



# **2018 Annual Employment Equity Statistical Report**

**Board Governance & Human Resources Committee  
June 2019**

**Annette Boodram  
Equity, Diversity & Inclusion**

## Table of Contents

<b>1. Executive Summary .....</b>	<b>3</b>
<b>2.1 Employment Equity Survey Return Rate .....</b>	<b>5</b>
<b>2.2 Overall Representation Rates.....</b>	<b>5</b>
<b>2.3 Women .....</b>	<b>6</b>
<b>2.4 Aboriginal (Indigenous) Persons .....</b>	<b>9</b>
<b>2.5 Visible Minorities (Racialized) .....</b>	<b>15</b>
<b>2.6 Persons with Disabilities.....</b>	<b>20</b>
<b>2.7 LGBTQ2 .....</b>	<b>23</b>
<b>3. Plans for 2019/ 2020 .....</b>	<b>24</b>
<b>Glossary of Terms .....</b>	<b>26</b>
<b>APPENDIX A –</b>	
<b>A brief description of Employment Equity at York University .....</b>	<b>28</b>
<b>APPENDIX B – Employment Equity Occupation Group Definitions .....</b>	<b>29</b>
<b>APPENDIX C – Employment Equity Survey Return Rate, by Division.....</b>	<b>32</b>
<b>APPENDIX D – Significant Gaps .....</b>	<b>33</b>
<b>APPENDIX E – Hires .....</b>	<b>43</b>
<b>APPENDIX F – Promotions.....</b>	<b>44</b>
<b>APPENDIX G – Exits .....</b>	<b>45</b>
<b>APPENDIX H – Return Rate for CUPE 3903 Units .....</b>	<b>46</b>
<b>APPENDIX I – Ontario University Comparison .....</b>	<b>47</b>

## 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. This year's report also includes representation rates for [LGBTQ2](#). The representation data used within the report is compared to the 2016 external availability data provided by Statistics Canada. Representation rates for Employment Equity Occupational Groups (EEOG) institutionally, as well as, divisions and Faculties at York are analyzed.

As of December 31, 2018, as per previous years, some of the significant areas of underrepresentation is visible minorities (racialized) among non-academic employees in areas that include senior managers, supervisors and skilled crafts and trades. There are also significant areas of underrepresentation of persons with disabilities and aboriginal (indigenous) persons in areas that include senior manager, middle & other managers and supervisors.

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 35% to 73%, slightly above the 69% reported in the 2017 annual employment equity report but still below the University's goal of 80%. York continues to work with CUPE 3903 to increase survey return rates by surveying CUPE members, through various survey methods, several times during the year.

Key accomplishments aimed at advancing employment equity, diversity and inclusion in 2018 included:

- **Vice President, Equity, People & Culture** - role created, hire to take place in 2019.
- Provided York University Faculty Association **LGBTQ2 Employment Equity data** to have an enhanced picture of York's demographics
- Provided York University Faculty Association **disaggregated visible minority (racialized)** employment equity data to have an enhanced picture of York's demographics
- **Unconscious Bias Training for Academic Staff** – co-facilitated approximately 15 sessions, 3 hours each from September 2018 – February 2019
- **Strengthening outreach to diverse communities – Employment subcommittee** (under Anchor York U – created by the Human Rights and Social Justice Working Group under the President's Sustainability Council); ongoing focus is to increase job applications from the local community to the University
- 

### 5 Main Goals

- Leverage the potential talents available and increase % of employees who live in the local (M3K, M3L, M3M, M3N - Steeles to Wilson, Weston to Keele) community;
- Volunteerism – Develop policy that identifies volunteer opportunities for York employees;
- Partnering with educational institutions, i.e. High School co-op program;

- YUTA - examine and promote process to external community members as a way to gain employment at York;
- Aramark – another avenue for employment that we could leverage;
- **Succeeded with** York University’s first compliance assessment for the [Federal Contractors Program](#) (FCP) under the [Employment Equity Act](#), mandated by Employment and Social Development Canada/Government of Canada. The next audit scheduled in 2020
- **Affirmative Action plan** for the Vision: Science to Applications (VISTA) project – funded by the Canada-First Research Excellence Fund, to assist in meeting government mandated and university equity objectives for the Grant. Will be applicable to Faculty appointments going forward
- **Ongoing implementation** of, and/or support to, key human rights and employment equity events for York staff, faculty and/or students, including workshops and conferences
  - Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (**CAPDHHE**) conference
  - Anti-Racism **Talk Shops: during the Summer/Fall of 2018 (2 sessions)**
  - Employment Equity and Retention **for Managers and Employees**
- **Embedded diversity competencies** within leadership and Human Resources frameworks
- **Transition of the Affirmative Action Program** for Academic hires to the Equity, Diversity & Inclusion Officer staff position

A few areas of focus for 2019 and beyond include<sup>1</sup>:

- **Roll-out of an applicant tracking system** for non-academic hires to allow for a more robust method of tracking diverse applicants from point of application to hire/onboarding
- **York Student Identity Census** – ongoing exploration of a diversity survey to capture equity data from all undergraduate and graduate students that can inform York University’s policy, program, service, and environment evaluation and development
- **Employment Systems Review** – the University will continue activities to assess non-academic recruitment practices and policies to identify possible barriers to employment
- **Maintain Strategic Relationships** with professional networks and candidate communities to build and enhance the diversity of the talent pool with top priority being visible minority (racialized) applicants, particularly for Faculty Hires
- **Continued Unconscious Bias Training** for academic and non-academic selection/search committees – to remove the potential for bias in the selection, interview and hiring process
- **Continued Collaboration with CUPE 3903** – update employment equity plan; increase self-id survey rates

---

<sup>1</sup> See here for the complete list of Areas of focus for 2019 and beyond

- **Communicate Equity Gaps** to individual departments with the goal of closing existing gaps; academic departments have targets for women (40% representation) and targets for visible minority (racialized) groups (25% representation)
- **Continued networking on a quarterly basis** with equity professionals at other Canadian Universities to share best practices

## 2. 2018 Employment Equity Figures

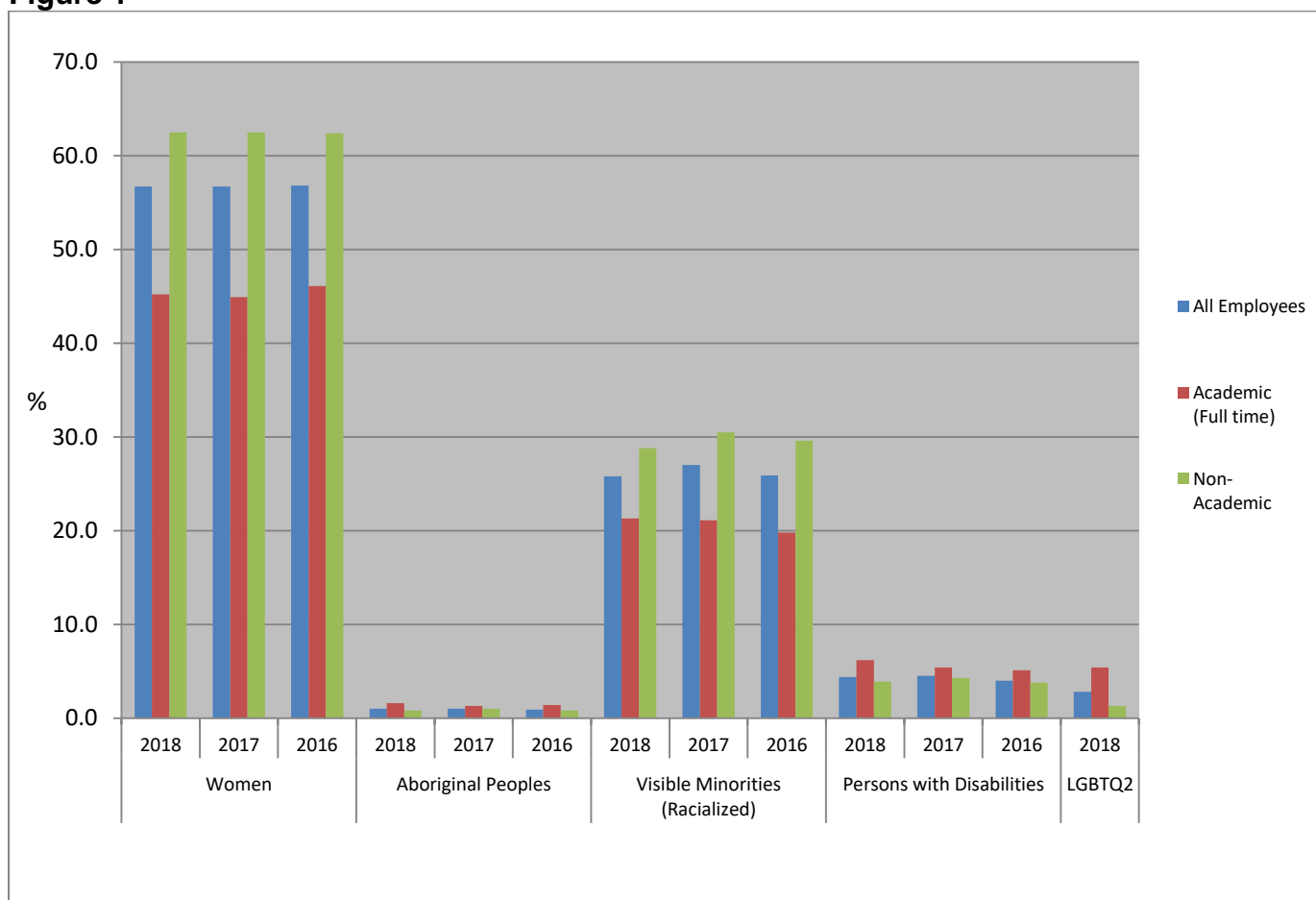
### 2.1 Employment Equity Survey Return Rate

The average survey return rate in 2018 for employees across all divisions is 79%<sup>2</sup> (see [Appendix C](#) for further details). All vice president divisions with the exception of VP Academic had return rates just under 80%.

### 2.2 Overall Representation Rates

Summary of Representation Rates for Designated Groups, 2018, 2017, 2016

Figure 1



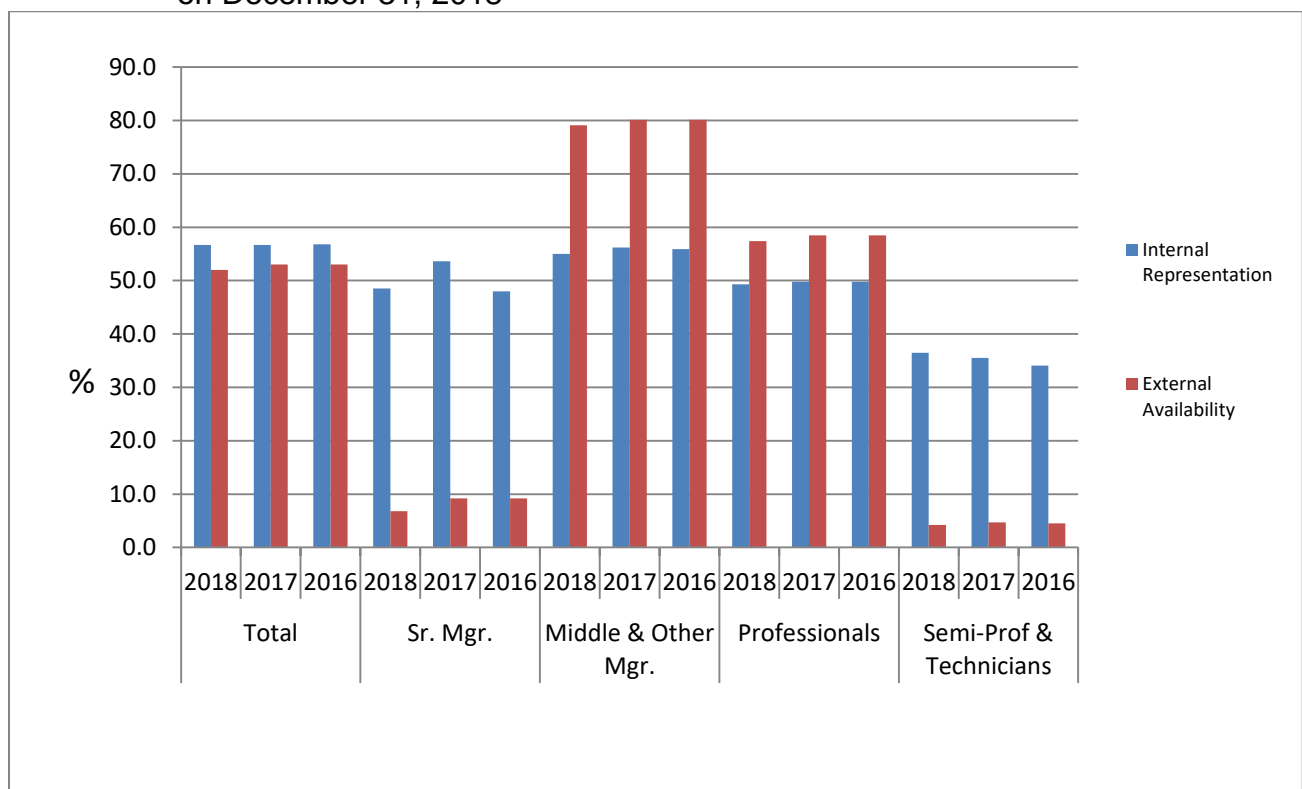
<sup>2</sup> For this report the total employee count in 2018 is 4010. Employees in CUPE 3903 and CUPE Exempt have not been included in this chart or subsequent charts and counts.

## 2.3 Women

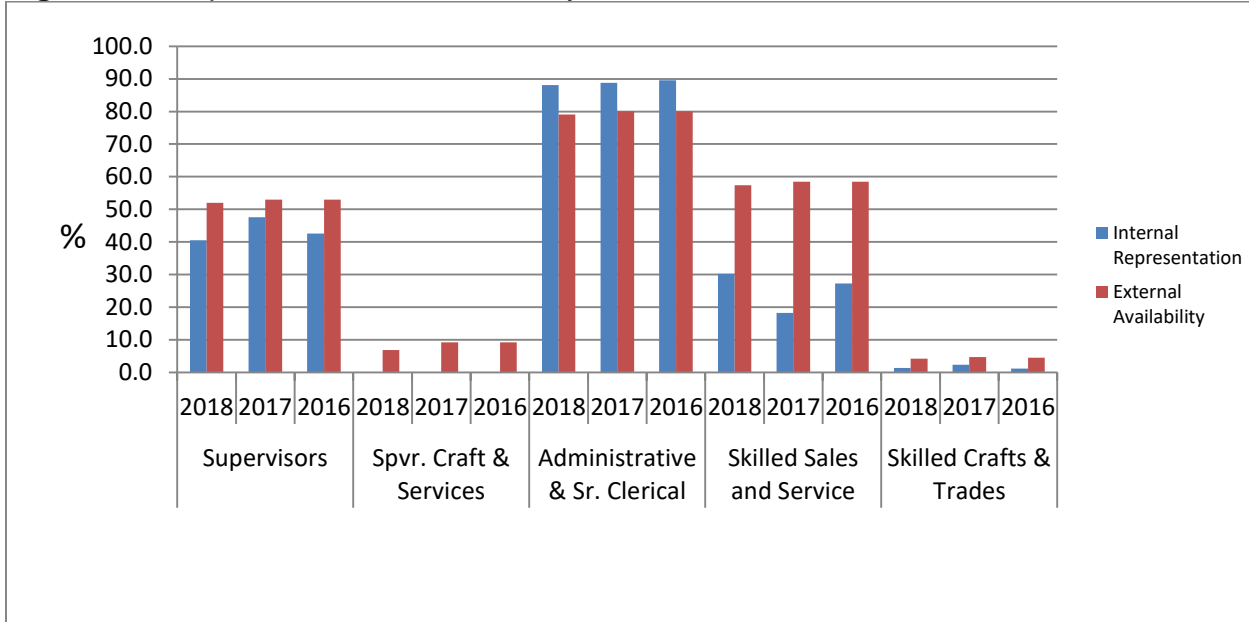
Similar to December 31, 2017, over 56% of the employees at York were women (**Figure 1**). This compares to an aggregated external availability figure of 53%. Internal representation figures continue to be relatively stable when compared to figures from 2017.

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 45.2% and the external availability was also 45.2%. Within the non-academic group, the internal representation of women was 62.5% and the external availability was 56.6%.

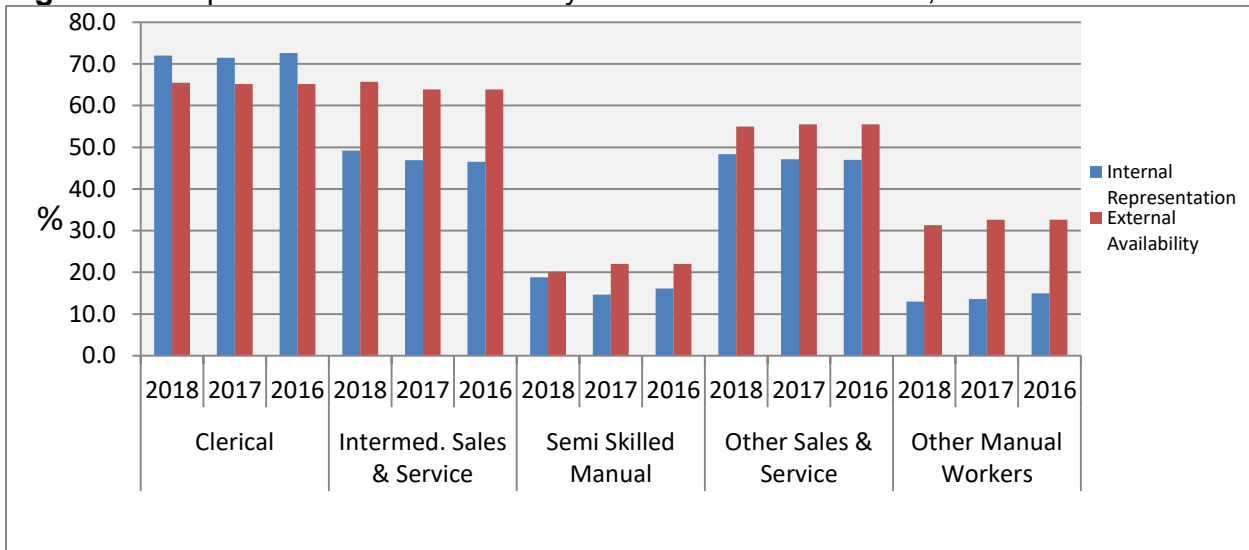
**Figure 2a.** Representation of Women by Employment Equity Occupational Group (“EEOG”) on December 31, 2018



**Figure 2b. Representation of Women by EEOG on December 31, 2018 continued**



**Figure 2c. Representation of Women by EEOG on December 31, 2018 continued**



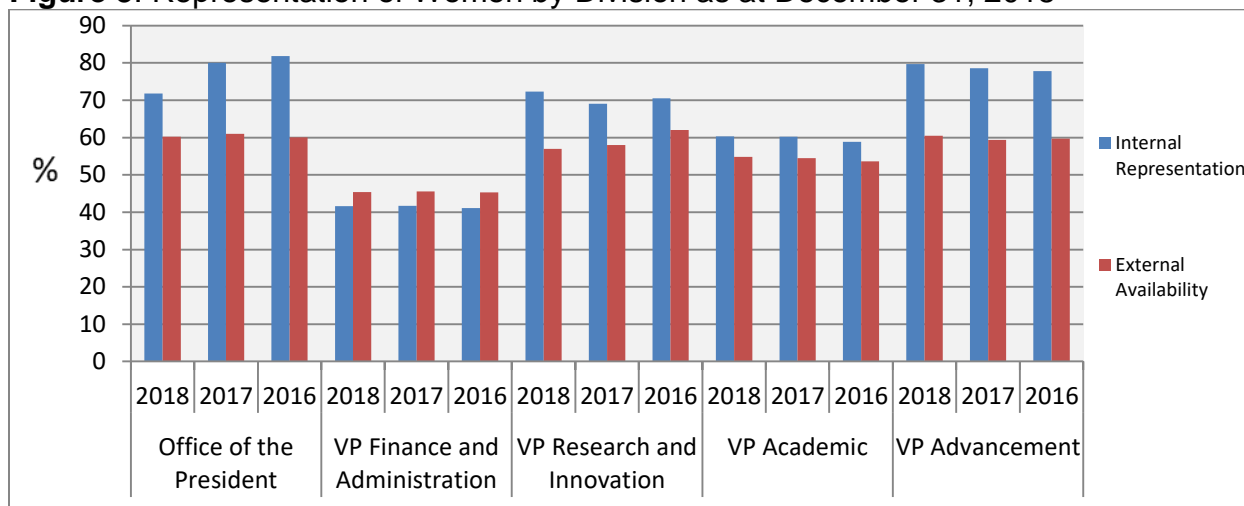
There is significant underrepresentation in this group from a University-wide perspective. In particular, there is significant underrepresentation in the following employment equity occupational groups Supervisors, Supervisors Crafts and Trades, and Intermediate Sales and Service Personnel (see Appendix D for the full list).

