University of Toronto

OFFICE OF THE VICE-PRESIDENT, HUMAN RESOURCES

TO: Business Board & Academic Board

SPONSOR: Angela Hildyard
CONTACT INFO: 978 4865 angela.hildyard@utoronto.ca

DATE: April 17 for May 8, 2003

AGENDA ITEM: 8 (Business Board) & 9d (Academic Board)

ITEM IDENTIFICATION:

2002 Employment Equity Report

JURISDICTIONAL INFORMATION:

The Board receives the Employment Equity Report for review purposes only.

PREVIOUS ACTION TAKEN:

N/A

HIGHLIGHTS:

While the numbers of women and visible minorities hired into the tenure stream continue to be encouraging, they are not increasing as rapidly as we would like. Further, faculty with disabilities and Aboriginal faculty members continue to be underrepresented. Although the number of women in positions of academic leadership has increased, the representation of visible minorities and persons with disabilities has remained static.

With respect to administrative and unionized staff, there is a generally more positive equity snapshot. However, there tend to be fewer members of the designated groups in senior positions, although women and visible minorities exceed the availability data in middle management. Persons with disabilities and Aboriginals persons continue to be underrepresented in within administrative and unionized staff.

FINANCIAL AND/OR PLANNING IMPLICATIONS:

The Provost's Office and the Office of the Vice President Human Resources have initiated a number of activities and projects aimed at addressing areas of under representation. Key amongst these are the development of a green paper on Equity which

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will advise the Equity Framework included as part of the Provost's Academic Planning exercise; a number of new appointments in these two offices focusing on equity issues; a focus on disability issues, including the development of the University plan for compliance with the ODA; a focus on developing initiatives to increase the representation of Aboriginals persons into all staff categories.

I will be working with the Vice-President and Provost to develop a specific action plan for employment equity as part of the academic planning exercise.
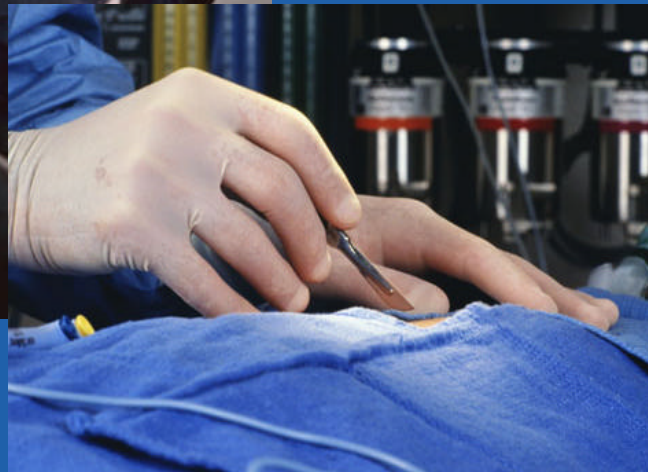
RECOMMENDATION:

None. Report for information and review purposes only.

Employment Equity
Report 2002

University of Toronto

President Birgeneau, March 2001

"Our University's success will in good part be measured ultimately by how representative our faculty is of student body and country. This is the true challenge that lies before us"

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"The University of Toronto has committed itself to the twinned objectives of "excellence and equity" in recruiting faculty. A diverse faculty enriches the University by virtue of the backgrounds and intellectual viewpoints such faculty bring to their work."

Professor Shirley Neuman, Vice-President and Provost

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"It is exciting to be working with this particular senior management team as all of us are committed to implementing positive diversity and equity change during our tenure".

Professor Angela Hildyard, Vice-President, Human Resources

Introduction

A) Historical and Demographic Context

Canada has always been a culturally diverse country. Aboriginal peoples represented a rich complex of communities, languages, cultural, and religious practices before the Europeans came to North America. Since that first settlement of European newcomers, the increased mobility of people, first from Europe and then from Asia and Africa, has continued to diversify the Canadian population.

Like the United States, Canada has traditionally depended on immigration to build its physical and financial infrastructure, labour pool, wealth, and population. In 1972, the cultural diversity of Canada was formally acknowledged and honoured in the Multicultural Act. This legislation became an important stepping stone to the recognition of the need for equitable practices in all areas of Canadian life. The federal Employment Equity Act (1986) was another important step in solidifying the legislative recognition of the value of equitable policies and practices in an ethno-culturally diversified country. Supporting the EE Act, the Federal Contractors Program, to which the University became an immediate signatory, was also put in place in 1986.

Provincially, the principles of equity are supported by the Ontario Human Rights Code, which assures that every person has a right to equal treatment with respect to services, goods, and facilities. (Ontario Human Rights Code, Revised 1990).

B) Institutional Context

The University of Toronto is situated in downtown Toronto, a city that is one of the most multicultural cities in the world. This diversity makes for a culturally rich environment and has provided the University with a student body that is one of the most diverse in the world. As President Birgeneau has noted, this heterogeneity gives the University "the potential for greatness and a cause for celebration" (Speech 2001). However, the President goes on to qualify that this potential depends to a great extent on a parallel diversity of thought and representation in faculty, staff, and University leadership and that significant progress in equity is a necessary condition for continued academic excellence.

If we look at the University's foundation documents, its policy infrastructure and the recent declarations of the Governing Council, the University of Toronto already has in place a necessary foundation for the building of a diverse and fully equitable centre of scholarship, work and study.

For example, the mission statement of the University commits itself to the "promotion of equity and justice within the University and the recognition of the diversity of the University community". In 1992, the Governing Council adopted the University of Toronto statement of Human Rights, which acknowledges a commitment to academic freedom and "affirms its commitment to equity".

These general principles establish an institutional framework that is further supported by specific policies on the prevention of Sexual Harassment (1993), a "Statement on Accommodation in Employment for Persons with Disabilities (1995)", an Employment Equity Policy (1991), a "Statement Prohibiting Discrimination and Discriminatory Harassment" (1994), a "Services to Disabled Persons Policy" (1987), and a number of child care policies and accommodations to enable members of the University community to meet family commitments.

To implement these policies and accommodations there exists a number of services available, including the Equity Advisory Group which is "a coalition of offices charged with promoting… equality". In addition to these services, the Employment Equity Report, which must be submitted annually to the Governing Council, provides a yearly snapshot of the University's progress in terms of workplace equity.

Purpose of Report

The purpose of this Employment Equity report is twofold-it has both quantitative and qualitative goals. To begin with, the report is a mirror held up to the University community to reflect the progress it is making towards becoming a more accessible and equitable place of work and study.

Although the numbers are important and serve as benchmarks, an equally important function they serve is to suggest initiatives and pilot projects that can provide more qualitative data on the successes and failures that the numbers highlight.

In conclusion, the report uses numbers to show where the University has been and points to new directions and opportunities for the progress that lies ahead.

Organization of Report

The format of this report follows the basic outline of the 2000-2001 Report. The report summarizes employment equity results in the areas of recruitment, promotion, and retention practices in both faculty and administrative positions. It monitors the progress or lack of progress in each of the federally legislated designated groups, Aboriginals, persons with disabilities, visible minorities and women.

The report then makes recommendations, including qualitative projects that could be begun in this calendar year of 2003. There follows a brief summary of last year's pilot projects and a reminder that a Federal Contractors Report may be required by the government during the next academic year.

Note: Data and reports for previous years are available for the years between 1996 and 2001 at http://www.utoronto.ca/hrhome/vphr/eequity.htm.

Summary and Analysis of Employment Equity Tables

Employment Equity Survey Results 2001-2002 (Table 1)

Each new University employee receives a voluntary employment equity survey to complete and return. As has been the case in the past few years, there was a slight increase in the number of both completed and returned surveys. The year (2002) return rate was 83% and the completed rate was 78%. These numbers show a slight gain over 2001, when the return rate was 81% and the completed rate was 76%. Although these gains seem small, when coupled with cumulative gains from other years (a 3% gain in completed surveys and 4% gain in returned surveys since 1999) they point to a gradual but steady growth in comfort level and acceptance of employment equity surveys.

Returns: Extract from Table 1
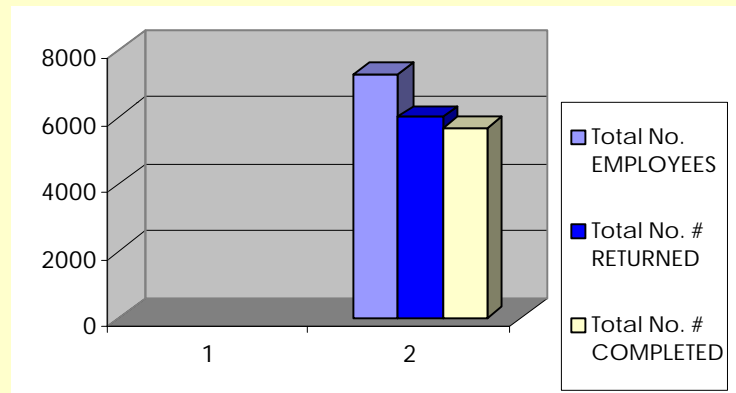
Tables

Faculty Hires, Retention, and Exits

New Hires in the Tenure Stream (Table 12,A,B)

There were 129 new hires in the tenure stream in 2001-2002. 43 (33%) were women, and 18 (15%) were members of visible minority groups. These percentages roughly parallel last years results in which 35% of new tenure stream hires were women and 16% of new hires were visible minority members. These numbers are encouraging and are slowly changing

the makeup of faculty in terms of two of the designated groups, women and visible minorities. Nevertheless, there are still gains to be made as women still only account for 28% of the entire faculty tenure track workforce and visible minorities account for 16%.

The tables also show the under-representation of the two other designated groups, Aboriginal persons and persons with disabilities. Although two Aboriginal women were hired into the tenure stream this last year, Aboriginals only represent 0.6% of this workforce. Also, persons with disabilities represent 2.6% of the University tenure track workforce and there were no new hires in this group during the past year.

It should be noted that the numbers representing persons with disabilities and Aboriginal persons are often under reported as members of these two designated groups are sometimes reluctant to bring attention to their status or disability for a variety of reasons, one of which is a fear that self-disclosure may limit their career opportunities. Even accounting for this partial rationale for some level of under-representation, the fact remains that these two designated groups remain under represented in new recruitment and hiring. This lack of representation and the qualitative work that lies ahead in order to address this gap will be further discussed in the conclusion of this section and in the final recommendations.

Representation of Women and Visible Minorities among Faculty Hires Relative to Recent PhD's

Female Hires (Table 13)

The numbers that are used to estimate females with recent PhDs in each of five departmental (and discipline) groupings come from surveys taken between 1996-1998. Consequently, the reference numbers are out of date and may not accurately reflect the female PhD pool that was available in 2001-2002. Nevertheless, they are the only numbers that will be available until the 2003 National Graduate Census is released.

For group 1, which includes disciplines in which women traditionally have been well represented as graduate students (eg. education, nursing, social work and speech language pathology), females represented 64% of 1996-1998 PhD graduates. The percentage of female faculty hired in this departmental grouping was 64% and so accurately represented the proportion of available female PhDs reported in the 1996-1998 surveys. In fact, in departmental groups 1, 4 and 5 the proportion of female hires either met or exceeded the availability numbers.

However, in departmental groups 2 and 3 the new hires did not reflect the number of female PhDs available. Disciplines represented in group 3 include Basic Medical Sciences, Dentistry, Law, Management, Study of Religion and Political Science. The percentage of 1996-1998 female PhD graduates was 36%, however, the proportion of actual female hires was 28%.

In group 2, which includes Linguistics, Anthropology, and Botany, the availability proportion was 53% and the proportion of females hired was 46%.

