

Annual Report 2021 - 2022

Sexual Violence Advisory Committee

YORK 

Purpose

1. Provide an update on the activities of the York University Sexual Violence Advisory Committee

Background

1. The Sexual Violence Advisory Committee (“Advisory Committee”) was initially established in early 2019.
2. The Advisory Committee membership reflects a diversity of student representatives as well as Administrators and Faculty.
3. The Advisory Committee was initially established to review the York University Policy on Sexual Violence (“policy”) and to make recommendations on policy amendments.
4. The Advisory Committee reviewed the policy and made recommendations for amendments to the Board of Governors in the Fall of 2019. Those recommendations were accepted, and the policy was revised in October 2019.
5. In addition, the Province requires all colleges and universities to establish a task force that will continue to review policies and procedures be devoted to examining the campus environments broadly and ensuring that we create an environment that promotes a safer space. The Advisory Committee will make and receive recommendations regarding additional steps York University could take to ensure a safe environment
6. The Advisory Committee, whose membership includes diverse student representation as well as administrators and faculty, was well placed to take on these additional tasks

Activities of the Advisory Committee

1. The Advisory Committee met in December 2021 to review the requirement by the Ministry of Colleges and Universities’ that all sexual violence policies be revised to include the following:
 - › Complainant acting in good faith, who discloses or reports sexual violence, would not be subject to actions for violations of the institution's policies related to drug and alcohol use at the time the alleged sexual violence took place.
 - › During the institution's investigative process, students who share their experience of sexual violence through disclosing, accessing support, and/or reporting to the institution, would not be asked irrelevant questions by the institution's staff or investigators. Examples of such irrelevant questions would include those relating to past sexual history or sexual expression.
2. The Advisory Committee reviewed these amendments and recommended additional wording to the amendment regarding alcohol use to replace “at the time” to “around the time” to ensure a broad interpretation.
3. These revisions were passed by the Board at its March 1, 2022 meeting and York’s Policy on Sexual Violence was amended to reflect the amendments required by the Ministry as well as those suggested by the Advisory Committee.

4. The Advisory Committee will continue to meet on a biannually basis or more frequently if required.

Recommendations

1. There are no actions required at this time, but we will monitor and respond to any additional requirements or changes to our policy that may flow from this consultation

Dated: May 16, 2022

Prepared by: Marian MacGregor, Committee Chair

2021 Employment Equity Report

Prepared by the Division of Equity,
People and Culture

YORK 



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1.0 Introduction & Overview

Each year, this Annual Employment Equity Report provides the Board of Governors and University community with a summary of York University's progress to achieve representation in the four federally designated groups (Women, Racialized persons, Indigenous peoples, Persons with disabilities) and the 2SLGBTQ+ community. The equity representation data used within the report is compared to the 2016 external availability data¹ provided by Statistics Canada, and representation rates for Employment Equity Occupational Groups (EEOGs)² are analyzed at the institutional, divisional and Faculty levels. An overview of the Employment Equity program at York is available in [Appendix C](#).

Section two highlights a snapshot of employment equity initiatives that were undertaken within the York community during 2021, and section three highlights future initiatives. Within section four, the data is presented in detail, followed by a discussion on Significant Gaps³ in section five. An analysis of the data is also provided in section five, followed by the report's conclusion in section six.

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

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

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

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

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

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

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

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

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

2.0 Employment Equity Initiatives 2021

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

2.1 Initiatives to Enhance Representation

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

Indigenous Initiatives

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

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

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

Support to Black Faculty

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

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

Faculty Hiring

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

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

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

Human Resources

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

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

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

Talent Acquisition

- Talent sourcing diversification and creation of 10 new partnerships and participation in over 20 events in the last year.
- Expansion of the Equity Outreach listserv⁴.
- Expansion of the interview question databank “Valuing Diversity” questions and testing of expanded Equity Survey questions in YU Hire.
- Expanding equity reporting capabilities in YU Hire.

Learning and Development

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

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

Creation of the York University Black Staff Network

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

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

Staff Recognition

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

2.2 Institutional Policies and Plans

Framework & Action Plan on Black Inclusion

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

Human Rights Policy and Procedures

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

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

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

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

Training and education for faculty hiring and research adjudication committees

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

Negotiation of Collective Agreements

In 2021 the University negotiated renewal collective agreements with each of the Canadian Union of Public Employees (CUPE) Local 3903⁵ Units 1, 2 and 3. A critical part of those negotiations was the achievement of updated and progressive changes pertaining to equity-deserving groups. These specific changes included:

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

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

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

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

2.3 Education and Engagement

Anchor YorkU

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

Inclusion Week 2021

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

EDI Related Training

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

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

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

Standard Trainings Offered by REI

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

Customized EDI Training Offered by CHREI

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

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

Staff Training

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

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

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

2.4 Faculty EDI Initiatives

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

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

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

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

Faculty of Education

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

Faculty of Environmental and Urban Change (EUC)

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

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

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

Faculty of Health

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

Lassonde School of Engineering (LSE)

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

York University Libraries

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

3.0 Future Initiatives

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

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

4.0 Employment Equity Data 2021

The representation data used within this report is compared to the 2016 external availability data provided by Statistics Canada⁶. Representation rates for Employment Equity Occupational Groups (EEOGs) institutionally, as well as Divisions and Faculties at York, are analyzed⁷. All data presented is reported from December 31, 2021.

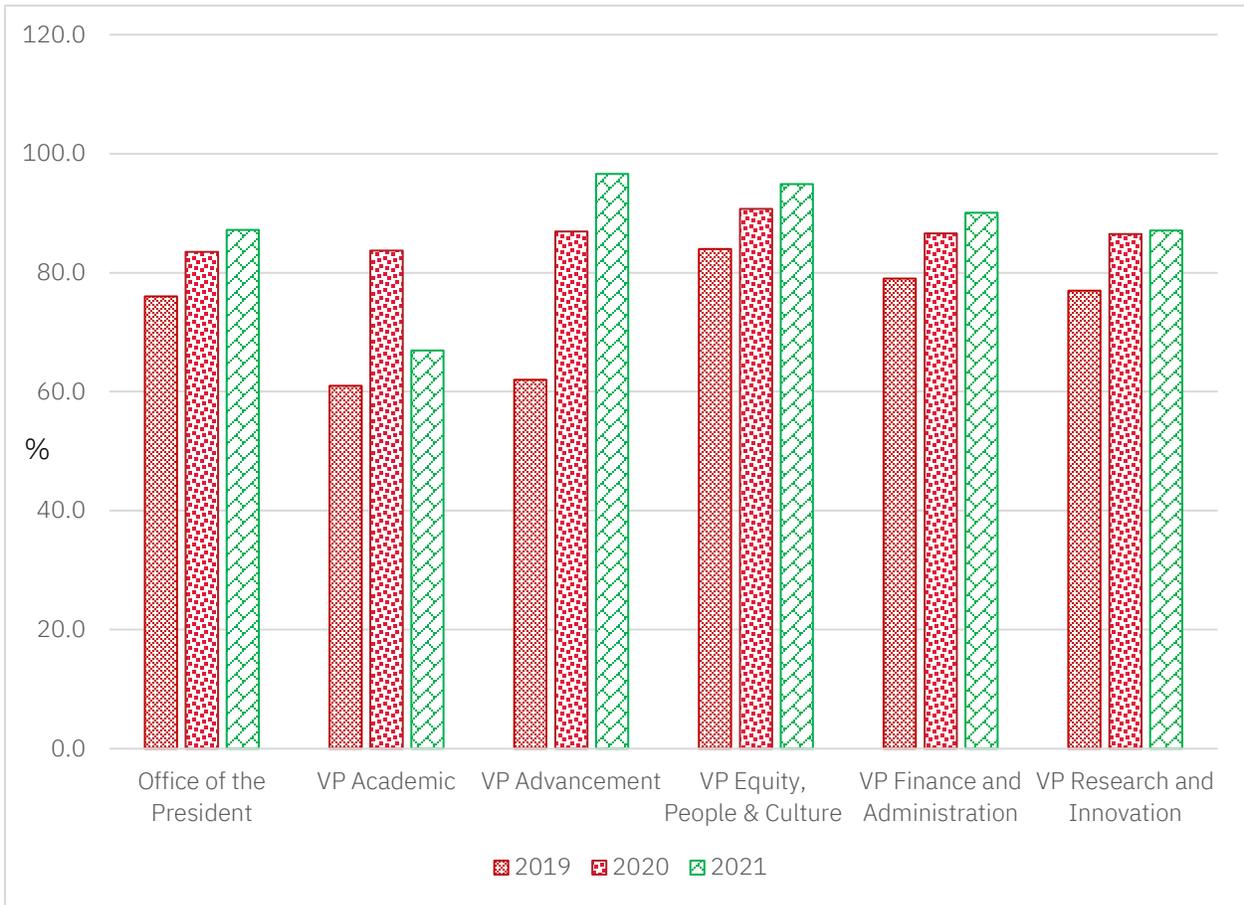
4.1 Employment Equity Survey Return Rate

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

⁶ The most recent external availability data is from 2016.

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

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

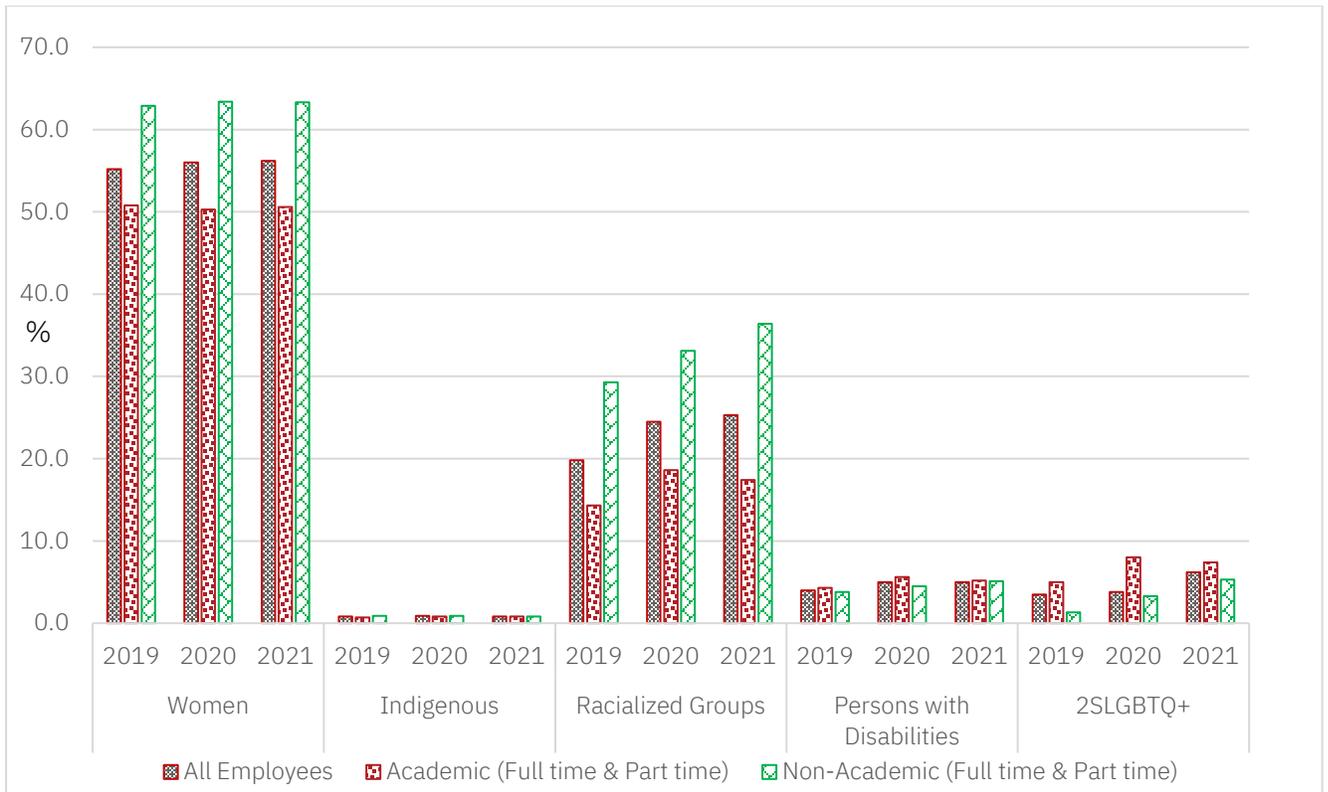


4.2 Overall Representation Rates⁸

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

⁸ For this report the total employee count in 2021 was 7833.

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



4.3 Women

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

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

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



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

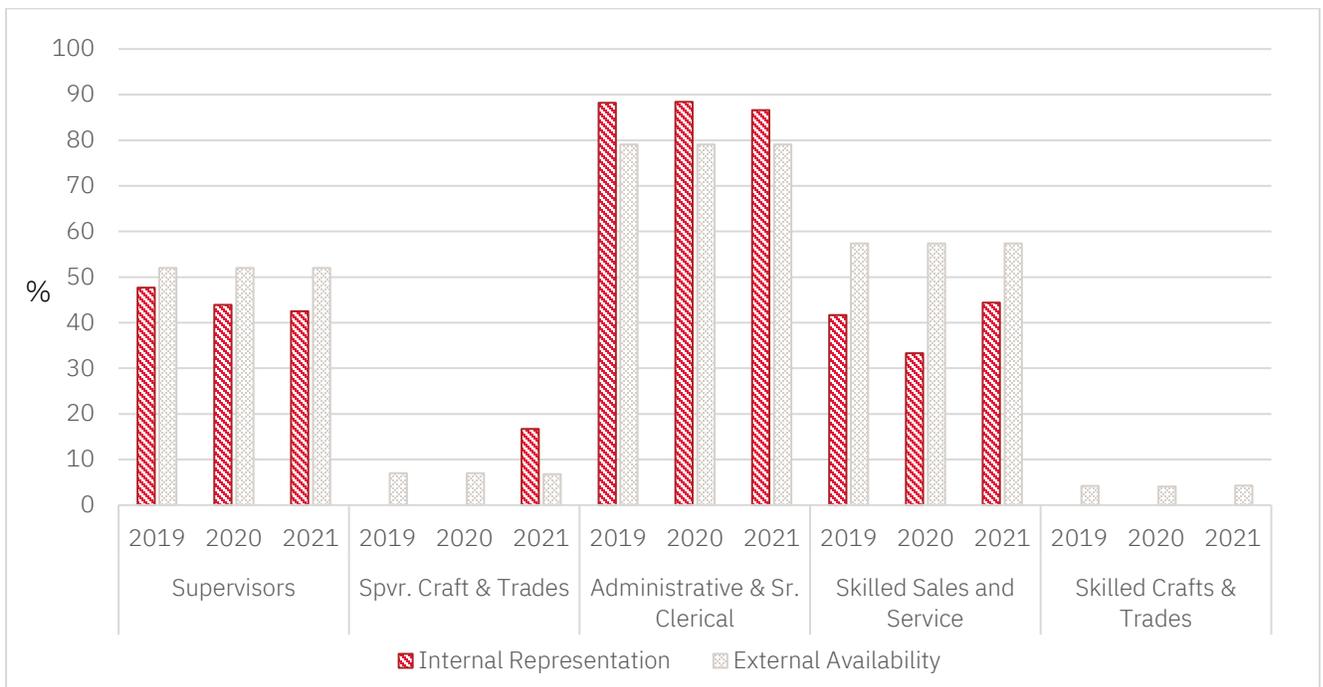


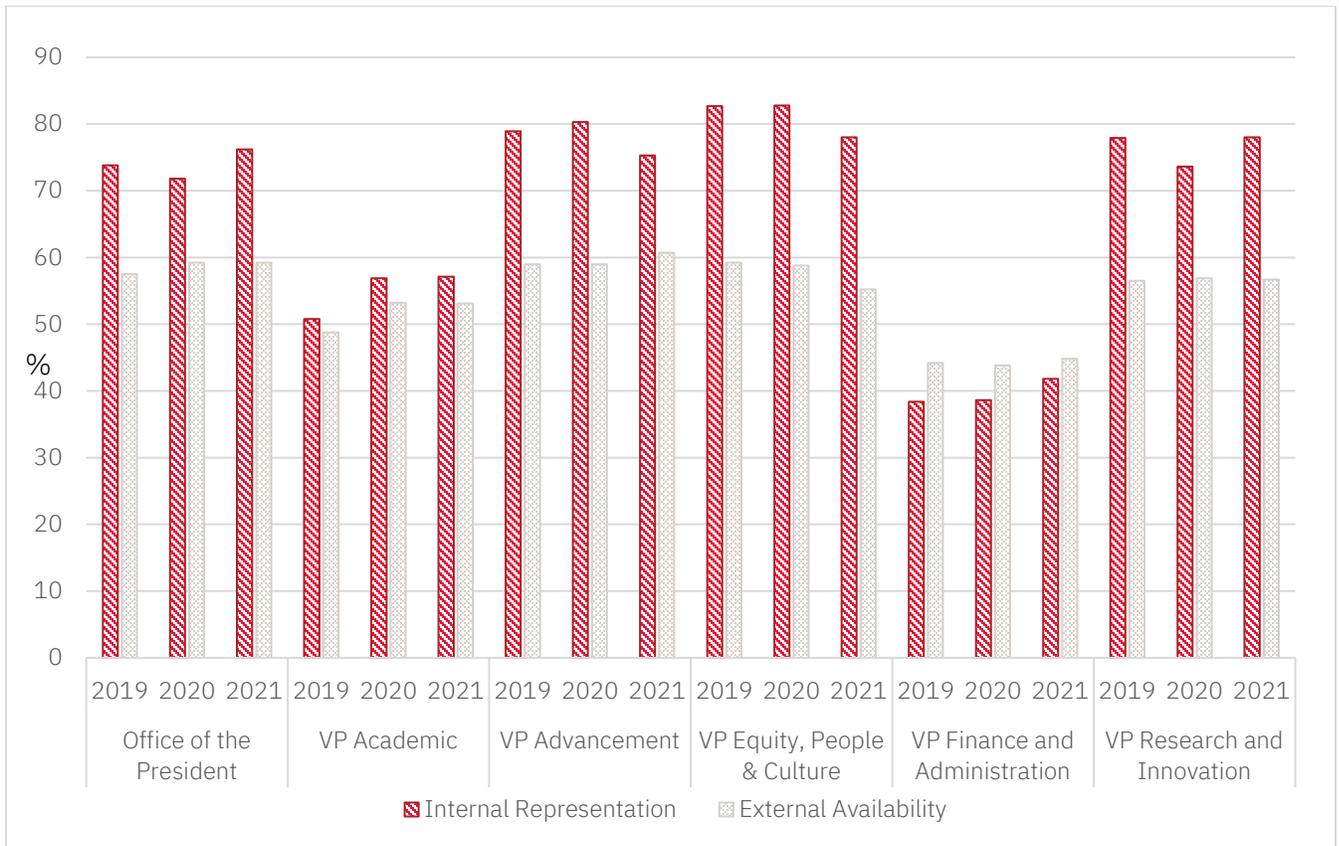
Figure 3(c): Representation of Total Women in EEOs 10-14



