2015 Annual
Employment Equity Statistical Report

Date: **May 2016**
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1. Executive Summary

Each year, this Annual Employment Equity Report provides the University community and our Board of Governors, a statistical summary of our progress to achieve representation of four designated groups: Women, Visible Minorities (Racialized), Aboriginal (Indigenous) Peoples, and Persons with Disabilities. The representation data used within the report continues to be compared to the 2011 external availability data provided by Statistics Canada. Representation rates for Employment Equity Occupational Groups (EEOG) institutionally, as well as, Divisions and Faculties at York University ("York") are analyzed.

Trends for the past 3 years suggest members of Persons with disabilities marginally exceed the external availability data institutionally, as well in Professional EEOG categories, Supervisors, Crafts & Services, Administrative & Senior Clerical and Skilled Sales and Services. Conversely, when the Academic and Non-Academic groups are split apart, Visible Minorities (Racialized) Persons with Disabilities in the non-academic employee cohort show significant gaps in EEOG categories Senior Managers / Middle and other Managers, Supervisors and Clerical. An employment systems review is in place to identify factors that may present barriers to hiring or advancement, at York University, for Persons with Disabilities. Visible Minorities (Racialized)

CUPE 3903 Units have again been excluded from this report as return rates for this group continue to be low. The return rates by CUPE Units range from 4% to 63%, above the %46 reported in the 2014 annual employment equity report but still well below the University's goal of 80%. York continues to work with CUPE 3903 compliment to increase survey return rates.

Key initiatives aimed at advancing employment equity, diversity and inclusion in 2014/2015 include:

> **Increase Inclusion:**
> - **Addition of LGBTQ2** to the Academic Employment Equity Survey to provide a more complete picture of York's demographics
> - **Sourcing strategy** that enhances the diversity of the talent pool at York for non-academic employees and establishes York as an employer of choice
> - **Employment Systems Review** – continued review of non-academic recruitment practices and policies to identify possible barriers to employment; received employee feedback on perceived recruitment barriers
> - **Introduction of incentive program** for the recruitment of aboriginal (indigenous) candidates for full-time faculty tenure stream positions
> - **Expansion of employment equity** mandate institutionally to include inclusion and diversity

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- **Commitment to Diversity** -
  - **Enhance York's Reputation in the Community** – continued relationship with local community organizations/resources to increase the number of diverse applications to York's non-academic job postings
  - **Completion of Canada's Top 100 Employer application** - resulted in York being chosen as the 2016 Greenest Employer in Canada
  - **Enhanced Data Collection** – collection of Visible Minority (Racialized) data for academic employees using categories provided by Statistics Canada
  - **Networking** on a quarterly basis with equity professionals at other Ontario Universities to share best practices
  - **Introduction of new threshold** for visible minority (racialized) recruitment for academic employees

- **Creation of new guidelines:**
  - Gender Expression/Identity Customer Service Guidelines for the athlete facilities to ensure that all transgender and other gender non-conforming York community members are treated with equity, dignity and respect with regards to the provision and use of these facilities and services at York University

- **Progress made on the development of other policies and procedures:**
  - Preferred Name Change Form: Advanced the one step procedure for preferred name change request for reasons of gender identity/expression.
  - A new childcare direct benefit for teaching and graduate assistants and contract faculty. A childcare fund of $200,000 per year commenced in 2015-16.

- **Implementation of, and/or support to, key human rights and employment equity events for York staff, faculty and students**:
  - Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE) conference – January 2016
  - Anti-Racism Talk Shops: during the fall of 2015 (4 sessions)

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2.   2015 Employment Equity Figures

2.1   Employment Equity Survey Return Rate

In 2015, the average survey return rate stood at 84%[1] for employees across all Divisions (see Appendix C for further details). Most divisions had return rates of over 80%, which is the Federal Contractor's Program ("FCP") recommended minimum return rate.

2.2   Overall Representation Rates

Summary of Representation Rates for Designated Groups, 2015[2], 2014, 2013

Figure 1:

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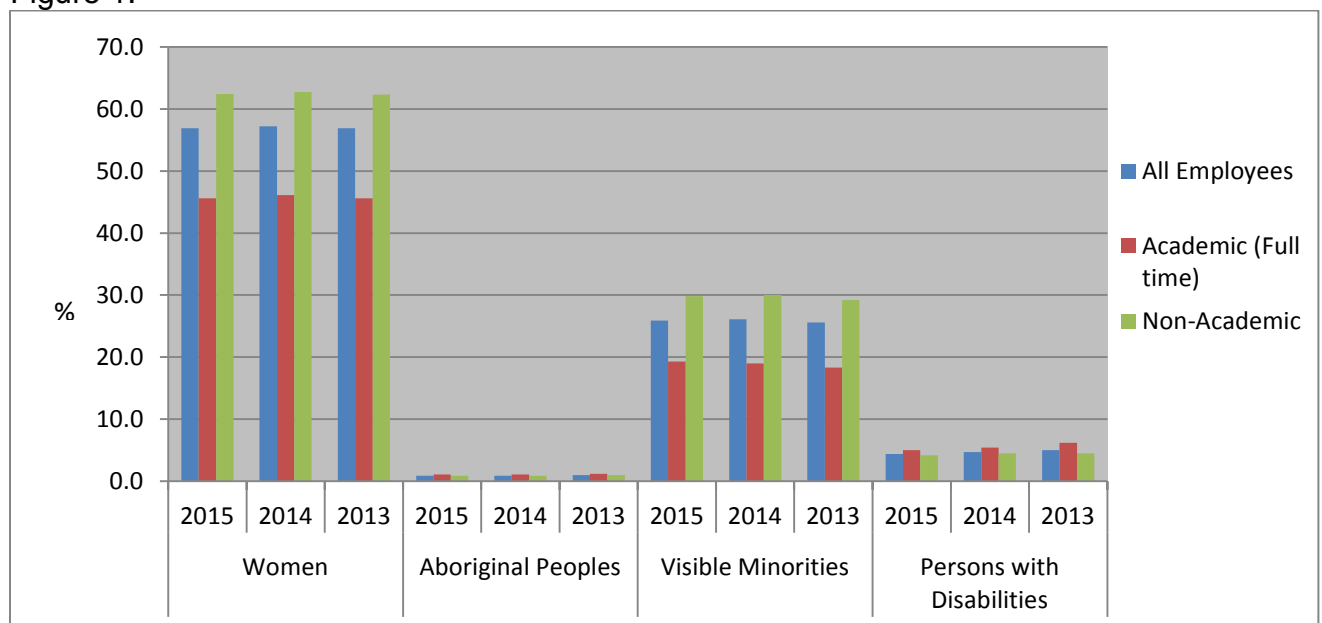
[1] For the purpose of this report, the Canadian Union of Public Employees 3903 ("CUPE 3903") and CUPE Exempt are excluded from the overall survey return rate calculation. CUPE 3903 Units had return rates below 63% (for further details see Appendix H).
[2] The total employee count in 2015 is 3936. Employees in CUPE 3903 and CUPE Exempt have not been included in this chart or subsequent charts and counts.

2.3   Women

Similarly to December 31, 2014, over 56% of the employees at York were women (**Table 1**). This compares to an aggregated external availability figure of 53.1%. Internal representation figures continue to be relatively stable when compared to figures from 2014.

Within both the Academic and Non-Academic groups, the overall internal representation of women exceeded the external availability figures. The internal representation of women for the Academic group was 45.6% and the external availability was 44.7%. Within the Non-Academic group, the internal representation of women was 62.4% and the external availability was 56.8%.

Figure 2a):   York University: Representation of Women by Employment Equity Occupational Group ("EEOG") on December 31, 2015
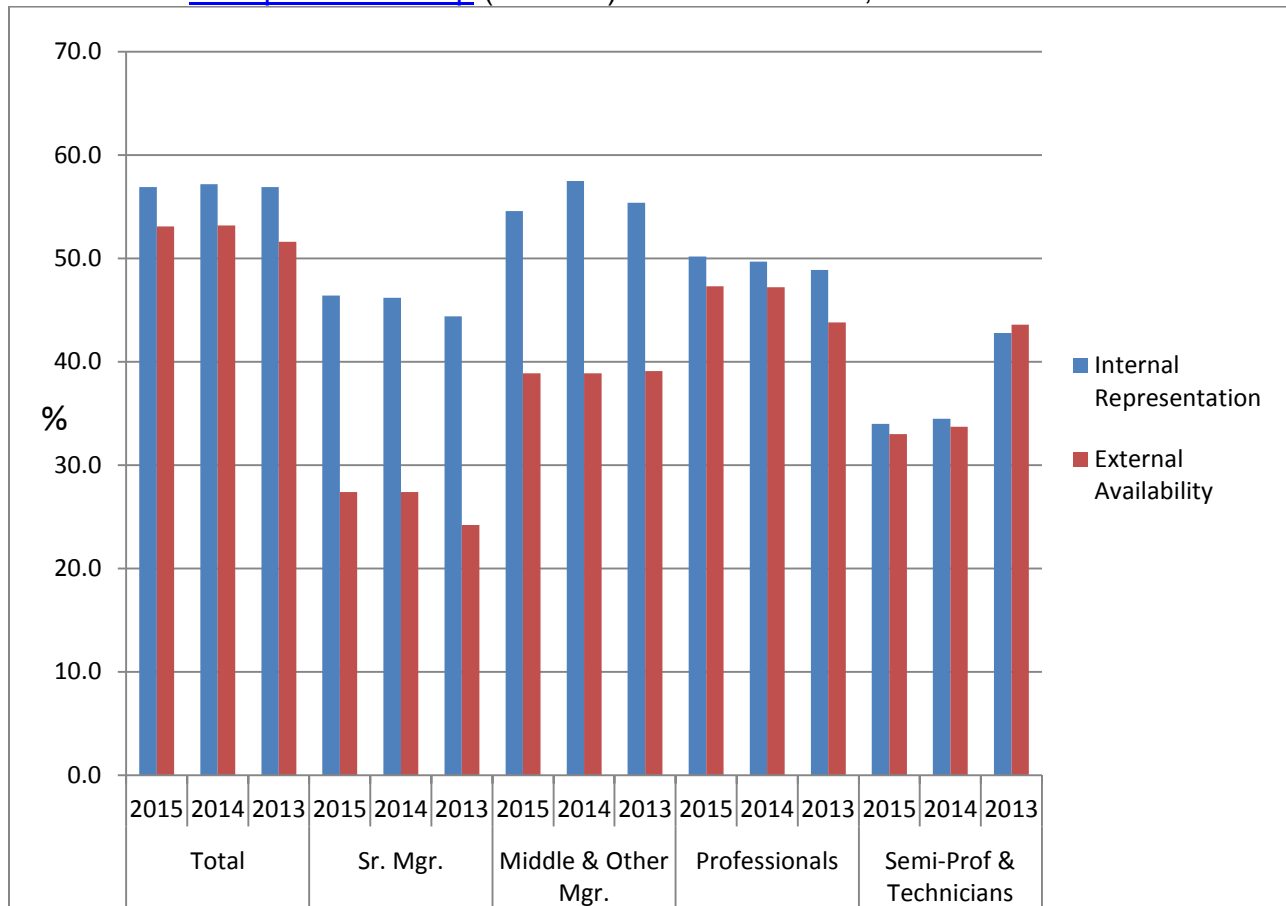
Figure 2b):   York University: Representation of Women by EEOG
               on December 31, 2015 continued
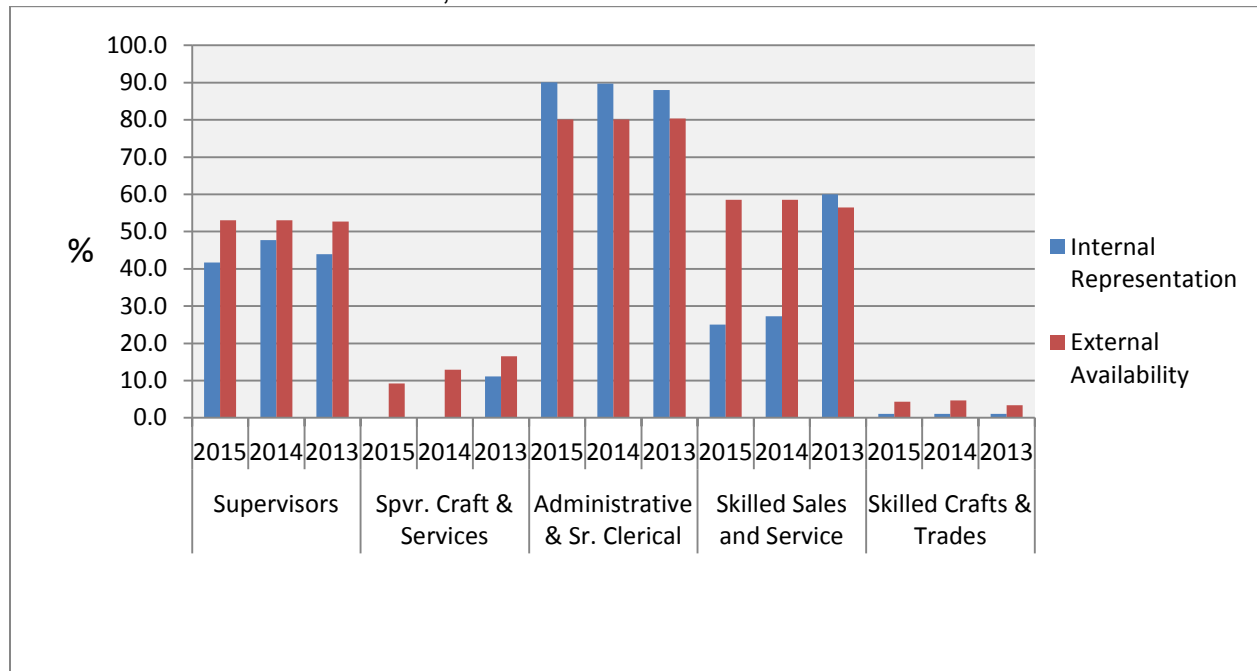

Figure 2c):   York University: Representation of Women by EEOG
               on December 31, 2015 continued

2.3.1 Division and Faculty Representation of Women Analysis

There are six Divisions within the University. Figure 3 illustrates the representation of women on December 31, 2015 for the six Divisions. The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units. Women continue to exceed the external availability in five out of six Divisions.

Figure 3:   York University: Representation of Women by
              Division at York University on December 31, 2015
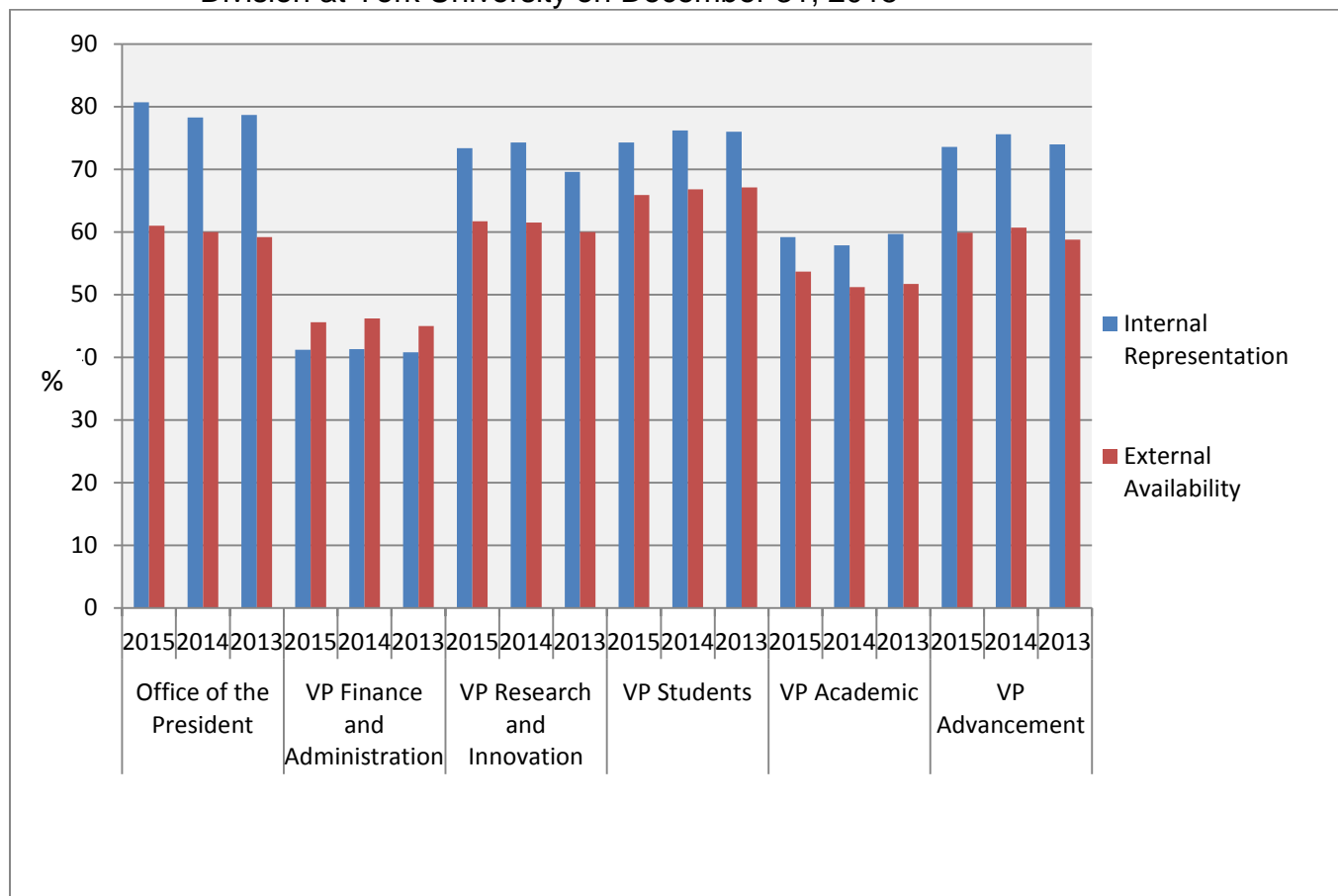
Ten Faculties and the Libraries are included in the Academic Division. Representation for women for each of the Faculties and the Libraries has been provided in Figures 4 a) b) below. The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units. Internal representation for women exceed in seven out of 11 faculties. Three year trend analysis for Osgoode indicates a steady increase.

