Employment Equity Report
2016 - 2017

UNIVERSITY OF TORONTO

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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.

KELLY HANNAH-MOFFAT
Vice-President, Human Resources & Equity

I am pleased to present the 2016 – 2017 Employment Equity Report.

The original University of Toronto Employment Equity Survey was drafted 30 years ago, and since that time significant changes have taken place in the way members of under-represented groups choose to self-identify. Recognizing this, from 2015 – 2016 the University worked with internal and external subject matter experts to update the language we use in our Employment Equity Survey.

Resulting from these consultations, the University launched a new Employment Equity survey to all faculty & staff via Employee Self-Service (ESS) on July 1, 2016. The 2016 – 2017 report reflects the new data collected from all employees at the University.

As an institution, we believe that diversity of thought and experience are of the utmost importance, and we use strategic recruitment to increase the probability of hiring, developing, and retaining excellent candidates in all areas. This reporting year represents the first time that we are able to identify where there may be gaps in our employment pool at a more granular level, and where we need to spend concentrated efforts in increasing our candidate pools.

Sincerely,

Kelly Hannah-Moffat, Vice-President, Human Resources & Equity

THE UNIVERSITY OF TORONTO

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.

President's Statement on Diversity & Inclusion

A GLOBAL LEADER

Founded in 1827, the University of Toronto is a global leader in research and teaching with $1.2B in annual research funding.

DIVERSITY OF STUDENTS

Our 88,000 students (including 17,000+ international students) come from 168 countries around the world.

FACULTY & STAFF

This report reflects data on the 3,493 faculty & librarians and7,523 appointed staff who were sent the Employment Equity Survey.

Through our equity programs, services and offices, the University of Toronto is working to remove a range of barriers and support our community members in fulfilling their academic, research and employment goals.

The University of Toronto is situated in one of the most diverse cities in the world and its staff and faculty reflect this diversity. We are committed to employment equity and diversity in hiring, and strive to attract candidates from all designated groups in order to help shape the diversity found within our campuses.

To support this community, the University's Human Resources and Equity Offices, and those with equity responsibilities, provide resources, training and support across all three campuses to further equity in the recruitment, hiring, retention, and promotion of faculty and staff. Together we work to ensure that the University of Toronto is inclusive, equitable and free of harassment and discrimination for all members of the community and that its faculty and staff continue to accurately reflect the diversity of Toronto.

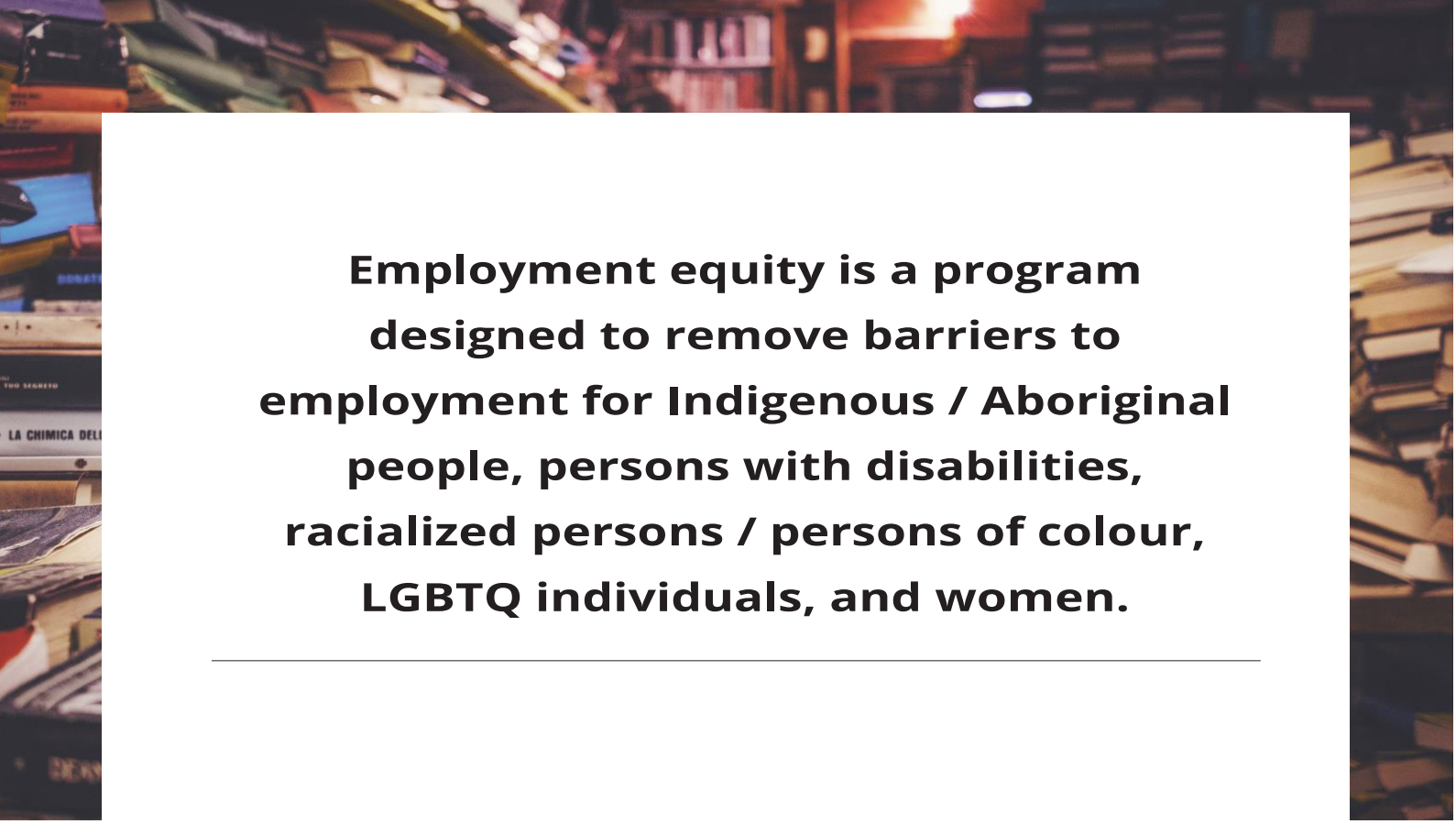
The University's efforts have been recognized nationally – in March 2017, the University was named one of Canada's top diversity employers for the 10th consecutive year, recognizing the University as an employer with exceptional workplace diversity and inclusiveness programs. In addition to on-going training programs on issues such as bias awareness and accessibility, the award recognized the University for the creation of a diversity internship program in Human Resources, as well as the Accessibil-UT celebration showcasing accessibility technology.

EMPLOYMENT EQUITY SURVEY

All employees of the University of Toronto (both appointed and non-appointed) are asked to complete an online employment equity survey.

The data contained in this report is a snapshot of the responses provided by the University's employees as of August 1, 2017.

The current response rate (i.e. the proportion of active employees who chose to complete the survey) is 70% (n=7572).
This is in line with the response rate of 72% 13 months after the survey was previously updated in January 2006.



Employment equity is a program designed to remove barriers to employment for Indigenous / Aboriginal people, persons with disabilities, racialized persons / persons of colour, LGBTQ individuals, and women.

The University's updated employment equity survey was launched on **July 1, 2016**, with several key changes from its previous iteration. For the first time, respondents were able to answer individual questions (as opposed to being required to complete or decline the survey in full). The questions themselves were modified following an extensive consultation process which resulted in better delineation between gender/gender identity and sexual orientation, visible vs invisible disabilities, and the addition of questions around ethnocultural identity. The updated survey is available to all employees of the University, and is accessible via Employee Self-Serve (ESS) (at http://uoft.me/ess). Employees have the ability to modify responses if/as their self-identification changes.

By updating the Employment Equity Survey to adopt the questions and terminology provided by Statistics Canada and the Ontario Human Rights Commission, we aim to collect better information about our community, and use that data to inform our recruitment and staffing strategies.

The information collected via the survey is used by the University to determine programs, resources, policies, and initiatives for the upcoming year, and to develop recruitment strategies that ensure the University is representative of our diverse community.

WORKFORCE ANALYSIS

Information on employees is collected in categories that extend beyond the designated groups identified in the Federal Contractors Program (FCP). In addition to information on women, Indigenous/Aboriginal persons, racialized persons/persons of colour, and persons with disabilities, the University's updated survey captures information on gender identity, sexual orientation, and ethno-cultural identity.

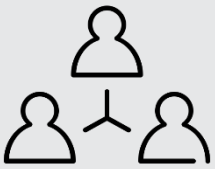
Analyses of the University's representation in the FCP groups are then compared to market data to determine where additional efforts to recruit members of designated groups should be focused. These are included in **Appendix C: Representation and Workforce Analysis**.

Identification of the types of intersectionality that exist amongst our employees will help better identify programs and services that support our diverse community. How many women, for example, identify with an invisible disability? What kinds of supports would there need to be for such a group? How many Trans employees, for example, identify as Asian? What are the challenges that this group might face in a University environment?

For the first time, quantifiable data is available to help inform these discussions.

WOMEN

61% of faculty & staff at the University of Toronto who responded to the survey self-identify as women.



66% of staff self-identify as women

47% of faculty & 72% of librarians self- identify as women

60% of applicants to staff positions self-identify as women

39% of applicants to faculty positions* self-identify as women

Employees were able to select any combination of an expanded list of gender & gender identities. The proportion of employees who self-identified as women continues to exceed the proportion identifying as men (61% vs 39%). Respondents identifying with multiple identities are counted in each category selected. Note that the 2016 Provostial Gender Equity Report is based on a different data set than that used in the Employment Equity analysis.

Further representation and workforce analyses of women, including breakdowns by employee groups, are available in **Appendix C: Representation and Workforce Analysis**.

*Applicant diversity data for Librarian positions is not available at this time, as postings for Librarian openings are managed independently across the institution and are not integrated with the University's applicant tracking system.

WOMEN – "I ALSO IDENTIFY AS"

Employees identifying as women can identify in any number of other categories that help inform their own social identities. The information below shows the overlap and intersection of these for those employees who identified as women. ***In each case, n = the # of respondents who have self-identified in each relevant category.***

MEN – "I ALSO IDENTIFY AS"

Employees identifying as men can identify in any number of other categories that help inform their own social identities. The information below shows the overlap and intersection of these for those employees who identified as men.

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

RACIALIZED / PERSONS OF COLOUR

28% of faculty & staff at the University of Toronto who responded to the survey self-identify as racialized / persons of colour.

33% of staff self-identify as racialized / persons of colour

17% of faculty & **12%** of librarians self- identify as racialized / persons of colour

40% of applicants to staff positions self-identify as racialized / persons of colour

20% of applicants to faculty positions* self-identify as racialized / persons of colour

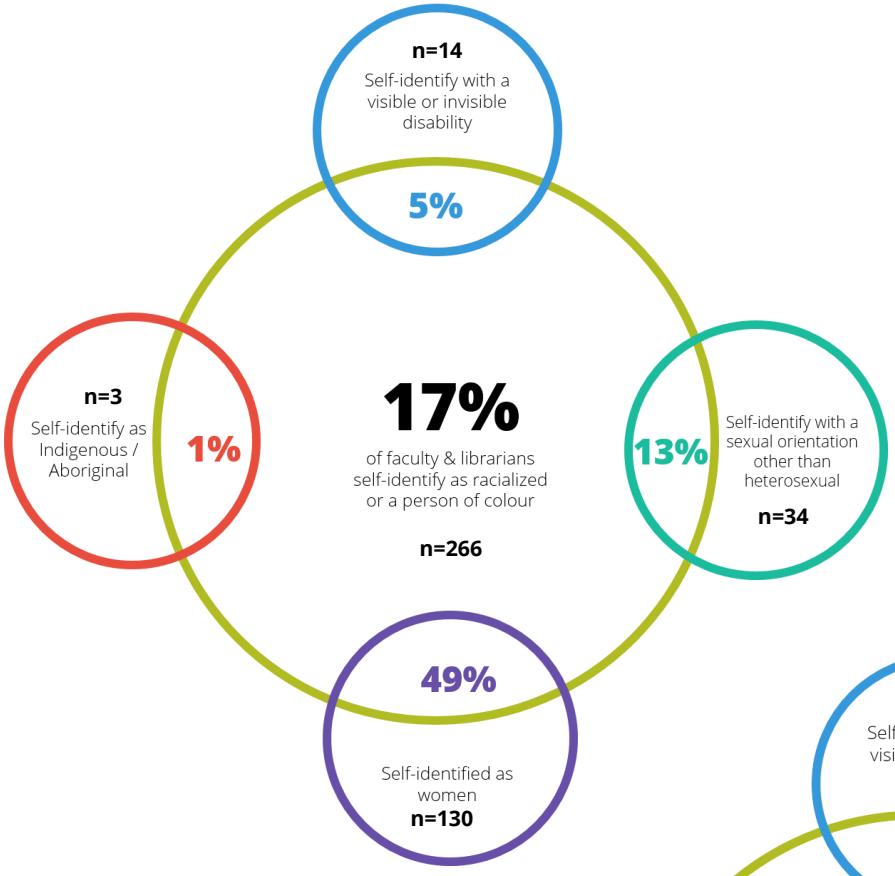
While the nomenclature of the category has been updated, the structure of the question remains virtually unchanged, and is meant to capture information on those who are not Indigenous / Aboriginal and who are non-Caucasian or non-white.

