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UNIVERSITY COLLEGE OF THE CARIBOO
EMPLOYMENT EQUITY REPORT

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**THE UNIVERSITY COLLEGE OF THE CARIBOO
OFFICE OF THE PRESIDENT**

MEMORANDUM

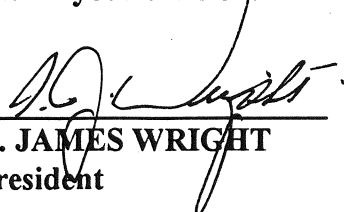
TO: UCC Community
FROM: Jim Wright, President
DATE: November 2, 1993
**RE: REPORT OF EMPLOYMENT EQUITY ADVISORY
COMMITTEE**

Attached for your information is a copy of the Report of the UCC Employment Equity Advisory Committee that contains a number of recommendations designed to assist UCC in implementing an effective employment equity program. The intent of the plan is "to ensure that no individual is denied access to employment opportunities for reasons unrelated to ability or qualifications." More specifically, the recommendations point to the fact that we must strive to remove artificial barriers to the selection, hiring, promotion and training of women, aboriginal peoples, persons with disabilities, and visible minorities.

In response to this report, policy and regulations relating to employment equity are being prepared for the consideration of the UCC Board of Directors. Members of the UCC community will have an opportunity to comment on the draft policy during the one-month "Notice-of-Motion" period. The Director of Human Resources will be charged with the responsibility to see that UCC conforms to the Employment Equity policy once it has been approved by the Board.

I would like to thank Carole Hebden and the members of the Employment Equity Advisory Committee for their work in preparing the Report, and express appreciation for their willingness to now carry on in an advisory capacity to the Director of Human Resources as he works towards the implementation of a fair and effective employment equity program here at UCC.

Please ensure that this information is accessible to all faculty and staff within your division.



A. JAMES WRIGHT
President

EMPLOYMENT EQUITY REPORT

**Submitted by the
President's Employment Equity Advisory Committee
at The University College of the Cariboo**

**JUNE 1993
(Revised October 1993)**

MEMORANDUM

TO: The UCC Community

FROM: Carole Hebden, Chairperson
Employment Equity Advisory Committee

DATE: October 28, 1993

SUBJECT: Report from the Employment Equity Advisory Committee

Attached is the UCC Employment Equity Advisory Committee (EEAC) report submitted to the President in June 1993. It should be noted that two sections of this report have undergone recent revisions, the result of a meeting with the President and the EEAC that took place on October 21, 1993. These revisions have been footnoted.

Appended to the report is a list of the EEAC members in 1992/93. I wish to thank the members for their hard work and their commitment to the development of an employment equity plan for UCC.

As in the life of any committee some of the original members have moved on. For your information a list of the Employment Equity Advisory Committee members for 1993/94 is also included.



Carole Hebden
Chairperson
Employment Equity Advisory Committee

EMPLOYMENT EQUITY REPORT

June 1993

INTRODUCTION

The University College of the Cariboo is not a newcomer to employment equity. In December 1986, President A.J. Wright appointed an Employment Equity Advisory Committee with the mandate to analyze personnel policies and practices; develop an employment equity plan for Cariboo College; provide support for the implementation of an equity program; and monitor and evaluate the program. This committee partially fulfilled its mandate and in 1992 the Employment Equity Advisory Committee reconvened.

The University College of the Cariboo is a federal contractor that does business with the Government of Canada. As such it is required to implement employment equity measures. Such measures necessitate the identification and removal of artificial barriers to the selection, hiring, promotion and training of women, aboriginal peoples, persons with disabilities, and visible minorities. The university-college is committed to taking steps to improve the employment status of these designated groups by increasing their participation in all levels of employment.

