Our Community Our Diversity

2014 Diversity Self-ID Report

Ryerson University

Equity, Diversity & Inclusion

"My name is Joanne Dallaire and I am Omushkego; my ancestry is from Attawapiskat, Ontario. My spirit name is Shadow Hawk Woman from the Wolf Clan. I think having a strong team comes from a feeling of safety and acceptance and being able to talk and express yourself freely and this fosters the environment at Ryerson to promote positive change, even in the smallest of ways."

– Joanne Dallaire, Ryerson Elder and Traditional Counsellor

Our commitment to equity, diversity and inclusion

Our Time to Lead, Ryerson University's academic plan for 2014-2019, outlines 14 values for Ryerson including:

· Community

· Inclusion

· Respect for Aboriginal perspectives

· Equity

· Diversity

· Access

The plan encourages every member of the Ryerson community to internalize these values and work together to ensure they inform all of our actions and decision-making.

We all share a responsibility to integrate equity, diversity and inclusion into the overall Ryerson experience.

"Building a workplace that is equitable and fully inclusive takes intentional planning and deliberate action."

– Dr. Denise O'Neil Green, Assistant Vice-President/Vice-Provost Equity, Diversity and Inclusion

Table of contents

Building inclusion into our institutional DNA

There's a lot to be said for surveys. Not the kind that are simply implemented and forgotten, but the type that provide data that can help people make informed decisions. When the data from these types of surveys are put to work to enable a community like ours to become more inclusive, they add even more value.

That's what we trust will happen with the data presented in this report.

Our goal is to encourage people from across the university to reflect on whether the baseline that's presented here is enough – and does enough – to promote inclusion. And if not, then consider what else needs to be done to integrate inclusion-focused thinking into our institution's very DNA.

Diversity is different from inclusion. While Ryerson may be a diverse community, there is still work to be done to make it a truly inclusive community. Unless we are deliberate about making inclusion a strategic priority, it won't happen.

Ryerson's academic plan sets out a framework that, quite deliberately, puts people first. It challenges all of us to consider how equity, diversity and inclusion are represented in our programs, policies, protocols and behaviours. It invites each of us to look for ways to promote greater inclusion in our workplace. Most importantly, it reminds us that we are all responsible for fostering an atmosphere of equity, diversity and inclusion in our individual departments, in the classroom and within the broader Ryerson community.

Thank you to those who are already consistently mindful about making inclusion a priority every day. Your efforts are reflected in classroom content, inclusive teaching styles and the daily services provided to our students. Your commitment to inclusion is also evident in how you interact with colleagues and peers.

Many thanks also to those who completed the Diversity Self-ID survey. You contributed the information that will help lay the foundation for future decision-making. Without you, we would not be able to have a data-driven conversation on this important topic.

It's up to all of us to take action with the information from the Diversity Self-ID survey, bearing in mind that there is always more that can be done to create a truly inclusive workplace.

Dr. Mohamed Lachemi
President and Vice-Chancellor

Janice Winton
Vice-President, Administration and Finance

Dr. Chris Evans
Interim Provost and Vice-President, Academic

About the 2014 Diversity Self-ID Report

In March 2014, we asked you to complete the Diversity Self-ID, and in this report we are pleased to present a snapshot based on the responses. The summary results are published here; more results are available online at ryerson.ca/diversityselfid, along with frequently asked questions, privacy and confidentiality information and further explanations about the information in the report.

More than 4,400 employees completed the Diversity Self-ID or the previous version of the questionnaire. The response rate for full-time and long-term contract employees was 99 percent and 45 percent for short-term contract employees. The overall representation results are as follows:

· Women, **50** percent;
· Visible minorities/racialized employees, **31** percent;
· Aboriginal peoples, **two** percent;
· Persons with disabilities, **six** percent; and
· LGBTQ,* **eight** percent.

While the self-identification data provides us with some information about diversity, it is important to recognize that we all come from multiple social locations and identities, such as ethnicity, class, age and ability to name a few. Behind the data are individuals with different perspectives and experiences.

The report does not judge the data or interpret it with a view to recommending what changes to make. Its purpose is to reflect where the Ryerson employee community is at a given point in time, so that we can establish a baseline and track our progress. Advancing equity, diversity and inclusion is a shared responsibility of the entire Ryerson community. This data can assist you with developing plans and actions to attract and retain high-calibre employees, bolstering our competitive advantage, enhancing student experiences and increasing student success, so that we can achieve the goals of our academic plan.

Each group's self-identification data is reported in its own section with information on representation, recruitment and retention. There are also comparisons with available student and community diversity data. When reviewing the 2014 recruitment and retention data for all groups, please note the following:

1. The number of staff hires was less than 100 and the number of faculty hires was less than 50.

2. Staff career progression includes promotion and reclassification to a higher level. The number of staff progressions was between 100 and 125. Full-time faculty promotions include advancement from the rank of assistant professor to associate professor and from associate professor to full professor. The number of full-time faculty promotions was less than 50.

3. Staff and full-time faculty exits include retirements, resignations and terminations. The number of staff exits, over a six-year period, was between 325 and 350, and the number of faculty exits was between 100 and 125. Voluntary turnover rates are a retention metric calculated by dividing the number of resignations for a group (e.g., women faculty) by the average number of employees in that group during that period of time and multiplying the product by 100.

