

**University of Windsor
Senate**

5.3.2: **Report of the Review Committee on Employment Equity (RCEE) 2021-2022**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

Report of the Review Committee on Employment Equity (RCEE) September 2022

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. "Serious under-representation" occurs when members of a designated group are fewer than sixty percent (60%) of the agreed-upon pool data for AAUs and Library;
 - (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.

2 ACTIVITIES AND KEY ISSUES FOR 2021-2022

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 2021 EE Data on Faculty Members
- 3) Retirement & Termination Data
- 4) Retention Data Tracking Possibilities
- 5) Progression Charts for Designated Groups
- 6) New Faculty Hires
- 7) Review Graphs Based on Gender & Rank Data from CAUT
- 8) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
- 9) Outstanding Recommendations from Past RCEE Reports
- 10) Equity Assessor Service

The RCEE identified six new recommendations in order to contribute to the momentum towards enhanced employment equity. This year, the report has an added section (section 5), which contains a summary of the recommendations from 2015-2021, along with corresponding updates.

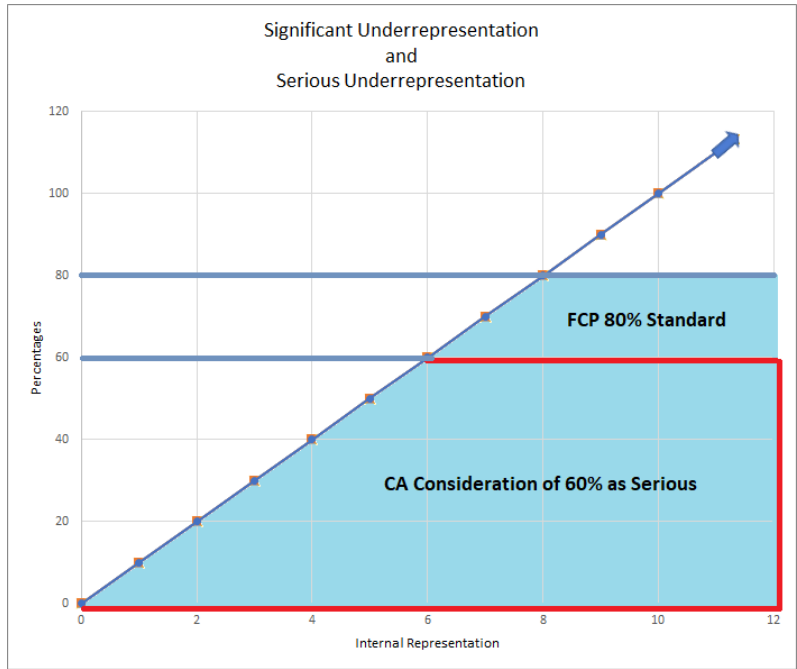
The DEAP Tool continues to grow in its usage. The Employment Equity Manager reported that 23 out of 30 academic units have used the DEAP Tool. The change of heads and deans often results in challenges for continuity.

RCEE recommends that OHREA sets up a cyclical practice to connect with the units on an annual basis to assist with updating and reporting with the DEAP Tool.

The RCEE discussed the importance of examining retention rates within the University. This is important to determine if further research is required to identify trends and possible barriers. In addition, recruitment without retention would be an indication of the need to understand where the break lies.

RCEE recommends that the University undertakes an analysis pairing recruitment with retention rates of designated groups, to identify potential trends and possible barriers.

The RCEE noted that there have been different interpretations of the thresholds for underrepresentation. The WUFA Collective Agreement has identified a threshold for RCEE to consider as being “serious underrepresentation” when the uptake is below 60%. The Federal Contractors Program (FCP) under the Employment Equity Act (EEA) identifies 80% uptake of the external availability pool as being where underrepresentation is “significant” and where action must be taken to address it. Focusing on severity as being 60% has the unintended effect of lowering the employment equity underrepresentation standard for RCEE consideration. While RCEE reviews “serious underrepresentation,” the threshold that both RCEE and the University continue to highlight as requiring action is 80%.



RCEE recommends that, notwithstanding the added consideration of 60% for the RCEE as being "serious underrepresentation," the University not lose sight of its FCP obligations to address underrepresentation when it reaches the level of "significant," which is 80% or less.

The RCEE noted the Thriving on Campus research and work being done regarding supporting 2SLGBTQIA+ students on university campuses in Ontario (https://lgbtq2sthivingoncampus.ca/en_ca/). Many of the identified climate-related issues on campuses also impact the professional and personal experiences of 2SLGBTQIA+ faculty, which has an impact on recruiting and retention.

RCEE recommends that the University reviews the material contained in the Thriving on Campus initiative with the intention of identifying possibilities in which it can be expanded for improving the climate on campus for 2SLGBTQIA+ faculty.

RCEE recommends that the University works with the AAUs to identify areas where workplace climate and inclusivity for 2SLGBTQIA+ faculty can be improved, while seeking ways to improve recruiting and retention.

RCEE discussed the concerns regarding fraudulent or misleading equity-related self-identification, including the implications for recruiting. This has been identified by many in Indigenous and other communities as a long-standing issue, and is also of increasing relevance in a variety of targeted hiring initiatives. There have been high profile cases across Canada with subsequent discussions and/or recommendations for addressing the issue.

RCEE recommends that the University reviews reports, policies, procedures, and documents from other institutions that have been created to address the possibility of fraudulent or misleading equity-related self-identification, which may be adapted for use in recruiting practices

3 PROMISING PRACTICES FEATURE – CENTRE FOR TEACHING AND LEARNING (CTL)

In this section of the annual report, an academic unit or initiative is featured for equity-related promising practices, particularly as connected to recruiting and retention. 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 Centre for Teaching and Learning.

The Centre for Teaching and Learning (CTL) supports and leads initiatives for teaching and learning. Equity-related initiatives that have been a focus over the years include accessibility, anti-racism, anti-oppression, and initiatives for Indigenization and decolonization. Additionally, staff within the CTL strive to work in a way that is consistent with these approaches - working to embed initiatives as a sustained part of regular practice.

INTERNAL PROFESSIONAL DEVELOPMENT FOR CTL EMPLOYEES

Professional Development during staff meetings

- The [Anti-Racism Pedagogies Teaching Leadership Chair](#) led several sessions, including more formal presentations, and organized discussions, exploring “What does this mean for the work we do?”.
- The Indigenous Curriculum and Pedagogy Project Coordinator offered workshops and led discussions about areas such as Land Acknowledgements. Members of the CTL developed and volunteered their own land acknowledgements at future meetings.

GENERAL SUPPORT FOR UWINDSOR CAMPUS

The mandate for the CTL is to support teaching and learning on campus. This includes the general support of all stages of careers. The CTL has provided increasing support, such as in the examples highlighted below:

New Faculty Orientation (NFO)

The New Faculty Orientation includes diversity and equity as part of the annual NFO for newly hired faculty members. Since 2016, the focus has been expanding to include information about student diversity at the University, booths representing different offices that support EDI, Indigenization, and student accessibility to support networking. Additionally, EDI has been formally embedded as a core part of the programming through workshops during NFO.

Supporting the Whole Person during COVID-19

During COVID-19, the CTL was part of a larger team working to create an environment where students and instructors felt welcomed and connected online, by providing strategies, structures, and supports for people during a period that was very stressful. Initiatives included virtual drop-ins, wellness sessions, and online Early Career Faculty Mentoring Groups.

Effective Teaching Methods across Identities

The primary focus here is in the interest of encouraging a variety of teaching practices to engage instructors and to address challenges of exclusion, while integrating comments or concerns into the professional development opportunities. With that in mind, the CTL offers the [Intersections Teaching and Learning Series](#) (6 workshops) addressing topics like Accessibility, Inclusive Teaching for Queer and Trans Students, Inclusive Teaching for Economically Diverse Students, Subtle Acts of Inclusion, Intersectionality, Decolonization, and Equity in Teaching and Learning.

Support for Accessible Learning Environments

The Centre has been working for years on accessible instruction and Universal Design for Learning (UDL). COVID in 2020 dramatically increased the development of the required online infrastructure, making possible a great deal of progress in accessibility. Initiatives have included:

- Hosting workshops and holding consultations with instructors on UDL, accessibility, and inclusive teaching and course design, while partnering with the Accessibility Manager and members of the Accessible Built Environment Committee (ABEC).
- Serving as members of University-wide committees related to accessibility, and providing supports such as facilitating sessions for Accessibility Awareness Days.
- Hosting blog posts on CTL's [Teach & Learn blog](#) fostering an inclusive and accessible teaching and learning environment.
- Keeping accessibility a central consideration in the selection of educational technology such as the Learning Management System, Brightspace, and the approval of third-party vendors in partnership with IT Services, the Office of Open Learning (OOL), and OHREA.
- Collaborating on a successful [UDL eCampus Ontario Virtual Learning Strategy Grant](#), led by OOL, and in partnership with 10 Ontario institutions. This project is to create a micro-credentialed mini course on designing technology mediated learning environments in support of access and inclusion in higher education in Ontario.

Anti-Black Racism Support and Initiatives

The activity regarding anti-racism and anti-Black racism has been a growing focus for the CTL, especially since 2019, in close collaboration with the Office of Human Rights, Equity, and Accessibility (OHREA). Examples include the following:

- The CTL worked with OHREA and a committee to develop and implement the multi-phase framework "[Anti-Black Racism Training and Education Framework](#)" (Dec 2020) for raising awareness and understanding of anti-Black racism and building capacity and competency at both the individual and organizational levels.
- Partnerships with OHREA and the Windsor University Faculty Association (WUFA) to offer various workshops with invited facilitators as part of the Anti-Black Racism Teaching and Learning Workshop Series, which included participation from every Faculty.
- Courageous Conversations About Race: Book Study, co-facilitated with OHREA, had 15 participants over several weeks to read and discuss the implications of the book in the UWindsor context.
- Blog post created from workshop offered by Dr. Wanda Thomas Bernard: [Challenging Anti-Black Racism by Building Inclusive Classrooms](#).
- Assistance provided in the design and review of the [Anti-Black Racism Teaching and Learning Grants](#) offered by the Office of the President, the Office of Research and Innovation Services, and the new Office of the Vice-President, Equity, Diversity and Inclusivity (VPEDI).
- Members of the CTL partnered with faculty members to host "Resisting Pedagogies" a Community of Practice examining the intersection of anti-racist, Black liberational, anti-ableist, feminist, Indigenous, queer identities and experiences. The community shared ideas, resources, and strategies for progressive curriculum and practice: 20 members participated monthly.
- The [Anti-Racism Pedagogies Teaching Leadership Chair](#) met within the CTL and as part of the position hosted initiatives such as departmental workshops, individual consultations, and The Scholar Series—sponsored by the Office of the VPEDI.

Indigenizing Curriculum and Pedagogy

The CTL has led several initiatives in support of the Indigenization of curriculum and teaching practices, both on campus and nationally. These have ranged from professional development opportunities for faculty and staff to national research on the progress of Indigenization. To help facilitate this work, a new part-time position Indigenous

Curriculum and Pedagogy Project Coordinator was hired in 2019, and in 2022 the process for hiring a full-time position is almost complete. Highlights in this area include the following:

- Workshops: In 2020-21, the Centre hosted 461 faculty, staff, and students at workshops focused on bringing Indigenous knowledges, approaches, and healing practices into classrooms and curricula. The CTL staff partnered with the Aboriginal Education Centre on a series of modules to provide culturally appropriate, person-centred health care.
- Guest Lectures: The Indigenous Curriculum and Pedagogy Project Coordinator has been invited to classes and departmental meetings to provide workshops and presentations.
- Online Resources: The CTL launched a comprehensive collection of [online resources](#) for those interested in learning more about Indigenization. The site includes content focused on developing land acknowledgements, building relationships with Indigenous communities, Indigenous pedagogies, and creating an Indigenized syllabus.
- Curriculum and Course Grants: [Nanadagikenim: Seek to Know Grants](#) were run in 2020 to help support course and curriculum development. Nine proposals were successful, and 27 members were part of the projects.
- Program Development: The Centre participated in systemic progress toward Indigenizing curricula. The Program Development Committee (PDC) struck a subcommittee to examine the forms, asking *how* faculty have considered Indigenous content, perspectives, or material. The subcommittee undertook a review of resources and engaged in consultations with the Aboriginal Education Council, Turtle Island/Aboriginal Education Centre, the President's Indigenous Peoples Scholars, and additional faculty, staff, students, alumni, Elders, and Indigenous Knowledge Holders. From this work, the group was able to modify the forms for new courses and programs, identify relevant support structures and resources that might assist instructors, and present a series of recommendations for Indigenizing curriculum.
- External Relationships: The CTL staff continue to build connections with external communities. The Indigenous Curriculum Pedagogy Project Coordinator consulted with the Treaties, Lands, and Environments Department located in Chippewa of the Thames First Nation, and the Anishnaabek Education Institute, in addition to joining provincial and national groups to build networks.
- Research and Dissemination: The CTL worked toward Indigenization of curricula on a national scale. In March 2020, staff led a research project with six universities on the experiences of educational developers hired into positions with a focus on Indigenization, assessing the challenges, perceived needs, and strategies. The results were shared through a webinar, the Waawayaatanong Gathering: Educational Developers and Indigenizing Curriculum, which welcomed 116 participants from 32 post-secondary institutions, in addition to an article "[Institutional structures and individual stories: experiences from the front lines of Indigenous educational development in higher education.](#)"

The CTL continues to partner with various units and contribute to initiatives and committee work both throughout the University community and beyond. For more information on the various services, events, courses, resources, and opportunities, visit the website: <https://www.uwindsor.ca/ctl/>.

