

Opening Doors:

A Plan for Employment Equity at the University of Alberta

General Faculties Council approved **Opening Doors** (February 19, 1993 edition) on March 29, 1993. The Board of Governors approved **Opening Doors** on January 7, 1994 with the provision that the following clarifications appear at the beginning of the document:

1. Nothing in this plan shall be construed to permit discrimination against any individual or group.
2. The numbers called "targets" are to be used as indicators, in conjunction with other relevant indicators both numerical and qualitative, of whether our personnel policies are equitable. They are not to be used as goals to be pursued in their own right.
3. All of the considerations that are to be made available under the Work Plan are to be made equally available to all individuals who may benefit from them.

Errata

The first paragraph under **B.1 - Governance** on page 2 should read:

The Universities Act provides for a Board of Governors, a General Faculties Council (GFC), and a Senate. The Board of Governors has the management and control of the University and of its property, revenue, business and affairs. The GFC is responsible for the academic affairs of the University, subject to the authority of the Board. It is the duty of the Senate to enquire into any matter that might tend to enhance the usefulness of the University, and to authorize the conferring of honorary degrees.

May 1998

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May 1998 Update:

The University of Alberta was found in compliance with the Federal Contractors Program (FCP) in 1994 as a result of General Faculties Council and the Board of Governors approving **Opening Doors** as the University's employment equity plan. The University passed a second FCP compliance review in 1996. At that time, the University was required to develop special measures to improve its representation of Aboriginal peoples and persons with disabilities in the workforce. With regard to Faculty Renewal, the FCP noted a significant opportunity to ensure consideration of designated group members.

An update to **Opening Doors** was prepared by the Employment Equity Advisor in preparation for the second compliance review. It provides statistical updates and the status of all the recommendations contained in Criterion #7. Copies of **Opening Doors: The University of Alberta's Employment Equity Plan in Action**, Federal Contractors Program Second Compliance Review (June 1996) are available from the Office of Human Rights.

Note:

Target dates contained in the Work Plan (Criterion #7) were established on the assumption that implementation of **Opening Doors** would begin July 1, 1993. **Opening Doors** received final approval from the Board of Governors in January 1994.

All target dates should, therefore, be interpreted in accordance with the six month delay.

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List of Acronyms and Abbreviations

AAS:UA	Association of Academic Staff: University of Alberta
AP	Aboriginal Peoples
APO	Administrative Professional Officer
ASC	Advisory Selection Committee
CEIC	Canada Employment and Immigration Commission
EE	Employment Equity
FCP	Federal Contractors Program
FSO	Faculty Service Officer
FSPC	Faculty Salaries and Promotions Committee
GFC	General Faculties Council (University of Alberta)
HRIS	Human Resources Information System
MOC	Major Occupational Code
NASA	Non-Academic Staff Association (University of Alberta)
OHR	Office of Human Rights
P/D	Persons with Disabilities
PEEIC	President's Employment Equity Implementation Committee
PSSR	Personnel Services and Staff Relations
SOC	Standard Occupational Code
U of A	University of Alberta
VM	Visible Minorities
WISEST	Women in Scholarship, Engineering, Science and Technology

Preamble

This report is about fairness and equity, similarities and differences. It is about building on our strengths and strengthening our weaknesses. It represents the views of a diverse and multicultural community and reflects the dedication and commitment of the President's Employment Equity Implementation Committee (PEEIC).

The task set by Paul Davenport, President of the University of Alberta, when he created PEEIC in June 1991 was, in general terms, to "prepare an employment equity plan for the University of Alberta which meets the terms and conditions of the Federal Contractors Program (FCP) and which is acceptable to the University community and observes the policies of General Faculties Council and the Board of Governors respecting employment." The goal of our committee has been to develop a plan which reaffirms the President's commitment to three main actions: first, to increase the pool of employment candidates with appropriate educational qualifications; second, to aggressively recruit candidates when jobs are available and remove artificial barriers to employment; and third, to create a campus community in which all individuals are treated with equality and respect and all can reach their full potential.

PEEIC includes academics and non-academics, women and men, aboriginals, visible minorities and persons with disabilities. Some members have first hand knowledge of discrimination in the workplace; many are experienced administrators, aware of both the unique administrative structure of the University and the resources necessary to ensure employment equity. We have met many times over the past 18 months and our search for a viable plan for employment equity has been a fascinating and challenging one. We have wrestled with issues of fairness and equity; we have called into question some University policies and have wondered at the absence of others; we have challenged and been challenged to find a balance that will result in an environment of fairness to all those who work at the University of Alberta. Above all, we were guided by certain key principles that are at the fundamental core of the University of Alberta, principles that speak to the University's unique management structure, its commitment to hiring by merit, its commitment to the amelioration of conditions of disadvantaged groups, and its fiscal realities.

Decentralized Authority/Accountability - The University of Alberta is a complex administrative entity. While accountability for global policies and practices rests with the Office of the President, individual faculties and administrative units are given general control of those academic and related matters specific to their own areas. Recruitment, for example, is decentralized, with each department operating within a framework crafted to fit its own requirements. This decentralized structure provides significant levels of autonomy for faculties and administrative units and, while recognizing the many similarities from department to department, also acknowledges the differences which define the various units. PEEIC was well aware of this decentralized structure and we have endeavoured to ensure that our recommendations are sufficiently flexible to reflect this basic principle.

With decentralized authority comes decentralized accountability and the success or failure of the many recommendations in the *Opening Doors* Work Plan rests squarely on the shoulders of those with whom the responsibility for implementation lies. It is the view of PEEIC that as Deans, Directors and Department Chairs set in place the steps to employment equity, they have at their disposal a valuable resource in the Office of Human Rights. This is a unit comprised of experts in human rights issues including employment equity. Theirs is a facilitative role, one which can offer invaluable assistance to administrators across the campus as the implementation of *Opening Doors* begins.

A Commitment to Hiring on Merit - The University of Alberta is fiercely committed to employment equity, to creating an environment which encourages members of the four designated groups to seek employment on campus and welcomes them into our community of employees. In no way, however, does this mean that the University will abandon its commitment to hiring on merit. An important principle of the University's employment equity policy, as approved by GFC, begins: "*Employment decisions shall be made on the basis of merit.*" This commitment will not be abandoned. PEEIC is unanimous in the strength and breadth of our support for employment equity. We are, however, just as determined to ensure that merit continues to determine who is successful in seeking and keeping employment at this University.

Resource Constraints - There is no doubt that putting an employment equity plan into practice will require human and financial resources. We understand that the timing of the implementation of our recommendations, and in some cases their feasibility, will be determined in part by the University's difficult financial situation. In many cases it is only as particular units attempt to implement a recommendation that we will know the best method for reaching a particular objective and thus the required resources. While many of the recommendations address issues of real concern and suggest the development and implementation of new policies and procedures, many others merely formalize efforts already being undertaken by the University. Furthermore, we are confident that the University has exceptional leaders in its human resources and administrative areas who have the vision and innovation to implement this employment equity plan in the most cost efficient and effective way.

We would be remiss if, at this point, we did not applaud the University for the very significant efforts it has already made toward the creation of a welcoming workplace for all its employees and students. Physical Plant has been diligent in its efforts to make all buildings accessible to persons with disabilities; the Rick Hansen Centre is internationally recognized for its support to persons with disabilities; the Transitional Program for Native Students has opened many new doors for our country's aboriginals; the aboriginal student quotas of our professional faculties are the model for many other universities; our support programs for students with disabilities are increasing in their scope and nature.

The University can look with pride on the many initiatives taken to ensure a welcoming environment for all within its community.

Qualitative and Quantitative Targets - While the Federal Contractors' Program requires that compliance reviews such as *Opening Doors* focus on numerical hiring targets, there has been increasing criticism of the Employment Equity Act as being too numbers-driven. The Employment Equity Act was explicitly designed to be result-oriented. There was broad consensus that employers would be held accountable for the achievement of employment equity by filing annual statistical reports on the status of the designated groups. It was expected that the efforts of employers would be adequately reflected in the numerical changes that could be calculated from employer reports and, further, that the requirement of annual statistical reports would ensure that employers keep the information necessary to effectively implement and monitor their employment equity programs.

In reality, the requirement for numerical targets and statistical reports has caused considerable concern that quotas will be required by the University and, further, that such quantitative targets will become paramount. It is the view of PEEIC, and we state this repeatedly in our report, that employment equity is about people, not numbers and that it is **qualitative** changes that are fundamental to the successful implementation of any employment equity program. It is our firm belief that if the qualitative targets described in this report are implemented, the quantitative targets required by the FCP will be achieved.

Methodology - *Opening Doors* is not an academic research paper and should not be evaluated as such. The Canada Employment and Immigration Commission (CEIC) has a defined set of criteria which must form the basis for every compliance review submitted to the FCP. Our task was to work within the parameters set by the CEIC, using the statistical sources required. The majority of data used in the analysis of designated group representation comes from Statistics Canada (1986 Canada Census) and from the University of Alberta Employment Equity Census. Other statistics were generated through the University's Human Resources Information System. The comparisons generated are those specifically required by the CEIC.

The development of *Opening Doors* has been an evolutionary process. We have struggled with issues of fairness and have debated questions of accountability. We have met with individuals and groups across the campus. We have listened and we have learned. Together we have arrived at a point of absolute conviction. The University of Alberta has no choice but to set in place a plan that will ensure fairness and equity for all its employees. Canadian law requires it; social justice demands it. Above all, the University's commitment to hiring the most qualified people drives it.

We believe that this report opens the door to employment equity at the University of Alberta. We are privileged to have been involved in its creation; we look forward to its evolution and its implementation.

Respectfully submitted,

President's Employment Equity Implementation Committee

Members, President's Employment Equity Implementation Committee

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Executive Summary

In 1986, the Government of Canada established the Federal Contractors Program (FCP) designed to ensure that organizations that do business with the Government of Canada achieve and maintain a representative workforce. Research at the University of Alberta includes contracts which meet the criteria specified under the FCP. A major requirement of the FCP is the development and implementation of an employment equity plan. *Opening Doors* is that plan. It is based on the eleven criteria determined by the FCP to be essential in the development of a successful employment equity initiative.

One of the key criteria defined by the FCP is the need to collect and maintain information on the employment status of designated group employees, specifically aboriginal peoples, persons with disabilities, members of visible minorities and women (Criterion #3). At the University of Alberta, this information was collected through an employment equity census distributed to all full- and part-time continuing faculty and staff. The University is pleased with the success of the census; the return rate has been high, currently standing at 83.0%.

More problematic from the University's perspective than the census itself was the requirement to compare the University's work force with the surrounding labour force as measured by the 1986 Canadian Census. In many cases, University job classifications do not lineup precisely with the occupational groupings used by Census Canada. Further, there are problems in comparing data gathered in 1991 in a voluntary census with data gathered in 1986 as part of a national (and mandatory) census. Finally, the goal of emulating the employment status quo of 1986 (with all its biases) can hardly be considered a worthy objective.

Nonetheless, as required by the FCP, the data were analyzed (Criterion #4) and numerical targets were established (Criterion #6). The University is clearly skeptical about the comparisons and the resulting numerical targets. This does not mean, however, that the required exercise was of no use. Indeed, the overall picture which emerged must not be ignored. The harsh reality is that the University has generally had little success in recruiting and retaining aboriginal peoples and persons with disabilities in nearly all occupations; further, its female and visible minority employees tend to be clustered in certain occupations.

An intense employment systems review was another key component of the Compliance Review. Employment policies and practices may contain barriers for members of the designated groups. The examination of the University's current employment policies and practices (Criterion #5) was an intense, demanding and enlightening process. Without question issues of adverse impact surfaced, during the scrutiny, which have clearly been a part of the University fabric for some time. The Work Plan (Criterion #7) is offered as a mechanism for completing the compliance review and, more importantly, making the best effort possible to rid the campus of existing barriers to employment equity.

Key objectives of the Work Plan are:

1. to ensure the University's ability to continue its pursuit of employment equity;
2. to continue to gather information about the employment status of the designated groups at the University of Alberta;
3. to keep the University community informed about the University's efforts to become a more equitable employer;
4. to become a more equitable employer by revising those employment policies and practices which have an adverse impact on members of the designated groups;
5. to ensure that designated groups are reasonably represented in the student body; and
6. to provide a supportive, safe and secure work environment for all employees of the University of Alberta.

Both the division for responsibility of employment among three Vice-Presidents and the decentralization of authority over employment systems at the University are logical and necessary. They do, however, pose some difficulties to the implementation of an employment equity plan.

The University's senior administrators are, of course, ultimately accountable for the achievement of a representative workforce. It is the Deans, Department Chairs and Directors, however, who must take the lead in ensuring the University's success in achieving employment equity.

Opening Doors: An Introduction

Employment equity is many things. It is a process by which artificial barriers to employment are systematically identified and removed. It is a means by which an employer ensures that no one is refused employment, denied training or promotion, laid-off or terminated for reasons unrelated to ability, job availability or just cause. It is also a means through which an employer can make *all* its employees -- regardless of gender, race, colour or disability -- feel welcomed and valued.

Artificial barriers to employment can be found in many guises: an indefensible height requirement, an office inaccessible to someone whose mobility is impaired, an attitude. Many people, if asked to draw a picture of a group of Canadians at work, would not include an aboriginal person, a person with a disability, a member of a visible minority or a woman. The attitudes which underlie these exclusions are learned. To take advantage of the tremendous range of skills, abilities and experiences which members of these groups can bring to the workforce, these attitudes *must* be unlearned.

The University of Alberta believes that an active employment equity plan is critical to hiring the very best employees. *Opening Doors* is that plan. Its recommendations deal with the need to make changes to policy; the need to provide staff with information, training and the opportunity to examine the attitudes they bring to the workplace; and the need to create an environment where all can flourish.

A

Federal Contractors Program

In 1986, the Government of Canada established the Federal Contractors Program (FCP), a program which *identifies aboriginal peoples, persons with disabilities, members of visible minorities and women as groups historically disadvantaged in employment in Canada*. The program is designed to ensure that organizations doing business with the Government achieve and maintain a representative workforce. Under the program, organizations employing 100 persons or more and wishing to bid on or receive contracts of more than \$200,000 to supply goods and services to the Federal Government must commit themselves to employment equity. (It is important to note that the FCP is intended to enhance employment opportunities for Canadians within the Canadian workforce. Questions related to international hiring and their potential impact on employment equity are outside the bounds of the FCP.)

Research at the University of Alberta includes contracts which meet the criteria specified under the FCP. The University became a signatory to the FCP in March 1987, thereby committing itself to the design and implementation of an employment equity plan which will make its workforce representative of the broader community. When it signed its Certificate of Commitment, the University undertook to develop an employment equity plan in accordance with the following criteria:

1. Communication of Management Commitment;
2. Assignment of Senior Personnel;
3. Collection and Maintenance of Data;
4. Analysis of Designated Group Representation
5. Elimination or Modification of Adverse Employment Policies and Practices;
6. Establishment of Goals;
7. Development of Employment Equity Work Plan;
8. Consideration of Special Measures and Reasonable Accommodation;
9. Establishment of a Favourable Climate;
10. Adoption of Monitoring Procedures; and
11. Authorization for Canada Employment and Immigration Commission to Enter Premises.

The University of Alberta was selected for a Compliance Review in June 1991. This report fulfils one of the key requirements of that review. Its structure is based on the eleven criteria (left) defined by the Federal Contractors Program as the essential components of an employment equity plan. Under the terms of the FCP, the University submits this report to the

When the report is accepted by CEIC, the University will be in compliance. At regular intervals thereafter, the University will be called upon to demonstrate that it is making progress toward the implementation of this report and that its workforce is becoming representative.

B University of Alberta

The University of Alberta is a co-educational, non-denominational, government-supported institution with the right to confer both undergraduate and graduate degrees. Created by the Provincial Legislature of Alberta through the passage of the *Universities Act* in 1908, its structure and activities continue to be guided by the *Universities Act* and any amendments thereto.

B.1 Governance - The *Universities Act* provides for a Board of Governors, a General Faculties Council (GFC) and a Senate. The Board of Governors, as the corporate body, has the ultimate powers appropriate to such a body, including the management and control of the University and its property, revenues, and business affairs. General Faculties Council has direct control of, and responsibility for, academic and related matters. The Senate is responsible for ensuring that the University responds to the needs and interests of the people of Alberta.

The *Universities Act* also provides that each faculty and each academic department within each faculty (there are currently 18 faculties and 91 academic departments) shall have a council to exercise general control over academic and related matters affecting that particular unit.

Most University-wide policies and practices are developed through consultation and are generally subject to open and public debate at GFC and/or the Board of Governors. Policies unique to departments or faculties are developed in much the same way and are subject to similar debate. Most constituents of the University (students, faculty and staff) are represented on these bodies and contribute to the discussion and approval of policy and practice. The debate of important topics (including employment policy) is reported in both the campus and the city media.

- B.2** **Workforce** - At the time of its employment equity census, the University of Alberta had a workforce of 5,106 full- and part-time continuing staff. Of these, 1,967 were academic staff, including: 274 Administrative Professional Officers (APOs); 1,586 Faculty; 40 Faculty Service Officers (FSOs); and 67 Librarians. The remaining 3,139 were non-academic/support staff (2,811 full-time regular; 328 part-time regular). In addition, there were a significant number of temporary, casual and trust employees working at the University. The following definitions will help in understanding the broad range of employee classifications at the University.
- B.2.1** **Academic Staff** - Academic staff are represented by the Association of Academic Staff (AAS:UA). The AAS:UA negotiates separate, though somewhat parallel, collective agreements for the four groups it represents. These groups are:
- 1 . Administrative Professional Officers (APOs)** - those academic staff employed by the University in professional or managerial-type positions (engineers, accountants, computer specialists, personnel officers, general or specialized administrators) in either teaching or non-teaching departments.
 - 2. Faculty** - those academic staff appointed to continuing teaching and research positions in which the appointee has or may be granted tenure.
 - 3. Faculty Service Officers (FSOs)** - those academic staff who assist and collaborate with Faculty in carrying out the teaching/research process. The tasks FSOs are assigned may include an administrative component, but this will not be the major component of the assignment.
 - 4. Librarians** - those academic staff appointed as professional Librarians.
- B.2.2** **Non-Academic Staff** - Non-academic staff are represented by the Non-Academic Staff Association (NASA) (excepting 42 non-academic staff who, by provincial statute, are excluded from belonging to NASA owing to the managerial/confidential nature of the work they perform). Non-academic staff include building service workers, skilled tradespeople, clerical/secretarial/ administrative employees, security personnel, computer programmers and a variety of technologists/technicians.
- It should be noted that for purposes of this report all non-academic/support staff will be referred to as non-academic staff, the expressed preference of NASA.
- B.2.3** **Temporary, Casual and Trust Staff** - In addition to its continuing staff, the University employs approximately 600 temporary non-academic staff and approximately 1,000 temporary academic staff or sessional lecturers. Casual staff differ from temporary staff in that they work full- or part-time for less than two consecutive months or are employed for less than sixty hours per calendar month. Casual staff are hired only within the non-academic ranks.

Trust employees are paid from research grants held in trust by the University. For the most part, these individuals are hired by Faculty to assist them in conducting their research. There are currently 950 trust employees at the University of Alberta. They are not classified as University employees and their ongoing positions are subject to the availability of trust-holder funds.

B.2.4 **Comment** - This report deals only with continuing academic and non-academic staff. It does not address equity issues related to temporary, casual or trust groups; nor were these groups surveyed in the equity census. See Objective 2 (2.6) of the Work Plan for related commitments.

B.3 **Organizational Structure, Employment** - Of the University's five Vice- Presidents, three have responsibilities for employment and employment equity. The Vice-President (Academic) is responsible for employment matters respecting academic staff; the Vice-President (Finance and Administration) is responsible -- through Personnel Services and Staff Relations -- for employment matters respecting non-academic staff; and the Vice-President (Student and Academic Services) is the senior official responsible for employment equity. The Office of Human Rights (OHR) is responsible for the coordination of the University's employment equity initiatives; OHR reports to the Vice-President (Student and Academic Services).

Employment at the University of Alberta is characterized by a high degree of decentralization. Authority over issues of employment has been delegated to Deans of faculties, Chairs of departments, Directors of support units and managers and supervisors within those support units. Specific issues include: for academic staff, recruitment, selection, starting salaries, permanent appointment (tenure), merit incrementation, and promotion; for non-academic staff, selection and merit incrementation; and for all staff, approval for leaves and training opportunities, recommendations for dismissal and lay-off and control of the work environment.

Other issues affecting employment (for example, salary scales, benefits and working conditions) are matters for negotiation between the Board of Governors and AAS:UA and/or NASA.

