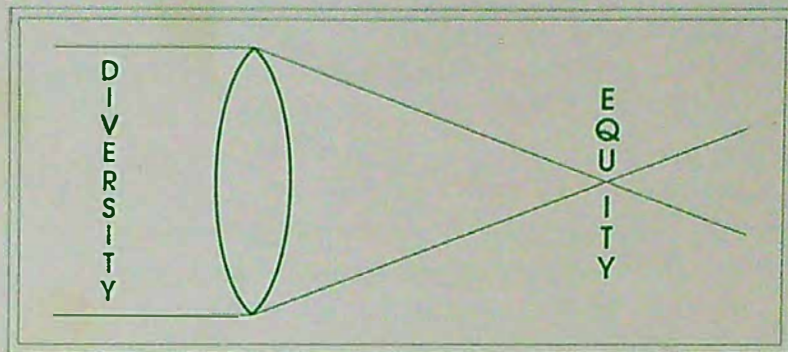
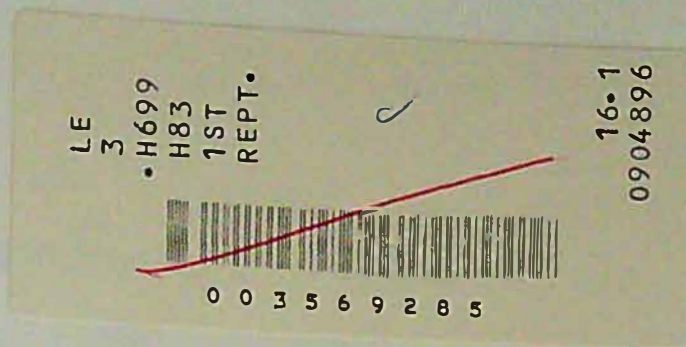
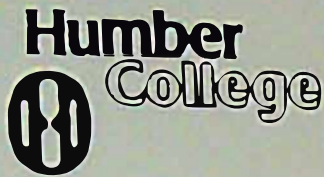

EMPLOYMENT EQUITY IN FOCUS



JUNE 1987 TO APRIL 1988

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HUMBER COLLEGE LIBRARY

THIS REPORT IS ADDRESSED TO THE ENTIRE HUMBER COMMUNITY:

the Board of Governors, who formalized the College's commitment to employment equity

the Administration, who are accountable for implementing employment equity

the Support Staff who enable all of us to carry out our work effectively

the Faculty, who teach students not just facts, but attitudes and capabilities; to recognize and appreciate differences in perspective

the Students who respond to, contribute to and grow within the climate we set on campus

It will:

- o outline the circumstances that led to the employment equity project at Humber
- o profile the current status of female employees in the workforce
- o assess the impact on women of our selection, training, performance reviews systems
- o outline the next phase of the project
- o include strategies for immediate implementation

Sandra DiCresce
Personnel Relations Centre

EMPLOYMENT EQUITY IN FOCUS

**FIRST
REPORT
JUNE 87 - APRIL 88**

PERSONNEL RELATIONS CENTRE

161926481

Prepared with assistance from:
**Ontario Womens' Directorate
Ministry Colleges/Universities**

TABLE OF CONTENTS

EXECUTIVE SUMMARY	ii
INTRODUCTION	iv
THE EMPLOYMENT EQUITY PROJECT	vi
The Employment Equity Committee	vi
Section 1: WORK FORCE ANALYSIS	2
Introduction	2
Data and Sources	2
The Organizational Structure At Humber	3
ABELLA OCCUPATIONAL GROUPS	4
Humber Salary Range Distribution	9
SUPPORT STAFF	13
Faculty by Gender, Division or Salary	15
Conclusion	19
Recommendation #1	19
Section 2: Competition Data	21
Introduction	21
Management	22
Faculty	22
Support Staff	22
Conclusion:	22
Section 3: EMPLOYEE FOCUS GROUP DISCUSSIONS	25
Rationale	25
Objectives	25
Recruitment and Selection	26
Promotion	27
Career Development	29
Conclusions and Recommendations: Employee Attitude Study	30
Section 4: TRAINING AND DEVELOPMENT	33
Introduction	33
Conclusion	38
Recommendation #6	38

Section 5:	OTHER RELATED ACTIVITIES	39
	Introduction	39
	Newsletter	39
	Pay Equity	40
	College Committee on Equity in Education and Employment	40
	Career/Life Planning Pilot Project	41
	Recommendation #7	41
Section 6:	CONCLUSION	42
	SUMMARY OF RECOMMENDATIONS	43

LIST OF TABLES AND CHARTS

1.	Fulltime Employees by Gender	5
2.	All Fulltime Employees Distribution by Gender/Salary	6
3.	Wage Gap Comparison	7
4.	Salaries/By Steps/By Gender	8
5.	Employee Groups - Percent of Total/Staff Jurisdiction	10
6.	Staff Distribution by Gender/Jurisdiction	11
7.	Occupation/by Gender	12
8.	Support Staff	13
9.	Faculty - Gender/Occupational/ Average Salary	14
10.	Administrative Staff Gender/Occupational/Average Salary	16
11.	Decision Making Structures Competition by Gender	18
12.	Competition Data	20
13.	Summary of Competition Data	21

EXECUTIVE SUMMARY

In February 1987, the Board of Governors approved a proposal by the Personnel Relations Centre to examine the employment status of women, the disabled, Native Canadians, and visible minorities, and to identify any barriers that may limit their employment opportunities with the College.

As the initiative was funded jointly by the Ontario Women's Directorate, the Ministry of Colleges and Universities, and Humber College, the objectives of the first phase were specifically directed towards women and were as follows:

- o to examine the employment status of men and women in the workforce by occupation, gender and salary ratio
- o to determine where there are differences and to assess why these occur
- o to formulate a plan with recommendations for change, where needed

In the past 12 months, enough data has been collected to develop a profile of where men and women work at Humber, to identify how they are hired, paid, advanced, trained, and reviewed; and to assess the impact of these systems on female employees.

The research was designed to establish where differences occur, to determine the causes, and to provide a baseline from which to develop a plan toward equitable employment practices. Data collection was completed, and a subsequent report has been prepared for circulation to employees.

The report has not found any evidence of intentional bias or overt discriminatory activity. The research does reveal that Humber employment practices may unintentionally disadvantage women. It points out:

- o imbalances in salary data
- o over-representation of females in traditional areas of secretarial, clerical and service occupations
- o under-representation in the non-traditional areas of the skilled trades, technology, upper levels of management
- o disproportionate training and development opportunities

- o employees' own perceptions, both negative and positive, of their experience with the employment systems of recruitment, promotion and performance appraisal.

The next step is to act upon this knowledge. In their interview, Humber senior management indicated support for equity initiatives. The following strategies will put the College in a position to plan in a systematic manner for the next phase of the project.

this report be circulated and a short period of consultation entered into with all interested employee groups

an "employment equity plan for women" be developed in response to the research, with goals and timetables to ensure measureable progress.

extensive consultation with Opseu support and academic be continued, regarding all aspects of the employment equity project

permission be sought from the Ontario Human Rights Commission to permit the collection of employee and student data on the grounds of race and disability for the sole purpose of advancing equity

Based on the data in this report are the following short term recommendations.

We recommend that:

1. the Personnel Relations Centre begin work with each department/ division manager to identify upcoming positions that may afford women the opportunity to advance into areas where they are currently not represented
2. a corporate employment equity policy statement be adopted by management, and broadcast widely to all employees
3. an Interviewing Procedures package be developed to address how to prepare ahead for the interview, develop appropriate questions, size of selection committee, how to rate candidates objectively and strictly on merit and human rights considerations
4. for support staff employees who may find themselves trapped in low level jobs (eg. females in secretarial/clerical positions), release time be granted to attend activities with emphasis on career pathing, building skills for career mobility
5. the entire performance appraisal process be reviewed by management in terms of actual practice, and the impact on womens advancement prospects and future training needs.
that managers be supported in this endeavour with special training in coaching and counselling their employees.
6. the Professional Development Department continue their investigation of management development but focus the effort on development of a pool of qualified female candidates for middle management responsibilities (Hay 611-899 pts.).
7. career advisement for female employees be made available immediately

INTRODUCTION

The goal of employment and education equity in the colleges in Ontario, is that women minorities, the disabled, and Native Canadians be hired, trained, promoted, paid, and educated on an equal basis. This is a goal few would seek to dispute. Its achievement, however, may necessitate changes to past practices as it means more than treating persons equally - and requires special measures and the accommodation of differences.

Employment equity, as a strategy, works to change the employment practices which disadvantage one group over another in ways that are unrelated to actual job performance. Skills and qualifications are acquired irrespective of race or gender; students and employees are educated, hired, paid and advanced on the basis of ability.

Humber College's decision to implement this program grew directly out of recent initiatives taken by the Federal and Provincial Governments. To understand why government was concerned, it is important to look at some basic facts about the current work force.

Currently in the Metro area, seven out of ten job applicants are now made up of women, minorities, Native Canadians, the disabled.

Statistics Canada, Labour Force Annual averages

In 1970, in Canada, about 33% of all adult women were in paid employment, by 1985 this figure had risen to 54.3%.

Abella Royal Commission, 1984

Despite the dramatic changes in womens' work patterns, women still earn, on average, about 62% of what men earn - this ratio has not changed significantly since the 1950's.

Green Paper on Pay Equity, 1985

Currently, in Ontario, 13% of the population is disabled and over 50% of this group are unemployed.

In 1984, the Federal Government established a Royal Commission to examine the employment problems experienced by these four groups. Judge Rosalie Abella's report concluded that numerous barriers prevented these workers from advancing and that mandatory programs would be required to address this. She recommended these programs be called "employment equity" and directed employers to look at the impact of apparently neutral, unintentional barriers, in addition to the intent of individuals, (what we usually mean by "discrimination") to determine whether actual discrimination has occurred.