Visible Minority Hires (Table 12A)

The proportion of visible minority persons that were faculty hires was 16.1%. This exceeds the 1996-1998 availability data of 12%. However, new surveys are showing a marked increase in the availability of recent visible minorities with PhDs. (eg, the 2002 Higher Education Data Sharing Survey (HEDS) reports that the number of U. of T. visible minority doctoral respondents was 26%). This lag in up- to- date availability data may make the University's numbers in this area seem more positive than they actually may be. New figures from the 2003 Census will remedy this lack of up-to-date numbers.

Responding proactively to this expected change in Census numbers, the Office of the Provost has initiated a number of projects that have had and continue to have the desired positive effect on the number of diversity new hires. (See Equity Initiatives Section for a summary of these educational and employment equity projects).

The Provost's Office also collects and keeps data on the percentage of women and visible minority new hires from year to year both by SGS Division (Tables B, and C) and an overall hiring profile of these two designated groups (Table E). These data are based on reports submitted by department heads at the time of hire. These tables report a fluctuation in the numbers of women and visible minority new hires by SGS Division from 1999 to 2002, but when reported as a whole (Table E) the percentage of women new hires are relatively constant from 38% in 1999 to 36% in 2002.

Representation Among Tenure Stream Faculty (Table 2A)

Women now represent 28% (n-511) of all tenure stream faculty and visible minorities represent 11% (n-144) of tenure stream faculty. This indicates an increase of 25% for women and 33% for visible minorities since 1997. The representation of Aboriginal persons remains small at 0.6%. However, this small number is reflective of the availability data (1996) of 0.5%.

Only 2.6% of the faculty self-identified as persons with disabilities in 2002 compared to 4.6% who self-identified in 1996. This decline in numbers may reflect the congruency between age and disability and some of those who self-identified as person with disabilities in 1986 may since have retired.

Representation among Assistant Professors by SGS Division (Table2.2A)

The representation of women in Humanities has increased from a recent low in 1999 of 32.7% to 42.6% in 2002. However, in each of the other three divisions, the representation of women faculty has gone down from higher percentages in 1997 – 1998.

Concerning visible minorities, representation numbers in the Life Science Division in both 2001 (16.1%) and 2002 (15.9) are the highest they have been since 1998. However, in each of the other three divisions, visible minorities are represented at lower levels than they have been at some point in the previous five years. (See previous Employment Equity Reports for actual numbers).

Although generally, the representation of women and visible minorities in new hires have matched or exceeded the current availability data, under-representation in some specific disciplines still exist. These lacunae present a place for enquiry.

The representation numbers in the other two designated groups, Aboriginal persons and persons with disabilities are too low to make any analysis about areas of concentration. They traditionally have been and remain under-represented across all academic divisions.

Promotions to Full Professor (Table 10)

Promotions of both women and visible minorities from associate to full professor accurately reflected their representation. No persons who reported a disability and no Aboriginal persons were promoted to full professors.

Academic Leadership (Table 3, 7,)

Since 1996 the number of women in academic leadership positions has greatly improved. The number of women among Principals and Deans increased in two years from 17.4 % in 2000 to 25.8% in 2002. Women also represented 25.4% of Academic Directors, Chairs and Associate Deans. In Senior Administrative positions women hold 3 of the 10 present positions. This again represented a significant increase from 1996 (19.8%). The overall representation of visible minorities in roles of academic leadership has remained static over the last few years at 6.4%. Among the Officers and Academic Administrators 1.4% self identified as persons with disabilities. There is currently no Aboriginal representation among academic leadership at the University of Toronto. (See 1996 Employment Equity Report for 1996 numbers.)

Exits (Table 11A,C)

Encouragingly, in 2002 women's resignations were proportional to all other reasons for exits. This is good news, and perhaps suggests a more hospitable climate experienced by women faculty. However, we must wait for further confirmation of this change of numbers to see if they are repeated over the next few years before we can make any conclusions. For a number of years resignations represented a higher rate for women than for the general faculty population. In 1998, for example, resignations as a percentage of all exits were 17.2% and resignations of women accounted for 35.7% of all exits. In 2002 visible minority persons also exited at a rate that was proportionate to their overall faculty representation.

No person who identified as Aboriginal was represented in the exit numbers. Resignations, as well as early and normal retirement accounted for the exits of those who identified as having a disability. As the number is small (3), it is difficult to speculate if any accommodation issue was a factor in the resignation or early retirement. Only when persons with disabilities are more fully represented in the faculty work force can any accurate picture of the pertinent issues, and needs for accommodation become clear.

Other Academic Positions

Librarians (Table 4)

The external workforce data indicates that the profession of Librarians is over represented with women. This data shows that 82.5% of qualified librarians are women. At the

Librarians (Extract from Table 4)
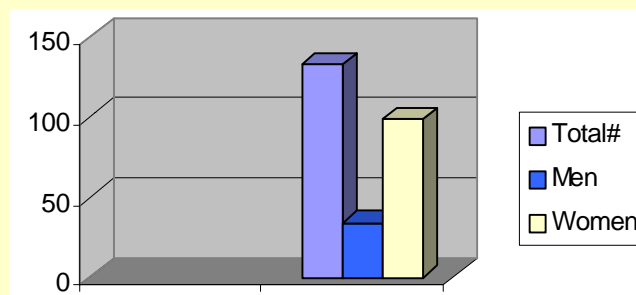
University of Toronto, 74% of its full time librarians are women. 85.7% of its part time librarians are women. The University's numbers do not show the same level of concentration of women as the external work force but nevertheless the numbers still indicate an over representation of female staff. This concentration of women may be partially explained by the fact that libraries have traditionally been a workplace that has accepted women as professionals and so is perceived as a hospitable climate for women where they may advance according to their abilities.

In terms of visible minorities, the external workforce has 7.6% representation and the University of Toronto library workforce percentage of visible minorities is 13%. Again, visible minority women outnumber visible minority men and account for 12 of the 14 visible minority staff.

Aboriginal persons and persons with disabilities are also better represented in the Library than some other areas at the University. However, those two designated groups still remain under-represented.

Research Associates (Table 5)

39.7% of the Research Associates who completed the Employment Equity Survey are members of a visible minority group. This is the highest proportion of visible minorities in any occupational group at the University. This number has been consistently high for a few years and exceeds the external availability data, which is 24.3%.

Only one of a total of 168 Research Associates was a person with a disability (lower than the availability data of 3.7%) and there are no Aboriginal persons in this employment group.

Women represent 36.9% of the employment group (less than the availability data of 49.2%) and within the visible minority group, women are also under represented (20 of the total of 52 visible minorities were female).

Lecturers (Table 2A & Table 2B)

It is very difficult to make generalizations about this academic group of non-tenure track teachers as the term lecturer applies to many different positions across many departmental and discipline divisions. For example, tutors, who may not have a PHD, practicing physicians, who also teach, as well as instructors who have continuing appointments but do not have research duties are all included in the category of lecturer. However, a few numbers do stand out as noteworthy. The overall number of full and part-time lecturers has increased from 249 (40 F.T. and 209 P.T.) in 1996 to 460 (293 F.T. and 167 P.T.) in 2002. Nevertheless, as full time positions have increased, the proportion of women has remained steady. Women outnumber men in full-time positions (55.7%) and also in the part-time lecturer stream (57.3%)

Conclusion

There are some general characteristics that these numbers sketch regarding the progress in equitable representation. Most notably, there has been demonstrable progress in the representation of females and visible minorities. This is due, in large part to the gains made in recent new hires. Notwithstanding this significant progress, there are still further gains to be made to achieve full and equitable representation.

For example, there exists unevenness to the distribution of women and visible minorities within different academic divisions. Life Sciences has an improved proportion of visible minorities, but in the other three divisions, Humanities, Social Science, and, Science the progress has not been as steady.

As well, in the Science Division, an area where women have traditionally been under-represented, the proportion of women has actually decreased since 1997 (from 31.9% to 19%) Although this year the proportion of female hires increased to 28%, this progress must be referenced by a consideration of the availability data. According to 1996 data, the

availability of qualified females was 36%. Clearly even this year's progress is not as good as it could be.

A third general characteristic of this numbers sketch is the under-representation of the two other designated groups, Aboriginal persons and persons with disabilities. This under-representation exists in almost all academic positions throughout all divisions. Although, as previously mentioned, there often exists an unwillingness to self identify as a person with a disability and some Aboriginal persons choose to keep their heritage a private matter, this hesitancy cannot in itself account for the serious under-representation of these two groups. This under-representation is an important issue that needs both careful attention and proactive initiatives.

Another issue that has special symbolic import is academic leadership. The number of females in leadership positions has improved in the last number of years but the number of visible minorities in leadership positions has remained unchanged. There is no Aboriginal representation and those who either have a disability or are willing to self identify as such remains very low.

Administrative Occupations

Non union Occupations (Table 7.1A)

This occupational group includes senior managers, professionals and, confidential administrative staff. In this group there has been a small increase in the number of Aboriginal persons and persons with disabilities. However, the numbers for women and visible minorities do not conform to an overall pattern and vary from category to category. In some categories (eg. Administrators and Senior Clerks), the numbers are close to the availability data for both groups. Conversely, in other categories (eg.Super:Cler/SaleServ,) the representation numbers for both women and visible minorities are lower than the availability data. And in the category for middle managers the U. of T. numbers for women (50%) exceed the availability data (34%). Because of this variance it is difficult to give a cohesive picture.

Nevertheless, there are a few items that are particularly significant. One is the lack of minority representation within senior management. For example, while the number of positions at the senior management level has increased from 7 to 12 in 2002, the number of women and visible minorities has stayed the same. In this group, there is 1 visible minority, 0 persons with disabilities and no Aboriginal representation. The female representation numbers are better, but they still are low. While the availability data is 47%, the University percentage of female representation in senior management positions is 33%.

The picture regarding middle managers presents a rather different pattern. Here, there has also been an increase in the number of management positions. In 2000 there were 212 middle management positions and in 2002 there were 269. Even though there was no

overall change in the female representation numbers, the number of women managers still exceeds the availability data by 16%(50% to 34%). Regarding visible minorities, the representation of University middle managers exceeds the availability data (13.8% to 6%).

The position of the two other designated groups is not as promising. Some persons with disabilities are in middle management positions (2.9%). Aboriginal persons as yet have no representation in middle management.

Note: There is no comment on part-time employees as their numbers are too small (n41) to indicate significant patterns or trends.

United Steelworkers of America (Table 8.1A)

In terms of both new hires and overall representation, gains have been made. Ten Aboriginal persons were hired in 2002, bringing the total representation from .9% to 1.3%. That brings the total number of Aboriginal persons working at the University in the USWA up to

USWA (Full-time) (Extract from Table 8.1A)

Persons With Disabilities
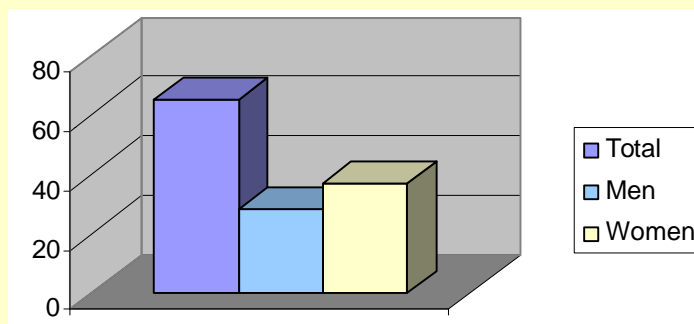
29 persons and these persons were distributed among professional, semi-professional, supervisory clerical and clerical occupations.

Visible minorities represented 30.1% of the USWA new hires. The total representation rate of visible minorities in the University union section is 28.5%. This mirrors the external availability data. On the whole then, the numbers on visible minorities are quite good with the exception of the sub-category Skilled Trades & Crafts (Skill Level B). All other sub-categories either mirrored or exceeded the external availability data.