**2.3.1 Division and Faculty Representation of Women Analysis**

There are five divisions within the University. Figure 3 illustrates the representation of women on December 31, 2018 for the five divisions. The figures include all academic and

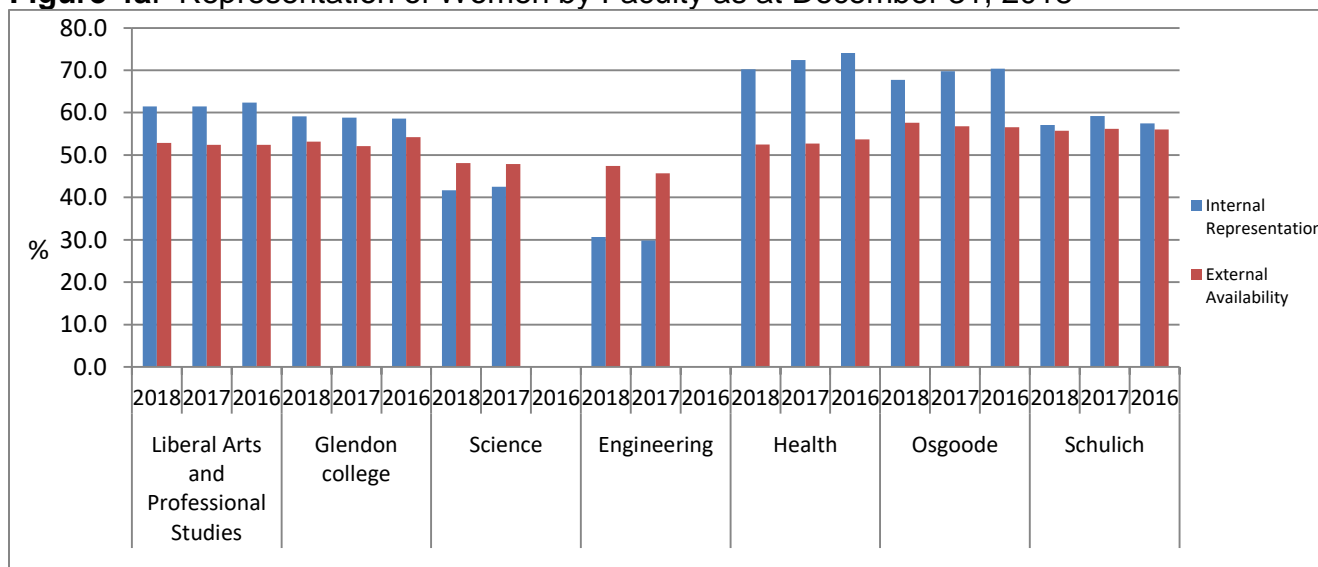
non-academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE exempt bargaining units. Women continue to exceed the external availability in four out of five divisions.

**Figure 3.** Representation of Women by Division as at December 31, 2018



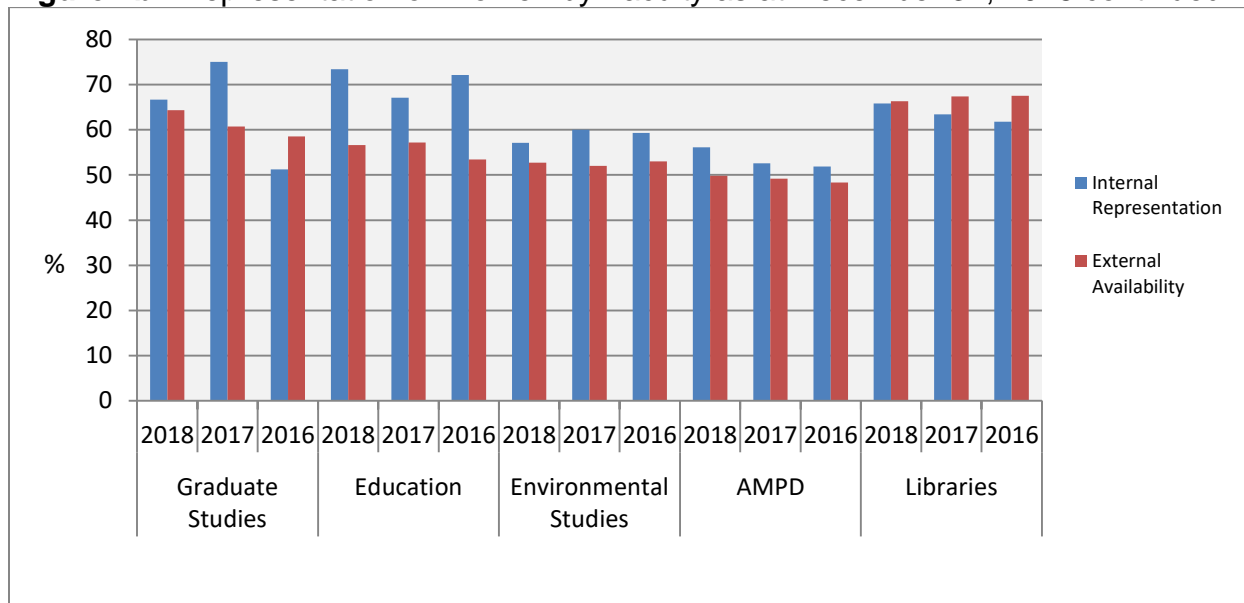
Eleven Faculties and the libraries are included in the academic division. Representation for women for each of the Faculties and the libraries has been provided in Figures 4 a) and b) below. The figures include all academic and non-academic employee groups who work within the divisions, excluding casual staff and employees in the CUPE 3903 and CUPE exempt bargaining units. Internal representation for women exceed in nine out of eleven faculties. Three-year trend analysis for Arts, Media, Performance and Design (AMPD) indicates a steady increase.

**Figure 4a.** Representation of Women by Faculty as at December 31, 2018





**Figure 4b.** Representation of Women by Faculty as at December 31, 2018 continued



### 2.3.2<sup>3</sup> Hires, Promotions<sup>4</sup> and Exits<sup>5</sup> Analysis

In 2018, women represented 59% of new hires, 57% of total promotions and 59% of total Exits. In comparison to 2017, total new hires for women decreased by 2%, promotions for Women increased by 7% and Exits for women stayed the same.

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

## 2.4 Aboriginal (Indigenous) Persons

As of December 31, 2018, 1% of the employee base identified themselves as Aboriginal (Indigenous) Persons (Figure 1). This compares to an external availability figure of 1.6%.

The academic group has an internal Indigenous representation figure of 1.6% versus an external availability figure of 1.4%.

The non-academic group has an internal representation rate of 0.8% compared to the external availability rate of 1.7%.

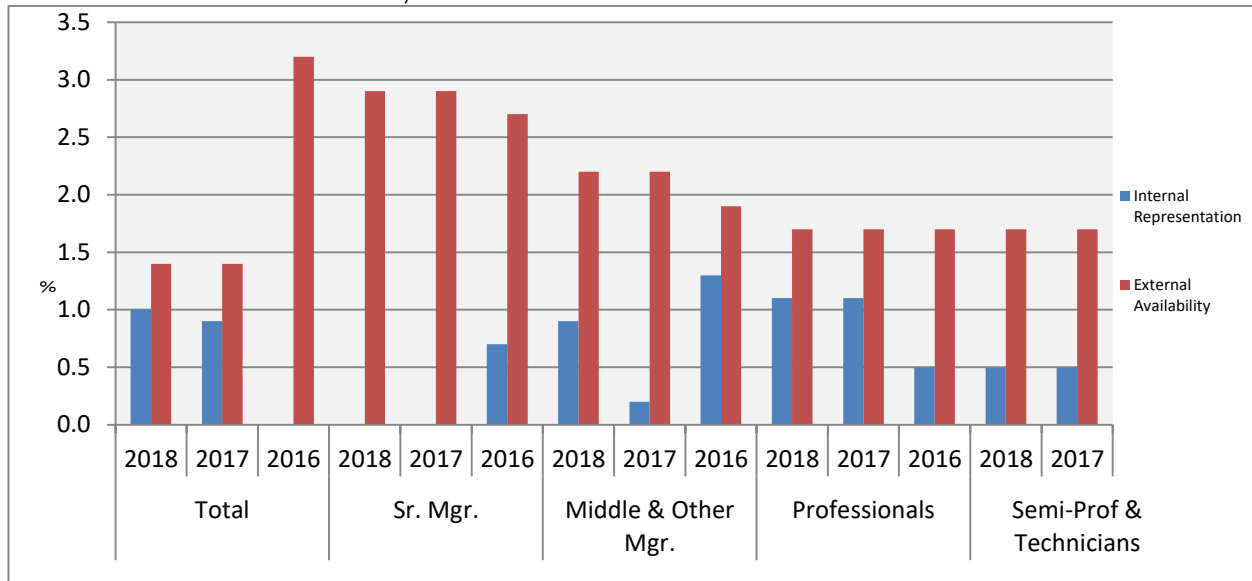
<sup>3</sup> For fulltime Faculty, for FCP purposes, a “promotion” means that:

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.

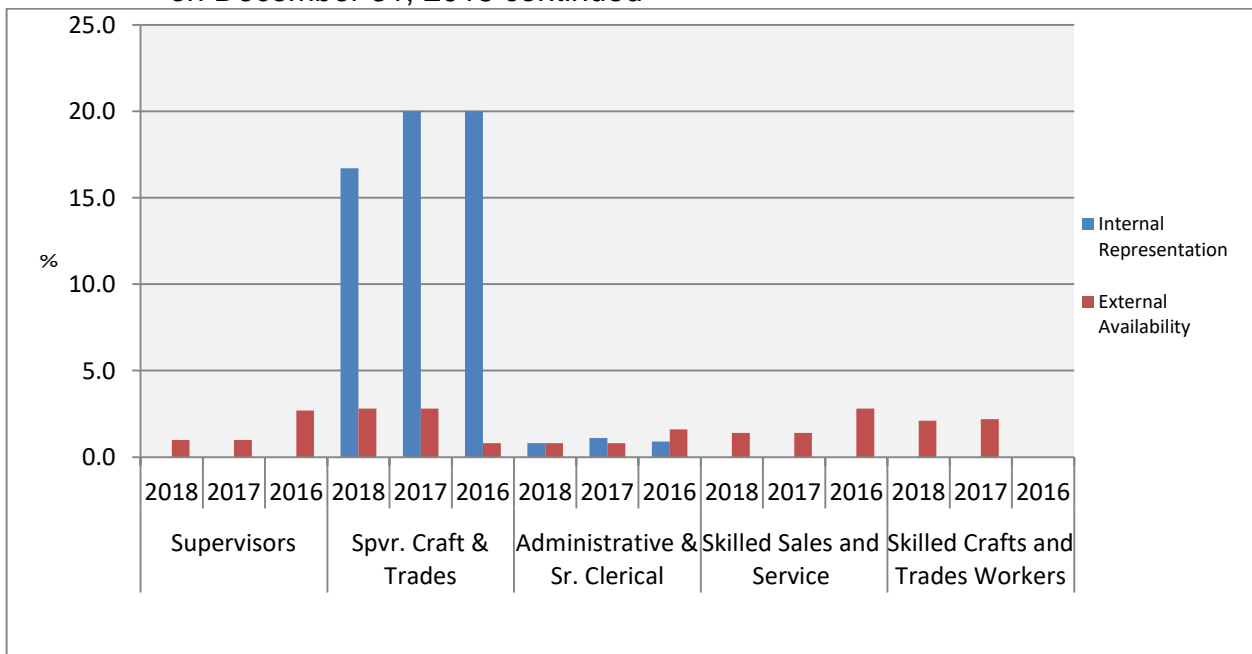
<sup>4</sup> Promotions include employees who have permanently moved from one position to another position that: a) have a higher salary range than the salary range of the position previously held by the employee, and/or b) rank higher in the organizational hierarchy

<sup>5</sup> Exits include any separation of employment from York University, including voluntary and involuntary separations (e.g. end of contract, retirement).

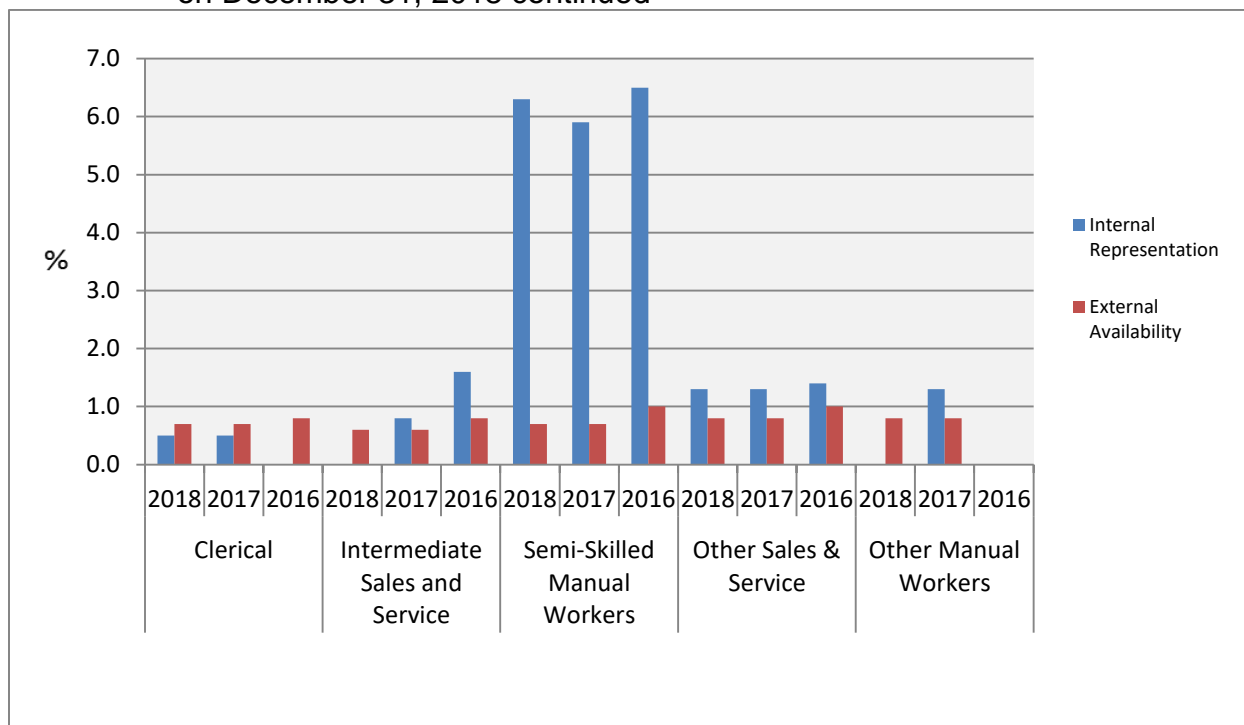
**Figure 5a.** Representation of Aboriginal (Indigenous) Persons by EEOG on December 31, 2018



**Figure 5b.** Representation of Aboriginal (Indigenous) Persons by EEOG on December 31, 2018 continued



**Figure 5c.** Representation of Aboriginal (Indigenous) Persons by EEOG on December 31, 2018 continued

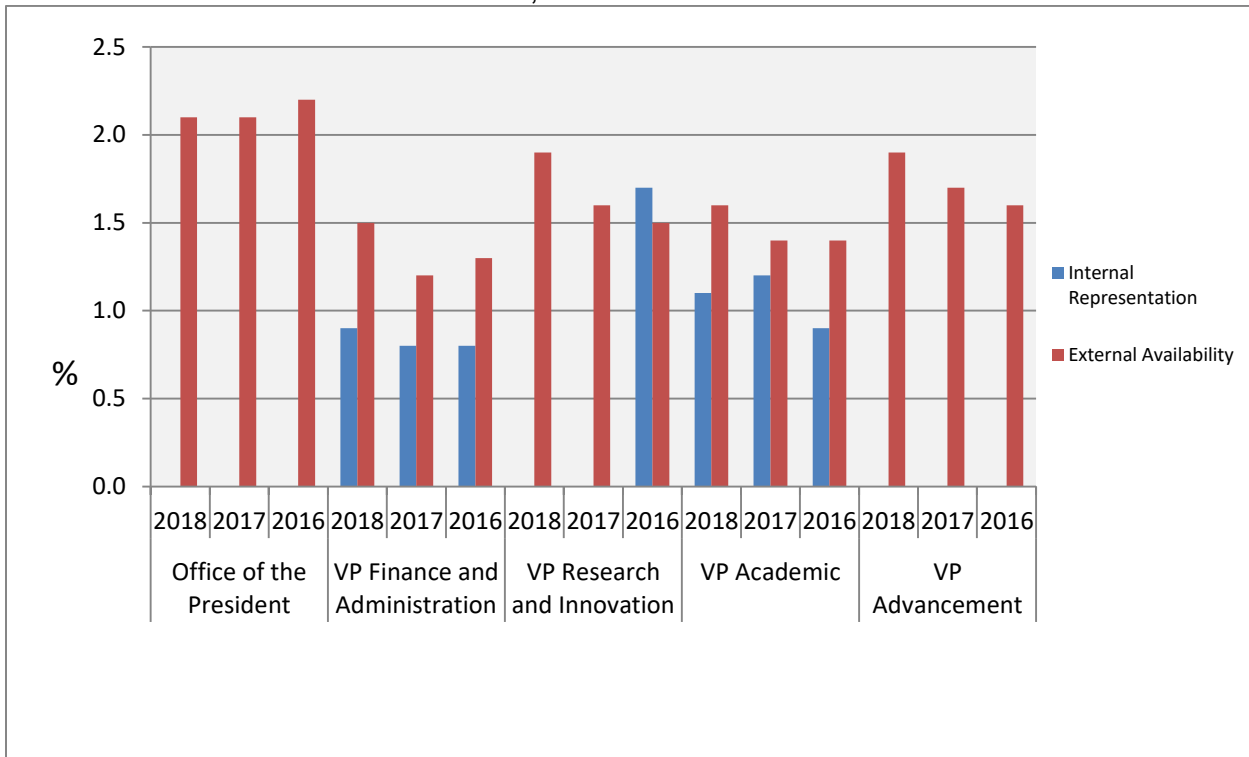


Aboriginal (Indigenous) Persons are not well represented within several EEOGs. There is significant underrepresentation from a University-wide perspective. In particular, there continues to be significant underrepresentation of Aboriginal (Indigenous) Persons in the Senior Managers, Middle and other Managers, Professionals and Semi-Professionals and Technicians EEOGs (see Appendix D). When the academic and non-academic areas are split apart, the non-academic group has significant gaps in the Senior Managers, Middle and Other Manager, Professional and Semi-Professionals and Technicians, Skilled Crafts and Trade Workers, Clerical Personnel and Intermediate Sales and Service Personnel EEOGs. The academic group has no significant gaps. Engagement strategies exist in partnership with the Centre for Aboriginal Student Services on campus, i.e. outreach to external communities to increase applications and retention strategies.

