

FORM #5

EMPLOYMENT EQUITY GUIDELINES & RESOURCES

The Chair of the Department, University Librarian or his/her designate is responsible for monitoring the application of the Employment Equity Plan and the employment equity procedures as outlined in [Article 20](#) of the Collective Agreement between Brock University and the Brock University Faculty Association (BUFA). The Department Chair/University Librarian or his/her designate may seek assistance from the Employment Equity Advisors and the Joint Committee on Employment Equity (JCEE).

It is the expectation that Deans/ University Librarians/ Department Chairs/Centre Directors and Chairs of Search Committees are familiarized with materials pertinent to the BUFA Employment Equity Five-Step Process Flowchart.

As per the BUFA collective agreement ([Article 20.01\(c\)\(d\)](#)), the Employment Equity Advisors are available to provide Deans/University Librarians, Department Chairs, Centre Directors, Chairs of Search Committees, and JCEE with employment equity advice and support for the implementation of employment equity provisions in the collective agreement.

EMPLOYMENT EQUITY GUIDELINES AND RESOURCES

EMPLOYMENT EQUITY PLAN SAMPLE

The Department/Library/Centre is committed to hiring persons in academic/library positions based on merit, including demonstrated or potential ability in teaching or professional library practice, scholarly attainment and professional distinction (as per [Article 19.02](#) of the Collective Agreement). Recognizing all efforts should be made to ensure that designated groups, including women, Aboriginal peoples, members of visible minorities, people with disabilities, and lesbian, gay, bisexual, transgender, and queer (LGBTQ) are better represented in the Department and University as a whole, the following goals will inform the hiring process in the Department:

1. The Department/Library/Centre seeks to achieve gender balance, as defined in [Article 20.01 \(ii\)](#);
2. Any Department/Library/Centre with more than 40% representation of women (i.e. women hold more than 40% of the probationary and tenured/permanent positions in the Department/Library Centre) will be deemed to have achieved a gender balance and, in this instance, the employment equity procedures in [Article 20](#) will apply to candidates from the other designated groups (i.e. women, Aboriginal peoples, members of visible minorities, people with disabilities, and lesbian, gay, bisexual, transgender, and queer (LGBTQ)).

3. In developing its curriculum and program requirements, the Department/Library/Centre will consider their implications for attracting members of designated groups.

I. Advertisement

The Department/Library/Centre will take the following steps during the hiring process, as elaborated in *Article 20.02 a. (i. - iii.)*:

1. Discuss amongst members of the Department Committee/Library Council the implications of the areas of specialization to be advertised for members of designated groups, with the aim of attracting applications from members of designated groups;
2. Distribute a draft of the proposed advertisement to the Department/Library/Centre for formal approval before external circulation;
3. Where possible, ensure that at least one member of the Department Library/Centre Recruitment Committee is from a designated group (or appointed one from outside of the Department/Library/Centre with full voting rights).

In addition to the above, the Department/Library/Centre will take the following steps with a view to eliminating barriers to employment of designated groups:

II. Recruitment

1. Advertise the position widely in a variety of media, including the Department/Library/Centre website, the electronic list-serve for the discipline and related sub-fields, the Association website related to the discipline, the Canadian Association of University Teachers Bulletin, University Affairs and the Chronicle of Higher Education;
2. Contact the Chairs of appropriate universities with a high number of PhDs, seeking them to encourage persons in designated groups to apply.
3. Support multiple venues for recruitment (e.g. a wide range of conference locations)

III. Review of Curriculum Vitae's

When applications are received, the Chair of the Search Committee shall encourage self-identification of all applicants by sending:

- a. the self-identification form to ALL applicants; and
- b. a signed letter from the Dean/University Librarian and where possible, Chair of the Search Committee, in support of Brock's Employment Equity procedures as specified in the Collective Agreement.

The information gathered will then provide a clearer view of the pool of applicants in relation to Employment Equity.

