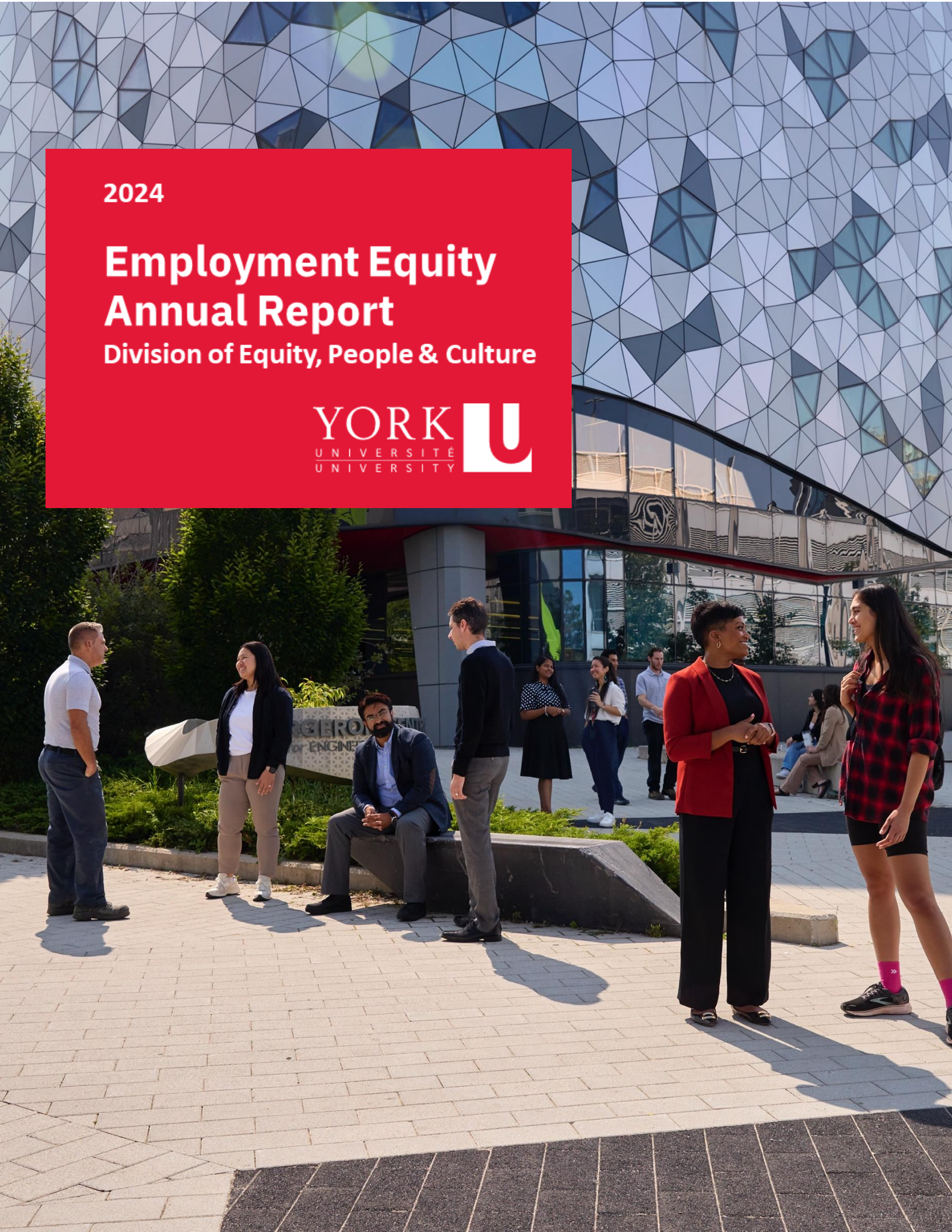


2024

# Employment Equity Annual Report

Division of Equity, People & Culture



# Employment Equity Report 2024

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## 1.0 Introduction and overview

The Annual Employment Equity Report provides the Board of Governors and the University community with a summary of York University's progress towards achieving representation in the four federally designated groups (women, racialized persons, Indigenous peoples, persons with disabilities) and the 2SLGBTQ+<sup>1</sup> community. The equity representation data used within the report are compared to the external availability data<sup>2</sup> provided by Statistics Canada (the 2016 Census and the 2017 Canadian Survey on Disability). Representation rates for Employment Equity Occupational Groups (EEOGs)<sup>3</sup> are analyzed at the institutional level.

