

2017 Engagement Survey University of Calgary

This Engagement Survey is a vital tool to measure and understand how faculty and staff perceive the work climate at the University of Calgary and what motivates them to succeed – a concept known as engagement.

Your participation in this survey is a vital part of making the university a better place to work. The survey will run from **January 23th to February 10th, 2017**.

The University of Calgary recognizes the importance of engagement and is committed to using your feedback to make improvements where needed. The survey results will be used to make changes in the workplace that will increase engagement. The goal is for every individual to feel proud to be part of the university.

Improvement is possible only with your feedback and participation in this survey.

Sincerely,

Hay Group

Next

Back & Next buttons on all survey following survey pages up until submit page.

INSTRUCTIONS

It should take you about 20 to 30 minutes to complete the survey. If you cannot complete the survey in one session, simply finish the page you are on and click the “Next” button at the bottom of the screen, and then close your web browser. This will save your answers. To resume the survey, return to your invitation and use your survey link to continue from where you left off. When you’re done, please make sure to click the “Submit Survey” button on the last page, and exit from the survey site. You will not be able to change your responses once you have submitted the survey.

Please try to answer all questions. However, if you do not have enough information or you feel you can’t respond to a question, please mark it as ‘Not Applicable’ and go on to the next one.

A variety of headings and scales appear throughout the questionnaire. Please read each question/statement carefully and select the response that best represents your point of view. There will also be an opportunity to provide general comments.

Individuals assigned to more than one Department: Please answer based on your home **“Faculty/Institute/Administrative Unit”**. For example, a Finance Partner assigned to Schulich School of Engineering would report under Finance. If you are uncertain please discuss with your Manager.

The following terms are used throughout the survey:

“University” refers to the University of Calgary overall.

“Faculty/Institute/Administrative Unit” refers to the Faculty or Institute to which your Department reports, e.g. Arts; Law; Nursing (Calgary); Nursing (Qatar); Social Work; Werklund School of Education; Environmental Design; Haskayne School of Business; Kinesiology; Cumming School of Medicine; Schulich School of Engineering; Science; Veterinary Medicine; Graduate Studies; Continuing Education; Finance; Information Technology; Human Resources; Facilities; Development; University Relations; etc.

“Department” (Department/School) refers to the broad unit reporting to your Dean or Director.

“Executive Leadership Team” refers to the senior administration - The Office of the President and Vice Presidents.

For questions or concerns about the University of Calgary Engagement Survey, contact Hay Group at haygroup_insight_canada@haygroup.com or email engagementsurvey@ucalgary.ca

Important Notice:

Your responses will be completely anonymous. The university will not have access to your individual responses and the results will not be cross-referenced in any way that would allow individuals to be identified. The university will receive reports with consolidated results. Results for groups with EIGHT or fewer individuals will not be reported separately, but will be incorporated into larger groups or as part of the overall results to ensure their anonymity. The data will never be reported by Hay Group in any manner that will allow individual identification and will be kept entirely confidential by Hay Group.

How strongly do you agree or disagree with the following statements as they relate to the University of Calgary overall?

	STRONGLY AGREE	TEND TO AGREE	HARD TO DECIDE	TEND TO DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
1. I have an understanding of the university's <i>Eyes High</i> strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The <i>Eyes High</i> strategy is being well communicated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The <i>Eyes High</i> strategy is making a positive difference for the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I understand the relationship between my job and the university's <i>Eyes High</i> strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I believe the university's <i>Eyes High</i> goals are the right ones for the university at this time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I believe we are on the right track to achieve our <i>Eyes High</i> goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am aware of the role that the board of governors plays within the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I am aware of the role that the general faculties council plays within the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The university's consultation processes gives me adequate opportunity to express my views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The university is highly regarded in the Calgary community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The university is among the top universities in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. All in all, the university is effectively managed and well run	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel proud to work for the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am optimistic about the future of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The university values the work that I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How strongly do you agree or disagree with the following statements as they relate to the University of Calgary overall?

