



# Employment Equity and Diversity Plan: 2019 to 2021

APPROVED BY VICE-PRESIDENTS COUNCIL

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## EXECUTIVE SUMMARY

Memorial's core value of inclusiveness and diversity forms the foundation for this three-year, institutional multi-campus plan. The university's commitment to equity and diversity is outlined in the *Equity, Diversity and Inclusion in Employment* policy, which was approved by the Board of Regents in 2016. The two main objectives of the policy are to recognize, prevent and eliminate disadvantage or discrimination and to create and maintain a culture that supports an inclusive and welcoming workplace.

As required by the policy, the Employment Equity and Diversity Advisory Committee (EEDAC) was established by the Provost and Vice-President (Academic). EEDAC is a subcommittee of Vice-Presidents Council (VPC) and advises on matters relating to diversity, equity and inclusion in employment.

The policy requires the development of a three-year employment equity and diversity plan (the Plan). EEDAC has guided the development of the Plan, which covers the calendar years 2019 to 2021. Annual progress reports will be submitted to VPC.

This Plan exists within the context of legislation, programs and initiatives within and external to Memorial. Although not an exhaustive list, the following items were considered in developing the Plan: *Canadian Employment Equity Act*; *Newfoundland and Labrador Human Rights Act*; Federal Contractors Program; Canada Research Chairs Program; Athena Swan Charter; Strategic Internationalization Plan 2020; Truth and Reconciliation Commission of Canada Report; and the university's current efforts in developing an indigenization strategy.

In developing the Plan, EEDAC reviewed employment equity plans from other Canadian universities, and designed and oversaw a consultation process that was university-wide and included external individuals and groups. Feedback from the consultations validated the core components of the Plan and further informed action items.

Five elements represent the core components of the Plan. These include: promoting a culture of respect in the workplace, identifying leadership responsibilities, developing programs that are responsive to Memorial's needs and address underrepresentation, removing barriers to employment and advancement, and monitoring and accountability.

The main components of the Plan include 38 actionable items designed to eliminate barriers, promote diversity and reach numerical hiring goals to address underrepresentation of certain designated groups.

Action items are categorized as follows: accessibility, employee engagement, excellence, monitoring and accountability, organizational culture, policies and procedures, recruitment, selection, and workplace accommodation. Individual action items can affect a number of equity groups due to intersecting identities.

Hiring goals have been set to decrease gaps in representation for women, Aboriginal Peoples, members of visible minority communities, and persons with disabilities. A model was developed to forecast potential hires from 2019 to 2021 using projected retirements and an assumed one per cent annual reduction in the university's workforce. Hiring goals were set based on potential hires, the university's historical experience in increasing equity representation, current gaps in representation as derived from a workforce analysis, and labour market availability. Detailed data is provided in the Plan.

The financial resourcing requirements for the Plan are modest. Most of the resources require commitment, attention and effort from the university's executive, the senior academic administrators group, and university units and campuses as outlined in the actionable items.

With the exception of the Elder(s) in Residence Program, approximately \$27,000 will be required annually over three years. There is an estimated \$15,000 required for one-time projects such as the development of a training module and resource guide.

## INTRODUCTION

One of Memorial University's core values is inclusiveness and diversity, which is defined as "Embracing and acting on [our] responsibility to guarantee diversity and equity." This value forms the foundation for this three-year, institutional plan. The plan has quantitative goals and goes beyond the numbers to outline actionable items and best practices to help Memorial continue to build and celebrate its diverse community. Creating an environment where everyone can fully participate in the work environment is a shared responsibility amongst various levels of the institution and across all campuses.

Memorial's commitment to equity and diversity is detailed in the *Equity, Diversity and Inclusion in Employment* policy, which was approved by the Board of Regents in 2016. It has the objectives of "recognizing, preventing and eliminating disadvantage or discrimination; and creating and maintaining a culture that supports an inclusive and welcoming workplace." The policy specifically aligns with the *Newfoundland and Labrador Human Rights Act* and the Federal Contractors Program (FCP) as outlined in the *Canadian Employment Equity Act*. The policy applies to all university employment practices, policies and decisions with respect to all employees of the university. It has two main objectives, first to recognize, prevent and eliminate disadvantage or discrimination; and second, to create and maintain a culture that supports an inclusive and welcoming workplace.

As required by the policy, the Employment Equity and Diversity Advisory Committee (EEDAC) was established by the Provost and Vice-President (Academic) to advise on matters relating to diversity, equity and inclusion in employment. EEDAC has guided the development of the university's employment equity and diversity plan (the Plan) and will review annual progress reports. In October 2017, a report outlining the framework, guiding elements and process for developing the Plan was submitted and approved by Vice-Presidents Council (VPC). A one-year time-frame was approved for submission for the three-year Plan. Subsequent annual reports will be submitted to VPC.

