

2025 Employment Equity Report

Annual Report on Workforce Insights

OFFICE OF EQUITY PEOPLE AND CULTURE



Employment Equity Report 2025

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1.0 Executive Summary

EMPLOYMENT EQUITY AT YORK IN 2025

In 2025, York University's workforce analysis highlighted both areas of sustained progress and areas where representation gaps persist. Overall representation remained strong for women and racialized persons, both of whom exceeded external availability benchmarks. Women represented 56.5% of the workforce compared to 50.5% availability, and racialized persons represented 35.3% compared to 33.4% availability. Over the past three years, representation for racialized persons, persons with disabilities, and 2SLGBTQ+ employees has continued to increase¹, reflecting gradual but meaningful change over time.

At the same time, the 2025 data confirm that Indigenous peoples and persons with disabilities remain underrepresented in the workforce when compared to external availability. Indigenous Peoples accounted for 0.9% of employees compared with 1.9% availability, while persons with disabilities accounted for 6.9% compared with 12.6% availability.

Importantly, the data shows that progress is occurring alongside persistence. This reinforces the need to move beyond a purely numeric assessment of representation and toward a deeper understanding of how employment systems, practices, and workplace conditions shape access, progression, and retention across different occupational contexts.

These findings underscore the need for the employment equity initiatives described in this report and support York's decision to undertake a comprehensive Employment Systems Review.

WORKFORCE CONTEXT (2023–2026 REPORTING PERIOD)

Workforce trends over the most recent reporting period reflect a broader context of change across the post-secondary sector, including financial pressures, restructuring, and workforce adjustments experienced at many institutions.

¹ See [Employment Equity Dashboard](#) for detailed breakdown.

This context is reflected in York University's workforce data. Over the three-year period from December 2023 to January 2026, the number of full-time employee exits increased significantly compared to the previous reporting period (December 2020 to December 2023), rising from 343 to 1,106 employees².

While employment equity analysis does not attribute causes to workforce movements, this increase provides important context for interpreting representation trends. Changes in workforce composition during periods of higher turnover may influence both overall representation rates and the distribution of employees across occupational groups.

2.0 Background

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+³ community. The equity representation data used within the report are compared to the external availability data⁴ provided by Statistics Canada (the 2021 Census and the 2022 Canadian Survey on Disability). Representation rates for Employment Equity Occupational Groups (EEOGs)⁵ are analyzed at the institutional level.

For the analysis undertaken, the responses collected comprised of all employee groups, except casual staff⁶. Employment equity data are gathered through confidential surveys conducted with faculty, instructors, and staff each year. The data are analyzed in PeopleSoft⁷ and the

² [FCP Terminated 2025 | PDF], [Form 6 | PDF]

³ 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.

⁴ 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.

⁵ 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.

⁶ Due to the nature of their roles, contractual employees in NOC 41200 (University Professors and Lecturers) are included for Federal Contractors Program (FCP) reporting purposes.

⁷ York's human resources information management system

Workplace Equity Information Management System (WEIMS) ⁸. 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 gaps analysis that is provided for the four federally designated groups.

EMPLOYMENT EQUITY SURVEY

Every year, the University updates its employment equity information through the Employment Equity Survey. Having an up-to-date and accurate picture of the University's workforce demographics allows York to identify gaps in employee representation, set and promote equity, diversity and inclusion goals, and target efforts towards increasing programming in support of York's talent acquisition and retention. It also allows us to identify and remove barriers to create a more inclusive, respectful, and healthy work environment. It is important to capture identities to build awareness and ensure resources are made available to all employees including members of equity-denied groups.

The survey information is confidential and can only be accessed by the Equity, Diversity & Inclusion Program Manager in the Division of Equity, People and Culture and authorized staff in Human Resources. Great care is taken to ensure no university individuals can be identified.

Information collected through the survey is used in aggregate for employment equity purposes only. Self-identifying as one or more equity identified groups is voluntary. University members also have the option to choose not to self-identify. We have seen an increase in the employment equity survey response rate from 62% to 70.1% between 2024 and 2025. This

⁸ software to assist employers subject to the Federal Contractors Program (FCP) in completing their employment equity obligations.

indicates a growing trust in the survey process and in how the University uses employment equity data to advance inclusion.

