UNIVERSITY OF CALGARY | Human Resources

EMPLOYMENT EQUITY REPORT
ANALYSIS OF GAPS IN REPRESENTATION OF DESIGNATED GROUPS

Prepared for:

Federal Contractors Program

June, 2015

INTRODUCTION

The University of Calgary is Canada's leading next-generation university – a living, growing and youthful institution that embraces change and opportunity with a can-do attitude. Located in the nation's most enterprising city, the university has a clear strategic direction – *Eyes High* – to become one of Canada's top five research universities by 2016, grounded in innovative learning and teaching and fully integrated with the community of Calgary.

As a comprehensive academic and research institution, the University of Calgary inspires and supports discovery, creativity and innovation across all disciplines. Founded in 1966, it operates as a public university under the authority of Alberta's Post-secondary Learning Act offering a broad range of highly respected programs of study at the baccalaureate, master's and doctoral level. The university also offers an assortment of credit-bearing diplomas, certificates and executive development programs.

The university campus occupies a beautiful, park-like setting covering more than 200 hectares, an area larger than Calgary's entire downtown. The university is home to scholars in fourteen faculties (offering more than 200 academic programs) and more than 85 research institutes and centres. More than 31,000 students are currently enrolled in undergraduate, graduate and professional degree programs. The University of Calgary is home to 1,800 academic staff actively engaged in research, scholarship and teaching in Canada and around the world, and about 3,000 staff, making it one of the four largest employers in Calgary.

The University of Calgary has fourteen faculties with more than sixty departments: Arts; Cumming School of Medicine; Environmental Design; Graduate Studies; Haskayne School of Business; Kinesiology; Law; Nursing (Calgary); Nursing (Qatar); Schulich School of Engineering; Science; Social Work; Veterinary Medicine and Werklund School of Education.

The Faculty of Nursing (Qatar), offers internationally accredited nursing degrees to students in the Middle East. University of Calgary-Qatar in cooperation with the Hamad Medical Corporation offers world-class clinical nursing education in the clinical specialties and to create a sustainable nursing workforce in Qatar.

The Cumming School of Medicine and the Faculty of Veterinary Medicine are located on the south campus adjacent to the Foothills Hospital. The Biogeoscience Institute, located on the eastern slopes of the Rocky Mountains, and the Rothney Astrophysical Observatory, located in the foothills south of the city, represent satellite institutes of the university. In addition, the Faculty of Social Work offers programs in both Lethbridge and Edmonton. The downtown campus, located in the heart of downtown Calgary houses representatives from the Haskayne School of Business, the School of Public Policy, Continuing Education, the Canada School of Energy and Environment, Student and Enrolment Services, University Bookstore, and Libraries and Cultural Resources.

The University's formal commitment to employment equity dates back to 1989 when the University first became a signatory to the Federal Contractors program (FCP). The University is committed to employment equity because our scholars and researchers bid on and receive research contracts with the Federal Government. The University aspires to increase research contracts as part of the research vision to increase both the quantity and quality of the research conducted by our scholars.

The University of Calgary has articulated its commitment to diversity in its strategic direction, Eyes High. One of our foundational commitments states that people are our most valuable asset and that we will hire and retain talented individuals who skillfully provide the institutional support that is critical for individuals and teams of researchers to be leaders in their field. Eyes High gives us a chance to fully acknowledge and strengthen our commitment to Workplace Diversity and Employment Equity, helping us create a portal to the best minds in the world and capitalize on the wide range of individual personalities and belief systems that already exist at the university. With a strong commitment to Workplace Diversity and the Employment Equity we will build a strong sense of inclusion by promoting intercultural understanding on campus. Through communication and training, removing barriers through enhanced accessibility and improving processes and community outreach, we will contribute to the strategic direction to become one of Canada's top five research universities by 2016.

This Employment Equity Report constitutes the University of Calgary's commitment towards compliance with the Federal Contractors Program (FCP), which requires that employers of a certain size must survey their equity profile and develop short and long term goals (Employment Equity Plan).

The University of Calgary has four staff groups: the Senior Administrative Group, Academic Staff, Management and Professional Staff (MaPs) and Support Staff. The academic staff are represented by the Faculty Association of the University of Calgary and the support staff are represented by Local 52 of the Alberta Union of Provincial Employees. There is an elected Executive Committee of the Management and Professional Staff who consult with the University on matters concerning the salaries and benefits for MaPs.

CURRENT CLIMATE FOR EQUITY

It is important to note that the University has a history of implementing positive policies and practices related to employment equity and has made significant progress towards establishing and maintaining a climate supportive of equity for both staff and students. Many University policies and offices complement and build on our commitment to diversity and employment equity.

The University of Calgary recently established the Office of Diversity, Equity and Protected Disclosure (ODEPD). Advancing the core values of collaboration, communication, support and excellence which underlie the university's strategic direction, *Eyes High,* ODEPD serves as a centralized resource to all members of the university community, providing training and awareness raising initiatives regarding issues of equity and diversity. The ODEPD also functions as the central

point of contact for dealing with protected disclosures, including those concerned with alleged breaches of research integrity. Designed to deal with both individual and systemic issues.

The Office of Diversity, Equity and Protected Disclosure, in support of the University of Calgary's Eyes High strategic direction, is currently conducting a survey to study diversity and equity issues on our campuses. Survey information will be used to develop a strategic plan around diversity and equity. Appendix C includes questions asked of students, staff and faculty. Findings from this study will be available Summer 2015 and will help to realign and support Employment Equity goals.

Communication

The University of Calgary website serves as a general resource to staff and students which includes information pertaining to Employment Equity on campus. We strive to represent diversity in our images on the website and use of inclusive language. The Workplace Diversity and Employment Equity website includes our strategy, policy, frequently asked questions and the workforce survey. The Office of Diversity, Equity and Protected Disclosure website includes links to several resources on campus which support diversity and inclusion. The ODEPD website also provides easily accessible ways to report a complaint from misconduct to harassment and assault.

Consultations and Committees

Workplace Diversity and Employment Equity Committee works to communicate and promote the implementation of employment equity activities, assist in the promotion of the workforce survey, the review employment policies and practices, consolidate employment equity activities and develop a new Workplace Diversity and Employment Equity Plan, and identify specific needs of designated groups in the University's workforce. Membership consists of representatives of each of the staff associations and unions as well as Human Resources staff members.

Diversity & Equity Network advances the core values of communication, collaboration, and excellence that underlie the university's strategic direction *Eyes High* in three ways: serves as a forum for the sharing of information regarding current issues, research, and initiatives related to diversity and equity; assists the ODEPD in planning events and workshops on an issue, initiative or research project; and fosters excellence by contributing to the development of best practices.

