



20 EMPLOYMENT
23 EQUITY
23 CENSUS

REPORT

TABLE OF CONTENTS

KEY TERMS	3
INTRODUCTION	4
SECTION 1: Response Rate.....	7
SECTION 2: Understanding the Diversity of the George Brown College Workforce	8
SECTION 3: Gaps in Representation.....	16
SECTION 4: Assessing Equity	18
SUMMARY OF ALL RECOMMENDATIONS.....	22
CONTACT	24



KEY TERMS

EQUITY

Equity means fairness and justice. Equity focuses on outcomes that are the most appropriate for a given group while taking into consideration different challenges, needs, and contexts historically and in the present day. Equity does not mean equality or the same treatment, as equality does not take differing needs or disparate outcomes into account. Systemic equity requires the presence of equity mindedness within a robust system and dynamic processes consciously designed to create, support, and sustain social justice.

DIVERSITY

Diversity means recognizing differences between people and acknowledging that these differences have value. There are many kinds of diversity, for example, race, gender, sexual orientation, class, age, country of origin, education, religion, geography, and physical or cognitive abilities. Striving for diverse representation is a critical step toward equity.

INCLUSION

Inclusion is about the “felt” and “experienced” environment. Inclusion focuses on relationships between people (especially those from marginalized and underserved populations) and their environment. It is achieved through actions that are rooted in trust, respect, and accountability, which results in all groups feeling valued and having a sense of belonging.

INTERSECTIONALITY

The concept of “intersectionality” was coined by Professor Kimberlé Williams Crenshaw and is defined as: “The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise.” (Source: Oxford English Dictionary)

EQUITY-DESERVING/EQUITY-SEEKING GROUPS

At George Brown College (GBC), we use the terms equity-deserving and equity-seeking groups interchangeably to refer to communities that were historically and that are currently underserved and underrepresented. These groups include women, persons with disabilities, racialized persons, persons from diverse gender sexual identities.

DESIGNATED GROUPS

In 1984, the Royal Commission on Equality in Employment identified four groups for employment equity in Canada: Indigenous people, persons with disabilities, visible minorities (racialized people), and women. George Brown College has also added 2SLGBTQIA+ (including persons from diverse gender sexual identities) employees based on their experiences of discrimination in the labour market.

These groups, referred to as “designated groups,” have experienced historical and current barriers to full employment opportunities and therefore are underrepresented in positions commensurate with their qualifications, skills, and abilities. In addition, the designated groups experience higher unemployment rates, lower salaries, and a concentration in precarious, low-wage, and low-status jobs.

EMPLOYMENT EQUITY

Employment equity is an ongoing process that identifies and eliminates employment-related barriers. It involves establishing proactive employment practices to address systemic barriers and ensure appropriate representation of designated group members throughout the workforce. These measures are designed to:

- Increase access to employment by identifying and removing barriers to hiring, advancement, and full inclusion in the workplace
- Promote measures to address underrepresentation caused by historic disadvantage and barriers to hiring and advancement

INTRODUCTION

George Brown College will cultivate a foundation of equity, reconciliation and belonging by establishing anti-racism, Indigenization, and meaningful inclusion as being core to our college community expectations, policies, practices, and strategies.

—Priority 5, George Brown College Strategic Plan 2026

At George Brown College, we are committed to equity, diversity, inclusion, and reconciliation. These values are at the core of our mission as an institution and are embedded priorities throughout our Strategy 2026. Still, we know that some in our community continue to experience inequities. As a college, we are committed to doing better. We want to build more equitable teaching and working spaces and create a workforce that reflects the diversity of the external labour market.

The 2023 Employment Equity Census is an integral part of these efforts and one way we can all contribute to building a more equitable and inclusive George Brown College.

Why conduct an Employment Equity Census?

The results of the Employment Equity Census will help guide the college's Anti-Racism Action Plan and Indigenous Education Strategies and guide our equity, diversity, and inclusion plans over the coming three to five years. The results of the census will help us understand who our employees are and will assist us in:

- Measuring and understanding the diverse composition of the George Brown College workforce
- Understanding whether gaps exist between the diversity of George Brown College employees and the external labour market
- Identifying whether any barriers to hiring and advancement exist
- Helping inform the development and implementation of strategies, policies, and practices to address any systemic barriers and gaps in representation and support the inclusion of all employees
- Assessing and supporting progression towards institutional commitments

The Ontario Human Rights Commission allows and encourages organizations to collect demographic information from employees if it is intended to be used to identify and eliminate disadvantages in the workforce. The Ontario Human Rights Commission encourages organizations to conduct a employees census because it believes that the data collected can play a useful role in creating strong human rights and human resources strategies for organizations.

George Brown College's commitment to employment equity

George Brown College serves a diverse student population. Recently released census data from Statistics Canada highlights the dramatic demographic changes that Toronto continues to undergo and the increased inequities faced by equity-deserving groups. Toronto continues to be one of the world's most diverse cities, and our student population reflects that diversity.

The information collected through the Employment Equity Census is critical to our efforts to foster a diverse, equitable, and inclusive workplace. The results from the census will help George Brown College identify barriers to employment and develop strategies to address or eliminate those barriers. It will also allow George Brown College to build more equitable working spaces and create a workforce that reflects the diversity of the external labour market.

George Brown College will be more effective and responsive to the needs of its community when our workforce reflects the community we serve. The census will help us understand how well we already reflect this diversity and identify gaps and potential barriers in hiring and advancement processes. It will also support the development of strategies and initiatives to address or eliminate those barriers, in turn creating a more inclusive organization.

The 2023 Employment Equity Census

The 2023 Employment Equity Census was conducted by third-party consultants, Turner Consulting Group. The consultants collected, analyzed, and reported on the data and made recommendations based on the findings from the analysis. Their analysis of the data is included in this report. Providing this data and analysis publicly is part of the college's commitment to transparency and accountability.

In 2020, the college conducted its first census, which achieved a participation rate of 35%. The results were used to inform the college's priorities for its Strategy 2026, Anti-Racism Action Plan, Indigenous Education Strategy, and other George Brown College policies and practices.

One goal for the 2023 Employment Equity Census was to increase the response rate. Various strategies were used to increase the representation rate, including contracting with an external consultant to collect, house, and analyze the data. With this census, the response rate increased to 46% for all employees and 68% for full-time employees. The response rate for non-full-time employees was 35%, highlighting the need for the college to increase engagement with that employees generally and regarding issues of equity, diversity, and inclusion. With this higher response rate, we are able to conduct a more detailed analysis of the data and use the analysis to inform the college's equity, diversity, and inclusion efforts in the coming years.

The census asked demographic questions in order to provide a profile of the composition of the organization by Indigeneity, race, gender identity, disability, religion, and sexual orientation.

The census also asked employees about their role, level, and department. These questions will allow us to analyze the diversity of the workforce based on area and type of work. This analysis will help George Brown College to understand the extent to which the equity-deserving groups experience equity in the workplace. It will also help identify barriers that may need to be addressed.

Collection of the data

All employees were invited to participate in this census. The census was a voluntary self-identification survey, which allowed each employee to determine whether they wanted to participate and to answer the survey questions as they chose.

Because one key goal of this census was to allow George Brown College to become accustomed to completing a self-identification survey and thus build trust with the collection and use of this data, the survey was not connected to any employee identifiers such as employee number or email address and was conducted by a third-party consultant. As trust and confidence is built, George Brown College should move toward collecting this data in a way that is connect to employee numbers to allow the data to be maintained by the college and merged with data from the human resources information system. This will allow for a more robust analysis of movement into, within, and out of the organization.

As with any self-identification survey, organizations rely on the honesty of employees to accurately respond to the survey questions. The responses to each question were reviewed and recoded as needed. A small number were deleted as it was evident that some respondents were attempting to undermine the census by providing inaccurate survey responses.

The link to the census was sent out by email to all employees on February 28, 2023. Managers were asked to provide time during employees meetings in March to introduce the census and provide time for employees to complete the census either online or on paper.

All employees were encouraged to participate, including full-time, part-time, temporary, occasional, and casual employees. Employees who decided to participate could answer all the questions or could select "Prefer not to answer" as an option for questions they did not wish to answer.

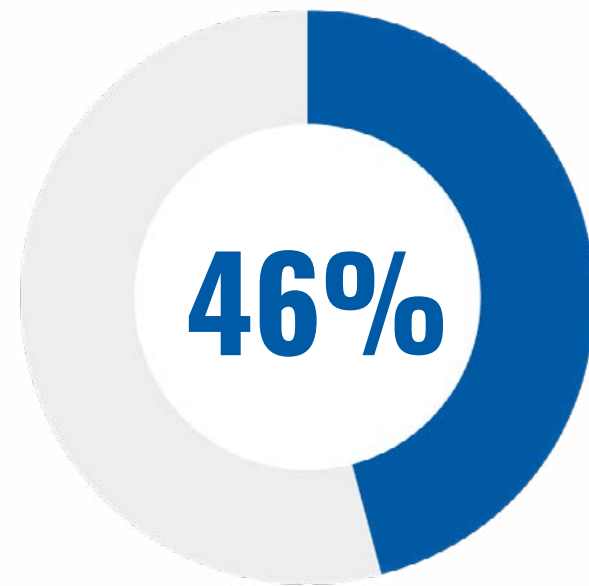
This report

This report summarizes the data from the 2023 Employment Equity Census and includes the following sections:

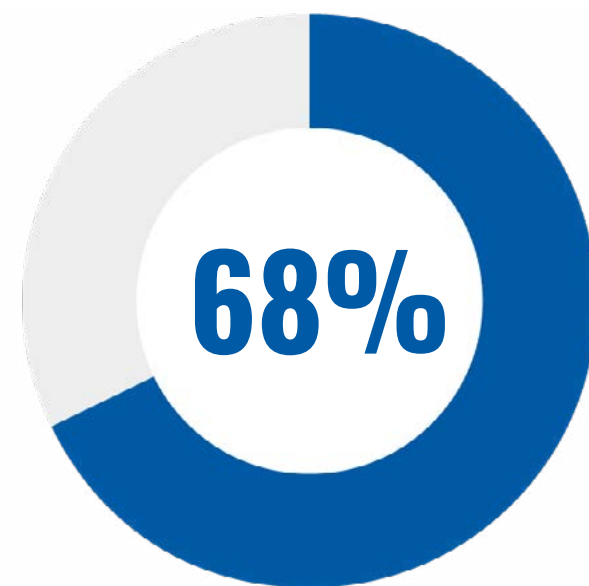
- **Section 1** of this report presents a summary of the response rate for full-time and non-full-time employees.
- **Section 2** explores diversity among the George Brown College workforce. It presents summary data for each equity-deserving group and compares their representation in the George Brown College workforce with comparator data from Statistics Canada. Additional information such as a breakdown of the diversity within each equity-deserving group and an exploration of intersectionality is also included.
- **Section 3** conducts a gap analysis consistent with that required by organizations that must comply with the federal Employment Equity Act. While George Brown College is not required to comply with this legislation, this analysis provides a means for understanding how large gaps in representation are and where the college should focus its efforts in terms of diversifying the workforce.
- **Section 4** explores whether each group is equitably represented in various roles at the college and at various levels. It also conducts an analysis to better understand whether the diversity among new hires has changed over the years and the extent to which members of the equity-deserving groups are hired into full-time positions, which offer greater job security. This analysis also helps to explore whether members of the diverse workforce at George Brown College experience equity in their employment.

In each section, the consultants provide recommendations for how George Brown can improve the recruitment, retention, advancement, and full inclusion of employees from the equity-deserving groups. The recommendations are broad and require review, further exploration and planning to ensure that they are implemented effectively. However, they are made to help ensure that George Brown College can capitalize on the rich diversity among its workforce and to ensure that all employees are respected for their contributions and feel safe, valued, and welcomed. George Brown must determine when and how these recommendations are implemented and ensure that they align with current initiatives.

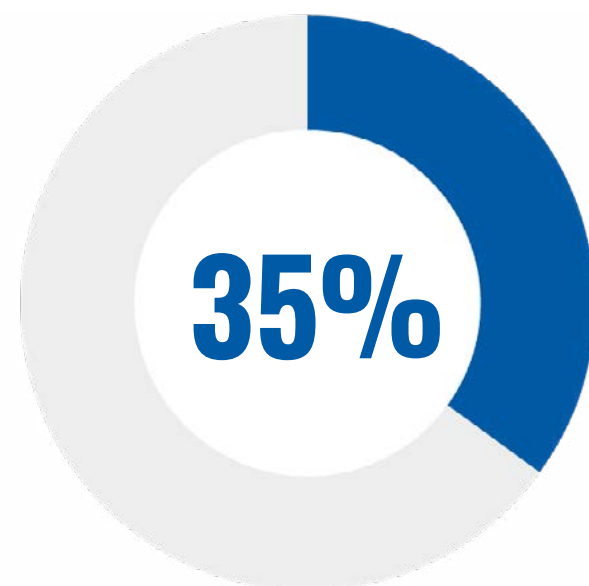
SECTION 1: RESPONSE RATE



2,096 of 4,466 **employees** participated in the Employment Equity Census



993 of 1,468 **full-time employees** participated in the Employment Equity Census



1,057 of 2,998 **non-full-time employees** participated in the Employment Equity Census

Of George Brown College's 4,466 employees, a total of 2,096 participated in the Employment Equity Census by answering at least one question.

