



Type:	C – Institutional	Last Approved: Nov. 26, 2009
Executive Responsibility:	President & Vice-Chancellor	Next Review: Apr., 2010
Administrative Responsibility:	<u>Diversity, Equity</u> and Human Rights Advisor	Procedure: <u>21.04.001(NEW)</u>

STATEMENT:

Vancouver Island University recognizes that the values of equity and diversity are integral to the institution's educational mission and standards for excellence. The University is committed to continue building an educational community that is equitable, diverse and inclusive. This commitment requires the elimination of unnecessary barriers that prevent full participation by students, prospective students and employees, proactive measures to increase the diversity of our University, and the maintenance of healthy, supportive campus climates.

The goal of educational equity is for all members of our society to have fair and equal opportunities to participate in and enjoy the benefits of an education. Educational equity encompasses all parts of the institution involved in the process of teaching and learning including, but not limited to, equity in access and benefits; curriculum and instructional materials and practices; assessment and evaluation materials and practices; campus culture and environment; student development; and faculty enrichment. Employment equity is a fundamental component of educational equity as it is central to the creation of a welcoming and supportive educational environment inclusive of all members of our communities.

Vancouver Island University recognizes that people experience forms of social and economic marginalization and exclusion based on social identities such as Aboriginal ancestry, race, disability, faith, gender, gender identity, sexual orientation, and socio-economic status. We further recognize that to fulfill our purpose as a University we need to ensure we are accessible to and inclusive of all members of our communities.

We believe there is educational value in bringing diverse students and employees together to learn from the exchange of perspectives and that it will offer students critical tools for living and working in a diverse world.

Responsibility for the creation of a diverse and equitable educational community requires the work of every member, including students, faculty, and administrative staff. While for operational purposes responsibility for this statement rests with the Diversity, Equity and Human Rights Advisor, responsibility for ensuring that the values expressed in this Statement become a reality also rests with the senior officers of the University.

Cross-reference:

Policy 21.03 – Human Rights

Policy 21.08 – Accommodating the Observance of a Religious Holy Day

Policy XX.xx – Employee Accommodation Policy

Procedure XX.xx.00x – Procedure for Employee Accommodation

Procedure 21.08.001 – Employee Leave Request for Observance of a Religious Holy Day

Procedure 21.08.002 – Student Leave request for Observance of a Religious Holy Day

Procedure 21.03.001 – Human Rights: Educational Initiatives and Complaint Resolution

Procedure 21.04.001– Diversity and Educational Equity

end of document

EMPLOYMENT EQUITY

~~Vancouver Island University is committed to employment equity, to providing a fair and equitable work place, to offering all individuals full opportunity to develop their potential, to ensuring that equal opportunity is afforded to all who seek employment at the University and to building a workforce that is representative of the pool of potential candidates with appropriate qualifications.~~

~~As an institution which accepts Federal Government contracts for educational services, Vancouver Island University is committed to implementing employment equity measures. The Federal Contractors' Program requires "the identification and removal of barriers to the selection, hiring, promotion and training" of members of the four "designated groups." These are:~~

- ~~● women~~
- ~~● members of visible minorities~~
- ~~● Aboriginal people~~
- ~~● persons with disabilities~~

~~Vancouver Island University recognizes that historically women, members of visible minorities, Aboriginal people, and persons with disabilities have consistently been under-represented in the Canadian workforce, receive lower than average wages, and are concentrated in low status clerical, service, and manual positions. We believe that ensuring equal access to employment for all individuals, regardless of gender, racial or ethnic background or disability, supports basic human rights.~~

~~Our employment equity initiative will not involve the hiring of unqualified workers, lowering standards or undermining the merit principle for academic appointments. Employment equity involves raising the overall quality of the workforce by increasing outreach activities and enlarging our applicant pool in order to make full use of available skills, talents and abilities. It also involves introducing initiatives that will help correct current employment imbalances.~~

EMPLOYMENT EQUITY AT VANCOUVER ISLAND UNIVERSITY

In 1991, the College Executive, the College Board, the Malaspina College Faculty Association (MCFA), the British Columbia Government Employees' Union (BCGEU) and the Canadian Union of Public Employees (CUPE) signed a joint statement of commitment to employment equity. The text of the statement is as follows:

As a comprehensive college serving a diverse range of students, Vancouver Island University is committed to maintaining a climate of fairness and to reducing inequities. In view of our changing population, our changing social goals, the greatly increased entry of women into the workforce, the heightened awareness of First Nations issues, the emergence of disabled into mainstream society, and in light of changing attitudes, expectations and legislation, it is timely for our institution to develop and implement a process which will increase employment equity.