On or before March 30 1994, the university-college will undergo an in-depth compliance review conducted by Employment and Immigration Canada. At that time the CEIC will review the university-college's employment equity records and documents; assess the university-college's compliance with employment equity program criteria and the results obtained; determine the extent of efforts made by the university-college on behalf of designated groups; and measure the university-college's progress toward the achievement of proportional representation of designated group members in the university-college's workforce.

Through its three working groups, the Policy SubCommittee, the Education SubCommittee, and the Database SubCommittee, the EEAC has addressed the components of an employment equity plan. What follows are the results of our research and specific recommendations for the implementation of an employment equity plan at The University College of the Cariboo.

SUMMARY OF RECOMMENDATIONS

1. That an Employment Equity Director position reporting to the President be established.
2. That this employment equity policy be approved by the University-College Board.
3. That an employment equity education program be developed and implemented.
4. That a plan for reaching proportional representation of designated group members in the university-college's workforce be developed and implemented.
5. That the university-college's employment practices and systems be reviewed and adjusted. At the very least, the changes must include the recommendations contained in this report in the areas of :
 - a) recruitment
 - b) selection
 - c) training and development
 - d) upward mobility
 - e) job evaluation
 - f) compensation
 - g) benefits
 - h) conditions of employment
 - i) layoff, recall, disciplinary action and termination
6. That the university-college's employment equity plan be monitored and evaluated by the Employment Equity Advisory Committee.

RECOMMENDATIONS

- 1. That an Employment Equity Director position reporting to the President be established.**

The Employment Equity Director will be a crucial figure in the establishment of a working employment equity program. The Director will be involved in coordinating a wide range of activities, consulting extensively with different groups and individuals within the university-college, and acting as a source of information on equity issues for everyone in the university-college community. Some of these responsibilities are described in detail in subsequent sections of this report. They include assisting departments, divisions and units within the university-college in establishing practical targets for hiring, advising on recruitment policies and contractual issues. She or he must have the full support of the highest level of administration and, particularly in the first stages of establishing the university-college's employment equity plan, be constantly available for consultation on a wide range of issues. Due to the confidential nature of the position and its institution-wide mandate, the Employment Equity Director should report directly to the President.

Qualifications and Experience:

- (a) Knowledge of human rights and employment equity principles and legislation
- (b) Some background in human resources is valuable as employment equity is very closely tied to employment practices and procedures
- (c) An understanding of the issues surrounding organizational change
- (d) Excellent interpersonal and communication skills (verbal and written), as this person could encounter misunderstanding, resistance and even hostility
- (e) Excellent organizational skills as this person is likely to be dealing with a wide range of tasks, people and priorities at any one time
- (f) Some experience in public speaking and making presentations

2. That this employment equity policy be approved by the University-College Board.

The 1986 federal Employment Equity legislation identifies four groups as the focus of employment equity : women, aboriginal peoples, persons with disabilities, and visible minorities. As a result of both historic and systemic discrimination, these groups have suffered from diminished career opportunities, reduced income and inferior working conditions. To redress these injustices, special steps must be taken to increase their access to all levels of employment.

DRAFT POLICY

The goal of employment equity at The University College of the Cariboo is to ensure that no individual is denied access to employment opportunities for reasons unrelated to ability or qualifications, such as gender or race. Consistent with this principle, the university-college will advance the interests of under-represented members of the work force, specifically aboriginal people, persons with disabilities, visible minorities and women (designated groups). The university-college will ensure the removal of systemic barriers; eliminate and prevent disadvantage in employment; provide reasonable accommodation as required for the groups identified.

3. That an employment equity education program be developed and implemented.

The university-college will develop an education program that will increase awareness of and participation in an employment equity survey and in the development and implementation of an employment equity plan. The education program will promote an hospitable environment favorable to the integration of designated group members within the university-college. Employees need to know what the law interprets to be workplace harassment and discrimination. This program should include the following:

- (a) Plan an in-service day with the theme of change or diversity both in the university-college's employees and its student population.
- (b) Develop a series of workshops designed to promote the objectives of employment equity.
- (c) Develop an equity information brochure and folder to be distributed to each employee.
- (d) Design and distribute a poster or series of posters with equity messages.