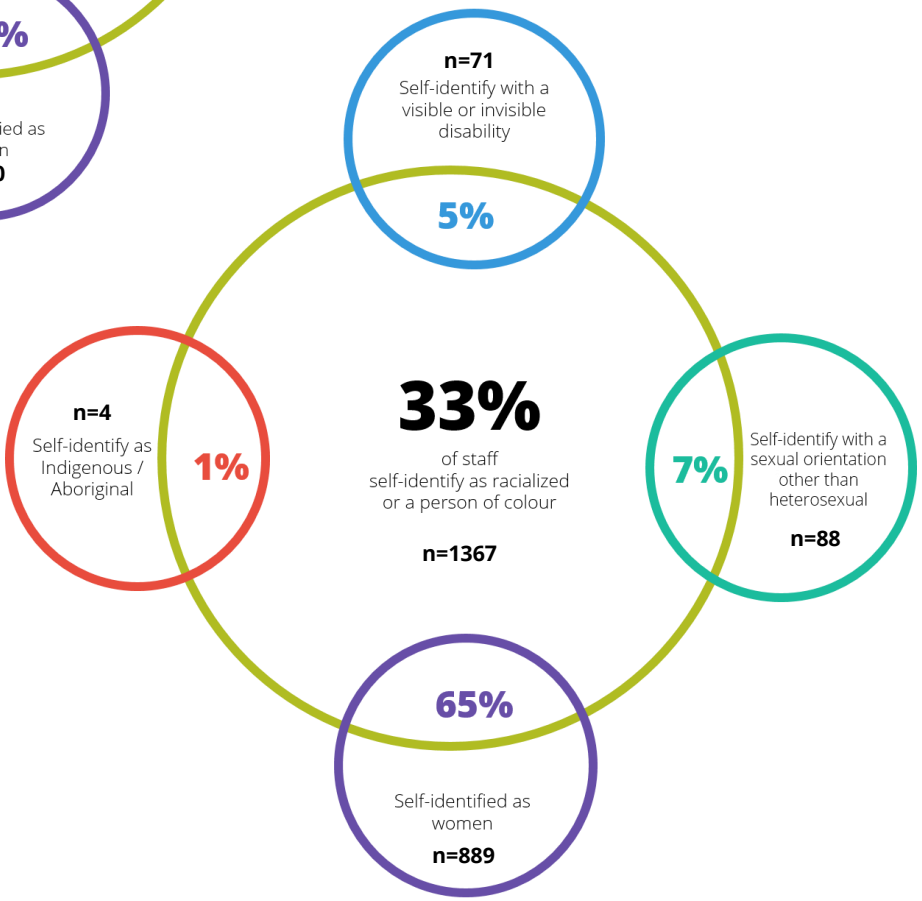
Further representation and workforce analyses of racialized / persons of colour, including breakdowns by employee groups, are available in **Appendix C: Representation and Workforce Analysis**.

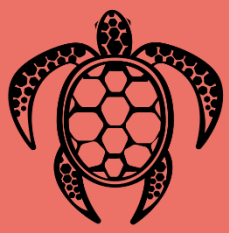
*Applicant diversity data for Librarian positions is not available at this time, as postings for Librarian openings are managed independently across the institution and are not integrated with the University's applicant tracking system.

RACIALIZED / PERSONS OF COLOUR – "I ALSO IDENTIFY AS"

Employees identifying as racialized / persons of colour can identify in any number of other categories that help inform their own social identities. The information below shows the overlap and intersection of these for those employees who identified as racialized / persons of colour. ***In each case, n = the # of respondents who have self-identified in each relevant category.***

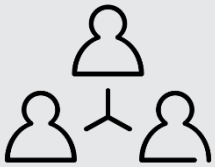






INDIGENOUS / ABORIGINAL PEOPLE OF NORTH AMERICA

1% of faculty & staff at the University of Toronto who responded to the survey self-identify as Indigenous / Aboriginal People of North America.



1% of staff self- identify as Indigenous / Aboriginal People of North America

1% of faculty & 1% of librarians self- identify as Indigenous / Aboriginal People of North America

3% of applicants to staff positions self-identify as Indigenous / Aboriginal People of North America

2% of applicants to faculty positions* self- identify as Indigenous / Aboriginal People of North America

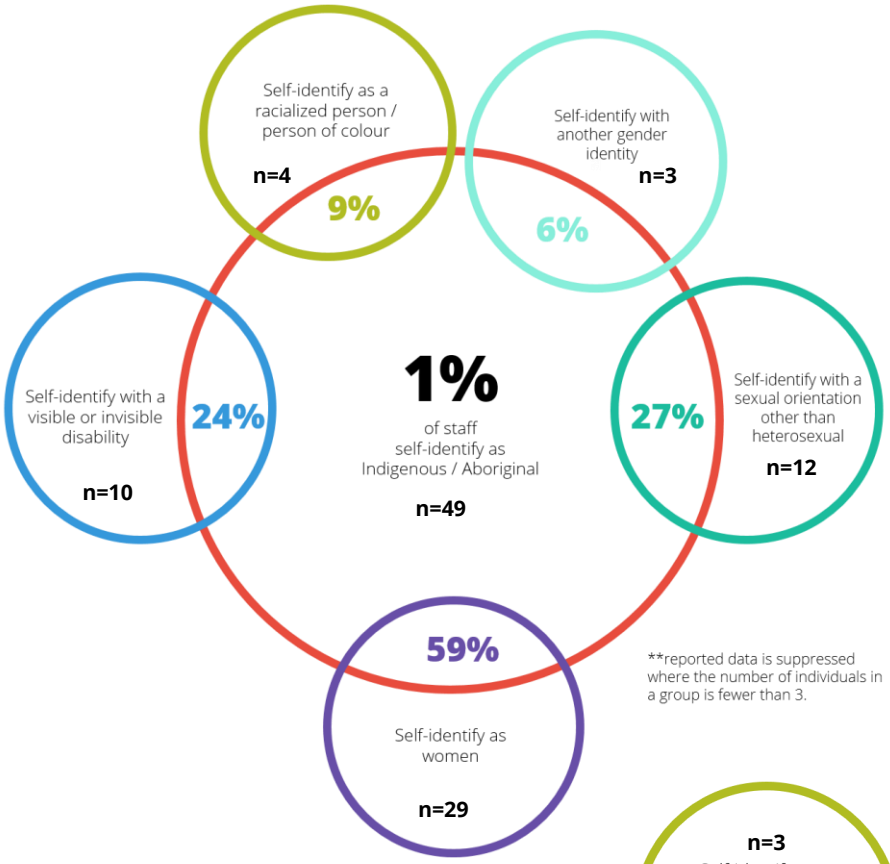
The updated categories of Indigenous / Aboriginal People of North America re-worded some of the category labels for Indigenous / Aboriginal People to better align with definitions used within the Indigenous/Aboriginal Communities, specifically around Native American/North American Indian (US).

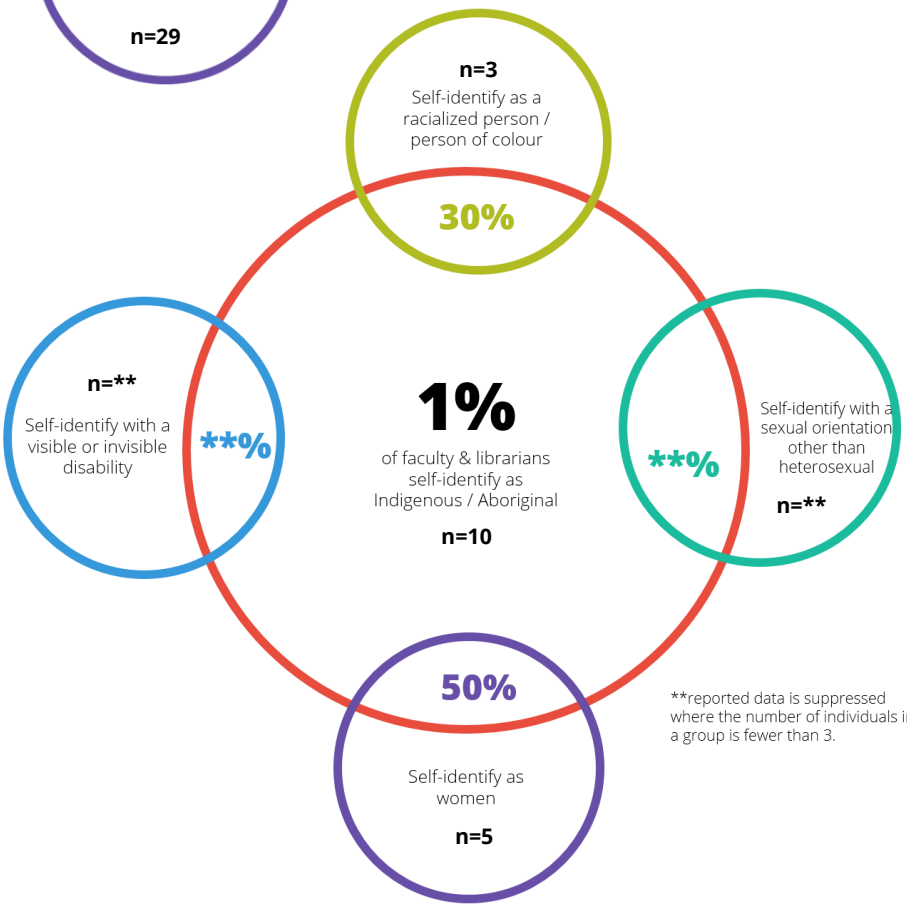
Further representation and workforce analyses of Indigenous / Aboriginal People of North America, including breakdowns by employee groups, are available in **Appendix C: Representation and Workforce Analysis**.

*Applicant diversity data for Librarian positions is not available at this time, as postings for Librarian openings are managed independently across the institution and are not integrated with the University's applicant tracking system.

INDIGENOUS / ABORIGINAL PEOPLE OF NORTH AMERICA – "I ALSO IDENTIFY AS"

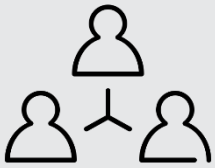
Employees identifying as Indigenous / Aboriginal People of North America can identify in any number of other categories that help inform their own social identities. The information below shows the overlap and intersection of these for those employees who identified as Indigenous / Aboriginal People of North America. ***In each case, n = the # of respondents who have self-identified in each relevant category.***





PERSONS WITH DISABILITIES

8% of faculty & staff at the University of Toronto who responded to the survey self-identify as a Person with a Disability. Of those, 12% self-identified as having a visible disability and 90% self-identified with an invisible disability. Respondents identifying with multiple disability types are counted in each category selected.



9% of staff self- identify as Persons with Disabilities.

6% of faculty & 9% of librarians self- identify as Persons with Disabilities.

6% of applicants to staff positions self-identify as Persons with Disabilities.

4% of applicants to faculty positions* self- identify as Persons with Disabilities.

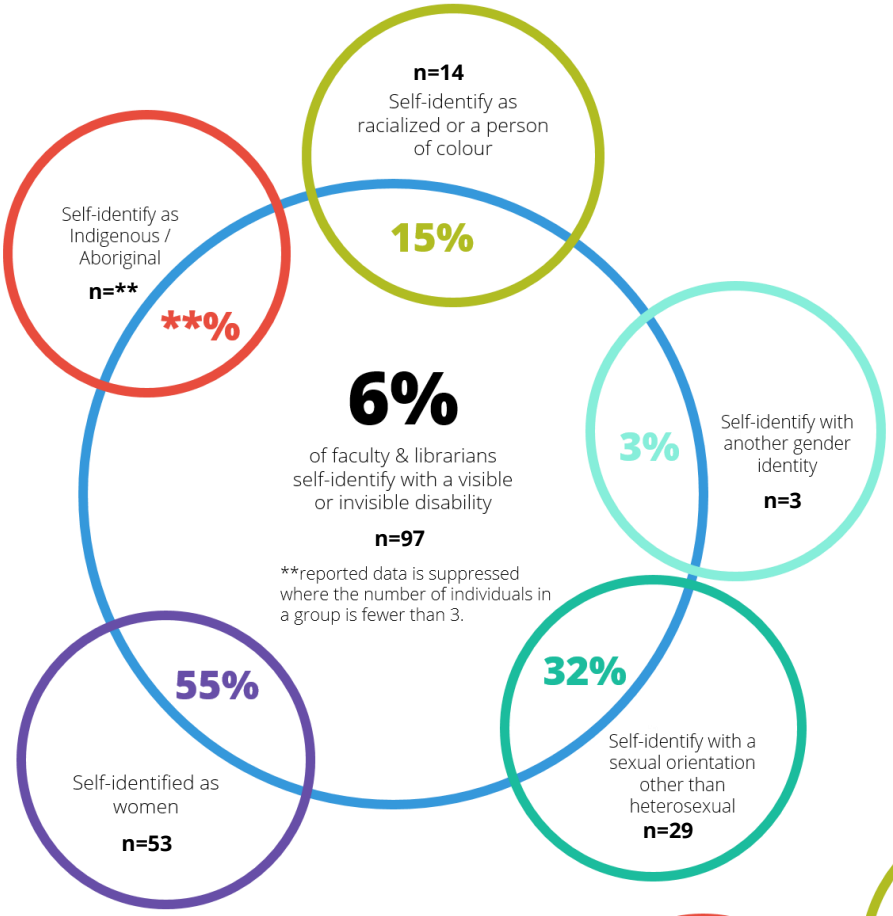
The updated survey, which provided for the ability to delineate between visible and invisible disabilities, saw an increase overall in the number of individuals identifying with disabilities, relative to the historic response rates to the similar question in previous survey iterations.