B.3.1 **Comment** - Both the division of responsibility for employment among three University Vice Presidents and the decentralization of authority over employment systems at the University pose some difficulties to the implementation of an employment equity plan. The University's senior administrators -- the President and, in particular, the three Vice-Presidents -- are, of course, ultimately accountable for the achievement of a representative workforce. However, it is the Deans, Department Chairs and Directors who must lead the way if the University is to successfully develop an employment equity initiative.

To ensure that success it is necessary to carefully set out roles, responsibilities and, most importantly, accountabilities for the achievement of a representative workforce at the University. See Objective 1 (1.1, 1.2 and 1.4) of the Work Plan for related commitments.

B.4

The University as an Educational Institution - The University of Alberta has a hand in creating the pools of qualified applicants from which its academic and some of its non-academic staff are selected. The University can take steps to increase the representation of designated groups in many of the occupations for which will be recruiting both in the short and long terms.

The University has collected data concerning the gender of students for some time and can speak with some certainty about the participation of women in its various educational programs; however, little or no data exist concerning the other three designated groups. National data, to the degree that they reflect the University of Alberta situation, suggest that the designated groups are badly underrepresented in certain graduate disciplines. The designated groups are better represented in the undergraduate student population, but there remain fields of study in which their participation rates are very low.

Unfortunately, reliable data on enrolment from past years from the designated groups are limited to data on women. Table 1 shows the growing proportion of female students at the University of Alberta in undergraduate, master's and doctoral programs over the last 20 years. About 25% of full-time graduate students are international students, with a high proportion of males. Considering Canadian students only, in 1992/93 52% of masters enrolment and 41 % of doctoral enrolment were female.

Table 1. Full-time students at the University of Alberta

	Male	Female	Total	% Female
Undergraduate				
1972/73	9,508	6,245	15,753	39.7
1982/83	9,601	9,109	18,710	48.7
1992/93	10,426	11,787	22,213	53.1
Master's				
1972/73	755	285	1,040	27.4
1982/83	785	579	1,364	42.4
1992/93	853	827	1,680	49.2
Doctoral				
1972/73	664	130	794	16.4
1982/83	513	204	717	28.5
1992/93	883	469	1,352	34.7

Comment - The master's category includes diploma and qualifying year students.

The stereotyping that results in academic underachievement, and which may also cause members of the designated groups to pursue predominantly traditional academic studies, begins at home and in the schools. Children are very susceptible to the influence of parents, teachers and peers. The University is actively involved in curriculum development and liaison with the schools, both at the faculty and department levels. WISEST (Women in Scholarship, Engineering, Science and Technology), a committee of the Vice-President (Research), has the broad mandate to increase the numbers of women in areas of scholarship where they are underrepresented. The Summer Youth University operated through the Faculty of Extension

serves to introduce young people to fields of study they might not otherwise contemplate. The University therefore has many opportunities to encourage students at an early age to consider, and believe themselves capable of, the full range of academic studies and possible careers.

The University also has several offices which perform both an outreach and support function for designated group students. Services for Students with Disabilities and Native Student Services provide help to potential and current students. Personal and Academic Resources (formerly Student Counselling Services) is available to support and counsel students. Members of visible minorities tend to rely on peer support; there are formal student associations representing many ethnic and racial groups.

The University can look with pride at its Aboriginal Student Policy which aims to increase the number of aboriginals to a minimum of five percent of the University's overall student population; its Transition Year Program which permits aboriginal peoples to study and receive the support they require to be academically successful; and its Services for Students with Disabilities which has been a pioneer in facilitating the full and self-directed participation of persons with disabilities in post-secondary education.

Nevertheless, some gaps in services do exist: the insufficient number of child-care facilities creates difficulties for students; the lack of a mature students advisor and related program undoubtedly has an impact on members of the designated groups. Barriers to the participation of designated groups at the graduate level could include: residence requirements and completion deadlines that demand either continuous or periodic full-time study; the restriction of assistantships and most scholarships to full-time students; and age restrictions on other scholarships. Some members of the University community have begun to show interest in removing arbitrary restrictions. Services for Students with Disabilities has demonstrated that accommodations such as alternative examination procedures or longer examination periods do not lower academic standards.

B.4.1

Comment - The University of Alberta is conscious of the issue of educational equity and has been generally supportive of the accommodations made for student members of the designated groups. This has been particularly true of aboriginal students and students with disabilities. Nonetheless, there remain policies and practices in place at the University which pose barriers to qualified designated group students. A review of policy and practice as it affects designated group members may reveal alternative methods through which equity goals can be accomplished.

See Objective 5 of the Work Plan for related commitments.

Criterion #1: "Communication by the Organization's Chief Executive Officer to Employees, Unions and/or Employee Associations of the Commitment to Achieve Equality in Employment Through the Design and Implementation of an Employment Equity Plan"

1.1 Commitment to the Federal Contractors Program

On March 24, 1987, Dr. Myer Horowitz, then President of the University of Alberta, signed Certificate of Commitment #90029, which committed the University to the development and implementation of an employment equity plan which would meet the requirements of the Federal Contractors Program. In signing the Certificate, President Horowitz followed the advice of the President's Advisory Committee on Federal Contract Legislation, an *ad hoc* committee created to clarify the terms of compliance with the Canada Employment and Immigration Commission.

Responsibility for compliance with the FCP -- along with a number of other equity initiatives - was assigned to the Special Assistant to the President on Equity Matters (Equity Advisor) in 1987. In December 1990, the Equity Advisor function was incorporated into the newly created Office of Human Rights.

The commitment of the University's senior administrators to the FCP is clearly evident in correspondence to all University employees by President Paul Davenport in June 1991. In it, he confirmed the University's commitment to employment equity and announced the creation of the President's Employment Equity Implementation Committee (PEEIC) which would develop an employment equity plan for the University. It is important to note that the President's initiative was supported by the two staff associations, the three Vice- Presidents responsible for employment policy and practice, the Board of Governors and General Faculties Council (GFC), as well as by Deans, Department Chairs and Directors.

1.2 President's Employment Equity Implementation Committee (PEEIC)

The terms of reference of the President's Employment Equity Implementation Committee are:

- to prepare an employment equity plan for the University of Alberta which meets the terms and conditions of the Federal Contractors Program, and which is acceptable to the University community and observes the policies of General Faculties Council and the Board of Governors respecting employment;
- to submit the plan to GFC and the Board of Governors;
- to assist in the design and completion of studies undertaken to develop the employment equity plan, including the workforce analysis, the development of a workforce profile and the review of personnel policies and practices;
- to participate in the development of a University-wide communication strategy for the implementation of employment equity;
- to seek input from organizations representing the designated groups: aboriginal peoples, persons with disabilities, visible minorities, and women;

- to monitor the implementation of the University of Alberta's employment equity plan, once approved by General Faculties Council and the Board of Governors; and
- to recommend modifications to the University of Alberta's employment equity plan from time to time, in light of the University's changing circumstances.

The Committee was structured to involve all University offices or groups which have a major influence on employment policies and practices, and to reflect the decentralized nature of recruitment, hiring, promotion, advancement and termination at the University of Alberta. Four representatives-at-large ensure that the designated groups are represented on the Committee. Chaired by the Vice-President (Student and Academic Services), PEEIC includes representatives of:

- the Board of Governors;
- the Association of the Academic Staff;
- the General Faculties Council;
- the Non-Academic Staff Association;
- the Vice-President (Academic);
- the Vice-President (Finance and Administration);
- the Deans' Council;
- the Chairs' Council; and
- four representatives-at-large, appointed by the President.

From the outset, it was clear that the primary task of PEEIC would be the preparation of the University's Compliance Review Report. With that in mind, the Committee was structured in such a way as to provide the most broadly-based input possible into the report preparation process. The Office of Human Rights is responsible for the co-ordination of PEEIC. The Committee is empowered to call upon a range of resource persons including the Director of PSSR, the Associate Vice-President (Academic Administration) and the Director of Pensions and Benefits for advice and information, as required.

1.3

Employment Equity Policy

The current University of Alberta employment equity policy was approved by GFC on June 25, 1990. This policy evolved from policies approved as early as 1981. Now an integral part of the University's basic employment policies and widely communicated to all staff, it reads as follows:

48. Employment Policies

The Board of Governors and General Faculties Council have adopted the following policy statement (Section 48. 1) with respect to employment of staff by the University.

48.1 Basic Principles

- 1. Employment decisions shall be made on the basis of merit.*
- 2. In accordance with the provisions of the **Alberta Bill of Rights, the Individual's Rights Protection Act and the Canadian Charter of Rights and Freedoms**, the University of Alberta is committed to the principle of equity in employment. Every individual is entitled to be considered without discrimination and, in particular, without discrimination because of race, religious beliefs, colour, sex, physical disability, marital status, age, ancestry or place of origin. This principle encompasses such matters as selection and hiring practices, recommendations and decisions regarding remuneration,*

tenure, promotion, classification, workload, assignment of duties, and access to fringe benefits.

3. Graduates of the University of Alberta shall not be excluded from competition for positions within the University.

4. Members of the immediate family of staff members may apply for, and shall be considered in competition for, positions on the University staff. All opportunities and benefits normally accruing to a position on staff will obtain where such an appointment is made.

5. In order to ensure that these principles are observed and are seen to be observed, no University employee shall be involved in an employment decision involving a member of that employee's family or involving a person with whom that employee has a close personal relationship; exceptions to this rule may be made by the appropriate Vice President where special circumstances apply.

6. The University is committed to the amelioration of conditions of disadvantaged individuals or groups within the system.

1.4

Communication Strategy

The decision of the University of Alberta to become a signatory to the FCP was publicized in March 1987 in the University's weekly staff newspaper, Folio. In addition, President Horowitz wrote to all Deans, Department Chairs and Directors informing them of the decision, and providing a brief overview of the program's objectives and requirements. During the next three years, Folio carried a number of articles publicizing the University's commitment to employment equity and explaining the requirements of compliance with the FCP. Major employment equity workshops were presented for administrators in 1987, 1988, and 1989.

In the spring of 1991 increased efforts were undertaken to provide all members of the University's staff with detailed information concerning the terms and conditions of the FCP. Presentations were made to Deans, Department Chairs, Directors and the two staff associations, both to explain the program and to solicit support for it. Information sessions were provided to all interest groups; information packages were developed for various presentations; brochures were developed and distributed to every employee; a poster series was produced; and an employment equity logo was developed for use on all employment equity materials. Special inserts were placed in Folio.

In November 1991, President Paul Davenport presented his annual report to the University community. In it, he focussed on three critical issues facing the University, one of which was employment equity. The report was distributed to all members of the University staff. Since November 1991, all newly appointed non-academic staff have been provided with basic information about the University's employment equity initiatives.

1.4.1

Comment - The work begun over the past 24 months to enhance employment equity and see it become an integral part of the University community has been significant. More must be done, however, and recommendations relating to enhanced communication regarding employment equity reflect this. See Objective 3 of the Work Plan for related commitments.

Criterion #2: "Assignment of Senior Personnel with Responsibility for Employment Equity"

In June 1991, President Paul Davenport appointed Dr. Lois Stanford as the senior official responsible for employment equity, as well as Chair of the President's Employment Equity Implementation Committee. Dr. Stanford is the Vice-President (Student and Academic Services) at the University of Alberta.

The Office of Human Rights coordinates the President's Employment Equity Implementation Committee and is responsible for liaison with Federal Contractors Program officials.

Criterion #3: "Collection and Maintenance of Information on the Employment Status of Designated Group Employees, by Occupation and Salary Levels and in Terms of Hiring, Promotion and Termination in Relation to all Other Employees"

3.1 Employment Equity Census

The importance of an employment equity census was emphasized in the information presentations made during the summer of 1991 and in general information brochures distributed to all continuing faculty and staff (see 1.4). Posters were prepared announcing the upcoming census and a brochure was distributed to all continuing employees explaining the purpose of the census, the uses to which the data collected would be put and the steps taken to ensure the confidentiality of all replies. A major insert published in Folio announced the upcoming census, explained its purpose, outlined the steps taken to ensure confidentiality, and contained messages from the President of the University, the Vice-President (Student and Academic Services) and the Presidents of the two staff associations which encouraged all staff to participate in the census.

3.2 Employment Equity Week

The week of October 7-11, 1991 was designated as Employment Equity Week at the University of Alberta. Presentations and events scheduled during this week were designed to promote discussion of employment equity issues and to focus attention on the employment equity census. One major presentation was held on the changing demographics of the workplace in Canada; two general information sessions on employment equity and the FCP were also held. In addition, two interactive theatre productions focusing on the employment dilemmas faced by members of designated groups were presented.

The events of Employment Equity Week were promoted through a special equity week poster distributed across the campus in late September and through the major Folio insert referred to above. They were also advertised on the University's central computer system's message board and on an electronic display billboard located on campus.

3.3 Employment Equity Census Questionnaire

The Office of Human Rights was responsible for the design of the employment equity census questionnaire. The questionnaire, reviewed by the Alberta Human Rights Commission, clearly indicated that participation in the census was voluntary and confidential. Employees were given the opportunity to indicate on the form that they did not wish to participate.

A copy of the census questionnaire, with a covering letter from the President of the University and the Presidents of the two staff associations, was distributed through campus mail to each full- and part-time member of the University's continuing staff on October 7, 1991. The mailing list of 5,106 used for the census questionnaire was based on information stored within the University's Human Resources Information System as of September 30, 1991. To improve the return rate, reminders and new census questionnaires were sent to all who did not return the form by October 31, 1991.

3.3.1

Comment - The return rate on census forms now stands at 83.0 percent, a significant rate of return and one of which the University is justly proud.

3.4**Employment Equity Database**

The employment equity database at the University of Alberta is integrated with the University's central personnel records system, the Human Resources Information System (HRIS). Special screens, accessible only to the Office of Human Rights, were built into the HRIS to allow for the confidential storing of census data. Standard Occupational Code (SOC) tables programmed into the HRIS allow for the translation of University job titles into SOCs as used by Census Canada.

While the system currently allows only for the production of University-wide reports, it is being programmed to allow for the creation of reports by faculties or departments. These unit reports will be useful to Deans, Department Chairs and Directors as they try to understand the equity issues within their own units.

3.5**Collection of Flow Data**

HRIS will allow for the collection and reporting of new hiring, promotions, resignations, retirements, terminations and lay-offs among continuing academic and non-academic staff. Provision has been made to collect and report on these data annually.

Criterion #4: "Analysis of Designated Group Representation Within the Organization in Relation to Their Representation in the Supply of Qualified Workers from which the Contractors may Reasonably be Expected to Recruit Employees"

4.1

Limitations of the Data

The Federal Contractors Program holds that an employer's workforce is representative when the designated groups are represented in that work force in proportions similar to their representation in the appropriate local, provincial or national labour force. Many employers recruit from different labour forces depending on the type of position which is vacant. For example, should the University of Alberta have a vacancy for a clerical worker, it would recruit from the local (Edmonton) labour force. If the University were seeking to fill a vacant faculty position, it would, at the very least, recruit nationally.

Designated group representation in the local, provincial and national labour forces is determined from Census Canada data as provided through the CEIC. The most recent national census for which there is complete data was held in 1986. The most recent national census was conducted in 1991; data produced from that census will be available in 1993. The labour force for which data were collected includes all persons aged 15 years and over who worked in 1985 or 1986.

The assumption behind Criterion #4 is that employers can derive some sense of the equity problems they have by comparing their workforces with the surrounding labour force and, further, that they can determine which (if any) designated groups they are failing to recruit (or retain) and in what occupations.

This required comparison of the University's workforce with the surrounding labour force has generated considerable skepticism within the University community. In many cases, job classifications in use at the University do not line up precisely with the occupational groupings used by Census Canada. It is also problematic to compare data gathered in 1991 in a voluntary census with data gathered in 1986 as part of a national (and mandatory) census.

The University has nonetheless completed the required analysis, both to fulfil the obligations it undertook in becoming a signatory to the FCP and because the overall comparisons provide useful directions for further questioning, along with some valid conclusions.

A comparison of the University's equity census data with Census Canada data is not without its problems. For example, many people classified as University Teachers by Census Canada would not be qualified to teach at the University of Alberta. Similar difficulties may well exist within other occupational codes. A Department Chair would be counted as a Middle Manager for purposes of the University's employment equity census, but would likely be counted as a University Teacher for the Canadian Census. This same situation may hold for those filling senior administrative roles at the time of the employment census. In fact, even a University President would not be considered an Upper Level Manager by Census Canada.

Table 2 shows the number of employment equity census questionnaires distributed and returned. Table 3 compares the representation of the designated groups among those University of Alberta faculty and staff who participated in the equity census with their representation in the local, provincial and national labour forces.

Table 2. U of A employment equity census questionnaires distributed and returned.

Census forms distributed	5,106	(100%)
Census forms returned	4,597	(90.0%)
Spoiled census forms*	54	(1.0%)
Staff declining to provide information-	301	(5.9%)
Staff voluntarily providing information	4,240	(83.0%)

* A spoiled form is defined as a returned form on which the person to whom it was addressed removed the employee number from the form, thereby destroying the usefulness of the information.

** The University of Alberta census questionnaire provided respondents with the opportunity to decline to provide the requested information. This option was chosen by 301 individuals.

(Please Note: All of the data analysis in this section of the report is based on the University of Alberta's workforce as determined by those continuing employees who completed and returned the employment equity census questionnaire.)

Legend:

AP = Aboriginal Peoples
 P/D = Persons with Disabilities
 VM = Visible Minorities

Table 3. Distribution of U of A employees by designated group.

	Female*	Male	AP	P/D**	VM
U of A	2,112 (49.8%)	2,128 (50.2%)	48 (1.1%)	147 (3.5%)	516 (12.2%)
Edmonton	214,875 (45.5%)	257,370 (54.5%)	12,470 (2.6%)	--	39,220 (8.3%)
Alberta	619,900 (44.5%)	774,620 (55.5%)	42,790 (3.1%)	81,035 (5.8%)	90,675 (6.5%)
Canada	6,098,175 (44.0%)	7,759,600 (56.0%)	294,415 (2.1%)	752,990 (5.4%)	872,695 (6.3%)

* Data in the female/male categories include figures for aboriginal persons, persons with disabilities and visible minorities.

** Data for persons with disabilities do not differentiate between persons disabled at the time of joining the University's employ and those disabled after employment began.

A comparison of the aggregate University of Alberta workforce (as measured by equity census responses) with the Census Canada data indicates that:

- the representation of women at 49.8% of the University of Alberta's workforce is greater than their representation in the local, provincial and national labour forces;
- the representation of aboriginal peoples at 1.1% of the University of Alberta's workforce is less than their representation in the local, provincial and national labour forces;
- the representation of persons with disabilities at 3.5% of the University of Alberta's workforce is less than the provincial and national labour forces. No data are available on persons with disabilities in the Edmonton labour force;
- the representation of visible minorities at 12.2% of the University of Alberta's workforce is greater than their representation in the local, provincial and national labour forces.

4.1.1

Comment - A cursory review of data in Table 3 could result in a generalized statement that, with women representing 49.8% of the University workforce and the University therefore

exceeding the general labour force in its female representation, there is little cause for concern. In fact, careful scrutiny of data presented in Table 4 (below) will reveal that women are not well represented in all occupational groups.

4.2 Data Analysis by Occupational Group

The University of Alberta employs people in approximately 340 different occupations. Each occupation has been assigned to one of the Standard Occupational Codes (SOCs) used by Census Canada in collecting and compiling labour force data. The assignments were made by the Office of Human Rights using documents entitled *Standard Occupational Classification, 1980* and *Technical Reference Paper #3, Occupational Groups for Employment Equity Reports*. The latter document is found in *The Employment Equity Act and Reporting Requirements*, Employment and Immigration Canada, 1986. Related SOCs are grouped into Major Occupational Codes (MOCs), as defined by Statistics Canada.

Table 4 compares the University's workforce with the external labour force by MOCs. For MOC 01/Upper Level Managers, the census data provided for comparative purposes are national (if the University were seeking to fill a vacancy in this grouping, it would at the very least recruit nationally). For MOC 02/Middle and Other Managers, the appropriate labour force depends on whether the particular position is academic or non-academic. For this group, local, provincial and national data are presented. MOC 03/Professionals includes University Teachers; the data provided are national. For the remaining eight MOCs, local and provincial comparative data are provided. Most University recruitment into these occupations is from the local labour market.

Because of the primacy of Professionals -- particularly University Teachers -- to the mission of the University of Alberta, data are shown both for University Teachers data and Professionals other than University Teachers. The comparative data for University teachers are national, for Other Professionals, local, provincial and national data are provided.

Table 4. U of A workforce by designated group and Major Occupational Code

01/Upper Level Managers

Description: Employees holding the most senior positions in large firms or corporations. They are responsible for the corporation's policy and strategic planning, and for directing and controlling the functions of the organization. At the University of Alberta, this grouping includes the President and Vice-Presidents, even though these positions would not be considered Upper Level Managers by Census Canada.