EMPLOYMENT EQUITY DASHBOARD

The Employment Equity Dashboard is housed on York's [Data Hub](#), and features three years of employment equity data (currently from 2023, 2024 and 2025) using employees' voluntary self-identification information. The dashboard serves as a companion to the annual employment equity report, which is housed on the [employment equity website](#), along with archives of past years' reports. The dashboard also displays comparator data from the Ontario workforce and the York student census. This dashboard helps our community form a better understanding of York as a workplace in hopes of increasing positive outcomes in representation for identified employment equity groups.

3.0 Employment Equity Data 2025

3.1 Overall Representation Rates

In 2025, there were 4672 active full-time employees at York University. The representation data that follows is based on the full-time employee's self-identification information.

Over time, York's workforce composition has shown gradual but measurable shifts, reflecting both stability and change across equity-deserving groups. While year-to-year fluctuations may appear modest, longer-term trends point to incremental progress. Since 2023, overall representation increased from 9.5% to 12.7% for persons with disabilities, from 43.5% to 46.5% for racialized persons, and from 10.3% to 12.2% for 2SLGBTQ+ employees, suggesting that sustained effort can contribute to gradual improvement even where gaps remain.

These trends underscore the importance of interpreting employment equity data beyond single-year changes. Representation outcomes often reflect cumulative effects of hiring, promotion, retention, and workplace experience, reinforcing the need for long-term strategies rather than short-term expectations.

These findings should also be considered in the context of increased workforce movement during the last year, as higher levels of employee exits may influence both representation levels and the distribution of employees across occupational groups.

Employees from Diversity Groups (as of January 1, 2026)

Percentage who are...	Women	Racialized Persons	Indigenous	Persons with Disabilities	2SLGBTQ+
All Employees	57.7%	46.5%	1.8 %	12.7%	12.2%
Managers ⁹	64.2 %	45.7%	1.3%	7.9%	9.9%
Executive Team ¹⁰	52.1%	22.9%	0.0%	4.2%	18.8%
Board of Directors ¹¹	55.0%	35.0 %	0.0 %	Not Available	Not Available

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+.

3.2 Representation by Equity Groups

Women

York Representation (Full-Time Employees): 56.5%

Labour Market Availability (2021): 50.5%.

Gap Analysis: York exceeds the labour market availability for Women by 6%.

Indigenous Peoples

York Representation (Full-Time Employees): 0.9%

Labour Market Availability (2021): 1.9%.

Gap Analysis: York lags the labour market availability for Indigenous Peoples by 1%.

Persons with Disabilities

York Representation (Full-Time Employees): 6.9%

Labour Market Availability (2022): 12.6%.

Gap Analysis: York lags the labour market availability for Persons with Disabilities by 5.7%.

Racialized Persons

⁹ Managers data is derived from Middle and Other Managers EEOG data from the Employment Equity dashboard.

¹⁰ Executive Team data is derived from the EUC – Executive University Committee which is comprised of PVP, Deans, AVPs and Senior Executives.

¹¹ Board of Directors data not available on the Employment Equity Dashboard

York Representation (Full-Time Employees): 35.3%

Labour Market Availability (2021): 33.4%.

Gap Analysis: York exceeds the labour market availability for Racialized Persons by 1.9%.

2SLGBTQ+

York Representation (Full-Time Employees): 12.2%

There is no labour market availability data for 2SLGBTQ+

Representation Gaps by Employment Equity Occupation Groups

In employment equity analysis, underrepresentation occurs when the share of employees from a designated group falls below their availability in the external labour market. Representation gaps must be understood not only as numeric differences, but as indicators of where employment systems and workplace conditions may warrant closer examination.

Table 1 illustrates the concentration of representation gaps by Employment Equity Occupational Group, highlighting where multiple equity groups are underrepresented within the same occupational contexts.

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

Semi-Skilled Manual Workers			x	
Other Sales and Service Personnel			x	x
Other Manual Workers	x		x	

In 2025, representation gaps were not evenly distributed across the University. Instead, they were concentrated within particular Employment Equity Occupational Groups (EEOGs), highlighting the importance of occupational context when interpreting equity outcomes. Notably, Persons with Disabilities experienced gaps in 12 out of 14 of the EEOGs indicating not just a concentration of gaps but a persistent gap for the Equity Group in general.