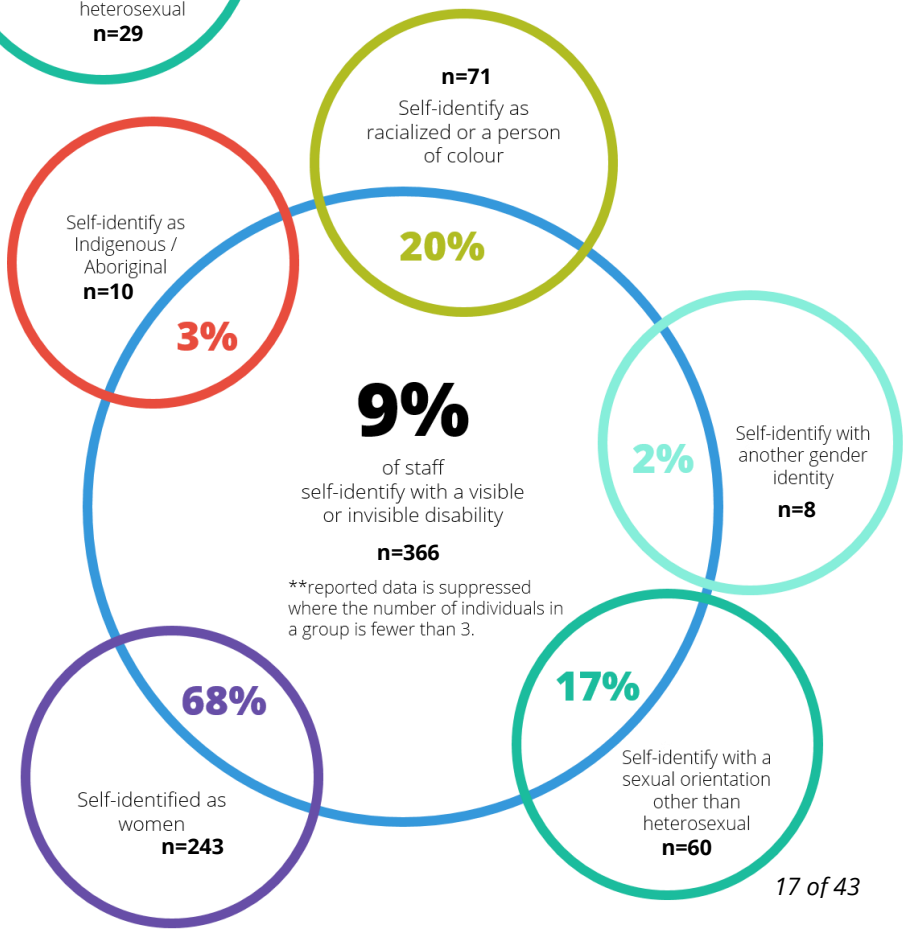
Further representation and workforce analyses of Persons with Disabilities, including breakdowns by employee groups, are available in **Appendix C: Representation and Workforce Analysis**.

*Applicant diversity data for Librarian positions is not available at this time, as postings for Librarian openings are managed independently across the institution and are not integrated with the University's applicant tracking system.

PERSONS WITH DISABILITIES – "I ALSO IDENTIFY AS"

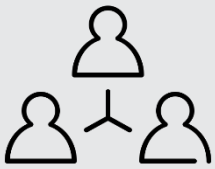
Employees identifying as Persons with Disabilities can identify in any number of other categories that help inform their own social identities. The information below shows the overlap and intersection of these for those employees who identified as Persons with Disabilities. ***In each case, n = the # of respondents who have self-identified in each relevant category.***





SEXUAL ORIENTATION

9% of faculty & staff at the University of Toronto who responded to the survey self-identify as LGBTQ / with a sexual orientation other than heterosexual.



9% of staff self- identify as LGBTQ.

11% of faculty & 12% of librarians self- identify as LGBTQ.

8% of applicants to staff positions self-identify as LGBTQ.

11% of applicants to faculty positions* self- identify as LGBTQ.

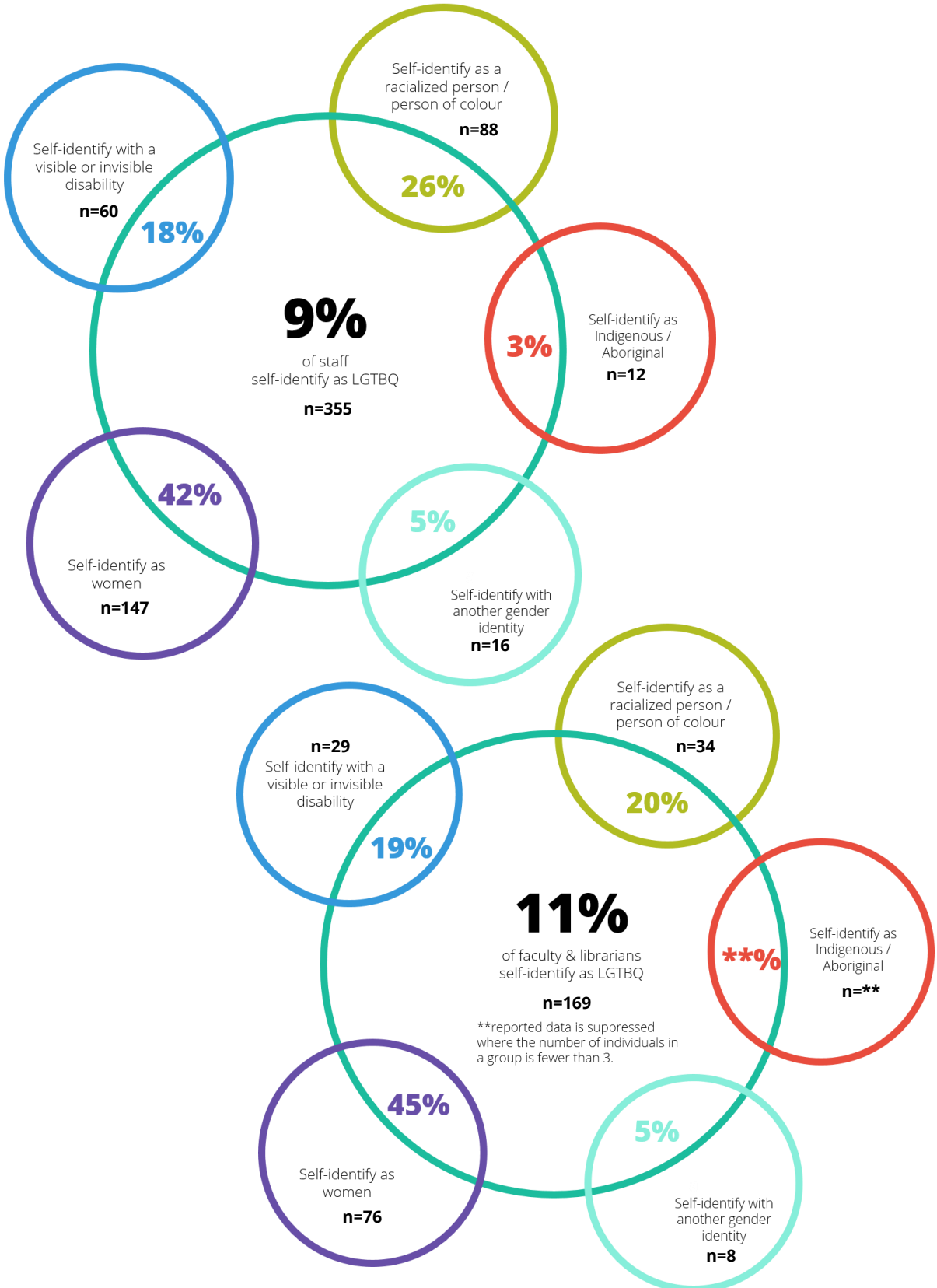
The new survey delineates clearly between Gender/Gender Identity and Sexual Orientation. The separation of these questions may have resulted in a higher proportion of employees identifying as LGBTQ than what has been historically noted at the University. Respondents identifying with multiple identities are counted in each category selected.

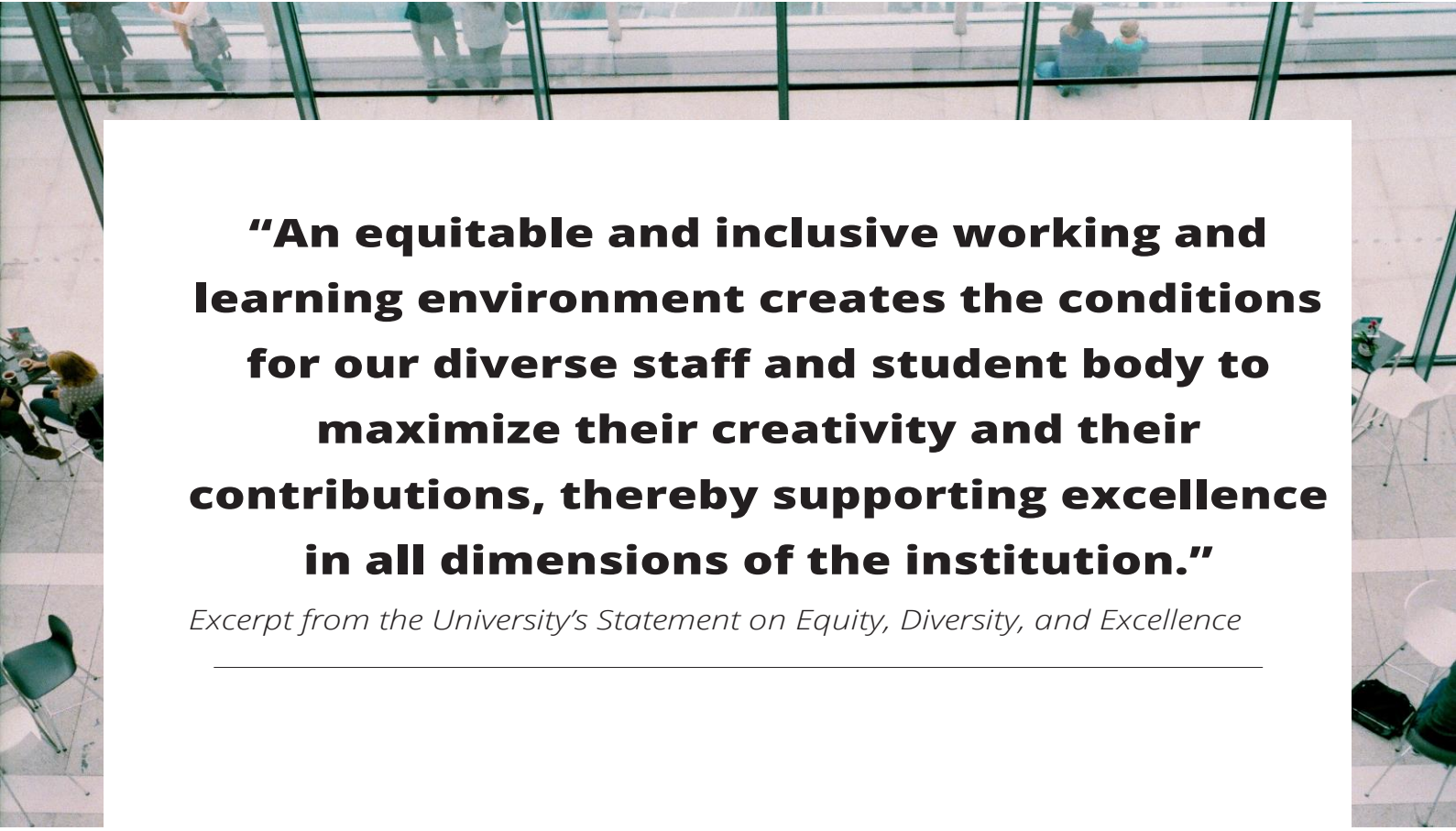
Further representation and workforce analyses of self-identifying LGBTQ individuals, including breakdowns by employee groups, are available in **Appendix C: Representation and Workforce Analysis**

*Applicant diversity data for Librarian positions is not available at this time, as postings for Librarian openings are managed independently across the institution and are not integrated with the University's applicant tracking system.

SEXUAL ORIENTATION – "I ALSO IDENTIFY AS"

Employees identifying as LGBTQ can identify in any number of other categories that help inform their own social identities. The information below shows the overlap and intersection of these for those employees who identified as LGBTQ. ***In each case, n = the # of respondents who have self-identified in each relevant category.***





“An equitable and inclusive working and learning environment creates the conditions for our diverse staff and student body to maximize their creativity and their contributions, thereby supporting excellence in all dimensions of the institution.”

Excerpt from the University’s Statement on Equity, Diversity, and Excellence

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NEXT STEPS

The University of Toronto understands that the breadth of knowledge and experience within a diverse workforce are critical to ensuring the institution continues to achieve its mission in accordance with the **Statement on Institutional Purpose**:

“The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.”

