

41.11	Employment Equity	POLICY
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1.0 PURPOSE

1.1 We embrace employment equity as well as diversity and inclusion because it enriches our organization and nurtures a culture of excellence. A diverse College community inspires innovation and excellence in teaching, and learning, engagement and performance. Students who experience diverse perspectives will be better equipped to excel and effect positive change in their workplace and society.

2.0 SCOPE

- 2.1** This Policy applies to all prospective and current employees of the College regardless of employment status.
- 2.2** This policy outlines Nova Scotia Community College's commitment to employment equity as well as diversity and inclusion by way of:
 - a.** guiding principles that promote and foster employment equity, diversity and a culturally competent workforce that strives for inclusion;
 - b.** overarching goals to guide us in building a workforce representative of Nova Scotia's population;
 - c.** associated employment equity guidelines that will support the implementation and administration of our goals and this policy;
 - d.** identification and removal of systemic barriers to employment and promotion; and
 - e.** the ongoing collection and analysis of employee data, continued monitoring and reporting on our progress towards achieving employment equity goals and objectives.

3.0 DEFINITIONS

- 3.1 Aboriginal / Indigenous Persons** are persons who identify as First Nations (Status, non-Status), Metis or Inuit.
- 3.2 Designated Groups** identified by the *Employment Equity Act* as facing barriers to inclusion and participation in the workforce. The groups are women in under-represented occupations, Aboriginal/Indigenous peoples, persons with disabilities, and members of racially visible groups.
- 3.3 Employment Equity** involves systematic effort to achieve fairness in employment. It is achieved when no person is denied employment opportunities or benefits for reasons unrelated to their abilities. Employment equity, as specified by the federal government, seeks to eliminate barriers to employment for the designated groups.

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- 3.4 Equity** is fairness. Fair treatment of individuals by acknowledging and making provisions for their differences by ensuring that employment processes are free from systemic barriers.
- 3.5 Fairness** an accessible, consistent and transparent process that is impartial, based upon the principles of merit and equity.
- 3.6 Gender Identity** one's innermost concept of self as male, female, a blend of both, or neither. How individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth. Trans, transgender, transsexual, gender queer, two-spirited or similar terms may be used to describe one's gender identity.
- 3.7 Gender Expression** external appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.
- 3.8 Historically / Indigenous Black/African Nova Scotian** are persons who identify as indigenous black Nova Scotians.
- 3.9 Immigrant** refers to a person who is, or has ever been, a landed immigrant/permanent resident. This person has been granted the right to live in Canada permanently by immigration authorities. Some immigrants have resided in Canada for a number of years, while others have arrived recently. Some immigrants are Canadian citizens, while others are not. (adapted from Statistics Canada definition)
- 3.10 Members of Racially Visible Groups** are persons, other than Aboriginal/Indigenous persons, who identify as non-white in colour and non-Caucasian in racial origin, regardless of birthplace or citizenship.
- 3.11 Persons with Disabilities** are people who have a long term or recurring physical, mental, sensory, psychiatric or learning impairment and who:
- a. consider themselves to be disadvantaged in employment by reason of that impairment, or
 - b. believe that an employer or potential employer is likely to consider her/him to be disadvantaged in employment by reason of that impairment, and
 - c. includes people whose functional limitations due to their impairment have been accommodated in their current job or workplace (i.e. by use of technical aids or other).
- 3.12 Sexual Orientation** an inherent or immutable enduring emotional, romantic or sexual attraction to other people. Straight, lesbian, gay, bisexual, queer, two-spirited or similar terms may be used to describe one's sexual orientation.

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- 3.13 Special Measures** are specific initiatives under employment equity to remove the effects of past discrimination. Current examples at NSCC are: designated competitions, preference in filling vacancies where relatively equal merit applies.
- 3.14 Under-Representation** is having a notably lower percentage of designated group members in a particular occupational group than would reasonably be expected in comparison to their known availability based upon labour force availability (LFA) data.

4.0 POLICY

- 4.1** The College recognizes the significance of historical injustices and their negative impact for certain groups in Nova Scotia in both accessing and advancing in education and employment. Designated groups continue to face barriers to, and advancement in, employment. The College is committed to implementing employment equity measures that enable all present and future employees to have a fair and equitable opportunity for employment and professional development, to contribute to the workplace, and further enrich the talent pool making NSCC a welcoming destination and inclusive workforce.
- 4.2** In addition, the College recognizes that groups other than those designated by the *Employment Equity Act* have historically been discriminated against in society in ways that may limit their active participation in the workforce.
- 4.3** This policy is in compliance with the Nova Scotia Human Rights Act, Employment Equity Act, the Federal Contractors Program and the Nova Scotia Community College Act.
- 4.4 Guiding Principles**
- a. As both a community leader and educator, we are committed to fulfilling our mission within a working and learning environment that leads the way in embracing equity, diversity and inclusion;
 - b. We believe that our students are best supported by a workforce which reflects the diversity of the communities we serve;
 - c. We are committed to promoting employment equity and equal opportunity to achieve a workforce that reflects the diversity of the available labour force in Nova Scotia ; and
 - d. We are committed to identifying and removing barriers in order to create and maintain an inclusive, respectful environment for all employees.
 - e. We strive to expand our talent pool by reaching a wider range of applicants with a diverse range of knowledge, skills and abilities to further enrich the employee and student experience.

