OUR COMMUNITY OUR DIVERSITY

2018 Employee Diversity Self-ID Report

Ryerson University

Office of the Vice-President, Equity & Community Inclusion

Proudly diverse, intentionally inclusive: it takes all of us.

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"Our values put equity, diversity and inclusion at the foundation of university life."

Dr. Mohamed Lachemi, President and Vice-Chancellor, Ryerson University

"We need to better understand how privilege plays a role in people's progress, and what we can all do to create an equitable and inclusive workplace."

We know that reporting on the diversity of our community on a consistent basis enables us to know how we are improving in the areas of equity, diversity and inclusion. When you explore Ryerson's 2018 Employee Diversity Self-ID Report, you will notice progress made since our two previous reports. At the same time, our students and community have become even more diverse, which challenges the university to go even farther and change faster.

This report reveals growth in the diversity of underrepresented faculty and staff, while in some cases, several gaps remain or are expanding. The data also shows there are opportunities for greater inclusion of equity groups such as Indigenous Peoples and persons with disabilities. Greater inclusion of groups that have been historically marginalized would positively impact scholarly, research and creative (SRC) activities and teaching; benefiting our students' learning and understanding of the complex world in which we live.

Since we first started collecting employee diversity self-ID data in 2014, our work has received substantial positive feedback from across different sectors, including post-secondary, municipal and health. However, if we are to move forward as leaders in the field, it is important for us to step back, assess our progress and ask those tough questions. How well are we doing with the recruitment, representation and retention of faculty and staff from equity groups? Where have we gained and lost ground? Where do gaps persist?

What can we do together to further remove barriers and promote the inclusion of all Ryerson employees?

After reviewing the report, we trust you will agree that inclusion should continue to be a priority at Ryerson. We must go beyond the numbers and fully explore how people's identities, and intersectionalities within those identities, impact our employees and by extension, our community. Further, we need to better understand how privilege plays a role in people's progress, and what we can all do to create an equitable and inclusive workplace.

Over the past few years, the Office of the Vice-President, Equity and Community Inclusion has been identified as a leader in equity, diversity and inclusion. This can be attributed in part to our commitment to transparency in reporting our progress. And, it is also because we continue to identify and address historic and current disadvantages for underrepresented and marginalized groups in our community, creating a workplace climate whereby we all can thrive.

We look forward to hearing how these goals can be achieved in your unit. Please send your feedback about Ryerson's 2018 Employee Diversity Self-ID Report to **equity@ryerson.ca**.

Dr. Denise O'Neil Green
Vice-President, Equity and Community Inclusion

About the 2018 Employee Diversity Self-ID Report

This is the latest Employee Diversity Self-ID Report, providing a snapshot from which to measure our progress in advancing workplace equity, diversity and inclusion at Ryerson. The report provides information about the recruitment, representation and retention of employees from five equity groups: women, racialized people, Aboriginal Peoples, persons with disabilities and 2SLGBTQ+ people.
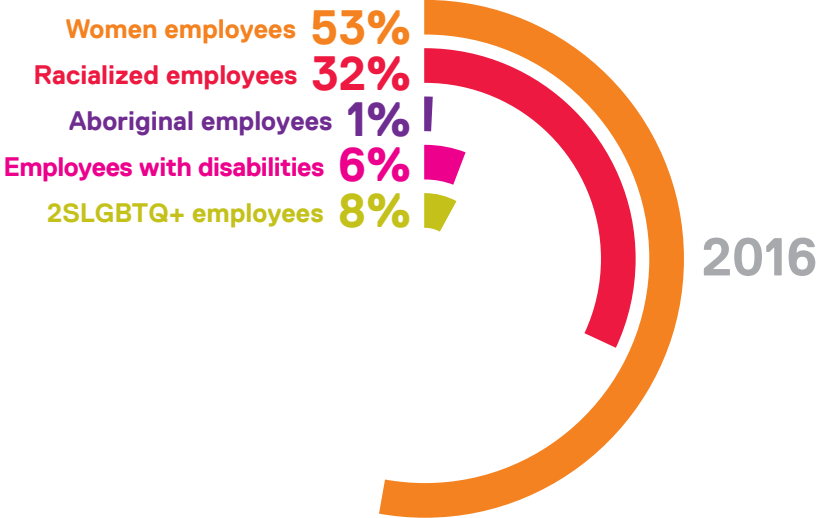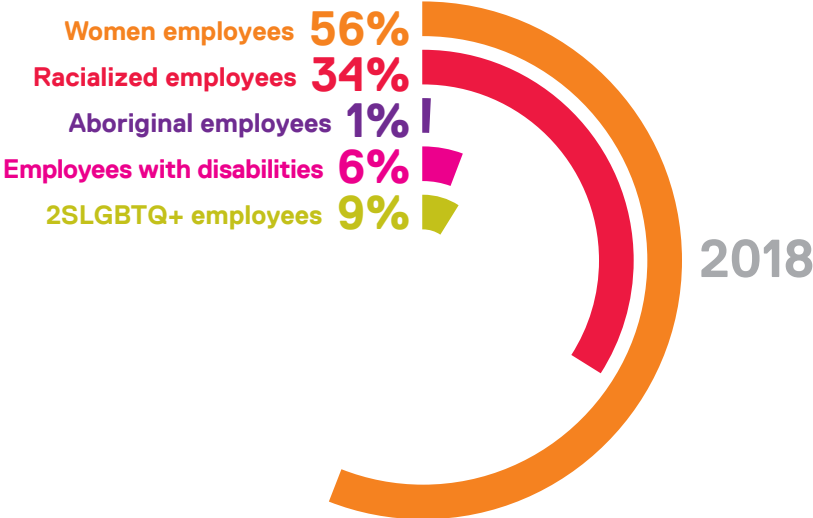
The report focuses on 2018 data, providing information on changes since the last report, to track our progress towards reaching our aspirational goal of having faculty and staff who reflect our students and our community.

By March of 2018, over 6,000 employees had completed the Diversity Self-ID, from all employee groups and from across the university. The response rate for all employees was 87 percent (an increase from 83 percent in 2016), with a 96 percent response rate for full-time faculty (an increase from 93 percent in 2016) and a 92 percent response rate for staff (an increase from 89 percent in 2016).
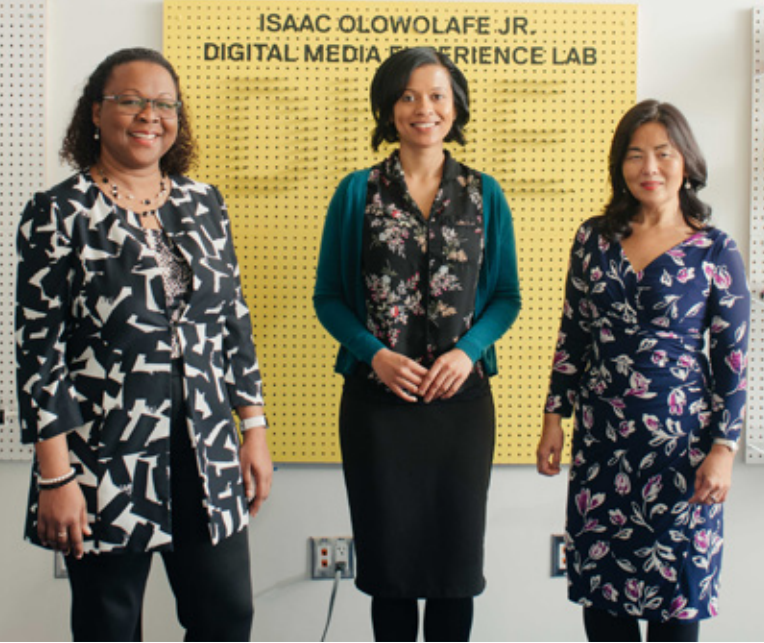
For additional detailed data visualizations, and information about terminology and data sources, visit the Employee Diversity Self-ID website at **ryerson.ca/diversity-self-id/employees**.