### 2.4.1 Division and Faculty Representation of Aboriginal (Indigenous) Persons Analysis

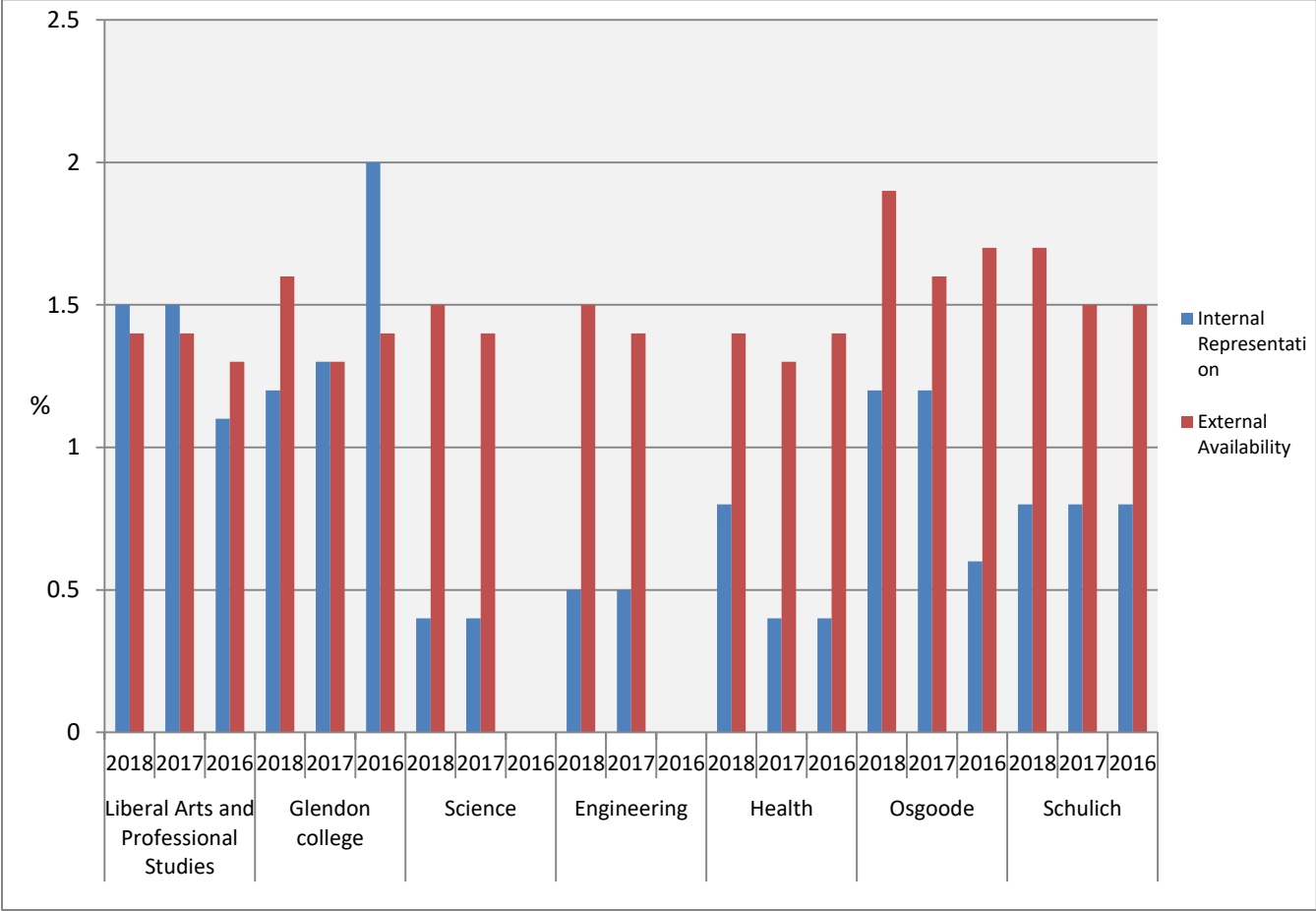
The following chart shows the representation of Aboriginal (Indigenous) persons on December 31, 2018 for the five divisions within the University. The figures include all academic and non-academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE exempt bargaining units.

**Figure 6: Summary of Representation Rates of Aboriginal (Indigenous) Persons by Division as at December 31, 2018**

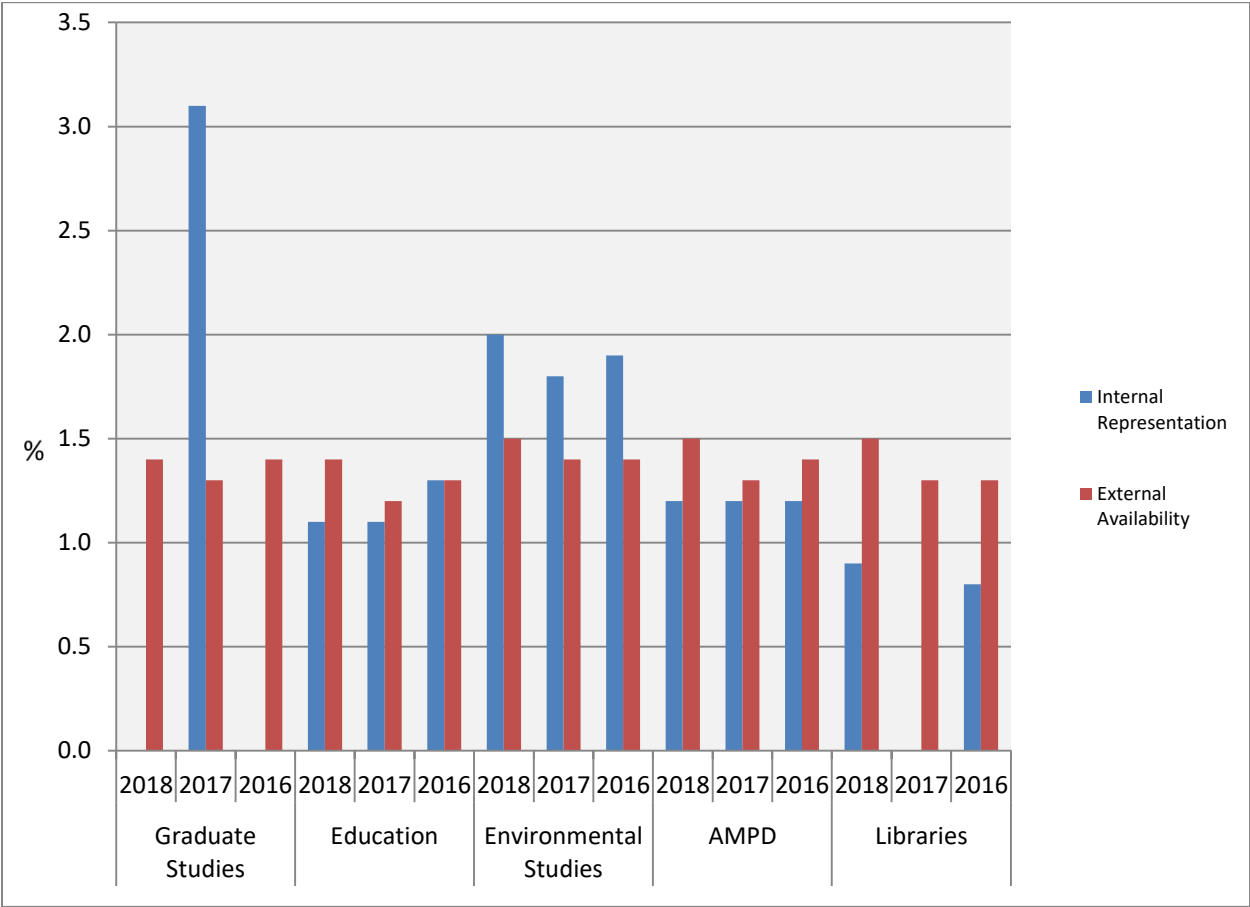


Eleven Faculties and the libraries are included in the academic division. Representation for Aboriginals for each of the Faculties and the libraries has been provided in Figures 7a) and b) on the following pages. The figures include all academic and non-academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units. Internal representation for Aboriginal (Indigenous) Persons exceeds in one out of eleven faculties. Three-year trend analysis for Liberal Arts and Professional Studies indicates a steady increase.

**Figure 7a.** Summary of Representation Rates of Aboriginal (Indigenous) Persons by on December 31, 2018



**Figure 7b.** Summary of Representation Rates of Aboriginal (Indigenous) Persons by Faculty on December 31, 2018



**2.4.2 Hires, Promotions<sup>6</sup> and Exits<sup>7</sup>**

Aboriginal (Indigenous) persons represented 0% of new hires, 0% of total promotions and 1% of total Exits. In comparison to 2017, total new hires for Aboriginal persons decreased by 1%, promotions for Aboriginal (Indigenous) persons remained the same and Exits for Aboriginal (Indigenous) persons also remained the same.

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

<sup>6</sup> 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>7</sup> Exits include any separation of employment from York University, including voluntary and involuntary separations (e.g. end of contract, retirement).

## 2.5 Visible Minorities (Racialized)

At the end of 2018, the University had an internal representation for visible minorities (racialized) of 25.8%, compared to an external availability of 30.8%. The academic group had an internal representation of 21.3% (Figure 1) versus an external availability of 20.8%. The non-academic group had an internal representation of 28.8% versus an external availability of 35.5%.

The analysis of desegregated visible minority (racialized) data for York University Faculty Association reflects the following:

Figure 8a)

<b>Total Vis Min (Racialized)<sup>8</sup> (25.8%)</b>	<b>Desegregated % of Visible Minority (Racialized) Group</b>	<b>Desegregated % of Total York University Faculty Association</b>
Arab	3.9	0.8
Black (e.g. African, American, Canadian, Caribbean)	5.7	1.1
Chinese	9.7	1.9
Filipino	1.1	0.2
Japanese	1.8	0.4
Korean	1.8	0.4
Non-White Latin American (including indigenous persons from Central and South America)	0.4	0.1
South Asian/West Indian (e.g., Bangladeshi, Pakistani, Indian, Guyanese, Trinidadian, Sri Lankan, East African)	10.4	2.1
Non-White West Asian (e.g., Iranian, Lebanese, Afghan)	1.4	0.3
South East Asian (e.g., Burmese, Cambodian/Kampuchean, Laotian, Malaysian, Thai, Vietnamese, Indonesian)	0.7	0.1
Persons with Mixed Origin	4.3	0.9

The highest representation is from South Asian/West Indian (e.g., Bangladeshi, Pakistani, Indian, Guyanese, Trinidadian, Sri Lankan, East African); the lowest representation is from South East Asian (e.g., Burmese, Cambodian/Kampuchean, Laotian, Malaysian, Thai, Vietnamese, Indonesian).

<sup>8</sup> Visible Minority (Racialized) sub-categories are provided by [Statistics Canada](https://www150.statcan.gc.ca/n1/pub/92-627-x/2018001/article/00001-eng.htm) with the exception of Persons with Mixed Origin

Figure 8a (i): York University: Representation of Visible Minorities (Racialized) by EEOG on December 31, 2017

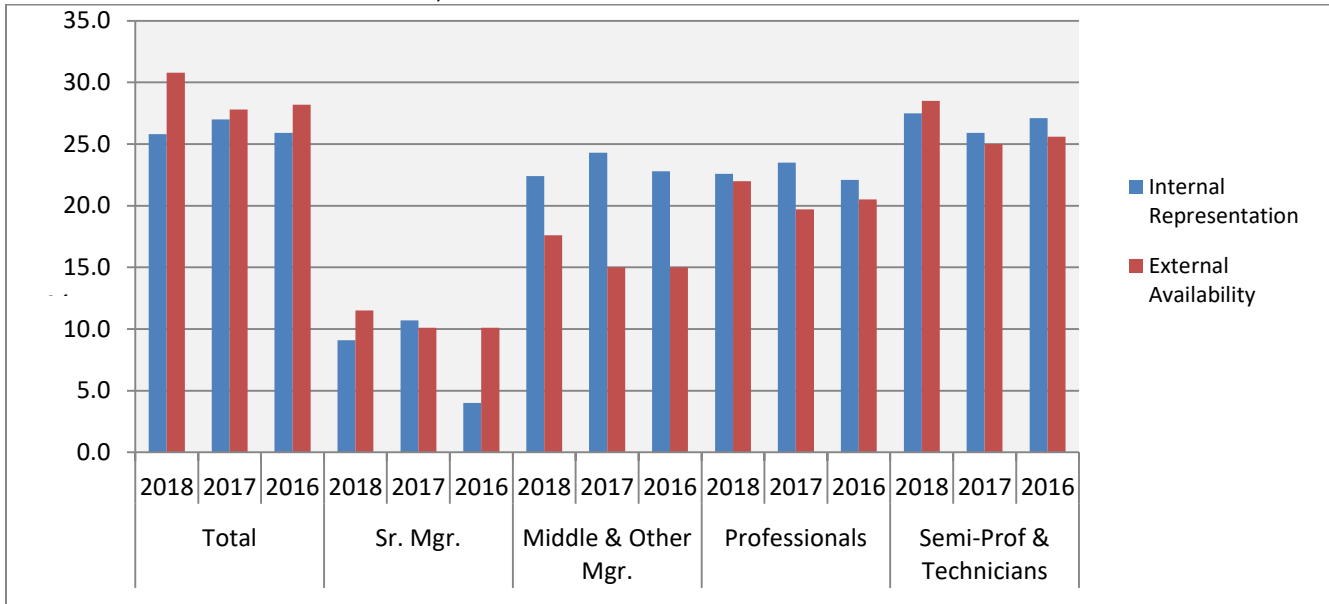


Figure 8b): York University: Representation of Visible Minorities (Racialized) by EEOG on December 31, 2017 continued

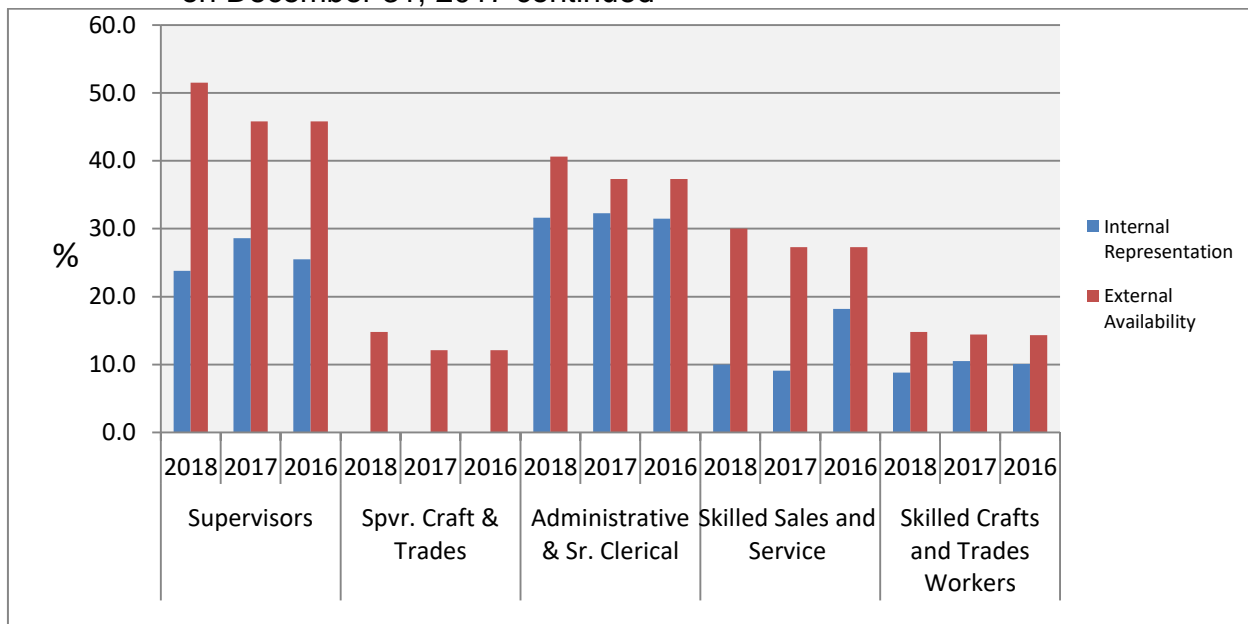
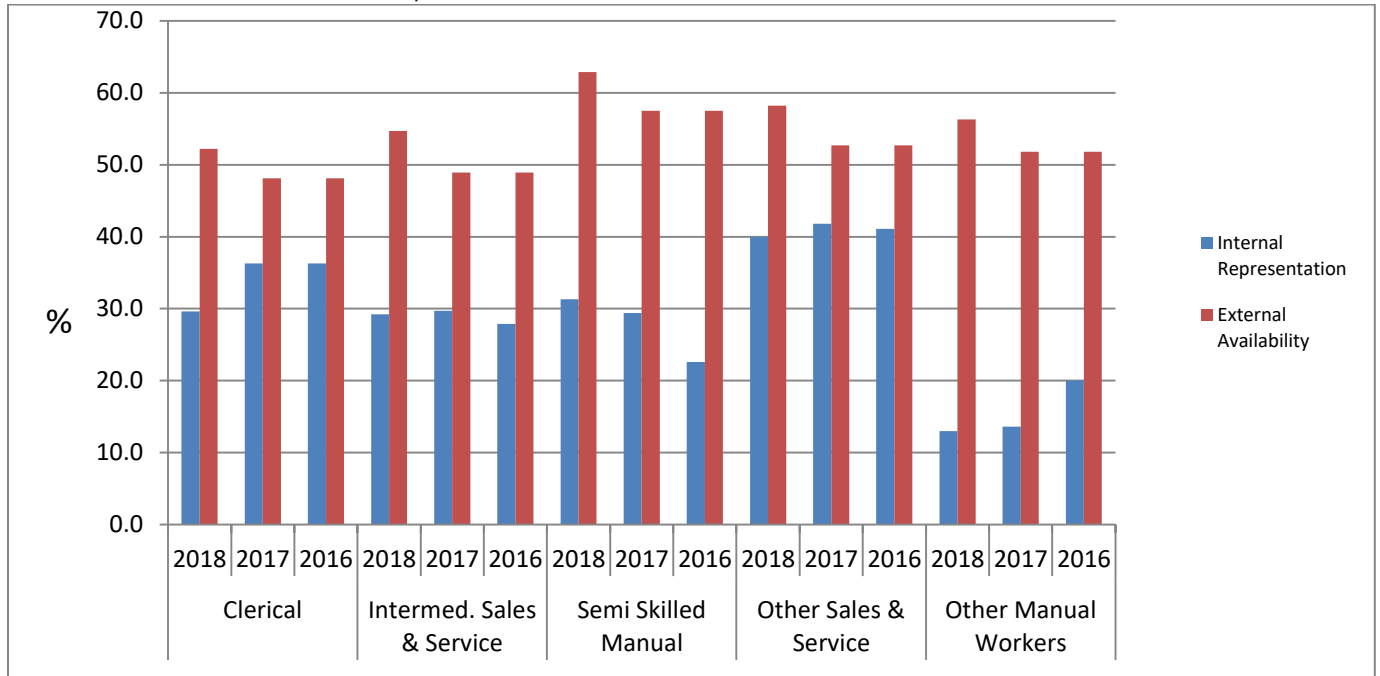




