



# Employment Equity Report 2023

Division of Equity, People and Culture

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YORK 

# Employment Equity Report 2023

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## 1.0 Introduction and overview

The Annual Employment Equity Report provides the Board of Governors and the University community with a summary of York University's progress towards achieving representation in the four federally designated groups (women, racialized persons, Indigenous peoples, persons with disabilities) and the 2SLGBTQ+<sup>1</sup> community. The equity representation data used within the report are compared to the external availability data<sup>2</sup> provided by Statistics Canada (the 2016 Census and the 2017 Canadian Survey on Disability). Representation rates for Employment Equity Occupational Groups (EEOGs)<sup>3</sup> are analyzed at the institutional level.

Section two presents the 2023 representation data while section three looks at Significant Gaps<sup>4</sup> between York's representation of the four designated groups and national availability data by employee group. Section four highlights employment equity initiatives that were undertaken during 2023. Finally, section five contains the report's conclusion. There are several appendices included as supplementary information, including a listing of relevant policies, reports and definitions and data on the total University hires, promotions and exits and disaggregated race data.

For the purpose of the analysis undertaken, the total number of employees is 8181, which comprises all employee groups, excluding casual staff. Employment equity data are gathered through confidential surveys conducted with faculty, instructors, and staff each year. The data are 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 federally designated groups with the external availability data provided by Statistics Canada. It should be noted that whilst there are four federally designated groups, York University also recognizes a fifth equity-deserving group, namely persons identifying as 2SLGBTQ+; consequently, this report provides internal representation data for all five groups. However, since WEIMS does not currently provide workforce analysis reports for the equity-deserving group 2SLGBTQ+, external availability data

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<sup>1</sup> This report uses the term 2SLGBTQ+ rather than the more recent adoption by York of the term 2SLGBTQIA+, which is defined in the [glossary](#) of York's Decolonizing, Equity, Diversity and Inclusion Strategy which was released in May 2023. This is to remain consistent with the terminology used in the previous Employment Equity Survey.

<sup>2</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 the 2016 Census.

<sup>3</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>4</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.

is not currently accessible for the 2SLGBTQ+ group that would allow for the significant gaps analysis that is provided for the four federally designated groups.

In general, an analysis of the data for total employees 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.

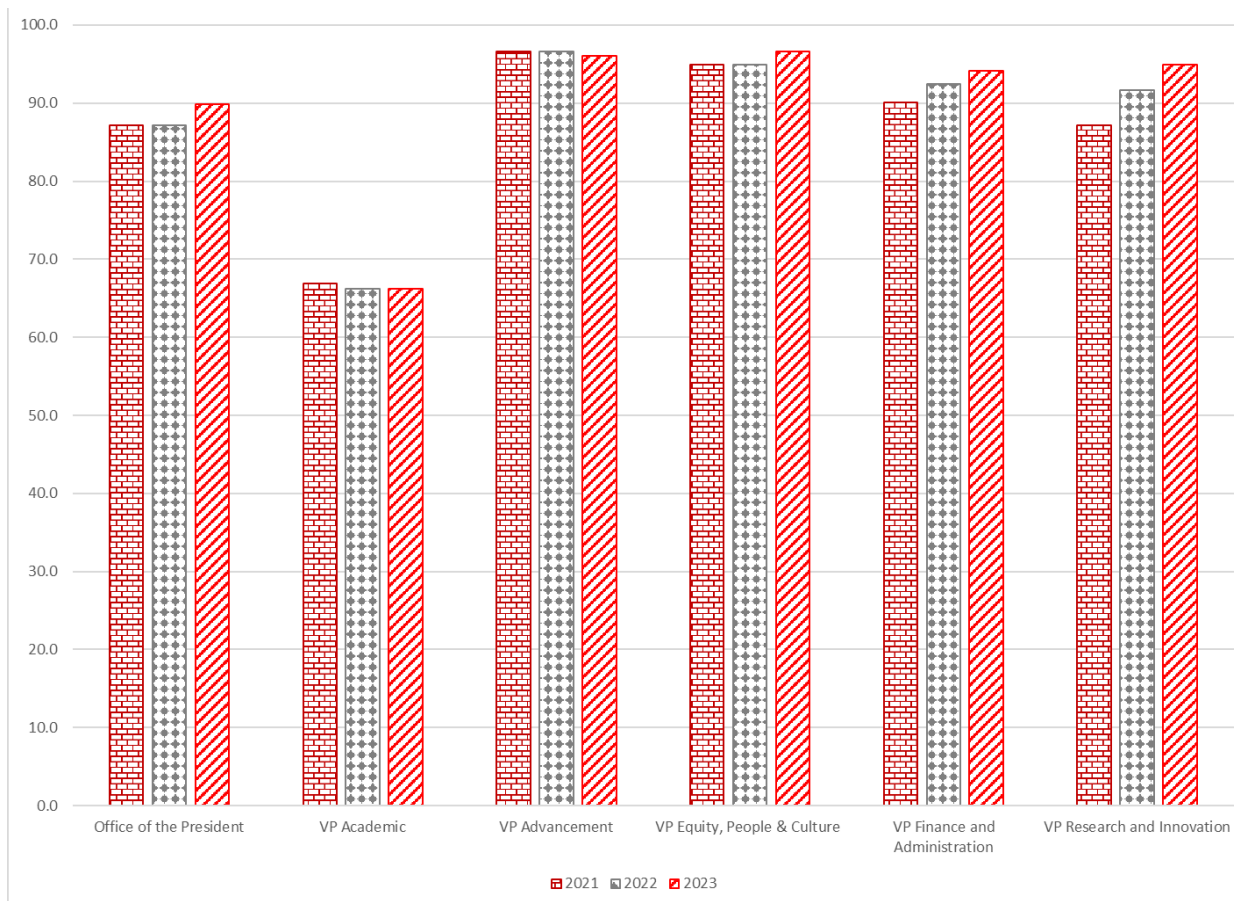
## 2.0 Employment Equity Data 2023

The representation data used within this report is compared to the external availability data provided by Statistics Canada. Representation rates for Employment Equity Occupational Groups (EEOGs) are also analyzed.