Section two presents the 2024 representation data while Section three looks at Significant Gaps<sup>4</sup> between York's representation of the four designated groups and national availability data by employee group. Section four highlights employment equity initiatives that were undertaken during 2024. Finally, Section five contains the report's conclusion. There are several appendices included as supplementary information, including a listing of relevant policies, reports and definitions and data on the total University hires, promotions and exits and disaggregated race data.

In general, an analysis of the data for total employees reveals that while the overall representation rates for women continue to exceed the external availability data, Indigenous peoples, racialized persons, and persons with disabilities show that York's representation rates are stable but continue to fall below the external availability data provided by Statistics Canada.

## 2.0 Employment Equity Data 2024

The representation data used within this report is compared to the 2016 external availability data provided by Statistics Canada. Representation rates for Employment Equity Occupational Groups (EEOGs) are also analyzed.

For the analysis undertaken, the collected responses are comprised of all employee groups, except casual staff. Employment equity data are gathered through confidential surveys conducted with faculty, instructors, and staff on an ongoing basis. The data are analyzed in PeopleSoft (York's human resources information management system) and the Workplace Equity Information

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<sup>1</sup> This report uses the term 2SLGBTQ+ rather than the more recent adoption by York of the term 2SLGBTQIA+, which is defined in the [glossary](#) of York's Decolonizing, Equity, Diversity and Inclusion Strategy which was released in May 2023. This is to remain consistent with the terminology used in the previous Employment Equity Survey.

<sup>2</sup> External availability figures are provided by Statistics Canada and are used to compare the percent of employees internally by a specific designated group and occupation versus the percent of designated group members who are externally available to perform that job.

<sup>3</sup> An EEOG is a grouping of National Occupational Classification (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.

<sup>4</sup> The Significant Gap analysis, also known as the Labour Availability Analysis, calculates the difference between the internal representation of equity-deserving groups based on self-identification and the representation of qualified candidates from equity-deserving groups in the external labour force.

Management System (WEIMS) (software to assist employers subject to the Federal Contractors Program (FCP) in completing their employment equity obligations). WEIMS aggregates the data to prevent identification of individuals and generates workforce analysis reports. These workforce analysis reports allow for comparison of York's internal representation data for the four federally designated groups with the external availability data provided by Statistics Canada. It should be noted that whilst there are four federally designated groups, York University also recognizes a fifth equity-deserving group, namely persons identifying as 2SLGBTQ+; consequently, this report provides internal representation data for all five groups. However, since WEIMS does not currently provide workforce analysis reports for the equity-deserving group 2SLGBTQ+, external availability data is not currently accessible for the 2SLGBTQ+ group that would allow for the significant gaps analysis that is provided for the four federally designated groups.

## 2.1 Employment Equity Survey Return Rate

The average survey return rate in 2024 for all employees was 61.5%.

## 2.2 Overall Representation Rates

Over the three-year period (2021-2024), the internal representation rates for total employees for all five equity groups have not fluctuated dramatically, however, there was a slight decrease (1.2%) in the representation rates for Women in 2024 and a slight increase (.7%) in the representation rate for Persons with Disabilities.

See the Institutional Overview (aggregated) on the [Employment Equity Dashboard](#) for a visual summary of representation rates for the 5 equity groups: Women, Racialized Persons, Persons with Disabilities, Indigenous Peoples and 2SLGBTQ+.

## 2.3 Internal Representation Rates vs External Availability

In 2024, two out of four equity groups (Women and Racialized Persons) achieved higher representation rates than external availability figures provided by Statistics Canada. The two equity groups that fell short in representation in comparison to external availability figures were Persons with Disabilities and Indigenous Peoples; this pattern has been observed throughout the period 2022-2024.

See the Institutional Overview (aggregated) on the [Employment Equity Dashboard](#) for a breakdown of representation of Equity Groups at York University, Students at York University and Ontario Workforce Population data over a 3-year period.

# 3.0 Disparity Findings

## 3.1 Significant Gaps

Under-representation is a key concept in an employment equity analysis. Employers are expected to hire designated group employees at their external availability rate. A gap occurs when the designated group's internal representation is less than their external availability. If a gap is

“significant,” then an [employment systems review](#)<sup>5</sup> must be undertaken to understand what employment barriers may be present to cause the underrepresentation.