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 2SLGBTQIA+ 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.

As has been done for the past few years, there 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 Report¹. Currently there are no external data availability by academic rank for the other designated groups. In addition to new charts that have been added on disaggregated data for visible minorities and on women and intersectionality, a chart has also been added on Indigenous/racialized people and intersectionality. The new graphs have been included on pages 28-30.

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. The exception is in the data for the New Hires and Termination information, which include AAS and Sessional Lecturers. (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).

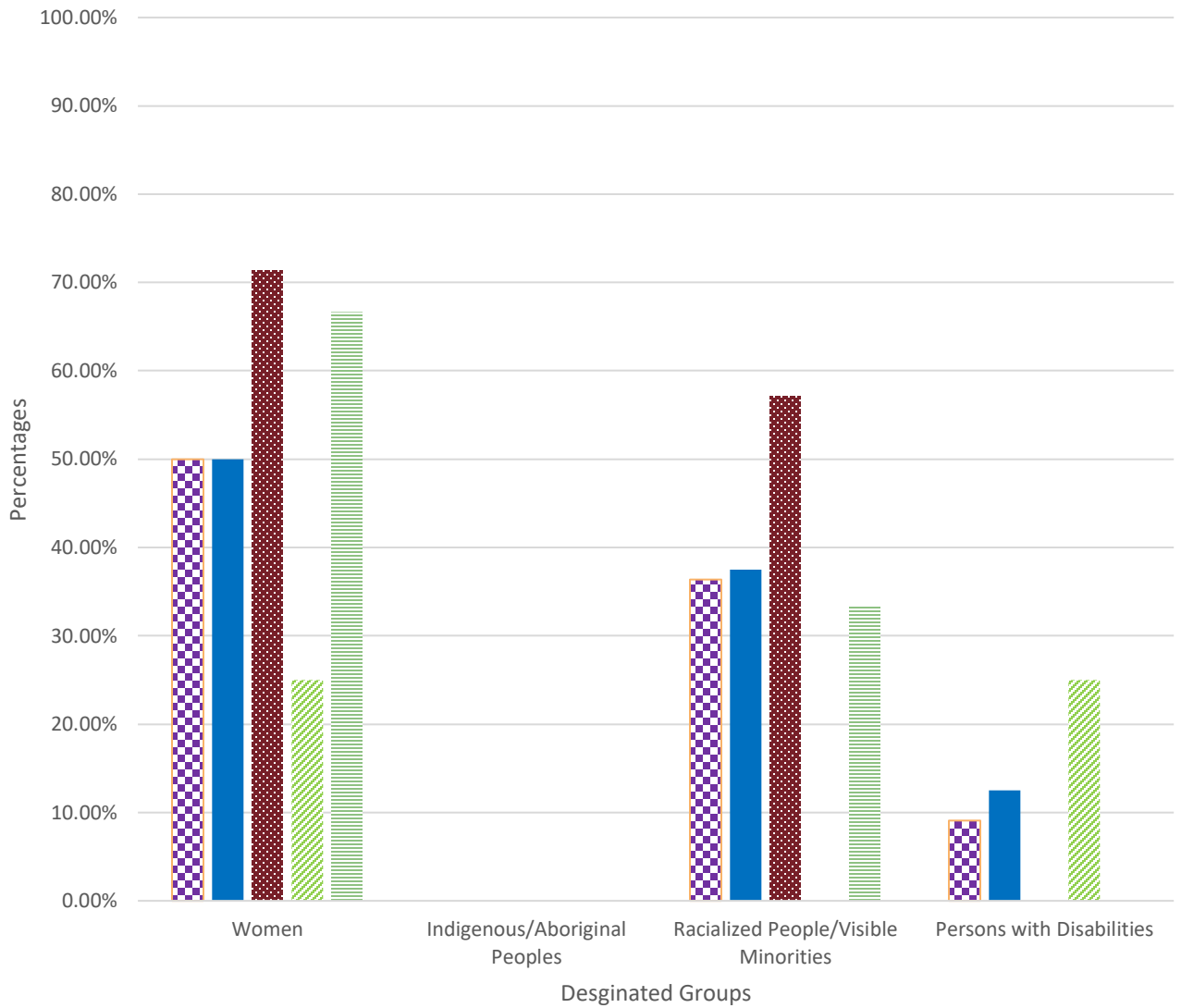
The University recognizes sexual/gender minorities as a fifth designated group. However, there are no available external data for comparison purposes.

¹ https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf
Report of the RCEE, September 2022

New Hires - Faculty (January 01 2022 to September 30 2022)

| (Tenured, Tenure-Track, and Limited-Term Appointments rank of: Assistant Professors, Lecturers, Ancillary Academic Staff, and Sessional Lecturers) (new hires from January 01 2022 to September 30 2022) | | | | | |
|--|--------------|--------------|--------------------------------------|---|----------------------------------|
| Rank | Total | Women | Indigenous/Aboriginal Peoples | Racialized People/Visible Minorities | Persons with Disabilities |
| All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers, Ancillary Academic Staff, and Sessional Lecturers | 22 | 50.00% | 0.00% | 36.36% | 9.09% |
| Tenured and Tenure-Track Assistant Professors and Lecturers only | 8 | 50.00% | 0.00% | 37.50% | 12.50% |
| Limited-Term Appointment Assistant Professors only | 7 | 71.43% | 0.00% | 57.14% | 0.00% |
| Ancillary Academic Staff only | 4 | 25.00% | 0.00% | 0.00% | 25.00% |
| Sessional Lecturers only | 3 | 66.67% | 0.00% | 33.33% | 0.00% |
| Librarians | 0 | N/A | N/A | N/A | N/A |

New Hires
Employment Equity Data Profile
(Tenured, Tenure-Track, Limited-Term Appointment ranks of: Assistant Professors, Lecturers, Ancillary Academic Staff and Sessional Lecturers)
(January 01 2022 to September 30 2022)

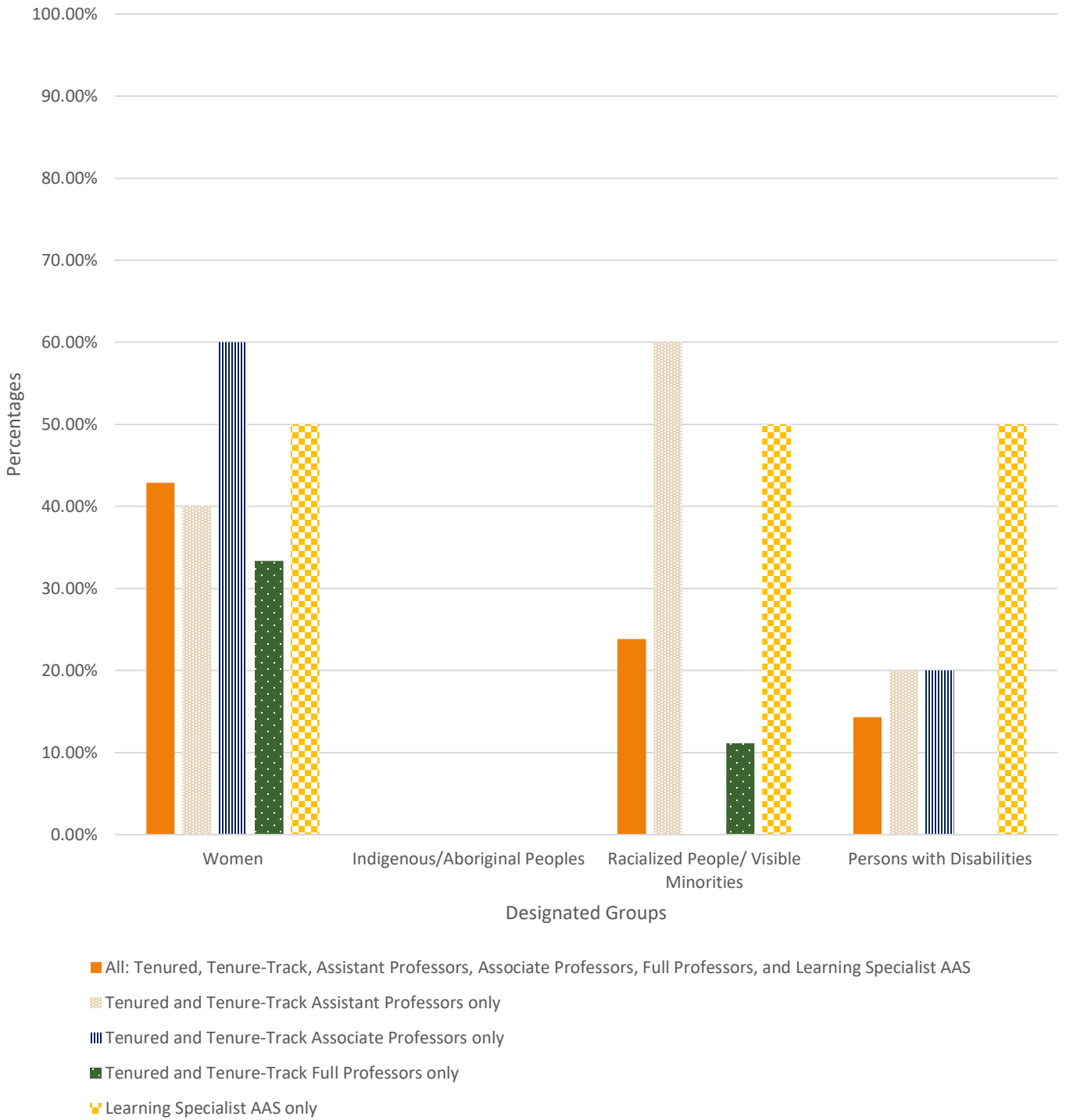


- All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers, Ancillary Academic Staff, and Sessional Lecturers
- Tenured and Tenure-Track Assistant Professors and Lecturers only
- Limited-Term Appointment Assistant Professors only
- Ancillary Academic Staff only
- Sessional Lecturers only

Terminations
Employment Equity Data Profile
Tenured, Tenure-Track ranks of: Assistant Professors, Associate Professors,
Full Professors, and Learning Specialist AAS
Terminations (resignations, retirements, and deceased)
January 01 2022 to November 30 2022

| Rank | Total | Women | Indigenous/Aboriginal Peoples | Racialized People/ Visible Minorities | Persons with Disabilities |
|--|--------------|--------------|--------------------------------------|--|----------------------------------|
| All: Tenured, Tenure-Track, Assistant Professors, Associate Professors, Full Professors, and Learning Specialist AAS | 21 | 42.86% | 0.00% | 23.81% | 14.29% |
| Assistant Professors only | 5 | 40.00% | 0.00% | 60.00% | 20.00% |
| Associate Professors only | 5 | 60.00% | 0.00% | 0.00% | 20.00% |
| Full Professors only | 9 | 33.33% | 0.00% | 11.11% | 0.00% |
| Learning Specialist AAS only | 2 | 50.00% | 0.00% | 50.00% | 50.00% |
| Librarians | 0 | N/A | N/A | N/A | N/A |
| Sessional Lecturers | 0 | N/A | N/A | N/A | N/A |

Terminations
Employment Equity Data Profile
 Tenured, Tenure-Track ranks of: Assistant Professors, Associate Professors, Full Professors, and Learning Specialist AAS
 Terminations (resignations, retirements, and deceased)
 January 01 2022 to November 30 2022