Legend:

AP=
Aboriginal
Peoples
P/D =
Persons
with
Disabilities
VM=
Visible
Minorities

	#/Replies	Female	Male	AP	P/D	VM
U of A	6 (100%)	1 (16.6%)	5 (83.3%)	0	0	0
1986 Census Data: Canada		17.4%	82.6%	1.4%	1.8%	4.1%

02/Middle and Other Managers

Description: Middle and other managers receive information from upper level managers and administer the organizations policy and operations through subordinate managers or supervisors. At the University of Alberta, this grouping includes, but is not limited to, Associate Vice-Presidents, Deans, Department Chairs, Directors, some APOs and Librarians.

	#/Replies	Female	Male	AP	P/D	VM
U of A	424 (88.0%)	149 (35.1%)	275 (64.9%)	3 (0.7%)	23 (4.5%)	27 (6.3%)
1986 Census Data:						
Edmonton		33.9%	66.1%	1.7%	*n/a	5.2%
Alberta		31.4%	68.6%	1.7%	5.1%	4.4%
Canada		33.1%	66.9%	1.4%	3.3%	4.7%

03/Professionals

Description: Professionals usually need either university graduation or extended formal training and often belong to a professional association. At the University of Alberta, this grouping includes, but is not limited to, University Teachers, Counsellors, Librarians, FSOs and APOs requiring a professional designation Accountants, Engineers etc.)

	#/Replies	Female	Male	AP	P/D	VM
U of A	1,396 (75.9%)	371 (26.6%)	1,025 (73.4%)	6 (0.4%)	43 (3.1%)	174 (12.5%)
1986 Census Data:						
Edmonton		52.9%	47.1%	1.3%	*n/a	9.0%
Alberta		52.2%	47.8%	1.6%	4.3%	7.8%
Canada		53.3%	46.7%	1.4%	3.1%	7.1%

03/Professionals -- University Teachers

	#/Replies	Female	Male	AP	P/D	VM
U of A	1,165 (74.5%)	266 (22.8%)	899 (77.2%)	5 (0.4%)	31 (2.7%)	137 (11.8%)
1986 Census Data:						
Canada		28.4%*	71.6%	0.8%	1.6%	9.0%

* For a more detailed discussion of this figure, see Section 4.3, University Teachers (pages 23 through 26).

03/Professionals - Other Professionals

	#/Replies	Female	Male	AP	P/D	VM
U of A	231 (83.49/6)	105 (45.59/6)	126 (54.5%)	1(0.4%)	12(5.29/6)	37 (16.09/6)
1986 Census Data:						
Canada		53.1%	46.1%	1.4%	3.2%	7.1%

* The appropriate labour force for Other Professionals is probably Alberta. Unfortunately, data from Alberta cannot be derived from the Census Canada data provided.

04/Semi-Professionals and Technicians

Description: Workers in these occupations are usually required to have the equivalent of two years of post-secondary education, such as offered in technical schools and community colleges. At the University of Alberta, this grouping includes, but is not limited to, Photographers, Dental Assistants and Technicians.

	#/Replies	Female	Male	AP	P/D	VM
U of A	395 (82.1%)	166 (42.0%)	229 (58.0%)	0	19 (4.8%)	72 (18.2%)
1986 Census Data:						
Edmonton		50.2%	49.8%	2.4%	*n/a	8.2%
Alberta		50.9%	49.1%	2.7%	5.1%	7.0%

05/Supervisors

Description: Supervisors are considered non-management, first line coordinators of white collar workers; may, but usually do not, perform any duties of the employees they supervise. At the University of Alberta, this grouping includes, but is not limited to, Administrative Assistants and Supervisors.

	#/Replies	Female	Male	AP	P/D	VM
U of A	222 (94.1%)	192 (86.5%)	30 (13.5%)	3 (1.4%)	4 (1.8%)	17 (7.7%)
1986 Census Data:						
Edmonton		51.9%	48.1%	2.0%	*n/a	10.1%
Alberta		51.0%	49.0%	2.1%	4.9%	8.1%

06/Foremen/women

Description: Foremen/women are non-management first-line supervisors of blue collar workers. At the University of Alberta, this grouping includes, but is not limited to, Building Superintendents and Construction Supervisors.

	#/Replies	Female	Male	AP	P/D	VM
U of A	58 (85.3%)	3 (5.2%)	55 (94.8%)	2 (3.4%)	2 (3.4%)	5 (8.6%)
1986 Census Data:						
Edmonton		6.9%	93.1%	2.4%	*n/a	4.3%
Alberta		7.1%	92.9%	2.6%	6.1%	3.4%

07/Clerical Workers

Description: Workers performing clerical work in which the activities are predominantly non-manual. At the University of Alberta, this grouping includes, but is not limited to, Library Assistants, Secretaries and Clerk Typists.

	#/Replies	Female	Male	AP	P/D	VM
U of A	1,007 (91.4%)	924 (91.8%)	83 (8.2%)	17 (1.7%)	25 (2.5%)	105 (10.4%)
1986 Census Data:						
Edmonton		81.8%	18.2%	2.4%	*n/a	6.6%
Alberta		83.8%	16.7%	2.6%	5.0%	5.7%

08/Sales Workers

Description: Sales workers are engaged in selling products.

No employees at the University of Alberta have been classified in this occupational group.

09/Service Workers

Description: Workers who provide personal service. At the University of Alberta, this grouping includes, but is not limited to, Food Service Workers, Security Officers and Laboratory Assistants.

	#/Replies	Female	Male	AP	P/D	VM
U of A	169 (84.5%)	112 (66.3%)	57 (33.7%)	4 (2.4%)	10 (5.9%)	45 (26.6%)
1986 Census Data:						
Edmonton		61.7%	38.4%	4.3%	*n/a	14.9%
Alberta		64.5%	35.5%	4.6%	5.9%	11.1%

10/Skilled Crafts and Trades

Description: Manual workers of a high skill level, having a comprehensive knowledge of the processes involved in their work. They are frequently journeymen/women who have had an extensive period of training. At the University of Alberta, this grouping includes, but is not limited to, Pipefitters, Electricians, Carpenters, Glassblowers and Machinists.

	#/Replies	Female	Male	AP	P/D	VM
U of A	124 (77.0%)	5 (4.0%)	119 (96.0%)	2 (1.6%)	7 (5.6%)	9 (7.3%)
1986 Census Data:						
Edmonton		5.6%	94.4%	2.3%	*n/a	5.5%
Alberta		6.7%	93.3%	2.5%	5.8%	3.5%

11/Semi-Skilled Manual Workers

Description: Manual workers who perform duties that usually require a few months of specific on-the-job training. At the University of Alberta, this grouping includes, but is not limited to, Vehicle Operators and Animal Assistants.

	#/Replies	Female	Male	AP	P/D	VM
U of A	91 (77.1%)	13 (14.3%)	78 (85.7%)	1 (1.1%)	2 (2.2%)	3 (3.3%)
1986 Census Data:						
Edmonton		10.8%	89.29%	3.7%	*n/a	6.2%
Alberta		14.6%	85.4%	3.9%	8.0%	4.3%

12/Other Manual Workers

Description: Workers in blue collar jobs which generally require only a few days of on-the-job training. At the University of Alberta, this grouping includes, but is not limited to, Maintenance Workers and Building Service Workers.

	#/Replies	Female	Male	AP	P/D	VM
U of A	348 (84.5%)	176 (50.6%)	172 (49.4%)	10 (2.9%)	12 (3.4%)	59 (17.0%)
1986 Census Data:						
Edmonton		27.1%	72.9%	3.8%	*n/a	12.1%
Alberta		27.1%	72.9%	5.4%	8.3%	8.8%

4.2.1

Comment - The University community is skeptical about the data comparisons in Table 4. This does not mean, however, that the required exercise was of no use. Indeed, the overall picture which emerges from the comparisons must not be ignored. The harsh reality is that the University has generally had little success in recruiting and retaining aboriginal peoples and

persons with disabilities in nearly all occupations; moreover, its female and visible minority employees tend to be clustered in certain occupations.

4.3

University Teachers

Reference has been made to the difficulties inherent in relying solely on the kind of comparisons reported above in attempting to understand how well or how poorly the designated groups are represented within the University workforce. Given the primacy of University Teachers to the accomplishment of the University's mission, it is useful to consider supplemental information which might help to better understand the University's equity problems specific to this group.

As defined by Census Canada, the occupational group University Teachers includes *"occupations concerned with teaching and research in the various disciplines of universities and degree granting colleges. Activities include: teaching one or more subjects within a prescribed curriculum; preparing and delivering lectures to students; conducting seminars or laboratory sessions; preparing and administering examinations, and grading papers; directing research programs of graduate students; conducting research in a particular field of knowledge and publishing findings; assisting students with the conduct of scholarly, cultural and political clubs or societies; and teaching as required in an adult education or university extension program."*

The Census Canada data include people who would not be qualified for professorial positions at the University of Alberta or who were not included in the University's equity census (temporary or sessional instructors, for example). As a result, the Census Canada data probably overestimate the pool of academics from which the University recruits.

This type of problem is endemic to any broadly-based national employment equity program such as the FCP. Officials in the Employment Equity branch of Employment and Immigration Canada are currently working with Statistics Canada to improve the data which are being provided to employers; nonetheless, even with improved data, employers will find it necessary to seek out supplemental information.

The pool of qualified applicants for teaching positions at the University of Alberta (leaving aside those recruited internationally) would be either academics employed at Canadian universities (in sessional or continuing positions) or recent PhD graduates. Little data have been developed in Canada concerning aboriginal peoples, persons with disabilities or visible minorities as University Teachers. Considerably more information has been generated regarding the sex of University Teachers. In part this is because that information can be easily found in personnel records. The information presented below reflects this reality. It should not be taken as an indication of a lack of interest in the other three designated groups. It is, rather, an indication of the problems involved in getting useful information. Tables 5 through 8 provide examples of the kind of supplemental information the University of Alberta will seek to better understand its equity goals.

Table 5. Percentage of full-time female University Teachers in Canada, by field of study, 1960/61 to 1987/88

	1960/61	1970/71	1980/81	1985/86	1986/87	1987/88
Education	28.7	20.1	23.9	26.0	26.6	27.1
Fine and applied arts	15.2	24.6	21.3	23.8	24.5	24.3
Humanities and related	10.7	16.9	18.6	20.8	21.9	22.4
Social sciences and related	8.3	9.3	14.1	16.2	16.9	17.6
Agriculture and biological sciences	19.0	15.9	16.2	16.7	16.5	17.0
Engineering and applied sciences	0.9	0.6	1.3	2.3	2.1	2.4
Health professions and occupations	23.4	20.9	23.4	23.8	24.0	24.1
Mathematics and physical sciences	3.9	4.4	4.6	5.6	6.0	6.1
Not reported	--	--	15.2	26.9	27.1	26.6
TOTAL	11.4	12.8	15.5	17.0	17.6	17.9

4.3.1

Comment - Table 5 likely underestimates that portion of the pool of qualified female University Teachers working at universities, since it reports only on full-time appointments (women are more highly represented among part-time appointments). It is important to note the variation in the representation of women from one discipline to the next and to bear this variation in mind when evaluating yearly hiring statistics. Data in Table 5 are taken from *Teachers in Universities, 1987/88*, a publication of Statistics Canada.

Table 6. Average annual number of new faculty recruits in Canada, 1976/79 to 1987/89

	Female (%)	Male	Total
1976-79	396 (23.8)	1,269	1,665
1980-82	419 (27.7)	1,092	1,511
1983-86	365 (27.5)	961	1,326
1987-89	529 (31.4)	1,156	1,685

4.3.2

Comment - Based on data provided by the Association of Universities and Colleges of Canada, Table 6 demonstrates the slow but significant increase in female appointments to university teaching positions and illustrates growth in the pool of female University Teachers.

Table 7. Doctoral degrees granted in Canada by sex and field of study, 1987

Field of study	Female (%)	Male (%)	Total
Total number of qualifications	682 (28.6)	1,702 (71.4)	2,384
Education	129 (52.4)	117 (47.6)	246
Fine/applied arts	7 (46.7)	8 (53.3)	15
Humanities	115 (39.0)	180 (61.0)	295
Social sciences	134 (39.5)	282 (60.5)	466
Agriculture/biological sciences	96 (28.0)	247 (72.0)	343
Engineering/applied sciences	16 (5.4)	283 (94.6)	299
Health professions	72 (30.6)	163 (69.4)	235
Mathematics/physical sciences	62 (13.0)	415 (87.0)	477
Not reported	1 (12.5)	7 (87.5)	8

4.3.3

Comment - Although Table 7 presents the number of doctoral degrees granted in Canada in 1987, some of those degrees were granted to international students who would not be considered a part of the pool. Further, Canadian students who received doctoral degrees abroad in 1987 are not included. It is worth noting once again the discipline by discipline variation in female representation. Data in Table 7 are taken from *Universities: Enrolment and Degrees, Statistics Canada, 1987*.

Table 8. Average annual number of PhD graduates in Canada, 1920/29 to 1985/89

	Female (%)	Male	Total
1920-29	2 (6.0)	31	33
1930-39	8 (10.7)	67	75
1940-49	11 (10.0)	99	110
1950-59	21 (8.2)	234	255
1960-64	29 (8.1)	327	356
1965-69	76 (9.1)	757	833
1970-74	178 (10.4)	1,532	1,710
1975-79	324 (18.3)	1,447	1,771
1980-84	445 (24.8)	1,349	1,794
1985-89	668 (28.8)	1,650	2,318

4.3.4

Comment - The data in Table 8 were generated by Statistics Canada.

Table 9. Number of full-time University Teachers by rank and sex for Canada: selected years, 1985/86 to 1989/90

	Full Professor	Associate Prof	Assistant Prof	Total
1985/86				
Female	751 (6.1)	2,038 (15.7)	2,045 (28.9)	4,834 (14.9)
Male	11,631 (93.9)	10,902 (84.3)	5,021 (71.1)	27,554 (85.1)
Total	12,382	12,940	7,066	32,388
1986/87				
Female	802 (6.4)	2,096 (16.5)	2,091 (29.4)	4,989 (15.4)
Male	11,787 (93.6)	10,641 (83.5)	5,030 (70.6)	27,458 (84.6)
Total	12,589	12,737	7,121	32,447
1987/88				
Female	854 (6.6)	2,162 (17.0)	2,175 (30.2)	5,191 (15.7)
Male	12,204 (93.4)	10,563 (83.0)	5,036 (69.8)	27,803 (84.3)
Total	13,058	12,725	7,211	32,994
1988/89				
Female	913 (7.0)	2,240 (17.6)	2,357 (31.4)	5,510 (16.5)
Male	12,202 (93.0)	10,461 (82.4)	5,155 (68.6)	27,818 (83.5)
Total	13,115	12,701	7,512	33,328
1989/90				
Female	970 (7.2)	2,348 (18.5)	2,489 (32.3)	5,807 (17.2)
Male	12,418 (92.8)	10,341 (81.5)	5,216 (67.7)	27,975 (82.8)
Total	13,388	12,689	7,705	33,782

Table 10. Number of full-time University Teachers by rank and sex for U of A: selected years, 1985/86 to 1989/90

	Full Professor	Associate Prof	Assistant Prof	Total
1985/86				
Female	67 (7.7)	98 (22.1)	70 (31.7)	235 (15.3)
Male	803 (92.3)	345 (77.9)	151 (68.3)	1,299 (84.7)
Total	870	443	221	1,534
1986/87				
Female	74 (8.3)	95 (22.8)	81 (31.8)	250 (16.0)
Male	813 (91.7)	321 (77.2)	174 (68.2)	1,308 (84.0)
Total	887	416	255	1,558
1987/88				
Female	76 (8.6)	97 (23.3)	72 (31.4)	245 (16.0)
Male	811 (91.4)	320 (76.7)	157 (68.6)	1,288 (84.0)
Total	887	417	229	1,533
1988/89				
Female	78 (8.6)	93 (23.6)	90 (33.6)	261 (16.6)
Male	829 (91.4)	301 (76.4)	178 (66.4)	1,308 (83.4)
Total	907	394	268	1,569
1989/90				
Female	82 (9.0)	89 (22.5)	103 (39.2)	274 (17.4)
Male	834 (91.0)	307 (77.5)	160 (60.8)	1,301 (82.6)
Total	916	396	263	1,575

4.3.5

Comment - For each of the five years shown in Tables 9 and 10, the U of A had a high percentage of women in Full, Associate and Assistant Professor ranks and in the total for all ranks. In the Assistant Professor rank, where most new hiring takes place, the percentage of women at the U of A in 1989/90 of 39.2% was not only above the Canadian average of 32.3%, but also above the percentages of female PhD graduates in the 1980s shown in Table 8.

These data are a reminder of the fragility of the targets set later in this report on the basis of Table 4. If the data in Tables 9 and 10, rather than those in Table 4, were used in the calculation of the targets for female professors, the U of A would already be recruiting slightly ahead of the pool. Similarly, if the data on Assistant Professors at the U of A (Table 9) are compared to PhD graduates (Table 10), the U of A can be seen to be recruiting slightly ahead of the pool. In interpreting the data, however, it must be remembered that the doctoral graduates and recruitment of female professors has varied widely by discipline, so that the total figures may not reveal problems in particular areas.

4.4

Salary Analysis

As part of the compliance review process, the University of Alberta is required to report the average salaries earned by the designated groups within each Major Occupational Code (MOC).

4.4.1

Salary Analysis by Designated Group – Table 11 shows average salary data for full-time employees by occupational code and designated group status. Table 12 (page 26) shows similar data for part-time employees.

Table 11. Average salaries by designated group* - full-time U of A employees**

	Average Salary	Female	Male	AP	P/D	VM
02	67,763	55,578	74,236	*	66,059	66,776
03	65,186	55,641	68,415	54,627	68,380	61,698
04	40,507	37,368	42,673	*	40,278	39,988
05	34,617	34,091	37,790	*	*	30,642
06	49,716	43,364	50,069	*	*	45,814
07	27,857	27,713	29,378	27,360	27,615	27,644
09	24,721	23,438	27,413	*	24,670	22,378
10	41,074	27,696	41,411	*	41,530	38,823
11	31,713	29,134	32,120	*	*	*
12	26,754	24,953	27,311	24,096	25,663	24,993

* Data for any designated group in which the number within the group is less than five are not included in order to protect the confidentiality of designated group members who completed a census questionnaire.

** Based on the salaries of the 83.0% of the University workforce who provided usable employment equity information.

Table 12. Average salaries by designated groups* - part-time U of A employees''

	Average Salary	Female	Male	AP	P/D	VM
02	26,236	26,236	*	*	*	*
03	22,662	22,180	28,928	24,368	24,368	20,133
04	19,050	19,240	18,102	*	*	19,668
05	16,988	16,988	*	*	*	*
06	*	*	*	*	*	*
07	14,817	14,875	11,448	10,020	16,728	13,956
09	14,905	15,044	14,696	*	*	14,564
10	20,196	20,196	*	*	20,568	*
11	14,832	11,508	18,156	*	*	*
12	11,804	11,834	11,327	11,380	10,344	11,329

* Data for any designated group in which the number within the group is less than five are not included in order to protect the confidentiality of designated group members who completed a census questionnaire.

** Based on the salaries of the 83,001 of the University workforce who provided usable employment equity information.

4.4.1.1

Comment - The salary data reveal that average salaries for the designated groups are generally lower than the average salaries paid to males. The most striking differences appear between the average salary paid to males and average salary paid to females and aboriginal peoples. More work will be required to determine with any certainty the causes of these differences. It will also be helpful to analyze salaries according to the University job classifications rather than the Census Canada occupational codes. See Objective 2 (2.2) of the Work Plan for related commitments.

Criterion #5: "Elimination or Modification of those Human Resource Policies, Practices and Systems, Whether Formal or Informal, Shown to Have or Likely to Have an Unfavourable Effect on the Employment Status of Designated Group Employees"

An employment systems review is a key component of any employer's efforts to become equitable. It involves an organized and thorough review of employment policies, practices and systems -- both formal and informal -- to determine whether they have or are likely to have an unfavourable effect on designated group members.

Few employers in Canada today intentionally develop or maintain blatantly discriminatory employment policies or practices. Most barriers to designated group members are the result of systemic discrimination, the application of employment policies and practices based on criteria that are not job related and/or are not required for the safe and efficient operation of a business. Because such discrimination is part of the system, it is not always easy to see at first glance. It is, nonetheless, illegal.

Existing human rights legislation at both the national and provincial levels prohibits not only those practices which actually deprive but also those which "tend to deprive" or exclude an individual or group from employment opportunities. The Supreme Court of Canada ruled several years ago that it was not necessary for a human rights tribunal to prove intent in order for a finding of discrimination to be made.