Humber, as an employer and educational institution, must be particularly sensitive to the likely impact of discrimination as we prepare students and employees for career options. As educators we seek to remain on the cutting edge of change, while at the same time to preserve traditional educational standards. As employers, we must ensure that the classroom and workplace is free of discrimination, unintentional as well as intentional.

THE EMPLOYMENT EQUITY PROJECT

This initiative was to examine and analyze the current employment status of the four target group employees in the College and subsequently, to develop a results oriented plan to change their economic status and occupational representation, where needed.

The project proposal was jointly funded by the College and the Ontario Women's Directorate, therefore the objectives of the first phase were:

1. to examine the status of men and **WOMEN** in the College workforce by occupation, salary, and gender distribution
2. to assess gender related differences, where they occur, and to attempt to identify why they appear
3. to prepare an analysis for use as a baseline from which to formulate a set of recommendations for change, where needed

The focus was on four areas:

1. The collection of enough employee data to develop a profile of where the men and women work in the College and how they are compensated
2. A review of the recruitment, selection, performance appraisal, and training practices to assess whether these indirectly disadvantage women
3. The development of a consultation process, to facilitate information exchange and feedback on the topic among employees
4. To identify the "equity issues" of concern to employees at all levels of the organization

The Employment Equity Committee

The employment equity committee was established in February 1988. The intent was that the project be closely linked to all employees. It is composed of a cross section of staff from different groups and levels of the College community. Its primary mandate is to advise and assist the employment equity manager with all aspects of the project.

COMMITTEE MEMBERS

John Saso
Carol Boettcher
Sandra DiCresce

John Huot
Ken Simon
Greg McQueen
Liz Ashton

Martin Jackson
Barbara Brewster
Val Hewson

Toby Fletcher
Kathy Casey
Susan Goodman
Chun Shin

WORK FORCE ANALYSIS

of

MALE AND FEMALE

FACULTY

ADMINISTRATORS

SUPPORT STAFF

AT HUMBER COLLEGE

Section 1

WORK FORCE ANALYSIS

1.1 Introduction

This is the first attempt at a comprehensive "equity audit" ie. a complete examination of the College's employees and the systems and practices under which we work. It is the base line from which to identify imbalances that may exist and measure change where needed.

The analysis addresses male and female employees at Humber in three groups.

Administrators

Support Staff

Faculty

It provides information on these groups by:

salary/occupation/gender

Wage differentials are identified. However the reasons eg. credentials, years of service, and seniority have been examined but not included at this time.

Comparisons have been made from census data and across the College system.

A profile of all groups by occupational category is presented.

1.2 Data and Sources

Most of the data used in this section of the report was collected from the Personnel Relations Centre complement and payroll file. Supplementary information was provided by OCIS and the Ministry of Colleges and Universities.

The Personnel Department has been open and supportive in accessing information, devising strategies for information tracking, and ensuring access to all employment systems and records.

The data was collected and analyzed with the assistance of a data analyst, both manually and by computer. The report was generated from a main frame application (SAS). Barring minor miscodes (and major College re-organizations) the data collected is considered accurate.

Historical data was not gathered. Thus, one of the limitations of this report is that it cannot examine past experiences for comparison. Data was collected which would provide a "snap shot" of the status of men and women employed at the College in the academic year September 1987 to May 1988.

1.3 The Organizational Structure At Humber

The College is divided into three jurisdictions: Educational and Faculty Services, Academic and Administrative, with a Vice President who oversees each operation.

- a. There are six academic divisions offering credit courses to full time day students. They are Applied and Creative Arts; Business; Hospitality Tourism and Leisure Management; Human Studies; Health Sciences; and Technology.

Most divisions have program departments offering diplomas to their students, each with program co-ordinator, chair, dean and, in some cases, associate dean. Others act as service departments teaching liberal arts, communications. A Continuing Education Division offers credit and non credit courses to part time students. An Academic Prep division offers non credit preparatory and government funded studies to special students. Teaching of day students is undertaken by teaching masters and instructors. Each academic division is supported by a divisional office staffed by support personnel.

- b. There are a variety of services (EFS) to support the curriculum, its delivery, and students. They are the Career Service Centre (Placement), Counselling, Student Life, Marketing, Professional Development, and the Learning Resource Centres.

Each section has chair, director or dean to oversee. These areas are staffed by the support group with the exception of Counselling and the Libraries who employ professionals from the field as well as support staff.

- c. The administrative area serves the College community with regards to Capital Works, Food Services, Safety/Security, Maintenance, Personnel, Finance, Renovations, Purchasing, Bookstores, Parking, Residence, Planning, Registration.

Each of these areas is overseen by a director or manager and staffed by support employees.

All full time support staff employees work under a collective agreement between OPSEU and the College management. Full time faculty and program co-ordinators are covered by the Academic Collective Agreement between OPSEU and the College management. The Administrative staff are contracted individually to carry out administrative and developmental duties.

In analyzing the employment status of male/female administrators, no distinction has been made between academic or administrative management. For the purpose of this study, management is management.

1.4 ABELLA OCCUPATIONAL GROUPS

Judge Rosalie Abella defined twelve occupational groups in the report Commission on Equality: 1984. These categories encompass all types of work and are used as a tool to demonstrate the over or under representation of men and women by occupational groups. Ten of the twelve Abella Categories are found in community colleges. All colleges are sorting positions into these categories according to definitions of the Abella Categories for community colleges:

Upper Level Managers

900 to 30000 Hay points
(President, Vice Presidents, Deans)

Middle Managers

611 to 899 Hay points
(Managers, Chairs, Directors)

Professionals

(Teaching Masters, Counsellors, Librarians)

Technicians and Semi-Professionals

(Data Entry Operators, Computer Operators, Programmers, Programmer/ Analysts, Technical Support Specialists, Library Technicians, Technicians/Technologists, Nurse)

Supervisors

320 to 610 Hay points
(Managers, Supervisors, Officers)

Clerical

165 to 319 Hay points
(Office Supervisors, Administrative Assistants)
(Clerks General, Typist Stenographers, Secretaries, Switchboard Operators, Word Processing Operators, Support Service Officers)

Service

(Early Childhood Education Workers, Food Preparers, Security Guards, Child/Adult Dev Counsellor)

Skilled Crafts and Tradespeople

Semiskilled Manual Workers

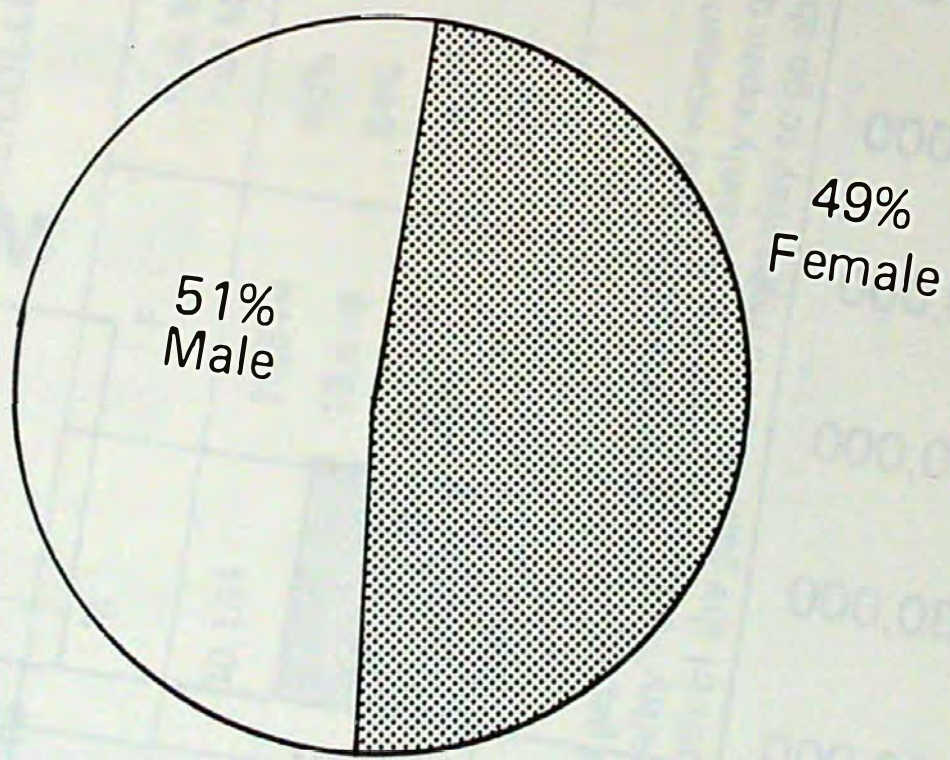
(Drivers, Maintenance Workers)

Manual Workers

(Caretakers, Reproduction Equipment Operators)