Analysis of the 2025 data reveals several key patterns:

- **Persons with disabilities** experienced the most widespread underrepresentation, with gaps observed across the majority of EEOGs, including **managers, professionals, supervisors, administrative and clerical roles, and service-based occupations**. This breadth suggests that barriers may exist across multiple stages of employment, from recruitment to advancement and retention.
- **Indigenous Peoples** continued to show underrepresentation in **management, professional, and administrative occupational groups**, including **Middle and Other Managers, Professionals, and Administrative and Senior Clerical Personnel**. These patterns suggest that access to decision-making roles and career progression opportunities remains uneven.
- **Women** were underrepresented in a smaller number of occupational groups, most notably **Skilled Sales and Service Personnel, Skilled Crafts and Trades Workers, Intermediate Sales and Service Personnel, and Other Manual Workers**, reflecting ongoing gender segmentation in specific job families.
- **Racialized persons**, despite exceeding external availability overall, continued to show gaps in several **service, clerical, and supervisory roles**, indicating that overall representation can coexist with occupational concentration and uneven distribution within the workforce

CONCENTRATION OF GAPS ACROSS EEOGS

Two occupational groups merit particular attention due to the intersection of multiple representation gaps:

- Admin and Senior Clerical

- Skilled Crafts and Trades Workers
- Intermediate Sales and Service

In these EEOGs, underrepresentation was observed across three of the four designated groups, signalling potential systemic factors influencing access, progression, or retention within these roles.

The concentration of representation gaps within specific occupational groups signals that challenges may be embedded within shared job structures, progression routes, or qualification pathways. Rather than reflecting isolated outcomes, these patterns suggest the presence of systemic factors that cut across equity groups. This reinforces the rationale for a comprehensive Employment Systems Review focused on occupational pathways, employment practices, and workplace conditions within these roles.

REPRESENTATION GAPS COMPARISON 2024 VS 2025

Year-over-year results provide important context for interpreting the 2025 findings. Compared to 2024, representation gaps expanded across additional Employment Equity Occupational Groups (EEOGs) for persons with disabilities (four additional EEOGs) and for racialized persons (three additional EEOGs), even as York continues to exceed external availability for racialized persons overall. For women, no new gaps emerged and no gaps reduced compared to the gaps from 2024. For Indigenous Peoples, one new gap emerged but also one gap was closed, thereby netting only one additional gap compared to 2024. This shift highlights that, while institutional-level representation may remain stable in some areas, underrepresentation can intensify within specific occupational contexts.

3.3 INTERPRETING THE FINDINGS

Persons with disabilities continue to experience the most widespread underrepresentation across the workforce, with gaps spanning management, professional, administrative, and service based occupational groups. The breadth of these gaps suggests that barriers may arise at multiple stages of employment, including recruitment, workplace accommodation, advancement, and retention. This pattern underscores the importance of examining not only hiring practices, but also how employment conditions, performance expectations, and workplace design may affect participation and progression for employees with disabilities. The initiatives outlined in Section 4—including inclusive leadership training, employment equity education, and systems focused learning—represent important capacity building steps, while the forthcoming Employment Systems Review will enable deeper examination of structural contributors to these patterns.

Underrepresentation of Indigenous Peoples remains most evident in management and professional occupational groups, where access to decision-making roles and career progression opportunities is critical. This concentration suggests that barriers may not be limited to entry-level recruitment, but may also relate to career pathways, advancement practices, and the broader institutional environment. The findings reinforce the importance of initiatives described in this report that support equitable hiring, Indigenous specific guidance in faculty recruitment, and leadership development, while also highlighting the need for targeted systems level analysis to better understand how institutional practices shape access to senior and professional roles.

While racialized persons exceed external availability at the institutional level, representation gaps persist within specific service, clerical, and supervisory occupational groups. This pattern demonstrates that overall representation can mask uneven distribution across job categories, with implications for job quality, advancement opportunities, and occupational mobility. These findings highlight the importance of moving beyond aggregate representation metrics to examine where racialized employees are concentrated within the workforce, and how employment systems influence progression across occupational groups.