Note: LGBTQ* is an acronym for people who identify as lesbian, gay, bisexual, transsexual, transgender, Two-Spirit, queer, questioning, or who otherwise express gender or sexual diversity.

Women

Women represent half of Ryerson employees, roughly equivalent to their representation in the Greater Toronto Area (**51** percent) and the Ryerson student population (**54** percent).

Everyone who self-identified as a woman is represented in this section, whether transgender or cisgender. Transgender employees are also represented in the LGBTQ* section.

Women represent:

- **44** percent of full-time faculty (Ryerson Faculty Association), and **59** percent of full-time and long-term contract staff.

- **15** percent of full-time faculty in the Faculty of Engineering and Architectural Science, and **76** percent of full-time faculty in the Faculty of Community Services.

- **22** percent of staff in Computing and Communications Services, and **78** percent of staff in Human Resources.

- **26** percent of full-time faculty at the rank of professor.

More information follows on women's recruitment, retention and representation at Ryerson.

"The broader institutional culture at Ryerson is refreshingly supportive of employees and values the contributions of all employees as members of this community. However, each office, department or unit serves as its own 'micro workplace', a workplace that has its own unique culture and directly influences individual experience."

– Myra Lefkowitz, Manager, Workplace Wellbeing Services

Representation of women

50%
of Ryerson employees

By Comparison

59%
of Ryerson staff

44%
of Ryerson
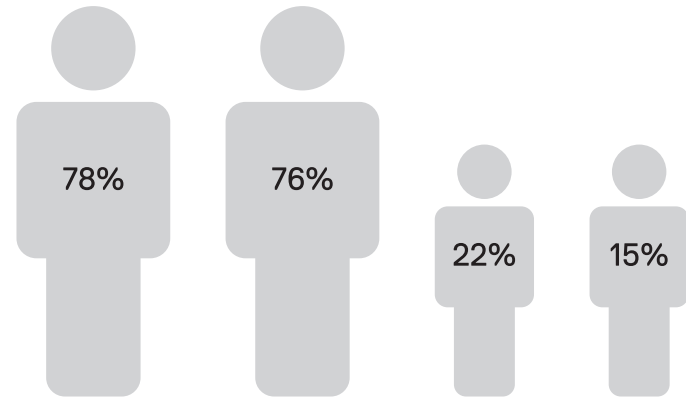full-time faculty (RFA)

54%
of Ryerson students

51%
of the GTA population

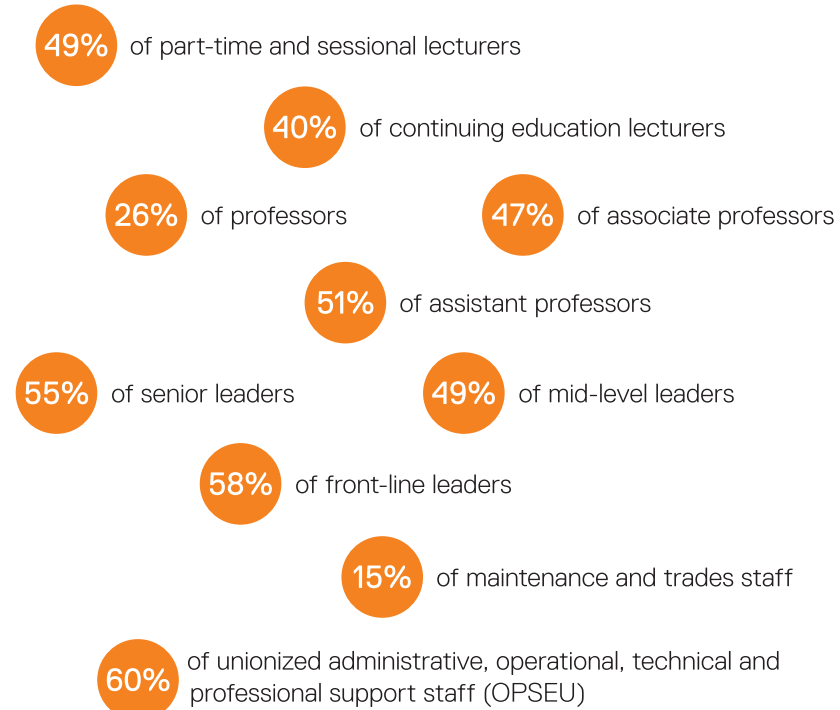## Highest and lowest representation of women

78% of staff in Human Resources
76% of full-time faculty in the Faculty of Community Services

78%   76%   22%   15%

22% of staff in Computing and Communications Services
15% of full-time faculty in the Faculty of Engineering and Architectural Science

49% of part-time and sessional lecturers
40% of continuing education lecturers
26% of professors   **47%** of associate professors
51% of assistant professors
55% of senior leaders   **49%** of mid-level leaders
58% of front-line leaders
15% of maintenance and trades staff
60% of unionized administrative, operational, technical and professional support staff (OPSEU)

Survey highlights: Recruitment and retention

Hires

44%
Full-time faculty hires

63%
Staff hires

Promotions/progressions

30%
Full-time
faculty promotions

63%
Women staff represented
63 percent of all career
progression actions

Exits

2x
The voluntary turnover rate over a six-year
period for full-time women faculty was
twice that of faculty who responded "No"
when asked if they identified as women
(6 percent vs. 3 percent)

Visible minorities/ racialized employees

At Ryerson, **31** percent of employees self-identified as visible minorities/ racialized employees, compared to **47** percent representation in the Greater Toronto Area (GTA) and **55** percent of Ryerson students in full-time programs.

