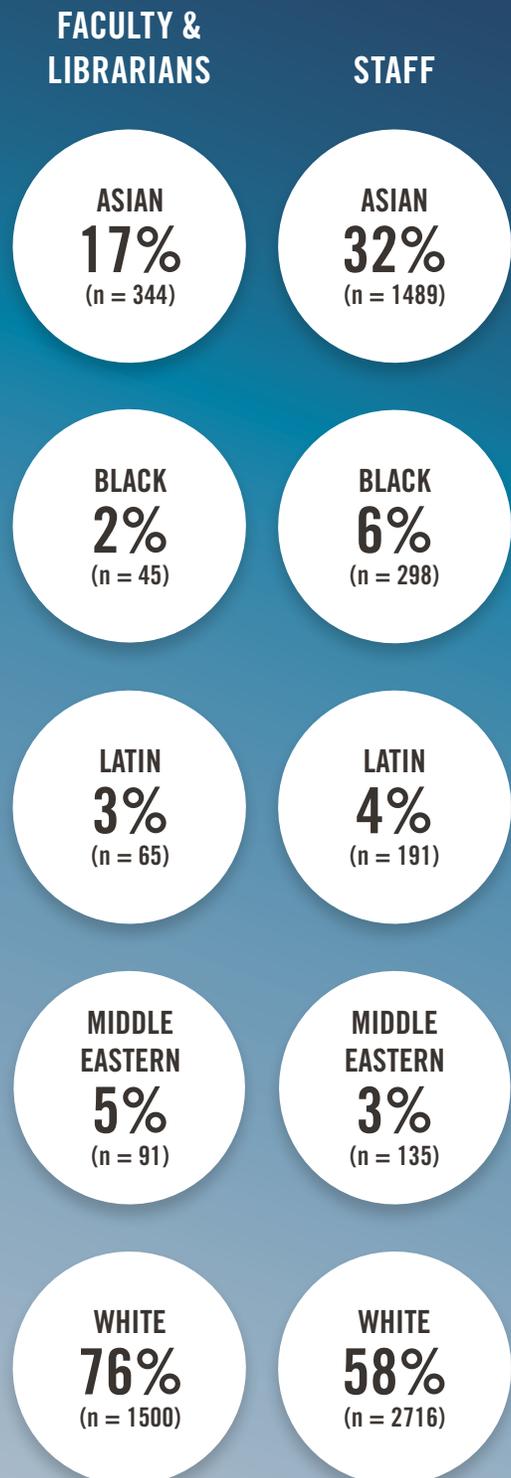


Figure 1: Ethnocultural Identity Breakdown

# BUILDING INCLUSIVE COMMUNITIES

The University of Toronto is committed to employment equity and to achieving and maintaining a workforce that is representative of the talent pools of qualified individuals available for hire. The Employment Equity Survey data allows us to better understand the different social identities within our existing workforce, identify any distinct employment gaps across all three campuses, and work to eliminate barriers to employment for people who are usually underrepresented in Canada's workforce.

Inclusiveness is essential to enhancing the employee experience. Our employment equity work spans a range of activities and initiatives, from our anonymized recruitment project to the University's partnership with the TRIEC Mentoring Partnership. It is one aspect of our many equity and inclusion initiatives that work to foster an environment where all members of our diverse community know and feel that they belong. More information about our equity work is available in our Equity Reports or online at [reports.hrandequity.utoronto.ca](https://reports.hrandequity.utoronto.ca)

Percent of eligible respondents who participated in the 2017-18 Employment Equity Survey: **81%**  
n = 8,897

Improvement to response rate of the 2016-17 Employment Equity Survey: **11%**  
n = 1,325

n = the number of respondents

## 2018 COMMUNITY REPRESENTATION SUMMARY

Everyone has a part to play in realizing the University's commitment to equity, diversity and inclusion. Figure 2 shows the representation rates of staff, faculty and librarians across all three University of Toronto campuses.

In each case, n = the number of respondents who have self-identified in each relevant category.

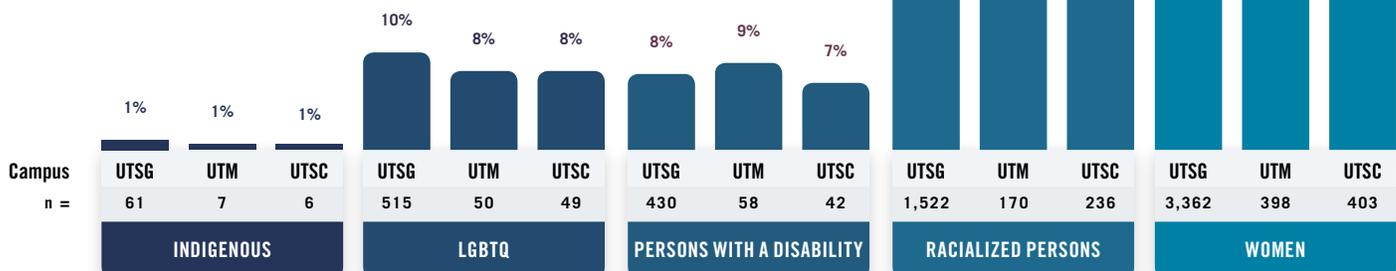


Figure 2: Tri-Campus Representation Rates - All Employees

# GENDER AND GENDER IDENTITY

This category captures a person’s internal and individual experience of gender. It includes a person’s sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same or different from their birth-assigned sex.

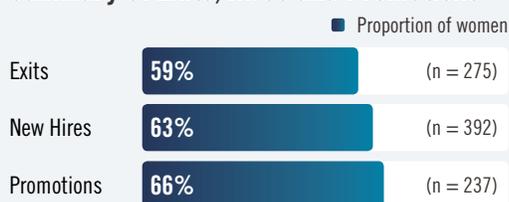
Employees identifying as women, men, or non-binary can identify in any number of other categories that help inform their own social identities. Responses indicating “I choose not to answer” are not included in percentage calculations.

Employees were able to select any combination of an expanded list of gender and gender identities, including transgender, two spirited, and another gender identity (with specification option). Non-binary refers to employees who self-identified with a gender identity(s) that was not only woman or only man. Of staff, faculty and librarians, 60% self-identified as women, 39% self-identified as men and 1% identified as non-binary.

## We are committed...

...to cultivating an inclusive environment that is free from gender discrimination and welcomes the voices of all community members, including women, men, and those who identify outside of gender binaries. The information in this section allows us to holistically consider the diverse needs of our community, and informs our efforts to ensure our spaces are safe and supportive for all individuals across the gender spectrum.

Figure 3.1:  
Summary of Exits, Hires and Promotions



**Exits:** n = the number of respondents who self-identify as women and left the University

**New Hires:** n = the number of respondents who self-identify as women and were a new hire to the University

**Promotions:** n = the number of respondents who self-identify as women and received a promotion within the University

## OUR EVOLVING COMMUNITY

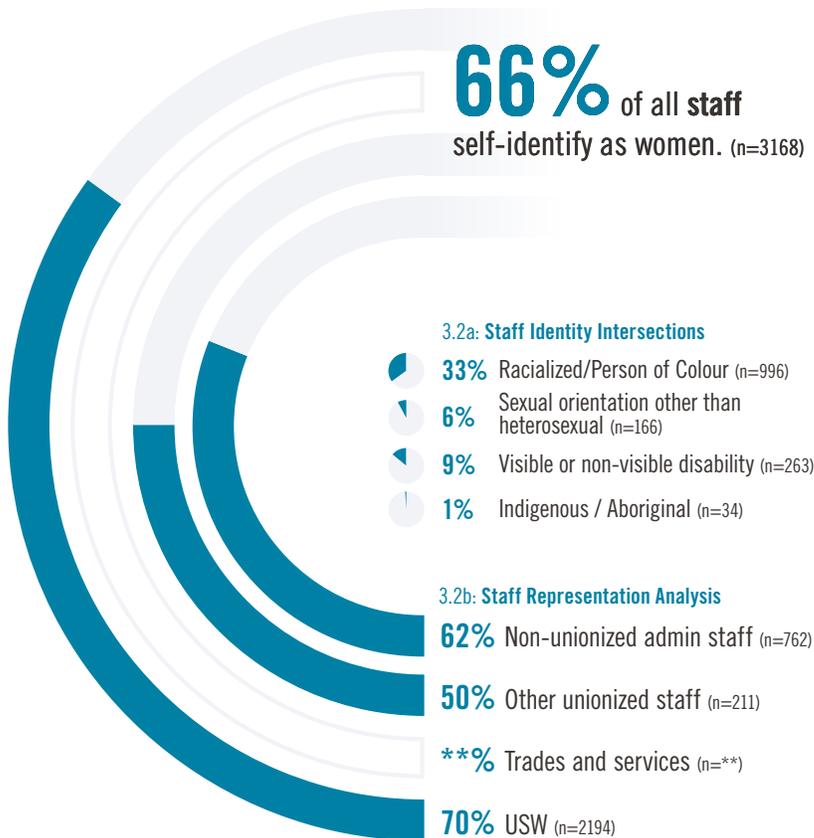
Our workforce data (Figure 3.1) provides insights into our behaviour as an employer and informs our inclusivity efforts to reflect our global city within our workforce.

The proportion of staff, faculty and librarians new hires who self-identify as women (63%) exceeds the proportion of the same groups’ exits (59%) from the University by 4%. Faculty and librarians new hires largely contribute to this progress. There is a 10% increase in the number of faculty and librarian new hires who self-identified as women (61%) from the previous reporting period (51%). There is also a 5% increase in the proportion of women who received promotions (66%) from the previous year (61%).

## GENDER AND GENDER IDENTITY

Figure 3.2: Staff Who Self-Identify As Women

In each case, n = the number of respondents who have self-identified in each relevant category.