The initiatives described in the following section reflect efforts to strengthen equity practice across recruitment, leadership, and workplace culture, while recognizing that sustained progress will require deeper examination of underlying employment systems.

4.0 Employment Equity Initiatives 2025

4.1 Inclusive Recruitment, Hiring and Development Practices

During 2025, employment equity initiatives were advanced through work led by Human Resources, Faculty Affairs and Organizational Learning and Leadership. Collectively, these efforts included changes to recruitment practices, faculty hiring and development supports, leadership learning, and workplace development initiatives.

The initiatives described below illustrate how employment equity considerations were addressed across different functional areas during the year.

STAFF RECRUITMENT, HIRING AND DEVELOPMENT PRACTICES

Human Resources advanced employment equity in 2025 by reinforcing inclusive recruitment practices and improving access to workforce data to support equitable decision-making. Enhanced reporting on the representation of equity-identified groups was made available to hiring managers, enabling more informed and proactive workforce planning and supporting alignment with employment equity objectives.

At the recruitment stage, job summaries continued to be reviewed and updated to ensure inclusive language and the use of bona fide requirements only. Hiring managers and interview panel members received ongoing coaching to reinforce equitable assessment practices and mitigate bias throughout the recruitment process. These efforts were complemented by onboarding practices designed to foster a sense of belonging and inclusion from the outset of employment.

To broaden access to employment opportunities, Human Resources continued to implement its Talent Attraction and Outreach Framework, focusing on intentional outreach to equity-deserving communities and local residents. Between April 2025 and March 2026, the team hosted or participated in multiple outreach events and strengthened relationships with

community-based partners that support diverse job seekers. These activities reinforced York's commitment to inclusive talent sourcing and community-informed recruitment practices.

Figure 1: Partnerships that continue to be developed

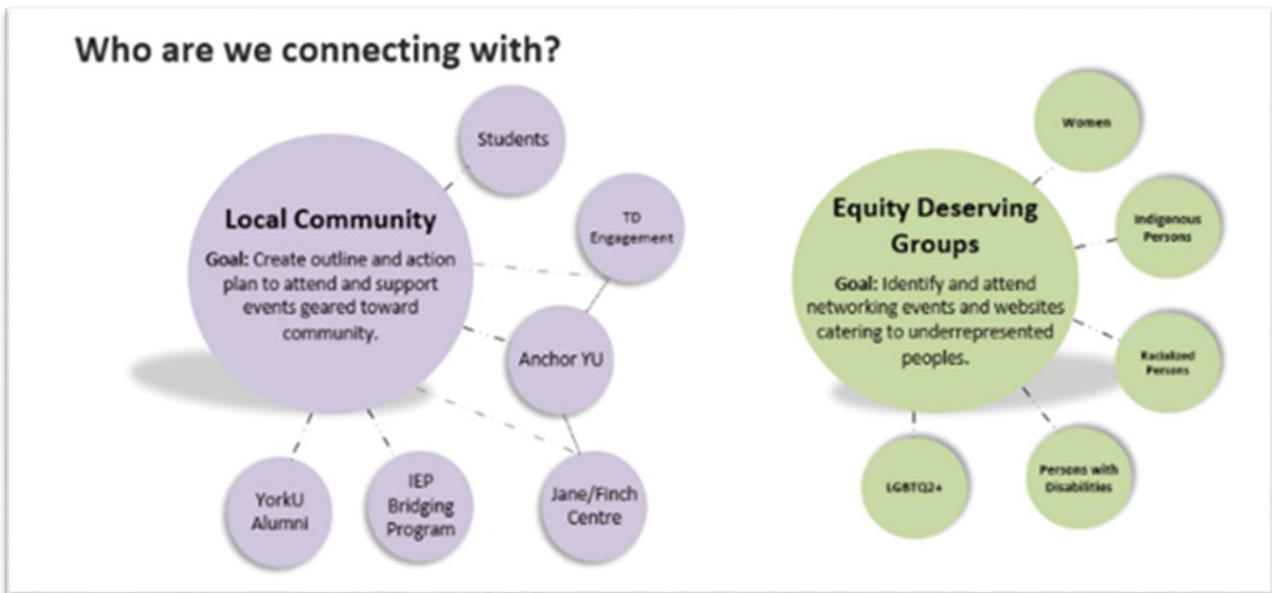


Figure 2: How connections are made with existing and new partnerships

How are we connecting with these groups?

