



2021 Employment Equity Report

Submitted by: The Centre for Human
Rights, Equity & Inclusion

LAND ACKNOWLEDGEMENT

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok, the “Place of the Alders” in Michi Saagiig language, the region is uniquely situated along Humber River watershed, which historically provided an integral connection for Anishinaabe, Haudenosaunee, and Wendat peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.

TABLE OF CONTENTS

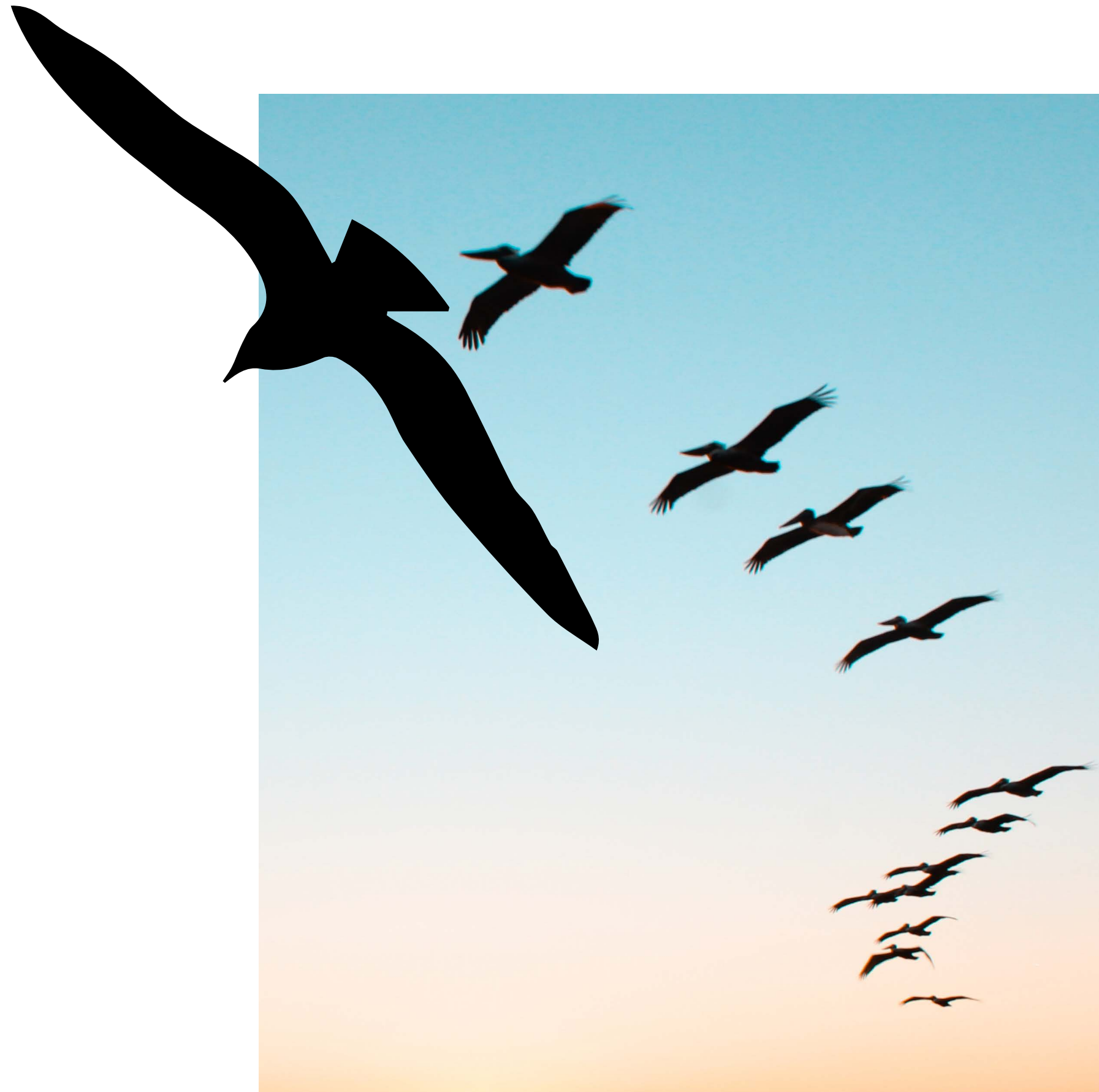
Key Terms	7
Introduction	8
Humber’s Employment Equity Program	13
Findings of Underrepresentation - The Gap	18
The Workforce Analysis and the Employment System Review (ESR)	22
Employment Equity Workforce Analysis - The Overview	25
Distribution of Full-Time Employees Across Employment Equity Occupational Groups	30
Hires and Terminations Data Analysis - Shares of Hires	32
Hires and Terminations Data Analysis - Shares of Terminations	34
Employment Equity Data Analysis for the Designated Groups	38
Employment Equity Data Analysis for the Equity-Deserving Group: Women	40
Employment Equity Data Analysis for Indigenous Peoples	48
Employment Equity Data Analysis for the Equity-Deserving Group: Racialized Persons	52
Employment Equity Data Analysis for the Equity-Deserving Group: Persons with Disabilities	56
Faculty Demographic Data	60
Gender Diversity and Sexual Orientation Demographic Data	70
The Path Ahead	76
Appendix One: Employment Equity Occupational Groups	80



Thank You

A special thank you to Nancy Simms, Director of Human Rights, Equity & Inclusion for her unwavering commitment to advancing Equity, Diversity and Inclusion throughout Humber College and across the post-secondary sector.

Many colleagues have had the privilege to engage in deep learning about Employment Equity under Nancy's leadership. These critical learnings have supported many organizations over the years. Thank you for opening doors and paving the path for so many people.





KEY TERMS



EQUITY:

Refers to the ongoing intentional and systemic approach to remove historic and current barriers for Indigenous Peoples and equity-deserving groups. Humber applies specific programs, policies and practices to support fair and just outcomes.

EQUITY-DESERVING GROUPS:

At Humber, equity-deserving groups refer to communities who were historically and who are currently underserved and underrepresented. These groups include Women, Persons with Disabilities, Racialized Persons, Persons from diverse Gender Identities and Persons who identify as 2SLGBTQ+.

DIVERSITY:

Refers to the different social, cultural and political identities of individuals and their worldviews, knowledges, practices, and experiences. Humber values and respects the contributions of its diverse students and employees leading to an enriched learning, working and living environment.

INTERSECTIONALITY:

The concept of 'intersectionality' was coined by Professor Kimberlé Williams Crenshaw and is defined as: "The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise." (Source: [Oxford English Dictionary](#))

INCLUSION:

Refers to the active and intentional engagement of people in all their diverse social, cultural and political identities that fosters a sense of belonging. At Humber, this engagement is grounded in respect, and all members of the college community are recognized as valued contributors. Inclusion is intrinsically connected to wellbeing and enriches innovation, sustainability and excellence in curricula, research, programs and services.



INTRODUCTION

Continue to build a diverse and inclusive community of exceptional students, faculty and staff. - Humber College Strategic Plan: 2018-2023

In 2018, Humber College embarked on a journey to advance Equity, Diversity and Inclusion (EDI) throughout the institution. In response to Humber's 2018-2023 Strategic Plan, the Centre for Human Rights, Equity & Inclusion (the Centre) leads an EDI Taskforce responsible for the development of an institutional EDI Framework and Strategy. The framework is built on four program areas and five streams. One of the streams, Access & Equity: Employees, adopted Humber's Employment Equity Program, which is a model program across the post-secondary sector, as the key mechanism to address the underrepresentation of designated groups throughout all levels of the College.

Kipang and Zuberi (2018) conducted a policy analysis of Employment Equity Programs and reporting in Ontario Public Colleges. Their research focused on Ontario's five largest publicly funded colleges. They stated that Humber was the only institution to make the Employment Equity data available in a public annual report. This speaks to Humber's strong commitment to accountability towards its community.

Humber continues to voluntarily comply with the [Employment Equity Act](#). In 2018, the Centre re-established the [Employment Equity Program](#) and produced its first formal annual Employment Equity Report. In keeping with its commitment to Employment Equity, the Centre continues to produce this annual report for the College. This report presents Humber's Employment Equity data of primarily full-time employees for the calendar year of January 1, 2021 to December 31, 2021.

Reference:

Kipang, S. & Zuberi, D. (2018). Beyond Face Value: A Policy Analysis of Employment Equity Programs and Reporting in Ontario Public Colleges. *Canadian Journal of Higher Education*, 48(2), 169–185.





“We must open the doors and we must see to it they remain open, so that others can pass through.”

Rosemary Brown, politician, activist, and Canada’s first Black woman member of a provincial legislature





The Steps to Implement an Organizational Employment Equity Program:

Steps	Current Status at Humber College
Step 1: Initiate an employment equity program	Completed
Step 2-1: Conduct a workforce analysis	Current state completed in 2018; Complete Annually
Step 2-2: Conduct an employment systems review	Completed over 2021/2022
Step 3: Create an employment equity plan	Develop in 2022
Step 4: Establish and sustain an employment equity program	Ongoing
Step 5: Produce an annual report	Complete Annually



HUMBER'S EMPLOYMENT EQUITY PROGRAM

The *Employment Equity Act (the Act)* aims to make workplaces inclusive and open to individuals from employment equity groups that have historically faced employment barriers. The employment equity groups, also referred to as designated groups, are: Women, Indigenous Peoples, Persons with Disabilities and Racialized Persons. Other dimensions of diverse identities, such as, sexual orientation and gender identity are not included in the Act and no statistically confirmed data currently exist on labour market availability for these groups. Therefore, these are not included in the analysis provided by the Workplace Equity Information Management System (WEIMS) report.