The only negative counterpoint to this otherwise positive picture of progress is that the promotion rate of visible minorities was lower than would be expected at 22.3%. This may

be due to the fact that many of the visible minority union members are newly hired. In time we may see a shift in promotion rates as these new hires move through the system.

The number of voluntary exits is small. However, visible minorities count for somewhat more involuntary exits (36% of all terminations, lay-offs, contract expiries) than their numbers suggest would be the case. Similarly, last year visible minorities accounted for 39.4% of all involuntary exits. This number of visible minority exits may be affected by seniority provisions, which understandably aim to provide job security for their long-time employees. The equity cost to this provision is that newly hired minority groups have a difficult time, especially during economic downturns, establishing a secure foothold in workplaces strictly bound by seniority provisions.

Regarding persons with disabilities, the numbers are quite good (over 60) and in a few categories, exceed the availability data. Representation of women reflects or exceeds availability data in most occupations.

Notwithstanding this generally positive equity snapshot, the union may face challenges to further diversify its labour force when comparisons are made with the federal 2001 Census results which are to be released later this year.

Note: Although part-time U.S.W.A. workers number 271, they are only 10% of its workforce and so are not part of this commentary.

Administrative Occupations – Unionized (Table 8A)

This includes CUPE, OPSEU, and Skilled Trades.

Contrary to the pattern of under representation that generally exists with respect to both persons with disabilities and Aboriginal persons, these unionized administrative occupations show more inclusive employment patterns. For example, the representation of persons with disabilities is 5%. Aboriginal persons are represented at 3%. Regarding the Aboriginal representation this is among the highest at the University.

The numbers for visible minorities, though, are quite inconsistent. In some categories the numbers mirror or exceed the external availability data. For example, the numbers in Semi-skilled Manual workers, Sales and Service Levels, Clerical Workers (Skill Level C) are quite good. However, in other places the numbers are disappointing. The external availability data shows that 36% of the external workforce in Sales and Service occupations (Skill Level D) are members of visible minority groups, and the representation rate of visible minorities in the University's unionized administrative occupations is only 13.5%.

Regarding female representation, women have over the past five years made up 38-44% of this workforce. The generally positive picture for women is marred somewhat by the tenacity of the issue of under representation in the skilled trades. In these traditionally male

"The number of voluntary exits is small."

"Generally positive equity snapshot"

dominated occupations women only account for 1.4%. This small percentage roughly reflects the external availability data of 2.5%

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In the unionized administrative occupations, promotions for females have increased from 12% in 1999 to 20% in 2002. While this increase is positive, the number is still low when taking into consideration that the female representation rate is 41%.

There exist two specific areas in these occupation categories that suggest a need for enquiry and remedy. They are the representation of visible minorities in specific categories and the promotion rate of females. In addition, although the numbers for Aboriginal persons and persons with disabilities are better than in many work places within the University, there is a need for continued progress in those areas.

Conclusion

Due to the large number of very different occupations that are grouped together under this administrative category generalizations are difficult to make. One pattern though, that parallels a problem in the academic stream, is the lack of adequate designated group representation in senior administrative positions. This issue is an important one on a number of levels. Practically, full minority representation at the senior level would provide a rich diversity of perspectives that could inspire the University to develop fresh and challenging ideas, priorities and leadership styles.

Also, on a symbolic level, if diversity exists at the senior levels in the university, a signal would be sent that diversity issues are taken very seriously, that glass ceilings are being removed and that students, junior staff and faculty can realistically expect to be promoted according to their ability. The importance of this signal should not be under-rated or reduced to evidence of tokenism. However, on a positive note, the possibility to diversify senior administration over time is feasible, given the adequate number of middle managers that are from at least two of the designated groups, women and visible minorities.

Another issue, related not only to a lack of representation in upper and middle management, but also to under-representation across the entire administrative structure and, as previously noted, across academic occupations as well, is the serious under-representation of staff who self -identify as persons with disabilities and Aboriginal persons.

The third trend, (also paralleled in the academic stream) is that some occupations have concentrations of males (trades) and females (library). These areas of concentration have long been areas of male or female predominance and it will take time and education to slowly ensure that those positions are filled with a diversity of qualified persons.

Summary of Recent Equity Initiatives

Office of the Vice-President (Human Resources)

During the year 2001-2002 several employment equity initiatives have taken place, many under the umbrella of The Office of the Vice President (Human Resources) and The Office of the Provost.

In the Vice-President's Office, two full time new positions were created. One position deals with the health and well being of staff with a particular focus on providing support to staff with disabilities. The other position is concerned with the quality of work-life. Both of these positions are charged with creating a positive work environment that enables staff to balance personal, family and work responsibilities. These positions have particular impact on designated groups who are sometimes more readily affected by accommodation and climate issues.

Recently, the Quality of Work Life Advisor co-ordinated an e-mail survey that gauges the challenges faced by staff and faculty as they juggle work demands with family responsibilities. This confidential survey will be e-mailed to all staff and faculty in Spring 2003. The information gathered will guide future program and policy development with the aim of providing an inclusive and supportive workplace climate.

In addition, the Co-ordinator for Lesbian, Gay, Bisexual, Transgendered and Queer (LGBTQ) issues now has a 50% appointment to the Office of the Vice-President (HR). Although the issues of sexual minorities are not covered under federal employment equity legislation, these issues impact on the broader equity principles of inclusion and so are properly included in the complex task of achieving an equitable and welcoming workplace.

The President's Office, in consort with the Office of the Vice-President (HR) planned and began to deliver a series of breakfast lectures for women faculty and staff in early 2003. The "Early Vision" breakfasts give a platform to women who have broken through the "glass ceiling" and in doing so, have made significant contributions to the institutions they work within.

 Also planned during 2002 was a weekend conference, "Equity and Excellence", which took place at the end of March 2003. Over 400 delegates - faculty, staff, students and community members - attended the very successful conference.

Employment Equity Advisor

The Employment Equity Advisor, who reports to the Vice-President (H.R.), undertook three Diversity Demonstration Projects during 2002. These projects took place at UT Mississauga, UT Scarborough and Hart House. Although each program had its own focus, the overall purpose was to provide cross-cultural skills training for staff who regularly had contact with a diversity of students. Within this over arching purpose, the UTM project emphasized

"Full minority representation at the senior level would provide a rich diversity of perspectives that could inspire the University to develop fresh and challenging ideas, priorities and leadership styles."

"Employment equity initiatives "

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practical skills and inter cultural competencies, the UTSC project developed a self-assessment questionnaire that underlines the benefits of a pluralistic society, and the Hart House project aimed to support senior managers in fostering inclusive hiring practices.

The Office of the Provost

The Provost's Office has also been engaged in myriad equity and diversity initiatives (for a full report please refer to the "Equity, Diversity and Inclusion At The University of Toronto" discussion paper, available from the Provost's Office and the website http://www.utoronto.ca/plan2003/equity.htm for the 'Green Paper" discussion papers on equity issues).

Table A
Hiring Statistics by SGS Division
2001-02

	Hum	Soc Sci	Phys Sci	Life Sci	Total
Females					
Interviewed	46%	37%	17%	42%	33%
Offers	42%	38%	15%	47%	35%
Acceptance	48%	35%	14%	50%	36%
Decline	25%	40%	21%	25%	28%
Visible Minorities					
Interviewed	37%	29%	29%	25%	29%
Offers	21%	12%	29%	21%	20%
Acceptance	23%	11%	29%	24%	20%
Decline	25%	20%	21%	0%	19%

In 1992, an Ethno-cultural Academic Initiatives fund was established. The purpose of this fund is to enhance the geographical and cultural diversity of the curriculum. One of the main initiatives of this fund has been to bring visiting scholars to the University of Toronto. This past year the divisions of Law, Medicine, OISE/UT, Pharmacy, Physical Education and Health, Social Work, the Transitional Year Program, Status of Women Office and UTSC all received monies for educational equity projects. Visiting Scholars were appointed in the divisions of Arts and Science (2 scholars) and OISE/UT (2 scholars). The scholars came from diverse geographical locations such as Africa, and South Asia and were engaged in disciplines such as creative writing, psychotherapy and feminist education.

In 2002, a full time Director of Faculty Renewal position was established. One responsibility of this position is the development and implementation of workable strategies for senior academic administrators, deans and chairs dealing with diversity and inclusion considerations as part of the faculty search process

The Provost's Office also requires search committee chairs to report on the number of

> *"Accommodation measures ... are necessary to adequately respond to the full spectrum of issues and needs presented by the many chronic health problems."*

Table B
% of Women Hired by SGS Division,
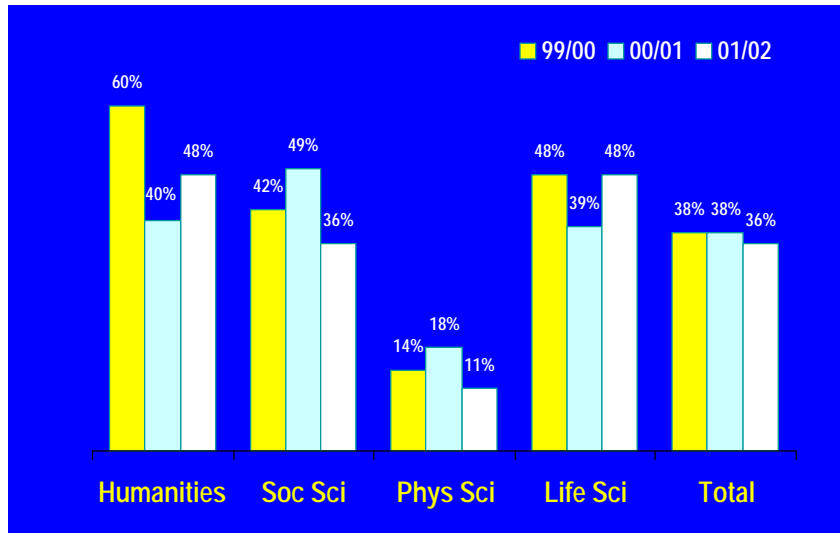
Table C
% of Visible Minorities Hired by SGS Division,
99/00 to 01/02
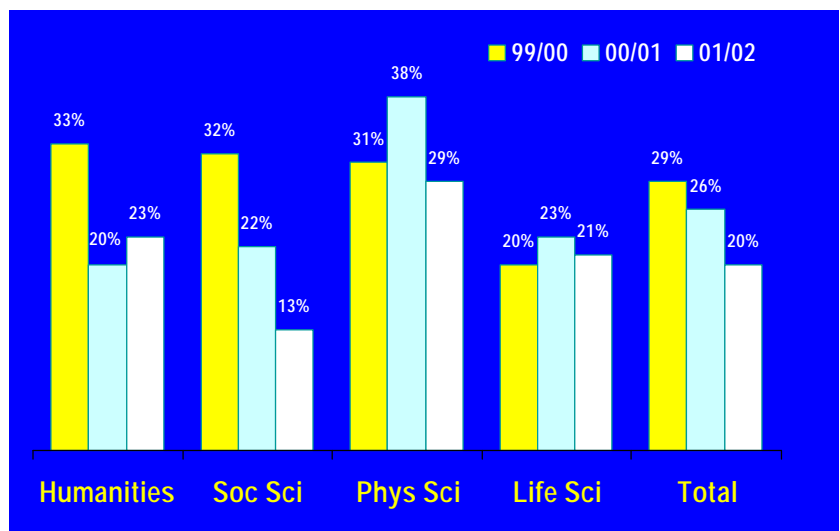
Table D
Hiring Profile
99/00 to 01/02

Legend: 99/00 | 00/01 | 01/02

Women: 38%, 38%, 36%
Visible Minority Candidates: 29%, 26%, 20%
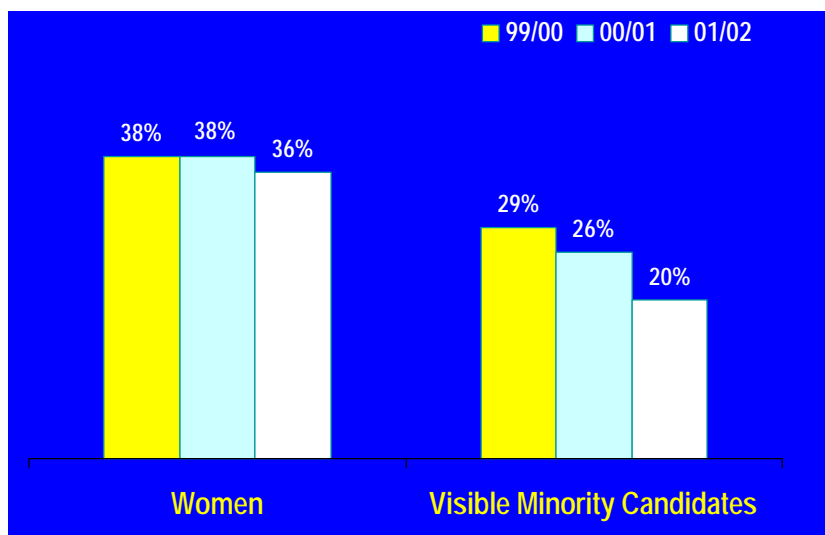
designated group members who were short-listed and the number that were subsequently hired (Table A).

