

2020 Annual Employment Equity

Division of Equity, People and Culture

YORK 

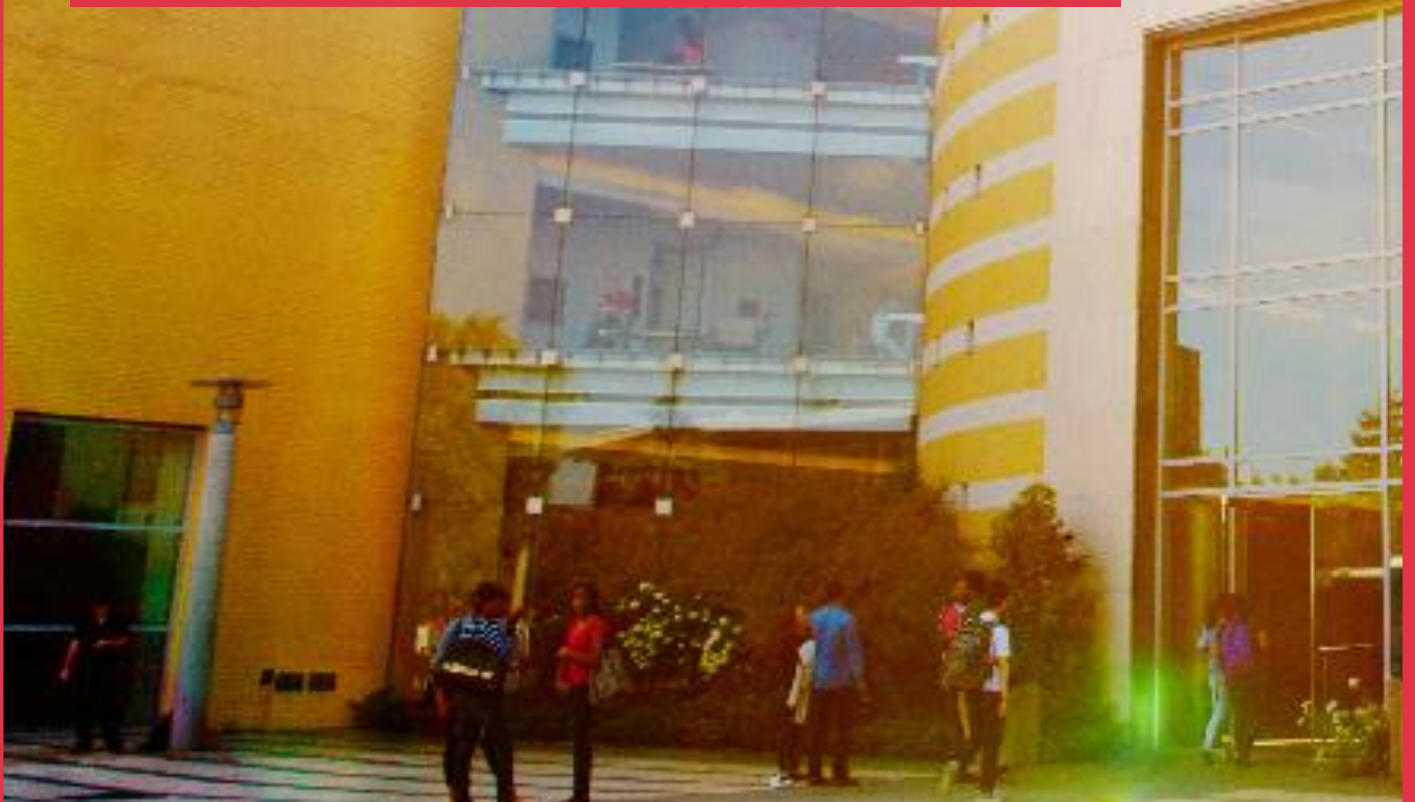


Table of Contents

1.0 Introduction	3
2.0 2020-21 Ongoing Initiatives	3
2.1 Initiatives to Enhance Representation	3
2.2 Institutional Policies and Plans	4
2.3 Education and Engagement	5
2.4 Faculty EDI Initiatives.....	6
3.0 2021-22 New Initiatives	7
4.0 2020 Employment Equity Figures	8
4.1 Employment Equity Survey Return Rate	8
4.2 Overall Representation Rates	8
4.3 Women	9
4.4 Indigenous Peoples	14
4.5 Racialized Persons	19
4.6 Persons with Disabilities	24
4.7 LGBTQ+.....	29
5.0 Summary	29
Contact Information:	30
For previous Employment Equity Statistical Reports:	30
For Additional Readings:.....	30
Glossary of Terms	31
APPENDIX A – Employment Equity at York	33
APPENDIX B – Employment Equity Occupational Group (“EEOG”) Definitions	34
APPENDIX C – Employment Equity Survey Return Rate, by Division	36
APPENDIX D – Significant Gaps	37
APPENDIX E – Hires	47
APPENDIX F – Promotions	48
APPENDIX G – Exits	49
APPENDIX H – Ontario University Comparison of Representation Rates for Women, Indigenous Peoples, Racialized Persons, Persons with Disabilities	50

1.0 Introduction

Each year, this Annual Employment Equity Report provides the University community and the Board of Governors a statistical summary of York's progress to achieve representation of four designated groups: Women, Racialized Persons, Indigenous Peoples, Persons with Disabilities and the [LGBTQ2+](#) community. The equity representation data used within the report is compared to the 2016 [external availability](#) data provided by Statistics Canada. Representation rates for [Employment Equity Occupational Groups \(EEOG\)](#) institutionally, as well as, divisions and Faculties at York are analyzed.

As of December 31, 2020, 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 and Professionals
- Indigenous Peoples - Supervisors Craft and Trades and Semi-skilled Manual Workers.
- Racialized Persons - Middle and Other Managers
- Persons with Disabilities - Supervisor Crafts and Trades 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 senior manager, middle and other managers, and professionals.

2.0 2020-21 Ongoing Initiatives

York has been actively engaged in supporting Equity, Diversity, and Inclusion (EDI) including addressing anti-Black racism, anti-Indigenous racism, and other forms of discrimination.

2.1 Initiatives to Enhance Representation

- The Joint Subcommittee of Employment Equity and Inclusivity, a sub-committee of the Joint Committee on the Administration of the Agreement (YUFA), delivered a series of important recommendations in early January 2020 on increasing Black faculty representation at the University. As a result of these recommendations, in August 2020, York posted advertisements for 14 new tenure stream positions for Black scholars (as well as one open to Black and Indigenous applicants, and one open to Black, Indigenous, and racialized minority candidates).
- In June 2020, York began undertaking a review of our pre-existing affirmative action program and unconscious bias education jointly with the York University Faculty Association (YUFA). A key area for examination will be the enhancement of the program to ensure a better understanding of where equity gaps exist.
- Faculty of Education Professor Carl E. James was appointed as the Senior Advisor on Equity and Representation to the University, reporting into the Vice-President Equity,

People and Culture in June 2020. Dr. James is also currently the Jean Augustine Chair in Education, Community and Diaspora at York, and a Fellow of the Royal Society of Canada.

- In an effort to support students from an institutional level while providing them needed space to position themselves as leaders, York has embarked upon student-centred and driven initiatives that focus on equity, access and inclusion. The following is a small sampling of these initiatives:
 - Varsity student-athletes have launched a new committee called the Black and Indigenous Varsity Student-Athletes Alliance (BIVSAA) to serve the issues facing Black and Indigenous varsity student-athletes.
 - Student Counselling Health and Well-Being welcomes students to express their preference to meet with counsellors of a particular identity (e.g., male, female, Black-identifying, LGBTQ2S+-identifying, etc.), created a support group for racialized students, and has undertaken anti-oppressive clinical practice training for counsellors and practicum students.
 - The Division of Students held its first ever student symposium on equity, access and inclusion in global learning in 2020.
 - A risk assessment tool is being developed by Community Support Services to use when reviewing all incoming complaints of sexual violence that involve students; this will incorporate an understanding of barriers related to Black and Indigenous community members as well as economic and social barriers and how that may impact survivors and the level of services and supports that they can access.
 - Black Excellence at York University (BE YU) website was created to support onboarding of new Black students with services including mentoring, workshops and financial awards. Initial programming augmented by Faculty-specific initiatives to support the Black student experience throughout the student journey.

2.2 Institutional Policies and Plans

- As a result of a series of consultations with over 200 Black faculty, staff and students, “Addressing Anti-Black Racism: A Framework on Black Inclusion” was released in February 2021. A “Draft Action Plan for Further Consultation” was posted at the same time and is due for release late spring or early summer 2021.
- In the Fall of 2020, with a broad representation of approximately 50 students, staff and faculty community members from across the university, the President’s Advisory Council on Equity, Diversity and Inclusion (EDI) was developed under the leadership of Vice-President Dr. Cote-Meek. The purpose of the Council is to develop an EDI Strategy for York.
 - In preparation for this council, Dr. Cote-Meek conducted two environmental scans to best support the work of the council: one scan focused on the EDI initiatives

underway at York University currently, and the other examined trends, challenges, and best practices of EDI in higher education institutions more broadly.

- The Council has begun its consultations and will be launching a community survey in the Fall of 2021 to inform the EDI strategy.
- In response to recommendations flowing from the President’s Initiative on Open and Respectful Dialogue, the Centre for Human Rights, Equity and Inclusion (CHREI) was charged with reviewing the Racism Policy and drafting a comprehensive human rights policy that includes a transparent complaint and investigative process. The Human Rights Policy was passed by the Board of Governors in May 2021 and will take effect in June 2021.
- A progress report on the Indigenous Framework was published in Spring 2020. The 2018-21 York University Faculty Collective Agreement designated 6 Indigenous faculty hires over the course of the Agreement. As of 2020, 5 of the 6 hires have been made.

2.3 Education and Engagement

- Customized Equity, Diversity & Inclusion Workshops and Training Modules offered by CHREI had a more than 200% year-over-year increase in attendance. There were 2656 attendees in total (Staff: 2175, Faculty 481).
- The CHREI’s Respect, Equity, Diversity and Inclusion (REDI) series saw 926 staff and 282 faculty participate in one of the 28 REDI sessions offered throughout the year. In 2020-2021, there were 117 new individual faculty and 306 new individual staff, the vast majority of which attended more than 1 session. Session topics included:
 - Creating and Maintaining Positive Space
 - Addressing and Responding to Sexual Harassment
 - Requesting and Accessing Accommodations
 - Acknowledging and Addressing Racism
 - Academic Integrity and Universal Design
 - Challenging Organizational Cultures
 - Recognizing Resilience in Communities
 - Freedom of Speech @ York University
- New in 2020-2021, the [REDI](#) series expanded to include a specialized [Anti-Racism REDI](#), a series of four sessions that was delivered three times to 584 staff participants and 199 faculty participants.
- In 2020-2021 the Division of Equity, People & Culture, in partnership with YUFA, co-facilitated 22 Unconscious Bias Affirmative Action workshops. There were approximately 264 participants in that time period.
- Customized training sessions were delivered to appropriately respond to changing realities and emergent social justice issues such as the impacts of the COVID-19

pandemic. This included workshops on the inequitable impacts of the pandemic on marginalized communities, a workshop on accommodations on the basis of family status, a facilitated session in collaboration with The Centre for Student Community & Leadership Development (SCLD) on race and privilege and a four-part series delivered to the President, Vice Presidents and Deans on equity, inclusion, systemic discrimination and driving culture change.

- The Community Safety Department has partnered with the CHREI in developing and participating in customized training for all of the department’s incoming and existing employees; this training is designed to build both skills and understanding of the mechanics of racial profiling and how to interrupt it.
- [Inclusion Days 2021](#) “Belonging in a virtual world,” saw over 300 faculty and staff attend over the course of three days, three interactive workshops and two keynote addresses. 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.
- The CHREI increased EDI education and awareness under the #YUBelong Campaign on Twitter and Facebook platforms, including over 19K followers on Twitter and over 24K impressions monthly on Twitter and over 2K monthly impressions on Facebook.

2.4 Faculty EDI Initiatives

There are a significant number of EDI focused activities that took place in Faculties and across the university. These range 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 small sample of some of those initiatives.

Faculty of Liberal Arts & Professional Studies (LA&PS)

- In September 2020, Humanities Professor Andrea Davis stepped into a year-long role as Special Advisor on Faculty of Liberal Arts & Professional Studies (LA&PS) Anti-Black Racism Strategy. This position was developed by LA&PS’ Dean’s Office as part of the Faculty’s comprehensive response to combating anti-Black racism. Key responsibilities include:
 - Reporting to the dean and providing guidance and input on questions related to race and equity, and anti-Black racism specifically;
 - Establishing an advisory committee made up of students, faculty, and staff to identify priorities and develop recommendations to be conveyed to the Dean;
 - Advising the Dean in the hiring of Black faculty, as well as the hiring and promotion of Black staff;
 - Liaising with the Senior Advisor on Equity and Representation;

-
- Development of a major/minor degree program in Black Studies, and advising on a process for a permanent advisor position on race and equity in LA&PS;
 - Creation of the Black Canadian Studies Certificate in the Faculty of Liberal Arts & Professional Studies.

Faculty of Environmental & Urban Change (EUC)

- Developed an Equity Strategy aimed to address anti-Black and anti-Indigenous systemic racism, and to facilitate an EUC culture and practice fully attentive to equity, diversity, and inclusivity of all.

School of the Arts, Media and Performance and Design (AMPD)

- Created a new BIPOC Artists Student Association
- Established EDI committees in Department Councils: Cinema & Media Arts, Dance, Music, Theatre

3.0 2021-22 New Initiatives

Data-driven work is also a significant component emerging from the work in EDI. York currently has a self-identification process in place for all job applicants and employees which includes attention to disaggregated racialized data. York is in the process of creating a student self-identification census to be launched in Fall 2021, which will enable disaggregated data to inform program development and inclusive decision-making that targets support where needed and helps to identify systemic barriers for students. Enhanced reporting on the representation of equity-identified groups is available to all hiring managers to assist with inclusive workforce planning. The university is also looking towards the creation and implementation of a Climate Survey that will measure inclusion and a sense of belonging across staff, faculty, instructors and students (both undergraduate and graduate).

In February 2021 a new Postdoctoral Fellowship Program for Black and Indigenous Scholars was launched, as part of a wider commitment to promoting justice and embracing a variety of scholarly perspectives, backgrounds and lived experiences. The program will offer 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. The offices of the Vice-Presidents Equity, People and Culture and Research and Innovation will also be launching funding opportunities for Black and Indigenous scholars.

An additional important focal point is resourcing EDI work in the university administration. A search is currently underway for York's inaugural Associate Vice-President Indigenous Initiatives, which will support the growth of York University's Indigenous portfolio including providing leadership in supporting the University's efforts towards Reconciliation, Decolonization and Indigenization. Additional staffing is also underway for the CHREI.

The work of the President’s Advisory Council on Equity, Diversity and Inclusion will ramp up in 2021 as it builds towards releasing its draft university-wide EDI strategy at the end of the calendar year.

4.0 2020 Employment Equity Figures

The representation data used within the report is compared to the 2016 external availability data provided by Statistics Canada. Representation rates for EEOGs institutionally, as well as Divisions and Faculties at York, are analyzed.

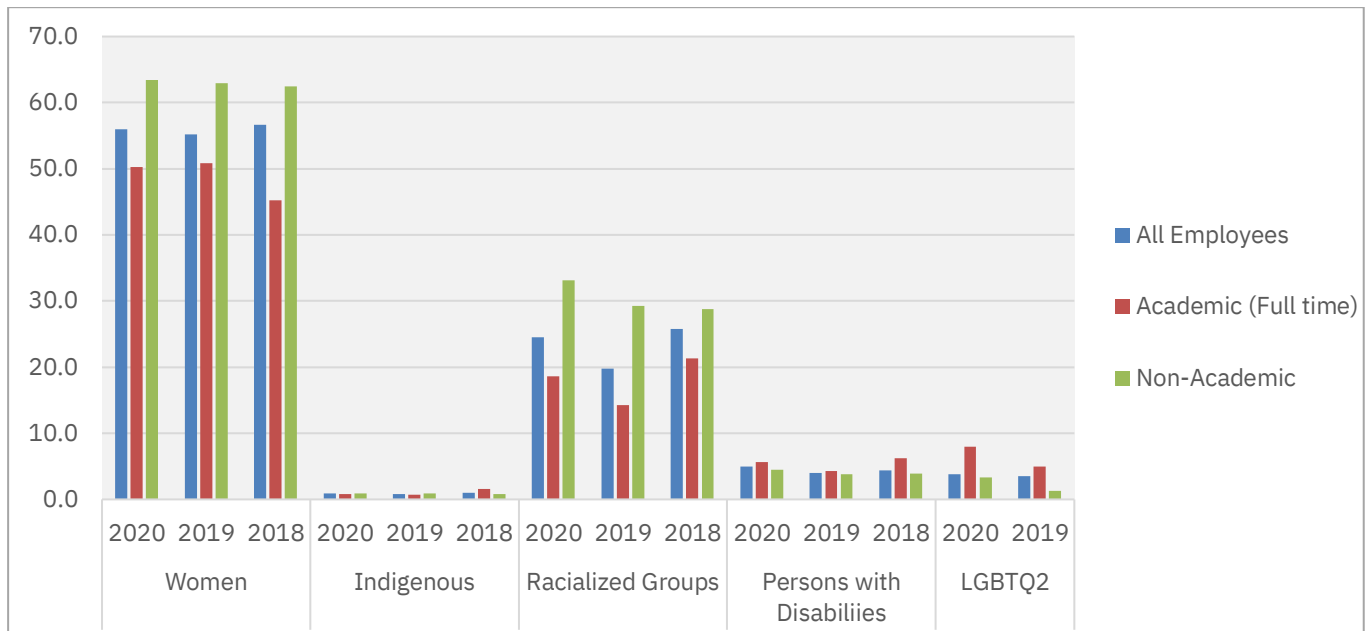
4.1 Employment Equity Survey Return Rate

The average survey return rate in 2020 for employees across all Divisions was 79.4% (see Appendix C for further details). Return rates varied across Divisions from 84% to just over 91%.

4.2 Overall Representation Rates¹

Figure 1 below provides a summary of Representation Rates for Designated Groups across a 3-year period - 2020, 2019, 2018. An analysis follows in sections 4.3 to 4.7.

Figure 1): Summary of Representation Rates for Designated Groups, 2020, 2019, 2018



¹ For this report the total employee count in 2020 was 7549.

4.3 Women

Based on the data in [Figure 1](#), 56.0% of the 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.

Within both the [academic](#) and [non-academic](#) groups, the overall [internal representation](#) of women exceeded the [external availability](#) figures. For example, the [internal representation](#) of women for the [academic](#) group was 50.3% and the external availability was 48.8%.

Within the [non-academic](#) group, the [internal representation](#) of women is 62.9% and the [external availability](#) was 56.4%. The external availability figures originate from the 2016 [external availability](#) data provided by Statistics Canada.

Based on the data in Figures 2a), 2b) and 2c) that follow, women are highly represented in a number of [EEOGs](#) such as Senior Managers, Middle and other Managers and Professionals (Figure 2a). There is significant underrepresentation of women in the following [EEOGs](#) Skilled Crafts and Trades Workers, Intermediate Sales and Service Personnel and Other Manual Workers (Figures 2b & 2c) (see Appendix D for the full list of Significant Gaps).

When the [academic](#) and [non-academic](#) groups are split apart, the [non-academic](#) group has significant underrepresentation in Skilled Crafts and Trades Workers and Intermediate Sales and Service Personnel. The [academic](#) group does not have underrepresentation in any of the [EEOGs](#) (see Appendix D for the full list of Significant Gaps).