The term "visible minorities" has been used for some time in Canada to refer to people who are not Caucasian or White. The more recent term, "racialized," is more accurate because it conveys the fact that society creates the perception that an individual's abilities and characteristics can be identified based on physical attributes such as skin colour, and this can lead to differential treatment.

Additional survey highlights:

· **24** percent of full-time faculty self-identified as visible minorities/racialized employees, compared to **55** percent of students in full-time programs.

· The representation of full-time faculty who identify as visible minorities/ racialized employees ranges from **47** percent in the Faculty of Engineering and Architectural Science to **11** percent in the Faculty of Communication and Design.

· Individuals who identify as visible minorities/racialized employees have a higher representation in unionized administrative, operational, technical and professional support positions (**37** percent) versus leadership positions (**21** percent of senior leaders; **16** percent of mid-level leaders; and **27** percent of front-line leaders).

· **13** percent of academic chairs and directors identified as visible minorities/ racialized employees.

More information follows on the recruitment, retention and representation of visible minorities/racialized employees at Ryerson.

"I am a husband, I am a father, I'm a mentee, I'm a mentor, I am a Trinidadian, I have ADHD and all of these different intersections play into how I interact with colleagues and do my work."

– Rudhra Persad, Mentoring Officer,
  Tri-Mentoring Program, First Generation Project

Representation of visible minorities/racialized employees

31%
of Ryerson employees

By Comparison

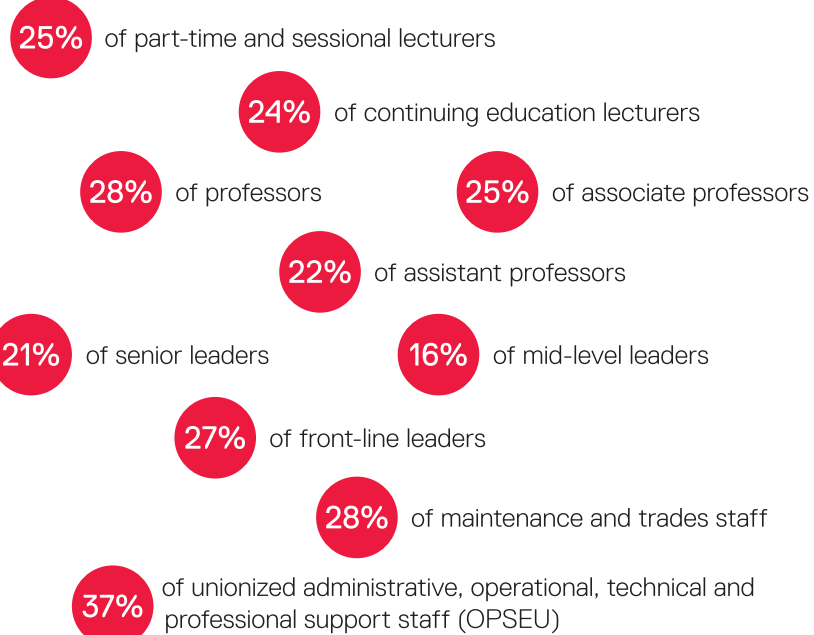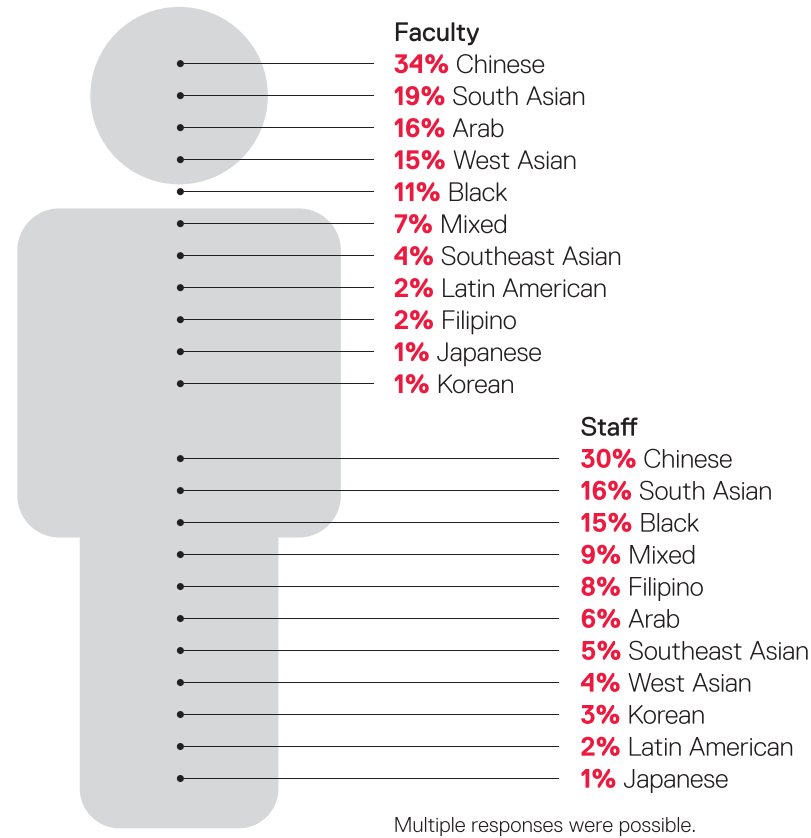**33%**
of Ryerson staff

24%
of Ryerson
full-time faculty (RFA)

55%
of Ryerson students
in full-time programs

47%
of GTA population

Diversity of visible minority/racialized employees

Faculty
34% Chinese
19% South Asian
16% Arab
15% West Asian
11% Black
7% Mixed
4% Southeast Asian
2% Latin American
2% Filipino
1% Japanese
1% Korean

Staff
30% Chinese
16% South Asian
15% Black
9% Mixed
8% Filipino
6% Arab
5% Southeast Asian
4% West Asian
3% Korean
2% Latin American
1% Japanese

Multiple responses were possible.