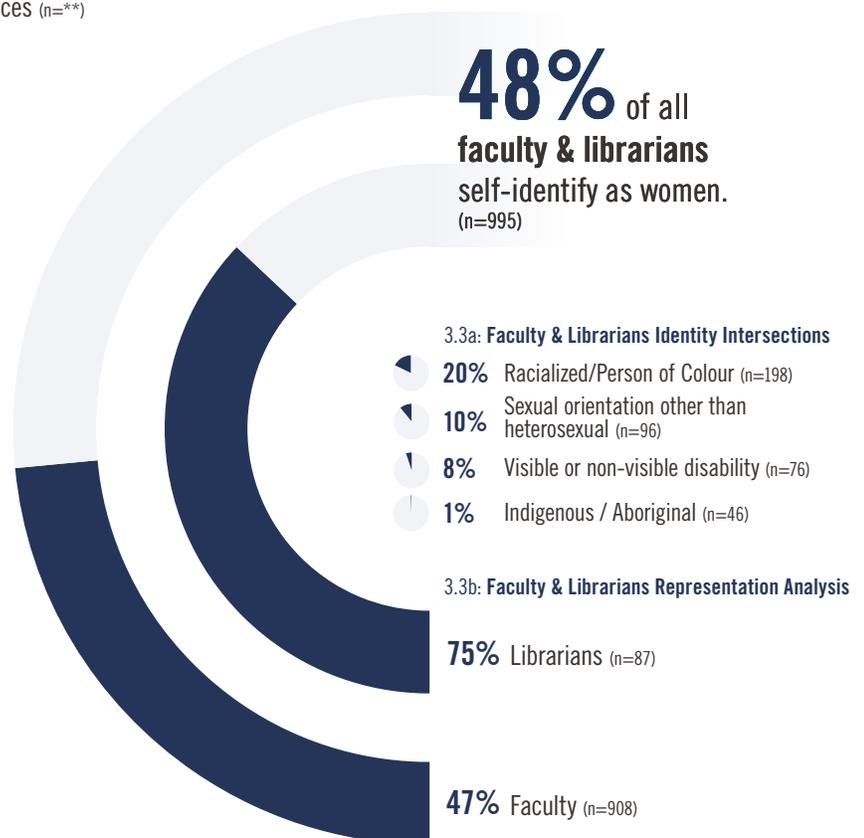
## REPRESENTATION ANALYSIS: WOMEN

Representation Analysis (Figures 3.2b and 3.3b) allows us to evaluate our engagement strategies and determine where additional recruitment efforts should be focused.

The representation rate of librarians who self-identify as women (75%) increased by 3% from the previous reporting period (72%). The representation rate of faculty (47%) and other unionized staff (50%) also increased by 1% respectively.

Figure 3.3: Faculty & librarians Who Self-Identify As Women

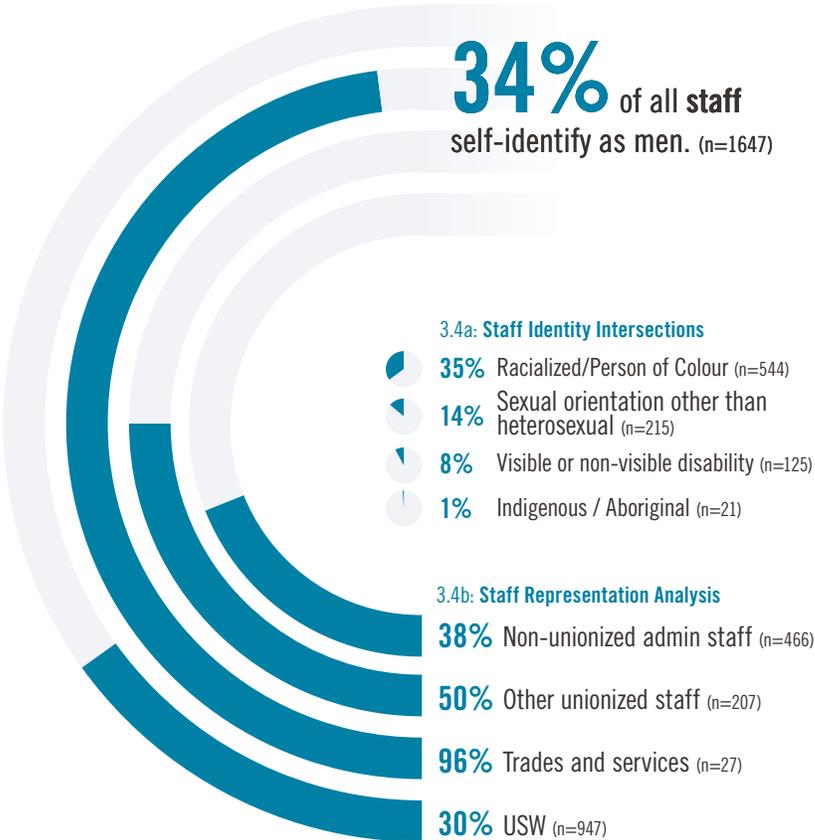
In each case, n = the number of respondents who have self-identified in each relevant category.



\*\*reported data is suppressed where the number of individuals in a group is fewer than 3.

**Figure 3.4: Staff Who Self-Identify As Men**

In each case, n = the number of respondents who have self-identified in each relevant category.



**REPRESENTATION ANALYSIS: MEN**

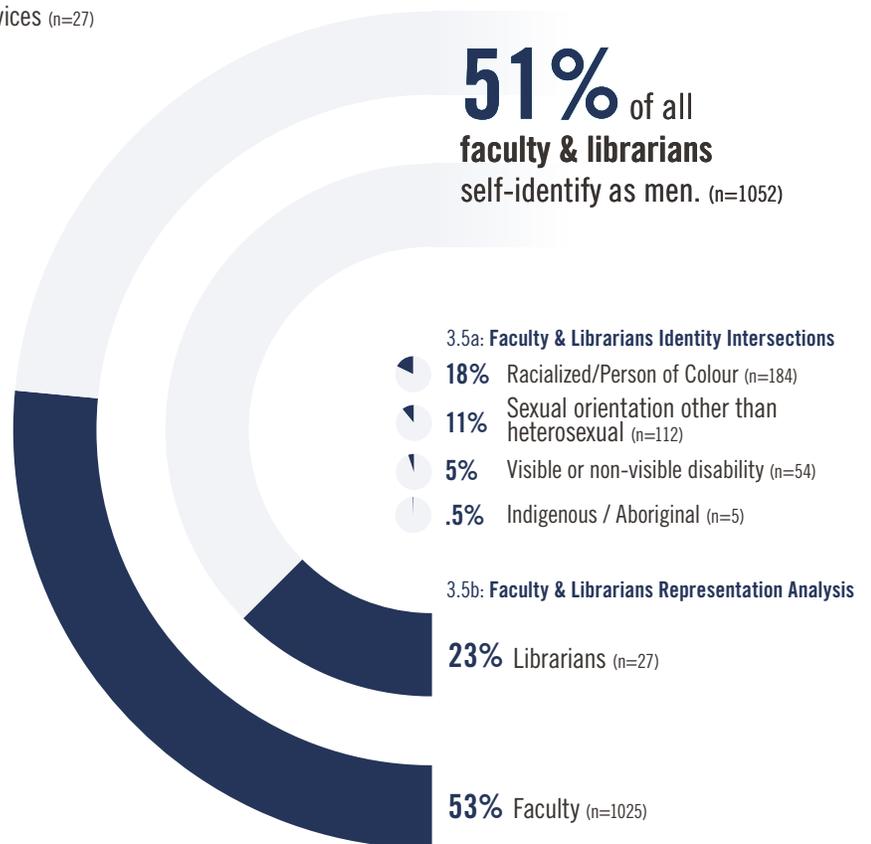
Representation Analysis (Figures 3.4b and 3.5b) allows us to evaluate our engagement strategies and determine where additional recruitment efforts should be focused.

The representation rate of other unionized staff who self-identify as men increased by 1% from the previous reporting year (51%). The representation rates of faculty (53%) decreased by 5% and librarians (23%) decreased by 1%.

There are no other significant representation rate changes.

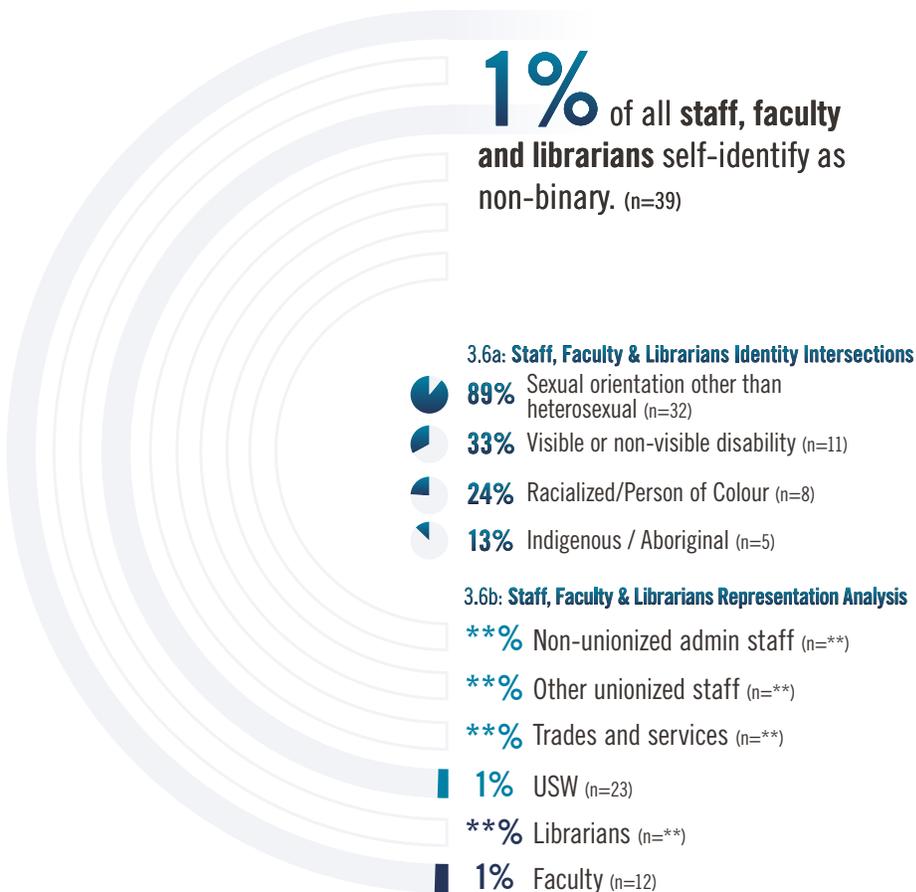
**Figure 3.5: Faculty & librarians Who Self-Identify As Men**

In each case, n = the number of respondents who have self-identified in each relevant category.