Chart 1

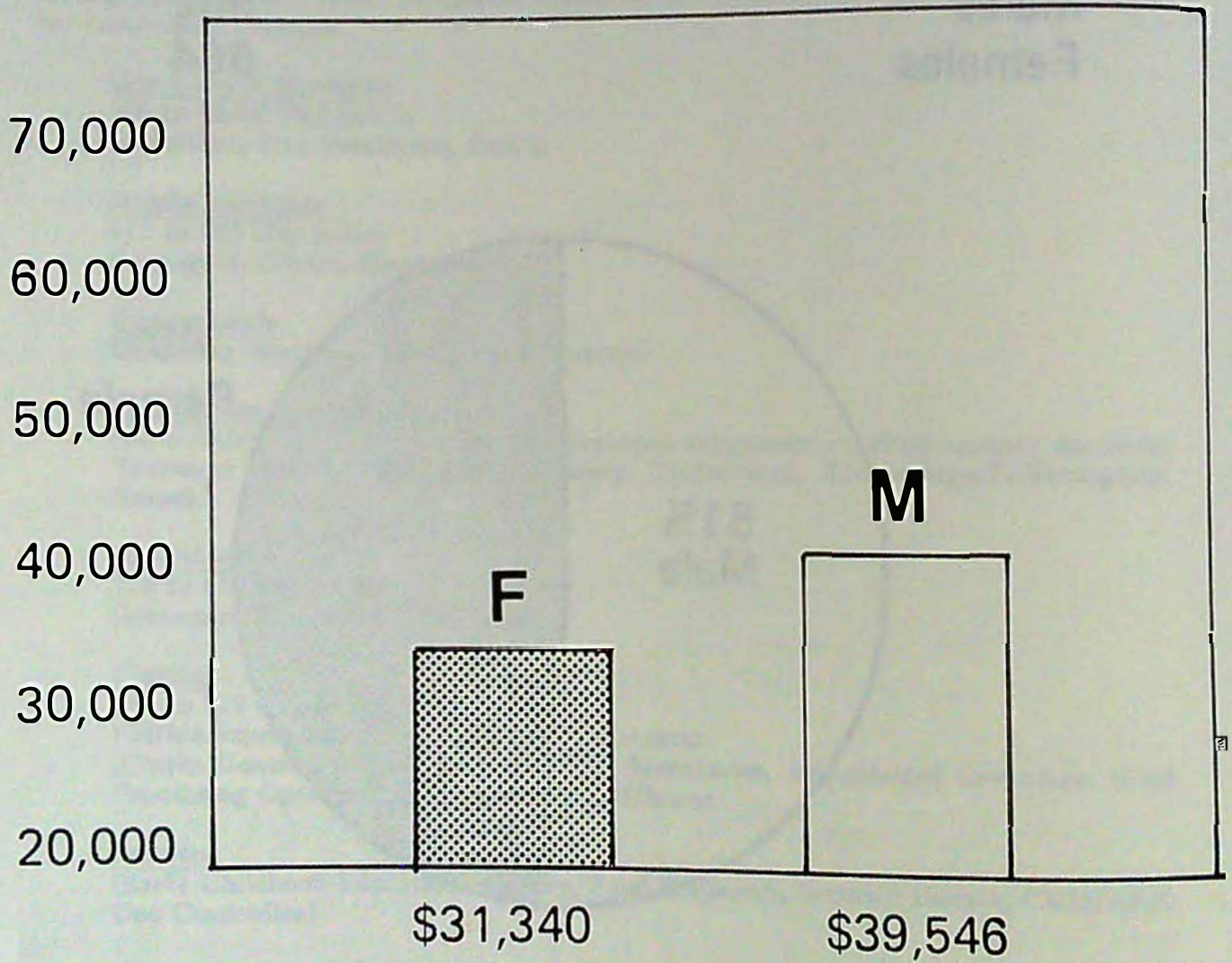
Total Number of F.T. Employees at Humber	1346
Males	682
Females	664



— males and females evenly divided over total employee population

CHART 2

ALL FULL-TIME EMPLOYEES DISTRIBUTION BY GENDER/SALARY



— females earn 79% of male earnings

Chart 3

**WAGE GAP COMPARISONS
FEDERAL/PROVINCIAL/COLLEGE SYSTEM**

	M	F	F as % of M	Source
CANADA	30,131	19,874	66%	Stats Canada 86/87
ONTARIO	29,052	18,518	64%	Stats Canada 86/87
C.A.A.T.S.	40,600	31,269	76.9%	OCIS 86/87
HUMBER	39,546	31,340	79%	PRC – Complement 86/87

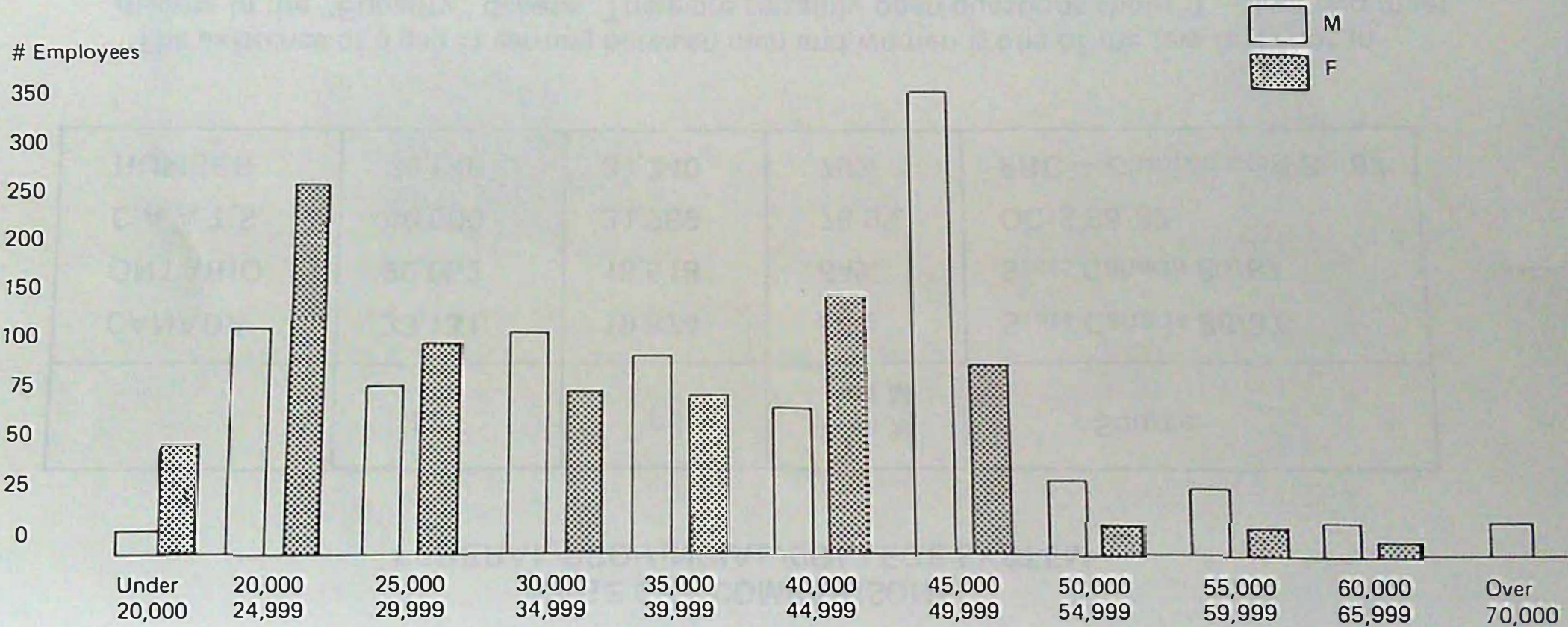
“The existence of a gap in earning between men and women is one of the few facts not in dispute in the “Equality” debate. There are certainly open questions about it – The two main ones being “The width of the gap, and the right way to go about closing it.”

Source: Abella
Royal
Commission 1984

Chart 4

SALARIES/BY STEPS/BY GENDER

ALL FULL TIME EMPLOYEES



- Most prevalent female salary group 20,000 – 25,000 (241 females)
- Most prevalent male salary group is 45,000 – 49,999 (337 males)

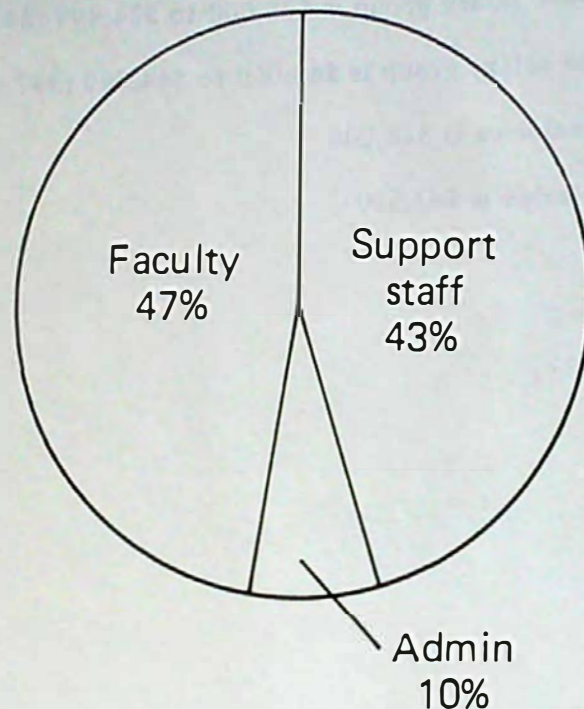
1.5 Humber Salary Range Distribution

This table shows the distribution of male and female salaries by steps.