In this report, we are also presenting a special focus section on Aboriginal Peoples. This section provides further insights into the barriers to employment for Indigenous Peoples and what Ryerson is doing to remove these barriers and increase the representation of First Nations, Inuit and Métis people at the university.

Overall representation of Ryerson employees in the five equity groups

Women employees **56%**
Racialized employees **34%**
Aboriginal employees **1%**
Employees with disabilities **6%**
2SLGBTQ+ employees **9%**

2018

Women employees **53%**
Racialized employees **32%**
Aboriginal employees **1%**
Employees with disabilities **6%**
2SLGBTQ+ employees **8%**

2016

Women employees **50%**
Racialized employees **31%**
Aboriginal employees **2%**
Employees with disabilities **6%**
2SLGBTQ+ employees **8%**

2014

Women employees

Definition and intersectionality

Women include persons who identify as women, including cisgendered (a person whose gender identity matches the sex that they were assigned at birth) and trans, male-to-female (MTF). There is a separate equity group for 2SLGBTQ+ employees.

Women make up the largest equity group and include a diverse range of intersecting identities, such as race, disability, ethnicity, religion or creed, age, sexual orientation and more. Some of these intersecting identities may confer advantages and others may confer disadvantages. The data visualizations on the university's Diversity Self-ID website provide more details on women employees at the university and intersections with other equity groups.

Representation

| 2014	+3%	2016	+3%	2018
50%		**53%**		**56%**
Women employees		Women employees		Women employees
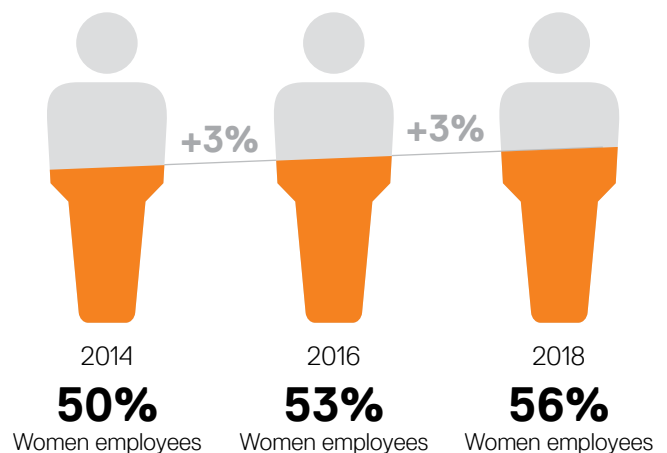
A trend of increasing representation of women employees at Ryerson University continued.

COMPARISON OF WOMEN FULL-TIME FACULTY REPRESENTATION WITH WOMEN STUDENT REPRESENTATION
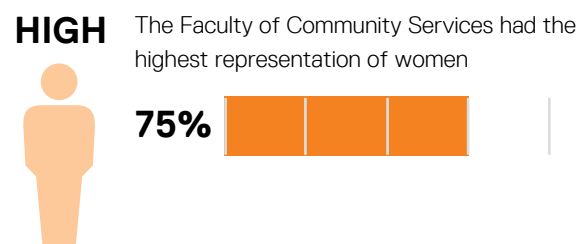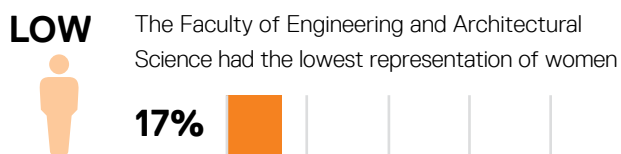
2018
14% gap

42% Women full-time faculty

56% Women students

2016
13% gap

41% Women full-time faculty
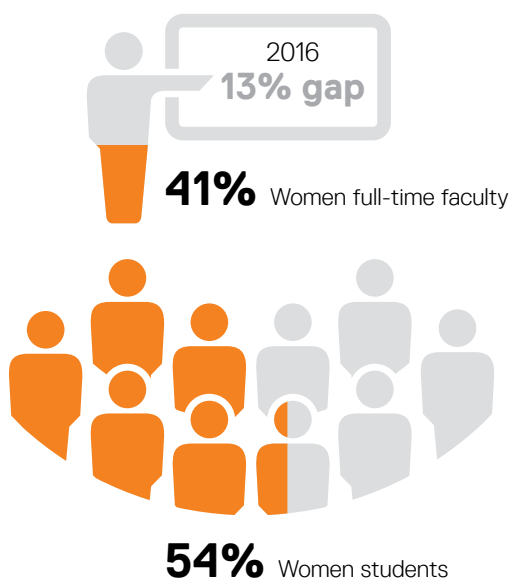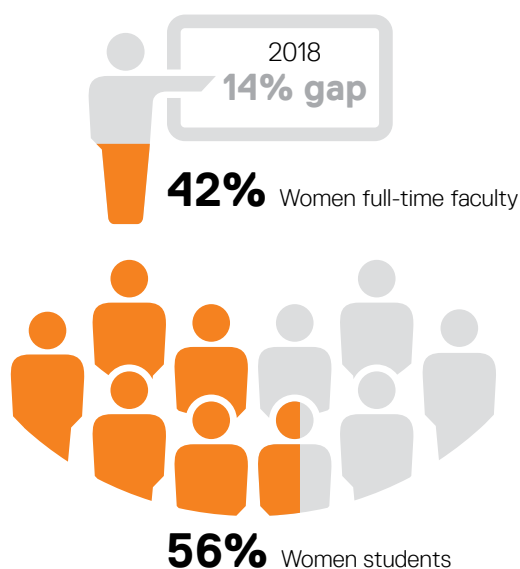
54% Women students

The gap in representation increased by one percent in 2018 because, although the representation of women full-time faculty increased, there was a larger increase in the representation of women students.

Women Ryerson staff **60%**

Women in GTA population **52%**
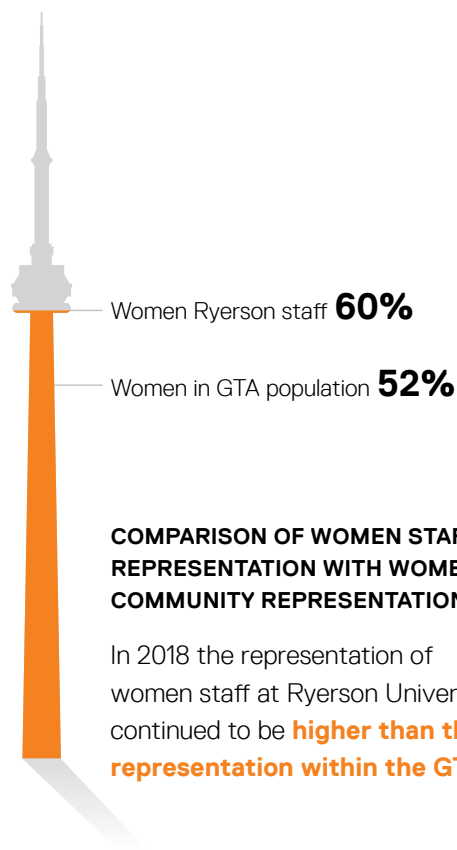
COMPARISON OF WOMEN STAFF REPRESENTATION WITH WOMEN COMMUNITY REPRESENTATION

In 2018 the representation of women staff at Ryerson University continued to be **higher than the representation within the GTA.**
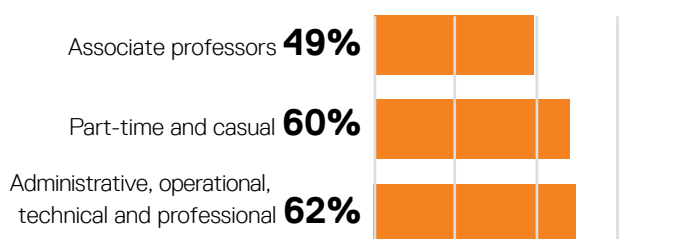
FACULTIES WITH THE HIGHEST AND LOWEST REPRESENTATION OF FULL-TIME WOMEN FACULTY

LOW The Faculty of Engineering and Architectural Science had the lowest representation of women

17%

HIGH The Faculty of Community Services had the highest representation of women

75%

The Faculty of Engineering and Architectural Science had a substantial increase in the representation of women full-time faculty (from 13 percent in 2016) although it remained the faculty with the lowest representation.