4.3.1 Analysis of Division and Faculty Representation of Women

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

Figure 4: Representation of Total Women by Division

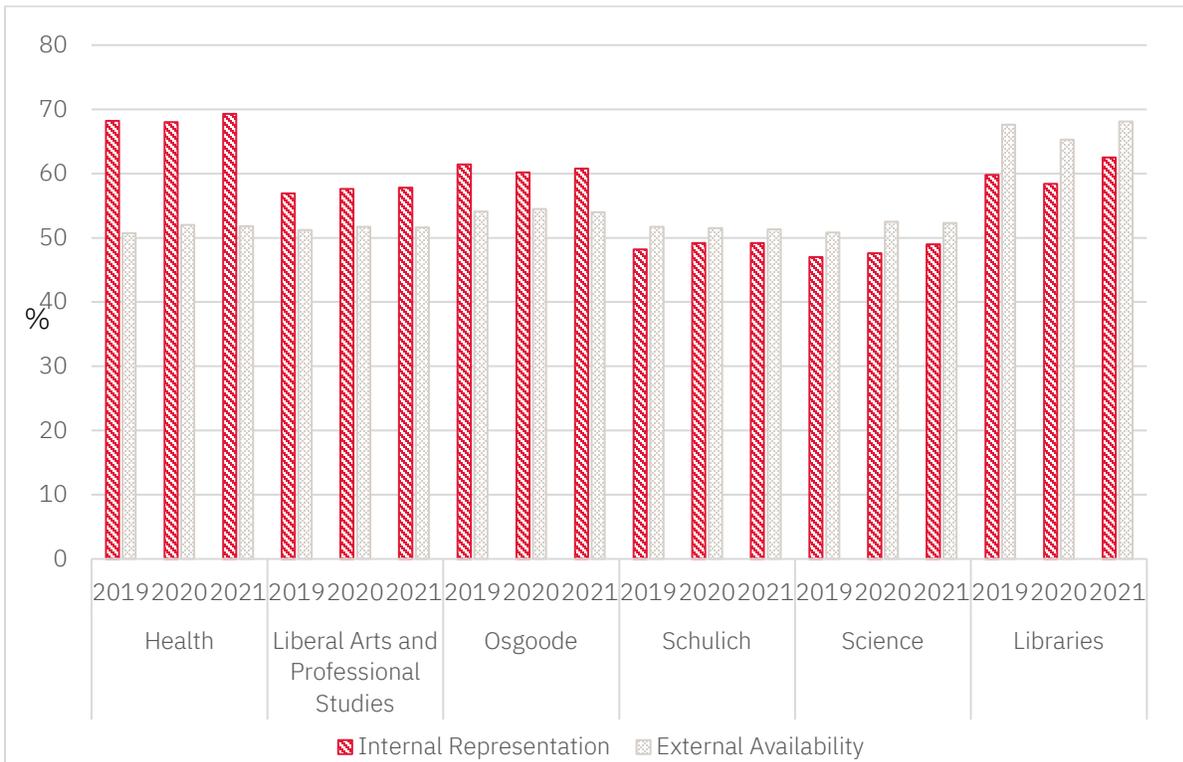


Representation of women in each of the 11 Faculties and the Libraries is provided in Figures 5(a) and (b). The figures include all academic and non-academic employees of that Faculty, excluding casual staff. Internal representation for women exceeds external availability in eight of eleven Faculties;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

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



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



4.3.2 Hires, Promotions⁹ and Exits¹⁰ Analysis

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

Table 1: Hires, Promotions and Exits of Women

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

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

4.4 Indigenous Peoples

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

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

⁹ For fulltime Faculty, for FCP purposes, a “promotion” means that:

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

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

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

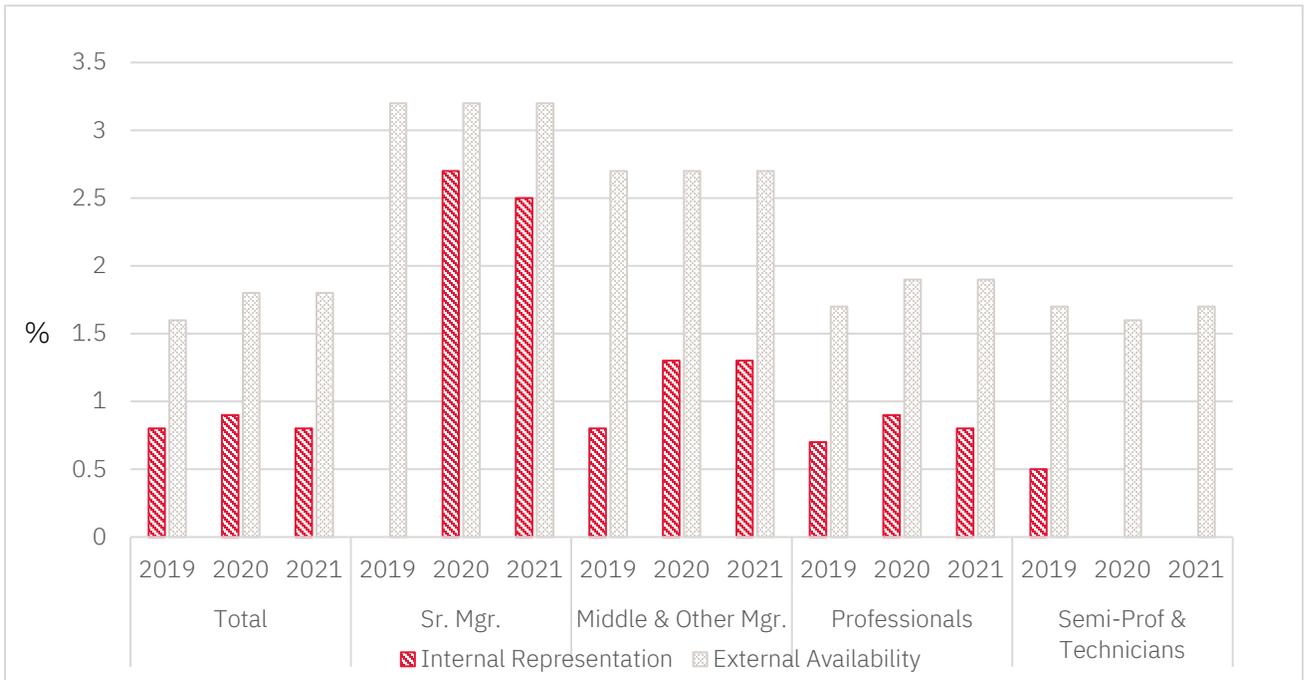


Figure 6(b): Representation of Total Indigenous Peoples in EEOGs 5-9

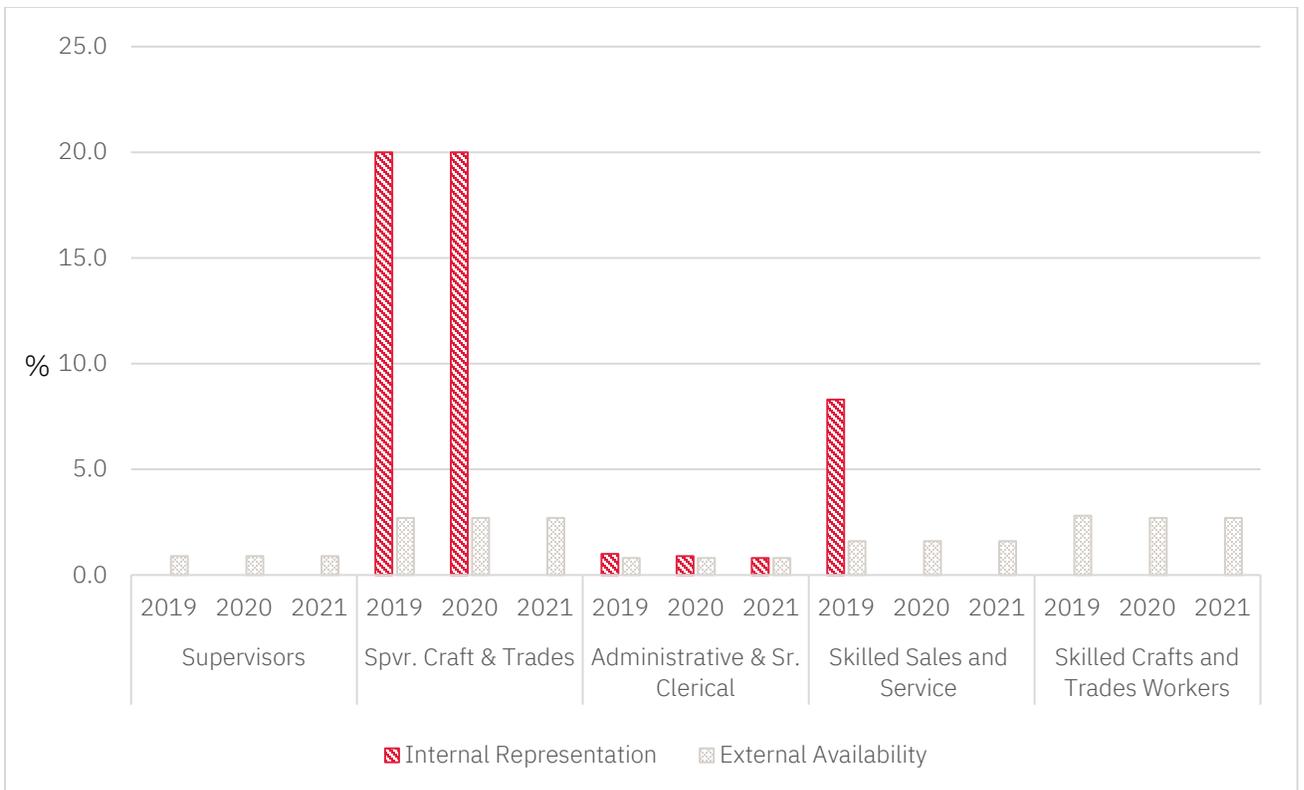
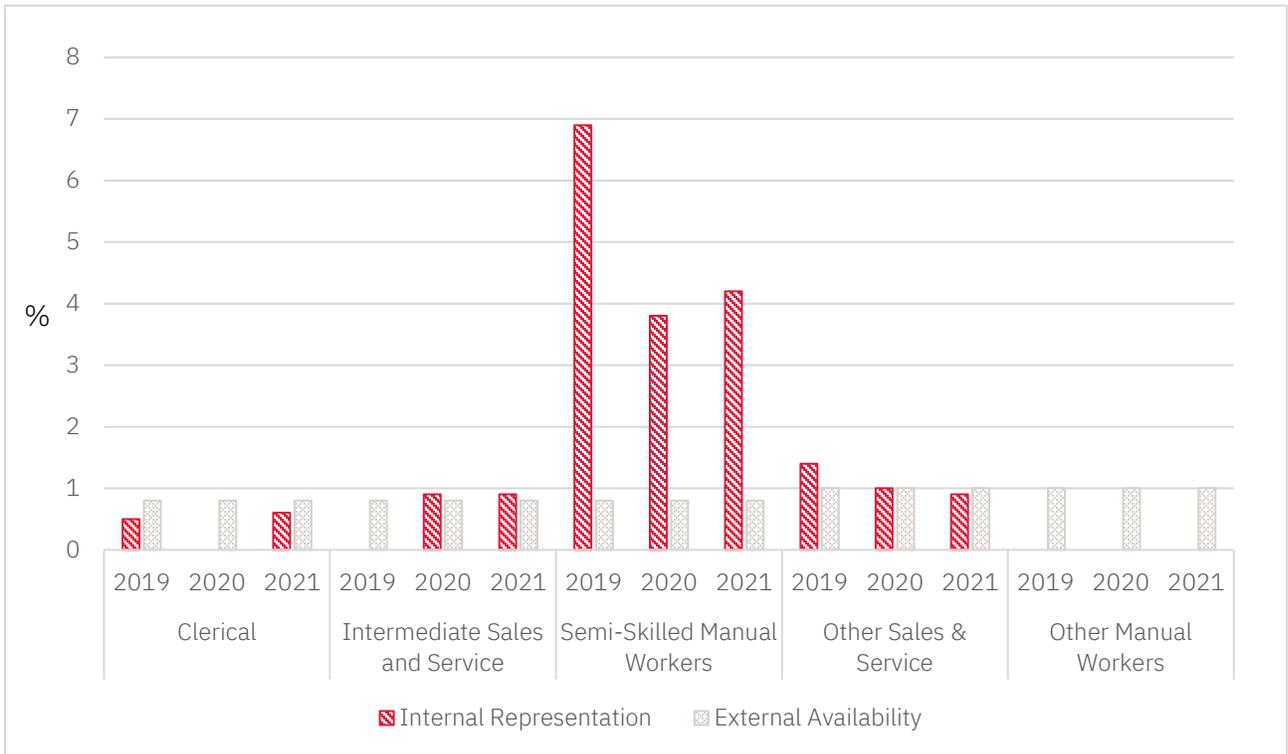


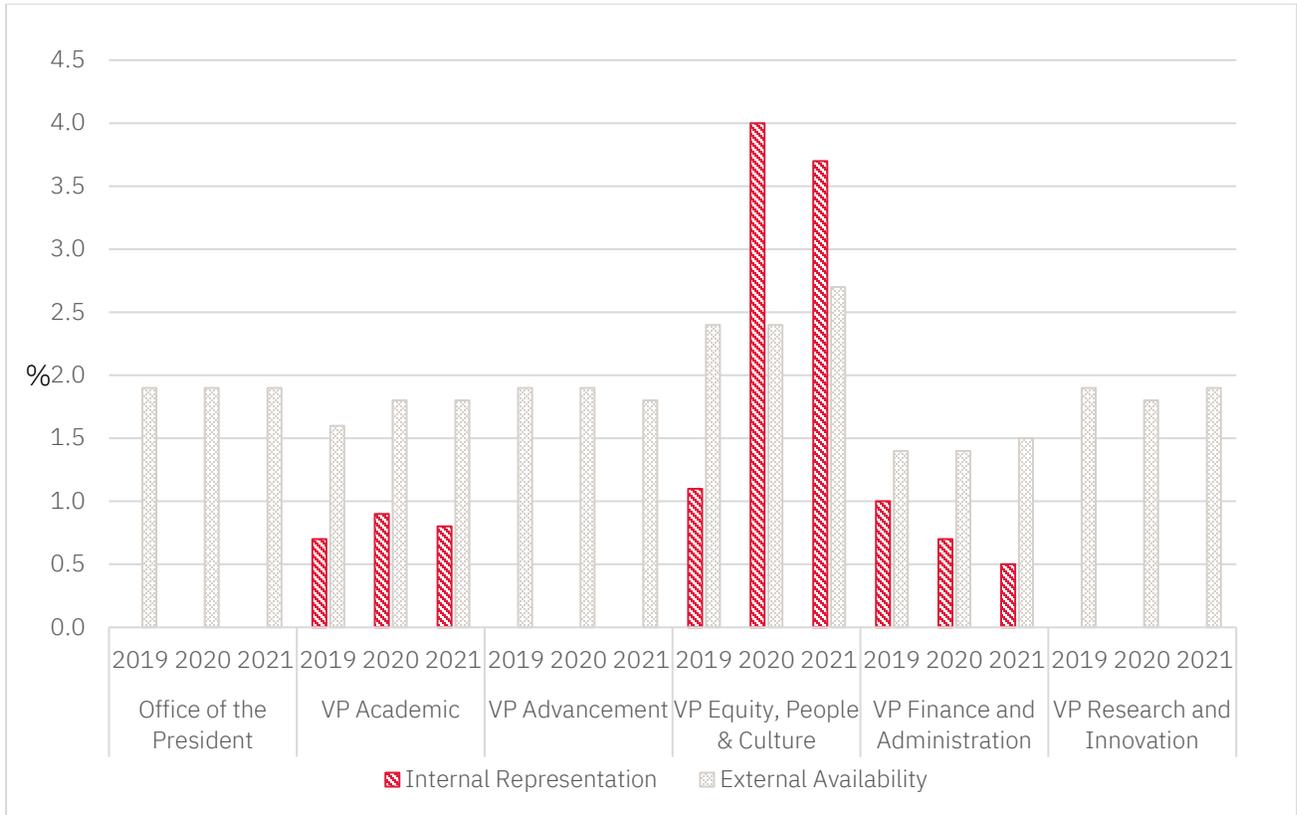
Figure 6(c): Representation of Total Indigenous Peoples in EEOGs 10-14