The goals of our employment equity process will be:

To ensure the best working conditions for existing Vancouver Island University faculty, staff and students by maintaining a positive and productive work environment in which there is fair treatment for all individuals.

- a. To attract the best faculty and staff to Vancouver Island University by guaranteeing equal access to employment regardless of sex, race, or physical characteristics.
- b. To serve our students and the college community effectively by maintaining a workforce which includes fair representation of women, Aboriginal people, visible minorities, and persons with disabilities.

The Board, Administration, VIUFA, BCGEU and CUPE are committed to these goals. We believe that, as an educational institution, Vancouver Island University carries a responsibility for maintaining respect for human rights and for demonstrating a commitment to fairness and non-discriminatory practices. Without a representative work force we cannot provide a responsible service to our diverse community.

GOALS AND SPECIFIC OBJECTIVES FOR THE EMPLOYMENT EQUITY PROCESS

The employment equity process at Vancouver Island University will be guided by the following plan which will evolve in response to experience and progress. The plan is organized according to the overall goals outlined in the Statement of Commitment to Employment Equity at Vancouver Island University signed by the Board, the administration and the unions: VIUFA, BCGEU and CUPE. After each goal, specific objectives and actions follow. The plan contains an additional goal concerning monitoring and reporting.

Vancouver Island University, through its President, must ensure that the goals, objectives and actions of this employment equity plan, and the resulting policies, plans and procedures, are evaluated on a regular basis and that the results of these evaluations are widely distributed. In carrying out the institutional commitment to employment equity, the President will establish a Standing Committee on Employment Equity with terms of reference to encourage the implementation of employment equity and to monitor and assess outcomes. This Committee

on Employment Equity might consist of students, members from each bargaining unit and administrators. The President should also see that adequate staff resources are available to support the commitment to employment equity, including an Employment Equity Coordinator.

~~1. GOAL I~~

~~To ensure the best working conditions for existing Vancouver Island University faculty, staff, and students by maintaining a positive and productive work environment in which there is fair treatment for all individuals.~~

~~This goal can best be promoted and sustained by:~~

~~1.1 Gaining a commitment to the goals and activities of employment equity throughout the organization.~~

~~Actions:~~

~~-~~

~~1.1.1 Broadcasting widely the stated commitment of the Vancouver Island University Board, the unions and the administration to the promotion and maintenance of a climate of equity and ensuring that this commitment is included on all internal and external job postings.~~

~~-~~

~~1.1.2 Distributing Vancouver Island University employment equity policies and plans to all existing employees, new employees and student groups.~~

~~-~~

~~1.1.3 Ensuring that Vancouver Island University employment equity policies are included in all appropriate policy manuals, handbooks and other materials.~~

~~-~~

~~1.1.4 Maintaining connections with other individuals and organizations in the community to ensure that employment equity policies are well understood.~~

~~-~~

~~1.1.5 Initiating meetings between management and unions to facilitate the inclusion of employment equity in collective agreements.~~

~~-~~

~~1.2 Providing and resourcing specific policies and programs which support an equitable employment environment.~~

~~-~~

~~Actions:~~

~~1.2.1 Ensuring that a code of ethics for employees and students is developed where required and widely distributed.~~

~~-~~

~~1.2.2 Ensuring that the Vancouver Island University Human Rights Policy and procedures are sufficiently resourced and widely known.~~

~~-~~

~~1.2.3 Ensuring that employees and students are aware of the Vancouver Island University Human Rights Policy and are using non-discriminatory language in~~

~~all Vancouver Island University communications.~~

~~-~~

~~1.3 Promoting dialogue, reflection and scholarship concerning social diversity and an analysis of social disadvantage.~~