HIGHER AND LOWER REPRESENTATION OF WOMEN EMPLOYEES BY TYPE OF WORK

Women at Ryerson University continued to have a relatively low representation in postdoctoral fellow, and maintenance and trades positions, as well as at the rank of full professor. This was contrasted with relatively high representation in administrative, operational, technical and professional support, part-time and casual jobs, and at the rank of associate professor.
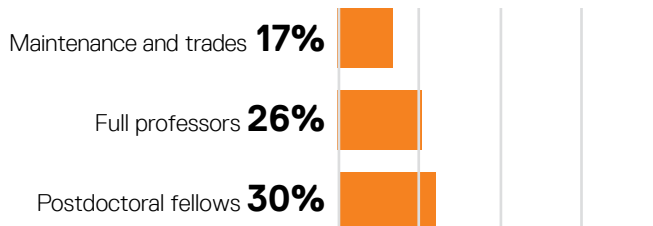
LOW

Maintenance and trades **17%**

Full professors **26%**

Postdoctoral fellows **30%**

HIGH

Associate professors **49%**

Part-time and casual **60%**

Administrative, operational, technical and professional **62%**

ADMINISTRATIVE/ACADEMIC SUPPORT AREAS WITH THE HIGHEST AND LOWEST REPRESENTATION OF WOMEN STAFF

LOW Computing and Communication Services had the lowest representation of women
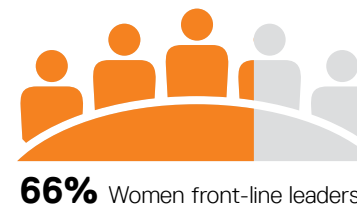
22%

HIGH Human Resources had the highest representation of women

82%

Human Resources and Computing and Communication Services continued to have the highest and lowest representation of full-time women staff in 2018.

RYERSON WOMEN IN LEADERSHIP

59% Women senior leaders

49% Women mid-level leaders

66% Women front-line leaders

Women represented about **half or more** of leaders at Ryerson in 2018.

Recruitment and retention

The voluntary turnover rate for women full-time faculty was half the rate of full-time faculty who did not identify as women, and the rate for women staff continued to be comparable to that of staff who did not identify as women.

WOMEN STAFF CAREER PROGRESSION

Women staff continued to represent the majority of staff career progressions in 2017 and 2018 combined.

62%

WOMEN FULL-TIME FACULTY HIRES AND EXITS

53% of full-time faculty **hires** were women in 2017 to 2018 combined

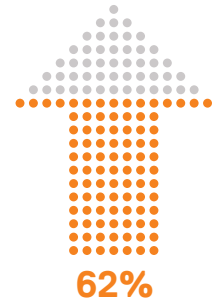**45%** of tenure-track faculty **exits** were women from 2014 to 2018

WOMEN FULL-TIME FACULTY PROMOTION

As in 2016, women continued to represent **half** of full-time faculty promotions (including promotions to tenure and to full professor rank) in 2017 and 2018 combined.

WOMEN STAFF HIRES AND EXITS

62% of staff **hires** were women in 2017 and 2018 combined

61% of staff **exits** were women from 2014 to 2018

> " Instead of trying to 'fix the women' we need to change the culture that creates barriers to women in engineering. To do that, men need to come into the conversation, managers need to be part of it, policies need to be changed — the entire system needs to change to shift that culture. "
>
> *Nika Zolfaghari, Manager, Equity and Community Inclusion, Faculty of Engineering and Architectural Science*
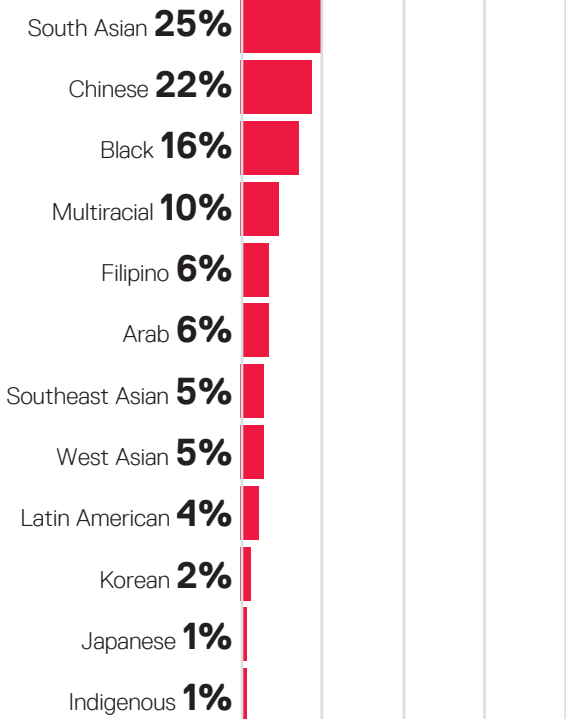
Racialized employees

Definition

The term "racialized" includes all people of colour, sometimes referred to as racial minorities in the United States and Canada, who are not White or Caucasian.

This terminology recognizes that, through the process of racialization, Western societies have created ideas of race as real, different and unequal, which negatively impacts individuals' economic, political and social lives if they are not identified as White.
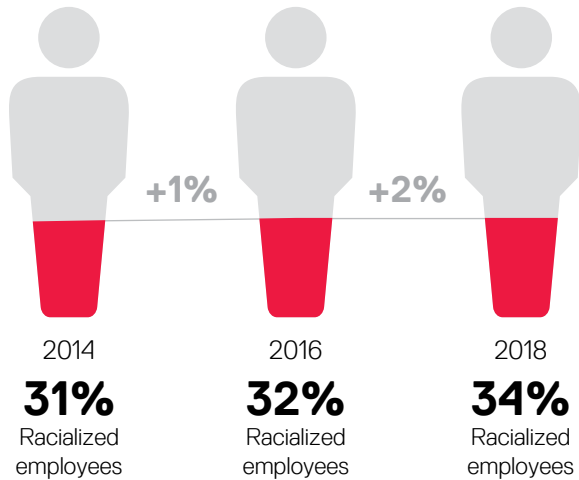
DIVERSITY OF RACIALIZED EMPLOYEES
There is a wide range of diversity within the racialized employees' equity group, which draws attention to the ways in which different racialized groups in Canada experience disparate barriers to employment.

RYERSON REPRESENTATION OF RACIALIZED EMPLOYEES BY RACIALIZED GROUP

Group	Percentage
South Asian	25%
Chinese	22%
Black	16%
Multiracial	10%
Filipino	6%
Arab	6%
Southeast Asian	5%
West Asian	5%
Latin American	4%
Korean	2%
Japanese	1%
Indigenous	1%

Representation

+1%   +2%

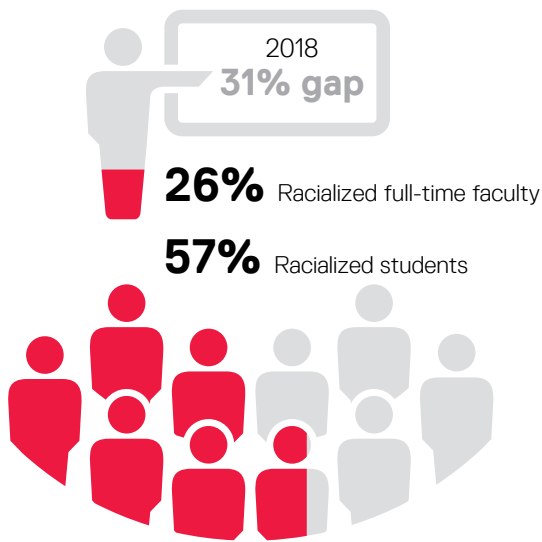| 2014	2016	2018
31%	**32%**	**34%**
Racialized employees	Racialized employees	Racialized employees

The representation of racialized employees at Ryerson continued an upward trend from 2014.

