University of Windsor
Senate

5.3.1:   **Report of the Review Committee on Employment Equity (RCEE)**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

Report of the Review Committee on Employment Equity (RCEE) September 2021

1 BACKGROUND

The RCEE was formed in 1987. The committee's terms of reference (ToR) are as contained in Article 30 of the Windsor University Faculty Association (WUFA) Collective Agreement. Specifically:

> 30:04 The Review Committee provided for in clause 30:03 shall be responsible for:
> (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library;
> (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists;
> (iii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

The RCEE would like to convey appreciation for the data provided for this report and throughout the year by the Employment Equity (EE) Manager. In addition, the manager carries out the central work for the implementation of the Diversity & Equity Assessment & Planning (DEAP) Tool Project and provides the required support to the units. The DEAP Tool provides a means for units to develop, monitor and report on goals and timelines. Information on the DEAP Tool can be found at http://www.uwindsor.ca/ohrea/95/deap-tool.

In many units that have created Equity, Diversity and Inclusion (EDI) type committees, there has been greater use of the DEAP Tool to help inform their related goals. Some have had the DEAP Tool as an ongoing agenda item for the meetings. As a result, there has been a significant increase in its use for such things as storing ideas, goal development, action plans, identifying stakeholders and task leads.

RCEE obtains the new hires data from OHREA in the July 1 through September timeline in order to access the latest Human Resources Information System (HRIS) data available. This allows for the inclusion of the new hires in the system as per their start date. Thus, the data are up to September 30 of the given year.

RCEE recognizes that the University and WUFA have worked towards significant inclusion of EDI in the new 2021-2025 Collective Agreement. RCEE commends the efforts that are being undertaken to ensure EDI is a shared commitment that is reflected throughout the CA, thereby working towards embedding equitable practices at the systemic level.

2   ACTIVITIES AND KEY ISSUES FOR 2019-2020

The RCEE activities and key issues are centered on 3 main areas. Firstly, the committee focused on *data*; specifically, acquiring and analyzing the data. Secondly, the committee explored possibilities for *enhancing equity* both campus wide and throughout the various AAUs. Lastly, RCEE examined options for *enhancing the equity infrastructure* of the University. RCEE discussed several issues which, although not part of its mandate, were considered to have an influence on the equity profile of the University community and ultimately on recruiting/attracting and hiring. The recommendations of this report are organized according to the three categories.

Agenda items addressed in committee meetings included:

1) Terms of Reference as Contained in WUFA CA, Article 30
2) Review 2020 EE Data on Faculty Members—Confirm Significant Under-Representation
3) Retirement & Termination Data
4) Discipline-Specific Availability Pool Data
5) Progression Charts for Designated Groups
6) New Faculty Hires
7) Review Graphs Based on Gender & Rank Data from CAUT
8) University Initiative of Hiring 12 Black Faculty Members
9) Impact of remote working, learning, hiring, *etc*.
10) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
11) Outstanding Recommendations from Past RCEE Reports
12) Equity Assessor Service

The RCEE continued to operate online, in keeping with COVID-19 pandemic protocols. In addition, anti-Black racism initiatives and activities have remained a priority throughout the University. For example, last year, the University had announced the intention to hire 12 Black faculty members over the next three years. After consultation with the Anti-Black Racism (ABR) Task Force and Senate, a working group will be established and tasked with providing advice on the framework for the Black Scholars Hiring Initiative. The working group will consider any process-related matters pertaining to the implementation of the framework. Further details on this and other initiatives can be found at: https://www.uwindsor.ca/antiblackracism/318/progress-where-we-are.

Regarding the University's collection of employee self-identification data as part of the employment equity program, the group "visible minorities" was seen as providing better information through disaggregating the data. The disaggregation of the data enables the University to determine if and where there are gaps in representation and participation of specific racialized groups. The expansion affords the opportunity for employees to further self-identify. Accordingly, the 2020 campus-wide employee census was similarly organized.   The racialized groups identified were Asian Descent/Ancestry, African Descent/Ancestry, Latin/Hispanic Descent/Ancestry, Middle Eastern Descent/Ancestry, Person of Mixed Origin, and Other. A chart with this information has been added to this report.

RCEE discussed the merits of disaggregating the data on women. This would be of value in order to identify gaps in the progress of women from other designated groups. In this report, it has been presented through a pie chart added in the Data section.

> **RCEE recommends** that the University provides disaggregated data on the designated group women on an ongoing basis.

RCEE noted that the University has created the Office of EDI (Equity, Diversity and Inclusion), headed by an Interim VP EDI. This will better enhance the ability of the University to integrate principles that will structurally impact its climate and operations to effectively address discrimination and oppression. Structures need to be put in place that

are widely communicated in a manner that contribute to recruiting and retention towards a more diverse equity profile and can endure over time.

> **RCEE recommends** that the University ensures the Office of EDI is properly resourced in order to support the University community's ability to support current effective practices and to make necessary changes.

RCEE noted the importance of the need for increasing the inclusion of service in the hiring process. This will ensure that service is a key consideration in the job posting and throughout the recruitment and hiring process in order to attract faculty members and librarians who are committed longer term to enhancing a more equitable and just learning and working environment.

> **RCEE recommends** that a review of employment equity standard training and best practices (e.g., EE/PAs and hiring committees) be carried out to produce an updated cohesive and coordinated process in keeping with the mandates of the Office of the Provost, the Office of Human Rights, Equity and Accessibility and any new changes to the WUFA Collective Agreement.

> **RCEE recommends** that service is included as a component in job ads and that the hiring committee gives it due consideration in the hiring process, i.e., included in the pre- and post-interview grids with rating attached.

The University and WUFA have expanded the scope of pay equity beyond the legislated gender-based requirement to include the other designated groups. There continues to be discussions regarding possible pay equity issues.

> **RCEE recommends** that the University develops a plan to identify and rectify the systemic issues that create pay inequities.

> **RCEE recommends** that the University builds upon the 2020 recommendation of identifying best practices, and takes steps to ensure equity is built into the structures so as to proactively prevent equity-based anomalies in compensation.

RCEE discussed the changes in the federal wording to better define and clarify what constitutes persons with disabilities. As noted in the section 4 below, this had resulted in a significant increase in the numbers of those self-identifying as having a disability.

> **RCEE recommends** that the University enhances the definition of persons with disabilities in the University's employment equity self-identification survey and census to better align with the newly refined federal wording.

RCEE discussed the ongoing need for more strategic, targeted hiring for designated groups that are significantly under-represented in specific units. It was recognized that the University will be undertaking a targeted recruiting process for the addition of 12 Black scholars, and this will assist in addressing underrepresentation of racialized scholars.

> **RCEE recommends** that the University works with the AAUs to engage in a process to review and identify areas with significant under-representation of women, and develop/implement a targeted recruiting process.

> **RCEE recommends** that the University builds on the successes of the Indigenous Scholars hiring, in order to strengthen the presence and engagement of Indigenous peoples.

3   PROMISING PRACTICES FEATURE – LEDDY LIBRARY

In this section of the annual report, an academic unit is featured for employment equity recruiting promising practices. This provides an opportunity to recognize the efforts that are being undertaken, for units to serve as a resource for others, and to share ideas that may be adopted or adapted in other areas in the University. The unit that is being featured here is the Leddy Library.

Spaces, Services, and Initiatives at Leddy Library
Supporting Greater Equity, Diversity, and Inclusion

Dedicated Librarians and Collections

In 2018, Leddy Library named Indigenous Outreach as part of the assigned workload of a Librarian. In addition to providing outreach to Indigenous staff, faculty, and students, as well as those learning more about Indigenous communities, the Indigenous Outreach Librarian is responsible for stewarding a collection budget for materials that support Indigenous curricula and initiatives across campus. Featured collections include: Treaties Recognition Week, Orange Shirt Day: Residential School Experiences, Selected Indigenous Resources. The budget has been used to support resources beyond monographs, including the purchase of two replica wampum belts in 2019 to support teaching and learning. Additional innovative education resources that Leddy has supported are StoryMaps (interactive visual representations) of Missing Children of Indian Residential Schools and The Water Crisis in Canada's First Nations Communities.

In 2021, a Librarian was assigned to liaise with staff and students with specific responsibility for Library services and resources supporting the Black student, faculty and staff communities and initiatives across campus. Concurrently, a budget was designated to support Black Studies and related work. Featured collections include Anti-Black Racism Resources. This Librarian will work closely with the Black Student Support Coordinator and the Director, Anti-Racism Organizational Change.

Leddy Library has built a strong collection reflecting the issues facing and journey of the LGBTQ2S+ community. Two of the highlighted collections featured include Pride Month: LGBTQ2S+ Journeys and Transgender Day of Remembrance. They have also obtained an archival collection rich with books, documents, and ephemera from the LGBTQ2S+ community. Members of the library have also played a key role in the development of an open education resource addressing *Inclusive Health Care for the LGBTQ2S+ community.*

The people of Leddy Library are also very active beyond the campus through their service work in organizations deeply committed to EDI. One such example is their librarians' involvement in the *Canadian Association of Research Libraries Equity, Diversity, and Inclusion Working Group* which contributes to the development of CARL's program of bilingual initiatives to support the creation of diverse, equitable, and inclusive environments in CARL research libraries.

Spaces and Services

When the **Student Collaboratory** was opened in 2019, design elements informed by and intended to honour Indigenous knowledge and culture were included. These elements included the hand painted artwork of clan images, the use of cedar, the accentuation of circular design and the representation of the two-row wampum belt over top of the white board. It is anticipated that as more spaces are renovated, Indigenous knowledge and culture will influence and guide the design. A new mindfulness room which reflects Indigenous elements is anticipated in 2022.

English Conversation Group (ECG) is a weekly workshop that provides students the opportunity to practice their English in a casual and welcoming environment. The ECG introduces topics relevant to life in Canada and at the University of Windsor, while allowing students to practice their English skills. The English Conversation Group was initiated in 2013 and has grown to as many as 30 students a week.

The Leddy Library is committed to providing access to resources and services for all students regardless of ability. Creating spaces and services that remove barriers for persons with disabilities improves access for all. The spaces have been audited for accessibility. They provide resource retrieval services, a study room dedicated to those with accessibility needs, two accessible workstations which provide access to ZoomText, and Jaws ScreenReader software. Leddy Library also houses the Accessibility Annex which is operated by Students Accessibility Services. Universal washrooms are located on the lower level in the Leddy West Building and on every floor in the Main Building. Leddy Library strives to create collections and spaces that are reflective of and welcoming to the students, staff, and faculty who make up the University of Windsor community.

Projects and Initiatives

Capturing Important Histories of the Region: Leddy Library has a role in capturing and preserving the rich history of our region, especially those histories that have previously been ignored, set aside, or inaccurately represented. Two examples of these projects include:

> **Local Black History:** Leddy Library's Archives and Centre for Digital Scholarship has been integral in stewarding and preserving aspects of our region's rich local Black History. *Breaking the Colour Barrier* tells the story of Wilfred "Boomer" Harding & the Chatham Coloured All-Stars. *The North Was Our Canaan* highlights the history of Black Canadians and the Underground Railroad by taking a journey along the banks of the Detroit River, through the streets of Sandwich, to end up at Sandwich First Baptist Church, a congregation whose roots extend back to the 1820s. A follow-up film with a local Black historian is expected to launch June 2022. An Anti-Black Racism Student Leadership Recipient will work with the archivist and a librarian on "We Were Here: Recovering the Stories of Windsor's McDougall Street Corridor," a research project to document the history of McDougall Street, home to Black families that are descendants of the Underground Railroad.

> Leddy Library continues to take a role in this work, including the Archives and Centre for Digital Scholarship, which aims to create a research portal dedicated to the preservation, organization, and promotion of local Black history material the library has collected and continues to collect. At present, the library has numerous print, digital, audio, and archival materials related to Windsor-Essex and Chatham-Kent's rich Black History. This material, while preserved in Leddy Library archives and hard drives, currently remains virtually unknown and inaccessible to researchers. This portal aims to assist the expansion of the accessibility of these items.

> **Walpole Island Heritage Centre:** Librarians and staff at Leddy Library assisted the Walpole Island Heritage Centre to digitize their collection of analogue audio and video holdings. The work was done at and remains with the Walpole Island Heritage Centre. As part of the role of Leddy Library, guidance, consultation, and expertise were provided to digitize all analogue carriers; create descriptive metadata for all digital files; and, build the capacity and procedures for the safe digital preservation of these artefacts by the community in the future. This digitization project was funded in part by a Library and Archives Canada grant.

Reading Groups: The library has recently created development opportunities for staff and faculty to engage in issues that intersect with Black and Indigenous individuals and communities:

> **Anti-Black Racism Book Club**: In February 2021, Leddy Library launched the Anti-Black Racism (ABR) Book Club – a popular virtual book club that provides the opportunity to bring together librarians and library staff (from both the Leddy Library and the Law Library) and collectively read books that help to inform individuals about anti-Black racism (ABR). It is an opportunity for the library community to collectively learn about and

engage with the issue of anti-Black racism. Across the two libraries, all departments, and all staff categories, participation in the ABR book club has been excellent.