The information and analyses from this report will help to better understand the different social identities within our existing workforce, and will help identify areas where opportunities exist to promote the University as an employer of choice amongst members of designated groups. Initiatives and successes in these areas are highlighted in the University’s Annual Report on Equity, Diversity, and Excellence. The University’s Human Resources and Equity Offices, and those with equity responsibilities, will continue to provide resources, training and support across all three campuses to further equity in the recruitment, hiring, retention, and promotion of faculty and staff, particularly for the designated groups identified in this report as being underrepresented at the University. Together we work to ensure that the University of Toronto is an inclusive, equitable environment free of harassment and discrimination for all members of the community and that its faculty and staff continue to accurately reflect the diversity of Toronto.

APPENDIX A: COLLECTION OF WORKFORCE DATA (2016 – 2017)

The University of Toronto is committed to employment equity and to achieving and maintaining a workforce representative of talent pools of qualified individuals available for hire by the University.

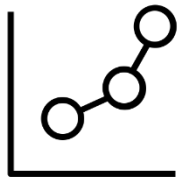
The University collects data from employees regarding membership in the four (4) designated groups: **women, Indigenous / Aboriginal persons, racialized persons / persons of colour, and persons with disabilities**, in accordance with the manner set out by the Federal Contractors Program (FCP). **The University also collects census data on employees who identify as LGBTQ.** Definitions of each designated group are available on the next page.

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.

The data that is collected is kept confidential and used only to assess the University's progress with respect to employment equity. **Note that reported data is suppressed where the number of individuals in a group is fewer than 3**.

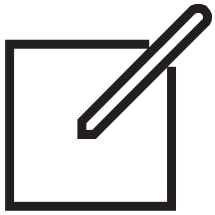
The data regarding the external labour pool is drawn from the 2011 Canadian census and the Canadian Survey on Disability (CSD). These two surveys are the source of the "External availability data" as referred to throughout this report. Positions at the University are categorized by Employment Equity Occupational Groups (EEOGs) as established by Employment and Social Development Canada (ESDC).

See **Appendix B** for a full list of Employment Equity Occupational Group (EEOG) Definitions.



APPENDIX A: COLLECTION OF WORKFORCE DATA (2016 – 2017)

Gender identity	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.
Indigenous / Aboriginal People of North America	First Nations (status, non-status, treaty or non-treaty), Métis, Inuit, or Native American (US).
Invisible Disability	"Invisible disability," or non-visible, is a term commonly used to describe a disability which is non-evident or not readily apparent to others
Persons with Disabilities	Persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment(s) AND A) who consider themselves to be disadvantaged in employment by reason of that impairment, **OR** B) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment. This also includes persons with disabilities who have been accommodated in their current job or workplace.
Racialized / Persons of Colour	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.
Trans	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.



APPENDIX B: EMPLOYMENT EQUITY OCCUPATIONAL GROUP (EEOG) DEFINITIONS

Employment Equity Occupational Group (EEOG)	Definition	Examples of University of Toronto Positions
Senior Managers	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
Middle and Other Managers	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
Professionals	Professionals usually need either university graduation or prolonged formal training and often have to be members of a professional organization.	Accountants, Programmers
Semi-Professionals and Technicians	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
Supervisors	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
Supervisors: Crafts and Trades	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

Employment Equity Occupational Group (EEOG)	Definition	Examples of University of Toronto Positions
Administrative and Senior Clerical Personnel	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
Skilled Sales and Service Personnel	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
Skilled Crafts and Trades Workers	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 journeywomen who have received an extensive period of training.	Electricians, plumbers, machinists
Clerical Personnel	Workers performing clerical work, other than senior clerical work.	Data entry clerk, general office clerk, mail clerk
Intermediate Sales and Service Personnel	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
Semi-Skilled Manual Workers	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
Other sales and service personnel	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 C:
REPRESENTATION AND WORKFORCE 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. This difference is then multiplied by the number of employees in each EEOG to determine an estimate of the representation surplus or deficit. There are a number of areas where the University's representation exceeds the expected representation rates. Note that the data does not contain an analysis of LGBTQ data, as no corresponding external data is available.

WORKFORCE ANALYSIS

In the charts below, areas where underrepresentation exists have been highlighted in red. The numerical figures represent the number of individuals in each EEOG at the University either above or below the expected representation rate according to the external availability statistics. **Definitions of each EEOG are available in Appendix B.**

ALL STAFF AND FACULTY

Employee Group	# Employees	Gap - Women	Gap - Disability	Gap - Racialized	Gap - Indigenous
1 - Senior Managers	22	6	1	1	-1
2 - Middle & Other Managers	806	141	37	17	-18
3 - Professionals	5,069	-85	161	256	-72
4 - Semi-Professionals & Technicians	920	-12	17	103	-13
5 - Supervisors	92	-23	-8	-1	-2
6 - Supervisors: Crafts & Trades	43	1	5	4	1
7 - Administrative & Senior Clerical Personnel	1,978	-14	118	250	3
8 - Skilled Sales & Service Personnel	79	-1	0	10	-2
9 - Skilled Crafts & Trades Workers	175	5	20	35	-2
10 - Clerical Personnel	748	82	21	84	-9
11 - Intermediate Sales & Service Personnel	157	1	2	16	-3
12 - Semi-Skilled Manual Workers	12	-2	4	-3	0
13 - Other Sales & Service Personnel	631	-5	-23	66	-7
14 - Other Manual Workers	14	-1	0	-4	0

GAP ANALYSIS – FACULTY[1]

	# Employees	Gap - Women	Gap - Disability	Gap - Racialized	Gap - Indigenous
Faculty[1]	3,329	90	74	-63	-23

GAP ANALYSIS – LIBRARIANS

Employee Group	# Employees	Gap - Women	Gap - Disability	Gap - Racialized	Gap - Indigenous
2 – Chiefs and Directors	8	3	0	-1	0
3 – Librarians	156	27	9	-12	-2

GAP ANALYSIS – NON-UNIONIZED ADMINISTRATIVE STAFF

Employee Group	# Employees	Gap - Women	Gap - Disability	Gap - Racialized	Gap - Indigenous
1 - Senior Managers	22	6	1	1	-1
2 - Middle & Other Managers	547	106	33	14	-12
3 - Professionals	644	12	13	114	-8
4 - Semi-Professionals & Technicians	22	0	-1	-2	-1
5 - Supervisors	20	-5	-4	1	0
6 - Supervisors: Crafts & Trades	6	-1	0	1	1
7 - Administrative & Senior Clerical Personnel	257	9	14	31	-2
8 - Skilled Sales & Service Personnel	10	-2	0	0	0
10 - Clerical Personnel	31	7	-3	2	-1
11 - Intermediate Sales & Service Personnel	1	-1	0	0	0

[1] 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.

GAP ANALYSIS – TRADES AND SERVICES

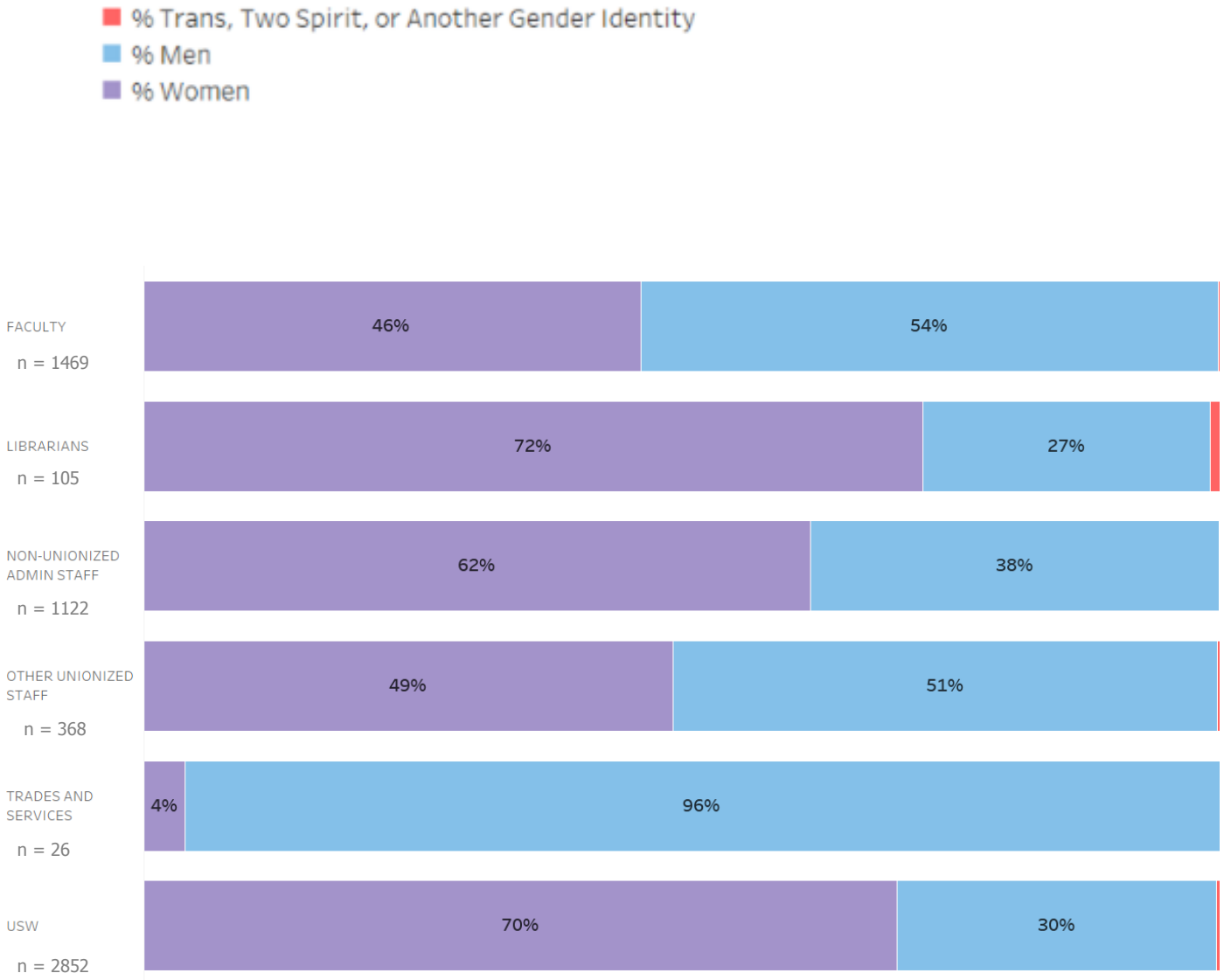
Employee Group	# Employees	Gap - Women	Gap - Disability	Gap - Racialized	Gap - Indigenous
6 - Supervisors: Crafts & Trades	13	-2	0	-2	0
9 - Skilled Crafts & Trades Workers	66	1	4	-1	-2

GAP ANALYSIS – OTHER UNIONIZED STAFF

Employee Group	# Employees	Gap - Women	Gap - Disability	Gap - Racialized	Gap - Indigenous
1 - Senior Managers	22	6	1	1	-1
2 - Middle & Other Managers	806	141	37	17	-18
3 - Professionals	5,069	-85	161	256	-72
4 - Semi-Professionals & Technicians	920	-12	17	103	-13
5 - Supervisors	92	-23	-8	-1	-2
6 - Supervisors: Crafts & Trades	43	1	5	4	1
7 - Administrative & Senior Clerical Personnel	1,978	-14	118	250	3
8 - Skilled Sales & Service Personnel	79	-1	0	10	-2
9 - Skilled Crafts & Trades Workers	175	5	20	35	-2
10 - Clerical Personnel	748	82	21	84	-9
11 - Intermediate Sales & Service Personnel	157	1	2	16	-3
12 - Semi-Skilled Manual Workers	12	-2	4	-3	0
13 - Other Sales & Service Personnel	631	-5	-23	66	-7
14 - Other Manual Workers	14	-1	0	-4	0