Figure 8c): York University: Representation of Visible Minorities (Racialized) by EEOG on December 31, 2018 continued

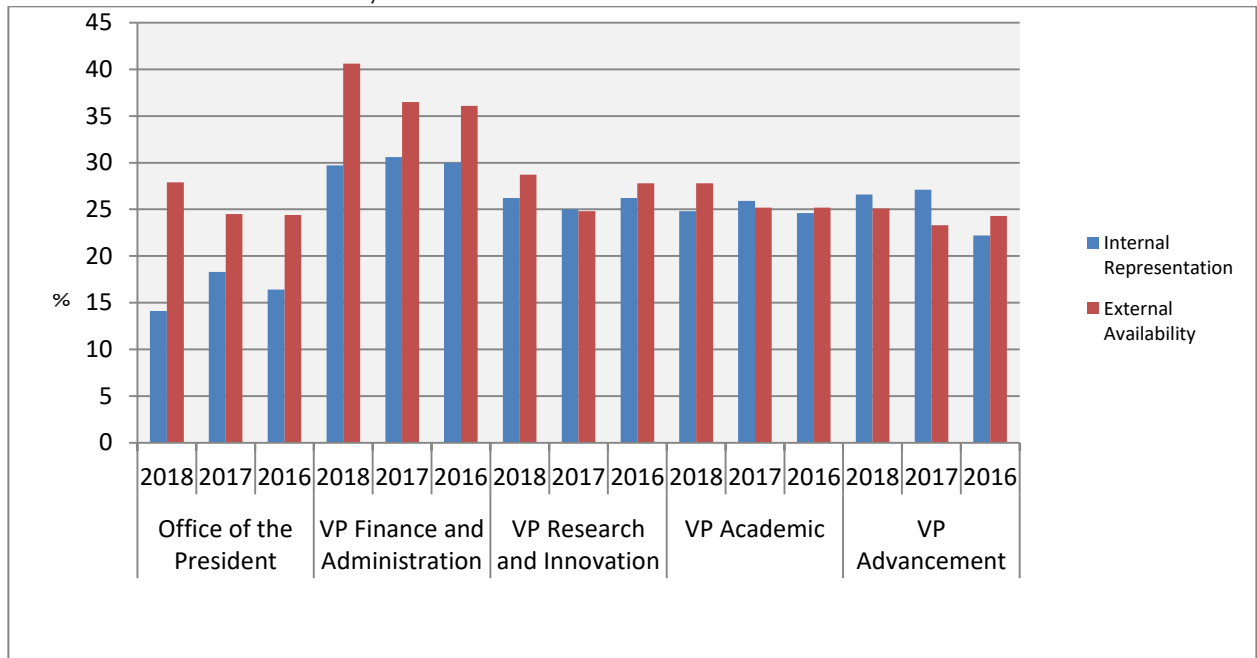


There is significant underrepresentation in the Visible Minorities (Racialized) groups from a University-wide perspective. In particular, there continues to be significant underrepresentation in the following employment equity occupational groups as examples - Senior Managers, Supervisors, Supervisors Crafts and Trades, and Intermediate Sales and Service Personnel (see Appendix D for the full list).

### 2.5.1 Division and Faculty Representation of Visible Minorities (Racialized)

The following chart shows the representation of visible minorities (racialized) on December 31, 2018, for the five 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. Visible minorities (racialized) exceed the external availability in one out of five divisions.

Figure 9): York University: Representation of Visible Minorities (Racialized) by Division on December 31, 2018



Eleven 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. Internal representation for visible minorities (racialized) exceed in three out of eleven faculties.

Figure 10a): York University: Representation of Visible Minorities (Racialized) by Faculty on December 31, 2018

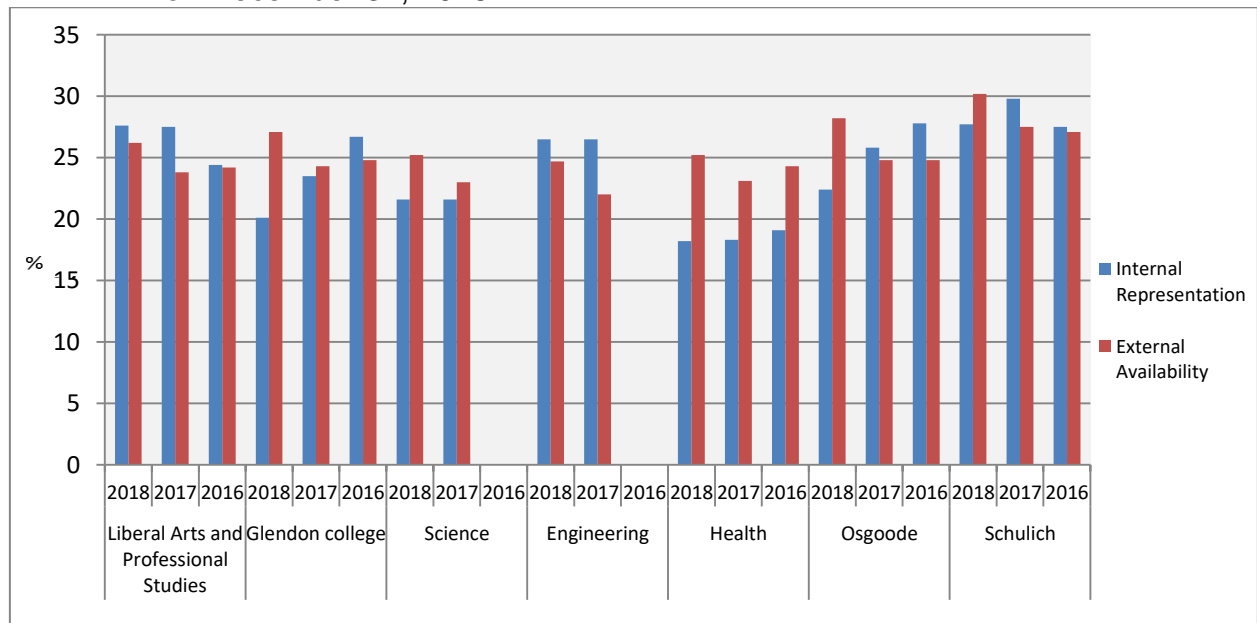
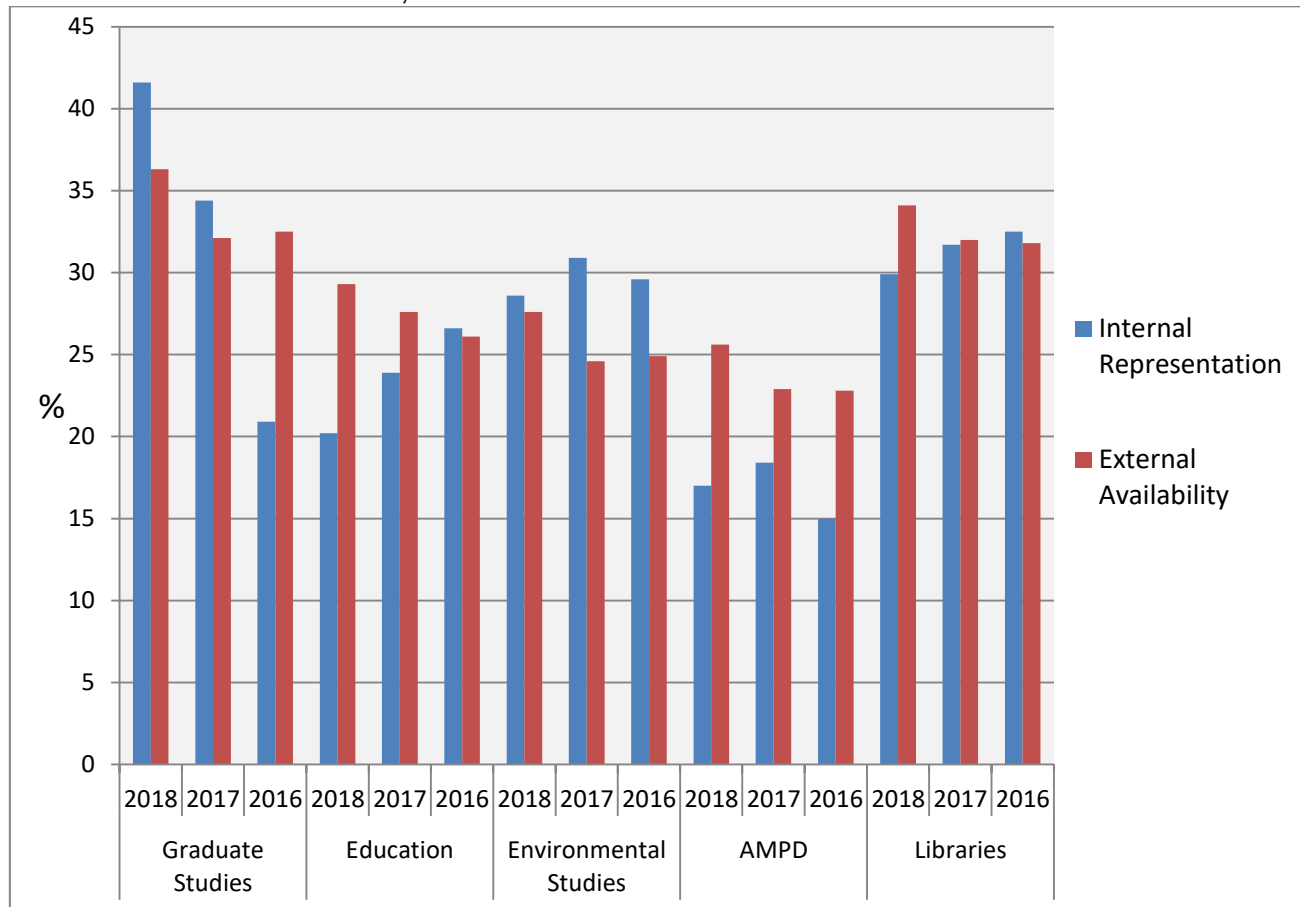


Figure 10b): York University: Representation of Visible Minorities (Racialized) by Faculty on December 31, 2017 continued



### 2.5.2. Hires, Promotions<sup>9</sup> and Exits<sup>10</sup>

In 2017, visible minorities (racialized) represented 9% of new hires, 10% of total promotions were for visible minorities (racialized) and visible minorities (racialized) represented 12% of total Exits. In comparison to 2017, total new hires for visible minorities (racialized) decreased by 4%, promotions for visible minorities (racialized) decreased by 9% and Exits for visible Minorities (racialized) increased by 1%. For further details about hire, promotion and termination data for designated group members, see Appendices E, F, G.

<sup>9</sup> 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).

## 2.6 Persons with Disabilities

As of December 31, 2018, 4.4% of the employee base identified themselves as Persons with Disabilities (Figure 1). This compares to an external availability figure of 9.0%.

Internal representation of Persons with Disabilities for the academic group is 6.2% versus an external availability of 8.9%. The non-academic group has an internal representation of 3.9% versus an external availability of 9.0%

Figure 11a): York University: Representation of Persons with Disabilities by EEOG on December 31, 2018

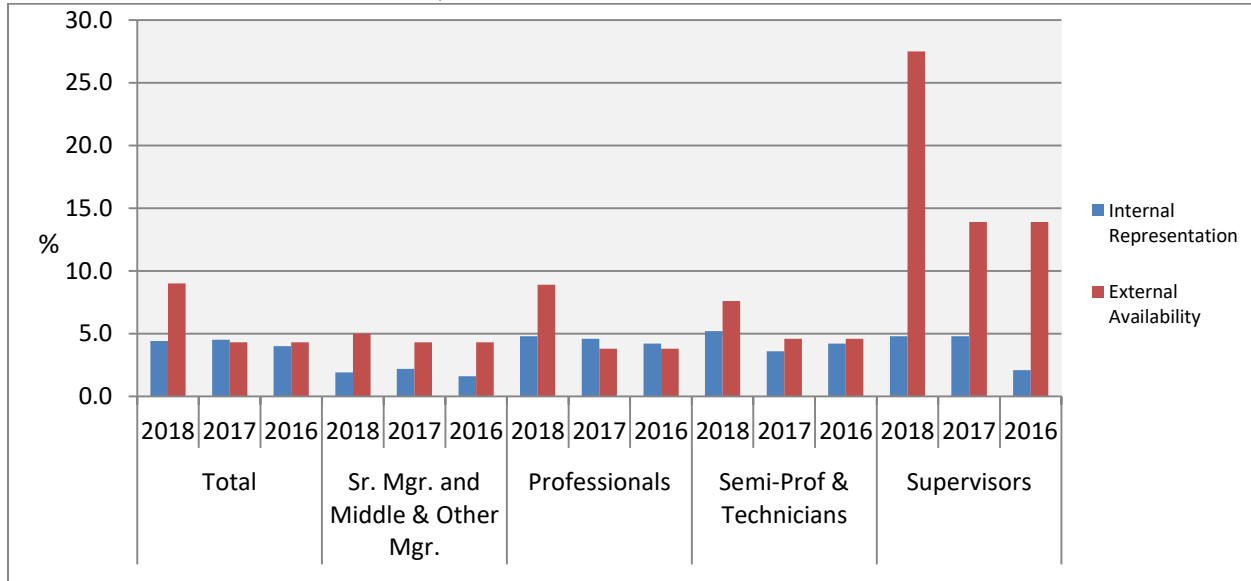


Figure 11b): York University: Representation of Persons with Disabilities by EEOG on December 31, 2018 continued

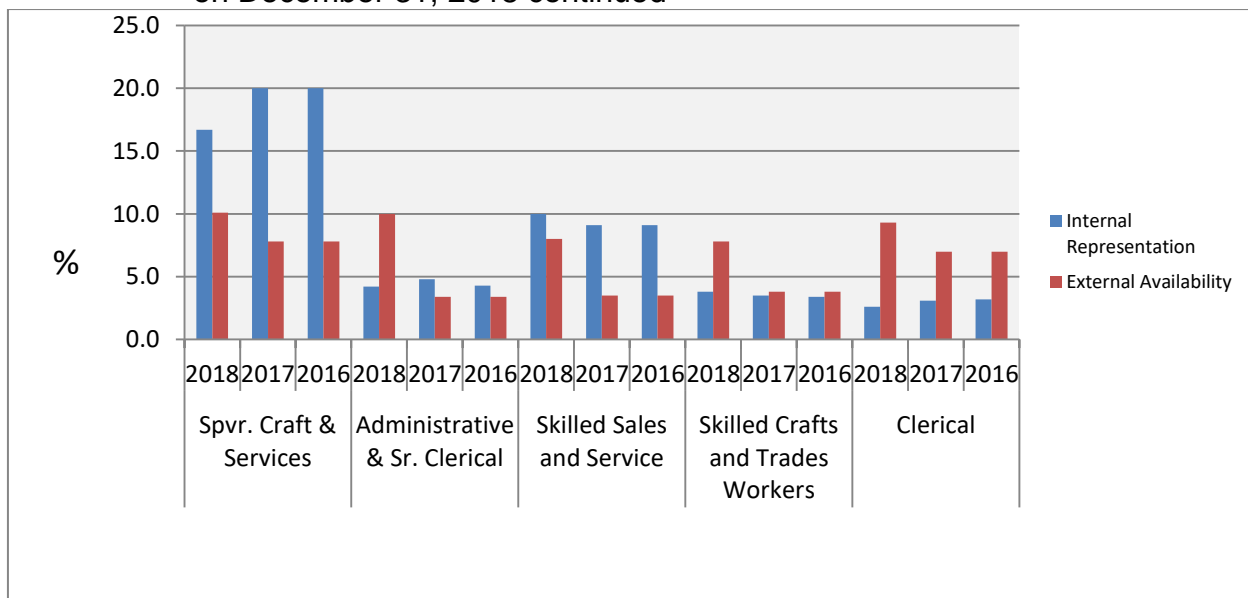
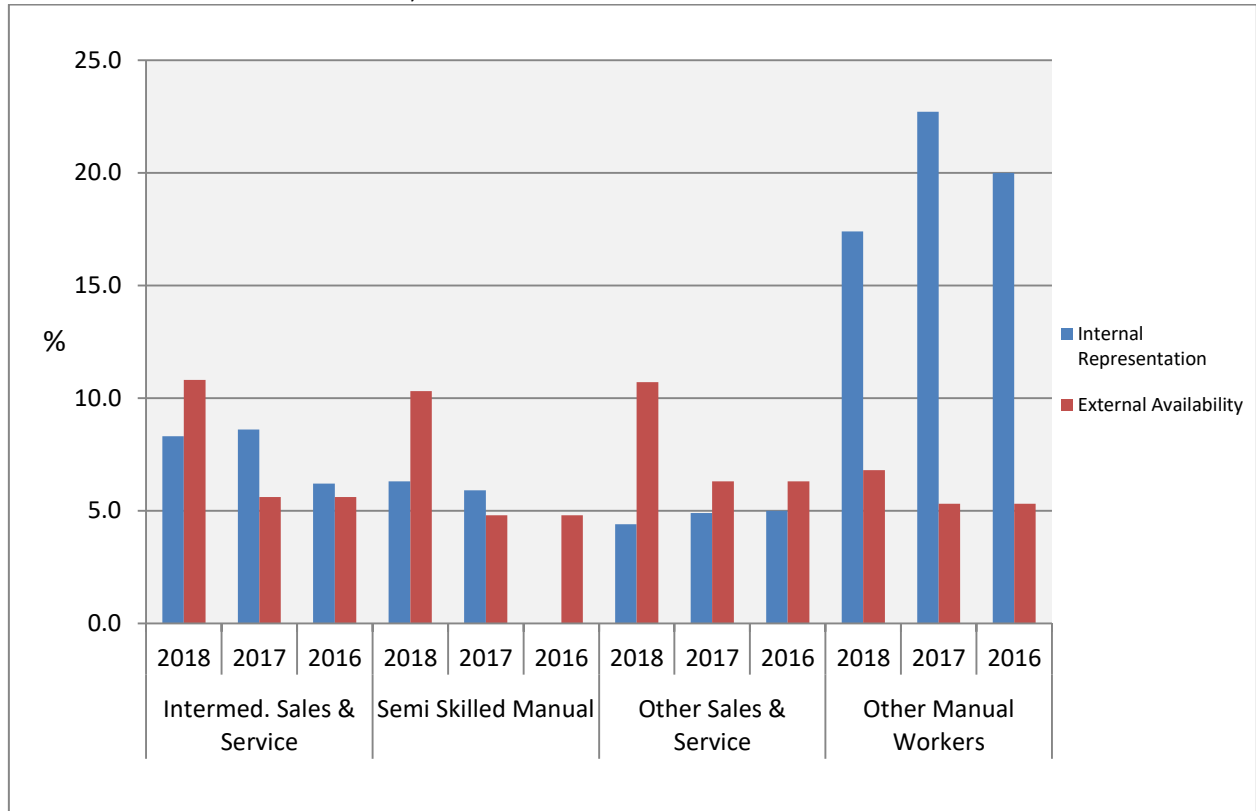


