



NORTHLANDS
COLLEGE

Employment Equity Plan
Annual Report
2013-2014

Overview

Northlands College has operated under an approved Employment Equity Program since 1995. The Program came into being through a collective bargaining process between the employer and SGEU and, as a result, is administered by a joint management/union committee. The overall objective of the Employment Equity Program is to develop a workforce reflective of the population within the service region of the College. The Joint Committee is delegated the following technical aspects of implementation and operation of the College's Employment Equity Program:

- identification and recruitment of potential candidates from the targeted groups;
- assessment of the orientation and the educational needs of applicants and recently appointed candidates;
- the promotion of the goals, methods, benefits, and outcomes of the Employment Equity program to staff, community groups, government departments, other agencies, and northern residents including the public school population;
- conducting and interpreting demographic studies of the appropriate complements of Aboriginals, persons with disabilities, visible minorities and women to be employed by the College;
- monitoring the success of the Employment Equity Program on all of the preceding criteria, and where appropriate recommending changes in the Employment Equity Policy and/or the Employment Equity Program of the College;
- reviewing the terms of employment and the job description of the Human Resources Manager, evaluating the performance of the Human Resources Manager, and where appropriate making recommendations in these regards to the President & CEO, who supervises the work of the Human Resources Manager;
- meet regularly with the Human Resources Manager to exchange information on the Program and Policy; and
- participate in conferences, educational activities, and promotional activities on behalf of the College from time to time.

At June 30, 2014 53.7% of the college workforce is of Aboriginal ancestry, 58.1% are women, 5.6% are persons with a disability, and 3.1% are visible minorities.

A representative workforce in northern Saskatchewan ideally would consist of 80% Aboriginal people, 47% women, 2.6% visible minorities and 9.7% persons with disabilities (proportional representation of visible minorities and persons with disabilities are provincial averages; northern specific statistics are not available). Given the demographics of northern Saskatchewan, the primary emphasis of the Program is the recruitment and retention of people of Aboriginal ancestry.

There is the recognition that achievement of a representative workforce is a long-term undertaking that requires ongoing commitment and sustained, systematic and focused efforts.

At the onset of the program in 1995-96, Aboriginal people comprised 28% of the college workforce, women 64%, people with disabilities 5.4% and visible minorities 3.3%. At June 30, 2014, 53.7% of the college workforce is of Aboriginal ancestry, 58.1% are women, 5.6% are persons with a disability, and 3.1% are visible minority. At the management level, 60.0% of management is of Aboriginal ancestry, 53.3% are women, 3.3% are persons with a disability, and 3.3% are visible minorities. The College is making steady progress towards achieving its long term goal of a workforce truly reflective of the population of northern Saskatchewan.

Management Commitment and Manageability

Northlands College's Strategic Plan is based on five (5) goals. One of those goals is equity; there are five objectives under this goal:

Goal: Adopt inclusive approaches to achieve equitable opportunity and success.

1. Provide equitable access to programs and services for all learners, according to individual needs and abilities, and within the capabilities of the College.
2. Provide bridging, transitional and support services to facilitate participation of all individuals.
3. Establish a climate within the College where everyone is treated with respect and encouraged to develop their potential.
4. Adopt an advocacy role in addressing financial inequities which limit access for learners.
5. Strive to achieve representative participation levels in College programs and in the College workforce.

The annual business plan of the College regularly identifies key actions to be undertaken in achieving the aforementioned objectives.

A joint management/union committee oversees the implementation and operation of the Employment Equity Program. The committee consists of three management representatives and three union representatives and is co-chaired by the President & CEO and a union representative. The President & CEO is directly involved in overseeing the Program. The College Board is highly committed to the principles of equity and the achievement of a representative workforce. The composition of the board is reflective of the population of the north. Currently, 87.5% of its eight members are of Aboriginal ancestry and five are women. The board is provided with detailed employment equity reports monthly that track the Program's outcomes and identifying special initiatives. The goals of the Employment Equity Program are incorporated into the goals of all Managers and all staff members who have a responsibility for the hiring and supervision of staff. The achievement of those goals becomes part of the regular performance appraisal process. The achievement of employment equity goals however has no relationship to management compensation packages. Management compensation is determined by a provincial classification and salary grid with no provisions for merit pay.

The College allocated financial resources for the staffing of a full-time Employment Equity Officer from 1995 to 2001. From 2001 onward the position was expanded to include broader Human Resource responsibilities. As of 2008, the position has been restructured as a Human Resources Manager with continued responsibility for the administration of the Employment Equity Program. In addition to staffing, the College finances the operation of the Employment Equity Committee

which includes staff release time, travel, hotel and meals. Also the majority of annual expenditure associated with educational leave sponsorship is directed at employment equity candidates.

The majority of managers with hiring and supervisory responsibility at the College are northern and of Aboriginal ancestry. During the early stages of implementation, managers participated in and, in some cases, presented staff workshops on cross-cultural sensitivity and equity in the workplace. Regular, ongoing involvement in equity related events includes management membership on the Employment Equity Committee which has responsibility for educational awareness and equity promotion.