The Plan has multi-campus applications and the following principles have guided the Plans' development:

- 1. Transparency:**

Information related to aggregate workforce data (including areas of underrepresentation for targeted group members) will be shared freely, where appropriate, to all members of the university community. The employment equity plan and reporting on the monitoring of the plan will be distributed and published.

**2. Collaboration:**

Committee members value collegial discussions as well as consultations with the university community.

**3. Respect:**

People, including their histories and identities, are welcome by committee members. While differing points of view and opinions are encouraged, committee discussions must be in accordance with the values espoused by the *Equity, Diversity and Inclusion in Employment* policy, and human rights legislation.

Five elements represent the core components of the Plan. These are:

- Promoting a culture of respect in the workplace
- Identifying leadership responsibilities
- Developing programs that are responsive to Memorial's needs and address underrepresentation
- Removing barriers to employment and advancement, and
- Monitoring and accountability.

## Context:

This Plan exists within the context of legislation, programs and initiatives within and external to Memorial. The paragraphs that follow provide background and outline the main areas of consideration in developing the Plan.

In 2013, the FCP was re-designed. Memorial is currently not required to report under the program; however, the university may be required to resume reporting at any time. The FCP focuses on the four traditional designated equity groups, as outlined in the federal *Employment Equity Act*: women, Aboriginal Peoples, persons with disabilities and members of visible minority groups. In addition to the four equity groups, this Plan has expanded designated group membership to include sexual minority groups and those with diverse gender identities. This Plan has been designed to meet any future FCP reporting requirements.

The Tri-agency Institutional Programs Secretariat monitors Memorial's success in achieving equity goals in its Canada Research Chairs Program (CRCP). There is an expectation that Memorial will implement the principles of equity and inclusion. The CRCP goes beyond looking at equity in terms of academic staff only. It now takes

into account an institution's broader commitment to equity. At Memorial, an Equity, Diversity and Inclusion Action Plan was launched for the CRCP. Further, as of October 2017, institutions must demonstrate that they have provided training on equity, diversity and inclusion and, more specifically, training on limiting the impact of unconscious bias to all individuals involved in the chair recruitment process.

A Canadian version of the Athena Swan Charter<sup>1</sup> is currently being discussed. The internationally recognized program celebrates universities that work to advance equity and diversity. The program will be relevant to all areas of research with a focus on the sciences. Consultation on the Athena Swan Program is ongoing.

Memorial supports a number of internal strategies that advance equity and diversity. Memorial's Strategic Internationalization Plan 2020 highlights a range of international and intercultural initiatives. These support an increase of diversity competence on campus. The first recommendation put forward through this strategy underlines the need to "develop intercultural competencies in all students, faculty members and personnel".

Memorial has an important role in reconciliation, which was highlighted in several recommendations from the Truth and Reconciliation Commission of Canada report. To that end, this Plan is supportive of efforts to indigenize Memorial's campuses.

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<sup>1</sup> Further information about the Athena Swan Charter is available here:  
[http://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Athena-SWAN\\_eng.asp](http://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Athena-SWAN_eng.asp)

## EQUITY AND DIVERSITY PLAN:

The Plan for 2019-2021 consists of two key sections. Section one provides some context and background for the Plan, outlines the guiding elements and principles, and proposes actionable items to eliminate barriers and promote diversity. Section two provides numerical hiring goals to address underrepresentation of certain designated groups. The numerical goals were set using the Federal Contractors Program methodology.

The development of the Plan was led by EEDAC. One of the first steps was to review employment equity plans from other Canadian universities. Following this review a consultation phase was completed. Internal and external individuals and groups were engaged in discussions. A listing of the interviewees and consultations and related processes is included in appendix 1. The feedback validated the core components of the Plan.

There are 38 actionable items identified through the consultation phase. Individual action items can affect a number of equity groups due to intersecting identities. Action items were categorized based on themes and include:

- Accessibility
- Employee Engagement
- Excellence
- Monitoring and Accountability
- Organizational Culture
- Policies and Procedures
- Recruitment
- Selection, and
- Workplace Accommodation.

## Responsibilities

Along with EEDAC, the Department of Human Resources and the Office of Faculty Relations have taken a lead role in developing the Plan in consultation with employees, employee groups, unions, community agencies and other related stakeholders. Units and campuses are responsible for implementing actions to eliminate barriers and designing measures to increase equity and inclusion.