25% of part-time and sessional lecturers

24% of continuing education lecturers

28% of professors

25% of associate professors

22% of assistant professors

21% of senior leaders

16% of mid-level leaders

27% of front-line leaders

28% of maintenance and trades staff

37% of unionized administrative, operational, technical and professional support staff (OPSEU)

Survey highlights: Recruitment and retention

Hires

4%
Full-time faculty hires

31%
Staff hires

"We are well-honed in society in politeness. I think of politeness as it functions to cover many kinds of practices. Politeness covers over many conversations that we need to have. Politeness allows us to hide behind the status quo, particularly when issues of race need to be uncovered."

– Dr. Akua Benjamin, Professor, School of Social Work

Promotions/progressions

15%
Full-time faculty promotions

44%
Staff career progressions

Exits

6%
Voluntary turnover rate over a six-year period for full-time faculty (RFA) who identified as visible minorities/racialized employees

4%
Voluntary turnover rate over a six-year period for full-time faculty (RFA) who identified as not visible minorities/ racialized employees

13%
Voluntary turnover rate over a six-year period for staff who identified as visible minorities/racialized employees

7%
Voluntary turnover rate over a six-year period for staff who identified as not visible minorities/ racialized employees

Aboriginal peoples

"I'm Tracey King, my spirit name is Essinhs Kwe, Little Shell Woman. I'm Ojibway and Potawatomi, Otter Clan and a band member of Wasauksing First Nation. It's a great honour to belong to the First Nations, Métis and Inuit Faculty and Staff Community Group. We are a strong and resilient people with unique identities and diverse backgrounds who have a multitude of transferrable skills, work, education (informal and formal) and lived experiences that will continue to positively transform Ryerson University."

– Tracey King, Aboriginal Human Resources Consultant

Two percent of Ryerson employees identified as Aboriginal peoples, which is similar to the representation of Aboriginal students in full-time programs at Ryerson, and to the representation of Aboriginal peoples in Ontario.

The term "Aboriginal peoples" was established by the federal government, and is used in the Constitution Act (1982) to refer to diverse Indigenous peoples in Canada. The term is used in this report to refer to Aboriginal employees at Ryerson as a group. Aboriginal peoples in Canada include persons who are First Nations, Inuit or Métis. However, many Indigenous employees identify with their Nation, e.g., Anishinaabe, Haudenosaunee, Nisga'a, Mi'kmaq or Dene, and/or may identify with other terms such as Native, Native American or Indigenous people.

Aboriginal peoples are a very young population with increasing participation in higher education. According to Statistics Canada (2011), "Aboriginal children aged 14 and under make up 28 percent of the total Aboriginal population and seven percent of all children in Canada."

Between 2006 and 2011, Canada's Aboriginal population increased by 20 percent, compared to an increase of just five percent for the non-Aboriginal population. Aboriginal peoples living off-reserve are the fastest growing segment of Canadian society. Toronto has the largest Aboriginal population of any city in Ontario. In addition, the GTA has the fourth largest Aboriginal population of urban areas in Canada, at 70,000 according to the 2013 Toronto Aboriginal Research Project (TARP) report, and the largest number of First Nations peoples amongst urban areas in Canada.

Consider these highlights about Ryerson's Aboriginal employees:

· Aboriginal full-time faculty are represented in **seven** of **53** academic departments and schools, or put another way, **46** out of **53** academic departments/schools have no Aboriginal full-time faculty. In **five** of those **seven** departments/schools there is only **one** Aboriginal full-time faculty member identified.

· Approximately **one-third** of Aboriginal staff at Ryerson work in the Equity, Diversity and Inclusion division.

More information follows on the recruitment, retention and representation of Aboriginal employees at Ryerson.