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4.5 Specifically, the College will undertake measures to:

- a. Determine the representation of designated group members within the College’s workforce, specifically identifying areas of under-representation to focus measures to address gaps.
- b. Develop and implement an employment equity plan (including goals and timetables) to achieve and maintain representational hiring and promotion for the College.
- c. Take proactive measures to identify and eliminate employment practices, procedures or systems that may be barriers to the recruitment and retention of designated group members.
- d. Achieve and maintain a representative workforce for all employees by actively seeking to attract individuals from diverse backgrounds while positively addressing the historic under-representation of Aboriginal/Indigenous Persons, members of racially visible groups, persons with disabilities and women in under-represented occupations or positions.
- e. Establish mechanisms to monitor the effectiveness of the College’s plan including ongoing collection and analysis of employee data, continued monitoring and reporting of our progress towards employment equity goals.
- f. Undertake education designed to increase awareness of the issues, knowledge about the historical, legal and moral aspects of employment equity and sensitivity to under-represented groups recognizing that successful implementation requires an informed and empathetic community who will implement this policy through a social equity lens.
- g. Work collaboratively with leaders to develop effective communication strategies regarding employment equity initiatives and reporting progress and results to the College community.
- h. Adopt special measures where necessary to ensure the goals of a representative and barrier free workplace are achieved.

5.0 ROLES AND RESPONSIBILITIES

- 5.1 All members of the College community have a role in the success of employment equity. Each one of us is responsible for fostering and maintaining a supportive and inclusive workplace and applying the principles of employment equity in our work every day.
- 5.2 **President:** has primary responsibility for the Employment Equity Program. The President will ensure open communications of this policy, reasonable results and present annual employment equity progress reports to the Board of Governors.
- 5.3 **Vice President, Organizational Development:** the Employment Equity Program falls under the jurisdiction of the VP, Organizational Development who is responsible for the overall implementation of this policy including, ongoing management, monitoring, analysis, evaluation and reporting progress and compliance with employment equity goals and objectives. The VP, Organizational Development, may occasionally conduct audits of overall College practices and request relevant data maintained by respective departments with respect to this policy.

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- 5.4 College Leaders:** and others who have obligations to human resource management functions, share responsibility and accountability for the implementation and the overall achievement of employment equity results. College leaders have the ultimate responsibility to lead the Employment Equity Program and they are expected to cultivate attitudes and behaviors that advance employment equity within their respective work areas.
- 5.5 Diversity and Inclusion Office:** is responsible for managing and monitoring the College’s Employment Equity Program and for ensuring compliance with all legal requirements. The Office will work in collaboration with College leaders to provide guidance, support and coaching to assist in advancing this policy. Works with Human Resources to recommend and develop strategies for launching effective outreach strategies, recruitment, hiring, system reviews, barrier analysis, development of promotional tools and so on, relating to the advancement of the Employment Equity Program.
- 5.6 Human Resources:** works with Diversity and Inclusion Office to integrate the principles of employment equity with its other human resources policies and procedures in order to ensure all present and potential employees receive equitable treatment in matters related to employment. Human Resources also works with College leaders to ensure merit, fairness and equity are maintained in hiring processes.
- 5.7 Employees:** the College expects that everyone who works, studies, and visits its campuses are treated with fairness, dignity and respect. To this end, all employees are required to behave in a welcoming and respectful manner in learning and work environments. All current and new employees are expected to attend the mandatory diversity learning workshop.

5.0 POLICY SUPPORTS

Related Policies

- 44.01 Fair Hiring Policy
- 41.01 Respectful Workplace and Learning Environment Policy
- 45.13 Employee Workplaced Accomodations Policy
- Educational Equity Policy – under development - 2017

6.0 REVISION LOG

	Effective Date:	SCOPE	Action:	Approved by:
6.1	June 23, 2017	NEW POLICY	Approved	NSCC Board of Governors
6.2	Oct 3, 2017	MINOR CHANGE	An error in the definition of <u>s3.1 Aboriginal / Indigenous Persons</u> was identified and corrected.	Rosalind Penfound, Vice President, Organizational Development

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