

UNIVERSITY OF TORONTO

EMPLOYMENT EQUITY REPORT 2004



Message from Interim President Frank Iacobucci

"In returning to the University of Toronto, I have been most impressed by the University's commitments to policies and practices that celebrate the diversity of our community. Through the efforts of many faculty, staff and students, we continue to provide leadership in our commitment to excellence and equity. By doing this, we will not only advance our place among the world's finest public teaching and research universities, but also become an exemplar for the wider Canadian public."

"The University of Toronto can serve as a model for the global community in our recruitment and retention of students, staff and faculty from the diverse local, national and international communities of which we are a part."

*Professor Vivek Goel
Vice-President and Provost*

"This past year the University was audited by the Federal Contractors program, and commended for its commitment to Employment Equity. We will strive to continue to implement best practice in enhancing the diversification of our community."

*Professor Angela Hildyard
Vice-President, Human Resources and Equity*



Table of Contents

1.0	Introduction and Context.....	3
	1.1 The Context and Purpose of the Report.....	4
2.0	Analysis of Employment Equity Tables.....	6
	2.1 Employment Equity Survey Results 2003-2004.....	6
2.2	Faculty	7
	2.2.1 Faculty Recruitment.....	7
	2.2.2 Faculty Retention	14
	2.2.3 Faculty Promotion.....	16
	2.2.4 Faculty Exits.....	18
2.3	Conclusions about Employment Equity and Faculty.....	19
2.4	Other Academic Positions.....	21
	2.4.1 Professional Librarians	21
	2.4.2 Research Associates	22
2.5	Conclusions on Employment Equity and Other Academics	23
2.6	Non-Unionised Administrative Employees.....	24
	2.6.1 Recruitment.....	25
	2.6.2 Retention.....	26
	2.6.3 Exits	27
2.7	Unionised Administrative Staff and External Availability Statistics	28
2.8	USWA and External Availability Statistics	30
2.9	All Unionised Staff – Recruitment, Retention and Exits.....	33
	2.9.1 Recruitment.....	33
	2.9.2 Retention.....	33
	2.9.3 Exits	34
2.10	Combined Staffing Data.....	34
2.11	Conclusions about Employment Equity and Administrative Staff.....	38
3.0	Summary of Recent Employment Equity Initiatives.....	41
	3.1 Office of the President	41
	3.2 Office of the Vice-President, Human Resources and Equity	42
	3.3 The Office of the Vice-President and Provost.....	44
4.0	Progress on Recommendations for 2003-2004.....	46





1.0 Introduction and Context

During the summer of 2004 the University of Toronto underwent a comprehensive audit of its employment equity practices as part of the Federal Contractors Program. The Federal Contractors Program (FCP) was established in 1986 by the federal government to ensure that organisations with which it did business were working to achieve and maintain a fair and representative workforce. Organisations that employ 100 or more people and who wish to bid on federal contracts of \$200,000 or more are required to commit themselves to implementing employment equity as a condition of their bid. The University of Toronto routinely bids on federal contracts.

In September 1986, the President of the University signed Certificate of Commitment #60141, committing the University to implementing an employment equity program in accordance with the eleven criteria of the FCP. The University was randomly selected for Compliance Reviews in January 1990 and January 1994. In both instances, the audits conducted of the Employment Equity Program found the University to be in compliance with the FCP criteria.

The Compliance Review of 2004 was initiated in January and completed in October. Submissions were made in February and June, with a site visit conducted on the 14th July. The University was again found to be in compliance with the FCP requirements and the inspector noted ‘how well the University of Toronto is progressing with its employment equity work plan’ and that ‘good goals for the next 6 years have been established’. In addition, the University was commended for its ‘demonstrated understanding of the concept of employment equity’ and the Special Program Advisor remarked ‘we are confident that in implementing your employment equity program you will achieve results of which you, your employees, and the community at large can be proud’¹.

The Compliance Review requires an extensive and detailed analysis of the workforce as well as a full employment systems review. In preparing this Employment Equity Report it seemed appropriate to draw on the detailed analysis conducted for the Review, but also to take the opportunity to reflect on the progress in employment equity that has occurred at the University over the last nine years. As a result, the focus of this year’s report will be the trends that are occurring for the designated groups across the University’s employment categories. This will complement the more detailed analysis as well as provide a contextual overview of employment equity.

Fostering an equitable work environment that provides both equality of opportunity and access is an ongoing process that occurs across all areas of the University community. The President and Vice Presidents hold ultimate responsibility for monitoring the progress and results achieved in implementing employment equity at the University of Toronto. The Vice President Human Resources and Equity is responsible for collecting and analysing the data necessary for the University to assess progress, and for providing up-dates, advice and

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



recommendations on future directions and initiatives. At the same time, responsibility for equity at the University of Toronto is vested in many people and spread out across roles as a means to ensure that it is integrated into the fabric of all decisions made at the University. Each of the Equity Officers and other responsible departments (e.g. Status of Women Officer, Manager for Health and Well-being Programs and Services, Director of Faculty Renewal, Community Safety Co-ordinator, Quality of Work Life Advisor, Family Care Officer, LGBTQ Resources and Programs Officer, Race Relations & Anti-Racism Initiatives Office, First Nations House through liaison with the Director and Elder in Residence, and the Sexual Harassment Office) contribute to employment equity. Each academic administrator and all Professional and Managerial staff is responsible and accountable for advancing equity in their area. As appropriate, Equity Officers and the Equity Issues Advisory Group are called upon to provide advice to senior administration on the establishment of equity initiatives.

1.1 The Context and Purpose of the Report

As with last year's report, this year's Employment Equity Report will focus on the process of employment from hiring, through retention (including training and promotion) to the eventual departure of an employee. Tracing the staff and faculty in this way tells us the story of employment at the University for members of the designated groups.

The report will summarize the data drawn from two sources. First, it examines the information provided by the employment equity surveys that are completed by each new employee as part of her/his orientation. Second, it draws on data reported to the Provost's Office by department heads regarding those people who are offered academic positions within the University. Some discrepancies may occur between the data collected through this method and that collected by the Employment Equity surveys. The surveys rely on self-identification, while the Provost's Office reports are based on the subjective report of the department head. In addition, the data collection covers two different time periods. The data collected by the Provost's Office (referred to throughout the report as 'Provost's Data') reflects the year in which the offer is made, while the Employment Equity survey reflects the year that the individual actually arrives at the University to begin work. With these differences taken into consideration, together these two forms of data can provide information about important trends in academic employment.

Data regarding administrative staff have been treated slightly differently this year (in line with a recommendation from last year). While non-unionised administrative staff is considered as a separate category for most of the analysis, the data for unionised administrative staff and United Steelworkers of America (USWA) employees has been collapsed wherever possible. As a result, although initially these two groups are considered separately (particularly in order to consider the External Availability Statistics which are different for the two groups), in relation to new hires, training, promotions and exits, these data sets are combined to give a more thorough understanding of the employment environment for the designated groups who are members of the unionised workforce. In addition, in a final consideration of administrative staff, all three groups – non-unionised, unionised and USWA – are combined to provide an opportunity for a more thorough cluster analysis of the designated groups within these employment groups.



Finally, the report summarises the employment equity initiatives that have been undertaken in 2003/2004 and, drawing on the results of the Federal Contractors Program audit, makes recommendations for working towards employment equity. Provided within the report are indicators (e.g. '*See Objective Two*' will appear in the margin) when a particular subject addresses the objectives and recommendations that have been outlined in this final section of the report.

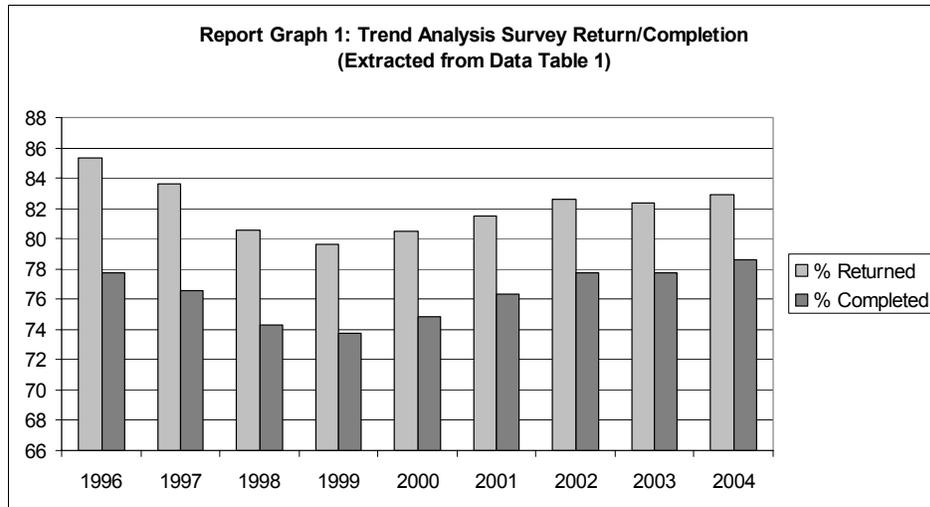


2.0 Analysis of Employment Equity Tables

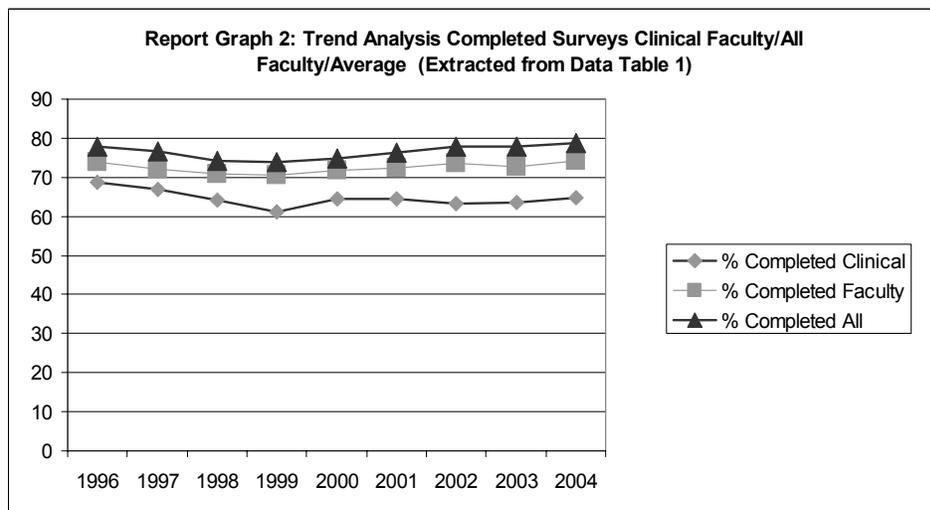
2.1 Employment Equity Survey Results 2003-2004

Each new University employee completes a voluntary employment equity survey during their orientation to their new job. 83% of the surveys that were distributed this year were returned and 79% of these were completed – this represents the highest return rate since 1997 and the highest completion rate since 1995 (see Report Graph 1).

...this represents the highest return rate since 1997 and the highest completion rate since 1995...



While these rising return and completion rates suggest that the survey is an accepted part of employment practice, results are not the same across all employment categories. Completion rates for clinical faculty were particularly low (65%) this year.



The trend analysis presented above in Report Graph 2 indicates that completion of these forms by Clinical Faculty is consistently low and may require more detailed follow-up by the



See
Objective
Five

Faculty of Medicine. The implementation of the new clinical faculty policies provides an opportunity to review this process. In his review of the FCP audit, the Special Program Adviser noted the importance of ‘obtaining a good response rate to the self-identification questionnaire’ and of the need to ‘follow up constantly with non-respondents’.

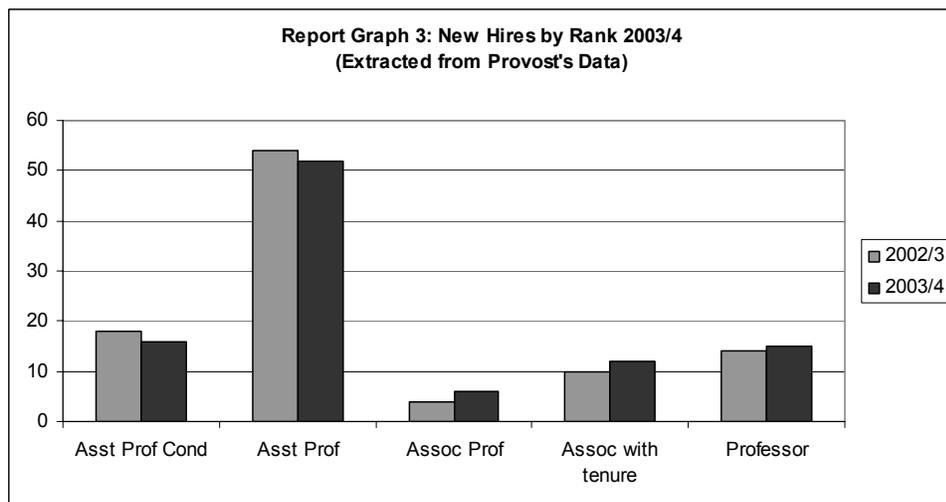
2.2 Faculty

In the next section of the report, tables are presented that consider the experience of the four designated groups as faculty members at the University of Toronto. Data is drawn from both the Employment Equity Surveys and the data reported to the Office of the Vice President and Provost (referred to as the ‘Provost’s Data’). Three areas are looked at in detail – recruitment, retention (including promotion and leadership) and exits.

2.2.1 Faculty Recruitment

Data on recruitment is drawn from three sources. First, all new faculty members complete a self-identification employment equity questionnaire as part of their orientation. This provides the bulk of the data from which the employment equity report is drawn. Second, Table 13 groups together subject areas that have a similar percentage of women students who are awarded Doctorates from across Canada. For example, Education, English, Fine Arts, Occupational Therapy, Physical Therapy, Psychology, Social Work, and Speech Language Pathology were subjects in which women were awarded 60% or more of recent PhDs, while Astronomy, Astrophysics, Engineering, and Physics are subjects where women constitute less than 15% of recent PhDs. The third source of data is drawn from the Provost’s Data discussed above.

149 tenure-stream searches were undertaken in 2003-04. Of these 89 hires have been made with 7 offers pending and 42 positions unfilled. The largest proportion of hires was made at the Assistant Professor rank followed by Assistant Professor Conditional, Professor, Associate Professor with tenure and finally Associate Professor (see below RG3). This is comparable to the distribution of ranks in 2002/2003.





In regards to recruitment, it is possible to use the data from all three sources discussed above to consider two of the four designated categories in some detail – women and visible minorities.

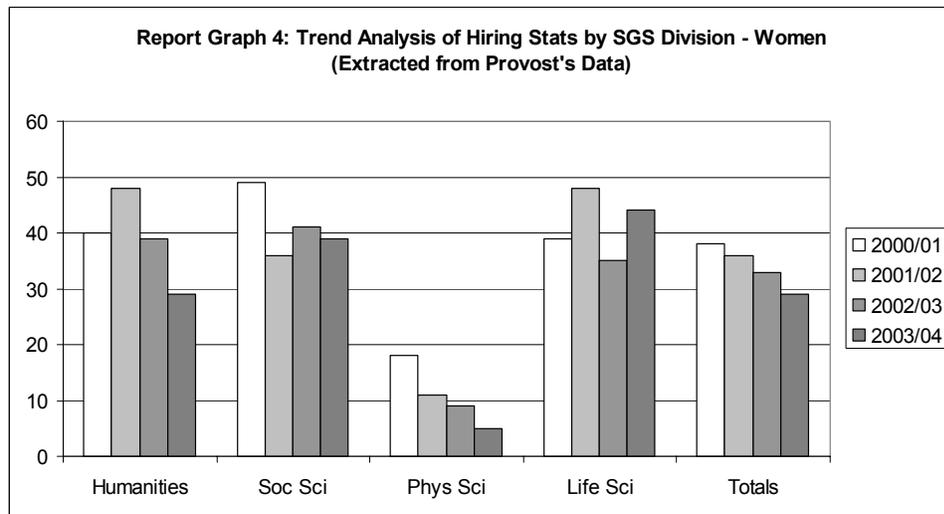
Women

The table below is extracted from Table 13 which summarises the applicants, interviewees and hires in relation to the percentage of women in Canada completing PhDs in relevant fields. It groups together different disciplines in which a similar proportion of women are granted doctorates. As the table below indicates women are awarded more than 60% or more of the PhD's in subjects such as Education, English, Fine Arts, Occupational Therapy, Physical Therapy, Psychology, Social Work, Speech Language Pathology, and between 45% and 59% of the doctorates in Anthropology, Botany, Classics, Community Health, Pharmacy and Sociology.

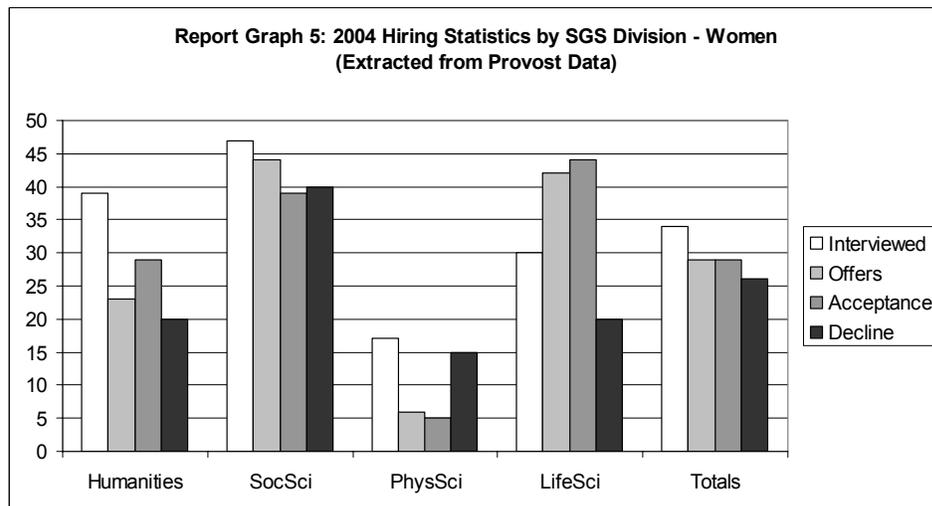
Group	% Women Hired	% Women PhD's
Group 1 (60% or more) – Education, English, Fine Arts, Occupational Therapy, Physical Therapy, Psychology, Social Work & Speech Language Pathology	47%	66%
Group 2 (45-59%) – Anthropology, Botany, Classics, Community Health, Pharmacy & Sociology	31%	53%
Group 3 (30-44%) – Chemistry, Geography, History, Information Studies, Law, Basic Medical Sciences, Management, Music, Political Science, Study of Religion & Zoology	33%	36%
Group 4 (15-29%) – Computer Science, Dentistry, Economics, Mathematics & Statistics, & Philosophy	33%	36%
Group 5 (less than 15%) – Astronomy, Astrophysics, Engineering, Physics	6%	13%

In addition, the above table indicates the percentage of women hired in these groups and the percentage of women being awarded doctorates at the University of Toronto. As the table indicates, the University hires less women in each of the groups than are awarded doctorates at the University. This is not unexpected as most graduates may go on to post-doctoral work before being available to take up faculty positions. In Groups 1 and 2 it hires below the Canadian average for doctorates awarded to women, in Group 3 and 5 it is within the range (30-44% and less than 15% respectively), only in Group 4 does it exceed the Canadian availability.

Likewise, the Provost's Data highlights a decline in the percentage of women being hired across the SGS Divisions from 2000/01 to 2003/04. As the graph below indicates, in all the SGS Divisions, with the exception of Life Sciences, there has been a decline in the proportion of women hired.



The hiring of women in the Humanities is down from 39% to 29%. Social Sciences has seen only a small decrease, from 41% to 39%. In Physical Science the proportion of women hired has declined from 9% to 5%. Only in Life Sciences do we see a rise from 35% to 44%. This has resulted in an overall decline of women as new hires across the University from 33% in 2003 to 29%.



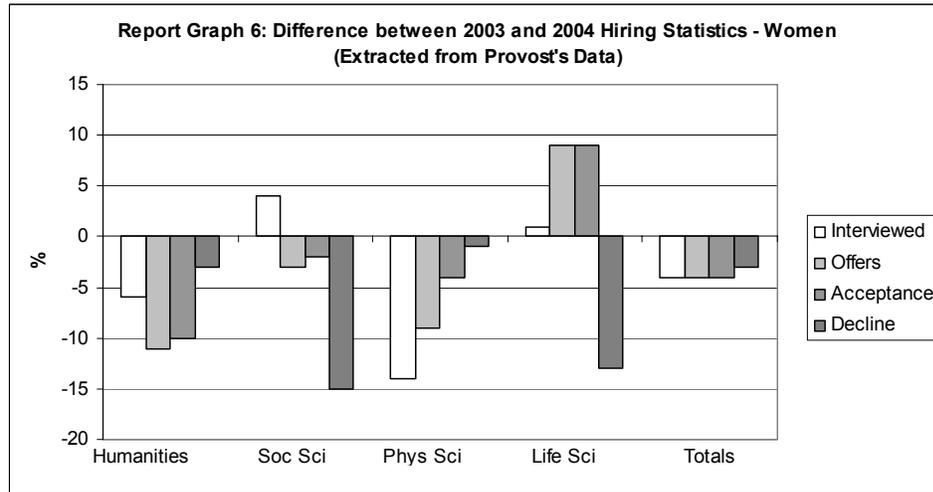
Life Sciences made proportionally more offers to women than the percentages that were interviewed

The graph above (RG5) provides a breakdown of the proportion of women interviewed, made offers and their rate of acceptance or declines. Ideally we would like to see the proportion of women interviewed and made offers being as close to 50% as possible. The above graph indicates that in total at the University, 34% of those interviewed for positions were women. Of the individuals offered positions, 29% were women. Women accepted 29% of the offers made, while 26% of the positions that were declined were by women. Only Life Sciences made proportionally more offers to women than the percentages that were interviewed, in all the other SGS divisions there were fewer offers made to women than were



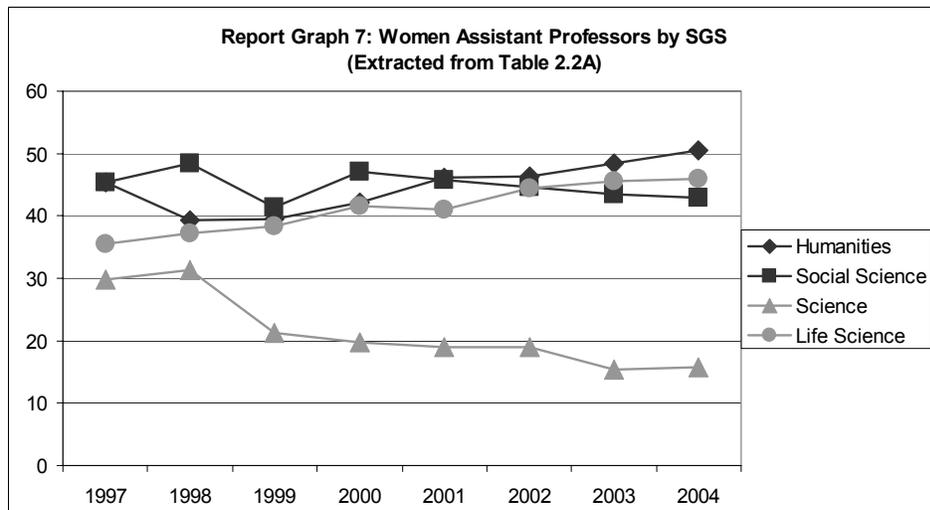
interviewed and in both the Social Sciences and Physical Sciences the proportion of declines outweighed the number of acceptances by women.

In general, these figures do not compare well to 2003. The graph below (RG6) indicates the gains or losses in the proportion of women interviewed, made offers and their acceptance and decline of positions by SGS Division.



In most cases there is a decline in all areas, with the exception of the proportion of women interviewed in the Social Sciences and women interviewed, made offers and acceptance of that offer in the Life Sciences. This results in a general decrease for the University. Importantly though across all SGS divisions we also see a decrease in women declining positions offered.

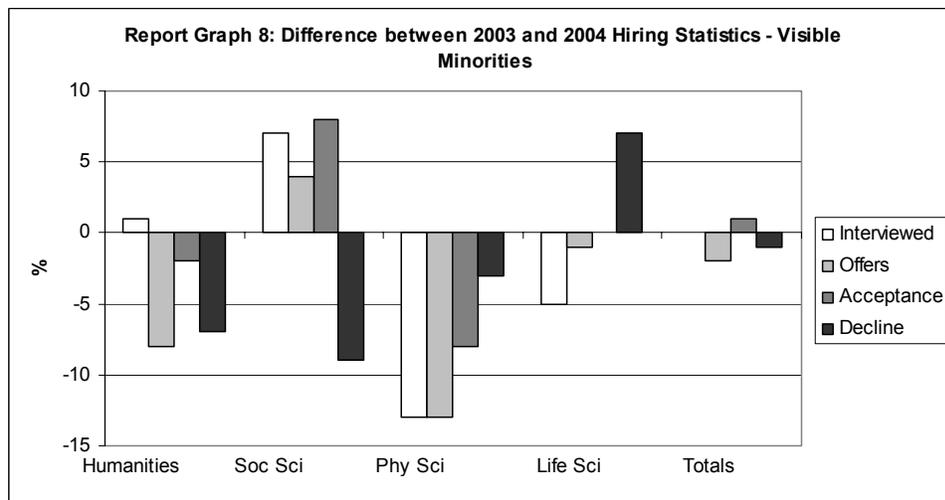
Although from different data sets, the following trend analysis of women Assistant Professors (RG7) across the SGS indicates that the downward trend apparent in the recruitment data is apparent in the Social Sciences and Life Sciences, while the Humanities and Sciences show a slight upward trend. This does appear then to support the recruitment and hiring data collected by the Provost's Office, although it must be noted that the trends noted here are a function of hiring, departures and promotions.