COMPARISON OF RACIALIZED FULL-TIME FACULTY REPRESENTATION WITH RACIALIZED STUDENT REPRESENTATION

2018
31% gap

**26%** Racialized full-time faculty

57% Racialized students

The gap decreased by one percent from 2016 to 2018 because although the student representation increased, there was a larger increase in the representation of racialized full-time faculty.

Racialized GTA population **51%**

16% gap

Racialized Ryerson staff **35%**

COMPARISON OF RACIALIZED STAFF REPRESENTATION WITH RACIALIZED COMMUNITY REPRESENTATION

The representation of racialized staff increased between 2016 and 2018. However, there was a larger increase in the representation of racialized people in the GTA, such that the **gap increased by one percent in 2018.**

RYERSON RACIALIZED EMPLOYEES IN LEADERSHIP

21% Racialized senior leaders

24% Racialized mid-level leaders

30% Racialized front-line leaders
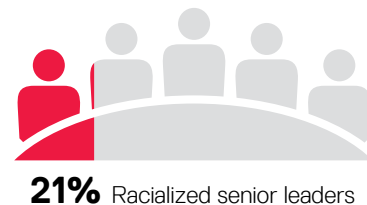
Representation of **racialized employees in mid-level leadership substantially increased** from 16 percent in 2014. Representation in front-line leadership increased modestly from 27 percent in 2014.

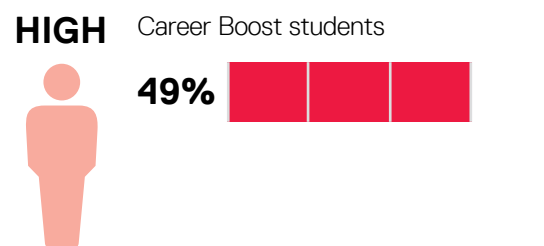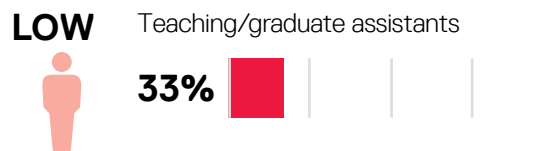## HIGHER AND LOWER REPRESENTATION OF RACIALIZED EMPLOYEES BY TYPE OF WORK

The representation of racialized **continuing education lecturers** decreased an additional three percent from 2016 to 2018. This employee group had the lowest representation of racialized employees.

21%

Racialized employees continued to have the highest representation amongst **part-time and casual employees** in 2018 compared with other employee groups.

38%
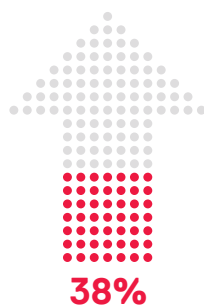
HIGHER AND LOWER REPRESENTATION OF RACIALIZED PEOPLE IN EMPLOYEE GROUPS PRIMARILY COMPRISED OF STUDENTS

LOW Teaching/graduate assistants

33%

HIGH Career Boost students

49%

In 2018 there continued to be a substantial difference between the representation of racialized Career Boost students and racialized teaching/graduate assistants.

FACULTIES WITH THE HIGHEST AND LOWEST REPRESENTATION OF RACIALIZED FULL-TIME FACULTY

In 2018, the Faculty of Science had the lowest representation of racialized full-time faculty. The Faculty of Communication and Design -- which previously had the lowest representation -- increased representation from 12 to 16 percent between 2016 and 2018.
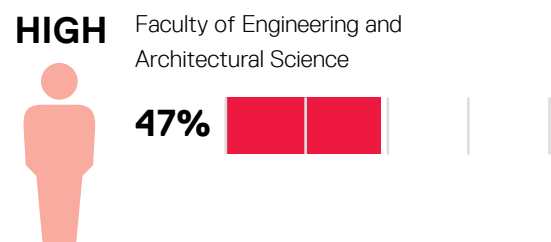
LOW Faculty of Science

13%

HIGH Faculty of Engineering and Architectural Science

47%

ADMINISTRATIVE/ACADEMIC SUPPORT AREAS WITH THE HIGHEST AND LOWEST REPRESENTATION OF RACIALIZED STAFF

In 2018, University Advancement had the lowest representation of racialized staff. The Library -- which previously had the lowest representation -- increased representation from 24 to 26 percent between 2016 and 2018.

LOW University Advancement staff

24%

HIGH The G. Raymond Chang School of Continuing Education staff

51%
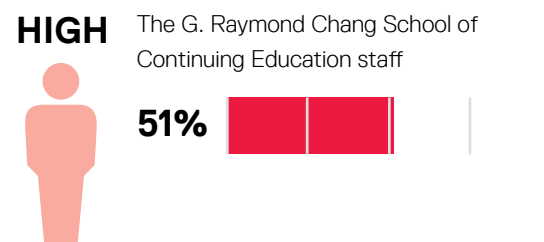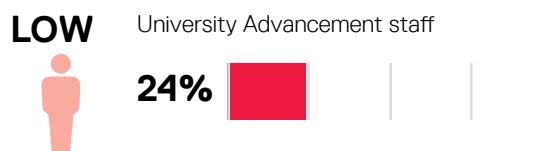
Recruitment and retention

The five-year voluntary turnover rate for racialized full-time faculty decreased substantially from four percent in 2016 to one percent in 2018, while it remained at three percent for full-time faculty who did not identify as racialized.

RACIALIZED FULL-TIME FACULTY HIRES AND EXITS

35% of full-time faculty **hires** were racialized people in 2017 and 2018 combined

24% of tenure-track faculty **exits** were racialized people from 2014 to 2018

RACIALIZED STAFF HIRES AND EXITS

38% of staff **hires** were racialized people in 2017 and 2018 combined

**12%** of staff **exits** were racialized people from 2014 to 2018

Although the representation of racialized staff in new staff hires was lower than needed to move the university closer to its goal of having staff who reflect the GTA community, the low representation of racialized staff in exits helped to prevent the gap from widening even further.

> " By participating in the White Privilege Conference at Ryerson, I learned the true meaning of solidarity. Regardless of our race, creed, age, gender or any other factor that defines our lived experience, we were present with the common goal of dismantling systems that limit our collective right to thrive. "

Dani Gomez Ortega, Manager, Student Experience, Faculty of Community Services

RACIALIZED STAFF CAREER PROGRESSION

The representation of racialized staff in staff career progressions in 2017 and 2018 continued to be comparable with the representation of racialized staff at Ryerson (35 percent in 2018).

38%
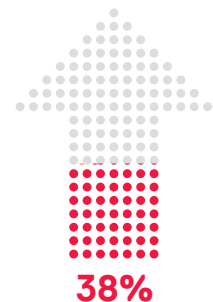
RACIALIZED FULL-TIME FACULTY PROMOTION

The representation of racialized full-time faculty in full-time faculty promotions (including promotions to tenure and to the rank of full professor), at 26 percent in 2017 and 2018 continued to be comparable with the representation of racialized full-time faculty at Ryerson (26 percent in 2018).
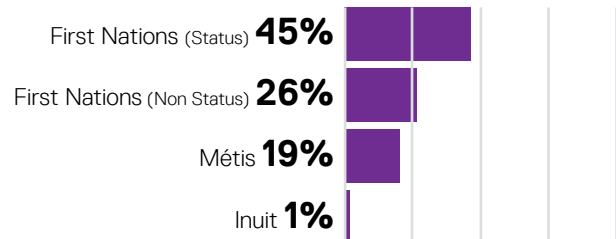
Aboriginal employees

Definition

Aboriginal Peoples is a term established by the federal government to refer to diverse Indigenous Peoples in Canada, and it is the term included in the Canadian constitution that establishes the rights of Aboriginal Peoples in this country. The term includes First Nations, Inuit and Métis Peoples in Canada who are the original inhabitants of the land now called Canada.