“It is not that individuals in the designated groups are inherently unable to achieve equality on their own, it is that the obstacles in their way are so formidable and self-perpetuating that they cannot be overcome without intervention. It is both intolerable and insensitive if we simply wait and hope that the barriers will disappear with time. Equality in employment will not happen unless we make it happen.”

Judge Rosalie Silberman Abella, Royal Commission on Equality in Employment, 1985



FULL REPRESENTATION

The goal of employment equity is full representation which is achieved when the internal representation of the employment equity groups reflects their external availability. Based on Humber College's current population in each Employment Equity Occupational Group (EEOG):

- The availability number (#) in the Workforce Analysis table below is the long-term numerical goal of full representation.
- The Gap number (#) column in the Workforce Analysis table below is the difference between current representation and full representation.
 - A negative Gap # is the numerical goal the employer must achieve in order to achieve full representation.
 - A positive Gap # shows that the employer has met and exceeded its full representation goals for the employment equity group in the particular EEOG, i.e. the internal representation of the employment equity group in the particular EEOG exceeds external availability.

Humber College measures and reports its current representation by comparing the internal representation of the four employment equity groups in its workforce against availability benchmarks set by the Labour Program at Employment and Social Development Canada (ESDC).



MORE ABOUT AVAILABILITY DATA AND AVAILABILITY STATISTICS

Availability statistics are the data on the number or percentage of employment equity group members possessing the requisite skills within the relevant labour market for particular occupations or groups of occupations. Depending on the position, the relevant labour market may be national, provincial or the local Census Metropolitan Area (CMA). Accordingly, the availability data would differ.

The 2016 national availability benchmarks set by the Labour Program based on the National Household Survey (NHS) were used for Indigenous Peoples, Women and Racialized Persons. The Canadian Survey on Disability (CSD) was used for Persons with Disabilities. Availability data for Persons with Disabilities are reported at the national level only. The availability data of Persons with Disabilities are sometimes small at the EEOG level and become less reliable. For this reason, EEOG values are suppressed at the provincial level and no data are made available at the NOC level and the local Census Metropolitan Area level.

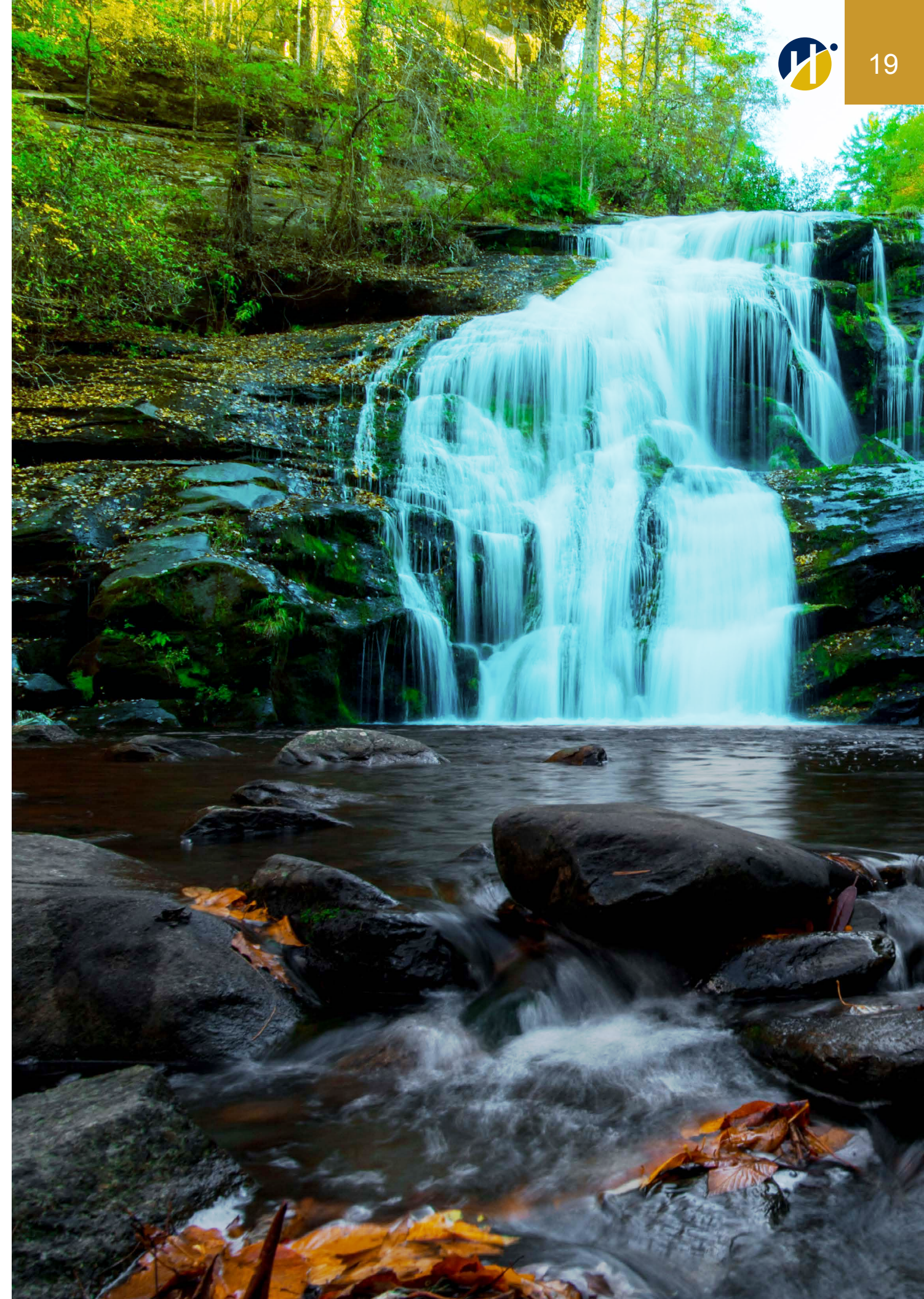


FINDINGS OF UNDERREPRESENTATION - THE GAP

The Workforce Analysis tables show the patterns of underrepresentation of the employment equity groups. These patterns are the results of Humber's corporate culture, employment policies and practices and employment decisions made over time.

Underrepresentation is a key concept in employment equity analysis. The employer is expected to hire qualified employment equity group candidates at their external availability rate, at a minimum. A gap occurs when the internal representation of the employment equity groups in the particular EEOG is less than their external availability. The next step in employment equity analysis is to determine whether the underrepresentation is significant. These three filters are used to determine significance:

- **Size:** The first filter is the size of the gaps, i.e. how many of the gaps are equal to and exceed -3.
- **Severity:** The second filter is severity, a measure of how close the designated group is to full representation. The closer the percentage is to 100%, i.e. full representation, the less severe is the underrepresentation. A value of 80% demonstrates that the employer has achieved 80% of its full representation goal for the particular EEOG and so the underrepresentation is not seen as problematic. The severity ratio or utilization rate measure is one of the fields in the tables below.
- **Prevalence:** The third overall filter is the prevalence of the underrepresentation of the designated group(s) in the EEOGs.





CONCENTRATION AND CLUSTERING

Other measures of employment equity are concentration and clustering. The Canadian Human Rights Commission (CHRC) does not require employers to explain this in their employment equity analysis. However, in this Report we identify those occupations in which the internal representation of employment equity groups exceeds their external availability. The greater the positive gap number, the greater is the degree of overrepresentation. A high degree of overrepresentation can be described as 'clustering' or 'concentration'. Concentration of employment equity groups, in low paying jobs or in specialist roles is sometimes interpreted as measures of inequity. Similarly, their overrepresentation in temporary or contract positions, i.e. precarious employment, can be a measure of inequity.





THE WORKFORCE ANALYSIS AND THE EMPLOYMENT SYSTEMS REVIEW (ESR)

Patterns of underrepresentation signal potential problem areas. These patterns suggest that an organization's policies and practices inadvertently exclude talent from the employment equity groups and/or that the organization can do more to attract and retain talented Women, Indigenous Peoples, Persons with Disabilities and Racialized Persons to roles for which they are qualified.

Humber College commenced a comprehensive Employment Systems Review (ESR) in 2021. The ESR will provide reasonable explanations for the gaps and enables the employer to develop qualitative goals, i.e. evidence-based strategies and initiatives to remove employment barriers, change corporate culture and increase the representation of employment equity group talent in its workforce. The ESR examines each employment system - recruitment, selection, hiring; training and development; promotion; retention and termination; reasonable accommodation and corporate culture and attitudes - as part of this analytical review process. The ESR is not an Human Resources audit.