Representation of Aboriginal peoples

2%
of Ryerson employees

By Comparison

1%
of Ryerson staff

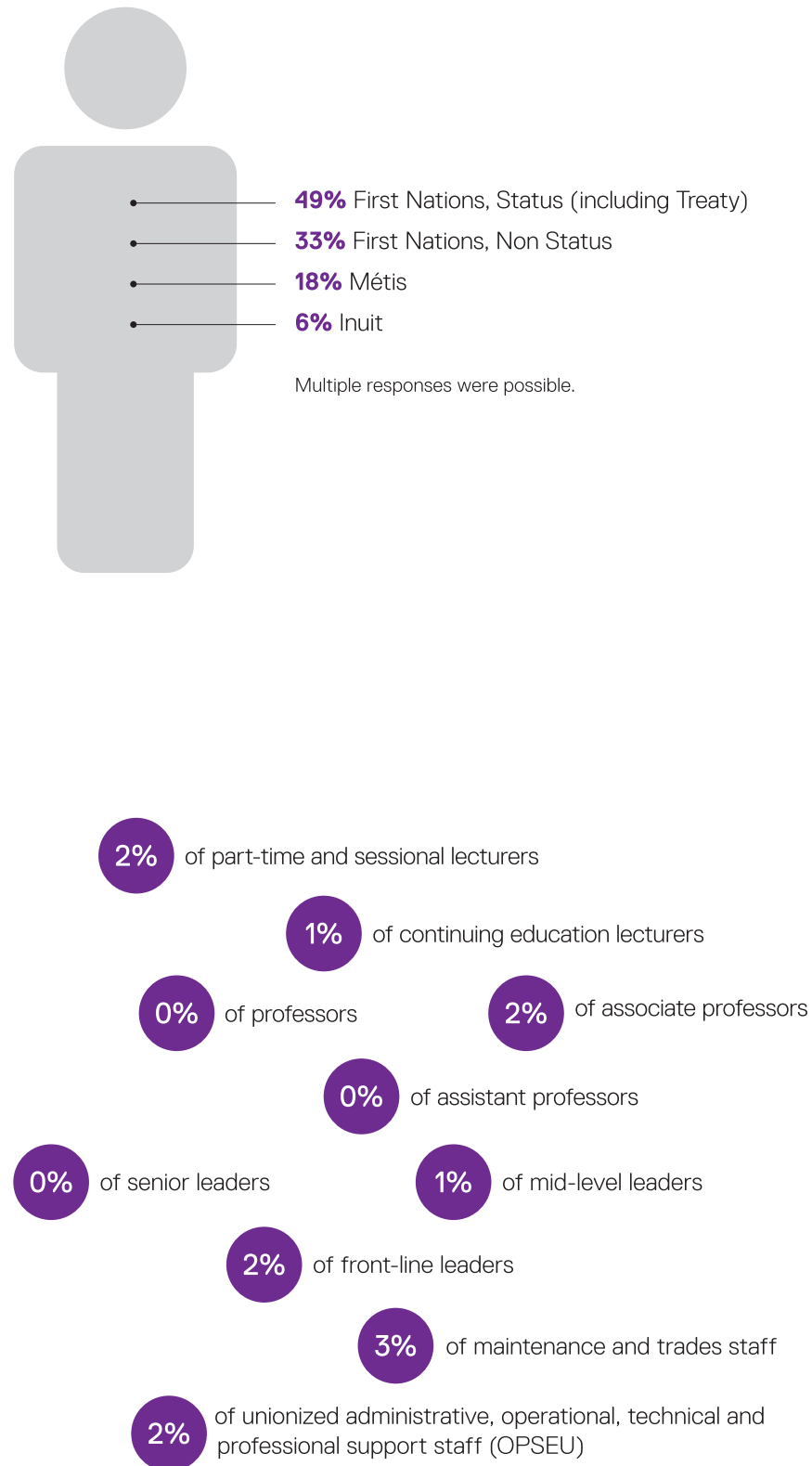# 1%
of Ryerson
full-time faculty (RFA)

2%
of Ryerson students
in full-time programs

42%
increase in full-time 1st year
Aboriginal students between
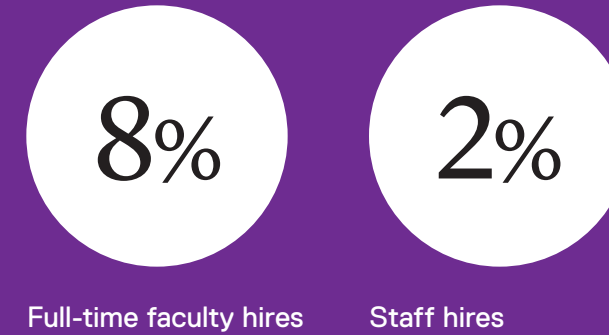2013-14 and 2014-15

2%
of Ontario population

1%
of GTA population

Diversity of Aboriginal employees

49% First Nations, Status (including Treaty)
33% First Nations, Non Status
18% Métis
6% Inuit

Multiple responses were possible.

2% of part-time and sessional lecturers

1% of continuing education lecturers

0% of professors

2% of associate professors

0% of assistant professors

0% of senior leaders

1% of mid-level leaders

2% of front-line leaders

3% of maintenance and trades staff

2% of unionized administrative, operational, technical and professional support staff (OPSEU)

Survey highlights: Recruitment and retention

Hires

8%
Full-time faculty hires

2%
Staff hires

Promotions/progressions

0%
Full-time
faculty promotions

3%
Staff career
progressions

Exits

0%
Faculty exits

1%
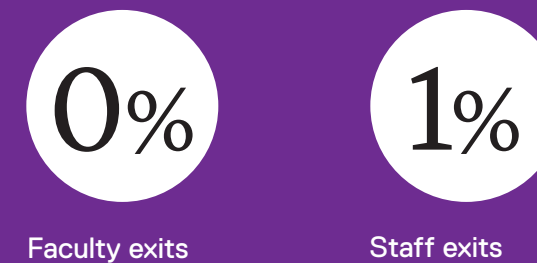Staff exits

"The Indigenous community at Ryerson has to be the epitome of diversity. A downtown Toronto campus attracts all variety of Nations from Dene, Métis, Cree, Ojibwe, Mohawk, Mi'kmaq, Dakota, and many more. Because of this, it's often frustrating to simply hear about 'Aboriginal' this or 'Aboriginal' that. Really, there is no such thing. I am Anishinaabe. While we share experiences through history, we are so distinct from one another too. And when the Ryerson community gets that, I think inclusion is an attainable goal."