Decanal and Provostial representatives are present in faculty search committees and have received outreach training for faculty recruitment. Also, training programs on outreach were developed for academic administrators and designated administrative staff members.

The Provost's Office keeps track of all academic tenure track position searches and records information on the geographical source of new hires, the rank of new hires, salary of new hires and other pertinent recruitment data. For example, the Provost's Office collects data on the percentage of women and visible minority new hires from year to year both by SGS Division (Tables B, and C) and on an overall hiring profile of these two designated groups (Table D). Review of the numbers from the Provost's Office shows some discrepancy from the other numbers in this Report that were collected by the Human Resources Office. The reasons for these discrepancies are multifactorial. One reason is that Human Resources methodology depends on self-identification and the Provost's Office data is based on reporting by the department head. In addition, the SGS division numbers are based on clustering of like disciplines, while the graphs in Table 13 clusters disciplines with similar representations of women. The time periods covered are also different in that the Provost's Office statistics reflect the year an offer is made and the HR statistics reflect the individual's start date at work which, in fact, may be a different calendar year. However, the important trends and picure these tables reflect are congruent.

(Note, in former Employment Equity Reports, the Tables B and C were presented as Tables 2 and 4 and were not distinguished from the data collected by the Human Resources Office).

Although the equity initiatives in the Office of the Provost and the Office of the Vice-President (HR) will continue, responsibilities for proactive employment equity projects also fall to the Employment Equity Advisor. This present year (2002-2003) the position will be posted as a full-time position and will include responsibilities concerning the recently legislated Ontario Disabilities Act.

Recommendations

1.)   Focus on Disability Issues

The equity data presented in this report indicates the immediate need for proactive initiatives on disability issues. Thus, the first recommendation of this report is to make proactive work on disability issues a focus.

The first task of the Employment Equity Advisor is to be involved in drafting the University's response to the Ontario Disabilities Act. The objective of this new legislation is to achieve the right of full participation for persons with disabilities within the public life of Ontario. The Act requires "the timely removal of existing barriers, within reasonable time lines and in accordance with reasonable cost parameters". The legislation applies to employment, public transit, education, provincial and municipal government services and facilities. The law requires those bound by the law (and this includes universities) to identify barriers that they now have that impede full participation of persons with disabilities. The law also requires public institutions design a plan, which requires the removal of at least one major barrier a year. The plan is to be conceived and implemented by a Committee put together by each institution. These ODA committees are charged with educating themselves about disability issues, conferring with appropriate community and advocacy groups and coming up with a year-by-year plan. The first annual plan is to be presented to the Ontario Government by September 2003. At the University of Toronto, a committee has been by convened the Vice-President (HR) and work on the plan will commence shortly.

Although physical barriers to full participation are of course integral to any response to the needs of persons with disabilities, the removal of physical barriers does not address many other accommodation measures that are necessary to adequately respond to the full spectrum of issues and needs presented by the many chronic health problems that are legally defined as disability and affect a sizable minority of people. (It is estimated that 15% of the general population have a disability). Generally, many persons do not have an in depth understanding of disability issues or even are sure about what conditions are regarded as disabilities. This lacuna is due to a lack of easily accessible information on disabilities, and perhaps because of the sense of unease many presently able bodied persons feel when they are dealing with a person with a visible disability. (This unease comes from a fear of offending the person unknowingly, not being sure how to act when someone is seriously disabled, and also, perhaps from a sense of one's own mutability). This lack of information and common discomfort in dealing with these issues suggests that an appropriate preparatory step would be community education.

In order to begin the task of community education the Employment Equity Advisor, along with the professional responsible for Health and Well Being, and the legal advisor to the Office of the Vice-President (HR) will develop a one-half day retreat for Human Resources staff on information about disabilities and best practices in dealing with persons with disabilities. This retreat will also be offered on subsequent days to other staff. It is hoped that these retreats will not only provide information on disabilities but will also give the providers of the retreats a more accurate sense of the specific informational needs of staff around disability issues. A small publication including this needed information will be printed in a brochure format and will be made available to all administrative and academic staff.

Although this is just one small example of a planned initiative, other educational projects will be designed and advice from groups representing disability interests and University community members who have a disability will also be sought out for counsel.

These two discrete initiatives, responding to the ODA and educational outreach are the first two small steps in the journey that lies before the University community. Other necessary steps, both large and small have to be taken. However much work lies ahead, it is important that disability issues be advanced into the foreground and remain a steadfast focus of employment equity until significant progress has been made and some sense of equity between the designated groups, and just as importantly, equity in respect to the general populace has been established.

2.) Focus on Aboriginal Persons

Another group that has also not benefited fully from recent diversity and employment equity initiatives are Aboriginal persons. The next recommendation is to begin to develop equity initiatives that commence to redress this imbalance. In this case the recommendation is to develop a stronger relationship with First Nation House with an eye to developing a mutu-ally beneficial relationship with Toronto's Aboriginal communities. The Co-ordinator of First Nations House is enthusiastic about the possibilities of this initiative and has offered to set up meetings with various Aboriginal agencies, training and job centres in order to encourage Aboriginal persons to apply for available positions at the University of Toronto.

To initiate this project in an appropriate manner a meeting between the Elders In Residence and the Vice-President (HR) has been planned. At a later date the Co-ordinator of First Nations House will accompany the Employment Equity Advisor to the various community agencies and meet with community members and leaders at Six Nation Reserves. These meetings will enable university representatives to listen to ideas, hopes and concerns that the native communities have concerning employment possibilities for members of those communities.

"The third and last recommendation concerns a need for outreach to diverse community groups."

"An appropriate preparatory step would be commu-nity education."

Another, planned initiative is to hold information and training sessions with Human Resources staff concerning cross cultural communication skills and best practices during recruitment and interviewing procedures.

Other initiatives will emerge as the University develops a mutually beneficial and dialogic relationship with Aboriginal communities. In this important equity work the role of the First Nations House will be key and will provide invaluable insight and leadership.

3. Focus on Maintaining Momentum on Representation of Visible Minorities and Women

It is important that, although these new initiatives commence, the momentum that has gathered concerning the representation of women and visible minorities be maintained. Although much progress has been made during the last several years, much is still to be made and when the new Census numbers come out, the University may find itself under much pressure to further improve female and visible minority representation.

In the academic area, divisions with low visible minority and female representation could work with the Provost's Office to design some proactive recruitment strategies. One place to start would be to assess the climate for females and visible minorities in the respective departments by asking for assistance from the females and visible minority members already in house. These members of the academy could offer important insights and might have some ideas as to how to attract and retain others women and visible minorities.

In the administrative area, an issue that is pregnant with possibility is the potential to move both visible minority and female middle managers into senior administrative positions. As the data shows we have a healthy pool of relatively diverse middle management. With mentoring programs and other initiatives, if there is the resolve to diversify the most senior strata of the University, there are the human resources in place to achieve that very important and symbolically meaningful goal.

4. Focus on Outreach and Community Building

The third and last recommendation concerns a need for outreach to diverse community groups. Members from diverse minority groups, including ethno-cultural minorities, faith minorities, sexual minorities may be more likely to seek employment at an institution that has developed an open, equitable and trusting relationship with some of their communities members, leaders, agencies, and networks.

Building on the community relationships already established by equity professionals within the university (for example the Status of Women Officer, the Anti-Racism Advisor, Disability Advisors for staff and students, and the Advisor for Lesbian, Gay, Bisexual, Transgendered, Queer), the Employment Equity Officer would be able to further strenghen those relation-

ships and develop others. By building human relationships with community members, leaders and scholars, educational and job training institutions the University can access inter- cultural information, skills, develop targeted recruiting methods, examine the possibility of mentorship programs, job shadowing, work-study placements, etc. Relation- ships with agencies that work with new immigrants, refugees, and other communities that are relatively new to Canada, such as the recent African and South American immigrants (eg. from Rwanda, Somalia, and Chile) could be approached and relationships forged. Advocacy groups for persons with disabilities and sexual minority coalitions and networks can also be built and strengthened. From these relationships many equity tasks could be accomplished including exhibiting that the University of Toronto is serious in its commit- ment to diversification, locating qualified recruits for available positions, increasing our knowledge and inter cultural skills, learning better ways to attract and retain qualified applicants, etc.

As well, imaginative equity initiatives, new perspectives and possibilities are more likely to occur within personal and community relationships and as President Birgeneau recently stated in an address, equity work is engaging in community building. The overarching goal of employment equity is to build an inclusive and dynamic work place community based on human and humane relationships. Reaching out in good faith to a diversity of communi- ties is inherent to this task.

