

# 2021 Employment Equity Report

Prepared by the Division of Equity,  
People and Culture

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YORK 



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## 1.0 Introduction & Overview

Each year, this Annual Employment Equity Report provides the Board of Governors and University community with a summary of York University's progress to achieve representation in the four federally designated groups (Women, Racialized persons, Indigenous peoples, Persons with disabilities) and the 2SLGBTQ+ community. The equity representation data used within the report is compared to the 2016 external availability data<sup>1</sup> provided by Statistics Canada, and representation rates for Employment Equity Occupational Groups (EEOGs)<sup>2</sup> are analyzed at the institutional, divisional and Faculty levels. An overview of the Employment Equity program at York is available in [Appendix C](#).

Section two highlights a snapshot of employment equity initiatives that were undertaken within the York community during 2021, and section three highlights future initiatives. Within section four, the data is presented in detail, followed by a discussion on Significant Gaps<sup>3</sup> in section five. An analysis of the data is also provided in section five, followed by the report's conclusion in section six.

For the purpose of the analysis undertaken in this report, the total number of employees analyzed is 7833, which comprises all employee groups, excluding casual staff. Employment equity data is gathered through confidential surveys conducted among faculty, instructors, and staff each year. The data is analyzed in PeopleSoft (York's human resources information management system) and the Workplace Equity Information Management System (WEIMS) (software to assist employers subject to the Federal Contractors Program (FCP) in completing their employment equity obligations). WEIMS aggregates the data to prevent identification of individuals and generates workforce analysis reports. These workforce analysis reports allow for comparison of York's internal representation data for the four equity-deserving groups with the external availability data provided by Statistics Canada based on the EEOGs.

In general, the data reveals that while the overall representation rates for women continue to exceed the external availability data, Indigenous peoples, Racialized persons, and Persons with disabilities show a general trend of representation rates falling below the external availability data provided by Statistics Canada. Additionally, an analysis of the total workforce in both 2020 and 2021 indicates that for all four

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<sup>1</sup> External availability figures are provided by Statistics Canada and are used to compare the per cent of employees internally by a specific designated group and occupation versus the per cent of designated group members who are externally available to perform that job. The most recent external availability data is from 2016.

<sup>2</sup> An EEOG is a grouping of NOC codes into like types and is used for analytical purposes. The structure was developed by the federal Labour Program, a program that governs Employment Equity. For example, the broad grouping 'Professionals' includes occupations such as lawyers, doctors, professors, teaching assistants, etc. Each of these occupations has their own specific NOC code (see Appendix for examples of jobs at York by EEOG).

<sup>3</sup> The Significant Gap analysis, also known as the Labour Availability Analysis, calculates the difference between the internal representation of equity-deserving groups based on self-identification and the representation of qualified candidates from equity-deserving groups in the external labour force.

designated groups, one or more EEOGs were added to the significant gaps list from 2020, which would indicate that there has not been an overall improvement in representation.

As of December 31, 2021, the following designated groups have exceeded the 2016 external availability data provided by Statistics Canada in the following EEOGs:

- Women - Senior Managers, Middle and Other Managers, Professionals, Semi-Professionals and Technicians, Supervisors: Crafts and Trades, Administrative and Senior Clerical Personnel, and Clerical Personnel
- Indigenous peoples – Intermediate Sales and Service Personnel and Semi-Skilled Manual Workers.
- Racialized persons – Senior Managers, Middle and Other Managers, and Semi-Professionals and Technicians
- Persons with disabilities – Skilled Sales and Service Personnel, Intermediate Sales and Service Personnel and Other Manual Workers

Some of the significant areas of under-representation are Racialized persons among non-academic employees in areas that include supervisors, professionals and skilled crafts and trades. There are also significant areas of underrepresentation of Persons with disabilities in areas that include supervisors, administrative and senior clerical personnel, professionals and skilled crafts and trades.

## 2.0 Employment Equity Initiatives 2021

Throughout 2021, several entities within the York community were actively engaged in supporting equity, diversity, and inclusion (EDI) including addressing anti-Black racism, anti-Indigenous racism, and other forms of discrimination. These efforts took various forms across the University as outlined in this section.

### 2.1 Initiatives to Enhance Representation

Postdoctoral Fellowship Program for Black and Indigenous Scholars  
In February 2021, a new [Provost's Post-Doctoral Fellowship program](#) was launched specifically for Black and Indigenous applicants, as part of a wider commitment to promoting justice and embracing a variety of scholarly perspectives, backgrounds and lived experiences. The program offers emerging scholars from a range of disciplines access to the financial support, mentorship and career development opportunities needed to build the foundation for a successful professional future. Four recipients were announced in August 2021.

#### Indigenous Initiatives

As part of the University's efforts towards Reconciliation, Decolonization and Indigenization, in September 2021, professor Susan Dion was appointed as York's

inaugural Associate Vice-President Indigenous Initiatives. This position provides leadership and supports the growth of York University's Indigenous portfolio including but not limited to initiatives such as the implementation of the Decolonizing Research Administration Report and Action Plan, continued implementation of the [Indigenous Framework](#), development of a SAGE (Supporting Aboriginal Graduate Enhancement) program and an intentional effort to build relationships with nearby First Nations.

On September 30, 2021, York held its first annual event on the National Day for Truth and Reconciliation, where the university community came together to pause, reflect and learn together. Additionally, York launched its Centre for Indigenous Knowledges and Languages (CIKL) in September 2021 which will host and advance Indigenous and non-Indigenous researchers and students engaged in Indigenous research.

#### Support to Black Faculty

Various activities were held throughout 2021 geared towards supporting the hiring of Black faculty, including:

- An open forum for hiring committees and others hiring incoming Black Faculty in March 2021. During the forum, updates were provided on the launch of the [Framework on Black Inclusion](#). Additionally, the recommendations of the Joint Subcommittee of Employment Equity and Inclusivity, a sub-committee of the Joint Committee on the Administration of the Agreement (YUFA) on increasing Black faculty representation at the University, were also reviewed.
- A Black faculty information/orientation session hosted in September 2021 which was open to existing and incoming Black faculty. This session sought to reinforce York's commitment to equity, addressed Black inclusion at York, and informed participants on how to get involved in the life of the collegium.

#### Faculty Hiring

The Senior Advisor on Equity and Representation engaged in consultation sessions with various Faculties/departments to assist with their development of more inclusive recruitment and retention processes, particularly as they worked on recruiting targeted Black scholars. The aim was to cultivate an environment within the Faculty/department that would better integrate diverse faculty and support their research/curriculum. These departments included:

- The International Studies Department at Glendon Campus
- The Athletics and Recreation Department
- The Sociology Department
- The Schulich School of Business

The academic areas also engaged in targeted hiring for Black and Indigenous faculty positions. In 2020-21, there were 15 authorized targeted hires for Black faculty positions to start in 2021-22, 13 of which were successful. In 2020-21, there were eight authorized targeted hires for Indigenous faculty positions to start in 2021-22, five of which were successful.

## Human Resources

Enhanced reporting on the representation of equity-deserving groups has been made available to all hiring managers to assist with inclusive workforce planning. Additionally, the Human Resources (HR) department has undertaken various initiatives to improve workplace equity and representation including:

- Training sessions in *Contributing to a Healthy Workplace* for the Housing & Conference Services group in October/November 2021 with discussions ongoing with other Ancillary Services units.
- Unconscious Bias Training for Managers and Human Resources Business Partners (HRBPs).
- The application of an ongoing EDI lens throughout the recruitment process, ensuring postings are on appropriate listservs, interviews include questions that are designed to elicit how candidates incorporate EDI into their current work and that the panel is diverse whenever possible.
- Review of job summaries and the creation of Confidential, Professional and Managerial (CPM) standardized job summaries that are scanned for gender bias, the elimination of unnecessary qualifications and experience as well as being written with inclusive language.
- Requesting and reviewing the equity workforce composition data for client groups with a view to analysing data to identify gaps and underrepresentation (particularly in CPM leadership roles).
- The inclusion of EDI goals within HRBP Performance Dialogue Plan (PDP) goals for the year.
- Supporting York University as an anchor institution within the community through HR's membership on the [Anchor Steering Committee](#).
- Continually engaging high schools within surrounding communities to participate in York's *Take Our Kids to Work Day* and partnering with the TD Community Engagement Center in this regard.
- Completion by the HR leadership team of a variety of courses to further their EDI knowledge and understanding how this knowledge can be applied to the department's operations, policies and self-governance.

Furthermore, the Talent Acquisition and Development Unit also specifically engaged in the following:

#### *Talent Acquisition*

- Talent sourcing diversification and creation of 10 new partnerships and participation in over 20 events in the last year.
- Expansion of the Equity Outreach listserv<sup>4</sup>.
- Expansion of the interview question databank “Valuing Diversity” questions and testing of expanded Equity Survey questions in YU Hire.
- Expanding equity reporting capabilities in YU Hire.

#### *Learning and Development*

- Integrating employment equity data with the hybrid work survey to enhance data analysis and understand equity experiences of employees.
- The creation of new employee experience/top employer assets demonstrating our diverse community through messages and images.
- Enabling a fair and equitable process to learning registration through the implementation of YU Learn, York’s first employee Learning Management System (LMS).
- The integration of the Centre for Human Rights, Equity and Inclusion (CHREI) learning opportunities and associated employee training records into YU Learn.
- Continued measurement of the “sense of belonging” metric in all (voluntary) post learning sessions evaluation surveys. The benchmark from June 2021 showed 80% of respondents “agreeing” that they “felt a sense of inclusion” in the learning sessions; next comparison to take place in June 2022.
- Piloted and established *Inclusive Leadership* as the flagship leadership model in all certificate leadership programs.
- The HR Department co-created with CHREI various new modules including *Challenging Unconscious Bias for Managers*, *Leading for a Healthy Workplace*, *Contributing to a Healthy Workplace*, and *Advanced EDI for Managers*. These modules have been integrated into the onboarding and ongoing training for various employees throughout the University.

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<sup>4</sup> The Equity Outreach listserv is a computerized list of names and e-mail addresses of organizations affiliated with equity deserving groups that York maintains, so that e-mails containing information or job advertisements can be sent to these organizations.

## Creation of the York University Black Staff Network

Formed in 2020, the goal of the York University Black Staff Network (YUBSN) is to foster a strong, sustainable Black staff community at York University and to increase representation at all levels in the continuous pursuit of academic enhancement, equity, fairness, social justice, and systemic change.

Built on peer support, networking, knowledge sharing and advocacy, YUBSN is open to all employees who self-identify as Black peoples. Committed to Black excellence, inclusion, and an engaged community at York University, YUBSN is a representative resource for social justice initiatives affecting Black staff at York, including but not limited to issues on mental health and other supports for the York University Black staff community.

## Staff Recognition

The EDI Program Manager, Annette Boodram, was awarded the President's Leadership Award, which recognizes contributions that go beyond the published requirements of a position and performance levels that foster a high level of professionalism and usually extend beyond an individual department into the University community at large.

## 2.2 Institutional Policies and Plans

### Framework & Action Plan on Black Inclusion

As a result of a series of extensive consultations with approximately 300 Black faculty, staff and students, *Addressing Anti-Black Racism: A Framework on Black Inclusion* was released in February 2021. The *Draft Action Plan for Further Consultation* was released alongside the *Framework*. Consultations and receipt of feedback continued through to August 2021. The *Action Plan on Black Inclusion: A Living Document for Action* was finalized and released to the community in early December 2021. Additionally, in November 2021, the University signed the [Scarborough Charter](#), thereby committing to addressing systemic anti-Black racism in academia.

### Human Rights Policy and Procedures

A new [Human Rights Policy and Procedures](#) was developed and approved by the Board of Governors in June 2021. This replaced an outdated Racism Policy and provides greater clarity on how the University addresses expressed concerns of discrimination or harassment based on the prohibited grounds set out in the Human Rights Code and includes a transparent complaint and investigative process.



President’s Advisory Council (PAC) on Equity, Diversity and Inclusion (EDI)

In February 2021, the PAC on EDI launched its *Insights* series of speakers on EDI, which is designed to inform and inspire community members to take action by provoking thought and conversation about EDI issues.

A call for submissions of priorities for a university-wide EDI strategy went out to the university community in September 2021 and the Council began drafting an EDI Strategy in Fall 2021, and released a draft to the community in March 2022.

Training and education for faculty hiring and research adjudication committees

Funded by the Canada Research Chair’s (CRC’s) Secretariat and York University, an online education hub was created for situations where professors are called upon to judge or adjudicate another researcher, or to sit on hiring committees. In a collaboration between the Vice-President Research and Innovation (VPRI), Vice-President Equity, People and Culture (VPEPC) and the Provost’s Office, the Associate Vice-President Research and Innovation led a team of 10 faculty members and two research administrators to create an online researcher adjudication education hub called “POLARIS – The Place of Online Learning for the Adjudication of Researchers Inclusively and Supportively.” POLARIS is comprised of six core modules tackling topics such as readiness and inclusion and how to evaluate a curriculum vitae (CV). Additionally, hiring committee members will complete a pre-module CV adjudication exercise and participate in a post-module debrief with York’s EDI Program Manager and Affirmative Action Equity and Inclusivity Officer. [POLARIS](#) launched in March 2022.

Negotiation of Collective Agreements

In 2021 the University negotiated renewal collective agreements with each of the Canadian Union of Public Employees (CUPE) Local 3903<sup>5</sup> Units 1, 2 and 3. A critical part of those negotiations was the achievement of updated and progressive changes pertaining to equity-deserving groups. These specific changes included:

- The adoption of gender-neutral language throughout the collective agreements.
- Clearer procedures, data, and definitions through which the parties can work together to achieve greater representation of equity-deserving groups in all three bargaining units.

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<sup>5</sup> CUPE Local 3903 represents approximately 2000 full-time graduate student teaching assistants (Unit 1), approximately 1100 contract faculty (Unit 2) and approximately 60 full-time graduate student graduate assistants (Unit 3).

- Revised hiring and appointment procedure language that supports the hiring of equity-deserving groups, and in particular, Indigenous and Racialized candidates.

The University looks forward to exercising these newly negotiated collective agreement provisions to increase the diversity of employees working in each of these bargaining units.

## 2.3 Education and Engagement

### Anchor YorkU

As part of the [Anchor YorkU](#) project, work is being done to develop a local hiring strategy aimed at increasing local inclusive hiring as a key employment strategy at all of York's campuses. Employees of York University and representatives of the Black Creek Fair Economies Project of the Jane Finch Centre comprised a working group on employment which developed the parameters of a research project, supported financially by United Way Greater Toronto, to better understand the trajectory and experience of employees who currently live or have lived in the local communities of Jane-Finch/Black Creek. The research project resulted in a final report: *Our Collective Wellbeing: Towards a Local Hiring Strategy at York University*. It reflects on the survey feedback and focus group discussions held with employees and community members and proposes nine recommendations to support the increase of employment and career opportunities at York for local residents. The report shows a clear connection between local employment objectives and advancing equity at York.

### Inclusion Week 2021

Inclusion Week 2021, "Belonging in a Virtual World," saw over 300 faculty and staff attend interactive workshops and keynotes over the course of three days. Topics included respectful dialogue across difference, allyship and inclusion, how emojis represent barriers and opportunities for inclusion, what digital belonging in an academic community means, and the development of inclusive spaces on the internet.

### EDI Related Training

Throughout 2021, the Division of Equity, People & Culture, in partnership with YUFA, co-facilitated 13 Unconscious Bias/Affirmative Action workshops. There were approximately 15-20 participants per workshop. In February 2021, a session on employment equity at York was held at HR Exchange, a meeting of all HRBPs across the organization. The session provided an overview of employment equity including key concepts and how they apply to York employees, employment equity data processes at York, current EDI initiatives and effective practices and strategies for providing an inclusive and equitable workplace for employees.

Initiatives undertaken by the Centre for Human Rights, Equity and Inclusion

The education arm of the Center for Human Rights, Equity and Inclusion (CHREI) is a primary driver of training opportunities across the institution. Each of CHREI's sessions offer lessons that are supportive of employment equity, ranging from critical anti-racism principles, intersectionality, human rights, decolonization, and other related topics. In 2021, CHREI held a total of 203 sessions for over 4409 participants of which 2513 were staff and faculty.

#### *Standard Trainings Offered by REI*

- Rights, Equity, Diversity and Inclusion ([REDI](#)) Tutorial
- Respect in the Workplace for Academic Administrators: the creation and provision of this module, as well as the requirement of its completion by academic administrators and other relevant managers, are integral components of the CUPE 3903 Employment Equity Plan.
- Racial Inclusion focus in Employment Equity Workshops (REDI): two sessions entitled Employment Equity and Racial Inclusion were delivered in July and November 2021.

#### *Customized EDI Training Offered by CHREI*

The training and engagement of key decision-makers at York (from Managers to Executives) are fundamental to the promotion and practice of employment equity and to the aim of fostering a diverse and representative workforce. Customized sessions are summarized below:

- In 2021, CHREI conducted six workshops on *Family Status Accommodations* for Academic Deans and Associate Deans, and non-Academic management and staff.
- CHREI co-led a four-part series on inclusion, the last session of which was entitled *Driving Cultural Change*, delivered in January 2021. This series was created and delivered in collaboration with Talent Acquisition and Development (TAD) for the President, Vice-Presidents, and Deans. This series led to an additional round of two (2) intensive sessions delivered to PVP and Deans in summer 2021 on the topics of *Workplace Harassment* and *Leading for a Healthy Workplace*. The two sessions were then offered once more to the entire York community.

#### *Staff Training*

Staff without managerial duties can have a significant impact on other York community members experience of the University both as a place of learning and as a workplace. For example, coaches (including part-time coaches) are uniquely positioned to influence the culture at the Athletics & Recreation (A&R) department as student-athletes look to

them for mentorship, support, and advice. Likewise, security staff occupy a position of authority vis-à-vis other members of the York community because of their delegated authority under institutional policy. In total, 1285 staff and 442 faculty members attended the 22 employment equity custom sessions, including:

- Two separate *Intervening on Racism* sessions conducted for coaches at A&R in March 2021 and for Library staff in April 2021. An additional two sessions on *Unconscious Bias* in November 2021 and *Intervening on Oppression* in December 2021 were conducted for coaches and staff at A&R, following the release of the [Equity Climate Review of York University's Athletics & Recreation Department](#).
- Four sessions were conducted for Security personnel in May-June 2021 on the construction and maintenance of systemic racism.

## 2.4 Faculty EDI Initiatives

Throughout 2021, there was the ongoing recruitment of Indigenous and Black scholars across various departments of the University. In terms of these dedicated hires, 12 Black and five Indigenous faculty members were hired for the 2021-22 academic year. Several webinars and seminars were also held to educate faculty and staff members on understanding anti-Indigenous and anti-Black racism. Furthermore, there were positional statements released by senior leaders that affirmed and validated the lived experiences of Indigenous and Black students, faculty, instructors, and staff.

A significant number of EDI focused activities took place in Faculties and across the University. These ranged from outreach and recruitment initiatives, to embedding EDI committees in Faculty governance structures to support strategic initiatives and create accountability structures. The following is a sample of some of those initiatives:

### Faculty of Arts, Music, Performance and Dance (AMPD)

All seven departments have formed or are forming EDI committees. AMPD Faculty Council also initiated an EDI seed committee to establish terms of reference for a standing committee. The Faculty has also led numerous workshops and panels to redress exclusionary practices, both in the Faculty/departments and the industry.

### Faculty of Education

Formation of an Anti-Black Racism Committee to establish ways for anti-racism to be imbedded into the governance structure of the Faculty.

### Faculty of Environmental and Urban Change (EUC)

- The Dean established an Advisory Committee on Black Inclusion with students, faculty, instructors, and staff with a \$350 honorarium for the term (this was in

response to one of the Faculty’s equity dialogues where discussions were held on the range of unpaid emotional labour and work that goes into these roles).

- Established an EUC Black Inclusion Action Plan.
- Ongoing work on healthy workplace initiatives for staff.
- Hosted Equity Dialogue to learn about the EUC Black Caucus (student led) and key challenges faced.
- Equity committee currently working on curriculum mapping to identify BIPOC course material/scholarly authors.
- Hired an Equity Research Assistant to assist with equity data collection, curriculum audits, and liaise with faculty committees and campus organizations working on equity, diversity, and inclusion.
- Established a hiring committee for a new appointment in Black Geographies (July 2021).
- Developed the “Strategic Change Challenge.” Staff created projects to address empowerment, accountability, team unity, and enhancing communication.