4. That a plan for reaching proportional representation of designated group members in the university-college's workforce be developed and implemented.

The long-term goal of the employment equity plan is to achieve a proportional representation of qualified designated group members in the university-college's workforce. In order to achieve this result, the university-college must take action in the following areas:

- (a) Determine the status of designated group employees within each occupational group at the university-college. A questionnaire should be used to collect information on the employment status of designated group employees, by occupation and salary levels.¹ A system should be developed to tabulate information about applications for employment, hirings, promotions, training, lay offs and terminations of designated group members. Plans should be implemented to integrate the human resource information system with an employment equity information system. Appropriate security measures should be put in place to protect employee equity information.
- (b) Compare the status of designated group members at the university-college with the number of qualified designated group members available within appropriate labour force pools. Determine where change is required.
- (c) In consultation with the Employment Equity Director, each division, department and unit at the university-college must establish goals and timetables for hiring, training and promotion of designated group employees. They must also establish a work plan for achieving these goals and identify the people responsible for its implementation.

¹ The original report suggested October 1993 for the collection of UCC workforce data.

5. That the university-college's employment practices and systems be reviewed and adjusted. At the very least, the changes must include the recommendations contained in this report in the areas of:

- a) recruitment
- b) selection
- c) training and development
- d) upward mobility
- e) job evaluation
- f) compensation
- g) benefits
- h) conditions of employment
- i) layoff, recall, disciplinary action and termination

A preliminary review of the university-college's employment systems and a comparison with the standards set by Canada Employment and Immigration Commission reveal several modifications which need to be made. What follows is a summary of the minimum recommendations related to human resource policies and practices as outlined in the CEIC Employment Systems Review Guide. Included too are some special measures which should be introduced to enable members of the designated groups to compete with others on an equal basis.

A. RECRUITMENT

The purpose of recruitment is to attract the most qualified job applicants to fill available employment opportunities. The university-college may recruit internally through promotions and transfers, or externally through newspaper advertising, employment agencies, postings at universities and colleges, and so on. Because recruitment methods dictate the makeup of the pool of job applicants, if recruitment methods and practices do not take into account the needs of designated group members, these groups may lack real access to employment opportunities.

To broaden the pool of applicants, the university-college must ensure that designated group members know about job opportunities at the university-college. Members of designated groups must feel included in the invitation to apply; as qualified and interested candidates, they should feel that they have been encouraged to apply.

To ensure that groups have real access to employment opportunities, these principles should be followed:

- (a) All positions must be advertised.
- (b) If a position is advertised internally, the vacancy should be posted on centrally located bulletin boards accessible to the disabled on all the university-college campuses. Where appropriate, this practice should be supplemented with external recruitment in order to attract applications from qualified designated group members.

- (c) All internal and external advertisements should contain the following sentences:

As part of its commitment to Employment Equity, the university-college encourages applications from qualified members of the four designated groups: women, aboriginal peoples, persons with disabilities, and visible minorities.²

Applicants are invited to identify themselves if they belong to any of the four groups.

- (d) Whenever possible the university-college should ensure that qualified members of designated groups are short-listed.
- (e) The university-college should ensure that advertisements accurately describe the bona fide occupational requirements--the qualifications, skills and duties essential to the successful performance of the position.
- (f) The university-college should use outreach techniques to publicize positions among the designated groups. Wherever possible, advertisements should appear in newspapers directed to the designated groups and, when appropriate, in languages other than English.
- (g) The text and pictures in all advertisements should be checked to eliminate gender and cultural biases.
- (h) Members of the university-college community involved in recruiting must be aware of and abide by employment equity and human rights legislation.