## GENDER AND GENDER IDENTITY

Figure 3.6: Staff, Faculty and Librarians Who Self-Identify As Non-binary



### REPRESENTATION ANALYSIS: NON-BINARY

Representation Analysis (Figure 3.6b) allows us to evaluate our engagement strategies and determine where additional recruitment efforts should be focused.

The representation rates of USW staff and faculty who self-identify as non-binary is 1%, a fewer than 1% increase from the previous reporting period respectively.

In each case, n = the number of respondents who have self-identified in each relevant category.

\*\*reported data is suppressed where the number of individuals in a group is fewer than 3.

## INTERSECTIONAL IDENTITIES

Identifying the types of intersectional identities (Figures 3.1a - 3.6a) that exist among our staff, faculty and librarians allows us to better understand the experiences of women and other designated groups, and use this knowledge to inform our programs and services that support our diverse community.

Although the intersectional data for women and men is almost identical to the previous reporting year, there is a 2% increase in the proportion of faculty and librarians who also self-identify women and as racialized / persons of colour (20%). There is also a 1% increase in the proportion of staff, faculty and librarians who self-identify as men and as racialized / persons of colour.

The intersectional identities of persons who self-identify as non-binary is reflected here for the first time. This expansion of our intersectional perspective will allow us to better support the diverse needs of our community and enhance inclusivity across all three campuses.

## IDENTIFYING STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT: WOMEN

Our Labour Availability Analysis (Figure 3.7) calculates the difference between self-identified representation rates of our staff, faculty and librarians and the external available labour pools of the qualified candidates. It allows us to identify where there may be gaps in our employment pool and where we need to spend concentrated efforts in increasing our candidate pools.

Staff who self-identify as women exceed or are equal to the available labour pools in eight employee groups. Seven employment gaps remain among women in staff positions, with other sales & service personnel approaching a closed gap of 0%. The gap in semi-skilled manual workers from the previous reporting period closed and now exceeds the available labour pool by 11%. One new gap (-2%) emerged for women in crafts and trades supervisor positions. There are many opportunities for improvement to ensure women in all staff positions fully reflect available labour pools.

Faculty who self-identify as women exceed the available labour pool by 4%, an increase of 1% from the previous reporting period. Librarians also exceed the available labour pool by 21%, up 3% from the previous reporting period (18%).

Figure 3.7: Labour Availability Analysis: Women

The following data compares the labour availability of potential hires to the University's workforce. Staff data reflects the highest and lowest employment gaps of women in each employee group. More information about our Labour Availability Analysis is available in Appendix E.

<b>Senior Managers</b> president, vice-president	<b>↑29%</b>	EXCEEDS LABOUR POOL
<b>Semi-skilled Manual Workers</b> drivers	<b>↑25%</b>	EXCEEDS LABOUR POOL
<b>Other Manual Workers</b> light equipment operators, landscape technicians	<b>↓8%</b>	IMPROVEMENT OPPORTUNITY
<b>Supervisors</b> lead caretakers, accounting supervisors	<b>↓24%</b>	IMPROVEMENT OPPORTUNITY
<b>Faculty</b>	<b>↑4%</b>	EXCEEDS LABOUR POOL
<b>Librarians</b>	<b>↑21%</b>	EXCEEDS LABOUR POOL

# RACIALIZED / PERSONS OF COLOUR

This category captures information about people who do not identify as Indigenous / Aboriginal, and identify as non-Caucasian or non-white, regardless of place of birth or citizenship. Of all staff, faculty and librarians surveyed, 29% self-identified as a racialized / person of colour.

Employees identifying as racialized / persons of colour can identify in any number of other categories that help inform their own social identities. Responses indicating “I choose not to answer” are not included in percentage calculations.

## We are committed...

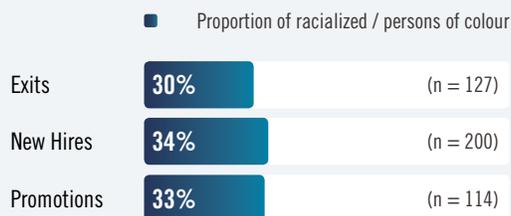
...to cultivating a culture of inclusion and eliminating systemic discrimination. The information in this section helps us evaluate anti-racism programs and services, and contributes to critical dialogue about race, racism, anti-racism and diversity at the University of Toronto.

## OUR EVOLVING COMMUNITY

Our workforce data (Figure 4.1) provides insights into our behaviour as an employer and informs our inclusivity efforts to reflect our global city within our workforce. More information about our Labour Availability Analysis is available in Appendix E.

The proportion of staff, faculty and librarians new hires who self-identify as racialized / persons of colour (34%) exceeds the proportion of the same groups' exits (30%) from the University by 4%. Faculty new hires largely contribute to this progress. There is a 7% increase in the number of faculty new hires who self-identified as racialized / persons of colour (28%) from the previous reporting period (21%).

Figure 4.1:  
Summary of Exits, Hires and Promotions

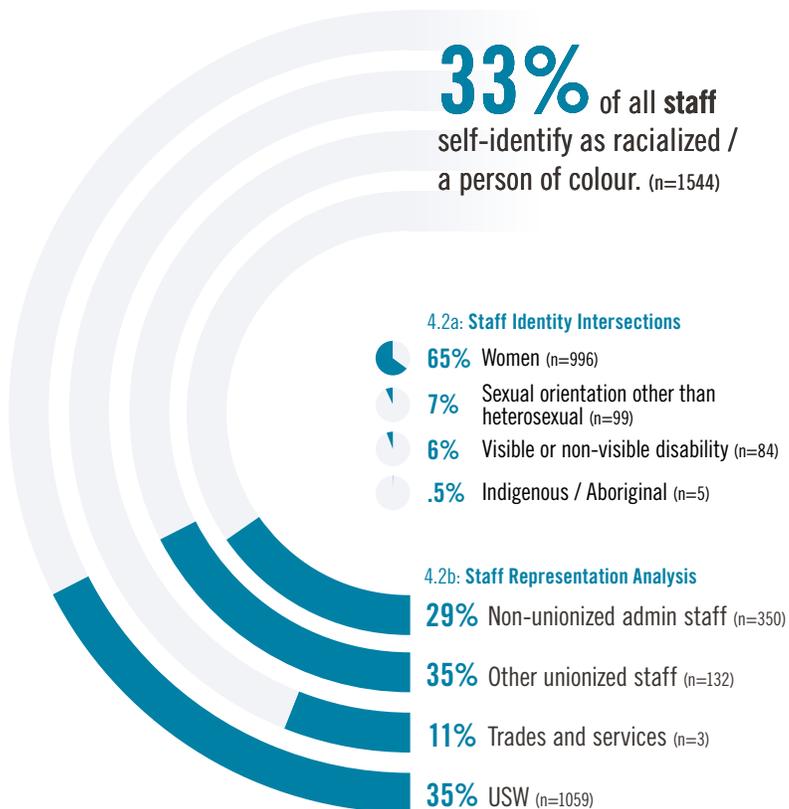


**Exits:** n = the number of respondents who self-identify as racialized / persons of colour and left the University

**New Hires:** n = the number of respondents who self-identify as racialized / persons of colour and were a new hire to the University

**Promotions:** n = the number of respondents who self-identify as racialized / persons of colour and received a promotion within the University

Figure 4.2: Staff Who Self-Identify As Racialized / Persons of Colour



In each case, n = the number of respondents who have self-identified in each relevant category.

## INTERSECTIONAL IDENTITIES

Identifying the types of intersectional identities (Figures 4.2a and 4.3a) that exist among our staff, faculty and librarians allows us to better understand the experiences of racialized / persons of colour, and use this knowledge to inform our programs and services that support our diverse community.

Although the intersectional data for this group is almost identical to the previous reporting period, there is a 2% increase in the proportion of racialized faculty and librarians who also self-identify as women.

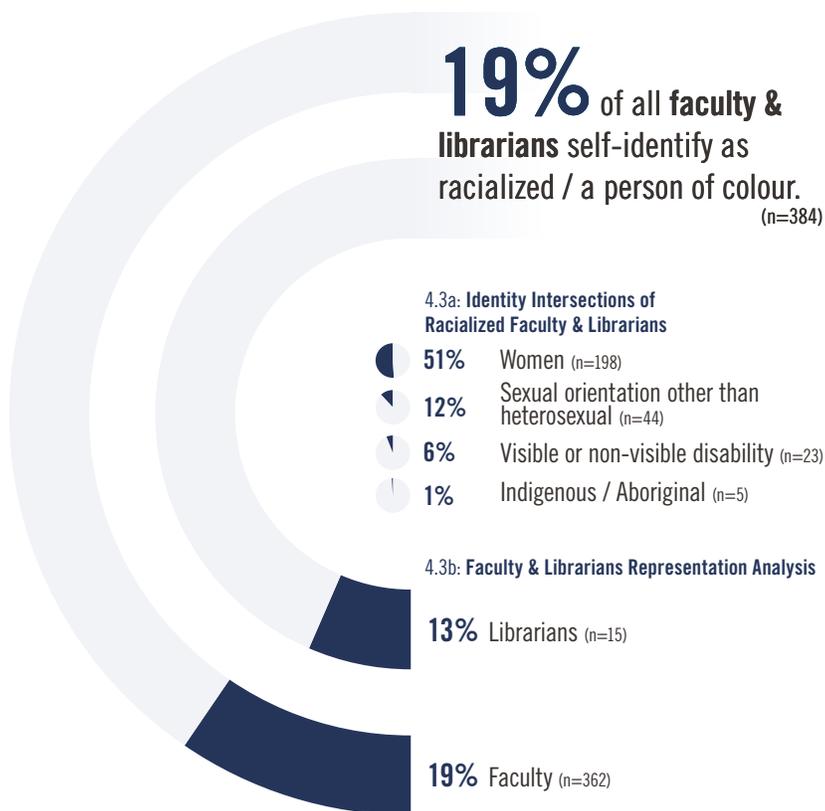
## REPRESENTATION ANALYSIS

Representation Analysis (Figures 4.2b and 4.3b) allows us to evaluate our engagement strategies and determine where additional recruitment efforts should be focused.