Figure 2a): Representation of Women by EEOG on December 31, 2020

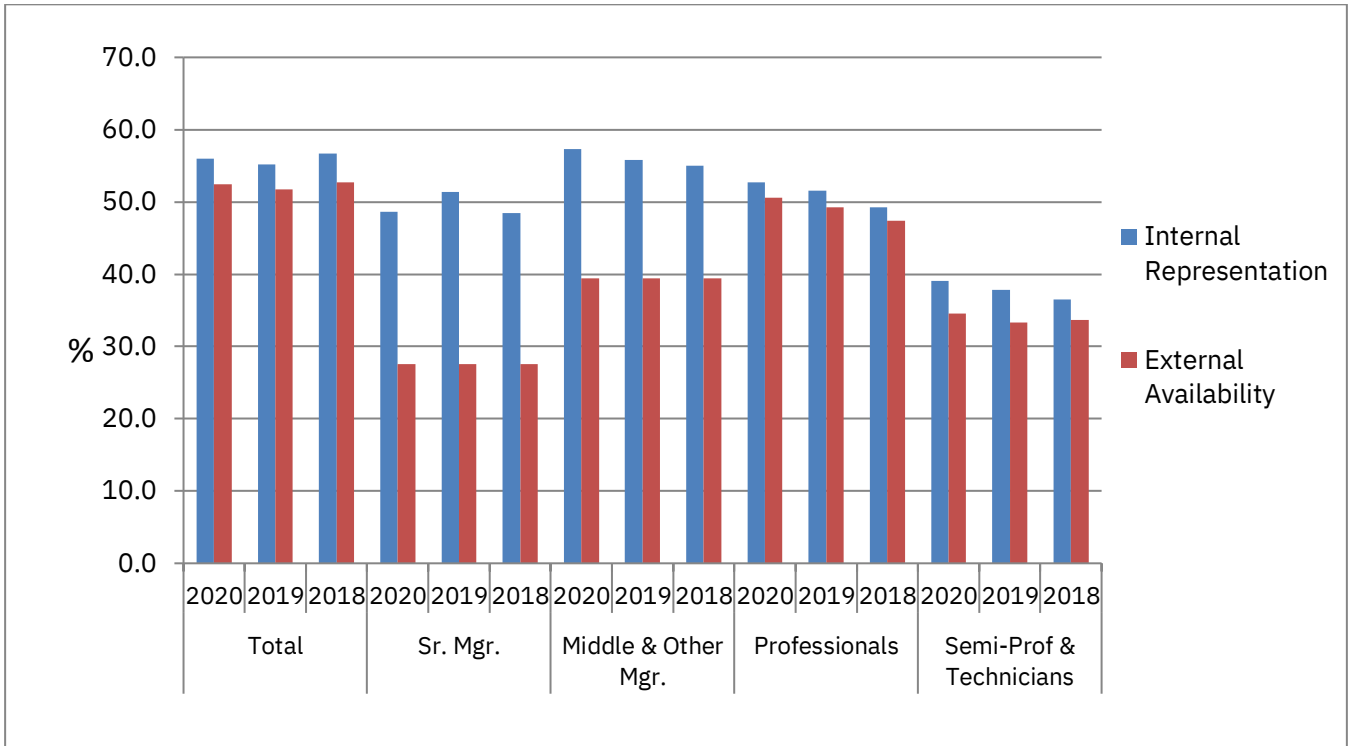


Figure 2b): Representation of Women by EEOG on December 31, 2020 continued

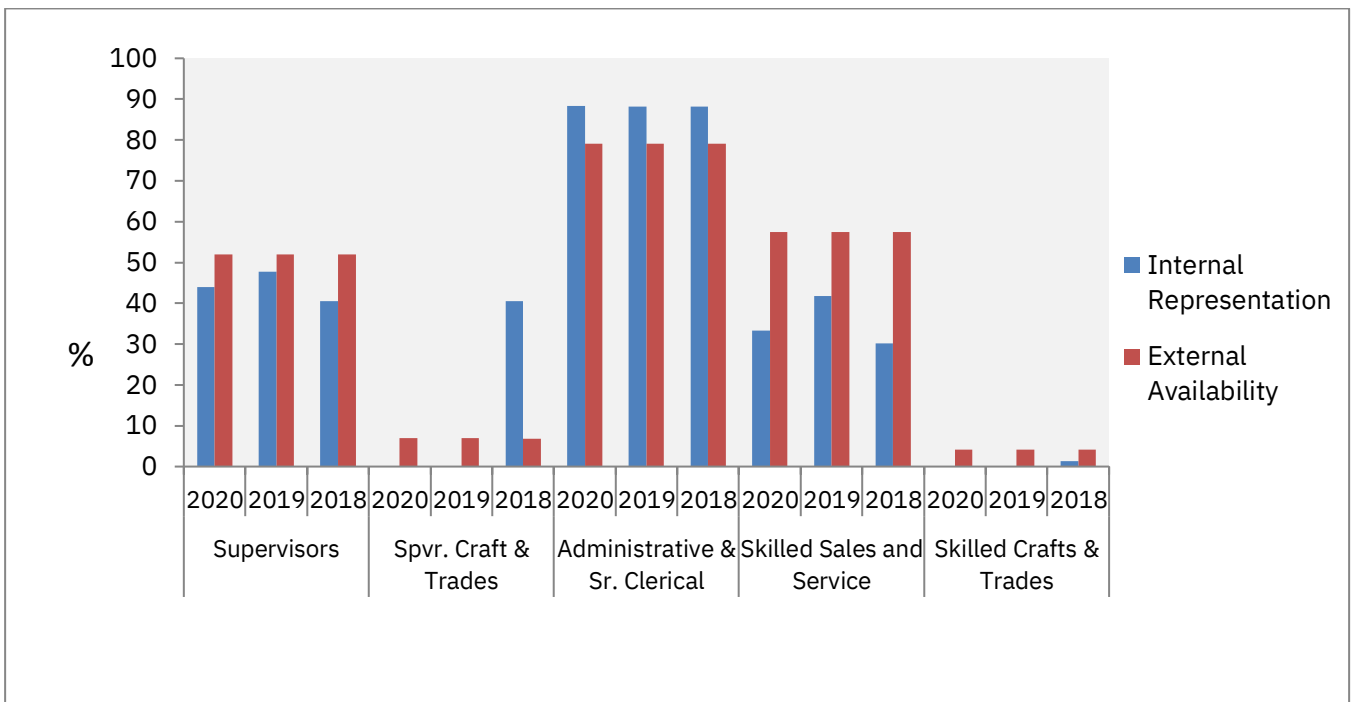
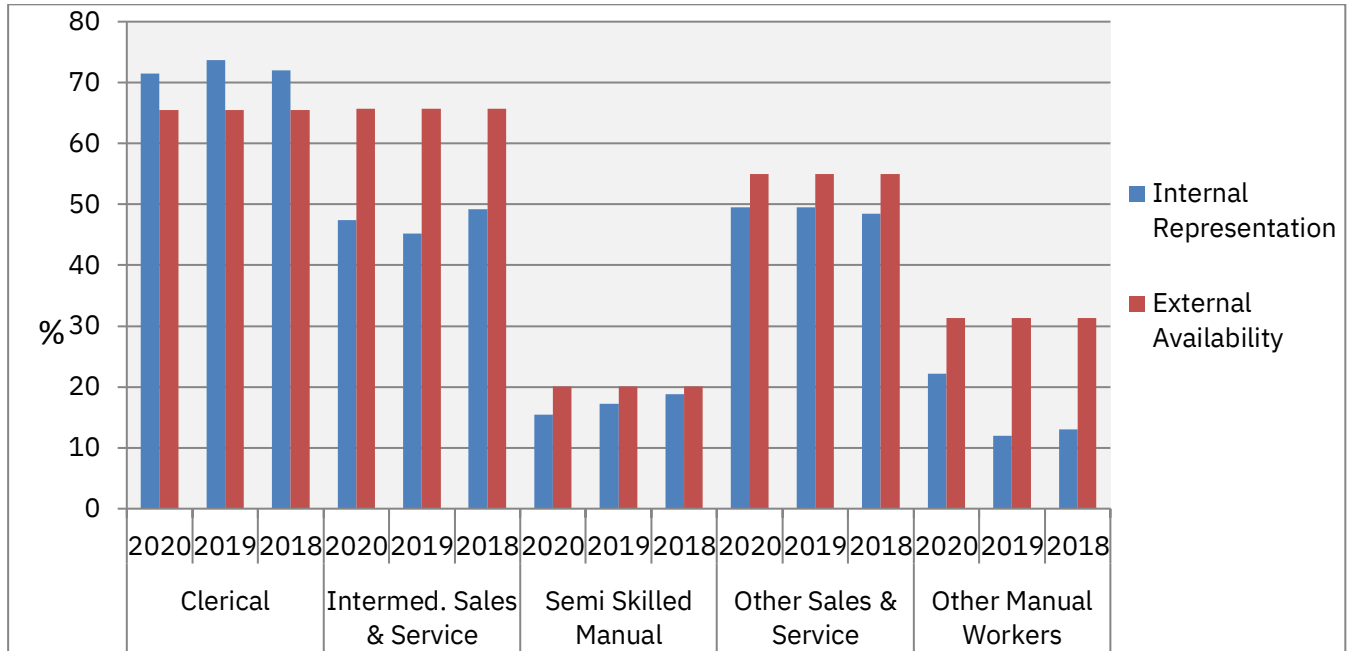


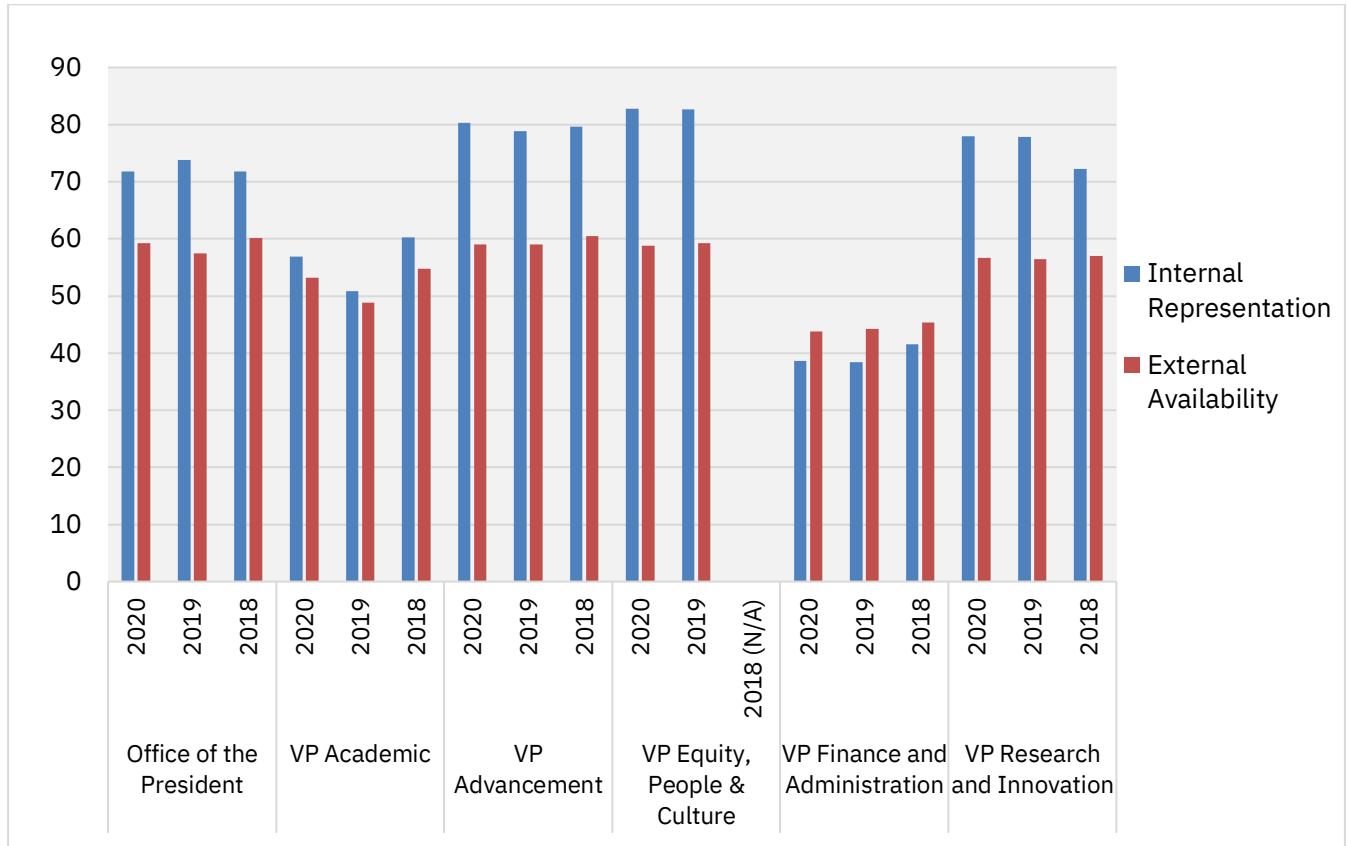
Figure 2c): Representation of Women by EEOG on December 31, 2020 continued



4.3.1 Analysis of Division and Faculty Representation of Women

Figure 3 below illustrates the representation of women on December 31, 2020 for the six Divisions. The Vice-President Equity, People and Culture was created in 2019. The figures include all [academic](#) and [non-academic](#) employee groups who work within the Division, excluding casual [staff](#). Women exceed 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 exceeds the external availability figures consistently.

Figure 3): Representation of Women by Division as at December 31, 2020



Representation for women in each of the eleven Faculties and the Libraries is provided in Figures 4a) and 4b) below. The figures include all employees supporting the business of that Faculty, excluding casual staff. **Internal representation** for women exceed in seven out of eleven Faculties. Three-year trend analysis for Glendon, Arts, Media, Performance and Design (AMPD), Science and Environmental and Urban Change indicates a small but steady increase (Figure 4a and 4b). Three-year trend analysis for Health, Osgoode, Liberal Arts and Professional Studies (LA&PS), Schulich and the Libraries (Figure 4b) reflects a small decrease in female representation.

Figure 4a): Representation of Women by Faculty as at December 31, 2020

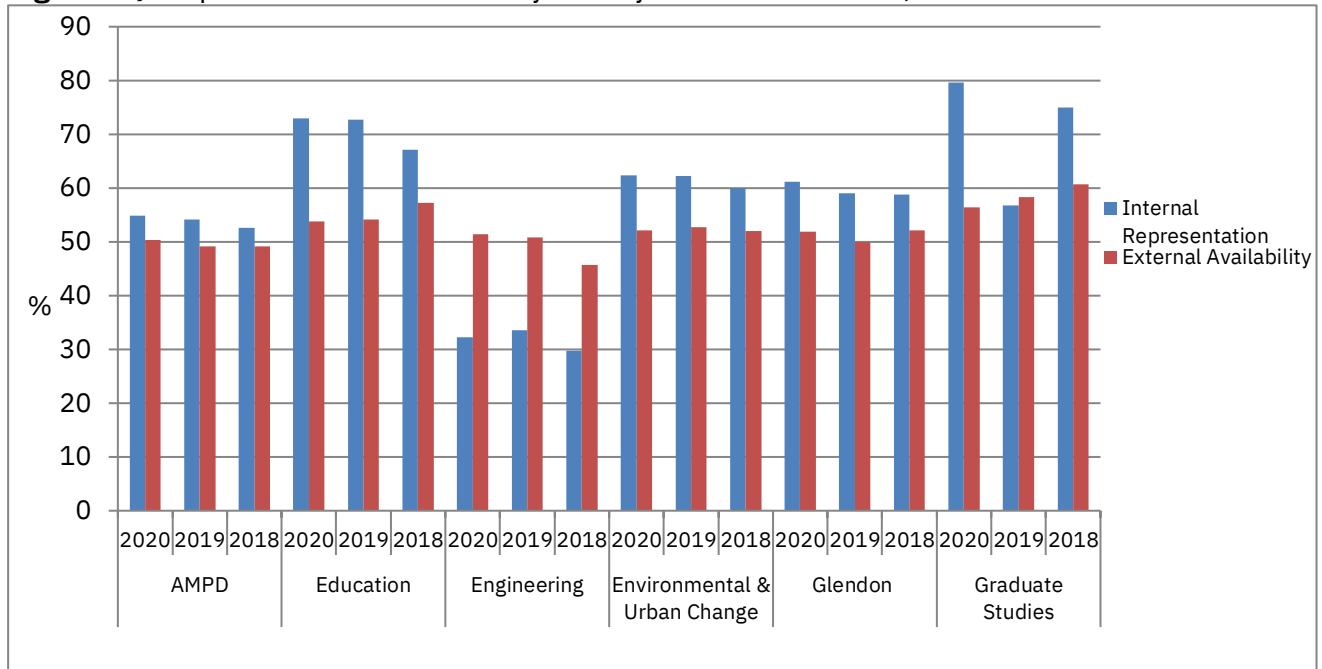
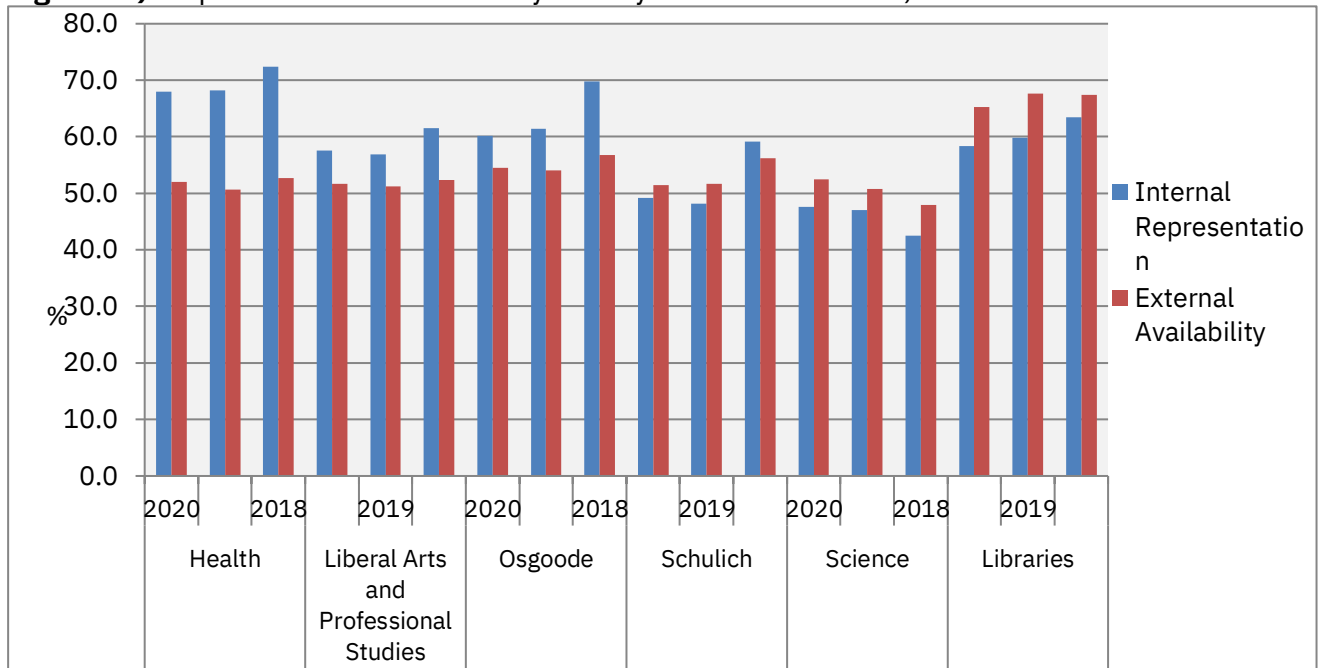


Figure 4b): Representation of Women by Faculty as at December 31, 2020 continued



4.3.2 Hires, Promotions² and Exits³ Analysis

The table below provides data on the female representation rate of total employee new hires, total employee promotions and total employee exits.

	2020	2019
New Hires	54%	54%
Promotions	49%	43%
Exits	53%	54%

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

4.4 Indigenous Peoples

Based on [Figure 1](#), as of December 31, 2020, 0.9% of the employee base identified themselves as Indigenous peoples. This compares to an [external availability](#) figure of 1.8%.

The [academic](#) group has an internal Indigenous representation figure of 0.8% versus an [external availability](#) figure of 1.6%.

The [non-academic](#) group has an [internal representation](#) rate of 0.9% compared to the [external availability](#) rate of 1.7%.

Based on Figures 5a), 5b) and 5c) that follow, Indigenous peoples are underrepresented within several [EEOGs](#). Aboriginal (Indigenous) employees are highly represented in the occupational groups Supervisors Craft and Trades (Figure 5b) and Semi-skilled Manual Workers (Figure 5c). There continues to be significant underrepresentation of Indigenous peoples in the Middle and other Managers, Professionals and Semi-Professionals and Technicians [EEOGs](#) (Figure 5a) (see Appendix D for the full list of Significant Gaps).