B. SELECTION

The purpose of selection is to determine which candidates from a group of applicants are most likely to be successful in performing the job. Both recruitment and selection systems are extremely vulnerable to intentional and systemic discrimination. According to Employment and Immigration Canada, it has been shown that up to 75 per cent of all employment system discrimination occurs during these two phases.

Job qualifications should be based on criteria necessary to perform the job. Qualifications that are not job-related have a demonstrably adverse effect on designated groups and may also contravene human rights legislation. Also, if all the people who make hiring decisions are members of one group, they may tend, unconsciously, to make hiring decisions favouring that group. This occurs because people tend to feel most comfortable with people like themselves

² The original report recommended that UCC advertisements contain the following statement: "As part of its commitment to Employment Equity, the university-college gives preference to qualified members of the four designated groups..."

and thus, hiring committees tend to hire clones. All members of the university-college involved in hiring must be aware of and try to compensate for the largely unconscious influence of "cloning."

To ensure that applicants from designated groups are not subject to intentional or systemic discrimination in the selection process, the following principles should be followed:

- (a) All members of the university-college involved in interviewing must be familiar with human rights legislation and employment equity principles. All managers and interviewers must be provided with relevant employment equity training and cross-cultural sensitization.
- (b) Job requirements and application guidelines should be clearly explained to all applicants. An information brochure on hiring policies and procedures should be distributed to all prospective and current employees.
- (c) All aspects of the selection process, including interviews, should be documented. As much as possible, interviews should be standardized. The extent to which interview performance predicts job success should be reviewed.
- (d) All practical efforts must be made to include designated groups on the interviewing team.
- (e) Selection criteria should be reviewed in conjunction with the Employment Equity Director to address the following concerns:

Credentialism (inflated requirements) should not be used to reduce the number of applicants. Due consideration should be given to applicants' potential to learn and the generic skills already possessed. Minimum job-specific requirements should be determined. Any unnecessary skill, knowledge, abilities or experience requirements should be eliminated.

The relative weight or importance assigned to selection criteria should be determined. Such criteria may include education, experience, Canadian employment experience, seniority, potential for future advancement, performance tests, personal characteristics, performance in interviews, general appearance, reference checks, and so on. The criteria and the assigned weightings should then be tested for job-relatedness and examined for gender and cultural biases.

All "desirable" personality descriptions such as "aggressive self-starter" and "friendly personality" that are not job-related or not concretely defined should be avoided. The requirement for "Canadian" education, experience and certification where not bona fide, or required by law or by a professional governing body should be eliminated.

- (f) Interviewing procedures and tests should be validated for job-relatedness and examined for gender and cultural biases. Any tests that are not demonstrably reliable predictors of future job performance should be eliminated. Interviewers should be aware of the adverse effect of "cloning" and minimize reliance on subjective factors; hiring decisions should

be based on more reliable measures, such as history of past performance.

- (g) Testing and interview facilities should be accessible to people with disabilities, such as wheelchair users.
- (h) A system of evaluation or other mechanism should be developed that ensures accountability of managers, interviewers, and all members of the university-college involved in hiring regarding discriminatory practices and/or actions.

C. TRAINING AND DEVELOPMENT

The purpose of training and development is to improve an employee's performance in their current job and to enable the employee to acquire the necessary skills and knowledge for future opportunities. Designated group members may not have equal access to training and development because of programs that are inadequately publicized, eligibility criteria that discriminate against designated group members, and training programs that encourage group members to perform their current jobs better rather than enhance their advancement opportunities. The university-college's training and development system should be reviewed in accordance with the following principles:

- (a) A comprehensive equity-based training and development policy should be developed, publicized, and implemented.
- (b) The selection process for training and development opportunities should be reexamined. Consistent and equitable access to training opportunities should be provided regardless of salary level and occupational group.
- (c) Whenever possible, educational leave should be made available to designated group members.
- (d) Whenever possible, designated group members who complete career-related training programs at the university or community college level should be reimbursed and rewarded.
- (e) Input from designated group members about training and development programs should be invited.
- (f) Information about training programs should be disseminated to all employees.
- (g) The participation rate of designated group members in the training and development programs should be monitored.
- (h) Administrators should be trained to develop and maintain a climate of equity and understanding and to manage a multicultural, multiracial workforce.