Figure 4a):   York University: Representation of Women by
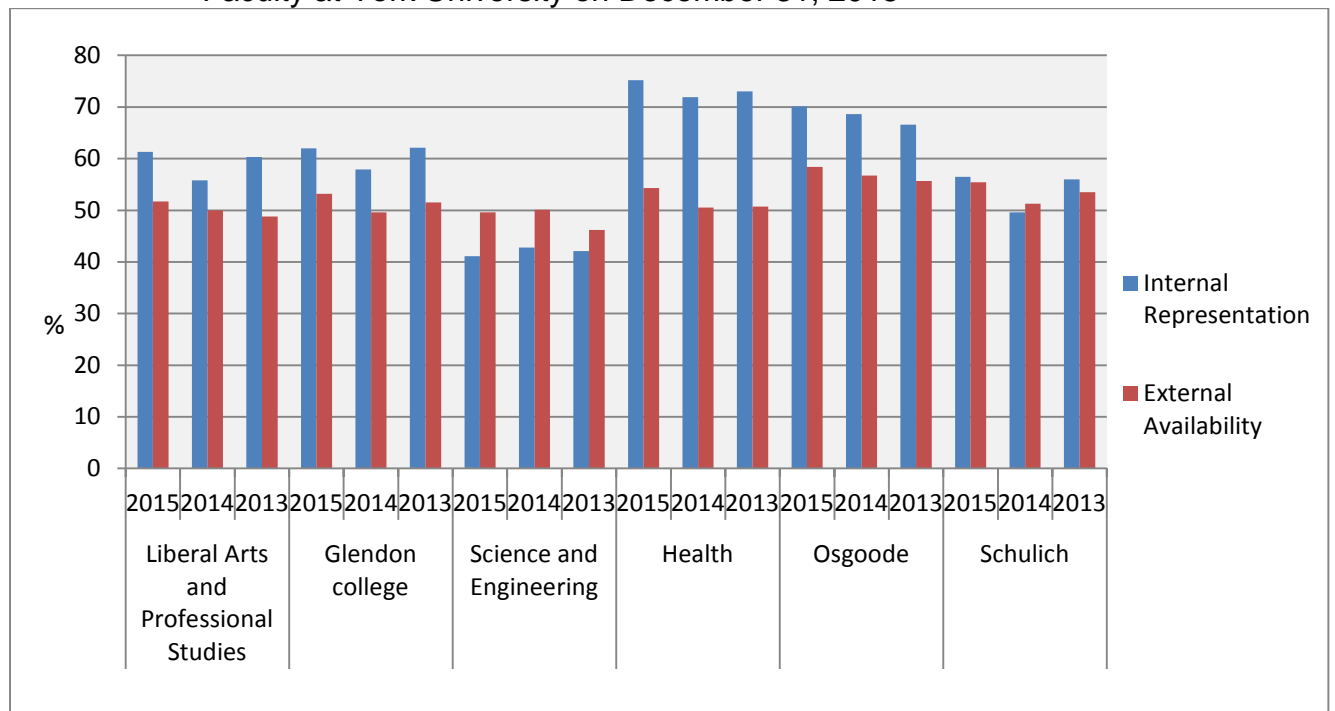   Faculty at York University on December 31, 2015
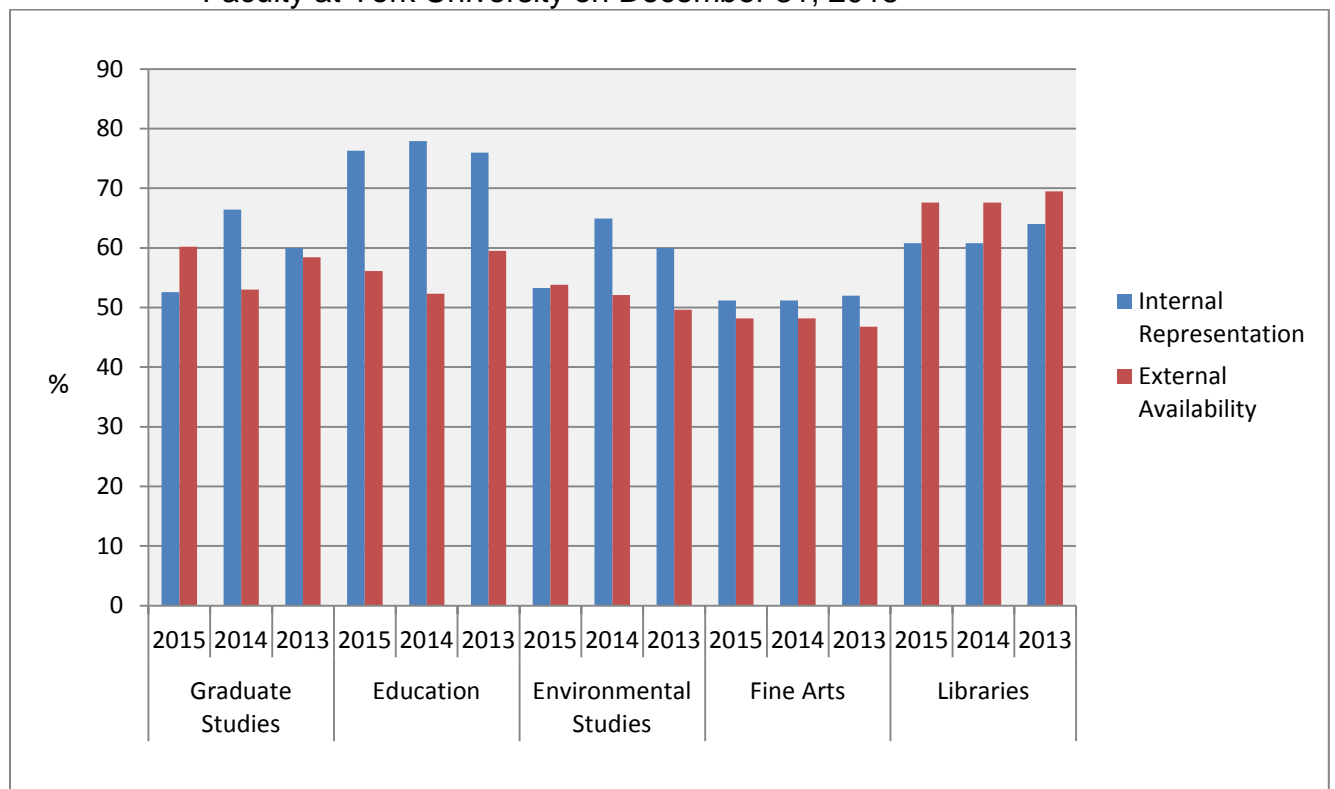

Figure 4b):   York University: Representation of Women by
                Faculty at York University on December 31, 2015

2.3.2[3] Hires, Promotions[4] and Terminations[5] Analysis

In 2015, women represented 57% of new hires, 50% of total promotions and 56% of total terminations. In comparison to 2014, total new hires for women decreased by 4%, promotions for Women increased by 17% and terminations for women decreased by 7%.

For further details about hire, promotion and termination data for designated group members, see Appendices E, F, G.

2.4   Aboriginal (Indigenous) Peoples

As of December 31, 2015, 0.9% of the employee base identified themselves as Aboriginals (Figure 1). This compares to an external availability figure of 1.4%.

The Academic group has an internal Aboriginal (Indigenous) representation figure of 1.1% versus an external availability figure of 1.3%.

The Non-Academic group has an internal representation rate of 0.9% compared to the external availability rate of 1.5%.

Figure 5a) York University: Representation of Aboriginal Peoples by EEOG
on December 31, 2015

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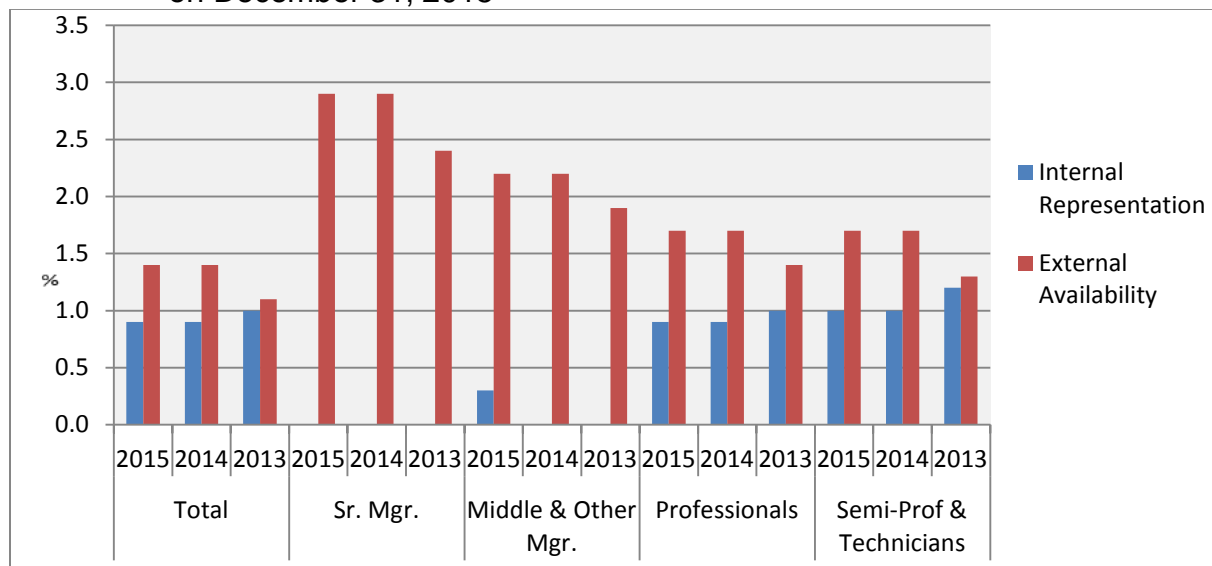
[3] For fulltime Faculty, promotion indicates promotion in rank.
[4] Promotions include employees who have permanently moved from one position to another position that: a) have a higher salary range than the salary range of the position previously held by the employee, and/or b) rank higher in the organizational hierarchy.
[5] Terminations include any separation of employment from York University, including voluntary and involuntary separations (e.g. end of contract, retirement).

Figure 5b) York University: Representation of Aboriginal Peoples by EEOG
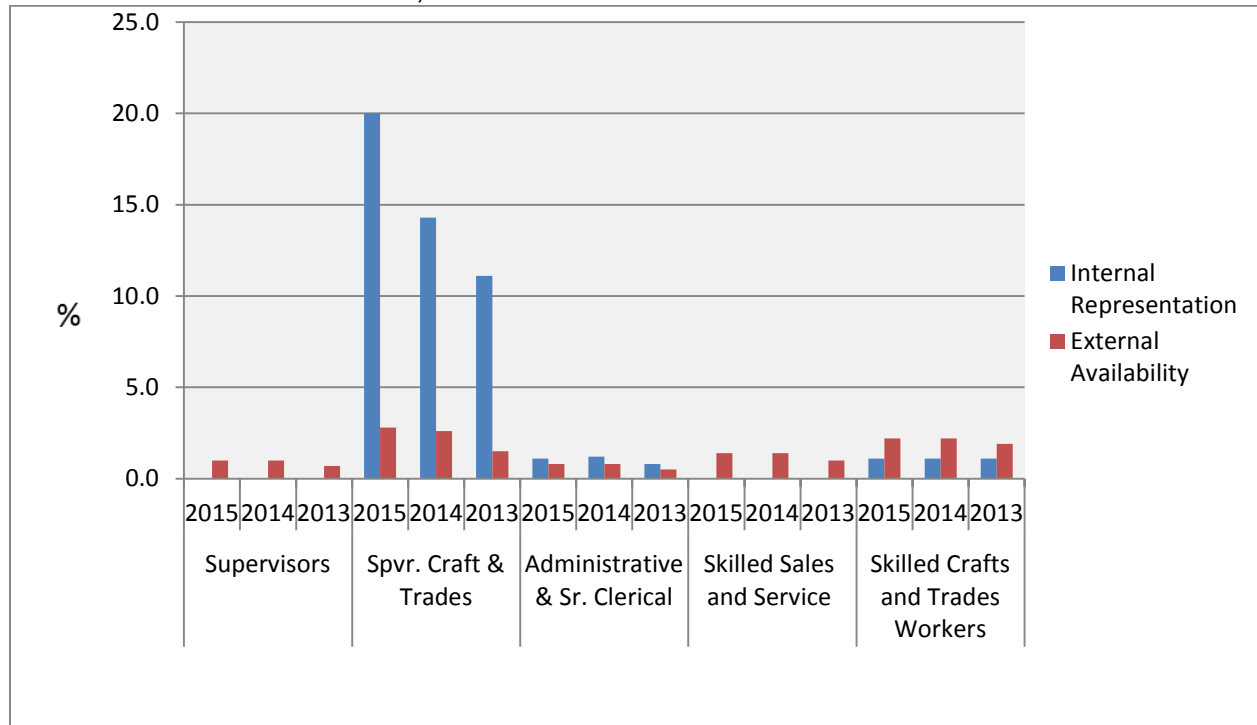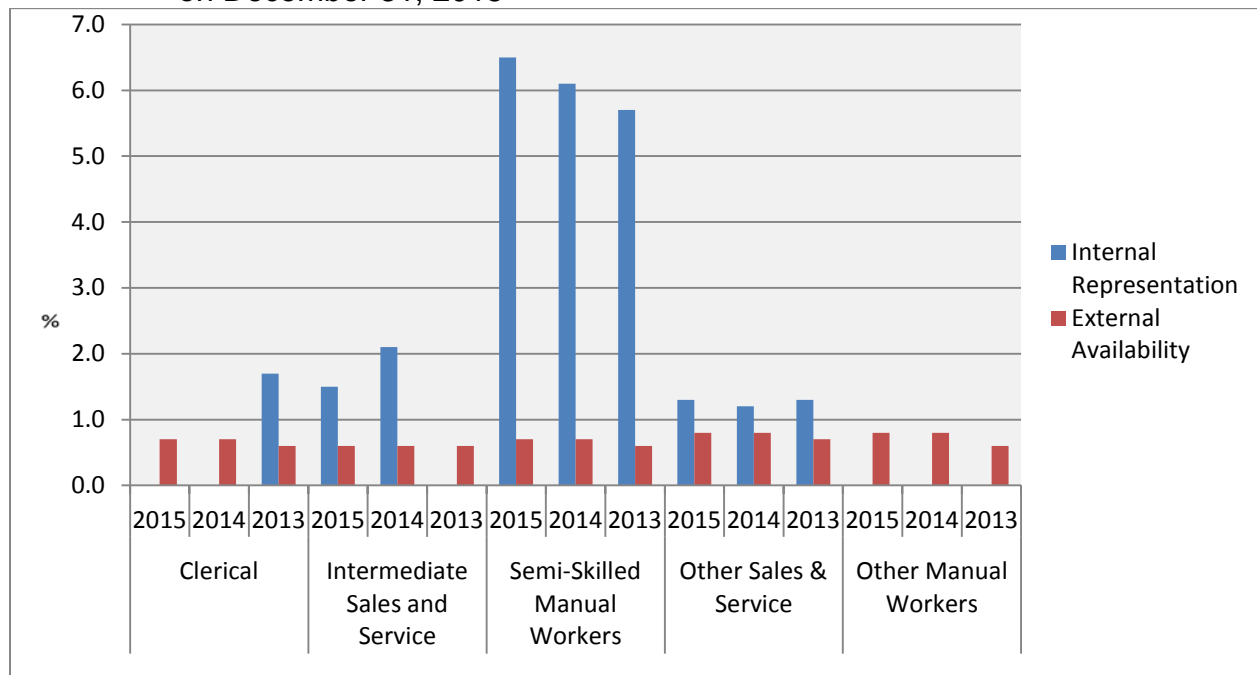on December 31, 2015

Figure 5c): York University: Representation of Aboriginal Peoples by EEOG
on December 31, 2015

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Aboriginals are not well represented within several EEOGs. There is significant underrepresentation from a University-wide perspective. In particular, there continues to be significant underrepresentation of Aboriginals in the Middle and other Managers and Professionals EEOGs (see Appendix D). When the Academic and Non-Academic areas are split apart the Non-Academic group has significant gaps in the Middle and Other Manager and Professional EEOGs. The Academic group has no significant gaps. Aboriginal self-identification continues to be complex. Engagement strategies are being explored.