	STRONGLY AGREE	TEND TO AGREE	HARD TO DECIDE	TEND TO DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
16. The university operates with integrity in its interactions with faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The university is doing a good job of attracting the best and brightest faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The university is doing a good job of attracting the best and brightest staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The university is doing a good job of attracting the best and brightest undergrad students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The university is doing a good job of attracting the best and brightest graduate and professional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The university is doing a good job producing graduates who are well prepared to contribute to the community and the economy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The university has established a good reputation for providing quality education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The university has established a good reputation for conducting quality research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I would recommend the university as a place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How strongly do you agree or disagree with the following statements as they relate to the University of Calgary overall?

	STRONGLY AGREE	TEND TO AGREE	HARD TO DECIDE	TEND TO DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
25. Diversity of opinion is valued and respected at the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The university has the talent we need for future success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. The university expects a high level of performance from faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. The university motivates me to contribute more than what is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. The university supports me in achieving a reasonable balance between my work life and my personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Overall, the university is committed to ensuring equal opportunities for all employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Employees are given fair treatment without regard to race, colour, age, national origin, gender, sexual diversity or religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I am provided a work environment free of harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. The University of Calgary provides a workplace environment that promotes and supports mental health and wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the University of Calgary on each of the following?

	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR	NOT APPLICABLE
34. The trust and confidence you have in the university's Executive Leadership Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. The university's Executive Leadership Team on being open and honest in communications with faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. The overall effectiveness of communication at the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. The effort the university makes to get the ideas and opinions of people like yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Encouraging cooperation and sharing of ideas and resources across the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Applying policies and work rules equitably/fairly across the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Treating you with respect as an individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Demonstrating care and concern for its faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Your opportunity for reaching your personal career objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Your opportunity for learning and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Your pay considering the pay of people doing similar work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the University of Calgary on each of the following?

	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR	NOT APPLICABLE
45. Providing employee benefits that meet your needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. In maintaining high standards of academic excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. In being innovative in the way it operates (using new technologies or creative approaches to improve the effectiveness of the university)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. In responding effectively to changes in the learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. In establishing strong partnerships with the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. In being focused on learners and their needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. In being focused on, and supporting, research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. In dealing fairly with student academic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. In providing the funding to support my department's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the Leadership of your Faculty/Institute/Administrative Unit on each of the following?

(By Leadership we mean roles such as Associate VP/Dean/Associate Dean/Director/Associate Director/Manager)

	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR	NOT APPLICABLE
54. The trust and confidence you have in your Faculty/Institute/Administrative Unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Allocating its human resources in an effective manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Leading the development and implementation of engagement action plans to address my Faculty's/Institute's/Administrative Unit's issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Creating an environment that supports positive mental health and wellbeing through their management style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the 'person to whom you report' on each of the following?

(We appreciate that the type and nature of reporting relationships vary across our staff groups and in the case of academic staff from faculty to faculty, however we would like to gather your thoughts on the support you get from 'the person to whom you report'. Please think of the person you look to for guidance or assistance; for Academic staff, this could be your Dean, Institute Chair or Department Head; for Support Staff and MAPS, this could be your Supervisor, Manager or Director; for SLT, this could be your President or VP.)

	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR	NOT APPLICABLE
58. Helping you resolve work-related problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Solving people problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Dealing fairly with everyone - playing no favourites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Taking action on your problems or complaints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Encouraging you to come up with new or better ways of doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Letting you know how you are doing on your job on a regular basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How strongly do you agree or disagree with the following statements as they relate to your Faculty/Institute/Administrative Unit overall?

	STRONGLY AGREE	TEND TO AGREE	HARD TO DECIDE	TEND TO DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
64. All in all, my Faculty/Institute/Administrative Unit is effectively managed and well run	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. I feel proud to work for my Faculty/Institute/Administrative Unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. I would recommend my Faculty/Institute/Administrative Unit as a place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How strongly do you agree or disagree with the following statements as they relate to your job?

	STRONGLY AGREE	TEND TO AGREE	HARD TO DECIDE	TEND TO DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
67. Conditions in my job allow me to be as productive as I can be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. I have opportunities to have my ideas adopted and put into use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. The work I do makes good use of my skills and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. I have the opportunity to do challenging and interesting work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. There is good cooperation between my colleagues/co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. I have a clear understanding of how my performance is evaluated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. I receive clear feedback on how well I do my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. I have the authority to carry out my work/responsibilities effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. I feel motivated to go beyond my formal job responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. I receive high quality support from other university units on which I depend to do my work effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. I am paid fairly for the work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. I have the information I need to do my work well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. I have the resources I need to do my work effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. There are no significant barriers at work to doing my work well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. I am able to accomplish all that is required of me most days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate each of the following?