#### Faculty of Health

Consultation with students, faculty, instructors and staff to examine individual and systemic racism in the Faculty and to develop a report and recommendations to the Dean and Faculty Council.

#### Lassonde School of Engineering (LSE)

LSE embarked on EDI education for all employees within the Faculty and sought to enhance EDI practices including improving hiring practices and language in all search materials utilized.

#### York University Libraries

Coordination of a phased two-year plan to address issues, beginning with system wide EDI training sessions, EDI toolkit, roadmap, and implementation strategy for building EDI into all aspects of the work environment. There was also the establishment of an EDI Steering Committee that consists of colleagues from diverse backgrounds in terms of race, employee group, role, and seniority. Efforts are documented online at <https://edib.library.yorku.ca/>

### 3.0 Future Initiatives

- The work of the President’s Advisory Council on Equity, Diversity and Inclusion will continue in 2022, leading to the launch of a university-wide EDI strategy.

- A University Advisory Council on Black Inclusion (name to be confirmed) was formed in February 2022 to provide advice to the University through the Vice-President Equity, People and Culture. The Council membership will include broad representation from students, faculty, instructors, and staff as well as local community organizations.
- The University is looking towards creating and implementing a Climate Survey (late 2022) that will assess inclusion and a sense of belonging across students (both undergraduate and graduate), faculty, instructors, and staff.
- The Joint Sub-Committee on Employment Equity and Inclusion (JSCEEI) is currently conducting a review of the University's Affirmative Action Program, after which it is expected that any recommendations emanating from said review will inform future changes to the Affirmative Action Program.
- Ongoing Implementation of the Action Plan on Black Inclusion: A Living Document for Action, the Indigenous Framework, and the Decolonizing Research Administration Implementation Plan.

## 4.0 Employment Equity Data 2021

The representation data used within this report is compared to the 2016 external availability data provided by Statistics Canada<sup>6</sup>. Representation rates for Employment Equity Occupational Groups (EEOGs) institutionally, as well as Divisions and Faculties at York, are analyzed<sup>7</sup>. All data presented is reported from December 31, 2021.

### 4.1 Employment Equity Survey Return Rate

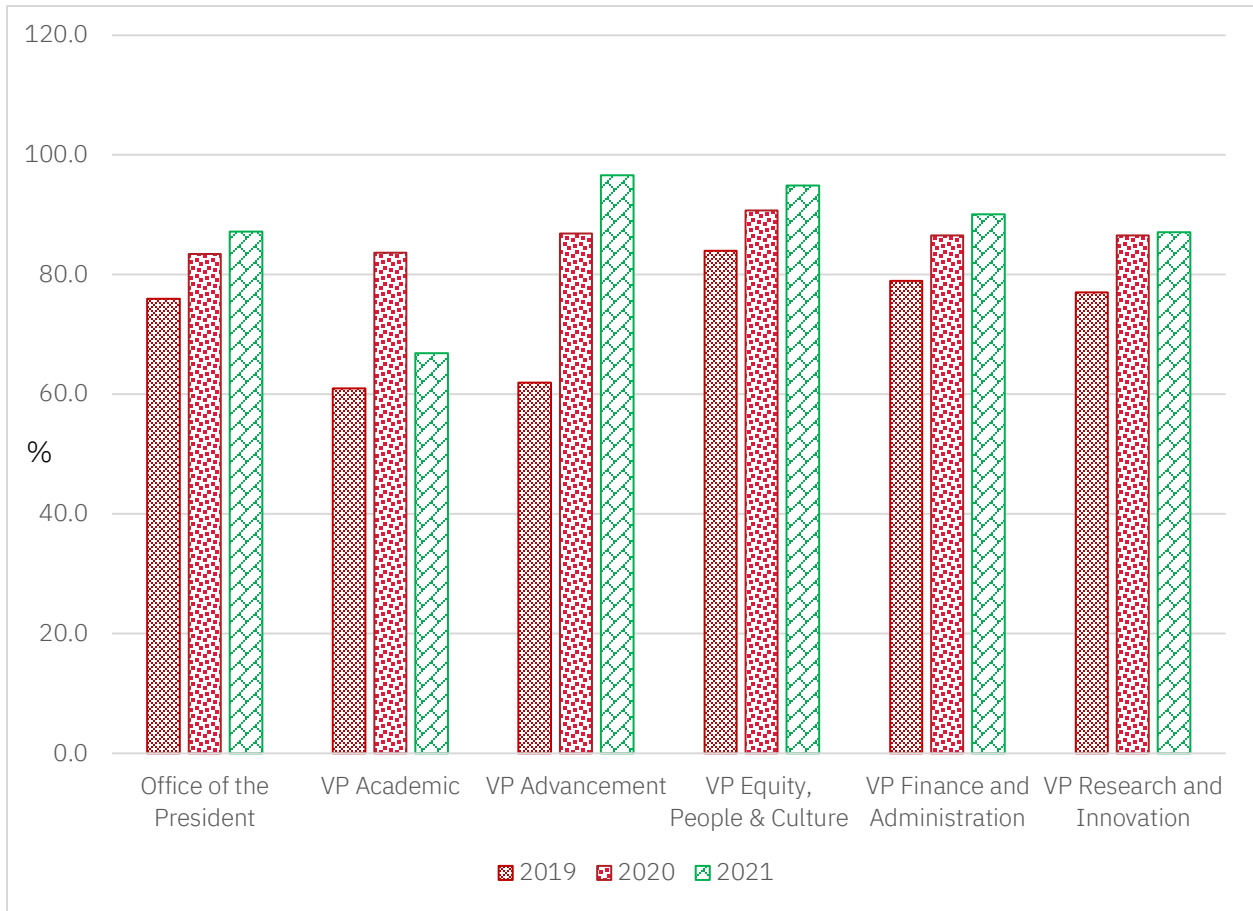
The average survey return rate in 2021 for all employees was 87.1%. Return rates varied across Divisions from 96.6% to 67%, as can be seen in Figure 1. Generally, the trend is an increase in returns over the three comparative years (2019, 2020, 2021), which is an indication of the acceptance of this survey by employees, and their understanding of its importance.

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<sup>6</sup> The most recent external availability data is from 2016.

<sup>7</sup> The Workforce Analysis reports generated by WEIMS which are utilized in this annual report, provide data based on the 4 designated groups. WEIMS reports do not account for intersectionality so individual persons may be counted several times. For example, a racialized woman would be counted in the report produced on Women, and in the report produced on Racialized Persons for a specific Division, Faculty or even in the EEOGs Gap analysis.

**Figure 1: Comparative Survey Return Rate by Division 2019-2021**

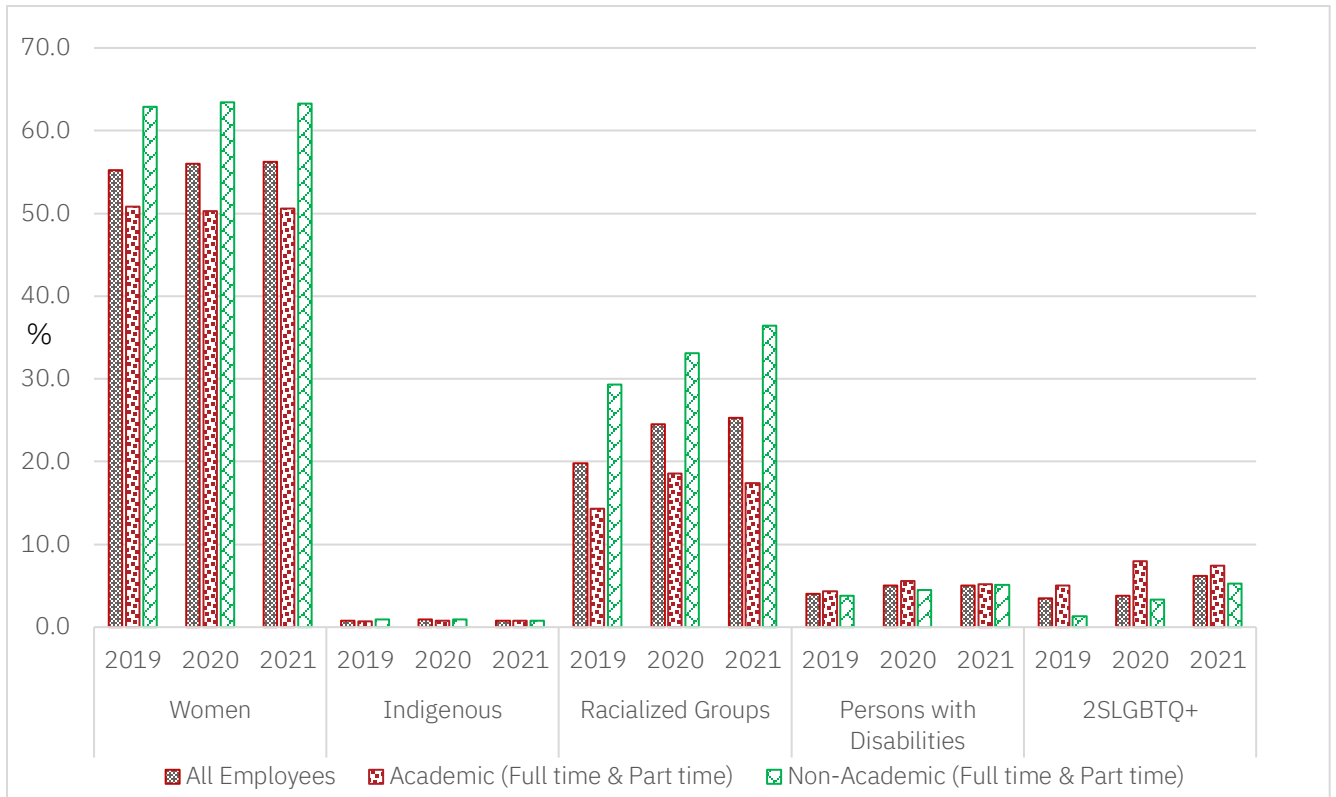


## 4.2 Overall Representation Rates<sup>8</sup>

Figure 2 provides a summary of representation rates for designated groups. An analysis follows in sections 4.3 to 4.7.

<sup>8</sup> For this report the total employee count in 2021 was 7833.

**Figure 2: Representation Rates for Designated Groups, 2019-2021**



### 4.3 Women

Based on the data in Figure 2, 56.2% of all employees at York are women. This compares to an aggregated external availability figure of 52.4%. Internal representation figures continue to be relatively stable when compared to figures from 2019 and 2020.

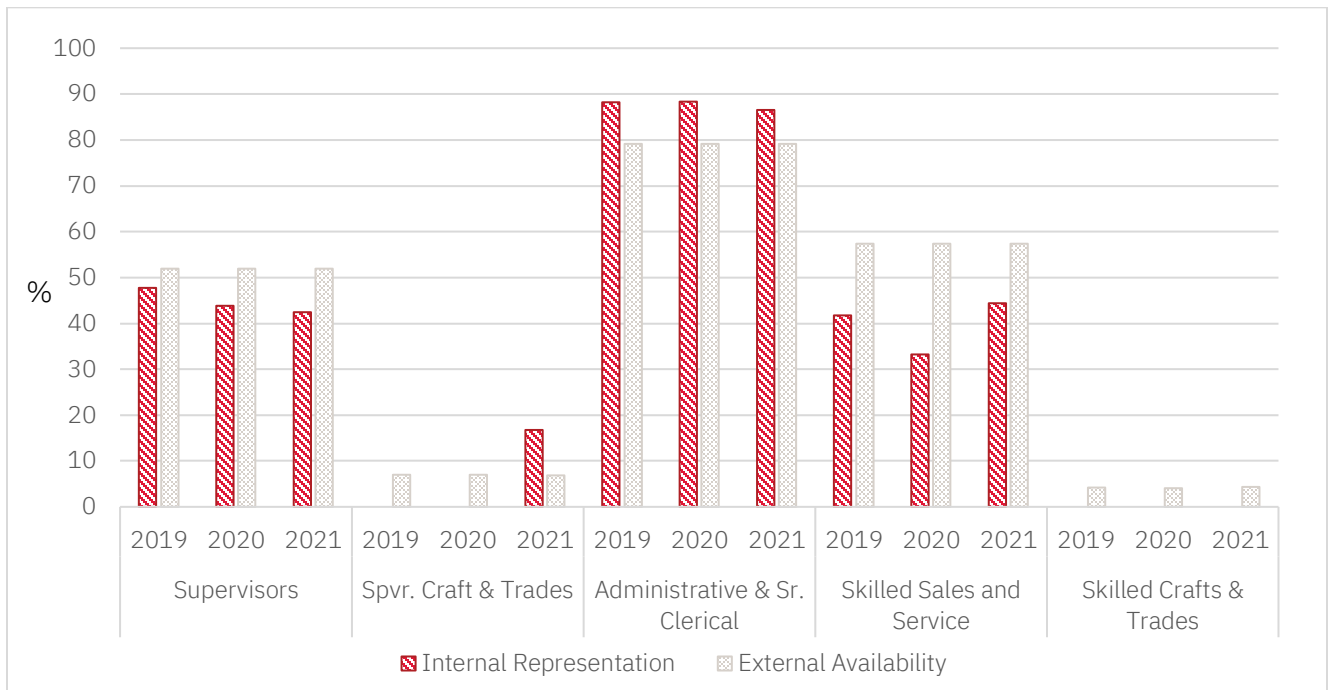
Based on the data in Figures 3(a), (b) and (c) that follow, women are highly represented in a number of EEOGs such as Senior Managers, Middle and other Managers and Professionals. However, there is significant underrepresentation of women in the EEOGs of Skilled Crafts and Trades Workers, Intermediate Sales and Service Personnel and Other Manual Workers.



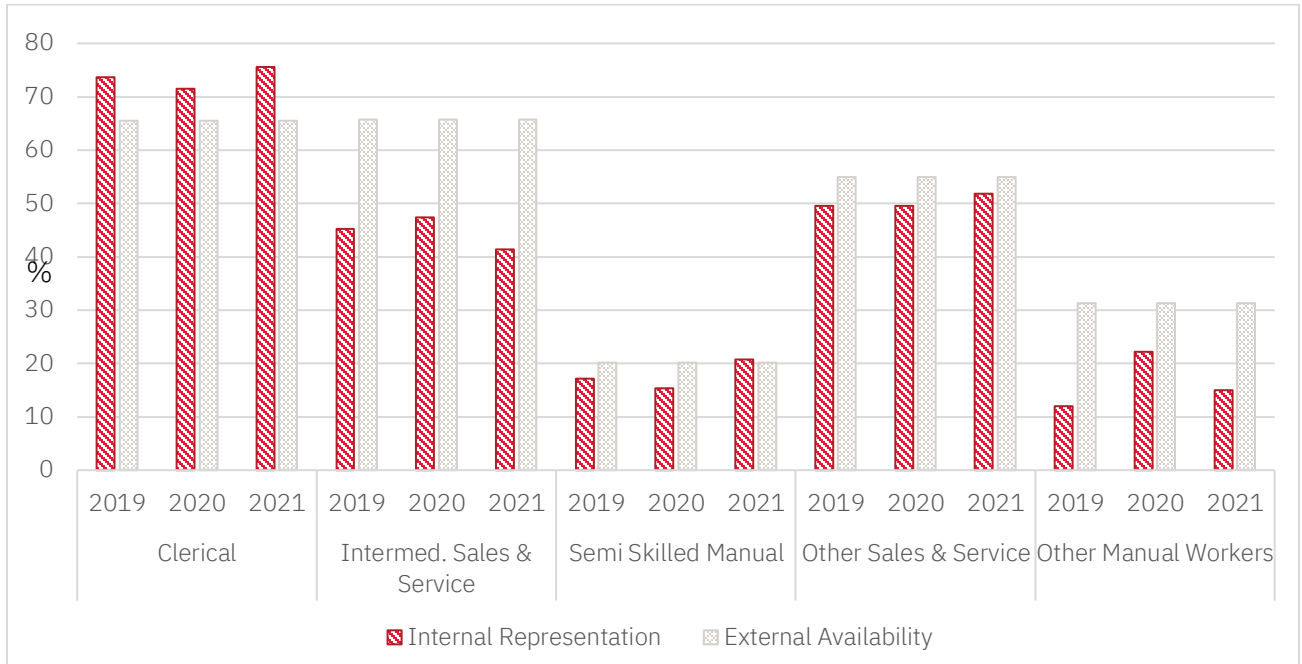
**Figure 3(a): Representation of Total Women in EEOGs 1-4**



**Figure 3(b): Representation of Total Women in EEOGs 5-9**



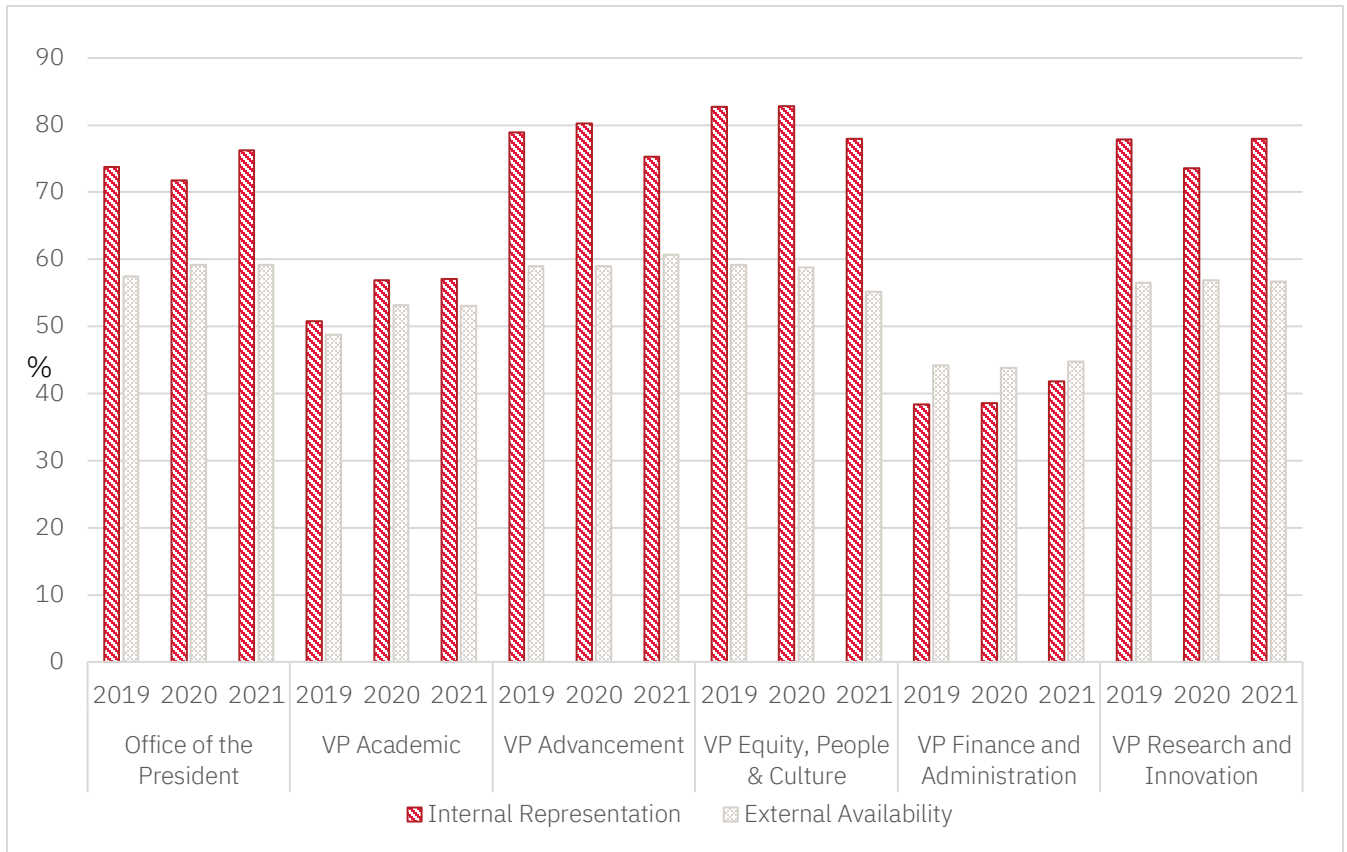
**Figure 3(c): Representation of Total Women in EEOGs 10-14**