Truth and Reconciliation Reading Group: In 2017, a librarian pulled together a group committed to reading the Truth and Reconciliation Report ("Honouring the Truth, Reconciling for the Future") that was published in 2015. In response to the Truth and Reconciliation Reading Challenge, this group read through the report and met to discuss their journey.

Building on all the initiatives, services, and spaces to date, Leddy Library will further their commitment to growing the equity, diversity, and inclusion on our campus by the development of and **Leddy EDI Committee**. They anticipate the launch of the Leddy EDI Committee in 2022.

4 DATA

RCEE has been focusing on data relating to the faculty and librarian representation of designated groups over the years. Although the committee examines the available progression data for other faculty-related groups (i.e., LTA, AAS, Sessional Lecturers, and Sessional Instructors), the focus of this report is on tenured/tenure-track professors and librarians. Data for the other faculty related groups are contained in the University's Annual Employment Equity reports.

The tables and charts in this section were created for RCEE by the EE Manager. RCEE has reviewed unit-specific data, and individual AAUs are provided with such data, however, the AAU data are not released to the wider University community. This is necessary due to the small numbers, which would present confidentiality and privacy concerns. The LGBTQIA2S+ data for individual Faculties are similarly not released. In addition, because the designated group sexual/gender minorities is not one of the federally designated groups, the government does not generate the external workforce data required to determine the availability pool/comparators.

In the last Canada Census, what was included under disabilities was made clearer. For example, three questions were added: one asking if there is any "difficulty learning, remembering or concentrating"; another if there are any "emotional, psychological or mental health conditions (e.g., anxiety, depression, bipolar disorder, substance abuse, anorexia, etc.)"; and a third asking if there was an "other health problem or long-term condition that has lasted or is expected to last for six months or more." As a result of this (and the added availability of online reporting) the number of people identifying as having a disability rose significantly. This in turn impacted the percentages within the external availability pool, resulting in a higher target and an increase in under-representation. This explains the dramatic increase in the external availability pool from 3.8% in 2017 to 8.9% in 2018 in this designated group, as noted under "External Representation" in the applicable charts.

New in last year's report, and maintained this year, is the addition of the three graphs related to Women, Internal Representation compared to CAUT Full-Time Teachers, specific to rank. The external data are obtained from the CAUT Underpaid and Overworked Report[1]. Currently there is no external data availability by academic rank for the other designated groups. As well, new charts have been added on disaggregated data for visible minorities and on women and intersectionality.   The new graphs have been included on pages 24-28.

OVERVIEW

The following charts provide information on the University of Windsor's internal representation within the academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

The data include information from the UWindsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2019.

The external data information for Women, Aboriginal Peoples, and Visible Minorities are from Statistic Canada's 2006 and 2017 National Censuses and the 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS) and from Statistics Canada's Canadian Survey on Disability (CSD) (2012 and 2017).

The University recognizes sexual/gender minorities as a fifth designated group. However, there are no available external data for comparison purposes.

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[1] https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf

(Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers and Full Professors, and Ancillary Academic Staff) (New Hires from January 01, 2021 to September 30, 2021)					
Rank	Total	Women	Indigenous/Aboriginal Peoples	Racialized People/Visible Minorities	Persons with Disabilities
Tenured and Tenure-Track Assistant Professors, Lecturers and Full Professors only	14	50.00%	0.00%	42.86%	21.43%
Limited-Term Appointment Assistant Professors and Lecturers only	8	37.5%	0.00%	12.50%	0.00%
Ancillary Academic Staff only	2	100.00%	0.00%	0.00%	0.00%
All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers and Full Professors, and Ancillary Academic Staff	24	50.0%	0.00%	29.17%	12.50%

New Hires
Employment Equity Data Profile
(Tenured, Tenure-Track, Limited-Term Appointment, Assistant Professors, Lecturers and Full Professors, Ancillary Academic Staff and Librarian)
(January 01 2021 to September 30 2021)

Legend:
- ■ Tenured and Tenure-Track Assistant Professors, Lecturers and Full Professors only
- ▦ Limited-Term Appointment Assistant Professors and Lecturers only
- ⊤ Ancillary Academic Staff only
- ▨ All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers and Full Professors, and Ancillary Academic Staff
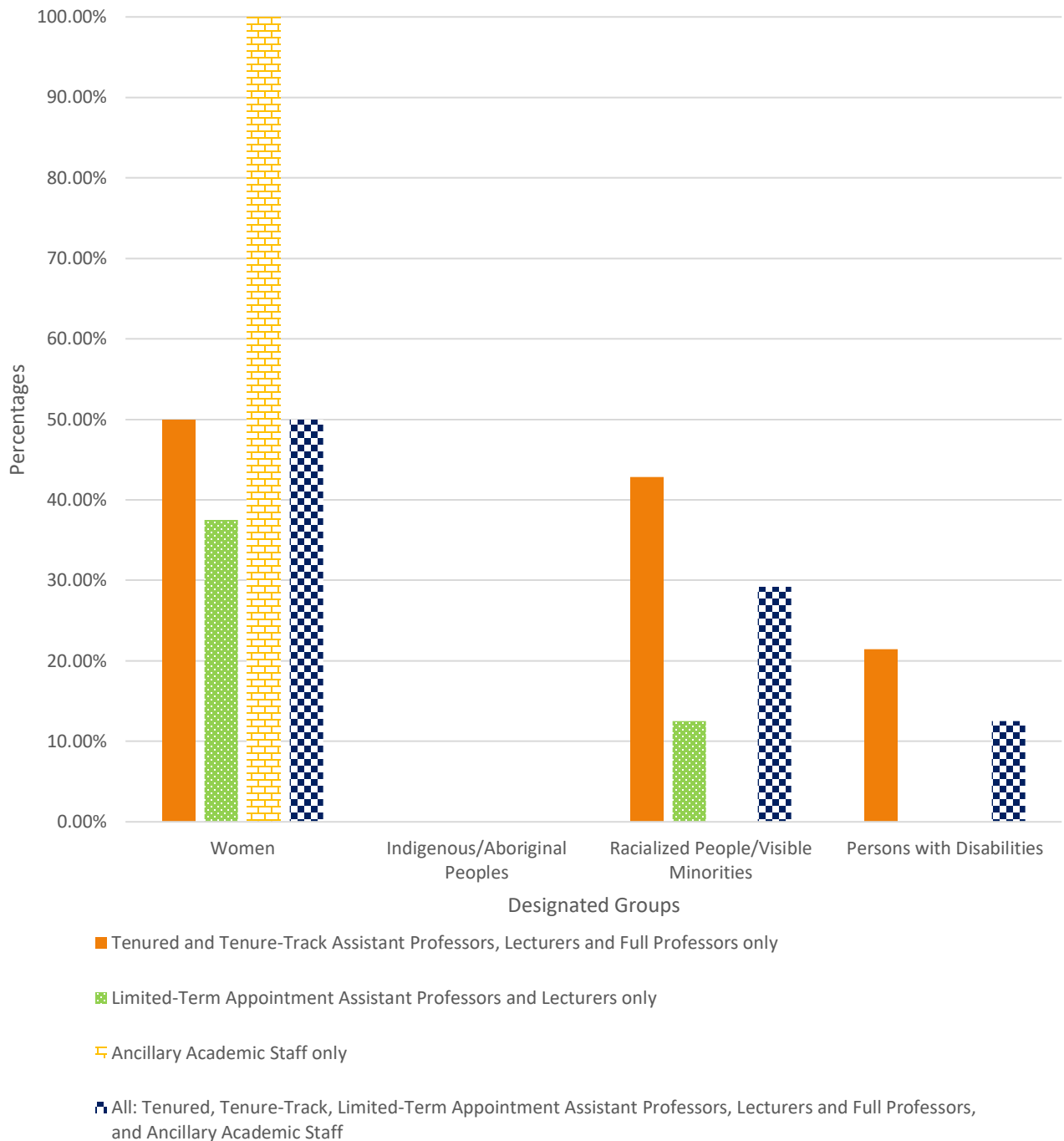
Professors and Librarians

	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484	506	496
Male	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298	304	300
Female	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186	202	196
% Female	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%	39.9%	39.5%

* 1987 data does not include librarians

Professors (no Librarians)

	1987	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total	484	409	490	482	490	478	477	465	460	449	433	461	440	444	462	482	472
Male	421	292	309	307	318	302	302	296	294	289	279	296	282	280	293	299	294
Female	63	117	181	175	172	176	175	169	166	160	154	165	158	164	169	183	178
% Female	13.0%	28.6%	36.9%	36.3%	35.1%	36.8%	36.7%	36.3%	36.1%	35.6%	35.6%	35.8%	35.9%	36.9%	36.6%	38.0%	37.7%

Note: In this data Assistant Deans, Associate Deans, and Deans are not included in these figures, therefore numbers in designated groups may decrease once designated group members assume these types of roles.

Professors & Librarians (internal representation) - Women
1987, 1999, 2006-2020

	1987 *	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
% Female	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%	39.9%	39.5%
% External Representation			39.6%	39.6%	39.6%	39.6%	39.6%	43.3%	43.3%	43.3%	43.3%	43.3%	44.0%	44.0%	44.0%	44.0%	44.0%

YEAR
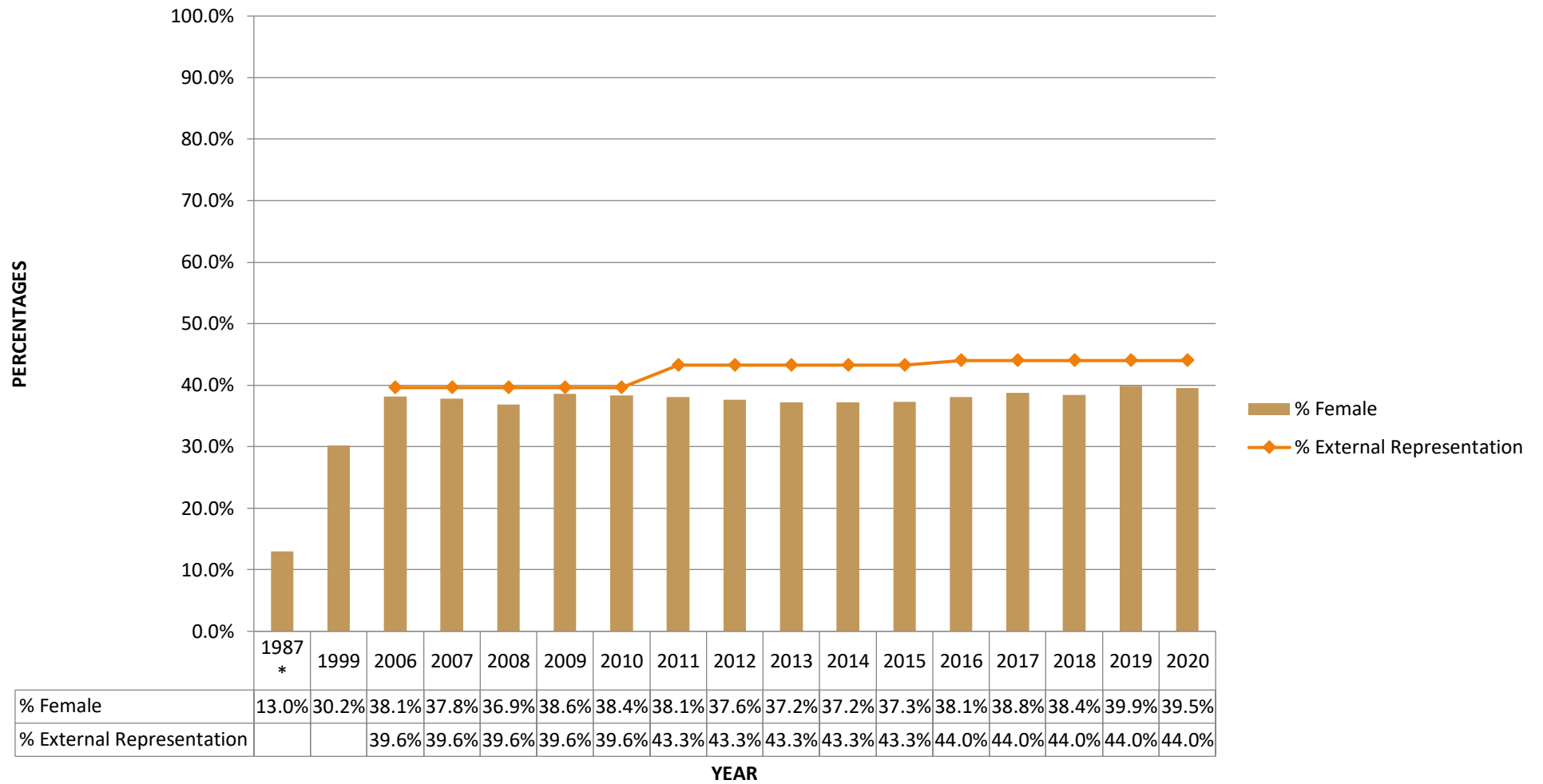
(*1987 does not include Librarians)