### 2.1 Employment Equity Survey Return Rate

The average survey return rate in 2023 for all employees was 89.6%. Return rates varied across Divisions from 96.6% to 66.2%, as can be seen in Figure 1.

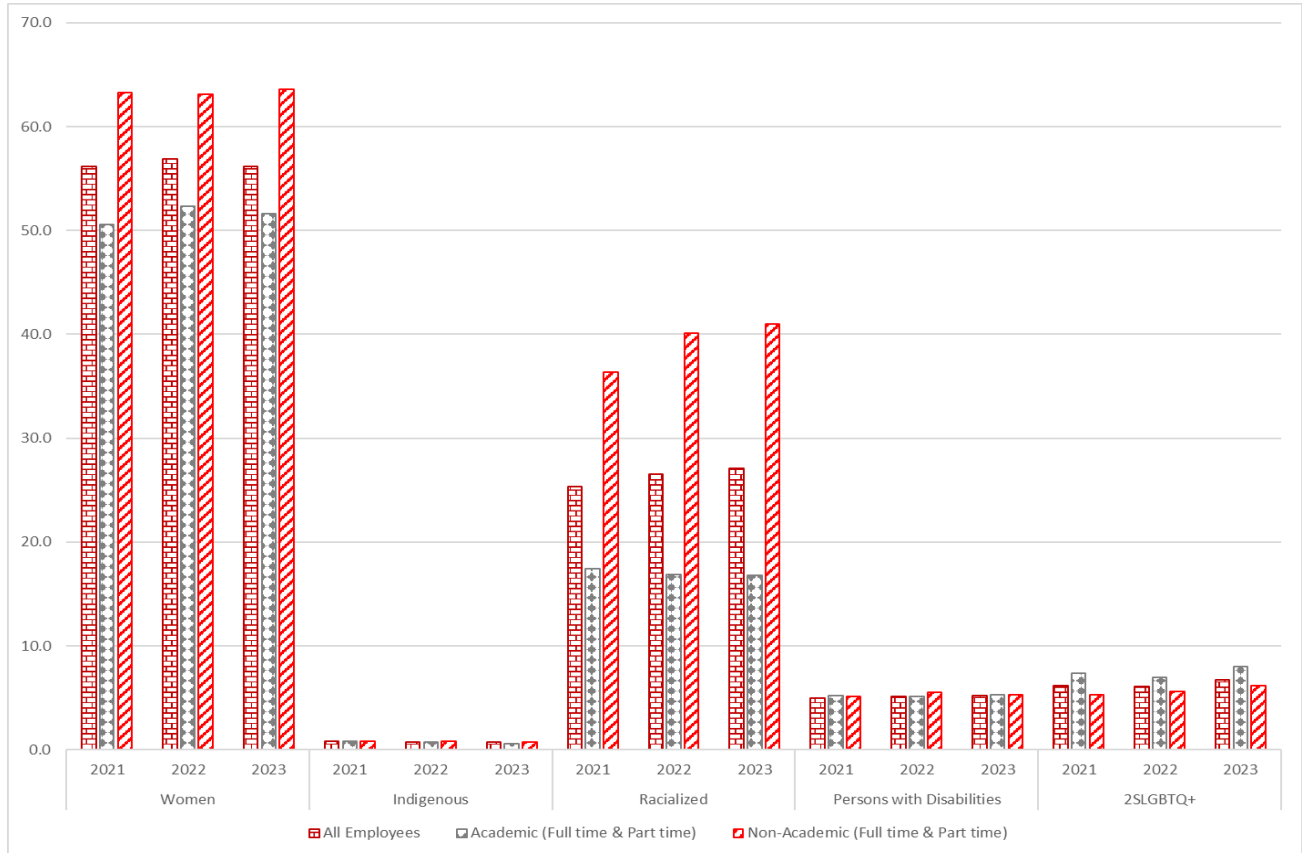
Figure 1: Comparative Survey Return Rate by Division 2021-2023



## 2.2 Overall Representation Rates<sup>5</sup>

Figure 2 provides a summary of representation rates for designated groups.

