

Equity, Diversity and Inclusion



Definitions

The goal of Equity, Diversity and Inclusion (EDI) is to address racism, inequities, injustice, and lack of accountability and to create a place that is safe, inclusive, and where everyone feels they belong.



Source: Office of the Vice-President Equity, Diversity and Inclusion Website

This document also contains summary information about a number of initiatives related to Indigenization and decolonization. While efforts related to Indigenization and decolonization are distinct from overall efforts to address the need for greater equity, diversity and inclusion on campus, there are opportunities for intersections. Efforts addressing anti-Indigenous attitudes and practices intersect through the spirit of anti-racism and of combating barriers and discrimination that result from colonization.

Introduction

2021 was a year when many showed the courage to speak up and speak out and push us to do better as a University. It was a period where we began to face up to the work that needs to be done in order for our campus to become the inclusive, safe, just, and welcoming space that everyone in our community needs it to be. We have had a history of reports, studies, and commissions that repeatedly identified core challenges that needed to be addressed – and a history of not living up to the efforts many made to identify those challenges.

It is important to acknowledge and honour the strength, courage, and commitment of people from racialized communities who so often must take on the work of dismantling racism, of all of the voices calling for change, and of those in our community who are taking on important leadership roles in these efforts on our campus. I invite every member of our campus community to reflect on what they can do to move this important work forward. This is a time for all of us to be courageous and to commit to making change that has real and lasting impact.

State of the University Address, 2022
Rob Gordon, President

Diversity at UWindsor

Employment Equity Census Data

Under federal employment equity requirements, the University collects employment equity census data based on federally designated categories¹. These data indicate overall gender parity in the UWindsor workforce, though women-identifying individuals are traditionally under-represented among academics and over-represented among non-academics. The proportion of UWindsor employees that identify as visible minorities and persons with disabilities has reached the highest point in recent history (Figures 1 and 2); however, both groups are under-represented compared to the external Canadian workforce (Figure 3). Until this year, data was collected based on the federal requirements under the designated categories: when ready, this year's data will provide greater granularity within the visible minority category. There have been many calls for the expansion of equity-related data collection related both to students and to employees.