Fifty-seven employees also logged into the survey to report that they did not wish to participate in the census. Of those, 18 chose to provide a reason for not participating. These reasons include:

- Lack of support for George Brown College's employment equity efforts. These employees described this work as "too woke" and said that the survey "assumes something is wrong that needs to be socially engineered." They also indicated that the college should be engaged in merit-based hiring that focuses on skills, experience, qualifications, and performance rather than the identity of an individual.
- Concern about their privacy and providing their employer or a third-party with personal information about themselves
- Not believing that the census is relevant to them (e.g., because they are not a full-time employee)

While the employees who expressed these concerns represent a small fraction of the college's employees, it is important that George Brown College continues to educate employees about the purpose and use of this data and how their privacy will be protected. It is also critical that George Brown College shares more general education about its employment equity efforts and the benefits to the organization and its students. This education, along with the investment of time and resources, will enable the college to foster a collective commitment to employment equity and build a more mature employment equity program.

This will both increase the response rate and build the trust needed for the college to move toward conducting self-identification surveys that connect employee responses to their employee number, as is being done by many post-secondary institutions across Canada. This will eliminate the need for the periodic surveying of the entire workforce and will allow for a more robust analysis of movement into, within, and out of the organization. Subsequent census surveys should be conducted with this goal in mind and should focus on building employee understanding and trust in the process and purpose of the Employment Equity Census.

Recommendation 1: Given employee concerns about the confidentiality of the census data and the stated lack of support for George Brown's equity efforts by some employees, it is recommended that George Brown educate employees about how the confidentiality of this data will be maintained. It is also recommended that George Brown College continue to educate employees about the reasons for engaging in this work, how it benefits the organization as a whole, and how it contributes to outcomes for students. This communication and education should also dispel the myths associated with employment equity.

Recommendation 2: It is recommended that George Brown College sets its ultimate goal as being the collection of self-identification data that is connected to employee number.

* 46 employees did not specify if they were full-time or non-full-time

SECTION 2: UNDERSTANDING THE DIVERSITY OF THE GEORGE BROWN COLLEGE WORKFORCE

In this section, the representation of each designated group is presented. This representation is compared with the representation of each group in the external labour market or community based on the data available.

Statistics Canada data is used to compare the diversity of the George Brown workforce to, in order to assess representation. While this is the best source of this data, we recognize that many groups may be undercounted by the Census, such as First Nations, Metis, Inuit, as well as people who identify as 2SLGBTQIA+.

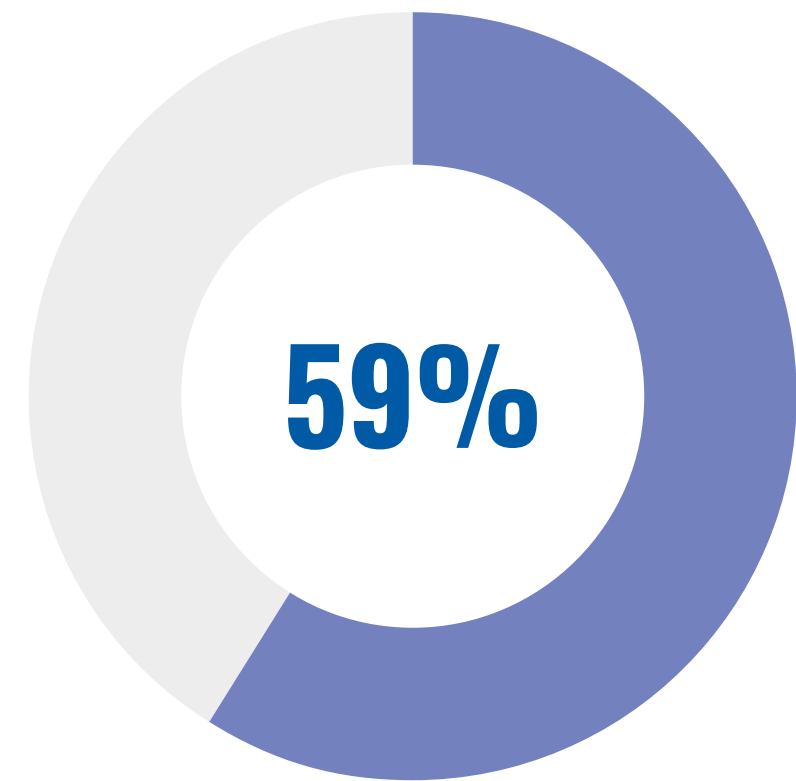
Because employees were able to discontinue their participation at any time, the number of people who responded to each question differs. The tables also show the number of employees who chose not to respond to each question by selecting "I prefer not to answer."

For all tables and graphs, sums may not equal 100% because of rounding and because, in some cases, employees were able to select more than one answer.

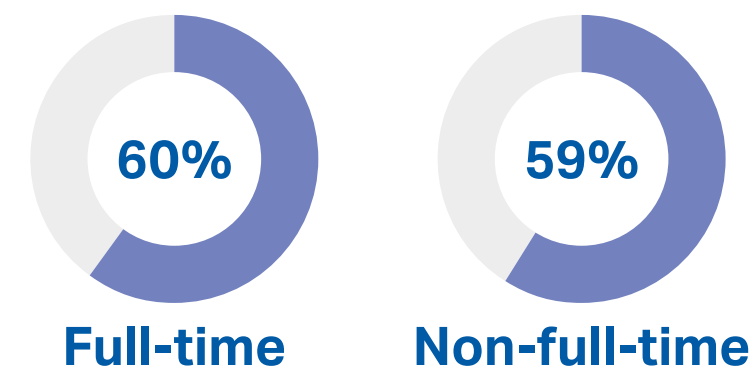
This data represents a snapshot in time of the George Brown College workforce in March 2023.



WOMEN EMPLOYEES



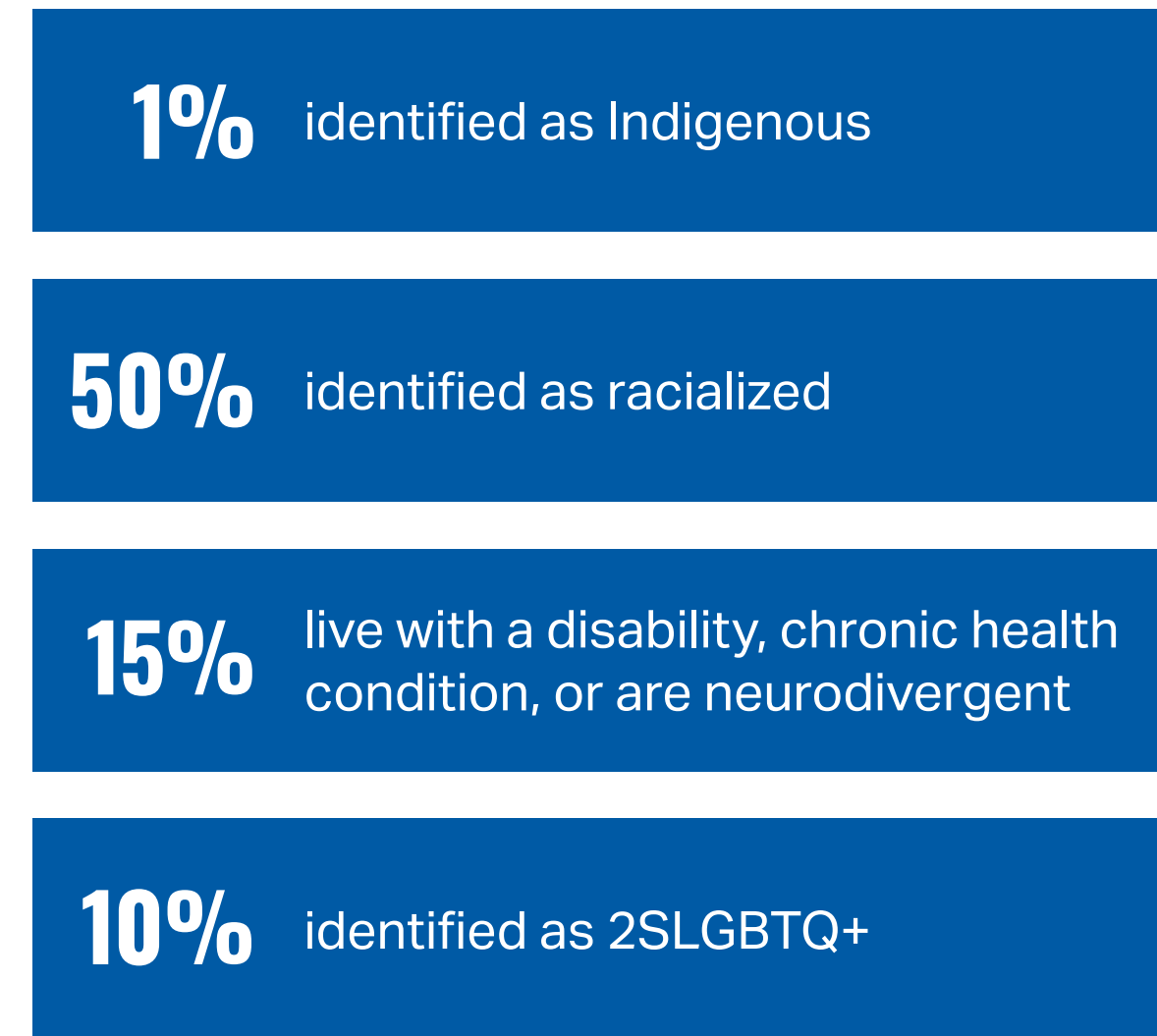
of census respondents identified as **women**.



INTERSECTIONALITY

There is a great deal of diversity among those who identified as women.

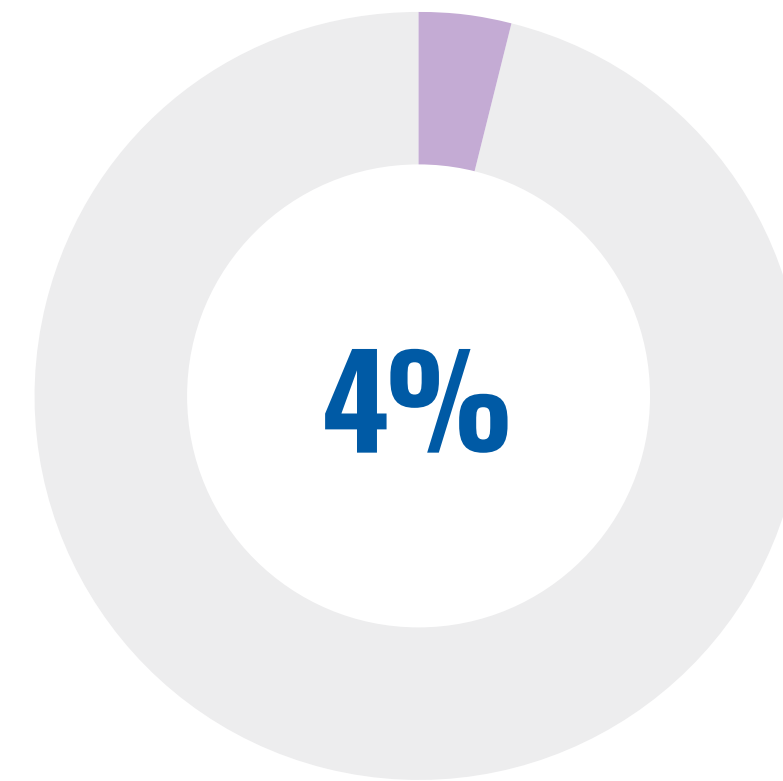
Of all those who identified as women:



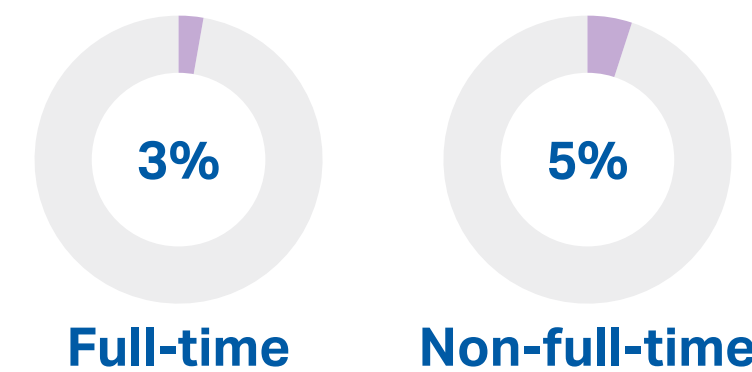
COMPARATOR DATA

Statistics Canada shows that women comprise 51% of residents in the Toronto Census Metropolitan Area (CMA). As such, women are well-represented in the George Brown workforce.