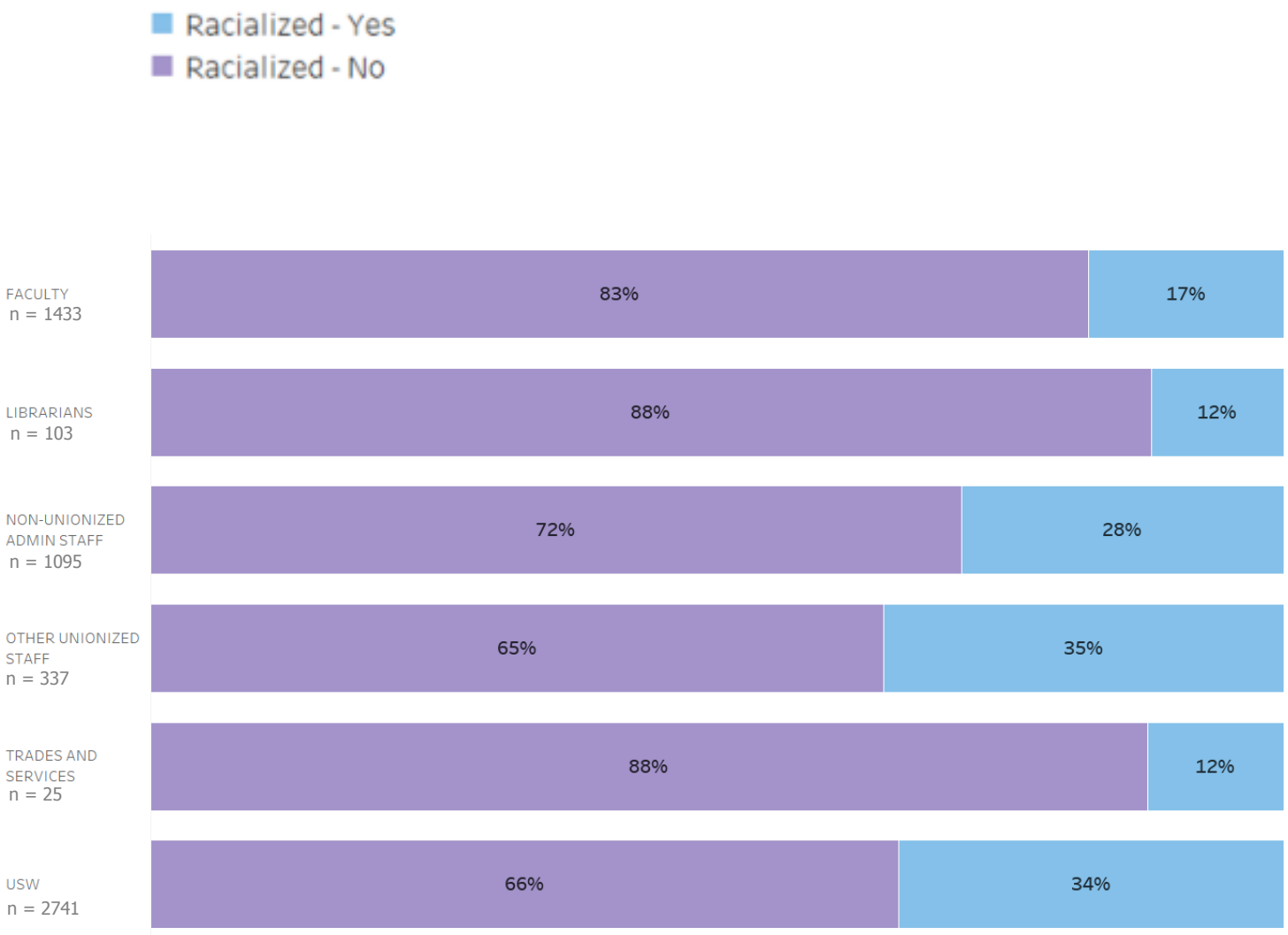
REPRESENTATION ANALYSIS

REPRESENTATION ANALYSIS - GENDER



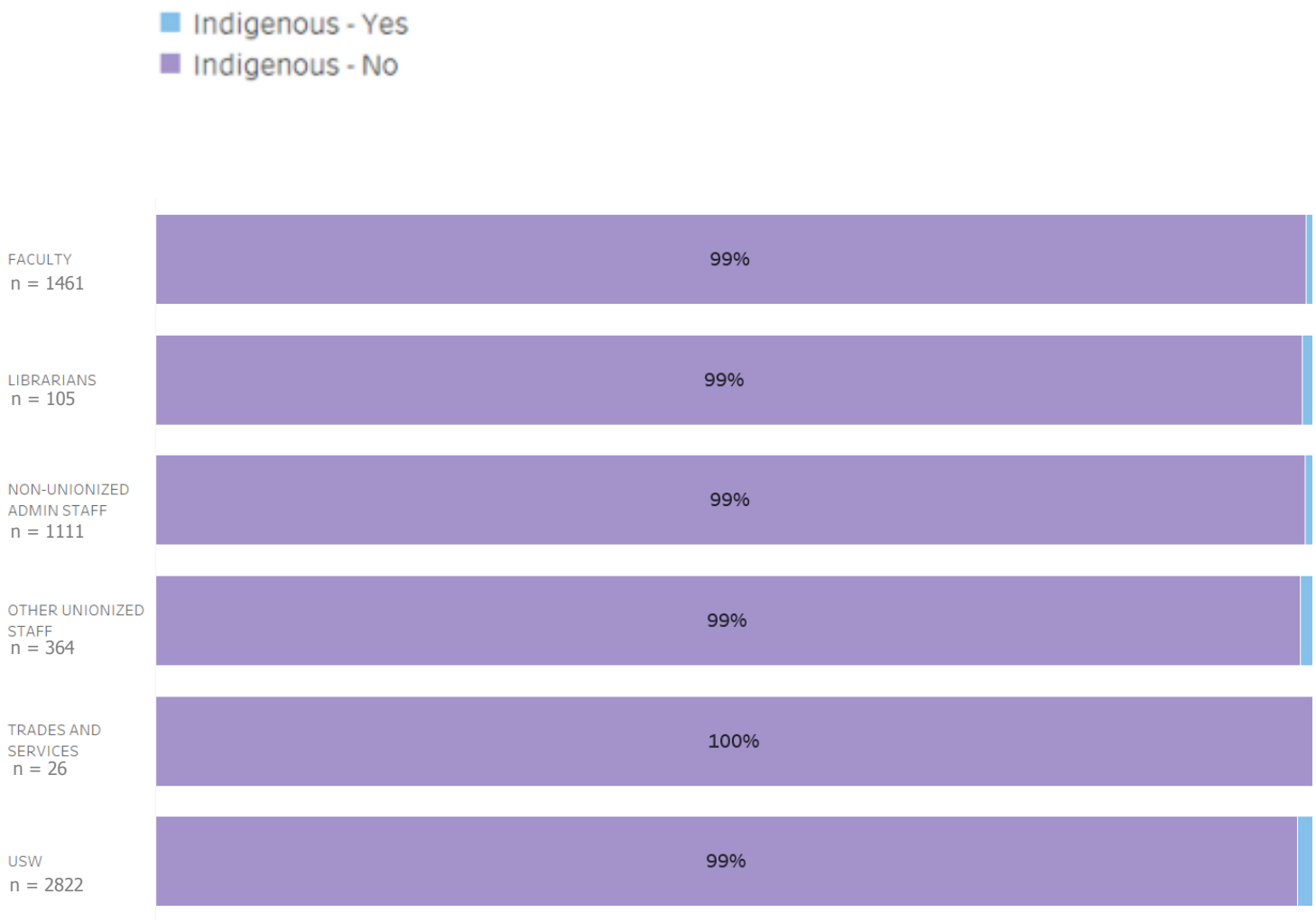
REPRESENTATION ANALYSIS

REPRESENTATION ANALYSIS – RACIALIZED / PERSONS OF COLOUR



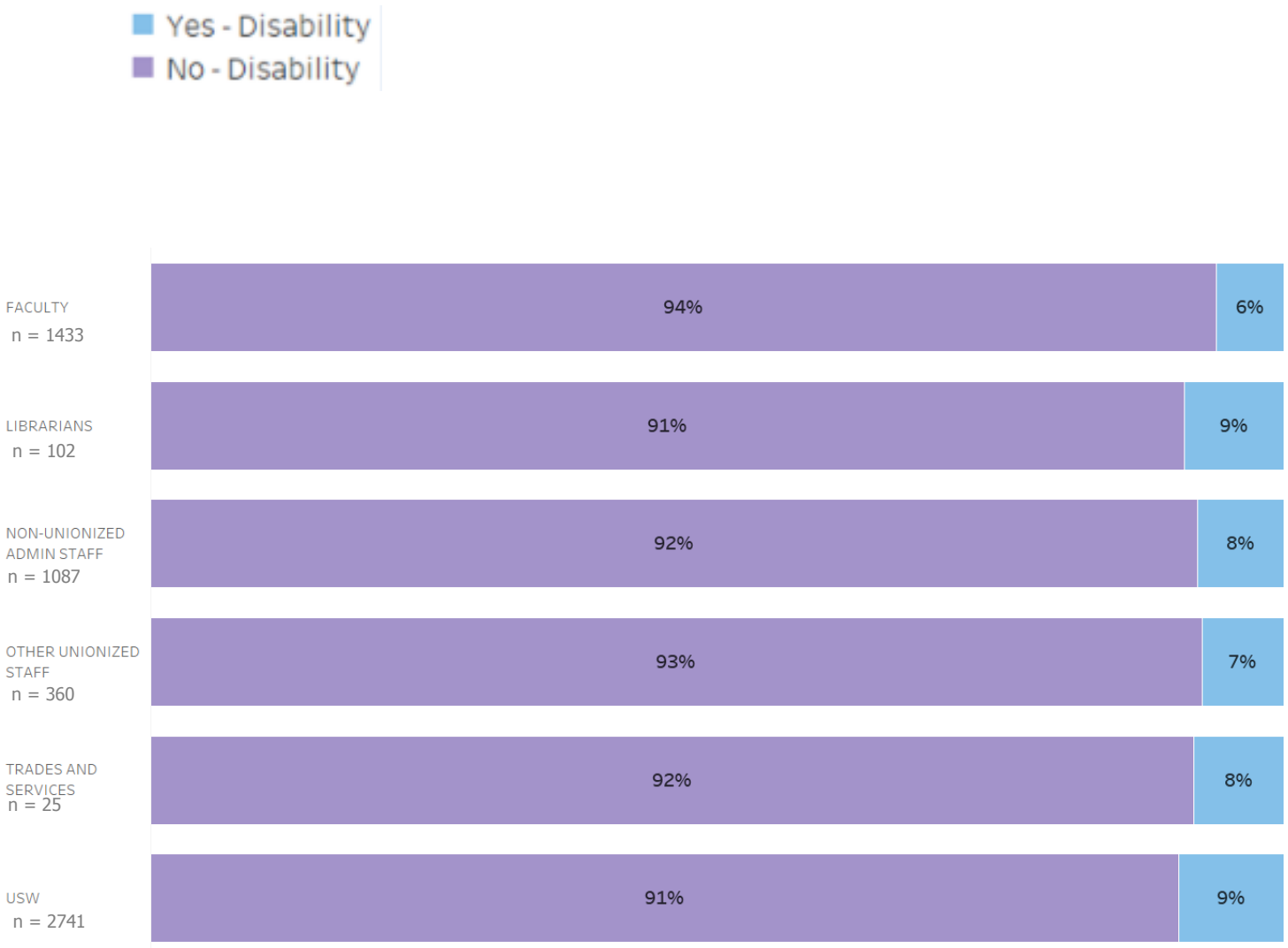
REPRESENTATION ANALYSIS

REPRESENTATION ANALYSIS – INDIGENOUS / ABORIGINAL PEOPLE OF NORTH AMERICA



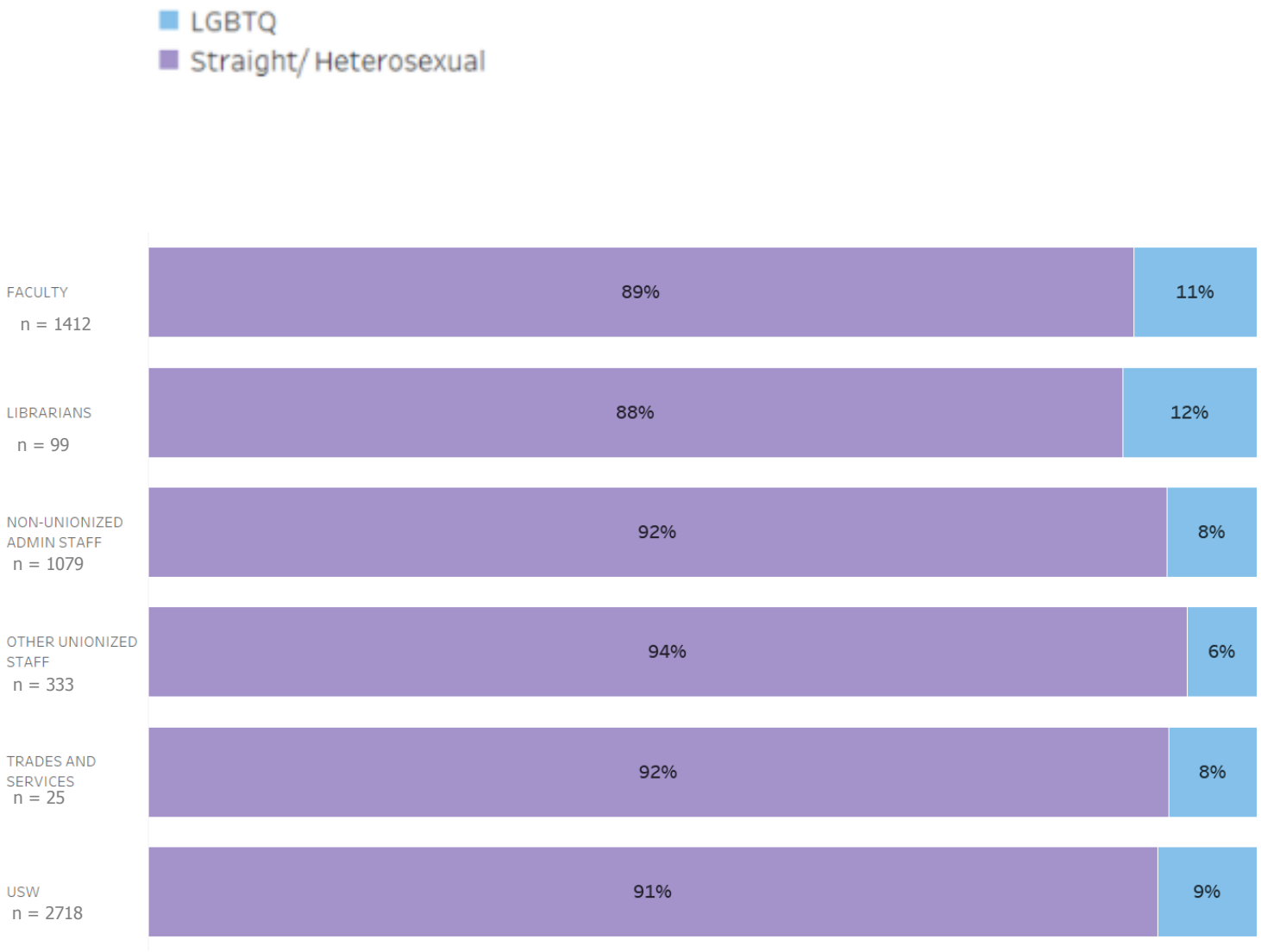
REPRESENTATION ANALYSIS

REPRESENTATION ANALYSIS – PERSONS WITH DISABILITIES



REPRESENTATION ANALYSIS

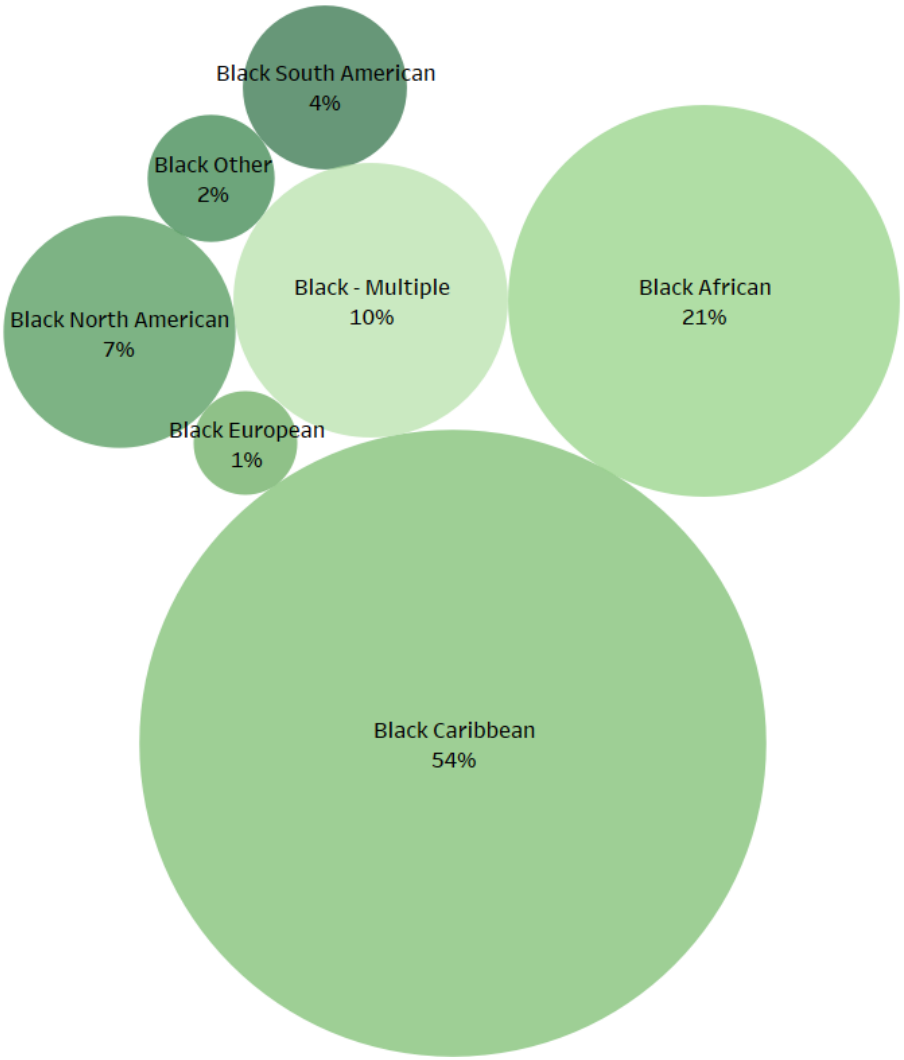
REPRESENTATION ANALYSIS – SEXUAL ORIENTATION



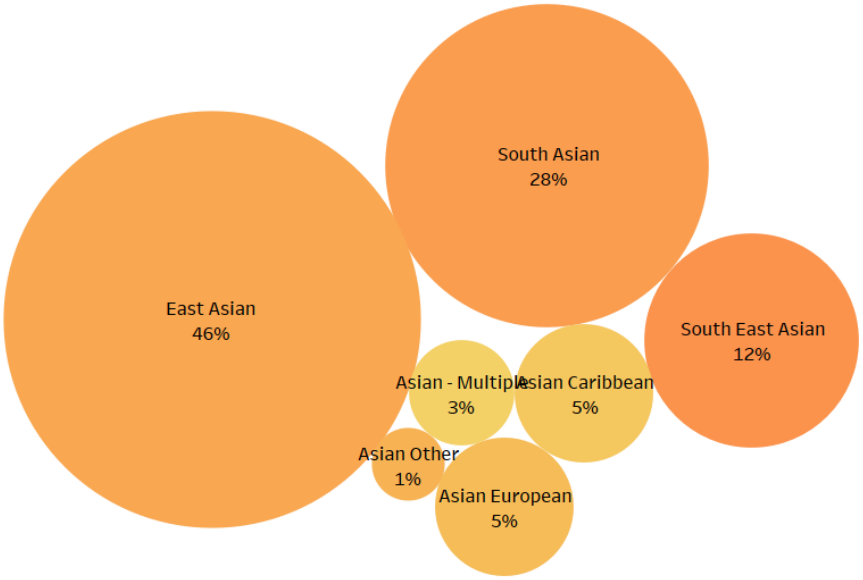
APPENDIX D:
RACE AND ETHNICITY REPRESENTATION HIGHLIGHTS