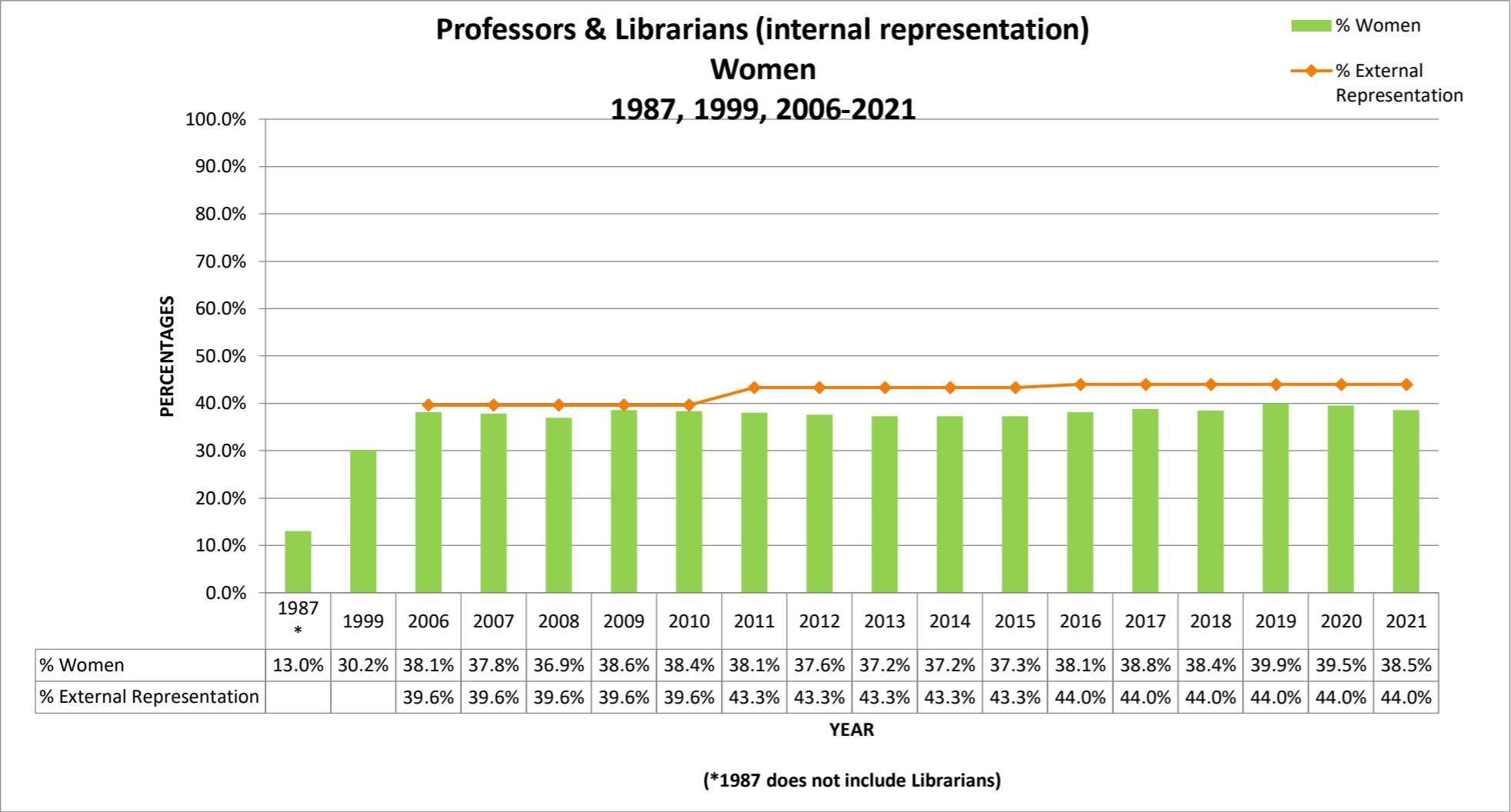


Progression Charts Updated with 2021 Data

(created on February 8, 2022

last updated as of September 21, 2022)

Prepared by: Diane Luu-Hoang (EEM)



Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

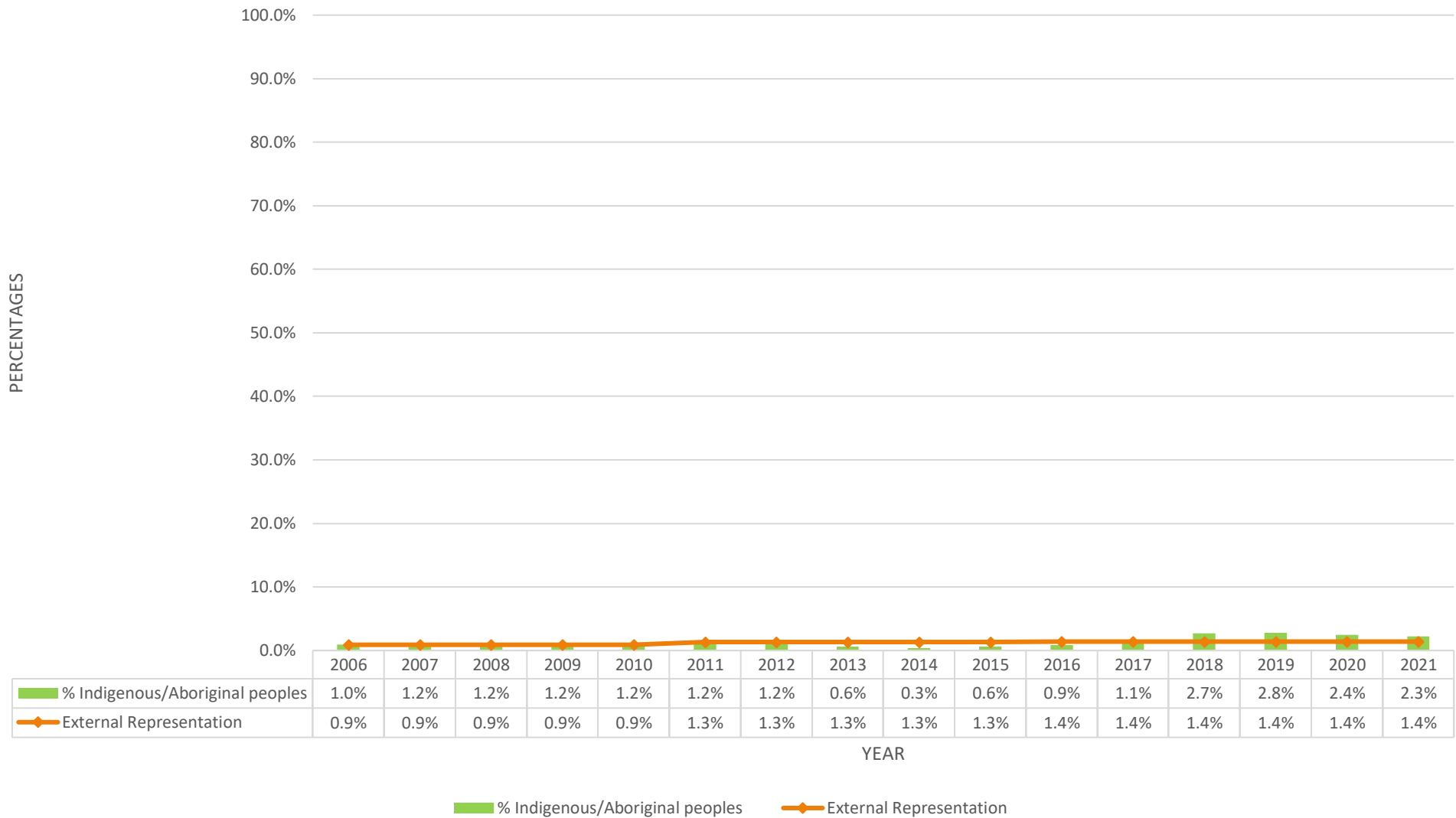
| Professors and Librarians | | | | | | | | | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 1987* | 1999 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| Total | 484 | 431 | 514 | 508 | 515 | 503 | 498 | 486 | 481 | 470 | 454 | 483 | 462 | 464 | 484 | 506 | 496 | 488 |
| Men | 421 | 301 | 318 | 316 | 325 | 309 | 307 | 301 | 300 | 295 | 285 | 303 | 286 | 284 | 298 | 304 | 300 | 300 |
| Women | 63 | 130 | 196 | 192 | 190 | 194 | 191 | 185 | 181 | 175 | 169 | 180 | 176 | 180 | 186 | 202 | 196 | 188 |
| % Women | 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% | 38.5% |
| * 1987 data does not include librarians | | | | | | | | | | | | | | | | | | |

| Professors and Librarians | | | | | | | | | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 1987* | 1999 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| Total | 484 | 431 | 514 | 508 | 515 | 503 | 498 | 486 | 481 | 470 | 454 | 483 | 462 | 464 | 484 | 506 | 496 | 488 |
| Men | 421 | 301 | 318 | 316 | 325 | 309 | 307 | 301 | 300 | 295 | 285 | 303 | 286 | 284 | 298 | 304 | 300 | 300 |
| Women | 63 | 130 | 196 | 192 | 190 | 194 | 191 | 185 | 181 | 175 | 169 | 180 | 176 | 180 | 186 | 202 | 196 | 188 |
| % Women | 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% | 38.5% |
| * 1987 data does not include librarians | | | | | | | | | | | | | | | | | | |

Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

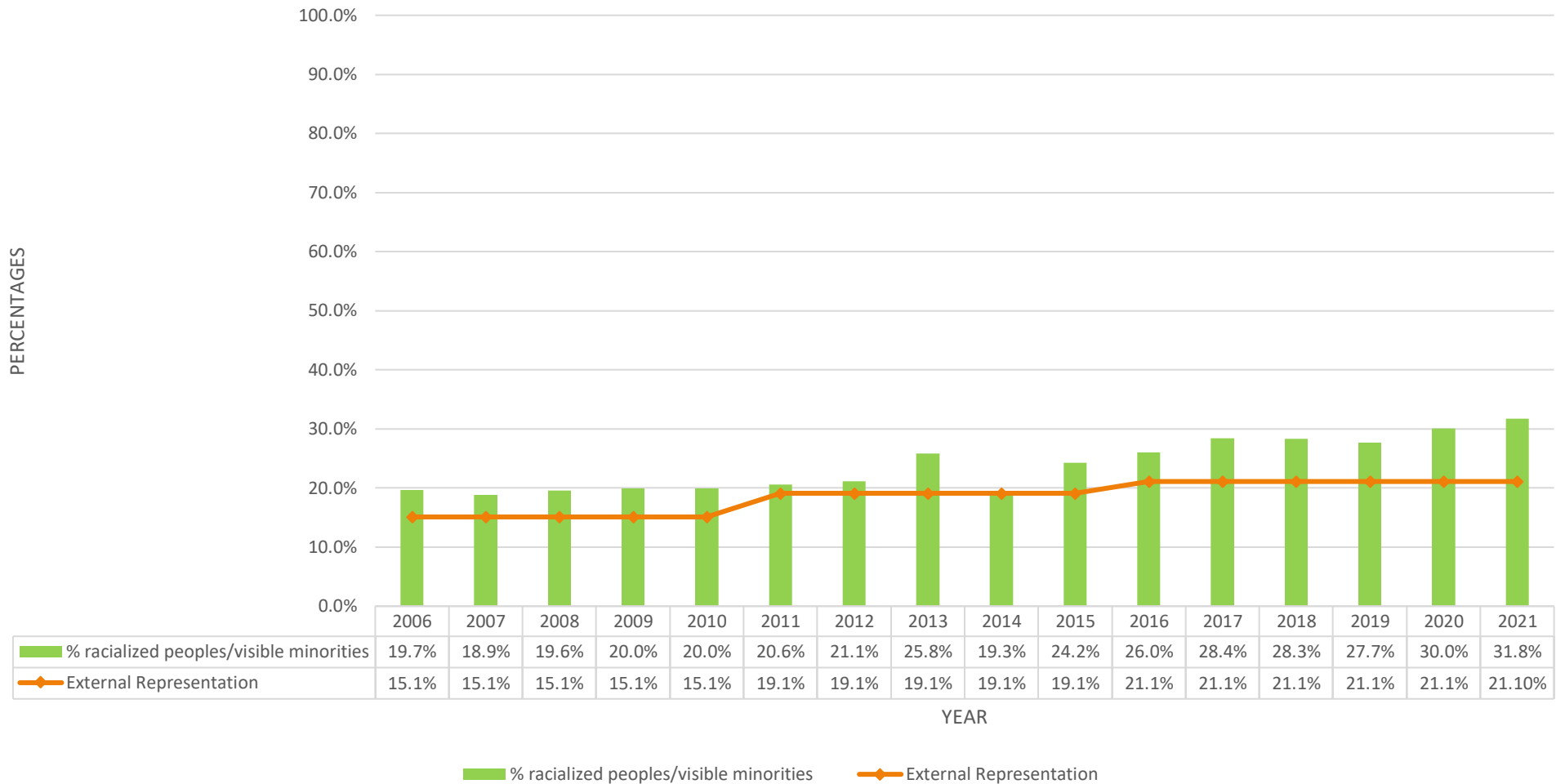
Note: In this data Assistant Deans, Associate Deans, and Deans are not included in these figures, therefore numbers in designated groups may decrease once designated group members assume these types of roles.