- (i) Programs for administrators, faculty, and staff should be developed to change attitudes and dispel myths about the designated groups.
- (j) Training centres should be equipped with ramps and accessible washroom facilities.
- (k) Special training and development initiatives should be implemented to assist designated group members to acquire new skills. These initiatives could include formal mentorship programs and programs to help designated group members move into non-traditional jobs. The new skills should contribute to upward mobility for designated group members.
- (l) Career counselling should be made available to identify skills, career goals, and in-house advancement opportunities.
- (m) Designated group members should be included among counselling and training staff.
- (n) Career counsellors should be provided with the skills needed to deal with designated group issues.
- (o) Training programs should be provided as appropriate on such topics as interview skills for job applicants, career planning, management and leadership skill and English as a second language.

D. UPWARD MOBILITY

An upward mobility system results in promotion of the best candidates to more senior positions. Upward mobility mechanisms are designed to help employees to acquire or define the skills and experience they need for promotion. These mechanisms can include secondments, job rotation or exchange, transfers, bridging jobs, special training and development courses, retraining, special committee or task force participation, and/or special assignments.

To ensure that access to these mechanisms is equitable the university-college should:

- (a) identify career paths for all occupational groups ie. establish links between jobs and tie these to relevant training programs. This information should be available to all employees;
- (b) monitor the participation rate of designated group employees in upward mobility initiatives and the promotion rate of qualified designated group members.

E. JOB EVALUATION

Job evaluation systems determine, for wage purposes, the relative worth of all jobs at the university-college. To eliminate systemic barriers, job evaluation systems must:

- (a) Focus on job content and not market value as a key criterion
- (b) Not have an adverse impact on designated group members
- (c) Facilitate compliance with pay equity legislation

F. COMPENSATION

Compensation and benefits are the principal mechanisms by which an organization rewards and reinforces behaviour. Obstacles to equity in compensation include market value considerations, the number and range of salary grades used in the system, stereotypical beliefs about the level of skills required, employment experience and need to work, and the skill or ability to negotiate initial salary or subsequent increases.

The current system and practices of the university-college concerning compensation should be reviewed. In particular, they will need to be reexamined for both union and non-union employees in light of the province's pay equity legislation. Such a review should be based on the following principles:

- (a) That employment equity be a major consideration in the negotiation of compensation with both the Faculty Association and C.U.P.E. To this end, the Employment Equity Director should advise all parties involved in negotiations concerning compensation.
- (b) That for non-union employees, the system for determining compensation should be reviewed with the collaboration of the Employment Equity Director. Where possible, the system should be publicized.

G. BENEFITS

Benefits systems are complex to evaluate from an equity perspective. Benefits include not only such matters as dental care, but also use of cars, club memberships, and subsidized meals. The following principles should be included in the redesigning of the university-college's benefit system:

- (a) In any future negotiations between the Administration and CUPE, or the Administration and the Faculty Association, discussion of benefits should be extended to those benefits that would encourage the employment and retention of members of the designated groups. The Employment Equity Director should be involved in such discussions.

- (b) Benefits should be pro-rated for part-time employees.
- (c) Reasonable accommodation should be made for requests for non-majority religious holidays.

H. CONDITIONS OF EMPLOYMENT

The conditions of employment involve work schedules, attendance, regulations, dress and appearance codes, health and safety requirements, as well as the general work environment. If one or more of these categories is not receptive to the needs of designated group members, then an inequity can exist.