Tables

Selected Summary Tables, 1996-2002

Table 1

Representation of Visible Minorities
Among New Hires and Assistant Professors, 1997 - 2002

Year	# of New Hires	Visible Minorities (%*)	
		New Hires	Assistant Professors
2002	129	16-1(18)	15.5
2001	108	16.1	14.8
2000	94	23.0	14.1
1999	102	8.9	14.3
1998	83	20.9	16.2
1997	57	10.0	16.7

* Based on the proportion of completed EE surveys

Table 2

Representation of Women
Among New Hires and Assistant Professors, 1997 – 2002

Year	# of New Hires	Women (%)	
		New Hires	Assistant Professors
2002	129	33.3	39.9
2001	108	35.2	38.5
2000	94	33.0	38.4
1999	102	37.3	39.6
1998	83	22.9	43.3
1997	57	29.8	43.9

Table 4

Representation of Women
Among Assistant Professors by SGS Division, 1997 - 2002

Year	Women (%)					
	Humanities	Social Science	Science	Life Science	Total	N
2002	42.6	45.5	17.4	44	38.6	396
2001	40.8	45.3	16.7	41.9	37.0	330
2000	35.3	47.3	17.6	43.9	37.3	292
1999	32.7	44.3	23.2	46.8	38.3	269
1998	37.5	50.0	30.6	48.6	43.5	253
1997	40.9	50.0	31.9	53.3	45.2	217

Table 7

Representation of Women

Among Officers and Academic Administrators, 1997 – 2001

Year	Total All	Women (%)			
		All Senior Academic Administrators	Principals and Deans	Academic Directors, Chairs & Associate Directors	Professors
2001	175	22.3	17.4	22.7	15.5
2000	172	25.0	17.4	26.6	15.5
1999	173	21.4	12.0	23.0	15.4
1998	159	20.1	12.0	21.6	14.7
1997	145	19.3	13.0	20.2	13.9

2002 Report Tables

Table 1(A)

September 30, 2002 Data

EMPLOYEE GROUPS IN THE WORKPLACE	ALL EMPLOYEES		SURVEY RESPONDENTS			
	# in EMPLOYEE GROUP[1]	% OF WORKFORCE REPRESENTED	# RETURNED	% OF SURVEYS RETURNED	# COMPLETED	% COMPLETED
FACULTY[2]	2272	31.29%	1797	79.09%	1669	73.46%
CLINICAL FACULTY[3]	393	5.41%	258	65.65%	249	63.36%
LIBRARIANS	133	1.83%	120	90.23%	108	81.20%
RESEARCH ASSOCIATES	168	2.31%	134	79.76%	131	77.98%
NON-UNIONIZED ADMINISTRATIVE STAFF	696	9.59%	636	91.38%	617	88.65%
LIBRARY WORKERS (CUPE 1230)	180	2.48%	156	86.67%	104	57.78%
SERVICE WORKERS (CUPE 3261)	518	7.13%	424	81.85%	397	76.64%
OPERATING ENGINEERS (U. OF T. WORKERS, Local 2001)	72	0.99%	64	88.89%	55	76.39%
POLICE (OPSEU, Local 519)	40	0.55%	33	82.50%	31	77.50%
TRADES & SERVICES[4]	61	0.84%	51	83.61%	47	77.05%
RESEARCH ASSOCIATES & OFFICERS (OPSEU, L. 578)	11	0.15%	1	9.09%	1	9.09%
ESL	31	0.43%	31	100.00%	30	96.77%
TOTALS:	7261	100.00%	5996	82.58%	5644	77.73%

[1]Total Population is based on the number of employees as of September 30, 2002.

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

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

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

Table 1(B)

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

September 30, 2002 Data

| EMPLOYEE GROUPS IN THE WORKPLACE | ALL EMPLOYEES | | SURVEY RESPONDENTS | | | |
	# in EMPLOYEE GROUP[1]	% OF WORKFORCE REPRESENTED	# RETURNED	% OF SURVEYS RETURNED	# COMPLETED	% COMPLETED
FACULTY[2]	275	35.08%	192	69.82%	186	67.64%
CLINICAL FACULTY[3]	104	13.27%	56	53.85%	54	51.92%
LIBRARIANS	21	2.68%	19	90.48%	19	90.48%
RESEARCH ASSOCIATES	19	2.42%	18	94.74%	18	94.74%
NON-UNIONIZED ADMINISTRATIVE STAFF	41	5.23%	38	92.68%	36	87.80%
USWA	271	34.57%	214	78.97%	206	76.01%
LIBRARY WORKERS (CUPE 1230)	23	2.93%	21	91.30%	21	91.30%
SERVICE WORKERS (CUPE 3261)	16	2.04%	12	75.00%	12	75.00%
RESEARCH ASSOCIATES & OFFICERS (OPSEU, L. 578)	9	1.15%	2	22.22%	2	22.22%
ESL	5	0.64%	5	100.00%	5	100.00%
TOTALS:	784	100.00%	577	73.60%	559	71.30%

[1]Total Population is based on the number of employees as of September 30, 2002.

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

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

Table 2(A)

FACULTY (FULL-TIME) BY DESIGNATED GROUP WITHIN TYPE OF APPOINTMENT1 AND RANK AND EXTERNAL AVAILABILITY DATA

September 30, 2002 Data

		UNIVERSITY OF TORONTO WORKFORCE																	
		All Employees					Survey Respondents												
								Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"			
							Total Comp-leted	Total		Men	Women	Total		Men	Women	Total		Men	Women
TYPE OF APPOINTMENT	RANK	Total#	# Men	% Men	# Women	% Women		%³	#	#	#	%³	#	#	#	%³	#	#	#
Professoriate: Tenure/Tenure Stream:	Professors	867	726	83.7	141	16.3	610	0.2	**	**	**	7.9	48	44	4	4.1	25	20	5
	Associate Professors	578	361	62.5	217	37.5	436	0.5	**	**	**	10.8	47	30	17	3.0	13	10	3
	Assistant Professors	368	221	60.1	147	39.9	290	1.7	**	**	**	15.5	45	28	17	0.7	**	**	**
	Asst Professor(Cond)	28	22	78.6	6	21.4	19	0.0	0	0	0	21.1	**	**	**	0.0	0	0	0
	Total	1841	1330	72.2	511	27.8	1355	0.6	8	4	4	10.6	144	104	40	3.0	40	30	10
Professoriate: Clinical: (Non-TS in Medicine)	Professors	126	108	85.7	18	14.3	77	0.0	0	0	0	11.7	**	**	**	2.6	**	**	**
	Associate Professors	139	108	77.7	31	22.3	97	1.0	**	**	**	14.4	14	11	3	2.1	**	**	**
	Assistant Professors	122	69	56.6	53	43.4	74	0.0	0	0	0	23.0	17	11	6	1.4	**	**	**
	Asst Professor(Cond)	6	2	33.3	4	66.7	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
	Total	393	287	73.0	106	27.0	249	0.4	**	**	**	16.1	40	30	10	2.0	**	**	**
Professoriate: Non-TS CLTA/Other:	Professors	25	22	88.0	3	12.0	15	0.0	0	0	0	13.3	**	**	**	0.0	0	0	0
	Associate Professors	32	20	62.5	12	37.5	26	0.0	0	0	0	11.5	**	**	**	3.8	**	**	**
	Assistant Professors	66	37	56.1	29	43.9	45	0.0	0	0	0	11.1	**	**	**	2.2	**	**	**
	Asst Professor(Cond)	15	8	53.3	7	46.7	10	0.0	0	0	0	10.0	**	**	**	0.0	0	0	0
	Total	138	87	63.0	51	37.0	96	0.0	0	0	0	11.5	**	**	**	2.1	**	**	**
Other Academics4	Senior Tutors/Lecturers	155	69	44.5	86	55.5	123	0.8	**	**	**	13.8	17	11	6	1.6	**	**	**
	Tutors/Lecturers	92	43	46.7	49	53.3	64	3.1	**	**	**	9.4	**	**	**	0.0	0	0	0
	Instructors/Lecturers	46	13	28.3	33	71.7	31	0.0	0	0	0	12.9	**	**	**	0.0	0	0	0
	Total	293	125	42.7	168	57.3	218	1.4	**	**	**	12.4	27	14	13	0.9	**	**	**
Totals: All Faculty:		2665	1829	68.6	836	31.4	1918	0.6	12	7	5	11.6	222	157	65	2.6	49	36	13
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS: 03-4121 University Professors				65.6		34.4		0.5				12.0				3.7			

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

[3] Based on number of surveys completed.

[4] Includes Teaching Stream staff.

Table 2(B)

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

September 30, 2002 Data

		All Employees					Survey Respondents											
							Total Comp- leted	Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"		
								Total		Men	Women	Total		Men	Women	Total		Men	Women
			# Men	% Men	# Women	% Women		%[3]	#	#	#	%[3]	#	#	#	%[3]	#	#	#
JOB CATEGORY	RANK	Total#	Men	Men	Women	Women	leted	%[3]	#	#	#	%[3]	#	#	#	%[3]	#	#	#
Professoriate: Tenure/Tenure Stream:	Professors	11	9	81.8	2	18.2	8	0.0	0	0	0	0.0	0	0	0	12.5	**	**	**
	Associate Professors	7	6	85.7	1	14.3	5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
	Total	18	15	83.3	3	16.7	13	0.0	0	0	0	0.0	0	0	0	7.7	**	**	**
Professoriate: Clinical:	Professors	26	24	92.3	2	7.7	15	6.7	**	**	**	26.7	**	**	**	6.7	**	**	**
(Non-TS in Medicine)	Associate Professors	40	30	75.0	10	25.0	23	4.3	**	**	**	4.3	**	**	**	8.7	**	**	**
	Assistant Professors	36	25	69.4	11	30.6	14	0.0	0	0	0	7.1	**	**	**	0.0	0	0	0
	Asst Professor(Cond)	2	2	100.0	0	0.0	2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
	Total	104	81	77.9	23	22.1	54	3.7	**	**	**	11.1	**	**	**	5.6	**	**	**
Professoriate: Non-TS CLTA/Other:	Professors	8	5	62.5	3	37.5	7	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
	Associate Professors	23	18	78.3	5	21.7	14	0.0	0	0	0	14.3	**	**	**	0.0	0	0	0
	Assistant Professors	51	23	45.1	28	54.9	41	0.0	0	0	0	14.6	**	**	**	0.0	0	0	0
	Asst Professor(Cond)	8	3	37.5	5	62.5	5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
	Total	90	49	54.4	41	45.6	67	0.0	0	0	0	11.9	8	4	4	0.0	0	0	0
Other Academics[4]	Senior Tutors/Lecturers	14	7	50.0	7	50.0	10	0.0	0	0	0	10.0	**	**	**	0.0	0	0	0
	Tutors/Lecturers	135	63	46.7	72	53.3	89	0.0	0	0	0	7.9	**	**	**	1.1	**	**	**
	Instructors/Lecturers	18	4	22.2	14	77.8	7	0.0	0	0	0	28.6	**	**	**	0.0	0	0	0
	Total	167	74	44.3	93	55.7	106	0.0	0	0	0	9.4	10	6	4	0.9	**	**	**
Totals: All Faculty:		379	219	57.8	160	42.2	240	0.8	**	**	**	10.0	24	14	10	2.1	**	**	**
EEOG-NOC 03-4121	EXTERNAL AVAILABILITY STATISTICS: University Professors		65.6		34.4			0.5				12.0				3.7			

[1] Academic administrators are included in the tenure stream group according to their rank.
[3] Based on number of surveys completed.
[4] Includes Teaching Stream staff.

Table 2.2(A)

ASSISTANT PROFESSORS[4] (FULL-TIME) BY DESIGNATED GROUP WITHIN TYPE OF APPOINTMENT1 AND SGS DIVISION

September 30, 2002 Data

		UNIVERSITY OF TORONTO WORKFORCE																
		All Employees					Survey Respondents											
								Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"			
							Total Comp-	Total		Men	Women	Total		Men	Women	Total		Men	Women
JOB CATEGORY	SGS DIVISION	Total#	# Men	% Men	# Women	% Women	leted	%[3]	#	#	#	%[3]	#	#	#	%[3]	#	#	#
Professoriate: Tenure/Te	I:HUMANITIES	54	31	57.4	23	42.6	48	0.0	0	0	0	10.4	**	**	**	2.1	**	**	**
	II: SOCIAL SCIENCE	156	85	54.5	71	45.5	111	3.6	4	0	4	14.4	16	9	7	0.0	0	0	0
	III: SCIENCE	86	71	82.6	15	17.4	72	0.0	0	0	0	20.8	**	**	**	0.0	0	0	0
	IV: LIFE SCIENCE	100	56	56.0	44	44.0	78	1.3	**	**	**	16.7	13	8	5	1.3	**	**	**
	Total	396	243	61.4	153	38.6	309	1.6	**	**	**	15.9	49	30	19	0.6	**	**	**
Professoriate: Clinical (N	IV: LIFE SCIENCE	128	71	55.5	57	44.5	75	0.0	0	0	0	22.7	17	11	6	1.3	**	**	**
Professoriate: Non-TS CL	I:HUMANITIES	26	12	46.2	14	53.8	21	0.0	0	0	0	4.8	**	**	**	0.0	0	0	0
	II: SOCIAL SCIENCE	5	4	80.0	1	20.0	4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
	III: SCIENCE	14	10	71.4	4	28.6	12	0.0	0	0	0	25.0	**	**	**	0.0	0	0	0
	IV: LIFE SCIENCE	35	19	54.3	16	45.7	18	0.0	0	0	0	11.1	**	**	**	5.6	**	**	**
	Total	80	45	56.3	35	43.8	55	0.0	0	0	0	10.9	**	**	**	1.8	**	**	**
Totals: All Faculty[2]	I:HUMANITIES	80	43	53.8	37	46.3	69	0.0	0	0	0	8.7	**	**	**	1.4	**	**	**
	II: SOCIAL SCIENCE	161	89	55.3	72	44.7	115	3.5	4	0	4	13.9	16	9	7	0.0	0	0	0
	III: SCIENCE	100	81	81.0	19	19.0	84	0.0	0	0	0	21.4	**	**	**	0.0	0	0	0
	IV: LIFE SCIENCE	263	146	55.5	117	44.5	171	0.6	**	**	**	18.7	32	21	11	1.8	**	**	**
	Total	604	359	59.4	245	40.6	439	1.1	**	**	**	16.4	72	46	26	0.9	**	**	**

[1] Academic administrators are included in the tenure stream group according to their division.
[2] Of 605 Full-Time Faculty represented in Table 2(A), one is uncategorized in terms of SGS Divisions.
[3] Based on number of surveys completed
[4] Both "Assistant Professors" and "Assistant Professors (Conditional)" are included.