Professors & Librarians (Internal Representation) Indigenous/Aboriginal Peoples 2006-2021



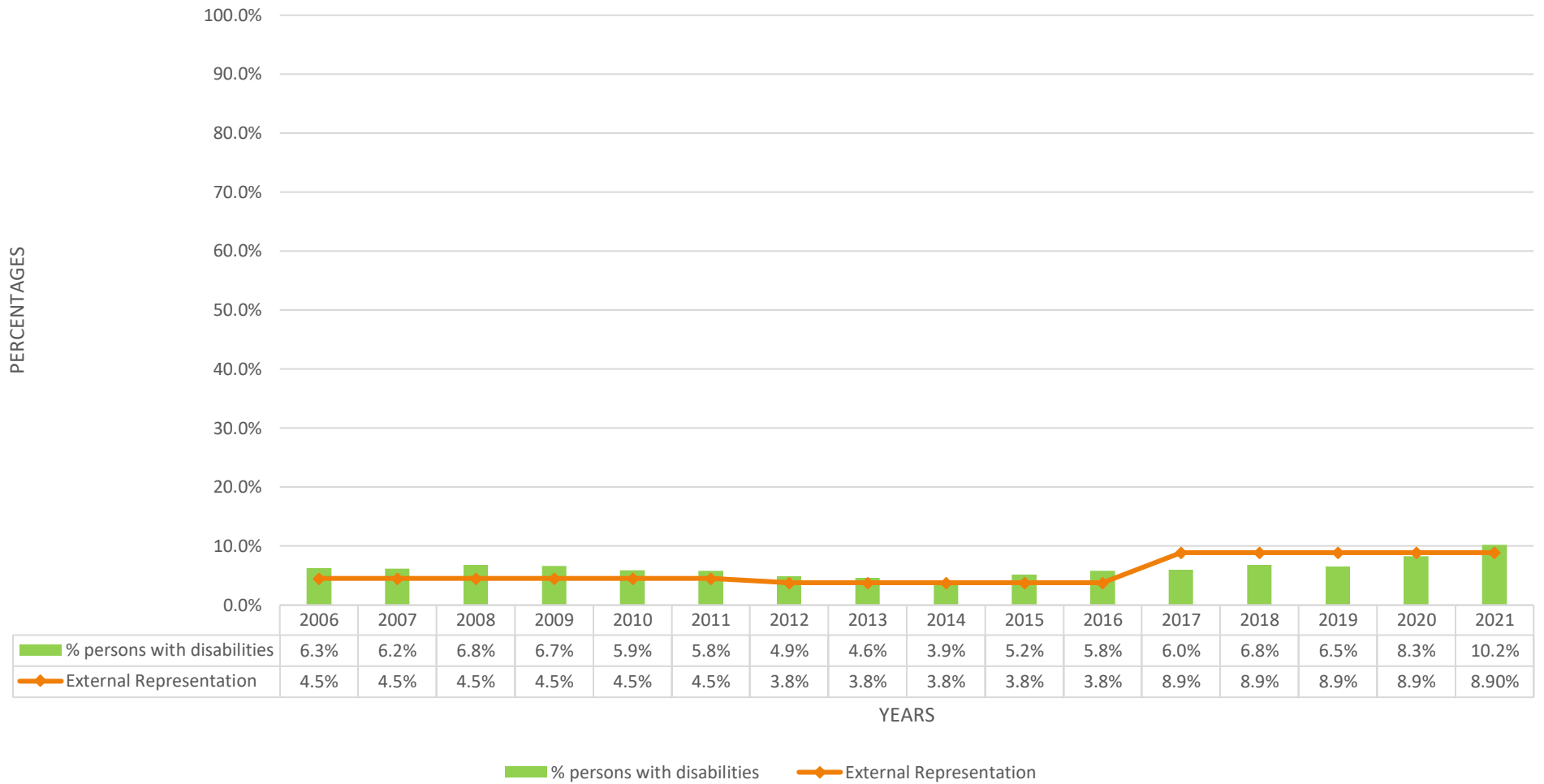
Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

Professors & Librarians (internal representation) Racialized Peoples/Visible Minorities 2006-2021



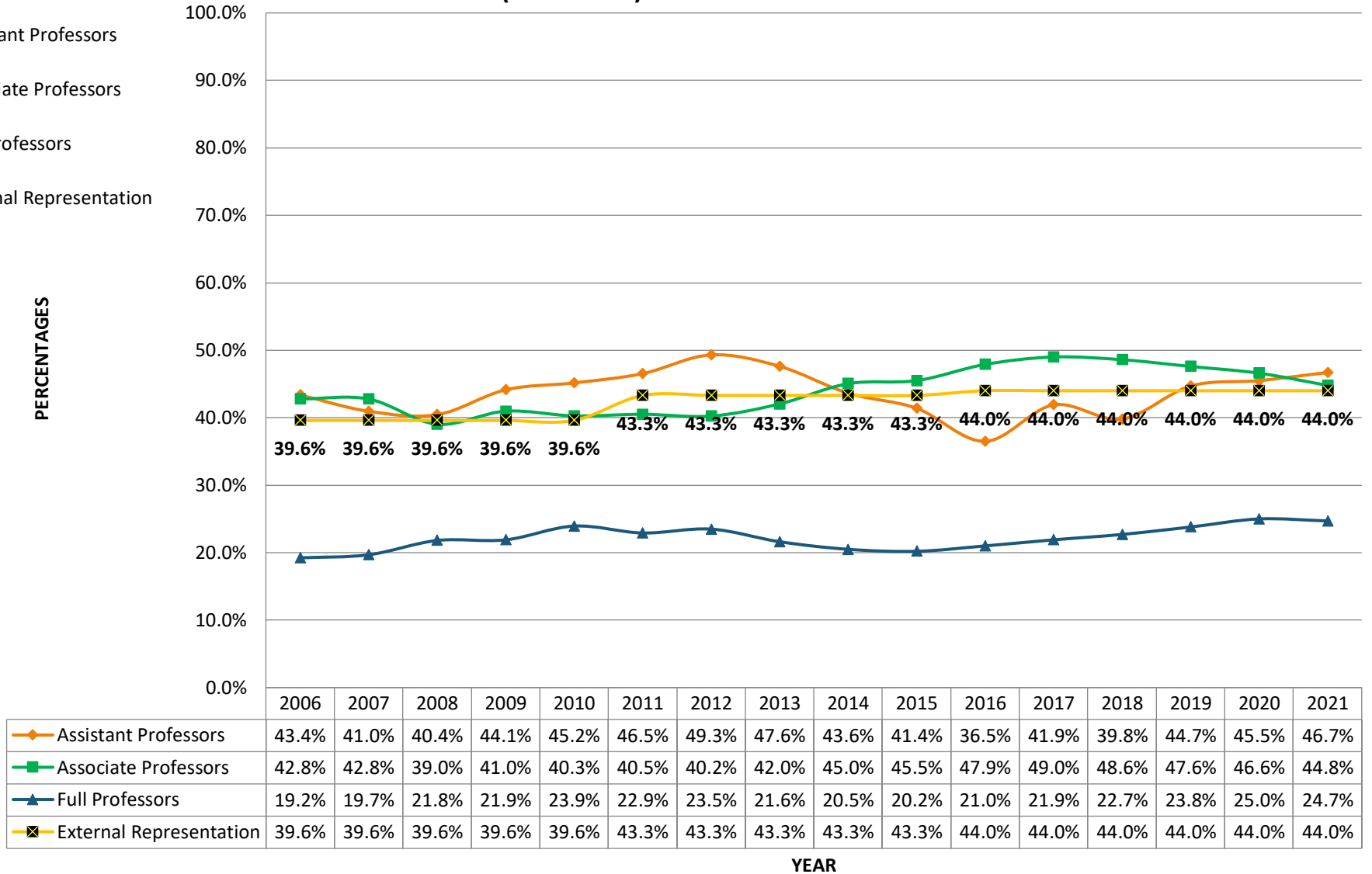
Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

Professors & Librarians (internal representation) Persons with Disabilities 2006-2021



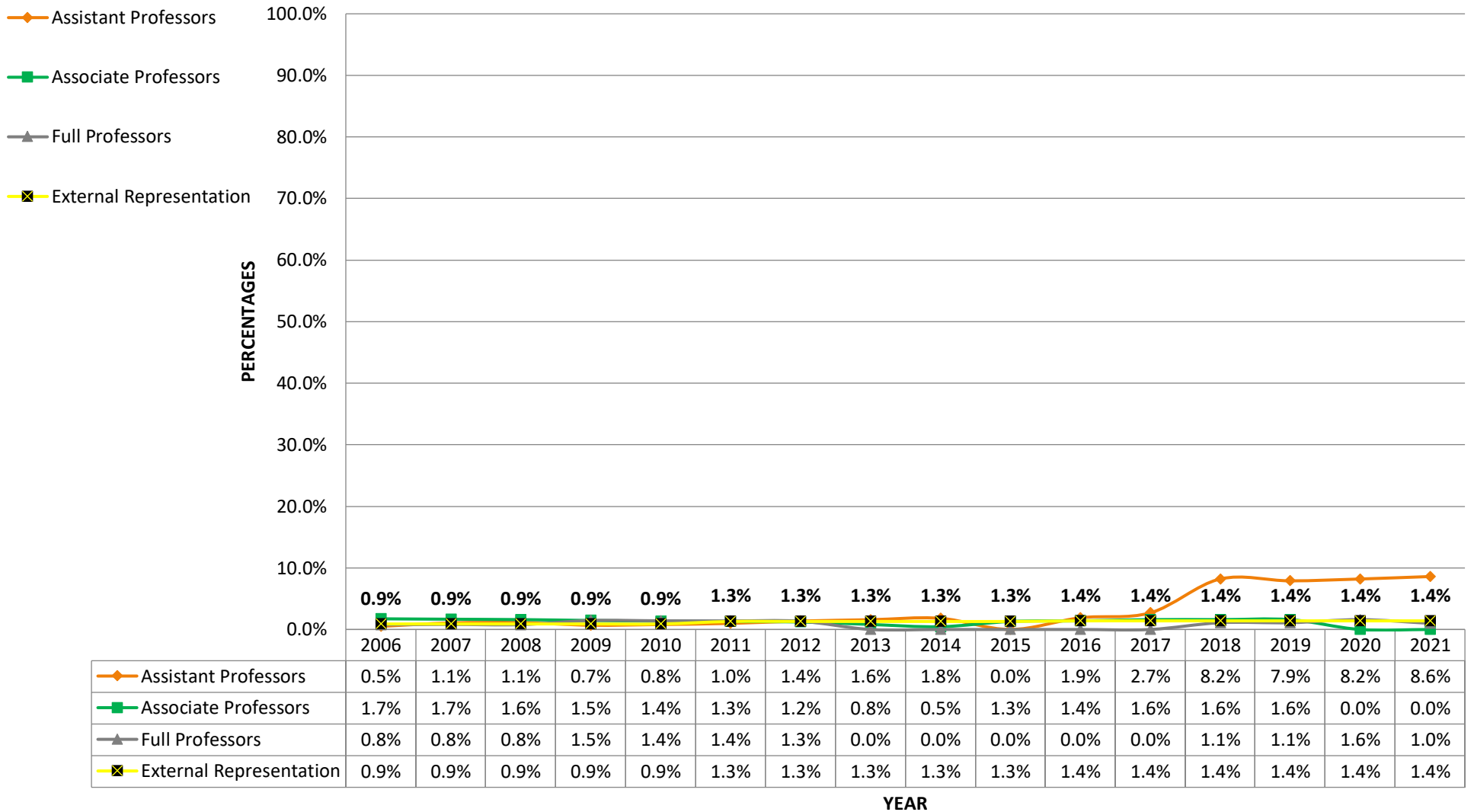
Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

Professors (Tenured or Tenure-Track) by rank - Women (2006-2021)



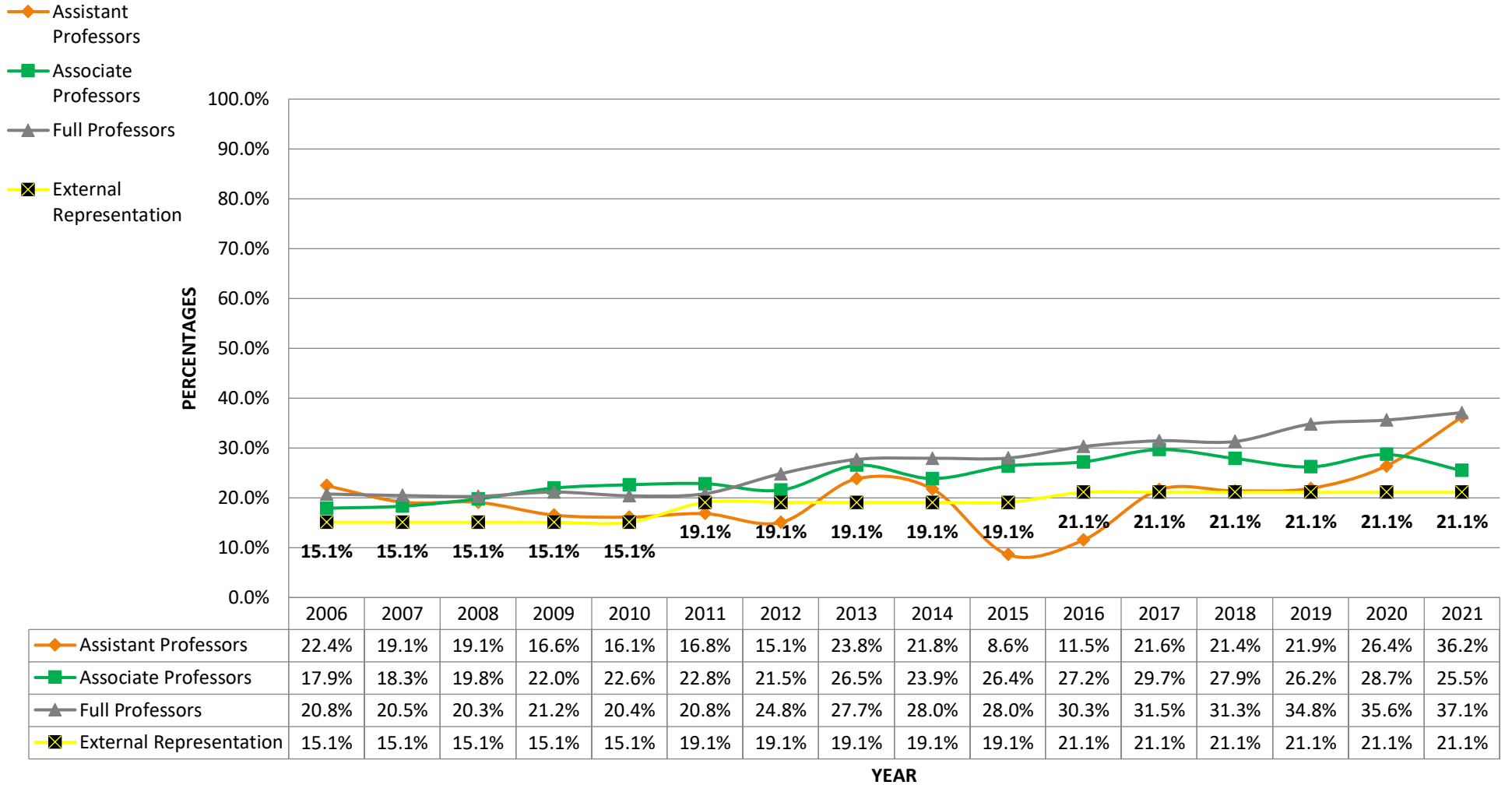
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Indigenous/Aboriginal Peoples (2006-2021)