Advisory Committee, Office of Diversity, Equity and Protected Disclosure (ODEPD) supports the Director in implementing the ODEPD mandate of serving as a centralized resource to all members of the university community. The committee assists the Director in identifying and analyzing systemic issues, provides advice regarding reports on equity and diversity issues, and thereby facilitates change by helping the Director to raise policy and other issues for consideration at appropriate university committees. In addition, committee members serve as ambassadors for the ODEPD and help to promote the ODEPD's work in their own constituent groups.

WORKFORCE ANALYSIS

Overview

As a condition of the Federal Contractors Program, employers are required to conduct a workforce analysis to determine the degree of underrepresentation of designated group members within their workforce. The Workforce Analysis compares the University's internal representation of designated group members to the representation of the designated group members in the external labour pool. This comparison can assist with determining the extent of underrepresentation in the University's workforce. Additionally, it can help to identify potential barriers that may exist policies and practices.

This report is a supplementary guide to the Workforce Analysis Summary reports generated by the Workplace Equity Information Management System (WEIMS), and is intended to provide detailed information about the workforce analysis and the data sources used in the analysis.

Internal Workforce Data

The employment equity data presented in this report include regular, full and part-time staff and temporary staff and recurring part-time staff with appointments of twelve weeks or more. Casual, term certain academic staff, student employees and postdoctoral scholars are not included. The data include 5,615 full-time, 418 part-time staff and 568 temporary staff.

The internal data for Aboriginal peoples, visible minorities and persons with disabilities were extracted from the self-identification survey and are solely based on voluntary completion of the equity survey. The data for women was extracted from our Human Resource Information System (PeopleSoft) and considered highly accurate.

Employment Equity Occupational Groups and National Occupation Codes

The University of Calgary has employees in all of the fourteen Employment Equity Occupational Groups (EEOGs). Appendix A illustrates the distribution of the University of Calgary's workforce by Employment Equity Occupational Group. Appendix B is a sample of the types of positions that fall into each of the fourteen Employment Equity Occupational Groups. All University jobs have a four digit National Occupational Code (NOC).

External Workforce Data

The default settings suggested by HRSDC-Labour were used for the occupational and geographic levels of detail. The 2011 Census data were used for women, Aboriginal peoples and visible minorities. The 2012 Participation and Activity Limitation Survey (PALS) data were used for persons with disabilities.

Self-Identification Survey

All new employees are invited to complete the self-identification survey (via offer letter) by completing an on-line secure survey accessible through the Human Resources Workplace Diversity and Employment Equity website. Alternate formats are available. Reminders are sent throughout the year to those employees who haven't completed the survey. The results of the workforce survey conducted were the basis for the workforce analysis. The return rate was 68% and the response rate was 67%. This analysis is based on our entire workforce including the 32% who failed to respond to the self-identification questionnaire. It is important to note that the workforce analysis may not accurately reflect the actual representation of designated groups (visible minorities, aboriginal people and persons with disabilities) as result of the 32% non-respondents, however, the data for women was extracted from our Human Resource Information System (PeopleSoft) and considered highly accurate.

Occupational Analysis

For the University of Calgary, the percentage of people self-identifying as a designated group member overall remains below the external labour market. In detail, the representation percentage of Visible Minorities in our survey is 14.5% compared to external labour market of 20.7%. The representation of Persons with Disabilities reports at 1.4% compared to 4.4% external labour market. Aboriginal People make up 1.0% of our workforce compared to 2.3% external labour market. Lastly, Women make up 57.9% of our workforce representing a small gap with external labour market indicating full representation at 59.6%.

Nearly 40% of the workforce consists of positions that fall under the Professional employment equity occupational group, 26% of those positions are within the University Professor occupation group. The next largest employment equity occupational group is the Administrative and Senior Clerical group at 16.8% of the workforce and Semi-Professional and Technicians at 15.6%.

Employees seeking individual professional growth can choose from several career paths within the University of Calgary. To ensure that all University employees have equal access to opportunities, job vacancies are posted on our careers website and when possible secondments are recommended for temporary opportunities. Employees are also given an opportunity to attend sessions to further plan and explore their career at the University of Calgary. The university has also launched a new career development program to support staff in developing skills in the areas of their choice. In addition, individual career counselling is offered through LifeWorks, the University's Employee and Family assistance provider.

The following is a sample of the EEOGs and occupations which employees can advance with appropriate training and experience:

Employment Equity Occupational Group (EEOG)	Semi-Professional and Technicians	Professionals	Middle and Other Managers
	Career Ladder		
Example of U of C position(s)	Research Assistant	Research Associate	Laboratory Manager
Employment Equity Occupational Group (EEOG)	Clerical Personnel	Administrative and Senior Clerical	Supervisors
	Career Ladder		
Example of U of C position(s)	Receptionist	Administrative Assistant	Administrative Team Lead
Employment Equity Occupational Group (EEOG)	Skilled Crafts and Trades	Supervisors: Crafts and Trades	
	Career Ladder		
Example of U of C position(s)	Electrician	Zone Operator	

Findings of Underrepresentation (Gap)

As indicated by the Federal Contractors Program (FCP), a gap is represented in the Workforce Analysis report by a negative gap number. Later in this report Tables 1 – 5 will provide the details of representation gaps for women, aboriginal people, people with disabilities and visible minorities.

Table 1 shows the overall representation of women, aboriginal people, visible minorities and people with disabilities in the University of Calgary workforce compared to the Canadian Workforce availability.