GENDER DIVERSE EMPLOYEES

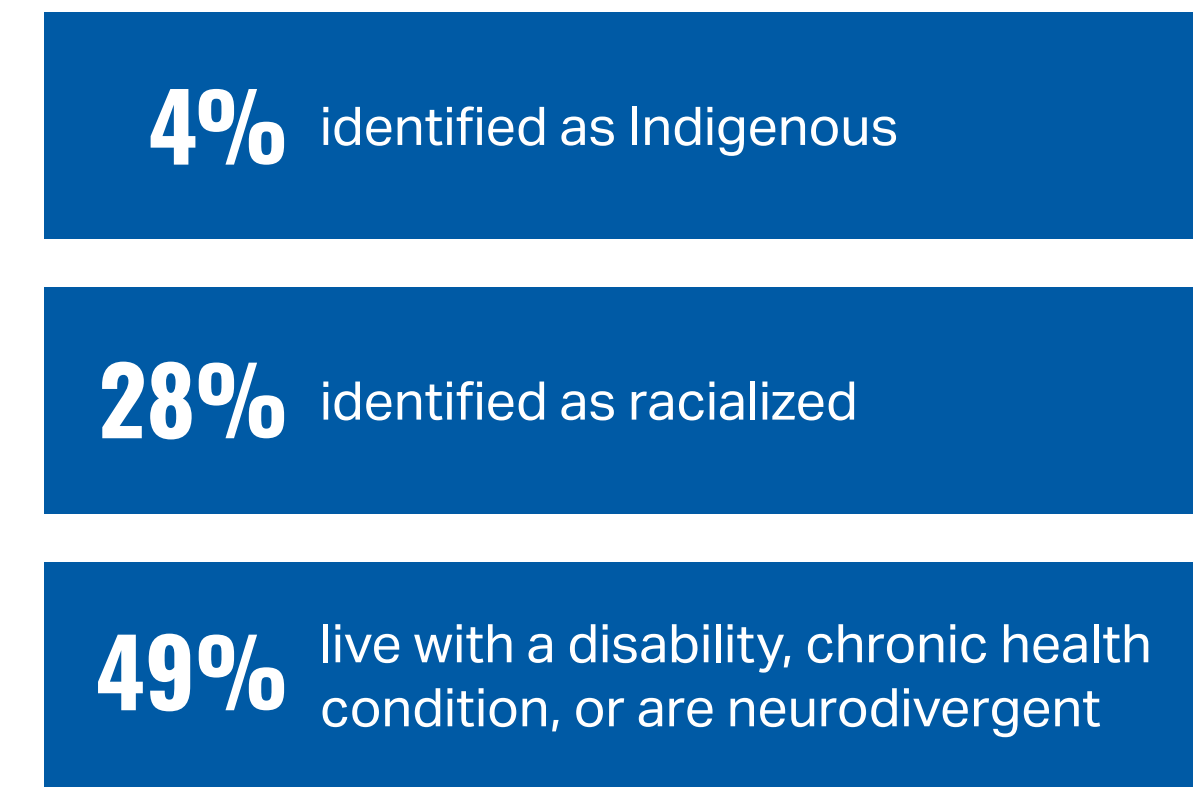


of census respondents identified as **gender nonconforming, genderqueer, non-binary, questioning, transgender, and/or Two-Spirit**.



INTERSECTIONALITY

Of the employees that identified as gender diverse:

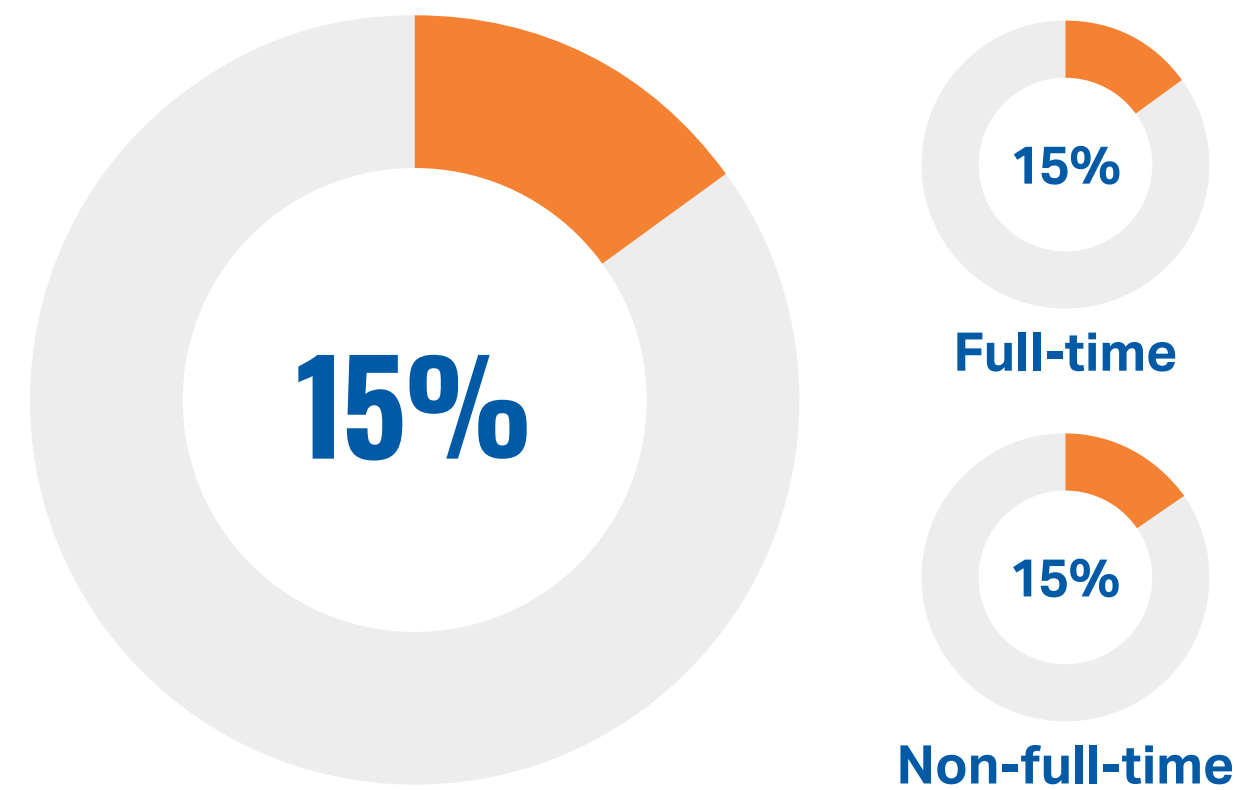


COMPARATOR DATA

Statistics Canada collected data in 2021 for the first time on Canadians aged 15 and over who identify as transgender or non-binary. People who are gender diverse represent 0.3% of the Canadian population, and are well-represented in the George Brown workforce.

¹ Statistics Canada has not provided this information for the Toronto CMA population.

SEXUAL ORIENTATION



of census respondents identified as **bisexual, gay, lesbian, pansexual, queer, questioning, Two-Spirit, or another sexual orientation other than heterosexual.**

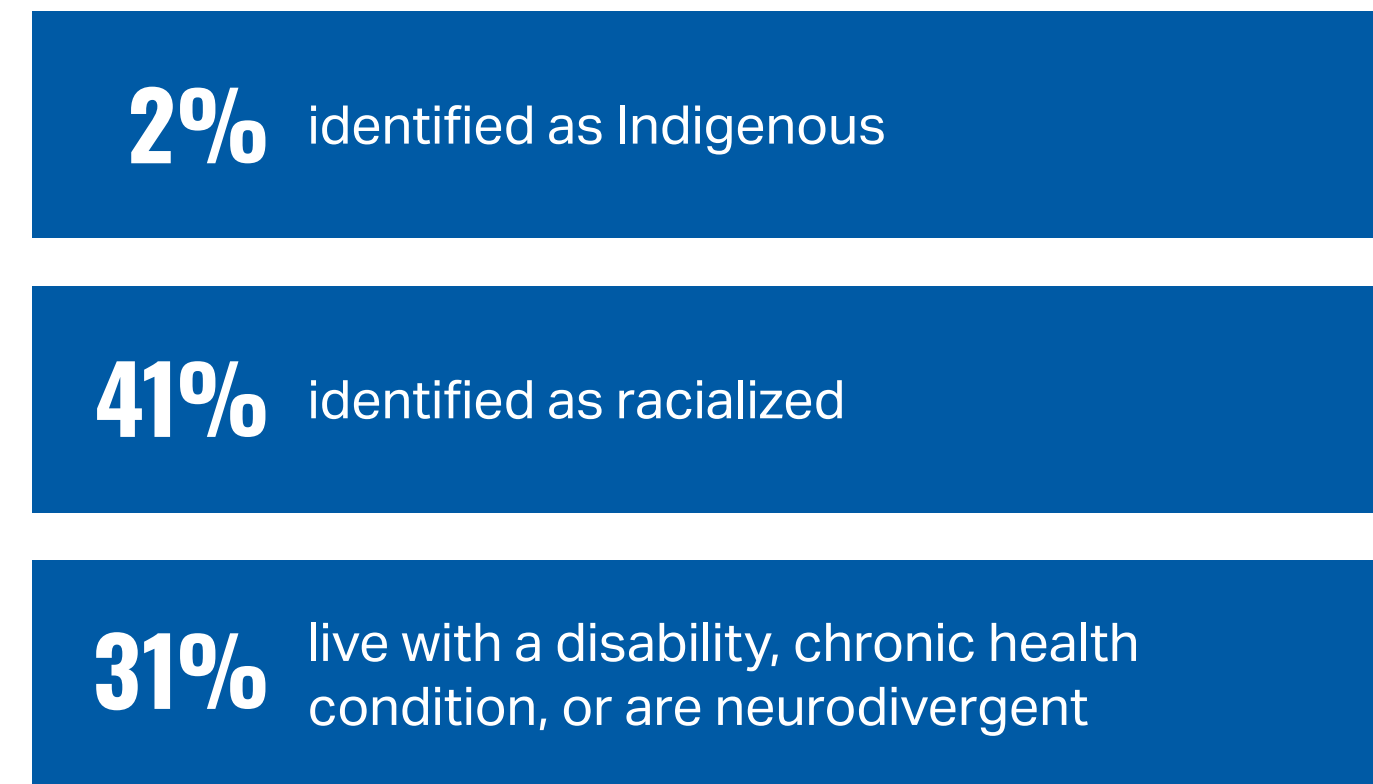
COMPARATOR DATA

Statistics Canada reports that in 2018, 4% of the Canadian population aged 15 and over identified as lesbian, gay, bisexual, or another sexual orientation other than heterosexual. Based on this figure, those who identify as 2SLGBQ+ are well-represented in the George Brown College workforce.