Professors & Librarians (Internal Representation) - Aboriginal Peoples
2006-2020

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
% Aboriginal peoples	1.0%	1.2%	1.2%	1.2%	1.2%	1.2%	1.2%	0.6%	0.3%	0.6%	0.9%	1.1%	2.7%	2.8%	2.4%
External Representation	0.9%	0.9%	0.9%	0.9%	0.9%	1.3%	1.3%	1.3%	1.3%	1.3%	1.4%	1.4%	1.4%	1.4%	1.4%

YEAR
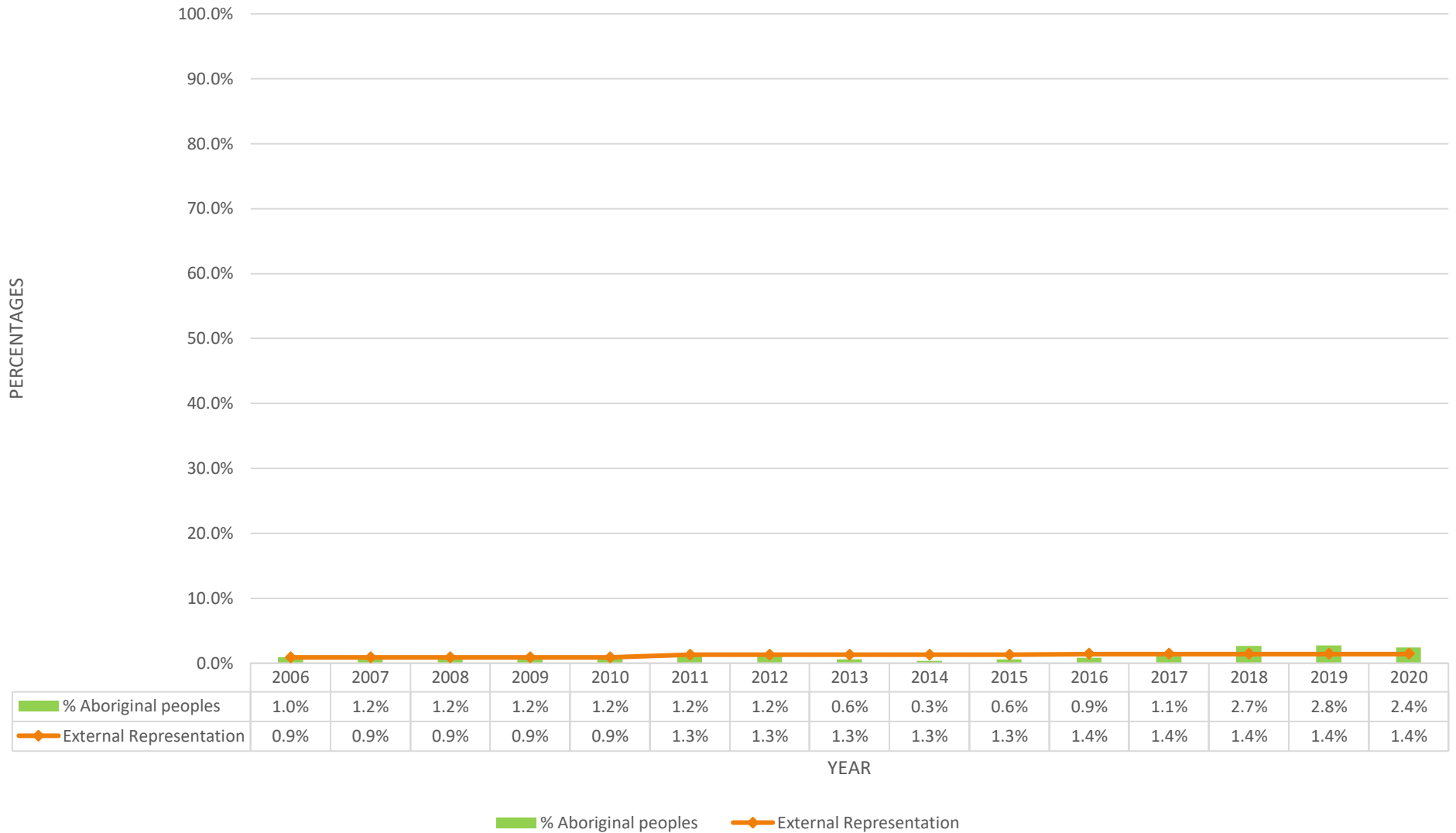
Professors & Librarians (internal representation) - Visible Minorities
2006-2020

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
% visible minorities	19.7%	18.9%	19.6%	20.0%	20.0%	20.6%	21.1%	25.8%	19.3%	24.2%	26.0%	28.4%	28.3%	27.7%	30.0%
External Representation	15.1%	15.1%	15.1%	15.1%	15.1%	19.1%	19.1%	19.1%	19.1%	19.1%	21.1%	21.1%	21.1%	21.1%	21.1%

YEAR

■ % visible minorities ◆ External Representation
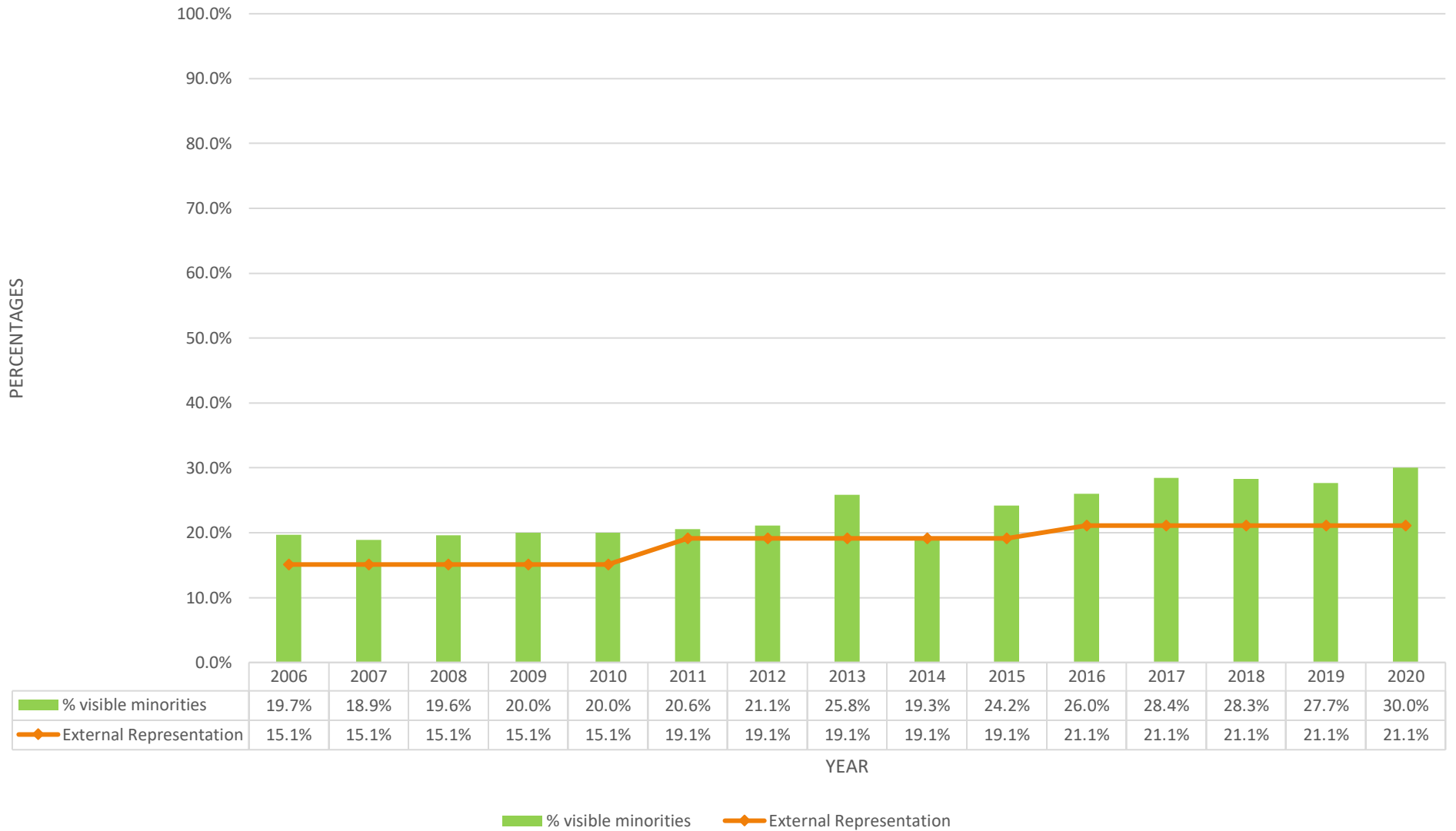
Professors & Librarians (internal representation) - Persons with Diabilities 2006-2020

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
% persons with disabilities	6.3%	6.2%	6.8%	6.7%	5.9%	5.8%	4.9%	4.6%	3.9%	5.2%	5.8%	6.0%	6.8%	6.9%	8.3%
External Representation	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	3.8%	3.8%	3.8%	3.8%	3.8%	8.9%	8.9%	8.9%	8.9%