	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR	NOT APPLICABLE
82. Overall working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Quality of your work space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Quality of classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Quality of labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Quality of technology and computer equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Availability of equipment, supplies, materials, etc. that you need to do your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Dealing with timetabling and scheduling issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. Overall, how would you rate your satisfaction working at the university at the present time?

- Very Satisfied
- Satisfied
- Neither Satisfied nor Dissatisfied
- Dissatisfied
- Very Dissatisfied

90. Based on your career plans, how long are you likely to continue working at the university?

- I will be retiring in the next 1 - 2 years
 - I will probably leave, but not retire, within the next year
 - I will probably stay for 1 - 2 more years
 - I have no plans to leave the university at the present time
-

91. **Please use the space below for any confidential constructive comments or suggestions for improvement you would like to make directly to the President.** (All comments will be presented directly to the President as typed.)

92. **Please use the space below to confidentially identify one specific constructive change that would make you a more effective employee.** (All comments will be presented directly to the President and your Vice President as typed.)

The following questions help us in understanding how various groups view things within the university. **GROUPS WITH EIGHT OR FEWER RESPONSES, under any of the demographic measures below, WILL NOT BE BROKEN OUT SEPARATELY, but will still be included in the overall results. Results will not be cross-referenced in any way that would allow individuals to be identified.**

Please indicate your Faculty/Institute/Administrative Unit.

Academic

1. Faculty of Arts
2. Werklund School of Education
3. Faculty of Environmental Design
4. Faculty of Graduate **Studies**
5. Faculty of Kinesiology
6. Faculty of Law
7. Cumming School of Medicine
8. Faculty of Nursing
9. Faculty of Science
10. Faculty of Social Work
11. Faculty of Veterinary Medicine
12. Haskayne School of Business
13. Schulich School of Engineering
14. Qatar
15. Continuing Education
16. Libraries and Cultural Resources
17. School of Public Policy
18. Student and Enrolment Services (including Women's Resource Center and Ombudsman Office)
19. Taylor Institute of Teaching and Learning
20. Office of the Provost (including Administration, Downtown Campus, International, Campus Planning and Resource Allocation, and Office of Institutional Analysis)

Finance and Services

21. Finance (including the Office of VPFS)
22. Risk (including Risk Management, Campus Security, Environment Health and Safety, Emergency Management, Enterprise Risk Management, **Staff Wellness**, and Internal Audit)
23. Information Technology
24. Human Resources (including **Academic** Relations)
25. Ancillary Services

Research

26. Animal Health Unit
27. Office of the Vice President, Research (including **Arctic** Institute, ISEEE, and Research Services)

Facilities

28. **Facilities Development/Office of Sustainability (including Office of VP Facilities)**
30. Facilities Management (Caretaking)
31. Facilities Management (non-Caretaking)

University Relations

32. **University Relations**

Development

33. Development and Alumni Engagement

Direct to the President

34. Office of the President and Vice Chancellor (including Office of the Secretariat, Legal Services, Office of Diversity, Equity and Protected Disclosure, and the Executive Leadership Team)

Please indicate your staff group at the university.

1. Support AUPE
2. Support AUPE Exempt
3. Management and Professional Staff
4. Academic with Tenure
5. Academic without Tenure
6. Senior Leadership Team – Academic
7. Senior Leadership Team – non-Academic

Please indicate how long you have worked at the university.

1. Less than 1 year
2. More than 1 up to 3 years
3. More than 3 up to 5 years
4. More than 5 up to 10 years
5. More than 10 up to 15 years
6. More than 15 up to 20 years
7. More than 20 years up to 30 years
8. More than 30 years

Canadian demographics are changing and we want to generate an understanding of our diverse workforce. Although we are not obligated under the Employment Equity Act to collect diversity information, the aggregated information will allow us to assess the diversity of our staff and potentially develop programs and initiatives while ensuring dignity and respect for all employees. The University of Calgary is committed to sharing values of diversity in order to adapt to, and embrace, an ever changing workforce to achieve and sustain excellence.