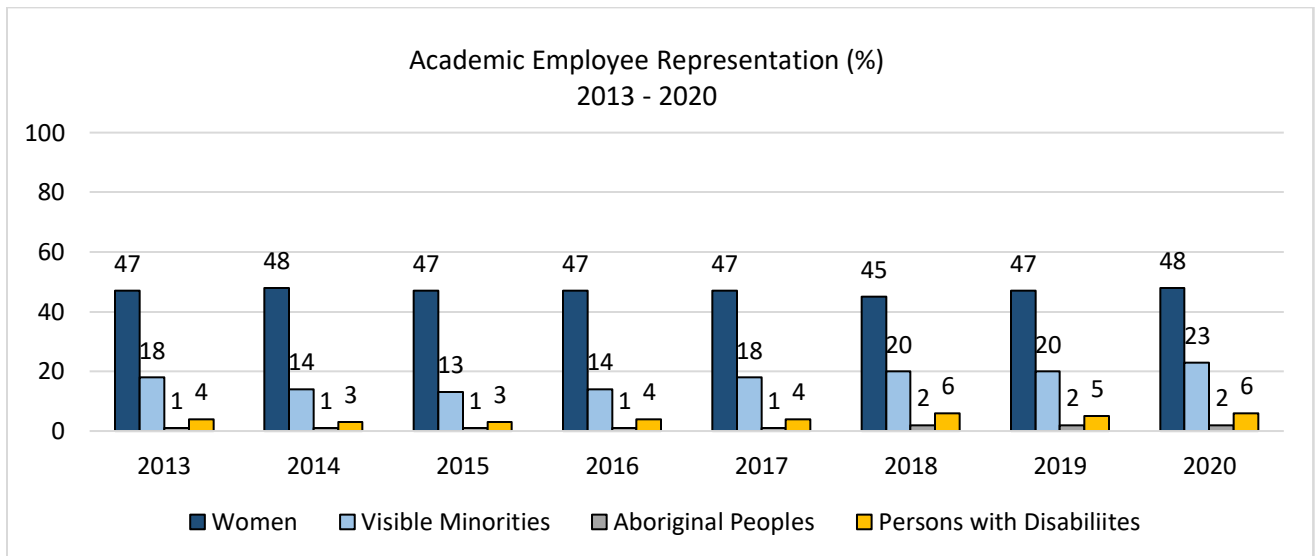


Figure 1

Note: Academic employees include lecturers, assistant professors, associate professors, full professors, academic ancillary specialists, learning specialist-AAS, sessional instructors, and librarians.

¹ The University of Windsor Employment Equity survey was conducted in Fall 2020 as required under the Federal Contractors program and following the practices of the Employment Equity Act and its regulations. The data is self-identification of members of the four federally designated groups. The four groups include Indigenous peoples under the Federal Term "Aboriginal Peoples" and as such, that is the term used in this document. The University has recently moved to collecting more granular data regarding employees' racialized identities, which will enable a clearer understanding of the University's workforce.

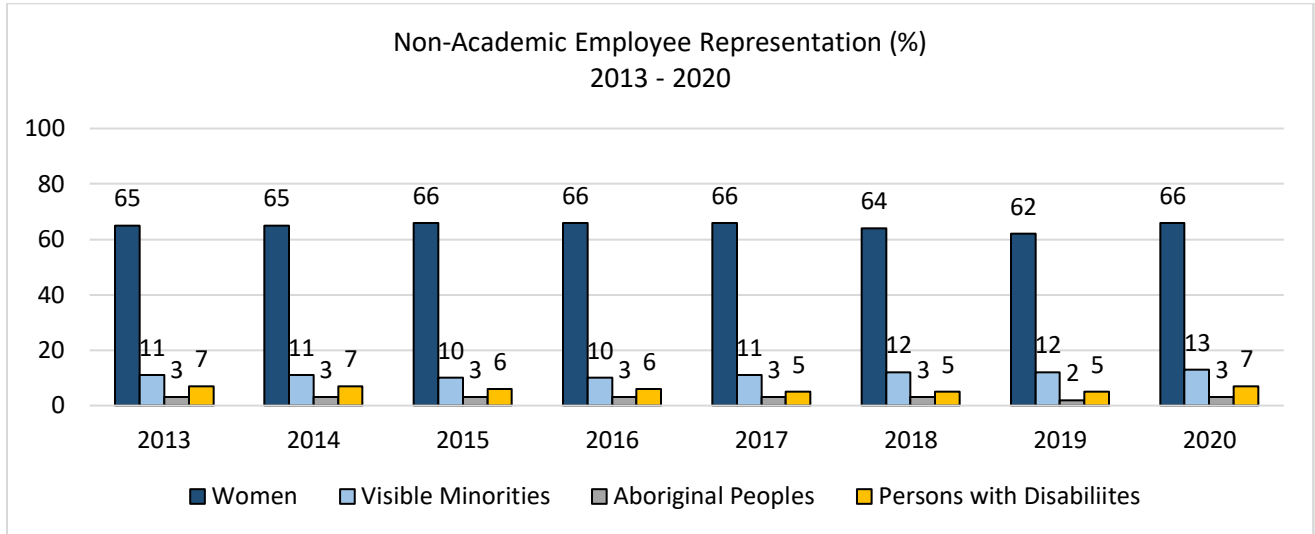


Figure 2

Note: Non-academic employees include full-time and part-time managerial and professional employees, unionized staff employees and temporary staff employees (those who have worked more than 12 weeks).