If practices deprive certain individuals and designated group members of their right to equality in the workplace, and if those practices cannot be justified as necessary, they are discriminatory and, therefore, illegal.

The University of Alberta has thoroughly reviewed central policies related to recruitment, selection, training and development, upward mobility, job evaluation, compensation, benefits, lay-off and recall and conditions of employment. The results of that review are reported in this section. Objective 4 of the Work Plan contains the commitments which have resulted from this review.

*A Saskatoon carwash was recently found to have discriminated when it required that all applicants for positions at the carwash should have a high school senior matriculation. This requirement eliminated a high percentage of aboriginal peoples from possible employment and could not be demonstrated as necessary for safety or any other reasons. The carwash owners argued that they did not intend to discriminate against aboriginal peoples, they were simply attempting to limit the applications received to a manageable number. In line with decisions of the Supreme Court of Canada, a Human Rights Tribunal ruled that the **impact** of a policy or practice determines whether or not discrimination has occurred. **Intention**, it ruled, is largely irrelevant.*

5.1 Recruitment, Academic Staff

5.1.1 Advertising - In accordance with GFC policy, academic vacancies must be advertised through the appropriate media and all internal candidates given due consideration.

With the exception of those waivers detailed below, all full-time continuing faculty positions must be advertised in one or both of *University Affairs* and the *CAUT Bulletin*. All non-faculty academic positions must be advertised in Folio. The methods by which faculty vacancies are advertised to graduate students and sessional lecturers within the University are the responsibility of individual departments. Those initiating advertisements are encouraged to advertise beyond the required publications. In addition, the University has begun to place general outreach advertisements in publications of specific interest to the four designated groups. There is no formal policy governing the advertising of part-time academic positions; in practice, however, these positions are normally advertised in the same way as full-time positions.

Waivers of advertising are provided for in the following circumstances:

- conversion of an occupied position from non-academic to APO;
- placement of an APO declared redundant in another position;
- vacancy within a classification system when internal promotion is contemplated;
- special approval by the Vice-President (Academic).

All advertising must contain the following statement: "*The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal peoples, disabled persons, members of visible minorities and women.*" In addition, advertising may contain the statement: "*The University will try to facilitate spousal employment within the limits of current Employment and Immigration Canada requirements.*" All advertisements for academic vacancies must be submitted through the Office of the Vice-President (Academic).

5.1.2 Recruitment - Recruitment practices at the University of Alberta are decentralized; few formal policies currently exist and methods of recruitment vary from department to department.

In situations where qualified applicants for a position are disproportionately of one sex, GFC policy (48.2.3) stipulates that selection committees are "*expected to seek qualified applicants from the underrepresented sex through appropriate sources capable of providing data on the pool of available qualified people.*"

In June 1991, a Special Recruitment Fund was established "*to be dispensed by the Vice President (Academic) to help departments defray the costs associated with recruiting faculty*" in the designated groups. Deans, Department Chairs and Directors may access this fund for expenditures including (but not limited to) travel, publicity materials and special advertisements. Illustrated recruitment materials produced by the University use gender-neutral language and demonstrate the diversity of the University community.

- 5.1.3 Spousal Employment** - The University's spousal employment policy (MAPPS: 01-030-006) states that while the University does not guarantee employment, it will assist partners of prospective staff members, provided they are legally entitled to work in Canada, by facilitating their employment searches within the University or the community. The University has published advertisements in cooperation with another post-secondary institution targeted specifically to couples where both partners are seeking academic employment.
- 5.1.4 Applicant Tracking** - The University of Alberta has a volunteer applicant tracking system in place for academic positions.
- 5.1.5 Recruitment Reports** - The employment policies of the University require that Deans and Directors report the following information to the Vice President (Academic) when submitting an academic appointment form:
1. the pool of available qualified persons;
 2. sources consulted in the determination of this pool;
 3. the number of applications received;
 4. the qualifications and gender of all applicants, if known;
 5. the criteria used in determining the short-list;
 6. the number of persons short-listed, including a reference to the qualifications and gender of the persons on the short-list;
 7. an explanation as to why the short-list contains no members of the under-represented gender (if that is the case);
 8. resumes of the most qualified persons of the underrepresented gender;
 9. the criteria used in the final selection.

Reports of Deans, Department Chairs and Directors have been standardized through a Recruitment Process Report Form. Although it does not request all the information required by GFC, it does gather data relating both to the number of male and female applicants, and to the number of designated group members interviewed and appointed. The forms are submitted to the Office of Human Rights.

- 5.1.6 Comment** - Basic advertising procedures are monitored by the Vice-President (Academic) to ensure that the procedures are legal, valid and consistent. Recruitment procedures are less centralized and may, therefore, be inconsistent. While job descriptions do exist, no formalized procedure to determine minimum *bona fide* occupational requirements is currently in place. This may lead to advertisements demanding qualifications which cannot be demonstrated to be job-related, particularly in APO positions.

In examining its employment systems, the University asked a basic question: "Does this policy or practice promote or hinder equity?" Five specific criteria were used to aid in determining the answer to that question.

*(1) **Legality:** "Does the policy or practice conform to applicable human rights and employment laws?"*

*(2) **Consistency:** "Is the policy or practice applied in a consistent manner?"* (3) **Adverse Impact:** "Does the policy or practice have a negative impact on any designated group?"

*(4) **Validity:** "is the policy or practice objective and does it accomplish its predictive or evaluative function?"*

*(5) **Job-relatedness:** "is the practice or policy based on bona fide genuine occupational requirements?"*

No formal mechanism is currently in place at the University of Alberta to ensure that the Office of Human Rights is informed of all academic competitions. As a result, appointment statistics emanating from OHR (and based on the Recruitment Process Reports) are sometimes at variance with the statistics issued by the Vice-President (Academic) or maintained by individual Deans. There are reasons to doubt the accuracy of some information included on the recruitment reports. The basis on which interviewees are categorized as a designated group member is not clear. The current form fails to request some crucial information; for example, it does not specifically ask whether the person appointed was the first choice of the selection committee. At the present time, only a small number of Deans, Department Chairs and Directors distribute the voluntary applicant tracking forms to applicants. See Objective 4 (4A.1 through 4A. 10) of the Work Plan for related commitments.

5.2 Recruitment, Non-Academic Staff

- 5.2.1 Job Requisitioning** - When a department/unit wishes to staff a vacancy, a Recruitment Requisition form is required by Personnel Services and Staff Relations (PSSR), as is a copy of the position description which was used to classify the position.
- 5.2.2 Relocating Staff on Lay-off** - In accordance with the current Board/NASA Agreement, non-academic staff with recall rights (up to 24 months) must receive first consideration for any vacant position which becomes available. In certain circumstances, however, in order to comply with the duty of accommodation, the University may decide to give preference to an employee unable to function in his/her position because of a disability due to illness. Staff with recall rights have priority over all other applicant groups; however, they *must* possess the minimum qualifications required for the position.
- 5.2.3 Internal Advertising/Job Postings** - A job posting is prepared for every position for which there exists a Recruitment Requisition and is displayed on a bulletin board in the main PSSR office. Positions also appear in the *Employment Opportunities Bulletin* sent to all departmental administrative/personnel contacts who are responsible for its posting and/or circulation. Vacant positions are also listed in Folio.
- 5.2.4 External Advertising** - All advertisements must include the following statement, approved by the University's Board of Governors: *"The University of Alberta is committed to the principle of equity in employment The University encourages applications from aboriginal peoples, disabled persons, members of visible minorities and women."* External advertisements for non-academic staff positions are initiated at the discretion of PSSR Employment Officers, in consultation with the department/unit with the vacancy. The cost of advertising is normally centrally funded. Generally speaking, few non-academic positions are advertised externally.

Since January 1992, PSSR has been placing general outreach employment opportunity ads in a number of designated group newsletters and newspapers. Further, PSSR Employment Officers maintain regular contact with a number of external employment/placement organizations and associations. The *Employment Opportunities Bulletin* is sent weekly to a range of agencies including: Alberta Career Development; Options for Women; Placement 45; Employment Services for Physically Disabled; and the Immigrant Women's Program, Edmonton YWCA.

- 5.2.5 Application Procedures** - PSSR receives a great number of applications (in a year without hiring-freeze restrictions, some 8,000). Current policy requires the University to accept applications only for currently posted positions. Applicant sources include University employees seeking transfers and promotions, and applicants responding to external advertising. Satellite offices of PSSR (located in Physical Plant, the Library and Housing and Food Services) accept employment applications on a general basis.
- 5.2.6 Applicant Inventory** - Completed competition files are retained for a minimum six month period. Specialized applications may be held for 12 months and referenced when specialized qualifications are required for a vacancy. No inventory of applications by members of the designated groups is kept.
- 5.2.7 Application Form** - A standardized application form is used for the recruitment and selection of all non-academic staff. Approved by the Alberta Human Rights Commission, the form is periodically reviewed and amended to ensure adherence to current legislative requirements. Resumes are not accepted in lieu of this standard application form, but may be submitted as supplemental to the form.
- 5.2.8 Applicant Tracking** - In 1986, an experiment in applicant tracking for non-academic staff was tried for approximately six months. For a variety of reasons (largely the number of applicants) the system proved unmanageable and was abandoned.
- 5.2.9 Comment** - Advertising procedures are controlled by the University through PSSR to ensure that they are legal, valid and consistent. The limited external advertising of non-academic staff positions may create adverse impact. The PSSR Recruitment Requisition calls for specific information with respect to minimal required application qualifications (that is, training, experience and special skills); however, no formalized procedure to determine the appropriate *bona fide* occupational requirements currently exists. Recruitment activities, including posting and advertising of positions, are consistent. The lack of a workable applicant tracking system prevents the University from knowing its appeal to designated group members. No equivalent of the academic recruitment form is currently required for those filling non-academic vacancies. It is important that PSSR strengthen its leadership role in providing a welcoming recruitment environment which reflects the diverse nature of the University's non-academic staff. See Objective 4 (4N.1 through 4N.9) of the Work Plan for related commitments.

5.3 Selection, Academic Staff

GFC policy (48. 1) states that employment decisions are to be made on the basis of merit. It further states that *"every individual is entitled to be considered without discrimination and, in particular, without discrimination because of race, religious beliefs, colour, sex, physical disability, marital status, age, ancestry or place of origin,"* and that *"the University is committed to the amelioration of conditions of disadvantaged individuals or groups within the system."*

Screening and selection committees are explicitly directed to *"give careful and detailed consideration to all qualified applicants regardless of race, religious beliefs, colour, sex, physical disability, marital status, ancestry or place of origin"* (48.2.3). They are also prohibited from requesting information on *"religious beliefs, political affiliations, family or marital status, age, ancestry or place of origin, or physical disability which could lead to discriminatory action. The evaluation of applicants must be based on objective, job-related criteria."*

5.3.1 Selection Criteria - Selection criteria for Faculty vary from vacancy to vacancy; in general, they can be defined as (1) possession of an appropriate degree; (2) teaching experience or evident teaching potential; and (3) research competence. Decisions as to the mix of these criteria are made by departments and faculties, through Advisory Selection Committees (ASCs). Selection criteria for FSOs and Librarians generally include the possession of an advanced degree and related work experience; selection criteria for APOs vary greatly from position to position and are generally determined by the immediate supervisor in consultation with members of the selection committee, where one exists.

5.3.2 Selection and Appointment Procedures - Selection and appointment procedures are generally determined by authorized appointing officers. Faculty, FSOs and Librarians are normally appointed on the advice of an Advisory Selection Committee (GFC Policy 48.2).

5.3.3 Advisory Selection Committees - GFC Policy (48.2.2) dictates the constitution of Advisory Selection Committees (ASCs), mandatory for all Faculty appointments at the rank of Professor and all appointments of regular full-time Librarians. A Dean may dispense with ASCs for appointments at the rank of Associate Professor with the approval of the Vice-President (Academic), and at the rank of Assistant Professor on his/her own discretion. Authorized appointing officers are not bound by the advice of ASCs. There is no University policy governing the use of ASCs in the appointment of APOs or FSOs.

5.3.4 Senior Appointments - The composition of Search and Review Committees for the offices of President and Vice-President and Selection Committees for Deans and Department Chairs are regulated by GFC policy.

5.3.5 Comment - The University's existing selection policies and procedures, though legal, valid and job-related, are decentralized and may therefore be inconsistent. There is some doubt about

the job-relatedness of selection procedures. It is important that the University develop a training program dealing with job definition, interviewing, human rights and employment equity, and that this program be made available to all authorized appointing officers and members of selection committees. See Objective 4 (4A. 11 through 4A. 13) of the Work Plan for related commitments.

5.4 Selection, Non-Academic Staff

5.4.1 Selection Criteria - The selection process for non-academic staff includes screening, testing, interviewing and reference checking. Selection criteria include directly related experience; formal education and training; quality of application/resume completion, including supplementary information; the ability to communicate effectively; and satisfactory references.

5.4.2 Screening - Employment applications are screened by PSSR Employment Officers through matching applicant training, experience and skills against the stated requirements of the vacant position. Applications of qualified candidates are forwarded to the department/unit with the vacancy for further review and consideration. Increasingly, departments/units are establishing internal selection committees, particularly in the case of senior level positions.

5.4.3 Testing - Secretarial/clerical applicants who are invited for an interview with PSSR are required to complete either a typing or word processing exercise. Referral for a position is normally contingent upon demonstration of a skill level appropriate to the position in question. Administrative and technical applicants are frequently required to undertake hands-on related tasks at the department/unit as part of the selection process. University policy requires that the same exercise be administered to all applicants for the same position and be directly job-related.

5.4.4 Interviews - Preliminary interviews are sometimes conducted by PSSR Employment Officers. Such interviews follow a prescribed format and summary notes are taken by the Employment Officer. This information is normally discussed with the department/unit if the applicant is referred and is being considered for further interview.

5.4.5 Reference Checks - Reference checks are normally conducted at the department/unit level by the supervisor/manager of the position and/or the department/unit personnel administrator. Human Rights Commission guidelines are distributed on an annual basis in order to provide that such checks are consistent, legal and valid.

5.4.6 Appointment - The final applicant selection decision is the right and responsibility of the hiring department/unit. All offers of employment are the responsibility of PSSR Employment Services. Any commitments and salary offers made by the departments/units are unauthorized and considered not legally binding on the University of Alberta.

5.4.7 Comment - The procedures arising from the necessarily decentralized selection process

raise questions about consistency, validity and job-relatedness. Given this decentralization, it is important that the University provide training in job definition, interviewing, human rights and employment equity to all staff involved in the final selection of continuing non-academic staff. See Objective 4 (4N. 10 and 4N. 11) of the Work Plan for related commitments.

5.5 Training and Development, Academic Staff

5.5.1 Faculty

The University provides a variety of opportunities to its Faculty to enhance the quality of their research, teaching, and community service.

5.5.1.1 Study Leaves - Tenured Faculty are eligible for six-month study leaves after every three years of service or for twelve-month study leaves after every six years of service. Awarded on merit, study leaves are limited in any given year to a maximum of 10% of a faculty's staff members, and are intended to enhance Faculty research and/or teaching productivity and expertise. While on study leave, Faculty receive 80% of their normal salary.

5.5.1.2 Administrative Leaves - Faculty who serve as Department Chairs, Deans, Vice-Presidents or President are eligible, upon termination of that service, for administrative leave of six months after three years of such service or of twelve months after five years of such service. While on administrative leave, Faculty receive their normal salaries.

5.5.1.3 Assisted Leaves - Faculty may be granted assisted leaves to aid them in pursuing advanced graduate studies. While on assisted leave, Faculty receive 50% of the minimum salary of an Assistant Professor.

5.5.1.4 Other Programs to Enhance Research - There are a number of other programs intended to enhance Faculty research expertise and productivity. These include grants from the Central Research Fund and from other funds administered by individual faculties for travel, equipment, certain publishing expenses, and partial release from teaching duties for the pursuit of particular research projects. Such assistance is granted on the basis of merit, and is awarded after adjudication by a committee of peers from within the University. McCalla Professorships, which provide relief from teaching and administrative duties for one year, are awarded for meritorious research projects; adjudication of such proposals includes external assessments of the projects.

A Faculty Travel Fund is available to all Faculty without competition to support travel to academic conferences. Faculty also have professional expense allowances for activities related to the enhancement of their research. Like all groups covered by the AAS:UA collective agreement, Faculty are eligible for the remission of fees for both credit and non-credit courses, to a maximum of four half-courses per year.

5.5.1.5 **Other Programs to Enhance Teaching** - The University's programs to enhance the quality of teaching among its Faculty are developed and administered primarily through University Teaching Services. This unit offers seminars and workshops which address issues related to teaching, peer consultation and an annual orientation for newly appointed professors. All services of the unit are available free of charge to all Faculty.

5.5.1.6 **Other Programs to Enhance Administration and Service** - The University offers a variety of courses and workshops on administrative, para-legal, and human-resource related topics. A nominal fee is charged for some of these services, but Faculty are typically remunerated by their units or from their professional expense allowance.

5.5.1.7 **Comment** - The University has a variety of programs in place to assist Faculty in the development of skills related to their primary tasks of research, teaching, and administration. The policies are legal and applied consistently. The requirement that Faculty be tenured in order to be eligible for study leaves has a potential for adverse impact to the extent that members of designated groups currently have a relatively higher representation among new and untenured staff members; however, given the purpose of the study leave program and its high cost to the University, tenure seems a *bona fide* requirement.

5.5.2 APOs, FSOs and Librarians

5.5.2.1 **Workshops and Professional Development Programs** - An Advisory Committee for Professional Development of APOs arranges workshops and courses, and keeps APOs abreast of these and other opportunities for professional development. Dissemination of information is further enhanced through APOutlook, a newsletter funded jointly by the Advisory Committee and the AAS:UA.

Other programs and facilities promoting the professional development of APOs include arrangements for secondments to and exchanges with Government of Alberta positions and for job exchanges within the University or job trades with external partners; a training reference library; and a variety of courses offered by PSSR, University Teaching Services, and other University units.

There are no training programs specifically designed for FSOs; however, they may attend any relevant courses offered to Faculty or APOs.

Training and professional development programs for Librarians are implemented by the University Library. Workshops are designed to keep Librarians abreast of developments such as new computer software, legal issues related to the profession, etc. In addition, library administrators may attend courses offered under the auspices of the University Teaching Services, the Office of the Vice-President (Academic) and the Advisory Committee for the Professional Development of APOs.

5.5.2.2 Professional Expense Allowance - Financial assistance is available for the professional development of APOs, FSOs and Librarians in the form of an annual Professional Expense Allowance. Release from duties is at the discretion of the staff member's supervisor. Most on campus sessions are free or have a nominal fee which staff members can charge to their professional allowance. Further, APOs, FSOs and Librarians are eligible to receive travel assistance to attend conferences or workshops.

5.5.2.3 Assisted Leave - APOs, FSOs and Librarians are eligible for assisted leave for the purpose of pursuing university studies; applications are approved with the specific needs of the University in mind. While on assisted leave, APOs receive 50% of the minimum salary of an Assistant Professor; FSOs receive 50% of the minimum salary of an FSO 11; and Librarians receive 50% of the minimum salary of a Librarian 2.

Like Faculty, APOs, FSOs and Librarians are eligible for the remission of fees for both credit and non-credit courses, to a maximum of four half-courses per year.

5.5.2.4 Career Development Leave - APOs, FSOs and Librarians are eligible for career development leave, awarded for programs which are directly related to the applicant's position at the University and which are of benefit both to the staff member and the University. While on career development leave, staff members receive their normal salaries.

5.5.2.5 Comment - Training and development policies are consistent and legal. The University has a variety of programs available at little or no cost to assist in the professional development of APOs, FSOs and Librarians. These programs, though well-publicized, appear to not be taken advantage of by most staff members. There is no formal policy with respect to release time; rather, it is up to individuals' supervisors to grant such release time. There is concern that supervisors do not sufficiently encourage employees to take advantage of the many courses available to them. This, in turn, may lead to inconsistencies in training and development opportunities. There also exists a perception that training and development programs tend to be directed towards increasing productivity in the staff members' current position rather than towards increasing upward mobility. See Objective 4 (4A.19 and 4A.20) of the Work Plan for related commitments.

5.6 Training and Development, Non-Academic Staff

5.6.1 Human Resources Development Fund - The Human Resources Development Fund provides \$300,000 annually for non-academic staff members to take training "*in order to assist them in developing job-related skills*" for their current positions and for development towards future positions. Individual staff members are eligible for up to \$500 per year. Money from this fund is *not* available for alternative career training and development.