RYERSON REPRESENTATION BY FEDERAL GOVERNMENT CATEGORIES OF ABORIGINAL PEOPLES

First Nations (Status)	**45%**
First Nations (Non Status)	**26%**
Métis	**19%**
Inuit	**1%**

Representation

The representation of Aboriginal employees, including staff and full-time faculty, remained unchanged from 2016 to 2018 at one percent. This equity group has the smallest number of employees at the university, so a small increase in representation has very little impact on the representation in large groups such as all employees, all full-time faculty and all staff.
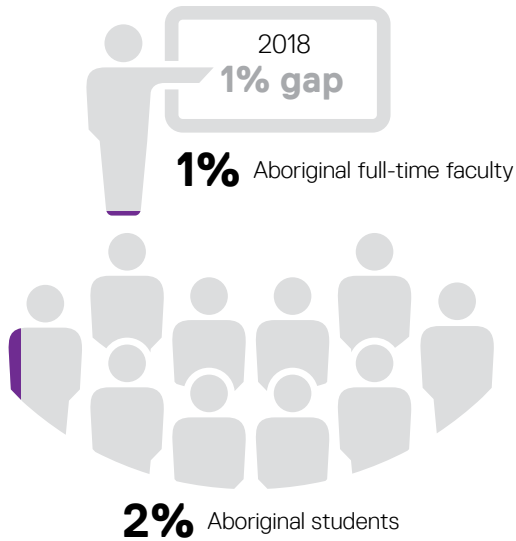
2016 - 2018
1%
Aboriginal employees

The representation of Aboriginal employees, remained unchanged from 2016 to 2018.
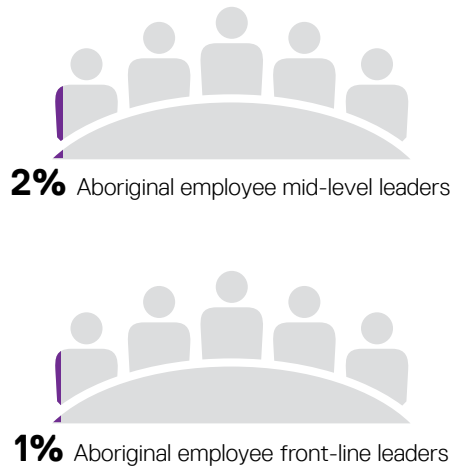
COMPARISON OF ABORIGINAL STUDENT REPRESENTATION WITH ABORIGINAL FULL-TIME FACULTY REPRESENTATION

2018
1% gap

1% Aboriginal full-time faculty

2% Aboriginal students

Aboriginal Peoples continued to have **half the representation among full-time faculty** as they did in the student population.

RYERSON ABORIGINAL EMPLOYEES IN LEADERSHIP

In 2018 there continued to be **zero Aboriginal senior leaders** and the representation in mid-level leadership and front-line leadership remained the same in 2018 as in 2016.

2% Aboriginal employee mid-level leaders

1% Aboriginal employee front-line leaders

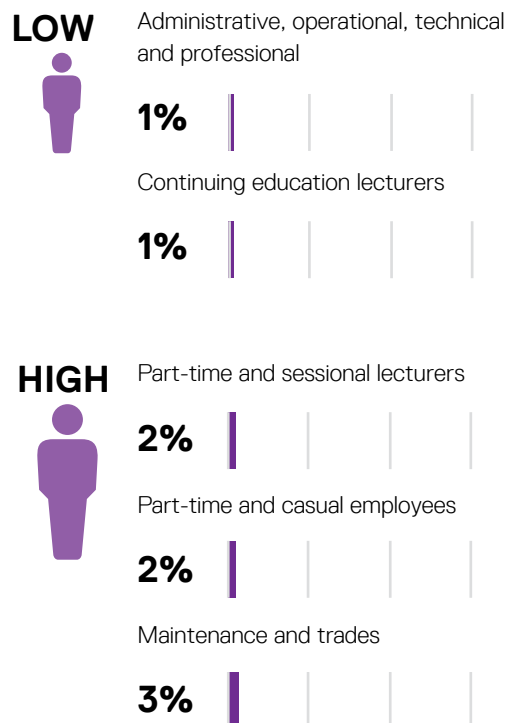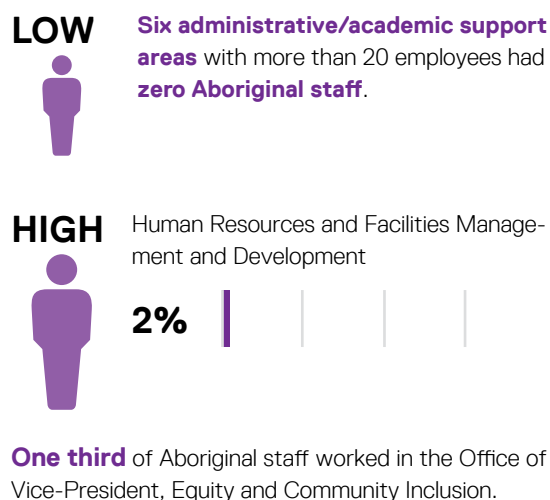## COMPARISON OF ABORIGINAL STAFF REPRESENTATION WITH ABORIGINAL COMMUNITY REPRESENTATION

In 2018, Aboriginal Peoples had one-third the representation among Ryerson staff as they did in the GTA community.

3% Aboriginal GTA population
1% Aboriginal Ryerson staff

2% gap

HIGHER AND LOWER REPRESENTATION OF ABORIGINAL EMPLOYEES BY TYPE OF WORK

LOW Administrative, operational, technical and professional

1%

Continuing education lecturers

1%

HIGH Part-time and sessional lecturers

2%

Part-time and casual employees

2%

Maintenance and trades

3%

FACULTIES WITH THE HIGHEST AND LOWEST REPRESENTATION OF ABORIGINAL FULL-TIME FACULTY

LOW Faculty of Science and the Ted Rogers School of Management

0%

HIGH Faculty of Community Services

2%

ADMINISTRATIVE/ACADEMIC SUPPORT AREAS WITH THE HIGHEST AND LOWEST REPRESENTATION OF ABORIGINAL STAFF

LOW **Six administrative/academic support areas** with more than 20 employees had **zero Aboriginal staff**.

HIGH Human Resources and Facilities Management and Development

2%

One third of Aboriginal staff worked in the Office of the Vice-President, Equity and Community Inclusion.

" Very few Indigenous people graduate from post-secondary institutions. The reason, I believe, is because there are so few Indigenous faculty in the classroom. It is a known fact that we all learn better when we can identify with the people who are teaching us. "

Phyllis McKenna, Former Vice President, Equity and Campaigns, Continuing Education Students' Association of Ryerson (CESAR)

Recruitment and retention

ABORIGINAL FULL-TIME FACULTY HIRES AND EXITS

Following 2015 and 2016, when Aboriginal Peoples had zero representation in new full-time faculty hires, 2018 appears to have marked the **start of more new Aboriginal full-time faculty** hires at Ryerson.