4.4.1 Division and Faculty Representation of Indigenous Peoples Analysis

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

Figure 7: Representation of Total Indigenous Peoples by Division



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

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

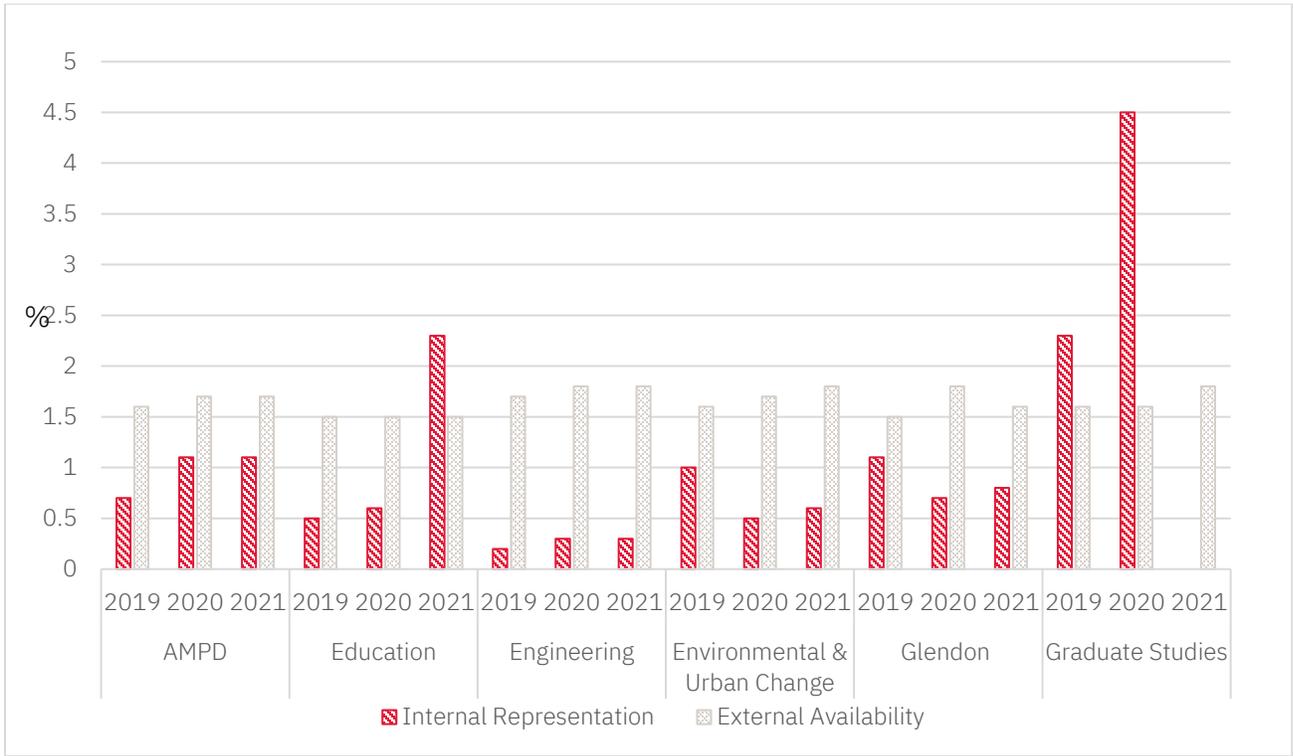
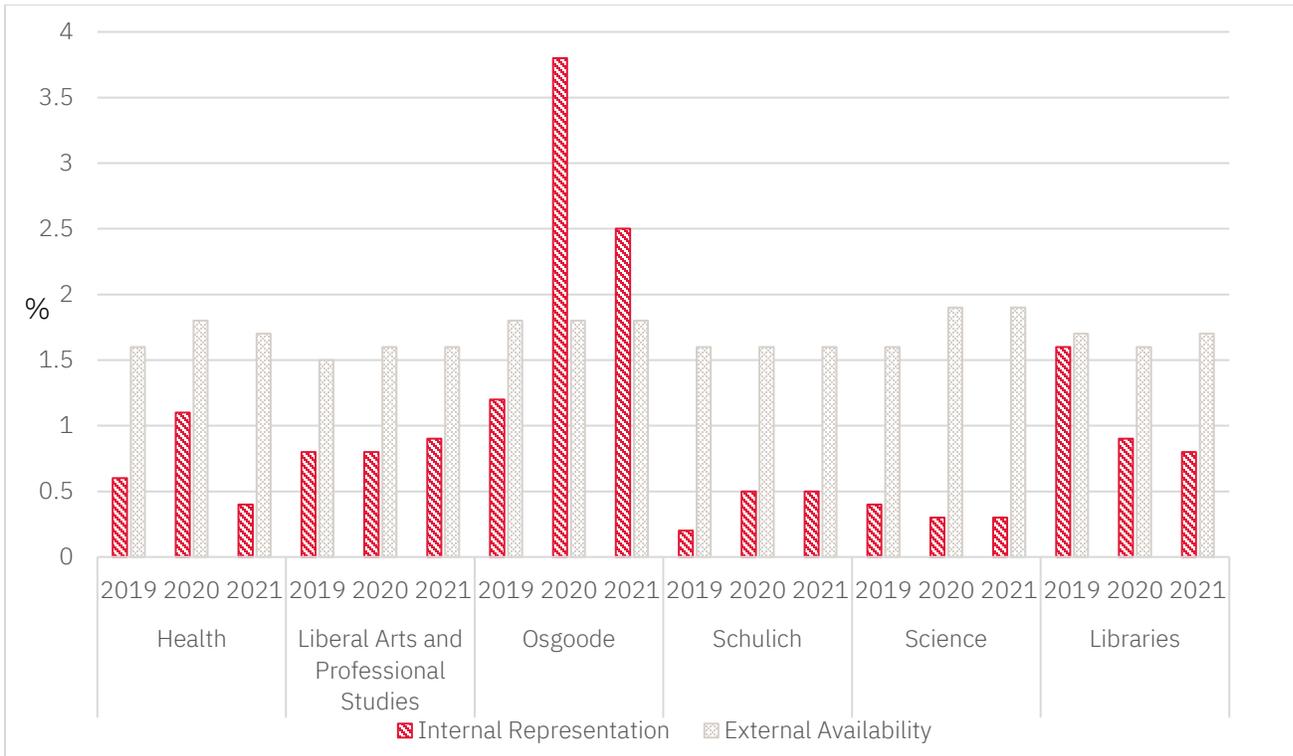


Figure 8(b): Representation of Total Indigenous Peoples by Faculty



4.4.2 Hires, Promotions and Exits Analysis

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

Table 2: Hires, Promotions and Exits of Indigenous Persons

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

4.5 Racialized Persons

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

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

Table 3: Disaggregation of Racialized Persons

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

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

¹¹ Racialized Persons sub-categories are provided by [Statistics Canada](https://www150.statcan.gc.ca/n1/pub/92-627-x/2019001/article/00001-eng.htm) with the exception of Persons with Mixed Origin.

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

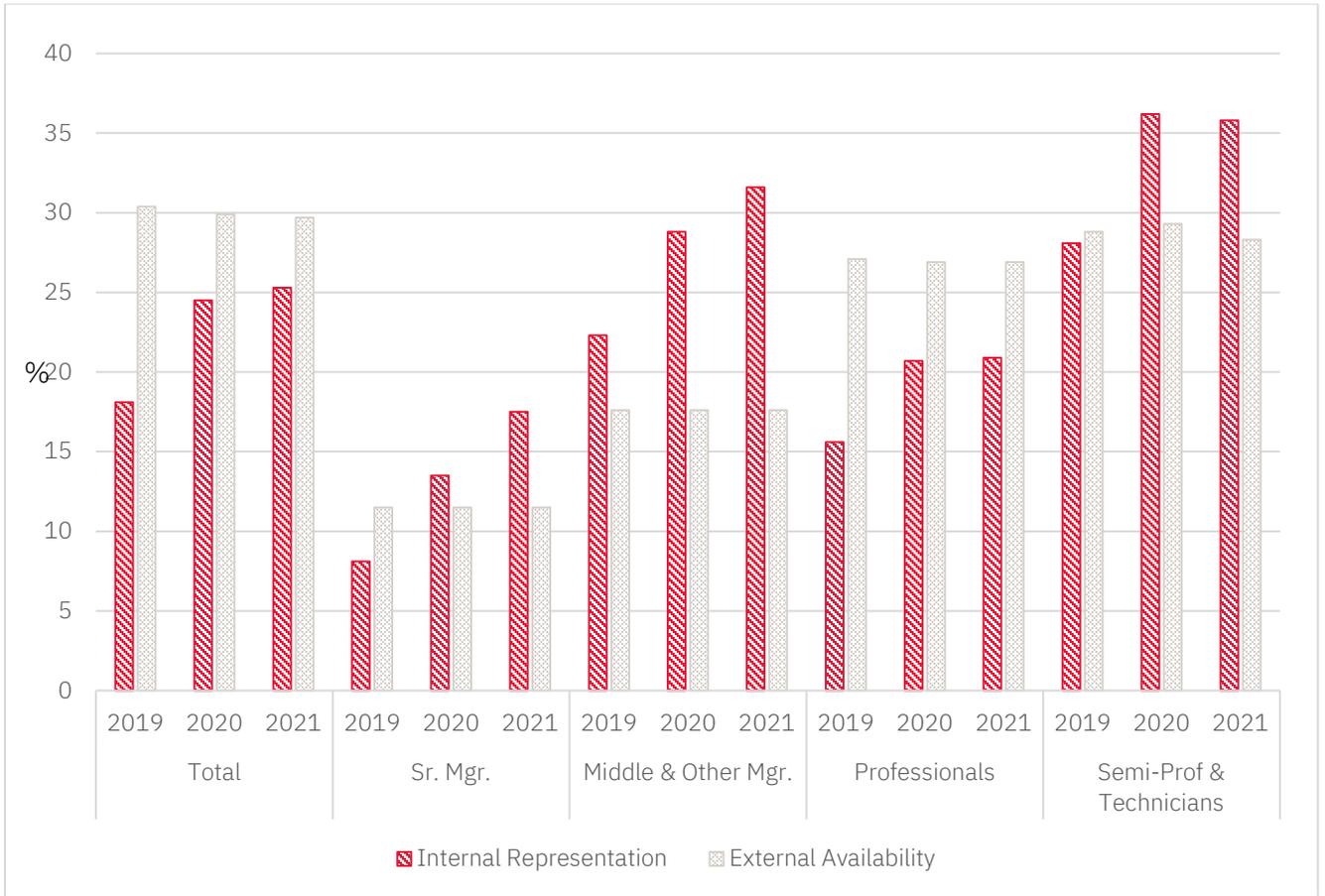


Figure 9(b): Representation of Total Racialized Persons in EEOGs 5-9

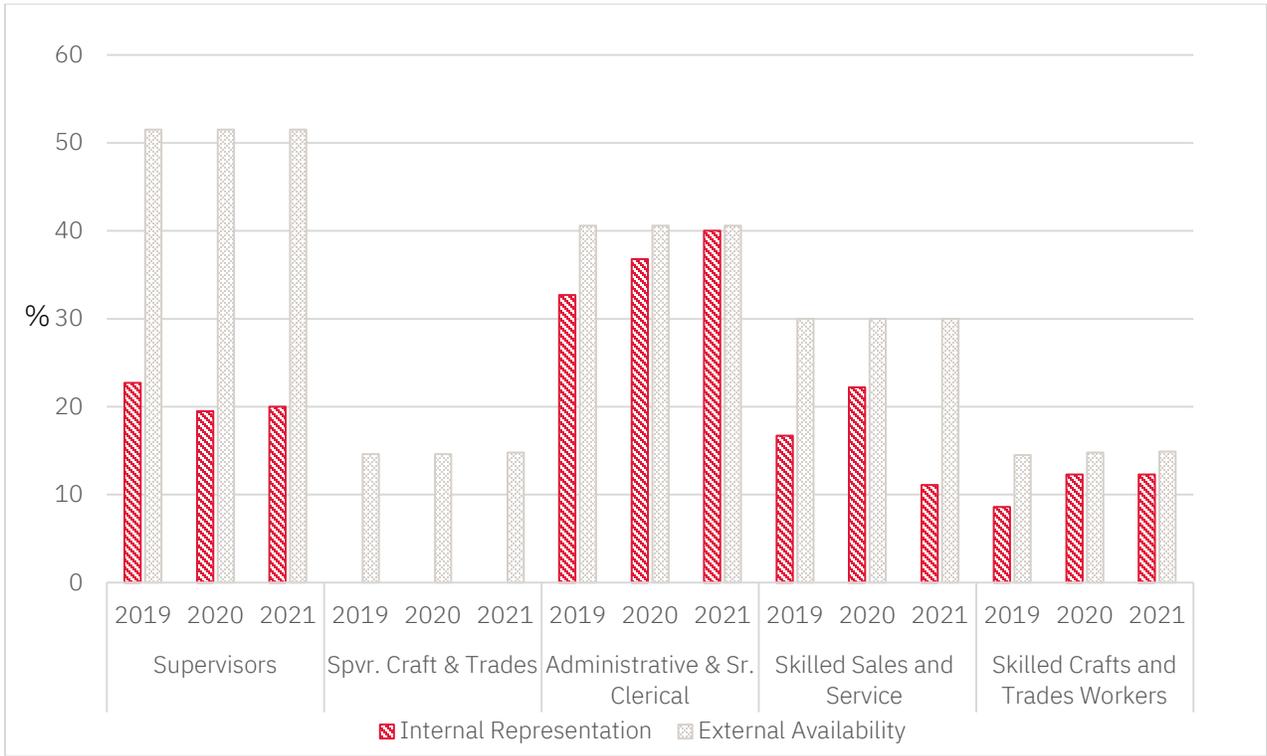


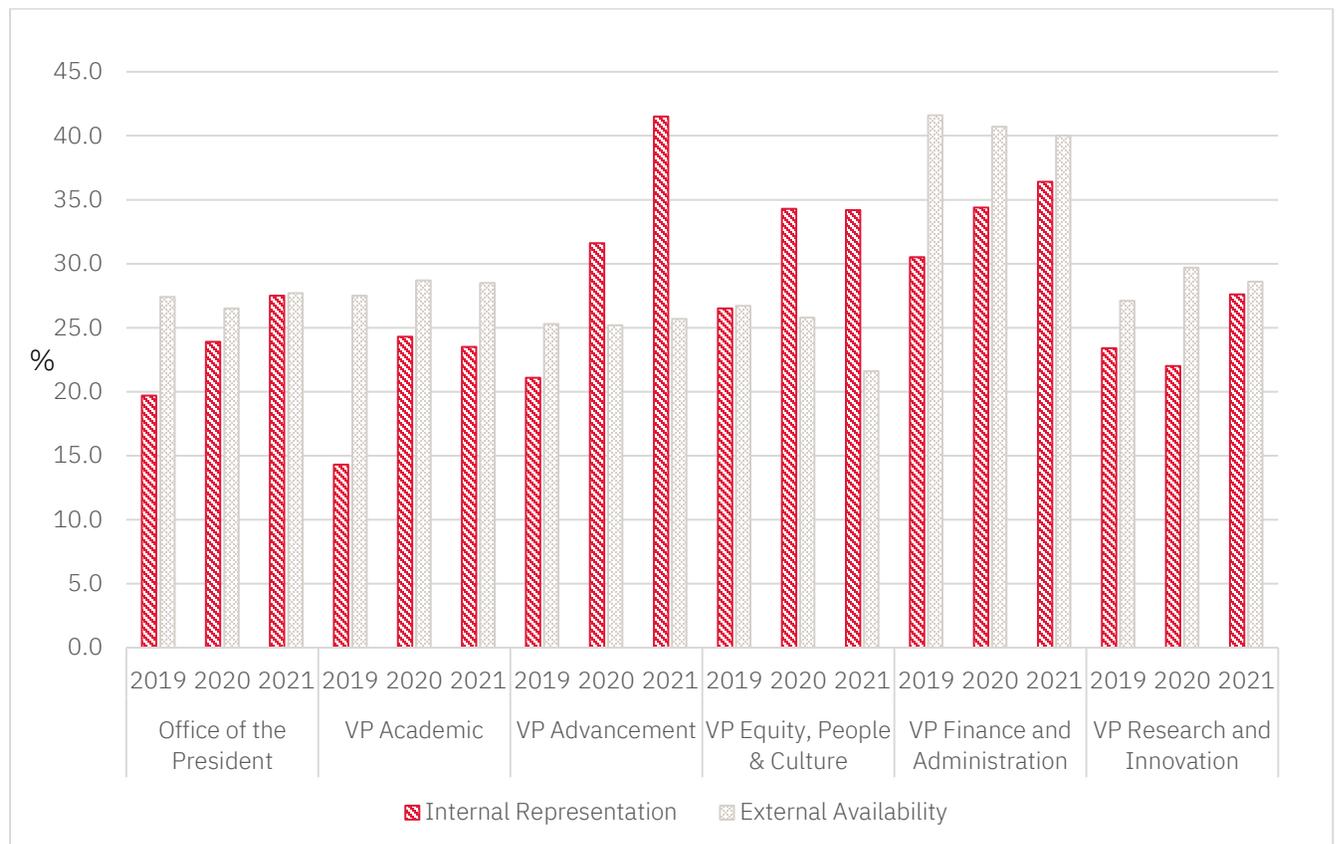
Figure 9(c): Representation of Total Racialized Persons in EEOGs 10-14



