2016 Annual
Employment Equity Statistical Report

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1. Executive Summary

The 2016 Annual Employment Equity Report is a statistical summary of our progress to achieve representation of the four equity seeking groups: Women, Visible Minorities (Racialized), Aboriginal (Indigenous) Persons, and Persons with Disabilities. We look forward to providing representation data for the LGBTQ2 community in the 2017 annual report. The representation data used within the report continues to be compared to the 2011 external availability data provided by Statistics Canada. Representation rates for Employment Equity Occupational Groups (EEOG) institutionally, as well as, Divisions and Faculties at York University ("York") are analyzed.

Trends for the past 3 years suggest Aboriginal (Indigenous) Persons continue to fall below the availability data institutionally, as well, Middle and Other Managers, Professionals and Semi-Professionals and Technicians categories. An employment systems review is in place to identify factors that may present barriers to hiring or advancement, at York University.

CUPE 3903 Units have again been excluded from this report as return rates for this group continue to be low. The return rates by CUPE Units range from 6% to 67%, above the 63% reported in the 2015 annual employment equity report but still well below the University's goal of 80%. York continues to work with CUPE 3903 complement to increase survey return rates.

Key accomplishments aimed at advancing employment equity, diversity and inclusion in 2016 included:

> - **Collection and preliminary analysis of LGBTQ2 Employment Equity data** for CUPE 3903 to have an enhanced picture of York's demographics for CUPE 3903
> - **Strengthening outreach to diverse communities** – continued relationship with local community organizations/resources to increase the number of diverse applications to York's non-academic job postings
> - **Completion of Canada's Top 100 Employer application** - resulted in York being chosen as the 2017 Greenest Employer in Canada
> - **Continued networking** on a quarterly basis with equity professionals at other Canadian Universities to share best practices
> - **Implementation** of, and/or support to, key human rights and employment equity events for York staff, faculty and students:
>   - **Canadian Association for the Prevention of Discrimination and Harassment in Higher Education** (CAPDHHE) conference
>   - **Anti-Racism** Talk Shops: during the fall of 2016 (4 sessions)
>   - **Employment Equity and Retention** for Managers and Employees
> - **Recruitment of Aboriginal (Indigenous) candidates** – first of two recruitment exercises specifically aimed at Indigenous candidates

The main areas of focus for 2017 and beyond include:

- **Collection and Analysis of LGBTQ2 Employment Equity data for all groups** to have an enhanced picture of York's demographics

- **Collection and Analysis of segregated Visible Minority (Racialized) data for all groups** to have an enhanced picture of Visible Minority (Racialized) groups on campus

- **Continue implementation of an applicant** tracking system for non-academic hires to allow for a more robust method of tracking diverse applicants from point of application to hire/onboarding

- **Employment Systems Review** – through a partnership with Centre for Human Rights, Equity and Inclusion and Human Resources, will hire a new position in the Centre for Human Rights, Equity & Inclusion to focus on continued review of non-academic recruitment practices and policies to identify possible barriers to employment

- **Maintain Strategic Relationships** with professional networks and candidate communities to build and enhance the diversity of the talent pool at York with top priority being Persons with Disabilities and Aboriginal (Indigenous) applicants

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

- **Continued Collaboration** with CUPE 3903 to increase self-id survey rates

- **University Employment Equity Strategies** – continue to strengthen employment equity strategies for academic and non-academic employees; continue to raise community awareness; establish employment equity goals for individual units; leverage broader inclusion & diversity

- **Recruitment Training** – to remove the potential for bias in the selection, interview and hire process; addition of training programs on unconscious bias to existing training for academic and non-academic employee recruitment

- **Continued review of established written policies** to ensure written documents are inclusive

- **Review of current return rates**, particularly for VP Research and Innovation (Return Rate – 44%) and VP Advancement (Return Rate 58%); analysis of new updated survey data

- **Recruitment of Aboriginal (Indigenous) candidates** – second of two recruitment exercises specifically aimed at Indigenous candidates

- **Affirmative Action plan for the Vision: Science to Applications (VISTA) project** – funded by the Canada-First Research Excellence Fund, to assist in meeting government mandated and university equity objectives for the Grant. Will be applicable to appointments going forward

- **Tri-Agency Institutional Programs** – Secretariat developing Canada Research Chair (CRC) equity action plan which will set mandated equity requirements for CRC program. Final version of equity, diversity & inclusion action plan expected in 2017

# 2016 Employment Equity Figures

2.1   Employment Equity Survey Return Rate

The average survey return rate in 2016 for employees across all Divisions is 72.5% (see Appendix C for further details). Most divisions had return rates of over 80%, which is the Federal Contractor's Program ("FCP") recommended minimum return rate with the exception of VP Research and Innovation and VP Advancement. Return rates for these two divisions will be reviewed and next steps will be established to increase return rates.

[1]2.2   Overall Representation Rates

Summary of Representation Rates for Designated Groups, 2016[2], 2015, 2014

Figure 1
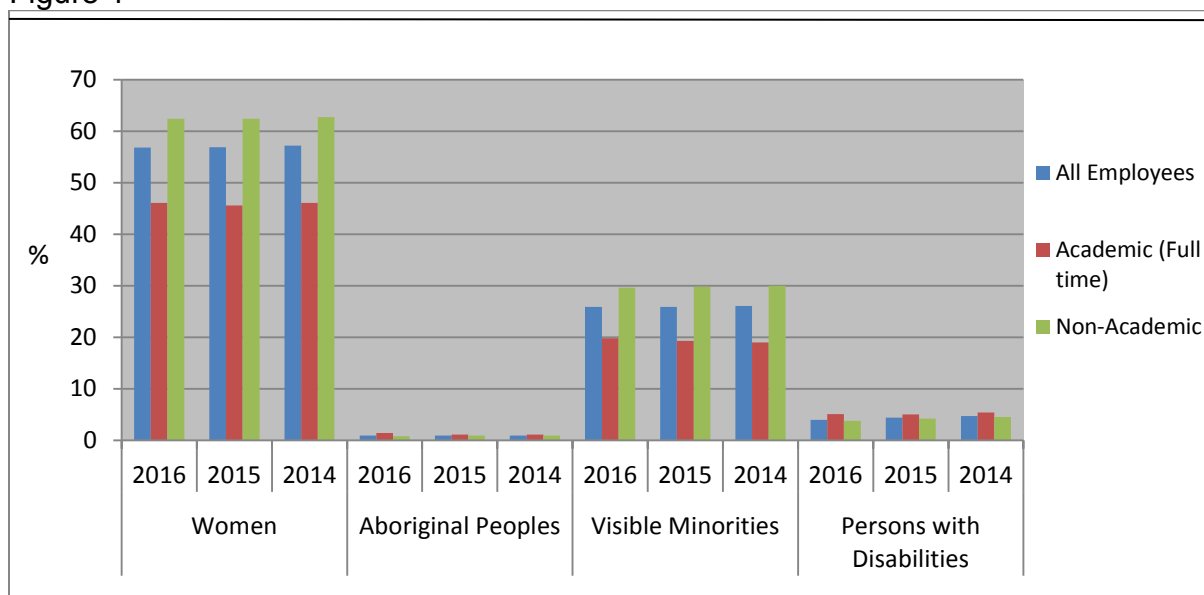
2.3   Women

Similarly to December 31, 2015, over 56% of the employees at York were women (**Figure 1**). This compares to an aggregated external availability figure of 53.0%. Internal representation figures continue to be relatively stable when compared to figures from 2015.

Within both the Academic and Non-Academic groups, the overall internal representation of women exceeded the external availability figures. The internal representation of women for the Academic

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[1] For the purpose of this report, the Canadian Union of Public Employees 3903 ("CUPE 3903") and CUPE Exempt are excluded from the overall survey return rate calculation. CUPE 3903 Units had return rates below 67% (for further details see Appendix H). [2] For the purpose of this report the total employee count in 2016 is 3940. Employees in CUPE 3903 and CUPE Exempt have not been included in this chart or subsequent charts and counts.

[2] For the purpose of this report the total employee count in 2016 is 3940. Employees in CUPE 3903 and CUPE Exempt have not been included in this chart or subsequent charts and counts.

group was 46.1% and the external availability was 44.7%. Within the Non-Academic group, the internal representation of women was 62.4% and the external availability was 56.7%.

Figure 2a):   York University: Representation of Women by Employment Equity Occupational Group ("EEOG") on December 31, 2016
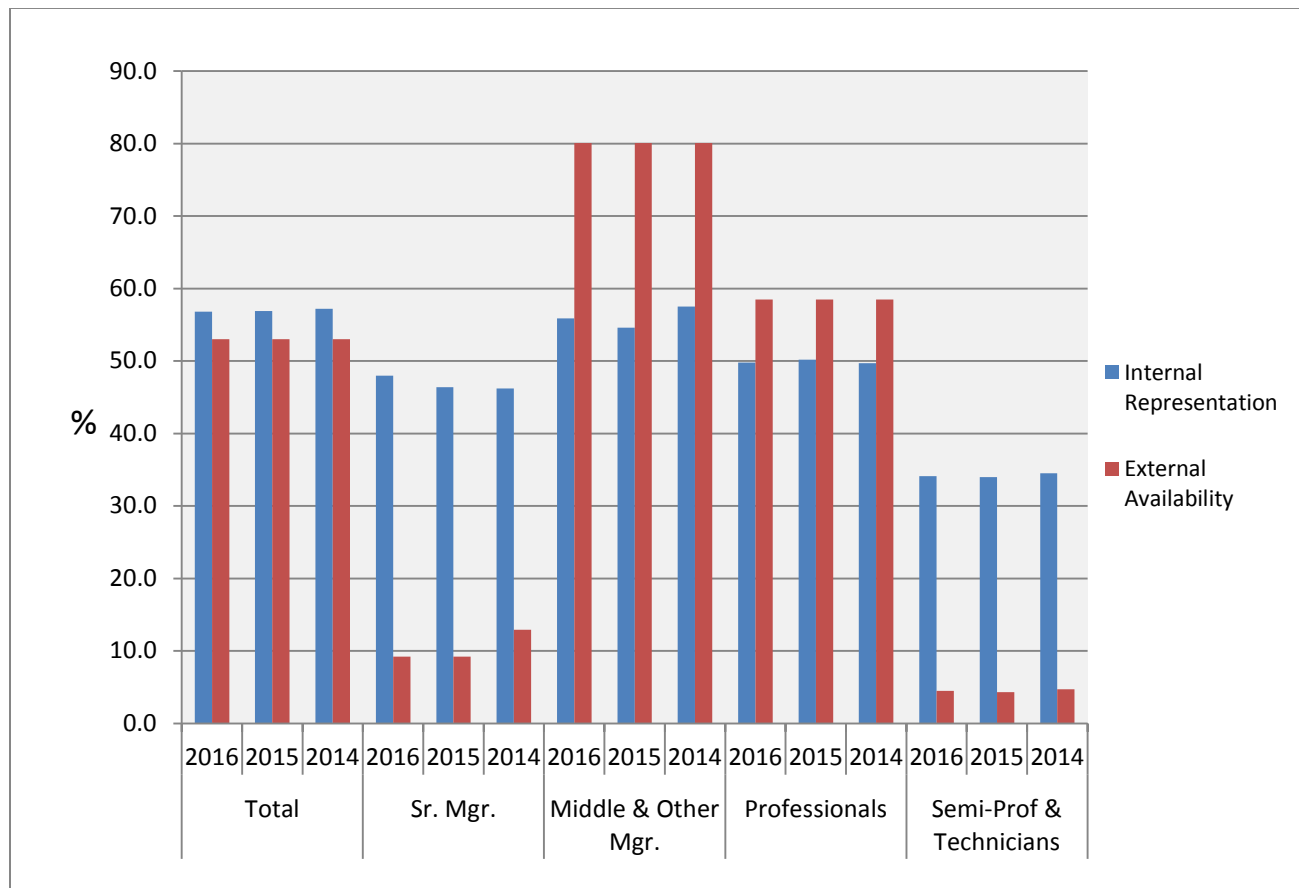
Figure 2b):   York University: Representation of Women by EEOG
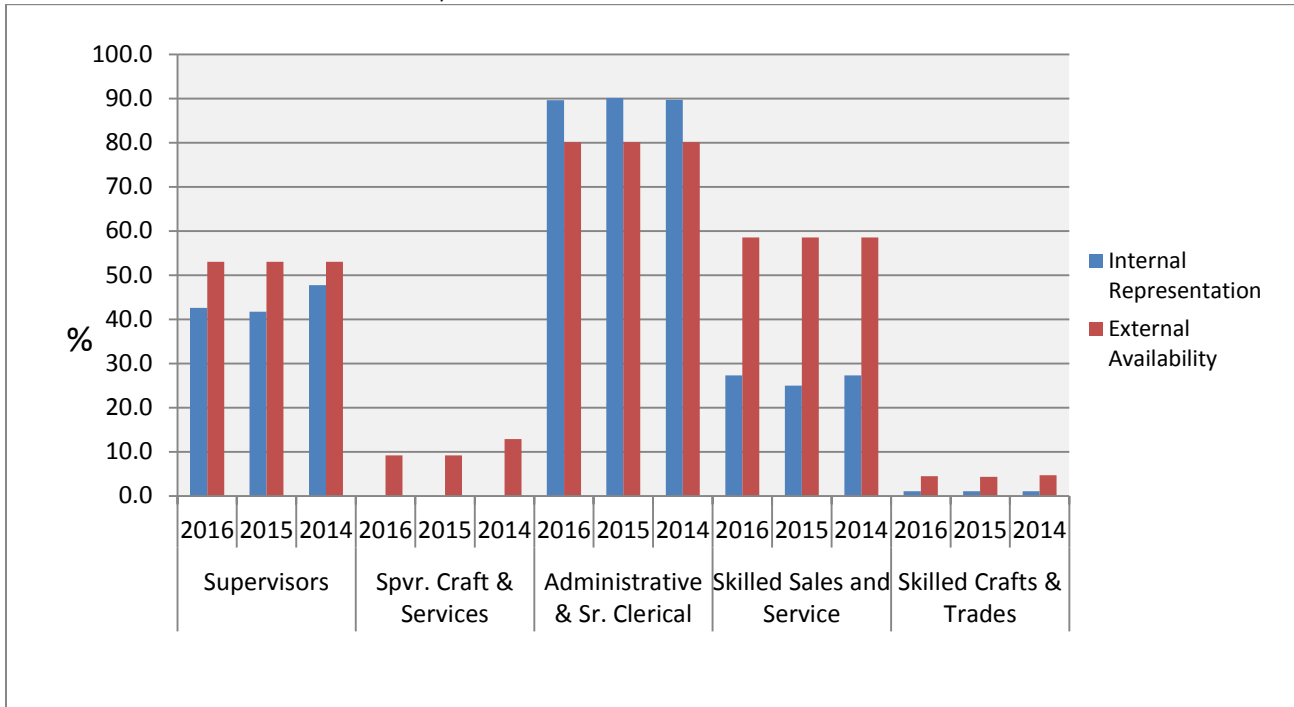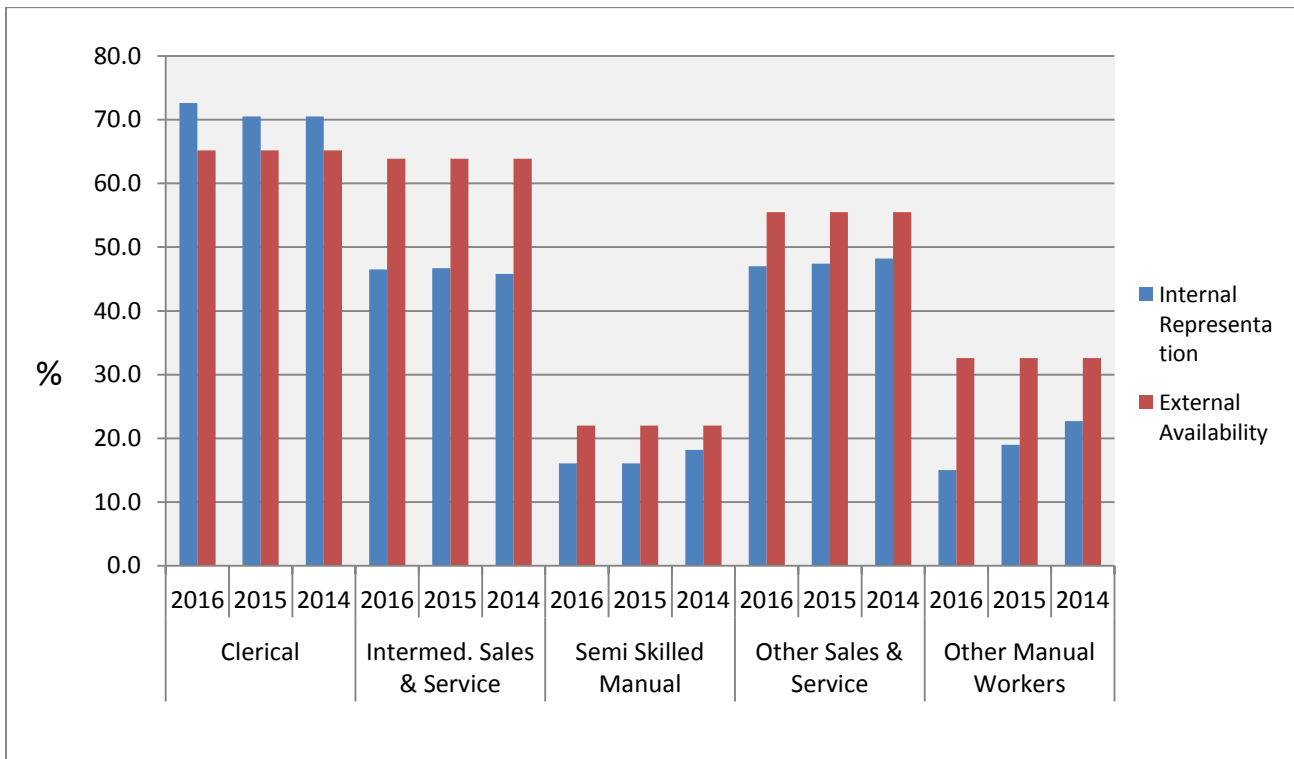   on December 31, 2016 continued

Figure 2c):   York University: Representation of Women by EEOG
              on December 31, 2016 continued

2.3.1 Division and Faculty Representation of Women Analysis

There are six Divisions within the University. Figure 3 illustrates the representation of women on December 31, 2016 for the six Divisions. The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units. Women continue to exceed the external availability in five out of six Divisions.