#### 4.3.1 Analysis of Division and Faculty Representation of Women

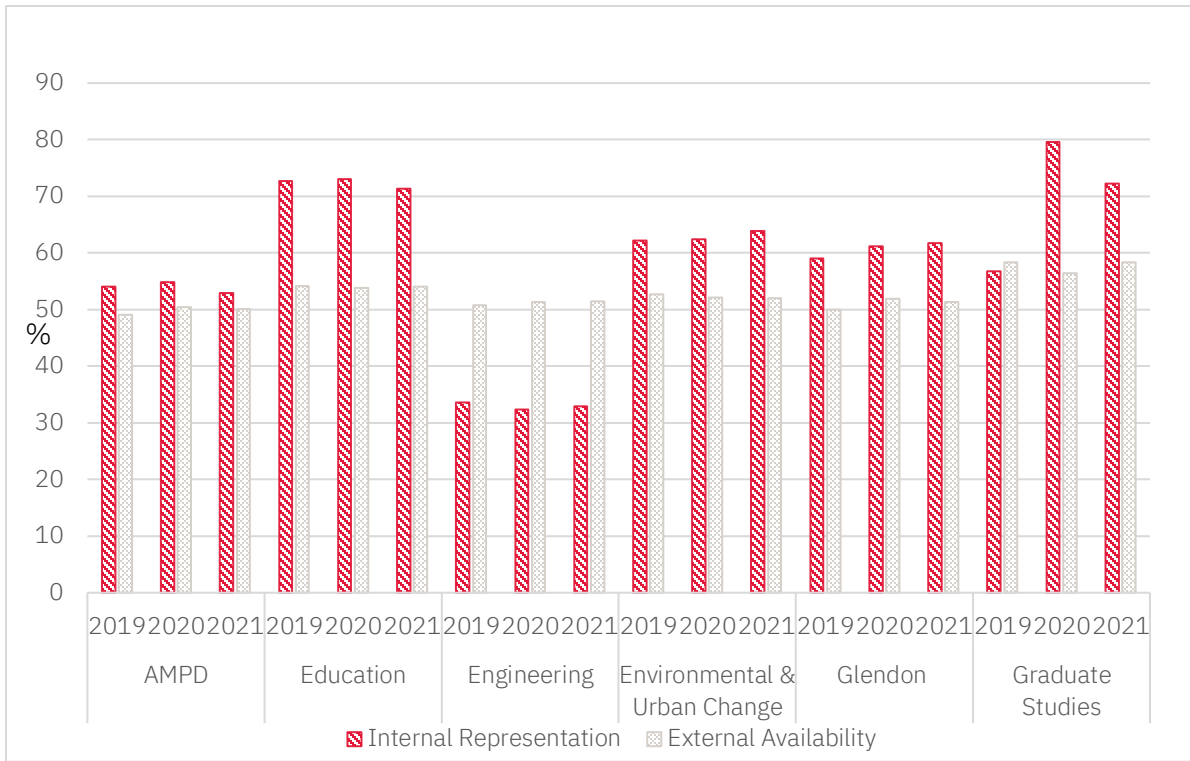
Figure 4 illustrates the representation of women for the six Divisions. The figures include all employees who work within the Division, excluding casual staff. Internal representation of women exceeds the external availability in five out of six Divisions. The exception is in the Division of Finance and Administration where the representation of women falls slightly below the external availability figures. Three-year trend analysis demonstrates that the representation of women across Divisions consistently exceeds the external availability figures.

**Figure 4: Representation of Total Women by Division**

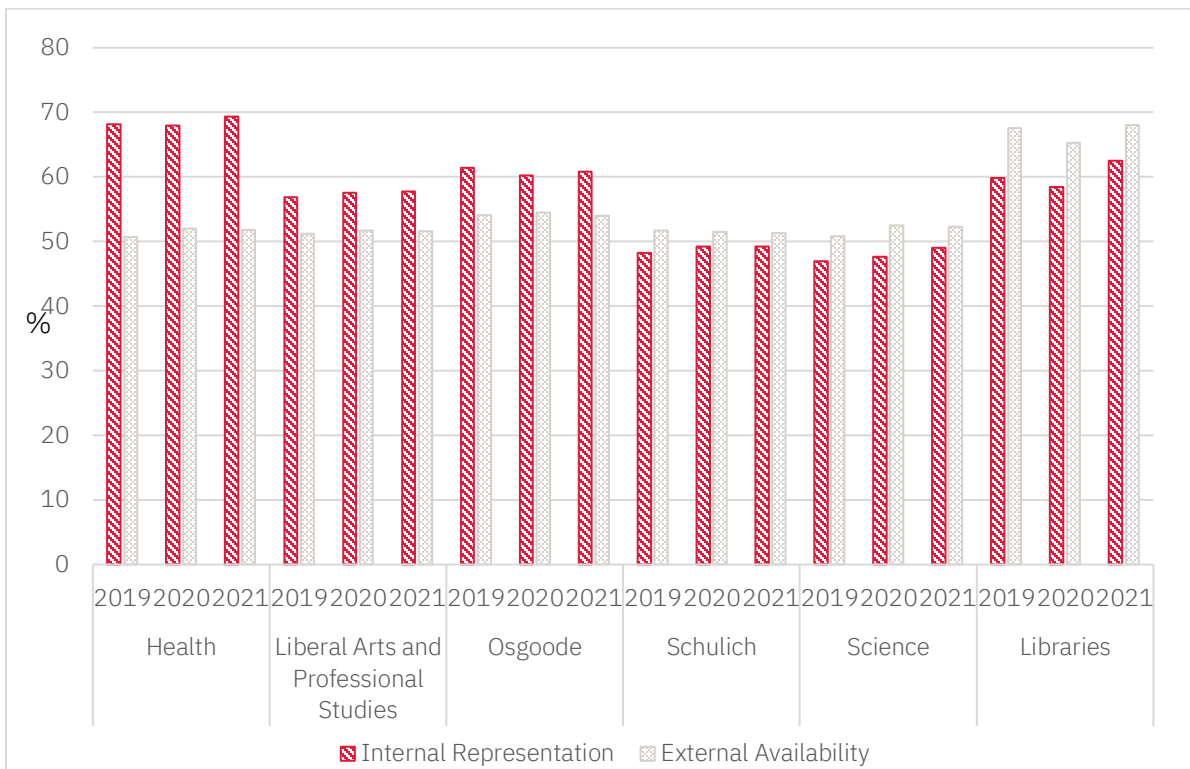


Representation of women in each of the 11 Faculties and the Libraries is provided in Figures 5(a) and (b). The figures include all academic and non-academic employees of that Faculty, excluding casual staff. Internal representation for women exceeds external availability in eight of eleven Faculties; thus, external availability exceeds internal representation in the Faculties of Engineering, Science and Business (Schulich), with the greatest level of underrepresentation of women based on external availability, existing in Engineering. External availability also exceeds internal representation for women in Libraries. However, three-year trend analysis for Glendon, Business (Schulich), Science, and Environmental and Urban Change indicates a small but steady increase over the past three years.

**Figure 5(a): Representation of Total Women by Faculty**



**Figure 5(b): Representation of Total Women by Faculty**



### 4.3.2 Hires, Promotions<sup>9</sup> and Exits<sup>10</sup> Analysis

Table 1 depicts data on the female representation rate of total employee new hires, total employee promotions and total employee exits.

**Table 1: Hires, Promotions and Exits of Women**

	2019	2020	2021
New Hires	54%	54%	55%
Promotions	43%	49%	36%
Exits	54%	53%	54%

For further details about hires, promotion, and termination data for designated group members, see Appendices [E](#), [F](#), [G](#).

### 4.4 Indigenous Peoples

Figure 2 indicates that 0.8% of the total employee base identified themselves as Indigenous peoples. This compares to an external availability figure of 1.8%. Academic employees have an internal representation figure of 0.8% versus an external availability figure of 1.6%. Non-academic employees have an internal representation rate of 0.8% compared to an external availability rate of 1.8%.

As shown in Figures 6(a), (b) and (c), Indigenous peoples are underrepresented within several EEOGs amongst total employees. Whilst Indigenous employees are highly represented in the occupational groups of Supervisors Craft and Trades, and Semi-Skilled Manual Workers, there continues to be significant underrepresentation of Indigenous peoples in the EEOGs of Middle and Other Managers, Professionals and Semi-Professionals, and Technicians.

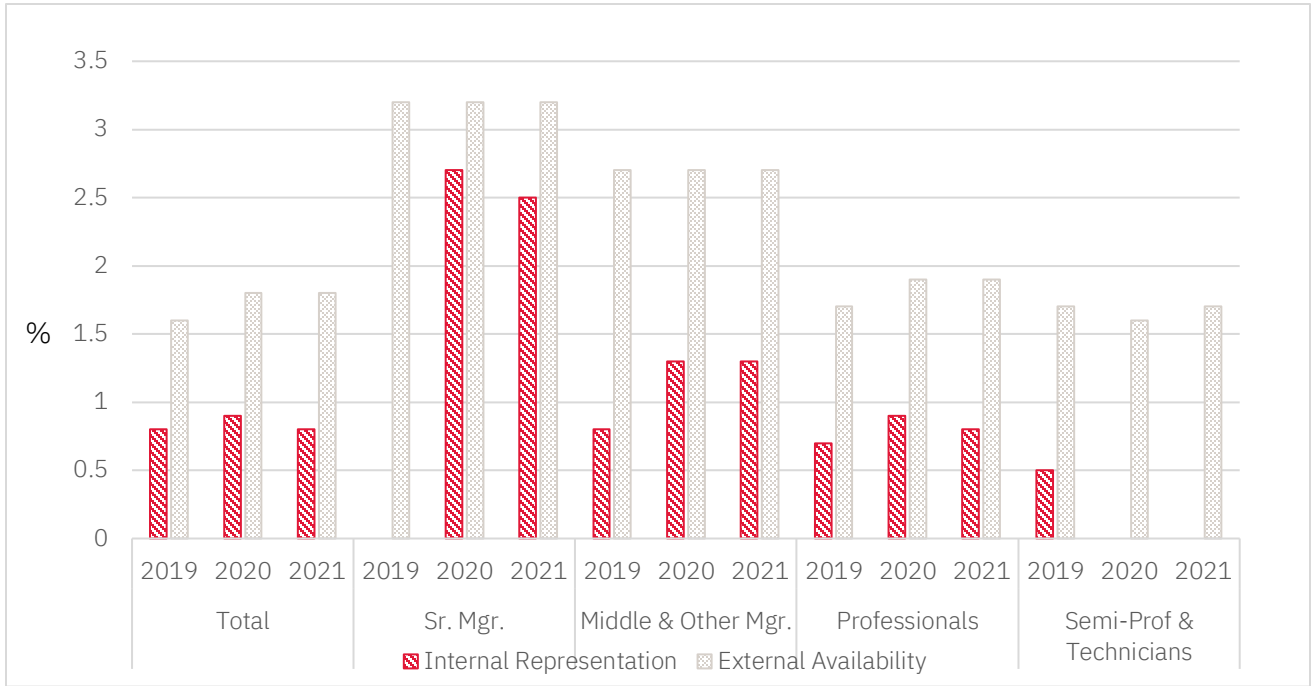
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<sup>9</sup> For fulltime Faculty, for FCP purposes, a “promotion” means that:

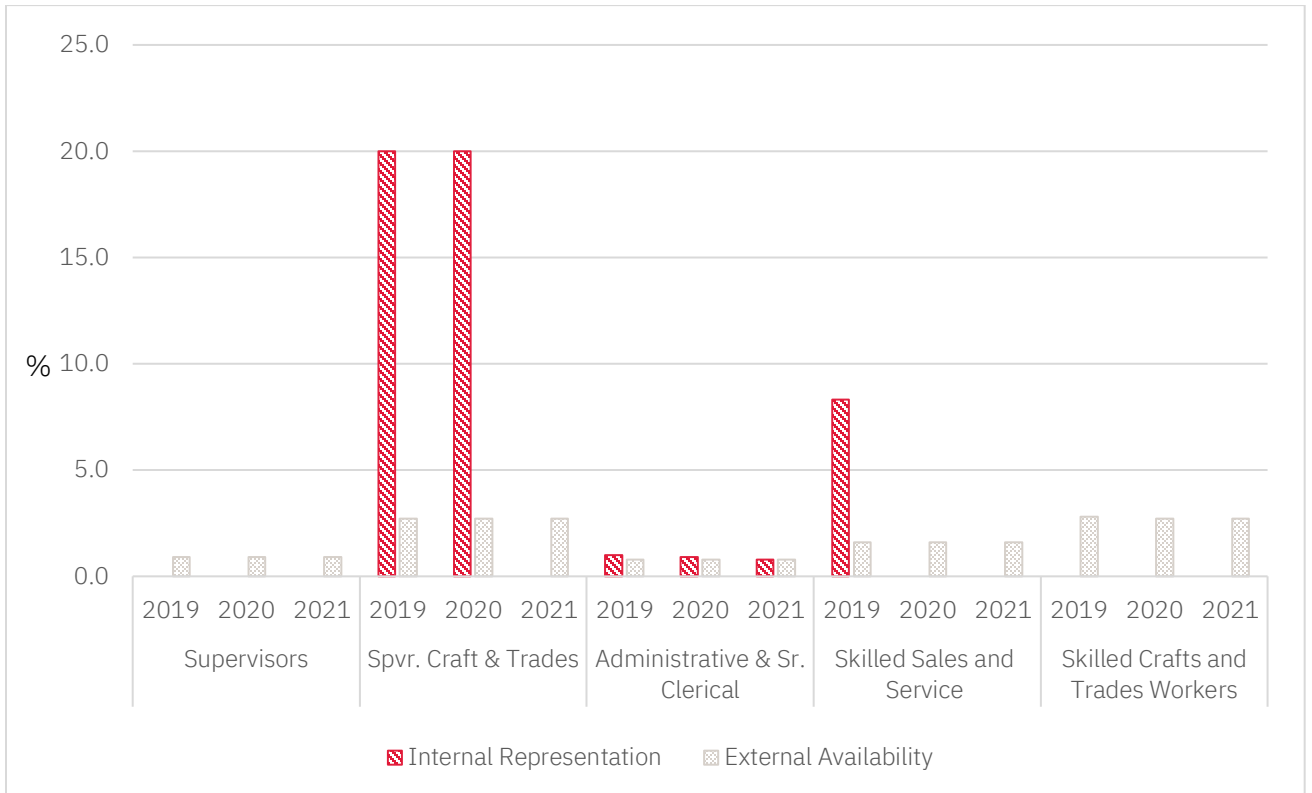
A professor receives an appointment at the dean level or above with full-time administrative function (does not retain teaching responsibilities); and a professor moves up in rank which may or may not result in a salary increase for a period of 12 weeks or more. Promotions include employees who have permanently moved from one position to another position that: a) have a higher salary range than the salary range of the position previously held by the employee, and/or b) rank higher in the organizational hierarchy.

<sup>10</sup> Exits include any separation of employment from York University, including voluntary and involuntary separations (e.g. end of contract, retirement).

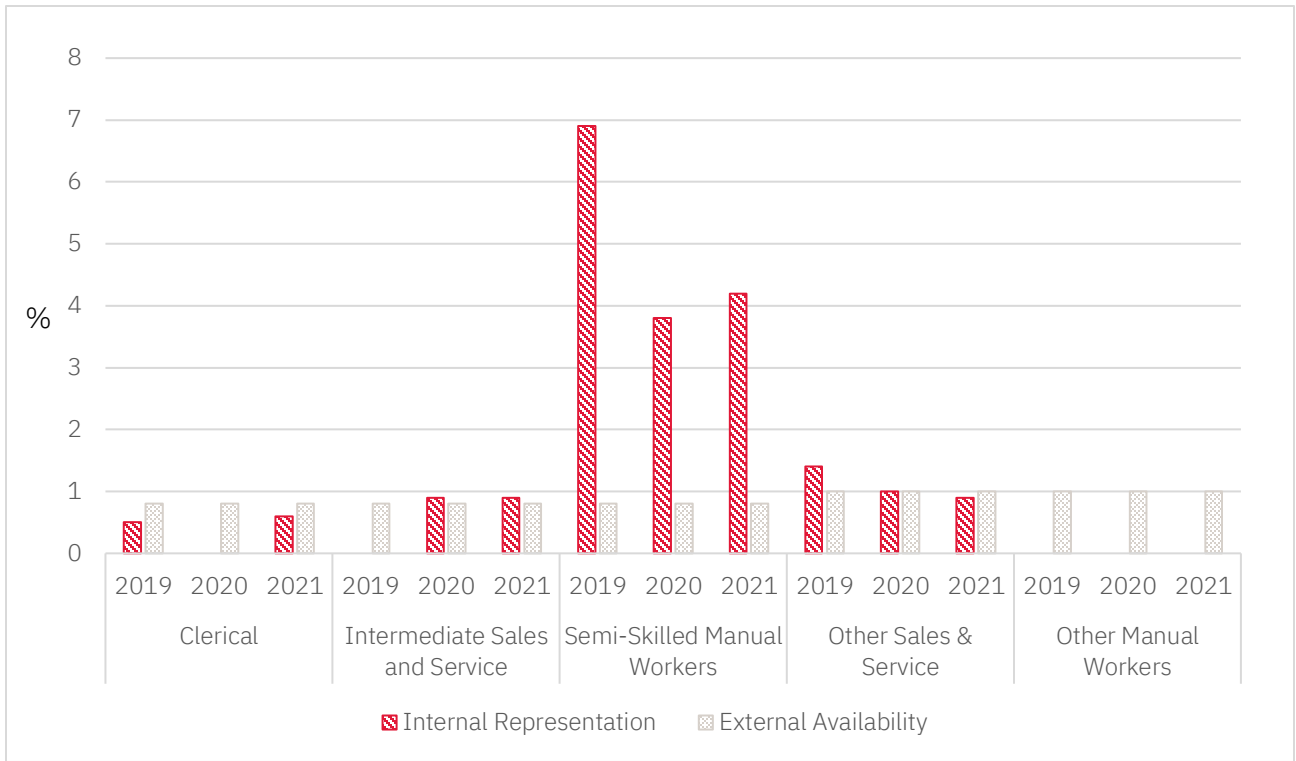
**Figure 6(a): Representation of Total Indigenous Peoples in EEOGs 1-4**



**Figure 6(b): Representation of Total Indigenous Peoples in EEOGs 5-9**



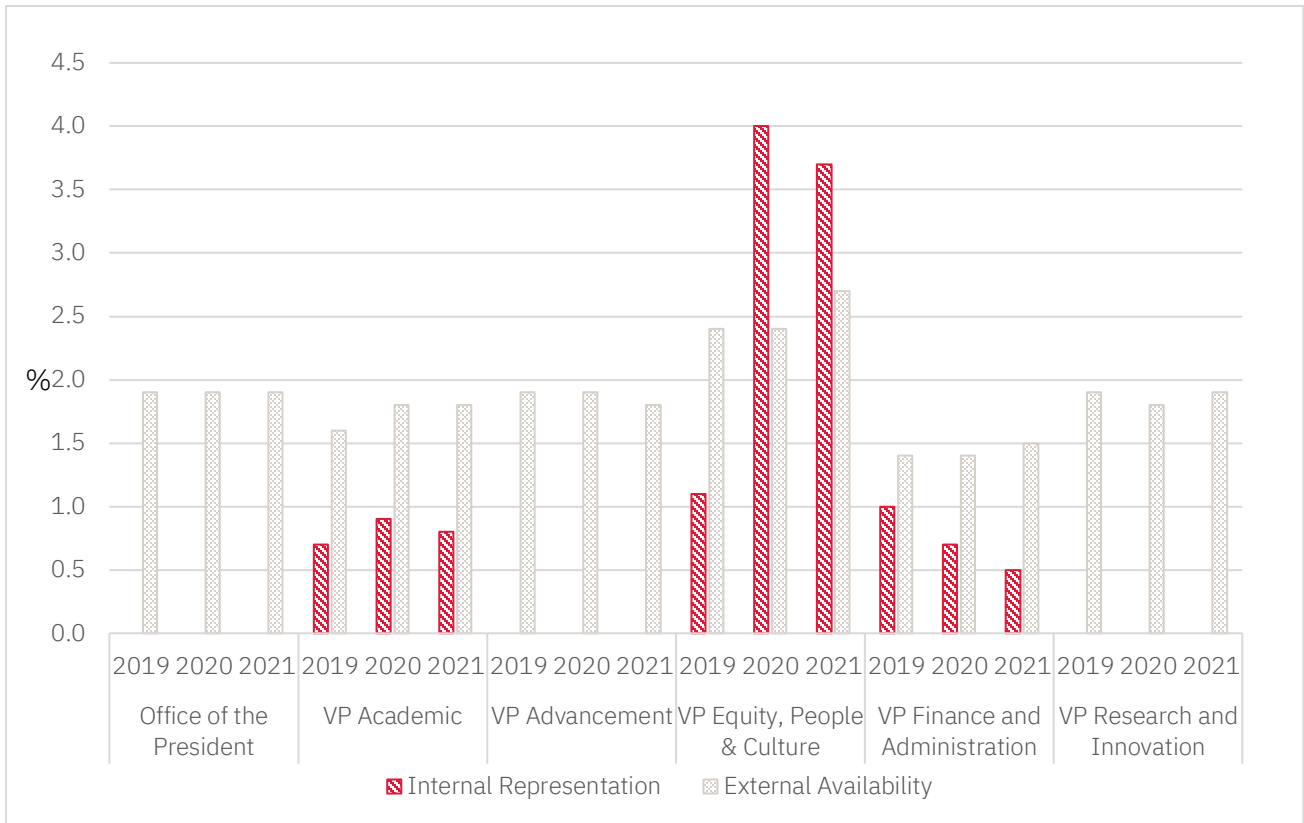
**Figure 6(c): Representation of Total Indigenous Peoples in EEOGs 10-14**



#### 4.4.1 Division and Faculty Representation of Indigenous Peoples Analysis

Figure 7 shows the representation of Indigenous peoples for the six Divisions within the University. The figures include all academic and non-academic employees who work within the Division, excluding casual staff. Quite notably, over the three-year period there has been no internal representation of Indigenous peoples in three Divisions – Office of the President, Division of Advancement and Division of Research and Innovation, and representation in the Division of Finance and Administration has been steadily declining over the past three years.