YEARS
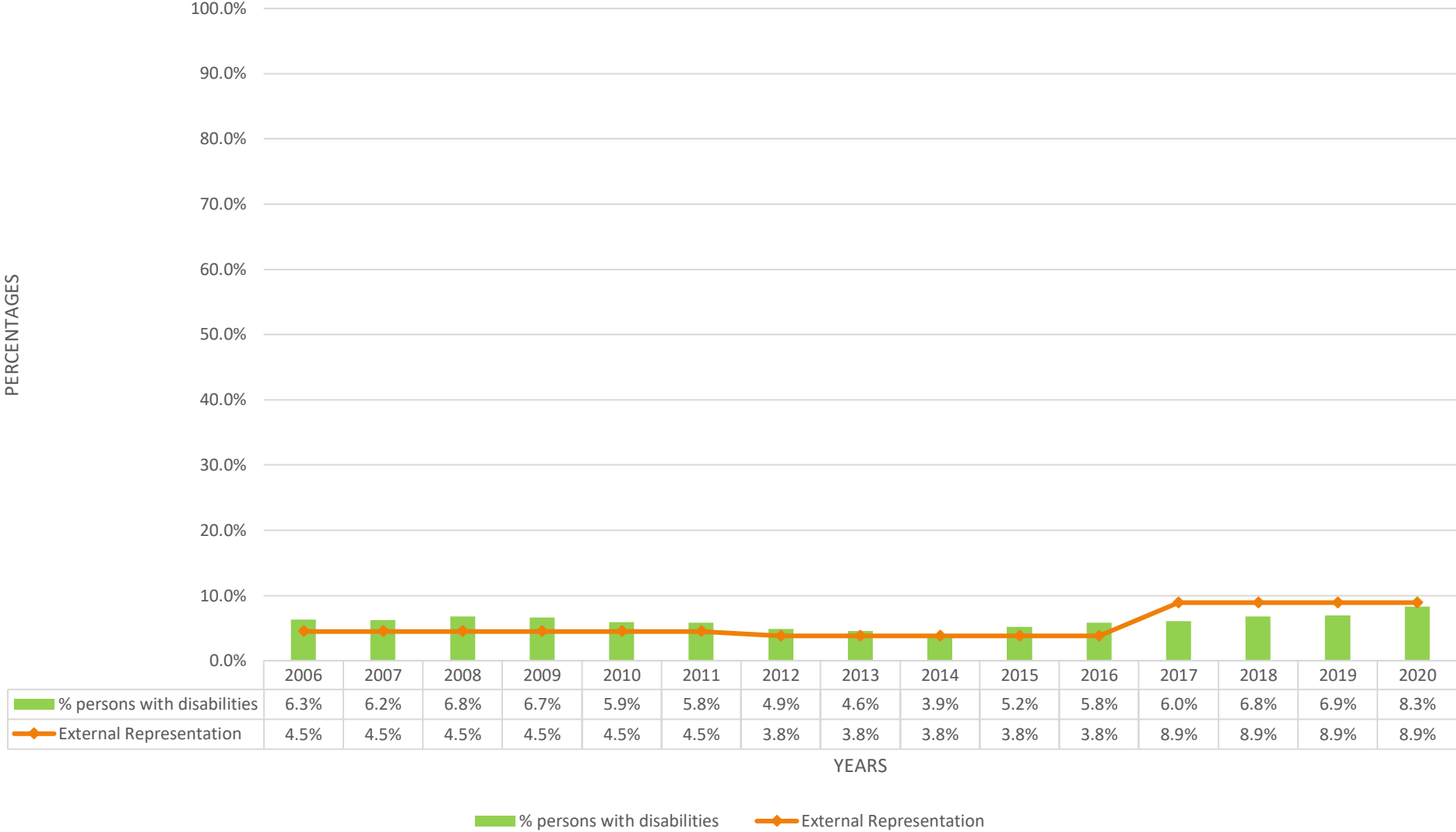
Professors (Tenured or Tenure-Track) by rank - Women (2006-2020)
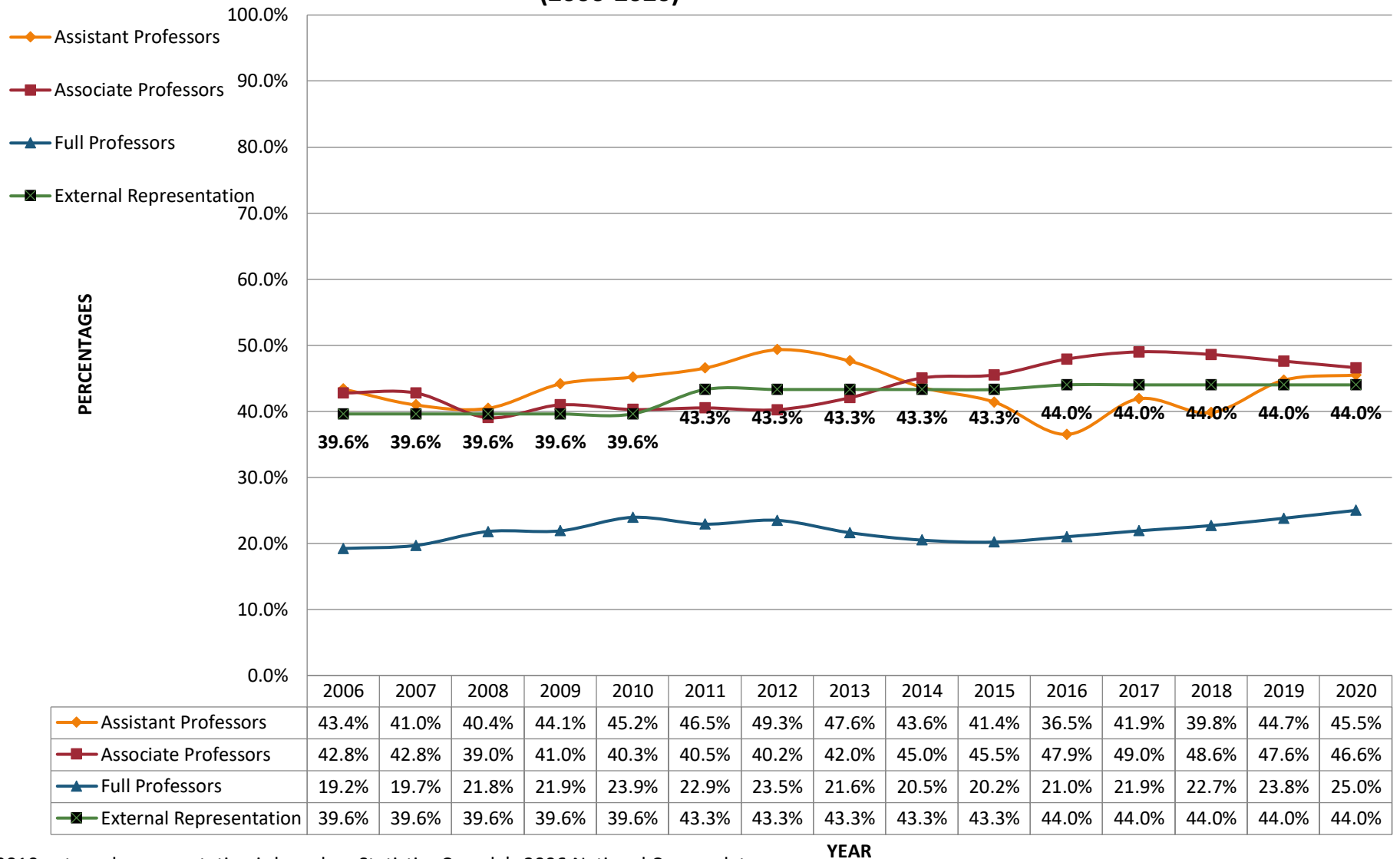
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professors	43.4%	41.0%	40.4%	44.1%	45.2%	46.5%	49.3%	47.6%	43.6%	41.4%	36.5%	41.9%	39.8%	44.7%	45.5%
Associate Professors	42.8%	42.8%	39.0%	41.0%	40.3%	40.5%	40.2%	42.0%	45.0%	45.5%	47.9%	49.0%	48.6%	47.6%	46.6%
Full Professors	19.2%	19.7%	21.8%	21.9%	23.9%	22.9%	23.5%	21.6%	20.5%	20.2%	21.0%	21.9%	22.7%	23.8%	25.0%
External Representation	39.6%	39.6%	39.6%	39.6%	39.6%	43.3%	43.3%	43.3%	43.3%	43.3%	44.0%	44.0%	44.0%	44.0%	44.0%

YEAR

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Aboriginal Peoples (2006-2020)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professors	0.5%	1.1%	1.1%	0.7%	0.8%	1.0%	1.4%	1.6%	1.8%	0.0%	1.9%	2.7%	8.2%	7.9%	8.2%
Associate Professors	1.7%	1.7%	1.6%	1.5%	1.4%	1.3%	1.2%	0.8%	0.5%	1.3%	1.4%	1.6%	1.6%	1.6%	0.0%
Full Professors	0.8%	0.8%	0.8%	1.5%	1.4%	1.4%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	1.1%	1.6%
External Representation	0.9%	0.9%	0.9%	0.9%	0.9%	1.3%	1.3%	1.3%	1.3%	1.3%	1.4%	1.4%	1.4%	1.4%	1.4%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Visible Minorities (2006-2020)

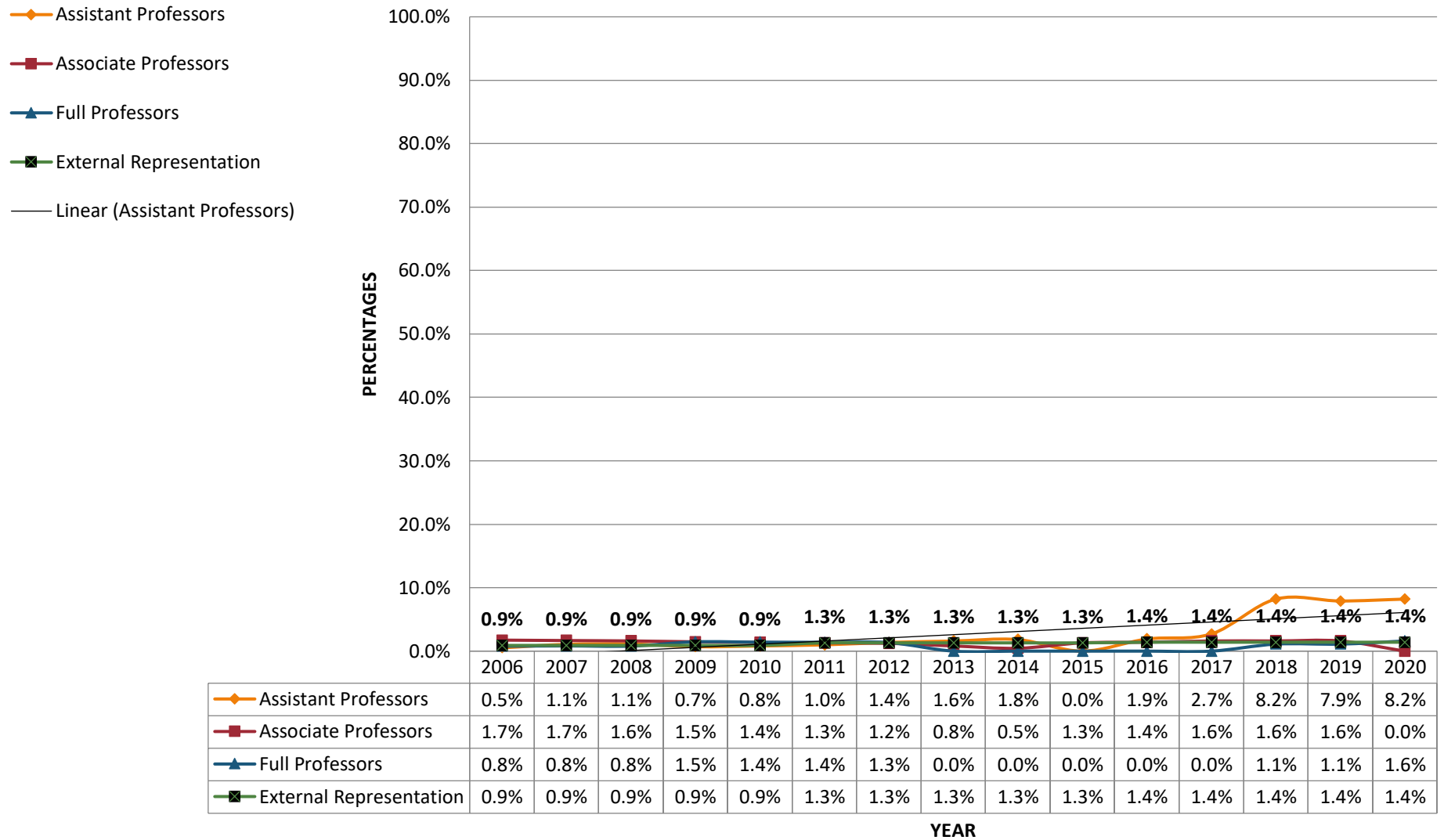| YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professors	22.4%	19.1%	19.1%	16.6%	16.1%	16.8%	15.1%	23.8%	21.8%	8.6%	11.5%	21.6%	21.4%	21.9%	26.4%
Associate Professors	17.9%	18.3%	19.8%	22.0%	22.6%	22.8%	21.5%	26.5%	23.9%	26.4%	27.2%	29.7%	27.9%	26.2%	28.7%
Full Professors	20.8%	20.5%	20.3%	21.2%	20.4%	20.8%	24.8%	27.7%	28.0%	28.0%	30.3%	31.5%	31.3%	34.8%	35.6%
External Representation	15.1%	15.1%	15.1%	15.1%	15.1%	19.1%	19.1%	19.1%	19.1%	19.1%	21.1%	21.1%	21.1%	21.1%	21.1%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
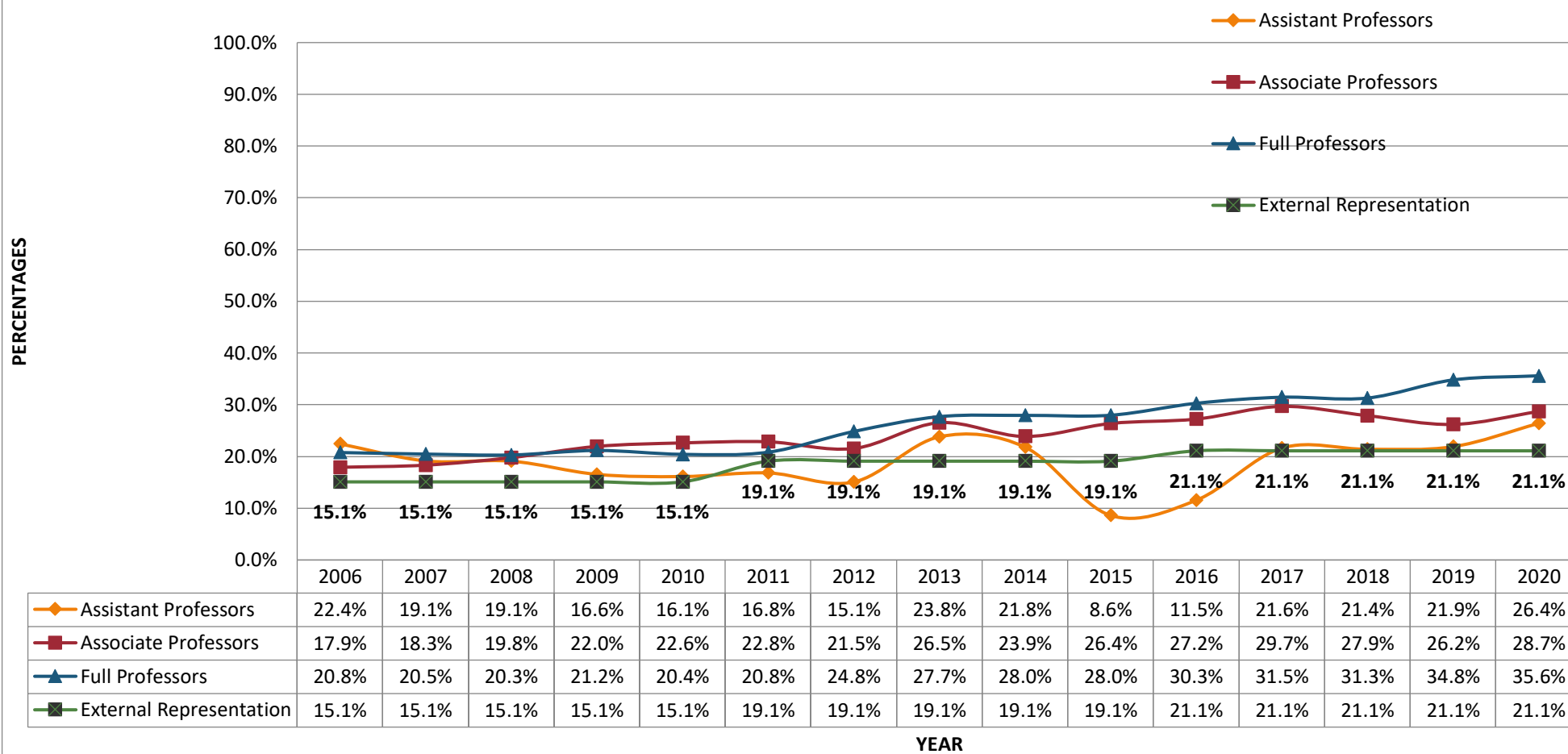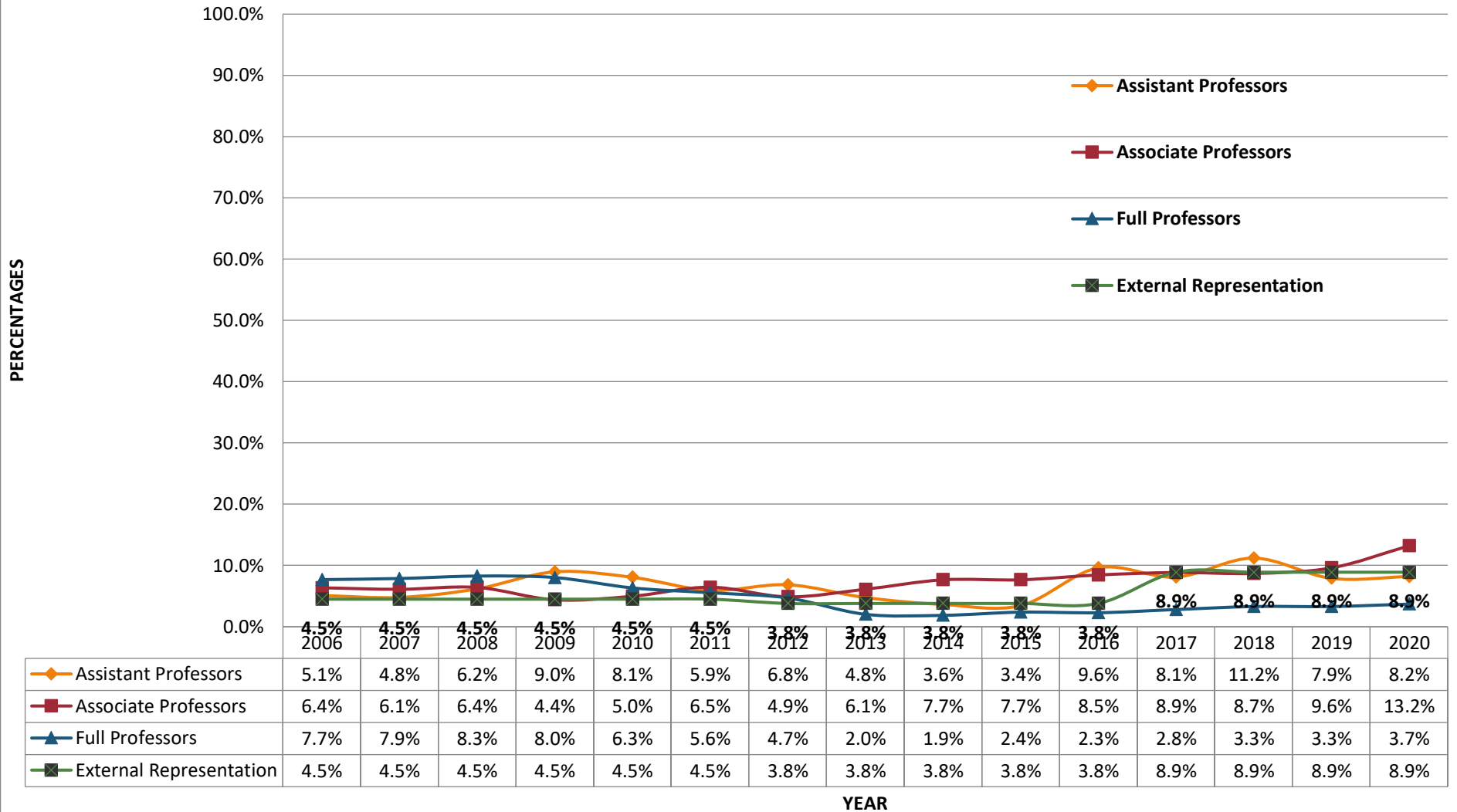2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities (2006-2020)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professors	5.1%	4.8%	6.2%	9.0%	8.1%	5.9%	6.8%	4.8%	3.6%	3.4%	9.6%	8.1%	11.2%	7.9%	8.2%
Associate Professors	6.4%	6.1%	6.4%	4.4%	5.0%	6.5%	4.9%	6.1%	7.7%	7.7%	8.5%	8.9%	8.7%	9.6%	13.2%
Full Professors	7.7%	7.9%	8.3%	8.0%	6.3%	5.6%	4.7%	2.0%	1.9%	2.4%	2.3%	2.8%	3.3%	3.3%	3.7%
External Representation	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	3.8%	3.8%	3.8%	3.8%	3.8%	8.9%	8.9%	8.9%	8.9%