Figure 3: York University: Representation of Women by Division at York University on December 31, 2016
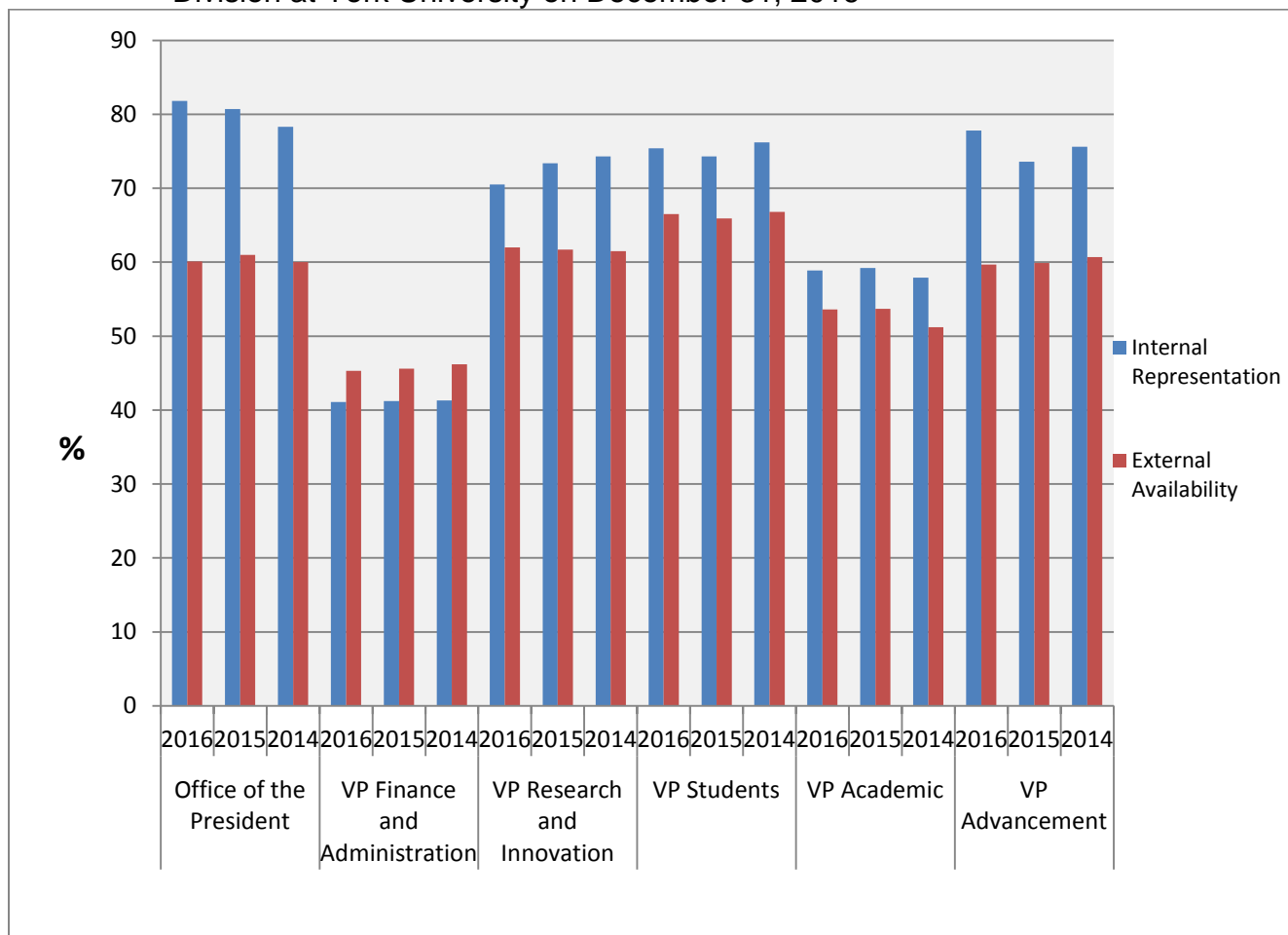
Ten Faculties and the Libraries are included in the Academic Division. Representation for women for each of the Faculties and the Libraries has been provided in Figures 4 a) b) below. The figures include all Academic and Non-Academic employee groups who work within the divisions, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units. Internal representation for women exceed in eight out of 11 faculties. Three year trend analysis for Liberal Arts and Professional Studies indicates a steady increase.

Figure 4a): York University: Representation of Women by
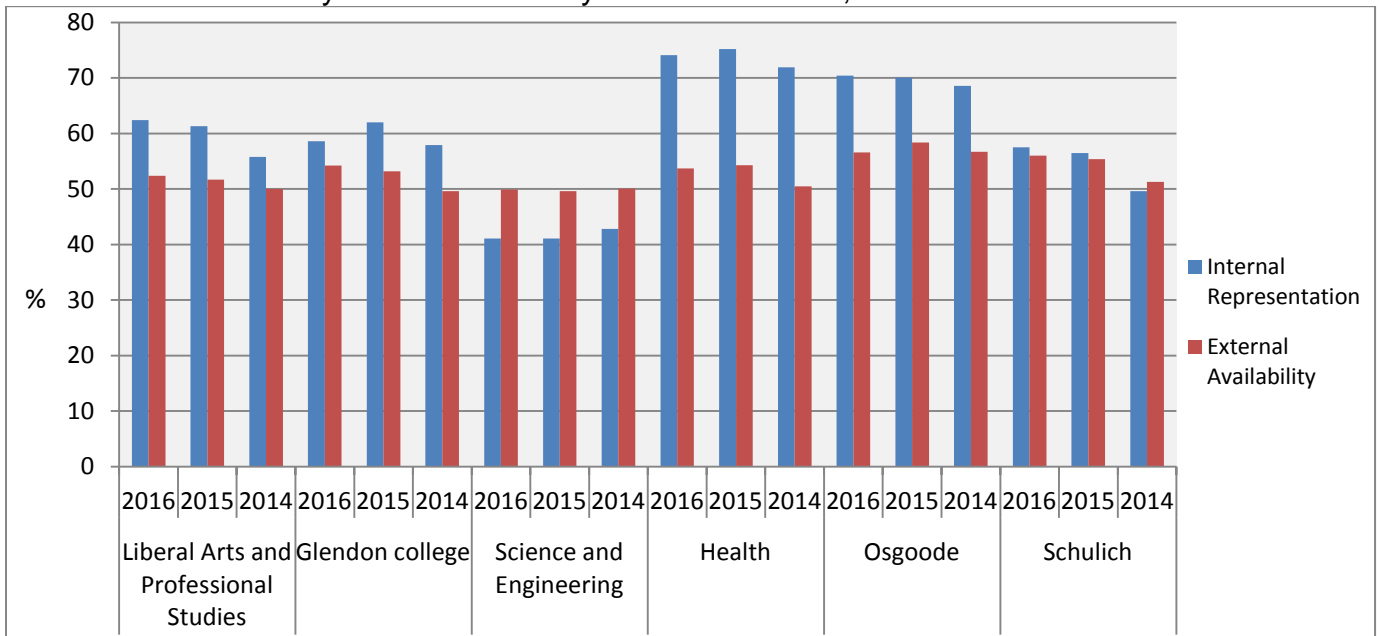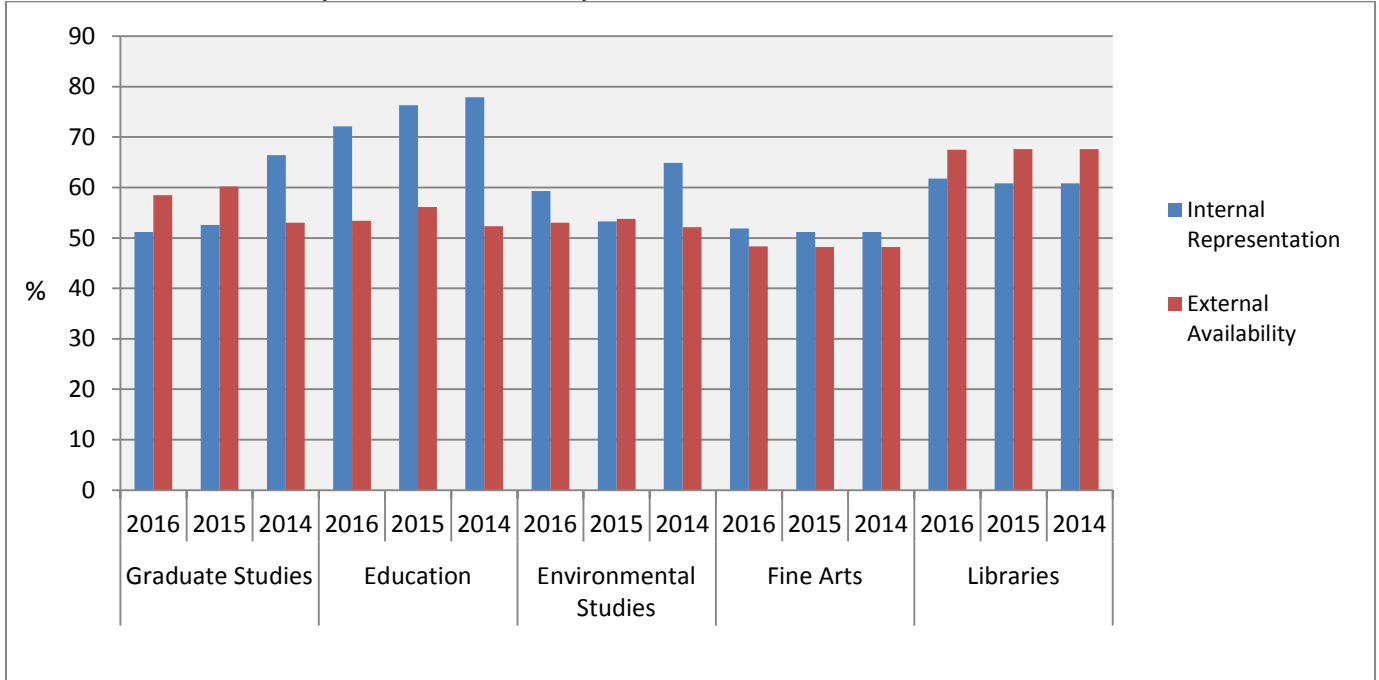Faculty at York University on December 31, 2016

Figure 4b): York University: Representation of Women by
Faculty at York University on December 31, 2016

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

In 2016, women represented 59% of new hires, 47% of total promotions and 56% of total terminations. In comparison to 2015, total new hires for women increased by 2%, promotions for Women decreased by 3% and terminations remain unchanged.

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

2.4   Aboriginal (Indigenous) Persons

As of December 31, 2016, 1.4% of the employee base identified themselves as Aboriginal (Indigenous) Persons (Figure 1). This compares to an external availability figure of 1.4%.

The Academic group has an internal Indigenous representation figure of 1.4% versus an external availability figure of 1.3%.

The Non-Academic group has an internal representation rate of 0.8% compared to the external availability rate of 1.5%.

Figure 5a) York University: Representation of Aboriginal (Indigenous) Persons by EEOG on December 31, 2016

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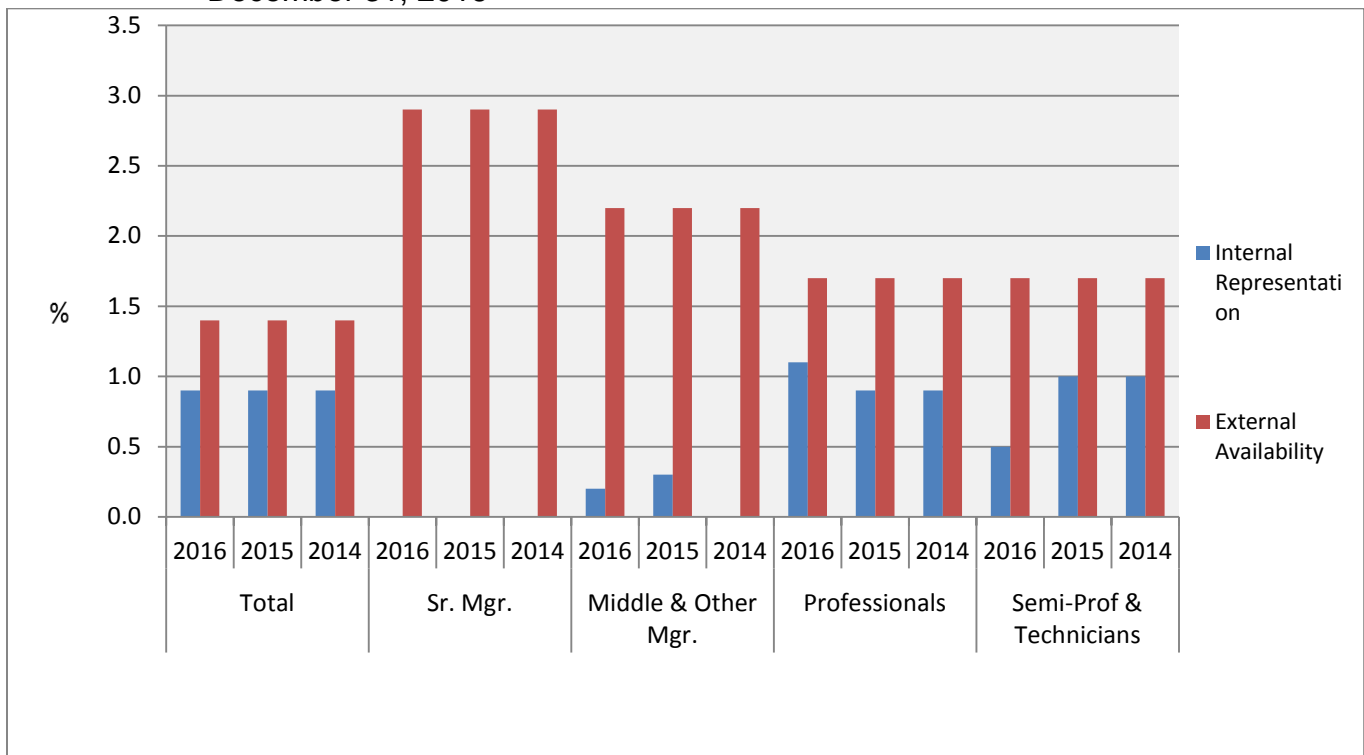
[3] For fulltime Faculty, promotion indicates promotion in rank.
[4] Promotions include employees who have permanently moved from one position to another position that: a) have a higher salary range than the salary range of the position previously held by the employee, and/or b) rank higher in the organizational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

Figure 5b) York University: Representation of Aboriginal (Indigenous) Persons by EEOG on December 31, 2016
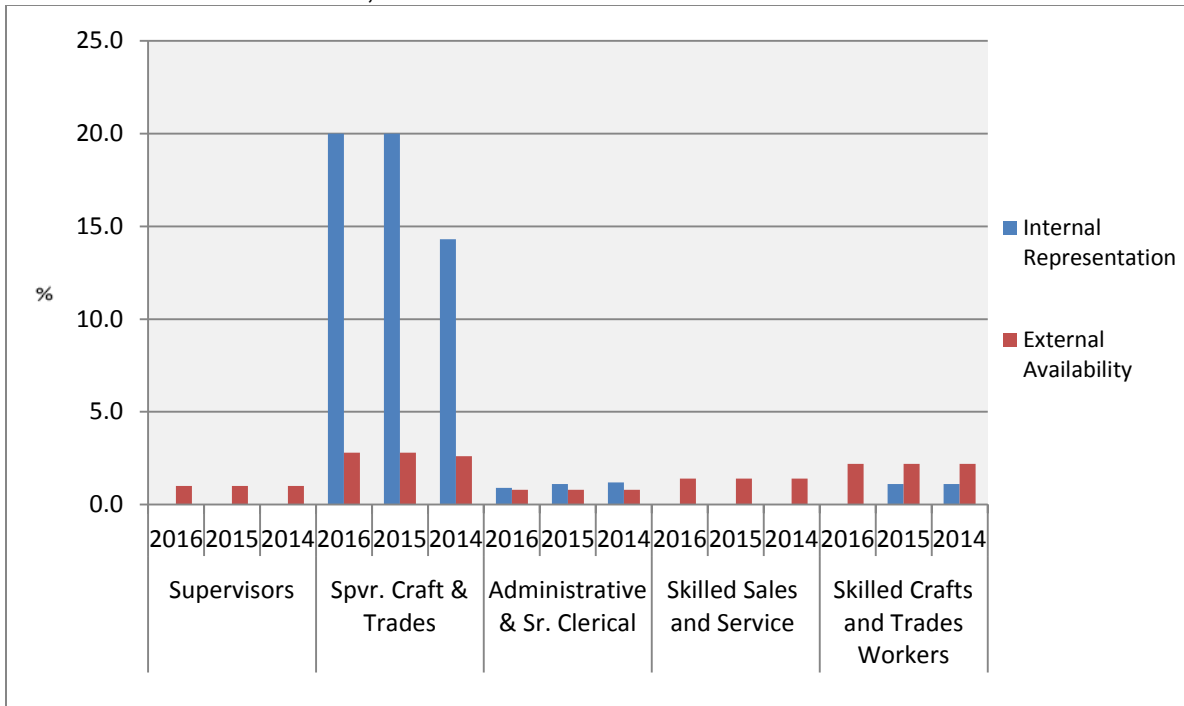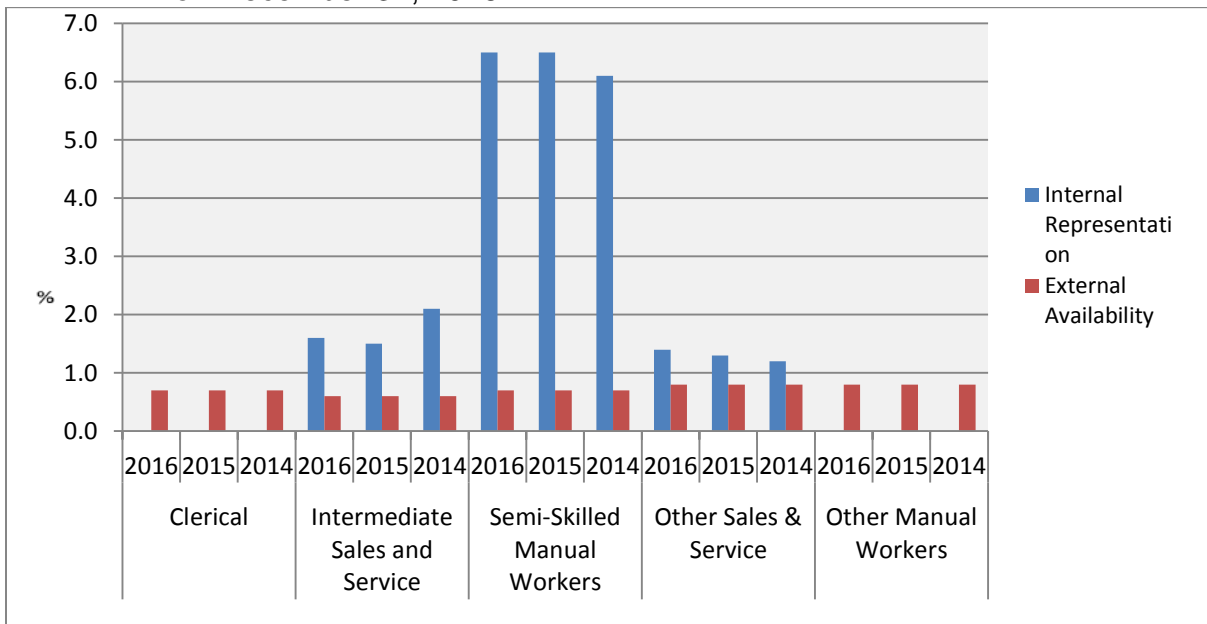