- o the most prevalent female salary group is \$20,000 to \$24,999 (241 females)
- o the most prevalent male salary group is \$40,000 to \$44,999 (337 males)
- o the median for female salaries is \$28,000
- o the median for male salaries is \$42,500

CHART 5

EMPLOYEE GROUPS – PERCENT OF TOTAL/STAFF/JURISDICTION



The following pie chart shows the distribution of all employees by three groups; faculty, support, administration in 1987-88

Administration

President, Vice Presidents, Deans, Associate Deans, Managers, Directors, Supervisors, Chairs

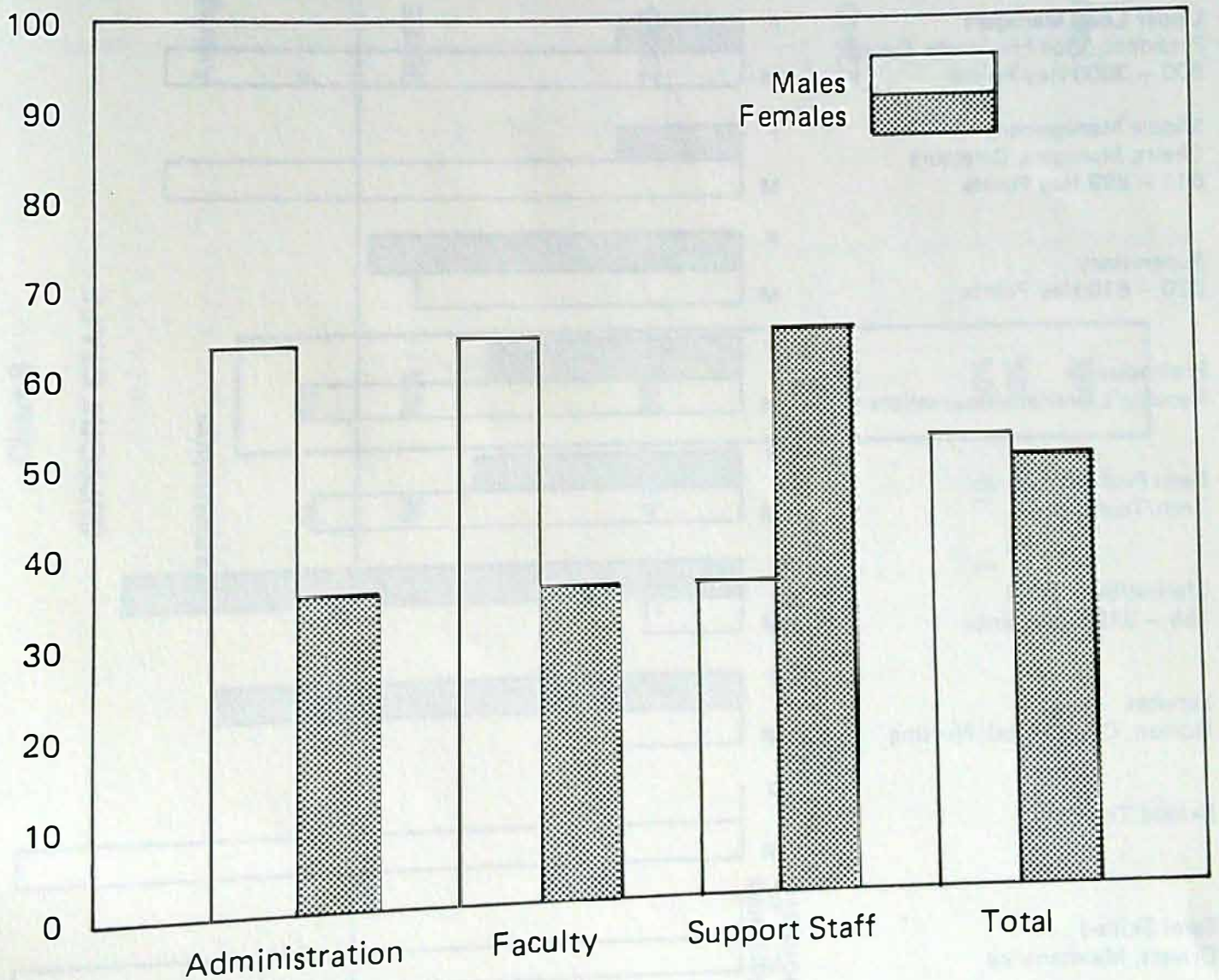
Faculty

Teaching Masters, Instructors, Program Co-ordinators, Librarians, Counsellors

Support Staff

Support Officers, Clerical, Secretarial, Computer Operators/Analysts, Plant Services, Human Services, Technicians, Trades.

CHART 6
STAFF
DISTRIBUTION BY
GENDER/JURISDICTION



In 1987-88:

- 36% of the Administrative staff is female
- 36% of the Faculty is female
- 65% of the Support staff is female

CHART 7
OCCUPATION/BY GENDER

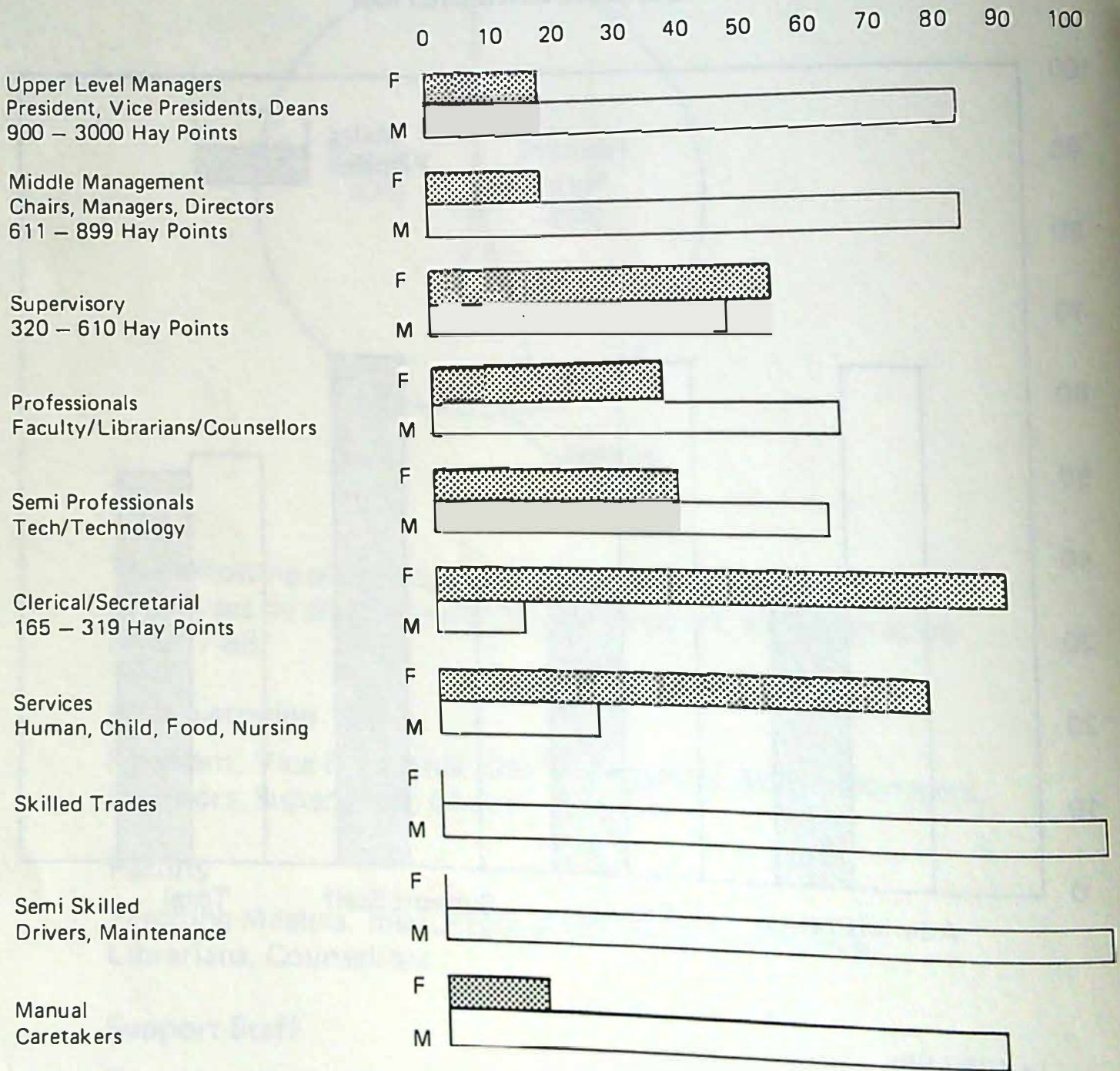


Chart 8

SUPPORT STAFF

Occupation	Representation			Average Salary		
	F	M	%F	F	M	F as % of M
Data Entry Programmer System Analyst Technician Technologists Nurses	41	66	38%	28465	28690	99%
Clerical Secretarial Support Officers Administrative Assistants (165 – 319 hay points)	296	42	88%	23025	26962	85%
Service Workers Childcare, ECE Food, Security	43	14	75%	22840	22755	100%
Skilled Trades	1	19	10%	-----	32038	82%
Semi-skilled	-----	7	0%	-----	24990	----- e
Drivers Manual Caretaker	11	58	16%	21660	23157	94%

1.6 **SUPPORT STAFF**

- o The predominant female job groups are the secretarial/clerical and service groups
- o Women comprise 88% of the secretarial/clinical group and 76% of the services (Human, Child, Food, RNA)
- o The technicians/technologist staff group is the most equitably represented
- o The predominant male job groups are the skilled/semi skilled trades and manual occupations.
- o Females are 88% of the secretarial clerical group and earn 85% of male salaries for the work performed in these jobs.

Chart 9

FACULTY

Gender/Division/Average Salary

	Representation				Average Salary		
	T	F	M	%F	F	M	F as % of M
Health Sciences	83	72	11	87%	42702	43820	97%
A.C.A.	81	24	56	30%	41545	43190	96%
Technology	144	4	140	.02%	39170	43735	89%
Business	99	31	68	32%	43508	45158	96%
H.T.L.	39	10	29	26%	38585	41245	94%
Human Studies	99	37	62	38%	41065	43500	94%
Academic Prep	53	30	23	57%	-----	-----	-----
Counsellors/Librarians	14	10	4	71%	42100	47211	89%

1.7 Faculty by Gender, Division or Salary

Men and women teach in traditional occupational clusters:

- the predominantly male group is the technology teachers(98%)
- the predominantly female groups are counsellors, librarians and nursing teachers.
- 36% of faculty is female, and 66% of this group teach english and nursing.
- female faculty earn on average 93.5% of male faculty.
- female academics earn in technology 89% of male salaries.