Calculating the percentage representation:

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

The utilization percentage provides a measure of how close an employer is to full representation of the designated group in a particular occupational group where there is under-representation. The internal representation number in the EEOG is divided by the external availability number and multiplied by 100 (as illustrated above). The closer the percentage is to 100%, the less severe is the under-representation. Where the rate is 80% or more, under-representation is not considered to be significant. Where the rate is 0%, it means there are no employees who self-identified as belonging to that particular designated group within the EEOG.

If the percentage representation is less than 80%, then the gap is said to be significant, and the organization must investigate the underrepresentation further. For example, if an organization has seven accountants who are women, but the expected availability indicates it should have ten, then the organization has only 70% of what is expected and a significant gap is determined to exist.

### 3.2 Summary of Significant Gaps

Table 1 identifies the significant gaps (areas of under-representation) among total employees in each of the designated groups across all 14 EEOGs. Analysis is provided in section 3.3 below. Overall, York has achieved some progress in reducing the total number of significant gaps and has been stable the past two years (see section 3.4 and Figure 1).

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<sup>5</sup> An employment systems review is a comprehensive review of an organization’s policies and practices to identify systemic and attitudinal barriers to employment opportunities for designated group members. The goal of the employment systems review is to provide an explanation for major gaps in representation, and to serve as the basis for developing an employment equity action plan to address barriers.

Table 1: Significant Gaps by EEOG

▼ indicates elimination of a significant gap since 2023 report

▲ indicates new significant gap since 2023 report

↔ indicates significant gap with no change since 2023 report

EEOG	Women	Indigenous Peoples	Racialized Persons	Persons with Disabilities
Senior Managers				
Middle & Other Managers		↔		
Professionals		↔	▼	↔
Semi Professionals & Technicians		↔		↔
Supervisors		▲	↔	↔
Supervisors: Crafts & Trades			↔	
Admin and Senior Clerical Personnel		▲		↔
Skilled Sales & Services Personnel	▲			
Skilled Crafts & Trades Workers	↔	↔		↔
Clerical Personnel				↔
Intermediate Sales & Service Personnel	↔	▼	↔	
Semi-Skilled Manual Workers			↔	↔
Other Sales & Service Personnel		↔		↔
Other Manual Workers	↔		↔	

### 3.3 Analysis

In 2024, York observed several changes to the significant gaps for the four designated groups from the previous year, as detailed in the following analysis.

**Women** – This group has the least number of EEOGs with significant gaps (four) amongst all four designated groups. In 2024 a new significant gap was identified in the Skilled Sales and Service Personnel EEOG.

**Indigenous People** – Some progress was made in reducing the significant gap in the Intermediate Sales and Service Personnel EEOG; however there were two new significant gaps in the Supervisors, and Administrative and Senior Clerical Personnel EEOGs in 2024, thus increasing the number of total significant gaps from six EEOGs to seven EEOGs since 2023. Notably, Indigenous peoples is the only designated group which has a significant gap for the EEOG of Middle and Other Managers.

**Racialized Persons** – Representation rates for racialized persons showed a marked improvement as the number of EEOGs displaying significant gaps reduced by 1 EEOG; in 2023 there were six EEOGs with significant gaps while there were five in 2024. A notable improvement lies in the fact that over the last four years (2021-2024), there has been a year-to-year increase in representation of racialized persons.

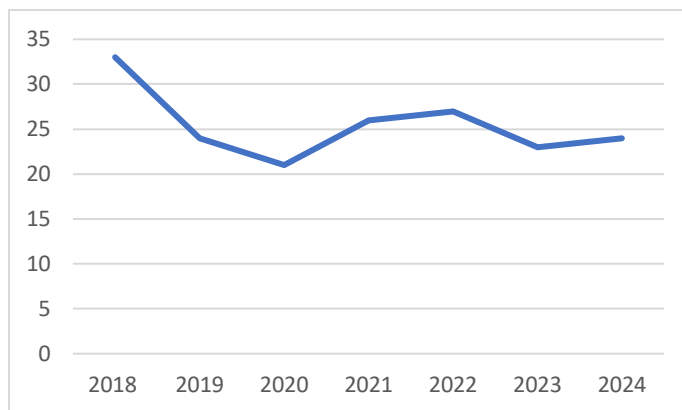
**Persons with Disabilities** – This group has the highest number of significant gaps out of all four designated groups. The same eight EEOGs which displayed significant gaps in 2023 also had significant gaps in 2024 indicating there has been no major improvement with respect to representation of persons with disabilities

In general, it is of note that there is no significant gap at the Senior Manager EEOG in all four designated groups. In addition, York does not have any EEOG that has significant gaps across all four designated groups. However, there are two EEOGs now showing a significant gap in three out of four designated groups: Supervisors, and Skilled Crafts & Trades Workers.