Figure 5c): York University: Representation of Aboriginal (Indigenous) Persons by EEOG on December 31, 2016


Aboriginal (Indigenous) Persons are not well represented within several EEOGs. There is significant underrepresentation from a University-wide perspective. In particular, there continues to be significant underrepresentation of Aboriginal (Indigenous) Persons in the Middle and other Managers Professionals and Semi-Professionals and Technicians EEOGs (see Appendix D). When the Academic and Non-Academic areas are split apart the Non-Academic

group has significant gaps in the Middle and Other Manager, Professional and Semi-Professionals and Technicians EEOGs. The Academic group has no significant gaps. Engagement strategies are being explored in partnership with the Centre for Aboriginal Services on campus i.e. outreach to external communities to increase applications and retention strategies

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

The following chart shows the representation of Aboriginal (Indigenous) Persons on December 31, 2016 for the six Divisions within the University. The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

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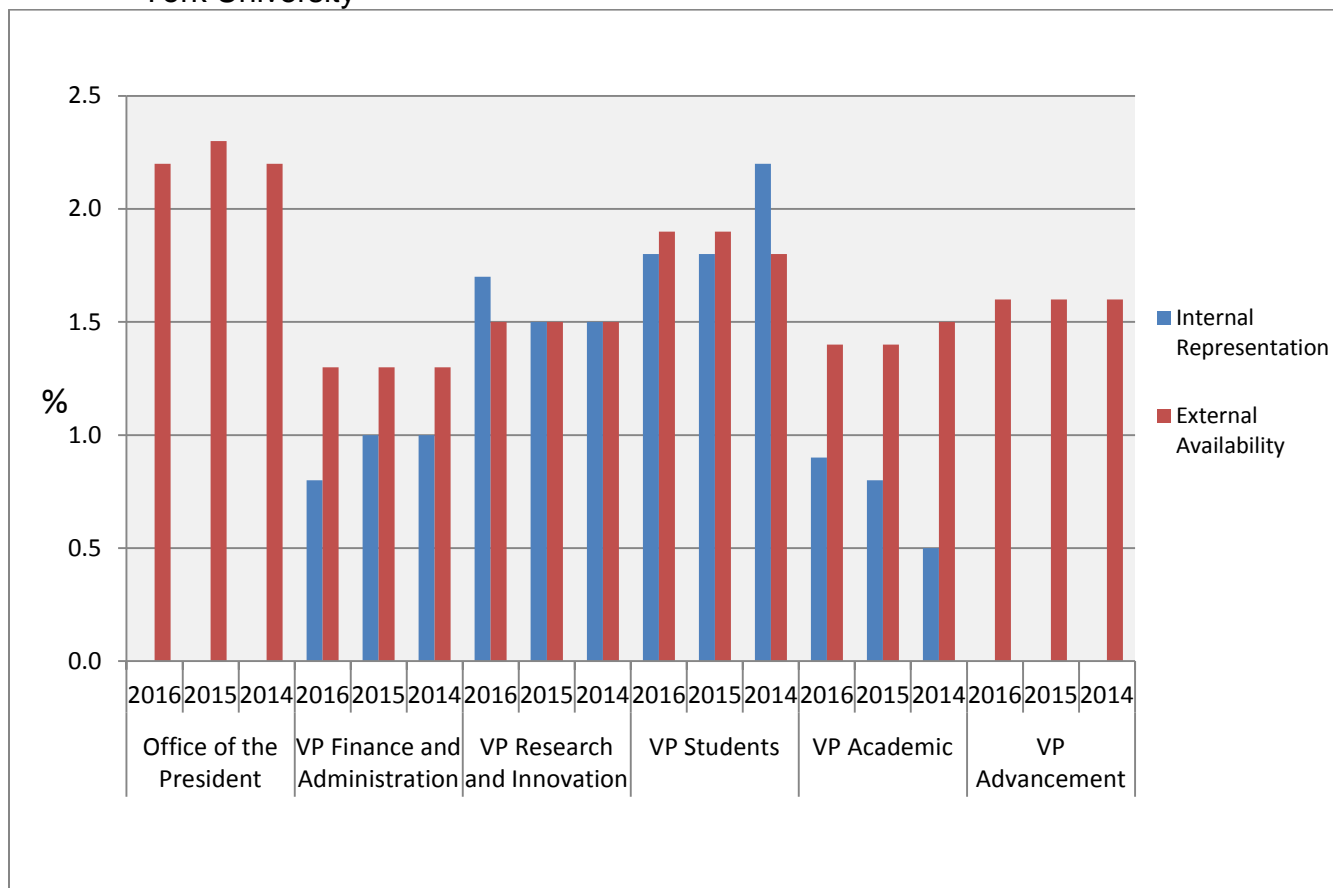
Ten Faculties and the Libraries are included in the Academic Division. Representation for Aboriginals for each of the Faculties and the Libraries has been provided in Figures 7a) and b) on the following pages. The figures include all Academic and Non-Academic employee groups who work within the division,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

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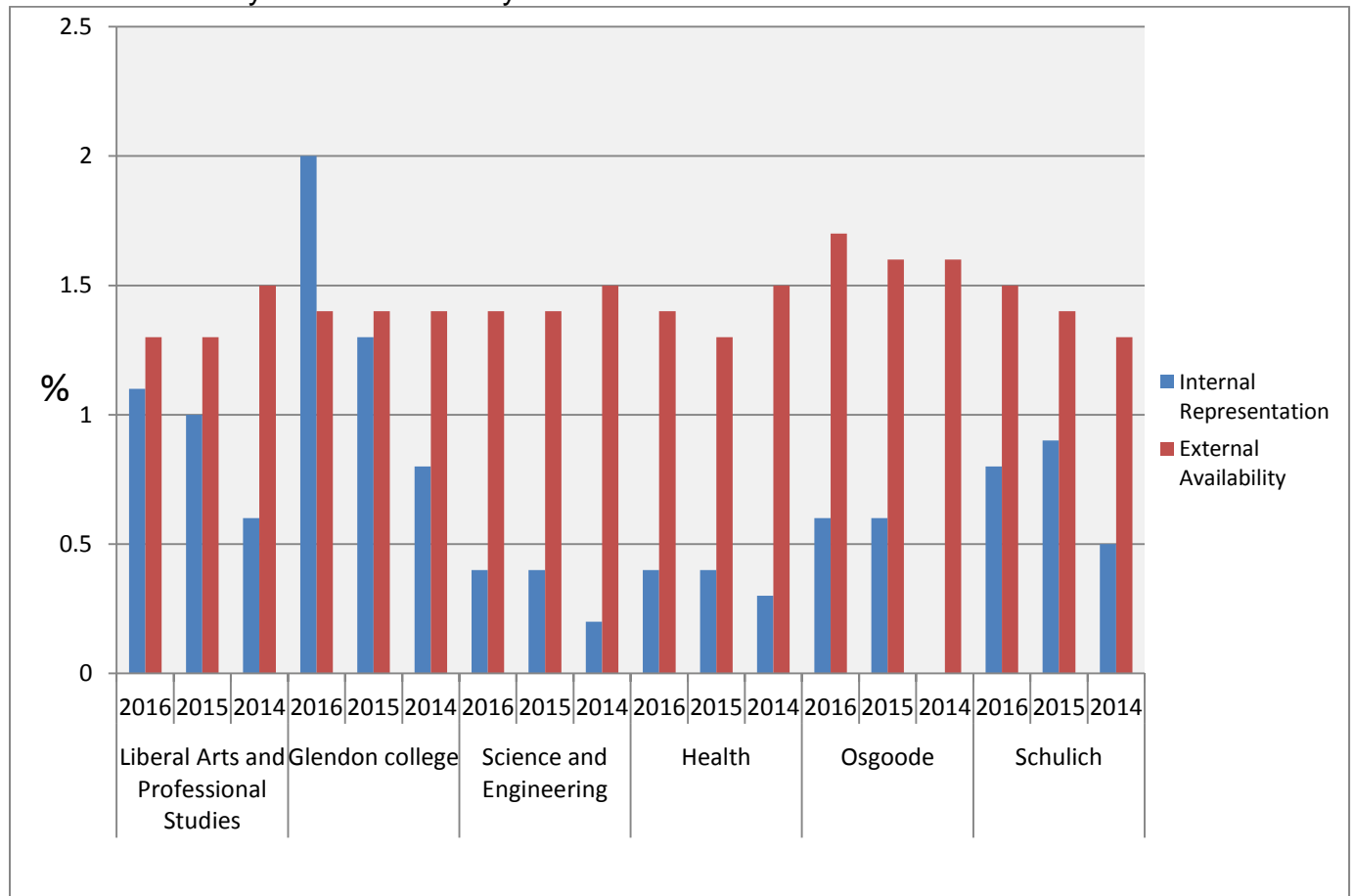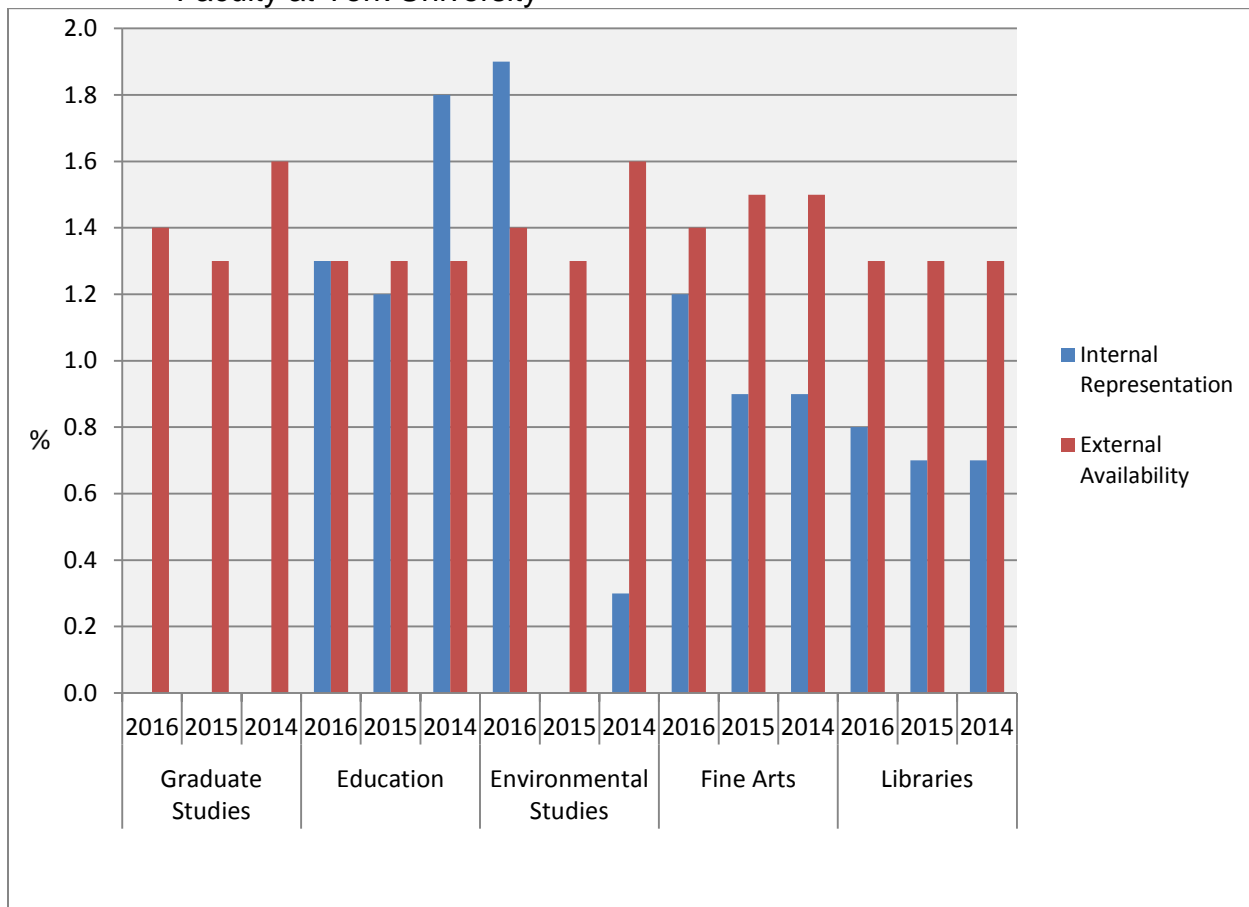
Figure 7b): Summary of Representation Rates of Aboriginal (Indigenous) Peoples by Faculty at York University

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

Similarly to 2015, Aboriginal (Indigenous) Persons represented 1% of new hires, 3% of total promotions and 1% of total terminations. In comparison to 2015, total new hires for Aboriginals remained the same, promotions for Aboriginal (Indigenous) Persons decreased by 5% and terminations for Aboriginal (Indigenous) Persons remained the same.

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

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

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

2.5 Visible Minorities (Racialized)

At the end of 2016, the University had an internal representation for Visible Minorities (Racialized) of 25.9%, compared to an external availability of 28.2%. The Academic group had an internal representation of 19.8% (Figure 1) versus an external availability of 18.8%. The Non-Academic group had an internal representation of 29.6% versus an external availability of 32.2%.

Although trends for the past 3 years demonstrate Visible Minorities (Racialized) are highly represented as middle & other managers, professionals and semi-professionals & technicians positions at York, similarly to 2015, many of the EEOGs have significant underrepresentation for Visible Minorities (Racialized) on a University-wide level (see Appendix D) in Supervisors, Skilled Crafts and Trades Workers, Clerical Personnel, Intermediate Sales and Service Personnel, Semi-Skilled Manual Workers, Other Sales and Service Personnel, and Other Manual Workers. The collection and analysis of desegregated Visible Minority (Racialized) data may provide different results.

Figure 8a): York University: Representation of Visible Minorities (Racialized) by EEOG
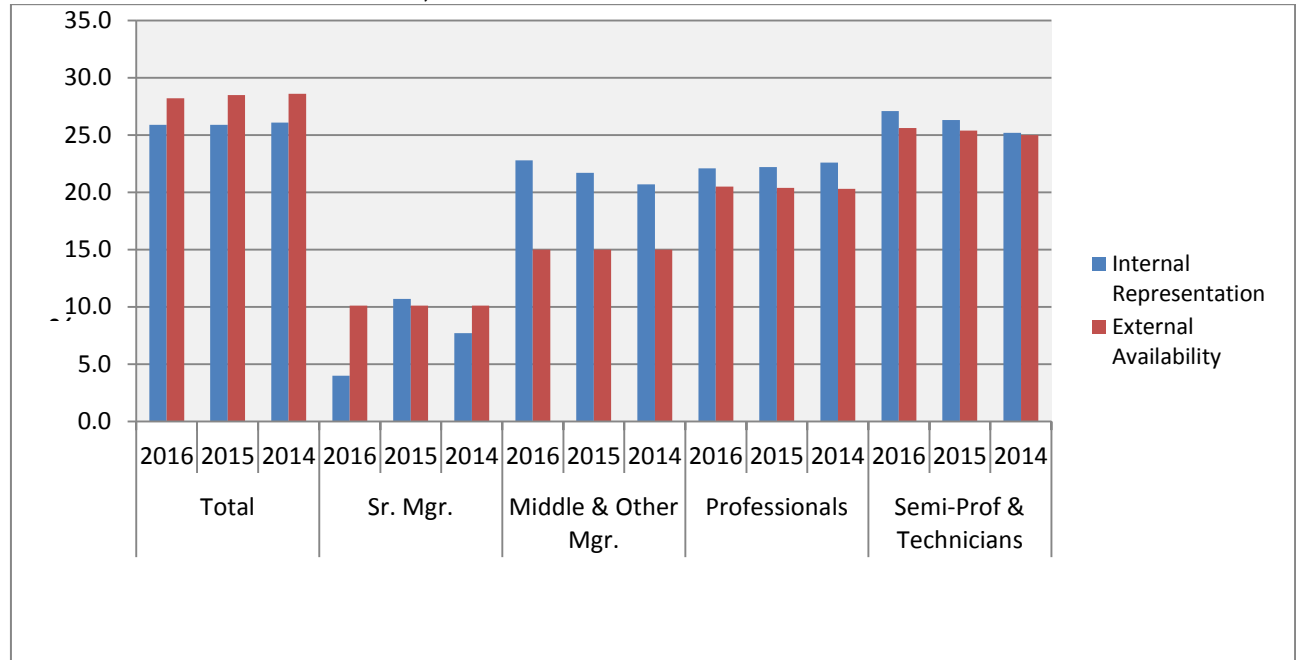on December 31, 2016