A total of 21% of the positions at the University went to visible minority candidates

Visible Minorities

A total of 21% of the positions at the University went to visible minority candidates. This is up 1% from 2003 and does not indicate the same kind of downward trend as found amongst women candidates. While overall the result is that more positions are going to visible minority candidates, a closer examination of the differences between 2003 and 2004 indicates some areas of concern (see RG8 below).



Social Science has been most successful in recruiting visible minority candidates...

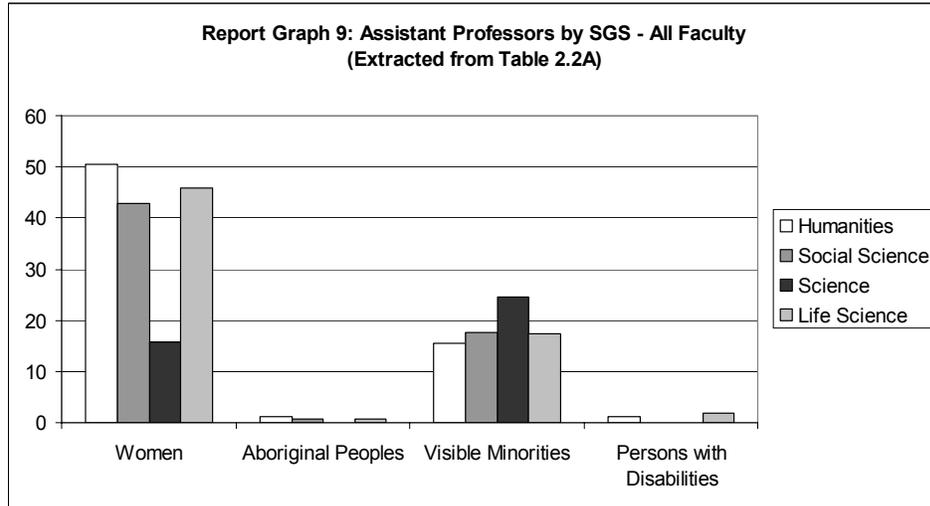
Report Graph 8 indicates that Social Science has been most successful in recruiting visible minority candidates both for interview, in the number of offers made and in the number of acceptances, which are up from last year. Most others have seen a decline in these figures (with the exception of candidates interviewed in the Humanities). Most SGS Divisions have seen a lowering of the number of visible minority candidates who decline positions, with the exception of Life Sciences where there has been a 7% increase. This may warrant further exploration.



Aboriginal Peoples and Persons with Disabilities

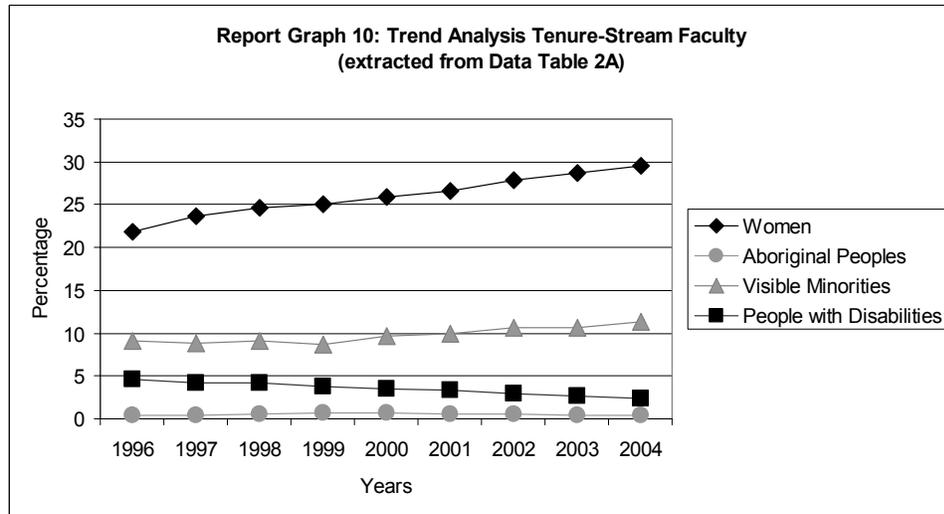
Table 2.2(A) contains data regarding Assistant Professors (the largest component of new hires). This gives an indication of the distribution of the designated categories across the SGS Divisions. The Report Graph 9 below provides a breakdown of the designated categories in each division.

Aboriginal peoples and persons with disabilities continue to make up a very small proportion of Assistant Professors



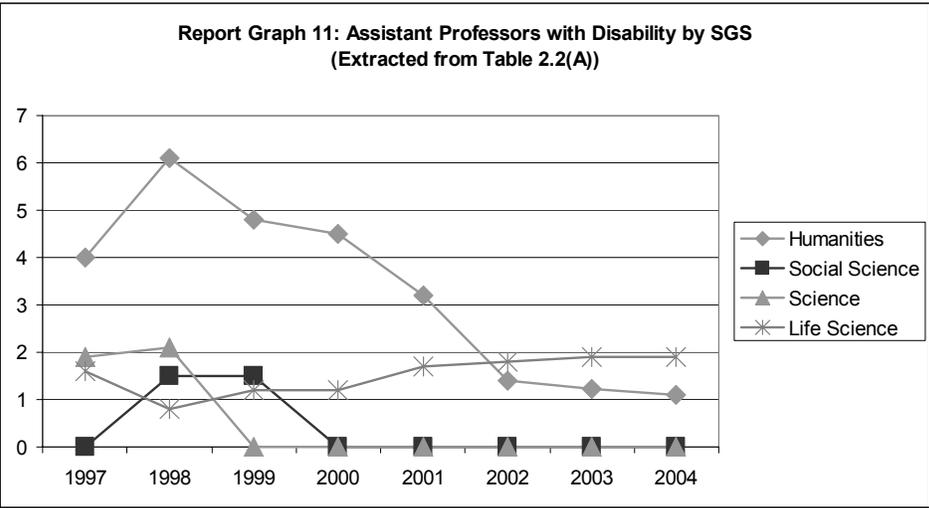
Aboriginal peoples and persons with disabilities continue to make up a very small proportion of Assistant Professors, while women predominate in the Humanities and visible minorities in the Sciences.

Interestingly, when we consider the overall data reflecting the number of faculty in all tenure stream positions, the representation of women and visible minorities continues to increase (see RG 10 below). As the Report Graph 10 indicates, the representation of both groups has shown a fairly steady increase since 1996. Clearly, the decline indicated in Assistant Professors and in hiring patterns of new women faculty has not impacted on the overall representation of women amongst tenure stream faculty. While the representation of Aboriginal peoples has stayed fairly steady, there has been a slow decline in the number of people who self-identify as disabled.



See Objective Five

The declining number of tenure stream faculty with a disability may reinforce the need to re-survey the workforce to account for those individuals who have become disabled since their initial appointment. This decline can be explored further by an examination of the trend in Assistant Professors. As discussed earlier, the majority of new positions are offered at the rank of Assistant Professor. A corresponding decline in the number of positions being taken up by persons with disabilities may indicate the need for an employment equity initiative. Report Graph 11 seems to indicate a decline in the number of Assistant Professors reporting disabilities in Humanities, Social Science and Sciences, while Life Sciences have shown a slight increase (please note, that as a % of representation, these figures are proportionate to the overall population of Assistant Professors).



See Objective Two

This may indicate that persons with disabilities feel uncomfortable self-identifying on the Employment Equity questionnaire or that it is necessary to ensure that all Chairs, search committees and candidates are aware of the accommodations that can be made through the assistance of Health and Well-Being Programs and Services. Provisions brought about by

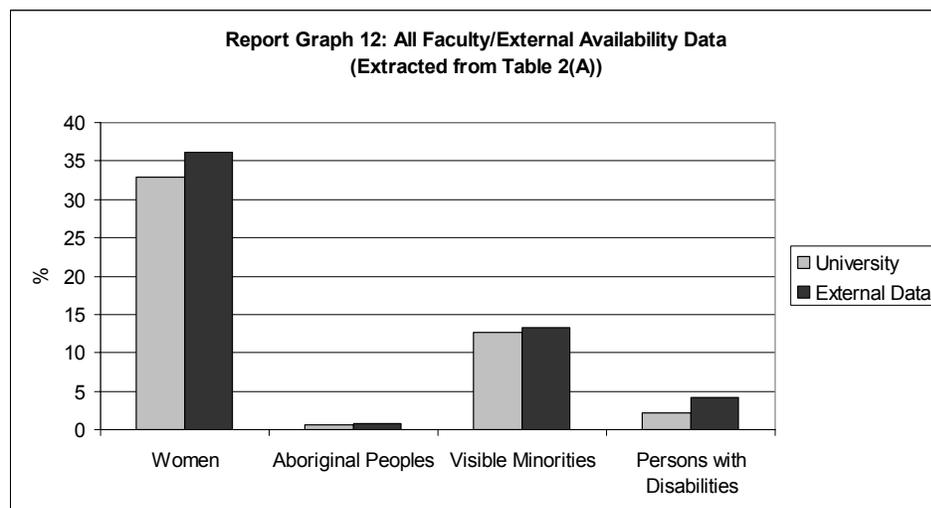


the Response to the Ontarians with Disability Act and the appointment of an Employment Equity/ODA Advisor may also assist in changing this trend.

2.2.2 Faculty Retention

One of the important indicators of the success an institution may have in recruiting members of the designated groups is in looking at the current face that the University Faculty presents to potential candidates. Table 2A provides a full breakdown of the faculty by type of appointment and rank.

Report Graph 12 below provides a comparison of the current representation across all faculty to that of the external availability data for University Professors. As the graph indicates, the University continues to be under-represented in all categories when compared to the external availability data, particularly women (32.9% compared to 36.2%) and persons with disabilities (2.1% compared to 4.1%).

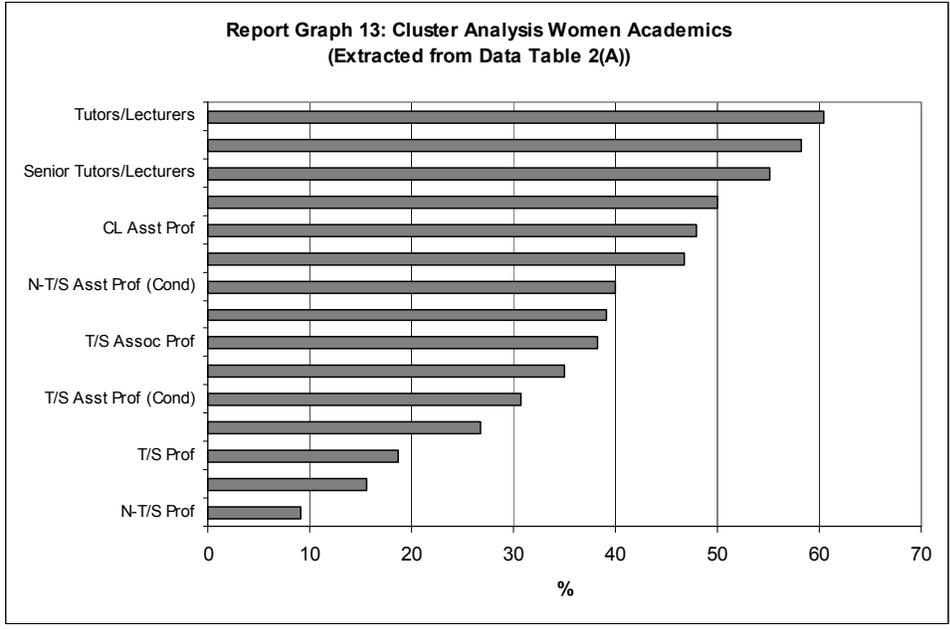


It is also useful to consider the distribution of the designated groups across the faculty employment categories. Cluster analyses were conducted of women and visible minorities (the groups with the largest representation). Women are well-represented across the all ranks of academic faculty, although it is interesting to note their predominance in the teaching ranks, in particular as Tutors²/Lecturers where they comprise over 60% of all positions. These may also be the positions that offer more flexibility for family care responsibilities.

² Please note that the position of Tutor has been replaced by that of Lecturer, although some Tutors still remain.

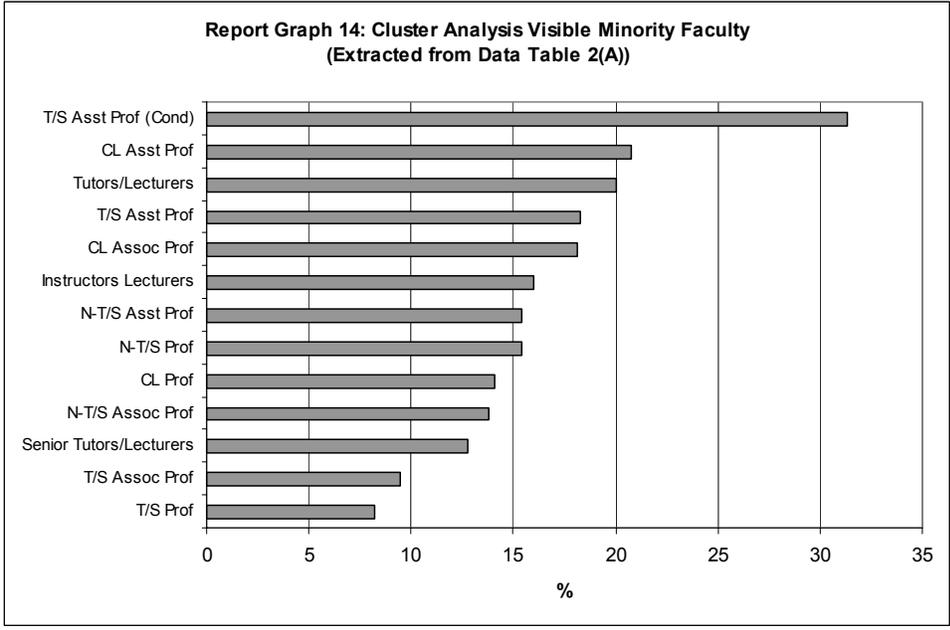


Women are well-represented across all the ranks of academic faculty



Members of visible minorities have good representation particularly across ranks

Members of visible minorities do not appear to be concentrated in one particular academic rank, and have good representation, not only across all ranks, but also particularly across ranks with the potential for seniority (e.g. Tenure-stream Assistant Professors and Clinical Assistant Professors). The representation of both Aboriginal peoples and persons with disabilities is small and no generalisations regarding clustering can be ascertained.

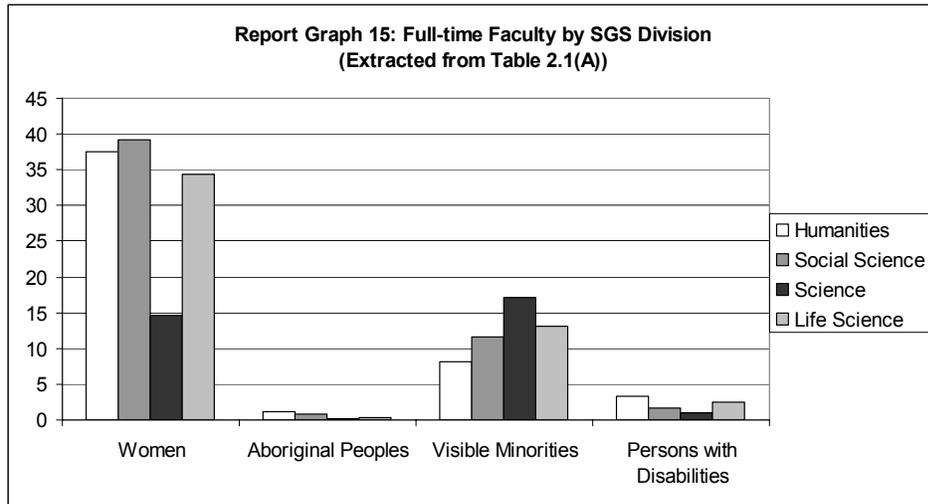


The representation of the designated groups across the SGS Divisions does vary (see Table 2.1(A)). As the graph below indicates the highest numbers of women are found in Social Sciences, followed by Humanities and Life Sciences. The highest numbers of visible



The highest number of visible minorities is found in Science

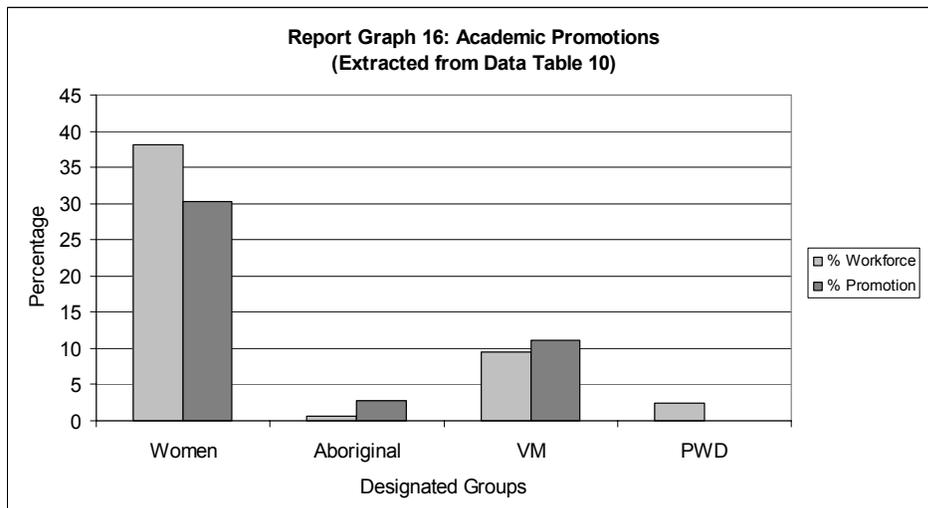
minorities are found in Science, followed by Life Sciences, Social Sciences and finally the Humanities. There are very few Aboriginal faculty, although the Humanities with 1.1% is the highest, followed by Social Science (.9%). Humanities has the highest percentage of faculty members with a disability (3.3%) followed by Life Sciences, Social Sciences and Sciences.



In 2004 30.2% of faculty promoted to full professor were women

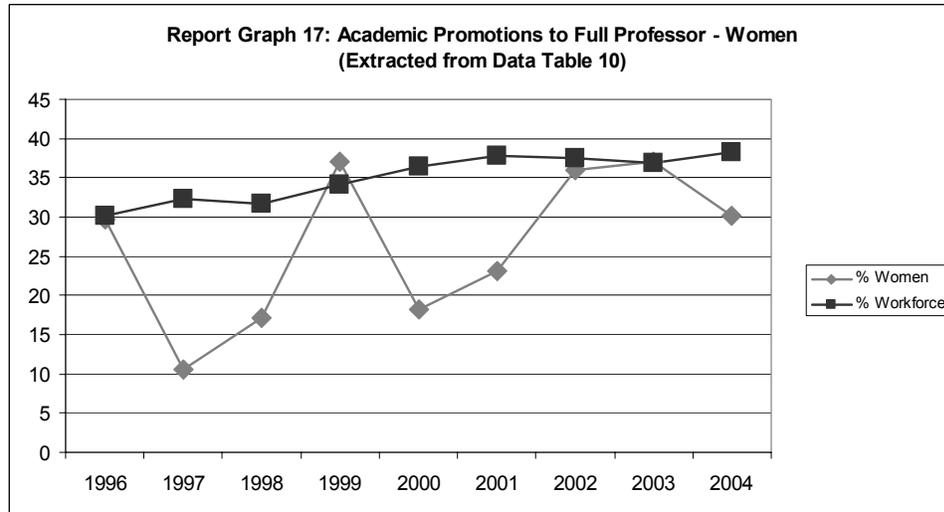
2.2.3 Faculty Promotion

The perceived ability to advance one’s career is also an important aspect of retaining members of the designated categories once they have been recruited – even if they do not choose to advance from Associate Professor to full Professor. In 2004 30.2% of faculty promoted to full professor were women, which is slightly less than their representation in the workforce. Likewise, persons with disabilities who make up 2.5% of the academic faculty did not receive a commensurate number of promotions. Aboriginal peoples and visible minorities both received promotions at a higher proportion than their representation in the workforce.



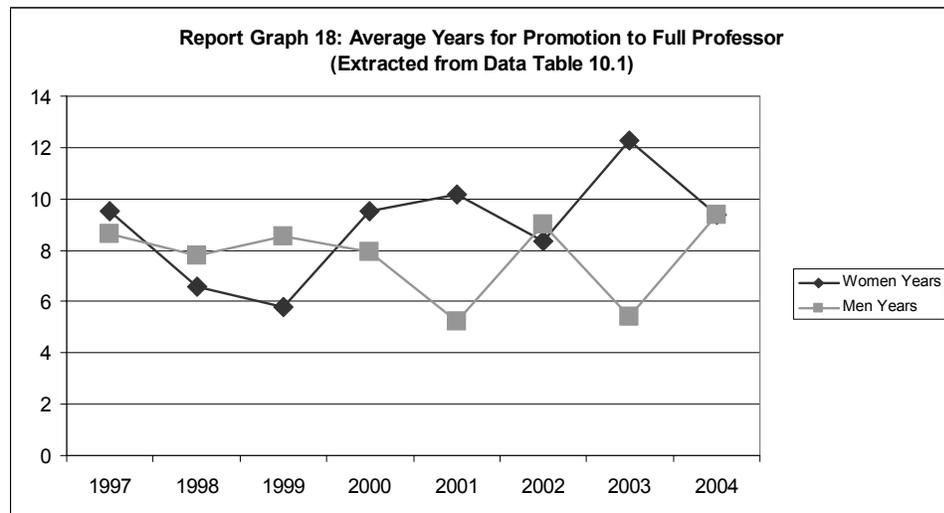


In relation to women, it is possible to explore this further. The trend analysis of academic women's promotions shows an uneven pattern of promotions in comparison to women's representation in the workforce. In only three years (1996, 1999, and 2003) have the number of promotions met or exceeded women's representation in the workforce. The movement from Associate Professor to full Professor is not necessarily a 'natural' progression rather it is based on individual merit and choice. Some faculty members may not choose to move from Associate to full Professor.



The trend analysis in RG18 compares the average number of years it takes for men and women to be promoted to full professor. On average (over the last 8 years) it has taken women almost 9 years to reach full professor, while for men it has taken almost 8 years.

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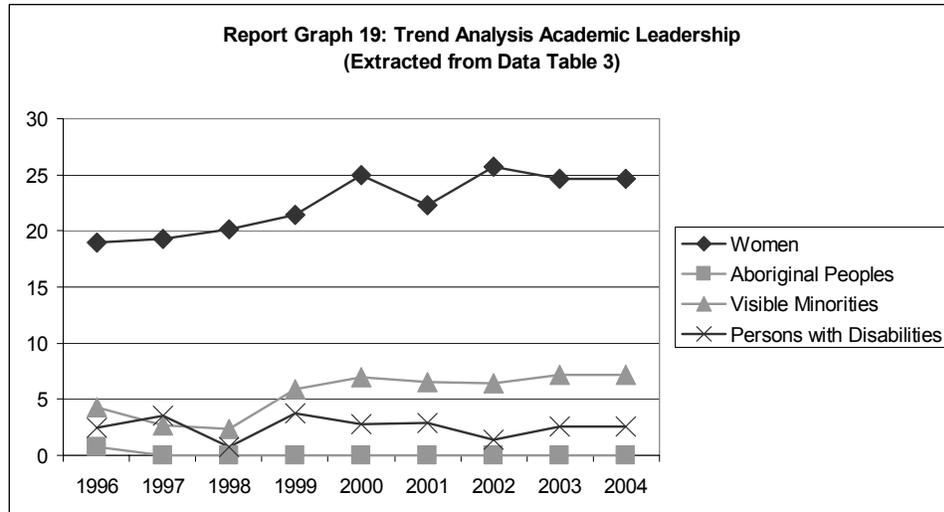
One indication of the possibility for advancement is through an examination of the leadership within the Faculties. It is extremely difficult to compare these figures to External Availability



Statistics. The closest matches are Senior Managers in Health, Education, Social & Community Services, and Administrators in Post-Secondary Education & Vocational Training – these are quite different from the positions offered at the University. More useful is the internal comparison that a trend analysis provides.

The trend analysis in Report Graph 19 indicates that over the last 8 years representation of women and visible minorities has been rising. Historically, there has been no representation of Aboriginal peoples and only very few persons with disabilities.

...over the last 8 years representation of women and visible minorities has been rising...

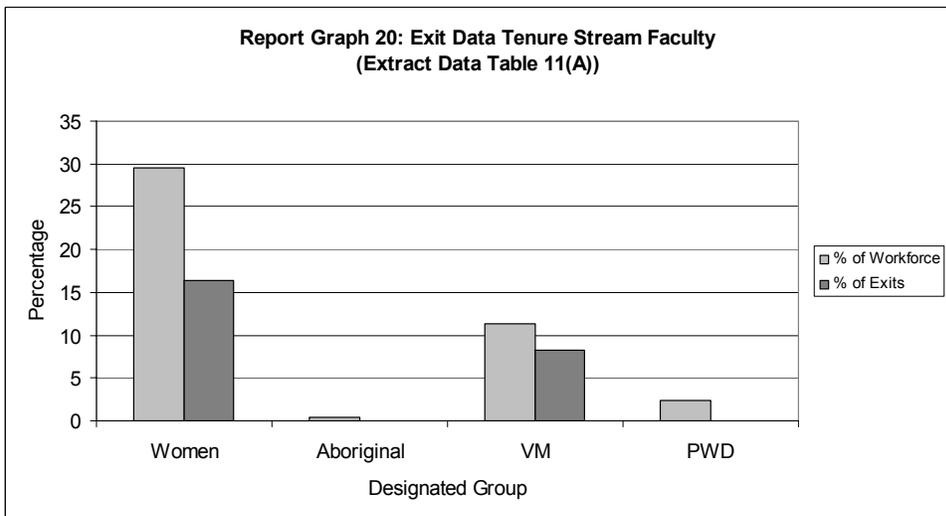


2.2.4 Faculty Exits

Data Tables 11(A) and (B) summarise the reasons full and part-time faculty members leave employment at the University. A careful consideration of exit data specifically in relation to faculty provides details of the employment climate for the designated groups. In the category of tenure stream faculty (see the RG20 below), we find that all four categories exited this year at a rate less than their current representation in the workforce. There were no exits by persons with disabilities or Aboriginal peoples within the tenure stream faculty, while for non-tenure stream only one person with a disability left. The majority of exits by women were early retirements while for visible minority faculty members there was an even split between early retirements and resignations.