Table 3

OFFICERS AND ACADEMIC ADMINISTRATORS (FULL-TIME AND PART-TIME1)
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

September 30, 2002 Data.

JOB CATEGORY	All Employees					Survey Respondents												
						Total Comp-leted	Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"			
							Total		Men	Women	Total		Men	Women	Total		Men	Women
	Total#	# Men	% Men	# Women	% Women	leted	%[2]	#	#	#	%[2]	#	#	#	%[2]	#	#	#
President, Vice President, Deputy/Vice Provost	10	7	70.0	3	30.0	9	0.0	0	0	0	22.2	**	**	**	0.0	0	0	0
Principals & Deans	31	23	74.2	8	25.8	23	0.0	0	0	0	8.7	**	**	**	4.3	**	**	**
Academic Directors & Chairs, & Associate Deans	138	103	74.6	35	25.4	108	0.0	0	0	0	4.6	**	**	**	0.9	**	**	**
Totals:	179	133	74.3	46	25.7	140	0.0	0	0	0	6.4	9	5	4	1.4	**	**	**
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																		
01-0014 Senior Mgrs-Health, Educ, Social & Community Svcs & Membrshp Orgs			52.6		47.4		2.0				5.3				4.3			
02-0312 Administrators in Post-Secondary Education & Vocational Training			49.9		50.1		1.5				6.0				3.4			

UNIVERSITY OF TORONTO WORKFORCE

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

Table 4(A)

PROFESSIONAL LIBRARIANS
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

September 30, 2002 Data

JOB CATEGORY	Total#	# Men	% Men	# Women	% Women	Total Comp-leted	Aboriginal Peoples Response of "Yes" Total %[1]	#	Men #	Women #	Visible Minorities Response of "Yes" Total %[1]	#	Men #	Women #	Persons With Disabilities Response of "Yes" Total %[1]	#	Men #	Women #
UNIVERSITY OF TORONTO WORKFORCE																		
	All Employees					**Survey Respondents**												
Professional Librarians																		
Full-Time	133	34	25.6	99	74.4	108	0.9	**	**	**	13.0	**	**	**	2.8	**	**	**
Part-Time	21	3	14.3	18	85.7	19	0.0	0	0	0	5.3	**	**	**	5.3	**	**	**
TOTAL	154	37	24.0	117	76.0	127	0.8	**	**	**	11.8	**	**	**	3.1	**	**	**
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																		
03-5111 Librarians			17.8		82.2		1.0				7.6				3.7			

[1] Based on a number of surveys completed

Table 5

RESEARCH ASSOCIATES
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

September 30, 2002 Data

	UNIVERSITY OF TORONTO WORKFORCE																
	All Employees					Survey Respondents											
						Total Comp-leted	Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"			
							Total		Men	Women	Total		Men	Women	Total		Men	Women
JOB CATEGORY	Total#	# Men	% Men	# Women	% Women		%[1]	#	#	#	%[1]	#	#	#	%[1]	#	#	#
Research Associates																		
Full-Time	168	106	63.1	62	36.9	131	0.0	0	0	0	39.7	52	32	20	0.8	**	**	**
Part-Time	19	11	57.9	8	42.1	18	0.0	0	0	0	22.2	**	**	**	0.0	**	**	**
TOTAL	187	117	62.6	70	37.4	149	0.0	0	0	0	37.6	56	34	22	0.7	**	**	**
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																		
03-4122 Post-Secondary Teaching and Research Assistants			50.8		49.2		1.2				24.3				3.7			

[1] Based on a number of surveys completed

Table 7.1(A)

ADMINISTRATIVE STAFF: (FULL-TIME)[1] NON-UNIONIZED
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

September 30, 2002 Data

		UNIVERSITY OF TORONTO WORKFORCE																		EXTERNAL AVAILABILITY STATISTICS				
		All Employees					Survey Respondents													Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)				
							Total Comp-leted	Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"						Abori	Visible	%
								Total		Men	Women	Total		Men	Women	Total		Men	Women					Persons With
EEOG	EMPLOYMENT EQUITY OCCUPATIONAL GROUP	Total#	# Men	% Men	# Women	% Women	leted	%[2]	#	#	#	%[2]	#	#	#	%[2]	#	#	#	% Men	% Women	% Total	% Total	Disabilities
01	Senior Managers	12	8	66.7	4	33.3	11	0.0	0	0	0	9.1	**	**	**	0.0	0	0	0	52.6	47.4	2.0	5.3	4.3
02	Middle and Other Managers	269	132	49.1	137	50.9	240	0.8	**	**	**	13.8	33	18	15	2.9	**	**	**	65.8	34.2	1.0	9.6	3.4
03	Professionals (Skill Level A)	120	66	55.0	54	45.0	99	0.0	0	0	0	28.3	28	16	12	3.0	**	**	**	46.8	53.2	1.4	11.1	3.7
04	Semi-Pro & Tech (Skill Level B)	18	12	66.7	6	33.3	15	6.7	**	**	**	20.0	**	**	**	0.0	0	0	0	46.6	53.4	0.4	33.1	5.8
05	Super: Cler/Sale/Serv (Skill B)	41	18	43.9	23	56.1	36	2.8	**	**	**	13.9	**	**	**	2.8	**	**	**	48.4	51.6	0.3	26.3	n/a
06	Super: Man/Pro/Trad-Prim Ind (Skill B	7	7	100.0	0	0.0	6	0.0	0	0	0	16.7	**	**	**	33.3	**	**	**	88.3	11.7	0.2	19.1	6.5*
07	Admin & Senr Cler (Skill Level B)	180	29	16.1	151	83.9	166	0.6	**	**	**	20.5	34	8	26	1.8	**	**	**	13.1	86.9	0.4	20.0	3.4*
08	Sales and Service (Skill Level B)	7	5	71.4	2	28.6	5	0.0	0	0	0	20.0	**	**	**	0.0	0	0	0	85.1	14.9	0.5	25.6	3.1*
09	Skilled Crafts & Trades (Skill Level B)	1	1	100.0	0	0.0	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	94.0	6.0	0.0	43.0	5.1
10	Clerical Workers (Skill Level C)	40	3	7.5	37	92.5	38	2.6	**	**	**	42.1	16	2	14	2.6	**	**	**	19.6	80.4	0.4	31.2	4.6
13	Sales and Service (Skill Level D)	1	1	100.0	0	0.0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	80.7	19.3	0.2	36.9	4.9
ALL	TOTALS	696	282	40.5	414	59.5	617	1.0	**	**	**	19.8	122	49	73	2.8	17	13	4					

[1]Includes Senior Management Group.
[2] Based on a number of surveys completed

Table 7.1 (B)

ADMINISTRATIVE STAFF (PART-TIME):1 NON-UNIONIZED
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

		UNIVERSITY OF TORONTO WORKFORCE																			EXTERNAL AVAILABILITY STATISTICS			
		All Employees					Survey Respondents														Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)			
							Total Comp-leted	Aboriginal Peoples Response of "Yes"			Visible Minorities Response of "Yes"			Persons With Response of "Yes"										
								Total		Men	Women	Total		Men	Women	Total	Men					Abori	Visible	%
EEOG	EMPLOYMENT EQUITY OCCUPATIONAL GROUP	Total#	# Men	% Men	# Women	% Women		%²	#	#	#	%²	#	#	#	%²	#	#	#	% Men	% Women	% Total	% Total	Persons With Disabilities
02	Middle and Other Managers	14	1	7.1	13	92.9	13	0.0	0	0	0	7.7	**	**	**	0.0	0	0	0	65.8	34.2	1.0	9.6	3.4
03	Professionals (Skill Level A)	17	3	17.6	14	82.4	13	0.0	0	0	0	15.4	**	**	**	0.0	0	0	0	46.8	53.2	1.4	11.1	3.7
07	Admin & Senr Cler (Skill Level B)	7	0	0.0	7	100.0	7	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	13.1	86.9	0.4	20.0	3.4*
10	Clerical Workers (Skill Level C)	3	0	0.0	3	100.0	3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	19.6	80.4	0.4	31.2	4.6
ALL	TOTALS	41	4	9.8	37	90.2	36	0.0	0	0	0	8.3	**	**	**	0.0	0	0	0					

[1]Includes Senior Management Group.
[2] Based on a number of surveys completed

Table 8(A)

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

September 30, 2002 Data

								UNIVERSITY OF TORONTO WORKFORCE													EXTERNAL AVAILABILITY STATISTICS			
		All Employees					Survey Respondents													Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD)			
								Aboriginal Peoples				Visible Minorities				Persons With Disabilities				Toronto			
						Total	Response of "Yes"				Response of "Yes"				Response of "Yes"						Aboriginal Peoples	Visible Minorities	%
	EMPLOYMENT EQUITY		#	%	#	%	Comp-	Total		Men	Women	Total		Men	Women	Total		Men	Women	%	%	%	%	Persons With
EEOG	OCCUPATIONAL GROUP	Total#	Men	Men	Women	Women	leted	%[1]	#	#	#	%[1]	#	#	#	%[1]	#	#	#	Men	Women	Total	Total	Disabilities
03	Professionals (Skill Level A)	12	3	25.0	9	75.0	2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.7
04	Semi-Pro & Tech (Skill Level B)	147	51	34.7	96	65.3	88	1.1	**	**	**	34.1	30	15	15	5.7	**	**	**	50.6	49.4	0.2	27.5	5.8
05	Super: Cler/Sale/Serv (Skill B)	1	1	100.0	0	0.0	0	/0	0	0	0	/0	0	0	0	/0	0	0	0	70.2	29.8	0.5	22.5	n/a
06	Super: Man/Pro/Trad-Prim Ind (Skill B	9	9	100.0	0	0.0	8	12.5	**	**	**	0.0	0	0	0	25.0	**	**	**	93.0	7.0	0.0	15.5	6.5*
07	Admin & Senr Cler (Skill Level B)	1	0	0.0	1	100.0	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	2.1	97.9	0.3	23.0	3.4*
08	Sales and Service (Skill Level B)	46	33	71.7	13	28.3	36	0.0	0	0	0	16.7	**	**	**	0.0	0	0	0	74.3	25.7	0.4	42.5	3.1*
09	Skilled Crafts & Trades (Skill Level B)	138	136	98.6	2	1.4	103	1.9	**	**	**	19.4	20	20	0	7.8	8	8	0	97.5	2.5	0.3	20.8	5.1
10	Clerical Workers (Skill Level C)	88	45	51.1	43	48.9	52	0.0	0	0	0	34.6	18	6	12	7.7	**	**	**	35.0	65.0	0.4	27.7	4.6
11	Sales and Service (Skill Level C)	23	16	69.6	7	30.4	12	8.3	**	**	**	33.3	**	**	**	8.3	**	**	**	74.1	25.9	1.0	23.8	3.8
12	Semi-skilled Manual Workers (Skill C)	9	9	100.0	0	0.0	7	14.3	**	**	**	14.3	**	**	**	0.0	0	0	0	98.2	1.8	0.8	14.3	8.7
13	Sales and Service (Skill Level D)	376	188	50.0	188	50.0	303	3.3	10	10	0	13.5	41	22	19	4.3	13	7	6	47.5	52.5	0.4	35.8	4.9
14	Other Manual Workers (Skill Level D)	32	27	84.4	5	15.6	23	4.3	**	**	**	8.7	**	**	**	0.0	0	0	0	89.6	10.4	1.1	11.3	6.3
ALL	TOTALS	882	518	58.7	364	41.3	635	2.7	**	**	**	19.2	122	72	50	5.2	33	22	11					