The representation rates of self-identified racialized / persons of colour faculty, librarians, and almost all staff employee groups increased from the previous reporting period. The representation rates of USW, non-unionized administrative staff, and librarians all increased by 1%. The representation rates of faculty increased by 2%.

The representation rate decreased for trades and services staff by 1%. This is the only instance of a reduction in the representation rate of racialized / persons of colour.

Figure 4.3: Faculty & Librarians Who Self-Identify As Racialized / Persons of Colour



In each case, n = the number of respondents who have self-identified in each relevant category.

## RACIALIZED / PERSONS OF COLOUR

### IDENTIFYING STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Our Labour Availability Analysis (Figure 4.3) calculates the difference between self-identified representation rates of our staff, faculty and librarians and the external available labour pools of the qualified candidates. It allows us to identify where there may be gaps in our employment pool and where we need to spend concentrated efforts in increasing our candidate pools.

Only two employment gaps exist among racialized staff in supervisor and other manual worker staff positions. This is an improvement of one fewer gap from the previous reporting period. The gap in semi-skilled manual workers closed and now exceeds the available labour pool by 11%.

Faculty who self-identify as racialized / persons of colour are fully representative of the available labour pool. The faculty employment gap decreased by 2% from the previous reporting period (-2%).

The librarian employment gap decreased by 2%. There is still work ahead to close the remaining -6% gap.

Figure 4.3: Labour Availability Analysis

The following data compares the labour availability of potential hires to the University's workforce. Staff data reflects the highest and lowest employment gaps of racialized / persons of colour in each employee group. More information about our Labour Availability Analysis is available in Appendix E.

<b>Skilled Crafts &amp; Trades Workers</b> electricians, plumbers, machinists	<b>↑20%</b>	EXCEEDS LABOUR POOL
<b>Crafts &amp; Trades Supervisors</b> trades supervisors	<b>↑17%</b>	EXCEEDS LABOUR POOL
<b>Senior Managers</b> president, vice-president, chief librarian	<b>↑15%</b>	EXCEEDS LABOUR POOL
<b>Supervisors</b> lead caretaker, accounting supervisor	<b>↓3%</b>	IMPROVEMENT OPPORTUNITY
<b>Other Manual Workers</b> light equipment operators, landscape technician	<b>↓25%</b>	IMPROVEMENT OPPORTUNITY
<b>Faculty</b>	<b>=</b>	FULLY REPRESENTATIVE
<b>Librarians</b>	<b>↓6%</b>	IMPROVEMENT OPPORTUNITY

# INDIGENOUS / ABORIGINAL PEOPLE OF NORTH AMERICA

This category captures the information of persons who identify as First Nations (status, non-status, treaty or non-treaty), Métis, Inuit or Native American (United States). This area of self-identification was updated in 2017 to better align with definitions used within North American Indigenous / Aboriginal communities.

Employees identifying as Indigenous / Aboriginal People of North America can identify in any number of other categories that help inform their own social identities. Responses indicating “I choose not to answer” are not included in percentage calculations.

Of all staff, faculty and librarians surveyed, 1% self-identified as Indigenous / Aboriginal People of North America.

## We are committed...

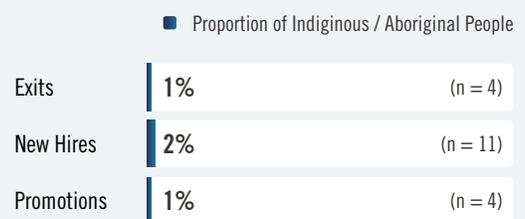
...to responding fully and faithfully to the challenges issued by the Truth and Reconciliation Commission of Canada. The information in this section allows us to evaluate our employment efforts that actively seek to increase the number of Indigenous faculty and staff who support important programs as an important step towards reconciliation.

## OUR EVOLVING COMMUNITY

Our workforce data provides insights into our behaviour as an employer and informs our inclusivity efforts to reflect our global city within our workforce.

The overall proportion of staff, faculty and librarians new hires who self-identify as Indigenous / Aboriginal People of North American (2%) exceeds the proportion of the same groups’ exits (1%) from the University. Increases in the proportion of new hires to faculty (4%) and staff (1.5%) positions contribute to this progress.

Figure 5.1:  
Summary of Exits, Hires and Promotions



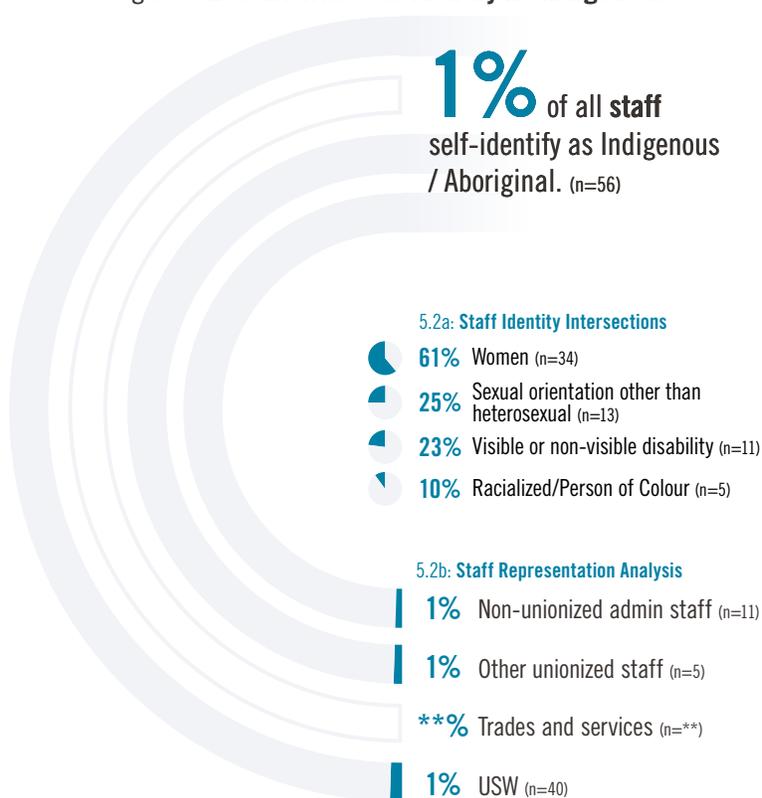
**Exits:** n = the number of respondents who self-identify as Indigenous / Aboriginal People of North America and left the University

**New Hires:** n = the number of respondents who self-identify as Indigenous / Aboriginal People of North America and were a new hire to the University

**Promotions:** n = the number of respondents who self-identify as Indigenous / Aboriginal People of North America and received a promotion within the University

# INDIGENOUS / ABORIGINAL PEOPLE OF NORTH AMERICA

Figure 5.2: Staff Who Self-Identify As Indigenous



In each case, n = the number of respondents who have self-identified in each relevant category.

## INTERSECTIONAL IDENTITIES

Identifying the types of intersectional identities (Figures 5.2a and 5.3a) that exist among our staff, faculty and librarians help us better understand the experiences of Indigenous/ Aboriginal People of North America, and use this knowledge to inform our programs and services that support our diverse community.

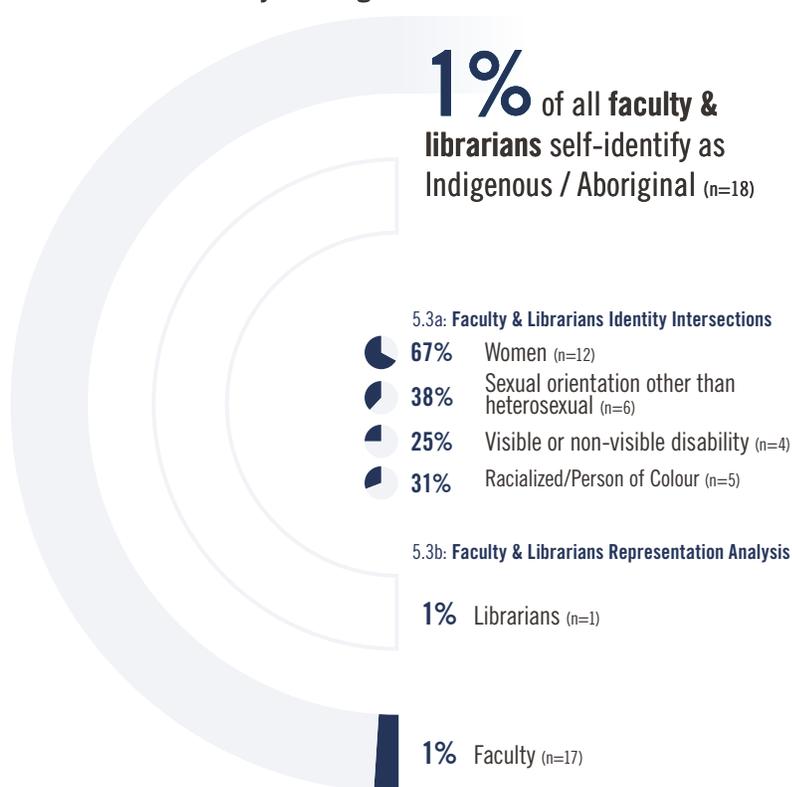
The proportion of Indigenous / Aboriginal People of North America staff, faculty and librarians who self-identify with a sexual orientation other than heterosexual (38%) exceeds the proportion of non-indigenous employees (9%) who self-identify in the same category. The proportion of Indigenous / Aboriginal People of North America staff, faculty and librarians who self-identify with a disability (23%) also exceeds the proportion of non-indigenous employees (8%) who self-identify in the same category.