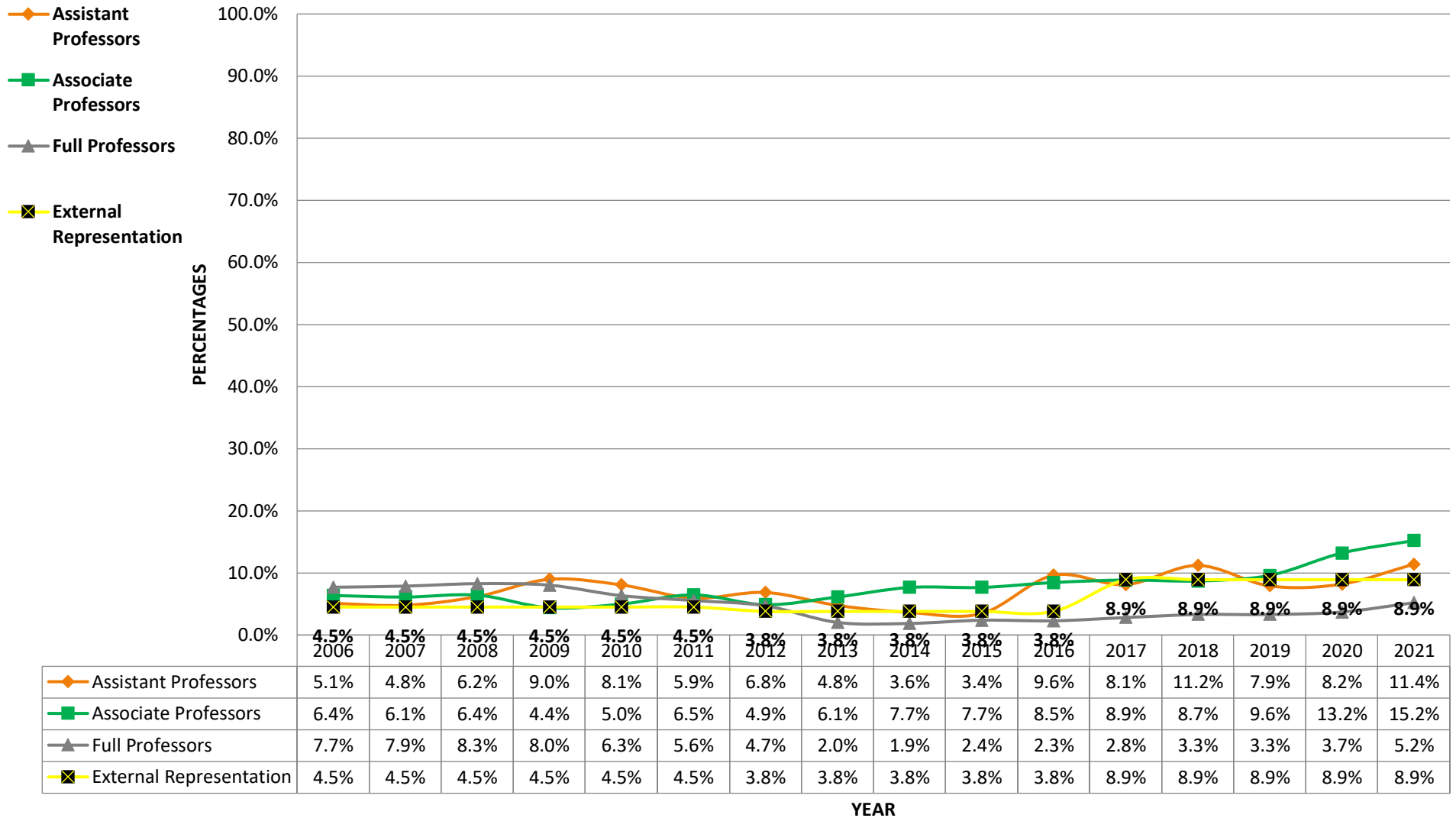
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Racialized Peoples/Visible Minorities (2006-2021)



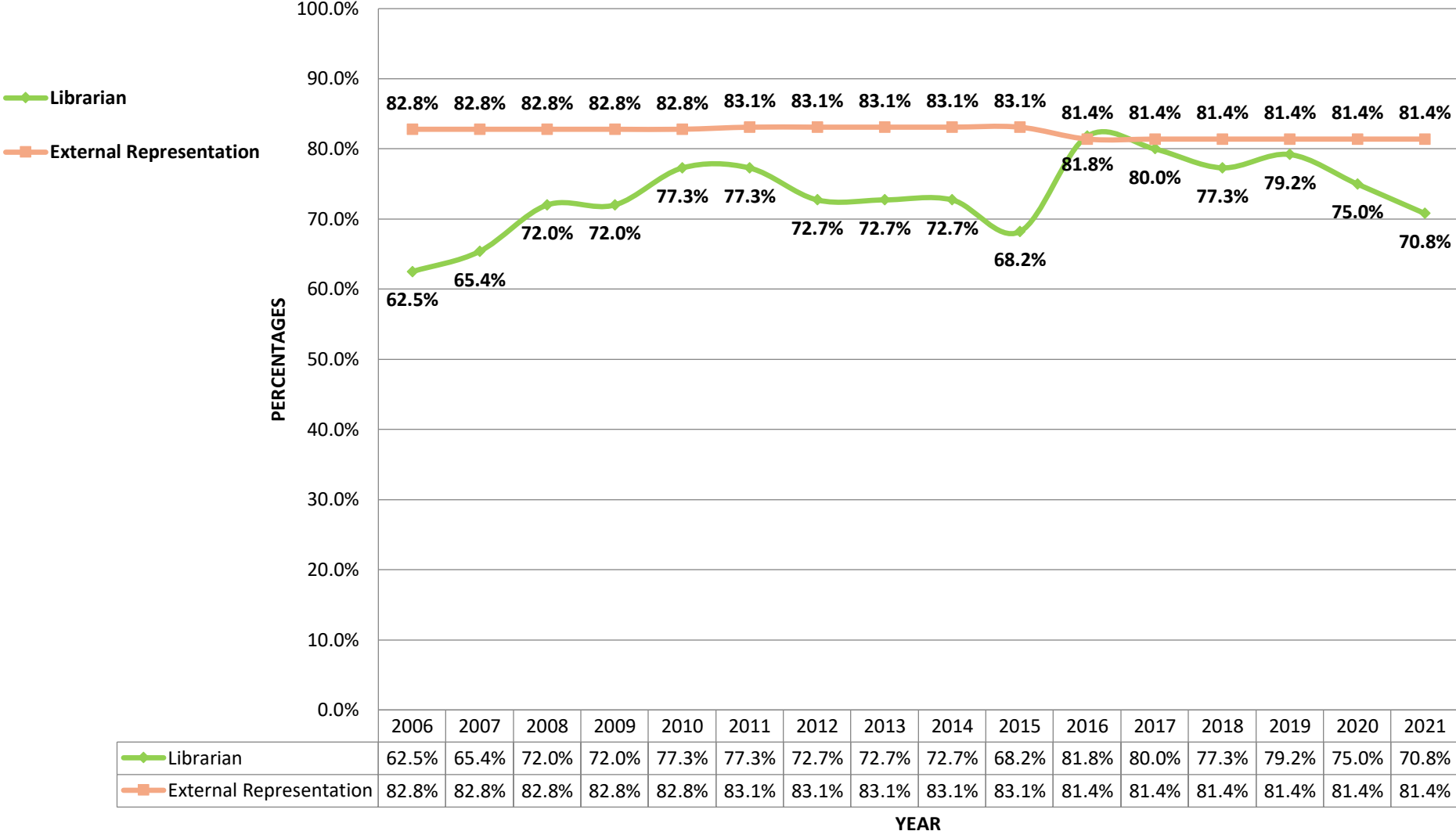
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 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities (2006-2021)



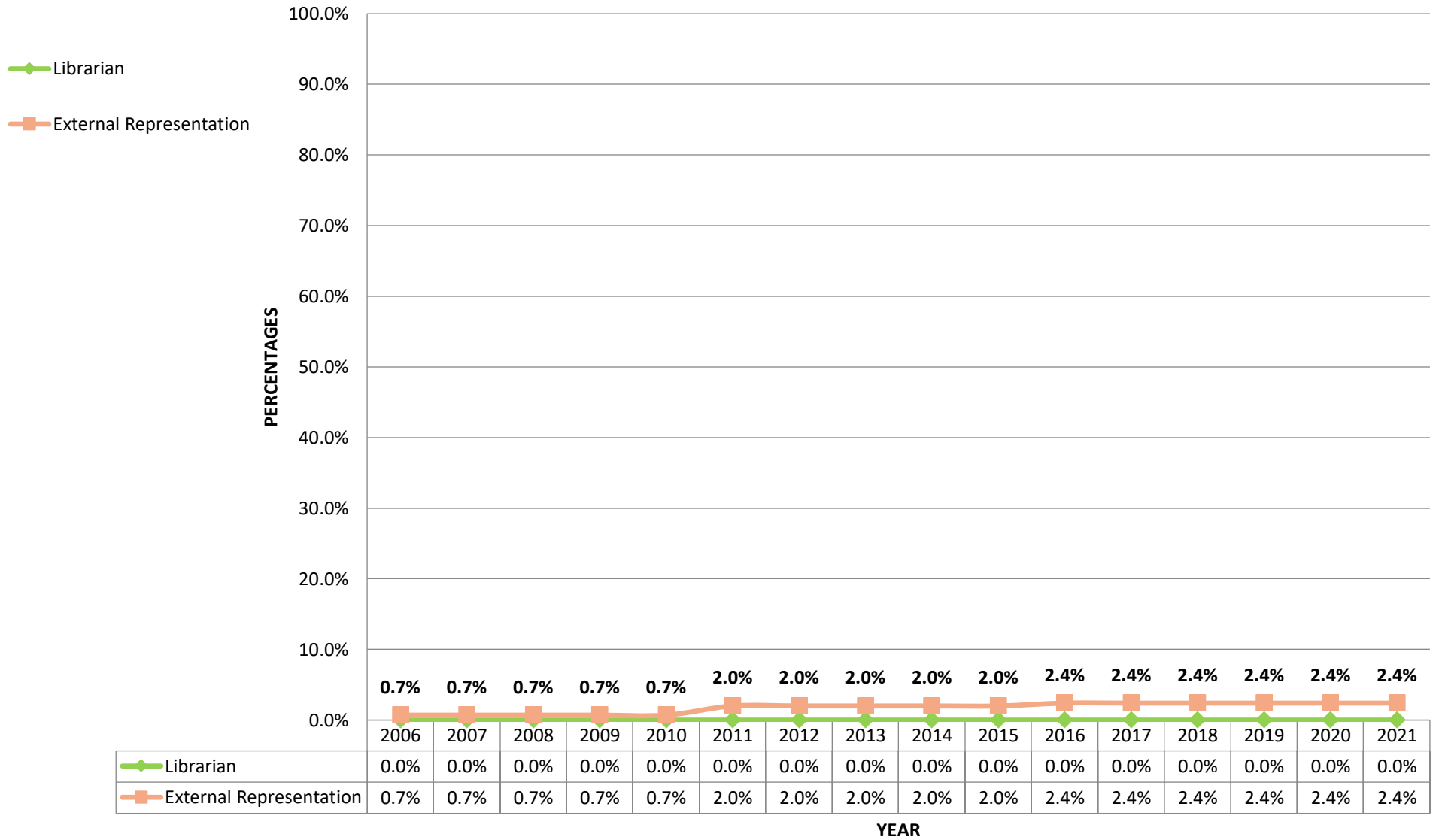
*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.
 2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
 2017-2021 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Librarians - Women (2006-2021)