Human resources and faculty relations are responsible for the ongoing collection, recording, maintenance and analysis of workforce data as related to employment equity; promoting awareness and acceptance of equity, diversity and inclusion; and serving on various university committees including the MUN-MUNFA Joint Equity Committee. This Plan is employment focused; however, there are many initiatives, which align with the student experience on our campuses.

## Action Items

There were 38 actionable items identified through the consultation phase. Action items were categorized based on information gathered from employees and community partners. Action items include: Accessibility, Employee Engagement, Excellence, Monitoring and Accountability, Organizational Culture, Policies and Procedures, Recruitment, Selection and Workplace Accommodation.

The following five elements and descriptors represent the core components of the Plan. Each of the action items has been cross-referenced to the elements.

**Element One: Promote a culture of respect in the workplace.**

- Create an environment in which all employees feel engaged, valued, and able to fully participate in the workplace.

**Element Two: Situate as key leadership responsibilities the areas of equity, diversity and inclusion.**

- Increase awareness of the university's commitment to equity, diversity and inclusion
- Encourage employees to get involved with inclusion initiatives
- Provide a supportive environment for self-advocates

**Element Three: Offer employment equity and diversity programs that are responsive to Memorial's needs and address underrepresentation of equity groups.**

- Increase awareness of gaps in Memorial's workforce representation
- Recognize barriers to employment
- Address impacts of unconscious biases
- Acknowledge the value of diversity and employment equity targets

**Element Four: Identify and remove barriers to employment.**

- Provide full participation in all aspects of the recruitment, selection and promotion processes
- Increase diversity within candidate pools

- Provide an inclusive selection process

**Element Five: Establish and implement monitoring and accountability mechanisms.**

- Prioritize equity and diversity work
- Establish new indicators to track progress
- Monitor equity results
- Support leaders in setting and achieving equity and diversity targets
- Publish monitoring reports to increase transparency and educate managers and employees

The following keys apply to this table:

<b>AA</b>	Aboriginal Affairs	<b>HR</b>	Department of Human Resources
<b>DD</b>	Deans and Directors		
<b>EEDAC</b>	Employment Equity and Diversity Advisory Committee	<b>OCRO</b>	Office of the Chief Risk Officer
<b>FR</b>	Office of Faculty Relations	<b>OPE</b>	Office of Public Engagement
<b>FAS</b>	Financial and Administrative Services	<b>VPAF</b>	Vice-President (Administration and Finance)
<b>FM</b>	Facilities Management	<b>VPC</b>	Vice-Presidents Council

#	Elements	Actions	Responsibility	Year
<b>ACCESSIBILITY</b>				
1	4	Initiate a web accessibility subcommittee of EEDAC that would be responsible for developing a guide for digital accessibility for Memorial. Subcommittee members should include representatives from the Centre for Innovation in Teaching and Learning, Human Resources, Information Technology Services, Marketing and Communications, and Student Life.	EEDAC	2019-2020

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#	Elements	Actions	Responsibility	Year
2	4	Physical changes to facilities can sometimes negatively impact accessibility. Investigate a real time solution (such as the MUNS SAFE app) to better inform the university community about issues impacting campus accessibility (i.e.: inoperable elevators and changes to Blue Zone parking spots).	FM / OCRO	2019
3	4	Include criteria for accessibility in university purchasing policies and procedures.	FAS / VPAF	2019-2020
<b>EMPLOYEE ENGAGEMENT</b>				
4	1, 4, 5	Collect data on employee experience with employment equity, diversity and inclusion through the use of an automated exit interview questionnaire and employee pulse surveys.	HR / FR	2020
5	1	Pilot an Employee Resource Group to enhance career development and contribute to personal and professional development. This group can be either professional-centered (e.g. technology professionals) or attribute-centered (e.g. Indigenous employees).	HR / FR	2020
6	1, 2, 3, 4	Identify and remove barriers that could prevent designated group members from advancing in their careers. For example, review promotion, career development and mentoring processes (promotion and tenure process).	HR / FR	2020
<b>EXCELLENCE</b>				
7	2	Incorporate diversity and inclusion criteria into current President's Awards criteria. In addition, consider expanding the President's Awards to recognize efforts to advance equity	HR / FR / OPE	2020