Requirement of Equity Groups

Northlands College provides education and training to meet the needs of northern Saskatchewan. Programming mix and activity level vary significantly on an annual basis. This, in turn, has a direct impact on annual staffing requirements; annual staff turnover typically is in the range of 15% to 18%. From a positive perspective the turnover provides a significant opportunity for new recruitment annually. The downside is the tenuous nature of employment (i.e. part-time instructional contracts) making it difficult to attract qualified applicants from the equity groups. In addition to the part-time nature of the work, there also is a significant amount of competition from other northern employers who are also striving to develop a representative workforce, particularly in relation to people of Aboriginal ancestry.

In 2013-2014 a total of 49 external applicants were hired: 57.1% were of Aboriginal ancestry.

Staff recruitment is predominately done through websites, recruitment fairs, networking and direct contact with specific organizations (e.g. First Nations University of Canada, NORTEP, Prince Albert Grand Council, Meadow Lake Tribal Council, Saskatchewan Indian Institute of Technology, Gabriel Dumont Institute). The College clearly identifies itself as an employment equity employer in all of its job advertisements with the standard caption *“Northlands College has excellent benefits and an approved Employment Equity Plan. Candidates of Aboriginal ancestry, as well as individuals in other equity groups, are encouraged to apply.”*

Retention and Career Development

The College has an Education Leave Policy which provides opportunity for staff to improve their standard of qualification. Staff members apply annually, applications are adjudicated by a committee of peers, and recommendations are forwarded to the College Board for approval. The policy provides for leaves up to and including a maximum of four years of post-secondary education. The policy gives special consideration to equity group members by waiving the standard three-year waiting/service period. This means that equity candidates are eligible to apply for education leave immediately after becoming employed with the College. The top priority of the Education Leave Policy is equity candidates with less than the minimal requirements for the position in which they are employed.

Given that the College is a unionized employer, promotion is determined through seniority and qualifications. Staff members are encouraged to pursue promotional opportunities and are supported through education leave and professional development funds. Occasionally, special provisions are made to facilitate the promotion of equity candidates.

In the event that no one qualified applies for an internal position, the College has applied a “temporary assignment of higher duties” provision in the Collective Agreement to promote an equity candidate and train on the job rather than recruiting externally. In further support of the retention and career development of equity candidates, advocacy, career pathing and succession planning are available through the Human Resources Department.

In 2013-2014 two employees were approved for Education Leave, one was an equity candidate.

Working Environment

The College has an Anti-Harassment Policy, developed and monitored by a joint union/management committee, which is intended to provide staff and students with a “safe and harassment free environment where College employees and students are treated in a fair, dignified, and respectful manner”. The policy outlines procedures and processes for dealing with alleged harassment including formal investigation, resolution and corrective action. In order to maintain a healthy work and learning environment, harassment is not tolerated and instances are addressed immediately. In addition, there are policies on the prevention of violence in the workplace, and codes of ethics for the various levels of staff and board.

The effectiveness of the Employment Equity Program is formally evaluated annually by the Employment Equity Committee. The parameters of that evaluation are encapsulated in the Employment Equity Plan Evaluation Policy and includes a review and assessment of the Committee’s work plan, an analysis and assessment of workforce participation rates, a review and if needed an adjustment to the ‘special measures’ incorporated in the Program, a review of related policies, and an assessment of the Human Resource Manager’s overall performance.

Union Activities and Reports

The Employment Equity Program is incorporated into our Collective Bargaining Agreement and is administered by a joint management/union committee co-chaired by the College President & CEO and union representative. Members of the joint committee periodically participate in hiring committees. The union bargaining chairs are consulted every time the committee plans to implement the special measure related to the designation of positions.

Appendix A
SHRC – 2014 Goals for Representative Workforce
Distribution of Equity Group Members at June 30, 2014

Equity Group	Actual
Aboriginal People	53.7
Members of visible minorities	3.1
Person with disabilities	5.1
Women in underrepresented Occupations	32.5

Appendix B
Workforce Analysis of Total Staff by Occupational Group
Distribution of Equity Group Members at June 30, 2014

Occupational Group	Total	Female Employees		Aboriginal Employees		Employees with Disabilities		Visible Minority Employees	
		#	%	#	%	#	%	#	%
Management (FT)	13	7	53.8	6	46.1	0	0.0	1	7.6
Management (PT)	1	0	0.0	1	100.0	0	0.0	0	0.0
Administration (FT)	54	39	72.2	36	66.6	4	7.4	1	1.8
Administration (PT)	16	12	75.0	13	81.2	1	6.2	0	0.0
Instructor (FT)	17	9	52.9	3	17.6	2	11.7	0	0.0
Instructor (PT)	59	26	44.0	30	50.8	2	3.3	3	5.0
Total	160	93	58.1	89	55.6	9	5.6	5	3.1

Appendix C
Workforce Analysis of Management Staff
Distribution of Equity Group Members at June 30, 2014

Occupational Group	Total	Female Employees		Aboriginal Employees		Employees with Disabilities		Visible Minority Employees	
		#	%	#	%	#	%	#	%
Senior Managers	14	7	50.0	7	50.0	0	0.0	1	7.1
Middle Managers	16	9	56.2	11	68.7	1	6.2	0	0.0
Total	30	16	53.3	18	60.0	1	3.3	1	3.3

NOTES

- Each job incumbent is counted as an employee regardless of FT or PT, permanent or non-permanent.
- Senior managers consist of the President & CEO, Directors, and Out-of-Scope Managers.
- Middle managers are managers, other than senior managers, who have managerial or supervisory responsibilities.