3% of full-time faculty **hires** were Aboriginal Peoples in 2017 and 2018

0% of tenure-track faculty **exits** were Aboriginal Peoples from 2014 to 2018
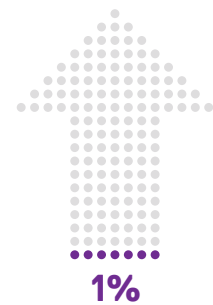
ABORIGINAL STAFF HIRES AND EXITS

2% of staff **hires** were Aboriginal Peoples in 2017 and 2018

1% of staff **exits** were Aboriginal Peoples from 2014 to 2018

ABORIGINAL STAFF CAREER PROGRESSION

Aboriginal staff saw a small increase in staff career progressions in 2018, from zero percent in 2015 and 2016.

1%

ABORIGINAL FULL-TIME FACULTY PROMOTION

From 2016 to 2018 there were no promotions (including promotion to tenure and to full professor) for Aboriginal full-time faculty.

Special Focus on Aboriginal Peoples

**Traditional teachings
from the ancestors tell us that
Indigenous Peoples are the original inhabitants
of North America, known as Turtle Island.**

This illustration highlights some of the ways Indigenous community members at Ryerson identify themselves, distinct from the government-imposed terminology. The four colours in the outline of the turtle (representing Turtle Island) are the four medicine wheel colours.

Demographics on Aboriginal Peoples

STATISTICS ON ABORIGINAL PEOPLES IN CANADA

Demographics on Aboriginal Peoples in Canada show that the population is young and rapidly growing, at 1,673,785 people in 2016.

5% of Canada's total population is comprised of Aboriginal Peoples

The Aboriginal population has increased from 2006 to 2016.

43%

The Toronto Aboriginal Research Project (2011) reported that **70,000 plus Indigenous people** reside in Toronto, although many local community organizations contend that the numbers are twice as high.

College/university education
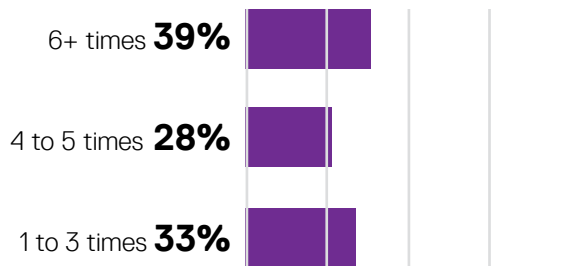**65%**

High school diploma
57%

In 2016, Statistics Canada reported there were more than **70 Aboriginal languages** and that 36 of those languages had at least 500 speakers each.
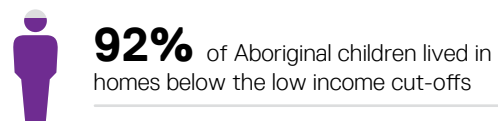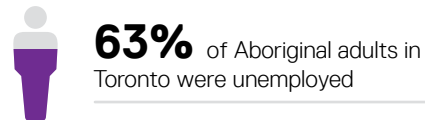
LIVED EXPERIENCES OF ABORIGINAL PEOPLES

In 2018, Our Health Counts (OHC) reported that 54 percent of Aboriginal adults in Toronto have experienced racism:

6+ times **39%**

4 to 5 times **28%**

1 to 3 times **33%**

84% of Aboriginal adults in Toronto believe **racism towards them is an issue**

of parents of Aboriginal children **spoke to their child about discrimination** **86%**

OUR HEALTH COUNTS (OHC) RESEARCH RESULTS

63% of Aboriginal adults in Toronto were unemployed

87% of Aboriginal adults fell below the low income cut-offs before tax (LICO-BT)

92% of Aboriginal children lived in homes below the low income cut-offs

Three out of five Aboriginal people said their **health and well-being was being affected** by financial hardships.

COMMUNITY IS NOT JUST A PLACE

"For many Aboriginal Peoples, community is not just a place, it is a part of their history, a part of them, their ancestral land, and their connection to their kinship, ancestors and Mother Earth. Culturally safe learning and work environments are integral for an Indigenous individual's health and well-being. It is imperative that educational institutions understand, build and sustain a strong sense of community where Aboriginal knowledges and practices are respected and supported in the university community."

Tracey King, Essinhs Kwe, Aboriginal Human Resources Consultant

Truth and Reconciliation at Ryerson

These realities for Aboriginal Peoples, and the needed roles of educational institutions, are the driving force for new developments at Ryerson to create pathways for Aboriginal employees.

Universities must have a plan and implement the Truth and Reconciliation Commission's (TRC) Calls to Action. Ryerson's TRC summary report outlined the community's feedback on how to best move towards the implementation of the Calls to Action. Six themes were identified in the report to work towards reconciliation and the TRC Strategic Planning working group was established to continue this important work.

WHAT IS CHANGING

• The Indigenous Work Experience Program will bring in a cohort of employees to the university annually with support systems for their work-based learning.

• Ryerson will have an Indigenous benefits program for employees to attend ceremonies and receive traditional counselling for their health and well-being.

• Ryerson has a Joint Committee of the Ryerson Faculty Association (RFA) and the Ryerson University Administration consulting with Aboriginal faculty. Consultations aim to find the wise practices in hiring and retaining Aboriginal scholars, elders, traditional knowledge keepers and fluent language speakers.

WHAT NEEDS TO CHANGE

• Management within educational institutions must acknowledge the transferrable skills, experiences, informal education (Indigenous teachings, training, experiential learning) and Indigenous knowledges and the lived experiences of Indigenous Peoples.

• Those in positions of power and privilege must come to realize that knowledge comes in many forms.

• Leaders in the academy must become champions to support Aboriginal faculty, employees and students in recruitment, retention and career advancement.

> **" I put this challenge forth to you to talk to and educate others regarding what you have learned about the concerns of Indigenous people in this country. As Senator Sinclair said, 'It was education that got us into this mess — it's going to be education that gets us out of it,' and Ryerson can continue to lead the way and educate the voices of ignorance."**
>
> *Joanne Dallaire, Elder (Ke Shay Hayo) and Senior Advisor, Indigenous Relations and Reconciliation*
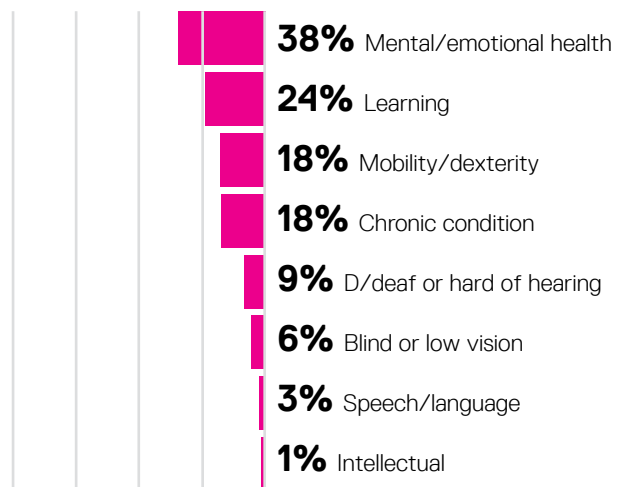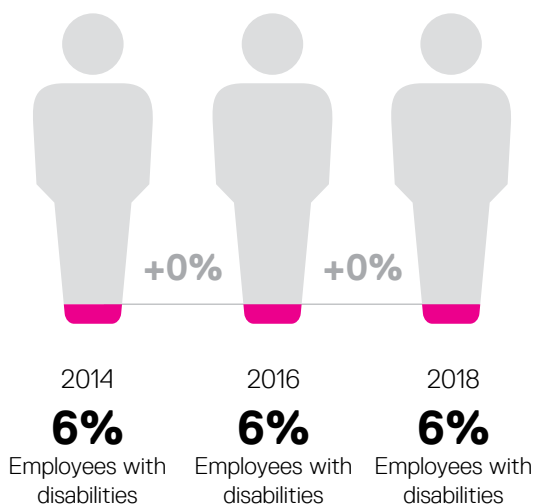
Employees with disabilities

Definition

For the purposes of this report, persons with disabilities include those who experience disadvantage in employment due to attitudes and barriers related to long-term or episodic conditions, chronic illnesses or physical, sensory, mental/emotional health, psychiatric conditions or learning disabilities. It should be noted that the social model of disability recognizes that disability is not created by any particular medical or physical condition, but rather by societal barriers.