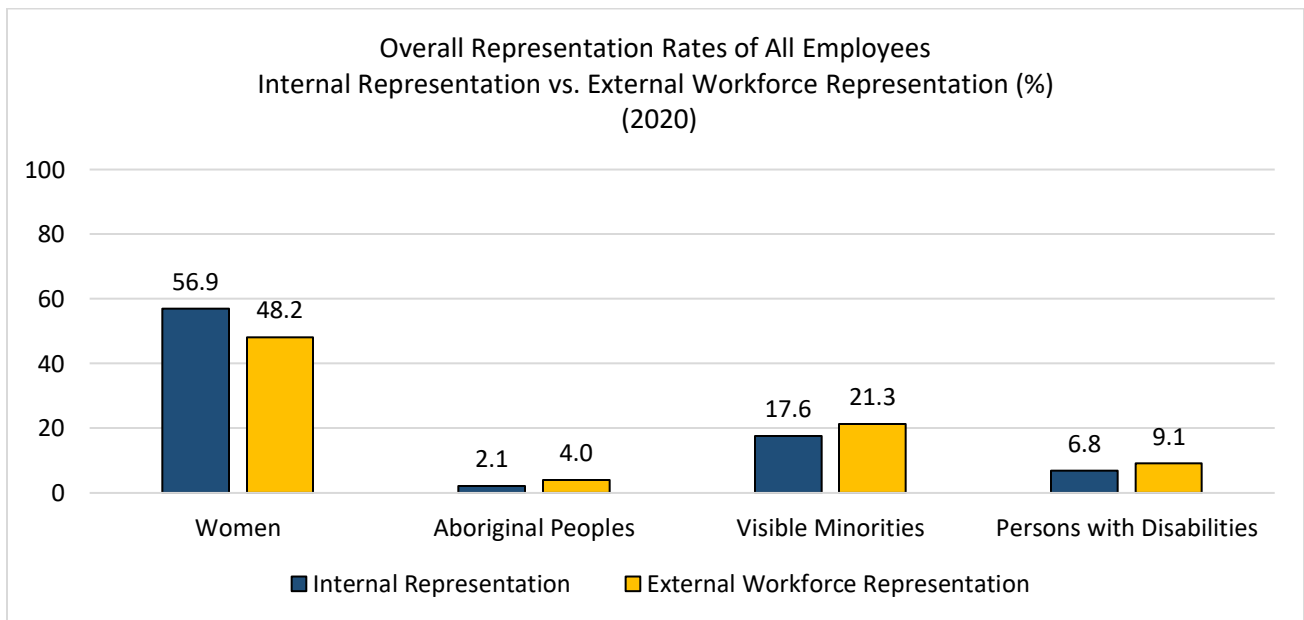


Figure 3

More detailed information about the University’s workforce representation and workforce analysis can be found in this year’s [employment equity census report](#).

Over the last year, the University has been developing the mechanisms to collect and store student demographic data, and is working on the mechanisms by which these data will be reported. The aim of the self-identification survey initiative is to enable better planning, policymaking, decision-making, evaluation and support while working towards an increasingly diverse, equitable, welcoming and just campus community. The first stage of this tool for students has been launched, but there is currently insufficient data to provide insights into the diversity of the student body.

Recommendations from Previous Consultations on Racism, Discrimination, and EDI at UWindsor

Over the past 40 years, numerous reviews have been undertaken to examine racism, oppression, and equity at the University of Windsor, work that posed significant burdens on faculty, staff, and students from racialized and marginalized communities. These reports varied in focus and are not a comprehensive picture of the needs of campus communities. Although the University received and accepted the reports from these consultations, it often did not act, or did not act systematically on these recommendations: this pattern must change as we seek to dismantle the systemic racism and barriers to equity, inclusion and belonging that continue to characterize this institution. These reports can be found [here](#).