Figure 11c): York University: Representation of Persons with Disabilities by EEOG on December 31, 2017 continued

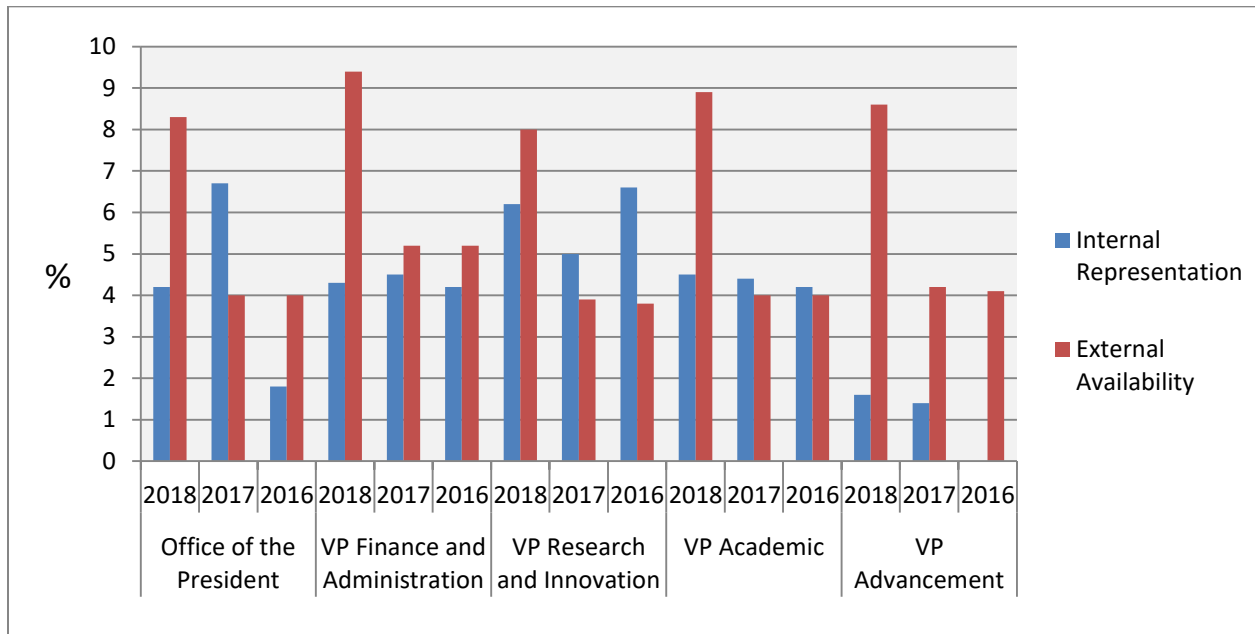


On a University-wide level, there is significant underrepresentation (see [Appendix C](#)) of Persons with Disabilities in the Senior Managers, Supervisors, Professionals, Semi-Professionals and Technicians, Intermediate Sales and Service Personnel and Other Sales and Service Personnel EEOGs as examples. When the academic and non-academic groups are split apart, the non-academic group has significant underrepresentation in the Managers, Supervisors, Professionals, Semi-Professionals and Technicians, Intermediate Sales and Service Personnel and Other Sales and Service Personnel EEOG. The academic group has significant underrepresentation in the Professionals EEOG (See [Appendix D](#) for full list).

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

The following chart shows the representation of Persons with Disabilities on December 31, 2018 for the five 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, 2018



Eleven 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, 2018

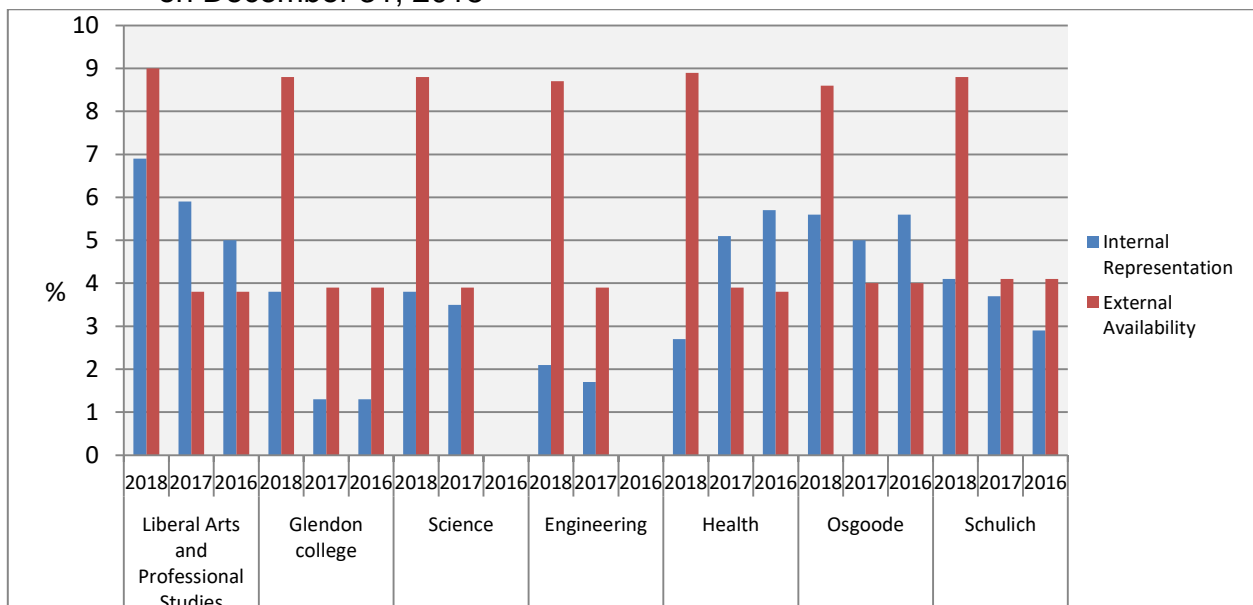
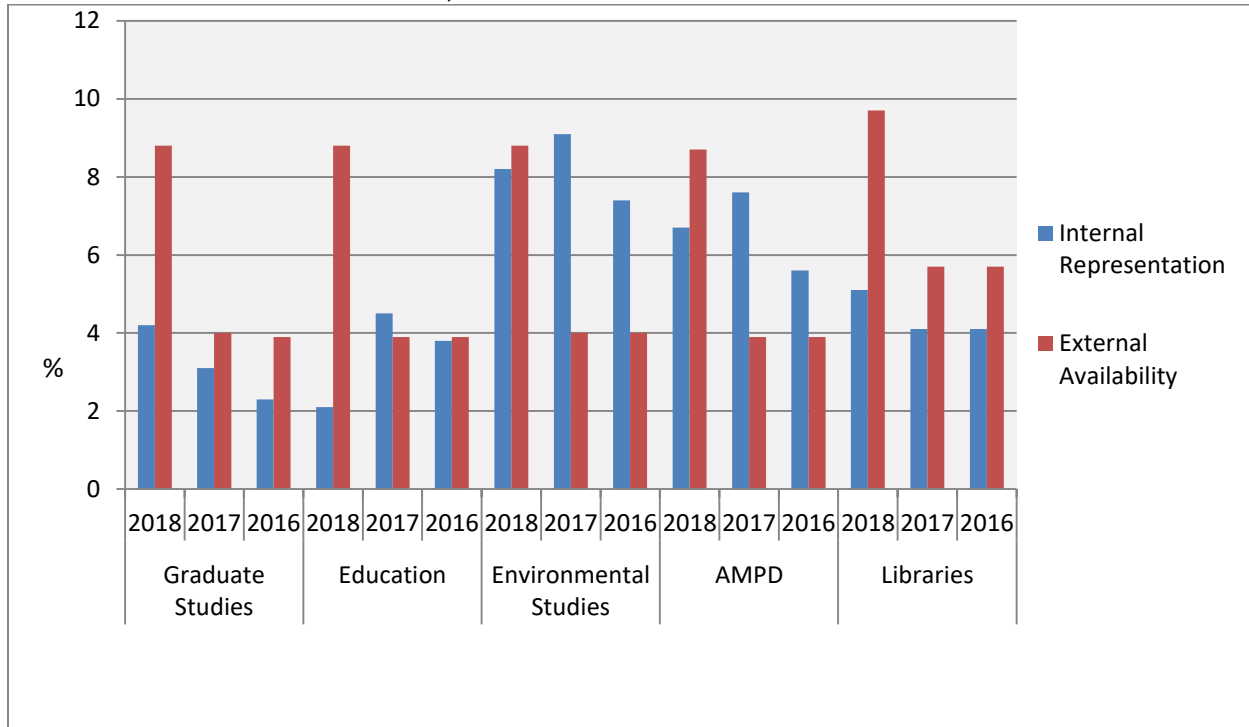


Figure 13b): York University: Representation of Persons with Disabilities by Faculty on December 31, 2017 continued



## 2.6.2 Hires, Promotions<sup>11</sup> and Exits<sup>12</sup>

In 2018, Persons with Disabilities represented 2% of new hires, 14% of total promotions were for Persons with Disabilities and Persons with Disabilities represented 2% of Exits. In comparison to 2017, total new hires for Persons with Disabilities decreased by 1%, promotions increased by 8% and Exits for Persons with Disabilities remained the same.

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

## 2.7 LGBTQ2

LGBTQ2 is an acronym for persons who identify, for example as, lesbian, gay, bisexual, transgender, two-spirited, genderqueer, questioning, or who otherwise express gender or sexual diversity. 2.8% of employees at York (Figure 1) self-identified as LGBTQ2. The internal representation of LGBTQ2 for the academic group was 5.4%. Within the non-academic group, the internal representation of LGBTQ2 was 1.3%. External availability figures are not available at this time.

<sup>11</sup> 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>12</sup> Exits include any separation of employment from York University, including voluntary and involuntary separations (e.g. end of contract, retirement).

### 3. Plans for 2019/ 2020

In 2019 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:

- **Roll-out of an applicant tracking system** for non-academic hires to allow for a more robust method of tracking diverse applicants from point of application to hire/onboarding
- **York Student Identity Census** – ongoing exploration of a diversity survey to capture equity data from all undergraduate and graduate students that can inform York University’s policy, program, service, and environment evaluation and development
- **Employment Systems Review** – the University will continue activities to assess non-academic recruitment practices and policies to identify possible barriers to employment
- **Maintain Strategic Relationships** with professional networks and candidate communities to build and enhance the diversity of the talent pool with top priority being visible minority (racialized) applicants, particularly for Faculty Hires
- **Continued Unconscious Bias Training** for academic and non-academic selection/search committees – to remove the potential for bias in the selection, interview and hiring process
- **Continued Collaboration with CUPE 3903** – update employment equity plan; increase self-id survey rates
- **Communicate Equity Gaps** to individual departments with the goal of closing existing gaps; academic departments have targets for women (40% representation) and targets for visible minority (racialized) groups (25% representation)
- **Continued networking on a quarterly basis** with equity professionals at other Canadian Universities to share best practices



Contact Information:

Annette Boodram  
Equity, Diversity & Inclusion Officer  
Talent Acquisition & Development, Human Resources  
[boodram@yorku.ca](mailto:boodram@yorku.ca)  
416-736-2100 ext. 20848

For previous Employment Equity Statistical Reports:  
[2017 Annual Statistical Employment Equity Report](#)

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](#)
- [Racism \(Policy and Procedures\)](#)
- [Workplace Harassment Policy](#)
- [Workplace Violence Prevention](#)

## **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 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 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.

### **LGBTQ2:**

An acronym for persons who identify, for example as, lesbian, gay, bisexual, transgender, two-spirited, 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

<https://www.canada.ca/en/employment-social-development/services/employment-equity/tools/technical.html#h2.3>

**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), 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 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.

#### **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 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 must be members of a professional organization.

Examples: Diversity & Inclusion Consultant; 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.

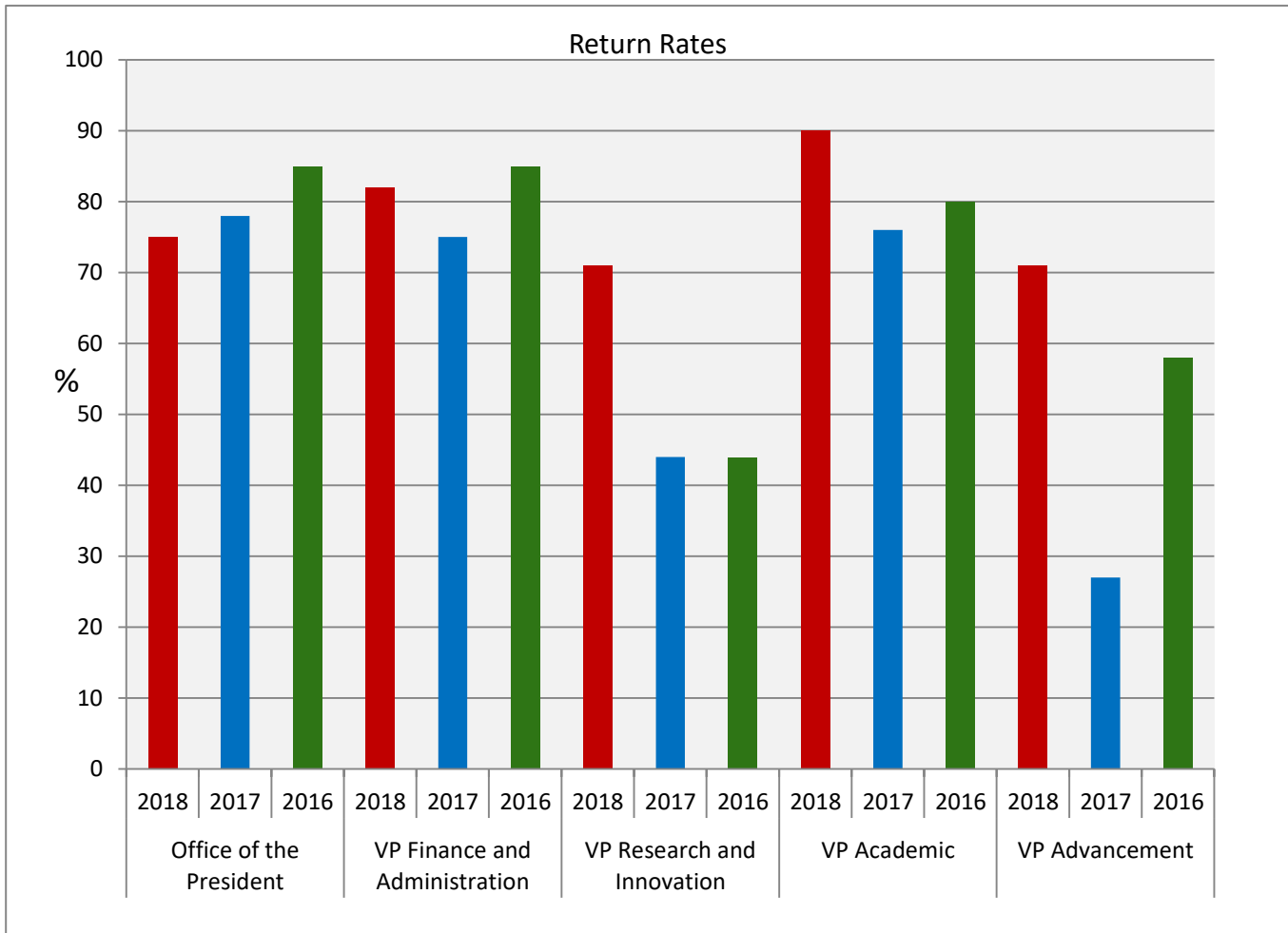
Examples: Housekeeping Attendant; Custodian; Cashier

#### **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 C – Employment Equity Survey Return Rate, by Division<sup>13</sup>



<sup>13</sup> Total number of completed surveys by divisional head count based on the 2018 organizational structure. Excludes results of CUPE 3903 Units and CUPE Exempt, which are included separately in [Appendix H](#). Further steps will be taken to increase return rates for VP, Research and Innovation and VP Advancement.