Chart 10

ADMINISTRATIVE STAFF

GENDER/OCCUPATIONAL/AVERAGE SALARY

	Title	M	F	%F	Average Salary		F as % of M
					M	F	
Senior Management (900 – 3000)	President						
	Vice President						
	Dean	14	3	18%	68300	58640	86%
Middle Management (611 – 899)	Director						
	Chair	34	8	18%	54900	56200	102%
	Associate Dean						
1st Line Management (320 – 610)	Supervisor						
	Officer	30	33	52%	44490	39990	90%
	Manager						

The administration is divided by Hay points into three levels of management, the first level of management (supervisor, manager, officer) has an equitable distribution by gender (53%) when compared to the whole population (49%)

- females are 18% of the upper two management levels
- there are 11 deans at the senior management level – 8 males, 3 females (one acting)
- there are 28 academic chairs – 23 males, 5 females
- there are 11 associate deans, 8 males, 3 females

CHART 11
DECISION MAKING STRUCTURES
COMPOSITION BY GENDER
JANUARY 1988

	M	F	%F	CTEE SIZE	CHAIR
Board of Governors	11	6	36%	17	M
Finance	6	0	0	6	M
Program	3	4	58%	7	M
Property	4	2	34%	6	F
President's Operations Committee	14	5	27%	19	M
Academic Council	32	14	31%	46	M
Academic Operations	7	4	36%	11	M
Humber Operations	10	3	23%	13	M
EFS Operations	4	4	50%	8	M
Budget Committee	7	0	0	7	M
OPSEU Academic	5	1	17%	6	M
OPSEU Support	1	4	80%	5	F

- o women's participation on these committees is 31%
- o to be noted is the total absence of females on financial committees
- o women chair 17% of these college committees

1.8 Conclusion

Humber's workforce may be said to be occupationally segregated on the basis of sex. Seventy-two percent (72%) of all female employees work in secretarial, childcare, food service occupations, and nursing and english teaching. Female academics, although 36% of all faculty are primarily clustered in the nursing programs - (33%) and under-represented in HTL, ACA, and Technology. By under-represented we mean, in comparison to the Ontario Labour Force participation rate for women (49%) and the percentage female in our own workforce (49%).

Sixty-five percent (65%) of support staff is female. This is the largest female population - 296 women. On average these employees are earning 85% of what male support staff earn. Further examination is required to determine the number of single female heads of families in need of a living wage, and the reasons for the 15% wage differential.

1.9 Recommendation #1

the Personnel Relations Centre begin work with each department/ division manager to identify upcoming positions that may afford women the opportunity to advance into areas where they are currently not represented

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COMPETITION DATA

Company Name	Market Share (%)	Revenue (\$M)	Profit (\$M)	Employees
Company A	15%	100	20	1000
Company B	20%	120	25	1200
Company C	10%	80	15	800
Company D	5%	40	8	400
Company E	8%	60	12	600

Section 2

COMPETITION DATA

2.1 Introduction

This section is based on the flow data from the Personnel Relations Department of every job vacancy posted where a competition was held for the position. It covers full time positions only as part time and sessionals are usually not posted. Other postings not included here are positions that were not filled and short term contract positions.

The data on "qualified" candidates is not reliable for the purposes of this report (see next page). The decision is presently made by the hiring manager as to which candidates meet the selection criteria and are "qualified" for an interview. Very little is known about how the decision is made to short list candidates. This is a key decision in terms of equity in recruitment and selection.

**COMPETITION DATA
APPLICANTS HIRED
AT HUMBER COLLEGE BY GENDER
and OCCUPATION 1987 - 1988**

	Total	Male	Female
Upper Level Management	3	0	3
Middle Management	9	2	7
First Level Management	3	1	2
Faculty	45	32	13
Technicians and Semi Professionals	5	4	1
Clerical/Secretarial	67	9	58
Service Workers	10	6	4
Skilled and Manual	8	5	3

2.2 Management

Women were hired in senior management for the first time this year: two deans and one acting dean, appointments were made. Both men and women applied. Women were 71% of the qualified applicants in all senior and middle management competitions.

The positions of vice president and internal auditor were posted but not filled. There was one female applicant (internal) and 37 male applicants (internal/external) for these two senior positions.

2.3 Faculty

Forty-five faculty were hired in this time period. Women received 28% of the full time appointments. They were, however, 46% of the qualified applicants and were interviewed at the same rate (46%). The fact that they are applying and being interviewed but not getting hired suggests a further examination of faculty hiring practices. In particular, we seem to have difficulty hiring women into the non-traditional teaching areas in Technology.

2.4 Support Staff

Seventy-seven clerical and service workers were hired this year - more than any other staffing category at Humber. Eighty seven percent were women - indicating further replication of the "women's work/men's work" patterns in our total workforce.

2.5 Conclusion:

Analysis of our hiring data shows that we are hiring in the usual stereotypical manner, (also typical of society) men working in management, blue collar and women in nursing, childcare, secretarial.

It is of utmost importance that we change these patterns, if not for ourselves, then for our students. Men and women working in representative numbers across all the occupational groups, is the model to strive for as an educational institution.

SUMMARY OF COMPETITION DATA

Abella Category (Ministry-def'n)	Applicants		Qualified/Met Advert. Criteria		Interviewed		Hired		Vacancies Filled by bumping		Vacancies (All Methods)	
	M	F tot	M	F tot	M	F tot	M	F tot	M	F tot	M	F tot
	A		B		C		D		E		F	
Code 1. Upper Level Managers	2	5 71	2	4 66	2	5 71	0	2 100	0	0 0	0	2 100
Code 2. Middle Level Managers	8	14 63	5	14 73	4	10 71	2	7 77	0	0 0	2	7 77
Code 3. Professionals	147	129 46	57	46 44	68	59 46	32	13 28	0	0 0	52	13 28
Code 4. Techs & Semi Profs.	44	63 58	1	0 0	1	0 0	4	1 20	0	0 0	4	1 20
Code 5. Supervisors	2	4 66	2	4 66	2	4 66	1	2 65	0	0 0	1	2 65
Code 7. Clerical	98	366 79	26	181 87	21	141 87	9	58 86	0	0 0	9	53 86
Code 9. Service	43	13 20	12	3 20	16	5 23	6	4 40	0	0 0	6	4 40
Code 10. Skilled Crafts	0	0 0	0	0 0	0	0 0	0	0 0	0	0 0	0	0 0
Code 11. Semi-skilled Workers	2	0 0	0	0 0	2	0 0	1	0 0	0	0 0	1	0 0
Code 12. Unskilled Workers	32	5 13	4	3 42	4	3 42	4	3 42	0	0 0	4	3 42

SUMMARY OF COMPETITION DATA

Abella Category (Ministry-def'n)	Applicants		Qualified/Met Advert. Criteria		Interviewed		Hired		Vacancies Filled by bumping			Vacancies (All Methods)	
	M	F	M	F	M	F	M	F	M	F	M	F	
	%		%		%		%		%		%		
Code 1. Upper Level Managers	2	5	2	4	2	5	0	2	0	0	0	2	
Code 2. Middle Level Managers	8	14	5	14	4	10	2	7	0	0	2	7	
Code 3. Professionals	147	129	57	46	68	59	32	13	0	0	52	13	
Code 4. Techs & Semi Profs.	44	63	1	0	1	0	4	1	0	0	4	1	
Code 5. Supervisors	2	4	2	4	2	4	1	2	0	0	1	2	
Code 7. Clerical	98	366	26	181	21	141	9	58	0	0	9	53	
Code 9. Service	43	13	12	3	16	5	6	4	0	0	6	4	
Code 10. Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	
Code 11. Semi-skilled Workers	2	0	0	0	2	0	1	0	0	0	1	0	
Code 12. Unskilled Workers	32	5	4	3	4	3	4	3	0	0	4	3	

**EMPLOYEE ATTITUDE STUDY
OF
-RECRUITMENT
-SELECTION
-PERFORMANCE REVIEW
-EMPLOYMENT EQUITY**

Section 3

EMPLOYEE FOCUS GROUP DISCUSSIONS

3.1 Rationale

To provide additional insight into the workforce analysis, an examination of employee attitudes and perceptions of Humber as an equal opportunity employer, was undertaken. The information was gathered from group interviews with a random sample of College full time staff. An external human resources consultant was selected as the resource person who could facilitate at "arms length" from Personnel. After several meetings with the Employment Equity Manager and the Director of Personnel, a series of questions was developed around the systems that have the most impact on women. Employees from every campus and from all levels of management, support staff, and faculty were interviewed. About 100 employees attended. The three vice presidents were also interviewed for a corporate perspective from senior management. This report summarizes the findings.

3.2 Objectives

1. To assess employee satisfaction with the recruitment/selection process and to identify the impact of this process on women.
2. To determine the extent to which employees are aware of what opportunities exist for promotion, advancement, and career options in the college.
3. To examine employee perceptions of performance appraisal and to identify the impact of this process on females.
4. To assess understanding of an employment equity project.

3.3 Recruitment and Selection

The question asked related to personal experiences regarding the recruitment and selection process, including perceptions of selection committees, the interview process, human rights issues, and concerns or suggestions for change.

Support Staff:

- The major concern was that positions remain vacant for too long. ie., managers do not fill vacancies immediately. This in turn leads to a temporary person filling the job, and once it is posted, most employees already have a good feeling about who will get the job. So despite the requirement for posting, jobs have in many cases, been "pre-selected for".
- This issue of "pre-selection" is further endorsed by the fact that job postings often reflect the candidate and his/her qualifications, rather than the actual requirements of the position.
- In spite of this the majority felt that the posting system should remain in place as a good method of communicating job vacancies.
- It was felt that selection committees were too large, and that this intimidates the candidates. A standard number of committee members should be established, based on the level and nature of the job. It was also perceived that some individuals on these selection committees had no connection with or had little or no knowledge of the job and could not properly evaluate the candidates.

Faculty

- Selection committees are often too large, and become very intimidating for the candidate, regardless of race or gender.
- Selection committee members are often inexperienced and seem to have no pre-established selection criteria for the interview process. Personnel should be more actively involved in the process by providing training, advice and guidance to the selection committee members, ensuring the process is fair to all the candidates.
- Recruiting of faculty is often done through the hiring of part-time staff as opposed to hiring on a full-time basis immediately. Recruiting should be more pro-active, and additional succession planning should be done by deans and chairpersons.
- Compensation for part-time and sessional faculty is often seen as a deterrent. The pay is too low to attract good staff, and quality suffers as a result.