EMPLOYMENT EQUITY AND DIVERSITY PLAN

#	Elements	Actions	Responsibility	Year
		and diversity at Memorial. These awards would recognize both individuals and groups. Award eligibility would include community groups and partners who help the university meet its equity and diversity objectives.		
<b>MONITORING AND ACCOUNTABILITY</b>				
8	3, 5	Improve employee self-identification rate to a minimum of 80 per cent and work to maintain and improve this rate.	HR / FR / DD	2019-2021
9	2, 5	Submit an annual equity and diversity monitoring report to VPC that outlines progress made towards meeting qualitative and quantitative goals. Based on the findings of the report update hiring goals and action items, and add positive practices as needed. Include these items with the annual report submitted to VPC.	EEDAC / HR / FR	2019-2021
10	1, 2	Define the roles and responsibilities for administrative managers and academic administrators in the areas of employment equity, diversity, inclusion and indigenization for the full scope of managerial responsibilities.  Formally designate a senior executive member as being responsible for equity, diversity and inclusion. Communicate this to the university community.	Provost and VPC	2019
11	3, 4, 5	Support units and campuses in developing tactical plans that address workforce gap areas so that the university can achieve its 2019 to 2021 employment equity hiring goals.	HR / FR / DD	2019-2021
12	2, 3	Ask the board of regents and senate to consider how diversity can be integrated into their governance	VPC	2019

#	Elements	Actions	Responsibility	Year
		appointment processes and their educational needs regarding diversity.		
<b>ORGANIZATIONAL CULTURE</b>				
13	1, 2	Continue to acknowledge the territory and land on which Memorial campuses are located at events, ceremonies and meetings. Communicate as a best practice throughout the university community.	HR / FR / AA / Provost and VPC	2019
14	2, 3, 4	Support the development of a multi-campus Elder(s) in Residence Program. This program will provide guidance, personal consultation and an Indigenous perspective for students, staff and faculty. It will support Indigenous cultural knowledge sharing and community building.	AA / FR / HR	2019-2021
15	1, 2	Consult with the university community in defining the terms diversity and inclusion. Define Indigenous and Aboriginal with education on anti-colonization, decolonization and indigenization. Define visible minority and racialized groups, and determine how each term will be used by the university.	AA / EEDAC / FR / HR	2019
16	2	Develop and communicate an employee value proposition that includes a diversity and inclusion component.	HR / FR	2019
17	1, 2, 3	Support and sponsor faculty and staff events and educational sessions devoted to enhancing equity, diversity and inclusion across campus. Support coordination and collaboration across portfolios. These can include training on intercultural awareness, Indigenous cultural awareness, mental health first aid, gender diversity awareness, unconscious bias and others.	Office of the Provost / DD/ Stakeholders	2019-2021

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#	Elements	Actions	Responsibility	Year
<b>POLICIES AND PROCEDURES</b>				
18	1, 2, 4, 5	Provide education to academic and administrative management and university units on policies and procedures related to employment equity, diversity and inclusion. Incorporate a requirement for policies and procedures education into the university's onboarding processes.	Policy owners in consultation with stakeholders	2019-2021 (annual)
19	1, 2, 4, 5	Use inclusive, unbiased, ungendered language in all policies and procedures. Ensure an equity review is conducted on all new policies and re-visit old policies to remove gendered language.	Office of the Board of Regents / Policy Office / DD	2019-2021
20	1, 3	In consultation with stakeholders and people with lived experience, develop a gender transition and accommodation guide for managers and supervisors to use in supporting employees who are transitioning. Implement related training program.	HR / FR	2019-2020
21	1, 2, 4	Develop a policy statement highlighting equity and diversity considerations in purchasing and when hiring contractors/subcontractors.	VPAF	2020
22	1, 4	Conduct an audit of all forms to ensure diversity in gender options.	HR / FR	2020
23	1, 2, 3, 4, 5	Establish a working group to develop procedures related to anti-racism and anti-hate. The procedures would be linked to the <i>Respectful Workplace</i> policy and include guidelines on social media, on-campus hate, graffiti and propaganda. In developing the procedures, the working group should take a	HR / FR Student Life	2019

EMPLOYMENT EQUITY AND DIVERSITY PLAN

#	Elements	Actions	Responsibility	Year
		pan-university approach that includes students, faculty and staff.		
24	1, 2, 4, 5	Review the avenues available to employees for reporting employment equity and diversity related issues or complaints. Revise policies, procedures or processes to address gaps identified in the review. Ensure monitoring processes are in place. Communicate to employees the avenues available for reporting employment equity and diversity issues or complaints.	HR / FR / OCRO / Office of General Counsel	2019-2020
<b>RECRUITMENT</b>				
25	1, 2, 3, 4	Continue to build partnership with community organizations and continue to post all job ads through these organizations.	HR	2019-2021
26	2, 3, 4	Institute a diversity hiring process for short-term administrative positions.	HR	2019
27	4, 5	Remove the financial disincentive to widely advertising faculty positions to diverse organizations and groups. Make resources available to academic units so that advertising can be done broadly and not limited by unit budgets. For example, applicant diversity can be increased by utilizing alternative advertising resources through a listing made available through the Equity Office. The additional costs associated with this should be covered by a centralized fund.	Office of the Provost / FR	2019
28	3, 4	Ensure external recruitment firms are aware of the university's equity hiring goals, and knowledgeable and supportive of diversity. External recruitment firms should provide an equity survey to all applicants. Ensure that	Provost / VPAF / Support from HR	2019-2021