4.5.1 Division and Faculty Representation of Racialized Persons

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

Figure 10: Representation of Total Racialized Persons by Division



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

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

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

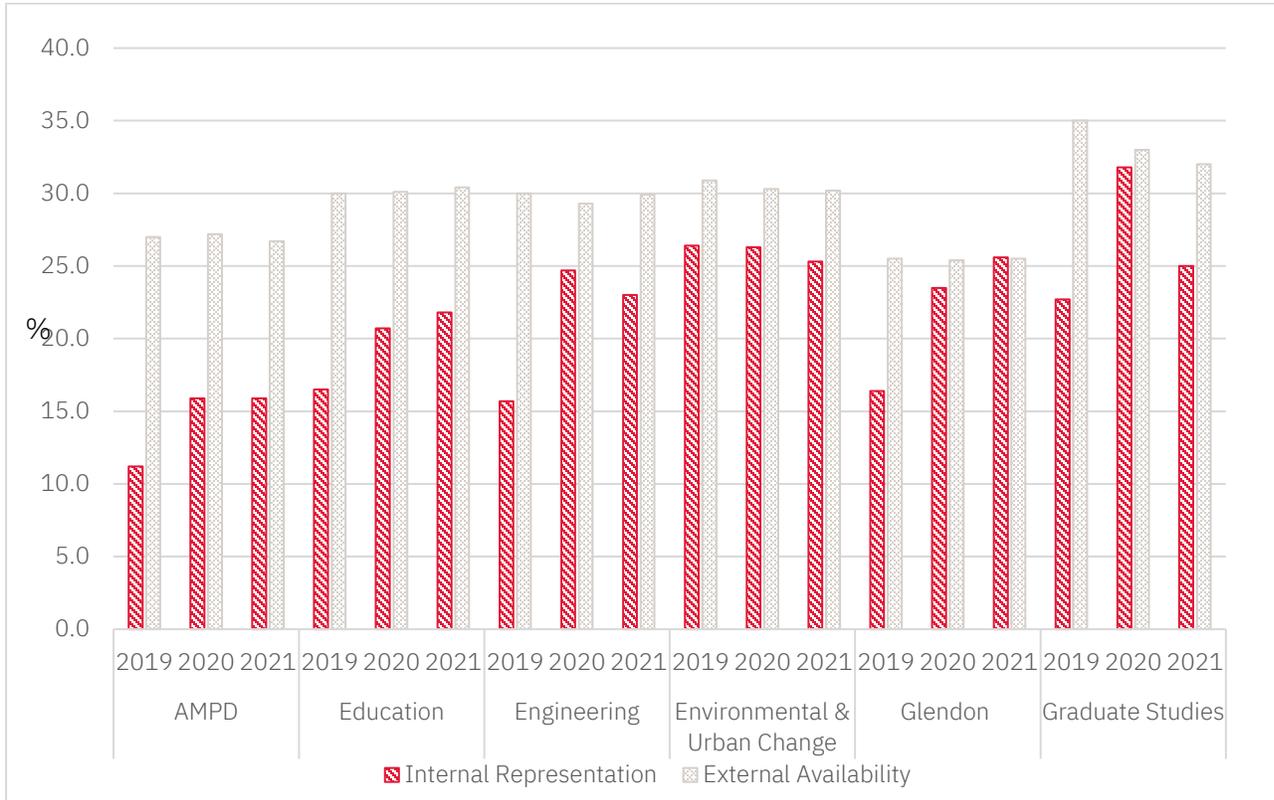
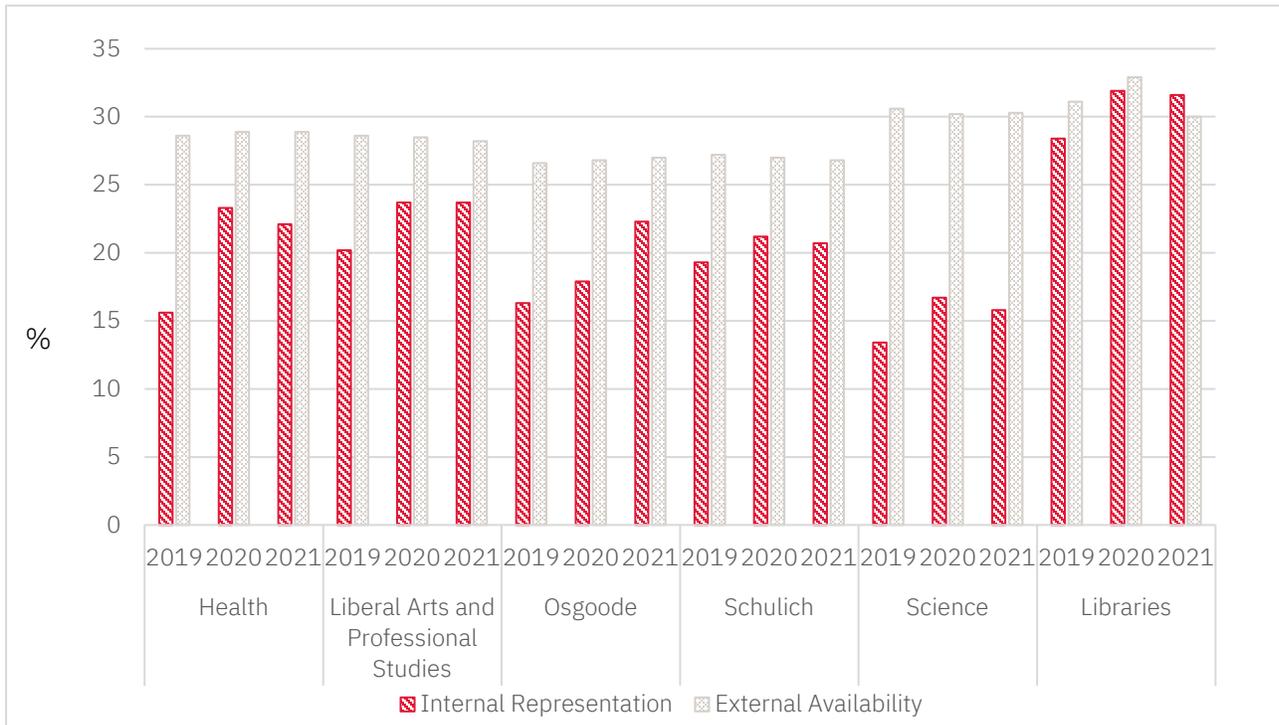


Figure 11(b): Representation of Total Racialized Persons by Faculty



4.5.2 Hires, Promotions and Exits Analysis

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

Table 4: Hires, Promotions and Exits of Racialized Persons

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

4.6 Persons with Disabilities

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

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

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

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

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

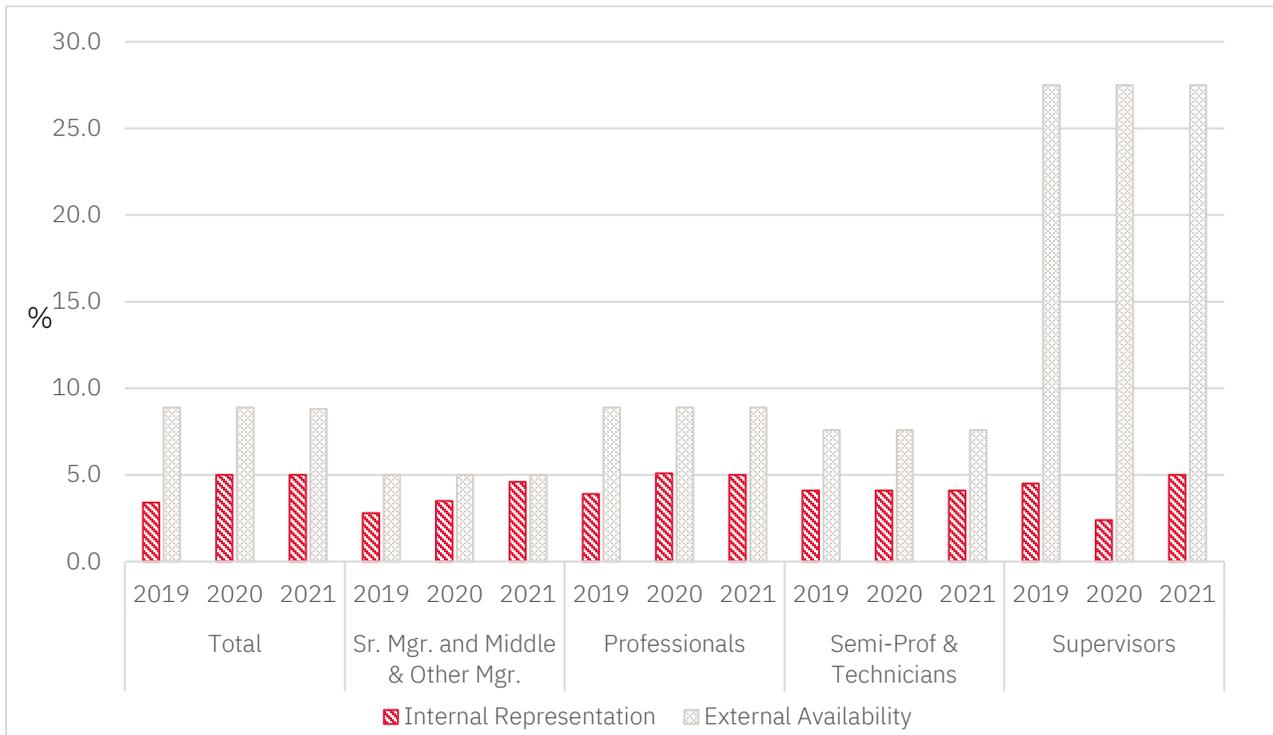


Figure 12(b): Representation of Total Persons with Disabilities in EEOGs 6-10

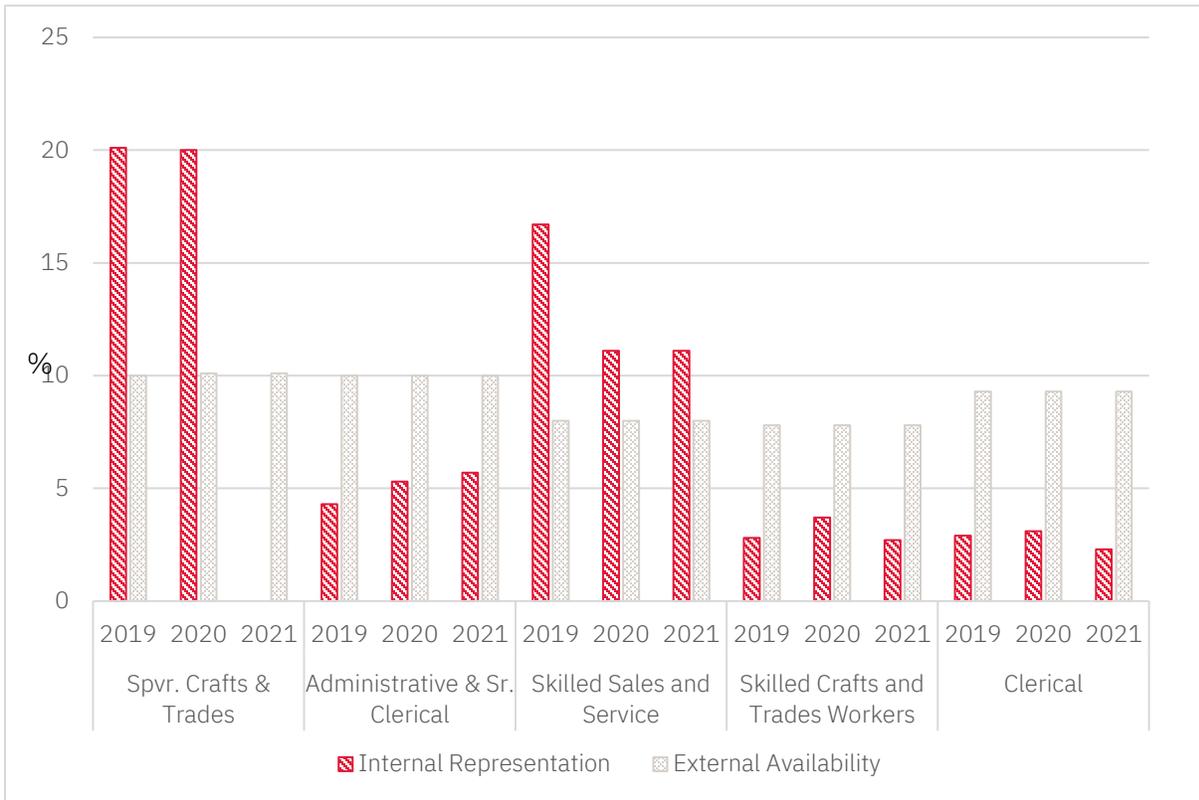
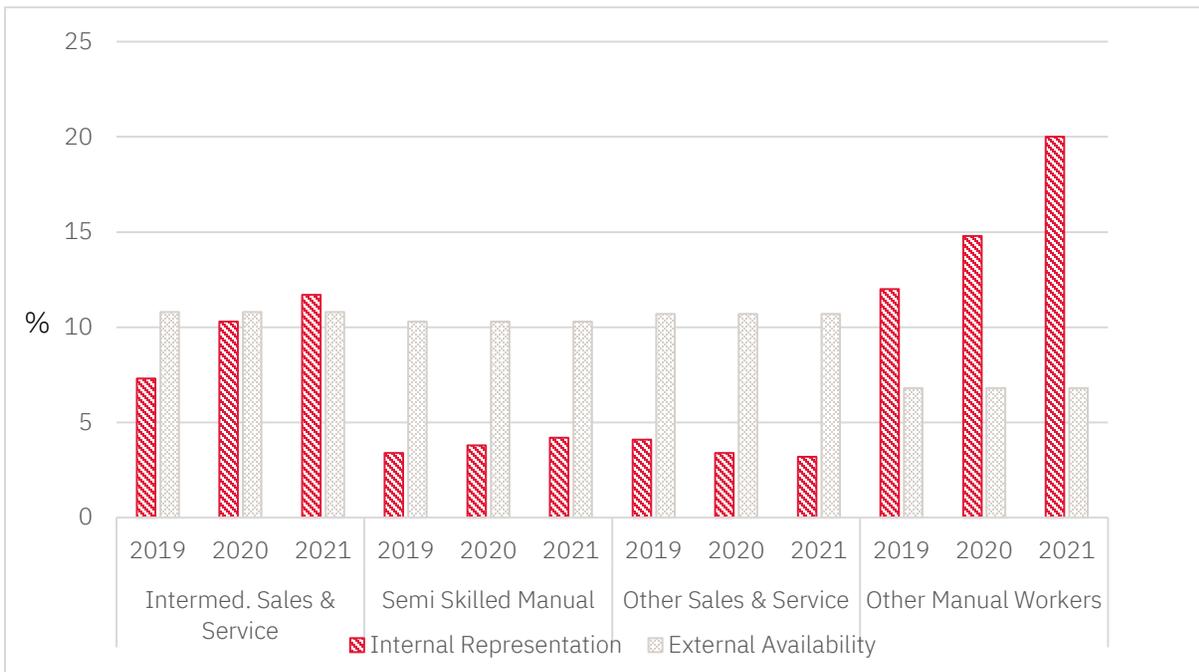


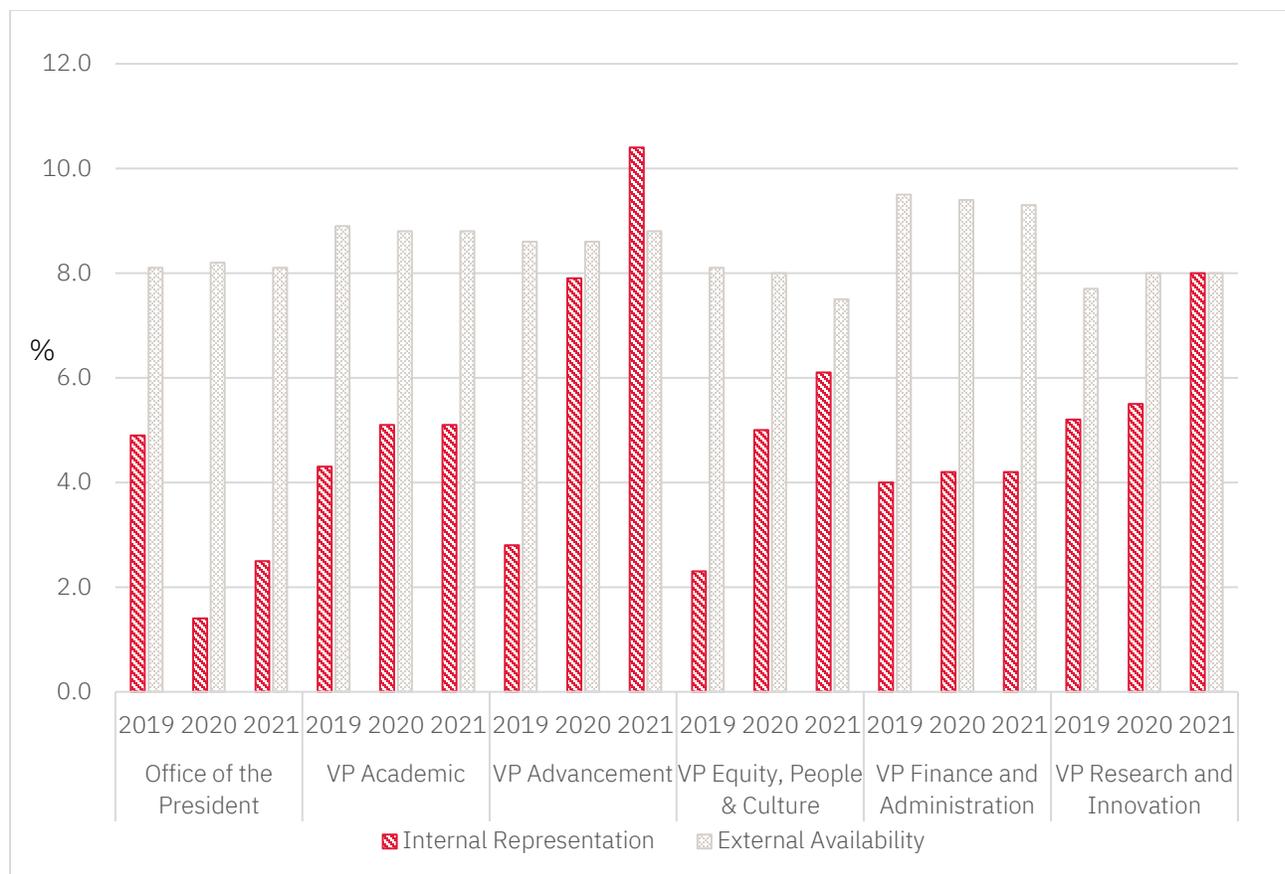
Figure 12(c): Representation of Total Persons with Disabilities in EEOGs 11-14