- 5.6.2 Tuition Remission, Credit Courses** - The Board/NASA Agreement provides that after one year of continuous service, non-academic staff are eligible to take up to three full credit courses per year, tuition free. Staff can make arrangements with supervisors to take time off during the work day to attend classes; the time must be made up at a mutually agreeable time.
- 5.6.3 Department Training Funds** - Occasionally, departments allocate funds for non-academic staff training and travel. For the most part, departmental training is job-required and specific to current responsibilities rather than career development.
- 5.6.4 Training and Development (PSSR)** - The Training and Development division of PSSR offers seminars to all staff, generally addressing topics related to supervision and communication. In addition, the Manager of Training and Development offers specialized consultations in strategic planning, productivity, client service, conflict resolution and supervisory strategies.
- 5.6.5 Comment** - Decisions related to the authorization of training are made by supervisors. This decentralized mechanism may result in inconsistency in the availability of training. It is unclear to what extent non-academic staff are aware of training and development opportunities. See Objective 4 (4N. 14 and 4N. 15) of the Work Plan for related commitments.
- 5.7 Upward Mobility, Academic Staff**
- 5.7.1 Faculty**
- Upward mobility for Faculty involves both progression through the ranks of academic appointments (Lecturer, Assistant Professor, Associate Professor, Professor) and advancement by means of merit increments within a given rank.
- 5.7.1.1 Performance Evaluation** - Review of a Faculty member's performance and consideration of merit incrementation takes place annually and is based on consideration of the following categories: teaching, research and scholarly work; knowledge of the discipline and specialization; professional conduct; administrative contributions; and public service and contributions to academic and professional bodies.
- Decisions concerning merit increments and promotion to higher ranks are made by Faculty Salaries and Promotion Committees (FSPCs). The Faculty Agreement outlines the general criteria by which such decisions are made, and requires faculties to develop more specific statements of criteria and distribute them to all Faculty. FSPCs are composed of Deans, Department Chairs and elected staff members from the same faculty. Faculty have the right to appeal decisions of the FSPCs to a General Appeals Committee.
- Performances of Department Chairs are normally reviewed by a General Salaries and Promotion Committee; performances of Deans, Vice- Presidents, and Associate Vice-Presidents are reviewed by the appropriate Vice-President or by the Board. The performance of the President is considered by the Board of Governors.

5.7.1.2

Comment - The University has extensively documented procedures for evaluating the performance of its Faculty. Such evaluations are the main determinant of Faculty members' career progression. The procedures are legal; however, because of the decentralized nature of the evaluation process, there exists the potential for inconsistencies in the process.

To the extent that members of designated groups may choose or require atypical career paths, there is potential for adverse impact in the evaluation of their performance. Although some faculties have addressed the performance evaluation of part-time Faculty, especially in terms of expectations of research productivity, it is important that uniformity and clarity in the evaluation process be developed.

Given that there may be disproportionate administrative, professional and service demands placed upon members of designated groups because of the desirability of having these groups represented on many university committees such Faculty may be at a disadvantage when they are evaluated, since teaching and research tend to be the primary categories of assessment. See Objective 4 (4A. 17 and 4A.1 8) of the Work Plan for related commitments.

5.7.2**Administrative and Professional Officers**

APOs may achieve upward mobility -- as measured by salary level --through salary incrementation within the pay range for their present position, through successful competition for another APO position with a higher pay scale, or through reclassification of their current position. The latter route is more closely related to job evaluation and is discussed elsewhere in this report.

5.7.2.1

Performance Evaluation - The performance of APOs is evaluated annually and incrementation may be awarded for meritorious service. The Agreement requires that supervisors meet with APOs to review annual evaluations and incrementation recommendations prior to their submission. According to the Agreement, the performance of APOs is evaluated with specific reference to the job description associated with the position and on which the salary scale associated with the position is based; there are no standardized forms or procedures used in the evaluation of APOs.

5.7.2.2

Comment - The University's procedures for the evaluation of the performance of APOs are inconsistent because of the decentralized nature of the evaluation process. The wide diversity in skills, expertise and practical knowledge required for APO positions means that opportunities for upward mobility are somewhat limited. There is evidence to suggest that members of the designated groups have a heightened interest in part-time employment and that they are not well represented in the upper levels of APO ranks. See Objective 4 of the Work Plan for related commitments.

5.7.3 Faculty Service Officers and Librarians

Like Faculty, FSOs and Librarians achieve upward mobility through merit incrementation within a given rank and, occasionally, through promotion to a higher rank within a given position. Not all FSO ranks are available in particular positions. Librarians may progress by promotion to level 3; positions at level 4 to 7 may be obtained only through competition.

5.7.3.1 Performance Evaluation - Performance of FSOs is reviewed annually by FSPCs, following the recommendation of the Department Chair. Supervisors review the performance of Librarians annually; the recommendations are reviewed by the Library Salaries and Promotion Committee (LSPC). For both FSOs and Librarians, duties, and the weighting given to them, may vary considerably from position to position. Both merit increments and promotion (reclassification) to higher ranks within the same position are awarded by FSPCs to FSOs and by LSPCs to Librarians; both are based on merit rather than length of service. Certain decisions of FSPCs and LSPCs can be appealed by procedures which are analogous to those for Faculty.

5.7.3.2 Comment - The University's procedures for the evaluation of the performances of FSOs and Librarians are inconsistent because of the decentralized nature of the evaluation process. The application of procedures within individual faculties is generally considered to be consistent. Like APOs, many FSOs and Librarians become plateaued, and opportunities for upward mobility appear very limited.

5.8 Upward Mobility, Non-Academic Staff

5.8.1 Promotion and Reclassification - Upward mobility for non-academic staff is achieved through promotion (successful competition for another position) or, less commonly, through reclassification. Current staff are given first opportunity to apply for other positions on campus for which they are qualified. Advertising procedures give advantages to internal candidates.

5.8.2 Career Planning - Career counselling is offered by PSSR Training and Development on request; available services include career option counselling and specialized training in interview strategies. PSSR is developing a manual of both individual job descriptions and job families which will be available to facilitate career planning.

5.8.3 Comment - Upward mobility for non-academic staff is highly dependent on individual initiative in locating career opportunities. PSSR encourages supervisors and managers to take an organizational perspective and be supportive of staff seeking growth and change opportunities, notwithstanding that this may, in some instances, cause disruption and inconvenience to the area in which the employee is currently working. While procedures and policies related to promotion for non-academic staff are legal, valid and job related, support and encouragement for seeking promotion may be distributed inconsistently. Given that reclassification to an academic position is regarded as one avenue of upward mobility for non-academic staff, University policies with respect to re-classification to either an APO or FSO position are important. See Objective 4 (4N. 16 and 4N. 17) of the Work Plan for related commitments.

5.9 Job Evaluation, Academic Staff

5.9.1 Faculty

Professorial ranks of Lecturer, Assistant Professor, Associate Professor and Professor do not represent a job classification system. When professorial positions become vacant, they revert to the rank of Assistant Professor. The general procedures and criteria for promotion to Associate Professor and Professor are set out elsewhere in this document (see 5.7).

5.9.2 Administrative and Professional Officers

There is a wide range of job descriptions and requirements within the general job category of APO. Each APO position is classified by the APO Committee using the Hay System. The composition of the APO Committee is set out in the Board/AAS:UA Agreement, APOs. The Hay System evaluates the worth of a particular job in terms of the end results expected of the position, rather than a listing of the duties performed by the incumbent. Position evaluation is based on a job description which is normally prepared by the incumbent and approved by the supervisor.

Points are awarded for know-how, problem solving and accountability. The major goal of the University in adopting the Hay System was to obtain internal equity in the salary ranges assigned to APO positions and to make the classification procedure as objective as possible. Each APO position has its own Hay point rating; although some similarity exists in the ratings for similar jobs, no attempt has been made to establish broader position families.

5.9.2.1 Comment - Concerns have been expressed with respect to the composition, representativeness and training of the APO Committee. See Objective 4 (4A.6 and 4A.29) of the Work Plan.

5.9.3 Faculty Service Officers

Job categories for FSOs are set out in the Board/AAS:UA Agreement, FSOs. It is not clear from the Agreement or from practice whether these categories represent a job classification system or a promotion system. The Agreement does set out a system for promotion from one FSO rank to the next, but does not describe a defensible, objective system for evaluating the level of a particular FSO position.

5.9.3.1 Comment - A great deal of discretion is involved in decisions related to the classification of an FSO position as well as in decisions about whether to promote an FSO from one classification to the next.

5.9.4**Librarians**

The Board/AAS:UA Agreement, Librarians sets out seven ranks for Librarians. Those in the first three ranks are considered to be generalist Librarians; the Agreement sets out a system for promotion within these ranks based on the performance of an individual in a particular position. Librarians 4 through 7 are referred to as specialist Librarians; these positions may be filled only through competition. Positions are considered for classification or reclassification upon the supervisor's recommendation to the Chief Librarian. A Librarian may apply to the supervisor to have his or her position reviewed.

The classification of a position is decided by a Classification Review Committee which appears to be broadly representative and has both elected and appointed members. Classifications are decided on the basis of a position description prepared by the incumbent and signed by the supervisor. In reaching a classification, the Committee uses a modified form of the Hay System measuring the scope of the job, the relationships and communications involved and the kind and scope of supervisory responsibility.

5.9.4.1

Comment - The job evaluation system and procedures for Librarians 4 through 7 appear to be legal, valid and consistent. The data available suggest that they have no adverse impact on women in that women appear to be well represented in all four ranks.

5.10**Job Evaluation, Non-Academic Staff****5.10.1**

Job Evaluation System - The job evaluation system currently in use for the University's non-academic staff is the AIKEN Plan, a point system which considers nine factors: complexity and judgment, education, experience, initiative, results of error, contacts, character and scope of supervision, physical demands and working conditions. The AIKEN Plan meets the Federal Charter of Rights requirements to provide for a defensible, objective system of evaluating jobs; it also supports pay equity.

5.10.2

Evaluation Process - A standing Job Evaluation Committee composed of a diverse membership reviews all job evaluations made by PSSR. A process for appealing the Committee's evaluations will be implemented by January 1993. Orientation sessions are provided to describe the process followed by the Job Evaluation Committee. Assistance is available to individuals who do not feel comfortable with the process of job evaluation and a course is being prepared to assist employees with the development of job descriptions used in the evaluation process.

5.10.3

Comment - The AIKEN Plan provides a legal, valid and consistent job evaluation mechanism. Since implementation of the Plan is relatively recent, there exists some confusion about its method of job evaluation. See Objective 4 of the Work Plan for related commitments.

5.11 Compensation, Academic Staff

- 5.11.1 Salaries** - For staff governed by the four Academic Agreements, salary schedules, values of increments and costs of living increases are negotiated annually by the Board and the AAS:UA.
- 5.11.2 Salary ranges** - Salary ranges exist for all levels of Faculty, FSO and Librarian appointments except for Professors whose salary levels have a minimum but no maximum. The salary range for each APO position is determined by its Hay point rating. The salary ranges for FSOs and Librarians are determined by the classification.
- 5.11.3 Starting Salaries** - Starting salaries for Faculty and FSOs are determined by the Dean; for APOs by the Dean or, in the case of support service units, by the appropriate Vice-President; and for Librarians by the Chief Librarian. During the first year of appointment, starting salaries for Faculty, Librarians and FSOs can be corrected where it is determined that a staff member's salary is low in relation to the salaries of other staff with similar qualifications and experience. Increases to salary through this policy are normally made retroactive to the date of original appointment.
- 5.11.4 Salary Anomalies** - A correction of a salary anomaly is an increase in the salary of a Faculty member awarded because it has been determined that his or her salary is low relative to the salaries of colleagues with similar qualifications, experience and abilities.
- 5.11.5 Comment** - Compensation practices for academic staff are legal, consistent and job related. While there is potential for adverse impact in the discretion given authorized appointing officers in establishing starting salaries, policies relating to starting salary and salary anomalies can be used to make corrections. See Objective 4 (4A.14 through 4A.16) of the Work Plan for related commitments.

5.12 Compensation, Non-Academic Staff

- 5.12.1 Salaries** - Rates of pay for all non-academic positions are established by the Board of Governors. Salary scale increases are negotiated by the Board and NASA on an annual basis; the resulting scale increases are also applied to excluded employees (see B.2.2).
- 5.12.2 Starting Salaries** - The determination of a fair and equitable appointment salary is the responsibility of PSSR Employment Services. This determination is normally undertaken in consultation with the department/unit after the selection has been completed and is based on experience and qualifications.

- 5.12.3** | **Merit increments** - In addition to an across-the-board annual salary scale adjustment, non-academic staff are eligible for merit increments as determined by level of performance. Merit increment procedures are administered by PSSR, subject to the Board/NASA Agreement. Annual performance appraisals are also administered and reviewed by PSSR.
- 5.12.4** | **Salary Premiums** - The Board/NASA Agreement provides for premium pay under special conditions including acting incumbency pay, overtime and shift differential.
- 5.12.5** | **Comment** - Compensation practices for non-academic staff are legal, consistent and job-related.
- 5.13** | **Benefits: Academic Staff**
- Benefits, excluding legislated benefits, for employees represented by the Board/AAS:UA Agreement are determined through collective bargaining. The Pensions and Benefits Administration Office maintains a unit whose primary responsibility is to ensure that employees receive the benefits to which they are entitled.
- 5.13.1** | **General Benefits** - Full-time continuing academic staff are eligible for the following benefits: Alberta Health Care; Long-Term Disability Insurance; Dental Care; Supplementary Health Care including vision care and psychological services; Basic Group Life Insurance; Optional Life Insurance; Optional Dependent Life Insurance; Occupational Travel Insurance; Accidental Death and Dismemberment Insurance; Workers' Compensation; Removal Allowance; Unemployment Insurance; Canada Pension Plan and University Academic Pension Plan.
- The premium sharing of these benefits is determined through collective bargaining. Part-time continuing academic staff are eligible for all of the benefits above but are charged a pro-rated share of the costs. There are no benefits for which eligibility is based on salary level. Level of benefits payable does vary according to salary for Canada Pension, Unemployment Insurance, Workers' Compensation and the University Academic Pension Plan. These benefits are governed by federal and provincial statutes.
- 5.13.2** | **Leaves: Academic Staff** - The following leave provisions apply to all four groups of academic employees. (Study leaves are reviewed in 5.5.1.1.)
- 5.13.2.1** | **Vacation** - All continuing academic staff are entitled to an annual vacation leave of twenty two working days. (APOs and Librarians can, after long service, receive longer annual vacations). Vacation time is to be arranged with the staff member's supervisor. In the event of a dispute concerning vacation time, recourse to an appropriate University official is provided in each of the four Collective Agreements.

- 5.13.2.2** **Illness Leave** - Full and part-time continuing academic staff are entitled to be paid full salary for up to six consecutive months of absence due to illness.
- 5.13.2.3** **Political Leave** - Academic staff who wish to stand for public office must take political leave. Such leaves are approved by the Vice-President (Academic).
- 5.13.2.4** **Other Leaves** - Members of the academic staff maybe granted leave with or without pay for prescribed periods and purposes. This category includes childbirth leave, a program under which a female staff member is eligible for up to 12 weeks leave at full pay. Applications for such leaves are submitted to the Vice-President (Academic) through the Dean, Department Chair or Director. The Board of Governors provides a Childbirth Leave Replacement Fund to assist in the temporary replacement of academic staff members who have been granted leave for childbirth. A recent decision of the Court of Queen's Bench of Alberta now requires all employers in Alberta to provide an employee on maternity leave with the same benefits/compensation as it would provide an employee on general illness leave, for the health-related portion of her absence.
- 5.13.3** **Effect of Leave on Benefits Eligibility** - Members of the academic staff on illness leave, childbirth leave or leave with full pay are eligible to continue full participation in the benefit programs. Staff members on leave without pay are eligible to participate in the benefit programs provided they pre-pay the premiums. Staff members on leave without pay from a portion of duties may purchase a full benefits program by paying both the employee's and employers share of benefit costs for that portion of duties for which they are on leave.
- 5.13.4** **Effect of Leave Periods on Service** - The four Academic Agreements do not speak directly to the question of the effect of leave periods on service. In practice, it appears that periods of leave without pay do not count as service for such purposes as determining vacation entitlement for Librarians and APOs. By agreement with the AAS:UA, periods of leave without pay do not count as service for determining study leave eligibility for Faculty.
- 5.13.5** **Leave Periods and Probation** - The Agreements respecting Faculty, FSOs and Librarians hold that probationary appointments may be extended for staff granted leave, the length of extension being related, but not necessarily equal to, the length of leave. In the case of Librarians and Faculty, the current regulations may reduce the amount of time available to a staff member to accomplish tenure. In the case of FSOs, the time available to demonstrate fitness for a continuing appointment is at stake. For APOs, the Agreement states that should a staff member be granted a period of leave during the probationary appointment, the period of probation will normally be extended by the length of the leave.
- 5.13.6** **Comment-** Benefits provided to academic staff are legal, valid and consistently applied. The policy of charging part-time continuing academic staff for maintaining full benefits coverage may be of some concern, in so far as members of the designated groups may be more inclined to seek or require part-time employment.

Leave programs are legal and valid. While there could be some problems with how consistently leaves without pay are made available, these might be reduced by the fact that all applications, regardless of the recommendations of the Dean, Department Chair or Director, are reviewed by the Vice-President (Academic).

The effect of leaves on probationary periods could have adverse impact on persons with disabilities and on women, because such leaves shorten the time available to prove worthy of tenure or a continuing appointment. A period of paid maternity leave of approximately three months will not, for example, result in an extension to the probationary period.

5.14 Benefits: Non-Academic Staff

Benefits, excluding legislated benefits, for employees represented by the Board/NASA Agreement are determined through collective bargaining. All continuing non-academic staff are issued a staff benefits handbook. Orientation sessions are held to explain benefits to new staff.

5.14.1 General Benefits - Full-time regular non-academic staff are eligible for the following benefits: Alberta Health Care; Long-Term Disability Insurance; Dental Insurance; Supplementary Health Care including vision care and psychological services; Workers' Compensation; Basic Group Life Insurance; Optional Life Insurance; Optional Dependent Life Insurance; Occupational Travel Insurance; Accidental Death and Dismemberment Insurance; Workers' Compensation; Unemployment Insurance; Canada Pension Plan; and Public Service Pension Plan. The premium sharing of these benefits is determined through collective bargaining.

Part-time non-academic staff receive only slightly less in the way of benefits: dental coverage is restricted to basic coverage and, by the rules of the Public Service Pension Plan, part-time non-academic staff may apply for pension coverage only after working for the University for five complete (full-time) years. Part-time non-academic staff are not charged a pro-rated share of benefits costs.

There are no benefits for which eligibility is based on salary level. Level of benefits payable does vary according to salary for Basic Life Insurance, Canada Pension, Unemployment Insurance, Worker's Compensation and the Public Service Pension Plan. These benefits are governed by federal or provincial statutes.

5.14.2 Leaves: Non-Academic Staff

5.14.2.1 Vacation - Annual vacation leave based on length of service is provided to all non-academic staff. Vacation time is scheduled by mutual agreement between the employee and his or her supervisor.

- 5.14.2.2** | **Illness Leave** - Leave of absence with pay is allowable on account of general illness from the initial date of service for up to 26 weeks for full- and part-time continuing employees.
- 5.14.2.3** | **Special Leave** - Up to ten working days of special leave with pay is granted annually to both full- and part-time non-academic staff. Special leave includes compassionate leave, leave for emergency or disaster conditions, leave for moving, leave to become a Canadian citizen and leave to attend birth or adoption proceedings.
- 5.14.2.4** | **Maternity and Adoption Leave** - Following one year of service, leave of absence without pay for up to six months will be approved for maternity reasons or for the period immediately following the adoption of a child. A recent decision by the Court of Queen's Bench of Alberta requires that during such leave the University pre-pay benefits for any portion of the first 15 weeks of that leave that are deemed as medically-required. This means that an employee will receive 95% of her salary for the health-related part of her maternity leave (60% through UIC and 35% from the University). Non-academic staff may maintain all benefits by paying the employer's usual share of benefit costs for the remainder of the leave.
- Under the terms of the Board/NASA Agreement, a pregnant employee who demonstrates through medical evidence that continued employment in her present job may be hazardous to her health or to that of her unborn child may request a transfer to a more suitable position. She shall be paid within the salary range for the new position. If no suitable position is available, she may be granted maternity leave for longer than six months.
- 5.14.2.5** | **Leave Without Pay** - Applications for leave without pay will be granted to non-academic staff subject to the recommendation of the Dean, Department Chair or Director. Staff on such leave are eligible to participate in the benefits programs, provided that they pre-pay the premiums.
- 5.14.2.6** | **Political Leave** - An employee maybe granted leave of absence without pay to seek election for political office.
- 5.14.3** | **Effect of Leave Periods on Service** - Approved leaves with pay and approved maternity and adoption leaves without pay for any duration shall be counted as service. Other approved leaves without pay not exceeding one calendar month shall be counted as service.
- 5.14.4** | **Paid Holidays** - The Board/NASA Agreement lists all paid holidays.
- 5.14.5** | **Comment** - Benefits provided to non-academic staff are legal, valid and are consistently applied. Those benefits for which level of benefit is determined by salary are governed by provincial or federal statutes.