Figure 8b): York University: Representation of Visible Minorities (Racialized) by EEOG
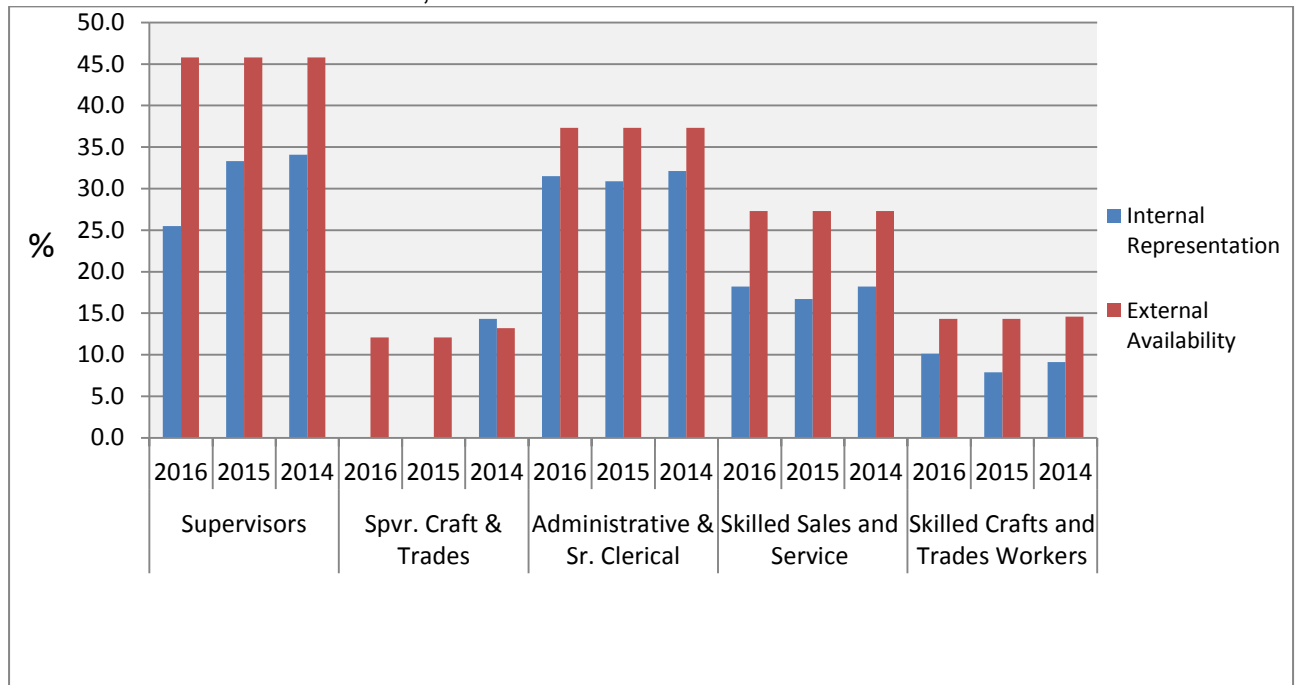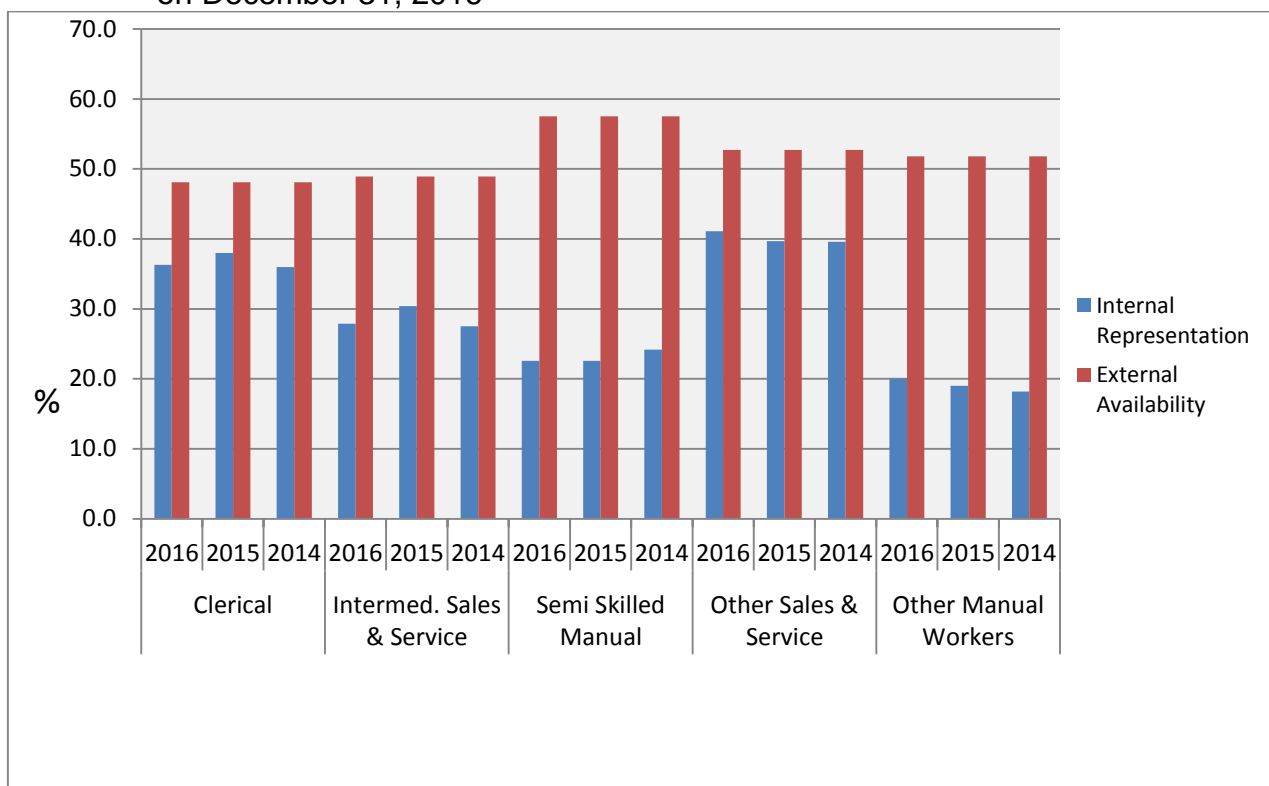on December 31, 2016

Figure 8c): York University: Representation of Visible Minorities (Racialized) by EEOG
on December 31, 2016

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

2.5.1 Division and Faculty Representation or Visible Minorities (Racialized)

The following chart shows the representation of Visible Minorities (Racialized) on December 31, 2016, for the six Divisions within the University. The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

Figure 9): York University: Representation of Visible Minorities (Racialized) by Division on December 31, 2016
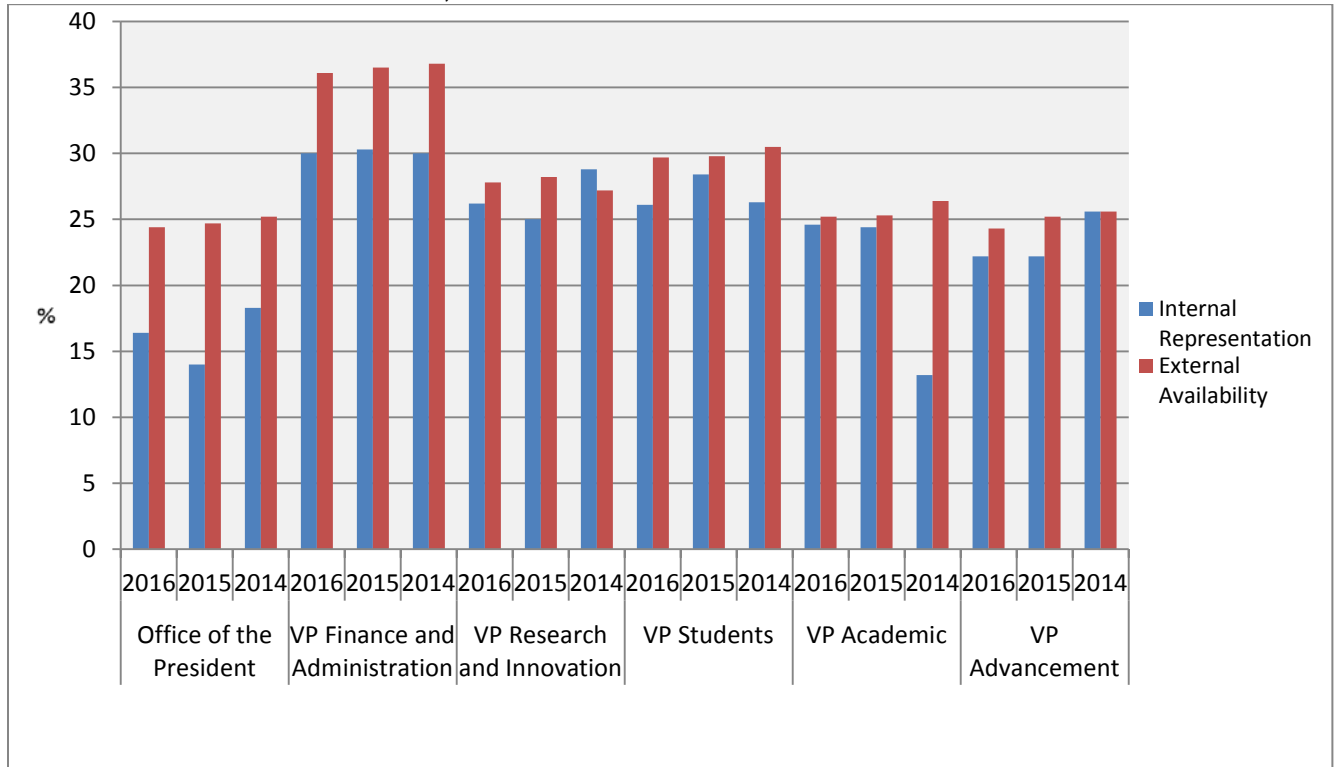
Ten Faculties and the Libraries are included in the Academic Division. Representation for Visible Minorities (Racialized) for each of the Faculties and the Libraries has been provided in Figure 10a) and 10b). The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

Figure 10a): York University: Representation of Visible Minorities (Racialized) by Faculty
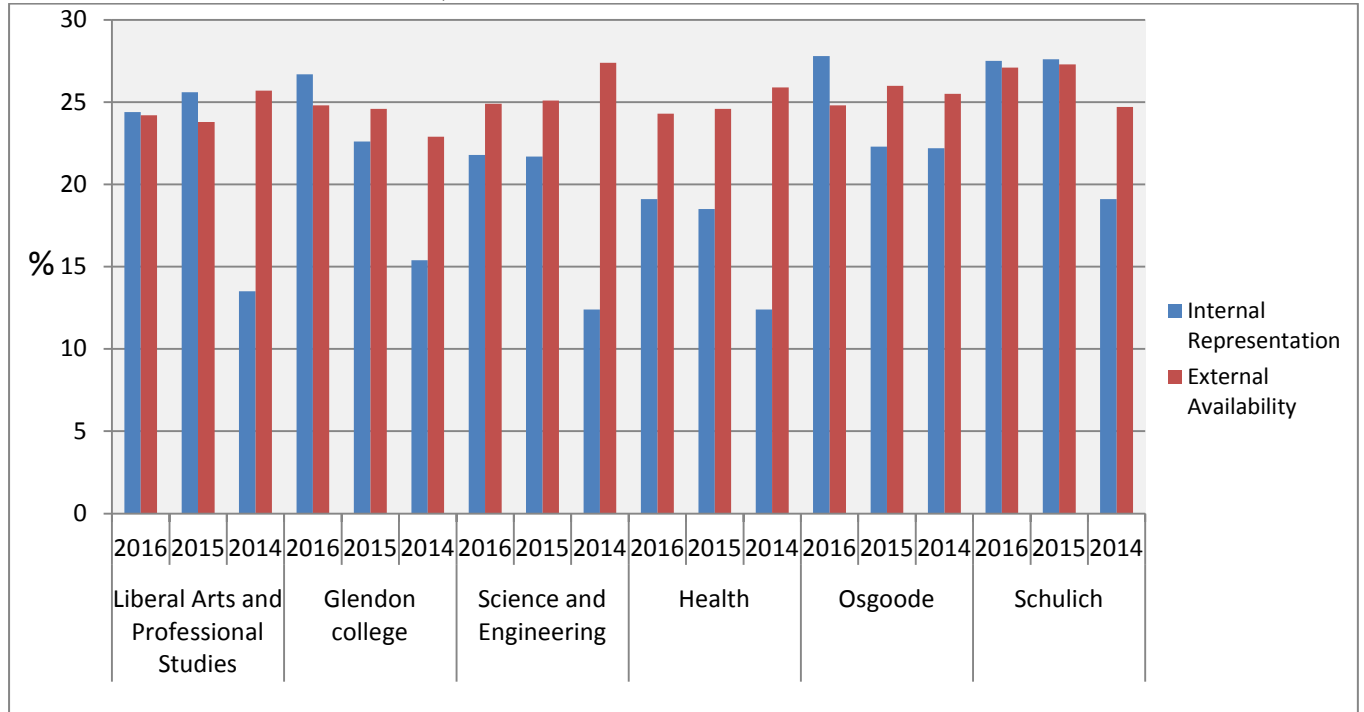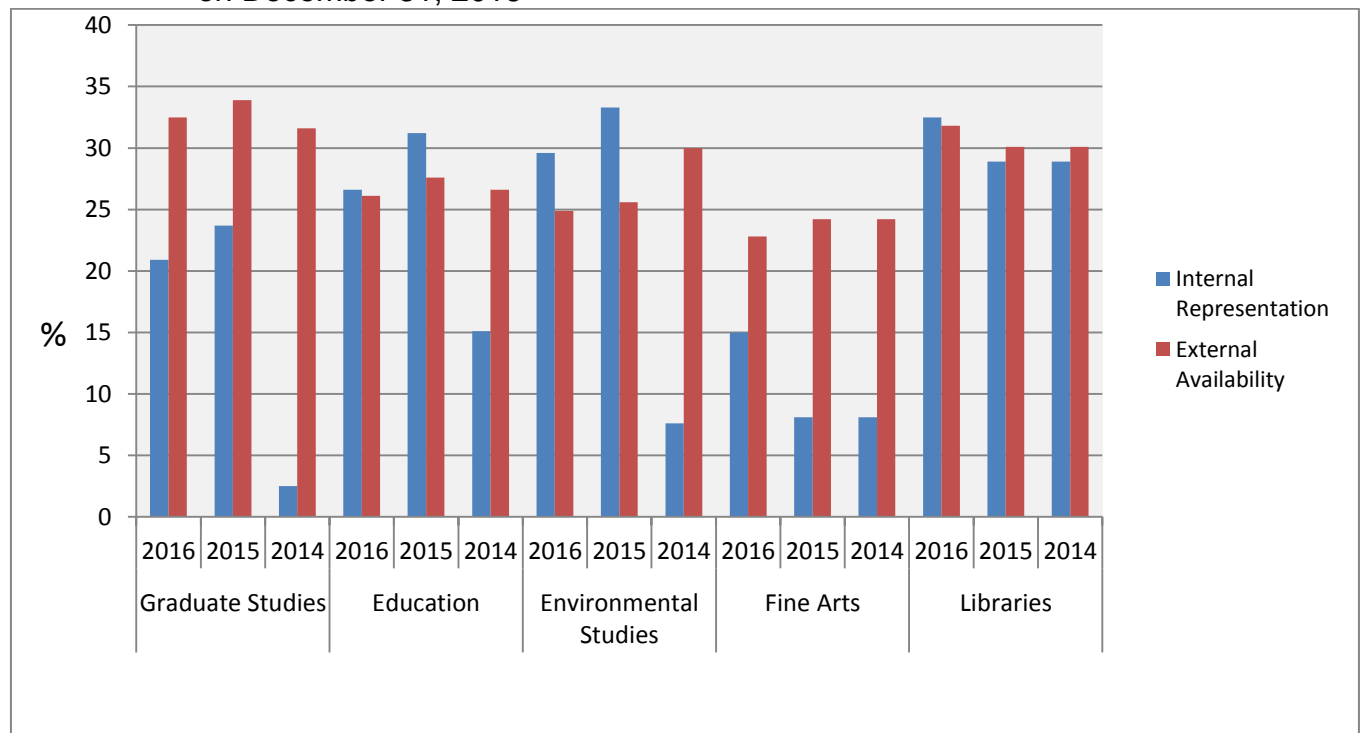on December 31, 2016

Figure 10b): York University: Representation of Visible Minorities (Racialized) by Faculty
on December 31, 2016

2.5.2. Hires, Promotions[8] and Terminations[9]

In 2016, Visible Minorities (Racialized) represented 16% of new hires, 28% of total promotions were for Visible Minorities (Racialized) and 20% of total. For further details about hire, promotion and termination data for designated group members, see Appendices E, F, G.

2.6   Persons with Disabilities

As of December 31, 2016, 4.0% of the employee base identified themselves as Persons with Disabilities (Figure 1). This compares to an external availability figure of 4.3%.