Figure 2: Representation Rates for Designated Groups 2021-2023



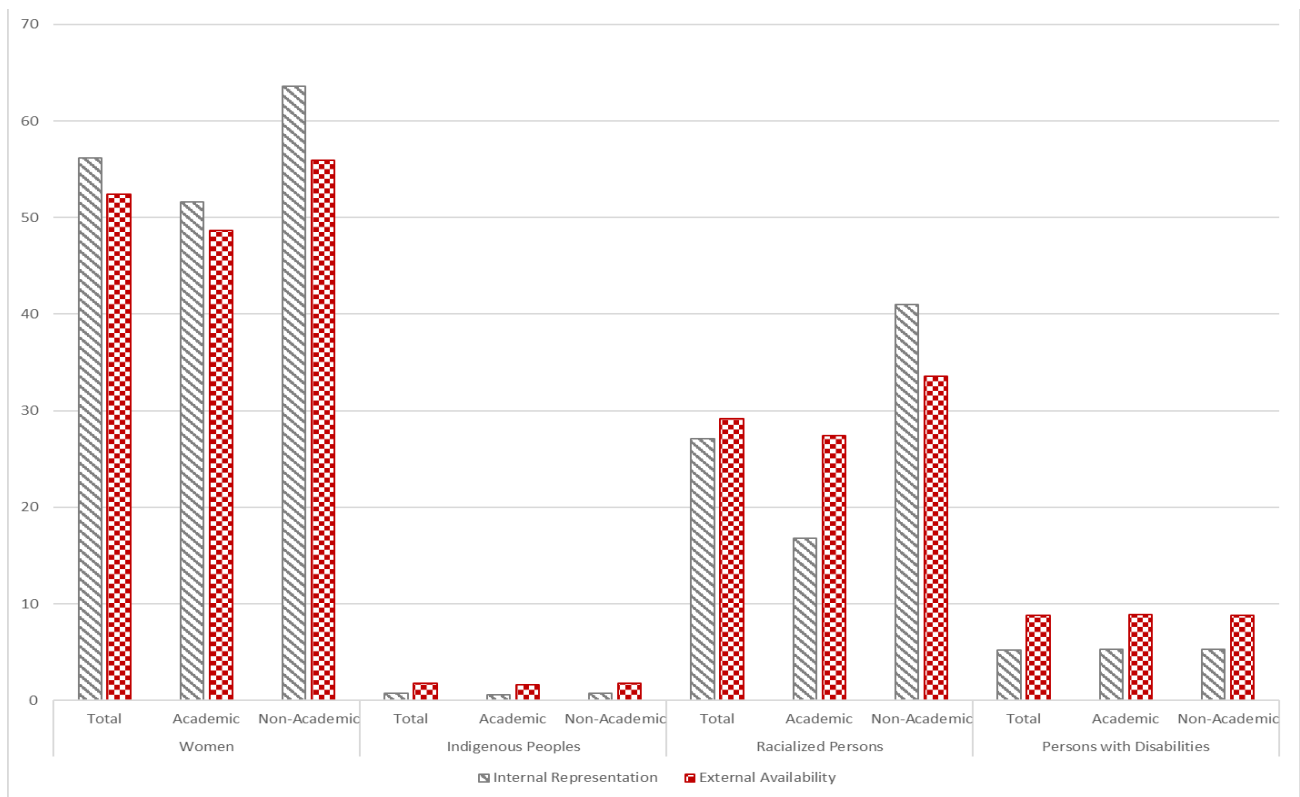
Over the 3-year period (2021-2023), the internal representation rates for total employees for all five equity groups have not fluctuated dramatically, however, there were year-to-year increases in representation for racialized persons and persons with disabilities.

## 2.3 Internal Representation Rates vs External Availability

Figure 3 provides a comparison between internal representation rates and external availability.

<sup>5</sup> For this report the total employee count in 2023 was 8181.

Figure 3: Total University Representation Rates vs External Availability for 2023



With the exception of women in academic and non-academic positions and racialized non-academic employees (staff), the university’s internal representation rates fall below the external availability figures provided by Statistics Canada. This trend has been observed throughout the period 2021-2023.

### 3.0 Significant Gaps

#### 3.1 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. If a gap is “significant,” then an [employment systems review](#)<sup>6</sup> must be undertaken to understand what employment barriers may be present to cause the underrepresentation.

<sup>6</sup> An employment systems review is a comprehensive review of an organization’s policies and practices to identify systemic and attitudinal barriers to employment opportunities for designated group members. The goal of the employment systems review is to provide an explanation for major gaps in representation, and to serve as the basis for developing an employment equity action plan to address barriers.

### 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. Where the rate is 0%, it means there are no employees who self-identified as belonging to that particular designated group within the EEOG.

If the percentage representation is less than 80%, then the gap is said to be significant, and 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% of what is expected and thus a significant gap exists.

### 3.2 Summary of Significant Gaps

Table 1 identifies the significant areas of under-representation among total employees in each of the designated groups across all the EEOGs. Analysis is provided in section 3.3 below.

Table 1: Table illustrating Significant Gaps within the EEOGs

<b>EEOG</b>	<b>Women</b>	<b>Indigenous Peoples</b>	<b>Racialized Persons</b>	<b>Persons with Disabilities</b>
Senior Managers				
Middle & Other Managers		✓		
Professionals		✓	✓	✓
Semi Professionals & Technicians		✓		✓
Supervisors			✓	✓
Supervisors: Crafts & Trades			✓	
Admin and Senior Clerical Personnel				✓
Skilled Sales & Services Personnel				
Skilled Crafts & Trades Workers	✓	✓		✓
Clerical Personnel				✓
Intermediate Sales & Service Personnel	✓	✓	✓	
Semi-Skilled Manual Workers			✓	✓
Other Sales & Service Personnel		✓		✓
Other Manual Workers	✓		✓	



### 3.3 Key Highlights

The designated group women had the least number of EEOGs with significant gaps. However, those 3 EEOGs have been displaying a significant gap for the past 3 years.

Indigenous peoples had the same number of EEOGs displaying a significant gap in 2022 and 2023 (6 EEOGs) but they were not the same EEOGs over the 2-year period. Notably, Indigenous peoples is the only designated group which has a significant gap for the EEOG of Middle and Other Managers.

Representation rates for racialized persons showed a marked improvement as the number of EEOGs displaying significant gaps were reduced from 2022 to 2023; in 2022 there were 9 EEOGs with significant gaps while there were 6 in 2023.

For persons with disabilities, the same 8 EEOGs which displayed significant gaps in 2022 also had significant gaps in 2023.

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). The EEOG of Intermediate Sales and Services displayed a significant gap within all designated groups except persons with disabilities.

A notable improvement lies in the fact that over the last three years (2021-2023), there has been a year-to-year increase in representation of racialized persons.

### 4.0 Employment Equity Initiatives 2023

Throughout 2023, several entities in the York community were engaged in supporting employment equity, including addressing anti-Black racism, anti-Indigenous racism and other forms of discrimination. These efforts took various forms including:

#### *Black faculty information session*

In September 2023, the third annual information session was held for new incoming Black faculty members. Information was presented on the University's commitment to equity, supports available to faculty, and Black inclusion work at York. Two senior Black faculty members — Carl James and Michele Johnson — answered questions from new Black faculty and sought to help address concerns and provide further information on getting involved in the life of the collegium.