When the [academic](#) and [non-academic](#) areas are split apart (see Appendix D), the [non-academic](#) group has significant [gaps](#) in the Middle and Other Manager, Professional and Semi-Professionals and Technicians [EEOGs](#). The [academic](#) group has significant [gaps](#) in the Professionals [EEOGs](#) category.

² 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.

³ Exits include any separation of employment from York University, including voluntary and involuntary separations (e.g. end of contract, retirement).

Engagement strategies continue to exist in partnership with the Centre for Aboriginal Student Services on campus and the Indigenous Council i.e., outreach to external communities to increase applications and support retention.

Figure 5a): Representation of Indigenous Peoples by EEOG on December 31, 2020

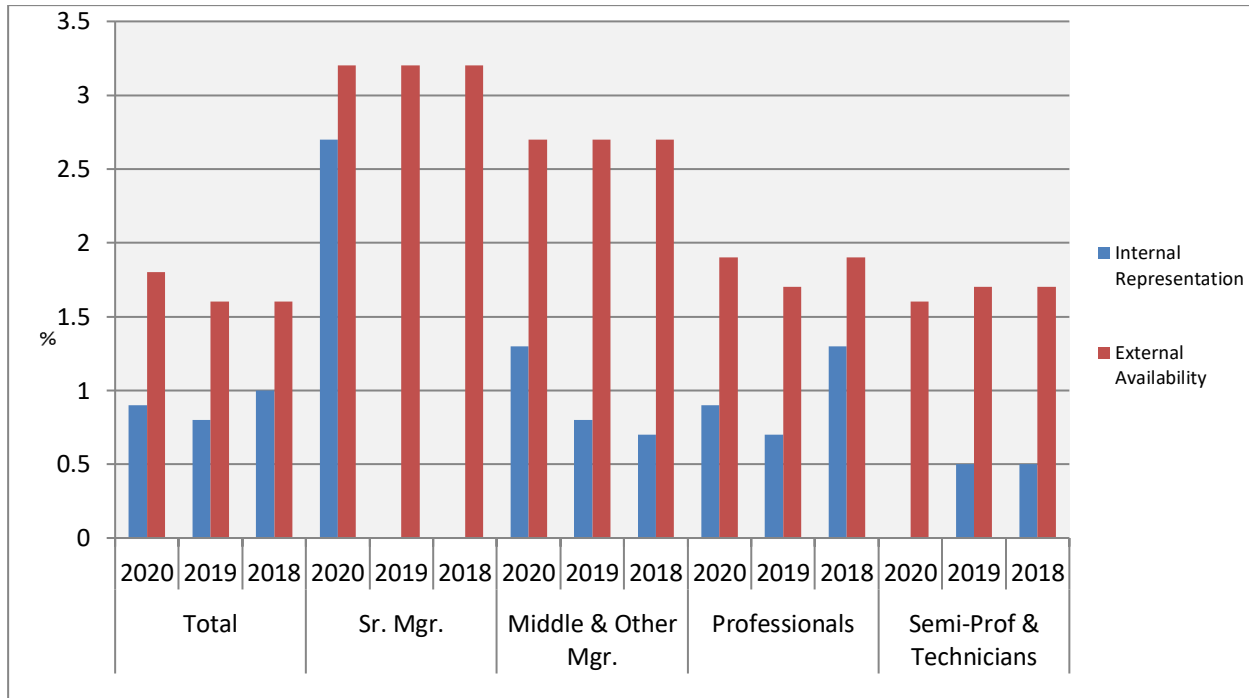


Figure 5b): Representation of Indigenous Peoples by EEOG on December 31, 2020 continued

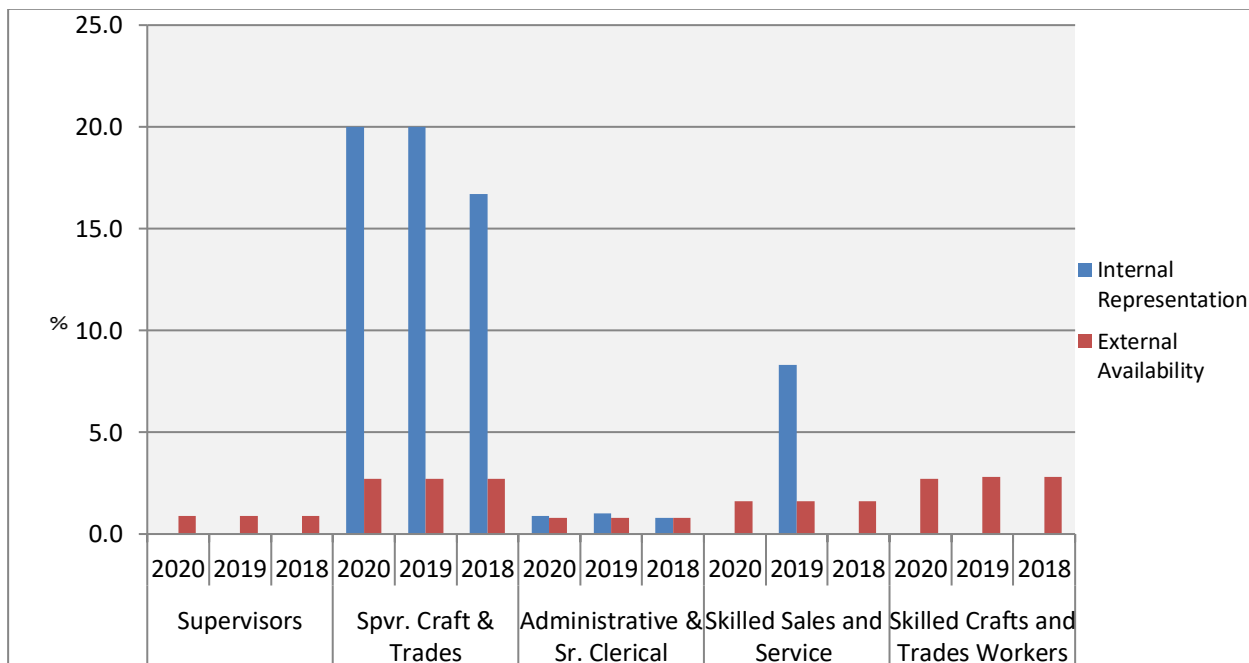
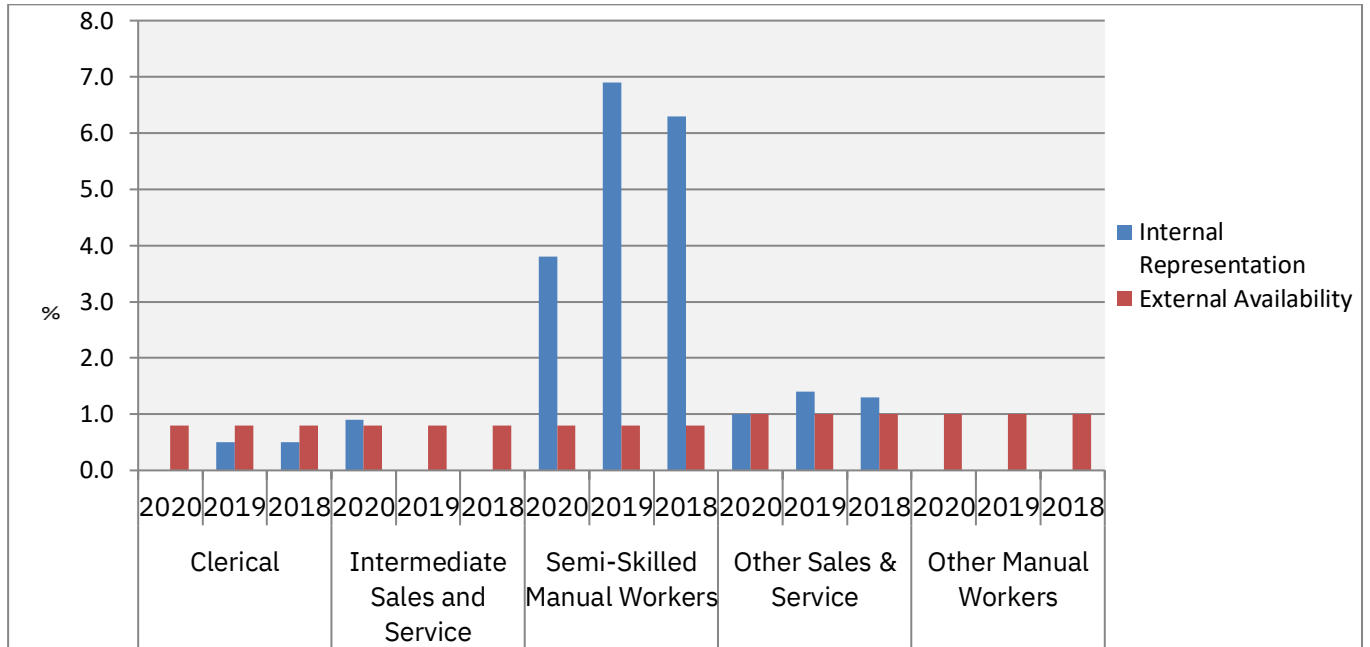


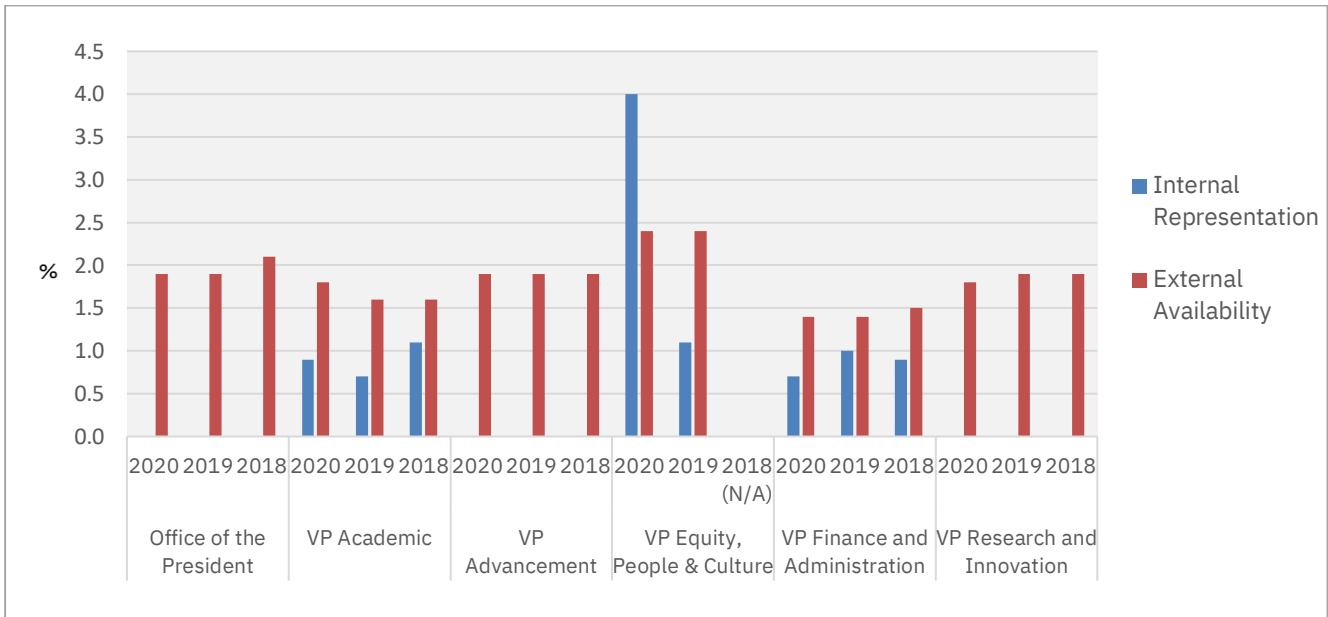
Figure 5c): Representation of Indigenous Peoples by EEOG on December 31, 2020 continued



4.4.1 Division and Faculty Representation of Indigenous Peoples Analysis

Figure 6 below shows the representation of Indigenous peoples on December 31, 2020 for the six Divisions within the University (the Division of Equity, People and Culture was created in 2019). The figures include all **academic** and **non-academic** employee groups who work within the Division, excluding casual **staff**. The figure indicates an increase in the representation of Indigenous peoples in the Vice President Division, Equity, People & Culture.

Figure 6): Summary of Representation Rates of Indigenous Peoples by Division as at December 31, 2020



Representation for Indigenous peoples for each of the eleven Faculties and the Libraries are provided in Figures 7a) and 7b) that follow. The figures include all employees supporting the business of that Faculty, excluding casual [staff](#). [Internal representation](#) for Indigenous peoples continues to exceed external representation in only one out of eleven Faculties, that being Graduate Studies (Figure 7a). A three-year trend analysis for Health and Osgoode indicate steady representation rates over the last two years (Figure 7b).

Figure 7a): Summary of Representation Rates of Indigenous Peoples by Faculty on December 31, 2020

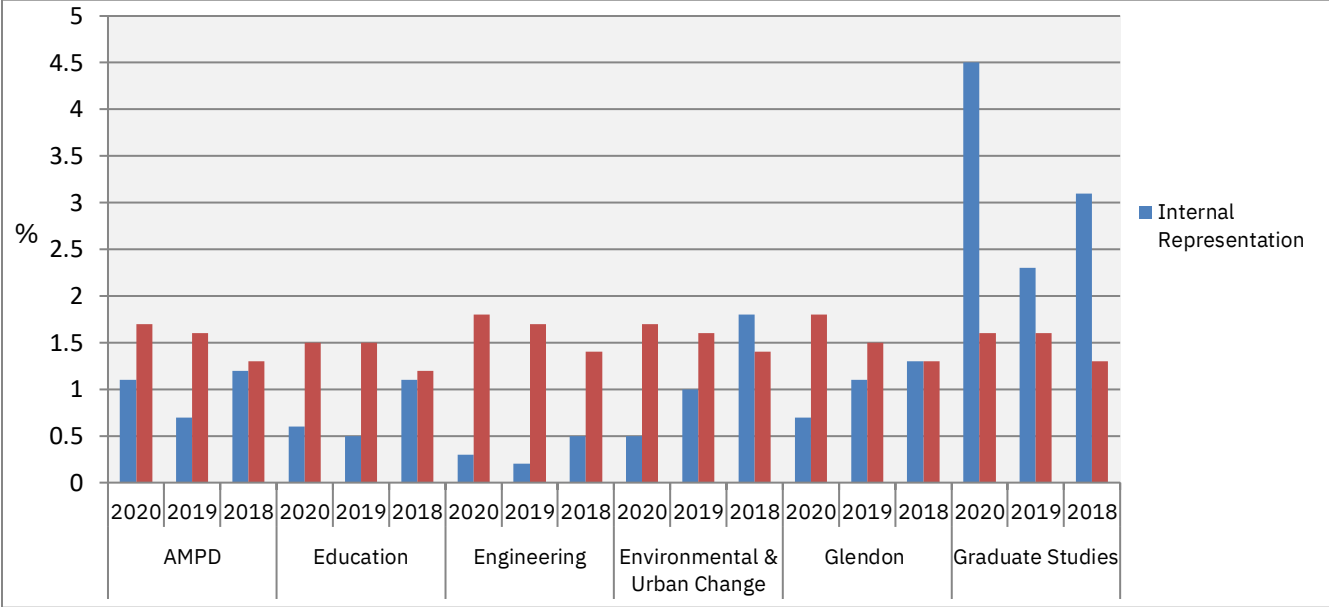
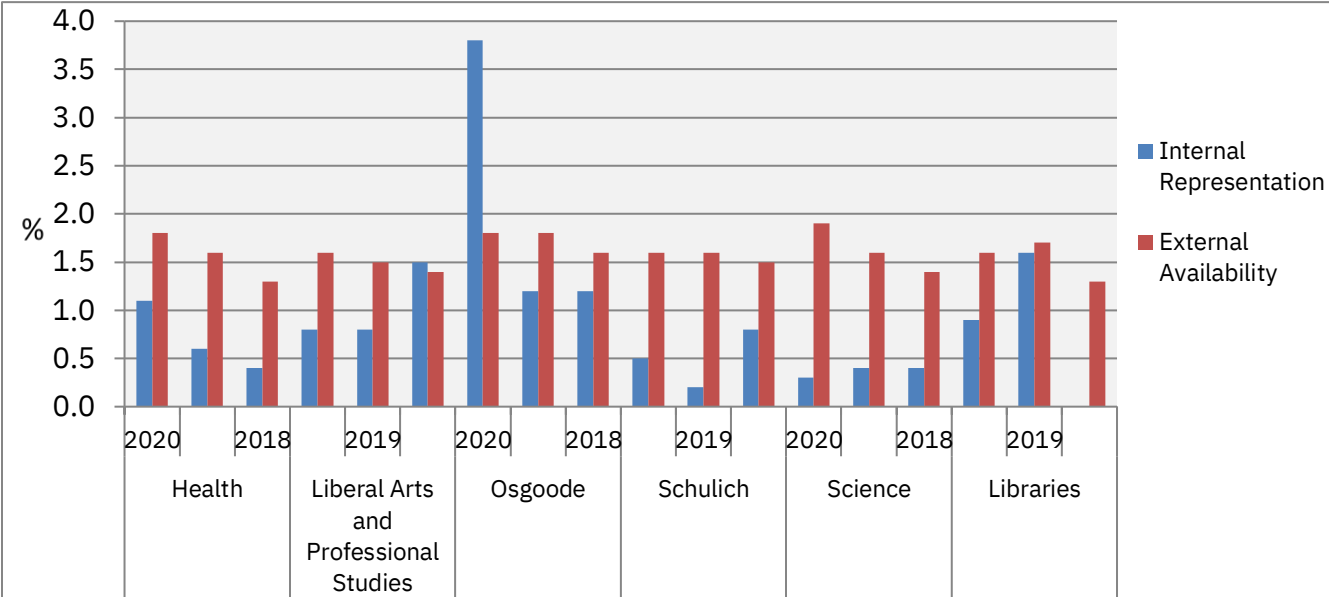


Figure 7b): Summary of Representation Rates of Indigenous Peoples by Faculty on December 31, 2020



4.4.2 Hires, Promotions⁴ and Exits⁵ Analysis

The table below provides data on the Aboriginal (Indigenous) representation rate of total employee new hires, total employee promotions and total employee exits.

	2020	2019
New Hires	1%	0%
Promotions	0%	0%
Exits	1%	0%

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

4.5 Racialized Persons

Based on [Figure 1](#), at the end of 2020, the University had an [internal representation](#) for Racialized persons of 24.5%, compared to an [external availability](#) of 29.9%. The [academic](#) group had an [internal representation](#) of 18.6% ([Figure 1](#)) versus an [external availability](#) of 27.6%. The [non-academic](#) group had an [internal representation](#) of 33.1% versus an [external availability](#) of 34.9%. The [external availability](#) figures originate from the 2016 [external availability](#) data provided by Statistics Canada.

Based on [Figure 8a](#)) below, the disaggregated data for Racialized persons shows that the highest representation of a group who have self-identified is South Asian at 5.2%. The lowest representation of the disaggregated groups who have self-identified is Japanese at 0.2%.

Figure 8a): Total Racialized Persons Data

Total Racialized Persons⁶ (24.5%)	Desegregated % Racialized Persons
Arab	0.7
Black (e.g., African, American, Canadian, Caribbean)	3.0
Chinese	2.6
Filipino	0.5
Japanese	0.2
Korean	0.4

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

⁶ Racialized Persons sub-categories are provided by [Statistics Canada](#) with the exception of Persons with Mixed Origin.

Non-White Latin American (including Indigenous persons from Central and South America)	0.7
Non-White West Asian (e.g., Iranian, Lebanese, Afghan)	1.1
South Asian/Caribbean (e.g., Bangladeshi, Pakistani, Indian, Guyanese, Trinidadian, Sri Lankan, East African)	5.2
South East Asian (e.g., Burmese, Cambodian/Kampuchean, Laotian, Malaysian, Thai, Vietnamese, Indonesian)	0.7
Persons with Mixed Origin	1.2

Based on [Figures 8b\), 8c\)](#) and [8d\)](#) below, Racialized persons are highly represented in the occupational group Middle and Other Managers ([Figure 8b](#)). Further investigation will be done to disaggregate racialized representation in this group. There continues to be significant underrepresentation in some [EEOGs](#), including Professionals ([Figure 8b](#)), Supervisors, Supervisors Crafts and Trades ([Figure 8c](#)), and Intermediate Sales and Service Personnel ([Figure 8d](#)).