Such aspects as commonly accepted and applied institution, division, or department "rules" which may target the designated groups; general lack of acceptance by fellow employees; and actual physical barriers may severely limit, or entirely exclude members of the designated groups.

- (a) Established rules must be consistent, non-arbitrary guidelines for ALL employees where reasonable accommodation can be made.
- (b) Any codes (such as dress or appearance) must be eliminated unless they can be demonstrably job-related.
- (c) Technical aids and job accommodations must be available to those employees who need them. Any existing physical barriers that restrict or eliminate access must themselves be removed.
- (d) The university-college's practices must comply with the spirit as well as the letter of Human Rights legislation, and that an appropriate anti-harassment policy must be effective and known throughout the organization.
- (e) Health and safety procedures must be reviewed and revised to ensure that designated groups, specifically those with disabilities, are provided for in every day situations, as well as in emergencies.

I. LAY-OFF, RECALL, DISCIPLINARY ACTION AND TERMINATION

The university-college's actions in regards to economic factors and poor or unacceptable employee performance may lead to lay-offs, disciplinary action or termination. These factors, as well as the employee-initiated action of voluntary termination may have an adverse impact on the designated groups. A disproportionate number of designated group members may be affected by lay-off and termination decisions because these individuals are stereotyped, lack new technological skills, or have less seniority than other employees. Minimum procedures should include:

- (a) Records of all lay-offs, and terminations must be kept to determine if any differences occur between how the designated and non-designated groups are affected.
- (b) Policies must be established which clearly state the acceptable work standards, possible disciplinary actions, and recourse through appeals for all areas of the university-college. Once they are completed, all employees must be made aware of these policies.
- (c) A system must be provided for the recovery of employees through counselling, re-training or rehabilitation.
- (d) Exit interviews must be utilized to ascertain where the system failed the employees - both for those who were dismissed, as well as those who left voluntarily.

6. That the university-college's employment equity plan be monitored and evaluated by the Employment Equity Advisory Committee.

Employment equity requires the ongoing involvement of all parts of the university-college, staff, faculty and administration. In order to ensure there exists a mechanism for continuing consultation the employment Equity Advisory Committee should continue to act as an integral part of the university-college's employment equity policy. To this end the EEAC:

- (a) Should continue to be representative of all sectors of the university-college community;
- (b) Should act as a liaison between the Employment Equity Director and the university-college community;
- (c) Should produce an annual report on aspects of employment equity in accordance with the Federal Contractor Program;
- (d) Should produce every three years a review and evaluation of the university-college's fulfillment of its commitment to the principles of employment equity.

**EMPLOYMENT EQUITY ADVISORY COMMITTEE
MEMBERS, 1992/93**

- . **Carole Hebden (Chair)**
Applied Industrial Technology Division
 - . **Don Johnson**
Business, Computing & Math Division
 - . **John Parks**
Division of Sciences & Health Sciences
 - . **Val MacKay-Greer**
Division of Sciences & Health Sciences
 - . **David Ranson**
Arts & Education Division
 - . **Reg McNamara**
Developmental & Regional Programs Division
 - . **John Dand**
Information & Facilities Services
 - . **Cheryl Deleeuw**
Financial Services
 - . **Irene Bazell**
Human Resources Department
 - . **Irene Uyeda**
Student Services
 - . **Marliss Bot**
CUPE Representative
 - . **Michael McCulloch**
Faculty Association
 - . **Michele Gunderson**
Joint SubCommittee of the
Status of Women Committee & Human Rights Committee
 - . **Jim Michals**
Ex-officio
 - . **Florence Ho**
Ex-officio
-

**EMPLOYMENT EQUITY ADVISORY COMMITTEE
MEMBERS, 1993/94**

- . **Carole Hebden (Chair)**
Applied Industrial Technology Division
 - . **Don Johnson**
Business, Computing & Math Division
 - . **John Parks**
Division of Sciences & Health Sciences
 - . **Val MacKay-Greer**
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