2.4.1 Division and Faculty Representation of Aboriginal (Indigenous) Peoples Analysis

The following chart shows the representation of Aboriginals on December 31, 2015 for the six Divisions within the University. The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

Figure 6: Summary of Representation Rates of Aboriginal Peoples by Division at York University
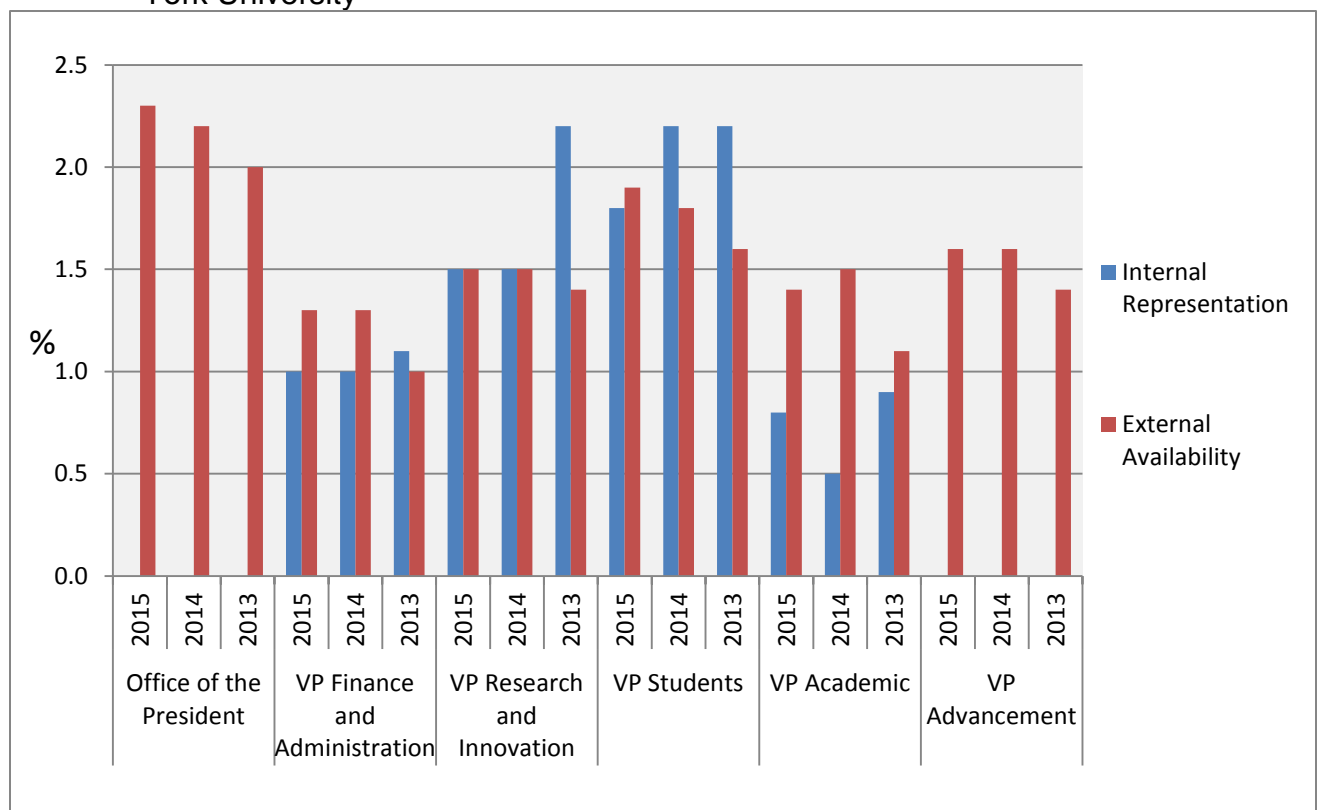
Ten Faculties and the Libraries are included in the Academic Division. Representation for Aboriginals for each of the Faculties and the Libraries has been provided in Figures 7a) and b) on the following pages. The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

Figure7a): Summary of Representation Rates of Aboriginal (Indigenous) Peoples by Faculty at York University
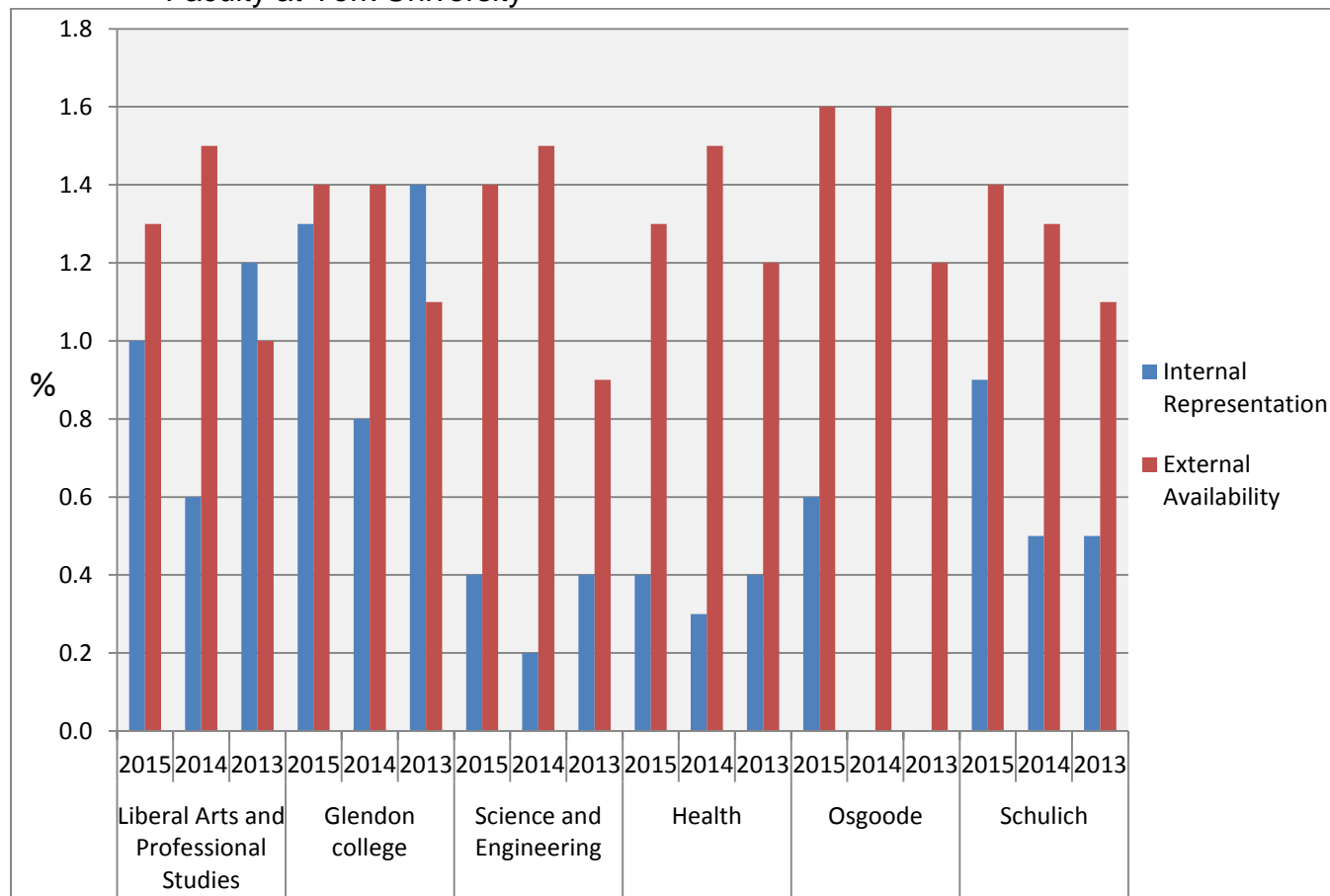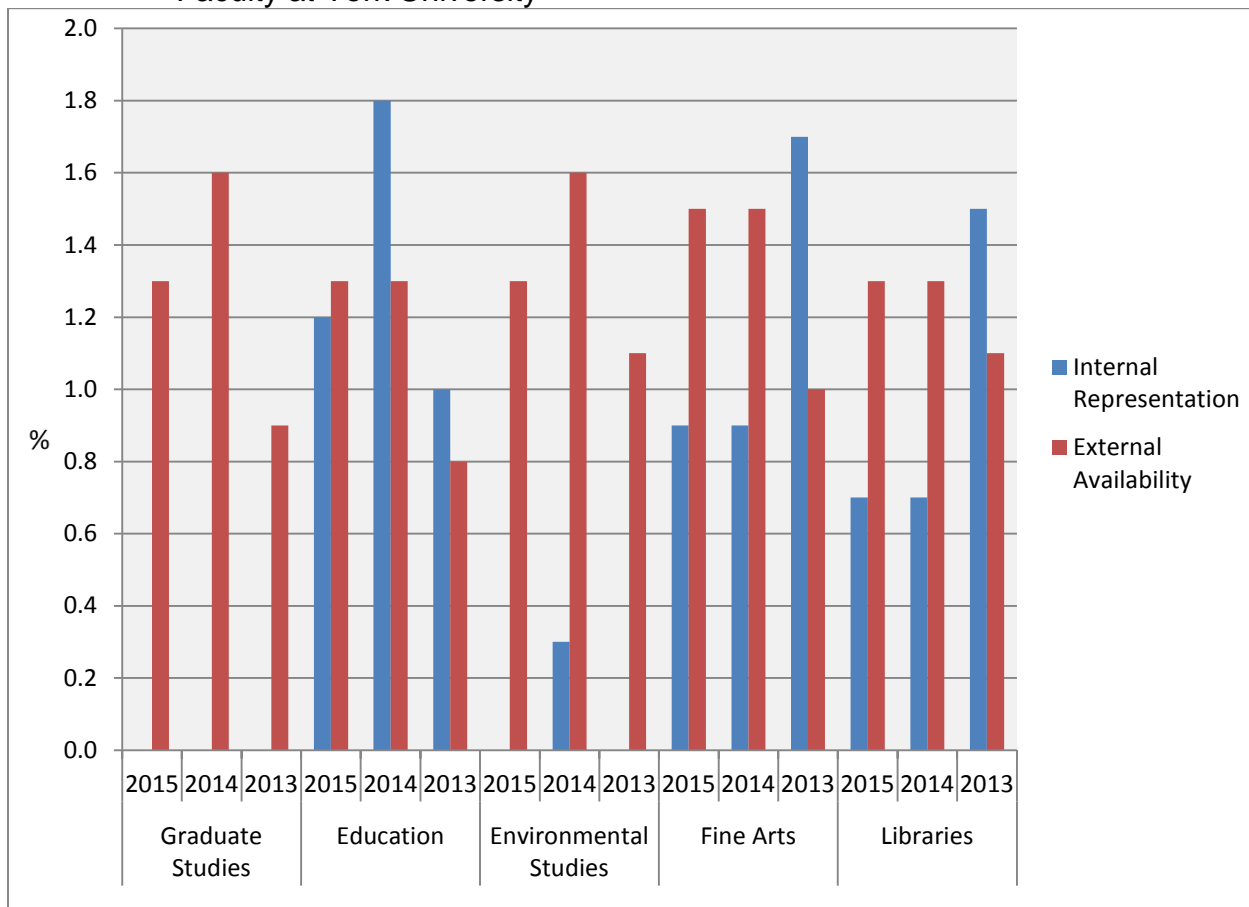
Figure 7b): Summary of Representation Rates of Aboriginal (Indigenous) Peoples by Faculty at York University

2.4.2 Hires, Promotions[6] and Terminations[7]

Similarly to 2014, Aboriginal Persons represented 1% of new hires, 5% of total promotions and 1% of total terminations. In comparison to 2014, total new hires for Aboriginals remained the same, promotions for Aboriginals increased by 5% and terminations for Aboriginals remained the same.

For further details about hire, promotion and termination data for designated group members, see Appendices E, F, G

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[6] 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.

[7] Terminations include any separation of employment from York University, including voluntary and involuntary separations (e.g. end of contract, retirement).

2.5 Visible Minorities (Racialized)

The Employment Equity Act of 1986 defines Visible Minorities (Racialized) as "persons, other than Aboriginal (Indigenous) peoples, who are non-Caucasian in race or non-white in colour". According to the Act, the Visible Minority population consists mainly of the following groups: Chinese, Black (African, American, Canadian, Caribbean), Arab, Filipino, South Asian/East Indian (e.g. Bangladeshi, Pakistani, Indian from India, East Indian from Guyana, Trinidadian, Sir Lankan, East African) South East Asian (e.g., Burmese, Cambodian/Kampuchean, Laotian, Malaysian, Thai, Vietnamese, Indonesian), Non-White West Asian (e.g., Iranian, Lebanese, Afghan), Non-White Latin American (including indigenous persons from Central and South America), Japanese and Korean.[8]

At the end of 2015, the University had an internal representation for Visible Minorities (Racialized) of 25.9%, compared to an external availability of 28.5%. The Academic group had an internal representation of 19.3% (Figure 1) versus an external availability of 18.8%. The Non-Academic group had an internal representation of 29.8% versus an external availability of 32.6%.

Although trends for the past 3 years demonstrate Visible Minorities (Racialized) are highly represented as middle & other managers, professionals and semi-professionals & technicians positions at York, similarly to 2014, many of the EEOGs have significant underrepresentation for Visible Minorities (Racialized) on a University-wide level (see Appendix D) in Supervisors, Administrative and Senior Clerical Personnel, Skilled Crafts and Trades Workers, Clerical Personnel, Intermediate Sales and Service Personnel, Semi-Skilled Manual Workers, Other Sales and Service Personnel, and Other Manual Workers.