There were no exits by persons with disabilities or Aboriginal peoples within the tenure stream faculty.



2.3 Conclusions about Employment Equity and Faculty

The detailed analysis of the recruitment, retention, promotion and exits of faculty members at the University is a good means to reflect on the results of employment equity initiatives. A summary of both the positive and negative indicators is given here.

See Objective Three

The situation for women at the University of Toronto appears to be changing. Although trend analysis indicates that there is an increasing number of women faculty members across most of the University, that more women are becoming full professors (at a rate comparable to men) and taking on leadership roles, there do appear to be two areas of note. First, trend analysis of the hiring statistics provided by the Provost's Data appears to indicate a downward trend in hiring women in most of the SGS Divisions. Although there is some variability between the SGS Divisions (e.g. in Life Science more women were hired this year than last year), overall there is a decrease in the University as a whole (from about 38% in 2000 to 29% in 2004). Reviews of our employment equity initiatives are warranted to assess how to reverse this decline.

Second, the cluster analysis of all women academics indicated that women predominate in teaching ranks (as tutors, lecturers and instructors). While these are positions that require excellence in teaching and may offer needed flexibility for women managing work and a family, it is important that these women are also encouraged to apply for tenure-stream positions and positions of academic leadership.

Overall more visible minority candidates are being hired by the University

Overall more visible minority candidates are being hired by the University. Evidence for the success of past employment equity initiatives can be found in an examination of the cluster analysis (see RG14) of visible minority faculty. In this instance we find that four of the most populous academic positions (e.g. tenure-stream assistant professor, clinical assistant professor, etc) held by visible minority faculty offer the potential for movement to full professor and to increasing leadership positions in the University, a move which is supported by an upward trend in the participation of visible minorities within academic leadership.



*See
Objective
Three*

There is still not equal representation of visible minority faculty across the University, although well-represented in the Sciences, they are under-represented in other areas like the Humanities. In addition, there continues to be a large number of declines of job offers by visible minorities for positions at the University, particularly in the Life Sciences. This may require further investigation to learn why visible minorities are taking positions at universities other than the University of Toronto.

*See
Objective
Two*

Representation of Aboriginal peoples within the academic faculty at the University has remained fairly steady over the last nine years. Nonetheless, Aboriginal peoples remain under-represented when compared to the external data. Initiatives such as the recent ‘Bringing great minds together as one: How Aboriginal worldviews can enhance learning in the academy’ may draw more Aboriginal faculty to the University.

*See
Objective
Five*

The declining number of academic faculty who self-identified as disabled was noted in last year’s Employment Equity Report. The proposed re-survey of the workforce (to be undertaken in 2005) may account for those people who have become disabled since their initial appointment. Nonetheless, faculty are not being hired at a rate to match the external availability data and the trend analysis appears to indicate that there is a slight decline in the number of disabled faculty being appointed. Further investigation may be necessary.

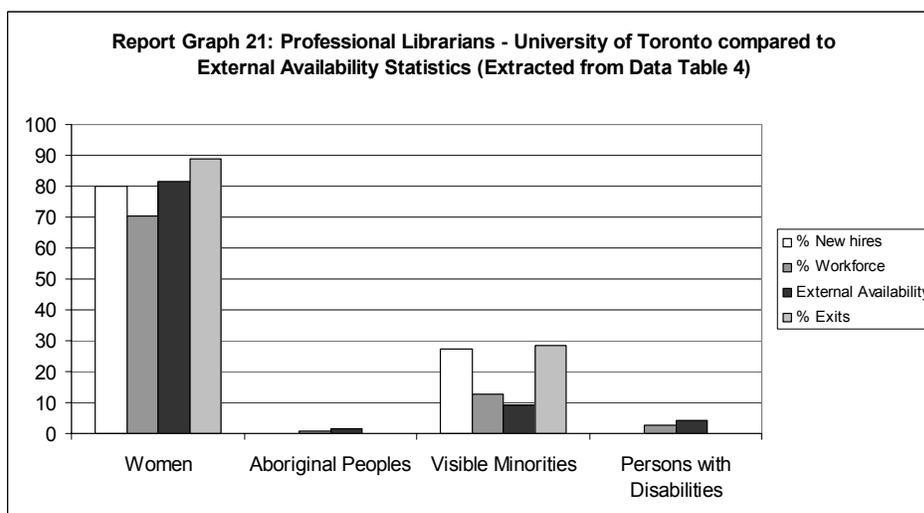


2.4 Other Academic Positions

2.4.1 Professional Librarians

...the category of professional librarian is dominated by women...

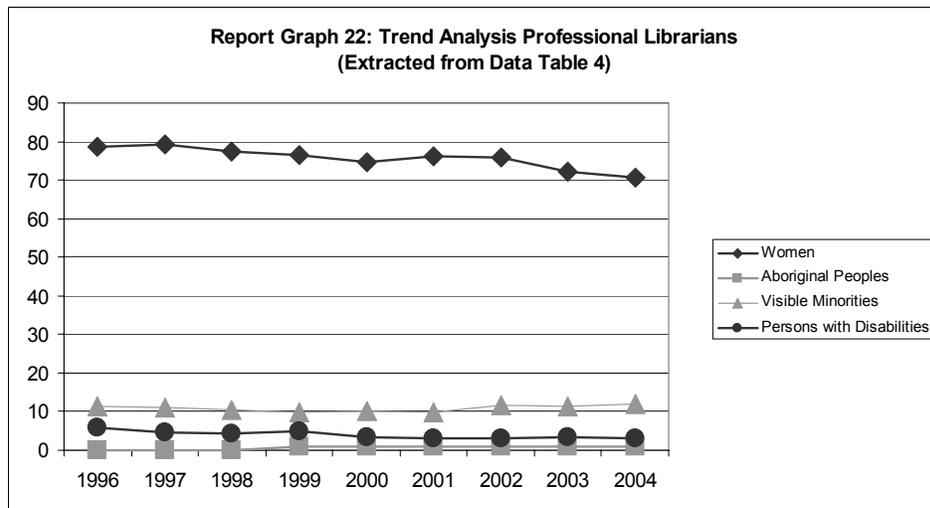
As has historically been the case, the category of professional librarian is dominated by women who make up 70.5% of the full and part-time employees. Aboriginal peoples represent .8%, visible minorities 11.9% and persons with disabilities 3.2%. All of the categories, with the exception of visible minorities, fall beneath the external availability data.



In terms of full-time librarians (see RG21 above), women and visible minorities were hired at a rate higher than their current representation in the workforce, while there were no new hires of Aboriginal peoples or persons with disabilities. Women and visible minorities also left at a rate higher than their participation, while there were no exits by Aboriginal peoples or persons with disabilities.

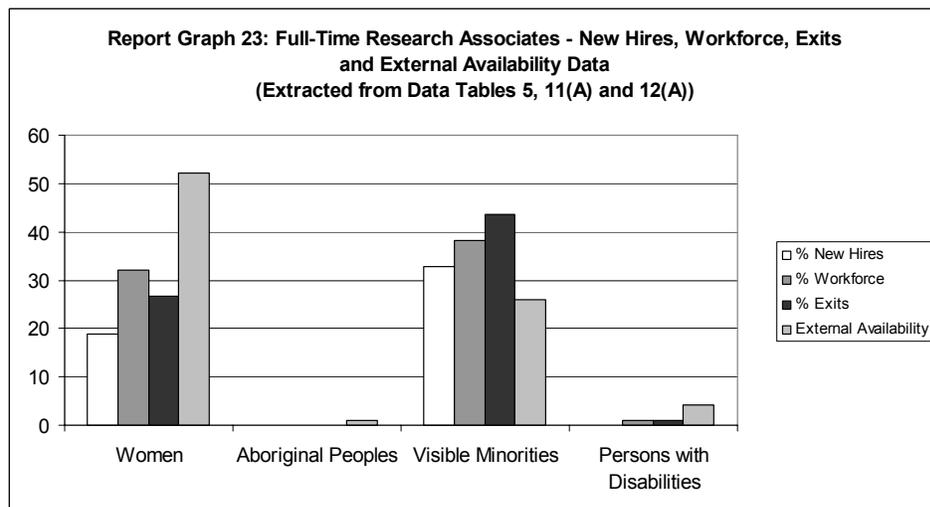
...this trend may suggest a move towards more equitable hiring figures.

The trend analysis of full-time professional librarians in Report Graph 22 indicates a gradual decline in the number of women represented in this category. Women have often dominated the career of librarian and this trend may suggest a move towards more equitable hiring figures. There has been a gradual increase in the number of visible minorities. The proportion of Aboriginal employees has remained fairly static and the trend analysis indicates a gradual decline in the number of persons with disabilities as librarians. As mentioned earlier, this may indicate a relationship between increasing age and increasing disability as well as a need to re-survey the workforce.



2.4.2 Research Associates

75 new full and part-time research associates were hired this year. The breakdown of full-time research associates in relation to their current representation in the workforce and the external availability data is outlined below in Report Graph 23.

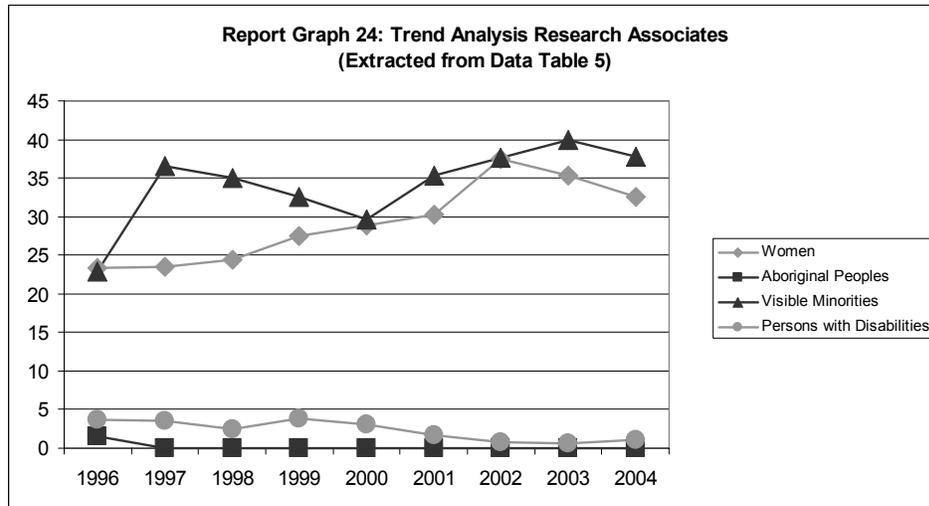


Visible minorities are well-represented as research associates.

Visible minorities are well-represented as Research Associates, while all the other designated groups fall below the external availability data. Women were hired at a rate that does not reflect their current participation in the workforce, nor their external availability. Nonetheless, their exits are lower in comparison to their representation in the workforce and this may help to balance the lower hiring rate. The external availability data indicates that there is a small pool of Aboriginal peoples available, although currently there is no representation as research associates at the University. Similarly, there are only a small number of persons with disabilities who are Research Associates.



While visible minorities dominate in this employment category – both in terms of workforce participation and new hires – they also leave at a much higher rate than their representation in the workforce. Trend analysis will assist us in understanding whether this is an ongoing difficulty that may require intervention.



See
Objective
Five

The trend analysis indicates a gradual decline in all four of the designated categories - in the last two years for women and in the last year for visible minorities. Persons with disabilities have been in decline since 1999 and Aboriginal peoples have declined since 1996. The trend highlighted here is a departure from 2003 where the recruitment and retention of visible minorities was recognised as an area that could provide examples of good practice. Further investigation will be provided through the introduction of exit interviews. Many of those who are leaving may be going on to better positions, either in academia or within the private sector.

2.5 Conclusions on Employment Equity and Other Academics

Although the library remains an environment that is welcoming to women, the use of trend analysis indicates that there has been a slow move towards a redistribution of the gender balance in the library. At the same time, exits for women and visible minorities in the library are higher than their current representation. The planned inclusion of exit interviews may provide further information.

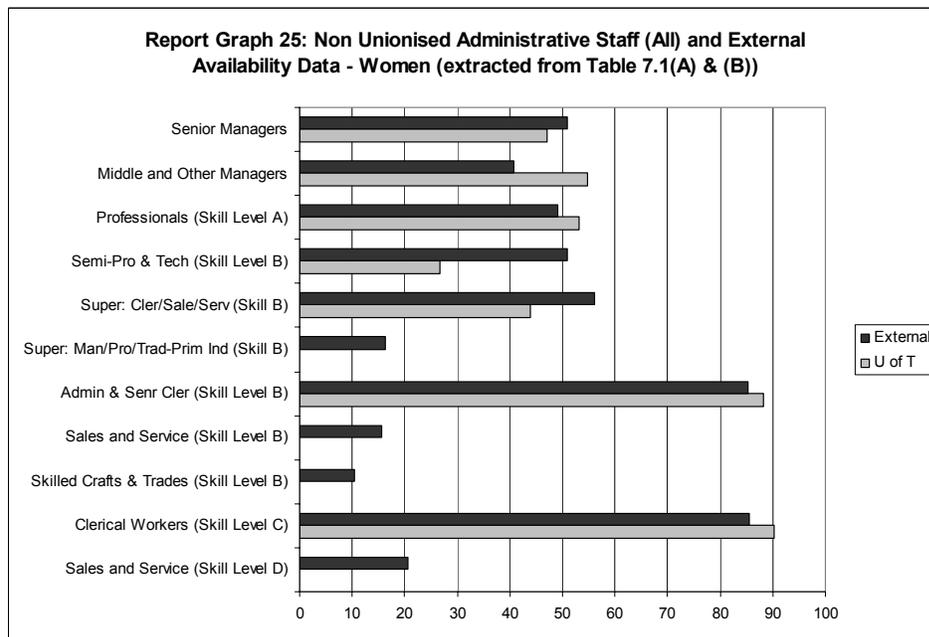
Women, Aboriginal peoples and persons with disabilities remain under-represented as Research Associates and there are not clear indications that this will improve through the current hiring practices. The trend analysis indicates that there has been a gradual decline in representation of these groups since 2002. In addition, there have also been a high proportion of exits by visible minority Research Associates. Clearer understanding of the hiring practices, work environment and reasons for departure will be provided by the introduction of exit interviews.



2.6 Non-Unionised Administrative Employees

Non-unionised administrative staff represent 768 full-time employees across the Employment Equity Occupational Groups (EEOG), although representation within some of these groups is quite small (e.g. Skilled Crafts & Trades n=1, Sales and Service n=1). In general, there is a high representation of women (61.1%) and visible minorities, but representation of Aboriginal peoples (.7%) and persons with disabilities (2.1%) is low amongst full-time employees. Women's representation against the External Availability Statistics (EAS) is good (see below – data here includes full-time, part-time and term appointments), although there are some discrepancies, there are only a few that are significant. Women exceed the EAS as Middle and Other Managers, Professionals, Administrative and Senior Clerical and Clerical Workers. These last two, while indicating a good representation of women are also an area that has historically been dominated by women. Women are under-represented in the following categories Senior Managers, Semi-Professional and Technical (Skill Level B), and Supervisory Clerical/Sales/Services (Skill Level B). There is no representation of women in the categories Supervisory Manual/Professional /Trade-Primary Industry (Skill Level B), Sales and Services (Skill Level B) and Sales and Services (Skill Level D). The external data indicates these are areas for which there is only a small pool of women candidates (for example, Administrative and Senior Clerical (Skill Level B) is 84.5% male) or as small employment categories for non-unionised administrative staff (for instance the category Sales and Services (Skill Level D) has only one employee at the University).

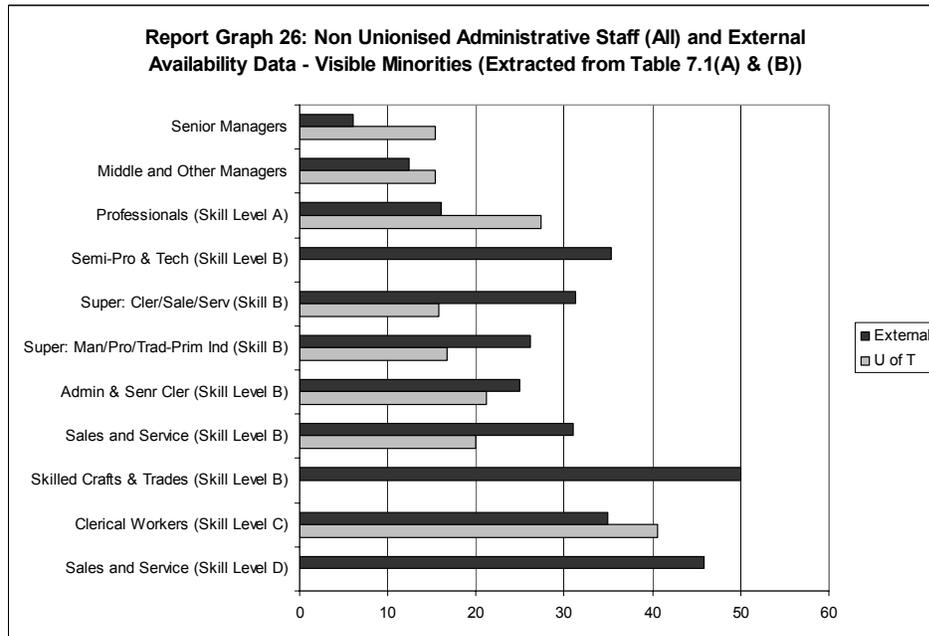
In general there is a high representation of women and visible minorities



Visible minority non-unionised administrative staff are represented across most of the job categories (see below), with the exception of the categories Semi-Professional & Technical (Skill Level B), Skilled Trades and Crafts (Skill Level B) and in Sales and Service (Skill Level D). Again, there are only a few employees in these occupational groups. Visible



minority employees exceed the availability data as Senior Managers, Middle and other Managers, as Professionals (Skill Level A) and as Clerical Workers (Skill Level C). Of the categories where visible minorities have no representation - Semi-Professional & Technical (Skill Level B), Skilled Crafts & Trades (Skill Level B) and Sales and Service (Skill Level D) - we find that these are not populous categories for non-unionised administrative staff with only 14, one and one employee respectively.



Of non-unionised administrative staff, Aboriginal peoples are only found in two categories – as Professionals (Skill Level A) and as Administrative and Senior Clerical (Skill Level B). In both instances they exceed the external availability data. Of concern is their lack of representation across the rest of the employment categories – although as we will see, this is not necessarily the case when unionised administrative staff and USWA are taken into consideration.

Persons with disabilities are only recognised across four of the job categories within the non-unionised administrative staff – Middle and Other Managers, Supervisor Manual/Professional/Trade-Primary Industry (Skill B) and Administrative and Senior Clerical (Skill Level B). In particular, as Supervisors they exceed the availability data (4.2%) at 33% of the workforce, but the small size of this job category (n=7) must be taken into account.

2.6.1 Recruitment

46 new non-unionised Administrative employees were hired in 2004. 63% of these were women, 2.9% were Aboriginal peoples, and 22.9% were visible minorities. No one was hired who indicated that they had a disability. This may require further consideration as this repeats figures from last year and indicates an area where there is declining representation (persons with disabilities were 2.4% of the workforce in 2003 compared to 2.1% this year).

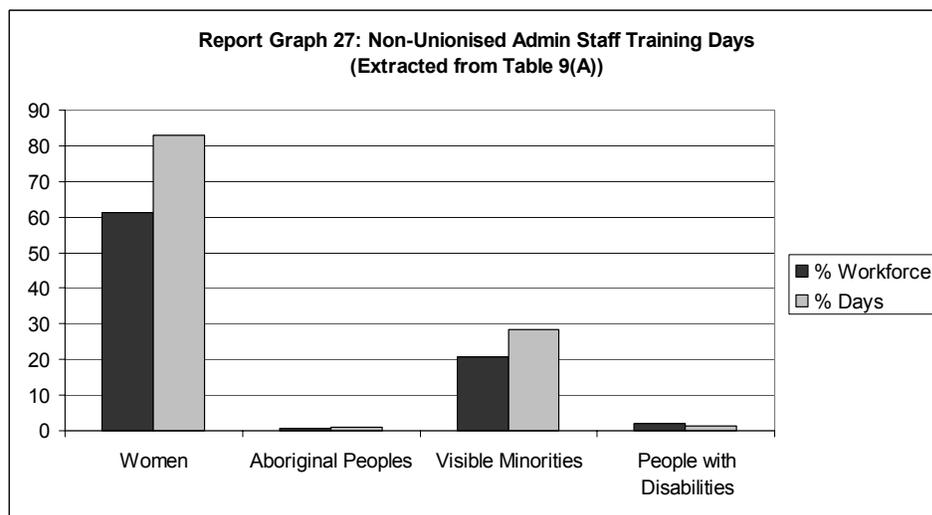
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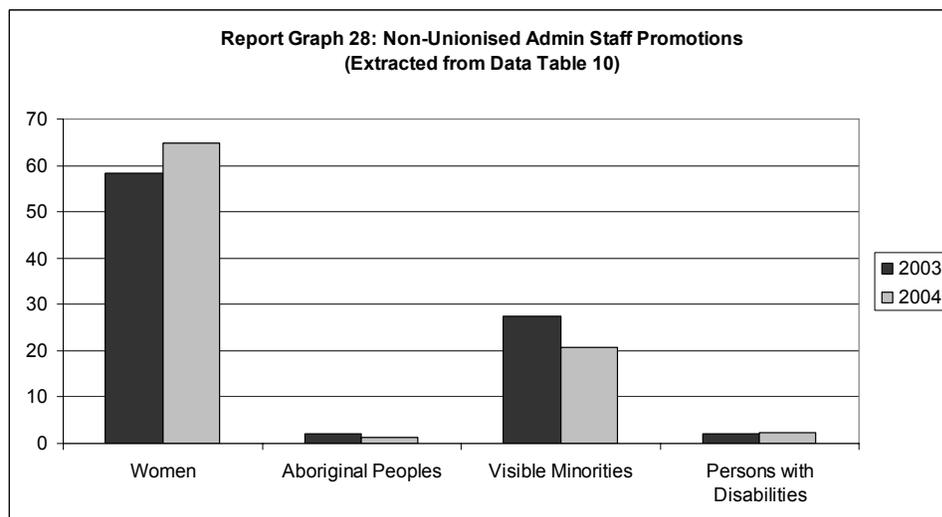
2.6.2 Retention

For administrative staff two areas in particular highlight the ability to retain members of the designated group – access to training and possibility for promotion. These two areas will now be discussed.

Full time non-unionised administrative staff undertook an average of 1.35 days of training. Women, visible minorities and Aboriginal peoples took a higher percentage of training days than their representation in the workforce (for instance, women make up 61.1% of the workforce and undertook 82.9% of the training days). Persons with disabilities were the only group who did not participate in as many training days – they represent 2.1% of the workforce but only took 1.3% of the training.



All categories were promoted in line with or exceeding their current representation in the workforce. At the same time, Aboriginal peoples and visible minorities were promoted at a rate lower than in previous years.

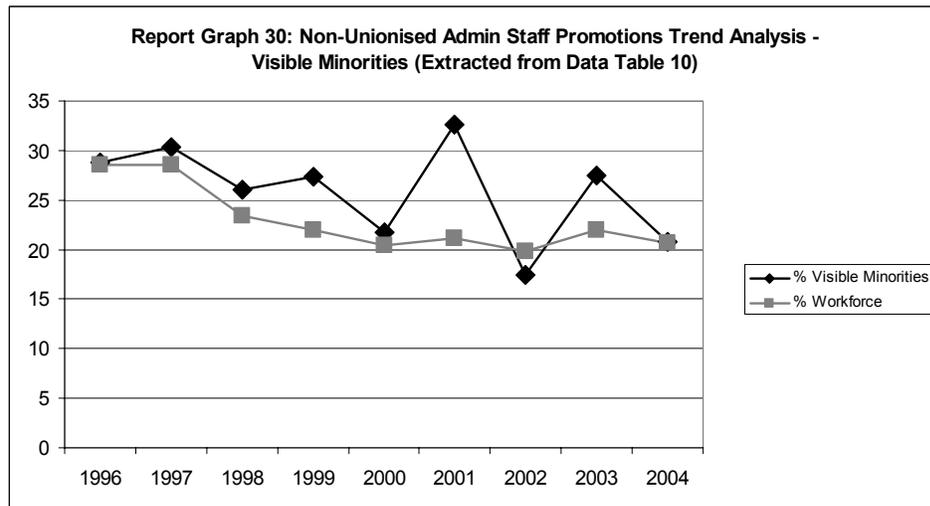
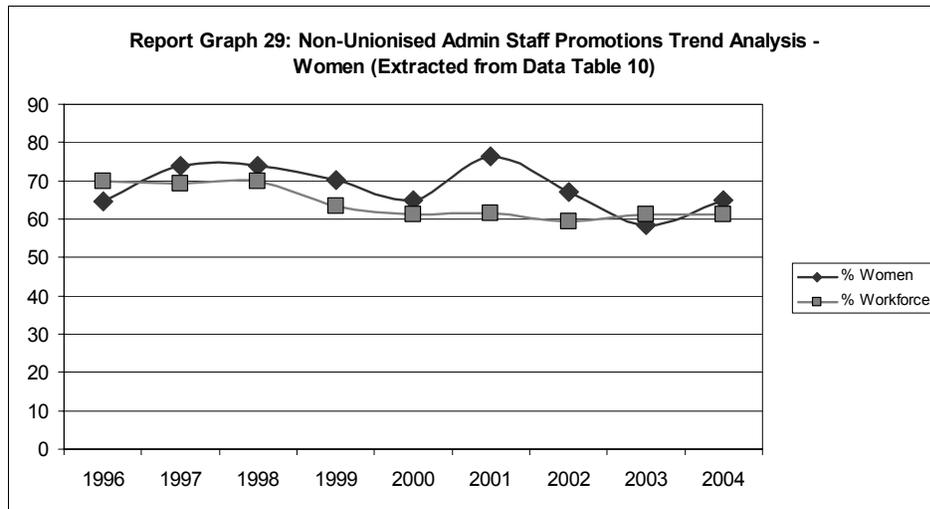


All categories were promoted in line with or exceeding their current representation in the workforce



In order to check the consistency of these results, trend analyses were run for the two largest designated groups within this category – women and visible minorities.