THE PURPOSE OF AN EMPLOYMENT SYSTEMS REVIEW IS FIVE-FOLD:

1. to identify all human resources systems, policies and practices;
2. to analyze these systems, policies and practices to determine how they may have a different impact on designated groups compared to those who are not members of a designated group;
3. to identify which of these systems, policies and practices create barriers;
4. to provide a basis for corrective action to remove barriers; and
5. to assess the potential for reasonable accommodation to overcome valid barriers (i.e., barriers that exist because of a bona fide occupational requirement and are consistent with human rights legislation).

(Source: ESDC - Step 2-2 Conducting an Employment Systems Review)

YOU SHOULD KNOW...

After completing the ESR, Humber will have accomplished the following:

- ✓ identified all human resources systems, policies and practices, both formal and informal, within the organization;
- ✓ assessed each of these systems, policies and practices to determine whether they negatively affect members of a designated group for which gaps in representation were identified and, if so, assessed each one against a set of factors to identify barriers;
- ✓ determined whether any of these barriers are valid requirements and, if they are, what accommodations may be possible to mitigate any negative effects;
- ✓ considered and potentially made recommendations for removing barriers, complete with timeframes for their removal, and assigned a manager to be responsible for this;
- ✓ provided education and training on conducting an ESR to key stakeholders;
- ✓ designed a process for reviewing new policies and practices in the future; and
- ✓ written a summary report of your employment systems review that will guide the creation of the employment equity plan.

(Source: ESDC - Step 2-2 Conducting an Employment Systems Review)



WORKFORCE ANALYSIS GAPS AND NUMERICAL GOALS

To achieve full representation, numerical goals are established for employment equity groups in each EEOG where there is underrepresentation. The goals established must be sufficient to ensure reasonable progress towards closing each gap in representation by being above or, at minimum, equal to availability.

Exception: If there is a gap for Women in an EEOG where women are represented at 50 percent or more, the employer is not required to establish a goal, regardless of availability. This exception is to ensure that the Employment Equity Program is not encouraging employers to further categorize certain occupations as “female” occupations.



EMPLOYMENT EQUITY WORKFORCE ANALYSIS – THE OVERVIEW:

Data were collected using Humber’s voluntary, confidential self-identification Employment Equity Questionnaire. Employees are aware that access to their employment equity information is confidential, restricted only to duly authorized personnel in the Centre for Human Rights, Equity & Inclusion and that they can update their employment equity information if there is a change in their employment equity status.

Return and Response Rates and Keeping data up-to-date:

Humber ensures that reliability of its employment equity database when it achieves and maintains, at a minimum, an 80 percent questionnaire return and response rate. Humber will also keep its workforce data up-to-date by providing a self-identification questionnaire to employees who request it, wish to change previously submitted information and to new employees. The College updates its database to reflect new data stemming from the above and from employee hires and terminations.

Workforce Composition:

On December 31, 2021, there were 1766 active full-time employees at Humber across the three employment statuses - Faculty, Support and Administrative staff. Table 1 shows the year-over-year representation data based on full-time employees’ voluntary self-identification on the EEQ on December 31, 2018, December 31, 2019, December 31, 2020 and December 31, 2021. It is important to note that some Indigenous Peoples and individuals from equity-deserving groups are less likely to complete the EEQ.



Table 1 - Representation data of full-time employees for the years of 2018, 2019, 2020 and 2021:

Year	# of Full-time Employees	Women	Indigenous Peoples	Persons with Disabilities	Racialized Persons
December 31, 2021	1766	1042 (59.0%)	17 (0.9%)	54 (3.1%)	330 (18.7%)
December 31, 2020	1717	1028 (59.9%)	13 (0.8%)	53 (3.1%)	323 (18.8%)
December 31, 2019	1643	959 (58.4%)	12 (0.7%)	55 (3.4%)	316 (19.2%)
December 31, 2018	1633	940 (57.6%)	12 (0.7%)	47 (2.9%)	327 (20.0%)

Note: The total may not equal the sum of components due to rounding and individuals may identify belonging to more than one designated group.

The above table shows a small increase between 2018 and 2021 in the percentage of full-time employees who self-identify as Women (+1.4%), employees who self-identify as Indigenous Peoples (+0.2) as well as employees who self-identify as Persons with Disabilities (+0.2). Conversely, there was a decrease in the percentage of full-time employees who self-identify as Racialized Persons (-1.3%) during this same time period.

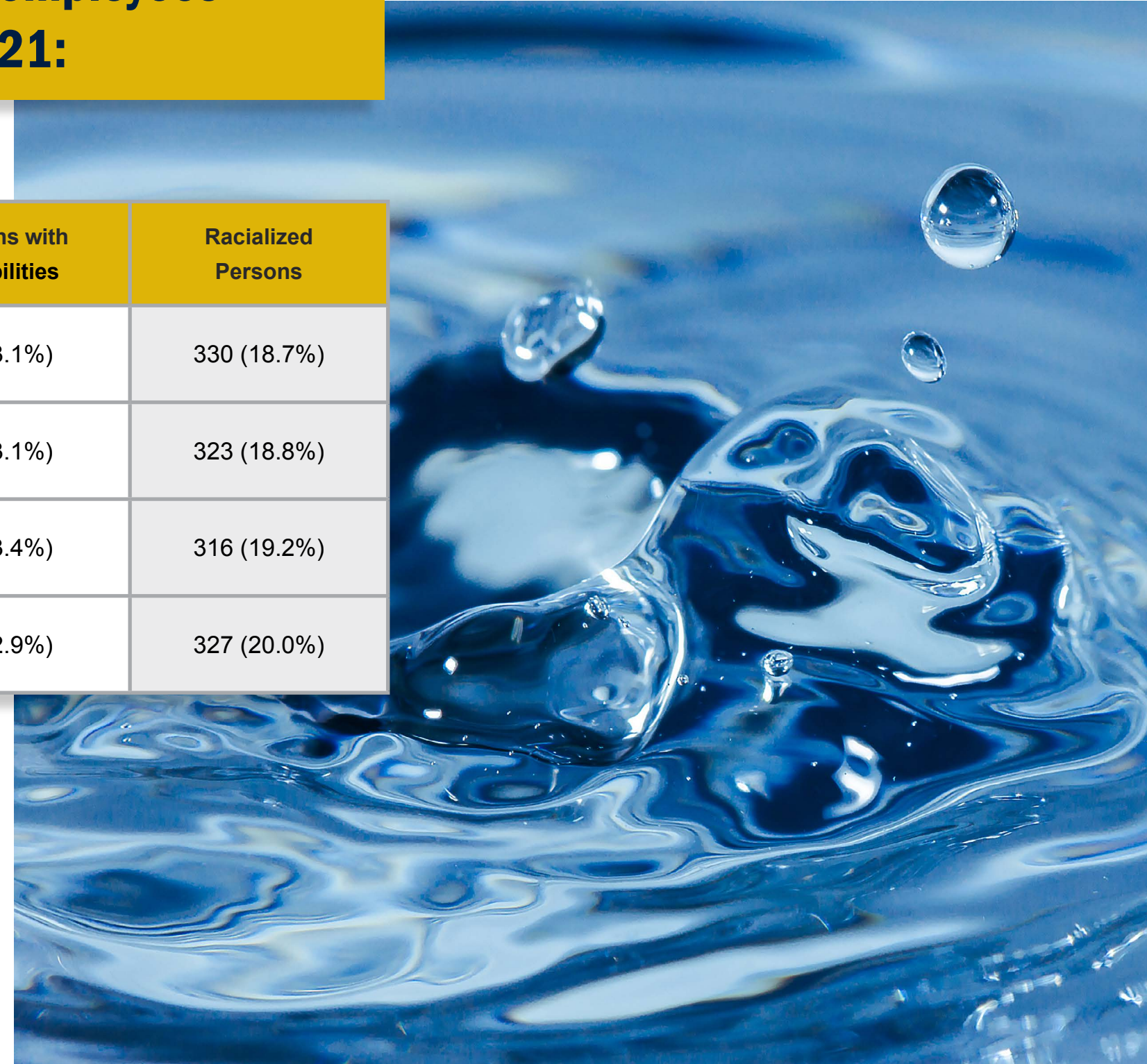




Table 2 - Representation data of full-time employees, external availability and gap number as of December 31, 2021:

Designated Group	Representation #	External Availability #	Gap #
Women	1042 (59.0%)	999 (56.6%)	43
Indigenous Peoples	17 (0.9%)	44 (2.6%)	-27
Persons with Disabilities	54 (3.1%)	150 (8.5%)	-96
Racialized Persons	330 (18.7%)	419 (23.8%)	-89



Table 3 - Representation data of full-time employees, external availability and gap number as of December 31, 2020:

Designated Group	Representation #	External Availability #	Gap #
Women	1028 (59.9%)	977 (57.0%)	51
Indigenous Peoples	13 (0.8%)	44 (2.6%)	-31
Persons with Disabilities	53 (3.1%)	146 (8.6%)	-93
Racialized Persons	323 (18.8%)	410 (23.9%)	-87

Women continues to be the only designated group whose internal representation overall in the Humber workforce exceeds the external availability for the years 2018 to 2021. During this same time period, the internal representation of Indigenous Peoples, Persons with Disabilities and Racialized Persons in the Humber workforce continues to be less than the external availability.