Recommendations from these reports include:

- **Strategic Planning**
 - Change the mission statement and other explicit statements of commitment, tied to accountability activities across the institution.
 - Make an unequivocal public statement conveying that UWindsor is prioritizing the eradication of anti-Black racism in our institution and that you will take every measure to ensure not only that UWindsor is a place for Black students, but that it will become a center of Black scholarship in a way that it has historically failed to do.
 - Develop an Equity, Diversity and Inclusion Policy Framework, beginning with a Diversity values statement.
 - Develop and implement an Indigenous strategic plan to combat settler colonialism and embed First Nation, Métis, and Inuit content and ways of knowing throughout the institution.
 - Annual reporting on key performance indicators (quantitative and qualitative) to track progress on strategic objectives of the institution.
- **Employment Equity and Recruitment**
 - University-wide recruitment, hiring, and appointment policy and strategy across all types of appointments, informed by an articulated corporate Diversity and Inclusion vision and identifying (a) role expectations and accountabilities for employment equity and diversity outcomes among the Office of the Provost, Hiring Managers, etc. (b) goals and timetables for achieving the goals (c) budgetary incentives available for achieving goals.
 - Audit of recruitment, selection and hiring processes to ensure quality and consistency and provide training, coaching and counselling and resources to Hiring Managers who are accountable for employment decisions.
 - Hire First Nation, Métis, and Inuit faculty and staff across the university.

- Move forward on the proposal to create a role for non-union administrative Equity Assessors fashioned similarly to the role for faculty Equity Assessors.
- Take action on past recommendations to diversify the staff and supervisory positions across campus.
- **Leadership**
 - Strong, informed, consistent and timely leadership must be offered in support of equity.
 - Establishment and communication of clear career paths for administrative and leadership roles specifically among faculty.
 - Making available organizational supports such as performance management, developmental plans and opportunities, and mentoring.
- **Student and Ancillary Services**
 - In the interest of transparency and openness, the Campus Police Service might engage an expert in the field to:
 - survey staff, students and faculty about their experiences with campus police;
 - review police policies and practices, including consideration of a policy whereby the Campus Police record data on who they stop and/or investigate.
 - Review the food choices available to students in campus venues to ensure that religious, cultural and lifestyle needs are addressed.
 - Review the availability of space with a view to providing facilities to a broad spectrum of clubs and associations, perhaps with common administrative support.
 - Focus on building the conditions for a cohesive and supported Indigenous student community at UWindsor to ensure student recruits have a sense of belonging when they arrive.
 - Start a process of creating Indigenous spaces throughout campus, and renaming or removing symbols of settler colonial violence.
- **Structural Changes**
 - Appointment of *VP, Equity* or other senior administrative position in Equity, Diversity, Inclusion and Social Justice.
 - Need to bridge silos – lack of integration of an equity, diversity and inclusion lens thinking in to general planning, strategy, or day-to-day decision making.
 - Executive Diversity Council (EDC) to provide the highest level of support and guidance to the formulation and management of a Diversity and Inclusion Strategy that includes the employment equity plan.
 - Clear accountability mechanisms and monitoring processes for the implementation of the University's equity and diversity initiatives including clear roles and responsibilities.
 - Re-organization and better integration of human resources and human rights offices.
 - Regular examination of the composition of its committees in order to identify patterns of inequity. For example, which faculty members are serving and where, including on high profile committees or on committees with low impact for advancement, etc.