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

Internal representation of Persons with Disabilities for the Academic group is 5.1% versus an external availability of 3.8%. The Non-Academic group has an internal representation of 3.8% versus an external availability of 4.6%

Figure11a):   York University: Representation of Persons with Disabilities by EEOG
                        on December 31, 2016

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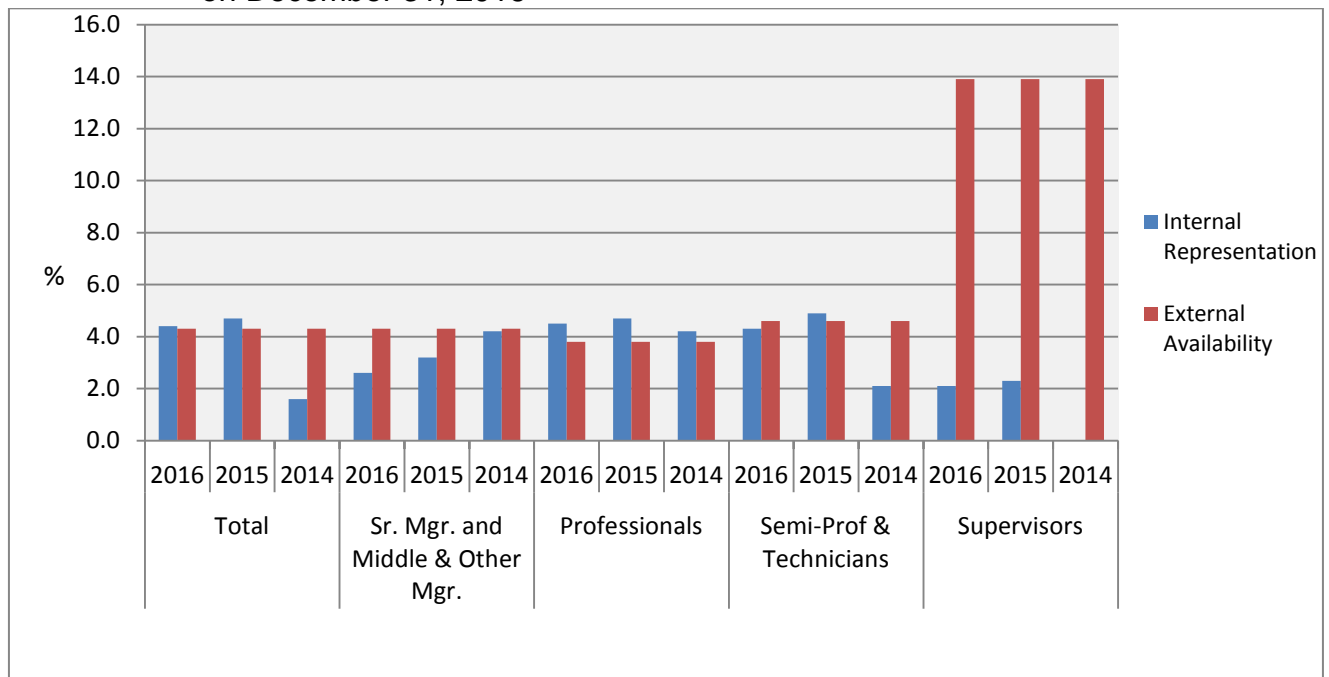
[8] Promotions include employees who have permanently moved from one position to another position that: a) have a higher salary range than the salary range of the position previously held by the employee, and/or b) rank higher in the organizational hierarchy.
[9] Terminations include any separation of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

Figure 11b):   York University: Representation of Persons with Disabilities by EEOG
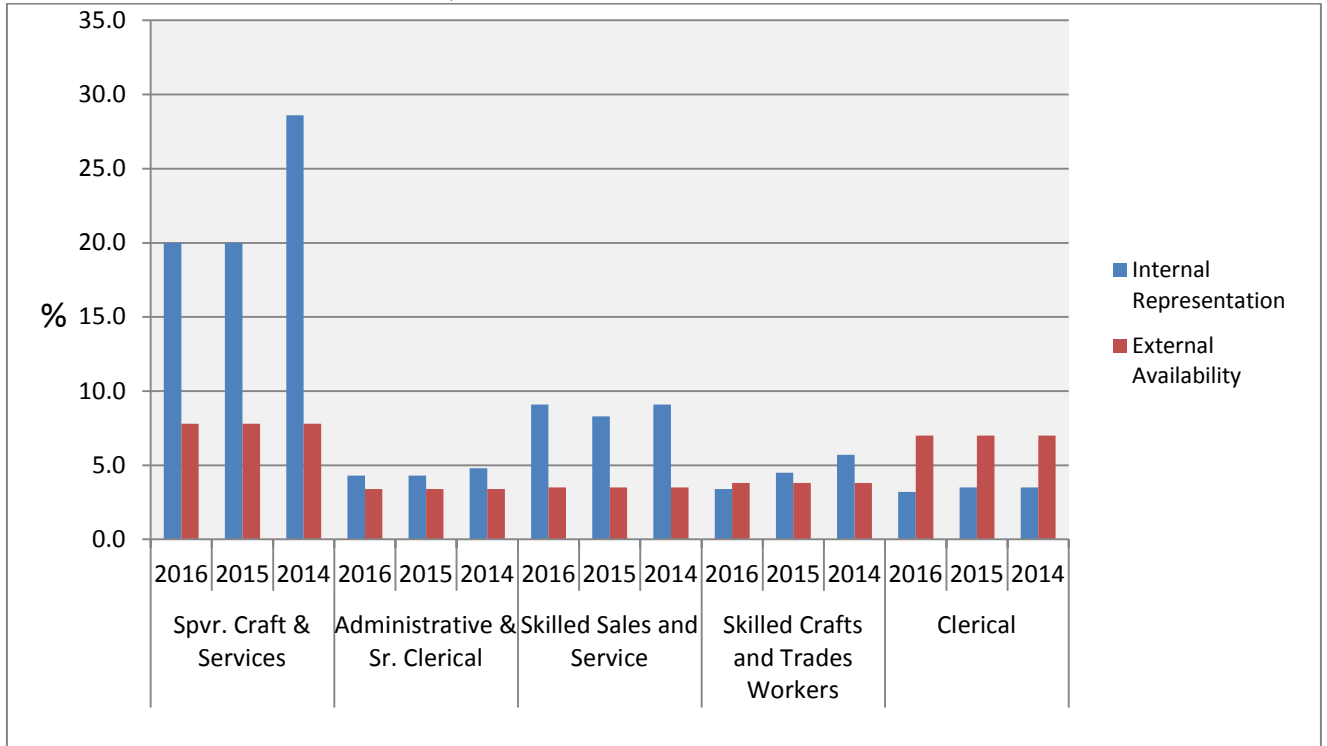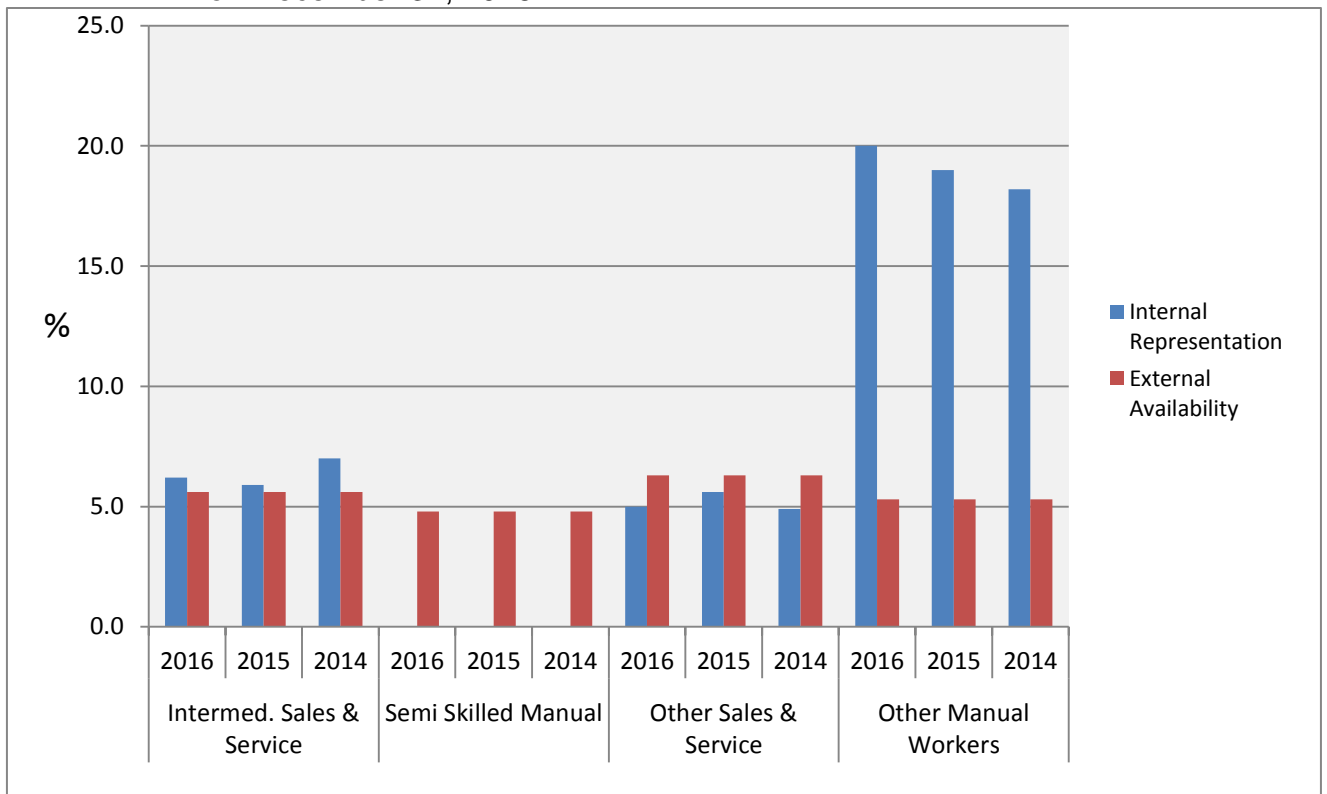on December 31, 2016

Figure 11c):   York University: Representation of Persons with Disabilities by EEOG
on December 31, 2016

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

2.6.1 Division and Faculty Representation of Persons with Disabilities

The following chart shows the representation of Persons with Disabilities on December 31, 2016 for the six Divisions within the University. The figures include all Academic and Non-Academic employee groups who work within the division, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

Figure 12):   York University: Representation of Persons with Disabilities by Division on December 31, 2016
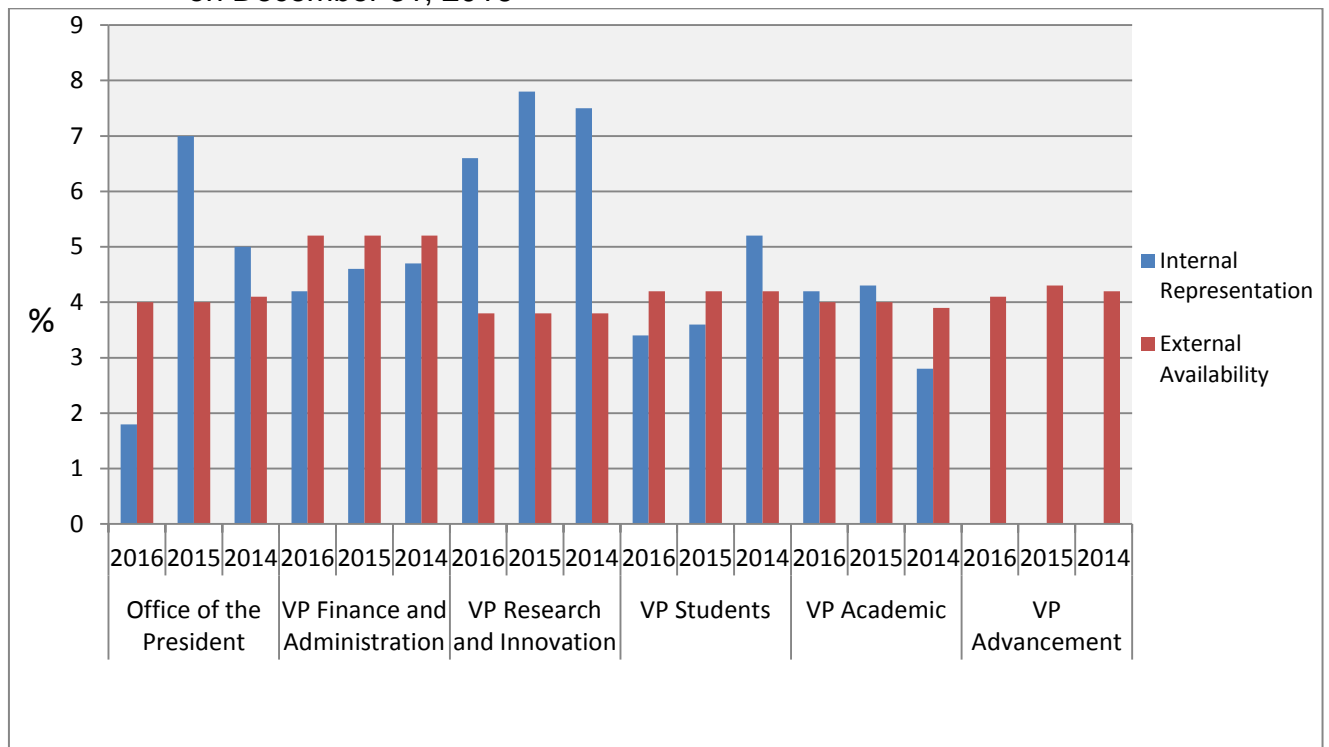
Ten Faculties and the Libraries are included in the Academic Division. Representation for Persons with Disabilities for each of the Faculties and the Libraries has been provided in Figure 13a) and 13 b). The figures include all employees supporting the business of that Faculty, excluding casual staff and employees in the CUPE 3903 and CUPE Exempt bargaining units.

Figure 13a):   York University: Representation of Persons with Disabilities by Faculty
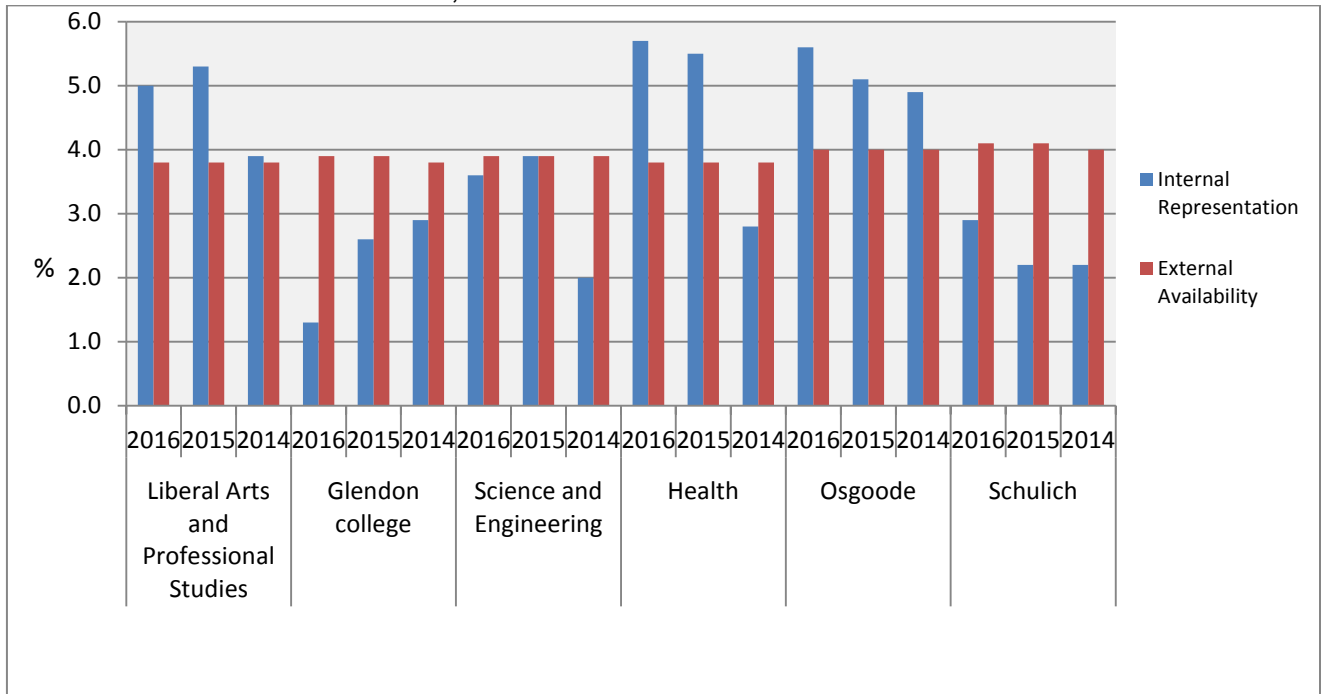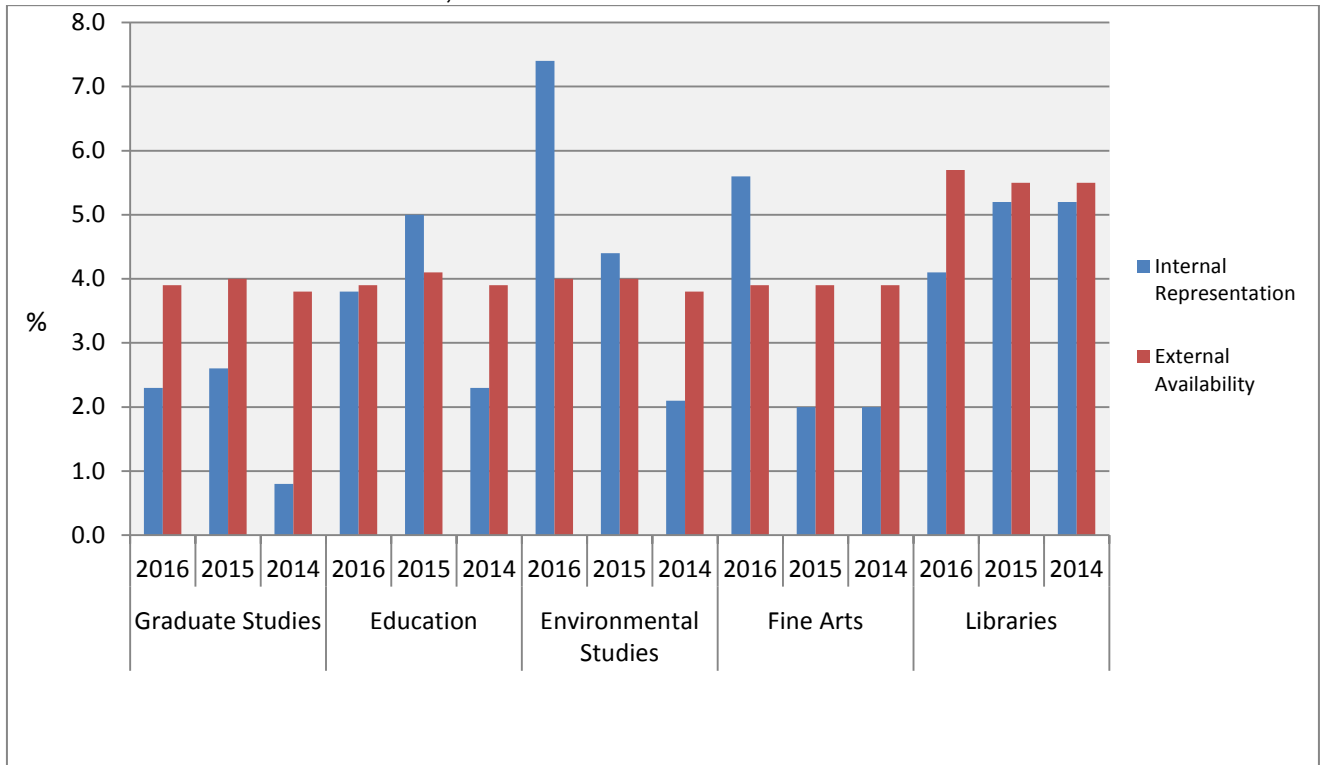   on December 31, 2016

Figure 13b):   York University: Representation of Persons with Disabilities by Faculty
                on December 31, 2016

2.6.2 Hires, Promotions[10] and Terminations[11]

In 2016, Persons with Disabilities represented 1% of new hires, 6% of total promotions were for Persons with Disabilities and Persons with Disabilities represented 5% of terminations. In comparison to 2015, total new hires for Persons with Disabilities decreased by 1%, promotions increased by 1% and terminations for Persons with Disabilities remained unchanged.

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

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

3. Plans for 2017 / 2018

In 2017/2018 and going forward, there are various activities and events planned which will further the aims of employment equity, diversity and inclusion.