REPRESENTATION OF PERSONS WITH DISABILITIES BY CATEGORY OF DISABILITY
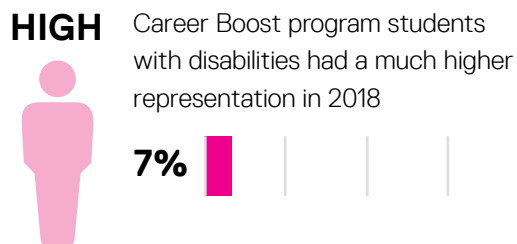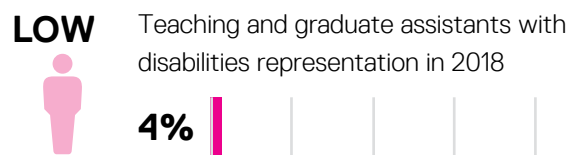
Representation

38% Mental/emotional health

24% Learning

18% Mobility/dexterity

18% Chronic condition

9% D/deaf or hard of hearing

6% Blind or low vision

3% Speech/language

1% Intellectual

REPRESENTATION OF RYERSON EMPLOYEES WITH DISABILITIES

+0%   **+0%**

2014
6%
Employees with
disabilities

2016
6%
Employees with
disabilities

2018
6%
Employees with
disabilities

COMPARING REPRESENTATION OF PERSONS WITH DISABILITIES AMONG CAREER BOOST STUDENTS AND TEACHING/GRADUATE ASSISTANTS

LOW   Teaching and graduate assistants with disabilities representation in 2018

4%

HIGH   Career Boost program students with disabilities had a much higher representation in 2018

7%

There was a substantial difference in representation of employees with disabilities in the two employee groups primarily comprised of students.

COMPARISON OF THE REPRESENTATION OF FULL-TIME FACULTY WITH DISABILITIES WITH THE REPRESENTATION OF STUDENTS WITH DISABILITIES

2018
5% gap

7% Full-time faculty with disabilites.

12% Students with disabilities
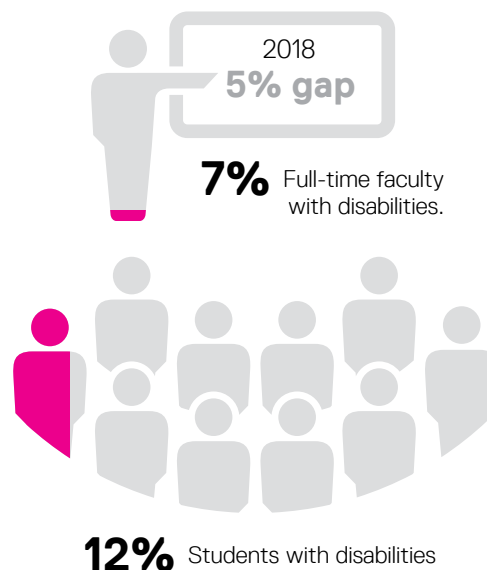
The results for Ryerson, from the National Survey of Student Engagement, show an increase in representation from eight percent in 2014 to 12 percent in 2017.

COMPARISON OF THE 2018 REPRESENTATION OF STAFF WITH DISABILITES WITH THE REPRESENTATION OF PERSONS WITH DISABILITIES IN THE COMMUNITY
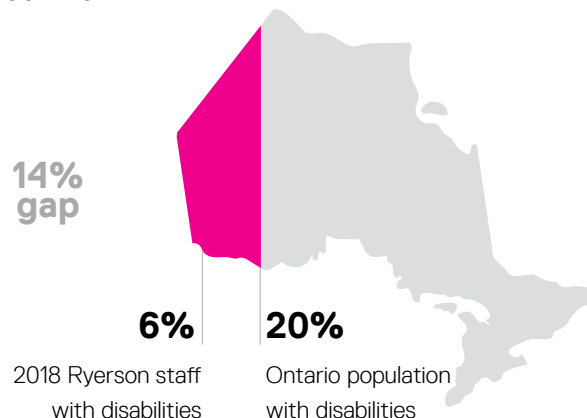
14% gap

6%
2018 Ryerson staff
with disabilities

20%
Ontario population
with disabilities

FACULTIES WITH THE HIGHEST AND LOWEST REPRESENTATION OF FULL-TIME FACULTY WITH DISABILITIES

The Faculty of Engineering and Architectural Science continued to have the lowest representation of full-time faculty with disabilities. The Faculty of Community Services increased their representation of full-time faculty with disabilities such that in 2018 they had the highest representation.

LOW

Faculty of Engineering and Architectural Science

3%

HIGH

Faculty of Community Services

12%

ADMINISTRATIVE/ACADEMIC SUPPORT AREAS WITH THE HIGHEST AND LOWEST REPRESENTATION OF STAFF WITH DISABILITIES

LOW University Relations had the lowest representation of staff with disabilities

0%

HIGH Human Resources had the highest representation of staff with disabilities

13%

Human Resources continued to have the highest representation of staff with disabilities and University Relations had the lowest representation in 2018, replacing Financial Services.

RYERSON PERSONS WITH DISABILITIES IN LEADERSHIP

13% Senior leaders with disabilities

3% Mid-level leaders with disabilities

7% Front-line leaders with disabilities

Persons with disabilities had a higher representation in senior leadership, but a lower representation in mid-level leadership in 2018 compared to 2016.

Recruitment and retention

The representation of persons with disabilities in new staff hires increased slightly from four percent in 2016.

FULL-TIME FACULTY WITH DISABILITIES HIRES AND EXITS

6% of full-time faculty **hires** were persons with disabilities in 2017 and 2018 combined

6% of tenure-track faculty **exits** were persons with disabilities from 2014 to 2018

STAFF WITH DISABILITIES HIRES AND EXITS

5% of staff **hires** were persons with disabilities in 2017 and 2018 combined

6% of staff **exits** were persons with disabilities from 2014 to 2018

> " In every meeting and hallway, there is likely someone like me. Someone with a disability you cannot see and might not know about until I ask for a heavy door to be opened, a different chair or something in a different format. Then I hope you will say "of course" because it is not about why I'm different, it's about all of us succeeding together at Ryerson. "

Anonymous employee with an invisible disability

FULL-TIME FACULTY WITH DISABILITIES PROMOTION

After not having any full-time faculty with disabilities receive promotions in 2016, including promotion to tenure and to full professor, the representation rose to six percent in 2017 and 2018 combined.

STAFF WITH DISABILITIES CAREER PROGRESSION

The representation of staff with disabilities in career progressions remained at seven percent in 2017 and 2018 combined.
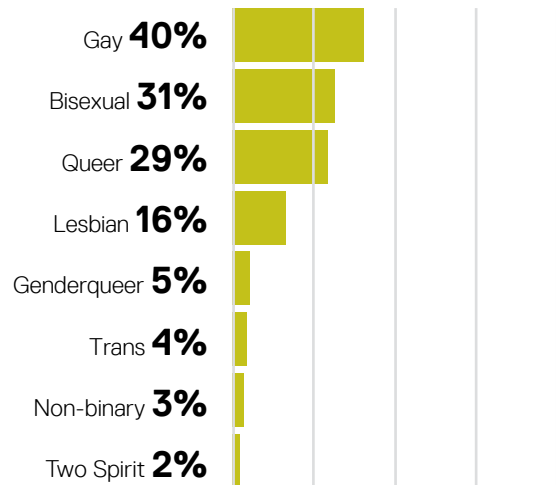
7%

2SLGBTQ+ employees

Diversity of 2SLGBTQ+ employees

2SLGBTQ+ is an acronym used at Ryerson to refer to people, as a group, who identify as Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer and Questioning. The plus sign acknowledges the many sexual and gender minority people who don't see themselves in the umbrella acronym and prefer other identity terms such as pansexual, gender non-binary or intersex.