~~Actions:~~

~~1.3.1 Encouraging departments to review courses and curriculum for bias and omission, and promoting curricula that addresses diversity and disadvantage.~~

~~-~~

~~1.3.2 Sponsoring events, speakers, workshops and other educational initiatives which examine the nature and value of diversity and the ways the University can provide the best quality of education and service to a diverse student population.~~

~~-~~

~~1.4 Ensuring a safe and accessible environment.~~

~~-~~

~~Actions:~~

~~-~~

~~1.4.1 Sponsoring ongoing institution wide information and planning sessions to ensure a continued commitment to a safer campus.~~

~~-~~

~~1.4.2 Developing an action plan to increase campus safety and accessibility.~~

~~-~~

~~1.4.3 Maintaining initiatives which support campus safety, e.g. Occupational Health and Safety Committee, security staff, emergency phones, etc.~~

~~2. GOAL II~~

~~**To attract the best faculty and staff to Vancouver Island University by guaranteeing equal access to employment regardless of sex, race, or physical characteristics.**~~

~~**This aim can best be achieved by:**~~

~~2.1 Re-examining our job requirements and recruitment strategies and the criteria we use to determine the best candidate for a particular position~~

~~-~~

~~Actions:~~

~~-~~

~~2.1.1 Reviewing job requirements to ensure they are necessary for the work to be done and that they do not deny opportunity for reasons that have nothing to do with inherent ability.~~

~~-~~

~~2.1.2 Reviewing and expanding advertising and recruitment strategies to help ensure that members of designated groups are as well represented in the pool of actual applicants for a particular job as they are in the pool of potential applicants for this job.~~

~~-~~

~~2.1.3 Using procedures in the selection process which make members of designated groups feel welcome and which ensure objectivity, both in assessing applications and in conducting interviews.~~

~~-~~

~~2.1.4 Recognizing that a candidate who is being considered for a particular position will become part of a department or area providing service to students and the Vancouver Island University community and that, depending on the context (gender, racial or other) being able to add to the diversity of the department or area can be an advantage and is one factor which needs to be taken into account when determining the best candidate for the position.~~

~~-~~

~~2.1.5 Maintaining a guide for departments to use in advertising for and hiring new members (for example, Procedural Guide for Faculty Selection Committees).~~

~~-~~

~~2.1.6 Recognizing that the responsibility for defining the criteria to be used in selecting the best candidate rests with the people and process defined by contract.~~

~~-~~

~~2.2 Assessing the representation of designated group members in all positions and departments.~~

~~Actions:~~

~~2.2.1 Analyzing from existing data the representation of women in all positions.~~

~~2.2.2 Requesting that all employees, on a voluntary basis, provide an indication of their membership in other designated groups.~~

~~2.2.3 Collecting external data on the availability of designated group members for all jobs at Vancouver Island University with due attention to whether the appropriate jurisdiction for assessing availability is regional, provincial or national.~~

~~2.2.4 Making data on the profile of existing workers and their availability in the general work force widely known.~~

~~2.3 Planning for future recruitment to positions at Vancouver Island University within a context of employment equity.~~

~~Actions:~~

~~-~~

~~2.3.1 Having the Personnel department submit to the President and to the Employment Equity Coordinator each year by September 30 a written report which contains:~~

- ~~i. a profile of the existing workforce at VIU in terms of designated groups with a breakdown by union jurisdiction, area, department and general job category.~~

- ii. ~~external data on the general availability of designated group members for all jobs at VIU, with due attention to whether the appropriate jurisdiction for assessing availability is regional, provincial or national.~~

~~2.3.2 Having all Deans, Directors and Campus Principals, together with Coordinators and Department Heads, prepare and update annually a five-year employment equity plan for their areas. These plans, which are to be submitted to the President and to the Employment Equity Coordinator, should contain a profile of the existing workforce, information on the availability of designated group members in all job categories, a projected schedule of upcoming vacancies, recruitment strategies and other measures designated to promote employment equity.~~

~~2.3.3 Developing a guide for areas and departments to use in the development of five-year employment equity plans.~~

~~2.3.3 Providing administrators, coordinators, union executives, shop stewards and hiring committees with workshops and other material on hiring in the context of employment equity.~~