– Hayden King, Director, Centre for Indigenous Governance

Persons with disabilities

In 2013-14, **six** percent of Ryerson employees identified as a person with a disability. Disability is typically defined as having long-term or chronic physical, mental, emotional, psychiatric or learning disability that may result in experiencing disadvantage, or encountering barriers to employment or other opportunities for full participation in society. It should be noted however that the social model of disability recognizes that disability is created not by any particular medical or physical condition, but rather by societal barriers.

While in 2014 **seven** percent of full-time faculty and **five** percent of staff self-identified as having a disability, approximately **15** percent of Ontarians are persons with a disability, and approximately **eight** percent of Ryerson students in full-time programs identify as persons with disabilities.

Persons with disabilities represented **10** percent of full-time faculty in the Ted Rogers School of Management, and **three** percent of faculty in the Faculty of Engineering and Architectural Science. They also represent **15** percent of full-time and long-term contract staff in Human Resources, and **two** percent of staff in Financial Services.

More information follows on the retention and recruitment amongst Ryerson employees who identified as persons with disabilities.

"There's this concern of being found out instead of celebrating the fact that we all have some uniqueness that makes us special. I embrace that I have a learning disability, what I call my exceptionality. It uniquely sets me apart in the way I can see things, how I see opportunities, how I see structures, how I see the work that we do. It brings a new way of doing things that nobody else would have thought of."

– O'neil Edwards, Program Director, Spanning the Gaps and Community Engagement, G. Raymond Chang School of Continuing Education

Representation of employees with disabilities

6%
of Ryerson employees

By Comparison

5%
of Ryerson staff
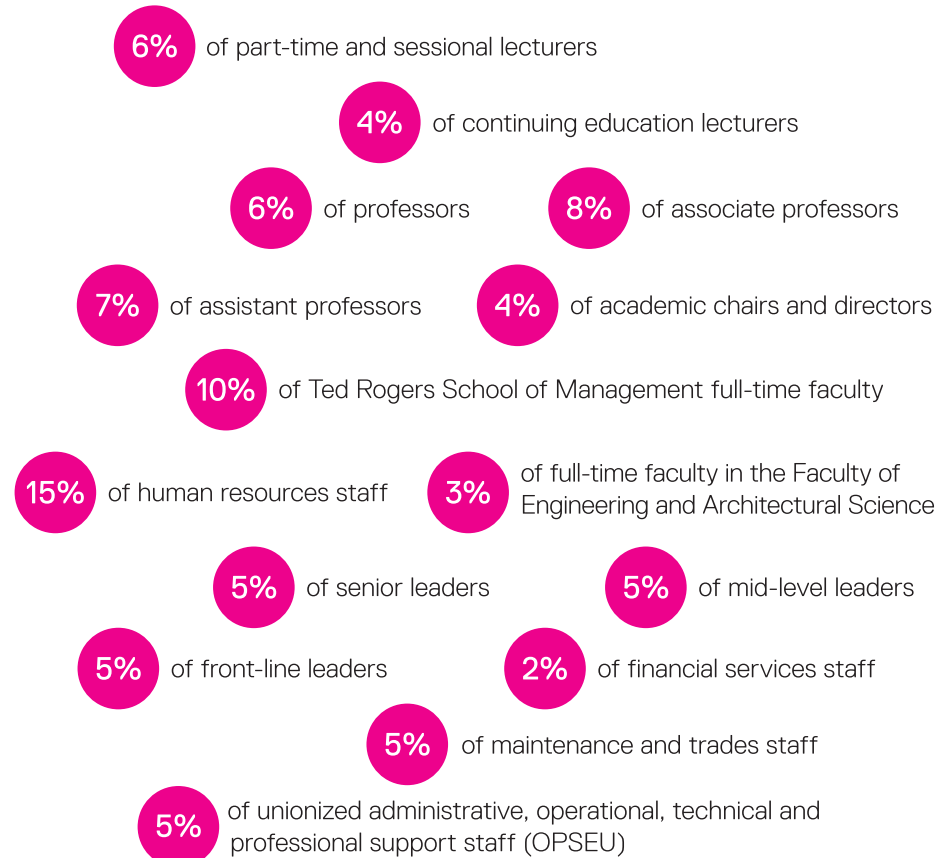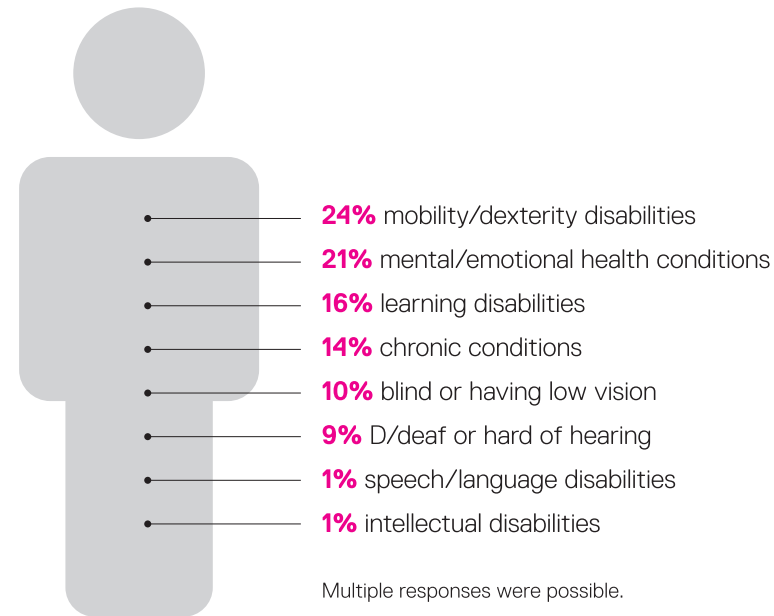
7%
of Ryerson
full-time faculty (RFA)