- A need for First Nation, Métis, and Inuit voices to have greater influence at UWindsor. Consultation must lead to action.
- **Policy Changes**
 - Comprehensive review of Human Rights Policy with diverse representation from across campus.
 - Review the Student Evaluation of Teaching as discriminatory practice for Black, and Racialized faculty.
- **Training and Education**
 - Support for educational programming and practices, the provision of resources to new and emerging programs, and on-going support for members of the designated groups.
 - Retrain faculty and staff and strengthen content of Cultural Awareness to encourage and support a culture of anti-racism and inclusivity on campus.
 - Extension/development of outreach programming to K12 sector.
 - Support for PhD and Post Doc pathways for scholars from racialized and equity-seeking communities.
 - Establish core funding for outreach programs like the annual African Diaspora Conference.
 - Anti-oppressive and inclusive pedagogies should be introduced throughout the University as one means of achieving educational equity.
 - As a condition of graduation in all disciplines, require all students to take a cultural awareness course that comprises topics on anti-racism and appreciation of cultural differences in order to prepare graduates for work in an increasingly global, multicultural workplace.
 - Engage faculty and staff across the university on anti-colonial, anti-oppression and anti-racism training.
- **Research/Knowledge Mobilization Activities**
 - Pro-active planning to expand scope of diversity in scholarship and scholarly activity.
 - Establish a Chair in Black Migration Studies to honour the region's role in the - Underground Railroad. Establishing this Chair would align with the university's community engagement objective and enhance the university's diversity profile.
 - Create a *Research Chair* Position in Equity, Diversity, Inclusion and Social Justice.

A summary of the 2021 Anti-Black Racism Task Force report recommendations can be found [here](#).

Campus Initiatives

Over the past 18 months, the University has begun the work to become a more just and inclusive learning, working, and living environment. The appointment of the University's first VP, Equity, Diversity and Inclusion (VP, EDI) and Senior Advisor to the President on Indigenous Relations and Outreach, as well as several other roles, have begun to create the necessary leadership to coordinate and support the cross-functional efforts for change that are everyone's responsibility. Many of the initiatives below are being led through these offices. The following is a non-exhaustive list of some key initiatives.

Recent and current initiatives include:

- **Establishment of Office of VP, EDI Team and the Office of the Senior Advisor to the President on Indigenous Relations and Outreach**
 - Appointment of the Director, Anti-Racism Organizational Change (completed)
 - Appointment of Senior Executive Officer, Equity, Diversity and Inclusion (completed)
 - Development of bylaw governing role of VP, EDI (completed)
 - Development of the University of Windsor EDI Strategic Plan (supporting institutional strategic planning now)
 - Re-structuring of the bulk of Human Resources activity under the VP, EDI (underway)
 - Establishment of an EDI Strategic Advisory Committee (completed)
 - Establishment of an Anti-Racist Coalition (completed)
 - Appointment of Indigenous Relations Coordinator (completed)
- **Learning Initiatives**
 - Establishment of the VP, EDI Distinguished Speakers Series (completed)
 - Launch and regular publication of electronic EDI Newsletter and VP, EDI website (completed)
 - Expansion of learning and professional development programming (ongoing)
 - Expansion of Leddy Library materials to support Indigenous curricula; Black Studies and Anti-Black Racism resources; and a strong collection reflecting issues facing the journey of the 2SLGBTQ+ community (ongoing)
 - Establishment of reading groups and book clubs for staff and faculty to engage in issues that intersect with Black and Indigenous individuals and communities(ongoing)
 - Appointment of Project Coordinator Indigenous Curriculum and Pedagogy Initiatives in the Centre for Teaching and Learning
 - Establishment of Minor in Indigenous Studies
 - Establishment of the 2SLGBTQ+ in STEM Conference, the first of its kind in Canada (completed)
 - Annual Pride flag raising, #ShowYourPride campaign, 2SLGBTQ+ info sessions, speaker series, Professional Development sessions, and online training modules for faculty, staff and students (ongoing)
 - Establishment of online training programs about understanding pronouns including a UWSA-led initiative (completed)