* employees were able to select more than one sexual orientation

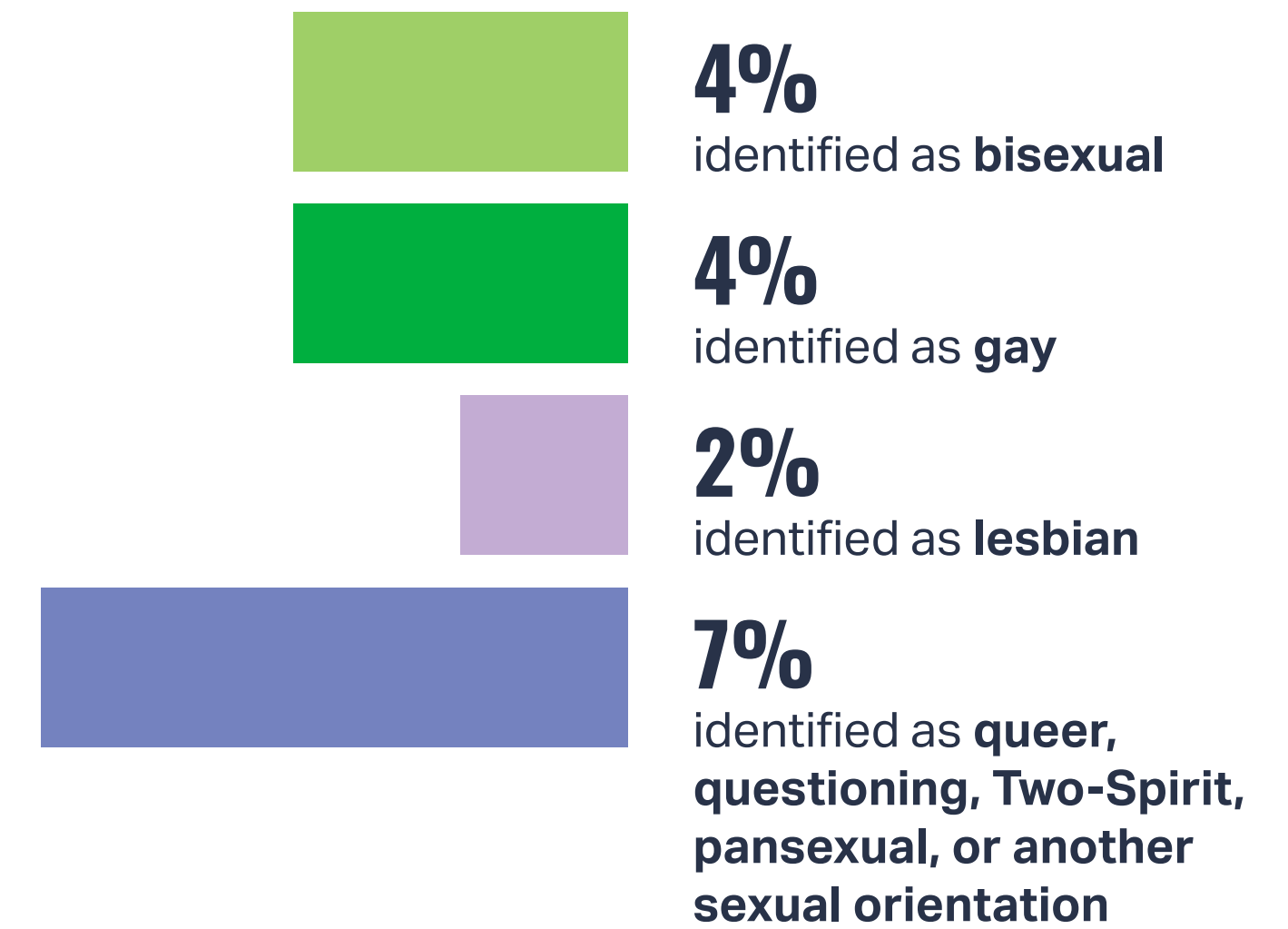
INTERSECTIONALITY

Of the employees that identified as 2SLGBTQ+:

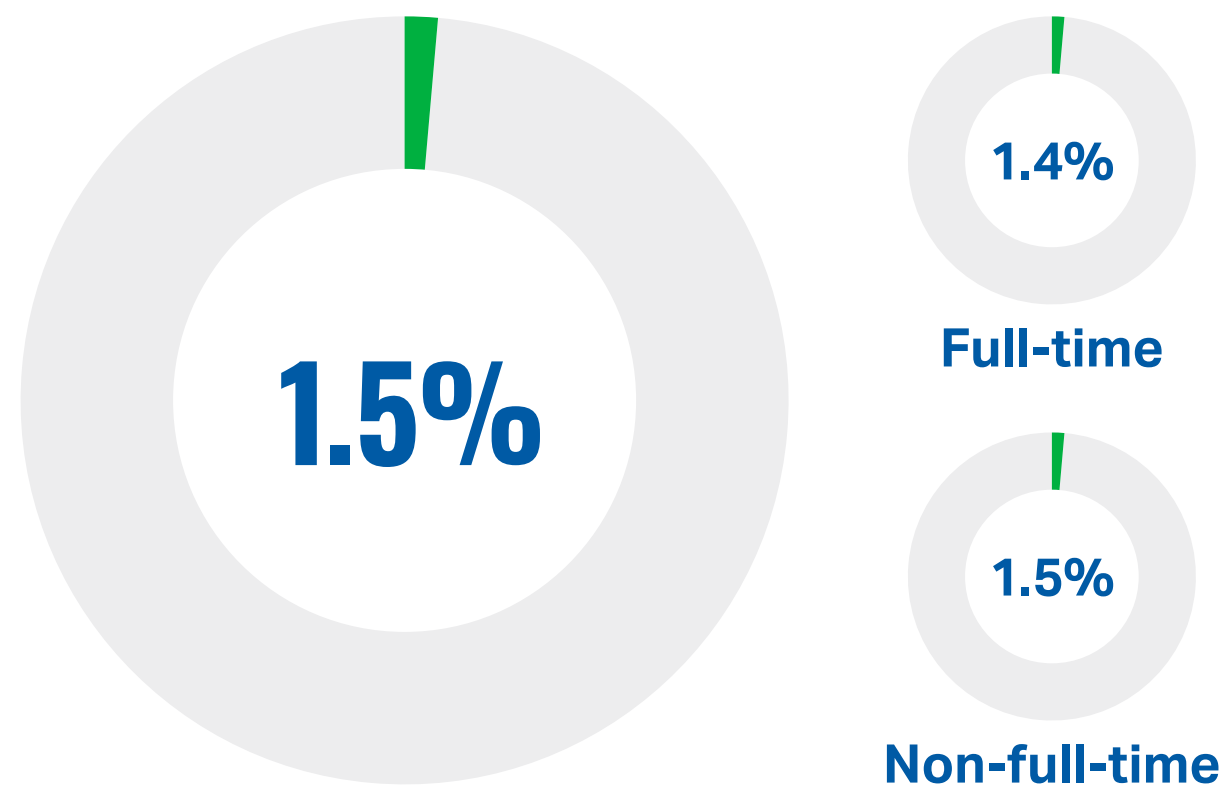


BREAKDOWN

Of the employees that identified as 2SLGBQ+:



FIRST NATIONS, MÉTIS, INUIT EMPLOYEES



of census respondents identified as First Nations, Métis, and/or Inuit.

EXPLAINER

The federal Employment Equity Act identifies Indigenous people as a designated group. Indigenous people are defined as “a North American Indian or a person of a First Nation, Métis or Inuit.”

In recognition of our commitment to implement the Truth and Reconciliation Calls to Action, George Brown continues to use this definition and has not expanded it to include Indigenous peoples from other parts of the world.

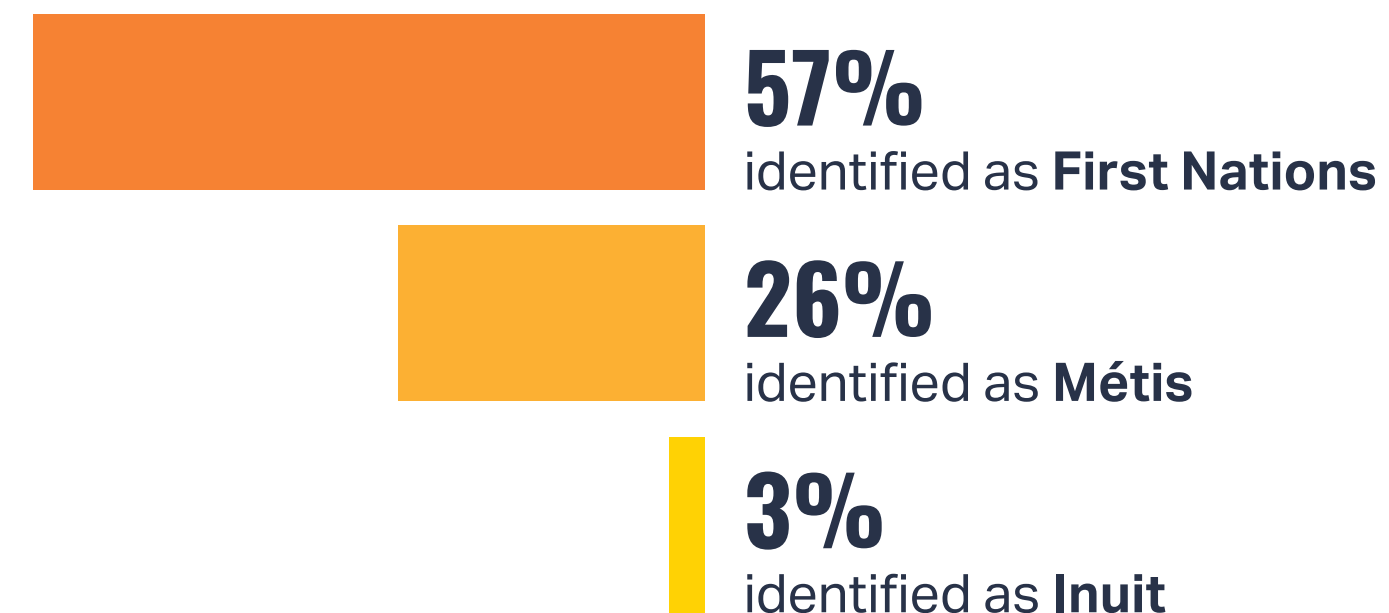
COMPARATOR

In the Toronto CMA, 0.7% of residents identified as First Nations, Métis, or Inuit. Compared to this external representation, Indigenous people are well-represented in the George Brown College workforce

The City of Toronto recognizes that the number of Indigenous people in the city is badly undercounted by Statistics Canada. The City estimates that the number of Indigenous people who reside in Toronto could be closer to 100,000.

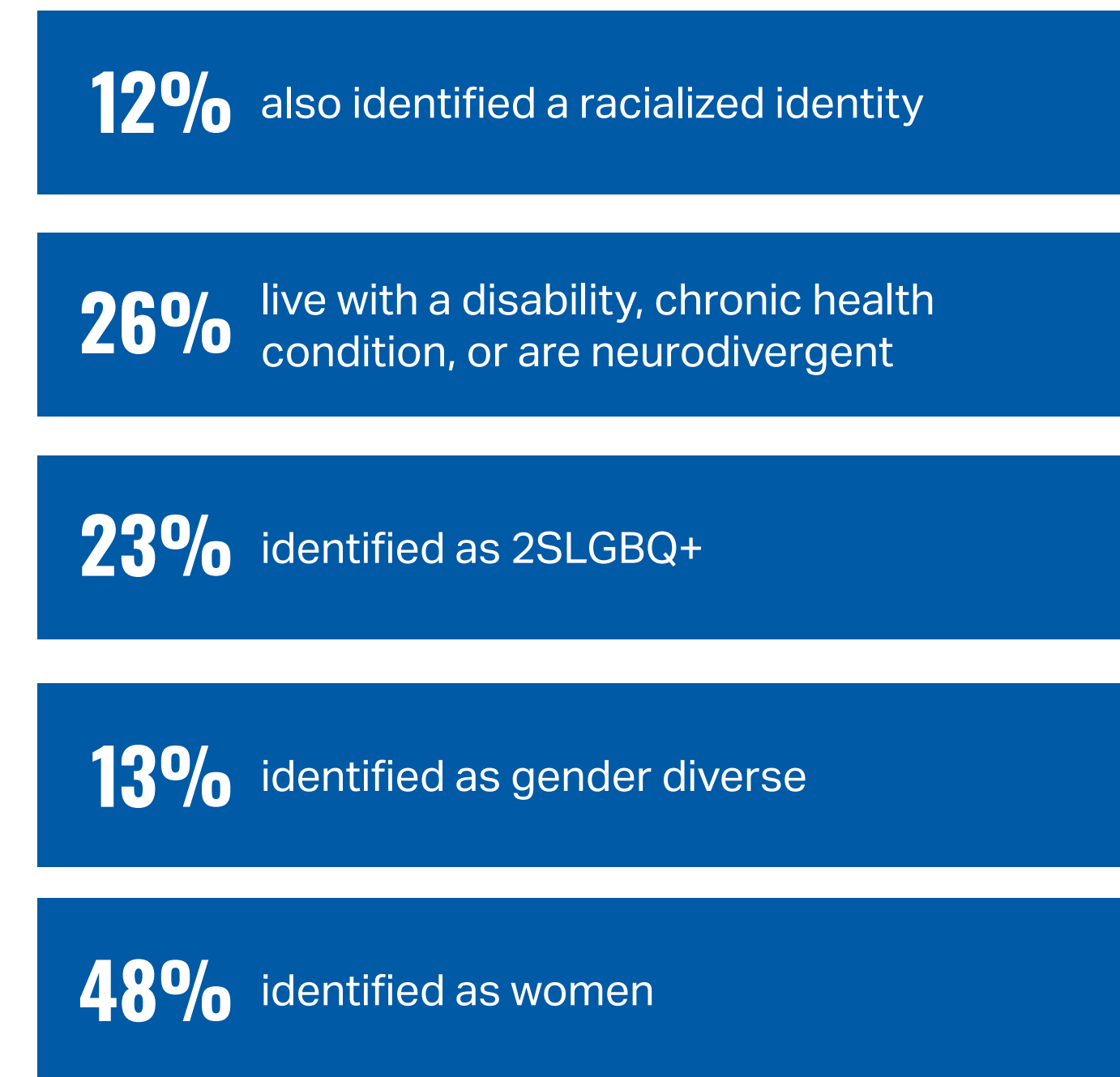
BREAKDOWN

Of the employees that identified as Indigenous:

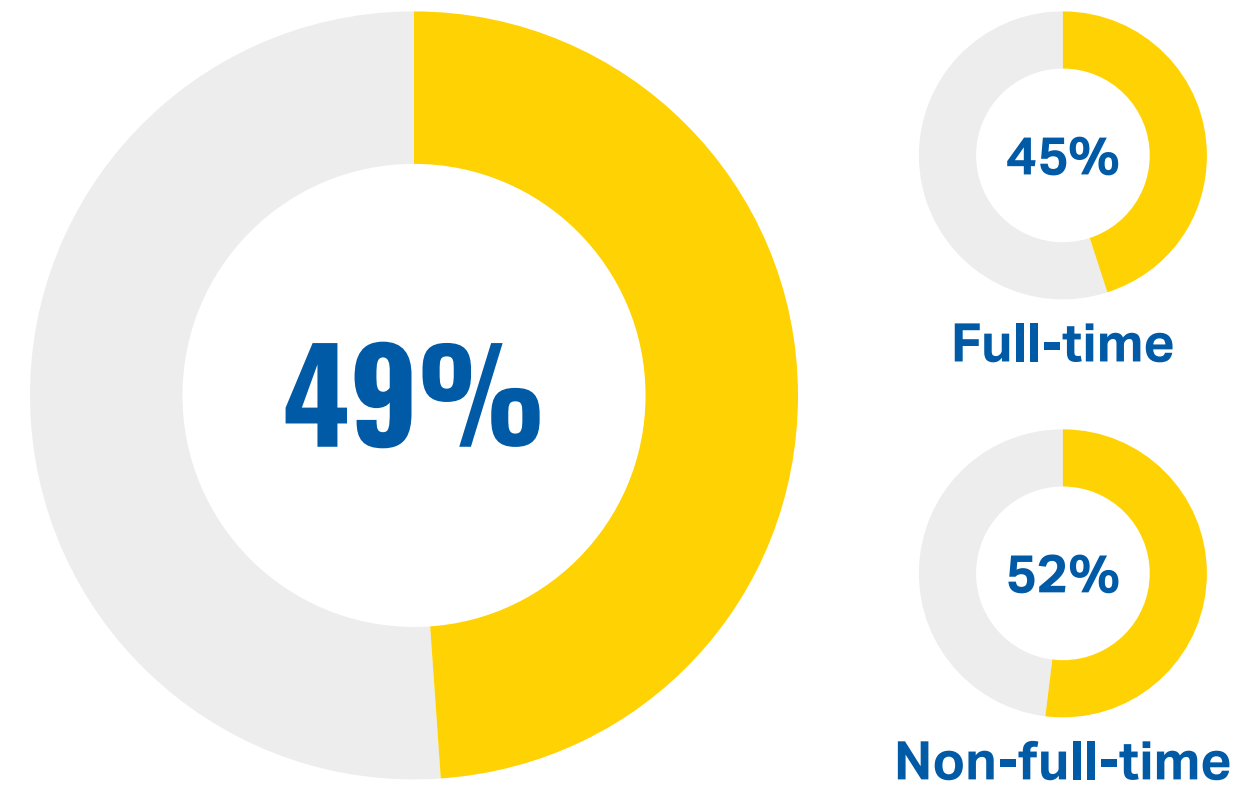


INTERSECTIONALITY

Of the employees that identified as Indigenous:



RACIALIZED EMPLOYEES



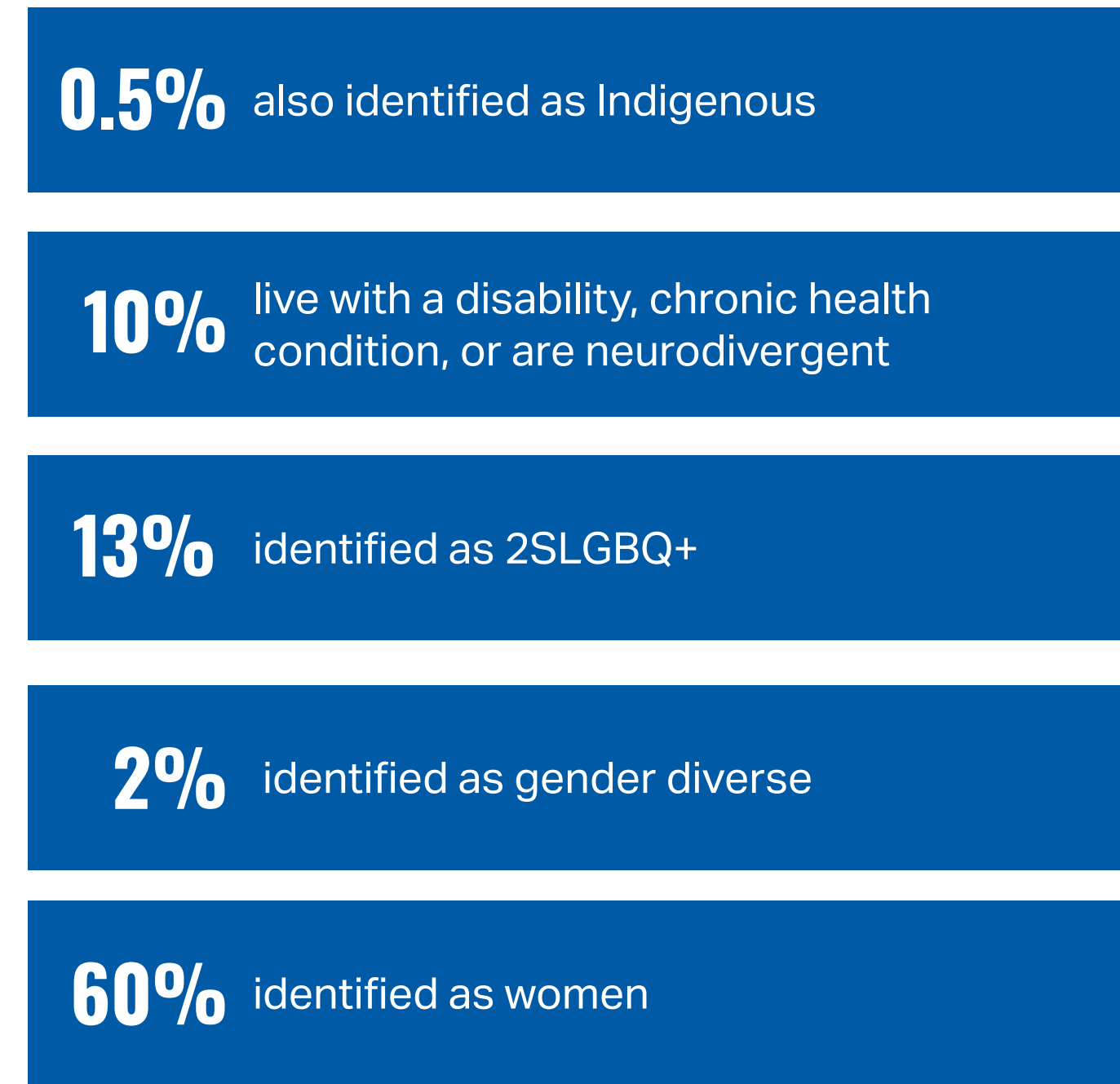
of census respondents identified as racialized.

COMPARATOR DATA

In the Toronto CMA, 57% of residents identified as racialized in the 2021 Census. Based on this figure, racialized people are underrepresented in the George Brown College workforce.

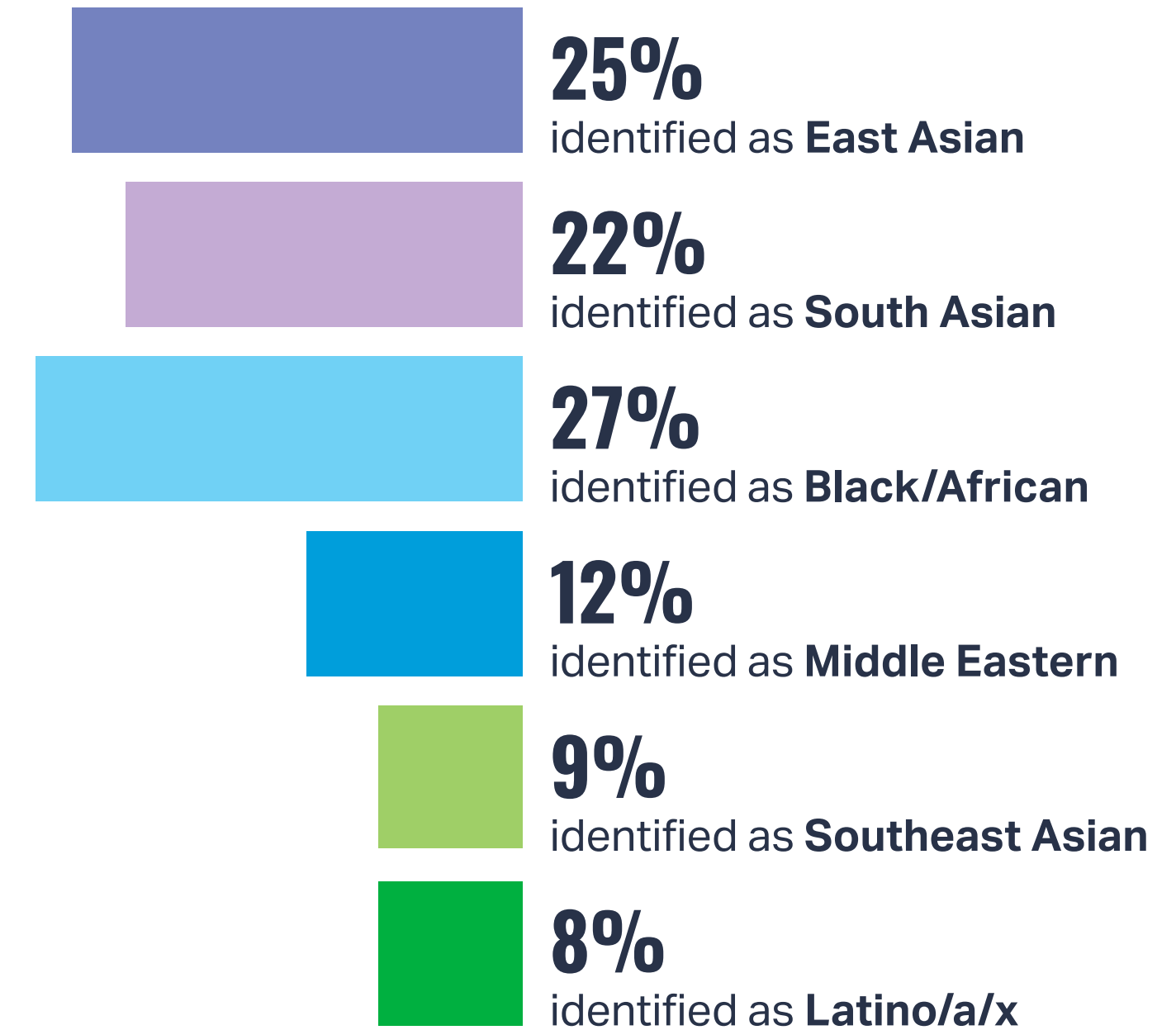
INTERSECTIONALITY

Of the employees that identified as racialized:



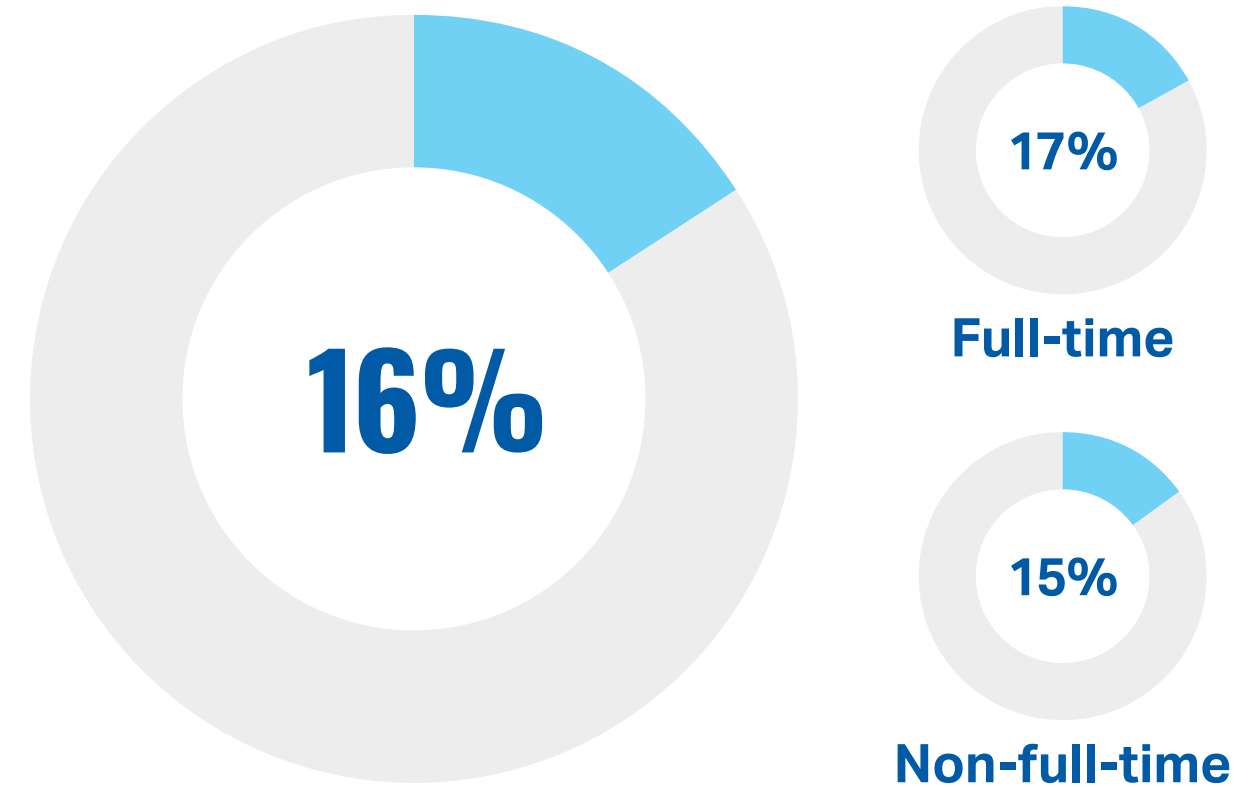
BREAKDOWN

Of the employees that identified as racialized:



* employees were able to identify with more than one racialized group

EMPLOYEE WITH DISABILITIES, CHRONIC HEALTH CONDITIONS, AND NEURODIVERGENCE



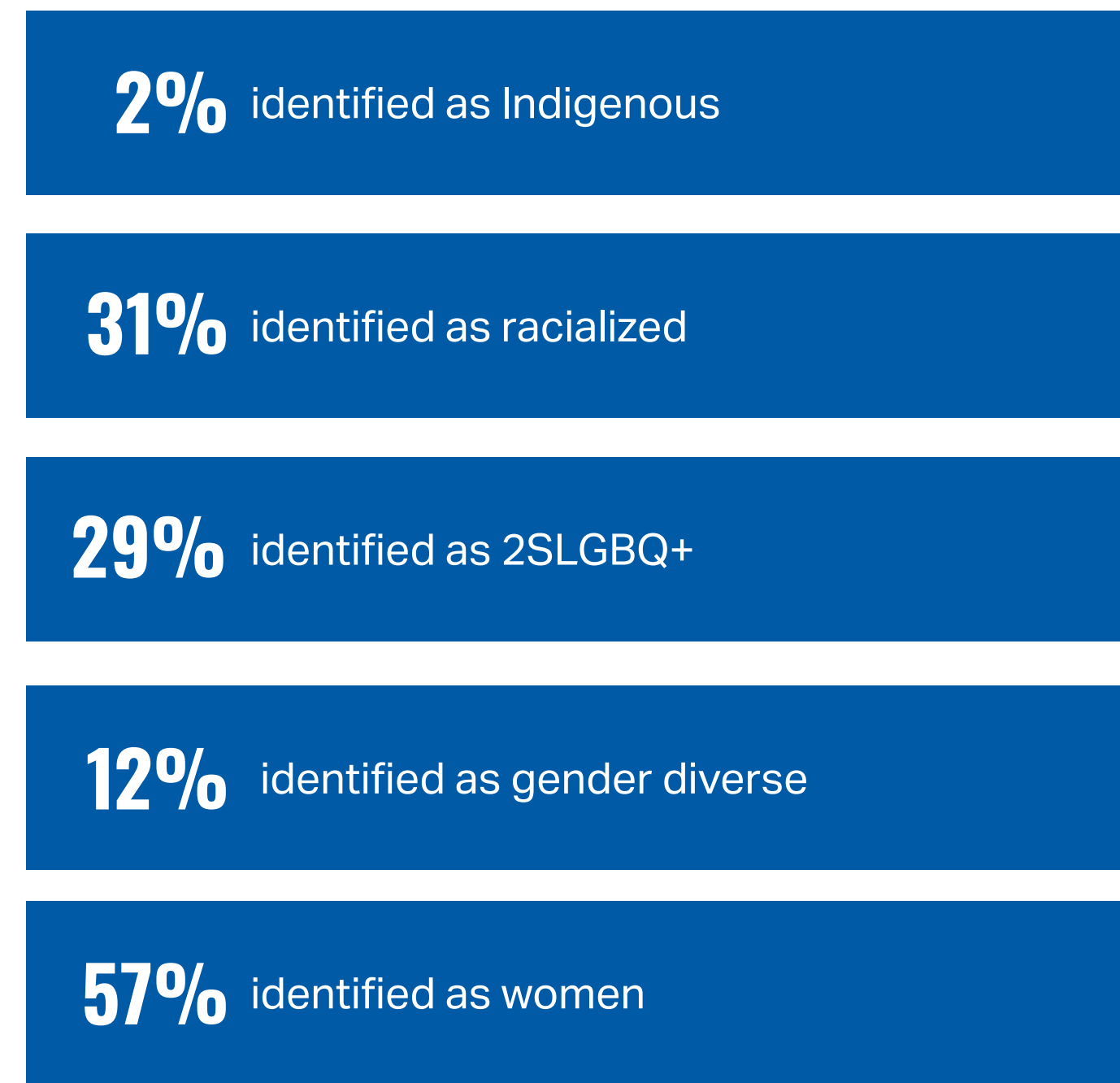
of census respondents identified as a person with a disability.

COMPARATOR DATA

Statistics Canada reports that in 2017 20% of Canadians aged 25 to 64 had a disability. Based on this figure, persons with disabilities are underrepresented in the George Brown workforce.

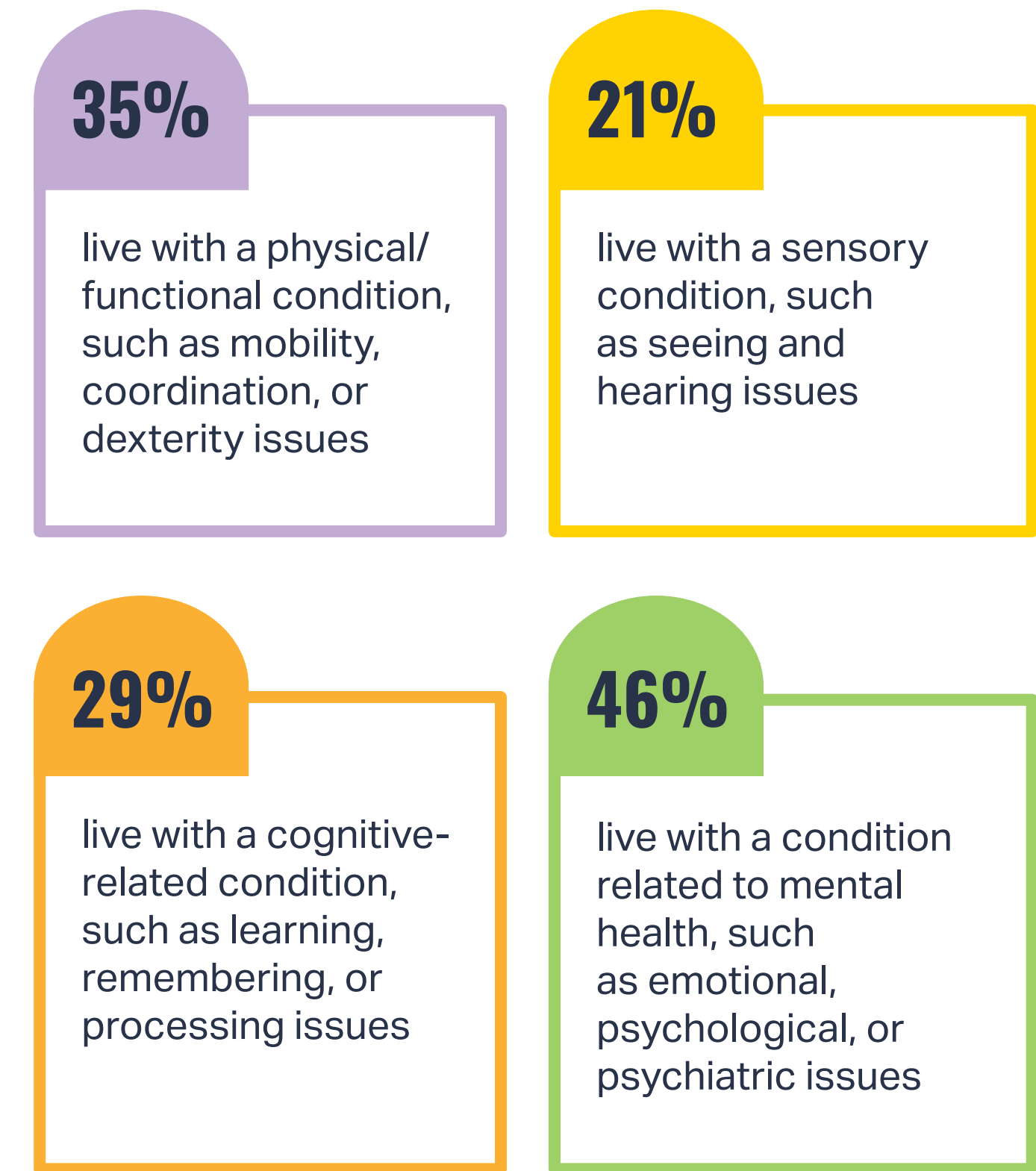
INTERSECTIONALITY

Of the employees that reported they live with a disability, chronic health condition, and/or neurodivergence:

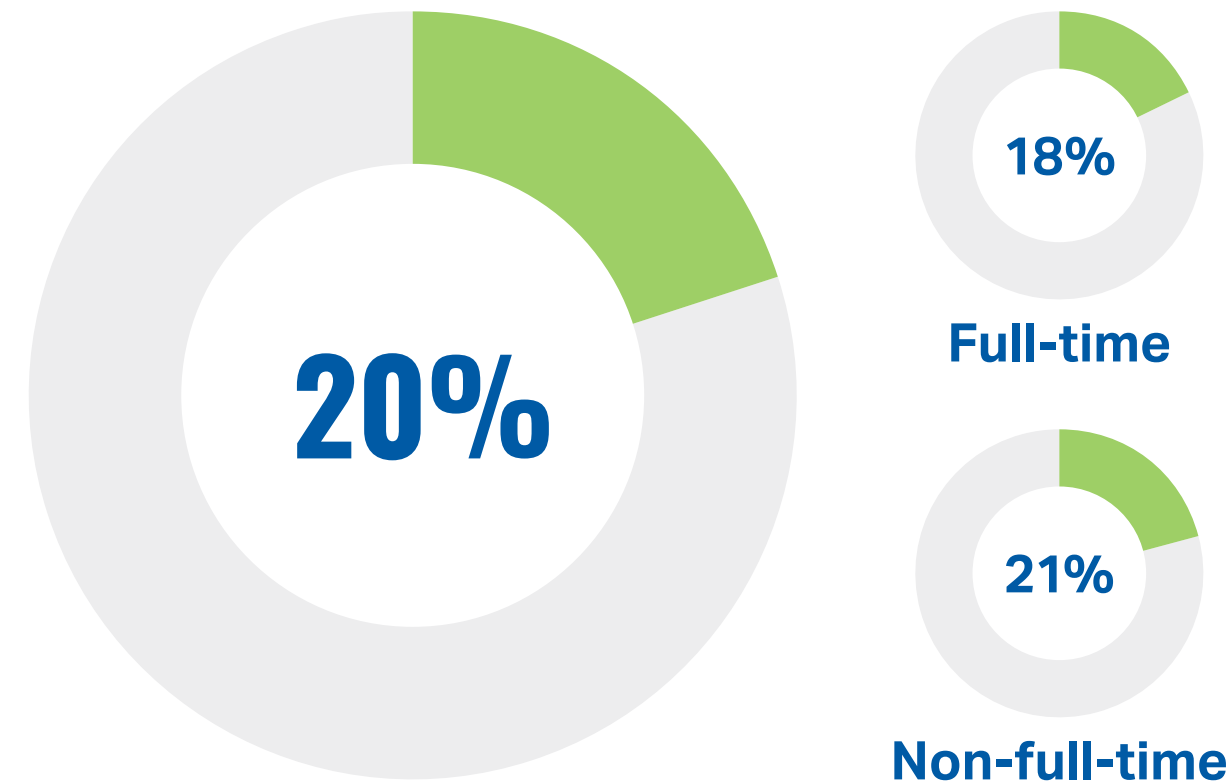


BREAKDOWN

Of the employees that reported they live with a disability, chronic health condition, and/or neurodivergence:



RELIGION OR SPIRITUALITY



of census respondents identified with a non-Christian religion.