4.6.1 Division and Faculty Representation of Persons with Disabilities

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

Figure 13: Representation of Total Persons with Disabilities by Division



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

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

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

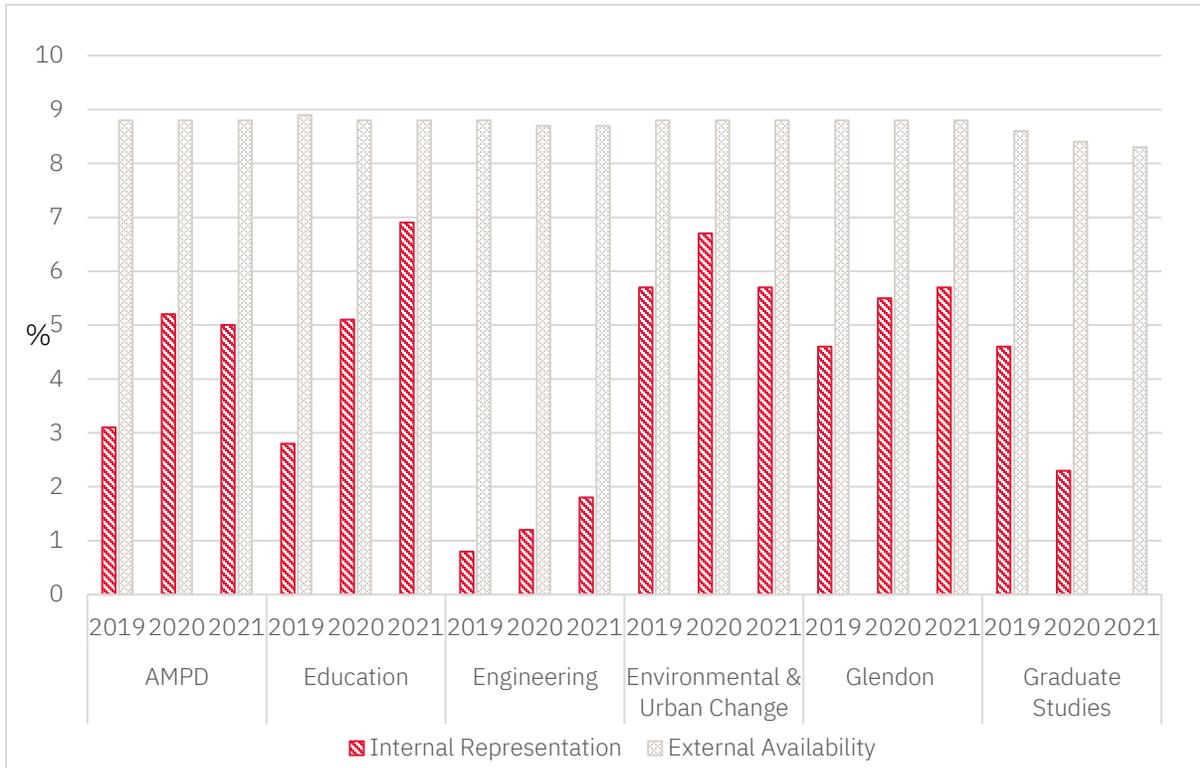
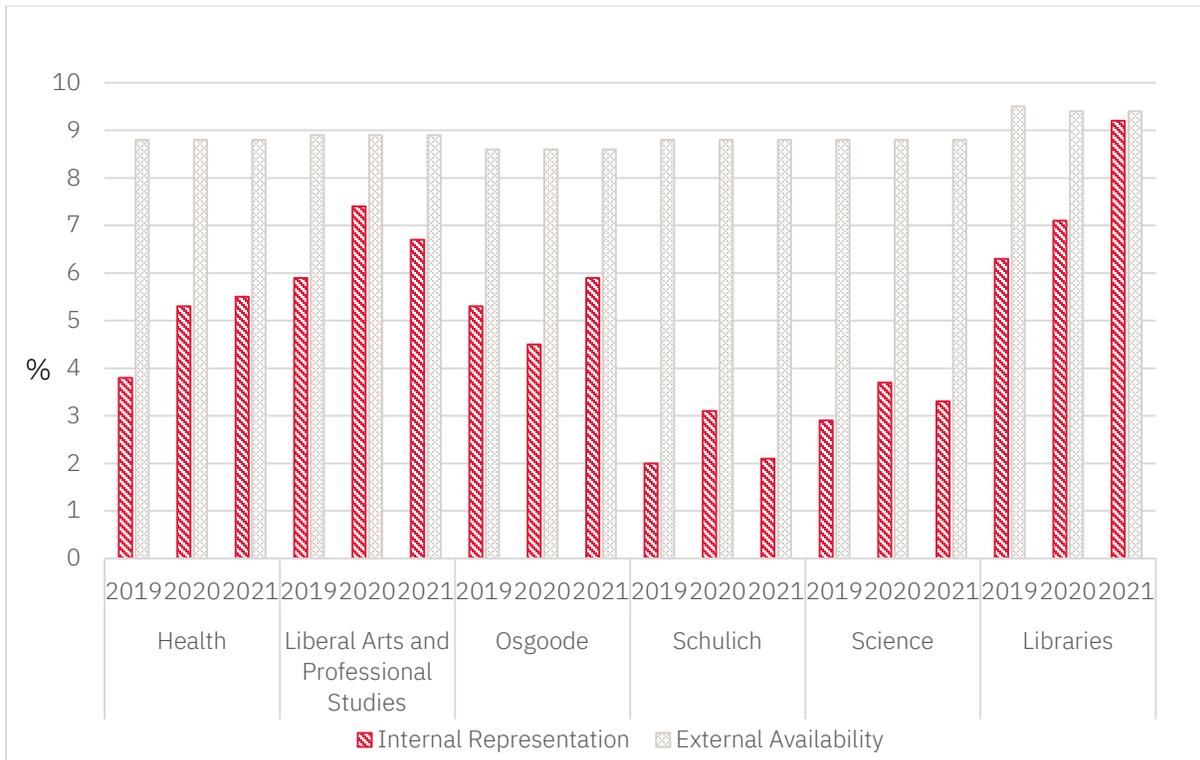


Figure 14(b): Representation of Total Persons with Disabilities by Faculty



4.6.2 Hires, Promotions and Exits Analysis

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

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

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

4.7 2SLGBTQ+

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

Table 6: York 2SLGBTQ+ Representation Rates

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

5.0 Data Analysis

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

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

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

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

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

5.1 Significant Gaps

Under-representation is a key concept in an employment equity analysis. Employers are expected to hire designated group employees at their external availability rate. A gap occurs when the designated group's internal representation is less than their external availability. The following analysis and calculations of significant gaps are related to significant gaps and include graphic representation of data. If a gap is "significant", then an employment systems review must be undertaken to understand what employment barriers may be present to cause the underrepresentation. This analysis used the three-filter test¹² to determine significance.

5.1.1 The Three Filter Test

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

First filter

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

Second filter

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

Calculating the percentage representation:

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

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

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

Third filter¹²

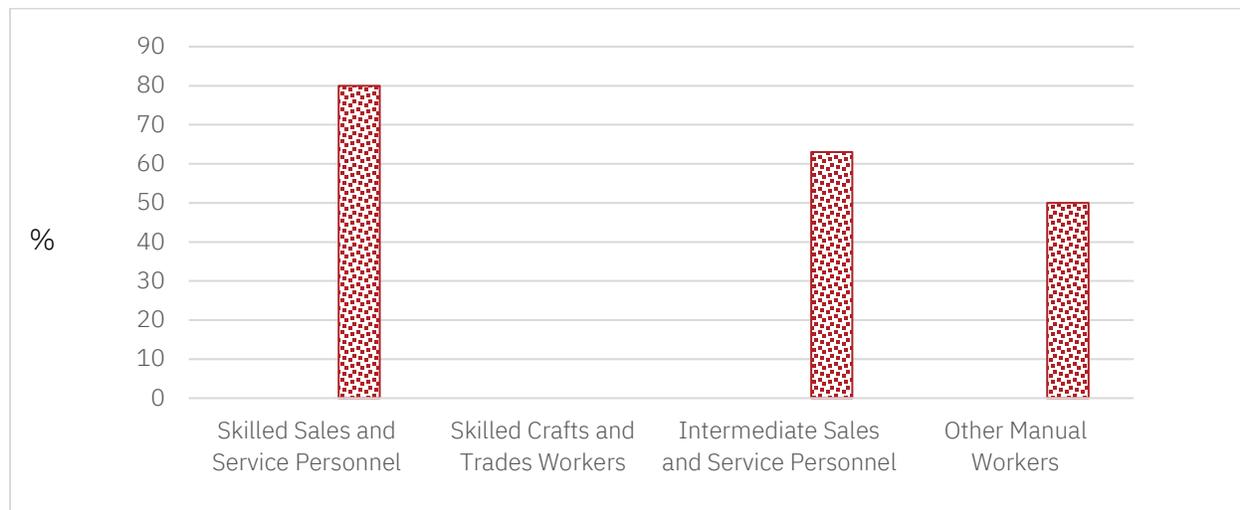
If there are gaps of -3 or less (note that while the gap is referred to as -3 or less, the actual numerical value is -3 up to and including -1, i.e., -3, -2, -1) for a designated group in several EEOGs, and/or for all designated groups in one EEOG, then the gaps are considered significant and must be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

5.2 Significant Gaps York University Analysis

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

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

Figure 15: Total Employees - Significant Gaps for Women



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

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

Figure 16: Total Employees - Significant Gaps for Indigenous Peoples

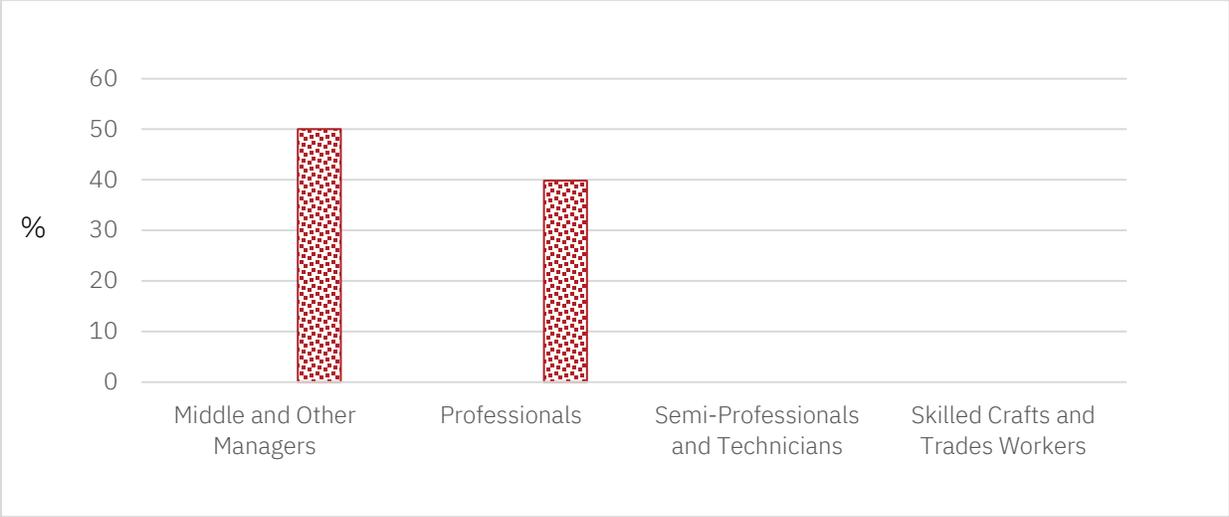
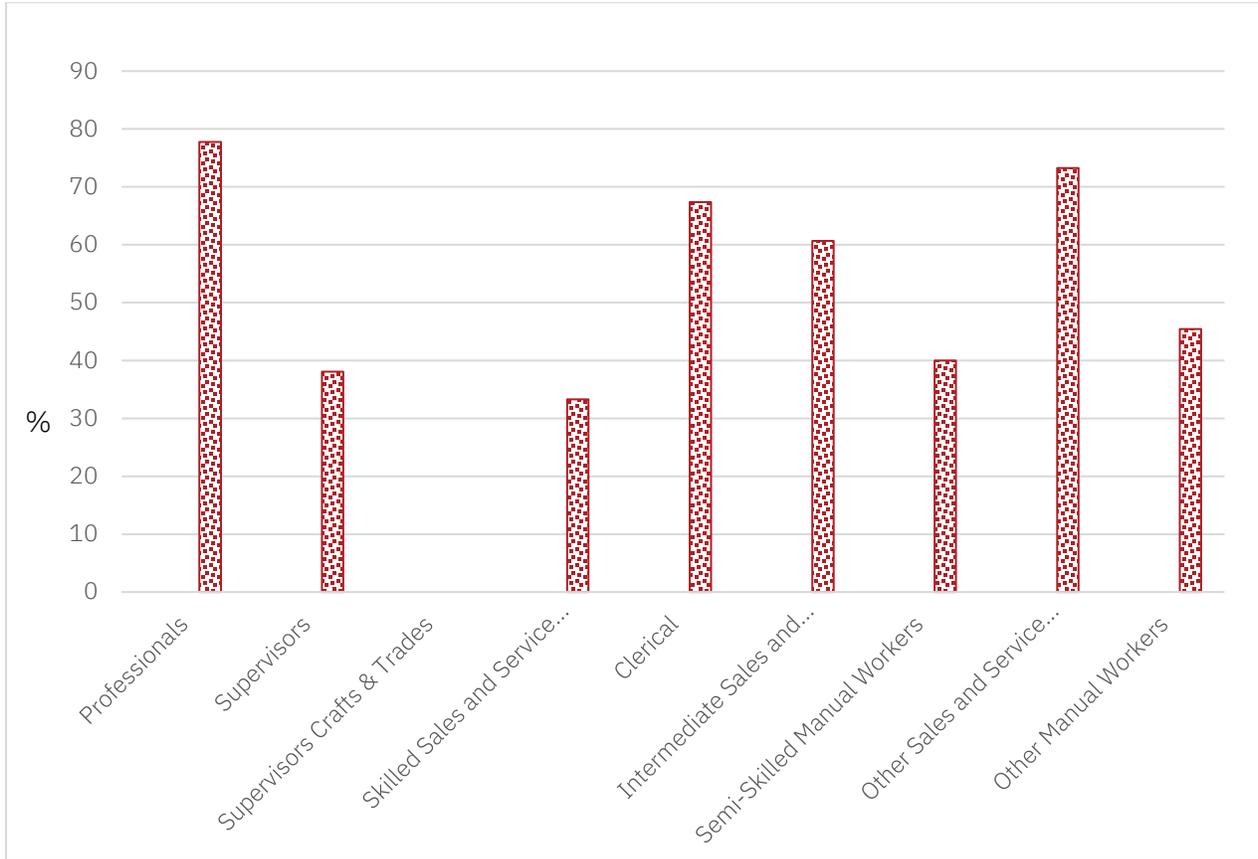


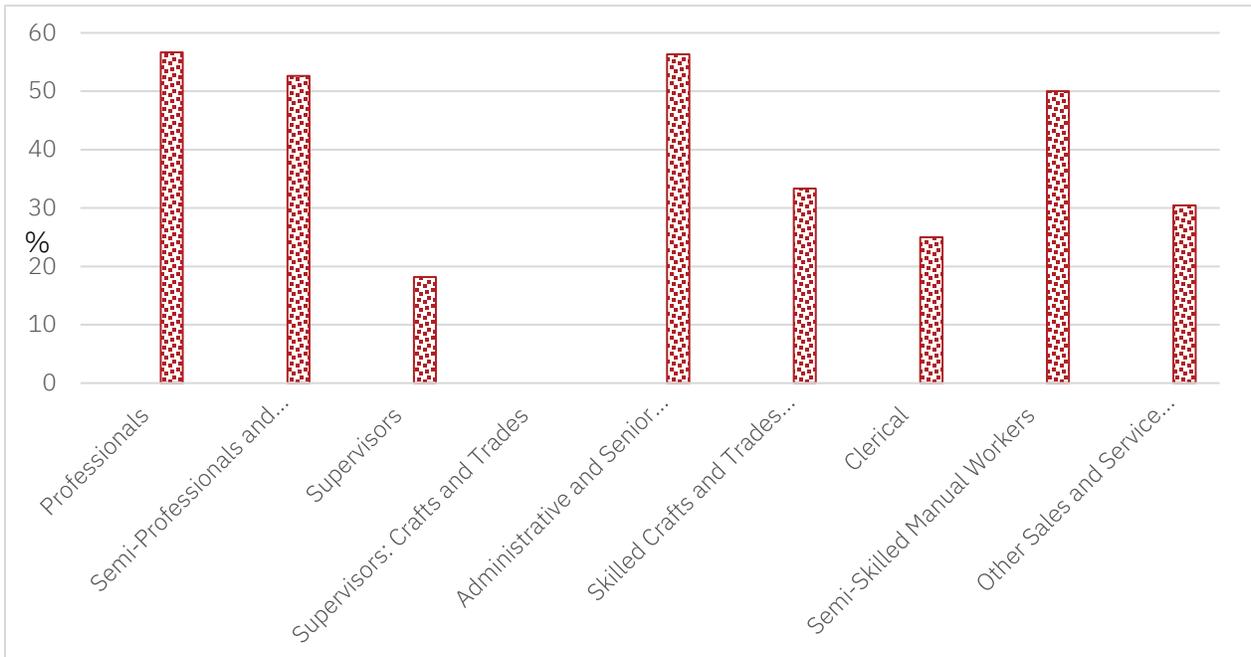
Figure 17: Total Employees - Significant Gaps for Racialized Persons