## 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<sup>14</sup>:

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:

$$\frac{\text{Internal representation}}{\text{external availability}} \times 100 = \text{percentage representation}$$

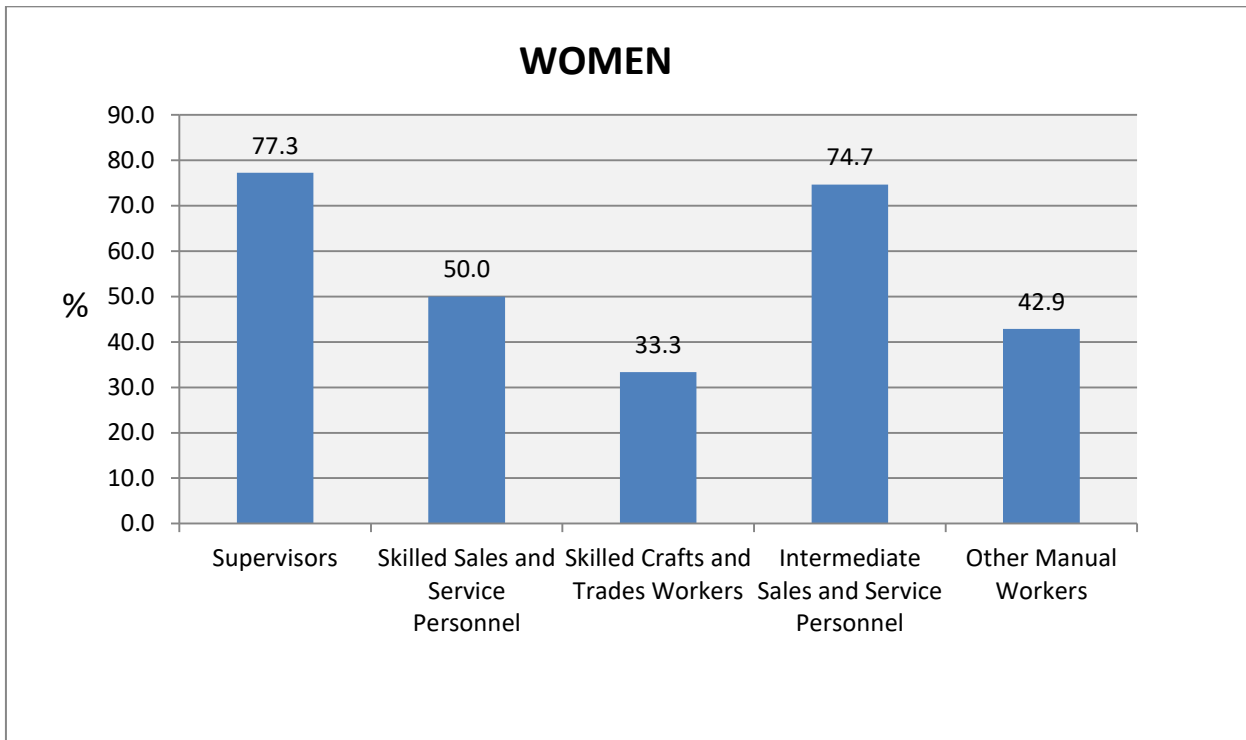
Third filter<sup>15</sup>: If there are gaps of -3 or less (note that while the gap is referred to as -3 or less, the actual numerical value is -3 up to and including -1, i.e., -3, -2, -1) for a designated group in several EEOGs, and/or for all designated groups in one EEOG, then the gaps are considered significant and must be addressed in the employment systems review.

---

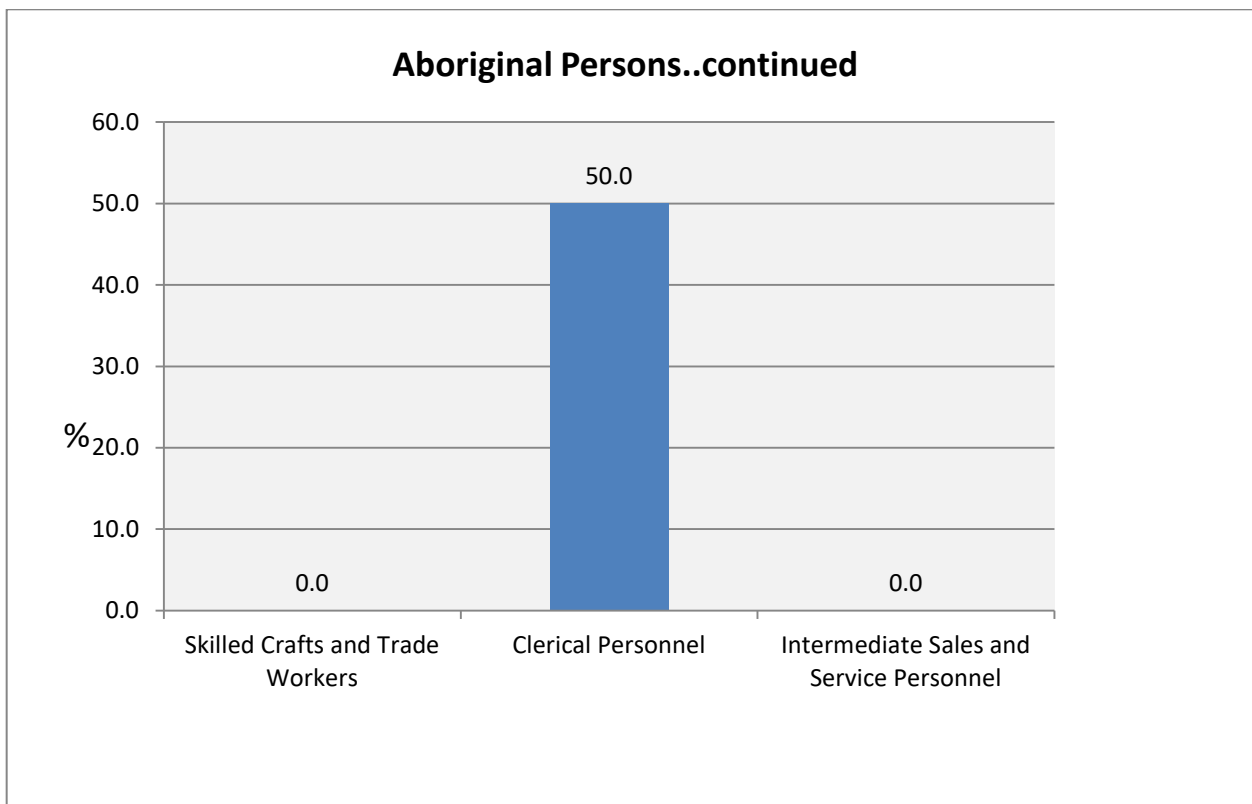
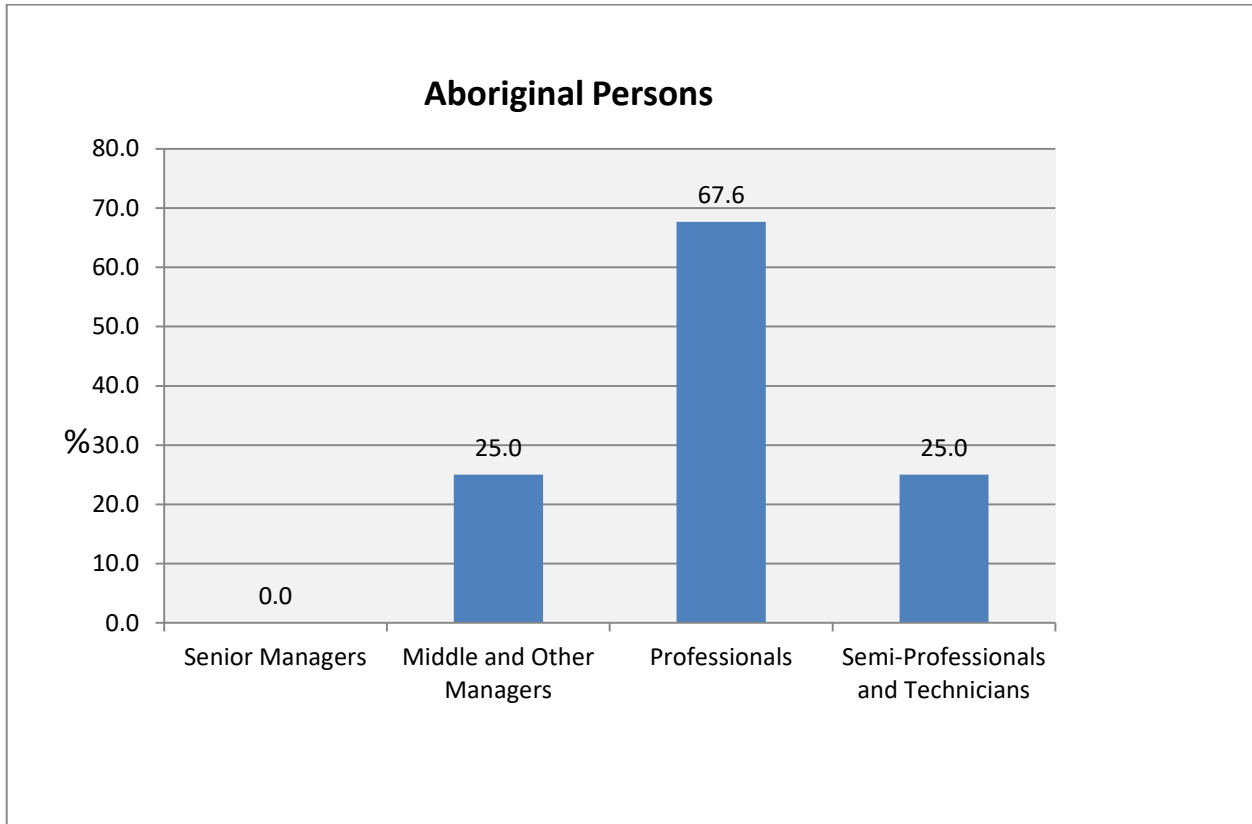
<sup>14</sup> [Three filter test](#)

<sup>15</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.

# TOTAL UNIVERSITY

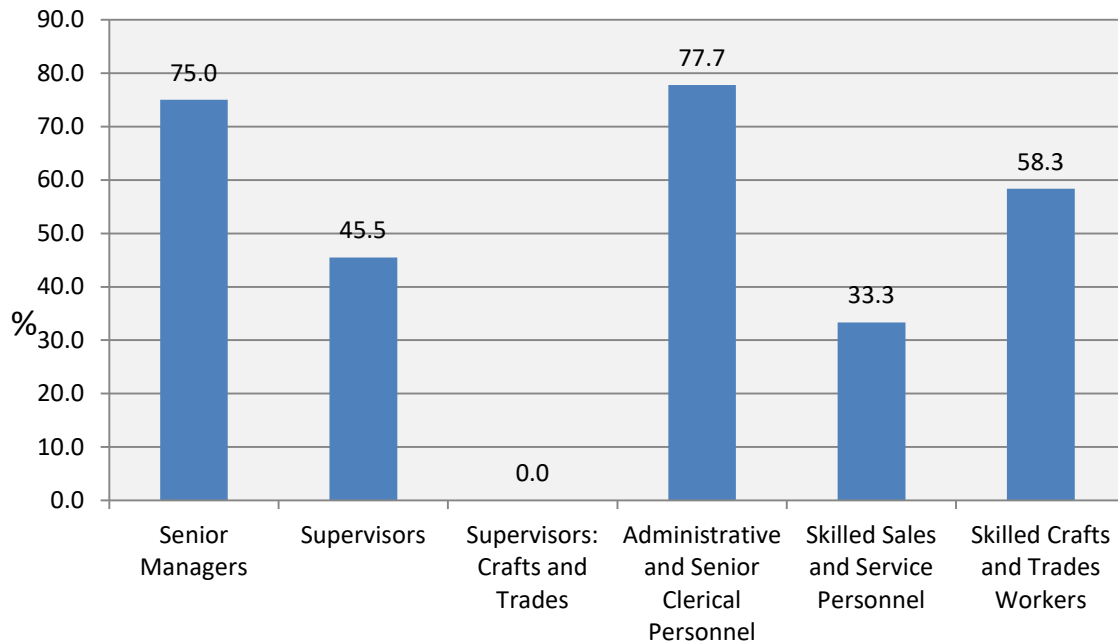


## TOTAL UNIVERSITY

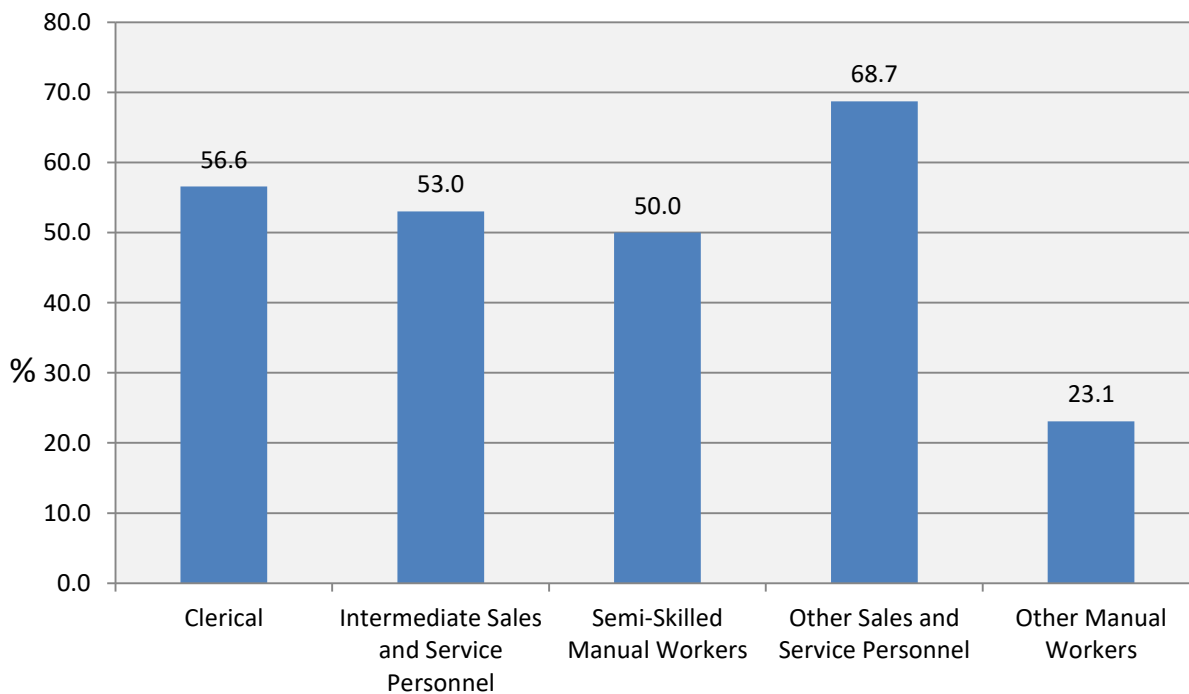


## TOTAL UNIVERSITY

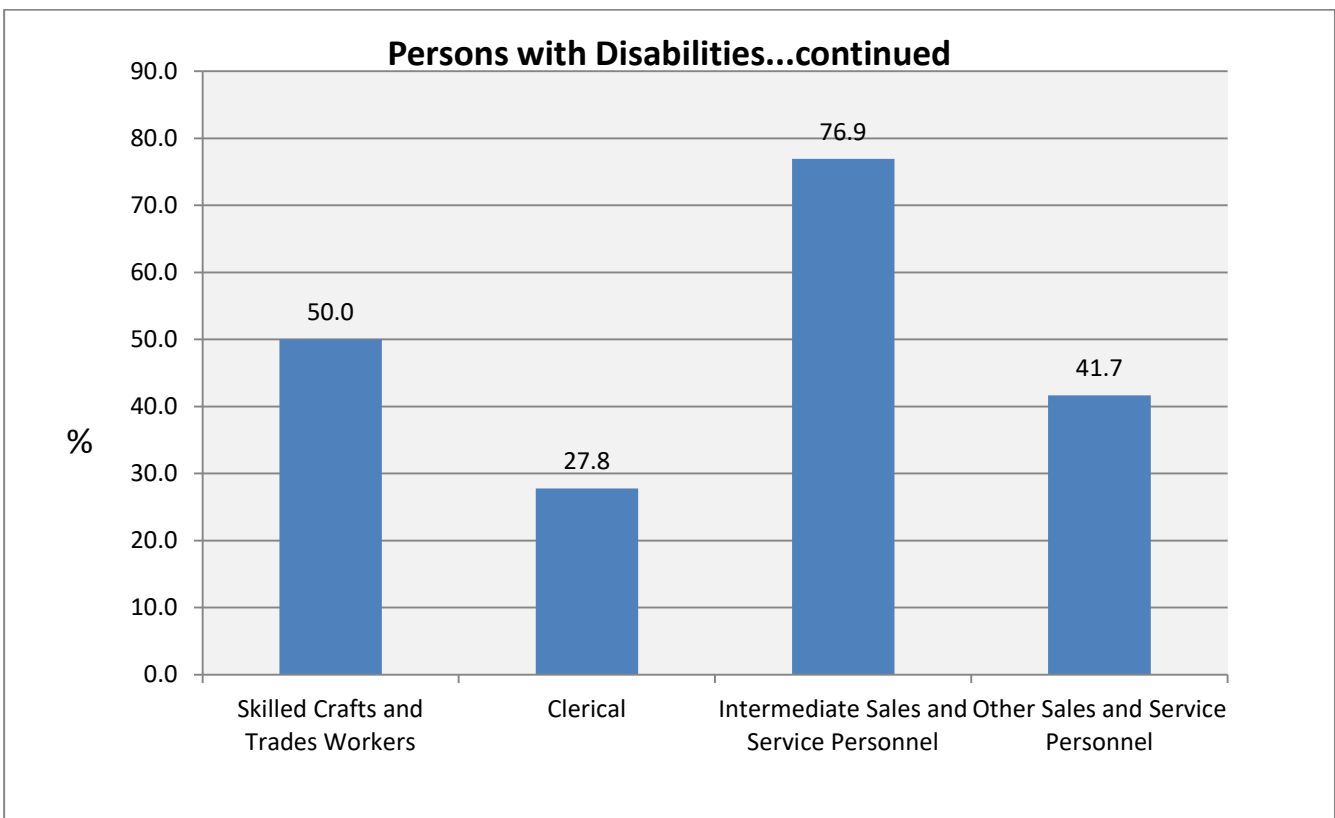
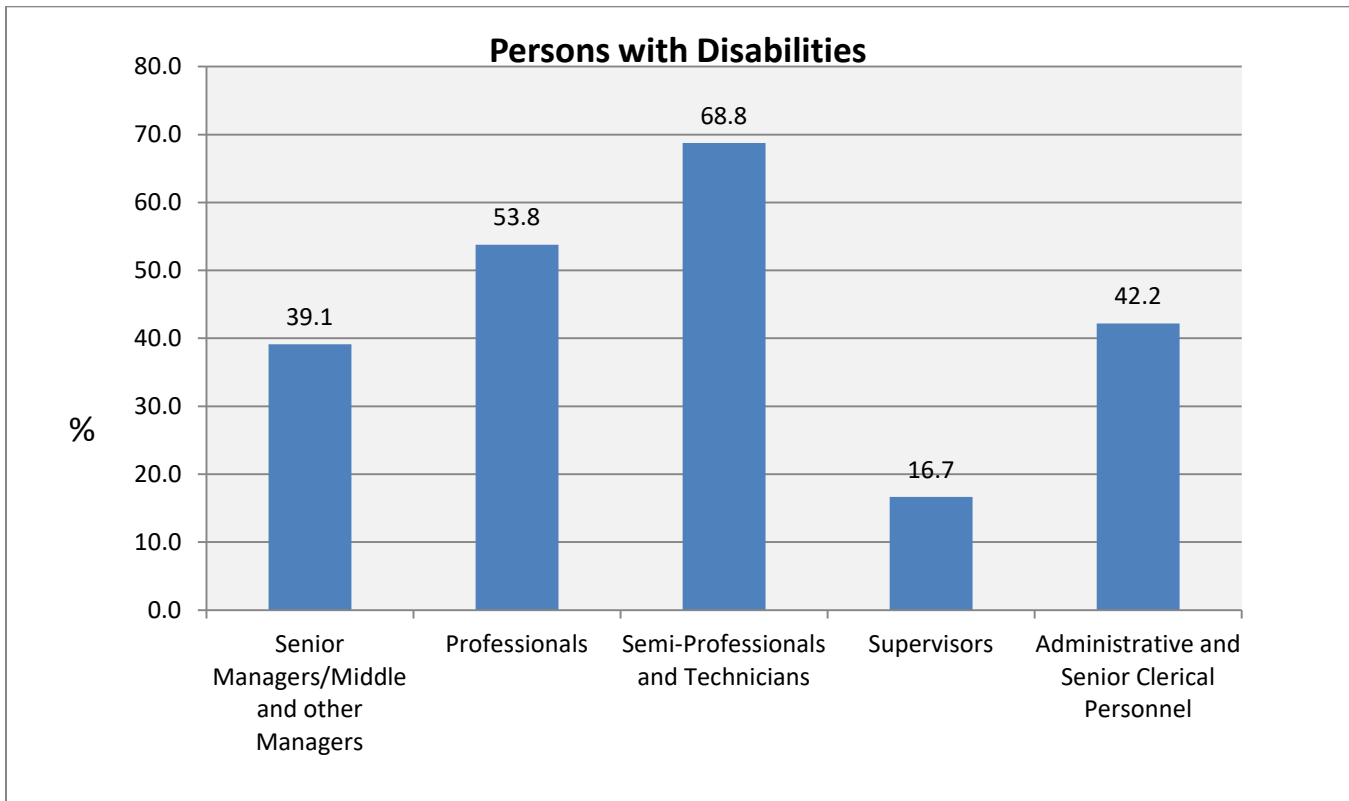
### Visible Minorities (Racialized) Groups