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#	Elements	Actions	Responsibility	Year
		targeted efforts are made to ensure a diverse pool of applicants.		
<b>SELECTION</b>				
29	3, 4	Develop a training module for hiring committees that includes a section on unconscious bias. Provide training to hiring committees.	HR / FR / Office of the Provost	2019-2021
30	2, 3, 4	Implement an equity process for selection of academic administrators.	HR / FR / Office of the Provost	2019
31	1, 2	Communicate the benefits of having diverse hiring/search committees, while acknowledging the risk of overburdening underrepresented groups.	HR / FR / Office of the Provost	2019-2021
32	4	Review the application process for all academic and administrative positions for any potential barriers (including apply on-line process).	HR / FR	2020
33	1	Update employment related hiring forms to include non-binary gender options.	HR / FR	2019
34	4	Investigate ways to better integrate Indigenous ways of knowing in the selection processes. Increase knowledge in this area amongst staff and faculty.	AA / FR / HR	2021
<b>WORKPLACE ACCOMMODATION</b>				
35	1, 4	Revise the recruitment and selection processes by adding a step for communicating to candidates a non-exhaustive list of available accommodations.	HR / FR	2019-2020

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#	Elements	Actions	Responsibility	Year
36	1, 4, 5	Provide information about accommodations and related supports to all job applicants.	HR / FR	2019-2020
37	1, 2, 4	Educate the university community about accommodation issues more broadly, specifically increasing knowledge about religious and cultural accommodations.	HR / FR / Office of the Provost	2019-2021
38	1, 2,4	Ensure that accommodations/workplace adjustments do not negatively affect departmental budgets.	HR / FR / Office of the Provost	2019-2021

## Hiring Goals 2019 to 2021

The *Equity, Diversity and Inclusion in Employment* policy requires that this Plan include an analysis of workforce information, provide short and long-term goals, and be usable in any compliance reviews required by the FCP. This section of the report includes an overview of designated groups at Memorial, the results of the workforce analysis, a forecast of hires from 2019 to 2021, and employment equity hiring goals for areas of the university's workforce that are underrepresented relative to the applicable labour markets.

### DESIGNATED GROUPS AT MEMORIAL

Table 1 provided an overview of the designated group representation at Memorial compared to the labour market. This table provides a roll-up summary only. Representation in the university workforce for each of the designated groups varies based on types and categories of jobs. For example, Table 1 indicates that women are over-represented in the university's workforce. However, when analyzed at the position level women are under-represented in some areas. The workforce analysis section that follows provides details on under-representation of the university's workforce when compared to the relevant labour markets.

**Table 1. Overview of Designated Groups at Memorial University - July 2018**

Designated Groups	Representation at MUN - Number of Employees	Representation of MUN Workforce	Labour Market (LM) Availability	Percent at MUN Relative to LM Availability <sup>2</sup>
Women	2096	54.1%	51.8%	104.4%
Aboriginal Peoples	72	1.8%	4.0%	45.0%
Visible Minorities	214	5.5%	8.4%	65.5%
Persons with Disabilities	97	2.5%	4.5%	55.6%

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<sup>2</sup> Parity between Memorial workforce and labour market occurs at 100%. Percentages above one hundred mean that the university workforce has greater representation for the designated group than the labour market. Percentages below one hundred mean that the university workforce has lesser representation for the designated group than the labour market.

## WORKFORCE ANALYSIS

The university's workforce was analyzed using the Government of Canada's FCP methodology and tools. National Occupational Classification (NOC) and Employment Equity Occupational Group (EEOG) data were updated in Banner HR for university positions. Employees were asked to provide or update their employment equity information by completing an on-line self-identification survey. At the time of the workforce analysis, 75.9 per cent of employees included in the analysis had self-identified. The self-identification survey was updated in March 2018. Questions were added that allow employees to select non-binary gender identity options. Employees can now self-identify their sexual orientation.

The university utilized the Government of Canada's Workplace Equity Information Management System (WEIMS) to do an analysis of the university's workforce compared to applicable labour markets. Table 2 provides the gaps in representation by EEOG based on four employment equity categories – women, Aboriginal Peoples, visible minorities, and persons with disabilities. The federal government data is limited to the four designated groups. Labour market data for people with diverse gender identities and sexual orientations is not available. Appendix 2 provides examples of positions for each of the EEOGs listed in Table 2.