8%
of Ryerson students
in full-time programs

15%
of Ontario population
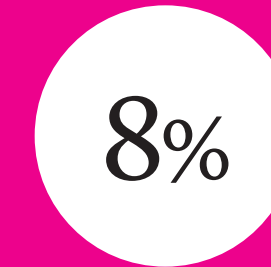
Diversity of employees with disabilities

24% mobility/dexterity disabilities
21% mental/emotional health conditions
16% learning disabilities
14% chronic conditions
10% blind or having low vision
9% D/deaf or hard of hearing
1% speech/language disabilities
1% intellectual disabilities

Multiple responses were possible.

6% of part-time and sessional lecturers

4% of continuing education lecturers

6% of professors   8% of associate professors

7% of assistant professors   4% of academic chairs and directors

10% of Ted Rogers School of Management full-time faculty

15% of human resources staff   3% of full-time faculty in the Faculty of Engineering and Architectural Science

5% of senior leaders   5% of mid-level leaders

5% of front-line leaders   2% of financial services staff

5% of maintenance and trades staff

5% of unionized administrative, operational, technical and professional support staff (OPSEU)

Survey highlights: Recruitment and retention

Hires

8%
Full-time faculty hires

8%
Staff hires

Promotions/progressions

9%
Full-time
faculty promotions

3%
Staff career
progressions

Exits

2%
Full-time faculty exits

4%
Staff exits

"Experiences are always mixed. A couple of years back in the School of Social Work, none of the queer faculty were on campus, and in that year nothing queer happened. The queer courses weren't offered in the curriculum, and students felt there was nobody to supervise their work when they wanted to study queer, Trans, gender or sexuality issues. A lot of students had come to our program that year because of our reputation as a safe queer space. It provided a moment for us to reflect on what we needed to learn from this. A lot of our work was resting in individuals and it wasn't built into the foundation of the School. Since then we've been thinking about how to build these things into the foundation."

– Dr. Lisa Barnoff, Director, School of Social Work

LGBTQ*
employees

Eight percent of Ryerson employees self-identified as LGBTQ.* This is the first time Ryerson has included LGBTQ* employees as an equity-seeking group in the survey.

LGBTQ* is the acronym used to refer to lesbian, gay, bisexual, transsexual, transgender, Two-Spirit, intersex, gender independent, queer, questioning, or who otherwise express gender or sexual diversity. The asterisk after the "Q" illustrates that while not all possible categories of gender expression or gender or sexual identity are captured in the LGBTQ acronym, they are understood to be included in our discussions and references to gender and sexual diversity.

Seven percent of Ryerson students, compared to **10** percent of full-time faculty indicated they identify as LGBTQ.*

Here are some highlights from the data:

· **16** percent of full-time faculty in the Faculty of Arts.

· **two** percent of full-time faculty in the Faculty of Engineering and Architectural Science.

· **10** percent of staff in the Office of the Vice-Provost Students and in Human Resources.

· **zero** percent of staff in **two** administrative/academic support departments.

More information follows on the retention and recruitment amongst Ryerson employees who identified LGBTQ.*