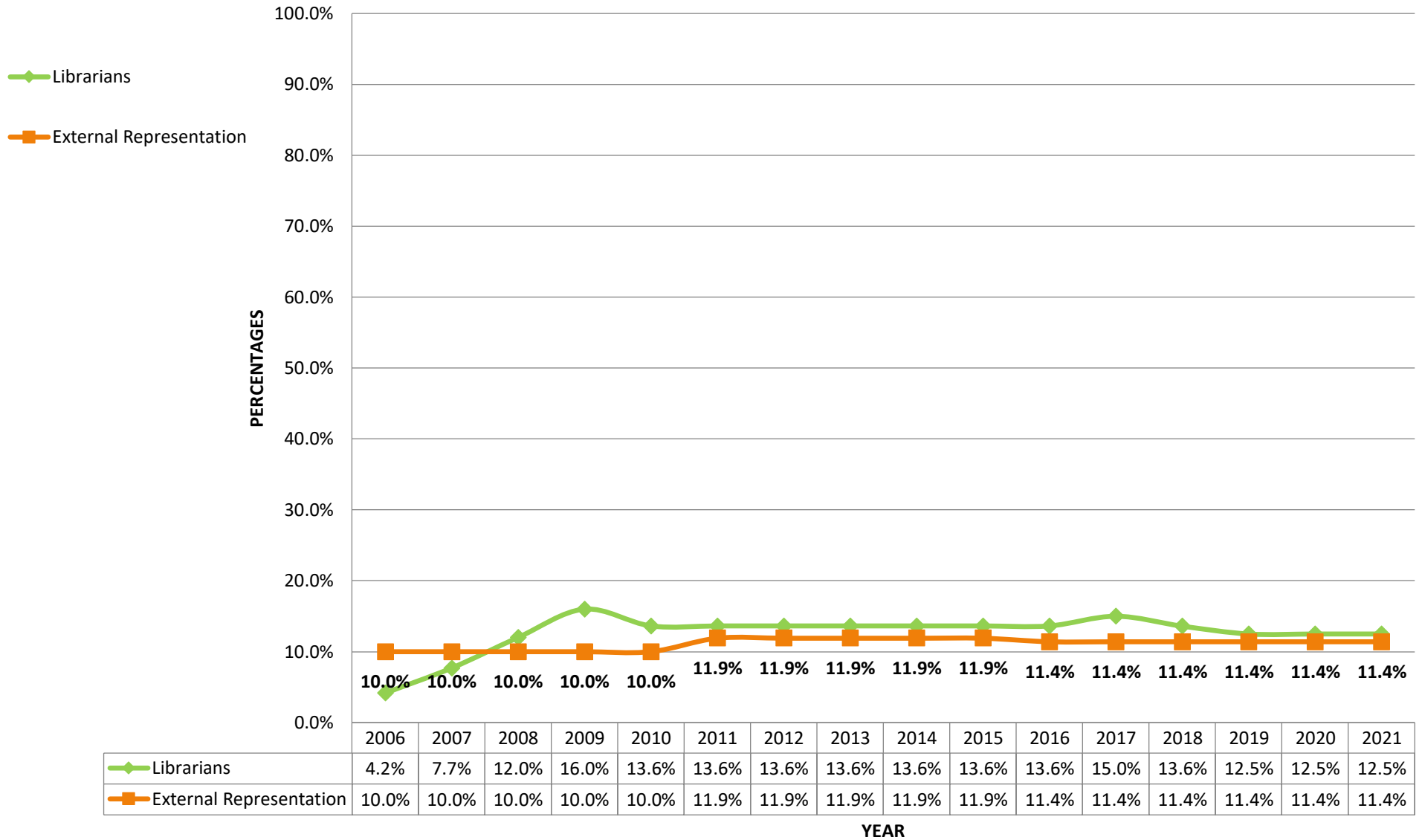
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Indigenous/Aboriginal Peoples (2006-2021)



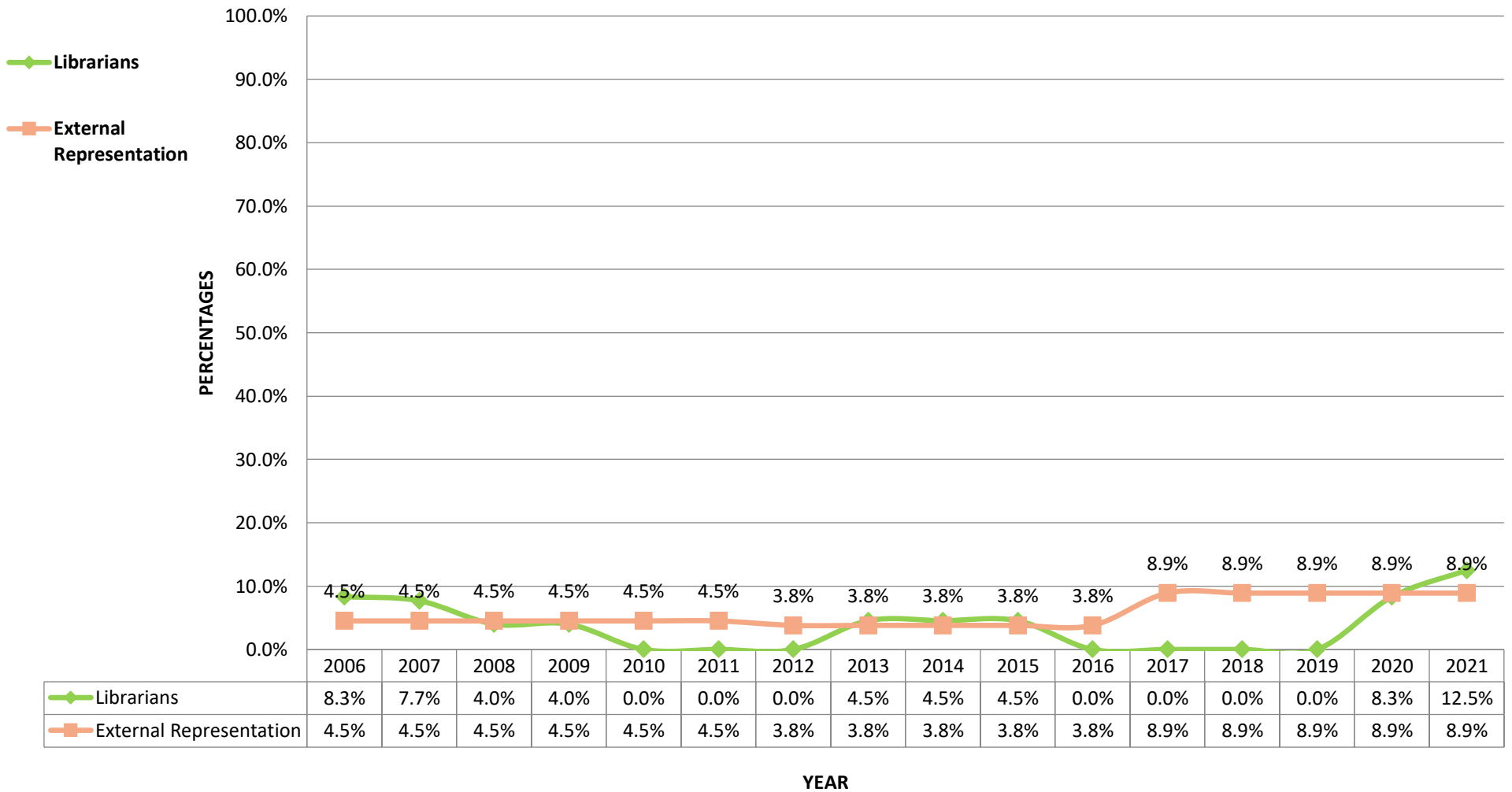
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Racialized Peoples/Visible Minorities (2006-2021)



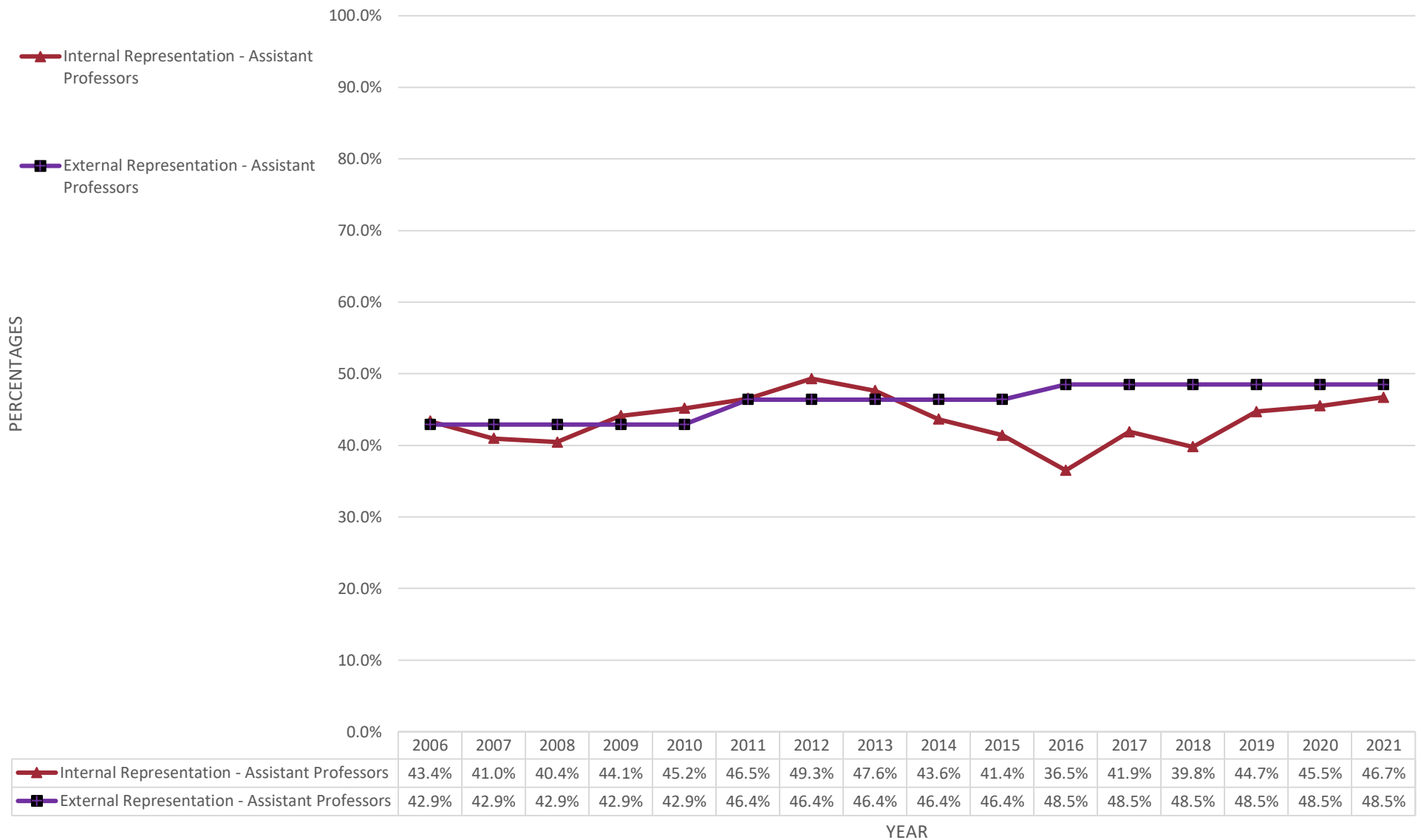
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Persons with Disabilities (2006-2021)



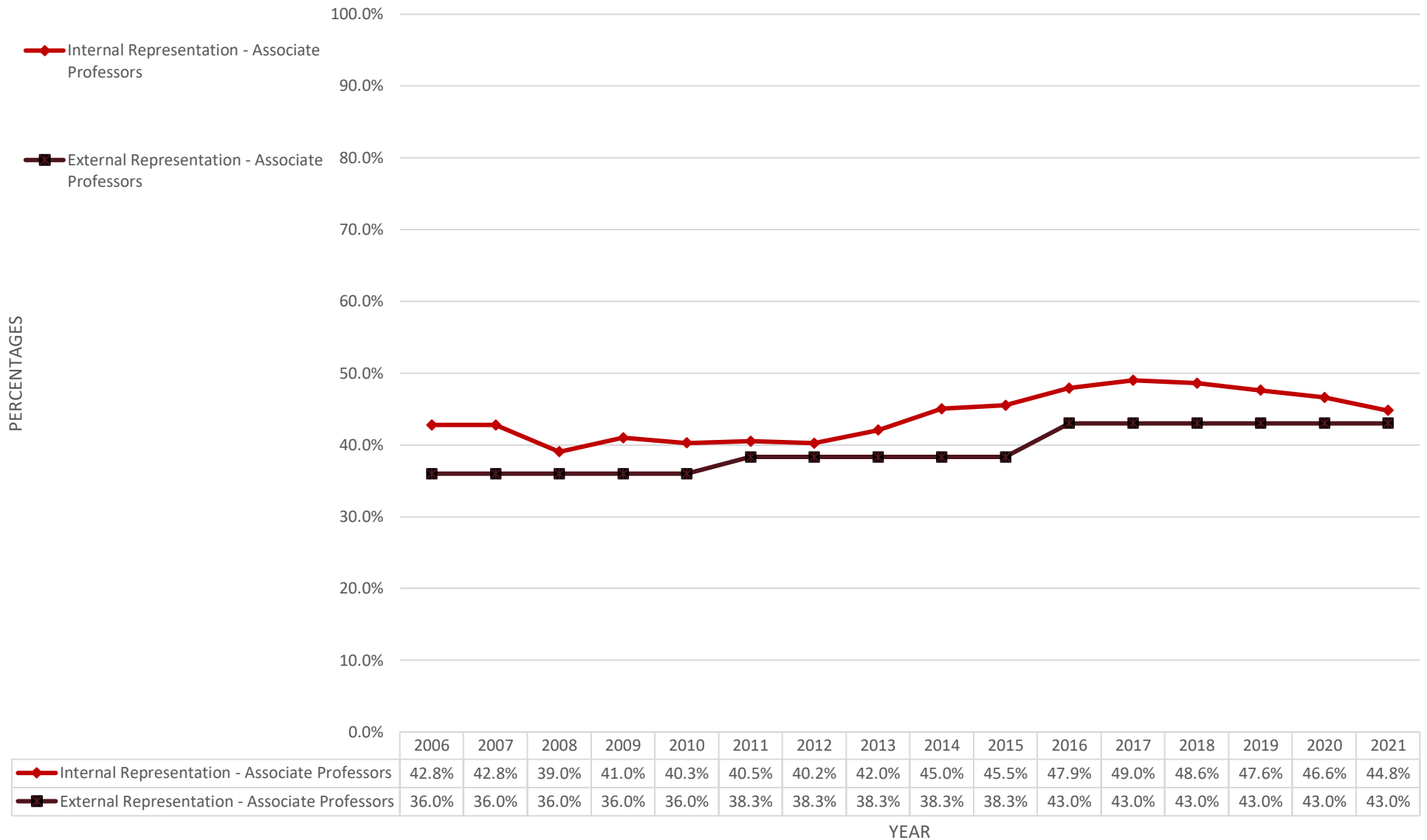
*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.
 2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
 2017-2021 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Assistant Professors (Tenured or Tenure-Track) - Women Internal Representation compared to CAUT Full-time University Teachers (2006-2021)