The numbers highlighted are significant gaps in representation as outlined by FCP methodology. Hiring goals are set to reduce these gaps.

**Table 2. Gaps in Representation by Employment Equity Occupational Group**

Employment Equity Occupational Groups	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
01: Senior Managers				-12 <sup>3</sup>
02: Middle and Other Managers			-32	
03: Professionals		-11	-96	-25
04: Semi-Professionals and Technicians	-40	-15		-5
05: Supervisors		-9		-8
06: Supervisors: Crafts and Trades				
07: Administrative and Senior Clerical Personnel		-13		
08: Skilled Sales and Service Personnel				
09: Skilled Crafts and Trades Workers				
10: Clerical Personnel		-16		-13
11: Intermediate Sales and Service Personnel		-4		
12: Semi-Skilled Manual Workers		-1		
13: Other Sales and Service Personnel	-36	-12		-6
14: Other Manual Workers	-10	-1		

## FORECASTING HIRES FOR 2019-2021

A model was developed for forecasting retirements for the calendar years 2019 to 2021. The following assumptions were made:

- Faculty retire at 65 or older when 30 years of pensionable service is reached,
- All staff 65 and older retire, and

<sup>3</sup> EEOGs 01 and 02 are combined for persons with disabilities.

- All staff retire as soon as 30 years of pensionable service is reached at age 55 and older.

Using these assumptions, the number of retirements per year is similar to the actual retirements from 2015 to 2017.

In finalizing the numbers of forecasted hires, a one per cent annual reduction in the university's workforce was assumed for the years 2019 to 2021. The university has a very low rate of employee departures that are not due to retirements. These potential departures were not included in the model.

## HIRING GOALS BY EMPLOYMENT EQUITY OCCUPATIONAL GROUP

We were able to identify the numbers of employees who may retire by their self-identification category. Employment equity hiring goals were adjusted based on this data.

The university's 2011 internal workforce employment equity representation numbers were compared to the 2018 data. The changes in representation from 2011 to 2018 were used as a guide in determining the reasonableness of employment equity hiring goals.

Table 3 provides the hiring goals for the time-period 2019 to 2021 for women, Aboriginal Peoples, visible minorities and persons with disabilities for the EEOGs with significant gaps in representation.

Appendices three to six provide detailed information by employment equity occupational group related to the hiring goals in Table 3. These appendices provide the current internal representation and labour market availability for employment equity occupational groups. Lastly, the projected internal representation is listed outlining representation if the three-year hiring goals are met.

**Table 3. Hiring Goals by Employment Equity Occupational Group 2019-2021**

Employment Equity Occupation Groups	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
01: Senior Managers				2 <sup>4</sup>
02: Middle & Other Managers			4	
03: Professionals		8	13	8
04: Semi-Professionals & Technicians	22	2		3
05: Supervisors		1		2
07: Administrative & Senior Clerical Personnel		4		
10: Clerical Personnel		3		5
11: Intermediate Sales & Service Personnel				
12: Semi-Skilled Manual Workers				
13: Other Sales & Service Personnel	8	2		2
14: Other Manual Workers	1			
<b>Totals</b>	<b>31</b>	<b>20</b>	<b>17</b>	<b>22</b>

<sup>4</sup> The hiring goal for persons with disabilities for EEOGs 01 and 02 is combined.

## Resources for Implementation

There are both human and financial resources required to implement the Plan. The majority of the recommended action items require commitment, energy and prioritization of diversity and inclusion; however, some require financial resources. These include:

- Support and sponsor faculty and staff events and educational sessions devoted to enhancing equity, diversity and inclusion across campuses. Support coordination and collaboration across portfolios (\$5,000 annually).
- Remove a financial disincentive for increasing the diversity of faculty applicants by utilizing alternative advertising resources (\$15,000- \$20,000 annually).
- Training for all hiring committees on unconscious bias. This would include developing a training module for hiring committees (\$10,000-TBD).
- Consider expanding the President's Awards to recognize efforts to advance equity and diversity at Memorial. Award eligibility would include community groups and partners who help the university meet its equity and diversity objectives (\$1,000- \$2,000 annually).
- Support the development of a multi-campus Elder(s) in Residence Program. This program will provide guidance, personal consultation and an Indigenous perspective for students, staff and faculty (funding to be determined).
- In consultation with stakeholders and people with lived experience, develop a gender transition and accommodation guide for managers and supervisors to use in supporting employees who are transitioning. Implement related training program (\$5,000).

With the exception of the Elder(s) in Residence Program, approximately \$27,000 will be required annually over three years. There is an estimated \$15,000 required for one-time projects such as the development of a training module and resource guide.