As Report Graph 29 below indicates, over the past nine years, women in this staffing category have usually been promoted at a level that exceeds their current representation in the workforce, with the exception of 1996 and 2003. Likewise, with the exception of 2002 visible minorities are promoted at a rate that exceeds their workforce representation (see RG30).



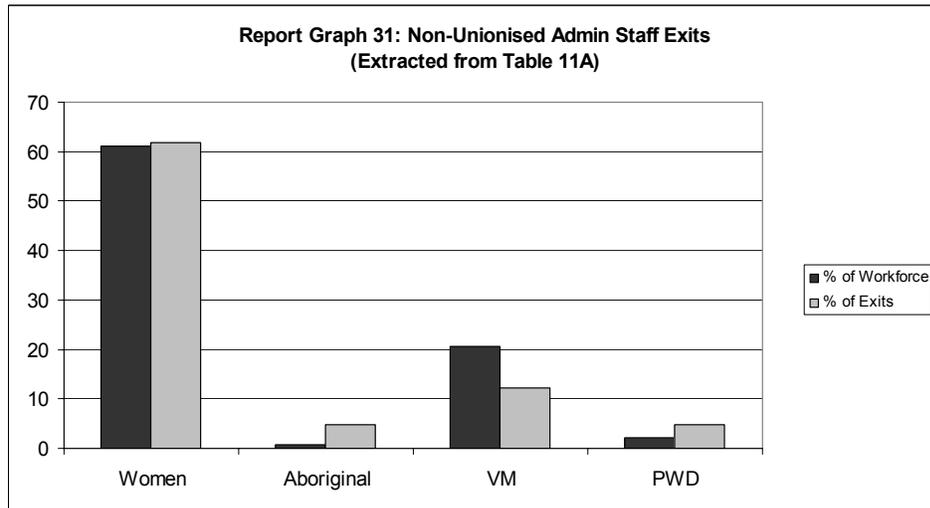
2.6.3 Exits

Report Graph 31 below indicates the proportion of exits by non-unionised administrative staff in relation to their representation in the workforce. Women exited the University of Toronto workforce at a level very close to their participation (61.1% of workforce, 61.9% of exits). Visible minorities represent 21% of the workforce and only 12% of the exits. Finally,



both Aboriginal peoples and persons with disabilities left at a rate higher than their participation in the workforce. This may have been significant but actually represents very low numbers (for Aboriginal peoples n=1 and for persons with disabilities n=2). This again indicates the importance of considering employment equity data across the Administrative staffing categories in order to get a better picture of exit data particularly for small categories like Aboriginal peoples and persons with disabilities.

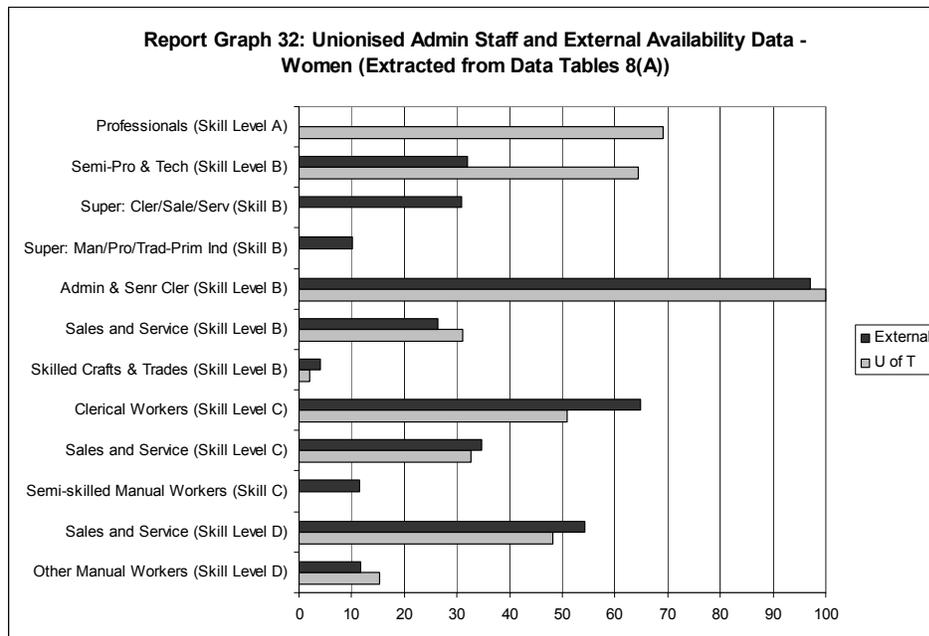
...this indicates the importance of considering employment equity data across the Administrative staffing categories.



2.7 *Unionised Administrative Staff and External Availability Statistics*

Full-time unionised administrative staff represents 1059 employees. Of these 41.5% are women, 2.7% are Aboriginal peoples, 22.9% are visible minorities and 4.7% are persons with disabilities.

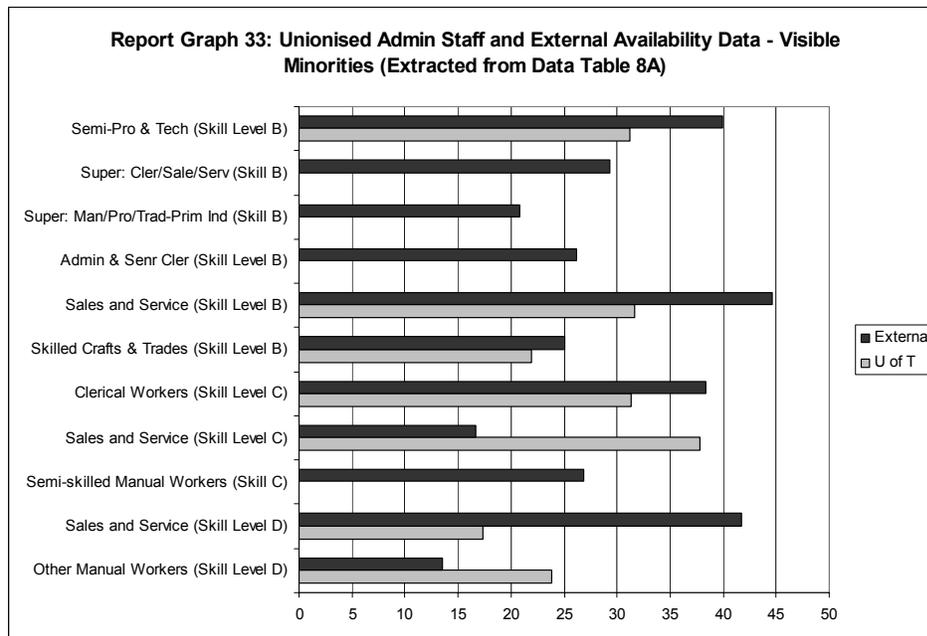
Report Graph 32 provides details of the comparison between full-time women and the External Availability Statistics (EAS) (please note that EAS are not currently available for Professionals, see Tables 8(A)).



For Clerical Workers, there is almost an equal division of men and women in this moderate sized job category.

Women exceed the availability data in the Semi-Professional & Technical (Skill Level B), Administrative and Senior Clerical (Skill Level B), Sales and Service (Skill Level B) and Other Manual Workers (Skill Level D) categories. Within the unionised administrative staff women are under-represented as Supervisor Clerical/Sales/Services (Skill B), Manual/Professional/Trade Supervisors, Skilled Crafts and Trades, Clerical Workers, Sales and Services (Skill Level C and D) and as Semi-Skilled Manual Workers (Skill Level D). Although Clerical Workers indicate an under-representation when compared with the external availability data, there is almost an equal division of men and women in this moderate sized job category (n=96) with 49% men and 51% women.

With the exception of the categories Sales and Service (Skill Level C) and Other Manual Workers (Skill Level D), visible minorities (see RG33) are under-represented as unionised administrative staff when compared with the External Availability Data. No visible minorities who are unionised administrative staff are currently employed as Supervisors of either Clerical/Sales/Service staff or of Manual/Professional/Trade staff. Likewise there is no representation of Administrative and Senior Clerical staff or of Semi-Skilled Manual Workers – again here we find very small representation of unionised administrative staff across these categories with n = 1 and n = 10.



In the categories where Aboriginal peoples are found they exceed the availability data

In the categories where Aboriginal peoples are found they exceed the availability data (e.g. as Semi-Skilled Workers (Skill Level C) the availability data is .7% while as unionised administrative staff Aboriginal peoples represent 28.6% of the workforce). Again, these figures need to be treated with caution. While this appears to represent a significant concentration of Aboriginal peoples at the University of Toronto, this is a category which only includes 10 full-time unionised administrative staff. Aboriginal peoples are not represented across the unionised administrative staff (either full-time or part-time) in the Clerical/Sales/Service Supervisors, Administrative and Senior Clerical, Sales and Service (Skill Level C & D), Clerical Workers or Other Manual Workers categories. The availability data for these categories never exceeds more than 1% with the exception of Other Manual Workers where Aboriginal peoples represent 1.1% of the available workforce.

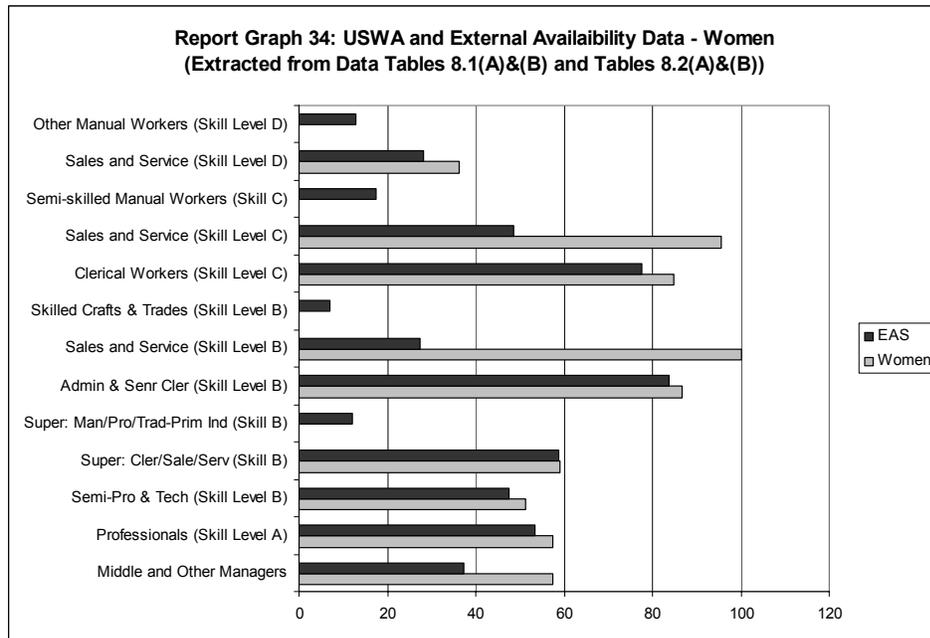
Persons with disabilities exceed the External Availability Data in both Supervisory categories, as well as in the following categories – Semi-Professional and Technical, Skilled Crafts and Trades, Clerical Workers and Sales and Services (Skill Level C). They are under-represented in the Sales and Service (Skill Level D) category. There is no representation of persons with disabilities in the Administrative and Senior Clerical positions, as Semi-skilled Manual Workers or as Other Manual Workers. External availability data across these categories ranges from 4% to 6%, but again we find that these are very small categories of unionised administrative staff and it is difficult to generalise.

2.8 USWA and External Availability Statistics

USWA staff members represent a large group within the University. There are 3214 full-time and 300 part-time employees. Combined data for these groups (combining Table 8.1(A), 8.1(B), 8.2(A), 8.2(B)) indicates that women represent 70.5% of the employees in this category, visible minorities represent 27.9%, persons with disabilities 2.6% and Aboriginal peoples 1.6%. This is comparable with the breakdown in 2003.



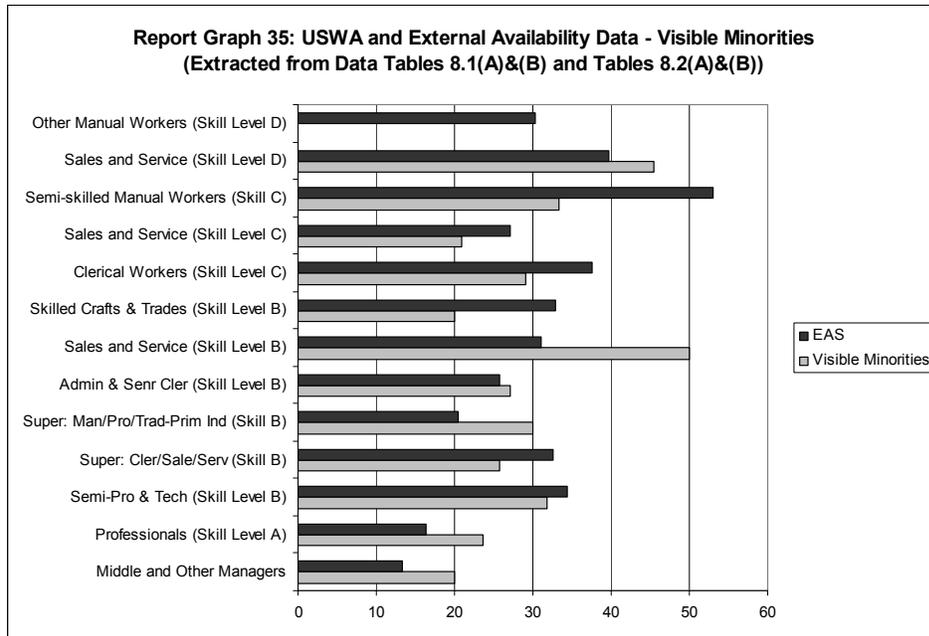
In all the categories in which women are represented (see RG34 below), they exceed the availability data. Women are not represented in four categories as either full-time or part-time employees, these include as Manual Supervisors, Skilled Crafts and Trades, Semi-Skilled Manual Workers and Other Manual Workers. The external availability data indicates that these are not areas where large pools of women are available – the highest, Other Manual Workers, only accounts for 13%.



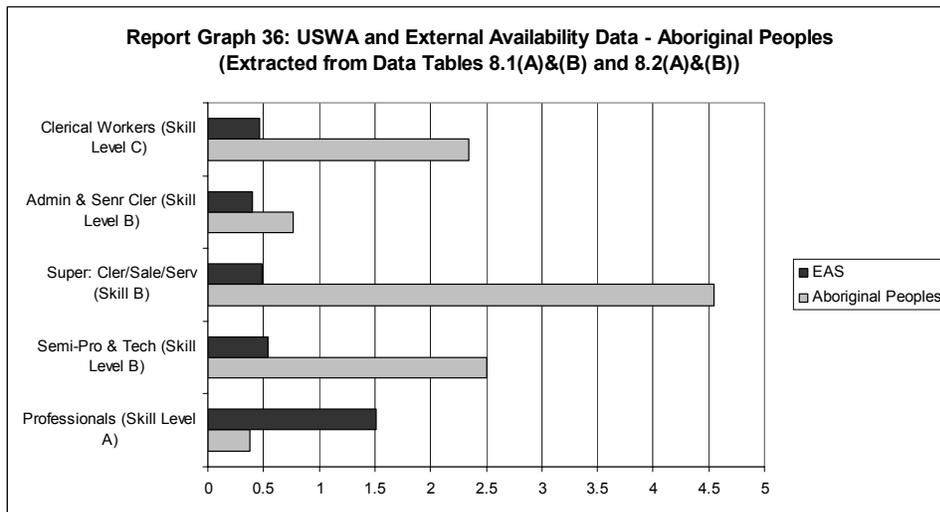
As Report Graph 35 below indicates, with the exception of Other Manual Workers, visible minorities are represented across the employment categories. They exceed the availability data in the categories of Middle and Other Managers, Professionals, Supervisor: Manual/Professional/Trade – Primary Industry, Admin and Senior Clerical, Sales and Services (Skill Level B and C). Visible minorities are under-represented in the category of Semi-Professional and Technical, Supervisors of Clerical/Sales/Services, Skilled Crafts and Trades, Clerical Workers, Sales and Services and as Semi-Skilled Manual Workers. In this instance, we find that these are a range of very large and very small employment categories. Further exploration of this will be undertaken in a later section.



... visible minorities are represented across the employment categories



Aboriginal peoples who are USWA members are well-represented in three of the employment categories (see below) - as Semi-Professionals and Technicians they exceed the availability data by 2% (2.5% as opposed to .5%), as Supervisors in the Sales, Clerical and Sales area they exceed the availability data by 4% (4.5% as opposed to .5%) and as Clerical workers they represent 2.3% as opposed to 5%. Aboriginals are under-represented as Professionals and are not represented in the remaining categories.



USWA employees with disabilities are represented in 7 of the employment categories. In three instances, they exceed the availability data – as Middle and Other Managers, Supervisors of Clerical, Sales and Services and as Skilled Crafts and Tradespeople. They are under-represented as Professionals, Semi-Professionals and Technicians, Admin and Senior Clerical Staff and as Clerical Workers. Persons with disabilities are not employed as



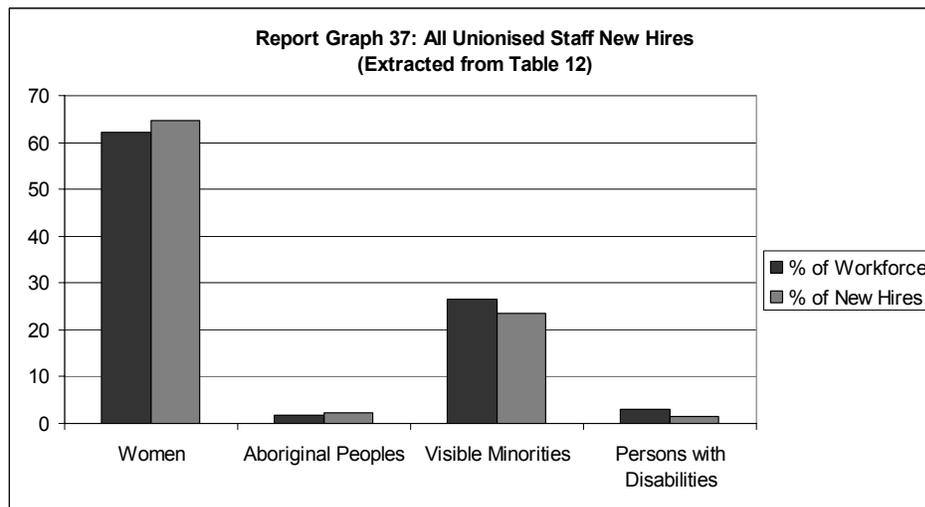
Supervisors of Manual/Professional/Trade, Sales and Services (Levels B & C), Semi-skilled workers, and Other Manual workers.

2.9 All Unionised Staff – Recruitment, Retention and Exits

Collapsing the data from all unionised staff provides a much clearer assessment of the employment environment for the four designated categories. In this section of the report, the data in Tables 8(A), 8.1(A) and 8.2(A) for full-time staff are combined, as are the relevant portions of unionised staff in Tables 9(A), 10, 11 and 12(A).

2.9.1 Recruitment

412 new full-time unionised employees were hired in 2003/2004. 64.3% of the new full-time hires were women, 2.2% were Aboriginal peoples, 24.3% were visible minorities and 1.9% were persons with disabilities. As the graph below (RG37) indicates, women and aboriginal peoples were hired at a rate slightly higher than their current representation in the workforce, while visible minorities and persons with disabilities were slightly under-represented.



Hiring for some of the unions is dictated by a ‘hiring hall’ process whereby those individuals put forward for a job are based on seniority. The University has little influence in the choices made under this system. A similar process is not used by USWA, instead here it is in accordance with collective agreements that stipulate that internal candidates must be considered before external candidates.

2.9.2 Retention

Unionised administrative staff undertook a total of 2695 days training. The table below indicates that with the exception of Aboriginal peoples, the remaining designated groups undertook training at a rate that exceeds their current representation in the workforce. The difference in the representation of Aboriginal peoples in the workforce and the proportion of training that they undertook may require further investigation. A mentoring program for Aboriginal staff (with the participation of First Nations House) has been proposed, this may aid in encouraging Aboriginal peoples to undertake more training.



Designated Group	% of Workforce	% of Training Days
Women	62.5	82.9%
Aboriginal Peoples	2.0	1.4%
Visible Minorities	27.4	32%
Persons with Disabilities	2.9	3.9%

A total of 270 promotions were awarded to full time unionised staff. With the exception of persons with disabilities, all the groups were promoted at a rate close to, or in excess of their current representation in the workforce.

Designated Group	% of Workforce	% of Promotions
Women	62.5	66.7
Aboriginal Peoples	2.0	1.8
Visible Minorities	27.4	28.6
Persons with Disabilities	2.9	1.8

See Objective Four

While persons with disabilities are undertaking training at a rate higher than their current representation in the workforce, it appears that they are not receiving a similar proportion of promotions to the other designated categories. This may highlight that persons with disabilities are taking training specifically designed to introduce them to new accommodation measures that are being made since the Ontarians with Disability Act.

2.9.3 Exits

236 unionised staff left employment with the University during 2003-2004. All four of the designated groups left at a rate slightly higher than their current participation in the workforce.

Designated Group	% of Workforce	% of Exits
Women	62.5	64.4
Aboriginal Peoples	2.0	2.1
Visible Minorities	27.4	28.8
Persons with Disabilities	2.9	3.7

All four of the designated groups left at a rate slightly higher than their current participation in the workforce.

The difference indicated here is not significant in any of the categories, except perhaps persons with disabilities who are also not being hired at a rate equal to their current representation. It may be worth observing this trend in the future particularly because the largest proportion of exits was resignations, indicating that employees are going on to employment elsewhere. Exit interviews will provide information on their reasons for leaving the University to seek other employment.

2.10 Combined Staffing Data

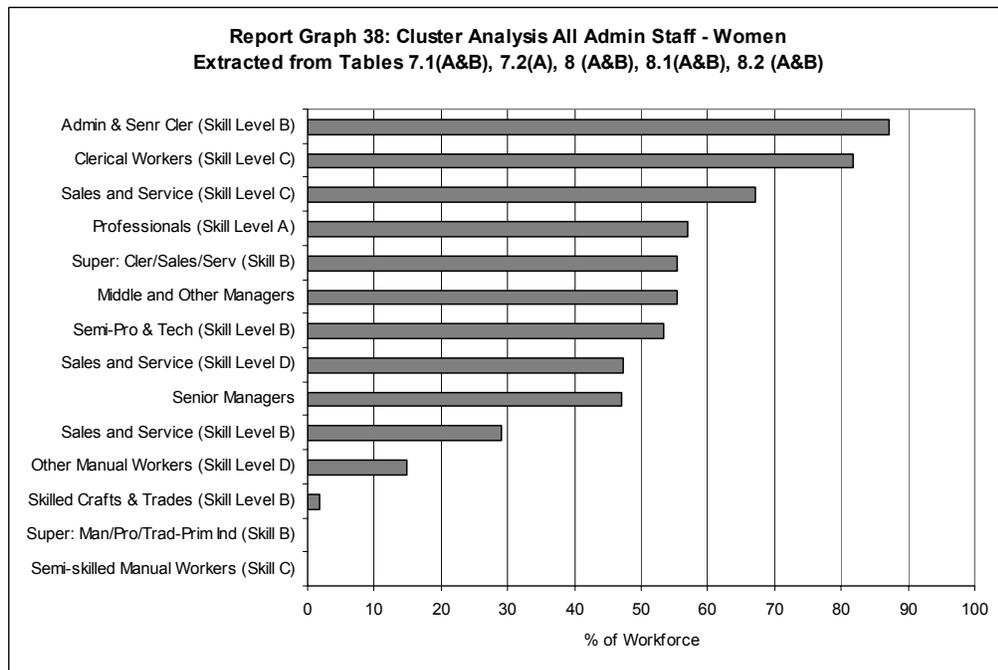
It is difficult to generalize on the clustering of employees across these staffing categories because many of them represent very small numbers. In order to further explore any possible



discrimination that may be occurring to the four designated groups, a combined cluster analysis is undertaken. In this instance, the data for all administrative staff groups (from Tables 7.1A& B, 7.2A, 8A&B, 8.1A&B, 8.2A&B), both part-time and full-time, were combined and the distribution of employment categories was considered for all four of the designated groups. This allowed for the examination of any clustering that may be occurring across the employee groupings and gave a clearer assessment because more people were included in each group (please note, comparison with EAS is difficult because of differences between the figures used for unionised and non-unionised groups).