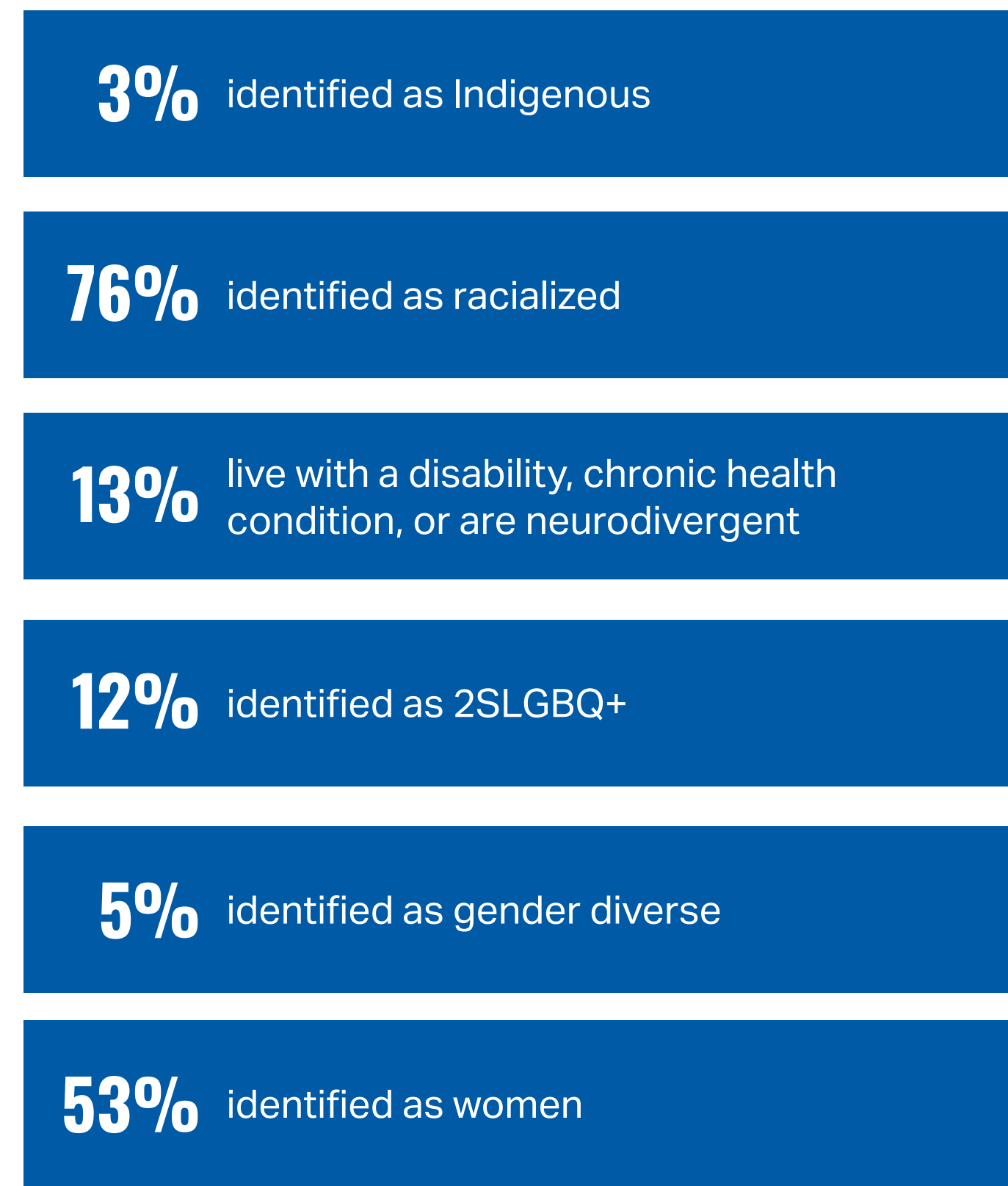
COMPARATOR DATA

Statistics Canada reports that in 2021 27% of residents in the Toronto CMA reported that they are affiliated with a non-Christian religion.

While this group is not an employment equity designated group, including this question on the census helps to provide a more complete picture of the diversity of the George Brown College workforce.

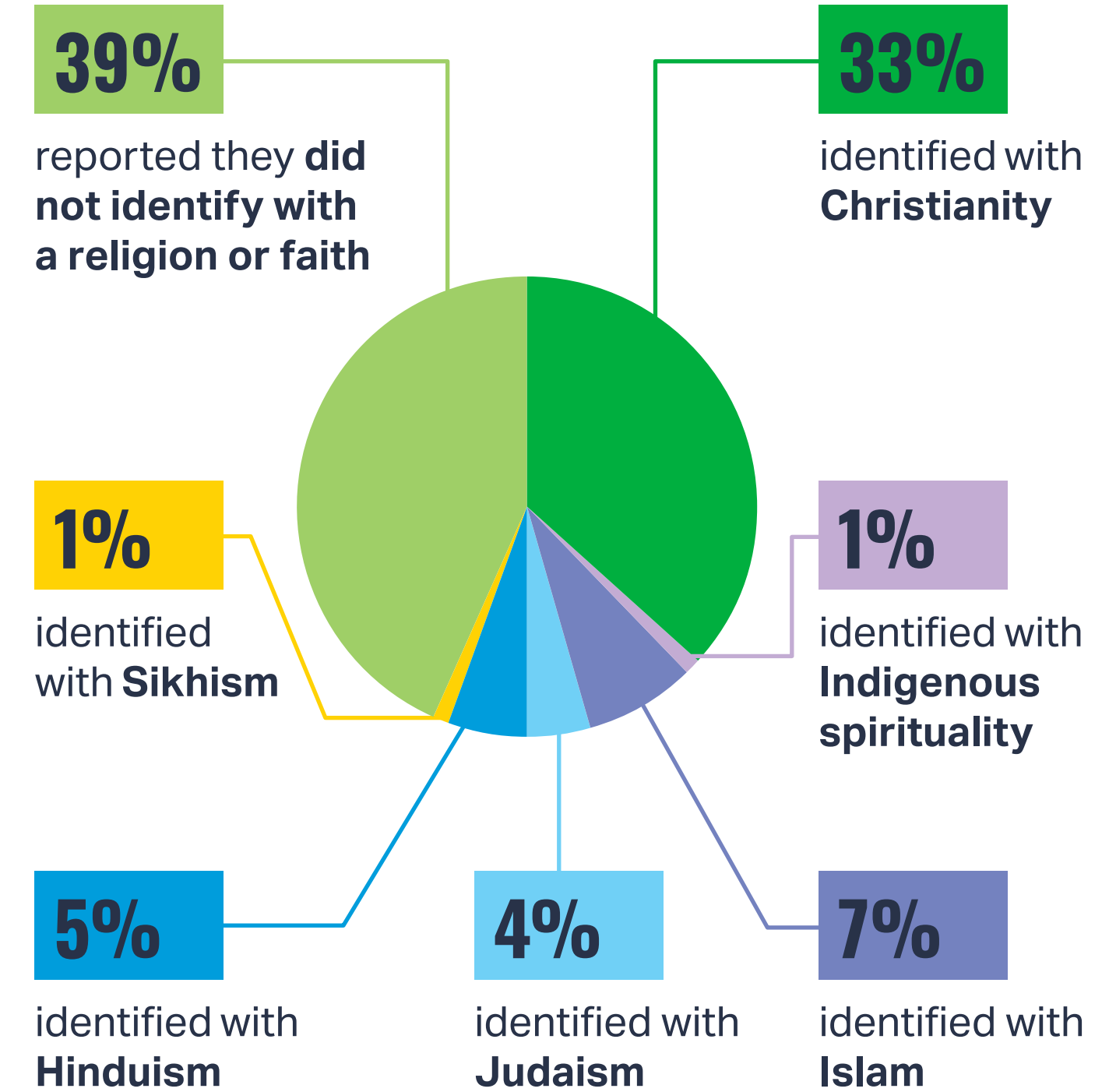
INTERSECTIONALITY

Of the employees that reported they practice a non-Christian religion:



BREAKDOWN

Of the employees that completed the survey:



SUMMARY

This data shows:

- The George Brown College workforce has a strong representation of all the equity-deserving groups.
- There is also a great deal of diversity within each equity-deserving group, with many employees reporting having multiple marginalized identities.

Recommendation 3: Given that many employees have multiple marginalized identities, it is recommended that George Brown College ensures it accounts for these intersecting identities when developing employment equity, diversity, and inclusion programs and initiatives.

Recommendation 4: Given that almost half of all employees who reported a disability identified a mental health disability, it is recommended that George Brown College educates employees about mental health reduces stigma around mental health, increases supports to employees, and equip managers to support and accommodate employees.

Recommendation 5: Given that those who practice non-Christian religions/faiths constitute 20% of the George Brown College workforce, it is recommended that the college ensures that employees understand their rights and managers understand their duty to provide religious accommodation, including time off for religious observance.

Recommendation 6: It is recommended that managers be reminded of the diversity calendar and of the need to consider religious holy days when scheduling meetings.

Recommendation 7: It is recommended that the college increase awareness within the workplace to ensure that an inclusive work environment is being created for

gender diverse employees that employees are provided with the ongoing education needed to foster inclusive workplaces, and that policies, practices, and programs are supportive of gender diverse employees, e.g., that benefits support gender affirming care.

Recommendation 8: It is recommended that George Brown College review the availability of gender-inclusive washrooms and changing-rooms within its facilities, and that it increases the number of such spaces to ensure that employees at all work locations can access them.

Recommendation 9: It is recommended that George Brown College undertake a positive space campaign that includes delivering training and making resources available to assist managers, supervisors, and employees with creating safe and welcoming environments for those who identify as 2SLGBTQ+.

Recommendation 10: It is recommended that George Brown College work toward conducting an Employment Equity Census that is connected to an employee identifier and that would include surveying new employees during onboarding. This will allow the college to track new hires, terminations, and movements within the organization. This will also allow for a more focused analysis of representation by occupational groups.

SECTION 3: GAPS IN REPRESENTATION

Underrepresentation is a key concept in employment equity analysis. One measure of equity in the workplace is the extent to which the representation of the designated groups within the workforce reflects their representation in the labour market.¹

This section conducts this comparison to determine whether any gaps in representation exists for any of the equity-deserving groups. The goal is to identify the extent to which the diversity within the George Brown College workforce reflects the diversity in the labour market (i.e., the Toronto CMA).² Where gaps exist, this analysis will quantify the significance of the gaps. In employment equity analysis, three filters are used to determine significance:

- **Size:** The first filter is the size of the gaps.
- **Severity:** The second filter is severity, a measure of how close the designated group is to full representation. The closer the percentage is to 100% (i.e., full representation), the less severe the underrepresentation is. A value of 80% demonstrates that the employer has achieved 80% of its full representation goal and so the underrepresentation is not seen as severe.
- **Prevalence:** The third overall filter is the prevalence of the underrepresentation of the designated groups in the Employment Equity Occupational Group. However, because this census was anonymous and not connected to employees' occupational groups (unlike the surveys conducted by employers required to comply with the Employment Equity Act) this analysis cannot be conducted. As such, this section will focus only on the size and severity of the overall gaps in representation.

A gap is considered significant when there is a gap of three employees AND the severity rate for the group is below 80%.