Distribution of Full-Time Employees Across Employment Equity Occupational Groups

Table 4 - The following table shows the distribution of Humber's full-time employees among all 14 Employment Equity Occupational Groups (EEOGs) as of December 31, 2021:

Employment Equity Occupational Groups (EEOGs)	Total Number of Full-Time Employees in the EEOG (n=1766)	Percentage of Full-Time Employees in the EEOG
01: Senior Managers	10	0.6%
02: Middle and Other Managers	255	14.4%
03: Professionals	972	55.0%
04: Semi-Professionals and Technicians	142	8.0%
05: Supervisors	11	0.6%
06: Supervisors: Crafts & Trades	1	0.1%

Table continued →

Please see Appendix #1 for examples of positions at Humber for each EEOG.



Employment Equity Occupational Groups (EEOGs)	Total Number of Full-Time Employees in the EEOG (n=1766)	Percentage of Full-Time Employees in the EEOG
07: Administrative and Senior Clerical Personnel	262	14.8%
08: Skilled Sales and Service Personnel	2	0.1%
09: Skilled Crafts and Trades Workers	7	0.4%
10: Clerical Personnel	58	3.3%
11: Intermediate Sales and Service Personnel	30	1.7%
12: Semi-Skilled Manual Workers	3	0.2%
13: Other Sales and Service Personnel	9	0.5%
14: Other Manual Workers	4	0.2%

The above data shows that the majority of Humber's full-time employees are in four (4) Employment Equity Occupational Groups:

- 02: Middle and Other Managers
- 03: Professionals
- 04: Semi-Professionals and Technicians
- 07: Administrative and Senior Clerical Personnel

The distribution by EEOG remained similar to 2019 and 2020.

A deeper analysis of the representation of the designated groups in the 14 EEOGs is contained within this report to illustrate where the College is doing well and where there is area for improvements.



HIRES AND TERMINATIONS DATA ANALYSIS

Shares of Hires

The hiring data for the years 2018, 2019, 2020 and 2021 were reviewed based on new full-time employees' self-identification on the Employment Equity Questionnaire. Designated groups' share of hires is one measure of the effectiveness of Humber's recruitment strategies and its capacity to attract, select and hire the diversity of experiences and skills it needs to be successful.



Table 5 - The following are the representation rates for the new hires based on employees' self-identification via the Employment Equity Questionnaire for the years 2018, 2019, 2020 and 2021:

Year	Total Number of Employees Hired	Women	Indigenous Peoples		Persons with Disabilities		Racialized Persons	
		Total	Total	Women	Total	Women	Total	Women
December 31, 2021	74	39	2	1	3	1	15	9
December 31, 2020	36	26	1	0	2	1	3	2
December 31, 2019	65	40	0	0	2	1	6	3
December 31, 2018	146	71	2	2	1	0	19	10

Hiring below availability perpetuates underrepresentation. To achieve a representative workforce, Humber must hire at minimum at external availability.

This calls attention to the need for Humber to examine its sourcing and talent acquisition systems and practices and to hold hiring managers and recruiters accountable ensuring a diverse candidate pool.



HIRES AND TERMINATIONS DATA ANALYSIS

Shares of Terminations

Terminations, voluntary and involuntary, are one of the measures of retention and employee engagement. The following table shows the breakdown of termination data based on the designated groups for the 2018, 2019, 2020 and 2021 years.



Table 6 - The following is the breakdown of the termination data (voluntary and involuntary) based on employees' self-identification via the Employment Equity Questionnaire for the years 2018, 2019, 2020 and 2021:


Year	Total Number of Voluntary and Involuntary Terminations	Women	Indigenous Peoples	Persons with Disabilities	Racialized Persons
December 31, 2021	124	81	0	5	24
December 31, 2020	76	36	2	7	19
December 31, 2019	47	30	1	1	11
December 31, 2018	69	44	0	5	11

Note: To protect the confidentiality of the voluntary and involuntary terminated employees, the above data has not been further disaggregated based on EEOG or intersectional identity for Women.



The data shows that there were 124 total voluntary and involuntary terminations in 2021. Additionally, the data continues to show that there is a greater percentage of voluntary and involuntary terminations of employees who self-identify as Women compared to men. Women accounted for 65.3% of all terminations in 2021. Further, the data also continues to show an increase in the percentage of voluntary and involuntary terminations of employees who self-identify as Racialized Persons.

While it would be advisable to review five years' of termination data to determine a trend, we note that other than for Women, hires for the other designated groups were lower than their availability. As mentioned earlier, the ESR will examine each employment system - recruitment, selection, hiring; training and development; promotion; retention and termination; reasonable accommodation and corporate culture and attitudes. The year-over-year hiring and termination data analyses show the critical need to examine the related employment systems to understand possible systemic barriers and factors that are impacting the recruitment and retention of individuals from the designated groups.



“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”

Audre Lorde



EMPLOYMENT EQUITY DATA ANALYSIS FOR THE DESIGNATED GROUPS





Employment Equity Data Analysis for the Equity-Deserving Group: Women:

Overall Women make up **59.0%** (n=1042) of the Humber College workforce. This is greater than their external availability of **56.6%**. Women are underrepresented in 6 of the 14 EEOGs.

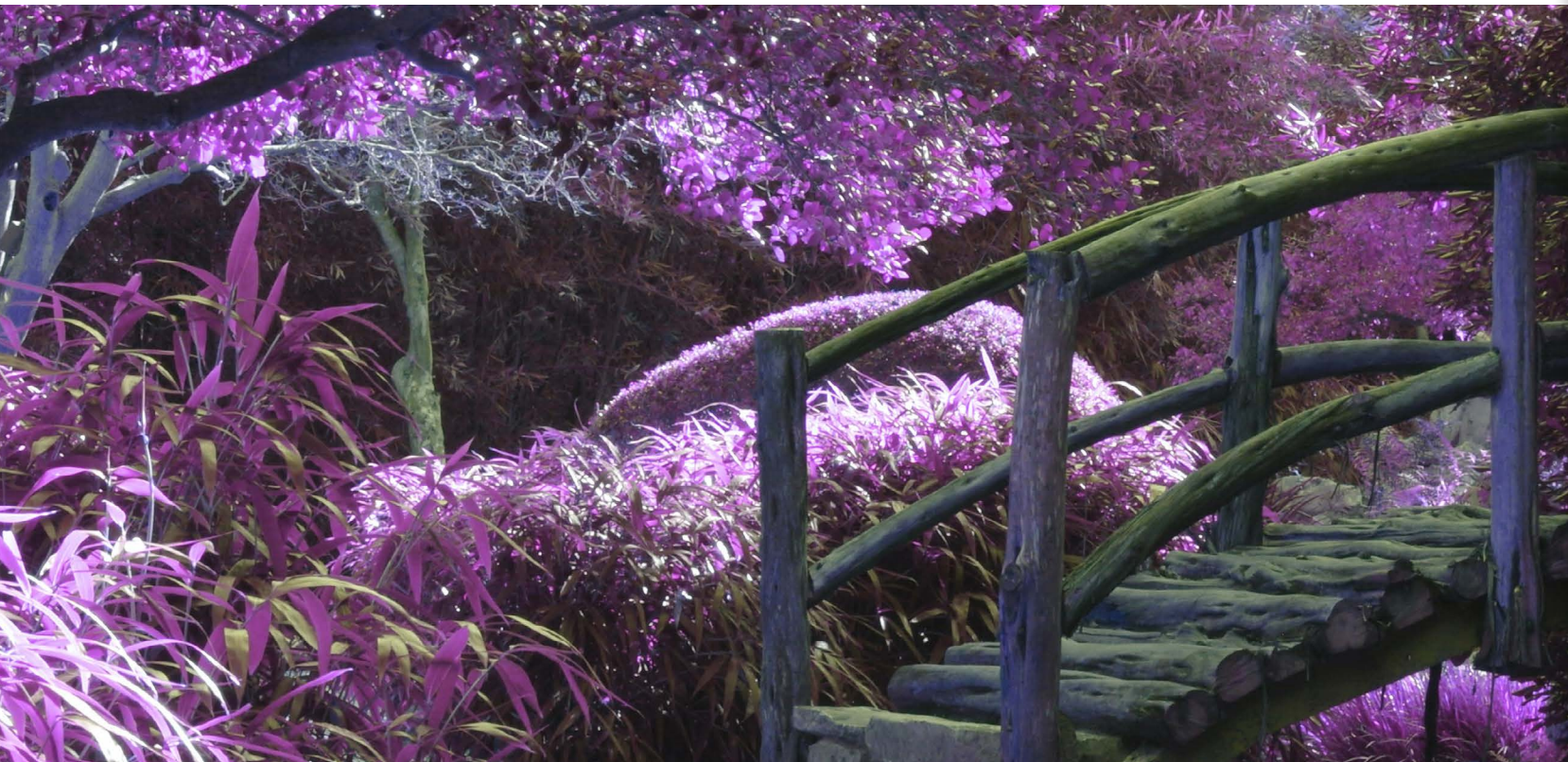


Table 7 - This table provides an overview of the employment equity status of Women in the Humber College workforce. It lists the EEOGs in which Women are underrepresented and where their representation is below 50%, the gap number and the severity ratio. What then follows is a further underrepresentation analysis in which we apply the filters of size, severity and prevalence. As mentioned earlier, severity is a measure of how close the designated group is to full representation. The closer the percentage is to 100% i.e. full representation, the less severe is the underrepresentation. A value of 80% demonstrates that the employer has achieved 80% of its full representation goal for the particular EEOG and so the underrepresentation is not seen as problematic.