[1] Based on a number of surveys completed

Table 8(B)

ADMINISTRATIVE STAFF: UNIONIZED (PART-TIME)

BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

September 30, 2002 Data

								UNIVERSITY OF TORONTO WORKFORCE													EXTERNAL AVAILABILITY STATISTICS				
		All Employees						Survey Respondents													Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD)				
								Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilit Response of "Yes"						Toronto			
							Total	Total		Men	Women	Total		Men	Women	Total		Men	Women	%	%	Aboriginal People %	Visible Minoritie %	% Persons With
	EMPLOYMENT EQUITY		#	%	#	%	Comp-	%[1]	#	#	#	%[1]	#	#	#	%[1]	#	#	#	Men	Women	Total	Total	Disabilities
EEOG	OCCUPATIONAL GROUP	Total#	Men	Men	Women	Women	leted																	
03	Professionals (Skill Level A)	8	3	37.5	5	62.5	2	0.0	0	0	0	50.0	**	**	**	0.0	0	0	0	n/a	n/a	n/a	n/a	3.7
04	Semi-Pro & Tech (Skill Level B)	4	2	50.0	2	50.0	4	0.0	0	0	0	25.0	**	**	**	0.0	0	0	0	50.6	49.4	0.2	27.5	5.8
05	Super: Cler/Sale/Serv (Skill B)	2	1	50.0	1	50.0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	70.2	29.8	0.5	22.5	n/a
10	Clerical Workers (Skill Level C)	20	8	40.0	12	60.0	18	0.0	0	0	0	44.4	8	3	5	0.0	0	0	0	35.0	65.0	0.4	27.7	4.6
13	Sales and Service (Skill Level D	14	10	71.4	4	28.6	11	0.0	0	0	0	9.1	**	**	**	9.1	**	**	**	47.5	52.5	0.4	35.8	4.9
ALL	TOTALS	48	24	50.0	24	50.0	35	0.0	0	0	0	31.4	11	5	6	2.9	**	**	**					

[1] Based on a number of surveys completed

Table 8.1(A)

USWA (FULL-TIME)

BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

September 30, 2002 Data

		All Employees					UNIVERSITY OF TORONTO WORKFORCE Survey Respondents													EXTERNAL AVAILABILITY STATISTICS Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)			
								Aboriginal Peoples Response of "Yes"			Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"								
EEOG	EMPLOYMENT EQUITY OCCUPATIONAL GROUP	Total#	# Men	% Men	# Women	% Women	Total Comp-leted	Total %[1]	#	Men #	Women #	Total %[1]	#	Men #	Women #	Total %[1]	#	Men #	Women #	% Men	% Women	Aboriginal People % Total	Visible Minorities % Total	% Persons With Disabilities
02	Middle and Other Managers	62	32	51.6	30	48.4	50	0.0	0	0	0	16.0	8	5	3	10.0	**	**	**	69.6	30.4	0.9	10.4	3.4
03	Professionals (Skill Level A)	434	202	46.5	232	53.5	355	0.8	**	**	**	22.0	78	38	40	2.8	10	4	6	44.3	55.7	1.5	12.3	3.7
04	Semi-Pro & Tech (Skill Level B)	585	295	50.4	290	49.6	457	1.5	**	**	**	31.1	142	74	68	3.9	18	12	6	55.1	44.9	0.4	26.9	5.8
05	Super: Cler/Sale/Serv (Skill B)	77	31	40.3	46	59.7	64	3.1	**	**	**	26.6	17	4	13	3.1	**	**	**	43.2	56.8	0.2	26.7	n/a
06	Super: Man/Pro/Trad-Prim Ind (Skill B)	5	5	100.0	0	0.0	4	0.0	0	0	0	50.0	**	**	**	0.0	0	0	0	93.0	7.0	0.0	29.5	6.5*
07	Admin & Senr Cler (Skill Level B)	666	89	13.4	577	86.6	551	0.9	**	**	**	27.6	152	22	130	1.3	**	**	**	15.4	84.6	0.3	20.8	3.4*
08	Sales and Service (Skill Level B)	2	0	0.0	2	100.0	2	0.0	0	0	0	50.0	**	**	**	0.0	0	0	0	76.1	23.9	0.2	25.0	3.1*
09	Skilled Crafts & Trades (Skill Level B)	26	26	100.0	0	0.0	20	0.0	0	0	0	15.0	3	3	0	10.0	**	**	**	93.3	6.7	0.2	30.8	5.1
10	Clerical Workers (Skill Level C)	771	118	15.3	653	84.7	661	1.8	**	**	**	32.2	213	36	177	3.2	21	5	16	25.3	74.7	0.4	30.2	4.6
11	Sales and Service (Skill Level C)	46	2	4.3	44	95.7	30	0.0	0	0	0	30.0	**	**	**	0.0	0	0	0	30.5	69.5	0.1	28.9	3.8
12	Semi-skilled Manual Workers (Skill C)	3	3	100.0	0	0.0	2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	89.0	11.0	0.2	46.0	8.7
13	Sales and Service (Skill Level D)	8	6	75.0	2	25.0	8	0.0	0	0	0	37.5	**	**	**	0.0	0	0	0	75.4	24.6	0.3	42.1	4.9
14	Other Manual Workers (Skill Level D)	1	1	100.0	0	0.0	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	90.2	9.8	0.0	36.1	6.3
ALL	TOTALS	2686	810	30.2	1876	69.8	2205	1.3	29	5	24	28.5	628	187	441	2.9	65	28	37					

[1] Based on a number of surveys completed

Table 8.1(B)

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

		UNIVERSITY OF TORONTO WORKFORCE																			EXTERNAL AVAILABILITY STATISTICS				
		All Employees					Survey Respondents														Population Aged 15-64 Who Worked In 1995 or 1996 (1986-1991 for PWD) Canada (EEOG 01-03) / Toronto (04-13)				
							Total Comp-leted	Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"						Aboriginal Peoples	Visible Minorities	% Persons With
								Total		Men	Women	Total		Men	Women	Total		Men	Women	%	%	%	%	%
EEOG	EMPLOYMENT EQUITY OCCUPATIONAL GROUP	Total#	# Men	% Men	# Women	% Women	leted	%¹	#	#	#	%¹	#	#	#	%¹	#	#	#	Men	Women	Total	Total	Disabilities
02	Middle and Other Managers	2	0	0.0	2	100.0	1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	69.6	30.4	0.9	10.4	3.4
03	Professionals (Skill Level A)	58	6	10.3	52	89.7	43	0.0	0	0	0	14.0	**	**	**	7.0	3	0	3	44.3	55.7	1.5	12.3	3.7
04	Semi-Pro & Tech (Skill Level B)	49	20	40.8	29	59.2	38	0.0	0	0	0	31.6	12	4	8	0.0	0	0	0	55.1	44.9	0.4	26.9	5.8
05	Super: Cler/Sale/Serv (Skill B)	6	1	16.7	5	83.3	5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	43.2	56.8	0.2	26.7	n/a
07	Admin & Senr Cler (Skill Level B)	53	3	5.7	50	94.3	39	0.0	0	0	0	17.9	7	0	7	7.7	3	0	3	15.4	84.6	0.3	20.8	3.4*
09	Skilled Crafts & Trades (Skill Level B)	1	1	100.0	0	0.0	1	**	**	**	**	**	**	**	**	**	**	**	**	93.3	6.7	0.2	30.8	5.1
10	Clerical Workers (Skill Level C)	88	14	15.9	74	84.1	67	0.0	0	0	0	20.9	**	**	**	4.5	**	**	**	25.3	74.7	0.4	30.2	4.6
11	Sales and Service (Skill Level C)	12	0	0.0	12	100.0	10	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	30.5	69.5	0.1	28.9	3.8
12	Semi-skilled Manual Workers (Skill C)	2	2	100.0	0	0.0	2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	89.0	11.0	0.2	46.0	8.7
ALL	TOTALS	271	47	17.3	224	82.7	206	0.0	0	0	0	18.9	39	7	32	4.9	**	**	**					

¹ Based on a number of surveys completed

Table 10

<div align="center">

PROMOTIONS BY STAFF CATEGORY BY DESIGNATED GROUP

</div>

September 30, 2002 data

STAFF CATEGORY		Total#	# Men	% Men	# Women	% Women	%[3] Wkforce Women	Total Completed	# Yes	%[4] Yes	%[3] Wkfrc	# Yes	%[4] Yes	%[3] Wkfrc	# Yes	%[4] Yes	%[3] Wkfrc
					All Employees				**Aboriginal Peoples**			**Visible Minorities**			**Persons With Disabilities**		
Academic: Promotions[1] to Full Professor		25	16	64.0	9	36.0	37.5	20	0	0.0	0.5	2	10.0	10.8	0	0.0	3.0
Clinical: Promotions[2] to Full Professor		13	13	100.0	0	0.0	22.3	8	0	0.0	1.0	3	37.5	14.4	0	0.0	2.1
Administrative, Non-Unionized		106	35	33.0	71	67.0	59.5	92	2	2.2	1.0	16	17.4	19.8	2	2.2	2.8
USWA		233	53	22.7	180	77.3	69.8	193	2	1.0	1.3	43	22.3	28.5	5	2.6	2.9
Administrative, Unionized		107	85	79.4	22	20.6	41.3	79	3	3.8	2.7	22	27.8	19.2	4	5.1	5.2

(University of Toronto Workforce / Survey Respondents)

[1]Promotions are defined by: (a) Academics: only promotions to Full Professor in Tenure Stream are shown (all but two are from Associate

 Professor); (b) Clinical: promotion to Full Professor only; (c) Admin Non-Union staff & SMG: by upward movement in salary grade;

 (d) Unionized staff: a salary increase.

[2]Promotions are determined by comparing September 2001 to September 2002 data only. Of the 484 promotions shown, 456 are full-time.

[3]"% Wkfrc" shows % of relevant full-time workforce, to be used as a comparator. For Academic, the comparator is Associate Professors in Tenure Stream.

 For Clinical, the comparator is Associate Professors holding clinical appointments in the Faculty of Medicine.