Some of the planned activities and initiatives are listed below:

- Collection and Analysis of LGBTQ2 Employment Equity data for all groups to have an enhanced picture of York's demographics

- Collection and Analysis of segregated Visible Minority (Racialized) data for all groups (except CUPE 3903) to have an enhanced picture of Visible Minority (Racialized) groups on campus

- Continue implementation of an applicant tracking system for non-academic hires to allow for a more robust method of tracking diverse applicants from point of application to hire/onboarding

- Employment Systems Review – through a partnership with Centre for Human Rights, Equity and Inclusion and Human Resources, will hire a new position in the Centre for Human Rights, Equity & Inclusion to focus on continued review of non-academic recruitment practices and policies to identify possible barriers to employment

- Maintain strategic relationships with candidate communities to build and enhance the diversity of the talent pool at York with top priority being Persons with Disabilities and Aboriginal (Indigenous) applicants

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

- Continued partnership with CUPE 3903 to increase self-id survey rates

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

- Non-Academic Selection Committee Training – to remove the potential for bias in the selection, interview and hire process

- Continued review of established written policies to ensure written documents are inclusive

- Review of current return rates, particularly for VP Research and Innovation (Return Rate - %44) and VP Advancement (Return Rate 58%) and analysis of new updated survey data

Contact Information:

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For Additional Readings:

York's policies and guidelines:
- Accessibility for Persons with Disabilities, Statement of Commitment
- Accessibility for Persons with Disabilities, Customer Service Guideline
- Accommodation in Employment for Persons with Disabilities
- Employment Equity Policy
- Gender-Free Language Policy
- Hate Propaganda Guidelines
- Physical Accessibility of University Facilities
- Racism (Policy and Procedures)
- Sexual Harassment
- Workplace Harassment Policy
- Workplace Violence Policy

Glossary of Terms

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

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

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

Federal Contractors Program ("FCP"):
This is a federal program which mirrors the Employment Equity Act. The goal of the FCP is to achieve workplace equity for designated groups who have historically experienced systemic discrimination in the workplace. Provincially regulated employers who are in receipt of goods or services from the federal government of Canada of over $200,000 and have over 100 employees are required to comply with the program.

Gap:
Difference between internal representation and external availability. A gap can be expressed as a number or a per cent. A negative gap (e.g. -5) indicates that there is underrepresentation in a group by 5 people. York focuses on closing gaps that are significant. A gap is considered significant if the number gap is -3 or greater and the representation is 80%, or less, or if the gap is -3 for a particular group in several EEOG's and/or for all designated groups in one EEOG.

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

NOC:
The National Occupational Classification (NOC) is a system of coding occupations within Canada. The coding structure is provided by HRSDC. There are 522 NOC codes (2006) which are rolled into 14 larger groupings called Employment Equity

Occupational Groups (EEOG). More information about this standardized coding system can be found at http://www5.hrsdc.gc.ca/noc/english/noc/2016/AboutNOC.aspx

Non Academic:

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

Staff:

Another term for Non Academic employees. Staff may or may not be unionized.

APPENDIX A –

A brief description of Employment Equity at York University

York's employment equity framework spans 7 key areas: Communication, Workforce Information Collection, Workforce Analysis, Employment Systems Review, Identification and Removal of Barriers, Implementation, and Monitoring.

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

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

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

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

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

Implementation
Implement changes to barriers that have been identified.

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

APPENDIX B – Employment Equity Occupation Group Definitions

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

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

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

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

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

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

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

Examples: Engineering Technician; Lab Technologist

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

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

6. Supervisors: Crafts and Trades
Non-management first-line coordinators of workers in manufacturing, processing, trades, and primary industry occupations. They coordinate the workflow of skilled crafts and trades workers, semi-skilled manual workers, and/or other manual workers. Supervisors may perform the duties of the employees under their supervision.

Examples: Loading Dock Supervisor; Production Supervisor;

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 of an apprenticeship, or the equivalent on-the-job training and work experience.

Examples: Textbook Buyer; Buyer

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

Examples: Plumber; Plasterer; Carpenter

10. Clerical Personnel
Workers performing clerical work, other than senior clerical work.

Examples: Faculty Assistant; Parking Office Clerk; Transcript Assistant

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

Examples: Sales Associate; Bookstore Assistant; Fire Prevention Inspector

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

Examples: Operator (Machine and Equipment); Bus Driver

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

Examples: Housekeeping Attendant; Custodian; Cashier

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

Examples: Groundskeeper, Ground Maintenance Person

APPENDIX C – Employment Equity Survey Return Rate, by Division[12]
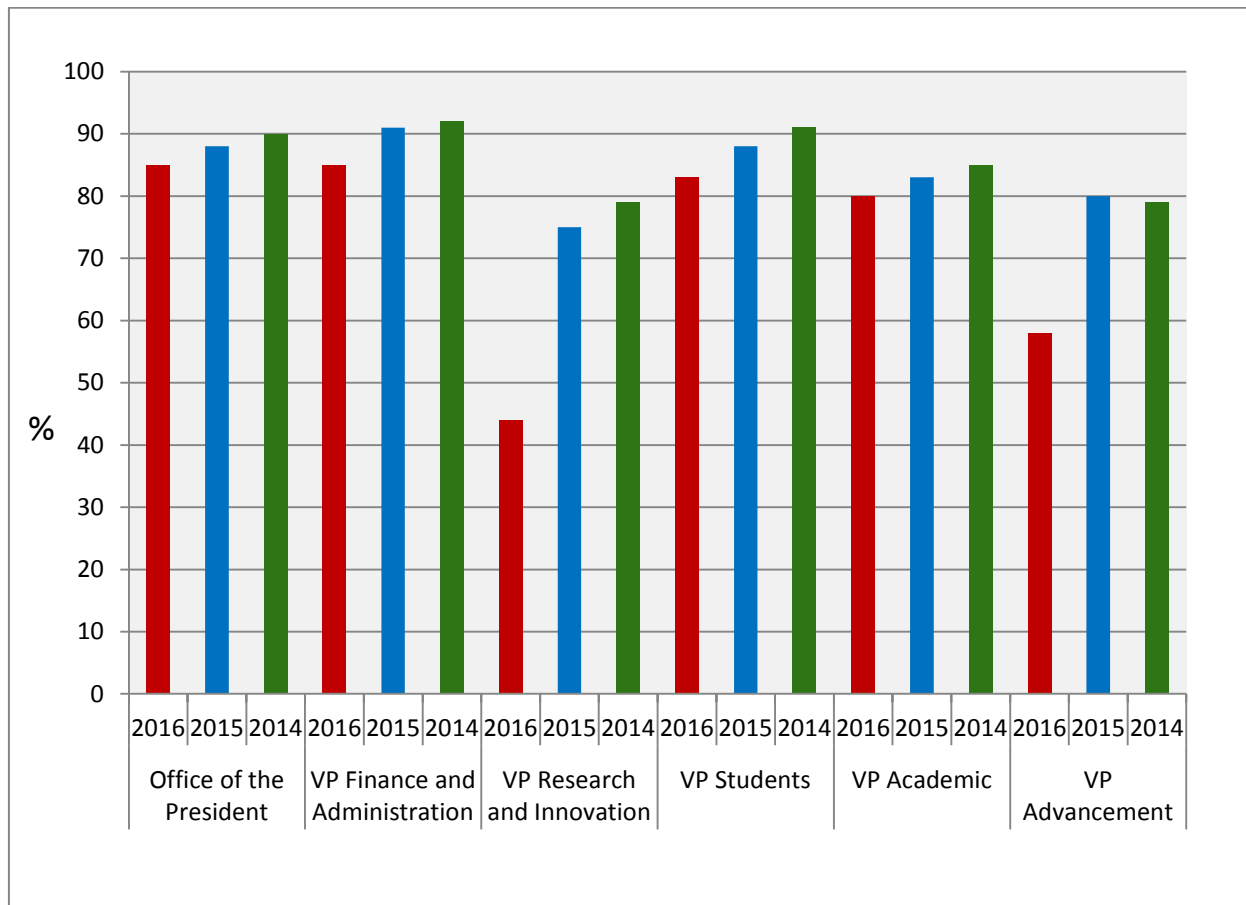
[12] Total number of completed surveys by divisional head count based on the 2016 organizational structure. Excludes results of CUPE 3903 Units and CUPE Exempt, which are included separately in Appendix H. Further steps will be taken to increase return rates for VP, Research and Innovation and VP Advancement.

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2016 Annual Statistical Employment Equity Report

APPENDIX D – Significant Gaps

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

If a gap is "significant", then an employment systems review must be undertaken to understand what employment barriers may be present to cause the underrepresentation. A significant gap is determined by utilizing the three filter test[13]:

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

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

Second filter: If the percentage representation is 80 percent or less, then the organization must investigate the underrepresentation further.

For example, if your organization has 7 accountants who are women, but the expected availability indicates that you should have 10, then your organization has only 70 percent of what is expected and a numerical gap of -3, and thus a significant gap exists.

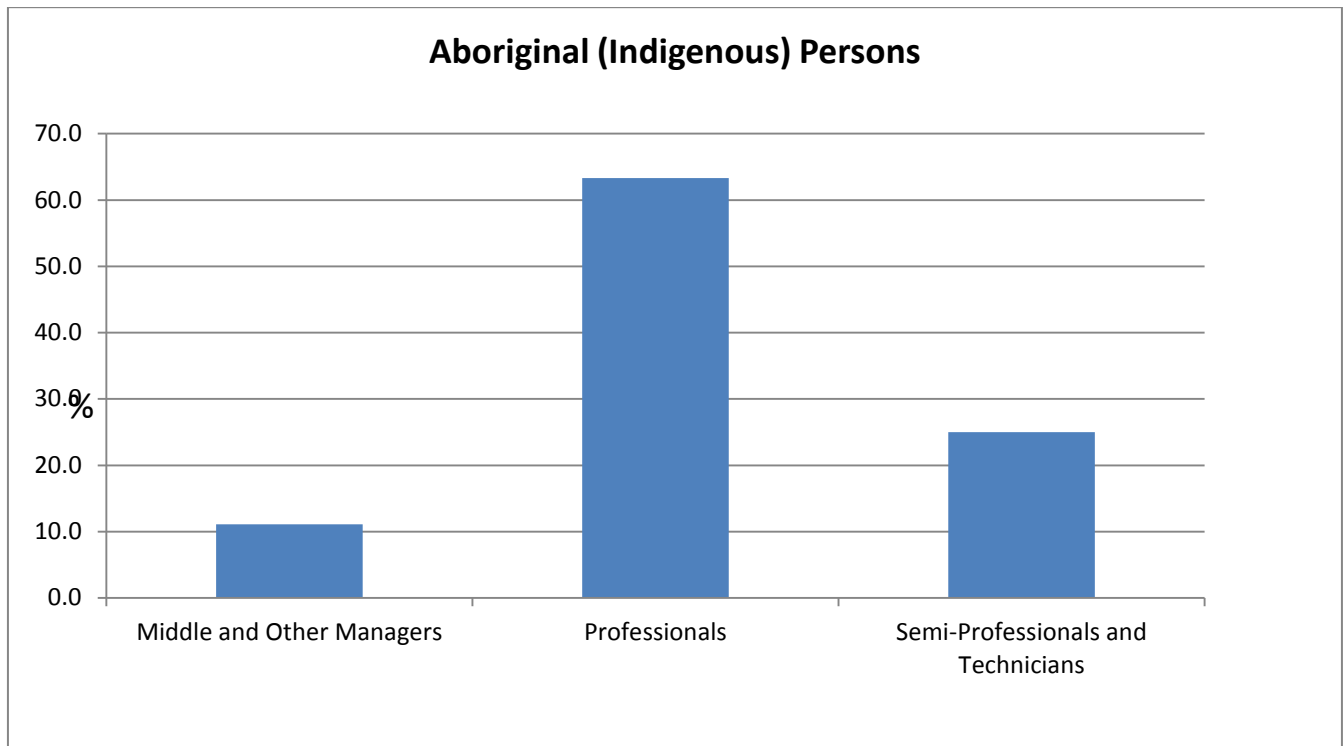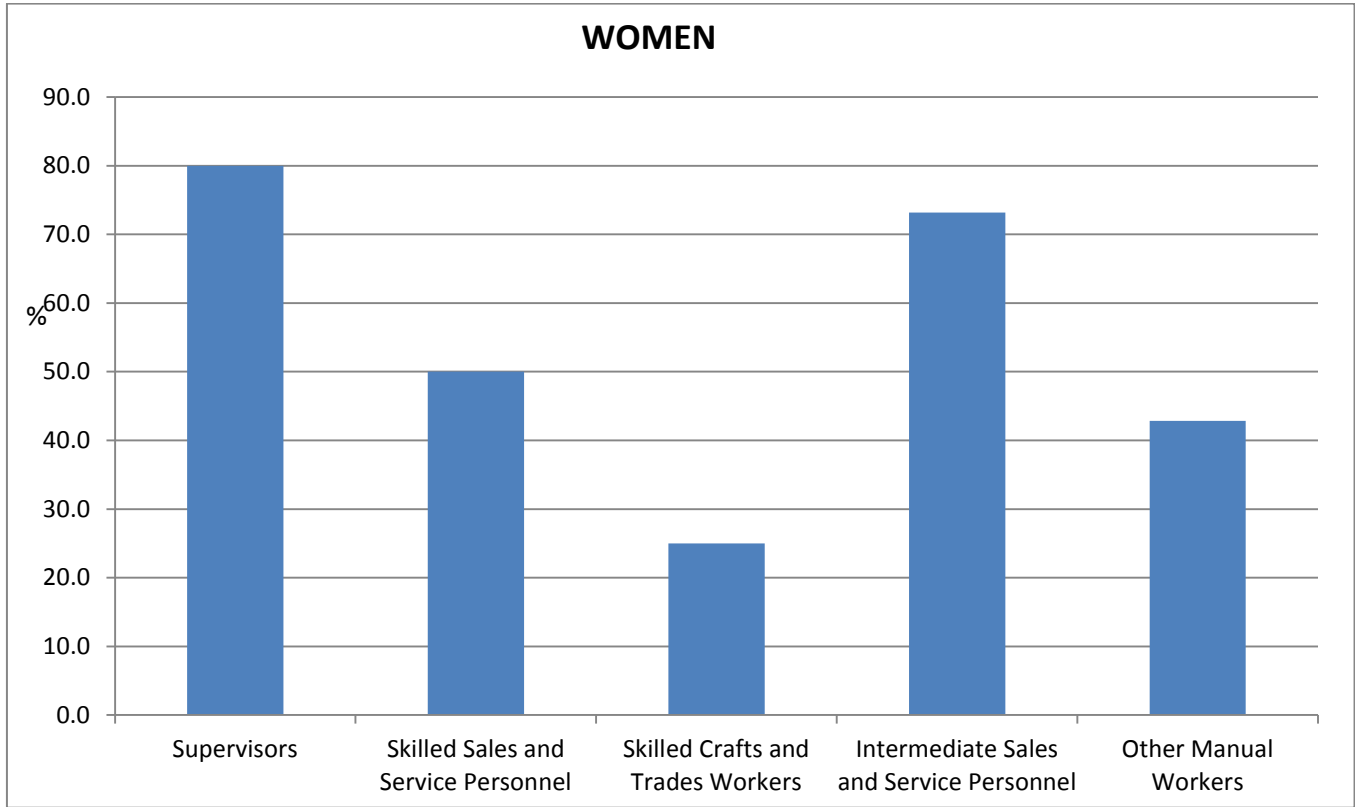Calculating the percentage representation:

Internal representation X 100 = percentage representation
external availability

Third filter[14]: If there are gaps of -3 or less (note that while the gap is referred to as -3 or less, the actual numerical value is -3 up to and including -1, i.e., -3, -2, -1) for a particular designated group in several EEOGs, and/or for all designated groups in one EEOG, then the gaps are considered significant and must be addressed in the employment systems review.
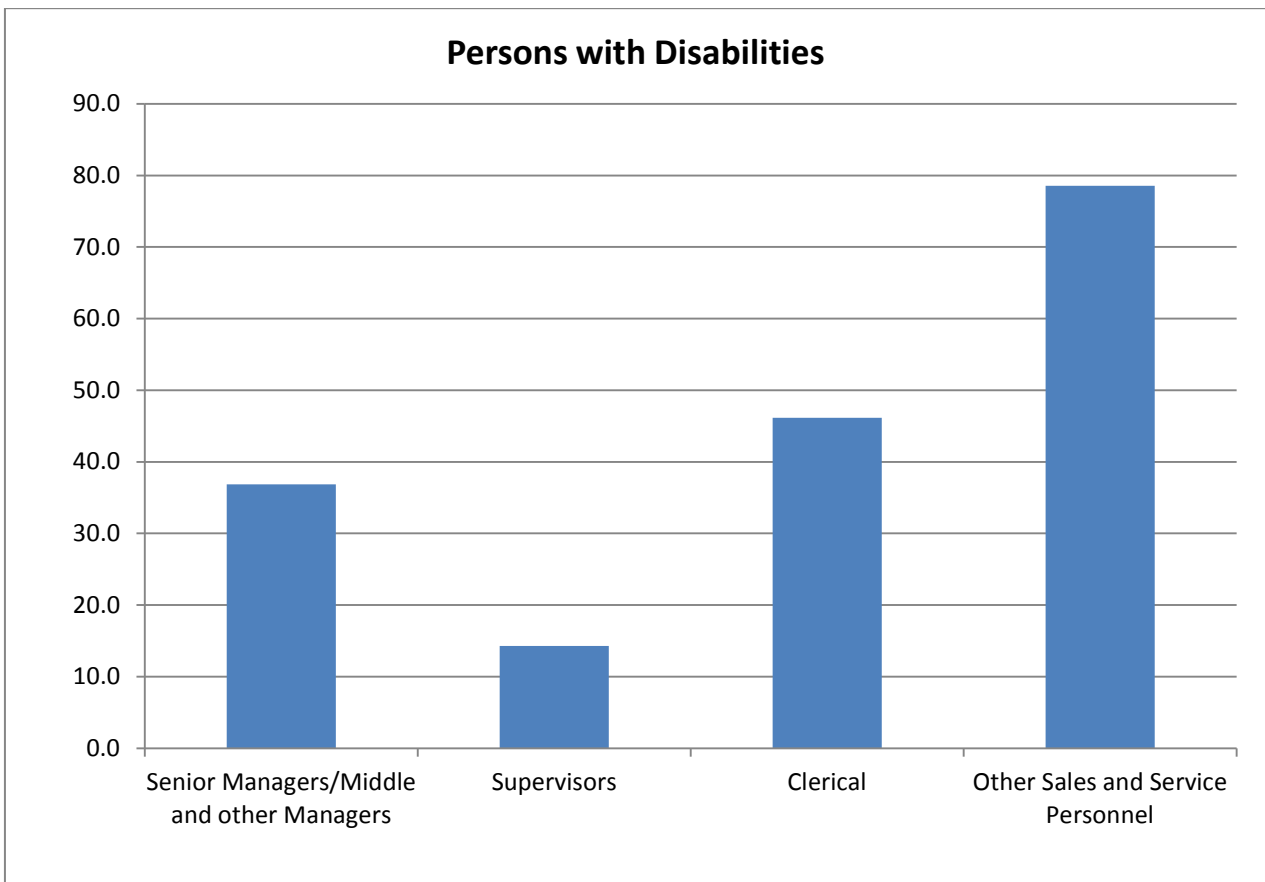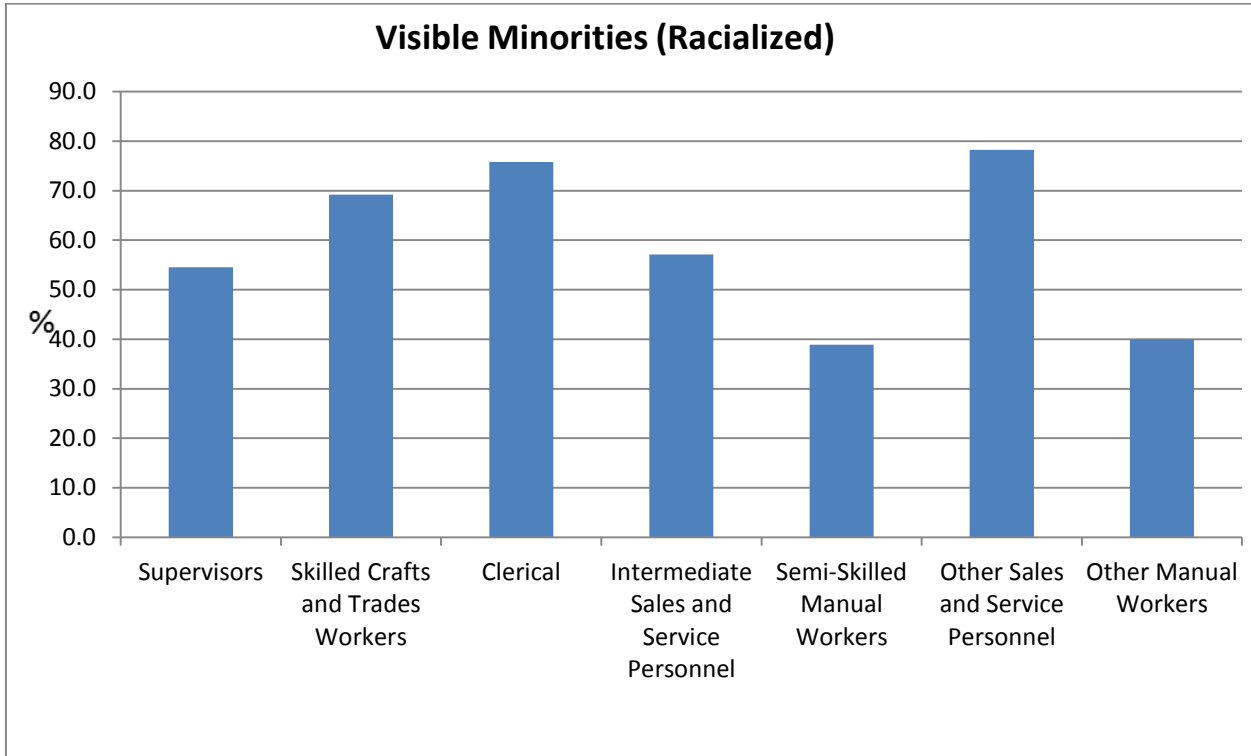
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[13] http://www.hrsdc.gc.ca/eng/labour/equality/fcp/employer_tool/step2/page00.shtml

[14] **50% Rule for Women:** This rule applies only to EEOG 07 Administrative and Senior Clerical Personnel and EEOG 10 Clerical Personnel. If there is a gap for women in an EEOG where women are represented at 50% or more, this gap is not to be considered significant. York is not required to conduct an Employment Systems Review or establish goals for recruitment in its employment equity plan for gaps in EEOGs where women are represented at 50% regardless of availability. **(http://www.hrsdc.gc.ca/eng/labour/equality/fcp/pdf/Step2.pdf)**
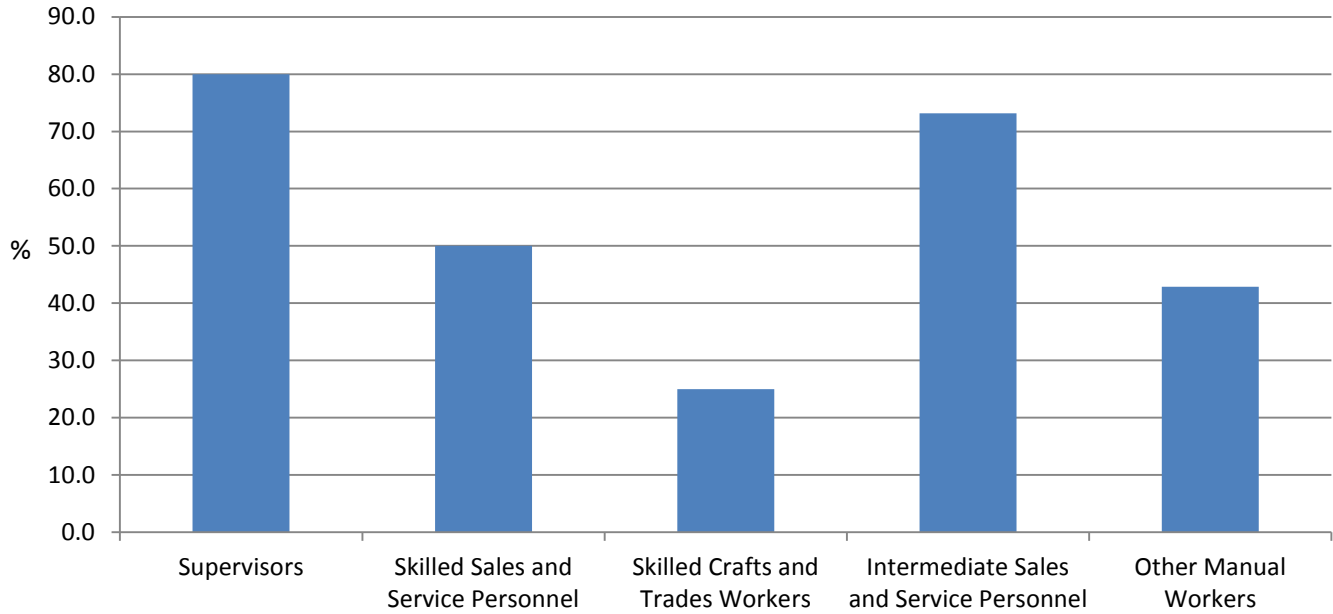
TOTAL UNIVERSITY

WOMEN

Aboriginal (Indigenous) Persons

TOTAL UNIVERSITY

Visible Minorities (Racialized)
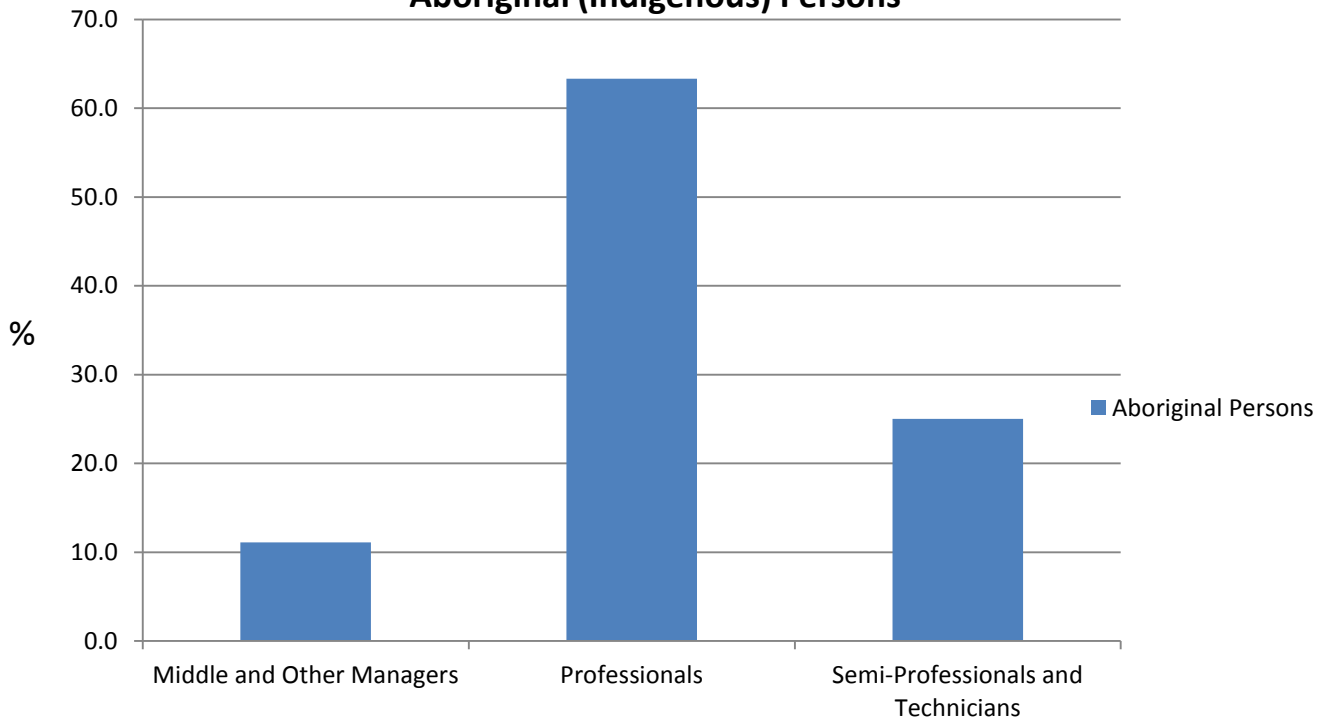

Persons with Disabilities

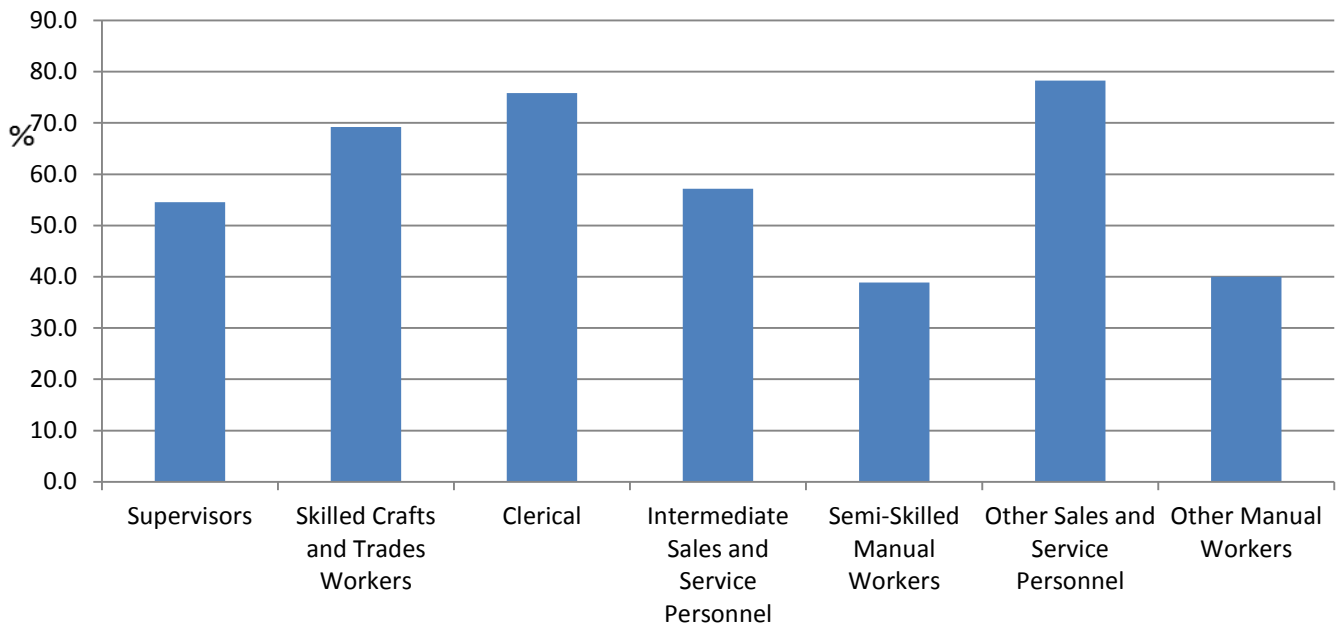# NON-ACADEMIC

WOMEN

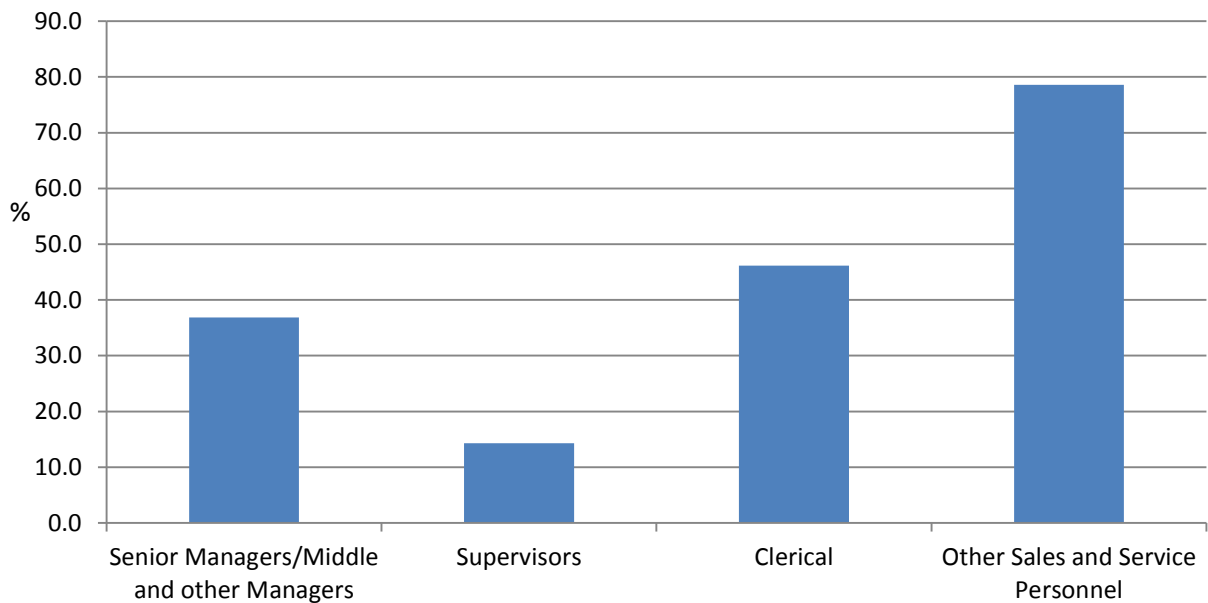## Aboriginal (Indigenous) Persons
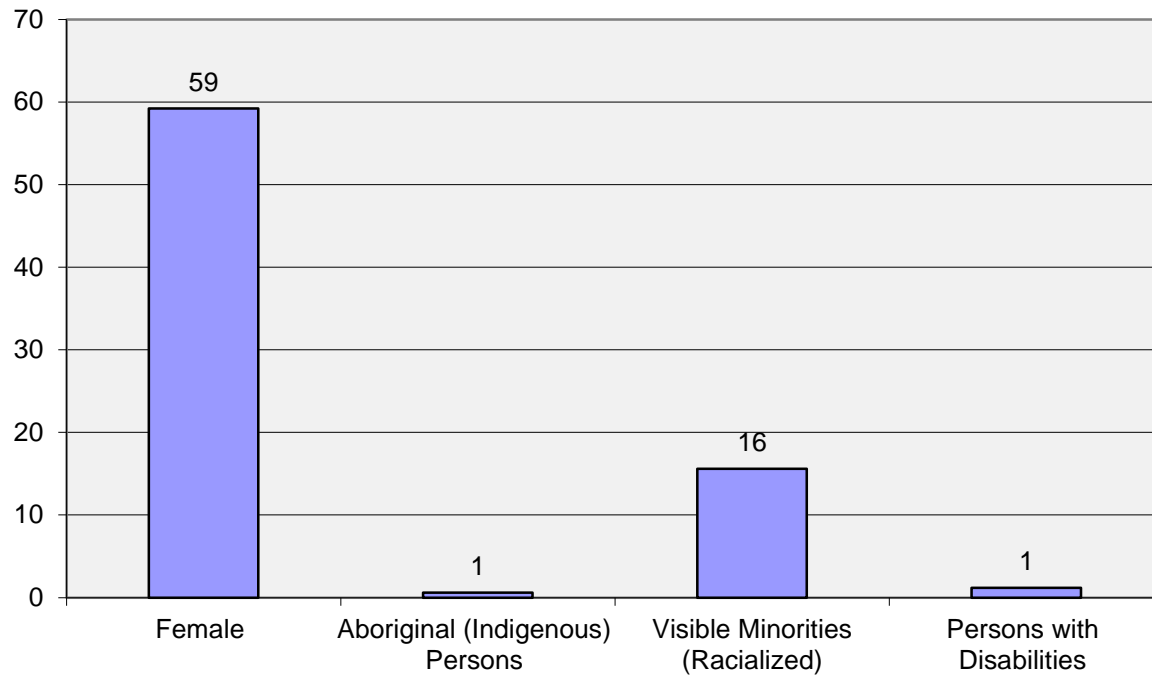
NON-ACADEMIC

Visible Minorities (Racialized)

Persons with Disabilities

APPENDIX E – Hires

**2016 HIRES OF DESIGNATED GROUP MEMBERS,
AS A PROPORTION OF
TOTAL UNIVERSITY HIRES**

| Category	Value
Female	59
Aboriginal (Indigenous) Persons	1
Visible Minorities (Racialized)	16
Persons with Disabilities	1