EEOG#	EEOG	Gap #	Severity Ratio
12	Semi-Skilled Manual Workers	-1	0.0%
13	Other Sales and Service Personnel	-3	40.0%
14	Other Manual Workers	-1	0.0%



Significance of Underrepresentation

Size: In 1 of the 3 EEOGs in which Women are underrepresented the gap is equal to or exceeds -3.

Severity: The severity is high in all the EEOGs shown above in which the gaps exist.

Prevalence: Prevalence of underrepresentation is low. Where representation is less than 50% women are only underrepresented in 3 of 14 occupational groups.

Women continue to be well represented in leadership and professional knowledge worker roles. Whereas as we see in Table 7, their underrepresentation is in semi-skilled and low skilled occupational groups. What is more, these EEOGs only represent 0.9% of the workforce. Therefore, efforts to diversify the workforce are better allocated to the other employment equity groups where the severity and prevalence of underrepresentation are significantly higher.

The degree to which members of designated groups are in positions of authority and decision making is a measure of inclusion. The representation of Women is greater than the availability. At 59.0%, their representation exceeds their availability of 56.6%. They are dominant in the senior, middle management and professional roles and in key positions in these occupational groups. In Senior Management they represent 60.0% of the staff and in Middle Management they represent 63.5% of the staff. Women also have a significant representation in knowledge worker roles in EEOG: 03 – Professionals where they represent 54.7% of the staff. We bring attention to the need to ensure diversity of Women in the organization.





Analyzing the Representation Data for Women from an Intersectional Lens

Intersectional data on the representation of employees who identify as Indigenous Peoples and/or members of more than one equity-deserving group provides critical insights into compounding factors that perpetuate marginalization among designated groups. This data enables the College to consider implications for Employment Equity priorities and strategies. Earlier in the report, disaggregated data was provided for new full-time hires who self-identified as Women using intersectional identity data. The data highlighted the representation data of new hires who self-identified as Women and a member of one additional designated group. The College exceeded the external availability for Women, nevertheless the disaggregated data shows that there is little diversity in Women.

In Table 8, we address intersectionality and disaggregate the representation of women by race, disability status and Indigenous identity across 14 EEOGs. We note the lack of diversity.



Table 8 - The following table shows the intersectional representation data of full-time employees who self-identified as Women as of December 31, 2021:

EEOG	All Employees		Indigenous Peoples		Persons with Disabilities		Racialized Persons	
	Total #	Women	Total #	Women	Total #	Women	Total #	Women
Senior Managers	10	6	0	0	0	0	Less than 5	Less than 5
Middle and Other Managers	255	162	Less than 5	Less than 5	6	Less than 5	36	27
Professionals	972	532	9	7	31	16	174	95
Semi-Professionals and Technicians	142	64	Less than 5	Less than 5	8	Less than 5	21	9

Table continued →

As per Employment Equity regulations and to protect employees' confidentiality, if the total number of employees who self-identify as Indigenous Peoples and/or a member of an equity-deserving group is less than five (5), it is denoted as "Less than 5" in the disaggregated data above.



EEOG	All Employees		Indigenous Peoples		Persons with Disabilities		Racialized Persons	
	Total #	Women	Total #	Women	Total #	Women	Total #	Women
Supervisors	11	6	0	0	Less than 5	Less than 5	Less than 5	Less than 5
Supervisors: Crafts and Trades	Less than 5	Less than 5	0	0	0	0	0	0
Administrative and Senior Clerical Personnel	262	211	Less than 5	Less than 5	6	Less than 5	67	52
Skilled Sales and Service Personnel	Less than 5	0	0	0	0	0	Less than 5	0
Skilled Crafts and Trades Workers	7	0	0	0	0	0	Less than 5	0
Clerical Personnel	58	35	0	0	Less than 5	Less than 5	15	8
Intermediate Sales and Service Personnel	30	23	0	0	Less than 5	0	8	Less than 5
Semi-Skilled Manual Workers	Less than 5	0	0	0	0	0	0	0

Table continued →



EEOG	All Employees		Indigenous Peoples		Persons with Disabilities		Racialized Persons	
	Total #	Women	Total #	Women	Total #	Women	Total #	Women
Other Sales and Service Personnel	9	Less than 5	0	0	0	0	Less than 5	0
Other Manual Workers	Less than 5	0	0	0	0	0	0	0
Total Number of Employees	1766	1042	17	12	54	30	330	198

The above representation data analyzed from an intersectional lens shows that out of 1042 full-time employees who self-identify as Women:

- 12 or 1.2% of the employees self-identify as Women and Indigenous Peoples
- 30 or 2.9% of the employees self-identify as Women and Persons with Disabilities
- 198 or 19.0% of the employees identify as Women and Racialized Persons

Similar to the 2019 and 2020 Employment Equity Reports, while Women overall are well represented in leadership and professional roles at Humber, the disaggregated representation data shows that the College needs to focus on the recruitment, advancement and retention of employees who self-identify as Women from the following designated groups: Indigenous Peoples, Persons with Disabilities and Racialized Persons.



Employment Equity Data Analysis for Indigenous Peoples

Overall Indigenous Peoples make up **0.9%** (n=17) of the Humber College workforce. This is less than their external availability of **2.6%**. The overall gap number is -27, which is almost 1.6 times their current representation of 17.



Table 9 - This table provides an overview of the employment equity status of Indigenous Peoples. It lists the EEOGs in which Indigenous Peoples are underrepresented, the gap number and the severity ratio. What then follows is a further underrepresentation analysis in which we apply the filters of size, severity and prevalence.

EEOG#	EEOG	Gap #	Severity Ratio
2	Middle and Other Managers	-4	42.9%
3	Professionals	-23	28.1%
4	Semi-Professionals and Technicians	-1	66.7%



Significance of Underrepresentation

Size: In 2 of 3 EEOGs in which Indigenous Peoples are underrepresented, gaps equal or exceed -3. The range is from -4 to -23.

Severity: Severity of underrepresentation is high. In all 3 EEOGs in which there is underrepresentation, the severity ratio ranges between 28.1% and 66.7%.

Prevalence: Prevalence of underrepresentation is moderate. While the Workforce Analysis only shows underrepresentation in 3 of the 14 occupational groups, Indigenous Peoples are only present in 4 of the EEOGs. The underrepresentation in the other EEOGs is 0 because of low external availability.

Indigenous Peoples are severely underrepresented at Humber College where the representation is 0.9% and the availability is 2.6%. Employment Equity requires that special emphasis be placed on hiring Indigenous Peoples at their availability rates.





Employment Equity Data Analysis for the Equity-Deserving Group: Racialized Persons:

Overall Racialized Persons account for **18.7%** (n=330) of the Humber College workforce. This is less than their external availability of **23.8%**.



Table 10 - This table provides an overview of the employment equity status of Racialized Persons. It lists the EEOGs in which Racialized Persons are underrepresented, the gap number and the severity ratio. What then follows is a further underrepresentation analysis in which we apply the filters of size, severity and prevalence.

EEOG#	EEOG	Gap #	Severity Ratio
2	Middle and Other Managers	-9	80.0%
4	Semi-Professionals and Technicians	-14	60.0%
5	Supervisors	-2	66.7%
7	Administrative and Senior Clerical Personnel	-39	63.2%
10	Clerical Personnel	-15	50.0%
11	Intermediate Sales and Service Personnel	-8	50.0%
12	Semi-Skilled Manual Workers	-2	0.0%
13	Other Sales and Service Personnel	-4	20.0%
14	Other Manual Workers	-2	0.0%



Significance of Underrepresentation

Size: In 6 of 14 EEOGs gaps equal or exceed -3. In terms of size therefore, the underrepresentation is significant.

Severity: In Middle Manager & Other Manager roles, where the severity ratio utilization rate is 80%, Racialized Persons are at full representation. Notwithstanding, severity of underrepresentation is high. The severity ratio in 2 EEOGs is 0.0% and in 5 others, the ratio does not exceed 66.7%.

Prevalence: Prevalence of underrepresentation is high. Racialized Persons are underrepresented in 9 of 14 EEOGs.

Due to the size of the gaps, there needs to be a concerted focus on the underrepresentation of Racialized Persons particularly in occupations where the size of the gaps is large.





Employment Equity Data Analysis for the Equity-Deserving Group: Persons with Disabilities:

Overall Persons with Disabilities account for **3.1%** (n=54) of the Humber College workforce. This is less than their external availability of **8.5%**. Persons with Disabilities are fully represented in none of the occupational groups.



Table 11 - This table provides an overview of the employment equity status of Persons with Disabilities. It lists the EEOGs in which Persons with Disabilities are underrepresented, the gap number and the severity ratio. What then follows is a further underrepresentation analysis in which we apply the filters of size, severity and prevalence.