## REPRESENTATION ANALYSIS

Representation Analysis (Figures 5.2b and 5.3b) allows us to evaluate our engagement strategies and determine where additional recruitment efforts should be focused.

There is no significant change in the representation rates of self-identified Indigenous / Aboriginal of North America staff, faculty and librarians from the previous reporting period.

Figure 5.3: Faculty & Librarians Who Self-Identify As Indigenous



In each case, n = the number of respondents who have self-identified in each relevant category.

\*\*reported data is suppressed where the number of individuals in a group is fewer than 3.

## IDENTIFYING STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Our Labour Availability Analysis (Figure 5.4) calculates the difference between self-identified representation rates of our staff, faculty and librarians and the external available labour pools of the qualified candidates. It allows us to identify where there may be gaps in our employment pool and where we need to spend concentrated efforts in increasing our candidate pools.

The analysis results for Indigenous / Aboriginal People of North America staff are identical to the previous reporting year. Employment gaps are equal to or exceed available labour pools among staff in craft & trades supervisor (3%) and administrative & senior clerical personnel (0%) positions. There are 12 gaps remaining in staff positions, all of which do not exceed -3%. There is still much work ahead to ensure Indigenous / Aboriginal People of North America staff fully reflect all available labour pools.

Faculty who self-identify as Indigenous / Aboriginal People of North American are fully representative of the available labour pool. The faculty employment gap decreased by 1% from the previous reporting period (-1%).

The librarian employment gap (-1%) reflects the previous reporting period. There is opportunity for improvement to close this gap.

### Figure 5.4: Labour Availability Analysis

The following data compares the labour availability of potential hires to the University's workforce. Staff data reflects the highest and lowest employment gaps of Indigenous / Aboriginal People of North America in each employee group. More information about our Labour Availability Analysis is available in Appendix E.

<b>Crafts &amp; Trades Supervisors</b> trades supervisors	<b>↑3%</b>	EXCEEDS LABOUR POOL
<b>Admin &amp; Senior Clerical Personnel</b> business officers, executive assistants	<b>=</b>	FULLY REPRESENTATIVE
<b>Senior Managers</b> president, vice-president, chief librarian	<b>↓3%</b>	IMPROVEMENT OPPORTUNITY
<b>Other Manual Workers</b> light equipment operators, landscape technician	<b>↓3%</b>	IMPROVEMENT OPPORTUNITY
<b>Faculty</b>	<b>=</b>	FULLY REPRESENTATIVE
<b>Librarians</b>	<b>↓1%</b>	IMPROVEMENT OPPORTUNITY

# PERSONS WITH DISABILITIES

This category captures the information of persons who have long-term recurring physical, mental, sensory, psychiatric, and/or learning impairment(s), and consider themselves to be disadvantaged in employment or believe that an employer is likely to consider them to be disadvantaged. Of all staff, faculty and librarians surveyed, 8% self-identified as a person with a disability.

Employees identifying as persons with disabilities can identify in any number of other categories that help inform their own social identities. Responses indicating “I choose not to answer” are not included in percentage calculations.

Employees were able to self-identify as having a visible disability and/or a non-visible disability to capture disabilities which are non-evident or not readily apparent to others. Of 8% of individuals who self-identified with a disability, 12% self-identified as having a visible disability and 90% self-identified with an invisible disability.

## We are committed...

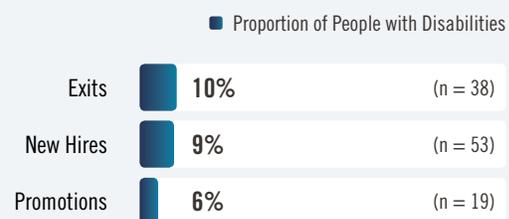
...to creating an accessible environment that is intentionally inclusive of all persons and treats all members of the community in an equitable manner. The information in this section allows us to better support and facilitate the accommodation of individuals with visible and invisible disabilities so that all community members may share the same level of access to opportunities and activities offered at the University.

## OUR EVOLVING COMMUNITY

Our workforce data provides insights into our own behaviour as an employer and informs our inclusivity efforts to reflect our global city within our workforce.

The proportion of staff, faculty and librarian new hires who self-identify as a person with a disability (9%) exceeds the proportion of new hires from the previous reporting period by 2%. Of new hires, there is a 6% increase in the number of faculty and librarians who self-identify with a visible or invisible disability. The proportion of promotions (6%) increased by 3% and proportion of exists (10%) increased by 1%.

Figure 6.1:  
Summary of Exits, Hires and Promotions

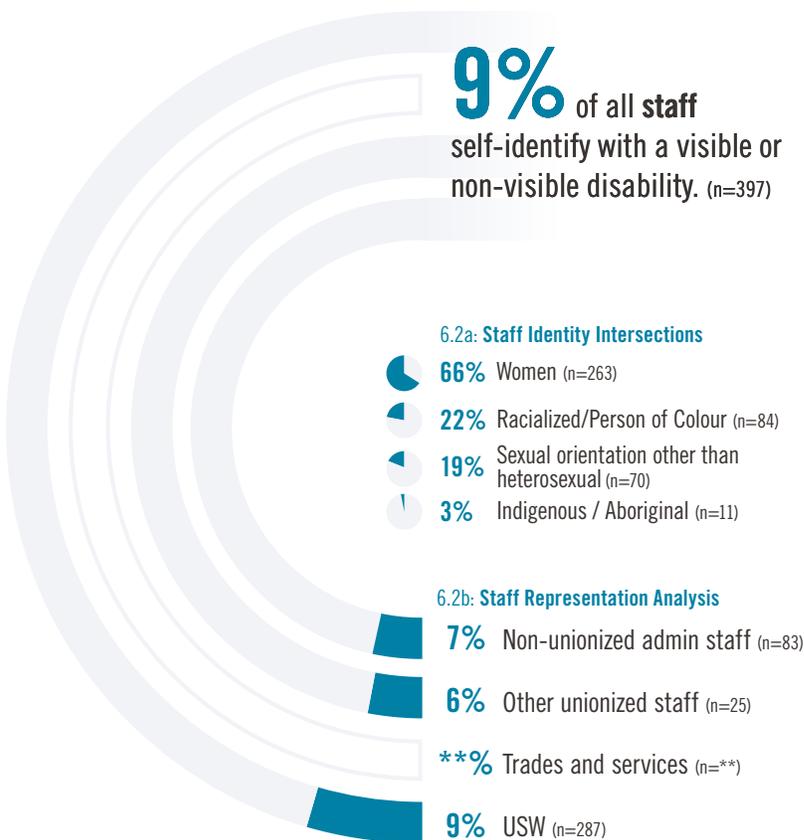


**Exits:** n = the number of respondents who self-identify as persons with disabilities and left the University

**New Hires:** n = the number of respondents who self-identify as persons with disabilities and were a new hire to the University

**Promotions:** n = the number of respondents who self-identify as persons with disabilities and received a promotion within the University

Figure 6.2: Staff Who Self-Identify With a Disability



In each case, n = the number of respondents who have self-identified in each relevant category.

## INTERSECTIONAL IDENTITIES

Identifying the types of intersectional identities (Figures 6.2a and 6.3a) that exist among our staff, faculty and librarians help us better understand the experiences of persons with disabilities, and use this knowledge to inform our programs and services that support our diverse community.

Although the intersectional data for this designated group is almost identical to the previous reporting year, there is a 2% increase in the proportion of faculty and librarians who self-identify with a visible or invisible disability and as a racialized / person of colour. There is also 2% increase in the proportion of staff who self-identify with a visible or invisible disability and with a sexual orientation other than heterosexual.

\*\*reported data is suppressed where the number of individuals in a group is fewer than 3.

## REPRESENTATION ANALYSIS

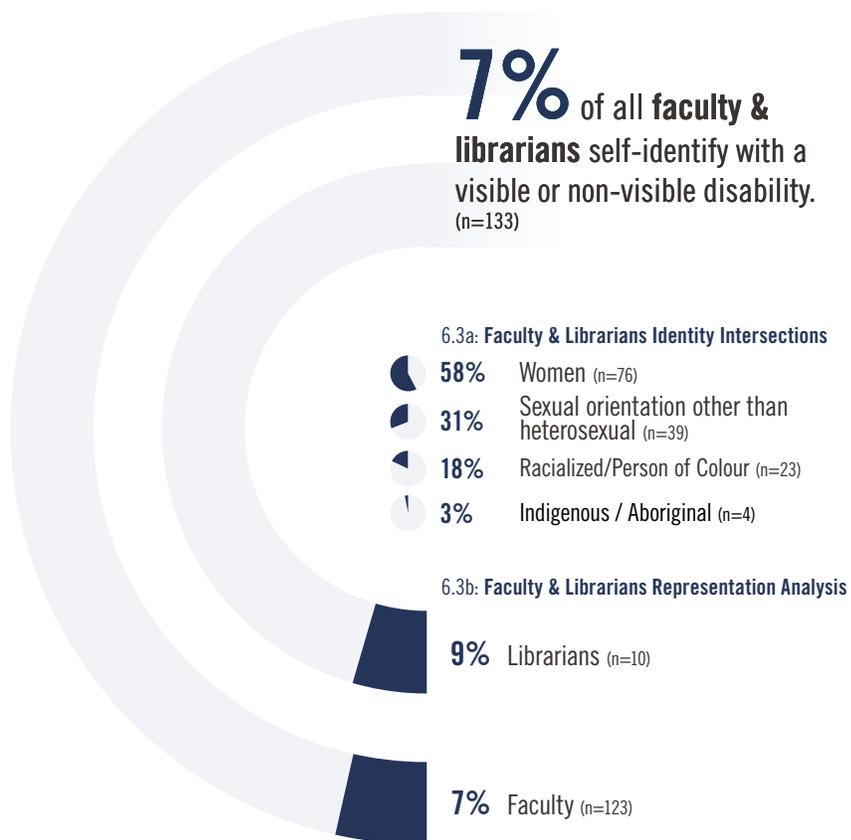
Representation Analysis (Figures 6.2b and 6.3b) allow us to evaluate our engagement strategies and determine where additional recruitment efforts should be focused.