**Figure 7: Representation of Total Indigenous Peoples by Division**



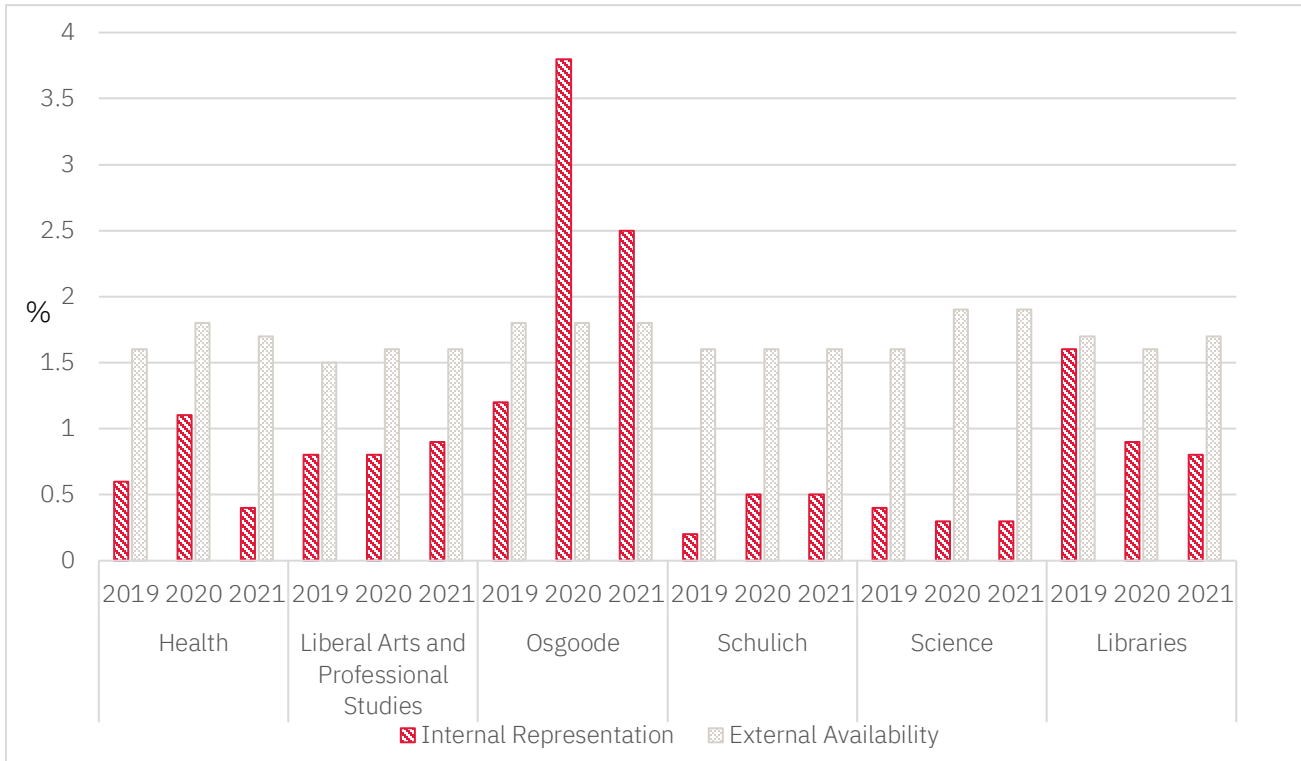
Representation for Indigenous peoples for each of the 11 Faculties and the Libraries are provided in Figures 8(a) and (b). The figures include all employees (academic and non-academic) of the Faculty, excluding casual staff. In 2021, internal representation for Indigenous peoples exceeded external availability in only two of eleven Faculties, those being the Faculty of Education and Osgoode Hall Law School. A three-year trend analysis shows a steady increase in internal representation in the Faculty of Education, however, there has been a marked decrease in internal representation from 2020 to 2021 for the Faculty of Graduate Studies and a steady decline over three years in the Libraries.



**Figure 8(a): Representation of Total Indigenous Peoples by Faculty**



**Figure 8(b): Representation of Total Indigenous Peoples by Faculty**



**4.4.2 Hires, Promotions and Exits Analysis**

Table 2 below provides data on the Indigenous representation rate of total employee new hires, total employee promotions and total employee exits.

*Table 2: Hires, Promotions and Exits of Indigenous Persons*

	2019	2020	2021
New Hires	0%	1%	0.5%
Promotions	0%	0%	4%
Exits	0%	1%	1%

**4.5 Racialized Persons**

As shown in Figure 2, at the end of 2021, the University had an internal representation for Racialized persons of 25.3% among total employees, compared to an external availability of 29.7%. Academic employees had an internal representation of 17.4% versus an external availability of 27.7%. Non-academic employees had an internal representation of 36.4% versus an external availability of 34.1%.

As shown in Table 3, the disaggregated data for Racialized persons shows that the highest self-identified representation of a group is South Asian, at 4.7%. The lowest representation of the self-identified disaggregated groups is Japanese at 0.3%.

**Table 3: Disaggregation of Racialized Persons**

Total Racialized Persons <sup>11</sup> (25.3%)	Disaggregated % Racialized Persons	
	2020	2021
Arab	0.7	0.9
Black (e.g., African, American, Canadian, Caribbean)	3.0	3.5
Chinese	2.6	2.8
Filipino	0.5	0.6
Japanese	0.2	0.3
Korean	0.4	0.5
Non-White Latin American (including Indigenous persons from Central and South America)	0.7	0.8
Non-White West Asian (e.g., Iranian, Lebanese, Afghan)	1.1	1.5
South Asian/Caribbean (e.g., Bangladeshi, Pakistani, Indian, Guyanese, Trinidadian, Sri Lankan, East African)	5.2	4.7
South East Asian (e.g., Burmese, Cambodian/Kampuchean, Laotian, Malaysian, Thai, Vietnamese, Indonesian)	0.7	0.8
Persons with Mixed Origin	1.2	1.6

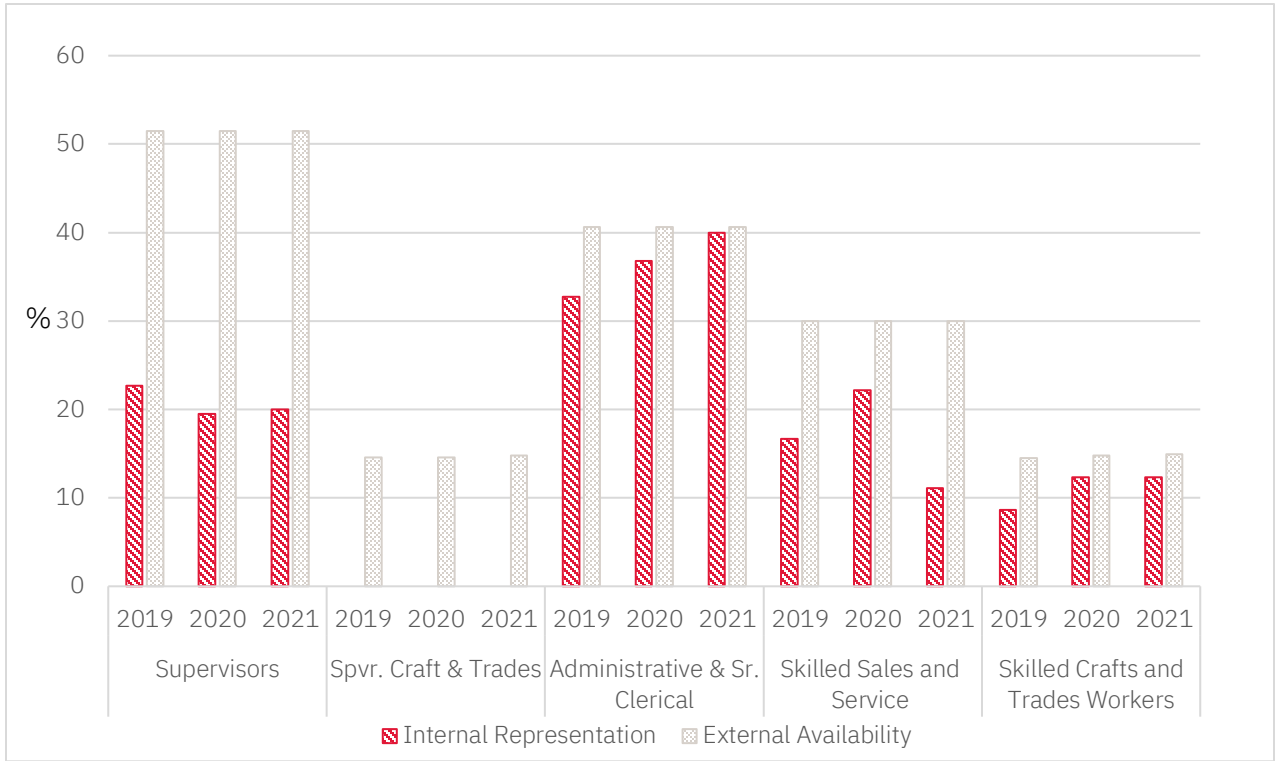
As shown in Figures 9(a), (b) and (c), Racialized persons are highly represented in the occupational groups of Middle and Other Managers and Semi-Professionals and Technicians. We do see progress through notable increases in representation in the occupational groups of Senior Manager, Middle and Other Managers, Administrative and Senior Clerical, Clerical, Intermediate Sales and Service, Other Manual Workers. However, there continues to be significant underrepresentation in many EEOGs, as discussed in Section Five.

<sup>11</sup> Racialized Persons sub-categories are provided by [Statistics Canada](#) with the exception of Persons with Mixed Origin.

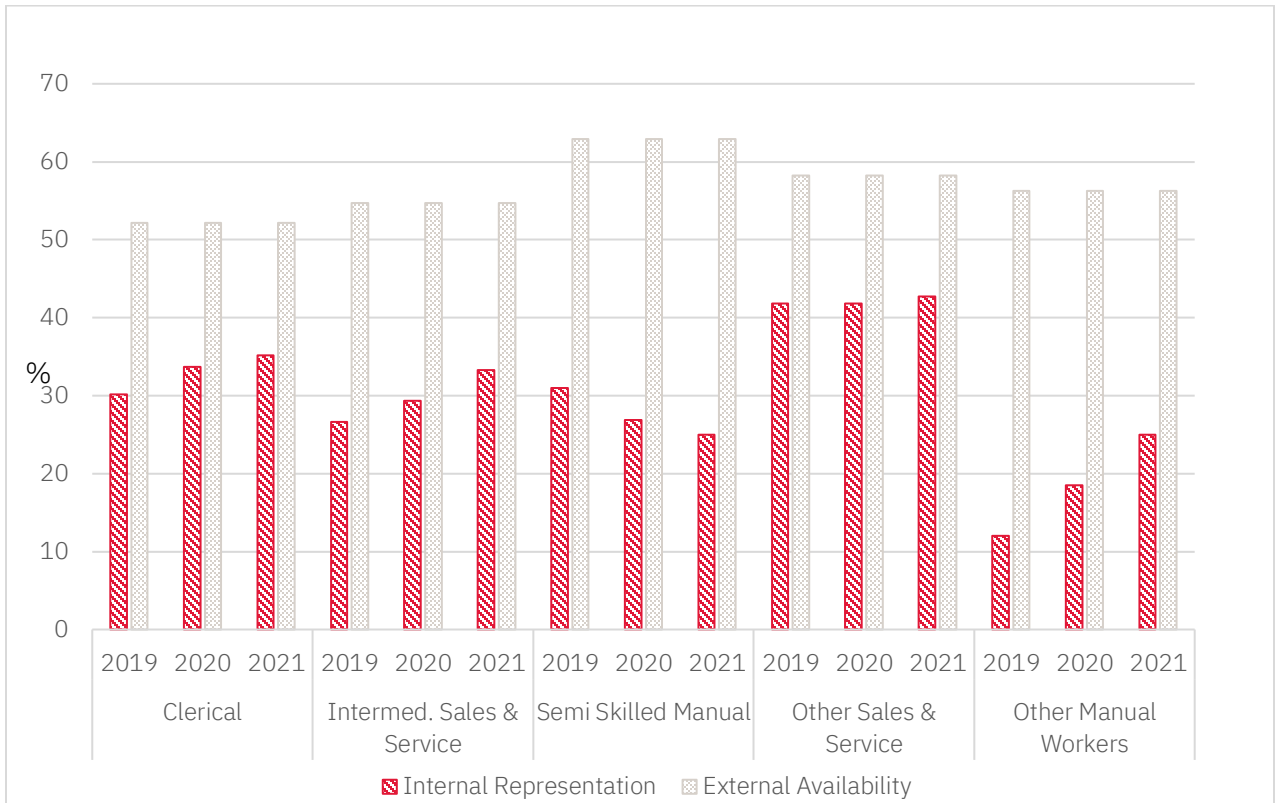
**Figure 9(a): Representation of Total Racialized Persons in EEOs 1-4**



**Figure 9(b): Representation of Total Racialized Persons in EEOGs 5-9**



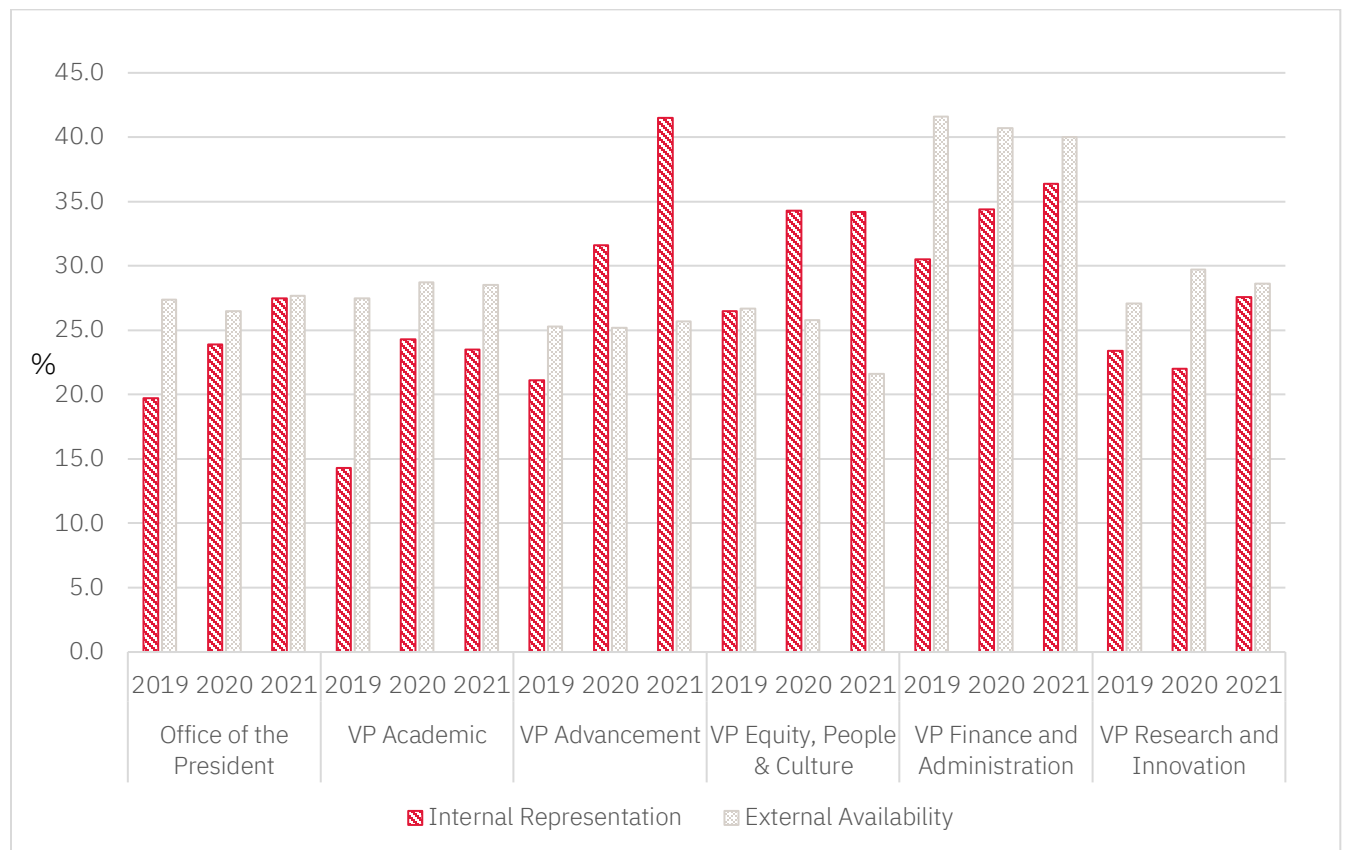
**Figure 9(c): Representation of Total Racialized Persons in EEOGs 10-14**



#### 4.5.1 Division and Faculty Representation of Racialized Persons

Figure 10 shows the representation of Racialized persons within the six Divisions of the University. The figures include all academic and non-academic employee groups who work within the Division, excluding casual staff. Internal representation for Racialized persons exceeds the external availability in the Divisions of Advancement and Equity, People and Culture but in the other four Divisions, external availability exceeds internal representation. However, in all six Divisions, a comparison of internal representation in 2019 as compared to 2021, reveals an increase in 2021, thereby indicating an overall improvement in internal representation throughout the three-year period.