Recruitment and Selection (Cont'd)

Administration

- Need for more clearly defined policies, selection criteria, guidelines for selection committees, and assistance from Human Resources on interviewing and selection.
- Need for a Human Resource plan to be able to predict where job opportunities will be available to female and minority employees.
- Need training for managers in human rights management responsibilities and bias free interviewing techniques.

Senior Management

- The need for more clearly defined policies re: recruitment; acting assignments; secondments.
- The issue of pre-selected candidates for position needs to be addressed. Posting must be viewed as a fair and equitable process for employees.
- Need for a Human Resources Plan to assist with finding opportunities for target group employees.

3.4 Promotion

The question asked was how promotional opportunities were perceived at Humber.

Support Staff

- The majority felt that promotional opportunities were limited and that movement could only be achieved within their particular classification. Moves laterally to another job classification were difficult, if not impossible. Managers do not always consider people from other areas and there is no cross-training available.
- Encouragement from the top to apply for promotions or lateral moves is perceived as limited, since managers do not want to lose their "good" employees.

- Employees felt there should be some system in place to allow for cross-training which could lead to additional opportunities for promotion.

Faculty

- The faculty interviewed saw few promotional opportunities for them at the College. The move to either co-ordinator or chair was a move that provided neither financial nor developmental rewards.
- If program co-ordinator positions were management jobs, with true management responsibilities, they could then be viewed as promotions. As it stands, these positions have no line authority, and are perceived as a change rather than as advancement.
- Even if one does wish to move to a program co-ordinator or chair position, there is no training provided.

Administrative

- Felt that the current classification structure prohibits promotions by locking people into categories. Need more cross-training to broaden experience.
- Had the view that training for a future promotion is a 50-50 responsibility between the manager and employee.
- Advancement opportunities should also be available between colleges (inter-college posting system).

Senior Management

- Opportunities for secondments/acting positions/lateral assignments are a good opportunity but are not well communicated. May need a policy in support of more activities in this area.
- Employees should feel that opportunities are available to all, regardless of physical ability, race, religion or gender. Systems need to be developed to ensure this information is transmitted to staff.

Performance Appraisals

- Issues addressed under this heading included how they felt about the current performance appraisal system; who initiated the action; and did it provide them with an opportunity for an open discussion with their manager.

Support Staff

- The majority assumed that once a performance appraisal was completed, that it was placed in their Personnel file. Most noted inconsistencies, ie., some managers do them, some do not, and most common was that they were not done at all.
- Some felt the exercise was useless; managers sometimes photocopied the previous appraisal, and there was rarely any follow up discussion.
- Most employees however felt that the performance appraisal system should be monitored, and that more emphasis be placed on career development, objectives, strengths and weakness.
- More importantly managers should be trained on how to use them.

Faculty

- This is one more area that was particularly weak within the Faculty group. Most have never received an appraisal other than what students are required to complete. If appraisals are administered, the procedure is inconsistent between various faculties.
- Once a full-time permanent teacher has passed the two year employment mark, they are not usually given an appraisal and therefore protected by the Collective Agreement.
- Some teachers believed that since they are still employed by the College, that they must be performing satisfactorily.

Administration

- Currently, managers are not given training on how to complete a performance appraisal therefore the results are poor and there is very little consistency.
- Performance appraisals need to be part of a human resource plan in order to effectively counsel employees for advancement.
- Some appraisals are verbal and on-going, not necessarily carried out through the formalized process. All have some discussions with their employees.

3.5 Career Development

Questions under this heading related to steps the college has undertaken to encourage career development; availability of the opportunity to all employees, and the importance to them of developmental programs.

Support Staff:

Most felt strongly that for them opportunities for career development were limited for the following reasons:

- o Lack of funds available for their training

Support staff are usually the last to be considered for developmental opportunities as they often find they must be available at all times to perform their jobs. First groups tend to be faculty and administration.

- o Most developmental opportunities are left to the discretion of the manager. There is lots of room for favouritism, with little consistency in the selection of who will participate.
- o Some knew about the discounted continuing education courses.
- o They felt that there are probably a number of opportunities available; however, not enough information is communicated to them by either their managers, or the department offering the development.

Faculty:

- o Most felt that faculty development is readily available. However, this has to be initiated by the individual, and is based on availability of funding.
- o Some commented on the fact that there was little opportunity for growth outside of a faculty career.
- o College tended to encourage programs that nursed the "bureaucracy", as opposed to developing the individual for the future.
- o Most were unaware of any formal career development activity for them but saw a need to have this activity available for long term faculty who may desire a career change.

Career Development (cont'd)

Administration:-

- o Viewed that it is management's responsibility to build and train the best team to meet the College's objectives.
- o Pointed out that in order to improve career mobility for all employees a performance appraisal system tied to a human resources plan, be in place to assist managers.

Senior Management:

The vice presidents discussed some of the barriers that they saw to promotions and advancement:

- o an aging workforce with little mobility in any direction
- o plateaued employees
- o rigidity of the collective agreements
- o the challenge of motivating long term employees

Some possible solutions suggested were;

- o the relocation of people through secondments, lateral moves, job rotation, "sunset" clauses

3.6 Conclusions and Recommendations: Employee Attitude Study

The employees interviewed supported an employment equity program but many were uncertain about senior management's commitment. They were curious as to how it might affect them. All believed the mandate should cover employees from the four target groups, who may have been disadvantaged in their employment experience. Of importance was the strong commitment by the vice president that all opportunities be available fairly to all employees.

Recommendation #2: Corporate employment equity policy statement be adopted and broadcast widely to all employees. This would heighten awareness and clarify management commitment.

Employees discussed extensively the recruitment and selection process. In general the focus was on the impact of large selection committees and underprepared interviewers. There is a definite perception that some job postings are earmarked for certain people. When this occurs it is very demotivating to employees, in particular the support staff.

Recommendation #3 For the process to be perceived as fair and equitable to all persons regardless of gender, there is a need for personnel staff to be actively involved in the process, from start to finish. Although selection is based on a combination of criteria; education, skills, experience, performance in interviews, and seniority, employees are clearly not aware of all of this. For more consistency and uniformity in the process, an Interviewing Procedures package be developed to address how to prepare ahead for the interview, develop appropriate questions, what size of selection committee is needed, how to rate candidates objectively and strictly on merit and human rights consideration.

Most of the time opportunities for advancement are communicated to Humber employees by job postings in display cases.

Employees, for different reasons however, believed promotional opportunities were limited. Faculty viewed teaching as a career unto itself without many other choices. Support staff found the job classification system restrictive in terms of the job classes, gaining new work experience, and at odds with the view "work hard, get ahead".

Recommendations #4 For support staff employees who may find themselves trapped in low level jobs (eg. females in secretarial/clerical positions), release time be granted to attend activities with emphasis on career pathing, building skills for career mobility. The belief that office staff must be available to service the area at all times has become a widespread organizational practice that restricts access to training and promotion for a female dominated class of employees. This is systemic discrimination and could be found in violation of the Ontario Human Rights Code.

All groups were of the opinion that performance appraisal is largely non-existent and needs to be in place as an important feedback mechanism for the employee. Worth noting was that everyone recognized performance appraisal as a good method for determining their training needs. When it is not in place, development depends on the discretion of the manager and the budget.

Recommendation #5 That the entire performance appraisal process be reviewed by management in terms of actual practice, and the impact on womens advancement prospects, and future training needs.

That managers be supported in this endeavour with special training in coaching and counselling their employees.

TABLE 1

TRAINING AND DEVELOPMENT COSTS
BY TYPE OF TRAINING

Training Type	Male		Female		Total
	Number	Cost	Number	Cost	
On-the-job	10	100	10	100	200
Off-the-job	5	50	5	50	100
Self-paced	2	20	2	20	40
Distance	1	10	1	10	20
Other	1	10	1	10	20
Total	19	190	19	190	380

Training

And

Development

Section 4

TRAINING AND DEVELOPMENT

4.1 Introduction

This section outlines the results of a survey of employee participation in training activities. Questionnaires were mailed to the full time staff at all campuses. They were asked to describe specific information about training they had taken part in over the past year. They were also asked to comment on different aspects of development opportunities in the college, using three open ended questions: the intention being to assess future training needs.

Data was coded and analyzed with the mainframe application SAS. It was divided into four categories secretarial/clerical, professional/ technical, managerial/supervisory, and interpersonal, with variations by gender, occupation, and department expense.

Completion of the questionnaire was entirely voluntary and no prompt of any kind was used. 267 employees responded for a sample size of 24% of the entire population.

Survey Respondents Demographics

	M	F	Med. Age	Years Service
Administration	50%	50%	39 yrs	over 10 - 60%
Support Staff	21%	79%	31 yrs	6-10 yrs- 38%
Faculty	50%	50%	49 yrs	over 10 - 51%

Response Distribution

By Campus -				*
North	80%	Admin	12%	(10%)
Lakeshore	09%	SS	50%	(43%)
Q, YE, K, WC, HT -	11%	Faculty	38%	(43%)

* for comparison, the overall college distribution is in brackets

Training Costs by
Training Type/Gender/Occupational Group

	<u>Secretarial Clerical</u>		<u>Interpersonal</u>		<u>Prof/Tech</u>		<u>Managerial Supervisory</u>	
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
Middle Mgrs	0	0	8	0	675	2088	675	205
Supervisors	0	0	35	30	2400	3185	75	809
Faculty	0	0	0	58	3290	3175	0	625
Technicians/ Technologists	0	0	0	0	253	975	0	0
Clerical/ Secretarial	200	3501	0	750	0	1084	60	1070
Service	0	0	0	0	250	75	0	0
Skilled- Semiskilled Labour	0	0	0	0	0	0	0	0

Costs for training activities were categorized as tuition fee expense, paid for by the employees department. The expense for faculty training with the Professional Development department is not included in this report. It is a major variable in the discussion of average training costs per person for faculty.