YEAR

*2006-2011 external representation is based on the 2006 Participation and Limitation Survery (PALS) data.
2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
2017-2020 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Librarians - Women
(2006-2020)

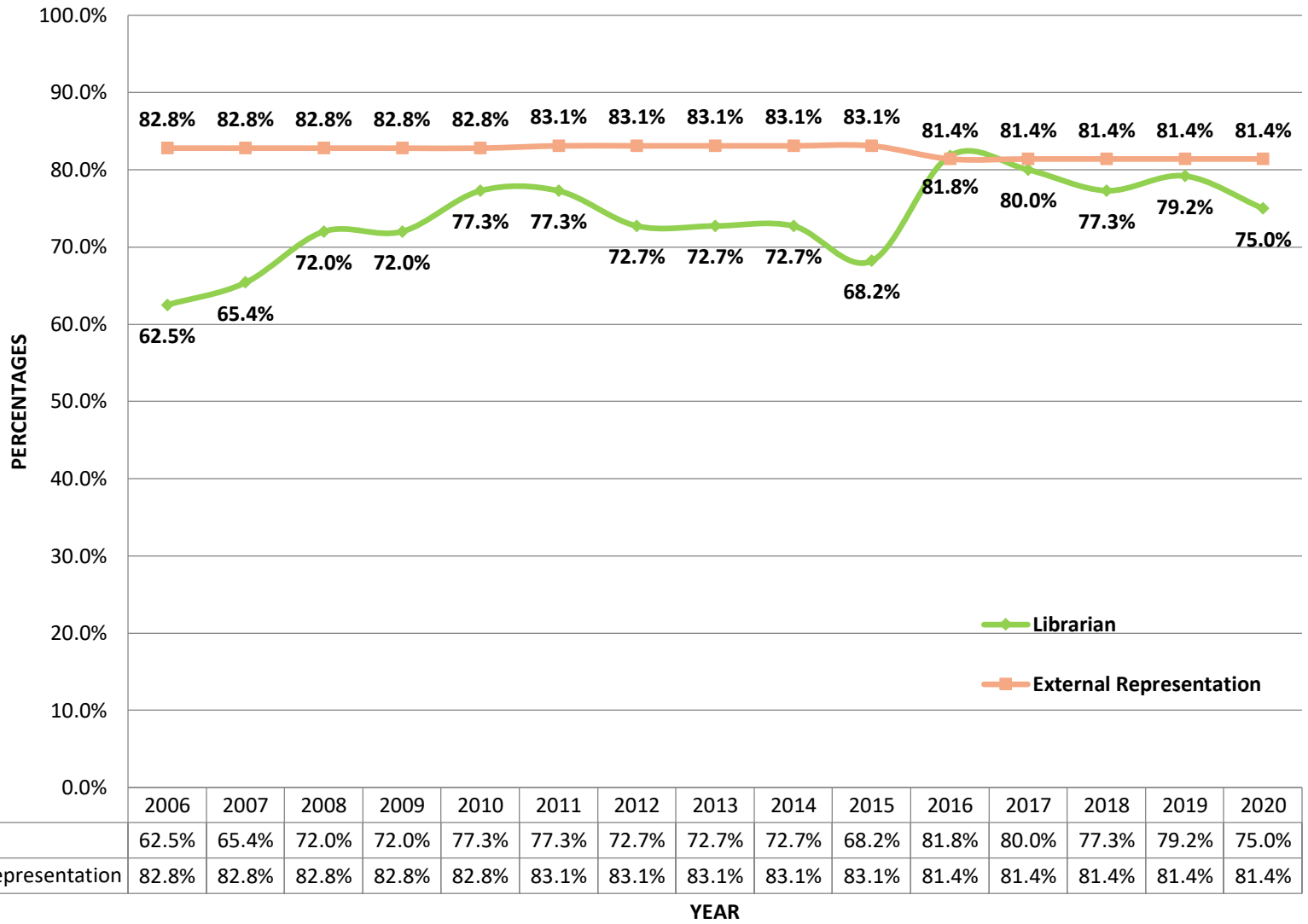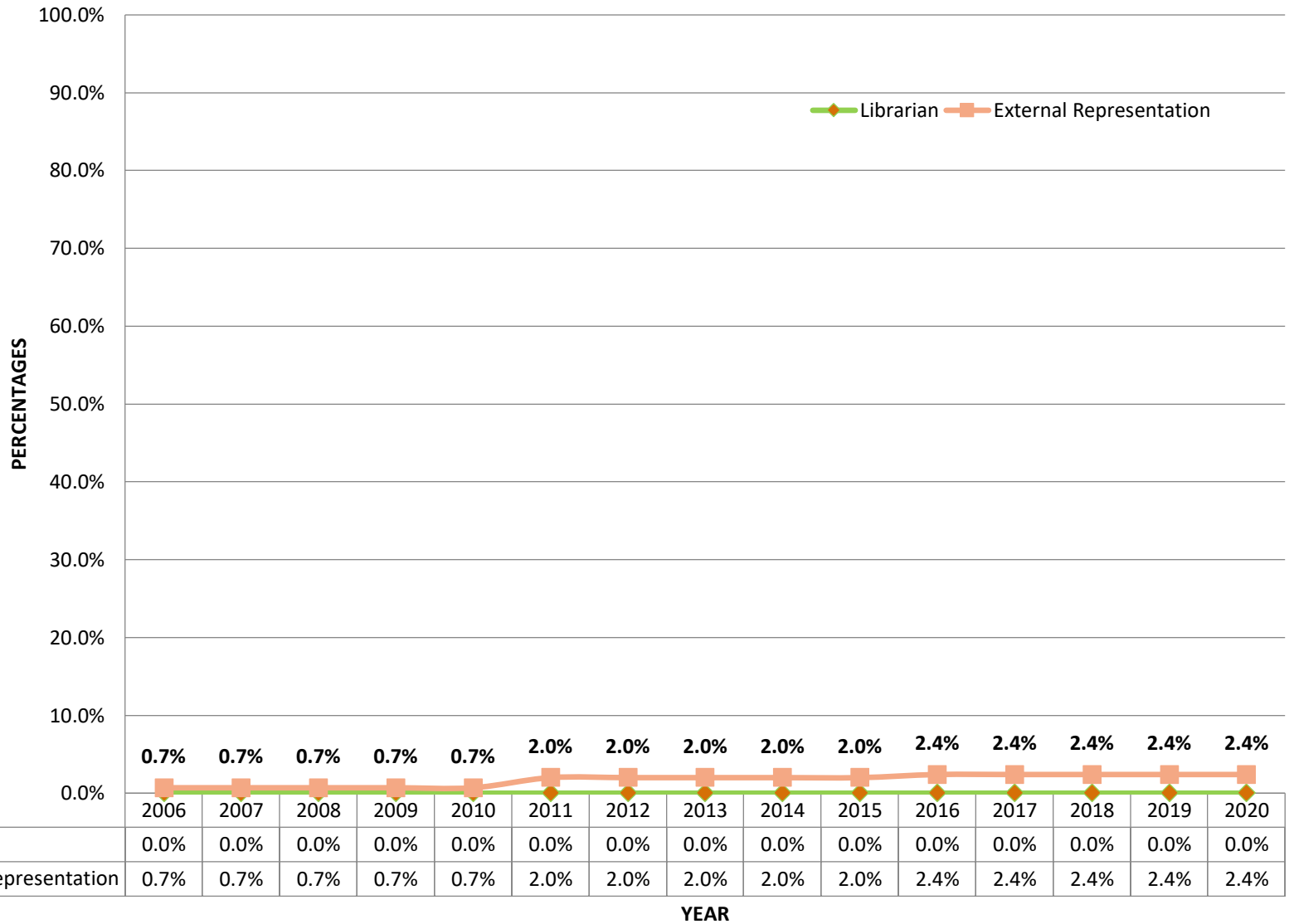|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Librarian	62.5%	65.4%	72.0%	72.0%	77.3%	77.3%	72.7%	72.7%	72.7%	68.2%	81.8%	80.0%	77.3%	79.2%	75.0%
External Representation	82.8%	82.8%	82.8%	82.8%	82.8%	83.1%	83.1%	83.1%	83.1%	83.1%	81.4%	81.4%	81.4%	81.4%	81.4%