~~3. GOAL III~~

~~**To serve our students and the University community effectively by maintaining a workforce which includes fair representation of women, Aboriginal people, visible minorities and persons with disabilities.**~~

~~**This aim can be achieved by:**~~

~~3.1 Ensuring fair and equitable personnel policies.~~

~~Actions:~~

~~3.1.1 Assessing present personnel policies and collective agreements which include clauses on recruitment and selection methods, training and development, job design, compensation, benefits, job evaluation systems, conditions of employment, lay-offs, recall, disciplinary action and termination and identifying their impact on designated groups.~~

~~3.1.2 Making recommendations to appropriate bodies about modifications to personnel policies and collective agreements to improve the working conditions for designated group members.~~

~~3.2 Introducing new personnel policies, practices and resources which may improve work life for designated group members.~~

~~Actions:~~

~~3.2.1 Exploring the feasibility of providing on-site child care.~~

~~3.2.2 Developing policies which support employees' family care responsibilities.~~

~~-~~

~~3.2.3 Examining innovative approaches to employment such as job-sharing, voluntary leave, home work, part time regular jobs and other measures to increase job flexibility.~~

~~-~~

~~3.3 Promoting fair representation of designated groups in the governing structures of Vancouver Island University, including the Board, Administration, Senate, and also in the governing structures of the unions.~~

~~-~~

~~Actions:~~

~~-~~

~~3.3.1 Promoting the value of having designated groups represented in the governing structures and ensuring that these structures and environments are welcoming.~~

~~-~~

~~3.3.2 Encouraging people from designated groups to stand for office by removing barriers which may make participation difficult and by providing workshops and other educational opportunities concerning governance.~~

~~-~~

~~3.3.3 Sponsoring workshops and providing other educational opportunities concerning governance for designated group members.~~

~~-~~

~~3.3.4 Encouraging unions to examine their own governing structures and to make appropriate changes.~~

~~-~~

~~3.4 Broadening the available pool of designated group members by encouraging their education and training.~~

~~-~~

~~Actions:~~

~~-~~

~~3.4.1 Providing job training and professional development opportunities for designated group members, including extended orientation programs where required.~~

~~3.4.2 Supporting the Access Centre and other resources which encourage students from the designated groups to remain at Vancouver Island University and, potentially, to become qualified for positions at the University.~~

~~3.4.3 Supporting English as a Second Language programs and other special educational efforts which provide opportunities for employees and students from designated groups to improve their qualifications.~~

DISTRIBUTION AND MONITORING OF EMPLOYMENT EQUITY PLANS

~~We will ensure that the aims of the Statement of Commitment to Employment Equity and resulting policies and plans are evaluated on a regular basis and the results of these evaluations are widely distributed.~~

This will be achieved by:

1. ~~Ensuring that there are sufficient and appropriate structures and resources to monitor employment equity.~~

-

Actions:

-

~~a. establishing a standing committee on employment equity.~~

-

~~b. hiring an employment equity coordinator.~~

-

2. ~~Reporting on progress in employment equity.~~

-

Actions:

-

~~a. requiring each department or area to include an evaluation capacity in its employment equity plan and to report annually.~~

-

~~b. publishing an annual report based on department or area reports as well as institution-wide initiatives and results and distributing this report widely.~~

-

~~c. submitting reports to the Federal Government Contractors' Program as appropriate.~~

-

EQUITABLE EMPLOYMENT ENVIRONMENT

Although our employment equity plan is designed and written with the focus on the four groups designated by the federal government, Vancouver Island University recognizes that equity is a complex concept; the goals, specific objectives and actions outlined in this plan are not in themselves sufficient to achieve our goal of providing a fair and equitable workplace in which all individuals have full opportunity to develop their potential. We also recognize that focusing on the four designated groups does not address all barriers experienced within our institution. The spirit behind this initiative, which led in 1991 to the development of the joint statement of commitment to employment equity, signed by the College Executive, the College Board, the Malaspina College Faculty Association, the British Columbia Government Employees' Union and the Canadian Union of Public Employees requires that we continue to wrestle with the complexities of equity and fairness. It is our intention to develop and maintain an equitable environment for all individuals within an inclusive institution which welcomes and values diversity.

end of document