Resources include Consultant, People Planning and Roster of People Partners

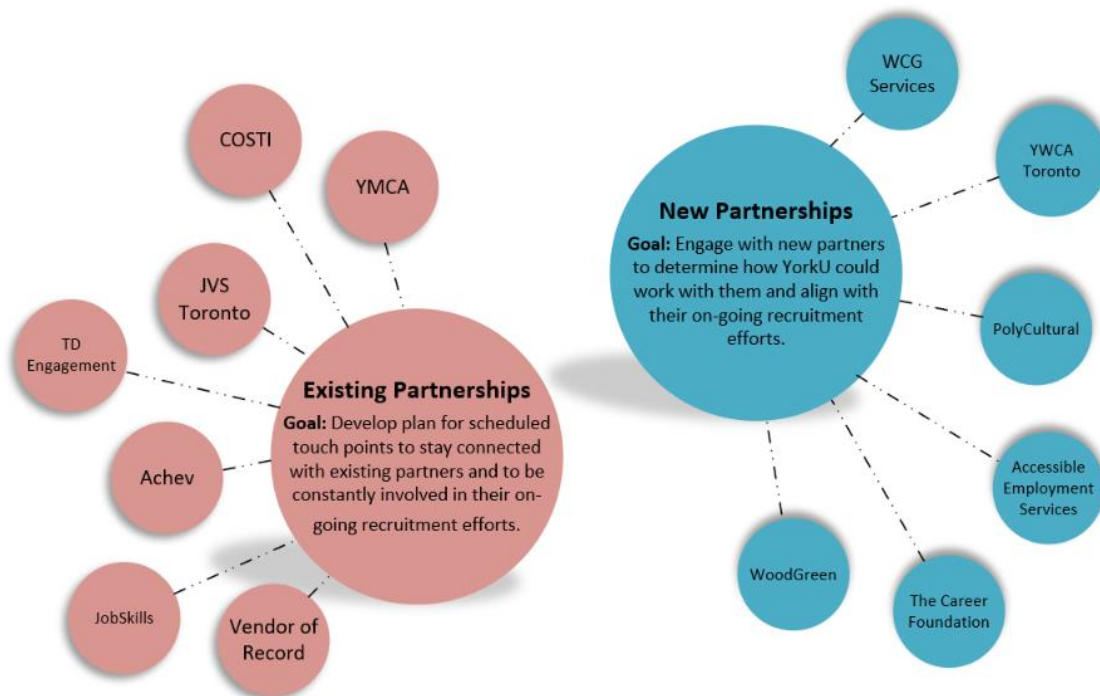
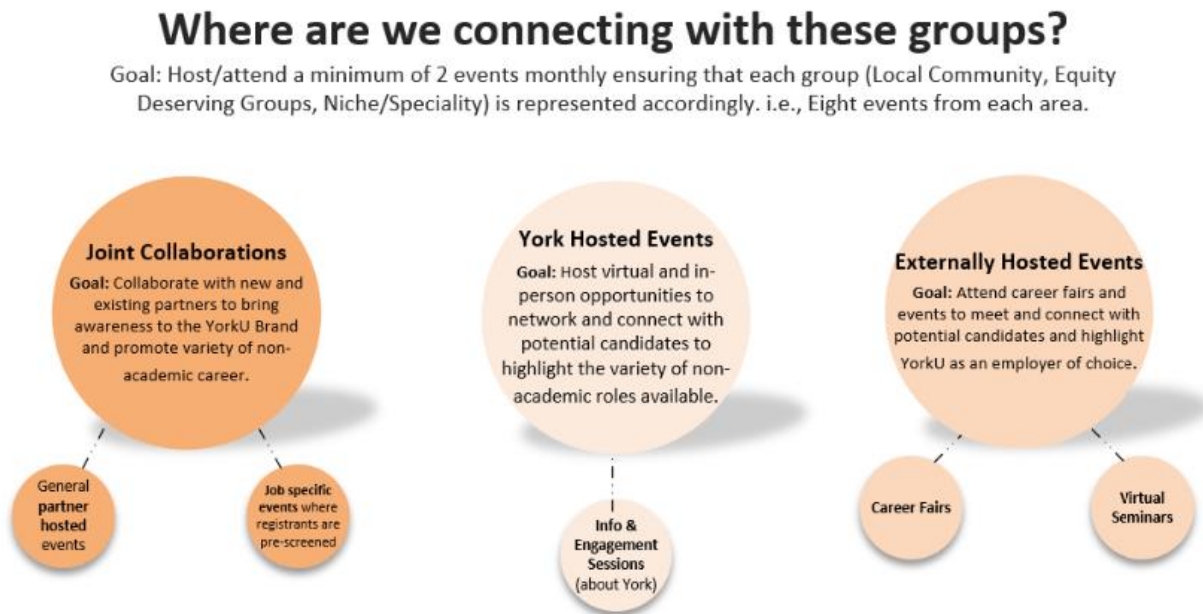