Leave programs appear to be legal and valid. There is potential for inconsistency in leave availability given that nearly all forms of leave require the authorization and cooperation of the Dean, Department Chair or Director. Two forms of leave (vacation and maternity/adoption leaves) are dependent on service. The provision that longer serving employees will earn longer vacations is a valid reward system.

5.15 Lay-off, Recall, Disciplinary Action and Termination; Academic Staff

5.15.1 Lay-Off - There are no policies in place respecting lay-off of continuing academic staff, except for the provision within the Board/APO Agreement which permits the laying-off of APOs under limited circumstances. All terminations of APOs under these provisions are reviewed by the Vice-President (Finance and Administration). In case of termination, the staff member may be relocated, provided with up to one year of leave with pay to undertake training or granted severance pay. There is no provision for laying-off APOs according to seniority. Current University policy is that Faculty, FSOs and Librarians may not be laid-off. In the case of Faculty and Librarians, this is consistent with holding tenure.

5.15.2 Discipline - Under the four Academic Agreements, discipline can be imposed only for “*good and sufficient cause*.” Any member of the University community may recommend to the Vice-President (Academic) that a member of the academic staff be disciplined. The Vice-President may, on completion of an investigation, impose such penalty as is deemed appropriate in the case. This may include a letter of reprimand, a fine, a reduction in salary or suspension without pay. The Vice-President (Academic) may also recommend to the President that the staff member be dismissed. In such cases the President will conduct a further investigation. Academic staff may appeal any such penalty through an arbitration process.

5.15.3.1 Termination, Poor Performance - Continuing academic staff may be terminated for failing to meet performance requirements. The Faculty, FSO and Librarian Agreements set out mechanisms for dealing with a staff member whose performance shows evidence of “*gross deficiency*”. The staff member is provided with opportunities to appeal. The APO Agreement sets out no specific procedures respecting termination for poor performance.

5.15.3.2 Termination, Probationary Periods - All four Academic Agreements contain a clause respecting probationary periods of employment during which the staff member's performance is evaluated to determine suitability for continuing employment (in the case of APOs and FSOs) or tenured appointment (in the case of Faculty and Librarians).

Normally, APO probationary periods are for two years. Supervisors are required by the Agreement to meet twice yearly with APOs on probation to discuss their progress and must advise incumbents in writing four months in advance of the end of the probationary period as to whether or not a recommendation for a continuing appointment will be forthcoming.

FSOs are appointed to a three-year probationary appointment normally followed by a two-year probationary appointment; an FSO may be granted (or denied) a continuing appointment at the end of the first three-year period. When a dispute arises concerning the suitability of an FSO for continuing appointment, the matter is referred to a Faculty Committee on Continuing Appointment.

Faculty and Librarians are provided with the same probationary periods as FSOs. The successful completion of probation for Faculty and Librarians results in the granting of tenure, defined as an appointment to the staff without term, which may be terminated, only by resignation, retirement, death or in accordance with other terms of the Agreement. The Faculty and Librarian Agreements set out detailed procedures for dealing with tenure decisions. Any disagreements are referred to a Faculty Tenure Committee or, in the case of Librarians, to a Library Tenure Committee. Standards for achieving tenure are determined for each faculty by its FSPC and for the Library by its Council. The Agreements set out the criteria which must be considered in reviewing a staff member's performance for appointment with tenure.

5.15.4 Grievances - A grievance -- a complaint alleging a violation or improper application of the terms of the four Collective Agreements -- may only be presented by the AAS:UA. The grievance process specifically excludes those matters for which appeal procedures are provided within the Collective Agreement.

5.15.5 Comment - Policies and practices relating to lay-off, recall, termination and discipline of academic staff are legal, job-related and valid. There is some potential for inconsistency in their application because of decentralization; it should be noted that some flexibility has been deemed desirable by both the University and the AAS:UA. For example, the setting of standards for tenure is done on a faculty by faculty basis to reflect the differing needs of differing disciplines.

There is a concern among designated group members that they have less informal access to information about procedures and standards and, further, that their work may not be valued appropriately. There is also concern that designated group membership may bring with it demands to participate in committee and administrative work as a "token" designated group member and that these responsibilities may interfere with teaching and research. See Objective 4 (4A.18) of the Work Plan for related commitments.

5.16 Lay-off, Recall, Disciplinary Action and Termination; Non-Academic Staff

5.16.1 Lay-off and Recall - Lay-off and recall provisions for non-academic staff are governed by the Board/NASA Agreement. Lay-offs occur in reverse order of seniority; recalls in order of seniority within seniority units. Seniority for part-time employees applies only with respect to other part-time employees. Department Chairs are not restricted as to which position they will abolish. The Board/NASA Agreement states that the University must make every effort to retrain employees affected by lay-off, to enhance their recall ability. All lay-offs are reviewed

by PSSR, Employee Relations to ensure that the provisions are not used to circumvent disciplinary procedures. The effects of seniority in lay-off are, in some cases, diminished by the relatively small seniority units currently in use at the University of Alberta.

- 5.16.2 Discipline** - Disciplinary actions --including letters of warning, suspensions, demotions and dismissals are governed by the Board/NASA Agreement. An employee may only be disciplined, demoted or dismissed for just cause. Generally no disciplinary action is taken without input from PSSR, Employee Relations. In cases of dismissal or demotion, the Agreement requires that the Dean, Department Chair or Director make a recommendation to the Director of PSSR who shall determine if the employee is to be dismissed or demoted. Employees have access to a grievance procedure in matters of disciplinary action and can submit a rebuttal to adverse reports or letters of reprimand.
- 5.16.3.1 Termination, Inadequate Performance** - Regular non-academic staff may be terminated for inadequate performance; such termination is dealt with under the Agreement clauses respecting discipline, demotion and dismissal. The Dean, Department Chair or Director recommends the dismissal to the Director of PSSR, who makes the final decision.
- 5.16.3.2 Termination, Probationary Periods** - Probationary appointments for regular non-academic staff are governed by the Board/NASA Agreement and may not exceed six continuous months. During the probationary period, the Director of PSSR may terminate an employee for unsatisfactory performance. Prior to the completion of the probationary period, the unit head must evaluate the work performance of the employee, based on the duties ascribed to the position and recommend termination or continuing employment.
- 5.16.4 Grievances** - Any matter alleging a contravention or violation of the Board/NASA Agreement may become the subject of a grievance. The grievance procedure is detailed in the Agreement.
- 5.16.5 Comment** - The potential for inconsistent application of the procedures exists because of the decentralized nature of the University; this is mitigated to a large extent by the role given to PSSR and its Director in all lay-off or discipline matters. There are currently no data available to determine whether termination and discipline procedures have a more significant adverse impact on designated groups members than on the overall workforce.

An important component of employment equity is a proactive approach to ensuring that employment policies and practices that have the potential to cause adverse impact are modified or removed before discrimination can occur. Clearly, the University must change or remove those policies which it knows have resulted in adverse impact. But it must also be watchful for those policies and practices which may hold potential for adverse impact. Its commitment must be to prevent discrimination before it occurs, not only to prevent it from happening again.

PSSR has made significant efforts to ensure the recall of laid-off staff during the past five or six years of budgetary restraint. The provision that seniority for part-time employees shall

apply only with respect to other part-time employees and the prerogative of a Dean, Department Chair or Director to determine which position(s) to abolish both hold some potential for adverse impact.

5.17 **Conditions of Employment, Academic Staff**

The terms and conditions governing the employment of all continuing academic staff are largely covered by the respective Collective Agreements with the AAS:UA.

5.17.1 Hours of Work - The University does not have formal hours of work for Faculty. The assignment of Faculty duties (such as teaching hours) is done by the Department Chair in consultation with the Faculty member and subject to appeal to the Dean and Vice-President (Academic). In the case of APOs, FSOs and Librarians, the hours of work are also not formally defined; however, it is generally expected that members of these three groups will observe the University's core hours of operation. There are some exceptions due to variations in departmental requirements and the nature of the work involved.

There are no rigid rules governing daily attendance of Faculty, due largely to the nature of their work. Individual Faculty members are expected to be present for their classes, attend to whatever administrative responsibilities they may be assigned or voluntarily assume, and make themselves available on a regular basis for consultation with students. Beyond this, Faculty have a great deal of flexibility in the organization of their time and are judged annually on the basis of their accomplishments.

The attendance of APOs, FSOs and Librarians is more closely related to the University's core hours of operation, though individuals in these positions have flexibility in recognition of their professional jobs which can demand work outside of normal hours. There is nothing to prevent APOs, FSOs or Librarians from making arrangements with their Chairs to accommodate personal situations, provided the alteration does not unduly hamper departmental operations.

5.17.2 Dress/Appearance Codes - The University has no formal policies respecting dress/appearance for academic staff. There is an expectation that academic staff will dress appropriately for the type of work performed.

5.17.3 Accessibility and Job Accommodation for Applicants and Employees with Disabilities - through the efforts of Physical Plant, the University has made major strides in making changes to buildings and grounds to ensure accessibility for persons with disabilities. Almost all University buildings now have ground level or ramped entrances and accessible washrooms; some are equipped with power assisted doors, brailled elevator buttons and flashing alarm signals. Physical Plant continues to devote a portion of its annual budget to such projects.

Although the University does have an office devoted to the provision of services for students with disabilities, there is currently no similar service available for applicants or employees. The University does not have a formal policy respecting the provision of human and/or technical support resources to employees with disabilities. A discussion of the issues of accessibility and job accommodation for persons with disabilities is included in Criterion #8, Special Measures.

5.17.4

Sexual and Other Workplace Harassment - The University of Alberta has had a policy respecting sexual harassment since 1981. That policy provides for a confidential advisory service for staff who may experience sexual harassment, and makes use of the disciplinary clauses in the various Agreements whenever a complainant wishes to proceed with formal discipline. The policy is well publicized among the academic staff. The Office of Human Rights administers the policy and provides advice, referral and assistance to staff who feel they are subjected to sexual harassment.

While the University of Alberta does not have a specific policy respecting other forms of workplace harassment, academic staff generally recognize that harassment should be reported to their supervisor who has a responsibility to investigate and, if necessary, take corrective action. Disciplinary action resulting from harassment is in accordance with the disciplinary clauses contained in the four Academic Agreements and could include termination. Issues of discrimination and harassment are dealt with further in Criterion #9, Establishment of a Favourable Climate.

5.17.5

Health and Safety - The University Occupational Health, Safety Policy and Environmental Issues Committee is responsible for advising the President on all matters related to the various areas of occupational safety, occupational health and environmental concerns. The Committee consists of 11 members representing the Academic and Non-Academic Staff Associations, Graduate and Undergraduate Students' Associations, the senior administration and representatives from specialized safety committees.

The University has a Division of Occupational Health and Safety which provides comprehensive occupational health and safety programs affecting both academic and non-academic staff. Fire and emergency evacuation procedures at the University are designed to ensure the safety of all employees including those with disabilities. The University also maintains a Campus Security force which is responsible for the protection and security of all University personnel, property and equipment. Among its various services, Campus Security offers a 24 hour staffed information and dispatch service and continual foot and mobile patrols of University property.

5.17.6

Employee Assistance Program - All staff have access to an Employee Assistance Program which provides confidential, professional assistance to those in need of resolving personal problems which affect their well being and work performance. The program provides diagnostic and referral services as well as support and assistance in dealing with a wide range of emotional, social, physical or situational difficulties.

5.17.7 **Comment** - Workplace rules regarding hours of work and attendance are valid, job-related and legal and appear to be applied consistently. The University has a well publicized policy respecting sexual harassment and is exploring means for dealing with other forms of harassment. The University's sexual harassment policy requires updating and should be endorsed by the Board of Governors. See Objective 6 (6.2 and 6.3) of the Work Plan for related commitments.

5.18 Conditions of Employment, Non-Academic Staff

The terms and conditions governing the employment of non-academic staff are largely determined by the terms of the Board/NASA Agreement. Day-to-day working conditions experienced by individual employees are heavily influenced by departmental policies and practices.

5.18.1 **Hours of Work** - The hours of work for bargaining unit staff are as designated in the Board/NASA Agreement. The regular work week, again as defined in the Agreement, consists of five days with two consecutive days off. The Agreement allows for arrangements between employees and their Dean, Department Chair or Director for modified work days or work weeks. The only restriction is that the hours worked under the modified arrangement shall be on average equivalent to those worked under the regular schedule. All such special arrangements must be approved by the Director of PSSR.

Daily attendance of non-academic staff is more closely monitored than that of academic staff. The Agreement requires that all absences from work be accounted for and, further, that non-academic staff receive overtime payments or compensating time off for hours worked beyond regular hours.

5.18.2 **Dress/Appearance Codes** - The University has few formal policies restricting the dress of employees, except for health, safety or security reasons, as for example in the University's Campus Security Services. Employees are expected to dress appropriately for the type of work performed.

5.18.3 **Accessibility and Job Accommodation for Applicants and Employees with Disabilities** - The comments in Section 5.17.3 also apply to non-academic staff.

5.18.4 **Sexual and Other Workplace Harassment** - Much of what was detailed in Section 5.17.4 also applies to non-academic staff. Disciplinary action against a non-academic staff member resulting from harassment is in accordance with the Board/NASA agreement and can include letters of warning, demotions, suspensions and/or dismissals.

Non-academic staff have access to the confidential advisory service respecting sexual harassment which is available through the Office of Human Rights. In addition, the Board/NASA Agreement contains an article on sexual harassment. Complaints are investigated by the Director of PSSR and can result in disciplinary actions including termination.

Non-academic staff may also receive advice, referral and assistance from the Office of Human Rights respecting other forms of discrimination or harassment. A similar service is available from PSSR, Employee Relations. Issues of discrimination and harassment in the workplace are dealt with further in Criterion #9, Establishment of a Favourable Climate.

- 5.18.5** **Health and Safety** - The comments in Section 5.17.5 apply to non-academic staff as well. In addition, it should be noted that the Board/NASA Agreement contains an article on safety which deals with unsafe worksites, those performing their jobs in an unsafe manner and the need for protective clothing and equipment.
- 5.18.6** **Employee Assistance Program** - The comments in Section 5.17.6 apply to non-academic staff as well.
- 5.18.7** **Comment** - Workplace rules regarding hours of work are valid, work related and legal. Controls exist to ensure the rules are applied with reasonable consistency. The lack of a formal dress code could result in inconsistency, but there is no evidence that this results in adverse impact. The current flexibility appears to be viewed quite favourably and is generally tolerant of religious or cultural differences in dress. The University has a well-publicized policy on sexual harassment which is reinforced by the Board/NASA Agreement. The policy must be updated in order to reflect recent Supreme Court of Canada decisions; further, the policy would be strengthened through endorsement by the Board of Governors. See Objective 6 (6.2 and 6.3) of the Work Plan for related commitments.

Criterion #6: "Establishment of Goals for the Hiring, Training and Promotion of Designated Group Employees"

6.1 Setting Numerical Targets

The establishment of numerical targets is a requirement for compliance with the Federal Contractors Program. However, qualitative changes are fundamental. In other words, the number of designated group employees will increase as barriers are removed. As well, employees will be more likely to continue their employment with the University of Alberta if the climate is hospitable.

Some members of the community are concerned that the term "numerical targets" is a euphemism for "quotas". They fear that, once established, the targets will be enforced by the Federal Government and standards will be lowered. The University rejects any use of quotas in employment equity because the application of quotas to individual cases, or groups of cases, would clearly be in conflict with the merit principle of hiring. The University has no intention, therefore, of breaking the numerical targets down into Departments, Faculties or even the Vice-Presidential level. Rather, the focus of the University's efforts in meeting numerical targets should be on the **qualitative** actions described in the various recommendations; changes in numbers of staff from the designated groups should follow these qualitative actions as the University continues to hire on the basis of merit.

The University of Alberta's real goal in achieving employment equity is defined more by proportional targets than by the numerical targets prescribed by the FCP. Numerical targets do not take into account the reality of hiring freezes, attrition, promotion or retirement and the impact that these have on the number of vacancies to be filled. Proportional targets, on the other hand, do take into account the myriad of ways by which the University's workforce may change. Proportional targets recognize both the difficulties inherent in becoming tied to a rigid set of numbers and the importance of amending targets to match the changing face of the University's workforce. Proportional success means that the University's staff includes designated group members in percentages similar to those in the surrounding workforce. For the record, there is no evidence of numerical targets being treated as quotas by FCP officials. On the contrary, they have been criticized by representatives of the designated groups because they have, in the face of Canada's current economic malaise, not been sufficiently demanding even of employers who slip backward with respect to the number of designated group employees in their workforce.

6.2

Overall Goal

The Federal Contractors Program holds that an employer's workforce is representative when the designated groups are represented at about the same levels as their representation in the appropriate local, provincial or national labour force from which the employer recruits. The overall goal of the University of Alberta is to achieve, over the next five years, and maintain a level of designated group representation in its workforce which meets or exceeds the representation of the designated groups in the labour forces from which it recruits.

The pool of qualified designated group members is increasing in nearly all occupational groups. The University recognizes that establishing targets based on 1986 Census Canada data pertaining to only those Canadians who actually worked means nothing more than a reflection in the University's workforce of the 1986 employment status quo (with all the biases contained therein). Clearly, the University has an obligation both to revise its numerical targets in light of new statistics as they become available (including 1991 Census Canada data) and to view the targets established in this report as minimums.

Criterion #6 requires that an employer consider projected hirings, promotions, terminations etc. and, where possible, the projected availability of qualified designated group members in establishing numerical targets. In this regard, the University of Alberta has some data respecting the number of vacancies it has filled during the past six years (see Table 13).

Table 13. Positions filled at the University of Alberta (11986/1992)

Year	Faculty	APO/FSO/Librarian	Non-Academic
1986/87	92	23	276
1987/88	83	17	350
1988/89	110	26	436
1989/90	99	30	285
1990/91	94	32	228
1991/92	<u>77</u>	<u>18</u>	<u>248</u>
Total	555	146	1,823

Like most Canadian universities, the University of Alberta has faced and continues to face serious budget difficulties. The data in Table 13 would nonetheless suggest that there will continue to be opportunities to increase the number of designated group members recruited. The University of Alberta also has data respecting designated group members hired during the past six years (see Tables 14 through 16). In these tables, the female/male data were generated through a review of personnel files. Status as an aboriginal person, person with disability, or member of a visible minority was determined from responses to the University's equity census. Since 17% of staff did not reply to the census, or refused to provide the requested information, the data respecting aboriginal peoples, persons with disabilities and members of visible minorities are less than complete. Data for these designated groups are not yet available for 1991/92.

Table 14. U of A Faculty hires by designated group (1986/1991)

Year	Total	Female		Male		AP		P/D		V/M	
		#	(%)	#	(%)	#	(%)	#	(%)	#	(%)
1986/87	92	28	30.4	64	69.6	0	0.0	1	1.1	9	9.8
1987/88	83	19	22.9	64	77.1	0	0.0	1	1.2	9	10.8
1988/89	110	32	29.1	78	70.1	1	0.9	1	0.9	14	12.7
1989/90	99	32	32.3	67	67.7	0	0.0	1	1.0	9	9.1
1990/91	<u>94</u>	<u>41</u>	<u>43.6</u>	<u>53</u>	<u>56.4</u>	<u>1</u>	<u>1.1</u>	<u>0</u>	<u>0.0</u>	<u>9</u>	<u>9.6</u>
Total	478	152		326		2		4		50	

Legend:

AP = Aboriginal Peoples
P/D = Persons with Disabilities
VM = Visible Minorities

Table 15. U of A APO, FSO and Librarian hires by designated group (1986/1991)

Year	Total	Female		Male		AP		P/D		V/M	
		#	(%)	#	(%)	#	(%)	#	(%)	#	(%)
1986/87	23	13	56.5	10	43.5	1	4.3	0	0.0	2	8.7
1987/88	17	10	58.8	7	41.2	0	0.0	0	0.0	0	0.0
1988/89	26	15	57.7	11	42.3	0	0.0	0	0.0	2	7.0
1989/90	30	18	60.0	12	40.0	2	6.7	1	3.3	2	6.0
1990/91	<u>32</u>	<u>21</u>	<u>65.6</u>	<u>11</u>	<u>34.4</u>	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>6.3</u>	<u>2</u>	<u>6.3</u>
Total	128	77		51		3		3		8	

Table 16. U of A non-academic hires by designated group (1986/1991)

Year	Total	Female		Male		AP		P/D		V/M	
		#	(%)	#	(%)	#	(%)	#	(%)	#	(%)
1986/87	276	208	75.4	68	24.6	1	0.4	4	1.4	11	4.0
1987/88	350	233	66.6	117	33.4	4	1.1	4	1.1	26	7.4
1988/89	436	296	67.9	140	32.1	6	1.4	5	1.1	32	7.3
1989/90	285	187	65.6	98	34.4	2	0.7	3	1.1	26	9.1
1990/91	<u>228</u>	<u>171</u>	<u>75.0</u>	<u>57</u>	<u>25.0</u>	<u>1</u>	<u>0.4</u>	<u>2</u>	<u>0.9</u>	<u>27</u>	<u>11.8</u>
Total	1,575	1,095		480		14		18		122	

6.2.1

Comment - The University currently has no data respecting promotions, terminations, lay-offs, recalls and retirements of designated group members. Neither does the University have data on the proportion and distribution of the designated groups within its applicant pool. See Objective 2 (2.3 through 2.8) of the Work Plan for related commitments.