YEAR

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Aboriginal Peoples
(2006-2020)

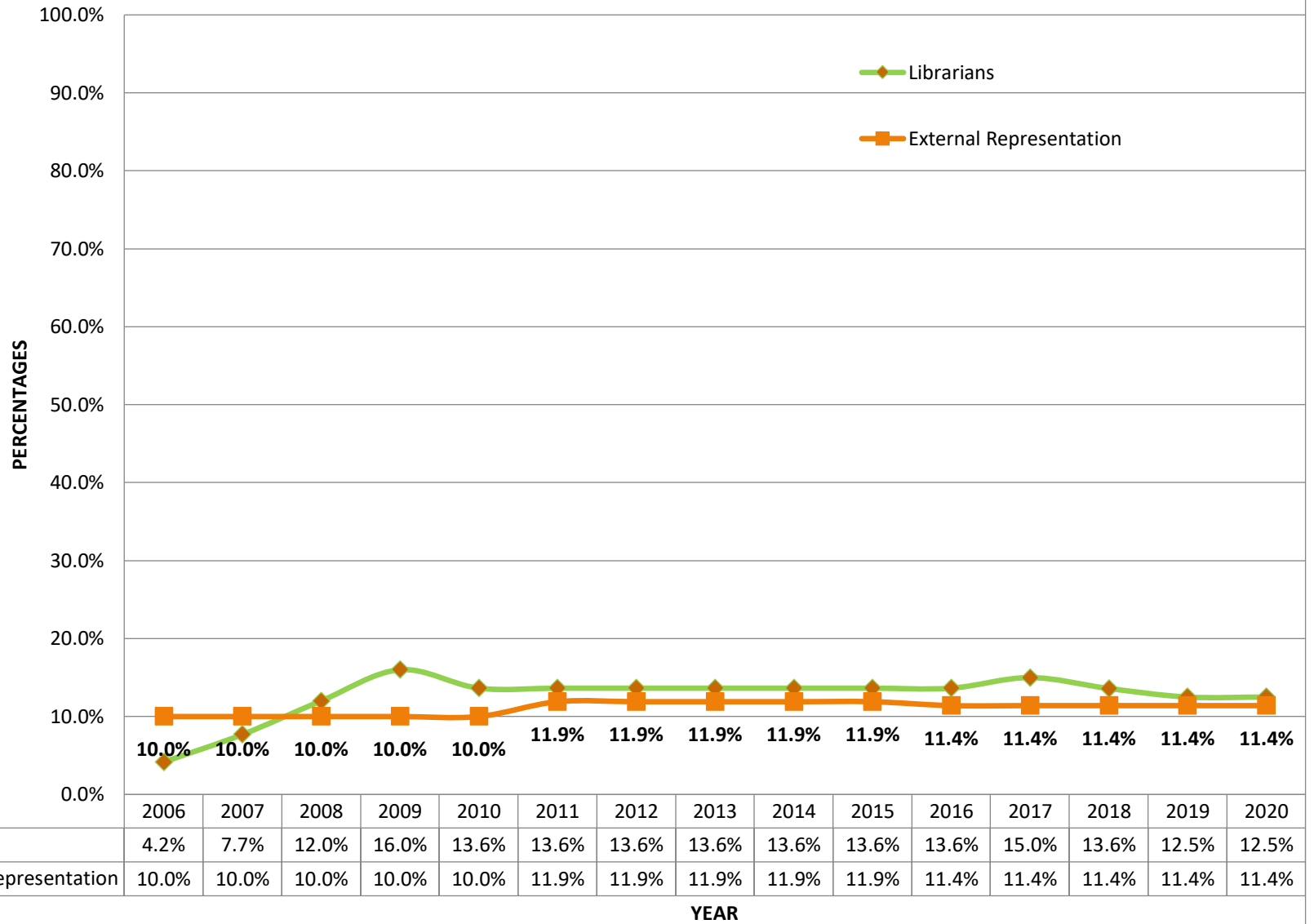|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Librarian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
External Representation	0.7%	0.7%	0.7%	0.7%	0.7%	2.0%	2.0%	2.0%	2.0%	2.0%	2.4%	2.4%	2.4%	2.4%	2.4%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Visible Minorities
(2006-2020)

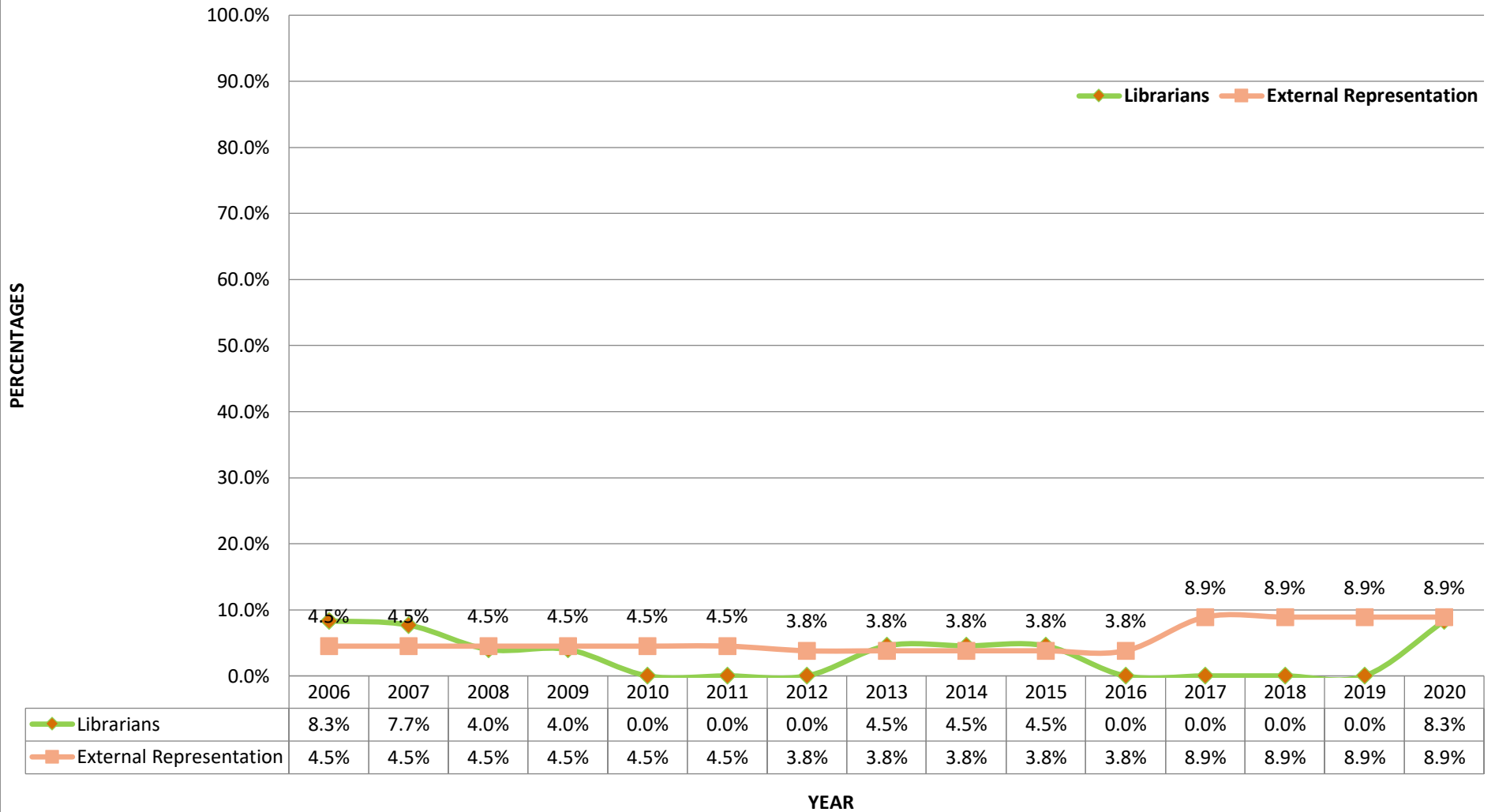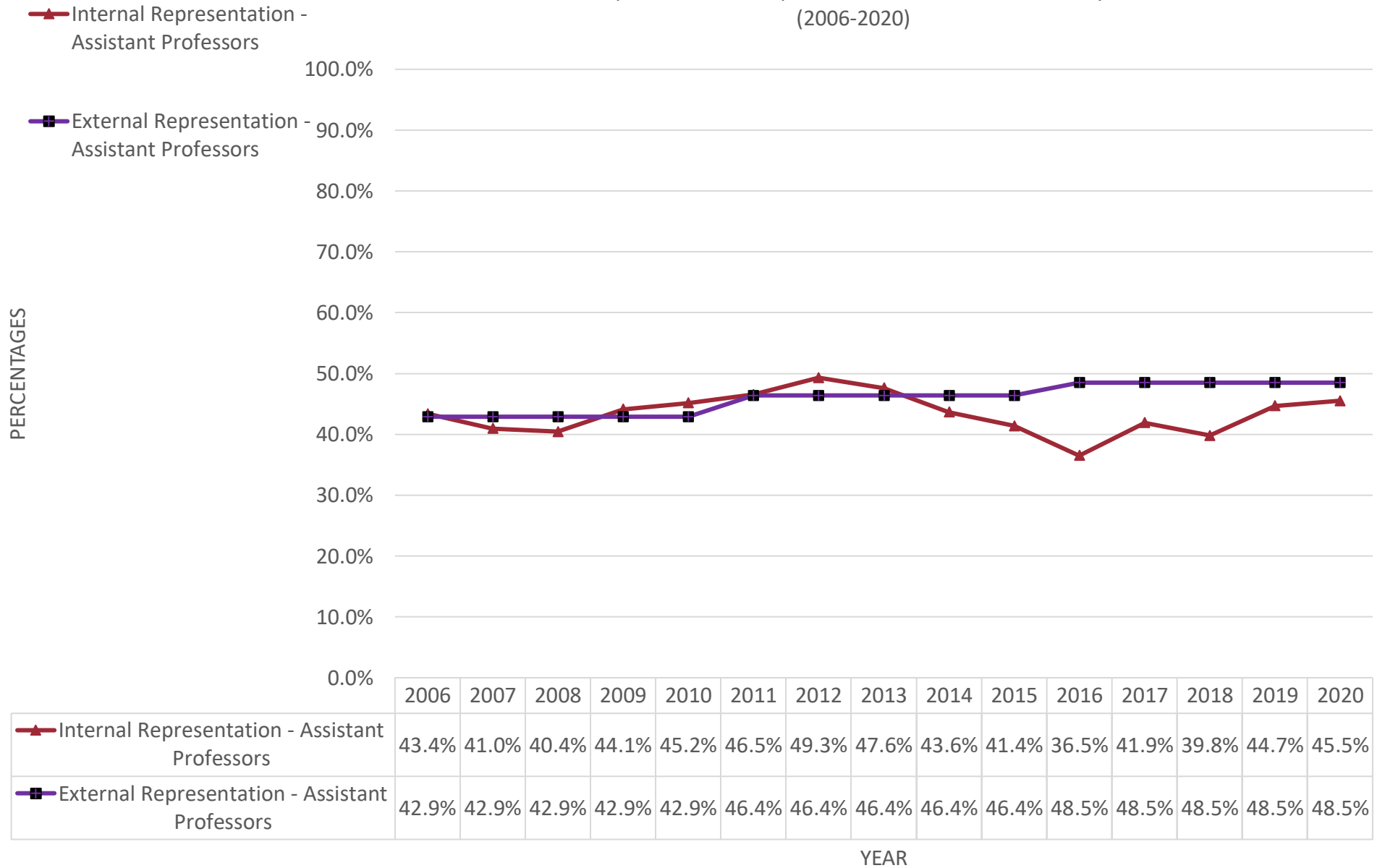|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Librarians	4.2%	7.7%	12.0%	16.0%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	15.0%	13.6%	12.5%	12.5%
External Representation	10.0%	10.0%	10.0%	10.0%	10.0%	11.9%	11.9%	11.9%	11.9%	11.9%	11.4%	11.4%	11.4%	11.4%	11.4%

*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
2016-2020 external representation is based on Statistics Canada's 2016 National Census data.