### 3.4 Trends

The number of total significant gaps varies year to year as shown in Figure 1. There has been a decrease in the total number of significant gaps over the last two years due to progress made in representation of racialized persons and women. There is a total of 14 EEOGs for each of the four designated groups for a total of 56 categories. We have had significant gaps in 40% or more categories in the last seven years.

Figure 1: Total Number of Significant Gaps 2018 - 2024



## 4.0 Employment Equity Initiatives 2024

Throughout 2024, several entities in the York community were engaged in supporting employment equity. These efforts took various forms as described throughout this section.

### EQUITY IN FACULTY RECRUITMENT AND RETENTION

Throughout 2024, the York community continued to prioritize equity in hiring practices. Questions and content related to equity in hiring were frequently fielded and posted on the Search Committee Microsoft Teams site, including reminders about dedicated Indigenous hiring. The Associate Vice-President Indigenous Initiatives (AVPII) regularly consulted with hiring committees leading searches dedicated to Indigenous scholars. An annual analysis of hiring practices and outcomes of all searches conducted since the 2019-2020 academic year was performed, which did not reveal any substantive differences by minoritized group status. The Self-Identification Form was also updated to better frame the Affirmative Action program with inclusive language. Furthermore, 2SLGBTQ+ was added as an official group under the York Affirmative Action Program for hires from July 1, 2023, onward.

### Black and Indigenous Scholar Hiring

As of July 1, 2024, two Black scholars and three Indigenous scholars were hired, with an additional scholar who self-identified as Indigenous outside of Canada, bringing the total of Indigenous hires to four. Collaboration with the AVP Indigenous Initiatives (II) was strengthened to support up to three dedicated Indigenous hires for the 2025-2026 academic year.

Two hiring clinics were held via Zoom, focusing on Affirmative Action and Recruiting Indigenous Scholars. Job advertisement language for dedicated Indigenous searches was updated to include candidates registered to a US tribe whose homelands straddle the colonial Canada/US border.

The Indigenous resources sheet was updated to be shared with self-identified Indigenous applicants.

## Support for Black and Indigenous Faculty

The AVPII met regularly with pre-tenure Indigenous faculty members to support their career progression and sense of community at York. York Equity Initiatives content, including links to Black Inclusion and the Indigenous Framework, was prominently placed on the new [Faculty Affairs site](#). Equity content was integrated into training for new chairs, directors, and associate deans through the Academic Leaders at York programming.

## Community Building Among Faculty

All Faculty Affairs functions consciously integrated racialized colleagues as presenters and experts, not only those explicitly focused on race. Individual counsel was provided to several colleagues regarding equity-related concerns, primarily related to race and disability.

During New Faculty Orientation, lunches were organized with affinity groups such as BIPOC, 2SLGBTQ+, and women colleagues in STEM. New and current faculty were included. Meet-ups were held for self-identified women faculty in STEM fields to connect and share experiences, as well as for Associate Professors on career advancement. MS Teams sites were created for Women in STEM to connect and share ongoing opportunities, such as conferences, awards, and external communities. Exit interviews continued to be offered to Black and Indigenous faculty members who resigned.

## RECRUITMENT AND DIVERSE SOURCING FOR STAFF

In an effort to reach large, diverse audiences of job seekers, Human Resources developed and rolled out its new “Talent Attraction and Outreach Framework” (Figures 2-4), which informs new partnership and outreach milestones, in alignment with University priorities and strategies, in particular DEDI, where one of the main priorities is to dedicate time and resources to connect with all equity deserving groups, as well as local residents in connection with our priorities set by [Anchor York U](#).

In relation to this framework, in 2024 several new partnerships were built, for example, with:

- WCG Services: Supports the Service Provider Network by offering a variety of services to help people find employment, including job search assistance, career information, and vocational rehabilitation. WCG also works with employers to help them find qualified candidates.
- WoodGreen: A multi-service, community-based organization that provides integrated programs such as physical and mental health services, affordable housing, employment support, financial counselling, childcare, seniors and youth programs and more.
- YWCA Toronto: A charitable organization that works for societal transformation in order to empower women, girls and gender diverse people.
- Accessible Employment Services: An organization that helps people with disabilities find jobs by providing training, tools, and a network of employers.
- Polycultural Immigrant and Community Services: An organization that helps people find employment through programs that include job matching, career counseling, and workshops

And existing partnerships continued to flourish:

- Costi: A multicultural organization that provides a range of services to a wide and diverse community.
- JVS: Empowers people from diverse backgrounds and communities to achieve their employment potential and partners with employers to develop a strong and inclusive workforce.
- YMCA: a charity that ignites the potential in people, helping them grow, lead, and give back to their communities.
- York U – TD Community Engagement Centre: Strives for academic innovation through community building and experiential learning, post-secondary attainment for Black Creek Community, and fosters collaborative research and partnerships. Our local approach informs our thinking more broadly about community engagement and the role of the university in strengthening communities and addressing societal issues.