When the [academic](#) and [non-academic](#) groups are split apart (see Appendix D), the [non-academic](#) group has significant underrepresentation in numerous [EEOGs](#), for example Supervisors and Intermediate Sales and Service Personnel [EEOGs](#). The [academic](#) group has significant underrepresentation in the Professionals [EEOG](#) (see Appendix D for the full list of Significant Gaps) (see Appendix D for the full list of Significant Gaps).

Figure 8b): York University: Representation of Racialized Persons by [EEOG](#) on December 31, 2020

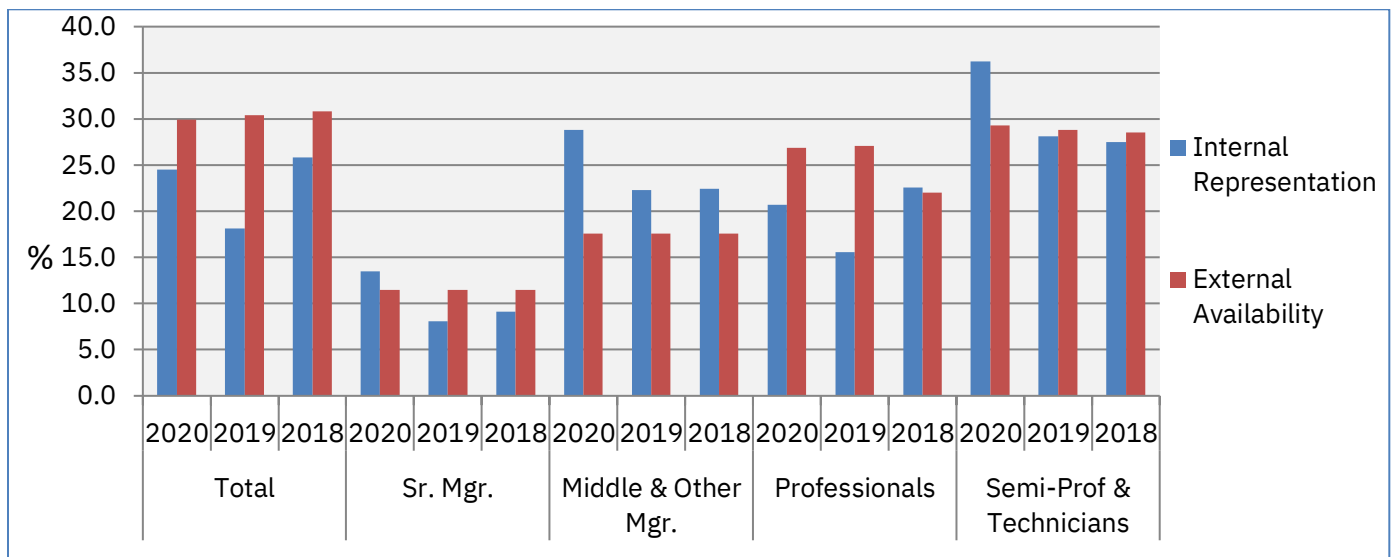


Figure 8c): York University: Representation of Racialized Persons by EEOG on December 31, 2020 continued

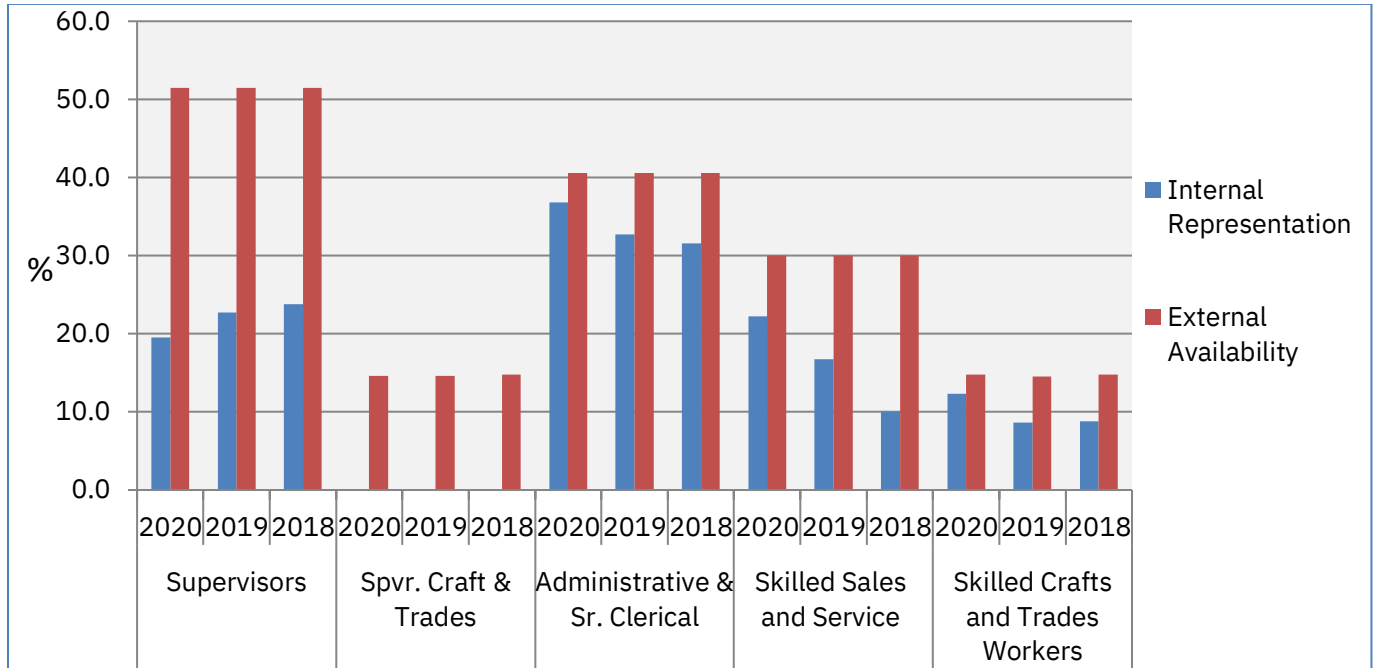
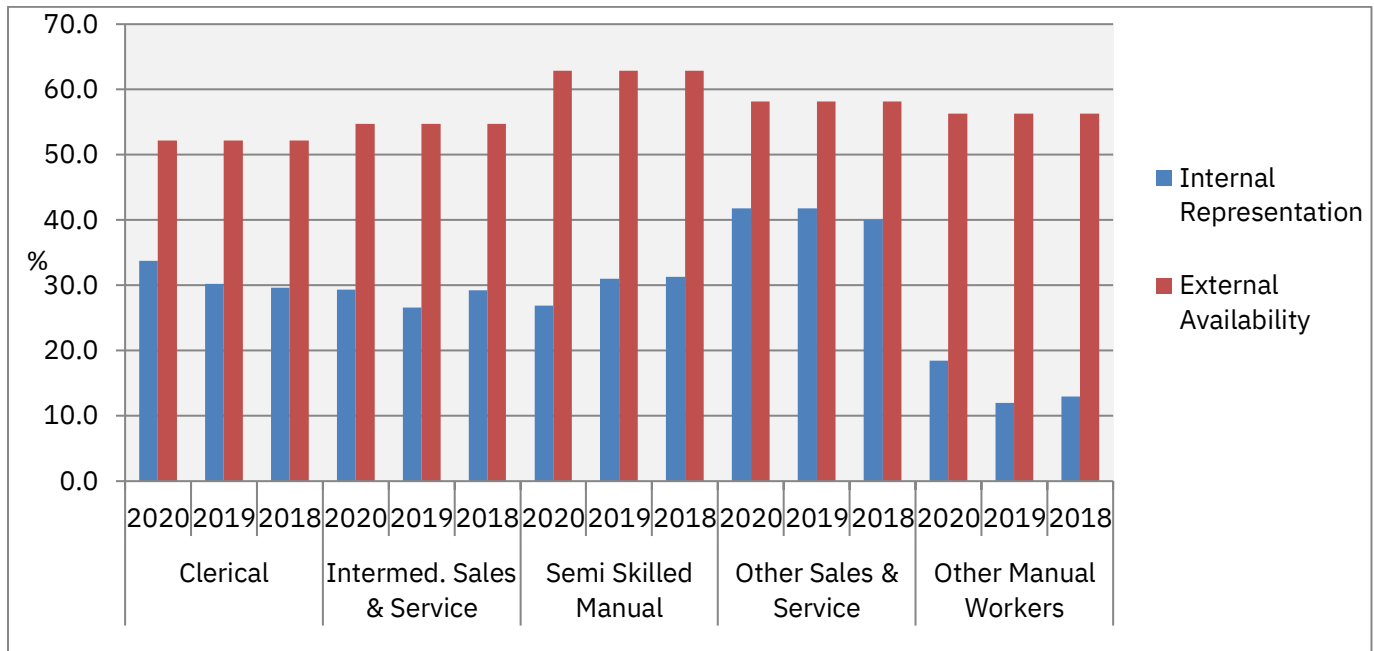


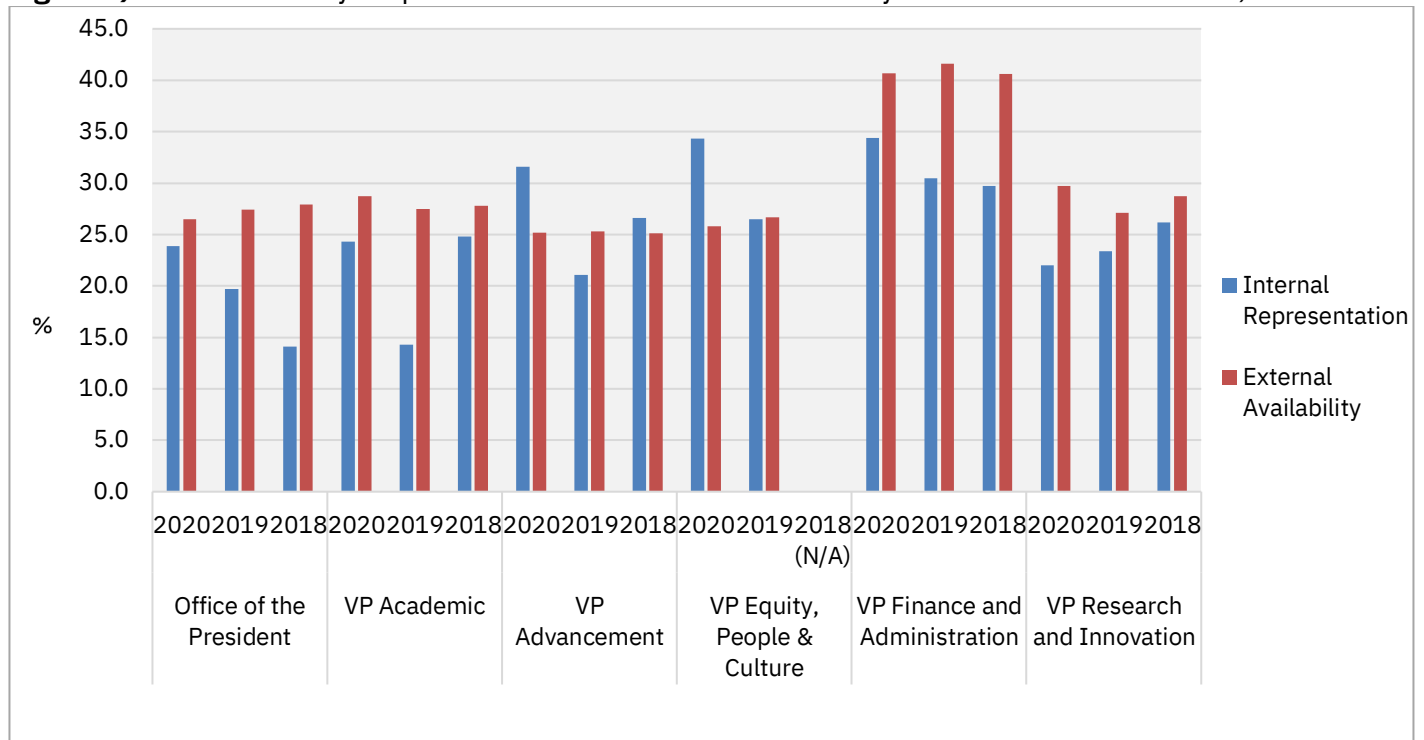
Figure 8d): York University: Representation of Racialized Persons by EEOG on December 31, 2020 continued



4.5.1 Division and Faculty Representation of Racialized Persons

Figure 9 below shows the representation of Racialized persons on December 31, 2020, for the six Divisions within the University (the Division of Equity, People and Culture was created in 2019). 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.

Figure 9): York University: Representation of Racialized Persons by Division on December 31, 2020



Representation for Racialized persons for each of the eleven Faculties and the Libraries has been provided in [Figure 10a\)](#) and [10b\)](#) below. The figures include all employees supporting the business of that Faculty, excluding casual staff. [Internal representation](#) for Racialized persons does not exceed the [external availability](#) in each Faculty.

Figure 10a): York University: Representation of Racialized Persons by Faculty on December 31, 2020

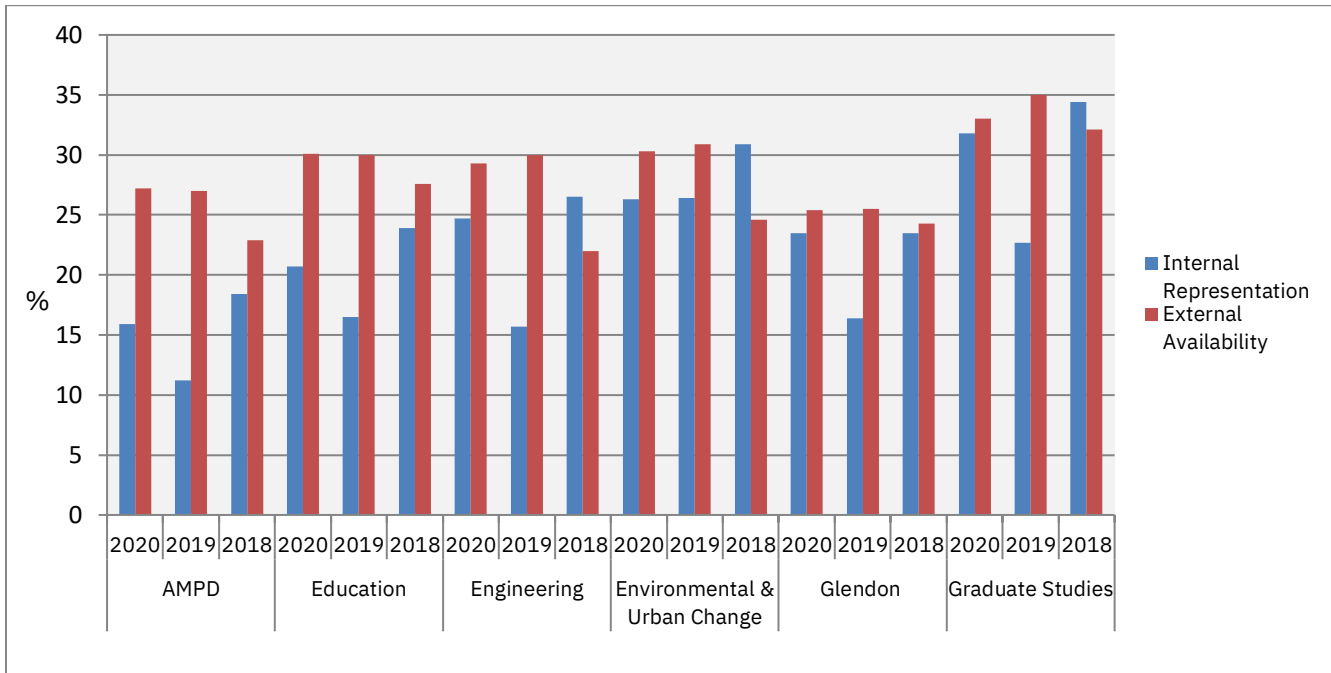
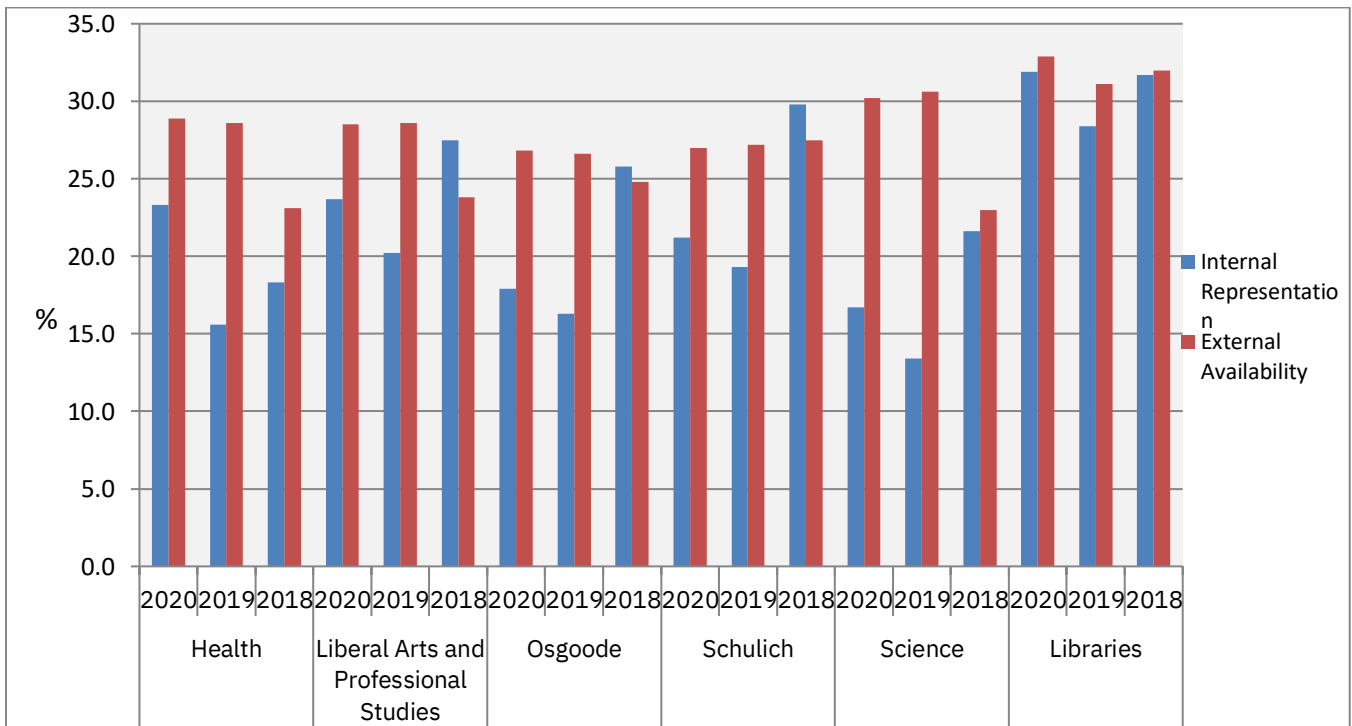


Figure 10b): York University: Representation of Racialized Persons by Faculty on December 31, 2020 continued



2.5.2. Hires, Promotions⁷ and Exits⁸ Analysis

The table below provides data on the Racialized persons representation rate of total employee new hires, total employee promotions and total employee exits.

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

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

4.6 Persons with Disabilities

Based on [Figure 1](#), as of December 31, 2020, 5.0% of the employee base identified themselves as Persons with Disabilities. This compares to an [external availability](#) figure of 8.9%.

Internal representation of Persons with Disabilities for the [academic](#) group is 5.3% versus an [external availability](#) of 8.9%. The [non-academic](#) group has an [internal representation](#) of 4.5% versus an [external availability](#) of 8.9%. The external availability figures originate from the 2016 [external availability](#) data provided by Statistics Canada.

Based on [Figures 11a\), 11b\) and 11c\)](#) that follow, on a University-wide level, Persons with Disabilities are highly represented in the following occupational groups: Supervisor Crafts and Trades ([Figure 11b\)](#) and Other Manual Workers ([Figure 11c\)](#). There is significant underrepresentation of Persons with Disabilities in the Senior Managers, Middle and other Managers, Supervisors, Professionals, Semi-Professionals and Technicians, Intermediate Sales and Service Personnel, and Other Sales and Service Personnel [EEOGs](#).