¹ This analysis is consistent with the federal government's Employment Equity Regulations, Workforce Analysis. However, given that the analysis cannot be conducted by EEOG, the analysis is conducted for the entire workforce. canada.ca/en/employment-social-development/programs/laws-regulations/labour/interpretations-policies/workplace-equity-workforce-analysis.html

² A census metropolitan area (CMA) is an urban area that has a core population of at least 50,000. The Toronto CMA includes the City of Toronto and the regional municipalities of Durham, Halton, Peel, and York.



Table 1 compares the number and representation of each equity-deserving group in the George Brown College workforce (columns A and B respectively) to their representation in the labour market (column C). Column D calculates the number of employees that would be employed in each designated group if their internal representation reflected their external representation.

Columns E and F calculate the size and severity of the gap (if one exists).

Table 1: Representation, External Availability, and Gaps. All Employees.

Designated Group	George Brown EE Census 2023		Toronto CMA 2021 Census of Canada		Gap	
	A	B	C	D	E	F
Indigenous peoples	32	1.5%	0.7%	15	—	—
Racialized people	1034	49%	57%	1195	161	86%
Persons with disabilities	335	16%	20%	419	84	80%
Gender diverse	82	4%	0.3%	6	—	—
Women	1240	59%	51%	1069	—	—
2SLGBQ+	399	19%	4.3%	90	—	—

Column A – Number of designated group employees in George Brown College

Column B – The internal representation of each designated group as a percentage

Column C – The group’s representation in the Toronto CMA

Column D – The number of employees that would be employed if they were employed at the same rate as their representation in the Toronto CMA

Column E – The numerical gap that exists for the groups where underrepresentation exists

Column F – The attainment rate, which is the extent to which the representation of each group approaches or meets its representation in the workforce

From these comparisons, we observe that:

- **Indigenous peoples:** Representation in the George Brown College workforce exceeds workforce availability
- **Racialized people:** Representation falls short of workforce availability, with a gap of 161 people. That means that in order for the representation of racialized people working at George Brown College to reflect the diversity of the Toronto CMA, 161 people need to be hired.
- **Persons with disabilities:** Representation falls short of workforce availability, with a gap of 84 people
- **Gender diverse:** Representation exceeds workforce availability
- **Women:** Representation exceeds workforce availability
- **2SLGBQ+:** Representation exceeds workforce availability

This analysis shows that for George Brown College to close the gaps in representation it would need to hire 161 more racialized people and 84 more persons with disabilities. While large in number, column F shows that because the value is 80% or more, these gaps are not considered severe.

Recommendation 11: To close the gaps in representation for racialized people and persons with disabilities, it is recommended that George Brown review its hiring policies and practices to identify barriers to the hiring of equity-deserving groups.

Recommendation 12: It is recommended that the Talent Acquisition team and hiring managers be provided with the training, tools, and resources to support a bias-free hiring process.

SECTION 4: ASSESSING EQUITY

While the analysis in the previous sections helps to understand the diversity of the George Brown College workforce and whether there are gaps in representation, it does not tell us whether these groups are well represented at all levels of the organization. This will be explored in this section, which examines the representation of the designated groups:

- By role, i.e., administration, faculty, support
- By employment status, i.e., full-time, non-full-time
- By level, i.e., employee, manager, senior manager
- By years of service.



ROLE

This table compares the overall representation of the designated groups in the George Brown workforce with their representation in various roles in the organization, i.e., administration, faculty, and support.

Table 2: Representation of the Designated Groups by Role. All Employees.

Designated Group	% of all Respondents	% of all Administration	% of all Faculty	% of all Support
Women	59%	60%	55%	64%
Gender diverse	4%	2%	4%	4%
2SLGBQ+	15%	17%	14%	15%
Persons with disabilities	16%	14%	16%	17%
Indigenous peoples	1.5%	1.8%	1.7%	1.2%
Racialized people	49%	42%	43%	61%
Total Number of Respondents	2,096	283	1,069	675

This data shows that there is generally little difference between the representation of most groups in administrative, faculty, and support roles. However, it also shows that:

- Women have a higher representation in support roles than in administration and faculty roles.
- Racialized people have a higher representation among support positions than administration and faculty positions.

EMPLOYMENT STATUS

This table compares the overall representation of the designated groups in the George Brown workforce with their representation among full-time and non-full-time employees. This shows the extent to which they have access to stable employment at George Brown College.

Table 3: Representation of the Designated Groups by Employment Status. All Employees.

Designated Group	% of all Respondents	% of all Full-time	% of all Non-full-time
Women	59%	60%	59%
Gender diverse	4%	3%	5%
2SLGBQ+	15%	15%	16%
Persons with disabilities	16%	17%	15%
Indigenous peoples	1.5%	1.4%	1.5%
Racialized people	49%	45%	52%
Total Number of Respondents	2,096	993	1,057

This data shows there is little difference between the representation of most groups in the George Brown College workforce and their representation in full-time and non-full-time positions. The data also shows that racialized employees have a higher representation in non-full-time positions (52%) than in full-time positions (45%), suggesting that they may experience barriers to securing full-time positions at George Brown College.

LEVEL

This table compares the representation of each designated group by level (i.e., employee, manager, senior manager) compared with their overall representation in the organization.

An employee is someone who does not have anyone reporting to them. Managers may or may not have direct reports, while senior managers are director-level and above.

Table 4: Representation of the Designated Groups by Level. All Employees.

Designated Group	% of all Respondents	% of all Employees	% of all Managers	% of all Senior Managers
Women	59%	60%	57%	49%
Gender diverse	4%	4%	**	**
2SLGBQ+	15%	15%	15%	13%
Persons with disabilities	16%	16%	13%	13%
Indigenous peoples	1.5%	1.5%	**	**
Racialized people	49%	49%	44%	33%
Total Number of Respondents	2,096	1,756	176	61

As the table shows, most groups are equitably represented at all levels of the organization. However, notable is that:

- Women represent 60% of all employees and 57% of managers, yet they represent only 49% of senior managers.
- Similarly, while racialized people represent 49% of all employees and 44% of all managers, they represent only 33% of senior managers.

YEARS OF SERVICE

This table examines representation by years of service.

Table 5: Representation of the Designated Groups by Years of Service. All Employees.

Designated Group	% of all Respondents	Under 1 year	1 to 5 years	5 to 10 years	10+ years
Women	59%	60%	60%	58%	59%
Gender diverse	4%	7%	3%	4%	4%
2SLGBQ+	15%	19%	20%	11%	13%
Persons with disabilities	16%	14%	16%	16%	17%
Indigenous peoples	1.5%	3%	1%	1%	1%
Racialized people	49%	66%	53%	48%	40%
Total Number of Respondents	2,096	263	402	425	835

The table shows that women and persons with disabilities represent similar proportions of employees with under 1, 1 to 5, 5 to 10, and 10 or more years of service.

Gender diverse, 2SLGBQ+, Indigenous, and racialized employees make up a larger proportion of those with less than five years of service, suggesting that George Brown has diversified the employees hired in recent years.

** The representation of gender diverse and Indigenous employees have been suppressed so as not to identify any employees.

SUMMARY

This data shows:

- The George Brown College workforce has a strong representation of all the equity-deserving groups. However, these groups are not equally represented in all roles or at all levels of the organization. As such, George Brown ought to focus on achieving equity within the organization.
- The representation of Indigenous peoples, racialized people, and 2SLGBTQ+ employees in the past five years has increased, indicating that George Brown College has diversified the employees hired in recent years.

The following recommendations are made:

Recommendation 13: It is recommended that George Brown College hire a third party to conduct an Equity Audit, which examines employment policies and practices as well as organizational culture through an equity lens. This will enable George Brown to identify institutional, cultural, and attitudinal barriers to hiring, advancement, retention, and full inclusion of members of the equity-deserving groups.

Recommendation 14: It is recommended that the recruitment, promotion, and succession policies and procedures be reviewed to identify both vulnerabilities to implicit biases and opportunities to strengthen the hiring of racialized leaders, faculty, and employees.

Recommendation 15: It is recommended that George Brown College invest in talent management practices that will support managers to identify the aspirations and support the development and mobility of employees from the equity-deserving groups, in particular the movement of women and racialized people into management and senior management positions to close the identified gaps in representation.

Recommendation 16: It is recommended that George Brown College further explore the Employment Equity Census data, disaggregated by race, to explore the differing experiences of the various racialized groups and to implement initiatives that address the specific issues each group faces.

Recommendation 17: It is recommended that George Brown College further explore the Employment Equity Census data by department and program to identify gaps in representation and to allow each department and program to develop action plans to address these identified gaps.

Recommendation 18: It is recommended that George Brown use the information from this report to inform its People Plan, which is currently in development.

SUMMARY OF ALL RECOMMENDATIONS

Recommendation 1: Given employee concerns about the confidentiality of the census data and the stated lack of support for George Brown's equity efforts by some employees, it is recommended that George Brown educate employees about how the confidentiality of this data will be maintained. It is also recommended that George Brown College continue to educate employees about the reasons for engaging in this work, how it benefits the organization as a whole, and how it contributes to outcomes for students. This communication and education should also dispel the myths associated with employment equity.

Recommendation 2: It is recommended that George Brown College sets its ultimate goal as being the collection of self-identification data that is connected to employee number.

Recommendation 3: Given that many employees have multiple marginalized identities, it is recommended that George Brown College ensures it accounts for these intersecting identities when developing employment equity, diversity, and inclusion programs and initiatives.

Recommendation 4: Given that almost half of all employees who reported a disability identified a mental health disability, it is recommended that George Brown College educates employees about mental health reduces stigma around mental health, increases supports to employees, and equip managers to support and accommodate employees.

Recommendation 5: Given that those who practice non-Christian religions/faiths constitute 20% of the George Brown College workforce, it is recommended that the college ensures that employees understand their rights and managers understand their duty to provide religious accommodation, including time off for religious observance.

Recommendation 6: It is recommended that managers be reminded of the diversity calendar and of the need to consider religious holy days when scheduling meetings.

Recommendation 7: It is recommended that the college increase awareness within the workplace to ensure that an inclusive work environment is being created for gender diverse employees that employees are provided with the ongoing education needed to foster inclusive workplaces, and that policies, practices, and programs are supportive of gender diverse employees, e.g., that benefits support gender affirming care.

Recommendation 8: It is recommended that George Brown College review the availability of gender-inclusive washrooms and changing-rooms within its facilities, and that it increases the number of such spaces to ensure that employees at all work locations can access them.

Recommendation 9: It is recommended that George Brown College undertake a positive space campaign that includes delivering training and making resources available to assist managers, supervisors, and employees with creating safe and welcoming environments for those who identify as 2SLGBTQ+.

SUMMARY OF ALL RECOMMENDATIONS

Recommendation 10: It is recommended that George Brown College work toward conducting an Employment Equity Census that is connected to an employee identifier and that would include surveying new employees during onboarding. This will allow the college to track new hires, terminations, and movements within the organization. This will also allow for a more focused analysis of representation by occupational groups.

Recommendation 11: To close the gaps in representation for racialized people and persons with disabilities, it is recommended that George Brown review its hiring policies and practices to identify barriers to the hiring of equity-deserving groups.

Recommendation 12: It is recommended that the Talent Acquisition team and hiring managers be provided with the training, tools, and resources to support a bias-free hiring process.

Recommendation 13: It is recommended that George Brown College hire a third party to conduct an Equity Audit, which examines employment policies and practices as well as organizational culture through an equity lens. This will enable George Brown to identify institutional, cultural, and attitudinal barriers to hiring, advancement, retention, and full inclusion of members of the equity-deserving groups.

Recommendation 14: It is recommended that the recruitment, promotion, and succession policies and procedures be reviewed to identify both vulnerabilities to implicit biases and opportunities to strengthen the hiring of racialized leaders, faculty, and employees.

Recommendation 15: It is recommended that George Brown College invest in talent management practices that will support managers to identify the aspirations and support the development and mobility of employees from the equity-deserving groups, in particular the movement of women and racialized people into management and senior management positions to close the identified gaps in representation.

Recommendation 16: It is recommended that George Brown College further explore the Employment Equity Census data, disaggregated by race, to explore the differing experiences of the various racialized groups and to implement initiatives that address the specific issues each group faces.

Recommendation 17: It is recommended that George Brown College further explore the Employment Equity Census data by department and program to identify gaps in representation and to allow each department and program to develop action plans to address these identified gaps.

Recommendation 18: It is recommended that George Brown use the information from this report to inform its People Plan, which is currently in development.

CONTACT

Questions or comments can be directed to
diversity@georgebrown.ca



The employee data collected through this survey is held in the strictest confidence with Turner Consulting Group and is not connected to employee records.

Any potentially identifying information will be removed in all reporting of the data.