REPRESENTATION OF 2SLGBTQ+ EMPLOYEES AT RYERSON BY CATEGORY

Gay **40%**
Bisexual **31%**
Queer **29%**
Lesbian **16%**
Genderqueer **5%**
Trans **4%**
Non-binary **3%**
Two Spirit **2%**

Representation

RYERSON 2SLGBTQ+ EMPLOYEE REPRESENTATION

The representation of 2SLGBTQ+ employees only increased slightly by one percent in 2018.

+0% **+1%**

2014	2016	2018
8%	**8%**	**9%**
2SLGBTQ+ employees	2SLGBTQ+ employees	2SLGBTQ+ employees
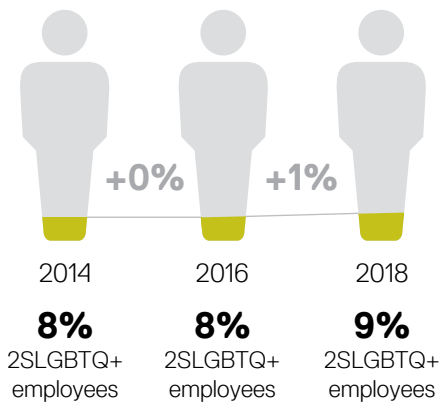
COMPARISON OF 2SLGBTQ+ FULL-TIME FACULTY REPRESENTATION WITH 2SLGBTQ+ STUDENT REPRESENTATION

2018
2% gap

9% 2SLGBTQ+ full-time faculty

11% 2SLGBTQ+ students
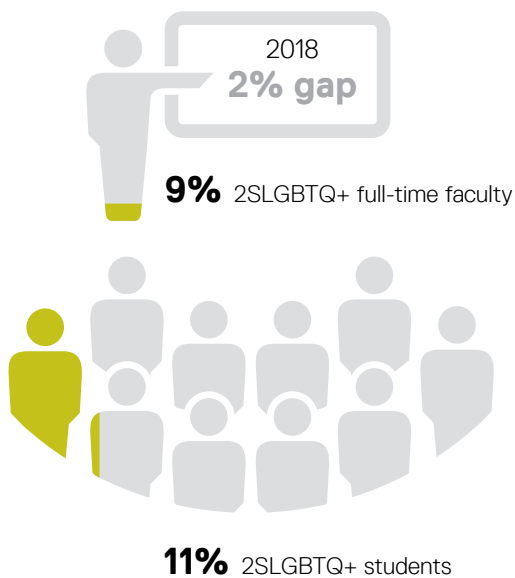
For the first time, we had data from the 2017 National Survey of Student Engagement survey to give us some sense of the current representation of 2SLGBTQ+ students at Ryerson.

COMPARISON OF 2SLGBTQ+ STAFF REPRESENTATION WITH 2SLGBTQ+ COMMUNITY REPRESENTATION

There continues to be a lack of data on the representation of 2SLGBTQ+ people in the community and we continue to rely on 2001 data from a Toronto health survey. However, even with this outdated information, Ryerson continued to have a gap with the community representation.

2SLGBTQ+ Toronto population **10%**
2SLGBTQ+ Ryerson staff **8%**

2% gap
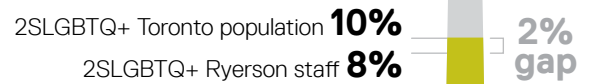
FACULTIES WITH THE HIGHEST AND LOWEST REPRESENTATION OF FULL-TIME 2SLGBTQ+ FACULTY

LOW The Faculty of Engineering and Architectural Science had the lowest representation of 2SLGBTQ+ full-time faculty

3%

HIGH The Faculty of Arts and the Faculty of Community Services were tied for the highest representation of 2SLGBTQ+ full-time faculty
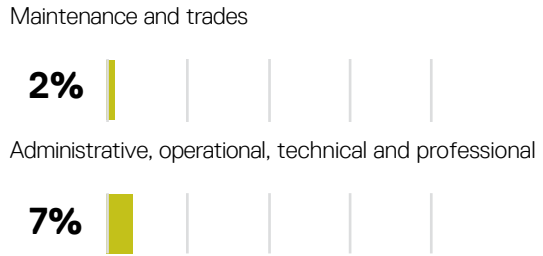
13%

The Faculty of Arts representation of 2SLGBTQ+ full-time faculty dropped three percent between 2014 and 2018 and had the same representation as the Faculty of Community Services.
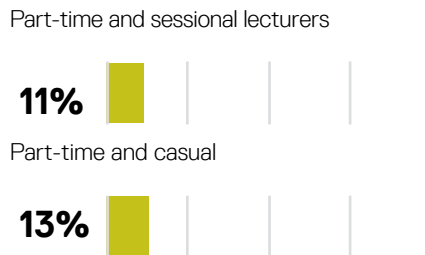
HIGHER AND LOWER REPRESENTATION OF 2SLGBTQ+ EMPLOYEES BY TYPE OF WORK

In 2018 there was a higher representation of 2SLGBTQ+ employees in part-time and sessional lecturer jobs, compared with the representation in full-time faculty positions (nine percent).

LOW

Maintenance and trades

2%

Administrative, operational, technical and professional

7%

HIGH

Part-time and sessional lecturers

11%

Part-time and casual

13%

ADMINISTRATIVE/ACADEMIC SUPPORT AREAS WITH THE HIGHEST AND LOWEST REPRESENTATION OF 2SLGBTQ+ STAFF

LOW Facilities Management and Development had the lowest representation of 2SLGBTQ+ staff

1%

HIGH Human Resources and the Vice-Provost Students' division tied for the highest representation of 2SLGBTQ+ staff

12%

For the first time since 2014, in 2018 there were **no longer any administrative or academic support areas with zero representation** of 2SLGBTQ+ staff.

RYERSON 2SLGBTQ+ EMPLOYEES IN LEADERSHIP

10% 2SLGBTQ+ senior leaders

8% 2SLGBTQ+ mid-level leaders

7% 2SLGBTQ+ front-line leaders

Recruitment and retention

2SLGBTQ+ FULL-TIME FACULTY HIRES AND EXITS

7% of full-time faculty **hires** were 2SLGBTQ+ people in 2017 and 2018 combined

7% of tenure-track faculty **exits** were 2SLGBTQ+ people from 2014 to 2018
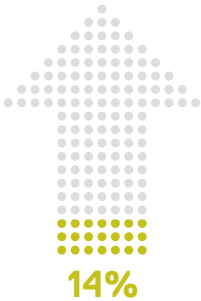
2SLGBTQ+ STAFF HIRES AND EXITS

10% of staff **hires** were 2SLGBTQ+ people in 2017 and 2018 combined

9% of staff **exits** were 2SLGBTQ+ people from 2014 to 2018

2SLGBTQ+ STAFF CAREER PROGRESSION

2SLGBTQ+ staff continued to have a higher representation in staff career progressions, in 2017 and 2018 combined, than their representation in staff overall (eight percent).

14%

2SLGBTQ+ FULL-TIME FACULTY PROMOTION

2SLGBTQ+ full-time faculty continued to have a comparable representation in full-time faculty promotions in 2018, at 10 percent, to their representation in full-time faculty (nine percent)

> " I have been at Ryerson for about 10 years or so. I identify as a queer trans guy. I went through my gender transition here at the university. I waited, consciously and unconsciously, until I had gotten tenure because I knew that transitioning would take a toll on my professional life. "
>
> *Dr. Art Blake, Professor, History*

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Ryerson University

Office of the Vice-President, Equity & Community Inclusion