**Figure 10: Representation of Total Racialized Persons by Division**



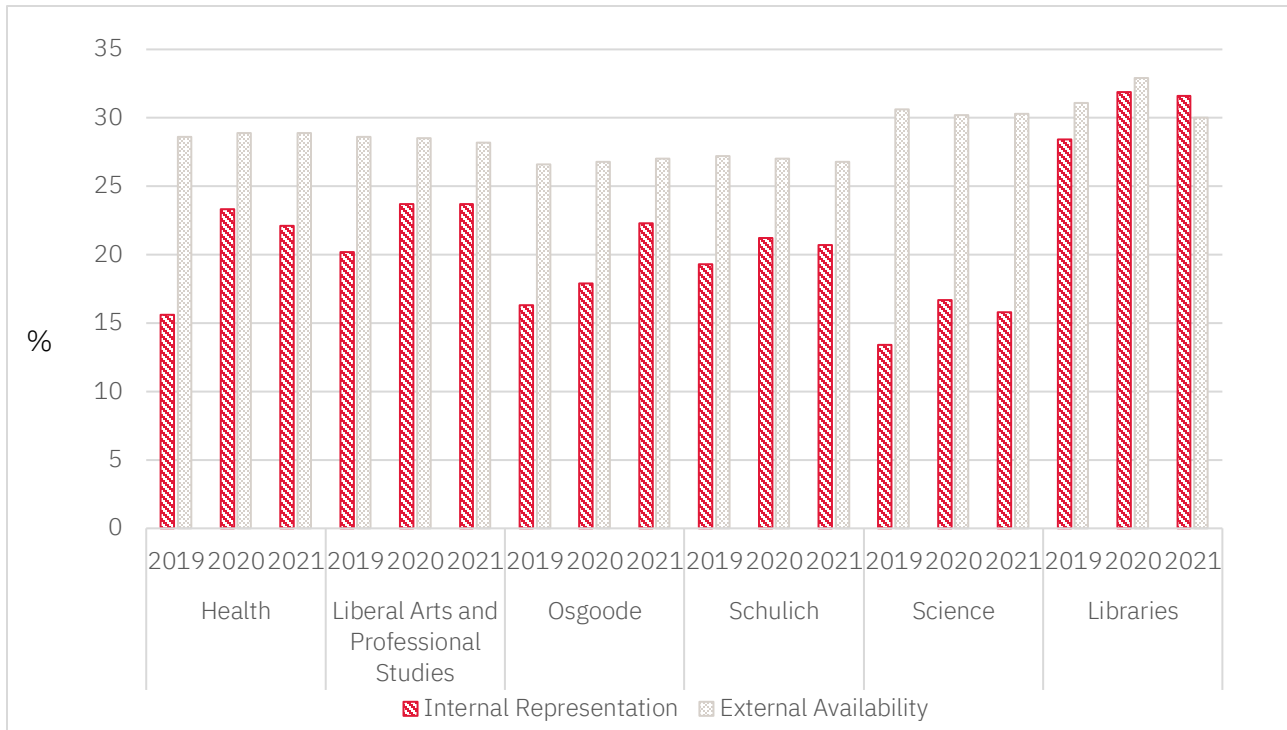
Representation for Racialized persons for each of the 11 Faculties and the Libraries is provided in Figures 11(a) and (b). The figures include all employees in the Faculty, excluding casual staff. In 2021, only Glendon, displays an internal representation for Racialized persons that slightly exceeds external availability, however, in the Faculties of Education, Glendon and Osgoode Hall Law School, there has been a steady increase in internal representation over the last three years. None of the other Faculties displayed a steady decline over the three years, however, in many Faculties internal representation remained the same or almost the same from 2020 to 2021 (including AMPD, LA&PS, Environmental and Urban Change, Schulich, Sciences and Libraries), and some Faculties

displayed a drop in internal representation from 2020 to 2021 (Engineering, Graduate Studies, Health).

**Figure 11(a): Representation of Total Racialized Persons by Faculty**



**Figure 11(b): Representation of Total Racialized Persons by Faculty**



#### 4.5.2 Hires, Promotions and Exits Analysis

Table 4 provides data on Racialized persons representation rate of total employee new hires, total employee promotions and total employee exits.

**Table 4: Hires, Promotions and Exits of Racialized Persons**

	2019	2020	2021
New Hires	11%	19%	19%
Promotions	29%	30%	28%
Exits	11%	17%	19%

#### 4.6 Persons with Disabilities

As shown in Figure 2, 5.0% of the total employee base identified themselves as Persons with disabilities. This compares to an external availability figure of 8.8%. Internal representation of Persons with disabilities for academic employees was 5.2% versus an external availability of 8.9%. Non-academic employees had an internal representation of 5.1% versus an external availability of 8.8%.

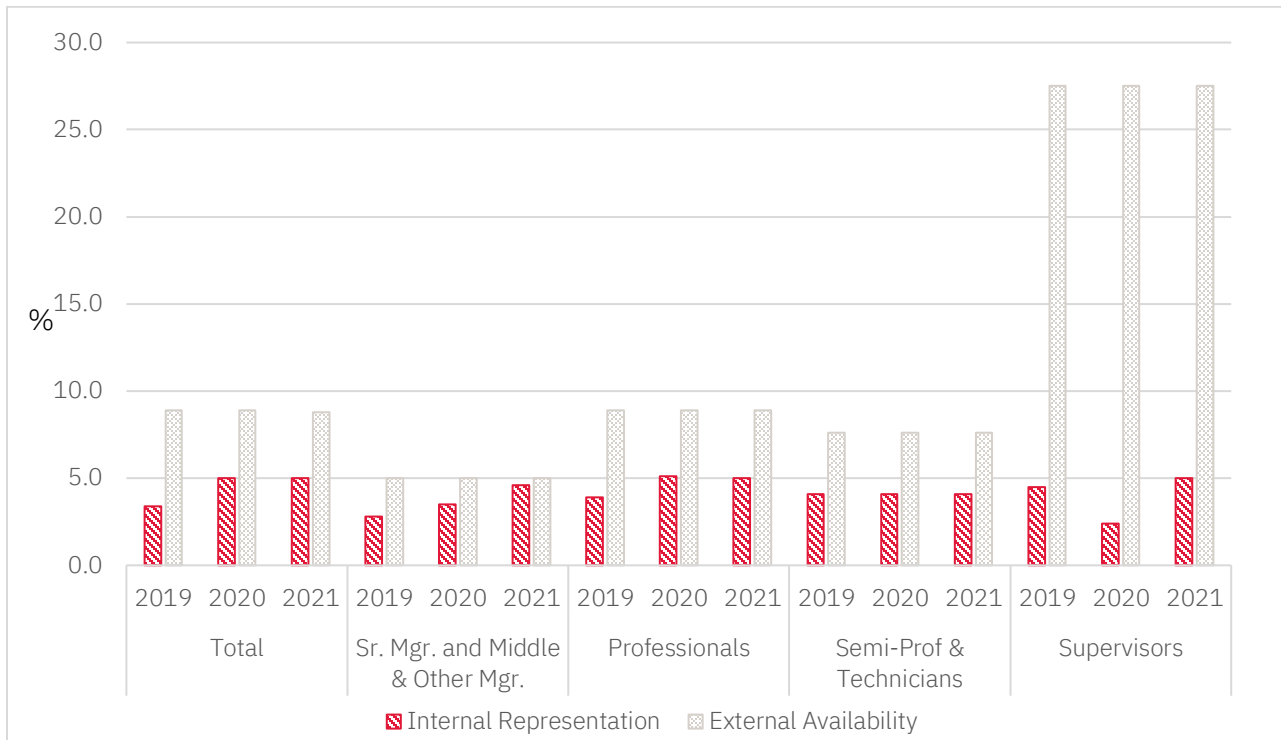
Figures 12(a), (b) and(c) show that on a university-wide level, Persons with disabilities are highly represented in the occupational groups of Skilled Sales and Service Personnel and Other Manual Workers, and internal representation exceeds external availability in those two EEOGs along with Intermediate Sales and Service Personnel in 2021. There



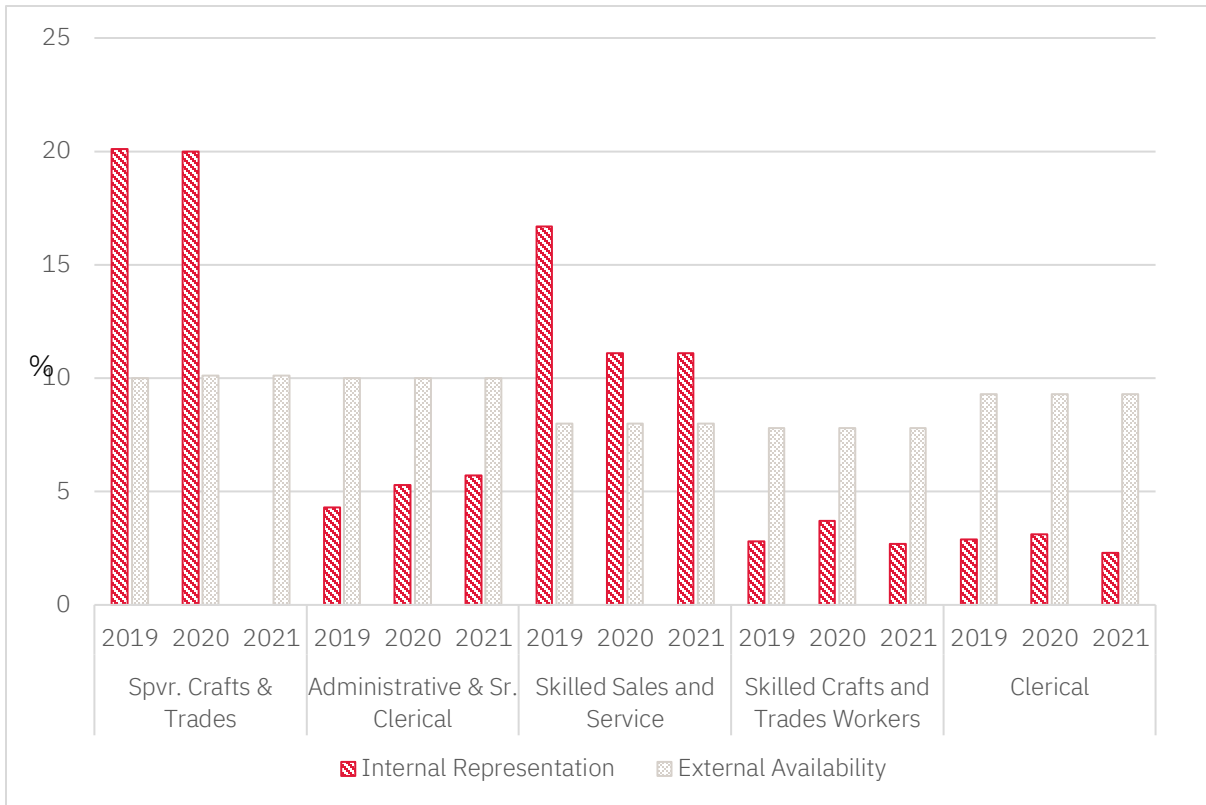
has also been a steady increase in internal representation over the last three years in Senior, Middle and Other Managers, Administrative and Senior Clerical Personnel and Intermediate Sales and Service Personnel. However, there is significant underrepresentation of Persons with Disabilities in several EEOGs.

When the academic and non-academic employees are split apart, the non-academic group has significant underrepresentation in nine EEOGs. The academic group has significant underrepresentation only in the Professionals EEOG.

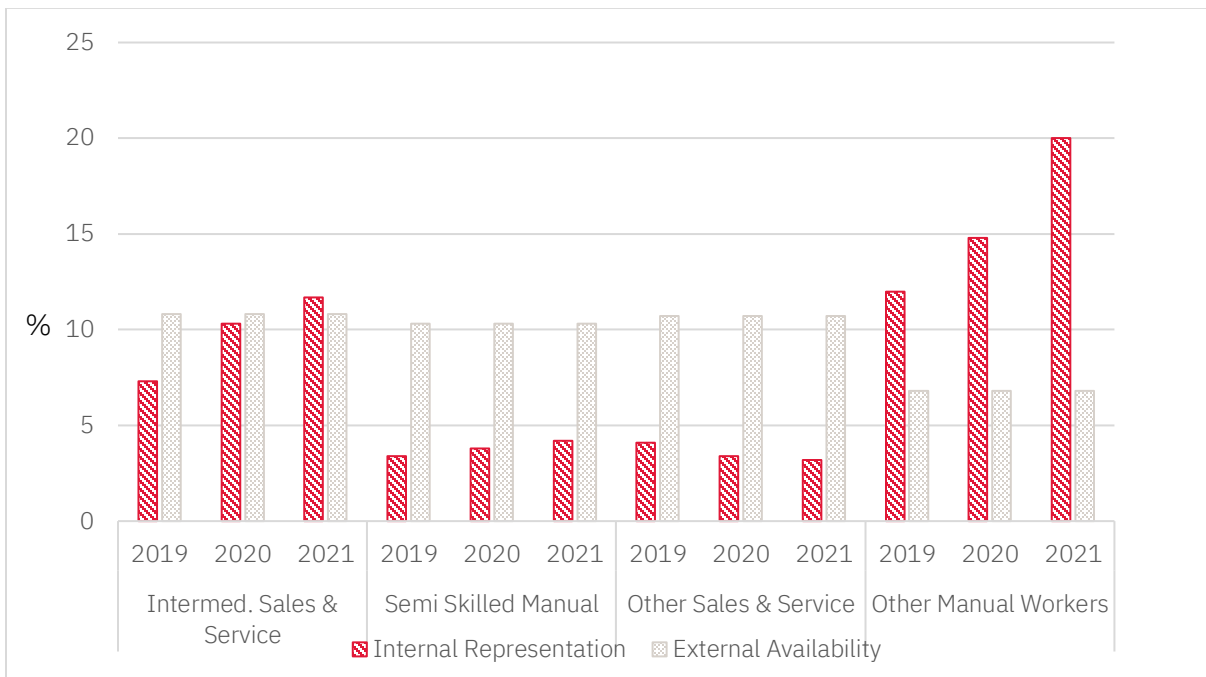
**Figure 12(a): Representation of Total Persons with Disabilities in EEOGs 1-5**



**Figure 12(b): Representation of Total Persons with Disabilities in EEOGs 6-10**



**Figure 12(c): Representation of Total Persons with Disabilities in EEOGs 11-14**



#### 4.6.1 Division and Faculty Representation of Persons with Disabilities

Figure 13 shows the representation of Persons with disabilities for the six Divisions within the University. The figures include all academic and non-academic employees who work within the Division, excluding casual staff. Internal representation for Persons with disabilities exceeds the external availability only in the Division of Advancement, and only for the year 2021. However, internal representation equals external availability in the Division of Research and Innovation; external availability only in the Division of Advancement, and only for the year 2021. However, internal representation equals external availability in the Division of Research and Innovation.

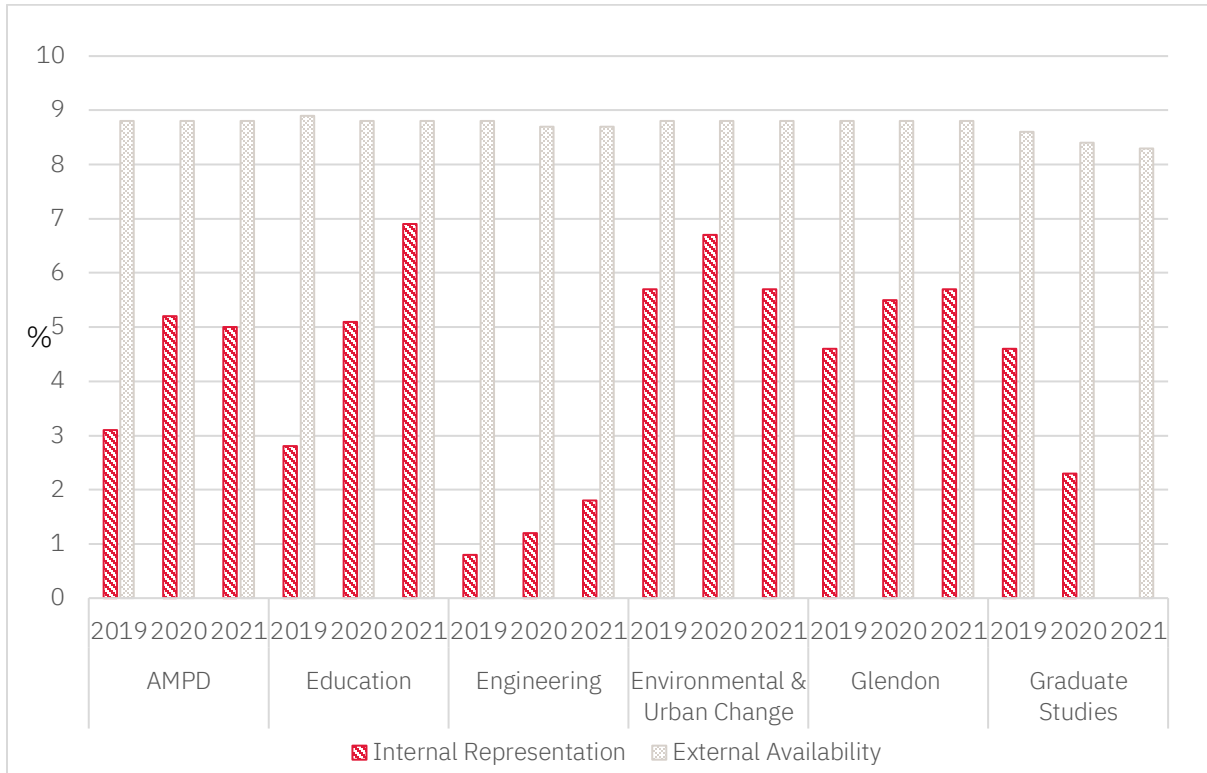
**Figure 13: Representation of Total Persons with Disabilities by Division**



Representation for Persons with disabilities for each of the 11 Faculties and the Libraries is shown in Figures 14(a) and (b). The figures include all employees of the Faculty, excluding casual staff. Internal representation for Persons with disabilities does not exceed the external availability in any Faculty, however, Libraries have been showing a steady increase in internal representation over the last three years, with the 2021 internal representation figure being very close to external availability. Whilst internal

representation does lag behind external availability, there has been a steady increase in representation in the Faculties of Education, Engineering, Glendon and Health.

**Figure 14(a): Representation of Total Persons with Disabilities by Faculty**



**Figure 14(b): Representation of Total Persons with Disabilities by Faculty**



#### 4.6.2 Hires, Promotions and Exits Analysis

Table 5 below provides data on Persons with disabilities representation rate of total employee new hires, total employee promotions and total employee exits.

**Table 5: Hires, Promotions and Exits of Persons with Disabilities**

	2019	2020	2021
New Hires	2%	4%	4%
Promotions	5%	4%	8%
Exits	5%	4%	4%

#### 4.7 2SLGBTQ+

2SLGBTQ+ is an acronym for persons who identify as two-spirit, lesbian, gay, bisexual, transgender, genderqueer, questioning, or who otherwise express gender or sexual diversity. As shown in Figure 2 and Table 6 below, 6.2% of total employees self-identified as 2SLGBTQ+, and for the past three years, internal representation of 2SLGBTQ+ among total employees has been increasing. The internal representation of 2SLGBTQ+ for academic employees was 7.4%, and among non-academic employees, the internal representation of 2SLGBTQ+ was 5.3%. External availability figures from Statistics Canada are not available at the time of writing for the 2SLGBTQ+ community.

**Table 6: York 2SLGBTQ+ Representation Rates**

	2019	2020	2021
All Employees	3.5%	3.8%	6.2%
Academic Staff	5.0%	8.0%	7.4%
Non-Academic Staff	1.3%	3.3%	5.3%

## 5.0 Data Analysis

Based on the government’s guidance that where there are significant gaps, an employment systems review should be undertaken to better understand what employment barriers may be present and thereby causing the under-representation, there are several EEOGs where an employment systems review is needed at York. Furthermore, the data reveals that reviews are also required in certain Divisions, and Faculties.

In terms of Divisions, the Division of Finance and Administration was the only Division where internal representation of women fell below the external availability data provided by Statistics Canada. Whilst the 2021 internal representation rate was not significantly below the external availability figures, the internal representation was also below in 2020. It therefore means that York should undertake an employment systems review to understand what employment barriers may be present to cause the underrepresentation.

Also of note, in the Division of Advancement, there was internal representation which exceeded the external availability figures for all designated groups except Indigenous peoples and within the Division of Equity, People and Culture, internal representation exceeded external availability for all designated groups except Persons with Disabilities. Finally, in three Divisions, there was no internal representation of Indigenous peoples over the last three years, those being the Office of the President, Division of Research and Innovation and the Division of Advancement.