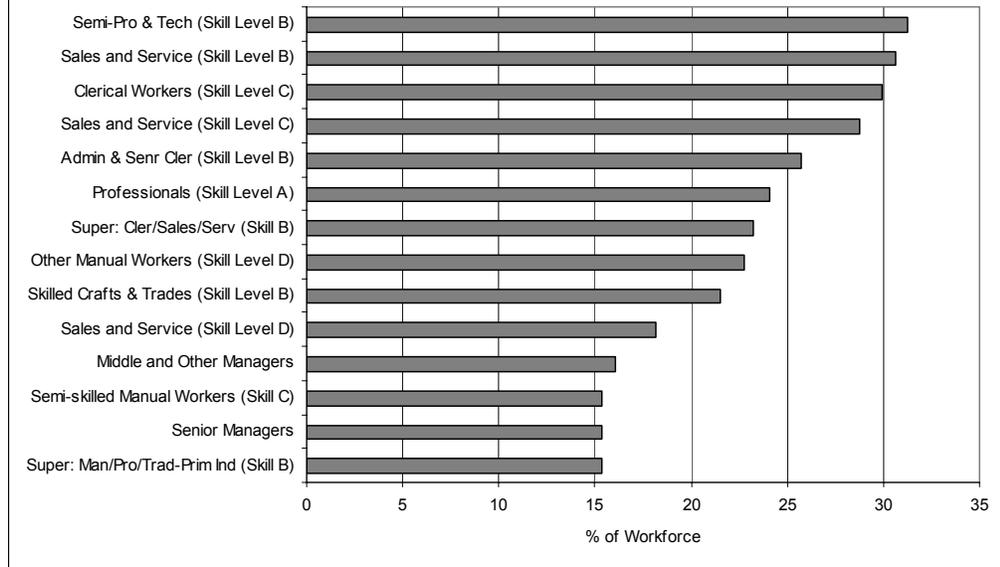
The cluster analysis below (RG38) reveals that women are largely employed in Clerical positions and Sales and Services. They have good representation as Professionals, Senior, Middle and Other Managers as well as Supervisors (except for Manual/Professional/Trade-Primary Industry Supervisors where there is no representation). This suggests that while women are found in traditional feminine areas of administration, clerical work and service professions, they are also well-represented in the more senior categories of Professionals and Senior or Middle Managers.

...women are largely employed in Clerical positions and Sales and Services.





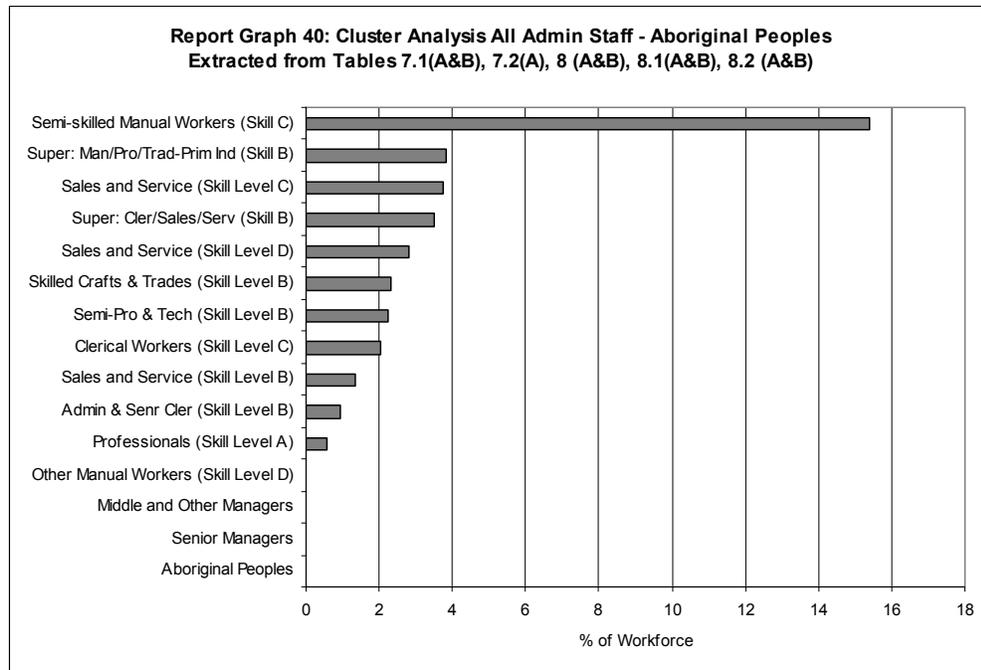
Report Graph 39: Cluster Analysis All Admin Staff - Visible Minorities
Extracted from Tables 7.1(A&B), 7.2(A), 8 (A&B), 8.1(A&B), 8.2 (A&B)



Visible minorities show good representation across all the categories.

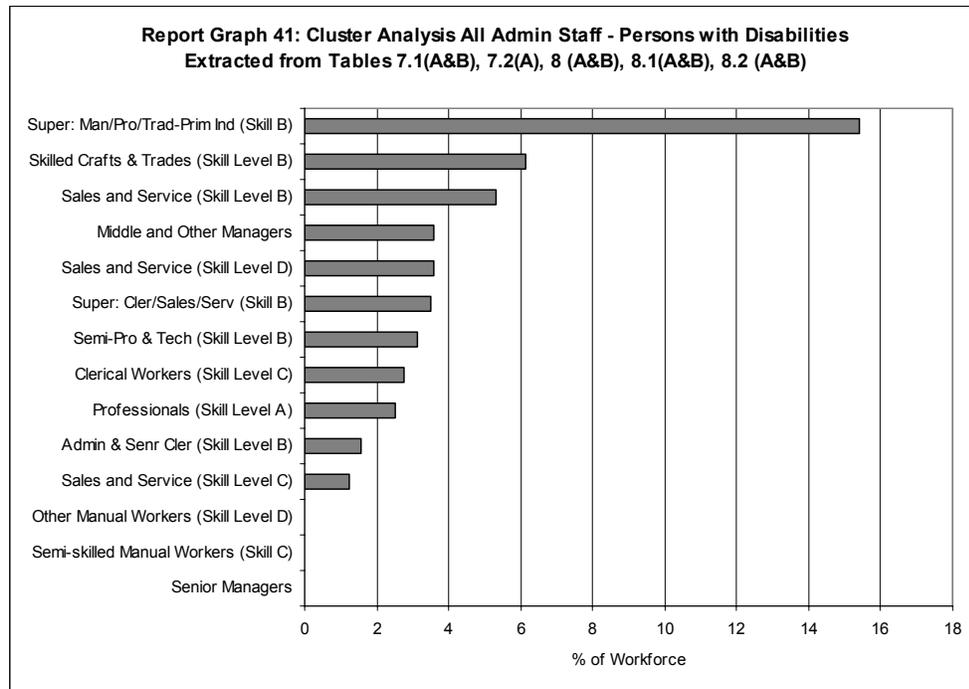
Visible minorities (see RG39 above) show good representation across all the categories varying between 15% and over 30%. In particular we find visible minority employees as Semi Professionals and Technicians, Clerical Workers, Administrative, and as Sales and Services (both skill levels). In addition, there is representation as Professionals, Senior, Middle and Other managers, suggesting that visible minorities are not kept in positions with lower skill levels but are well-represented across the range of skill levels.

Even collapsed together there are still a limited number of Aboriginal peoples employed in these staffing categories at the University of Toronto (see RG40 below). These individuals appear as Semi-Skilled Manual Workers where they account for 15% of the category. Aboriginal peoples can also be found as Supervisors (both Clerical and Trade), with Sales and Services, as Skilled Tradespeople and Clerical and Administrative workers. They show some (though) limited representation as Professionals, but do not appear as Senior, Middle or Other Managers.



The combined information still provides a distorted perspective on the representation of persons with disabilities within administrative staff. As Report Graph 41 shows there appears to be a large constituency of persons with disabilities in the Supervisory Manual, Professional and Trades category (over 15%). This remains a small staffing category with only 29 employees, only four of who have completed an Employment Equity Survey indicating that they are disabled. We find representation of persons with disabilities across most of the categories with the exception of Semi-Skilled and Other Manual Workers (Skills Levels C & D), as well as Senior Managers. Again, this continues to be a small category with only 17 employees, but nonetheless may be of some concern. As this is a senior position, it may also reflect the need to re-survey the workforce. Many of these employees may have begun their employment with the University several years ago and may have since become disabled. Because they have not been re-surveyed, this information has not been included in this analysis.

See
Objective
Five



2.11 Conclusions about Employment Equity and Administrative Staff

The cluster analysis conducted on the combined information of the non-union administrative occupations, unionised administrative occupations and for USWA is most useful in highlighting both the success of employment equity initiatives and instances where new initiatives maybe warranted.

The cluster analysis highlighted the tendency for women to be grouped in areas that are traditionally dominated by women such as administration, clerical and service positions. At the same time, they show good representation both as Professionals and in the Middle and Other Manager areas. Presence in these areas is important because it is from here that women can move into senior management roles. This is supported by the more detailed analysis of the tables by staffing category where it is clear that women are receiving a proportionate number of promotions and are undertaking training to equip them with skills for promotion.

See
Objective
Three

Cluster analysis of visible minorities amongst the administrative staff indicates that they are widely spread across most of the employment categories. Like women they show good representation as Professionals and Middle and Other Managers providing an opportunity for these individuals to become senior managers as well. Visible minorities are found across the skill levels and there is no indication of 'ghettoisation'. Hiring patterns of visible minorities across the staffing categories come close to matching their representation in the workforce and they are undertaking appropriate amounts of training.

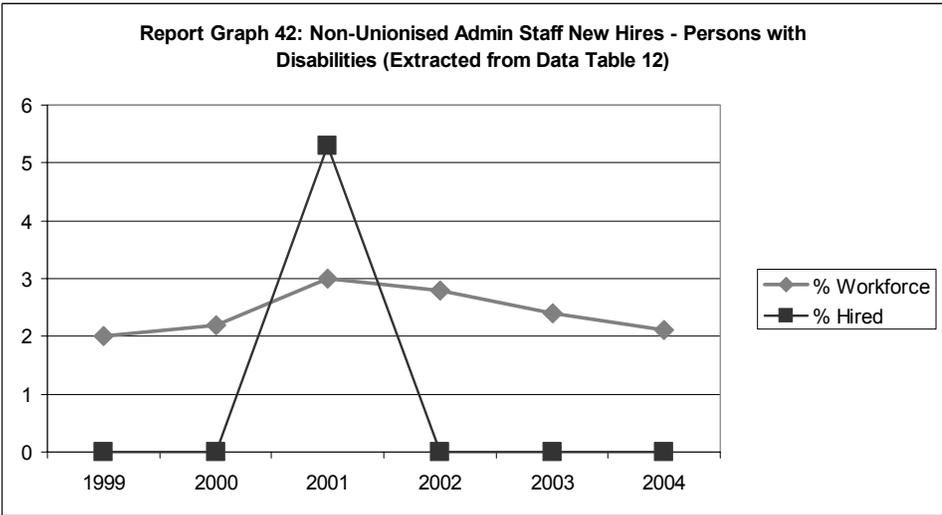


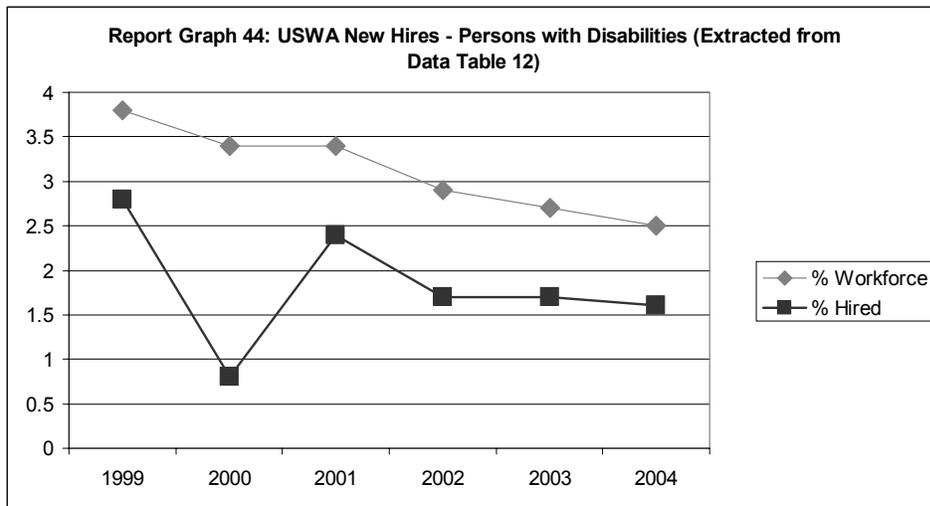
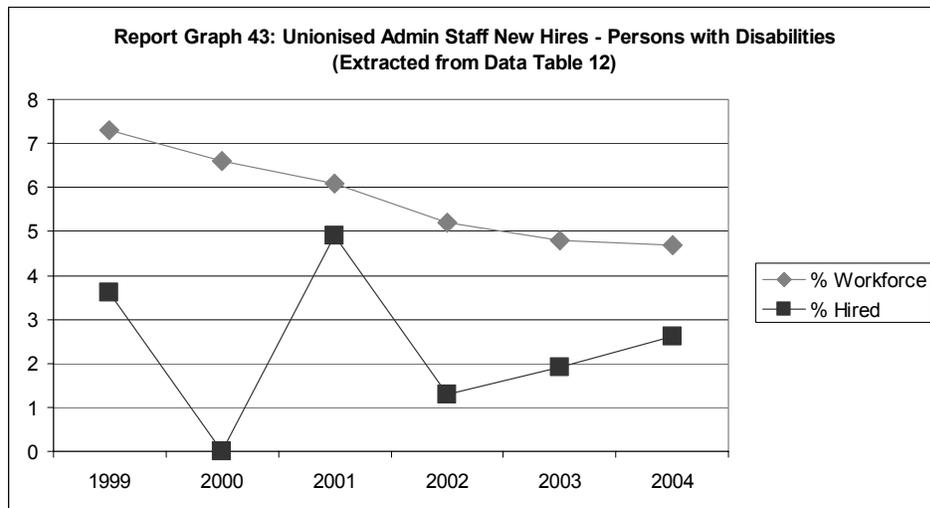
See Objective Three

Aboriginal peoples are more highly represented amongst the administrative staff, both unionised and non-unionised, than in other areas of the University. Nonetheless, they are found in very small numbers in the Professional category and do not appear at all as Middle and Other Managers or Senior Managers. Further investigation may be necessary to determine if there are any barriers to the promotion of Aboriginal peoples to these positions. The small number of Aboriginal peoples makes it difficult to generalise too much but it does appear that across the staffing categories there is a tendency for people in this designated group to undertake slightly less training than is proportionate to their representation and to exit at a slightly higher rate.

See Objective Two

Throughout this analysis we have suggested that the declining number of persons with disabilities is attributable to the congruency between age and disability (perhaps requesting early retirement) and because of the necessity to re-survey the workforce to capture those individuals who have become disabled since beginning their employment with the University. The cluster analysis reveals that persons with disabilities can be found across all but three of the employment categories including Senior Managers. At the same time additional analysis is justified. Within the non-unionised administrative positions, persons with disability are hired at a lower rate than their current representation, receive fewer promotions in comparison to their presence in the workforce and are leaving at a higher rate. The examination of the combined union data indicated that persons with disabilities undertook less training, were not hired at all this year and were leaving at a higher rate. It is not possible to conduct trend analysis on the new combined data (as this is the first year it has been prepared). Instead, the trend analysis conducted below (Report Graphs 42, 43 and 44) breaks up the staffing categories and clearly indicates that since 1999 across all three staffing categories fewer people who have been hired have self-identified as disabled.





This is a significant trend and does help to explain the decrease in representation of persons with disabilities across these staffing categories.

At the same time, measures are currently being undertaken to reverse this trend. A Employment Equity/Ontarians with Disability Act Advisor will shortly be appointed, key initiatives from the Response to the ODA are being instituted and increasing emphasis is being placed on accommodation and work-life balance across the University. Further details of these and other employment equity initiatives are discussed in the next section of the report.



3.0 Summary of Recent Employment Equity Initiatives

Employment equity initiatives occurred across the three campuses of the University in 2003-2004. Supported by the Office of the President, Office of the Vice President, Human Resources and Equity, and the Office of the Vice President and Provost, they worked to raise awareness and improve the climate for the four designated groups.

In addition, the Equity Issues Advisory Group (EIAG) is a coalition of offices charged with promoting the equality of all persons at the University of Toronto. The group, primarily through the convenor, advises the President and senior members of the University administration on how the University can best realize its commitment to human rights and provides guidance on specific equity issues as they arise. While each office operates independently, the Officers meet regularly to share and exchange expertise and information and to co-ordinate priorities and activities of the offices. Any member of the University community is invited to contact the appropriate office with questions, complaints or issues. Many of the offices have a range of education and information resources and offer educational and training workshops some of which are discussed below.

3.1 Office of the President

The Race Relations and Anti-Racism Initiatives (RRARI) Officer and the Status of Women Officer work under the auspices of the Office of the President. The RRARI Officer investigates, mediates and resolves conflicts and disputes that have a racial or ethno-cultural content. The mandate of the RRARI office is wide and includes dealing with discrimination and harassment on the basis of race, ancestry, ethnic origin, citizenship, colour or creed. The Office co-ordinates an extensive mentorship program for students and provides outreach to the University community. The Officer actively participates on selection and promotion committees, contributes to the orientation of new police officers on both the St. George and Scarborough campus and meets with ad hoc committees to help organise culturally-sensitive activities on campus. In addition, educational sessions are delivered that focus on diversity and respect, orientation to equity and diversity, and training for staff supervisors.

The roles and responsibilities of the Status of Women Office are broad. They include improving the status of women at the University of Toronto in pursuit of the goal of full gender equity by being involved in the development of policies and practices, providing advice, identifying and highlighting key issues, offering expertise, and generally being an effective catalyst for change. Last year was the 20th anniversary of the Status of Women Office and the 120th anniversary of women being admitted as students to the University of Toronto. Celebrations of these anniversaries significantly raised the profile of the Office and included events across all three campuses with a range of foci. In addition, the Office co-ordinated a mentoring program for women students, organized the memorial for December 6 (the National Day of Remembrance and Action), co-hosted a 'Women's Safety Tour' of the St. George campus, partnered with the Assault Counsellor/Educator and the Community Safety Office to offer 16 days of events as part of the international campaign '16 Days of Activism Against Violence', presented sessions for Staff Development on equity, and co-sponsored/co-hosted 'Claiming Disability: A Symposium on Disability Scholarship'.



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

Until November 2003 this position carried the title of Vice-President, Human Resources. The Governing Council changed this to Vice-President, Human Resources and Equity to signal the importance of equity within the University and to create a senior position with responsibility at a high level. This commitment to equity permeates many of the activities and resources across the Office from general services available to staff members, as well as programs to meet specific needs. For instance, through Staff Development employees can focus on their own professional development or learn specifically about conflict resolution or mentoring programs. In 'Enhancing the Student Experience' courses are offered on Sexual Diversity, Racial and Cultural Diversity, Issues of Ability and Class Diversity. As well, programs such as 'Assertive Communication' within the Professional Effectiveness Program focus specifically on providing skills to members of the four designated groups. The Leadership Executive Advancement Program (LEAP) offers sessions on mentoring, ethical issues and diverse values, organisational renewal, and harassment and violence in the workplace.

Planned for 2005 are a re-survey of the entire workforce at the University of Toronto and the appointment of an Employment Equity/ODA Advisor to oversee this and the progress of any employment equity initiatives that may arise. A process of exit interviews is being considered as an integral means of understanding the employment experience for members of the designated groups at the University of Toronto. In addition, this individual will be responsible for guiding the implementation of the recommendations raised in the response to the Ontarians with Disability Act and will oversee the University's continuing progress towards accessibility.

During 2003/2004 the Office of the Vice-President, Human Resources and Equity, and the Vice-Provost Faculty undertook an Equity Infrastructure Review. The first stage of the review involved comprehensive interviews with the Equity Officers and with faculty and staff whose broad areas of responsibility include an equity focus. From these draft recommendations were drawn up that include the co-ordination of equity statements, the establishment of a broadly based advisory group, the structure and reporting of Equity Officers, development of a facilitator for collective leadership of the Equity Officers, co-ordination of the complaints process, appointment of an individual to implement an institutional strategy for equity and diversity training, and encouragement to UTM and UTSC to support the establishment of an Equity Officer position on each campus.

The Office continued to focus on work-life balance through joint initiatives with the Quality of Work Life Advisor and the Family Care Office who held several staff focus groups. These focus groups were the second stage in the 'Caring for Family and Friends' program begun the previous year. They provided qualitative results around issues of work-life balance particularly when caring for dependents and enriched the findings of the surveys that had been conducted previously.

In addition, four weeks in October and November 2004 were designated as 'Achieving Work Life Balance Month'. During this period, workshop and seminars were held to highlight the commitment of the University to work-life balance throughout the year. Family care workshops focused on choosing child care, and parental leave planning, while discussion



groups were held for caregivers. As well, financial planning for the sandwich generation and helping children prepare for university are examples of other sessions that were included.

The Office of the Vice-President, Human Resources and Equity, working with the Family Care Office and the Status of Women Office organised the 'Take Your Daughters and Sons to Work Day'. This was a very successful day of activity for staff and faculty – over 280 children registered with their parents. In addition, an arrangement was also reached with Kids and Company who is contracted to provide emergency back-up childcare.

For the sixth consecutive year, the University of Toronto has received a rebate from the Worker's Safety Insurance Board (WSIB). The University pays WSIB a premium each year based on the number of employees at the university. At the end of each year, the University can either receive a rebate or be liable for a surcharge depending on the number and severity of the injury claims made by the University in comparison to other similar organizations.

In November of 2003, a symposium on disability scholarship entitled 'Claiming Disability' was held. Part of the Disability Scholarship Symposium it was sponsored by the Equity Studies program at New College, the Office of the Vice-President, Human Resources and Equity, and the Status of Women Office. Dr. Simi Linton offered a keynote address and led a workshop examining the way forward for disability scholarship.

Individual equity officers are also involved in the delivery of specific equity initiatives to staff and faculty. For instance, the Community Safety Officer is concerned to provide both education and prevention by offering students, staff and faculty development training sessions, workshop and presentations. Either alone or in partnership with other equity officers she offered 42 training sessions including harassment/stalking, safety tips and strategies, and managing difficult behaviour.

The Vice-President, Human Resources and Equity has had meetings with the Director of First Nations House, the Elders in Residence and other community agencies, community members and leaders at Six Nations' Reserves. Working with them, the Vice-President takes direction from the Elders and leaders in the community regarding equity. She is committed to working in a respectful manner with these community leaders and of giving time to the development phase of initiatives in order to ensure their success.

The Vice-President and the Manager of Staff Development are both actively involved with the Toronto Regional Immigrant Employment Council (TRIEC). In particular, the Manager of Staff Development is a member of the Working Group. This organisation deals with those who have recently arrived in the country, either as new immigrants or refugees and develops mentorship programs, job shadowing and work placement opportunities. Currently a number of people are being mentored through this program at the University, with plans for up to 20 mentorships in the coming year. Community based initiatives such as these occur across the University – for instance, the Faculty of Pharmacy has recently received a grant from the Ontario Government to deliver an upgrading program for International Pharmacy Graduates. This allows pharmacy graduates from other countries to upgrade their qualifications to the Canadian standards and along with this provides 'intercultural communication' workshops.



Although not a designated group, sexual diversity is also an issue of equity at the University of Toronto. The Office of LGBTQ Resources and Programs was created in 1999 in response to the growing needs of students who were lesbian or gay, and to a series of high profile homophobic incidents at the University of Toronto. The Office was established by the then Assistant Vice-President, Student Affairs and funded through equal contributions from the Vice Provost, Students and revenues from the budget of the Office of Student Affairs. At the end of a two-year pilot, the office underwent an evaluation and review. Since its review, the Office has become a fully integrated equity office. Funding and reporting responsibilities have been expanded to include the Office of the Vice-President, Human Resources and Equity. The Co-ordinator of the LGBTQ Office now reports jointly to the Director of Student Affairs and the Vice-President Human Resources and Equity, receiving funding from both divisions.

The Office's objectives are to develop initiatives to support LGBTQ students, staff and faculty, and address homophobia and heterosexism in all aspects of the University campus life. The core services offered include counselling, support and referral, education and outreach, and leadership development. The Coordinator works closely with students, staff and faculty on all three campuses, both in a formal advisory capacity and as a resource. Through membership in the Equity Issues Advisory Group, the Coordinator is an advisor to the senior academic administration on issues such as recruitment, orientation and retention of new faculty and staff, and inclusion of sexual minorities to all activities of the University.

3.3 The Office of the Vice-President and Provost

The new Academic Framework entitled 'Stepping Up' commits the University to enriching equity and diversity across many levels. The Office of the Vice-President and Provost oversees employment equity initiatives specifically related to faculty – from recruitment, through retention and promotion to their exit from the University.

In recruiting new faculty, the University ensures that Chairs of search committees receive information and education regarding employment equity. Outreach training is provided to decanal and provostial representatives on search committees. Each department has been provided with a copy of *Diversifying the Faculty: A Guidebook for Search Committees* as well as copies of the Ontario Human Rights Code. In addition, a consultant has been recruited to look specifically at issues of proactive faculty recruitment, particularly in relation to the four designated groups. As well, she will facilitate a symposium on Excellence through Diversity to be held in the Spring of 2005.

The Faculty of Arts and Sciences is currently pilot testing an online means of registering the employment equity data of applicants for faculty positions. Although it is being used for the first time (in the recruitment phase of 2004-2005), this might be an initiative worth expanding across the University in order to assess and understand the range of applicants who are interested in positions at the University of Toronto.

Extensive training is provided for newly appointed Academic Administrators on Faculty Recruitment, Integration and Retention, Academic Life Issues, Managing People in the University Community, and a new session entitled, Creating a Diverse and Inclusive Environment. This session uses a proactive and case based approach, to bring together a



range of best practices for fostering an environment that values diversity through inclusion and awareness.