6.3

Numerical Targets by Occupational Code

Following are numerical targets for the University of Alberta by Major Occupational Code. The targets include both the number of designated group members who would have to be hired (or promoted) to achieve a representational workforce and the proportion toward which the University is striving. The targets are based on the analysis contained in Criterion #4.

01 /Upper Level Managers - Targets have not been set for this group since it consists of only six persons. Nonetheless, given the leadership role of its members within the University community, it will be important to monitor the representational profile of this MOC.

02/Middle and Other Managers – The target in this category is an increase in aboriginals of three, thereby increasing the proportion to 1.4%.

03/Professionals - To better reflect the interests of the University, this occupational group is divided into two, University Teachers and Other Professionals.

03/University Teachers - Using the data and formula provided by the FCP, the target in this category is an increase in aboriginals of six and women of 88 over the next five years, thereby increasing the proportion of aboriginals to 0.8% and of women to 28.4%. It is interesting to note that 152 of 478 (31.8%) Faculty hired by the University of Alberta over the five year period 1986/ 87 through 1990/91 were female (see Table 14, page 57). This would suggest that accomplishing the FCP target will pose few, if any, difficulties.

03/Other Professionals - With respect to Other Professionals, the target in this category is an increase in aboriginals of three and women of 21, thereby increasing the proportion of aboriginals to 1.4% and of women to 53.1 %.

04/Semi-Professionals and Technicians - The target in this category is an increase in aboriginals of 12, thereby increasing the proportion of aboriginals to 2.4%; persons with disabilities of two, thereby increasing the proportion of persons with disabilities to 5.1%; and women of 39, thereby increasing the proportion of women to 50.2%.

05/Supervisors - The target in this category is an increase in aboriginals of two, thereby increasing the proportion of aboriginals to 2.0%; persons with disabilities of seven, thereby increasing the proportion of persons with disabilities to 4.9%; and visible minorities of six, thereby increasing the proportion of visible minorities to 10.1 %.

It is important to note that neither numerical nor proportional targets should be considered as any thing more than a first step towards a representative workforce. The standards set through the required reliance on six-year-old data are exceedingly low; indeed, in some cases, the University's own hiring history reveals that it has already exceeded the ratios determined by the Census Canada data. Further, the targets are calculated assuming no changes in either the University's workforce or the country's labour force. The targets offered to meet the requirements of the FCP are considered by the University as a starting point in its pursuit of employment equity.

06/Foremen/women - The target in this category is an increase in persons with disabilities of one; thereby increasing the proportion of persons with disabilities to 6.1 %; and women of one, thereby increasing the proportion of women to 6.9%

07/Clerical Workers - The target in this category is an increase in aboriginals of eight, thereby increasing the proportion of aboriginals to 2.4%; and persons with disabilities of 28, thereby increasing the proportion of persons with disabilities to 5.0%.

08/Sales Workers - There are no University of Alberta employees in this classification.

09/Service Workers -The target in this category is an increase in aboriginals of four, thereby increasing the proportion of aboriginals to 4.3%.

10/Skilled Crafts and Trades - The target in this category is an increase in aboriginals of one, thereby increasing the proportion of aboriginals to 2.3%; persons with disabilities of one, thereby increasing the proportion of persons with disabilities to 5.8%; and women of three, thereby increasing the proportion of women to 5.6%.

11 /Semi-Skilled Manual Workers - The target in this category is an increase in aboriginals of three, thereby increasing the proportion of aboriginals to 3.7%; persons with disabilities of seven, thereby increasing the proportion of persons with disabilities to 8.0%; and visible minorities of three, thereby increasing the proportion of visible minorities to 6.2%.

12/Other Manual Workers - The target in this category is an increase in aboriginals of four, thereby increasing the proportion of aboriginals to 3.8%; and persons with disabilities of 20, thereby increasing the proportion of persons with disabilities to 8.3%.

Table 17: Summary of FCIR numerical targets by Major Occupational Code, U of A

Legend:
AP = Aboriginal Peoples
P/D = Persons with Disabilities
VM = Visible Minorities

Major Occupational Code	AP	P/D	VM	Women
01/Upper Level Managers	-	-	-	-
02/Middle and Other Managers	3 (1.4%)	-	-	-
03/Professionals - University Teachers	6 (0.8%)	-	-	88 (28.4%)
03/Professionals - Other Professionals	3 (1.4%)	-	-	21 (53.1%)
04/Semi-Professionals and Technicians	12 (2.4%)	2 (5.1%)	-	39 (50.2%)
05/Supervisors	2 (2.0%)	7 (4.9%)	6 (10.1%)	-
06/Foremen/women	-	1 (6.1%)	-	1 (6.9%)
07/Clerical Workers	8 (2.4%)	28 (5.0%)	-	-
08/Sales Workers	n/a	n/a	n/a	n/a
09/Service Workers	4 (4.3%)	-	-	-
10/Skilled Crafts and Trades	1 (2.3%)	1 (5.8%)	-	3 (5.6%)
11/Semi-Skilled Manual Workers	3 (3.7%)	7 (8.0%)	3 (6.2%)	-
12/Other Manual Workers	<u>4 (3.8%)</u>	<u>20 (8.3%)</u>	-	-
Total	46	66	9	152

* Numbers in brackets represent the proportion of designated group members the University will endeavour to attain.

6.3.1

Calculation of Numerical Targets - Referring to MOC 07/Clerical Workers as an example the following formula has been used in calculating the numerical targets:

- number of aboriginal peoples among the 91.4% of clerical workers who responded to the equity census = 17 or 1.7%
- estimate of aboriginals among total clerical workers = $1102 \times 1.7 = 18.7$
- proportion of clerical workers in the Edmonton labour force in 1986 who were aboriginals = 2.4%
- 2.4% of total number of clerical workers at U of A = $1102 \times 2.4 = 26.4$
- numerical target for aboriginal clerical workers = $26.4 - 18.7 = 7.7$ or 8.

This method assumes that the sample who responded to the census questionnaire is representative of the overall University of Alberta workforce. In fact, this assumption may or may not reflect reality. However, given the relatively minimal standards required by the FCP, the overall high response rate to the employment census, the relatively small numbers involved in the targets and the way in which the University intends to use those targets, the validity of the assumption is academic.

6.3.2

Comment - The numerical targets cited in this report represent the number of designated group hirings required to match the proportions of designated groups in the University's workforce with their proportions in the appropriate external labour force in 1986. The match will only occur if all else in the University's workforce remains static; that is, nobody resigns, retires or is laid off; nobody is promoted. Change is, of course, a constant in any large workforce. For this reason, the targets have also been stated in terms of the proportions of the University's workforce which would need to be made up by the designated groups in order for the University to be representative according to the terms of the FCP.

The University must also not forget that an increase in the number of designated group employees is, in a very real sense, the outcome of a good employment equity plan. The University community must not focus on the numbers to the detriment of the qualitative changes required to ensure its long term ability to recruit and retain qualified designated group employees.

A comparison of Tables 12, 13 and 14 with Table 15 suggests that aboriginal peoples and persons with disabilities will need to be recruited by the University in unprecedented numbers. Meeting the targets with these two groups will take exceptional effort.

Some of the targets for women and visible minorities may be reached through promotion. This possibility does not exist for aboriginal peoples and persons with disabilities, however, because their overall numbers in the current University workforce are so small.

Target dates contained in the Work Plan (Criterion #7) were established on the assumption that implementation of **Opening Doors** would begin July 1, 1993. **Opening Doors** received final approval from the Board of Governors in January 1994.

All target dates should, therefore, be interpreted in accordance with the six month delay.

Criterion#7., "Establishment of a Work Plan for Reaching the Qualitative and Quantitative Goals Set for the University of Alberta"

7.1 Quantitative Goals

In order to achieve the University's equity goals, accountabilities must be assigned and target dates established. The Work Plan accomplishes both of these tasks and provides a checklist by which the University can monitor its success in implementing its equity plan. It is important to note that the Work Plan is indeed a working document, one that will change as conditions change, goals become obsolete or prove unworkable, or are replaced by alternatives.

The numerical targets of the University of Alberta are summarized in the previous section of this report. The University will endeavour to accomplish these goals by June 1998. Given the decentralized nature of the University, accountability for the accomplishment of the targets lies with the Vice-Presidents and, through them, with Deans, Department Chairs and Directors.

7.2 Qualitative Goals

It is important to reiterate the University's view that qualitative targets are the foundation of any viable employment equity plan. If the qualitative targets as defined in this Work Plan are implemented, the quantitative targets required by the FCP will surely be achieved.

With each action item described below there appears a suggested time frame; either the action is currently in place and therefore described as "ongoing" or a target date for implementation appears with the action.

7.2.1 *Objective 1: To ensure the University of Alberta's ability to continue its pursuit of employment equity.*

In support of this objective:

- 1.1 University Vice-Presidents should require that all units for which they are responsible develop and implement, in consultation with the Office of Human Rights, individual but complementary plans for achieving employment equity.

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- 1.2 University Vice-Presidents should require all those who report to them to annually demonstrate both the efforts they have undertaken to increase the pool of qualified applicants from which they make their staff selections and the improvements they have made in the work environment to facilitate the retention of designated group employees.

Ongoing

While it is important that those responsible for employment equity have the financial resources to implement an equity plan, precise implementation costs are difficult to predict. PEEIC believes that much of the required employment equity planning can and should be framed within the usual planning processes of the Deans, Department Chairs and Directors. Employment equity discretionary funds in the ranges of \$100,000 have been established by other major Canadian universities.

- 1.3 in order to make the implementation of employment equity financially possible, the Vice-President (Student and Academic Services) should be provided with an annual discretionary fund in an amount sufficient to accomplish the goals contained in this report.

June,1993

- 1.4 in order to ensure that the implementation of the University's plan for employment equity is formally monitored and evaluated by representatives of the University community, the President should maintain the Employment Equity Implementation Committee until the goals of the plan are achieved.

Ongoing

7.2.2

Objective2: To continue to gather information about the employment status of the designated groups at the University of Alberta.

In support of this objective:

- 2.1 the Office of Human Rights should continue to provide equity census forms to all new academic and non-academic staff appointees.

Ongoing

- 2.2 the Vice-Presidents (Academic) and (Finance and Administration), in consultation with the Office of Human Rights and University experts in population research, should devise a meaningful method, based on the University's existing job designations, of analyzing the composition and salaries of its workforce so as to identify any job groups in which designated group members may be underrepresented or inequitably paid.

June,1994

- 2.3 for a two-year period the Vice-Presidents (Academic and (Finance and Administration), in consultation with the Office of Human Rights, should analyze the use made by academic staff and non-academic staff of educational, training, professional development, professional leave and travel benefit programs, in order to evaluate participation by members of the designated groups.

June,1995

- 2.4 for a five-year period the Vice-President (Academic) should review decisions with respect to tenure, continuing appointment, promotion and merit incrementation, to determine whether members of the designated groups are negatively affected in a disproportionate way.

June,1998

Employment equity is more than the recruitment of designated group members. It also has to do with the way in which designated group members fare once they are employed by the University. What advantage do designated group members take of training and professional development opportunities? How are they treated with respect to merit incrementation? How does their upward mobility compare with that of other employees? These are important questions.

- 2.5 for a two-year period the Vice-President (Finance and Administration), in consultation with the Office of Human Rights, should monitor and analyze participation and success rates of designated group non-academic staff in applications for promotion, merit incrementation, lay-off, recall and disciplinary action. *December, 1995*
- 2.6 the Office of Human Rights should conduct a census of trust, temporary, and casual staff (both academic and non-academic); and that PEEIC address equity issues specific to these groups. *December, 1993*
- 2.7 the Vice-Presidents (Academic) and (Finance and Administration), in consultation with the Office of Human Rights, should design procedures for tracking applicants for all continuing positions; and that these procedures be used by the Vice-Presidents for at least two years in order to determine how well the designated groups are represented in the University's applicant pool. *December, 1995*
- 2.8 the Vice-Presidents (Academic) and (Finance and Administration), in consultation with the Office of Human Rights, should develop a means for the routine collection of information concerning the total number of applicants for any vacancy, the number of applicants interviewed, and all other information currently required by GFC. These forms should be collected by the Vice-Presidents at the time a contract of employment is submitted; the Vice-Presidents should review all selections and consult with faculties and departments on their selection procedures as required. *December, 1993*
- 2.9 the Office of Human Rights should catalogue the services made available by the University which benefit the designated groups and provide that catalogue to all supervisory staff for their use in encouraging designated group members to consider employment at the University of Alberta. *December, 1993*

7.2.3

Objective 3: To keep the University community informed about the University's efforts to become a more equitable employer.

In support of this objective:

- 3.1 the Office of Human Rights, by promoting open debate on issues of human rights and employment equity, should help the University community to explore the full meaning of employment equity and of such terms as merit, excellence, and quality. *Ongoing*

- 3.2 the Office of Human Rights should continue to publish articles about employment equity issues and initiatives in Folio and other appropriate publications. *Ongoing*
- 3.3 the Office of Human Rights should install, in high-traffic areas, specially-identified bulletin boards for postings on human rights and employment equity. *December, 1993*
- 3.4 the Office of Human Rights and the Office of Public Affairs should collaborate in the production of a video which explains the principles of employment equity and the University's commitment to it; and that the video be shown to new employees and newly appointed administrators as part of their orientation. *December, 1994*
- 3.5 PSSR and the training staff in the office of the Vice-President (Academic), in consultation with the Office of Human Rights, should design and deliver an ongoing series of workshops on valuing diversity in the workplace. Some workshops should address the needs of supervisors and managers, while others should be directed at those who have no supervisory or managerial responsibilities. *June, 1994*
- 3.6 the Vice-Presidents (Academic) and (Finance and Administration), in consultation with the Office of Human Rights, should report annually to the University community on progress toward the accomplishment of the recommendations contained in this report and on the changing representation of the designated groups within the University's workforce. *Ongoing*

7.2.4

Objective 4: To become more equitable by revising those policies and practices governing recruitment, selection, training, tenure, promotion, merit incrementation, job evaluation, compensation, benefits, conditions of employment, lay-off, recall and termination which may have an adverse effect on designated groups, and by establishing mechanisms to ensure that new policies and practices do not exclude or impede members of the designated groups.

In support of this objective:

- 4.1 the Vice-Presidents (Academic) and (Finance and Administration), in consultation with the Office of Human Rights, should review all future changes to employment policies and procedures to ensure that they do not have an unnecessary adverse effect on members of the designated groups or on the University's efforts to establish employment equity. *Ongoing*

Respecting academic staff:

- 4A.1 in order to obtain the largest number of qualified applicants for each position, Deans request that their Department Chairs, at the time of advertising, should search for new faculty in the broadest range of subfields that is consistent with the departments' stated academic goals. **Ongoing**
- 4A.2 the President recommend to GFC that the policy governing advertising and recruitment of continuing academic positions should be changed to require that all vacancies, whether full or part-time, be advertised through the appropriate media. **December, 1993**
- 4A.3 in order to attract more members of the designated groups (who tend to follow non-traditional career paths in greater numbers), the Vice-President (Academic) should include in advertisements for academic positions a statement indicating whether the position is available on a part-time or job-share basis. **Ongoing**
- 4A.4 the Vice-President (Academic) should record existing practices and procedures governing permanent part-time and other flexible academic appointments in the Manual of Administrative Policies and Procedures (MAPPS). **December, 1993**
- 4A.5 the Vice-President (Academic) should regularly advertise the University's policy on spousal employment in *University Affairs* and the *CAUT Bulletin* and encourage departments to include a statement about that policy in advertisements for academic positions. **Ongoing**
- 4A.6 the Vice-President (Academic) should develop formal mechanisms for ensuring that sessional lecturers and graduate students at the University of Alberta are made aware of continuing academic vacancies. **Ongoing**
- 4A.7 the minimum *bona fide* occupational requirements for each APO position should be determined. The minimum *bona fide* occupational requirements established for positions should not alter the current job evaluation procedures and standards agreed to by the Board and the AAS:UA. **June, 1994**
- 4A.8 the Vice-President (Academic) should review all advertisements for continuing academic vacancies to

Bona fide occupational requirements are those skills, aptitudes and educational accomplishments required in an incumbent such that he/she can perform the essential components of a job in a safe, efficient and reliable manner. Accurately stating job requirements is essential in successful recruiting. If, for example, a Faculty wants an APO to advise students on career opportunities, it might conclude that a degree, perhaps even a graduate degree, in one of its disciplines is a requirement. The bona fide requirement is knowledge of career opportunities within the disciplines of the Faculty. The two are not necessarily synonymous. Many human rights cases lost by employers involve the inability to defend the requirements stated in job advertisements.

- ensure that the occupational requirements set out in those advertisements do not unnecessarily exclude members of the designated groups. **June, 1994**
- 4A.9 the Vice-President (Academic) should prepare guidelines on conducting job competitions for academic staff, including suggestions on locating and encouraging applications from members of the designated groups. **June, 1994**
- 4A.10 the training staff in the office of the Vice-President (Academic) should prepare a training program and printed guidelines on human rights legislation and employment equity policies, defining job requirements, and techniques of interviewing, with particular reference to the selection of academic staff. **June, 1994**
- 4A.11 the Vice-President (Academic) should routinely send the guidelines on recruitment and selection of academic staff to departments which are advertising academic positions. **June, 1994**
- 4A.12 GFC should consider changing its policies regarding Advisory Selection Committees (ASCs) as follows: (1) ASCs (either departmental or Faculty level) be mandatory for all appointments of continuing faculty, without possibility of waiver; (2) ASCs normally be required for the appointment of continuing Librarians, APOs and FSOs but that, under exceptional circumstances, the appropriate Vice-President be permitted to waive the requirement and report such waivers to GFC; and (3) ASCs whose composition is not specified in GFC policy have a minimum of two members. **December, 1993**
- 4A.13 the Vice-President (Academic) should require that each screening committee and Advisory Selection Committee have at least one member who has completed the University's training program on recruitment and selection of academic staff. **December, 1994**
- 4A.14 for a five-year period the Vice-President (Academic) should review starting salaries of new academic staff relative to their qualifications, to ensure that there is no differential treatment of members of the designated groups. **December, 1998**
- 4A.15 the Vice-President (Academic) should record in MAPPS the procedures for correcting starting salaries and salary anomalies. **December, 1993**
- 4A.16 the Vice-Presidents (Academic) and (Research) should develop for members of Faculty Salaries and Promotions Committees (FSPCs), tenure committees and committees which adjudicate research grants written guidelines on non-traditional career paths and evaluation of administrative and community service, with particular reference to how non-traditional viewpoints may penalize members of the designated groups. **June, 1994**

- 4A.17 the Vice-President (Academic) should review the criteria and procedures used by each FSPC and support unit for the annual performance evaluation of academic staff, and for tenure and promotion where applicable, to ensure that these are equitable and that they do not place staff in non-traditional career paths at a disadvantage. **December, 1994**
- 4A.18 the Vice-President (Academic) should instruct Deans and Department Chairs to be sensitive to the impact that major committee assignments may have on the career path of untenured staff, and that they counsel new staff members to consider such assignments carefully, as well as major commitments to professional organizations and community service, until they have achieved tenure. **December, 1993**
- 4A.19 the Vice-President (Academic) should review workshops and other training programs offered to academic staff in the preceding two years, to determine whether or not regular opportunities are being provided to develop skills and qualifications needed for promotion; and, if not, that changes be made to training and development programs that will achieve this objective. **June, 1994**
- 4A.20 in order to give APOs the opportunity to plan their career progress, the Vice-President (Academic) should compile and maintain a library of APO position descriptions that may be consulted by any APO on request. **June, 1994**
- 4A.21 the Vice-President (Finance and Administration) should ensure that all members of the APO Committee be given training in employment equity and an opportunity to examine the biases each may bring to the job evaluation process. **June, 1994**
- 4A.22 the Vice-President (Academic) should ensure that all continuing academic staff who voluntarily leave the University's employ are invited to participate in an exit interview, normally with the Dean of the Faculty. **December, 1993**

Respecting non-academic staff:

- 4N.1 the Vice-President (Finance and Administration), through PSSR, should consult with the Office of Human Rights and other knowledgeable groups on the wording and placement of outreach advertisements that are intended to encourage members of the designated groups to consider the University as an employer. **December, 1993**
- 4N.2 the Vice- President (Finance and Administration), through PSSR and in consultation with the department involved, should determine the minimum *bona fide* occupational requirements for

A number of experienced Executive Secretaries at the University have expressed frustration at being declared ineligible to apply for the position of Administrative Assistant when it became available within their department. Most often, they were ineligible because they lacked the university degree specified in the job posting. This, in spite of the reality that many of these women had for years stood in for the Administrative Assistant during vacation and other leaves.