IV. Shortlisting

1. Consider carefully the applications of all self-identified persons from designated groups, according to the merit considerations spelled out in *Article 19.02*;
2. Candidates for probationary and tenured appointments are to be selected for the shortlist on the basis of the criteria in *Articles 19.02 (a), 19.02 (b) and 20* Employment Equity.
3. Utilize the World Education Services (WES) credential equivalency as needed to assist with the assessment of candidates with overseas qualifications. This will ensure credential equivalency is recognized and given due merit together with the resources made available through JCEE and BUFA/Administration Employment Equity Advisors. See link: <http://www.wes.org>

V. Interviewing

Asking questions is an important part of the interviewer's job, but it isn't the only responsibility. While each interviewer develops a particular style, a good interviewer must also:

- reduce communication barriers;
- maintain control of the interview;
- ensure that the interview reveals what the interviewer wants to know, not simply what the candidate wants to tell;
- create a friendly, conversational atmosphere

Having the candidate respond to questions and prompts will encourage him/her to do most of the talking while you will ensure that all relevant topics are covered. You may sometimes need to ask a question a second time by rephrasing it or by returning to a particular topic at a later point in the interview.

It's important to create an interviewing environment that allows a candidate to put his/her best foot forward. You'll gain more information in a comfortable setting and the candidate will be left with a favourable impression of the University.

- Make arrangements for a private area for the interview.
- Do not allow interruptions (e.g. telephone calls, drop-ins etc.). Avoid other distracting influences such as a cluttered desk etc.
- Interviews are more comfortable if conducted in an informal "around the table" setting rather than across a desk. This is particularly true when more than one interviewer is involved. Position the candidate so that he/she can comfortably direct conversation to anyone in the room.
- Introduce yourself and all members of the interview panel to the candidate (the panel members may prefer to introduce themselves). Respond to cultural or individual clues.

Smiling and/or shaking hands is often appropriate, though for some candidates, it creates discomfort. "Read" the situation.

- Body language should be relaxed and open.
- Be friendly and courteous throughout the interview. The tone should be like a slightly structured conversation - not an interrogation.
- Sometimes it helps to begin by entering into a general conversation about the University, or the drive in for the interview. This is situational and should "feel" right.

VI. Selection

In accordance with [Article 20.01\(a\) i](#), recommend for appointment a person from a designated group, where that person is equally qualified as the best candidate, or is not substantially apart in qualifications from the best candidate.

VII. Summary of Current Probationary and Tenured Members

A summary of the current number of probationary and tenured members in the Department, as well as the number of self-identified members of each designated group, must be attached to all Employment Equity Plans.

VIII. Equity Related Goals for Hiring

Goals for the hiring of members of under-represented designated groups must be included in all Employment Equity Plans as outlined in [Article 20.02\(b\) iv](#).

EMPLOYMENT EQUITY PLAN RESOURCES

There are a wide range of human resource materials available to assist with the recruitment, hiring and retention of the four designated employment equity groups (these include both short-term and long term goals). The resource links provided below, focus on assistance with acquiring information in five key areas. It is recommended that this information be incorporated into the development of department equity plans:

- i. Local/regional workforce trends are factored into equity plans;
- ii. National workforce trends are factored into equity plans;
- iii. Sample Employment Equity Reports/ and Plans
- iv. Strategies to ensure an equitable assessment of applicants from the designated groups are factored into equity plans;
- v. Hiring committees are provided with specific training in relation to Equitable Interviewing procedures;

i. Local/Regional Workforce Trends

- Niagara Workforce Trends:
<http://www.niagaraworkforceboard.ca>
- Niagara Workforce Statistics:
"This publication will guide you to local service providers and the many valuable resources available through an assortment of agencies and online resources when looking to hire the Internationally Trained."
<http://www.niec.ca>
- Niagara Region 2009 Supply and Demand Study: Niagara's Labour Market in Transition:
<http://www.niagaraworkforceboard.ca>

ii. National Workforce Trends

- Looking Ahead: A Ten Year Outlook on the Canadian Labour Market (2006-2015)
<http://www.rhdcc-hrsdc.gc.ca>

iii. Samples of Employment Equity Reports/ and Plans

- Sample Employment Equity Reports and Plans can be supportive for identifying areas for further development at our own institution. For example the Ryerson University Human Resources Annual Report of Employment contains an Employment Equity Profile of Ryerson's workforce and national workforce statistics:
<http://www.ryerson.ca>

iv. Ensuring an Equitable Assessment of Applicants from the Designated Groups

- The following resources can assist with attaining an equitable evaluative assessment of applicants from the designated groups:
<http://www.hireimmigrants.ca>

v. Hiring Committees Must Undergo Specific Training in Relation to Equitable Interviewing Procedures

- Suggested Equitable Interviewing procedures:
<http://web.uvic.ca>