Activities to enhance recruitment and diverse sourcing include

- Actively engaged in the Anchor YU initiative by serving on the main workforce committee and working sub-groups to provide additional support in data analysis and outreach efforts, aiming to offer support in community outreach i.e., Information Sessions, identify equity gaps and understand the job positions that interest the local community.
- Hosted an Information and Engagement session to connect with local community members. The virtual presentation covered details about York U as an institution and an employer. Continuing to collaborate with committee members to develop a strategic plan for impactful community engagement, including meet-and-pre-screen sessions for specific positions through the York University Talent Agency (YUTA) to address multiple role vacancies.
- Continuing to develop on the applicant analysis to gain a better understanding of the positions and roles that are of high interest. The plan is to identify these roles and review them in finer detail to understand their requirements and learn if the job summaries need more attention to identify potential barriers that might need to be addressed.
- Hosted and/or attended 18 events in 2024 internally across York or with external partners for the purpose of recruitment. Each partnership and event were intentionally selected as part of the outreach framework to attract a talent pool from equity seeking groups.

Figures 2 to 4 represent an outreach framework that guides recruitment efforts to diversify York's workforce in efforts to achieve greater employment equity. The figures outline the groups being

identified for connection and awareness building, how we intend to connect with these groups and the frequency and means of connecting with these groups.