Figure 8a): York University: Representation of Visible Minorities (Racialized) by EEOG

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[8] http://www.statcan.gc.ca/concepts/definitions/minority-minorite1-eng.htm\
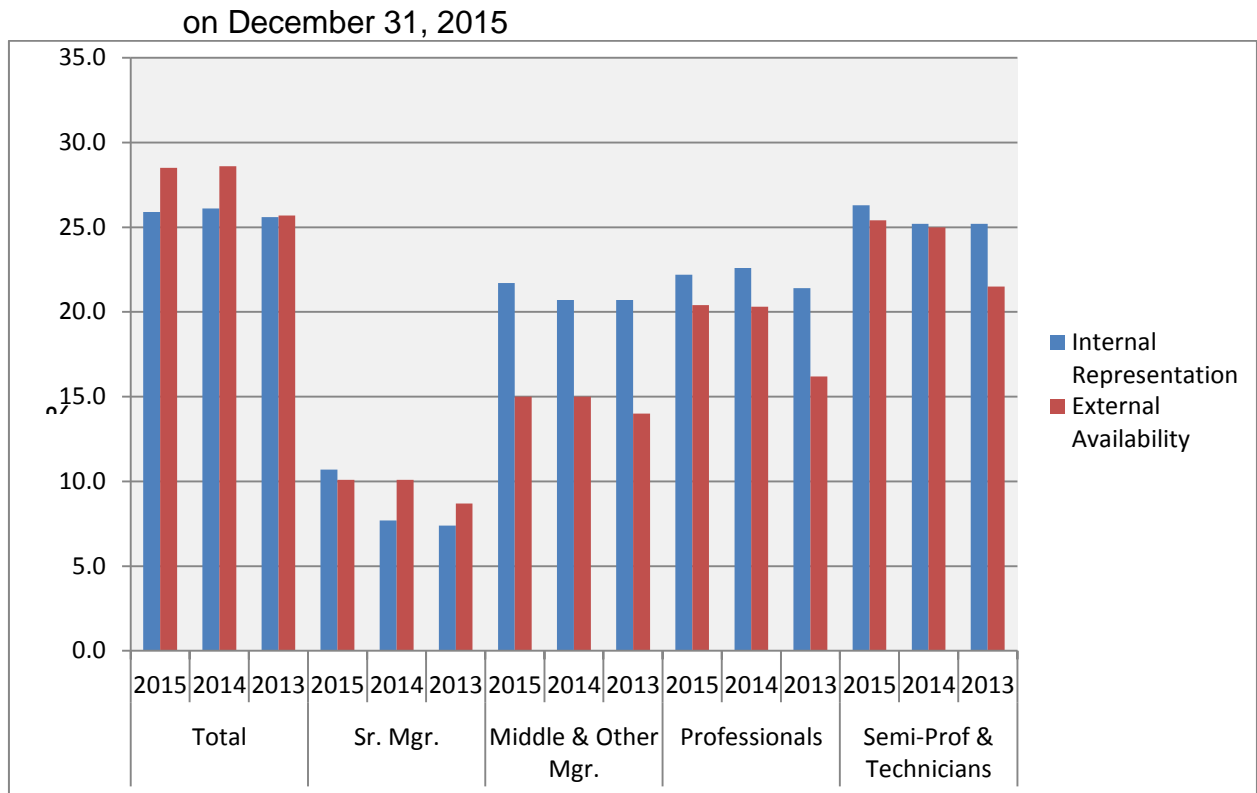
on December 31, 2015

Figure 8b): York University: Representation of Visible Minorities (Racialized) by EEOG
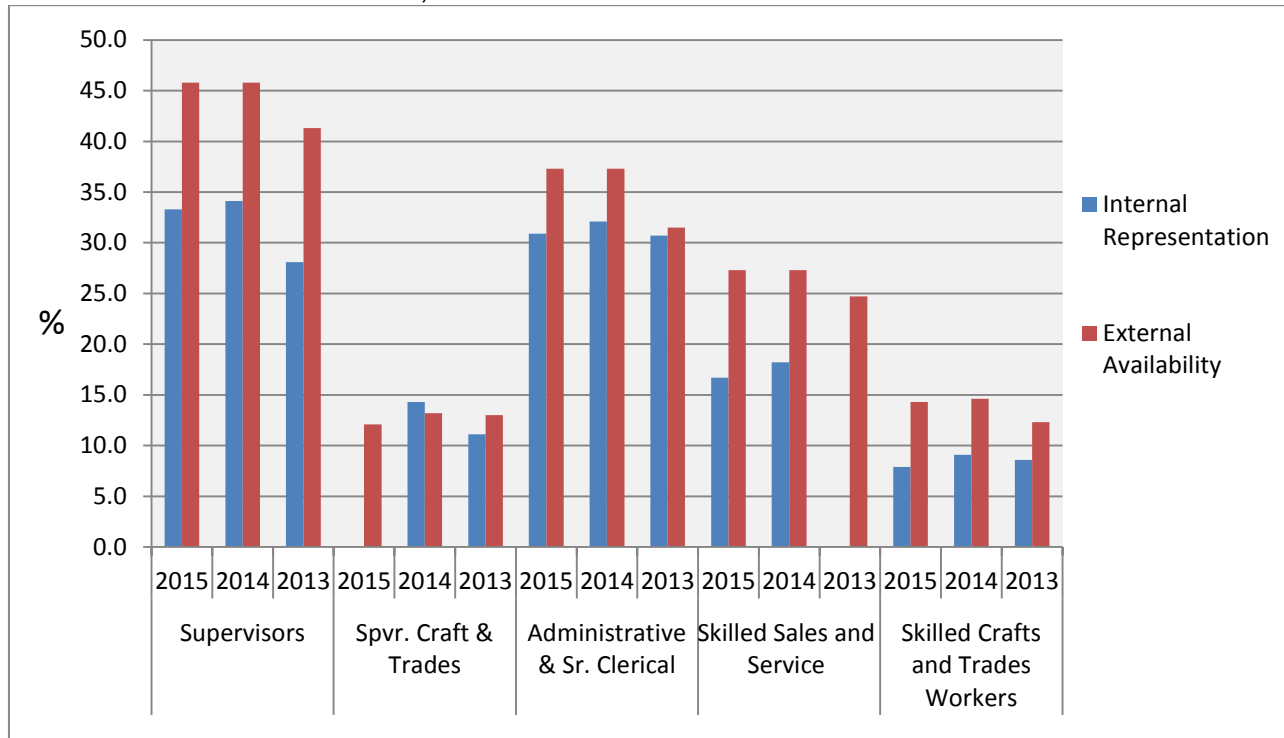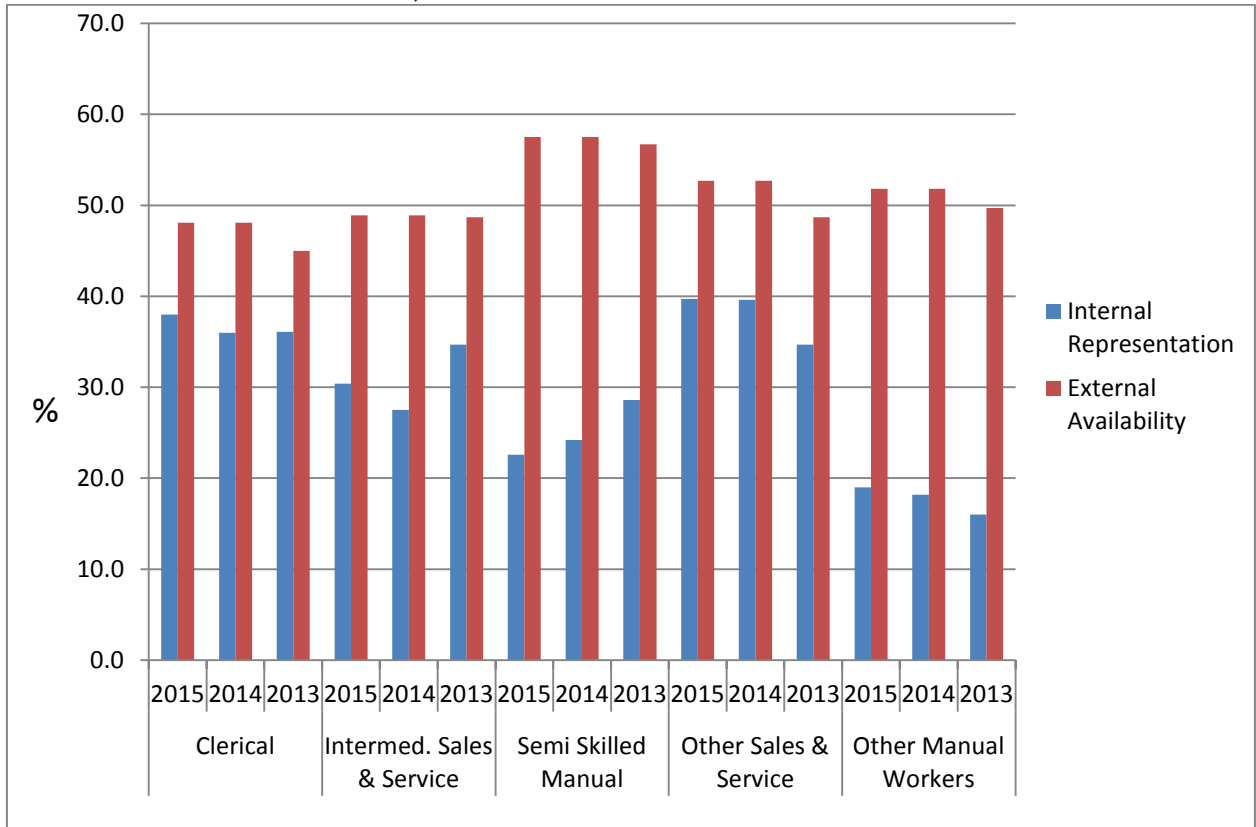on December 31, 2015

Figure 8c): York University: Representation of Visible Minorities (Racialized) by EEOG

on December 31, 2015

When the Academic and Non-Academic areas are split apart, the Non-Academic group has the following areas of significant underrepresentation: Supervisors, Administrative and Senior Clerical Personnel, Skilled Crafts and Trades Workers, Clerical Personnel, Intermediate Sales and Service Personnel, Semi-Skilled Manual Workers, Other Sales and Service Personnel, and Other Manual Workers. The Academic group has no significant underrepresentation.

2.5.1 Division and Faculty Representation or Visible Minorities (Racialized)

The following chart shows the representation of Visible Minorities (Racialized) on December 31, 2015, for the six Divisions within the University. The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

Figure 9): York University: Representation of Visible Minorities (Racialized) by Division
on December 31, 2015
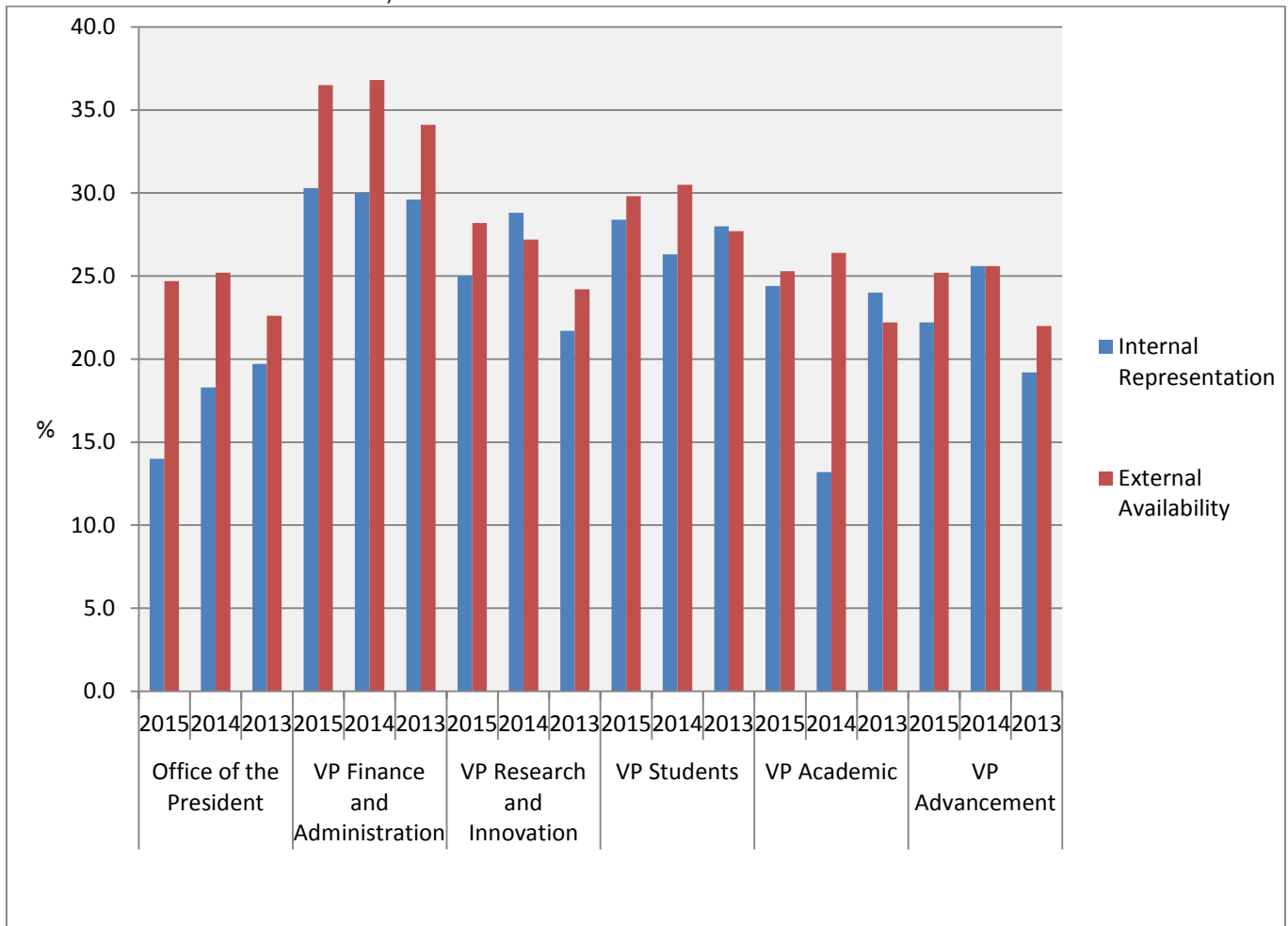
Ten Faculties and the Libraries are included in the Academic Division. Representation for Visible Minorities (Racialized) for each of the Faculties and the Libraries has been provided in Figure 10a) and 10b). The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

Figure 10a): York University: Representation of Visible Minorities (Racialized) by Faculty on December 31, 2015
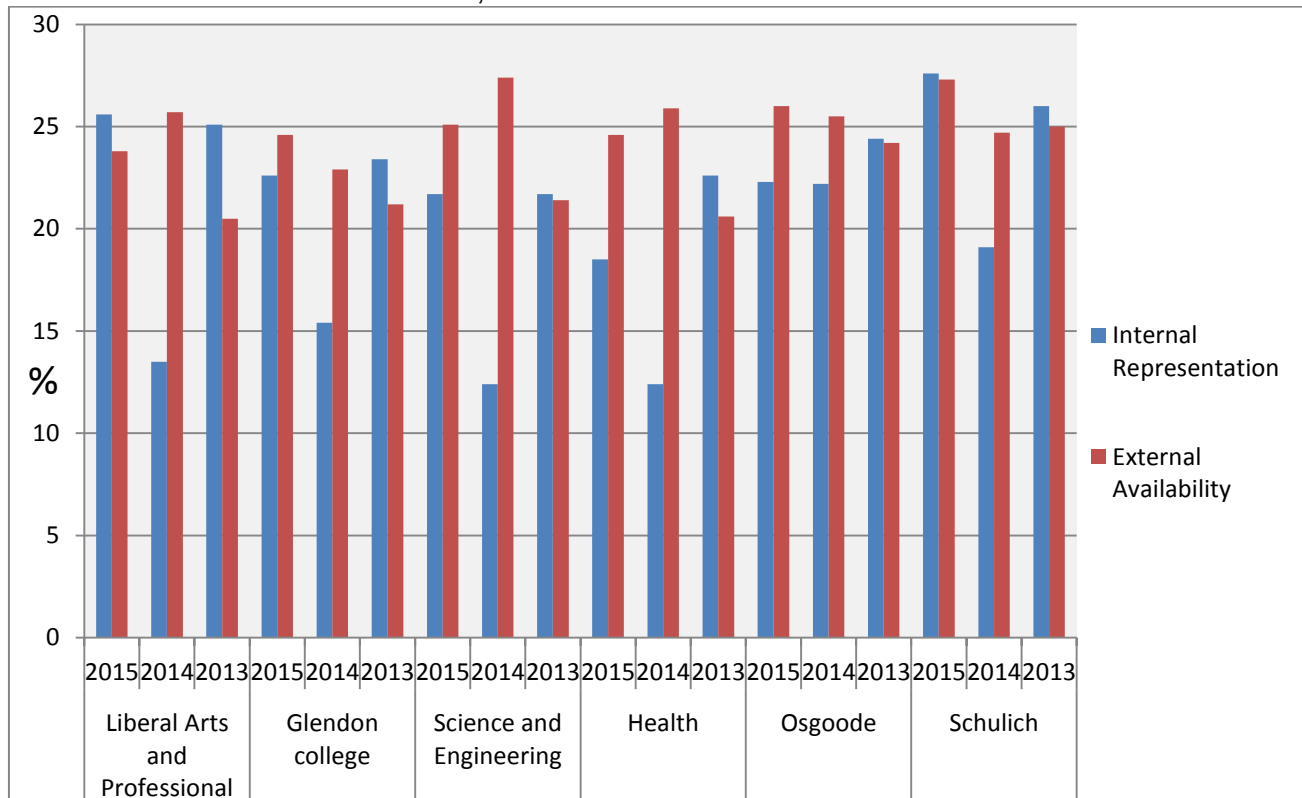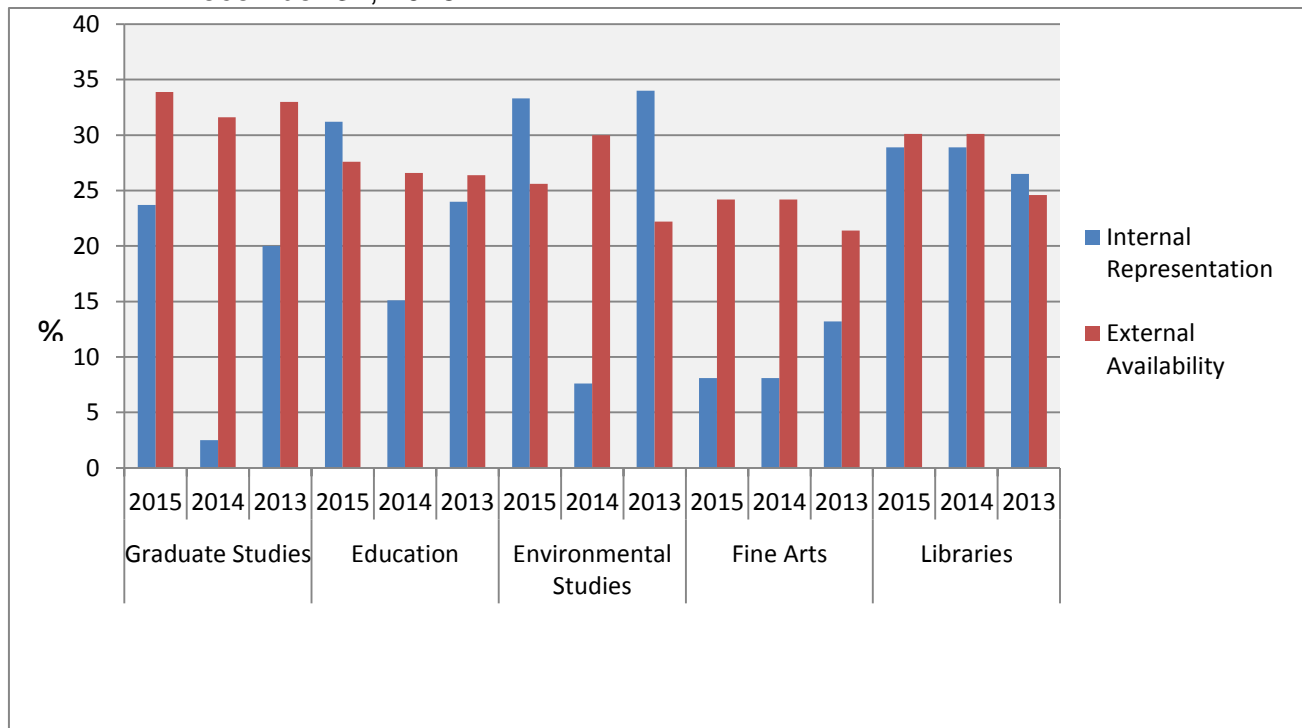