When the [academic](#) and [non-academic](#) groups are split apart (see Appendix D), the [non-academic](#) group has significant underrepresentation in the Senior Managers, Middle and other Managers, Supervisors, Professionals, Semi-Professionals and Technicians, Intermediate Sales and Service Personnel and Other Sales and Service Personnel [EEOG](#). The [academic](#) group has significant underrepresentation in the Professionals [EEOG](#) (see Appendix D for the full list of Significant Gaps)

⁷ 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.

⁸ Exits include any separation of employment from York University, including voluntary and involuntary separations (e.g. end of contract, retirement).

Figure 11a): York University: Representation of Persons with Disabilities by EEOG on December 31, 2020

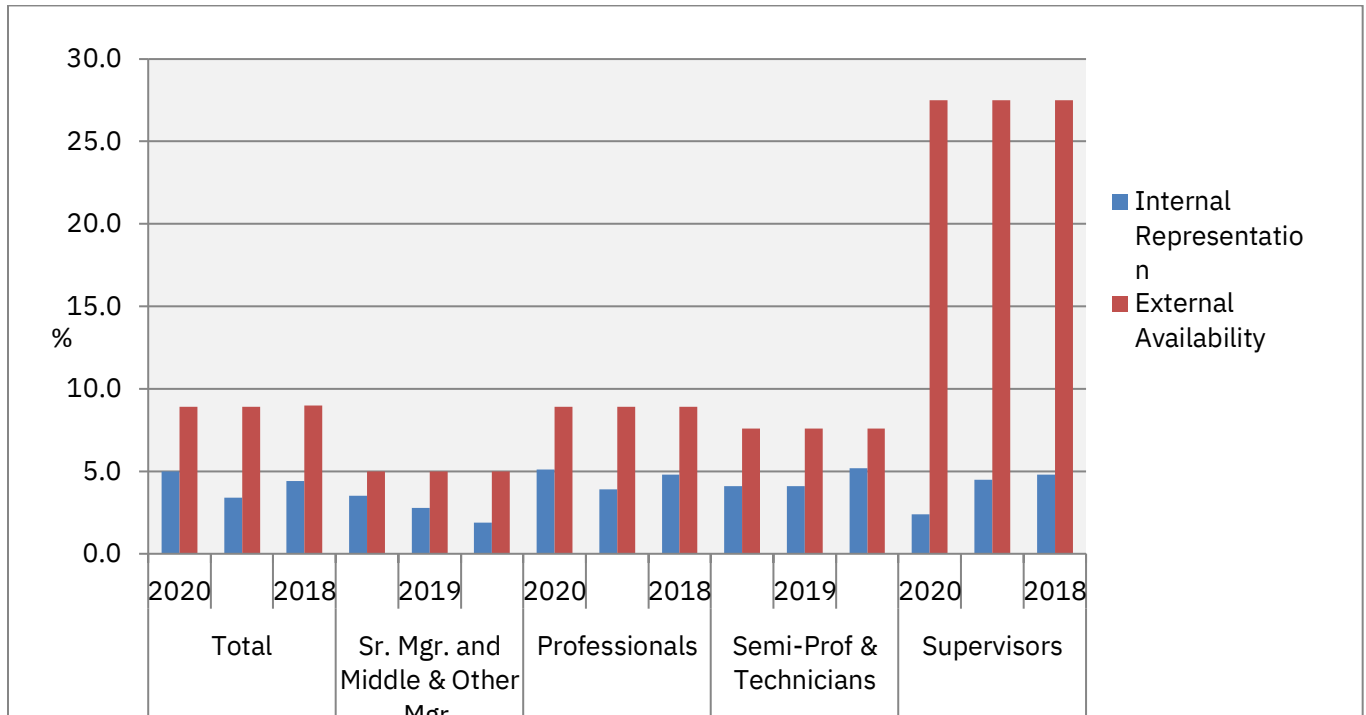


Figure 11b): York University: Representation of Persons with Disabilities by EEOG on December 31, 2020 continued

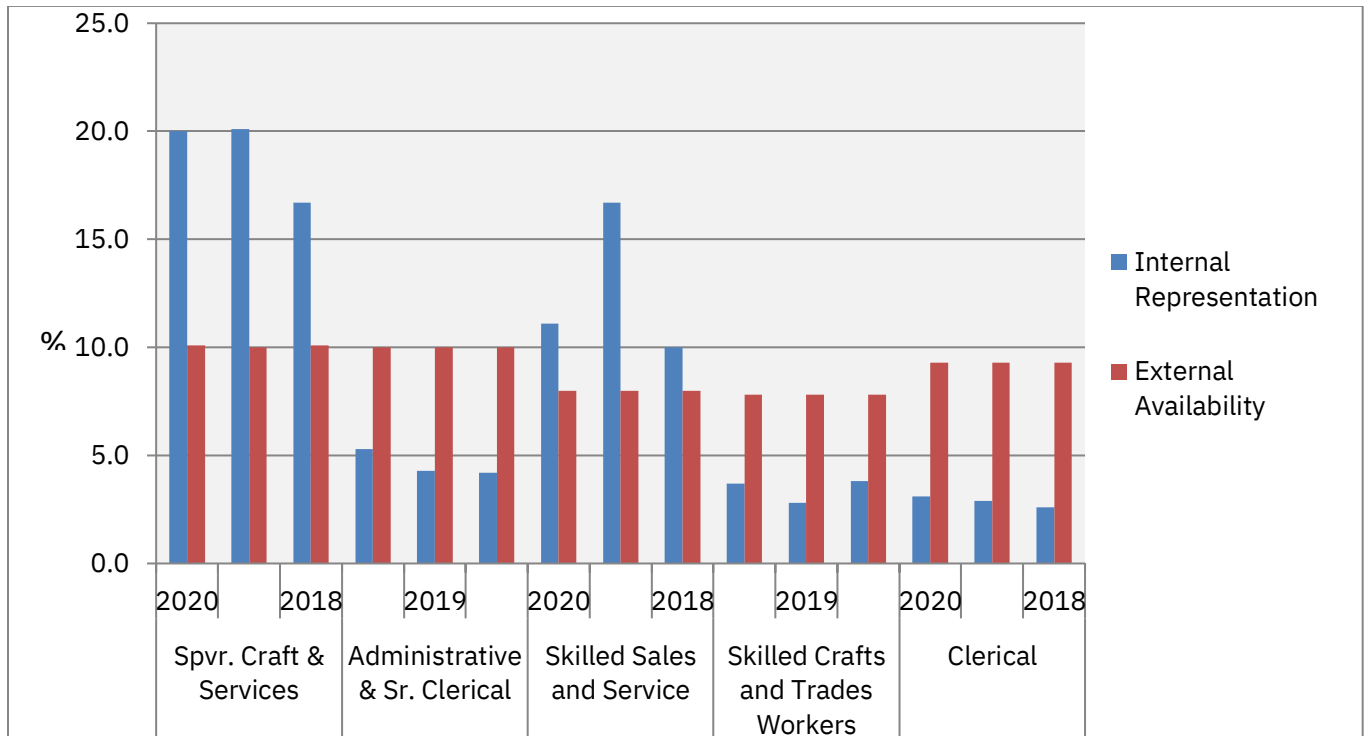
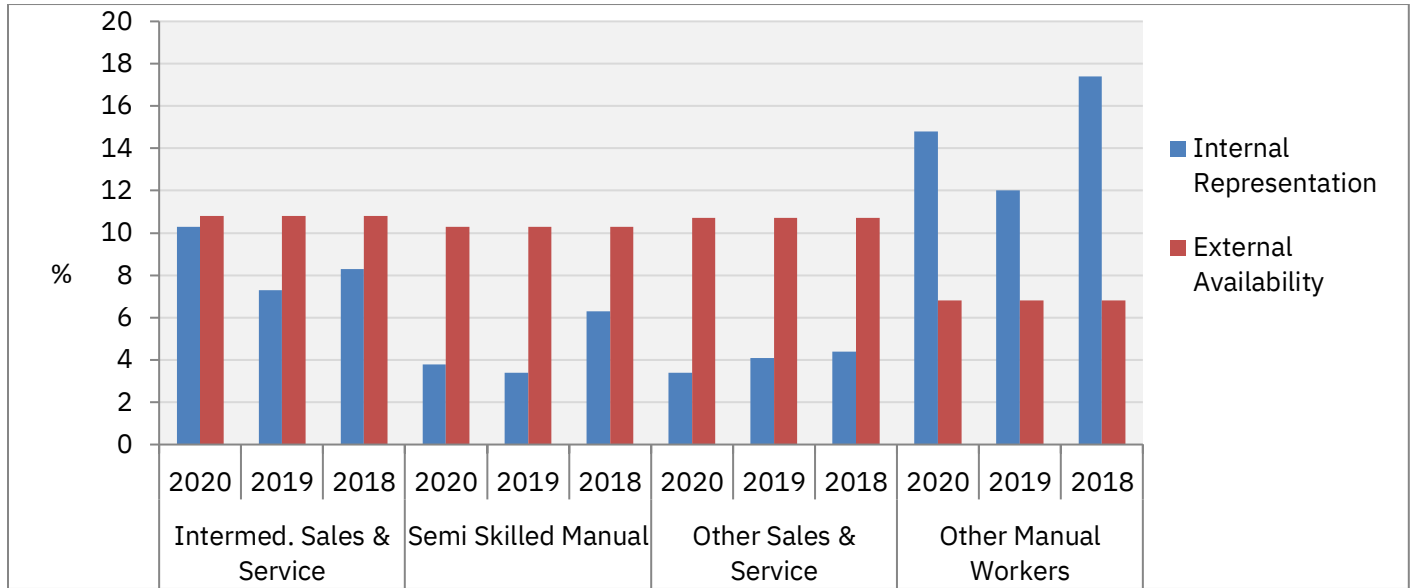


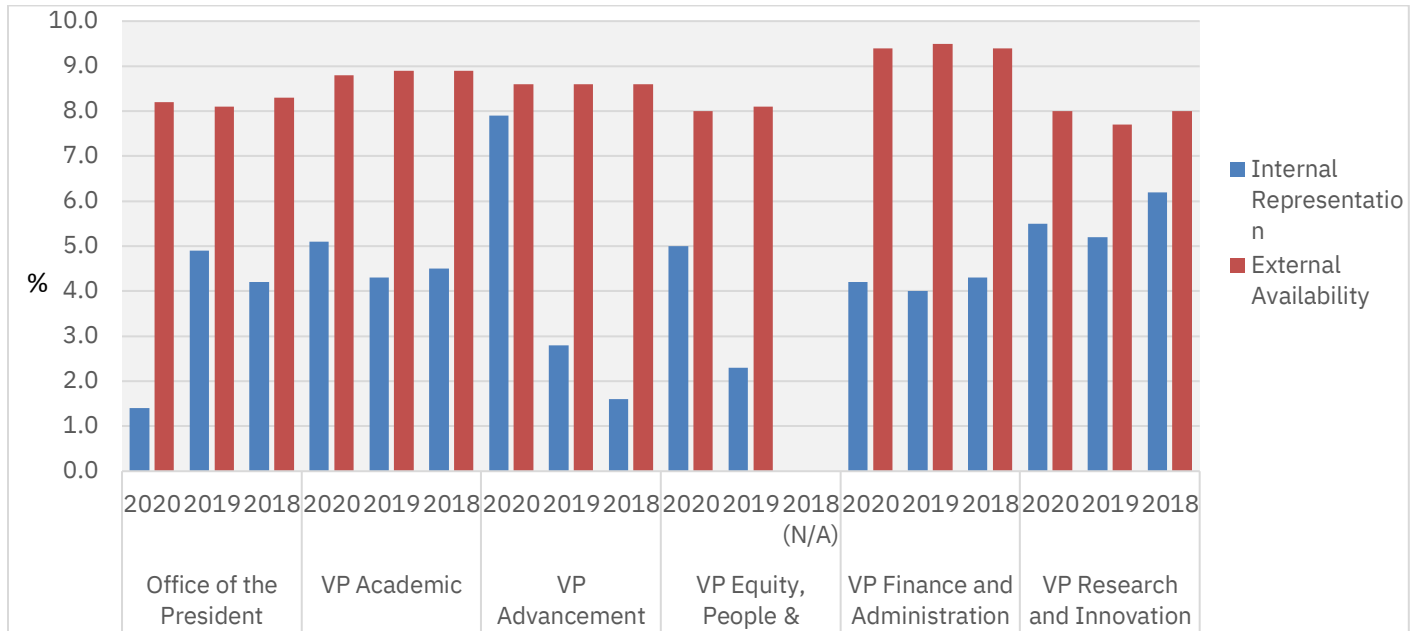
Figure 11c): York University: Representation of Persons with Disabilities by EEOG on December 31, 2020 continued



2.6.1 Division and Faculty Representation of Persons with Disabilities

Figure 12) below shows the representation of Persons with Disabilities on December 31, 2020 for the six Divisions within the University (the Division of Equity, People and Culture was created in 2019). The figures include all [academic](#) and [non-academic](#) employee groups who work within the Division, excluding casual [staff](#). [Internal representation](#) for Persons with Disabilities does not exceed the [external availability](#) in each Division.

Figure 12): York University: Representation of Persons with Disabilities by Division on December 31, 2020



Representation for Persons with Disabilities for each of the eleven Faculties and the Libraries has been provided in [Figure 13a](#)) and [13b](#)) below. The figures include all employees supporting the business of that Faculty, excluding casual staff. Internal representation for Persons with Disabilities does not exceed the external availability in each Faculty.

Figure 13a): York University: Representation of Persons with Disabilities by Faculty on December 31, 2020

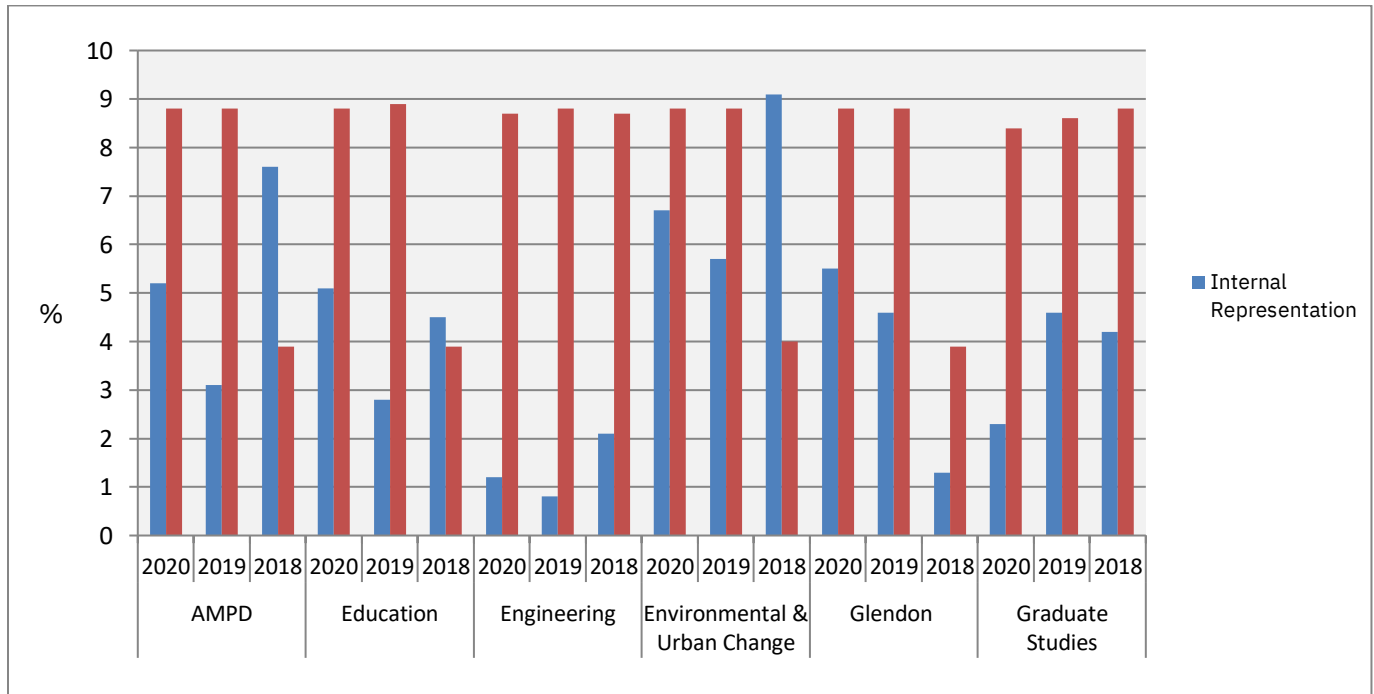
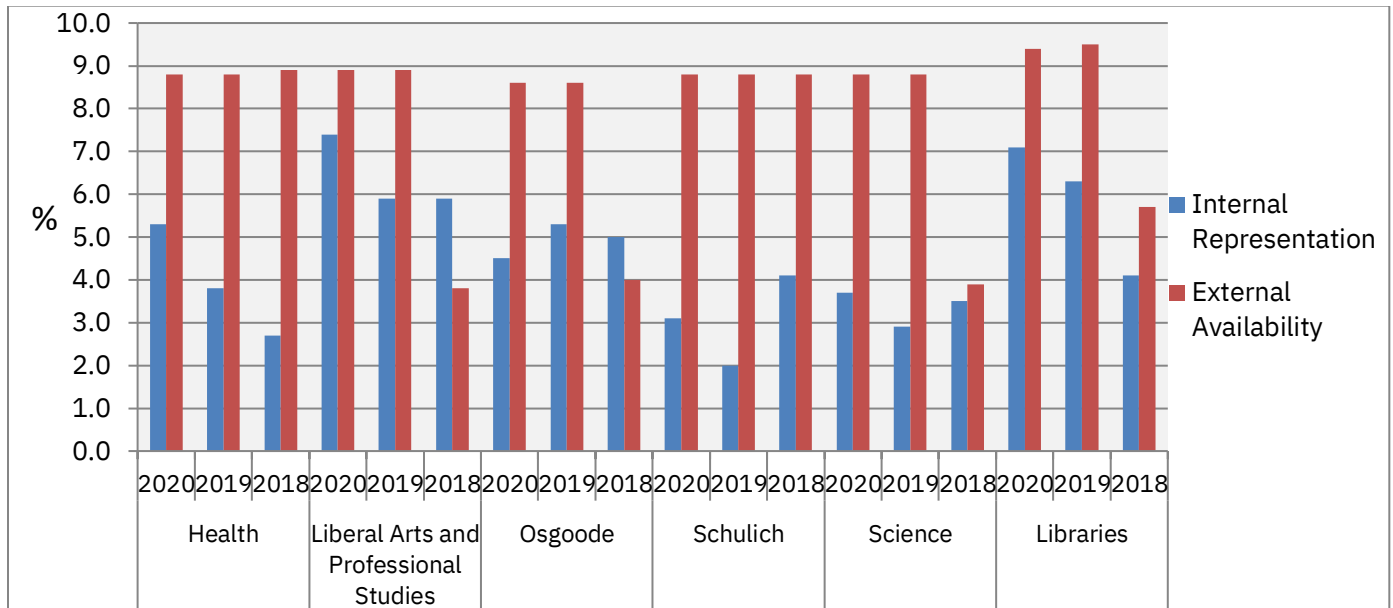


Figure 13b): York University: Representation of Persons with Disabilities by Faculty on December 31, 2020 continued



4.6.2 Hires, Promotions⁹ and Exits¹⁰ Analysis

The table below provides data on the Persons with Disabilities representation rate of total employee new hires, total employee promotions and total employee exits.

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

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

4.7 LGBTQ2+

LGBTQ2+ is an acronym for persons who identify, for example as, lesbian, gay, bisexual, transgender, two-spirited, genderqueer, questioning, or who otherwise express gender or sexual diversity. Based on [Figure 1](#), 4.8% of employees self-identified as **LGBTQ2+**. The [internal representation](#) of **LGBTQ2+** for the [academic](#) group was 2.5%. Within the [non-academic](#) group, the [internal representation](#) of **LGBTQ2+** was 1.2%. [External availability](#) figures from Statistics Canada are not available at this time for the **LGBTQ2+** community.

5.0 Summary

Demonstrated by the many achievements noted in the section [2020 Key Achievements](#) and in the section [New Initiatives for 2021 – 2021](#). York continues to be committed to equity, diversity and inclusion.