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

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

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



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

Figure 19: Significant Gaps for Academic Employees



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

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

Figure 20: Significant Gaps among Women Non-Academic Employees

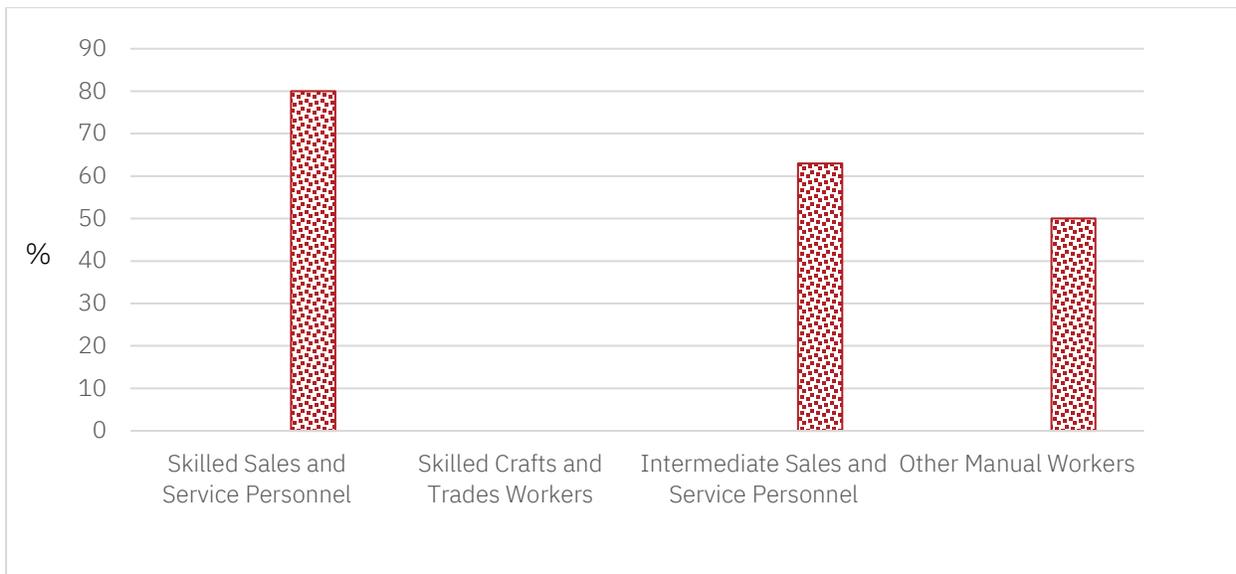
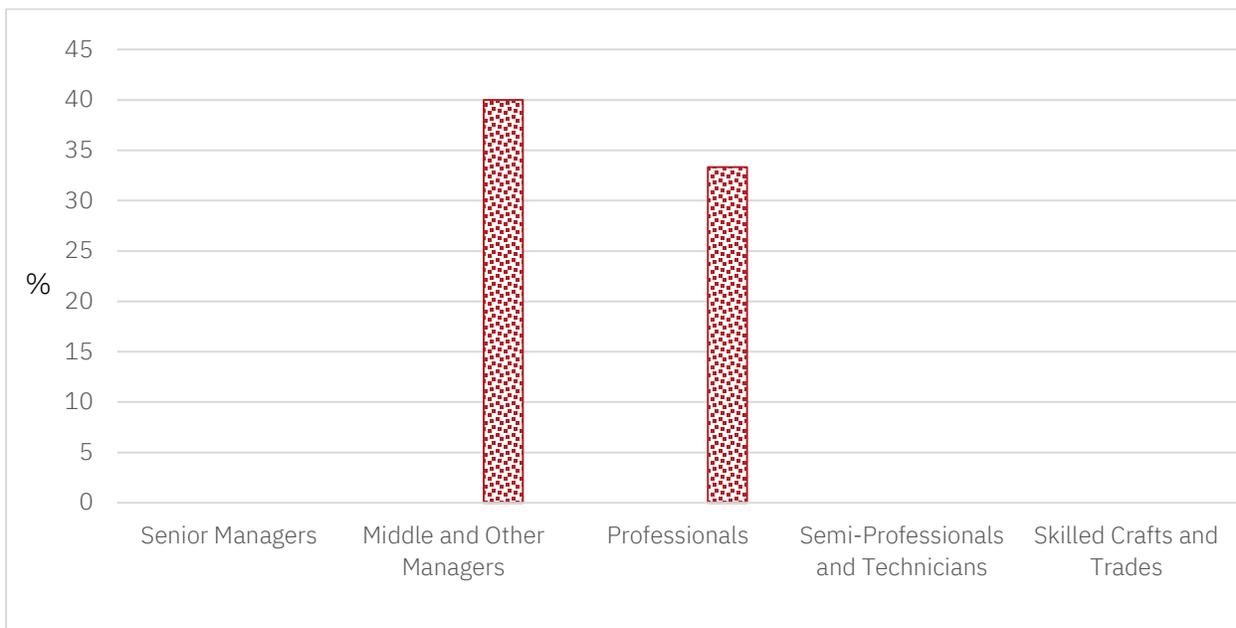


Figure 21: Significant Gaps among Indigenous Non-Academic Employees



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

Figure 22: Significant Gaps among Racialized Non-Academic Employees

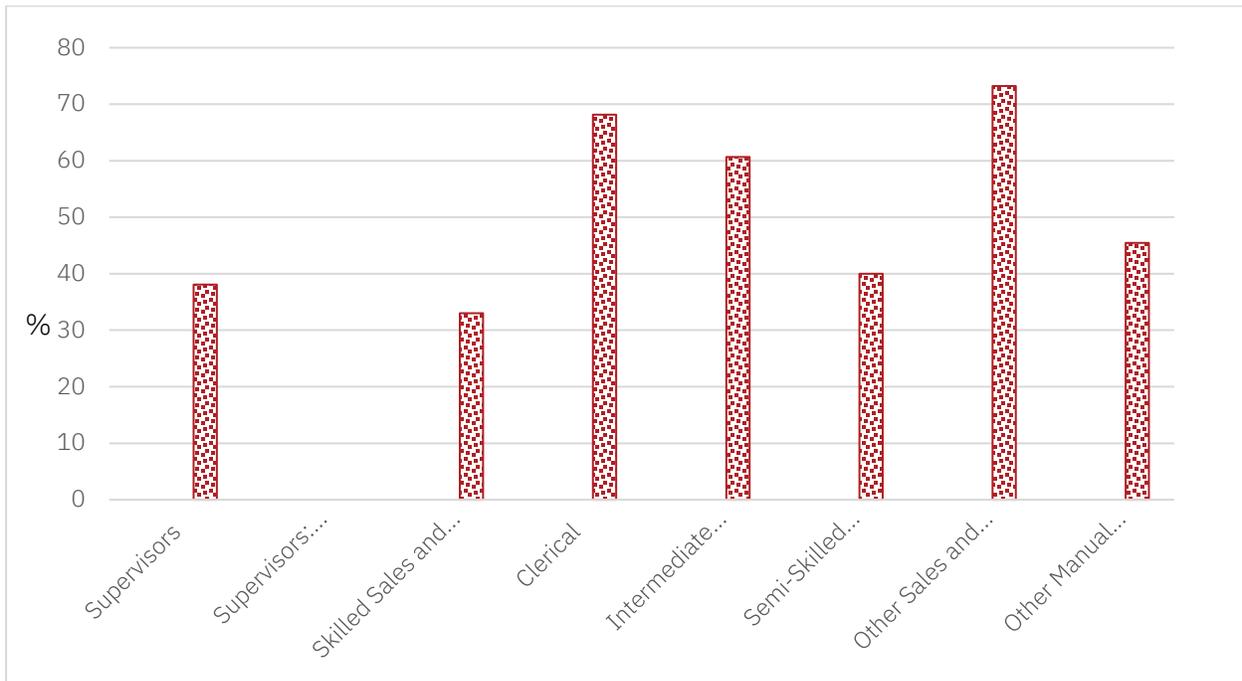
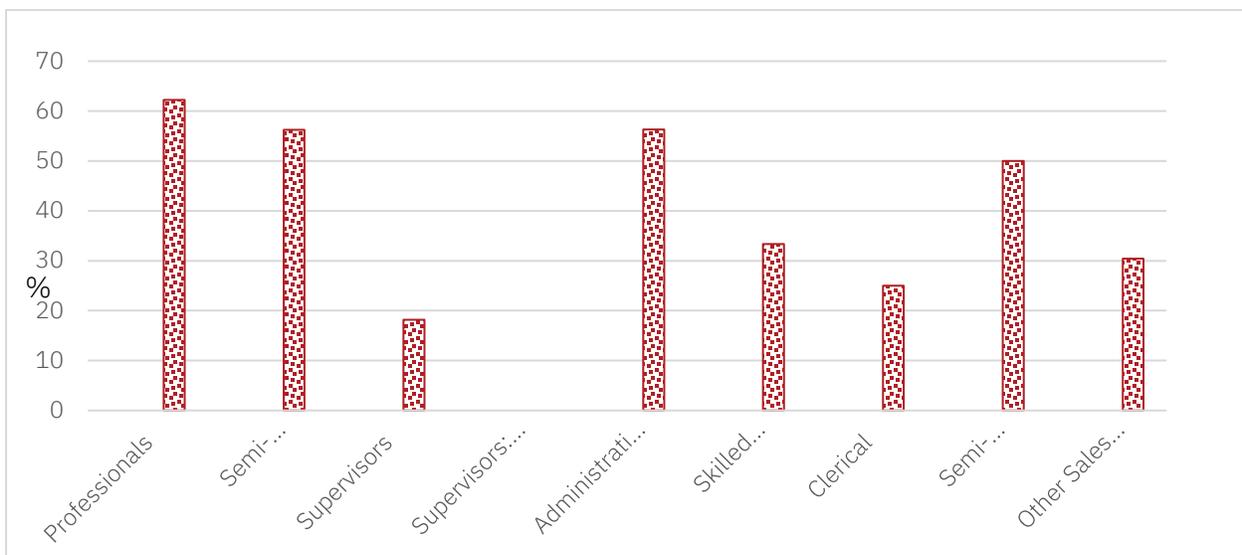


Figure 23: Significant Gaps among Persons with Disabilities among Non-Academic Employees



For Racialized persons, there were gaps in 8 of 14 EEOGs: Supervisors, Supervisors: Crafts and Trades, Skilled Sales and Service Personnel, Clerical Personnel, Intermediate

Sales and Service Personnel, Semi-skilled Manual Workers, Other Sales and Service Personnel, and Other Manual Workers.

For Persons with disabilities, there were gaps in 9 of 14 EEOGs: Professionals, Semi-Professionals and Technicians, Supervisors, Supervisors: Crafts and Trades, Administrative and Senior Clerical Personnel, Skilled Crafts and Trades Workers, Clerical Personnel, Semi-skilled Manual Workers, and Other Sales and Service Personnel.

5.2.1 Summary of Significant Gaps

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

For Women:

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

For Indigenous peoples:

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

For Racialized persons:

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

For Persons with disabilities:

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

In 2021, among total employees, both Racialized persons and Persons with disabilities had significant gaps in 9 of 14 EEOGs, which indicates greater work needs to be done to

improve representation of these two designated groups at the University, especially in certain occupational groupings.

Quite notably, among academic employees, the EEOG of Professionals showed up as a significant gap within all designated groups except women, thus, a significant gap was displayed in each of the three remaining designated groups (Indigenous peoples, Racialized persons, and Persons with Disabilities).

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

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

5.3 Notable Improvements at York University

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

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

Finally, there have been areas where improvements have been displayed and/or where the internal representation exceeded the external availability figures. As of December

31, 2021, the following designated groups, among total employees, have exceeded the 2016 external availability data provided by Statistics Canada in the following EEOGs:

For Women:

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

For Indigenous peoples:

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

For Racialized persons:

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

For Persons with disabilities:

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

6.0 Conclusion

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

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

As the university continues its work toward the development of an overarching Equity Strategy for the University, this report will be an important reference point for where to

focus efforts on employment equity. This would allow for the development of the necessary policies and processes to support improvements in employment equity, along with the establishment of timelines for working towards achieving greater representation in the areas where employment barriers have been persisting. Such a strategy could help ensure that employment equity is applied uniformly across the institution as opposed to having individual efforts within departments with varied results.

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

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

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APPENDIX A – Reports and Policies

For the 2020 Employment Equity Statistical Report:

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

York policies and guidelines:

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

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

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

[Employment Equity](#)

[Gender-Free Language Policy](#)

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

[Hate Propaganda Guidelines](#)

[Physical Accessibility of University Facilities](#)

[Human Rights Policy and Procedures](#)

[Sexual Violence Policy](#)

[Workplace Harassment Prevention Policy](#)

[Workplace Violence Prevention](#)

APPENDIX B – Glossary of Terms

Academic/Faculty

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

Designated Groups

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

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

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

External Availability

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

Federal Contractors Program (“FCP”)

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

Gap

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

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

Internal Representation

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

2SLGBTQ+

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

NOC

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

Non-academic

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

Staff

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

APPENDIX C – Employment Equity at York

A brief description of Employment Equity at York University

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

Communication

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

Workforce Information Collection

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

Workforce Analysis

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

Employment Systems Review

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

Identification and Removal of Barriers

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

Implementation

Implement changes to reduce barriers that have been identified.

Monitoring

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

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

1. Senior Managers

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

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

2. Middle and Other Managers

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

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

3. Professionals

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

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

4. Semi-Professionals and Technicians

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

Examples: Engineering Technician; Lab Technologist

5. Supervisors

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

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

6. Supervisors: Crafts and Trades

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

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

Examples: Loading Dock Supervisor; Production Supervisor.

7. Administrative and Senior Clerical Personnel

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

Examples: Customer Service Representative; Administrative Coordinator; Project Coordinator

8. Skilled Sales and Service Personnel

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

Examples: Textbook Buyer; Buyer

9. Skilled Crafts and Trades Workers

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

Examples: Plumber; Plasterer; Carpenter

10. Clerical Personnel

Workers performing clerical work, other than senior clerical work.

Examples: Faculty Assistant; Parking Office Clerk; Transcript Assistant

11. Intermediate Sales and Service Personnel

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

Examples: Sales Associate; Bookstore Assistant; Fire Prevention Inspector

12. Semi-Skilled Manual Workers

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

Examples: Operator (Machine and Equipment); Bus Driver

13. Other Sales and Service Personnel

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

Examples: Housekeeping Attendant; Custodian; Cashier

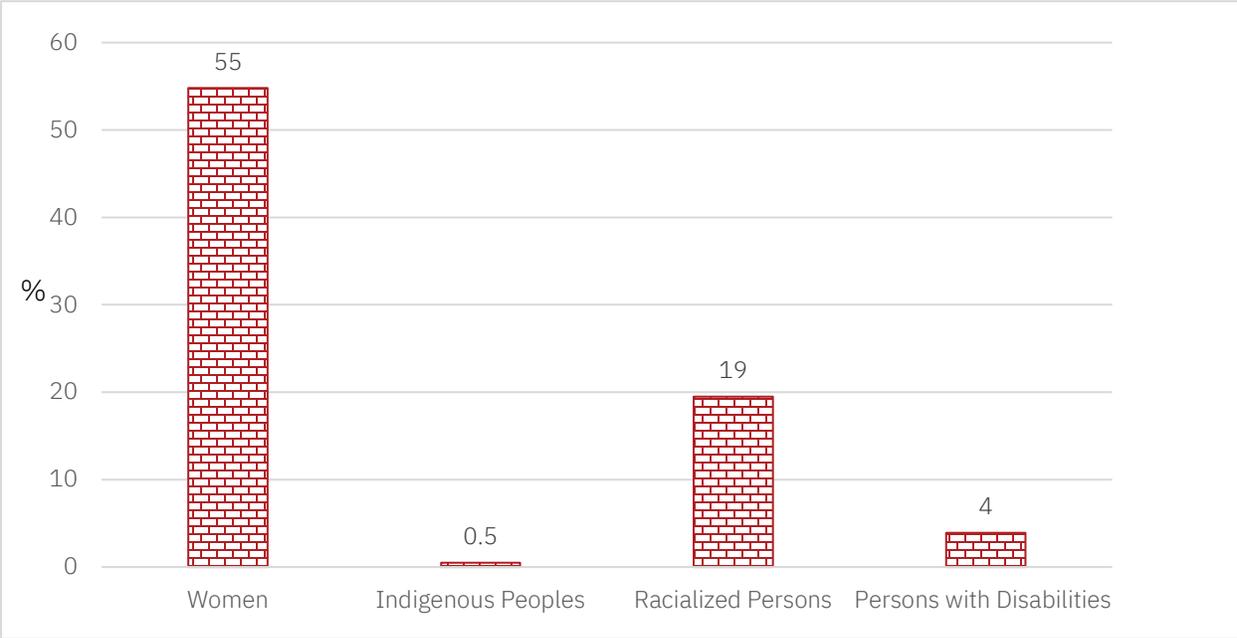
14. Other Manual Workers

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

Examples: Groundskeeper, Ground Maintenance Person

APPENDIX E – Total University Hires^{13,14}

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

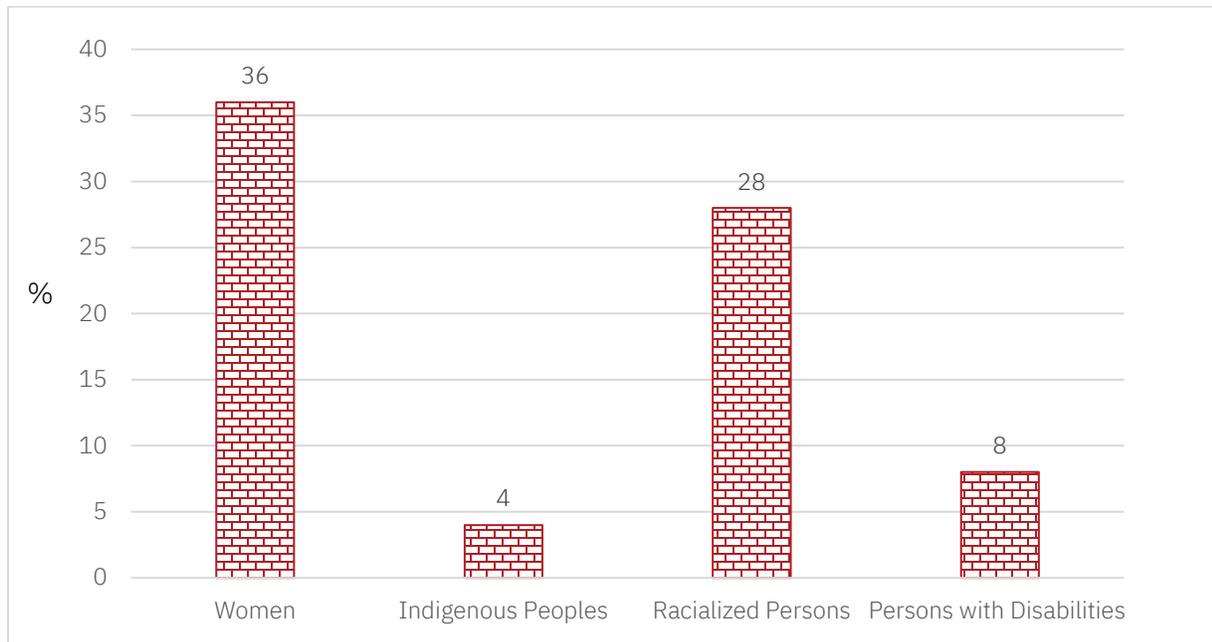


¹³Total Count = 5370

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

APPENDIX F – Total University Promotions¹⁵

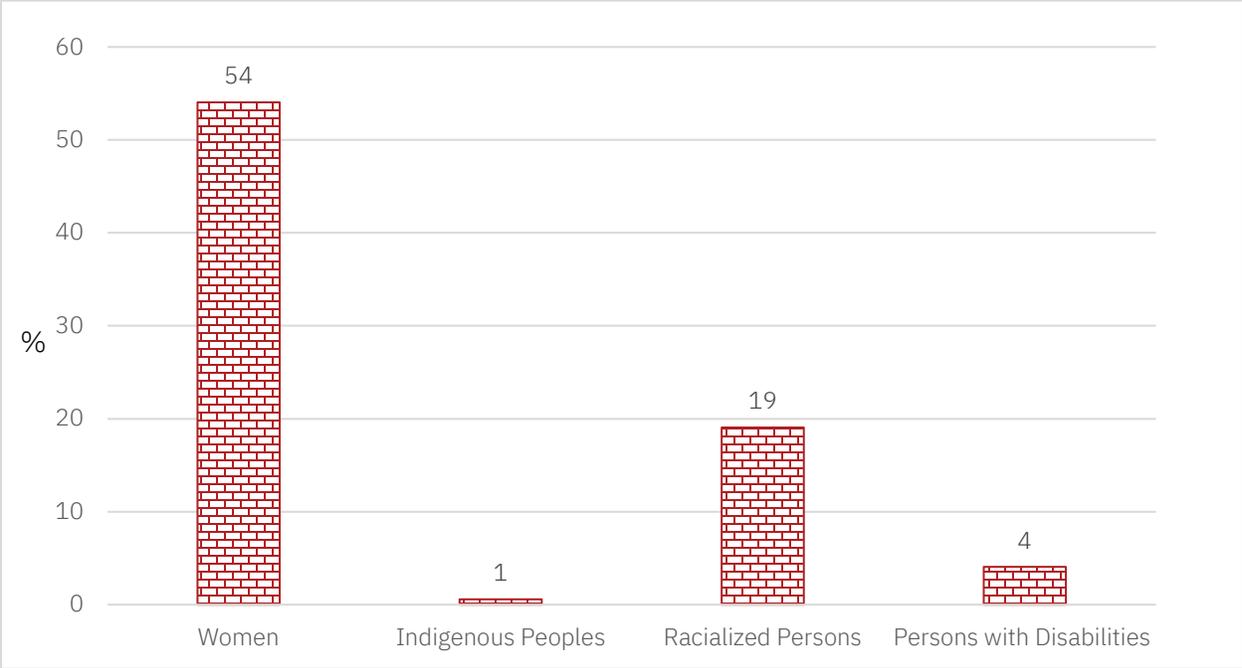
2021 Promotions of Equity Identified Groups
as a Proportion of Total University Hires
(Includes Full time, Part time and Temporary)