Table 1 – Workforce Comparison
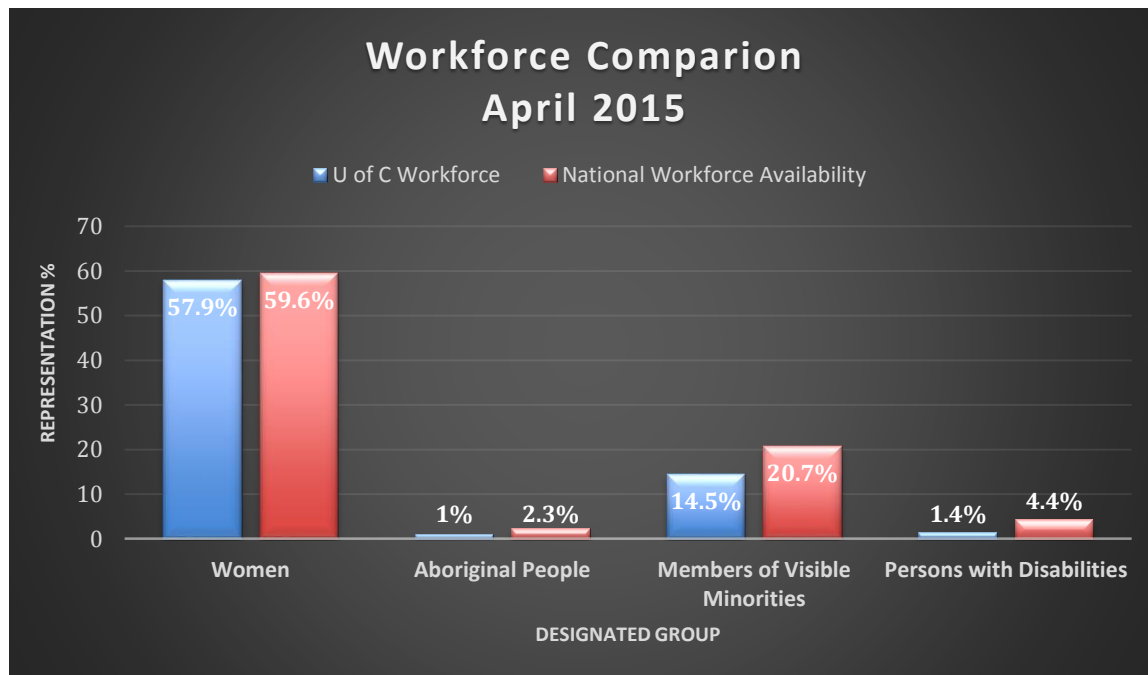
As represented in the above table, all designated group have some degree of underrepresentation. However, of the four designated groups visible minorities and people with disabilities are the most under-represented across the University's workforce.

Designated Groups Representation in the U of C Workforce

WOMEN

Overall, women make up 57.9% of the organization's workforce, which compared to the national weighted availability of 59.6% creates an underrepresentation gap of 1.7%.

Table 2 – Women
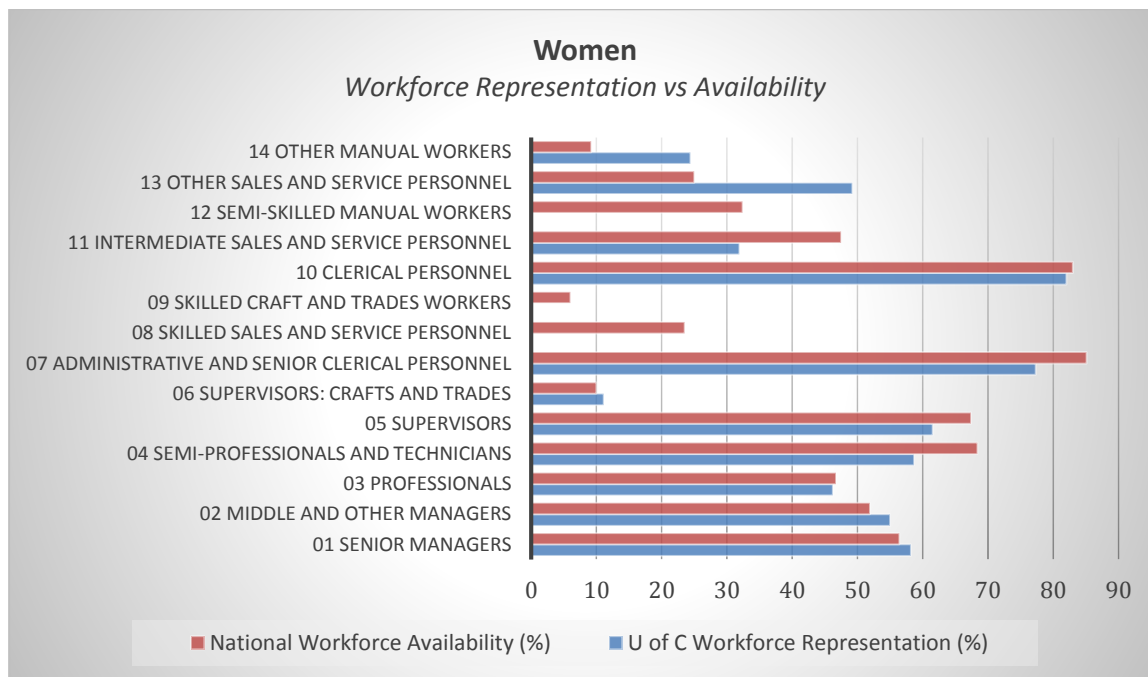
Women are underrepresented in eight occupational groups as shown in the following table:

EEOG #	Employment Equity Occupational Group (EEOG)	Gap #
03	Professionals	-13
04	Semi-Professionals and Technicians	-75
05	Supervisors	-2
07	Administrative and Senior Clerical Personnel	-113
09	Skilled Craft and Trades Workers	-3
10	Clerical Personnel	-7
11	Intermediate Sales and Service Personnel	-11
12	Semi-Skilled Manual Workers	-4

ABORIGINAL PEOPLES

Overall, Aboriginal People make up 1% of the organization's workforce, which compared to the weighted availability of 2.3% creates an underrepresentation gap of 1.3%.

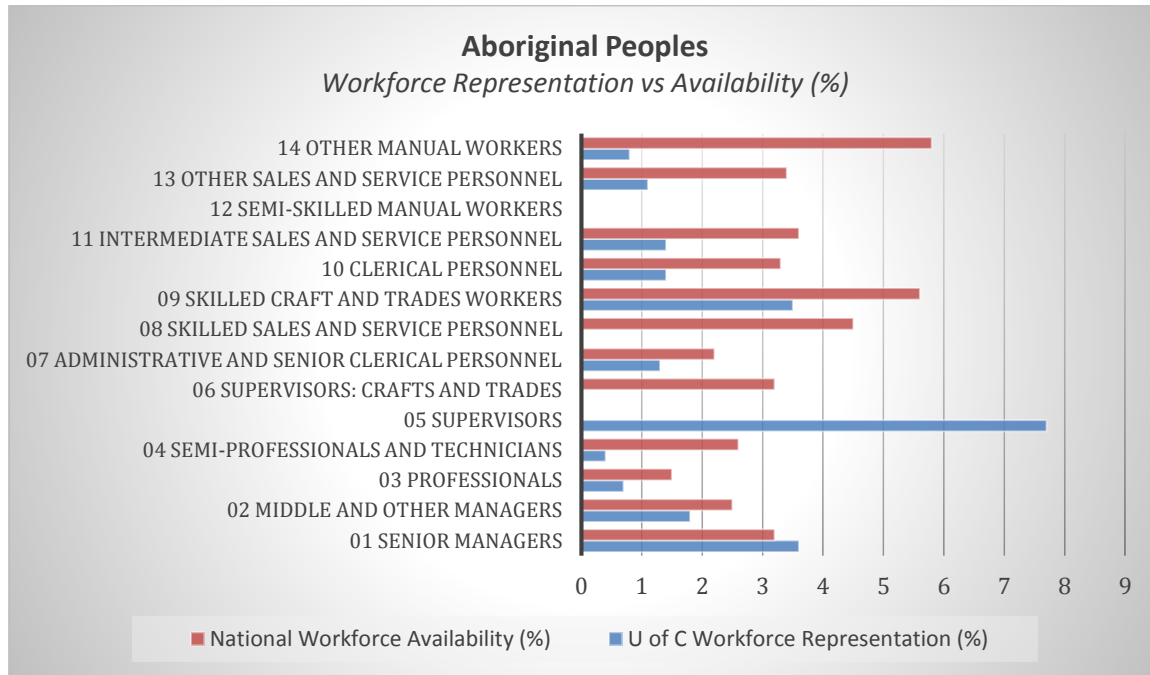**Table 3 – Aboriginal Peoples**

Aboriginal People are underrepresented nine of the occupational groups as shown in the following table:

EEOG #	Employment Equity Occupational Group (EEOG)	Gap #
02	Middle and Other Managers	-2
03	Professionals	-22
04	Semi-Professionals and Technicians	-17
07	Administrative and Senior Clerical Personnel	-14
09	Skilled Crafts and Trades Workers	-1
10	Clerical Personnel	-14
11	Intermediate Sales and Service Personnel	-2
13	Other Sales and Service Personnel	-9
14	Other Manual Workers	-6

MEMBERS OF VISIBLE MINORITIES

Overall, Visible Minorities make up 14.5% of the organization's workforce, which compared to the weighted availability of 20.7% creates an underrepresentation gap of 6.2%.
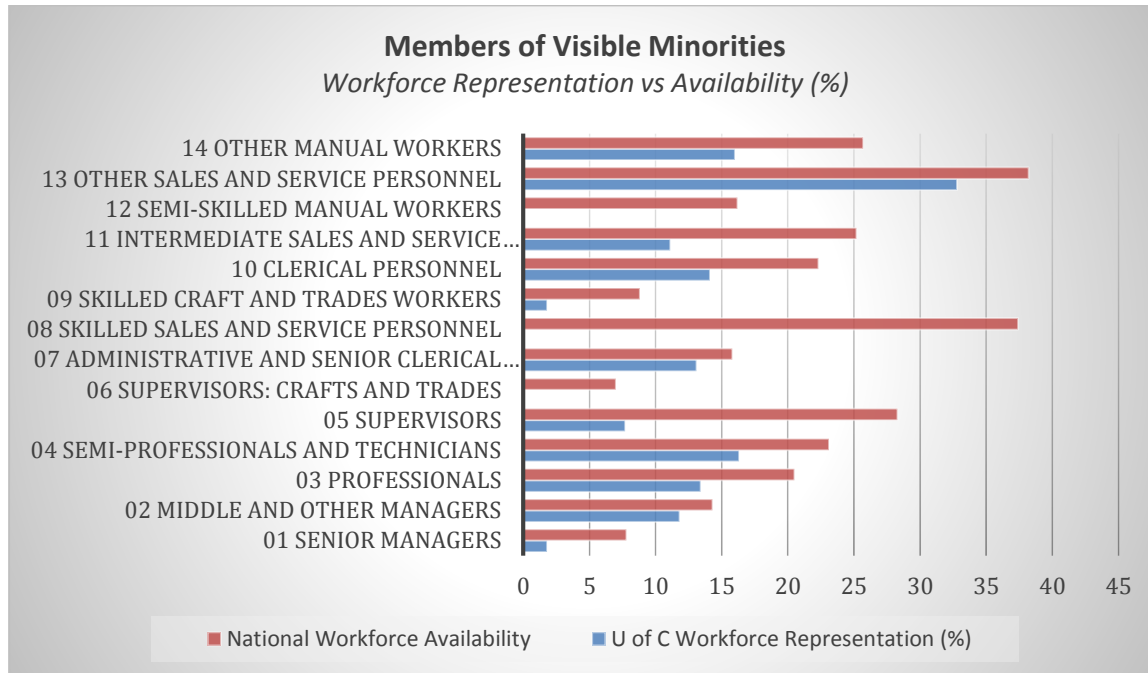
Table 4 – Members of Visible Minorities

Visible Minorities are underrepresented in most occupational groups as shown in the following table:

EEOG #	Employment Equity Occupational Group (EEOG)	Gap #
01	Senior Managers	-3
02	Middle and Other Managers	-7
03	Professionals	-190
04	Semi-Professionals and Technicians	-53
05	Supervisors	-5
06	Supervisors: Crafts and Trades	-1
07	Administrative and Senior Clerical Personnel	-38
09	Skilled Craft and Trades Workers	-4
10	Clerical Personnel	-59
11	Intermediate Sales and Service Personnel	-10
12	Semi-Skilled Manual Workers	-2
13	Other Sales and Service Personnel	-20
14	Other Manual Workers	-12

PERSONS WITH DISABILITIES

Overall, People with Disabilities make up 1.4% of the organization's workforce, which compared to the weighted availability of 4.4% creates an underrepresentation gap of 3%.
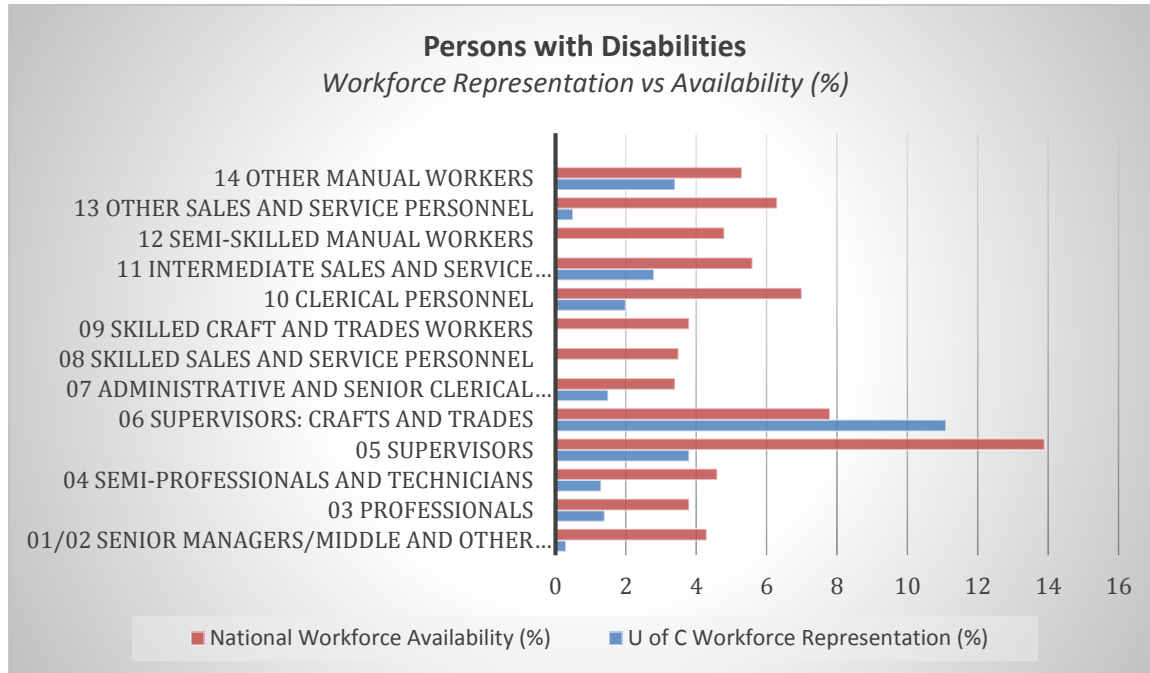
Table 5 – Persons with Disabilities