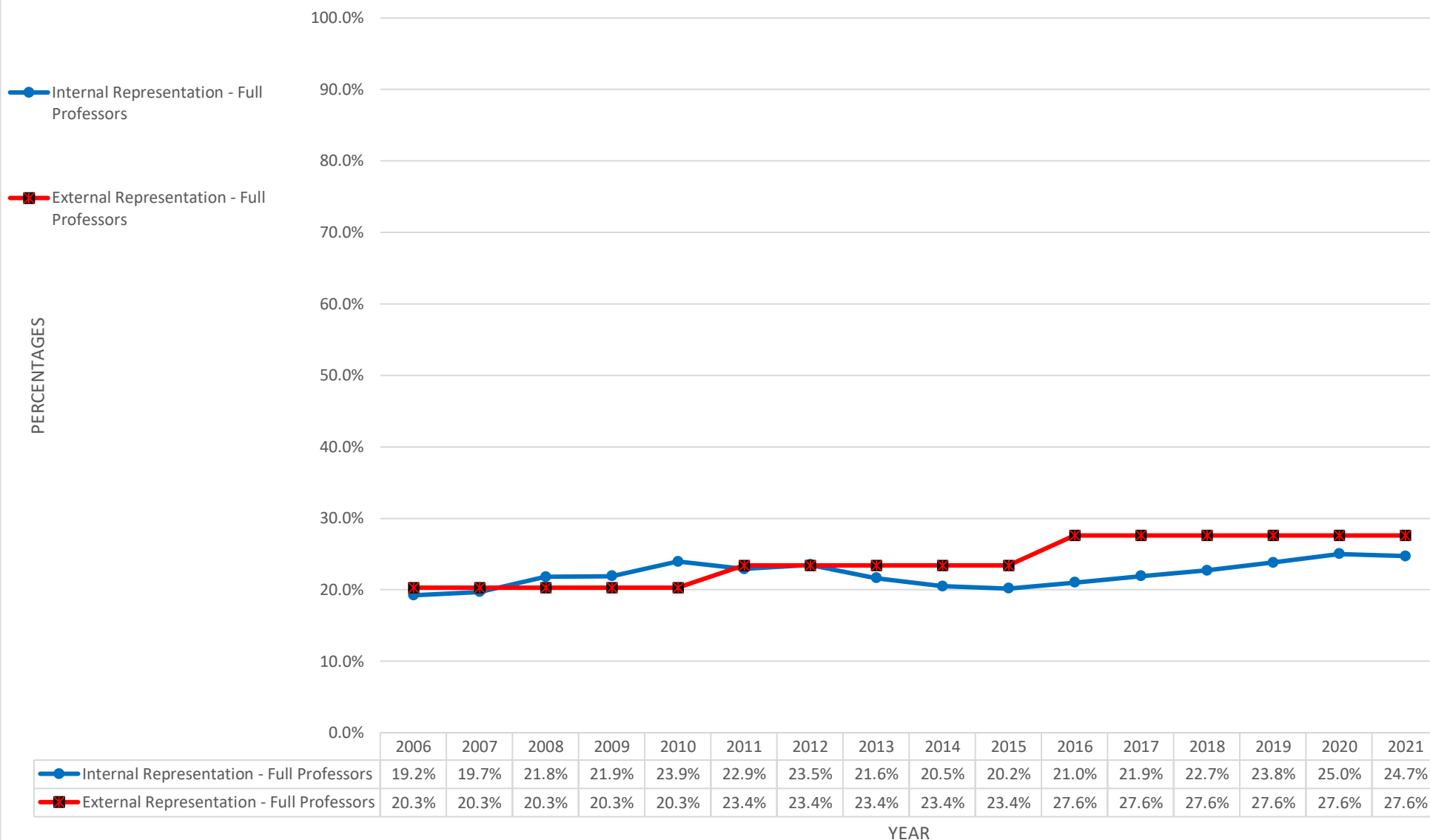
The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report

**Associate Professors (Tenured or Tenure-Track) - Women
Internal Representation compared to CAUT Full-time University Teachers
(2006-2021)**



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

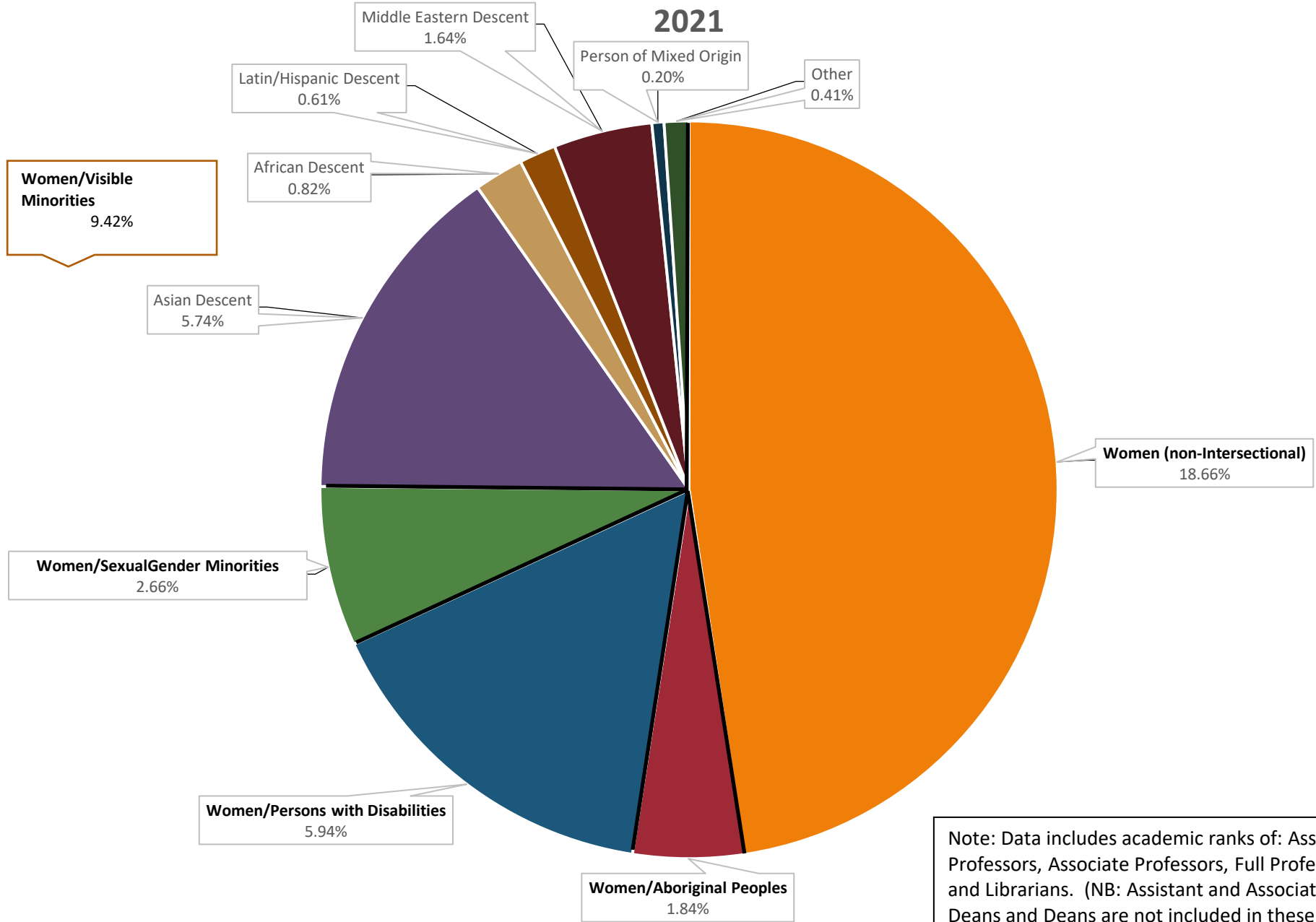
Full Professors (Tenured or Tenure-Track) - Women Internal Representation compared to CAUT Full-time University Teachers (2006-2021)



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

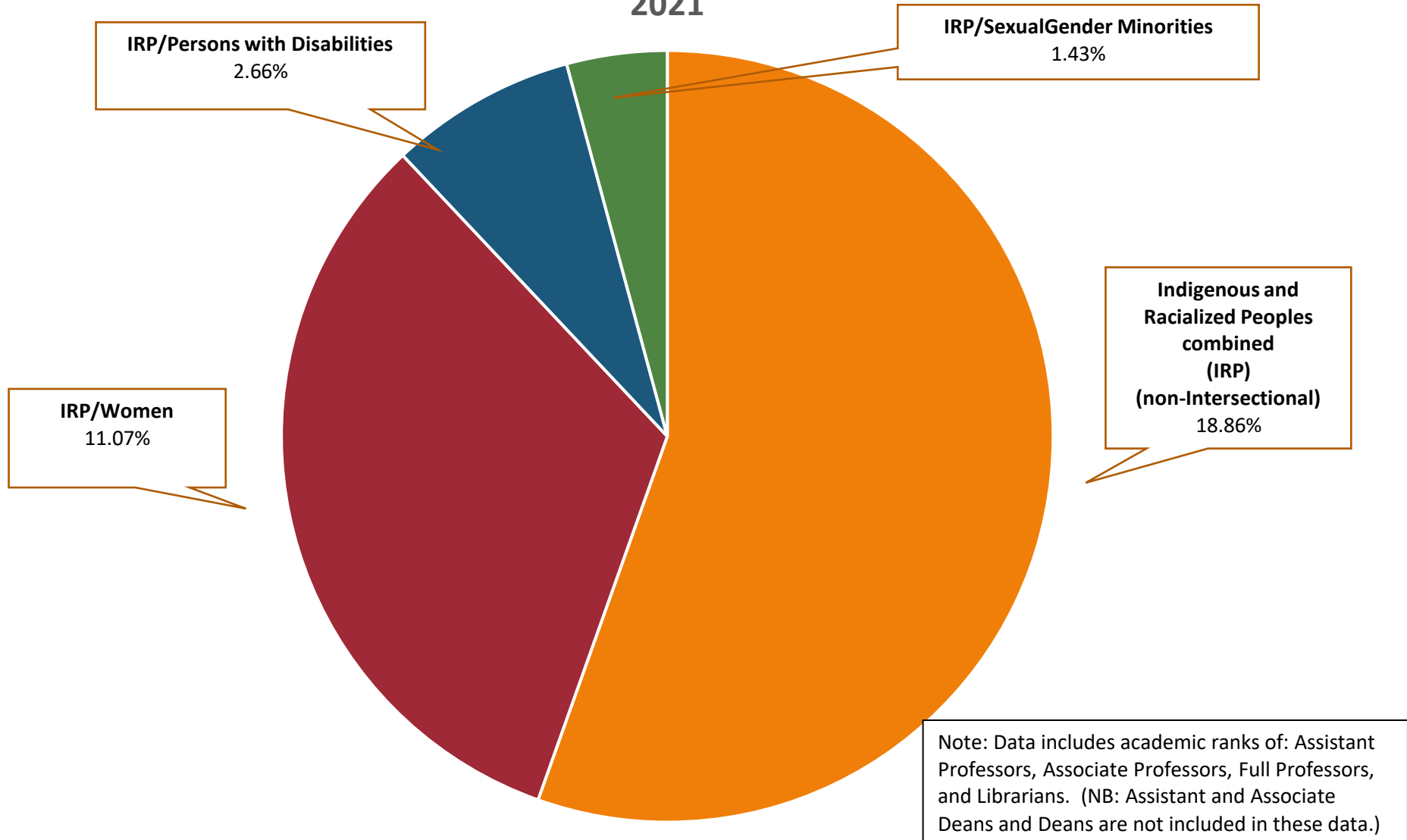
Professors and Librarians (Internal Representation) - Women Intersectionality