EEOG#	EEOG	Gap #	Severity Ratio
1/2	Managers	-7	46.2%
3	Professionals	-56	35.6%
4	Semi-Professionals and Technicians	-3	72.7%
5	Supervisors	-2	33.3%
7	Administrative and Senior Clerical Personnel	-20	23.1%
9	Skilled Crafts and Trades Workers	-1	0.0%
10	Clerical Personnel	-4	20.0%
11	Intermediate Sales and Service Personnel	-2	33.3%
13	Other Sales and Service Personnel	-1	0.0%



Significance of Underrepresentation

Size: In 5 of 13 EEOGs gaps equal or exceed -3. Although no Persons with Disabilities exist in 4 EEOGs, their availability is so low that the gap for these is 0. In terms of size filter, the underrepresentation is moderate except with Professionals and Administrative groups where the number of employees who self-identify as Persons with Disabilities is very low and the gaps are large.

Severity: Severity is high in all EEOGs except EEOG: 04 - Semi-Professionals and Technicians in which the severity is 72.7%, i.e. close to 80% of full representation. In 2 of the EEOGs the severity measure is 0.0%.

Prevalence: Prevalence of underrepresentation is severe with underrepresentation in 9 of the 14 EEOGs.

Due to the size of the gaps, there also needs to be a concerted focus on the underrepresentation of Persons with Disabilities especially in the positions of management, professionals and administrative.





FACULTY DEMOGRAPHIC DATA

In May 2019, the Academic Division transitioned from Schools to Faculties. The faculty role is assigned NOC 4021 - College and other vocational instructors. NOC 4021 is part of the Employment Equity Occupational Group: 03 – Professionals.

This report includes a specific focus on fulltime and non-fulltime faculty in response to requests from the College community. Humber is aware that it is of importance for its diverse student body to see themselves in their faculty.

Tables 12 and 13 show the representation data based on fulltime faculty members' self-identification on the Employment Equity Questionnaire (EEQ) as of December 31, 2021 and December 31, 2020.

Table 14 shows the representation data based on all active and inactive non-fulltime faculty members' self-identification on the Employment Equity Questionnaire (EEQ) who were employed at Humber during the 2021 calendar year.

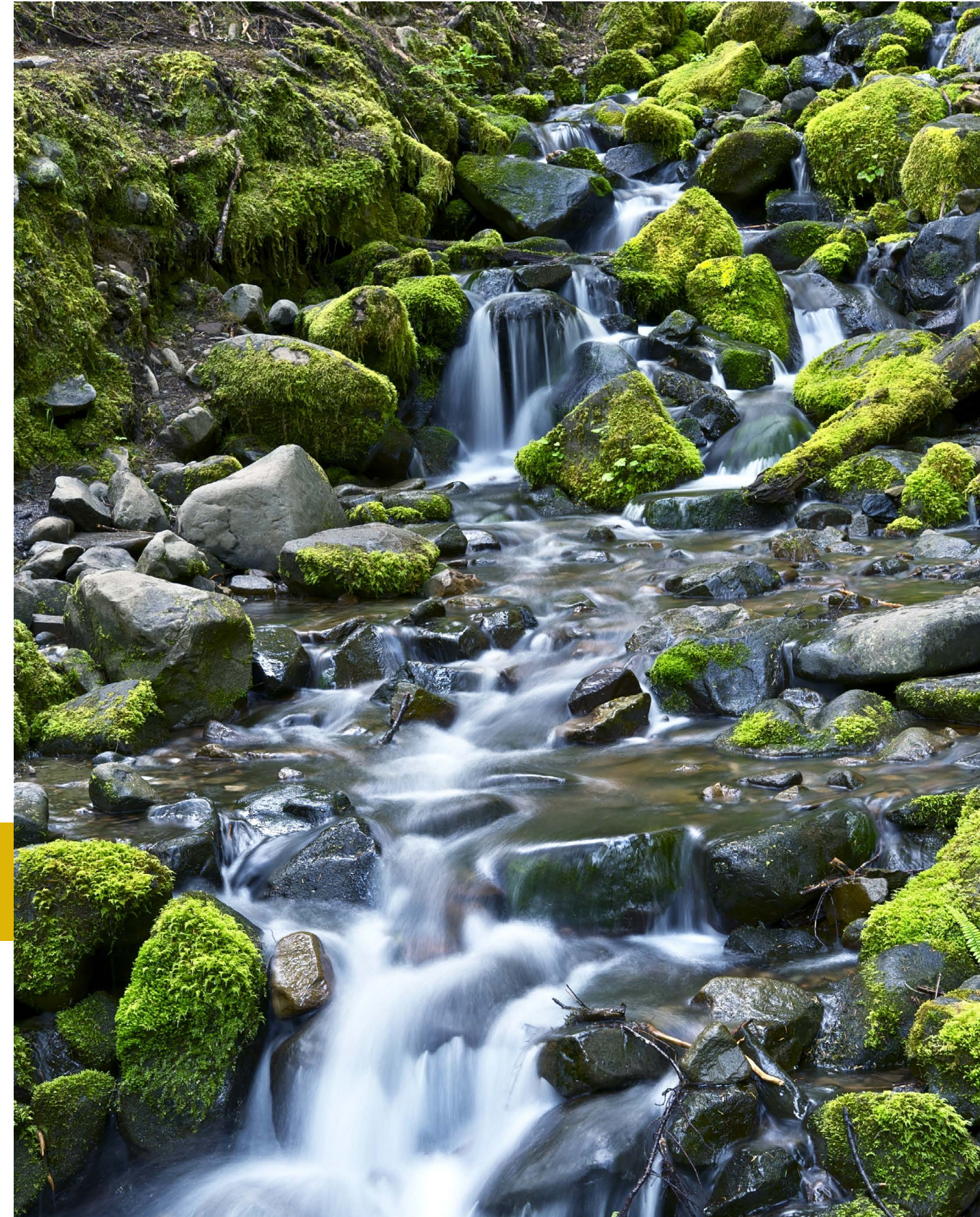




Table 12 - The following table shows the representation data based on fulltime faculty members' self-identification on the Employment Equity Questionnaire (EEQ) as of December 31, 2021:

Faculty	No. of FT Academic Employees	EEQ Response Rate	Women	Indigenous Persons	Persons with Disabilities	Racialized Persons
Faculty of Liberal Arts and Sciences and Innovative Learning	135	81%	57 (42%)	Less than 5 (Less than 5%)	6 (4%)	27 (20%)
Faculty of Applied Sciences and Technology	110	62%	12 (11%)	Less than 5 (Less than 5%)	Less than 5 (Less than 5%)	14 (13%)
Faculty of Business	139	78%	48 (35%)	0 (0%)	5 (4%)	26 (19%)
Faculty of Health Sciences and Wellness	110	70%	57 (52%)	Less than 5 (Less than 5%)	Less than 5 (Less than 5%)	15 (14%)
Faculty of Media and Creative Arts	119	66%	34 (29%)	Less than 5 (Less than 5%)	Less than 5 (Less than 5%)	7 (6%)
Faculty of Social and Community Services	56	61%	22 (39%)	0 (0%)	5 (9%)	9 (16%)

Notes:

Percentages are stated in terms of # or 'Yes' responses / # of Employees

As per Employment Equity regulations and to protect employees' confidentiality, if the total number of faculty members who self-identify as a member of a designated group is less than five (5), it is denoted as "Less than 5" in the disaggregated data.



Table 13 - The following table shows the representation data based on fulltime faculty members' self-identification on the Employment Equity Questionnaire (EEQ) as of December 31, 2020:

Faculty	No. of FT Academic Employees	EEQ Response Rate	Women	Indigenous Persons	Persons with Disabilities	Racialized Persons
Faculty of Liberal Arts and Sciences and Innovative Learning	129	86%	57 (44%)	Less than 5 (Less than 5%)	7 (5%)	26 (20%)
Faculty of Applied Sciences and Technology	107	68%	13 (12%)	Less than 5 (Less than 5%)	Less than 5 (Less than 5%)	15 (14%)
Faculty of Business	138	79%	49 (36%)	0 (0%)	5 (4%)	25 (18%)
Faculty of Health Sciences and Wellness	104	75%	59 (57%)	Less than 5 (Less than 5%)	Less than 5 (Less than 5%)	14 (13%)
Faculty of Media and Creative Arts	118	67%	34 (29%)	0 (0%)	Less than 5 (Less than 5%)	7 (6%)
Faculty of Social and Community Services	52	67%	22 (42%)	0 (0%)	6 (12%)	8 (15%)

Notes:

Percentages are stated in terms of # or 'Yes' responses / # of Employees

As per Employment Equity regulations and to protect employees' confidentiality, if the total number of faculty members who self-identify as a member of a designated group is less than five (5), it is denoted as "Less than 5" in the disaggregated data.