Please indicate your Gender.

1. Male
2. Female
3. Trans Person
4. Other

Do you belong to one of these three equity groups – persons with a disability, members of visible minority, aboriginal peoples? [Click here for Equity Group Definitions](#)

1. Yes
2. No
3. I choose not to respond

- If “Yes” go to status question on next page – multi-response question
- [Hyperlink to Equity Group Definitions](#) (see page 17)

You chose “Yes” in the previous question. Please indicate your status below. Select all that apply. [Click here for Equity Group Definitions](#)

1. A person with a disability
2. A member of a visible minority group (other than Aboriginal peoples)
3. An Aboriginal person (First Nations, Métis, Inuit)
4. I choose not to respond

- [Hyperlink to Equity Group Definitions \(see page 17\)](#)
- Multi-response question

Below is a listing of cultural/ethnic groups as identified by Census Canada. Select all that apply.

Note: Cultural/ethnic group refers to people grouped according to common racial, national, tribal, religious, language, origin or background. This listing does not include all cultural/ethnic groups in the University of Calgary; it simply captures many of the groups as reported typically to Statistics Canada. Please fill in your cultural/ethnic group(s) in the “other” section provided if it is not displayed in the list.

1. Canadian
2. Chinese
3. Dutch (Netherlands)
4. East Indian
5. English
6. Filipino
7. French
8. German
9. Irish
10. Italian
11. Jamaican
12. Pakistani
13. Polish
14. Portuguese
15. Scottish
16. South Asian
17. Spanish
18. Hispanic (Caribbean/Latin American/South American)
19. Ukrainian
20. Vietnamese
21. Other (Please specify): _____
22. I choose not to respond

- Multi-response question
- “Other” with option to specify

Equity Group Definitions

Persons with disabilities

A person with a disability has a long term or recurring physical, mental, sensory, psychiatric or learning impairment and:

- considers himself/herself to be disadvantaged in employment by reason of that impairment;
- believes that an employer or potential employer is likely to consider him/her to be disadvantaged in employment by reason of that impairment.

This definition also includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.

Disabilities include: co-ordination or dexterity (difficulty using hands or arms, for example, grasping or handling a stapler or using a keyboard), mobility (difficulty moving around, for example, from one office to another or up and down stairs), blind or visual impairment (unable to see or difficulty seeing), deaf or hard of hearing (unable to hear or difficulty in hearing), speech impairment (unable to speak or difficulty speaking and being understood), other disability (including learning disabilities, developmental disabilities and all other types of disabilities).

Members of Visible Minority:

A person in a visible minority group is someone (other than an Aboriginal person as defined below) who is non-white in colour/race, regardless of place of birth. The visible minority group includes: Black, Chinese, Filipino, Japanese, Korean, South Asian-East Indian (including Indian from India; Bangladeshi; Pakistani; East Indian from Guyana, Trinidad, East Africa; etc.), Southeast Asian (including Burmese; Cambodian; Laotian; Thai; Vietnamese; etc.) non-white West Asian, North African or Arab (including Egyptian; Libyan; Lebanese; etc.), non-white Latin American (including indigenous persons from Central and South America, etc.), person of mixed origin (with one parent in one of the visible minority groups listed above), other visible minority group.

Aboriginal peoples:

(a) First nations:

- (i) Status Indians – persons of aboriginal ancestry who are registered as Indians according to the Indian Act and affiliated with an Indian Band.
- (ii) Non-status Indians – people who identify themselves as Indians but are not entitled to registration on the Indian Registration pursuant to the Indian Act.
- (iii) Métis – people of mixed First Nation and European ancestry who identify themselves as Métis and who are recognized by a Métis leadership. Their history and culture draws on diverse ancestral origins such as Scottish, Irish, French, Ojibwa and Cree.
- (iv) Inuit – aboriginal inhabitants of Northern Canada, Northern Quebec and Labrador.

**You have reached the end of the survey questions.
To submit your survey, please click on the “Submit Survey” button below.**

You will not be able to return to the survey upon submitting.

Back

Submit Survey

**Thank you for your time and effort!
Your survey was submitted successfully.**

Please close your browser window to ensure the confidentiality of your responses.