The representation rates of other unionized (6%) and non-unionized administrative (7%) staff who self-identify with a disability decreased by 1% from the previous reporting period respectively.

The representation rate of faculty who self-identify with a disability increased by 1%.

There are no other significant representation rate changes.

Figure 6.3: Faculty & Librarians Who Self-Identify With a Disability



In each case, n = the number of respondents who have self-identified in each relevant category.

## PERSONS WITH DISABILITIES

### IDENTIFYING STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Labour Market Availability Analysis (Figure 6.4) calculates the difference between self-identified representation rates of our staff, faculty and librarians and the external available labour pools of the qualified candidates. It allows us to identify where there may be gaps in our employment pool and where we need to spend concentrated efforts in increasing our candidate pools.

Only two employment gaps exist among staff in supervisor (-6%) and other sales and service personnel (-4%) positions. The supervisor gap decreased by 2% from the previous reporting year (-8%). There are opportunities for improvement to close these gaps.

Faculty who self-identify with a disability exceed the available labour pools by 3%, an increase of 1% from the previous reporting year. Librarians also exceed the available labour pool by 5%.

Figure 6.4: Labour Availability Analysis

The following data compares the labour availability of potential hires to the University's workforce. Staff data reflects the highest and lowest employment gaps of persons with disabilities in each employee group. More information about our Labour Availability Analysis is available in Appendix E.

<b>Crafts &amp; Trades Supervisors</b> trades supervisors	<b>↑17%</b>	EXCEEDS LABOUR POOL
<b>Semi-skilled Manual Workers</b> drivers	<b>↑12%</b>	EXCEEDS LABOUR POOL
<b>Skilled Crafts &amp; Trades Workers</b> electricians, plumbers, machinists	<b>↑10%</b>	EXCEEDS LABOUR POOL
<b>Supervisors</b> president, vice-president, chief librarian	<b>↓6%</b>	IMPROVEMENT OPPORTUNITY
<b>Other Sales &amp; Service Personnel</b> food service assistant, event attendant	<b>↓4%</b>	IMPROVEMENT OPPORTUNITY
<b>Faculty</b>	<b>↑3%</b>	EXCEEDS LABOUR POOL
<b>Librarians</b>	<b>↑5%</b>	EXCEEDS LABOUR POOL

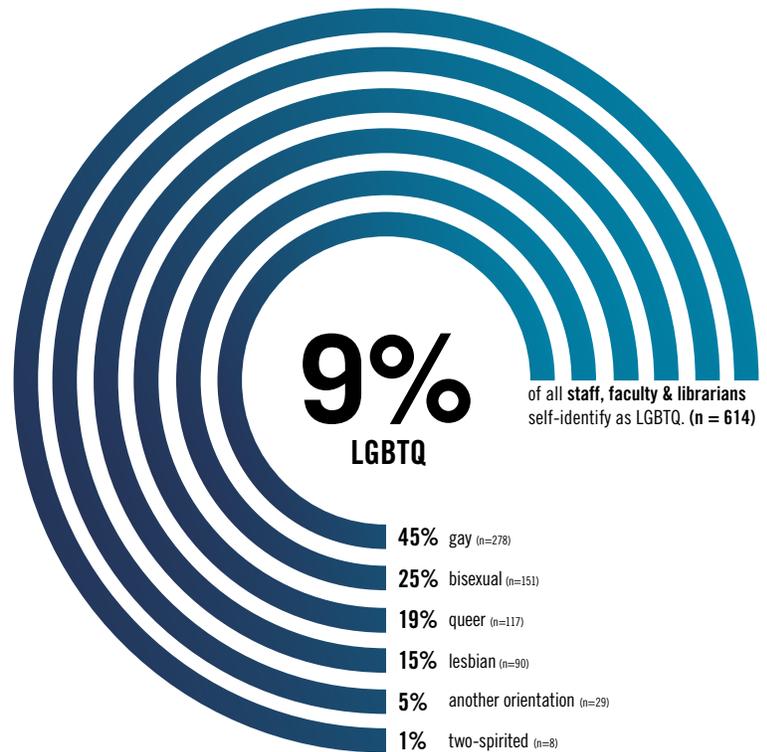
# SEXUAL ORIENTATION

Sexual orientation encompasses the range of human sexuality from gay and lesbian to bisexual and heterosexual orientations, including intimate emotional and romantic attachments and relationships.

Employees were able to select any combination of sexual orientations from an expanded list, including gay, lesbian, straight/heterosexual, bisexual, queer, two-spirit, and another identity (with specification option). LGBTQ refers to persons who identify with a sexual orientation(s) other than heterosexual. Of all staff, faculty and librarians surveyed, 9% self-identified as LGBTQ.

Employees identifying as LGBTQ can identify in any number of other categories that help inform their own social identities. Responses indicating “I choose not to answer” are not included in percentage calculations.

Figure 7.1: Our LGBTQ Community



In each case, n = the number of respondents who have self-identified in each relevant category.

## We are committed...

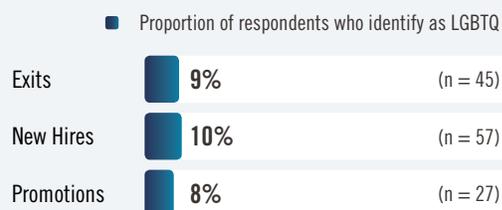
...to advocating for sexual diversity and building supportive communities that embrace all sexual orientations. The information in this section provides necessary, and often overlooked, insights about our LGBTQ community, and informs our inclusivity efforts that welcome everyone.

## OUR EVOLVING COMMUNITY

Our workforce data (Figure 7.2) provides insights into our behaviour as an employer and informs our inclusivity efforts to reflect our global city within our workforce.

The proportion of staff, faculty and librarians new hires who self-identify as LGBTQ (10%) exceeds the proportion of the same groups' exits (9%) from the University by 1%.

Figure 7.2: Summary of Exits, Hires and Promotions



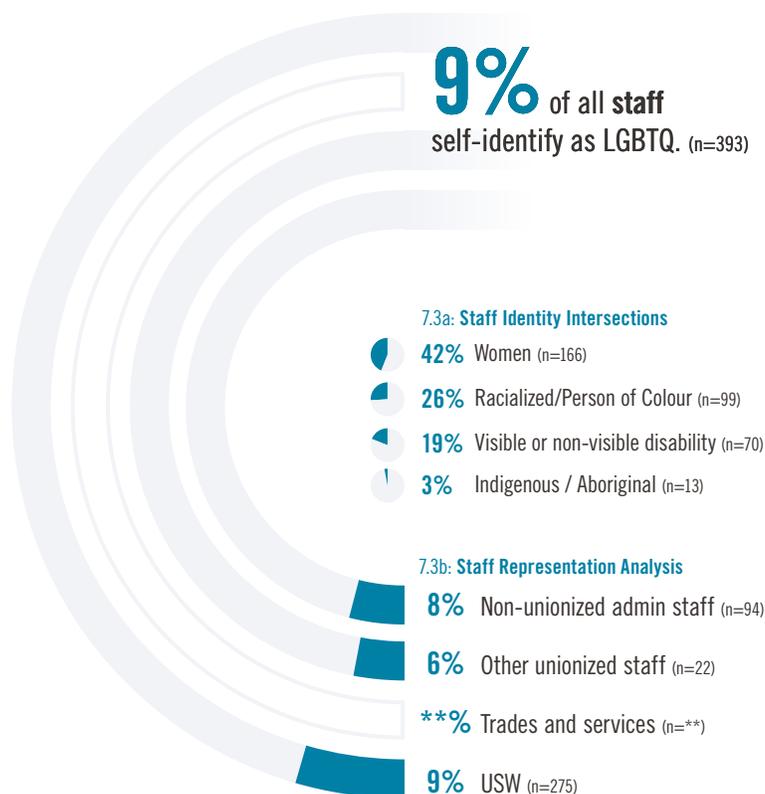
## SEXUAL ORIENTATION

### REPRESENTATION ANALYSIS

Representation Analysis (Figures 7.3b and 7.4b) allows us to evaluate our engagement strategies and determine where additional recruitment efforts should be focused.

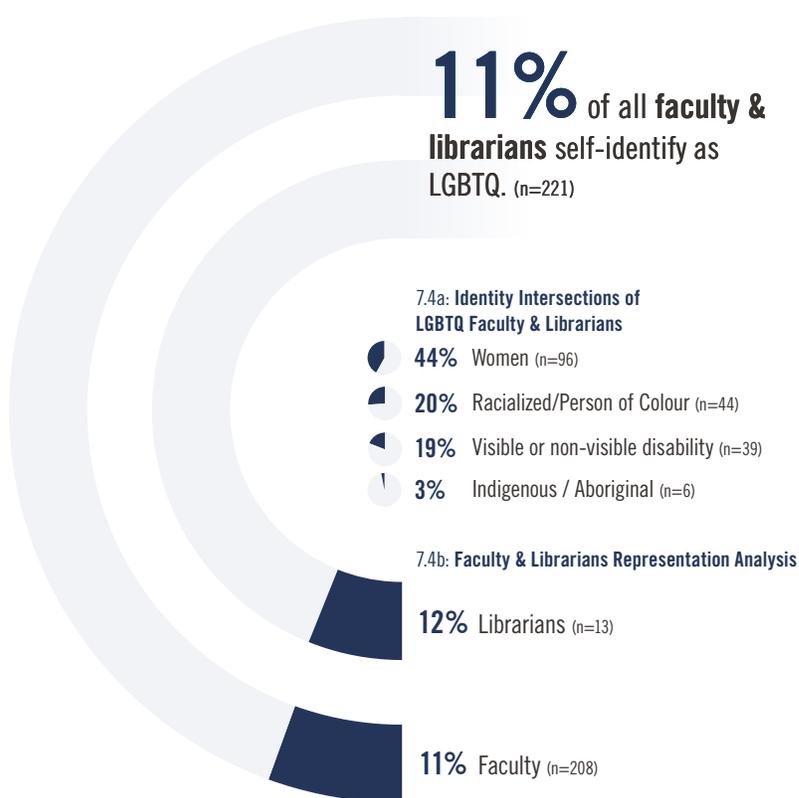
There are no significant changes to the representation rates of our LGBTQ community members from the previous reporting year.