The following data reflects the general ethnocultural identities that employees of the University of Toronto have self-identified on the Employment Equity Survey (e.g. of those respondents who identified as Black, 54% identified as Black-Caribbean). Respondents identifying with multiple identities are counted in each category selected.

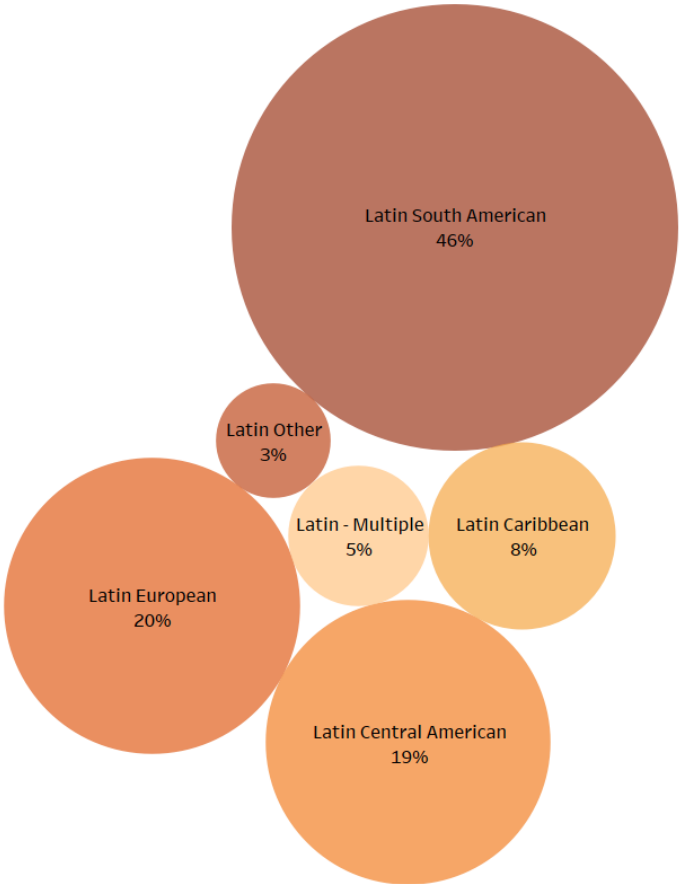
REPRESENTATION BREAKDOWN – "I SELF-IDENTIFY AS BLACK"



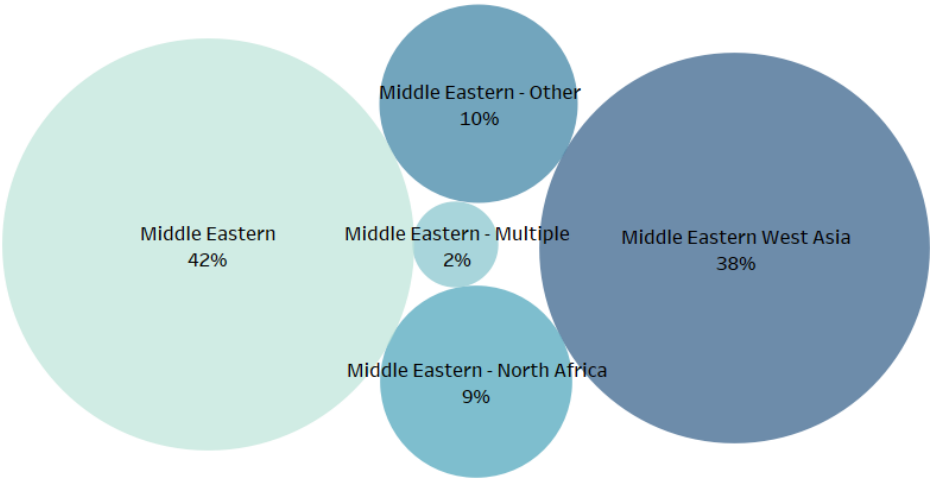
REPRESENTATION BREAKDOWN – "I SELF-IDENTIFY AS ASIAN"



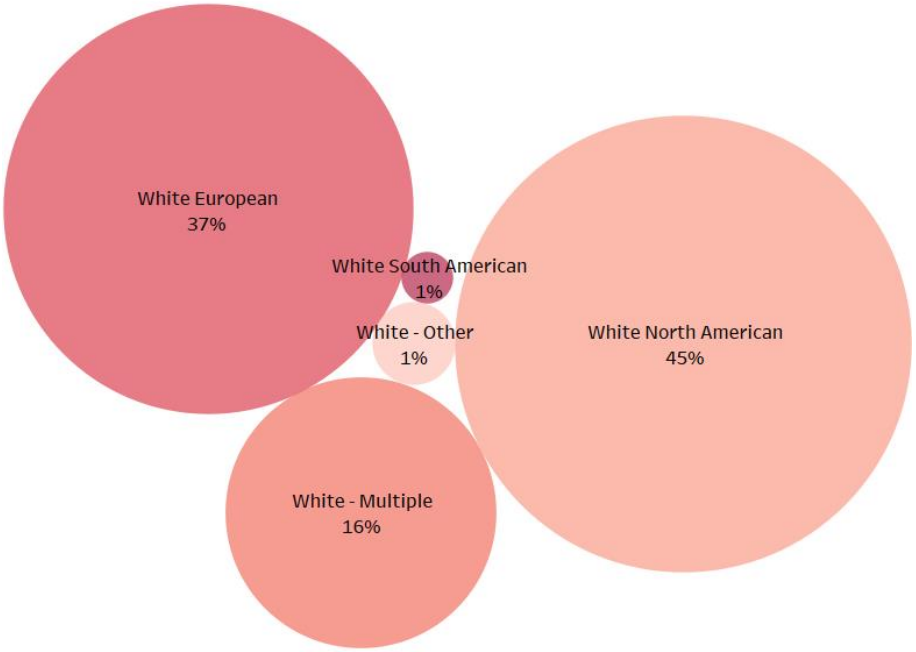
REPRESENTATION BREAKDOWN – "I SELF-IDENTIFY AS LATIN AMERICAN"



REPRESENTATION BREAKDOWN – "I SELF-IDENTIFY AS MIDDLE EASTERN"



REPRESENTATION BREAKDOWN – "I SELF-IDENTIFY AS WHITE"