#### *Community-building among faculty*

The Associate Vice President Indigenous Initiatives meets regularly with pre-tenure Indigenous faculty members to support their career progression and sense of community at York. Additionally, the Faculty Affairs Office organized lunches with affinity groups, such as

BIPOC, 2SLGBTQ+ and colleagues with disabilities, during New Faculty Orientation. New and current faculty were included.

### *Agreement on Black scholar hiring*

In collective bargaining with the York University Faculty Association (YUFA), the parties agreed to dedicated hiring for at least nine additional candidates who self-identify as Black people of African descent (e.g. Africans and African heritage people from the Caribbean, Americas, or Europe) to tenure stream positions, during the life of the 2021-2024 YUFA Collective Agreement. It should be noted that the university exceeded this commitment, including 10 Black scholars hires through the dedicated hiring program beginning July 1, 2023. In total 34 Black scholars have been appointed and retained since July 1, 2021, through 23 dedicated and 11 non-dedicated searches.

### *Indigenous scholar hiring*

In collective bargaining with the York University Faculty Association (YUFA), the parties agreed to dedicated hiring for at least nine additional candidates who self-identify as Indigenous Peoples of Canada to tenure stream positions, during the life of the 2021-2024 YUFA Collective Agreement. It should be noted that the university met this commitment, with a total of nine Indigenous scholars being appointed and retained since July 1, 2021, including two Indigenous scholars hires beginning July 1, 2023. The Associate Vice President Indigenous Initiatives regularly consults with hiring committees leading searches dedicated to Indigenous scholars. There is continued collaboration with the Associate Vice President Indigenous Initiatives to support up to seven dedicated Indigenous hires for 2024-2025.

### *Faculty Affairs*

Faculty Affairs facilitated various initiatives geared at promoting employment equity, including:

- Addressing questions and posting content with respect to equity in hiring on the Search Committee Teams site.
- Hosting two hiring clinics on Affirmative Action & Recruiting Indigenous Scholars.
- Following guidance from the Indigenous Council, updated job advertisement language for dedicated Indigenous searches to include candidates registered to a US tribe whose homelands straddle the colonial Canada/US border.
- Holding a meet-up for self-identified women faculty to connect and share experiences of working at York.
- Holding multiple meet-ups regarding career advancement, including a focus on equity.
- Creating a Teams sites for Assistant and for Associate professors, to share and equally access Tenure & Promotions materials across all Faculties.
- Offering exit interviews to Black and Indigenous faculty members who resign.

### *Recruitment and Diverse Sourcing*

In an effort to reach large, diverse audiences of job seekers, Human Resources developed and rolled out its new “*Talent Attraction and Outreach Framework*” (Figures 4-6, [pictured below](#)), which informs new partnership and outreach milestones, in alignment with University priorities and strategies, in particular DEDI, where one of the main priorities is to dedicate time and

resources to connect with all equity deserving groups, as well as local residents in connection with our priorities set by [Anchor York U.](#)

Several new partnerships were built, for example, with:

- **NPower:** A charitable organization that focuses on supporting underserved youth and adults find opportunities in the digital, technical and professional industry.
- **Jane/Finch Centre:** A multi-service, community-based organization with a strong focus on poverty reduction through resident engagement, capacity building and anti-oppression. They have a long history of innovation and response to community needs and priorities. For over 40 years, the organization has been strategically building the health and well-being of Jane and Finch in collaboration with residents, community leaders, community groups, organizations and partners from within the local community and beyond.
- **HongKonger Community Centre Toronto:** An organization that provides a range of services to newcomers in the local community.
- **Société Économique de L'Ontario (SEO):** An organization that supports Francophone and bilingual newcomers in recruitment efforts.

And existing partnerships continued to flourish:

- **Costi:** A multicultural organization that provides a range of services to a wide and diverse community.
- **JVS:** Empowers people from diverse backgrounds and communities to achieve their employment potential and partners with employers to develop a strong and inclusive workforce.
- **YMCA:** a charity that ignites the potential in people, helping them grow, lead, and give back to their communities.
- **York U – TD Community Engagement Centre:** Strives for academic innovation through community building and experiential learning, post-secondary attainment for Black Creek Community, and fosters collaborative research and partnerships. Our local approach informs our thinking more broadly about community engagement and the role of the university in strengthening communities and addressing societal issues.

Figures 4 to 6 represent an outreach framework that guides recruitment efforts to diversify York's workforce in efforts to achieve greater employment equity. The figures outline the groups being identified for connection and awareness building, how we intend to connect with these groups and the frequency and means of connecting with these groups.