[4] Based on a number of surveys completed

Table 10.1

REPRESENTATION OF AVERAGE YEARS FOR PROMOTION TO FULL PROFESSOR

September 30, 2002 data

STAFF CATEGORY	Total		Men		Women	
	#	Avg Years	#	Avg Years	#	Avg Years
Academic: Promotions to Full Professor	25	8.76	16	8.99	9	8.35
Clinical: Promotions to Full Professor	13	6.09	13	6.09	0	n/a

Table 11(A)

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

September 30, 2002 Data

| STAFF CATEGORY | REASON FOR LEAVING | All Employees | | | Survey Respondents | | | | | | |
		Total # of Exits	Women % of Workforce	% of Exits	# of Exits with Completed Surveys	Aboriginal Peoples % of Workforce	% of Exits	Visible Minorities % of Workforce	% of Exits	Persons with Disabilities % of Workforce	% of Exits
Faculty: Tenure Stream		67	27.8	14.9	50	0.6	0.0	10.6	8.0	3.0	6.0
	Normal Retirements	10		20.0	6		0.0		16.7		16.7
	Early Retirements	37		13.5	26		0.0		3.8		3.8
	Resignations	19		15.8	17		0.0		5.9		5.9
	Deceased	**		0.0	**		**		**		**
Faculty: Non-TS		47	39.4	38.3	36	0.7	2.8	13.9	8.3	1.6	2.8
	Early Retirements	16		25.0	13		0.0		0.0		0.0
	Expiry of Appointmen	12		58.3	8		12.5		0.0		0.0
	Resignations	16		43.8	13		0.0		23.1		7.7
	Layoff	**		**	**		**		**		**
	Deceased	**		**	**		**		**		**
Professional Librarians		8	74.4	87.5	8	0.9	0.0	13.0	25.0	2.8	0.0
	Normal Retirements	**		**	**		**		**		**
	Early Retirements	4		75.0	4		0.0		25.0		0.0
	Resignations	**		**	**		**		**		**
Research Associates		23	36.9	4.3	20	0.0	0.0	39.7	30.0	0.8	5.0
	Normal Retirements	**		**	**		**		**		**
	Early Retirements	**		**	**		**		**		**
	Expiry of Appointmen	**		**	**		**		**		**
	Resignations	5		0.0	4		0.0		0.0		0.0
	Layoff	15		0.0	13		0.0		38.5		7.7
Admin, Non-union		43	59.5	69.8	39	1.0	2.6	19.8	15.4	2.8	2.6
	Normal Retirements	**		**	**		**		**		**
	Early Retirements	8		62.5	6		0.0		33.0		0.0
	Expiry of Appointmen	**		**	**		**		**		**
	Terminations for Cause	4		50.0	4		0.0		50.0		0.0
	Resignations	23		69.6	22		4.5		9.1		9.1
	Layoff	5		50.0	4		0.0		0.0		0.0
Admin, Unionized		63	41.3	39.7	37	2.7	8.1	19.2	18.9	5.2	5.4
	Normal Retirements	5		40.0	5		20.0		20.0		20.0
	Early Retirements	34		52.9	20		10.0		30.0		5.0
	Terminations for Cause	3		33.3	3		0.0		0.0		0.0
	Resignations	19		21.1	8		0.0		0.0		0.0
	Layoff	**		**	**		**		**		**
USWA		196	69.8	71.4	158	1.3	0.0	28.5	27.8	2.9	3.8
	Normal Retirements	**		**	**		**		**		**
	Early Retirements	37		70.3	33		0.0		33.3		3.0
	Expiry of Appointmen	10		60.0	8		0.0		25.0		12.5
	Terminations for Cause	14		57.1	11		0.0		45.5		9.1
	Resignations	112		75.9	87		0.0		20.7		2.3
	Layoff	21		71.4	17		0.0		35.3		0.0
	Deceased	**		**	**		**		**		**

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

Table 12(A)

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

September 30, 2002 Data

STAFF CATEGORY	All Employees # of New Hires[1]	Women % of Workforce	Women % of New Hires	Survey Respondents # of New Hires with Completed Surveys	Aboriginal Peoples % of Workforce	Aboriginal Peoples % of New Hires	Aboriginal Peoples # Men	Aboriginal Peoples # Women	Visible Minorities % of Workforce	Visible Minorities % of New Hire	Visible Minorities # Men	Visible Minorities # Women	Persons with Disabilities % of Workforce	Persons with Disabilities % of New Hires	Persons with Disabilities # Men	Persons with Disabilities # Women
Faculty	183	31.4	39.9	150	0.6	1.3	**	**	11.6	15.3	12	11	2.6	0.0	0	0
Tenure Stream	129	27.8	33.3	112	0.6	1.8	**	**	10.6	16.1	10	8	3.0	0.0	0	0
Clinical Non-TS in Medicine	5	27.0	80.0	3	0.4	0.0	0	0	16.1	33.3	**	**	2.0	0.0	0	0
Non-TS CLTA/Other[2]	26	37.0	42.3	19	0.0	0.0	0	0	11.5	5.3	**	**	2.1	0.0	0	0
Other Academics[6]	23	57.3	65.2	16	1.4	0.0	0	0	12.4	18.8	**	**	0.9	0.0	0	0
Professional Librarians	10	74.4	90.0	8	0.9	0.0	0	0	13.0	50.0	0	4	2.8	0.0	0	0
Research Associates	46	36.9	37.0	38	0.0	0.0	0	0	39.7	42.1	10	6	0.8	0.0	0	0
Administrative, Non-unionized [4]	43	59.5	51.2	42	1.0	2.4	**	**	19.8	23.8	4	6	2.8	0.0	0	0
Continuing	32		43.8	31		3.2	**	**		19.4	3	3		0.0	0	0
Term[3]	10		80.0	10		0.0	0	0		40.0	**	**		0.0	0	0
Annual	1		0.0	1		0.0	0	0		0.0	0	0		0.0	0	0
USWA	333	69.8	72.4	302	1.3	3.3	**	**	28.5	30.1	25	66	2.9	1.7	**	**
Administrative, Unionized [5]	97	41.3	40.2	78	2.7	1.3	**	**	19.2	14.1	6	5	5.2	1.3	**	**
ESL	17	58.1	64.7	17	0.0	0.0	0	0	6.7	11.8	**	**	3.3	0.0	0	0
ALL STAFF	729		56.5	635		2.2	**	**		24.7	57	100		0.9	**	**

[1] New Hires for Tenure Stream Faculty are new appointments from July 1, 2002 to September 30, 2002, including those from other staff categories.
 All other new hires are defined as employees hired externally, i.e. from outside University of Toronto, for Oct. 1, 2001 to Sept. 30, 2002 inclusive.

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

[3] "Term" is defined as a staff appointment having an established date on which the appointment will terminate. SMG Term includes 2 PVP staff.

[4] "Administrative, Non-Unionized" totals exclude SMG.

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

[6] Includes Teaching Stream staff.

Table 12(B)

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

STAFF CATEGORY	All Employees # of New Hires[1]	Women % of Workforce	Women % of New Hires	# of New Hires with Completed Surveys	Aboriginal Peoples % of Workforce	Aboriginal Peoples % of New Hires	Aboriginal Peoples # Men	Aboriginal Peoples # Women	Visible Minorities % of Workforce	Visible Minorities % of New Hires	Visible Minorities # Men	Visible Minorities # Women	Persons with Disabilities % of Workforce	Persons with Disabilities % of New Hires	Persons with Disabilities # Men	Persons with Disabilities # Women
Faculty	66	42.2	59.1	38	0.8	0.0	0	0	10.0	21.1	**	**	2.1	0.0	0	0
Non-TS CLTA/Other[2]	7	45.6	28.6	5	0.0	0.0	0	0	11.9	40.0	**	**	0.0	0.0	0	0
Other Academics[6]	59	55.7	62.7	33	0.0	0.0	0	0	9.4	18.2	**	**	0.9	0.0	0	0
Teaching Stream include above	50	42.2		28		0.0	0	0	10.0	14.3	3	1	2.1	0.0	0	0
Professional Librarians	2	85.7	100.0	1	0.0	0.0	0	0	5.3	100.0	**	**	5.3	0.0	0	0
Research Associates	6	42.1	16.7	6	0.0	0.0	0	0	22.2	33.3	**	**	0.0	0.0	0	0
Administrative, Non-unionized [4]	3	89.5	100.0	3	0.0	0.0	0	0	9.1	66.7	**	**	0.0	0.0	0	0
Continuing	2		100.0	2		0.0	0	0		100.0	**	**		0.0	0	0
Term[3]	1		100.0	1		0.0	0	0		0.0	0	0		0.0	0	0
USWA	34	82.7	67.6	26	0.0	0.0	0	0	18.9	23.1	**	**	4.9	0.0	0	0
Administrative, Unionized [5]	4	50.0	50.0	4	0.0	0.0	0	0	31.4	0.0	0	0	2.9	0.0	0	0
ESL	3	100.0	100.0	3	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0
ALL STAFF	118		61.9	81		0.0	0	0		23.5	8	11		0.0	0	0

[1] New hires are defined as employees hired externally, i.e. from outside University of Toronto, for Oct. 1, 2001 to Sept. 30, 2002 inclusive.
[2] "CLTA/Other" faculty positions include Contractually Limited Term Appointments, Sessionals, Lecturers, and Associates in Dentistry.
[3] "Term" is defined as a staff appointment having an established date on which the appointment will terminate.
[4] "Administrative, Non-Unionized" totals exclude SMG.
[5] For unionized staff, new hires include temporary staff hired for periods of up to one-hundred-and-twenty (120) working days.
[6] Includes Teaching Stream staff.

Table 13

FEMALE/MALE TENURE-STREAM APPLICANTS, INTERVIEWEES AND
NEW HIRES FROM OCTOBER 1, 2001 SEPTEMBER 30, 2002
BY DEPARTMENTAL GROUPS*

Group	Positions	# Applicants			# Interviewed			# Hired F/M		% Female Hired	% of female PhDs
		Female	Male	Total	Female	Male	Total	Female	Male		
1	25	449	366	815	66	27	93	16	9	64%	64%
2	24	424	349	773	30	38	68	11	13	46%	53%
3	54	555	1,839	2,394	65	149	214	15	39	28%	36%
4	15	94	434	528	10	37	47	4	11	27%	23%
5	25	92	1,017	1,109	19	79	98	3	22	12%	11%
Totals:	143	1,614	4,005	5,619	190	330	520	49	94		
% Total 01/02:	142	28.7%			36.5%			34.3%			
% Total 00/01:	120	26.8%			31.8%			35.8%			
% Total 99/00:	108	28.0%			32.5%			33.3%			
% Total 98/99:	102	34.7%			36.7%			37.3%			

* Departmental groups were established by placing together fields with a similar percentage of doctorates awarded to women in
 Canadian Graduate Schools from 1996 - 1998.

Key to Departmental Groups:

Group One: Drama, Education, Fine Art, Information Studies, Nursing, Occupational Therapy, Physical Therapy, Psychology, Social Work,
    Speech Language Pathology, Visual & Performing Arts

Group Two: Anthropology, Botany, Community Health (Public Health Sciences, Health Policy Management & Evaluation), English, French, Linguistics,
    Other Languages & Literatures, Sociology

Group Three: Basic Medical Sciences (Anatomy, Biochemistry, Physiology, Immunology, Genetics, Nutritional Sciences, Pharmacology, Pathology)
    Dentistry, Geography, History, Law, Management, Medieval Studies, Music, Near & Middle Eastern Civilizations, Pharmacy, Philosophy, Political Science,
    Study of Religion, Zoology

Group Four: Architecture, Chemistry, East Asian Studies, Economics, Forestry, Mathematics, Statistics

Group Five: Astronomy, Astrophysics, Biomaterials and Biomedical Engineering, Computer Science, Engineering (Aerospace, Civil, Electrical and Computer,
    Mechanical and Industrial, Metallurgy and Materials Science) Geology, Physics

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