An analysis of the Faculties reveals that for women, internal representation is below external availability in the Faculty of Science, the Lassonde School of Engineering and Schulich School of Business. For Indigenous peoples, only in Osgoode Hall and Faculty of Education did internal representation exceed external availability figures. For Racialized persons, Glendon and University Libraries exceeded external availability, and for Persons with disabilities, in all Faculties, the internal representation was below external availability figures (however, University Libraries was close to reaching the external availability figure).

An analysis of the total workforce from both 2020 and 2021 indicates that for all four designated groups, one or more EEOGs were added to their significant gaps list from 2020, which would indicate that there has not been an overall improvement in representation.

## 5.1 Significant Gaps

Under-representation is a key concept in an employment equity analysis. Employers are expected to hire designated group employees at their external availability rate. A gap occurs when the designated group's internal representation is less than their external availability. The following analysis and calculations of significant gaps are related to significant gaps and include graphic representation of data. If a gap is "significant", then an employment systems review must be undertaken to understand what employment barriers may be present to cause the underrepresentation. This analysis used the three-filter test<sup>12</sup> to determine significance.

### 5.1.1 The Three Filter Test

To determine if a gap in representation is significant apply filters 1 and 2 (in combination), and filter 3. Gaps that are identified as significant will become the focus of the employment systems review.

#### First filter

If the number gap is -3 or greater (note that while the gap is referred to as -3 or greater, the actual numerical value is -3 or less, i.e., -3, -4, -5, etc.), then the gap may be significant, must be recorded, and the second filter must be applied.

#### Second filter

If the percentage representation is 80 per cent or less, then the organization must investigate the underrepresentation further. For example, if your organization has seven accountants who are women, but the expected availability indicates that you should have ten, then your organization has only 70 percent of what is expected and a numerical gap of -3, and thus a significant gap exists.

#### Calculating the percentage representation:

$$\frac{\text{Internal representation}}{\text{External availability}} \times 100 = \% \text{ representation}$$

The utilization percentage provides a measure of how close an employer is to full representation of the designated group in a particular occupational group where there is under-representation. The internal representation number in the EEOG is divided by the external availability number and multiplied by 100 (as illustrated above). The closer the

percentage is to 100%, the less severe is the under-representation. Where the rate is 80% or more, under-representation is not considered to be significant.

Third filter<sup>12</sup>

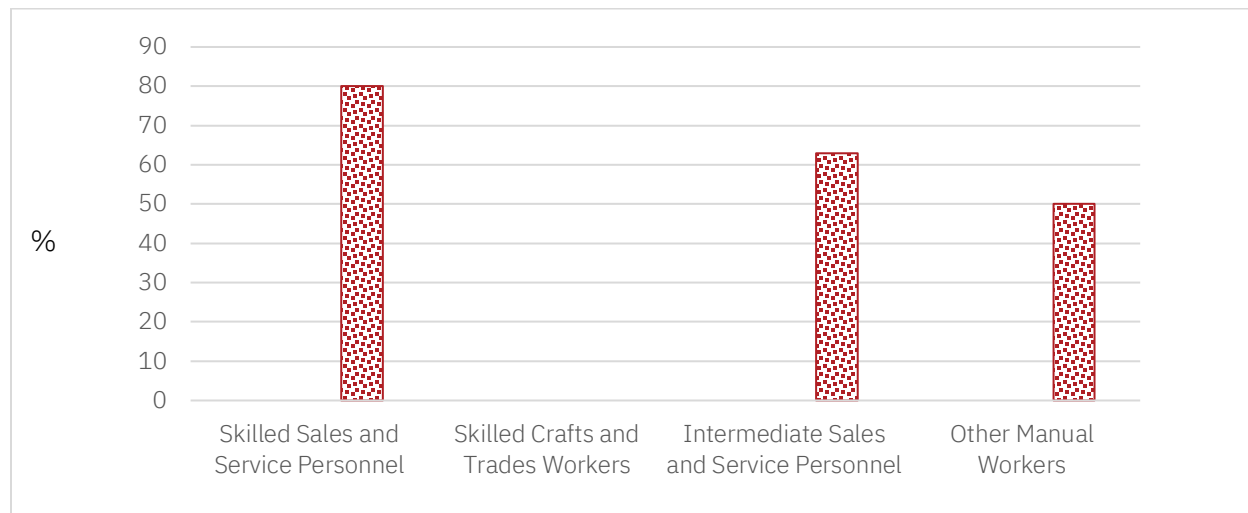
If there are gaps of -3 or less (note that while the gap is referred to as -3 or less, the actual numerical value is -3 up to and including -1, i.e., -3, -2, -1) for a designated group in several EEOGs, and/or for all designated groups in one EEOG, then the gaps are considered significant and must be addressed in the employment systems review.

## 5.2 Significant Gaps York University Analysis

The following analysis uses 2021 data to identify significant gaps in representation at York University. An analysis of total employees reveals that for each designated group, there were varying numbers of EEOGs displaying significant gaps.

For Women, significant gaps were found in the EEOGs of Skilled Sales and Service Personnel, Skilled Crafts and Trades Workers, Intermediate Sales and Service Personnel, and Other Manual Workers. Whilst the gap for Skilled Sales and Service Personnel was at 80%, for the other 3 EEOGs, the gap ranged from 0% (Skilled Crafts and Trades Workers) to 63% (Intermediate Sales and Service Personnel).

**Figure 15: Total Employees - Significant Gaps for Women**

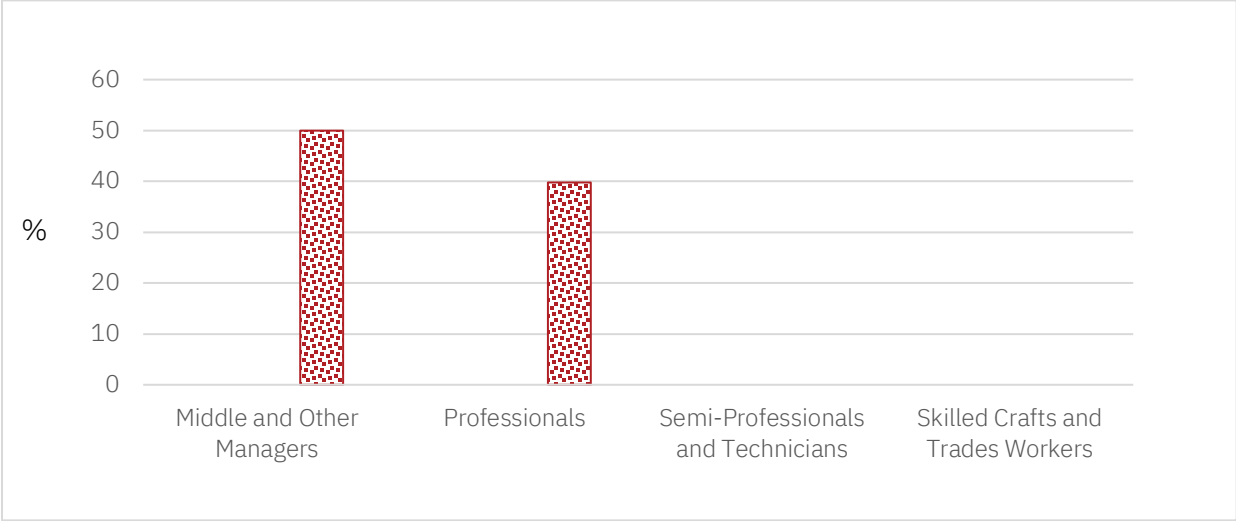


<sup>12</sup> 50% Rule for Women: This rule applies only to EEOG 07 - Administrative and Senior Clerical Personnel and EEOG 10 - Clerical Personnel. If there is a gap for women in an EEOG where women are represented at 50% or more, this gap is not to be considered significant. York is not required to conduct an Employment Systems Review or establish goals for recruitment in its employment equity plan for gaps in EEOGs where women are represented at 50% regardless of availability.

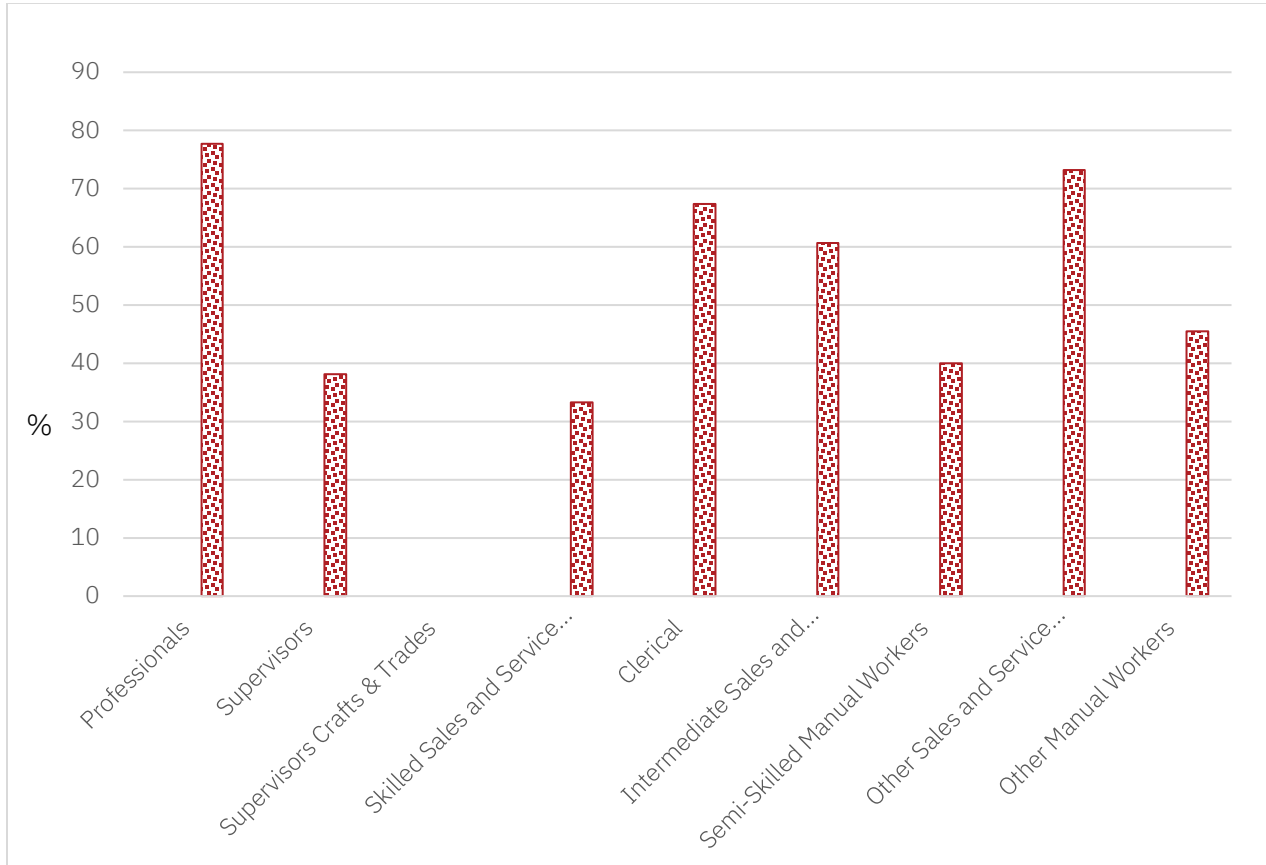


For Indigenous peoples, significant gaps were found in the EEOGs of Middle and Other Managers, Professionals, Semi-Professionals and Technicians, and Skilled Crafts and Trades Workers. The gaps ranged from 0% (Skilled Crafts and Trades Workers and Semi-Professionals and Technicians) to 50% (Middle & Other Managers).

**Figure 16: Total Employees - Significant Gaps for Indigenous Peoples**



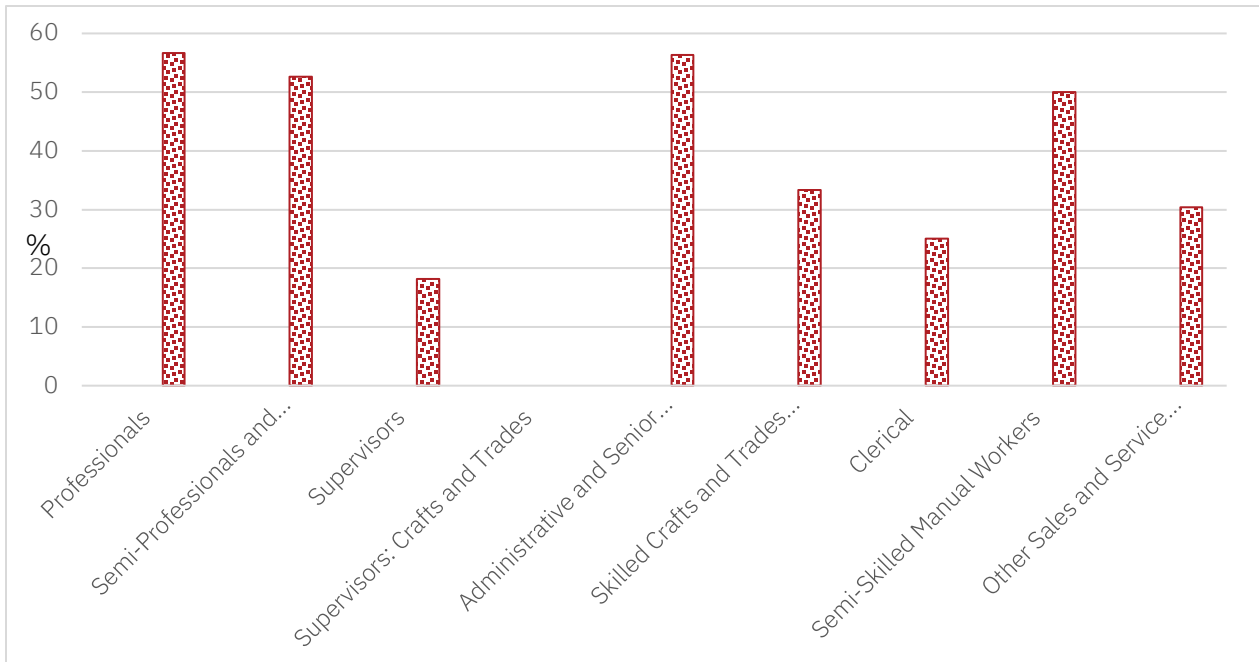
**Figure 17: Total Employees - Significant Gaps for Racialized Persons**



For Racialized persons, significant gaps were found in 9 of 14 EEOGs: Professionals, Supervisors, Supervisors: Crafts and Trades, Skilled Sales and Service Personnel, Clerical Personnel, Intermediate Sales and Service Personnel, Semi-skilled Manual Workers, Other Sales and Service Personnel, and Other Manual Workers. Here the gaps ranged from 0% (Supervisors: Crafts & Trades) to 78% (Professionals).

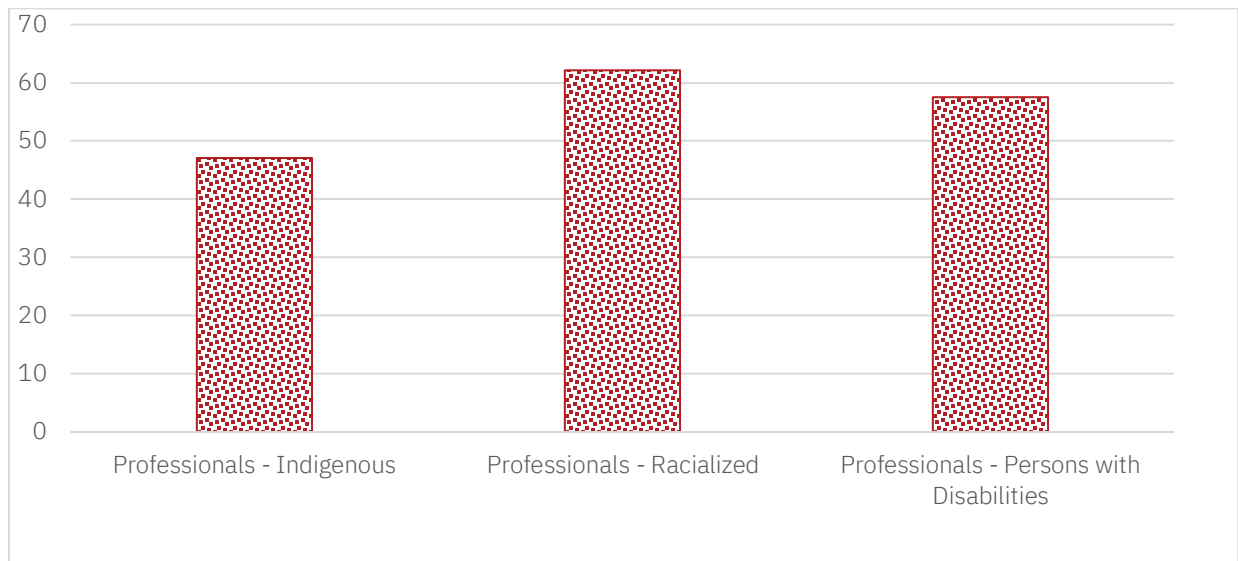
For Persons with disabilities, significant gaps were also found in 9 of 14 EEOGs: Professionals, Semi-Professionals and Technicians, Supervisors, Supervisors: Crafts and Trades, Administrative and Senior Clerical Personnel, Skilled Crafts and Trades Workers, Clerical Personnel, Semi-skilled Manual Workers, and Other Sales and Service Personnel. Here the gaps ranged from 0% (Supervisors: Crafts and Trades) to 56% (Professionals, Administrative and Senior Clerical Personnel).

**Figure 18: Total Employees - Significant Gaps for Persons with Disabilities**



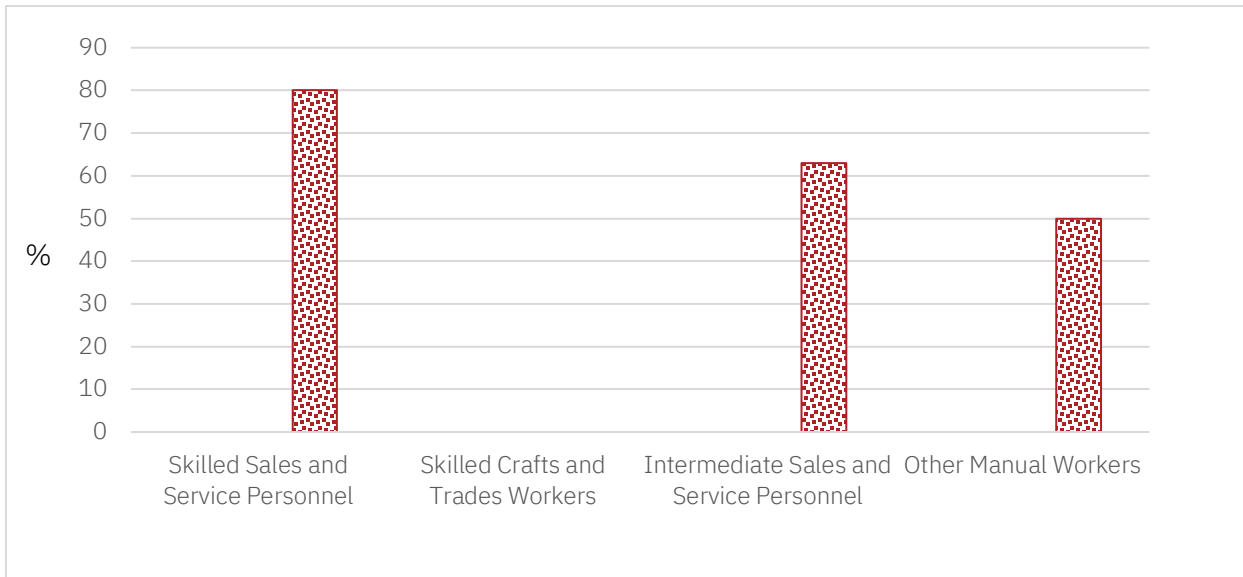
When academic and non-academic employees are split apart, the academic group has significant gaps in the Professionals EEOG category for all designated groups except women.