People with Disabilities are underrepresented in most occupational groups as shown in the following table:

EEOG #	Employment Equity Occupational Group (EEOG)	Gap #
01/02	Senior Managers/Middle and Other Managers	-13
03	Professionals	-65
04	Semi-Professionals and Technicians	-26
05	Supervisors	-3
07	Administrative and Senior Clerical Personnel	-28
09	Skilled Crafts and Trades Workers	-2
10	Clerical Personnel	-36
11	Intermediate Sales and Service Personnel	-2
12	Semi-Killed Manual Workers	-1
13	Other Sales and Service Personnel	-22
14	Other Manual Workers	-2

EMPLOYMENT EQUITY GOALS

Non-numerical Goals

The University's workforce analysis reports was used to establish short-term goals attainable over the next three years, that if achieved will result in reasonable progress toward closing gaps in the representation of the four designated groups.

SUMMARY OF NON-NUMERICAL GOALS (1-3 YEARS)

Development of special measures to achieve and maintain a workforce representative of qualified applicant pools.

1. Passive Recruitment practices

   Recommendation 1: Community Liaison and Support
   Action Items:
   - Outreach to Employment Agencies. Where possible, use employment agencies that specialize in employment services for designated-group members and advertise in publications targeted towards designated groups. Specifically to:
     - aboriginal people
     - new immigrants
     - people with disabilities

     Monitor the success of the job referrals that originate from the agencies above

   - Continue to develop and strengthen relationships with designated-group member networks.

   Responsible: *Manager, Talent Acquisition*
                      Specialist, Talent Acquisition
                      Sourcing Specialist, Talent Acquisition

   Accountable: *Director, Talent Management, Human Resources*

Recommendation 2: Through use of an online recruitment solution (Talemetry) automatically broadcast University jobs to a wider audience, specifically to those site who attract individuals who belong to the designated groups.
Action Items:

- Research specialized job sites/boards targeting designated groups which University jobs can be automatically uploaded (i.e. Aboriginal Careers, WORKink)

Responsible: *Manager, Talent Acquisition*
Specialist, Talent Acquisition
Sourcing Specialist, Talent Acquisition

Accountable: *Director, Talent Management, Human Resources*

2. Retention

Recommendation 3: Ensure designated group members feel supported in their role and have equal opportunity to career development and advancement.

Action Items:

- Review findings from the Office of Diversity, Equity and Protected Disclosure survey to study diversity and equity issues on campus.
- Focus group/collaboration with designated group members/HR services to ensure policies and practices supporting promotion and retention are fair and equitable.
- Provide information on career paths at the University of Calgary to assist employees in their career choices.
- Provide job and career counseling for employees to assist them in identifying career opportunities and preparing for promotions.

Responsible: *Manager, Talent Acquisition*
Specialist, Talent Acquisition
Sourcing Specialist, Talent Acquisition

Accountable: *Director, Talent Management, Human Resources*

3. Campus Accessibility

   Recommendation 4: Improved access for persons with disabilities.
   Action Items:
   - Partner with the Employee Wellness and Student Accessibility teams to ensure employees have access to appropriate support resources.
   - Review of accessibility on campus.

   Responsible: *Manager, Talent Acquisition*
                         Specialist, Talent Acquisition
                         Student Accessibility Services
                         Staff Wellness

   Accountable: *Vice-President, Finance and Services*

4. Establish and maintain a high culture of respect in the workplace through learning and development opportunities.

   Recommendation 5: Employment Equity and Diversity Learning and Development Strategy
   Action Items:
   - Develop training and development opportunities to promote intercultural understanding, benefits of a diverse workforce and cross-cultural awareness for faculty and staff.
   - Continue to provide training in diversity and employment equity practices for hiring managers, members of academic selection committees and those involved in recruitment and selection of staff.
   - Continued support and attendance of the Respect in the Workplace program.

   Responsible: *Manager, Talent Acquisition*
                         Specialist, Talent Acquisition
                         Associate Director, Talent Development
                         Director, Office of Equity, Diversity and Protected Disclosure

   Accountable: *Director, Talent Management, Human Resources*

Adoption of monitoring and accountability mechanisms to evaluate and adjust Employment Equity Program.

5. Lack of participation in the Self Identification Employment Equity survey

   Recommendation 7: Increase Employment Equity Survey participation rate to 80%
   Action Items:
   - Continue to distribute the Employment Equity survey to newly hired employees
   - Encourage current employees who haven't completed the survey to do so
   - Employment equity survey becomes part of Self-Service available through PeopleSoft for ease of completion

     Responsible: *Manager, Talent Acquisition*
                                    Specialist, Talent Acquisition

     Accountable: *Director, Talent Management, Human Resources*

6. Review voluntary exit interviews.

   Recommendation 8: Review reasons why employees voluntarily choose to leave the University of Calgary to identify barriers to employment, particularly as they relate to equity considerations.
   Action Items:
   - Review information gathered in the online exit survey to examine reasons why employees voluntarily choose to leave the University of Calgary.
   - Provide training/support to managers and HR Services in regards to conducting exit interviews.

     Responsible: *Manager, Talent Acquisition*
                                    Specialist, Talent Acquisition

     Accountable: *Director, Talent Management, Human Resources*

7. Monitoring and Evaluation Methods

Recommendation 9: Annual reporting to Associate Vice President, HR on employment equity.
Action Items:
- Prepare annual reporting regarding:
    - Update on internal workforce data in comparison with external availability pool data
    - Results/progress towards of employment equity goals

    Responsible: *Manager, Talent Acquisition*
                                 Specialist, Talent Acquisition

    Accountable: *Director, Talent Management, Human Resources*

Recommendation 10: Review of the National Occupational Code (NOC) assignment in areas where large gaps of under-representation to ensure accurate NOC placement.
Action Items:
- In employment equity occupation groups where large gaps of under-representation exist review to ensure accurate NOC placement.