The detailed analysis found in [Section 2.0 Employment Equity Figures](#) of this report gives us information on where to focus our efforts to increase the representation rates of certain groups, in particular, Indigenous peoples, Racialized groups and Persons with Disabilities where the overall representation rates fall below the [external availability](#) data provided by Statistics Canada ([Figure 1](#)). The overall representation rates for women continue to exceed the [external availability data](#).

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 across the York University.

⁹ Promotions include employees who have permanently moved from one position to another position that: a) have a higher salary range than the salary range of the position previously held by the employee, and/or b) rank higher in the organizational hierarchy.

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

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For previous Employment Equity Statistical Reports:

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

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](#)
- [Gender-Free Language Policy](#)
- [Affirmative Action Plan for Non-Academic Hiring to Achieve Employment Equity](#)
- [Hate Propaganda Guidelines](#)
- [Physical Accessibility of University Facilities](#)
- [Racism \(Policy and Procedures\)](#)
- [Workplace Harassment Prevention Policy](#)
- [Workplace Violence Prevention](#)

Glossary of Terms

Academic/Faculty:

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 B](#) 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.

LGBTQ2+:

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

NOC:

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

[Employment Equity Occupational Groups \(EEOG\)](#). More information about this standardized coding system can be found at [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 A – Employment Equity at York

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 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 towards designated groups with significant underrepresentation, with the aim of removing employment barriers that may be preventing them from entering an occupational group.

Employment Systems Review

Review of University policies and practices for potential employment barriers to the four designated groups under the Employment Equity Act and the [LGBTQ2+](#) 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 B – 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.

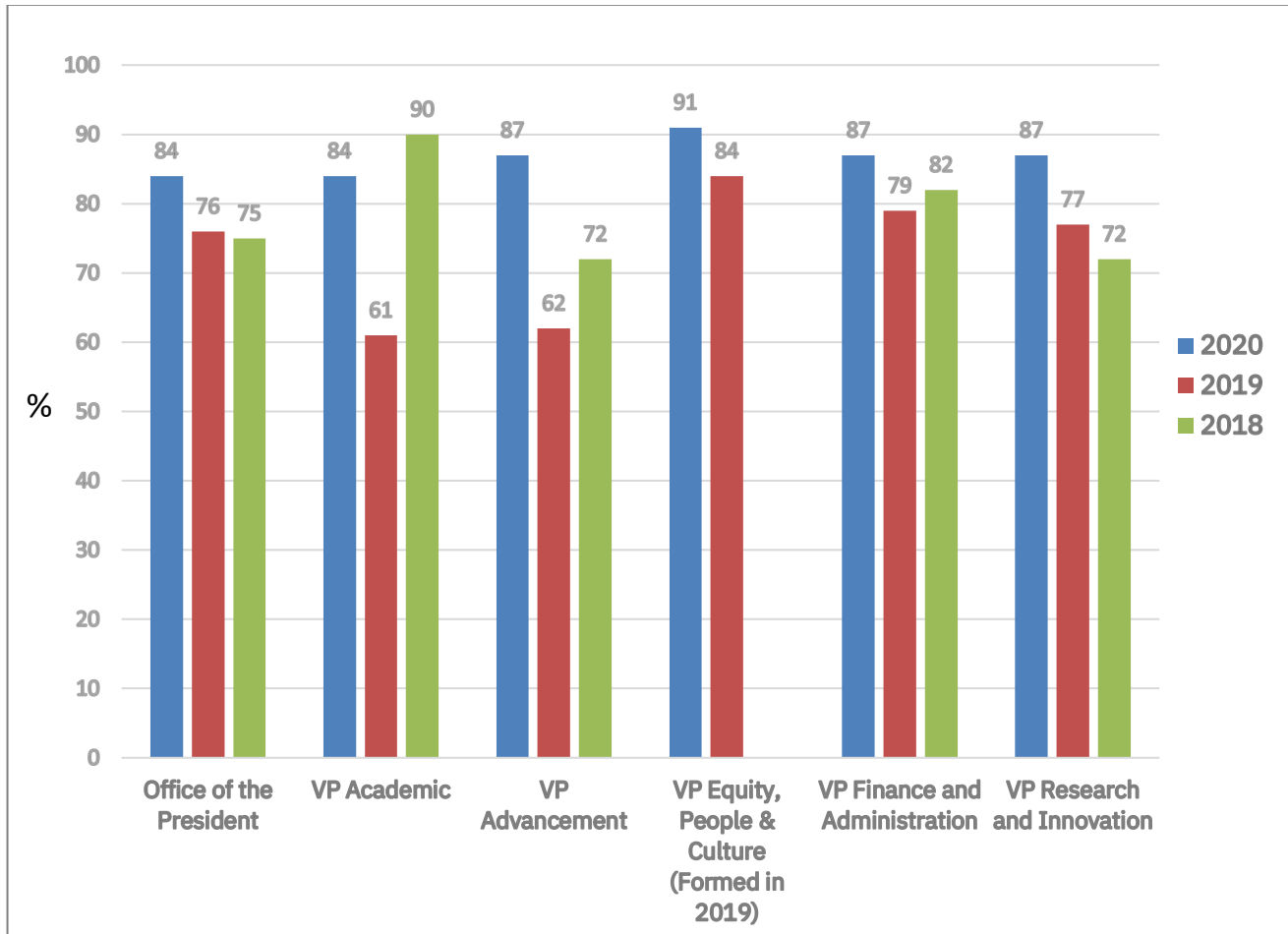
Examples: Housekeeping Attendant; Custodian; Cashier

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 C – Employment Equity Survey Return Rate, by Division¹¹



¹¹ Total number of completed surveys by divisional head count based on the 2020 organizational structure. CUPE 3903 Units and CUPE Exempt results are included. VP Academic return rates decreased in comparison to the 2019 annual statistical report with the addition of CUPE 3903 Units. Further steps will be taken to increase return rates for VP Advancement.

APPENDIX D – Significant Gaps

The concept and calculations related to significant [gaps](#) will be described, followed by a chart on the following pages 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 test¹²:

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:

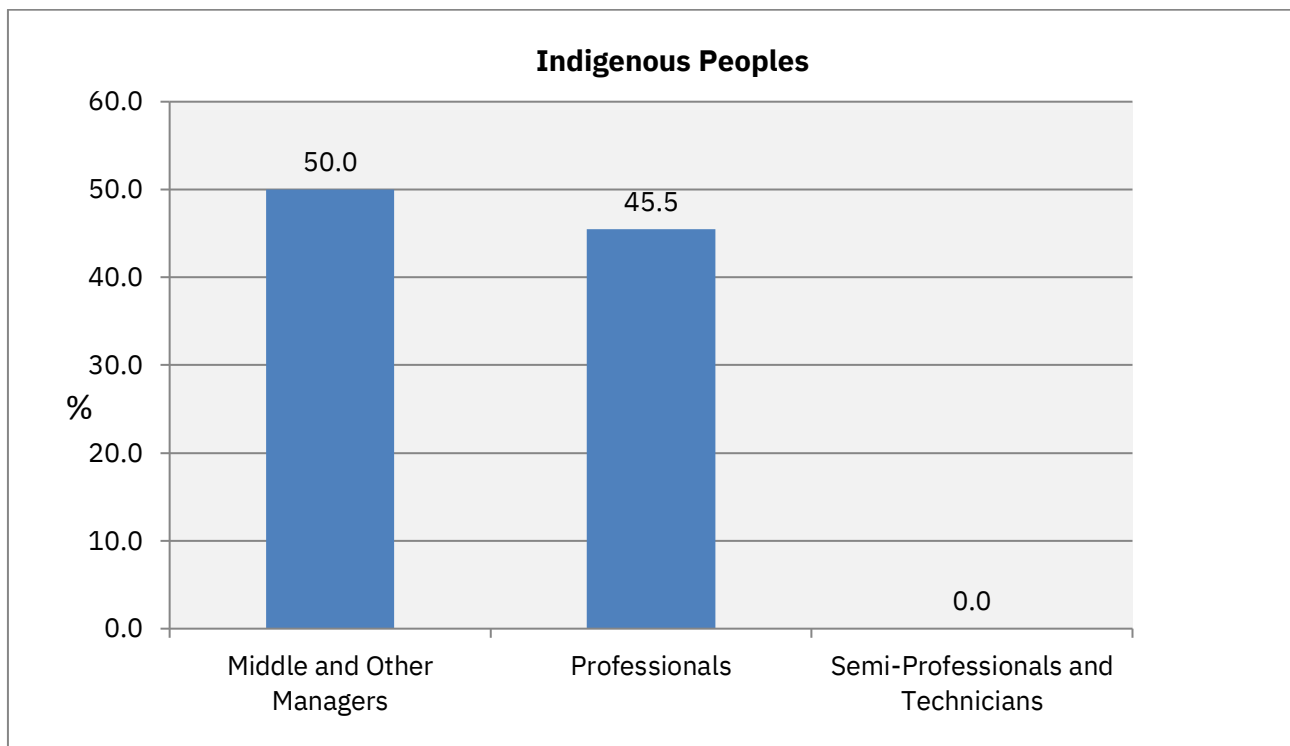
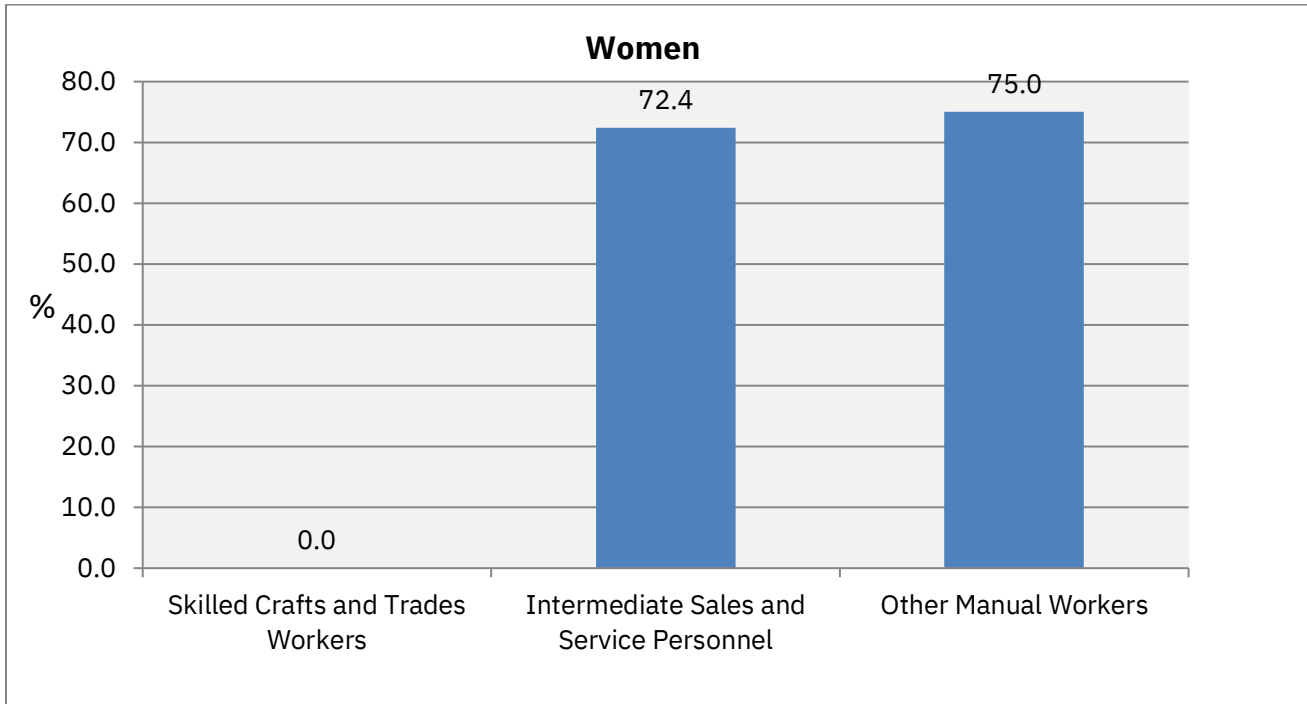
[Internal representation](#) X 100 = percentage representation
[external availability](#)

Third filter¹³: If there are gaps of -3 or less (note that while the gaps 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.

¹² [Three filter test](#)

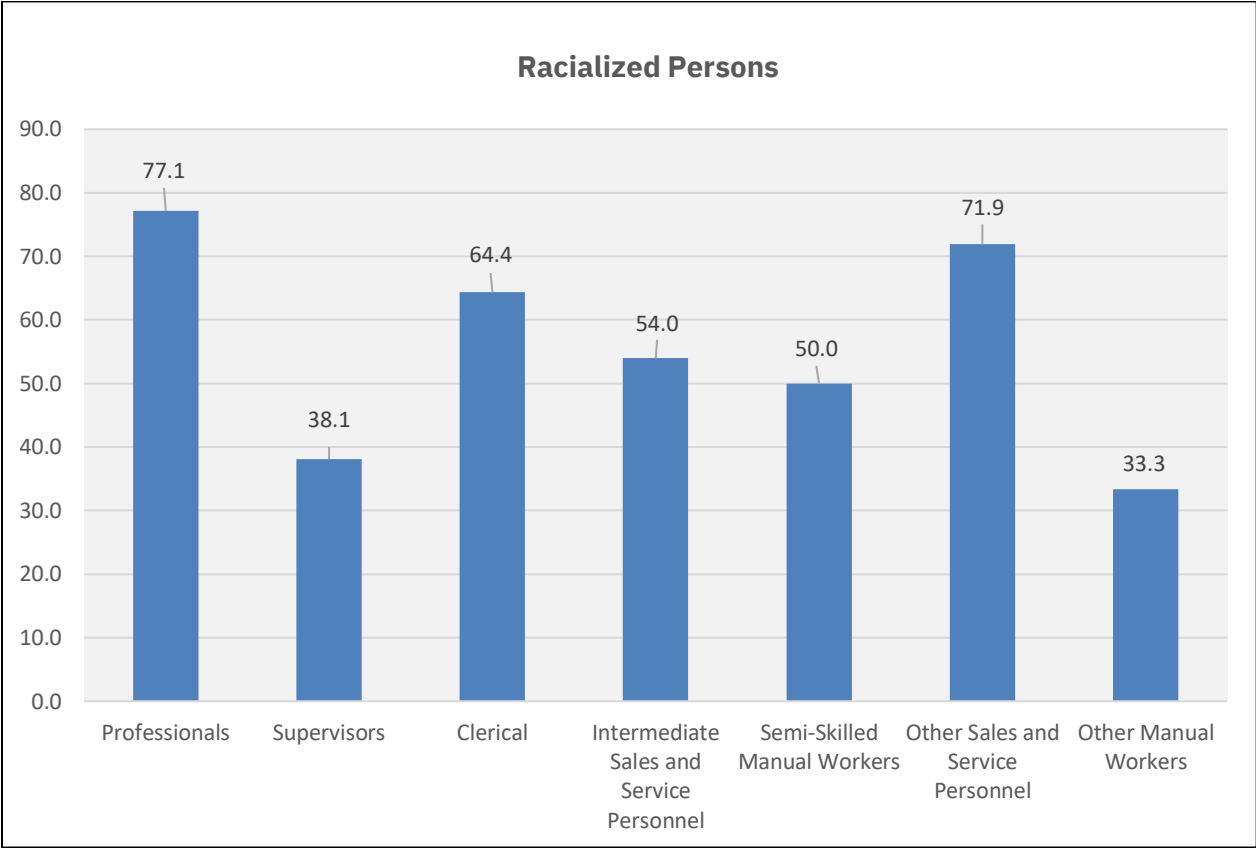
¹³ [50% Rule for Women](#): This rule applies only to [EEOG 07](#) Administrative and Senior Clerical Personnel and [EEOG 10](#) Clerical Personnel. If there is a [gap](#) for women in an [EEOG](#) where women are represented at 50% or more, this [gap](#) is not to be considered significant. York is not required to conduct an Employment Systems Review or establish goals for recruitment in its employment equity plan for [gaps](#) in [EEOGs](#) where women are represented at 50% regardless of availability.

TOTAL UNIVERSITY



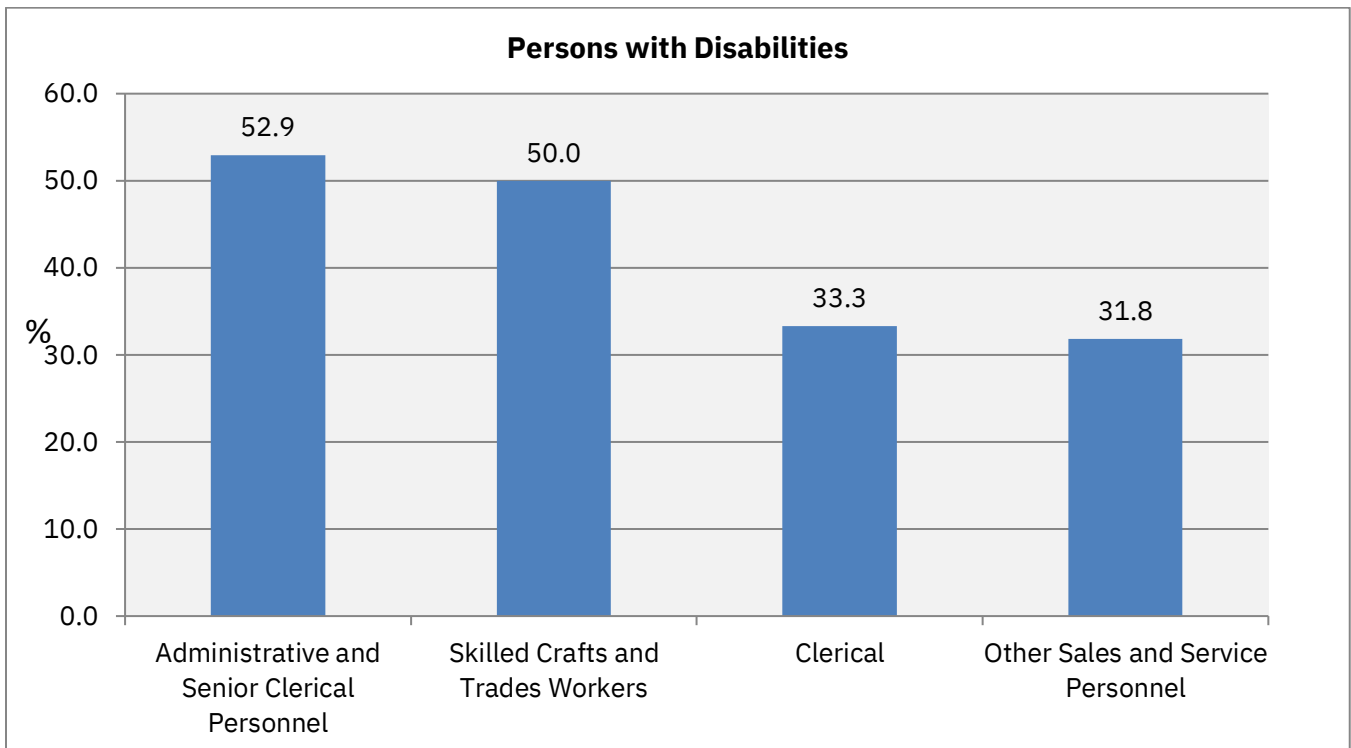
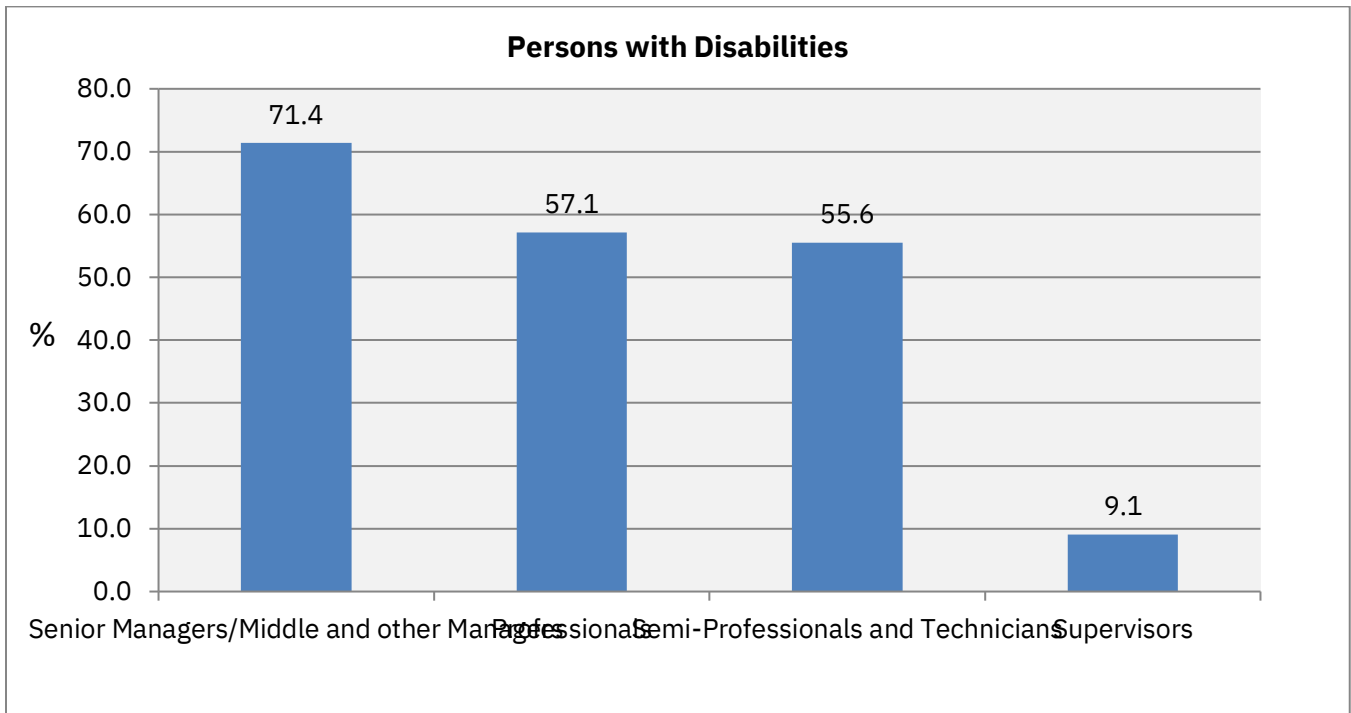
The above [EEOGs](#) reflect 80 percent or less representation. Per the [federal contractors program](#) protocol we will investigate the underrepresentation further.