Table 14 - The following table shows the representation data based on all active and inactive non-fulltime (NFT) faculty members' self-identification on the Employment Equity Questionnaire (EEQ) for the 2021 calendar year:

Faculty	No. of FT Academic Employees	EEQ Response Rate	Women	Indigenous Persons	Persons with Disabilities	Racialized Persons
Faculty of Liberal Arts and Sciences and Innovative Learning	237	21%	33 (14%)	0 (0%)	5 (2%)	20 (8%)
Faculty of Applied Sciences and Technology	395	15%	21 (5%)	Less than 5 (Less than 5%)	10 (3%)	24 (6%)
Faculty of Business	424	19%	38 (9%)	Less than 5 (Less than 5%)	6 (1%)	27 (6%)
Faculty of Health Sciences and Wellness	411	15%	50 (12%)	Less than 5 (Less than 5%)	6 (1%)	30 (7%)
Faculty of Media and Creative Arts	458	9%	22 (5%)	0 (0%)	Less than 5 (Less than 5%)	13 (3%)
Faculty of Social and Community Services	254	18%	34 (13%)	Less than 5 (Less than 5%)	8 (3%)	22 (9%)

Notes:

Percentages are stated in terms of # or 'Yes' responses / # of Employees

As per Employment Equity regulations and to protect employees' confidentiality, if the total number of faculty members who self-identify as a member of a designated group is less than five (5), it is denoted as "Less than 5" in the disaggregated data.



The Centre for Human Rights, Equity & Inclusion has shared the above representation data with the Senior Dean of each Faculty. Senior Deans continue to address the underrepresentation in their Faculties. The department of HROE will continue to work alongside each Faculty to support the increase in representation of Indigenous Peoples and individuals from equity-deserving groups.





GENDER DIVERSITY AND SEXUAL ORIENTATION DEMOGRAPHIC DATA

In addition to the questions pertaining to the four (4) designated groups, Humber includes questions on two (2) additional identities, Gender Diversity and Sexual Orientation, in the Employment Equity Questionnaire. Prior to August 2019, Gender Diversity and Sexual Orientation demographic data was not captured in the existing Human Resources Information System (HRIS) and as such the College had no fulsome way to report this data.



Table 15 - Gender Diversity - this table shows the representation rates of fulltime and non-fulltime employees on December 31, 2019, December 31, 2020 and December 31, 2021 who self-identified their Gender Identity in the EEQ:

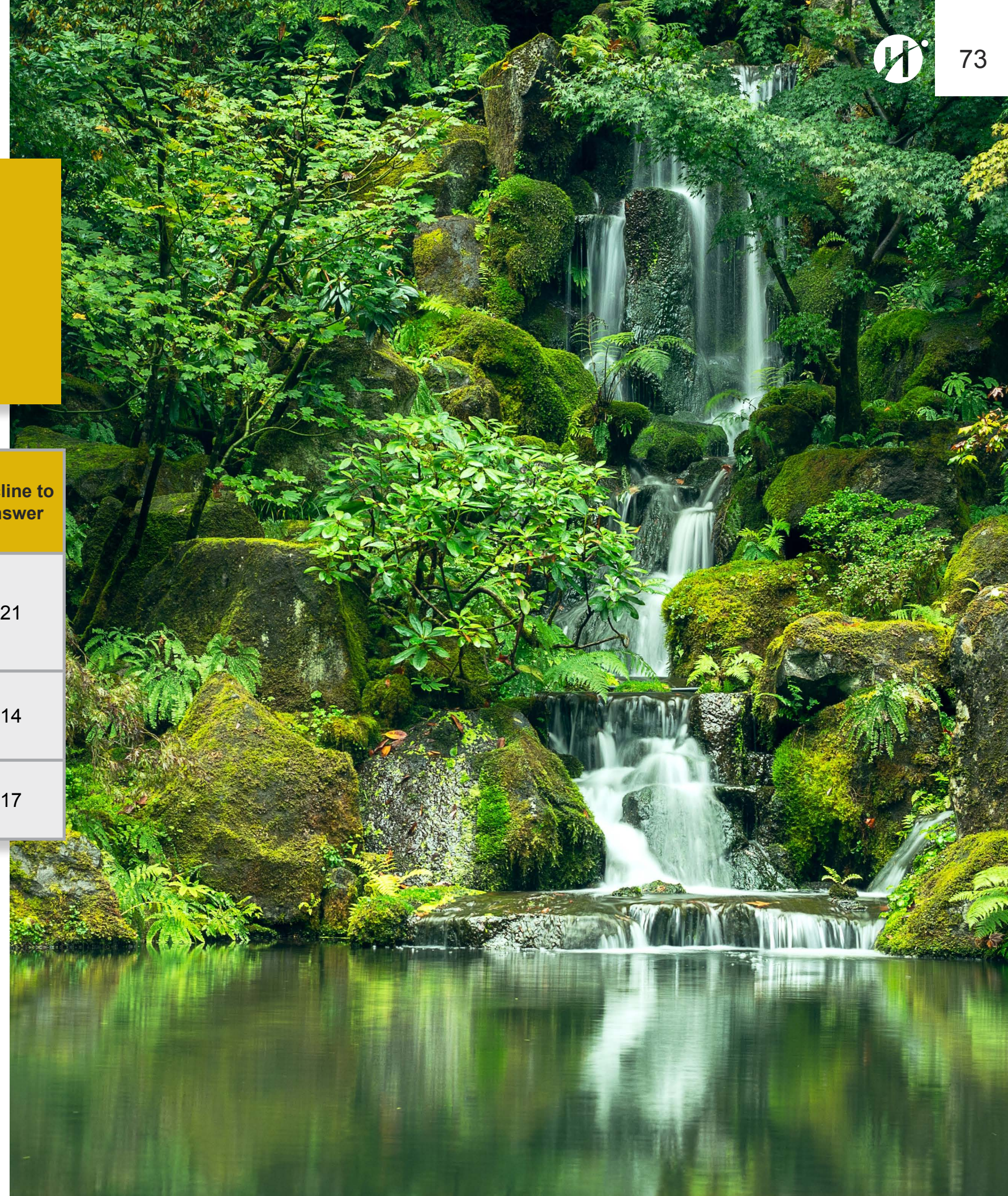
Year	Women	Men	Non-Binary	Gender Queer	Trans	Decline to Answer
December 31, 2021	1203	791	Less than 5	5	Less than 5	7
December 31, 2020	1146	751	Less than 5	Less than 5	Less than 5	6
December 31, 2019	1081	761	Less than 5	Less than 5	Less than 5	6




Table 16 - Sexual Orientation - this table shows the representation rates of full-time and non-full-time employees on December 31, 2019, December 31, 2020 and December 31, 2021 who self-identified their Sexual Orientation in the EEQ:

Year	Lesbian	Gay	Bisexual	Queer	Two-Spirit	Heterosexual	Decline to Answer
December 31, 2021	9	25	18	12	Less than 5	233	21
December 31, 2020	5	18	12	5	Less than 5	177	14
December 31, 2019	5	16	8	5	Less than 5	138	17

The Centre for Human Rights, Equity & Inclusion continued their enhanced communications to the 2SLGBTQ+ community at the College. Based on the total number of employees at Humber, this continues to be an area for improvement for the College with respect to enhancing communications on the EEQ and the importance for employees to voluntarily self-identify their Gender Identity and Sexual Orientation. Additionally, the data shows a need to focus on the recruitment, advancement and retention of individuals from diverse Gender Identities and Sexual Orientations. The results of the 2021 Census will provide insights on the diversity of Gender Identities and Sexual Orientations in Canada and hopefully with time lead to external availability data for these equity-deserving groups.





“Belonging is realized only when included groups have more than a voice – they are actually able to reshape the institution together with existing stakeholders” –john a. powell



THE PATH AHEAD

The Centre for Human Rights, Equity & Inclusion continues to engage the Humber community in a robust and rigorous Employment Equity Program. Additionally, the Centre continues to lead the path along with the EDI Taskforce, Equity and Inclusion Committee, and Human Resources & Organizational Effectiveness (HROE) department. The EDI Taskforce Access & Equity: Employees program area's comprehensive objectives and activities that were developed in consultation with the Humber community provided a critical path for the College to enhance the recruitment, retention and advancement of Indigenous Peoples and individuals from equity-deserving groups.

In response to the ongoing requests for education and training, the Centre continues to remain steadfast in building internal EDI capacity through the robust and engaging education and training program offered to the College community. We thank the Humber community for their ongoing participation, reflection and action on the learnings from these sessions.

This 2021 Employment Equity Report reveals unchanged patterns of underrepresentation and exclusion faced by designated groups in the Humber workforce since the last three reporting periods. This calls for the ongoing need for Senior Leadership, HROE, the faculty and support staff unions and the Humber community's unwavering cooperation in advancing EDI at the College. The Centre will continue to increase awareness of Humber's Employment Equity Program and employment equity change initiatives and strategies undertaken by the College to address employment equity issues identified in the previous reporting periods.

Based on the discussions of intersectionality in this report, namely the need for increased diversity and the hiring patterns of Women, point to presenting issues that are recommended for Humber to address going forward. The shares of hires



of Indigenous People, Racialized Persons and Persons with Disabilities were at or below their labour market availability. The impact of the continuing exclusion is that these three designated groups are denied access to the Humber workforce.

In the 2020 Employment Equity Report, Keith Jeffers at Employment Equity Consulting offered three recommendations for Humber to continue to develop the requisite employment equity infrastructure to strengthen its employment equity, diversity and inclusion program. The recommended actions were:

1. Keep Employment Equity data up-to-date.
2. Establish a corporate employment equity plan.
3. Short term and long term numerical goals.