**Figure 19: Significant Gaps for Academic Employees**



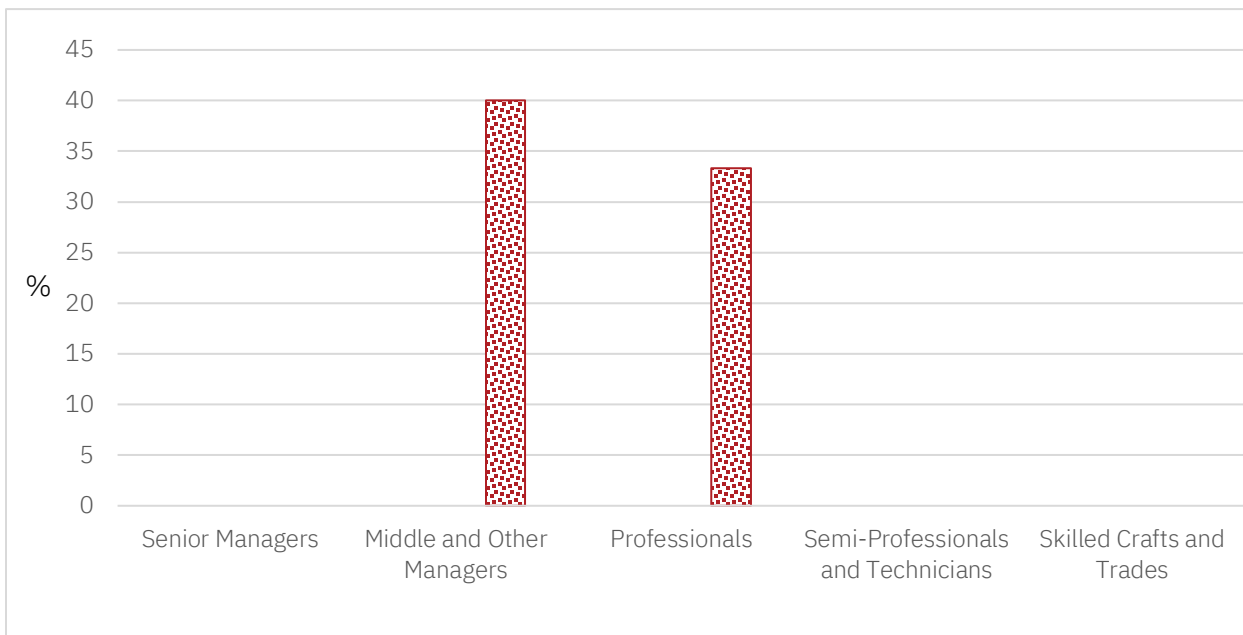
However, the non-academic group has significant gaps in various EEOGs for the different designated groups. Thus, amongst non-academic employees, there were gaps as follows:

**Figure 20: Significant Gaps among Women Non-Academic Employees**



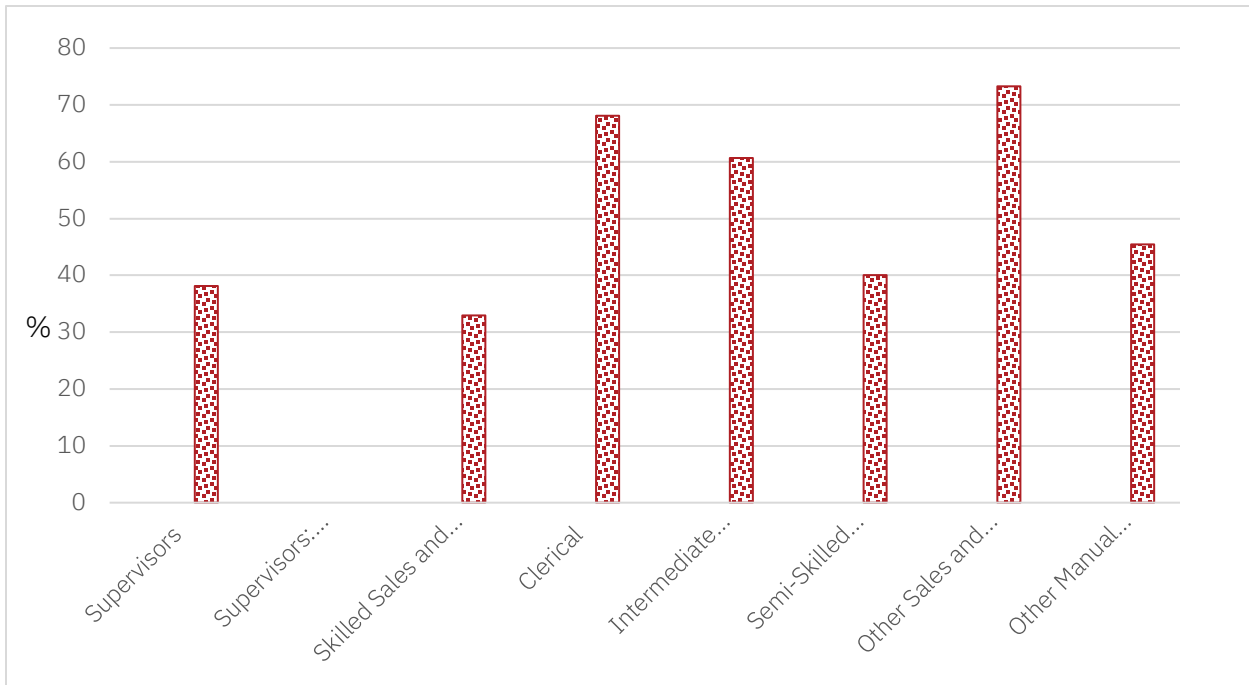
For women, there were gaps in Skilled Sales and Service Personnel, Skilled Crafts and Trades Workers, Intermediate Sales and Service Personnel and Other Manual Workers.

**Figure 21: Significant Gaps among Indigenous Non-Academic Employees**



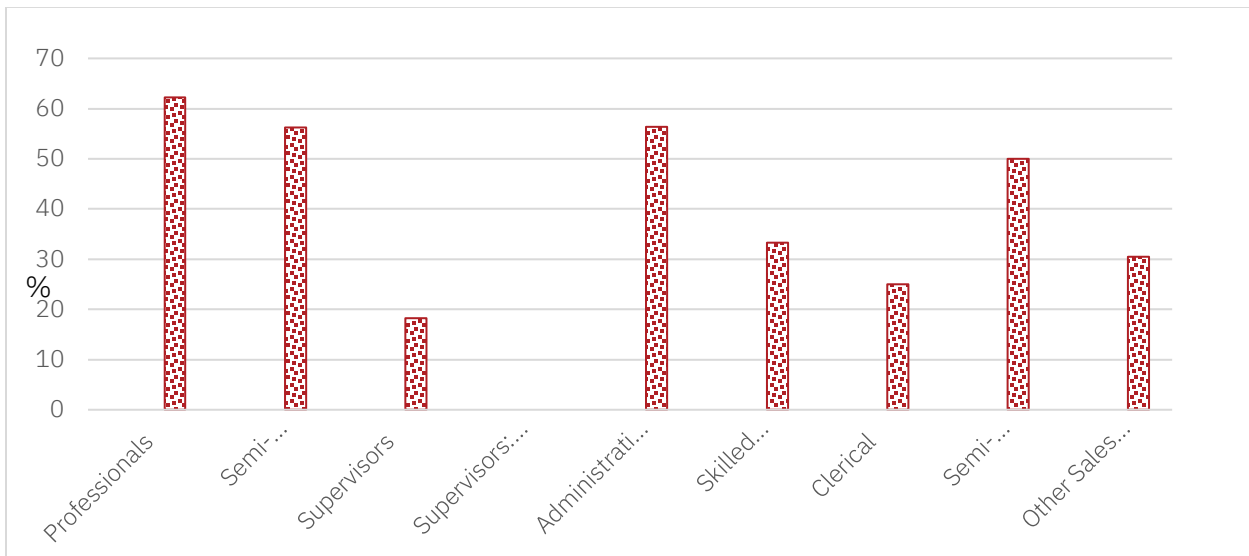
For Indigenous peoples, there were gaps in Senior Managers, Middle and Other Managers, Professionals, Semi-Professionals and Technicians, and Skilled Crafts and Trades Workers.

**Figure 22: Significant Gaps among Racialized Non-Academic Employees**



For Racialized persons, there were gaps in 8 of 14 EEOGs: Supervisors, Supervisors: Crafts and Trades, Skilled Sales and Service Personnel, Clerical Personnel, Intermediate Sales and Service Personnel, Semi-skilled Manual Workers, Other Sales and Service Personnel, and Other Manual Workers.

**Figure 23: Significant Gaps among Persons with Disabilities among Non-Academic Employees**



For Persons with disabilities, there were gaps in 9 of 14 EEOGs: Professionals, Semi-Professionals and Technicians, Supervisors, Supervisors: Crafts and Trades,

Administrative and Senior Clerical Personnel, Skilled Crafts and Trades Workers, Clerical Personnel, Semi-skilled Manual Workers, and Other Sales and Service Personnel.

### 5.2.1 Summary of Significant Gaps

Some of the significant areas of under-representation among total employees in both 2020 and 2021 were:

For Women:

- Skilled Crafts and Trades Workers
- Intermediate Sales and Service
- Other Manual Workers

For Indigenous peoples:

- Middle and Other Managers
- Professionals
- Semi-Professionals and Technicians

For Racialized persons:

- Professionals
- Supervisors
- Clerical
- Intermediate Sales and Service Personnel
- Semi-Skilled Manual Workers
- Other Sales and Service Personnel
- Other Manual Workers

For Persons with disabilities:

- Professionals
- Semi-Professionals and Technicians
- Supervisors
- Administrative and Senior Clerical Personnel
- Skilled Crafts and Trades Workers
- Clerical
- Other Sales and Service Personnel

In 2021, among total employees, both Racialized persons and Persons with disabilities had significant gaps in 9 of 14 EEOGs, which indicates greater work needs to be done to improve representation of these two designated groups at the University, especially in certain occupational groupings.

Quite notably, among academic employees, the EEOG of Professionals showed up as a significant gap within all designated groups except women, thus, a significant gap was

displayed in each of the three remaining designated groups (Indigenous peoples, Racialized persons, and Persons with Disabilities).

Among non-academic employees, Skilled Crafts and Trades was also under-represented in three designated groups (all except Racialized persons). In the non-academic workforce, Indigenous peoples was the only designated group which had a significant gap in both Senior Managers and Middle and Other Managers.

Finally, among non-academic employees, all designated groups either had a greater number of EEOGs showing a significant gap in 2021, or else they maintained the number from 2020, indicating that many of the EEOGs which displayed a significant gap in 2020 continued to do so in 2021, and moreover, several more EEOGs displayed significant gaps in 2021.

### 5.3 Notable Improvements at York University

A notable improvement from 2020 to 2021, was the fact that for Persons with disabilities, the EEOGs Senior Managers and Middle and Other Managers, particularly in the non-academic workforce, no longer displayed a significant gap – thereby indicating an improvement in representation. Also, to note among Persons with disabilities is the fact that within the Division of Advancement, they displayed a steady increase in internal representation over the last three years, culminating in internal representation rates that exceeded external availability in 2021. The Divisions of Equity, People and Culture and Research and Innovation also showed increases in internal representation over the past three years for Persons with disabilities. Additionally, there was also notable improvement in representation of Persons with disabilities over the last three years in the Faculties of Education and in University Libraries, with the 2021 internal representation for Libraries falling just below the external availability figures.

Yet another notable improvement lies in the fact that over the last three years, there has been a general increase in representation of Racialized persons among total employees. Moreover, there has been an increase in internal representation of Racialized persons over the last three years in 10 of the 14 EEOGs; thus, even though the internal representation rate for Racialized persons falls below the external availability for most of the EEOGs, there has nonetheless been a year-by-year increase of internal representation, thereby indicating that improvements in representation are occurring albeit at a rate that perhaps is still a bit slow.

Finally, there have been areas where improvements have been displayed and/or where the internal representation exceeded the external availability figures. As of December 31, 2021, the following designated groups, among total employees, have exceeded the 2016 external availability data provided by Statistics Canada in the following EEOGs:

For Women:

- Senior Managers
- Middle and Other Managers
- Professionals
- Semi-Professionals and Technicians
- Supervisors: Crafts and Trades
- Administrative and Senior Clerical Personnel
- Clerical Personnel

For Indigenous peoples:

- Intermediate Sales and Service Personnel
- Semi-Skilled Manual Workers

For Racialized persons:

- Senior Managers
- Middle and Other Managers
- Semi-Professionals and Technicians

For Persons with disabilities:

- Skilled Sales and Service Personnel
- Intermediate Sales and Service Personnel
- Other Manual Workers

## 6.0 Conclusion

As illustrated by the many initiatives highlighted in section two, York continues to be committed to equity, diversity, and inclusion and to improving employment equity. However, as the data in section four also reveals, there are still several areas where work needs to be done to address employment barriers which persist in several EEOGs.

It should be noted that while the overall representation rates for women continue to exceed the external availability data, for other designated groups, that is, Indigenous peoples, Racialized persons and Persons with disabilities, the general trend is that internal representation rates fall below the external availability data provided by Statistics Canada. Additionally, based on the recommendation that where there are significant gaps for a designated group in several EEOGs, an employment systems review should be conducted, it means that for both Racialized persons and Persons with disabilities, an employment systems review should be conducted.



As the university continues its work toward the development of an overarching Equity Strategy for the University, this report will be an important reference point for where to focus efforts on employment equity. This would allow for the development of the necessary policies and processes to support improvements in employment equity, along with the establishment of timelines for working towards achieving greater representation in the areas where employment barriers have been persisting. Such a strategy could help ensure that employment equity is applied uniformly across the institution as opposed to having individual efforts within departments with varied results.

The Division of Equity, People and Culture, in partnership with others across the University, continues to strive to create and nurture a sense of belonging and inclusion for all employees across York University.

For information on the ongoing initiatives being embarked upon by the Division please feel free to contact:

**Sheila Cote-Meek**

Vice-President, Equity, People & Culture  
Division of Equity, People and Culture  
[vpepc@yorku.ca](mailto:vpepc@yorku.ca)  
416-736-2100 ext. 88755

**Christal Chapman**

Equity, Diversity & Inclusion Program Manager  
Division of Equity, People and Culture  
[chapman7@yorku.ca](mailto:chapman7@yorku.ca)  
416-736-2100 ext. 22771

## **APPENDIX A – Reports and Policies**

For the 2020 Employment Equity Statistical Report:

<http://hr.info.yorku.ca/>

York policies and guidelines:

[Accessibility for Persons with Disabilities, Statement of Commitment](#)

[Accessibility for Persons with Disabilities, Customer Service Guideline](#)

[Accommodation in Employment for Persons with Disabilities](#)

[Employment Equity](#)

[Gender-Free Language Policy](#)

[Affirmative Action Plan for Non-Academic Hiring to Achieve Employment Equity](#)

[Hate Propaganda Guidelines](#)

[Physical Accessibility of University Facilities](#)

[Human Rights Policy and Procedures](#)

[Sexual Violence Policy](#)

[Workplace Harassment Prevention Policy](#)

[Workplace Violence Prevention](#)

## APPENDIX B – Glossary of Terms

### **Academic/Faculty**

This group includes full time and contract employees in the YUFA, OHFA, CUPE 3903 and OPSEU 578 bargaining units.

### **Designated Groups**

Designated groups mean Women, Indigenous peoples, Persons with disabilities and Racialized persons

### **Employment Equity Occupational Group (EEOG or “occupational group”)**

An EEOG is a grouping of NOC codes into like types and is used for analytical purposes. The structure was developed by the federal Labour Program, a program that governs Employment Equity. For example, the broad grouping ‘Professionals’ includes occupations such as lawyers, doctors, professors, teaching assistants, etc. Each of these occupations has their own specific NOC code (see Appendix D for examples of jobs at York by EEOG).

### **External Availability**

External availability figures are provided by Statistics Canada and are used to compare the per cent of employees internally by a specific designated group and occupation versus the per cent of designated group members who are externally available to perform that job. The external availability figure also takes into account the geographic area from which you would typically recruit for employees. For instance, professors are recruited typically at a national level, plumbers at a provincial level and clerical positions at a local level. External availability is derived from Statistics Canada. Specifically, external availability for Persons with disabilities is derived from the PALS (Participation and Limitation Survey) survey which is only included in the census once every ten years.

### **Federal Contractors Program (“FCP”)**

This is a federal program which mirrors the Employment Equity Act. The goal of the FCP is to achieve workplace equity for designated groups who have historically experienced systemic discrimination in the workplace. Provincially regulated employers who are in receipt of a goods or services contract from the federal government of Canada of over \$1 million and have 100 or more permanent full-time and permanent part-time employees are required to comply with the program.

### **Gap**

Difference between internal representation and external availability. A gap can be expressed as a number or a per cent. A negative gap (e.g., -5) indicates that there is

underrepresentation in a group by 5 people. York focuses on closing gaps that are significant. A gap is considered significant if the number gap is -3 or greater and the representation is 80%, or less, or if the gap is -3 for a group in several EEOGs and/or for all designated groups in one EEOG.

### **Internal Representation**

The figures for internal representation are compiled from employees' responses to an Employment Equity Self-Identification Survey.

### **2SLGBTQ+**

An acronym for persons who identify, for example as, two-spirit, lesbian, gay, bisexual, transgender, genderqueer, questioning, or who otherwise express gender or sexual diversity.

### **NOC**

The National Occupational Classification (NOC) is a system of coding occupations within Canada. The coding structure is provided by HRSDC. NOC codes are rolled into 14 larger groupings called Employment Equity Occupational Groups (EEOG). More information about this standardized coding system can be found at [here](#).

### **Non-academic**

This group includes all non-academic York employees who perform a wide of functions including managerial, professional, administrative, technical, clerical, services, trades, plant work/support, etc.

### **Staff**

Another term for non-academic employees. Staff may or may not be unionized.

## APPENDIX C – Employment Equity at York

### **A brief description of Employment Equity at York University**

York's employment equity framework spans seven key areas: Communication, Workforce Information Collection, Workforce Analysis, Employment Systems Review, Identification and Removal of Barriers, Implementation, and Monitoring.

#### **Communication**

Communication Strategy to prospective and current employees that provides information about the Employment Equity program at York University; to increase the awareness of employment equity and the Federal Contractors program throughout the University; to engage in a meaningful discussion about how to remove employment barriers for designated groups that are underrepresented at York.

#### **Workforce Information Collection**

Collect information about workforce to determine level of representation of designated groups. The four designated groups are: Women, Aboriginal (Indigenous), Persons with Disabilities and Racialized Persons.

#### **Workforce Analysis**

Understanding the current composition of the designated groups at York allows the University to focus its employment equity initiatives on designated groups with significant underrepresentation, with the aim of removing employment barriers that may be preventing them from entering an occupational group.

#### **Employment Systems Review**

Review of University policies and practices for potential employment barriers to the four designated groups under the Employment Equity Act and the 2SLGBTQ+ community.

#### **Identification and Removal of Barriers**

To remove barriers that have a negative impact on designated group members.

#### **Implementation**

Implement changes to reduce barriers that have been identified.

#### **Monitoring**

Establishment of mechanisms to monitor the effectiveness of the University's employment equity program.

## **APPENDIX D – Employment Equity Occupational Group (“EEOG”) Definitions**

### **1. Senior Managers**

Senior Managers are employees who hold the most senior positions in the organization. They are responsible for the organization's policies and strategic planning, and for directing and controlling the functions of the organization.

Examples: President; Vice-President; Assistant Vice President; Executive Director

### **2. Middle and Other Managers**

Middle and Other Managers receive instructions from senior managers and administer the organization's policies and operations through subordinate managers or employees.

Examples: Director, Talent Acquisition & Development; Dean, Faculty of Liberal Arts & Professional Studies; University Librarian

### **3. Professionals**

Professionals usually need either a university degree or prolonged formal training, and sometimes must be members of a professional organization.

Examples: Program Manager, Equity, Diversity & Inclusion; Information Specialist; New Student Advisor

### **4. Semi-Professionals and Technicians**

Workers in these occupations must possess knowledge equivalent to about two years of post-secondary education, offered in many technical institutions and community colleges, and often have further specialized on-the-job training. They may have highly developed technical and/or artistic skills.

Examples: Engineering Technician; Lab Technologist

### **5. Supervisors**

Non-management first-line coordinators of white-collar (administrative, clerical, sales, and service) workers. Supervisors may also perform the duties of the employees under their supervision.