¹⁵ Total count = 50

APPENDIX G – Total University Exits¹⁶

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



¹⁶ Total Count = 4620

APPENDIX H – Comparison of Representation Rates with GTA Universities

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

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

Figure 24: Ontario University Comparison for Women

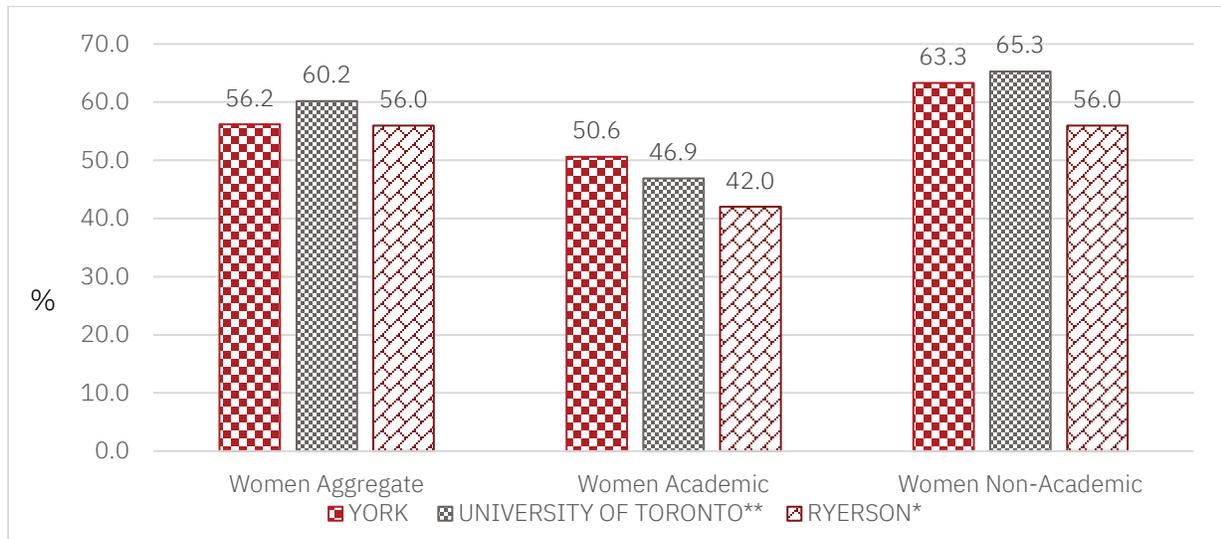


Figure 25: Ontario University Comparison for Indigenous Peoples

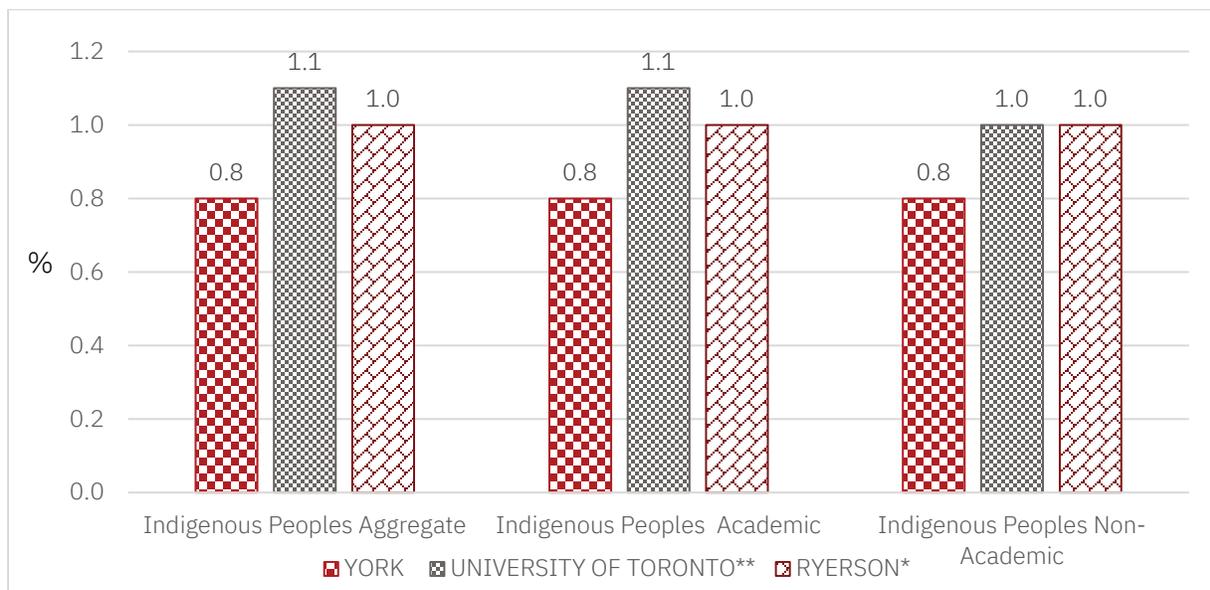


Figure 26: Ontario University Comparison for Racialized Persons

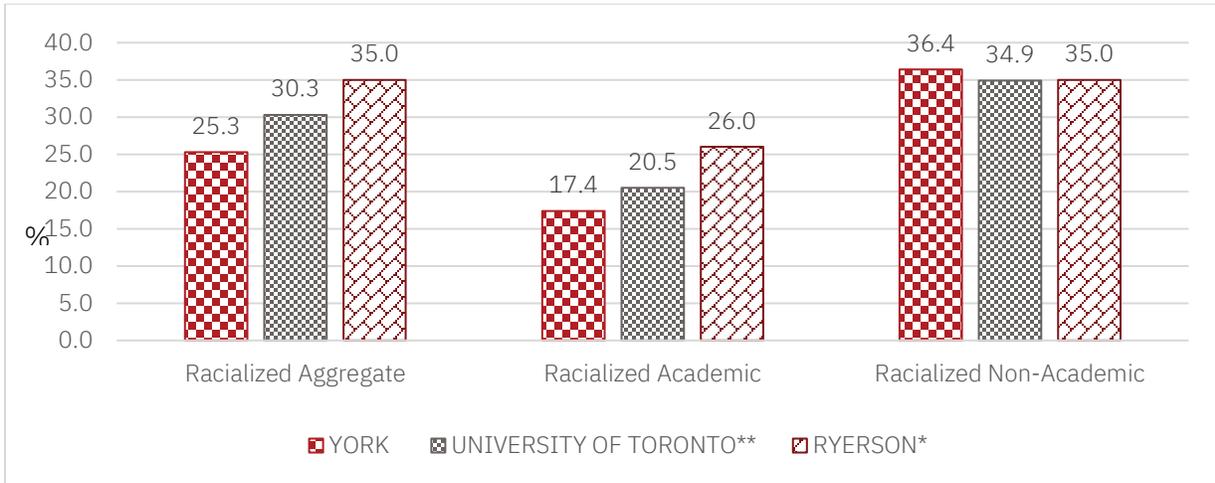


Figure 27: Ontario University Comparison for Persons with Disabilities

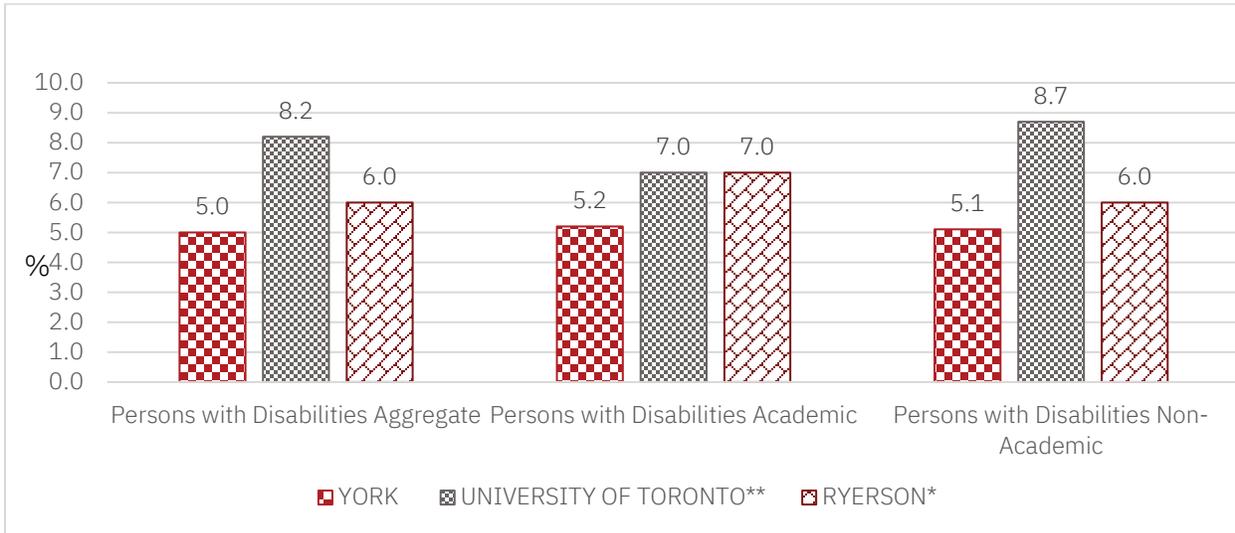
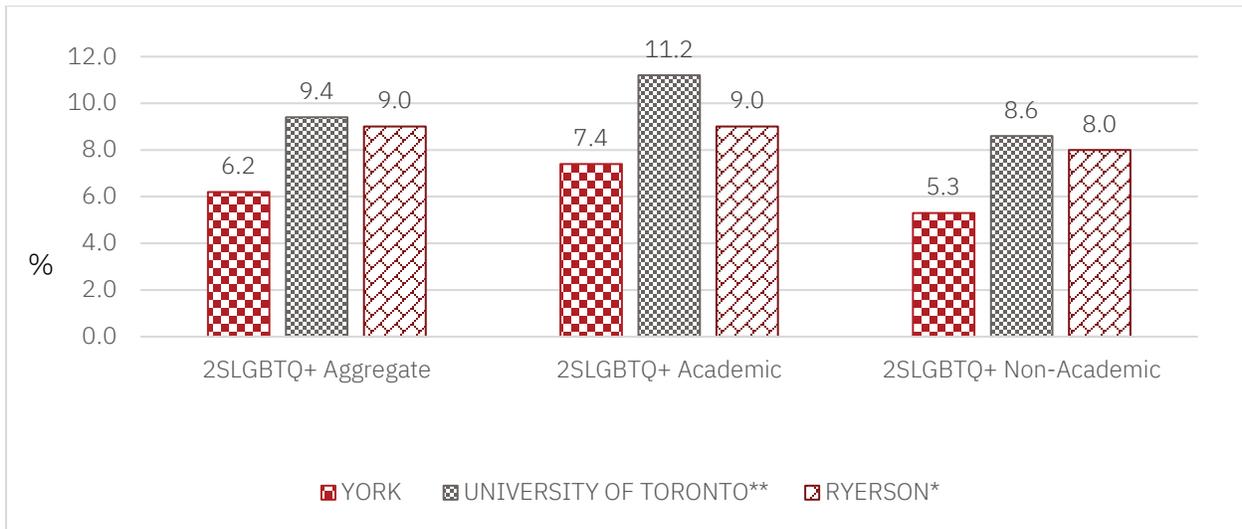


Figure 28: Ontario University Comparison for 2SLGBTQ+





York University Endowment Fund

Annual Investment Report Board of Governors - Investment Committee

For Year Ended December 31, 2021

York University Endowment Fund
Annual Investment Report
For Year Ended December 31, 2021

The Endowment Fund (the Fund) is a pool of commingled assets held for the endowments in long-term investments. The endowments are permanent gifts and bequests to York University from donors, enhanced where eligible with matching capital provided by university and government programs. Annual distributions are generated by the Fund investments for support of scholarships and academic chairs.

The Fund is governed by objectives and constraints as documented in the Statement of Investment Policies and Procedures (SIP&P). The Board annually approves the SIP&P and any changes to the investment strategy or asset mix as proposed by the Investment Committee. The Investment Committee oversees the investments, portfolio managers, and implementation of investment strategy.

The Fund assets are allocated for investment to thirteen portfolio managers, each assigned with distinct mandates. All mandates are actively managed.

The Fund in Review - 2021

The market value of the Fund as of December 31, 2021, was \$632.7M, an increase of \$38.4M relative to the December 31, 2020, valuation of \$594.3M. The increase in 2021 was the net effect from combined inflows, outflows, and depreciation. The fund increased by \$4.3M in contributed capital plus income of \$53.1M on invested assets and decreased by \$3.4M in investment expenses and \$15.6M in fund distributions.

Distributions to support endowment beneficiaries form the greatest part of withdrawals. Over the past seven years, \$110.7M has been directed specifically to the purposes established by the University's donors.

The Fund one-year rate of return as of December 31, 2021, was 9.1%, compared to the returns of 16.9% and 16.2% for the one-year periods ending December 31, 2020, and 2019, respectively. The Fund performance for 2021 lagged the benchmark one-year rate of return of 10.5% by 1.4%.

The Fund four-year rate of return of 10.0% (as of December 31, 2021) beat the annualized benchmark performance of 9.2% by 74 basis points (bp), for the same period.¹

Market volatility remained at the forefront in 2021 as investors looked for direction on the trajectory of the global economy. The distribution of vaccines and the easing of lockdowns were positive developments, signaling an economic rebound, but the emergence of new variants and global supply chain delays created different challenges. Despite these obstacles, global gross domestic product (GDP) grew, and inflation emerged as a challenge in the latter half of the year. The global equity benchmark, the Morgan Stanley Capital International All Country World Index (MSCI ACWI), gained 17.5% in Canadian dollar terms in 2021, with strong annualized returns of 18.6% and 14.2% over 3 and 5 years, respectively.

Fixed income markets were lackluster in terms of growth opportunities as major central banks stayed the course in maintaining low policy rates thereby subjecting fixed income to a high probability of interest rate risk in the event of future policy rate increases. For example, the Bank of Canada's key benchmark overnight target rate had remained at 0.25% since March 27, 2020. Similarly, the United States Federal Open Market Committee (FOMC) has maintained the federal funds target rate at 0.25% since March 15, 2020. As a result, North American central banks had kept their target policy rates at 0.25% for 21 consecutive months by 2021 year end.

In 2021, the US dollar (USD) index futures gained 6.7% year over year, its strongest gain since 2015 thanks to strong employment figures for the American economy and anticipated annualized GDP growth of 6%. Furthermore, there was anticipation of the US Federal Reserve raising interest rates aggressively starting in Q1 2022.

In 2021 the Fund underperformed the benchmark by 1.4% after outpacing the benchmark return of 11.5% by 5.4% in 2020. The Fund was 4th quartile in its peer group with returns in the 96th percentile for 2021. The Fund's percentile ranking against peers remains 1st quartile over 2, 3, 4, 5, and 10 years. At the end of 2021, the global equity component, which accounts for approximately 60% of the Fund's allocation, had returned 12.19% trailing the MSCI ACWI benchmark by 5.34%. This was due to the Fund's equity bias in favour of growth style managers. The sector rotation in equities which began early in 2021 continued and favoured value-oriented managers over growth managers for the year.²

¹ The four year annualized return of the Fund is 9.98% beating the benchmark of 9.24% by 0.74% or 74 bp. All returns have been rounded off to 1 decimal within the report.

² Sector rotation is the movement of money invested in stocks from one industry to another as investors and traders anticipate the next stage of the economic cycle. Typically, different styles of investing (e.g., growth vs. value vs. quality vs. growth at a reasonable price) are favoured during different stages of economic growth.

The currency hedging strategy had a marginally positive impact and increased the value of total fund by 5 basis points (bp) in 2021. During 2021, the Canadian dollar (CAD) similarly appreciated versus the USD year over year, going from 1.2751 to 1.2745 CAD/USD from 2020 to 2021.³

Direct expenses charged to the Fund for investment management, custody, performance measurement and investment consulting services during calendar 2021 were \$3.4 million for a total expense ratio of 0.57%. For 2021 total expenses were \$1.4 million higher (2020 expenses were \$2 million), attributable to the higher assets under management, while the expense ratio remained the same. The expense ratio for 2021 was in line with the ratios observed in previous years (e.g., 2020 (0.57%), 2019 (0.43%), 2018 (0.59%) and 2017 (0.61%)).