Figure 4: Partnerships that continue to be developed

## Who are we connecting with?

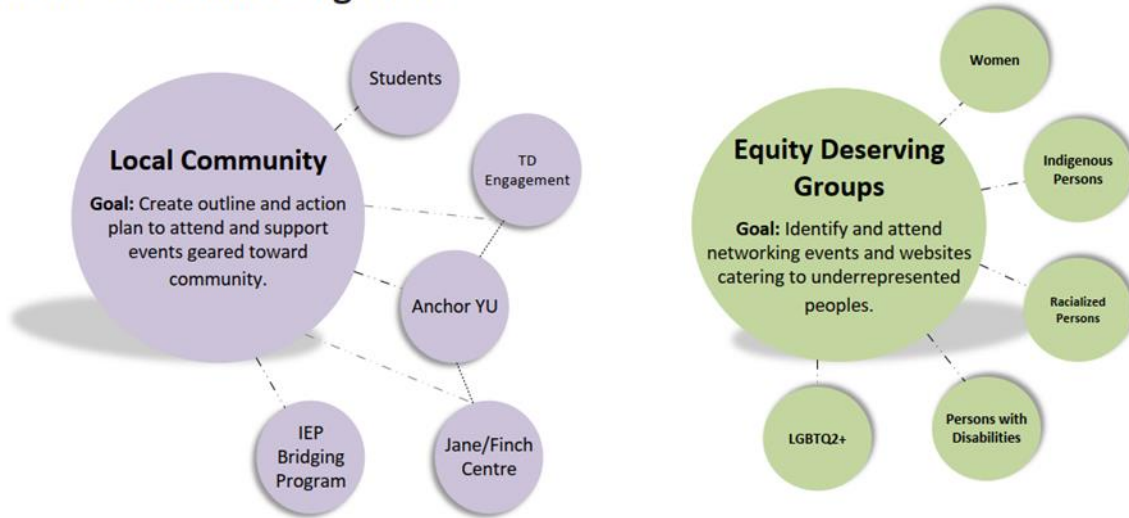


Figure 5: How connections are made with existing and new partnerships

## How are we connecting with these groups?

Resources include Consultant, People Planning and Roster of People Partners

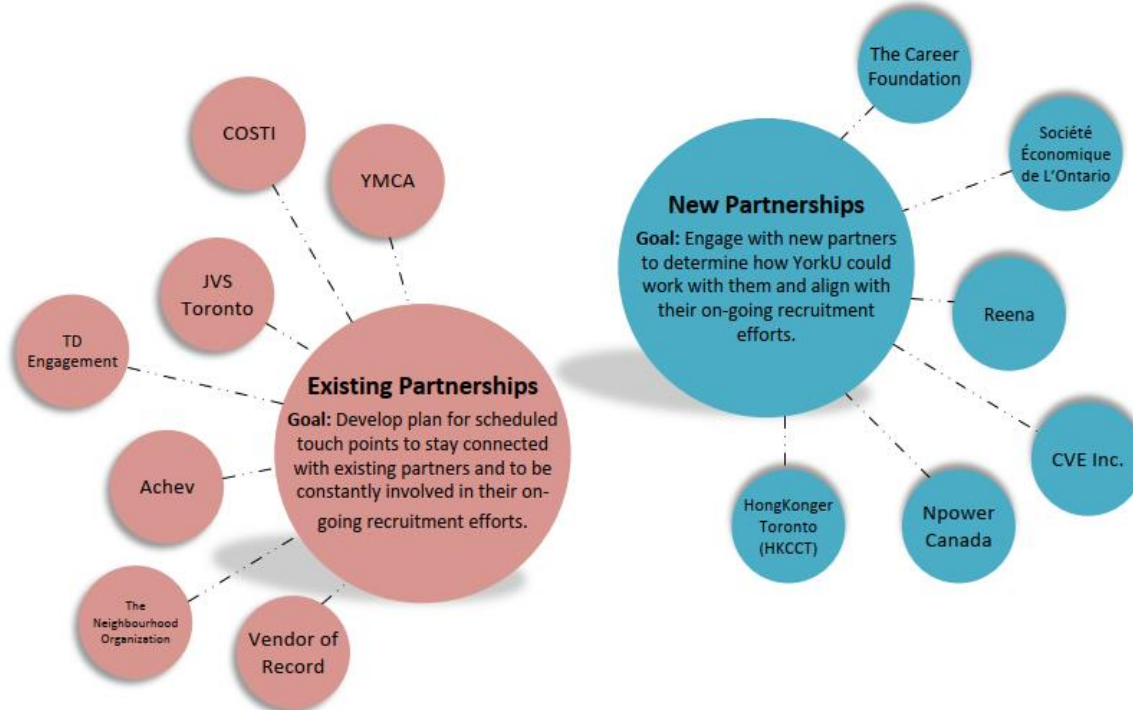


Figure 6: How partnerships are being rolled out

## Where are we connecting with these groups?

Goal: Host/attend a minimum of 2 events monthly ensuring that each group (Local Community, Equity Deserving Groups, Niche/Speciality) is represented accordingly. i.e., Eight events from each area.



Other activities to enhance recruitment and diverse sourcing include:

- Continuous management and updating of the Employment Equity Listserv. This group of 30 diverse groups, community-based centres and individuals are emailed York University job postings on a weekly basis.
- Continuing to diversify sourcing plans and strategies on a per job basis. The repository of posting sources was updated to include a category specific to sites dedicated to DEDI and equity deserving groups with sites such as: byblacks.com, diversity.com, and aboriginal network. Through intake sessions, plans were created for roles where a gap was identified or where a role was envisioned to target candidates from equity-deserving groups. In these cases, a targeted plan was developed in consultation with hiring teams.
- Updating YU Hire, York's talent sourcing system, to collect applicant data via York's new Employee Self-Identification Survey.

### Human Resources

Enhanced reporting on the representation of equity-identified groups has been made available to all hiring managers to assist with inclusive workforce planning. Human Resources has undertaken initiatives to improve workplace equity and representation including:

- The application of a DEDI lens throughout the recruitment process and ensuring interviews include questions that are designed to elicit how candidates incorporate DEDI in their current work and that the panel is diverse whenever possible.
- The creation of a Job Evaluation DEDI Language Tool Kit for People Partners to use when drafting job summaries.
- Continuously reviewing job summaries to ensure appropriate DEDI language is used and only bona fide job requirements are listed (rather than preferred requirements)
- The inclusion of, at minimum, one DEDI related interview question in every interview.