Figure 3: How partnerships are being rolled out



The Organizational Learning and Leadership (OLL) team advanced employment equity by strengthening inclusive leadership capacity and supporting employees through organizational change. DEDI principles continued to be embedded within learning and development offerings for managers and staff, with multiple sessions refreshed annually to reflect evolving equity practices. In response to sustained institutional change, OLL launched the Be Well in Change series, supporting inclusive leadership, confidence through change, and collaboration across difference; the series engaged 1,072 participants and achieved a 97.86% satisfaction rate, demonstrating strong impact and relevance. Employment equity was further supported through enhancements to performance development practices, incorporating strengths-based and equity-informed leadership models to promote healthy and inclusive teams. OLL also continued developing team effectiveness and development questionnaires, including DEDI-related measures to better understand team dynamics and workplace climate. Internally, the OLL team sustained its own learning in DEDI and integrated these principles into its core goals, reinforcing equity as a consistent component of employee development and leadership practice.

FACULTY RECRUITMENT, HIRING AND DEVELOPMENT PRACTICES

The Faculty Affairs team advanced equity in hiring practices in 2025 by supporting and coordinating all faculty hires with the respective search committees through a dedicated teams site Search Committee members, providing guidance about affirmative action, dedicated searches and compliance with employment standards act.

An analysis of hiring practices and outcomes of all searches is conducted annually.

For 2025/2026 Academic Searches, 23 scholars were hired:

- 19 hires (82%) self-identified in one or more equity group
- 2 hires self-identified as Indigenous People (from dedicated searches)
- 2 hires self-identified as Black (from open searches)

The AVP Indigenous Initiatives (AVPII) regularly consults with hiring committees leading searches dedicated to Indigenous scholars beginning at the early stage of the hiring process to provide counsel with regards to the initial drafting of the job ad and its appropriate parameters.

Collaboration with the AVP Indigenous Initiatives was strengthened to support up to three dedicated Indigenous hires for the 2026-2027 academic year.

A range of leadership development, mentorship and career progression initiatives took place in 2025. Equity content continued to be integrated into Academic Leaders at York programming for Chairs and Directors, alongside skill enhancement seminars for new and equity curious academic leaders. Faculty Affairs hosted a Chairs and Directors Reception to support informal mentorship, relationship building, and community among current, incoming, outgoing, and senior leaders, and intentionally integrated racialized colleagues as presenters, panelists, and experts across programming. Faculty Affairs also continued to chair the EDI Course Load Release Program adjudication committee. Additional initiatives included a Q&A on the new collective agreement, career pathway meetups for faculty interested in administrative roles, a YURA Senior Scholars meetup, and connection opportunities for self-identified women in STEM. Faculty Affairs further supported equitable career progression through tenure and promotion information sessions for pre-candidacy, assistant, and associate professors, and concluded the year by recognizing contributions through the EDI Recipient Celebration.

4.2 Employment Equity Training and Capacity-Building Actions

In 2025, York University advanced employment equity by strengthening the knowledge, skills, and accountability of employees involved in hiring, adjudication, leadership, and workplace decision-making. Employment equity actions focused on reducing bias in employment decisions, ensuring fair evaluation of equity-identified employees and candidates, and reinforcing expectations for respectful and inclusive workplaces. These actions supported greater fairness and transparency across employment practices by targeting those with direct influence over recruitment, assessment, supervision, and workplace culture.