## APPENDIX 1: INTERVIEWS AND CONSULTATIONS

### **Purpose:**

The purpose of the consultation process was to gather input from employees and community organizations on the development of the Plan. Consultations were held to gather input on categories of action items, potential action items and how to address barriers to employment.

### **Forums:**

Open registration-facilitated town hall meetings were held for each campus with Grenfell's held via video conference. Targeted consultations of stakeholders groups were also conducted and memos were sent to union executives requesting their input.

### **Format:**

Town hall and targeted consultations sessions started with an introductory PowerPoint presentation to provide context for the consultation, including the university's *Equity, Diversity and Inclusion in Employment* policy, EEDAC and reporting structure.

The manager of Learning and Development presented the action item categories from the October 2017 draft plan and framework document. Some examples of potential barriers and action items were provided. Participants were asked for their ideas on action items and categories that should be included in The Plan.

### **Consultation List:**

- Memorial multi-campus town hall sessions
- Human Resources advisory services group
- Internationalization Office
- Letters sent to union executives
- Special Advisor to the President on Aboriginal Affairs
- Blundon Centre
- Disability Inclusion Group (MUN-DIG)
- Joint Equity Committee
- Sexual Harassment Office
- Human Resources/Faculty Relations leadership teams
- Employees from the Aboriginal Resource Office as per a special request
- Individuals with expertise in these areas for instance: Dr. Marlies Rise, director, strategic institutional research initiatives and Dr. Barbara Neis,

professor and senior research associate in the SafetyNet Centre for Occupational Health and Safety Research

- Community consultation with follow-up emails to community groups including Empower NL

## APPENDIX 2: EMPLOYMENT EQUITY OCCUPATIONAL GROUPS

### Employment Equity Occupation Group Definitions

#### 1. Senior Managers

Senior managers are employees who hold the most senior positions in the organization. They are responsible for the organization's policies and strategic planning, and for directing and controlling the functions of the organization.

**Examples:** President; Vice-President.

#### 2. Middle and Other Managers

Middle and other managers receive instructions from senior managers and administer the organization's policies and operations through subordinate managers or employees.

**Examples:** Associate Vice-President; Director; Dean; Registrar; University Librarian, Vice-Dean; Associate Director; Assistant Director; Associate Dean; Associate Registrar; Human Resources Manager; Manager of Finance and Administration; Senior Administrative Officer.

#### 3. Professionals

Professionals usually need either a university degree or prolonged formal training.

**Examples:** Faculty; Communications Advisor; Student Advisor; Recruitment Officer; Human Resources Advisor; Instructor; Educational Counsellor; Human Resources Specialist; Development Officer; Engineer; Assistant Registrar.

#### 4. Semi-Professionals and Technicians

Workers in these occupations have to possess knowledge equivalent to about two years of post-secondary education, offered in many technical institutions and community colleges, and often have further specialized on-the-job training.

**Examples:** Network Administrator; Programmer Consultant; Library Assistant; Graphic Artist; Accounting Clerk.

#### 5. Supervisors

Non-management first-line coordinator of workers in administrative, clerical, sales and service fields.

**Examples:** Supervisor; Security Supervisor; Custodian Supervisor.

#### 6. Supervisors: Crafts and Trades

Non-management, first-line coordinators of workers in manufacturing, processing, trades and primary industry occupations.

**Examples:** Grounds Supervisor; Carpentry Supervisor; Electrical Shop Supervisor.

### **7. Administrative and Senior Clerical Personnel**

Workers in these occupations carry out and coordinate administrative procedures and administrative services primarily in an office environment, or perform clerical work of a senior nature.

**Examples:** Customer Service Representative; Administrative Coordinator; Project Coordinator; Decanal Assistant; Senior Secretary.

### **8. Skilled Sales and Service Personnel**

Highly skilled workers engaged wholly or primarily in selling or in providing personal service.

**Examples:** Buyer; Campus Enforcement and Patrol Officers.

### **9. Skilled Crafts and Trades Workers**

Manual workers of a high skill level, having a thorough and comprehensive knowledge of the processes involved in their work. They are frequently journeypersons.

**Examples:** Plumber; Carpenter; Industrial Electrician; Power Engineer; Locksmith.

### **10. Clerical Personnel**

Workers performing clerical work, other than senior clerical work.

**Examples:** General Office Clerk; Intermediate Clerk Stenographer; Senior Clerk.

### **11. Intermediate Sales and Service Personnel**

Workers engaged wholly or primarily in selling or in providing personal service.

**Examples:** Revenue Cashier.

### **12. Semi-Skilled Manual Workers**

Manual workers who perform duties that usually require a few months of specific vocational on-the-job training.