Figure 10b): York University: Representation of Visible Minorities (Racialized) by Faculty on December 31, 2015

2.5.2. Hires, Promotions[9] and Terminations[10]

In 2015, Visible Minorities (Racialized) represented 21% of new hires, 20% of total promotions were for Visible Minorities (Racialized) and 20% of total terminations were for Visible Minorities (Racialized). Visible Minorities (Racialized) Visible Minorities (Racialized) Visible Minorities (Racialized). For further details about hire, promotion and termination data for designated group members, see Appendices E, F, G.

2.6 Persons with Disabilities

As of December 31, 2015, 4.4% of the employee base identified themselves as Persons with Disabilities (Figure 1). This compares to an external availability figure of 4.3%.

Trends for the past 3 years indicate a gap of -3 or representation is below 80% (significant gap) for Persons with Disabilities in Senior Managers/Middle and other Managers, Supervisors and Clerical.

Internal representation of Persons with Disabilities for the Academic group is 5.0% versus an external availability of 3.8%. The Non-Academic group has an internal representation of 4.2% versus an external availability of 4.6%.

Groups at York, such as, Enable York functions in an advisory capacity to the Presidential Advisory Committee on Human Rights on issues of accessibility. It seeks to foster an inclusive university environment for persons with disabilities and those encountering disabling circumstances on campus. In a collaborative framework, the committee works as an ally to and advocates for, and with, persons with disabilities within York to reduce ableism/ disableism as they intersect and interact with gender, sex, race, social class, and religious and ethnic identifications, on the University's campuses.

The Mental Health Steering Group, another example, aims to promote a healthy, inclusive and supportive environment that fosters mental health and wellbeing among members of the York community. Through a variety of education, training and awareness events, the committee promotes a more holistic and integrated approach to campus health that supports academic excellence, employee satisfaction and productivity, as well as the overall success of all York community members. Following extensive consultation with students, faculty and staff, they developed a mental health strategy, for the next five years, with key components as follows: Health and Wellness Promotion, Facilitation of Care and Support, and Collaboration and Discussion.

Employment equity statistics for persons with disabilities will be continually monitored with the intention of seeking improvements where possible.

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[9] 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.

[10] Terminations include any separation of employment from York University, including voluntary and involuntary separations (e.g. end of contract, retirement).

Figure11a):   York University: Representation of Persons with Disabilities by EEOG
              on December 31, 2015
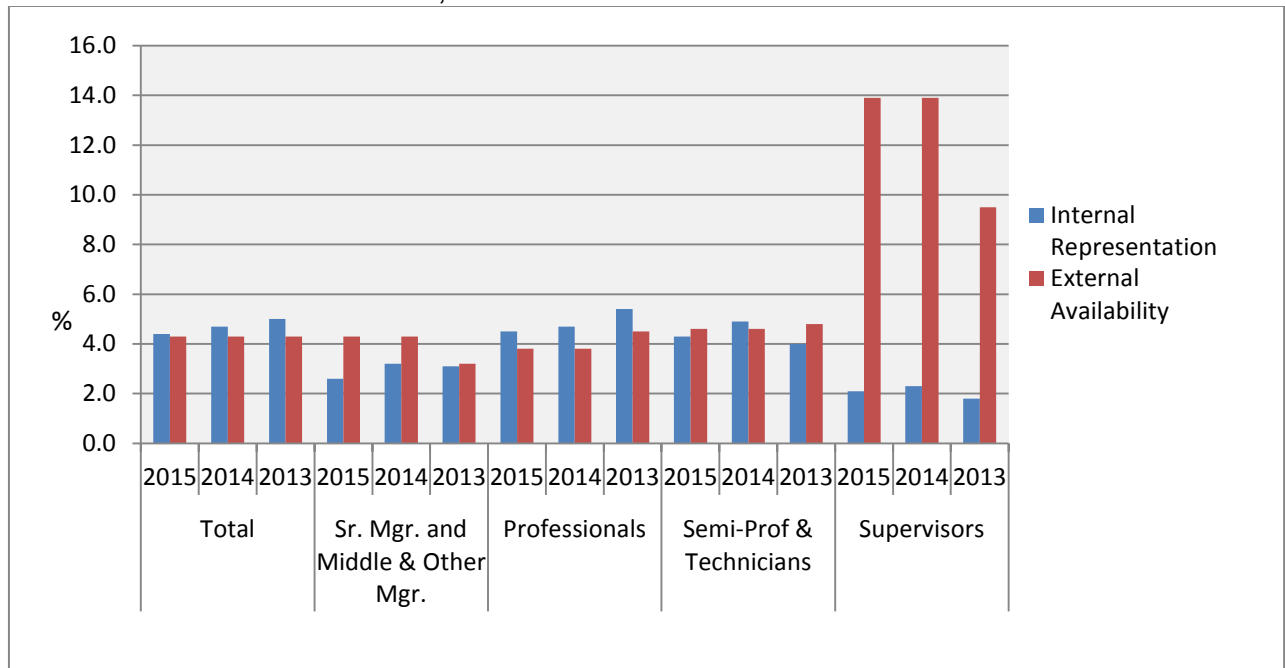

Figure 11b):   York University: Representation of Persons with Disabilities by EEOG
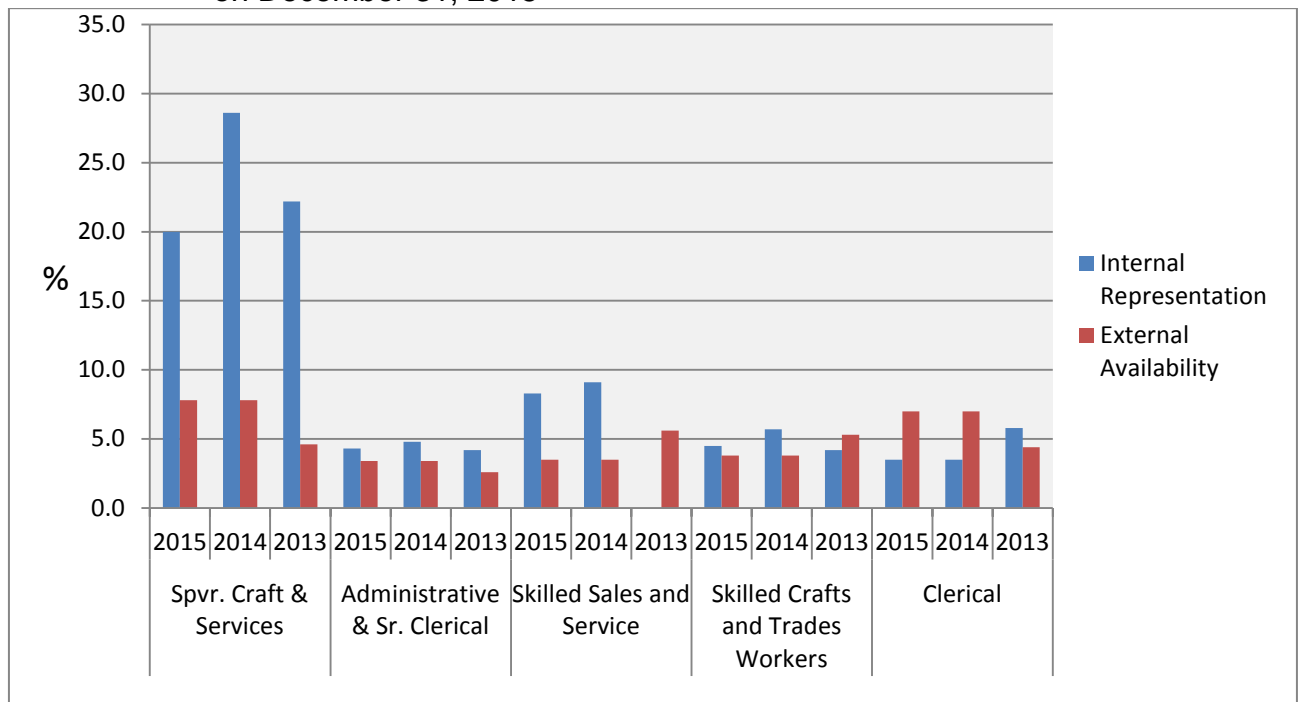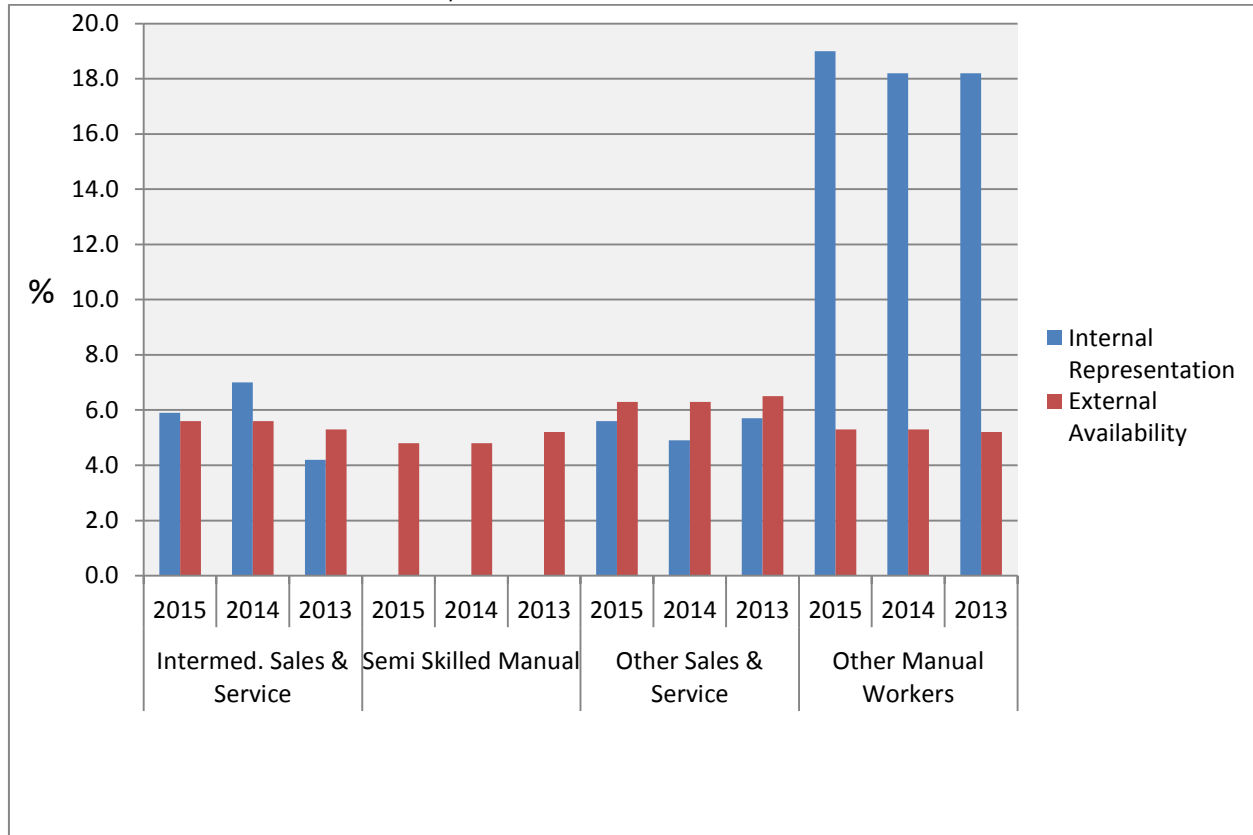   on December 31, 2015

Figure 11c):   York University: Representation of Persons with Disabilities by EEOG

on December 31, 2015

On a University-wide level, there is significant underrepresentation (see Appendix C) of Persons with Disabilities in the Managers, Supervisors and Clerical EEOGs. When the Academic and Non-Academic groups are split apart, the Non-Academic group has significant underrepresentation in the Manager, Supervisors and Clerical EEOG. The Academic group has no significant underrepresentation.

2.6.1 Division and Faculty Representation of Persons with Disabilities

The following chart shows the representation of Persons with Disabilities on December 31, 2015 for the six Divisions within the University. The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

Figure 12):   York University: Representation of Persons with Disabilities by Division on December 31, 2015
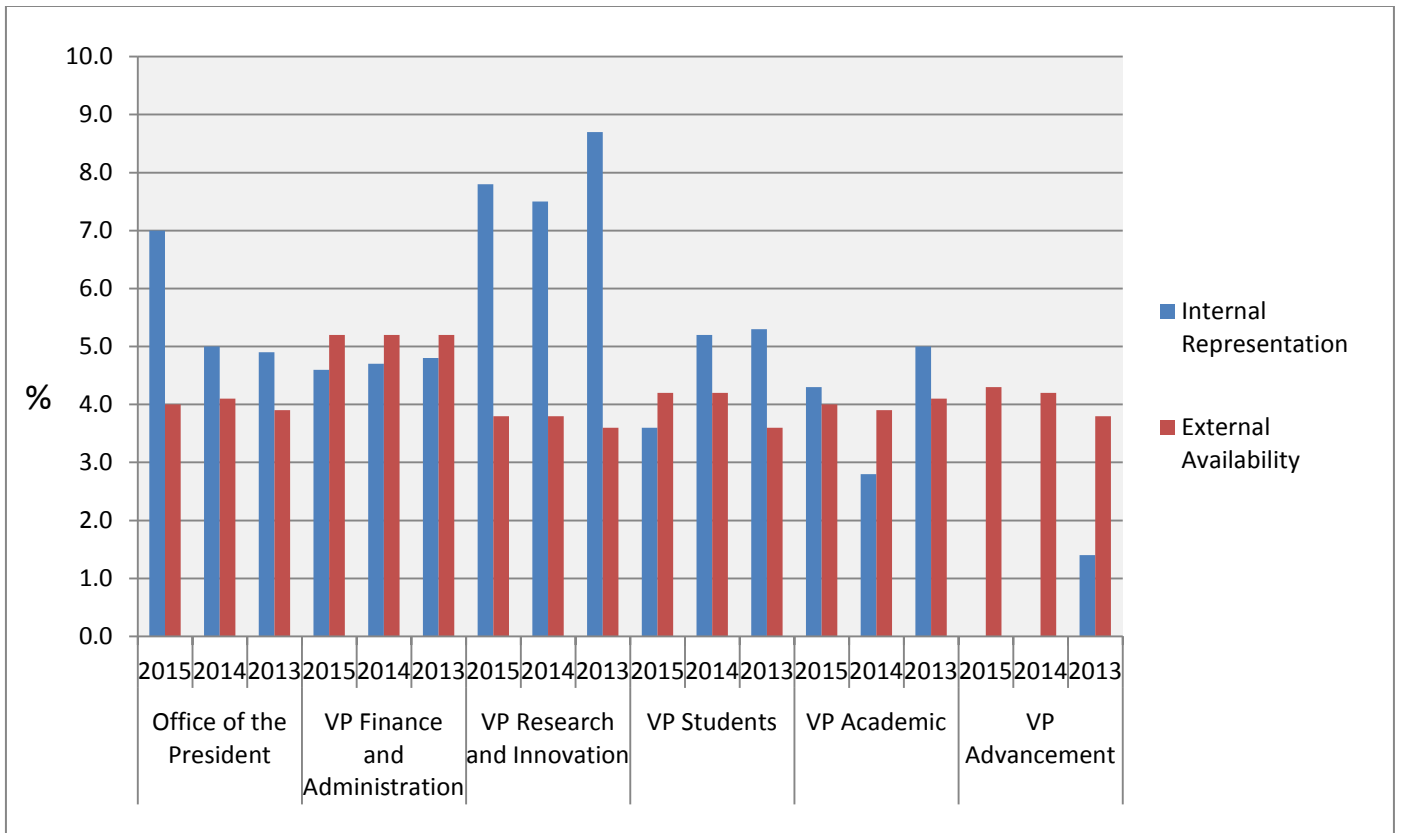
Ten Faculties and the Libraries are included in the Academic Division. Representation for Persons with Disabilities for each of the Faculties and the Libraries has been provided in Figure 13a) and 13 b). The figures include all employees supporting the business of that Faculty, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