APPENDIX E:
OTHER WORKFORCE DATA

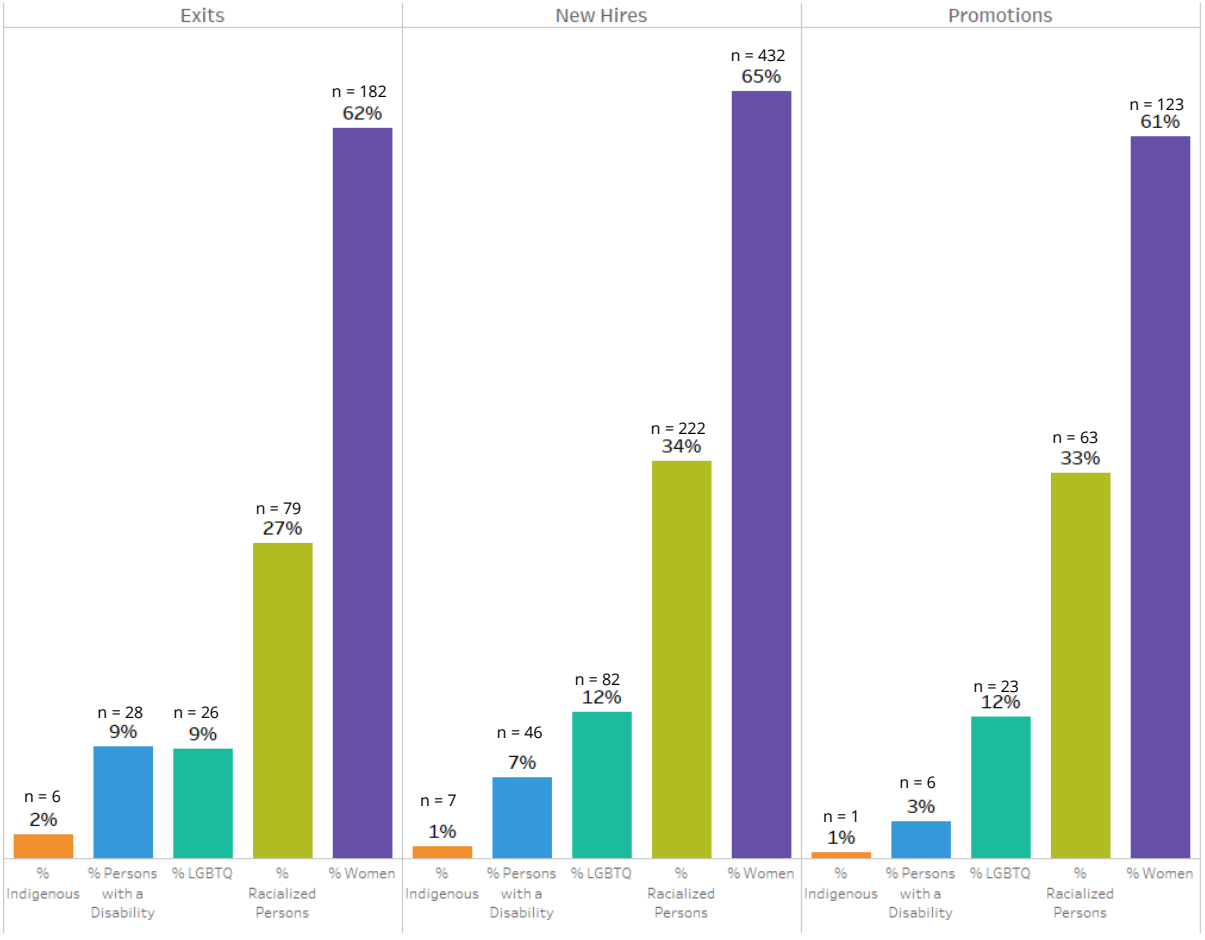
New Hires are defined as employees with an Employment Date in the reporting period of August 1, 2016 to July 31, 2017.

Exits are defined as employees with a termination event in the reporting period of August 1, 2016 to July 31, 2017. Both voluntary (e.g. retirements) and involuntary termination reasons are included.

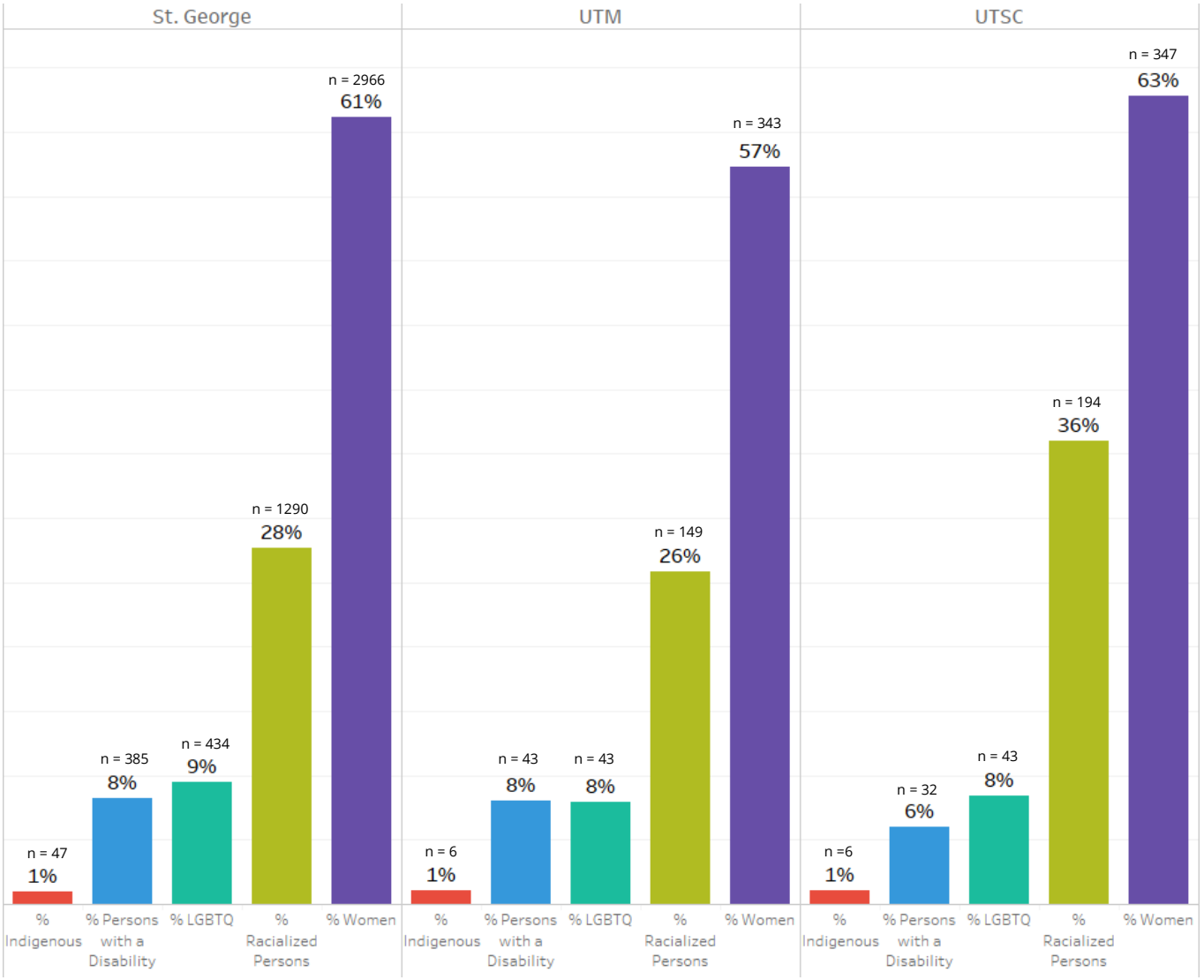
Promotions are defined as employees with a Promotion or Reclassification event in the reporting period (for instance, a staff member reclassified from one pay band to another). In addition, this includes Academic promotions to Full Professor in Tenure Stream and Clinical Faculty promotions to Full Professor, where a Promotion event may not have been recorded in HRIS.

Where the rate of new hires exceeds exits in a given category, it can be expected that representation rates in those categories will increase. Promotional data may be used to help inform retention and inclusion strategies for members of designated groups.