Figure 7.3: Staff Who Self-Identify As LGBTQ



In each case, n = the number of respondents who have self-identified in each relevant category.

Figure 7.4: Faculty & Librarians Who Self-Identify As LGBTQ



In each case, n = the number of respondents who have self-identified in each relevant category.

### INTERSECTIONAL IDENTITIES

Identifying the types of intersectional identities (Figures 7.3a and 7.4a) that exist among our staff, faculty and librarians help us better understand the experiences of LGBTQ members of our community, and use this knowledge to inform our programs and services that support our diverse community.

The proportion of LGBTQ staff, faculty and librarians who also self-identify with a disability (18%) exceeds the proportion of heterosexuals (7%) who self-identify in the same category by 11%.

There is also a 7% increase in the proportion of LGBTQ librarians who also self-identify as a racialized / person of colour (25%) from the previous reporting period (18%).

As at September 2018, no external labour availability data is available for a gap analysis of sexual orientation data.

# STEPS FORWARD

This report is more than numbers. The data reflects the responses of our community and the projections of their actual career prospects. It allows us to determine where employment gaps exist, and where we have gained and lost ground in closing these gaps. It also offers valuable insight into where we need to spend concentrated efforts in increasing our candidate pools, and how we can ensure our employees are fully supported in their career development.

We will continue to build on our progress advancing employment equity in all employee groups and positions. From the past reporting period, we have made progress towards closing gaps in almost all underrepresented groups and have successfully closed all faculty employment gaps. We have also strengthened the diversity of our community through our hiring practices. The proportion of the University's new hires exceeded the exits of those who self-identified as women, racialized / persons of colour, Indigenous / Aboriginal People of North America and LGBTQ.

The path towards employment equity is evolving. We must take immediate action to address the identified opportunities for improvement, and ensure that our progress is not only sustained, but strengthened. Employment gaps remain in all underrepresented groups, and are particularly evident within our Indigenous / Aboriginal People of North America community. As we work towards advancing intentionally inclusive, diverse and equitable culture at the University, the Human Resources and Equity Offices will empower the community by attracting talent, investing in people, and growing leaders.

Achieving employment equity is a shared responsibility and must embed the principles of inclusivity in all efforts. As the diversity of our community flourishes, all members must know and feel that they belong. Together we will work to ensure that the University of Toronto is responsive to all employees, enhances opportunity for all, and reflects the diversity of our community.

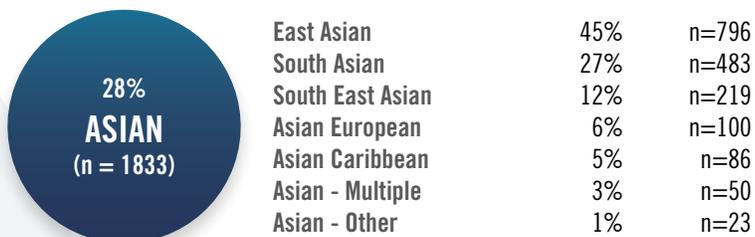


## APPENDIX A: Terminology and Definitions

<b>Gender identity</b>	Each person’s internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person’s sexual orientation.
<b>Exits (Employees)</b>	Employees with a termination event in the reporting period of August 1, 2017 to July 31, 2018. Both voluntary (e.g. retirements) and involuntary termination reasons are included.
<b>Indigenous / Aboriginal People of North America</b>	First Nations (status, non-status, treaty or non-treaty), Métis, Inuit, or Native American (US).
<b>Invisible Disability</b>	“Invisible disability,” or non-visible, is a term commonly used to describe a disability which is non-evident or not readily apparent to others
<b>Persons with Disabilities</b>	<p>Persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment(s) AND</p> <ul style="list-style-type: none"> <li>A) who consider themselves to be disadvantaged in employment by reason of that impairment, <b>OR</b></li> <li>B) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment.</li> </ul> <p>This also includes persons with disabilities who have been accommodated in their current job or workplace.</p>
<b>Promotions (employees)</b>	Employees with a Promotion or Reclassification event in the reporting period. In addition, this includes Academic promotions to Professor in Tenure Stream and Clinical Faculty promotions to Full Professor, where a Promotion event may not have been recorded in the Human Resources Information System (HRIS). For 2017-18, this does not include promotions in the teaching stream.
<b>New Hires (Employees)</b>	Employees with an Employment Date in the reporting period of August 1, 2017 to July 31, 2018.
<b>Non-binary</b>	Gender identities that are not exclusively masculine or feminine and may express a combination of masculinity and femininity, or neither, in their gender expression.
<b>Racialized / Persons of Colour</b>	Members of such groups in Canada are persons, other than Indigenous/Aboriginal People (defined above), who are non-Caucasian in race or non-white in colour, regardless of place of birth or citizenship.
<b>Trans</b>	A person who identifies with a gender other than the one assigned to them at birth, or to a person whose gender identity and gender expression differs from stereotypical masculine and feminine norms. It is also used as an umbrella term for those who identify as transgender, transsexual, trans, gender variant, gender non-conforming, genderqueer, or an analogous term.
<b>Two-spirited</b>	A gender identity that Aboriginal people who are transsexual, transgender or intersex may also use to refer to themselves.

# APPENDIX B: Ethnocultural Identity Breakdown

Staff, Faculty and Librarians



"n" indicates the number of respondents who selected one or more ethnocultural identities.

## Appendix C: Collection of Workforce Data (2017 – 2018)

The University administers the Employment Equity Survey online to all appointed and non-appointed employees through our Employee Self-Service (ESS) system. Participation in the survey is voluntary. Those who choose to complete the survey have the option of responding to one or more questions. Employees may update their information at any time via ESS or by contacting their Divisional Human Resources Office.

### Applicant Diversity Survey

The Applicant Diversity Survey is administered to individuals at the time of their application to the University. Applicants can choose not to respond to all, or select questions. The survey is anonymous and recruiters do not have access to its data.

### Designated Groups

The University collects data from employees regarding membership in the four (4) designated groups: women, people with disabilities, Aboriginal peoples, and visible minorities in accordance with the manner set out by the [Federal Contractors Program \(FCP\)](#). The University also collects data on employees who identify as LGBTQ.

### Data Analysis

The data regarding the external labour pool is drawn from the 2011 Canadian census and the Canadian Survey on Disability (CSD). Positions at the University are categorized by Employment Equity Occupational Groups (EEOGs) as established by Employment and Social Development Canada (ESDC). EEOGs are job categories arranged in a hierarchal fashion based on groupings of National Occupational Classification (NOC) codes created by Statistics Canada. For information about the NOC classification criteria is available on the [Employment Equity Technical Guide](#).

## APPENDIX D: Employment Equity Occupational Groups (EEOG)

<b>Employment Equity Occupational Group (EEOG)</b>	<b>Definition</b>	<b>Examples of University of Toronto Positions</b>
<b>Senior Managers</b>	Employees holding the most senior positions in large firms or corporations. They are responsible for the corporation's policy and strategic planning, and for directing and controlling the functions of the organization.	President, Vice-President, Secretary of Governing Council, Chief Librarian
<b>Middle and Other Managers</b>	Middle and other managers receive instructions from senior managers and administer the organization's policy and operations through subordinate managers or supervisors. Senior managers and middle and other managers comprise all managers.	Director, Associate Director, Manager
<b>Professionals</b>	Professionals usually need either university graduation or prolonged formal training and often have to be members of a professional organization.	Accountants, Programmers
<b>Semi-Professionals and Technicians</b>	Workers in these occupations have to possess knowledge equivalent to about two years of post-secondary education, offered in many technical institutions and community colleges, and often have further specialized on-the-job training. They may have highly developed technical and/or artistic skills.	Animal Lab Technician, Library Assistant, Engineering Technician
<b>Supervisors</b>	Non-management first-line coordinators of white-collar (administrative, clerical, sales and service) workers. Supervisors may, but do not usually, perform any of the duties of the employees under their supervision.	Lead Caretaker, Accounting Supervisor
<b>Supervisors: Crafts and Trades</b>	Non-management first-line coordinators of workers in manufacturing, processing, trades and primary industry occupations. They supervise skilled crafts and trades workers, semi-skilled manual workers and/or other manual workers. Supervisors may, but do not usually, perform any of the duties of the employees under their supervision.	Trades supervisors
<b>Administrative and Senior Clerical Personnel</b>	Workers in these occupations carry out and coordinate administrative procedures and administrative services primarily in an office environment, or perform clerical work of a senior nature.	Administrative assistants, business officers, executive assistants
<b>Skilled Sales and Service Personnel</b>	Highly skilled workers engaged wholly or primarily in selling or in providing personal service. These workers have a thorough and comprehensive knowledge of the processes involved in their work and usually have received an extensive period of training involving some post-secondary education, part or all of an apprenticeship, or the equivalent on-the-job training and work experience.	Cook, assistant cook