    Responsible: *Manager, Talent Acquisition*
                                 Specialist, Talent Acquisition

    Accountable: *Director, Talent Management, Human Resources*

Recommendation 11: Monitor the success of the job referrals that originate from the agencies and online job board's
Action Items:

- Monitor number of click-throughs to UCalgary careers site via Talemetry reports.

    Responsible: *Manager, Talent Acquisition*
                                 Specialist, Talent Acquisition

    Accountable: *Director, Talent Management, Human Resources*

Communication and Collaboration

Recommendation 12: Continued communication and collaboration with campus equity and diversity offices, networks and committees.
Action Items:
- Continued efforts to strengthen relationships and collaborate with:
  - Workplace Diversity and Employment Equity Committee
  - Office of Diversity, Equity and Protected Disclosure (ODEPD)
  - Diversity & Equity Network

Responsibility: *Manager, Talent Acquisition*
                           Specialist, Talent Acquisition

Accountable: *Director, Talent Management, Human Resources*

Numerical Goals

The Federal Contractors Program requires the University to set numerical goals where the representation of the designated group in the University's workforce is below its representation in the external labour force.

Numerical goals are set by a Short-term Goal Setting Tool provided by the Federal Contractors Program. The calculation is based on University of Calgary termination rates, growth and the representation of the designated group in the external labour force. The University expects no growth in hiring in addition to regular attrition over the next three years.

Table 6 - 9 provide a summary of short and long term numerical goals. It is important to note, targeted hiring to reach total number of hires is not required, it is expected that reasonable progress towards our non-numerical goals listed above will close the gaps in underrepresentation therefore increasing designated group representation in the University's workforce overall.

SUMMARY OF NUMERICAL GOALS

Table 6 – Short and Long Term Numerical Goals for Women

Workforce Analysis Results			Goals		
Employment Equity Occupational Group (EEOG)		Present Gap	Short-term (1 to 3 years) 2015-2018	Long-term (3 years or more) 2018+	Comments
#	Description	#	# of hires	# of hires	
03	Professionals	-13	5	8	
04	Semi-Professionals & Technicians	-75	29	46	
05	Supervisors	-2	0	2	
07	Administrative and Senior Clerical Personnel	-113	40	73	
09	Skilled Craft and Trades Workers	-3	1	2	
10	Clerical Personnel	-7	2	5	
11	Intermediate Sales and Service Personnel	-11	4	7	
12	Semi-Skilled Manual Workers	-4	2	2	

Table 7 – Short and Long Term Numerical Goals for Aboriginal Peoples

Workforce Analysis Results		Present Gap	Goals		Comments
Employment Equity Occupational Group (EEOG)		**Present Gap**	**Short-term (1 to 3 years)**	**Long-term (3 years or more)**	**Comments**
#	**Description**	**#**	**# of hires**	**# of hires**	
02	Middle and Other Managers	-2	1	1	
03	Professionals	-22	7	15	
04	Semi-Professionals and Technicians	-17	7	10	
07	Administrative and Senior Clerical Personnel	-14	5	9	
09	Skilled Craft and Trades Workers	-1	0	1	
10	Clerical Personnel	-14	4	10	
13	Other Sales and Service Personnel	-9	4	5	
14	Other Manual Workers	-6	2	4	

Table 8 – Short and Long Term Numerical Goals for Persons with Disabilities

Workforce Analysis Results		Present Gap	Goals		Comments
Employment Equity Occupational Group (EEOG)		**Present Gap**	**Short-term (1 to 3 years)**	**Long-term (3 years or more)**	**Comments**
#	**Description**	**#**	**# of hires**	**# of hires**	
01/02	Senior Managers/Middle and Other Managers	-13	5	8	
03	Professionals	-65	21	44	
04	Semi-Professionals and Technicians	-26	10	16	
05	Supervisors	-3	1	2	
07	Administrative and Senior Clerical Personnel	-28	10	18	
09	Skilled Craft and Trades Workers	-2	1	1	
10	Clerical Personnel	-36	13	23	
11	Intermediate Sales & Service Personnel	-2	0	2	
13	Other Sales and Service Personnel	-22	8	14	
14	Other Manual Workers	-2	1	1	

Table 9 – Short and Long Term Numerical Goals for Members of Visible Minorities

Workforce Analysis Results			Goals		
Employment Equity Occupational Group (EEOG)		Present Gap	Short-term (1 to 3 years)	Long-term (3 years or more)	Comments
#	Description	#	# of hires	# of hires	
01	Senior Managers	-3	1	2	
02	Middle and Other Managers	-7	3	4	
03	Professionals	-190	59	131	
04	Semi-Professionals and Technicians	-53	20	33	
05	Supervisors	-5	2	3	
06	Supervisors: Crafts and Trades	-1	0	1	
07	Administration and Senior Clerical Personnel	-38	14	24	
09	Skilled Craft and Trades Workers	-4	2	2	
10	Clerical Personnel	-59	21	38	
11	Intermediate Sales and Service Personnel	-10	4	6	
12	Semi-Skilled Manual Workers	-2	1	1	
13	Other Sales and Service Personnel	-20	8	12	
14	Other Manual Workers	-12	4	8	

IN SUMMARY

The University's workforce analysis was used to establish short-term goals that, if achieved, will result in reasonable progress toward closing gaps in the representation of the four designated groups.

The University is committed to creating positive policies and practices to enhance the workplace for all employees, with particular positive impacts for the designated groups. These positive policies and practices combined with special measures will ensure that the representation of the four designated groups in our workforce will reach comparable national labour force representation. We believe that we can make significant progress towards achieving these numerical goals over the next three years. In summary, the University's employment equity goals, if implemented with reasonable efforts, will lead to reasonable progress toward removing the underrepresentation of the four designated groups.

APPENDICES

Appendix A - *Distribution of the University of Calgary's workforce by Employment Equity Occupational Group*

EEOG #	Employment Equity Occupational Group	# of Employees	% Workforce
01	Senior Managers	55	0.8
02	Middle and Other Managers	280	4.2
03	Professionals *	902	13.7
	NOC 4011: University Professors and lecturers	1760	26.7
04	Semi-Professionals and Technicians	774	11.8
05	Supervisors	26	0.4
06	Supervisors: Crafts and Trades	9	0.1
07	Administrative and Senior Clerical Personnel	1439	21.8
08	Skilled Sales and Service Personnel	1	0.02
09	Skilled Crafts and Trade Workers	57	0.9
10	Clerical Personnel	716	10.8
11	Intermediate Sales and Service Personnel	72	1.1
12	Semi-skilled Manual Workers	13	0.2
13	Other Sales and Service Personnel	378	5.7
14	Other Manual Workers	119	1.8
	Total		

*Note The data for this employment equity occupation group will be analyzed at the national occupational classification level (NOC) rather than at the employment equity occupational group (EEOG) level. It is more appropriate for a university to analyze faculty or academic staff as a separate occupational group because not only are they the largest of any occupational group at the NOC level but also have very specific skill level.