- Indigenous consultation process and relationship building (underway)
- Indigenous governance, programming, spaces, and support (underway)
- Universal Design for Learning (UDL) for Inclusion, Diversity, Equity and Accessibility online training for instructors (underway)
- **Student Support**
 - Appointment of Black Student Support Coordinator (completed)
 - Expansion of mental health services and dedicated mental health services for racialized students (completed/ongoing)
 - Establishment of 2SLGBTQ+ student health, counselling and wellness services (completed)
 - Establishment of the Belonging, Inclusivity, Diversity, and Equity (BIDE) Institute in the Office of Student Experience (completed)
 - Expansion and operationalization of University of Windsor Student Self-Identification Survey (Phase I completed, Phase II underway)
 - Redesign of Student Misconduct Procedures (underway)
 - Black Student Support Services information sessions (ongoing)
 - Appointment of Indigenous Enrolment Advisor (completed)
- **Faculty and Staff-Related Initiatives**
 - Black Faculty Hiring Initiative (underway)
 - Equity Assessor Process in academic hiring (completed)
 - Implementation of changes to WUFA Collective Agreement (completed)
 - Establishment of the Racial Justice Committee (WUFA) (completed)
 - Establishment of Racialized Academics & Advocates Centering Equity and Solidarity (RAACES) (completed)
 - President's Indigenous Peoples Scholars program (completed)
 - Approval of curriculum/design positions in Open Learning and Centre for Teaching and Learning (appointment process ongoing)
 - Analysis of staff needs, gaps, and perspectives (ongoing)
 - Employee Engagement Survey and mental health strategy planning (ongoing)
- **Governance Initiatives**
 - Regular board training on equity, diversity and inclusion related topics (ongoing) and efforts to diversity board representation (underway)
 - External review of equity, diversity and inclusion (underway)
 - Establishment of EDID subcommittee of Senate Governance Committee (completed)
 - Signatory to the federal 50/30 challenge (ongoing)
 - Signatory to the Scarborough Charter (ongoing)
 - Signatory to the Dimensions Charter (ongoing)

- Anti-Black Racism Task Force Recommendations Implementation Oversight Team² (established, work underway)
- Board Statement on Equity, Diversity and Inclusion (completed)
- **Spaces and Accessibility**
 - Successful application for funds for accessibility ramp for Human Kinetics building (completed)
 - 2020 Accessibility Audit in 15 campus buildings resulted in multiple accessible upgrades including installation of visual alarms, washroom accessories, tactile surfaces, stair stripping, and new handrails (ongoing)
 - Renovated ramp at Odette (completed)
 - Installation of wider entrance doors equipped with actuators in Odette, Lambton Tower, Erie Hall, Vanier Hall, and Essex Hall (completed)
 - Classroom renovations in Erie Hall (Rooms 2123 & 3123) including wider doorways, open spots to accommodate wheels chairs and other mobility devices, height adjustable podiums and actuators for ease of entry (completed)
 - Lancer Recreation 'Rec Buddies' program to provide assistance to students with a disability at the St. Denis Centre (completed)
 - Development of an ADHD and neurodiversity education and respect initiative (underway)
 - Navigational app with accessibility features embedded (completed)
 - Establishment of an advisory committee to rename buildings on campus (completed)
- **Community Engagement**
 - Increased community engagement efforts (e.g. Mary Ann Shadd statue, sponsorship of various community events) (ongoing)
 - UWindsor Pride Committee participation in the Windsor-Essex Pride Festival and Parade as well as partnership with Trans Wellness Ontario (ongoing)
 - The highly successful *Fundamentals of Race and Anti-Black Racism* course launched as a partnership between the Office of the VP, EDI and Continuing Education. Participants have registered from universities, school boards, police, and social work agencies across Canada. One course module (*Building the Foundation: Race Literacy*) is available for free to UWindsor students and can also be offered for organizations. UWindsor employees can receive a subsidy on the course cost (completed)
 - Consultations with external Indigenous communities (underway)

² The ABR Task Force Report Implementation Team (the IOT) is co-chaired by Dr. Clinton Beckford, Vice-President of Equity, Diversity, and Inclusion, and Mariam Tolson-Murty, Director of Anti-Racism Organizational Change and is made up of students, faculty and staff with responsibility in the areas key to implementing the recommendations. The IOT will coordinate and oversee the implementation of the Task Force recommendations and ensure that we meet our obligations under the Scarborough Charter. The work of the Team will be overseen by the Senate Sub-Committee on Equity, Diversity, Inclusion, and Decolonization, with annual reporting to the Executive Leadership Team, Senate, and the Board of Governors. In addition to the work of implementing the ABR Task Force recommendations, other initiatives may come before these bodies independently, as needed, based on policy and other requirements.