Key employment equity training and capacity-building actions included:

- Equitable hiring and adjudication training (POLARIS): More than 900 faculty members serving on hiring and adjudication committees completed POLARIS training since its launch in 2022, which addresses unconscious bias, equitable assessment of candidates, and fairness in academic appointment and adjudication processes.
- Recognition of Indigenous scholarship: The Adjudicating Indigenous Research Excellence (AIRE) module was launched in January 2025, which strengthened capacity

to fairly evaluate Indigenous research contributions by centering Indigenous knowledge systems, research practices, and diverse academic career pathways.

- Employment equity and human rights training: As part of onboarding training, all employees are encouraged to complete the REDDI Tutorial, a module supporting awareness of human rights obligations, discrimination prevention, and responsibilities related to respectful workplaces.
- Accountability for academic leaders: Revised Respect in the Workplace training for academic administrators reinforced responsibilities for addressing discrimination, responding to complaints, and preventing systemic barriers within academic environments.
- Targeted leadership and manager training: Employment equity–focused sessions—including unconscious bias, restorative practice, and employment equity obligations—were delivered to managers, academic leaders, and staff across multiple faculties and operational units this included a Positive Spaces Session with Managers at Community Safety in January 2025, an Employment Equity Session for YUSA and Management in February 2025, and an Unconscious Bias Session for Managers in March 2025.
- Equity-informed teaching and evaluation practices: Faculty and instructors participated in courses, workshops, and communities of practice focused on inclusive assessment, universal design for learning, trauma-informed pedagogy, and equitable classroom and supervisory practices.

Together, these actions strengthened the employee side of the employment lifecycle by improving how hiring and adjudication decisions are made, clarifying equity responsibilities for leaders and supervisors, and supporting workplace environments that reduce barriers to retention, advancement, and professional success for equity-deserving employees.

4.3 Inclusion Initiatives

Several campus-wide initiatives designed to strengthen belonging, connection, and shared responsibility across the University community were held throughout 2025. The second annual DEDI and Wellness Symposium brought together students, staff, and faculty to share lived

experiences, ideas, and practices related to equity work, creating a space for connection, reflection, and knowledge exchange through participant led presentations. Building on this momentum, Inclusion Week 2026, held across all three campuses, centred restorative practice as a foundation for rebuilding trust, navigating conflict, and fostering inclusive relationships. Programming engaged students, faculty, and staff through dialogues, workshops, wellness activities, artistic expression, and Indigenous restorative practices, reinforcing inclusion as both a cultural and relational practice. Participation increased significantly from the previous year, reflecting growing engagement and resonance with the focus on restoration, care, and courageous conversation. In addition, inclusion was reinforced through institutional recognition, including the Excellence in Decolonization, Equity, Diversity and Inclusion Award, which celebrates staff contributions that foster equitable, sustainable, and measurable change. Together, these initiatives supported a more connected and inclusive campus climate by creating spaces for dialogue, recognition, and collective learning.

5.0 Conclusion

York continues to be committed to equity, diversity, and inclusion and to improving employment equity. However, as the data also reveals, there are still several areas where work needs to be done to address employment barriers which persist. 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 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 has initiated a comprehensive Employment Systems Review (ESR) 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.

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

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APPENDIX A – Related Resources

For the 2024 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.

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 journeymen who have received an extensive period of training.

Examples: Plumber; Plasterer; Carpenter

10. Clerical Personnel

Workers performing clerical work, other than senior clerical work.

Examples: Faculty Assistant; Parking Office Clerk; Transcript Assistant

11. Intermediate Sales and Service Personnel

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

Examples: Sales Associate; Bookstore Assistant; Fire Prevention Inspector

12. Semi-Skilled Manual Workers

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

Examples: Operator (Machine and Equipment); Bus Driver

13. Other Sales and Service Personnel

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

Examples: Housekeeping Attendant; Custodian; Cashier

14. Other Manual Workers

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

Examples: Groundskeeper, Ground Maintenance Person

APPENDIX E – 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 Promotions¹²

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.

¹² Total count = 38