Representation of LGBTQ∗ employees

8%
of Ryerson employees

By Comparison

6%
of Ryerson staff

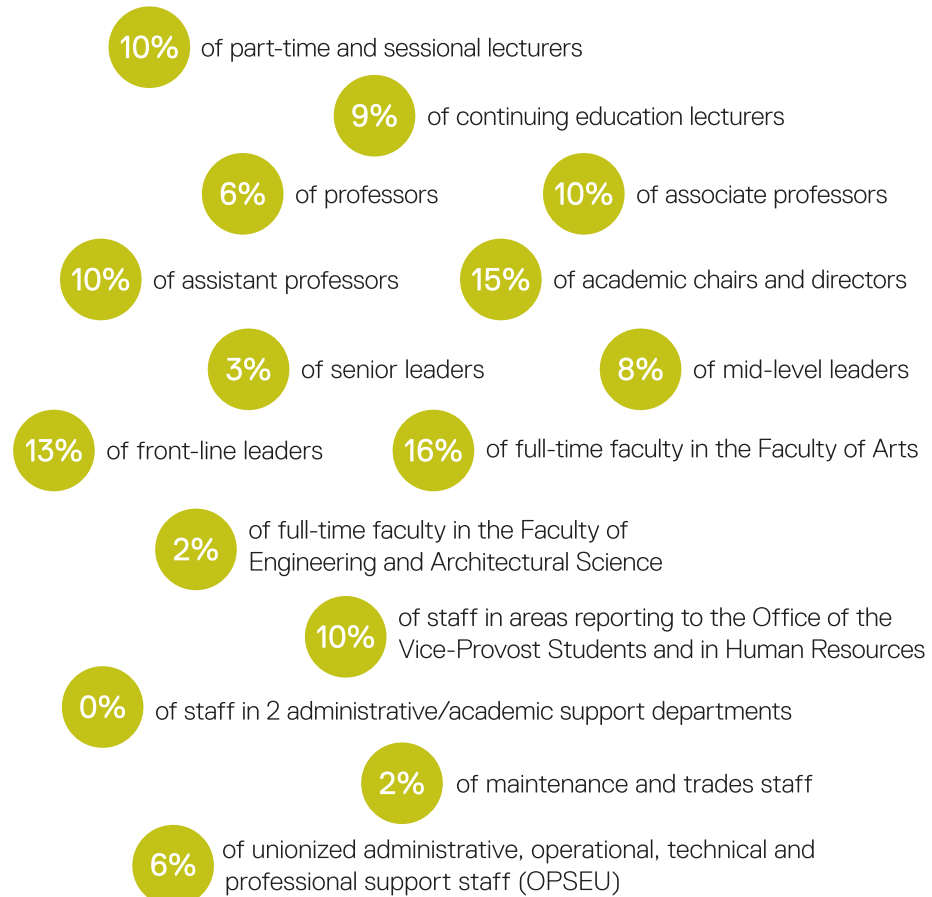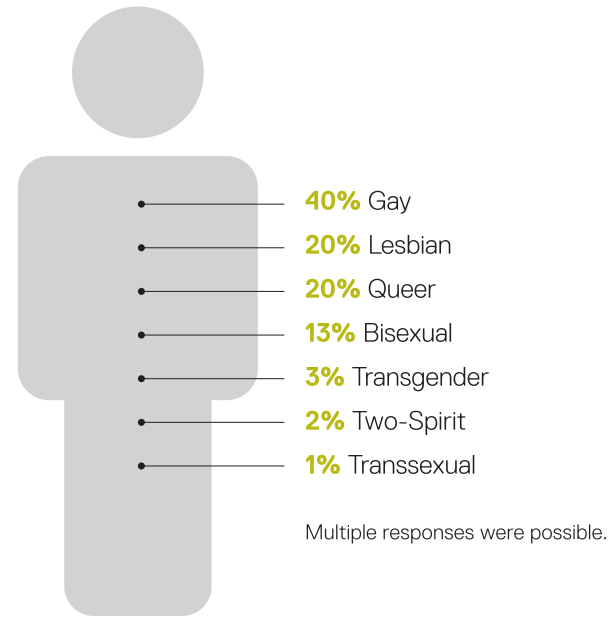**10%**
of Ryerson
full-time faculty (RFA)

7%
of Ryerson students
in full-time programs

10%
of Toronto population (2001)

Diversity of LGBTQ∗ employees

The Diversity Self-ID asks employees to voluntarily identify under a variety of LGBTQ* categories. Individuals may use terms to identify their sexual orientation, gender identity or gender expression other than the ones provided. The question is intended to provide Ryerson with some sense of the diversity of the LGBTQ* community at the university without delving too granularly into individual uniqueness.

40% Gay
20% Lesbian
20% Queer
13% Bisexual
3% Transgender
2% Two-Spirit
1% Transsexual

Multiple responses were possible.

10% of part-time and sessional lecturers

9% of continuing education lecturers

6% of professors

10% of associate professors

10% of assistant professors

15% of academic chairs and directors

3% of senior leaders

8% of mid-level leaders

13% of front-line leaders

16% of full-time faculty in the Faculty of Arts

2% of full-time faculty in the Faculty of Engineering and Architectural Science

10% of staff in areas reporting to the Office of the Vice-Provost Students and in Human Resources

0% of staff in 2 administrative/academic support departments

2% of maintenance and trades staff

6% of unionized administrative, operational, technical and professional support staff (OPSEU)

Survey highlights: Recruitment and retention

Hires

12%
Full-time faculty hires

10%
Staff hires

Promotions/progressions

7%
Full-time
faculty promotions

9%
Staff progressions

Exits

There is no information yet about the representation of this group in exits, however as we collect more data over the next few years, exit information will be presented in future reports.

Making equity, diversity and inclusion shared responsibilities

"Proudly diverse. Intentionally inclusive" says it all.

It speaks to the belief that being inclusive requires more than talking about a commitment to inclusion. It requires deliberate action.

It also implies that inclusion involves more than one person. It takes many people. In fact, it takes all the people represented in this report, together with all the people who are part of the Ryerson community, whether they're in classrooms, meeting rooms, departmental offices, libraries, cafeterias or mailrooms.

Our academic plan sets out the framework for inclusion. And while progress has been made, there is still more work to do. Now it's up to each and every one of us to take the data presented in this report and move even further.

If you have questions about equity, diversity and inclusion – or need guidance about how these goals can be achieved in your unit, contact the Office of the Assistant Vice-President/Vice-Provost, Equity, Diversity and Inclusion for assistance.

Dr. Denise O'Neil Green
Assistant Vice-President/Vice-Provost,
Equity, Diversity and Inclusion

Connect with us

 @RyersonEDI

 equity@ryerson.ca

ryerson.ca/equity

ryerson.ca/diversityselfid