TOTAL UNIVERSITY



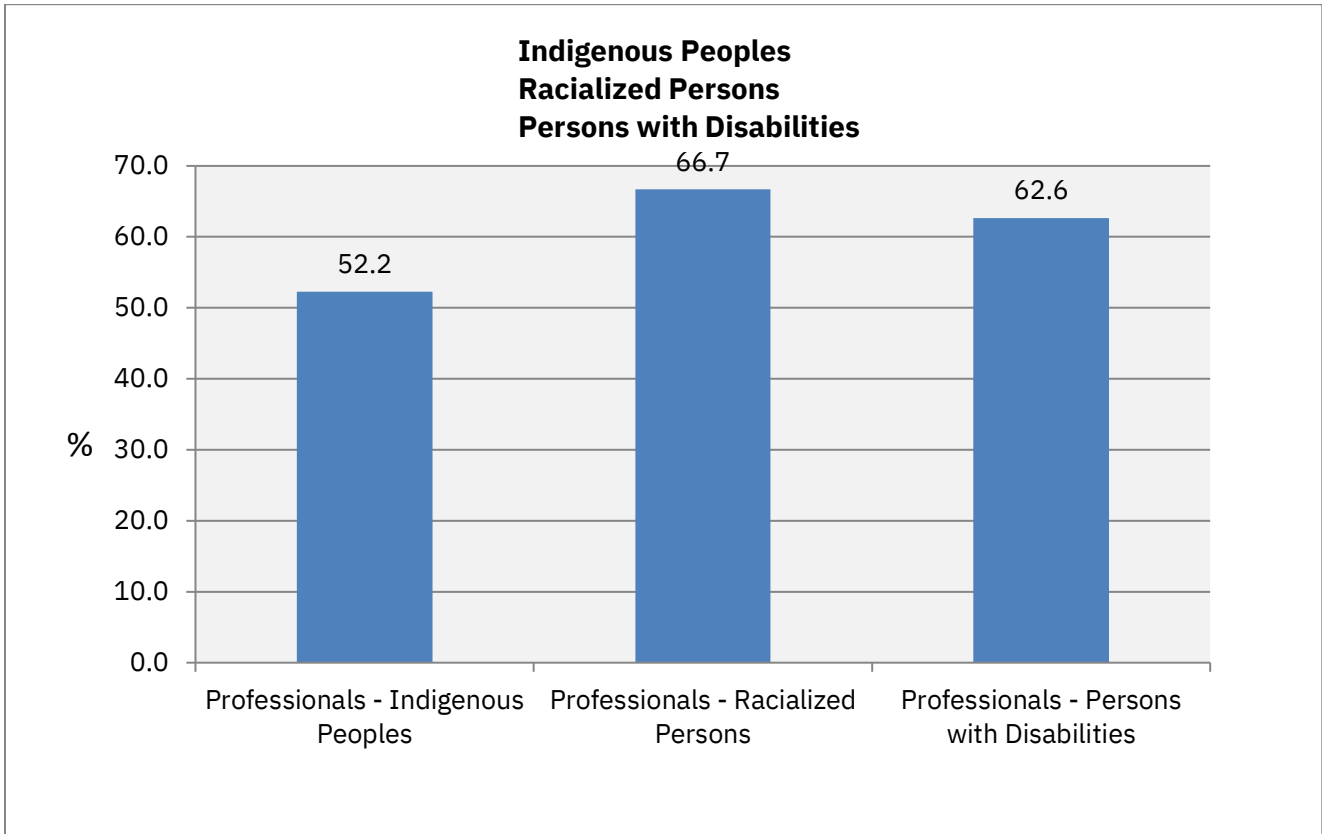
The above [EEOGs](#) reflect 80 percent or less representation. Per the [federal contractors program](#) protocol we will investigate the underrepresentation further.

TOTAL UNIVERSITY



The above [EEOGs](#) reflect 80 percent or less representation. Per the [federal contractors program](#) protocol we will investigate the underrepresentation further.

ACADEMIC



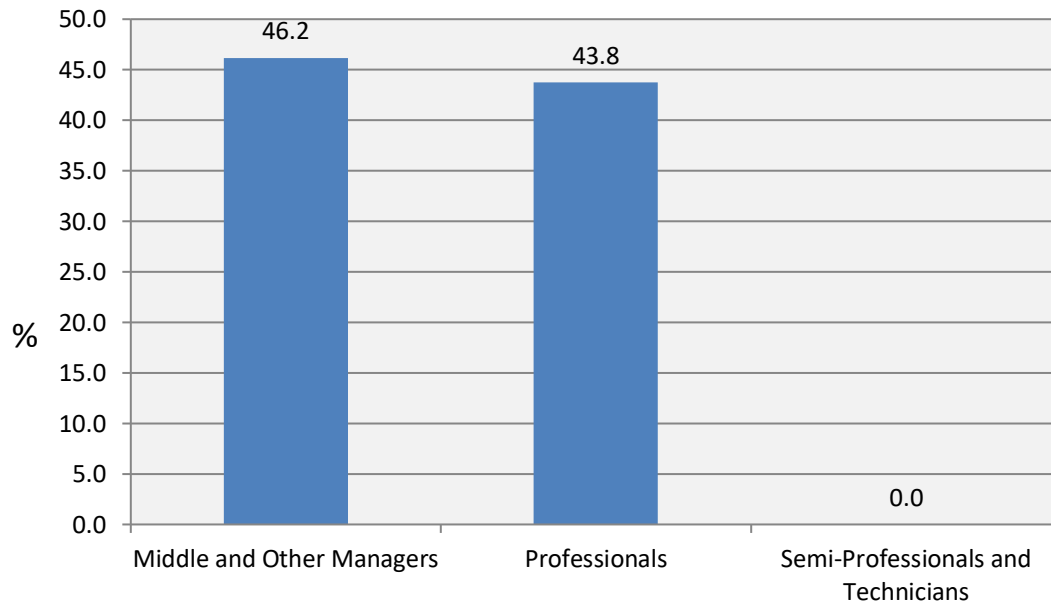
The above [EEOGs](#) reflect 80 percent or less representation. Per the [federal contractors program](#) protocol we will investigate the underrepresentation further.

NON-ACADEMIC

Women



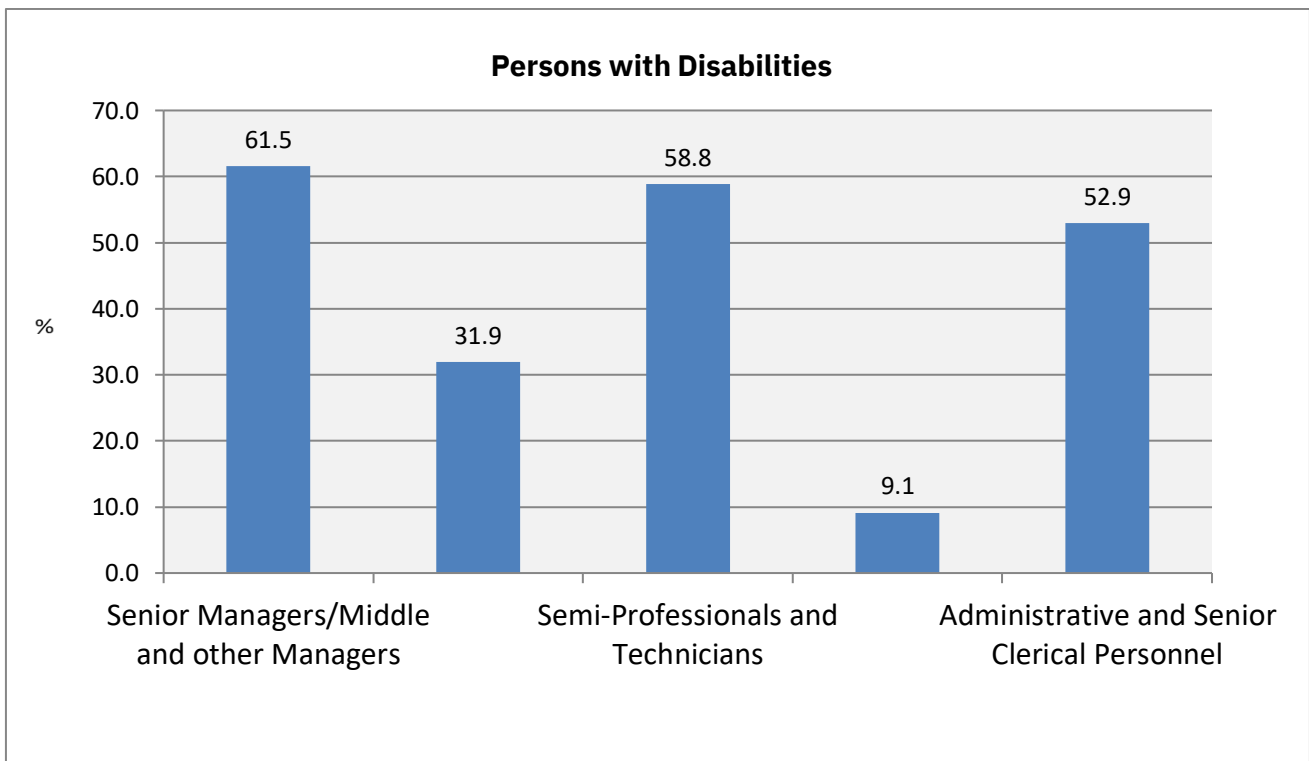
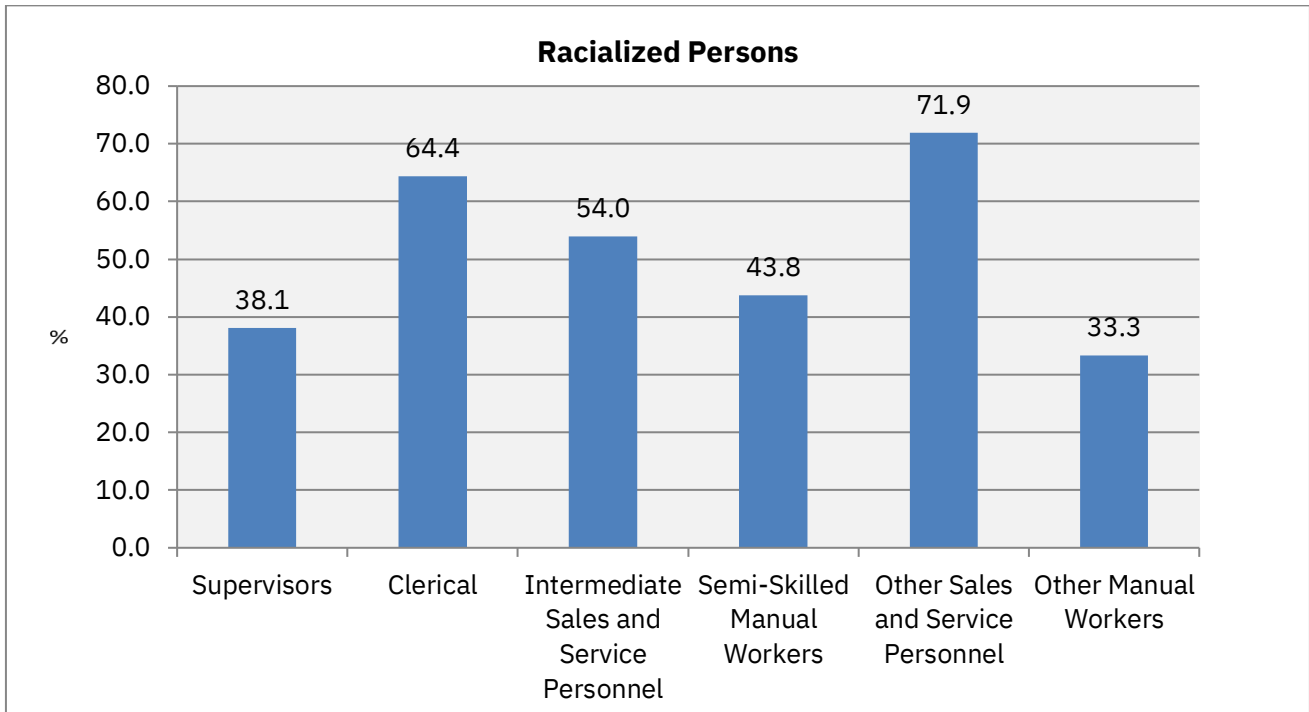
Indigenous Peoples



The above [EEOGs](#) reflect 80 percent or less representation. Per the [federal contractors program](#) protocol we will investigate the underrepresentation further.

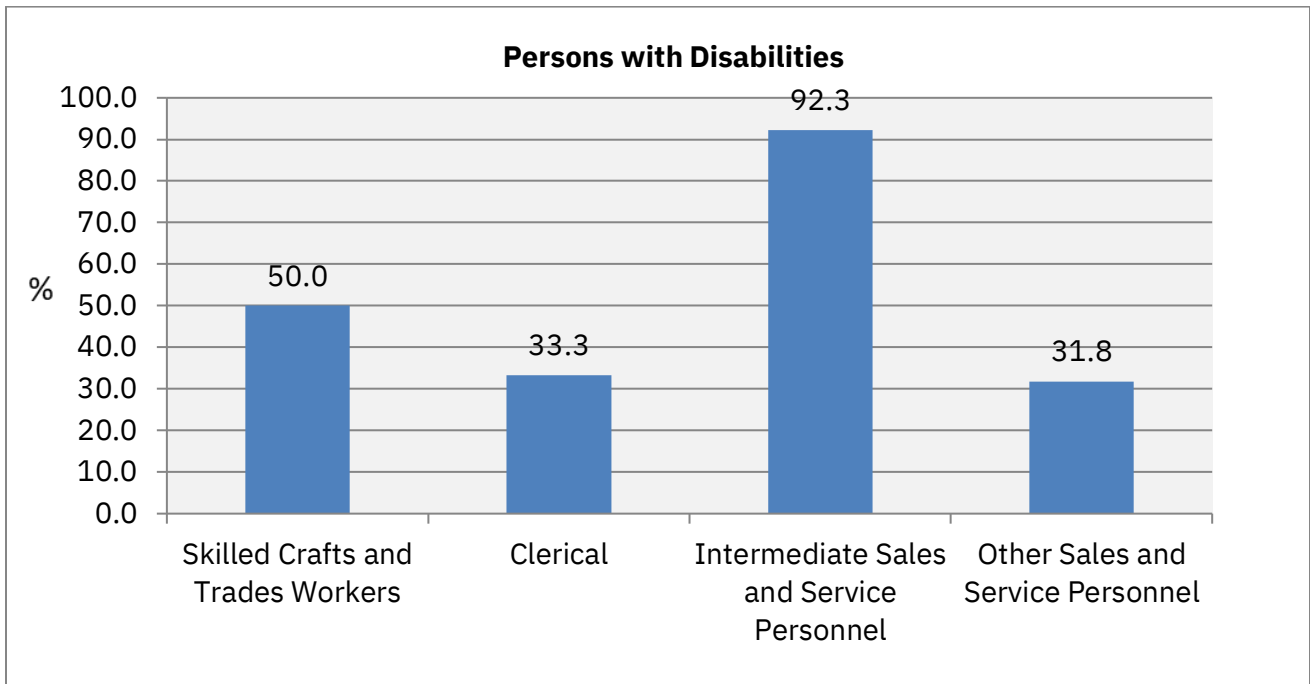


NON-ACADEMIC



The above EEOGs reflect 80 percent or less representation. Per the federal contractors program protocol we will investigate the underrepresentation further.

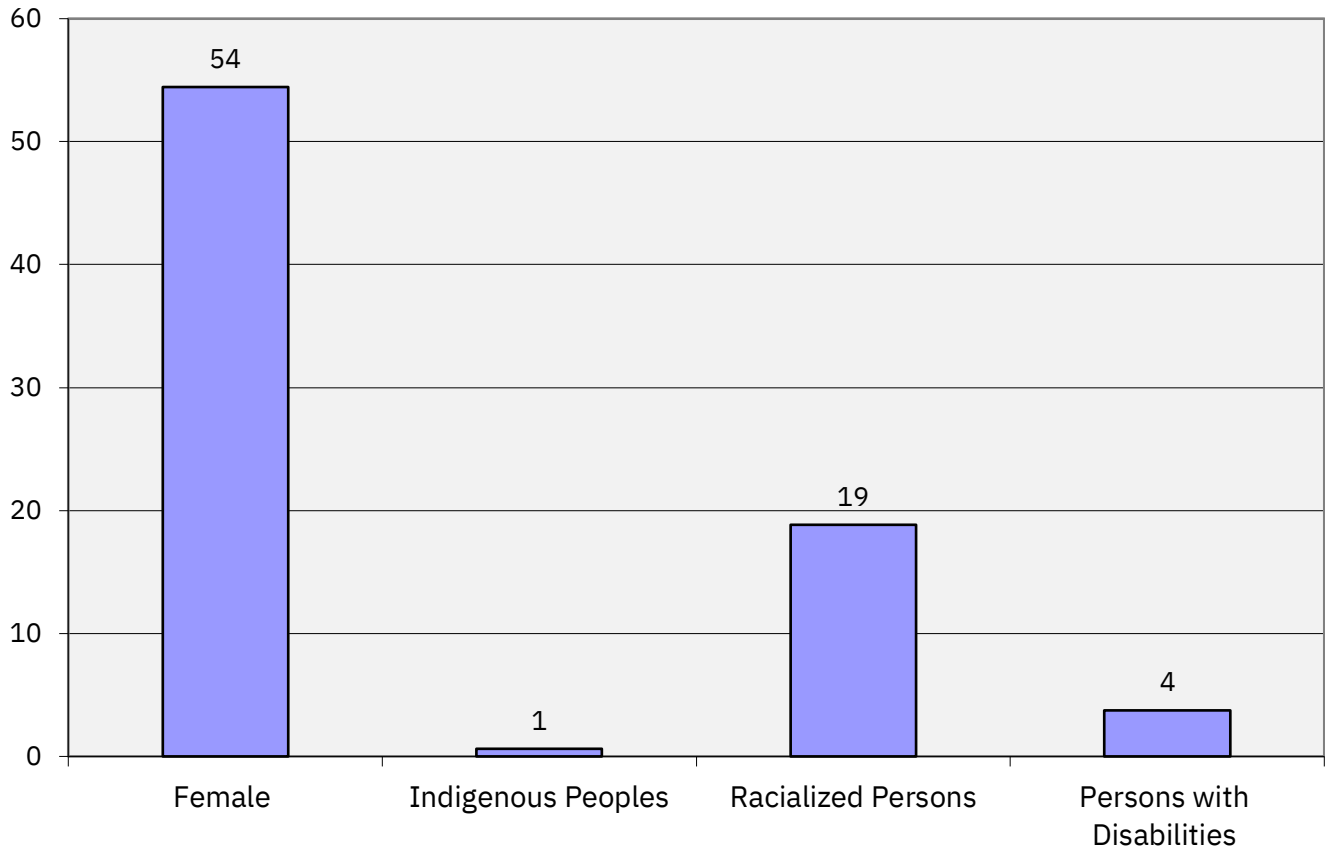
NON-ACADEMIC



The above EEOGs reflect 80 percent or less representation. Per the federal contractors program protocol we will investigate the underrepresentation further.