Figure 13a):   York University: Representation of Persons with Disabilities by Faculty
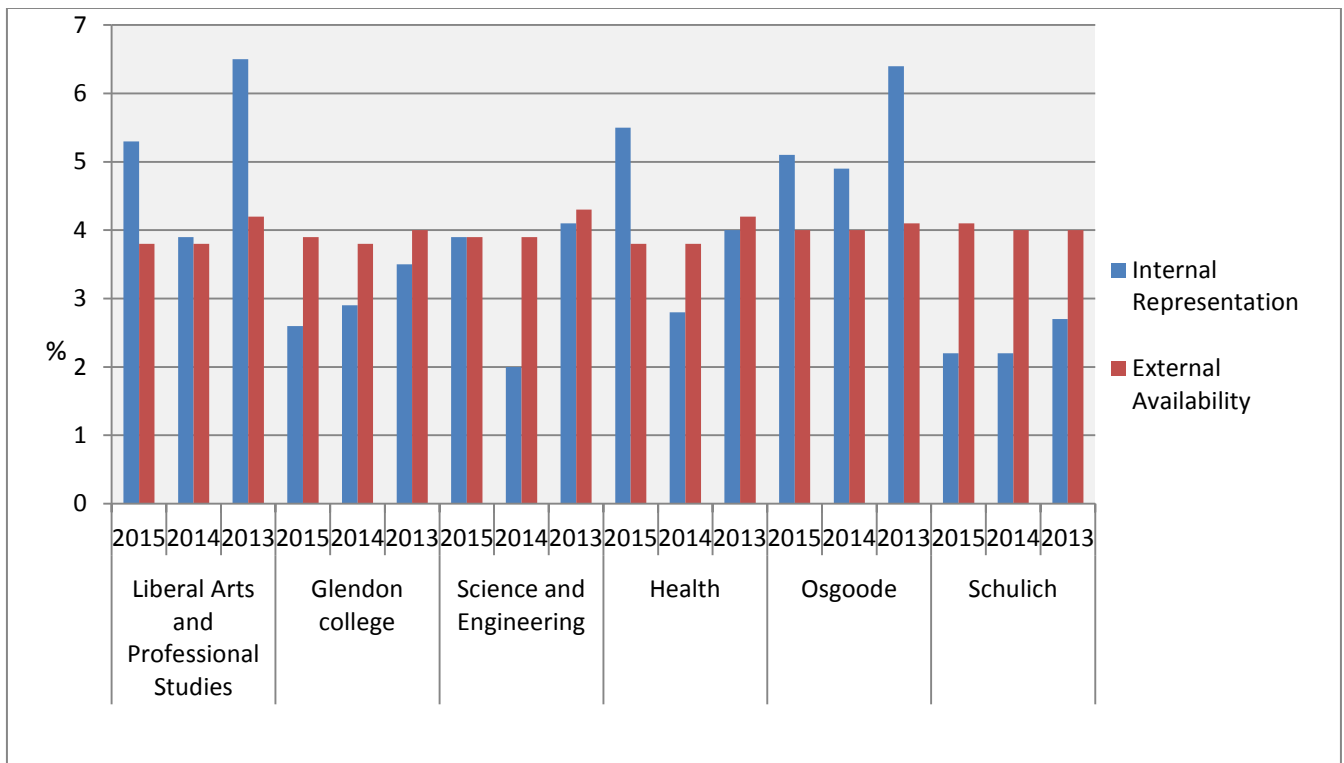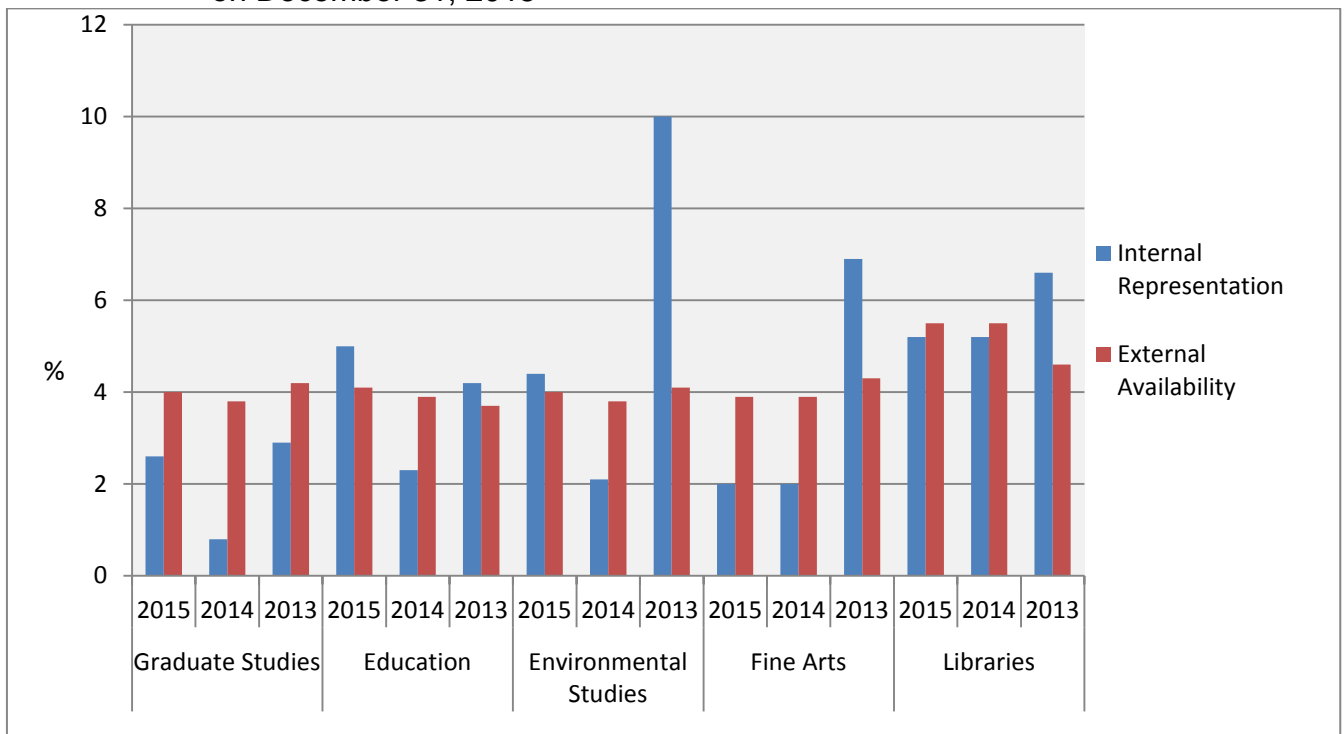   on December 31, 2015

Figure 13b):   York University: Representation of Persons with Disabilities by Faculty
on December 31, 2015

2.6.2 Hires, Promotions[11] and Terminations[12]

In 2015, Persons with Disabilities represented 2% of new hires, 5% of total promotions were for Persons with Disabilities and Persons with Disabilities represented 5% of terminations. In comparison to 2014, total new hires for Persons with Disabilities remained the same, promotions increased by 2% and terminations for Persons with Disabilities increased by 2%.

For further details about hire, promotion and termination data for designated group members, see Appendices E, F, G.

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[11] 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.
[12] Terminations include any separation of employment from York University, including voluntary and involuntary separations (e.g. end of contract, retirement).

3. Plans for 2015 / 2016

In 2015/2015 and going forward, there are various activities and events planned which will further the aims of employment equity, diversity and inclusion.

Some of the planned activities and initiatives are listed below:

- Implementation of an applicant tracking system to allow for a more robust method of tracking diverse applicants from point of application to hire

- Continued partnership with York's Information Technology Services to enhance our systems to enable collection, tracking and analysis of information from employees who self-identify as LGBTQ2 and employee data for visible minority (racialized) categories used by Statistics Canada

- Continued work with designated groups to determine factors that may be a barrier to hiring or advancement at York University and ensuring our policies and practices are inclusive and effective

- Maintain relationships with candidate communities to build and enhance the diversity of the talent pool at York

- Continued Participation in Canada's Top 100 Employers, Top Greenest and Top Diversity Employers competitions.

- Continued partnership with CUPE 3903 to increase survey return rates

- University Wide Employment Equity Strategy - raising community awareness; establishing employment equity goals for individual units; leveraging broader inclusion & diversity

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For Additional Readings:

York's 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 Policy
- Gender-Free Language Policy
- Hate Propaganda Guidelines
- Physical Accessibility of University Facilities
- Policy Concerning Racism
- Sexual Harassment
- Workplace Harassment Policy
- Workplace Violence Policy

York's Employment Equity website:
- Employment Equity

Glossary of Terms

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

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 A 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 goods or services from the federal government of Canada of over $200,000 and have over 100 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 particular group in several EEOG's 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.

NOC:

The National Occupational Classification (NOC) is a system of coding occupations within Canada. The coding structure is provided by HRSDC. There are 522 NOC codes (2006) which are rolled into 14 larger groupings called Employment Equity Occupational Groups (EEOG). More information about this standardized coding system can be found at http://www5.hrsdc.gc.ca/noc/english/noc/2015/AboutNOC.aspx

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 A –

A brief description of Employment Equity at York University

York's employment equity framework spans 7 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 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) Peoples, Persons with Disabilities and Visible Minorities (Racialized).

Workforce Analysis
Understanding the current composition of the designated groups at York allows the University to focus its employment equity initiatives towards designated groups with significant underrepresentation, with the aim of removing employment barriers that may be preventing them from entering a particular occupation group.

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

Identification and Removal of Barriers
To remove barriers that have a negative impact on designated group members.

Implementation
Implement changes to barriers that have been identified.

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

APPENDIX B – Employment Equity Occupation Group 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 have to be members of a professional organization.

Examples: Diversity & Inclusion Consultant; Information Specialist; New Student Advisor

4. Semi-Professionals and Technicians
Workers in these occupations have to 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; Grounds 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 have received an extensive period of training involving some post-secondary education, part or all of 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 journeywomen 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 C – Employment Equity Survey Return Rate, by Division[13]

DIVISION	Employment Equity Survey Return Rate per Division[14] %
Office of the President	88
VP Finance and Administration	91
VP Research & Innovation	75
VP Students	88
VP Academic & Provost	83
VP Advancement	80[15]
Total University	84

[13] Total number of completed surveys by divisional head count based on the 2014 organizational structure.
[14] Excludes results of CUPE 3903 Units and CUPE Exempt, which are included separately in Appendix H.
[15] The response rate for VP Advancement increased from 79% in 2014 to 80% in 2015.

APPENDIX D – Significant Gaps

The concept and calculations related to significant gaps will be described, followed by a chart which outlined the significant gaps at York University.

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. A significant gap is determined by utilizing the three filter test[16]:

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 percent or less, then the organization must investigate the underrepresentation further.

For example, if your organization has 7 accountants who are women, but the expected availability indicates that you should have 10, 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:

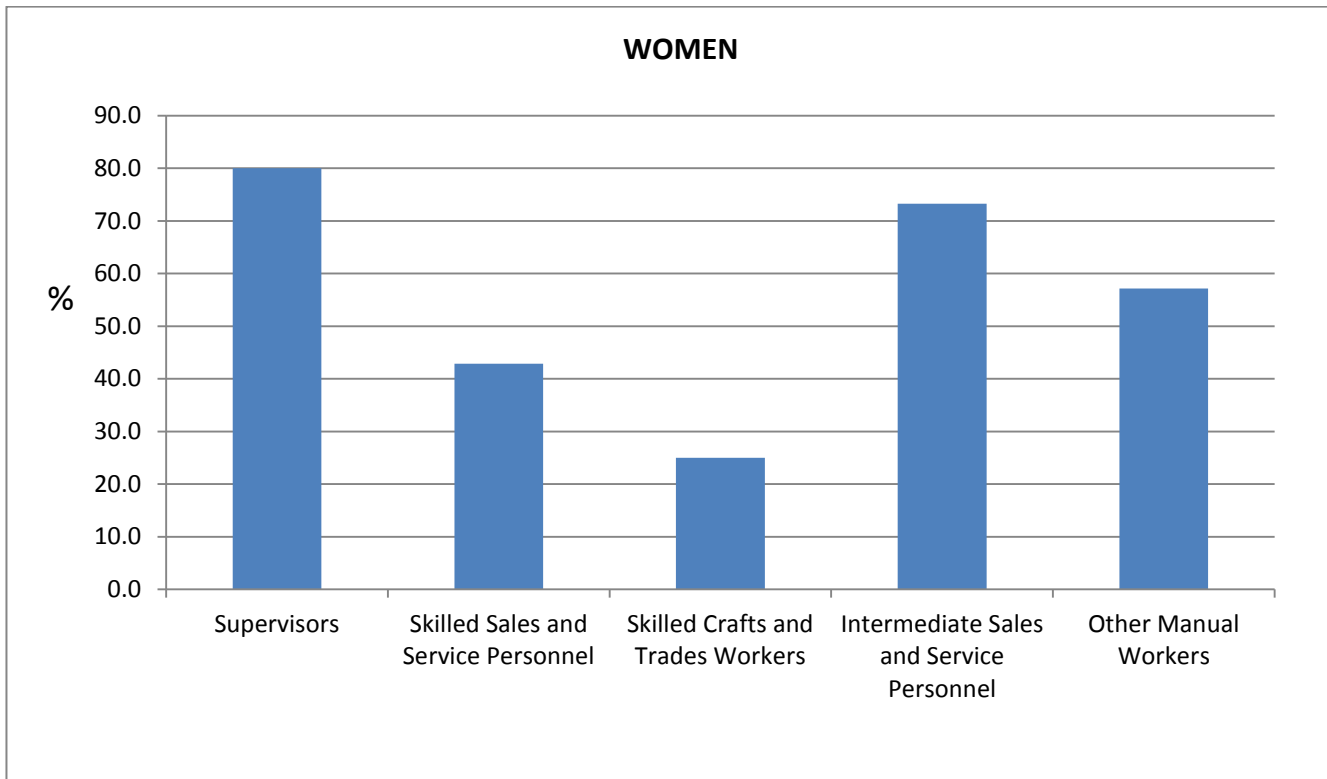Internal representation X 100 = percentage representation
external availability