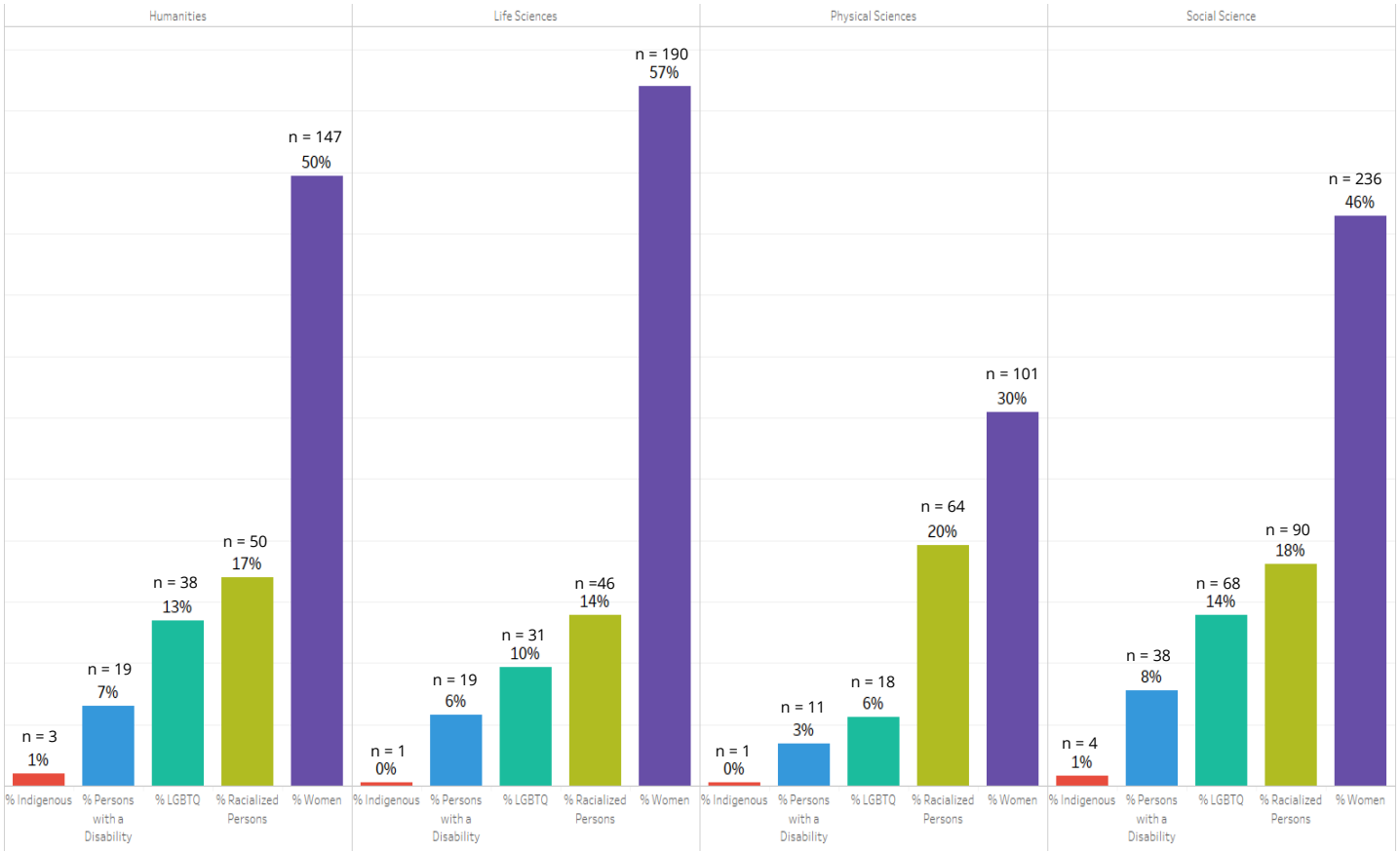
PROMOTIONS, EXITS, AND NEW HIRES



TRICAMPUS REPRESENTATION RATES – ALL EMPLOYEES



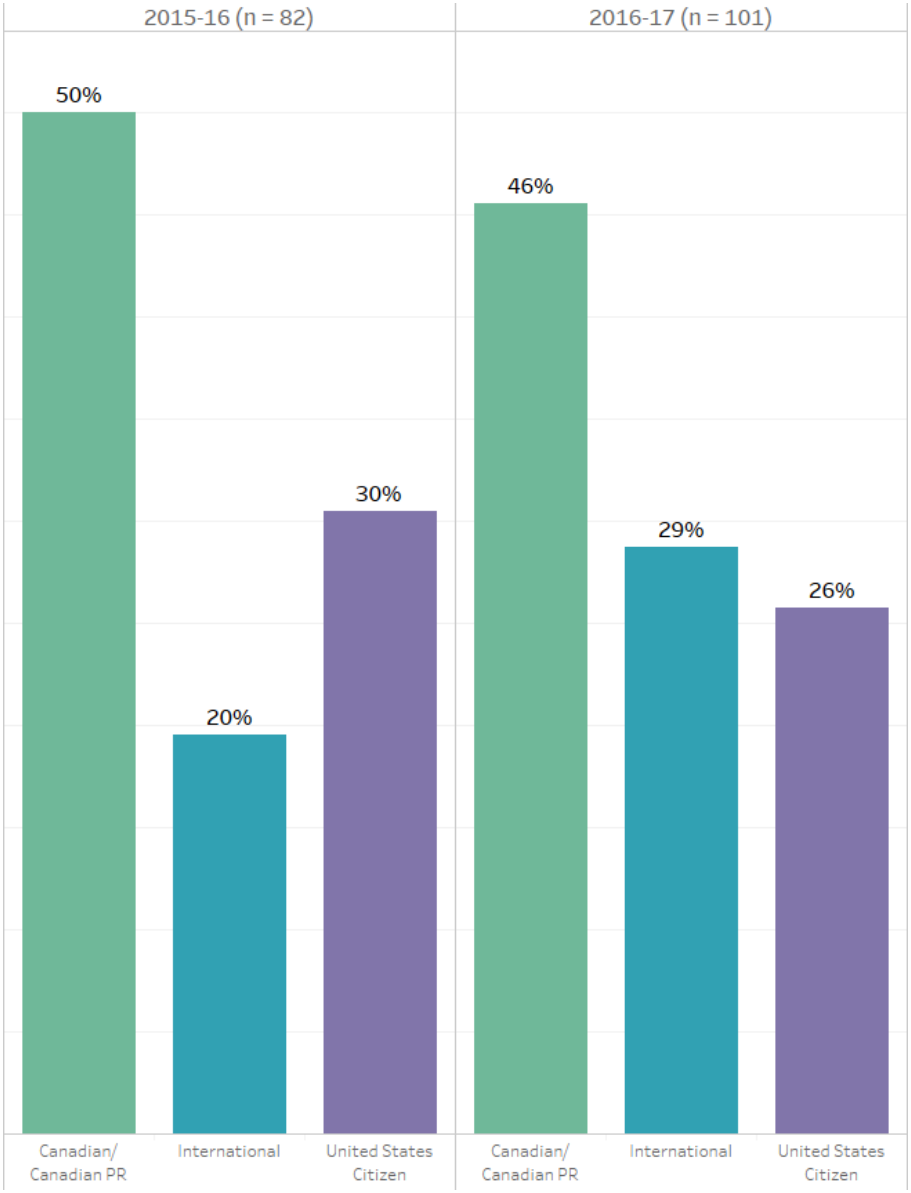
SCHOOL OF GRADUATE STUDIES FACULTY APPOINTMENTS BY DIVISION – FACULTY ONLY



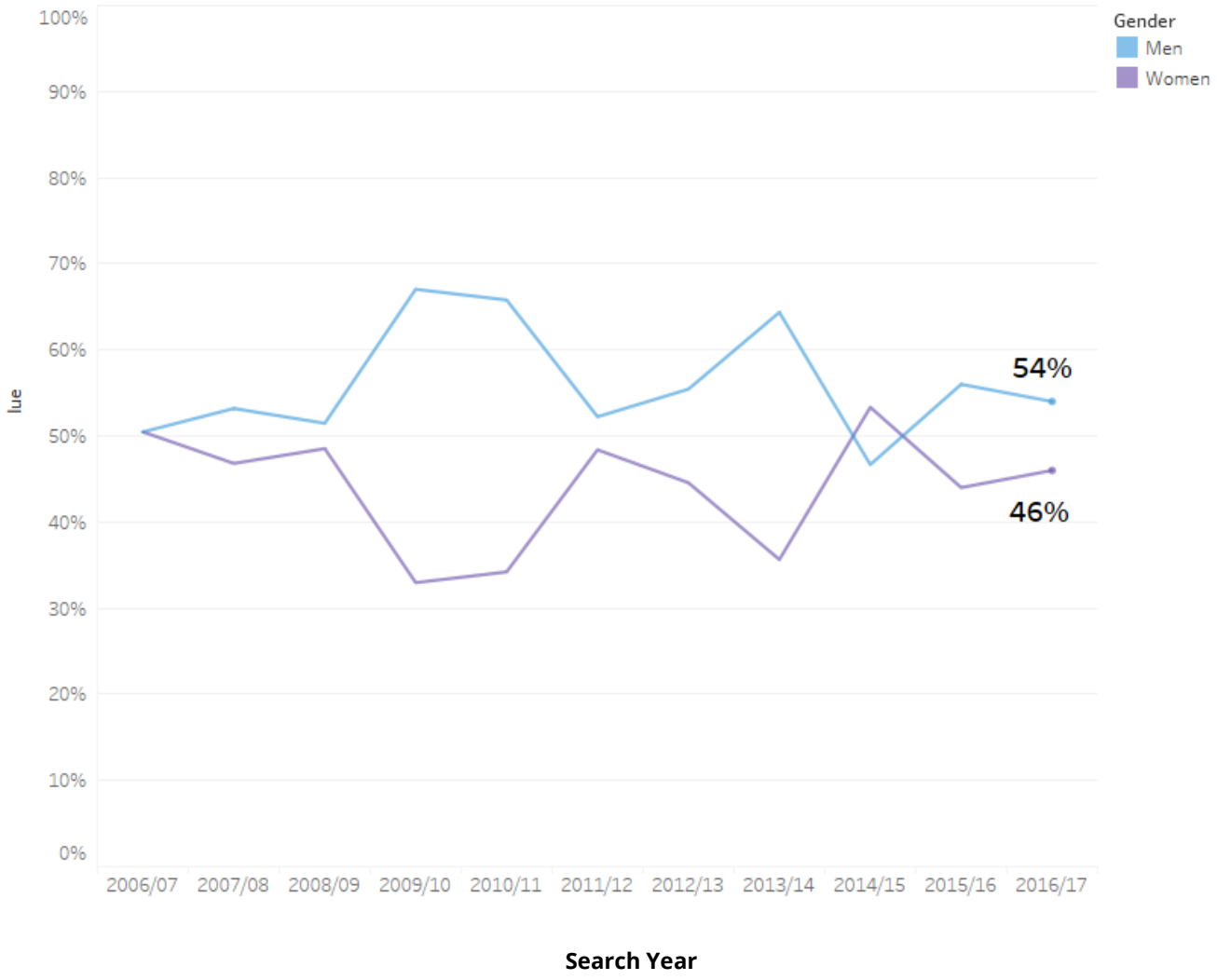
APPENDIX F:
FACULTY RECRUITMENT DATA

CITIZENSHIP OF NEW FACULTY HIRES

The University continues to recruit globally for the best candidates for tenure-stream positions. The figure below shows the number of new faculty hires in the tenure stream over the past two years broken down by citizenship.



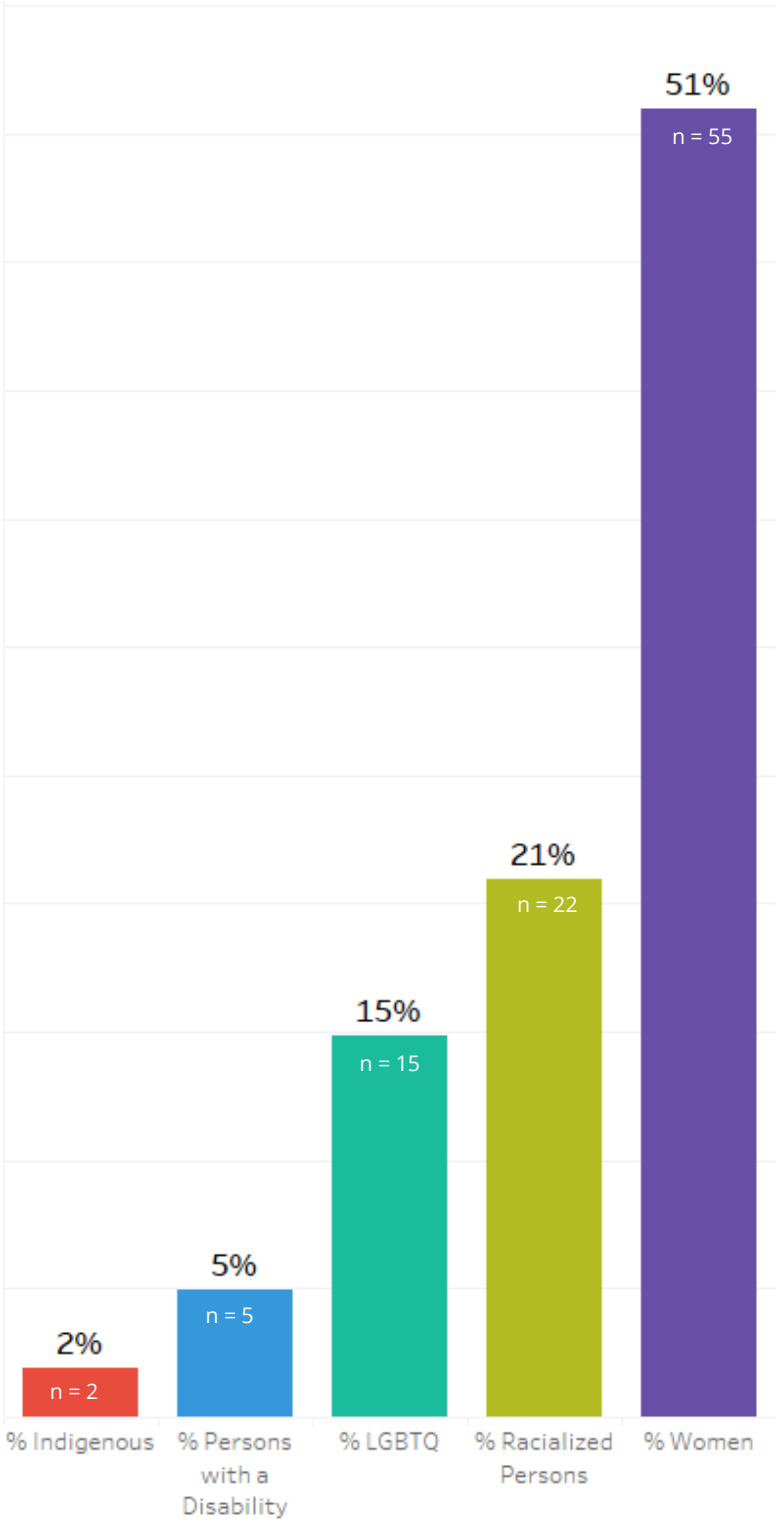
NEW TENURE STREAM HIRES BY GENDER[1]

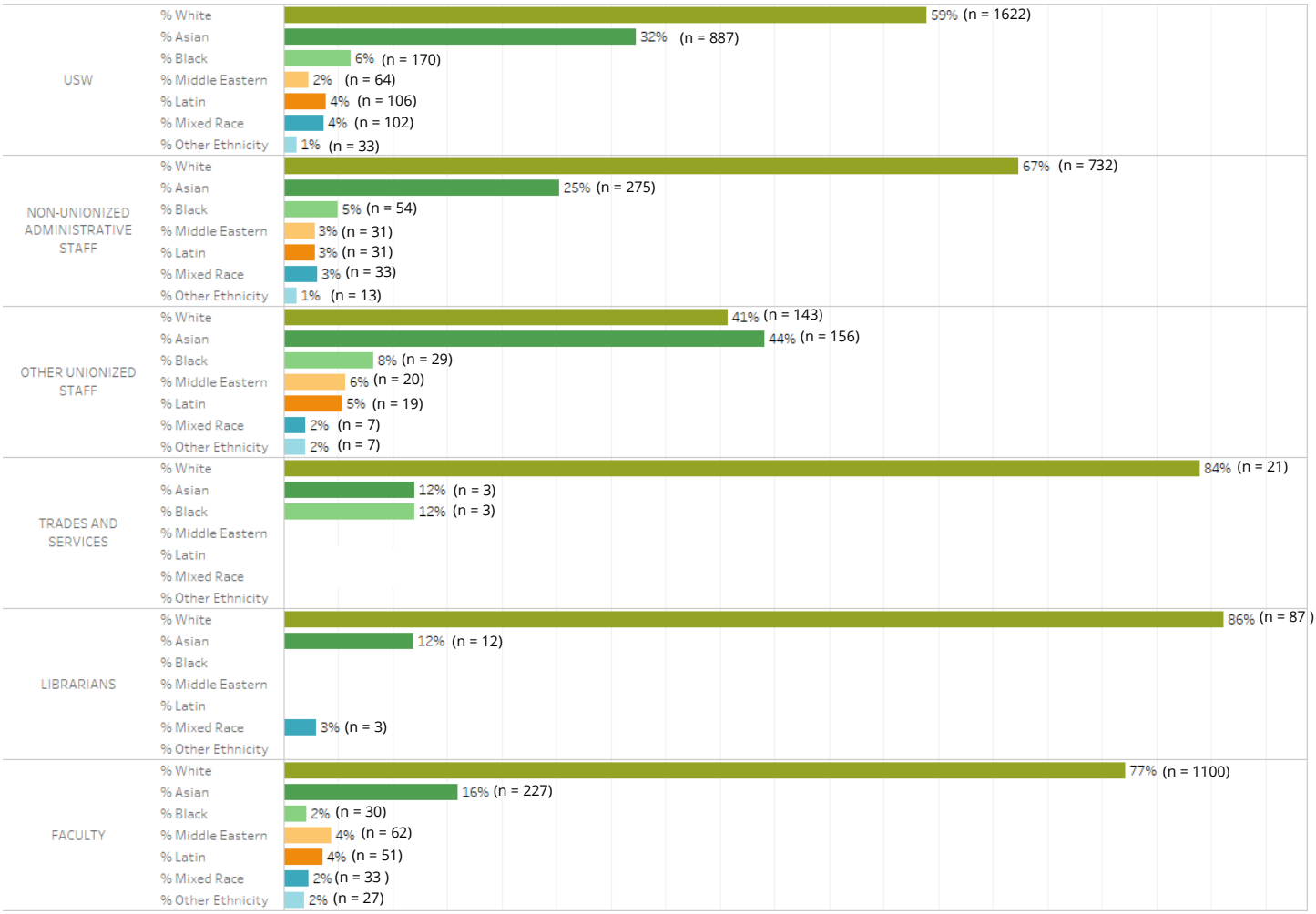


[1]Figure reflects data collected during the Faculty recruitment process

FACULTY TENURE HIRES BY RANK

2016 – 2017 NEW FACULTY HIRE (TENURE STREAM) SUMMARY RESPONSES



2016 – 2017 Ethnocultural Identity Breakdown

* “n” indicates the number of respondents who selected one or more ethnocultural identities.
* Figures Suppressed where the number of respondents for a value was fewer than 3