2021

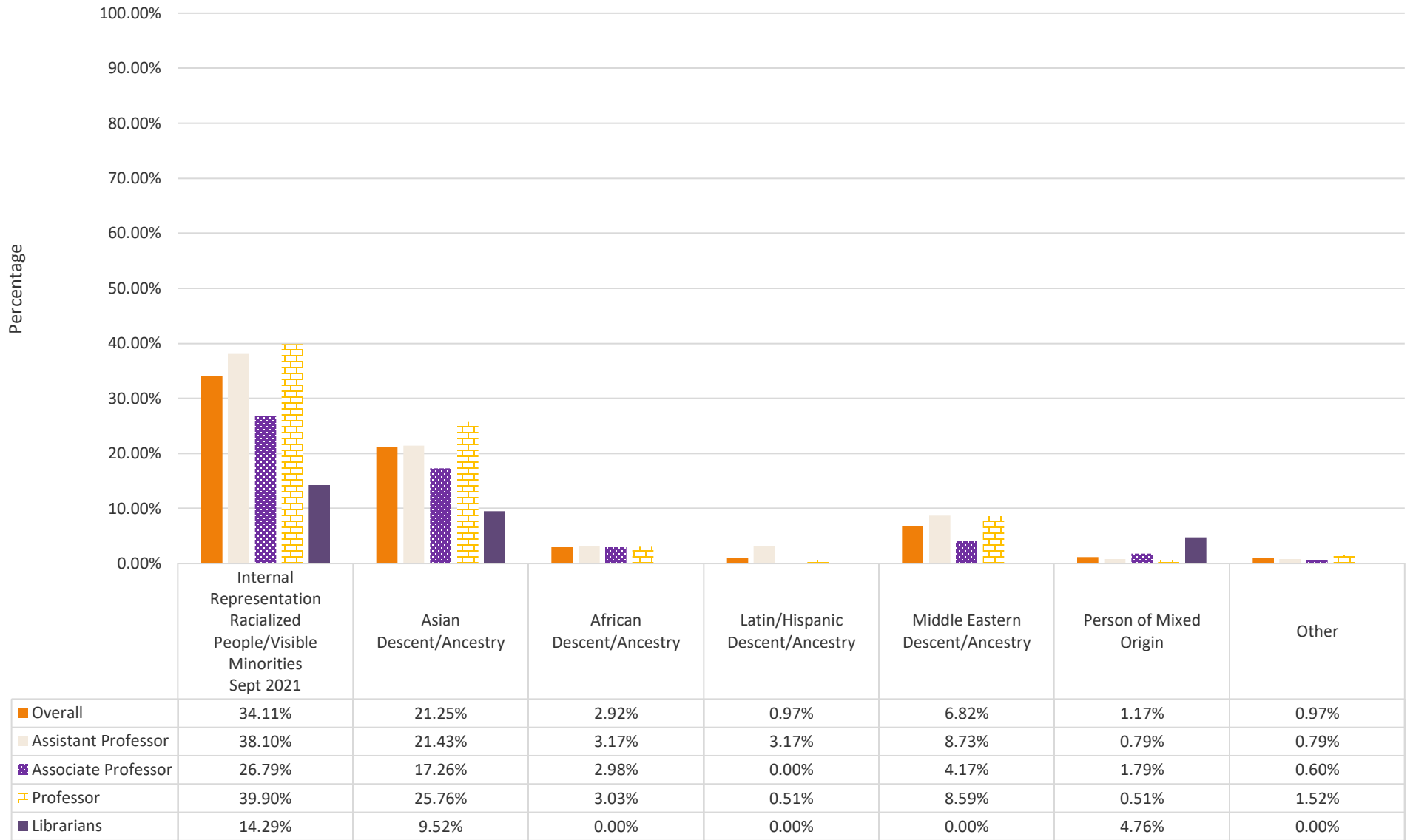


Note: Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

Professors and Librarians (Internal Representation) Indigenous and Racialized Peoples (IRP) Combined Intersectionality 2021



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



Visible Minorities - Disaggregated Groups

5 SUMMARY OF *NEXT STEPS* AND RECOMMENDATIONS 2015-2021

This section of the RCEE Report provides an update on the *next steps* and recommendations from the 2015-2021 reports. Within the various reports, they have been organized into 5 possible categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, Equity Items Actioned at Time of Report, and Equity Items Outside Our Mandate. Next steps are included for information purposes.

The status column provides an update as to the status of the recommendations at the time of this report. Items marked *For Consideration* are those that were considered to be fully or somewhat outside the RCEE mandate yet important to building a climate that facilitates advancement in equity, ultimately impacting recruiting. These recommendations had been put forward to be widely considered and not necessarily followed up by RCEE. The recommendations marked *Pending* are waiting for a particular action. *In Progress* indicates that, while not yet completed, action and activity are ongoing. Items marked as *Completed* does not indicate that the work in the particular area no longer needs to be continued nor that related recommendations would not appear in later reports. Rather, completed items refer to actions and steps taken to address specific recommendations within a given year. Refer to the original reports for more information on the specific context for a particular recommendation.

5.1 UPDATE ON 2015 REPORT *NEXT STEPS* AND RECOMMENDATIONS

| Item | 2015 Report <i>Next Steps</i> and Recommendations | Status |
|-------------------------|--|---|
| Data | | |
| 1a. | <i>Next Steps:</i> University of Windsor workforce data disaggregated by sex to identify women within the other designated groups. | Completed |
| 1b. | <i>Next Steps:</i> University of Windsor data disaggregated by race to identify specific racial groups that may be absent within units. (Note: Ongoing item, as OHREA is working to create more definitive groups.) | Completed |
| 1c. | <i>Next Steps:</i> Discipline-specific data on the external available applicant pool to each AAU, for use in the hiring process. (Note: Ongoing item, as discipline-specific data has been provided by OHREA to units receiving SPF 50 positions, and will be provided to other AAUs hiring in 2017.) | Completed |
| Enhancing Equity | | |
| 2a. | <i>Next Steps:</i> RCEE to follow up with OHREA regarding progress in providing assistance to units in developing and monitoring equity goals and timetables. | Ongoing |
| 2b. | <i>Next Steps:</i> The University's employment equity expertise (e.g., OHREA, HR, Office of the Provost) be made available to AAUs in working to meet their goals, particularly units recruiting from a small availability pool. | Ongoing |
| 3a. | Recommendation: Equity goals of units be included in applications for new positions. Additional weight be given to applications that include a strategy for improving an AAU's current equity profile. | No Longer Applicable (was part of the 50 New Faculty Hires initiative) |
| 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. | Completed in 2021 |

| | | |
|----|---|--|
| | <u>Note</u> : A basic sentence is in ads of the University's commitment. Over the years, individual units followed suit with specific statements, using more prominent and clearly defined language. | |
| | Enhancing the Equity Infrastructure | |
| 4. | PCEE return to the practice of reviewing and approving pre (or short listing) and post (post-interview) grids prior to use by appointments committees. Once committee approval has been granted, if no changes have been made, a grid that has been approved would merely be filed with PCEE, and not require further review. | Completed |
| | Equity Items Actioned at time of Report | |
| | The University administration explore specific initiatives such as the Academic Career Award to address extreme under-representation, particularly as found with Aboriginal faculty members and librarians. | Completed |
| | The University establish procedures to provide on-going equity training for all members of hiring committees. | Completed |
| | PCEE return to the practice of reviewing and approving job advertisements. | Completed |
| | Equity Items Outside RCEE Mandate | |
| | The University explore creating celebration of Service Excellence Awards for academic employees. Equity Assessors would be one of the required categories to be recognized, with a minimum of one award. Other service awards may include: community service, community-university partnerships, University service, AAU service. | For Consideration |
| | The Office of the Provost analyze the University data on time to promotion for designated groups as this is a potential factor contributing to under-representation at specific career stages. | For Consideration |
| | University of Windsor administration and WUFA collaborate on exploring strategies to maximize retention and advancement of faculty and librarians who are members of designated groups. | For Consideration-- Completed 2021 and Ongoing |

5.2 UPDATE ON 2016 REPORT *NEXT STEPS* AND RECOMMENDATIONS

| Item | 2016 Report <i>Next Steps</i> and Recommendations | Status |
|------|---|-------------------|
| | Data | |
| 1. | <i>Next Steps</i> : RCEE will annually obtain from OHREA the data regarding new hires in July through September in order to review the impact of the year's new hires. | Completed |
| | Enhancing Equity | |
| 2. | 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. | Not Yet Completed |
| 3. | <i>Next Steps</i> : RCEE undertakes a practice of collecting employment equity recruiting/hiring promising practices to feature in reports. | Completed |
| | Enhancing the Equity Infrastructure | |
| | <i>Follow-up items from 2015 for RCEE were contained here</i> | |
| | | |

5.3 UPDATE ON RECOMMENDATIONS FROM THE 2017 REPORT

| Item | 2017 Report Recommendations | Status |
|------|--|----------------------|
| | Data | |
| | <i>No new recommendations in this area</i> | |
| | Enhancing Equity | |
| 1. | <p>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.</p> <p><u>Note:</u> This refers to the candidate’s knowledge and commitment to equity, and is not regarding self-identification in a designated group.</p> | Completed in 2021-22 |
| 2. | RCEE recommends that the University ensures equity is weighted on all hiring grids. | Mostly Completed |
| | Enhancing the Equity Infrastructure | |
| | <i>No new recommendations in this area</i> | |

5.4 UPDATE ON RECOMMENDATIONS FROM THE 2018 REPORT

| Item | 2018 Report <i>Next Steps</i> and Recommendations | Status |
|------|---|-------------------|
| | Data | |
| | <i>No new recommendations in this area</i> | |
| | Enhancing Equity | |
| 1. | <p>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.</p> | For Consideration |
| | Enhancing the Equity Infrastructure | |
| 2. | 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 |
| | Equity Items Outside RCEE Mandate | |
| 3. | RCEE recommends that the University explores the addition of academic service awards. Included would be recognition of service of Equity Assessors. | For Consideration |
| 4. | 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 |

5.5 UPDATE ON RECOMMENDATIONS FROM THE 2019 REPORT

| Item | 2019 Report Recommendations | Status |
|------|--|-----------|
| | Data | |
| 1. | RCEE recommends that the University expands the data in the report on the Search Committee for the President and Vice-Chancellor to include the | Completed |

| | | |
|----|---|--|
| | other 3 federally designated groups, namely Aboriginal peoples, persons with disabilities, and visible minorities. | |
| 2. | RCEE recommends that the data [as per item #1] are retained in the University Secretariat and OHREA offices in order to assess progress. | Completed |
| | Enhancing Equity | |
| | <i>No new recommendations in this area</i> | |
| | Enhancing the Equity Infrastructure | |
| 3. | RCEE recommends that equity is weighted in the pre-interview grids as well as in the post-interview grids, both in the sense of self-identification in a designated group and the knowledge of and commitment to equity. Correction: RCEE recommends that equity is valued in the pre-interview, as well as, in the post-interview grids by giving due consideration to those individuals that self-identify as a member of a designated group(s). At the same time, the category of ‘knowledge of and commitment to equity’ should be duly considered and valued in both the pre- and post-interview grids in the sense that it is a weighted category. | Completed and Ongoing |
| 4. | RCEE recommends that the University continues to work with stakeholders, such as SWDEAC, on creative outreach to recruit and retain active Equity Assessors. | Ongoing |
| | Equity Items Outside RCEE Mandate | |
| 5. | RCEE recommends that the University similarly tracks and reports this data [as per item #1] for other senior administration positions (e.g., VPs, AVPs, etc.) to effectively assess the progress at all levels. | Completed—for all positions governed by bylaw. |

5.6 UPDATE ON RECOMMENDATIONS FROM THE 2020 REPORT

| Item | 2020 Report Recommendations | Status |
|------|---|-------------------|
| | Data | |
| 1. | RCEE recommends that the University ensures that the disaggregated data are used in the various searches/appointments. | Completed |
| | Enhancing Equity | |
| 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 |
| | Enhancing the Equity Infrastructure | |
| 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 |

| | Equity Items Outside RCEE Mandate | |
|----|--|-----------------------|
| 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 |

5.7 UPDATE ON RECOMMENDATIONS FROM THE 2021 REPORT

| Item | 2021 Report <i>Next Steps</i> and Recommendations | Status |
|------|--|-------------------|
| | Data | |
| 1. | RCEE recommends that the University provides disaggregated data on the designated group women on an ongoing basis. | Completed |
| 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. | Completed |
| | Enhancing Equity | |
| 3. | RCEE recommends that the University develops a plan to identify and rectify the systemic issues that create pay inequities. | For Consideration |
| 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. | Not Yet Completed |
| 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. | In Progress |
| 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. | For Consideration |
| | 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. | Not Yet Completed |
| 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. | Pending |
| | Equity Items Outside RCEE Mandate | |
| 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. | For Consideration |

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 OHREA sets up a cyclical practice to connect with the units on an annual basis to assist with updating and reporting with the DEAP Tool.
- 2) **RCEE recommends** that, notwithstanding the added consideration of 60% for the RCEE as being "serious underrepresentation," the University not lose sight of its FCP obligations to address underrepresentation when it reaches the level of "significant," which is 80% or less.

Enhancing Equity

- 3) **RCEE recommends** that the University reviews reports, policies, procedures, and documents from other institutions that have been created to address the possibility of fraudulent or misleading equity-related self-identification, which may be adapted for use in recruiting practices.

Enhancing the Equity Infrastructure

- 4) **RCEE recommends** that the University undertakes an analysis pairing recruitment with retention rates of designated groups, to identify potential trends and possible barriers.

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:

- 5) **RCEE recommends** that the University reviews the material contained in the Thriving on Campus initiative with the intention of identifying possibilities in which it can be expanded for improving the climate on campus for 2SLGBTQIA+ faculty.
- 6) **RCEE recommends** that the University works with the AAUs to identify areas where workplace climate and inclusivity for 2SLGBTQIA+ faculty can be improved, while seeking ways to improve recruiting and retention.

The RCEE noted the University's challenges with the return to campus. There were many new technological advances developed for online learning and meeting that ultimately created a more accessible and inclusive environment. It is important that these gains and options for flexibility not be lost in the push to return to pre-pandemic times.

Another technological resource that continues to advance equity is the DEAP Tool. As the University reaches its full use, it provides better ability for goal setting and reporting, which benefits each unit and the institution as a whole.

RCEE Committee Members:

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Vicki Jay Leung