Third filter[17]: 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 particular 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.
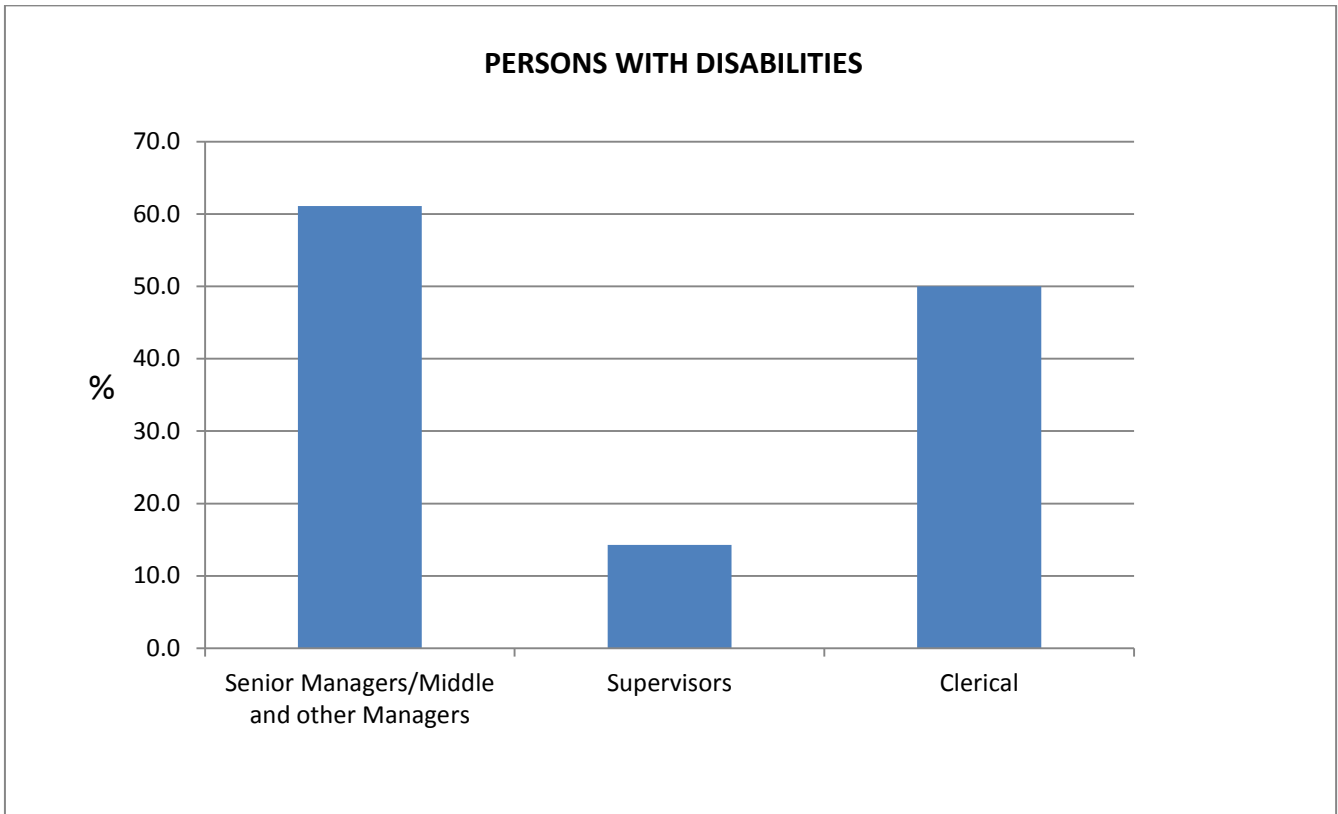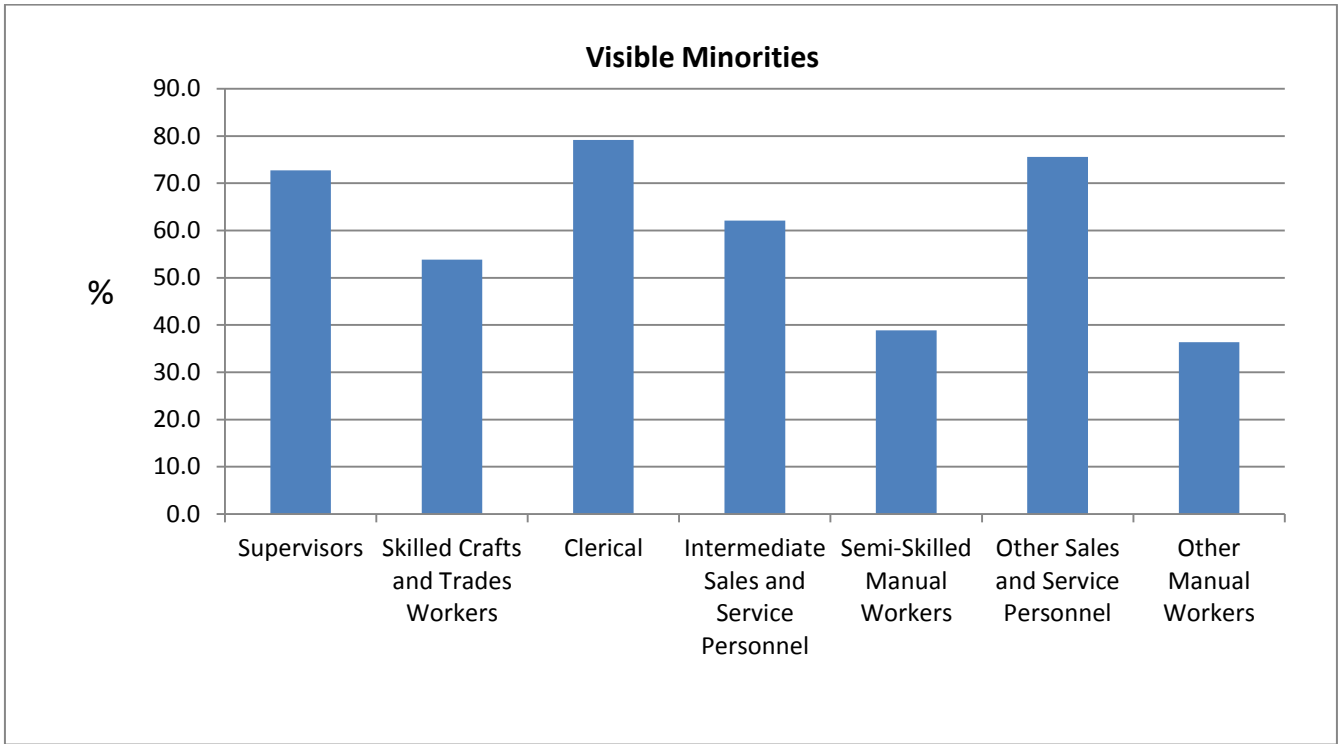
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[16] http://www.hrsdc.gc.ca/eng/labour/equality/fcp/employer_tool/step2/page00.shtml

[17] **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. (http://www.hrsdc.gc.ca/eng/labour/equality/fcp/pdf/Step2.pdf)
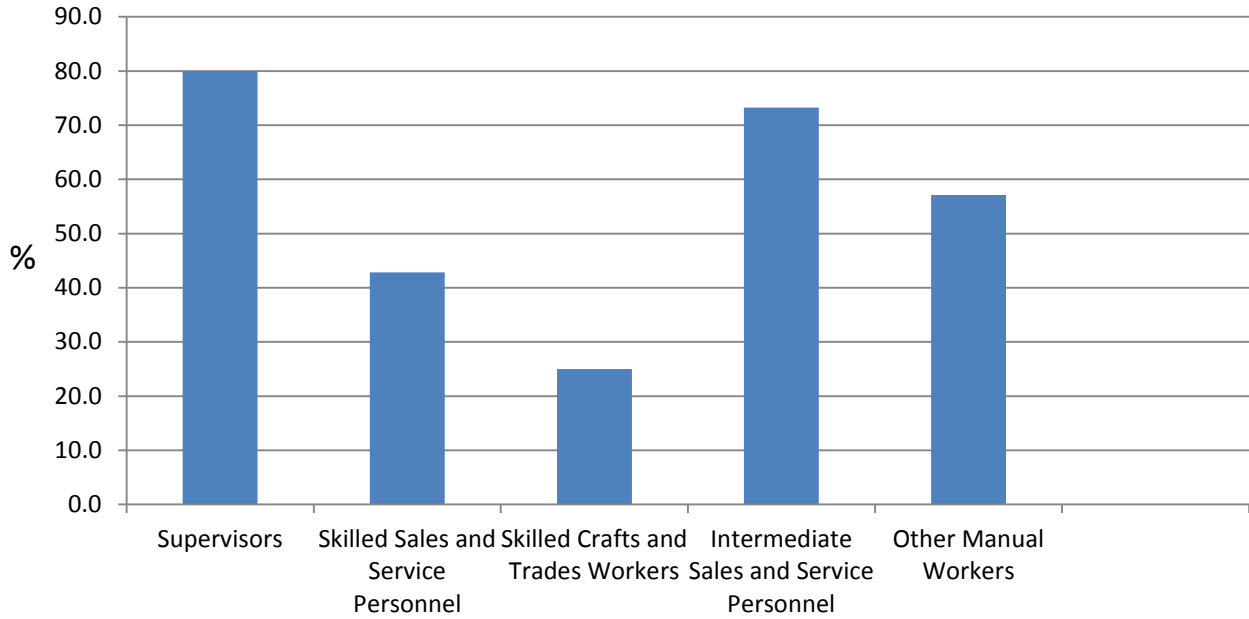
TOTAL UNIVERSITY

WOMEN

A bar chart titled "WOMEN" showing percentages by category:
- Supervisors: 80.0%
- Skilled Sales and Service Personnel: 43.0%
- Skilled Crafts and Trades Workers: 25.0%
- Intermediate Sales and Service Personnel: 73.0%
- Other Manual Workers: 57.0%

Aboriginal Persons

A bar chart titled "Aboriginal Persons" showing percentages by category:
- Middle and Other Managers: 11.0%
- Professionals: 52.0%

TOTAL UNIVERSITY

Visible Minorities

PERSONS WITH DISABILITIES

NON-ACADEMIC

WOMEN

A bar chart titled "WOMEN" showing percentages by occupational category:
- Supervisors: ~80.0
- Skilled Sales and Service Personnel: ~43.0
- Skilled Crafts and Trades Workers: ~25.0
- Intermediate Sales and Service Personnel: ~73.0
- Other Manual Workers: ~57.0

Aboriginal Persons

A bar chart titled "Aboriginal Persons" showing percentages by occupational category:
- Middle and Other Managers: ~11.0
- Professionals: ~52.0

NON-ACADEMIC

Visible Minorities
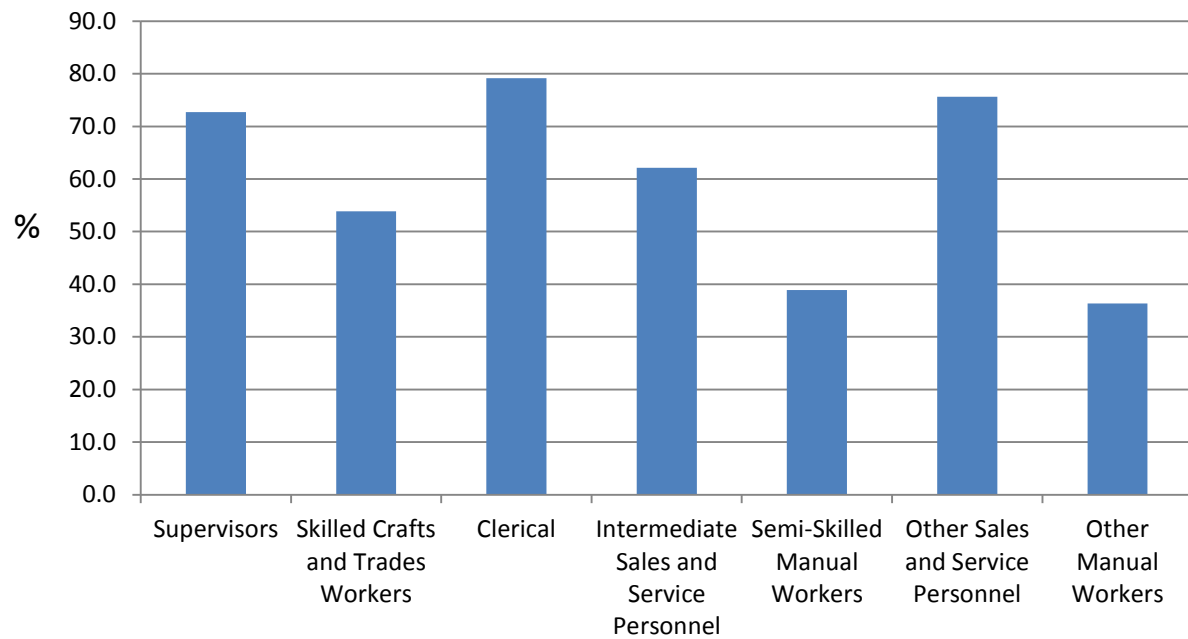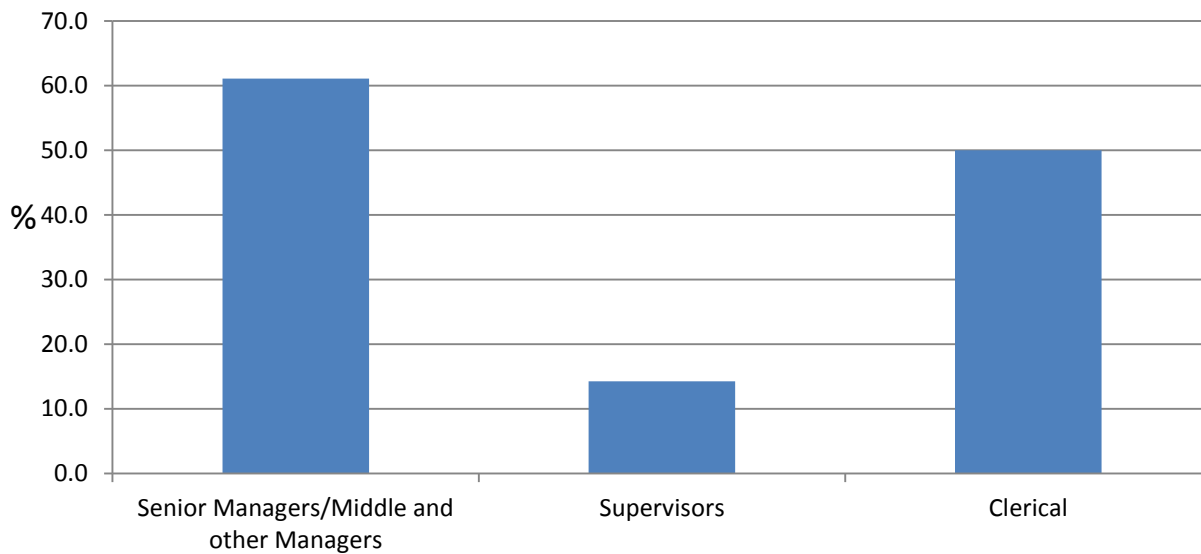
PERSONS WITH DISABILITIES

**2015 HIRES OF DESIGNATED GROUP MEMBERS,
AS A PROPORTION OF
TOTAL UNIVERSITY HIRES**

Bar chart showing percentage of hires by group: Female 57, Aboriginal Persons 1, Visible Minorities 21, Persons with Disabilities 2.
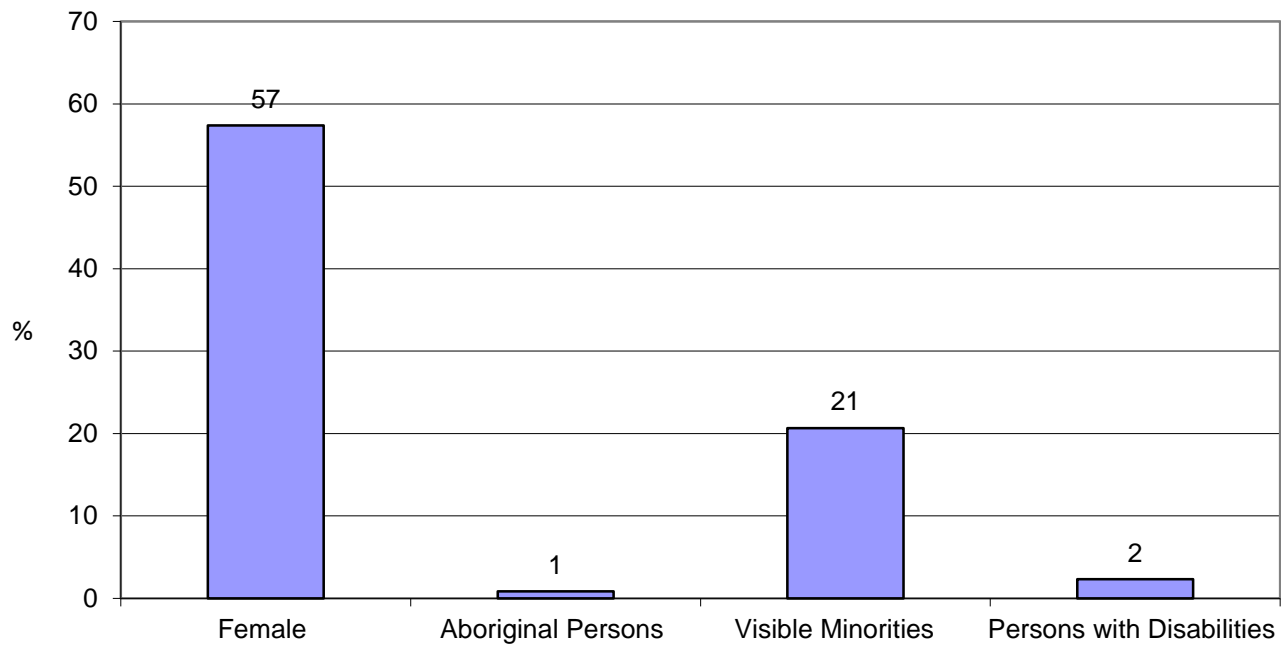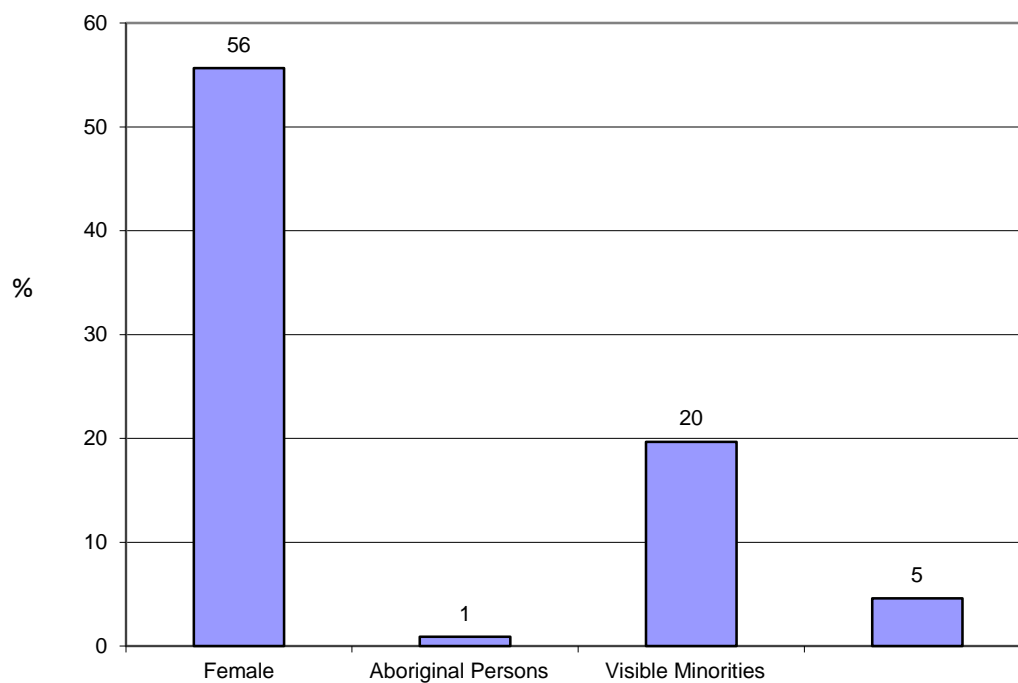
APPENDIX F – Promotions