Examples: Supervisor, Document Processing; Control Room Supervisor; Security Supervisor

### **6. Supervisors: Crafts and Trades**

Non-management first-line coordinators of workers in manufacturing, processing, trades, and primary industry occupations. They coordinate the workflow of skilled crafts

and trades workers, semi-skilled manual workers, and/or other manual workers. Supervisors may perform the duties of the employees under their supervision.

Examples: Loading Dock Supervisor; Production Supervisor.

## **7. Administrative and Senior Clerical Personnel**

Workers in these occupations carry out and coordinate administrative procedures and administrative services primarily in an office environment or perform clerical work of a senior nature.

Examples: Customer Service Representative; Administrative Coordinator; Project Coordinator

## **8. Skilled Sales and Service Personnel**

Highly skilled workers engaged wholly or primarily in selling or in providing personal service. These workers have a thorough and comprehensive knowledge of the processes involved in their work and usually has received an extensive period of training involving some post-secondary education, part or all an apprenticeship, or the equivalent on-the-job training and work experience.

Examples: Textbook Buyer; Buyer

## **9. Skilled Crafts and Trades Workers**

Manual workers of a high skill level, having a thorough and comprehensive knowledge of the processes involved in their work. They are frequently journeymen and journeymen who have received an extensive period of training.

Examples: Plumber; Plasterer; Carpenter

## **10. Clerical Personnel**

Workers performing clerical work, other than senior clerical work.

Examples: Faculty Assistant; Parking Office Clerk; Transcript Assistant

## **11. Intermediate Sales and Service Personnel**

Workers engaged wholly or primarily in selling or in providing personal service who perform duties that may require from a few months up to two years of on-the-job training, training courses, or specific work experience. Generally, these are workers whose skill level is less than that of Skilled Sales and Service Personnel.

Examples: Sales Associate; Bookstore Assistant; Fire Prevention Inspector

## **12. Semi-Skilled Manual Workers**

Manual workers who perform duties that usually require a few months of specific vocational on-the-job training. Generally, these are workers whose skill level is less than that of Skilled Crafts and Trades Workers.

Examples: Operator (Machine and Equipment); Bus Driver

## **13. Other Sales and Service Personnel**

Workers in sales and service jobs that generally require only a few days or no on-the-job training. The duties are elementary and require little or no independent judgment.

Examples: Housekeeping Attendant; Custodian; Cashier

## **14. Other Manual Workers**

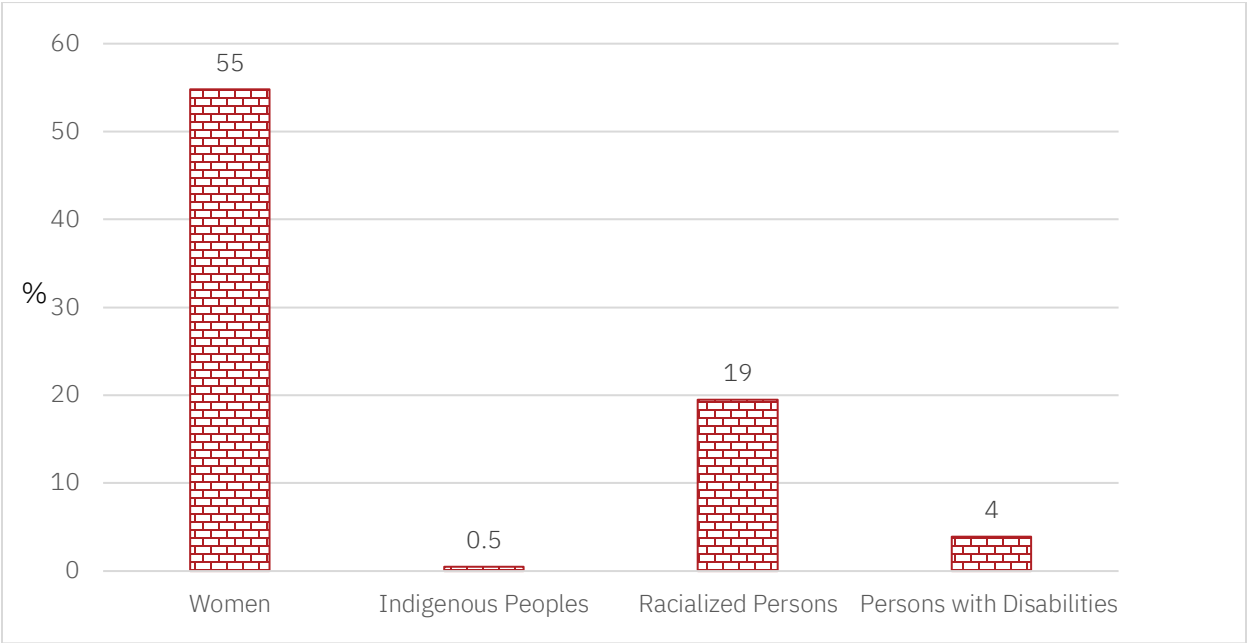
Workers in blue collar jobs which generally require only a few days or no on-the-job training or a short demonstration. The duties are manual, elementary, and require little or no independent judgment.

Examples: Groundskeeper, Ground Maintenance Person



# APPENDIX E – Total University Hires<sup>13,14</sup>

2021 Hires of Equity Identified Groups  
as a Proportion of Total University Hires  
(Includes Full time, Part time and Temporary)

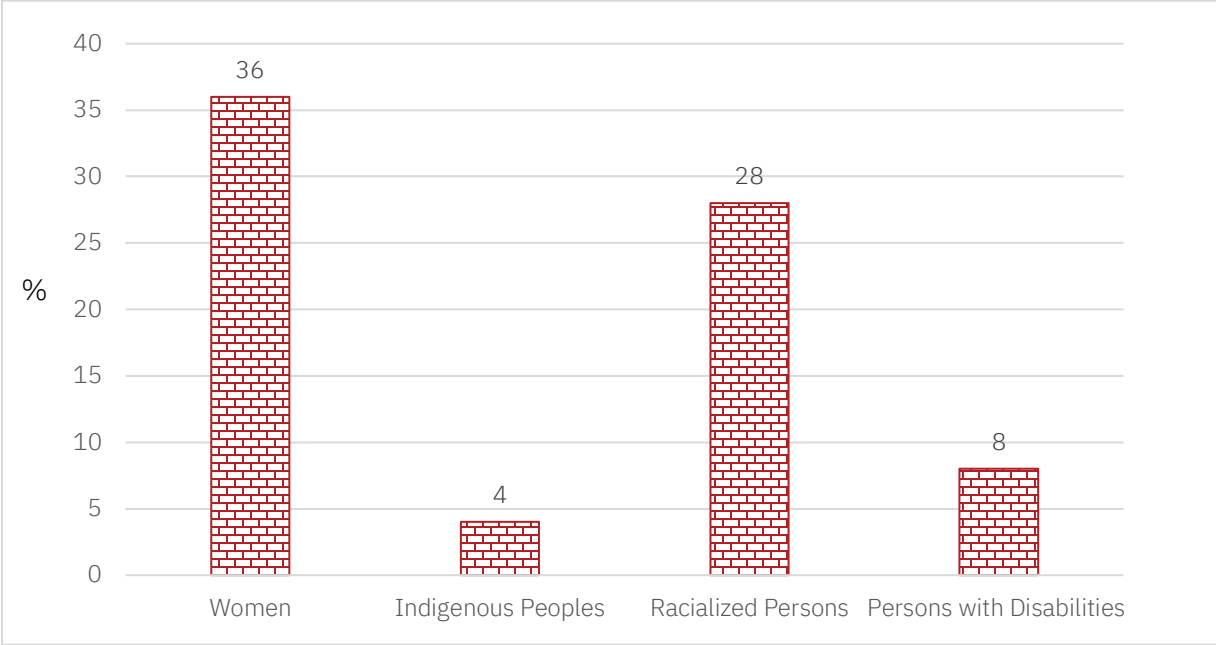


<sup>13</sup>Total Count = 5370

<sup>14</sup> A total of 26 Indigenous Peoples were hired in 2021 out of 5157 employees (0.5%)

# APPENDIX F – Total University Promotions<sup>15</sup>

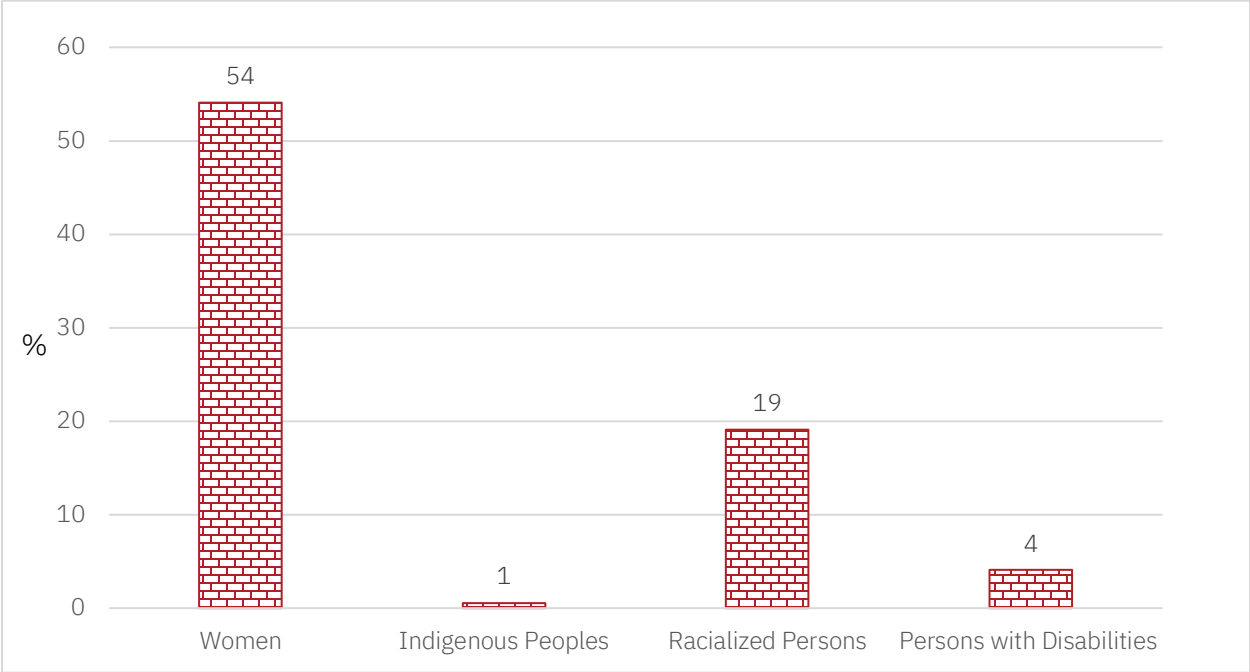
2021 Promotions of Equity Identified Groups  
as a Proportion of Total University Hires  
(Includes Full time, Part time and Temporary)



<sup>15</sup> Total count = 50

# APPENDIX G – Total University Exits<sup>16</sup>

2021 Terminations of Equity Identified Groups  
as a Proportion of Total University Hires  
(Includes Full time, Part time and Temporary)



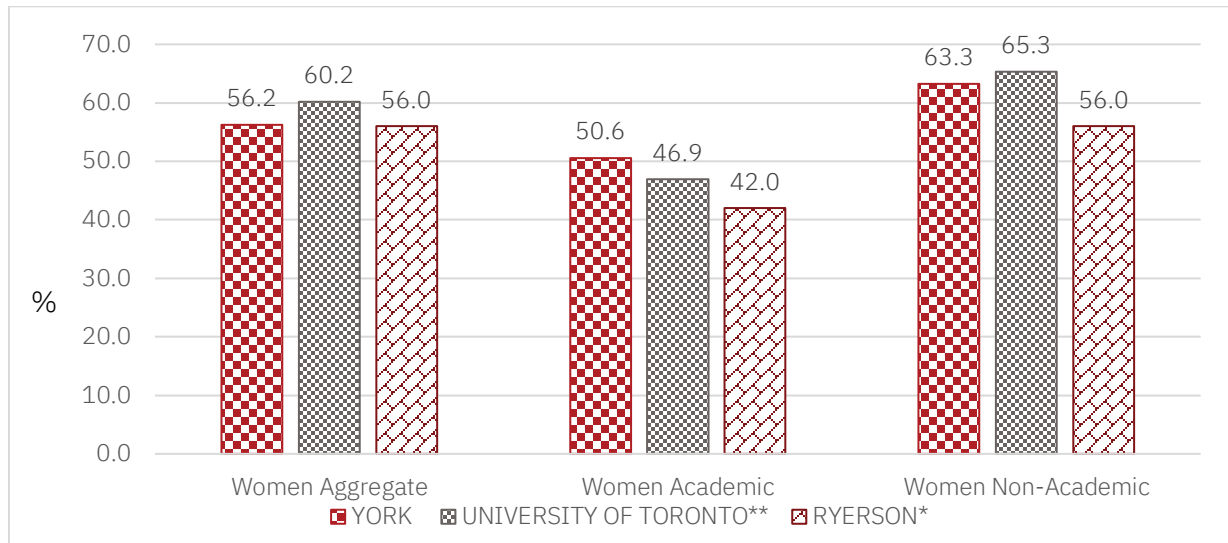
<sup>16</sup> Total Count = 4620

## APPENDIX H – Comparison of Representation Rates with GTA Universities

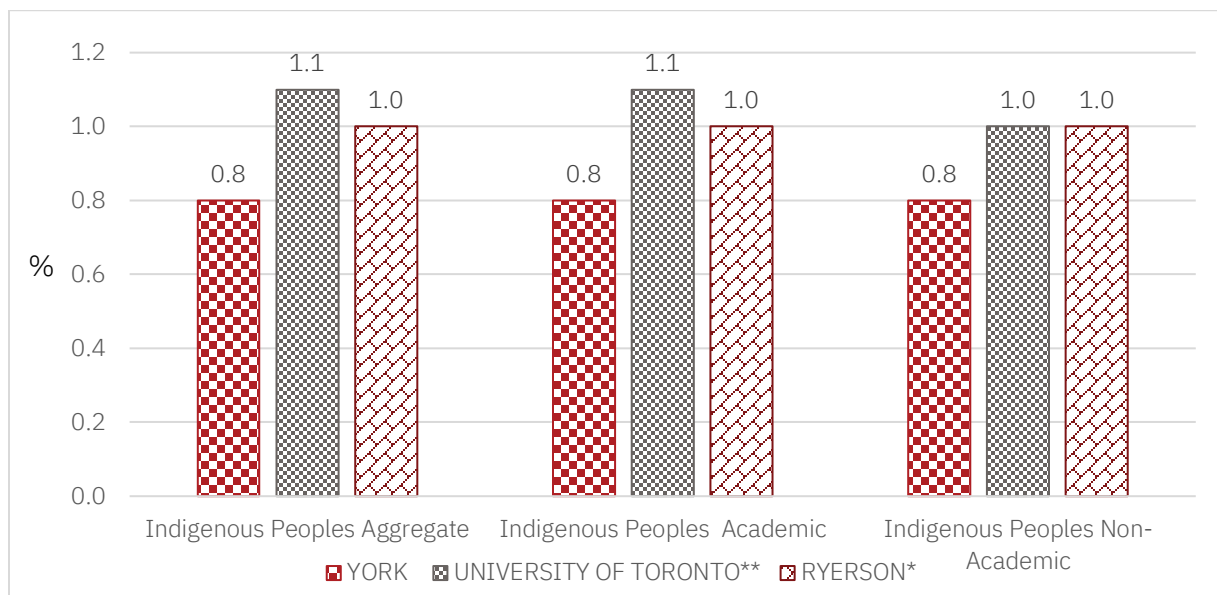
Ontario University Comparison of Representation Rates for Women, Indigenous Peoples, Racialized Persons, Persons with Disabilities, 2SLGBTQ+

York – 2021 data    Ryerson\* – 2018 data    University of Toronto\*\* – 2020 data

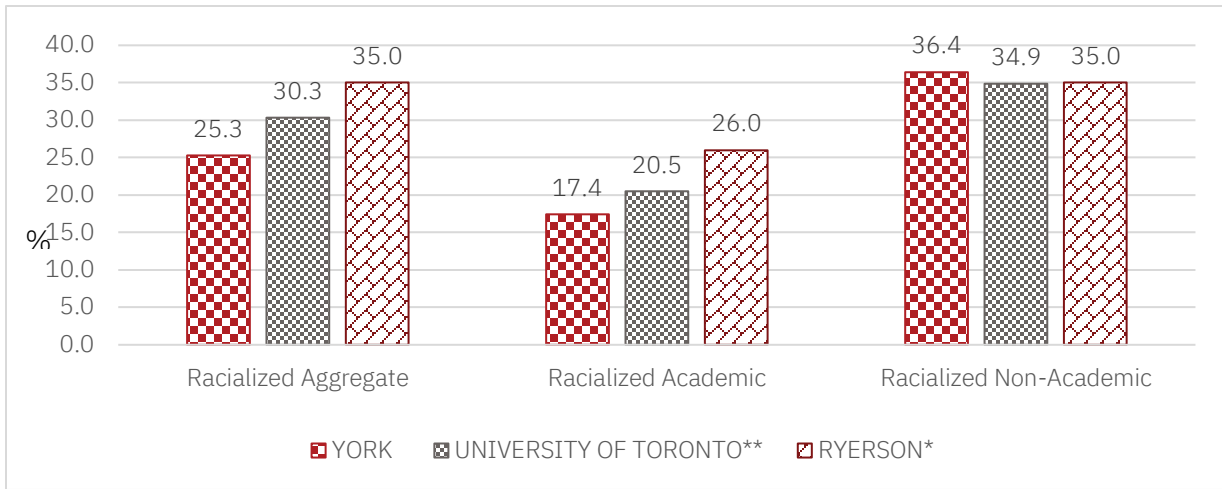
**Figure 24: Ontario University Comparison for Women**



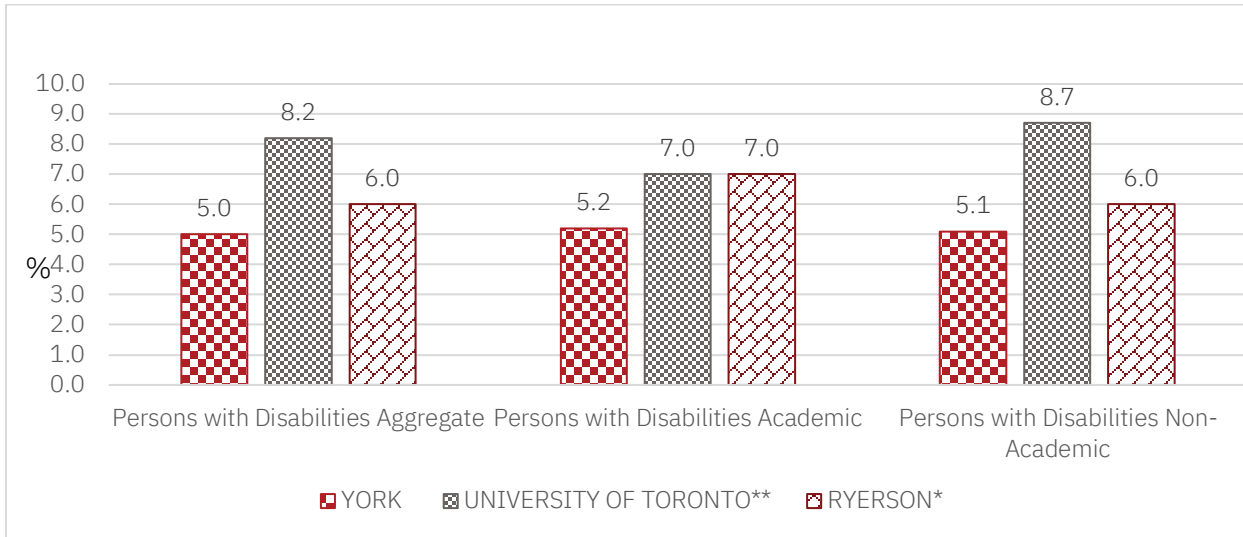
**Figure 25: Ontario University Comparison for Indigenous Peoples**



**Figure 26: Ontario University Comparison for Racialized Persons**



**Figure 27: Ontario University Comparison for Persons with Disabilities**



**Figure 28: Ontario University Comparison for 2SLGBTQ+**