Appendix B - *Employment Equity Occupational Groups (EEOG)*

The following is a sample of University of Calgary positions that fall into each of the 14 Employment Equity Occupational Groups (EEOG) required by the FCP:

Employment Equity Occupational Group (EEOG)	Example of U of C positions	Area of Recruitment
01: Senior Managers	President and Vice-Presidents, Associate Vice-Presidents, Provost, Deputy Provost and Vice-Provosts, Deans	National
02 Middle and Other Managers	Directors and Associate Directors, Managers (Administration, Facility, Finance, HR, Development, Research, Laboratory and IT), Applications Architects and Consultants, Software Developers, Program Directors and Managers, Associate and Assistant Registrars , Legal Counsel, Information and Privacy Coordinators, Architect	National
03 Professionals	University Professors, Librarians, Business and Finance Partners, HR Partners and Advisors, Budget Officers, Engineers, Scientists, Systems Specialists, ERP Systems Analyst, Physiotherapists, Veterinarians, Registered Nurses, Development Officers, Communication and Public Relations Officers, Curator, Archivist, Research Associates	National
04 Semi-Professionals and Technicians	Research Assistants, Laboratory Analyst, Technician (Medical, Laboratory, Chemical, Biological, Mechanical, Electrical and Animal Lab) Technician (Media and Desk Support), IT Hardware Specialist, Programmer, Licensed Practical Nurses, Career Advisors, Coaches Occupational Health and Safety Consultant, Cataloguer, Graphic Designer	Provincial
05 Supervisors	Team Leader, Building Services, Caretaking Manager, Security Supervisors	Census Metropolitan Area
06 Supervisors – Craft and Trades	Zone Operators, Team Lead - Trades	Census Metropolitan Area
07 Administrative and Senior Clerical Personnel	Executive Assistants and Administrators, Assistants to the Deans and Department Heads Administrative Team Manager or Officer, Project Administrator, Admissions Officer	Census Metropolitan Area

	Transcriptionists, Customer Service Coordinator Procurement Administrators and Specialists Conference Manager, Event Planner/Coordinator Administrator (Finance, HR and/or Payroll) Accounts Payable Administrator or Specialists Fees Receivable Cashier, Enrolment Service Advisor/Administrator, Chair Secretary Medical Office Assistant	
08 Skilled Sales and Service Personnel	Chefs	Census Metropolitan Area
09 Skilled Crafts and Trades Worker	Machinist (includes Apprentice), Electricians Maintenance Planner, Plumbers, Carpenter Locksmith, Tile setter, Mechanics Shift Engineer, Painter, Parts Person, Building Operator	Provincial
10 Clerical Personnel	General Office Clerks, Administrative Assistants and/or Secretary, Receptionist, Assistant (Faculty and Admissions), Distribution Services Clerk Records Coordinator, Zone Coordinators, Porter Laboratory Aide, Information Commons Night, Assistant, Conference Assistant, Client Services Assistant, Research Assistants, Library Assistants	Census Metropolitan Area
11 Intermediate Sales and Service Personnel	Security Guards, Animal Care Workers	Census Metropolitan Area
12 Semi-Skilled Manual Workers	Delivery Driver, General Services Worker	Census Metropolitan Area
13 Other Sales and Service Personnel	Building Service Worker, Caretaker, Residence Housekeeper, Groundskeeper, Facilities Attendant	Census Metropolitan Area
14 Other Manual Workers	Construction Trades Helpers and Labourers	Census Metropolitan Area

Appendix C – Survey questions to study diversity and equity issues.

The Office of Diversity, Equity and Protected Disclosure (ODEPD), in support of the University of Calgary's Eyes High Strategy, is developing a strategic plan to ensure a welcoming and inclusive campus. Data from the survey will inform that plan. We know that your time is limited and the survey should take no more than FIFTEEN to TWENTY minutes. Your responses will be completely anonymous as this program cannot track you or your IP address. All data will be aggregated to ensure confidentiality and you are free to decline to answer any question. TUFCA, AUPE, MaPS Executive Committee, Human Resources, The Students Union and the Conjoint Faculties Research Ethics Board have been consulted on this survey. It is being sent to all constituencies (e.g., students, staff, and faculty) across our campuses. For further information or questions about this survey please contact Dr. Valerie Pruegger, Director ODEPD, vpruegge@ucalgary.ca.

We are interested in knowing how you identify yourself. This will assist us in ensuring that voices from all groups have been heard. This section will ask you about your individual or group identities. While participation is voluntary we ask that you answer the questions to help us better understand the diversity of our campus. Again, your answers are completely anonymous and confidential.

Q1 How old are you? (years)

❍   15-19 (1)
❍   20-24 (2)
❍   25-29 (3)
❍   30-34 (4)
❍   35-39 (5)
❍   40-44 (6)
❍   45-49 (7)
❍   50-54 (8)
❍   55-59 (9)
❍   60-64 (10)
❍   65-69 (11)
❍   70+ (12)
❍   Prefer not to answer (13)

Q2 Which term best describes your gender identity? This is the gender to which individuals feel they belong. It may or may not be the same as the sex with which they were born. (check all that apply)

❍   Male (1)
❍   Female (2)
❍   Trans Person (trans woman, trans man, trans gender) (3)
❍   Genderqueer or Non-binary (4)
❍   Two Spirit (5)
❍   Other (please specify) (6) _____
❍   Prefer not to answer (7)

Q3 What term best describes your sexual orientation? This is the sexes or genders to which one has a sexual attraction (check all that apply)

- ○ Asexual (1)
- ○ Bisexual (2)
- ○ Heterosexual (3)
- ○ Gay/Lesbian (4)
- ○ Queer (5)
- ○ Two-Spirit (6)
- ○ Pan-Sexual (7)
- ○ Other (please specify) (8) _____
- ○ Prefer not to answer (9)

Q4 What campus do you mainly attend or work at?

- ○ Main (1)
- ○ Downtown (2)
- ○ Foothills (3)
- ○ Spy Hill (4)
- ○ North Campus (Edmonton) (5)
- ○ Qatar (6)
- ○ Other (please specify) (7) _____

Q5 What is your role on campus? Please check your primary role if more than one apply.