**Examples:** Operator (Machine and Equipment) such as Equipment Operator.

### **13. Other Sales and Service Personnel**

Workers in sales and service jobs that generally require only a few days or no on-the-job training.

**Examples:** Custodian.

### **14. Other Manual Workers**

Workers in jobs, which generally require only a few days or no on-the-job training.

**Examples:** Groundskeeper; Ground Maintenance Person.

## APPENDIX 3: EQUITY HIRES 2019 TO 2021 – WOMEN

Employment Equity Occupational Groups With Significant Gaps	Total Employees in EEOG	Anticipated hires (over 3 years)	Hiring Goal Women (over 3 years)	Gap in Representation of Women (2018)	Representation of Women at MUN (2018)	Labour Market Availability Women (WEIMS) <sup>5</sup>	MUN Projected Representation of Women by January 2022
04: Semi-Professionals & Technicians	408	40	<b>22</b>	-40	38.5%	48.4%	39.4%
13: Other Sales & Service Personnel	163	21	<b>8</b>	-36	39.3%	61.2%	41.1%
14: Other Manual Workers	40	4	<b>1</b>	-10	2.5%	28.1%	5.1%

<sup>5</sup> The Government of Canada's Workplace Equity Information Management System provided the labour market data.

## APPENDIX 4: EQUITY HIRES 2019 TO 2021 – ABORIGINAL PEOPLES

Employment Equity Occupational Groups With Significant Gaps	Total Employees in EEOG	Anticipated hires (over 3 years)	Hiring Goal Aboriginal Peoples (over 3 years)	Gap in Representation Aboriginal Peoples (2018)	Representation Aboriginal Peoples at MUN (2018)	Labour Market Availability Aboriginal Peoples <sup>6</sup>	MUN Projected Representation Aboriginal Peoples by January 2022
03: Professionals	1966	107	8	-11	1.7%	2.3%	2.1%
04: Semi-Professionals & Technicians	408	40	2	-15	2.0%	5.6%	2.5%
05: Supervisors	64	18	1	-9	1.6%	15.2%	3.2%
07: Administrative & Senior Clerical Personnel	362	69	4	-13	1.9%	5.6%	2.8%
10: Clerical Personnel	321	47	3	-16	1.9%	7.0%	2.6%
11: Intermediate Sales & Service Personnel	56	-2	0	-4	0.0%	8.0%	0.0%
12: Semi-Skilled Manual Workers	10	5	0	-1	0.0%	6.6%	0.0%
13: Other Sales & Service Personnel	163	21	2	-12	0.0%	7.6%	1.3%
14: Other Manual Workers	40	4	0	-1	5.0%	8.5%	5.1%

<sup>6</sup> The Government of Canada's Workplace Equity Information Management System provided the labour market data.

## APPENDIX 5: EQUITY HIRES 2019 TO 2021 – VISIBLE MINORITIES

Employment Equity Occupational Groups With Significant Gaps	Total Employees in EEOG	Anticipated hires (over 3 years)	Hiring Goal Visible Minorities (over 3 years)	Gap in Representation Visible Minorities (2018)	Representation Visible Minorities at MUN (2018)	Labour Market Availability Visible Minorities <sup>7</sup>	MUN Projected Representation Visible Minorities by January 2022
02: Middle & Other Managers	333	32	4	-32	5.4%	15.0%	6.5%
03: Professionals	1966	107	13	-96	8.8%	13.7%	9.6%

<sup>7</sup> The Government of Canada's Workplace Equity Information Management System provided the labour market data.

## APPENDIX 6: EQUITY HIRES 2019 TO 2021 – PERSONS WITH DISABILITIES

Employment Equity Occupational Groups With Significant Gaps	Total Employees in EEOG	Anticipated hires (over 3 years)	Hiring Goal Persons with Disabilities (over 3 years)	Gap in Representation Persons with Disabilities (2018)	Representation Persons with Disabilities at MUN (2018)	Labour Market Availability Persons with Disabilities <sup>8</sup>	MUN Projected Representation Persons with Disabilities by January 2022
01 and 02: Middle & Other Managers	339	32	2	-12	0.9%	4.3%	0.9%
03: Professionals	1966	107	8	-25	2.5%	3.8%	2.8%
04: Semi-Professionals & Technicians	408	40	3	-5	3.4%	4.6%	3.5%
05: Supervisors	64	18	2	-8	1.6%	13.9%	3.2%
10: Clerical Personnel	321	47	5	-13	2.8%	7.0%	3.2%
13: Other Sales & Service Personnel	163	21	2	-6	2.5%	6.3%	3.2%

<sup>8</sup> The Government of Canada’s Workplace Equity Information Management System provided the labour market data.