APPENDIX F – Promotions

**2016 PROMOTIONS OF DESIGNATED GROUP MEMBERS,
AS A PROPORTION OF
TOTAL UNIVERSITY PROMOTIONS**
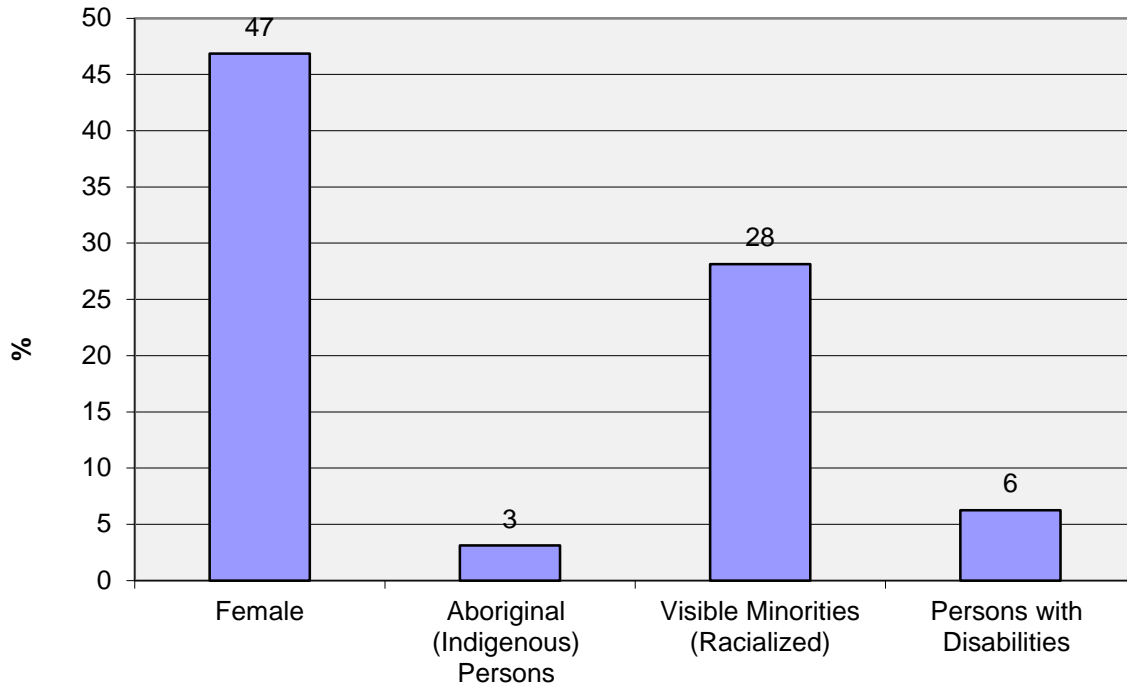
APPENDIX G – Terminations

**2016 TERMINATIONS OF DESIGNATED GROUP MEMBERS,
AS A PROPORTION OF
TOTAL UNIVERSITY TERMINATIONS**
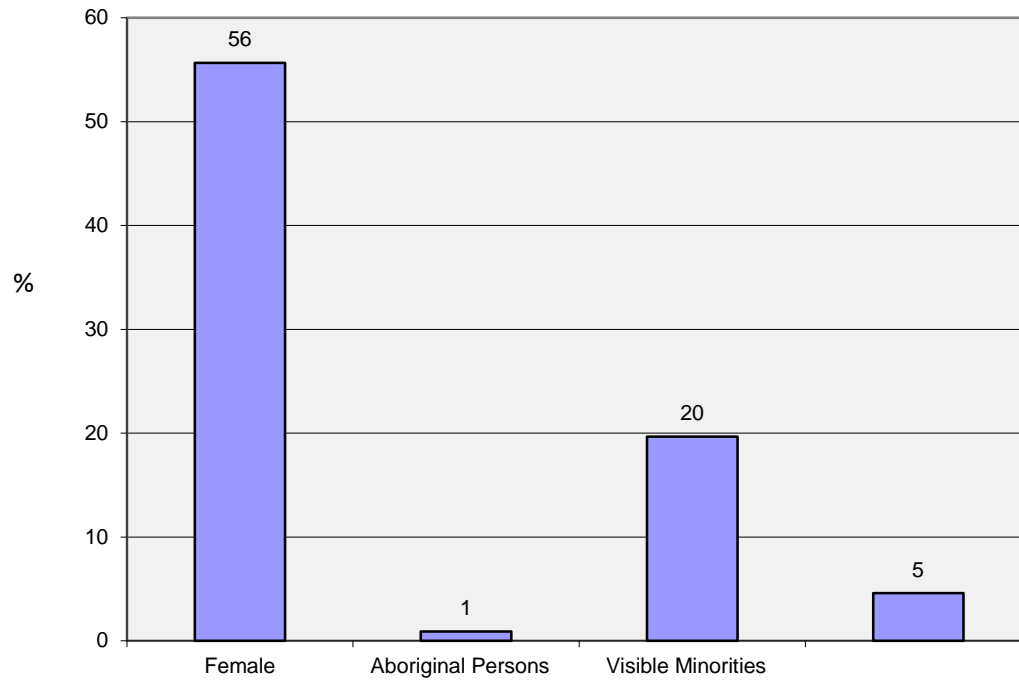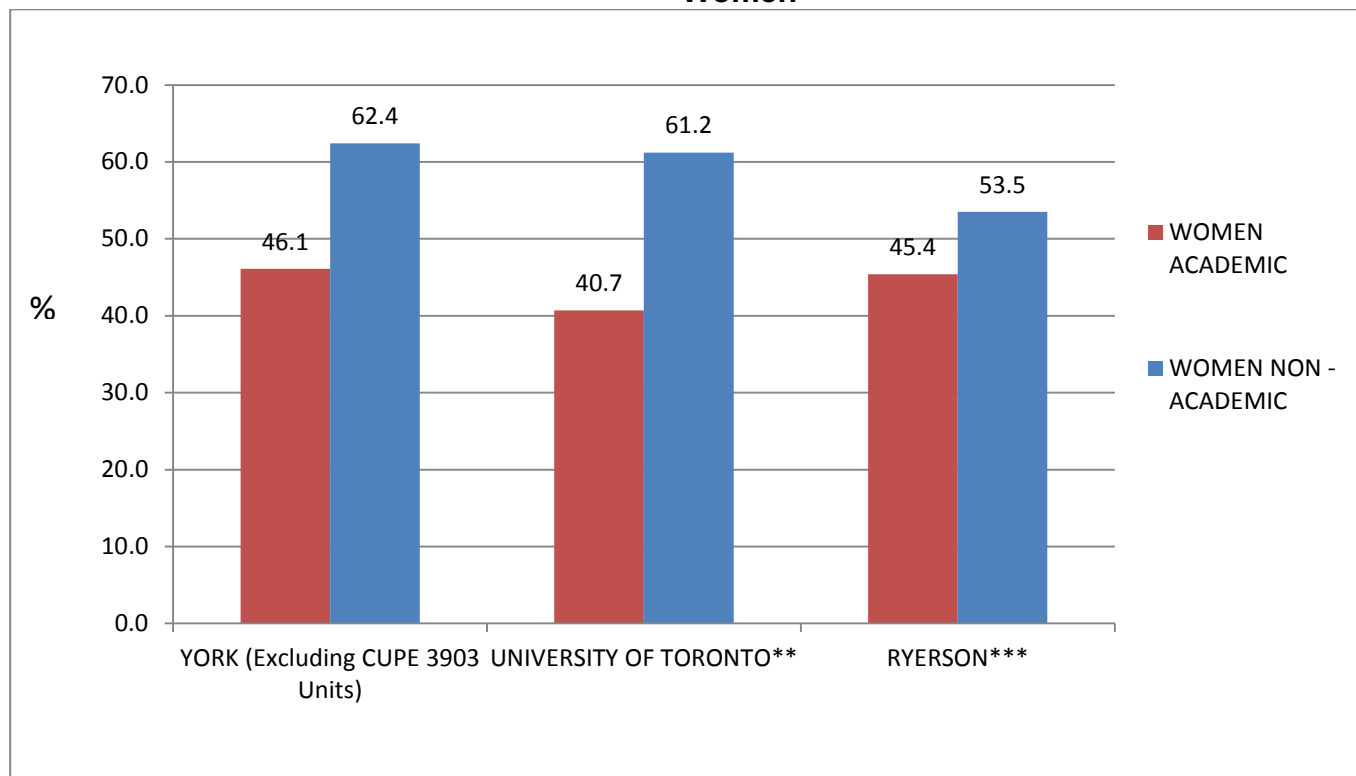
APPENDIX H – Return Rate for CUPE 3903 Units[15]

CUPE Units	Employment Equity Survey Return Rate per Unit %
Cdn. Union of Public Employees 3903 - 1 Cdn. Union of Public Employees 3903 - 2 Cdn. Union of Public Employees 3903 - 3	25 67 6

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

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[15] Efforts will continue in 2014 to increase the response rate for CUPE 3903 and CUPE Exempt.
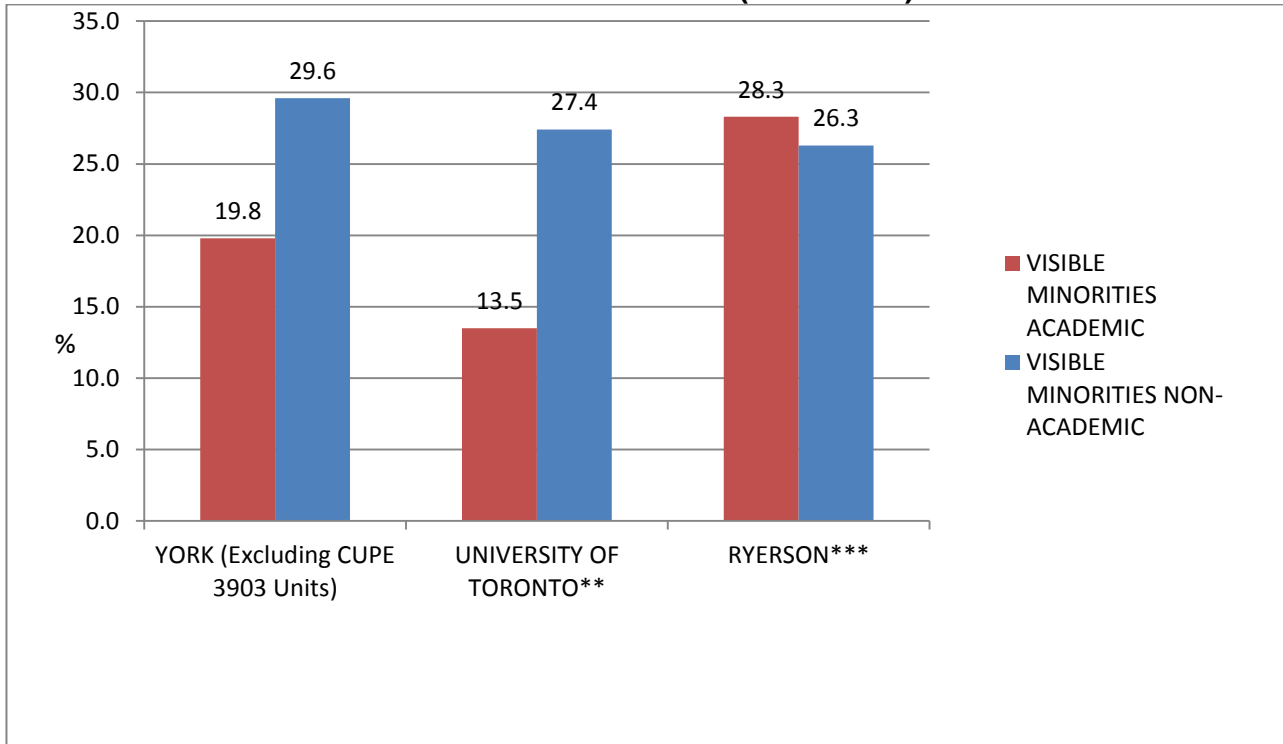
APPENDIX I – Ontario University Comparison

Women

Legend: WOMEN ACADEMIC, WOMEN NON - ACADEMIC

	YORK (Excluding CUPE 3903 Units)	UNIVERSITY OF TORONTO**	RYERSON***
Women Academic	46.1	40.7	45.4
Women Non-Academic	62.4	61.2	53.5

**2014, ***2013

Aboriginal (Indigenous) Persons

Legend: ABORIGINAL PEOPLES ACADEMIC, ABORIGINAL PEOPLES NON-ACADEMIC

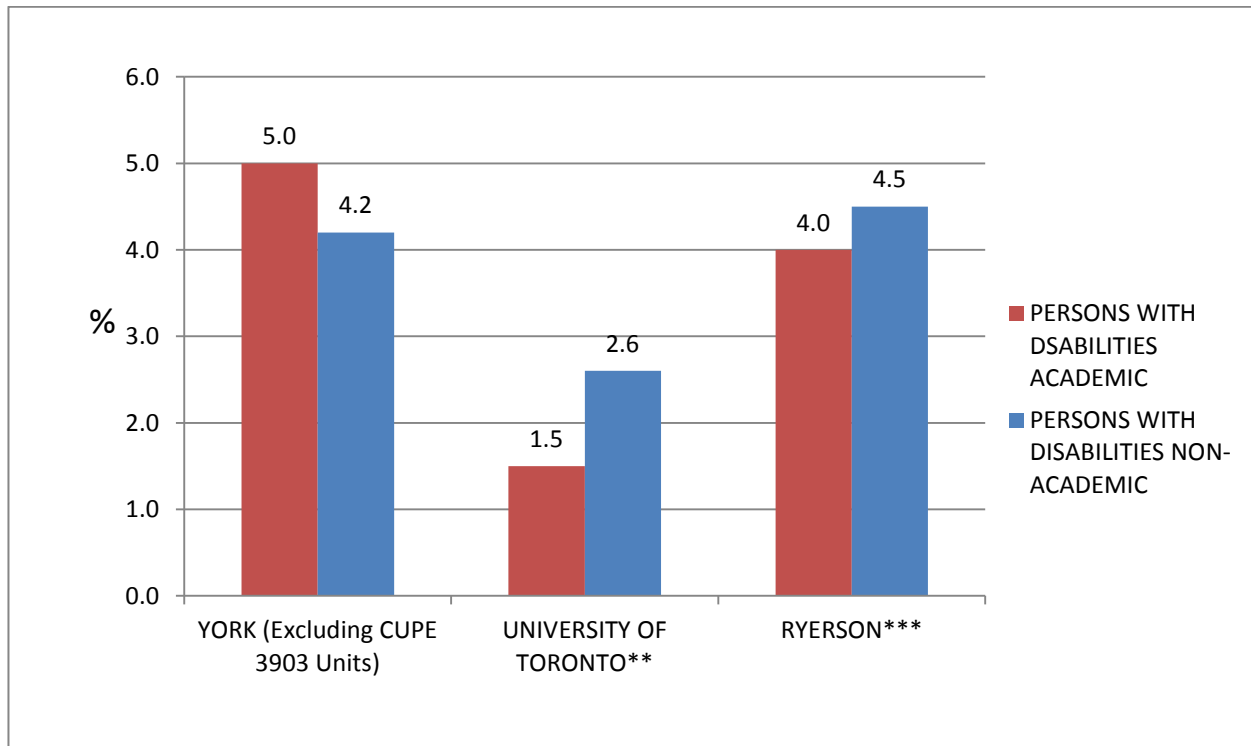|	YORK (Excluding CUPE 3903 Units)	UNIVERSITY OF TORONTO**	RYERSON***
Aboriginal Peoples Academic	1.4	0.5	0.8
Aboriginal Peoples Non-Academic	0.8	1.0	0.8
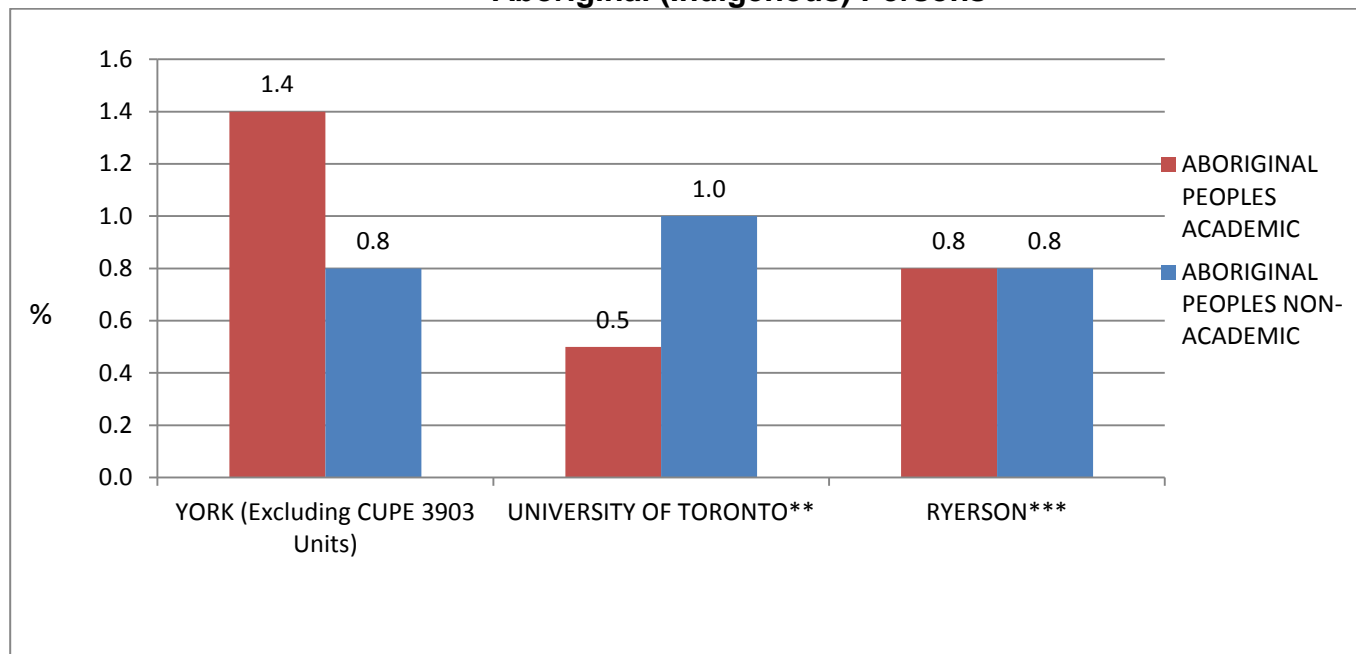
**2014, ***2013

Visible Minorities (Racialized)

**2014, ***2013

Persons with Disabilities

**2014, ***2013