**2015 PROMOTIONS OF DESIGNATED GROUP MEMBERS,
AS A PROPORTION OF
TOTAL UNIVERSITY PROMOTIONS**
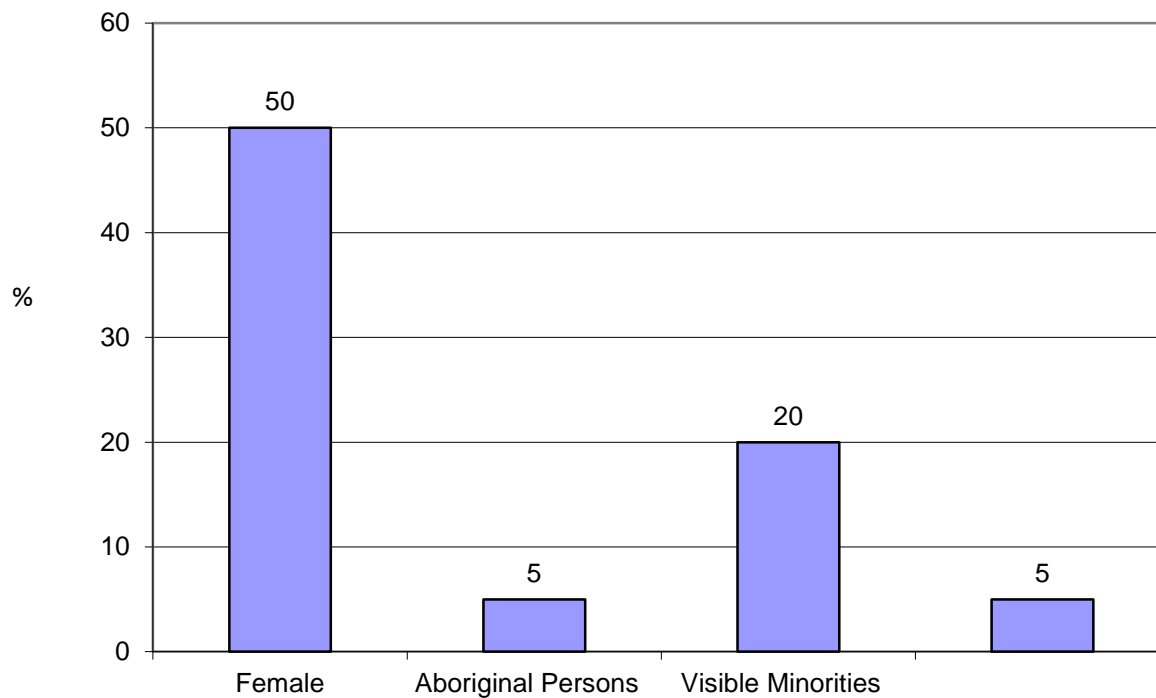
**2015 TERMINATIONS OF DESIGNATED GROUP MEMBERS,
AS A PROPORTION OF
TOTAL UNIVERSITY TERMINATIONS**

APPENDIX H – Return Rate for CUPE 3903 Units[18]

| CUPE Units	Employment Equity Survey Return Rate per Unit %
Cdn. Union of Public Employees 3903 - 1 Cdn. Union of Public Employees 3903 - 2 Cdn. Union of Public Employees 3903 - 3	21 63 4

CUPE Exempt	Employment Equity Survey Return Rate per Unit %
CUPE Exempt	12

[18] Efforts will continue in 2014 to increase the response rate for CUPE 3903 and CUPE Exempt.
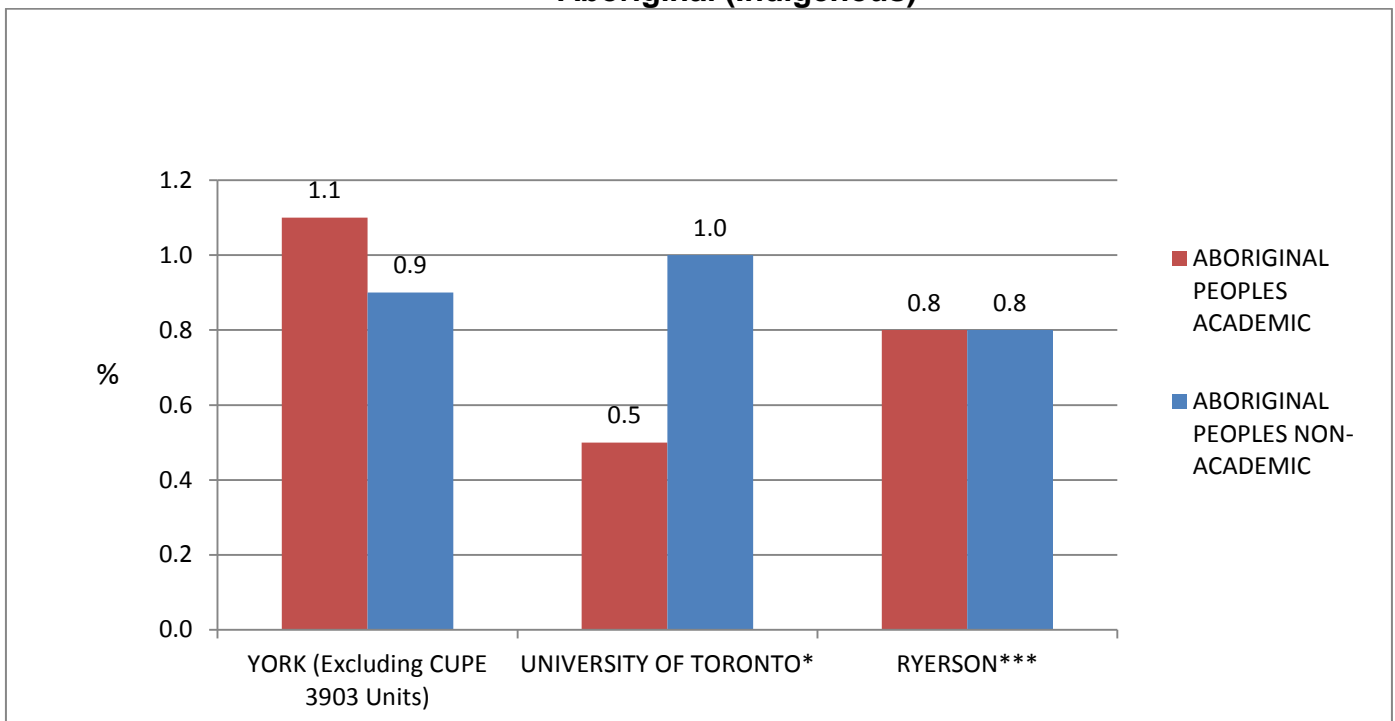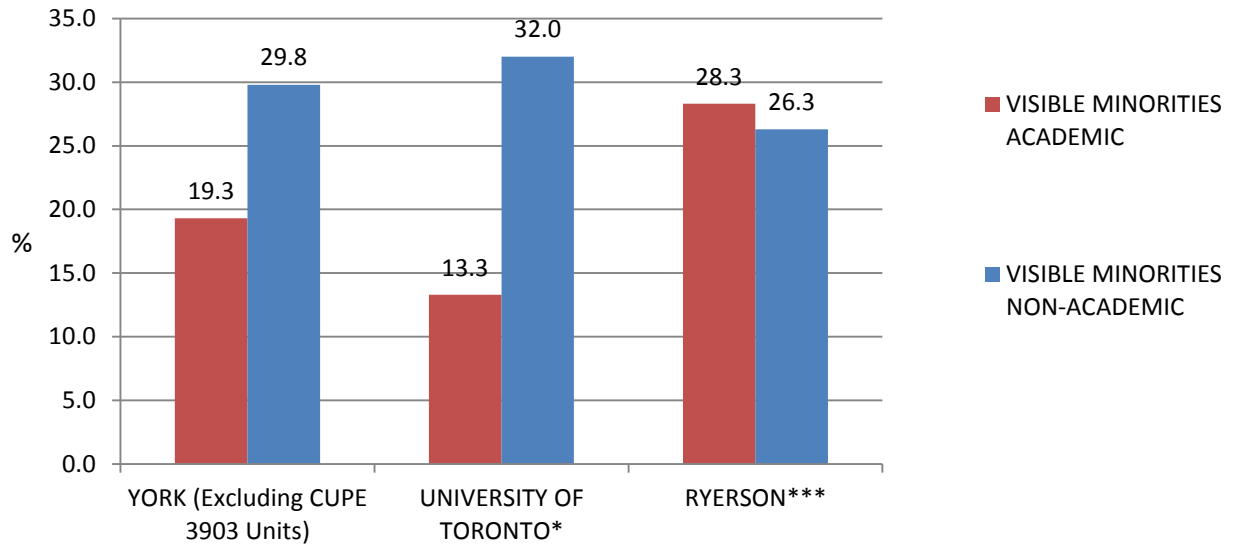
APPENDIX I – Ontario University Comparison
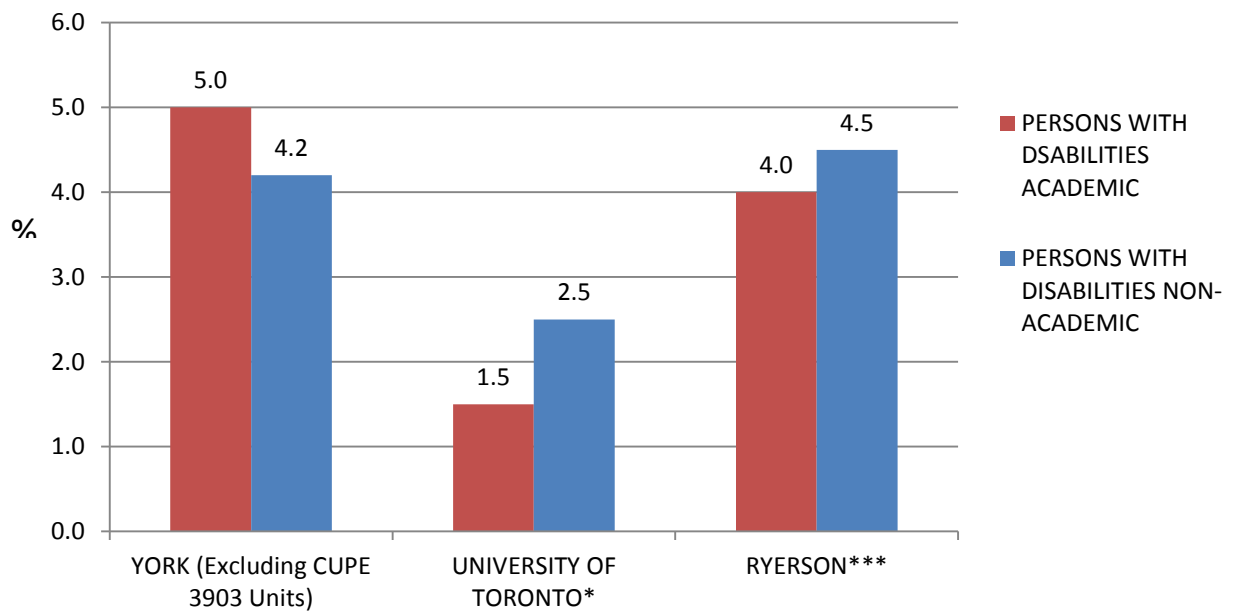
Women
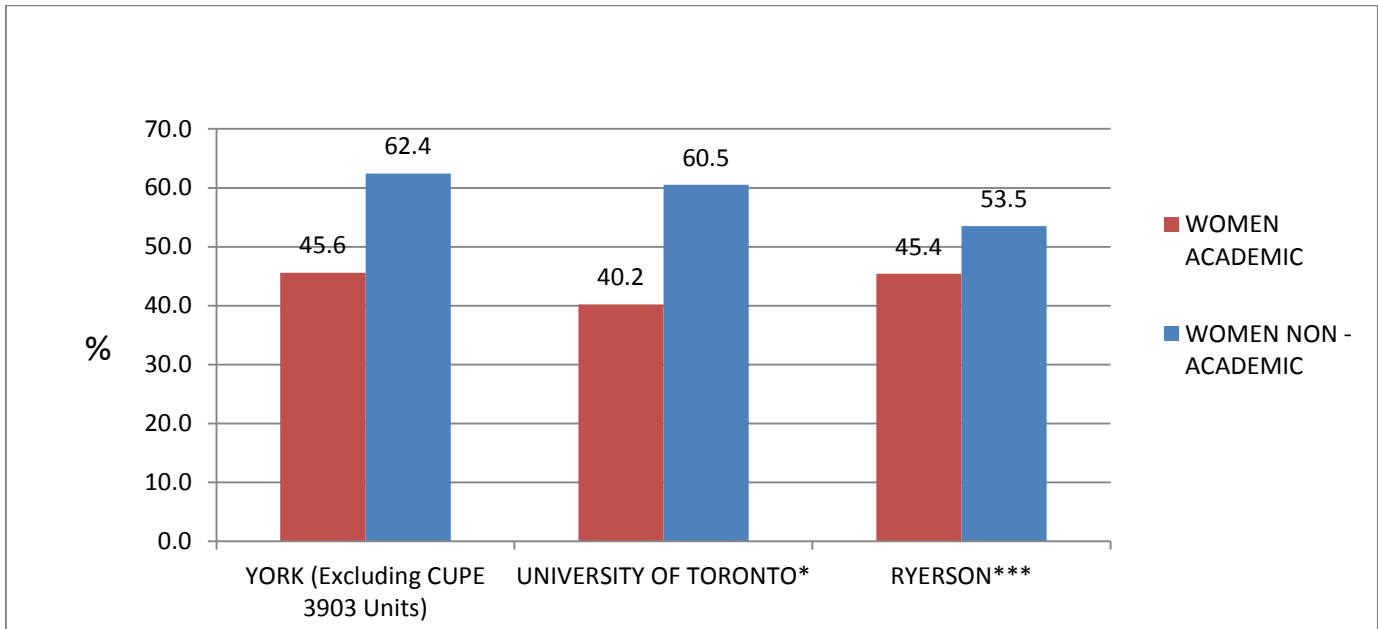
*2013, ***2010

Aboriginal (Indigenous)

*2013, ***2010

Visible Minorities (Racialized)

*2013, ***2010

Persons with Disabilities

*2013, ***2010