Figure 2: Partnerships that continue to be developed

### Who are we connecting with?

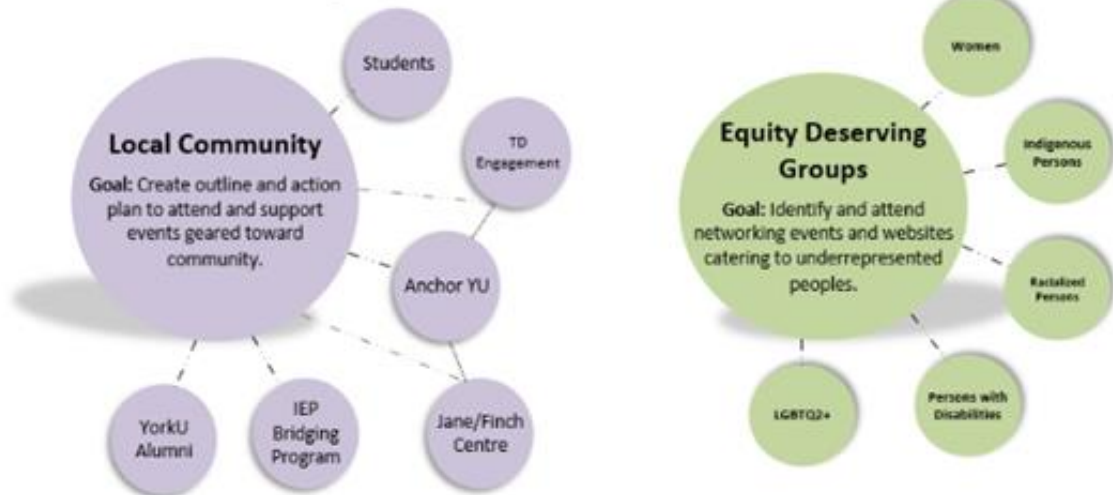


Figure 3: How connections are made with existing and new partnerships

## How are we connecting with these groups?

Resources include Consultant, People Planning and Roster of People Partners

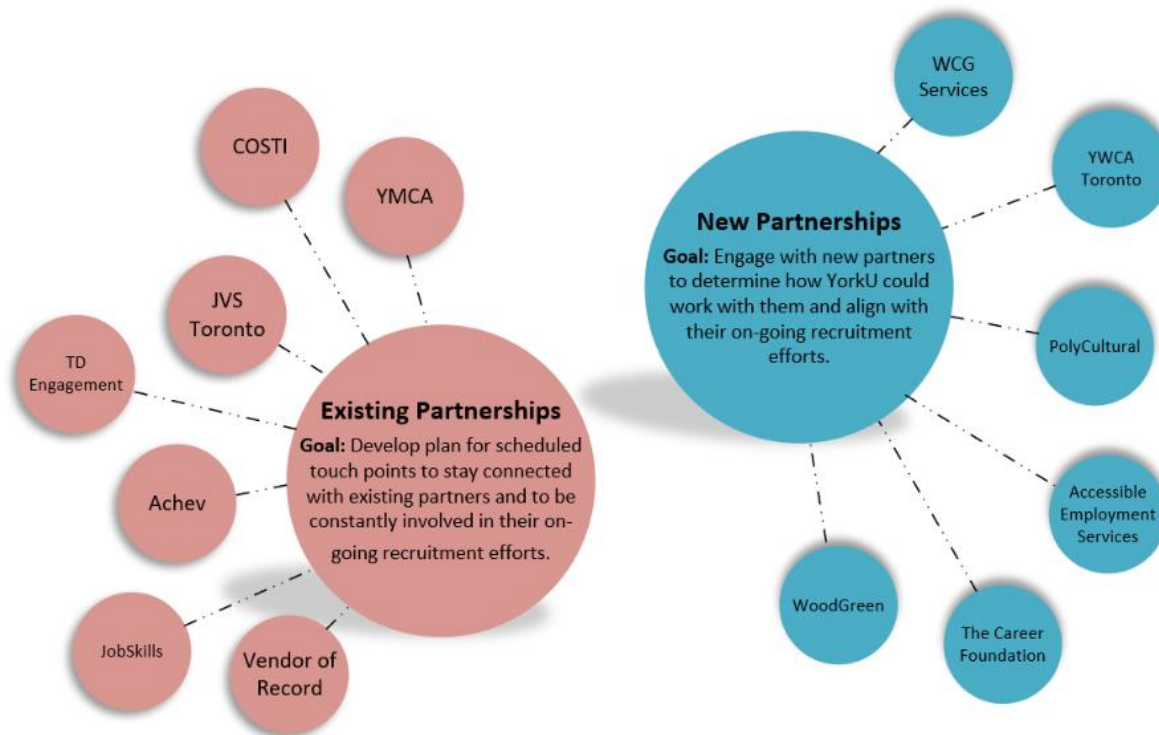
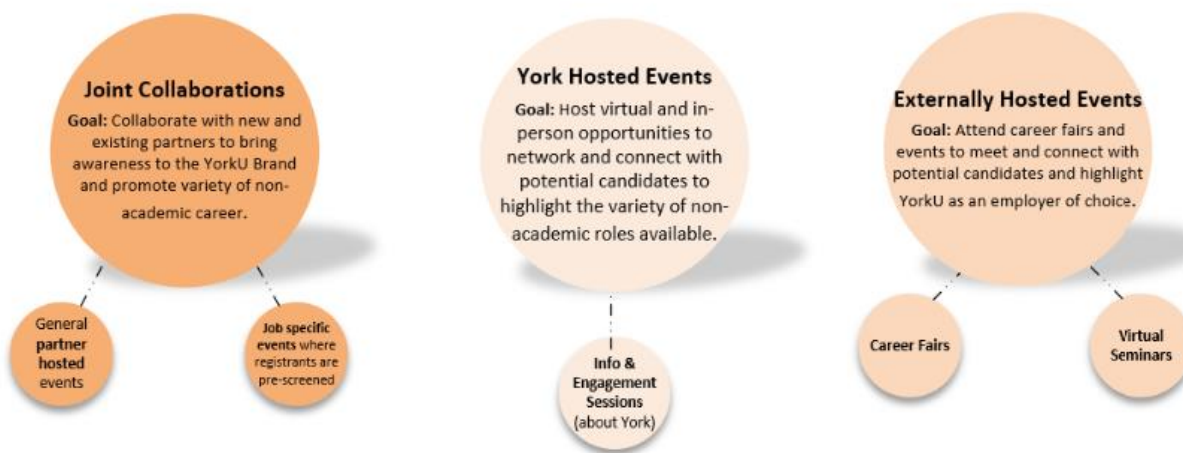


Figure 4: How partnerships are being rolled out

## Where are we connecting with these groups?

Goal: Host/attend a minimum of 2 events monthly ensuring that each group (Local Community, Equity Deserving Groups, Niche/Speciality) is represented accordingly. i.e., Eight events from each area.