The Family Care Office through the Faculty Relocation Service also plays a role in the retention of faculty. Since its inception it has strived to ensure that services and programs reflect the experience and needs of the different ethno-cultural, religious and lesbian and gay members of the community. They serve as a resource in the implementation of flexible work arrangements and have created a Networking File for pregnant faculty and new mothers to connect with other women faculty who are currently raising a family while balancing their academic career. Departments often consult with the Office on a range of family care issues, including maternity and parental leave, elder care, part-time leave and referrals to counselling.



4.0 Progress on Recommendations for 2003-2004

The table below lists the recommendations made in the Employment Equity Report for 2003-2004. The second column indicates the pertinent sections of this report that specifically address these recommendations.

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

In previous years the initiatives to be undertaken that arise from the Employment Equity Report have been grouped under the headings listed above, but in light of the assessment of the Employment Equity program that was conducted during the Federal Contractor's Program Audit, it seems appropriate to return to the first principles of the Employment Equity Plan at the University and assess both our current progress and our future goals. The objectives outlined in the Employment Equity Plan help the University to achieve a more equitable workforce and will help the University to reach the goals outlined in the new Academic Framework. The actions included in the Plan are intended to act as guides and benchmarks as the University progresses towards full employment equity, both recording its progress and highlighting areas where initiatives may need encouragement.

Although the actions have changed over the years, the five major objectives of the Employment Equity Plan were established in 1989 and continue to form the basis of new goals and targets. They are:-

1. To inform, educate and sensitize the University community about the University's Employment Equity Policy.
2. To eliminate or modify employment policies or practices that may present barriers to employment equity.



3. To increase the number of designated group members in the occupational categories where they are under-represented.
4. To encourage the promotion of designated group members by identifying, developing and utilizing their skills and potential, in relation to Objective 3.
5. To monitor and evaluate the implementation of the Employment Equity Policy at the University of Toronto.

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

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

Ongoing work to inform, educate and sensitize the University workforce and community about equity issues is central to the work being conducted across the University. Equity Officers are involved in the development and delivery of equity education to student, staff and faculty. Staff Development provides extensive sensitivity and equity training to staff, faculty and academic administrators. Finally, the re-surveying of the workforce, proposed for the autumn of 2005 will require a detailed education program.

ACTION	TIMETABLE
1. Include a web link to the University’s Employment Equity Policy and to other equity materials.	Completed – ongoing
2. Publish an Orientation Guide for Academic and Administrative staff with additional information about the University’s equity practices and resources.	Completed – ongoing
3. Present information on employment equity at the annual Orientation for Newly Appointed Academic Administrators	Completed – ongoing, annually
4. Present information on the University’s employment equity goals and objectives to heads of divisions	Completed – ongoing, annually
5. Speak to campus groups, interest groups and employee associations and unions about employment equity.	Completed – ongoing
6. Develop and provide employment equity information sessions for employees at all levels within the University.	Completed – ongoing
7. Prepare an annual Employment Equity Report and release it to the University community.	Ongoing, annually.



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|-----|---|--------------------------------|
| 8. | Present annual Employment Equity Report to Business and Academic Boards of Governing Council. | Ongoing, annually. |
| 9. | Publish the annual Employment Equity Report and the Employment Equity Policy in the <i>Bulletin</i> annually. Distribute the report to all offices and libraries on campus. | Completed – ongoing, annually. |
| 10. | Continue to update a communication program for ongoing dissemination of information about employment equity at the University of Toronto. | Completed – ongoing |

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

Most clearly in 2003/2004, this objective is being undertaken through the development of the Ontarians with Disability Accessibility Plan (2004-2005). In addition, the Federal Contractor’s Program Audit required a full workforce analysis and employment systems review. Finally, the Equity Infrastructure Review allowed for the modification of both policy and practice in relation to the structure and context of equity at the University of Toronto.

ACTION	TIMETABLE
1. Ongoing review of policies and collective agreements affecting the recruitment, selection, promotion, and terms and conditions of employment, including training, development, compensation and termination of administrative staff	Ongoing
2. Participate on joint union management committees reviewing all policies affecting the recruitment, selection, promotion, and terms and conditions of employment, including training, development, compensation and termination of unionised staff.	Ongoing
3. Approve any policy changes.	Ongoing
4. Implement a methodology to ensure monitoring of new or revised employment policies to prevent inclusion of potential barriers to the participation and advancement of designated group members	Ongoing
5. Develop a systematic process to review new policies (see initiatives planned under Response to ODA)	Fall 2004 – Ongoing



ACTION	TIMETABLE
6. Develop staff and faculty survey to identify the needs of and the barriers faced by employees faced with disabilities (see initiatives planned under Response to ODA).	Fall 2004 – Spring 2005
7. Development of a performance appraisal system that includes assessment on efforts to foster diversity, career development and succession (see initiatives planned under the Employment Equity Report 2003)	Completed - ongoing

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

Long-term equity goals and the strategies for their achievement are set out in the academic framework that is prepared by the University every six years. 2003/2004 saw the creation of the next academic framework entitled Stepping Up: 2004-2010 that provides the vision, mission, values and goals of the University of Toronto for the next six years. Deeply ingrained in the framework and the goals that it sets for the future direction of the University are aspects of equity and diversity. It establishes as one of the University's core values the 'fostering [of] diversity through excellence and equity', committing the University to broader, more diverse and more pro-active recruitment of faculty, staff and students.

ACTION	TIMETABLE
1. Deliver presentations to heads of divisions on employment equity principles and practices to follow in the recruitment and hiring of staff.	Ongoing
2. Provide information to the divisions on strategies, tools, techniques and resources to meet their employment equity goals	Completed – ongoing
3. Integrate employment equity principles and objectives into hiring process for all academic and administrative positions.	Completed - ongoing
4. Develop a Careers Guide for prospective employees to inform them of possible jobs and career paths at the University, the nature of generic positions in those areas and the necessary qualifications.	Completed – ongoing
5. Develop Career Profiles illustrating internal career progression and providing diverse role models.	Completed - ongoing



ACTION	TIMETABLE
6. Identify pro-active recruitment and outreach strategies and techniques to attract applicants from designated groups to administrative staff positions.	Ongoing
7. Collaborate with staff at First Nations House at the University of Toronto to identify ways in which we can make UofT a more inclusive work environment. Establish a mentoring program for new Aboriginal employees.	Ongoing
8. Facilitate wide dissemination of advertisements for positions open to external applicants to contacts and agencies representing Aboriginal peoples, persons with disabilities and new immigrants.	Ongoing
9. Strengthen our links with community groups and organisations to increase the profile of the UofT as an employer of choice.	Ongoing

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

Recognising that the four designated groups may have accommodation requirements it is necessary to ensure not only that these individuals have equality of opportunity in employment, but also to ensure that there is equality of results achieved through the removal of any obstacles or barriers that may exist. Services offered through the office of Health and Well-Being Programs and Services, the accommodations contained with the Ontarians with Disability Accessibility Plan 2004/2005 and training offered by Staff Development are integral to ensure equality of results.

ACTION	TIMETABLE
1. Post all promotional/job opportunities electronically and at designated sites for new or vacant administrative positions.	Completed – ongoing.
2. Provide a variety of skills training courses and workshops, and disseminate across campus via the web and Divisional Human Resources offices the Guide to Training and Career Development.	Completed – ongoing



ACTION	TIMETABLE
3. Provide career planning seminars and individual job and career counselling to employees through an onsite career centre accessible to all staff.	Completed – ongoing
4. Review seminar and workshop material to ensure appropriate employment equity content.	Completed – ongoing
5. Develop cross-cultural and disability awareness training or information sessions.	Completed – ongoing
6. Deliver management, supervisory and leadership development programs to various levels of staff, to improve skills and prepare employees for promotions	Ongoing
7. Update the Careers Guide to include a current set of core skills and profiles for all functional groups including senior levels	Completed – ongoing
8. Update the Guide to Career Management for staff making it an interactive self-assessment tool linked to the Careers Guide.	Completed - ongoing
9. Design and implement a career and succession planning process for leadership positions.	Completed – ongoing.
10. Make educational assistance for credit and career or job related non-credit courses available to employees.	Completed – ongoing.

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

The ongoing systems review that occurs at the University and specific reviews such as that conducted on the Equity Infrastructure, are crucial to monitoring and evaluating the implementation of the Employment Equity Policy. An ongoing review process is necessary in a decentralised institution such as the University to identify barriers that may exist for members of designated groups in all occupational groups where under-representation is found.



ACTION	TIMETABLE
1. Distribute the Employment Equity Self-identification Questionnaire to all new employees to complete	Completed – ongoing
2. Identify and implement steps to improve response rate to Employment Equity Self-Identification Questionnaire from new employees	Completed
3. Develop a data collection system to track the promotion of designated group members in the academic and unionised staff categories.	Completed
4. Design criteria for provostial review committees to assess divisional effectiveness in contributing to achievement of University’s employment equity goals	Completed
5. Provide an annual Employment Equity Report	Ongoing – annually
6. Conduct a census to determine the current distribution of all members of the designated groups	Fall 2005
7. Conduct ‘exit’ interviews to understand why people from designated groups leave the University of Toronto	Fall 2005



Appendix A – List of Data Tables

- Data Table 1(A) Employment Equity Workforce Survey: Return Rates and Completion Rates for Full-Time Employees
- Data Table 1(B) Employment Equity Workforce Survey: Return Rates and Completion Rates for Part-time Employees
- Data Table 2(A) Faculty (Full-Time) by Designated Group within Type of Appointment and Rank and External Availability Data
- Data Table 2(B) Faculty (Part-Time) by Designated Group within Type of Appointment and Rank and External Availability Data
- Data Table 2.1(A) Faculty (Full-Time) by Designated Group within Type of Appointment and SGS Division
- Data Table 2.2(A) Assistant Professors (Full-Time) by Designated Group within Type of Appointment and SGS Division
- Data Table 3 Officers and Academic Administrators (Full-Time and part-Time) by Designated Group and External Availability Data
- Data Table 4 Professional Librarians by Designated Group and External Availability Data
- Data Table 5 Research Associates by Designated Group and External Availability Data
- Data Table 5ESL ESL by Designated Group and External Availability Data
- Data Table 6 (removed 2004)n/a
- Data Table 7.1(A) Administrative Staff: (Full-Time) Non-Unionised by Designated Group and External Availability Data
- Data Table 7.1(B) Administrative Staff (Part-Time): Non Unionised by Designated Group and External Availability Data
- Data Table 7.2(A) Administrative Staff (Full-Time) on Term Appointments: Non-Unionised by Source of Funding by Designated Group and External Availability Data
- Data Table 8(A) Administrative Staff: Unionised (Full-Time) by Designated Group and External Availability Data
- Data Table 8(B) Administrative Staff: Unionised (Part-Time) by Designated Group and External Availability Data
- Data Table 8.1(A) USWA (Full-Time) by Designated Group and External Availability Data
- Data Table 8.1(B) USWA (Part-Time) by Designated Group and External Availability Data
- Data Table 8.2(A) USWA (Full-Time) on Term Appointments: by Source of Funding by Designated Group and External Availability Data
- Data Table 8.2(B) USWA (Part-Time) on Term Appointments: By Source of Funding by Designated Group and External Availability Data
- Data Table 9(A) Training (Major Training Topic) for Administrative Staff: Non-Union and Union (Full-Time) by Staff Category and Designated Group
- Data Table 9(B) Training (Major Training Topic) for Administrative Staff: Non-Union and Union (Part-Time) by Staff Category and Designated Group
- Data Table 10 Promotions by Staff Category by Designated Group
- Data Table 10.1 Representation of Average years for Promotion to Full Professor
- Data Table 11(A) Exit Data (Reason for Leaving) by Staff Category (Full-Time) by Designated Group
- Data Table 11(B) Exit Data (Reason for Leaving) by Staff Category (Part-Time) by Designated Group
- Data Table 12(A) New Hires by Staff Category (Full-Time) by Designated Group
- Data Table 12(B) New Hires by Staff Category (Part-Time) by Designated Group
- Data Table 13 Female/Male Tenure stream Applicants, Interviewees and New Hires from October 1, 2002 – September 30, 2003 by Departmental Groups

Table 1(A)

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

September 30, 2004 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	2298	29.53%	1821	79.24%	1705	74.19%
CLINICAL FACULTY ³	359	4.61%	242	67.41%	233	64.90%
LIBRARIANS	138	1.77%	122	88.41%	111	80.43%
RESEARCH ASSOCIATES	234	3.01%	184	78.63%	181	77.35%
NON-UNIONIZED ADMINISTRATIVE STAFF	768	9.87%	692	90.10%	673	87.63%
USWA	2897	37.23%	2462	84.98%	2380	82.15%
LIBRARY WORKERS (CUPE 1230)	177	2.27%	154	87.01%	102	57.63%
SERVICE WORKERS (CUPE 3261)	575	7.39%	483	84.00%	461	80.17%
OPERATING ENGINEERS (CAW Local 2003)	78	1.00%	73	93.59%	64	82.05%
POLICE (OPSEU, Local 519)	50	0.64%	44	88.00%	42	84.00%
TRADES & SERVICES ⁴	60	0.77%	51	85.00%	48	80.00%
RESEARCH ASSOCIATES & OFFICERS (OPSEU, L. 578)	10	0.13%	3	30.00%	3	30.00%
ESL	28	0.36%	28	100.00%	28	100.00%
EARLY LEARNING CENTRE CUPE L2484	26	0.33%	18	69.23%	18	69.23%
89 CHESTNUT HERE L75	83	1.07%	64	77.11%	64	77.11%
TOTALS:	7781	100.00%	6441	82.78%	6113	78.56%

¹Total Population is based on the number of employees as of September 30, 2004.

²Faculty 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.

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

Table 1(B)

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

(Excludes casual employees and appointed staff with less than 25% F.T.E.)

September 30, 2004 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	297	37.88%	170	57.24%	165	55.56%
CLINICAL FACULTY ³	96	12.24%	50	52.08%	50	52.08%
LIBRARIANS	18	2.30%	15	83.33%	15	83.33%
RESEARCH ASSOCIATES	21	2.68%	15	71.43%	15	71.43%
NON-UNIONIZED ADMINISTRATIVE STAFF	36	4.59%	30	83.33%	28	77.78%
USWA	266	33.93%	219	82.33%	213	80.08%
LIBRARY WORKERS (CUPE 1230)	20	2.55%	19	95.00%	19	95.00%
SERVICE WORKERS (CUPE 3261)	14	1.79%	10	71.43%	10	71.43%
RESEARCH ASSOCIATES & OFFICERS (OPSEU, L. 578)	11	1.40%	4	36.36%	4	36.36%
EARLY LEARNING CENTRE CUPE L2484	5	0.64%	4	80.00%	3	60.00%
TOTALS:	784	100.00%	536	68.37%	522	66.58%

¹Total Population is based on the number of employees as of September 30, 2004.

²Faculty 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, 2004 Data

TYPE OF APPOINTMENT		RANK		UNIVERSITY OF TORONTO WORKFORCE																
				All Employees						Survey Respondents										
				Total#	# Men	% Men	# Women	% Women	Total Completed	Aboriginal Peoples				Visible Minorities				Persons With Disabilities		
										Response of "Yes"				Response of "Yes"				Response of "Yes"		
										Total	Men	Women	#	% ²	Total	Men	Women	#	% ²	Total
Professoriate: Tenure/Tenure Stream:	Professors	838	681	81.3	157	18.7	594	**	**	**	**	8.2	49	42	7	3.5	21	18	3	
	Associate Professors	594	367	61.8	227	38.2	441	0.7	3	**	**	9.5	42	26	16	2.5	11	8	3	
	Assistant Professors	407	248	60.9	159	39.1	334	0.6	**	**	**	18.3	61	33	28	**	**	**	**	
	Asst Professor(Cond)	26	18	69.2	8	30.8	16	**	**	**	**	31.3	5	4	**	**	**	**	**	
	Total	1865	1314	70.5	551	29.5	1385	0.4	6	3	3	11.3	157	105	52	2.4	33	26	7	
Professoriate: Clinical: (Non-TS in Medicine)	Professors	128	108	84.4	20	15.6	85	**	**	**	**	14.1	12	**	**	**	**	**	**	
	Associate Professors	135	99	73.3	36	26.7	94	**	**	**	**	18.1	17	13	4	**	**	**	**	
	Assistant Professors	94	49	52.1	45	47.9	53	**	**	**	**	20.8	11	7	4	**	**	**	**	
	Asst Professor(Cond)	2	1	50.0	1	50.0	1	**	**	**	**	**	**	**	**	**	**	**	**	
	Total	359	257	71.6	102	28.4	233	**	**	**	**	17.2	40	31	9	1.7	4	**	**	
Professoriate: Non-TS CLTA/Other:	Professors	22	20	90.9	2	9.1	13	**	**	**	**	**	**	**	**	**	**	**	**	
	Associate Professors	40	26	65.0	14	35.0	29	**	**	**	**	13.8	4	**	**	**	**	**	**	
	Assistant Professors	77	41	53.2	36	46.8	52	**	**	**	**	15.4	8	**	**	**	**	**	**	
	Asst Professor(Cond)	10	6	60.0	4	40.0	7	**	**	**	**	**	**	**	**	**	**	**	**	
	Total	149	93	62.4	56	37.6	101	**	**	**	**	13.9	14	11	3	3.0	3	3	0	
Other Academics ³	Senior Tutors/Lecturers	134	60	44.8	74	55.2	109	**	**	**	**	12.8	14	10	4	**	**	**	**	
	Tutors/Lecturers	114	45	39.5	69	60.5	85	**	**	**	**	20.0	17	3	14	**	**	**	**	
	Instructors/Lecturers	36	15	41.7	21	58.3	25	**	**	**	**	16.0	4	**	**	**	**	**	**	
	Total	284	120	42.3	164	57.7	219	1.4	3	**	**	16.0	35	16	19	**	**	**	**	
Totals: All Faculty:		2657	1784	67.1	873	32.9	1938	0.6	11	7	4	12.7	246	163	83	2.1	41	31	10	
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS: 03-4121 University Professors				63.8		36.2		0.7				13.3				4.1				

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

² Based on number of surveys completed.

³ Includes Teaching Stream staff.

Table 2.1(A)

FACULTY (FULL-TIME) BY DESIGNATED GROUP WITHIN TYPE OF APPOINTMENT¹ AND SGS DIVISION

September 30, 2004 Data

JOB CATEGORY		SGS DIVISION		UNIVERSITY OF TORONTO WORKFORCE																	
				All Employees				Survey Respondents													
				Total#	#	%	#	%	Total Comp- leted	Aboriginal Peoples				Visible Minorities				Persons With Disabilities			
										Response of "Yes"				Response of "Yes"				Response of "Yes"			
										Total	Men	Women	% ³	Total	Men	Women	% ³	Total	Men	Women	% ³
Professoriate: Tenure/Tenure Stream:	I:HUMANITIES	393	262	66.7	131	33.3	293	**	**	**	**	7.5	22	10	12	3.4	10	**	**		
	II: SOCIAL SCIENCE	588	369	62.8	219	37.2	407	1.0	4	**	3	12.0	49	32	17	1.7	7	**	**		
	III: SCIENCE	426	383	89.9	43	10.1	328	**	**	**	**	15.5	51	45	6	1.2	4	**	**		
	IV: LIFE SCIENCE	440	292	66.4	148	33.6	342	**	**	**	**	9.9	34	18	16	3.5	12	8	4		
	Total	1847	1306	70.7	541	29.3	1370	0.4	6	3	3	11.4	156	105	51	2.4	33	26	7		
Professoriate: Clinical (Non-TS Med):	IV: LIFE SCIENCE	359	257	71.6	102	28.4	233	**	**	**	**	17.2	40	31	9	1.7	4	**	**		
Professoriate: Non-TS CLTA/Other:	I:HUMANITIES	42	20	47.6	22	52.4	35	2.9	**	**	**	14.3	5	**	**	**	**	**	**		
	II: SOCIAL SCIENCE	24	17	70.8	7	29.2	13	**	**	**	**	**	**	**	**	**	**	**	**		
	III: SCIENCE	18	15	83.3	3	16.7	14	**	**	**	**	28.6	4	**	**	**	**	**	**		
	IV: LIFE SCIENCE	62	39	62.9	23	37.1	37	**	**	**	**	13.5	5	**	**	**	**	**	**		
	Total	146	91	62.3	55	37.7	99	1.0	**	**	**	14.1	14	11	3	3.0	3	3	**		
Other Academics ⁴	I:HUMANITIES	50	21	42.0	29	58.0	40	7.5	3	**	**	7.5	3	**	**	**	**	**	**		
	II: SOCIAL SCIENCE	66	26	39.4	40	60.6	42	**	**	**	**	11.9	5	**	**	**	**	**	**		
	III: SCIENCE	75	45	60.0	30	40.0	67	**	**	**	**	22.4	15	7	8	**	**	**	**		
	IV: LIFE SCIENCE	68	22	32.4	46	67.6	57	**	**	**	**	15.8	9	5	4	**	**	**	**		
	Total	259	114	44.0	145	56.0	206	1.5	3	**	**	15.5	32	15	17	0.5	**	**	**		
Totals: All Faculty²	I:HUMANITIES	485	303	62.5	182	37.5	368	1.1	4	**	**	8.2	30	12	18	3.3	12	10	**		
	II: SOCIAL SCIENCE	678	412	60.8	266	39.2	462	0.9	4	**	**	11.7	54	35	19	1.7	8	6	**		
	III: SCIENCE	519	443	85.4	76	14.6	409	0.2	**	**	**	17.1	70	56	14	1.0	4	**	**		
	IV: LIFE SCIENCE	929	610	65.7	319	34.3	669	0.3	**	**	**	13.2	88	59	29	2.5	17	11	6		
	Total	2611	1768	67.7	843	32.3	1908	0.6	11	7	4	12.7	242	162	80	2.1	41	31	10		

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

² Of 2657 Full-Time Faculty represented in Table 2(A), 46 are uncategorized in terms of SGS Divisions.

³ Based on number of surveys completed

⁴ Includes Teaching Stream staff.

Table 2.2(A)

**ASSISTANT PROFESSORS⁴ (FULL-TIME) BY DESIGNATED GROUP WITHIN
TYPE OF APPOINTMENT¹ AND SGS DIVISION**

September 30, 2004 Data

JOB CATEGORY		SGS DIVISION		UNIVERSITY OF TORONTO WORKFORCE																
				All Employees				Survey Respondents												
				Total#	#	%	#	%	Total Comp- leted	Aboriginal Peoples			Visible Minorities			Persons With Disabilities				
										Response of "Yes"			Response of "Yes"			Response of "Yes"				
						Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women			
						% ³	#	#	#	% ³	#	#	#	% ³	#	#	#			
Professoriate: Tenure/Tenure Stream:	I: HUMANITIES	80	41	51.3	39	48.8	70	**	**	**	**	17.1	12	3	9	**	**	**	**	
	II: SOCIAL SCIENCE	154	87	56.5	67	43.5	109	**	**	**	**	19.3	21	11	10	**	**	**	**	
	III: SCIENCE	92	78	84.8	14	15.2	86	**	**	**	**	24.4	21	**	**	**	**	**	**	
	IV: LIFE SCIENCE	103	59	57.3	44	42.7	82	**	**	**	**	14.6	12	4	8	**	**	**	**	
	Total	429	265	61.8	164	38.2	347	0.6	**	**	**	19.0	66	37	29	0.3	**	**	**	
Professoriate: Clinical (Non-TS Med):	IV: LIFE SCIENCE	96	50	52.1	46	47.9	54	**	**	**	**	20.4	11	7	4	1.9	**	**	**	
Professoriate: Non-TS CLTA/Other:	I: HUMANITIES	25	11	44.0	14	56.0	20	**	**	**	**	**	**	**	**	**	**	**	**	
	II: SOCIAL SCIENCE	16	10	62.5	6	37.5	10	**	**	**	**	**	**	**	**	**	**	**	**	
	III: SCIENCE	10	8	80.0	2	20.0	8	**	**	**	**	**	**	**	**	**	**	**	**	
	IV: LIFE SCIENCE	34	17	50.0	17	50.0	20	**	**	**	**	20.0	4	**	**	**	**	**	**	
	Total	85	46	54.1	39	45.9	58	1.7	**	**	**	13.8	8	**	**	3.4	**	**	**	
Totals: All Faculty²	I: HUMANITIES	105	52	49.5	53	50.5	90	**	**	**	**	15.6	14	3	11	**	**	**	**	
	II: SOCIAL SCIENCE	170	97	57.1	73	42.9	119	**	**	**	**	17.6	21	11	10	**	**	**	**	
	III: SCIENCE	102	86	84.3	16	15.7	94	**	**	**	**	24.5	23	**	**	**	**	**	**	
	IV: LIFE SCIENCE	233	126	54.1	107	45.9	156	**	**	**	**	17.3	27	15	12	**	**	**	**	
	Total	610	361	59.2	249	40.8	459	0.7	3	**	**	18.5	85	50	35	0.9	4	**	**	

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

² Of 616 Full-Time Faculty represented in Table 2(A), six are uncategorized in terms of SGS Divisions.

³ Based on number of surveys completed

⁴ Both "Assistant Professors" and "Assistant Professors (Conditional)" are included.

Table 3

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

September 30, 2004 Data

JOB CATEGORY	UNIVERSITY OF TORONTO WORKFORCE																	
	All Employees					Survey Respondents												
	Total#	# Men	% Men	# Women	% Women	Total Completed	Aboriginal Peoples			Visible Minorities			Persons With Disabilities					
							Response of "Yes"			Response of "Yes"			Response of "Yes"					
							Total	Men	Women	Total	Men	Women	Total	Men	Women			
% ²	#	#	#	% ²	#	#	#	% ²	#	#	#							
President, Vice President, Deputy/Vice Provost	10	6	60.0	4	40.0	8	**	**	**	**	37.5	3	**	**	**	**	**	
Principals & Deans	28	21	75.0	7	25.0	22	**	**	**	**	9.1	**	**	**	**	**	**	
Academic Directors & Chairs, & Associate Deans	170	126	74.1	44	25.9	133	**	**	**	**	6.0	8	5	3	2.3	3	**	**
Totals:	208	153	73.6	55	26.4	163	**	**	**	**	8.0	13	8	5	2.5	4	**	**
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																		
01-0014 Senior Mgrs-Health, Educ, Social & Community Svcs & Membrshp Orgs							3.0			6.0			*2.1					
02-0312 Administrators in Post-Secondary Education & Vocational Training							1.6			8.8			2.5					

¹All but one are Full-Time.²Based on number of surveys completed.