- ○ Academic (Continuing, Limited or Contingent Term) (1)
- ○ Academic (Adjunct, Clinical Appointment, Visiting Professor or Scholar) (2)
- ○ Academic (Sessional) (3)
- ○ Continuing Education Instructor (4)
- ○ Postdoctoral Fellow (5)
- ○ Management and Professional Staff (6)
- ○ Support Staff (7)
- ○ Causal/Hourly Employee (8)
- ○ Graduate Student (9)
- ○ Undergraduate Student (10)
- ○ Professional Program (e.g. Medicine, Law, Veterinary Medicine) (11)
- ○ International Student (12)
- ○ Community Member (13)
- ○ Other (please specify) (14) _____

Q6 People have intersecting identities. While we all live in Canada, our ancestors come from many different backgrounds. Please tell us about your ethnic identity or ancestry by checking the appropriate box below (note that the countries listed are illustrative and do not represent all the countries in the region). Please check the identity that you identify with the MOST.

- ○ Aboriginal/First Nations/Metis (1)
- ○ South Asian (e.g., India, Pakistan, Sri Lanka, Bangladesh) (2)
- ○ South East Asian (e.g., Philippines, Vietnam, Malaysia, Indonesia, Cambodia) (3)
- ○ East Asian (e.g., China, Hong Kong, Korea, Japan) (4)
- ○ West Asian or Middle Eastern (e.g., Iran, Iraq, Afghanistan, Lebanon, Israel, Saudi Arabia, UAE, Syria) (5)
- ○ North European (e.g., United Kingdom, Ireland, Scandinavia) (6)
- ○ South European (e.g., Italy, Greece, Portugal, Spain, Albania, Croatia, Bosnia, Serbia) (7)
- ○ West European (e.g., Germany, Netherlands, Austria, France, Belgium) (8)
- ○ East European (e.g., Poland, Romania, Former Soviet Republics, Hungary, Czech Republic, Slovakia) (9)
- ○ North African (e.g., Algeria, Egypt, Libya, Morocco, Sudan, Tunisia) (10)
- ○ East African (e.g., Burundi, Kenya, Rwanda, Sudan, Tanzania, Uganda, Somalia, Eritrea) (11)
- ○ Central African (e.g., Angola, Cameroon, Chad, Congo, Gabon) (12)
- ○ South African (e.g., Botswana, Namibia, South Africa, Swaziland, Lesotho, Zambia, Zimbabwe) (13)
- ○ West African (e.g., Burkina Faso, Gambia, Ghana, Ivory Coast, Liberia, Mali, Nigeria, Senegal Sierra Leone) (14)
- ○ Central or South American (e.g., Mexico, El Salvador, Guatemala, Guyana, Colombia, Argentina, Brazil) (15)
- ○ Caribbean (e.g., Jamaica, Trinidad and Tobago, Barbados, Granada) (16)
- ○ Other (please specify) (17) _____
- ○ Prefer not to answer (18)

Q7 Please indicate if you identify as a person with a disability (check all that apply).

- ○ No Disability (1)
- ○ Mental (2)
- ○ Physical (3)
- ○ Sensory (4)
- ○ Learning (5)
- ○ Other (please specify (6) _____
- ○ Prefer not to answer (7)

Q8 Please indicate your primary religious or spiritual affiliation.

- ○ Unaffiliated (e.g., secular, non-religious, agnostic, atheist) (1)
- ○ Christianity (e.g., Catholic, Protestant, other Christian) (2)
- ○ Islam (3)
- ○ Hinduism (4)
- ○ Buddhism (5)
- ○ Judaism (6)
- ○ Baha'i (7)
- ○ Sikhism (8)
- ○ Jainism (9)
- ○ Mormonism (10)
- ○ Indigenous/ethnic Religion/Spirituality (e.g., Aboriginal, African, Asian, Chinese) (11)
- ○ Other (please specify) (12) _____
- ○ Prefer not to answer (13)

Q9 to which faculty and department (if applicable) do you belong? e.g., Faculty of Arts (Sociology). If this is not applicable to you, please put N/A. Please choose your primary faculty affiliation.

Q10 If you are an undergraduate student, in what year of study are you currently enrolled?

- ○ 1st year undergraduate (1)
- ○ 2nd year undergraduate (2)
- ○ 3rd year undergraduate (3)
- ○ 4th year undergraduate (4)
- ○ 5th year undergraduate (5)
- ○ Other (please specify) (6) _____
- ○ Not Applicable (7)

Q11 Please move the slider to indicate the degree to which you agree to each of the following statements, with 0 agreeing 0% and 100 agreeing 100%.

_____ I feel welcome on my university campus (e.g., main, Spy Hill, North, Foothills, Downtown). (1)
_____ I feel I can be open with my gender identity on campus. (2)
_____ The U of C has an accepting climate for diversity. (3)
_____ I feel my campus is accessible (physically). (4)
_____ I see myself and my group represented in course material when relevant to the topic. (5)
_____ If I need support on campus due to discrimination, I am able to access it. (6)
_____ (Students ONLY) I feel comfortable expressing my disability, ethnic, gender, or religious identity to my professors and instructors. (7)
_____ (Faculty and Staff ONLY) I feel comfortable expressing my disability, ethnic, gender, or religious identity to my Dean, Head, Manager or Supervisor. (8)

Q12 How frequently do you hear discriminatory language/comments on campus?

- ○ 0 (0)
- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)
- ○ 6 (6)
- ○ 7 (7)
- ○ 8 (8)
- ○ 9 (9)
- ○ 10 (10)

Q13 If you have heard discriminatory remarks, on what are they based? (check all that apply)

- ❑ Religious Identity (1)
- ❑ Ethnic/Racial Identity (2)
- ❑ Gender/Sexual Identity (3)
- ❑ Disability (4)
- ❑ Other (please specify) (5) _____

The following questions will give you an opportunity to tell us your thoughts around diversity, inclusion and equity.

Q14 What does diversity and inclusion mean to you?
Q15 What would a welcoming campus look like?

Q16 The University of Calgary is working on identifying its priorities in the area of diversity and inclusion. Please rank the following in   order of importance to you. For example, your first priority would be ranked '1'.

_____ Accessibility (e.g., mobility, visual, auditory, trans) (1)
_____ Respect for Religious Diversity (2)
_____ Respect for Gender/Sexual Diversity (3)
_____ Respect for Persons with Disabilities (4)
_____ Respect for Aboriginal Peoples (5)
_____ Representation of Women in Science (6)
_____ Representation of Men in Areas like Education and Nursing (7)
_____ Representation of Diverse Faculty e.g., Indigenous, Racialized, Persons with Disabilities (8)
_____ Respectful Debates about Controversial Subjects (9)
_____ Other (please specify) (10)

Q17 If there any further comments you would like to share with the Office of Diversity, Equity and Protected Disclosure that would be helpful its strategic planning, please use the space below.