## HR SYSTEMS

In January 2024, a new Employee Self Identification survey was launched in the Employee Self Service (ESS) system, supported by a large-scale communication initiative. The current integration from ARMS/CUPE was maintained, with future updates anticipated upon renewal of Collective Agreements. An enhanced applicant Self ID survey was introduced in YU Hire to support improved applicant analysis. Queries for reporting self-identification information to VPEPC and Faculty Affairs were updated, and some definitions in the DEDI data were recategorized to encompass both old and new definitions (e.g., West Indian). Data was created for use by the OIPA dashboard, with updates sent on request. A French language statement was added for access to the PDF French version of the survey, and NOC data was updated to align with the 2021 NOC codes.

## HUMAN RESOURCES

Human Resources has enhanced reporting on the representation of equity-identified groups, making this information available to all hiring managers to support inclusive workforce planning. Several initiatives have been undertaken to improve workplace equity and representation. These include applying a DEDI (Decolonization, Equity, Diversity, and Inclusion) lens throughout the recruitment process, ensuring interview panels are diverse, and incorporating DEDI-related questions in every interview. Job summaries are continuously reviewed to use appropriate DEDI language and list only bona fide requirements. Interview questions are shared with candidates beforehand, fostering transparency and accessibility. Efforts to foster a sense of belonging and inclusion are integrated into the local onboarding process and DEDI goals are embedded within Human Resources Professional Performance Dialogue Goals. Additionally, high schools in surrounding communities are engaged through York's Take Our Kids to Work Day, in partnership with the York-TD Community Engagement Center. Job summaries are transitioned to Accessibility for Ontarians with Disabilities Act (AODA) compliant formats. Human Resources staff stay informed on DEDI initiatives, participate in discussions and committees, and attend events related to inclusion, belonging, decolonization, equity, and diversity.

## ORGANIZATIONAL LEARNING AND PEOPLE EXCELLENCE

The Office of Learning and Professional Education (OLPE) made progress in integrating DEDI (Decolonization, Equity, Diversity, and Inclusion) principles into various aspects of professional development. They compiled non-academic career advancement data for integration with employee equity data and Anchor YU hiring initiatives postal code data. OLPE continued to update learning and development content for managers and staff, ensuring that DEDI principles were embedded in several sessions annually. They measured and increased the sense of belonging and inclusion in learning and development sessions, achieving a 96% satisfaction rate by December 31, 2024. Performance development best practices were enhanced with DEDI-informed models, such as strengths-based and equity-based approaches to leadership. New learning sessions were introduced to emphasize the equitable distribution of work. A team effectiveness and development questionnaire were launched to measure team dynamics, including DEDI-themed metrics. The OLPE team continued their learning around DEDI initiatives, integrating these principles into their key goals. Additionally, up-to-date DEDI language, principles, and practices

were incorporated into the CPM competency framework with input from the Centre for Human Rights Equity and Inclusion (CHREI).

## ANCHOR YORKU

In 2024, the Employment theme of the [Anchor YorkU framework](#) continued to prioritize supporting employment opportunities in neighboring communities. The employment working group, along with its five subgroups, diligently worked to implement the three-year local hiring work plan established in the previous year. Their efforts included embedding local hiring objectives as part of the institutional strategy for Decolonizing, Equity, Diversity, and Inclusion (DEDI), demonstrating alignment with Anchor YorkU's goals.

They analyzed applicant data from local postal codes to track who is being attracted and hired from these areas and collected job information for current York employees from these postal codes through which it was identified that 11% of York employees were from the 4 local postal codes, with over 75% who self-identify as racialized and over 50% who self-identify as women. Outreach to the employment sector in the community was significant, with two webinars held to discuss opportunities at York and how to apply. The group explored ways to support employability skills for York jobs and enhance broader employment prospects, including for youth. Anchor YorkU was advocated for and accepted as a strategy in the York University DEDI plan (2023-2028), with increased involvement from the HR team and identified strategic overlaps. Opportunities for employment through procurement were also pursued, with plans to grow the Social Procurement Vendor Portal for greater supplier diversity and capture stories that connect to local talent.

The employment working group continues to refine its action plan based on learning along the way, ensuring that York University's employment opportunities are accessible and beneficial to the local communities.

## 5.0 Conclusion

York continues to be committed to equity, diversity, and inclusion and to improving employment equity. York was named one of the [Top Diversity Employers](#) in 2025 for the second year in a row. However, as the data also reveals, there are still several areas where work needs to be done to address persistent employment barriers. It may take several years for the initiatives being undertaken to yield results related to representation rates and external availability. York understands that these must be long-term strategies.