Librarians (Persons with Disabilities) 2006-2020

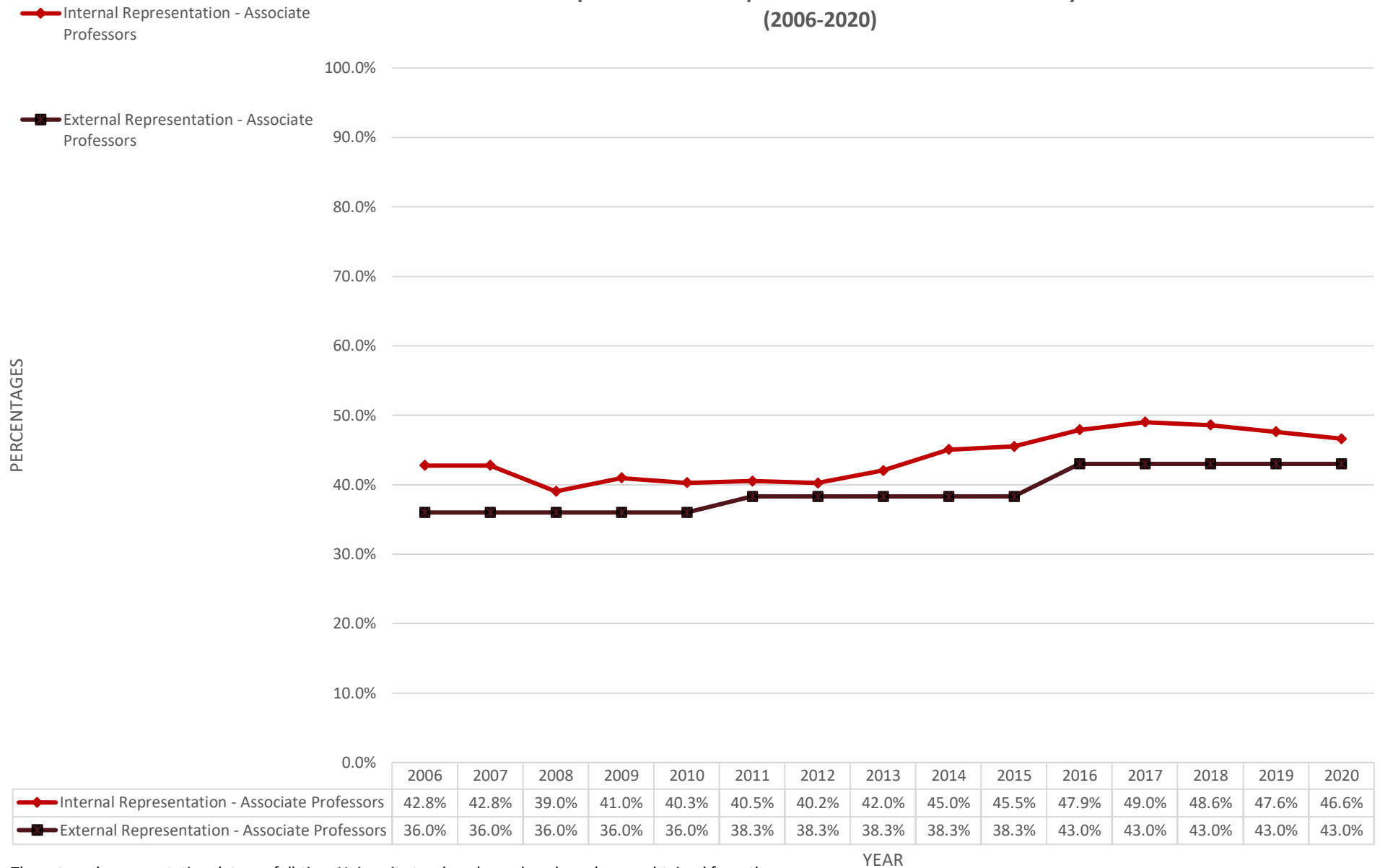|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Librarians	8.3%	7.7%	4.0%	4.0%	0.0%	0.0%	0.0%	4.5%	4.5%	4.5%	0.0%	0.0%	0.0%	0.0%	8.3%
External Representation	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	3.8%	3.8%	3.8%	3.8%	3.8%	8.9%	8.9%	8.9%	8.9%

YEAR

*2006-2011 external representation is based on the 2006 Participation and Limitation Survery (PALS) data.
2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
2017-2020 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Assistant Professors (Tenured or Tenure-Track) - Women
Internal Representation compared to CAUT Full-time University Teachers
(2006-2020)

Legend:
- Internal Representation - Assistant Professors
- External Representation - Assistant Professors

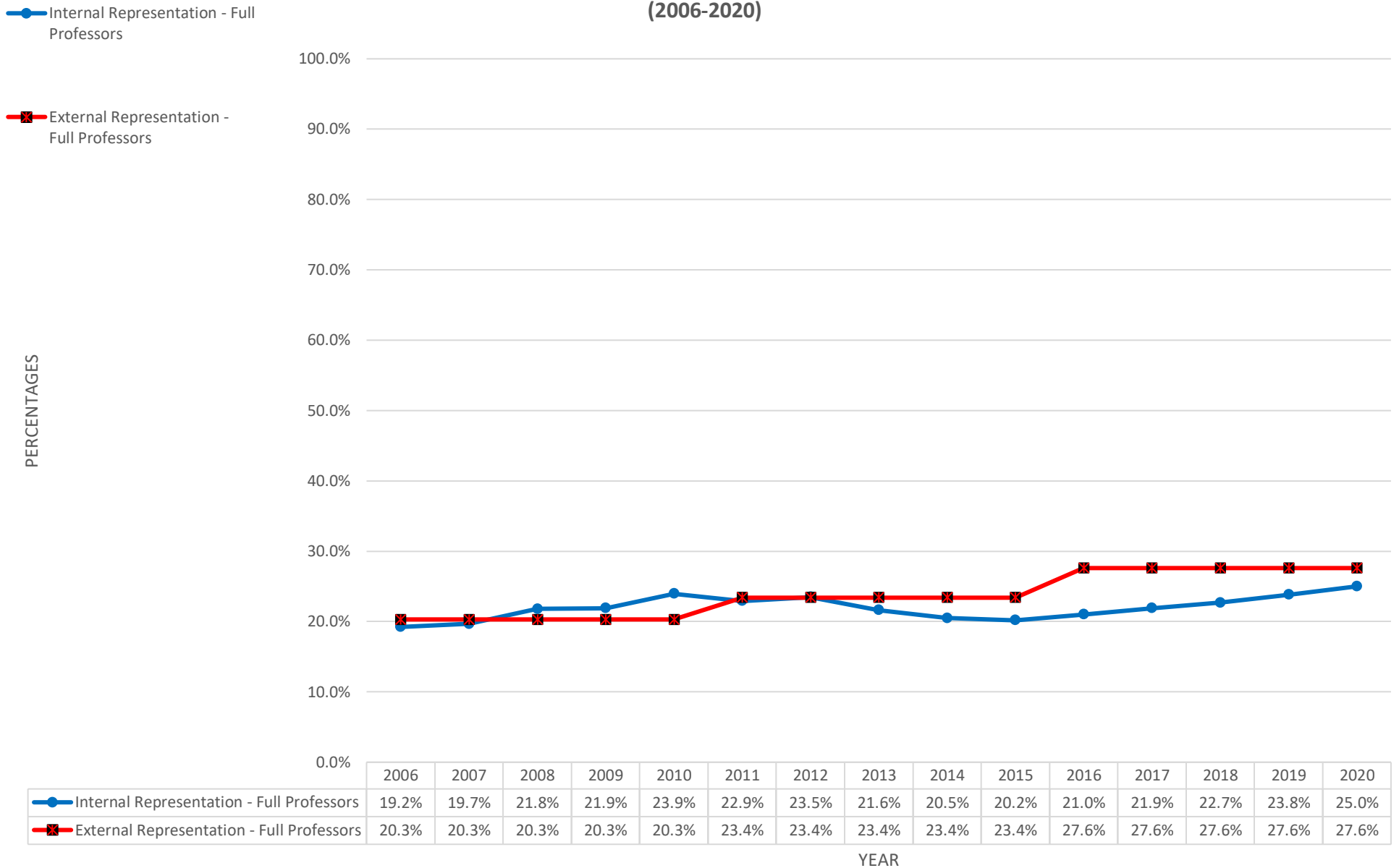|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Internal Representation - Assistant Professors	43.4%	41.0%	40.4%	44.1%	45.2%	46.5%	49.3%	47.6%	43.6%	41.4%	36.5%	41.9%	39.8%	44.7%	45.5%
External Representation - Assistant Professors	42.9%	42.9%	42.9%	42.9%	42.9%	46.4%	46.4%	46.4%	46.4%	46.4%	48.5%	48.5%	48.5%	48.5%	48.5%

YEAR

PERCENTAGES

The external representation data on full-time University teachers by rank and gender are obtained from the
CAUT Underpaid and Overworked Report

Associate Professors (Tenured or Tenure-Track) - Women
Internal Representation compared to CAUT Full-time University Teachers
(2006-2020)

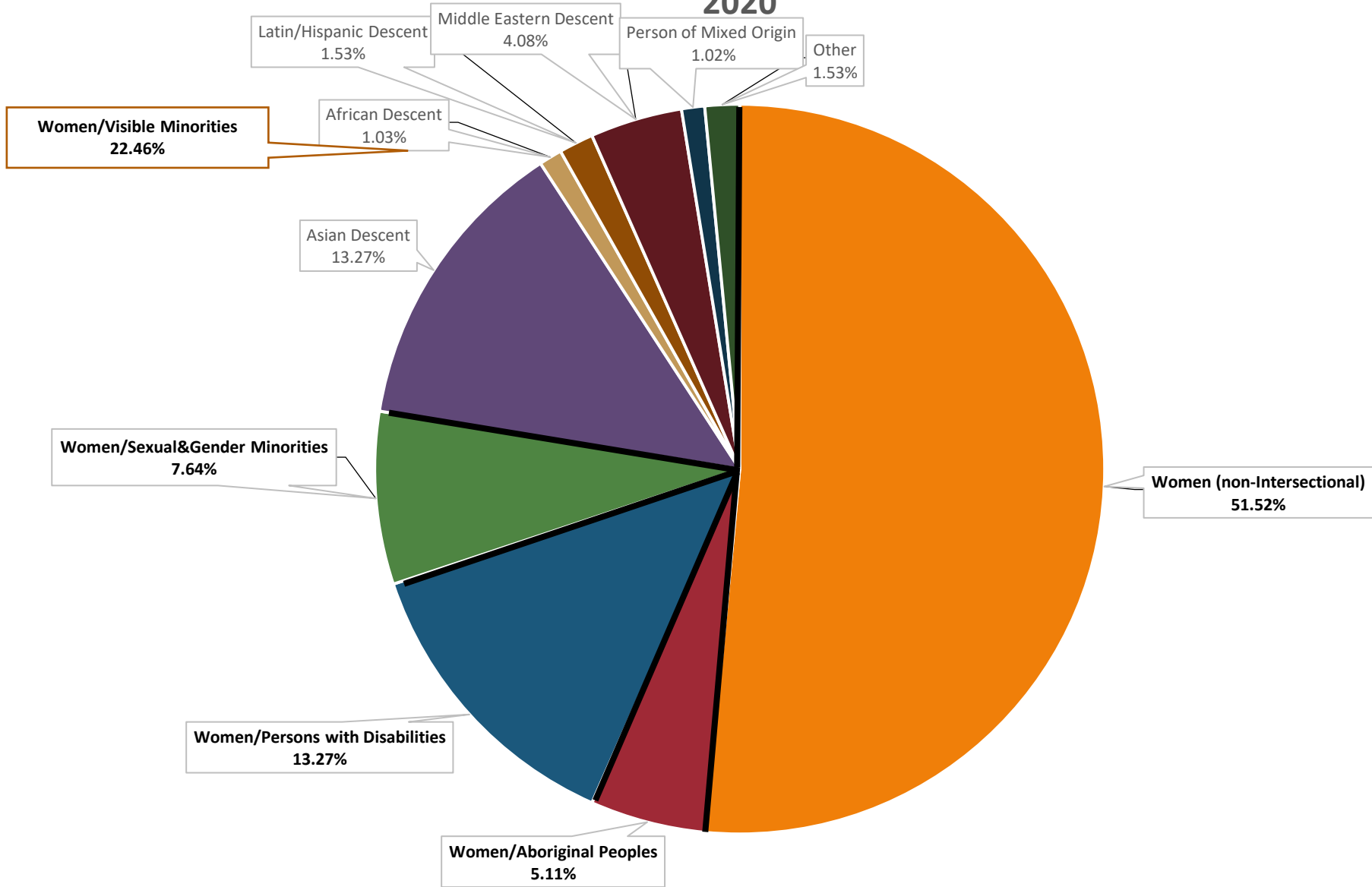| YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Internal Representation - Associate Professors	42.8%	42.8%	39.0%	41.0%	40.3%	40.5%	40.2%	42.0%	45.0%	45.5%	47.9%	49.0%	48.6%	47.6%	46.6%
External Representation - Associate Professors	36.0%	36.0%	36.0%	36.0%	36.0%	38.3%	38.3%	38.3%	38.3%	38.3%	43.0%	43.0%	43.0%	43.0%	43.0%