### Visible Minorities (Racialized) Groups... continued

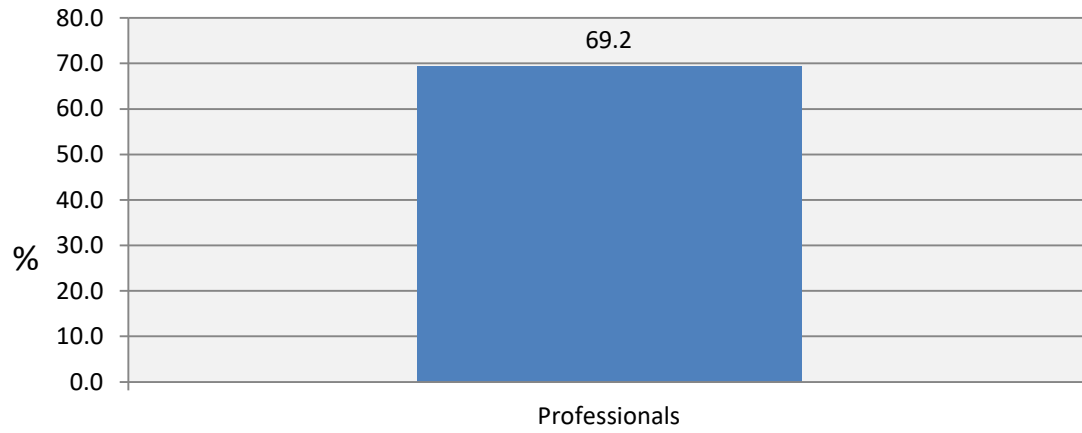


## TOTAL UNIVERSITY



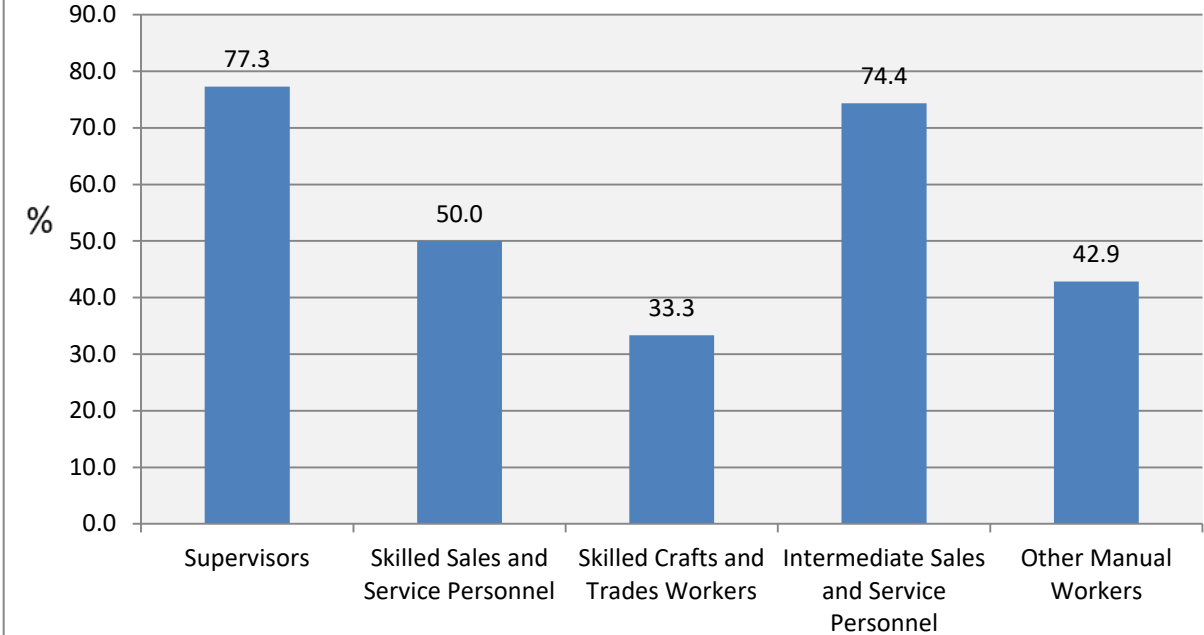
# ACADEMIC

## Persons with Disabilities

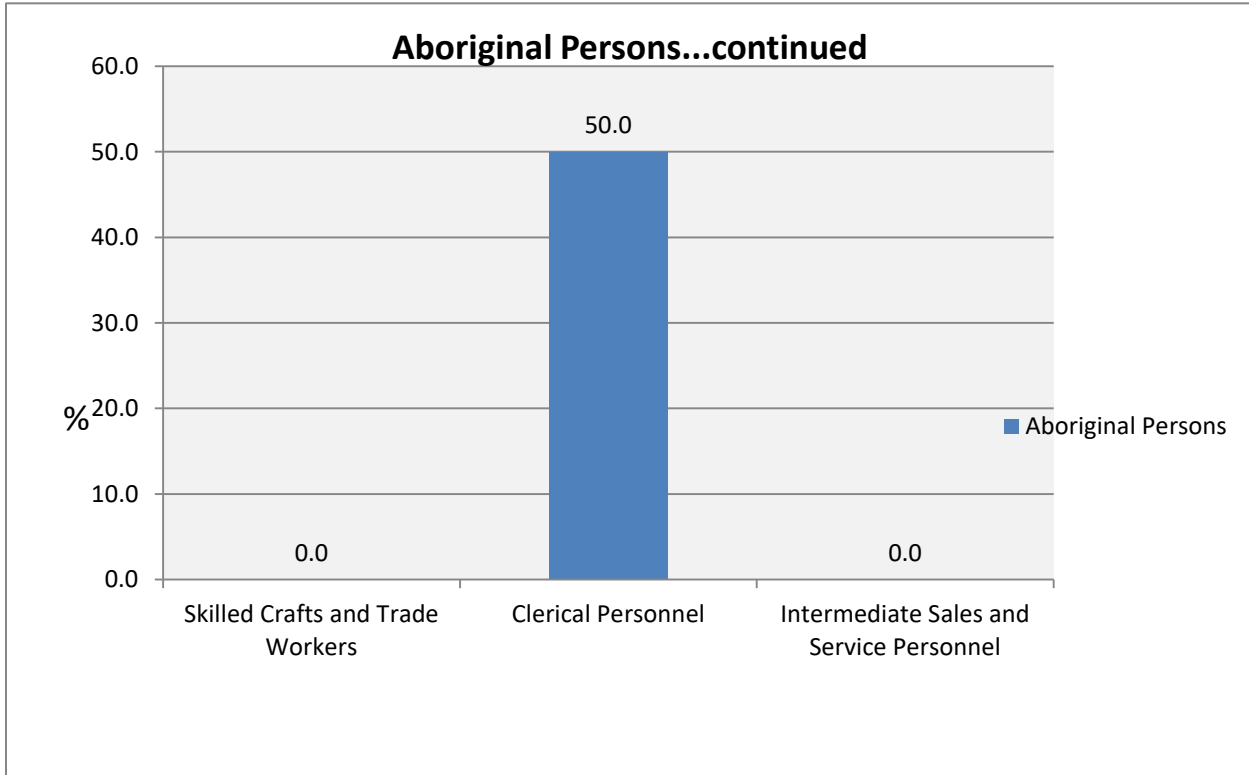


**NON-ACADEMIC**

**WOMEN**



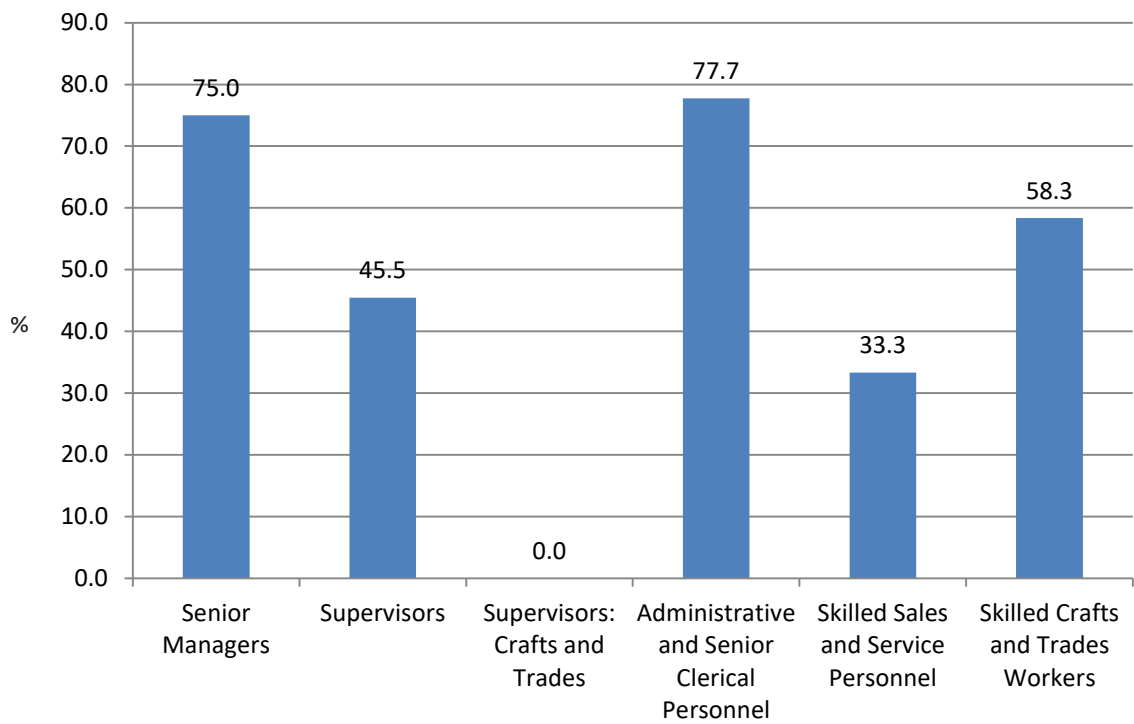
## NON-ACADEMIC



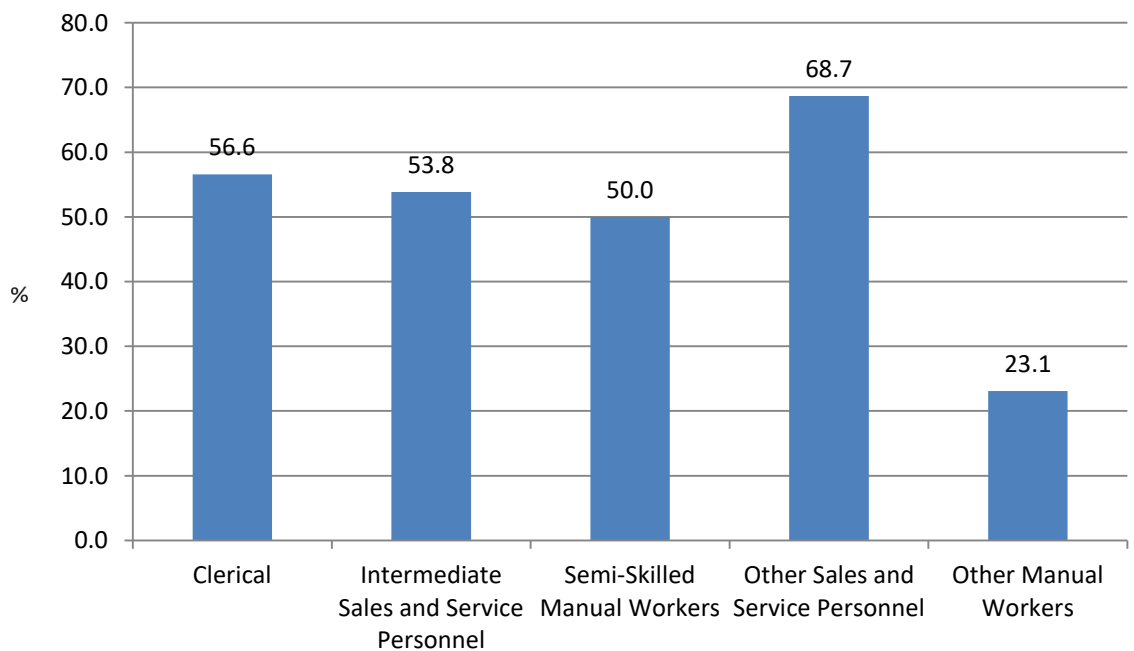


## NON-ACADEMIC

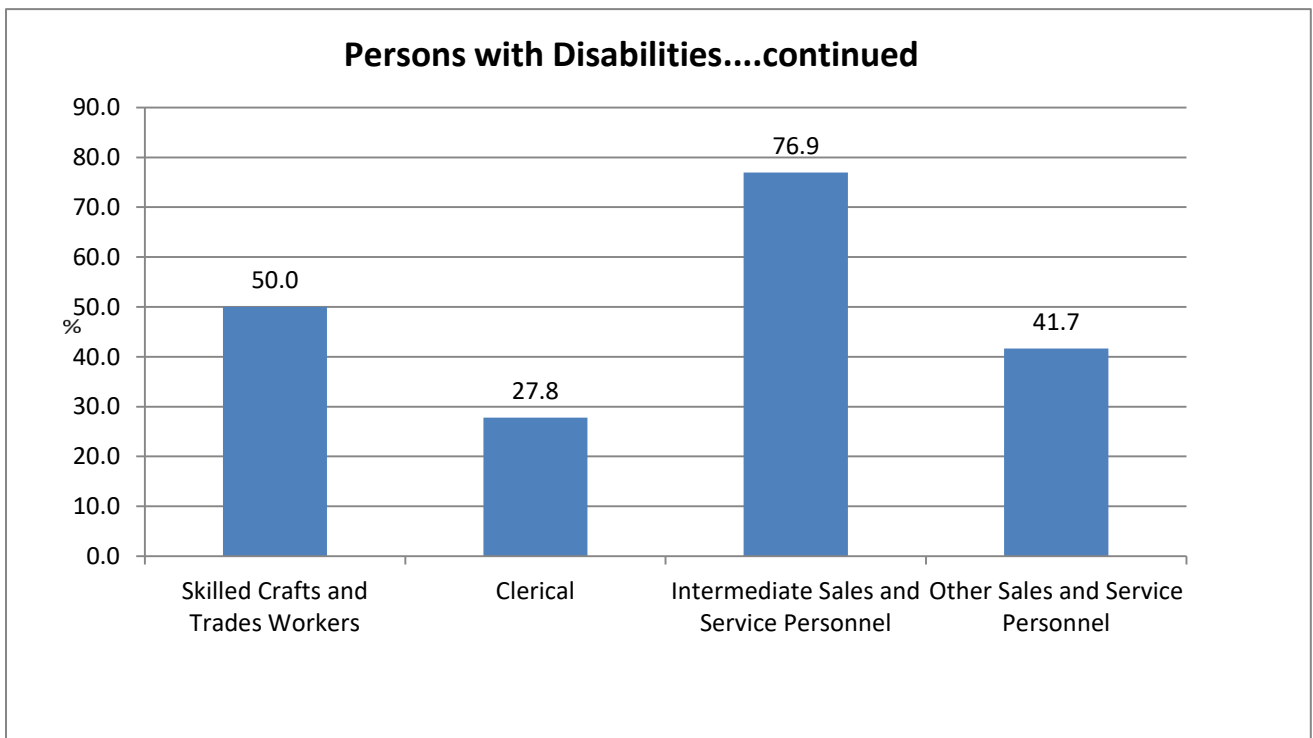
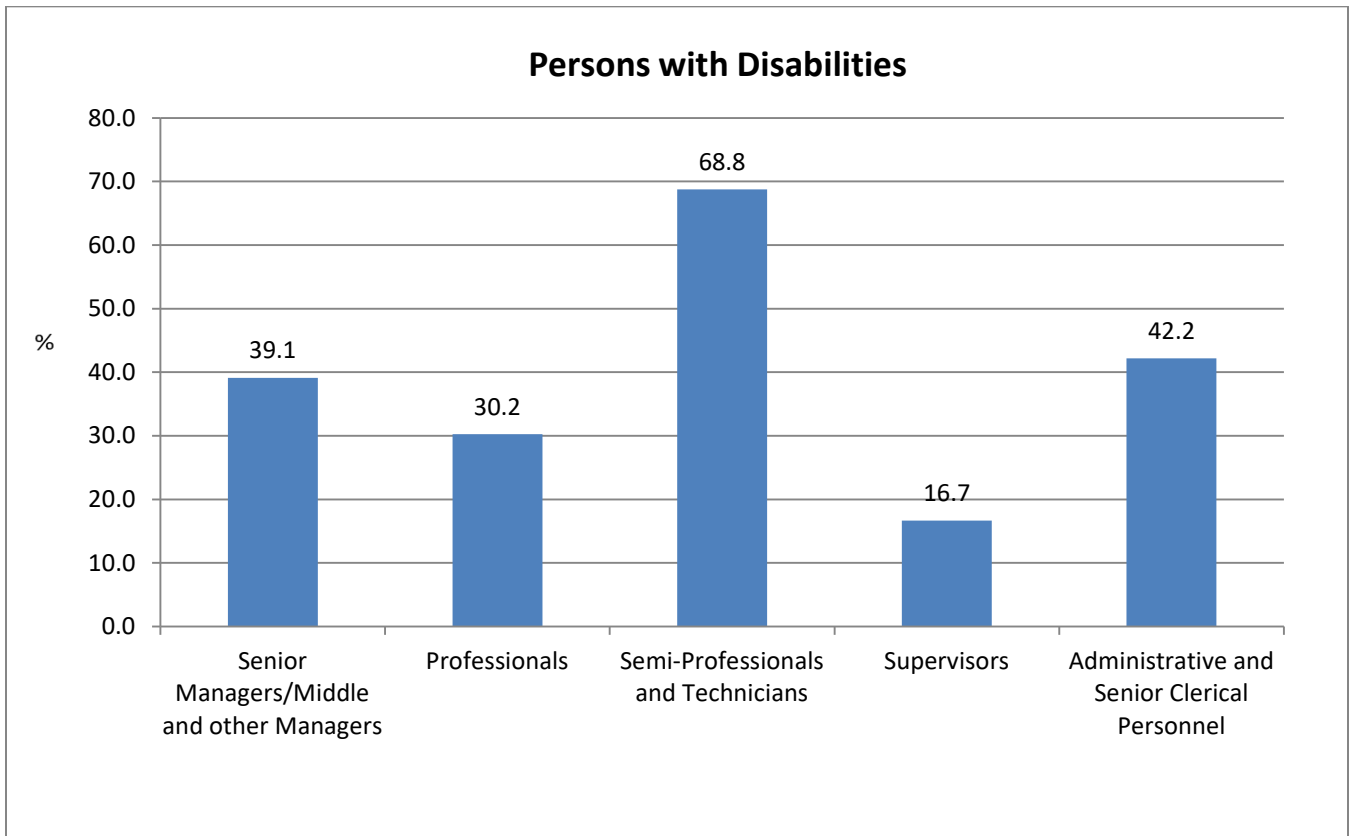
### Visible Minorities Racialized Groups