Table 4

September 30, 2004 Data

**PROFESSIONAL LIBRARIANS
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

JOB CATEGORY	UNIVERSITY OF TORONTO WORKFORCE																	
	All Employees					Survey Respondents												
	Total#	# Men	% Men	# Women	% Women	Total Completed	Aboriginal Peoples			Visible Minorities			Persons With Disabilities					
							Response of "Yes"			Response of "Yes"			Response of "Yes"					
							Total	Men	Women	Total	Men	Women	Total	Men	Women			
% ¹	#	#	#	% ¹	#	#	#	% ¹	#	#	#							
Professional Librarians																		
Full-Time	138	41	29.7	97	70.3	111	**	**	**	**	12.6	14	3	11	2.7	3	**	**
Part-Time	18	5	27.8	13	72.2	15	**	**	**	**	6.7	**	**	**	**	**	**	**
TOTAL	156	46	29.5	110	70.5	126	0.8	**	**	**	11.9	15	3	12	3.2	4	**	**
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																		
03-5111 Librarians							1.5			9.4			4.1					

¹Based on a number of surveys completed

Table 5
September 30, 2004 Data

**RESEARCH ASSOCIATES
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

JOB CATEGORY	UNIVERSITY OF TORONTO WORKFORCE																			
	All Employees					Survey Respondents														
	Total#	# Men	% Men	# Women	% Women	Total Comp-leted	Aboriginal Peoples			Visible Minorities			Persons With Disabilities							
							Response of "Yes"			Response of "Yes"			Response of "Yes"							
							Total	Men	Women	Total	Men	Women	Total	Men	Women					
% ¹	#	#	#	% ¹	#	#	#	% ¹	#	#	#									
Research Associates																				
Full-Time	234	159	67.9	75	32.1	181	**	**	**	**	38.1	69	49	20	**	**	**	**	**	**
Part-Time	21	13	61.9	8	38.1	15	**	**	**	**	33.3	5	**	**	**	**	**	**	**	**
TOTAL	255	172	67.5	83	32.5	196	**	**	**	**	37.8	74	53	21	**	**	**	**	**	**
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																				
03-4122	Post-Secondary Teaching and Research Assistants			47.8		52.2		1.0			25.9			4.1						

¹ Based on a number of surveys completed

Table 5ESL
September 30, 2004 Data

**ESL
BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA**

JOB CATEGORY	UNIVERSITY OF TORONTO WORKFORCE																			
	All Employees					Survey Respondents														
	Total#	# Men	% Men	# Women	% Women	Total Comp-leted	Aboriginal Peoples			Visible Minorities			Persons With Disabilities							
							Response of "Yes"			Response of "Yes"			Response of "Yes"							
							Total	Men	Women	Total	Men	Women	Total	Men	Women					
% ¹	#	#	#	% ¹	#	#	#	% ¹	#	#	#									
ESL																				
Full-Time	28	11	39.3	17	60.7	28	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Part-Time	0	0	0.0	0	0.0	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**
TOTAL	28	11	39.3	17	60.7	28	**	**	**	**	7.1	**	**	**	**	**	**	**	**	**
EEOG-NOC EXTERNAL AVAILABILITY STATISTICS:																				
03-4131	College and Other Vocational Instructors			48.4		51.6		1.5			9.4			4.1						

¹ Based on a number of surveys completed

Table 7.1(A)

September 30, 2004 Data

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

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	UNIVERSITY OF TORONTO WORKFORCE														EXTERNAL AVAILABILITY STATISTICS								
	All Employees					Survey Respondents									Population Aged 15+ Who Worked In 2000 or 2001 (Age 15-64, 1996-2001 for PWD) Canada (EEOG 01-03) / Toronto (04-13)								
	#	%	#	%	Total Comp- leted	Aboriginal Peoples			Visible Minorities			Persons With Disabilities			% Men	% Women	Aboriginal Peoples	Visible Minorities	% Persons With Disabilities				
						Response of "Yes"			Response of "Yes"			Response of "Yes"											
						Total	Men	Women	Total	Men	Women	Total	Men	Women									
Total#	Men	Men	Women	Women	% ¹	#	#	#	% ¹	#	#	#	% ¹	#	#	#	Men	Women	% Total	% Total			
01 Senior Managers	11	6	54.5	5	45.5	9	**	**	**	**	11.1	**	**	**	**	**	**	**	49.2	50.8	3.0	6.0	*2.1
02 Middle and Other Managers	321	150	46.7	171	53.3	285	**	**	**	**	15.4	44	22	22	3.2	9	8	**	59.3	40.8	1.4	12.4	2.5
03 Professionals (Skill Level A)	146	74	50.7	72	49.3	125	**	**	**	**	28.8	36	17	19	**	**	**	**	50.9	49.1	1.2	16.0	4.1
04 Semi-Pro & Tech (Skill Level B)	14	11	78.6	3	21.4	11	**	**	**	**	**	**	**	**	**	**	**	**	49.2	50.8	0.7	35.3	3.9
05 Super: Cler/Sale/Serv (Skill B)	24	13	54.2	11	45.8	18	**	**	**	**	16.7	3	**	**	**	**	**	**	44.0	56.0	0.4	31.3	*2.0
06 Super: Man/Pro/Trad-Prim Ind (Skill B)	7	7	100.0	0	0.0	6	**	**	**	**	16.7	**	**	**	**	**	**	**	83.8	16.2	0.5	26.2	*4.2
07 Admin & Senr Cler (Skill Level B)	196	22	11.2	174	88.8	174	1.7	3	**	**	21.3	37	4	33	**	**	**	**	14.8	85.3	0.4	25.0	4.0
08 Sales and Service (Skill Level B)	10	10	100.0	0	0.0	10	**	**	**	**	20.0	**	**	**	**	**	**	**	84.5	15.5	0.8	31.0	4.2
09 Skilled Crafts & Trades (Skill Level B)	1	1	100.0	0	0.0	1	**	**	**	**	**	**	**	**	**	**	**	**	89.7	10.3	0.5	50.0	4.2
10 Clerical Workers (Skill Level C)	37	4	10.8	33	89.2	34	**	**	**	**	44.1	15	**	**	**	**	**	**	14.5	85.5	0.4	34.9	4.4
13 Sales and Service (Skill Level D)	1	1	100.0	0	0.0	0	**	**	**	**	**	**	**	**	**	**	**	**	79.4	20.6	0.4	45.8	4.9
ALL TOTALS	768	299	38.9	469	61.1	673	0.7	5	**	3	20.7	139	50	89	2.1	14	13	**					

¹Based on a number of surveys completed

Table 7.1 (B)

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

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	UNIVERSITY OF TORONTO WORKFORCE																	EXTERNAL AVAILABILITY STATISTICS						
	All Employees					Survey Respondents												Population Aged 15+ Who Worked In 2000 or 2001 (Age 15-64, 1996-2001 for PWD) Canada (EEOG 01-03) / Toronto (04-13)						
	Total#	Men	Men	Women	Women	Total Comp- leted	Aboriginal Peoples			Visible Minorities			Persons With Disabilities			% Men	% Women	Aboriginal Peoples	Visible Minorities	% Persons With Disabilities				
							Response of "Yes"			Response of "Yes"			Response of "Yes"											
							Total	Men	Women	Total	Men	Women	Total	Men	Women									
% ¹	#	#	#	% ¹	#	#	#	% ¹	#	#	#	Men	Women	% Total	% Total									
02 Middle and Other Managers	12	0	0.0	12	100.0	10	**	**	**	**	**	**	**	**	**	**	**	**	**	59.3	40.8	1.4	12.4	2.5
03 Professionals (Skill Level A)	14	3	21.4	11	78.6	9	**	**	**	**	**	**	**	**	**	**	**	**	**	50.9	49.1	1.2	16.0	4.1
04 Semi-Pro & Tech (Skill Level B)	1	0	0.0	1	100.0	1	**	**	**	**	**	**	**	**	**	**	**	**	**	49.2	50.8	0.7	35.3	3.9
07 Admin & Senr Cler (Skill Level B)	7	1	14.3	6	85.7	6	**	**	**	**	**	**	**	**	**	**	**	**	**	14.8	85.3	0.4	25.0	4.0
10 Clerical Workers (Skill Level C)	2	0	0.0	2	100.0	2	**	**	**	**	**	**	**	**	**	**	**	**	**	14.5	85.5	0.4	34.9	4.4
ALL TOTALS	36	4	11.1	32	88.9	28	**	**	**	**	10.7	3	**	**	**	**	**	**	**					

¹Based on a number of surveys completed

Table 7.2(A)

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

September 30, 2004 data

SOURCE OF FUNDING		UNIVERSITY OF TORONTO WORKFORCE																				EXTERNAL AVAILABILITY STATISTICS				
		All Employees					Survey Respondents															Population Aged 15+ Who Worked in 2000 or 2001 (Age 15-64 Worked Anytime In 1996-2001 for PWD) Canada (EEOG 01-03) / Toronto (04-13)				
							Total Completed	Aboriginal Peoples				Visible Minorities				Persons With Disabilities				% Men	% Women	Aboriginal Peoples % Total	Visible Minorities % Total	Persons With Disabilities % Total		
								Response of "Yes"				Response of "Yes"				Response of "Yes"										
						Response of "Yes"				Response of "Yes"				Response of "Yes"												
							Total	Men	Women	% ²	Total	Men	Women	% ²	Total	Men	Women	% ²	Men	Women	Peoples % Total	Minorities % Total	Disabilities % Total			
EMPLOYMENT EQUITY		Total#	Men	Men %	Women		Women %	Aboriginal Peoples				Visible Minorities				Persons With Disabilities										
EEOG OCCUPATIONAL GROUP		Total#	Men	Men %	Women	Women %	Response of "Yes"				Response of "Yes"				Response of "Yes"											
Operating	01 Senior Managers	6	3	50.0	3	50.0	4	**	**	**	**	**	**	**	**	**	**	**	**	49.2	50.8	3.0	6.0	*2.1		
	02 Middle and Other Managers	10	6	60.0	4	40.0	9	**	**	**	**	**	**	**	**	**	**	**	**	59.3	40.8	1.4	12.4	2.5		
	03 Professionals (Skill Level A)	13	4	30.8	9	69.2	12	**	**	**	**	**	**	**	**	**	**	**	**	50.9	49.1	1.2	16.0	4.1		
	05 Super: Cler/Sale/Serv (Skill B)	1	1	100.0	0	0.0	1	**	**	**	**	**	**	**	**	**	**	**	**	44.0	56.0	0.4	31.3	*2.0		
	07 Admin & Senr Cler (Skill Level B)	9	2	22.2	7	77.8	8	**	**	**	**	37.5	3	**	**	**	**	**	**	14.8	85.3	0.4	25.0	4.0		
	10 Clerical Workers (Skill Level C)	2	0	0.0	2	100.0	1	**	**	**	**	**	**	**	**	**	**	**	**	14.5	85.5	0.4	34.9	4.4		
Subtotal		41	16	39.0	25	61.0	35	**	**	**	**	22.9	8	4	4	**	**	**	**							
Grant	02 Middle and Other Managers	2	0	0.0	2	100.0	2	**	**	**	**	**	**	**	**	**	**	**	**	59.3	40.8	1.4	12.4	2.5		
	07 Admin & Senr Cler (Skill Level B)	1	0	0.0	1	100.0	1	**	**	**	**	**	**	**	**	**	**	**	**	14.8	85.3	0.4	25.0	4.0		
	Subtotal	3	0	0.0	3	100.0	3	**	**	**	**	**	**	**	**	**	**	**	**							
Total Full-Time		44	16	36.4	28	63.6	38	**	**	**	**	21.1	8	4	4	**	**	**	**							

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

²Based on a number of surveys completed

Table 8(A)

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

September 30, 2004 Data

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP		UNIVERSITY OF TORONTO WORKFORCE																				EXTERNAL AVAILABILITY STATISTICS				
		All Employees					Survey Respondents															Population Aged 15+ Who Worked in 2000 or 2001 (Age 15-64, 1996-2001 for PWD) Toronto				
							Total Completed	Aboriginal Peoples				Visible Minorities				Persons With Disabilities				% Men	% Women	Aboriginal Peoples % Total	Visible Minorities % Total	% Persons With Disabilities		
								Response of "Yes"				Response of "Yes"				Response of "Yes"										
						Total	Men	Women	% ¹	Total	Men	Women	% ¹	Total	Men	Women	% ¹	Men	Women	Peoples % Total	Minorities % Total	Disabilities % Total				
							% ¹	#	#	#	% ¹	#	#	#	% ¹	#	#	#	Men	Women	Peoples % Total	Minorities % Total	Disabilities % Total			
03	Professionals (Skill Level A)	13	4	30.8	9		69.2	5	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	4.1	
04	Semi-Pro & Tech (Skill Level B)	177	63	35.6	114	64.4	109	**	**	**	**	31.2	34	13	21	4.6	5	**	**	42.8	57.2	0.5	38.6	3.9		
05	Super: Cler/Sale/Serv (Skill B)	1	1	100.0	0	0.0	1	**	**	**	**	**	**	**	**	**	**	**	**	69.1	30.9	0.5	29.3	*2.0		
06	Super: Man/Pro/Trad-Prim Ind (Skill B)	11	11	100.0	0	0.0	10	**	**	**	**	**	**	**	**	**	**	**	**	89.8	10.2	0.3	20.8	*4.2		
07	Admin & Senr Cler (Skill Level B)	1	0	0.0	1	100.0	1	**	**	**	**	**	**	**	**	**	**	**	**	3.0	97.0	0.4	26.1	4.0		
08	Sales and Service (Skill Level B)	74	51	68.9	23	31.1	63	**	**	**	**	31.7	20	14	6	6.3	4	**	**	73.6	26.4	0.5	44.6	4.2		
09	Skilled Crafts & Trades (Skill Level B)	141	138	97.9	3	2.1	114	2.6	3	**	**	21.9	25	**	**	6.1	7	**	**	96.0	4.0	0.4	25.0	4.2		
10	Clerical Workers (Skill Level C)	96	47	49.0	49	51.0	64	**	**	**	**	31.3	20	8	12	7.8	5	**	**	37.4	62.6	0.5	38.3	4.4		
11	Sales and Service (Skill Level C)	55	37	67.3	18	32.7	37	8.1	3	**	**	37.8	14	7	7	**	**	**	**	29.2	70.8	0.8	37.7	4.6		
12	Semi-skilled Manual Workers (Skill C)	10	10	100.0	0	0.0	7	**	**	**	**	**	**	**	**	**	**	**	**	88.6	11.4	0.7	26.8	5.3		
13	Sales and Service (Skill Level D)	454	235	51.8	219	48.2	370	3.0	11	**	**	17.3	64	36	28	3.5	13	9	4	45.7	54.3	0.5	41.7	4.9		
14	Other Manual Workers (Skill Level D)	26	22	84.6	4	15.4	21	**	**	**	**	23.8	5	**	**	**	**	**	**	88.2	11.8	1.1	13.6	6.0		
ALL TOTALS		1059	619	58.5	440	41.5	802	2.7	22	19	3	22.9	184	108	76	4.7	38	26	12							

¹Based on a number of surveys completed

Table 8(B)

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

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	UNIVERSITY OF TORONTO WORKFORCE																			EXTERNAL AVAILABILITY STATISTICS					
	All Employees					Survey Respondents														Population Aged 15+ Who Worked In 2000 or 2001 (Age 15-64, 1996-2001 for PWD) Toronto					
	Total#	# Men	% Men	# Women	% Women	Total Completed	Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"				% Men	% Women	Aboriginal Peoples % Total	Visible Minorities % Total	% Persons With Disabilities		
							% ¹	#	#	#	% ¹	#	#	#	% ¹	#	#	#							
02 Middle and Other Managers	1	0	0.0	1	100.0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.5	
03 Professionals (Skill Level A)	9	3	33.3	6	66.7	4	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	n/a	4.1	
04 Semi-Pro & Tech (Skill Level B)	7	2	28.6	5	71.4	5	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	3.9	
05 Super: Cler/Sale/Serv (Skill B)	1	0	0.0	1	100.0	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	2.0	
10 Clerical Workers (Skill Level C)	18	7	38.9	11	61.1	17	**	**	**	**	41.2	7	**	**	**	**	**	**	**	**	**	**	**	4.4	
13 Sales and Service (Skill Level D)	14	10	71.4	4	28.6	10	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	4.9	
ALL TOTALS	50	22	44.0	28	56.0	36	**	**	**	**	33.3	12	6	6	2.8	**	**	**	**	**	**	**	**	**	**

¹ Based on a number of surveys completed

Table 8.1(A)

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

September 30, 2004 Data

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	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#	# Men	% Men	# Women	% Women	Total Completed	Aboriginal Peoples Response of "Yes"				Visible Minorities Response of "Yes"				Persons With Disabilities Response of "Yes"				% Men	% Women	Aboriginal Peoples % Total	Visible Minorities % Total	% Persons With Disabilities		
							% ¹	#	#	#	% ¹	#	#	#	% ¹	#	#	#							
02 Middle and Other Managers	57	27	47.4	30	52.6	46	**	**	**	**	19.6	9	5	4	8.7	4	**	**	**	**	**	**	**	**	2.5
03 Professionals (Skill Level A)	490	232	47.3	258	52.7	401	**	**	**	**	24.4	98	45	53	2.2	9	3	6	46.6	53.4	1.5	16.4	34.4	4.1	
04 Semi-Pro & Tech (Skill Level B)	649	332	51.2	317	48.8	511	2.3	12	**	**	32.3	165	80	85	2.9	15	9	6	52.5	47.5	0.5	34.4	34.4	3.9	
05 Super: Cler/Sale/Serv (Skill B)	77	34	44.2	43	55.8	61	4.9	3	**	**	26.2	16	4	12	**	**	**	**	41.3	58.7	0.5	32.5	32.5	2.0	
06 Super: Man/Pro/Trad-Prim Ind (Skill B)	10	10	100.0	0	0.0	9	**	**	**	**	33.3	3	**	**	**	**	**	**	88.0	12.0	0.4	20.5	20.5	4.2	
07 Admin & Senr Cler (Skill Level B)	676	93	13.8	583	86.2	569	0.9	5	**	**	27.8	158	25	133	1.6	9	**	**	16.3	83.7	0.4	25.8	25.8	4.0	
08 Sales and Service (Skill Level B)	2	0	0.0	2	100.0	2	**	**	**	**	**	**	**	**	**	**	**	**	72.6	27.4	0.4	31.0	31.0	4.2	
09 Skilled Crafts & Trades (Skill Level B)	20	20	100.0	0	0.0	15	**	**	**	**	20.0	3	**	**	**	**	**	**	93.1	6.9	0.4	32.9	32.9	4.2	
10 Clerical Workers (Skill Level C)	843	128	15.2	715	84.8	714	2.2	16	**	**	30.3	216	30	186	2.8	20	3	17	22.3	77.7	0.5	37.6	37.6	4.4	
11 Sales and Service (Skill Level C)	57	3	5.3	54	94.7	36	**	**	**	**	25.0	9	**	**	**	**	**	**	51.4	48.6	0.3	27.1	27.1	4.6	
12 Semi-skilled Manual Workers (Skill C)	4	4	100.0	0	0.0	4	**	**	**	**	**	**	**	**	**	**	**	**	82.6	17.4	0.5	53.0	53.0	5.3	
13 Sales and Service (Skill Level D)	11	7	63.6	4	36.4	11	**	**	**	**	45.5	5	**	**	**	**	**	**	71.8	28.2	0.6	39.7	39.7	4.9	
14 Other Manual Workers (Skill Level D)	1	1	100.0	0	0.0	1	**	**	**	**	**	**	**	**	**	**	**	**	87.0	13.0	0.0	30.3	30.3	6.0	
ALL TOTALS	2897	891	30.8	2006	69.2	2380	1.6	38	6	32	28.7	684	201	483	2.5	60	20	40	46.8	53.2	0.5	34.4	34.4	4.1	

¹ Based on a number of surveys completed

Table 8.1(B)

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

EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	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#	# Men	% Men	# Women	% Women	Total Com- pleted	Aboriginal Peoples			Visible Minorities			Persons With Disabilities			% Men	% Women	Aboriginal Peoples % Total	Visible Minorities % Total	% Persons With Disabilities			
							Response of "Yes"			Response of "Yes"			Response of "Yes"										
							Total	Men	Women	Total	Men	Women	Total	Men	Women								
% ¹	#	#	#	% ¹	#	#	#	% ¹	#	#	#												
02 Middle and Other Managers	3	0	0.0	3	100.0	3	**	**	**	**	**	**	**	**	**	**	62.8	37.3	12	13.3	2.5		
03 Professionals (Skill Level A)	61	7	11.5	54	88.5	51	**	**	**	**	9.8	5	**	**	7.8	4	**	**	46.6	53.4	15	16.4	4.1
04 Semi-Pro & Tech (Skill Level B)	42	15	35.7	27	64.3	33	**	**	**	**	30.3	10	3	7	**	**	**	**	52.5	47.5	0.5	34.4	3.9
05 Super: Cler/Sale/Serv (Skill B)	3	0	0.0	3	100.0	3	**	**	**	**	**	**	**	**	**	**	**	**	41.3	58.7	0.5	32.5	*2.0
07 Admin & Senr Cler (Skill Level B)	57	6	10.5	51	89.5	44	**	**	**	**	20.5	9	**	**	6.8	3	**	**	16.3	83.7	0.4	25.8	4.0
10 Clerical Workers (Skill Level C)	90	16	17.8	74	82.2	72	**	**	**	**	20.8	15	**	**	**	**	**	**	22.3	77.7	0.5	37.6	4.4
11 Sales and Service (Skill Level C)	9	0	0.0	9	100.0	6	**	**	**	**	**	**	**	**	**	**	**	**	51.4	48.6	0.3	27.1	4.6
12 Semi-skilled Manual Workers (Skill C)	1	1	100.0	0	0.0	1	**	**	**	**	**	**	**	**	**	**	**	**	82.6	17.4	0.5	53.0	5.3
ALL TOTALS	266	45	16.9	221	83.1	213	**	**	**	**	18.8	40	9	31	4.2	9	**	8					

¹ Based on a number of surveys completed

Table 8.2(A)

September 30, 2004 data

USWA (FULL-TIME) ON TERM¹ APPOINTMENTS: BY SOURCE OF FUNDING BY DESIGNATED GROUP AND EXTERNAL AVAILABILITY DATA

SOURCE OF FUNDING	EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	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#	Men	Men %	#	Women %	Total Comp-leted	Aboriginal Peoples				Visible Minorities				Persons With Disabilities				Men %	Women %	Aboriginal Peoples % Total	Visible Minorities % Total	Persons With Disabilities % Total			
								Response of "Yes"				Response of "Yes"				Response of "Yes"											
						Total	Men			Women			Total	Men			Women										
						% ²	#	#	#	#	% ²	#	#	#	#	% ²	#	#	#								
Operating	02 Middle and Other Managers	4	1	25.0	3	75.0	4	**	**	**	**	**	**	**	**	**	**	**	**	**	**	62.8	37.3	1.2	13.3	2.5	
	03 Professionals (Skill Level A)	41	19	46.3	22	53.7	36	**	**	**	**	27.8	10	5	5	**	**	**	**	**	**	46.6	53.4	1.5	16.4	4.1	
	04 Semi-Pro & Tech (Skill Level B)	23	13	56.5	10	43.5	20	**	**	**	**	**	**	**	**	**	**	**	**	**	**	52.5	47.5	0.5	34.4	3.9	
	05 Super: Cler/Sales/Serv (Skill B)	2	0	0.0	2	100.0	1	**	**	**	**	**	**	**	**	**	**	**	**	**	**	41.3	58.7	0.5	32.5	*2.0	
	06 Super: Man/Pro/Trad-Prim Ind (Skill B)	1	1	100.0	0	0.0	1	**	**	**	**	**	**	**	**	**	**	**	**	**	**	88.0	12.0	0.4	20.5	*4.2	
	07 Admin & Senr Cler (Skill Level B)	36	3	8.3	33	91.7	27	**	**	**	**	25.9	7	**	**	**	**	**	**	**	**	16.3	83.7	0.4	25.8	4.0	
	10 Clerical Workers (Skill Level C)	55	9	16.4	46	83.6	48	6.3	3	**	**	31.3	15	**	**	**	**	**	**	**	**	22.3	77.7	0.5	37.6	4.4	
	11 Sales and Service (Skill Level C)	1	0	0.0	1	100.0	1	**	**	**	**	**	**	**	**	**	**	**	**	**	**	51.4	48.6	0.3	27.1	4.6	
	12 Semi-skilled Manual Workers (Skill C)	1	1	100.0	0	0.0	1	**	**	**	**	**	**	**	**	**	**	**	**	**	**	82.6	17.4	0.5	53.0	5.3	
	Subtotal		164	47	28.7	117	71.3	139	2.9	4	**	**	26.6	37	11	26	**	**	**	**	**	**	**	**	**	**	
	Ancillary	04 Semi-Pro & Tech (Skill Level B)	2	2	100.0	0	0.0	2	**	**	**	**	**	**	**	**	**	**	**	**	**	**	52.5	47.5	0.5	34.4	3.9
		07 Admin & Senr Cler (Skill Level B)	1	0	0.0	1	100.0	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	16.3	83.7	0.4	25.8	4.0
Subtotal		3	2	66.7	1	33.3	2	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**		
Grant	02 Middle and Other Managers	2	0	0.0	2	100.0	2	**	**	**	**	**	**	**	**	**	**	**	**	**	**	62.8	37.3	1.2	13.3	2.5	
	03 Professionals (Skill Level A)	40	11	27.5	29	72.5	30	**	**	**	**	33.3	10	3	7	**	**	**	**	**	**	46.6	53.4	1.5	16.4	4.1	
	04 Semi-Pro & Tech (Skill Level B)	88	33	37.5	55	62.5	67	4.5	3	**	**	37.3	25	10	15	**	**	**	**	**	**	52.5	47.5	0.5	34.4	3.9	
	05 Super: Cler/Sales/Serv (Skill B)	1	0	0.0	1	100.0	1	**	**	**	**	**	**	**	**	**	**	**	**	**	**	41.3	58.7	0.5	32.5	*2.0	
	07 Admin & Senr Cler (Skill Level B)	4	0	0.0	4	100.0	2	**	**	**	**	**	**	**	**	**	**	**	**	**	**	16.3	83.7	0.4	25.8	4.0	
10 Clerical Workers (Skill Level C)	15	0	0.0	15	100.0	13	**	**	**	**	7.7	**	**	**	**	**	**	**	**	**	22.3	77.7	0.5	37.6	4.4		
Subtotal		150	44	29.3	106	70.7	115	3.5	4	**	**	31.3	36	13	23	**	**	**	**	**	**	**	**	**			
Total Full-Time		317	93	29.3	224	70.7	256	3.1	8	**	**	28.9	74	25	49	1.2	3	**	**	**	**	**	**	**			