Faculty reported receiving an average of \$52 per person from their department, in addition to their participation in Pro. Dev activities. This was predominantly spent on the professional/technical training category at 90%. Male and female faculty were evenly divided in their activity in this area. 9% of department training funds were spent on management development. 16% reported no training this past year.

Administrators reported receiving an average of \$255 per person from department funds. Female middle managers reported 3 times as much as males on professional/tech courses. The supervisory group took the most prof/tech courses with females outnumbering males by 57%. 17% of administration training funds were spent on management development. 15% reported no training this year.

Support staff reported receiving an average of \$88 per person from their department. This was spent primarily on job skills training for clerical/secretarial. 13% of support staff training was for managerial/supervisory development. No other support staff employees reported any activity in this area. 26% reported no training this year.

Question #2

What training did you receive for your current position with the college?

	<u>None</u>	<u>On the Job</u>	<u>Pro Dev</u>	<u>Past Education/Experience</u>	
Middle Mgrs	50%	29%	0	24%	0
Supervisors	26%	68%	0	5%	0
Faculty	47%	0	30%	23%	0
Technicians/ Technologists	39%	22%	0	26%	3%
Clerical/ Secretarial	27%	64%	0	0	9%
Service	0	0	0	100%	0
Skilled- Semiskilled Labour	33%	33%	0	0	33%

These are the three most prevalent categories extracted from the comments, using the employees own words.

Overall, they reported that 46% learned on the job for their present position, with 37% reporting no training. 39% attributed their education and past work experience as their primary source of job preparation. 50% of the "on the job" category reported they taught themselves with assistance from co-workers.

Question #3

What training or development would you most benefit from over the next two years?

	Computers Technical	Mgmt. Studies	Field/Related Studies
Administration	33% 28%	47% 44%	20% 28%
Faculty	36%	16%	48%
Support	48% 43%	10% 30%	23% 0

The administrative group selected management development for the "wish" question. Support staff chose more technical skill training and faculty picked more field work and computer/technical as the choices. This changes slightly when broken out by gender in Question 5.

Question #4

Is training and development equally available to all employees?

	<u>Females</u>				<u>Males</u>		
	Yes	No	NA		Yes	No	NA
Faculty	25%	59%	16%	Faculty	31%	42%	28%
Support Staff	41%	44%	15%	Support Staff	26%	63%	11%
Admin	53%	41%	6%	Admin	19%	81%	0

Question #5

Of the following ways Humber could support and promote employee development, choose the 3 items you consider most worthwhile.

Females

1st Choice

new technology

2nd Choice

supervisor training

3rd Choice

mgmt development
work secondment
job transfers

Males

1st Choice

new technology

2nd Choice

supervisor training

interpersonal development

3rd Choice

ed sabbaticals/
mgmt development

First choice by gender, from the training and development menu, was new technology, by both groups.

Second choice for females was supervisor training, with 3rd choice split between job mobility items; work secondments/job transfers, and management development.

Second choice for males was split between interpersonal development and supervisor training. 3rd choice was also split between educational sabbaticals and management development.

4.2 Conclusion

From the data it can be seen that females are progressing minimally from the supervisory level (320-610 pts.) to the middle management level (611-899 pts.). Training can be the bridge to enable female academics and administrative staff to qualify and break through to director, chair, and associate dean positions.

What is also apparent is that training and development occurs in many forms all over the college; - from Professional Development, through Conferences and Seminar Services, within each department and division often at the direction of the employee. Without a central focus, in a period of fiscal restraint, training and development, or lack of access to it can be a major barrier to womens' advancement prospects.

4.3 Recommendation #6

the Professional Development Department continue their investigation of management development but focus the effort on development of a pool of qualified female candidates for middle management responsibilities (Hay 611-899 pts.).

STAFF TRAINING AND DEVELOPMENT STUDY

JOB CLASSIFICATION / TITLE: _____ DEPT. / DIV: _____ CAMPUS _____

QUESTION #1

Have you taken any courses, attended any workshops or training sessions since April 1, 1987 ?

Yes _____ No _____
 (If answer is NO; go to question 2 on reverse side).

LIST AND DESCRIBE

TITLE	TYPE	DATE	SOURCE		LENGTH		REG. FEE	PAID BY	
			Internal	External	Days	Hours		Self	Dept.

- | | | |
|--|--|--|
| <p>TITLE</p> <ol style="list-style-type: none"> 1. Course 2. Conference 3. Workshop 4. Seminar 5. Training Session | <p>DEFINITION TYPE</p> <ol style="list-style-type: none"> 1. Managerial / Supervisory 2. Professional / Technical 3. Secretarial / Clerical 4. Interpersonal 5. Secondment | <p>SOURCE</p> <p>Internal - Calendar Courses, Pro Dev. / Conf. / Seminars, Dept. Staff Development.</p> <p>External - Outside Agencies, Associations, Institutions.</p> |
|--|--|--|

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HUMBER COLLEGE - PERSONNEL RELATIONS CENTRE

QUESTION #2
 What training did you receive for your current position with the college?
 Comment: _____

QUESTION #3
 What training or development would you most benefit from over the next two years?
 Comment: _____

QUESTION #4
 Is training and development equally available to all employees? Yes No
 Comment: _____

QUESTION #5
 Of the following ways Humber could support and promote employee development, choose 3 items you consider most worthwhile?

1. Supervisor training	7. Faculty training	13. Assistance with personal concerns. (Retirement, alcohol, abuse, & wellness)
2. Inter-personal development	8. Mentoring / job shadowing	14. New technology
3. Career / life planning	9. New employee orientation	15. Other _____
4. On the job training	10. Furthering your education	
5. Work secondment / job transfers	11. Educational sabbaticals	
6. Management development	12. Current issues / trends in education	

AGE

20 - 29

30 - 39

40 - 49

50 - 59

60 - 70

YEARS OF SERVICE

Less than 2 years

Between 2 and 5 years

Between 6 and 10 years

Over ten years

Male Female

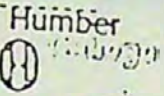
Staff Training And Development Courses (1) - Technical/Professional (3)

Occupational Category (Industry-defined)	Participants			Participants Days			Cost (2) (Tuition/Related Expenses)			Source of Training/Course					
										Internal			External		
	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot
1: Upper Level Managers	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
2: Middle Managers	4	15	20.0	13	35	73.5	675	2600	75.5	1	3	75.0	3	14	82.4
3: Professionals	15	30	55.7	52	119	69.6	3290	3175	49.1	2	8	80.0	13	22	62.9
4: Techs & Semi-Prof	4	4	50.0	9	9	50.0	250	375	79.4	0	1	100.0	4	3	42.9
5: Supervisors	3	7	45.7	35	16	31.4	2400	3100	57.0	1	2	66.7	7	6	45.2
6: Clerical	0	12	100.0	0	18	100.0	0	1000	100.0	0	5	100.0	0	7	100.0
9: Service	1	4	20.0	5	11	68.6	250	75	23.1	0	3	100.0	1	1	50.0
10: Skilled Crafts	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
11: Semi Skilled Workers	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
12: Unskilled Workers	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0

Courses: Classroom training or equivalent; does not include secondments, acting appointments or on-the-job training.

Costs: Includes tuition fees, instructional materials, and examination fees.

Include courses which are technically or professionally oriented, e.g., personnel, purchasing, records, computer and systems studies, accounting, instructional techniques, etc.



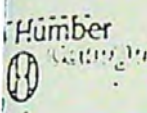
Staff Training And Development Courses (1) - Managerial/Supervisory (3)

ASalla Category (Ministry-defined)	Participants			Participants Days			Cost (2) (Tuition/Related Expenses)			Source of Training/Course					
										Internal			External		
	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot
Code 1: Upper Level Managers.	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Code 2: Middle Managers	5	6	54.5	10	18	64.3	675	205	23.3	3	4	57.1	2	3	50.0
Code 3: Professionals	1	2	66.7	2	15	88.2	0	525	100.0	1	0	0.0	0	2	100.0
Code 4: Techs & Semi-Prof	1	0	0.0	3	0	0.0	0	0	0.0	1	0	0.0	0	0	0.0
Code 5: Supervisors	1	6	85.7	1	21	95.5	75	809	91.5	3	4	100.0	1	2	66.7
Code 7: Clerical	1	12	92.3	3	73	96.3	60	1070	94.7	1	5	83.3	0	7	100.0
Code 9: Service	0	2	100.0	0	6	100.0	0	0	0.0	0	2	100.0	0	0	0.0
Code 10: Skilled Crafts	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Code 11: Semi Skilled Workers	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Code 12: Unskilled Workers	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0

Courses: Classroom training or equivalent; does not include secondments, acting appointments or on-the-job training.

Costs: Includes tuition fees, instructional materials, and examination fees.

Include management development, supervisory practices, performance appraisal, program executive seminar, management by objectives, financial management, decision-making courses etc.



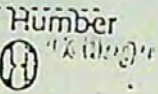
Staff Training And Development Courses (1) - Interpersonal/Personal (3)

Job Category (Ministry-defined)	Participants			Participants Days			Cost (2) (Tuition/Related Expenses)			Source of Training/Course					
										Internal			External		
	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot
Category 1: Upper Level Managers	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Category 2: Middle Managers	0	1100	100.0	0	1100	100.0	0	8100	9.0	0	0	0.0	0	1100	100.0
Category 3: Professionals	0	2100	100.0	0	16100	100.0	0	53100	10.0	0	2100	100.0	0	0	0.0
Category 4: Techn & Semi-Prof	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Category 5: Supervisors	1	1	50.0	1	1	50.0	25	30	45.2	0	0	0.0	1	1	50.0
Category 7: Clerical	0	5100	100.0	0	7100	100.0	0	750100	10.0	0	4100	100.0	0	1100	100.0
Category 9: Service	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Category 10: Skilled Craft	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Category 11: Semi Skilled Workers	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Category 12: Unskilled Workers	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0

Courses: Classroom training or equivalent; does not include secondments, acting appointments or on-the-job training.