## APPENDIX D (Continued)

<b>Skilled Crafts and Trades Workers</b>	Manual workers of a high skill level, having a thorough and comprehensive knowledge of the processes involved in their work. They are frequently journeymen and journeymen who have received an extensive period of training.	Electricians, plumbers, machinists
<b>Clerical Personnel</b>	Workers performing clerical work, other than senior clerical work.	Data entry clerk, general office clerk, mail clerk
<b>Intermediate Sales and Service Personnel</b>	Workers engaged wholly or primarily in selling or in providing personal service who perform duties that may require from a few months up to two years of on-the-job training, training courses, or specific work experience. Generally, these are workers whose skill level is less than that of skilled sales and service, but greater than that of elementary sales and service workers.	Bookstore assistants
<b>Semi-Skilled Manual Workers</b>	Manual workers who perform duties that usually require a few months of specific vocational on-the-job training. Generally, these are workers whose skill level is less than that of skilled crafts and trades workers, but greater than that of elementary manual workers.	Drivers
<b>Other sales and service personnel</b>	Workers in sales and service jobs that generally require only a few days or no on-the-job training. The duties are elementary and require little or no independent judgement	Food service assistant, event attendant

## **APPENDIX E: Labour Availability Analysis**

The Federal Contractor's Program (FCP) expects representation rates (i.e. the proportion of staff identifying in each designated group) will be at, above, or approaching external availability of qualified candidates in Ontario. In other words, the proportion of employees identifying in designated groups should be about the same as, or better than, the proportion of qualified individuals in those groups across Ontario. Workforce analysis calculates the difference between self-identified representation among University employees and those individuals in the external workforce with the minimum qualifications to be a candidate for work in a particular Employment Equity Occupational Group (EEOG). **Generally, attention is paid to situations where there is a gap of 10 or greater and an EEOG has gaps in representation in at least three of the designated groups.** This assists the University in determining particular areas of focus and opportunities for improvement.

It is important to take all of the data into account in order to properly assess the significance of a gap, as the analysis is dependent on the total number of employees in a particular EEOG. For instance, if there is a gap of -20, the "% of underrepresentation" will be greater in an EEOG with a relatively small number of employees, as opposed to an EEOG with a relatively large number of employees.

In the diagrams below, the figures show the difference between the University's representation rates and external availability data. For each group (Staff, Faculty, Librarians) two tables are presented. The first multiplies the difference by the number of employees in each EEOG to determine an estimate of the representation surplus or deficit. The second expresses the percent difference between the University's representation rates and external availability data. Note that the data does not contain an analysis of LGBTQ data, as no corresponding external data is available.

# APPENDIX E (Continued)

## External Availability Comparison:

### University of Toronto Staff

Figures indicate the difference between University of Toronto Response rates and External Availability Statistics, multiplied by the number of U of T employees in each EEOG.

Employee Group	# Employees	Gap - Women	Gap - Disability	Gap - Racialized	Gap - Indigenous
1 - Senior Managers	21	6	0	3	-1
2 - Middle & Other Managers	639	131	35	33	-11
3 - Professionals	1,862	101	76	288	-27
4 - Semi-Professionals & Technicians	930	-5	6	121	-9
5 - Supervisors	93	-22	-6	-3	-2
6 - Supervisors: Crafts & Trades	38	-1	6	6	1
7 - Administrative & Senior Clerical Personnel	2,063	-27	124	281	-1
8 - Skilled Sales & Service Personnel	90	-6	2	11	-2
9 - Skilled Crafts & Trades Workers	171	4	17	34	-2
10 - Clerical Personnel	746	68	19	80	-6
11 - Intermediate Sales & Service Personnel	171	8	2	5	-4
12 - Semi-Skilled Manual Workers	23	6	3	3	-1
13 - Other Sales & Service Personnel	624	-1	-25	54	-9
14 - Other Manual Workers	14	-1	0	-4	0

## External Availability Comparison:

### University of Toronto Staff

Figures indicate the difference between University of Toronto Response rates and External Availability Statistics

Employee Group	% Employees	Gap - Women (%)	Gap - Disability (%)	Gap - Racialized (%)	Gap - Indigenous (%)
1 - Senior Managers	0%	29%	2%	15%	-3%
2 - Middle & Other Managers	6%	20%	5%	5%	-2%
3 - Professionals	17%	5%	4%	15%	-1%
4 - Semi-Professionals & Technicians	8%	-1%	1%	13%	-1%
5 - Supervisors	1%	-24%	-6%	-3%	-2%
6 - Supervisors: Crafts & Trades	0%	-2%	17%	17%	3%
7 - Administrative & Senior Clerical Personnel	19%	-1%	6%	14%	0%
8 - Skilled Sales & Service Personnel	1%	-7%	3%	12%	-2%
9 - Skilled Crafts & Trades Workers	2%	2%	10%	20%	-1%
10 - Clerical Personnel	7%	9%	3%	11%	-1%
11 - Intermediate Sales & Service Personnel	2%	5%	1%	3%	-2%
12 - Semi-Skilled Manual Workers	0%	25%	12%	11%	-2%
13 - Other Sales & Service Personnel	6%	0%	-4%	9%	-1%
14 - Other Manual Workers	0%	-8%	0%	-25%	-3%

## External Availability Comparison:

### University of Toronto Faculty

Figures indicate the difference between University of Toronto Response rates and External Availability Statistics, multiplied by the number of U of T employees in each EEOG.

Faculty analysis is compared against NOC 4011 (Statistics Canada's 2016 'National Occupational Classification'. NOC 4011 consists of 'University professors and lecturers'). The NOC comparator is used for faculty members, as the EEOG system does not provide a suitable comparison group for those in this highly specialized employee group.

	# Employees	Gap - Women	Gap - Disability	Gap - Racialized	Gap - Indigenous
Faculty	3,338	118	91	8	-14

	% Employees	Gap - Women (%)	Gap - Disability (%)	Gap - Racialized (%)	Gap - Indigenous (%)
Faculty	30%	4%	3%	0%	0%

## External Availability Comparison:

### University of Toronto Librarians

Figures indicate the difference between University of Toronto Response rates and External Availability Statistics, multiplied by the number of U of T employees in each EEOG.

	# Employees	Gap - Women	Gap - Disability	Gap - Racialized	Gap - Indigenous
Librarians	156	110	9	-9	-2

	% Employees	Gap - Women (%)	Gap - Disability (%)	Gap - Racialized (%)	Gap - Indigenous (%)
Librarians	1%	21%	5%	-6%	-1%

## APPENDIX F: Breakdown of Employee Groups

The employment groups that comprise each subarea referenced in this report are defined below.

<b>Employment Group</b>	<b>Personnel Subarea</b>
<b>Faculty</b>	Academic
<b>Librarians</b>	Librarian
<b>Non-Unionized Administrative Staff</b>	Admin/Confidential Professional & Managerial (PM) Pres/V-P/V Provost Research Associate
<b>Other Unionized Staff</b>	CUPE 3261, 89 Chestnut CUPE 3261, Full-time CUPE 3261, Part-time CUPE 2484 CUPE 1230 (Full-time & Part-time) OPSEU 519 OPSEU 578 Unifor FT L2003
<b>Trades and Services</b>	Carpenters & Allied Workers, Local 27 IBEW 353 (Electricians) IBEW 353 (Locksmiths / Mechanics) UA Local 46 SMWIA Local 30
<b>United Steel Workers (USW)</b>	USW

# TRI-CAMPUS EQUITY OFFICES

Office of the Vice-President,  
Human Resources & Equity  
[vp.hre@utoronto.ca](mailto:vp.hre@utoronto.ca)

Accessibility for Ontarians with Disabilities  
Act (AODA) Office  
[aoda.utoronto.ca](http://aoda.utoronto.ca)

Anti-Racism and Cultural Diversity Office  
[antiracism.utoronto.ca](http://antiracism.utoronto.ca)

Community Safety Office  
[communitysafety.utoronto.ca](http://communitysafety.utoronto.ca)

Family Care Office  
[familycare.utoronto.ca](http://familycare.utoronto.ca)

Health & Well-being Programs & Services\*  
[uoft.me/hwb](http://uoft.me/hwb)

Sexual & Gender Diversity Office  
[sgdo.utoronto.ca](http://sgdo.utoronto.ca)

Sexual Violence Prevention & Support Centre  
[svpscentre.utoronto.ca](http://svpscentre.utoronto.ca)

## Related Resources

Equity at U of T  
[equity.utoronto.ca](http://equity.utoronto.ca)

Indigenous Student Services at  
First Nations House  
[studentlife.utoronto.ca/fnh](http://studentlife.utoronto.ca/fnh)

Multi-Faith Centre  
[studentlife.utoronto.ca/mf](http://studentlife.utoronto.ca/mf)

Safety  
[safety.utoronto.ca](http://safety.utoronto.ca)

## UTM Mississauga campus

Equity & Diversity Office  
[utm.utoronto.ca/edo](http://utm.utoronto.ca/edo)

Accessibility Services\*\*  
[utm.utoronto.ca/accessibility](http://utm.utoronto.ca/accessibility)

Health & Counselling Centre\*\*  
[utm.utoronto.ca/health](http://utm.utoronto.ca/health)

## UTSG Downtown campus

Accessibility Services\*\*  
[studentlife.utoronto.ca/as](http://studentlife.utoronto.ca/as)

Health & Wellness Centre\*\*  
[studentlife.utoronto.ca/hwc](http://studentlife.utoronto.ca/hwc)

## UTSC Scarborough campus

Equity & Diversity Office  
[utsc.utoronto.ca/edo](http://utsc.utoronto.ca/edo)

AccessAbility Services\*\*  
[utsc.utoronto.ca/~ability](http://utsc.utoronto.ca/~ability)

Health & Wellness Centre\*\*  
[utsc.utoronto.ca/hwc](http://utsc.utoronto.ca/hwc)

\* STAFF AND FACULTY ONLY \*\* STUDENTS ONLY

# REPORT ON EMPLOYMENT EQUITY 2017 / 2018

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UNIVERSITY OF  
**TORONTO**