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

² Based on a number of surveys completed

Table 8.2(B)

September 30, 2004 data

USWA (PART-TIME) ON TERM¹ APPOINTMENTS:

SOURCE OF FUNDING	EMPLOYMENT EQUITY EEOG OCCUPATIONAL GROUP	UNIVERSITY OF TORONTO WORKFORCE														EXTERNAL AVAILABILITY STATISTICS										
							Aboriginal Peoples									Canada (EEOG 01-03) / Toronto (04-13)										
		Total#	Men	Men %	#	Women %	Total Comp-leted	Response of "Yes"				Response of "Yes"				Response of "Yes"				Men %	Women %	Aboriginal Peoples % Total	Visible Minorities % Total	Persons With Disabilities % Total		
								Total	Men			Women			Total	Men			Women							
						% ²	#	#	#	#	% ²	#	#	#	#	% ²	#	#	#							
Operating	03 Professionals (Skill Level A)	6	3	50.0	3	50.0	5	**	**	**	**	**	**	**	**	**	**	**	**	**	**	46.6	53.4	1.5	16.4	4.1
	04 Semi-Pro & Tech (Skill Level B)	1	0	0.0	1	100.0	1	**	**	**	**	**	**	**	**	**	**	**	**	**	**	52.5	47.5	0.5	34.4	3.9
	07 Admin & Senr Cler (Skill Level B)	9	2	22.2	7	77.8	8	**	**	**	**	**	**	**	**	**	**	**	**	**	**	16.3	83.7	0.4	25.8	4.0
	10 Clerical Workers (Skill Level C)	9	1	11.1	8	88.9	7	**	**	**	**	**	**	**	**	**	**	**	**	**	**	22.3	77.7	0.5	37.6	4.4
Subtotal		25	6	24.0	19	76.0	21	**	**	**	**	23.8	5	**	**	**	**	**	**	**	**	**	**	**		
Grant	03 Professionals (Skill Level A)	3	0	0.0	3	100.0	2	**	**	**	**	**	**	**	**	**	**	**	**	**	**	46.6	53.4	1.5	16.4	4.1
	04 Semi-Pro & Tech (Skill Level B)	4	0	0.0	4	100.0	4	**	**	**	**	**	**	**	**	**	**	**	**	**	**	52.5	47.5	0.5	34.4	3.9
	07 Admin & Senr Cler (Skill Level B)	1	0	0.0	1	100.0	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	16.3	83.7	0.4	25.8	4.0
	10 Clerical Workers (Skill Level C)	1	0	0.0	1	100.0	1	**	**	**	**	**	**	**	**	**	**	**	**	**	**	22.3	77.7	0.5	37.6	4.4
Subtotal		9	0	0.0	9	100.0	7	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**			
Total Part-Time		34	6	17.6	28	82.4	28	**	**	**	**	17.9	5	**	**	**	**	**	**	**	10.7	3	**	**		

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

² Based on a number of surveys completed

Table 9(A)

**TRAINING (MAJOR TRAINING TOPIC) FOR ADMINISTRATIVE STAFF: NON-UNION
AND UNION (FULL-TIME) BY STAFF CATEGORY AND DESIGNATED GROUP**

Sept 30, 2004 Data

Staff Category	Type of Seminar	All Employees										
		Total # of Participant Days for Workforce ³	Women		# of Participant Days for Staff Who Completed Surveys	Aboriginal Peoples		Visible Minorities		Persons with Disabilities		
			% Wkforce	% Days ¹		% Wkforce	% Days ¹	% Wkforce	% Days ¹	% Wkforce	% Days ¹	
Admin, Non-union	Staff Development	193		81.3	184		0.8		27.2		0.3	
	Computer Skills	120		84.9	112		0.0		33.2		3.1	
	Admin Mgmt Systems	275		85.6	257		2.7		34.0		0.2	
	Mgmt Development	402		82.3	377		0.1		24.2		1.5	
	Career & Life Planning	35		76.8	30		0.0		22.0		10.2	
	Env Health & Safety	12		58.3	12		0.0		41.7		0.0	
	Student Records System	1		100.0	1		0.0		100.0		0.0	
	TOTAL	1036		61.1	82.9	971		0.7	0.9	20.7	28.6	2.1
AVG DAYS ²	1.35	1.83			1.80		2.00			0.93		
USWA	Staff Development	711		88.5	620		1.2		32.0		1.1	
	Computer Skills	541		84.7	455		1.8		37.3		3.0	
	Admin Mgmt Systems	642		90.9	547		1.6		33.4		2.7	
	Mgmt Development	540		76.3	445		1.7		31.8		2.2	
	Career & Life Planning	92		82.0	81		0.0		34.0		5.6	
	Env Health & Safety	44		65.9	37		2.7		6.8		6.8	
	Student Records System	21		95.1	19		0.0		42.1		0.0	
	TOTAL	2589	69.2	85.2	2203	1.6	1.5	28.7	33.1	2.5	2.4	
AVG DAYS ²	0.89	1.10			0.87		1.07		0.88			
Administrative, Unionized	Staff Development	8		100.0	8		0.0		6.7		93.3	
	Computer Skills	14		71.4	10		0.0		0.0		60.0	
	Admin Mgmt Systems	5		60.0	4		0.0		42.9		0.0	
	Mgmt Development	64		0.0	59		0.0		0.0		36.4	
	Career & Life Planning	9		41.2	3		0.0		0.0		0.0	
	Env Health & Safety	6		58.3	1		0.0		0.0		0.0	
	TOTAL	106	41.5	26.5	84	2.7	0.0	22.9	2.4	4.7	41.1	
	AVG DAYS ²	0.10	0.06			0.00		0.01		0.91		
ALL ADMIN STAFF	Staff Development	912		87.1	811		1.1		30.7		1.8	
	Computer Skills	674		84.5	576		1.4		35.9		4.0	
	Admin Mgmt Systems	922		89.1	808		2.0		33.6		1.9	
	Mgmt Development	1006		73.8	881		0.9		26.4		4.2	
	Career & Life Planning	135		78.1	114		0.0		30.0		6.6	
	Env Health & Safety	62		63.7	50		2.0		15.2		5.1	
	Student Records System	21		95.2	20		0.0		43.6		0.0	
	TOTAL	3730	61.7	82.9	3257	1.7	1.3	26.1	31.0	2.9	3.1	

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

²"AVG DAYS" shows, within a given staff category, the average number of training days taken by the entire relevant workforce, which may be compared to the average number of training days taken by designated group members.

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

Table 9(B)

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

Sept 30, 2004 Data

Staff Category	Type of Seminar	All Employees									
		Total # of Participant Days for Workforce ³	Women		# of Participant Days for Staff Who Completed Surveys	Aboriginal Peoples		Visible Minorities		Persons with Disabilities	
			%Wkforce	%Days ¹		%Wkforce	%Days ¹	%Wkforce	%Days ¹	%Wkforce	%Days ¹
Admin ⁴ :	Staff Development	17		100.0	17	0.0		0.0		0.0	
	Computer Skills	10		80.0	10	0.0		20.0		0.0	
	Admin Mgmt Systems	4		100.0	4	0.0		14.3		0.0	
	Mgmt Development	50		96.0	49	0.0		4.1		0.0	
	Career & Life Planning	1		100.0	1	0.0		50.0		0.0	
	TOTAL	81	88.9	95.1	80	0.0	0.0	10.7	6.3	0.0	0.0
	AVG DAYS²	2.25	2.41		n/a		n/a		n/a		
USWA	Staff Development	24		95.8	23	0.0		48.9		0.0	
	Computer Skills	41		88.9	37	0.0		35.6		0.0	
	Admin Mgmt Systems	42		84.5	28	0.0		32.7		7.3	
	Mgmt Development	8	100.0		8	0.0		0.0		0.0	
	Career & Life Planning	19		94.6	17	0.0		2.9		23.5	
	Env Health & Safety	5	100.0		5	0.0		0.0		0.0	
	Student Records System	3	100.0		2	0.0		0.0		0.0	
	TOTAL	141	83.1	90.7	118	0.0	0.0	18.8	28.4	4.2	5.1
	AVG DAYS²	0.53	0.58		0.00		0.84		0.67		
ALL ADMIN STAFF	Staff Development	41		97.5	39	0.0		28.2		0.0	
	Computer Skills	51		87.1	47	0.0		32.3		0.0	
	Admin Mgmt Systems	46		85.9	31	0.0		30.6		6.5	
	Mgmt Development	58		96.5	57	0.0		3.5		0.0	
	Career & Life Planning	20		94.9	18	0.0		5.6		22.2	
	Env Health & Safety	5	100.0		5	0.0		0.0		0.0	
	Student Records System	3	100.0		2	0.0		0.0		0.0	
	TOTAL	222	79.8	92.3	198	0.0	0.0	19.9	19.4	3.6	3.0

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

²"AVG DAYS" shows, within a given staff category, the average number of training days taken by the entire relevant workforce, which may be compared to the average number of training days taken by designated group members.

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

⁴"Admin" also includes 2.5 days for part-time Unionized staff.

Table 10

PROMOTIONS BY STAFF CATEGORY BY DESIGNATED GROUP

September 30, 2004 data		UNIVERSITY OF TORONTO WORKFORCE														
		All Employees						Survey Respondents								
STAFF CATEGORY	Total#	#		% ³		Wkforce	Total Completed	Aboriginal Peoples			Visible Minorities			Persons With Disabilities		
		Men	Men	Women	Women			#	% ⁴	% ³	#	% ⁴	% ³	#	% ⁴	% ³
Academic: Promotions ¹ to Full Professor	53	37	69.8	16	30.2	38.2	36	**	**	**	4	11.1	9.5	**	**	**
Clinical: Promotions ² to Full Professor	9	7	77.8	2	22.2	26.7	6	**	**	**	**	**	**	**	**	**
Administrative, Non-Unionized	57	11	19.3	46	80.7	61.1	54	**	**	**	15	27.8	20.7	**	**	**
USWA	216	58	26.9	158	73.1	69.2	182	3	1.6	1.6	56	30.8	28.7	3	1.6	2.5
Administrative, Unionized	54	32	59.3	22	40.7	41.5	45	**	**	**	9	20.0	22.9	**	**	**

¹Promotions are defined by: (a) Academics: only promotions to Full Professor in Tenure Stream are shown (all but one are from Associate Professor); (b) Clinical: promotion to Full Professor only; (c) Admin Non-Union staff: a position change with salary increase; (d) Unionized staff: a salary increase.

²Promotions are determined by comparing September 2003 to September 2004 data only. Of the 389 promotions shown, 377 are full-time.

³"% Wkfrc" shows % of relevant full-time workforce, to be used as a comparator. For Academic, the comparator is Associate Professors in Tenure Stream. For Clinical, the comparator is Associate Professors holding clinical appointments in the Faculty of Medicine.

⁴ Based on a number of surveys completed

September 30, 2004 data

Table 10.1 REPRESENTATION OF AVERAGE YEARS FOR PROMOTION TO FULL PROFESSOR

STAFF CATEGORY	Total		Men		Women	
	#	Avg Years	#	Avg Years	#	Avg Years
Academic: Promotions to Full Professor	53	8.46	37	8.06	16	9.39
Clinical: Promotions to Full Professor	9	7.62	7	8.80	2	3.51

Table 11(A)

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

September 30, 2004 Data

STAFF CATEGORY		All Employees		Survey Respondents							
		Total # of Exits	Women		# of Exits with Completed Surveys	Aboriginal Peoples		Visible Minorities		Persons with Disabilities	
			% of Workforce	% of Exits		% of Workforce	% of Exits	% of Workforce	% of Exits	% of Workforce	% of Exits
Faculty: Tenure Stream	73	29.5	16.4	48	0.4	0.0	11.3	8.3	2.4	0.0	
Normal Retirements	12		16.7	9		0.0		0.0		0.0	
Early Retirements	40		15.0	23		0.0		8.7		0.0	
Expiry of Appointment	2		100.0	1		0.0		0.0		0.0	
Terminations for Caus	0		0.0	0		0.0		0.0		0.0	
Resignations	17		11.8	13		0.0		15.4		0.0	
Deceased	2		0.0	2		0.0		0.0		0.0	
Faculty: Non-TS	44	40.7	40.9	25	0.9	0.0	16.1	8.0	1.4	4.0	
Normal Retirements	1		0.0	0		/0		/0		/0	
Early Retirements	14		21.4	9		0.0		22.2		11.1	
Expiry of Appointment	10		60.0	7		0.0		0.0		0.0	
Resignations	17		47.1	8		0.0		0.0		0.0	
Terminations for Caus	1		0.0	0		/0		/0		/0	
Deceased	1		100.0	1		0.0		0.0		0.0	
Professional Librarians	9	70.3	88.9	7	0.9	0.0	12.6	28.6	2.7	0.0	
Normal Retirements	2		100.0	2		0.0		0.0		0.0	
Early Retirements	1		100.0	1		0.0		0.0		0.0	
Expiry of Appointment	1		100.0	0		/0		/0		/0	
Resignations	5		80.0	4		0.0		50.0		0.0	
Research Associates	30	32.1	26.7	23	0.0	0.0	38.1	43.5	1.1	4.3	
Normal Retirements	1		0.0	0		/0		/0		/0	
Early Retirements	1		0.0	1		0.0		100.0		0.0	
Expiry of Appointment	5		20.0	3		0.0		33.3		0.0	
Resignations	21		28.6	18		0.0		44.4		5.6	
Layoff	2		50.0	1		0.0		0.0		0.0	
Deceased	0		0.0	0		0.0		0.0		0.0	
Admin, Non-union	42	61.1	61.9	41	0.7	4.9	20.7	12.2	2.1	4.9	
Normal Retirements	1		100.0	1		0.0		0.0		0.0	
Early Retirements	16		62.5	15		0.0		20.0		6.7	
Expiry of Appointment	0		0.0	0		0.0		0.0		0.0	
Terminations for Caus	2		100.0	2		0.0		50.0		0.0	
Resignations	15		66.7	15		6.7		0.0		6.7	
Layoff	6		50.0	6		0.0		16.7		0.0	
Deceased	1		0.0	1		0.0		0.0		0.0	
Admin, Unionized	44	41.5	45.5	26	2.7	3.8	22.9	23.1	4.7	0.0	
Normal Retirements	3		66.7	2		0.0		0.0		0.0	
Early Retirements	22		50.0	12		0.0		25.0		0.0	
Terminations for Caus	5		20.0	2		0.0		0.0		0.0	
Resignations	13		46.2	9		11.1		22.2		0.0	
Layoff	1		0.0	1		0.0		100.0		0.0	
USWA	192	69.2	68.8	165	1.6	1.8	28.7	29.7	2.5	4.2	
Normal Retirements	2		100.0	1		0.0		0.0		0.0	
Early Retirements	30		53.3	26		0.0		34.6		19.2	
Expiry of Appointment	13		76.9	13		7.7		30.8		15.4	
Terminations for Caus	6		16.7	6		0.0		66.7		0.0	
Resignations	114		71.1	96		1.0		27.1		0.0	
Layoff	25		80.0	21		4.8		28.6		0.0	
Deceased	2		100.0	2		0.0		0.0		0.0	

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

Table 11(B)

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

September 30, 2004 Data

		All Employees			Survey Respondents						
		Total	Women		# of Exits with Completed Surveys	Aboriginal Peoples		Visible Minorities		Persons with Disabilities	
STAFF CATEGORY	REASON FOR LEAVING	# of Exits	% of Workforce ²	% of Exits		% of Workforce	% of Exits	% of Workforce	% of Exits	% of Workforce	% of Exits
Faculty: Tenure Stream		2	30.8	0.0	1	10.0	0.0	10.0	0.0	10.0	0.0
	Early Retirements	2		0.0	1		0.0		0.0		0.0
Faculty: Non-TS		52	45.8	46.2	23	1.5	0.0	9.3	8.7	1.5	4.3
	Early Retirements	5		20.0	5		0.0		0.0		20.0
	Expiry of Appointment	30		36.7	11		0.0		18.2		0.0
	Resignations	15		73.3	6		0.0		0.0		0.0
	Normal Retirements	1		100.0	1		0.0		0.0		0.0
Professional Librarians		2	72.2	100.0	1	0.0	0.0	6.7	0.0	6.7	0.0
	Early Retirements	1		100.0	1		0.0		0.0		0.0
	Expiry of Appointment	1		100.0	0		/0		/0		/0
Research Associates		6	38.1	33.3	6	0.0	0.0	33.3	50.0	0.0	0.0
	Early Retirements	1		0.0	1		0.0		100.0		0.0
	Expiry of Appointment	4		25.0	4		0.0		50.0		0.0
	Resignations	1		100.0	1		0.0		0.0		0.0
Admin, Non-union		4	88.9	100.0	4	0.0	0.0	10.7	0.0	0.0	0.0
	Early Retirements	1		100.0	1		0.0		0.0		0.0
	Expiry of Appointment	1		100.0	1		0.0		0.0		0.0
	Resignations	2		100.0	2		0.0		0.0		0.0
Admin, Unionized		4	56.0	0.0	2	0.0	0.0	33.3	0.0	2.8	0.0
	Terminations for Cause	1		0.0	1		0.0		0.0		0.0
	Resignations	1		0.0	1		0.0		0.0		0.0
	Layoff	2		0.0	0		/0		/0		/0
USWA		33	83.1	90.9	27	0.0	0.0	18.8	29.6	4.2	0.0
	Normal Retirements	1		100.0	1		0.0		100.0		0.0
	Early Retirements	2		100.0	2		0.0		0.0		0.0
	Expiry of Appointment	3		66.7	2		0.0		50.0		0.0
	Resignations	19		89.5	16		0.0		31.3		0.0
	Layoff	8		100.0	6		0.0		16.7		0.0

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

² "% of Workforce" represents percentage of relevant part-time workforce only.

Table 12(A)

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

September 30, 2004 Data

STAFF CATEGORY	All Employees			Survey Respondents												
	# of New Hires ¹	Women		# of New Hires with Completed Surveys	Aboriginal Peoples				Visible Minorities				Persons with Disabilities			
		% of Workforce	% of New Hires		% of Workforce	% of New Hires	# Men	# Women	% of Workforce	% of New Hires	# Men	# Women	% of Workforce	% of New Hires	# Men	# Women
Faculty	160	32.9	40.0	112	0.6	0.9	**	**	12.7	26.8	17	13	2.1	0.0	**	**
Tenure Stream	100	29.5	35.0	70	0.4	0.0	**	**	11.3	25.7	11	7	2.4	0.0	**	**
Clinical Non-TS in Medicine	0	28.4	0.0	0	0.4	0.0	**	**	17.2	0.0	0	0	1.7	0.0	**	**
Non-TS CLTA/Other ²	32	37.6	37.5	22	1.0	4.5	**	**	13.9	22.7	3	2	3.0	0.0	**	**
Other Academics ⁶	28	57.7	60.7	20	1.4	0.0	**	**	16.0	35.0	3	4	0.5	0.0	**	**
Professional Librarians	15	70.3	80.0	11	0.9	0.0	**	**	12.6	27.3	1	2	2.7	0.0	**	**
Research Associates	69	32.1	18.8	49	0.0	0.0	**	**	38.1	32.7	15	1	1.1	0.0	**	**
Administrative, Non-unionized ⁴	46	61.1	63.0	35	0.7	2.9	**	**	20.7	22.9	0	8	2.1	0.0	**	**
Continuing	40		65.0	31		3.2	**	**		22.6	0	7		0.0	**	**
Term ³	6		50.0	4		0.0	**	**		25.0	0	1		0.0	**	**
USWA	310	69.2	72.3	244	1.6	1.6	**	**	28.7	27.5	15	52	2.5	1.6	**	**
Administrative, Unionized ⁵	102	41.5	40.2	77	2.7	3.9	**	**	22.9	14.3	7	4	4.7	2.6	**	**
ALL STAFF	702		54.6	528		1.7	6	3		25.6	55	80		1.1	3	3

¹ New Hires for Tenure Stream Faculty are new appointments from October 1, 2003 to September 30, 2004, 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, 2003 to Sept. 30, 2004 inclusive.

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

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

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

⁵ 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				Survey Respondents											
	# of New Hires ¹	Women		# of New Hires with Completed Surveys	Aboriginal Peoples				Visible Minorities				Persons with Disabilities			
		% of Workforce	% of New Hires		% of Workforce	% of New Hires	# Men	# Women	% of Workforce	% of New Hires	# Men	# Women	% of Workforce	% of New Hires	# Men	# Women
Faculty	94	45.3	51.1	23	1.9	0.0	**	**	9.3	8.7	**	**	1.9	0.0	**	**
Tenure Stream	1	30.8	0.0	0	10.0	0.0	**	**	10.0	0.0	**	**	10.0	0.0	**	**
Non-TS CLTA/Other ²	13	50.0	76.9	4	0.0	0.0	**	**	12.7	0.0	**	**	0.0	0.0	**	**
Other Academics ⁶	80	54.6	47.5	19	0.0	0.0	**	**	7.6	10.5	**	**	0.0	0.0	**	**
Professional Librarians	4	72.2	25.0	2	0.0	0.0	**	**	6.7	0.0	**	**	6.7	0.0	**	**
Research Associates	6	38.1	16.7	2	0.0	0.0	**	**	33.3	50.0	**	**	0.0	0.0	**	**
Administrative, Non-unionized	3	88.9	66.7	1	0.0	0.0	**	**	10.7	0.0	**	**	0.0	0.0	**	**
Term ³	3		66.7	1		0.0	**	**		0.0	**	**		0.0	**	**
USWA	34	83.1	82.4	23	0.0	0.0	**	**	18.8	43.5	3	7	4.2	0.0	**	**
Administrative, Unionized ⁵	7	56.0	42.9	6	0.0	0.0	**	**	33.3	33.3	**	**	2.8	0.0	**	**
ALL STAFF	148		56.1	57		0.0	**	**		26.3	8	7		0.0	**	**

¹ New hires are defined as employees hired externally, i.e. from outside University of Toronto, for Oct. 1, 2003 to Sept. 30, 2004 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.

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, 2003 SEPTEMBER 30, 2004
BY DEPARTMENTAL GROUPS*

Group	Positions	# Applicants			# Interviewed			# Hired F/M		% Female Hired	% of Female PhDs
		Female	Male	Total	Female	Male	Total	Female	Male		
1	19	380	336	716	36	29	65	9	10	47%	66%
2	13	274	314	588	28	28	56	4	9	31%	53%
3	39	430	1,166	1,596	65	113	178	13	26	33%	36%
4	12	157	1,024	1,181	8	39	47	3	9	25%	21%
5	16	154	807	961	16	47	63	1	15	6%	13%
Totals:	99	1,395	3,647	5,042	153	256	409	30	69		
% Total 03/04	99	27.7%			37.4%			30.3%			
% Total 02/03	123	27.3%			36.3%			39.0%			
% Total 01/02	143	28.7%			36.5%			34.3%			
% Total 00/01	120	26.8%			31.8%			35.8%			
% Total 99/00	108	28.0%			32.5%			33.3%			
% Total 98/99	102	34.7%			36.7%			37.3%			

* Departmental groups were established by placing together fields with a similar percentage of doctorates awarded to women in Canadian Graduate Schools from 1998 - 2000.

Key to Departmental Groups:

Group One (women constitute 60% or more of recent PhDs): Education, English, Fine Arts, Occupational Therapy, Physical Therapy, Psychology, Social Work, & Speech Language Pathology.

Group Two (women constitute 45 to 59% of recent PhDs): Anthropology, Botany, Classics, Community Health (Public Health Sciences, Health Policy Management & Evaluation), Pharmacy, & Sociology.

Group Three (women constitute 30 to 44% of recent PhDs): Chemistry, Geography, History, Information Studies, Law, Basic Medical Sciences (Anatomy, Biochemistry, Physiology, Immunology, Genetics, Nutritional Sciences, Pharmacology, Pathology), Management, Music, Political Science, Study of Religion, & Zoology.

Group Four (women constitute 15 to 29% of recent PhDs): Computer Science, Dentistry, Economics, Mathematics & Statistics, & Philosophy.

Group Five (women constitute less than 15% of recent PhDs): Astronomy, Astrophysics, Engineering, Engineering (Aerospace, Chemical, Civil, Electrical & Computer, Mechanical & Industrial, Metallurgy and Materials Science), Physics.