The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report

Full Professors (Tenured or Tenure-Track) - Women
Internal Representation compared to CAUT Full-time University Teachers
(2006-2020)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Internal Representation - Full Professors	19.2%	19.7%	21.8%	21.9%	23.9%	22.9%	23.5%	21.6%	20.5%	20.2%	21.0%	21.9%	22.7%	23.8%	25.0%
External Representation - Full Professors	20.3%	20.3%	20.3%	20.3%	20.3%	23.4%	23.4%	23.4%	23.4%	23.4%	27.6%	27.6%	27.6%	27.6%	27.6%

YEAR

The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report
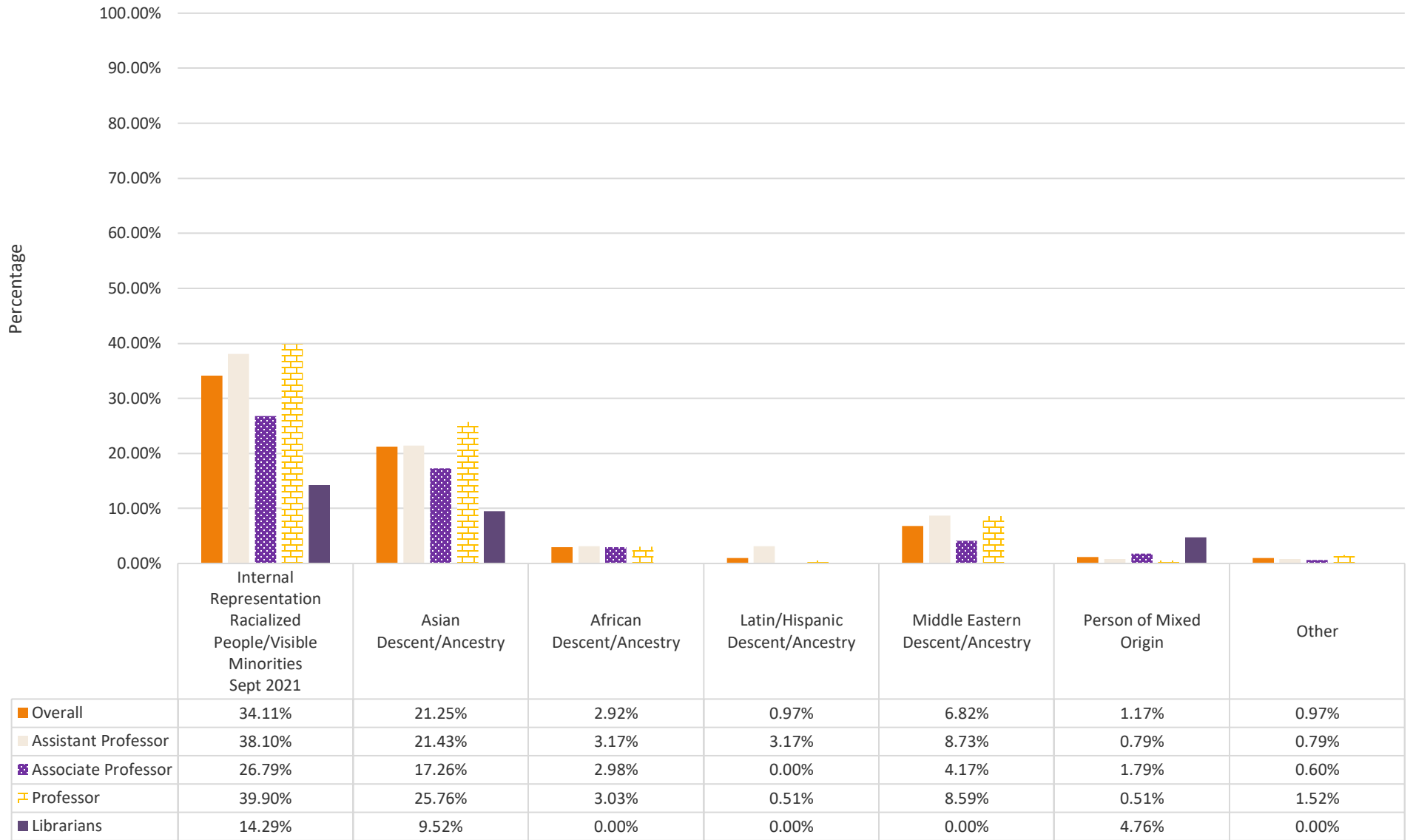
Professors and Librarians (Internal Representation) - Women Intersectionality

(total percentage of women of internal academic workforce is 39.5%)

2020

- Latin/Hispanic Descent 1.53%
- Middle Eastern Descent 4.08%
- Person of Mixed Origin 1.02%
- Other 1.53%
- **Women/Visible Minorities 22.46%**
- African Descent 1.03%
- Asian Descent 13.27%
- **Women/Sexual&Gender Minorities 7.64%**
- **Women/Persons with Disabilities 13.27%**
- **Women/Aboriginal Peoples 5.11%**
- **Women (non-Intersectional) 51.52%**

Visible Minorities - Disaggretated Groups
As of September 2021
(includes assistant professors, associate professors, full professors and librarians)

	Internal Representation Racialized People/Visible Minorities Sept 2021	Asian Descent/Ancestry	African Descent/Ancestry	Latin/Hispanic Descent/Ancestry	Middle Eastern Descent/Ancestry	Person of Mixed Origin	Other
Overall	34.11%	21.25%	2.92%	0.97%	6.82%	1.17%	0.97%
Assistant Professor	38.10%	21.43%	3.17%	3.17%	8.73%	0.79%	0.79%
Associate Professor	26.79%	17.26%	2.98%	0.00%	4.17%	1.79%	0.60%
Professor	39.90%	25.76%	3.03%	0.51%	8.59%	0.51%	1.52%
Librarians	14.29%	9.52%	0.00%	0.00%	0.00%	4.76%	0.00%

Visible Minorities - Disaggregated Groups

5 UPDATE ON OUTSTANDING RECOMMENDATIONS FROM THE 2015, 2016, 2017, 2018, 2019 & 2020 REPORTS

This section of the RCEE Report provides an update on the outstanding *next steps* and recommendations that were in the previous RCEE Reports. The *next steps* and recommendations were organized within 3 categories: Data, Enhancing Equity, and Enhancing the Equity Infrastructure.

Item	2020 Report *Next Steps* and Recommendations	Status
1.	**RCEE recommends** that the University ensures that the disaggregated data are used in the various searches/appointments.	Completed
2.	**RCEE recommends** that New Faculty Orientation regularly includes at least one section on anti-racism, anti-oppression, unconscious bias, et cetera.	Completed
3.	**RCEE recommends** that the University explores the impact of the pandemic on the recruiting and hiring processes.	For Consideration
4.	**RCEE recommends** the University continues to recognize the unique pressures on junior faculty, and RCEE supports steps they are initiating, such as enabling the requests for consideration for extensions of the tenure or permanence probationary period.	Completed
5.	**RCEE recommends** that the University follows up on research and action regarding pay equity to ensure any discrepancies are identified and rectified.	Completed
6.	**RCEE recommends** that the University identifies best practices to prevent equity-based anomalies in compensation.	For Consideration
7.	**RCEE recommends** that incoming faculty and librarians are made aware of the negotiating range of salary, and that faculties are consistent in offers.	For Consideration
8.	**RCEE recommends** that the University works with stakeholders, such as WUFA/SWDEAC, to explore options or best practices to proactively address racism and other forms of oppression.	In Progress
9.	**RCEE recommends** that the University and stakeholders build professional development relationships and engage in capacity building for cultural competency, anti-bias training, et cetera.	Completed and Ongoing
Item	2019 Report *Next Steps* and Recommendations	Status
		All Recommendations from the 2019 Report have been Completed
Item	2018 Report *Next Steps* and Recommendations	Status
4.	**RCEE recommends** that the University explores the application of another program similar to PIPS or the Academic Career Award to address other areas of serious under-representation of certain designated groups in specific units, particularly women in units such as in the STEM fields.	Ongoing and For Consideration

5.	**RCEE recommends** under Next Steps that OHREA provide the Deans and Heads a list of individual Equity Assessor activities at the end of each academic year.	Pending
6.	**RCEE recommends** that the University explores the addition of academic service awards. Included would be recognition of service of Equity Assessors.	For Consideration
7.	**RCEE recommends** that as part of its commitment to equity, the University examines 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, et cetera.	For Consideration
Item	2017 Report *Next Steps* and Recommendations	Status
8.	**RCEE recommends** that the University declares the valuing of equity/diversity more prominently and clearly in job advertisements such as in the example on the website for the SPF 50 positions. Note: This refers to the candidate's knowledge and commitment to equity, and is not regarding self-identification in a designated group.	Varying Degrees of Implementation
9.	**RCEE recommends** that the University ensures equity is weighted on all hiring grids.	Varying Degrees of Implementation
Item	2016 Report *Next Steps* and Recommendations	Status
10.	**RCEE recommends** that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations.	In Progress
Item	2015 Report *Next Steps* and Recommendations	Status
11.	3b. Recommendation: Inclusion of a sentence in all job ads stating the expectation of candidates to have a level of proficiency and/or commitment to equity in their practice. Such proficiency and/or commitment would be considered and weighted in all grids. Note: A basic sentence is in ads of the University's commitment. A few units have begun using more prominent and clearly defined language.	Varying Degrees of Implementation

6   SUMMARY OF CURRENT *NEXT STEPS* AND RECOMMENDATIONS

This section of the RCEE Report includes *next steps* and recommendations towards enhancing equity on campus. The *next steps* and recommendations are organized within 4 categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, and Equity Items Outside RCEE Mandate.

Data

1) **RCEE recommends** that the University provides disaggregated data on the designated group women on an ongoing basis.

2) **RCEE recommends** that the University enhances the definition of persons with disabilities in the University's employment equity self-identification survey and census to better align with the newly refined federal wording.

Enhancing Equity

3) **RCEE recommends** that the University develops a plan to identify and rectify the systemic issues that create pay inequities.

4) **RCEE recommends** that the University builds upon the 2020 recommendation of identifying best practices, and takes steps to ensure equity is built into the structures so as to proactively prevent equity-based anomalies in compensation.

5) **RCEE recommends** that the University works with the AAUs to engage in a process to review and identify areas with significant underrepresentation of women, and develop/implement a targeted recruiting process.

6) **RCEE recommends** that the University builds on the successes of the Indigenous Scholars hiring, in order to strengthen the presence and engagement of Indigenous peoples.

Enhancing the Equity Infrastructure

7) **RCEE recommends** that a review of employment equity standard training and best practices (e.g., EE/PAs and hiring committees) be carried out to produce an updated cohesive and coordinated process in keeping with the mandates of the Office of the Provost, the Office of Human Rights, Equity and Accessibility and any new changes to the WUFA Collective Agreement.

8) **RCEE recommends** that service is included as a component in job ads and that the hiring committee gives it due consideration in the hiring process, i.e., included in the pre- and post- interview grid with rating attached.

Equity Items Outside RCEE Mandate

The following items deal with issues outside RCEE's mandate, but have an impact on enhancing the equity practices of the University community, including its hiring practices. As such, the following is suggested for further exploration:

9) **RCEE recommends** that the University ensures the Office of EDI is properly resourced in order to support the University community's ability to support current effective practices and to make necessary changes.

Positive action has occurred on campus regarding equity concerns over the past year. In particular, efforts have been made to identify and begin to address both immediate and systemic issues linked to anti-Black racism. Proactive work continues regarding Indigenizing the University in a variety of ways. Administrative structures are being created so that long-term change can occur in these and other areas of marginalization. Ongoing attention and support are needed to ensure these actions can continue and are appropriately resourced. Such efforts will help to sustain the longer-term changes needed so that an equity-informed learning and working environment is available to all.

RCEE Committee Members:

Kaye Johnson
Daniella Beaulieu
Vicki Jay Leung
Vicky Paraschak