- Discussions regarding the development of an Internationalization Framework are integrating an equity, diversity and inclusion lens, and are also delving more deeply into the experiences of international students as community members (underway)
- Recent changes to the WUFA collective agreement will provide better recognition and support for the heavy burdens of community engagement often carried by faculty from racialized communities: greater diversification of the University's work force and leadership are important goals in continuing to address these challenges (completed)

Many activities are underway at the departmental and faculty level, including new positions in Engineering, Law and Human Kinetics, development of EDI committees, external reviews of ABR and cultures of sexual violence, and a number of other initiatives. An environmental scan of these initiatives is currently underway through the Office of Human Rights, Equity, and Accessibility (OHREA). Please see Appendix A for an overview of many of the equity, diversity and inclusion initiatives undertaken in 2020-21.

Additional Resources

- [Sisco report](#) on the UWindsor Indigenous Student Experience, Recruitment and Enrolment
- [Annual Accessibility Report, 2020-2021 and Multi-Year Plan](#)
- Report of the Review Committee on Employment Equity (RCEE) [2021](#), [2020](#), [2019](#), [2018](#), [2017](#)
- [Windsor Law's Anti-Black Racism Measures](#)
- [Dimensions Charter](#)
- [50/30 Challenge](#)
- [UWindsor Office of the VPEDI and Anti-racism Pedagogies Teaching Learning Chair Distinguished Speakers Series](#)
- [ABR Professional Development Series](#) (OHREA, Human Resource, and CTL)
- Anti-Black Racism Grants
 - [UWindsor Anti-Racism Pedagogy Teaching Leadership Chair Grant](#)
 - [Anti-Black Racism Student Leadership Experience Grant](#)
 - [Anti-Black Racism Teaching and Learning Grant](#)
 - [Anti-Black Racism Professional Development Grant](#)

Thinking Questions

1. Where have I fallen short in adhering to or advancing EDI efforts in my working and/or learning environment?
2. What will an EDI working and learning environment look and/or feel like?
3. Will my role (my positionality) change as a result of these EDI advancements?

Appendix A

Working for Change: Equity, Diversity and Inclusion Initiatives at the University of Windsor From the *University of Windsor Annual Report 2021* (published Spring 2021)

There is much to do in addressing racism, prejudice, discrimination, and oppression at the University of Windsor, and at universities across the country. We are determined to effect meaningful change and to create safer, more welcoming and more equitable campus environments for all members of the campus community. Some of the initiatives we are undertaking are listed below. These are being further supported by numerous initiatives at the Faculty and Department levels.

Data-Driven Accountability

- Launched Fall 2020, the Anti-Black Racism Task Force is providing specific guidance and feedback on a range of issues related to Anti-Black Racism.
- Development of a race-based data collection framework intended to support our ability to assess where we're making progress and where we need to work harder.
- Enhanced granularity of data collection for the 2020 Employment Equity Census, including two new questions on ethnic ancestry and racialized groups.
- Completion of an Employment Systems Review (ESR) focusing on the University of Windsor Canada Research Chair Program.