Costs: Includes tuition fees, instructional materials, and examination fees.

Include communications, career development workshops, pre-retirement, in-house orientation
 transactional analysis, assertiveness training, language studies, etc.



Staff Training And Development Courses (1) - Secretarial/Clerical (3)

Abella Category (Ministry-defined)	Participants			Participants Days			Cost (2) (Tuition/Related Expenses)			Source of Training/Course					
										Internal			External		
	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot	M	F	F as % of Tot
Code 1: Upper Level Managers.	0	1100.0		0	1100.0		0	55100.0		0	1100.0		0	0	0.0
Code 2: Middle Managers	0	0 0.0		0	0 0.0		0	0 0.0		0	0 0.0		0	0	0.0
Code 3: Professionals	0	1100.0		0	1100.0		0	25100.0		0	0 0.0		0	1100.0	
Code 4: Techs & Semi-Pros	0	0 0.0		0	0 0.0		0	0 0.0		0	0 0.0		0	0	0.0
Code 5: Supervisors	0	0 0.0		0	0 0.0		0	0 0.0		0	0 0.0		0	0	0.0
Code 7: Clerical	1	21 95.5		1	36 97.3		200	3501 94.6		0	14100.0		1	9 90.0	
Code 8: Service	0	0 0.0		0	0 0.0		0	0 0.0		0	0 0.0		0	0	0.0
Code 10: Skilled Crafts	0	0 0.0		0	0 0.0		0	0 0.0		0	0 0.0		0	0	0.0
Code 11: Semi Skilled Workers	0	0 0.0		0	0 0.0		0	0 0.0		0	0 0.0		0	0	0.0
Code 12: Unskilled Workers	0	0 0.0		0	0 0.0		0	0 0.0		0	0 0.0		0	0	0.0

1. Courses: Classroom training or equivalent; does not include secondments, acting appointments or on-the-job training.
2. Costs: Includes tuition fees, instructional materials, and examination fees.
3. Include secretarial and administrative support seminars and courses dealing with specific skills in the secretarial and clerical field, e.g., typing, shorthand, dictaphone, filing, etc.

Section 5

OTHER RELATED ACTIVITIES

5.1 Introduction

While our model for Employment Equity at Humber is to examine the actual employment status of women, minorities and disabled workers through data collection/analysis, and study, other approaches have been designed to provide employees with a better sense of where we are going through action as well as research.

5.2 Newsletter

Outreach to the College community is underway in other areas. A newsletters, EQUITY INSIGHTS, has been developed, to provide information on human rights and equal opportunity issues. It will highlight items of interest in the news, at Humber and throughout the college system. Mailing will be to every employee and the Board of Governors, four times a year.

5.3 Pay Equity

By January 1, 1990, Humber is legally bound to set up a pay equity plan(s) to make sure that our salary and wage scales are based on the VALUE of work performed - regardless of the sex of the person doing the work. Equal pay for work of equal value means we must pay men and women the same for jobs that are different but of similar value. (points)

From the data we can see that women at the College are earning on average \$0.79 for every dollar men earn. Pay equity will close some of this wage gap. Currently we are ~~examining~~ examining all administrative, faculty and support jobs to determine female and male-job classes for possible comparisons. For faculty and support staff - "a plan" will be negotiated by OPSEU and College management and, upon agreement, posted on the employment equity bulletin boards recently put up on the North and Lakeshore Campuses. For the administrative group and all part-time employees a similar plan will be posted setting out how and why the wage adjustments have been made. If no concerns are raised by employees, the plan will be considered approved.

The EQUITY INSIGHTS newsletter and the bulletin boards will keep employees up to date each step of the way.

5.4 College Committee on Equity in Education and Employment

This committee is provincially based and reports to the Committee of Presidents. It meets monthly to address the broad equity issues of concern to the college system. Each year it holds a general meeting to bring forward items for the attention of the Committee of Presidents.

In June, 1988, the following motion was approved:

that the College Committee on Equity in Education and Employment (formerly the College Committee of Affirmative Action) amend its terms of reference and expand its mandate from women only, to include minority and Native Canadians and disabled person.

This was a major shift in philosophy for College women, moving from Affirmative Action for females only, to a program encompassing all four target groups.

In attendance from Humber were Caroline Beatty from the Women's Education Council and Sandra DiCresce, Employment Equity Manager.

5.5 Career/Life Planning Pilot Project

As an employer in the broader public sector, we are under increasing legislation and regulation to achieve equity in our workforce. This means searching for a measureable initiative towards that goal. Providing career and life planning interventions can be a powerful way of supporting the concept of employment equity. At the same time a career planning program can help to improve the organizational climate for other equity initiatives.

Although senior management are committed to the principle of equity in employment, the College environment as a whole is sometimes less than supportive to some employees' career aspirations. Opening up communications between the employee and the organization on career issues will help stimulate change in relation to staff needs for approaches to help them get the most out of their careers. As we move swiftly into high tech information systems, a move into "soft touch" work relationships such as career development offsets this well and sends the message that the institution cares about it's employees.

This project addresses the concerns of those support staff of limited opportunity and support for their career aspirations. From the research, it would appear that these employees, although concentrating on performing well in their present positions, seek ways to explore other occupational choices. At the same time, the management group stated that career development is a 50 -50 responsibility between the manager and employee. As a result, this program has two tracks - the employee and their SUPERVISOR.

A critical step was to assess the needs of the staff in relation to their perception of equality of opportunity regarding job change, promotion, advancement, and the related area of training and development. This was accomplished through a series of ten focus group interviews. Findings from the focus group discussions were broken down by classification and by specific area of discussion. The support group believed there were few resources for training and development for them and limited opportunity for growth and enrichment in their worklife. They saw faculty and administration as having first priority for this. They said managers would often discourage career movement for fear of losing a good employee. They did not view the performance review as the vehicle to discuss career changes with their supervisor, and furthermore were of the opinion the managers were often unwilling or unable to coach or counsel employees on this topic. They were very interested in discussing how a program could assist in this regard and expressed an interest in learning how to move through the organization laterally as well as upwards.

A career/life planning project supported by their supervisor may not only improve morale, but some participants will find they are not as fed up with their jobs as they have reported. All participants will be reminded that the College places a high priority on human resource development.

5.6 Recommendation #7

Career advisement for female employees be made available immediately

Section 6

CONCLUSION

The agenda for Humber is challenging. As educators we are expected to provide leadership in response to complex social issues in the midst of an over regulated, under resourced environment. This brings increased opportunities, but also new problems and pressures to the work place. Our success in the college system is directly attributable to excellent college management. At the same time, it is apparent some management practices advantage some groups over others.

In 1988 - 1989 we will review the demographics of full time students; minorities, disabled persons, Native Canadians and part-time workers.

The Personnel Relations Centre will then draft a plan, with goals and timetables, in compliance with the funding guidelines, for consideration and acceptance by the College Board of Governors.

Enough data has been collected to form a baseline measurement. The goals in the plan will be objectives set by management for increasing the representation of employees from the four target groups in areas where they are under represented. The timetable is the period over which this will occur. All of this is data driven and will include employee turnover rates and projected retirement patterns, to establish where vacancies will occur.

The extent to which we are successful in developing a plan to manage the diversity in our student and employee population will depend, in part, on our commitment to measurable follow-up activity.

THE TRUE MEASURE OF EMPLOYMENT EQUITY IS EQUALITY OF RESULTS.

6.1 SUMMARY OF RECOMMENDATIONS

1. the Personnel Relations Centre begin work with each department/ division manager to identify upcoming positions that may afford women the opportunity to advance into areas where they are currently not represented
2. a corporate employment equity policy statement be adopted by management, and broadcast widely to all employees
3. an Interviewing Procedures package be developed to address how to prepare ahead for the interview, develop appropriate questions, size of selection committee and how to rate candidates objectively and strictly on merit
4. for support staff employees who may find themselves trapped in low level jobs (eg. females in secretarial/clerical positions), release time be granted to attend activities with emphasis on career pathing, building skills for career mobility
5. the entire performance appraisal process be reviewed by management in terms of actual practice, and the impact on womens advancement prospects and future training needs.

that managers be supported in this endeavour with special training in coaching and counselling their employees.
6. - the Professional Development Department continue their investigation of management development but focus the effort on development of a pool of qualified female candidates for middle management responsibilities (Hay 611-899 pts.).
7. career advisement for female employees be made available immediately

TO THE READER

You tell us about equity!

The Employment Equity Committee is actively seeking employee feedback on this topic. Your comments and suggestions are important to the next stage of the project - developing an "employment equity plan".

The intent of this report was to examine the status of women in the college workforce. Did we accomplish this

satisfactory	<input type="checkbox"/>
somewhat satisfactorily	<input type="checkbox"/>
not satisfactorily	<input type="checkbox"/>

Comments

In the report are a number of short term recommendations. In your experience, are these

on target	<input type="checkbox"/>
somewhat on target	<input type="checkbox"/>
not on target	<input type="checkbox"/>

Comments

Before an Employment Equity Plan is prepared, we will be consulting with groups of employees on every aspect of this topic. We have an interesting presentation on the material discussed in the report, and would like your opinion. To arrange for this presentation, fill in your name below or call the Personnel department at ext. 4521.

name _____ div/dept. _____

THANK YOU FOR TAKING THE TIME TO RESPOND. PLEASE RETURN TO:

Sandra DiCresce
Personnel Relations Centre
North Campus