- Adopting the practice of sharing interview questions before the interview as well as attaching the questions to the meeting chat for virtual interviews. For in person interviews, the candidate is given the questions in writing.
- Requesting and reviewing the equity workforce composition data for client groups with a view to analyzing data to identify gaps and underrepresentation, particularly in CPM leadership roles.
- The inclusion of DEDI goals within Human Resources Professional Performance Dialogue Goals.
- Engaging high schools in surrounding communities to participate in York’s hosted Take Our Kids to Work Day and partnering with the TD Community Engagement Center.
- Coordinating training at LA&PS on Centering Black Youth Wellbeing and certificate on Combatting Anti-Black Racism from Youth Rex.
- Transitioning job summaries to Accessibility for Ontarians with Disabilities Act (AODA) compliant formats.
- Coaching managers on unconscious bias during recruitment and employment equity/pay equity at time of offer.

### *Organizational Learning and People Excellence*

- Continued measurement of the “sense of inclusion” metric in all (voluntary) post-learning session evaluation surveys. In the 2023-24 fiscal, 88% of employee respondents (746 people) “agreed that they observed and/or experienced a strong sense of inclusion” when voluntarily evaluating their learning sessions. This is a 7% increase from 2022-23.
- More than 1000 managers and staff participated in learning sessions where DEDI is the focus, or where DEDI content is included. This only reflects sessions led by Organizational Learning and People Excellence (OLPE) or where OLPE and the Centre for Human Rights, Equity and Inclusion (CHREI) partner.
- Expanded open learning sessions targeting skill development to help build positive culture change for managers and staff, samples including: Leading for a Healthy Workplace, Challenging Unconscious Bias, Challenging Unconscious Bias for Managers, My Role in Change, Crucial Conversations for Managers, and Balancing Performance and Well-Being for You and Your Team.
- Expanded individual and team learning opportunities/services. Specifically, Relationship Management services were expanded to include a strength-based approach to performance management and development – a model that was also separately introduced in 2023. This model values difference and individuality.
- Hosted training sessions for all learning partners to ensure universal and inclusive learning design practices are embedded in all onboarding and role-specific learning requirements and learner experiences.
- Co-created and co-facilitated in partnership with CHREI, a new three-part DEDI learning series for senior leaders and their managers, to help them implement the DEDI Strategy recommendations with their teams and colleagues across the university.

## *Anchor YorkU*

The Employment theme of the [Anchor York U](#) framework (supporting employment opportunities in our neighbouring communities) was a key priority in 2023. With a refined action plan toward more inclusive and local employment opportunities, the employment working group has accomplished some important outcomes toward its larger goal.

Work included:

- Embedding our Anchor YorkU local hiring objectives as part of the institutional strategy for Decolonizing, Equity, Diversity and Inclusion, demonstrating alignment of Anchor York U work with DEDI.
- Gathering employee and applicant data to see where there are gaps that can be addressed through targeted initiatives, both internally and with community partners.
- Working with sub-contractors to increase outreach and hiring of local candidates.
- Holding 2 specific outreach sessions with employment organizations and residents to increase understanding of York's hiring platform as well as gain feedback on how this can be more accessible.
- Supporting a successful grant with the Jane Finch Centre, a key community partner, to enable their active participation in the Anchor York U employment group.

The Anchor YorkU Roundtable was held in August 2023 with renewed commitment toward the employment objectives in the Framework. The Social Procurement Portal continues to target diverse and underrepresented suppliers for the University. The employment working group continues to refine its action plan based on learning along the way.

## **5.0 Conclusion**

York continues to be committed to equity, diversity, and inclusion and to improving employment equity. However, as the data also reveals, there are still several areas where work needs to be done to address employment barriers which persist. It may take several years for the initiatives being undertaken to yield results related to representation rates and external availability. York understands that these must be long-term strategies.

While the overall representation rates for women continue to exceed the external availability data, for other designated groups (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.

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:

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

For the 2022 Employment Equity Statistical Report:

<https://www.yorku.ca/vpepc/employment-equity-and-diversity/>

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 range 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, Indigenous peoples, 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 – Representation Rates for Designated Groups

<b>Employment Equity Group</b>	<b>2021 (%)</b>	<b>2022 (%)</b>	<b>2023 (%)</b>
Women	56.2	56.9	56.2
Indigenous peoples	0.8	0.7	0.7
Racialized persons	25.3	26.5	27.1
Persons with disabilities	5.0	5.1	5.2
2SLGBTQ+	6.2	6.1	6.7