Equity of Opportunity for Faculty and Students

- Appointment of Anti-Black Racism Strategic Planning Officer Marium Tolson-Murty.
- Over \$200,000 in grants were made available, primarily for Black students, faculty and staff, to support changes to curriculum and teaching, research and student leadership opportunities, and professional development funding.
- A matched funds fundraising campaign was launched and has to date raised \$265,000 in scholarship funding for Black students.
- Appointment of the University's first Anti-Racism Pedagogies Teaching Leadership Chair Andrew Allen, one of the first in Canada.
- Processes being developed to meet our commitment to hiring 12 Black faculty members/scholars by the 2023 hiring cycle.
- The Aboriginal Education Centre Indigenous Student Experience, Recruitment & Enrolment Project, engaged faculty, staff, and students in consultations on enhancing the Indigenous student experience. Planning to address the recommendations of the report, completed by Sisco consulting, is underway in consultation with the Aboriginal Education Council.
- Established access to counselling services and weekly drop-in sessions specifically in support of racialized students, initially in the Faculty of Law and then extended to the Student Counselling Centre.
- Established Anti-Black Racism Campus Roundtable representing each faculty and consisting of faculty and staff members.
- A major campus accessibility audit was completed on fifteen campus buildings.

- Installation of 9 new door actuators, accessible COVID-related supports including new subtitle and captioning tools for online teaching, and a new walkway to the Lancer Centre using operating PXO signals.

Building Capacity and Competency for Challenging Discrimination, Oppression, and Prejudice

- A new Anti-Black Racism educational framework, involving professional development, speakers' series, and more extended programming for academic leadership, staff, faculty, and students has been implemented.
- Development of online anti-racism resources.
- Driven by student leadership and supported by Windsor Students' Alliance; the Graduate Students Society; and the Office of Human Rights, Equity and Accessibility, permanent Pride sidewalks were installed on campus, part of a series of activities signalling campus support for the 2SLGBTQ+ community.
- Establishment Postdoctoral Research Fellowship for Equity, Diversity, and Inclusion in Science, Technology, Engineering and Mathematics (STEM) in the Faculty of Science
- Annual LGBTQ+ STEM Conference.
- 16 workshops on Indigenous Curriculum and Pedagogy and foundational knowledge related to Indigenization offered through the Centre for Teaching and Learning.
- Indigenous Teaching and Learning resources page created.
- The Nanadagikenim: Seek to Know Grants engage and foster sustainable Indigenous curriculum, to develop partnerships that support Indigenous curriculum and pedagogy, and to inspire other faculty and staff to be able to incorporate Indigenous knowledge and pedagogy into their courses in collaboration and consultation with Elders, Indigenous scholars and community members. Currently, there are nine funded projects across seven faculties, the library, and Turtle Island.
- Turtle Island Aboriginal Education Centre launched a monthly newsletter and partnered with St. Clair College VUCAVU and the Arts Council Windsor and Region to launch the We are Not a Phase: Indigenous Screening Series and Talks.
- Research-focused Equity, Diversity and Inclusion workshops implemented, along with the development of online resources for researchers, and training for staff in the Office of Research and Innovation Services.
- Communication and education plan to raise awareness of service animals launched.
- Continuance of programming including mandatory human rights and accessibility training; Innovative Designs for Accessibility (IDeA) competition, and Accessibility Awareness Day.
- The Sexual Misconduct Response and Prevention Office transferred its educational programming to online medium in response to COVID and added a number of new programs including Pronoun Training, content for the Trans Day of Remembrance and the Trans Day of Visibility, a new 10-episode podcast series entitled Prevent Resist Support, and new workshops on COVID-19 Sex Education for the International Student Centre and Queer Sex Ed for the campus community.

Review and Revision of Procedures and Policies

- A consultative review of student misconduct procedures, policies, and structures employing an equity, diversity, and inclusion lens is underway.
- An Equity, Diversity and Inclusion (EDI) review is underway, focuses on broader institution-wide equity, diversity and inclusion processes, policies, programs, and reporting structures will be launched in Spring 2021.

We have a long way to go, but we are making progress. In the coming year, in consultation with our communities, we will continue to focus on these priority areas while also establishing integrated strategic planning as well as the core infrastructure to foster lasting, sustainable, and evolving approaches to this all-important work.