The balance of this Report reviews the investments, asset mix and manager allocations. Performance of the Fund to December 31, 2021, is reviewed in absolute, relative, and comparative terms. The Investment Committee’s activities conducted during calendar 2021 are summarized in the final section.

Asset Mix

The Policy asset mix (Figure 1) summarizes the asset class weights that the Fund was managed to, throughout 2021.

Figure 1

Policy Asset Mix		
<u>Asset Class</u>	<u>Target Weight</u>	
Equities		
Global	<u>60%</u>	60%
Fixed Income		
Global Fixed Income	20%	
Global High Yield Bonds	<u>10%</u>	30%
Real Assets		
Real Estate	<u>10%</u>	10%

The Policy asset mix, determined through a periodic process involving an asset-

³ On December 31, 2020 1 USD bought 1.2751 CAD, on December 31, 2021, 1 USD bought 1.27452 CAD.

liability study that incorporates projections for capital markets returns over a ten-year horizon, is selected for its expected ability to meet the Fund’s investment objective of funding endowment commitments each year, into perpetuity. The asset mix is geared to provide income to the University for the annual payouts to support endowed spending and to preserve the value of endowed capital.

The Fund’s SIP&P lists the strategic target mix as equities at 50%, and real assets at 20%. Since there is a phase-in period for the real assets asset class, the benchmark weight will be held at 10% until the exposure has been fully developed to at or near 20%, at which time the 20% benchmark weight shall apply. This approach is consistent with clause 6.6 of the SIP&P which states “During the phase-in period for the Real Assets asset class, the current Benchmark weight will be held at 10% until the exposure has been fully developed to at or near 20%, at which time the 20% Benchmark weight shall apply. The offset weight during the phase-in period will be applied to equity classes.”

The Fund’s actual asset mix compared to the Policy target weights effective throughout 2021, including currency overlay, as of December 31, 2021, is shown below in Figure 2.

Figure 2

Actual Versus Target Asset Class Weights - December 31, 2021

<u>Asset Class</u>	<u>Market Value (\$Mil)</u>		<u>Actual Weight</u>		<u>Target Weight</u>		<u>Over/Under</u>	
Equities								
Global	380.4	\$ 380.4	<u>60.1%</u>	60.1%	<u>60.0%</u>	60.0%	<u>0.1%</u>	0.1%
Real Assets								
Real Estate	<u>47.7</u>	47.7	<u>7.5%</u>	7.5%	<u>10.0%</u>	10.0%	<u>-2.5%</u>	-2.5%
Fixed Income								
Global Fixed Income	106.4		16.8%		20.0%		-3.2%	
Global High Yield Bonds	55.0		8.7%		10.0%		-1.3%	
Short-Term Investments	43.3		6.8%		0.0%		6.8%	
Subtotal	<u>204.8</u>	204.8	<u>32.4%</u>	32.4%	<u>30.0%</u>	30.0%	<u>2.4%</u>	2.4%
Currency Hedge	<u>(0.2)</u>	(0.2)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		<u>\$ 632.7</u>		<u>100.0%</u>		<u>100.0%</u>		

Asset class weights are permitted to vary within a range of +/- 5% of the target weights and are rebalanced periodically back to the target when necessary. The overweight to short-term investments was for the purpose of liquidity management in anticipation of future distributions and capital calls anticipated in 2022.

The managers, their mandates, market values and fund weights are shown in Figure 3. The equity component of the Fund has had a core-satellite structure in place since June 2019. The core funds are low volatility mandates managed by TDAM Low Vol and Unigestion. The satellite funds are managed by C- Worldwide, Baillie Gifford, Morgan Stanley, Lazard, and Fiera (Harris Oakmark). The currency hedge

applies to 50% of the USD exposure contained in high yield bonds and global real estate. The passive overlay is composed of liquid three-month foreign exchange forward contracts and reported on a marked-to-market basis.

Figure 3

Specialty Mandates and Asset Allocations - December 31, 2021

<u>Investment Manager</u>	<u>Mandate</u>	<u>Market Value (\$ Mil)</u>	<u>Weight</u>
Equities			
C Worldwide	Global Equity	60.6	9.6%
TDAM Low Vol	Global Equity	45.1	7.1%
Baillie Gifford	Global Equity	61.8	9.8%
Morgan Stanley	Global Equity	56.0	8.8%
Lazard	Global Equity	53.8	8.5%
Fiera	Global Equity	55.5	8.8%
Unigestion	Global Equity	47.6	7.5%
Real Assets			
Bentall Green Oak	Canadian Real Estate	34.5	5.5%
Landmark VIII	Global Real Estate	13.2	2.1%
Fixed Income			
Manulife	Global Fixed Income	51.4	8.1%
PH&N	Global Fixed Income	55.0	8.7%
Stone Harbor	Global High Yield Bonds	55.0	8.7%
TD Asset Management	Short-Term Investments	43.3	6.8%
TD Asset Management	Currency Hedge	(0.2)	0.0%
		<u>\$ 632.7</u>	<u>100.0%</u>

Performance Objectives

The Fund's return objective is quantified in the form of a performance benchmark, which is a weighted composite of specified capital markets indices. Each asset class is assigned a specific index or index-relative target for performance measurement and evaluation. For real assets, the target benchmark is Canadian CPI + 4% for Landmark VIII and Bentall Green Oak. For the global unconstrained fixed income (UFI) mandates, there are two benchmarks: (i) Bloomberg Barclays Global Aggregate Corporate (CAD hedged) for Manulife's strategic fixed income strategy; (ii) 75% Bloomberg Barclays Global Aggregate Corporate (CAD hedged) + 25% FTSE Canada Short Term Overall Bond Index for PH&N's bespoke fixed income strategy.

The performance benchmark in effect throughout 2021, follows in Figure 4.

Figure 4

Performance Benchmark 2021

<u>Asset Class</u>	<u>Weight</u>	<u>Index</u>
Global Equities	60%	MSCI ACWI
Real Assets	10%	Canadian CPI + 4%
Global Fixed Income	20%	Bloomberg Barclays Multiverse PH&N Benchmark
Global High Yield Bonds	10%	Citigroup High Yield Market Capped

The Fund's return objective is to meet or exceed the four-year annualized benchmark return on a rolling basis.

Fund performance is expressed as a total rate of return, gross of fees, in Canadian dollars. Fund rates of return are calculated by an independent performance measurement provider, CIBC Mellon.

Evaluating Absolute Performance

Performance evaluation is conducted on a monthly basis. The total fund rate of return is compared to the return of the composite benchmark and reported for intervals spanning one month to ten years. A formal performance evaluation is conducted semi-annually, for review by the Investment Committee, that focuses on one-year and four-year returns against benchmarks and longer term against policy objectives of exceeding spending targets. The results of individual portfolios and managers are reviewed, incorporating comparisons to performance statistics for portfolio risk and return and to the objectives and targets specified in each of the manager mandates.

Figure 5, below, presents the Fund's performance record for 2021, and successive annualized periods out to eleven years (2011-2021), providing a snapshot of the longer-term success of the investment program.

Figure 5

Endowment Fund Long-Term Performance

Annualized Returns for Periods Ended December 31, 2021

	<u>1 Yr</u>	<u>2 Yrs</u>	<u>3 Yrs</u>	<u>4 Yrs</u>	<u>5 Yrs</u>	<u>6 Yrs</u>	<u>7 Yrs</u>	<u>8 Yrs</u>	<u>9 Yrs</u>	<u>10 Yrs</u>
Fund	9.1%	12.9%	14.0%	10.0%	9.7%	9.4%	8.7%	8.9%	9.8%	10.0%
Benchmark	10.5%	11.2%	13.0%	9.2%	9.1%	9.2%	8.9%	9.1%	10.1%	10.2%
	-1.4%	1.7%	1.0%	0.7%	0.6%	0.2%	-0.1%	-0.2%	-0.3%	-0.2%

In absolute terms, on a ten-year annualized basis, the 10% performance of the Fund has covered the sum of the approximated real spending target of 4%, expenses of 0.5%, and inflation of 2%.

The Endowment Fund’s investment program is fluid and developed in response to shifts in the investment environment, changes in cash flows and evolving risks (e.g., market, regulatory, climate) affecting various components of the Fund. The Investment Committee has concentrated on revisiting the target asset mix that aligns with the investment objectives of preserving capital through a range of capital market outcomes and providing annual distributions for inflation-adjusted spending.

Measuring Relative Performance

Figure 6, below, shows annual one-year returns for eleven years, 2011 to 2021, and the four-year annualized return to December 31, 2021 relative to the Policy benchmark approved by the Board, that prevailed for each of those past years. Currency strategy was introduced as an integral element of investment strategy in 2010.

Figure 6

Endowment Performance - Annual Returns												
	One-Year Returns as at December 31										Annualized	
	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	Four Years
												2018-21
Fund	9.1%	16.9%	16.2%	-1.3%	8.6%	7.7%	5.0%	9.7%	17.3%	12.5%	0.8%	10.0%
Benchmark	10.5%	11.5%	16.3%	-1.3%	8.7%	9.4%	7.1%	10.6%	18.1%	11.4%	-1.5%	9.0%
	-1.4%	5.4%	-0.1%	0.0%	-0.1%	-1.6%	-2.1%	-0.9%	-0.8%	1.1%	2.3%	0.9%

The one-year total rate of return as of December 31, 2021 for the Fund and its benchmark were respectively 9.1% and 10.5%.⁴ Excluding the impact of currency hedging, they were 9.1% and 10.5%.⁵ The global high yield bonds portfolio and the global real estate portfolio are hedged 50% of their USD exposure. During this year, the hedge was accretive by 0.05%.

In 2021, the Fund trailed its benchmark by 1.4%. The global equity portfolio, which accounts for 60% of the Fund, lagged its respective benchmark by 5.4%.

Over four years to December 31, 2021, the annualized return for the Fund was 10.0% beating the Policy benchmark four-year annualized return of 9.3% by 72bp.

Capital markets returns for the indexes composing the performance benchmark for

⁴ More precisely, 9.1314% for the hedged return, and 10.4910% for the hedged benchmark

⁵ More precisely, 9.0806% for the unhedged return, and 10.4910% for the unhedged benchmark

the past four calendar years and annualized for the four-year period are shown in Figure 7.

Figure 7

Index Returns (CAD)					
	Annual Returns				Annualized
	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>Four Years</u>
					<u>2018-21</u>
Equity Indices					
MSCI ACWI (All Countries)	17.5%	14.2%	20.2%	-1.3%	12.3%
Fixed Income Indices					
Bloomberg Barclays Multiverse	-5.3%				N/A
PH&N Benchmark	-0.8%				N/A
Citigroup High Yield Market Capped	4.3%	3.7%	8.3%	6.6%	5.7%
Real Estate Indices					
CPI+4%	4.2%	5.0%	6.2%	5.7%	5.3%

Review of Comparative Performance

Aon provides data for comparison in the form of a peer group of Balanced Funds. Comparative performance results for one-year and multi-year periods ended December 31, 2021, are presented in Figure 8, below.

The Balanced Funds group is provided for comparison as constituents are most likely to have common asset mix characteristics with the Endowment Fund. Differences in investment strategy arise from constituent funds' unique purpose, investment objectives and philosophy, size, and program resources. These lead to variation in investment holdings and divergences in returns among members constituting the peer group members. In terms of magnitude of divergence from the median, asset mix typically has the highest impact, followed by active management, and currency strategy.

Figure 8**Balanced Funds - Comparative Analysis as of December 31, 2021**

	Annual Returns (%)				Annualized Returns (%)			
	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2 Yrs</u>	<u>3 Yrs</u>	<u>4 Yrs</u>	<u>10 Yrs</u>
Percentile Rank								
5th (highest)	18.5	14.2	17.8	0.2	14.0	14.9	11.1	10.6
25th	15.2	10.8	16.4	-1.4	12.4	13.6	9.5	9.9
50th (median)	13.1	9.2	15.0	-2.4	11.3	12.5	8.7	9.4
75th	11.7	8.1	13.5	-3.8	10.2	11.6	7.7	9.0
95th (lowest)	9.3	5.0	10.3	-5.2	8.6	9.8	6.2	7.9
Comparative								
York University	9.1	16.9	16.2	-1.3	12.9	14.0	10.0	10.0
Quartile Rank	Q4	Q1	Q2	Q1	Q1	Q1	Q1	Q1

The statistics presented above in Figure 8, exclude outlier returns that fall outside the range between 5th and 95th percentiles.

The Fund's one-year rate of return of 9.1%, ranked in the 96th percentile (fourth quartile) in 2021, down from the Fund's 3rd percentile (first quartile) ranking in 2020. The focus of the Fund's strategy remains long term. As such, the two, three, four, and ten-year results for the Fund ranks in the first quartile and asset allocation decisions are considered annually.

The Fund's bias remains toward equities, and the strategy was reviewed in 2018 with an eye to achieving similar returns at a lower level of risk going forward. The current strategic target asset mix targets a 50% weighting in global equities and 20% weighting in real assets. While this came into effect in 2019, the implementation continues to take time due to the nature of allocating capital to private assets such as infrastructure.

Endowments Growth

Over the seven years since 2013, the market value to book value (MV-BV) ratio has risen from 1.56 to 2.19. Endowment Fund capital (book value) has expanded by \$28.3M due to net contributions, while market value has grown by \$227.4M, through a combination of contributed capital, investment income, and capital appreciation. The market value accounts for (i.e., is net of) distributions for endowed spending and investment expenses.

Figure 9**Pooled Endowments - Growth (\$ Millions)**

	<u>Market Value</u>	<u>Book Value*</u>	<u>MV-BV Ratio</u>
December 31, 2021	632.7	288.8	2.19
December 31, 2020	594.3	284.8	2.09
December 31, 2019	512.9	280.3	1.83
December 31, 2018	464.2	276.6	1.68
December 31, 2017	476.7	271.4	1.76
December 31, 2016	438.8	269.2	1.63
December 31, 2015	410.7	253.2	1.62
December 31, 2014	434.1	264.9	1.64
December 31, 2013	405.3	260.5	1.56

* Donations and Matching Funds

Endowment Fund book value constitutes the historical value of capital received from donors, plus the historical value of capital matches from government and University matching programs. The endowment accounting, and record keeping for book value and market value of individual endowments, is performed by CIBC Mellon and BNY Mellon. on a unitized market valuation system basis. The unitization of the Endowment Fund was approved on April 11, 2014 and introduced on May 1, 2014.

The change in the market value of the Fund during calendar 2021, shown in Figure 10, illustrates the effects of cashflows and earnings during the year.

Figure 10**Change in Total Fund Market Value (\$ Millions)**

Market Value, December 31, 2020		\$594.3
Contributions:		
Donations	4.3	
Reinvested Distributions		
Withdrawals:		
Regular Distributions	(15.6)	
Special Distributions	-	
Fund Expenses	(3.4)	
Earnings:		
Investment Income and Market Appreciation	53.1	
Net Change		<u>38.4</u>
Market Value, December 31, 2021		<u>\$632.7</u>

During the last seven calendar years, \$110.7 million has been distributed from the Fund to endowment account beneficiaries. The conversion to the unitized market value system for accounts and the smoothed banded inflation methodology for calculating annual distribution has increased the amounts of the annual distribution as seen in Figure 11, from 2015-16 and on. The amount in 2015-16 was larger due to exceptional distribution of \$3.5 million. The new spending model has resulted in a greater share of Fund earnings being made available for key spending toward beneficiary purposes, mainly the support of student scholarships and bursaries, and Academic Chairs.

Figure 11

**Distributions to
Endowment Beneficiaries**

	Annual Distributions
	\$ Million
2021-22	15.7
2020-21	16.1
2019-20	16.6
2018-19	16.1
2017-18	14.9
2016-17	13.9
2015-16	17.4
Cumulative	<u>\$ 110.7</u>

To track the market value, unit holdings, and historical values of each individual endowment, the University uses the services of an external provider of specialized endowment fund accounting (BNY Mellon). At fiscal year-end, April 32, 2021 there were 2,188 individual endowed accounts under management.

Oversight

The Investment Committee conducts activities in accordance with its terms of reference and the Board-approved SIP&P. The Committee’s responsibilities are principally fund governance and investment strategy. Activities include regular monitoring of assets and performance, oversight and selection of portfolio managers, development of investment strategy and asset mix, review of fund expenses, and quarterly reporting to the Board. The Committee undertakes further initiatives as deemed timely, and in the best interests of the Endowment Fund and its beneficiaries.

Investment Committee Activity – 2021

During 2021, activities undertaken by the Investment Committee and Administration included:

- The approval of allocating \$90 M to sustainability focused infrastructure that would aid in the transition to a net zero low carbon economy. After an extensive search and interview process, the Fund would be a limited partner to the following closed ended funds:
 - Brookfield Global Transition Fund
 - Copenhagen Energy Transition Fund
 - Carbon Infrastructure Partners Carbon Recapture Fund
- Approval of the third Sustainable Investing Report, covering the ESG integration practices of the Fund’s equity and fixed income managers, was published in Q1 2021.
- All the investment managers continued to provide compliance reports confirming that their investments were following their mandates and the SIP&P.
- Reviewing of the Fund’s core-satellite equity structure and consideration of restructuring and replacing an equity manager.
- Adoption of a 2020-21 payout rate of \$4.35 per unit for purpose of monthly accrual of distribution during 2020-21. The payout rate is set by the Investment Committee in advance for accrual in the leading fiscal period and the distribution occurs early in the following fiscal period. Payout rates by year have increased since 2014 as indicated in the table below.

Fiscal Year End	Unit Vaue (FYE)	Accrual Distribution Rate	Yield
April 30, 2021	\$136.7113	\$4.35/unit	3.18%
April 30, 2020	\$113.4797	\$4.23/unit	3.73%
April 30, 2019	\$115.4543	\$4.17/unit	3.61%
April 30, 2018	\$109.6943	\$4.08/unit	3.72%
April 30, 2017	\$111.6046	\$4.02/unit	3.60%
April 30, 2016	\$98.2817	\$3.96/unit	4.03%
April 30, 2015	\$106.8879	\$3.96/unit	3.70%
April 30, 2014	\$100.0000	\$3.90/unit	3.90%