APPENDIX E – Hires^{14,15}

2020 Hires of Equity Identified Groups
as a Proportion of
Total University Hires
(Includes Fulltime, Part time and Temporary)

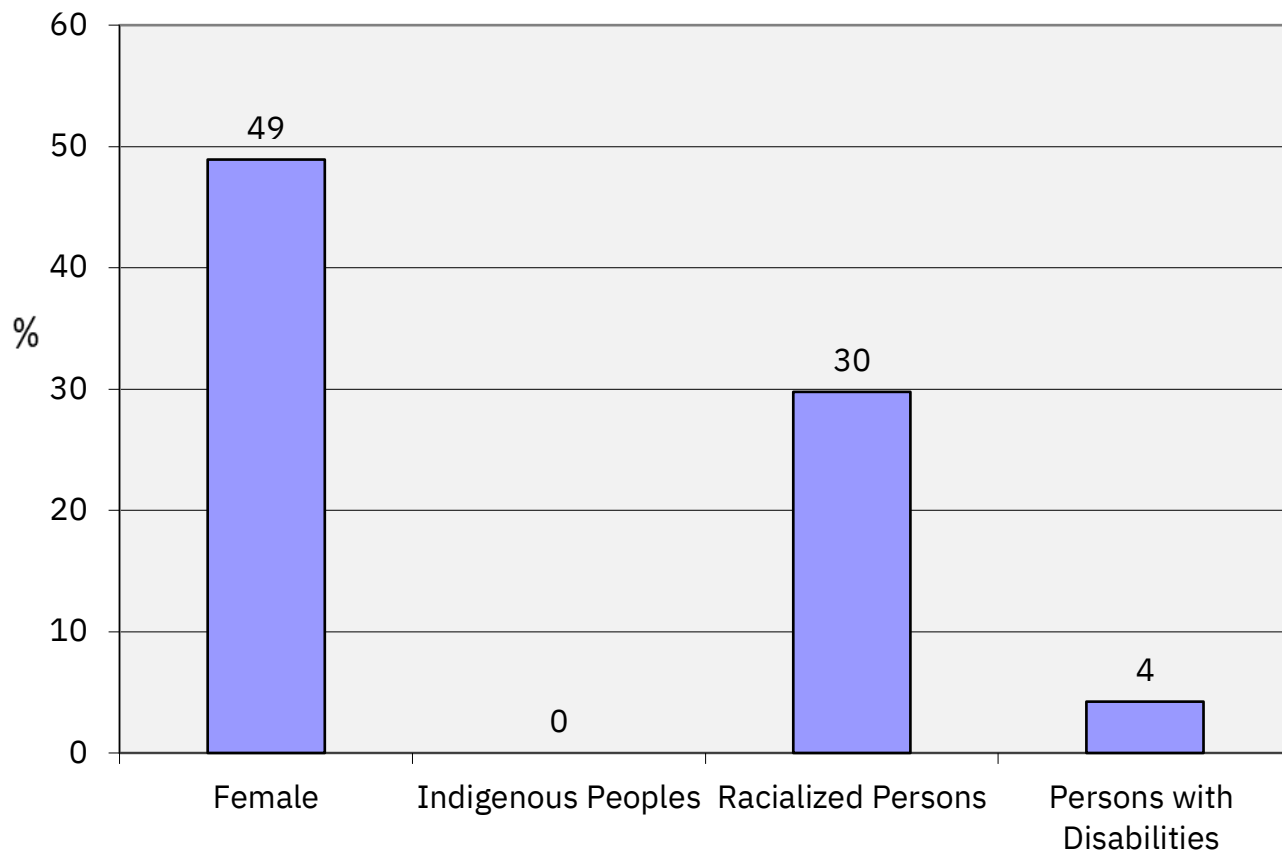


¹⁴Total Count = 5157

¹⁵ A total of 19 Indigenous Peoples were hired in 2020 out of 5157 employees (0.37%)

APPENDIX F – Promotions¹⁶

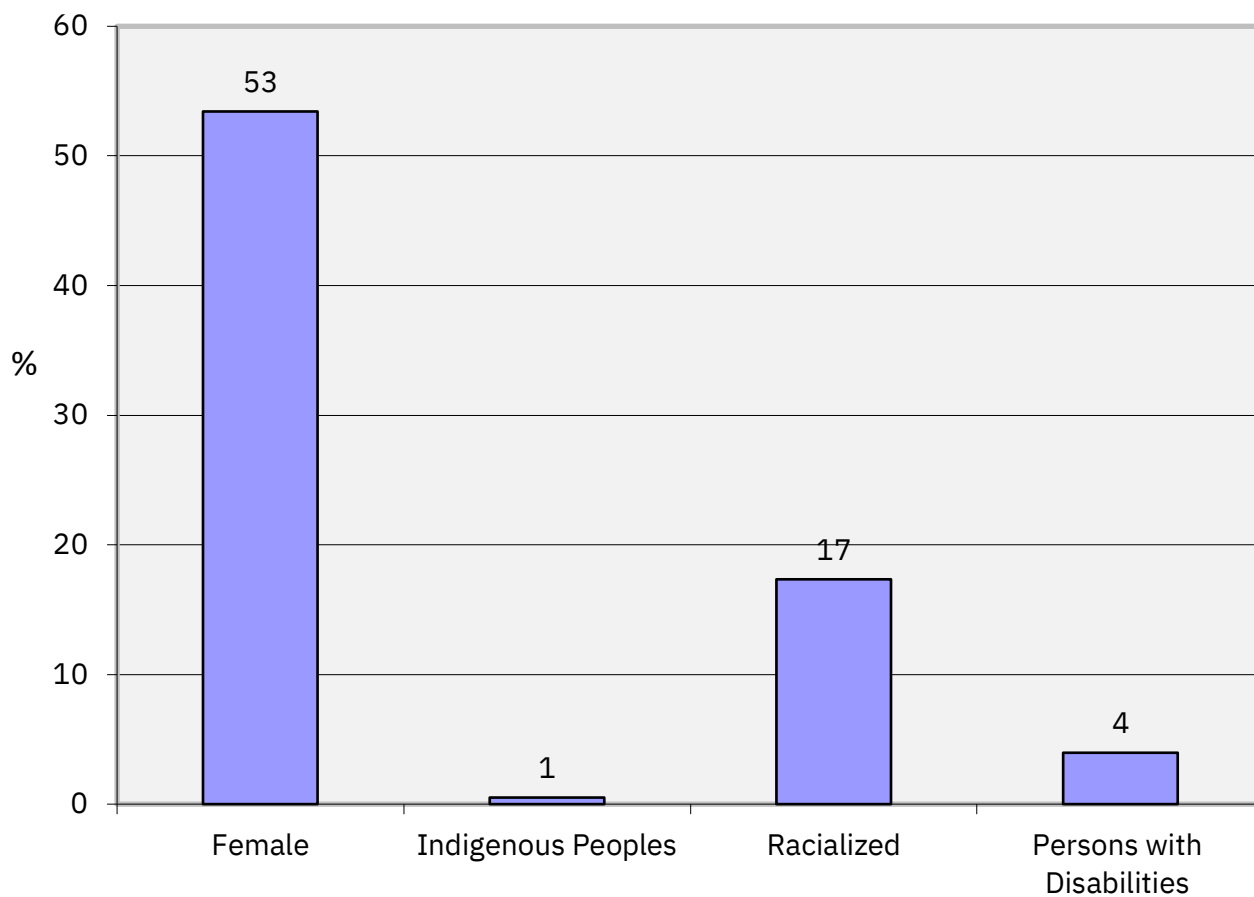
2020 Promotions of Equity Identified Groups
as a Proportion of
Total University Promotions
(Includes Fulltime, Part Time and Temporary)



¹⁶ Total Count = 42

APPENDIX G – Exits

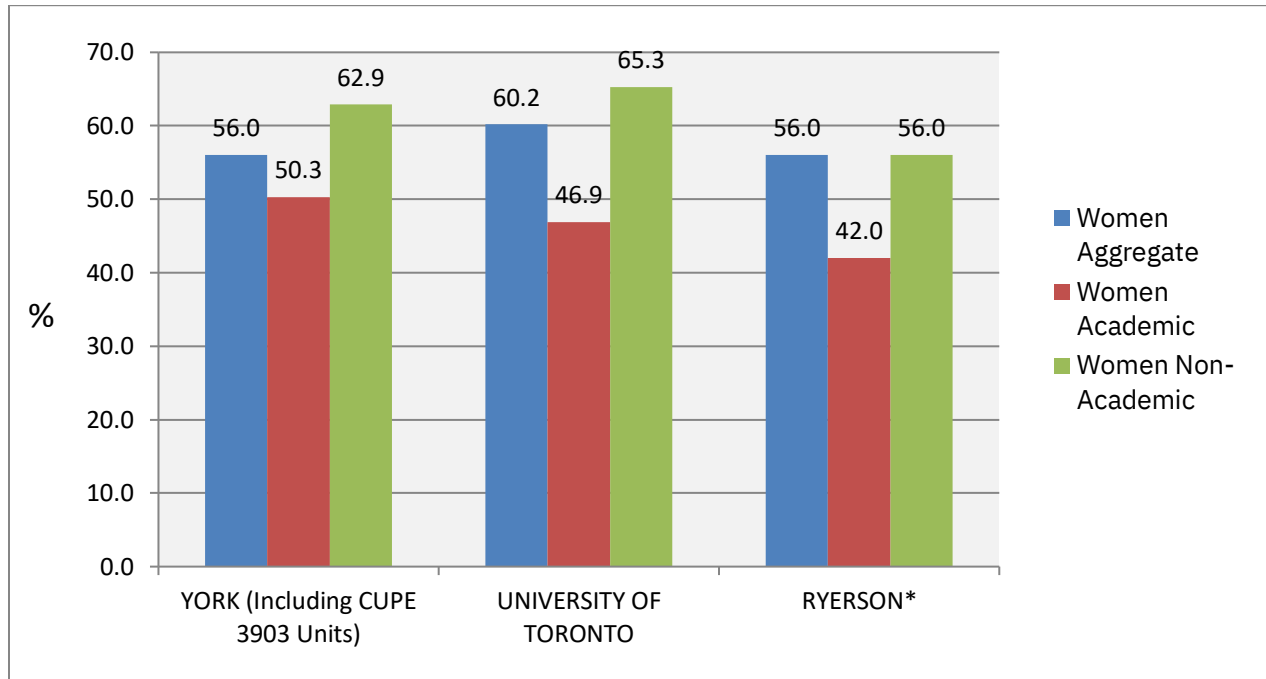
2010 Terminations of Equity Identified Groups,
as a Proportion of
Total University Terminations
(Includes Fulltime, Part time and Temporary)



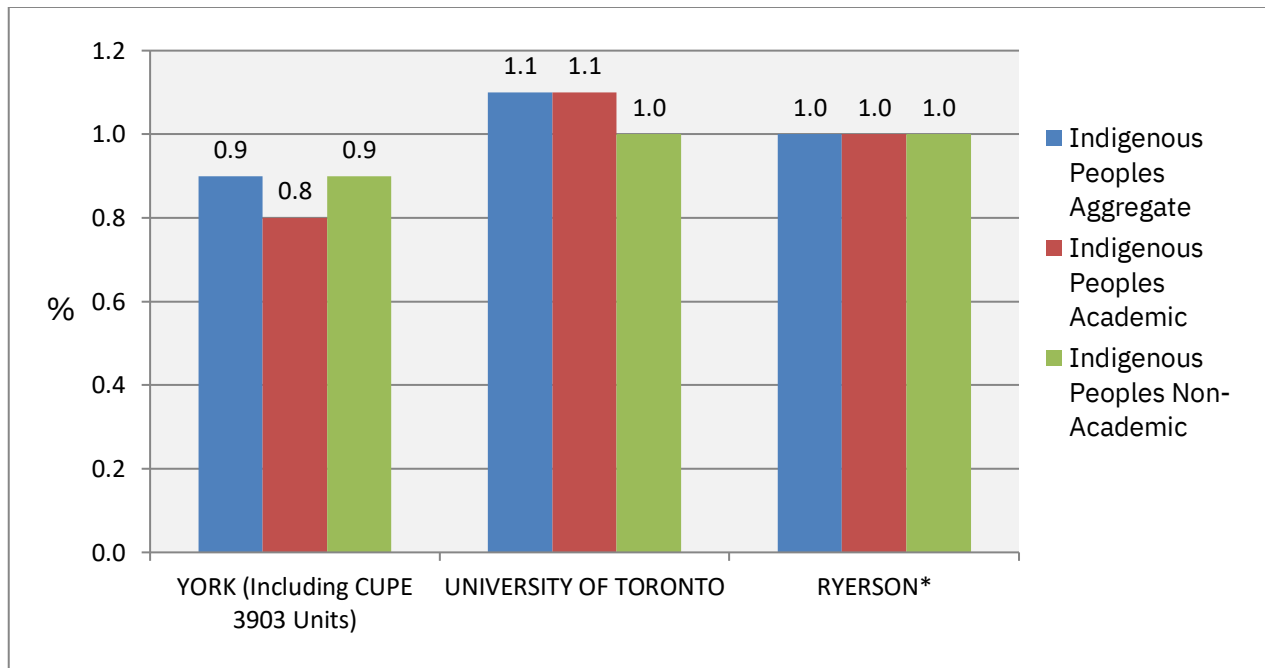
¹⁷ Total Count = 4324

APPENDIX H – Ontario University Comparison of Representation Rates for Women, Indigenous Peoples, Racialized Persons, Persons with Disabilities

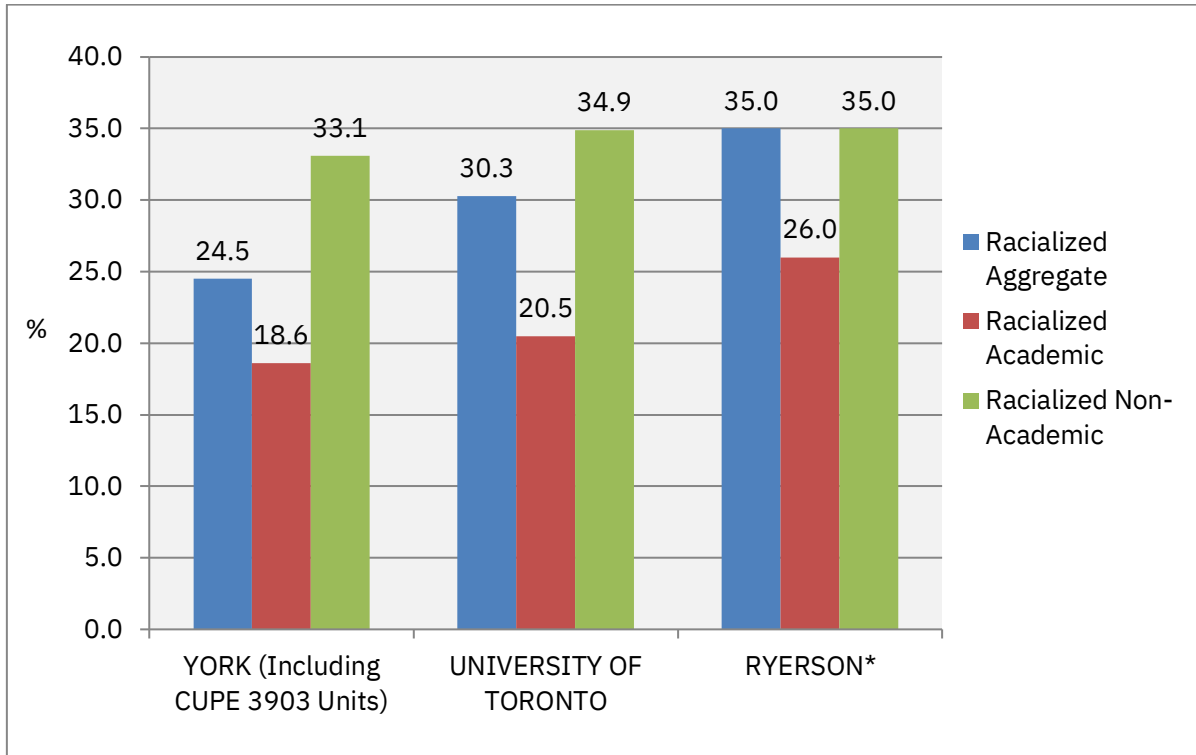
Women



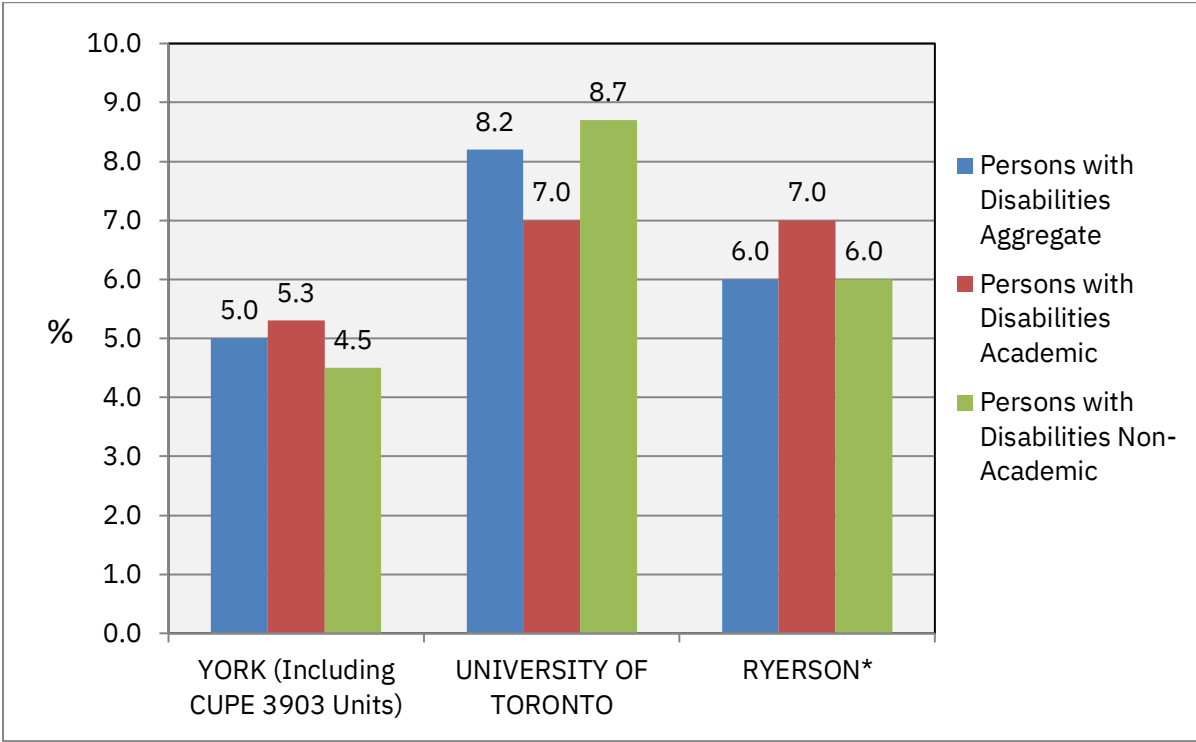
Indigenous Peoples



Racialized Persons



Persons with Disabilities



LGBTQ2+