While there has been some progress made since 2023, there also have been new significant gaps added to various EEOGs as well as consistent trends in gaps from previous years. **This requires a deeper review of York's employment systems to determine where the gaps are and how and why they impact designated equity groups.**

While the overall representation rates for Women and Racialized Persons continue to exceed the external availability data, for other designated groups (Indigenous peoples and Persons with

Disabilities) the general trend is that internal representation rates fall below the external availability data provided by Statistics Canada. To further advance York University's commitment to employment equity, **the Division of Equity, People and Culture will initiate a comprehensive Employment Systems Review (ESR) over the next 18 months, with completion targeted for December 2026.** This review is a critical next step in addressing the persistent and significant gaps in representation among Indigenous Peoples and Persons with Disabilities, as identified in this year's report.

The ESR will involve a thorough examination of institutional policies, practices, and workplace culture to identify systemic and attitudinal barriers that may be contributing to underrepresentation. This process will be inclusive and consultative, engaging stakeholders across the University to ensure that the review is informed by diverse perspectives and lived experiences. The Division of Equity, People and Culture, in partnership with others across the University, continues to strive to create and nurture a sense of belonging and inclusion for all employees across York University.

## APPENDIX A – York Policies and Guidelines

**For the 2023 Employment Equity Statistical Report:**

<https://www.yorku.ca/vpepc/employment-equity-and-diversity/>

**York policies and guidelines:**

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

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

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

[Employment Equity](#)

[Gender-Free Language Policy](#)

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

[Hate Propaganda Guidelines](#)

[Physical Accessibility of University Facilities](#)

[Human Rights Policy and Procedures](#)

[Sexual Violence Policy](#)

[Workplace Harassment Prevention Policy](#)

[Workplace Violence Prevention](#)

## APPENDIX B – Glossary of Terms

### **Academic/Faculty**

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

### **Designated Groups**

Designated groups mean women, Indigenous peoples, persons with disabilities and racialized persons.

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

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

### **External Availability**

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

### **Federal Contractors Program (“FCP”)**

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

### **Gap**

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

### **Internal Representation**

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

**2SLGBTQ+**

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

**NOC**

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

**Non-academic**

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

**Staff**

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

## APPENDIX C – Employment Equity at York

### **A brief description of Employment Equity at York University**

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

#### **Communication**

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

#### **Workforce Information Collection**

Collect information about workforce to determine level of representation of designated groups. The four designated groups are: women, Indigenous peoples, persons with disabilities and racialized persons.

#### **Workforce Analysis**

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

#### **Employment Systems Review**

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

#### **Identification and Removal of Barriers**

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

#### **Implementation**

Implement changes to reduce barriers that have been identified.

#### **Monitoring**

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

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

### **1. Senior Managers**

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

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

### **2. Middle and Other Managers**

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

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

### **3. Professionals**

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

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

### **4. Semi-Professionals and Technicians**

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

Examples: Engineering Technician; Lab Technologist

### **5. Supervisors**

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

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

### **6. Supervisors: Crafts and Trades**

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

Examples: Loading Dock Supervisor; Production Supervisor.

### **7. Administrative and Senior Clerical Personnel**

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

Examples: Customer Service Representative; Administrative Coordinator; Project Coordinator

### **8. Skilled Sales and Service Personnel**

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

Examples: Textbook Buyer; Buyer

### **9. Skilled Crafts and Trades Workers**

Manual workers of a high skill level, having a thorough and comprehensive knowledge of the processes involved in their work. They are frequently journeymen and 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 E – Representation Rates for Designated Groups

See the **Institutional Overview (aggregated)** on the [Employment Equity Dashboard](#) for a breakdown of representation of Equity Groups at York University, Students at York University and Ontario Workforce Population data over a 3-year period.

## APPENDIX F – Disaggregated Race Data

See the **Institutional Overview (disaggregated)** on the [Employment Equity Dashboard](#) for a breakdown of representation of Racialized Persons at York University over a 3-year period.

## APPENDIX G – Total University Hires & Exits

See the **Hires & Exits** section on the [Employment Equity Dashboard](#) for a 3-year rates of hires and exits represented by Equity Groups at York University.

## APPENDIX H – Total University Promotions<sup>6</sup>

See the **Career Progress** section on the [Employment Equity Dashboard](#) for a breakdown of representation of Equity Groups who experienced Academic Career Progression at York University.

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<sup>6</sup> Total count = 38