- each non-academic position and ensure that those requirements are used as the basis for advertising when a position becomes vacant. *December, 1994*
- 4N.3 the Vice- President (Finance and Administration), through PSSR, should make information about employment opportunities more widely available through a regularly-updated recorded telephone message which lists all vacant non-academic positions. *December, 1993*
- 4NA in an effort to attract more designated group applicants the Vice- President (Finance and Administration), through PSSR, should include in all advertisements for non-academic positions a statement indicating whether the position is available on a part-time or job-share basis and whether flex-time work arrangements are possible. *Ongoing*
- 4N.5 the Vice-President (Finance and Administration), through PSSR, in consultation with satellite personnel offices and the Office of Human Rights, should develop and implement a plan to make members of the designated groups feel that their enquiries about, and applications for, employment are welcomed by the University. The plan might include: training in customer service and sign language for reception staff; the posting, in PSSR's reception areas, of "welcome" signs in a range of languages, and the employment in those areas of designated group members; a review of, and improvements to, the physical accessibility of the reception areas; the installation and advertising of a TDD line (Telephone Device for the Deaf); and an inventory of staff who can act as translators or assistants to applicants. *December, 1993*
- 4N.6 the Vice-President (Finance and Administration), through PSSR, should develop and maintain a databank of members of the designated groups who are qualified for employment in job categories in which those groups are underrepresented. *December, 1993*
- 4N.7 the Vice-President (Finance and Administration), through PSSR, in consultation with NASA, should develop a proposal for special training positions that would give aboriginal peoples and persons with disabilities temporary employment in job categories in which they are underrepresented, and so enable them to gain the experience to apply for permanent positions. *December, 1993*
- 4N.8 the Office of Human Rights and PSSR should prepare a training program and printed guidelines on human rights legislation and employment equity policies, making part-time and job-sharing appointments, defining job requirements, and techniques of interviewing, with particular reference to the selection of non-academic staff. *June, 1994*
- 4N.9 the Vice-President (Finance and Administration) should routinely send the guidelines on the recruitment and selection of non-academic staff to departments which are advertising positions. *June, 1994*

- 4N.10 the Vice-President (Finance and Administration) should require that at least two people be involved in the selection of non-academic staff and that at least one of these two people must have completed the University's training program on the selection of non-academic staff. **June, 1994**
- 4N.11 the Vice-President (Finance and Administration), through PSSR, should assess the tests used both by PSSR Employment Services and by departments in the screening of applicants for non-academic staff positions; and eliminate or redesign any which can be shown to cause disadvantage to one of the designated groups, or which are not demonstrably reliable predictors of future job performance. **December, 1993**
- 4N.12 PSSR should regularly offer training sessions on the AIKEN Plan and completing job fact sheets and that the Job Evaluation Committee be provided with training in employment equity and the opportunity to examine the biases each may bring to the task of job classification. **Ongoing**
- 4N.13 the Vice-Presidents (Academic) and (Finance and Administration) should review the procedures for re-classifying non-academic positions to academic ones in order to remove the adverse impact inherent in the current procedures; and that the procedures, once revised, be recorded in MAPPS. **December, 1993**
- 4N.14 PSSR, in consultation with NASA and the Office of Human Rights, should review the educational benefits and opportunities for training and development that are available to non-academic staff to determine whether or not they are adequate to enable members of the designated groups to develop skills and qualifications needed for promotion; and, if not, to recommend changes that will achieve this objective. **December, 1994**
- 4N.15 PSSR should prepare a brochure on opportunities for education, training and career development; and that this brochure be distributed by PSSR to all non-academic staff, and, subsequently, to new employees at their orientation. **December, 1993**

A recent policy change concerning the funding of salary increases for non-academic jobs reclassified to academic positions requires that the department in which the employee serves make up any salary increase resulting from the reclassification. (No other reclassification requires this of a department.) In the past five years, nearly all reclassifications have involved the move of an Administrative Assistant to the position of APO. Since 88.5% of Administrative Assistants at the University are women, this policy clearly poses a barrier to their upward mobility (unintended though this may be). At the heart of employment equity is the willingness to solve budget and/or personnel problems without adversely affecting designated group members.

4N.16 PSSR should expand and publicize the service which it currently provides in career planning for non-academic staff; new elements should include completion of the job progression ladder (showing which positions have prerequisites), a library of non-academic position descriptions to be consulted on request, a workshop on career planning at the University, and a training program for supervisors on career coaching.

June, 1994

4N.17 PSSR should develop a program for job exchanges between members of the non-academic staff.

June, 1994

4N.18 the Vice- President (Finance and Administration) should direct PSSR to accept applications for remission or reimbursement of fees for University credit courses that are taken outside working hours without requiring the supervisor's approval.

December, 1993

4N.19 the Vice-President (Finance and Administration) should request Deans, Department Chairs and Directors to promote the current policy which supports a permissive arrangement with respect to flex-time work schedules.

December, 1993

7.2.5

Objective 5: To ensure that designated groups are reasonably represented in the student body.

In support of this objective:

5.1 the Registrar, in consultation with the Office of Human Rights, should incorporate into student liaison programs information about non-traditional career choices. *June, 1994*

5.2 the Office of Human Rights, in conjunction with Native Student Services and Services for Students with Disabilities, should design and implement an introduction to the University for aboriginal high school students and high school students with disabilities modelled on initiatives such as the WISEST program for female high school students.

December, 1994

5.3 the Vice-President (Academic) should ask the Faculty of Graduate Studies & Research to review regulations on graduate programs for adverse impact on the designated groups; and to alter or eliminate regulations which have adverse impact and are not demonstrably necessary to the discipline.

December, 1994

5.4 the University Vice-Presidents (Student and Academic Services) and (Research) should strengthen and expand the role of WISEST with respect to encouraging women into non-traditional fields of study; and, that the University increase its contributions to the program and create a formal liaison between WISEST and other human rights/equity offices and programs on campus.

December, 1993

7.2.6

Objective 6: To provide a supportive, safe, and secure work environment for all employees of the University of Alberta.

In support of this objective:

- 6.1 the Vice-Presidents should bring closure to those recommendations of the President's Commission on Equality and Respect assigned to their respective jurisdiction. ***December, 1993***
- 6.2 the Office of Human Rights should draft a policy on discrimination and harassment (other than sexual harassment) in the workplace and submit the policy to GFC and the Board of Governors for approval. ***June, 1994***
- 6.3 the Office of Human Rights should re-draft the University's policy on sexual harassment and submit it to GFC and the Board of Governors for approval. ***December, 1993***
- 6.4 the Office of Human Rights, in conjunction with University researchers in the social sciences, should develop devices for better understanding the work climate of the University of Alberta as it is perceived by employees from each of the designated groups. The information gathered through the use of such devices should be made generally available to the campus in a way which protects the confidentiality of individual respondents. ***December, 1994***
- 6.5 the Office of Human Rights, in conjunction with University researchers in the social sciences should undertake a study of race relations on the University of Alberta campus and report to GFC and the Board of Governors. ***December, 1994***
- 6.6 the Office of Human Rights, in consultation with the Vice-Presidents (Academic) and (Finance and Administration), should prepare and submit to GFC and the Board of Governors for approval a policy respecting the reasonable accommodation of designated group members. The policy should: clearly state the University's moral and legal commitment to reasonable accommodation; make clear the expectation that supervisors and managers will abide by the policy; provide examples of the kind of

In 1967, the Supreme Court of Canada ruled that when it comes to the protection of human rights, an employer has a legal duty to provide a healthy and safe work environment for all. The Court also ruled that employers without effective regulations for dealing with human rights violations create liabilities for themselves when violations do occur.

Many designated group members report that their requests for accommodation and the way they are greeted give them a sense of how they are valued. For example, a disabled administrator, having been hired to a new position, was confronted by an anxious supervisor who told him that the cost of accommodating his wheelchair (a specially-heightened desk) was likely beyond his budget. The administrator reported that at his previous job his special need had been accommodated through the purchase of four bricks which were used to heighten a regular desk! (Please note: this incident did not take place at the University of Alberta; nonetheless, it illustrates the point.)

accommodations deemed reasonable; make clear the sources of assistance (financial and otherwise) which are available; and set out the mechanisms by which the policy will be regularly publicized throughout the University. *June, 1994*

- 6.7 the Vice-President (Student and Academic Services) should establish advisory services for the integration and accommodation of aboriginal staff, staff with disabilities and recent immigrants. To avoid unnecessary duplication, some services could be provided through Native Student Services and Services for Students with Disabilities. These units should also be consulted on specific policy issues surrounding the integration and accommodation of the respective designated groups. *June, 1994*
- 6.8 the Vice-President (Student and Academic Services) should establish a task force to consider the child-care needs of staff and students; and that the task force make use of knowledge gathered by the Council on Student Life and the child-care committees of the AAS:UA and NASA. *December, 1993*
- 6.9 the Vice-Presidents (Academic) and (Finance and Administration) should prepare and submit to GFC and the Board of Governors for approval a policy respecting faculty and staff requests to observe non-majority religious holidays. *December, 1993*

Criterion #8: "Adoption of Special Measures Where Necessary to Ensure that Goals are Achieved, Including the Provision of Reasonable Accommodation as Required"

Fairness in employment is not accomplished by treating every applicant or employee in exactly the same way. In fact, to insist on the identical treatment of all can be a recipe for exclusion. To demand that all applicants apply in their own handwriting, for example, clearly excludes all those who do not have the full use of their hands.

8.1

Special Measures

Inherent in the concept of employment equity is the idea of special measures, including the reasonable accommodation of difference. Accommodation to the special needs of employees is not something radically new to the workplace; employers have always shown some flexibility in making accommodations, particularly to valued employees. Special work schedules, extra time-off, reduced or expanded accountabilities, extended leave without pay and special facilities and equipment have generally been made readily available to employees deemed deserving.

When accommodation is discussed in reference to members of groups which have not generally been valued in the workplace, the conversation can quickly shift to focus on the costs involved in the accommodation rather than on the benefits to be accrued. The bottom line, however, is that when it is to their advantage to access a pool of talented individuals, employers do accommodate. All of today's arguments about on-site child-care facilities can be put into perspective by the reality that during the Second World War nearly every factory in Great Britain had a nursery!

A willingness to accommodate the needs of valued employees, or, conversely, to refuse accommodation to those not similarly valued, can be easily illustrated. An employee with an immutable and occasionally debilitating medical condition requires a series of doctor's appointments. Although he makes up the missed time during his lunch hours and the operation of his department is not adversely affected by his condition, his supervisor grows impatient with his periodic absences. When asked why, the supervisor says that the man is not a particularly good or valued employee and is therefore not worthy of the accommodation. There are, of course, genuine issues of poor performance and sometimes supervisors are loathe to deal with those problems directly. Driving someone from the workplace by refusing to accommodate to their special needs may under certain circumstances constitute discrimination.

In recent years the courts have determined that employers have a duty to reasonably accommodate the special needs of employees. In general, an accommodation is considered reasonable provided it does not interfere unduly with the employer's operations, is not excessively expensive, and does not pose a threat to safety.

Special measures and reasonable accommodations may include: English-as-a-Second Language instruction; child-care assistance; special counselling services; flexible work arrangements; accommodation of non-majority religious holidays; modification of premises to

accommodate wheelchairs; the provision of interpreting services for employees who are deaf and communication devices for employees who are hearing impaired; and the establishment of adoption and maternity leaves. These are also ways in which employers are enhancing their opportunities to attract applicants and retain employees from among the designated groups.

8.2

Reasonable Accommodation at the University of Alberta

This report documents many examples of policies and practices currently in place at the University of Alberta which can properly be considered special measures and which allow for reasonable accommodation. The University has long devoted a portion of its Physical Plant budget to making its buildings accessible. It has a paid childbirth leave arrangement in place for academic staff and supports on-site child-care facilities. It has a spousal employment policy for Faculty and maintains a special fund to assist in the recruitment of designated group Faculty. It offers exceptional training opportunities for staff wishing to pursue a university education and has permissive policies regarding flex-time work arrangements.

The Work Plan contains many recommendations which call for the implementation of other special measures including: the establishment of an employment equity implementation fund; an expanded career advisory service; a telephone listing of job opportunities; and the extension of probationary periods interrupted by illness or parental leave. All of these special measures are forms of reasonable accommodation.

The Work Plan also addresses several important issues related to reasonable accommodation which have not been discussed elsewhere in this report. For example, the University requires an overall policy on reasonable accommodation. The lack of such a policy leaves administrators contemplating the appointment of an applicant with special needs with many unanswered questions and leaves the University open to legal liability. There currently exist no advisory services on campus relating to the integration and accommodation of designated group members. Such services, particularly with respect to aboriginal peoples, persons with disabilities and recent immigrants is essential to the accomplishment of the University's equity goals. The lack of a clear, coherent policy on child care and the failure of the University to officially recognize that child-care and maternity provisions are issues of reasonable accommodation and not special favours to women must be addressed.

See Objective 6 of the Work Plan for related commitments.

Many employers have made sufficient progress in their understanding of employment equity that they consider the modification of a washroom or the building of a ramped entrance as reasonable accommodation justifiable by the outcome, that is, the retention of a valued employee. Less progress has been made, however, relating to issues of family-care accommodation. It is an unfortunate reality that the perception still exists that maternity leave or an unscheduled absence from work due to the ill health of a child are inconveniences to the workplace and are granted as a favour, not as the reasonable accommodation that they are.

Criterion #9: "Establishment of a Climate Favourable to the Successful Integration of Designated Group Members Within the Organization"

Successful recruiting is a first step in benefitting from the knowledge and skills of designated group employees. The next critical step is developing a climate which will ensure that all employees can and wish to remain within a workforce. A hospitable work environment is one which welcomes and values employees on the basis of their individual contributions and skills. An inhospitable environment is one in which some of the value of employees is based on such irrelevant characteristics as gender, race, ethnicity or physical disability. The short-term impact of an inhospitable environment is a reduction in productivity caused by a focus on the negative environment rather than on the work at hand. The long-term impact is to drive people away. This is a form of discrimination.

Recent decisions of the Supreme Court of Canada have made it clear that employers have a duty to create a safe and healthy work environment for all employees. In assessing the liability of an employer in cases involving discrimination in the workplace, including sexual harassment, the courts look for evidence as to whether the employer has policies in place to assist employees experiencing harassment, and whether the employer has taken active steps to minimize discrimination within their organization, including educational programs.

People who feel harassed in the workplace spend a good deal of energy avoiding their harasser and dealing with the fear that harassment causes. This is energy which could otherwise be channelled into the job. It is frightening and demeaning to be made to feel that one's value to an employer or colleague is determined by such irrelevant characteristics as race, sex, religious affiliation, marital status or political/social beliefs rather than by the quality of one's work.

The amount of energy expended to avoid harassment can perhaps be illustrated by the example of one female student at the University who, in the face of unwanted attention from a fellow student, mapped out 40 different routes from her home to the University, thereby hoping to avoid the harasser. This student lived less than six blocks from campus!

9.1

Climate at the University of Alberta

A university is an organization which is, in major part, devoted to debate, difference of opinion, criticism and the careful and public weighing of ideas and actions. In thinking about the issue of climate within the University of Alberta, it is important to recognize that honest, academic debate and difference of opinion must not be stifled. This should not prevent individuals, however, from being aware of the impacts of words and actions, and from identifying for censure those behaviours which serve primarily to make others feel unwelcome or devalued.

In December 1989 President Davenport established a Commission for Equality and Respect on Campus. The establishment of the Commission was in response to incidents of sexism in student publications and activities; however, the terms of reference under which the Commission worked spoke more broadly of the living and working environment on the campus.

In the course of its public and private hearings, the Commission found that the climate of the University of Alberta campus as experienced by the members of the designated groups (and some others) included feelings of isolation, fear and disrespect. In response to what it learned, the Commission released a report in July 1990 containing 68 recommendations. Responsibility for implementation of the recommendations was formally assigned to the appropriate University Vice-Presidents. In its follow-up report released in December 1991, the Commission reported that 15 of its recommendations had been accomplished; 18 were partially accomplished; some action had been taken with respect to 22 others; and 13 recommendations had been the subject of no action.

9.2 Office of Human Rights

One of the recommendations contained in the Report of the President's Commission related to the creation of an Office of Human Rights. Such an Office has been created. Its mission statement and mandate are:

9.2.1 Mission Statement - The Office of Human Rights assists the University of Alberta in its efforts to evolve an environment which values diversity in its staff and students, and ensures that deserving people are not denied any of the employment, learning or research opportunities available through the University for reasons unrelated to ability. Through influence, encouragement and information the Office assists the University to adopt and enforce progressive measures designed to secure the universal and effective recognition and observance of human rights.

9.2.2 Mandate - The mandate of the Office of Human Rights is:

- (a) to provide educational leadership with respect to basic human rights on campus, to encourage healthy debate of human rights issues and to keep the campus informed with respect to human rights issues and cases;
- (b) to coordinate, where possible and desirable, the work of helping agencies on campus;
- (c) to provide advice, referral and assistance to members of the University community whose human rights, as laid out in University policy, the Individual's Rights Protection Act or the Alberta Bill of Rights, have been abridged or who felt they have been or are being harassed;
- (d) through the implementation of the University's sexual harassment procedures, to provide a mechanism through which the University can meet its legal and ethical responsibilities with respect to sexual harassment;
- (e) to coordinate the activities of the University of Alberta in developing and implementing an employment equity plan which meets the terms and conditions of the Federal Contractors Program and, more importantly, which is acceptable to, and meets the needs of, the University of Alberta; and
- (f) to provide consultative services on human rights issues to University of Alberta officials, committees, staff and students as requested.

9.2.3

Comment - The first annual report of the Office of Human Rights (released in January 1992) documented clearly that members of the University's workforce perceive themselves as sometimes being evaluated on the basis of their race, sex or physical disability. The report also documented the reality that the functions ascribed to the Office exceeded its human and financial resources. One casualty of OHR's limited resources has been its ability to promote a healthy climate through educational activities. The University has responded to the report and the activity level in OHR by providing an additional one and one-half full-time professional staff positions.

The University has, for some years, provided training and limited support to a group of staff and students known as University Mediators. Now sheltered under the Office of Human Rights, this group is available to mediate campus disputes when asked to do so. There are other agencies on campus which play an active role in attempting to ensure that harassment and discrimination do not occur in the workplace at the University of Alberta. These include PSSR, especially its Employee Relations Division, AAS:UA and NASA.

Since 1981, the University of Alberta has had a policy relating to sexual harassment. That policy is in need of revision and strengthening to reflect current legal realities. The policy has never been approved by the Board of Governors. This weakens the policy and may well increase the University's potential liabilities when sexual harassment occurs.

No explicit policy currently exists with respect to other forms of harassment or discrimination in the workplace. This undoubtedly increases the University's liabilities should harassment or discrimination occur.

The lack of action with respect to some recommendations contained within the Report of the President's Commission on Equality and Respect and the failure to bring closure to others (even a statement that the University cannot or will not implement a particular recommendation brings closure) can easily lead to a conclusion that the issues raised in the report are not taken seriously. Such a conclusion, in itself, contributes to a sense of alienation and unconcern. See Objective 6 of the Work Plan for related commitments.

Criterion #10: "Adoption of Procedures to Monitor the Progress and Results Achieved in Implementing Employment Equity"

In general, the President's Employment Equity Implementation Committee is responsible for monitoring the implementation of the qualitative recommendations contained in this report and for monitoring the changes to designated group member participation in the University of Alberta workforce over time. The Office of Human Rights will continue to coordinate the Committee's activities. For purposes of accountability, each recommendation in the Work Plan has been assigned to a University Office or Officer.

Criterion #11: "Authorization to Allow Representatives of the Canada Employment and Immigration Commission Access to the Business Premises and to the Records Noted in Criterion #3 above in Order to Conduct Onsite Compliance Reviews for the Purpose of Measuring the Progress Achieved in Implementing Employment Equity"

Representatives of the Canada Employment and Immigration Commission will be given full access to records specified under Criterion #11 of the Federal Contractors Program. The Office of Human Rights of the University of Alberta is assigned responsibility for facilitating requests for access to records by staff of the Canada Employment and Immigration Commission.