## APPENDIX F – Disaggregated Race Data

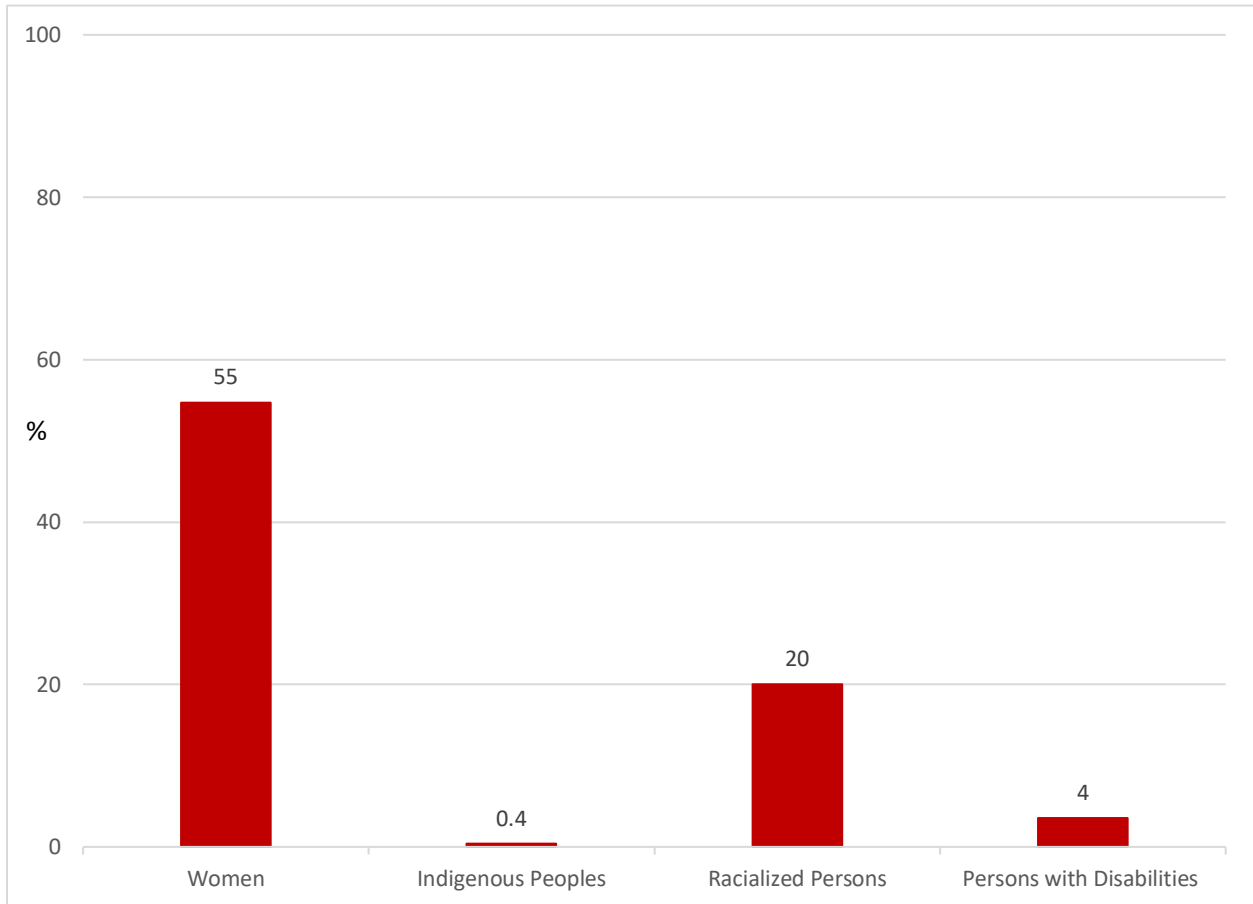
Total Racialized Persons <sup>7</sup> (27.1%)	Disaggregated % Racialized Persons		
	2021	2022	2023
<b>Arab</b>	0.9	0.9	1.0
<b>Black (e.g., African, American, Canadian, Caribbean)</b>	3.5	4.1	4.4
<b>Chinese</b>	2.8	3.1	3.3
<b>Filipino</b>	0.6	1.2	1.3
<b>Japanese</b>	0.3	0.3	0.3
<b>Korean</b>	0.5	0.4	0.5
<b>Non-White Latin American (including Indigenous persons from Central and South America)</b>	0.8	0.9	0.9
<b>Non-White West Asian (e.g., Iranian, Lebanese, Afghan)</b>	1.5	1.5	1.5
<b>South Asian/Caribbean (e.g., Bangladeshi, Pakistani, Indian, Guyanese, Trinidadian, Sri Lankan, East African)</b>	4.7	6.3	7.0
<b>South East Asian (e.g., Burmese, Cambodian/Kampuchean, Laotian, Malaysian, Thai, Vietnamese, Indonesian)</b>	0.8	1.1	1.2
<b>Persons with Mixed Origin</b>	1.6	1.5	1.6

<sup>7</sup> Racialized Persons sub-categories are provided by [Statistics Canada](#) with the exception of Persons with Mixed Origin.

## APPENDIX G – Total University Hires<sup>8</sup>

2023 Hires of Equity Identified Groups  
as a Proportion of Total University Hires

(Includes Full time, Part time and Temporary)



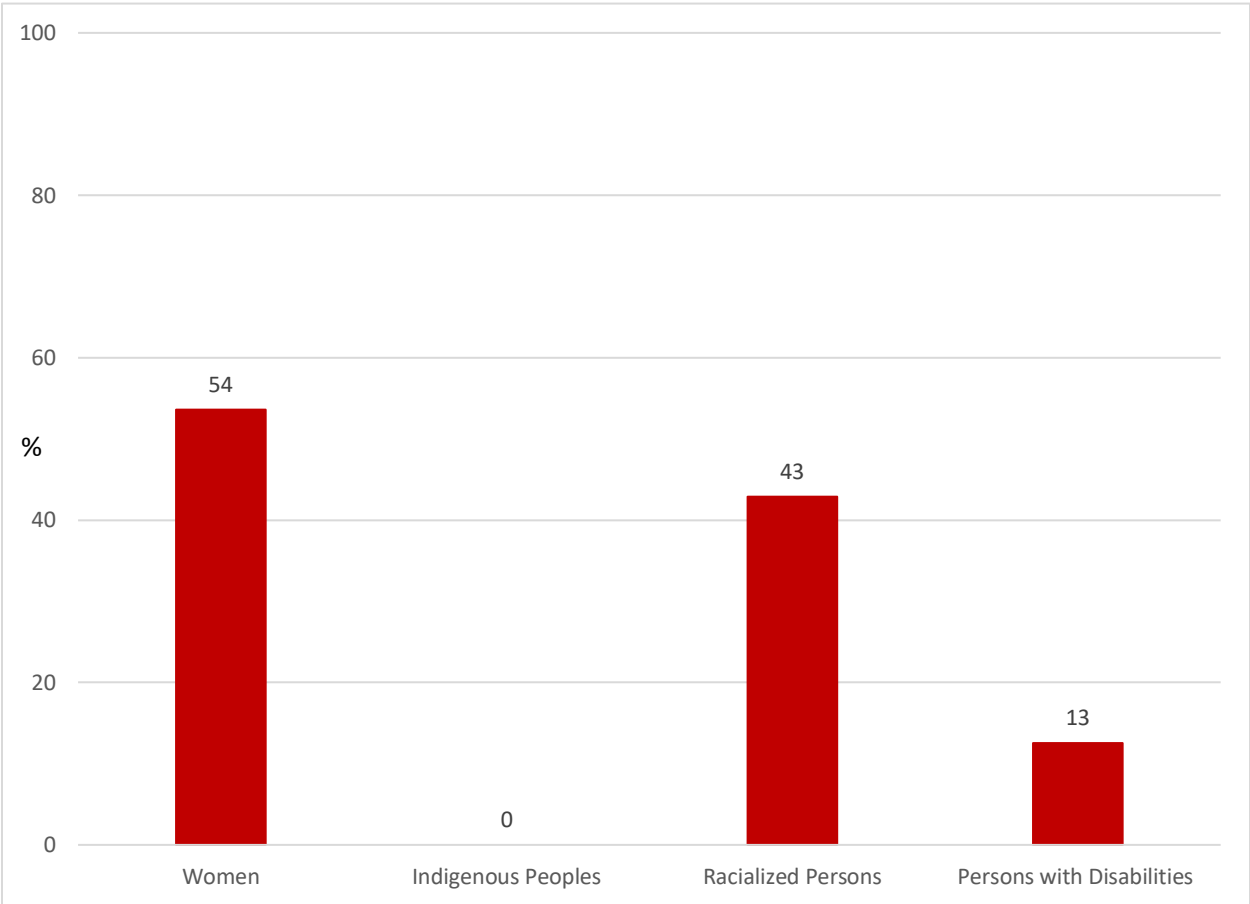
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<sup>8</sup> Total count = 5812