The commencement of the Employment Systems Review in 2021, with the full support of senior leadership, was an important illustration of an initiative that Humber has undertaken to increase representation and to build and maintain openness, accessibility and inclusion. As stated earlier in this report, the workforce analysis drives the ESR and working with the Consultants at Employment Equity Consulting a full review of formal and informal policies and practices was initiated to examine turnover and other transactional data related to the designated groups in order to determine the probable reasons for their underrepresentation. The ESR will provide evidence-based initiatives and strategies that Humber can undertake to remove employment barriers, increase representation and create an equitable work environment for all employees.

It is worth reiterating from the 2020 Employment Equity Report that through establishing the short term goals, Humber would establish accountability and



reporting systems that drive goal attainment and hold managers accountable for achieving reasonable progress and demonstrating reasonable efforts to achieve these goals. Employment and Social Development Canada (ESDC), a government of Canada's employment equity regulatory agency, establishes the reasonable progress compliance requirement for employment equity employers in this way: "the employer has made reasonable progress when it meets its short term goals by 80 percent or more...". ESDC also requires that employers demonstrate reasonable efforts to achieve reasonable progress. Humber meets the reasonable efforts compliance standard when it establishes and enforces accountability mechanisms to ensure that its short term goals are met. The measurements include:

1. Indications of ongoing senior level support for its EDI program
2. Adequate resources (financial and human) are devoted to ensure goal attainment
3. A strategy put in place to ensure a barrier-free workplace
4. Initiatives undertaken to increase representation and to remove barriers to inclusion.

It is noteworthy to mention that the Government of Canada, in July 2021, launched a Task Force to conduct a review of the Employment Equity Act (Source: [Government of Canada](#)). According to the Employment Equity Act Review Task Force, they studied and engaged on the following four areas:

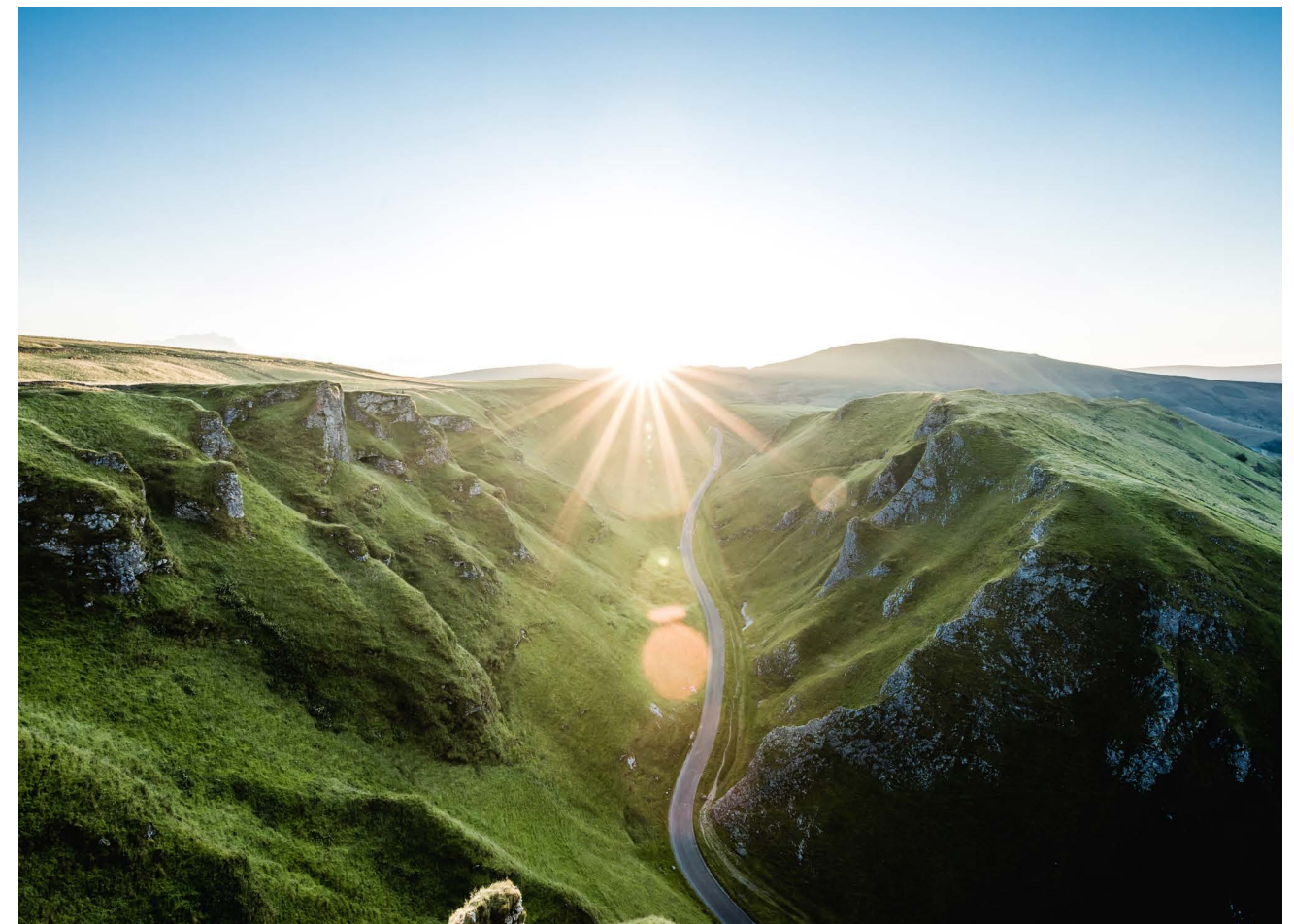
1. Defining equity groups – How to modernize and define *EEA* designated groups
2. Better supporting equity groups – How to better support equity groups protected under the *EEA*
3. Improving accountability, compliance and enforcement – How to improve accountability, compliance, enforcement for employment equity; and
4. Improving public reporting – How to improve public reporting for employment equity

(Source: [Government of Canada](#))



This review of the *EEA* is welcomed. It has been over 35 years since the legislation was introduced in Canada and the *Act* was long overdue for an update, including ongoing calls for the identification of the 2SLGBTQ+ community as a designated group. The Task Force is scheduled to release their Employment Equity Act Review Consultation report in Fall 2022.

The ESR was a significant undertaking for the College and concluded in 2022 with a detailed report containing concrete evidence-based recommendation to remove systemic barriers and other factors that were impacting representation of designated groups. The College has commenced the development of Humber's Employment Equity Plan. The 2022 Employment Equity Report will mark five years since the re-establishment of Humber's Employment Equity Program. The journey ahead will require commitment, resources, time and the courage to enable meaningful institutional and culture change. Let's continue to be bold and work together to build a more equitable and inclusive Humber community where everyone belongs.





APPENDIX ONE: EMPLOYMENT EQUITY OCCUPATIONAL GROUPS

The [Employment Equity Regulations](#) identify 14 Employment Equity Occupational Groups (EEOG).

Employment Equity Occupational Groups (EEOGs)	Definition of EEOG	Examples of Positions at Humber College
01: 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.	President, Vice-President
02: 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	Director, Manager
03: Professionals	Professionals usually need either a university degree or prolonged formal training and often must be members of a professional organization.	Professor, Counsellor
04: Semi-Professionals and Technicians	Workers in these occupations must possess knowledge equivalent to about two years of postsecondary 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.	Alternative Media Technician, Digital Media Technician



Employment Equity Occupational Groups (EEOGs)	Definition of EEOG	Examples of Positions at Humber College
05: Supervisors	Non-management first-line coordinators of workers in administrative, clerical, sales and service fields.	Site Supervisor, Supervisor Digital Solutions
06: Supervisors: Crafts & Trades	Non-management first-line coordinators of workers in manufacturing, processing, trades and primary industry occupations. They supervise skilled crafts and trades workers, semi-skilled manual workers and/or other manual workers.	Production Supervisor
07: 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.	Administrative Coordinator, Executive Assistant
08: 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 postsecondary education, part or all of an apprenticeship, or the equivalent on-the-job training and work experience.	Buyer



Employment Equity Occupational Groups (EEOGs)	Definition of EEOG	Examples of Positions at Humber College
09: 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 journeypersons who have received an extensive period of training.	Electricians, Plumbers
10: Clerical Personnel	Workers performing clerical work, other than senior clerical work.	Administrative Assistant, Program 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.	Retail Operations Assistant
12: Semi-Skilled Manual Workers	Manual workers who perform duties that usually require a few months of specific vocational on-the-job training.	Mover/Installer
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.	Residence Housekeeper
14: Other Manual Workers	Workers in jobs which generally require only a few days or no on-the-job training.	Groundskeeper

A full listing of the NOC codes that are grouped into each EEOG can be found at:

<https://laws-lois.justice.gc.ca/eng/regulations/SOR-96-470/page-5.html>





**For additional information on Humber's
Employment Equity Program, please visit**

<https://hrs.humber.ca/hr-resources/human-rights-equity-and-inclusion/employment-equity/about-employment-equity.html>