### Visible Minorities Racialized Groups...continued

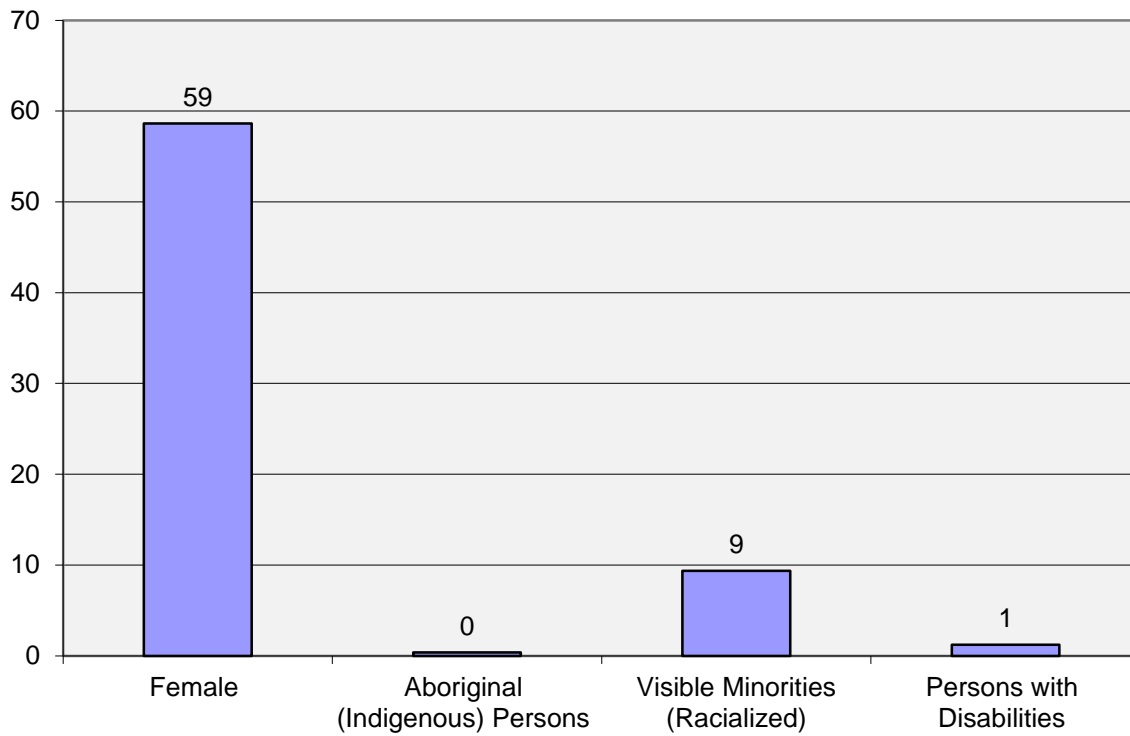


## NON-ACADEMIC



**APPENDIX E – Hires<sup>16</sup>**

**2018 HIRES OF DESIGNATED GROUP MEMBERS,  
AS A PROPORTION OF  
TOTAL UNIVERSITY HIRES  
(includes Fulltime, Part time and Temporary)**

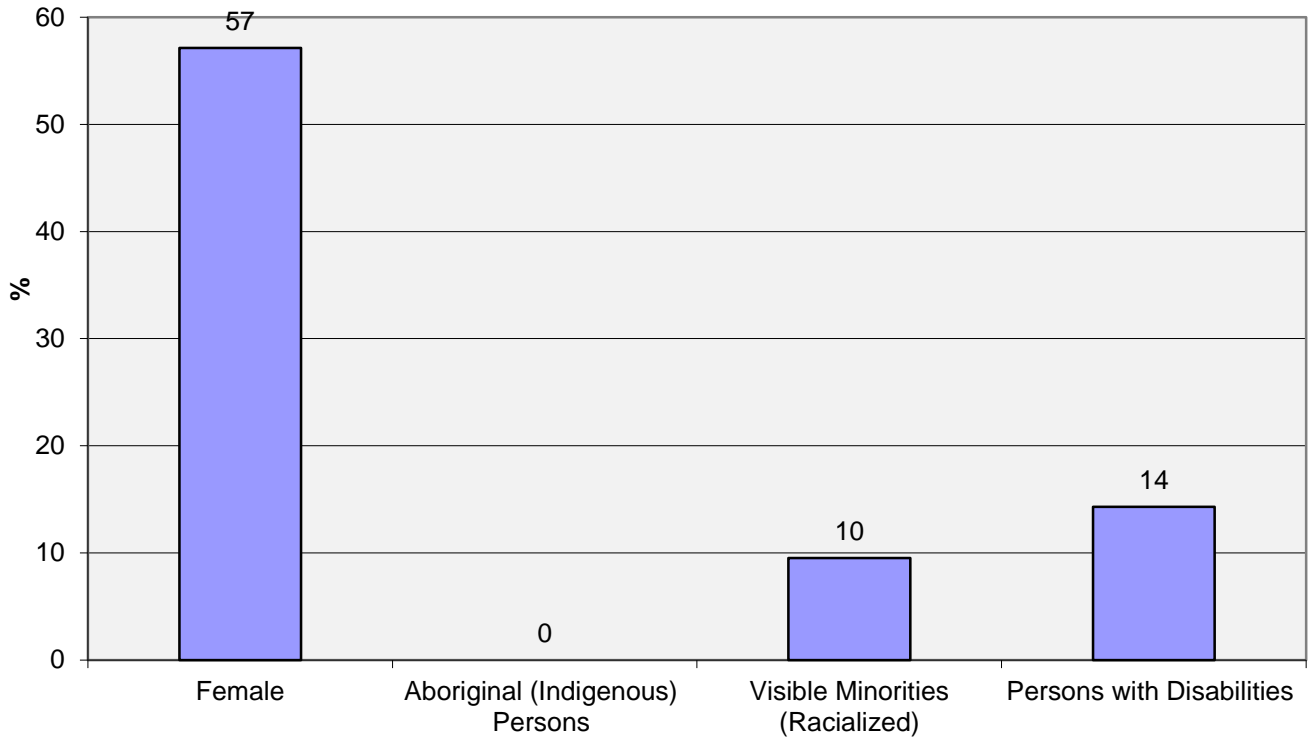


---

<sup>16</sup>Total Count = 1059

**APPENDIX F – Promotions**

**2018 PROMOTIONS OF DESIGNATED GROUP MEMBERS,  
AS A PROPORTION OF  
TOTAL UNIVERSITY PROMOTIONS  
(includes Fulltime, Part time and Temporary)**

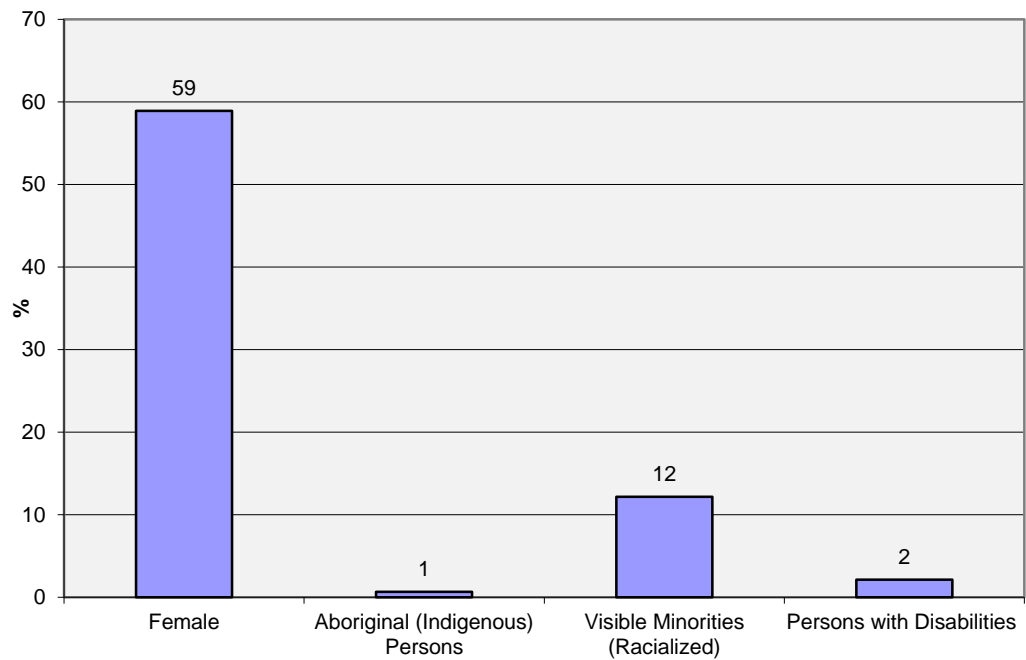


---

<sup>18</sup> Total Count = 21

## APPENDIX G – Exits

### 2018 EXITS OF DESIGNATED GROUP MEMBERS, AS A PROPORTION OF TOTAL UNIVERSITY EXITS (includes Fulltime, Part time and Temporary)



---

<sup>19</sup> Total Count = 947

## APPENDIX H – Return Rate for CUPE 3903 Units<sup>20</sup>

CUPE Units	Employment Equity Survey Return Rate per Unit %
Cdn. Union of Public Employees 3903 - 1	35
Cdn. Union of Public Employees 3903 - 2	73
Cdn. Union of Public Employees 3903 - 3	28

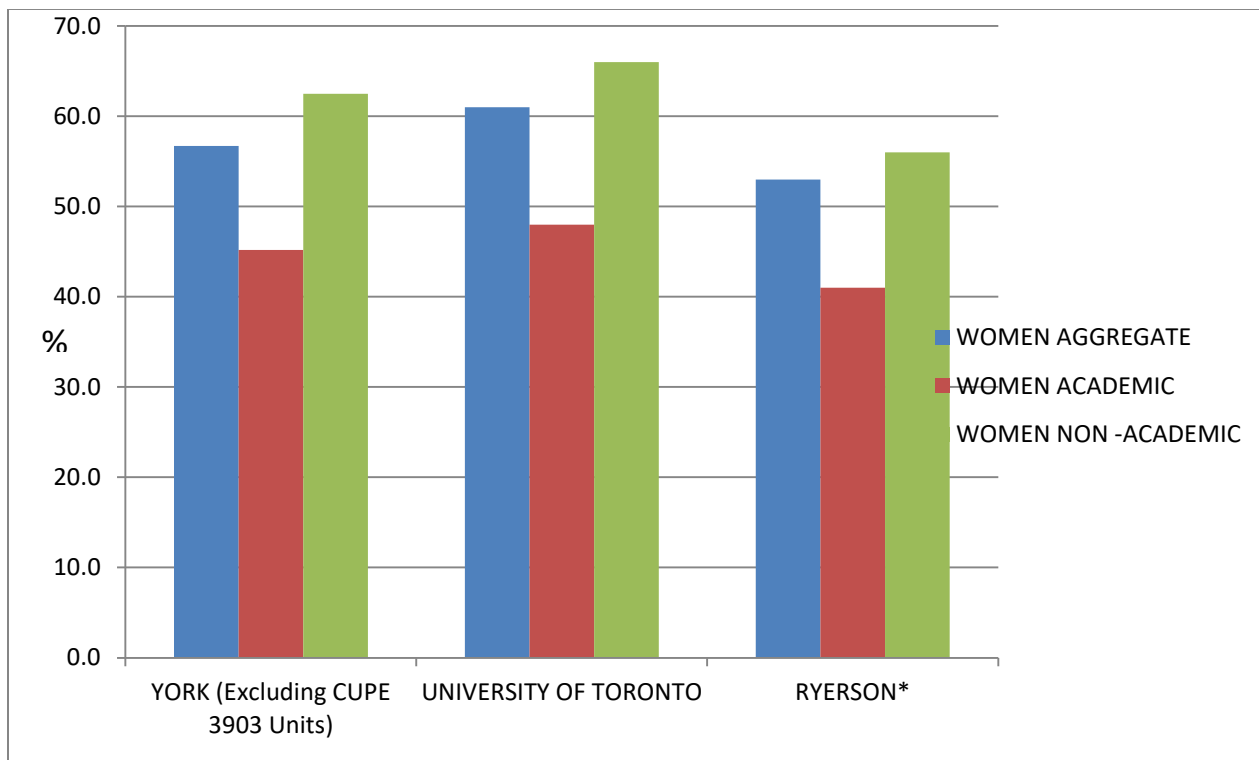
CUPE Exempt	Employment Equity Survey Return Rate per Unit %
CUPE Exempt	26

---

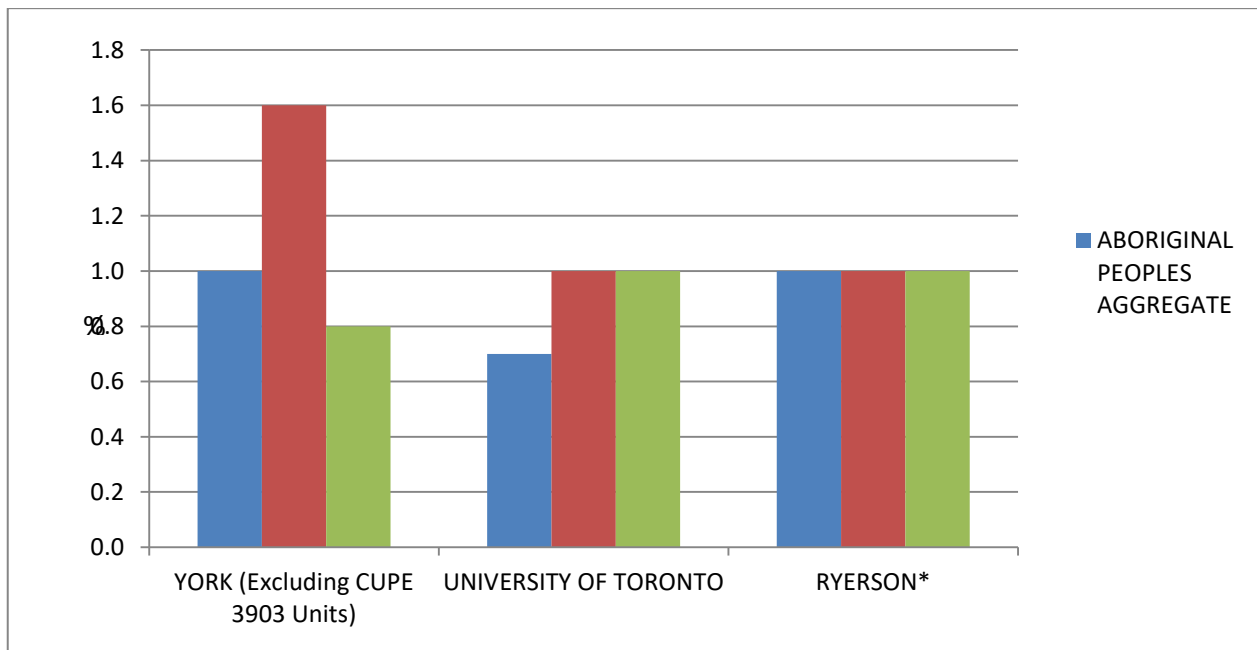
<sup>20</sup> Efforts will continue in 2019 to increase the response rate for CUPE 3903 and CUPE Exempt.

## APPENDIX I – Ontario University Comparison

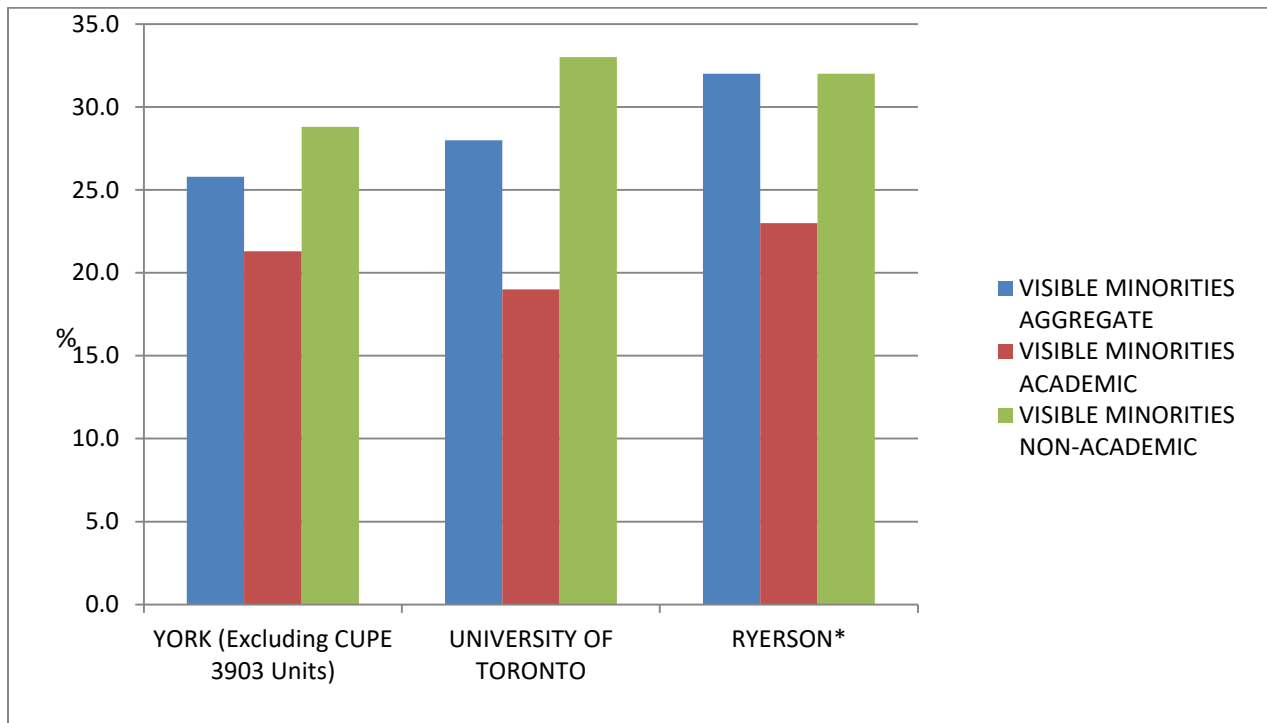
### Women



### Aboriginal (Indigenous) Persons



### Visible Minorities (Racialized)



### Persons with Disabilities