# APPENDIX H – Total University Promotions<sup>9</sup>

2023 Promotions of Equity Identified Groups  
as a Proportion of Total University Promotions

(Includes Full time, Part time and Temporary)

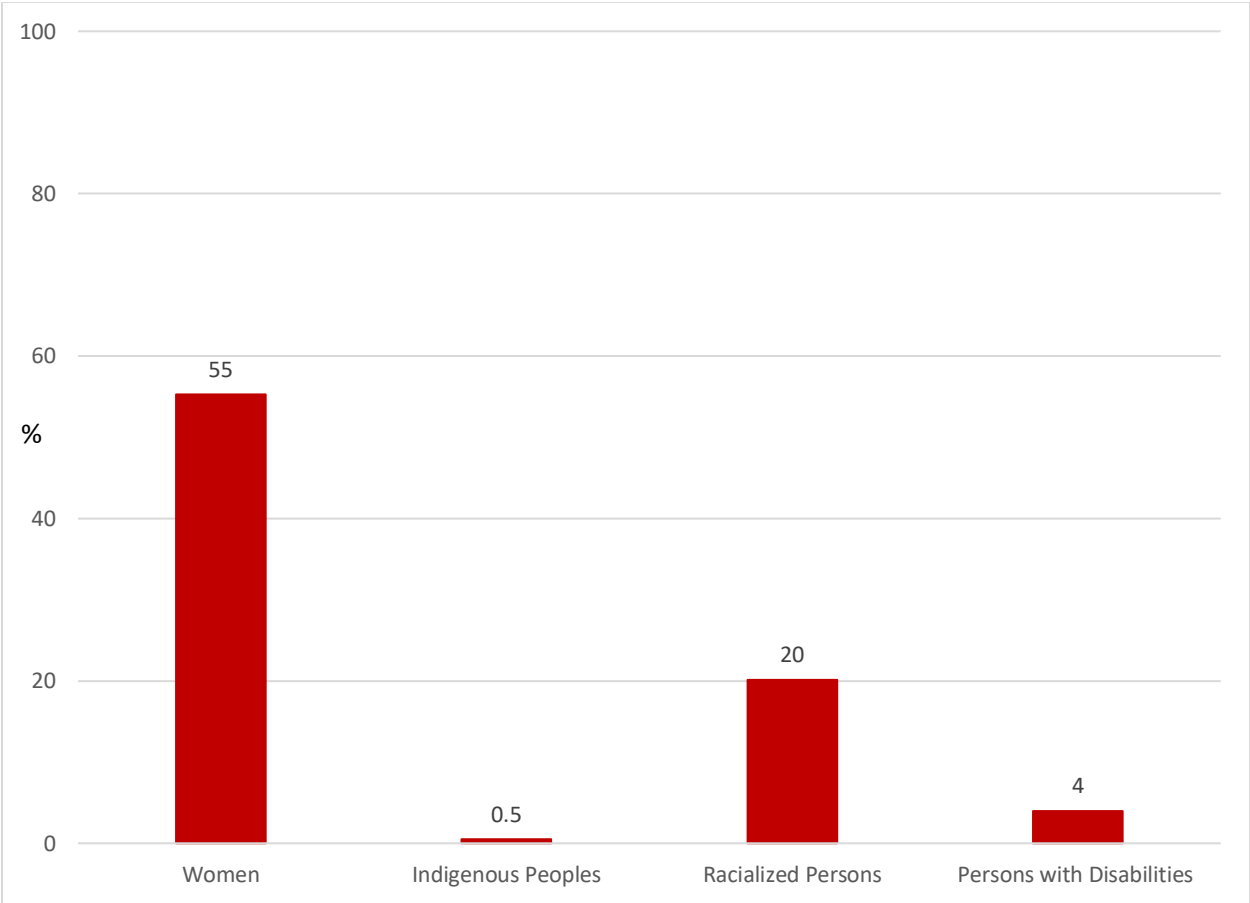


<sup>9</sup> Total count = 56

# APPENDIX I – Total University Exits<sup>10</sup>

2023 Exits of Equity Identified Groups  
as a Proportion of Total University Exits

(Includes Full time, Part time and Temporary)



<sup>10</sup> Total Count = 4962